# C-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** | **94%** | 🟩 | **90%** |
| | **Licensure exam passing rate NCLEX PN** | **88%** | 🟥 | **97%** |
| | 2.  **Emergency Medical Technician (EMT-B)** | **100%** | 🟩 | **87%** |
| | 3.  **Associate degrees and certificates awarded**<br>a.  **Total** | **1,172** | 🟥 | **1,400** |
| | b.  **Career** | **320** | | **No Benchmark Requested** |
| | c.  **Transfer** | **783** | | **No Benchmark Requested** |
| | d.  **Certificates** | **69** | | **No Benchmark Requested** |
| | e.  **Unduplicated graduates** | **1,083** | | **No Benchmark Requested** |
| | 4. **Adult education student achievement of:**<br>a.  At least one ABE educational functioning level | **38%** | 🟥 | **39%** |
| | b.  At least one ESL educational functioning level | **35%** | 🟥 | **41%** |
| **Internal Measures** | 1.  **Paramedic** | **100%** | 🟩 | **93%** |
| | 2.  **Cardiovascular Technology (CVT)**<br>Not required for employment at this time. | **64%** | 🟥 | **90%** |
| | 3.  **Radiologic Technology (RADT)** | **70%** | 🟥 | **95%** |
| | 4.  **Dental Hygiene (DHYG)** | **100%** | 🟩 | **92%** |
| | 5.  **Certified Nursing Assistant (CNA)** | **93%** | 🟩 | **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 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.*

|  | FY20 | FY21 | FY22 | FY23 | FY24 | Benchmark FY25 |
|---|---|---|---|---|---|---|
| 1. Licensure exams passing rate **NCLEX RN** | 82% | 83% | 78% | 82% | 94% | 90% |
|  | n=145/ 177 | n=124/ 150 | n=127/ 163 | n=116/ 141 | n=153/ 162 | |
| *Peer AVG:* | 88% | 89% | 82% | 82% | 94% | |
| *State AVG:* | 88% | 89% | 85% | 86% | 94% | |
| *Nat'l AVG:* | 88% | 84% | 81% | 83% | 92% | |
| **NCLEX PN** | 93% | 76.5% | 100% | 86% | 88% | 100% |
|  | n=25/27 | n=13/17 | n=10/10 | n=18/21 | n=14/16 | |
| *Peer AVG:* | 100% | 100% | * | * | * | |
| *State AVG:* | 96% | 91% | 89% | 90% | 96% | |
| *Nat'l AVG:* | 87% | 81% | 80% | 82% | 90% | |

*None of HCC's peers had PN program test-takers since FY22.

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

|  | FY20 | FY21 | FY22 | FY23 | FY24 | Benchmark FY25 |
|---|---|---|---|---|---|---|
| 2. Emergency Medical Technician (EMT-B) | 50% | 71% | 66% | 65% | 100% | 87% |
|  | n=4/8*** | n=5/7 | n=21/32 | n=13/20 | n=18/18 | |
| *State AVG*:* | 78% | 82% | 80% | 83% | 80% | |
| *Nat'l AVG:* | 76% | ** | ** | ** | ** | |

