

D-2 End: Operations Focus Key Performance Indicator Report

Background: This report addresses the board end, Operations Focus. HCC aligns its strategic planning operations with the performance excellence criteria developed by the Baldrige Performance Excellence Program. Monitoring measures were selected by the board in 2003. The measures include the required Maryland Higher Education Commission (MHEC) indicators. The dashboard was introduced as a vehicle to summarize the information in 2005.

Green ■ – signals that HCC is operating above the benchmark, yellow ■ – indicates performance is at the benchmark, and red ■ – shows that 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 May 18, 2016, meeting, the trustees reset and approved the five-year benchmarks for the most recent list of required Maryland Higher Education Commission (MHEC) indicators. For non-MHEC indicators, the trustees also approved the targets, as needed. Hence, a number of the dashboard indicators are red.

Once reviewed 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 key performance indicator (board end) system. The website address is: <http://www.howardcc.edu/about-us/leadership/board-of-trustees/key-performance-indicators/>

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.

Key Performance Indicator Dashboard: Operations Focus

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

Source	Item	Current	Benchmark FY20
MHEC	1. Licensure exam passing rate NCLEX RN	94%	90%
	Licensure exam passing rate NCLEX PN	100%	97%
	2. Emergency Medical Technician (EMT-B)	70%	87%
	3. Associate degrees and certificates awarded	352	290
	a. Career		
	b. Transfer	979	900
	c. Certificates	96	100
	4. STEM programs	3,076	4,400
External Quality Feedback	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?	Baldrige 2019 70-85%	50-65%
	How does HCC design, implement, manage and improve its key work processes that support its key processes?	Baldrige 2019 70-85%	50-65%
Internal Measures	1. Paramedic	33%	93%
	2. Cardiovascular Technology (CVT) Not required for employment at this time.	57%	90%
	3. Radiologic Technology (RADT)	100%	95%
	4. Dental Hygiene (DHYG)	83%	92%
	5. Certified Nursing Assistant (CNA)	96%	93%

End: Operations Focus Key Performance Indicator Report

These are four measures mandated by the Maryland Higher Education Commission (MHEC). Peer colleges (*based on campus enrollment*) are the College of Southern Maryland, Harford Community College, and Frederick Community College.

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. Data reported in the next year MHEC Performance Accountability report.							
1. Licensure exams passing rate	NCLEX RN	FY15	FY16	FY17	FY18	FY19	Benchmark FY20
		83%	89%	90%	85%	94%	90%
		n=143/172	n=119/133	n=116/129	n=109/129	n=125/133	
	Peer AVG:	89%	82%	85%	90%	90%	
	State AVG:	82%	83%	86%	88%	89%	
	Nat'l AVG:	83%	84%	86%	88%	91%	
	NCLEX PN						97%
		100%	100%	100%	100%	100%	
		n=16/16	n=11/11	n=7/7	n=3/3	n=11/11	
	Peer AVG:	93%	95%	90%	100%	100%	
	State AVG:	96%	95%	98%	99%	98%	
	Nat'l AVG:	81%	83%	84%	85%	85%	

Percentage of graduates who by their third attempt passed licensing and certification examinations in each academic field offered for which such tests are conducted.							
2. Emergency Medical Technician (EMT-B)		FY15	FY16	FY17	FY18	FY19	Benchmark FY20
		77%	86%	100%	100%	70%	87%
		n=40/52	n=24/28	n=10/10	n=16/16	14/21***	
	State AVG*:	62%	82%	78%	77%	76%	
	Nat'l AVG:	68%	80%	80%	80%	**	

*There are no peer averages available. Only four other colleges report this data and they are not the usual peers.

**National average is not available.

***There are very few students taking these tests, so one student not passing the exam results in a large change in the percentage. The health sciences faculty is working with students to increase their success with licensing and certification examinations.

Number of career and transfer associate degrees and credit certificates awarded per fiscal year (FY).

	FY14	FY15	FY16	FY17	FY18	FY19	Benchmark FY20
3. Associate degrees and credit certificates awarded							
a. Career degrees	326	283	314	304	344	352	290
Peer AVG:	287	315	296	262	250	*	
State AVG:	340	343	334	312	324	*	
b. Transfer degrees	787	882	854	937	946	979	900
Peer AVG:	718	744	810	810	759	*	
State AVG:	564	594	592	594	587	*	
c. Certificates	93	114	81	65	96	96	100
Peer AVG:	288	310	432	341	463	*	
State AVG:	320	304	253	244	252	*	

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.







