

ALLEGANY COLLEGE OF MARYLAND

# Institutional Performance Accountability Report

for  
Maryland Higher Education Commission

FALL 2015



## **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. The College places an emphasis on being a learner-centered college and addressing the entire student.

## **II. Institutional Assessment**

Enrollment at Allegany College of Maryland remained approximately even from fall 2013 to fall 2014 with 3,250 students. In the long term picture, this is approximately a decrease of 20% over the last four years. Non-credit FTEs decreased for the year to 527.36 which is a decrease of 11.6%. Preliminary numbers for fall 2015 indicate credit headcount will be decreasing substantially.

Early college enrollments returned to 2012 numbers, reaching almost 600 enrollments, up from 464 in fall of 2013. This was a significant factor in maintaining enrollment overall from 2012 since non-early college enrollments decreased substantially during the last year. The College continues to see decreases in non-traditional demographics as the general economic health of the region improves. Additionally, the College has now completed its second fall term of deregistering students from classes prior to the start of term for non-payment. Although this affected fewer students in fall 2014, it is still a notable effect on the overall registrations the College achieves.

With the completion of the Middle States self-study process in April 2015, the focus of the College has shifted to primarily align with the expectations resulting from the Commission action addressing concerns related to Standards 2, 7, and 14. The indicators outlined in the Performance Accountability Report continue to be extremely important to the day to day operations of the institution, but they are now undertaken with a greater clarity related to assessment and sustainability of processes.

### **Commendations by MHEC Review of the College's 2014 Report**

Increasing focus on completion at the national, state, and local levels has manifested at Allegany College of Maryland in a number of mechanisms geared towards ensuring the greatest possibility of graduation, transfer, success, and persistence of its students. Shortly after her arrival in 2011, President Cynthia Bambara established a Completion Agenda Committee designed to seek out best practices, inefficiencies, and impediments to the ability of students to successfully complete their education at the College. There have been a number of initiatives stemming from the work of this group including changes to registration

periods, an ongoing review of orientation processes, developmental testing levels, and availability of student support services.

Additionally, the College began implementation of a Title III grant developing a new Advising Center dedicated to improving the advising process for new and continuing students to ensure that they receive the best and most accurate information on a consistent basis across the College.

### **Data Note**

Continuing education numbers in previous years were a year off (FY2013 was really FY2012, FY2012 was really FY2011, etc.). These have all been adjusted to the appropriate numbers in this year's report. Additionally, the mechanism for collecting indicator 34 (Employer satisfaction with contract training) has been revised to improve data accuracy and utility moving forward.

### **Goal 1: Quality and Effectiveness**

Allegany College of Maryland continually considers its position as a steward of public resources towards delivery of meaningful and competitive education provided to its students and by extension to the region it serves. Regardless of enrollment trends, the institution emphasizes the importance of success for its students and recognizes that success may vary from one student to the next. Through the measures of Goal 1, the institution is able to gain some level of insight into its ability to drive student success.

The first indicator come from the Graduate Follow-up Survey conducted in 2012. As these data have not changed, the College continues to meet the benchmark on this indicator. A newer iteration of the Graduate Follow-up Survey was completed over the summer of 2015 and will be available for the 2016 Performance Accountability Report. With the shift towards digital distribution of the survey, the College's response rate has improved.

The College administered its most recent Non-Returning Student Satisfaction Survey last year and is scheduled to conduct a new one during the current academic year. These data have not changed; the College received a 77% satisfaction rating from its non-returners towards the achievement of their educational goals.

The fall-to-fall retention rate of developmental students at Allegany College of Maryland rose to 50.3% for the fall 2013 cohort. Two important factors contribute to this substantial increase from 42.7% in the fall 2012 cohort. First, the college was the recipient of a Title III grant which focused on the development of a comprehensive Advising Center that went into effect in Fall 2013. This administrative unit serves the student body by making them better informed of institutional policies which might otherwise hinder their academic progression as well as following up with students who may need additional assistance as determined by

interactions and more recently through academic alerts. Second, the college implemented a deregistration for non-payment policy in 2013, making the fall 2013 freshman cohort the first to be affected by this. As this was effective at removing students who never had any intention of paying, it was naturally expected that it would shift the baseline retention for the institution upwards. This level of retention shift is not expected to continue, but the baseline is anticipated to have permanently shifted upwards.

