

# Allegany College of Maryland

## I. Mission

We deliver diverse and relevant education centered around student success in a supportive and engaging community.

## II. Institutional Assessment

### Goal 1: Access

Allegany College of Maryland continues to prioritize Student Access and Success in its FY21 – FY23 Strategic Plan. This priority accounts for the economic needs of the community the College serves, and it is integrated throughout the institution through open education resources, low tuition rates, availability of financial assistance, and a variety of scholarship opportunities.

Allegany continued to make great efforts to keep costs low for its students. Tuition rose at a slower rate than it did for Maryland four-year institutions. FY2021 saw a modest increase of 2.5% in tuition and fees, and for FY2022 the College kept tuition and fees flat. As a percent of tuition and fees at Maryland public-four year colleges Allegany has maintained 50.0% for both FY2021 and FY2022. Most of Allegany's students require financial aid of some type with 89.7% receiving financial aid in FY2021. The College was able to distribute all of the CARES and HEERF act funding received in FY2021 and FY2022. In addition to the federal grants the College also developed its own COVID-19 impact scholarship for students that may have needed additional assistance beyond what the federal grants were able to provide. This is all in addition to the vast amounts of scholarships and grants the College typically provides.

Even though the College continued to put resources into maintaining affordability during the pandemic overall credit enrollment declined from Fall 2020 to Fall 2021 by 4.2%, an even larger loss than the 2.4% decrease from the prior year. The majority of the decrease can be directly attributed to the pandemic as the College was on an upward trend with two years of credit increases prior to the start of COVID-19. Most of the decrease in credit enrollment came from certain demographic groups, specifically recent high school graduates from the regional counties. From internal enrollment reports the Under 20 population, which encapsulates those who had graduated high school within the last two years, decreased by over 18% in the Fall of 2021. This resulted in an overall decrease of 15.7% from Allegany County, the primary service county of the College. Thankfully, due to prior efforts in bringing new programs to the College some of the loss in the primary service region was offset by out-of-state enrollments in the College's rapidly growing Online LPN to RN nursing program.

To give students as much choice as possible during social distancing periods the College expanded online and hybrid options. This includes the development of a new hybrid modality dubbed "face-to-face alternating" where half of the students rotated from in-person to synchronous live-stream every other session. Online enrollment increased by 12.9% and hybrid enrollment increased 75.9%.

For non-credit programs the effects of the pandemic on enrollment were substantial. Continuing education headcount decreased by 38.9% in FY2021. Most community service and lifelong learning courses were cancelled as the courses were primarily in person and could not be held online. These were brought back for FY2022. Education basic skills and literacy courses also had a reduction of 46.6% in headcount. Many of these classes have a hands-on in-class approach and could not be held during FY2021. Workforce development, certification, and contract training courses all had decreases of 25% or more in headcount. As businesses lost revenue during the pandemic cuts were made to budgets for employee training. Preliminary numbers show continuing education enrollments are rebounding for FY2023. The College attempted to offer as many continuing education courses online as possible by increasing online offerings by 141%.

Through early college offerings Allegany makes a direct impact on the state's access strategy to "improve college readiness among K-12 students, particularly high school students." Early College enrollments remained flat at 729 students in FY2021. The College was able to adapt to the online environment in high schools by rapidly rolling out online options and providing training to college faculty and high school instructors on effective online instruction methodologies.

Measures of diversity are key to demonstrating access regardless of student demographics. The College continues to enroll a significant percentage of minority students relative both to the benchmark set and to the community demographics. With over 17% of the College's enrollment being minority, this continues to be a strength of the College's enrollment structure.

## **Goal 2: Success**

Fall-to-fall retention rates improved from the prior year. The Fall 2020 cohort had an overall retention rate of 57.0%, significantly better than the Fall 2019 cohort's retention rate of 51.9%. Retention rate for Pell grant recipients is at 52.4% for the Fall 2020 cohort. This is the highest retention rate for Pell grant recipients over the last four years. Pell grant recipients constitute one third of the College's population and are considered a disadvantaged population. An increase of retention for this subgroup is a positive sign that the college is taking appropriate measures to increase student success.

