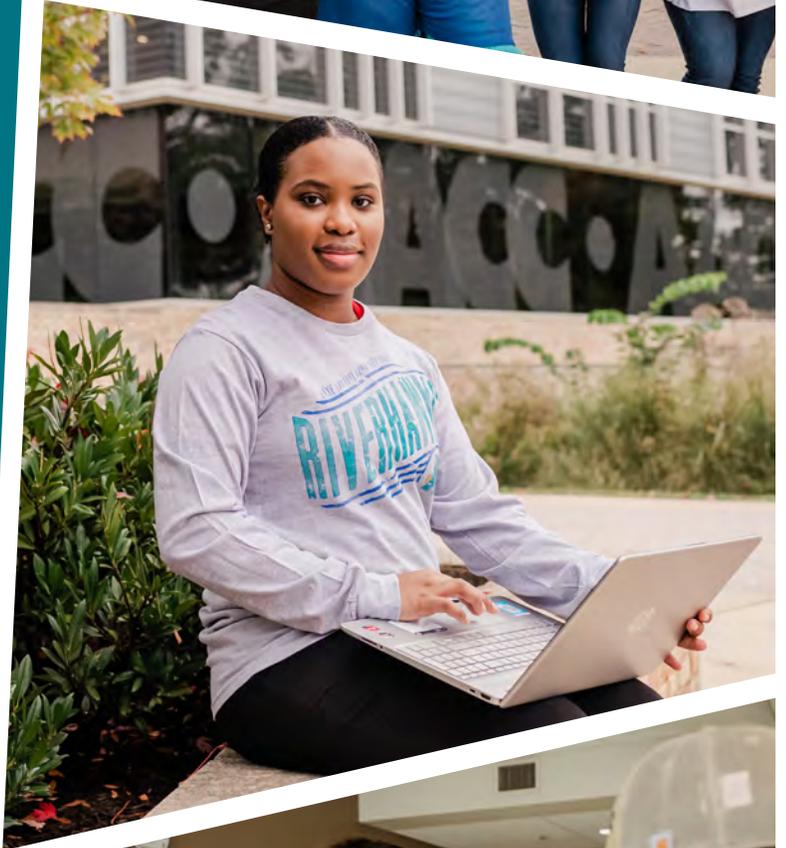


MIDDLE STATES 2023 SELF STUDY



SELF-STUDY

**Submitted to the Middle States Commission
on Higher Education**

December 2022

by

Anne Arundel Community College

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OVERVIEW OF THE SELF-STUDY PROCESS AT ANNE ARUNDEL COMMUNITY COLLEGE

Steering Committee Members

Members of the Steering Committee and work teams were drawn from all areas of the college. Membership includes representation from faculty, staff, and administration.

Accreditation Liaison Officer

Tanya Millner, Ed.D. - Provost and Vice President, Division of Learning

Steering Committee

Chair: Greg Schrader, Ph.D. - Professor, Biology Department

- Audra Butler, Ed.D. - Associate Professor and Director of Assessment and Instructional Innovation, Planning, Research and Institutional Assessment
- Erin Byrd - Employment Manager, Human Resources
- Sue Callahan - Budget Director, Business and Financial Resources Office
- Cameron Caswell - Associate Professor and Reference Department Head, Library
- Riley Clark - Assistant Dean, Continuing Education and Workforce Development Operations
- Lawrie Gardner - Professor, Business Administration, School of Business and Law
- Deborah Hammond - Associate Professor, Health, Fitness, and Exercise Studies Department
- James Johnson, Ph.D. - Board of Trustees
- Andrew Kim - Instructor, Emergency Medical Services Department
- Wayne Kobylinski, Ph.D. - Professor, English Department
- Sandy Kowalewski - Administrative Assistant to Dean, School of Continuing Education and Workforce Development
- Tim McGowan - Project Manager, Division of Information and Instructional Technology
- Sara Meinsler - Associate Professor, Human Services Department
- Dorothy Parrish-Harris, J.D. - Director, Disability Support Services
- Adil Qaiyumi, J.D. - Associate Professor, Homeland Security and Criminal Justice Studies Institute
- Marjorie Rawhouser, Ph.D. - Assistant Dean, Transfer Studies and Achieving College & Career Advancement
- Kadijat Richmond, Ed.D. - Director, Transfer Advising
- Brandi Shephard - Associate Professor, Architecture and Construction Management
- Shyamala Sivalingam, Ph.D. - Associate Professor, Chemistry Department
- Kaya Smith - Project Manager, Division of Information and Instructional Technology
- Marcus Wright - Director of Transfer, Articulation, and Career Alignment, Office of Instructional Partnerships

Work Team Chairs and Members

Work Team 1: Standard I - Mission and Goals

Steering Committee Liaisons: Kaya Smith and Riley Clark

Chair: Scott Cooper

Team Members: Amberdawn Cheatham, Gina Finelli, Ph.D., Patricia Flickner, Donnisha Grant, Emelie Karlsson, and Kathleen Spain

Work Team 2: Standard II - Ethics and Integrity

Steering Committee Liaisons: Wayne Kobylinski, Ph.D. and Brandi Shepard

Chair: Tiffany Boykin, Ph.D.

Team Members: Mary Bachkosky, Anne Bashore, Jennifer Dix, Sue Gallagher, Jeremiah Prevatte, John Sagi, Meryl Tseng, and Sean Urbantke

Work Team 3: Standard III - Design and Delivery of the Student Learning Experience

Steering Committee Liaisons: Sue Callahan and Marjorie Rawhouser, Ph.D.

Chair: Darian Senn-Carter, Ed.D.

Team Members: Brandi Angel, Elizabeth Baran, Bonnie Garrett, Julie Grignon, Ph.D., Sophie Reverdy, Lisa Starkey, Janice Watley, and Nicole Williams, Ph.D.

Work Team 4: Standard IV - Support of the Student Experience

Steering Committee Liaisons: Deborah Hammond and Dorothy Parrish-Harris

Chair: Brandy Whitlock

Team Members: Julie Haber, Duane Herr, Sandra Jones, Bonnie Lasher-Kimmel, Dominique Penick, Caitlin Silver, and Patrick Nolan

Work Team 5: Standard V - Educational Effectiveness Assessment

Steering Committee Liaisons: Shyamala Sivalingam, Ph.D., and Sara Meinsler

Chair: Kim Law

Team Members: Michelle Bentley, Christine Borkoski, Tiffany Brown, Vennece Fowlkes, Alexis Guethler, Karen Jennings, Jessica Rabin, Ph.D., Tricia Selby, Lance White, and Liz Wulbrecht

Work Team 6: Standard VI - Planning, Resources, and Institutional Improvement

Steering Committee Liaisons: Andrew Kim and Marcus Wright

Chair: Kerry Taylor, Ed.D.

Team Members: Sarah Gatchel, John Dayton, Sonja Gladwin, Stacy Korbela, Kellie McCants-Price, Ph.D., Vollie Melson, Erin Reeder, and Suzanne Spoor, Ph.D.

Work Team 7: Standard VII - Governance, Leadership, and Administration

Steering Committee Liaisons: Kadijat Richmond, Ed.D., and Tim McGowan

Chair: Terry Portis, Ed.D.

Team Members: Kirsten Casey, Ph.D., Shelley Deblasis, Ph.D., Heather Harrington, Ken Jarvis, Dawn Meissner, and Monica Rausa-Williams

Work Team 8: Evidence Inventory and Editing

Steering Committee Liaisons: Cameron Caswell and Adil Qaiyumi

Work Team 9: Site Visit Planning

Steering Committee Liaisons: Erin Byrd, Audra Butler, Ed.D., Lawrie Gardner, and Tim McGowan

Chair: Amanda Turner

Team Members: Richard Hartford, Veronica Boreland, and Peter Wirig

The Steering Committee intentionally recruited students to support the work of the teams. Student volunteers from across the college were involved with various work teams and the communications team, giving input and feedback during the research and development of the report.

Self-Study Framework

Overview of Strategic Plan: Engagement Matters II: Excellence Through Innovation

Anne Arundel Community College (AACC) adopted a new strategic plan in FY 2021, Engagement Matters II: Excellence through Innovation (FY 2021-2024). This plan was developed through an oversight team that included leadership from every division and members of every constituency group.

The goals under the strategic plan are:

- **Engagement and Entry** – 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.

The strategic plan objectives are:

- **Excellence** – Ensure that every interaction contributes to a high-quality education.
- **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.
- **Innovation** – Innovate to ensure equity in college systems and practices to provide positive student and employee experiences.
- **Resources** – Allocate resources in support of the college mission in responsible, sustainable, antiracist, and equitable ways.

The college continues to embrace strategic planning as the means to fully realize its mission and vision. AACC intentionally links the work of the strategic plan to the requirements of Middle States. As part of the planning process there is a major emphasis on assessment and how goals of the strategic plan are used to guide planning, budgeting, and decision making.

Institutional Priorities

- Examine current practices and identify new opportunities to enhance the cohesive and coherent understanding and integration of diversity, equity, inclusion, and antiracism into institutional culture to better serve the community.
- Examine the impact of collegewide learning outcomes assessments, academic program reviews, and administrative unit assessments processes to enhance institutional effectiveness and continuous improvement.
- Analyze opportunities for student success through enhancing current and future engagement, innovation, and collaboration.
- Identify ways to support innovation and better align resource allocation with the strategic plan to have a positive impact on the college and student success.
- Conduct a comprehensive external environmental scan and internal analysis of challenges and opportunities to build foundations for AACC's next strategic plan.

Figure 1 was created to represent the alignment of the college's institutional priorities, strategic plan, and the Middle States Commission on Higher Education Standards of Accreditation. This table was developed by a collaborative effort between the Steering Committee, president, and vice presidents. It was presented to the constituency groups for review and input to ensure the accuracy and thoroughness of alignment.

Figure 1: Alignment of institutional priorities, strategic plan (Entry & Engagement, Progress & Growth, and Retention & Completion), and the seven MSCHE Standards of Accreditation

INSTITUTIONAL PRIORITIES	Entry & Engagement	Progress & Growth	Retention & Completion	I Mission & Vision	II Ethics & Integrity	III Design & Delivery of Student Learning Experience	IV Support of the Student Experience	V Educational Effectiveness Assessment	VI Planning, Resources, & Institutional Improvement	VII Governance, Leadership, & Administration
1. Examine current practices and identify new opportunities to enhance the cohesive and coherent understanding and integration of diversity, equity, inclusion, and antiracism into the institutional culture to better serve the community.	X	X	X	X	X	X	X	X	X	X
2. Examine the impact of collegewide learning outcomes assessments, academic program reviews, and administrative unit assessments processes to enhance institutional effectiveness and continuous improvement.	X	X	X	X	X	X	X	X	X	X
3. Analyze opportunities for student success through enhancing current and future engagement, innovation, and collaboration.	X	X	X	X	X	X	X	X	X	X
4. Identify ways to support innovation and better align resource allocation with the strategic plan to have a positive impact on the college and student success.	X	X	X	X	X	X	X	X	X	
5. Conduct a comprehensive external environmental scan and internal analysis of challenges and opportunities to build foundations for AACC's next strategic plan.		X	X	X	X				X	X

Desired Outcomes of the Self-Study

- Demonstrate how the college currently meets the Commission's Standards for Accreditation and Requirements of Affiliation.
- Focus on continuous improvement in the attainment of the college's mission and its institutional priorities.
- Engage the college community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the college community.
- Identify the markers and characteristics of a premier learning community to advance the college's commitment towards creating an engaged and inclusive society.
- Apply results of self-study activities to focus resource allocation on strategic plan priorities and goals.



INTRODUCTION

Anne Arundel Community College (AACC) was established on January 2, 1961, as a comprehensive community center of higher learning. The college opened in September of that year serving 270 students in temporary quarters at Severna Park High School. More than 60 years later, AACC serves over 35,000 students enrolled in credit and noncredit courses.

AACC's campus is located on 230 acres in suburban Arnold, Maryland, and includes 12 academic buildings, a gymnasium, student services center, student union, astronomy lab, 389-seat performing arts center, library, two art galleries, nature trail, and 3,000-seat athletic field. AACC has degree centers at Arundel Mills in Hanover and the Glen Burnie Town Center. Offsite locations are the Fort Meade Army Education Center and the Sales and Service Training Center in the Arundel Mills Mall. The college also holds classes at additional locations across the county, including high schools and correctional facilities.

AACC is a publicly funded community college that receives funding through student tuition, county funding, and state aid. Ancillary support is received from public and private grants, private-sector fundraising through the AACC Foundation, and business partnerships.

The college has won numerous national, regional, and state awards, including best community college as ranked by Academic Influence. Since 2018, AACC has earned Leader College Status from Achieving the Dream (ATD) and, most recently, earned the status of ATD Leader College of Distinction. Several programs have been nationally ranked, such as the top associate degree in Computer Information Systems and top associate degree in Information Technology. The Nursing associate degree program was ranked number one in Maryland by Nursing Schools Almanac and the Licensed Practical Nursing program ranked best in the nation by NursingProcess.org.

The League for Innovation in the Community College recognized AACC with a 2019-2020 Innovation of the Year award, noting that the pandemic prompted "resiliency and vigor" from the college working to migrate 1,250 classes online; designing and reorganizing training for employees and students new to online learning and working environments; implementing a new, secure tool allowing faculty and staff to remotely connect to their work desktop; rolling out a collaborative platform to provide the AACC community with tools to assist with remote delivery of instruction and services; and expanding the student and employee technology loan program.

Integrated into the college's strategic plan, AACC embeds equity, diversity, and inclusion throughout the institution, including student engagement, curricula, institutional initiatives, hiring practices, and external partnerships with the local and global community. The college received INSIGHT Into Diversity magazine's Higher Education Excellence in Diversity award for three years in a row (2015-2018) and was recently selected as one of ten institutions to participate in the Racial Equity Leadership Academy (RELA). RELA is a joint venture between ATD and the University of Southern California Race & Equity Center that charges institutions to develop a strategic racial equity plan to implement actionable solutions at the institutional level.

With five schools that offer over 90 degree and over 70 certificate programs, AACC provides a range of studies in transfer, professional, technical, and career programs, and is authorized by the Maryland Higher Education Commission to offer Associate of Arts, Associate of Arts in Teaching, Associate of Science, Associate of Science in Engineering, and Associate of Applied Science degrees, as well as credit and noncredit certificates and letters of recognition.

AACC offers flexible instruction delivery options to meet the diverse needs of our student population. Courses are delivered in face-to-face, online, and hybrid formats. As of spring 2022, there are 16 degrees and 18 certificates that can be completed fully online.

Committed to student success and engagement, AACC has an extensive range of services to support students in both credit and noncredit courses, including Academic and Transfer Advising; Student Achievement and Success Program; various tutoring centers; military and veterans services; English language learning; Disability Support Services; testing centers; career and employment services; health and wellness; and personal counseling. In recognition of the college's commitment to student success and engagement, AACC was named a 2021-2022 Military Friendly School for services and resources provided to military and veteran students and their families.

AACC strives to provide innovative facilities to meet the needs and expectations of students and community stakeholders. In October 2021, the college celebrated the grand opening of the Health and Life Sciences Building. The 175,000-square-foot, state-of-the-art learning environment will prepare students for careers in health care and the sciences. In January 2022, AACC added its newest building, the Clauson Center for Innovation and Skilled Trades, which houses programs for in-demand skilled labor.

From its beginnings in temporary quarters in a local high school to today's wide range of facilities throughout the county and into the future as the college evolves post-pandemic, the college continues to thrive with the community it serves. Since its inception, AACC has embraced its role as the community's college by responding to the needs of its diverse community through high-quality, affordable, accessible and innovative lifelong learning opportunities.



EXECUTIVE SUMMARY

Anne Arundel Community College (AACC), serving the community for more than 60 years, strives to embody the basic convictions of our country's democratic ideal: that individuals be given full opportunity to discover and develop their talents and interests; to pursue their unique potentials; and to achieve intellectually, culturally, and economically satisfying relationships with society.

This self-study, presented to the Middle States Commission on Higher Education (MSCHE), is the result of a multiyear examination of AACC conducted by a diverse group of faculty, staff, administrators, and students from the campus community. The following sections detail AACC's compliance with the Standards for Accreditation and Requirements of Affiliation as established by MSCHE. Strengths and opportunities identified by the campus community are presented at the conclusion of each standard.

Standard I: Mission and Goals

This section describes how AACC's mission and values define the college's purpose within the context of higher education and the student population it serves, while providing the foundation for all planning and decision making needed to accomplish its goals and inform the strategic plan. This standard will address Requirements of Affiliation (ROA) 7 and 10.

Standard II: Ethics and Integrity

This section describes how AACC demonstrates its dedication and adherence to ethics and integrity in all interactions with students, employees, visitors, and external community stakeholders. This section also describes how the college values of Community and Relationships, Opportunity, Positivity, Innovation and Creativity, and Equity and Inclusion affirm its commitment through its policies, processes, and practices. This standard will address ROA 1, 5, 6, and 12-14.

Standard III: Design and Delivery of the Student Learning Experience

This section describes how AACC responds to the diverse needs of the community by offering high-quality, affordable, accessible, and innovative lifelong learning opportunities. AACC demonstrates this through a systematic program approval process, qualified and well-trained faculty, sufficient resources to support student learning, and a comprehensive program review process. This standard will address ROA 8-10 and 15.

Standard IV: Support of the Student Experience

This section describes AACC's focus on student engagement and success to ensure that students have equitable opportunities to achieve their educational goals. The college fosters diversity, equity, inclusion, and antiracism through its enriching student experiences leveraged by a wide range of support services and extracurricular and cocurricular offerings, both online and in person. This standard will address ROA 8 and 10.

Standard V: Educational Effectiveness Assessment

This section describes AACC's efforts to continuously improve the quality of the educational programs offered to the community through course, program, and institutional assessment. The college implements an ongoing and sustainable continuous improvement process that allows faculty and staff to systematically assess student learning outcomes aligned with strategic goals and objectives. Assessment of student learning and achievement demonstrates that the college's students have accomplished educational goals consistent with their program of study. A systematic and intentional focus on educational improvement enables AACC to meet the needs of a diverse community. This standard will address ROA 8-10.

Standard VI: Planning, Resources, and Institutional Improvement

This section describes how AACC examines its planning processes, resources, and structures to fulfill the college's mission, vision, values, and goals. With demonstrated commitment to an ongoing assessment model, the college intentionally provides an environment conducive to continuous improvement of programs and services, advancing the college's strategic objectives at the institutional and unit levels. This standard will address ROA 8, 10, and 11.

Standard VII: Governance, Leadership, and Administration

This section describes AACC's governance structure, which allows open lines of communication with the internal constituency groups (faculty, staff, administration, and students) and the outside community. The Board of Trustees and the president exercise due diligence and integrity to ensure the college is meeting the mission and goals of the college, with the primary goal of ensuring the college provides the best educational opportunities for all students. This standard will address ROA 12 and 13.



STANDARD I: MISSION AND GOALS

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Requirements of Affiliation (ROA)

ROA #7 - The institution has a mission statement and related goals, approved by its governing board, that defines its purposes within the context of higher education. (1-3)

ROA #10 - Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessment. (2,4)

Overview

Anne Arundel Community College (AACC) maintains a focus of service to its community via the mission statement, thereby creating educational opportunities for a diverse range of learners. The college's mission, vision, and values define its identity as an intentional institution, consistently seeking to provide transformative growth in knowledge, values, and skills for the community it serves. The college's mission and values define AACC's purpose within the context of higher education and the student population it serves while providing the foundation for all planning and decision making needed to accomplish its goals and inform the strategic plan.

Criteria and Evidence

1a. Clearly defined mission and goals that are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement

Employees from across the college and leadership collaborate in various ways to develop the college's mission and vision. In fall 2014, the college convened a committee with representatives from all areas of the college to undertake a comprehensive review of the mission and vision statements to determine their currency and validity (5). The committee used a multistep strategy to gather input from various constituency groups. The strategy included distribution of a committee-produced video explaining the purpose of college mission statements (6); a review of current mission-related trends in industry and higher education (7); a survey of faculty, staff, and students used to identify key themes for the college's mission and vision (8); and a survey of college constituency groups to assess feedback on the four possible versions (9).

Following this process, a proposed revised mission and vision statement was provided to the college's Strategic Planning Council (SPC) for its review and feedback (5). Upon concluding its review, SPC presented a draft version to the board of trustees at its April 2016 meeting, allowing for discussion among the board of trustees for feedback (10). After incorporating the recommendations from that meeting, the SPC submitted the final mission and vision statements to the board at its May 2016 meeting (11).

Once the board approved the mission and vision statements, the SPC held four open forums to seek feedback and begin planning the development of the strategic plan, Engagement Matters I: Pathways to Completion (7,12). In line with the college's mission and vision, this plan focused on equity and student success and completion. The plan's development and approval process are outlined in Criterion 4 of this standard.

The revision of the college's values began in fall 2017, when the college held its annual convocation that involved participation by all faculty and staff (13). During this convocation, nearly 800 employees were asked to offer their feedback on what the college values should be. Subsequent open forums and surveys refined the values further with input from adjunct faculty and students, concluding with a final vote on revised values that were developed and supported by all staff in a grassroots approach, rather than directed in a top-down manner by the leadership (14).

The same cooperative process was used to review and update AACC's FY 2021-2024 strategic plan, which includes goals and objectives for the college. The college's current strategic plan, Engagement Matters II: Excellence through Innovation (2), was approved by the board of trustees during the June 2020 meeting (3,15).

College Mission (1)

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.

College Vision (1)

Anne Arundel Community College is a premier learning community that transforms lives to create an engaged and inclusive society.

College Values (1)

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

Strategic Plan Goals (2)

- Engagement and Entry - 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.

College Objectives (2)

- Excellence - Ensure that every interaction contributes to a high-quality education.
- 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.
- Innovation - Innovate to ensure equity in college systems and practices to provide positive student and employee experiences.
- Resources - Allocate resources in support of the college mission in responsible, sustainable, antiracist, and equitable ways.

AACC strives to align its missions and goals with the ever-changing academic, social, and economic environment. The college recognizes there are significant challenges to achieving its mission and goals. Higher-education enrollment declines and varying perceptions over the economic value of postsecondary training are significantly impacting the college. Through planning and assessment, the college is evaluating initiatives to identify and respond to these challenges to continue to meet the needs of students, employees, and the community.

1b. Clearly defined mission and goals that address external as well as internal contexts and constituencies

Engagement with internal and external community members is central to the mission of AACC.

The college “responds to the needs of our diverse community” through numerous collaborations and services to external stakeholders. Some examples of college external relationships include Anne Arundel County Public Schools (AACPS) through various academic and administrative departments; community leaders and businesses through the AACC Foundation; Anne Arundel County Workforce Development Corporation; academic and program advisory boards; and community organizations through the Sarbanes Center for Career and Civic Engagement. These stakeholders regularly interact and collaborate with one another, which not only assists in awareness of distinct perspectives, roles, and needs, but also reinforces the fulfillment of the mission (16).

The college’s mission and goals address its internal stakeholders, students, and employees by focusing on progress, growth and connection, and student completion and retention. The mission and vision statements are included in all AACC employment postings and in the college catalog for students. AACC goals directly identify relationships with and the impact on the internal and external community.

AACC’s Office of Strategic Communications promotes the visibility of the mission through social media, public relations, and marketing campaigns so that the community holds the college accountable to its mission and goals. These campaigns reach current and potential college employees, students, and external partners.

1c. Clearly defined mission and goals that are approved and supported by the governing body

The college’s current FY 2021-2024 strategic plan, Engagement Matters II: Excellence through Innovation, containing its mission, vision, and goals, was unanimously approved by the board of trustees at its June 2020 meeting (3). AACC keeps the college community and board updated on the goals through periodic updates, presentations, and annual reports. The plan is also supported by leadership in their planning and conversations with employees.

1d. Clearly defined mission and goals that guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes

The strategic plan guides decision making at the college. Institutional, divisional, and departmental goals are aligned with the strategic plan goals and objectives. Initiatives are assessed and prioritized based on their alignment with strategic plan goals. Goal accomplishment is appraised in annual reports and evaluations (2,17).

The college budgeting processes require that budget requests be linked to a strategic plan goal and objective to inform college budgeting decisions and the allocation of resources. In addition, all employees are encouraged to participate in professional development activities that support department, college, or strategic plan goals. Staffing and recruitment decisions at the college are made with attention to alignment of the strategic plan goals with position responsibilities and duties (18).

Decisions made regarding new credit programs or the suspension/deletion of programs are informed by workforce demands. Collegewide core competencies, consistent with AACC’s mission and vision, are also addressed in all academic programs. The college’s mission and goals are embedded in its reports, evaluations, budgeting, curriculum, and everyday operations.

1e. Clearly defined mission and goals that include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution

AACC cites learning as its central mission, and progress and growth as one of its goals. The college supports and values scholarly inquiry and creativity, regardless of one’s role at the college. This is exemplified through many of AACC’s offices, programs, and processes (for example, the Center for Faculty and Staff Development, the Sarbanes Center for Career and Civic Engagement, and the AACC *Journal of Emerging Scholarship*), all of which encourage this type of inquiry and activity and provide numerous opportunities for college employees to learn and grow (19–21).

In order to foster the goal of progress and growth, the college supports scholarly inquiry in a variety of ways. AACC provides tuition reimbursement for undergraduate and graduate studies for employees, and professional development funding that supports external professional development activities (22). As an employee benefit, all full-time college employees are eligible to apply for up to \$3,300 in tuition reimbursement funds towards undergraduate or graduate coursework and paid sabbatical leave if the activities are related to a professional goal aligned with the department and college strategic plan goals (23,24). Tuition waivers are available for full-time employees and their dependents and regular part-time employees. Dependents of regular part-time employees are eligible to take classes with a 50 percent waiver of tuition. Part-time faculty are eligible for full waiver of tuition for credit and non-credit courses. Full-time faculty and staff may apply for professional development and associated travel reimbursement funds for activities aligned with the college's strategic plan.

AACC is one of only 20 community colleges to hold the Community Engagement Classification by the Carnegie Foundation (25). This classification recognizes AACC for its excellent alignment among campus mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement between internal and external constituencies.

1f. Clearly defined mission and goals that are publicized and widely known by the institution's internal stakeholders

AACC's mission, vision, values, and goals are easily accessible to the college community, published on the college's website (1,2) and in mailed brochures. They are reinforced in social media, public relations, and marketing materials to ensure the college's stakeholders are strongly aware of the principles of the institution.

1g. Clearly defined mission and goals that are periodically evaluated

As described in Criterion 1a, AACC regularly and collaboratively evaluates its mission, vision, and goals with the entire campus community. The college also uses an environmental scan prior to every strategic planning cycle to inform the plan's direction (26). This captures the external community's input, which is then analyzed and integrated into recommendations for program, strategic planning goals, and activities presented to the board of trustees by the SPC.

As a public institution, AACC is required to submit an updated mission statement every four years to the Maryland Higher Education Commission (MHEC) in alignment with the quadrennial review of the State Plan for Higher Education (previously the State Plan for Postsecondary Education) (27). AACC submitted its last report to MHEC in 2018 (28). In this report, AACC documented its objectives and outcomes and how it supports the state plan goals to: (1) ensure equitable access to affordable and quality postsecondary education for all Maryland residents; (2) promote and implement practices and policies that will ensure student success; and (3) foster innovation in all aspects of Maryland higher education to improve access and success. Evaluation of AACC's mission and goals is further described in Criterion 4.

2. Institutional goals that are realistic, appropriate to higher education, and consistent with mission

AACC's strategic goals ensure that the college is fully realizing its mission and core values identified and supported by college stakeholders. To verify that strategic goals are met and are consistent with the mission, the college utilizes the strategic objectives of Excellence, Engagement, Innovation, and Resources, and Key Performance Indicators (KPIs) (2).

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.

Figure 2: Mission/Goals - KPI Alignment

Goals	Description	Key Performance Indicators (KPIs)
Engagement and Entry	<i>Increase engagement with students, employees, and community.</i>	<ul style="list-style-type: none"> ▪ Market share of recent, college-bound public high school graduates ▪ Market share of first-time, full-time freshmen ▪ Market share of part-time freshmen ▪ Dual enrollment ▪ Enrollment in online courses
Progress and Growth	<i>Increase progress, growth and connection of students and employees.</i>	<ul style="list-style-type: none"> ▪ Completion Developmental Requirements (by student characteristics) ▪ First-time students that earn 15+ credits in Year 1 ▪ Gateway Math courses in Year 1 ▪ Gateway English courses in Year 1
Retention and Completion	<i>Increase retention and completion of all students</i>	<ul style="list-style-type: none"> ▪ Fall-to-Fall Retention (by student characteristics) ▪ Persistence Rate (by student characteristics) ▪ Associate Degrees awarded ▪ Credit Certificates awarded ▪ Gainful Employment non-credit workforce credentials awarded ▪ 150% Graduation Rate (by student characteristics) ▪ 200% Graduation Rate (by student characteristics)

The following section outlines AACC’s strategic goals and their alignment with its mission and practices in higher education. Strategic goals are tracked and reported quarterly by the Office of Planning, Research and Institutional Assessment; this information is readily available to employees via intranet dashboards (4).



Goal 1: Engagement and Entry: Increase engagement with students, employees and community.

As demonstrated in the KPIs for this goal, the college addresses the needs of its diverse community through targeted approaches to recruit and retain a varied group of learners, such as those who identify as recent high school graduates, full- and part-time, online, or dually enrolled students. AACC responds to the needs of this community with high-impact practices and embedded support of its Engagement and Entry goal.

One example of a high-impact approach is the English composition general education requirement partnership between the Student Achievement and Success Program (SASP) and the English Department. SASP tutors provide embedded support in selected developmental writing classes. By partnering with SASP for this general education requirement, the English Department promotes equity-based student engagement. Details on SASP are provided in Standard IV.

An Engagement and Entry objective of the college seeks to increase high-quality experiences aligned with fostering an antiracist and an equitable culture. This goal is relevant to higher education as it meets the ultimate purpose of producing individuals who are adequately prepared to make a positive and sustained impact on our social, economic, and political systems (29).

Goal 2: Progress and Growth: Increase progress, growth and connection of students and employees.

The college is committed to supporting students in their academic progress at AACC through numerous student support services. Consistent with AACC's mission, these structures address the diverse needs of its students along their journey from registration and advising to career exploration. The multiple programs within these services are outlined in Standards III and IV.

AACC also seeks to ensure that staff members are moving toward their own goals and growth. Through the Center for Faculty and Staff Development, AACC offers extensive training and professional development to equip staff and faculty with tools to bolster student success and personal growth. Examples of professional development offerings include "Creating Work Life Balance," "Understanding the Military Learner," and technology growth workshops such as "Zoom for Workplace - Meetings" (30).

AACC further supports progress and growth with a comprehensive equity training program. Starting in summer 2022, all full-time college employees will be required to participate in at least five professional learning opportunities within the upcoming academic year that focus on diversity, equity, inclusion, and antiracism (DEIA) (31). These professional learning experiences allow all college employees to develop their knowledge and understanding of DEIA to better serve AACC students while responding to the needs of a diverse community. This newly approved DEIA plan is a response to campus climate survey recommendations to develop a comprehensive equity training program for faculty and staff and supports the college's change effort as part of the Racial Equity Leadership Academy (RELA). These and other collegewide efforts continue to support a high-quality student experience by increasing engagement, progress, and growth.

Goal 3: Retention and Completion: Increase retention and completion of all students.

This goal seeks to ensure that students are able to access courses to complete their program of study and achieve their goals of academic success. AACC uses KPIs (see Figure 2) such as fall-to-fall retention rates, numbers of associate degrees and certificates awarded, data about students who have received gainful employment, and graduation rates to determine whether its Retention and Completion goal is being met. As noted in the mission, students who complete their degree at AACC receive a high-quality education and access to innovative lifelong learning opportunities that ensure positive impacts on the workforce. Consistent with the aim of higher education, AACC seeks to provide high-quality graduates ready to enhance various systems of society (cultural, political, economic, etc.) and keep the nation at the forefront of innovation and global impact.

3. Goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission

As previously stated, AACC's strategic goals focus on three areas related to student learning: Engagement and Entry, Progress and Growth, and Retention and Completion. The strategic goals are supported by four objectives that further guide the institution in carrying out its mission (2).

Strategic goals and objectives are tied to KPIs that focus on institutional improvement. In total, there are 40 KPIs (2) integrated into the strategic plan to measure the college's progress in reaching its strategic goals and objectives. The goals provide the college with its overall focus on improvement, services, and mission. The details for developing and monitoring KPIs are further described in Standard VI.

The Engagement and Entry goal aims to increase engagement with students, employees, and the community. Three examples of programs and services that support this goal are fields of interest (32), Summer Bridge to Success (33), and the Early College Access Program (ECAP) (34). Under the FY 2017-2020 Engagement Matters I: Pathways to Completion strategic plan (12) the college's majors were categorized into broad fields of interest designed to facilitate engagement and belonging for students. At the point of admission, each student is assigned to an academic advisor, based on their field of interest, to guide them through their academic journey. Fields of interest are discussed in greater detail in Standard III.

The Summer Bridge to Success program, under SASP, allows qualified students to attend a three-week summer program. This program prepares students for their college experience by introducing college resources, reviewing math and English concepts, and assisting with personal needs (33). This prepares students to make a successful transition from high school to college. These students continue to be supported throughout their time at AACC through SASP. Further details about SASP and its impact are provided in Standard IV.

ECAP is a partnership with AACPS, which offers county high school students a discount on AACC tuition. In addition, students can earn dual credit (high school and college credit) from a list of courses in a variety of disciplines through the dual enrollment program (34). This partnership allows the college to engage with its community and supports students' early access to higher education.

The Progress and Growth goal aims to increase progress, growth, and connection of students and employees. Model Course, EXCELL Coaching, and Engagement Coaching are examples of initiatives and programs that support this goal for students and employees.

The Model Course program aims to narrow equity gaps in courses identified as high-enrolled, lower success courses. During AY 2018-2019, faculty in the Psychology Department piloted a version of PSY 111 (35) incorporating learning supports such as scaffolded assignments, embedded librarians, and redesigned summative assessments to increase academic success rates. In the following three academic years, faculty teams from departments identified as having high-enrolled courses with significant equity gaps met collectively and individually to transform these into Model Courses.

At the recommendation of the campus-wide staff compensation committee, the college piloted EXCELL Coaching Conversations in FY 2021 to replace the previous model for staff performance evaluations (36). The EXCELL Coaching Conversations model was adopted for all staff in 2022. In line with the college's strategic goals, coaching conversations are forward focused, provide a space for continuous feedback, and are designed to increase engagement by focusing on personal and professional growth. College values are used as the basis for discussion. This coaching method allows AACC to utilize some of the methods taught in its accredited Engagement Coaching program curriculum and improve its engagement with employees. Since 2018, the Engagement Coaching program has connected students and employees with one of the college's 165 certified staff or faculty coaches (37,38).

The Retention and Completion goal aims to increase retention and completion of all students. The Student Success Seminar (ACA 100), SASP, and the college's Inclusion, Diversity, Equity, Access, and Leadership office (IDEAL) are examples of programs and areas intended to increase engagement, retention, and completion. ACA 100 (39) is a one-

credit course that offers support on study techniques, time management, and realistic goal setting. Assessment of ACA 100 shows that students who successfully finish this course have a higher rate of retention than those who do not successfully complete it (40). SASP offers several programs to first-generation, multigenerational, and nontraditional students aimed to increase student success, retention, graduation, and transfer. The IDEAL office (41) aims to foster an environment in which all members of AACC are treated equitably, contribute fully to the institution's mission, and embrace and model AACC values.

Each of the strategic goals and objectives are consistent with the institutional mission, which places learning and student needs at the center. AACC's commitment to its strategic goals permeates the work that faculty, administration, and staff perform daily. This commitment is evident through the various academic and support programs, some of which have been highlighted in this section. Many student support programs are discussed in greater detail in Standard IV.

4. Periodic assessment of mission and goals to ensure they are relevant and achievable

AACC utilizes multiple internal and external mechanisms to periodically assess and revise its mission and goals. The SPC develops, evaluates, and approves the college mission and goals as part of the strategic planning process (42). SPC was developed to spearhead these activities, which include developing recommendations, assessing the strategic plan, communicating with stakeholders, and fostering the community to participate in strategic plan efforts. The SPC represents all constituency groups and functional areas of the college. SPC members take any suggested revisions to the mission or goals to their represented groups for feedback (43).

In the latest iteration of this process, SPC helped frame Innovation Spaces, campus-wide dialogues that were held in fall 2019 at Arnold, Arundel Mills, and Glen Burnie Town Center locations, as well as virtually, to solicit input from all constituency groups to generate ideas for institutional transformation and inform the objectives for the new strategic plan (44). In seven face-to-face meetings and four online versions using padlets, four themed questions (related to engaging the workforce, exceptional student experience, equity and inclusion, and excellence) were developed for this exercise in "question storming" to uncover patterns in responses (45). Employees and students contributed their ideas to consider what could be done to enhance efforts in areas like enrollment, retention, completion, equity, policies, and partnerships. Suggestions coalesced around the topics of access, communication, community, hiring practices, accountability, and leadership.

Building on what was gleaned from those Innovation Spaces, Strategic Communications installed wall banners with questions to solicit student responses—two on the Arnold campus and one at Arundel Mills. At the request of the Student Government Association, an additional Innovation Space was scheduled in early February 2020 to collect student responses to the current objectives and serve as a check-in to ensure that student interests were represented.

Throughout this process, data were provided to the SPC, who used it to inform the objectives for the strategic plan, including any revisions to the mission and goals. This draft was then shared with the campus community to seek input and revisions (46). A final plan was developed and shared with the board of trustees to review and approve (15).

Impact of COVID-19

- Like other higher education institutions, AACC has experienced a drastic impact on its Retention and Completion goal (47) due to COVID-19. With the college values of innovation and creativity and in support of the college's goals, AACC convened Riverhawk Recovery and Riverhawk Reunite Teams across all constituency groups to contribute solutions toward goal attainment.
- Although COVID-19 brought tremendous change to society, AACC was steadfast in continuing to fulfill its mission and goals regardless of external forces. The college's shared values and unwavering commitment to safety prepared it to react quickly and effectively in establishing safety protocols. Given the prior prevalence of online and hybrid courses, AACC acted swiftly to fill any operational gaps or inadequacies to meet outstanding needs. The college continues to maintain a focus on teaching excellence and student success during this transitional period, providing increased resources towards professional development and training on delivering online courses.
- Rapid changes in higher education brought about by COVID-19 have required an ongoing reassessment of how the college's mission will continue to meet student and community needs.

Strengths and Opportunities

Strengths

- The college's mission and goals are integrated and clearly communicated in both external and internal platforms and documents.
- The college's mission and goals were crafted through an inclusive process drawing on community involvement and input from all college constituencies.
- The college's strategic plans are developed collaboratively with broad representation and input from college constituencies and community stakeholders with continued focus on the college's mission, ensuring an optimal fit between mission and strategic planning goals.

Opportunities for Improvement and Innovation

- Include risk assessment when reviewing and establishing mission, goals, KPIs, and timeline to better prepare for changes that occur both internally and externally to the college.

Standard I Evidence Inventory

ROA #7

1. Mission, Vision, Values, and Philosophy MS0040.
2. Strategic Plan FY2021-24 - Engagement Matters II Excellence through Innovation MS0081.
3. Board of Trustees Public Session June 9 2020 MS0649.

ROA #10

4. Strategic Plan FY2021-24 - Engagement Matters II Excellence through Innovation MS0081.
5. Engagement Matters II Strategic Plan Tracker - All Standards - Quarters 1 and 2 MS0593.

Standard I, Criteria 1a

1. Mission, Vision, Values, and Philosophy MS0040.
2. Strategic Plan FY2021-24 - Engagement Matters II Excellence through Innovation MS0081.
3. Board of Trustees Public Session June 9 2020 MS0649.
4. President Dawn Lindsay message re Mission - Vision 2016 MS0536.
5. Engagement Matters I - Pathways to Completion Multimedia Presentation MS0625.
6. Strategic Plan FY2017-20 - Engagement Matters I Pathways to Completion - FY2017 Summary MS0586.
7. Mission and Vision Process - Email Thread Regarding 2016 Review MS0560.

8. Mission and Vision Process - Email Thread regarding 2016 Feedback and Review MS0561.
9. Board of Trustees Public Session Minutes April 2016 MS0517.
10. Board of Trustees Public Session Minutes May 2016 MS0518.
11. Strategic Plan FY2017-20 - Engagement Matters I Pathways to Completion - Detailed Report MS0464.
12. President Dawn Lindsay message re Fall Convocation and Delayed Opening - 2017 MS0590.
13. College Values Next Steps - Open Forums Spring 2018 MS0376.
14. Strategic Plan Presentation to AACC Board of Trustees - May 2020 MS0069.

