Anne Arundel Community College, established in 1961, is a fully accredited, nationally recognized, public, two-year institution and the largest single-campus community college in Maryland, serving more than 50,000 students annually.

Mission
With learning as its central mission, Anne Arundel Community College responds to the needs of a diverse community by offering high quality, affordable, and accessible learning opportunities and is accountable to its stakeholders.

Vision
Anne Arundel Community College is a premier learning community whose students and graduates are among the best-prepared citizens and workers of the world.

President
As the designated representative of the Board of Trustees, the president is the chief executive officer of the college. The president has the ultimate administrative responsibility for all aspects of the operation of the college, including the setting of administrative policies and procedures and serves as the liaison between the various organizations within the college’s governance system. The president considers all available data in planning and decision making and forwards all matters requiring Board action to the Board of Trustees.

Board of Trustees
The college’s eight members of the Board of Trustees, one of whom is an enrolled student serving for one year, are "appointed by the Governor, with the advice and consent of the Senate" and serve for six years. They have the authority to establish, operate, and generally control the college; “fix the salaries and tenure of the president, faculty, and other employees;” acquire and dispose of property for the college; apply for and accept gifts or grants; determine entrance requirements; approve educational offerings; set tuition and fees; and to enter into agreements in the college's name. All relevant data is shared by the President to inform decision making.

Associate Vice Presidents, Deans, Executive Directors, and Directors
Associate Vice Presidents, Instructional and non-instructional Deans, Executive Directors, and Directors inform and support all aspects of Anne Arundel Community College’s assessment system to enhance data-informed decision making.
Vice Presidents

The Vice Presidents for Learning, Learning Resources Management, and Learner Support Services inform and support all aspects of Anne Arundel Community College’s assessment system to enhance data-informed decision making.

Academic Forum & Academic Council

Under the leadership of the president, the Board of Trustees delegates responsibility for oversight of the academic program of the college to the Academic Forum. Accordingly, every Academic Forum member shares the responsibility for participating in the determination of the College’s educational policies. In the spirit of shared governance and to ensure effective participation in planning and decision-making, Academic Forum & Council members are included in all phases of issues pertaining to the educational policies of the college from issue definition through resolution. Specifically, the Educational Policies and Curriculum (EPC) committee and the Committee on Teaching and Learning directly support assessment processes.

Strategic Planning Council (SPC)

The Strategic Planning Council (SPC) provides short- and long-term planning recommendations to the president and facilitates communication between the council and the operations and constituency groups. The SPC’s responsibilities include developing recommendations for the creation, modification, and assessment of the strategic plan, the annual goals, and objectives. They develop recommendations regarding the setting of strategic initiatives for the annual budget and the process by which short- and long-term planning are accomplished at the college. The SPC updates the Academic Council regularly and is supported by the Institutional Assessment Team (IAT) and the Office of Planning, Research, and Institutional Assessment (PRIA).

Enrollment Planning and Management Team (EPMT)

The Enrollment Planning and Management Team (EPMT) provides short- and long-term planning recommendations to the president on enrollment and retention. The EPMT’s responsibilities include reviewing metrics related to enrollment and retention and developing enrollment projection and related plans. The EPMT updates the college’s leadership regularly and is supported by the Institutional Assessment Team (IAT) and the Office of Planning, Research, and Institutional Assessment (PRIA).

Learning Response Team (LRT)

The Learning Response Team (LRT) consists of the President, Vice Presidents, Associate Vice Presidents, Deans, and Executive Directors. The LRT serves as a decision-making body and as an advisory body to the president and is supported by the Office of Planning, Research, and Institutional Assessment (PRIA).

Departments

All academic departments at Anne Arundel Community College engage in the assessment system by informing and utilizing results from course-, program-, and institutional-level processes.
Assessment Fellows

The Assessment Fellows program supports Learning Outcomes Assessment (LOA) initiatives at Anne Arundel Community College (AACC) as outlined in the LOA plan by bringing together a cohort of faculty and staff, representing multiple disciplines and programs, serving as mentors to shape, guide, interpret, and document proof of learning. The Assessment Fellows’ model increases learning opportunities for faculty and staff through professional development and assessment support, resources to conduct and document quality LOA, and opportunities to enhance the quality of education for AACC’s students.

Institutional Professional Development (IPD)

The Office of Institutional Professional Development, in collaboration with the Office of Learning Outcomes Assessment, Office of Planning, Research & Institutional Assessment, and Subcommittee on Learning Outcomes Assessment provides professional development for course-, program-, and institutional-level assessment. Learning opportunities for faculty through Learning College, orientations, convocations, and annual Summer Institutes support and showcase assessment processes at Anne Arundel Community College.

