

Allegany College of Maryland

I. Mission

Allegany College of Maryland is a lifelong learning community dedicated to excellence in education and responsive to the changing needs of the communities we serve. Our focus is the preparation of individuals in mind, body, and spirit for lives of fulfillment, leadership, and service in a diverse and global society. We are committed to engaging students in rich and challenging learning opportunities within a small college atmosphere that is known for its personal touch.

II. Institutional Assessment

Commission Assessment: The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated *“Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps...”*

For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

Institutional Response

- 1) One or more targeted interventions and the population(s) served

Allegany College of Maryland began a new program in Spring 2019 developing a mentorship program for young Black and/or African-American male students. This program was proposed by two faculty members expressing concerns about the retention and success of this specific population. Funds were secured through a Strategic Plan micro-grant targeting student success.

This program identified students meeting the appropriate criteria who had been successful to date and trained them to be mentors. Spring 2019 had the program in pilot mode to demonstrate its ability.

- 2) Identified obstacles the students might face

Many Black and/or African-American students at Allegany College of Maryland live in Housing as they are not from the Allegany County area. Additionally, many of these students place into developmental coursework before attending their first class. These students face academic challenges resulting from developmental preparedness, financial challenges as many of them are first generation, social challenges from being in a region that does not inherently reflect them, and support challenges from being away from home.

3) Metrics used to evaluate the intervention(s)

For Black and/or African-American male students, the mentorship program targets fall-to-fall retention, spring-to-fall retention, GPA, and graduation rates. The group has discussed the possibility of using engagement data as well, but lacks a collection mechanism at this time.

4) Evidence used to assess and adapt the intervention(s) to ensure its intended effects

As a new targeted program, assessment results are minimal at this time since the Spring 2019 mentor program was in the pilot stage. The students selected to serve as mentors in Spring 2019 graduated, but the number is very low and is not exportable at this time. The College will continue to monitor and expand the program offerings as appropriate.

Goal 1: Access

Access and Success continue to be the top strategic priority of Allegany College of Maryland as defined by its Strategic Plan. To properly serve the greater Allegany County region, it is imperative for the institution to offer high quality educational services at a cost which can accommodate the needs of area students. Because of the low economic capacity of regional students, ensuring affordability regardless of current economic circumstances is just as critically important while ensuring the College is fiscally stable.

For the first time in four years, Allegany College of Maryland saw an increase in overall student headcount (Measure 1) from 9,381 in FY17 to 9,755 in FY18. This is largely the result of increases to the number of students taking exclusively credit or continuing education, as both of those are individually down from year to year. Credit enrollment decreases are despite an increase in market share figures for first-time, full-time freshmen (Measure 2, 57.7%) and part-time undergraduates (Measure 3, 79%). These figures demonstrate continuing strength by the College to maintain ability to enroll students from the available pool; the problem being the pool continuing to shrink. The final market share figure (Measure 4) of recent, college-bound high school graduates decreased from 60.6% to 56.5%, but remains consistent with the four-year average, which has seen high fluctuations in addition to changes in methodology.

Early College enrollments continue to be a strength of the College, growing from 587 in Fall 2015 to Fall 2018. Enrollments in Somerset, Pennsylvania continue to remain strong for high school despite the reduction in service offerings there two years ago. Additionally, Allegany County Public Schools (ACPS) has increased its available early college offerings and support for

collaboration with the College in the last two years. Further increases to early college enrollment are anticipated for Fall 2019.

FY2018 saw the first significant decrease in online credit enrollments (Measure 6) in the last four years, from 1,913 in FY15 to 1,735 in FY18. Numbers are anticipated to rebound in FY2019 following an expansion of the College's Online LPN to RN program.

As a result of continuing declines to enrollment, the College has had to increase tuition and fees. Overall tuition and fees represent 44.7% of the average cost for four-year Maryland institutions in FY19 (Measure 7). Although this number is higher than the benchmark set by the College, it still represents a significant cost savings for students to attend the College instead of a four-year institution. Additionally, the College continues to maintain one of the strongest scholarship programs in the state, facilitating attendance for students through merit and need on an annual basis.

Continuing education offerings designed to ensure access to learning for regional adult learners saw an overall decrease to community service and lifelong learning (Measure 8) back to FY15 figures. Adult basic education (Measure 9) saw increases for the second consecutive year as the College continues to expand its offerings after assuming this responsibility in FY16 up to 231 unique students. This has helped to offset decreases in other CE areas.

