

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

Enrollment at Allegany College of Maryland decreased in Fall 2016 to 2,926, representing a decrease of approximately 5.5% from the prior year and just over a 23% decrease from Fall 2011 in headcount. Preliminary numbers for Fall 2017 indicate continued enrollment losses for the foreseeable future. Non-credit FTE remained approximately level throughout FY17.

The ongoing enrollment decreases are attributable principally to:

- 1) Improving economy – Allegany County unemployment in August 2017 is listed at 5.3% according to the Bureau of Labor Statistics compared with 8.9% in August 2011.
- 2) Increased regional competition – Expansion of other regional schools from neighboring states compete with a relatively small market pool of eligible students
- 3) Regional population decline – According to the Census Bureau, the population of Allegany County has decreased from 75,087 in 2010 to 72,130 in 2016.

The College has seen an increase in the ratio of students attending part time and a decrease in those attending with demonstrable developmental education needs. Allegany College of Maryland continues to have one of the highest rates of students requiring developmental education in the state, as well as one of the highest rates of students receiving Pell grants and other financial aid for attendance.

Key among the actions and successes of the College in FY17 were the development, passage, and implementation of a new All-College Constitution and the College successfully demonstrating complete compliance with the Middle States Commission on Higher Education.

Additionally, the College moved to significantly reduce its footprint and services offered at its Somerset County, Pennsylvania branch campus with approval by the Middle States Commission on Higher Education, which will result in lower enrollment levels and associated indicators in Fall 2017. As a result, benchmarks included in the PAR will be revisited in the 2018 report to ensure appropriateness and accuracy when dealing with raw numbers instead of ratios/percentages.

Response Requests by MHEC Review of the College's 2016 report

Fall-to-fall retention of developmental students (Indicator 3a).

Developmental completers after four years (Indicator 4).

Successful-persister rates after four years of developmental completers (Indicator 5b).

Graduation-transfer rate after four years of developmental completers (Indicator 6b).

Commission Assessment: The College is to be commended for the progress it has made on the persistence and progress of its developmental students, including such accomplishments as increasing the fall-to-fall retention rates of developmental students by 8.2 percentage points in four years. Discuss the factors contributing to these trends, and describe any best practices by the College that might be emulated by other institutions.

Institutional Response:

The success of first time students, particularly developmental students, has been a point of great emphasis at the College over the last four years. Allegany College of Maryland received a Title III grant from the federal government beginning in 2013 to develop an Advising Center for use in developing appropriate and timely interventions in the student enrollment process.

Other work by the College in this area includes expansion of tutoring related to Reading, Writing, Science, and Math for students in developmental and introductory courses, early alert student monitoring, and professional development related to customer service.

Additionally, ongoing efforts by the Developmental Task Force serve to identify areas for improvement, facilitate conversation across disciplines, and evaluate student success in key areas.

III. Community Outreach and Impact

Sample of Funded Grants

Electronic Health Records Training (eClinical Works) provides software solutions to support electronic health records training. Software, maintenance, support, and other resources are provided to improve healthcare by providing technology and services to reduce costs, reduce errors, and improve quality of care.

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 Volunteer Center (Maryland Agricultural Education and Rural Development Assistance Fund and Volunteer Generation Fund) helped to launch a unique collaborative effort between Allegany College of Maryland, Frostburg State University, and Garrett College focused on serving the needs of the communities in our region.

Information Technology Center for 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.

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.

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.

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.

Allegany College of Maryland STEM Enhancement Project (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. The workforce development training will use state-of-the-art equipment. While this project has a strong education and training component, the primary rationale is to bolster the economic outlook of the area by providing training to workers to meet the existing STEM workforce needs, training to workers to retain employment and increase job retention, and coordinating with the economic development initiatives already in progress.

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.

Health Personnel Shortage Incentive Grant (Maryland Higher Education Commission) provides funding to Medical Laboratory Technology, Licensed Practical Nurse, Registered Nurse, Physical Therapist Assistant, and Radiologic Technology to expand and/or enhance student training.

