

## F-2 End: Operations Focus Key Performance Indicator Report

**Purpose:** Report on the progress of the institution

**Timeline:** Annual

**Background:** This report addresses the board end, Operations Focus. Monitoring measures were selected by the board and include the required Maryland Higher Education Commission (MHEC) indicators.

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 26, 2021, 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 administration and relevant staff review the details of all the reports that contribute to these measures. Plans for innovation and continuous quality improvement are developed and included in the next integrated strategic planning and budget development cycles.

### ◆————— Recommendation —————◆

This item is for information only and requires no board action.

**Compliance:** This report is in compliance with board of trustees' bylaws, Article VII, Board Execution and Evaluation of Policy: Suggested Timeline for Important Tasks. KPI Report

**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 FY25
MHEC	1. Licensure exam passing rate NCLEX RN	80%	90%
	Licensure exam passing rate NCLEX PN	93%	100%
	2. Emergency Medical Technician (EMT-B)	89%	87%
	3. Associate degrees and certificates awarded		
	a. Total	1,341	1,400
	b. Career	364	No Benchmark Requested
	c. Transfer	877	No Benchmark Requested
	d. Certificates	100	No Benchmark Requested
	e. Unduplicated graduates	1,204	No Benchmark Requested
	4. Adult education student achievement of:		
a. At least one ABE educational functioning level	38%	39%	
b. At least one ESL educational functioning level	39%	41%	
Internal Measures	1. Paramedic	60%	93%
	2. Cardiovascular Technology (CVT) Not required for employment at this time.	76%	90%
	3. Radiologic Technology (RADT)	94%	95%
	4. Dental Hygiene (DHYG)	56%	92%
	5. Certified Nursing Assistant (CNA)	90%	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.

<i>Percentage of graduates who on their first try passed licensing and certification examinations in each academic field offered for which such tests are conducted and mandatory for employment in the field. Data reported in the next year MHEC Performance Accountability report.</i>							
	FY21	FY22	FY23	FY24	FY25	Benchmark FY25	
<b>1. Licensure exams passing rate</b>							
	<b>NCLEX RN</b>	<b>83%</b>	<b>78%</b>	<b>82%</b>	<b>94%</b>	<b>80%</b>	<b>90%</b>
		n=124/ 150	n=127/ 163	n=116/ 141	n=153/ 162	n=143/ 179	
	Peer AVG:	89%	82%	82%	94%	92%	
	State AVG:	89%	85%	86%	94%	91%	
	Nat'l AVG:	84%	81%	83%	92%	88%	
<b>NCLEX PN</b>							
		<b>76.5%</b>	<b>100%</b>	<b>86%</b>	<b>88%</b>	<b>93%</b>	<b>100%</b>
		n=13/ 7	n=10/10	n=18/21	n=14/16	n=25/27	
	Peer AVG:	100%	*	*	*	92%*	
	State AVG:	91%	89%	90%	96%	96%	
	Nat'l AVG:	81%	80%	82%	90%	87%	
<i>*Between FY22 and FY25 None of HCC's peers had PN program test-takers. In FY25 only CSM and Frederick had PN test-takers.</i>							
<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>							
	FY21	FY22	FY23	FY24	FY25	Benchmark FY25	
<b>2. Emergency Medical Technician (EMT-B)</b>							
		<b>71%</b>	<b>66%</b>	<b>65%</b>	<b>100%</b>	<b>89%</b>	<b>87%</b>
		n=5/7	n=21/32	n=13/20	n=18/18	n=17/19	
	State AVG*:	82%	80%	83%	80%	81%	
Nat'l AVG:	**	**	**	**	**		
*There are no peer averages available.							
**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).*

