

ALLEGANY COLLEGE OF MARYLAND

Institutional Performance Accountability Report

for
Maryland Higher Education Commission

SEPTEMBER 2012



I. Mission

Summary of Institutional Mission Statement

Allegany College of Maryland is an institution dedicated to lifelong learning and excellence in education while remaining responsive to the changing needs of the communities we serve.

II. Institutional Assessment

Allegany College of Maryland (ACM) experienced a decrease in credit enrollment for Fall 2011 for the second consecutive year to a final count of 3,815. This is a decrease of about 6.3% from Fall 2010. Continuing Education enrollment also experienced a decrease in headcount, down to 8,515, which is a decrease of about 5.5%. Preliminary numbers for Fall 2012 indicate a further dip in enrollment.

The demographics of the credit student body continue along the same pattern as in previous years. Two-thirds of students are female and a majority is of traditional age. ACM has seen an increase in the percentage of minority students, who now constitute nearly 13% of the college's population (15% of the non-Early College enrollment). Fall 2011 saw an increase in the number of students enrolling from other counties within the state of Maryland, up to 464 from 363. This is about 12% of the student population. Decreasing overall enrollment within this context indicates that much of the loss came from in county and out of state enrollments. The out of state enrollment decrease was felt most heavily by the Bedford county campus, which experienced a 20% decrease in its student headcount from 615 to 488.

Socio-economic conditions within Western Maryland, and Allegany County in particular, continue to be under pressure. According to Census data, 14.5% of persons in Allegany are below the poverty level, compared to 8.6% in all of Maryland. The median household income is nearly half that of the state. Only 15.9% of persons over the age of 25 hold a bachelor's degree or higher, compared to 35.7% in the state. These are challenges that have been faced by the county and the College for decades and continue to persist.

Academic year 2011-12 represents the completion of the first full year under the guidance of President Dr. Cynthia Bambara. The College hired a new Vice-President of Finance at the beginning of the academic year and has had an interim Vice President of Instructional Affairs since July 2011. This position will be filled permanently beginning in November of 2012.

As with other institutions in the area, budgetary concerns continue to be an issue. Local funding remained flat for another year, and there are no indications that this pattern will change within the next several years. Despite holding tuition and fees flat through academic year 2011-12, the College continues to receive 54% of its unrestricted revenues from student tuition and fees. This is the highest in the state and well above the system average of 43%. This occurs in the context of over 90% of the students at ACM receiving some form of financial aid and 43.5% receiving Pell grants.

The focus of the College continues to be on students and their success. Whether it's workforce development, preparing students for transfer to a four year institution, or providing them with the

tools necessary to complete an Associate degree and enter into a career, maintaining perennially high graduation, transfer, and persistence rates. To this end, the President created a Completion Agenda Task Force within the first few months of her presidency which has since become a permanent committee, the purpose of which is to research, discuss, evaluate, and implement methods and best practices leading to student success and completion.

During the Spring semester, ACM completed its fourth administration of the Community College Survey of Student Engagement (CCSSE). The results of this survey will be used to further facilitate the needs of students and provide alternative perspectives so that ACM can continue to offer a student-centered focus as an institution. This survey, in conjunction with the Survey of Entering Student Engagement (SENSE) to be completed in the Fall 2012 semester, provide qualitative data which can be used to help students transition to and become better acclimated to higher education. By keeping the focus of the institution on students, ACM can continue to offer the best education with a personal touch available.

Issues Raised by MHEC Review of the College's 2011 Report

The first indicator from 2011 which the Commission requested comment on is indicator 3b, which is the fall to fall retention of college-ready students. The four year trend provided in last year's Performance Accountability Report indicated a gradual decline in the retention rate of college-ready students. The data for this year's report shows an increase in the retention rate of college-ready students. A number of the initiatives begun this year are geared towards providing the tools necessary for students to achieve sustained academic success which will in turn lead to greater term-to-term retention.

The second indicator requested for comment was indicator 14 – High school student enrollment. The decline experienced by the dual-enrollment program between Fall 2009 and Fall 2010 was continued into Fall 2011. Over that two year period, Early College enrollment has decreased by 224 (23.2%). At the beginning of Fall 2010, ACM was partnering with 27 school districts in Allegany, Bedford, Somerset, Cambria, Fulton, and Franklin counties. That number has since decreased to 21. Those districts which continue to offer early college courses have seen a decrease in their overall enrollments, which in turn affects the number of students available for and interested in early college courses. Despite this, some schools have seen continued growth, especially within Allegany county itself.

Finally, a response to indicator 21a was requested. This indicator shows the success-persistence rate after four years of African American students, which last year's report showed to experience a further decline over the years preceding it. One of the major contributing factors to the lower than expected success-persistence of African American students was the inability of the College, prior to this year, to utilize the resources available through the National Student Clearinghouse (NSC) which allow institutions to track transfer students. With the addition of NSC data this year, the success-persistence rate of African American students at this institution is shown to be heavily buoyed by the inclusion of students transferring to in-state two year institutions, out of state two year institutions, and out of state four year institutions. While African American students continue to lag behind white students in graduation rates, they have shown a greater capacity for continuing their higher education experience beyond what they receive at ACM.

Goal 1: Quality and Effectiveness

The 2009 *Maryland State Plan for Postsecondary Education* emphasizes the need to provide students not only with an education, but an education which is meaningful and leads to greater personal growth. The indicators of Goal 1 show the progress of the College over a multi-year period in focusing on these objectives.