The College has seen the ratio of students successfully completing their developmental coursework increase for the third year in a row. This is critical in enabling students to progress into credit-bearing courses and begin accumulating credits towards an award. As the number of students requiring developmental coursework increased, the College placed greater emphasis on meeting the needs of those students, which allows them a greater probability of successfully complete a degree or otherwise be successful in higher education.

The Fall 2010 cohort of incoming freshmen graduated and/or transferred at a rate of 57.2%, several points up from the previous year at 51.7%. This was primarily driven by increases in performance by students who originally tested into developmental courses, whether they completed their developmental requirements or not. As this cohort is substantially larger than those testing in college ready, the numbers for these sub-cohorts are generally more indicative of real changes from year to year. Similarly, the Success-Persistence rate for the entire cohort went from 66.1% to 72.9%. In general, the graduation and transfer rates of the cohorts improved with minimal changes to the measures showing if students successfully completed 30 credits with a GPA of 2.00 or better and the still enrolled component.

In FY2014, licensure and certification examination pass rates increased or remained the same for Dental Hygiene (96.6%), MLT (100%), Occupational Therapy Assistant (87.5%), and Physical Therapist Assistant (93.3%). Pass rates declined for Respiratory Therapy (90.5%), Radiologic Technology (61.5%), Registered Nursing (83.3%), and Practical Nursing (93.3%).

Goal 1 concludes with a discussion of the financial distribution at Allegany College of Maryland for FY 2014. Expenditures towards instruction decreased as the College shifted budgetary resources towards Academic Support and Other expenditures.

## **Goal 2: Access and Affordability**

The first institutional priority of the College's 2015-2020 Strategic Plan is Student Success & Access. The institution places a great deal of importance on the ability of students to advance their career and personal growth through ease of access to higher education. Ensuring that all students interested in pursuing higher education are able to do so is a cornerstone of the day to day operations of many offices on campus.

Overall enrollment at the College continued its trend of decreasing through FY2014, but at least for credit students, the severity has diminished. Continuing education has engaged with additional workforce agencies and will be pursuing the opportunity to offer adult basic education in the near future as mechanisms to ensure as many persons in the community are being served as are in need of the services provided by the College. Preliminary numbers for fall 2015 indicate that credit enrollments will again be decreasing.

The market share indicators 10, 11, and 12 show the maintenance or increase of market share values for Allegany College of Maryland. This is in line with expectations as the college was able to maintain enrollments at approximately even levels with the previous year. In the face of shifting enrollments and regional demographics, maintaining market share is of great importance to a rural community college, as it fits a better definition of the college's ability to meet the needs of its service area.

FY 2014 shows in indicator 13 a return to strong online enrollments for credit students as more students are again choosing web-based delivery of courses. Through the increases and decreases over the years, the College has not emphasized online delivery, indicating that the shifts in enrollment patterns are at the discretion and selection of the student body. Non-credit online enrollment remained approximately even.

After the substantial decrease from fall 2012 to fall 2013, early college enrollments rebounded substantially from fall 2013 to fall 2014. The College was able to benefit from enhanced partnerships with area school districts, both within Allegany County and from neighboring counties in Pennsylvania. SB 740 has been of some benefit to creating greater cooperation with Allegany County Public Schools, although the College had a good working relationship with the high schools previously.

Regardless of the enrollment scenarios faced by the institution over the last few years, tuition and fees as demonstrated by indicator 15 have been kept well below those of Maryland public four-years, even decreasing as a percentage each year to maintain the position well below the benchmark. Given the socio-economic status of Allegany County, this is incredibly important to maintaining the expectations of Access & Affordability to area residents.

Non-credit enrollments in community service and lifelong learning courses continued decreasing for the second consecutive year at almost a 9% decrease. Over the previous years, the decrease in credit enrollment was frequently offset by stable or increasing non-credit enrollments. Decreases in non-credit enrollment are potential enrollment concerns if they should be sustained over the long term. All areas of continuing education have plans in place for pursuing increasing enrollments over the coming year.

The College is investigating offering adult basic education in the near future. It was previously offered by Allegany County Public Schools, which is why the College has never had figures to report on indicator 17.

### **Goal 3: Diversity**

Over the last decade, Allegany College of Maryland has experienced substantial increases to the diversity of its student body in every definition of the word. In an ongoing expansion of globalization and preparation for work beyond the boundaries of Allegany County, the College is dedicated to preparing its students for success regardless of who they are, where they come from, or where they will be after graduation.

