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 College of Maryland saw a slight decrease (-0.8%) in overall student headcount (Measure 1) from 9,755 in FY18 to 9,677 in FY19. This is despite an increase in market share of first-time, full-time freshmen (Measure 2, 60.2%), part-time undergraduates (Measure 3, 80.5%), and recent, college-bound high school graduates (Measure 4, 57.8%). These measures reveal that although headcount is down, the College strongly continues to enroll students from the available, yet dwindling, pool of applicants. In relation to prior years' decreases in enrollments, an overall decrease of less than 1% is generally favorable for the institution.

Early College enrollments continue to be a positive point of emphasis for the institution and contribute to The State Plan for Postsecondary Education, Goal One, Access, Strategy One, "Continue to improve college readiness among K-12 students, particularly high school students." The number of high school students enrolled in the institution's early college course offerings showed 26.5% growth from Fall 2016 and 4.9% growth from Fall 2018 (Measure 5).

FY19 saw the fourth consecutive decrease in online credit enrollments (Measure 6) from 2,065 in FY16 to 1,609 in FY19. Numbers are anticipated to increase in FY20 because of the necessary switch to online instruction due to COVID-19.

The College increased its mandatory student fees in addition to nominal tuition rate increases following flat funding from the state and county, declining enrollment, and persistent infrastructure needs. Tuition and fees now represent 49.6% of the average cost of four-year Maryland institutions in FY20 (Measure 7). Although this number is higher than the benchmark set, the College remains a competitively affordable alternative to four-year education for students. Additionally, the College has had a record year in the dollar amount of scholarships awarded to students based on merit and need, ensuring financial access is not a barrier for area students.

Continuing education offerings in community service and lifelong learning (Measure 8) saw a 5.5% increase in headcount from FY18 to FY19. Adult basic education (Measure 9) continued to

see increases in both unduplicated headcount, up 68.0% since FY18, and course enrollments, up 36.3% since FY18. This contributes to the State Plan of Goal One, Access, Strategy Three, "Expand efforts to cultivate student readiness, financial literacy, and financial aid for individuals outside traditional K-12 school channels." As demonstrated by these figures, the College has been able to successfully transition Adult Basic Education from its prior home with the County schools.

Goal 2: Success

Fall-to-fall retention hit a four-year high in all categories for the Fall 2018 Cohort (Measures 13 & 14). Developmental completion after four years (Measure 15) remained strong at 49.9% of all students entering in Fall 2015. Overall success-persistence rates (Measures 16 & 17) saw a decrease for Fall 2015. Graduation-transfer rates (Measures 18 & 19) were also down for Fall 2015 but remained strong statewide relative to the other community colleges. Additionally, the total number of associate degrees and certificates awarded has continued to fall as a result of lower enrollment in preceding cohorts.

At the program level, a majority of the programs maintained or increased their students' success levels on program-specific licensure and certification exams (Measure 25), including Registered Nursing (88.8% to 97.8%), Dental Hygiene (94.7% to 100%), Occupational Therapy Assistant (75.0% to 94.0%), and Medical Assistant (90.0% to 100%).

Students transferring from Allegany College of Maryland to four-year institutions performed slightly better than the prior year with a small increase (87.2% to 88.0%) to the percentage of students successfully achieving a cumulative GPA of 2.0 or greater after their first year (Measure 26). There was a marginal drop in the mean GPA after the first year (3.03 to 2.96), but it remains high relative to the performance of other community colleges in Maryland.

The last measure (27) of Goal 2 shows the distribution of expenditures by function. FY19 saw minor changes in either direction for all four categories with the largest change under academic support (18.8% to 20.4%).

Goal 3: Innovation

As stated previously, there have been no changes to the alumni survey since last year's Performance Accountability Report (Measures 28 & 29).

Headcount in continuing education workforce development courses remains strong at 5,345 unique students in FY19, down only 3.8% from FY18. Continuing education has continued to build strong relationships with local businesses and has provided 79 businesses training and services under contract, up 29.5% over the past four years. As a result, the unit also saw an increase in unduplicated annual headcount (1.9% from FY18) and annual course enrollments (1.6% from FY18) for contract training courses. Employer satisfaction with contract training (Measure 34) continues to remain at 100.0%. Certification and licensure (Measure 31) enrollments and course registrations were down slightly compared to FY18.