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 16% of the College's enrollment being minority, this continues to be a strength of the College's enrollment structure. Additionally, minority representation among faculty (Measure 11) and staff (Measure 12) have increased marginally over the last year. The College's Human Resources department and general personnel continue to recognize the value of hiring and retaining diverse candidates.

Goal 2: Success

Retention of students from fall-to-fall decreased in all categories except for students who didn't receive Pell grants. Decreases to Pell recipient retention (Measure 14a) and Developmental students (Measure 13a) were marginal, but problematic within the four-year overview. There was a greater decrease in retention for College-ready students, though the figure for the fall 2016 cohort was anomalously high.

Despite the decreases to retention, the College continued to have a strong rate of developmental completion after four years (Measure 15) at 50.2% of all students entering in Fall 2014.

Overall success-persistence rates (Measures 16 & 17) increased for the Fall 2014 for College-ready students and African-American students, both at significant rates. These figures decreased, however, for developmental completers and non-completers. These are consistent with retention rates for those cohorts. The decrease for success-persistence is principally drawn from students remaining enrolled or otherwise demonstrating academic success if they have not graduated or transferred. This is further demonstrated by the graduation-transfer rates (Measures 18 & 19) increasing in every category, showing that students from the Fall 2014 cohort had improved

success rates relative to the Fall 2013 cohort. Additionally, these numbers continue to be strong statewide relative to the other community colleges. These graduation rates led to increases in career degrees and marginal decreases to transfer degrees and certificates (Measure 20). The rates of decrease are not commensurate with the overall decline in enrollment experienced by the College in the preceding four years, indicating continuing overall quality of institutional academics.

There have been no updates to the graduate or non-returning student surveys (Measures 22, 23, 24) since last year's report.

At a program level, many programs either maintained or increased the success levels of their students on program-specific licensure and certification exams (Measure 25), including Registered Nursing (83.3% to 88.8%), Practical Nursing (87.5% to 100%), Dental Hygiene (94.7% to 94.7%), and Occupational Therapy Assistants (71.4% to 75%). Several programs saw decreases to their rates, but still successful and above the expectations of the third-party accreditor responsible for their program. These include Respiratory Therapy (89.5% to 88%), Physical Therapy Assistant (100% to 81.3%), and Medical Assistant (90%).

Students transferring from Allegany College of Maryland to four-year institutions performed at approximately the same levels as the prior year, with a small decrease (88% to 87.2%) to the percentage of students successfully achieving a cumulative GPA of 2.0 or greater after their first year and a marginal increase (3.0 to 3.03) to mean GPA after the first year. What remains unknown to the College is how these successful rates compare relative to students who are native to the four-year institutions as these appear from an outside perspective to be very strong indicators of student success.

The last measure (27) of Goal 2 shows the distribution of expenditures by function. FY18 saw marginal changes in either direction for all four categories except 'Other.' The College continues to see increases necessary for things like technology and infrastructure.

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).

Enrollments in continuing education for workforce drive innovation and ongoing professional development for regional employers. Enrollment levels are tied closely to what regional employers' needs are. Workforce development (Measure 30) enrollments were relatively even with decreases to unique students and increases to course registrations in FY18 while certification and licensure (Measure 31) enrollments and course registrations decreased significantly. Contract Training (Measure 34) enrollments increased in both headcount and registrations for FY18. Through this, 75 businesses were served (Measure 32), up from 64 in the prior year. The overall FTE for continuing education increased through this period beyond the individual categories. Additionally, continuing education continues to enjoy 100% satisfaction of employers served (Measure 34).

III. Community Outreach and Impact

Sample of Funded Grants

Computer Science and Technology Enhancement (Oracle Corporation) provides Oracle software, curriculum, training, and certification resources.

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) is an industry-led Strategic Industry Partnership project that will provide the framework to grow the State's economy and increase sustainable employment for Maryland families. This project includes the key community stakeholders who are committed to meeting the needs of the Information Technology industry and making Allegany County a "technology ready" region.

Automotive Technology Advanced Workforce Development (Appalachian Regional Commission) provides funding to purchase advanced automotive technology training equipment, supplies, and related resources to support this program and to provide enhanced training for students to meet the needs of local employers. It will help to provide the resources to offer expanded automotive technology workforce development programming to individuals and businesses.

Nurse-Managed Wellness Center (Maryland Health Services Cost Review Commission) prepares undergraduate nursing students for the expanding role of nursing in a changing healthcare environment through innovative clinical opportunities provided in a nurse-managed wellness clinic. As a result, nursing graduates will be positively influenced through role modeling of the Advance Practice Registered Nurse, increasing the number of Allegany College of Maryland nursing graduates entering a bachelor's or master's program.

