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**	**85%**	🟥	**90%**
	Licensure exam passing rate NCLEX PN	**100%**	🟩	**97%**
	2. Emergency Medical Technician (EMT-B)	**100%**	🟩	**87%**
	3. Associate degrees and certificates awarded **a. Career**	**344**	🟩	**290**
	b. Transfer	**946**	🟩	**900**
	c. Certificates	**96**	🟥	**100**
	4. STEM programs **a. Credit enrollment**	**2,608**	🟥	**4,400**
	b. Credit awards	**531**	🟩	**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 2018 50-65%**	🟨	**50-65%**
	How does HCC design, implement, manage and improve its key work processes that support its key processes?	**Baldrige 2018 70-85%**	🟩	**50-65%**
Internal Measures	**1. Paramedic**	**67%**	🟥	**93%**
	2. Cardiovascular Technology (CVT) Not required for employment at this time.	**86%**	🟥	**90%**
	3. Radiologic Technology (RADT)	**94%**	🟥	**95%**
	4. Dental Hygiene (DHYG)	**92%**	🟨	**92%**
	5. Certified Nursing Assistant (CNA)	**94%**	🟩	**93%**

End: Operations Focus
Key Performance Indicator Report

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

Percentage of graduates who on their <u>first try</u> passed licensing and certification examinations in each academic field offered for which such tests are conducted and mandatory for employment in the field. Data reported in the next year MHEC Performance Accountability report.

	FY14	FY15	FY16	FY17	FY18	Benchmark FY20
1. Licensure exams passing rate **NCLEX RN**	**72%**	**83%**	**89%**	**90%**	**85%**	**90%**
	n=116/161	n=143/172	n=119/133	n=116/129	n=109/129	
Peer AVG:	84%	89%	82%	85%	90%	
State AVG:	83%	82%	83%	86%	88%	
Nat'l AVG:	83%	83%	84%	86%	88%	
NCLEX PN	**94%**	**100%**	**100%**	**100%**	**100%**	**97%**
	n=15/16	n=16/16	n=11/11	n=7/7	n=3/3	
Peer AVG:	94%	93%	95%	90%	100%	
State AVG:	94%	96%	95%	98%	99%	
Nat'l AVG:	84%	81%	83%	84%	85%	

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

	FY14	FY15	FY16	FY17	FY18	Benchmark FY20
2. **Emergency Medical Technician (EMT-B)**	**100%**	**77%**	**86%**	**100%**	**100%**	**87%**
	n=32/32	n=40/52	n=24/28	n=10/10	n=16/16	
State AVG:*	75%	62%	82%	78%	**77%**	
Nat'l AVG:	67%	68%	80%	80%	**80%**	

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

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

	FY13	FY14	FY15	FY16	FY17	FY18	Benchmark FY20
3. Associate degrees and credit certificates awarded							
a. Career degrees	**270**	**326**	**283**	**314**	**304**	**344**	**290**
Peer AVG:	300	287	315	296	262	*	
State AVG:	336	340	343	334	312	*	
b. Transfer degrees	**796**	**787**	**882**	**854**	**937**	**946**	**900**
Peer AVG:	651	718	744	810	810	*	
State AVG:	545	564	594	592	594	*	
c. Certificates	**105**	**93**	**114**	**81**	**65**	**96**	**100**
Peer AVG:	283	288	310	432	341	*	
State AVG:	239	320	304	253	244	*	

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.

	FY13	FY14	FY15	FY16	FY17	FY18	Benchmark FY20
4. STEM programs							
a. Credit enrollment	**4,039**	**4,245**	**4,228**	**3,989**	**3,354**	**2,608****	**4,400**
Peer AVG:	1,976	1,968	1,921	1,856	1,932	*	
State AVG:	2,676	2,639	2,646	2,573	2,425	*	
b. Credit degrees/ certificates	**476**	**449**	**470**	**480**	**474**	**531**	**500**
Peer AVG:	327	326	357	368	466	*	
State AVG:	356	402	411	372	390	*	

*State and national data for FY18 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 FY18, there were 1,979 students with additional majors that were STEM. So, HCC actually has 4,587 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)			
⬛ (dark olive)	November 2013: 39.2-54.2% *Criteria enhanced*	🟩 (green)	November 2016: 34.9-49.9%
🟧 (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*	🟦 (blue)	December 2018: 62.6%-77.6%

