

I-3 Report on Board End: Educational and Support Process Management

Background: This report addresses the board core end, *Educational and Support Process Management*. 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](#).

At its September 27, 2006, meeting, the trustees approved all the current benchmarks for the most recent list of required Maryland Higher Education Commission (MHEC) indicators. If an indicator was dropped or added it is so indicated.

At its November 29, 2006, meeting the trustees requested that the administration supply a short *Talking Points* summary for each core end. This summary is provided at the end of the report.

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

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.

Category 6 - 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 identify and manage its key learning-centered processes for delivering student and stakeholder value and maximizing student learning and success?</i>	50-65%	45%
	<i>How does HCC manage its key processes that support its learning-centered processes? What is the HCC process for budgetary and financial management and continuity of operations in an emergency?</i>	70-85%	45%
MHEC	Licensure exam passing rate NCLEX RN	94%	93%
	Licensure exam passing rate NCLEX PN	100%	97%
	Emergency Medical Technician (EMT-B) Written	100%	85%
	Emergency Medical Technician (EMT-B) Practical	100%	85%
Internal Measures	Paramedic - Written	60%	TBA
	Paramedic - Practical	20%	TBA
	Cardiovascular Technology (CVT) Not required for employment at this time.	75%	90%
	Geriatric Nursing Assistant (GNA) - Written	98%	TBA
	Geriatric Nursing Assistant (GNA) - Skills	89%	TBA

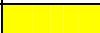

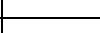







Also see the listing of current Learning Outcomes Assessment projects.

External Measures

The college prepared and submitted applications to various Baldrige based quality awards competitions; the results are indicated below.

Maryland State Quality Award		Baldrige	
	Range of total applicant scores		Oct 2005 -HCC's score
	2003- Score interval in which HCC was rated		Score given as an interval, e.g., Total: 376-475
	2006-Score interval (approx. - only given in bands)		

		Scoring Ranges					
		0-9	10-29	30-49	50-69	70-89	90-100
Baldrige Criteria 1000 points	Overall Score						
							
							

			0-9	10-29	30-49	50-69	70-89	90-100
6:	Educational and Support Process Management (85 points)	6.1 45 points						
								
								
	6.2 40 points							
								
								

Action: The college receives a detailed feedback report delineating strengths and weaknesses in the category. A team reviews those reports, collects information on the process improvements that occur in the intervening months, and submits a new application. On March 12, 2007, HCC was honored with the Maryland Performance Excellence Award –Silver Level.

Benchmark: When the benchmark was originally set, institutions receiving an overall score of 450 and above received at least site visits. Therefore, the administration recommended a Category benchmark aligned with that: **The college will receive a rating for Category #6 of 45 percent on the Maryland Performance Excellence Award by 2007 or Baldrige by 2009.**

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

<i>Percentage of graduates who on their <u>first try</u> passed licensing and certification examinations in each academic field offered for which such tests are conducted and mandatory for employment in the field.</i>							
	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
Licensure exams passing rate							
NCLEX RN	79%	90%	98% n=48/49	94% n=49/52	91% n=39/43	94% n=65/69	93%
		<i>Peer AVG:</i>	89%	88%	91%	89%	
		<i>State AVG:</i>	90%	88%	89%	92%	
		<i>Nat'l AVG:</i>	87%	87%	86%	88%	
NCLEX PN	77%	92%	100% n=16/16	100% n=24/24	92% n=22/24	100% n=15/15	97%
		<i>Peer AVG:</i>	100%	100%	100%	100%	
		<i>State AVG:</i>	99%	97%	97%	98%	
		<i>Nat'l AVG:</i>	87%	89%	90%	88%	

<i>Percentage of graduates who on their <u>first try</u> passed licensing and certification examinations in each academic field offered for which such tests are conducted.</i>						
		FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
Emergency Medical Technician (EMT-B)						
Written		97% n=30/31	95% n=20/21	94% n=16/17	100% n=20/20	85%
Practical		81% n=25/31	76% n=16/21	100% n=17/17	100% n=20/20	85%
	<i>State AVG:</i>	94%	88%	93%	n/a*	

*State data are not available at this time.

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 on their <u>first try</u> passed licensure and certification examinations in each academic field offered for which such tests are conducted.</i>					
	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
Paramedic					
Written	43% n=3/7	0%* n=0/1	58% n=7/12	60% n=3/5	TBA
Practical	57% n=4/7		16.7% n=2/12	20% n=1/5	TBA
State AVG:	69%	58%	n/a*	n/a*	
Nat'l AVG:		64%	n/a*	n/a*	

*State and national data are not available at this time.

