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 FY20
MHEC	1. **Licensure exam passing rate NCLEX RN**	**82%**	🟥	**90%**
	Licensure exam passing rate NCLEX PN	**93%**	🟥	**97%**
	2. **Emergency Medical Technician (EMT-B)**	**50%**	🟥	**87%**
	3. **Associate degrees and certificates awarded** a. **Career**	**372**	🟩	**290**
	b. **Transfer**	**983**	🟩	**900**
	c. **Certificates**	**83**	🟥	**100**
	4. **STEM programs** a. **Credit enrollment**	**3,833**	🟥	**4,400**
	b. **Credit awards**	**538**	🟩	**500**
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 70-85%**	🟩	**50-65%**
	How does HCC design, implement, manage and improve its key work processes that support its key processes?	**Baldrige 70-85%**	🟩	**50-65%**
Internal Measures	1. **Paramedic**	**73%**	🟥	**93%**
	2. **Cardiovascular Technology (CVT)** Not required for employment at this time.	**42%**	🟥	**90%**
	3. **Radiologic Technology (RADT)**	**94%**	🟥	**95%**
	4. **Dental Hygiene (DHYG)**	**83%**	🟥	**92%**
	5. **Certified Nursing Assistant (CNA)**	**95%**	🟩	**93%**

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.

	FY16	FY17	FY18	FY19	FY20	Benchmark FY20
1. Licensure exams passing rate NCLEX RN	89%	90%	85%	94%	82%	90%
	n=119/133	n=116/129	n=109/129	n=125/133	n=145/177	
Peer AVG:	82%	85%	90%	90%	88%	
State AVG:	83%	86%	88%	89%	88%	
Nat'l AVG:	84%	86%	88%	91%	88%	
NCLEX PN	100%	100%	100%	100%	93%	97%
	n=11/11	n=7/7	n=3/3	n=11/11	n=25/27	
Peer AVG:	95%	90%	100%	100%	100%	
State AVG:	95%	98%	99%	98%	96%	
Nat'l AVG:	83%	84%	85%	85%	87%	

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

	FY16	FY17	FY18	FY19	FY20	Benchmark FY20
2. Emergency Medical Technician (EMT-B)	86%	100%	100%	70%	50%	87%
	n=24/28	n=10/10	n=16/16	14/21	n=4/8***	
State AVG:*	82%	78%	77%	76%	n/a*	
Nat'l AVG:	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).

	FY15	FY16	FY17	FY18	FY19	FY20	Benchmark FY20
3. Associate degrees and credit certificates awarded							
a. Career degrees	**283**	**314**	**304**	**344**	**352**	**372**	**290**
Peer AVG:	315	296	262	250	248	*	
State AVG:	343	334	312	324	319	*	
b. Transfer degrees	**882**	**854**	**937**	**946**	**979**	**983**	**900**
Peer AVG:	744	810	810	759	712	*	
State AVG:	594	592	594	587	586	*	
c. Certificates	**114**	**81**	**65**	**96**	**96**	**83**	**100**
Peer AVG:	310	432	341	463	313	*	
State AVG:	304	253	244	252	243	*	

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.

	FY15	FY16	FY17	FY18	FY19	FY20	Benchmark FY20
4. STEM programs							
a. Credit enrollment	**4,228**	**3,989**	**3,354**	**2,608**	**3,076**	**3,833****	**4,400**
Peer AVG:	1,921	1,856	1,932	1,919	**1,862**	*	
State AVG:	2,646	2,573	2,425	2,379	**2,203**	*	
b. Credit degrees/ certificates	**470**	**480**	**474**	**531**	**505**	**538**	**500**
Peer AVG:	357	368	466	493	**414**	*	
State AVG:	411	372	390	382	**383**	*	

*State and peer data for FY20 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 FY20, there were 880 students with additional majors that were STEM. So, HCC actually has 4,713 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)			
[orange]	November 2014: 36.0-51.0%	[light blue]	November 2017: 58.2-73.0% *Criteria enhanced*
[light green]	October 2015: 38.4-53.4% *Criteria enhanced*	[purple]	December 2018: 62.6%-77.6%
[dark green]	November 2016: 34.9-49.9%	[blue]	December 2019: 66.6%-81.6%

