

Allegany College of Maryland

I. Mission

We deliver diverse and relevant education centered around student success in a supportive and engaging community.

II. Institutional Assessment

Goal 1: Access

Allegany College of Maryland continues to prioritize Student Access and Success in its Strategic Plan. This priority accounts for the economic needs of the community the College serves, and it is integrated throughout the institution through open education resources, low tuition rates, availability of financial assistance, and a variety of scholarship opportunities.

FY23 saw an increase in credit student count; an indication that some of the declining enrollment trends of the pandemic are beginning to reverse. Specifically, recent high school graduate enrollment, a core enrollment group for the college, began to increase after severely decreasing during the year following the pandemic. From internal enrollment reports the Under 20 population, which encapsulates those who had graduated high school within the last two years, increased by 8.5% in the Fall of 2022. This is further supported by market share measures. For Fall 2022 market share rose to 65.9%, a 3.6% increase from the prior year, and a 10.9% increase compared to Fall 2020. The market share of first-time, full-time freshman had an even larger increase of 21.8% over the prior year. This clears all three of the market share benchmarks set for FY25.

Not all demographic groups saw an increase however. Internal enrollment reports also track traditional students that fall between the ages of 20 to 24. This group of students in Fall 2022 would have been comprised of students who should have entered higher education in 2020 as recent high school graduates, but because of the pandemic did not go on to college. There is no indication that a few years after graduating high school these students have entered or returned to Allegany college. Even though there continues to be a loss of students in certain categories, some of these losses are more than offset due to prior efforts in bringing new programs to the College. Specifically, out-of-state enrollments increased substantially in the College's rapidly growing Online LPN to RN nursing program. While credit enrollments are currently below FY25 benchmark of 3,300, it is these types of program initiatives that will help the college clear its goal.

Non-credit enrollments also saw a significant rebound in FY23, returning to near pre-pandemic levels. Total non-credit headcount increased by 58.5% compared to FY22. Continuing education adapted quickly to the changing needs of the community by increasing online and hybrid offerings during and after the pandemic. Online enrollments increased by 33.5% over a two-year period. As businesses began to recover from the economic downturn of the pandemic and started shifting to a new remote world, ACM's actions increased access to non-credit training

opportunities for businesses. Enrollments in contract training courses increased by 79.7% over the prior year, from 3,143 unique enrollments in FY22 to 5,647 in FY23, well above the FY25 benchmark of 4,400 students. Community members also begin to return to continuing education's community service and lifelong learning courses. In FY21 there were only 142 students in this category, and in FY23 there were 652 students, an increase of 359%. There is still work to do to get community members back to ACM for lifelong learning opportunities in order to meet the FY25 benchmark of 1,350 students.

Through early college offerings Allegany makes a direct impact on the state's access strategy to "improve college readiness among K-12 students, particularly high school students." High school student enrollments, also known as Early College, increased substantially from 791 in Fall 2022 to 910 in Fall 2023, a 15.0% increase and well above the FY25 benchmark of 725 students. During and shortly after the pandemic the college was able to adapt to the online environment in high schools by rapidly rolling out online options and providing training to college faculty and high school instructors on effective online instruction methodologies. This increased access for high school student enrollments to more high schools and classes in the area. ACM also works tirelessly with each school in the tri-state area through its early college coordinators to improve partnerships and increase course offerings.

With careful consideration of the institutional budget, tuition and fees to attend ACM were held flat for FY24. This led to a decrease in annual tuition and fees relative to Maryland public four-year institutions. As cost is one of the biggest drivers of Access, especially in a region such as Allegany County, continuing efforts to keep this measure low remain extremely important for the institution. However, there is still some work needed to reach the FY25 benchmark of 47.0%. In addition to the comparatively low tuition and fees, students can avail themselves of financial aid and scholarship assistance – Characteristic E shows that 91.7% of students received some form of financial aid in FY23 which is a testament both to the need of ACM students and the strength of its financial aid opportunities.

Measures of diversity are key to demonstrating access regardless of student demographics. ACM continues to enroll a significant percentage of minority students relative both to the benchmark set and to the community demographics. With over 19% of the College's enrollment being minority, this continues to be a strength of the College's enrollment structure.