<i>Percentage of graduates who on their <u>first try</u> passed licensure and certification examinations in each academic field offered for which such tests are conducted.</i>					
	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
Cardiovascular Technology (CVT)					
Not required for employment at this time. **	100%	100%	100%	75%	90%
	n=2/2	n=2/2	n=5/5	n=6/8	

** Nationwide, only 35% of graduates take the test.

<i>Percentage of graduates who on their <u>first try</u> passed licensure and certification examinations in each academic field offered for which such tests are conducted.</i>					
	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
Geriatric Nursing Assistant (GNA)					
Written	99% n=142/143	99% n=78/79	100% n=34/34	98% n=56/57	TBA
State AVG:	95%	95%	96%	n/a*	
Skills	63% n=11/176	66% n=68/103	61% n=38/62	89% n=51/57	TBA
State AVG:	56%	56%	59%	n/a*	

*State data are not available at this time

The administration now presents a short overview of the **Learning Outcomes Assessment Projects** for courses and programs during 2006-2007. Shading is provided simply to ease the reading transition from one academic division the next.

Year	Division	Course or Program	Focus of Study	Lead Faculty
1	Arts and Humanities	Digital Media program	Examine students progression through curriculum, benchmark with external 4-yr /other programs	Dave Beaudoin
1	Business and Computers	Business Management Program Review	Examine data on students progression through curriculum, conduct focus groups on current and former students to gain opportunities for improvement	Martha Matlick
1	Business and Computers	Business Administration	Examine students progression through curriculum, benchmark with external 4-yr programs	Judith Kizzie
1	English and World Languages	Information Literacy	Survey writing intensive and composition instructors to determine infusion level of information literacy objectives.	Jude Opkala Tara Hart
1	Health Sciences	Health Care Management and Administration Program	Determine whether enrollment in the new online and campus in-class course options can be increased over time through a marketing strategy	Patrick Finley
1	Mathematics	Calculus Sequence	Benchmarking Calculus curriculum externally	Roger Hartman
1	Science and Technology	Environmental Science BIOL-105	Experiment with new instructional methods/interventions to improve student retention and success	Debby Luquette
1	Science and Technology	Intro to Physical Geology Lab GEOL 117/GEOL 177N	Compare student progress in regular vs. online course	Sharon Lyon
1	Social Sciences	Connects to Critical Thinking Review	Inclusion of human development in critical thinking project.	Susan K. Sweeney

Year	Division	Course or Program	Focus of Study	Lead Faculty
2	Arts and Humanities	Applied Music Program	Development of an instrument to measure student musical and technical performance in applied music classes	Ben Myers
2	Business and Computers	Principles of Internet CMSY 129	Extent to which students are meeting the stated learning objectives of the course	John Lafferty
2	English and World Languages	Fundamentals of Writing ENGL 097	Determine whether student success in writing corresponds to score on national emotional intelligence test	Andrea Dardello
2	Health Sciences	Emergency Medical Services – Paramedic Program	Improving instructional modules to prepare students for certification exams	Angel Burba
2	Mathematics	Pre-Calculus Program	Determine if a math course other than college algebra may be more suitable for non-pre-calculus students; whether early identification and faculty intervention will help improve student success rates for those who need to take college algebra for graduation or transfer	Brian Gray
2	Science and Technology	CHEM 102	Assess student knowledge, compare student performance to a normed group through administration of the American Chemical Society general chemistry examination	Bill Brown
2	Science and Technology	Engineering Program	Determine level of student success; course transfer benchmarks; needed program modifications	Scott Foerster
2	Social Sciences	Social Science Program Review	Assess student critical thinking skills, determine methods of assessment in different disciplines	Jim Bell, Phil Vilardo, John Bouman

Year	Division	Course or Program	Focus of Study	Lead Faculty
3	Arts and Humanities	Music Theory Sequence	Extent to which students acquire skills to succeed in subsequent courses in the program and/or to achieve their professional goals. Prep for certification visit.	Deb Kent
3	Business and Computers	Intro to Business BMGT 100	Comparison of student success across sections on course-wide exam. Change in student perceptions about business as a major, and about themselves, before and after taking the course	Beckie Mihelcic, David Karn
3	English and World Languages	Adv. Oral CM for ESL Students ENGL 085	Improved oral competency skills, study impact of demographic variables on student performance, and success of new curriculum pilot project	Jean Svacina
3+	Health Sciences	Nursing Program	Examination of total new Nursing program sequence effectiveness.	Laura Sessions
3	Mathematics	Integrated Algebra & Geometry 1 MATH 064, Review of Algebra w/Geometry. Applications MATH 067	Determine student success in Modu-Math compared to traditional teacher-led sections	John Esenwa
3	Science and Technology	General Physics 1 PHYS 110	Explore student background in math and science and attitude/expectations toward science, measure student performance	Russ Poch
3	Social Sciences	Child Growth & Dev. EDUC 111	Pre and post skills assessment across all sections	Kate Kenney
3	Social Sciences	Intro to World Geography GEOG 101, Elements of Cultural Geography GEOG 102	Investigate whether student retention of course material can be improved through comparison of two teaching methods	Judy Whelan

Board Talking Points:

- HCC supports its faculty as they research ways to improve the instructional process and generate better student learning outcomes.
- HCC students perform very well on board certification exams. HCC nursing student graduates exceed the national average!
- All HCC employees are active in developing measures to monitor their day-to-day work output and strive to deliver efficient great service.
- HCC is recognized as one of Maryland's outstanding organizations.