III. Community Outreach and Impact

Sample of Funded Grants

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.

The Allegany County Pathways in Technology Early College High School (P-Tech) Program (Maryland State Department of Education) began to offer incoming ninth grade students the opportunity to participate in an early college program at essentially no cost. This opportunity is made possible through collaboration between Allegany County Public Schools, Allegany College of Maryland, the Western Maryland Health System, and other businesses and industries in Allegany County. The P-Tech program is a high school and beyond (9-14) model, which combines high school, college, and the world of work. The program's mission is to provide students with a free education that starts in grade nine, continues through high school completion, and culminates in the attainment of an Associate Degree in Computer Technology.

The Tackling the Opioid Epidemic: A Community Resilience Approach project (Maryland Opioid Operational Command Center) provides training to over 2,000 individuals in the internationally recognized Center for Mind-Body Medicine (CMBM) model of self-care and group support. The goal of this project is to build a culture of resilience in Western Maryland through using the CMBM model to help opioid-addicted and drug affected individuals cope with the stress and anxiety that is accompanied by drug abuse. This "train the trainer" model will be spread throughout the community through multiple avenues such as social media, small group sessions and through collaborations between non-profit businesses in the area.

The Sustainable Land Reclamation project (United States Department of Agriculture) allows ACM to partner with West Virginia University and Hocking College to create a sustainable transfer opportunity for first-generation students from both ACM and Hocking's Forestry programs to enroll in WVU's bachelor's program for Sustainable Land Reclamation. This project will prepare students for the continuation of their education at a four-year institution to study natural sciences, specifically in the fields of agriculture, forestry, mining and oil/gas production.

The ACM Loft Lift Accessibility project (United States Department of Housing and Urban Development) provides a new wheelchair accessible lift that transports individuals from the first floor of the College Center to the Loft space above the Hazing Gallery. This project is meant to convert a once inaccessible loft space into an ADA compliant space, allowing handicapped individuals to access the space for training purposes and other class activities. This project will also allow handicapped members of the ACM WEX program to access the Loft space where they will be holding programming and other coursework throughout the academic year.

The ACM Culinaire Café Catering Service project (Maryland State Department of Education) provides faculty and staff members the ability to offer learning opportunities for students in the ACM Culinary Arts program to obtain real-world experience in catering off-premise events. This project allows ACM to acquire a state-of-the-art catering van that is designed specifically for the purpose of catering small and large events.

Scholarships

FY2020 Foundation Year to date (preliminary and unaudited) contributions and scholarships for the Cumberland Foundation follow:

- o Contributions: $1,974,357 (endowed and not endowed)
- o Total Revenue: $2,216,388
- o Scholarships: $1,802,910

The FY2020 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 – 56, with an average age of 23.
- 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. 273 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. 242 awards were made.
- The Allegany County Opportunity Continuing Education and Workforce Development Scholarship supports Allegany County residents who are taking Professional and Workforce Training. 164 awards were made.

IV: Accountability Indicators

Cost Containment

Allegany College of Maryland implemented the following cost containment items in FY20:

The College reduced its health insurance costs by approximately $189,000 due to the reduction of the College's percentage of premiums. The employees' premiums remained unchanged since the overall savings were due to a decrease in claims. The College is reducing its fleet of vehicles and using a car rental company when it is deemed to be cost effective. The College has also implemented a new pre approval process for travel requests to limit travel costs to approved trips only. The College negotiated a new five-year electricity contract. The estimated savings, compared to the expiring contract, over the five years, is $190,000. The College also installed new LED lighting in two buildings which will save electricity in the future.

The Instructional area pursued the following cost containment measures:
- The instructional area is being more proactive in notifying Program Directors and Division Chairs to manage enrollment in classes earlier. Courses are being shifted, combined or closed prior to the meeting to review low enrollment courses. This results in savings due to less courses running with low enrollment.
- The Radiology program was discontinued, due to low enrollment, for an estimated savings of $71,000.

The Financial Aid and Business Office areas pursued the following cost containment measures:
- Sending all notices for incomplete files, refund checks and work-study assignments by email instead of printed letters, which saves in both paper and postage costs.
- Financial Aid runs were combined to be run once a week instead of two which reduces the number of checks written.
- Financial Aid refund checks are now being picked up in the Business Office instead of being mailed which saves postage costs.