	FY20	FY21	FY22	FY23	FY24	FY25	Benchmark FY25
<b>3. Associate degrees and credit certificates awarded</b>							
a. Total awards	<b>1,438</b>	<b>1,436</b>	<b>1,344</b>	<b>1,243</b>	<b>1,172</b>	<b>1,341</b>	<b>1,400</b>
<i>Peer AVG:</i>	1,142	1,336	1,207	1,163	<b>1,128</b>	*	
<i>State AVG:</i>	1,101	1,186	1,116	1,092	<b>1,080</b>	*	
b. Career degrees	<b>372</b>	<b>351</b>	<b>345</b>	<b>324</b>	<b>320</b>	<b>364</b>	<b>No Benchmark Requested</b>
<i>Peer AVG:</i>	254	271	271	259	<b>285</b>	*	
<i>State AVG:</i>	317	325	325	319	<b>325</b>	*	
c. Transfer degrees	<b>983</b>	<b>990</b>	<b>928</b>	<b>823</b>	<b>783</b>	<b>877</b>	<b>No Benchmark Requested</b>
<i>Peer AVG:</i>	613	646	616	597	<b>584</b>	*	
<i>State AVG:</i>	561	591	548	530	<b>510</b>	*	
d. Certificates	<b>83</b>	<b>95</b>	<b>71</b>	<b>96</b>	<b>69</b>	<b>100</b>	<b>No Benchmark Requested</b>
<i>Peer AVG:</i>	276	419	278	306	<b>259</b>	*	
<i>State AVG:</i>	224	269	235	243	<b>245</b>	*	
e. Unduplicated graduates	<b>1,326</b>	<b>1,275</b>	<b>1,239</b>	<b>1,123</b>	<b>1,083</b>	<b>1,204</b>	<b>No Benchmark Requested</b>
<i>Peer AVG:</i>	960	1,117	998	978	<b>961</b>	*	
<i>State AVG:</i>	993	1,069	994	965	<b>927</b>	*	

\*Peer and state data not available at this time.

<i>Adult education student achievement of certain skill levels.</i>						
	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>Benchmark FY25</b>
<b>4. Adult education student achievement of:</b> a. At least one ABE educational functioning level	<b>46%</b>	<b>29%</b>	<b>34%</b>	<b>38%</b>	<b>38%</b>	<b>39.0%</b>
	n=11/ 24	n=45/ 155	n=56/ 164	n=77/ 203	n=88/ 230	
	<i>Peer AVG:</i>	20.8%	26.0%	31.7%	<b>38.6%</b>	
	<i>State AVG:</i>	25.1%	27.5%	29.3%	<b>36.6%</b>	
b. At least one ESL educational functioning level	<b>52%</b>	<b>32.3%</b>	<b>39%</b>	<b>35%</b>	<b>39%</b>	<b>41.0%</b>
	n=13/ 25	n=212/ 657	n=319/ 819	n=324/ 927	n=461/ 1176	
	<i>Peer AVG:</i>	31.3%	36.3%	43.5%	<b>43.3%</b>	
	<i>State AVG:</i>	29.1%	37.0%	35.5%	<b>39.2%</b>	

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

### Internal Measures

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

<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>						
	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>	<b>Benchmark FY25</b>
<b>1. Paramedic</b>	<b>80%</b>	<b>45%</b>	<b>33%</b>	<b>100%</b>	<b>60%</b>	<b>93%</b>
	n=8/10	n=5/11	n=11/33	n=1/1	n=3/5	
	<i>State AVG:</i>	85%	83%	81%	85%	<b>77%</b>
	<i>Nat'l AVG:</i>	*	*	*	*	*

\*There are no peer averages to report. Students have two years to complete the process. No national average is available at this time for the indicated years.

*Percentage of graduates who on their first try passed licensing and certification exam.\**

	FY21	FY22	FY23	FY24	FY25	Benchmark FY25
<b>2. Cardiovascular Technology (CVT)</b>	<b>89%</b>	<b>33%</b>	<b>60%</b>	<b>64%</b>	<b>76%</b>	<b>90%</b>
	n=8/9	n=2/6	n=6/10	n=7/11	n=11/14	

\*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.*

	FY21	FY22	FY23	FY24	FY25	Benchmark FY25
<b>3. Radiologic Technology (RADT)</b>	<b>94%</b>	<b>94%</b>	<b>65%</b>	<b>70%</b>	<b>94%</b>	<b>95%</b>
	n=15/16	n=16/17	n=13/20	n=14/20	n=17/18	
State AVG:	90.7%	86.9%	75.5%	78.7%	Not Available	
Nat'l AVG:	83.8%	83.5%	84.4%	85.2%	Not Available	