		0-9%	10-29%	30-49%	50-69%	70-89%	90-100%
Baldrige Criteria **1000 points**	**Overall Score**			[orange]			
				[light green]			
				[dark green]			
					[light blue]		
					[purple]		
					[blue]		

Category 6: Operations Focus 85 points		0-9%	10-29%	30-49%	50-69%	70-89%	90-100%
6.1-Work processes	**45 points**			[orange]			
					[light green]		
					[dark green]		
					[light blue]		
					[purple]		
						[blue]	
6.2-Operational Effectiveness	**40 points**				[orange]		
					[light green]		
				[dark green]			
							[light blue]
						[purple]	
						[blue]	

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. Please note that 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.

Percentage of graduates who by their third attempt passed licensing and certification examinations in each academic field offered for which such tests are conducted.						
	FY16	**FY17**	**FY18**	**FY19**	**FY20**	**Benchmark FY20**
1. Paramedic	**79%**	**100%**	**67%**	**33%**	**73%**	**93%**
	n=11/14	n=11/11	n=2/3	n=1/3	n=8/11	
State AVG:	78%	81%	81%	81%	*	
Nat'l AVG.	85%	87%	86%	*	*	

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

Percentage of graduates who on their first try passed licensing and certification exam.*						
	FY16	**FY17**	**FY18**	**FY19**	**FY20**	**Benchmark FY20**
2. Cardiovascular Technology (CVT)	**80%**	**88.9%**	**86%**	**57%**	**42%**	**90%**
	n=4/5	n=8/9	n=6/7	n=4/7	n=3/7	

*Students are not required to take the certification exam for employment.
*State and national averages are not available.

Percentage of graduates who on their first try passed licensing and certification exam.						
	FY16	**FY17**	**FY18**	**FY19**	**FY20**	**Benchmark**
3. Radiologic Technology (RADT)	**100%**	**100%**	**94%**	**100%**	**94%**	**95%**
	n=16/16	n=19/19	n=17/18	n=17/17	n=17/18	
State AVG:	95.4%	90.6%	92.0%	89.5%	89.8%	
Nat'l AVG.	87.2%	89.3%	89.4%	89.0%	88.2%	

Percentage of graduates who on their <u>first try</u> passed licensing and written certification exam.						
4. Dental Hygiene (DHYG)	**FY16**	**FY17**	**FY18**	**FY19**	**FY20**	**Benchmark**
	100%	**81%**	**92%**	**83%**	**83%**	**92%**
	n=12/12	n=9/11	n=12/13	n=10/12	n=10/12	

Percentage of continuing education students that complete the coursework. There is no licensure exam; successful student go right to work.						
5. Certified Nursing Assistant (CNA)	**FY16**	**FY17**	**FY18**	**FY19**	**FY20**	**Benchmark**
	91%	**92%**	**94%**	**96%**	**95%**	**93%**
	n=129/ 142	n=141/ 153	n=143/ 152	n=238/ 247	n=223/ 234	

Here is 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 assistant director of learning outcomes assessment, and a research associate, 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 assistant director also contribute to assessment of student learning within the classroom by leading discussions about business, curriculum, and assessment processes related to general education; managing the general education dashboard; reviewing assessment results; creating recommendations for student learning and process improvements; and overseeing curriculum changes to the general education core.

Listed next 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 2020-21. 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 FY21. The quantitative reasoning and scientific reasoning goal team is now continuously collecting data. A progress report, including an analysis of the initial data, was submitted to the curriculum council in June 2020. The critical and creative thinking and global competency goal team have trained faculty on the use of Canvas to collect outcomes, held rubric norming sessions for relevant faculty, and are now collecting data in spring of 2021. All other goal teams have finalized their rubrics and created and implemented approved assignments in relevant courses.

