

E-1 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
MHEC	1. Licensure exam passing rate NCLEX RN	90%		90%
	Licensure exam passing rate NCLEX PN	100%		97%
	2. Emergency Medical Technician (EMT-B)	100%		87%
	3. Associate degrees and certificates awarded	304		290
	a. Career			
	b. Transfer	937		900
	c. Certificates	65		100
	4. STEM programs			
External Quality Feedback	a. Credit enrollment	3,354		4,400
	b. Credit awards	474		500
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 2017 50-65%		50-65%
	<i>How does HCC design, implement, manage and improve its key work processes that support its key processes?</i>	Baldrige 2017 90-100%		50-65%
Internal Measures	1. Paramedic	100%		93%
	2. Cardiovascular Technology (CVT) Not required for employment at this time.	88.9%		90%
	3. Geriatric Nursing Assistant (GNA)	80%		90%
	a. Written			
	b. Skills	100%		85%
	4. Radiologic Technology (RADT)	100%		95%
	5. Dental Hygiene (DHYG)	81%		TBD

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	FY13	FY14	FY15	FY16	FY17	Benchmark FY20	
	87%	72%	83%	89%	90%	90%	
	n=160/ 183	n=116/ 161	n=143/ 172	n=119/ 133	n=116/ 129		
	Peer AVG:	91%	84%	89%	82%		85%
	State AVG:	88%	83%	82%	83%		86%
	Nat'l AVG:	87%	83%	83%	84%		86%
	NCLEX PN	92%	94%	100%	100%	100%	97%
	n=11/12	n=15/16	n=16/16	n=11/11	n=7/7		
	Peer AVG:	100%	94%	93%	95%	90%	
	State AVG:	95%	94%	96%	95%	98%	
	Nat'l AVG:	85%	84%	81%	83%	84%	
	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)	FY13	FY14	FY15	FY16	FY17	Benchmark FY20
93%		100%	77%	86%	100%	87%	
n=27/29		n=32/32	n=40/52	n=24/28	n=10/10		
State AVG*:		90%	75%	62%	82%		78%
Nat'l AVG:		70%	67%	68%	80%		**

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

**National data for fiscal year 2017 students are not available at this time.

<i>Number of career and transfer associate degrees and credit certificates awarded per fiscal year (FY).</i>							
	FY12	FY13	FY14	FY15	FY16	FY17	Benchmark FY20
3. Associate degrees and credit certificates awarded							
a. Career degrees	257	270	326	283	314	304	290
Peer AVG:	295	300	287	315	296	*	
State AVG:	334	336	340	343	334	*	
b. Transfer degrees	698	796	787	882	854	937	900
Peer AVG:	608	651	718	744	810	*	
State AVG:	530	545	564	594	592	*	
c. Certificates	102	105	93	114	81	65	100
Peer AVG:	233	283	288	310	432	*	
State AVG:	232	239	320	304	253	*	







<i>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.</i>							
	FY12	FY13	FY14	FY15	FY16	FY17	Benchmark FY20
4. STEM programs							
a. Credit enrollment	3,861	4,039	4,245	4,228	3,989	3,354**	4,400
Peer AVG:	2,072	1,976	1,968	1,921	1,856	*	
State AVG:	2,722	2,676	2,639	2,646	2,573	*	
b. Credit degrees/certificates	469	476	449	470	480	474	500
Peer AVG:	307	327	326	357	368	*	
State AVG:	350	356	402	411	372	*	

*State and national data for FY17 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 FY17, there were 1,339 students with secondary majors that were STEM. So, HCC actually has 4,693 students who intend to eventually be STEM majors.

