

# **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**

Effects radiating out from the pandemic caused by COVID-19 including, but not limited to, economic perturbations have placed increasing emphasis on the need for citizens of Maryland and surrounding regions to seek further education towards self-improvement. Access to quality higher education remains the primary goal of Allegany College of Maryland paired with the success of students once enrolled, as outlined in the College's Strategic Plan.

Throughout the pandemic, Allegany College of Maryland has prioritized Access to educational opportunities by ensuring two of the major obstacles to higher education – physical access and finances – were minimized to the extent possible. Rather than offer courses exclusively online, ACM provided students with the ability to attend in the modality that was most convenient and comfortable for them. In the four years prior to FY21, 20% of credits taken were online. This nearly doubled in FY21 to 39% while hybrid options more than doubled to 34%. The remaining 27% of credits continued being taken in person with mitigation efforts ensuring the College never experienced an outbreak.

Prior to the pandemic, the College saw a slight increase in overall enrollment at the College with credit enrollment increasing from 3,172 in FY19 to 3,248 in FY20 (Measure #1), a 2.4% increase largely driven by strong early college offerings and the online LPN to RN program. Continuing education enrollments slipped by 11.7% during this same time period due to COVID-19's occurrence in the second half of FY20 – both the first and second periods in FY20 had seen increases to CE FTE before significant reductions in period three.

The MHEC Enrollment by Place report demonstrates that the College's market share fell for first-time full-time freshmen (Measure #2) down to 55.7% from 60.2%. This is still generally in line with prior years, but will need to be watched in the Fall 2021 cohort to ensure a trend does not begin. Market share of part-time undergraduates (Measure #2) and of college-bound high school graduates (Measure #3) increased marginally.

Fall 2020 saw continued strong support for Early College enrollments, remaining relatively stable at 736 (Measure #5). Efforts begun several years ago to strengthen ties with regional high schools have continued to be successful at ensuring the College is seen as a valued partner in education within the community.

As expected with the pandemic, annual enrollment in online and hybrid courses (Measure #6) went through the roof. Credit online enrollment increased 78% and hybrid enrollment increased by 29%. This is with only half of the FY2021 academic year being pushed to a heavier online offering. Many of continuing education's offerings also moved online, with a massive increase to 704 enrollments from 43 in the prior year.

ACM has unfortunately seen its annual tuition and fees increase both as a raw figure and as a percent of tuition and fees at Maryland public four-year institutions (Measure #7). While the College's costs have increased by a modest 2.5%, the average four-year cost *decreased* by 0.3%. Despite these increases, ACM is still able to provide significant tuition assistance to students, with over 91% of students receiving some form of financial aid in FY2020 (Characteristic E).

Aggregate annual numbers were indicative that continuing education figures for FY20 fell across the board. For community service and lifelong learning (Measure #8) and basic skills and literacy (Measure #9), headcount reductions were more modest at around -5%, although course enrollments represented by that headcount declined at a much steeper rate. For adult education student achievement (Measure #10), the cohort size is too small to be reported.

Although the College's enrollment in Fall 2020 decreased by about 2.4%, the ratio of non-white students within the student body remained constant at 15% (Measure #11). The non-white population of students continues to be drawn both from within Allegany County and from externally, mainly being a combination of students from the Baltimore-Washington metropolitan area seeking a two-year educational experience with residence halls and now also including students engaged with the College's LPN-RN program offered online and utilized by many out-of-state providers. The College has made efforts to expand representation of non-white groups amongst faculty and staff, but struggles both to attract and retain employees of these categories. Both groups saw a decrease in non-white representation in Fall 2020, dropping from 3.2% to 2.2% for faculty (Measure #12) and from 1.8% to 1% for administrative and professional staff (Measure #13).

## **Goal 2: Success**

Paired with the need to ensure continual and equitable access to higher education is the obligation to facilitate the success of every student attending Allegany College of Maryland. As success may mean something different for any given student, the College incorporates a number of different services geared towards accommodating students of any different background or need.

One of the first measures of whether or not a student will be successful by traditional definitions, fall-to-fall retention (measure #14) experienced a severe downturn from the fall 2018 (58.1%) to fall 2019 (51.9%) cohorts. The decline is seen more drastically in the individual break outs, with 20% drops in college-ready and developmental students. Although this seems improbable, it is the result of large shifts in the number of students counted in each of the two categories following substantial changes to remedial placement – principally derived from the multiple measures application conceit.