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.

Scholarships

FY2017 Foundation Year to date (preliminary and unaudited) contributions and scholarships for the Cumberland Foundation follow:

- Contributions: \$1,881,715 (endowed and not endowed)
 - *84% increase over the previous year*
- Total Revenue: \$3,232,485
 - *101% increase over the previous year*
- Scholarships: \$1,005,614

The FY2017 Allegany County Opportunity Scholarship annual report was recently presented to the Allegany County Commissioners. A copy of the FY17 report was provided and included the following key statistics:

- Recipients represent every community in Allegany County.
- All public and private schools in Allegany County, as well as homeschooled and GED students, have been awarded.
- Recipients include students from nearly every major/curriculum.
- The age range of recipients is 18-57, with an average age of 24.
- 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 250 scholarships have been awarded.
- 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 250 scholarships have been awarded.
- The Allegany County Opportunity Continuing Education and Workforce Development Scholarship supports Allegany County residents who are taking Professional and Workforce Training. Over 200 scholarships have been awarded.
- The demand far exceeds the funding provided.

IV: Accountability Indicators

Goal 1: Quality and Effectiveness

Under Quality and Effectiveness, there have been no new collections of data for the Graduate Satisfaction Survey or Survey of Non-Returning students since last year's PAR report. The College will report new Graduate Satisfaction figures next year.

The College's fall-to-fall retention rate of developmental students dipped with the fall 2015 cohort to 48.4% after two successful years, as noted by the MHEC commendation. The ongoing efforts to ensure retention and success of developmental students by Allegany College of Maryland are expected to see this number rebound with the Fall 2016 cohort. College-ready student retention increased to its highest point in 4 years at 68.5%, although these students make up a relatively small percentage of incoming freshmen.

The rate at which developmental students are able to successfully move the curriculum and become college ready continues to climb, exceeding the College's target of 44% for the first time. The actions outlined earlier are expected to continue forward and raise this number even more as the College strives to meet its peer institutions.

With success-persistence rates and graduation-transfer rates, Allegany College of Maryland continues to demonstrate high performance relative both to past performance and internal past performance. Growth and/or stability has been demonstrated in each area except Developmental Non-Completers, which the College does not benchmark but is attempting to address in a number of ways.

Students enrolled in Allied Health programs continue to demonstrate high levels of aptitude on licensure and certification examinations, exceeding internal and accreditation expectations. Two exceptions to this include:

1. Occupational Therapy Assistant – First time pass rates on this exam fell to 68.8% this year, the lowest OTA has demonstrated. However, of the 5 students who failed on their first attempt, 4 reattempted and passed, making the final pass rate 94% and well above benchmark.
2. Radiologic Technology – This program is working closely with the Dean of Career Education to implement mechanisms to improve student learning outcome achievement and raise first time pass rates to accreditation expectations.

With AY15-16 being the first receipt of transfer performance since 2012-13, the College has only a single year to compare against with slightly different methodology. Nonetheless, students transferring from Allegany College of Maryland continue to demonstrate success at subsequent institutions. The College looks forward to accruing more data on this topic to ascertain with greater accuracy how transfer students perform in their continued higher education experiences.

Expenditures by function remained relatively stable in FY2016, demonstrating consistent small movements up and down in each category. The College has committed to a long-term compensation plan in an effort to get instructional and staff salaries to more closely resemble market rates.

Goal 2: Access, Affordability, and Completion

Due to the low average household income of Allegany County and surrounding areas, the low levels of educational attainment, and the need for economic growth in the area, access to affordable higher education has been a key principle of Allegany College of Maryland since its inception.

As discussed in the introduction, credit enrollment has continued its steady decline through FY16. Continuing Education saw a rise in headcount with the first full year of implementing Adult Basic Education and ongoing successful relationships with area businesses.

Although the market share of part-time undergraduates remained relatively stable, the College experienced significant declines in market share for both first-time full-time freshmen and for recent, college-bound high school graduates. Curiously, the number of Allegany county residents attending the University of Maryland at College Park increased approximately three-fold in Fall 2016 relative to the prior three years. Reports from MHEC in 2018 will demonstrate whether this is consistent or anomalous.