The metrics for indicators 1 & 2 are based on satisfaction surveys conducted bi and tri-annually. Both were scheduled to be undertaken within the last academic year, but were postponed due to high turnover internally and at MHEC. New results are anticipated for at least one by next year's Performance Accountability Report.

Indicator 3 showed a small amount of improvement for the fall to fall retention of new college-ready students a substantial increases in the fall to fall retention of new students with developmental requirements.

The percentage of students requiring developmental education who are able to complete those goals has steadily decreased over the past four years. Indicator 4 shows that only about 1 in 5 students from the Fall 2007 cohort completed their developmental requirements by the time they finished their education at ACM. The College has implemented expanded tutoring availability, an Academic Reading Center, adjusted the requirements of Math placement testing, and created an accelerated developmental English program within the last year. These are expected to assist in addressing the declining developmental completion rates.

Indicators 5 & 6 show the success, persistence, graduation, and transfer rates of the Fall 2007 cohort, as derived in the Degree Progress Analysis. This cohort is *not comparable to previous years*. This is because this is the first year that Allegany College of Maryland participated in the National Student Clearinghouse (NSC) Student Tracker program, which allows the College with the ability to track transfer students beyond what was previously available. In previous years, only students transferring to in-state four year public institutions were captured, whereas now students who transfer out of state, to two-year institutions, or to private schools will also be shown in these indicators. Given the geographic location of ACM, it is unsurprising, then, to discover that a large number of transfers from this institution fall into one of the previously untracked categories. Having said all that, the success-persistence rate of students at ACM was 76% for the Fall 2007 cohort, indicating that 3 out of 4 students graduate, transfer, continue to be enrolled, or complete at least 30 credits with a 'C' grade average or better.

The scores of students on their licensure and/or certification exams are captured in indicator 7. Students taking Practical Nursing, Radiologic Technology, and Respiratory Therapy all successfully passed their exams on the first try this year. Further, Registered Nursing, Dental Hygiene, and Physical Therapy saw increases in their success rates over last year. Students taking the National MLT and Occupational Therapy Assistant exams had slightly lower pass rates, but it is important to note that the cohorts for these exams are very small (MLT) and small (OTA). This greatly affects the pass rates for these student cohorts.

The final indicator in Goal 1 is the breakdown of College expenditures by institutional area. Direct spending in FY 2011 on instruction decreased by 2.4% of the total share while Academic Support increased by 0.6% and Other expenses increased by 1.9%. A large part of this was the result of ongoing expenses related to the transition from the legacy Informix IT system to the Datatel/Ellucian ERP system.

Goal 2: Access and Affordability

A quality education is of the highest importance for a community college looking to properly serve the surrounding area. Even the best education, however, would be irrelevant if no students could afford that education or access it. While ACM strives to provide the best possible education to its students, it must simultaneously remain open and affordable to all students of all demographics wishing to enroll. The indicators of Goal 2 demonstrate how ACM has performed in these areas over the last year.

As discussed in the opening statements, Indicator 9 shows the decrease in overall headcount experienced by the College during the last academic year. This is the second year in a row officially, and preliminary numbers for the current academic year indicate that this trend will continue.

Indicators 10, 11, & 12 are indicators of the number of students from the Allegany County area who attend higher education within the state of Maryland and choose to attend ACM. Indicator 10 shows that for the second year in a row, the market share of first-time full-time freshmen attending ACM has decreased, though the percentage is closer to that of Fall 2008, with Fall 2009 appearing anomalous. The market share of part-time undergraduates continues to remain strong at 75.7%, indicating that ACM is still a very strong choice for students in that demographic. After a two year increase in indicator 12, ACM experienced a decrease in the share of recent, college-bound high school graduates, though the percentage still remains above where it was three years previous.

The annual enrollment in online courses reported last year in Indicator 13 was erroneously calculated, unintentionally including distance learning, hybrid courses, and web enhanced courses. The correct number for last year was 1,603. Given this, this year's number of 1,733 demonstrates a two year increase in online enrollments. The College has expanded its online offerings, including an online program for PN to RN. This area expects to see continued growth.

High school enrollment decreased for the third consecutive year to 632 total early college students. As discussed in the response to MHEC's request for comment, ACM reduced the number of school districts within which it offers these courses from 27 to 21. Additionally, lower enrollments at the remaining high schools necessarily decrease the number of students available and interested in taking early college courses.

After holding tuition and fees level for a year, ACM's cost of attendance compared to that of four year public institutions decreased appropriately to 43.7%. Indicator 15 shows that ACM remains a highly cost-effective alternative to four-year institutions in Maryland, providing students from a lower socio-economic background with the means to begin their higher. This is especially relevant given the share of the College's budget which is driven by student tuition and fees (~54%).

While overall continuing education enrollment declined in the last year, enrollment student enrollment in community service and lifelong learning courses increased to return to FY 2009 levels. Indicator 17 continues to be 0 as basic skills and literacy courses continue to be offered by organizations other than Allegany College within the county.

Goal 3: Diversity

As with all institutions of higher learning, Allegany College of Maryland is dedicated to advancing the educational opportunities and success of all persons, regardless of demographic background. By providing an equal opportunity for all potential and actual students, ACM properly serves its community and gives all its students the same potential for growth within the institution.

The percentage of non-white enrollment at ACM increased in Fall 2011 to 10.7%. The percent non-white service area population 20 or older for that year was 11.7%. It is worth noting that a large percentage of the non-white enrollment at ACM comes not from the service area, but rather from other Maryland counties, such as Prince George's, Montgomery, and Baltimore.