Students in the Fall 2016 cohort successfully moved through developmental courses (Measure #15) at a greater rate than prior cohorts, with a 55% completion rate relative to an average of 50.4% in the prior three years.

For the other success measures (Measures 16-19), the Fall 2016 cohort largely performed better than the prior cohort and often better than the three years prior. Success and persistence of all students improved regardless of category and the graduation-transfer rate improved over the 2015 Fall cohort in all groups except for developmental completers. The College will continue working towards sustaining high levels of success demonstrated by students.

With enrollment declining steadily over the last decade, it should come as no surprise that the total number of degrees and certificates awarded by the College (Measure #20) has decreased, although the number of transfer degrees awarded remained flat from FY19 and certificates increased slightly. Until enrollment recovers, it is not expected that this measure will see any meaningful uptick.

Transfer success (Measure #21) decreased in academic year 19-20 from 88% to 82%, although the rate of graduates transferring (Measure #22) increased from 27.7% to 29.1% from FY18 to FY19. Without additional data from four-year institutions, it would be difficult to ascertain what may have led to decreases in first-year GPA.

### **Goal 3: Innovation**

Students in the range of allied health programs offered at Allegany College of Maryland performed well on their licensure and certification exams (Measure #23) in FY20. Although the pass rate for Nursing slipped 88.6%, the 97.8% in FY19 was extraordinarily high. Students in other programs performed well and all of the programs exceeded the expectations of their accrediting bodies.

Added this year, graduates employed within one year (Measure #24) demonstrates that 75-80% of ACM graduates have employment within a year of graduation. This figure will be evaluated in greater detail in FY22 once additional data are made available. With this comes income growth as a result of education (Measure #25) which shows the College's graduates increasing their earnings by almost 300% following graduation.

All Continuing Education enrollments (Measures 26-28) decreased in FY20 due to the COVID-19 pandemic with the most severe decreases being experienced by workforce development courses. These are anticipated to return modestly in FY21 and then more strongly in FY22 assuming greater regional control of viral outbreaks.

## **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:

- Contributions: \$1,974,357 (endowed and not endowed)
- Total Revenue: \$2,216,388
- 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.

## ALLEGANY COLLEGE OF MARYLAND 2021 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 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>
A Fall credit enrollment				
a. Unduplicated headcount	2,717	2,586	2,589	2,527
b. Percent of students enrolled part time	53.9%	57.6%	55.5%	65.5%
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>
B First-time credit students with developmental education needs	71.3%	64.8%	42.9%	33.6%
	<b>Spring 2014</b>	<b>Spring 2016</b>	<b>Spring 2018</b>	<b>Spring 2020</b>
C Credit students who are first-generation college students (neither parent attended college)	42.8%	40.1%	38.0%	NA
	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	0	0	0	0
	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
E Credit students receiving financial aid				
a. Receiving any financial aid	87.3%	93.2%	87.4%	91.8%
b. Receiving Pell grants	39.9%	38.1%	35.6%	35.3%
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>
F Students 25 years old or older				
a. Credit students	23.7%	22.1%	23.3%	26.1%
	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
b. Continuing education students	83.6%	85.6%	81.9%	82.0%
	<b>Spring 2014</b>	<b>Spring 2016</b>	<b>Spring 2018</b>	<b>Spring 2020</b>
G Credit students employed more than 20 hours per week	34.3%	34.1%	36.0%	NA
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	1.4%	1.5%	2.1%	1.9%
b. Black/African American only	10.4%	9.6%	9.4%	9.0%
c. American Indian or Alaskan native only	0.3%	0.1%	0.1%	0.1%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.0%	0.1%
e. Asian only	0.7%	0.7%	0.5%	0.8%
f. White only	83.2%	83.3%	83.4%	83.4%
g. Multiple races	2.4%	3.1%	2.9%	3.1%
h. Foreign/Non-resident alien	1.1%	1.0%	0.7%	1.0%
i. Unknown/Unreported	0.4%	0.6%	0.8%	0.7%
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	15.5%	17.6%	19.2%	36.6%
b. Enrolled in some, but not all, distance education	22.9%	24.6%	25.5%	32.3%
c. Not enrolled in any distance education	61.6%	57.8%	55.4%	31.1%