Early College (high school) enrollment has remained relatively stable for the last three years, with just under 600 high school students enrolling each Fall. This is anticipated to increase even further in fall 2017 with greater participation among Allegany county schools, exceeding the College's benchmark.

Although the number of awards contributed by the College has decreased over a four year period by approximately 10%, as the College's overall enrollment has decreased by over 20% during that time period, this is indicative of sustained capacity to award credentials to students and continual dedication to success rates of students. Further, awards at the Associate degree level have remained relatively stable from FY15.

One of the most important ongoing considerations for the operation and effectiveness of Allegany College of Maryland is the relative cost of attendance. As demonstrated by indicator 17, ACM continues to have tuition and fee rates extremely accessible for area residents, remaining below the benchmark and strong relative to peer institutions in the state.

Enrollment in community service, lifelong learning, and adult basic education through continuing education were key to growing overall enrollment and registrations during FY16. This was the first year the College operated regional adult basic education instead of the county public schools and enrollments are anticipated to grow in subsequent years.

Goal 3: Diversity

Allegany College of Maryland's diversity initiatives and policies are in alignment with the 2013 Maryland State Plan for Postsecondary Education, particularly in regards to efforts being made in closing achievement gaps. The College's Strategic Plan includes directive to improve the institutional cultural competence as does the Educational Master Plan.

For the seventh consecutive Fall, enrollment by non-white students continued to increase. This results from a combination of decreases in enrollment from the immediate service region and increasing/stable enrollments from counties down state that are drawn to the residential capacity of the College. There continue to be opportunities within the county to grow non-white enrollment locally based on Census data.

After several years of stable numbers on the indicators of percent minorities in full-time faculty and full-time administrative/professional staff positions, the departure of individuals in these categories led to decreases for both numbers. The College has advertised in a variety of publications, including Diverse, for job openings, has expanded training of conduct for open position interviews, and more in an effort to increase these numbers and address the College's Strategic Plan.

Rates of graduation, transfer, success, and persistence fell for reported minority groups in Fall 2012 below the two year average, but remain a positive increase over the rates exhibited three years ago. These numbers also compare favorably to those of peer institutions within the state. Efforts to increase these numbers continue to be a focus of the institution as described in the annual Diversity Report.

Goal 4: Innovation

Enrollments in web-based courses continue to grow, with students demonstrating a continued shift in academic experience to an online presence. To meet this continually growing need, the

College successfully implemented significant upgrades to the requirements both for instructors and for courses to be available online over the last academic year. This will continue to ensure that the growth of enrollments in this area will experience the same quality education as those sitting face to face with their instructors.

Goal 5: Economic Growth and Vitality

One of Allegany College's Mission Based Guiding Principles deals specifically with preparing its students for entry into the workforce. This applies to both credit and continuing education instruction. The college desires that students leaving the institution can contribute directly to the local and state economy. This also includes working directly with local businesses for specific and custom developed employee training needs.

As mentioned in Goal 1, the results of the Graduate Satisfaction Survey remain unchanged from last year and will be updated following collation and analysis of the survey currently out to stakeholders. Previous results on these indicators demonstrated overall satisfaction and employment of graduates of Allegany College of Maryland.

Every category of continuing education enrollment showed substantial growth between FY15 and FY16, demonstrating ongoing success and satisfaction from the regional community and workforce development. The College's continuing education department seeks new and sustainable partnerships with area businesses and community members on a regular basis and anticipates continued success into FY17 and FY18.

Credit enrollment in STEM programs continued to decline in Fall 2016, although at a much more gradual rate than in prior years or relative to the decline in overall enrollment. Credit awards decreased at greater rate, as expected given the decrease to enrollment in preceding years feeding into completions.

COST CONTAINMENT

Allegany College of Maryland implemented the following cost containment items in FY17:

All open positions are now being reviewed to determine the need for the position, and if it needs filled, whether it should be full-time or part-time. Also, the College continues to reduce vacated part-time positions which are 28 hours per week to 25 hours per week.

