

2021 INSTITUTIONAL PERFORMANCE ACCOUNTABILITY REPORT HARFORD COMMUNITY COLLEGE

1. Mission

During the 2020-2021 academic year, Harford Community College (HCC) continued to embrace, follow, and strive to achieve the goals in the new 2019-2024 Strategic Plan approved by the Board of Trustees in June, and effective in July 2019.

As such, the Institutional mission for the 2020-2021 academic school year was: *Grow. Achieve. Inspire. Contribute.*

Harford Community College's Vision is to strive for:

- *Satisfaction:* Demonstrate excellence in all we do as measured by those we serve.
- *Completion:* Do what it takes for students to achieve their goals.
- *Success:* Prepare all constituents to make a positive impact and inspire change in the world.

2. Institutional Assessment

Commission Prompt - What are three COVID-related initiatives/programs your institution implemented that your institution will be adopting permanently?

Due to the exceptional circumstances of the COVID-19 pandemic, Harford Community College (HCC) instituted several responses to address the needs of the entire campus community as well as specific initiatives for faculty and students. The specifics of three of these responses will be further described below, including the fact that such changes have merit beyond the time parameters of the pandemic.

To support the health and safety of all employees, students, and visitors, HCC added bipolar ionization to campus-wide air handling systems starting in summer 2021. These air cleaning devices were installed to increase safety via a more intricate air cleaning process. Early evidence from industry professionals supports the continued use of this technology as a means for facilitating the removal of viruses from the air and supporting surface disinfection.

With the need to move almost all courses to an online/remote format as of March 2020, HCC supported the faculty in this endeavor by developing and implementing two training programs to facilitate skill development and the use of best practices for teaching in the online environment. To date, 240 instructors have taken the base-level training and 66 instructors taken the second level training, which spans important topics from course planning, design, and delivery to accessibility and inclusivity. Initial data show positive student outcomes in sections with trained

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faculty. In addition, Introduction to Quality Matters is a specific training designed by the national organization QM and delivered by HCC's internal eLearning staff who have been trained by QM as facilitators. It's a new offering from QM (released early in 2021) that gives an overview of Quality Matters and their rubric. Given that HCC now offers more online instruction, leveraging this training is a pandemic-related initiative that we plan to continue offering in the future as it is grounded in evidenced based teaching practices for the online/remote format.

And, finally, during the pandemic, all student services areas expanded their options for meeting with students in the virtual environment. These areas include but are not limited to the Learning Center, Advising Career and Transfer Services, Financial Aid, and Disability Services. Overall, students are finding it more convenient and accessible to add as another option for meeting with employees in Student Affairs.

Access Indicators

Harford Community College proudly and continually strives to further the goals and strategies outlined in the *2017-2021 State Plan for Postsecondary Education, Student Success with Less Debt. State Goal 1 (Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents)* which urges institutions of higher education in Maryland to be committed leaders to college readiness and financial literacy.

HCC experienced a decrease in enrollment metrics as evidenced by indicators 1a through 4. These indicators have been below their benchmarks for the past four years, likely due to the strong economy and the more recent constraints of the COVID pandemic. Areas of improvement around enrollment are seen in indicators 5, 6a and 6b. High school student enrollment, indicator 5, has been increasing over the past several years due to a focused College initiative to work more closely with Harford County Schools. Enrollment growth in credit online courses and online continuing education courses, indicators 6a and 6b, have come from efforts to grow the amount and quality of our online course offerings.

Regarding the cost of education, HCC tuition and fees for credit courses as a percentage of tuition and fees at Maryland public four-year institutions experienced a nominal increase to 49.5% in FY2021, indicator 7b, though there was no increase in tuition from FY2020. The College continues to support affordable college access through scholarships such as those provided by the HCC Foundation. The Board of Trustees decided not to raise tuition for FY 2021 and that HCC would not increase tuition for Summer or Fall 2021 terms. There will only be a minimal 1.6 percent increase for the Winter and Spring terms. These decisions were made to keep tuition affordable during difficult financial times.