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	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
J Unrestricted revenue by source				
a. Tuition and fees	45.0%	42.0%	42.0%	43.0%
b. State funding	27.0%	28.0%	28.0%	28.0%
c. Local funding	26.0%	26.0%	27.0%	26.0%
d. Other	3.0%	4.0%	3.0%	3.0%
	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>
K Expenditures by function				
a. Instruction	37.1%	36.8%	35.3%	34.2%
b. Academic support	19.7%	18.8%	20.4%	18.8%
c. Student services	8.3%	8.2%	7.9%	8.0%
d. Other	34.8%	36.2%	36.4%	39.0%

**Goal 1: Access**

	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>Benchmark FY 2025</b>
1 Annual unduplicated headcount					
a. Total	10,487	10,213	9,874	9,937	<b>10,250</b>
b. Credit students	3,471	3,236	3,172	3,248	<b>3,300</b>
c. Continuing education students	7,315	7,037	7,237	6,388	<b>7,050</b>
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2025</b>
2 Market share of first-time, full-time freshmen	49.2%	57.7%	60.2%	55.7%	<b>61.0%</b>
Note: Methodology changed starting in Fall 2019.					
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2025</b>
3 Market share of part-time undergraduates	74.1%	79.0%	80.5%	80.7%	<b>81.5%</b>
Note: Methodology changed starting in Fall 2019.					
	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Benchmark Fall 2024</b>
4 Market share of recent, college-bound high school graduates	60.6%	56.5%	57.8%	60.7%	<b>61.5%</b>
	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2025</b>
5 High school student enrollment	695	704	739	736	<b>725</b>
	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>Benchmark FY 2025</b>
6 Annual enrollment in online/hybrid courses					
a. Credit, online	3,556	3,131	3,262	5,822	<b>4,000</b>
b. Continuing education, online	64	83	43	704	<b>100</b>
c. Credit, hybrid	1,291	1,373	1,517	1,956	<b>1,750</b>
d. Continuing education, hybrid	NA	NA	NA	NA	<b>NA</b>
	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>Benchmark FY 2026</b>
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$3,940	\$4,230	\$4,800	\$4,920	<b>NA</b>
b. Percent of tuition/fees at Md public four-year institutions	42.5%	44.7%	49.6%	50.9%	<b>47.0%</b>
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					



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	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>Benchmark FY 2025</b>
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	1,497	1,247	1,316	1,238	<b>1,350</b>
b. Annual course enrollments	3,571	2,528	2,306	2,128	<b>2,250</b>

	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>Benchmark FY 2025</b>
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	210	231	388	367	<b>400</b>
b. Annual course enrollments	617	725	988	700	<b>1,000</b>

	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>Benchmark FY 2025</b>
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	<50	61	57	<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 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2025</b>
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	15.3%	15.1%	15.0%	15.0%	<b>15.0%</b>

	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>Benchmark FY 2025</b>
b. Percent nonwhite continuing education enrollment	NA	NA	NA	NA	<b>NA</b>

	<b>July 2017</b>	<b>July 2018</b>	<b>July 2019</b>	<b>July 2020</b>	<b>Benchmark Not Required</b>
c. Percent nonwhite service area population, 15 or older	13.0%	13.2%	13.4%	13.6%	<b>NA</b>

	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2025</b>
12 Percent minorities (nonwhite) of full-time faculty	2.0%	3.0%	3.2%	2.2%	<b>3.0%</b>

	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Benchmark Fall 2025</b>
13 Percent minorities (nonwhite) of full-time administrative and professional staff	1.3%	1.8%	1.8%	1.0%	<b>2.0%</b>

**Goal 2: Success**

	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Benchmark Fall 2024 Cohort</b>
14 Fall-to-fall retention					
a. All students	53.8%	53.7%	58.1%	51.9%	<b>60.0%</b>
b. Pell grant recipients	52.0%	49.2%	51.8%	47.8%	<b>52.0%</b>
c. Developmental students	50.4%	50.2%	53.0%	33.6%	<b>50.0%</b>
d. College-ready students	65.1%	63.2%	66.9%	61.6%	<b>65.0%</b>