*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).* | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **FY19** | **FY20** | **FY21** | **FY22** | **FY23** | **FY24** | **Benchmark FY25** |
| **3. Associate degrees and credit certificates awarded** | | | | | | | |
| a. Total awards | **1,427** | **1,438** | **1,436** | **1,344** | **1,243** | **1,172** | **1,400** |
| *Peer AVG:* | 1,272 | 1,142 | 1,336 | 1,207 | **1,163** | * | |
| *State AVG:* | 1,148 | 1,101 | 1,186 | 1,116 | **1,092** | * | |
| | | | | | | | |
| b. Career degrees | **352** | **372** | **351** | **345** | **324** | **320** | **No Benchmark Requested** |
| *Peer AVG:* | 248 | 254 | 271 | 271 | **259** | * | |
| *State AVG:* | 319 | 317 | 325 | 325 | **319** | * | |
| | | | | | | | |
| c. Transfer degrees | **979** | **983** | **990** | **928** | **823** | **783** | **No Benchmark Requested** |
| *Peer AVG:* | 712 | 613 | 646 | 616 | **597** | * | |
| *State AVG:* | 586 | 561 | 591 | 548 | **530** | * | |
| | | | | | | | |
| d. Certificates | **96** | **83** | **95** | **71** | **96** | **69** | **No Benchmark Requested** |
| *Peer AVG:* | 313 | 276 | 419 | 278 | **306** | * | |
| *State AVG:* | 243 | 224 | 269 | 235 | **243** | * | |
| | | | | | | | |
| e. Unduplicated graduates | **1,294** | **1,326** | **1,275** | **1,239** | **1,123** | **1,083** | **No Benchmark Requested** |
| *Peer AVG:* | 1,037 | 960 | 1,117 | 998 | **978** | * | |
| *State AVG:* | 1,035 | 993 | 1,069 | 994 | **965** | * | |

*Peer and state data not available at this time.

| *Adult education student achievement of certain skill levels.* | | | | | | |
|---|---|---|---|---|---|---|
| | **FY20** | **FY21** | **FY22** | **FY23** | **FY24** | **Benchmark FY25** |
| **4. Adult education student achievement of:** | | | | | | |
| a. At least one ABE educational functioning level | **31.0%** | **46%** | **29%** | **34%** | **38%** | **39.0%** |
| | n=58/189 | n=11/24 | n=45/155 | n=56/164 | n=77/203 | |
| *Peer AVG:* | 24.0% | 20.8% | 26.0% | **31.7%** | * | |
| *State AVG:* | 20.0% | 25.1% | 27.5% | **29.3%** | * | |
| | | | | | | |
| b. At least one ESL educational functioning level | **23.0%** | **52%** | **32.3%** | **39%** | **35%** | **41.0%** |
| | n=176/777 | n=13/25 | n=212/657 | n=319/819 | n=324/927 | |
| *Peer AVG:* | 28.4% | 31.3% | 36.3% | **43.5%** | * | |
| *State AVG:* | 26.8% | 29.1% | 37.0% | **35.5%** | * | |

*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.

| *Percentage of graduates who by their third attempt passed licensing and certification examinations in each academic field offered for which such tests are conducted.* | | | | | | |
|---|---|---|---|---|---|---|
| | **FY20** | **FY21** | **FY22** | **FY23** | **FY24** | **Benchmark FY25** |
| **1. Paramedic** | **73%** | **80%** | **45%** | **33%** | **100%** | **93%** |
| | n=8/11 | n=8/10 | n=5/11 | n=11/33 | n=1/1 | |
| *State AVG:* | 89% | 85% | 83% | 81% | 85% | |
| *Nat'l AVG.* | 76% | * | * | * | | |

*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.** | | | | | | |
|---|---|---|---|---|---|---|
| **2. Cardiovascular Technology (CVT)** | **FY20** | **FY21** | **FY22** | **FY23** | **FY24** | **Benchmark FY25** |
| | 42% | 89% | 33% | 60% | 64% | 90% |
| | n=3/7 | n=8/9 | n=2/6 | n=6/10 | n=7/11 | |

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

| *Percentage of graduates who on their <u>first try</u> passed licensing and certification exam.* | | | | | | |
|---|---|---|---|---|---|---|
| **3. Radiologic Technology (RADT)** | **FY20** | **FY21** | **FY22** | **FY23** | **FY24** | **Benchmark FY25** |
| | 94% | 94% | 94% | 65% | 70% | 95% |
| | n=17/18 | n=15/16 | n=16/17 | n=13/20 | n=14/20 | |
| *State AVG:* | 89.8% | 90.7% | 86.9% | 75.5% | Not Available | |
| *Nat'l AVG.* | 88.2% | 83.8% | 83.5% | 84.4% | Not Available | |

