

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

Access is and has always been an integral part of Allegany College of Maryland's Mission, vision, and strategic goals. Allegany County remains the county in Maryland with the lowest median household income while continuing to experience high rates of poverty relative to the state of Maryland at large. At the same time, the educational attainment rates for the county are much lower than the state. Access is, therefore, a necessity of the College's operational existence. Through Access, ACM provides the financial resources to engage with educational opportunities which may assist students in their future careers and livelihoods. 85% of the students attending ACM received some form of financial aid in FY24 with 30% receiving Pell, demonstrating the need students express despite keeping tuition and fee increases minimal.

Fall 2024 saw the third straight Fall semester with an increase in headcount, indicating a rebound in enrollment for the institution since the pandemic. The share of these students attending part time increased during the same period as many enrollments are from dually enrolled high school students and the College's online LPN-RN program which has working adults as its students. Non-credit continuing education enrollments increased even more, to their highest levels in over ten years.

The market share of first-time full-time freshmen dipped back to where it had been before Fall 2023, implying the highs seen there were an anomaly. The College's other market shares, of part-time undergraduates and of recent, college-bound high school graduates, remained relatively even to where they have been over the prior three years. With increasing emphasis on the Blueprint and improved engagement with local student populations, ACM is optimistic that these numbers will increase in the next few years. This is partially thanks to the substantial increase in dually enrolled early college students, with Fall 2024 seeing 922 compared with 729 just three years prior. Fall 2025 anticipates another increase as junior high school students become eligible to participate in dually enrolled course offerings.

Online enrollment continues to increase, even in Continuing education which has not traditionally engaged with it. FY24 saw an increase in CE offerings of 13% for online and 29% for hybrid offerings. Continuing education's growth comes despite level enrollment in community service and lifelong learning courses, as well as within basic skills and literacy.

With its focus on Access, the College has kept tuition and fees as low as possible, remaining below 50% of the statewide average for Maryland public four-year institutions. This facilitates the College's ability to serve all prospective students from the area, with the student population

consisting of a much greater demographic proportion of underserved populations than the regional population reflects. Demographic representation among faculty and staff remains relatively unchanged.

Goal 2: Success

Students entering ACM in the Fall 2023 semester saw an increase in their retention rate from the prior year's cohort with 58.9% of all students returning to the College one year after their first arrival. ACM focuses heavily on the student experience, with a number of different student service resources available and dedicated to student progression and success – these will be detailed further in the next section.

The Fall 2020 entering cohort performed exceptionally well with the highest overall success-persistence rate in the last four years at 80%. College-ready and development completers demonstrating increases of their rates by a substantial margin. Although developmental non-completers decreased in success rate, the proportion of students entering that designation remained low, ensuring the majority of students in the cohort were able to find success or persist in their education. Students in the cohort maintained an even level of successfully completing their developmental education requirements, with 56% transitioning from developmental to credit education during the review period. As the Fall 2020 cohort was the first to enter higher education during the COVID-19 pandemic, the students represented were more aware of the problems they would face with an altered delivery of education and shifting service availability.

Additionally, the Fall 2020 cohort experienced higher than average graduation-transfer rates over a four-year period with 70.8% able to successfully complete their degree and/or move into higher education at another institution subsequent to their time at ACM. As with the success-persistence rates, these rates tended to be higher for college-ready students and those students who successfully completed their developmental requirements. As a follow through, FY24 saw a roughly even number of degrees conferred despite the decrease in enrollment experienced by the college four years prior.

With many students able to transfer on to other institutions and continue their education, measure 21 demonstrating the improvement ACM students had in their performance at transfer institutions is highly important and celebratory. 85% of ACM students achieved a 2.0 or better GPA in their first year after transferring, up from 75.4% in the prior year. Further, 32% of the students graduating from ACM in FY23 had transferred to a four-year institution within a year of graduation, a high mark for an institution comprised largely of students taking courses in career programs intended to move directly into the workforce upon completion.

Goal 3: Innovation

With such a large proportion of ACM's programs dedicated to the career side of education, the success of students on their licensure and certification exams is critical to their ability to function in the industry of their choosing upon graduation. For those programs reporting enough students attempting the exams, all programs exceeded the anticipated benchmark level for their program during the FY24 attempts. Of particular note, all 10 Physical Therapy Assistant students passed the licensure exam on the first attempt. Over 90% of all Dental Hygiene students passed again as well, maintaining strong academic quality among career students.