External Measures

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

National Baldrige Performance Excellence Award Application (Overall Score)			
	December 2012: 41.8-56.8%		October 2015: 38.4-53.4% <i>Criteria enhanced</i>
	November 2013: 39.2-54.2% <i>Criteria enhanced</i>		November 2016: 34.9-49.9%
	November 2014: 36.0-51.0%		November 2017: 58.2-73.0%

		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 in late fall 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. 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 2017; HCC was chosen for a site visit this year and received best practice recognition in categories 3, Customer, and 6, Operations.**

Benchmark: When the benchmark was originally set, institutions receiving an overall score of 450 or more received a site visit. 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, Operations, of the performance excellence criteria by 2017. HCC has met that benchmark for 6.1 and surpassed it for 6.2. HCC's team is again working with a Baldrige Coach for this year's application due in April 2018.**

Internal Measures

The college voluntarily tracks additional licensure exam pass rates for paramedic, cardiovascular technology, certified nursing assistant, radiologic technology, and dental hygiene completers.

<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>						
	FY13	FY14	FY15	FY16	FY17	Benchmark FY20
1. Paramedic	100%	89%	60%	79%	100%	93%
	n=7/7	n=8/9	n=6/10	n=11/14	n=11/11	
State AVG:	70%	66%	65%	78%	81%	
Nat'l AVG:	73%	77%	78%	85%	*	

*National data for FY17 are not available at this time. There are no peer averages to report. Students have two years to complete the process.

<i>Percentage of graduates who on their first try passed licensing and certification exam.*</i>						
	FY13	FY14	FY15	FY16	FY17	Benchmark FY20
2. Cardiovascular Technology (CVT)	100%	57%	0%	80%	88.9%	90%
	n=4/4	n=4/7	n=0/2	n=4/5	n=8/9	

*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>							
Geriatric Nursing Assistant (GNA)	2011	2012	2013/2014	2015	2016	2017	Benchmark 2020
3a. Written	99%	100%	**	81.6%	89.5%	80%	90%
	n=71/72	n=46/46		n=31/38	n=17/19	n=4/5	
State AVG:	90%	89%		89.6%	92.2%	*	
3b. Skills	96%	96%	**	81%	94.4%	100%	85%
	n=69/72	n=44/46		n=30/37	n=17/18	n=5/5	
State AVG:	80%	87%		84.2%	84%	*	

*State and national data for FY17 are not available at this time.

**Testing procedures changed in 2013. Many HCC students do not test at HCC so their results are not available to the college.

<i>Percentage of graduates who on their <u>first try</u> passed licensing and certification exam.</i>					
5. Radiologic Technology (RADT)	FY14	FY15	FY16	FY17	Benchmark
	92%	100%	100%	100%	95%
	n/a	n=10/10	n=16/16	n=19/19	

<i>Percentage of graduates who on their <u>first try</u> passed licensing and certification exam.</i>					
6. Dental Hygiene (DHYG)	FY14	FY15	FY16	FY17	Benchmark
	n/a	n/a	100%	81%	TBD*
	n/a	n/a	n=12/12	n=9/11	

*Benchmark will be set once there are three years of data to examine the trend of pass rates for dental hygiene graduates.

Assessment of Student Learning Outcomes Within the Classroom

Faculty, in collaboration with the vice president of academic affairs and the learning outcomes assessment staff, assess student learning within the classroom, including but not limited to, general education goal reviews, 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.

Listed below is an overview of the **General Education Goal Reviews, Program Reviews, Course Reviews, Academic Engagement Projects, and Other Projects/Initiatives** underway during 2017-18. Shading is provided to ease the reading transition from one goal or academic division to the next.

