

B-1 Board Core 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**. Information concerning benchmarks is in **purple**.

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. These were 5-year goals and HCC is close to attaining them. **The Baldrige examiners rated the college as operating within the same scoring band as the Maryland examiners for the first criteria. They rated the college as operating in a lower scoring band for the second criteria.**

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.

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







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 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 2010 30-45%	50-65%
		MPEA 2007 30-45%	
	<i>How does HCC design, implement, manage and improve its key work processes that support its key processes?</i>	Baldrige 2010 30-45%	50-65%
		MPEA 2007 50-65%	
MHEC	Licensure exam passing rate NCLEX RN	94%	93%
	Licensure exam passing rate NCLEX PN	100%	97%
	Emergency Medical Technician (EMT-B)	82%	85%
Internal Measures	Paramedic	89%	80%
	Cardiovascular Technology (CVT) Not required for employment at this time.	100%	90%
	Geriatric Nursing Assistant (GNA) - Written	96%	86.4%
	Geriatric Nursing Assistant (GNA) - Skills	98%	73.8%

External Measures

The college prepared and submitted applications to various Baldrige-based quality awards competitions; the results are indicated below. Note: the Baldrige Criteria for Performance Excellence is periodically reviewed and changed (2007-08 and 2009-10).

Maryland Performance Excellence Award (MPEA) Application		National Baldrige Award Application	
	Range of total applicant scores		December 2008: 561-711 No range is provided for other applicant scores – <i>Site visit</i>
	August 2006 - Score interval in which HCC was rated		December 2009: 410-560
	August 2007 - Score interval in which HCC was rated – <i>Won this year; cannot reapply for 5 years</i>		December 2010: 424-574

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

Category 6: Educational and Support Process Management 85 points		0-9%	10-29%	30-49%	50-69%	70-89%	90-100%
6.1	35 points						
6.2	50 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. In December 2010, HCC received its feedback report. [A team is working to create a new Baldrige application due in May 2011.](#)

Benchmark: When the benchmark was originally set, institutions receiving an overall score of 450 and above received at least site visits. In April 2009, the board accepted the administration’s recommendation to increase the benchmark. **The college will receive a rating for category 6 of 50-65 percent on the Baldrige application by 2010.**

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.

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.

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	Benchmark FY 2010
Licensure exams passing rate						
NCLEX RN	94%	93%	89%	90%	94%	93%
	n=65/ 69	n=92/ 99	n=108/ 122	n=108/ 120	n=119/ 127	
Peer AVG:	89%	88%	88%	89%	89%	
State AVG:	92%	93%	89%	92%	89%	
Nat'l AVG:	88%	88%	86%	86%	89%	
NCLEX PN	100%	94%	100%	94%	100%	97%
	n=15/15	n=17/18	n=19/19	n=16/17	n=15/15	
Peer AVG:	100%	94%	100%	100%	96%	
State AVG:	98%	98%	99%	97%	96%	
Nat'l AVG:	88%	88%	87%	85%	86%	

Percentage of graduates who by their third attempt passed licensing and certification examinations in each academic field offered for which such tests are conducted.

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	Benchmark FY 2010
Emergency Medical Technician (EMT-B)	100%	100%	100%	95%	82%**	85%
	n=19/19	n=20/20	n=4/4	n=20/21	n=28/34	
State AVG:	95%	91%	92%	86%	n/a*	
Nat'l AVG:	71%	70%	68%	66%	n/a*	

*State data are not available at this time. There are no peer averages.

**A new textbook and instructional materials have been adopted for fall 2011 and the course has been split into two parts to better match state requirements.

