

**MISSION**

**With learning as its central mission, Anne Arundel Community College responds to the needs of our diverse community by offering high quality, affordable, accessible and innovative lifelong learning opportunities.**

**VALUES**

- **Community and Relationships**
- **Opportunity**
- **Positivity**
- **Innovation and Creativity**
- **Equity and Inclusion**

**GOALS**

- **Entry and Engagement -** Increase engagement with students, employees and community
- **Progress and Growth -** Increase progress, growth and connection of students and employees
- **Retention and Completion -** Increase retention and completion of all students

**OBJECTIVES**

**EXCELLENCE**

**Ensure that every interaction contributes to a high-quality education.**

- Establish collegewide expectations for employee interactions with students and one another.
- Use high-quality educational practices and learning to eradicate systemic inequalities.
- Revise and implement a collegewide ADA/accessibility plan.

**INNOVATION**

**Innovate to ensure equity in college systems and practices to provide positive student and employee experiences.**

- Ensure new educational initiatives that anticipate the needs of an evolving student population.
- Meet the expectations of students and stakeholders through data-driven strategies.

**ENGAGEMENT**

**Create an antiracist and equitable culture of engagement where each member of the college community is committed to providing high-quality student and employee experiences.**

- Create and implement an employee engagement program.
- Enhance decision-making, equity and shared governance processes.
- Ensure all students have a college advocate throughout their entire educational journey.
- Create a student engagement experience focusing on high-enrollment courses and student development learning outcomes.
- Enhance and implement a comprehensive training program on equity.
- Collaborate with community stakeholders to prepare students to succeed and address the needs of our local economy.

**RESOURCES**

**Allocate resources in support of the college mission in responsible, sustainable, antiracist and equitable ways.**

- Regularly review institutional structures and processes for relevancy and efficiency.
- Implement a unit-level assessment model that informs planning for resource allocation.
- Engage in strategic resource development to grow new private and public investment in innovative practices and student support.

## KEY PERFORMANCE INDICATORS

### GOAL: ENTRY AND ENGAGEMENT

Indicator	Definition
<b>Market share of recent, college-bound public high school graduates</b>	Percentage of recent service area public high school graduates enrolled at any Maryland college or university the following fall who are attending the community college
<b>Market share of first-time, full-time freshmen</b>	Percentage of service area residents enrolled as first-time, full-time freshmen at any Maryland college or university who are attending the community college
<b>Market share of part-time freshmen</b>	Percentage of service area residents enrolled as part-time undergraduates at any Maryland college or university who are attending the community college
<b>Dual enrollment</b>	Number of credit students attending in the fall who are also enrolled in high school
<b>Enrollment in online courses</b>	Total fiscal year enrollment in credit and continuing education online courses (50% or more of the course content is delivered online)
<b>Student participation in high impact practices</b>	Aggregate scores for high-impact practices measured by The Community College Survey of Student Engagement (CCSSE) and the locally designed Graduating Students Survey
<b>Course sections with embedded support</b>	Number of course sections with embedded tutoring or supplementary instruction

### GOAL: PROGRESS AND GROWTH

Indicator	Definition
<b>Completion Developmental Requirements (by student characteristics)</b>	Percentage of cohort with a developmental requirement at entry who complete all developmental requirements within one year of entry
<b>First-time students that earn 15+ credits in Year 1</b>	Percent of the fall first-time cohort students who earned at least 15 college-level credit hours by the end of the first academic year that runs through the following summer (excluding developmental)
<b>Gateway math courses in Year 1</b>	Percentage of students who complete college level math courses in their first year
<b>Gateway English courses in Year 1</b>	Percentage of students who complete college level English courses in their first year

### GOAL: RETENTION AND COMPLETION

Indicator	Definition
<b>Fall-to-Fall Retention (by student characteristics)</b>	Percentage of cohort returning the following fall
<b>Persistence Rate (by student characteristics)</b>	Percentage of overall student body returning the following fall
<b>Associate Degrees awarded</b>	Number of credit degrees awarded in a fiscal year
<b>Credit Certificates awarded</b>	Number of credit certificates awarded in a fiscal year
<b>Gainful Employment noncredit workforce credentials awarded</b>	Number of students in continuing education programs that result in an AACC awarded certificate leading to gainful employment
<b>150% Graduation Rate (by student characteristics)</b>	Percentage of full-time credit cohort students who complete a degree or certificate within three years of entry
<b>200% Graduation Rate (by student characteristics)</b>	Percentage of full-time credit cohort students who complete a degree or certificate within four years of entry