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.	Laura Cripps (Chair)	Academic Affairs
	Deborah Greenberg	LOA
	Jeremy Bomberg	AH
	Guy Bunyard	MATH
	Nancy Calder	HS
	Jennifer Kling	SET
	Elizabeth Noble	BUCO
	Elisa Roberson	EGWL
	Yang Yu	SSTE
	Mary O'Rourke	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	Surveys	Mary Allen
Phi Theta Kappa	Student data/outcomes/eligibility	Frances Turner
Service Learning	Program data/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	331	Audio Video Media Production	Bill Gillett/ Patrick Pagano
BUCO	333	Administrative Professional	Cindy Garnsey
BUCO	302	Business Administration	Linda Mercurio/ Kathy Norton
BUCO	214	Entrepreneurship Certificate	Betty Noble/ Linda Mercurio
EGWL	164	English	Sylvia Lee/ Ryna May
HSCI	165	Exercise Science	Kelly McMillan
HSCI	282	Physical Therapist Assistant	Ken Crivelli
MATH	160	Mathematics	Mike Long
SET	72	CAD Technology	Dave Hinton
SET	70	CAD Technology Certificate	Dave Hinton
SET	125	Environmental Science	Will Gretes
SET	50	Physical Science	Jennifer Kling
SSTE	89	Early Childhood Development	Kate Kenney
SSTE	87	Early Childhood Development Certificate	Kate Kenney

Course Reviews

Division	Course Name	Course Title	Lead Faculty
AH	ARTS-190	Foundations Portfolio	Steven Silberg
AH	ARTS-200	Painting I	Thomas Engleman
AH	ARTS-220	Photography: Digital I	Donna Jones
AH	ARTS-230	Printmaking I	Thomas Engleman
AH	ARTS-251	Digital Methods: Structure and Message	Jeremy Bomberg
AH	ARTS-260	Survey of Western Art: Prehistory to Middle Ages	Jeremy Bomberg
AH	AVMP-110	Introduction to Video	Patrick Pagano
AH	AVMP-150	Introduction to Electronic Media	Patrick Pagano
AH	AVMP-240	Audio Production I	Patrick Pagano
AH	DANC-112	Dance Repertory I	Liz Higgins/ Darion Smith
AH	DANC-125	Contemporary Modern Dance Techniques: Intermediate I	Liz Higgins/ Darion Smith
AH	DANC-126	Contemporary Modern Dance Techniques: Intermediate II	Liz Higgins/ Darion Smith
AH	DANC-127	Contemporary Modern Dance Techniques: Intermediate III	Liz Higgins/ Darion Smith
AH	DANC-128	Contemporary Modern Dance Techniques: Intermediate IV	Liz Higgins/ Darion Smith

Division	Course Name	Course Title	Lead Faculty
AH	DANC-165	Intermediate Ballet Technique I	Liz Higgins/ Darion Smith
AH	DANC-166	Intermediate Ballet Technique II	Liz Higgins/ Darion Smith
AH	DANC-167	Intermediate Ballet Technique III	Liz Higgins/ Darion Smith
AH	DANC-168	Intermediate Ballet Technique IV	Liz Higgins/ Darion Smith
AH	DANC-212	Dance Repertory II	Liz Higgins/ Darion Smith
AH	DANC-250	Dance Composition	Liz Higgins/ Darion Smith
AH	ENTE-101	Introduction to Entertainment Technology	Patrick Pagano/ Bill Gillet
AH	ENTE-105	Entertainment Technology Lighting	Patrick Pagano/ Bill Gillet
AH	FILM-208	Asian Film	Mike Giuliano
AH	FILM-216	History of Animated Film	Marie Westhaver
AH	HUMN-223	Cultures of Asia	William Lowe
AH	MUSA-102	Business of Music	Todd Butler/ Hsien-Ann Meng
AH	MUSA-106	Tunes in 'Toons	Kristina Suter
AH	MUSA-126	Keyboard Skills I	Hsien-Ann Meng
AH	MUSA-127	Keyboard Skills II	Hsien-Ann Meng
AH	MUSA-140	Music Technology and Entrepreneurship	Kyle Coughlin
AH	MUSA-141	Sound Creation in Music	Kyle Coughlin
AH	MUSA-203	Music of East Asia: China, Japan, & Korea	Hsien-Ann Meng
AH	MUSP-101	Applied Music - Non-Music Majors	Hsien-Ann Meng
AH	MUSP-102	Applied Music (non-music majors) 1 credit	Hsien-Ann Meng
AH	MUSP-112	Applied Music for Pre-Music Majors	Hsien-Ann Meng
AH	MUSP-112L	Applied Pre-Music Majors Lab	Hsien-Ann Meng
AH	MUSP-117	Applied Music I - Music Majors	Hsien-Ann Meng
AH	MUSP-117L	Applied Music I Lab	Hsien-Ann Meng
AH	MUSP-118	Applied Music II	Hsien-Ann Meng
AH	MUSP-118L	Applied Music II Lab	Hsien-Ann Meng
AH	MUSP-119	Applied Music I - 1 credit	Hsien-Ann Meng
AH	MUSP-119L	Applied Music I - 1 credit Lab	Hsien-Ann Meng
AH	MUSP-120	Applied Music II - 1 credit	Hsien-Ann Meng
AH	MUSP-120L	Applied Music II - 1 credit Lab	Hsien-Ann Meng
AH	MUSP-130	HCC-Bain Center Senior Choir	Deborah Kent
AH	MUSP-131	HCC Chorus I	Deborah Kent