Additionally, HCC experienced a decline in the continuing education community service and lifelong learning metrics, indicators 8a and 8b. Enrollments decreased in FY 2020 to 3,276 for the Unduplicated annual headcount metric, indicator 8a. Enrollments for the Annual course enrollments metric, indicator 8b, decreased to 5,546. For the enrollment in continuing education,

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basic skills, and literacy courses metrics, indicators 9a and 9b, enrollment also decreased significantly for FY 2020. The Unduplicated annual headcount metric, indicator 9a, decreased to 717, and the Annual course enrollments metric, indicator 9b, decreased to 1,829. In FY 2020, the COVID-19 pandemic adversely impacted enrollments for critical programs like Community Education, Trade, and Senior Enrichment. While the impact of COVID-19 also negatively affected enrollment in these areas through FY 2021, The College has seen growth in these areas in early FY 2022. Overall, the College is committed to continuing and community education and looks for post-pandemic growth in this area.

HCC's efforts in programs such as My College Success Network and Soar2Success, which focused resources on eradicating attainment gaps due to income, race, gender, and ethnicity, directly caused an increase in the Minority student enrollment compared to service area population metric (indicator 11). In these areas the College has seen slow, but steady growth. The percent nonwhite credit enrollment metric, indicator 11a, increased to 30.3% in Fall 2020, above the benchmark. Furthermore, the Percent nonwhite continuing education enrollment metric, indicator 11b, also increased to 21.5% in FY 2020, also above the FY 2020 benchmark.

Efforts to hire the most highly qualified faculty possible while also striving to diversify faculty improved the Percent minorities (nonwhite) of full-time faculty metric, indicator 12, to 13.7% in Fall 2020, which is above the benchmark. As reflected in the strategic plan, HCC focuses on diversifying its administrative and professional staff. The Percent minorities (nonwhite) of full-time administrative and professional staff metric (indicator 13) increased significantly in Fall 2020 to 19.6%, but was just below the benchmark.

Success Indicators

Harford Community College supports *Goal 2 (Success: promote and implement practices and policies that will ensure student success)*. To this end, the College continued to focus on students with developmental coursework, resulting in a steady increase in the Developmental completers after four years metric (indicator 15), which increased for the Fall 2015 Cohort to 58.6% and exceeds the Fall 2016 Cohort benchmark.

The Fall-to-fall retention rates for all student categories in indicator 14 dropped for the Fall 2019 cohort compared to the Fall 2018 cohort, and were below their benchmarks. This is likely due to the COVID-19 pandemic and its negative effect on enrollment. The retention rates for the all students metric, indicator 14a, decreased to 57.6%. The retention rate for Pell grant recipient metric, indicator 14b, decreased to 47.1%. The retention rate for Developmental students metric, indicator 14c, decreased to 46.7%. The retention rate for College-ready students metric, indicator 14d, decreased to 66.8%. The College is working to deliberately address these retention issues by modeling data to predict the likelihood of students not returning and proactively reaching out to students to encourage retention.

The College continues to support students with developmental needs in English and
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mathematics. For students requiring developmental English and Reading courses, the College provides dedicated supports for these students with programs like the Accelerated Learning Program, and by partnering with the HCC Testing Center. HCC created the Accelerated Learning Program to allow students to complete developmental writing as a co-requisite with English 101.

In mathematics, there are 7-week long developmental courses scheduled so students can take two courses each semester. The College has also created two one credit co-requisite courses that pair with credit-bearing math courses for students slightly below the credit-bearing math course cutoff score. The addition of a one-credit Math 016 course to support the Math 216 statistics course, and a one-credit Math 003 to support Math 102, Contemporary Mathematics course are examples of HCC's commitment to supporting student success. The HCC Mathematics department created these structures for students according to national best practices aligned with recommendations from the Dana Center Mathematics Pathways project at the University of Texas, Austin.

Additionally, a course placement exception process provides students with the opportunity to appeal their Accuplacer course placement results.

These curricular refinements and student support mechanisms have led to the continued increase in Developmental completers after four years, indicator 15. This indicator increases to 62.2% for the Fall 2016 cohort at a four-year high, well above the benchmark.