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	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
15 Developmental completers after four years	51.1%	50.2%	49.9%	55.0%	<b>57.0%</b>
	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
16 Successful-persister rate after four years					
a. College-ready students	89.6%	93.8%	85.2%	90.8%	<b>91.0%</b>
b. Developmental completers	88.6%	82.1%	74.6%	79.6%	<b>80.0%</b>
c. Developmental non-completers	46.2%	42.8%	33.5%	44.9%	<b>NA</b>
d. All students in cohort	72.9%	70.2%	62.5%	71.7%	<b>72.0%</b>
	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Not Required</b>
17 Successful-persister rate after four years					
a. White only	78.6%	70.2%	63.0%	74.1%	<b>NA</b>
b. Black/African American only	60.2%	68.5%	56.5%	65.7%	<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					
	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
18 Graduation-transfer rate after four years					
a. College-ready students	75.0%	89.6%	79.6%	80.3%	<b>81.5%</b>
b. Developmental completers	63.0%	67.5%	63.6%	58.4%	<b>64.0%</b>
c. Developmental non-completers	37.3%	39.3%	32.3%	42.5%	<b>NA</b>
d. All students in cohort	54.4%	60.2%	55.6%	57.6%	<b>60.5%</b>
	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Not Required</b>
19 Graduation-transfer rate after four years					
a. White only	60.2%	57.2%	53.8%	57.0%	<b>NA</b>
b. Black/African American only	54.9%	66.4%	55.6%	62.0%	<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					
	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>Benchmark FY 2025</b>
20 Associate degrees and credit certificates awarded					
a. Total awards	673	647	586	533	<b>525</b>
b. Career degrees	345	352	340	282	<b>NA</b>
c. Transfer degrees	179	154	149	149	<b>NA</b>
d. Certificates	149	141	97	102	<b>NA</b>
e. Unduplicated graduates	551	548	511	427	<b>NA</b>

## ALLEGANY COLLEGE OF MARYLAND 2021 ACCOUNTABILITY REPORT

	<u>AY 16-17</u>	<u>AY 17-18</u>	<u>AY 18-19</u>	<u>AY 19-20</u>	<b>Benchmark AY 2024-25</b>
21 First-year GPA of 2.0 or above at transfer institution	88.0%	87.2%	88.0%	82.0%	90.0%

	<u>FY 2016 Graduates</u>	<u>FY 2017 Graduates</u>	<u>FY 2018 Graduates</u>	<u>FY 2019 Graduates</u>	<b>Benchmark FY 2024 Graduates</b>
22 Graduate transfers within one year	27.0%	23.6%	27.7%	29.1%	30.0%

### Goal 3: Innovation

	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020</u>	<b>Benchmark FY 2025</b>
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Registered Nursing Licensure Exam	83.3%	88.8%	97.8%	88.6%	85.0%
Number of Candidates	72	80	92	79	
b. Practical Nursing Licensure Exam	87.5%	100.0%	100.0%	100.0%	85.0%
Number of Candidates	8	9	15	7	
c. Dental Hygiene National Board Exam	94.7%	94.7%	100.0%	89.5%	80.0%
Number of Candidates	19	19	20	19	
d. National MLT Registry	85.7%	100.0%	90.0%	100.0%	
Number of Candidates	7	5	10	6	
e. Respiratory Therapy Certification Exam	89.5%	88.0%	75.0%	90.0%	80.0%
Number of Candidates	19	16	16	19	
f. Occupational Therapy Assistant Cert. Exam	71.4%	75.0%	94.0%	<5*	
Number of Candidates	13	16	17	<5*	
g. Physical Therapist Assistant Cert. Exam	100.0%	81.3%	80.0%	100.0%	85.0%
Number of Candidates	16	16	15	12	
h. Medical Assistant	100.0%	90.0%	100.0%		
Number of Candidates	8	10	7		
Note: Not reported if <5 candidates in a year					
* OTA Cohort was significantly disrupted due to COVID-19 and will be reported in FY21					
	<u>FY 2016 Graduates</u>	<u>FY 2017 Graduates</u>	<u>FY 2018 Graduates</u>	<u>FY 2019 Graduates</u>	<b>Benchmark Not Required</b>
24 Graduates employed within one year	78.0%	80.0%	76.0%	74.0%	NA
	<u>FY 2014 Graduates</u>	<u>FY 2015 Graduates</u>	<u>FY 2016 Graduates</u>	<u>FY 2017 Graduates</u>	<b>Benchmark Not Required</b>
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$ 10,484	\$ 11,636	\$ 11,060	\$ 10,888	NA
b. Median annualized income three years after graduation	\$ 33,848	\$ 31,916	\$ 33,036	\$ 30,484	NA
	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020</u>	<b>Benchmark FY 2025</b>
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	5,874	5,559	5,345	4,238	5,100
b. Annual course enrollments	9,134	9,552	9,256	7,239	9,100