		0-9%	10-29%	30-49%	50-69%	70-89%	90-100%
Baldrige Criteria **1000 points**	**Overall Score**			⬛ (black)			
				🟧 (orange)			
				🟩 (light green)			
				🟩 (dark green)			
					🟦 (light blue)		
					🟦 (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**			⬛ (black)			
				🟧 (orange)			
					🟩 (light green)		
					🟩 (dark green)		
					🟦 (light blue)		
					🟦 (blue)		
6.2-Operational Effectiveness	**40 points**			⬛ (black)			
					🟧 (orange)		
					🟩 (light green)		
				🟩 (dark green)			
							🟦 (light blue)
						🟦 (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 October 2008 and 2017 for the Baldrige award. A team created and submitted a Baldrige application in **May 2018**; **HCC was chosen for a site visit in October 2018 and received best practice recognition in category 1, Leadership.**

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 2018. HCC has met that benchmark for 6.1 and surpassed it for 6.2.

Internal Measures

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

Percentage of graduates who by their third attempt passed licensing and certification examinations in each academic field offered for which such tests are conducted.						
	FY14	**FY15**	**FY16**	**FY17**	**FY18**	**Benchmark FY20**
1. Paramedic	**89%**	**60%**	**79%**	**100%**	**67%**	**93%**
	n=8/9	n=6/10	n=11/14	n=11/11	n=2/3	
State AVG:	66%	65%	78%	81%	81%	
Nat'l AVG.	77%	78%	85%	87%	86%	

*There are no peer averages to report. Students have two years to complete the process.

*Percentage of graduates who on their <u>first try</u> passed licensing and certification exam.**						
	FY14	**FY15**	**FY16**	**FY17**	**FY18**	**Benchmark FY20**
2. Cardiovascular Technology (CVT)	**57%**	**0%**	**80%**	**88.9%**	**86%**	**90%**
	n=4/7	n=0/2	n=4/5	n=8/9	n=6/7	

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

Percentage of graduates who on their <u>first try</u> passed licensing and certification exam.					
	FY15	**FY16**	**FY17**	**FY18**	**Benchmark**
3. Radiologic Technology (RADT)	**100%**	**100%**	**100%**	**94%**	**95%**
	n=10/10	n=16/16	n=19/19	n=17/18	
State AVG:	91.1%	95.4%	90.6%	92.0%	
Nat'l AVG.	88.4%	87.2%	89.3%	89.4%	

Percentage of graduates who on their <u>first try</u> passed licensing and written certification exam.					
	FY15	**FY16**	**FY17**	**FY18**	**Benchmark**
4. Dental Hygiene (DHYG)	**n/a**	**100%**	**81%**	**92%**	**92%**
	n/a	n=12/12	n=9/11	n=12/13	

	FY14	FY15	FY16	FY17	FY18	Benchmark
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)**	88%	94%	91%	92%	94%	93%
	n=126/ 144	n=144/ 154	n=129/ 142	n=141/ 153	n=143/ 152	

Assessment of Student Learning Outcomes within the Classroom

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

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

The following provides 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 2018-19. 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

General Education Goal	Assessment Team	Division
Creative Process and Humanistic Inquiry	Tara Hart (chair) Valerie Lash David Beaudoin William Gillett Jeremy Bomberg Hsien-Ann Meng Benjamin Myers	AH
	Ryna May	EGWL
Global Competency	Greg Fleisher (co-chair) Laura Cripps Hanael Bianchi	SSCI
	Amelia Yongue Abdelrahim Salih	EGWL
	Martha Westhaver	AH
	Lauren Hall (co-chair)	LOA

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; and training for and oversight of new goal teams.	Greg Fleisher (co-chair)	AVPAA
	Lauren Hall (co-chair)	LOA
	Dave Beaudoin	AH
	Guy Bunyard	MATH
	Nancy Calder	HS
	Mark Edelen	SET
	Elizabeth Noble	BUCO
	Jeremy O'Roark	EGWL
	Yang Yu	SSTE
	Dorothy Plantz	Admissions/ Advising
	Valerie Vidal	Advising/ Transfer
	Melinda Moore	Curriculum Management

Academic Engagement Projects

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

Program Reviews

Division	Code	Programs Title	Lead Faculty
AH	67	Music	Hsien-Ann Meng
BUCO	189	Web Developer Certificate	Mark Quinn
BUCO	327	Culinary Arts and Baking	David Milburn
BUCO	309	Information Technology - Mobile Development	Mark Quinn
BUCO	310	Information Technology - Programming	Mark Quinn
HSCI	168	Health Care for the Professional	Kelly McMillan
SET	23	Engineering	Mark Edelen
SET	55	Pre-Pharmacy	Luda Bard
SET	256	Computer Engineering	Mark Edelen
SET	257	Electrical Engineering	Mark Edelen