Continued student success programs, like the My College Success Network and Soar2Success designed to enhance persistence among students, are facilitating strong performance in the Successful-persister rate after four years (indicator 16). The College-ready students metric, indicator 16a, is at 90.9% and the All students in the cohort metric, indicator 16d, is 80.9% -both above their benchmarks. While still strong, the Developmental completers metric, indicator 16b, decreased to 81.3% below its benchmark. A closer examination of Successful-persister rate after four years (indicator 17) shows that there are still differences between student groups. The persister rate for White only students, indicator 17a, is 83.0% and is slightly larger than the rate for Hispanic/Latino students, which is 81.7%. Both of these rates are significantly larger than the rate for Black/African American only students, which is 70.5%. This difference indicates the more needs to be done to help these students persist.

HCC continues to support the My College Success Network, Soar2Success, and other programs in a focused effort to meet the academic needs of all students. HCC also employed academic coaching, student success advising, and other student support services to empower all students toward academic success.

The College's Graduation-transfer rate after four years metric indicates that the most recently reported cohort for college-ready students metric, indicator 18a, increased to 77.9%, and remains above the Fall 2016 Cohort benchmark. For developmental completers, the Graduation-transfer rate after four years metric, indicator 18b, decreased to 62.4%, and remains slightly below the
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Fall 2016 Cohort benchmark. The Graduation-transfer rate after four years for all students in the cohort metric, indicator 18d, remained at 65.3%, and is still above the Fall 2016 Cohort benchmark. HCC awarded 864 associate degrees and credit certificates, indicator 20a, for the reporting period, which is below the benchmark. This decline in degrees and certificates mirrors the decline in enrollment over the same timeframe. Other success metrics remain strong while also showing slight declines. The First-year GPA of 2.0 or above at a transfer institution, indicator 21, dropped slightly to 89.0%, just below its benchmark. The metric of Graduate transfers within one year, indicator 22, also had a slight drop to 71.1%, likely due to influences from the pandemic.

Innovation Indicators

Harford Community College is making strides in support of *Goal 3 (Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success)*.

The number of NCLEX RN candidates for the Licensure/certification examination pass rates metric, indicator 23a, increased significantly to 139. The pass rate for those candidates decreased nominally to 91.4%, which is above the FY 2020 benchmark. The NCLEX pass rates remain strong due to extensive preparation for the exam. Also, during the last semester of the program, students are given the ATI NCLEX-RN predictor exam. Each student who takes the predictor exam receives an individualized remediation plan to address deficient content areas in preparation for the NCLEX-RN. Students are required as part of their coursework to complete the remediation plan.

The number of medical assisting candidates for the Licensure/certification examination pass rates metric, indicator 25c, decreased significantly to 3, which is well below the FY 2020 benchmark. The Pass rate for medical assisting candidates also increased to 67.0 %, below the benchmark for FY 2020. It is important to note that, for medical assisting, there are several national accrediting bodies and only one certification board that reports results back to HCC; therefore, some students may choose certification from a non-reporting board. The medical assisting curriculum has been modified to address these licensure issues and improvement in pass rates are expected in subsequent years.

Demand for HCC graduates remain strong as seen in the Graduates employed within one year metric, indicator 24. This metric saw a slight drop to 83.3% even with the effects of the pandemic. This demand is echoed in the Income growth of career program graduates (indicator 25) with a larger difference between the pre-graduation and post-graduation metrics. The Median annualized income one year prior to graduation, indicator 25a, dropped to \$12,964 and the Median annualized income three years after graduation, indicator 25b, increased significantly to \$52,860.

Unfortunately, HCC experienced a decrease in enrollment in continuing education offerings due to the pandemic. The decline in enrollments in the last quarter of the year led to these drops. The
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Enrollment in continuing education workforce courses metric (indicator 26) saw drops in Unduplicated annual headcount, indicator 26a, to 3480 and in Annual course enrollments, indicator 26b, to 5969 -both below their benchmarks. These indicators experienced a twenty percent drop over the previous year, but were tracking for outcomes above their benchmarks before the pandemic. Similarly, Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure (indicator 27), twenty five percent drops were experienced in enrollments. Unduplicated annual headcount, indicator 27a, decreased to 1598 and Annual course enrollments decreased to 2556. Both of these metrics were below their benchmarks. Enrollment in contract training courses (indicator 28) also experienced a twenty five percent drop. The Unduplicated annual headcount, indicator 28a, decreased to 906 and the Annual course enrollments, indicator 28b, decreased to 1287. Even with these decreases both of these indicators were above their benchmarks. With these enrollment declines in continuing education offerings in mind, HCC is working to improve access for students and quality of offerings. The College has explored new course locations closer to populations centers and worked with stakeholders to offer the needed educational opportunities.