**ALLEGANY COLLEGE OF MARYLAND**  
**2021 ACCOUNTABILITY REPORT**

	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</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	3,770	3,264	3,204	2,922	<b>3,200</b>
b. Annual course enrollments	6,152	5,092	4,817	3,765	<b>4,700</b>

	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>Benchmark FY 2025</b>
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,451	4,572	4,662	4,238	<b>4,400</b>
b. Annual course enrollments	6,945	7,879	8,006	6,815	<b>8,100</b>

Note: NA designates not applicable

\* designates data not available

**Allegany College of Maryland**  
**Degree Progress Four Years after Initial Enrollment**  
**Fall 2016 Entering Cohort**

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		558		89		258		211	
2	Number attempting fewer than 18 hours over first 2 years		110		13		13		84	
3	Cohort for analysis (Line 1 – Line 2)		448 100.0%		76 100.0%		245 100.0%		127 100.0%	
4	Earned Associate degree from this community college		135 30.1%		47 61.8%		88 35.9%		0 0.0%	
5	Earned certificate, but no degree, from this community college		13 2.9%		0 0.0%		8 3.3%		5 3.9%	
6	Total associate and certificate graduates (Line 4 + Line 5)		148 33.0%		47 61.8%		96 39.2%		5 3.9%	
7	Transferred to Maryland two-year/technical college		41 9.2%		0 0.0%		14 5.7%		27 21.3%	
8	Transferred to Maryland public four-year college		71 15.8%		23 30.3%		40 16.3%		8 6.3%	
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		16 3.6%		3 3.9%		7 2.9%		6 4.7%	
11	Transferred to out-of-state four-year college or university		43 9.6%		13 17.1%		22 9.0%		8 6.3%	
12	Total transfers (sum of Lines 7 - 11)		171 38.2%		39 51.3%		83 33.9%		49 38.6%	
13	Graduated from this college and transferred (Line 6 ∩ Line 12)		61 13.6%		25 32.9%		36 14.7%		0 0.0%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		258 57.6%		61 80.3%		143 58.4%		54 42.5%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		55 12.3%		8 10.5%		45 18.4%		2 1.6%	
16	Successful transition to higher ed (Line 14 + Line 15)		313 69.9%		69 90.8%		188 76.7%		56 44.1%	
17	Enrolled at this community college last term of study period		8 1.8%		0 0.0%		7 2.9%		1 0.8%	
18	Successful or persisting (Line 16 + Line 17)		321 71.7%		69 90.8%		195 79.6%		57 44.9%	

**Allegany College of Maryland**  
**Minority Degree Progress Four Years after Initial Enrollment**  
**Fall 2016 Entering Cohort**

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	123	2	11	397
2 Number attempting fewer than 18 hours over first 2 years	15	0	4	88
3 Cohort for analysis (Line 1 – Line 2)	108 100.0%	2 100.0%	7 100.0%	309 100.0%
4 Earned Associate degree from this community college	9 8.3%	0 0.0%	2 28.6%	118 38.2%
5 Earned certificate, but no degree, from this community college	3 2.8%	0 0.0%	0 0.0%	10 3.2%
6 Total associate and certificate graduates (Line 4 + Line 5)	12 11.1%	0 0.0%	2 28.6%	128 41.4%
7 Transferred to Maryland two-year/technical college	32 29.6%	0 0.0%	2 28.6%	6 1.9%
8 Transferred to Maryland public four-year college	16 14.8%	0 0.0%	0 0.0%	51 16.5%
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	6 5.6%	0 0.0%	0 0.0%	10 3.2%
11 Transferred to out-of-state four-year college or university	10 9.3%	0 0.0%	0 0.0%	29 9.4%
12 Total transfers (sum of Lines 7 - 11)	64 59.3%	0 0.0%	2 28.6%	96 31.1%
13 Graduated from this college and transferred (Line 6 □ Line 12)	9 8.3%	0 0.0%	0 0.0%	48 15.5%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	67 62.0%	0 0.0%	4 57.1%	176 57.0%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	3 2.8%	1 50.0%	2 28.6%	46 14.9%
16 Successful transition to higher ed (Line 14 + Line 15)	70 64.8%	1 50.0%	6 85.7%	222 71.8%
17 Enrolled at this community college last term of study period	1 0.9%	0 0.0%	0 0.0%	7 2.3%
18 Successful or persisting (Line 16 + Line 17)	71 65.7%	1 50.0%	6 85.7%	229 74.1%