The Instructional area pursued the following cost containment measures:

- The Nursing department did not fill an open position for an estimated savings of \$76,700.
- The Somerset Nursing program reduced their cohorts from one every year to one every other year for an estimated savings of \$35,500.
- Some faculty release time was reduced or eliminated for an estimated savings of \$9,800.
- The Instructional Technology/Multi Media department eliminated hard copies of course schedules for an estimated savings of \$4,000. They also eliminated some conference travel for a savings of \$2,100.

- The Library reduced subscriptions to periodicals and databases for an estimated savings of \$9,150. The Library also reduced some maintenance contracts and supplies expenses for an estimated savings of \$2,200.

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

- The specialized direct mail addressing software saved an estimated \$8,200 in postage and reduced mailing items.
- Other budget items were reduced in the print shop amounting to \$10,450 which included printing banners in-house instead of outsourcing and utilizing a volunteer position.

The Continuing Education area pursued the following cost containment measures:

- The Director of CE in PA was reduced from a 12 month to a 10 month contract for an estimated savings of \$9,700.
- The CE area started using Facebook to advertise to reduce advertising costs.

The Student Services area pursued the following cost containment measure:

- A part-time position in Financial Aid was eliminated for an estimated savings of \$14,500.
- A full-time position in the Admissions/Registration area was eliminated in December for an estimated savings of \$33,800.
- The child care center was closed for an estimated savings of \$74,000.
- The Athletics department opted to paint mats with the new branding colors instead of purchasing new ones which would have cost \$10,000.
- The Housing department directed applicants to only fax certain pages of the application instead of the whole application to save paper and toner.

The Development area pursued the following cost containment measure:

- The online scholarship system continues to recognize cost savings due to thousands of scholarship applications which are no longer being printed.

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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 2013	Fall 2014	Fall 2015	Fall 2016
A. Credit students enrolled part time	41.3%	46.1%	47.0%	51.6%
B. Credit students with developmental education needs	92.9%	83.8%	87.1%	84.5%
	Spring 2010	Spring 2012	Spring 2014	Spring 2016
C. Credit students who are first-generation college students (neither parent attended college)	48.0%	44.2%	42.8%	40.1%
	FY 2013	FY 2014	FY 2015	FY 2016
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	2	3	0	0
	FY 2013	FY 2014	FY 2015	FY 2016
E. Financial aid recipients				
a. Credit students receiving Pell grants	49.5%	46.2%	44.3%	42.9%
b. Credit students receiving loans, scholarships and/or need-based financial aid	95.2%	89.3%	89.9%	87.3%
F. Students 25 years old or older	Fall 2013	Fall 2014	Fall 2015	Fall 2016
a. Credit students	30.3%	27.9%	26.4%	24.2%
	FY 2013	FY 2014	FY 2015	FY 2016
b. Continuing education students	86.4%	87.3%	85.6%	85.0%
	Spring 2010	Spring 2012	Spring 2014	Spring 2016
G. Credit students employed more than 20 hours per week	34.8%	38.9%	34.3%	34.1%
	Fall 2013	Fall 2014	Fall 2015	Fall 2016
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	1.4%	1.5%	1.5%	1.9%
b. Black/African-American only	10.3%	10.6%	11.4%	10.9%
c. American Indian or Alaskan native only	0.2%	0.1%	0.2%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.0%
e. Asian only	0.4%	0.3%	0.3%	0.4%
f. White only	83.7%	83.0%	82.7%	82.4%
g. Multiple races	1.3%	1.5%	1.9%	2.1%
h. Foreign/Non-resident alien	1.1%	1.3%	1.1%	1.2%
i. Unknown/Unreported	1.7%	1.8%	0.9%	0.9%
	FY 2013	FY 2014	FY 2015	FY 2016
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$7,979	\$8,242	\$9,743	\$8,180
b. Median income three years after graduation	\$24,041	\$23,405	\$21,944	\$26,176