Goal 2: Success

Fall-to-fall retention rates improved from the prior year. The Fall 2022 cohort had an overall retention rate of 57.4%, significantly better than the Fall 2021 cohort's retention rate of 54.7%. However, ACM has not yet met its goal of 60.0% retention by FY25 although it is trending in the right direction. Retention rate for Pell grant recipients is at 59.1% for the Fall 2022 cohort. This is the highest retention rate for Pell grant recipients over the last four years and has also cleared the benchmark of 52.0% set for FY25. Pell grant recipients constitute one third of the College's population and are considered a disadvantaged population. An increase of retention for this subgroup is a positive sign that the College is taking appropriate measures to increase student success.

The overall student body successful-persister rate after four years remains strong at 73.5% for the Fall 2019 cohort, and is above the benchmark of 72.0%. This is in line with the prior three-year average of 72.9%. Additionally, the overall graduation-transfer rate after four years for the Fall 2019 cohort also remained stable at 63.7%, slightly higher than the 61.7% prior three-year average. Neither of these measures experienced a drop, suggesting that the pandemic did not have a substantial effect on completion rates for students who would have been entering their second year when the pandemic occurred. The College's robust academic advising and student support services structure was able to help students through the challenges they faced during the pandemic. While the overall student body had success, one sub-group of the Fall 2019 cohort did have some setbacks. Black/African-American students had a four-year graduation-transfer rate of 46.2%, which is substantially lower than 57.8% prior three-year average. Many of the College's Black/African-American students are not from the College's service region and live in the residence halls. COVID-19 more severely impacted their ability to complete their education at ACM, to return to campus in Fall 2020 and Fall 2021 with safety concerns, and therefore to maintain enrollment, much less graduate or persist with successful academic experiences.

Associate degrees and credit certificates awarded has rebounded slightly from the prior year, up to 607 total awards compared to 566. This further suggests that completion rates were not impacted long term because of the pandemic. This measure remains well above the targeted benchmark of 525 for FY25.

Allegany's students who transfer to another school are able to maintain a level of success in their first year. Data provided by MHEC shows that 75.4% of those who transferred had a first-year GPA of 2.0 or above at their transfer institution.

Goal 3: Innovation

Allied health licensure and certification pass rates continue to be above all required benchmarks set by each of the program's accrediting bodies. Additionally, the College's nursing program was ranked seventh in Maryland, and nationally, the College's nursing program ranks 267, which is a tremendous achievement. This level of excellence paved the way for expanding ACM's online LPN to RN program. It is this program that helped maintain enrollments during the pandemic and attracted students across the country from states as far as Texas and Florida. Approximately 400,790 LPNs now have access to our program.

ACM continues to expand on program initiatives that began during or shortly after the pandemic. On the credit side the College continued to assess needs of the service area and created several new programs. Automated Advanced Manufacturing associate program is now also joined by a new certificate program. Additionally, enrollments in the recently launched Data Analytics associate and certificate programs continue to increase. Social Media Marketing Certificate is another new program that was developed to provide students an opportunity to learn the many uses of digital marketing tools to support business activities. The P-TECH program has also grown substantially. 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 from ACM in Cyber Security. All programs will support local businesses' future needs.

On the non-credit side, ACM has been making great use of the now fully functioning Western Maryland Works Maker Space building. It handles a majority of the workforce training programs such as advanced manufacturing, machining, and welding programs in addition to exciting cutting-edge programs like robotics certification and an upcoming new program, robotic welding. The Western Regional Corrections Training Center, which was completed in the midst of the pandemic, now handles the majority of corrections officer training for the county to support a multitude of corrections jobs available in the area. Enrollments in Continuing Professional Education increased substantially by 91.5% from FY22 to FY23, and have cleared the FY25 benchmark of 3,200 students. Enrollments in workforce training however, have not yet returned to pre-pandemic levels and therefore, have not cleared the FY25 benchmark of 5,100. The measurement reports enrollments for FY23 and does not yet factor in the full utilization of the brand-new state of the art space for workforce training. We expect FY24 workforce training numbers to be substantially higher than FY23.

Institutional Response

In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

The College has taken on numerous initiatives over the last decade to improve completion rates. Below is a table of associate and certificate graduates after four years from entry for fall cohorts between 2012 and 2019 (most recent reported cohort). Academic advising was the first major initiative to take place. The College received a Title III grant to spin up a new advising center in the 2012-2013 academic year. The academic advising office opened in 2014 and has since been evolving and improving year over year. Academic advising is now part of the student on-boarding process and starts on day one.