HCC continues to optimize its enrollment management processes in response to the decline in enrollments experienced at most Maryland community colleges. Through our Strategic Plan, the College is refining enrollment efforts. The faculty and staff who represent both Academic Affairs and Student Affairs continue to set short-term and long-term measurable goals, design integrated interdisciplinary programs and interventions based on best practices, and educate the campus community on all student success initiatives. The College regularly analyzes data focused on student retention, success, and completion. One specific example is the use of data modeling to predict the likelihood of students leaving the College prior to goal attainment. This data will focus outreach to students, address individual student needs, and improve enrollment. Innovations, like this data modeling example, illustrate how HCC is improving the student experience at Harford and to address enrollment challenges, which should be reflected in future metrics.

Furthermore, during the 2020-2021 academic year, HCC continued its effort to improve business processes. With the influence of the COVID-19 pandemic, movement toward electronic processes has greatly accelerated. This has produced a nimbler atmosphere allowing for almost all business processes to occur electronically. This has also benefited students, allowing them to interact with the College electronically and receive services remotely. To balance the needs of all students, face-to-face services are still available. During the 2020-2021 academic year, College leadership prioritized projects that promoted safe access to financial, student , and academic services.

3. Community Outreach and Impact

Harford Community College is very active bringing in community outreach and seeks to make a positive impact in our community. Grants play a big role in this outreach with the College bring

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in \$7,423,820 grant awards in FY20. A grant of note for this fiscal year was the NSF Advanced Technological Education in Biotechnology. The amount awarded: \$493,912. The purpose of this grant is to increase the number of Harford County residents employed in biotechnology careers. Providing pathways to high-demand biotechnology careers in Maryland is critical in serving the Harford County community and increasing the number of qualified biotechnicians in Maryland and the surrounding areas.

The BIOTEC Pathways program will also examine impacts of community outreach activities, not only with K-12 students but also with their families, on increasing enrollment in and graduation from a biotechnology program. Surveys, focus groups, and data regarding enrollment, graduation, transfer and job placement will be utilized.

A list of notable grant-supported outreach activities is provided:

- ACCESS grant from Maryland Developmental Disabilities Administration - created workforce development programming and support of individuals with intellectual and other disabilities.
- Youth Grant from Susquehanna Workforce Network - conducted outreach to at risk youth and offered workforce development non-credit courses.
- Susquehanna Workforce Network grant funded manufacturing and cybersecurity workforce programs were offered.

The College also partnered with other organizations to provide outreach to our community. Some example partnerships and outreach projects are provided.

- Harford County Public Schools - created credit Machining and Welding classes that are a part of the Engineering Technology Degree and offered to cohorts for students with disabilities.
- Harford County Detention Center - Offered adult literacy classes in the detention center. Started new workforce programs for inmates. Ran for the first time an HCC open house type session at the detention center where employers also joined and illustrated pathways to jobs to students through HCC non-credit workforce education.
- US Army Communications-Electronics Command - Established Co-Operative Learning program in which students received security clearances and paid internships in Cybersecurity.
- Army Research Lab - Established Educational Partnership Agreement for subject matter experts to provide content and context for additive manufacturing curriculum development.

Harford Community College Foundation also sponsors numerous community activities. Some example sponsored activities is provided.

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- Summer Swing Golf Tournament at Maryland Golf & Country Clubs
- President's Circle Dinner for President's Circle & O'Connell Society members
- Screech's Night Owl 5k - Proceeds for Harford student athlete scholarships
- ATHENA Leadership Award Breakfast - Proceeds for Harford student leadership scholarships

4. Accountability Indicators

See attached HCC 2021 Accountability Indicators Table.

