

## **B-1 Board Core End: Operations Focus**

**Background:** This report addresses the board core end, *Operations Focus*. HCC aligns its operations with the two Educational Excellence criteria for this category. Measures were selected by the board in 2003. The administration now presents the dashboard as a vehicle to summarize the information. Green ■ – signals that HCC is operating above the benchmark, yellow ■ – performance is at the benchmark, and red ■ – the operating level is still below the benchmark. Detail pages follow the dashboard. Any updates are indicated in **blue**. Information concerning benchmarks is in **purple**.

At its August 24, 2011, meeting, the trustees reset and approved all of the current five-year benchmarks for the most recent list of required Maryland Higher Education Commission (MHEC) indicators; hence, many of the dashboard lights will be red.

Once viewed by the board, this report will be posted on the college's website so that members of the college community can become familiar with the measures that are part of the board core end (key performance indicator) system. The website address is: [http://www.howardcc.edu/about\\_hcc/campus\\_profile/board\\_core\\_ends/index.html](http://www.howardcc.edu/about_hcc/campus_profile/board_core_ends/index.html)

The administration and relevant staff review the details of all the reports that contribute to these measures. Plans for improvement are developed and included in appropriate core work and/or strategic planning for the next integrated strategic planning and budget development cycles.

**Purpose:** Report on the progress of the institution

**Timeline:** Annual

### ◆————— Recommendation —————◆

This item is for information only and requires no board action.

**Compliance:** This report is in compliance with Board Bylaw VII – Board Execution and Evaluation of Policy: Suggested Timeline for Important Tasks.

**Category 6 – Operations Focus**  
(formerly Educational and Support Process Management)

This category examines the college’s management of key learning-centered processes for HCC’s educational programs, offerings, and services that create student, stakeholder, and organizational value. It also examines the related support processes.

Source	Item	Current	Benchmark
External Quality Feedback	<i>How does HCC design its key work systems and identify processes for delivering student and stakeholder value and maximizing student learning and success, prepare for emergencies, and achieve organizational success and sustainability?</i>	Baldrige 2014 30-45%	50-65%
	<i>How does HCC design, implement, manage and improve its key work processes that support its key processes?</i>	Baldrige 2014 50-65%	50-65%
MHEC	1. Licensure exam passing rate NCLEX RN	72%	94%
	2. Licensure exam passing rate NCLEX PN	94%	97%
	3. Emergency Medical Technician (EMT-B)	93%	87%
	4. Associate degrees and certificates awarded	270	324
	a. Career		
	b. Transfer	796	652
	c. Certificates	105	68
	5. Education programs	507	542
	a. Credit enrollment		
	b. Credit awards	48	40
6. STEM programs	a. Credit enrollment	4,039	3,368
	b. Credit awards	476	289

Source	Item	Current	Benchmark
<b>Internal Measures</b>	<b>7. Paramedic</b>	<b>89%</b>	<b>93%</b>
	<b>8. Cardiovascular Technology (CVT)</b> Not required for employment at this time.	<b>57%</b>	<b>90%</b>
	<b>9. Geriatric Nursing Assistant (GNA) -</b> Written	Available April 2015	<b>90%</b>
	<b>10. Geriatric Nursing Assistant (GNA) -</b> Skills	Available April 2015	<b>85%</b>

## External Measures

The college prepared and submitted applications to this performance excellence awards competition; the most current results are indicated below.

<b>National Baldrige Performance Excellence Award Application</b> (Expressed as a percent)			
	December 2008: 56.1-71.1 No range is provided for other applicant scores – <i>Site visit</i>		December 2012: 41.8-56.8
	December 2009: 41.0-56.0 <i>Criteria enhanced.</i>		November 2013: 39.2-54.2 <i>Criteria enhanced</i>
	December 2010: 42.4-57.4		November 2014: 36.0-51.0
	December 2011: 31.4-46.4 <i>Criteria enhanced.</i>		

		0-9%	10-29%	30-49%	50-69%	70-89%	90-100%
<b>Baldrige Criteria</b>  <b>1000 points</b>	<b>Overall Score</b>						

<b>Category 6: Operations Focus 85 points</b>		0-9%	10-29%	30-49%	50-69%	70-89%	90-100%
<b>6.1-Work processes</b>	<b>45 points</b>						
<b>6.2-Operational Effectiveness</b>	<b>40 points</b>						

**Action:** HCC receives a detailed feedback report in late fall delineating strengths and weaknesses in each category. The president’s team reviews the opportunities for improvement and charters process improvement teams to pursue those initiatives. After winning the U.S. Senate Productivity Award (Maryland Performance Excellence Award - 2007), HCC was a finalist and hosted a site visit in October 2008 for the Baldrige award. A team created and submitted a Baldrige application in May 2014.