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Associate and Certificate Graduates	33.3%	32.2%	33.1%	33.3%	33.0%	39.1%	43.6%	47.1%

Another major initiative involved a developmental coursework overhaul. It was not uncommon for students to spend their first two semesters enrolled in mostly remedial courses. The depth and breadth of developmental coursework delayed entry into college level coursework and demotivated students. In Fall 2017 the first major reduction occurred in the depth of developmental coursework. A lower-level developmental math course was removed, students who needed to progress through developmental math courses would now have to take at most two courses instead of three. For Fall 2019, multiple measures placement took effect. Multiple measures involves assessing a student's readiness through more than just Accuplacer placement tests. A student's high school academic history is taken into account, and those with a 3.0 or higher high school GPA are exempt from most developmental coursework. This dramatically reduced the number of students who would need English or Reading developmentals. The Fall

2017 cohort had 71.3% students requiring developmental education while the Fall 2019 cohort only had 42.9%.

The goal of advising and new placement measures is that from immediate entry the student is on a plan that works for them. That they are not taking courses they don't need, and that they are taking courses in the correct order. Ultimately, putting students on a direct path to success with no wasted time.

The College also has done a lot of work to unify student support services and systems to work closely together. These units used to be siloed but now work in a collaborative way. They are able to utilize Navigate software to manage the entire onboarding process of a student. For example, if a financial aid representative sees in the record that a student has not talked to an advisor, they can link them directly to the advisor. Previously, the separate steps of the onboarding process were left for the student to figure out on their own.

A current initiative that the College is implementing is using Navigate software to trigger advising based on credit targets. Most students use advising in the beginning of their education but as they get further along in their program, they do not seek out help. Having set advising appointments at specific instances could help identify problems students are facing so that they can get over any hurdle and graduate.

Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

ACM is continuously working on increasing transfer agreements between schools as well as increasing the number of courses that are transferrable. The College utilizes the Quottly transfer system and the ARTSYS transfer system to identify transfer equivalencies to make sure transfer courses meet four-year university guidelines. Through this system ACM is able to closely track how many courses are transferrable, to what schools courses are transferrable to, and opportunities for converting current non-transferrable courses to meet the demands of four-year institutions. Allegany also has a transfer coordinator on staff that works with institutions to develop articulation agreements at existing and new partnerships. Additionally, ACM coordinates with advisors from other four-year institutions to come to ACM and advise students directly on ACM's campus regarding transfer pathways. The College utilizes the National Student Clearinghouse system to keep track of how many students are transferring yearly and to which schools they transfer to. Metrics, such as those found on the PAR, show that 80% or more of ACM students that transfer are able to maintain a GPA of 2.0 or higher at their transfer institution.

In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

ACM has multiple initiatives to attempt to bridge equity gaps. One major issue is food insecurity, ACM was able to help combat this by opening a free food pantry on campus. It is generally funded through local donations, and students are able to utilize it as much as they need. Additionally, numerous emergency funds are available for low-income students to help them

with costs that may not be fully covered through financial aid, this includes books, supplies, and transportation vouchers. For students who cannot make it to campus for the onboarding process a virtual onboarding opportunity was developed. Through the virtual onboarding process students have access to admissions, registration, financial aid, and placement services. The institution also offers flexible hours for advising, financial aid, and registration for non-traditional students who may not have time during a traditional work day schedule. There are also several learning labs available, both in person and remotely that are peer and faculty operated. These learning labs provide various academic assistance and tutoring services for free.

Communicating the affordability of community college is also a challenge. Many students do not know that there are multitudes of grants available that could pay for most of their tuition, such as Pell. Financial aid personnel go to local area high schools to communicate this information and also help students fill out FAFSAs.

Pathways for Success is a TRIO Student Support Services project that works directly with first-generation, low-income, or students with disabilities to help them through their entire college career. This program has tremendous success in bridging equity gaps.

How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

To make sure that ACM's programs meet current job demands, all career programs have an external advisory board to help keep up with evolving job demands, trends, and market opportunities. All allied health career programs have practicums built into the curriculum. Non-allied health career programs also provide internship placement opportunities, some have it built into the curriculum while others have it as a supplemental service. Many of the career programs are also associated with an external credential like licensing or certification.