Course Reviews

Division	Course Name	Course Title	Lead Faculty
AH	DANC-201	History of Western Concert Dance: 1600 to the Present	Elizabeth Higgins
AH	HUMN-101	Introduction to the Humanities	Marie Westhaver
BUCO	ACCT-235	Federal Taxation of Individuals	Michelle Sotka
BUCO	ACCT-237	Tax -Corporate Trusts	Michelle Sotka
BUCO	ACCT-239	Auditing II	Michelle Sotka
BUCO	BMGT-152	Business Law II	Anjula Batra/ Betty Noble
BUCO	CMGT-130	Garde' Manger	David Milburn
BUCO	CMGT-220	A la Carte Production	David Milburn
BUCO	CMGT-240	Baking and Pastries Showpieces	David Milburn
BUCO	CMGT-250	Cake Decorating and Candy Making	David Milburn
BUCO	CMSY-169	Mobile Design & Development	Mark Quinn
BUCO	CMSY-250	Systems Analysis and Design	Rozalia Volynskiy
BUCO	CMSY-255	Introduction to Unix	Mark Quinn
BUCO	CMSY-256	Linux Server Administration	Mark Quinn
BUCO	ENTR-102	Entrepreneurial Assessment	Roger Weber
BUCO	ENTR-103	Starting Your Own Business I	Roger Weber

Division	Course Name	Course Title	Lead Faculty
BUCO	ENTR-120	Entrepreneurship & Practice	Roger Weber
BUCO	ENTR-203	Starting Your Own Business II	Roger Weber
BUCO	ENTR-210	Developing Business Opportunities & Plans	Roger Weber
BUCO	FNPL-101	Personal Financial Planning Principles	Betty Noble
BUCO	HMGT-111	Foodservice Safety and Sanitation	Tim Banks
BUCO	HMGT-285	Dining Room Service	Rozalia Volynskiy
BUCO	OFFI-275	Office Simulation	Cindy Garnsey
BUCO	OFFI-279	Keyboarding	Cindy Garnsey
EGWL	ENGL-083	Academic Intermediate Reading-ESL	Sarah Saxer
EGWL	ENGL-086	Academic Advanced ESL Reading, Writing and Grammar Combined	Sarah Saxer
EGWL	ENGL-093	Directed Studies in Reading	Yvonne Kane
EGWL	ENGL-094	Directed Studies in Writing	Yvonne Kane
EGWL	ENGL-096	Fundamentals of Reading	Krista O'Brien
EGWL	ENGL-099	Integrated Reading, Writing, and Critical Thinking	Karen Kyger
EGWL	ENGL-126	Introduction to Journalism	Jen Garner
EGWL	ENGL-217	The English Bible as Literature	Ryna May
EGWL	ENGL-218	Introduction to Film and Literature	Ryna May
EGWL	ENGL-230	Technical Writing	Stacy Korbelak
EGWL	ENGL-240	Applied English Grammar	Jen Garner
HSCI	CARD-221	Diagnostic and Interventional Procedures	Bill Fisher
HSCI	CARD-222	Advanced Intravascular Interventional Procedures	Bill Fisher
HSCI	CARD-231	Applied Clinical Practicum	Bill Fisher
HSCI	CARD-261	Clinical Internship	Bill Fisher
HSCI	DMSU-280	Introduction to Vascular Ultrasound	James Hwang
HSCI	DMSU-282	Vascular Ultrasound II	James Hwang
HSCI	DMSU-290	Introduction to Cardiac Ultrasound	James Hwang
HSCI	DMSU-292	Adult Echocardiography 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	EMSP-230	Paramedic Internship and Evaluation	Angel Burba
HSCI	EMSP-290	Emerging Issues in Paramedicine	Angel Burba
HSCI	EXSC-150	Sport and Society	Nancy Frank
HSCI	NURS-170	Nursing Co-Op Work Experience	Pat Sipe
HSCI	PUBH-250	Public Health Internship	Kelly McMillan
SET	BIOL-120	Biology for Engineers	Mark Edelen/Luda Bard
SET	BIOL-121	Biology for Engineers LAB	Mark Edelen/Luda Bard
SET	CADD-100	Principles of Drafting	Dave Hinton
SET	CADD-101	Introduction to CAD	Dave Hinton
SET	CADD-103	Intermediate CAD	Dave Hinton
SET	CADD-104	Advanced CAD	Dave Hinton
SET	CADD-105	CAD Projects	Dave Hinton