Developmental completers after four years continue to steadily improve year over year. The Fall 2017 cohort saw 58.0% developmental completers compared to 50.2% for the Fall 2014 cohort. The Fall 2017 cohort was the first cohort to see a substantial change in the depth of developmental math. A lower level developmental math course was removed so students who placed into developmental math would need to progress through at most two developmental math courses as opposed to three. This likely had a positive impact on the higher developmental completion percentage. A higher developmental completer rate directly translates to higher fall-to-fall retention. The college further reformed developmental education over the last five years. Future examination of cohorts will show if the changes to developmental education continue to have a positive impact.

Successful-persister rates are at a four year high at 73.8% for the Fall 2017 cohort compared to the prior three-year average of 68.1%. Additionally, graduation-transfer rates are also at a four

year high at 65.3% for Fall 2017 cohort compared to a prior three-year average of 57.8%. When considering only the associate and certificate graduation rate, the Fall 2017 cohort has a four-year graduation rate of 39.1%, substantially higher than the Fall 2016 cohort at 33.0%. The college will continue to work on improving student success as outlined in its strategic plan.

Allegany's students who transfer to another school are able to maintain a level of success in their first year. Data provided by MHEC shows that 89.6% of those who transferred had a first-year GPA of 2.0 or above at their transfer institution.

### **Goal 3: Innovation**

Allied health licensure and certification pass rates continue to be above all required thresholds set by each of the program's accrediting bodies. Additionally, the College's nursing program was ranked seventh in Maryland, ahead of John's Hopkins. Eight of the top ten ranked nursing programs in Maryland were from community colleges which speaks to the effort and care placed on crafting strong programs at all of the Maryland community colleges.

While the pandemic may have slowed enrollments on the non-credit side, continuing education remained busy expanding for future opportunities with two major projects. First, during FY2021 the College, in partnership with the state, finished construction on the Western Regional Corrections Training Center. This new building expanded the College's capacity to provide corrections officer training to support the multitude of jobs available in the area and the state. Second, in partnership with Allegany County, the College worked on renovating a county owned building to create the Western Maryland Works Maker Space. This new space houses multiple workforce training programs such as advanced manufacturing, welding, and industrial maintenance programs. It has more than doubled the College's capacity to offer these programs to more students.

On the credit side the College continued to assess needs of the service area and created several new programs. Automated Advanced Manufacturing associate degree, Data Analytics associate and certificate programs, as well as a Sustainable Brewing certificate. All programs will support local businesses' future needs.

The College focuses on making sure students have access to the latest educational technology. Through grants the College purchased or received as donations over a hundred thousand dollars' worth of patient simulation equipment for allied health programs such as nursing and respiratory therapy.

### **Institutional Response**

*What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?*

As mentioned in the section "Goal 1: Access" declining credit enrollments were a major factor in the prior two years. Lower enrollments impact the College's class schedule, class availability,

and program offerings. With fewer enrollments certain classes may be cancelled prior to the start of the semester. Additionally, classes may only be offered once a year which could have impacts on a student's time to completion. In certain situations, low enrollment courses may be completely removed from the schedule, forcing students to take a course elsewhere. Lower enrollment compounds and also makes it difficult to offer new programs. Fortunately, preliminary figures for Fall 2022 indicate a modest increase to enrollment and FTE.

Uncertainty in funding had impacts on strategic and financial planning. Prior to FY2022 funding from the state had always been below what the Cade Funding Formula had initially laid out in 1998. The funding also changed numerous times throughout the 25-year period based on what the latest Budget Reconciliation and Financing Act stipulated. Capital funding is also an issue for community colleges. Two-year colleges receive far less capital funding than do the four-year institutions. As infrastructure ages at community colleges, it makes it more difficult to provide state of the art technology infused learning environments. In addition to uncertainty in funding, cost of operations continued to increase due to federal regulations. Certain federal government regulations require the college to hire additional staff to fulfill requirements, for example.

*Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?*

The College frequently disaggregates data by demographic groups. Utilizing success metrics for different sub groups allows the institution to develop strategies so that all students achieve success. First, the Degree Progress Report as presented in the PAR is used by the College extensively. Other state and federal reports help to disaggregate by groups as well. The college also has several internal success KPIs broken out by numerous demographic categories which are regularly updated. The college is aware of the many disadvantaged populations that it serves.

The most prominent example of successful use of disaggregated data is the development of the Aspiring Young MENtors mentorship program for African American males. The College was investigating how to tackle the achievement gaps that existed between demographic groups, specifically African American males. Two faculty members took on the initiative to create the mentorship program. The program has been popular amongst the students.

The College has several programs aimed at supporting specific student group achievement. Pathways to Success, a federally funded program, supports primarily first-generation students. This program constantly reviews extensive data about its student success metrics. Academic Access and Disability Resources department similarly looks at graduate and success rates of students registered with the department relative to the general student body. It tailors specific goals and strategies based around its students' needs. Residence Life focuses on support for its students and keeps detailed metrics on student GPAs, credit loads, and other success metrics. The Athletics department also focuses on its students' success by providing specialized advising.

### **III. Community Outreach and Impact**

#### **Sample of Funded Grants and Initiatives**

The Community Resilience Collaborative (CRC) and ACM's Culture of Care are extensions of a longstanding partnership with the Washington, DC based Center for Mind-Body Medicine (CMBM). Building on 17 years of committed work, in 2018, ACM received funding for Tackling the Opioid Epidemic: From Challenge to Opportunity. Under this planning grant from the ARC, the Community Resilience Collaborative (CRC), representing more than 20 regional agencies and organizations, was formed. The CRC-developed plan: Tackling the Opioid Crisis: A Community Resilience Approach, was funded by the Maryland Opioid Operational Command Center in FY20 and again, (because of COVID), in FY21. Just as COVID was overtaking all our lives, ACM and the CMBM completed training 142 new facilitators, who are now providing the Center's evidence-based trauma relief model on campus, throughout the county, and through our community college partners, across the state. To date, more than 16,000 training hours have been completed and ACM is pleased to have this effective and affordable mental health resource available at this moment of unprecedented need.

Career and College Readiness Career and Technical Education Innovation Grant: Driving the Future of the Local Workforce Through Innovative and Hands-On Education in Diesel, Electric and Modern Automotive Technology The Innovative CTE program to be implemented through this proposal will occur through the direct enhancement of the current Allegany College of Maryland Automotive Technology program, primarily through the introduction of two of the fastest growing areas in the industry: diesel technology and electric vehicle technology. ACM's Automotive Technology program is the only post-secondary program in the local area that offers degrees and credentialing in the fields of Automotive Service and Automotive Technology, and is certified by the National Institute for Automotive Service Excellence. Award amount: \$149,759

Computer Science and Technology continues its growth in P-TECH (Pathways in Early College High School) with its fifth annual cohort beginning Fall 2021. Two students in the fast-track option, which began four years ago, will be graduating this May with their Associate of Applied Science Degree in Cybersecurity two weeks before actually receiving their high school diploma. The success of this program in Allegany County has created excitement at our branch campuses in Bedford and our Somerset Education site, that ACM officially launched P-TECH PA and will begin our first cohort of students in that region beginning Fall 2021. With input from Professional Advisory Committee (PAC) members, ACM has introduced several new courses to its curriculum including an advanced Python programming course (COMP-246 – Python Programming II) and COMP-245 (Ethical Hacking). These courses are designed to enhance the skills of students in the programming and cybersecurity options.

