

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

As the community has become more acclimated to the COVID-19 pandemic winding down, Allegany College of Maryland has experienced a gradual return of interest by students in higher education. It would be inaccurate to state that the College is returning to pre-pandemic behavior, as many things have changed, such as course delivery methods, student and faculty expectations, and how students engage with the institution and its services. However, Access remains a high priority for the College regardless of these or other challenges and, in many ways, thrives with educational offerings reaching students regardless of their access to transportation, their work and family schedules, and even geographic boundaries.

ACM's 2020-2023 Strategic Plan has as its first strategic priority Success & Access. The College developed a new Strategic Marketing plan to support the priority, expanding marketing of career and allied health programs, working with Allegany County Schools, and increasing engagement with dual enrollment students.

FY22 saw a marginal decrease in credit student counts (-1.4%) but a substantial increase in continuing education (+9%) (Measure #1). These numbers are still well below the benchmark which was set relative to pre-pandemic enrollment numbers. Enrollment in credit increased in FY23 and continuing education is forecasted to have its best year ever in CY2023. Credit enrollment growth continues to be driven primarily by the online LPN to RN program, but has been buoyed also by new programs, increasing interest in dual enrollment, and a return of students who were absent from higher education during the pandemic.

As demonstrated by MHEC's Enrollment by Place report, Allegany College of Maryland maintained its market share of first-time full-time freshmen (Measure #2) at 50.8% from the prior year and the share of part-time undergraduates (Measure #3) at 82.8%. Although the former is away from the four-year high, maintaining market share in an increasingly competitive market remains valuable to the institution.

In the College's favor, the market share of recent, college-bound high school graduates (Measure #4) increased from 59.4% in fall 2020 to 63.6% in fall 2021. This represents a comparatively smaller number of students, but reflects the positive relationships ACM has worked hard to build with local k-12 systems. Continued work in this area may lead to increases in the market share of first-time full-time freshmen in the coming years.

Fall 2022 saw another high school student enrollment (Measure #5), also referred to as Early College or dual enrollment, increase by 8.5%, from 729 to 791. The College's development of the career coach model, building relationships with local school systems, and offering competitive educational opportunities.

With the pandemic waning, course structure has begun to return towards what it was before, with students demonstrating a preference for face-to-face courses when available and career programs generally requiring them. Online enrollments (Measure #6) for credit offerings decreased in FY22 reflecting these changes. Hybrid courses also decreased as Instructional and Student Affairs moved to ensure greater consistency between offerings, reduce the number of delivery methods available, and make it easier for students to determine what is being offered. These trends were mirrored by continuing education, as courses are more likely to be available in person now.

With careful consideration of the institutional budget, tuition and fees to attend ACM were held flat for FY23, leading to a decrease in annual tuition and fees relative to Maryland public four-year institutions (Measure #7). 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. In addition to the comparatively low tuition and fees, students can avail themselves of financial aid and scholarship assistance – Characteristic E shows that 94.4% of students received some form of financial aid in FY22 which is a testament both to the need of ACM students and the strength of its financial aid opportunities.

After the severe slump in FY21, continuing education offerings for community service and lifelong learning (Measure #8) rebounded substantially up to 623 students taking 650 courses. This is expected to increase further in FY23. Enrollment in basic skills and literacy courses (Measure #9) remained relatively flat from FY21 to FY22. The College does not have sufficient enrollments in adult education to report on Measure #10.

As the College has expanded its operations with the online LPN to RN program, the student body demographic has diversified beyond what is representative of the county or regional population. In Fall 2022, 18.7% of the student body identified as non-white (Measure #11) while only 12.9% of the service population identifies similarly. At the same time, the College's non-white faculty (Measure #12) and professional and administrative staff (Measure #13) representation has remained relatively the same at 2% and 1.7% respectively.