Centralized Academic Advising in Rural Appalachia: Ensuring Student Success and Completion (United States Department of Education) enables the College to improve academic advising services to students to boost their chances for success and will consolidate academic advising services in one location for greater access and more consistent delivery. This one-stop advising services center, located in the College Center, includes a wide range of academic advising, career planning, supportive counseling, educational coaching and mentoring services.

Supporting and Strengthening Business Development through Advanced Manufacturing Training in Rural Western Maryland and the Surrounding Region (Appalachian Regional Commission) helped to purchase advanced manufacturing equipment, supplies, and related resources to support this program and to provide enhanced training for students to meet the needs of local employers.

Nursing Faculty Fellowship (Maryland Health Services Cost Review Commission) provided funding for ACM nursing faculty to further address the shortage of bedside nurses in Maryland hospitals by increasing the educational capacity and the number of nursing faculty in Maryland nursing programs.

Southern Tier Education Council (Regional Community College Services Grant) provides subsidized tuition to Pennsylvania residents enrolled in post-secondary courses through the Bedford Campus and Somerset Education Site as well as other operational expenses.

Consolidated Adult Education and Family Literacy Services (Maryland Department of Labor, Licensing, and Regulation and the U.S. Department of Education) offers a variety of programs and services to prepare for high school equivalency and literacy services for family and workforce development. Adults and out-of-school youth without a high school diploma have the option of completing secondary education through GED testing or the National External Diploma Program. Successful students by either approach are issued a Maryland high school diploma. Family literacy services, the second key part of adult education, help adults become literate for employment and self-sufficiency and enable them to become full partners in the educational development of their children. Community outreach is a major emphasis, and the adult education program works with such agencies as the Human Resources Development Commission, Social Services of Allegany County, the YMCA Family Support Center and the local American Job Center.

Tackling the Opioid Epidemic: From Crisis To Opportunity (Appalachian Regional Commission) fits directly with ARC's mission of partnering with the people of Appalachia to create opportunities for economic development and an improved quality of life. Building on 17 years of committed work, Allegany County's *Community Resilience Collaborative (CRC)* has developed an initiative to effectively reduce the devastating impact of the opioid crisis in Western Maryland. A partnership between The Center for Mind-Body Medicine (CMBM), Allegany College of Maryland (ACM) and multiple community partners.

Cyber Technology Pathways Across Maryland (United States Department of Labor) is a skills-training and economic-development initiative of the State's Department of Labor and will prepare workers for a growing number of area jobs foreseen in IT. Among the population to benefit from the job training offered through CPAM are military Veterans and workers made jobless by unfair foreign trade practices. Low-skilled adults, women and other populations underrepresented in cybersecurity and other IT fields are also in the target audience.

Anatomy and Physiology Models (Community Foundation for the Alleghenies) provided funding to purchase anatomy and physiology models to support students in their education, with a focus on students entering health related careers.

America's Promise Route 220 (AP220) Corridor Project (United States Department of Labor) is a partnership between Eastern WV Community and Technical College, Dabney S. Lancaster Community College, and Allegany College of Maryland. The program minimizes the impact of geographical boundaries, engages employers across the geographic region, increases enrollment, develops shared curricula, promotes shared equipment and resources, and increases articulation. AP220 combines workforce assets to create accelerated career pathways leading to entry-level positions and laddering to high-skill, high-wage growth occupations. Participant success is realized through cost-free accelerated training, work experiences, credentialing, and degree attainment. The target population includes unemployed, dislocated, and incumbent workers from the rural area.

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.

Scholarships

FY2019 Foundation Year to date (preliminary and unaudited) contributions and scholarships for the Cumberland Foundation follow:

- Contributions: \$1,198,276 (endowed and not endowed)
- Total Revenue: \$2,066,202
- Scholarships: \$1,069,610

The FY2019 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 17 – 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. Over 300 awards have been 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. Over 200 awards have been made.
- The Allegany County Opportunity Continuing Education and Workforce Development Scholarship supports Allegany County residents who are taking Professional and Workforce Training. Approximately 230 awards have been made.
- The demand far exceeds the funding provided.