For the first time in recent years, Allegany College increased its percent minorities of full-time faculty and of administrative and professional staff. Though it still sits at only 1%, this is a step in the right direction for moving forward on this particular initiative.

As was mentioned for indicators 5 & 6, indicators 21 & 22 are for the first time more accurately representative of the actual success and persistence of the students they measure based on the inclusion of NSC data. This was a particularly relevant improvement for students of African American background, as their transfer out rates are substantially improved as a result of this data being included. These students are much more likely to transfer to a different two year institution, which was previously being omitted when relying purely on the MHEC-provided data based on four year public Maryland institutions.

Goal 4: Student-Centered Learning

The focus of all institutions of higher education must necessarily always be the students and the education they are provided. The primary method for observing the success of this is to look at the outcomes those students accomplish, as shown in Goal 4.

ACM students transferring to other institutions continue to perform extremely well. The four year trend continued into the previous year, with the percent of students achieving a 'C' or higher GPA average reaching 91.4% of transfer students. The mean GPA was 2.97 – an increase over the already high 2.90.

Indicator 24 uses data from the Alumni Survey, a new version of which has not been conducted since 2008.

The past year saw a decrease in the number of associate degrees awarded from the previous year. The number of certificates increased moderately. Given the national and state focus on the Completion Agenda, creating greater opportunities for students to fully complete their credentials is a continuing objective of the College. The President incorporated a Completion Task Force during the 2011-12

academic year which has since become a permanent committee dedicated to maximizing student achievement.

The fall to fall retention of ACM students as shown in indicator 26 has maintained an approximately even level compared with the previous year.

Enrollment in education transfer programs increased by 22 students last fall to a four year high of 160. The college also saw modest increases in the number of degrees awarded in education transfer as well.

Goal 5: Economic Growth and Vitality

The last indicators for the Performance Accountability Report pertain to the contributions by the College to the strength of the community's workforce and job preparation skills provided.

The first two indicators in this category pull their data from the Alumni Survey, but a new one has not been conducted since 2008. A new administration of this survey will be conducted in the near future.

Indicator 30 shows the decrease in continuing education enrollment through workforce development. This, along with indicator 33 – contract training courses – show the two greatest areas of decreased enrollment within the continuing education branch of ACM. These decreases placed contextually with the previous three years' data show that the continuing education areas experience a great deal of volatility within the areas from one year to the next.

The number of business organizations which dealt with continuing education during the past year decreased back to its FY 2008 and 2009 levels at 69. While this represents a decrease from last year's number, it is closer to being in line with the long year trend and indicates that last year's number was unusual in its scale. Continuing education continues to receive 100% satisfaction from employers regarding the contract training they receive based on feedback from those groups.

Lastly, enrollment and degrees awarded in STEM programs experienced a slight decrease correlative with the overall decrease in enrollment and number of degrees. Both of these are still above the established benchmark.

III. Community Outreach and Impact

New Grants – These awards represent new successful endeavors by the College to improve the educational experience of and for students. This represents a sample of the grants awarded to the College during the previous year.

Project Succeed (Maryland Higher Education Commission) is a partnership project with the Allegany County Public School System to provide students in Allegany County with academic intervention and college preparation services. The goal of this project is to raise the level of academic preparedness of economically and environmentally disadvantaged students to increase their enrollment in and ensure their success in higher education. This project is designed to provide our disadvantaged youth in public high schools in Allegany County with the academic preparation and support to enable their success in postsecondary education.

Workforce Training Lab Equipment Update Project (Appalachian Regional Commission) fits directly with ARC's mission of collaborating with the people of Appalachia to create opportunities for economic development and an improved quality of life. Using state-of-the-art computer hardware, the College will assist area employers and members of the regional workforce gain the skills and knowledge necessary to survive in this highly competitive digital age. Students benefitting from the technology replacement project consist of postsecondary education students, and workforce development and training students.

Continuing Grants – Although these grants do not represent new sources of funding, they indicate areas where the College has been able to display success in order to retain funding for an additional term. Continuing grants are as important to the College as new grants, as they provide for more stable funding, allowing pursuit of new sources of revenue to be undertaken backed with some security. The list below represents a sample of the successes achieved in the last year at renewing grants previously awarded.

- **Scholarships for Disadvantaged Nursing Students** (*Department of Health and Human Services*) provides funding for full-time students enrolled in the nursing curriculum that are economically or environmentally disadvantaged.
- **Health Personnel Shortage Incentive Grant** (*Maryland Higher Education Commission*) provides funding to several allied health programs at Allegany College of Maryland to expand and/or enhance student training. Funding has been provided for Dental Hygiene, Medical Laboratory Technology, Nursing LPN, Pharmacy Technician, Physical Therapy Assistant, Occupational Therapy Assistant, Human Service Associate, and Medical Record Transcriptionist.
- **Study of Black Cohosh in Appalachia** (*Appalachian Regional Commission*) will pay stipends for students during the spring, summer, and fall 2011 to identify, sample, and archive population of Black Cohosh in the Appalachian Region of Western Maryland as well as to identify and statistically prepare all sites.
- **Computer Science Achievement Scholarship Grant** (*National Science Foundation*) provides scholarship assistance to 20 full-time students in the computer science degree program who are academically talented, but are potentially at high risk for non-completion due to financial challenges.
- **Creating Qualified Bedside Nurses in Western Maryland** (*Maryland Health Services Cost Review Commission*) establishes an on-site Registered Nurse (RN) nursing program in Garrett County to create an opportunity for an additional twenty RN qualified nurses every two years. Also this opportunity will increase the student retention rate in the nursing program by 3% every year and provide professional tutoring and expanded clinical laboratory instruction to all nursing students needing these services to increase retention rates and National Council of State Boards of Nursing (NCSBN) pass rates.
- **Enhancing Nursing Retention Through Tutoring: A Pilot Rural/Urban Partnership Project** (*Maryland Health Services Cost Review Commission*) is a partnership project with Anne Arundel Community College that will utilize research verified online tutoring to 1) expand the statewide capacity through shared resources and 2) increase student retention. As a result of project funding, RN graduate nurses will be prepared to enter the Maryland workforce.
- **Creating a Smart Learning Environment to Retain Nursing Students** (*Maryland Health Services Cost Review Commission*) will establish four additional smart classrooms to be utilized by the Nursing Program to increase retention rates and NCLEX pass rates. As a result of project funding, RN qualified nurses will be prepared to enter the Maryland workforce.