Goal 2: Success

Once students are enrolled, the priority of the institution becomes ensuring the student is successful in their educational experience in a way that meets the students' expectations. Services are available across campus for a wide variety of student needs, from tutoring in academic areas to a well-stocked and staffed food pantry to student life activities to foster engagement with many other as well.

To reach more complex and difficult expectations of success, a student must first return from one year to the next. Fall-to-fall retention for the Fall 2021 cohort (Measure #14) was down to 54.7% from 57% in the year prior. Within the subgroups, this decline is spread cleanly across Pell, Developmental, and College-ready students at roughly 3% each.

The rate at which students testing into developmental education are able to complete their developmental requirements after four years (Measure #15) has remained relatively constant with a small decrease for the Fall 2018 cohort down to 54.4% from 58% the year prior. With the drastic decrease in the number of students requiring developmental education several years ago after the introduction of multiple measures, students still requiring developmental education tend to be those with more severe needs which therefore makes it more impressive for over half of them to be able to transition into credit-bearing courses.

Students entering higher education in Fall 2018 were unexpectedly faced with the monumental task of completing their education in the midst of a global pandemic. The 100% time for these students is Spring 2020, which would have been the final semester for those graduating on target. The 150% mark incorporates the following academic year as well, which was still facing a number of uncertainties. For the Fall 2018 cohort to have attained success-persistence (Measure #16) and graduation-transfer (Measure #18) rates generally in line with prior years is nothing short of impressive. The cohort reported in next year's PAR, Fall 2019, is expected to have been more severely impacted by the pandemic.

Unfortunately, one sub-group that was most severely impacted during this time was Black/African American students (Measures #17 & 19). This group saw a 14% decrease to its successful-persistence rate and a 17% decrease to its graduation-transfer rate. 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 2021 with safety concerns, and therefore to maintain enrollment, much less graduate or persist with successful academic experiences.

Measure #20, associate degrees and certificates awarded, shows the lagging results of decreasing enrollment over the prior years. As fewer students enroll, even with good graduation rates, the number of awards given out will necessarily decrease as well. The College has seen some increases to enrollments in FY23 and FY24, but it will take several years for these to have any meaningful effect on this measure.

The College continues to demonstrate excellent capacity for preparing students to be academically successful at their transfer institutions with 87.5% of students demonstrating a GPA of 2.0 or greater in their first year (Measure #21) and 31.8% graduating within a year.

Goal 3: Innovation

Academic innovation for a two-year institution is often demonstrated by the continuing ability of its students to meet employer and industry expectations. For Allied Health programs to continue meeting accreditation expectations and career programs to prepare students for

workforce, instruction must necessarily keep pace with the tools, techniques, and procedures those organizations expect students to be prepared for.

Students in Allied Health programs continue to exceed the benchmark of 85% pass rate on licensure and certification examinations (Measure #23) with the exception of Registered Nursing, which decreased to 83.9% in FY22.

Graduates employed within a year (Measure #24) saw an increase from 70% to 79%. As this is for students graduating in Spring 2021, this is consistent with national trends to show lower unemployment and greater rates of economic recovery as business returned from pandemic distortions. In conjunction with this, Measure #25 shows not only the recovery of median wages for graduates, but the surpassing of pre-COVID figures, again consistent with regional economic information.

All Continuing Education offerings in workforce development (Measure #26), trainings leading to licensure/certification (Measure #27), and contract training (Measure #28) saw increases during FY22 to the number of students registering for the courses. Total enrollments were also up for workforce development and contract training. Enrollments and registrations are anticipated to increase for all three areas in FY23.

Diversity, Equity, and Inclusion

MHEC's Diversity, Equity, and Inclusion Committee requested institutional responses to the following issues:

Identifying Long-term Equity Gaps

What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.

