

# 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

### Response Requests by MHEC Review of the College's 2017 report

*Successful-persister rate after four years all students in cohort (Indicator 16d)*

*Successful-persister rate after four years of Black/African American students (Indicator 17a)*

**Commission Assessment:** In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators.

In its 2017 Performance Accountability Report, the College reported its successful-persister rate increased over time for all students (66.1% for Fall 2009 cohort to 70.5% for Fall 2012 cohort) and fluctuated for African American students (61.2% for the Fall 2009 cohort, 69.2% for the Fall 2011 cohort and 62.9% for the Fall 2012 cohort). Yet gaps in performance between these populations persist.

Discuss any factors contributing to the performance on these indicators and the methodologies implemented for reversing the decline so as to meet the successful-persister benchmark of 74.0% for all students and 73.0% for African American students for the Fall 2016 (FY2020) cohort.

### Institution Response

To fully understand the persister rate and the achievement gap between African American students and other students the overall persister rate must be separated between graduation rates and the transfer rates.

The persister rate for African American students fell mostly because the transfer rates to other colleges substantially decreased. The transfer rates from the Fall 2011 cohort fell from 63.8% to 48.1% in the Fall 2013 cohort. The number of African American students transferring to four-year colleges fell from 25.4% to 20.3% and those transferring to two-year colleges fell from 38.5% to 27.8%. Whereas, the Total Associate and Certificate Graduates for African American students increased from the Fall 2011 cohort at 5.4% through the current Fall 2013 cohort at

12.8%. It is important to note that though the transfer rate to four-year colleges fell it was the decrease in two-year transfer rates that substantially affected the African American persistence rate.

When it comes to the achievement gap between African American and other students, African American students perform as well as other students when it comes to transferring to four-year institutions. For example, in the Fall 2011 cohort 20.0% of white students transferred to four-year colleges and 25.4% of African American students transferred to four-year colleges, which is above the number of white students transferring to four-year colleges. It is in the Total Associates and Certificate Graduates where the achievement gap occurs and is the most important for the college to focus on. In the Fall 2013 cohort, 12.9% of African American students graduated whereas the overall graduation rate for the college was 32.2%.

The most potentially beneficial initiative that was undertaken by the college that could have a significant impact on the graduation rate for African American students and all students in general is the newly implemented advising center. The college pursued a Title III grant in 2012-2013 and received funds to set up a central advising center, something which the college had not done before. Advising was primarily done through faculty and was often specific to the instructor's program.

The grant allowed the college to build a centralized advising office and hire additional personnel as full time advisors. The office opened in the Spring of 2014 and has since been evolving and improving year over year. As mentioned previously, the graduation rate for African American students was 5.4% in the Fall of 2011 and 12.8% in the Fall of 2013. The Fall 2013 first time cohort would have likely benefited from the advising center whereas most of the non-persisters of the Fall 2011 cohort exited the college before the advising center opened.

To check for further correlation between the timing of the advising center and increased graduation rates, three year graduation numbers were calculated from the Fall 2011 cohort through the Fall 2015 cohort to check for a trend. (Note: The three year graduation numbers are based on all entering students and do not factor out those not attempting at least 18 credits within the first two years). For the Fall 2011 cohort, the three year graduation rate for African Americans was 3.7%; Fall 2012 cohort – 5.4%, Fall 2013 cohort – 7.0%, Fall 2014 cohort – 7.1%, Fall 2015 cohort – 9.5%. There is a distinct upward trend in the three-year graduation rates for African American students.

Additionally the college had created an Education Master Plan in 2015, one of the core goals of the plan was to create cultural competency across the institution. The institution in Fall 2016 defined cultural competency by adopting the framework of the National Center for Cultural Competency set forth by Georgetown University. In Fall of 2017 the college surveyed the organization to determine the current level of cultural competency based on the adopted definition. From there on, in FY2018 the college has initiated trainings modules through Human Resources, encouraged instructors to adapt cultural competence content in their courses, created instructional best practices, centralized the Diversity Committee's function as the primary contact point for all questions regarding cultural competence.