| *Percentage of graduates who on their <u>first try</u> passed licensing and written certification exam.* | | | | | | |
|---|---|---|---|---|---|---|
| **4. Dental Hygiene (DHYG)** | **FY20** | **FY21** | **FY22** | **FY23** | **FY24** | **Benchmark FY25** |
| | 83% | 90% | 77% | 85% | 100% | 92% |
| | n=10/12 | n=10/12 | n=7/9 | n=11/13 | n=14/14 | |

| *Percentage of continuing education students that complete the coursework. There is no licensure exam; successful students go right to work.* | | | | | | |
|---|---|---|---|---|---|---|
| **5. Certified Nursing Assistant (CNA)** | **FY20** | **FY21** | **FY22** | **FY23** | **FY24** | **Benchmark FY25** |
| | 95% | 98% | 94% | 94% | 93% | 93% |
| | n=223/234 | n=252/257 | n=165/176 | n=133/141 | n=154/166 | |

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](#) ).

## 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 her 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 and course 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, course reviews, and other projects/initiatives underway during fiscal year (FY) 2025. 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. FY2024 was a designated year of reflection where 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. Two of the goal teams have submitted drafts and been given feedback from the general education subcommittee and are working on revisions of their reports. The final three goal teams are working on the first drafts of their reports. Additionally, the subcommittee completed their audit and submitted a proposal for cycle 3 changes to leadership in the fall of 2024. Fall 2024 began cycle 3 of general education assessment.

**General Education Subcommittee of Curriculum Committee**

| 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** | Melinda Moore (co-chair) | Teaching & Learning |
| | Deborah Greenberg (co-chair) | LOA |
| | Margaret Garroway | Foundational Learning (FL) |
| | Laura Yoo | FL |
| | Yang Yu | Liberal Studies (LS) |
| | Sandra Lee | LS |
| | Sepideh Abdollahzadeh | Health Science and Technology (HST) |
| | Timothy Jennings | HST |

| improvements; oversight of curriculum changes to general education core; training for and oversight of new goal teams. | Jamie Bourne | Center for Teaching Excellence |
| --- | --- | --- |
| | Princess King | Dual Enrollment |
| | Toni Muhammad | Teaching & Learning |
| | Danielle Johnson | Student Success |
| | Kristin Pavlovsky | Curriculum Services |
| | Candace dePass | Learning Engagement |
| | Lombuso Khoza | Learning Engagement |
| | Johnathan Iuzzini | Faculty Development & Learning Innovation |

**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 has been designated a year of reflection and includes no active program reviews. During this year significant progress has been made in re-designing the program review process to better align with HCC's strategic plan, as well as middle states' revised standards. Cycle 3 of program review will begin in the fall of 2025.

| Division 1 | Division of Foundational Learning |
| --- | --- |
| Division 2 | Division of Liberal Studies |
| Division 3 | Division of Health, Science, and Technology |