The Human Resources area pursued the following cost containment measures:
- Staffing levels were decreased from 5 FTE positions to 4.48 FTE positions which saved $14,000 in FY20 with expected savings of $34,000 in future years.
- Employee appreciation events were combined with other events for an estimated savings of $2,500.
- Explored more efficient ways to advertise open positions and recruit qualified talent. Over the past two years, the advertising costs have decreased by $8,000 by listing multiple positions together, using social media and online search engines, purchasing bulk online postings and using job boards.

The Student Services areas pursued the following cost containment measures:
- Athletics had savings due to a retirement of $37,000.
- The Student Success Center was combined with the Library which resulted in personnel savings of $33,000.
- The Library at the Bedford County campus was closed which resulted in personnel savings of $8,500.

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2020 ACCOUNTABILITY REPORT

Student 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.

		Fall 2016	Fall 2017	Fall 2018	Fall 2019
A.	Credit students enrolled part time	51.6%	53.9%	57.6%	55.5%
B.	Credit students with developmental education needs	84.5%	71.3%	64.8%	42.9%

		Spring 2014	Spring 2016	Spring 2018	Spring 2020
C	Credit students who are first-generation college students (neither parent attended college)	42.8%	40.1%	38.0%	#N/A

		FY 2016	FY 2017	FY 2018	FY 2019
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	0	0	0	0

		FY 2016	FY 2017	FY 2018	FY 2019
E	Financial aid recipients				
	a. Credit students receiving Pell grants	42.9%	42.3%	39.9%	38.1%
	b. Credit students receiving loans, scholarships and/or need-based financial aid	87.3%	90.1%	87.3%	93.2%

		Fall 2016	Fall 2017	Fall 2018	Fall 2019
F	Students 25 years old or older				
	a. Credit students	24.2%	23.7%	22.1%	23.3%

		FY 2016	FY 2017	FY 2018	FY 2019
	b. Continuing education students	85.0%	83.6%	85.6%	81.9%

		Spring 2014	Spring 2016	Spring 2018	Spring 2020
G	Credit students employed more than 20 hours per week	34.3%	34.1%	36.0%	NA

		Fall 2016	Fall 2017	Fall 2018	Fall 2019
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	1.9%	1.4%	1.5%	2.1%
	b. Black/African-American only	10.9%	10.4%	9.6%	9.4%
	c. American Indian or Alaskan native only	0.2%	0.3%	0.1%	0.1%
	d. Native Hawaiian or other Pacific Islander only	0.0%	0.1%	0.1%	0.0%
	e. Asian only	0.4%	0.7%	0.7%	0.5%
	f. White only	82.4%	83.2%	83.3%	83.4%
	g. Multiple races	2.1%	2.4%	3.1%	2.9%
	h. Foreign/Non-resident alien	1.2%	1.1%	1.0%	0.7%
	i. Unknown/Unreported	0.9%	0.4%	0.6%	0.8%

		FY 2016	FY 2017	FY 2018	FY 2019
I	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$8,180	$8,590	$9,938	$8,765
	b. Median income three years after graduation	$26,176	$30,590	$27,823	$29,354

Goal 1: Access

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
1	Annual unduplicated headcount					
	a. Total	10,589	9,381	9,755	9,854	**13,479**
	b. Credit students	3,708	3,471	3,236	3,172	**5,982**
	c. Continuing education students	7,502	7,315	7,037	7,237	**7,938**

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
2	Market share of first-time, full-time freshmen	52.1%	49.2%	57.7%	60.2%	**62.7%**

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
3	Market share of part-time undergraduates	73.2%	74.1%	79.0%	80.5%	**77.5%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
4	Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	49.3%	60.6%	56.5%	57.8%	**67.0%**

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
5	High school student enrollment	584	695	704	739	**640**

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		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
6	Enrollments in online courses					
	a. Credit	2,065	1,929	1,735	1,609	**1,950**
	b. Continuing education	72	64	83		**70**

		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2021
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	42.4%	42.5%	44.7%	49.6%	**43.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	1,497	1,497	1,247	1,316	**1,418**
	b. Annual course enrollments	3,571	3,571	2,528	2,306	**2,622**