Standard I, Criteria 1b

16. Program Pathways Team Meeting - Anne Arundel County Public Schools & Anne Arundel Community College MS0650.

Standard I, Criteria 1c

3. Board of Trustees Public Session June 9 2020 MS0649.

Standard I, Criteria 1d

2. Strategic Plan FY2021-24 - Engagement Matters II Excellence through Innovation MS0081.
17. Institutional Effectiveness Report AY 2021-22 MS0666.
18. Annual Budget Book FY 2022 MS0042.

Standard I, Criteria 1e

19. Center for Faculty & Staff Development - Learning Opportunities Winter 2022 MS0521.
20. AACC Journal - Professional Development Session for Reviewers MS0121.
21. Sarbanes Center for Career and Civic Engagement MS0119.
22. College Manual Section IV Tenured Faculty 4.8.2.10 Sabbaticals MS0550.
23. Benefits - Including Tuition Reimbursements and Waivers MS0591.
24. Adjunct Faculty Summary of Benefits - Including Professional Development and Tuition MS0592.
25. Sarbanes Center Annual Report FY2019 MS0116.

Standard I, Criteria 1f

1. Mission, Vision, Values, and Philosophy MS0040.
2. Strategic Plan FY2021-24 - Engagement Matters II Excellence through Innovation MS0081.

Standard I, Criteria 1g

26. Annual Budget Book FY 2022 Excerpt - Environmental Assessment MS0657.
27. Maryland Code - Education - 11-302 - Mission Statements MS0217.
28. Mission Statement Review for the Maryland Higher Education Commission MS0265.

Standard I, Criteria 2

2. Strategic Plan FY2021-24 - Engagement Matters II Excellence through Innovation MS0081.
4. Engagement Matters II Strategic Plan Tracker - All Standards - Quarters 1 and 2 MS0593.
29. Equity, Diversity, and Inclusion Model Course Program Outcomes MS0640.
30. Center for Faculty & Staff Development Annual Report FY07-FY20 MS0383.
31. Diversity, Equity, Inclusion, Antiracism (DEIA) Plan July 2022 MS0654.

Standard I, Criteria 3

2. Strategic Plan FY2021-24 - Engagement Matters II Excellence through Innovation MS0081.
12. Strategic Plan FY2017-20 - Engagement Matters I Pathways to Completion - Detailed Report MS0464.
32. Fields of Interest overview for credit and degree seekers MS0061.
33. Summer Transition Programs MS0281.
34. Early College Access Program MS0175.
35. Executive Summary - The Future of Model Course at AACC MS0564.

36. Excell Performance Conversation Pilot End MS0588.
37. President Dawn Lindsay message re Congratulations - Accomplishments of FY2018 MS0627.
38. Human Resources - Employee Wellness - Engagement Coaches MS0624.
39. Syllabus - ACA 100 - Student Success Seminar Spring 2022 MS0562.
40. Student Success Course Improves Retention Rate - League for Innovation Article MS0563.
41. Office of Inclusion, Diversity, Equity, Access and Leadership (IDEAL) MS0388.

Standard I, Criteria 4

15. Strategic Plan Presentation to AACC Board of Trustees - May 2020 MS0069.
42. Overview of AACC Strategic Planning and Assessment Processes Boilerplate MS0068.
43. Strategic Planning Council MS0499.
44. President Dawn Lindsay message re Innovation Spaces - 2019 MS0595.
45. Innovation Spaces Questions 2019 MS0597.
46. Innovation Spaces Open Forums Spring 2020 MS0598.

Impact of COVID-19

47. Budget Workshop for Board of Trustees FY2022, February 2021 MS0413.



STANDARD II: ETHICS AND INTEGRITY

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and present itself truthfully.

Requirements of Affiliation (ROA)

ROA #1 - The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates. Institutions that offer only postsecondary certificates, diplomas, or licenses are not eligible for accreditation by the Middle States Commission on Higher Education. (48-50)

ROA #5 - The institution complies with all applicable government (usually Federal and State) laws and regulations. (48,50)

ROA #6 - The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org. (50)

ROA #12 - The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished. (50)

ROA #13 - A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict-of-interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body. (51,52)

ROA #14 - The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities. (53-56)

Overview

Anne Arundel Community College (AACC) demonstrates its commitment and adherence to ethics and integrity in all interactions with students, employees, visitors, and external community stakeholders. The college serves the campus community by remaining current on local, state, and federal laws and regulations; communicating institutional policies and procedures widely and transparently to the campus community; and ensuring compliance through accurate reporting of required information to the federal government, the state of Maryland, and other accrediting bodies.

The college values of Community and Relationships, Opportunity, Positivity, Innovation and Creativity, and Equity and Inclusion foster a campus climate that maintains the highest standards of respect and ethical behavior among students, faculty, staff, and administration. AACC affirms its commitment to these values through its policies, processes, and practices.

Criteria and Evidence

1. A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights

Academic and Intellectual Freedom and Freedom of Expression

Academic and intellectual freedom and freedom of expression are hallmarks of teaching and learning at AACC. The college's commitment to academic and intellectual freedom is documented in the college's Policy on Academic Freedom (57), in the College Manual section on Freedom of Teaching (58), and in the Faculty Handbook (59). Freedom of expression is covered in the college's Policy on Free Speech and Peaceable Assembly (60). In order to protect these freedoms, the college has a systematic and transparent process for making changes (61). Since the manual is by definition and content a collegewide codification, the college has a Manual Editing Committee (62) that examines it for needed revisions and calls concerned parties' attention to such needs. The process requires that the president recommend a revision to the board of trustees and receive the board's approval before moving forward with the process for incorporation into the manual.

Respect for Intellectual Property Rights

The college encourages faculty and staff to undertake creative works and to add new scholarship to the body of public knowledge, some of which may be protected by copyright, patent, trademark, trade secrets, and/or other laws. The Intellectual Property Policy (63) provides a protocol for establishing ownership, rights, and responsibilities with respect to intellectual property created, developed, or produced by faculty and staff during their employment at the college.

The college's Acceptable Use of Information Technology Resources Policy and its Procedures Governing Use of Information Technology (64) require that any user of information technology respect the intellectual property rights of others, including those protected under laws governing copyright, patent, trademark, and trade secrets. The procedures include a process for handling violations and include both internal sanctions and a referral to a law enforcement agency. The college outlines how students' academic work is handled in the Utilization of Student Work Policy (65) and the use of recording of class meetings and lectures in the Recording in the Classroom Policy (66).

Commitment through Communication and Guidance

The college president embraces a culture of free expression. For example, in an October 9, 2020, letter to the college, the college president addressed the federal Executive Order on Combating Race and Sex Stereotyping issued by the U.S. president (67). The college president reaffirmed both AACC's commitment to success through equity, diversity, inclusion, and antiracism efforts and to "academic freedom, integrity and the constant pursuit of knowledge."

During a recent internal grant process, college leaders communicated the importance of intellectual property by requiring instructors to sign an agreement that outlined the expectations for their work on developing or improving upon an online course. Within that agreement, there is a statement of ownership of the materials, or who owns the Intellectual Property, created as a part of that process and payment for the work (68).

The college has a process for ensuring the campus community can access appropriate guidance concerning copyright ownership and intellectual property, which falls under the college's Intellectual Property Policy (63). Questions regarding licensing and use of copyrighted materials or general questions about copyright are referred to the library. Allegations of infringement of copyrighted materials are referred to the office of the associate vice president for Learning and Academic Affairs, which provides support for sending takedown notices if materials created by the college or its employees appear on the internet without permission.

Commitment through Events and Activities

Beyond adoption and implementation of policies and procedures, the college shows its commitment to academic and intellectual freedom and freedom of expression through the organization of and participation in a variety of related events. Some of these events celebrate or honor a particular theme, and others focus on a current event or a college debate on a topic. Many of these events are open to the community.

Events and activities include discussions with local judges, attorneys, legislators, and faculty (69-74); explorations of issues connected to Women's History Month and Black History Month; and events centered around local, state, and national issues (75-78).

The Forum on the Judiciary is an annual public forum (69) established over 21 years ago that covers current events in the legal field with both national and local importance. Further evidence of intellectual and academic freedom, as well as freedom of speech, can be found in events organized by the Homeland Security and Criminal Justice Institute (70,79).

Another activity that showcases the college's commitment to academic and intellectual freedom and freedom of expression is the "Meeting of the Minds" program, which is an ongoing public forum for the campus community to discuss controversial issues in ways that promote civil discussion and mutual understanding. For example, in 2019, faculty panelists provided different viewpoints on the topic of holding companies accountable for the beliefs of the business owner. The discussion specifically centered around the presence of Chick-fil-A on campus and the intersection of religion, politics, and ethics (72). College faculty and staff organize a number of activities and events for the college and the community to support freedom of expression while developing further knowledge and understanding of certain topics.

Policy Creation and Maintenance

AACC recently adopted an improved system to establish a transparent, consistent, and standardized approach for all policies and procedures (80,81). The Policy on Development of Policies and Procedures and accompanying procedures have strengthened the process for the creation and maintenance of policies and procedures.

2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives

AACC recognizes the value of diversity and continues to invest resources into departments and programs that support a campus climate that fosters respect among students, faculty, staff, and administration. The college's Diversity, Equity, Inclusion and Antiracism (DEIA) Policy affirms the college commitment to a climate of respect for faculty, staff, and students (82). The Office of Inclusion, Diversity, Equity, Access, and Leadership (IDEAL) (41) provides resources to the campus community, fosters a community of inclusive excellence, works to remove barriers for historically underrepresented groups, serves to build and strengthen partnerships with diverse organizations and agencies in the community, and promotes intercultural relations and cultural competency to sustain an inclusive learning and working environment. Resources include a racial equity vocabulary guide (83), webinars (84), and custom training including the new collegewide DEIA policy as previously mentioned (31).

During onboarding processes, students, faculty, and staff have access to materials that set standards for conduct and interactions in the community. Paramount is the institution's mission, vision, values, and philosophy (1) and strategic plan (2), which outline the communal goals and foundation for the college's work. Inclusion, opportunity, and engagement are among the common themes in those items. More specific standards for students are found in the Student Handbook (85) and Code of Student Conduct (86). The board of trustees, college administration, faculty, and staff rely on the College Manual (87) for their standards.

The climate of respect is further fostered through student and employee engagement. Clubs and organizations dedicated to fostering a welcoming environment include the Gay-Straight Alliance (88) and Students Out to Destroy Assumptions (89). The Black Faculty and Staff employee resource group provides support, mentorship, and professional development for Black faculty and staff (90).

The college provides resources to support the diverse population across the campus. One example is the Student Achievement and Success Program [SASP] (91), which supports students who may have barriers and challenges that affect their academic success. The African American Leadership Institute (92), open to all employees, provides targeted mentorship and leadership development training with a DEIA lens to create a diverse leadership pipeline. The Disability Support Services Ambassador Program (93) is a community of administrators, faculty, and staff who actively advocate for individuals with disabilities. The college conducts periodic assessment of its campus climate through surveys such as the Sexual Assault Campus Climate Survey (94), which is designed to explore the sexual assault climate on campus, and the annual Cultural Diversity report (95,96), which assesses the college's Plan for a Program of Cultural Diversity (97).

3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably

The college provides procedures for students, faculty, and staff seeking to resolve complaints against college employees. These procedures are established to resolve matters fairly and in a timely manner. They are implemented through the faculty or staff member's constituency group procedures for employees, and through the procedures in the Student Handbook for students. All complaints regarding discrimination, for both employees and students, are reported to the college's chief compliance and fair practices officer.

Grievance Procedures for Employees

Grievance procedures for administrative staff are documented and published in the Administrative Staff Code (98), while grievance procedures for professional and support staff are documented and published in the Professional and Support Staff Code (99). Procedures for faculty are documented and published in Personnel Policies for Tenured and Tenure Track Faculty (100), Personnel Policies for Term Contract Faculty (101), and Personnel Policies for Part-time and Special Term Contract Faculty (102,103). These procedures are available via the college's intranet.

Each of these documents outline clear and concise steps for the grievance procedure. This includes guidelines for what qualifies as a grievance, filing of the grievance, handling of the grievance through the chain of command, and actions to escalate the grievance if not resolved satisfactorily.

Although the college employs various procedures that provide employees with options to seek redress, the institution lacks a consistent collegewide policy on grievances. There is currently under development a collegewide employee grievance policy that would standardize the "grievance" definition, required response times, appeal processes, and documentation.

Complaint Procedures for Students

The college provides three distinct procedures for students seeking to resolve a complaint. The procedures address complaints about academic assessment; faculty members and instructional staff interactions with a student; and college staff interactions with a student. The AACC Student Complaint Procedures (104) are published in the Student Handbook, available via the AACC website. Additionally, students are directed to complaint policies and procedures on course syllabi, in the Student Handbook, and in the virtual new student orientation.

The Student Complaint Procedures are established to resolve student grievances fairly and in a timely manner. The procedures provide for a reporting protocol initiated with the specific instructor or staff member and escalation to the next line supervisor or administrator. If resolution is not satisfactory, the student may appeal to the responsible vice president, whose decision is final. Complaints that rise to the level of the vice president are monitored for resolution (105).

A review of existing student complaint procedures shows some inconsistency with language, terminology and process (104).

4. The avoidance of conflict of interest or appearance of such conflict in all activities and among all constituents

AACC is committed to the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents. AACC has various policies, procedures, and departmental protocols in place to protect against conflicts of interest among constituents. Conflicts of interest are largely governed by the board of trustees Conflict of Interest Policy (52), the college's Nepotism and Personal Relationships Policy (51) and associated Procedures (106), and Purchase Order Terms and Conditions (107).

Conflict of Interest, Purchasing, and Bidding

AACC has established strict protocols in its purchasing processes to avoid any conflicts of interest. The college prohibits employees from accepting incentives, gifts, or gratuities from vendors in exchange for conducting business, and requires employees not to have a personal interest with a vendor. In addition, the college's bidding process and awarding of contracts is open and transparent.

Annually, board members, directors and above, academic chairs, and employees with direct financial decision-making responsibility are required by the Maryland State Ethics Commission to submit a financial disclosure form so the public can be assured of the impartiality and independent judgment of those employees.

The college has established a hotline for reporting ethics concerns, red flags, fraud, waste, or abuse (108). The hotline is monitored by Management Advisory Services, and each report is reviewed by the associate vice president for Learning Resources Management (LRM); reports of misconduct are sent to the Office of Human Resources (HR) or the vice president for LRM.

The board of trustees adopted the current Conflict of Interest Policy on February 26, 2008, to ensure that the board "...members exercise, at all times, impartiality and independent judgement and avoid improper influence or even the appearance of improper influence" (52). The policy outlines and defines the potential conflict of both outside and inside interests. Each board member must submit an Acknowledgment Statement (109) to the board of trustees' general counsel after their appointment to the board and annually thereafter on July 1 (110). Board members are required to disclose any actual or potential conflict of interest on a particular matter before the board or a committee of the board, and if so, will not be counted in a quorum, may not be present when the matter is discussed or voted on, and may not discuss the matter with other board members.

Nepotism

AACC's Nepotism and Personal Relationship Policy was established to permit relatives or individuals in a personal relationship to be employed by the college and enroll in courses offered by the college while promoting fairness and preventing conflicts of interest (51). Employee-supervisor relationships are reviewed each time there is a new hire or promotion. Search, Promotion and Tenure, and Sabbatical committees are also reviewed for nepotism and adjustments are made to committees as appropriate to prevent conflicts of interest.

5. Fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees

The AACC HR office, office of the chief compliance and fair practices officer, IDEAL office, and the office of general counsel work to ensure fair and impartial practices in hiring, evaluation, promotion, discipline, and separation of employees. As an Equal Opportunity Employer, the college expressly prohibits all types of discrimination including, but not limited to, race, color, religion or creed, ancestry or national origin, sex, age, marital status, physical or mental disability, sexual orientation, gender identity, veteran status, citizenship, and genetic information.

Hiring

To ensure fair and equitable hiring, HR mandates adherence to hiring practices as outlined in the Recruitment Guide (111), published on the college intranet. Job postings include a commitment to diversity and are advertised on the college website and in a wide range of publications to promote a diverse applicant pool. The chief compliance and fair practices officer reviews all recruiting announcements to ensure language is consistent with the college's DEIA efforts and reviews all applicant pools for diversity.

To ensure candidates are evaluated fairly and consistently, search committee members complete training, and applicants are assessed and ranked using an HR-approved criteria grid (112). HR reviews and approves interview questions to ensure alignment with college values. A Justification for Selection Form (113) is completed for the selected hire, reviewed by the chief compliance and fair practices officer and divisional vice president, and approved by HR. All searches are thoroughly documented in HR's permanent recruitment files. The chief diversity, equity and inclusion officer, in collaboration with HR and the chief compliance and fair practices officer, has developed and implemented training for all HR professionals and hiring managers, supervisors, and search committee chairs to address Equal Employment Opportunity and Affirmative Action, and the potential impact of bias in the interview process. All search committees are reviewed and approved for diversity of membership by HR.

The college demonstrates commitment to diversity in the workforce in the implementation of its Affirmative Action Plan [AAP] (114). The AAP includes an audit and reporting system, which compares the college's existing employment percentages of different groups with the percentage of available qualified members in relevant geographic areas. The audit also includes an in-depth analysis of separation and termination data. The results of this audit inform the hiring and retention of employees at the college. The college is in the process of implementing recommendations from the audit, including hiring an ADA/Section 504 coordinator to further support compliance and an inclusive culture.

Evaluation and Promotion

Current evaluation and promotion processes are documented in the Administrative Staff Code (115,116), Professional and Support Staff Code (117), and Faculty sections (118-123) of the College Manual. Beginning April 2021, the college piloted a five-step coaching model program called EXCELL (124). This model requires coaching conversations, supported by HR training for managers and supervisors. In February 2022, this model was approved for all benefit-eligible staff. Conversations consist of standardized topics and are documented and reviewed by HR for compliance.

All full-time faculty are given annual faculty evaluations and comprehensive evaluations, as outlined in Sections 4.7 and 5.7 of the College Manual (121,123). These evaluations require multilayer approval and allow for submission of additional content for consideration. Part-time and/or adjunct faculty evaluation processes are outlined in Section 6.5 of the College Manual and may be conducted periodically (119). All faculty promotion policies are codified in the College Manual (118,120,122) and evaluated by the Promotion and Tenure Committee, operating in accordance with all guidelines and policies in the Promotion and Tenure Manual (125). Currently, a collegewide committee of faculty and administrators has developed and proposed a revised faculty evaluation process with intentionality around alignment with continuous improvement and DEIA. The proposed process is being piloted AY 2023.

Discipline and Separation

The College Manual outlines suspension (126) and termination (127) procedures for administrative staff, and the discipline (128) and termination (129) of professional and support staff. Full-time tenured faculty are subject to major and minor sanctions (130), as well as suspension or termination (131). Full-time term faculty are subject to minor sanctions (132) and suspension (133). The College Manual provides grievance processes for all employees (98-101) that include measures of recourse should employees wish to appeal the decision.

6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications

The college promotes honest and truthful communications to students, employees, and the public.

Strategic Communications manages, processes, and approves printed material for public dissemination and information posted to the college website. There is a clear mechanism and process for submitting and vetting new or revised web content via the web content ticketing system. For all college publications and communications, relevant and supporting data is easily accessible on its website. Strategic Communications oversees development, review, and publication of publicly disseminated materials. This includes marketing, recruiting, and admissions materials. Strategic Communications works with college personnel to provide standards, guidelines, and best practices for social media use.

The college's website includes the Higher Education Annual Disclosure Notice (134), listing a variety of transparency links and descriptions of areas of public interest about the college, such as financial information, security, and accreditation. The State Authorization page (135) cross-references AACC with the third-party institutions that have approved and accredited the college, such as the Maryland Higher Education Commission, the Middle States Commission on Higher Education, and the National Council for State Authorization Reciprocity Agreements.

In response to the COVID-19 pandemic, the president communicated weekly via email to employees and students. These communications were designed to keep the college community informed about evolving college policies and activities. These communications are archived and made available on the college website (136). Starting in March 2022, the president continues to provide updates as needed. The president addresses the full college annually at college convocation. Additionally, to provide an opportunity for employees to ask questions about current college events and policies, the president and vice presidents are given time on the agendas of all monthly constituency group meetings. They also attend and present information at the semi-annual Academic Forum meetings.

The provost/vice president for the Division of Learning also provided a weekly update email to inform the Division of Learning employees and staff of changes in college policies and activities that may impact the division. These weekly updates also included a virtual meeting that provided opportunities for employees to ask questions and share concerns about the college's response to the pandemic. Since the fall of 2021, the provost/vice president for Learning has offered informal listening sessions to hear directly from faculty, staff, assistant deans, and directors what they believe is going well and not going well in the division and how best the division leadership can support and engage them (137). During the spring 2022 semester, the provost/vice president for Learning also began offering a virtual presentation and dialogue regarding relevant topics to the Division of Learning, called the Learning Channel, each month to continue open lines of communication regarding areas that impact the division (138).

7a. As appropriate to its mission, services, or programs in place to promote affordability and accessibility

The college strives to keep the financial process simple and straightforward. The college actively promotes its affordability and communicates scholarships and financial aid options available for students.

Information about college costs, financing a college education, and financial aid opportunities, policies, and procedures are provided for students in a variety of places, including new student orientation (139), the financial aid office webpage (140), the catalog (141), and the Student Handbook (85). The college strives to make education affordable for all students. The college offers several options for students to receive credit for life experience and prior learning, such as advanced placement credits, which reduces time and expense. In addition, reduced tuition rates and scholarship opportunities are

available to students in specific populations, such as dually enrolled high school students, homeless and unaccompanied youth, SASP participants, first-year students, and veteran students. The President's Opportunity Scholars program provides scholarships for one student from each of the Anne Arundel County public high schools (142).

AACC complies with federal financial aid regulations [The Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA)] requiring financial aid offices to provide consumer information to current and prospective students. This includes a description of financial aid available, how to apply, eligibility, selection criteria, students' rights and responsibilities, criteria for continuing eligibility, Satisfactory Academic Progress standards, method of disbursement, terms of loans, repayment schedules, and exit counseling to assist students with making informed decisions regarding incurring debt. In addition, the school must disclose information regarding academic programs, costs, and outcomes. The regulation also discusses counseling for students receiving federal student aid loans and disclosures that must be made for private education loans.

AACC provides information regarding college costs and outcomes via the National Center for Educational Statistics College Navigator website (143). AACC's website lists tuition costs (144) and comparison costs for AACC and Maryland four-year institutions (145) and breaks down cost of attendance through an analysis of typical student living expenses (146). The financial aid webpage provides information on funding sources and options, college value, affordability, financial aid, and making informed decisions regarding incurring debt (140).

The financial aid office annually reviews the available content as well as departmental policies and procedures to ensure that correct and relevant information is made accessible in compliance with Title IV regulatory guidance on administrative capability (34 CFR 668.16, Standards of Administrative Capability). The Office of Financial Aid collaborates closely with admissions, the Office of Student Engagement, the cashier's office, the Response Center, and Records and Registration to ensure that all information on the AACC website is consistent, up-to-date, and follows current regulatory guidance from the Department of Education.

7b. As appropriate to its mission, services, or programs in place to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt

The financial aid office provides opportunities for students to understand college costs, funding options, responsibilities, and application procedures. The financial aid customer service team works closely with students as they navigate the financial aid processes. In 2022, the financial aid office added virtual drop-in sessions prior to the priority Free Application for Federal Student Aid (FAFSA) deadline of March 1. The financial aid office provides virtual and in-person outreach events, which have been well attended (147). Students can also request on-demand Zoom meetings.

The financial aid website (140) provides information and links for students to apply for federal, state, local, and institutional grants and scholarships. In the fall of 2021, financial aid launched a new financial aid self-services module (148), where students can find financial aid updates to their account including missing documents, view their aid letter, and link to their student bill.

The financial aid office makes every effort to ensure information is easily available and clear to students. Students interviewed for the purposes of this study reported that information available on the financial aid website is useful, easy to understand, and sufficient (149).

8a. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates

AACC is in full compliance with all federal, state and Commission reporting policies, regulations, and requirements, including institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates.

To comply with reporting requirements of the 1965 HEA and the 2008 HEOA, the college maintains a consumer information webpage (48) and a Higher Education Annual Disclosure Notice webpage (134). In compliance with the

Student Right-to-Know Act, the college posts graduation rates of full-time, first-time degree-seeking students, and student athletes receiving athletic-related financial aid. In addition, the college website features a policies webpage (150) with information on academic and collegewide policies, and a Fast Facts page (151) that provides data on demographics and full-time equivalency rates, as well as information about the college.

In accordance with state authorization sections of the institutional eligibility regulations issued under the 1965 HEA, as amended, the college maintains a Professional Licensure Disclosures webpage (49) with information about college programs that are designed to meet requirements for professional licensure or certification in Maryland. The page advises students to contact other states' licensing boards to determine whether a program of study and required courses meet the requirements for licensure or certification in states other than Maryland. The college also provides information about program licensure and program completion on individual department webpages. For example, the Nursing program webpage (152) provides statistics about the Registered Nursing program completion rate and performance on the Registered Nurse licensure exam.

8b. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding the institution's compliance with the Commission's Requirements of Affiliation

The college's compliance with the Commission's ROA is demonstrated throughout this self-study report and in the AACC Institutional Federal Compliance Report (Placeholder citation: (50)).

As part of compliance with federal, state, and local regulations, the college submits numerous reports that provide public external reporting of critical operations data, such as the Annual Security Report (Clery Report) (153), the Overdose-Reversing Medication Report (154), Student and Military Voter Empowerment Act Report (155), Equity in Athletics Disclosure Act Report (156), Sexual Assault Campus Climate Survey (94), and Cultural Diversity Report (95). These reports are prepared through a comprehensive and collaborative approach with the office of the chief compliance and fair practices officer, Department of Student Development, Department of Public Safety and Campus Police, Planning, Research and Institutional Assessment (PRIA), Office of Student Engagement, Athletics, and others. In addition, the PRIA webpage (157) provides information on learning outcomes assessment and program review, as well as links to the Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report (158).

8c. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion, and d. the institution's compliance with the Commission's policies

As part of the Commission's accreditation review cycle and monitoring policy, AACC submits Annual Institute Updates (53-56) that include data submitted to IPEDS regarding enrollment, student achievement, and financial information. The college discloses substantive changes promptly and accurately. For example, when the college closed the Teague Road location in 2020, a Substantive Change Request Form (159) was submitted to the Commission.

The college communicates any changes in accredited status through its accreditation liaison officer and the office of the associate vice president for Learning and Academic Affairs. Any substantive change documents are submitted through that office, with input from various members of the faculty, staff, and administration as needed and appropriate based on the nature of the change. Any substantive change documentation is reviewed and approved by the provost/vice president and the president prior to final submission to the Commission.

Faculty and staff applying on behalf of the college for program accreditation or reaccreditation through other accrediting bodies consult with the associate vice president for Learning and Academic Affairs to confirm consistency of information in how the institution describes itself to include accuracy of information related to the college's current accreditation status.

9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented

Historically, the college has assessed ethics and integrity through its diversity and equity-related policies, procedures, and programs. For example, the college administers a biannual Sexual Assault Campus Climate survey (94) and a biennial review of the college’s alcohol and other drug policy (160), which requires the college certify it has implemented policies to comply with the Drug Free Schools and Communities Act. Both reviews include inquiry on the college’s success in timely dissemination of policies and procedures, perceptions of the college’s response to reports of prohibited conduct, and equity in programming. Periodically, the college has conducted a campus climate survey (161) to assess the college’s strengths and weaknesses around diversity and inclusion efforts for faculty, staff, and administrators. Below is a figure that summarizes how the college has responded to the survey. The college leadership continues to review the survey and develop ways to implement the recommendations.

Figure 3: Recommendations from Campus Climate Survey and Focus Groups

Recommendation	Source	College Response
Improve management effectiveness	Survey, Focus Groups	Development of mandatory training for supervisors to increase competence and confidence of all current and supervisory leaders/managers, team and committee leaders, and aspiring leaders. AACC Leadership Matters implemented January 2022
Create policies & procedures that set expectations for employee behavior and create a safe and inclusive work environment	Survey, Focus Groups	Board Policy Oversight Committee started review of current policies and recommended development of new policies; Board approved new policies: Antiracism, Diversity, Equity and Inclusion; Academic Freedom; and Accessibility; revised other policies, like Nepotism and Personal Relationships; and implemented new policy and procedure for Development of Policies and Procedures, to ensure more inclusive process and stakeholder input
Review hiring process for consistency, fairness and transparency	Survey, Focus Groups	New Recruitment Guide was released 10/23/19, which provides results of a multi-year assessment and update of the recruitment process; significant changes have been made to improve consistency, provide training and infuse diversity and inclusion into the process. Process is ongoing.
Hire independent Federal Compliance Officer	Survey, Focus Groups	Position was created in Fall 2019; first person hired in December 2019. Position is now Chief Compliance and Fair Practices Officer
Strengthen communication between and among individuals and groups.	Survey	Creation of the Employee Engagement Work Team; implemented mandatory monthly Supervisor Forums; implemented Coaching Conversation Model for performance evaluations. Employee Engagement Work Team meetings ongoing; interim procedures developed for full-time faculty, staff and administrators for performance evaluations

In support of shared governance for the development of policies and procedures, the general counsel created a framework for policy infrastructure that was developed and shared with the president and vice presidents, the Board Policy Oversight Committee, and constituency groups, and ultimately adopted for policy actions. The process is inclusive, whereby faculty, staff, and students are invited and encouraged to provide feedback and serve on policy and procedure review committees (80). This new policy is discussed in more detail in Standard VII, Criterion 2d.

The Data Integrity Group (DIG) “assure[s] [the] accuracy of the college student data system related to student characteristics and academic experience. DIG leads a comprehensive review of student data and processes critical to the assessment of student engagement and completion” (162). DIG is collaborative in nature and draws members from different administrative units across the campus.

This focus on ethics and integrity is also prominent in the work of the college’s Institutional Review Board (IRB). As the public-facing webpage of the IRB indicates, “The IRB provides oversight of all scholarly research activities involving human subjects to ensure that ethical standards are followed and that the rights, welfare, and well-being of participants are protected. This is outlined in the Code of Federal Regulations (45 CFR Part 46, subparts A-D) for the protection of human subjects in biomedical and social-behavioral research, and in accordance with institutional policy and procedures” (163). The IRB provides oversight of scholarly research activities to ensure that ethical standards are followed and that the rights, welfare, and well-being of participants are protected (164). This includes any research involving human subjects, conducted on the college premises or elsewhere by faculty, staff, or students.

Impact of COVID-19

- The college’s commitment to ensuring ethical operations and integrity in fulfilling the mission of the institution continued during the global pandemic. The college emphasized transparency and committed to regular, ongoing, and clear communication of the factors informing its decision to move to remote operations (136,165). The college remained committed to ethical decision making and honest communication concerning college operations and issues, including employee paid sick leave, student attendance policies, the use of masks, imposition of a vaccine mandate, and an employee telework protocol. This is evidenced by the creation and implementation of an Interim Procedure on COVID-19 Vaccination, Testing, and Face Coverings (166), Interim Procedure on Reporting and Return to AACC (167), and a centralized email inbox for students and staff to report COVID status (168).
- Another example of how the institution engages in ethical practices can be found in the adjustments necessitated in response to the pandemic. For example, the health attestation and quarantine requirements (166) were frequently updated throughout 2020 and 2021 to keep up with requirement changes issued by the Centers for Disease Control and Prevention and the local health department.
- The college received more than \$13 million in direct student aid from the Higher Education Emergency Relief Fund in response to COVID-19. To ensure students were aware of how eligibility for these funds was determined, how the funds would be disbursed, and how students could appeal if they needed additional funds, the college created a new webpage dedicated to Federal Emergency Student Aid Funds (169).
- AACC adopted a COVID vaccine mandate for students in clinicals, internships, and externships in health care and clinic settings.
- During the spring 2022 semester, AACC provided an optional vaccine or testing program.
- AACC hosts an Anne Arundel County Department of Health vaccination clinic on campus.

Strengths and Opportunities

Strengths

- The college demonstrated resiliency and dedication of faculty, staff, and administration in the continual fulfillment of the college mission and goals and ethical decision making during crucial periods of the COVID-19 pandemic.
- The college provides adequate support and resources to its faculty and staff concerning academic and intellectual freedom, freedom of expression, and intellectual property rights.
- AACC capitalizes on the diversity among its students, faculty, staff, and administrators in developing a robust program of activities and opportunities to foster a climate of respect and appreciation of difference, in all forms, on campus.
- The college complies with all state and federal reporting policies as well as local, state, and federal regulations and requirements.

Opportunities for Improvement and Innovation

- Establish a centralized public-facing location to communicate policies, regulations, protocols, and procedures in transparent, accessible formats.
- Increase communication and provide training to support employee and student understanding of freedom of expression, free speech, and intellectual property rights.
- Develop and implement collegewide employee grievance policy and procedures, in accordance with the college's Policy on the Development of Policy and Procedures.
- Review and revise current student complaint policy and procedures to improve clarity and consistency of process.
- Collect and review student complaints to identify thematic issues that may require collegewide actions.

Standard II Evidence

ROA #1

- 48. Consumer Information MS0017.
- 49. Professional Licensure Disclosures MS0486.
- 50. Federal Compliance Report MS0623.

ROA #5

- 48. Consumer Information MS0017.
- 50. Federal Compliance Report MS0623.

ROA #6

- 50. Federal Compliance Report MS0623.

ROA #12

- 50. Federal Compliance Report MS0623.

ROA #13

- 51. Collegewide Policies -Nepotism and Personal Relationships Policy MS0004.
- 52. Board of Trustees Conflict of Interest Policy MS0223.

ROA #14

- 53. Annual Institutional Update to Middle States, 2018 MS0219.
- 54. Annual Institutional Update to Middle States, 2019 MS0220.

55. Annual Institutional Update to Middle States, 2020 MS0221.
56. Annual Institutional Update to Middle States, 2021 MS0222.

Standard II, Criteria 1

57. Board of Trustees Policy Manual - Academic Freedom Policy MS0010.
58. College Manual Section IV Tenured and Tenure-Track Faculty 4.2.3.4 Freedom of Teaching MS0456.
59. Faculty & Instructional Staff Handbook Excerpts - Academic Freedom MS0422.
60. Collegewide Policies - Free Speech and Peaceable Assembly MS0419.
61. College Manual Section I Introduction 1.4 Revisions to the College Manual MS0494.
62. College Manual Section III College Administrative 3.6.3 Manual Editing Committee MS0495.
63. Board of Trustees Policy Manual - Intellectual Property Policy MS0011.
64. Collegewide Policies - Acceptable Use of Technology Resources Policy MS0078.
65. Collegewide Policies - Utilization of Student Work MS0421.
66. Collegewide Policies - Recording in Classrooms MS0420.
67. President Dawn Lindsay message re Academic Freedom in light of President Trump's Executive Order October 9, 2021 MS0009.
68. Resiliency Stipend Award 2021 - Course Design Team Roles and Responsibilities MS0402.
69. Forum on the Judiciary - Covid and the Courts 2021 MS0496.
70. Engaged Scholarship Forum - Police - Leading During a Crisis Flyer MS0445.
71. Engaged Scholarship Forum - What Does it All Mean - Offering a Legal and Operational Analysis of the Suspension of Entry into the United States MS0502.
72. Meeting of the Minds Event - The Business of Politics and the Politics of Business MS0425.
73. Legal Studies Institute Presents - Negotiating the Wealth Gap to Achieve Success in Business MS0440.
74. Legal Studies Institute Presents - Embracing Gender and Racial Diversity on the Bench MS0442.
75. Women's History Month 2022 Events MS0447.
76. Black History Month Events Calendar 2020 MS0423.
77. Constitution Day Flyer 2020 MS0424.
78. The Legal Studies Institute Celebrates Constitution Day MS0378.
79. The Costs of Colorism Presentation Flyer MS0444.
80. Policy on Development of Policies and Procedures MS0162.
81. Procedures on Development of Policies and Procedures MS0163.

Standard II, Criteria 2

1. Mission, Vision, Values, and Philosophy MS0040.
2. Strategic Plan FY2021-24 - Engagement Matters II Excellence through Innovation MS0081.
31. Diversity, Equity, Inclusion, Antiracism (DEIA) Plan July 2022 MS0654.
41. Office of Inclusion, Diversity, Equity, Access and Leadership (IDEAL) MS0388.
82. Collegewide Policies -Antiracism, Diversity, Equity and Inclusion Policy MS0559.
83. Office of Inclusion, Diversity, Equity, Access and Leadership (IDEAL) -Racial Equity Vocabulary MS0439.
84. Office of Inclusion, Diversity, Equity, Access and Leadership (IDEAL) - Webinars MS0438.
85. Student Handbook Table of Contents MS0386.
86. Code of Student Conduct MS0387.
87. College Manual - Landing Page on Intranet MS0497.
88. Gay-Straight Alliance MS0432.
89. Students Out to Destroy Assumptions (SODA) MS0433.
90. Black Faculty and Staff Employee Resource Group Welcome Message MS0658.
91. Student Achievement and Success Program MS0276.
92. African American Leadership Institute MS0436.
93. Disability Support Services Ambassador MS0437.
94. Sexual Assault Campus Climate Survey 2020 - Results and Discussion MS0541.
95. Cultural Diversity Report to Maryland Higher Education Commission (MHEC)- 2021 MS0489.
96. Cultural Diversity Report to Maryland Higher Education Commission (MHEC)- 2020 MS0488.
97. Plan for Program of Cultural Diversity - Report to Maryland Higher Education Commission (MHEC)- 2018 MS0487.

Standard II, Criteria 3

98. College Manual Section VII Administrative Staff Code 7.9 - Grievance Procedures and Suspensions MS0337.
99. College Manual Section VIII Professional and Support Staff Code 8.8 - Formal Grievance MS0338.
100. College Manual Section IV Tenured Faculty 4.9 - 4.9.1.3 Grievance MS0339.
101. College Manual Section V Term Faculty 5.9.1-5.9.1.3 Grievance MS0340.
102. College Manual Section VI Part A Part-Time Faculty 6.7 Complaints MS0341.
103. College Manual Section VI Part B Special Term Contract Faculty 6.15 Complaints MS0342.
104. Student Complaint Procedures MS0325.
105. Student Complaint Tracking MS0642.

Standard II, Criteria 4

- 51. Collegewide Policies - Nepotism and Personal Relationships Policy MS0004.
- 52. Board of Trustees Conflict of Interest Policy MS0223.
- 106. Collegewide Policies - Nepotism and Personal Relationships Procedures MS0005.
- 107. Collegewide Policies - Purchase Order Terms and Conditions MS0006.
- 108. Report Fraud, Waste, Abuse, or Red Flags MS0503.
- 109. Board of Trustees Conflict of Interest Policy Acknowledgement Statement MS0225.
- 110. Board of Trustees Conflict of Interest Procedures MS0224.

Standard II, Criteria 5

- 98. College Manual Section VII Administrative Staff Code 7.9 - Grievance Procedures and Suspensions MS0337.
- 99. College Manual Section VIII Professional and Support Staff Code 8.8 - Formal Grievance MS0338.
- 100. College Manual Section IV Tenured Faculty 4.9 - 4.9.1.3 Grievance MS0339.
- 101. College Manual Section V Term Faculty 5.9.1-5.9.1.3 Grievance MS0340.
- 111. Recruitment Guide Human Resources 2021 MS0321.
- 112. Hiring - Sample Selection Criteria Grid MS0384.
- 113. Hiring - Justification for Selection Form Sample MS0385.
- 114. Affirmative Action Plan Executive Summary - 2020-2021 MS0523.
- 115. College Manual Section VII Administrative Staff Code 7.6 Promotion MS0023.
- 116. College Manual Section VII Administrative Staff Code 7.7 Evaluation MS0024.
- 117. College Manual Section VIII Professional and Support Staff Code 8.2.7 Performance Management MS0026.
- 118. College Manual Section VI Part A Part-Time Faculty 6.6 Promotion MS0030.
- 119. College Manual Section VI Part A Part-Time Faculty 6.5 Evaluation MS0029.
- 120. College Manual Section V Term Faculty 5.6 Promotion MS0032.
- 121. College Manual Section V Term Faculty 5.7 Evaluation MS0033.
- 122. College Manual Section IV Tenured Faculty 4.6 Promotion MS0036.
- 123. College Manual Section IV Tenured Faculty 4.7 Evaluation MS0037.
- 124. Excell Performance Conversation Worksheet MS0365.
- 125. Promotion and Tenure Manual June 16, 2021 - June 15, 2022 MS0322.
- 126. College Manual Section VII Administrative Staff Code 7.9.2 Suspension MS0025.
- 127. College Manual Section VII Administrative Staff Code 7.4.2 Termination MS0022.