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 2006	FY 2007	FY 2008	FY 2009	FY 2010	Benchmark FY 2010
Paramedic	80%	78%	100%	100%	89%	80%
	n=4/5	n=7/9	n=4/4	n=9/9	n=8/9	
State AVG:	73%	52%	65%	74%	n/a*	
Nat'l AVG:	62%	63%	68%	71%	n/a*	

*State and national data 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 2006	FY 2007	FY 2008	FY 2009	FY 2010	Benchmark FY 2010
Cardiovascular Technology (CVT)	63%	100%	100%	33%	100%***	90%
Not required for employment at this time.**	n=5/8	n=6/6	n=5/5	n=1/3	n=2/2	

**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.

Geriatric Nursing Assistant (GNA)	2006	2007	2008	2009	Benchmark 2010
Written	100%	98%	98%	96%	86.4%
	n=47/47	n=49/50	n=59/60	n=48/50	
State AVG:	96%	92%	96%	92%	
Skills	87%	84%	88%	98%	73.8%
	n=41/47	n=46/55	n=53/60	n=48/49	
State AVG:	73%	79%	76%	88%	

Metric changed to calendar year so 2010 not yet available.

Listed below is an overview of the **Learning Outcomes Assessment Projects** for courses and programs during 2010-2011. Shading is provided simply to ease the reading transition from one academic division the next.

Note: “gateway” courses are courses that serve as academic progress barriers.

Year	Division	Course or Program	Focus of Study	Lead Faculty
1	Arts and Humanities	Dance 150 & 250	Systematic reviews of outcomes and objectives with similar classes in comparable institutions.	Renée Brozic Barger
1	Arts and Humanities	Musical Theatre	Systematic reviews of outcomes and objectives with similar program at comparable and transfer institutions.	Jenny Male
1	Business and Computers	FNPL 101 Financial Planning	Assessment of student mastery of major course objectives	Judith Kizzie
1	Business and Computers	CMSY 129 Principles of Internet	Improvement of course success rates for CMSY 129 (gateway course)	Anjula Batra
1	Business and Computers	CMSY 141 Computer Science I	Assessment of student mastery of course objectives	Pedram Sadeghian
1	English and World Languages	World Languages	Formative assessment of changes in attitude and motivation using Attitude and Motivation Test Battery (AMTB)	Cheryl Berman
1	Health Sciences	NURS LPN & EMSP Transition Course	Track students taking new transition course into nursing program and measure time to completion and success.	Georgene Butler & Archiena Beaver
1	Health Sciences	Rad Tech	Aligning program and exploring outcomes specific to accreditation standards.	Evelyn Gary
1	Mathematics	MATH 067 Review of Algebra with Geometry Appl	Understanding student reasons for leaving MATH 067 and retention to MATH 070	Caroline Torcaso
1	Mathematics	MATH 070 Intermediate Algebra	Relation between MATH 070 success and student success in subsequent MATH course	Sunhee Kim
1	Science and Technology	GEOL 107 Introduction to Geology	Exploring differences in online vs. traditional classroom formats	Jennifer Stott
1	Science and Technology	BIOL 102 General Biology II	Assessment of student learning and lab content	Janice Weinberger
1	Science and Technology	PHYS 107 Physical Science	Assessing preparedness for courses in Education programs (AAT degree)	Dave Rader
1	Social Sciences/ Teacher Education	POLI 101 American Federal Government	Assessment of student learning objective: familiarity and understanding of U.S. Constitution	Michael Heffren
1	Social Sciences/ Teacher Education	EDUC 200 Introduction to Special Education	Exploring changes in thoughts about inclusion	Erin Waltman

