ANNE ARUNDEL COMMUNITY COLLEGE

ENGAGEMENT MATTERS II:
EXCELLENCE THROUGH INNOVATION

STRATEGIC PLAN FY 2021-25

STRATEGIC PLAN

The board approves the goals, objectives, strategic activities and key performance indicators.

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 improve student success and eradicate systemic inequalities.
- Develop and implement practices that enhance diversity, equity, inclusion, antiracism and accessibility.

INNOVATION

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

- Develop and implement new educational initiatives that anticipate the needs of an evolving student population.
- Build frictionless services and programming to help improve the overall student, faculty and staff experiences.

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.

- Enhance decision-making, equity and shared governance processes.
- Collaborate with community stakeholders to prepare students to succeed and address the needs of our local economy and community.
- Implement a strategic enrollment and retention structure.

RESOURCES

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

- Assess institutional structures and processes for relevancy and efficiency.
- 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
Market share of recent, college-bound public high school graduates	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
Market share of first-time, full-time freshmen	Percentage of service area residents enrolled as first-time, full-time freshmen at any Maryland college or university who are attending the community college
Market share of part-time freshmen	Percentage of service area residents enrolled as part-time undergraduates at any Maryland college or university who are attending the community college
Dual enrollment	Number of credit students attending in the fall who are also enrolled in high school
Enrollment in online courses	Total fiscal year enrollment in credit and continuing education online courses (50% or more of the course content is delivered online)
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 embedded support	Number of course sections with embedded tutoring or supplementary instruction

GOAL: PROGRESS AND GROWTH

Indicator	Definition
Completion Developmental Requirements (by student characteristics)	Percentage of cohort with a developmental requirement at entry who complete all developmental requirements within one year of entry
First-time students that earn 15+ credits in Year 1	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)
Gateway math courses in Year 1	Percentage of students who complete college level math courses in their first year
Gateway English courses in Year 1	Percentage of students who complete college level English courses in their first year

GOAL: RETENTION AND COMPLETION

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

- Market share of recent, college-bound public high school graduates
- Market share of part-time and first-time, full-time freshmen
- Dual Enrollment
- Enrollment in online courses

PROGRESS AND GROWTH

INNOVATION

- Number of credit and noncredit distance courses
- Enrollment in contract training courses
- Enrollment in CEWD leading to government or industry-required certified or licensure
- Distance education degree or certificate programs

RESOURCES

- Net revenue generated by college operations
- Dollars raised for support of college programs and scholarships
- Bond ratings
- Return on net assets ratio

EXCELLENCE

- Overall credit course success rate (equity index)
- Licensure/certification examination pass rate
- Student Learning Outcomes met target: program assessment
- Student Learning Outcomes met target: highly enrolled and/or general education courses
- Online courses that model QCAR standards
- Transfer after one year graduation
- Credit and noncredit FTE
- Credit headcount

ENGAGEMENT

- CCSSE comprehensive score on support for learning
- Student participation in high impact practices
- Course sections with supplemental instruction
- Course success rate after interim grade date
- Employees enrolled in professional development classes
- Comprehensive score on employee engagement

PROGRESS AND GROWTH

- Completion of developmental requirements (equity index)
- First-time students that earn 15+ credits in Year 1
- Gateway courses in Year 1

RETENTION AND COMPLETION

- Degrees and certificates awarded
- Gainful employment credit workforce credentials awarded
- Fall-to-fall retention (equity index)
- Persistence rate (equity index)
- Graduation rates (150% and 200%) (equity index)

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