Division	Course Name	Course Title	Lead Faculty
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/ Tim McKay
AH	MUSP-162	Columbia Concert Band I	Kyle Coughlin
AH	MUSP-163	Columbia Orchestra I	Benjamin Myers
AH	MUSP-164	Chamber Orchestra I	Benjamin Myers
AH	MUSP-166	Chamber Ensemble I	Benjamin Myers
AH	MUSP-167	Small Jazz Group I	Kyle Coughlin
AH	MUSP-168	Cello Ensemble I	Benjamin Myers
AH	MUSP-169	Beginning Cello Ensemble I	Benjamin Myers
AH	MUSP-171	Percussion Ensemble II	Kyle Coughlin/ Tim McKay
AH	MUSP-172	Columbia Concert Band II	Kyle Coughlin
AH	MUSP-173	Columbia Orchestra II	Benjamin Myers
AH	MUSP-174	Chamber Orchestra II	Benjamin Myers
AH	MUSP-176	Chamber Ensemble II	Benjamin Myers
AH	MUSP-177	Small Jazz Group II	Kyle Coughlin
AH	MUSP-178	Cello Ensemble II	Benjamin Myers
AH	MUSP-179	Beginning Cello Ensemble II	Benjamin Myers
AH	MUSP-181	Guitar Ensemble I	Benjamin Myers
AH	MUSP-182	Guitar Ensemble II	Benjamin Myers
AH	MUSP-217	Applied Music III	Hsien-Ann Meng
AH	MUSP-217L	Applied Music III Lab	Hsien-Ann Meng
AH	MUSP-218	Applied Music IV	Hsien-Ann Meng
AH	MUSP-218L	Applied Music IV Lab	Hsien-Ann Meng
AH	MUSP-219	Applied Music III - 1 credit	Hsien-Ann Meng
AH	MUSP-219L	Applied Music III - 1 credit Lab	Hsien-Ann Meng
AH	MUSP-220	Applied Music IV - 1 credit	Hsien-Ann Meng
AH	MUSP-220L	Applied Music IV - 1 credit Lab	Hsien-Ann Meng
AH	MUSP-231	Chorus III (major Ensemble)	Deborah Kent
AH	MUSP-232	Chorus IV (major Ensemble)	Deborah Kent
AH	MUSP-251	Jazz Ensemble III	Kyle Coughlin
AH	MUSP-252	Jazz Ensemble IV	Kyle Coughlin
AH	MUSP-261	Percussion Ensemble III	Kyle Coughlin/ Tim McKay
AH	MUSP-262	Columbia Concert Band III	Kyle Coughlin
AH	MUSP-263	Columbia Orchestra III	Benjamin Myers