- 128. College Manual Section VIII Professional and Support Staff Code 8.7.1 Disciplinary Procedures MS0028.
- 129. College Manual Section VIII Professional and Support Staff Code 8.3.3 Resignation MS0027.
- 130. College Manual Section IV Tenured Faculty 4.9.2 Minor Sanctions MS0038.
- 131. College Manual Section IV Tenured Faculty 4.9.3 Suspension MS0039.
- 132. College Manual Section V Term Faculty 5.9.2 Minor Sanctions MS0034.
- 133. College Manual Section V Term Faculty 5.9.3 Suspension MS0035.

Standard II, Criteria 6

- 134. Consumer Information - Higher Education Annual Disclosure Notice MS0013.
- 135. State Authorization MS0080.
- 136. Riverhawks Reunite Crisis Communications MS0636.
- 137. Spring Virtual Listening Sessions with the Provost/VPL MS0659.
- 138. Division of Learning Announcement - Learning Channel MS0660.

Standard II, Criteria 7a

- 85. Student Handbook Table of Contents MS0386.
- 139. New Student Orientation MS0392.
- 140. Financial Aid and Scholarships MS0315.
- 141. 2021-2022 Catalog Excerpt - Welcome Page MS0062.
- 142. President's Opportunity Scholarship September 2018 MS0540.
- 143. Anne Arundel Community College IPEDS Institutional Profile AY, 2020-2021 MS0016.
- 144. Credit Tuition and Fees MS0316.
- 145. Credit Costs & Payment MS0183.
- 146. Cost of Attendance MS0448.

Standard II, Criteria 7b

- 140. Financial Aid and Scholarships MS0315.
- 147. Financial Aid Outreach Schedule with Attendance Numbers MS0449.
- 148. Financial Aid Self-Services Module MS0317.
- 149. Affordability and Informed Debt Decisions - Student Input MS0167.

Standard II, Criteria 8a

- 48. Consumer Information MS0017.
- 49. Professional Licensure Disclosures MS0486.
- 134. Consumer Information - Higher Education Annual Disclosure Notice MS0013.

- 150. Policies webpage with links MS0018.
- 151. AACC Fast Facts webpage with links MS0021.
- 152. Programs & Courses - Nursing and Practical Nursing MS0019.

Standard II, Criteria 8b

- 50. Federal Compliance Report MS0623.
- 94. Sexual Assault Campus Climate Survey 2020 - Results and Discussion MS0541.
- 95. Cultural Diversity Report to Maryland Higher Education Commission (MHEC)- 2021 MS0489.
- 153. Annual Security Report 2021 - Department of Public Safety and Police MS0498.
- 154. Annual Report on Incidents Requiring the Administration of Overdose-Reversing Medication 2021 MS0527.
- 155. Student Voting Plan Submitted in Compliance with the Student and Military Voter Empowerment Act FY2022 MS0539.
- 156. Equity in Athletics Data Analysis - US Department of Education MS0391.
- 157. Office of Planning, Research, and Institutional Assessment (PRIA) webpage with links MS0020.
- 158. IPEDS Data Feedback Report 2020 - Anne Arundel Community College MS0041.

Standard II, Criteria 8c

- 53. Annual Institutional Update to Middle States, 2018 MS0219.
- 54. Annual Institutional Update to Middle States, 2019 MS0220.
- 55. Annual Institutional Update to Middle States, 2020 MS0221.
- 56. Annual Institutional Update to Middle States, 2021 MS0222.
- 159. Substantive Change Request Form - Teague Road Closure MS0043.

Standard II, Criteria 9

- 80. Policy on Development of Policies and Procedures MS0162.
- 94. Sexual Assault Campus Climate Survey 2020 - Results and Discussion MS0541.
- 160. Drug-Free Schools and Campuses Act - Alcohol and Other Drugs Biennial Review 2018-2020 MS0526.
- 161. Employee Campus Climate Survey Presentation 2019 MS0260.
- 162. Data Integrity and Data Governance Presentation - November 2020 MS0430.
- 163. Institutional Review Board MS0431.
- 164. Institutional Review Board (IRB) Open House Presentation November 2021 MS0538.

Impact of COVID-19

- 136. Riverhawks Reunite Crisis Communications MS0636.
- 165. Digest of COVID Communications between March 10 2020 - April 8 2020 MS0635.
- 166. Interim Procedure on COVID-19 Vaccination, Testing, and Face Coverings January 2022 MS0358.
- 167. Report and Return to AACC - Interim Procedure on Covid-19 Reporting and Return to AACC MS0524.
- 168. Covid Status and Questions Email - Excerpt from Interim Policy regarding COVID-19 -Section XV MS0525.
- 169. CARES Act - Federal Emergency Student Aid Funds at AACC MS0318.



STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Requirements of Affiliation (ROA)

ROA #8 - The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes. (32,141,170-173)

ROA #9 - The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality. (20,21,171,174-177)

ROA #10 - Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments. (2,30,170,178-189)

ROA #15 - The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs. (13,119-123,190-200)

Overview

Anne Arundel Community College (AACC) responds to the diverse needs of the community by offering high-quality, affordable, accessible, and innovative lifelong learning opportunities. AACC meets the criteria of Standard III through a systematic program approval process, qualified and well-trained faculty, sufficient resources to support student learning, and a comprehensive program review process.

Criteria and Evidence

1. Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning

AACC offers more than 90 associate degree programs, over 70 certificates, and more than 15 letters of recognition. Programs leading to the Associate of Arts (A.A.), Associate of Science (A.S.), Associate of Arts in Teaching (A.A.T.), and Associate of Science in Engineering (A.S.E.) degree programs are designed to prepare students for transfer into a four-year institution upon completion (170). Associate of Applied Science (A.A.S.) degree programs provide students with the preparation to immediately enter the workforce upon completion. Although A.A.S. degree programs are not intentionally designed to transfer to a four-year institution, AACC has established several transfer agreements for selected A.A.S. degrees to provide options for students.

All degree programs include a distribution of general education courses. The general education requirements support a coherent learning experience and promote synthesis of learning by providing a foundational, interdisciplinary curriculum fostering knowledge, skills, and perspectives that enable critical thinking, global awareness, lifelong learning, and community engagement (179). The curriculum guides students in building a broad knowledge base from which to continue their educational growth. The general education requirements are described in detail later in this standard. Most associate degrees require 60 credits, consisting of general education, program requirements, and electives that contribute to the student's achievement of a degree in that field (201).

Certificate programs require at least 12 credits and allow students to earn a credential for acquired knowledge, skills, and abilities focused in specific discipline areas. Letters of recognition are available to students who complete a set of courses totaling fewer than 12 credits and are typically stackable into a certificate and/or associate degree program (170).

Across the fall 2019, 2020, and 2021 terms, between 73.8 percent and 75.3 percent of students were enrolled in an associate degree program. Over the same three fall terms, between 6.7 percent and 7.5 percent of students were enrolled in a certificate program. A survey of new students entering in fall 2021 showed that 64 percent of the students surveyed planned to complete an associate degree or certificate program at AACC. Specifically, 47.7 percent indicated they planned to complete an associate degree and then transfer to another institution, 8.9 percent planned to complete their degree and go directly into the workforce, and 7.2 percent planned to complete certificate programs. Sixteen percent of students indicated plans to transfer before completing their degree (202).

The programs of study at AACC are grouped into fields of interest around similarity of curriculum and careers in those fields. The fields of interest are Architecture and Interior Design, Business, Customized Transfer Program, Engineering and Math, General Exploration, Health and Human Services, Hospitality Management and Culinary Arts, Humanities and Social Science, Law and Criminal Justice, Science, Skilled Trades, Teacher Education, Technology, and Visual Arts. Program planning tools, described later in this standard, are organized alphabetically and by field of interest to aid students in understanding degree requirements and the recommended sequence of courses, helping to facilitate a coherent experience. All programs at AACC comply with the requirements established by the Department of Collegiate Affairs within the Maryland Higher Education Commission (MHEC). This department reviews all programs to ensure they meet the requirements within the Code of Maryland Regulations (COMAR 13B) (174). Prior to an AACC program being presented for approval by MHEC, it must go through the AACC internal approval process managed by the Educational Policies and Curriculum (EPC) committee and then approved by the Academic Forum and the board of trustees.

The EPC committee is a majority faculty committee chaired by the associate vice president for learning and academic affairs. EPC reviews new courses and programs, as well as modifications to existing courses and programs, in a systematic process designed to ensure all programs provide coherent learning experiences and a synthesis of learning for students (175). The new program or course process typically starts with faculty and administrators seeking information from their field and industry leaders within the community to determine the academic program needs within a given field.

Course and program proposals are submitted by the originator, typically the faculty member, to EPC for review. The process follows an established series of steps to ensure all requirements are met prior to being submitted to MHEC. This comprehensive process also ensures cohesiveness to all AACC academic programs (171). EPC also reviews courses and programs for contact, lab and testing hours to ensure compliance with MHEC standards for the awarding of credit.

Over the past two years, EPC has begun requiring all new and major revision proposals to include a narrative that describes how courses and programs address diversity, equity, inclusion, and antiracism (DEIA) (203) in alignment with the college’s increased focus on DEIA. Program proposers are required to consult with DEIA faculty resource mentors to review and reflect on how the program and courses meet the college commitment to DEIA (175). The EPC committee has reviewed 93 DEIA narratives to help compile data on DEIA within the college’s current curriculum.

Figure 4: DEIA Narratives Submitted to EPC 2021-2022

School	Course Narratives Submitted	Program Narratives Submitted
Science, Technology, and Education	19	5
Liberal Arts	14	0
Continuing Education and Workforce Development	0	0
Health Sciences	31	3
Business and Law	21	0

The current effort in EPC is assessing the impact of the narratives from the faculty and student perspective. An EPC ad hoc subcommittee was created and has launched assessment efforts using focus groups, professional development, and data discussions.

Aligned with this effort, AACC also has a signature DEIA program called Model Course. In the first year of this program, small teams develop and implement interventions to address DEIA in a course. More than 20 courses have been through this program and implemented DEIA interventions within the courses (204).

Over the last five academic years, EPC has reviewed more than 1,300 proposals. These included more than 130 new courses, 800 course modifications, 85 course deletions, 15 new programs, 280 program modifications, and 50 program deletions (205). The new degrees during that time were Visual Arts Transfer – Studio Arts, Technical Studies: Apprentice (A.A.S.), Histotechnician (A.A.S.), American Sign Language (A.A.), and Dental Hygiene (A.A.S.). The new certificates were Spanish, Production Design, Medical Laboratory Assistant, Life and Engagement Coach, Interprofessional Healthcare, Fundamentals of Cooking and Baking, Data Literacy, and Cisco Certified Network Professional.

To facilitate student degree completion, AACC reduced the amount of time students need to spend in developmental courses, specifically in developmental English and math. In alignment with Maryland’s College and Career Readiness and Completion Act of 2013, the AACC Mathematics Department brought to scale a revised mathematics curriculum in fall 2019 following five years of curriculum development and revision. The developmental math program is organized into three math pathways, Quantitative Foundations, College Algebra Foundations, and Calculus Foundations, each of which consists of one developmental math course to prepare students for the credit math course or for corequisite developmental/credit math courses. Pathways align mathematics course outcomes with programs of study, streamline progression to relevant college-level coursework, and reduce time spent in developmental courses. Several of the developmental math courses are offered as a corequisite model and are paired with credit courses to provide students with additional support and shorten the time to success and completion. For example, the following courses are available as corequisite pairs: MAT 035/MAT 135 (Pre-Statistics and Statistics), MAT 037/MAT 137 (Introduction to College

Algebra and College Algebra), and MAT 045/MAT 145 (Introduction to Pre-Calculus and Pre-Calculus 1) (176). The previous developmental English and reading sequences required up to three reading courses and two English courses, depending on placement. Currently, students needing developmental English and reading take one of two paths. Students take one developmental academic literacies course, after which they go directly to the first credit-level English composition course, or they take a combination credit/developmental English composition course (ENG 101A/ENG 099).

2a. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies

AACC has several methods to ensure faculty and other professionals are rigorous and effective in teaching, assessment, scholarly inquiry, and service.

Teaching effectiveness is assessed through annual evaluations of full-time faculty, following procedures detailed in the College Manual (121,123). As part of this process, faculty members complete a professional record that outlines their teaching activities and includes examples of various learning assessments used to expand student learning. Faculty members are asked to reflect on any changes made to improve classroom teaching, courses, or curriculum. Supervisors use this document as part of the evaluation process.

Full-time faculty members also have comprehensive evaluations during the second and sixth years of employment, which include assessment of teaching effectiveness through classroom visits, in addition to assessment of professional development, department service, and college/community service. Comprehensive evaluations are also conducted as part of the promotion and tenure process, described in detail later in this standard.

Adjunct faculty members are evaluated by their supervisor for teaching effectiveness every 3 years or 45 faculty load hours and at the time of promotion. These evaluations include classroom observation, online/hybrid observation, student opinion forms, and evaluation of instructional materials (191).

A new faculty evaluation process is being piloted. This process is aligned with continuous improvement for faculty and incorporates equity, diversity, and inclusion. The evaluation includes teaching/job effectiveness, professional development, department service, and college/community service. The process also includes ongoing career coaching conversations. The strengths of the faculty member, demonstration of college values as related to teaching effectiveness, demonstration of evidence-based practices, and inclusive pedagogy that supports equity, diversity, and inclusion are assessed for teaching effectiveness (193).

Student learning is assessed primarily through learning outcomes assessment (LOA), which is led by faculty. This includes developing program and course outcomes, collecting and evaluating the data, and designing and implementing changes based on the results. The Office of Planning, Research and Institutional Assessment (PRIA) facilitates LOA and other college assessment efforts and provides assessment training for faculty and staff. In addition to workshops held throughout the year, PRIA offers two major events to support faculty training in assessment: Falling in Love with Data workshops (206,207) and the Summer Institute (208,209). Prior workshop topics include formative assessment techniques and inclusive assessment practices. The Summer Institute recruits presenters to share best practices, successes, and innovation from across the institution. LOA is described in further detail in Standard V.

Scholarly inquiry is promoted through a variety of activities, including participation and presentations at conferences, publications, journals, exhibits of artistic work, performances, leadership in professional organizations, and college-funded sabbaticals.

2b. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are qualified for the positions they hold and the work they do

Full-time Faculty and Instructional Staff

The college seeks to recruit, hire, and retain the most qualified faculty to lead and support the design, delivery, and assessment of student learning experiences. Full-time faculty hold the rank of instructor, assistant professor, associate professor, or professor, and instructional specialists hold a rank from I to IV. Minimum qualifications for initial appointment and promotion to each level are outlined in the College Manual (199,200). In the case of technical and career education, some teaching specialties may require professional credentials in addition to or in place of the minimum qualifications. Faculty who desire to be promoted to the next rank and meet the minimum academic requirements must go through a rigorous promotion process to include a comprehensive evaluation as indicated in the College Manual (118-123).

The College Manual outlines the obligations and required qualifications for full-time faculty. In addition to classroom instruction, each full-time teaching faculty must hold office hours, participate in department meetings and activities, and participate in shared governance. Faculty and instructional staff provide leadership and direction for the curriculum and the academic standards of the college and assist in advising students. Volunteer participation by faculty and instructional staff in student activities and organizations is recommended and encouraged (195,197). Participation in local, community, and regional activities is encouraged where the individuals feel they have the talent and ability to contribute (196,198).

Adjunct Faculty

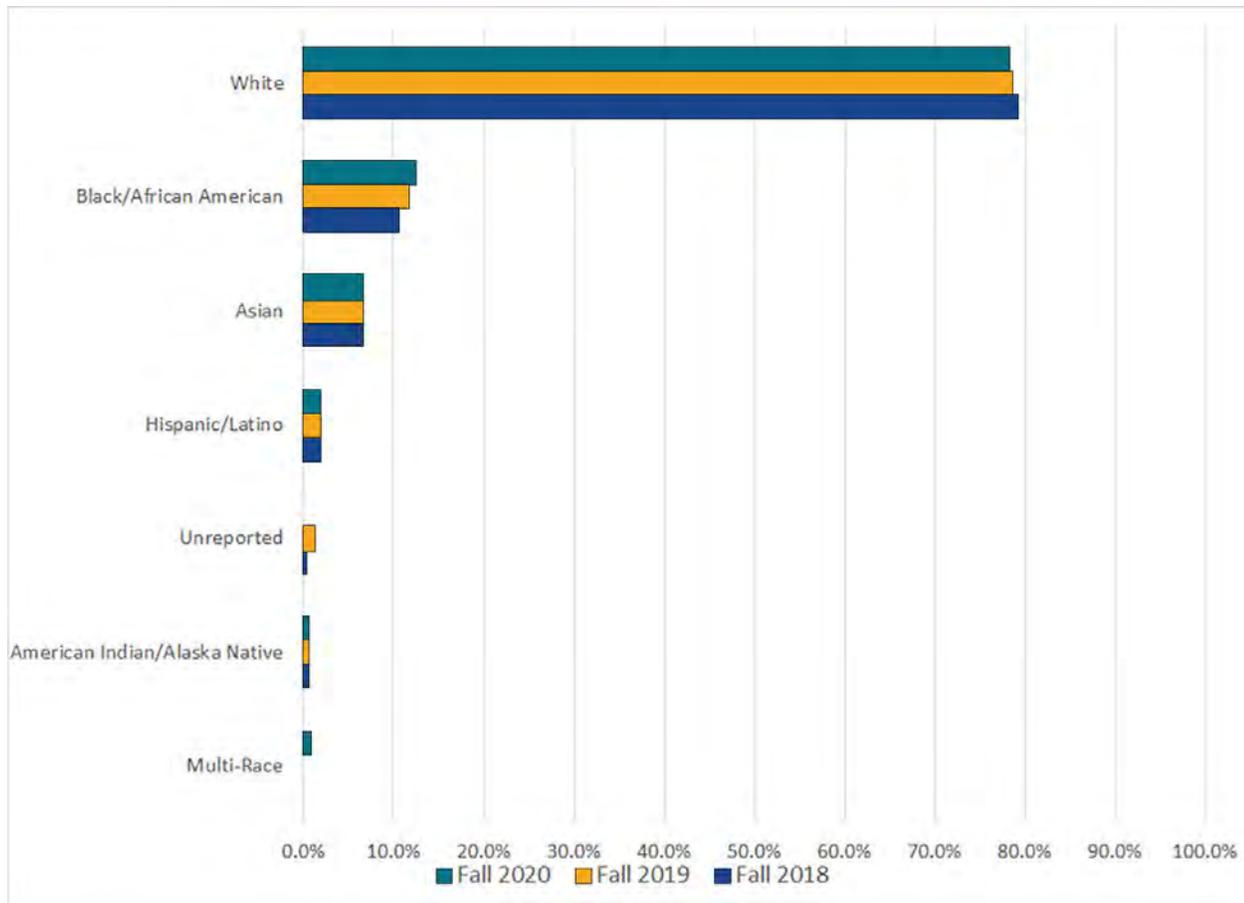
Requirements and qualifications for adjunct faculty are also outlined in the College Manual. All adjunct faculty will have the initial title of lecturer, with rank of I or II based on their academic credentials and professional experience per the manual. Lecturer III is a newly approved rank effective AY 2021-2022 to recognize the teaching excellence and contributions of adjuncts. The minimal initial qualifications for lecturer I, II, and III and requirements for promotion are set forth in the College Manual (118,210). Requirements for promotion to lecturer III were developed and published by the associate vice president for Learning and Academic Affairs (194). Adjuncts who desire to be promoted must go through a rigorous promotion process, including a formal evaluation.

Recruitment and Hiring

AACC's faculty and instructional staff recruitment processes are designed to ensure the hiring of qualified instructors. AACC is an Equal Opportunity/Affirmative Action employer, is committed to the power of diversity and the strength it brings to the workplace, and has a comprehensive Diversity Plan (Equity, Diversity and Inclusion Plan, 2018-2027 (211) and Affirmative Action Plan Executive Summary - 2020-2021, (114)]. Human Resources advertises faculty positions nationally to obtain the most talented and diverse pool of candidates. Search committee members participate in a required kick-off training each academic year (19). Search committees review job descriptions, develop standard interview questions and scoring rubrics for candidates, review and rank applications, and interview candidates. Adjunct faculty positions are advertised departmentally and via the college's website. These positions are filled by various schools of study and the process varies by department.

The college continues initiatives to hire more diverse faculty, as the majority of the faculty are white (Figure 5) (211-213), and do not reflect the growing diversity of our student population. Activities include review of advertisements, job descriptions, and postings to add inclusive language while avoiding biased language; advertisement of openings in nontraditional publications; required diversity and anti-bias training for search committees; and review of the search committees and applicant pools to ensure diversity. The chief diversity, equity and inclusion officer and the chief compliance and fair practices officer help promote a diverse pool of candidates through the hiring process outlined in the Recruitment Manual (111).

Figure 5: AACC Faculty Percentage by Race (From Tableau Dashboard Data)



2c. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are sufficient in number

As of fall 2020, the college had 237 full-time faculty and 712 adjunct faculty. The overall faculty-to-student ratio is approximately 18:1. AACC complies with COMAR Section 13b.02.02.17.G, which requires that at least 50 percent of the credit hours offered by an institution be taught by full-time faculty (190). Another factor that influences the faculty-to-student ratio is program accreditation. Programs that have accrediting bodies must comply with standards that are set by the accrediting body. AACC is currently in compliance with all accreditation standards regarding faculty-to-student ratios for all specialized programs.

When hiring new faculty for departments, a variety of factors are considered, such as enrollment trends, workforce demand, and the strategic initiatives of the college. Strategies to fill hard-to-hire positions include targeted marketing (i.e., professional and community organizations, hospitals, graduate programs) and incentive hiring packages (i.e., consideration of signing bonuses, increasing salary).

Decisions regarding faculty recruitment and the number of faculty are also based on department needs, including release time assignments to allow time for faculty to complete administrative tasks. Departments provide release time for a variety of reasons, including service as academic chair, course coordinator, adjunct coordinator, or clinical/fieldwork coordinator, as well as for special projects.

2d. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are provided with and utilized sufficient opportunities, resources, and support for professional growth and innovation

Professional Development Opportunities

Full-time faculty members are required to have a Professional Development Plan (PDP), which is updated every two years. The PDP includes professional goals developed around their discipline area, pedagogy, and professional experience, interest, and needs (178). The plan also includes objectives and proposed activities that support their goals.

In support of the college mission and vision, AACC invests in the following professional development opportunities (22,214–216):

- Tuition waivers for AACC noncredit and credit courses
- Tuition assistance for other courses
- Professional development reimbursement for approved activities
- Sabbatical leave for activities including further study, research, or other avenues leading to professional growth

Professional development opportunities for faculty are also offered through AACC’s Center for Faculty and Staff Development. Workshops offered support pedagogy, classroom technology, leadership, personal growth, DEIA, and college procedures. AACC also provides specific leadership training opportunities, such as the Leadership Matters and the African American Leadership Institute; an onboarding program for new employees; and an International Coaching Federation-accredited Engagement Coaching Program (30). Figure 6 provides an overview of professional development topics, enrollment numbers, and alignment with the college’s strategic plan objectives during FY 2021 and FY 2022 (217).

Figure 6: Professional Development Enrollments by Topic July 1, 2020 – June 30, 2022

Professional Development Topic	Strategic Plan Objective	Total Enrollment
Compliance (Mandated/Required) - Effective January 1, 2021, mandated training (VAWA, PSH, and Security Awareness) are out-sourced through an external vendor	Resources	392
Diversity, Equity, Inclusion, Anti-Racism (DEIA)	Excellence, Engagement	3,565
Engagement - Student, Faculty, Staff (Evaluation, Team Building, Conflict Resolution, etc.)	Excellence, Engagement	1,541
Instructional Technology (Classroom Apps, Canvas, Zoom, Teams in Classroom)	Innovation, Excellence	1,571
Leadership Development	Excellence, Engagement, Innovation	1,058
Operational Support (Budget, Purchasing, Payroll, etc.)	Resources, Engagement	354
Research Methods/Techniques	Innovation, Excellence	689
Student Support, Learning, Success, & Retention	Excellence, Engagement, Innovation	136
Teaching Effectiveness/ Pedagogy & Assessment	Innovation, Excellence	2,010
Technology Applications (Operational, non-instructional technology)	Innovation	1,209
Wellness and Personal Enrichment	Engagement	337
TOTAL Professional Development Enrollments		12,862

Professional Recognition Opportunities

AACC is committed to recognizing the achievements of its employees. For example, each year the college selects several full-time and adjunct faculty members and staff to receive the League Excellence Award from the League for Innovation in the Community College (218). AACC also nominates faculty and staff to receive the Dr. Martin Luther King Zeitgeist Award, which is bestowed annually at the Martin Luther King, Jr. breakfast (219). In addition, each year the college recognizes, with the Jill Loukides Award, full-time faculty who provide support to other faculty in teaching effectiveness, scholarly/professional growth and development, and department/college service (220).

2e. Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures

Faculty Annual Evaluations

All full-time faculty are evaluated annually by their supervisor. Policies, procedures, and expectations are described in the College Manual (121,123). The annual evaluation emphasizes teaching performance.

The College Manual requires that the written evaluation of teaching be thorough and concrete, so there is no ambiguity. A negative annual evaluation shall be clearly identified as such in the written evaluation. During any year in which a major decision concerning a teaching faculty member is to be made, the annual evaluation may be supplanted by the comprehensive evaluation. When a candidate is under consideration for tenure, a history of positive annual evaluations shall be considered strong evidence in support of the application for tenure.

Comprehensive Evaluations

For teaching faculty, a comprehensive evaluation that follows the criteria and procedures set forth in the College Manual is used to evaluate a faculty member's total performance during the second and sixth years of employment, and for each consideration for promotion or tenure (121,123). Faculty shall be evaluated on teaching effectiveness, scholarly/professional growth and development, department activities, and college and community activities (120,122).

Promotion Procedures

Promotion procedures are clearly articulated in the College Manual (120,122). Steps include:

- Written notification to eligible faculty members by the provost/vice president for Learning
- Certification of minimum eligibility by the faculty member
- Peer evaluation of the candidate
- Review and recommendation by the supervisor and dean
- Review of materials by the Promotion and Tenure Committee and recommendation to the provost/vice president for Learning
- Review of materials by the provost/vice president for Learning and recommendation to the president

After certifying that all qualifications have been met, the president recommends candidates for promotion to the board of trustees.

Candidates who receive a negative recommendation for promotion by the Promotion and Tenure Committee may correct weaknesses and reapply or request an evaluation of the negative recommendation (120,122).

Tenure

A full-time faculty member who has tenure has a continuous appointment subject to fulfillment of the duties and responsibilities of a faculty member and is protected from termination except for adequate cause as defined in the College Manual (221). The purpose of granting tenure is to provide an educational environment that encourages and protects freedom of inquiry and instruction. Tenure procedures are clearly articulated in the College Manual (222).

3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students can understand and follow degree and program requirements and expected time to completion

The official publication of academic programs is the college catalog (141), which is published annually.

Academic programs are properly vetted through the curriculum review and approval process through EPC, Academic Forum/Council, and appropriate departments prior to being presented in the college catalog. All programs are presented in a standardized format that includes information such as the official title of the major, the credits required, general education and program requirements, and program outcomes.

The catalog provides a planning tool that helps students understand the requirements for each degree program. This planning tool shows current and prospective students a suggested order in which courses should be taken over four terms. Icons are used to mark courses with prerequisites, courses that meet general education requirements, and courses that meet diversity requirements. To aid in supporting students, credit majors are organized into fields of interest around common curriculum (32). Students can search the planning tool by major or by field of interest. Current students can run an academic status report through their student portal to show their progress toward completing their current or desired program(s).

A Student Planning, Scheduling, and Registration tool was fully implemented in fall 2021. Students can view the program requirements for their major, monitor progress, select courses from each requirement category, create a stored graduation timeline detailing which courses will be taken in each desired term, modify plans as needed, and register from the timeline (172).

4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress

AACC provides robust learning opportunities and resources to support both the college's programs of study and students' academic progress. These resources include physical classroom and study spaces, tutoring and support personnel, library services, and various learning opportunities outside of the classroom. AACC offers resources at Arnold and at several offsite locations.

Student Achievement and Success Program

The Student Achievement and Success Program (SASP) is a support and retention program designed to increase academic success, retention, graduation, and transfer of students who may have significant barriers and challenges to overcome to realize their goals (91). More information about SASP can be found in Standard IV.

Tutoring Services

AACC encourages students to take advantage of the full-time tutoring faculty, peer tutors, study groups, computer labs, and online support. Some tutoring options offer general guidance, while others are intended for specific areas of study, such as math, English, reading, and science. Many services are available both in person and virtually.

The key tutoring services are one-on-one peer and Smarthinking online tutoring, the Writing Center, the Academic Literacies Lab, the Math Lab, Virtual Math Tutoring Center, business and accounting tutoring, and science tutoring. Students can request peer tutoring via the Tutoring page on the college website and are allowed up to 10 hours of free one-on-one tutoring per course. The Writing Center provides free assistance to students with one-on-one tutoring on a walk-in basis at Arnold and the Arundel Mills location. The Writing Center also offers remote tutoring in the Virtual Writing Center by appointment and drop-in. The Academic Literacies Lab maintains a physical drop-in space as well as an online presence in the college's Learning Management System. Academic Literacies Lab tutors help students strengthen academic skills, develop general learning and study strategies, and improve academic success (223,224).

Figure 7: Visits to Tutoring Services FY 2019 – FY 2022

	FY 2019	FY 2020	FY 2021	FY 2022
Visits to Arnold Math Lab	5,390	3,411	0	774
Visits to Arundel Mills Math Lab	1,839	1,508	0	9
Visits to Arundel Mills Technology Learning Center	N/A	34	0	0
Visits to Glen Burnie Technology Learning Center	57	76	0	2
Visits to Arnold (CRSC) Tutoring Lab	3,398	2,895	0	326
Students who requested Peer Tutoring	302	262	342	370

As a result of the college’s COVID-19 response, tutoring services were moved to an online-only format beginning in spring 2020. When in-person services resumed in fall 2021, the college continued to provide online tutoring options to students.

Figure 8: In-Person/Online: One-on-one, by appointment Peer Tutoring Session Data

Semester	Number of In-Person Sessions	Number of Online Sessions	Total Number of Sessions
Summer 2020	0	50	50
Fall 2020	0	546	546
Spring 2021	0	502	502
Summer 2021	0	107	107
Fall 2021	4	304	308
Spring 2022	52	207	259
Summer 2022	17	89	106

Supplemental Instruction (SI) is available in certain targeted courses, particularly science courses. SI is primarily composed of student leaders who have previously taken the class and who attend class with the students and then hold optional study sessions (225).

Military and Veterans

The Military and Veteran Resource Center provides this student population with a place to socialize, study, and seek assistance in accessing other college resources (226). These services contributed to AACC being named a 2021-2022 Military Friendly School (227).

Course Success Referral System

As a method of addressing early indicators that could hinder successful completion of courses, instructors used the Course Success Referral System, which directed students to support services and/or to consult with their instructor.

In spring 2018, the then-existing Faculty Referral System was revised and renamed the Course Success Referral System. Enhancements to the system included:

- Stronger subject line
- Focus on the action steps for students to improve
- Addition of an open text box for faculty to add custom messaging to the communication
- Common paragraph added to all emails with a link to non-academic support and resources
- Ability for instructors to select specific academic support services using the system.

PRIA reviewed data soon after implementation of the new Course Success Referral System. Figure 9 shows the number and percentage of full- and part-time faculty using the system in spring and fall 2018. In analyzing the course outcomes for the students who received a referral, in about one-fourth (25.2 percent) of enrollments in which a student received at least one referral, the student was ultimately successful in the course. PRIA also looked at all students who received a grade of D or F in a course during that time. Of the 7,519 total registrations where students received a D or F, in 1,928 (25.6 percent) of them, the instructor had submitted at least one referral. In the remaining cases, referrals were not submitted (228).

Figure 9: Course Success Referral System Use

	Spring 2018	Fall 2018
Total Full-Time Faculty	250	255
Full-time Faculty Submitting at least one Referral	150 (60%)	167 (65%)
Total Part-Time Faculty	591	584
Part-time Faculty Submitting at least one Referral	201 (34%)	222 (38%)

This system was in place until June 2022 when the supporting software (Web Advisor) was discontinued. The college is in the process of developing and evaluating a replacement system. In the interim, temporary measures have been put in place to refer students to advising and other services. For example, faculty are encouraged to use tools such as Canvas Analytics to help identify and communicate with students who need extra support. Instructors can make referrals by emailing information about students to the director of academic advising (229).

Andrew G. Truxal Library

In support of student learning, the Andrew G. Truxal Library provides access to thousands of electronic books, periodicals, and streaming media through its database subscriptions. The library's physical collections include thousands of print books and reference materials, as well as special reserve items like course textbooks and science and anatomical models. Librarians offer research support to library users through multiple platforms, including a library reference desk, chat service, email, and phone. Librarians provide information and literacy instruction to individual classes upon request. Additionally, the library offers an embedded librarian service for hybrid and fully online courses, providing research support and bibliographic instruction to students who would otherwise be unable to come to campus. The library building houses public computer labs on each of its three floors, two library instruction computer lab classrooms, multiple private group study rooms, and a silent study area on its third floor (230–233).

Technology

The pandemic has highlighted the critical role information technology will play in AACC's future. As a result, the need for agile, reliable, and dependable solutions, services, and support has never been more evident. The newly formed Division of Information and Instructional Technology has been working to "rethink" and "redefine" how we do business as an institution moving forward.

Three Technology Learning Centers, one each at Arnold, Arundel Mills, and Glen Burnie Town Center, provide access to computer resources, such as computers, printers, webcams, and a variety of specialized software, as well as technological support for students (234–236).

AACC is investigating technology and approaches that blend face-to-face and online learning in new ways. As of spring 2022, there are 11 HyFlex classrooms and two Owls (camera setups that highlight and shift focus to different people in the room when they speak) available for instructional use. The equipment allows the instructor, in-person students, and online students to all engage with each other seamlessly (237).

College Facilities (Instructional and Student Resource Space)

As detailed in Figure 10, AACC offers a variety of physical spaces in support of the student learning experience and academic success. These are spread across more than 15 buildings at Arnold and other locations.

Figure 10: College Space by Type

Space Type	Square Foot
Instructional space	115,890
Computer labs	247,000
Informal learning spaces, student lounges and study spaces	105,600
Other support to students (food services, bookstore, health services, etc.)	19,750

The following are examples of the college's efforts to provide state-of-the-art facilities in support of student learning.

The Center for Applied Learning and Technology (CALT) Building houses the Computer and Network Technologies, Architecture and Design, Engineering, and Continuing Education programs, along with student tech labs, architecture and engineering studios, and a conference center. The CALT Building features two student lounges, various informal learning spaces and study nooks for students, and open computer labs with tutoring services for computer applications, networking, and programming courses. Specialized instructional spaces include five dedicated networking and cybersecurity labs, four flipped-classroom computer labs, two interior design and three architectural design studios, a computer aided design lab, and construction, electronics, mechatronics, and engineering labs.

In December 2021, AACC completed the Clauson Center for Innovation and Skilled Trades. This building provides instructional space to deliver hands-on training to address the growing need for skilled trade workers in our community by providing real-world apprenticeships to successfully transition students into jobs with local employers. With the opening of the new building, AACC plans to launch six inaugural programs: electrical, forklift operator, HVAC, plumbing, welding, and finished carpentry (173). These programs were chosen based on data from economic trends, Anne Arundel County Department of Economic Development, and the Anne Arundel Career Center along with feedback from industry leaders.

The Health and Life Sciences Building opened to students in fall 2021 and houses the college's health and life sciences departments, including an expanding Nursing program. The building features a 160-seat lecture hall, large open spaces for study and collaboration, and a full health care simulation center with high-fidelity manikins. Additionally, the building holds 20 health science labs, 18 biology labs, aquaculture labs, a greenhouse, and an environmental health research center (238).

Sarbanes Center for Career and Civic Engagement

AACC's Sarbanes Center for Career and Civic Engagement provides students with the opportunity to extend learning beyond the classroom, make connections with local organizations, and prepare for careers. The Sarbanes Center for Career and Civic Engagement coordinates a service-learning program, student internships, and community service opportunities. In 2019, 389 students from 16 departments interned for 56 different employers and 597 students volunteered for service learning (21).

Honors Program

Eligible students may participate in AACC's Honors program. Students enrolled in this program have access to a designated honors lounge and direct access to honors-specific scholarships at identified transfer institutions. Honors students can enroll in established honors-designated courses in a variety of disciplines for honors credit. Students may also complete a special project-based learning experience with a faculty mentor within a non-honors section. Students who participate in the Honors program also have opportunities to participate in regular Honors program activities and are provided support in applying for scholarships to four-year institutions. Students may graduate from AACC with a special honors designation after completing a minimum of 12 credits of honors classes (177).

Undergraduate Research

In fall 2021, the college launched the *AACC Journal of Emerging Scholarship*, a multidisciplinary, peer-reviewed journal highlighting original scholarly work produced by students. The journal will be published annually, in print and online, and will disseminate faculty-mentored student contributions to the ever-growing bodies of knowledge in the sciences, humanities, arts, technology, and more. The journal is also a teaching tool, intended to guide students through the process of publishing high-quality work (20).

5a. At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field

General education at AACC is defined as the foundational, interdisciplinary curriculum fostering knowledge, skills, and perspectives that enable critical thinking, global awareness, lifelong learning, and community engagement (239). The general education requirements at AACC follow the guidelines put forth by the state of Maryland via MHEC and found in COMAR, Title 13B (240). MHEC defines "general education program" as a program designed to introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines; encourage the pursuit of lifelong learning; and foster the development of educated members of the community and the world. A general education course is suitable for a student in any curriculum. Each associate degree program includes a distribution of general education credits.

AACC's general education requirements are listed in Figure 11. Transfer degrees require 30-36 general education credits, while career degrees require 20-24 general education credits (170).

Figure 11: AACC General Education Requirements

Category	A.A., A.S., A.S.E., A.A.T	A.A.S.
Arts and Humanities	2 courses (6 credits)	1 course (3 credits)
Biological and Physical Sciences	2 courses including 1 lab (7-8 credits)	1 course (3-4 credits)
English Composition	2 courses (6 credits)	2 courses (6 credits)
Mathematics	1 course (3-4 credits)	1 course (3-4 credits)
Social and Behavioral Sciences	2 courses (6 credits)	1 course (3 credits)
Gen Ed Electives	Sufficient courses to meet minimum credits	Sufficient courses to meet minimum credits
Total Credits	30-36 credits	20-24 credits

These general education requirements include six credits of English composition, which is higher than the state requirement of three credits. This multicourse sequence was established to address an overall deficiency in writing skills as noted by faculty and the local workforce. In addition to the requirements above, AACC has college-specific general education requirements in diversity, technology, and wellness (239).

For a course to meet the general education requirement in the categories above, it must first be designated as a general education course. To obtain this designation, a course must meet identified outcomes and is evaluated by EPC and found to meet both AACC’s and MHEC’s definitions of general education (239,240).

AACC’s current definition of general education, general education requirements, and general education outcomes were reviewed extensively in 2015 and fully approved by Academic Forum by the fall of 2016. These requirements were implemented in AY 2019-2020. The current requirements were shaped by a comprehensive process led by faculty and the EPC committee to include broad input and participation of faculty across the college. This process also included a thorough review and assessment of the general education requirements of other Maryland community colleges and the needs of the local workforce and current programs.

5b. At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives

AACC’s general education requirements are designed so that students acquire and demonstrate essential skills. Consistent with the institutional mission and vision, AACC’s 10 collegewide core competencies (241) further support the foundation for lifelong learning. The college is committed to offering experiences that allow students to acquire, develop, and demonstrate growth in these competencies. Figure 12 presents where AACC’S general education requirements align with MSCHE expectations (179,241).

Figure 12: AACC General Education Requirements Aligned with MSCHE Expectations

Category	Oral and Written Communication	Scientific and Quantitative Reasoning	Critical Analysis and Reasoning	Technological Competency	Information Literacy	Diverse Perspectives
Arts and Humanities	X		X			X
Biological and Physical Sciences		X	X		X	
English Composition	X		X		X	
Mathematics	X	X		X		
Social and Behavioral Sciences	X		X			X
Diversity			X			X
Technology				X		
Wellness			X		X	

5c. At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills

As a U.S. institution, this criterion is not applicable to AACC.

6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula

As a two-year institution, this criterion is not applicable to AACC.

7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers

As a community college within the state of Maryland, AACC has the responsibility to promptly respond to all workforce development requests from the local business community. Due to changing workforce needs, the college may not currently have the training and services needed and therefore may use a third-party provider to deliver the services.

The college works with third parties to provide noncredit opportunities for students. The process for reviewing and approving third-party noncredit opportunities at AACC follows the guidelines set forth in the Continuing Education Manual for Maryland Community Colleges (180). According to this manual, the guidelines were designed and approved by MHEC and the Maryland Community College Association for Continuing Education and Training (181).