The college had also begun to adopt student outcome assessment across the institution when the college was placed on warning by Middle States in 2015. Over the next two years the college implemented and is actively carrying out robust student outcome assessment across many disciplines and courses.

Allegany College continues to make efforts to increase its non-white employment percentage. Open positions are marketed in numerous places including relevant industry periodicals with the hope of increasing applications from minority candidates. However, the geographical location and the homogenous county population make it difficult to attract minority candidates from other regions. The Diversity Committee continues to explore different strategies to increase the number of minority staff.

### **Goal 1: Access**

Allegany College of Maryland created nine mission-based guiding principles to help direct the strategic plan. The first two principles of Allegany College's 2015-2020 Strategic Plan focus on easy and convenient access to higher education as well as low tuition rates that are supported by financial assistance and numerous scholarship opportunities. Access and affordability are a cornerstone of the college's overall mission.

Allegany continues to make great efforts to keep costs low and the college is in line with the previous years. Tuition continues to rise at a slower rate than it does for Maryland four-year institutions. The college has managed to keep yearly tuition increases below three percent year after year. As a percent of tuition and fees at Maryland public-four year colleges Allegany has maintained below its threshold of 43% for both FY2017 and FY2018.

Even though the college continues to put resources into maintaining affordability, overall credit enrollment has decreased from FY2016 to FY2017 by -6.4%, which is an even more severe decrease than the FY2015 to FY2016 decrease of -5.2%. One of the major contributors to the reduction is the substantial decrease in the market share of first-time, full-time freshmen. The college continues to face strong competition from the contiguous out-of-state county colleges, including Potomac State in West Virginia and Penn Highlands in Pennsylvania, as well as much stronger competition from in-state four-year institutions than ever before. As mentioned in the previous year's PAR, FY2017 was negatively affected by a sudden increase in first-time, full-time freshman from Allegany county attending College Park, an increase from 4% in 2015 to 13% in fall of 2016. This trend has continued into FY2018.

The college was able to substantially increase its early college offerings to students in Allegany County Public Schools. This contributes to The State Plan for Postsecondary Education, Goal One, Access, Strategy One, "Continue to improve college readiness among K-12 students, particularly high school students." Overall the total increase for all dual enrolled students was 19% and for Allegany County Public Schools it was near a 100% increase. The early college program has created a college coach position in both Allegany and Pennsylvania that meet frequently with students to help them plan their future path of postsecondary education. The college hopes that these efforts will help persuade some of the more high achieving early college

students that would not normally attend a community college to attend Allegany for their first two years.

On the non-credit side, enrollment in continuing education basic skills and literacy courses has increased 60.3%. This contributes to the state plan of Goal One, Access, Strategy Three, “Expand efforts to cultivate student readiness, financial literacy, and financial aid for individuals outside traditional K-12 school channels.” The Adult Basic Education program has rapidly grown over the two years and offers education for a wide variety of needs, including the National External Diploma Program, Family Literacy programs, and the Bridge to College Success program. Adult Basic Education also works alongside numerous businesses to help train employees who may be lacking in certain basic skills.

## **Goal 2: Success**

Fall-to-fall retention for the Fall 2016 cohort has decreased slightly for developmental students and pell grant recipients from the previous Fall 2015 cohort. A large portion of this decrease can be attributed to the shuttering of the Somerset campus. A significant number of the students there chose not to return to Allegany at the main campus in Allegany County in Fall 2017, which negatively affected the college’s retention rate compared to the previous year. The developmental retention rate has fluctuated since Fall 2012 cohort, where it was the lowest at 42.7% to the Fall 2014 cohort, the highest at 54.1%. The Fall 2016 rate is still firmly in the middle of the range. The fall-to-fall retention for college ready students is at its highest point in the last five years, but because college-ready students make up such a small percentage of first-time freshmen, there can be large fluctuations in these rates.