	FY14	FY15	FY16	FY17	FY18	FY19	Benchmark FY20
4. STEM programs							
a. Credit enrollment	4,245	4,228	3,989	3,354	2,608	3,076 **	4,400
Peer AVG:	1,968	1,921	1,856	1,932	1,919	*	
State AVG:	2,639	2,646	2,573	2,425	2,379	*	
b. Credit degrees/certificates	449	470	480	474	531	505	500
Peer AVG:	326	357	368	466	493	*	
State AVG:	402	411	372	390	382	*	

*State and peer data for FY19 are not available at this time.

**This metric captures only the current major designation. Many students are first assigned to the general education for certificate program (non-STEM) to have time to enhance their skills. For example, a student may need a pre-calculus course to be ready for a program that starts at the calculus level. Students can declare a secondary major. In FY19, there were 1,526 students with additional majors that were STEM. So, HCC actually has 4,602 students who intend to eventually be STEM majors.

External Measures

The college submitted applications to various Baldrige-based quality awards competitions.

National Baldrige Performance Excellence Award Application (Overall Score)			
	November 2014: 36.0-51.0%		November 2017: 58.2-73.0% <i>Criteria enhanced</i>
	October 2015: 38.4-53.4% <i>Criteria enhanced</i>		December 2018: 62.6%-77.6%
	November 2016: 34.9-49.9%		December 2019: 66.6%-81.6%

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

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

Action: HCC receives a detailed feedback report delineating strengths and weaknesses in each category. The president's team reviews the opportunities for improvement and charges process improvement teams to pursue those initiatives. HCC was a finalist and hosted a site visit in 2017, 2018, and 2019 for the Baldrige award. **HCC received the Malcolm Baldrige Performance Excellence Award in 2019.**

Benchmark: When the benchmark was originally set, institutions receiving an overall score of 450 or more received 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 number 6 of the performance excellence criteria by 2019. HCC surpassed that benchmark.**

Internal Measures

The college voluntarily tracks additional licensure exam pass rates for paramedic, cardiovascular technology, geriatric nursing assistant, radiologic technology, and dental hygiene completers. Note – there are very few students taking these tests, so one student not passing the exam results in a large change in the percentage. The health sciences faculty is working with students to increase their success with licensing and certification examinations.

<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>						
1. Paramedic	FY15	FY16	FY17	FY18	FY19	Benchmark FY20
	60%	79%	100%	67%	33%	93%
	n=6/10	n=11/14	n=11/11	n=2/3	n=1/3	
	State AVG: 65%	78%	81%	81%	81%	
	Nat'l AVG: 78%	85%	87%	86%	*	

*There are no peer averages to report. Students have two years to complete the process. No national average is available.

<i>Percentage of graduates who on their first try passed licensing and certification exam.*</i>						
2. Cardiovascular Technology (CVT)	FY15	FY16	FY17	FY18	FY19	Benchmark FY20
	0%	80%	88.9%	86%	57%	90%
	n=0/2	n=4/5	n=8/9	n=6/7	n=4/7	

*Students are not required to take the certification exam for employment.

<i>Percentage of graduates who on their first try passed licensing and certification exam.</i>					
3. Radiologic Technology (RADT)	FY16	FY17	FY18	FY19	Benchmark
	100%	100%	94%	100%	95%
	n=16/16	n=19/19	n=17/18	n=17/17	
	State AVG: 95.4%	90.6%	92.0%	*	
	Nat'l AVG: 87.2%	89.3%	89.4%	*	

*State and national averages are not available.

<i>Percentage of graduates who on their first try passed licensing and written certification exam.</i>					
4. Dental Hygiene (DHYG)	FY16	FY17	FY18	FY19	Benchmark
	100%	81%	92%	83%	92%
	n=12/12	n=9/11	n=12/13	n=10/12	

Percentage of continuing education students that complete the coursework. There is no licensure exam; successful student go right to work.

	FY15	FY16	FY17	FY18	FY19	Benchmark
5. Certified Nursing Assistant (CNA)	94%	91%	92%	94%	96%	93%
	n=144/ 154	n=129/ 142	n=141/ 153	n=143/ 152	n=238/ 247	

Usually in March, the college would present a work session to highlight some of the outcomes assessment work at the college. Due to the cancelation of the March board meeting, that presentation was postponed. In the April board packet, we are sharing an overview of the many projects that faculty and staff executed during the last year to study the effectiveness of HCC's instruction and support services.