Enrollment at the College by non-white students continued its steady increase as a share of the student body to 14.4% in fall 2014. As other demographics have stayed even or decreased, minority enrollments have stayed the same or increased over the same period of time. The College has made as a goal in its 2015-2020 Strategic Plan to increase the cultural competency of its faculty, staff, and students to ensure that the changes to the student body demographics are understood as well as possible not only among the students, but the communities the college serves at large. While the student body has substantially more non-white enrollment than the service area, this continues to be more a product of having out-of-county enrollments than of adequately capturing minority populations of Allegany County.

Indicators 19 & 20 have remained low. The College's Diversity Committee in conjunction with Human Resources has been in discussions about the implications of these measures and how policies and procedures related to hiring and retention of faculty and staff may be utilized to develop the workforce into one that is more reflective of the student body and regional service area.

The degree progress rates of African American students at Allegany College of Maryland rebounded for the Fall 2010 cohort to be closer to the numbers seen in the Fall 2007 and Fall 2008 cohorts with 75% success-persistence and 64.5% graduation-transfer. As in previous years, the primary mechanism for success in this cohort is external transfer prior to graduation.

### **Goal 4: Student-Centered Learning**

Success for a community college student takes many forms and the College is dedicated to every modality it appears in. Students remain the heart of operations for the institution because they are expected to be the focus of all operations across campus. Whether dealing with financial aid or sitting in a classroom, the needs of students must necessarily be emphasized above all to ensure the greatest chances for successful learning and continued transition through higher education.

Data for indicator 23 on the success of Allegany College of Maryland students post-graduation at transfer institutions were unavailable this year per MHEC.

Indicator 24 continues to reference the Graduate Follow-up Survey which was administered two years ago and simultaneously continues to suffer from an extremely low response rate that contributes to a statistically insignificant number. A new survey was administered over the summer of 2015 and will be incorporated into the PAR for 2016.

Total awards conferred to students in FY2014 remained identical with 782 awards going to students. Transfer degrees remained the same while career associate degrees increased and certificates decreased by a complimentary amount.

For reasons discussed under indicator #3 in Goal 1, the retention rate of students from the fall 2013 cohort increased substantially over the prior year. The nature of the deregistration process and its effects on first time students shifts the demographics of what type of student composes the non-Pell receiving group to one that is more likely to attend classes and return for classes in future semesters.

Education major enrollments and awards remained approximately similar to the previous year from 109 enrollments in Fall 2013 to 124 in Fall 2014 and 23 awards in FY2013 to 21 in FY2014.

### **Goal 5: Economic Growth and Vitality**

This last section of indicators contains metrics designed to measure the impact of the institution on workforce and career development. Colleges and universities play a critical role in keeping the regional workforce competitive, and ACM remains committed to assisting businesses and industries within the service area to be as effective as possible through the provision of professional development and skill training for employees.

Indicators 28 and 29 relate to the levels of employment and job preparation satisfaction as self-reported by alumni a year and a half or more after graduation. The survey to generate these data is administered every three years, with the next one being in 2015.

Indicators 30-33 show a combined decrease in all areas of continuing education over the last two years. Some of this is because of unexpectedly high numbers in FY2012 stemming from trainings done by the then-new casino. There are also expected fluctuations in employer participation in continuing education opportunities based on financial status. All areas of continuing education have outlined plans for improving and increasing enrollments for their areas in the coming year.

The last indicator of the Performance Accountability Report demonstrates a 4% decrease to STEM enrollments from fall 2013 to fall 2014. At the same time, the number of awards completed in STEM fields increased by about 5%, indicating a greater propensity of students to successfully accomplish their goal of degree completion. The expectations for these numbers remain in flux in line with enrollment patterns of the College.

### **III. Community Outreach and Impact**

Electronic Health Records Training (eClinical Works) provides software solutions to support electronic health records training. Software, maintenance, support, and other resources are provided to improve healthcare by providing technology and services to reduce costs, reduce errors, and improve quality of care.

Computer Science and Technology Enhancement (Oracle Corporation) provides Oracle software, curriculum, training, and certification resources.