**HCC was not chosen for a site visit this year. A new application is being prepared for submittal in May 2015.**

**Benchmark:** When the benchmark was originally set, institutions receiving an overall score of 450 or more received at least site visits. In April 2009, the board accepted the administration's recommendation to increase the benchmark: **HCC will receive a 50-65 percent rating for category #6 of the performance excellence criteria by 2016. HCC achieved that for 6.2, not in 6.1.**

Next are two measures **mandated by the Maryland Higher Education Commission (MHEC)**. Note peer colleges: College of Southern Maryland, Harford Community College, and Frederick Community College.

<i>Percentage of graduates who on their first try passed licensing and certification examinations in each academic field offered for which such tests are conducted and mandatory for employment in the field.</i>						
	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>Benchmark FY 2015</b>
<b>Licensure exams passing rate</b>						
<b>NCLEX RN</b>	<b>94%</b>	<b>93%</b>	<b>89%</b>	<b>87%</b>	<b>72%</b>	<b>94%</b>
	n=119/ 127	n=113/ 121	n=132/ 148	n=160/ 183	n=116/ 161	
Peer AVG:	89%	88%	94%	91%	84%	
State AVG:	89%	89%	90%	88%	83%	
Nat'l AVG:	89%	88%	89%	87%	83%	
<b>NCLEX PN</b>	<b>100%</b>	<b>100%</b>	<b>93%</b>	<b>92%</b>	<b>94%</b>	<b>97%</b>
	n=15/15	n=16/16	n=13/14	n=11/12	n=15/16	
Peer AVG:	96%	98%	100%	100%	94%	
State AVG:	96%	96%	93%	95%	95%	
Nat'l AVG:	86%	87%	84%	85%	84%	
<i>Percentage of graduates who by their third attempt passed licensing and certification examinations in each academic field offered for which such tests are conducted.</i>						
	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY* 2013</b>	<b>FY 2014</b>	<b>Benchmark FY 2015</b>
<b>Emergency Medical Technician (EMS)</b>	<b>82%</b>	<b>91%</b>	<b>86%</b>	<b>93%</b>	<b>**</b>	<b>87%</b>
	n=28/34	n=29/32	n=19/22	n=27/29		
State AVG:	91%	89%	91%	69%	**	
Nat'l AVG:	67%	70%	72%	70%	**	

\* Beginning in 2013, EMS students only take the national exam. There are no peer averages.

\*\*HCC, state and national data for FY14 are not available at this time due to a state business process change. A state committee is working with the national organization to link relevant databases.

*Number of career and transfer associate degrees and credit certificates awarded per fiscal year.*

	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>Benchmark FY 2015</b>
<b>Associate degrees and credit certificates awarded</b>					
<b>a. Career degrees</b>	206	222	257	270	<b>324</b>
Peer AVG:	253	250	295	300	
State AVG:	287	299	334	336	
<b>b. Transfer degrees</b>	469	650	698	796	<b>652</b>
Peer AVG:	480	564	608	651	
State AVG:	420	489	530	544	
<b>c. Certificates</b>	66	70	102	105	<b>68</b>
Peer AVG:	214	201	233	283	
State AVG:	191	218	232	239	

*The unduplicated number of credit students enrolled in the fall and the number of credit degrees awarded annually in education transfer programs.*

	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Benchmark Fall 2015</b>
<b>Education transfer programs</b>					
<b>a. Credit enrollment</b>	542	523	532	507	<b>542</b>
Peer AVG:	344	316	303	297	
State AVG:	332	326	310	293	
<b>b. Credit awards</b>	40	48	54	48	<b>40</b>
Peer AVG:	35	34	37	31	
State AVG:	25	30	32	30	

*The unduplicated number of credit students enrolled in the fall and the number of credit degrees and certificates awarded annually in STEM programs. STEM programs are defined as computer/information sciences, engineering/engineering technologies, mathematics and natural sciences.*

	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Benchmark Fall 2015</b>
<b>STEM programs</b>					
<b>a. Credit enrollment</b>	3,564	3,773	3,861	4,039	<b>3,368</b>
Peer AVG:	1,950	2,024	1,894	1,799	
State AVG:	2,847	2,922	2,856	2,809	
<b>b. Credit awards</b>	318	375	469	476	<b>298</b>
Peer AVG:	235	221	248	311	
State AVG:	286	303	332	352	

## Internal Measures

The college voluntarily tracks additional licensure exam pass rates for paramedic, cardiovascular technology, and certified nursing assistant completers. The benchmarks for some of the measures that follow are still under consideration.