All noncredit courses, including those designed, delivered, or assessed by third-party providers, have an accurate course description and course outcomes that fully explain the knowledge and skills the student will have upon completing the course. An AACC-designated representative (currently the assistant dean of Continuing Education and Workforce Development Operations) thoroughly reviews the course descriptions, outcomes, and data supplied by the third party to ensure that these objectives are met and that the course meets the needs of the community.

8. Periodic assessment of the effectiveness of programs providing student learning opportunities

Faculty-driven academic program assessment provides evidence that programs support AACC’s mission and strategic plan and contribute to high-quality, equity-minded, and inclusive education. PRIA leads campus-wide assessment efforts (242), providing support for the development and implementation of learning assessment plans and for the validation and reporting of student learning outcomes at the program and course levels. Within PRIA, the director of assessment and instructional innovation provides leadership for academic program assessment (182).

Program assessment at AACC consists of two main parts: comprehensive program review and program-level LOA (183).

Comprehensive Program Review

Collaborative comprehensive program review at AACC is a reflective and analytical process that promotes the continuous improvement of academic programs. This internal self-evaluation and assessment practice enables AACC to document a continuous improvement procedure to both internal and external stakeholders. The program review process reveals opportunities for program improvement in keeping with AACC’s strategic plan goals of Engagement and Entry, Progress and Growth, and Retention and Completion (2). Academic chairs, assistant deans/directors, and deans use this information to set academic priorities, develop action plans, and allocate resources.

Programs undergo a comprehensive program review process on a staggered four-year cycle; about 25 percent of all programs are reviewed each year (184). Upon completion of the four-year cycle, every program the college offers will have been reviewed, and the cycle begins again (185). Below is a summary of the aggregate data and outcomes from the 2020-2022 program review.

Figure 13: AACC 2020-2022 Program Review Aggregate Data Summary

Academic Year	Types of Programs Reviewed (Degrees & Certificates)	Number of Programs Reviewed by Schools	Aggregate Data Summary and Outcomes
2020-2021	<ul style="list-style-type: none"> ▪ 5 Associated of Arts (A.A.) ▪ 4 Associate of Science (A.S.) ▪ 19 Associate of Applied Science (A.A.S.) ▪ 25 Certificates (CRT) 	<ul style="list-style-type: none"> ▪ 10 Business and Law ▪ 1 Continuing Education and Workforce Development ▪ 8 Health Sciences ▪ 12 Liberal Arts ▪ 22 Science, Technology, and Education 	<ul style="list-style-type: none"> ▪ 216 Tableau Dashboards created by PRIA and examined by faculty and staff ▪ Celebrated over 200 data points "meeting" or "exceeding" expectations ▪ Reflected on over 400 equity data points ▪ Created 16 snapshot action plans ▪ Identified data for improvement in 3 selective admissions programs ▪ Hired faculty to serve in 2-degree programs
2021-2022	<ul style="list-style-type: none"> ▪ 4 Associate of Science (A.S.) ▪ 4 Associate of Applied Science (A.A.S.) ▪ 1 Associate of Science in Engineering (A.S.E.) ▪ 3 Associate of Arts in Teaching (A.A.T.) ▪ 7 Certificates (CRT) 	<ul style="list-style-type: none"> ▪ 7 Business and Law ▪ 0 Continuing Education and Workforce Development ▪ 4 Health Sciences ▪ 1 Liberal Arts ▪ 7 Science, Technology, and Education 	<ul style="list-style-type: none"> ▪ 76 Tableau Dashboards created by PRIA and examined by faculty and staff ▪ Celebrated over 200 data points "meeting" or "exceeding" expectations ▪ Reflected on over 150 equity data points ▪ Created 7 snapshot action plans ▪ Identified 3 programs for inactive status

The PRIA office communicates which programs are up for review, the timeline for the review process, how to use Tableau data to begin the program review process (186), opportunities to attend a program review prep meeting, and specific directions for completing the program review (187). Tableau is a visual analytics platform that the college uses to support its data needs. Academic departments, both credit and noncredit programs, participate in these reviews. Vice presidents, deans, assistant deans/directors, academic chairs, research analysts, and faculty workgroups engage in this systematic, comprehensive, and cyclical process to ensure that programs meet students' educational goals. AACC degree and certificate programs are examined within the context of the college's current goals, priorities, and resources. The program review team is asked to reflect on the data and to provide a narrative, which typically provides qualitative information as well as interpretation of quantitative data with the goal of addressing how students are doing in the program and recommendations for continuous program improvement. Programs with recommendations for improvement, based on data contained in the Tableau dashboards, submit an action plan. Action plans include detailed items such as ways to increase access at various AACC locations, expanded course format options, intentional partnerships with and student referrals to support services, expanded articulation agreements, development of innovative programs and courses, streamlining program offerings, and ways to accelerate student goal completion. Action plans and progress towards recommendations are evaluated mid-cycle at the two-year mark.

A template is provided to the teams to compile their data, reflections, and assessment (188). Assistant deans/directors are responsible for submitting the completed narrative form. PRIA provides data to assist with the comprehensive program review, which is made available via Tableau dashboards accessible to faculty and staff (243). The program review dashboard provides disaggregated data to inform the review. Although the comprehensive program review takes place every four years, the dashboards are continuously available.

Program review is conducted with an equity lens. That approach is bolstered by the associated Tableau dashboards, which provide data as indicated below on success by racial and PELL eligibility status (189):

- Program Continuation
 - Provides data on Historical Fall to Fall Continuation, Overall AACC Continuation, 3-year % Change in Continuation, Continuation by Racial Equity, and Continuation by Class Equity (PELL)
- Program Headcount & Completions
 - Provides data on Historical Fall to Fall Completion and Headcount Average Credits Earned, 3-year % Change in Enrollment, and Awards
- Foundational Course Success
 - Provides data for the program's identified foundational course on Course Success Rate, Withdrawal Rate, Success by Racial Equity, and Success by Class Equity (PELL), each scored against the AACC overall success rate
 - A foundational course is typically the introductory course that serves as the prerequisite for more advanced courses within a subject area. Student success in a program's foundational course is essential to moving forward in that program.
- Program Outcomes Assessment & Value-Added
 - Provides data on Labor Market Forecast, Transfer to a 2-year Institution rate, Transfer to 4-year Institution rate, Top Transfer Institutions by Program, and Top Transfer Institutions Overall.

Program-Level Learning Outcomes Assessment

Program-level LOA is the process by which academic programs collect and evaluate data to determine how well students are achieving the learning outcomes for the program, referred to at AACC as program outcomes. Program outcomes are available to students in the college catalog. Program-level LOA is described in further detail in Standard V.

Impact of COVID-19

- AACC was forced to suspend in-person teaching and services in spring 2020 and extended spring break for students by two weeks. This time allowed faculty members to convert 1,250 classes to online modalities and gave students some time to prepare for online classes. That unexpected conversion to all remote learning presented challenges in effectively assessing students' learning outcomes. Instructional designers were available to assist faculty who needed to adapt their courses to an online format. Faculty new to teaching online were assigned a faculty mentor with online teaching experience. Some professional development was offered to help improve online course development and instruction.
- The college added a synchronous online delivery mode to provide students with some level of faculty interaction.
- AACC provided resources for students, faculty, and staff during the pandemic, including access to internet hotspots, webcams, microphones, loaner laptops, and other accessories, as well as food resources and counseling/crisis resources.
- Through the CARES Act, AACC implemented internal resiliency grants, which provided funding to faculty to develop online versions of existing courses in collaboration with instructional designers.

Strengths and Opportunities

Strengths

- Disaggregated data are available and widely accessible through Tableau dashboards, including course success and program continuation equity data.
- The college provided comprehensive COVID-19 response and recovery planning, resulting in minimal disruption of learning.

Opportunities for Improvement and Innovation

- Identify and provide additional faculty professional development opportunities designed to improve remote teaching and learning.
- Assess interventions targeted to increase student progress and completion.
- Assess current student placement procedures to evaluate effectiveness in student and course success.
- Expand intentional analysis of equity data and use of high-impact practices in the comprehensive program review process.
- Consider program planners that better accommodate certificates and part-time students.
- Continue and assess current faculty recruitment procedures to increase the diversity of faculty.
- Enhance accessibility of course materials that were developed in response to the pandemic.
- Encourage full- and part-time faculty to use the Course Success Referral System.

Standard III Evidence Inventory

ROA #8

- 32. Fields of Interest overview for credit and degree seekers MS0061.
- 141. 2021-2022 Catalog Excerpt - Welcome Page MS0062.
- 170. 2021-2022 Catalog Excerpt - About Our Credit Programs of Study MS0110.
- 171. Educational Policies and Curriculum (EPC) Committee Manual Section 2.3.3 Proposal Review and Approval MS0390.
- 172. Student Planning, Scheduling and Registration landing page MS0063.
- 173. Clauson Center Update - AACC Received Million Dollar Gift to Support New Trades Center MS0182.

ROA #9

- 20. AACC Journal - Professional Development Session for Reviewers MS0121.
- 21. Sarbanes Center for Career and Civic Engagement MS0119.
- 171. Educational Policies and Curriculum (EPC) Committee Manual Section 2.3.3 Proposal Review and Approval MS0390.
- 174. Maryland Higher Education Commission (MHEC) - Academic Programs and Institutional Approvals MS0104.
- 175. Educational Policies and Curriculum (EPC) Committee Manual MS0106.
- 176. Developmental Math Pathways MS0269.
- 177. About the AACC Honors Program MS0118.

ROA #10

- 2. Strategic Plan FY2021-24 - Engagement Matters II Excellence through Innovation MS0081.
- 30. Center for Faculty & Staff Development Annual Report FY07-FY20 MS0383.
- 170. 2021-2022 Catalog Excerpt - About Our Credit Programs of Study MS0110.
- 178. Full-Time Faculty Professional Development Plan MS0126.
- 179. 2021-2022 Catalog Excerpt - General Education Requirements MS0114.
- 180. Maryland Community Colleges Best Practices for Selecting Distance Learning Providers MS0051.
- 181. Maryland Community Colleges Standards of Best Practice for Partnerships MS0050.
- 182. Planning, Research, and Institutional Assessment (PRIA) - Staff MS0093.
- 183. PRIA - Learning Outcomes Assessment - AACC Course and Program Assessment 2017-2022 MS0056.
- 184. Program Review Schedule Spring 2022 Final MS0112.
- 185. Planning, Research, and Institutional Assessment (PRIA) - Program Review Resources MS0054.
- 186. Tableau Training Materials MS0094.
- 187. Planning, Research, and Institutional Assessment (PRIA) - Program Review Process and Timeline Spring 2021 MS0059.
- 188. Planning, Research, and Institutional Assessment (PRIA) - Program Review Form and Directions MS0055.
- 189. Program Review Dashboards MS0095.

ROA #15

- 13. President Dawn Lindsay message re Fall Convocation and Delayed Opening - 2017 MS0590.
- 119. College Manual Section VI Part A Part-Time Faculty 6.5 Evaluation MS0029.
- 120. College Manual Section V Term Faculty 5.6 Promotion MS0032.
- 121. College Manual Section V Term Faculty 5.7 Evaluation MS0033.

- 122. College Manual Section IV Tenured Faculty 4.6 Promotion MS0036.
- 123. College Manual Section IV Tenured Faculty 4.7 Evaluation MS0037.
- 190. Maryland Regulation - Minimum Requirements for In-State Degree-Granting Institutions - Faculty COMAR 13b.02.02.17 MS0475.
- 191. Adjunct Faculty Sample Classroom Observation Form MS0208.
- 192. Procedures for Spring 2022 Lecture III Promotion of Adjunct Faculty MS0209.
- 193. Joint Presidential Evaluations Committee - The Faculty Organization presentation May 2021 MS0286.
- 194. Procedures for Lecturer III Promotion of Adjunct Faculty MS0389.
- 195. College Manual Section IV Tenured and Tenure-Track Faculty 4.2.1 Teaching Faculty Load and Assignments MS0573.
- 196. College Manual Section IV Tenured and Tenure-Track Faculty 4.2.3.5 Conduct MS0574.
- 197. College Manual Section V Term Faculty 5.2.1 Teaching Faculty Load and Assignments MS0575.
- 198. College Manual Section V Term Faculty 5.2.3.5 Conduct MS0576.
- 199. College Manual Section V Term Faculty 5.3 Academic Qualifications for the Various Faculty Ranks MS0577.
- 200. College Manual Section IV Tenured and Tenure-Track Faculty 4.3 Academic Qualifications for the Various Ranks MS0578.
- 201. 2021-2022 Catalog Excerpt - Academic Regulations on Graduation Requirements MS0570.

Standard III, Criteria 1

- 170. 2021-2022 Catalog Excerpt - About Our Credit Programs of Study MS0110.
- 171. Educational Policies and Curriculum (EPC) Committee Manual Section 2.3.3 Proposal Review and Approval MS0390.
- 174. Maryland Higher Education Commission (MHEC) - Academic Programs and Institutional Approvals MS0104.
- 175. Educational Policies and Curriculum (EPC) Committee Manual MS0106.
- 176. Developmental Math Pathways MS0269.
- 179. 2021-2022 Catalog Excerpt - General Education Requirements MS0114.
- 201. 2021-2022 Catalog Excerpt - Academic Regulations on Graduation Requirements MS0570.
- 202. PRIA Research Brief - Fall 2020 New Student Entry Survey MS0484.
- 203. PSY 111 Equity Self-Reflection - Fall 2020 MS0414.
- 204. Model Course - Making Change at AACC MS0467.
- 205. Educational Policies and Curriculum Committee Activity Report 2016-2021 MS0669.

Standard III, Criteria 2a

- 121. College Manual Section V Term Faculty 5.7 Evaluation MS0033.

- 123. College Manual Section IV Tenured Faculty 4.7 Evaluation MS0037.
- 191. Adjunct Faculty Sample Classroom Observation Form MS0208.
- 193. Joint Presidential Evaluations Committee - The Faculty Organization presentation May 2021 MS0286.
- 206. Falling in Love with Data Workshop Schedule Fall 2021 MS0198.
- 207. Falling in Love with Data Workshop Schedule Fall 2020 MS0199.
- 208. Learning Opportunities, Summer 2020 MS0197.
- 209. Choose Your Own Adventure at the Virtual AACC Summer Institute 2021 MS0196.

Standard III, Criteria 2b

- 111. Recruitment Guide Human Resources 2021 MS0321.
- 114. Affirmative Action Plan Executive Summary - 2020-2021 MS0523.
- 118. College Manual Section VI Part A Part-Time Faculty 6.6 Promotion MS0030.
- 119. College Manual Section VI Part A Part-Time Faculty 6.5 Evaluation MS0029.
- 120. College Manual Section V Term Faculty 5.6 Promotion MS0032.
- 121. College Manual Section V Term Faculty 5.7 Evaluation MS0033.
- 122. College Manual Section IV Tenured Faculty 4.6 Promotion MS0036.
- 123. College Manual Section IV Tenured Faculty 4.7 Evaluation MS0037.
- 194. Procedures for Lecturer III Promotion of Adjunct Faculty MS0389.
- 195. College Manual Section IV Tenured and Tenure-Track Faculty 4.2.1 Teaching Faculty Load and Assignments MS0573.
- 196. College Manual Section IV Tenured and Tenure-Track Faculty 4.2.3.5 Conduct MS0574.
- 197. College Manual Section V Term Faculty 5.2.1 Teaching Faculty Load and Assignments MS0575.
- 198. College Manual Section V Term Faculty 5.2.3.5 Conduct MS0576.
- 199. College Manual Section V Term Faculty 5.3 Academic Qualifications for the Various Faculty Ranks MS0577.
- 200. College Manual Section IV Tenured and Tenure-Track Faculty 4.3 Academic Qualifications for the Various Ranks MS0578.
- 210. College Manual Section VI Part A Part-Time Faculty 6.4 Rank MS0579.
- 211. Equity, Diversity and Inclusion Plan, 2018-2027 MS0309.
- 212. Total Employees Analysis - Full Time Faculty MS0073.
- 213. Summary of Efforts to Diversify AACC Workforce, 2019-2022 MS0310.

Standard III, Criteria 2c

190. Maryland Regulation - Minimum Requirements for In-State Degree-Granting Institutions - Faculty COMAR 13b.02.02.17 MS0475.

Standard III, Criteria 2d

- 22. College Manual Section IV Tenured Faculty 4.8.2.10 Sabbaticals MS0550.
- 30. Center for Faculty & Staff Development Annual Report FY07-FY20 MS0383.
- 178. Full-Time Faculty Professional Development Plan MS0126.
- 214. College Manual Section IV Tenured Faculty 4.8.3.2-3 Tuition Reimbursement and Waiver MS0551.
- 215. College Manual Section V Term Contract Faculty 5.8.2.9 Sabbaticals MS0552.
- 216. College Manual Section V Term Contract Faculty 5.8.3.2-3 Tuition Reimbursement and Waiver MS0553.
- 217. Institutional Professional Development (IPD) Alignment and Data MS0671
- 218. League Excellence Award Nominations and Rubric MS0662.
- 219. Staff Members Receive MLK Awards - Campus Current MS0663.
- 220. Loukides Award Nominations and Rubric MS0661.

Standard III, Criteria 2e

- 120. College Manual Section V Term Faculty 5.6 Promotion MS0032.
- 121. College Manual Section V Term Faculty 5.7 Evaluation MS0033.
- 122. College Manual Section IV Tenured Faculty 4.6 Promotion MS0036.
- 123. College Manual Section IV Tenured Faculty 4.7 Evaluation MS0037.
- 221. College Manual Section IV Tenured and Tenure-Track Faculty 4.9 Major Sanctions MS0653.
- 222. College Manual Section IV Tenured and Tenure-Track Faculty 4.5 Tenure MS0580.

Standard III, Criteria 3

- 32. Fields of Interest overview for credit and degree seekers MS0061.
- 141. 2021-2022 Catalog Excerpt - Welcome Page MS0062.
- 172. Student Planning, Scheduling and Registration landing page MS0063.

Standard III, Criteria 4

- 20. AACC Journal - Professional Development Session for Reviewers MS0121.
- 21. Sarbanes Center for Career and Civic Engagement MS0119.
- 91. Student Achievement and Success Program MS0276.
- 173. Clauson Center Update - AACC Received Million Dollar Gift to Support New Trades Center MS0182.
- 177. About the AACC Honors Program MS0118.

- 223. Tutoring MS0277.
- 224. Writing Center and Virtual Writing Center MS0581.
- 225. Supplemental Instruction MS0582.
- 226. Military and Veterans MS0283.
- 227. Military and Veterans- AACC Recognized as Military Friendly School MS0583.
- 228. PRIA Research Brief - August 2020 - Course Success Referral System MS0670.
- 229. Student Success Referral MS0251.
- 230. Truxal Library's A-Z List of Databases MS0211.
- 231. Truxal Library Faculty Library Guide - Library Instruction MS0212.
- 232. Truxal Library - Library Guide for Faculty - Distance Learning MS0213.
- 233. Truxal Library Website Home page MS0214.
- 234. Technology Learning Center Software - Arnold Campus MS0132.
- 235. Technology Learning Center Software - Arundel Mills MS0133.
- 236. Technology Learning Center Software - Glen Burnie Town Center MS0134.
- 237. Technology Options for Hybrid-Flexible Teaching - Information Services Presentation MS0180.
- 238. Health and Life Sciences Building News - Where the Manikins Talk Back MS0210.

Standard III, Criteria 5a

- 170. 2021-2022 Catalog Excerpt - About Our Credit Programs of Study MS0110.
- 239. General Education Outcomes MS0115.
- 240. Maryland Regulation - General Education Requirements for Public Institutions COMAR 13b.06.01.03 MS0113.

Standard III, Criteria 5b

- 179. 2021-2022 Catalog Excerpt - General Education Requirements MS0114.
- 241. College-Wide Core Competencies MS0346.

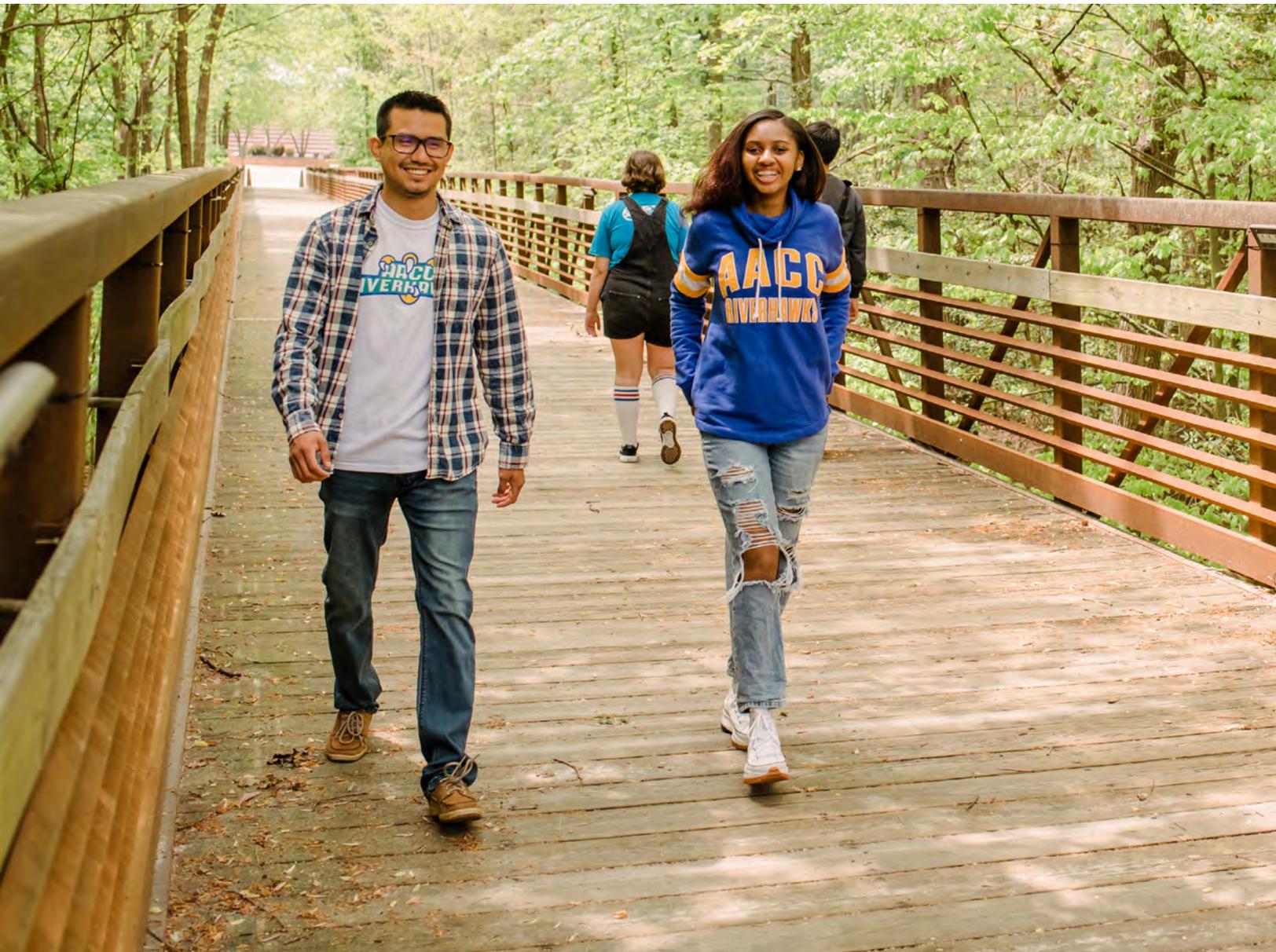
Standard III, Criteria 7

- 180. Maryland Community Colleges Best Practices for Selecting Distance Learning Providers MS0051.
- 181. Maryland Community Colleges Standards of Best Practice for Partnerships MS0050.

Standard III, Criteria 8

- 2. Strategic Plan FY2021-24 - Engagement Matters II Excellence through Innovation MS0081.
- 182. Planning, Research, and Institutional Assessment (PRIA) - Staff MS0093.
- 183. PRIA - Learning Outcomes Assessment - AACC Course and Program Assessment 2017-2022 MS0056.
- 184. Program Review Schedule Spring 2022 Final MS0112.

- 185. Planning, Research, and Institutional Assessment (PRIA) - Program Review Resources MS0054.
- 186. Tableau Training Materials MS0094.
- 187. Planning, Research, and Institutional Assessment (PRIA) - Program Review Process and Timeline Spring 2021 MS0059.
- 188. Planning, Research, and Institutional Assessment (PRIA) - Program Review Form and Directions MS0055.
- 189. Program Review Dashboards MS0095.
- 242. Planning, Research, and Institutional Assessment (PRIA) - Mission and Vision Statements MS0052.
- 243. Planning, Research, and Institutional Assessment (PRIA) - Data Corner Table of Contents MS0053.



STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Requirements of Affiliation (ROA)

ROA #8 - The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes. (244-247)

ROA #10 - Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments. (2,244,245)

Overview

The Anne Arundel Community College (AACC) commitment to providing supportive, positive, and enriching student experiences is substantiated by a wide range of support services and extracurricular and cocurricular offerings, both online and in person. These efforts focus on student engagement and success to ensure that students have equitable opportunities to achieve their educational goals. Fostering diversity, equity, inclusion, and antiracism is integral to sustaining a top-quality learning environment at AACC.

The following table summarizes the support to the student experience described in this Standard and in Standard III.

Figure 14: Description of Student Support at AACC

Support	General Description
"Costs and Paying for College" section of web page	Step-by-step instructions and information for both credit and noncredit students about financial aid and scholarships.
HelpLink	Provides temporary, short-term financial help to students for critical expenses.
Placement Methods	Opportunity for students to place into math and English courses using variety of methods, including standardized tests and high school GPA.
Developmental Math Pathways	Provide three options for students depending on their intended major.
Embedded support in Developmental English courses	Partnerships with Writing Center and the Student Achievement and Success Program (SASP) where embedded Writing Center tutor and academic success coach from SASP join Zoom session for one hour per week to support students.
ACA 100 Student Success Course	One-credit course helps students identify college support services, engage in academic planning, and practice habits of successful students, such as study skills, note-taking, and time management.
Tutoring Services	One-on-one peer tutoring and other services (detailed below).

Support	General Description
Academic Literacies Lab	Helps students strengthen academic skills, develop general learning and study strategies, and improve academic success.
Writing Center	Provides one-on-one tutoring on a walk-in basis at Arnold and Arundel Mills locations and provides remote tutoring via Virtual Writing Center.
Supplemental instruction	Optional study sessions in certain courses facilitated by a student leader who has previously taken the class.
English Language Learning and Adult Education office	Provides coursework in English as a Second Language to assist students in a successful transition into credit coursework or a noncredit workforce development program; offers support of coursework in Adult Basic Education, GED preparation, and the National External Diploma Program.
New Student Orientation	Designed to introduce new students to AACC as an institution and navigate the college experience; helps students to connect with other new students, student leaders, and their advisor; informs students of available resources.
First Year Experience	Designed to provide centralized resources to support students throughout their first academic year; offers weekly programs covering diverse topics including financial literacy, self-care for students, and resume writing.
Student Achievement and Success Program	Provides support, such as targeted advising, textbook loans, scholarships, and tutoring, to select populations of students to increase academic success.
Military and Veterans Resource Center	Offers assistance and peer support to all military-connected students, including active-duty service members, reservists, National Guard members, veterans, and their families.
Black Male Initiative	Offers Black male students at AACC specific support and resources, such as scholarships, mentoring, and leadership opportunities.
Academic and Transfer Advising	Guides students through the process of clarifying academic and career goals and selecting courses.
The Virtual Advising Center	Provides virtual advising by appointment and drop-in through the Learning Management System.
Course Success Referral System	Used by instructors to identify and notify students who are struggling in a particular course or courses.
Personal Counseling	Offers registered students free personal counseling services with Maryland-licensed clinical counselors; training for faculty and staff, including Mental Health First Aid and QPR Suicide Prevention.
Health and Wellness Center	Provides services and resources to promote and maintain student health, including medical emergency response, nursing assessment, over-the-counter medication dispensing, first aid, health care services referral resources, tobacco cessation, and substance abuse prevention education and support for students.
Disability Support Services	Provides support for students with disabilities and works with faculty and staff to ensure that students with disabilities receive reasonable accommodation consistent with ADA guidelines.
Student Success Coaches	Various schools and departments offer success coaches, acting as mentors, to advise students, helping mitigate barriers that may impact success.
Completion Projects	Review of student records to identify those who have completed degrees or certificates.
Student Planning and Registration Session	Allows students and advisors to create customized plans for completion based on students' academic goals, plan required courses, and register for courses.
Personal Registration Days	On-site or virtual registration at Anne Arundel County's public schools, participating private schools, and the county's home instruction students.
Transfer Agreements	Develops transfer pathways through partnerships with four-year institutions.
Sarbanes Center for Career and Civic Engagement	Helps students explore careers, provides internship and service-learning opportunities, and provides employment assistance.

Criteria and Evidence

1a. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds

AACC provides clear, accurate, comprehensive information to prospective and existing students regarding costs, payment plans, financial assistance, and refund policies. This information is easily accessible through the “Costs & Paying for College” section on the home page of the college website and via the college catalog (145,248,249). The college provides detailed, step-by-step instructions for both credit and noncredit (250) students who wish to apply for financial aid, internal and external scholarships, and noncredit financial assistance. Payment plans are available to students seeking phased-in payment options (251,252). College staff support students through a live web chat tool or in-person appointments. To reduce students being dropped from their classes for nonpayment, the cashier’s office communicates payment status with students at the time of registration and provides reminders through email, phone, and text as payment deadlines near (253).

Financial aid applicants and awardees receive regular communications throughout the financial aid application process (254). Students seeking financial aid access a personalized dashboard on the secure, password-protected, self-services MyAACC portal (148). The new self-service module was launched in the fall of 2021. The dashboard provides individualized and current communication regarding received and missing documents, as well as financial aid award details unique to each student. While AACC’s financial aid office communicates with students throughout their educational experience using this individualized dashboard, students are responsible for monitoring communication and responding appropriately to requests for additional documentation.

Emergency financial assistance is available through the Office of Student Engagement’s HelpLink emergency grant program (255). This program provides temporary, short-term financial help to students for critical expenses.

1b. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals

Prior to February 2019, first-time first-year students had the option of submitting qualifying Advanced Placement, SAT, or ACT scores to determine placement, or they could take the Accuplacer tests in an AACC testing center. The student success data did not support the efficacy of only using these placement assessments. In response to the student success data in developmental courses and the sunsetting of the Classic Accuplacer, the college created a strategic plan goal to research and implement multiple measures of assessment.

Beginning in February 2019, students use a combination of high school GPA and coursework, in addition to the Next Generation Accuplacer and previous placement exam scores, to determine English and math placement (256).

Students who successfully completed a college-level English or math course at another institution can request that their transcript be evaluated by the Records office to determine if prior coursework can be used to determine eligibility.

AACC provides a variety of support services to students who have been placed in developmental courses. AACC offers three developmental math pathways to meet math requirements as determined by a student’s chosen major at AACC and transfer program requirements to complete their credit-level math (176). Students whose program requires any general education math course may choose the quantitative foundations pathway or a more advanced pathway. When a student’s program requires college algebra, the student will follow the college algebra foundations pathway. When a student’s program requires pre-calculus or higher, the student follows the calculus foundations pathway. Pathways align mathematics courses with programs of study, streamline progression to relevant college-level coursework, and reduce time spent in developmental courses (257).

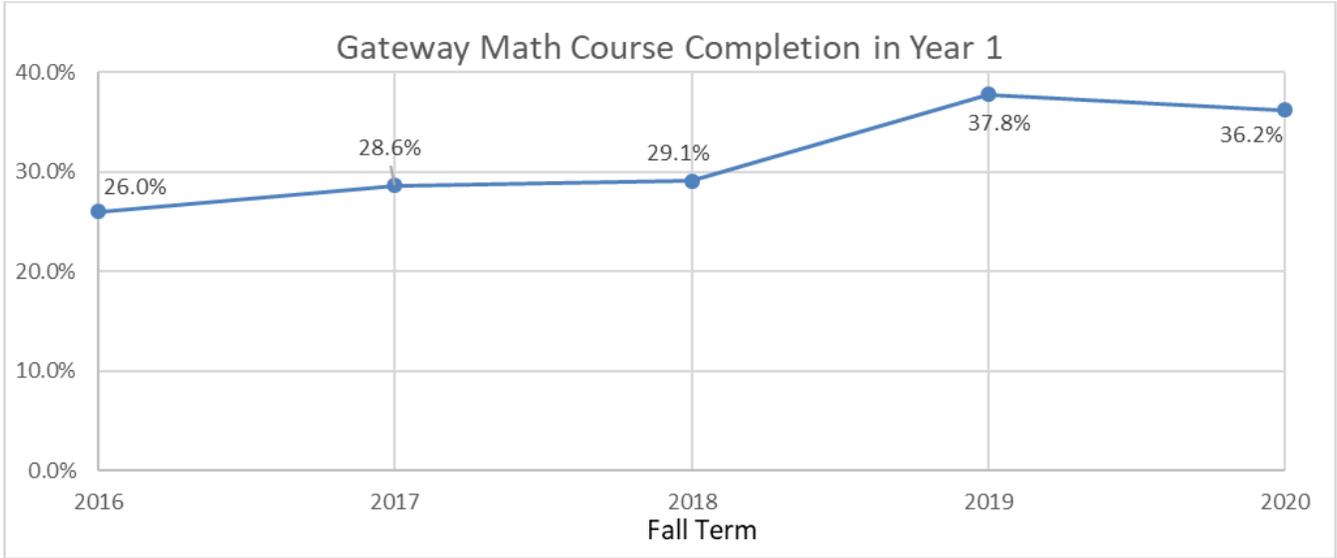
Several of the developmental math courses are offered as a corequisite model and are paired with credit courses to provide students with additional support and shorten the time to success and completion. For example, the following courses are available as corequisite pairs: MAT 035/MAT 135 (Pre-Statistics and Statistics), MAT 037/MAT 137 (Introduction to College Algebra and College Algebra), and MAT 045/MAT 145 (Introduction to Pre-Calculus and Pre-Calculus 1). Students can visit the Math First lab, where tutors are available to students who have been identified as needing additional help. AACC also offers tutoring through the Math Lab and Virtual Math Tutoring Center for all math students and embeds tutors in several developmental sections. During the height of the COVID-19 pandemic, part-time faculty tutors were embedded into most sections of developmental math courses. Additionally, at the end of the semester, students with grades of “incomplete” are contacted by the Math First lab staff and offered assistance in completing their courses. This assistance has yielded very positive results in helping retain students, enabling them to complete their math courses and continue in their programs of study (223).

Figure 15: Developmental Math Students Finishing Incomplete Grades with Department Support

	Students with Incomplete Grades	Students Successfully Completing	Percent Success per Academic Year
2018 - 2019	90	75	83%
2019 - 2020 (COVID 19 Shutdown Spring 2020)	147	108	73%
2020 - 2021	192	161	84%
2021 - 2022	151	130	86%

The following graph shows the Key Performance Indicator of the percentage of first-time students who complete a gateway math course in their first year (Source: AACC Tableau KPI Dashboard).

Figure 16: KPI First-Time Students Completing Gateway Math Course in Year One



AACC also offers developmental pathways in reading and English. Students who place into developmental reading take one developmental reading course, ACL 040 (Academic Literacies). Following successful completion of ACL 040, students register for the first credit-level English composition course (ENG 101A) with a developmental class (ENG 099) corequisite. Students with only a developmental English requirement, but no reading requirement, take the combination credit/developmental English composition course (ENG 101A/ENG 099). The content of ENG 101A and ENG 101 is the same, and all successful students proceed to ENG 102 to complete the English composition requirement.

For students enrolled in developmental English courses based on their placement, partnerships have been created with the Writing Center and the Student Achievement and Success Program (SASP). Each week, an embedded Writing Center tutor joins a Zoom session for one hour to help students with writing and research skills and to support the course instructor. An embedded academic success coach from SASP also joins via Zoom once a week for the first five weeks to build relationships with students and to let them know about different college resources. After the first five weeks, academic success coaches continue to support student success outside of Zoom. Students may book sessions with them directly, or instructors may ask the academic success coach to contact a student who is missing classes, not turning in assignments, or otherwise struggling. The team efforts of ENG 101A instructors, Writing Center tutors, and academic success coaches allow the college to make every effort possible to support student success. ENG 101A instructors also contact students directly and refer students to the Writing Center and the Academic Literacies Lab.

AACC prepares students for college success through the one-credit Student Success Seminar course (ACA 100) offered to, but not required of, all students. The purpose of this class is to teach students to identify college support services, understand faculty expectations, and engage in academic planning. Students also investigate and practice the habits of successful students, such as study skills, note-taking, and time management. Students identify learning strategies, explore career pathways, and set goals. The course concludes with each student developing an academic plan and tools to facilitate academic success in a diverse learning environment. Data collected from ACA 100 courses indicate a higher retention rate for those who completed the ACA 100 class than for those who did not (247). See figure below.

Figure 17: Fall-to-Fall Retention Percent for 2018-2019 and 2019-2020

	No ACA - 2018-19	ACA - 2018-19	No ACA - 2019-20	ACA - 2019-20
Full time	49	68.4	50.1	60.4
Part time	44.7	57.1	42.7	42.7
Male	44.5	65.6	42.3	53.6
Female	47.2	64.8	47	55.1
White	46.9	69.9	45.5	59.1
Non-White	44.8	59	43.8	47.3

Key tutoring services are one-on-one peer tutoring, the Writing Center, the Academic Literacies Lab, the Math Lab, business and accounting tutoring, and science tutoring. Students can request peer tutoring via the Tutoring page on the college website and are allowed up to 10 hours of free one-on-one tutoring per course (258).

The Academic Literacies Lab (259), located in the Andrew G. Truxal Library, provides students with customized tutoring in a variety of fields, including art, business, English, and history. The lab is designed to help students strengthen academic skills, develop general learning and study strategies, and improve academic success.

The Writing Center provides free assistance to students with one-on-one tutoring on a walk-in basis at Arnold and the Arundel Mills location. The Writing Center also offers remote tutoring in the Virtual Writing Center by appointment and drop-in (224).

Supplemental Instruction (SI) is available in certain targeted courses, particularly science courses. SI is primarily composed of student leaders who have previously taken the class and who attend class with the students and then hold optional study sessions (225).

To support students who need to build their English language skills, the English Language Learning and Adult Education (ELL and AE) office provides coursework in English as a Second Language for multilingual students. These services are designed to assist students to make a successful transition into credit coursework or a noncredit workforce development program, communicate more effectively in the workplace, and actively participate in daily life activities that are most often conducted in English. English skills classes are offered at a variety of sites throughout the county, and English for Academic Purposes classes are offered virtually or at an AACC location (260).

Students in need of a high school credential are also served by the ELL and AE office. AACC offers support of coursework in Adult Basic Education, GED preparation, and the National External Diploma Program throughout the county. Many of the programs offered by the ELL and AE office are completely supported by grant funds, making them more accessible to students who have financial constraints (261).

1c. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience

In support of Engagement Matters I, the college's 2017-2020 strategic plan, 20 work teams were charged with researching and assessing current programs and recommending changes to improve student success and completion and address equity gaps (12). Based on recommendations from these teams, specific enhancements, including resource allocation to support programmatic changes, were made to the New Student Orientation (NSO), academic advising, and other student services.

AACC offers a variety of programs designed to guide students throughout their educational experience. To promote student success and retention AACC has a comprehensive onboarding process that provides a roadmap for students to access services from beginning to end of their education journey.

New Student Orientation/First Year Experience

All newly admitted and registered students are invited to attend the NSO. The NSO is designed to introduce new students to AACC as an institution and navigate the college experience. Orientation helps students to connect with other new students and student leaders, as well as get to know their advisor. NSO, offered in person and online, provides a broad introduction to academic advising and other student services, informs students of available resources, introduces them to online tools, and prepares them for successful completion of college courses (139). Some programs, such as those in Health Sciences and Culinary Arts, require program-specific orientation for their new students.

After completing NSO, students transition into the First Year Experience (FYE) program. All first-year students are added into an FYE Canvas page designed to provide centralized resources to support them throughout their first academic year. FYE offers weekly programs covering diverse topics including financial literacy, self-care for students, and resume writing.

Student Achievement and Success Program

The SASP provides targeted support to select populations of students to increase academic success (91). Eligibility for SASP is determined by meeting one or more of the following qualifications: first-generation college student status, enrollment in at least one developmental course, qualifying for financial aid, being a member of an underrepresented group, or being a military or veteran-connected student. SASP offers various programs, scholarship opportunities, and advising centered on course selection and transfer plans. Eligible students benefit from SASP through ongoing support for the entirety of their educational experience at AACC.