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	131	210	231	388	**300**
	b. Annual course enrollments	285	617	725	988	**525**

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	15.9%	16.8%	16.2%	15.3%	**16.0%**

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	b. Percent nonwhite continuing education enrollment	NA	NA	NA	NA	**NA**

		July 2016	July 2017	July 2018	July 2019	Benchmark July 2020
	c. Percent nonwhite service area population, 18 or older	12.5%	12.6%	12.8%	NA	**Not Applicable**
	Note: Census Bureau not updating these until full sweep					

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
11	Percent minorities (nonwhite) of full-time faculty	1.9%	2.0%	3.0%	3.2%	**3.0%**

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
12	Percent minorities (nonwhite) of full-time administrative and professional staff	0.9%	1.3%	1.8%	1.8%	**3.0%**

Goal 2: Success

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
13	Fall-to-fall retention					
	a. Developmental students	48.4%	47.0%	45.4%	53.0%	**56.0%**
	b. College-ready students	68.5%	74.7%	69.1%	80.9%	**57.0%**

		Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2019 Cohort
14	Fall-to-fall retention					
	a. Pell grant recipients	51.3%	49.4%	47.5%	51.8%	**55.0%**
	b. Non-recipients	53.0%	53.7%	59.6%	67.4%	**NA**

		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
15	Developmental completers after four years	44.3%	51.1%	50.2%	49.9%	**44.0%**

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		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	90.0%	89.6%	93.8%	85.2%	**86.0%**
	b. Developmental completers	85.3%	88.6%	82.1%	74.6%	**84.0%**
	c. Developmental non-completers	43.3%	46.2%	42.8%	33.5%	**Not Applicable**
	d. All students in cohort	70.5%	72.9%	70.2%	62.5%	**74.0%**

		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
17	Successful-persister rate after four years					
	a. Black/African-American only	62.9%	60.2%	68.5%	56.5%	**73.0%**
	b. Asian only	<50	<50	<50	<50	**NA**
	c. Hispanic/Latino	<50	<50	<50	<50	**NA**

Note: Not reported for groups with < 50 students in the cohort for analysis.

		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	80.0%	75.0%	89.6%	79.6%	**75.0%**
	b. Developmental completers	61.0%	63.0%	67.5%	63.6%	**65.0%**
	c. Developmental non-completers	40.7%	37.3%	39.3%	32.3%	**Not Applicable**
	d. All students in cohort	55.7%	54.4%	60.2%	55.6%	**60.0%**

		Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
19	Graduation-transfer rate after four years					
	a. Black/African-American only	59.3%	54.9%	66.4%	55.6%	**67.0%**
	b. Asian only	<50	<50	<50	<50	**NA**
	c. Hispanic/Latino	<50	<50	<50	<50	**NA**

Note: Not reported for groups with < 50 students in the cohort for analysis.

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
20	Associate degrees and credit certificates awarded					
	a. Career degrees	368	345	352	340	**400**
	b. Transfer degrees	169	179	154	149	**160**
	c. Certificates	170	149	141	97	**202**
	d. Total awards	707	673	647	586	**762**

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
21	STEM programs					
	a. Credit enrollment	1,325	1,094	736	711	**1382**

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
	b. Credit awards	431	401	414	365	**487**

		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
22	Graduate satisfaction with educational goal achievement	95.3%	93.5%	99.2%	95.8%	**95.0%**

		Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
23	Non-returning student satisfaction with educational goal achievement	77.0%	*%	*%	*%	**70.0%**

		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24	Graduate satisfaction with preparation for transfer	40.0%	80.6%	90.2%	83.3%	**85.0%**

Note: Response categories changed starting in 2008.

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
25	Licensure/certification examination pass rates					
	a.Registered Nursing Licensure Exam	86.7%	83.3%	88.8%	97.8%	**80.0%**
	Number of Candidates	98	72	80	92	
	b.Practical Nursing Licensure Exam	87.5%	87.5%	100%	100%	**80.0%**
	Number of Candidates	16	8	9	15	
	c.Dental Hygiene National Board Exam	90.0%	94.7%	94.7%	100.0%	**80.0%**
	Number of Candidates	20	19	19	20	
	d.National MLT Registry	90.0%	85.7%	100%	90%	**75.0%**
	Number of Candidates	10	7	5	10	
	e.Respiratory Therapy Certification Exam	83.3%	89.5%	88.0%	75.0%	**80.0%**
	Number of Candidates	18	19	16	16	
	f.Occupational Therapy Assistant Cert. Exam	68.8%	71.4%	75.0%	94.0%	**80.0%**
	Number of Candidates	16	13	16	17	
	g.Physical Therapist Assistant Cert. Exam	87.5%	100.0%	81.3%	80.0%	**85.0%**
	Number of Candidates	16	16	16	15	
	h.Medical Assistant	100.0%	100.0%	90.0%	100.0%	**100.0%**
	Number of Candidates	10	8	10	7	