## OBJECTIVE: EXCELLENCE

Indicator	Definition
Overall credit course success rate (by student characteristics)	Percentage of credit courses in which students receive a grade of “C” or above in the fall
Licensure/certification examination pass rate	Number of first-time candidates tested and percentage who passed on their first try for licensing and certification examinations
Student Learning Outcomes met target: program assessment	Percentage of students who met the departmental target in program learning outcomes assessment
Student Learning Outcomes met target: highly enrolled and/or general education courses	Percentage of students who met the target in general education and/or highly enrolled course outcomes
Online courses that model QCAR standards	Number of online courses that model QCAR standards and are eligible for review
Transfer after one year graduation	Percentage of graduates who have transferred one year after AACC graduation
Credit FTE	Sum of total FTE verified for each term
Credit headcount	Sum of unduplicated fiscal year headcount
Noncredit FTE	Sum of total FTE verified for each term

## OBJECTIVE: ENGAGEMENT

Indicator	Definition
CCSSE comprehensive score on support for learning	Aggregate responses for the benchmarking scale that measures institutional support for learners (select questions)
Student participation in high impact practices	Aggregate scores for high-impact practices measured by The Community College Survey of Student Engagement (CCSSE) and the locally designed Graduating Students Survey
Course sections with supplemental instruction	Total number of course sections with supplementary instruction delivered in the fiscal year
Course success rate after interim grade date	Success rate of the course after interim grade date
Employees enrolled in professional development classes	Number of faculty and staff taking professional development courses in a fiscal year
Comprehensive score on employee engagement	Aggregate responses for the benchmarking scale that measures the level of faculty and staff engagement

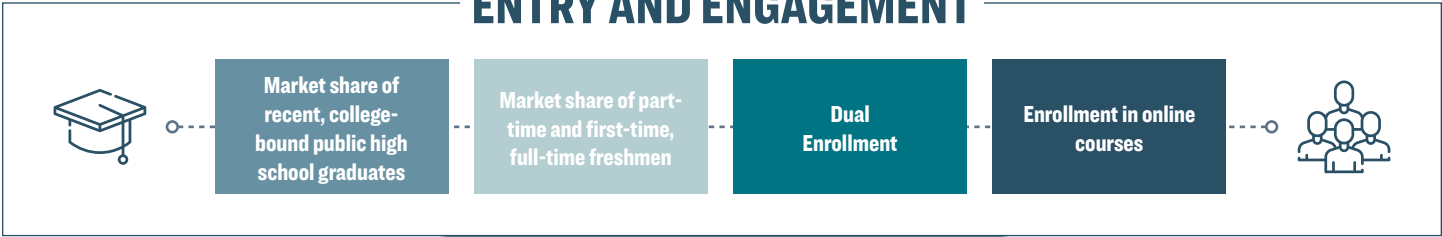
## OBJECTIVE: INNOVATION

Indicator	Definition
Number of noncredit distance education courses	Total number of noncredit distance education courses delivered in the fiscal year
Number of credit distance education courses	Total number of credit distance education courses delivered in the fiscal year
Enrollment in contract training courses	Unduplicated annual headcount and fiscal year total course enrollments in workforce and/or workplace related contract training courses
Enrollment in CEWD leading to government or industry-required certified or licensure	Unduplicated annual headcount and fiscal year total course enrollments in continuing education courses with a Continuing Professional Education intent
Number of distance education degree or certificate programs	Total number of degree or certificate programs that can be completed fully by distance education in the fiscal year