In addition to needing to take and pass licensure and certification exams, graduates understandably have the intention of employment upon graduation. The data provided by the Maryland Longitudinal Data System show that 75% of ACM's graduates from 2023 were employed within a year of graduating. This is roughly equivalent to the amount it has been for the last three years, but remains high demonstration of institutional success. Additionally, graduates from FY2021 saw their income grow at a rate of 3.3 times what they were earning prior to graduation within three years, again demonstrating the capacity for higher education to improve earnings and lifestyle for students.

As discussed previously, ACM's continuing education grew significantly in FY2024. This is mainly the result of enrollments in courses leading to government or industry-required certifications and licensure, with enrollment increasing by 27% even after it had nearly doubled the year before. Contract training courses increased by 14% during the same time period and the two combined for a total increase in enrollments of 1,783. Workforce development courses offered by the College during the same time period decreased but grew in FY2025.

Institutional Response

Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion?

The needs of community college students are many and varied, yet the institution is expected to meet them all to adequately provide an environment that promotes learning and success for students. Allegany College of Maryland has done everything in its power to meet all the needs of its students, from financial to academic and as many external as possible to ensure they have the best opportunity for success.

Students who are able to take credit-bearing courses as quickly as possible are more likely to be successful from every description, including retention, graduation, and transfer. The College's reimagining of developmental education and new student placement several years ago has led to far more students testing out of developmental education from the outset and a larger percentage of students being able to complete their developmental education requirements in a timely manner, boosting confidence and facilitating early college skills that will be useful throughout their educational career.

In addition to the national literature indicating the number and voracity of mental health issues confronting today's students, ACM conducts mental health surveys of students on a periodic basis supporting this conclusion. Supporting student mental health requires a broad-based institutional approach with multiple opportunities to identify and meet student needs. ACM's Holistic Mental Health Network is designed to improve student capacity for wellbeing and resilience with a focus on self-care. Students are encouraged from orientation, advising, and student life to engage with the mental health resources which include:

- Educational resources describing the levels of mental health support
- Student groups, such as clubs and TRIO to create community

- Mental Health First Aid trainings (in person and digital)
- Educational Programming
- Free mental health screenings
- On-campus mental health support specialists including personal counseling

Another obstacle many students face is paying for their education. ACM is extremely proud of the capacity of its Foundation to meet the financial needs of students. The ACM Cumberland Foundation distributes an estimated \$1.5 million annually thanks to the generosity of the Allegany County community, alumni, and student networks. Additionally, ACM faculty and staff donate annually to an emergency fund used to support students in need of last-dollar funding to purchase books, supplies, and incidentals necessary for classroom success. Financial Aid at ACM distributes nearly \$18 million in FY24 equating to just under \$2,000 per student receiving financial aid. Although there will always be financial needs for students, the College puts forth a tremendous effort to mitigate this for as many students and to as great a degree as possible every year for every student.

Technologically, the College implemented two major software packages to foster student success. The first was to transition the learning management system to D2L Brightspace, creating a simpler user interface, giving faculty greater control over the content in their courses, and simplifying assessment to grades while simultaneously making the construction of online courses more seamless to reach a broader array of students. The second was the implementation of EAB's Navigate platform, which creates faster intervention opportunities with students who have need additional student services assistance to succeed during the semester. It also provides quicker data evaluation opportunities for student service areas and student care units to tailor service needs based on real-time student need.

In what ways has your institution changed (e.g. structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

The 55% completion goal has led ACM to significant and lasting changes in approaching student success. Programs and resources are more deliberately aligned around pathways supporting timely degree completion which has included expanding guided pathways, strengthening advising systems, and creating clearer transfer agreements with four-year partners. The College has emphasized faster and simpler access to gateway courses, developmental education reform, and embedded supports such as tutoring and advising.

Faculty and staff have embraced a culture of evidence-based decision-making to support student success. Student support services have also become more proactive, with early alert systems and case management through Navigate to ensure students at risk are identified quickly during the semester and given opportunities to recover early and often.