IV: Accountability Indicators

Cost Containment

Allegany College of Maryland implemented the following cost containment items in FY19:

The College offered a retirement incentive which saved the College approximately \$222,921 due to lower replacement costs and elimination of positions. Some of these savings (\$73,910) are listed below by department. The College reduced its health insurance costs by approximately \$280,000 due to the reduction of claims and administrative fees. The College is reducing its fleet of vehicles and using a car rental company when it is deemed to be cost effective.

The Instructional area pursued the following cost containment measures:

- The Dental Hygiene department reduced a dentist from full-time to part-time and reduced the clinical coordinator's release time for an estimated savings of \$34,135.
- The Forestry department reduced a lab technician from full-time to part-time for an estimated savings of \$15,000.

The Publishing and Printing Services area pursued the following cost containment measures:

- Reduced staffing by one full-time position for an estimated savings of \$27,600.
- Other budget items were reduced in the print shop amounting to \$11,151 which included printing signage in-house instead of outsourcing, eliminating a maintenance contract and reviewing paper usage.

The Continuing Education area pursued the following cost containment measure:

- The full-time Facilities position was reduced to two part-time positions for an estimated savings of \$24,071.
- A full-time Director position was reduced to part-time for an estimated savings of \$22,239.

**Allegany College of Maryland
2019 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 2015	Fall 2016	Fall 2017	Fall 2018
A. Credit students enrolled part time	47.0%	51.6%	53.9%	57.6%
B. Credit students with developmental education needs	87.1%	84.5%	71.3%	64.8%
	Spring 2012	Spring 2014	Spring 2016	Spring 2018
C. Credit students who are first-generation college students (neither parent attended college) <i>Note: CCSSE changed the question slightly in Spring 2018</i>	44.2%	42.8%	40.1%	38.0%
	FY 2015	FY 2016	FY 2017	FY 2018
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	0	0	0	0
	FY 2015	FY 2016	FY 2017	FY 2018
E. Financial aid recipients				
a. Credit students receiving Pell grants	44.3%	42.9%	42.3%	39.9%
b. Credit students receiving loans, scholarships and/or need-based financial aid	89.9%	87.3%	90.1%	87.3%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018
F. Students 25 years old or older				
a. Credit students	26.4%	24.2%	23.7%	22.1%
	FY 2015	FY 2016	FY 2017	FY 2018
b. Continuing education students	85.6%	85.0%	83.6%	85.6%
	Spring 2012	Spring 2014	Spring 2016	Spring 2018
G. Credit students employed more than 20 hours per week	38.9%	34.3%	34.1%	36.0%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	1.5%	1.9%	1.4%	1.5%
b. Black/African-American only	11.4%	10.9%	10.4%	9.6%
c. American Indian or Alaskan native only	0.2%	0.2%	0.3%	0.1%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.0%	0.1%	0.1%
e. Asian only	0.3%	0.4%	0.7%	0.7%
f. White only	82.7%	82.4%	83.2%	83.3%
g. Multiple races	1.9%	2.1%	2.4%	3.1%
h. Foreign/Non-resident alien	1.1%	1.2%	1.1%	1.0%
i. Unknown/Unreported	0.9%	0.9%	0.4%	0.6%
	FY 2015	FY 2016	FY 2017	FY 2018
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$9,743	\$8,180	\$8,590	\$9,938
b. Median income three years after graduation	\$21,944	\$26,176	\$30,590	\$27,823

Goal 1: Access

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1. Annual unduplicated headcount					
a. Total	10,245	10,589	9,381	9,755	13,479
b. Credit students	3,910	3,708	3,471	3,236	5,982
c. Continuing education students	6,681	7,502	7,315	7,037	7,938
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2. Market share of first-time, full-time freshmen	60.4%	52.1%	49.2%	57.7%	62.7%
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3. Market share of part-time undergraduates	75.4%	73.2%	74.1%	79.0%	77.5%
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
4. Market share of recent, college-bound high school graduates <i>Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.</i>	57.7%	49.3%	60.6%	56.5%	67.0%