Assessment of Student Learning Outcomes within the Classroom

The associate director of learning outcomes assessment, a research associate, and a research analyst work closely with faculty in collaboration with the vice president of academic affairs to assess student learning within the classroom, including but not limited to: general education goal reviews, assessment of high impact practices within the office of academic engagement, program reviews, and course reviews.

They create and manage project timelines; consult on the development of metrics, benchmarks, and surveys; develop assessment trainings; retrieve and analyze student- and course-level data; conduct assessment and evaluation projects; consult on faculty promotion projects and grants; provide comprehensive assessment and data assistance to all academic engagement programs; and provide feedback on drafts of all reviews. Within the work of the general education subcommittee of the curriculum council, the associate vice president of academic affairs and the associate director also contribute to assessment of student learning within the classroom by leading discussions about business, curriculum, and assessment processes related to general education; reviewing assessment results; creating recommendations for student learning and process improvements; and overseeing curriculum changes to the general education core.

Listed below is an overview of the general education goal reviews, general education subcommittee work, academic engagement projects, program reviews, course reviews, and other projects/initiatives underway during academic year 2019-20. Shading is provided to ease the reading transition from one goal, academic division, or person to the next.

Key for acronyms for division/department titles:

AH	Arts and Humanities
BUCO	Business and Computer Systems
EGWL	English and World Languages
HSCI	Health Sciences
MATH	Mathematics

SSTE	Social Sciences and Teacher Education
SET	Science, Engineering, and Technology
LOA	Learning Outcomes Assessment

General Education Goal Reviews

The implementation of the second cycle of general education assessment continued in FY20. The quantitative reasoning and scientific reasoning goals began collecting data with a progress report including an analysis of the initial data due in May 2020. Critical and creative thinking, global competency, and written communication have finalized rubrics and designing assignments to begin data collection in FY21.

General Education Subcommittee of Curriculum Council

Ongoing Work	Members	Division
Review of business, curriculum, and assessment processes related to general education; review of assessment results; recommendations for in-classroom student learning and overall process improvements; oversight of curriculum changes to general education core; training for and oversight of new goal teams.	Greg Fleisher (co-chair)	Academic Affairs
	TBD	LOA
	Dave Beaudoin	AH
	Guy Bunyard	MATH
	Nancy Calder	HS
	Mark Edelen	SET
	Elizabeth Noble	BUCO
	Elisa Roberson	EGWL
	Yang Yu	SSTE
	Dorothy Plantz	Admissions/ Advising
	Valerie Vidal	Advising/ Transfer
	Melinda Moore	Curriculum Management

Academic Engagement Projects

Project/Initiative	Description	Lead Staff/Faculty
Step UP	Program outcomes	Eileen Kaplan
International Education	Program outcomes/surveys	Mary Allen
Phi Theta Kappa	Student data/outcomes/eligibility	Frances Turner
Service Learning	Program data/outcomes/surveys	Cindy Paige-Desi
Silas Craft Collegians	Student data/outcomes/surveys	Jarrell Anderson
Rouse Scholars	Student data/outcomes/surveys	Laura Cripps
Schoenbrodt Scholars	Student data/outcomes/eligibility	Frances Turner
STEM Scholars	Student data/outcomes/eligibility	Frances Turner

Program Reviews

Division	Code	Programs Title	Lead Faculty
AH	317	Entertainment Technology AAS	Bill Gillett, Patrick Pagano
AH	318	Entertainment Technology Certificate	Bill Gillett, Patrick Pagano
BUCO	33	Computer Science	Paul Hogan
BUCO	304	Cybersecurity	Mengistu Ayane
BUCO	319	Healthcare Documentation Specialist	Cindy Garnsey
HSCI	08A	Nursing - Traditional RN Program	Archiena Beaver
HSCI	08B	Nursing - Accelerated RN Program	Archiena Beaver
HSCI	08C	Nursing - LPN Pathway Sequence	Archiena Beaver
HSCI	08D	Military to RN Pathway Sequence	Archiena Beaver
HSCI	08E	Paramedic to RN Pathway Sequence	Archiena Beaver
HSCI	132	Emergency Medical Technician/Paramedic	Angel Burba
HSCI	133	Emergency Medical Technician/Paramedic Certificate	Angel Burba
HSCI	111	Licensed Practical Nursing Certificate	Archiena Beaver
HSCI	279	Medical Laboratory Technician	Nancy Calder
HSCI	238	Radiologic Technology	Assefa Fisseha
SET	305	Fire Science & Leadership	Dave Hinton
SSTE	254	Early Childhood Education/Early Childhood Special Education	Elizabeth O'Hanlon
SSTE	255	Elementary Education/Elementary Special Education	Laurie Collins