SASP provides a student success and retention advisor to provide targeted advising to SASP students. Each student success retention advisor is assigned to a specific program/student population, for example, Black Male initiative, LatinX students, North County High School, Annapolis High School, Crosby Scholars, or military/veterans.

The Military/Veteran Resource Center (MVRC) offers assistance and peer support to all military-connected students, including active-duty service members, reservists, National Guard members, veterans and their families. MVRC staff provides remote and in-person assistance for each stage of the military-connected student's experience at AACC, including admissions, academic advising, setting-up GI Bill benefits, and course registration. The Arnold campus offers various amenities and social activities, including visits from external military and veteran support organizations. The MVRC is the "home" to the Student Veterans Association club, AACC's chapter of the Student Veterans of America national organization.

The Black Male Initiative offers Black male students at AACC specific support and resources, such as scholarships, mentoring, and leadership opportunities (262). SASP also offers a Summer Bridge to Success program (33) designed to ease the transition into college. To make this service accessible, it is free of charge and free transportation to the college is provided.

Academic and Transfer Advising

Academic advising is primarily provided by Academic and Transfer Advising (263), in which all students are assigned a member of the advising staff based on their fields of interest. Academic and transfer advisors guide students through the process of clarifying academic and career goals and selecting the courses that will fulfill degree and certificate programs while providing opportunities for progression into stackable credentials and four-year transfer. Students can meet with advisors remotely or in person at all locations, which makes advising accessible to students regardless of where and how they enroll in courses. Same day advising is available both virtually and in person; advising is also available remotely and in person by appointment. The academic and transfer advisors use the recently implemented Student Planning and Registration system to guide students through developing a plan for program completion, including the ability to select and register for courses for the next term. This tool supports program planning and completion.

Instructors can submit unsatisfactory interim/midterm grades to identify and notify students who are struggling in a particular course or courses. Referral emails sent to students as a result of an unsatisfactory interim grade instruct them to meet with their academic advisor and contain links to support services, including HelpLink emergency support and other critical resources. The Virtual Advising Center (VAC) is housed in Canvas (264). The VAC provides resources to assist students with course planning and registration and allows them to schedule remote advising appointments seven days a week.

Academic and transfer advisors offer support to students in ACA 100 by visiting classes to offer a presentation that underscores the purpose and availability of advising, transfer, and career resources. Advisors meet with ACA 100 students to make educational plans as part of the course.

Health and Wellness Services

AACC offers registered students free personal counseling services with master's level, Maryland-licensed clinical counselors on staff. Students can schedule one-on-one appointments with a counselor to work through any issues (265). Counselors are available for in-person or virtual appointments to accommodate student scheduling needs. Counselors also host events and present at cross-departmental or course workshops to introduce students to the basics of self-care and stress management, as well as discuss suicide prevention. The counseling services team offers training for faculty and staff, including Mental Health First Aid and QPR Suicide Prevention, to promote mental health support across campus (266).

AACC's Health and Wellness Center provides services and resources to promote and maintain the health of students. Services include medical emergency response, nursing assessment, over-the-counter medication dispensing, first aid, health care services referral resources, and tobacco cessation program facilitation. In addition, the Health and Wellness Center maintains the Collegiate Recovery Center, which provides substance abuse prevention education and support for students in recovery, Naloxone training and distribution, and a sanctioned student substance abuse education program (267).

Disability Support Services

The office of Disability Support Services (DSS) provides support for students with disabilities as equal, independent, responsible, and productive members of the campus community (268). DSS works with faculty and staff to ensure that students with disabilities receive reasonable accommodations consistent with ADA guidelines. DSS informs students of the office's services through the college website, syllabus statements, brochures, and attendance at campus-wide meetings. DSS also holds an annual conference in the spring term for Anne Arundel County students and parents of students with disabilities and invites speakers from across the college to inform families about DSS and the available support services.

Success Coaches/Retention Specialists

The School of Continuing Education and Workforce Development (CEWD) includes a team of success coaches who are responsible for recruiting students for noncredit workforce development programs; advising students on career and educational pathways; helping students mitigate barriers that may impact their success in the classroom and on the job; acting as mentors for students throughout their programs of study; and providing connections to employers (269).

The Nursing department provides a nurse mentor and retention specialist to help at-risk nursing students who have failed a course or an exam. In fall 2020 and spring 2021, 39 percent of first- and fourth-year nursing students utilized this service. Those students who consistently met with the retention specialist had an average 88 percent success rate in their second attempt of the course (270).

Enrollment, Retention, and Completion Council

To address long-term enrollment and retention challenges, the college recently created a collegewide Enrollment, Retention and Completion Council (ERCC), which consists of nine work teams. The charge is to provide data-driven policy and analytical initiatives to increase enrollment and successful completion. The Course Success team is charged with reviewing section-level data to implement sustainable activities to increase student success. The African American Male Success team is working to develop, plan, implement, and assess initiatives specifically designed to increase success and retention of African-American male students (271).

1d. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement

Each fall and spring term, advisors review student academic records to ascertain which students have completed their requirements for degrees and certificates. Students who have completed or who are anticipated to complete by the end of the term are contacted by Records and Registration and encouraged to apply for graduation through three completion projects.

- The Sixty Plus Completion Project is a review of all students who have 60 or more completed credits and no graduation on file. Advisors send lists of students who have completed or who are expected to complete to the Records office, which then notifies these students, inviting them to apply for graduation (272).
- The Incremental Goal Completion Project targets students who are actively pursuing an Associate of Applied Science degree that has a perfectly matched or stackable certificate. Those who have completed the requirements for the certificate or who have the required courses in progress receive a notification explaining that, while they are still working on their degree, they have already completed one or more certificates. Students are encouraged to apply for graduation for their certificates as they continue to complete requirements for their degrees (273).
- The Additional Awards Completion Initiative reviews the graduation application of students for additional certificates. Additional awards are automatically added to students' records unless they opt out of the award by a designated date (274).

In fall 2021, AACC introduced the Student Planning, Scheduling & Registration (Student Planning) system, which was adopted to replace functions in the Web Advisor system. Student Planning allows students and advisors to create

customized plans for completion based on their academic goals. At their first advising session, advisors introduce Student Planning and ensure students have developmental sequences planned to reach the credit level, as well as a complete first-semester course load. In subsequent advising sessions, a full plan for completion and transfer is established. Students can use this system to plan required courses for their declared major and to view their plan timeline. Students can register for courses directly from their plan (275-277).

The Office of Admissions and Enrollment Development coordinates and manages Personal Registration Days in all of Anne Arundel County's public schools, in participating private schools, and for the county's home instruction students. Personal Registration Days are a cross-divisional advising and enrollment initiative that provides an opportunity for incoming students to select and register for summer or fall courses based on their career/major interests, or for personal enrichment (278,279). Career advising also provides students who are undecided with a pathway to begin their educational journey.

The admissions office increased access to academic advising and registration by offering Personal Enrollment Sessions aligned with registration for adult learners and high school students with dual enrollment status.

Academic and Transfer Advising provides guidance for students who desire to transfer. Advisors help students with course selections to facilitate transfer, assist them with understanding the transfer application process, and refer them to transfer resources, such as pre-transfer advisors from four-year schools (280). The VAC includes a virtual Transfer Advising Center, which includes comprehensive transfer information for students. A weekly "Transfer Tuesday" email communication lists upcoming transfer institution visits and events, as well as deadlines for transfer admission and scholarship applications for top transfer schools. AACC participates in the statewide Transfer Fair, held each fall and spring, which gives students the chance to meet with transfer advisors representing public and private institutions from Maryland and other states (281).

AACC partners with several four-year institutions to develop transfer pathways. Currently, AACC has over 60 transfer agreements with more than 20 four-year institutions, which leads to over 100 bachelor's degrees and three master's degrees (282). AACC's University Consortium gives students the opportunity to complete bachelor's and master's degrees in select programs at AACC's Arundel Mills location through partnerships with consortium members (280).

The Sarbanes Center for Career and Civic Engagement helps students explore careers, provides internship and service-learning opportunities, and connects students with career mentors. The Sarbanes Center provides résumé, cover letter, and interview preparation assistance, holds job fairs, and hosts employer visits throughout the year, both in-person and virtually (283).

Multiple programs track student employment placement as an accreditation requirement. For example, the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions requires the Paramedic program to send surveys to employers of graduates that evaluate their readiness for the profession. Data collected allow for a continual improvement process in the program.

2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches

Records and Registration determines whether coursework completed at other institutions should be awarded credit at AACC. The General Transfer Policy on AACC's website provides information to students about requirements for course transfer, including individual course grades and GPA requirements (284). The Records office will review course descriptions and syllabi to determine equivalency.

Students who wish to obtain credit at AACC for skills and knowledge gained outside of the traditional classroom environment must complete a portfolio assessment (285). Currently, portfolio assessment is available to students who want to receive credit for designated courses in Architecture, Business, Engineering Technologies, and Human Services. Students can receive up to 15 credits through this process.

AACC students can obtain proficiency-based credit by achieving the minimum required score on a College Level Examination Program (CLEP) test (286). Students can take the CLEP tests at the college's testing center. Information about available CLEP tests, cost, and minimum scores required to obtain credit at AACC can be found on the college website.

Current high school students can earn college credits while still in high school through the Early College Access Program, Proficiency Credit, Dual Credit, Advanced Placement Credit, and Articulated Credit. Information about the various credit options for high school students can be found on the college website (287).

Students who are pursuing an A.A.S., A.S., or certificates in Computer Information Systems, Computer Science, or Architecture and Interior Design can earn articulated credit for obtaining an industry recognized certification from CompTIA, Microsoft, Project Management Institute, Google, Oracle, or the U.S. Green Building Council (288).

Transfer credit is awarded at AACC within the context of state regulation and mandated policies, accreditation requirements, and institutional oversight. The criteria for award of transfer credit can be found in the college catalog (289). The transfer credit evaluation process is managed by the Records and Registration office, which supports the academic departments in the evaluation, acceptability of courses, and awarding of credit. The Records and Registration office considers the institution where the course was taken, date completed, and grade in deciding if the credit is eligible for transfer to AACC. Academic departments and subject-matter experts compare the transfer course content with courses offered at AACC to determine equivalency. Some academic departments may limit the courses that can be accepted for transfer credit at AACC based on professional accreditation or licensure requirements.

Students may be awarded college credit for prior learning experience from work, life, military, or other nontraditional sources outside of the traditional college classroom. The college may give credit for demonstrated proficiency in areas related to college-level courses. Sources used to determine such proficiency are CLEP; AP Examination ; International Baccalaureate (IB); Program Pathways Articulation; DANTES Standardized Subject Test (DSST); Office of Education Credit and Credentials of the American Council on Education (ACE); and National College Credit Recommendation Service (CCRS). In assigning credits of this nature, the recommendations of ACE or CCRS are used as guidelines with final determination of award of credit made in conjunction with the academic departments. In cases where national standardized exams or departmental exams are not available, a student may be able to complete a portfolio for assessment for college credit. AACC will award Anne Arundel County Public school students credit for completing high school coursework that is aligned with AACC courses when the student completes a proficiency assessment with a C or higher (287). The proficiency assessment is developed, administered, and graded by AACC faculty according to AACC department standards. The maximum number of credits that can be awarded through a combination of proficiency assessment credit, credit by departmental examination, and credit through portfolio review is 15 credits (288).

Students who complete a Maryland Department of Labor Registered Apprenticeship Program and obtain an industry certification or license in one of ten different areas in the trades can earn 12 credits towards an Associate of Applied Science degree in Skilled Professional Trades Management with a concentration in Small Business Management or Construction Management (290).

3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records

The institution's policies for the appropriate release of student information and education records are in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended (291). A student's education record includes admissions, academic, billing, financial aid, advising, and placement testing.

As stated in the college catalog, website, in the FERPA Parent Brochure (292), and FERPA College Brochure (293), information in a student's education record is released only when a student completes a Student Release of Information Form. Exceptions are clearly outlined in web and print resources. Employees who have access to student records are required to complete the Access to Student Records/Non-Disclosure Agreement Form (294) and the College's Identity Theft Prevention Policy (295) before access is granted.

Paper copies of student records are maintained in accordance with the Maryland Department of General Services Records Management Division Records Retention and Disposal Schedule (296) and CEWD Records Retention and Disposal Policy (297). Records are required to be stored in a secure file cabinet or in the college archives. The college archives are housed in a secure location at the Arnold location. Students' electronic records are maintained in the institution's secure student record system.

4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs

Athletics, student engagement, and other extracurricular activities are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs. The institution offers students the opportunity to participate in a wide variety of campus life and student activities (298) and encourages participation through offering accessible programs and resources.

AACC Athletics (299) is governed by the National Junior College Athletic Association (NJCAA) (300) and MHEC, with compliance monitored by the Athletics department staff. The Athletics department has a competitive intercollegiate athletics program that includes 12 NJCAA sports programs for both men and women. AACC recently added an esports program. Student athlete eligibility (301) is governed by NJCAA and AACC's academic regulations. All athletic scholarships are awarded through the institution's financial aid office. The college complies with the Equity in Athletic Disclosure Act of the Department of Education (156).

The Office of Student Engagement (OSE) promotes student growth by providing opportunities for student engagement and leadership development, participation in campus governance, social and cultural activities, and advocacy. OSE advises the Student Government Association and student organizations; facilitates student leadership activities (302); provides a food pantry accessible by faculty, staff, and students; coordinates the HelpLink emergency grant fund for students (255); plans and manages events; and advertises activities hosted by student organizations. All students have access to the events and programming provided by OSE. In addition to the college's policies and procedures, OSE has internal procedures governing club operations.

5. If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers

AACC does not use third-party providers for student support services.

6. Periodic assessment of the effectiveness of programs supporting the student experience

AACC has several ways to assess programs that support the student experience.

Unit-Level Assessment

Entities that provide student support services participate in unit-level assessment, which is coordinated by the office of Planning, Research and Institutional Assessment (PRIA). All units at the college assess and report on their objectives that are tied to AACC's strategic plan goals. To assess unit objectives, strategic activities are designed with measures and targets. All unit assessment data are collected in unit assessment report templates (244), which organize information, indicate deliverables and associated due dates, and are used by constituents as a collaboration tool. Resulting evidence, reflections, and recommendations are used to improve and innovate, and inform the planning process and resource allocation. For example, with the goal of increasing accessible opportunities for student engagement, the Health and Wellness Center launched a Virtual Health and Wellness Center in May 2021. For more information about unit-level assessment refer to Standard VI.

Council for the Advancement of Standards in Higher Education (CAS)

The CAS has developed 47 sets of standards and guidelines and 3 cross-functional frameworks within diverse areas of the college student experience; there are self-assessment guides for each set of functional area standards.

The Division of Learner Support Services (LSS) began using the CAS standards to assess student support services in 2017. Since then, AACC has assessed 14 areas; an additional 3 are being assessed in 2022. Academic and Transfer Advising was assessed in 2019 (245). Through the assessment process, the advising department determined there was a substantial need for appropriate tools to measure student learning outcomes as a result of advising services and referrals. The advising department is working with assessment professionals in PRIA to develop ways to better gather, analyze, and interpret data, and continues to research Student Success Management tools that are external to the college. These actions will provide a focused analysis to improve advising services. LSS maintains a calendar of the assessment work within the division (246).

Completer Exit Survey

PRIA conducted a class of 2021 Completer Exit Survey, which included questions about student use of and satisfaction with student services. Figure 18 shows the percentage of survey respondents who used the services, either occasionally or often, and the percentage who rated them good (4) or very good (5) on a scale of 1 to 5.

Figure 18: 2021 Completer Exit Survey Results

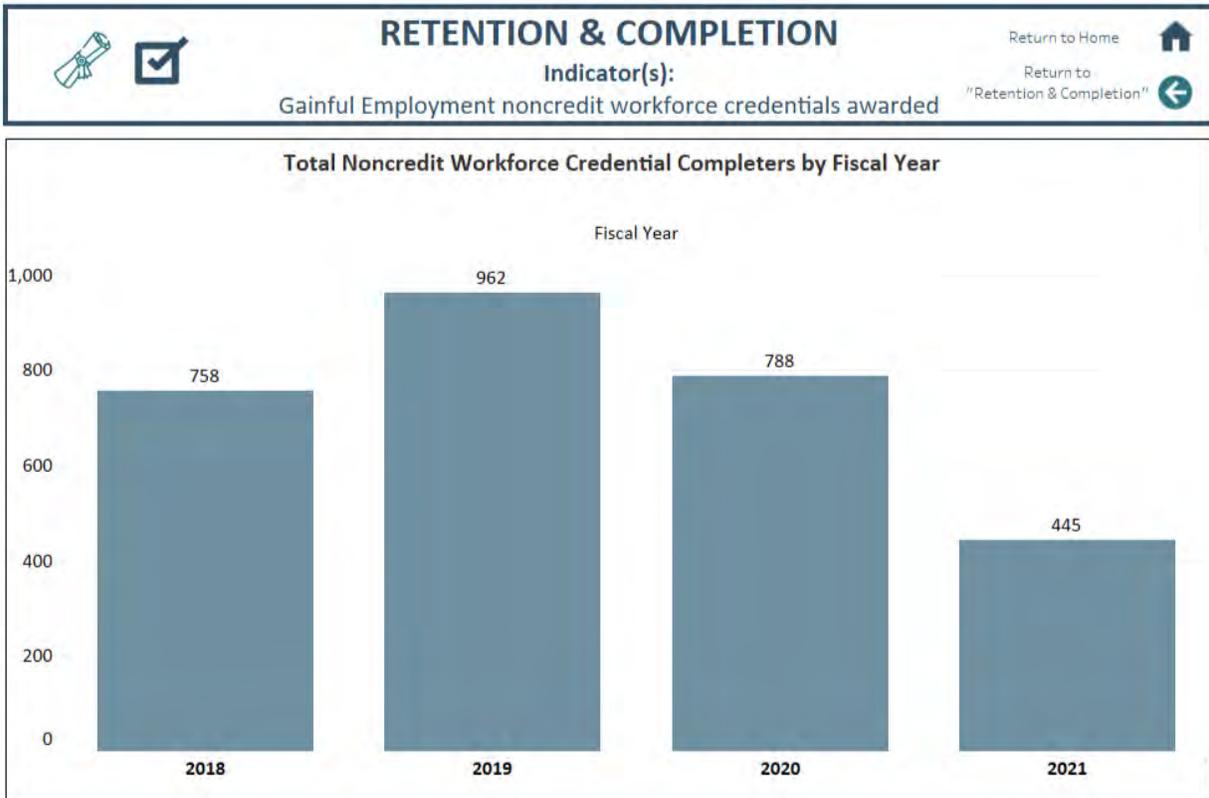
Student Support Service	% of respondents who used it often	% who used it on occasion	% who rated it very good (5)	% who rated it good (4)
Academic and Transfer Advising	25.57%	53.37%	62.42%	23.94%
Financial Aid Office	33.66%	26.54%	67.98%	19.30%
Cashier's Office	19.66%	58.72%	64.04%	31.51%
Records and Registration	22.91%	67.73%	65.88%	28.24%
Career and Employment Services	4.43%	20.20%	54.35%	31.52%
Military and Veteran Services	4.90%	6.37%	60.00%	26.67%
SASP	8.31%	10.76%	62.34%	31.17%
DSS	5.88%	2.94%	82.50%	15.00%
Personal Counseling Service	2.45%	9.31%	60.00%	32.00%
Health and Wellness Center	4.90%	12.99%	76.00%	22.67%
Food Pantry/HelpLink	1.23%	4.42%	89.66%	10.34%

The Completer Exit Survey also questioned graduates about post-completion employment. The survey results indicate that 37.7 percent of them expected to transfer to a four-year college/university; 29.5 percent expected to work full time; 10.7 percent expected to work part time; 8.5 percent expected to continue their studies at AACC; 4.1 percent were unsure at this time; 3.9 percent responded "other"; 3.4 percent responded that they were taking time off; 1.1 percent expected to transfer to another community college; and 1.1 percent expected to serve in the military. For graduates who entered the workforce, just over three in four (76.9 percent) said that their job was in the same or related field as their program of study.

CEWD Credentials

Since 2018, noncredit completion of workforce credentials has been assessed to show the number of students who complete their industry credentialing (Figure 19). After completing credentialing, students must complete an additional application to receive their certificate of completion from AACC. To make this process easier for students, in fall 2022 the college will implement a process to automate student enrollment and completion of these programs.

Figure 19: Noncredit Workforce Credentials Completers by Fiscal Year



Impact of COVID-19

The college's response to COVID-19 has had a substantial impact on the processes and programs that affect the student experience at AACC.

Many support services have expanded or moved offerings online:

- Expanded virtual advising into Canvas for current students
- Expanded virtual advising to Anne Arundel County Public Schools
- Increased access to online tutoring
- Provided DSS services virtually and continued in-person services on a limited basis
- Launched the pantry shipping program and moved HelpLink online
- Expanded library chat reference service
- Embedded success coaches in workforce development program
- Shifted some student clubs to online meetings; suspended some others
- Produced online information sessions for prospective and new students
- Created a virtual Health and Wellness Center
- Created a virtual First Year Experience program
- Reviewed and enhanced information security measures to ensure AACC technology is safe and secure.

The college has provided additional support for students through:

- Direct payments from pandemic stimulus grant
- Tech lending (laptops, hotspots, web cams, etc.)
- Embedding tutors and success coaches in developmental math and ENG 101A
- Tele-counseling
- Assigning staff members to support athletes in each sport
- Initiating a study hall program for student athletes
- Establishing on-campus study spaces for use by students needing technology or quiet space

AACC has made on-campus safety changes that impact the student experience:

- Attestation, vaccination, and testing protocols
- Masking and social distancing policies

Strengths and Opportunities

Strengths

- The college offers robust online services and programming for students.
- The college provides flexibility for students to access services and extracurricular activities online or in person.
- The college offers a wide variety of programs and services to engage students.
- The college takes the necessary steps to ensure personal and identifiable information is secured and protected.

Opportunities for Improvement and Innovation

- Explore methods to use student success metrics to enhance student services to better meet student needs.
- Explore the effectiveness of the success coach model and its implementation collegewide.

Standard IV Evidence Inventory

ROA #8

- 244. Unit Assessment Reports FY2021 MS0455.
- 245. Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guide - Academic Advising Programs - 2019 MS0606.
- 246. Learner Support Services Unit Assessment Calendar Master MS0098.
- 247. ACA-100 Retention Data MS0289.

ROA #10

- 2. Strategic Plan FY2021-24 - Engagement Matters II Excellence through Innovation MS0081.
- 244. Unit Assessment Reports FY2021 MS0455.
- 245. Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guide - Academic Advising Programs - 2019 MS0606.

Standard IV, Criteria 1a

- 145. Credit Costs & Payment MS0183.
- 148. Financial Aid Self-Services Module MS0317.
- 248. Costs and Paying for College MS0272.
- 249. 2022-2023 Catalog Excerpt - Cost and Financial Aid MS0667.
- 250. Noncredit Costs and Payment MS0273.
- 251. Noncredit Payment Plan MS0327.
- 252. Credit Payment Plan MS0326.
- 253. Cashier Communication Plan MS0271.
- 254. Financial Aid Communication Plan MS0270.
- 255. Helplink Grant MS0400.

Standard IV, Criteria 1b

- 176. Developmental Math Pathways MS0269.
- 223. Tutoring MS0277.
- 224. Writing Center and Virtual Writing Center MS0581.
- 225. Supplemental Instruction MS0582.
- 247. ACA-100 Retention Data MS0289.
- 256. Course Placement MS0188.
- 257. Students in Developmental - Excerpt from Budget Workshop for Board of Trustees FY2023, February 2022 MS0520.

- 258. Request a Tutor MS0664.
- 259. Department of Academic Literacies MS0287.
- 260. English Language Learning Courses and Placement MS0189.
- 261. Adult Basic Skills & GED MS0190.

Standard IV, Criteria 1c

- 12. Strategic Plan FY2017-20 - Engagement Matters I Pathways to Completion – Detailed Report MS0464.
- 33. Summer Transition Programs MS0281.
- 91. Student Achievement and Success Program MS0276.
- 139. New Student Orientation MS0392.
- 262. Black Male Initiative MS0282.
- 263. Academic Advising MS0275.
- 264. Virtual Advising Center MS0278.
- 265. Personal Counseling Services MS0284.
- 266. Counseling Workshops 2022 MS0665.
- 267. Health and Wellness Center MS0557.
- 268. Disability Support Services MS0279.
- 269. Continuing Education Success Coaches MS0292.
- 270. Nurse Mentor and Retention Specialist Fall 2020 and Spring 2021 MS0641.
- 271. Enrollment Retention and Completion Council (ERCC) Kickoff Event (November 2021) MS0545.

Standard IV, Criteria 1d

- 272. Apply for Graduation Letter MS0294.
- 273. Incremental Goal Letter MS0295.
- 274. Additional Award Letter MS0293.
- 275. Student Planning, Scheduling, and Registration Overview MS0296.
- 276. Student Planning, Scheduling, and Registration Guide MS0297.
- 277. Student Planning, Scheduling, and Registration Video Tutorials MS0298.
- 278. Personal Registration Day - Schools Visited 2022 MS0652.
- 279. Personal Registration Days Updates 2022 MS0668.
- 280. Transfer Services - Earn a Bachelor's or Master's at AACC MS0628.
- 281. Transfer Fair Flyer Spring 2022 MS0626.

- 282. Transfer Agreements MS0165.
- 283. Career and Community Services MS0522.

Standard IV, Criteria 2

- 284. General Transfer Policy MS0168.
- 285. Prior Learning Portfolio Credit MS0169.
- 286. College Level Exam Program CLEP MS0170.
- 287. Earn College Credits While in High School MS0174.
- 288. Articulation Agreement for Awarding Credit by Industry Certification or Licensure MS0179.
- 289. 2021-2022 Catalog Excerpt - Credit for Previous Learning MS0348.
- 290. 2021-2022 Catalog Excerpt - Skilled Professional Trades Management (A.A.S.) MS0302.

Standard IV, Criteria 3

- 291. Family Educational Rights and Privacy Act (FERPA) Overview MS0090.
- 292. FERPA - A Guide for Parents of College Students MS0088.
- 293. FERPA - A Guide for Faculty and College Officials MS0089.
- 294. Access Student Records & Non Disclosure Agreement MS0083.
- 295. Red Flags Identity Theft Prevention Procedures MS0086.
- 296. Records Retention and Disposal Schedule MS0084.
- 297. Records Retention and Disposal Schedule - Continuing Education (CEWD) MS0085.

Standard IV, Criteria 4

- 156. Equity in Athletics Data Analysis - US Department of Education MS0391.
- 255. Helplink Grant MS0400.
- 298. Campus Life and Activities MS0305.
- 299. Student-Athlete Handbook 2021-2022 MS0280.
- 300. National Junior College Athletic Association (NJCAA) Compliance 2021-2022 MS0307.
- 301. National Junior College Athletic Association (NJCAA) Eligibility Compliance MS0304.
- 302. Become a Leader MS0306.

Standard IV, Criteria 6

- 244. Unit Assessment Reports FY2021 MS0455.
- 245. Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guide - Academic Advising Programs - 2019 MS0606.
- 246. Learner Support Services Unit Assessment Calendar Master MS0098.

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Requirements of Affiliation (ROA)

ROA #8 - The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes. (157,204,206,303-309)

ROA #9 - The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality. (289,310-318)

ROA #10 - Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments. (2,207,241,282,309,319-326)

Overview

Anne Arundel Community College (AACC) continuously improves the quality of the educational programs offered to the community through course, program, and institutional assessment. The college has an ongoing and sustainable continuous improvement process that allows faculty and staff to systematically assess student learning outcomes aligned with strategic goals and objectives. Assessment of student learning (direct assessment) and achievement (indirect assessment) demonstrates that the college's students have accomplished educational goals consistent with their program of study. The process and results of educational assessments are represented in the college's key performance metrics embedded in the strategic plan, and externally accredited programs publish the results of their program assessments on the AACC website. The college catalog links the educational programs and student learning outcomes to a clear path of rigorous coursework that leads to degree or certificate attainment. A systematic and intentional focus on educational improvement enables AACC to meet the needs of a diverse community.



Criteria and Evidence

1. Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission

Institutional educational goals are directed toward student achievement measures and evidence of student learning. The college focuses on excellence, engagement, innovation, and resources linked to the goals of the mission, which emphasizes student success, learning, and retention. Through direct and indirect assessment measures, the college monitors and highlights several types of key student and collegewide assessment data, including unit and program assessment, to make needed modifications for continued student success. The assessment categories of direct assessment and indirect assessment link to AACC's mission, which is highlighted in the strategic plan (2).

A key step in recognizing effective assessment of student learning is having clearly established learning outcomes. At AACC, three types of learning outcomes are addressed and interwoven into the teaching and learning process. The three key types of institutional outcomes are AACC core competencies, general education outcomes, and program learning outcomes.

Core Competencies, General Education Outcomes, and Program Learning Outcomes

AACC core competencies are a set of institutional student learning outcomes (241). The core competencies encompass general education and essential life skills that are addressed in all programs.

General education consists of a foundational curriculum that fosters knowledge, skills, and perspectives that enable critical thinking, global awareness, lifelong learning, and community engagement. Courses receiving the general education designation align with a defined set of specific outcomes. Student proficiency with the core general education outcomes is assessed through general education courses as approved by the Educational Policies and Curriculum Committee and Academic Forum/Council and in alignment with the Maryland Higher Education Commission (MHEC) general education requirements (321).

Program learning outcomes are created at the discipline and course levels. These outcomes are specific to courses and ensure proficiency that leads to a course grade, certificate, or degree. Program learning outcomes are shared across courses related to the degree and certificate programs. Each course establishes specific learning objectives to demonstrate how the outcome will be met and measured within the course (314).

2a. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals

The college has a system of assessing institutional goals and academic programs. The institutional educational goals are related to student learning and key metrics such as graduation and transfer rates. Learning outcomes assessment (LOA) goals are related to curriculum and are assessed on three distinct levels: institutional goals, program learning outcomes, and course learning outcomes. Each of the three levels of assessment goes through multiple layers of review by content experts to ensure quality and relevance.

Direct and Indirect Assessment

Assessment at AACC falls into two broad categories of direct assessment and indirect assessment. These categories provide an in-depth profile of how the college successfully meets student learning needs. Direct assessment can be defined as assessment that involves looking at actual samples of student work produced in courses within each program. Direct assessments provide for the examination or observation of student knowledge or skills against established criteria to meet the college’s three measurable categories of learning outcomes. Types of direct assessments include quizzes/ exams, essays, exhibits or performances, case study analyses, and capstone projects (316).

Indirect assessment of student learning is gathering information through means other than looking at actual samples of student work. This provides additional information about the value or perceptions of the student learning experience. Types of indirect assessment include surveys, exit interviews, focus groups, and rates of student retention, completion, and job placement (316).

Learning Outcomes

AACC has clearly written and stated educational outcomes at the institution and degree/program levels (327). Informed by the college’s vision and mission statements, LOA is a fundamental part of ongoing, reflective improvements in student learning. LOA is a shared process in which academic departments and programs identify their strengths and plan improvements in student learning based on data that contribute to the institution’s overall effectiveness. Academic departments create assessment plans, including timelines of activities that support the established assessment cycle. In creating assessment plans, the academic departments identify outcomes, courses, and assignments/assessments to target during the five-year assessment cycle. The assessment cycle (Figure 20) details the LOA process at AACC and follows a “Plan, Do, Study, Act” model that focuses on continuous improvement through informed planning, data collection, and reflection to ensure students are meeting designated outcomes.

The assessment process inspires instructional innovation and continuous improvement. The current assessment process is intended to be manageable and purposeful, yet practical, to encourage collaboration between faculty and administration to support student learning. AACC continuously improves the quality of the programs and services provided to the community through an ongoing and sustainable process that allows faculty and staff to systematically assess student learning outcomes, administrative effectiveness, and achievement of strategic goals and objectives. Aligned and integrated with the college’s strategic plan, LOA is faculty driven, led by subject matter experts in each department.

Figure 20: Assessment Cycle



The college's LOA process includes curriculum mapping, which identifies links between course-level learning outcomes and institutional outcomes. This mapping helps ensure that academic programs are aligned, meet outcomes, and assist students in developing knowledge and skills to be successful in their personal, professional, and academic goals (241,313,314).

AACC has established learning outcomes on multiple levels, from institutional to the course level. On the institutional level, the college has defined core competencies, general education requirements, and curriculum mapping to ensure students are graduating with the skills necessary for success in the workforce and/or as transfer students.

The institutional- and program-level learning outcomes are consistent with the college mission and serve to advance student success. Curriculum maps show the relationships between courses and the program goals for each of the academic programs. Academic program goals and supporting outcomes are linked to core competencies to ensure that students are provided opportunities within the program to meet the requisite learning outcomes (326). Since 2017, the LOA methodology at AACC uses course mastery assessment to evaluate program outcomes. Key educational experiences include assignments, assessments, and activities.

An examination of representative AACC program curriculum maps and corresponding course syllabi shows connection to relevant educational experiences to meet and measure program outcomes (Business Administration Transfer A.A.; Early Childhood Development A.A.S.; Early Childhood Education/Early Childhood Special Education A.A.T.; Health, Fitness and Exercise Studies A.S.; and Business Management Retail CRT, (328)). Curriculum maps and course syllabi show a clear alignment of the teaching, learning, and assessment processes. Curriculum maps share which outcomes are mastered in which course and how those outcomes are assessed through key educational experiences and student artifacts (311,329-348).

2b. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals

Beyond the core competencies that provide all students with a foundation for lifelong learning and essential life skills, AACC puts intentionality into creating clear pathways for students that lead to meeting their educational and career goals.

Career Preparation

AACC offers over 30 Associate of Applied Science (A.A.S.) degrees and more than 70 credit certificates that provide students with direct entry into the workforce. Continuing Education and Workforce Development (CEWD) provides access to training and education and offers over 100 Workforce Training Certificates, enabling an alternative path to upskilling and reskilling. Responding to a job market need for more skilled laborers, CEWD set out to create more training opportunities for the community. A recent example of that work was the creation of the Clauson Center for Innovation and Skilled Trades, which provides training to address the growing need for skilled workers.

Transfer

For students who desire a program of study that leads to a bachelor's degree, the college has also put great emphasis on creating clear pathways. The director of transfer, articulation, and career alignment leads and supports efforts to form partnerships with other institutions to build bridges for AACC students with an associate degree to seamlessly transfer and pursue a bachelor's degree.

Students can successfully transfer their credits and degrees earned at AACC to many other institutions. The college has established transfer agreements with schools in and outside Maryland for various academic programs (282). The transfer agreements include program-specific guides that outline what courses a student should take each year leading to graduation, allowing students to set goals at the beginning of their educational journey. In addition to benefiting from clear

pathways, students can avoid redundant classwork, save time, and see the financial savings of attending a community college. For example, the transfer guide for Frostburg State University summarizes a four-year academic plan, cost savings, institution notes, and requirements (315).

While there are significant benefits to students, there are challenges to tracking students who transfer. One tool the college uses to track outcomes for students is the National Student Clearinghouse data, which shows where AACC graduates transfer. Another data tool the college uses is the University System of Maryland (USM) database, which is useful because approximately 85 percent of AACC students transfer to USM institutions. A limitation to the USM database is that it does not include data from private colleges in the state. To combat the challenges with understanding the success of students once they transfer, the college has worked to include data sharing in the transfer agreements being created.

Despite the challenges with tracking transfer success, the college is committed to using the information available to improve and make the transfer process easier for students. For example, when considering potential new transfer agreements, the college prioritizes schools and programs where higher numbers of AACC students transfer. The college participates in reverse transfer agreements to allow students to return to AACC to complete certificates and degrees they may be close to earning or to be awarded credit for programs they have already completed the requirements for. Transfer agreements have also been created for specialized accredited programs in which the accrediting body has recommended an agreement be in place (306).

Another way the college works to facilitate student completion is through prior learning assessment. The institution acknowledges that students come to the college with myriad life and work experiences applicable to their educational goals. Granting college credits for prior knowledge and/or skills not only affects students' readiness to learn but also saves time and money. Some examples include the College Level Examination Program, Advanced Placement Examination, and the International Baccalaureate (289).

2c. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders

Director of Assessment and Instructional Innovation

The LOA process at AACC is overseen by the director of assessment and instructional innovation, who is a full-time faculty member with a reduced teaching load. The director coordinates the college's LOA activities and systems. This includes co-chairing the Teaching and Learning LOA Subcommittee, providing professional development, and facilitating an open dialogue around assessment.

Between September 2019 and July 2022, 12 outcomes assessment professional development workshops have been conducted, reaching over 250 faculty and staff.

Under the leadership of the director, an assessment management specialist supports faculty in the development, design, and analysis of curriculum maps and data housed in the data management system, Taskstream. Taskstream houses all the curriculum maps for academic programs and certificates with all documented learning outcomes, along with the assessment measure and student artifacts for each outcome (310).

Assessment Data Collection and Tracking

The assessment team in Planning, Research, and Institutional Assessment (PRIA) assists departmental faculty groups in designing data collection methodologies, organizing materials to document results, developing action-oriented and faculty-driven course improvement plans, and providing reminders and support to help faculty implement improvements. Between September 2019 and June 2022, over 150 collaborative meetings with departmental faculty, assistant deans, and directors across all schools have been conducted to facilitate LOA methodology. Maintaining evidence, findings, and

action plans in Taskstream helps faculty teams implement and track course improvements over time. Taskstream makes the assessment process manageable, while also promoting transparency, continuous improvement, and appreciative inquiry.

While Taskstream has provided an important repository of data that is accessible to faculty, AACC has begun the process of evaluating new LOA tracking systems that will provide increased faculty access and cross-institutional reports that will offer more comprehensive evidence of the impact of student services, policies, procedures, and budgeting on student learning outcomes.

Role of the Academic Forum Committee on Teaching and Learning/LOA Subcommittee

The Committee on Teaching and Learning (CoTL) assists members of Academic Forum and adjunct faculty in developing and refining their teaching skills; researches and reports on innovations in teaching techniques and technologies, recommending guidelines on their use when appropriate; provides recognition for faculty excellence in teaching and learning; and evaluates proposals for internal grants, making recommendations to college leadership (349). The CoTL LOA Subcommittee assists the director of assessment and instructional innovation with the academic culture of continuous improvement by supporting and implementing systems for outcomes assessment processes at the course, program, and institutional levels; evaluating the college's assessment efforts; and advising on strategies for college-level competency assessment.

The LOA Subcommittee is focused on facilitating course-, program-, and institution-level LOA by assisting departments in implementing their assessment plans. The subcommittee is charged with supporting LOA through its charter (350) and meets from September to May to serve as a sounding board for LOA initiatives, resource development, and training (308). This subcommittee includes 16 members: 15 from the Academic Forum, 10 of whom are faculty, and 1 student. These members provide a faculty voice in the development of LOA practices while also serving as a focus group to help PRIA develop programs to support assessment data gathering and use across the college. The charter outlines membership and responsibilities (308), and each year the subcommittee sets several goals in addition to its main duties (312,351).



Communication

AACC recognizes the National Institute for Learning Outcomes Assessment (NILOA) as the industry standard. NILOA asks the question, “How might assessment of student learning efforts be made more visible?” According to NILOA, there are seven categories of the transparency framework:

- Common To All
- Student Learning Outcomes Statements
- Assessment Plan
- Assessment Resources
- Current Assessment Activities
- Evidence of Student Learning
- Use of Student Learning Evidence

Aligned with the standards put forward by NILOA, the college has embarked on a journey to ensure that learning outcomes statements, assessment plans, assessment resources, and evidence of student learning become more readily available to the college community. The director of assessment and instructional innovation coordinates the college’s LOA activities and systems by reporting LOA progress to the Institutional Assessment Team, Strategic Planning Council, Academic Forum, and The Faculty Organization (325). This allows the learning outcomes assessment process to be openly discussed in collegewide committees. The college’s commitment to inclusion of assessment-focused faculty within each of these high-impact committees ensures that the college can continue to use data to inform decision making.

3a-h. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution’s mission, such uses include some combination of the following: assisting students in improving their learning; improving pedagogy and curriculum; reviewing and revising academic programs and support services; planning, conducting, and supporting a range of professional development activities; planning and budgeting for the provision of academic programs and services; informing appropriate constituents about the institution and its programs; improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and implementing other processes and procedures designed to improve educational programs and services

Role of the Department in the Assessment Cycle

AACC embraces a faculty-owned assessment philosophy that facilitates continuous improvement without sacrificing academic freedom. For this reason, course and program assessments are developed and implemented at the department level, and there is departmental variation in assessment methods, structure, personnel, and timelines. This flexibility allows departments to design systems of assessment that are both meaningful and practical for their discipline areas (310). Each department consults with a wide variety of faculty stakeholders and subject matter experts, including adjunct faculty, on their assessment plans and processes. All assessment plans are reviewed and approved by the faculty supervisor with input from the director of assessment and instructional innovation.