**Course Reviews**

| Division | Course Name | Title | Faculty Lead |
|---|---|---|---|
| Div1 | ACCT-238 | Auditing | Michelle Sotka |
| Div1 | ACCT-239 | Auditing II | Michelle Sotka |
| Div1 | ACCT-245 | Introduction to Data Analytics | Michelle Sotka |
| Div1 | COMM-100 | Proseminar in Communication Studies | Heidi Kirkman |
| Div1 | COMM-115 | Intercultural Communication | Heidi Kirkman |
| Div1 | ENGL-126 | Introduction to Journalism | Kofi Adisa |
| Div1 | ENGL-195 | Introduction to Linguistics | Abdelrahim Salih |
| Div1 | ENGL-218 | Introduction to Film and Literature | Brian Martin |
| Div1 | ENGL-230 | Technical Writing | Kofi Adisa |
| Div1 | ENGL-240 | Applied English Grammar | Kofi Adisa |
| Div1 | INFO-100 | Information Literacy and College Success | Karen Kyger |
| Div1 | MATH-073 | Intermediate Algebra Support for Precalculus I | Mona Kamal |
| Div1 | MATH-129 | Concepts of MATH III | Jenny Penniman |
| Div1 | MATH-199 | Introduction to MATLAB | John Esenwa |
| Div2 | AGNG-290 | Aging and Health | Carla Lawson |
| Div2 | ARTS-121 | Introduction to Digital Photography | Donna Jones |
| Div2 | ARTS-122 | Introduction to Film Photography | Donna Jones |
| Div2 | ARTS-129 | The Artist's Process | Unknown |
| Div2 | ARTS-201 | Painting Studio: Indirect Method | Steven Silberg |
| Div2 | ARTS-203 | Painting Studio: Chinese Brush Painting | Steven Silberg & Juliette Ludeker |
| Div2 | ARTS-211 | Drawing Studio: The Human Form | Steven Silberg & Juliette Ludeker |
| Div2 | ARTS-221 | Photography: Digital II | Donna Jones |
| Div2 | ARTS-231 | Printmaking Studio | Juliette Ludeker |
| Div2 | ARTS-240 | Ceramics I | Rebecca Bafford |
| Div2 | ARTS-242 | Ceramics Studio: Wheel Throwing | Rebecca Bafford |
| Div2 | ARTS-252 | Time-Based Media | Dave Beaudoin |
| Div2 | ARTS-262 | Far Eastern Art and Architecture | Steven Silberg & Juliette Ludeker |
| Div2 | CRIM-102 | Criminology | Evelyn Del Rosario |
| Div2 | CRIM-200 | Law Enforcement & Community | Evelyn Del Rosario |
| Div2 | DANC-151 | Directed Choreography I | Liz Higgins/Darion Smith |
| Div2 | DANC-152 | Practicum in Performance: Directed Performance | Liz Higgins/Darion Smith |
| Div2 | DANC-188 | African Dance | Liz Higgins/Darion Smith |
| Div2 | DANC-192 | Jazz Dance | Liz Higgins/Darion Smith |

| Div2 | DANC-193 | Intermediate Jazz Dance I | Liz Higgins/Darion Smith |
|------|----------|---------------------------|--------------------------|
| Div2 | DANC-194 | Tap Dance | Liz Higgins/Darion Smith |
| Div2 | DANC-195 | Intermediate Tap Dance I | Liz Higgins/Darion Smith |
| Div2 | DANC-251 | Directed Choreography II | Liz Higgins/Darion Smith |
| Div2 | DANC-252 | Practicum in Performance: Directed Performance II | Liz Higgins/Darion Smith |
| Div2 | EDUC-192 | Field Experience in Education | Laurie Collins |
| Div2 | EDUC-220 | Field Experience in Education | Laurie Collins |
| Div2 | FILM-190 | Hollywood Through the Decades | Marie Westhaver |
| Div2 | FILM-221 | European Film | Marie Westhaver |
| Div2 | GEOL-120 | Environmental Geology | Karen Bridges |
| Div2 | HEED-113 | Drug Use and Abuse | Kelly McMillan |
| Div2 | HEED-116 | Fundamentals of Spiritual Awareness | Kelly McMillan |
| Div2 | HEED-125 | Ethics in Professional Practice | Kelly McMillan |
| Div2 | HEED-218 | Organizational Management in Health Care | Kelly McMillan |
| Div2 | HIST-103 | History of the African American Experience to Reconstruction | Terrell Bratcher |
| Div2 | HIST-104 | History of the African American Experience: Reconstruction to the Present | Terrell Bratcher |
| Div2 | HIST-132 | Modern World History | Rosemary Williams |
| Div2 | HUMN-101 | Introduction to the Humanities | Ryna May |
| Div2 | HUMN-108 | Introduction to the Creative Arts | Ryna May |
| Div2 | PHIL-101 | Introduction to Philosophy | Helen Mitchell |
| Div2 | PHIL-103 | Introduction to Ethics | Helen Mitchell |
| Div2 | PUBH-280 | Global Health | Kelly McMillan |
| Div2 | THET-119 | Introduction to Playwriting | Jenny Male |
| Div2 | THET-216 | Contemporary Drama | Lisa Wilde |
| Div2 | THET-224 | Musical Theatre Performance | Jenny Male |
| Div2 | THET-241 | Acting for the Camera | Jenny Male |
| Div2 | THET-265 | Acting Shakespeare | Jenny Male |
| Div2 | THET-277 | Intermediate Stage Combat: Unarmed | Jenny Male |
| Div2 | THET-278 | Intermediate Stage Combat: Sword | Jenny Male |
| Div3 | AVMP-235 | Principles of Video Editing | Patrick Pagano |
| Div3 | AVMP-262 | Cinematography and Lighting for Film and Television | Patrick Pagano |
| Div3 | AVMP-282 | Sound Design and Creation | Patrick Pagano |
| Div3 | AVMP-283 | Audio/Video Documentary | Patrick Pagano |
| Div3 | BIOL-119 | Plants, People, and Ecosystems Lab | Shannon Dahl |
| Div3 | BIOL-120 | Biology for Engineers | Ellena McCarthy |
| Div3 | BMET-220 | Biomedical Equipment Field Internship | Craig Murray |