- **Computer Science and Technology Enhancement**(*Oracle Corporation*) provides Oracle software, curriculum, training, and certification resources.
- **Creating an Online LPN to RN Program**(*Maryland Health Services Cost Review Commission*) will provide a quality on line program for Licensed Practical Nurses that will meet the needs of those who wish to further their education, despite work schedules, family responsibilities, and rural and/or urban localities. It will also increase the number of Registered Nurses, who can enter the on-line program as a Licensed Practical Nurse and graduate in two or three semesters as a Registered Nurse, to ensure that more qualified nurses are prepared to enter the workforce.
- **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 improving 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.

IV. Accountability Indicators

Please see attached tables for measure analysis.

COST CONTAINMENT

Allegany College of Maryland breaks down cost containment measures into two categories: those which reduce waste and improve overall efficiency of operations, and those which are used as emergency cost cutting measures in times of unexpected revenue reductions. Emergency cost containment measures are listed in Appendix 1. The following items were done in FY12:

The College renewed its consortium agreement for electricity and converted the heating/cooling in the Auto Tech and Physical Plant buildings to geothermal. The net savings in electricity is estimated to be \$77,200. The College also paid off its Enterprise Resource Planning lease early which saves \$48,322 in future interest and also freed up the yearly lease payments that would have been included in future budgets.

The Instructional area pursued the following cost containment measures:

- Eliminated a full-time Computer Science faculty position after a retirement for savings of \$31,200.
- Eliminated a full-time Dean of Early College position after a retirement for savings of \$92,300.
- Utilized waitlist feature for historically under enrolled classes as a means to add a class if demand warrants as opposed to running the class with low enrollment.
- Reviewed class scheduling to reduce number of sections offered while still ensuring that sufficient electives are offered.

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

- A full-time Desktop Publishing position was reduced from full-time to part-time with an estimated savings of \$18,000 annually.
- Other budget items were reduced in the print shop amounting to \$21,075 which included printing in-house instead of outsourcing and eliminating some equipment upgrades.

The Information Technology area pursued the following cost containment measures:

- Hardware Recycling Initiatives – To reduce waste, IT recycled 6,099 pounds of retired and surplus technology equipment at no cost to the college.
- Software maintenance reductions will save the college \$21,550 annually. These savings are due to renegotiated maintenance contracts with our academic software vendors.

The Continuing Education area pursued the following cost containment measures:

- Renegotiated select contracts with business partners for an estimated savings of \$3,240.
- Reduced part-time clerical position from 1,500 to 1,000 hours and eliminated a part-time Director position for savings of \$40,000.

The Enrollment Management area eliminated a full-time Recruiter position for an estimated yearly savings of \$28,000.

APPENDIX 1:

Emergency Cost Cutting Measures:

Emergency cost cutting measures are sometimes needed to address sudden and unanticipated revenue shortfall. All of the measures listed here negatively affect the mission of the College. These actions may for the short run reduce costs to the College, but in the long run they could reduce the effectiveness of the institution.

- Freeze budgets for equipment, supplies and travel
- Close campus to public on weekends
- Reduce or eliminate weekend programs
- Close swimming pool
- Reduce evening outside security lighting
- Lower heating temperature, raise air conditioning temperature
- Reduce temperature in hot water tanks
- Defer purchase of library books, and instructional films
- Defer campus improvement projects
- Defer maintenance
- Freeze hiring for additional positions and replacement positions
- Increase class size
- Eliminate funding for consultants and staff development
- Cut post season athletic tournament participation
- Cancel fall commencement
- Eliminate sabbaticals
- Reduce library hours of operation
- Consolidate summer and weekend classes/activities into one or two buildings
- Increase controls on postage and telephone

Extreme Options:

- Furlough Employees
- Reduce Salaries
- Reduce employee benefits
- Increase employee participation in benefit costs
- Reduce tuition reimbursements
- Reduce contract lengths
- Eliminate programs with low enrollment

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Student Characteristics (not Benchmarked)