Course Reviews

Division	Course Name	Course Title	Lead Faculty
AH	ARTS-100	Foundations in Visual Arts	Steven Silberg
AH	ARTS-120	Introduction to Painting	Fahimeh Vahdat
AH	ARTS-125	Introduction to Digital Art	Jeremy Bomberg
AH	ARTS-204	Painting Studio: Landscape	Fahimeh Vahdat
AH	ARTS-250	Digital Methods: Illustration and Compositing	Jeremy Bomberg
AH	AVMP-240	Audio Production I	Patrick Pagano
AH	DANC-106	Practicum in Choreography, Performance, or Production	Liz Higgins/ Darion Smith
AH	DANC-161	Beginning Ballet Technique I	Liz Higgins/ Darion Smith
AH	DANC-162	Beginning Ballet Technique II	Liz Higgins/ Darion Smith
AH	DANC-163	Beginning Ballet Technique III	Liz Higgins/ Darion Smith
AH	DANC-164	Beginning Ballet Technique IV	Liz Higgins/ Darion Smith
AH	DANC-171	Beginning Contemporary Modern Dance Technique 1	Liz Higgins/ Darion Smith

Division	Course Name	Course Title	Lead Faculty
AH	DANC-172	Beginning Contemporary Modern Dance Technique 2	Liz Higgins/ Darion Smith
AH	DANC-173	Beginning Contemporary Modern Dance Technique 3	Liz Higgins/ Darion Smith
AH	DANC-174	Beginning Contemporary Modern Dance Technique 4	Liz Higgins/ Darion Smith
AH	DANC-201	History of Western Concert Dance: 1600 to the Present	Liz Higgins/ Darion Smith
AH	DANC-206	Dance Practicum III	Liz Higgins/ Darion Smith
AH	ENTE-101	Introduction to Entertainment Technology	Patrick Pagano/ Bill Gillet
AH	FILM-101	Introduction to Film	Marie Westhaver
AH	FILM-208	Asian Film	Marie Westhaver
AH	FILM-212	The Films of Alfred Hitchcock	Marie Westhaver
AH	MUSA-106	Tunes in 'Toons	Kristina Suter
AH	MUSA-201	Music Literature in Context I	Hsien-Ann Meng
AH	MUSA-202	Music Literature in Context II	Hsien-Ann Meng
AH	MUSP-130	HCC-Bain Center Senior Choir	Deborah Kent
AH	MUSP-131	HCC Chorus I	Deborah Kent
AH	MUSP-132	HCC Chorus II (major Ensemble)	Deborah Kent
AH	MUSP-135	Chamber Singers I (major Ensemble)	Deborah Kent
AH	MUSP-151	Jazz Ensemble I (major Ensemble)	Kyle Coughlin
AH	MUSP-152	Jazz Ensemble II (major Ensemble)	Kyle Coughlin
AH	MUSP-161	Percussion Ensemble I	Kyle Coughlin
AH	MUSP-162	Columbia Concert Band I	Kyle Coughlin
AH	MUSP-163	Columbia Orchestra I	Ben Myers
AH	MUSP-164	Chamber Orchestra I	Ben Myers
AH	MUSP-166	Chamber Ensemble I	Ben Myers
AH	MUSP-167	Small Jazz Group I	Kyle Coughlin
AH	MUSP-168	Cello Ensemble I	Ben Myers
AH	MUSP-169	Beginning Cello Ensemble I	Ben Myers
AH	MUSP-171	Percussion Ensemble II	Kyle Coughlin
AH	MUSP-172	Columbia Concert Band II	Kyle Coughlin
AH	MUSP-173	Columbia Orchestra II	Ben Myers
AH	MUSP-174	Chamber Orchestra II	Ben Myers
AH	MUSP-176	Chamber Ensemble II	Ben Myers
AH	MUSP-177	Small Jazz Group II	Kyle Coughlin
AH	MUSP-178	Cello Ensemble II	Ben Myers
AH	MUSP-179	Beginning Cello Ensemble II	Ben Myers
AH	MUSP-181	Guitar Ensemble I	Ben Myers
AH	MUSP-182	Guitar Ensemble II	Ben Myers
AH	MUSP-231	Chorus III (major Ensemble)	Deborah Kent
AH	MUSP-232	Chorus IV (major Ensemble)	Deborah Kent