The College also has an advisor that specializes in career advising. This advisor does classroom visits to help with resumes, mock interviews, and also holds professional development workshops outside of the classroom. ACM also partners with an external software called CareerCoach. Students can utilize this service to help them understand the type of jobs/careers that are available to them based on their program of study. The software also matches students to employment opportunities through external job board scans. Lastly, ACM partners with the Maryland Department of Labor Workforce Development division to share employment opportunities and hold workshops for students to further develop their skills.

III. Community Outreach and Impact

Sample of Funded Grants and Initiatives

A.A.S. Engineering - Automated Manufacturing Technology courses will be delivered at the new ACM Western Maryland Works facility in LaVale, Maryland. The 33,000 square-foot-facility houses over \$6 million of state-of-the-art, real-world equipment where students will gain valuable hands-on instruction. The program is designed to prepare students for theory-based (knowledge) and performance-based (hands-on) experiences crucial to advanced and automated manufacturing processes. Students can acquire the critical skills leading to successful employment through the integration of mathematics, robotics, AutoCAD/CAM, metallurgy, manual tooling skills, programmable machinery applications, computer-assisted machining techniques, and additive manufacturing. Students will be eligible to earn up to 20 industry-recognized credentials and certifications.

- NIMS Industry-Recognized Credentials (15)
- Robotics Industry-Recognized Credentials (2)
- Stratasys 3D Printing Certifications (1)
- AutoCAD Industry-Recognized Credentials (2)

Currently, 11 ACPS early college seniors and 7 juniors from the Tech Center are taking courses at Western Maryland Works, earning 18 credits this academic year.

The Social Media Marketing Certificate combines coursework from both the Business Marketing and the Multimedia Technology programs at ACM to provide students an opportunity to learn the many uses of digital marketing material to support business activities. In partnership with Rainmaker Music Management students intern at 60 Pershing Street and will work for the Grand Ole Opry, Delfest, Eric Clapton's Crossroad Guitar Festival, High Sierra Music Festival, Grey Fox Bluegrass Music Festival, Grand Targhee Bluegrass Music Festival, The Imperial Theatre, The Del McCoury Band, The Traveling McCourys, Sam Bush, Sierra Hull, The Gibson Brothers, Dre Anders, and The Price Sisters all while earning college credit, gaining valuable experience creating social media content.

Community Health Resources Commission Grant funded the partnership between ACM, Allegany County Public Schools, and the Center for Mind-Body Medicine to address the **mental health crisis** and the need for timely intervention to prevent long-term academic, social, economic, and health challenges. The project titled *Meeting the Moment with Mind-Body Medicine: Healing Students, Hope for a Community* will bring a proven, holistic approach to support students and families in all 23 Allegany County Public Schools reaching more than 5,000 unduplicated students through Tier 1 classroom activities and 440+ students with Tier 2 services. By the end of the 24-25 school year, Mind-Body Medicine Ambassador Clubs will be formed in each high school, allowing students to share and reinforce these impactful skills and cultivate critically needed connections with their peers. This grant will address ACPS mandates for the Blueprint Pillar 4—More Resources for Students to Be Successful—addressing student mental health and resilience.

The **Rural Maryland Economic Development Fund grant** created a new hybrid weekend program and supported the purchase of simulation equipment to benefit Cumberland and Garrett Nursing sites has been approved and started during the fall of 2023.

Rural Maryland Council Grant to support the Forest Technology program through the purchase of specialized equipment has been approved with the new skidder delivered in February.

Maryland Higher Education Commission Hunger Free Campus Grant to provide support to the pantry and to make it more accessible to students and community members was approved and ACM is using these funds to support ACM students and members of the community.

MSDE Maryland Leads Grant in partnership with ACPS will help to develop a pathway for students from early college to an associate's degree in Teacher Education and ultimately support staffing shortages at ACPS. Students will receive paid tuition, tutoring, peer mentors, advisors, paid internships, and a seamless transition to ACM.

Scholarships

FY2024 Foundation Year to date (preliminary and unaudited) scholarships for the Cumberland Foundation follow:

- Scholarships: \$1,492,554

The FY2024 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 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. 362 awards were made.
- The Allegany County Opportunity Tuition Subsidy for Credit Students is intended to offset tuition costs not covered by federal or state aid or by other support. 237 awards were made.
- The Allegany County Opportunity Continuing Education and Workforce Development Scholarship supports Allegany County residents who are taking Professional and Workforce Training. 85 awards were made.