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

| | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|---|--------------------|--------------------|--------------------|--------------------|
| A. Percent of credit students enrolled part time | 47.35 | 43.49 | 43.76% | 38.73% |
| B. Students with developmental education needs | 74.97 | 80.42 | 59.1% | 62.4% |
| | Spring 2006 | Spring 2008 | Spring 2010 | Spring 2012 |
| C. Percent of credit students who are first-generation college students (neither parent attended college) | 48.2% | 48.7% | 48.0% | 44.2% |
| | FY 2008 | FY 2009 | FY 2010 | FY 2011 |
| D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses | 11 | 5 | 3 | 5 |
| | FY 2008 | FY 2009 | FY 2010 | FY 2011 |
| E. Financial aid recipients | | | | |
| a. Percent of credit students receiving Pell grants | 27.2 | 35.9 | 43.5% | 43.5% |
| b. Percent of credit students receiving loans, scholarships and/or need-based financial aid | 79.7 | 80.2 | 91.4% | 90.3% |
| | Spring 2006 | Spring 2008 | Spring 2010 | Spring 2012 |
| F. Credit students employed more than 20 hours per week | NA | 50.60% | 34.8% | 38.9% |
| | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
| G. Student racial/ethnic distribution | | | | |
| a. Hispanic/Latino | | | 1.3% | 0.7% |
| b. Black/African American only | | | 7.7% | 9.0% |
| c. American Indian or Alaskan native only | | | 0.1% | 0.0% |
| d. Native Hawaiian or other Pacific Islander only | | | 0.1% | 0.1% |
| e. Asian only | | | 0.4% | 0.4% |
| f. White only | | | 87.4% | 87.1% |
| g. Multiple races | | | 0.8% | 0.3% |
| h. Foreign/Non-resident alien | | | 0.9% | 0.9% |
| i. Unknown/Unreported | | | 1.3% | 1.5% |
| | FY 2008 | FY 2009 | FY 2010 | FY 2011 |
| H. Wage growth of occupational program graduates | | | | |
| a. Median income one year prior to graduation | \$7,890 | \$6,900 | \$7,531 | \$ 8,110 |
| b. Median income three years after graduation | \$22,158 | \$23,038 | \$27,215 | \$ 25,819 |

Goal 1: Quality and Effectiveness

| | Alumni Survey 2000 | Alumni Survey 2002 | Alumni Survey 2005 | Alumni Survey 2008 | Benchmark Alumni Survey 2014 |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---|
| 1 Graduate satisfaction with educational goal achievement | 96 | 95 | 93 | 97 | 95.0% |
| | Spring 2003 Cohort | Spring 2005 Cohort | Spring 2007 Cohort | Spring 2009 Cohort | Benchmark Spring 2015 Cohort |
| 2 Non-returning student satisfaction with educational goal achievement | 65 | 65 | 67 | 54 | 63.0% |
| | Fall 2007 Cohort | Fall 2008 Cohort | Fall 2009 Cohort | Fall 2010 Cohort | Benchmark Fall 2014 Cohort |
| 3 Fall-to-fall retention | | | | | |
| a. Developmental students | 47.0% | 40.6% | 40.4% | 50.3% | 41.0% |
| b. College-ready students | 41.4% | 37.0% | 36.2% | 38.5% | 38.0% |
| | Fall 2004 Cohort | Fall 2005 Cohort | Fall 2006 Cohort | Fall 2007 Cohort | Benchmark Fall 2011 Cohort |
| 4 Developmental completers after four years | 27.6 | 24.8% | 21.7% | 20.3% | 28.0% |

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| | Fall 2004 Cohort | Fall 2005 Cohort | Fall 2006 Cohort | Fall 2007 Cohort | Benchmark Fall 2011 Cohort |
|--|------------------|------------------|------------------|------------------|----------------------------|
| 5 Successful-persister rate after four years | | | | | |
| a. College-ready students | 75.7 | 75.7 | 67.8% | 84.1% | 75.0% |
| b. Developmental completers | 74.2 | 65.6 | 68.2% | 82.5% | 70.0% |
| c. Developmental non-completers | 40 | 41.2 | 32.8% | 65.8% | Not Applicable |
| d. All students in cohort | 58.7 | 60.7 | 53.4% | 76.0% | 58.0% |

| | Fall 2004 Cohort | Fall 2005 Cohort | Fall 2006 Cohort | Fall 2007 Cohort | Benchmark Fall 2011 Cohort |
|---|------------------|------------------|------------------|------------------|----------------------------|
| 6 Graduation-transfer rate after four years | | | | | |
| a. College-ready students | 61.1 | 59.0 | 54.8% | 73.4% | 60.0% |
| b. Developmental completers | 48.3 | 45.6 | 49.5% | 64.1% | 48.0% |
| c. Developmental non-completers | 24.3 | 25.2 | 21.7% | 55.4% | Not Applicable |
| d. All students in cohort | 41.5 | 43.6 | 40.2% | 64.3% | 42.0% |

| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | Benchmark FY 2015 |
|--|---------|---------|---------|---------|-------------------|
| 7 Licensure/certification examination pass rates | | | | | |
| a. Registered Nursing Licensure Exam | 93 | 97 | 89.2% | 90.4% | 93 |
| Number of Candidates | 95 | 94 | 102 | 114 | |
| b. Practical Nursing Licensure Exam | 100 | 95 | 90.0% | 100.0% | 95 |
| Number of Candidates | 25 | 22 | 10 | 9 | |
| c. Dental Hygiene National Board Exam | 97 | 100 | 96.7% | 97.1% | 95 |
| Number of Candidates | 37 | 33 | 30 | 34 | |
| d. National MLT Registry | 80 | 100 | 85.7% | 83.3% | 90 |
| Number of Candidates | 5 | 4 | 7 | 6 | |
| e. Radiologic Technology Cert. Exam | 95 | 83 | 78.5 | 100% | 87 |
| Number of Candidates | 20 | 18 | 14 | 12 | |
| f. Respiratory Therapy Certification Exam | 90 | 86 | 95.7% | 100.0% | 90 |
| Number of Candidates | 19 | 14 | 23 | 18 | |
| g. Occupational Therapy Assistant Cert. Exam | 82 | 90 | 91.7% | 83.3% | 90 |
| Number of Candidates | 11 | 10 | 12 | 12 | |
| h. Physical Therapist Assistant Cert. Exam | 85 | 87 | 75 | 86% | 87 |
| Number of Candidates | 20 | 15 | 12 | 14 | |

| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | Benchmark FY 2015 |
|---------------------------|---------|---------|---------|---------|-------------------|
| 8 Percent of expenditures | | | | | |
| a. Instruction | 41.8 | 41.3 | 42.3% | 39.9% | 42.5% |
| b. Academic Support | 16.1 | 16.2 | 16.2% | 16.8% | 16.2% |
| c. Student Services | 8.6% | 8.9% | 8.6% | 8.3% | 8.6% |
| d. Other | 33.6 | 33.6 | 33.0% | 34.9% | 32.7% |