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	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount		1367		560		502	305
2	Number attempting fewer than 18 hours over first 2 years		367		99		52	216
3	Cohort for analysis (Line 1 – Line 2)		1000	100.0%	461	100.0%	450	89 100.0%
4	Earned Associate degree from this community college		380	38.0%	215	46.6%	165	0 0.0%
5	Earned certificate, but no degree, from this community college		5	0.5%	0	0.0%	5	0 0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)		385	38.5%	215	46.6%	170	0 0.0%
7	Transferred to Maryland two-year/technical college		85	8.5%	29	6.3%	48	8 9.0%
8	Transferred to Maryland public four-year college		345	34.5%	212	46.0%	132	1 1.1%
9	Transferred to Maryland private four-year college or university		5	0.5%	4	0.9%	1	0 0.0%
10	Transferred to out-of-state two-year/technical college		23	2.3%	12	2.6%	9	2 2.2%
11	Transferred to out-of-state four-year college or university		77	7.7%	47	10.2%	28	2 2.2%
12	Total transfers (sum of Lines 7 - 11)		535	53.5%	304	65.9%	218	13 14.6%
13	Graduated from this college and transferred (Line 6 □ Line 12)		267	26.7%	160	34.7%	107	0 0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		653	65.3%	359	77.9%	281	13 14.6%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		143	14.3%	53	11.5%	80	10 11.2%
16	Successful transition to higher ed (Line 14 + Line 15)		796	79.6%	412	89.4%	361	23 25.8%
17	Enrolled at this community college last term of study period		13	1.3%	7	1.5%	5	1 1.1%
18	Successful or persisting (Line 16 + Line 17)		809	80.9%	419	90.9%	366	24 27.0%

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	237	31	80	927
2 Number attempting fewer than 18 hours over first 2 years	81	2	20	225
3 Cohort for analysis (Line 1 – Line 2)	156 100.0%	29 100.0%	60 100.0%	702 100.0%
4 Earned Associate degree from this community college	51 32.7%	12 41.4%	17 28.3%	286 40.7%
5 Earned certificate, but no degree, from this community college	1 0.6%	0 0.0%	0 0.0%	4 0.6%
6 Total associate and certificate graduates (Line 4 + Line 5)	52 33.3%	12 41.4%	17 28.3%	290 41.3%
7 Transferred to Maryland two-year/technical college	20 12.8%	1 3.4%	3 5.0%	53 7.5%
8 Transferred to Maryland public four-year college	42 26.9%	15 51.7%	24 40.0%	251 35.8%
9 Transferred to Maryland private four-year college or university	0 0.0%	1 3.4%	1 1.7%	3 0.4%
10 Transferred to out-of-state two-year/technical college	1 0.6%	1 3.4%	7 11.7%	12 1.7%
11 Transferred to out-of-state four-year college or university	13 8.3%	3 10.3%	5 8.3%	52 7.4%
12 Total transfers (sum of Lines 7 - 11)	76 48.7%	21 72.4%	40 66.7%	371 52.8%
13 Graduated from this college and transferred (Line 6 □ Line 12)	41 26.3%	10 34.5%	11 18.3%	195 27.8%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	87 55.8%	23 79.3%	46 76.7%	466 66.4%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	20 12.8%	3 10.3%	3 5.0%	110 15.7%
16 Successful transition to higher ed (Line 14 + Line 15)	107 68.6%	26 89.7%	49 81.7%	576 82.1%
17 Enrolled at this community college last term of study period	3 1.9%	1 3.4%	0 0.0%	7 1.0%
18 Successful or persisting (Line 16 + Line 17)	110 70.5%	27 93.1%	49 81.7%	583 83.0%

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Student & Institutional Characteristics (not Benchmarked)