Educational Policies and Curriculum (EPC) Committee

The Educational Policies and Curriculum (EPC) committee examines the educational role and objectives of the college and makes appropriate recommendations; recommends to the Academic Forum additions, amendments, and deletions pertaining to the college’s instructional programs and courses; reviews annually long-range curricular planning; and with its subcommittee(s), identifies and promotes curricular improvements. Requesting the Learning Outcomes Summary document created during the development of a course or program at the time of the proposal to EPC supports this operating principle. The Office of LOA provides support for completion of outcomes-related documentation, as needed.

Planning, Research & Institutional Assessment (PRIA)

The Office of Planning, Research, and Institutional Assessment (PRIA) supports the institution by offering services in planning, institutional assessment, research, and reporting. PRIA supports data collection and processes at the course, program, and institutional levels, including course-level assessment, program review, assessment of core competencies, evaluation of student engagement and student and employee satisfaction, and the assessment of non-instructional units. The office also facilitates strategic planning; aggregation, analysis and communication of results; and provides recommendations to faculty and staff, the Institutional Assessment Team (IAT), Deans, Vice Presidents, and the Strategic Planning Council (SPC).

Office of Learning Outcomes Assessment (LOA)

The Office of Learning Outcomes Assessment (LOA) provides leadership and support for the development and implementation of learning assessment plans and for the validation and reporting of student learning outcomes at the course, program and institutional levels. The director collaborates with instructional and administrative units to enhance assessment activities, centralize reporting processes and tracking, and report annually on learning outcomes assessment to the college. Additionally, the director contributes to institutional strategic planning efforts, provides data for accreditation and state reporting, facilitates training of faculty and staff, and performs other duties related to enhancing systematic and useful assessment of student learning.
Learning College

The Learning College aims to integrate new faculty into the college community. In the first year, all new full-time faculty participate in the Learning College Orientation consisting of work sessions and presentations designed to ensure college inclusion and understanding of processes relevant to their success; to acquaint them with the college’s strategic goals; and, most importantly, to create a community of colleagues around instructional and pedagogical issues. With the support of the Office of Learning Outcomes Assessment (LOA), as part of orientation all faculty engage in a one-year course-level project allowing an opportunity to experience LOA processes and fostering data-informed improvements to learning.

Institutional Assessment Team (IAT)

The Institutional Assessment Team (IAT) supports the planning efforts of the college by providing a program for the ongoing internal assessment of the college for programs, departments, units, and functions. The purpose of such assessments is to provide information, as related to Key Performance Indicators (KPIs), to the Strategic Planning Council (SPC); non-instructional departments and units; and instructional department chairs/directors, Deans, and Vice Presidents.

Committee on Teaching & Learning and its Subcommittee on Learning Outcomes Assessment

The Committee on Teaching and Learning (CoTL) assists members of the Academic Forum and adjunct faculty in developing and refining their teaching skills; researches and reports on innovations in teaching techniques and technologies and recommends guidelines on their use when appropriate; provides recognition for faculty excellence in teaching and learning; evaluates and reports on the impact of such conditions affecting instruction as class size, number of contact hours, academic calendar, length of class period, availability of instructional materials and support services; evaluates proposals for mini-grants and make recommendations on them to the vice president for academic and student affairs.

Specifically, the Committee on Teaching and Learning’s Designs for Learning (DFL) grants are funded projects that explore innovative or alternative ideas in pedagogy or instructional design, foster teamwork among faculty or instructional staff, and/or benefit general education courses or programs of study.

The Committee on Teaching and Learning’s Subcommittee on Learning Outcomes Assessment (LOA) assists the Office of LOA in reviewing and updating college-wide core competencies; reviews and implements guidelines for outcomes assessment processes at the course, program and institutional levels; evaluates the college’s assessment efforts; advises and recommends implementation strategies for college-level competency assessment; and reviews and advises on grant proposals for assessment projects.
DATA: Course-level Assessment

Course-level assessment of student learning is conducted in all instructional units to enhance the learning experience of Anne Arundel Community College’s (AACC) students and is documented and shared through an electronic database and the quarterly Let’s Talk Assessment! newsletter. Course-level assessments inform, are influenced by, and are documented in the annual and 4-year program review processes and are supported by the Office of Learning Outcomes Assessment (LOA) and the Assessment Fellows. Course-level LOA projects embedded in Learning College provide faculty and staff new to AACC the opportunity to improve their teaching and student learning through data-informed systematic assessment.