The largest long-term equity gap at Allegany College of Maryland is the graduation rate of white students compared against Black/African American students. For the 150% Degree Progress cohort in this year's submission (Fall 2018 entry cohort), 52.3% of white students graduated during the study period compared with 14.3% of Black/African American students, making a differential of 38 points. To contextualize this over the last several years, the gap differentials are:

2018FA Cohort – 38
2017FA Cohort – 41.3
2016FA Cohort – 30.3
2015FA Cohort – 26.3
2014FA Cohort – 26.8

How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?

All data generated for the Performance Accountability Report are shared with the President's Staff and the Board of Trustees. The entire report is made available to all employees on the College's intranet. Specific items are extracted for use on the College's Diversity KPI, used by the Diversity, Equity, and Inclusion Committee as well as the Office of Student & Legal Affairs for general utility and the Diversity Report submitted to MHEC annually.

What interventions have been implemented to eliminate these gaps?

The College hired a Retention Specialist position in FY21 to begin working with all students using early alerts and faculty interventions to identify students at risk of dropping out who may benefit from additional student support services. This was funded through the Perkins grants and works with the Admission and Registration office. The position is designed to assist students from many different backgrounds to be more successful in higher education.

Pathways for Success has been a TRIO grant program through the Department of Education. Pathways focuses on increasing student success from traditionally underrepresented populations and demonstrates consistently high rates of GPA, retention, and graduation for students served.

The Aspiring Young Mentors program was initiated to "lead young African-American men at Allegany College of Maryland in achieving their dream." It has since expanded to also include women. Aspiring Young Mentors focuses on providing support networks and regular meetings for African-American students to improve their retention and graduation at the institution.

Measuring Equity Gaps

How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?

Allegany College of Maryland utilizes institutional student access, success, and persistence data disaggregated by student demographics and student academic experience to make decisions for institutional and academic improvement. The Strategic Planning Council makes use of these data in the construction and evaluation of the Strategic Plan. Similarly, the Educational Master Plan development committee takes similar steps to evaluate these student datapoints and use them in the creation of the Educational Master Plan.

Data are also used by individual programs, such as the Nursing Program, in the administration of their accreditation requirements.

What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?

The College collects student engagement data annually through the Ruffalo Noel Levitz Revealing Institutional Strengths and Challenges (RISC) survey. This survey is conducted each Spring and is sent to all credit students. Questions on the survey provide feedback for how students are engaging with student services while providing demographic data to facilitate student service offices being able to make use of the results.

Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

Outside the Performance Accountability Report, the College has not set benchmarks for equity gaps as an institution, but has been in discussion to incorporate Diversity, Equity, and Inclusion into its Strategic Plan which is currently under development for 2023-2026.

III. Community Outreach and Impact

Sample of Funded Grants

Pathways for Success (United States Department of Education) is a **TRIO** Student Support Services project to increase retention, graduation, and transfer rates of eligible students, as well as improve student grade point averages. The program provides a supportive environment, on campus, for students with low-income or first-generation status and students with disabilities. The program offers tutoring in math, science, and writing/English, one-on-one academic advising, career advising, transfer advising, financial aid advising, peer mentoring, support groups, and workshops on topics such as financial literacy. We are proud of TRIO's success rates compared to target benchmarks: 89% persistence rate (target 75%), 92% good academic standing (target 90%), 67.7% graduation rate (35% target).

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. The IT Center is working through a \$566,000.00 grant from EARN, Managed by the MD dept of Labor. Funds from this grant provide training to incumbent workers in the region, and also fund Tech at the Gap, among other community outreach events.

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 Advanced Practice Registered Nurse, increasing the number of Allegany College of Maryland nursing graduates entering a bachelor's or master's program.

Sustainable Land Reclamation Project (United States Department of Agriculture) allows ACM to partner with West Virginia University and Hocking College to create a sustainable transfer opportunity for first-generation students from both ACM and Hocking's Forestry programs to enroll in WVU's bachelor's program for Sustainable Land Reclamation. This project will prepare students for the continuation of their education at a four-year institution to study natural sciences, specifically in the fields of agriculture, forestry, mining, and oil/gas production.