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
A Fall credit enrollment				
a. Unduplicated headcount	6,109	5,865	5,705	5,256
b. Percent of students enrolled part time	64.2%	66.0%	66.1%	66.7%
	Fall 2017	Fall 2018	Fall 2019	Fall 2020
B First-time credit students with developmental education needs	51.1%	50.2%	49.1%	25.7%
	FY 2017	FY 2018	FY 2019	FY 2020
C Credit students who are first-generation college students (neither parent attended college)	22.6%	21.5%	21.6%	22.5%
	FY 2017	FY 2018	FY 2019	FY 2020
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	291	289	258	171
	FY 2017	FY 2018	FY 2019	FY 2020
E Credit students receiving financial aid				
a. Receiving any financial aid	42.7%	45.4%	40.8%	44.6%
b. Receiving Pell grants	20.0%	21.8%	21.4%	21.3%
F Students 25 years old or older				
a. Credit students	25.4%	25.6%	26.4%	24.2%
	FY 2017	FY 2018	FY 2019	FY 2020
b. Continuing education students	73.0%	74.5%	72.8%	68.8%
	FY 2017	FY 2018	FY 2019	FY 2020
G Credit students employed more than 20 hours per week	46.0%	57.6%	55.4%	59.3%
	Fall 2017	Fall 2018	Fall 2019	Fall 2020
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	5.0%	5.5%	5.8%	6.0%
b. Black/African American only	16.3%	15.8%	16.2%	15.8%
c. American Indian or Alaskan native only	0.3%	0.3%	0.3%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.1%	0.1%	0.1%
e. Asian only	2.5%	2.7%	3.0%	3.8%
f. White only	70.2%	69.9%	68.5%	67.9%
g. Multiple races	3.5%	3.5%	3.6%	3.6%
h. Foreign/Non-resident alien	1.2%	1.1%	1.1%	1.0%
i. Unknown/Unreported	0.8%	1.0%	1.3%	1.7%
	Fall 2017	Fall 2018	Fall 2019	Fall 2020
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	10.4%	13.1%	15.2%	79.1%
b. Enrolled in some, but not all, distance education	25.8%	26.0%	27.1%	12.3%
c. Not enrolled in any distance education	63.8%	60.9%	57.7%	8.6%

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	FY 2017	FY 2018	FY 2019	FY 2020
J Unrestricted revenue by source				
a. Tuition and fees	44.0%	43.0%	42.0%	41.0%
b. State funding	23.0%	23.0%	23.0%	23.0%
c. Local funding	31.0%	32.0%	32.0%	33.0%
d. Other	2.0%	2.0%	3.0%	3.0%
	FY 2017	FY 2018	FY 2019	FY 2020
K Expenditures by function				
a. Instruction	40.2%	38.3%	37.2%	36.6%
b. Academic support	13.8%	14.5%	13.9%	13.4%
c. Student services	11.7%	12.0%	13.9%	12.7%
d. Other	34.3%	35.2%	35.0%	37.3%

Goal 1: Access

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	19,142	18,054	16,953	14,388	16,000
b. Credit students	8,991	8,225	8,145	7,612	8,000
c. Continuing education students	10,624	10,231	9,213	7,151	9,000
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
2 Market share of first-time, full-time freshmen	55.6%	51.9%	54.7%	52.1%	56.0%
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
3 Market share of part-time undergraduates	68.9%	68.8%	70.1%	67.4%	70.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2024
4 Market share of recent, college-bound high school graduates	69.5%	65.5%	62.2%	62.2%	65.0%
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
5 High school student enrollment	737	807	885	964	950
	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	9,561	9,188	10,526	11,182	10,500
b. Continuing education, online	267	298	247	545	350
c. Credit, hybrid	2,702	2,447	2,159	1,678	1,700
d. Continuing education, hybrid	0	0	0	0	200
	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2026
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,553	\$4,644	\$4,783	\$4,783	NA
b. Percent of tuition/fees at Md public four-year institutions	48.9%	49.1%	49.4%	49.5%	50.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	4,990	4,988	4,433	3,276	3,500
b. Annual course enrollments	10,317	10,335	9,618	5,546	8,000
					Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	1,030	885	895	717	850
b. Annual course enrollments	2,880	2,533	2,689	1,829	2,500
					Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	11.4%	13.1%	12.2%	20.5%	20.0%
b. At least one ESL educational functioning level	10.5%	39.7%	17.8%	21.3%	20.0%
Note: Not reported if < 50 students in the cohort					
11 Minority student enrollment compared to service area population					Benchmark Fall 2025
a. Percent nonwhite credit enrollment	Fall 2017 28.4%	Fall 2018 28.6%	Fall 2019 29.8%	Fall 2020 30.3%	Fall 2025 30.0%
b. Percent nonwhite continuing education enrollment	FY 2017 17.7%	FY 2018 18.8%	FY 2019 19.8%	FY 2020 21.5%	FY 2025 22.0%
c. Percent nonwhite service area population, 15 or older	July 2017 NA	July 2018 NA	July 2019 23.1%	July 2020 23.6%	Benchmark Not Required NA
12 Percent minorities (nonwhite) of full-time faculty	Fall 2017 9.0%	Fall 2018 9.0%	Fall 2019 11.7%	Fall 2020 13.7%	Benchmark Fall 2025 15.0%
13 Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2017 17.1%	Fall 2018 17.9%	Fall 2019 17.2%	Fall 2020 19.6%	Benchmark Fall 2025 20.0%