| Div3 | BMGT-120 | Small Business Management | RJ Amador |
|------|----------|---------------------------|-----------|
| Div3 | BMGT-150 | International Business Issues Seminar | Helen Rose |
| Div3 | BMGT-204 | Building Your Personal Brand in the Age of Social Media | Helen Rose |
| Div3 | BMGT-205 | Principles of International Business | RJ Amador |
| Div3 | BMGT-206 | Business Analysis for Decision Making | Kathy Kelly/Linda Mercurio |
| Div3 | BMGT-208 | Fundamentals of Selling | Helen Rose |
| Div3 | BMGT-241 | Project Management | RJ Amador |
| Div3 | CADD-104 | Advanced CAD | Dave Hinton |
| Div3 | CADD-105 | CAD Projects and Presentations | Dave Hinton |
| Div3 | CADD-106 | CAD Systems | Dave Hinton |
| Div3 | CADD-125 | Game and Simulation Portfolio Seminar | Unknown |
| Div3 | CADD-208 | Intermediate Geographical Information Systems (GIS) - GIS Analyst | Dave Hinton |
| Div3 | CADD-209 | Advanced Building Information Modeling | Dave Hinton |
| Div3 | CADD-210 | Advanced Geographical Information Systems (GIS) - GIS Programmer | Dave Hinton |
| Div3 | CARD-221 | Diagnostic and Interventional Procedures | Kelly Scible |
| Div3 | CARD-222 | Advanced Intravascular Interventional Procedures | Kelly Scible |
| Div3 | CARD-231 | Clinical Practicum I | Valerie Fowler |
| Div3 | CARD-261 | Clinical Practicum II | Valerie Fowler |
| Div3 | CHEM-105 | Chemistry and Society | Kathy Lilly |
| Div3 | CHEM-115 | Chemistry and Society Lab | Kathy Lilly |
| Div3 | CLOS-101 | Cloud Fundamentals | Joel Offenberg |
| Div3 | CLOS-102 | Cloud Architecture and Design | Joel Offenberg |
| Div3 | CLOS-104 | Cloud Security Operations | Joel Offenberg |
| Div3 | CLOS-105 | Cloud Application Security | Joel Offenberg |
| Div3 | CLOS-210 | Cloud Platform and Infrastructure Security | Joel Offenberg |
| Div3 | CMGT-121 | Foodservice Safety and Sanitation | Tim Banks |
| Div3 | CMGT-150 | Kitchen Applications and Management | Tim Banks |
| Div3 | CMGT-201 | Nutrition for Food Service Professionals | Tim Banks |
| Div3 | CMGT-280 | Quantity Food Production and Service Management | Tim Banks |
| Div3 | CMGT-286 | A la Carte | Tim Banks |