The College updated its Mission and Vision to reflect the central role learners play in the educational operations of the institution. Employees have been able to leverage that both for their own positions and to understand the institution's goals and priorities more easily. Ongoing professional development and employee onboarding helps to keep these intentions front-of-mind.

To sustain institutional changes, consistent leadership coupled with participation from all constituency groups (both employee and student) to drive initiatives and necessary change to gather appropriate buy-in remain necessary. Reforms must be embedded into policies and operational processes to avoid them becoming one-off. Sustaining the College's successes with graduation and retention rates, awards granted, and program growth will require ongoing reflection of institutional processes and practices, using data to evaluate success, and iterating further when possible and appropriate.

III. Community Outreach and Impact

Sample of Funded Grants and Initiatives:

Weekend Hybrid Nursing Option – The state-supported NSP II program has been instrumental in expanding access to our growing nursing program. A new weekend hybrid option will provide greater flexibility for working adults and non-traditional students, helping to meet regional and statewide demand for skilled nurses.

Robotic Welding Training – This new program aims to provide specialized manufacturing training to enhance workforce skills and support regional businesses. Focusing on robotic welding, the program will equip students with advanced skills, addressing the evolving demands of modern manufacturing.

Cosmetology: The 1,500-hour Licensed Cosmetology program, offered in partnership with the Allegany County Center for Career and Technical Education, is approved by the Maryland Board of Cosmetologists. The Board recently recognized ACM as a Continuing Education provider to support the new state requirement that licensed cosmetologists complete six continuing education credits every two years to maintain licensure.

Heavy Equipment Operation, Solar Installation and Maintenance, and CDL-A - These new Continuing Education/Workforce Development programs are currently under development. We continue to work closely with our business and industry partners to identify current and future needs and attach these programs to industry-recognized credentials.

Meeting the Moment with Mind-Body Medicine – A partnership with Allegany County Public Schools and the Center for Mind-Body Medicine to address the mental health crisis and the need for timely intervention. This project supports students and families in all 23 Allegany County Public Schools and has served over 4200 students.

ACM Continuing Education and Workforce Development achieved their highest enrollment since 2011 providing **nearly 8000 learners** with professional development training, workforce education, and personal enrichment opportunities.

Scholarships:

Over \$2 million was awarded in FY24 through more than 2500 individual scholarship awards to deserving students.

Allegany County Opportunity Scholarships provide assistance to residents from every community in Allegany County, including need-based, merit, Early College, and workforce development students.

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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 2021	Fall 2022	Fall 2023	Fall 2024
A Fall credit enrollment				
a. Unduplicated headcount	2,421	2,577	2,677	2,785
b. Percent of students enrolled part time	67.9%	68.0%	67.5%	70.5%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
B First-time credit students with developmental education needs	30.5%	32.9%	27.6%	30.5%
	FY2022	FY2023	FY2024	FY2025
C Credit students who are first-generation college students (neither parent attended college) *RISC Survey was not run in FY2025	57.0%	55.0%	55.0%	NA
	FY2021	FY2022	FY2023	FY2024
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	0	0	0	0
	FY2021	FY2022	FY2023	FY2024
E Credit students receiving financial aid				
a. Receiving any financial aid	89.7%	94.4%	91.7%	85.1%
b. Receiving Pell grants	30.6%	32.1%	41.9%	30.4%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
F Students 25 years old or older	30.4%	29.6%	30.8%	33.6%
a. Credit students				
	FY2021	FY2022	FY2023	FY2024
b. Continuing education students	82.9%	83.1%	68.5%	66.2%
	FY2022	FY2023	FY2024	FY2025
G Credit students employed more than 20 hours per week *RISC Survey was not run in FY2025	53.0%	41.0%	58.0%	NA
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	2.5%	2.7%	3.6%	4.6%
b. Black/African American only	9.3%	10.8%	10.8%	11.6%
c. American Indian or Alaskan native only	0.2%	0.2%	0.1%	0.0%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.2%	0.0%	0.2%
e. Asian only	0.8%	0.7%	1.0%	0.8%
f. White only	82.3%	80.1%	78.0%	75.9%
g. Multiple races	3.1%	3.3%	4.0%	4.1%
h. Foreign/Non-resident alien	1.2%	1.1%	1.4%	1.5%
i. Unknown/Unreported	0.5%	0.9%	1.1%	1.1%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	23.5%	26.0%	28.7%	33.3%
b. Enrolled in some, but not all, distance education	24.6%	26.4%	28.7%	25.5%
c. Not enrolled in any distance education	51.9%	47.7%	42.6%	41.2%