Pathways for Success (United States Department of Education) is a TRIO Student Support Services project to increase retention, graduation, and transfer rates of eligible students, as well as improve student grade point averages. The program provides a supportive environment on campus for students with low-income or first-generation status and students with disabilities. The program offers tutoring in math, science, and writing/English, one-on-one academic advising,

career advising, transfer advising, financial aid advising, peer mentoring, support groups, and workshops on topics such as financial literacy.

Western Maryland Information Technology Center of Excellence (Maryland Department of Labor, Licensing, and Regulation) links regional Information Technology industry leaders with economic development leaders to encourage business retention, expansion, and the attraction of new business within the IT sector in rural Western Maryland. With the support of the competitive grant initiative Employment Advancement Right Now (EARN) Maryland, a skills-training and economic-development initiative of the Maryland Department of Labor, the IT Center's main focus is to prepare a strong workforce through multiple innovative pathways. The 22-member partnership representing IT business, education, government, and economic development creates and delivers a workforce training program responsive to industry workforce needs and includes internship delivery. To date, the partnership has been awarded over \$1.5 million in funding to support their workforce training plan and has funded approximately 650 seats of training since 2014. The Center also partners with local organizations to develop workforce pipelines through programs like Pathways in Technology Early College High School (P-TECH), Girls Who Code clubs, and Robotics & Engineering in Allegany County-Together: REACT (a county wide youth robotics and engineering initiative).

## **Scholarships**

FY2022 Foundation Year to date (preliminary and unaudited) scholarships for the Cumberland Foundation follow:

- Scholarships: \$1,250,360 (represents an increase of 9% from the previous year)

The FY2022 Allegany County Opportunity Scholarship annual report includes the following key statistics:

- Recipients of this investment represent every community in our County.
- Students from every public and private school in Allegany County, as well as homeschooled and GED students, have been awarded funding through this program.
- Recipients have included students from nearly every major/ curriculum.
- The age range of recipients is from 18 – 58, with an average age of 22.
- The Allegany County Opportunity Jump Start Early College Scholarship is providing assistance to students from the Allegany County Public Schools who receive free and reduced-cost school meals. This \$100-per-course award covers the full family cost for taking a three-credit course.
- The Allegany County Opportunity Merit Scholarship encourages academic excellence. 276 awards were made.
- The Allegany County Opportunity Tuition Subsidy for Credit Students is intended to offset tuition costs not covered by federal or state aid or by other support. 152 awards were made.
- The Allegany County Opportunity Continuing Education and Workforce Development Scholarship supports Allegany County residents who are taking Professional and Workforce Training. 107 awards were made.

**Allegheny College of Maryland**  
**Degree Progress Four Years after Initial Enrollment**  
**Fall 2017 Entering Cohort**

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		468		144		188		136	
2	Number attempting fewer than 18 hours over first 2 years		82		15		17		50	
3	Cohort for analysis (Line 1 – Line 2)		386 100.0%		129 100.0%		171 100.0%		86 100.0%	
4	Earned Associate degree from this community college		138 35.8%		78 60.5%		58 33.9%		2 2.3%	
5	Earned certificate, but no degree, from this community college		13 3.4%		7 5.4%		3 1.8%		3 3.5%	
6	Total associate and certificate graduates (Line 4 + Line 5)		151 39.1%		85 65.9%		61 35.7%		5 5.8%	
7	Transferred to Maryland two-year/technical college		33 8.5%		2 1.6%		19 11.1%		12 14.0%	
8	Transferred to Maryland public four-year college		53 13.7%		19 14.7%		30 17.5%		4 4.7%	
9	Transferred to Maryland private four-year college or university		0 0.0%		0 0.0%		0 0.0%		0 0.0%	
10	Transferred to out-of-state two-year/technical college		21 5.4%		1 0.8%		14 8.2%		6 7.0%	
11	Transferred to out-of-state four-year college or university		60 15.5%		33 25.6%		24 14.0%		3 3.5%	
12	Total transfers (sum of Lines 7 - 11)		167 43.3%		55 42.6%		87 50.9%		25 29.1%	
13	Graduated from this college and transferred (Line 6 ∩ Line 12)		66 17.1%		36 27.9%		29 17.0%		1 1.2%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		252 65.3%		104 80.6%		119 69.6%		29 33.7%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		33 8.5%		11 8.5%		19 11.1%		3 3.5%	
16	Successful transition to higher ed (Line 14 + Line 15)		285 73.8%		115 89.1%		138 80.7%		32 37.2%	
17	Enrolled at this community college last term of study period		0 0.0%		0 0.0%		0 0.0%		0 0.0%	
18	Successful or persisting (Line 16 + Line 17)		285 73.8%		115 89.1%		138 80.7%		32 37.2%	