Key for acronyms for division 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

General Education Goal Reviews

General Education Goal	Assessment Team	Division
Creative Process and Humanistic Inquiry	Valerie Lash (chair) Jeremy Bomberg William Gillett Tara Hart Ryna May Hsien-Ann Meng Benjamin Myers	AH
Written Communication	Laura Yoo (chair) Margaret Garroway	EGWL
Global Competency	Greg Fleisher (chair) Hanael Bianchi Laura Cripps	SSTE
	Abdelrahim Salih Amelia Yongue	EGWL
	Martha Westhaver	AH
Oral and Expressive Communication	Bill Gillett (chair) Heidi Kirkman	AH
	Claudia Dugan	EGWL

Program Reviews

Division	Code	Programs Title	Lead Faculty
AH	206	Communications Studies	Heidi Kirkman
BUCO	151	CISCO Certified Networking Certificate	Rozalia Volynskiy
BUCO	193	Network Security Administration Certificate	Mengistu Ayane
BUCO	264	Baking and Pastries Certificate	David Milburn
BUCO	265	Professional Cooking Certificate	Michael Levins
BUCO	315	Cyber Forensics	Charles Edwards
BUCO	316	Cyber Forensics Certificate	Charles Edwards
EGWL	287	Asian Studies	William Lowe
HSCI	114	Cardiovascular Technology-Invasive Technologist	Bill Fisher
HSCI	115	Cardiac Monitoring and Analysis Certificate	Bill Fisher
HSCI	134	Cardiovascular Technology Accelerated Card Program for Hospital Trainees	Bill Fisher
HSCI	170	Human Services	Kelly McMillan
HSCI	250	Public Health	Kelly McMillan
HSCI	270	Cardiovascular Technology for Healthcare Professionals	Bill Fisher
SSTE	58	Social Sciences	Greg Fleisher
SSTE	207	Secondary Education-Chemistry	Laurie Collins
SSTE	208	Secondary Education-Mathematics	Laurie Collins
SSTE	209	Secondary Education-Physics	Laurie Collins
SSTE	313	Teacher Education Secondary Education – Mathematics/Sciences	Barbara Maestas
SET	18	Electronics Technology	Mark Edelen
SET	64	Electronics Technology Certificate	Mark Edelen
SET	276	Gaming and Simulation Design	David Hinton
SET	290	Construction Management	David Hinton
SET	291	Construction Management Certificate	David Hinton

Course Reviews

Division	Course Name	Course Title	Lead Faculty
AH	DANC-225	Contemporary Modern Dance Techniques: High Intermediate I	Elizabeth Higgins
BUCO	ACCT-230	Cost Accounting	Michelle Sotka
BUCO	ACCT-233	Advanced Accounting	Michelle Sotka
BUCO	ACCT-234	Government & Nonprofit Accounting	Michelle Sotka
BUCO	ACCT-238	Auditing	Michelle Sotka
BUCO	BMGT-204	Taking Your Business Mobile	Rozalia Volynskiy
BUCO	CFOR-101	Computer Forensics I	Charles Edwards
BUCO	CFOR-200	Computer Forensics II	Charles Edwards
BUCO	CFOR-210	Computer Forensics III	Charles Edwards
BUCO	CFOR-250	Computer Network Forensic Technology	Charles Edwards
BUCO	CMGT-100	Culinary Basics	Michael Levins
BUCO	CMGT-110	Culinary Supervision	Michael Levins
BUCO	CMGT-135	Baking and Pastries	David Milburn
BUCO	CMGT-200	International Cuisine	Michael Levins
BUCO	CMGT-230	Plated Desserts	David Milburn
BUCO	CMGT-236	International Breads	David Milburn
BUCO	CMSY-101	Beginning Spreadsheets	Cindy Garnsey
BUCO	CMSY-117	Advanced Spreadsheets	Garnsey/Volynskiy
BUCO	CMSY-141	Computer Science I	Paul Hogan
BUCO	CMSY-158	Fundamentals and Practice for Network+ Certification	Pamela Mitchell
BUCO	CMSY-161	Computer and Internet Basics	Cindy Garnsey
BUCO	CMSY-162	Introduction to Network Security Systems	Mengistu Ayane
BUCO	CMSY-163	Introduction to Firewalls and Internet Security	Mengistu Ayane
BUCO	CMSY-164	Introduction to Intrusion Detection Systems	Mengistu Ayane
BUCO	CMSY-168	Developing for the Web	Mark Quinn
BUCO	CMSY-171	Computer Science II	Paul Hogan
BUCO	CMSY-181	Introduction to C++ Programming	Paul Hogan
BUCO	CMSY-203	Introduction to PHP	Mark Quinn
BUCO	CMSY-205	Advanced JavaScript	Mark Quinn
BUCO	CMSY-219	Microcomputer Operating System	Pamela Mitchell
BUCO	CMSY-262	Introduction to Encryption & VPN Technology	Mengistu Ayane
BUCO	CMSY-263	Securing and Auditing Network Systems	Mengistu Ayane
BUCO	CMSY-281	Advanced C++ Programming	Paul Hogan
BUCO	CSCO-291	Network Fundamentals	John Siebs
BUCO	CSCO-292	Routing and Switching Essen	John Siebs
BUCO	CSCO-293	Scaling Networks	John Siebs
BUCO	CSCO-294	Connecting Networks	John Siebs
BUCO	CSCO-305	Cisco IP Telephony	John Siebs
BUCO	CSCO-308	CCNA Security	John Siebs