Pathways for Success (United States Department of Education) is a TRIO Student Support Services project to increase retention, graduation, and transfer rates of eligible students, as well as improve student grade point averages. The program provides a supportive environment on campus for students with low-income or first-generation status and students with disabilities. The program offers tutoring in math, science, and writing/English, one-on-one academic advising, career advising, transfer advising, financial aid advising, peer mentoring, support groups, and workshops on topics such as financial literacy.

Information Technology Center for 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.

Centralized Academic Advising in Rural Appalachia: Ensuring Student Success and Completion (United States Department of Education) enables the College to improve academic advising services to students to boost their chances for success and will consolidate academic advising services in one location for greater access and more consistent delivery. This one-stop advising services center, located in the College Center, includes a wide range of academic advising, career planning, supportive counseling, educational coaching and mentoring services.

Creating an Online LPN to RN Program (Maryland Health Services Cost Review Commission) will provide a quality online 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 online 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.

Automotive Technology Workforce Development Training Project (Appalachian Regional Commission) fits directly with ARC's mission of partnering with the people of Appalachia to create opportunities for economic development and an improved quality of life. The workforce development training will use state-of-the-art technological and training tools and will also assist with recruiting, training, retaining, and developing more skilled employees, while also addressing certification requirements of employees. The primary rationale is to bolster the economic outlook of the area by providing training to workers to meet the existing workforce



needs, provide training to workers to retain employment and increase job retention, and coordinate with the economic development initiatives already in progress.

Project Jump Start – Success in Rural Maryland (Maryland Higher Education Commission) will assist in preparing students for college by enrolling them in dual-enrollment courses so they can earn college credits before graduating from high school and by providing counseling, coaching, and mentoring that will help students understand the importance of college attendance and how to apply to, and enroll in, college and finance a college education. This project is designed to provide high school graduates with the skills and support mechanisms to prepare them for college-level coursework during their first semester.

Cyber Technology Pathways Across Maryland (United States Department of Labor) is a skills-training and economic-development initiative of the State's Department of Labor and will prepare workers for a growing number of area jobs foreseen in IT. Among the population to benefit from the job training offered through CPAM are military veterans and workers made jobless by unfair foreign trade practices. Low-skilled adults, women and other populations underrepresented in cybersecurity and other IT fields are also in the target audience.

Health Personnel Shortage Incentive Grant (Maryland Higher Education Commission) provides funding to the Medical Laboratory Technology Program and the Nursing Program to expand and/or enhance student training.

Allegany County Opportunity Scholarship.

Scholarship Program Overview: The Allegany County Commissioners understand the impact of Allegany College of Maryland and the education and job training provided to the community. Funds will be provided to eligible community residents to receive education and job training, bettering themselves and the community.

#### FY 2015 Fast Facts

- Ø Recipients of this investment represent every community in our County.
- Ø All public and private schools in Allegany County, as well as homeschooled and GED students, have been awarded funding through this program.
- Ø Recipients have included students from nearly every major/curriculum.
- Ø The age range of recipients is from 17-54, with an average age of 24.
- Ø 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.

- Ø The Allegany County Opportunity Merit Scholarship encourages academic excellence. Over 270 awards have been made.
- Ø The Allegany County Opportunity Tuition Subsidy for Credit Students is intended to offset tuition costs not covered by federal or state aid or by other support. Over 170 awards have been made.

#### **IV. Accountability Indicators**

**Please see attached tables for measure analysis.**

#### **COST CONTAINMENT**

Allegany College of Maryland implemented the following cost containment items in FY15:

The College contracted with Lumos to increase internet speed and reduce cost. Monthly costs went from \$3,200 to \$2,100 for a yearly savings of \$13,200.

The College changed waste disposal vendors for a savings of \$12,972 per year.

The College renegotiated the food service contract with Eurest to eliminate the annual \$25,000 management fee.

The Instructional area pursued the following cost containment measures:

- The Reading/Developmental Ed departments did not fill an open position for an estimated savings of \$53,138.
- The Business department had a retirement and eliminated a full-time faculty position for an estimated savings of \$36,667.
- The Auto Tech department had a retirement for an estimated savings of \$34,945.
- The VP of Instruction department had a retirement for an estimated savings of \$25,569.
- The Instructional Technology department did not fill an open position for an estimated savings of \$18,858.