Division	Course Name	Course Title	Lead Faculty
AH	MUSP-264	Chamber Orchestra III	Benjamin Myers
AH	MUSP-266	Chamber Ensemble III	Benjamin Myers
AH	MUSP-267	Small Jazz Group III	Kyle Coughlin
AH	MUSP-268	Cello Ensemble III	Benjamin Myers
AH	MUSP-271	Percussion Ensemble IV	Kyle Coughlin/ Tim McKay
AH	MUSP-272	Columbia Concert Band IV	Kyle Coughlin
AH	MUSP-273	Columbia Orchestra IV	Benjamin Myers
AH	MUSP-274	Chamber Orchestra IV	Benjamin Myers
AH	MUSP-276	Chamber Ensemble IV	Benjamin Myers
AH	MUSP-277	Small Jazz Group IV	Kyle Coughlin
AH	MUSP-278	Cello Ensemble IV	Benjamin Myers
AH	MUSP-281	Guitar Ensemble III	Benjamin Myers
AH	MUSP-282	Guitar Ensemble IV	Benjamin Myers
AH	PHIL-111	Introduction Japanese Zen Buddha	Helen Mitchell
AH	SPCH-101	Introduction to Human Communication	Heidi Kirkman
AH	SPCH-105	Fundamentals of Public Speaking	Heidi Kirkman
AH	THET-110	Introduction to Theatre	Bill Gillett
AH	THET-120	Stage Management	Bill Gillett
AH	THET-125	Text Analysis	Lisa Wilde
AH	THET-135	Stagecraft	Bill Gillett
AH	THET-177	Stage Combat	Jenny Male
AH	THET-209	Modern Drama	Lisa Wilde
AH	WMST-228	Women in European History: 1750 to the Present	Helen Mitchell
AH	WMST-229	African American Women	Helen Mitchell
BUCO	ACCT-190	Certified Bookkeeper Review	Lindsey Patterson
BUCO	ACCT-230	Cost Accounting	Adriano Lima e Silva
BUCO	BMGT-130	Principles of Marketing	Betty Noble
BUCO	CMSY-101	Beginning Spreadsheets	Ahn Truong
BUCO	CMSY-117	Advanced Spreadsheets	Ahn Truong
BUCO	CMSY-128	Introduction to HTML	Stephanie Quintero
BUCO	CMSY-156	Introduction to Python	Paul Hogan
BUCO	CMSY-157	Capturing and Organizing Information with Microsoft OneNote	Cindy Garnsey
BUCO	CMSY-172	Programming JavaScript	Mark Quinn
BUCO	ENTR-100	Introduction to Entrepreneurship	Michael Bouman
BUCO	ENTR-226	Entrepreneurial Leadership	Betty Noble

Division	Course Name	Course Title	Lead Faculty
BUCO	OFFI-150	Understanding Pharmacology for Health Administrative Professionals	Stephanie Quintero
EGWL	ENGL-105	Special Topics in Literature	Ryna May
EGWL	ENGL-200	Children's Literature	Ryna May
EGWL	ENGL-203	English Literature I	Ryna May
EGWL	ENGL-205	The Short Story	Ryna May
EGWL	ENGL-207	Ethics in Literature	Ryna May
EGWL	ENGL-208	Contemporary American Poetry	Ryna May
EGWL	ENGL-210	Introduction to Fiction, Poetry, Drama	Ryna May
EGWL	ENGL-226	World Literature I	Ryna May
EGWL	ENGL-227	World Literature II	Ryna May
HSCI	DHYG-102	Histology and Embryology	Matilda Minassian
HSCI	DHYG-111	Dental Radiology	Bridget Holmes
HSCI	DMSU-181	Vascular Ultrasound I	Chante Robertson
HSCI	DMSU-191	Adult Echocardiography I	Chante Robertson
HSCI	EMSP-200	Airway, Patient Assessment and Trauma Management	Angel Burba
HSCI	EXSC-200	Care and Prevention of Athletic Injuries	Kelly McMillan
HSCI	EXSC-210	Sport and Exercise Psychology	Kelly McMillan
HSCI	EXSC-250	Exercise Science Internship	Kelly McMillan
HSCI	HEED-110	Introduction to Personal Wellness	Kelly McMillan
HSCI	HEED-112	First Aid and Safety	Kelly McMillan
HSCI	HEED-150	Women's Health	Kelly McMillan
HSCI	HEED-220	Crisis Intervention	Kelly McMillan
HSCI	HUMS-120	Medical Aspects of Chemical Dependency	Kelly McMillan
HSCI	HUMS-124	Family Counseling Skills	Kelly McMillan
HSCI	NUTR-211	Nutrition	Kelly McMillan
HSCI	PUBH-210	Epidemiology	Kelly McMillan
HSCI	PUBH-230	Health and the Disease Process	Kelly McMillan
HSCI	PUBH-260	Community Advocacy in Public Health	Kelly McMillan
MATH	MATH-037	Mathematical Foundations	Carol Howald
MATH	MATH-132	Topics in Mathematical Literacy	Carrie Torcaso
MATH	MATH-143	Precalculus I	Jane Wenstrom/ Gabriel Ayine
MATH	MATH-181	Calculus I	Frederic Lang
MATH	MATH-240	Calculus III	Frederic Lang
MATH	MATH-250	Linear Algebra	Loretta Tokoly
SET	BIOL-100	Biology and Society	Shannon Dahl
SET	BIOL-101	General Biology I	Hannah Pié
SET	BIOL-103	Human Heredity	Janice Weinberger