Goal 2: Access and Affordability

| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | Benchmark FY 2015 |
|----------------------------------|---------|---------|---------|---------|-------------------|
| 9 Annual unduplicated headcount | | | | | |
| a. Total | 12,996 | 13,847 | 13,603 | 12,970 | 13,600 |
| b. Credit students | 4,713 | 5,082 | 4,805 | 4,782 | 4,850 |
| c. Continuing education students | 8,716 | 9,137 | 9,011 | 8,515 | 9,200 |

| | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Benchmark Fall 2015 |
|---|-----------|-----------|-----------|-----------|---------------------|
| 10 Market share of first-time, full-time freshmen | 61.6% | 67.6% | 63.2% | 58.7% | 65.1% |

| | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Benchmark Fall 2015 |
|---|-----------|-----------|-----------|-----------|---------------------|
| 11 Market share of part-time undergraduates | 75.8% | 74.9% | 76.5% | 75.7% | 76.5% |

| | AY 07-08 | AY 08-09 | AY 09-10 | AY 10-11 | Benchmark AY 2014-15 |
|--|----------|----------|----------|----------|----------------------|
| 12 Market share of recent, college-bound high school graduates | 63.7% | 68.2% | 70.7% | 64.8% | 70.5% |

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| | | | | | |
|---|------------------|------------------|------------------|------------------|--------------------------------|
| 13 Annual enrollment in online courses | FY 2008 | FY 2009 | FY 2010 | FY 2011 | Benchmark FY 2015 |
| | 1,814 | 1,568 | 1,603 | 1,733 | 2,000 |
| a. Credit | 226 | 280 | 179 | 93 | 250 |
| b. Continuing Education | | | | | |
| 14 High school student enrollment | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Benchmark Fall 2015 |
| | 964 | 845 | 749 | 632 | 700 |
| 15 Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level. | FY 2009 | FY 2010 | FY 2011 | FY 2012 | Benchmark FY 2016 |
| | 44.4% | 43.4% | 45.4% | 43.7% | 45.1% |
| 16 Enrollment in continuing education community service and lifelong learning courses | FY 2008 | FY 2009 | FY 2010 | FY 2011 | Benchmark FY 2015 |
| | | | | | |
| a. Unduplicated annual headcount | 1,519 | 1,445 | 1,125 | 1,401 | 1,490 |
| b. Annual course enrollments | 2,486 | 2,712 | 2,263 | 2,627 | 2,600 |
| 17 Enrollment in continuing education basic skills and literacy courses | FY 2008 | FY 2009 | FY 2010 | FY 2011 | Benchmark FY 2015 |
| | | | | | |
| a. Unduplicated annual headcount | 0 | 0 | 0 | 0 | 0 |
| b. Annual course enrollments | 0 | 0 | 0 | 0 | 0 |

Goal 3: Diversity

| | | | | | |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|---|
| 18 Minority student enrollment compared to service area population | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Benchmark Fall 2015 |
| | | | | | |
| a. Percent nonwhite enrollment | 10.24 | 10.13 | 9.5% | 10.7% | 10.0% |
| b. Percent nonwhite service area population, 20 or older | | | | 11.7% | Not Applicable |
| 19 Percent minorities of full-time faculty | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Benchmark Fall 2015 |
| | 0 | 0 | 0% | 1% | 1.0% |
| 20 Percent minorities of full-time administrative and professional staff | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2010 | Benchmark Fall 2015 |
| | 0 | 0 | 0% | 1% | 1.0% |
| 21 Successful-persister rate after four years | Fall 2004 Cohort | Fall 2005 Cohort | Fall 2006 Cohort | Fall 2007 Cohort | Benchmark Fall 2009 Cohort |
| | | | | | |
| a. African American | 30 | 28.3 | 22.0% | 74.2% | 30.0% |
| b. Asian, Pacific Islander | <50 cohort | <50 cohort | <50 cohort | <50 cohort | NA |
| c. Hispanic | <50 cohort | <50 cohort | <50 cohort | <50 cohort | NA |
| Note: Not reported for groups with < 50 students in the cohort for analysis. | | | | | |
| 22 Graduation-transfer rate after four years | Fall 2004 Cohort | Fall 2005 Cohort | Fall 2006 Cohort | Fall 2007 Cohort | Benchmark Fall 2009 Cohort |
| | | | | | |
| a. African American | 12.2 | 19.8 | 18.0% | 67.2% | 19.0% |
| b. Asian, Pacific Islander | <50 cohort | <50 cohort | <50 cohort | <50 cohort | NA |
| c. Hispanic | <50 cohort | <50 cohort | <50 cohort | <50 cohort | NA |
| Note: Not reported for groups with < 50 students in the cohort for analysis. | | | | | |