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

- The College purchased specialized direct mail addressing software which saves postage and improves mailing list accuracy. This acquisition has saved an estimated \$4,155 in postage.
- The Print Shop purchased a specialized laser printer to print mailing addresses directly onto mail pieces. This saved an estimated \$2,500 in label paper.
- Other budget items were reduced in the print shop amounting to \$28,640 which included printing banners in-house instead of outsourcing, monitoring variable print costs, cutting down on choices of cover stock and purchasing cheaper copy paper.

The Athletics area pursued the following cost containment measures:

- Printing the yearbook in house instead of outsourcing.

The Continuing Education area pursued the following cost containment measures:

- The number of proofs and changes to the CE catalog were limited and the staff worked with the newspaper to take advantage of advertising specials. This saved an estimated \$10,000.
- Part-time positions had hours reduced and a Part-Time Director position was eliminated for an estimated savings of \$44,673.

The Finance area pursued the following cost containment measures:

- Three part-time positions were eliminated for an estimated savings of \$19,156.
- The Accounts Payable area had a retirement for a savings of \$13,900.
- The Mailroom added a service offered by the USPS to create pre-paid shipping labels which has allowed the college to recognize discounted rates on all packages. This resulted in an estimated savings of \$2,700.

The Information Technology area pursued the following cost containment measures:

- Two part-time positions were eliminated for an estimated savings of \$12,873.
- The full-time Coordinator for Database/System Design was left open for the year for a savings of \$75,306.

The Security department pursued the following cost containment measures:

- Part-time hours were reduced due to Willowbrook Woods not being open in the summer for an estimated savings of \$2,952.
- The full-time Security Coordinator was reduced from a 12 month contract to a 10 month contract for a savings of \$3,409.

The Admissions/Registration department pursued the following cost containment measure:

- A part-time position was eliminated for an estimated savings of \$7,428.

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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.*

	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>
A. Percent of credit students enrolled part time	38.73%	46.49%	41.30%	46.10%
B. Students with developmental education needs	85.7%	89.3%	92.9%	83.8%
	<b>Spring 2008</b>	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>
C. Percent of credit students who are first-generation college students (neither parent attended college)	48.7%	48.0%	44.2%	42.8%
	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	5	8	2	3
	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>
E. Financial aid recipients				
a. Percent of credit students receiving Pell grants	43.5%	44.7%	49.5%	46.2%
b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	90.3%	91.6%	95.2%	89.3%
	<b>Spring 2008</b>	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>
F. Credit students employed more than 20 hours per week	50.60%	34.8%	38.9%	34.3%
	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>
G. Student racial/ethnic distribution				
a. Hispanic/Latino	0.7%	0.2%	1.4%	1.5%
b. Black/African American only	9.0%	10.4%	10.3%	10.6%
c. American Indian or Alaskan native only	0.0%	0.2%	0.2%	0.1%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
e. Asian only	0.4%	0.4%	0.4%	0.3%
f. White only	87.1%	84.3%	83.7%	83.0%
g. Multiple races	0.3%	1.0%	1.3%	1.5%
h. Foreign/Non-resident alien	0.9%	1.0%	1.1%	1.3%
i. Unknown/Unreported	1.5%	1.2%	1.7%	1.8%
	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>
H. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$8,110	\$7,345	\$7,979	\$8,242
b. Median income three years after graduation	\$25,819	\$25,037	\$24,041	\$23,405

**Goal 1: Quality and Effectiveness**

	<b>Alumni Survey 2002</b>	<b>Alumni Survey 2005</b>	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Benchmark Alumni Survey 2014</b>
1 Graduate satisfaction with educational goal achievement	95.0%	93.0%	97.0%	95.3%	95.0%
	<b>Spring 2007 Cohort</b>	<b>Spring 2009 Cohort</b>	<b>Spring 2011 Cohort</b>	<b>Spring 2013 Cohort</b>	<b>Benchmark Spring 2015 Cohort</b>
2 Non-returning student satisfaction with educational goal achievement	67.0%	54.0%	57.0%	77.0%	63.0%
	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2014 Cohort</b>
3 Fall-to-fall retention					
a. Developmental students	50.3%	45.9%	42.7%	50.3%	41.0%
b. College-ready students	38.5%	49.6%	60.7%	55.6%	38.0%
	<b>Fall 2007 Cohort</b>	<b>Fall 2008 Cohort</b>	<b>Fall 2009 Cohort</b>	<b>Fall 2010 Cohort</b>	<b>Benchmark Fall 2011 Cohort</b>
4 Developmental completers after four years	20.3%	30.9%	37.7%	38.5%	28.0%