Division	Course Name	Course Title	Lead Faculty
AH	MUSP-251	Jazz Ensemble III	Kyle Coughlin
AH	MUSP-252	Jazz Ensemble IV	Kyle Coughlin
AH	MUSP-261	Percussion Ensemble III	Kyle Coughlin
AH	MUSP-262	Columbia Concert Band III	Kyle Coughlin
AH	MUSP-263	Columbia Orchestra III	Ben Myers
AH	MUSP-264	Chamber Orchestra III	Ben Myers
AH	MUSP-266	Chamber Ensemble III	Ben Myers
AH	MUSP-267	Small Jazz Group III	Kyle Coughlin
AH	MUSP-268	Cello Ensemble III	Ben Myers
AH	MUSP-271	Percussion Ensemble IV	Kyle Coughlin
AH	MUSP-272	Columbia Concert Band IV	Kyle Coughlin
AH	MUSP-273	Columbia Orchestra IV	Ben Myers
AH	MUSP-274	Chamber Orchestra IV	Ben Myers
AH	MUSP-276	Chamber Ensemble IV	Ben Myers
AH	MUSP-277	Small Jazz Group IV	Kyle Coughlin
AH	MUSP-278	Cello Ensemble IV	Ben Myers
AH	MUSP-281	Guitar Ensemble III	Ben Myers
AH	MUSP-282	Guitar Ensemble IV	Ben Myers
AH	PHIL-110	Introduction to Chinese Taoism	Helen Mitchell
AH	PHIL-112	Introduction African Philosophy	Helen Mitchell
AH	PHIL-260	Film and Philosophy	Helen Mitchell
AH	SPCH-101	Introduction to Human Communication	Heidi Kirkman
AH	THET-131	Theatre Appreciation	Jenny Male
AH	THET-135	Stagecraft	Jenny Male
AH	THET-160	Theater Practicum I	Jenny Male
AH	THET-161	Theatre Practicum II	Jenny Male
AH	THET-162	Theatre Practicum III	Jenny Male
AH	THET-163	Theatre Practicum IV	Jenny Male
AH	THET-202	Acting II	Jenny Male
AH	THET-260	Voice and Diction	Jenny Male
AH	WMST-225	Women in American History: Colonial Era to 1880	Helen Mitchell
AH	WMST-227	Women in American History: 1880 to the Present	Helen Mitchell
AH	WMST-270	Women and Film	Helen Mitchell
BUCO	ACCT-111	Principles of Accounting I	Lindsey Patterson
BUCO	ACCT-112	Principles of Accounting II	Barbara Bradley
BUCO	ACCT-179	QuickBooks for the Professional	Adriano Lima-Silva/Michelle Sotka
BUCO	BMGT-134	Coaching as Tool for an Effective Leader	Betty Noble/Kathy Norton
BUCO	CMGT-115	Food Preparation I	Eric McCoy/Tim Banks