Division	Course Name	Course Title	Lead Faculty
SET	BIOL-107	Fundamentals of Microbiology	Ellena McCarthy
SET	BIOL-141	Foundations of Biology I: Cells, Energy and Organisms	Hannah Pié
SET	BIOL-142	Foundations of Biology II: Evolution and Ecology	Will Gretes
SET	BIOL-202	Genetics Lab	Luda Bard
SET	BIOL-203	Anatomy & Physiology I	Heather Lemko
SET	BIOL-204	Anatomy & Physiology II	Edward Orlando
SET	BIOL-211	General Botany	Shannon Dahl
SET	CADD-120	Three-Dimensional Modeling and Animation	Dave Hinton
SET	CADD-121	Introduction to Gaming and Simulation Design	Dave Hinton
SET	CHEM-101	General Inorganic Chemistry I	Roberta Brown
SET	CHEM-102	General Inorganic Chemistry II	Wei Xie
SET	CHEM-103	Fundamentals of General Chemistry	Kathy Lilly
SET	CHEM-104	Fundamentals of Organic and Biochemistry	Kathy Lilly
SET	CHEM-135	Chemistry for Engineers	Wayne Xie
SET	CHEM-136	Chemistry for Engineers Lab	Wayne Xie
SET	CHEM-201	Organic Chemistry I	Qingyang Liu
SET	CHEM-202	Organic Chemistry II	Qingyang Liu
SET	ENES-100	Introduction Engineering Design	Craig Murray
SET	ENES-130	Dynamics	Craig Murray
SET	ENES-140	Mechanics of Materials	Mark Edelen
SET	ENES-271	Applied Numerical Methods	Craig Murray
SET	ENST-105	Environmental Science	Will Gretes
SET	HORT-100	Introduction to Horticulture	Shannon Dahl
SET	HORT-210	Woody Plants	Shannon Dahl
SET	HORT-220	Landscape Design & Contracting	Shannon Dahl
SET	PHYS-101	Technical Physical Science	Bharathi Subramaniasiva
SET	PHYS-103	Fundamentals of Physics I	Brendan Diamond
SET	PHYS-104	Fundamentals of Physics II	Brendan Diamond
SET	PHYS-106	Earth and Space Science	Karen Bridges
SET	PHYS-107	Physical Science	Bharathi Subramaniasiva
SET	PHYS-110	General Physics I (Calculus)	Alex Barr
SET	PHYS-111	General Physics II (Calculus)	Alex Barr
SET	PHYS-112	General Physics III (Calculus)	Alex Barr
SET	PHYS-120	Oceanography	Karen Bridges
SET	PHYS-121	Oceanography Lab	Karen Bridges