**Allegheny College of Maryland**  
**Degree Progress Four Years after Initial Enrollment**  
**Fall 2017 Entering Cohort**

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	116	3	6	318
2 Number attempting fewer than 18 hours over first 2 years	12	0	1	64
3 Cohort for analysis (Line 1 – Line 2)	104 100.0%	3 100.0%	5 100.0%	254 100.0%
4 Earned Associate degree from this community college	12 11.5%	1 33.3%	1 20.0%	121 47.6%
5 Earned certificate, but no degree, from this community college	0 0.0%	0 0.0%	0 0.0%	13 5.1%
6 Total associate and certificate graduates (Line 4 + Line 5)	12 11.5%	1 33.3%	1 20.0%	134 52.8%
7 Transferred to Maryland two-year/technical college	30 28.8%	0 0.0%	0 0.0%	1 0.4%
8 Transferred to Maryland public four-year college	16 15.4%	0 0.0%	0 0.0%	33 13.0%
9 Transferred to Maryland private four-year college or university	0 0.0%	0 0.0%	0 0.0%	0 0.0%
10 Transferred to out-of-state two-year/technical college	10 9.6%	0 0.0%	0 0.0%	11 4.3%
11 Transferred to out-of-state four-year college or university	7 6.7%	1 33.3%	0 0.0%	48 18.9%
12 Total transfers (sum of Lines 7 - 11)	63 60.6%	1 33.3%	0 0.0%	93 36.6%
13 Graduated from this college and transferred (Line 6 □ Line 12)	8 7.7%	1 33.3%	0 0.0%	55 21.7%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	67 64.4%	1 33.3%	1 20.0%	172 67.7%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	7 6.7%	1 33.3%	1 20.0%	22 8.7%
16 Successful transition to higher ed (Line 14 + Line 15)	74 71.2%	2 66.7%	2 40.0%	194 76.4%
17 Enrolled at this community college last term of study period	0 0.0%	0 0.0%	0 0.0%	0 0.0%
18 Successful or persisting (Line 16 + Line 17)	74 71.2%	2 66.7%	2 40.0%	194 76.4%