*Percentage of graduates who on their first try passed licensing and written certification exam.*

	FY21	FY22	FY23	FY24	FY25	Benchmark FY25
<b>4. Dental Hygiene (DHYG)</b>	<b>90%</b>	<b>77%</b>	<b>85%</b>	<b>100%</b>	<b>56%</b>	<b>92%</b>
	n=10/12	n=7/9	n=11/13	n=14/14	n=9/16	

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

	FY21	FY22	FY23	FY24	FY25	Benchmark FY25
<b>5. Certified Nursing Assistant (CNA)</b>	<b>98%</b>	<b>94%</b>	<b>94%</b>	<b>93%</b>	<b>90%</b>	<b>93%</b>
	n=252/257	n=165/176	n=133/141	n=154/166	n=186/207	

Below 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. This work is mandated by the Middle States Commission on Higher Education (MSCHE) via its requirements for accreditation (Standard V: [Educational Effectiveness Assessment](#) ). Note the HCC’s general education goals state the required institutional-level student learning outcomes.

**Assessment of Student Learning Outcomes within the Classroom**

The director of learning outcomes assessment, a research associate, and a research analyst work closely with faculty in collaboration with the provost and his associate vice presidents 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, as well as consult on faculty promotion projects and grants.

The Learning Outcomes Assessment office (LOA) administrates the general education subcommittee, which conducts discussions about business, curriculum, and assessment processes related to general education; manages the general education dashboard; reviews assessment results; creates recommendations for student learning and process improvements; and oversees curriculum changes to the general education core.

Listed next is an overview of the general education reports, general education subcommittee work, academic engagement projects, program reviews, and other projects/initiatives underway during fiscal year (FY) 2026. Shading is provided to ease the reading transition from one goal, academic division, or person to the next.

**General Education Goal Reviews**

The second cycle of general education assessment ended in June of 2023, followed by a year of reflection in FY2024. During the year of reflection, goal teams (cross-divisional representation of faculty participating in the goal, tasked with ensuring that goal’s implementation) began submitting comprehensive cycle 2 summary reports, and the general education subcommittee conducted an audit of general education processes and submitted a report to leadership. To date, four of the nine goal teams have completed their summary reports and held town halls to disseminate the information to faculty and staff across HCC. These reports are available to view on the general education subcommittee portal page. Three of the goal teams have submitted drafts and been given feedback from the general education subcommittee and are working on final revisions of their reports. The final two goal teams have their outcomes data and are working on the first drafts of their reports. We are currently in the second year of cycle 3 of general education assessment, which began in the fall of 2024. This cycle is notable for continuous data collection among all general education goals. The LOA office produces an annual general education report that is presented at the curriculum committee meeting in early fall. This year, the report was presented to the curriculum committee on September 25<sup>th</sup>. The presentation is available to view on the curriculum committee portal page.

**General Education Subcommittee of Curriculum Committee**

Ongoing Work	Members	Division
Review of business, curriculum, and assessment processes related to general education; review of	Melinda Moore (co-chair)	Teaching & Learning
	Deborah Greenberg (co-chair)	LOA
	Frederick Lang	Foundational Learning
	Luda Bard	Health and Science
	Tara Hart	Liberal Studies

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.	Jamie Gaskin	Business, Engineering & Technology
	Jamie Bourne	Center for Learning Excellence
	Princess King	Dual Enrollment
	Sylvia Lee	Teaching & Learning
	Danielle Johnson	Student Success
	Kristin Pavlovsky	Curriculum Services
	Candace Pearson	Learning Engagement
	Lombuso Khoza	Learning Engagement
Margaret Garroway	Faculty Forum	

### Academic Engagement Projects

Project/Initiative	Description	Lead Staff/Faculty
Step UP	Program outcomes	Naya Patterson
International Education	Surveys/outcome assessment	Lombuso Khoza
Phi Theta Kappa	Student data/outcomes/eligibility	Cheryl Campo
Center for Civic and Community Engagement	Program data/surveys	Jacqueline Regales
Silas Craft Collegians	Program review/student data/outcomes/surveys	Angela Phillips
Rouse Scholars	Student data/outcomes/surveys/preparation for program review	Cheryl Campo
Schoenbrodt Scholars	Student data/outcomes/eligibility/preparation for program review	Cheryl Campo

### Program Reviews

June 2024 marked the final year of cycle 2 of program review assessment. FY2025 was designated a year of reflection and included no active program reviews. The year of reflection led to a major redesign of the program review process to enable continuous data collection of program outcomes. The new program review process is designed to allow for improved data-informed decision making among program coordinators and faculty. Course reviews were halted to allow for greater resources to be given to the program review process.