<i>Percentage of graduates who by their third attempt passed licensing and certification examinations in each academic field offered for which such tests are conducted.</i>						
	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
<b>Paramedic</b>	<b>89%</b> n=8/9	<b>100%</b> n=9/9	<b>100%</b> n=12/12	<b>100%</b> n=7/7	<b>89%</b> n=8/9	<b>93%</b>
State AVG:	73%	72%	67%	70%		
Nat'l AVG:	71%	72%	74%	73%		

\*State and national data for FY14 are not available at this time. There are no peer averages to report.

<i>Percentage of graduates who on their first try passed licensing and certification examinations in each academic field offered for which such tests are conducted.*</i>						
	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
<b>Cardiovascular Technology (CVT)</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>57%**</b>	<b>90%</b>
Not required for employment at this time.**						
	n=2/2	n=3/3	n=4/4	n=4/4	n=4/7	

\*Students are not required to take the certification exam.

\*\*The number is so small that one person can make a huge difference in the percentage.

<b>Geriatric Nursing Assistant (GNA)</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013***</b>	<b>Benchmark 2015</b>
<b>Written</b>	<b>96%</b>	<b>92%</b>	<b>99%</b>	<b>100%</b>	<b>***</b>	<b>90%</b>
	n=48/50	n=76/83	n=71/72	n=46/46		
State AVG:	92%	91%	90%	89%*		
<b>Skills</b>	<b>98%</b>	<b>90%</b>	<b>96%</b>	<b>96%</b>	<b>***</b>	<b>85%</b>
	n=48/49	n=75/83	n=69/72	n=44/46		
State AVG:	88%	88%	80%	87%**		

\*2012 National Avg Written = 88%

\*\*2012 National Avg Skills = 79%

\*\*\*The 2013 and 2014 scores are scheduled to be reviewed and approved by the Maryland Board of Nursing in April 2015.

This is an overview of the learning outcomes assessment work supported within Academic Affairs during this year (FY15). Shading is provided only to ease the reading transition from one item to the next.

### General Education Goal Reviews

General Education Goal	Assessment Team	Division
Critical Thinking (Planning for next fall 2015)	Michael Heffren (lead) Maureen Schuler Helen Mitchell Roger Weber Sandra Lee Darrin Berkley	SSCI  AH BUCO EGWL MATH
Information Literacy (Fall 2014)	Elisa Roberson (lead) Jean Svacina Gail Hollander Alesia McManus Amy Chase-Martin David Kaus	EGWL  Library  Instructional Media
Scientific and Quantitative Reasoning (Spring 2015)	Rehana Yusaf (co-lead) Emily Francis Frederic Lang Matthew Lochman Alexander Barr (co-lead) David Hinton Jennifer Kling Frances Turner	MATH    STEC



## Program Reviews

Division	Programs Under Review	Lead Faculty
AH	142 - Dance Performance	RBarger, JNicholas-Walker, EHiggins
AH	67 - Music	CMeng
AH	232 - Philosophy and Religious Studies	HMitchell
AH	263 - Television and Radio	DBeaudoin, MHarvey
BUCO	239 - Entrepreneurship	ENoble
BUCO	240 - Entrepreneurship (AAS)	ENoble
BUCO	214 - Entrepreneurship Certificate	ENoble
HSCI	251 - Nutrition	NFrank
HSCI	132 - Emergency Medical Technician/Paramedic (AAS)	ABurba
HSCI	133 - Emergency Medical Technician/Paramedic Certificate	ABurba
HSCI	111 - Licensed Practical Nursing Certificate	PSipe
HSCI	279 - Medical Laboratory Technician (AAS)	
HSCI	08a - Traditional RN Program	PSipe
HSCI	08b - Accelerated RN Program	PSipe
HSCI	08c - LPN Pathway Sequence	PSipe
HSCI	238 - Radiologic Technology (AAS)	AFisseha
MATH	160a - Pure Mathematics, Applied Mathematics	
MATH	160b - Actuarial Sciences	
SSCI	254 - Early Childhood Education/Early Childhood Special Education	BMaestas
SSCI	255 - Elementary Education/Elementary Special Education	BMaestas
SSCI	131 - Elementary Education	BMaestas
STEC	49 - Life Science	FTurner
STEC	50 - Physical Science	SBare, SLyon
STEC	71 - Biotechnology	LBard
STEC	125 - Environmental Science	WGretes, PTurner
STEC	144 - Horticulture	PTurner
STEC	202 - Bioinformatics	LBard
STEC	157 - General Studies-Science Emphasis	SLyon