Division	Course Name	Course Title	Lead Faculty
BUCO	CMGT-215	Food Preparation II	Eric McCoy/ Tim Banks
BUCO	CMSY-166	Java I	Mark Quinn
BUCO	CMSY-167	Java II	Mark Quinn
BUCO	ENTR-121	Opportunity/Ideation/Innovation for a Startup	Roger Weber
BUCO	ENTR-122	Feasibility Analysis for a Startup	Roger Weber
BUCO	ENTR-123	Business Model for a Startup	Roger Weber
BUCO	ENTR-225	Social Entrepreneurship	Betty Noble and Candice Miles
BUCO	HMGT-101	Introduction to the Hospitality Industry	Jodi Roze
BUCO	OFFI-102	Editing Skills	Cindy Garnsey
BUCO	OFFI-177	Grammar for Your Job	Cindy Garnsey
EGWL	ENGL-219	Asian Literature	Ryna May
HSCI	DMSU-102	Introduction to Ultrasound	Chante Robertson
HSCI	DMSU-112	Sectional Anatomy for Imaging Professionals	Beth L. Hendler- Friedman
HSCI	DMSU-151	Clinical Sonography I	Beth Hendler- Friedman
HSCI	EMSP-106	Emergency Medical Technician I	Angel Burba
HSCI	EMSP-160	Prevention and Management of Emergency Situations	Angel Burba
HSCI	EXSC-209	Sport and Exercise Nutrition	Kelly McMillan
HSCI	HEED-101	Health and The World of Risk	Kelly McMillan
HSCI	HEED-102	Introduction to Weight Management	Kelly McMillan
HSCI	HEED-104	Personal Nutrition Assessment	Kelly McMillan
HSCI	HEED-106	Introduction to Stress Management	Kelly McMillan
HSCI	HEED-200	Health/Fitness Leader	Kelly McMillan
HSCI	HEED-216	Health Care in the US	Kelly McMillan
HSCI	HUMS-110	Introduction to Human Services	Kelly McMillan
HSCI	HUMS-121	Introduction to Chemical Dependency Treatment	Kelly McMillan
HSCI	HUMS-123	Group Counseling Skills	Kelly McMillan
HSCI	LFIT-122	StrengthFit	Kelly McMillan
HSCI	RADT-116	Radiographic Procedures/Positioning I and Medical Terminology	Assefa Fisseha
HSCI	RADT-117	Radiographic Image Production	Assefa Fisseha
HSCI	RADT-118	Clinical Radiography	Assefa Fisseha
SET	BIOL-106	Basic Anatomy and Physiology	Bhuvana Chandran
SET	BIOL-200	Microbiology	Will Straube
SET	BIOL-201	Genetics	Luda Bard
SET	BIOL-204	Anatomy & Physiology II	Edward Orlando
SET	BIOL-205	Cell Biology	Hannah Pie
SET	BIOL-206	Nutrition for Health Services	Kelly McMillan
SET	BIOL-213	Computational Biology	Luda Bard

Division	Course Name	Course Title	Lead Faculty
SET	ENES-100	Introduction Engineering Design	Craig Murray
SET	ENES-120	Statics	Craig Murray
SET	ENES-181	Thermodynamics	Mark Edelen
SET	ENST-200	Fundamentals of Soil Science	Karen Bridges
SSTE	CRES-155	Introduction to Conflict Resolution	Maureen Schuler
SSTE	EDUC-160	School Age Child Care	Laurie Collins
SSTE	EDUC-260	Educational Psychology	Laurie Collins

Other projects and initiatives:

Project/Initiative	Description	Lead Staff/Faculty
First in the World Maryland Mathematics Reform Initiative	Collaboration between University System of Maryland (USM) institutions and Maryland community colleges to develop and implement statistics pathways for students through statewide articulation agreements.	Mike Long/ Carol Howald
Alternative Placement Project	Collaboration between USM institutions and Maryland community colleges to evaluate efficacy and feasibility of an alternative placement process (using Ed Ready and ALEKS)	Mike Long
Accuplacer Cut Score Analysis	An analysis of the cut scores proposed for developmental English placement using the Next Generation Accuplacer test.	Laura Yoo
Service Learning Evaluation	A comprehensive evaluation of the service learning offerings to determine impact of the experience on student learning, growth, and development	Cindy Paige-Desi, Matt Van Hoose
Study Abroad Evaluation	A comprehensive evaluation of the Study Abroad offerings to determine if students are meeting the program's stated goals/objectives	Mary Allen, Matt Van Hoose
National Science Foundation Engineering Pathway Grant	A grant from the National Science Foundation Broadening Participation in engineering program that explores transfer and persistence among diverse engineering students from community colleges	Mark Edelen
Cohort Management	Collaboration across the college to standardize the collection of student cohort data.	PROD/AIS/HCC Staff
Data Requests	Requests for student, course, and program data that is used by faculty for mandatory reports, promotion projects, program accreditations, annual plans, course reviews, and other projects	HCC Faculty and Staff
Surveys	Creation and administration of surveys for division leadership, faculty, programs, and cohorts	HCC Faculty and Staff

Assessment of Student Learning Outcomes Outside the Classroom

Unit and program reviews were implemented for the student services functional area in fiscal year 2015 as part of the college's institutional effectiveness and learning outcomes assessment plans. Unit reviews are conducted every five years. A unit review provides the directors and their staff an opportunity to reflect on their operational goals and objectives, metrics, performance, and potential process improvements. The information garnered from that exercise informs a set of strategic departmental plans that are aligned with the vice president of student service's (VPSS) and the college's strategic plans, and informs the college's budgeting process. Additionally, the VPSS identified 12 programs to review because of their importance to achieving goals outlined with the college's strategic plan. Those programs are reviewed on a more frequent basis to monitor progress and make adjustments as necessary. Directors share their progress toward implementing and executing the plans established in the unit/program review by completing action plan progress reports in the interim years.