Division	Course Name	Course Title	Lead Faculty
SET	CADD-106	CAD Systems	Dave Hinton
SET	CADD-108	Introduction to GIS	Dave Hinton
SET	CADD-109	Introduction to IBM	Dave Hinton
SET	CHEM-105	Chemistry and Society	Kathy Lilly
SET	CHEM-115	Chemistry and Society Lab	Kathy Lilly
SET	CNST-100	Introduction to Construction Management	Gazan Bozai
SET	CNST-101	Building Construction Materials and Methods	Dave Hinton
SET	CNST-205	Building Construction Contract Documents	Dave Hinton
SET	CNST-208	Structural Building Systems	Dave Hinton
SET	CNST-210	Mechanical, Electrical, Plumbing, and Other Building Services	Dave Hinton
SET	CNST-215	Building Construction Operations and Management	Dave Hinton
SET	CNST-220	Building Construction Cost Estimating	Dave Hinton
SET	CNST-225	Building Construction Planning and Scheduling	Dave Hinton
SET	ELEC-117	Linear Electronics	Mark Edelen
SET	ELEC-213	Digital Circuits	Mark Edelen
SET	ENES-171	Intermediate Programming Concepts for Engineers	Mark Edelen/ Scott Foerster
SET	HORT-100	Introduction to Horticulture	Bhuvana Chandran
SET	HORT-210	Woody Plants	Bhuvana Chandran
SSTE	ANTH-120	Comparative World Cultures	Laura Cripps
SSTE	CRIM-106	Street Law	Evelyn Del Rosario
SSTE	CRIM-210	Evidence and Procedure	Evelyn Del Rosario
SSTE	EDUC-113	Infants and Toddlers	Barbara Maestas
SSTE	EDUC-202	Reading Secondary Part I	Barbara Maestas
SSTE	EDUC-206	Reading Secondary Part II	Barbara Maestas
SSTE	EDUC-290	Special Education General Methods Birth-12th Grade	Elizabeth O'Hanlon
SSTE	EDUC-291	Special Education Methods Birth-6th Grade	Elizabeth O'Hanlon
SSTE	EDUC-292	Special Education Methods 6th-12th Grade	Elizabeth O'Hanlon
SSTE	HIST-231	History of Modern Africa	Mark Tacyn
SSTE	POLI-104	The U.S. Constitution	Michael Heffren
SSTE	SOWK-200	Introduction to Social Work	Philip Vilardo

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
Trade Adjustment Assistance (TAA) Community College and Career Training Grant Program	Statewide partnership of Maryland's community colleges to offer cyber security training to TAA-impacted workers, veterans, the un- and underemployed, and other low-skilled adults	Tiffany Goins, Sweetie Zubar
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
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
Report on Ethics Assessment	Scanned all academic programs and presented summary of progress	Lauren Hall/ Greg Fleisher

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	FY19
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
Athletics	Erin Foley	Unit review in progress
Records, Registration, and Veterans Affairs	Cheryl Cudzilo	Unit review in progress
Children's Learning Center	Laurie Moran	Unit review in progress
Disability Support Services	Kathy McSweeney	Unit review in progress
Counseling and Career Services	Jay Coughlin	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)
Academic Support Services	Debra Greene	Maintain vital signs and complete action plan progress report (Unit review completed in FY17)

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	FY19
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. 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 with Howard County Public School System.
Early Alert	Academic Support Services	Melodie Gale, Debra Greene	Program review
Freshman Focus	Admissions and Advising	Dorothy Plantz	Program review
Howard P.R.I.D.E.	Academic Support Services	Shawn Lamb; Terrell Bratcher, Debra Greene	Program review
Internships and Co-ops	Counseling and Career Services	David Tirpak	Program review
Intrusive Advising (Near Completers)	Admissions and Advising	Dorothy Plantz	Program review

New Student Orientation	Student Life	Candace dePass, Schnell Garrett	Program review
Reverse Transfer	Admissions and Advising	Dorothy Plantz	Program review
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 and certificates each year.
The college continues to work to support allied health students in their preparation for certification exams.
HCC supports a broad range of student learning outcomes research to determine the effectiveness of its general education, courses, and programs in and out of the classroom, as compared to external best practices. This work verifies our commitment to providing an exceptional educational experience for our students and ensures HCC's compliance with accreditation standards.