| Div3 | CMGT-299 | Culinary Field Internship | Tim Banks |
|------|----------|---------------------------|-----------|
| Div3 | CMSY-110 | Computer Concepts, Applications, and Ethical Considerations | Ahn Truong |
| Div3 | CMSY-126 | Introduction to Internet | Stephanie Quintero/Cindy Garnsey |
| Div3 | CMSY-176 | Cybersecurity Fundamentals and Practice | Fidele Youssaka/Ahn Truong |
| Div3 | CMSY-184 | Integrated Applications Capstone | Stephanie Quintero/Cindy Garnsey |
| Div3 | CMSY-206 | Expert Spreadsheets Concepts | Stephanie Quintero/Cindy Garnsey |
| Div3 | CMSY-207 | Expert Word Processing Concepts | Stephanie Quintero/Cindy Garnsey |
| Div3 | CMSY-208 | Data Visualization | Cindy Garnsey |
| Div3 | CMSY-215 | Developing for the Cloud | Mark Quinn |
| Div3 | CMSY-256 | Linux Server Administration | Mark Quinn |
| Div3 | CMSY-257 | Advanced Python Programming | Marjeta Cedilnik/Ahn Truong |
| Div3 | CMSY-265 | Data Structures and Algorithm Analysis | Anindita Saha/Ahn Truong |
| Div3 | CMSY-266 | Cybersecurity Analysis and IDPS | Fidele Youssaka/Joel Offenberg |
| Div3 | CNST-210 | Mechanical, Electrical, Plumbing, and Other Building Systems | Gazan Bozai |
| Div3 | CNST-215 | Building Construction Operations and Management | Gazan Bozai |
| Div3 | CNST-220 | Building Construction Cost Estimating and Control | Gazan Bozai |
| Div3 | CNST-225 | Building Construction Planning and Scheduling | Gazan Bozai |
| Div3 | DMSU-130 | Abdomen Ultrasound | Raminder Singh |
| Div3 | DMSU-131 | Abdomen Ultrasound Lab | Raminder Singh |
| Div3 | DMSU-200 | General Registry Review | Raminder Singh |
| Div3 | DMSU-201 | Vascular Sonography Introduction | Chante Robertson |
| Div3 | DMSU-202 | Vascular Sonography Introduction Lab | Beth Hendler-Friedman |
| Div3 | DMSU-203 | ECG for Cardiac Sonographers | Chante Robertson |
| Div3 | DMSU-205 | Echocardiography I Lab | Chante Robertson |
| Div3 | DMSU-208 | Cardiac Registry Review | Chante Robertson |
| Div3 | DMSU-251 | Clinical Practicum I | Beth Hendler-Friedman |
| Div3 | DMSU-257 | Clinical Practicum V | Beth Hendler-Friedman |
| Div3 | DMSU-286 | Vascular Registry Review | Beth Hendler-Friedman |
| Div3 | DMSU-287 | Introduction to Abdominal and Cardiac Sonography | Chante Robertson/ Raminder Singh |