The percentage of students completing developmental coursework continues to increase for the sixth consecutive year. This indicator is important for the college in that it is the foundation of numerous other success metrics. The more developmental completers there are the higher the potential for a larger number of graduates and transfer students. This will also help the college with the default rate as students that do not complete their developmental education have a much higher chance of defaulting on their student loans. The Educational Master Plan focuses a large majority of its efforts on creating a learner-centered college, these policies and trainings have a direct impact on developmental students.

Successful-persister rates for all students in the cohort remained relatively flat compared to the Fall 2012 cohort. Both the Fall 2012 and Fall 2013 cohorts when compared relative to previous cohorts demonstrate growth in the persistence rate. Graduation-transfer rates also remain somewhat stable compared to previous years although decreasing slightly over the last four cohorts. The declining African-American persister and graduation-transfer rates are discussed more in depth in the response to MHEC’s commission assessment. Overall, Allegany compares favorably to other small to medium community colleges in Maryland.

The raw count of associate degrees and certificates awarded has fallen over the last four years. This is a function of declining enrollment as there are fewer students in every entering cohort to receive degrees. However, the rate of degrees awarded has not fallen as fast as the size of each cohort suggesting slight improvements in total degrees awarded.

The graduate satisfaction survey was recently conducted and shows increased satisfaction with educational goal achievement with 99.2% of the respondents satisfied and 90.2% of those who transferred were satisfied with their preparation for transfer. While these numbers are highly positive the response rate on this survey unfortunately does not yield a high degree of confidence.

One of the new metrics provided by MHEC is the performance at transfer institutions. Allegany students did well again compared to the previous year with 88.0% of transferred students maintaining at least a 2.0 or above GPA in their first year at the transfer institution. Additionally, the mean GPA after the first year at the transfer institution increased from 2.97 to 3.00.

Expenditures by function saw a slight increase to expenditures for academic support. This is a direct result of ongoing efforts to increase retention and completer rates. The Senior VP of Instructional and Student Affairs and the VP of Finance expect the total FY2017 expenditures rates to remain the same through FY2020.

### **Goal 3: Innovation**

The graduate satisfaction survey provides context for how many graduates were employed full-time in a related field which for the most recent administration shows 87.5%, just slightly down from the previous graduate survey administered in 2014 where the rate was 90.5%. Of those who were employed in a related field full time, 91.4% were satisfied with job preparation, an increase from 80.7% in the previous year. However, as mentioned previously the response rate on this survey unfortunately does not yield a high degree of confidence.

Continuing education continues to do be highly proactive within the local economy by providing workforce development courses to 5,874 unique individuals in FY2017, this is only 3.1% down from the previous year and 4.5% higher than FY2015. Continuing education has strong relations with the local businesses and provided 64 businesses training and services under contract which is comparable with the previous year but still down from FY2015. As always with Allegany's continuing education center, 100.0% of the employers were satisfied with the contract training provided. For FY2017, continuing education did see a substantial decrease in enrollment in education leading to government or industry-required certification or licensure, down to 3,770 individuals in FY2017 from 4,535 in FY2016. However, the continuing education center is always hard at work in pursuing new partnerships and grants that can help them facilitate useful trainings to a wider variety of organizations and professionals. More information about some of the grants are provided in the section below.

## **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.

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.

Allegany College of Maryland Gateway Hospitality and Enhancement (Appalachian Regional Commission) provided funding to purchase hospitality management and culinary equipment, supplies, and related resources to support this program and enhanced training for students to meet the needs of local employers. This project helps to provide students and the current workforce with the training and skills needed to obtain and/or retain hospitality management-related employment and to enhance the economic development opportunities of the region. The primary goals of this project are to 1) Enhance the current educational opportunities provided by the Gateway Center in Downtown Cumberland; 2) Continue to provide hands-on credit training in hospitality management, culinary arts, and travel/tourism; 3) Provide hands-on continuing education training in culinary arts; and 4) Provide local employers with a trained workforce.

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 Nursing, Registered Nursing, 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.