Every department has created a timeline of activities that support the assessment cycle, identifying outcomes, courses, and assignments to target. The assessment cycle is commonly referred to as a “Plan, Do, Study, Act” model, with the “Act” part entailing thoughtful use of assessment results to improve student learning.

Improving Pedagogy and Curriculum

AACC leverages educational assessment data, gathered through direct and indirect measures, to continually offer professional development for faculty and instructional staff. The overarching aim of the offered professional development is to improve pedagogy, which will also yield improvement in assessment data. Each faculty and instructional staff member works with their supervisor to develop a goal-driven professional development plan, of which one goal area specifically focuses on instruction and pedagogy. Goals are tailored to department and college needs, and several in-house professional development opportunities have been created targeting those areas, drawing on problems of practice

and institutional data dashboards to determine a professional development pathway that will support the success of students. In alignment with the strategic plan, signature tracks have been developed to inform faculty on evidence-based practices that allow participants to react to and use institutional data to improve teaching and learning practices at AACC (178,204,317). Faculty and instructional staff can also participate in Model Course, a program centered on improving instruction and student outcomes with a focus on diversity, equity, inclusion, and antiracism [DEIA] (204). LOA findings are further used to revise program requirements, including prerequisites, when indicated during review cycles.

In fall 2018, AACC began implementing the Quality-Course Action Review (QCAR) standards for development of all online and hybrid courses. This replaces the use of the Quality Matters standards. QCAR provides a structure to promote planning, teaching, assessing, and reporting, with an emphasis on accessibility.

To establish an assessment-minded approach, first-year full-time faculty complete an assessment project as part of Learning College, a required year-long onboarding program. The focus of the project is to analyze learning outcomes data for one of their current courses to drive pedagogy and instructional changes to improve student outcomes (309). Figure 21 shows a sample of various assessment projects that were conducted by Learning College cohorts.

Figure 21: Learning College Sample Assessment Projects

Subject	Purpose	Method	Intervention / Results	Outcomes
Biology	Measure the impact of instructional- and course-level changes, including two BIO 101 outcomes	Exam Questions	<ul style="list-style-type: none"> Incorporated an interactive adaptive quiz and a practice quiz. Increased correct responses by 18% Incorporated a class warmup and several lecture questions about each topic. Increased correct responses by 4.3% 	<ul style="list-style-type: none"> More active learning is recommended for Exam Q2
Physical Geology	Assess one course learning outcome consistent with/ mapped to collegewide core competency in PHS 113	Restricted-Response Instrument	<ul style="list-style-type: none"> Added supplemental hands-on activity was designed that allowed students to look at hand samples of all three rock types in comparison. Increased correct responses by 10% 	<ul style="list-style-type: none"> Instructional activity had positive impact on student achievement
Library	Assess the effectiveness of methods of teaching the features and roles of scholarly articles (library instruction) for Information Literacy Core Competency	Multiple Teaching Methods Assessed: <ul style="list-style-type: none"> Hands On Guided Class Discussion Lecture and Demonstration 	<ul style="list-style-type: none"> Administered online anonymous quiz for each instructional method Hands On: 63% correct Class Discussion: 40% correct Lecture and Demo: 67% correct 	<ul style="list-style-type: none"> Consider increased use of hands-on experience and group discussion Encourage students to discover scholarly articles

In academic year 2021-22, the School of Business and Law began a pilot initiative to collect, review, and study course section-level student success data for specified courses, with the goal of influencing pedagogy and closing achievement gaps in underrepresented populations. A process was established, and data were collected for identified demographic populations in those courses. The data were reviewed by unit supervisors, and discussions were held with faculty teaching the specified courses. Areas needing improvement were noted and faculty revised their courses to infuse DEIA best practices where needed. In AY 2022-23, an assessment of revised courses is in progress to identify if the changes increased section-level student success.

The college holds workshops throughout the year to support data-driven decision making and sustain a commitment to innovation and continuous improvement. Presenters include faculty and instructional staff who have made changes within courses and programs based on assessment data and that show improvement in student learning (206,207,209). The IDEA Lab, in partnership with PRIA, has been offering the May Institute (pre-COVID) and now the multi-day Summer Institute (since COVID).

Turning Data into Action

Taskstream, AACC's LOA data collection and tracking software, provides faculty with tools to gain insight from the data collected and take appropriate actions. It facilitates the documentation of evidence, implemented changes, and results from year to year to ensure that the impact of innovations can be evaluated to determine if they have met student needs (307).

LOA data are used in each program to develop and redesign shared resources that are aligned with course and program outcomes. Many of AACC's programs maintain master courses from which all faculty may select assignments and curriculum materials that reinforce both program and general education outcomes. This promotes equity of student experiences across different course faculty and increases the effectiveness of instructors. For example, the Business Management Retail Certificate faculty produced a repository of assessment-aligned course materials as part of a redesign process. These materials responded to the student mastery needs clarified during the program assessment process (328).

Student Access to Instructional Materials and Student Services

In addition to the redesign of course assignments and materials, LOA often helps evaluate the adequacy of student access to textbooks, technology, and other course materials. Faculty teams at AACC use learning outcome data to evaluate the impact of learning materials on student success in meeting their course and program objectives. Such evaluations have led to the adoption of direct digital access textbook programs, open educational resources, and downloadable software programs to ensure that students have timely access to the materials needed to be successful in their courses.

LOA also provides an opportunity for instructional teams to connect specific courses and learning outcomes to available student services. Alignment of student services such as library instruction, referrals to the Writing Center, and introduction to the career center are often conducted and normed during the LOA process. The systematic review of course outcomes across a large group of students ensures that all instructors are aware of services and that services can be introduced to students at appropriate points in their courses and programs. For example, the Early Childhood Education/Special Education degree faculty members refer students to the Writing Center to learn discipline-specific academic writing and citation skills. The Business Management Retail Certificate faculty refer students to the career center and to external resources that support engagement of students in the career development, resume, and cover letter portions of their program.

Some student services utilize assessment data other than LOA to help improve their success. For example, Disability Support Services (DSS) hired TechVision, a service that helps students who are blind and visually impaired navigate learning technology, after the pandemic moved instruction online. DSS then assessed the success of students using TechVision and decided to retain their services for future semesters based on positive results (352).

Opportunities for Reflection in the Assessment Cycle

Each instructional team is asked to reflect on a series of topics when evaluating their assessment findings. The reflection discussions follow the continuous improvement evidence and engage teams around curriculum, professional development priorities, and budget. Reflections, discussions, conclusions, and future actions usually revolve around a few themes and subsequent questions (320), and each assessment team holds a "closing the loop" meeting that the director of assessment and instructional innovation often facilitates. Teams engage in a five-step data discussion protocol to determine evidence-based recommendations for program improvements (353).

LOA Data Availability to Students and External Stakeholders

The 2014 Middle States Final Report indicated that AACC should make learning outcomes transparent to students when registering for courses and enrolling in programs. As a result, the college is engaging in a data governance initiative to ensure that outcomes are available to students, faculty, and community stakeholders. The integration of learning outcomes into the college catalog was completed in FY 2018 for all credit programs (320). AACC is expanding these transparency initiatives to include noncredit program outcomes through the adoption of a new noncredit course registration system in FY 2022. The college is seeking to further expand transparency to include assessment data for specific programs. To this end, the NILOA transparency framework is currently under consideration by PRIA.

Public Reporting of LOA Progress

AACC provides information about LOA methodology and findings to the community through participation in the MHEC Student Learning Outcomes Assessment Report (SLOAR). Maryland public colleges and universities submit periodic reports on assessment of learning outcomes to MHEC approximately every 10 years. AACC's reports are combined with those of other public institutions across the state of Maryland and made available on the MHEC website. The reports summarize student LOA activities in reference to MHEC standards. In compliance with MHEC, AACC reports its development and incremental assessment strategies to track outcomes.

Since the publication of the 2011 edition of SLOAR, the role of assessment of student learning outcomes has become even more salient and central to the institutions' missions. This is driven, in part, by external stakeholders such as accrediting bodies, which play an ever-increasing role in ensuring colleges and universities focus on student learning outcomes assessment at the institutional, program, department, and course level. In step with this increased focus on assessment, AACC has implemented a more robust LOA plan and infrastructure. The college recently submitted the 2021 SLOAR (303); that report, complete with MHEC findings, will be publicly available for all stakeholders. It describes the assessment methodology and process at AACC and provides examples of the assessment tools used by faculty to engage in continuous improvement discussions (320).

As part of the SLOAR, AACC submitted an example of a program-specific LOA cycle and a reflection tool for improvement. This tool, with faculty notes from a collaborative meeting, illustrates the use of a common project and rubric to assess a program learning outcome. Conclusions and next steps, including a budgetary item, are also included in the report (304).

Comparison of the 2011 and 2021 SLOARs shows that AACC has made exceptional progress in instituting an LOA process and providing the institutional tools and personnel to operationalize it effectively.

Tracking and Reporting of Key Performance Indicators

The college's strategic plan includes Key Performance Indicators (KPIs) used to track progress toward strategic plan goals, and PRIA has developed a KPI dashboard to display progress (305). There are two indicators on the dashboard that track student learning outcome targets:

- Student Learning Outcomes Met Target: Program Assessment provides a percentage of students who met the departmental target in overall program learning outcomes assessment.
- Student Learning Outcomes Met Target: Highly Enrolled and/or General Education Courses provides a percentage of students who met the target in general education and/or highly enrolled course outcomes.

AACC is committed to sharing the data collected for KPIs pertaining to learning outcomes with the campus community. The data are archived and used for trend analysis, further discussion, and future planning.

Assessment Data Availability to Faculty and Staff

Through PRIA, assessment data are widely available to faculty and staff (319). These data can be used to inform a department about enrollment and trends towards program completion. For example, in the Early Childhood/Special Education A.A.T. and A.A.S. programs, data can be obtained from Tableau to see how many students took the entry-level course in Early Childhood (EDU 132, Introduction to Early Childhood Development) and how many of those same students completed coursework in the last semester of the degree program and enrolled in the culminating Early Childhood/Special Education course (EDU 247, Early Childhood Methods and Materials). This information at the department level can guide further course development and enhancement, as well as analysis of students' academic needs to complete a certificate or degree program.

Program Review – Outcomes Assessment

The collaborative, comprehensive program review process at AACC is a reflective and analytical procedure that promotes the continuous improvement and alignment of academic programs. These programs are reviewed every four years, and the self-evaluation and analysis of direct and indirect assessment data allows teams to address academic quality and document continuous improvements to external accreditors and stakeholders. The assessment data analysis process within the program review helps inform decision making by setting academic priorities and aligning resources to the institutional mission and goals.

AACC will complete its five-year assessment report in summer 2022. This report will include action items on how assessment findings were used to make changes in student success initiatives and curricular decisions.

4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers

AACC does not use third-party assessment services providers.

5. Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness

To ensure that educational assessment is functioning as intended and meeting articulated goals, AACC regularly assesses the effectiveness of the assessment process itself. The assessment process undergoes changes based on feedback and information obtained through this reflective and analytical practice.

As part of program assessment, the process is evaluated in four areas: quality of program outcomes, measurement of program outcomes, assessment reporting, and use of findings. The expectations are defined in a rubric created by the CoTL LOA Subcommittee (323). The effectiveness of the LOA process for an educational program is informally evaluated through quarterly check-in meetings between the department leadership and the director of assessment and instructional innovation. Stakeholders such as deans, assistant deans, directors, academic chairs, faculty, and instructional staff provide feedback as to whether assessment data and structures are meeting their needs to implement continuous improvement in their areas (324).

Impact of COVID-19

- PRIA continued full operations when the college moved to remote operations in March 2020, and LOA has similarly maintained its momentum throughout the pandemic. Despite the disruptions caused by COVID-19, the college will meet its goal of two full LOA cycles per program by June 2022. Due to issues with data collection caused by changing instructional modalities and other factors, however, the timeline for analysis for some courses and programs was extended; while all programs continued assessment, in some cases it was not practical to collect data on all outcomes. The disruption caused by the switch to remote learning had effects on both the assessment process and the assessment results, as is reflected in the LOA reports starting with the AY 2019-2020 cycles. When all cycles are accounted for, it is anticipated that there will be as many as 207 unique assessment cycles that will have been impacted by the pandemic. The shift in learning modalities also had significant effects on student learning itself, generating the need for intentional analysis and discussion about how to interpret and apply assessment data in such an unprecedented situation. Closing-the-loop discussions among faculty and instructional staff, academic chairs, directors/assistant deans, and deans continued to take place, and the full extent to which results were affected is still being evaluated.
- Emerging themes from the findings that relate to the pandemic include feedback regarding assessment tools, changes in learning environments, and interrupted instruction (322). The college continues to discuss the impacts of COVID at assessment meetings.

Strengths and Opportunities

Strengths

- AACC has developed an effective and robust assessment process.
- Goals are set and assessed at the institution, program, and course levels.
- The college provides support for assessment activities with a dedicated director of assessment and instructional innovation and supporting staff, Taskstream tracking software, data dashboards available to employees, and extensive training for faculty and staff.
- The extensive use of assessment findings supports students in meeting their completion, transfer, and career goals.
- The college communicates assessment information effectively with internal and external stakeholders.

Opportunities for Improvement and Innovation

- Clarify and standardize the criteria and procedures used to evaluate the effectiveness of the assessment processes across academic courses and programs.
- Improve data accessibility for all stakeholders to facilitate continuous improvement within courses and programs.
- Improve integration and application of LOA results to inform planning.

Standard V Evidence Inventory

ROA #8

- 157. Office of Planning, Research, and Institutional Assessment (PRIA) webpage with links MS0020.
- 204. Model Course - Making Change at AACC MS0467.
- 206. Falling in Love with Data Workshop Schedule Fall 2021 MS0198.
- 303. Learning Outcomes Assessment Report, 2021 MS0191.
- 304. Learning Outcomes Assessment - Sample Summary with Reflection MS0192.
- 305. Key Performance Indicator - Learning Outcomes Assessment Dashboard MS0194.
- 306. Reverse Transfer MS0472.
- 307. Using Watermark to Help Faculty Close the Loop on Assessment MS0473.
- 308. Learning Outcome Assessment Subcommittee Yearly Reports MS0476.
- 309. Learning College - Learning Outcomes Assessment Project 2021-2022 MS0480.

ROA #9

- 289. 2021-2022 Catalog Excerpt - Credit for Previous Learning MS0348.
- 310. Curriculum Map - Human Services Fall 2020 MS0072.
- 311. Curriculum Map - Health Fitness Exercise Studies AS MS0142.
- 312. Learning Outcomes Assessment Subcommittee Progress Report December 2021 MS0201.
- 313. Learning Outcomes Flowchart MS0343.
- 314. Program Outcomes MS0345.
- 315. Transfer Guide - AACC to Frostburg - Business Administration degrees MS0379.

- 316. Examples of Direct and Indirect Assessments for Course and Program Learning Outcomes MS0417.
- 317. Faculty Professional Development Signature Program Menu 2020-21 MS0468.
- 318. Syllabus - HEA 111 - Personal and Community Health Spring 2021 MS0470.

ROA #10

- 2. Strategic Plan FY2021-24 - Engagement Matters II Excellence through Innovation MS0081.
- 207. Falling in Love with Data Workshop Schedule Fall 2020 MS0199.
- 241. College-Wide Core Competencies MS0346.
- 282. Transfer Agreements MS0165.
- 309. Learning College - Learning Outcomes Assessment Project 2021-2022 MS0480.
- 319. Middle States Self-Study PRIA Resources Memo July 2021 MS0171.
- 320. Continuous Improvement at AACC Reflections and Actions MS0173.
- 321. General education and Core Competencies Mapping - Social Sciences MS0347.
- 322. Learning Outcomes Assessment Report on Continuous Improvement and the Pandemic, January 2022 MS0382.
- 323. Program Review (Learning Outcomes Assessment) - Assessment Rubric MS0415.
- 324. Learning Outcomes Assessment and Program Review Feedback, February 2022 MS0416.
- 325. Learning Outcomes Assessment (LOA) and Program Review Update Spring 2021 MS0471.
- 326. Educational Programs Aligned with Interrelated Courses, Competencies, Learning Outcomes, and Educational Experiences MS0504.

Standard V, Criteria 1

- 2. Strategic Plan FY2021-24 - Engagement Matters II Excellence through Innovation MS0081.
- 241. College-Wide Core Competencies MS0346.
- 314. Program Outcomes MS0345.
- 321. General education and Core Competencies Mapping - Social Sciences MS0347.

Standard V, Criteria 2a

- 241. College-Wide Core Competencies MS0346.
- 311. Curriculum Map - Health Fitness Exercise Studies AS MS0142.
- 313. Learning Outcomes Flowchart MS0343.
- 314. Program Outcomes MS0345.
- 316. Examples of Direct and Indirect Assessments for Course and Program Learning Outcomes MS0417.
- 326. Educational Programs Aligned with Interrelated Courses, Competencies, Learning Outcomes, and Educational Experiences MS0504.

- 327. 2021-2022 Catalog Excerpt - Business Administration Transfer (A.S.) with Program Outcomes MS0418.
- 328. Program Assessment and Planning Workspace - Retail Management Certificate MS0537.
- 329. Curriculum Map - Business Administration Transfer AS MS0139.
- 330. Curriculum Map - Early Childhood Development AAS MS0140.
- 331. Curriculum Map - Early Childhood Education-Early Childhood Special Education AAT MS0141.
- 332. Curriculum Map - Retail Management CRT MS0143.
- 333. Syllabus - EDU 132-200 Intro to Early Child Development Fall 2021 MS0144.
- 334. Syllabus - EDU 133-001 Growth and Development Fall 2021 MS0145.
- 335. Syllabus - EDU 214-200 970 Intro to Special Education Fall 21 MS0146.
- 336. Syllabus - EDU 229-201 Observing and Assessing Young Children Fall 2021 MS0147.
- 337. Syllabus - EDU 235-200 Child Care Administration Spring 2021 MS0148.
- 338. Syllabus - EDU 239-200 Quality Parent and School Partnerships Spring 2021 MS0149.
- 339. Syllabus - EDU 242-201 Foundations of Reading and Language Arts Fall 2021 MS0150.
- 340. Syllabus - EDU 247-401 Early Childhood Education Methods and Materials Fall 2021 MS0151.
- 341. Syllabus - BPA 162 Business Communications Fall 2021 MS0152.
- 342. Syllabus - BPA 125-001 Marketing Principles Fall 2021 MS0153.
- 343. Syllabus - ECO 232-001 Business Statistics Fall 2021 MS0155.
- 344. Syllabus - ECO 212-276 Microeconomics Fall 2021 MS0156.
- 345. Syllabus - BPA 201-001 & 002 Financial Accounting Fall 2021 MS0157.
- 346. Syllabus - BPA 202-275 Managerial Accounting Fall 2021 MS0158.
- 347. Syllabus - BPA 111-007 Intro to Business Fall 2021 MS0159.
- 348. Syllabus - BPA 134 Retail Management MS0161.

Standard V, Criteria 2b

- 282. Transfer Agreements MS0165.
- 289. 2021-2022 Catalog Excerpt - Credit for Previous Learning MS0348.
- 306. Reverse Transfer MS0472.
- 315. Transfer Guide - AACC to Frostburg - Business Administration degrees MS0379.

Standard V, Criteria 2c

- 308. Learning Outcome Assessment Subcommittee Yearly Reports MS0476.
- 310. Curriculum Map - Human Services Fall 2020 MS0072.

- 312. Learning Outcomes Assessment Subcommittee Progress Report December 2021 MS0201.
- 325. Learning Outcomes Assessment (LOA) and Program Review Update Spring 2021 MS0471.
- 349. Committee on Teaching of Learning Yearly Reports MS0477.
- 350. Charter of the Academic Forum - Section 9.10.2.D.2 Committees of the Academic Forum -Subcommittee on Learning Outcomes Assessment (LOA) MS0481.
- 351. Learning Outcomes Assessment Subcommittee Key Dates for AY 2020 2021 MS0200.

Standard V, Criteria 3a-h

- 178. Full-Time Faculty Professional Development Plan MS0126.
- 204. Model Course - Making Change at AACC MS0467.
- 206. Falling in Love with Data Workshop Schedule Fall 2021 MS0198.
- 207. Falling in Love with Data Workshop Schedule Fall 2020 MS0199.
- 209. Choose Your Own Adventure at the Virtual AACC Summer Institute 2021 MS0196.
- 303. Learning Outcomes Assessment Report, 2021 MS0191.
- 304. Learning Outcomes Assessment - Sample Summary with Reflection MS0192.
- 307. Using Watermark to Help Faculty Close the Loop on Assessment MS0473.
- 309. Learning College - Learning Outcomes Assessment Project 2021-2022 MS0480.
- 310. Curriculum Map - Human Services Fall 2020 MS0072.
- 317. Faculty Professional Development Signature Program Menu 2020-21 MS0468.
- 319. Middle States Self-Study PRIA Resources Memo July 2021 MS0171.
- 320. Continuous Improvement at AACC Reflections and Actions MS0173.
- 328. Program Assessment and Planning Workspace - Retail Management Certificate MS0537.
- 352. Disability Support Services - Remote Support Services to Blind and Visually Impaired Students MS0633.
- 353. Learning Outcome Assessment Team Data Analysis Tools MS0483.

Standard V, Criteria 5

- 323. Program Review (Learning Outcomes Assessment) - Assessment Rubric MS0415.
- 324. Learning Outcomes Assessment and Program Review Feedback, February 2022 MS0416.

Impact of COVID-19

- 322. Learning Outcomes Assessment Report on Continuous Improvement and the Pandemic, January 2022 MS0382.

STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Requirements of Affiliation (ROA)

ROA #8 - The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes. (244,354-356)

ROA #10 - Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments. (2,12,42,244,356,357)

ROA #11 - The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared balanced budget for the current year, and undergoes an external financial audit on an annual basis. (18,271,358-363)

Overview

Examination of Anne Arundel Community College's (AACC) planning processes, resources, and structures shows aligned, comprehensive, and systemic planning, assessment, and resource allocation to fulfill the college's vision, mission, values, and goals. With demonstrated commitment to an ongoing assessment model, the college intentionally provides an environment conducive to continuous improvement of programs and services, advancing the college's strategic objectives at the institutional and unit levels.



Criteria and Evidence

1. Institutional objectives, both institution wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation

Strategic Objectives

AACC's current strategic plan, Engagement Matters II: Excellence through Innovation, FY 2021-2024 (2), adopted as approved by the board of trustees on June 9, 2020, is a continuation of the college's prior strategic plan, Engagement Matters I: Pathways to Completion (12). Engagement Matters II contains four institutional strategic objectives:

- Excellence: Ensure that every interaction contributes to a high-quality education.
- 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.
- Innovation: Innovate to ensure equity in college systems and practices to provide positive student and employee experiences.
- Resources: Allocate resources in support of the college mission in responsible, sustainable, antiracist, and equitable ways.

The college's strategic planning process provides a clear assignment of responsibility and accountability. That process is led by the Strategic Planning Council (SPC), which provides recommendations to the president regarding the creation, modification, and assessment of the strategic plan (43). The members of SPC represent all constituency groups (Administrative Staff Organization, Professional and Support Staff Organization, and The Faculty Organization) and functions of the college. The SPC serves as a communication link between members of the constituency groups and the board of trustees. Key Performance Indicators (KPIs) data from assessment of the previous strategic plan were leveraged to inform the development of Engagement Matters II. Throughout the process of developing the current strategic plan, data were collected via surveys, Padlets, and focus groups involving a variety of stakeholders, including students and community members. The collected data were analyzed and sorted into themes to develop the four objectives of the strategic plan; these objectives define how AACC plans to address the college's mission, values, and institutional goals. AACC's three strategic goals are Engagement and Entry, Progress and Growth, and Retention and Completion.

The integration of planning and assessment is evident in the College Plan, which documents strategic activities to show how the college aims to achieve the strategic plan objectives. Recommendations identified in the strategic planning process and input from college operational units are confirmed by the president and vice presidents to be priorities for implementation. These priorities are converted to actions to execute the college's strategic plan. To ensure accountability and transparency, responsible individuals for each strategic activity are identified in the College Plan (357), which links activities to appropriate accreditation standards and indicates which actions are cross-divisional. Strategic actions inform planning of unit and professional goals for individuals in areas responsible for implementing the action to execute the strategic plan. For example, there is a strategic action assigned to the Division of Learner Support Services (LSS) to "sustain unit-level assessment including CAS, Unit and Division UIP and PRIA Unit Assessment to foster the college's commitment to continuous improvement" (364,365).

To track the progress of the College Plan, quarterly reports are submitted to the president's office. These reports are reviewed by the president and vice presidents and align with the College Plan Tableau dashboard that is accessible by all faculty and staff. The board of trustees receives an update in the fall and spring on strategic planning efforts, as well as quarterly reports on the progress of the College Plan strategic actions (42).

Key Performance Indicators

KPIs approved by the SPC are an integral part of the FY 2021-2024 strategic plan and were developed to assess the college's progress in achieving the strategic goals. These KPIs align with the strategic objectives and lead to equity-minded completion. To ensure organizational alignment, KPIs are used and integrated with administrative unit assessment. For example, the number of online courses that model Quality-Course Action Review (QCAR) standards is a KPI measure, which is also used for unit assessment for the IDEA Lab (previously Virtual Campus). As a result of course improvement efforts framed by the QCAR standards, faculty reported improved navigational features, increased student engagement, and equity data improvement.

The college's Model Course initiative has trained and supported hundreds of faculty and instructional staff in integrating best practices for culturally responsive, inclusive, and engaging teaching practices in highly enrolled gatekeeper courses. Complementing the work of Model Course has been the awarding of over \$750,000 in resiliency grants to faculty since the pandemic began to support the creation or enhancement of nearly 200 online courses in synchronous, asynchronous, and hybrid modalities. All AACC online courses must meet QCAR standards on inclusiveness and equity, which include six rigorous principles that enhance equity and inclusion. To promote data transparency and accountability, the office of Planning, Research and Institutional Assessment (PRIA) established the Strategic KPI dashboard (354), which is accessible to all faculty and staff. The KPIs are regularly updated and presented to the board of trustees.

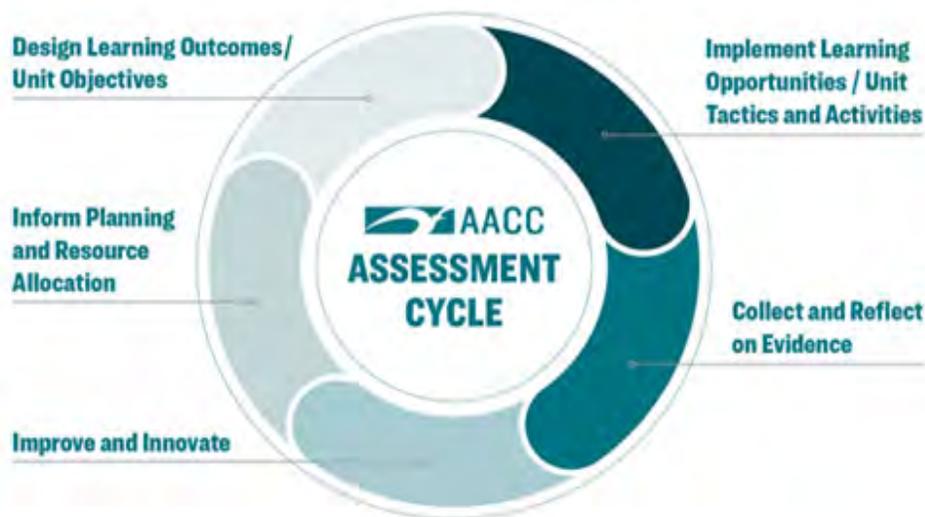
Individual Unit Objectives

With the launch of collegewide unit assessment in FY 2021, the college planning and assessment process has become systematized and unified across all divisions. Unit-level assessment supports institutional alignment, vertically across organizational levels and horizontally across all units.

Thirty-nine administrative units have been identified at the college (355). After the FY 2021-2024 strategic plan was approved, each unit identified eight objectives for implementation and assessment during the four-year planning cycle. These unit objectives, two identified for each fiscal year, align with the four institutional objectives in the strategic plan. Strategic operational activities were developed to measure achievement of the unit objectives.

To assess unit objectives, strategic activities are designed with measures and targets. All unit assessment data are collected in unit assessment report templates (244). The template organizes information, indicates deliverables and associated due dates, and is used by constituents as a collaboration tool. Resulting evidence, reflections, and recommendations are used to improve and innovate, informing the planning process and resource allocation as seen in Figure 22. For example, tutoring services assessed its program effectiveness through comparing course success rates between the students who used the service and the students who did not. The results are used to inform resource allocations, such as funding for embedded tutors for highly enrolled courses (366-368). Template data are entered into Taskstream, the college's assessment software tool. Within Taskstream, units are mapped to their respective divisions (including other divisions when objectives are cross-divisional), the strategic plan, and Middle States standards (356).

Figure 22: Assessment Cycle



The LSS division uses the Council for the Advancement of Standards in Higher Education (CAS) to inform its assessment practice. Based in holistic learning, the CAS standards serve as a validated, reliable resource that can be used to identify and achieve various division-level or functional unit goals, to advance self-assessment, and to inform institutional effectiveness (369).

The Learning Resources Management (LRM) division completes a self-assessment to inform institutional effectiveness. Each unit performs a self-evaluation to confirm alignment of purpose with mission, identification and evaluation of function and services provided, and resources used to support operations. Assessment measures are determined to assess productivity, effectiveness, efficiency, and impact of each function (370).

2. Clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results

AACC’s unit planning and assessment process fully engages constituents, fosters cross-collaboration, and compels insights-based decision making. Aligned with the college’s strategic plan, the unit assessment process is systemic and ongoing. The PRIA administrative assessment coordinator collaborates with unit leaders to organize and manage administrative unit assessment to maintain a focus on consistency and transparency. Regular divisional and unit check-ins are conducted. Unit assessment reports are generated and provided to all faculty and staff on the PRIA intranet site (244). AACC generates an annual comprehensive Institutional Effectiveness Report to communicate the assessment activities across organizational levels (17).

Institutional Assessment Team (IAT) members, appointed by the college president, promote a better understanding and appreciation of the value of assessment to colleagues, validate and assess the assessment methods, and serve as an internal review board for assessment activities at the college (371). In March 2020, to strengthen institutional assessment efforts and broaden constituent participation, the college expanded the IAT by increasing representation from all constituency groups and administrative divisions (372,373). The associate vice president, continuous improvement and innovation analytics, regularly reports ongoing assessment activities to the SPC to include KPI updates, integrating assessment with the college’s planning process and incorporating the use of assessment (371,374).

To support a successful launch of unit assessment and inform all faculty, staff, and administrators of the importance of assessment, in August 2020, the associate vice president, continuous improvement and innovation analytics, director of

assessment and instructional innovation, and representatives from IAT held a campus-wide unit assessment workshop (375) to introduce college employees to the unit-level assessment process.

To make assessment results transparent and highlight the good assessment work completed by academic departments and administrative units, in June 2021, AACC organized a full-day campus-wide event called Assessment Institute. The theme of the Assessment Institute was “Telling Our Story.” The institute provided time and space for faculty and staff to share assessment practices on campus, discuss assessment results and findings, celebrate the commitment to continuous improvement, and collectively tell AACC’s story (209). In addition, college employees have access to the Data Corner through the MyAACC portal. The Data Corner provides comprehensive disaggregated data and research briefs to engage the faculty, staff, and administrators to intentionally use data to inform continuous improvement and resource allocation decision making.

The data and insights found in the Tableau dashboards are used to support decision making around planning and resource allocation across the college. For example, Data Corner Tableau dashboards are employed to discover, analyze, and monitor data and trends to support comprehensive program review. Continuation, completion, headcount, and course data as well as racial and PELL equity rates and transfer reports are all accessed via the Data Corner dashboards and utilized for program review assessment.

Data Corner Tableau Dashboards Used for Program Review

The Data Corner also provides faculty and staff access to resources that support data-informed, high-priority programs at AACC. For example, there is information about assessment best practices and methodology, access to recent professional development materials, and equity, diversity, inclusion, and antiracism documentation and guides. The Data Corner also houses the monthly PRIA Research Briefs. The PRIA Research Briefs are electronic newsletters launched in spring 2020 to translate student success data into meaningful insights. The briefs are disseminated to all faculty and staff on a monthly basis. A recent issue covered disaggregated data for the students with documented disabilities. Specifically, the average GPAs of students with documented disabilities have risen steadily with an average increase of .03 year-over-year. The course success rates of students registered for accommodations has significantly improved. For example, in the MAT 135 course, Statistics, the success rate rose from 53 percent to 75 percent; in ENG 102 it increased from 65 percent to 83 percent, and in ACA 100, it increased from 75 percent to 92 percent from fall 2020 to fall 2021. The academic growth of students with disclosed disabilities exemplifies the college’s commitment to providing an accessible environment to accommodate student needs. AACC’s Disability Support Services provides reasonable and ethical accommodations consistent with ADA guidelines using an individualized, student-centered approach and modeling best practices through training, collaboration, and engagement.

The complete unit assessment reports for FY 2021 are provided by PRIA and are available on the college intranet (244). As of January 2022, objectives and updated plans for each unit have been confirmed, and measurable tactics and activities are currently taking place. A preliminary report of the unit objectives being assessed in FY 2022 is compiled by the PRIA administrative assessment coordinator (376). A report with conclusions and recommendations is planned for communication by PRIA in collaboration with IAT at the conclusion of this assessment cycle in April 2022.

3. A financial planning and budgeting process that is aligned with the institution’s mission and goals, evidence-based, and clearly linked to the institution’s and units’ strategic plans/objectives

Budget Process

The annual planning and budget development process is the method through which the college evaluates the efficient and effective allocation of resources in support of the strategic plan. With a focus on achieving the college mission and strategic objectives, guiding principles and budget priorities are approved by the board budget committee. These guiding principles and priorities guide resource allocation decision making during the budget development process (377). To clearly communicate budget instructions, the associate vice president of LRM sends a memo with an overview of the planning and budget instructions to budget managers. The budget office provides budget managers with a timeline, a

guide to planning and budgeting for institutional effectiveness, and opportunities to attend budget training workshops. Budget instructions and the timeline are also posted on the college intranet site (378-381).

The budget process begins with a budget environmental scan presented to college leadership (382). The president and vice presidents and board budget committee approve institution-wide assumptions to build the compensation and benefits budget and other institutional base adjustments such as utilities, legal, and insurance, while also evaluating the impact of possible tuition increases (377). Budget planning at the department level begins with department managers developing budget requests based on unit goals and operational needs. Budget managers are provided with a multiyear expenditure trend report to assist with assessment of department activities. The college emphasizes growth by substitution, and reallocation from identified efficiencies is the primary source for funding new initiatives. Budget managers submit their budget requests into the online budget module, and budget requests are identified as strategic or operational and must be linked to a strategic goal and objective.

Throughout the budget development process, college leadership and the board of trustees' budget committee provide feedback on preliminary budget assumptions and prioritization of department requests. The associate vice president of LRM with assistance from the budget office provides an assessment of how well the guiding principles and budget priorities are achieved under various scenarios (383). Budgets are approved based on their strategic priority, achievement of guiding principle and priorities, and fund availability.

A budget workshop with the full board is held to provide an update on the strategic plan progress, impact of college initiatives, and review of budget assumptions (47,384). The board budget committee then recommends the college's budget to the full board of trustees during a public session (385). Upon approval by the board, the budget proposal is submitted to the Anne Arundel County Executive for inclusion in the overall county budget. The board-approved budget is subject to change if final approved funding from the state and/or county changes from the approved budget. Approval by the County Council appropriates the college's annual budget by functional area. The college employees are kept apprised of the budget status by the president as the budget moves through the board of trustees and county approval processes (386). The budget office prepares a budget document in accordance with the Government Finance Officer Association (GFOA) guidelines for best budgeting practices. The FY 2022 budget book received the GFOA distinguished budget presentation award (18).

Multiyear Planning Tool

AACC developed a five-year financial planning model, referred to as the multiyear planning tool, which is used to guide budget discussions to stimulate strategic resource allocation. During the budget development process, the college updates the multiyear planning tool to assess the long-term impact of funding decisions made during the current year's budget process. This projection does not reflect actual budget requests in future years but is intended to provide general information to facilitate informed long-term planning in the development of both revenue and expenditure assumptions. The projection highlights the continuing need to further examine funding alternatives and/or other cost reductions in future budget deliberations to prevent hardships on students, while balancing the need to provide essential resources and expected services (360).

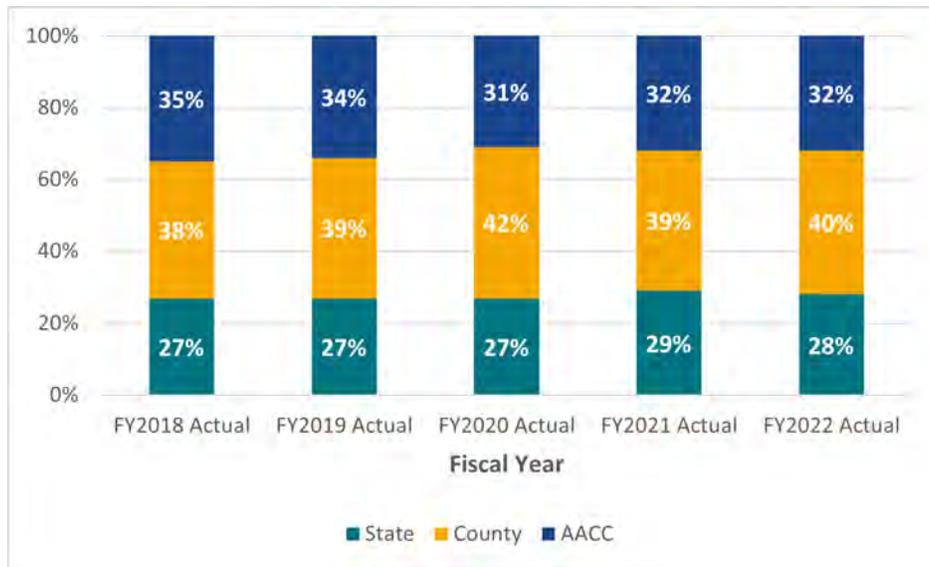
4. Fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered

Adequate Fiscal Resources

AACC's operating budget is structurally balanced. Appropriations from the state of Maryland and Anne Arundel County account for approximately two-thirds of the annual operating revenue of the college; the remaining third is provided primarily through tuition and fee revenue. The funding for the college's operating budget continues to shift as declining enrollment and small-to-flat increases in state funding have put increasing reliance on county support (Figure 23). State aid is provided through the Senator John A. Cade funding formula. Funding is based on a percentage tied to the state aid per full-time equivalent (FTE) at selected four-year schools. As a minimum funding guideline, the county is required to

maintain the total level of funding of the current fiscal year into the next fiscal year for the college to receive an increase in state funding. Tuition and fee revenue has been declining as small tuition and fee increases have not offset enrollment declines.

Figure 23: Fiscal Year Resources



To balance the budget, the college budgets a transfer from the tuition stabilization fund (TSF). Funding from the TSF is a one-time funding source; however, the college has historically underspent the approved budget appropriation due to timing of initiatives and cost-containment activity implemented during the year, making this a relatively stable source of funding for a small percentage of the overall budget. Recognizing the importance of setting aside funds to provide flexibility to respond to financial uncertainties and funding of capital projects, the board of trustees has established a policy to maintain the TSF balance between 5 and 10 percent of current fiscal year total budgeted expenditures. The college administration makes recommendations to the board on the use of the TSF as part of the budget development approval process. The TSF balance is projected to exceed the target range in FY 2022 due to the strategic drawdown of stimulus funds that have been earmarked to fund capital technology projects over the next five years (358).

Capital support from the state and county allows the college to fund new construction and renovation projects and address deferred maintenance without issuing debt. County funding of the Retiree Health Benefits Trust allows the college to fund the long-term Other Post-Employee Benefits liability (18).

The college also receives support from the AACC Foundation, a separate legal entity whose mission is to expand private philanthropy and cultivate partnerships to enhance AACC's ability to support students and initiatives that strengthen our community. In FY 2021, the Foundation provided \$1.03 million in scholarship awards for students. In FY 2022, the AACC Foundation also gifted to the college the new state-of-the art, \$5 million building, the Clauson Center for Innovation and Skilled Trades, to expand AACC's workforce development programs.

To monitor adequacy of fiscal resources during the year the budget office prepares projections to monitor enrollment, revenue, and expenditures compared to budget. Adjustments are made as needed to address any variances between actual and budgeted results.

To compensate for enrollment declines and relatively small increases in state and county support, the college has relied on reallocations of operational efficiencies and expense reductions to fund high-priority initiatives. Recognizing there is more work to do to address funding and enrollment challenges and create long-term financial sustainability, the college has undertaken various initiatives.