Division	Course Name	Course Title	Lead Faculty
BUCO	CSCO-651	Implementing IP Routing	John Siebs
BUCO	CSCO-652	Implementing IP Switching	John Siebs
BUCO	ENTR-225	Social Entrepreneurship	Betty Noble
BUCO	ENTR-226	Entrepreneurial Leadership	Roger Weber
BUCO	HMGT-160	Introduction to Travel and Tourism	Rozalia Volynskiy
BUCO	HMGT-163	Introduction to Meetings & Conference Operations	Rozalia Volynskiy
BUCO	HMGT-250	Food & Beverage Management & Service	Rozalia Volynskiy
BUCO	HMGT-260	Fundamentals of Wines, Spirits, and Beers	Rozalia Volynskiy
BUCO	OFFI-104	Data Entry	Cindy Garnsey
BUCO	OFFI-293	Beginning Medical Transcription	Cindy Garnsey
BUCO	OFFI-297	Advanced Medical Transcription	Cindy Garnsey
EGWL	ARAB-102	Elementary Arabic II	Rahim Salih
EGWL	ARAB-202	Intermediate Arabic II	Rahim Salih
EGWL	CHNS-101	Elementary Mandarin Chinese I	Yulan Liu
EGWL	CHNS-102	Elementary Mandarin Chinese II	Yulan Liu
EGWL	CHNS-201	Intermediate Mandarin Chinese I	Yulan Liu
EGWL	CHNS-202	Intermediate Mandarin Chinese II	Yulan Liu
EGWL	CHNS-222	Cultures of China	Yulan Liu
EGWL	ENGL-093	Directed Studies in Reading	Yvonne Kane
EGWL	ENGL-094	Directed Studies in Writing	Yvonne Kane
EGWL	ENGL-097	Fundamentals of Writing	Sarah Johnson
EGWL	ENGL-208	Contemporary American Poetry	Ryna May
EGWL	ENGL-218	Introduction to Film and Literature	Ryna May
EGWL	GERM-202	Intermediate German II	Claudia Dugan
EGWL	HBRW-101	Elementary Hebrew I	Rahim Salih
EGWL	HBRW-102	Elementary Hebrew II	Rahim Salih
EGWL	HBRW-202	Intermediate Hebrew II	Rahim Salih
EGWL	HNDI-101	Elementary Hindi I	Yulan Liu
EGWL	JPNS-101	Elementary Japanese I	Claudia Dugan
EGWL	JPNS-201	Intermediate Japanese I	Yulan Liu
EGWL	JPNS-202	Intermediate Japanese II	Yulan Liu
EGWL	JPNS-102	Elementary Japanese II	Yulan Liu
EGWL	KORE-101	Elementary Korean I	Yulan Liu
EGWL	KORE-201	Intermediate Korean I	Yulan Liu
EGWL	PERS-101	Foundational Persian I	Rahim Salih
EGWL	PERS-102	Foundational Persian II	Rahim Salih
EGWL	SPAN-101	Elementary Spanish I	Robin Bauer
EGWL	SPAN-102	Elementary Spanish II	Robin Bauer
EGWL	SPAN-202	Intermediate Spanish II	Robin Bauer
EGWL	SPAN-203	Advanced Intermediate Spanish I	Robin Bauer
EGWL	SPAN-204	Advanced Intermediate Spanish II	Robin Bauer
EGWL	TURK-102	Elementary Turkish II	Rahim Salih
HSCI	CARD-123	Hemodynamics	Bill Fisher