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 in 2017-2018 the opportunity to participate in an early college program at essentially no cost. This

opportunity is made possible through collaboration between ACPS, 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. Participating students will gain workplace skills and have access to mentoring and other career experiences through a partnership with WMHS. The ultimate goal of the P-Tech program of study is for students to earn an Associate of Applied Science Degree in Computer Technology with a Cybersecurity option within two years of graduating from ACPS. Students who move through the coursework at an accelerated pace will have other options available. These students can potentially earn a second Associate of Applied Science Degree in another option within the Computer Technology program within six years or transfer to Frostburg State University to complete a Baccalaureate Degree in a computer science field.

Allegany College of Maryland/Rotary Club of Cumberland Campus Wide Tree Planting (Maryland Department of Natural Resources) provides funding for the purchase of trees, mulch, and related supplies to increase Maryland's tree canopy as well as Tree Campus USA initiatives at Allegany College of Maryland.

### **Scholarships**

FY2018 Foundation Year to date (preliminary and unaudited) contributions and scholarships for the Cumberland Foundation follow:

- Contributions:           \$1,258,139 (endowed and not endowed)
- Total Revenue:         \$2,480,228
- Scholarships:         \$1,021,832

The FY2018 Allegany County Opportunity Scholarship annual report includes the following key statistics:

- Recipients represent every community in Allegany County.
- Students from 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 17-58, with an average age of 24 ½.
- 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 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 225 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 250 scholarships have been awarded.
- The demand far exceeds the funding provided.

## **IV: Accountability Indicators**

### **Cost Containment**

Allegany College of Maryland implemented the following cost containment items in FY18:

The College signed a new contract with fixed costs with our electric supplier which has an expected annual savings of \$103,000 when compared to Potomac Edison default pricing. The College also switched some buildings from electric to natural gas which will result in savings in the future. The College consolidated all its printer cartridge purchases to a central location which allows for volume discounts and more efficient ordering. The College contracted with a company to review our telecommunication services which produced a report with some recommendations, the savings were minimal, but it was reassurance that the College's telecommunications are set up in the most efficient manner.

The Instructional area pursued the following cost containment measures:

- The Math department did not fill two open positions for an estimated savings of \$105,200.
- The English department did not fill an open position for an estimated savings of \$34,900.
- The Computer Science department did not fill an open position for an estimated savings of \$22,300.
- The Library did not fill an open position for an estimated savings of \$15,120.

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

- The specialized direct mail addressing software saved an estimated \$7,715 in postage and reduced mailing items.
- Other budget items were reduced in the print shop amounting to \$12,100 which included printing banners in-house instead of outsourcing and utilizing a volunteer position.

The Continuing Education area pursued the following cost containment measure:

- The Registration Assistant was reduced from full-time to part-time for an estimated savings of \$52,500.

The Student Services area pursued the following cost containment measures:

- A full-time position in the Student Success Center was eliminated for an estimated savings of \$34,300
- A full-time position in the Admissions/Registration Area was eliminated for an estimated savings of \$82,200.

- Due to the closing of the Somerset campus there were some eliminated and reduced positions for an estimated savings of \$150,000.

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.

**Allegany College of Maryland  
2018 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.*

	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
A. Credit students enrolled part time	46.1%	47.0%	51.6%	53.9%
B. Credit students with developmental education needs	83.8%	87.1%	84.5%	71.3%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
C. Credit students who are first-generation college students (neither parent attended college)	48.0%	44.2%	42.8%	40.1%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	3	0	0	0
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
E. Financial aid recipients	46.2%	44.3%	42.9%	42.3%
a. Credit students receiving Pell grants	89.3%	89.9%	87.3%	90.1%
b. Credit students receiving loans, scholarships and/or need-based financial aid				
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
F. Students 25 years old or older	27.9%	26.4%	24.2%	23.7%
a. Credit students				
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
b. Continuing education students	87.3%	85.6%	85.0%	83.6%
	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>	<b>Spring 2016</b>
G. Credit students employed more than 20 hours per week	34.8%	38.9%	34.3%	34.1%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	1.5%	1.5%	1.9%	1.4%
b. Black/African-American only	10.6%	11.4%	10.9%	10.4%
c. American Indian or Alaskan native only	0.1%	0.2%	0.2%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.0%	0.1%
e. Asian only	0.3%	0.3%	0.4%	0.7%
f. White only	83.0%	82.7%	82.4%	83.2%
g. Multiple races	1.5%	1.9%	2.1%	2.4%
h. Foreign/Non-resident alien	1.3%	1.1%	1.2%	1.1%
i. Unknown/Unreported	1.8%	0.9%	0.9%	0.4%
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$8,242	\$9,743	\$8,180	\$8,590
b. Median income three years after graduation	\$23,405	\$21,944	\$26,176	\$30,590