Goal 1: Quality and Effectiveness

	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Alumni Survey 2018
1. Graduate satisfaction with educational goal achievement	93.0%	97.0%	95.3%	93.5%	95.0%
	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2016 Cohort	Benchmark Spring 2019 Cohort
2. Non-returning student satisfaction with educational goal achievement	57.0%	77.0%	*%	*%	70.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2019 Cohort
3. Fall-to-fall retention					
a. Developmental students	42.7%	50.3%	54.1%	48.4%	56.0%
b. College-ready students	60.7%	55.6%	56.0%	68.5%	57.0%

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	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Benchmark Fall 2016 Cohort
4 Developmental completers after four years	37.7%	38.5%	42.4%	44.3%	44.0%
	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Benchmark Fall 2016 Cohort
5 Successful-persister rate after four years					
a. College-ready students	91.3%	81.6%	79.7%	90.0%	86.0%
b. Developmental completers	83.1%	84.5%	83.5%	85.3%	84.0%
c. Developmental non-completers	43.4%	52.1%	49.8%	43.3%	Not Applicable
d. All students in cohort	66.1%	72.9%	68.6%	70.5%	74.0%
	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Benchmark Fall 2016 Cohort
6 Graduation-transfer rate after four years					
a. College-ready students	75.0%	68.4%	73.0%	80.0%	75.0%
b. Developmental completers	62.9%	66.0%	63.9%	61.0%	65.0%
c. Developmental non-completers	35.5%	39.7%	42.1%	40.7%	Not Applicable
d. All students in cohort	51.7%	57.2%	55.7%	55.7%	60.0%
	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
7 Licensure/certification examination pass rates					
a. Registered Nursing Licensure Exam	91.8%	83.3%	88.0%	86.7%	80.0%
Number of Candidates	110	114	97.00	98	
b. Practical Nursing Licensure Exam	100.0%	93.3%	100.0%	87.5%	80.0%
Number of Candidates	6	15	10.00	16	
c. Dental Hygiene National Board Exam	96.6%	96.6%	100.0%	90.0%	80.0%
Number of Candidates	29	29	18.00	20	
d. National MLT Registry	100.0%	100.0%	100.0%	88.9%	75.0%
Number of Candidates	6	8	8.00	9	
e. Radiologic Technology Cert. Exam	78.6%	61.5%	77.0%	69.2%	75.0%
Number of Candidates	14	13	9.00	13	
f. Respiratory Therapy Certification Exam	93.8%	90.5%	90.5%	83.3%	80.0%
Number of Candidates	16	21	21.00	18	
g. Occupational Therapy Assistant Cert. Exam	82.4%	87.5%	93.7%	68.8%	80.0%
Number of Candidates	17	16	16.00	16	
h. Physical Therapist Assistant Cert. Exam	62.5%	93.3%	93.7%	100.0%	85.0%
Number of Candidates	16	15	16.00	5	
	AY 12-13	AY 13-14	AY 14-15	AY 15-16	Benchmark AY 2019-20
8 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	87.0%	N/A	N/A	88.6%	85.0%
b. Mean GPA after first year	3.06		N/A	2.97	3.00
	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Alumni Survey 2018
9 Graduate satisfaction with preparation for transfer	90.0%	84.0%	40.0%	80.6%	85.0%
Note: Response categories changed starting in 2008.					
	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
10 Expenditures by function					
a. Instruction	39.8%	38.3%	39.3%	38.7%	39.0%
b. Academic support	18.7%	19.4%	17.5%	18.6%	18.0%
c. Student services	8.2%	8.0%	8.0%	8.4%	8.0%
d. Other	33.3%	34.3%	35.2%	34.3%	35.0%