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	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
5 Successful-persister rate after four years					
a. College-ready students	84.1%	86.1%	91.3%	81.6%	75.0%
b. Developmental completers	82.5%	84.4%	83.1%	84.5%	70.0%
c. Developmental non-completers	65.8%	60.4%	43.4%	52.1%	Not Applicable
d. All students in cohort	76.0%	74.5%	66.1%	72.9%	58.0%

	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Benchmark Fall 2011 Cohort
6 Graduation-transfer rate after four years					
a. College-ready students	73.4%	78.0%	75.0%	68.4%	60.0%
b. Developmental completers	64.1%	62.0%	62.9%	66.0%	48.0%
c. Developmental non-completers	55.4%	48.6%	35.5%	39.7%	Not Applicable
d. All students in cohort	64.3%	60.5%	51.7%	57.2%	42.0%

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
7 Licensure/certification examination pass rates					
a. Registered Nursing Licensure Exam	90.4%	94.5%	91.8%	83.3%	93
Number of Candidates	114	110	110	114	
b. Practical Nursing Licensure Exam	100.0%	90.0%	100.0%	93.3%	95
Number of Candidates	9	10	6	15	
c. Dental Hygiene National Board Exam	97.1%	94.1%	96.6%	96.6%	95
Number of Candidates	34	34	29	29	
d. National MLT Registry	83.3%	100.0%	100.0%	100.0%	90
Number of Candidates	6	8	6	8	
e. Radiologic Technology Cert. Exam	100.0%	92.3%	78.6%	61.5%	87
Number of Candidates	12	13	14	13	
f. Respiratory Therapy Certification Exam	100.0%	90.9%	93.8%	90.5%	90
Number of Candidates	18	22	16	21	
g. Occupational Therapy Assistant Cert. Exam	83.3%	90.2%	82.4%	87.5%	90
Number of Candidates	12	41	17	16	
h. Physical Therapist Assistant Cert. Exam	80.0%	73.3%	62.5%	93.3%	87
Number of Candidates	15	15	16	15	

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
8 Percent of expenditures					
a. Instruction	39.9%	39.0%	39.8%	38.3%	42.5%
b. Academic Support	16.8%	16.7%	18.7%	19.4%	16.2%
c. Student Services	8.3%	8.0%	8.2%	8.0%	8.6%
d. Other	34.9%	36.4%	33.3%	34.3%	32.7%

**Goal 2: Access and Affordability**

	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark FY 2015
9 Annual unduplicated headcount					
a. Total	12,970	11,869	11,031	10,456	13,600
b. Credit students	4,782	4,485	3,935	3,910	4,850
c. Continuing education students	8,143	7,854	7,139	6,681	9,200

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
10 Market share of first-time, full-time freshmen	58.7%	53.6%	61.4%	61.4%	65.1%

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark Fall 2015
11 Market share of part-time undergraduates	75.7%	76.1%	73.3%	73.8%	76.5%

	AY 10-11	AY 11-12	AY 12-13	AY 13-14	Benchmark AY 2014-15
12 Market share of recent, college-bound high school graduates	64.8%	67.8%	61.8%	68.9%	70.5%

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	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>Benchmark FY 2015</b>
13 Annual enrollment in online courses					
a. Credit	1,733	1,728	1,660	1,812	<b>2,000</b>
b. Continuing Education	73	47	68	62	<b>250</b>
	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Benchmark Fall 2015</b>
14 High school student enrollment	613	605	464	596	<b>700</b>
	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>Benchmark FY 2016</b>
15 Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	43.7%	42.0%	41.7%	40.5%	<b>45.1%</b>
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					
	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>Benchmark FY 2015</b>
16 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	1,576	1,611	1,469	1,200	<b>1,490</b>
b. Annual course enrollments	2,980	2,911	2,613	2,387	<b>2,600</b>
	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>Benchmark FY 2015</b>
17 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	0	0	0	0	<b>0</b>
b. Annual course enrollments	0	0	0	0	<b>0</b>