## Course Reviews

Division	Course Name	Course Title	Lead Faculty
AH	ARTT-101	2-D Basic Design	FVahdat
AH	ARTT-102	3-DIMENSIONAL Basic Design	FVahdat
AH	ARTT-112	Introduction to Digital Media	JBomberg
AH	ARTT-114	Time-Based Media	DBeaudoin
AH	DANC-112	Dance Repertory I	RBarger
AH	DANC-114	History and Culture of Hip-Hop	JNicholas-Walker
AH	DANC-150	Dance Improvisation	EHiggins
AH	DANC-212	Dance Repertory II	RBarger
AH	DANC-250	Dance Composition	EHiggins
AH	FILM-101	Introduction to Film	MWesthaver
AH	FILM-212	The Films of Alfred Hitchcock	MWesthaver
AH	MUSC-117	Applied Music I Brass	HMeng
AH	MUSC-117L	Applied Music I Lab	HMeng
AH	MUSC-118	Applied Music II	HMeng
AH	MUSC-118L	Applied Music II Lab	HMeng
AH	MUSC-119	Applied Music I - 1 credit	HMeng
AH	MUSC-119L	Applied Music I - 1 credit Lab	HMeng
AH	MUSC-120	Applied Music II - 1 credit	HMeng
AH	MUSC-120L	Applied Music II - 1 credit Lab	HMeng
AH	MUSC-217	Applied Music III	HMeng
AH	MUSC-217L	Applied Music III Lab	HMeng
AH	MUSC-218	Applied Music IV	HMeng
AH	MUSC-218L	Applied Music IV Lab	HMeng
AH	MUSC-219	Applied Music III - 1 credit	HMeng
AH	MUSC-219L	Applied Music III - 1 credit Lab	HMeng
AH	MUSC-220	Applied Music IV - 1 credit	HMeng
AH	MUSC-220L	Applied Music IV - 1 credit Lab	HMeng
AH	PHIL-101	Intro to Philosophy	HMitchell
AH	PHIL-103	Intro to Ethics	HMitchell
AH	PHIL-104	Intro to Religious Studies	HMitchell
AH	PHIL-201	Religions of the World	HMitchell
AH	THET-102	Acting I	KCampbell
AH	THET-103	Acting I: Found Acting & Perf	KCampbell
AH	THET-110	Introduction to Theatre	JMale
AH	THET-125	Text Analysis	LWilde
AH	THET-250	Shakespeare From Page to Stage	LWilde
AH	TVRD-150	Introduction to Radio I	MHarvey
BUCO	ENTR-100	Introduction to Entrepreneurship	ENoble
BUCO	ENTR-101	Entrepreneurship & Creativity	ENoble
BUCO	ENTR-120	Entrepreneurship & Practice	ENoble
EGWL	ENGL-200	Children's Literature	AWood
EGWL	ENGL-210	Intro to Fict, Poetry, Drama	RMay
HSCI	DHYG-100	Pre-Dental Hygiene Theory and Clinic I	SSeibel