| Div3 | DMSU-288 | Introduction to Abdominal and Cardiac Sonography Lab | Chante Robertson/ Raminder Singh |
|------|----------|--------------------|------------------|
| Div3 | EMSP-110 | EMT Clinical Experience | Angel Burba |
| Div3 | EMSP-230 | Paramedic Internship and Evaluation | Angel Burba |
| Div3 | ENES-283 | Introduction to Aerospace Systems | Ghazanfar Bozai |
| Div3 | ENGT-101 | Introduction to Additive Manufacturing | Ghazanfar Bozai |
| Div3 | ENGT-102 | Materials Science for 3D Printing | Ghazanfar Bozai |
| Div3 | ENGT-201 | 3D Scanning and Printing | Dave Hinton |
| Div3 | ENGT-202 | 3D Printing Design and Fabrication | Ghazanfar Bozai |
| Div3 | ENTE-230 | Entertainment Technology Capstone Projects | Patrick Pagano/Bill Gillet |
| Div3 | ENTR-113 | Introduction to Entrepreneurship | Helen Rose |
| Div3 | ENTR-210 | Developing Business Opportunities & Plans | Helen Rose |
| Div3 | FNPL-101 | Personal Financial Planning Principles | Jason Guarino/Helen Rose |
| Div3 | HMGT-263 | Catering Management | Hal Kenny |
| Div3 | HMGT-286 | Dining Room Service and Operations Lab | Tim Banks |
| Div3 | HMGT-299 | Hospitality Management Internship | Tim Banks |
| Div3 | NURS-144 | Practical Nursing Concepts | Aundrea McNeil |
| Div3 | NURS-170 | Nursing Co-Op Work Experience | Archiena Beaver |
| Div3 | NURS-242 | Concepts of Nursing II | Theresa Cooney |
| Div3 | NURS-243 | Concepts of Nursing III | Rachael Farrell |
| Div3 | NURS-244 | Concepts of Nursing IV | Donna Musselman |
| Div3 | NURS-245 | Preparation for Professional Nursing Practice | Archiena Beaver |
| Div3 | OFFI-275 | Office Simulation | Cindy Garnsey |
| Div3 | OFFI-297 | Advanced Medical Transcription | Cindy Garnsey |
| Div3 | PMGT-270 | Quantity Backshop Production | Tim Banks |
| Div3 | PMGT-280 | Passport to Pastries | Tim Banks |
| Div3 | PTAP-130 | Therapeutic Modalities | Lee Ann Roberts Sweeney |
| Div3 | PTAP-150 | Clinical Pathology | Lee Ann Roberts Sweeney |
| Div3 | PTAP-160 | Orthopedic Dysfunctions I | Lee Ann Roberts Sweeney |
| Div3 | PTAP-255 | Clinical Correlations for Physical Therapy | Lee Ann Roberts Sweeney |
| Div3 | PTAP-260 | Orthopedic Dysfunctions II | Lee Ann Roberts Sweeney |
| Div3 | RADT-256 | Certification Exam Preparation and Career Planning | Assefa Fisseha |
| Div3 | RADT-258 | Clinical Radiography V | Assefa Fisseha |

**Other projects and initiatives:**

| Project | Description | Lead Staff/Faculty |
|---|---|---|
| **Composition and Learning Center Analysis** | An examination of the students who use the tutoring services offered in the Composition and Literature Center. | Laura Yoo |
| **Foundational Learning – Accelerated Course Student Feedback** | Students in accelerated courses in the division of foundational learning completed surveys and attended focus groups eliciting feedback on their experience in the accelerated courses. | Sylvia Lee |
| **ACEN/MBON Report** | Provide data to the Nursing program for their external accreditors. | Archiena Beaver |
| **Attendance** | Provided data to division leadership on the relationship between student attendance and course success. | Laura Yoo |
| **ACPHA Report** | Provided data to the Hospitality programs for their external accreditors. | Tim Banks |
| **OER Report** | Provide a report on the financial impact of zero textbook cost course sections. | Nana Owusu-Nkwantabisa |
| **Data Requests** | Requests for student, course, and program data that is used by faculty for 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

Throughout FY25, the Research and Planning team continued its support of the Student Success area as the college finalized its student services reorganization. The team delivered key data and analysis, including reports on duplicated and unduplicated headcounts, fall-to-fall retention, and degree completions (FY20 to FY24) for programs such as Ambiciones, Howard PRIDE, and the Parent Scholars Program. Insights revealed that student success program participants continued to outperform comparator groups in retention rates. Additionally, the team provided rankings of academic majors for student-athletes to guide donor outreach. Beyond enrollment and student outcomes, the team supported recruitment efforts and conducted an in-depth analysis for the Basic Needs Task Force, leveraging student feedback from the 2024 YESS survey. The Provost reviewed the design and outcomes of the previous cycle of student services program reviews and is now working with her team and PROD to design and deploy a new cycle for the assessment process for student support programs.

| **Talking Points for the Board of Trustees** |
|---|
| The college continues to support students in attaining over **1,172** 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. |