In support of the strategic plan Resources objective to regularly review structures and processes for relevancy and efficiency, the college undertook an administrative services review (387). AACC hired a consultant to take a deep dive into the administrative functions of the college and identify opportunities to maintain current levels of services at a lower cost, enhance services, and identify potential operating efficiencies. The college has implemented several of these recommendations to create a more efficient workflow and reduce operational costs. For example:

- Information Services and Information Technology were combined under the leadership of a new vice president of Information and Instructional Technology (IIT).
- The college consolidated responsibility and leadership within the Division of LSS, which allowed for a reduction in the number of deans from four to three.
- Twenty-five vacant positions that were no longer needed to support college operations were eliminated.

Implementation of additional recommendations from this work is continuing. The college is also continuing to build upon the work of the administrative services review and is in the process of developing a plan for the second phase to identify opportunities for greater operational and programmatic efficiencies (361).

Consistent with trends in higher education, AACC has been experiencing enrollment declines. To address long-term enrollment challenges, the college created a collegewide team, the Enrollment, Retention and Completion Council (ERCC), whose work began in November 2021. Their charge is to provide data-driven policy and analytical initiatives that increase enrollment and successful completion to the president and vice presidents for review and prioritization. Nine teams have been created with the following areas of focus: planning, outreach, African American male success, institutional aid, course success, classroom experience and student engagement, policies and procedures, analytics, and offsite locations. The teams are in the process of research and initiative development (271).

Adequate Human Resources

Recognizing the importance of adequate human resources, the college has a budget priority to attract and retain high-quality, diverse faculty and staff. The college has taken a proactive approach regarding compensation and maintains a comprehensive assessment and review of the compensation systems to ensure that faculty and staff salaries are in line with the market (388). In 2016, the faculty and staff compensation committees made a recommendation to address compression and equity issues that resulted from consecutive years of no or low salary increases. To address this recommendation, new faculty and staff salary tables were created utilizing market data from appropriate salary surveys, and hiring ranges for faculty and staff were standardized. From FY 2016 to FY 2019, compression/equity adjustments were budgeted to fund compression issues and bring faculty and staff to their market-based salary targets.

The college is responsive to changing personnel needs in support of operations. As positions become vacant, departments look for opportunities to create organizational efficiencies. For each position requested for recruitment, a position prioritization matrix (389) or temporary employee hiring matrix (390) must be completed to provide assessment data and alignment to strategic plan goals, objectives, or activities to support the need for the position. All matrices must be reviewed and approved by the president and vice presidents before a position can be approved for recruitment.

As part of the budget development process, departments enter requests for new positions needed to support operations. These position requests are prioritized by college leadership and approved as new funding or existing vacant positions are available for reallocation. In the fall, recruitment of full-time faculty is evaluated as a collaborative approach at Learning Leadership Council meetings. Deans present faculty hiring recommendations based on resignations and retirements, programmatic changes, and enrollment data. The provost/vice president for Learning makes the final decision around faculty recruitments based on prioritized need for the division and faculty vacancies.

To address an aging population of employees—more than half of the workforce is 50 years or older—the college has developed various leadership programs in support of succession planning. Leadership Education and Development ran from 2014 to 2020 but has been discontinued as many employees have already participated. In FY 2022, the African American Leadership Institute (AALI) was launched. Although open to all employees, AALI is a selective program that

targets African American faculty and staff and provides leadership training, mentorship, and support to emerging leaders who have the potential to step into future leadership roles and positively impact the institution. The inaugural cohort consists of 13 faculty and staff from all four college divisions recommended by supervisors and colleagues (92). Since AY 2021, one cohort has completed the training and one is currently participating. The table below illustrates participants in the AALI and how it has impacted some of those who participated.

Figure 24: African American Leadership Institute (AALI) Cohort Participants

	Participants	College Representation	Resulting promotions
Cohort 1 (AY 2021-2022 through AY 2022-2023)	12	6 staff, 6 faculty	<ul style="list-style-type: none"> ▪ Interim, Chief Diversity Inclusion Officer ▪ Interim Director, The Hotel, Culinary Arts and Tourism Institute (HCAT) ▪ Interim Director, Homeland Security and Criminal Justice Institute ▪ Interim Associate Vice President of Learning and Academic Affairs
Cohort 2 (AY 2022-2023 through AY 2023-2024)	7	2 staff, 5 faculty	

To address the recommendations from the campus climate survey, the Center for Faculty and Staff Development created Leadership Matters. This training program is designed to develop competence and confidence in all current and aspiring supervisory leaders/managers and team and committee leaders; it is mandatory for all current supervisors and managers. Leadership Foundations, the first of three leadership micro-credentials, includes six mandatory professional development sessions designed to engage participants in exploring how successful leaders apply understanding of leadership and work styles, operationalize values, apply communication strategies, engage and motivate team members, and lead effective meetings (391). Of the 168 current managers and supervisors, 135 have completed the six required workshops and the remaining have between one and three workshops to complete. The deadline has been extended to the end of December 2022. While the college has been addressing the challenges of an aging workforce with various leadership programs, there is still work to do to strengthen succession planning, cross-training, and mentoring to support continuity of operations.

Following national trends, areas of the college are impacted by vacant hard-to-hire positions. AACC has experienced challenges recruiting a chief diversity officer and positions in computer technology, skilled trades, and nursing. In the current market, experts in these fields are scarce and providing competitive salaries is challenging. To address these challenges, AACC is developing internal talent and utilizing targeted marketing and incentive hiring packages.

Adequate Physical Resources

AACC has physical space adequate to support operations. The Facilities Master Plan supports adequate space planning. As part of the 2016 plan update process, a space needs analysis was prepared by an external consultant to document AACC’s total quantitative space requirement through 2029 (392). The data provided by the space needs analysis supports the construction and renovation projects imbedded in the Facilities Master Plan to reconfigure the spaces to meet future needs of the college. The new Health and Life Sciences Building provides students with access to state-of-the-art, properly sized and equipped health science and biology labs, space to increase enrollment in existing programs, and opportunities for new programming in health sciences (393). The new building also includes a simulation center that features areas set up to resemble hospital rooms and medical exam rooms. AACC is the only Maryland community college to have a health care simulation center, which allows for interprofessional learning among multiple health science disciplines.

Market research and community feedback identified a need for skilled trade workers. The new Clauson Center for Innovation and Skilled Trades is the first building at the college funded solely through philanthropic dollars. This building provides a flexible training space to accommodate the growing demand for skilled trade workers. Data from economic

trends and feedback from industry leaders were used to determine what programming should be offered in the Clauson Center. Building design and, more specifically, lab design was based on input from industry leaders. Industry leaders also advised on the tools and equipment that were needed in each lab.

The college is responsive to changing facility needs. For example, the shift to remote instruction and services due to the COVID-19 pandemic created a need for space for students without access to technology to connect, learn, and collaborate. To address this need, as part of the Florestano building capital renovation project, the college is creating a Learning Innovation Center on the fourth floor.

As a result of enrollment declines and program changes that have occurred over time, the Arundel Mills and Glen Burnie Town Center locations are currently underutilized, which the COVID-19 pandemic exacerbated. Prior to the pandemic, enrollment at Arundel Mills had been decreasing at a higher percentage than the overall college enrollment. The college has identified an opportunity to strategically address the use of this space; work team 9 of the ERCC will develop strategies to increase enrollment at both locations. This team has been charged with researching community needs, creating a profile of current students, establishing recruitment and retention strategies, recommending a marketing plan, identifying resources needed to support students, and providing sustainability and assessment measures.

Assessment findings showed that over 400 Project Service Requests (PSRs) related to space and assets were being submitted to Administrative Services each year. The details of the PSRs are documented in an inventory list. The time required to maintain the list was negatively impacting the essential work of existing project managers. After reviewing the data, in discussion with consultants during the Administrative Services Review study, Administrative Services recommended that a position be created to keep accurate data on college space and assets and to automate the routing and tracking of tickets. The facilities planning specialist was hired in October 2022.

Adequate Technology Resources

AACC has extensive technology support, resources, and infrastructure. Technology is managed internally by the Division of IIT, which provides a full range of technological support services for students, faculty, and staff. Effective FY 2022 a new vice president position was created to oversee the technology services of the college. This new position acknowledges the critical role technology plays in institutional, instructional, operational, and student success. With the creation of this position the college merged the instructional design department with information services.

Services provided by the IIT division include:

- Enterprise application and project management services that maintain and support the college's enterprise applications, database administration, and design and development of custom web-based solutions.
- Infrastructure services that provide server management, data communications, telecommunications, and broadcast video support.
- Information security that ensures security of information systems, servers, workstations, and applications.
- Technology support services that provide service desk support, audiovisual technologies, desktop support, systems administration, and asset management functions for all college locations.
- The IDEA Lab that oversees the maintenance of the learning management system, partners with faculty to provide training and educational resources for developing online and blended learning environments, and provides training and support information for classrooms enhanced with technology.

In FY 2021, IIT effectively maintained 5,180 desktops, laptops, or tablets and 122 computer labs. In the cloud, IIT provided virtual desktops to 905 students, 52 staff, and 23 faculty. The technical call center handled 20,267 phone calls and 32,428 work orders with a 96percent customer satisfaction rate (394).

Figure 25: September 2022 Service Desk Metrics

Service Desk Metrics	Definition	Target	Sep 2022 Result
Work Orders Total Volume	Total incidents and service requests (tickets) received.	N/A	3,037 (1,174 Students, 1,863 Faculty/Staff)
First Contact Resolution	Tickets resolved by tier 1 / All tickets received by tier 1.	≥70%	74.8% (met goal)
Service Levels	All incidents and requests are assigned an SLA, which includes a target resolution time, based on the impact and urgency of the ticket.	≥90%	95.6% (met goal)
Satisfaction (via survey)		≥90%	94.7% (met goal)
Timeliness (via survey)		≥90%	96.2% (met goal)
Survey Response Rate		N/A	17.65%
Negative Survey Feedback Requiring Follow-up		N/A	2
Major Incidents		N/A	1 - Zoom Outage resolved by Zoom within 20 minutes 9/15/22 (19189453)
Phone Calls Total Volume		N/A	2,172
Abandon Rate	Abandon = Caller disconnect prior to speaking with a technician.	≤ 8%	4.7% (met goal)
ASA (Avg. Speed of Answer)	Average speed of answer = Hold time before speaking to a technician.	≤ 30 seconds	0:46 (did not meet goal, attributed to start of semester call volume and vacancies at the Technical Service Desk)
% Ans <30 Sec	% Ans <30 Sec = Percentage of calls answered within 30 seconds.	≥75%	84% (met goal)
Call Handle Avg	Call Handle Avg = Average time speaking with a technician.	N/A	6:57

The Technical Service Desk uses insights from customer satisfaction surveys to identify and prioritize improvements. Surveys are sent to 33 percent of requestors to determine solution timeliness, gauge satisfaction, and allow for additional feedback. Survey responses receive a follow-up, if applicable, and data are analyzed to determine trends that are included in the monthly Service Desk Stats Report and shared with IIT leadership for discussion and to determine additional action (395). For example, in 2021, end users reported difficulty accessing AACC online services due to two identities (student and employee). The Technical Service Desk received 362 calls/tickets related to this issue and 12 negative survey responses. After analysis of data, IIT validated the problem and identified a solution, ultimately launching the Single Identity Project (in process) to improve the user experience. Also during 2021, 6,400 requests were made for assistance with password changes. Data indicated that the webpage containing instructions was unclear. After analysis and discussion, the webpage was redesigned and made easier to navigate (396).

Cybersecurity is continually reviewed and enhanced to ensure the technology implemented at AACC is safe and secure for use by faculty, staff, and students. IIT maintains a robust change management program to authorize changes to servers and workstations. Patching of operating systems and applications is performed on a regular schedule. Vulnerability scans, risk assessments, and cybersecurity audits are performed either by the AACC security team or by external third parties to ensure data in information systems is protected by the Information Security Program.

Despite fast-growing demand for infrastructure, the college has been highly successful in meeting technology needs that arose in response to the pandemic and the need to shift to a remote environment. The following technology enhancements and improvements were implemented during the pandemic:

- Deployed Zoom licenses collegewide
- Migrated media from Yuja to Canvas Studio
- Deployed laptops and computer accessories to students, faculty, and staff for remote work
- Provided software to support remote work and online instruction (Call Center Chat Bot, Adobe at home for students, VoiceThread, Courtesy Call Back, RAD Online, Varonis)
- Provided online exam proctoring through Honorlock®, which incorporates artificial intelligence and academic integrity support
- Conducted a virtual desktop pilot
- Created virtual computing labs
- Provided web-enhanced classrooms and conference rooms
- Expanded WiFi coverage to outdoor locations
- Upgraded video and film studio/lab to support broadcast of instruction and future programming

In addition, the college is in the process of migrating to a cloud-based system, based on an assessment carried out in FY 2020 by Campus Works (397). The college is also in the process of implementing an IT Service Management Tool (Team Dynamix) to enable self-service functionality for students, faculty, and staff.



5. Well-defined decision-making processes and clear assignment of responsibility and accountability

The college is committed to inclusive and comprehensive decision-making processes that incorporate assessment, resource allocation, and continuous improvement in support of the mission. Figure 26 shows the college’s well-defined, cyclical integrated planning, budgeting, and assessment process. AACC’s decision-making processes are forward-looking and include assessment of the external and internal environment. This includes market trends, competition, public funding challenges, technology, and changes in employee workforce.

Figure 26: Integrated Planning, Budgeting, and Assessment



The president, who is the designated representative of the board of trustees, has ultimate administrative responsibility for all aspects of the college, which includes oversight of strategic planning and achievement of the college mission and goals.

The college organization chart (398) and employee job responsibilities, outlined in a job assessment questionnaire, define decision-making processes at the college. All employees are evaluated by their supervisor on a regular basis. Coaching conversations have recently been implemented as the method to provide performance feedback to staff aligned with continuous improvement. The purpose of the coaching conversations is to move away from rating past performance toward having a structured conversation from a coaching perspective that connects employee input with manager insight about performance and aligns the process with college values (124).

6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes

Facilities and Infrastructure Planning

The college's facility planning is integrated with the financial capital planning process to develop resources to support construction, renovation, and deferred maintenance projects. The state of Maryland and Anne Arundel County share in the funding of new construction and major renovation projects with the state providing up to 50 percent of the funding for design and construction, as well as for eligible furniture, fixtures, and equipment; the county also funds deferred maintenance projects. This allows the college to avoid issuing debt to support capital projects as Maryland community colleges are generally limited in the use of debt for leasing of personal property.

Maryland requires each community college to develop a Facilities Master Plan that supports the institution's role and mission. This plan is required to be updated every 10 years. The Facilities Master Plan provides direction for phasing and construction costs used to develop AACC's capital requests (362). JMZ Architects and Planners was retained by AACC to prepare an addendum to the 2016 Facilities Master Plan. The board of trustees approved the addendum in June 2021 (392). This addendum reflects the changing priorities and strategic goals of the college in a post-pandemic world. The pandemic presented many challenges, but it also revealed new opportunities to both improve student access to higher education and update college operations and space utilization. Remote learning has been proven to work well for many students and faculty and has also shown that staff can work remotely with great success. This has informed conversations and plans around future space needs.

Significant investments have been made to improve AACC's facilities since the adoption of the 2016 Facilities Master Plan. The new Health and Life Sciences Building, funded through capital projects, opened in fall 2021. The Clauson Center for Innovation and Skilled Trades, funded through generous donations, opened spring 2022. The Student Union dining hall has been remodeled; projects have been completed at all locations to provide informal study and student gathering spaces; technology has been updated in classrooms and labs; and other facilities have been maintained and improved.

Every five years, AACC works with an outside consultant to complete the Facilities Condition Audit (FCA). The report is accessed online and includes general information which documents the building elements and assessment data. The reports highlight considerations such as how many years the recommended work is overdue, violations of campus standards, and cost estimates. The most recent FCA was completed in 2019 (399). Assessment data from the FCA findings are then used to scope and recommend projects. These projects are initially prioritized by the consultant with issues requiring immediate attention highlighted to be expedited. Administrative Services uses FCA findings and other assessment data, such as internal work orders, to validate the need for renovation projects. The recommendations from the assessment data are incorporated into the design of the renovation project. For example, several FCA recommendations are included as part of the Florestano building renovation, such as carpet replacement, improving roof access, and installing vertical grab bars in public restrooms to address ADA compliance. Figure 27 highlights 5 of the 23 projects identified through the assessment process and prioritized for the Florestano building renovation (400).

Figure 27: AACC Florestano Project List (partial)

Project Title	Deficiency identified in FCA Report	Grand Total	Priority (Entech)	Recommended Year
Floor Finish Replacement - Carpet	The carpet is worn and faded throughout the offices, classrooms and auditorium. There are areas of significant staining, most notably in the auditorium.	\$179,247	3 - Medium	2023-2025
Door Weather Stripping Replacement	Air gaps were observed around the doors at the East and West sides of the building.	\$2,821	2 - High	2023-2025
Brick Joint Repointing	There are a few locations where the brick mortar is beginning to crack.	\$4,324	3 - Medium	2023
Roof Access Improvements	Roof access safety would be improved by installation of a safety post.	\$1,134	1 - Immediate	Completed 4/5/2021
Vertical Grab Bar Installation - Accessible Public Restrooms	The accessible restroom stalls do not contain the required vertical grab bars.	\$641	1 - Immediate	Completed 12/18/2020

Sustainability

AACC is committed to sustainability. The Health and Life Sciences Building was awarded the Leadership in Energy and Environmental Design (LEED) Gold certification by the U.S. Green Building Council. The certification is a globally recognized holistic evaluation of a building’s sustainability efforts. In addition to the Health and Life Sciences Building, the college’s Truxal Library and Ludlum Hall are also certified LEED Gold (401).

Deferred Facility Maintenance

The college currently has a backlog of deferred maintenance. Funding for deferred maintenance is supported by the capital budget, which due to funding constraints does not fully fund the backlog. As a result, the college relies on reallocations to fund some high-priority, critical projects. For example, in FY 2021, \$1.5 million of temporary budget savings was reallocated to fund projects such as overdue upgrades to the Pascal Center for Performing Arts and the turf at Siegert Field. Funding of deferred maintenance projects is prioritized based on safety and regulatory concerns.

Technology and Infrastructure Planning

AACC has transformed its technology organization and infrastructure since the last Middle States Commission on Higher Education self-study report. Based on recommendations from the administrative services review, a new vice president position was created in FY 2022 to oversee the technology services of the college. This new position acknowledges the critical role technology plays in institutional, instructional, operational, and student success. Ongoing assessment of the technology staffing requirements and resources will continue to ensure the appropriate information technology organizational structure, services, and functions are in place to support the strategic goals of the college. The establishment of the project management function and the recent cloud assessment and migration strategy are examples of such ongoing efforts.

IIT, in collaboration with all areas of the college, is transitioning from the development of a multiyear annual report to a forward-focused information technology roadmap that details operating and capital technology needs in support of institutional and departmental goals. Through the creation of trusted partnerships, IIT regularly engages in dialogue with faculty, staff, and students. These formal and informal discussions often provide valuable insights into the needs of the college and help the IIT team better assess and support those needs (402). Technology planning is always evolving and integrated with the multiyear planning tool to identify resources in support of technology needs. Operating and capital budget requests related to technology are entered into the online budget module in alignment with the strategic plan to be prioritized for funding as part of the budget development process.

Capital IIT Projects

Data communication and fiber infrastructure is reaching the end of its service life. AACC hired an outside consultant to assess the fiber infrastructure. This assessment resulted in recommendations for improvements needed to provide increased security and functionality (403). Capital funding has been requested to support the college's efforts to upgrade and improve its wired and wireless networks. Re-engineering AACC's network will result in improved operational efficiency, increased accessibility, enhanced security, improved telework capability, and increased resiliency.

The pandemic has highlighted the critical role technology plays in daily operations and institutional future. The need for agile and dependable solutions, services, and support is critical. To respond to the shifting operations of the college during the pandemic, seven research and design teams were created to identify opportunities and challenges based on feedback from the college community. These teams and the Federal Stimulus Funding Oversight team provided recommendations for deployment of stimulus funds and the development of IIT capital budget investments. This critical funding has provided investment opportunities to support the college's evolving technology plan and its mission (363).

7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter

A financial audit is conducted annually by an external auditing firm approved by the board of trustees (404). The auditing firm presents its findings to the board's audit and finance committee for review with the final audit report accepted by the full board (405). AACC has received a clean audit opinion, with no audit findings or issues noted in the audit report, and no management letter comments (359).

8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals

Due to declining enrollment and increasing costs, strategies to measure and assess the adequacy and efficient utilization of resources across all divisions are essential to support decision making around allocation of limited resources.

- The strategic plan provides the basis for planning with ongoing processes that use data to inform institutional decisions on direction and overall performance. KPIs are developed with an emphasis on tracking progression, equity, and student completion. The college makes systemic changes involving multiple, coordinated reforms through regular monitoring of the KPIs.
- Division- and unit-level assessments exist to review progress towards goals and whether adequate resources exist to achieve those goals.
- AACC uses peer benchmarking data from the Maryland Association of Community Colleges data book (406) to inform employee compensation.
- PRIA conducts an annual student FTE and faculty teaching load analysis. The LLC discusses the findings to inform academic planning and faculty hiring decisions.
- The Business and Financial Resources Office conducts multiple analyses to measure and assess the adequacy and efficient utilization of institutional resources to support the college's mission and goals.
- An outside consultant was hired to conduct a review of the college's administrative services. Direct and indirect measures were used to assess operational efficiencies and provide recommendations to enhance services and identify potential operating efficiencies.
- A 2021 addendum updated the Facilities Master Plan and included an analysis of the college's classroom and lab space based on current enrollment projections. This addendum included facilities recommendations based on that analysis.

AACC participated in a national benchmarking study called the National Community College Cost and Productivity Project to assess the adequacy and efficient utilization of institutional resources to support instructional activities (407). The study measured instructional costs per student credit hour, student-faculty ratios, cost per credit hour, and students taught by full-time and part-time/adjunct faculty and provides comparison data to other institutions across the country.

The college is committed to providing an accessible environment that accommodates student needs and contributes to academic growth and increasing enrollment of students with disabilities. Funding was allocated to improve accessibility to ensure that students with disabilities have an equal opportunity to participate in educational and cocurricular offerings. Further investigation is necessary regarding the campus-wide accessibility, required accommodations, and compliance with ADA and other applicable federal and state laws and regulations to ensure a welcoming and accessible college environment.

9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources

AACC conducts various assessments to measure the adequacy and efficient utilization of institutional resources required to support the institution’s mission and goals (Figure 28).

Figure 28: Institutional Effectiveness for Student Success



Responsibility of evaluating an ongoing and sustainable institutional assessment model falls under the IAT. The IAT designed a rubric to evaluate AACC’s assessment, which contains seven elements that include alignment, data-informed, planning/resource allocation, a success matrix, efficiency/sustainability, transparency/communications, and closing the loop. During the assessment process, the rubric was used both as an assessment tool and a learning tool, which helps unit leaders better understand what counts as a good administrative unit assessment (408).

AACC is committed to using systematic evidence to assess innovation and resource allocation to promote student success and institutional renewal. For example, in fall 2019 the college revised student placement criteria and implemented the use of high school transcripts as a placement tool. Three subsequent analyses of course outcome comparisons associated with the criteria change were conducted to assess this revision. The results were released June 2021 to all faculty and staff in a research brief (409).

The college utilizes multiple means to measure institutional effectiveness and accountability. The Institutional Effectiveness Report summarizes the assessment activities at AACC, which facilitates transparent institutional assessment activities and findings. AACC continuously improves the quality of the academic programs and support services provided to its students. The full report was released by the IAT to the SPC in April 2022 (17).

Impact of COVID-19

- Responding to the emerging pandemic in March 2020, the college created an emergency management team with cross-divisional leadership to monitor federal, state, and local health guidelines. This team guided the college transition to a fully remote environment for instruction, student support, and administrative services. As the post-pandemic landscape unfolds, the college's Riverhawks Reunite leadership teams continue to plan and assess how to effectively meet student needs.
- Due to the uncertainty of the pandemic on operations, the college had a soft freeze on position recruitments in FY 2021, and temporary budget savings, generated by the college operating remotely, were centralized. The college was able to leverage the budget savings to fund one-time deferred high-priority facility and technology projects.
- The pandemic has had a negative impact on enrollment with the college projecting a 14 percent decline in FY 2022. Enrollment targets for FY 2023 have been lowered in anticipation of the continued impact of the pandemic. The college continues to monitor data impacting enrollment trends and develop initiatives to increase enrollment and successful completion. Cost savings have been utilized to balance the budget to offset the impact of enrollment declines./

Strengths and Opportunities

Strengths

- The college has always received a clean financial audit opinion.
- The college created the Data Corner on the MyAACC portal to provide comprehensive disaggregated data and research briefs to engage the faculty, staff, and administrators to use data to inform continuous improvement and resource allocation decision making.
- Further development of a systematic assessment process used in all college divisions guides units in their planning, resource allocation, and continuous improvement activities.
- The college created the African American Leadership Institute, which develops emerging leaders to support diversity in leadership and succession planning at the college.
- Through thoughtful planning and strategic use of resources that align with the strategic plan, the college has a forward-looking and comprehensive long-term technology plan to deploy up-to-date technology, which positions the college to meet evolving student, faculty, and staff needs.

Opportunities for Improvement and Innovation

- To strengthen succession planning, continue to evaluate cross-training and leadership opportunities.
- Improve integration, organization, and cross-divisional communication in planning and assessment processes.
- Implement strategies that promote utilization of offsite locations.
- Collect and analyze data on campus-wide accessibility and provide oversight of initiatives to increase campus compliance with ADA and other applicable federal and state laws and regulations.

Standard VI Evidence Inventory

ROA #8

- 244. Unit Assessment Reports FY2021 MS0455.
- 354. Engagement Matters II Strategic Plan FY2021-2024 - Objectives and Activities Tracking MS0450.
- 355. Assessment Units with Heads FY2022 MS0351.
- 356. Unit Assessment Cycle FY2021 MS0372.

ROA #10

- 2. Strategic Plan FY2021-24 - Engagement Matters II Excellence through Innovation MS0081.
- 12. Strategic Plan FY2017-20 - Engagement Matters I Pathways to Completion – Detailed Report MS0464.
- 244. Unit Assessment Reports FY2021 MS0455.
- 356. Unit Assessment Cycle FY2021 MS0372.
- 357. Strategic Actions FY2022 MS0403.

ROA #11

- 18. Annual Budget Book FY 2022 MS0042.
- 271. Enrollment Retention and Completion Council (ERCC) Kickoff Event (November 2021) MS0545.
- 358. Tuition Stabilization Fund (TSF) Policy and Memorandum of Understanding (MOU) MS0543.
- 359. Financial Statements FY2021 - FY2020 - FY2019 MS0542.
- 360. Multi Year Budget Planning Tool As of February 2021 MS0512.
- 361. Fiscal Resiliency Plan MS0544.
- 362. Facilities Master Plan 2016 MS0474.
- 363. Technology Multi Year Planning Tool - FY2023 MS0534.

Standard VI, Criteria 1

- 2. Strategic Plan FY2021-24 - Engagement Matters II Excellence through Innovation MS0081.
- 12. Strategic Plan FY2017-20 - Engagement Matters I Pathways to Completion – Detailed Report MS0464
- 42. Overview of AACC Strategic Planning and Assessment Processes Boilerplate MS0068.
- 43. Strategic Planning Council MS0499.
- 244. Unit Assessment Reports FY2021 MS0455.
- 354. Engagement Matters II Strategic Plan FY2021-2024 - Objectives and Activities Tracking MS0450.
- 355. Assessment Units with Heads FY2022 MS0351.
- 356. Unit Assessment Cycle FY2021 MS0372.
- 357. Strategic Actions FY2022 MS0403.

- 364. Engagement Matters II Strategic Plan Tracker - Standard VI MS0352.
- 365. Institutional Alignment Charts MS0314.
- 366. Unit Assessment Report Template FY2021-2024 - Tutoring MS0454.
- 367. Unit Assessment Report - Assessing Library Databases Academic Onefile and Academic Search Premier MS0463.
- 368. Unit Assessment Report - Library Chat Assessment MS0465.
- 369. Council for the Advancement of Standards in Higher Education (CAS) - Learner Support Services Assessment Overview MS0632.
- 370. Assessment of Administrative Departments Report Template MS0532.

Standard VI, Criteria 2

- 17. Institutional Effectiveness Report AY 2021-22 MS0666.
- 209. Choose Your Own Adventure at the Virtual AACC Summer Institute 2021 MS0196.
- 244. Unit Assessment Reports FY2021 MS0455.
- 371. Institutional Assessment Team (IAT) End of Year Report May 2021 MS0452.
- 372. Assessment at AACC - Institutional Assessment Team (IAT) Presentation to Strategic Planning Council (SPC) MS0451.
- 373. Institutional Assessment Team (IAT) Membership List 2020-2021 MS0453.
- 374. Strategic Planning Committee Meeting Presentation Spring 2021 – Institutional Assessment Team (IAT) and Unit Assessment Updates MS0566.
- 375. Assessment Kickoff Presentation AY2020-2021 - August 2020 MS0397.
- 376. Unit Assessment Update for Learner Support Services (LSS) February 2022 MS0569.

Standard VI, Criteria 3

- 18. Annual Budget Book FY 2022 MS0042.
- 47. Budget Workshop for Board of Trustees FY2022, February 2021 MS0413.
- 360. Multi Year Budget Planning Tool as of February 2021 MS0512.
- 377. Budget Assumptions FY2022 MS0505.
- 378. Planning and Budgeting Instructions FY2022 MS0509.
- 379. Budget Development Training FY2022 MS0506.
- 380. Budget Calendar FY2022 - Critical Deadlines for Planning and Budgeting Development MS0510.
- 381. Guide to Planning and Budgeting for Institutional Effectiveness FY 2022 MS0513.
- 382. Budget Development Overview - Environmental Scan FY2022 MS0514.
- 383. Budget Development Assumptions - Color Chart FY2022 MS0507.

- 384. Proposed FY2022 Operating and Capital Budgets - Board of Trustees Presentation, February 2021 MS0508.
- 385. Board of Trustees Public Session Agenda February 2021 with Budget Exhibits MS0515.
- 386. President - Budget Updates FY2022 MS0511.

Standard VI, Criteria 4

- 18. Annual Budget Book FY 2022 MS0042.
- 92. African American Leadership Institute MS0436.
- 271. Enrollment Retention and Completion Council (ERCC) Kickoff Event (November 2021) MS0545.
- 358. Tuition Stabilization Fund (TSF) Policy and Memorandum of Understanding (MOU) MS0543.
- 361. Fiscal Resiliency Plan MS0544.
- 387. Administrative Services Review (ASR) Report MS0516.
- 388. Salary Comparisons FY2022 MS0546.
- 389. Job Analysis Template - JAQ MS0548.
- 390. Temporary Employees - Update and Hiring Matrix, July 2020 MS0410.
- 391. Leadership Matters - Leadership Development for Supervisors, Managers, Team and Committee Leaders, and Aspiring Leaders MS0264.
- 392. Facilities Master Plan 2021 Addendum MS0547.
- 393. Board of Trustees Public Session Agenda February 2022 MS0528.
- 394. Information Services Annual Report FY2020 & 2021 MS0651.
- 395. Service Desk Statistics September 2022 MS0672.
- 396. IIT Customer Satisfaction Surveys Responses MS0673.
- 397. Cloud Readiness and Opportunity Assessment Phases 1-4 Report MS0529.

Standard VI, Criteria 5

- 124. Excell Performance Conversation Worksheet MS0365.
- 398. Anne Arundel Community College Organizational Chart MS0252.

Standard VI, Criteria 6

- 362. Facilities Master Plan 2016 MS0474.
- 363. Technology Multi Year Planning Tool - FY2023 MS0534.
- 392. Facilities Master Plan 2021 Addendum MS0547.
- 399. Facilities Condition Audit (FCA) Dashboard Examples MS0674
- 400. Project List October 2022 MS0675.
- 401. Going for the Gold - AACC Earns LEED Gold Certification MS0656.

402. Technology Multi Year Planning Tool - FY2022 MS0530.

403. Fiber Assessment Report - 2018 MS0531.

Standard VI, Criteria 7

359. Financial Statements FY2021 - FY2020 - FY2019 MS0542.

404. Board of Trustees Public Session Minutes February 2017 MS0492.

405. Board of Trustees Public Session Minutes November 2021 MS0490.

Standard VI, Criteria 8

406. Maryland Association of Community Colleges (MACC) Databook 2021 MS0535.

407. National Cost and Productivity Report 2020 MS0404.

Standard VI, Criteria 9

17. Institutional Effectiveness Report AY 2021-22 MS0666.

408. Assessing Assessment Rubric MS0567.

409. PRIA Research Brief - Summer 2021 - Placement Measures MS0568.



STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Requirements of Affiliation (ROA)

ROA #12 - The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished. (27,28,410-415)

ROA #13 - A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict-of-interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body. (52,109,110,416)

Overview

The governance structure of Anne Arundel Community College (AACC) allows open lines of communication to the internal constituency groups (faculty, staff, administration, and students) and the outside community. The board of trustees and the president exercise due diligence and integrity to ensure the college is meeting the mission and goals of the college, with the primary goal of ensuring the college provides the best educational opportunities for all students. The college is structured to operate autonomously from any outside agencies.

Criteria and Evidence

1. A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students

AACC has a system of shared governance, which includes the involvement of the board of trustees, administration, faculty, staff, and students. The board, Academic Forum, and the constituency groups provide the structure for the broad participation of all stakeholders, along with other groups and processes that support shared governance. The Committee Advisory to the President (CAP) and President's Cabinet (see Criterion 4b) assist with decision making and are responsible for the gathering of ideas, resolution of issues, and implementation of initiatives.

The Board of Trustees

The board of trustees is established by the Maryland Code, Education, §16-101, to govern the community college (411-414). As defined by the statute (415), the AACC board is composed of eight members appointed by the governor with the advice and consent of the Maryland state senate, with one student member with full voting rights. To ensure that the chief executive officer of the college does not serve as the chair of the governing body, the AACC board of trustees' bylaws state that the president shall serve as the secretary-treasurer of and be a nonvoting member. The chair and vice chair are nominated and elected annually by the trustees to serve one-year terms (416).

Effective July 1, 2020, the length of a term for a trustee, except for the student member, is four years, and a trustee may not serve for more than three consecutive full terms. This action was supported as a recommendation in previous self-studies; however, the board and college were not able to implement this recommendation as it required a change in state law. The law was applied prospectively, so the current board members are not subject to the new term limit requirements.

In recent years, Maryland state senators have consulted the board chair when there has been a vacancy to see what skill sets are needed or would be beneficial to the board (e.g., expertise in policy oversight or fiscal responsibility). For the student member, the statute states the process should be outlined by AACC, including having the same qualifications required to be the student body president at the college. The student member of the board is selected according to Office of Student Engagement procedures (417).

In addition to the same rights and responsibilities as other board members, the role of the student member is to represent the student perspective on all issues addressed by the board at the policy level, such as student tuition and fees. Student members are provided with the same orientation and support as all new board members. The college's practice of giving the student member of the board voting rights appears to be rare across the country and demonstrates AACC's commitment to student success and the value that is placed on the student voice.

Academic Forum

Academic Forum, consisting of employees and students, under the leadership of the board of trustees, has oversight of academic programs. Academic Forum prescribes requirements for admission, curricula, qualifications for graduation, and educational policies and procedures. The Academic Forum charter delineates that the forum must be included in all stages of discussion and decision making regarding educational policy. Academic Forum carries out its responsibilities via the Academic Council and Academic Forum committees (418). Below is an example of how Academic Forum assesses its progress throughout the year through the development of goals and reporting the status at the end-of-year report to the board.

Academic Forum 2021 goals:

- Fulfill the duties of Academic Forum chair as outlined in the Charter
- Review the Charter for clarity, especially around Academic Council and Forum membership
- Review Academic Council membership by Affinity Group
- Proposal: Task force for Academic Forum Charter Review, with particular attention to membership and Affinity Group distribution

Academic Forum 2021 end-of-year report on goals:

- Reviewed the membership of Council and Forum for accuracy and reformulated the number of representatives per Affinity Group
- Recommended and reviewed Academic Forum changes
 - Addition of Assistant Dean voting members to Council
 - Addition of adjunct faculty voting members to Council and Forum
 - Committee membership changes for Adjunct Faculty Affairs and LOA Subcommittee
- Collected and reviewed concerns, motions, comments, and questions from our Affinity Groups and Committees
- Recommended addition of an IIT Affinity Group for AY 22/23
- Recommended a committee audit for AY 22/23

The Constituency Groups

The college's model of shared governance provides for representation of and input from all four constituency groups.

All employees, except those in executive management and hourly and contract staff, are members of one of three constituency groups: Administrative Staff Organization (ASO), The Faculty Organization (TFO), or the Professional and Support Staff Organization (PSSO). These groups represent the interests of their members in the college's governance structure, and each has its own charter detailing procedures, responsibilities, and role in the college's governance structure (419–421). Figure 29 summarizes the goals and the end-of-year reports of ASO, PSSO, and TFO for AY 2021.

Figure 29: Constituency Group 2021 Goal Summaries

Constituency Group	2021 Goals	Highlights from 2021 End-Of-Year Report
Administrative Staff Organization (ASO)	<ul style="list-style-type: none"> ▪ Increase member engagement and maintain appropriate representation on college committees. ▪ Improve/increase collaboration with PSSO to strengthen manager/team working relationships and support College climate and culture. ▪ Strengthen advocacy for membership needs and interests with College administration. 	<ul style="list-style-type: none"> ▪ Created a voluntary mentoring process for members to share expertise and committee opportunities with members. ▪ Contacted PSSO executive board to learn of PSSO concerns. ▪ The ASO president and vice president meet regularly with the College President to share ASO membership needs and concerns.
Professional and Support Staff Organization (PSSO)	<ul style="list-style-type: none"> ▪ Build positive connections and community. ▪ Create opportunities for collaboration in innovation and equity. 	<ul style="list-style-type: none"> ▪ Conducted survey to determine the needs of PSSO members during the pandemic and reported results to college leadership. In turn, leadership responded by providing guidelines on self-care and work-life balance. ▪ Worked with IIT to create technology guidelines/tutoring document. ▪ Implemented Teams channel as a new method of knowledge sharing.
The Faculty Organization (TFO)	<ul style="list-style-type: none"> ▪ Perform the functions of TFO as outlined in the TFO charter. ▪ Work with college administration to promote transparent communication between the administration and faculty and adjunct faculty as it relates to issues, policies, and procedures directly affecting faculty. ▪ Assist TFO committees with obtaining information and resources to proceed with their goals. ▪ Revise and update TFO Charter, if necessary. ▪ Update and organize TFO intranet. 	<ul style="list-style-type: none"> ▪ Quicker follow-up and follow-through with solutions to faculty concerns, including faculty concerns related to effects of COVID-19 and overall community health and best practices. ▪ Added faculty participation on several key committees of the new Policy on Policies plan. ▪ Successfully advocated to have the ad hoc Shared Governance Committee recast to a permanent TFO committee. ▪ Improved inclusion and fairness related to adjunct status, including: increasing the number of adjunct faculty to serve on Adjunct Faculty Affairs (AFA) committee and enhancing representation from each school, extending the term of AFA committee service from 1 to 2 years; and adding AFA membership to the jurisdiction of the Nominating Committee. ▪ Advocated for 5% increase in compensation pool for full-time and adjunct faculty as well as providing input to better meet industry and sign-on standards for nursing faculty.

Students are involved in the college's governance process through the Student Government Association (SGA). The SGA promotes the general welfare of AACC students and serves as the official representative student governance to the president and the board of trustees. The SGA oversees all the student clubs and organizations. It also sponsors programs that help all students such as the textbook loan program in the library and peer tutoring. All credit students are eligible to be members of SGA (422). In 2022, a full executive board of seven members was achieved, which was a marked improvement over the last year's executive membership of four. Below is an example of how the SGA assesses its progress throughout the year through the development of goals and reporting the status at the end-of-year report to the board.

Student Government Association 2021 goals:

- Increasing involvement on campus.
- Training/maintaining Senators and planning a successful Honors and Awards ceremony.

Student Government Association 2021 end-of-year report on goals:

- Increasing involvement – When determining what kinds of events draw the biggest crowds, large, visible events were the most successful in improving involvement. The End of Year celebration with DJs and inflatable games had a great turnout.
- Marketing – It was determined that the social media platform had very little traffic. The public relations group implemented flyers and signs on campus to reach students and found a better response from students.
- Senator Training – A group training format for incoming senators was developed and will be used for the incoming senators in the spring.
- Honors and Awards – The ceremony was well attended. There were some technological challenges during the ceremony that will need to be addressed moving forward.