Division	Course Name	Course Title	Lead Faculty
SSTE	ANTH-104	Introduction to Physical Anthropology and Archaeology	Alejandro Muzzio
SSTE	CRES-155	Introduction to Conflict Resolution	Maureen Schuler
SSTE	CRIM-201	Introduction to Criminal Law	Evelyn Del Rosario
SSTE	ECON-101	Principles of Economics - Macro	John Bouman/ Yoseph Gutema
SSTE	ECON-102	Principles of Economics - Micro	John Bouman/ Yoseph Gutema
SSTE	EDUC-151	Practicum in Early Childhood Development	Kate Kenney
SSTE	EDUC-160	School Age Child Care	Laurie Collins
SSTE	EDUC-203	Instruction of Reading	Barbara Maestas
SSTE	EDUC-205	Materials for Teaching Reading	Barbara Maestas
SSTE	EDUC-260	Educational Psychology	Laurie Collins
SSTE	HIST-210	History of Latin America	Megan Myers
SSTE	PSYC-200	Life Span Development	Maureen Schuler
SSTE	SOCI-101	Introduction to Sociology	Greg Fleisher

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
Accuplacer Cut Score Analysis	An analysis of the cut scores proposed for developmental English placement using the Next Generation Accuplacer test.	Laura Yoo
Guided Self Placement Analysis	An analysis of the effectiveness of the English guided self-placement system used for placing students in first semester English courses.	Margaret Garroway
Horowitz Center for Visual and Performing Arts	A survey to patrons to aid in the development of programming during the coronavirus pandemic.	Janelle Broderick
Textbook Cost Analysis	An analysis of course success in zero cost, low cost, and regular cost textbook courses.	David Buck
Service Learning Evaluation	An evaluation of the service learning offerings to determine impact of the experience on student learning, growth, and development.	Cindy Paige-Desi, 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 services (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	FY21
Test Center	Zakia Johnson	Maintain vital signs and complete action plan progress report
Student Life	Schnell Garrett	Maintain vital signs and complete action plan progress report
Financial Aid Services	Tamika Bybee	Maintain vital signs and complete action plan progress report
Athletics	Erin Foley	Maintain vital signs and complete action plan progress report
Records, Registration, and Veterans Affairs	Cheryl Cudzilo	Maintain vital signs and complete action plan progress report
Disability Support Services	Kathy McSweeney	Maintain vital signs and complete action plan progress report
Counseling and Career Services	Jay Coughlin	Maintain vital signs and complete action plan progress report
Admissions, Advising, and Transfer Services	Mary O'Rourke	Maintain vital signs and complete action plan progress report
Academic Support Services	Debra Greene	Maintain vital signs and complete action plan progress report

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	FY21
Academic Standing	Academic Support Services; Admissions & Advising	Debra Greene, Melodie Gale, Mary O'Rourke	Action plan progress report
Ambiciones (Hispanic/Latino Student Success)	Academic Support Services	Sandy Cos, Debra Greene	Program review in process
Career Links	Counseling and Career Services	Maureen Marshall	Action plan progress report
Dual Enrollment	Admissions & Advising	Mary O'Rourke Chelsea Durbin	Assessment plan enacted with Howard County Public School System.
Early Alert	Academic Support Services	Melodie Gale, Debra Greene	Action plan progress report
Freshman Focus	Admissions & Advising	Mary O'Rourke	Action plan progress report
Howard P.R.I.D.E.	Academic Support Services	Shawn Lamb; Terrell Bratcher, Debra Greene	Action plan progress report
Internships and Co-ops	Counseling and Career Services	David Tirpak	Action plan progress report
Intrusive Advising (Near Completers)	Admissions & Advising	Mary O'Rourke	Action plan progress report
New Student Orientation	Student Life	Danny Hall, Schnell Garrett	Action plan progress report
Reverse Transfer	Admissions & Advising	Mary O'Rourke	Action plan progress report
Tutoring Services	Academic Support Services	Parul Shah, Debra Greene	Action plan progress report

Talking Points for the Board of Trustees
The college continues to support students in attaining more degrees 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 the college's commitment to providing an exceptional educational experience for our students and ensures HCC's compliance with accreditation standards.