**Goal 1: Access**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
1. Annual unduplicated headcount					
a. Total	10,820	10,245	10,589	9,381	11,021
b. Credit students	3,935	3,910	3,708	3,471	4,225
c. Continuing education students	7,139	6,681	7,502	7,315	7,303
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
2. Market share of first-time, full-time freshmen	61.4%	60.4%	52.1%	49.2%	62.7%
	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
3. Market share of part-time undergraduates	73.8%	75.4%	73.2%	74.1%	77.5%
	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Benchmark Fall 2020</b>
4. Market share of recent, college-bound high school graduates Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.	67.3%	57.7%	49.3%	60.6%	67.0%

**Allegany College of Maryland  
2018 ACCOUNTABILITY REPORT**

5	High school student enrollment	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		596	587	584	695	640
6	Enrollments in online courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Credit	1,812	1,913	2,065	1,929	1,950
	b. Continuing education	68	62	72	64	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.	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>Benchmark FY 2021</b>
		40.5%	43.4%	42.4%	42.5%	43.0%
8	Enrollment in continuing education community service and lifelong learning courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	1,469	1,200	1,497	1,497	1,418
	b. Annual course enrollments	2,613	2,387	3,571	3,571	2,622
9	Enrollment in continuing education basic skills and literacy courses	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
	a. Unduplicated annual headcount	0	0	131	210	300
	b. Annual course enrollments	0	0	285	617	525
10	Minority student enrollment compared to service area population	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
	a. Percent nonwhite credit enrollment	14.4%	15.3%	15.9%	16.8%	16.0%
	b. Percent nonwhite continuing education enrollment	NA	NA	NA	NA	NA
	c. Percent nonwhite service area population, 18 or older	<b>July 2014</b>	<b>July 2015</b>	<b>July 2016</b>	<b>July 2017</b>	<b>Benchmark July 2020</b>
		12.3%	12.3%	12.5%	12.6%	Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		2.8%	2.8%	1.9%	2.0%	3.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Benchmark Fall 2020</b>
		1.6%	2.0%	0.9%	1.3%	3.0%

**Goal 2: Success**

13	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Developmental students	50.3%	54.1%	48.4%	47.0%	56.0%
	b. College-ready students	55.6%	56.0%	68.5%	74.7%	57.0%
14	Fall-to-fall retention	<b>Fall 2013 Cohort</b>	<b>Fall 2014 Cohort</b>	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Benchmark Fall 2019 Cohort</b>
	a. Pell grant recipients	49.3%	52.1%	51.3%	49.4%	55.0%
	b. Non-recipients	53.1%	57.5%	53.0%	53.7%	Not Applicable