CAP is composed of the president and vice presidents of the four constituency groups (ASO, PSSO, TFO, and SGA), and the chair of Academic Forum (423). The purpose of CAP is to present concerns and/or important issues to the president for discussion, problem solving, and action. At the end of most meetings, CAP develops takeaways that the vice presidents and Academic Forum chair may distribute to their constituency groups (424).

The administration and the President's Cabinet are discussed in detail under Criterion 4.

2a. A legally constituted governing body that serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution

The Education Article of the Maryland Code establishes the requirement for a community college board of trustees (411). The statutes outline the officers of the board (412); the powers and duties granted to the board, which are subject to authority of the Maryland Higher Education Commission [MHEC] (413); the appointment and duties of the president (414); and the qualifications and requirements specifically for the AACC board and student member (416).

The president of each public institution is responsible for developing a mission statement and submitting it to the governing board for review (27). This mission statement needs to be reviewed and approved by MHEC every four years (410). AACC submitted its last report to MHEC in 2018 (28). In this report, AACC documented its objectives and outcomes and how it supports the State Plan for Postsecondary Education goals to: (1) ensure equitable access to affordable and quality postsecondary education for all Maryland residents; (2) promote and implement practices and policies that will ensure student success; and (3) foster innovation in all aspects of Maryland higher education to improve access and success.

The board is responsible for policy and fiscal oversight of the college. The expectations of board members are clearly defined and presented to new board members once they have been appointed (425) and during their new trustee orientation (426). These expectations include attending meetings, serving on committees, attending board development

activities each year, and maintaining a working knowledge of the college. The expectations explicitly state that trustees have a fiduciary responsibility to the college.

The board approves all new credit programs, faculty contracts, and significant fiscal requests. Throughout the year, the board requests and receives regular reports about academics, enrollment, strategic planning, and budget updates. The board bylaws and procedures, along with public session agendas and approved minutes, are posted publicly on AACC's website (427).

2b. A legally constituted governing body that has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities

The governor appoints the board of trustees members, with the advice and consent of the Maryland state senate. The biographies of the current board members, which are publicly posted on the college's website, illustrate their varied backgrounds (427). The trustees have experience in education, fiscal planning and policy, employee relations, and the military, and volunteer in the community as well.

The board has a conflict of interest policy and procedures, and each member must sign an acknowledgement form annually (109). Additionally, board members must file annual financial disclosure statements to the Maryland State Ethics Commission.

2c. A legally constituted governing body that ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution

The board of trustees has clearly defined powers and duties, as outlined by the Education Article of the Maryland Code and board bylaws that state their responsibilities of fiscal and policy oversight. The bylaws explicitly state, "The Board shall set College policy but shall not administer day-to-day College business" (416).

The roles and responsibilities of the board members are discussed during the onboarding process for new trustees (425,426) and discussed at board meetings. Presentations at public session meetings have included summaries of workshops attended by board members to understand board roles and responsibilities as distinct from college operations (428).

Recognizing that the board should not be involved in the day-to-day operations at the college, at its June 8, 2021, meeting, it approved removing the constituency group charters, bylaws, and constitutions from the College Manual, as amendments to these operating documents should not require board approval (429).

2d. A legally constituted governing body that oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management

The board of trustees is charged with approving degree programs and ratifying the awarded degrees and certificates. The approval of new degree programs occurs at its February meeting, along with the approval of the academic calendar (430). Every June, the board approves the ratification of degrees and certificates (429).

The Board Policy Oversight Committee, an ad hoc committee, reviews and makes recommendations to the full board on policies (426). Some of the feedback received from the 2017 Capacity Café (see Criterion 5) was that the college should define and recognize what is a policy, make the language transparent, clearly define stakeholders and their roles associated with the policies, seek input, and communicate that information (431). As part of the college's focus on equity in its strategic plan and campus climate efforts, the Policy Oversight Committee started a comprehensive review of all policies in fall 2019.

The Policy Oversight Committee updated the process flow chart of how policies were to be reviewed, depending on the type of policy. There were three processes: (1) Process A for policies mandated by law with limited discretion over the policy; (2) Process B for policies whose implementation is under the purview of the board; and (3) Process C for administrative policies whose implementation will significantly impact the college community (432).

As the committee started its work by looking at these processes, CAP realized there needed to be some structure to Process C to seek input from each of the constituency groups. CAP recommended to the president that a subcommittee of CAP be created to facilitate this process review. The CAP Board Policy Review Subcommittee was established, which consisted of three members from each constituency group, to seek input from their respective constituency groups, collect their responses, and make recommendations to the policy custodian to give to the Policy Oversight Committee (433).

Between September 2019 and June 2021, 18 board policies were developed, revised, or removed. However, the board did not have a clear definition of a “policy” or “procedure” or guidelines outlining how to create, revise, discontinue, review, and maintain board policies.

With the help of general counsel, the board developed the Policy on Development of Policies and Procedures (80). The policy creates an infrastructure for policy development for the board and procedures development for the college. A transparent and streamlined process for development, stakeholder review, and approval process was established (80). The policy creates a standardized format for policies and procedures. This holistic approach reviews all sources of information regarding a policy topic at the same time to avoid inconsistencies, develops a process for implementation planning, and creates a communication and training plan.

The policy enhances shared governance at the college by appointing subject matter experts working with legal counsel to develop substantive changes to policies. It provides a genuine opportunity for stakeholders to provide feedback through a cross-functional policy and procedures review committee. The procedures for this policy were approved by the president and vice presidents on December 12, 2021 (81).

As part of the new process, all constituency groups are invited to provide feedback on every policy and procedure prior to approval and implementation. The ad hoc CAP Board Policy Review Subcommittee was replaced with the Review Committee and, for certain policies, constituency group representation may be warranted for the drafting phase of the policy and procedures development.

Work is underway to update the public-facing website to include all board-approved policies and procedures, include the list of policies and procedures that are in development, and list the names of the drafting committee members.

The board’s Budget Committee, one of several ad hoc committees, recommends policy-level strategies to the full board to ensure the development of a budget capable of achieving the college’s mission and goals (426). The Budget Committee meets regularly to discuss fiscal year financial status reports, guiding principles, and base assumptions for the budget development process; to receive enrollment and other updates on initiatives that have budgetary implications; and to review multiyear planning and budget scenarios to present to the full board.

Every February, the full board meets for a board budget workshop. At this open session, the board receives an in-depth presentation on the budget development process and a preview of the operating and capital budgets to be approved at the February public session meeting. This also includes setting tuition and fees for the upcoming fiscal year.

In December 2021, the board Budget Committee chair announced that the college is currently operating within a balanced budget. However, the long-term fiscal projections for the college continue to indicate constrained revenues that are unable to keep pace with the projected expenditures over the next five years. As a result, the board asked the president to develop a long-term plan for the ongoing periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources. The Budget Committee supports the president in completing this work over the next 12 to 18 months (434).

2e. A legally constituted governing body that plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution

The work of the board of trustees is conducted through its committees. According to its bylaws, “The Board will constitute a committee of the whole for the consideration of the normal and regular items concerned with instruction and personnel, educational policies and curriculum, and fiscal affairs” (416).

There is only one committee outlined in the board bylaws: the Audit and Finance Committee. The purpose of this committee is to assist the board in fulfilling its responsibility for the oversight of the quality and integrity of the accounting, auditing, and reporting practices of the college (416). The Audit and Finance Committee generally meets twice a year to review the auditor’s report and recommends the acceptance of the financial statements to the entire board.

The board bylaws state that it is the responsibility of the Audit and Finance Committee to charge the auditor to conduct a yearly audit for the finances of the college (416). The college has received an unmodified opinion with no audit adjustments for more than 20 years.

2f. A legally constituted governing body that appoints and regularly evaluates the performance of the Chief Executive Officer

As outlined by the Education Article of the Maryland Code (414), the board of trustees appoints the president. In 2012, under the leadership of the board, the college instituted a search for a new president by using a search firm that specializes in recruitment of college leaders. The search committee for the president conducted a survey to receive input on the preferred leadership attributes for this position. The search process focused specifically on finding a candidate able to lead a growing, diverse institution with many academic and entrepreneurial partnerships and to spearhead the strategic plan initiatives.

The board revised its Policy for the Evaluation of the President in 2012 (435). The policy states that the board conducts an annual written evaluation of the president to provide the president with a tool to support the management of the college. The evaluation should promote clear communication between the board and the president, provide performance feedback and suggestions, and assess whether the goals established by the board for the president have been met.

The board establishes goals to support the mission of the college and the strategic plan (436). The board creates the president’s goals, which currently include implementation of the strategic plan, facilities, Foundation funding, and financial success (437). The president submits to the board regular goal updates and progress reports related to the strategic plan.

The president is formally evaluated by the board in May or June of each year. Each board member sends feedback to the board chair, who prepares the final document the board uses to review with the president in the performance evaluation.

2g. A legally constituted governing body that is informed in all its operations by principles of good practice in board governance

All new board of trustees members meet with the board chair and president, participate in new trustee orientation (426), and receive the list of expectations of a board member (425). The new members are also encouraged to attend one of the new trustees’ workshops offered by the Association of Community College Trustees or the Association of Governing Boards.

The board has six committees to ensure it is informed in all its work. Each board member must serve on three committees, and the committee chair reports on its activities at the public sessions.

The Audit and Finance Committee acts as a liaison between the board and outside auditors to ensure the college’s financial integrity.

The Board Development Committee identifies the types of education board members need, encourages board members to follow up on their training, and continually strives to develop the board to its fullest potential. It is expected that the board members participate in at least two professional development activities each year. The Board Development Committee also organizes full retreats and workshops.

The Policy Committee and Budget Committee are detailed in Criterion 2d.

The Facilities Committee reviews and makes recommendations to the full board on the college's capital projects and issues. The Human Resources Committee reviews and makes recommendations to the full board on human resources issues.

The partnership between the college's board and the AACC Foundation Board of Directors has been instrumental in collaborating with community stakeholders to address the needs of the local economy, engage public and private investment for student support, and launch a successful fundraising campaign for the new Clauson Center for Innovation and Skilled Trades.

2h. A legally constituted governing body that establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest

In compliance with ROA #13, the AACC board of trustees adopted a conflict of interest policy on February 26, 2008, to assure that the board "...members exercise, at all times, impartiality and independent judgement and avoid improper influence or even the appears of improper influence" (52). The policy outlines and defines the potential conflict of both outside and inside interests. Each board member is required to submit their Acknowledgment Statement (109) to the board general counsel after their appointment to the board and annually thereafter on July 1 (110).

Additionally, the board members are required by law to file annual financial disclosure statements to the Maryland State Ethics Commission.

2i. A legally constituted governing body that supports the Chief Executive Officer in maintaining the autonomy of the institution

The board of trustees bylaws explicitly state, "The Board shall set College policy but shall not administer day-to-day College business" (416). The president is the chief executive officer of the college and is responsible for the administration of the institution and implementation of the goals and policies approved by the board and does so autonomously. The president serves as the liaison between the various organizations within the college's governance system and all matters requiring action by the board (438).

At each public board session, the president provides a monthly update on operations. Topics include the accreditation process, constituency group reports from Academic Forum, TFO, ASO, PSSO, and SGA, as well as a special topic report. After the information items are discussed, the actions items are presented to the board for approval.

The president, board chair, and vice chair meet monthly to review the board agenda. Additionally, the president communicates regularly with the board chair to ensure that the chair is aware of potential concerns or issues and to share accolades and accomplishments.

3a. A Chief Executive Officer who is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body

To ensure that the chief executive officer (president) of the college does not serve as the chair of the governing body, the AACC board of trustees bylaws and the Maryland Code, Education, §16-102 and §16-104, states that the president of the

college shall serve as the secretary-treasurer of the board and shall be a nonvoting member of the board (416).

MSCHE Criterion 2f outlines how the board appoints and evaluates the chief executive officer. The current president, Dawn Lindsay, Ph.D., was appointed on August 1, 2012.

3b. A Chief Executive Officer who has appropriate credentials and professional experience consistent with the mission of the organization

President Lindsay has dedicated most of her career to the community college system, including serving as president, vice president, and dean. She earned a doctorate in Organizational Leadership from Pepperdine University, a master's degree in Educational Counseling, a Bachelor of Arts in Psychology and a Bachelor of Social Work. Her doctoral research was on student success and retention and her dissertation was on at-risk students (439).

President Lindsay serves on national, regional, and local boards. Currently, she is a member and chair of the board of directors for the League for Innovation in the Community College. After serving three years on the board of directors of the American Association of Community Colleges, she now serves on its Commission on Diversity, Equity, and Inclusion. President Lindsay is also a member of the Homeland Security Academic Advisory Council. Regionally, she serves on the board of directors for the Fort Meade Alliance.

3c. A Chief Executive Officer who has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission

The board of trustees bylaws and the Education Article of the Maryland Code set the president's job description and give her the authority and autonomy to fulfill the responsibilities necessary for the operation of the college in support of the mission and goals of the institution (416,438). The board creates the president's goals, which currently include implementation of the strategic plan, facilities, Foundation funding, and financial success (437).

3d. A Chief Executive Officer who has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness

The president's duties, as outlined in the board bylaws and job description, include responsibility for planning, assessment, and resource allocation. The president is supported by four vice presidents leading the four college divisions—provost/vice president for Learning, vice president for Learner Support Services, vice president for Learning Resources Management, and vice president for Information and Instructional Technology (IIT)—and other members of the President's Cabinet (440-444).

4a-d. An administration possessing or demonstrating an organizational structure that is clearly documented and that clearly defines reporting relationships; an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; members with credentials and professional experience consistent with the mission of the organization and their functional roles; skills, time, assistance, technology, and information systems expertise required to perform their duties

The reporting lines for the college are clear and well documented in college and division organizational charts (398,445-448).

The four vice presidents have the credentials and professional experience consistent with their job descriptions and functional roles to support the mission of the college (440-443,449).

The President's Cabinet consists of the president; four vice presidents; three associate vice presidents; chief compliance and fair practices officer; chief diversity, equity, and inclusion officer; deans; executive directors; and general counsel (444). Topics discussed at the President's Cabinet include college updates and initiatives. It is also a forum for the leadership team to share concerns and address issues that arise in their respective areas.

As of January 1, 2022, there were 90 budgeted administrative staff positions at the college. This includes the president, four vice presidents, three associate vice presidents, nine deans, 13 assistant deans, four executive directors, 48 directors, and other positions such as the chief diversity, equity and inclusion officer, chief compliance and fair practices officer, chief of police, registrar, controller and general counsel (398,433,450). To ensure a qualified and diverse administration, all positions have clearly defined job qualifications and are filled through national searches in alignment with the college's employee recruitment procedures.

There have been changes in the organizational structure since the college's last self-study in response to the changing needs of the institution. The most significant is the creation of the division of IIT. This division was officially formed in August 2021 and encompasses six primary groups: infrastructure services, technology support services, information security, enterprise application services, project management, and the IDEA Lab (instructional design) (448). This created a new vice president position, and an executive search firm was employed to ensure a qualified pool of applicants was available for consideration (441).

Starting in spring 2020, the President's Cabinet began including, on a quarterly basis, assistant deans, equivalent directors in the other divisions, and the members of the CAP (president and vice presidents of the constituency groups plus Academic Forum chair) to help foster transparency and communication throughout the college.

Access to data, information technology, and support are key to administrative ability to perform needed tasks. The newly created division of IIT aligned information services, instructional technology, and elements of the Virtual Campus to improve organizational flow by continually refining and optimizing the data stream into one single continuous system (448).

AACC uses a variety of purchased and internally developed software to assist administrators with informed decision making. For example, the college uses Tableau visualization software to display disaggregated data on easily accessible dashboards. Data are disaggregated by race/ethnicity, gender, PELL, or military status as appropriate. The data are readily available, and training is offered year-round to help navigate the dashboards (451-454). Because the dashboards are dynamic and allow for visualization of institutional-, school-, program-, and course-level data, many sectors of the college are using them to better inform decision making. Such an approach has shifted the culture, empowering departments to access and use data to support continuous improvement while also attending to equity.

4e. An administration possessing or demonstrating regular engagement with faculty and students in advancing the institution's goals and objectives

Engagement is an important tenet of the college. The president and vice presidents meet weekly, inviting colleagues to present updates on various topics, projects, and initiatives and have open discussion on items presented (455). The four vice presidents also meet weekly to coordinate efforts and collaboration to ensure the college's mission is met (456). In addition, the president meets at least monthly, and sometimes more often, with the leadership of the constituency groups, specifically TFO and SGA, to gather feedback from the groups and to inform decisions. This provides an opportunity for faculty leaders and the student leader to present issues and concerns to AACC leadership. CAP and the President's Cabinet meet monthly as well, allowing for information sharing, problem solving, and operational updates, with the expectation that key takeaways will be communicated to attendees' respective departments and units (457).

To actively engage faculty and students, the college sometimes uses a team model and approach for decision making, which fosters creativity, innovation, and transparency. An all-call for volunteers is sent from the president of each constituency group describing the opportunity. For example, this team model was used for the creation of the strategic plan, Engagement Matters I: Pathways to Completion; the development of the Riverhawk Recovery Plan, which provided a

structure for the college to gradually and responsibly return to post-COVID operations; and the creation of the Enrollment, Retention and Completion Council to address enrollment, with a specific focus on retention (458,459).

In terms of engagement with the faculty, the president and vice presidents are invited to speak at the monthly TFO meetings and provide a report or attend open forums to discuss issues relevant to their areas (460). In addition, there is a convocation at the start of each academic year to inform faculty and the college of important initiatives or other pertinent matters (461).

Since the start of COVID, the president has been sending weekly Wednesday messages to all employees and biweekly messages to students. These communications include operational updates about processes and procedures, especially as the college returns to work, and information on how to support students and encourage them through their journey (462).

4f. An administration possessing or demonstrating systematic procedures for evaluating administrative units and for using assessment data to enhance operations

The college's assessment process is governed by the Institutional Assessment Team (IAT) (373). IAT is working with the office of Planning, Research and Institutional Assessment (PRIA) to standardize and integrate divisional assessment. See Standard VI for more detail and information.

Administrative unit assessment at AACC is implemented across divisions to ensure unit objectives are systemically assessed (463). The Division of Learner Support Services has used the Council for the Advancement of Standards in Higher Education to guide its assessment of student services offices (245,464–478). The Division of Learning Resources Management completes a self-assessment to evaluate institutional effectiveness of administrative service offices (370). AACC uses the Facilities Master Plan (362) and Facilities Condition Audit to assess adequacy and condition of facilities. In addition, the budget office prepares a yearly cost-containment report that highlights those areas that have decreased spending patterns (479).

The budget development process and reporting requirements for state and federal agencies require the college to evaluate the timeliness and types of data assessed and reported (480,481). Internal assessments are also reviewed for appropriateness and usability by individual departments and PRIA, often working together.

5. Periodic assessment of the effectiveness of governance, leadership, and administration

The board of trustees and the college have engaged in a variety of assessments to evaluate the effectiveness of the institution's governance, leadership, and administration.

In January 2020, the board worked with the Association of Community College Trustees for its most recent self-assessment, including assessing the board's goals, and a facilitator was engaged to discuss the results (Board Assessment 2020, (436)). In January 2022, the board participated in a retreat to review and revise its goals, which were last updated in FY 2018.

After implementing the Engagement Matters I: Pathways to Completion 2017-2020 strategic plan, the college administered the Achieving the Dream (ATD) Institutional Capacity Assessment Tool (ICAT) (482). The self-assessment measured the institution in seven areas generally understood to lead to significant success in institutional improvement (483).

As a follow-up, AACC hosted a Capacity Café, moderated by the college's ATD coaches, to discuss the results of the survey and identify concrete action steps for building capacity to support student success efforts (483). The college aligned the ICAT action steps with the Middle States Standards for Accreditation (431), and recommendations for Standard VII included improved communications, identifying more ways for staff to participate in college initiatives, more equitable distribution of opportunities, and meaningful performance evaluations.

In February 2019, the college administered an employee campus climate survey to seek input about employee equity, inclusion, and diversity, generating actionable information to use in making decisions, as well as identifying and prioritizing opportunities for enhancing the college's culture. The results of this survey were presented to the board of trustees and to the college via open forums for college employees (161), which was followed by collecting additional qualitative data in focus groups facilitated by nationally recognized leaders in this area, Drs. Helen Benjamin and Debbie DiThomas. The campus climate survey and focus groups found a perception gap between leaders and employees due to insufficient and ineffective communication, fear, and mistrust.

As a result of these various assessments, an Employee Engagement Work Team was created to develop and implement the recommendations, and their efforts were aligned with the new strategic plan, Engagement Matters II: Excellence through Innovation. Some examples include implementing monthly supervisor forums, mandatory professional development for supervisors and managers (484), and piloting a now-implemented coaching conversations program to foster more engagement and connection (124).

The campus climate survey and subsequent focus groups highlighted the importance of having a full-time federal compliance and fair practices officer and Title IX coordinator. The chief compliance and fair practices officer position was created to assume these roles and to work collaboratively with others in the college to ensure compliance with statutory, regulatory, and policy matters that impact the college. This position was created in August 2020 and reports directly to the president.

To evaluate the efficiency and effectiveness of the allocation of resources, the college hired a consulting firm to perform an administrative services review (387). One of the recommendations was to realign some units and departments and create a new vice president and division of IIT; the vice president for IIT position was created and filled in May 2021.

Impact of COVID-19

- AACC began monitoring the emerging situation in January 2020. In March 2020, the college created an emergency management team with cross-divisional leadership to monitor federal, state, and local health guidelines, and recommend actions to college leadership. This team guided the college transition to a fully remote environment for instruction, student support, and administrative services. As the post-pandemic landscape unfolds, the college's Riverhawks Reunite leadership teams continue to plan and assess how to effectively meet student needs while maintaining a safe environment.
- As a result of the pandemic, response times to some acute situations made it extremely difficult to get both full board of trustees input and approval. On March 26, 2020, the board authorized the president to make decisions during the state of emergency that may waive or contradict established board policy if the president deemed it necessary for emergency reasons, continuity of operations, or the safety of faculty, staff, and students. The authorization was in effect until August 14, 2021.
- With the rise of the Delta variant of COVID-19 in fall 2021, the board approved the reauthorization for the president to act on matters related to the safety of the college and to maintain continuity of operations during the pandemic at a special session on August 24, 2021. The authorization was effective immediately and continues until rescinded by the board.

Strengths and Opportunities

Strengths

- The college benefits from a strong and active board of trustees that is committed to remaining focused on its scope of responsibility. The board has created a thoughtful onboarding procedure for new members and is committed to professional development for all board members and staff.
- The board maintains transparency and demonstrates its commitment to assessment and continuous improvement in all aspects of its work. This commitment is demonstrated in the work the board has undertaken to address the College Manual and policies. The systematic approach to working with college representatives and constituency groups creates a clearly defined structure and mechanism for reviewing and updating all policies that includes transparency and ensures thoughtful review by the groups impacted by a particular policy.
- The leadership team uses the constituency groups to help provide insight into the strategic direction and initiatives of the college, seeking to be inclusive by working with teams comprised of members from across the campus. The development of the strategic plan, Riverhawk Recovery, and the Middle States Self-Study are examples of this effort. The president uses CAP to gather and respond to problems and challenges raised by constituency groups and is transparent with these efforts. In addition, hosting open forums has enhanced communication and become an essential part of the design and implementation process of many major projects.

Opportunities for Improvement and Innovation

- Participate in another institutional assessment, such as ATD's Building Adaptive Capacity for Resiliency and Agility framework to inform the college's post-pandemic student learning and support.
- Monitor the impact of its efforts regarding diversity, equity, inclusion, and antiracism by instituting the campus climate survey on a regular cycle, including surveying students. The results of this survey should be shared in a meaningful way with the college community to lead to actionable outcomes.
- Assess both the effectiveness and efficiency of the large group team approach implemented for major initiatives, including the use of volunteers versus teams determined by roles and responsibilities.
- Consider reinstating an employee satisfaction survey (such as Great Colleges to Work For) to better understand and address the challenges and opportunities of the workforce.
- Assess the efficacy and adequacy of the structure and membership of the three employee constituency groups.
- Examine the representation of Academic Forum/Council and collegewide committees in support of equity and inclusion.



Standard VII Evidence

ROA #12

- 27. Maryland Code - Education - 11-302 - Mission Statements MS0217.
- 28. Mission Statement Review for the Maryland Higher Education Commission MS0265.
- 405. Maryland Code - Education - 11-303 - Establishment and Updates to Mission Statements by Commission MS0218.
- 411. Maryland Code - Education - 16-101 - Boards of Community College Trustees MS0226.
- 412. Maryland Code - Education - 16-102 - Officers and Meetings of Trustees MS0227.
- 413. Maryland Code - Education - 16-103 - Powers and Duties of Board MS0228.
- 414. Maryland Code - Education - 16-104 - Appointment and Duties of President MS0229.
- 415. Maryland Code - Education - 16-401 - Anne Arundel County MS0230.

ROA #13

- 52. Board of Trustees Conflict of Interest Policy MS0223.
- 109. Board of Trustees Conflict of Interest Policy Acknowledgement Statement MS0225.
- 110. Board of Trustees Conflict of Interest Procedures MS0224.
- 416. Bylaws - The Board of Trustees of Anne Arundel Community College MS0232.

Standard VII, Criteria 1

- 411. Maryland Code - Education - 16-101 - Boards of Community College Trustees MS0226.
- 412. Maryland Code - Education - 16-102 - Officers and Meetings of Trustees MS0227.
- 413. Maryland Code - Education - 16-103 - Powers and Duties of Board MS0228.
- 414. Maryland Code - Education - 16-104 - Appointment and Duties of President MS0229.
- 415. Maryland Code - Education - 16-401 - Anne Arundel County MS0230.
- 416. Bylaws - The Board of Trustees of Anne Arundel Community College MS0232.
- 417. Student Member on the Board of Trustees Application Form MS0355.
- 418. Charter of the Academic Forum MS0242.
- 419. Charter of the Administrative Staff Organization MS0243.
- 420. Charter of The Faculty Organization MS0245.
- 421. College Manual Section XII Professional and Support Staff Organization Bylaws MS0244.
- 422. Student Government Association Constitution MS0371.
- 423. College Manual Section III College Administrative 3.6.1 Committee Advisory to the President MS0241.
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- 27. Maryland Code - Education - 11-302 - Mission Statements MS0217.
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- 414. Maryland Code - Education - 16-104 - Appointment and Duties of President MS0229.
- 416. Bylaws - The Board of Trustees of Anne Arundel Community College MS0232.
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- 426. New Trustee Orientation - July 2021 MS0234.
- 427. Board of Trustees - Public Web Presence MS0655.

Standard VII, Criteria 2b

- 109. Board of Trustees Conflict of Interest Policy Acknowledgement Statement MS0225.
- 427. Board of Trustees - Public Web Presence MS0655.

Standard VII, Criteria 2c

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- 425. Expectations of an Anne Arundel Community College Board of Trustee Member MS0231.
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- 428. Board of Trustees MSCHE Workshop - Applying, Assessing, and Documenting Effective Board Governance MS0634.
- 429. Board of Trustees Public Session June 8 2021 MS0237.

Standard VII, Criteria 2d

- 80. Policy on Development of Policies and Procedures MS0162.
- 81. Procedures on Development of Policies and Procedures MS0163.
- 426. New Trustee Orientation - July 2021 MS0234.
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- 430. Board of Trustees Public Session Agenda February 2021 MS0331.
- 431. Analysis of ICAT Capacity Areas & Alignment to Middle States MS0262.
- 432. Committee Advisory to the President (CAP) Board Policy Review Subcommittee Process MS0261.
- 433. Administrative Positions MS0258.
- 434. Board of Trustees Public Session December 14 2021 MS0238.

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Standard VII, Criteria 2h

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Standard VII, Criteria 2i

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438. President Job Description MS0246.

Standard VII, Criteria 3a

416. Bylaws - The Board of Trustees of Anne Arundel Community College MS0232.

Standard VII, Criteria 3b

439. President Dawn Lindsay - Resume MS0637.

Standard VII, Criteria 3c

416. Bylaws - The Board of Trustees of Anne Arundel Community College MS0232.

437. President Goals MS0266.

438. President Job Description MS0246.

Standard VII, Criteria 3d

440. Provost - Vice President for Learning Job Description MS0247.

441. Vice President Information Technology Job Description MS0248.

442. Vice President Learner Support Services Job Description MS0249.

443. Vice President Learning Resources Management Job Description MS0250.

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- 398. Anne Arundel Community College Organizational Chart MS0252.
- 433. Administrative Positions MS0258.
- 440. Provost - Vice President for Learning Job Description MS0247.
- 441. Vice President Information Technology Job Description MS0248.
- 442. Vice President Learner Support Services Job Description MS0249.
- 443. Vice President Learning Resources Management Job Description MS0250.
- 444. President's Cabinet Members MS0620.
- 445. Learner Support Services Organizational Chart MS0254.
- 446. Division of Learning Organizational Chart MS0253.
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- 459. Riverhawks Reunite Team Members MS0600.
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- 461. College Faculty and Staff Convocation Agenda - Fall 2019 MS0601.
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- 362. Facilities Master Plan 2016 MS0474.

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- 463. Unit Assessment Activities FY2021 MS0367.
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- 483. Results from Achieving the Dream (AtD) Capacity Cafe Session 2017 MS0267.
- 484. President Dawn Lindsay message re Leadership Matters - Mandatory Training Series MS0256.



CONCLUSIONS AND RECOMMENDATIONS

The following summarizes the strengths and opportunities that resulted from the self-study process at AACC. The strengths feature the initiatives that continue to contribute to the college's efforts to achieve its mission and goals. The opportunities for improvement and innovation identify the areas where the college needs to begin or continue efforts to strengthen its work to better meet its mission and goals in support of student success and completion.

Strengths and Opportunities for Improvement and Innovation

STANDARD I

Strengths

- The college's mission and goals are integrated and clearly communicated in both external and internal platforms and documents.
- The college's mission and goals were crafted through an inclusive process drawing on community involvement and input from all college constituencies.
- The college's strategic plans are developed collaboratively with broad representation and input from college constituencies and community stakeholders with continued focus on the college's mission, ensuring an optimal fit between mission and strategic planning goals.

Opportunities for Improvement and Innovation

- Include risk assessment when reviewing and establishing mission, goals, KPIs, and timeline to better prepare for changes that occur both internally and externally to the college.

STANDARD II

Strengths

- The college demonstrated resiliency and dedication of faculty, staff, and administration in the continual fulfillment of the college mission and goals and ethical decision making during crucial periods of the COVID-19 pandemic.
- The college provides adequate support and resources to its faculty and staff concerning academic and intellectual freedom, freedom of expression, and intellectual property rights.
- AACC capitalizes on the rich diversity among its students, faculty, staff, and administrators in developing a robust program of activities and opportunities to foster a climate of respect and appreciation of difference, in all forms, on campus.
- The college complies with all state and federal reporting policies as well as local, state, and federal regulations and requirements.

Opportunities for Improvement and Innovation

- Establish a centralized public-facing location to communicate policies, regulations, protocols, and procedures in transparent, accessible formats.
- Increase communication and provide training to support employee and student understanding of freedom of expression, free speech, and intellectual property rights.
- Develop and implement collegewide employee grievance policy and procedures, in accordance with the college's Policy on the Development of Policy and Procedures.

- Review and revise current student complaint policy and procedures to improve clarity and consistency of process.
- Collect and review student complaints to identify thematic issues that may require collegewide actions.

STANDARD III

Strengths

- Disaggregated data are available and widely accessible through Tableau dashboards, including course success and program continuation equity data.
- The college provided comprehensive COVID-19 response and recovery planning, resulting in minimal disruption of learning.

Opportunities for Improvement and Innovation

- Identify and provide additional faculty professional development opportunities designed to improve remote teaching and learning.
- Assess interventions targeted to increase student progress and completion.
- Assess current student placement procedures to evaluate effectiveness in student and course success.
- Expand intentional analysis of equity data and use of high-impact practices in the comprehensive program review process.
- Consider program planners that better accommodate certificates and part-time students.
- Continue and assess current faculty recruitment procedures to increase the diversity of faculty.
- Enhance accessibility of course materials that were developed in response to the pandemic.
- Encourage full- and part-time faculty to use the Course Success Referral System.

STANDARD IV

Strengths

- The college offers robust online services and programming for students.
- The college provides flexibility for students to access services and extracurricular activities online or in person.
- The college offers a wide variety of programs and services to engage students.
- The college takes the necessary steps to ensure personal and identifiable information is secured and protected.

Opportunities for Improvement and Innovation

- Explore methods to use student success metrics to enhance student services to better meet student needs.
- Explore the effectiveness of the success coach model and its implementation collegewide.

STANDARD V

Strengths

- AACC has developed an effective and robust assessment process.
- Goals are set and assessed at the institution, program, and course levels.
- The college provides support for assessment activities with a dedicated director of assessment and instructional innovation and supporting staff, Taskstream tracking software, data dashboards available to employees, and extensive training for faculty and staff.
- The extensive use of assessment findings supports students in meeting their completion, transfer, and career goals.
- The college communicates assessment information effectively with internal and external stakeholders.

Opportunities for Improvement and Innovation

- Clarify and standardize the criteria and procedures used to evaluate the effectiveness of the assessment processes across academic courses and programs.
- Improve data accessibility for all stakeholders to facilitate continuous improvement within courses and programs.
- Improve integration and application of LOA results to inform planning.

STANDARD VI

Strengths

- The college has always received a clean financial audit opinion.
- The college created the Data Corner on the MyAACC portal to provide comprehensive disaggregated data and research briefs to engage the faculty, staff, and administrators to use data to inform continuous improvement and resource allocation decision-making.
- Further development of a systematic assessment process used in all college divisions guides units in their planning, resource allocation, and continuous improvement activities.
- The college created the African American Leadership Institute, which develops emerging leaders to support diversity in leadership and succession planning at the college.
- Through thoughtful planning and strategic use of resources that align with the strategic plan, the college has a forward-looking and comprehensive long-term technology plan to deploy up-to-date technology, which positions the college to meet evolving student, faculty, and staff needs.

Opportunities for Improvement and Innovation

- To strengthen succession planning, continue to evaluate cross-training and leadership opportunities.
- Improve integration, organization, and cross-divisional communication in planning and assessment processes.
- Implement strategies that promote utilization of offsite locations.
- Collect and analyze data on campus-wide accessibility and provide oversight of initiatives to increase campus compliance with ADA and other applicable federal and state laws and regulations.

STANDARD VII

Strengths

- The college benefits from a strong and active board of trustees that is committed to remaining focused on its scope of responsibility. The board has created a thoughtful onboarding procedure for new members and is committed to professional development for all board members and staff.
- The board maintains transparency and demonstrates its commitment to assessment and continuous improvement in all aspects of its work. This commitment is demonstrated in the work the board has undertaken to address the College Manual and policies. The systematic approach to working with college representatives and constituency groups creates a clearly defined structure and mechanism for reviewing and updating all policies that includes transparency and ensures thoughtful review by the groups impacted by a particular policy.
- The leadership team uses the constituency groups to help provide insight into the strategic direction and initiatives of the college, seeking to be inclusive by working with teams comprised of members from across the campus. The development of the strategic plan, Riverhawk Recovery, and the Middle States Self-Study are examples of this effort. The president uses CAP to gather and respond to problems and challenges raised by constituency groups and is transparent with these efforts. In addition, hosting open forums has enhanced communication and become an essential part of the design and implementation process of many major projects.

Opportunities for Improvement and Innovation

- Participate in another institutional assessment, such as ATD's Building Adaptive Capacity for Resiliency and Agility framework to inform the college's post-pandemic student learning and support.
- Monitor the impact of its efforts regarding diversity, equity, inclusion, and antiracism by instituting the campus climate survey on a regular cycle, including surveying students. The results of this survey should be shared in a meaningful way with the college community to lead to actionable outcomes.
- Assess both the effectiveness and efficiency of the large group team approach implemented for major initiatives, including the use of volunteers versus teams determined by roles and responsibilities.
- Consider reinstating an employee satisfaction survey (such as Great Colleges to Work For) to better understand and address the challenges and opportunities of the workforce.
- Assess the efficacy and adequacy of the structure and membership of the three employee constituency groups.
- Examine the representation of Academic Forum/Council and collegewide committees in support of equity and inclusion.

APPENDICES

List of Acronyms

Acronym	Description
AA	Associate of Arts
AALI	African American Leadership Institute
AAP	Affirmative Action Program
AACC	Anne Arundel Community College
AACPS	Anne Arundel County Public Schools
AAS	Associate of Applied Sciences
AAT	Associate of Arts in Teaching
ADA	Americans with Disabilities Act
AMIL	Arundel Mills
ANXA	Annex A Trailer
ANXB	Annex B Trailer
AP	Advanced Placement
ARNLD	Arnold Campus
ARTSYS	University System of Maryland Articulation System
ASE	Associate of Science in Engineering
ASO	Administrative Staff Organization
ASR	Administrative Services Review
ATD	Achieving the Dream
AVP	Associate Vice President
BOT	Board of Trustees
CADE	Cade building
CALT	Center for Applied Learning and Technology
CAP	Committee Advisory to President
CARS	Counseling, Advising and Retention Services
CCIT	Clauson Center for Innovation & Skilled Trades
CEWD	Continuing Education & Workforce Development
CFSD	Center for Faculty and Staff Development
COMAR	Code of Maryland Regulations
CoTL	Committee on Teaching & Learning
CPE	Continuing Professional Education
CRC	Collegiate Recovery Center

Acronym	Description
CRSC	Careers Center
DSS	Disability Support Services
ELL/AE	English Language Learning and Adult Education
EMT	Emergency Medical Technician
EPC	Educational Policies and Curriculum
ERCC	Enrollment, Retention, and Completion Council
FAFSA	Free Application for Federal Student Aid
FERPA	Family Education Rights & Privacy Act
FLRS	Florestano building
FTE	Full Time Equivalent
FY	Fiscal Year
FYE	First Year Experience
GBTC	Glen Burnie Town Center
GED	General Education Development
GPA	Grade Point Average
GYM	Gymnasium
HCAT	Hotel, Culinary Arts and Tourism Institute
HLSB	Health & Life Sciences Building
HR	Human Resources
HS	High School
HUM	Humanities
IAT	Institutional Assessment Team
IF	Institute for the Future
IIT	Information and Instructional Technology
IPEDS	Integrated Post Educational Data System
JOHN	Johnson building
LBRY	Andrew G. Truxal Library
LInC	Learning Innovation Center
LLC	Learning Leadership Council
LOA	Learning Outcomes Assessment
LRM	Learning Resources Management
LRNG	Learning
LSS	Learner Support Services
LTD	Long Term Disability
LUDL	Robert P. Ludlum Hall
MACC	Maryland Association of Community Colleges

Acronym	Description
MATH	Math building
MHEC	Maryland Higher Education Commission
MSDE	Maryland State Department of Education
MSRS	Maryland State Retirement System
NUR	Nursing
OCS	Office of Community Standards
OPEB	Other Post-Employment Benefits
OSE	Office of Student Engagement
OSHA	Occupational Safety and Health Administration
PRES	President's Office
PRIA	Planning, Research & Institutional Assessment
PSR	Project Service Request
PSSO	Professional and Support Staff Organization
SASP	Student Achievement & Success Program
SPC	Strategic Planning Council
TFO	The Faculty Organization

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2. Strategic Plan FY2021-24 - Engagement Matters II Excellence through Innovation MS0081.
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459. Riverhawks Reunite Team Members MS0600.
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465. Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guide - Career Services - 2019 MS0602.
466. Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guide - Campus Information and Visitor Services - 2019 MS0603.

467. Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guide - Campus Activities Programs - 2019 MS0604.
468. Assessment Calendar Master MS0605.
469. Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guide - Learning Assistance Programs - 2019 MS0607.
470. Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guide - Financial Aid Programs - 2019 MS0608.
471. Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guide - Disability Resources and Services - 2019 MS0609.
472. Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guide - Counseling Services - 2019 MS0610.
473. Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guide - General Standards - 2019 MS0611.
474. Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guide - Student Leadership Programs - 2019 MS0613.
475. Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guide - Student Conduct Programs - 2019 MS0614.
476. Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guide - Orientation Programs - 2019 MS0615.
477. Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guide - Multicultural Student Programs and Servi MS0616.
478. Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment Guide - Veterans and Military-Connected Programs MS0617.
479. Cost Containment Report to PRIA FY2021 MS0501.
480. 2019 Performance Accountability Report - Maryland Higher Education Commission - Report and Narrative MS0618.
481. 2019 Performance Accountability Report - Maryland Higher Education Commission - Data MS0619.
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483. Results from Achieving the Dream (AtD) Capacity Cafe Session 2017 MS0267.
484. President Dawn Lindsay message re Leadership Matters - Mandatory Training Series MS0256.



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