## Allegany College of Maryland 2022 ACCOUNTABILITY REPORT

### Student & Institutional Characteristics (not Benchmarked)

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
A Fall credit enrollment				
a. Unduplicated headcount	2,586	2,589	2,527	2,421
b. Percent of students enrolled part time	57.6%	55.5%	65.5%	67.9%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
B First-time credit students with developmental education needs	64.8%	42.9%	33.6%	30.5%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2022</b>
C Credit students who are first-generation college students (neither parent attended college) *Collection changed in FY2022 to the RISC Survey	40.1%	38.0%	NA	57.0%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	0	0	0	0
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>
E Credit students receiving financial aid				
a. Receiving any financial aid	93.2%	87.4%	91.8%	89.7%
b. Receiving Pell grants	38.1%	35.6%	35.3%	30.6%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
F Students 25 years old or older				
a. Credit students	22.1%	23.3%	26.1%	30.4%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>
b. Continuing education students	85.6%	81.9%	82.0%	82.9%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2022</b>
G Credit students employed more than 20 hours per week *Collection changed in FY2022 to the RISC Survey	34.1%	36.0%	NA	53.0%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	1.5%	2.1%	1.9%	2.5%
b. Black/African American only	9.6%	9.4%	9.0%	9.3%
c. American Indian or Alaskan native only	0.1%	0.1%	0.1%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.0%	0.1%	0.1%
e. Asian only	0.7%	0.5%	0.8%	0.8%
f. White only	83.3%	83.4%	83.4%	82.3%
g. Multiple races	3.1%	2.9%	3.1%	3.1%
h. Foreign/Non-resident alien	1.0%	0.7%	1.0%	1.2%
i. Unknown/Unreported	0.6%	0.8%	0.7%	0.5%
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	17.6%	19.2%	36.6%	23.5%
b. Enrolled in some, but not all, distance education	24.6%	25.5%	32.3%	24.6%
c. Not enrolled in any distance education	57.8%	55.4%	31.1%	51.9%

## Allegany College of Maryland 2022 ACCOUNTABILITY REPORT

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>
<b>J</b> Unrestricted revenue by source				
a. Tuition and fees	42.0%	42.0%	43.0%	44.0%
b. State funding	28.0%	28.0%	28.0%	22.0%
c. Local funding	26.0%	27.0%	26.0%	26.0%
d. Other	4.0%	3.0%	3.0%	8.0%
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>
<b>K</b> Expenditures by function				
a. Instruction	36.8%	35.3%	34.2%	34.4%
b. Academic support	18.8%	20.4%	18.8%	18.9%
c. Student services	8.2%	7.9%	8.0%	7.7%
d. Other	36.2%	36.4%	39.0%	39.0%

### Goal 1: Access

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>	<b>Benchmark FY 2025</b>
<b>1</b> Annual unduplicated headcount					
a. Total	10,213	9,874	9,937	6,715	<b>10,250</b>
b. Credit students	3,236	3,172	3,248	3,117	<b>3,300</b>
c. Continuing education students	7,037	7,237	6,388	3,906	<b>7,050</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>2</b> Market share of first-time, full-time freshmen Note: Methodology changed starting in Fall 2019.	57.7%	60.2%	55.7%	50.7%	<b>61.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>3</b> Market share of part-time undergraduates Note: Methodology changed starting in Fall 2019.	79.0%	80.5%	80.7%	82.3%	<b>81.5%</b>
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2024</b>
<b>4</b> Market share of recent, college-bound high school graduates	56.5%	57.8%	60.7%	59.4%	<b>61.5%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>5</b> High school student enrollment	704	739	736	729	<b>725</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>	<b>Benchmark FY 2025</b>
<b>6</b> Annual enrollment in online/hybrid courses					
a. Credit, online	3,131	3,262	5,822	6,572	<b>4,000</b>
b. Continuing education, online	83	43	704	1,697	<b>100</b>
c. Credit, hybrid	1,373	1,517	1,956	3,441	<b>1,750</b>
d. Continuing education, hybrid	NA	NA	NA	NA	<b>NA</b>
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY2022</b>	<b>Benchmark FY 2026</b>
<b>7</b> Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,230	\$4,800	\$4,920	\$4,912	<b>NA</b>
b. Percent of tuition/fees at Md public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	44.7%	49.6%	50.9%	50.0%	<b>47.0%</b>

## Allegany College of Maryland 2022 ACCOUNTABILITY REPORT

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>	<b>Benchmark FY 2025</b>
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	1,247	1,316	1,238	142	<b>1,350</b>
b. Annual course enrollments	2,528	2,306	2,128	169	<b>2,250</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>	<b>Benchmark FY 2025</b>
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	231	388	367	196	<b>400</b>
b. Annual course enrollments	725	988	700	469	<b>1,000</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>	<b>Benchmark FY 2025</b>
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	61	57	<50	<50	<b>NA</b>
b. At least one ESL educational functioning level	<50	<50	<50	<50	<b>NA</b>
Note: Not reported if < 50 students in the cohort					