		AY 15-16	AY 16-17	AY 17-18	AY 18-19	Benchmark AY 2019-20
26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	88.6%	88.0%	87.2%	88.0%	**85.0%**
	b. Mean GPA after first year	2.97	3.00	3.03	2.96	**3.00**
	Methodology to calculate this indicator changed starting in AY 15-16					

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
27	Expenditures by function					
	a. Instruction	38.7%	37.1%	36.8%	35.3%	**69.0%**
	b. Academic support	18.6%	19.7%	18.8%	20.4%	**18.0%**
	c. Student services	8.4%	8.3%	8.2%	7.9%	**8.0%**
	d. Other	34.3%	34.8%	36.2%	36.4%	**35.0%**

Goal 3: Innovation

		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28	Full-time employed career program graduates working in a related field	80.0%	90.5%	87.5%	79.2%	**86.8%**

		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29	Graduate satisfaction with job preparation	90.0%	80.7%	91.4%	94.7%	**90.0%**
	Note: Response categories changed starting in 2008.					

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	6,063	5,874	5,559	5,345	**5,957**
	b. Annual course enrollments	9,440	9,134	9,552	9,256	**9,091**

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	4,535	3,770	3,264	3,204	**4,200**
	b. Annual course enrollments	6,670	6,152	5,092	4,817	**6,178**

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
32	Number of business organizations provided training and services under contract	61	64	75	79	**73**

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	4,701	4,451	4,572	4,662	**4,309**
	b. Annual course enrollments	7,224	6,945	7,879	8,006	**6,291**

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
34	Employer satisfaction with contract training	100.0%	100.0%	100.0%	100.0%	**100.0%**

Allegany College of Maryland
Degree Progress Four Years after Initial Enrollment
Fall 2013 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	571		72		249		250	
2	Number attempting fewer than 18 hours over first 2 years	123		18		13		92	
3	Cohort for analysis (Line 1 – Line 2)	448	100.0%	54	100.0%	236	100.0%	158	100.0%
4	Earned Associate degree from this community college	118	26.3%	35	64.8%	82	34.7%	0	0.0%
5	Earned certificate, but no degree, from this community college	31	6.9%	5	9.3%	10	4.2%	12	7.6%
6	Total associate and certificate graduates (Line 4 + Line 5)	149	33.3%	40	74.1%	92	39.0%	12	7.6%
7	Transferred to Maryland two-year/technical college	49	10.9%	2	3.7%	26	11.0%	21	13.3%
8	Transferred to Maryland public four-year college	46	10.3%	12	22.2%	32	13.6%	2	1.3%
9	Transferred to Maryland private four-year college or university	1	0.2%	0	0.0%	0	0.0%	1	0.6%
10	Transferred to out-of-state two-year/technical college	21	4.7%	0	0.0%	12	5.1%	9	5.7%
11	Transferred to out-of-state four-year college or university	47	10.5%	10	18.5%	27	11.4%	10	6.3%
12	Total transfers (sum of Lines 7 - 11)	164	36.6%	24	44.4%	97	41.1%	43	27.2%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	64	14.3%	21	38.9%	39	16.5%	4	2.5%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	249	55.6%	43	79.6%	150	63.6%	51	32.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	13	2.9%	3	5.6%	9	3.8%	1	0.6%
16	Successful transition to higher ed (Line 14 + Line 15)	262	58.5%	46	85.2%	159	67.4%	52	32.9%
17	Enrolled at this communtiy college last term of study period	18	4.0%	0	0.0%	17	7.2%	1	0.6%
18	Successful or persisting (Line 16 + Line 17)	280	62.5%	46	85.2%	176	74.6%	53	33.5%

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