**Goal 3: Diversity**

	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Benchmark Fall 2015</b>
18 Minority student enrollment compared to service area population					
a. Percent nonwhite enrollment	10.7%	12.7%	13.6%	14.4%	<b>10.0%</b>
b. Percent nonwhite service area population, 20 or older	11.9%	12.0%	12.1%	12.4%	<b>Not Applicable</b>
	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Benchmark Fall 2015</b>
19 Percent minorities of full-time faculty	0.9%	0.9%	2.7%	2.8%	<b>1.0%</b>
	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Benchmark Fall 2015</b>
20 Percent minorities of full-time administrative and professional staff	1.1%	1.1%	1.1%	1.6%	<b>1.0%</b>
	<b>Fall 2007 Cohort</b>	<b>Fall 2008 Cohort</b>	<b>Fall 2009 Cohort</b>	<b>Fall 2010 Cohort</b>	<b>Benchmark Fall 2009 Cohort</b>
21 Successful-persister rate after four years					
a. African American	74.2%	76.7%	61.2%	75.0%	<b>30.0%</b>
b. Asian, Pacific Islander	<50 cohort	<50 cohort	<50 cohort	<50 cohort	<b>NA</b>
c. Hispanic	<50 cohort	<50 cohort	<50 cohort	<50 cohort	<b>NA</b>
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	<b>Fall 2007 Cohort</b>	<b>Fall 2008 Cohort</b>	<b>Fall 2009 Cohort</b>	<b>Fall 2010 Cohort</b>	<b>Benchmark Fall 2009 Cohort</b>
22 Graduation-transfer rate after four years					
a. African American	67.2%	72.5%	54.3%	64.5%	<b>19.0%</b>
b. Asian, Pacific Islander	<50 cohort	<50 cohort	<50 cohort	<50 cohort	<b>NA</b>
c. Hispanic	<50 cohort	<50 cohort	<50 cohort	<50 cohort	<b>NA</b>
Note: Not reported for groups with < 50 students in the cohort for analysis.					

**Goal 4: Student-Centered Learning**

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	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>AY 13-14</b>	<b>Benchmark AY 2014-15</b>
23 Performance at transfer institutions					
a. Percent with cumulative GPA after first year of 2.0 or above	91.4%	81.4%	87.0%	N/A	<b>84.0%</b>
b. Mean GPA after first year	2.97	2.85	3.06		<b>2.93</b>
	<b>Alumni Survey 2002</b>	<b>Alumni Survey 2005</b>	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Benchmark Alumni Survey 2014</b>
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	91.0%	90.0%	84.0%	40.0%	<b>90</b>
	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>Benchmark FY 2015</b>
25 Associate degrees and credit certificates awarded					
a. Career degrees	416	428	413	445	<b>450</b>
b. Transfer degrees	146	160	163	163	<b>162</b>
c. Certificates	231	261	206	174	<b>220</b>
	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Fall 2013 Cohort</b>	<b>Benchmark Fall 2014 Cohort</b>
26 Fall-to-fall retention					
a. Pell grant recipients	51.2%	51.9%	48.4%	49.3%	<b>52.5%</b>
b. Non-recipients	48.4%	47.7%	39.6%	53.1%	<b>49.5%</b>
	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Benchmark Fall 2015</b>
27 Education transfer programs					
a. Credit enrollment	160	135	109	124	<b>128</b>
	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>Benchmark FY 2015</b>
b. Credit awards	25	27	23	21	<b>22</b>

**Goal 5: Economic Growth and Vitality**

	<b>Alumni Survey 2002</b>	<b>Alumni Survey 2005</b>	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Benchmark Alumni Survey 2014</b>
28 Percent of full-time employed career program graduates working in a related field	87.0%	87.0%	78.0%	80.0%	<b>86.0%</b>
	<b>Alumni Survey 2002</b>	<b>Alumni Survey 2005</b>	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Benchmark Alumni Survey 2014</b>
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	76.0%	82.0%	96.0%	90.0%	<b>92.0%</b>
	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>Fy 2014</b>	<b>Benchmark FY 2015</b>
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	7,341	6,885	6,643	5,857	<b>7,341</b>
b. Annual course enrollments	11,230	10,290	11,062	8,858	<b>13,000</b>
	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>Benchmark FY 2015</b>
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	4,525	4,544	4,229	3,922	<b>5,500</b>
b. Annual course enrollments	5,973	6,176	5,640	5,106	<b>7,100</b>
	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>Benchmark FY 2015</b>
32 Number of business organizations provided training and services under contract	71	68	73	71	<b>90</b>
	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>Benchmark FY 2015</b>
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,540	4,629	4,305	4,090	<b>5,670</b>
b. Annual course enrollments	6,892	7,759	6,383	5,910	<b>8,600</b>