The planning, research, and organizational development staff work closely with the VPSS staff to plan for their reviews by developing and managing project timelines; consulting on core work documents (e.g., metrics and benchmarks); providing data; conducting assessment and evaluation projects; and providing feedback on drafts of unit/program reviews. Planning occurs at least a year in advance to prepare for all scheduled reviews.

Below is a summary of the work underway within student services regarding unit reviews.

Unit/Department	Lead	FY20
Test Center	Zakia Johnson	Maintain vital signs and complete action plan progress report (FY19 progress report pending)
Student Life	Schnell Garrett	Maintain vital signs and complete action plan progress report (FY19 progress report pending)
Financial Aid Services	Detra Hooper	Maintain vital signs and complete action plan progress report (FY19 unit review pending)
Athletics	Erin Foley	Maintain vital signs and complete action plan progress report (FY19 unit review pending)
Records, Registration, and Veterans Affairs	Cheryl Cudzilo	Maintain vital signs and complete action plan progress report (Unit review completed in FY19)
Children's Learning Center	Laurie Moran	Maintain vital signs and complete action plan progress report (Unit review completed in FY19)
Disability Support Services	Kathy McSweeney	Maintain vital signs and complete action plan progress report (Unit review completed in FY19)
Counseling and Career Services	Jay Coughlin	Maintain vital signs and complete action plan progress report (FY19 unit review pending)
Admissions, Advising, and Transfer Services	Dorothy Plantz	Unit review in progress (FY19 progress report pending)
Academic Support Services	Debra Greene	Maintain vital signs and complete action plan progress report (FY19 progress report pending)

Below is a summary of the work underway within student services regarding program reviews. Most programs are on a three-year cycle of assessment where a comprehensive review is completed and then progress reports are completed in interim years to provide an update on action plans articulated in the program review. Newer programs, or ones that are in transition, go through a full program review every year until they get to a point of maturity and stability.

Program	Unit/ Department	Lead	FY20
Academic Standing	Academic Support Services; Admissions & Advising	Debra Greene, Melodie Gale, Dorothy Plantz	Action plan progress report (Policy evaluation completed in FY17)
Ambiciones (Hispanic/Latino Student Success)	Academic Support Services	Sandy Cos, Debra Greene	Program review in process (1 st program review completed FY19)
Career Links	Counseling and Career Services	Maureen Marshall	Action plan progress report (FY19 program review pending)
Dual Enrollment	Admissions & Advising	Dorothy Plantz, Chelsea Durbin	Assessment plan drafted with Howard County Public School System.
Early Alert	Academic Support Services	Melodie Gale, Debra Greene	Action plan progress report (FY19 progress report pending)
Freshman Focus	Admissions & Advising	Dorothy Plantz	Action plan progress report (FY19 progress report pending)
Howard P.R.I.D.E.	Academic Support Services	Shawn Lamb; Terrell Bratcher, Debra Greene	Action plan progress report (FY19 progress report pending)
Internships and Co-ops	Counseling and Career Services	David Tirpak	Program review in progress
Intrusive Advising (Near Completers)	Admissions & Advising	Dorothy Plantz	Action plan progress report (FY19 progress report pending)
New Student Orientation	Student Life	Danny Hall, Schnell Garrett	Action plan progress report (FY19 program review pending)
Reverse Transfer	Admissions & Advising	Dorothy Plantz	Action plan progress report (FY19 progress report pending)
Tutoring Services	Academic Support Services	Parul Shah, Debra Greene	Action plan progress report (FY19 program review pending)

Talking Points for the Board of Trustees
The college continues to support students in attaining more degrees and certificates each year.
The college continues to work to support allied health students in their preparation for certification exams.
HCC supports a broad range of student learning outcomes research to determine the effectiveness of its general education, courses, and programs in and out of the classroom, as compared to external best practices. This work verifies our commitment to providing an exceptional educational experience for our students and ensures HCC's compliance with accreditation standards.