**Allegany College of Maryland  
2018 ACCOUNTABILITY REPORT**

15	Developmental completers after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
		38.5%	42.4%	44.3%	51.1%	44.0%
16	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	81.6%	79.7%	90.0%	89.6%	86.0%
	b. Developmental completers	84.5%	83.5%	85.3%	88.6%	84.0%
	c. Developmental non-completers	52.1%	49.8%	43.3%	46.2%	Not Applicable
	d. All students in cohort	72.9%	68.6%	70.5%	72.9%	74.0%
17	Successful-persister rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	75.0%	69.2%	62.9%	60.2%	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.					
18	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. College-ready students	68.4%	73.0%	80.0%	75.0%	75.0%
	b. Developmental completers	66.0%	63.9%	61.0%	63.0%	65.0%
	c. Developmental non-completers	39.7%	42.1%	40.7%	37.3%	Not Applicable
	d. All students in cohort	57.2%	55.7%	55.7%	54.4%	60.0%
19	Graduation-transfer rate after four years	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	64.5%	65.4%	59.3%	54.9%	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.					
20	Associate degrees and credit certificates awarded	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
	a. Career degrees	445	373	368	345	400
	b. Transfer degrees	163	159	169	179	160
	c. Certificates	174	195	170	149	202
	d. Total awards	782	727	707	673	762
21	STEM programs	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Benchmark Fall 2020
	a. Credit enrollment	1,448	1,353	1,325	1,094	1,382
	b. Credit awards	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
		509	480	431	401	487
22	Graduate satisfaction with educational goal achievement	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
		97.0%	95.3%	93.5%	99.2%	95.0%
23	Non-returning student satisfaction with educational goal achievement	Spring 2011 Cohort	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Benchmark Spring 2019 Cohort
		57.0%	77.0%	*%	*%	70.0%

**Allegany College of Maryland  
2018 ACCOUNTABILITY REPORT**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	84.0%	40.0%	80.6%	90.2%	85.0%

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Registered Nursing Licensure Exam	83.3%	88.0%	86.7%	83.3%	80.0%
Number of Candidates	114	97	98	72	
b. Practical Nursing Licensure Exam	93.3%	100.0%	87.5%	87.5%	80.0%
Number of Candidates	15	10	16	8	
c. Dental Hygiene National Board Exam	96.6%	100.0%	90.0%	94.7%	80.0%
Number of Candidates	29	18	20	19	
d. National MLT Registry	100.0%	100.0%	90.0%	85.7%	75.0%
Number of Candidates	8	8	10	7	
e. Radiologic Technology Cert. Exam	61.5%	77.0%	69.2%	66.6%	75.0%
Number of Candidates	13	9	13	9	
f. Respiratory Therapy Certification Exam	90.5%	90.5%	83.3%	89.5%	80.0%
Number of Candidates	21	21	18	19	
g. Occupational Therapy Assistant Cert. Exam	87.5%	93.7%	68.8%	71.4%	80.0%
Number of Candidates	16	16	16	13	
h. Physical Therapist Assistant Cert. Exam	93.3%	81.3%	87.5%	100.0%	85.0%
Number of Candidates	15	16	16	16	
i. Medical Assistant	66.7%	100.0%	100.0%	100.0%	100%
Number of Candidates	8	5	10	8	

	AY 13-14	AY 14-15	AY 15-16	AY 16-17	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	N/A	N/A	88.6%	88.0%	85.0%
b. Mean GPA after first year		N/A	2.97	3.00	3.00
Methodology to calculate this indicator changed starting in AY 15-16					

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	38.3%	39.3%	38.7%	37.1%	39.0%
b. Academic support	19.4%	17.5%	18.6%	19.7%	18.0%
c. Student services	8.0%	8.0%	8.4%	8.3%	8.0%
d. Other	34.3%	35.2%	34.3%	34.8%	35.0%

**Goal 3: Innovation**

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	78.0%	80.0%	90.5%	87.5%	86.8%

	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	96.0%	90.0%	80.7%	91.4%	90.0%

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses	5,857	5,620	6,063	5874	5,957
a. Unduplicated annual headcount	8,858	8,473	9,440	9,134	9,091
b. Annual course enrollments					

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	4,229	4,213	4,535	3,770	4,200
b. Annual course enrollments	5,640	6,142	6,670	6,152	6,178

**Allegany College of Maryland  
2018 ACCOUNTABILITY REPORT**

	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
32 Number of business organizations provided training and services under contract	73	71	61	64	73
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,305	4,090	4,701	4,451	4,309
b. Annual course enrollments	6,383	5,910	7,224	6,945	6,291
	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>Benchmark FY 2020</b>
34 Employer satisfaction with contract training	100.0%	98.0%	100.0%	100.0%	100.0%