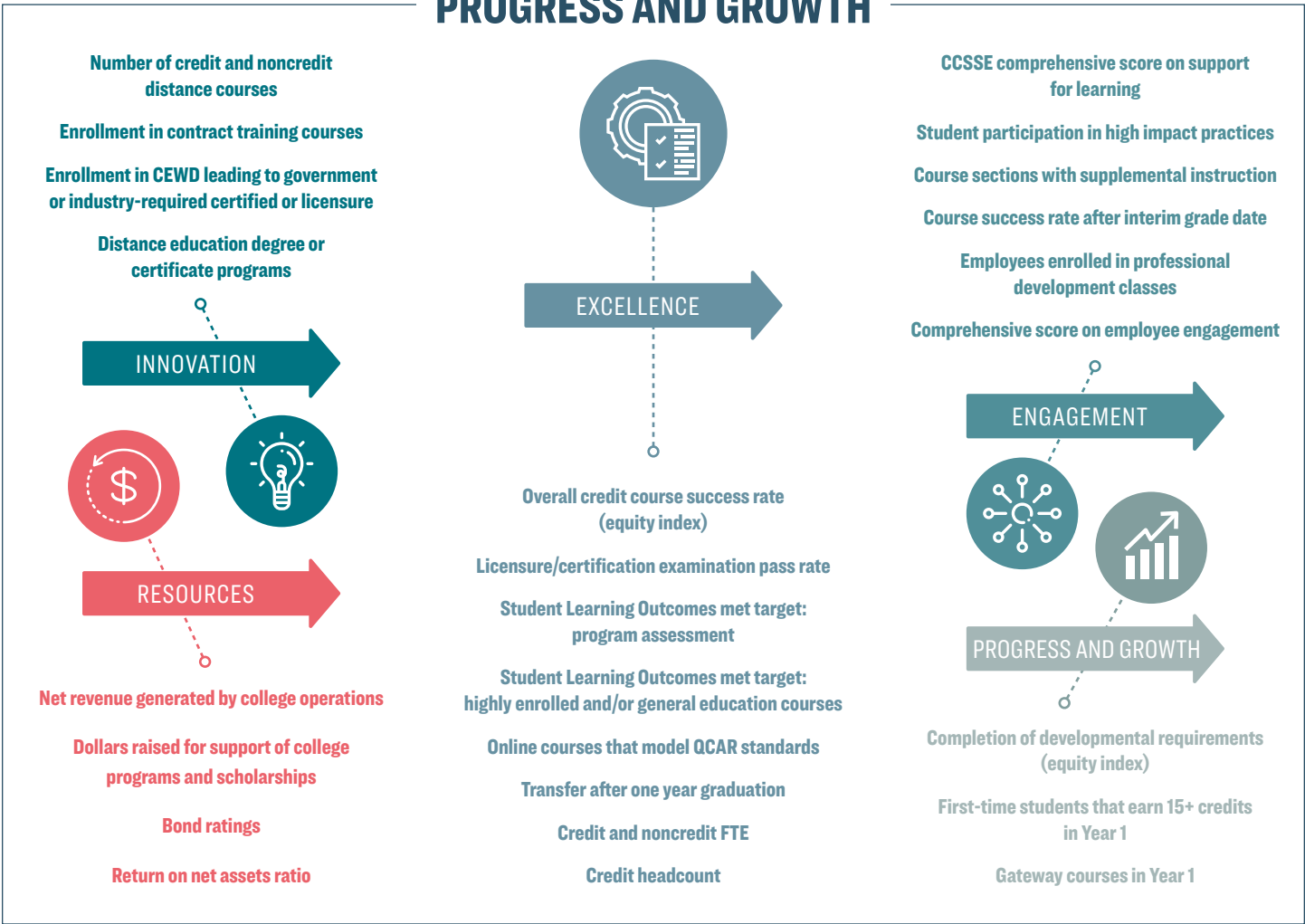
## OBJECTIVE: RESOURCES

Indicator	Definition
Net revenue generated by college operations	Total amount of revenue minus the total expenditure in a fiscal year
Dollars raised for support of college programs and scholarships	Dollars raised for support of college programs and scholarships in a fiscal year
Bond ratings	A grade given to bonds that indicates the institution’s financial strength or its the ability to pay a bond’s principal and interest in a timely fashion
Return on net assets ratio	Determines whether the institution is financially better off than in previous years by measuring total economic return

## ENTRY AND ENGAGEMENT



## PROGRESS AND GROWTH



## RETENTION AND COMPLETION