Goal 4: Student-Centered Learning

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| | AY 07-08 | AY 08-09 | AY 09-10 | AY 10-11 | Benchmark AY 2014-15 |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---|
| 23 Performance at transfer institutions | | | | | |
| a. Percent with cumulative GPA after first year of 2.0 or above | 78.7 | 86.9 | 85.7% | 91.4% | 84.0% |
| b. Mean GPA after first year | 2.74 | 2.90 | 2.90 | 2.97 | 2.93 |
| | Alumni Survey 2000 | Alumni Survey 2002 | Alumni Survey 2005 | Alumni Survey 2008 | Benchmark Alumni Survey 2014 |
| 24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008. | 82 | 91 | 90 | 84 | 90 |
| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | Benchmark FY 2015 |
| 25 Associate degrees and credit certificates awarded | | | | | |
| a. Career degrees | 387 | 417 | 450 | 416 | 450 |
| b. Transfer degrees | 148 | 155 | 153 | 146 | 162 |
| c. Certificates | 181 | 199 | 216 | 231 | 220 |
| | Fall 2007 Cohort | Fall 2008 Cohort | Fall 2009 Cohort | Fall 2010 Cohort | Benchmark Fall 2014 Cohort |
| 26 Fall-to-fall retention | | | | | |
| a. Pell grant recipients | 46.6% | 53.1% | 51.0% | 50.5% | 52.5% |
| b. Non-recipients | 61.8% | 65.6% | 66.8% | 66.4% | 66.1% |
| | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Benchmark Fall 2015 |
| 27 Education transfer programs | | | | | |
| a. Credit enrollment | 123 | 123 | 138 | 160 | 128 |
| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | Benchmark FY 2015 |
| b. Credit awards | 21 | 20 | 22 | 25 | 22 |

Goal 5: Economic Growth and Vitality

| | Alumni Survey 2000 | Alumni Survey 2002 | Alumni Survey 2005 | Alumni Survey 2008 | Benchmark Alumni Survey 2014 |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---|
| 28 Percent of full-time employed career program graduates working in a related field | 76 | 87 | 87 | 78 | 86.0% |
| | Alumni Survey 2000 | Alumni Survey 2002 | Alumni Survey 2005 | Alumni Survey 2008 | Benchmark Alumni Survey 2014 |
| 29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2008. | 77 | 76 | 82 | 96 | 92.0% |
| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | Benchmark FY 2015 |
| 30 Enrollment in continuing education workforce development courses | | | | | |
| a. Unduplicated annual headcount | 7,375 | 7,896 | 8,039 | 7,341 | 7,341 |
| b. Annual course enrollments | 10,772 | 12,402 | 12,481 | 11,230 | 13,000 |
| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | Benchmark FY 2015 |
| 31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure | | | | | |
| a. Unduplicated annual headcount | 4,926 | 5,110 | 5,519 | 5,708 | 5,500 |
| b. Annual course enrollments | 6,181 | 6,501 | 7,270 | 7,009 | 7,100 |
| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | Benchmark FY 2015 |
| 32 Number of business organizations provided training and services under contract | 68 | 69 | 81 | 69 | 90 |
| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | Benchmark FY 2015 |
| 33 Enrollment in contract training courses | | | | | |
| a. Unduplicated annual headcount | 4,865 | 5,465 | 5,426 | 4,677 | 5,670 |
| b. Annual course enrollments | 6,783 | 7,791 | 8,233 | 6,879 | 8,600 |

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| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | Benchmark FY 2015 |
|---|------------------|------------------|------------------|------------------|--------------------------------|
| 34 Employer satisfaction with contract training | 98 | 100 | 100.0% | 100.0% | 98.0% |
| | | | | | |
| | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Benchmark Fall 2015 |
| 35 STEM programs | | | | | |
| a. Credit enrollment | 1,582 | 1,772 | 1,811 | 1,787 | 1,750 |
| | | | | | |
| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | Benchmark FY 2015 |
| b. Credit awards | 444 | 526 | 530 | 515 | 510 |

**2012 Community College
Degree Progress Four Years After Initial Enrollment
Fall 2007 Entering Cohort**

| | All Students | | College-ready Students | | Developmental Completers | | Developmental Non-completers | |
|----|---|--|------------------------|--------|--------------------------|-------|------------------------------|-----------|
| 1 | First-time full- and part-time fall headcount | | 916 | | 379 | | 109 | 428 |
| 2 | Number attempting fewer than 18 hours over first 2 years | | 225 | | 89 | | 6 | 130 |
| 3 | Cohort for analysis (Line 1 – Line 2) | | 691 | 100.0% | 290 | 42.0% | 103 | 298 43.1% |
| 4 | Earned Associate degree from this community college | | 207 | 30.0% | 128 | 44.1% | 35 | 44 14.8% |
| 5 | Earned certificate, but no degree, from this community college | | 42 | 6.1% | 18 | 6.2% | 3 | 21 7.0% |
| 6 | Total associate and certificate graduates (Line 4 + Line 5) | | 249 | 36.0% | 146 | 50.3% | 38 | 65 21.8% |
| 7 | Transferred to Maryland two-year/technical college | | 84 | 12.2% | 23 | 7.9% | 13 | 48 16.1% |
| 8 | Transferred to Maryland public four-year college | | 66 | 9.6% | 32 | 11.0% | 15 | 19 6.4% |
| 9 | Transferred to Maryland private four-year college or university | | 0 | 0.0% | 0 | 0.0% | 0 | 0 0.0% |
| 10 | Transferred to out-of-state two-year/technical college | | 31 | 4.5% | 9 | 3.1% | 5 | 17 5.7% |
| 11 | Transferred to out-of-state four-year college or university | | 82 | 11.9% | 41 | 14.1% | 10 | 31 10.4% |
| 12 | Total transfers (sum of Lines 7 - 11) | | 263 | 38.1% | 105 | 36.2% | 43 | 115 38.6% |
| 13 | Graduated from this college and transferred (Line 6 ∩ Line 12) | | 68 | 9.8% | 38 | 13.1% | 15 | 15 5.0% |
| 14 | Graduated and/or transferred {(Line 6 + Line 12) – Line 13} | | 444 | 64.3% | 213 | 73.4% | 66 | 165 55.4% |
| 15 | No award or transfer, but 30 credits with GPA ≥ 2.00 | | 75 | 10.9% | 27 | 9.3% | 19 | 29 9.7% |
| 16 | Successful transition to higher ed (Line 14 + Line 15) | | 519 | 75.1% | 240 | 82.8% | 85 | 194 65.1% |
| 17 | Enrolled at this community college last term of study period | | 6 | 0.9% | 4 | 1.4% | 0 | 2 0.7% |
| 18 | Successful or persisting (Line 16 + Line 17) | | 525 | 76.0% | 244 | 84.1% | 85 | 196 65.8% |