Further support of course-level LOA endeavors is provided by the Committee on Teaching and Learning’s Designs for Learning (DFL) and the Vice Presidents for Learning and Learner Support Services’ Designs for Developmental Education projects. The grants are intended to fund projects that explore innovative or alternative ideas in pedagogy or instructional design. Institutional Professional Development, in collaboration with the Office of LOA and the Subcommittee on LOA, showcases and provides professional development for course-level assessment.

DATA: Program Review

Programs of study, including credit degrees and certificates, undergo annual and 4-year comprehensive reviews. The refinement and enhancement of the processes are ongoing and have evolved to include reporting of learning outcomes assessment endeavors, an enhanced review of program metrics in the Program Review Source Book, curricular alignment with the core competencies, and impact on fiscal considerations.

Program reviews are authored by department chairs in collaboration with faculty and staff and are informed by the Program Review Source Book, course-level assessment, and the curriculum map. Support is provided by the Director of Business and Education Partnerships and the offices of Planning, Research & Institutional Assessment (PRIA) and Learning Outcomes Assessment (LOA). The reviews are then submitted to the instructional dean and Vice President for Learning, respectively. Institutional Professional Development, in collaboration with the Director of Business and Education Partnerships and the offices of PRIA and LOA provides professional development for program-level assessment.

DATA: Enrollment, Retention, Transfer/Graduation and Success

Anne Arundel Community College values student success and systematically collects and evaluates enrollment, retention, transfer/graduation, and success trends at the course, program, and institutional levels, as appropriate. The Office of Planning, Research, & Institutional Assessment supports the collection, analysis, and dissemination of results to faculty and staff, Institutional Assessment Team (IAT), departments, Deans, Vice Presidents, Strategic Planning Council (SPC), President, Board of Trustees, and other internal/external constituents as needed.

DATA: Assessment of Core Competencies

Consistent with its mission and vision, Anne Arundel Community College expects students to gain and demonstrate appropriate proficiency in ten core competencies encompassing general education and essential life skills. The college is committed to offering experiences that allow students to acquire, develop and demonstrate growth in these competencies, strengthening the foundation for lifelong learning. With the support of the Committee on Teaching and Learning’s (CoTL) Subcommittee on Learning Outcomes Assessment (LOA), the Assessment Fellows, and the Office of LOA and informed by the curriculum map and enrollment/success data, all core competencies undergo a two-year systematic assessment cycle, as outlined in the LOA Plan.
DATA: Key Performance Indicators (KPIs)

Anne Arundel Community College (AACC) is committed to continuous improvement in all aspects of college operations. Through the Student Success 2020 strategic plan, the college develops annual plans to assure students have access to opportunities at AACC, students are successful, and college resources are used effectively. The college has identified 35 Key Performance Indicators (KPIs) that are linked to one of the three strategic issues of the strategic plan. The Institutional Assessment Team (IAT) is responsible for managing target setting and scoring of the performance on each KPI and, with the help of the Office of Planning, Research, and Institutional Assessment, shares the results with the college community in the Annual Institutional Assessment Report.

DATA: Student & Employee Engagement and Satisfaction

Anne Arundel Community College values student and employee feedback and assesses engagement and satisfaction with standardized and institutionally-developed surveys: Noel Levitz Student Satisfaction Inventory, Community College Survey of Student Engagement (CCSSE), Faculty Survey of Student Engagement (FSSE), Survey of Entering Student Engagement (SENSE), Personal Assessment of College Environment (PACE), and Graduate and Non-returning Student surveys. The Office of Planning, Research & Institutional Assessment supports the collection, analysis, and dissemination of results to faculty and staff, Institutional Assessment Team (IAT), Departments, Deans, Vice Presidents, Strategic Planning Council (SPC), President, Board of Trustees, and other internal/external constituents as needed.

DATA: Non-instructional Units

As a learning college—centered on the student, the learner, and student success—Anne Arundel Community College’s students have learning opportunities both in and out of the classroom. Systematic processes for assessing and documenting the quality of student learning in instructional and non-instructional areas facilitates the dialogue to enhance the entire learning environment.

The Offices of Planning, Research, & Institutional Assessment and Learning Outcomes Assessment support all assessment endeavors in non-instructional areas and collaborates with the office of Institutional Professional Development to provide opportunities for professional development and communication of results.

Curriculum Map

Curriculum maps are visual tools that depict the alignment of course objectives to program objectives and the core competencies and document what is taught and when. The annual and comprehensive program review processes and the assessment of core competencies support the creation and review of curriculum maps for all instructional areas. The maps are used to improve communication among faculty, improve program coherence, and encourage reflective practice.