Psychology Open Source Textbook Project (Maryland Open Source Textbook Initiative) allows for faculty members in the ACM Psychology Department to utilize open-source texts and resources to lower the cost of books for students who enroll in general psychology courses. This initiative will allow several sections of the PSYC 101 course at ACM to offer class resources for no cost at all and will allow faculty members the opportunity to disseminate the outcomes of this project to other faculty members at colleges and universities throughout the state of Maryland. For Fall 2023, two more faculty members have applied for the grant.

Open Educational Resources (OER) are defined as low-cost (\$60 or less) or no cost textbook options for students. Textbook prices affect student's ability to pay for college and can be a financial barrier for attendance. We are proud to say that 41% of our course sections in 2022, and 43% in 2023, used a low-cost/no-cost textbook option. Our goal to increase this number above 50%.

Allied Health Simulation Project (Appalachian Regional Commission) provides several forms of modern, state-of-the-art technology to ACM students studying in career programs. Examples of these items include an *Anatome* virtual dissection table for physical therapy assistant students, training mannequins for both the nursing and respiratory therapy program, and Z-space 3-D laptop technology that allows students to virtually engage in learning activities.

“Driving the Future of Workforce Development” Project (Maryland State Department of Education) focuses on providing a fleet of new vehicles to the Automotive Technology program. This modern equipment replaces the existing fleet, providing students a better opportunity to learn with new technology and to practice their skills on more up-to-date equipment.

MHEC Workforce Development project (Maryland Higher Education Commission) provides funding to support specific workforce education initiatives at Allegany College of Maryland—primarily through technological and software-based enhancements to programs in the Continuing Education department. Such programs include Automated Manufacturing Engineering, Advanced Manufacturing, Welding, and several others that help fuel the local workforce in Allegany County.

“Tackling the Opioid Epidemic Phase 2: An Expansion of the Statewide Resilience Approach” project (Maryland Opioid Operational Command Center) further supports the collaboration between ACM and the Center for Mind-Body Medicine to infuse a culture of care and support into the community and across the state of Maryland to help those who are struggling with opioid addiction. This model began in Allegany County and has now been spread to nearly every corner of Maryland, furthering the impact for those communities most overwhelmed by the opioid epidemic.

Scholarships

FY2022 Foundation Year to date (preliminary and unaudited) scholarships for the Cumberland Foundation follow:

- Scholarships: \$1,451,216

(represents an increase of 36% from the previous year)

The FY2023 Allegany County Opportunity Scholarship annual report includes the following key statistics:

- Recipients of this investment represent every community in our County.
- Students from every public and private school in Allegany County, as well as homeschooled and GED students, have been awarded funding through this program.
- Recipients have included students from nearly every major/ curriculum.
- The age range of recipients is from 18 – 67, with an average age of 22.
- 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. 383 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. 245 awards were made.
- The Allegany County Opportunity Continuing Education and Workforce Development Scholarship supports Allegany County residents who are taking Professional and Workforce Training. 152 awards were made.