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	FY2021	FY2022	FY2023	FY2024
J Unrestricted revenue by source				
a. Tuition and fees	44.0%	41.7%	40.8%	45.1%
b. State funding	22.0%	25.0%	31.0%	27.3%
c. Local funding	26.0%	25.3%	23.8%	23.6%
d. Other	8.0%	8.0%	4.4%	4.1%
	FY2021	FY2022	FY2023	FY2024
K Expenditures by function				
a. Instruction	34.4%	34.1%	33.1%	32.0%
b. Academic support	18.9%	19.7%	18.9%	18.3%
c. Student services	7.7%	8.5%	7.7%	7.9%
d. Other	39.0%	37.7%	40.3%	41.8%

Goal 1: Access

	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	8,909	7,078	9,921	10,624	10,250
b. Credit students	3,117	3,072	3,196	3,413	3,300
c. Continuing education students	3,906	4,407	7,165	7,529	7,050
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
2 Market share of first-time, full-time freshmen	50.7%	50.8%	61.9%	51.5%	61.0%
Note: Methodology changed starting in Fall 2019.					
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
3 Market share of part-time undergraduates	82.3%	82.8%	83.6%	84.3%	81.5%
Note: Methodology changed starting in Fall 2019.					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2024
4 Market share of recent, college-bound high school graduates	59.4%	63.6%	65.9%	61.5%	61.5%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
5 High school student enrollment	729	791	910	922	725
	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	5,358	5,166	5,721	6,468	4,000
b. Continuing education, online	1,697	839	2,265	2,567	100
c. Credit, hybrid	2,438	1,260	1,263	1,045	1,750
d. Continuing education, hybrid	NA	874	1,675	2,161	NA
	FY2022	FY2023	FY2024	FY2025	Benchmark FY 2026
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,912	\$4,912	\$4,920	\$5,130	NA
b. Percent of tuition/fees at Md public four-year institutions	50.0%	48.9%	47.9%	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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	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	142	623	652	644	1,350
b. Annual course enrollments	169	650	1,114	1,114	2,250
	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	196	155	161	159	400
b. Annual course enrollments	469	477	287	485	1,000
	FY2021	FY2022	FY2023	FY2024	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 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	17.2%	18.7%	19.9%	22.0%	15.0%
	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	NA	NA	NA	NA	NA
	July 2021	July 2022	July 2023	July 2024	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	13.9%	12.9%	13.4%	13.7%	NA
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	1.0%	2.0%	2.0%	2.0%	3.0%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	1.8%	1.7%	3.0%	3.4%	2.0%

Goal 2: Success

	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	57.0%	54.7%	57.4%	58.9%	60.0%
b. Pell grant recipients	52.4%	49.7%	59.1%	59.7%	52.0%
c. Developmental students	44.2%	41.1%	43.8%	50.0%	50.0%
d. College-ready students	63.5%	61.9%	63.1%	62.3%	65.0%

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	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	58.0%	54.4%	57.1%	56.4%	57.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	89.1%	83.1%	80.4%	86.9%	91.0%
b. Developmental completers	80.7%	81.3%	70.3%	73.9%	80.0%
c. Developmental non-completers	37.2%	35.7%	38.2%	31.8%	NA
d. All students in cohort	73.8%	73.2%	73.5%	80.0%	72.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	76.4%	76.2%	76.8%	82.0%	NA
b. Black/African American only	71.2%	57.1%	61.5%	63.3%	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 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	80.6%	75.4%	68.9%	76.6%	81.5%
b. Developmental completers	69.6%	62.0%	60.4%	66.7%	64.0%
c. Developmental non-completers	33.7%	35.7%	38.2%	27.3%	NA
d. All students in cohort	65.3%	62.2%	63.7%	70.8%	60.5%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	67.7%	65.0%	64.7%	72.2%	NA
b. Black/African American only	64.4%	47.1%	46.2%	63.3%	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					
	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	636	566	607	603	525
b. Career degrees	348	303	345	348	NA
c. Transfer degrees	171	165	152	140	NA
d. Certificates	117	98	110	115	NA
e. Unduplicated graduates	535	477	500	503	NA