Division	Course Name	Course Title	Lead Faculty
HSCI	CARD-124	X-Ray Theory for Cardiovascular Technology	Kelly Scible
HSCI	CARD-201	Cardiovascular Pharmacology	Bill Fisher
HSCI	CARD-220	Cardiovascular Procedures	Kelly Scible
HSCI	DHYG-200	Dental Hygiene Theory and Clinic III	Matilda Minassian
HSCI	DMSU-255	Clinical Sonography V	James Hwang
HSCI	DMSU-261	ARDMS Registry Seminar	James Hwang
HSCI	DMSU-271	Abdominal and Small Parts Ultrasound II	James Hwang
HSCI	DMSU-272	Obstetrics/Gynecology Ultrasound II	James Hwang
HSCI	EMSP-160	Prevention and Management of Emergency Situations	Angel Burba
HSCI	EMSP-200	Airway, Patient Assessment and Trauma Management	Angel Burba
HSCI	EMSP-205	Medical Emergencies I	Timothy Jennings
HSCI	EMSP-210	Medical Emergencies II	Timothy Jennings
HSCI	EMSP-215	Medical Emergencies III	Timothy Jennings
HSCI	HEAL-110	The Health Care Professional	Carla Lawson
HSCI	HEED-112	First Aid and Safety	Kelly McMillan
HSCI	HEED-113	Drug Use and Abuse	Kelly McMillan
HSCI	HEED-116	Fundamentals of Spiritual Awareness	Kelly McMillan
HSCI	HEED-125	Ethics in Professional Practice	Patrick Finley
HSCI	HEED-218	Organizational Management in Health Care	Patrick Finley
HSCI	HEED-220	Crisis Intervention	Carla Lawson
HSCI	LFIT-116	Fitness through Swimming	Justin Mabe
HSCI	LFIT-117	Aquafit	Justin Mabe
HSCI	LFIT-126	Yoga I	Kelly McMillan
HSCI	LFIT-128	Martial Arts I	Justin Mabe
HSCI	LFIT-132	Yoga II	Kelly McMillan
HSCI	MLTS-251	Chemistry Clinical Practice	Nancy Calder
HSCI	MLTS-252	Hematology Clinical Practice	Nancy Calder
HSCI	MLTS-253	Immunology/Immunohematology Clinical Practice	Nancy Calder
HSCI	MLTS-254	Microbiology Clinical Practice	Nancy Calder
HSCI	NURS-103	Transition into Nursing II	Archiena Beaver
HSCI	NURS-230	Trends in Nursing	Archiena Beaver
HSCI	PTAP-240	Therapeutic Exercise	Ken Crivelli
HSCI	PTAP-250	Clinical Neuroscience	Ken Crivelli
HSCI	PTAP-260	Orthopedic Dysfunctions II	Ken Crivelli
HSCI	PTAP-265	Professional Issues in Physical Therapy	Ken Crivelli
HSCI	PTAP-270	Clinical Education III	Ken Crivelli
HSCI	PTAP-275	Clinical Education IV	Ken Crivelli
HSCI	PUBH-280	Global Health	Kelly McMillan
HSCI	RADT-123	Imaging Equipment and Modalities	Assefa Fisseha
HSCI	RADT-231	Radiologic Procedures IV	Assefa Fisseha