Allegany College of Maryland Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount		456		274		104	
2	Number attempting fewer than 18 hours over first 2 years		112		55		13	
3	Cohort for analysis (Line 1 – Line 2)		344	100.0%	219	100.0%	91	100.0%
4	Earned Associate degree from this community college		148	43.0%	126	57.5%	22	24.2%
5	Earned certificate, but no degree, from this community college		14	4.1%	7	3.2%	5	5.5%
6	Total associate and certificate graduates (Line 4 + Line 5)		162	47.1%	133	60.7%	27	29.7%
7	Transferred to Maryland two-year/technical college		24	7.0%	2	0.9%	15	16.5%
8	Transferred to Maryland public four-year college		57	16.6%	45	20.5%	10	11.0%
9	Transferred to Maryland private four-year college or university		1	0.3%	0	0.0%	1	1.1%
10	Transferred to out-of-state two-year/technical college		9	2.6%	5	2.3%	3	3.3%
11	Transferred to out-of-state four-year college or university		37	10.8%	29	13.2%	7	7.7%
12	Total transfers (sum of Lines 7 - 11)		128	37.2%	81	37.0%	36	39.6%
13	Graduated from this college and transferred (Line 6 □ Line 12)		71	20.6%	63	28.8%	8	8.8%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		219	63.7%	151	68.9%	55	60.4%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		32	9.3%	25	11.4%	7	7.7%
16	Successful transition to higher ed (Line 14 + Line 15)		251	73.0%	176	80.4%	62	68.1%
17	Enrolled at this community college last term of study period		2	0.6%	0	0.0%	2	2.2%
18	Successful or persisting (Line 16 + Line 17)		253	73.5%	176	80.4%	64	70.3%

Allegany College of Maryland Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	86	1	14	319
2 Number attempting fewer than 18 hours over first 2 years	21	0	4	78
3 Cohort for analysis (Line 1 – Line 2)	65 100.0%	1 100.0%	10 100.0%	241 100.0%
4 Earned Associate degree from this community college	13 20.0%	1 100.0%	2 20.0%	123 51.0%
5 Earned certificate, but no degree, from this community college	2 3.1%	0 0.0%	1 10.0%	10 4.1%
6 Total associate and certificate graduates (Line 4 + Line 5)	15 23.1%	1 100.0%	3 30.0%	133 55.2%
7 Transferred to Maryland two-year/technical college	18 27.7%	0 0.0%	1 10.0%	2 0.8%
8 Transferred to Maryland public four-year college	8 12.3%	0 0.0%	1 10.0%	42 17.4%
9 Transferred to Maryland private four-year college or university	1 1.5%	0 0.0%	0 0.0%	0 0.0%
10 Transferred to out-of-state two-year/technical college	0 0.0%	1 100.0%	1 10.0%	7 2.9%
11 Transferred to out-of-state four-year college or university	3 4.6%	0 0.0%	2 20.0%	30 12.4%
12 Total transfers (sum of Lines 7 - 11)	30 46.2%	1 100.0%	5 50.0%	81 33.6%
13 Graduated from this college and transferred (Line 6 □ Line 12)	6 9.2%	1 100.0%	1 10.0%	58 24.1%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	39 60.0%	1 100.0%	7 70.0%	156 64.7%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	0 0.0%	0 0.0%	0 0.0%	28 11.6%
16 Successful transition to higher ed (Line 14 + Line 15)	39 60.0%	1 100.0%	7 70.0%	184 76.3%
17 Enrolled at this community college last term of study period	1 1.5%	0 0.0%	0 0.0%	1 0.4%
18 Successful or persisting (Line 16 + Line 17)	40 61.5%	1 100.0%	7 70.0%	185 76.8%

Allegany College of Maryland

2024 ACCOUNTABILITY REPORT

Student & Institutional Characteristics (*not Benchmarked*)

These descriptors are not performance indicators subject to improvement by the college, but clarify institutional mission and provide context for interpreting the performance indicators below.