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	AY 19-20	AY 20-21	AY 21-22	AY 22-23	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	89.6%	87.5%	75.4%	84.9%	90.0%

	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	28.1%	31.8%	30.4%	32.4%	30.0%

Goal 3: Innovation

	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Registered Nursing Licensure Exam	85.7%	83.9%	91.0%	87.3%	85.0%
Number of Candidates	98	112	155	213	
b. Practical Nursing Licensure Exam	100.0%	90.0%	88.2%	94.7%	85.0%
Number of Candidates	13	20	17	19	
c. Dental Hygiene National Board Exam	93.8%	100.0%	90.0%	92.9%	80.0%
Number of Candidates	15	18	20	14	
d. National MLT Registry	87.5%	<5*	100.0%	<5*	80.0%
Number of Candidates	8	<5*	5	<5*	
e. Respiratory Therapy Certification Exam	87.0%	86.0%	77.0%	83.0%	80.0%
Number of Candidates	23	14	22	12	
f. Occupational Therapy Assistant Cert. Exam	100.0%	83.3%	75.0%	85.7%	85.0%
Number of Candidates	7	6	8	7	
g. Physical Therapist Assistant Cert. Exam	93.8%	88.0%	<5*	100.0%	85.0%
Number of Candidates	16	9	<5*	10	
h. Medical Assistant	90.0%	92.0%	80.0%	<5*	85.0%
Number of Candidates	10	12	5	<5*	
Note: Not reported if <5 candidates in a year					

	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark Not Required
24 Graduates employed within one year	70.0%	79.0%	77.0%	75.0%	NA

	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$12,532	\$11,140	\$12,340	\$13,232	NA
b. Median annualized income three years after graduation	\$25,244	\$41,156	\$40,508	\$43,984	NA

	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	3,183	3,332	2,677	2,284	5,100
b. Annual course enrollments	5,110	5,473	4,780	3,995	9,100

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	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,569	1,780	3,408	4,340	3,200
b. Annual course enrollments	2,573	2,091	4,330	5,395	4,700
	FY2021	FY2022	FY2023	FY2024	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	2,919	3,143	5,647	6,441	4,400
b. Annual course enrollments	4,479	5,040	8,960	9,678	8,100

Note: NA designates not applicable
 * designates data not available

Allegany College of Maryland Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount		383		250		75	58
2	Number attempting fewer than 18 hours over first 2 years		78		36		6	36
3	Cohort for analysis (Line 1 – Line 2)		305	100.0%	214	100.0%	69	22 100.0%
4	Earned Associate degree from this community college		154	50.5%	125	58.4%	29	0 0.0%
5	Earned certificate, but no degree, from this community college		11	3.6%	5	2.3%	4	2 9.1%
6	Total associate and certificate graduates (Line 4 + Line 5)		165	54.1%	130	60.7%	33	2 9.1%
7	Transferred to Maryland two-year/technical college		5	1.6%	1	0.5%	2	2 9.1%
8	Transferred to Maryland public four-year college		42	13.8%	32	15.0%	10	0 0.0%
9	Transferred to Maryland private four-year college or university		1	0.3%	0	0.0%	0	1 4.5%
10	Transferred to out-of-state two-year/technical college		9	3.0%	5	2.3%	3	1 4.5%
11	Transferred to out-of-state four-year college or university		73	23.9%	59	27.6%	14	0 0.0%
12	Total transfers (sum of Lines 7 - 11)		130	42.6%	97	45.3%	29	4 18.2%
13	Graduated from this college and transferred (Line 6 □ Line 12)		79	25.9%	63	29.4%	16	0 0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		216	70.8%	164	76.6%	46	6 27.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00		25	8.2%	21	9.8%	3	1 4.5%
16	Successful transition to higher ed (Line 14 + Line 15)		241	79.0%	185	86.4%	49	7 31.8%
17	Enrolled at this community college last term of study period		3	1.0%	1	0.5%	2	0 0.0%
18	Successful or persisting (Line 16 + Line 17)		244	80.0%	186	86.9%	51	7 31.8%