Division	Course Name	Course Title	Lead Faculty
MATH	MATH-138	Statistics	Mike Long
MATH	MATH-145	Business Calculus	Rehana Yusaf
MATH	MATH-220	Discrete Structures	Mike Long
MATH	HEAL-105	Drug Calculations	Bernie Sandruck
SSTE	ANTH-105	Introduction to Cult Anthropology	Laura Cripps
SSTE	CRIM-102	Criminology	Evelyn Del Rosario
SSTE	CRIM-103	Juvenile Delinquency	Evelyn Del Rosario
SSTE	CRIM-105	Introduction to Corrections	Evelyn Del Rosario
SSTE	EDUC-265	Educational Assessment	Laurie Collins
SSTE	EDUC-266	Methods - Elementary Education	Barbara Maestas
SSTE	EDUC-267	Methods - Secondary Education	Barbara Maestas
SSTE	EDUC-291	Special Education Methods Birth-6th Grade	Elizabeth O'Hanlon
SSTE	EDUC-293	Special Education Assessment, Part 1, Birth-12 th Grade	Elizabeth O'Hanlon
SSTE	EDUC-294	Special Education Assessment, Part 2, Birth-12 th Grade	Elizabeth O'Hanlon
SSTE	GEOG-101	Introduction to World Geography	Yang Yu
SSTE	GEOG-102	Elements of Cultural Geography	Yang Yu
SSTE	HIST-111	American History to 1877	Hanael Bianchi
SSTE	HIST-112	American History Since 1877	Hanael Bianchi
SSTE	HIST-121	Ancient World Prehistory to Mid	Hanael Bianchi
SSTE	HIST-122	Western Civilization & Pre-Modern World	Hanael Bianchi
SSTE	HIST-123	Western Civilization & Modern World	Hanael Bianchi
SSTE	HIST-213	History of Modern Russia	Rosemary Williams
SSTE	HIST-232	History of Modern Middle East	Mark Tacyn
SSTE	POLI-103	Political Ideology	Michael Heffren
SSTE	PSYC-202	Social Psychology	Maureen Schuler
SSTE	PSYC-203	Abnormal Psychology	Maureen Schuler
SSTE	SOCI-102	Social Problems	Philip Vilaro
SSTE	SOCI-202	Urban Sociology	Michael Heffren
SET	ASTR-104	Elementary Astronomy	Alex Barr
SET	ASTR-114	Elementary Astronomy Lab	Alex Barr
SET	GEOL-107	Introduction to Physical Geology	Sharon Lyon
SET	GEOL-108	Historical Geology	Sharon Lyon
SET	GEOL-117	Introduction Physical Geology Lab	Sharon Lyon
SET	GEOL-118	Historical Geology Lab	Sharon Lyon
SET	HORT-100	Introduction to Horticulture	Bhuvana Chandran
SET	HORT-210	Woody Plants	Bhuvana Chandran
SET	HORT-220	Landscape Design & Contracting	Bhuvana Chandran
SET	HORT-230	Pest and Disease Control	Bhuvana Chandran
SET	HORT-240	Turf Grass Management	Bhuvana Chandran
SET	METO-111	Meteorology	Sharon Lyon
SET	METO-112	Meteorology Laboratory	Sharon Lyon
SET	PHYS-121	Oceanography Lab	Jennifer Kling
SET	ELEC-107	Introduction to Electron Circuits	Dave Hinton

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	Megan Myers
Service Learning	Program data/outcomes/surveys	Cindy Paige-Desi
Silas Craft Collegians	Student data/outcomes/surveys	Shawn Lamb
Rouse Scholars	Student data/outcomes/surveys	Laura Cripps
Schoenbrodt Scholars	Student data/outcomes	Stacey Korbela