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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 2019	Fall 2020	Fall 2021	Fall 2022
A Fall credit enrollment				
a. Unduplicated headcount	2,589	2,527	2,421	2,577
b. Percent of students enrolled part time	55.5%	65.5%	67.9%	68.0%
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
B First-time credit students with developmental education needs	42.9%	33.6%	30.5%	32.9%
	FY 2019	FY 2020	FY2022	FY2023
C Credit students who are first-generation college students (neither parent attended college) *Collection changed in FY2022 to the RISC Survey	38.0%	NA	57.0%	55.0%
	FY 2019	FY 2020	FY2021	FY2022
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	0	0	0	0
	FY 2019	FY 2020	FY2021	FY2022
E Credit students receiving financial aid				
a. Receiving any financial aid	87.4%	91.8%	89.7%	94.4%
b. Receiving Pell grants	35.6%	35.3%	30.6%	32.1%
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
F Students 25 years old or older	23.3%	26.1%	30.4%	29.6%
a. Credit students				
	FY 2019	FY 2020	FY2021	FY2022
b. Continuing education students	81.9%	82.0%	82.9%	83.1%
	FY 2019	FY 2020	FY2022	FY2023
G Credit students employed more than 20 hours per week *Collection changed in FY2022 to the RISC Survey	36.0%	NA	53.0%	41.0%
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	2.1%	1.9%	2.5%	2.7%
b. Black/African American only	9.4%	9.0%	9.3%	10.8%
c. American Indian or Alaskan native only	0.1%	0.1%	0.2%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.0%	0.1%	0.1%	0.2%
e. Asian only	0.5%	0.8%	0.8%	0.7%
f. White only	83.4%	83.4%	82.3%	80.1%
g. Multiple races	2.9%	3.1%	3.1%	3.3%
h. Foreign/Non-resident alien	0.7%	1.0%	1.2%	1.1%
i. Unknown/Unreported	0.8%	0.7%	0.5%	0.9%
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	19.2%	36.6%	23.5%	26.0%
b. Enrolled in some, but not all, distance education	25.5%	32.3%	24.6%	26.4%
c. Not enrolled in any distance education	55.4%	31.1%	51.9%	47.7%

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	FY 2019	FY 2020	FY2021	FY2022
J Unrestricted revenue by source				
a. Tuition and fees	42.0%	43.0%	44.0%	41.7%
b. State funding	28.0%	28.0%	22.0%	25.0%
c. Local funding	27.0%	26.0%	26.0%	25.3%
d. Other	3.0%	3.0%	8.0%	8.0%
	FY 2019	FY 2020	FY2021	FY2022
K Expenditures by function				
a. Instruction	35.3%	34.2%	34.4%	34.1%
b. Academic support	20.4%	18.8%	18.9%	19.7%
c. Student services	7.9%	8.0%	7.7%	8.5%
d. Other	36.4%	39.0%	39.0%	37.7%

Goal 1: Access

	FY 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	9,874	9,937	6,752	6,949	10,250
b. Credit students	3,172	3,248	3,117	3,072	3,300
c. Continuing education students	7,237	6,388	3,906	4,271	7,050
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
2 Market share of first-time, full-time freshmen	60.2%	55.7%	50.7%	50.8%	61.0%
Note: Methodology changed starting in Fall 2019.					
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
3 Market share of part-time undergraduates	80.5%	80.7%	82.3%	82.80%	81.5%
Note: Methodology changed starting in Fall 2019.					
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2024
4 Market share of recent, college-bound high school graduates	57.8%	60.7%	59.4%	63.6%	61.5%
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
5 High school student enrollment	739	736	729	791	725
	FY 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	2,778	3,468	5,358	4,710	4,000
b. Continuing education, online	43	704	1,697	839	100
c. Credit, hybrid	1,517	1,956	3,340	1,082	1,750
d. Continuing education, hybrid	NA	NA	NA	874	NA
	FY 2020	FY 2021	FY2022	FY2023	Benchmark FY 2026
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,800	\$4,920	\$4,912	\$4,912	NA
b. Percent of tuition/fees at Md public four-year institutions	49.6%	50.9%	50.0%	48.9%	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 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	1,316	1,238	142	623	1,350
b. Annual course enrollments	2,306	2,128	169	650	2,250
	FY 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	388	367	196	155	400
b. Annual course enrollments	988	700	469	477	1,000
	FY 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	57	<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 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	15.0%	15.0%	17.2%	18.7%	15.0%
	FY 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	NA	NA	NA	NA	NA
	July 2019	July 2020	July 2021	July 2022	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	13.4%	13.6%	13.9%	12.9%	NA
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	3.2%	2.2%	1.0%	2.0%	3.0%
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	1.8%	1.0%	1.8%	1.7%	2.0%