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
A Fall credit enrollment				
a. Unduplicated headcount	2,527	2,421	2,577	2,677
b. Percent of students enrolled part time	65.5%	67.9%	68.0%	67.5%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023
B First-time credit students with developmental education needs	33.6%	30.5%	32.9%	27.6%
	FY 2020	FY2021	FY2022	FY2023
C Credit students who are first-generation college students (neither parent attended college)	NA	57.0%	55.0%	55.0%
*Collection changed in FY2021 to the RISC Survey				
	FY 2020	FY2021	FY2022	FY2023
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	0	0	0	0
	FY 2020	FY2021	FY2022	FY2023
E Credit students receiving financial aid				
a. Receiving any financial aid	91.8%	89.7%	94.4%	91.7%
b. Receiving Pell grants (excluding high school students)	35.3%	30.6%	32.1%	41.9%
*Methodology for (b) has changed from prior reports				
F Students 25 years old or older				
a. Credit students	26.1%	30.4%	29.6%	30.8%
	FY 2020	FY2021	FY2022	FY2023
b. Continuing education students	82.0%	82.9%	83.1%	68.5%
	FY 2020	FY2021	FY2022	FY2023
G Credit students employed more than 20 hours per week	NA	53.0%	41.0%	58.0%
*Collection changed in FY2021 to the RISC Survey				
	Fall 2020	Fall 2021	Fall 2022	Fall 2023
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	1.9%	2.5%	2.7%	3.6%
b. Black/African American only	9.0%	9.3%	10.8%	10.8%
c. American Indian or Alaskan native only	0.1%	0.2%	0.2%	0.1%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.2%	0.0%
e. Asian only	0.8%	0.8%	0.7%	1.0%
f. White only	83.4%	82.3%	80.1%	78.0%
g. Multiple races	3.1%	3.1%	3.3%	4.0%
h. Foreign/Non-resident alien	1.0%	1.2%	1.1%	1.4%
i. Unknown/Unreported	0.7%	0.5%	0.9%	1.1%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	36.6%	23.5%	26.0%	28.7%
b. Enrolled in some, but not all, distance education	32.3%	24.6%	26.4%	28.7%
c. Not enrolled in any distance education	31.1%	51.9%	47.7%	42.6%

Allegany College of Maryland

2024 ACCOUNTABILITY REPORT

	FY 2020	FY2021	FY2022	FY2023
J Unrestricted revenue by source				
a. Tuition and fees	43.0%	44.0%	41.7%	40.8%
b. State funding	28.0%	22.0%	25.0%	31.0%
c. Local funding	26.0%	26.0%	25.3%	23.8%
d. Other	3.0%	8.0%	8.0%	4.4%
	FY 2020	FY2021	FY2022	FY2023
K Expenditures by function				
a. Instruction	34.2%	34.4%	34.1%	33.1%
b. Academic support	18.8%	18.9%	19.7%	18.9%
c. Student services	8.0%	7.7%	8.5%	7.7%
d. Other	39.0%	39.0%	37.7%	40.3%

Goal 1: Access

	FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	9,937	8,909	7,078	9,828	10,250
b. Credit students	3,248	3,117	3,072	3,196	3,300
c. Continuing education students	6,388	3,906	4,407	6,984	7,050
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
2 Market share of first-time, full-time freshmen	55.7%	50.7%	50.8%	61.9%	61.0%
Note: Methodology changed starting in Fall 2019.					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
3 Market share of part-time undergraduates	80.7%	82.3%	82.80%	83.64%	81.5%
Note: Methodology changed starting in Fall 2019.					
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
4 Market share of recent, college-bound high school graduates	60.7%	59.4%	63.6%	65.9%	61.5%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
5 High school student enrollment	736	729	791	910	725
	FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	3,468	5,358	5,166	5,721	4,000
b. Continuing education, online	704	1,697	839	2,265	100
c. Credit, hybrid	1,956	3,340	1,260	1,263	1,750
d. Continuing education, hybrid	NA	NA	874	1,675	NA
	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2026
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,912	\$4,912	\$4,912	\$4,920	NA
b. Percent of tuition/fees at Md public four-year institutions	50.9%	50.0%	48.9%	47.9%	47.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

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	FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	1,238	142	623	652	1,350
b. Annual course enrollments	2,128	169	650	1,114	2,250

	FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	367	196	155	161	400
b. Annual course enrollments	700	469	477	287	1,000

	FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	<50	<50	<50	<50	NA
b. At least one ESL educational functioning level	<50	<50	<50	<50	NA
Note: Not reported if < 50 students in the cohort					

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	15.0%	17.2%	18.7%	19.9%	15.0%

	FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	NA	NA	NA	NA	NA

	July 2020	July 2021	July 2022	July 2023	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	13.6%	13.9%	12.9%	14.3%	NA