There was a marked increase in the number of program outcomes collecting data in the fall of 2025. Spring 2026 should be similar, with more programs beginning their continuous data collection. The LOA office has been providing professional development throughout the year to ensure correct implementation. The revised program review process coincided with a division restructuring which began on July 1<sup>st</sup>, 2025.

<b>Division 1</b>	Division of Foundational Learning
<b>Division 2</b>	Division of Liberal Studies
<b>Division 3</b>	Division of Health and Science
<b>Division 4</b>	Division of Business, Engineering and Technology

**Program Reviews Due in FY2026**

<b>Division</b>	<b>Code</b>	<b>Program Title</b>	<b>Lead Faculty</b>
Division 1	272	Certified Bookkeeping Certificate	Michelle Sotka
Division 2	07	General Studies	Yang Yu
Division 2	317	Entertainment Technology	Bill Gillett
Division 3	115	Cardiac Monitoring and Analysis Certificate	Kelly Scible
Division 4	330	Additive Manufacturing Technology	Gazan Bozai
Division 4	18	Electronics Technology	Gazan Bozai
Division 4	283	Event Management	Hal Kenny
Division 4	354	Skilled Building Trades	Gazan Bozai

**Other projects and initiatives:**

<b>Project</b>	<b>Description</b>	<b>Lead Staff/Faculty</b>
<b>Accelerated Course Student Success</b>	Analysis of course success across the college in the accelerated course sections	Sylvia Lee
<b>Co-Requisite Course Student Success</b>	Analysis of the course success in students enrolled in co-requisite sections of math and English.	Sylvia Lee
<b>Multi-Language Learner (MEL) Student Success</b>	Analysis of student outcomes in the new MEL course.	
<b>ACEN/MBON Report</b>	Provide data to the Nursing program for their external accreditors.	Archiena Beaver
<b>ACPHA Report</b>	Provided data to the Hospitality programs for their external accreditors.	Tim Banks
<b>Open Educational Resources (OER) Report</b>	Provide a report on the financial impact of zero textbook cost course sections.	Nana Owusu-Nkwantabisa
<b>Data Requests</b>	Requests for student, course, and program data that are used by faculty for promotion projects, specialized program accreditations, annual plans, course reviews, and other projects.	HCC Faculty and Staff
<b>Surveys</b>	Creation and administration of surveys for division leadership, faculty, programs, and cohorts.	HCC Faculty and Staff

**Assessment of Student Learning Outcomes Outside the Classroom**

Throughout FY26, the Research and Planning team continued its support of the Student Success area by establishing an institution wide online Data Dictionary to standardize reporting, refining targeted BusinessObjects (BOBJ) queries to enhance cohort management and recruitment tracking, and conducting analyses using the College and Career Readiness and College Completion Act (CCCRA) data to help units identify students needing timely outreach. The team also designed and administered surveys for Student Success areas, including Financial Aid Services, to evaluate service effectiveness and guide continuous improvement.

Looking ahead, the college is launching an enhanced assessment model grounded in the standards of the Council for the Advancement of Standards in Higher Education (CAS), integrating HCC's General Education goals across student support functions, and refining annual assessment templates and workflows to promote clarity, accountability, and meaningful reporting. As part of this transition, the team is reviewing potential operational infrastructure options—such as Microsoft Teams and TeamDynamix—to support future submission, documentation, and communication needs. This updated system, along with a centralized repository of student lists to support the Colleague transition and future Power BI dashboard capabilities, positions the institution for stronger alignment and more effective use of assessment results across the Student Success area.

<b>Talking Points for the Board of Trustees</b>
The college continues to support students in attaining over <b>1,341</b> 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 its students and ensures HCC's compliance with accreditation standards.