**2012 Community College
Degree Progress Four Years After Initial Enrollment
Fall 2007 Entering Minority Cohorts**

| | African American | | White | | Native American | | Hispanic | | Asian | | Other | |
|----|---|--------|-------|--------|-----------------|--------|----------|--------|-------|--------|-------|--------|
| 1 | First-time full- and part-time fall headcount | | | | | | | | | | | |
| | 156 | | 720 | | 2 | | 16 | | 7 | | 15 | |
| 2 | Number attempting fewer than 18 hours over first 2 years | | | | | | | | | | | |
| | 28 | | 186 | | 1 | | 3 | | 2 | | 5 | |
| 3 | Cohort for analysis (Line 1 – Line 2) | | | | | | | | | | | |
| | 128 | 100.0% | 534 | 100.0% | 1 | 100.0% | 13 | 100.0% | 5 | 100.0% | 10 | 100.0% |
| 4 | Earned Associate degree from this community college | | | | | | | | | | | |
| | 12 | 9.4% | 183 | 34.3% | 0 | 0.0% | 4 | 30.8% | 3 | 60.0% | 5 | 50.0% |
| 5 | Earned certificate, but no degree, from this community college | | | | | | | | | | | |
| | 2 | 1.6% | 40 | 7.5% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 6 | Total associate and certificate graduates (Line 4 + Line 5) | | | | | | | | | | | |
| | 14 | 10.9% | 223 | 41.8% | 0 | 0.0% | 4 | 30.8% | 3 | 60.0% | 5 | 50.0% |
| 7 | Transferred to Maryland two-year/technical college | | | | | | | | | | | |
| | 53 | 41.4% | 25 | 4.7% | 0 | 0.0% | 3 | 23.1% | 1 | 20.0% | 2 | 20.0% |
| 8 | Transferred to Maryland public four-year college | | | | | | | | | | | |
| | 10 | 7.8% | 52 | 9.7% | 0 | 0.0% | 2 | 15.4% | 1 | 20.0% | 1 | 10.0% |
| 9 | Transferred to Maryland private four-year college or university | | | | | | | | | | | |
| | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 10 | Transferred to out-of-state two-year/technical college | | | | | | | | | | | |
| | 9 | 7.0% | 20 | 3.7% | 0 | 0.0% | 2 | 15.4% | 0 | 0.0% | 0 | 0.0% |
| 11 | Transferred to out-of-state four-year college or university | | | | | | | | | | | |
| | 14 | 10.9% | 64 | 12.0% | 0 | 0.0% | 1 | 7.7% | 1 | 20.0% | 2 | 20.0% |
| 12 | Total transfers (sum of Lines 7 - 11) | | | | | | | | | | | |
| | 86 | 67.2% | 161 | 30.1% | 0 | 0.0% | 8 | 61.5% | 3 | 60.0% | 5 | 50.0% |
| 13 | Graduated from this college and transferred (Line 6 □ Line 12) | | | | | | | | | | | |
| | 7 | 5.5% | 57 | 10.7% | 0 | 0.0% | 3 | 23.1% | 1 | 0.0% | 0 | 0.0% |
| 14 | Graduated and/or transferred {(Line 6 + Line 12) – Line 13} | | | | | | | | | | | |
| | 93 | 72.7% | 327 | 61.2% | 0 | 0.0% | 9 | 69.2% | 5 | 100.0% | 10 | 100.0% |
| 15 | No award or transfer, but 30 credits with GPA ≥ 2.00 | | | | | | | | | | | |
| | 2 | 1.6% | 71 | 13.3% | 0 | 0.0% | 2 | 15.4% | 0 | 0.0% | 0 | 0.0% |
| 16 | Successful transition to higher ed (Line 14 + Line 15) | | | | | | | | | | | |
| | 95 | 74.2% | 398 | 74.5% | 0 | 0.0% | 11 | 84.6% | 5 | 100.0% | 10 | 100.0% |
| 17 | Enrolled at this community college last term of study period | | | | | | | | | | | |
| | 0 | 0.0% | 6 | 1.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| 18 | Successful or persisting (Line 16 + Line 17) | | | | | | | | | | | |
| | 95 | 74.2% | 404 | 75.7% | 0 | 0.0% | 11 | 84.6% | 5 | 100.0% | 10 | 100.0% |