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	2.2%	1.0%	2.0%	2.0%	3.0%

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	1.0%	1.8%	1.7%	3.0%	2.0%

Goal 2: Success

	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	51.9%	57.0%	54.7%	57.4%	60.0%
b. Pell grant recipients	47.8%	52.4%	49.7%	59.1%	52.0%
c. Developmental students	33.6%	44.2%	41.1%	43.8%	50.0%
d. College-ready students	61.6%	63.5%	61.9%	63.1%	65.0%

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	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	55.0%	58.0%	54.4%	57.1%	57.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	90.8%	89.1%	83.1%	80.4%	91.0%
b. Developmental completers	79.6%	80.7%	81.3%	70.3%	80.0%
c. Developmental non-completers	44.9%	37.2%	35.7%	38.2%	NA
d. All students in cohort	71.7%	73.8%	73.2%	73.5%	72.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	74.1%	76.4%	76.2%	76.8%	NA
b. Black/African American only	65.7%	71.2%	57.1%	61.5%	NA
c. Asian only	<50	<50	<50	<50	NA
d. Hispanic/Latino	<50	<50	<50	<50	NA
Note: Not reported if < 50 students in the cohort for analysis					
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	80.3%	80.6%	75.4%	68.9%	81.5%
b. Developmental completers	58.4%	69.6%	62.0%	60.4%	64.0%
c. Developmental non-completers	42.5%	33.7%	35.7%	38.2%	NA
d. All students in cohort	57.6%	65.3%	62.2%	63.7%	60.5%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	57.0%	67.7%	65.0%	64.7%	NA
b. Black/African American only	62.0%	64.4%	47.1%	46.2%	NA
c. Asian only	<50	<50	<50	<50	NA
d. Hispanic/Latino	<50	<50	<50	<50	NA
Note: Not reported if < 50 students in the cohort for analysis					
	FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	533	636	566	607	525
b. Career degrees	282	348	303	345	NA
c. Transfer degrees	149	171	165	152	NA
d. Certificates	102	117	98	110	NA
e. Unduplicated graduates	427	535	477	500	NA

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	AY 19-20	AY 19-20	AY 20-21	AY 21-22	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	82.0%	89.6%	87.5%	75.4%	90.0%

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	29.1%	28.1%	31.8%	30.4%	30.0%

Goal 3: Innovation

	FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Registered Nursing Licensure Exam	88.6%	85.7%	83.9%	91.0%	85.0%
Number of Candidates	79	98	112	155	
b. Practical Nursing Licensure Exam	100.0%	100.0%	90.0%	88.2%	85.0%
Number of Candidates	7	13	20	17	
c. Dental Hygiene National Board Exam	89.5%	93.8%	100.0%	90.0%	80.0%
Number of Candidates	19	15	18	20	
d. National MLT Registry	100.0%	87.5%	<5*	100.0%	80.0%
Number of Candidates	6	8	<5*	5	
e. Respiratory Therapy Certification Exam	90.0%	87.0%	86.0%	77.0%	80.0%
Number of Candidates	19	23	14	22	
f. Occupational Therapy Assistant Cert. Exam	<5*	100.0%	83.3%		85.0%
Number of Candidates	<5*	7	6		
g. Physical Therapist Assistant Cert. Exam	100.0%	93.8%	88.0%	<5*	85.0%
Number of Candidates	12	16	9	<5*	
h. Medical Assistant	100.0%	90.0%	92.0%	80.0%	85.0%
Number of Candidates	11	10	12	5	
Note: Not reported if <5 candidates in a year					

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark Not Required
24 Graduates employed within one year	74.0%	70.0%	79.0%	77.0%	NA

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$10,888	\$12,532	\$11,140	\$12,340	NA
b. Median annualized income three years after graduation	\$30,484	\$25,244	\$41,156	\$40,508	NA

	FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	4,238	3,183	3,332	2,677	5,100
b. Annual course enrollments	7,239	5,110	5,473	4,780	9,100

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	FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,922	1,569	1,780	3,408	3,200
b. Annual course enrollments	3,765	2,573	2,091	4,330	4,700

	FY 2020	FY2021	FY2022	FY2023	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,238	2,919	3,143	5,647	4,400
b. Annual course enrollments	6,815	4,479	5,040	8,960	8,100

Note: NA designates not applicable
 * designates data not available