Year	Division	Course or Program	Focus of Study	Lead Faculty
2	Arts and Humanities	Dance 181 & 186	Systematic reviews of outcomes and objectives with similar classes in comparable institutions.	Renée Brozic Barger
2	Business and Computers	Gateway courses: ACCT-111, BMGT-100, CMSY-110, & CMSY-129	Explore possible reasons for low success rates in gateway courses and implement changes to increase student success and retention.	Brian Kelley, Mary Beth Furst, & Rose Volynskiy
2	English and World Languages	ENGL 121 College composition I	Assessing changes in Energy Leadership and its relationship to course success	Andrea Dardello
2	English and World Languages	First-Year Experience	Examine the correlation between brain research compatible instructional strategies in First Year Experience and changes in students' locus of control to increase student success and retention.	Margaret Garroway
2	Mathematics	Elementary Education Sequence	Examine student success on PRAXIS I certification exam after completion of course and student success in course through expert panel review.	Jenny Penniman
2	Science and Technology	CADD 101	Create, implement, and review teaching modules for new software with expert consultation.	Dave Hinton
2	Science and Technology	ELEC 107 Introduction to Electronics Circuit	Review and examine the math prerequisite level and develop proficiency testing tools specific to statewide standards and certification exams.	Vini Nithianandam & Ken Kreiner
2	Social Sciences/ Teacher Education	HIST 111 American History to 1877	Examine the utilities of map and geographical knowledge through the use of enhanced technologies	Mark Tacyn & Fred Campbell
2	Social Sciences/ Teacher Education	ECON 101 Principles of Economics	Assess student critical thinking skills and content knowledge and determine consistency across sections of course.	John Bouman
2	Social Sciences/ Teacher Education	EDUC 110 Introduction to Education	Align course with state standards by qualitatively and quantitatively exploring course requirements and student success.	Barbara Maestas

Year	Division	Course or Program	Focus of Study	Lead Faculty
3	Arts and Humanities	Music Theory I-IV	Investigate success rate of students through the Music Theory I – IV sequence.	Kristina Suter
3	Business and Computers	Entire division	Legitimize the intent & outcomes of curricular and co-curricular experiences for students enrolled in the division.	Martha Matlick
3	English and World Languages	ESL Program Review	Investigate ESL students' success in subsequent writing intensive courses.	Sarah Saxer
3	Health Sciences	Global Health	Comparison of HCC and UMBC global health course students	Jeanette Jeffrey
3	Health Sciences	Mini-Nursing Program	After streamlining data output, identify performance gaps in newer curriculum sequence and create intervention.	Georgene Butler
3	Science and Technology	BIOL 107 Fundamentals of Microbiology	Investigate curriculum at key transfer institutions, identify problem areas, design intervention and assess feasibility of an externally benchmarked assessment	Luda Bard & Will Straube
3	Science and Technology	CCNA Certification-CISCO	Investigate success rate of the students on the CISCO certification exam and impact of the transition to the 4 course program	John Siebs
3	Social Sciences/ Teacher Education	Rouse Scholars Program	Evaluation of the Rouse Scholars Program.	Laura McHugh
3	Social Sciences/ Teacher Education	SOCI 101 Critical Thinking	Assessing critical thinking through the development of a measurement instrument that measures student mastery of “the sociological imagination.”	Phil Vilardo, Mike Heffren, Lensa Hailu, & Greg Fleisher
3	Social Sciences/ Teacher Education	Str Plan Objective Action Plan Metric to increase retention rate	Working to develop baseline data to assist any pilot team working to improve student performance at HCC.	Jim Bell
3	Social Sciences/ Teacher Education	HMDV 200 Lifespan Development	Assessment of critical thinking changes from pre- to post-test using newly designed survey	Peggy Armitage

Special Projects Led by Faculty

Ongoing	English and World Languages	Step UP/FYE - Learning Communities	Program outcomes	Susan Frankel, Betty Logan, & Melodie Gale
Ongoing	English and World Languages	STARTALK - Grant	Program outcomes	Cheryl Berman

Talking Points for the Board of Trustees

HCC students perform very well on board certification exams.

- HCC nursing student graduate scores (RN and PN) exceed the national average.
- HCC emergency medical technician-basic, and paramedic students perform above the national average on their boards.
- 100% of the cardiovascular technology students passed their boards in FY10.
- Geriatric nursing assistant students perform above the state average.

HCC is committed to a broad range of student learning outcomes research to determine the effectiveness of its courses and programs as compared to external best practices.