Goal 2: Access, Affordability and Completion

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	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
11 Annual unduplicated headcount					
a. Total	11,868	10,820	10,245	10,589	11,021
b. Credit students	4,418	3,935	3,910	3,708	4,225
c. Continuing education students	7,854	7,139	6,681	7,502	7,303
12 Market share of first-time, full-time freshmen					
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Benchmark Fall 2020
	61.4%	61.4%	60.4%	52.1%	62.7%
13 Market share of part-time undergraduates					
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Benchmark Fall 2020
	73.3%	73.8%	75.4%	73.2%	77.5%
14 Market share of recent, college-bound high school graduates					
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Benchmark Fall 2020
	60.5%	67.3%	57.7%	49.3%	67.0%

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15	High school student enrollment	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Benchmark Fall 2020
		464	596	587	584	640
16	Associate degrees and credit certificates awarded	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
	a. Career degrees	413	445	373	368	400
	b. Transfer degrees	163	163	159	169	160
	c. Certificates	206	174	195	170	202
	d. Total awards	782	782	727	707	762
17	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 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2021
		41.7%	40.5%	43.4%	42.4%	43.0%
18	Enrollment in continuing education community service and lifelong learning courses	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
	a. Unduplicated annual headcount	1,611	1,469	1,200	1,497	1,418
	b. Annual course enrollments	2,911	2,613	2,387	3,571	2,622
19	Enrollment in continuing education basic skills and literacy courses	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
	a. Unduplicated annual headcount	0	0	0	131	300
	b. Annual course enrollments	0	0	0	285	525

Goal 3: Diversity

20	Minority student enrollment compared to service area population	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Benchmark Fall 2020
	a. Percent nonwhite credit enrollment	13.6%	14.4%	15.3%	15.9%	16.0%
	b. Percent nonwhite continuing education enrollment	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
		NA	NA	NA	NA	NA
	c. Percent nonwhite service area population, 18 or older	July 2013	July 2014	July 2015	July 2016	Benchmark July 2020
		12.1%	12.4%	12.2%	12.6%	Not Applicable
21	Percent minorities (nonwhite) of full-time faculty	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Benchmark Fall 2020
		2.7%	2.8%	2.8%	1.9%	3.0%
22	Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Benchmark Fall 2020
		1.1%	1.6%	2.0%	0.9%	3.0%
23	Successful-persister rate after four years	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	61.2%	75.0%	69.2%	62.9%	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.					

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	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Benchmark Fall 2016 Cohort
24 Graduation-transfer rate after four years					
a. Black/African-American only	54.3%	64.5%	65.4%	59.3%	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.					

	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2019 Cohort
25 Fall-to-fall retention					
a. Pell grant recipients	48.4%	49.3%	52.1%	51.3%	55.0%
b. Non-recipients	39.6%	53.1%	57.5%	53.0%	Not Applicable

Goal 4: Innovation

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
26 Enrollments in online courses					
a. Credit	1,660	1,812	1,913	2,065	1,950
b. Continuing education	47	68	62	72	70

Goal 5: Economic Growth and Vitality

	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Alumni Survey 2018
27 Full-time employed career program graduates working in a related field	87.0%	78.0%	80.0%	90.5%	86.8%

	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Alumni Survey 2018
28 Graduate satisfaction with job preparation	82.0%	96.0%	90.0%	80.7%	90.0%
Note: Response categories changed starting in 2008.					

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
29 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	6,643	5,857	5,620	6,063	5,957
b. Annual course enrollments	11,062	8,858	8,473	9,440	9,091

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
30 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	4,544	4,229	4,213	4,535	4,200
b. Annual course enrollments	6,176	5,640	6,142	6,670	6,178

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
31 Number of business organizations provided training and services under contract	68	73	71	61	73

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
32 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,629	4,305	4,090	4,701	4,309
b. Annual course enrollments	7,759	6,383	5,910	7,224	6,291

	FY 2013	FY 2014	FY 2015	FY 2016	Benchmark FY 2020
33 Employer satisfaction with contract training	100.0%	100.0%	98.0%	100.0%	100.0%

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	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Benchmark Fall 2020
34 STEM programs					
a. Credit enrollment	1,508	1,448	1,353	1,325	1,382
					Benchmark
	FY 2013	FY 2014	FY 2015	FY 2016	FY 2020
b. Credit awards	487	509	480	431	487