Goal 2: Success

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	62.0%	62.1%	62.9%	57.6%	62.0%
b. Pell grant recipients	57.3%	56.0%	57.1%	47.1%	57.0%
c. Developmental students	56.8%	55.8%	57.7%	46.7%	57.0%
d. College-ready students	70.9%	69.2%	69.4%	66.8%	70.0%

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	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	54.8%	58.0%	58.6%	62.2%	62.0%
	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	89.3%	90.6%	87.6%	90.9%	90.0%
b. Developmental completers	83.9%	83.8%	86.9%	81.3%	85.0%
c. Developmental non-completers	32.2%	29.1%	37.5%	27.0%	NA
d. All students in cohort	79.9%	80.6%	82.2%	80.9%	80.0%
	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	82.5%	84.6%	83.7%	83.0%	NA
b. Black/African American only	64.2%	66.0%	73.3%	70.5%	NA
c. Asian only	n<50	n<50	n<50	n<50	NA
d. Hispanic/Latino	77.2%	69.1%	n<50	81.7%	NA
Note: Not reported if < 50 students in the cohort for analysis					
	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	73.5%	77.4%	75.2%	77.9%	76.0%
b. Developmental completers	59.8%	59.9%	63.9%	62.4%	61.0%
c. Developmental non-completers	22.8%	23.6%	24.0%	14.6%	NA
d. All students in cohort	61.5%	63.8%	65.3%	65.3%	65.0%
	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	64.3%	67.5%	67.2%	66.4%	NA
b. Black/African American only	43.8%	51.0%	55.0%	55.8%	NA
c. Asian only	n<50	n<50	n<50	n<50	NA
d. Hispanic/Latino	54.0%	54.5%	n<50	76.7%	NA
Note: Not reported if < 50 students in the cohort for analysis					
	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	1,125	954	979	864	
b. Career degrees	289	251	265	288	NA
c. Transfer degrees	778	633	640	524	NA
d. Certificates	58	70	74	52	NA
e. Unduplicated graduates	1,070	913	923	835	NA

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	AY 16-17	AY 17-18	AY 18-19	AY 19-20	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	90.1%	88.2%	90.0%	89.0%	90.0%

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	72.2%	72.5%	75.3%	71.1%	72.0%

Goal 3: Innovation

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a .NCLEX RN	83.0%	92.8%	91.9%	91.4%	90.0%
Number of Candidates	129	111	123	139	NA
b.NCLEX PN	0.0%	0.0%	0.0%	0.0%	0.0%
Number of Candidates	0	0	0	0	NA
c. MEDICAL ASSISTING	57.1%	62.5%	44.4%	67.0%	70.0%
Number of Candidates	14	23	18	3	NA
24 Graduates employed within one year	84.9%	85.5%	85.6%	83.3%	Benchmark Not Required NA

	FY 2014 Graduates	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$17,876	\$16,648	\$13,876	\$12,964	NA
b. Median annualized income three years after graduation	\$52,060	\$47,204	\$48,200	\$52,860	NA

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	5,119	4,863	4,293	3,480	4,300
b. Annual course enrollments	9,501	9,243	7,774	5,969	7,800

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,408	2,251	2,174	1,598	2,200
b. Annual course enrollments	3,568	3,594	3,236	2,556	3,200

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,550	1,595	1,216	906	1,200
b. Annual course enrollments	1,897	2,034	1,719	1,287	1,700