**Allegany College of Maryland
2019 ACCOUNTABILITY REPORT**

5	High school student enrollment	Fall 2015 587	Fall 2016 584	Fall 2017 695	Fall 2018 704	Benchmark Fall 2020 640
6	Enrollments in online courses	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	a. Credit	1,913	2,065	1,929	1,735	1,950
	b. Continuing education	62	72	64	83	70
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	FY 2016 43.4%	FY 2017 42.4%	FY 2018 42.5%	FY 2019 44.7%	Benchmark FY 2021 43.0%
8	Enrollment in continuing education community service and lifelong learning courses	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	a. Unduplicated annual headcount	1,200	1,497	1,497	1,247	1,418
	b. Annual course enrollments	2,387	3,571	3,571	2,528	2,622
9	Enrollment in continuing education basic skills and literacy courses	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	a. Unduplicated annual headcount	0	131	210	231	300
	b. Annual course enrollments	0	285	617	725	525
10	Minority student enrollment compared to service area population	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
	a. Percent nonwhite credit enrollment	15.3%	15.9%	16.8%	16.2%	16.0%
	b. Percent nonwhite continuing education enrollment	NA	NA	NA	NA	NA
	c. Percent nonwhite service area population, 18 or older	July 2015 12.3%	July 2016 12.5%	July 2017 12.6%	July 2018 12.8%	Benchmark July 2020 Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	Fall 2015 2.8%	Fall 2016 1.9%	Fall 2017 2.0%	Fall 2018 3.0%	Benchmark Fall 2020 3.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2015 2.0%	Fall 2016 0.9%	Fall 2017 1.3%	Fall 2018 1.8%	Benchmark Fall 2020 3.0%

Goal 2: Success

13	Fall-to-fall retention	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
	a. Developmental students	54.1%	48.4%	47.0%	45.4%	56.0%
	b. College-ready students	56.0%	68.5%	74.7%	69.1%	57.0%
14	Fall-to-fall retention	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
	a. Pell grant recipients	52.1%	51.3%	49.4%	47.5%	55.0%
	b. Non-recipients	57.5%	53.0%	53.7%	59.6%	NA

**Allegany College of Maryland
2019 ACCOUNTABILITY REPORT**

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15	Developmental completers after four years	42.4%	44.3%	51.1%	50.2%	44.0%
		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16	Successful-persister rate after four years					
	a. College-ready students	79.7%	90.0%	89.6%	93.8%	86.0%
	b. Developmental completers	83.5%	85.3%	88.6%	82.1%	84.0%
	c. Developmental non-completers	49.8%	43.3%	46.2%	42.8%	Not Applicable
	d. All students in cohort	68.6%	70.5%	72.9%	70.2%	74.0%
		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17	Successful-persister rate after four years					
	a. Black/African-American only	69.2%	62.9%	60.2%	68.5%	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 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
18	Graduation-transfer rate after four years					
	a. College-ready students	73.0%	80.0%	75.0%	89.6%	75.0%
	b. Developmental completers	63.9%	61.0%	63.0%	67.5%	65.0%
	c. Developmental non-completers	42.1%	40.7%	37.3%	39.3%	Not Applicable
	d. All students in cohort	55.7%	55.7%	54.4%	60.2%	60.0%
		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19	Graduation-transfer rate after four years					
	a. Black/African-American only	65.4%	59.3%	54.9%	66.4%	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 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
20	Associate degrees and credit certificates awarded					
	a. Career degrees	373	368	345	352	400
	b. Transfer degrees	159	169	179	154	160
	c. Certificates	195	170	149	141	202
	d. Total awards	727	707	673	647	762
		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
21	STEM programs					
	a. Credit enrollment	1,353	1,325	1,094	736	1382
		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
	b. Credit awards	480	431	401	414	487
		Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
22	Graduate satisfaction with educational goal achievement	97.0%	95.3%	93.5%	99.2%	95.0%
		Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort

**Allegany College of Maryland
2019 ACCOUNTABILITY REPORT**

23	Non-returning student satisfaction with educational goal achievement	57.0%	77.0%	*%	*%	70.0%
		Benchmark				
		Alumni Survey	Alumni Survey	Alumni Survey	Alumni Survey	Alumni Survey
		2008	2011	2014	2016	2018
24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	84.0%	40.0%	80.6%	90.2%	85.0%
		Benchmark				
		FY 2015	FY 2016	FY 2017	FY 2018	FY 2020
25	Licensure/certification examination pass rates					
	a. Registered Nursing Licensure Exam	88.0%	86.7%	83.3%	88.8%	80.0%
	Number of Candidates	97	98	72	80	
	b. Practical Nursing Licensure Exam	100.0%	87.5%	87.5%	100%	80.0%
	Number of Candidates	10	16	8	9	
	c. Dental Hygiene National Board Exam	100.0%	90.0%	94.7%	94.7%	80.0%
	Number of Candidates	18	20	19	19	
	d. National MLT Registry	100.0%	90.0%	85.7%	100%	75.0%
	Number of Candidates	8	10	7	5	
	e. Respiratory Therapy Certification Exam	90.5%	83.3%	89.5%	88.0%	80.0%
	Number of Candidates	21	18	19	16	
	f. Occupational Therapy Assistant Cert. Exam	93.7%	68.8%	71.4%	75.0%	80.0%
	Number of Candidates	16	16	13	16	
	g. Physical Therapist Assistant Cert. Exam	81.3%	87.5%	100.0%	81.3%	85.0%
	Number of Candidates	16	16	16	16	
	h. Medical Assistant	100.0%	100.0%	100.0%	90.0%	100.0%
	Number of Candidates	5	10	8	10	
		Benchmark				
		AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 2019-20
26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	N/A	88.6%	88.0%	87.2%	85.0%
	b. Mean GPA after first year	N/A	2.97	3.00	3.03	3.00
	Methodology to calculate this indicator changed starting in AY 15-16					
		Benchmark				
		FY 2015	FY 2016	FY 2017	FY 2018	FY 2020
27	Expenditures by function					
	a. Instruction	39.3%	38.7%	37.1%	36.8%	69.0%
	b. Academic support	17.5%	18.6%	19.7%	18.8%	18.0%
	c. Student services	8.0%	8.4%	8.3%	8.2%	8.0%
	d. Other	35.2%	34.3%	34.8%	36.2%	35.0%
Goal 3: Innovation						
		Benchmark				
		Alumni Survey	Alumni Survey	Alumni Survey	Alumni Survey	Alumni Survey
		2008	2011	2014	2016	2018
28	Full-time employed career program graduates working in a related field	78.0%	80.0%	90.5%	87.5%	86.8%
		Benchmark				
		Alumni Survey	Alumni Survey	Alumni Survey	Alumni Survey	Alumni Survey
		2008	2011	2014	2016	2018
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	96.0%	90.0%	80.7%	91.4%	90.0%
		Benchmark				
		FY 2015	FY 2016	FY 2017	FY 2018	FY 2020
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	5,620	6,063	5,874	5,559	5,957
	b. Annual course enrollments	8,473	9,440	9,134	9,552	9,091
		Benchmark				
		FY 2015	FY 2016	FY 2017	FY 2018	FY 2020
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	4,213	4,535	3,770	3,264	4,200
	b. Annual course enrollments	6,142	6,670	6,152	5,092	6,178

**Allegany College of Maryland
2019 ACCOUNTABILITY REPORT**

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	71	61	64	75	73
	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,090	4,701	4,451	4,572	4,309
b. Annual course enrollments	5,910	7,224	6,945	7,879	6,291
	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
34 Employer satisfaction with contract training	98.0%	100.0%	100.0%	100.0%	100.0%

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		626		58		314		254	
2	Number attempting fewer than 18 hours over first 2 years		103		10		12		81	
3	Cohort for analysis (Line 1 – Line 2)		523 100.0%		48 100.0%		302 100.0%		173 100.0%	
4	Earned Associate degree from this community college		141 27.0%		32 66.7%		109 36.1%		0 0.0%	
5	Earned certificate, but no degree, from this community college		32 6.1%		2 4.2%		15 5.0%		15 8.7%	
6	Total associate and certificate graduates (Line 4 + Line 5)		173 33.1%		34 70.8%		124 41.1%		15 8.7%	
7	Transferred to Maryland two-year/technical college		67 12.8%		0 0.0%		34 11.3%		33 19.1%	
8	Transferred to Maryland public four-year college		66 12.6%		11 22.9%		48 15.9%		7 4.0%	
9	Transferred to Maryland private four-year college or university		1 0.2%		0 0.0%		1 0.3%		0 0.0%	
10	Transferred to out-of-state two-year/technical college		15 2.9%		2 4.2%		7 2.3%		6 3.5%	
11	Transferred to out-of-state four-year college or university		61 11.7%		14 29.2%		39 12.9%		8 4.6%	
12	Total transfers (sum of Lines 7 - 11)		210 40.2%		27 56.3%		129 42.7%		54 31.2%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		68 13.0%		18 37.5%		49 16.2%		1 0.6%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		315 60.2%		43 89.6%		204 67.5%		68 39.3%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		47 9.0%		2 4.2%		40 13.2%		5 2.9%	
16	Successful transition to higher ed (Line 14 + Line 15)		362 69.2%		45 93.8%		244 80.8%		73 42.2%	
17	Enrolled at this community college last term of study period		5 1.0%		0 0.0%		4 1.3%		1 0.6%	
18	Successful or persisting (Line 16 + Line 17)		367 70.2%		45 93.8%		248 82.1%		74 42.8%	