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	15.1%	15.0%	15.0%	17.2%	<b>15.0%</b>

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>	<b>Benchmark FY 2025</b>
b. Percent nonwhite continuing education enrollment	NA	NA	NA	NA	<b>NA</b>

	<b>July 2018</b>	<b>July 2019</b>	<b>July 2020</b>	<b>Jul-21</b>	<b>Benchmark Not Required</b>
c. Percent nonwhite service area population, 15 or older	13.2%	13.4%	13.6%	13.9%	<b>NA</b>

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
12 Percent minorities (nonwhite) of full-time faculty	3.0%	3.2%	2.2%	1.0%	<b>3.0%</b>

	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
13 Percent minorities (nonwhite) of full-time administrative and professional staff	1.8%	1.8%	1.0%	1.8%	<b>2.0%</b>

### Goal 2: Success

	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Fall 2020 Cohort</b>	<b>Benchmark Fall 2024 Cohort</b>
14 Fall-to-fall retention					
a. All students	53.7%	58.1%	51.9%	57.0%	<b>60.0%</b>
b. Pell grant recipients	49.2%	51.8%	47.8%	52.4%	<b>52.0%</b>
c. Developmental students	50.2%	53.0%	33.6%	44.2%	<b>50.0%</b>
d. College-ready students	63.2%	66.9%	61.6%	63.5%	<b>65.0%</b>

## Allegany College of Maryland 2022 ACCOUNTABILITY REPORT

					Benchmark	
					Fall 2021	
					Cohort	
Fall 2014	Fall 2015	Fall 2016	Fall 2017			
Cohort	Cohort	Cohort	Cohort			
15	Developmental completers after four years	50.2%	49.9%	55.0%	58.0%	<b>57.0%</b>
					Benchmark	
					Fall 2021	
					Cohort	
Fall 2014	Fall 2015	Fall 2016	Fall 2017			
Cohort	Cohort	Cohort	Cohort			
16	Successful-persister rate after four years					
	a. College-ready students	93.8%	85.2%	90.8%	89.1%	<b>91.0%</b>
	b. Developmental completers	82.1%	74.6%	79.6%	80.7%	<b>80.0%</b>
	c. Developmental non-completers	42.8%	33.5%	44.9%	37.2%	<b>NA</b>
	d. All students in cohort	70.2%	62.5%	71.7%	73.8%	<b>72.0%</b>
					Benchmark	
					Not	
					Required	
Fall 2014	Fall 2015	Fall 2016	Fall 2017			
Cohort	Cohort	Cohort	Cohort			
17	Successful-persister rate after four years					
	a. White only	70.2%	63.0%	74.1%	76.4%	<b>NA</b>
	b. Black/African American only	68.5%	56.5%	65.7%	71.2%	<b>NA</b>
	c. Asian only	<50	<50	<50	<50	<b>NA</b>
	d. Hispanic/Latino	<50	<50	<50	<50	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis						
					Benchmark	
					Fall 2021	
					Cohort	
Fall 2014	Fall 2015	Fall 2016	Fall 2017			
Cohort	Cohort	Cohort	Cohort			
18	Graduation-transfer rate after four years					
	a. College-ready students	89.6%	79.6%	80.3%	80.6%	<b>81.5%</b>
	b. Developmental completers	67.5%	63.6%	58.4%	69.6%	<b>64.0%</b>
	c. Developmental non-completers	39.3%	32.3%	42.5%	33.7%	<b>NA</b>
	d. All students in cohort	60.2%	55.6%	57.6%	65.3%	<b>60.5%</b>
					Benchmark	
					Not	
					Required	
Fall 2014	Fall 2015	Fall 2016	Fall 2017			
Cohort	Cohort	Cohort	Cohort			
19	Graduation-transfer rate after four years					
	a. White only	57.2%	53.8%	57.0%	67.7%	<b>NA</b>
	b. Black/African American only	66.4%	55.6%	62.0%	64.4%	<b>NA</b>
	c. Asian only	<50	<50	<50	<50	<b>NA</b>
	d. Hispanic/Latino	<50	<50	<50	<50	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis						
					Benchmark	
					FY 2025	
					Cohort	
FY 2018	FY 2019	FY 2020	FY2021			
20	Associate degrees and credit certificates awarded					
	a. Total awards	647	586	533	636	<b>525</b>
	b. Career degrees	352	340	282	348	<b>NA</b>
	c. Transfer degrees	154	149	149	171	<b>NA</b>
	d. Certificates	141	97	102	117	<b>NA</b>
	e. Unduplicated graduates	548	511	427	535	<b>NA</b>