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 in Maryland to develop and implement statistics pathways for students through statewide articulation agreements.	Bernadette Sandruck, Carol Howald
Alternative Placement Project	Collaboration between USM institutions and Maryland community colleges in Maryland to evaluate efficacy and feasibility of an alternative placement process (using Ed Ready and ALEKS)	Bernadette Sandruck
Service Learning Evaluation	A comprehensive evaluation of the service learning offerings at HCC: this review will determine if students who participate in service learning are meeting the program's stated goals	Cindy Paige-Desi, Matt Van Hoose
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 faculty members, 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 director and his/her 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 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	FY18
Test Center	Zakia Johnson	Unit Review in progress
Student Life	Schnell Garrett	Unit Review in progress
Financial Aid Services	Dawn Mosisa-Lowe	Unit Review in progress
Admissions, Advising, and Transfer Services	Dorothy Plantz	Maintain Vital Signs and complete Action Plan Progress Report (Unit Review completed in FY15)
Athletics	Diane Schumacher	Maintain Vital Signs and complete Action Plan Progress Report (Unit Review completed in FY15)
Records, Registration, and Veterans Affairs	Cheryl Cudzilo	Maintain Vital Signs and complete Action Plan Progress Report (Unit Review completed in FY16)
Academic Support Services	Debra Greene	Maintain Vital Signs and complete Action Plan Progress Report (Unit Review completed in FY17)
Children's Learning Center	Laurie Moran	Prepare for FY19 Unit Review (Revise Core Work; develop and complete Vital Signs)
Disability Support Services	Kathy McSweeney	Prepare for FY19 Unit Review (Revise Core Work; develop and complete Vital Signs)
Counseling and Career Services	Jay Coughlin	Prepare for FY19 Unit Review (Revise Core Work; develop and complete Vital Signs)

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	FY18
Academic Standing	Academic Support Services; Admissions and 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 includes demographic composition of participants and outcomes through summer 2018 (fall 2015 cohort – onward). Outcomes include academic performance/standing, retention, persistence, transfer and graduation (eventually). Comparisons will be made to the general population of Hispanic/Latino students with disaggregation by gender.
Career Links	Counseling and Career Services	Maureen Marshall	Action Plan Progress Report (3-yr cycle; Program Review completed in FY16; Progress Reports in interim years)
Dual Enrollment	Admissions and Advising	Dorothy Plantz, Aaron Alder	Assessment plan drafted and will be updated once JumpStart has been fully specified.
Early Alert	Academic Support Services	Melodie Gale, Debra Greene	Program Review (3-yr cycle; Program Review completed in FY15; Progress Reports in interim years)
Freshman Focus	Admissions and Advising	Dorothy Plantz	Program Review (3-yr cycle; Program Review completed in FY15; Progress Reports in interim years)

Howard P.R.I.D.E.	Academic Support Services	Geoffrey Colbert, Debra Greene	Program Review (Program review completed each year; first one completed in FY16)
Internships and Co-ops	Counseling and Career Services	David Tirpak	Action Plan Progress Report (3-yr cycle; Program Review completed in FY16; Progress Reports in interim years)
Intrusive Advising (Near Completers)	Admissions and Advising	Dorothy Plantz	Program Review (3-yr cycle; Program Review completed in FY15; Progress Reports in interim years)
New Student Orientation	Student Life	Candace dePass, Schnell Garrett	Action Plan Progress Report (3-yr cycle; Program Review completed in FY16; Progress Reports in interim years)
Reverse Transfer	Admissions and Advising	Dorothy Plantz	Program Review (3-yr cycle; Program Review completed in FY15; Progress Reports in interim years)
Tutoring Services	Academic Support Services	Parul Shah, Debra Greene	Program Review (2-yr cycle; Initial Program Review completed in FY16; Progress report in FY17)

Talking Points for the Board of Trustees

The college continues to work to support allied health students in their preparation for certification exams. The nursing board scores have a positive trend.

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 also ensures HCC's compliance with accreditation standards.