[NAME OF COLLEGE]
Degree Progress Four Years after Initial Enrollment
Fall 2012 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		715		70		286		359	
2	Number attempting fewer than 18 hours over first 2 years		189		10		14		165	
3	Cohort for analysis (Line 1 – Line 2)		526 100.0%		60 100.0%		272 100.0%		194 100.0%	
4	Earned Associate degree from this community college		130 24.7%		32 53.3%		98 36.0%		0 0.0%	
5	Earned certificate, but no degree, from this community college		45 8.6%		5 8.3%		18 6.6%		22 11.3%	
6	Total associate and certificate graduates (Line 4 + Line 5)		175 33.3%		37 61.7%		116 42.6%		22 11.3%	
7	Transferred to Maryland two-year/technical college		50 9.5%		2 3.3%		16 5.9%		32 16.5%	
8	Transferred to Maryland public four-year college		56 10.6%		12 20.0%		38 14.0%		6 3.1%	
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		13 2.5%		0 0.0%		7 2.6%		6 3.1%	
11	Transferred to out-of-state four-year college or university		53 10.1%		12 20.0%		26 9.6%		15 7.7%	
12	Total transfers (sum of Lines 7 - 11)		172 32.7%		26 43.3%		87 32.0%		59 30.4%	
13	Graduated from this college and transferred (Line 6 \square Line 12)		54 10.3%		15 25.0%		37 13.6%		2 1.0%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		293 55.7%		48 80.0%		166 61.0%		79 40.7%	
15	No award or transfer, but 30 credits with GPA \geq 2.00		49 9.3%		5 8.3%		39 14.3%		4 2.1%	
16	Successful transition to higher ed (Line 14 + Line 15)		342 65.0%		53 88.3%		205 75.4%		83 42.8%	
17	Enrolled at this community college last term of study period		29 5.5%		1 1.7%		27 9.9%		1 0.5%	
18	Successful or persisting (Line 16 + Line 17)		371 70.5%		54 90.0%		232 85.3%		84 43.3%	

[INSERT NAME OF COLLEGE] Minority Degree Progress Four Years after Initial Enrollment
Fall 2012 Entering Cohort

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	202	4	19	461
2 Number attempting fewer than 18 hours over first 2 years	62	1	10	106
3 Cohort for analysis (Line 1 – Line 2)	140 100.0%	3 100.0%	9 100.0%	355 100.0%
4 Earned Associate degree from this community college	11 7.9%	2 66.7%	2 22.2%	112 31.5%
5 Earned certificate, but no degree, from this community college	5 3.6%	0 0.0%	0 0.0%	38 10.7%
6 Total associate and certificate graduates (Line 4 + Line 5)	16 11.4%	2 66.7%	2 22.2%	150 42.3%
7 Transferred to Maryland two-year/technical college	41 29.3%	0 0.0%	1 11.1%	6 1.7%
8 Transferred to Maryland public four-year college	16 11.4%	1 33.3%	6 66.7%	33 9.3%
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	7 5.0%	0 0.0%	0 0.0%	5 1.4%
11 Transferred to out-of-state four-year college or university	12 8.6%	2 66.7%	0 0.0%	38 10.7%
12 Total transfers (sum of Lines 7 - 11)	76 54.3%	3 100.0%	7 77.8%	82 23.1%
13 Graduated from this college and transferred (Line 6 □ Line 12)	9 6.4%	2 66.7%	2 22.2%	41 11.5%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	83 59.3%	3 100.0%	7 77.8%	191 53.8%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	3 2.1%	0 0.0%	1 11.1%	43 12.1%
16 Successful transition to higher ed (Line 14 + Line 15)	86 61.4%	3 100.0%	8 88.9%	234 65.9%
17 Enrolled at this community college last term of study period	2 1.4%	0 0.0%	0 0.0%	2 0.6%
18 Successful or persisting (Line 16 + Line 17)	88 62.9%	3 100.0%	8 88.9%	236 66.5%