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	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>Benchmark FY 2015</b>
34 Employer satisfaction with contract training	100.0%	100.0%	100.0%	98.0%	<b>98.0%</b>
	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Benchmark Fall 2015</b>
35 STEM programs					
a. Credit enrollment	1,787	1,686	1,508	1,448	1,750
	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>Benchmark FY 2015</b>
b. Credit awards	544	515	487	509	<b>510</b>



**Wor-Wic Community College**  
**Degree Progress Four Years after Initial Enrollment**  
**Fall 2008 Entering Cohort**

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		939		94		325		520	
2	Number attempting fewer than 18 hours over first 2 years		378		18		34		326	
3	Cohort for analysis (Line 1 – Line 2)		561 100.0%		76 100.0%		291 100.0%		194 100.0%	
4	Earned Associate degree from this community college		179 31.9%		39 51.3%		137 47.1%		3 1.5%	
5	Earned certificate, but no degree, from this community college		41 7.3%		3 3.9%		15 5.2%		23 11.9%	
6	Total associate and certificate graduates (Line 4 + Line 5)		220 39.2%		42 55.3%		152 52.2%		26 13.4%	
7	Transferred to Maryland two-year/technical college		42 7.5%		3 3.9%		14 4.8%		25 12.9%	
8	Transferred to Maryland public four-year college		64 11.4%		21 27.6%		36 12.4%		7 3.6%	
9	Transferred to Maryland private four-year college or university		1 0.2%		0 0.0%		1 0.3%		0 0.0%	
10	Transferred to out-of-state two-year/technical college		24 4.3%		0 0.0%		10 3.4%		14 7.2%	
11	Transferred to out-of-state four-year college or university		39 7.0%		11 14.5%		18 6.2%		10 5.2%	
12	Total transfers (sum of Lines 7 - 11)		170 30.3%		35 46.1%		79 27.1%		56 28.9%	
13	Graduated from this college and transferred (Line 6 $\square$ Line 12)		69 12.3%		25 32.9%		39 13.4%		5 2.6%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		321 57.2%		52 68.4%		192 66.0%		77 39.7%	
15	No award or transfer, but 30 credits with GPA $\geq$ 2.00		84 15.0%		10 13.2%		54 18.6%		20 10.3%	
16	Successful transition to higher ed (Line 14 + Line 15)		405 72.2%		62 81.6%		246 84.5%		97 50.0%	
17	Enrolled at this community college last term of study period		4 0.7%		0 0.0%		0 0.0%		4 2.1%	
18	Successful or persisting (Line 16 + Line 17)		409 72.9%		62 81.6%		246 84.5%		101 52.1%	

	African American Students	Asian, Pacific Islander Students	Hispanic Students
1 First-time full- and part-time fall headcount	197	2	12
2 Number attempting fewer than 18 hours over first 2 years	121	0	5
3 Cohort for analysis (Line 1 – Line 2)	76 100.0%	2 100.0%	7 100.0%
4 Earned Associate degree from this community college	6 7.9%	0.0%	0.0%
5 Earned certificate, but no degree, from this community college	3 3.9%	0.0%	0.0%
6 Total associate and certificate graduates (Line 4 + Line 5)	9 11.8%	0 0.0%	0 0.0%
7 Transferred to Maryland two-year/technical college	28 36.8%	0.0%	0.0%
8 Transferred to Maryland public four-year college	4 5.3%	0.0%	0.0%
9 Transferred to Maryland private four-year college or university	0 0.0%	0.0%	0.0%
10 Transferred to out-of-state two-year/technical college	7 9.2%	0.0%	0.0%
11 Transferred to out-of-state four-year college or university	5 6.6%	0.0%	0.0%
12 Total transfers (sum of Lines 7 - 11)	44 57.9%	0 0.0%	0 0.0%
13 Graduated from this college and transferred (Line 6 □ Line 12)	4 5.3%	0.0%	0.0%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	49 64.5%	0 0.0%	0 0.0%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	8 10.5%	0.0%	0.0%
16 Successful transition to higher ed (Line 14 + Line 15)	57 75.0%	0 0.0%	0 0.0%
17 Enrolled at this community college last term of study period	0 0.0%	0.0%	0.0%
18 Successful or persisting (Line 16 + Line 17)	57 75.0%	0 0.0%	0 0.0%