Goal 2: Success

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	58.1%	51.9%	57.0%	54.7%	60.0%
b. Pell grant recipients	51.8%	47.8%	52.4%	49.7%	52.0%
c. Developmental students	53.0%	33.6%	44.2%	41.1%	50.0%
d. College-ready students	66.9%	61.6%	63.5%	61.9%	65.0%

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	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	49.9%	55.0%	58.0%	54.4%	57.0%
	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	85.2%	90.8%	89.1%	83.1%	91.0%
b. Developmental completers	74.6%	79.6%	80.7%	81.3%	80.0%
c. Developmental non-completers	33.5%	44.9%	37.2%	35.7%	NA
d. All students in cohort	62.5%	71.7%	73.8%	73.2%	72.0%
	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	63.0%	74.1%	76.4%	76.2%	NA
b. Black/African American only	56.5%	65.7%	71.2%	57.1%	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 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	79.6%	80.3%	80.6%	75.4%	81.5%
b. Developmental completers	63.6%	58.4%	69.6%	62.0%	64.0%
c. Developmental non-completers	32.3%	42.5%	33.7%	35.7%	NA
d. All students in cohort	55.6%	57.6%	65.3%	62.2%	60.5%
	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	53.8%	57.0%	67.7%	65.0%	NA
b. Black/African American only	55.6%	62.0%	64.4%	47.1%	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 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	586	533	636	566	525
b. Career degrees	340	282	348	303	NA
c. Transfer degrees	149	149	171	165	NA
d. Certificates	97	102	117	98	NA
e. Unduplicated graduates	511	427	535	477	NA

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	AY 18-19	AY 19-20	AY 19-20	AY 20-21	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	88.0%	82.0%	89.6%	87.5%	90.0%

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	27.7%	29.1%	28.1%	31.8%	30.0%

Goal 3: Innovation

	FY 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Registered Nursing Licensure Exam	97.8%	88.6%	85.7%	83.9%	85.0%
Number of Candidates	92	79	98	112	
b. Practical Nursing Licensure Exam	100.0%	100.0%	100.0%	90.0%	85.0%
Number of Candidates	15	7	13	20	
c. Dental Hygiene National Board Exam	100.0%	89.5%	93.8%	100.0%	80.0%
Number of Candidates	20	19	15	18	
d. National MLT Registry	90.0%	100.0%	87.5%	<5*	80.0%
Number of Candidates	10	6	8	<5*	
e. Respiratory Therapy Certification Exam	75.0%	90.0%	87.0%	86.0%	80.0%
Number of Candidates	16	19	23	14	
f. Occupational Therapy Assistant Cert. Exam	94.0%	<5*	100.0%	83.3%	85.0%
Number of Candidates	17	<5*	7	6	
g. Physical Therapist Assistant Cert. Exam	80.0%	100.0%	93.8%	88.0%	85.0%
Number of Candidates	15	12	16	9	
h. Medical Assistant	100.0%	100.0%	90.0%	92.0%	85.0%
Number of Candidates	7	11	10	12	
Note: Not reported if <5 candidates in a year					

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
24 Graduates employed within one year	76.0%	74.0%	70.0%	79.0%	NA

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$11,060	\$10,888	\$12,532	\$11,140	NA
b. Median annualized income three years after graduation	\$33,036	\$30,484	\$25,244	\$41,156	NA

	FY 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	5,345	4,238	3,183	3,332	5,100
b. Annual course enrollments	9,256	7,239	5,110	5,473	9,100

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	FY 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	3,204	2,922	1,569	1,780	3,200
b. Annual course enrollments	4,817	3,765	2,573	2,091	4,700
	FY 2019	FY 2020	FY2021	FY2022	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,662	4,238	2,919	3,143	4,400
b. Annual course enrollments	8,006	6,815	4,479	5,040	8,100