## Allegany College of Maryland 2022 ACCOUNTABILITY REPORT

	<b>AY 17-18</b>	<b>AY 18-19</b>	<b>AY 19-20</b>	<b>AY 19-20</b>	<b>Benchmark AY 2024-25</b>
21 First-year GPA of 2.0 or above at transfer institution	87.2%	88.0%	82.0%	89.6%	90.0%

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark FY 2024 Graduates</b>
22 Graduate transfers within one year	23.6%	27.7%	29.1%	28.1%	30.0%

### Goal 3: Innovation

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Registered Nursing Licensure Exam	88.8%	97.8%	88.6%	85.7%	85.0%
Number of Candidates	80	92	79	98	
b. Practical Nursing Licensure Exam	100.0%	100.0%	100.0%	100.0%	85.0%
Number of Candidates	9	15	7	13	
c. Dental Hygiene National Board Exam	94.7%	100.0%	89.5%	93.8%	80.0%
Number of Candidates	19	20	19	15	
d. National MLT Registry	100.0%	90.0%	100.0%	87.5%	80.0%
Number of Candidates	5	10	6	8	
e. Respiratory Therapy Certification Exam	88.0%	75.0%	90.0%	87.0%	80.0%
Number of Candidates	16	16	19	23	
f. Occupational Therapy Assistant Cert. Exam	75.0%	94.0%	<5*	100.0%	85.0%
Number of Candidates	16	17	<5*	7	
g. Physical Therapist Assistant Cert. Exam	81.3%	80.0%	100.0%	93.8%	85.0%
Number of Candidates	16	15	12	16	
h. Medical Assistant	90.0%	100.0%	100.0%	90.0%	85.0%
Number of Candidates	10	7	11	10	
Note: Not reported if <5 candidates in a year					

	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>Benchmark Not Required</b>
24 Graduates employed within one year	80.0%	76.0%	74.0%	71.0%	NA

	<b>FY 2015 Graduates</b>	<b>FY 2016 Graduates</b>	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>Benchmark Not Required</b>
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$11,636	\$11,060	\$10,888	\$12,532	NA
b. Median annualized income three years after graduation	\$31,916	\$33,036	\$30,484	\$25,244	NA

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2025</b>
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	5,559	5,345	4,238	3,183	5,100
b. Annual course enrollments	9,552	9,256	7,239	5,110	9,100

## Allegany College of Maryland 2022 ACCOUNTABILITY REPORT

	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY2021</b>	<b>Benchmark FY 2025</b>
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	3,264	3,204	2,922	1,569	<b>3,200</b>
b. Annual course enrollments	5,092	4,817	3,765	2,573	<b>4,700</b>
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,572	4,662	4,238	2,919	<b>4,400</b>
b. Annual course enrollments	7,879	8,006	6,815	4,479	<b>8,100</b>

Note: NA designates not applicable

\* designates data not available