<b>Division</b>	<b>Course Name</b>	<b>Course Title</b>	<b>Lead Faculty</b>
HSCI	DHYG-102	Histology and Embryology	SSeibel
HSCI	DHYG-104	General and Oral Pathology	SSeibel
HSCI	DMSU-102	Introduction to Ultrasound	JHwang
HSCI	DMSU-112	Sectional Anatomy for Imaging Professionals	JHwang
HSCI	DMSU-151	Clinical Sonography I	JHwang
HSCI	DMSU-171	Abdominal and Small Parts Ultrasound I	JHwang
HSCI	DMSU-172	Obstetrics/Gynecology Ultrasound I	JHwang
HSCI	DMSU-181	Vascular Ultrasound I	JHwang
HSCI	EMSP-106	Emergency Medical Technician I	ABurba
HSCI	EMSP-107	Emergency Medical Technician II	ABurba
HSCI	EMSP-110	EMT Clinical Experience	ABurba
HSCI	NURS-103	Transition into Nursing II	PSipe
HSCI	NURS-122	Foundations of Nursing Practice	PSipe
MATH	MATH-143	Precalculus I	FLang
MATH	MATH-181	Calculus I	GAYine
MATH	MATH-240	Calculus III	JEsenwa
MATH	MATH-250	Linear Algebra	SKim
SSCI	CRES-155	Intro to Conflict Resolution	KRockefeller
SSCI	CRIM-101	Intro to Criminal Justice	EDel Rosario
SSCI	CRIM-210	Evidence and Procedure	EDel Rosario
SSCI	ECON-101	Prin of Economics - Macro	JBouman, YGutema
SSCI	ECON-102	Prin. of Economics - Micro	JBouman, YGutema
SSCI	EDUC-110	Intro to Education	BMaestas
SSCI	EDUC-111	Child Growth and Development	BMaestas
SSCI	EDUC-190	Field Exp. Intro to Education	BMaestas
SSCI	EDUC-200	Intro to Special Ed	BMaestas
SSCI	EDUC-201	Reading Process & Acquisition	BMaestas
SSCI	EDUC-204	Reading Assessment	BMaestas
SSCI	EDUC-260	Educational Psychology	BMaestas
SSCI	EDUC-297	Field Exp. Intro to Special Ed	BMaestas
SSCI	EDUC-298	Field Exp. - Educational Psyc	BMaestas
SSCI	HIST-215	Celtic Ireland	FCampbell
SSCI	PSYC-101	General Psychology	MSchuler
STEC	BIOL-101	General Biology I	FTurner
STEC	BIOL-102	General Biology II	JWeinberger
STEC	BIOL-103	Human Heredity	JWeinberger
STEC	BIOL-106	Basic Anatomy and Physiology	BChandran
STEC	BIOL-107	Fund. of Microbiology	LBard
STEC	BIOL-200	Microbiology	WStraube
STEC	BIOL-201	Genetics	LBard
STEC	BIOL-202	Genetics Lab	LBard
STEC	BIOL-203	Anatomy & Physiology I	ARepka

Division	Course Name	Course Title	Lead Faculty
STEC	BIOL-204	Anatomy & Physiology II	ARepka
STEC	BIOL-205	Cell Biology	LBard
STEC	BIOL-206	Nut. for Health Services	BChandran
STEC	ENST-105	Environmental Science	WGretes
STEC	ENST-115	Environmental Science Lab	WGretes
STEC	ENST-233	Intro to Environmental Health	WGretes

Other academic assessment projects and initiatives:

Program/Division	Description	Lead Staff/Faculty
Step UP	Program outcomes	Jackie Dzubak, Betty Logan, Melinda Gale
StarTalk	Assessment for grant	Cheryl Berman
Business and Computer Systems (BUCO)	Program outcomes mapping – Refine measurement of student outcomes in the division	Martha Matlick, Betty Noble
All	New division Vital Signs	Deans

This is a summary of the learning outcomes assessment work within Student Services.

Program	Unit/Dept	Lead(s)	FY 2015
<b>College Readiness</b>	Test Center	Zakia Johnson	College Readiness Update for Nov. HCC/HCPSS meeting
<b>Early Alert (EA)</b>	Academic Support Services	Debra Greene; Melodie Gale	Update standard assessment report template (each fall and spring semester) that includes course completion rates; successful course completion rates; flag raising behavior; student and faculty perceptions of the EA Program and Starfish system
<b>Freshman Focus</b>	Admissions and Advising	Dorothy Plantz	Demographic make-up of current fall cohort and outcomes assessment of prior year cohorts to inform next planning cycle

<b>Program</b>	<b>Unit/Dept</b>	<b>Lead(s)</b>	<b>FY 2015</b>
<b>Howard P.R.I.D.E.</b>	Academic Support Services	Debra Greene; Steve Freeman	Comprehensive baseline assessment that will inform ongoing assessment activities. Assessment will include demographic composition of Howard P.R.I.D.E. cohorts and performance on a series of outcome measures focused on progress in developmental math and progression through that sequence, overall academic success, retention, persistence, and completion.
<b>Intrusive Advising (Near Completers)</b>	Admissions & Advising	Dorothy Plantz	Prior year completions (as represented in the unit's vital signs) outcomes assessment based on current program goals.
<b>New Student Orientation (NSO)</b>	Student Life	Llatetra Brown	Review what student life has collected and scope out an ongoing assessment of the NSO program to be produced each fall.
<b>Reverse Transfer (with ADAPTS Grant)</b>	Admissions & Advising	Dorothy Plantz	Prior year completions (as represented in the unit's vital sign indicators) outcomes assessment based on current program goals.

<b>Talking Points for the Board of Trustees</b>
HCC supports a broad range of student learning outcomes research to determine the effectiveness of its courses and programs in and out of the classroom as compared to external best practices.
The college will continue to work to support allied health students in their preparation for certification exams.
HCC students are successfully graduating in numbers above the set benchmarks.