Note: NA designates not applicable
 * designates data not available

Allegany College of Maryland
Degree Progress Four Years after Initial Enrollment
Fall 2018 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount		450		158		159	
2	Number attempting fewer than 18 hours over first 2 years		88		16		9	
3	Cohort for analysis (Line 1 – Line 2)		362	100.0%	142	100.0%	150	100.0%
4	Earned Associate degree from this community college		142	39.2%	80	56.3%	62	41.3%
5	Earned certificate, but no degree, from this community college		16	4.4%	3	2.1%	6	4.0%
6	Total associate and certificate graduates (Line 4 + Line 5)		158	43.6%	83	58.5%	68	45.3%
7	Transferred to Maryland two-year/technical college		20	5.5%	3	2.1%	5	3.3%
8	Transferred to Maryland public four-year college		66	18.2%	36	25.4%	30	20.0%
9	Transferred to Maryland private four-year college or university		1	0.3%	1	0.7%	0	0.0%
10	Transferred to out-of-state two-year/technical college		11	3.0%	4	2.8%	4	2.7%
11	Transferred to out-of-state four-year college or university		49	13.5%	29	20.4%	17	11.3%
12	Total transfers (sum of Lines 7 - 11)		147	40.6%	73	51.4%	56	37.3%
13	Graduated from this college and transferred (Line 6 □ Line 12)		80	22.1%	49	34.5%	31	20.7%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		225	62.2%	107	75.4%	93	62.0%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		39	10.8%	11	7.7%	28	18.7%
16	Successful transition to higher ed (Line 14 + Line 15)		264	72.9%	118	83.1%	121	80.7%
17	Enrolled at this communitiy college last term of study period		1	0.3%	0	0.0%	1	0.7%
18	Successful or persisting (Line 16 + Line 17)		265	73.2%	118	83.1%	122	81.3%

Allegany College of Maryland
Degree Progress Four Years after Initial Enrollment
Fall 2018 Entering Cohort

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	90	5	9	317
2 Number attempting fewer than 18 hours over first 2 years	20	0	3	57
3 Cohort for analysis (Line 1 – Line 2)	70 100.0%	5 100.0%	6 100.0%	260 100.0%
4 Earned Associate degree from this community college	10 14.3%	2 40.0%	2 33.3%	123 47.3%
5 Earned certificate, but no degree, from this community college	0 0.0%	1 20.0%	0 0.0%	13 5.0%
6 Total associate and certificate graduates (Line 4 + Line 5)	10 14.3%	3 60.0%	2 33.3%	136 52.3%
7 Transferred to Maryland two-year/technical college	16 22.9%	0 0.0%	2 33.3%	2 0.8%
8 Transferred to Maryland public four-year college	8 11.4%	2 40.0%	1 16.7%	53 20.4%
9 Transferred to Maryland private four-year college or university	1 1.4%	0 0.0%	0 0.0%	0 0.0%
10 Transferred to out-of-state two-year/technical college	1 1.4%	1 20.0%	1 16.7%	7 2.7%
11 Transferred to out-of-state four-year college or university	3 4.3%	1 20.0%	2 33.3%	38 14.6%
12 Total transfers (sum of Lines 7 - 11)	29 41.4%	4 80.0%	6 100.0%	100 38.5%
13 Graduated from this college and transferred (Line 6 □ Line 12)	6 8.6%	2 40.0%	2 33.3%	67 25.8%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	33 47.1%	5 100.0%	6 100.0%	169 65.0%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	7 10.0%	0 0.0%	0 0.0%	28 10.8%
16 Successful transition to higher ed (Line 14 + Line 15)	40 57.1%	5 100.0%	6 100.0%	197 75.8%
17 Enrolled at this community college last term of study period	0 0.0%	0 0.0%	0 0.0%	1 0.4%
18 Successful or persisting (Line 16 + Line 17)	40 57.1%	5 100.0%	6 100.0%	198 76.2%