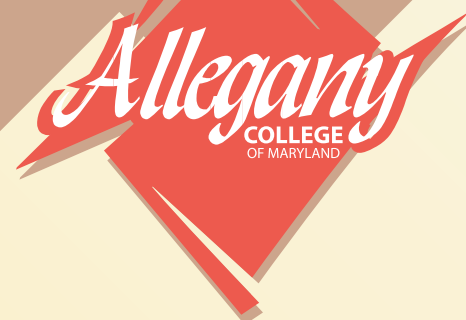


ALLEGANY COLLEGE OF MARYLAND

Institutional Performance Accountability Report

for
Maryland Higher Education Commission

FALL 2013



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 2012 for the third consecutive year to a final count of 3,672. This is a decrease of about 3.7% from fall 2011. Continuing Education enrollment also experienced a decrease in headcount over the fiscal year to 7,854 students, which represents a decrease of 7.8%. Preliminary numbers for fall 2013 indicate that this trend will continue on the credit side.

The College continues to draw a relatively diverse group of students for the service area. Female students in the Fall 2012 semester represented 66.55% of the enrollment. Almost three-quarters of credit students were traditional age at the start of the academic year. Almost 47% of students attending ACM are from outside the state of Maryland. Forty percent are from Allegany County and the remainder comes from other counties within the state. This group saw an increase in enrollment for the second straight year, reaching 497, or 13.5% of total enrollment. Minority enrollment also increased, rising not only to 14.3% in terms of proportion, but also in raw numbers to 526, up from 434 in 2011. Enrollment levels for Web-based students and students at the Bedford county campus remained level with the previous year while the Cumberland campus enrollment decreased marginally and Somerset campus enrollment decreased by 14.7% from 634 to 541.

In the state of Maryland, Allegany County continues to be behind only Somerset County (MD) and Baltimore City in percent of population living in poverty with 19.1% of all persons living in poverty compared to 10.2% of the entire state according to the United States Department of Agriculture. Over 40% of ACM students received Pell grants and over 85% annually receive some form of financial assistance. The population of the county is decreasing with the United States Census Bureau estimating a decrease of 1.4% between 2010 and 2012. This decrease is reflected in high school enrollments and graduates which has been the traditional primary source of first time college students. Persons in the area tend to be less well educated than their other in-state peers with only 15.9% of persons aged 25 and older holding Bachelor's degree compared with 35.7% statewide. These are perennial challenges when providing higher education to the region and all activity of the College must be viewed in this context.

The College will be entering into a new self-study cycle beginning this fall. The emphasis of this project will be to evaluate and improve the quality and effectiveness of the education and support services provided by the institution on behalf of the students. In conjunction with this effort, within the last year, the College has placed two faculty members into the positions of co-coordinators of student learning assessment as well as hiring a new Vice-President of Instructional Affairs. These persons, with input from other faculty and staff, will be elaborating and improving upon the course evaluation process currently in place to better align with institutional goals of assessment and planning.

Issues Raised by MHEC Review of the College's 2012 Report

The Commission has requested a response regarding the *Developmental completers after four years (Indicator 4)*. The percent of developmental completers has decreased from 24.8% in fall 2005 to 20.3% in fall 2007. For the fall 2008 cohort as reported in this Performance Accountability Report, the percentage increased to 30.9%. This improvement is attributed to a variety of changes made to improve and increase availability of tutoring services for developmental students. The College expects to maintain similar levels of developmental completion during the current academic year.

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 first indicator of this year's Performance Accountability Report references the tri-annual Graduate Follow-up Survey, the most recent iteration of which was conducted during the 2012-13 academic year. Graduates of ACM from 2011 reported a 95.3% satisfaction rate with the College meeting the benchmark for this indicator.

Indicator 2 refers to the bi-annual survey of Non-Returning Students. A new administration of this survey will be conducted during the fall 2013 semester.

After last year's improvement of fall-to-fall retention rates for developmental students, the fall 2011 cohort saw a decrease down to 45.9% retention for this group from 50.3%. This is still well above the set benchmark of 41%. College ready students, on the other hand, increased their fall-to-fall retention rate to 49.6% which is an 11.1% improvement over the previous year. As the College continues to improve the student services provided, especially in the areas of advising and tutoring, there is an expectation that these numbers will increase in the coming academic years.

As discussed in the responses to MHEC section, the rate of students requiring developmental courses who successfully completed those requirements within four years of their first semester increased to 30.9% which is a significant improvement over the previous four years. The challenge for the College will be to maintain and improve these successes while moving forward.

Indicators 5 & 6 show the success, persistence, graduation, and transfer rates of the fall 2008 cohort, as derived in the Degree Progress Analysis. As a reminder, it is important to note that the fall 2007 cohort represented the first year that ACM had access to and utilized the results of transfer data provided by the National Student Clearinghouse which increased the reporting of out-of-state transfer rates which were previously unreported. The College saw minor improvements to the success-persistence rates of college-ready and developmental completing students while seeing a 5% decrease in the success and persistence rate of developmental non-completers. The overall success-persistence rate of students from the fall 2008 was 74.5% while the overall graduation-transfer rate was 60.5%. The success-persistence rate decrease is a marginal decrease while the graduation-transfer rate decrease is significant.

Indicator 7 shows the trend pattern of licensure and certification pass rates for several of the College's career programs. Due to low cohort sizes, the changes in percent pass rates for Practical Nursing and National MLT registry must be taken in context (90% from 100% and 100% from 83.3%, respectively). The pass rate for Nursing increased from 90.4% to 94.5% which puts it above the benchmark for the first time since changes were made to the exam. Students taking the Occupational Therapy Assistant Certification Exam also improved their annual first-time pass rates from 83.3% to 90.2%. Pass rates decreased for Dental Hygiene National Boards (94.1% from 97.1%) and Physical Therapist Assistant (73% from 80%) despite the same raw number of students sitting for these exams.

Indicator 8 closes out Goal 1 by examining the percentage of expenditures by the College dedicated to different areas. The amount spent on Instruction decreased for the second consecutive year to 39% while spending on Other categories increased to 36.4% for the second consecutive year.

Goal 2: Access and Affordability

Fundamental to the mission of Allegany College of Maryland is the understanding that it is an open-door institution accepting students from all walks of life with myriad expectations and objectives upon arrival at the College. Goal 2 evaluates the ongoing performance of the College in achieving this objective. The College must remain available to any and all potential students regardless of expectations, preparation, or financial resources.

For the fourth consecutive year, Indicator 9 shows that enrollment at the College has declined. Several reasons for this include declining regional population, smaller graduating high school classes, marginally improving economic conditions, and decreasing market share. This trend continues into the fall 2013 semester.

Market share indicators 11 and 12 show that ACM continues to have a relatively flat market share of part-time undergraduates and recent college-bound high school graduates. The ability of the College to attract first-time, full-time freshmen (indicator 10) is demonstrably lower than it has been in previous years down to 53.6% in Fall 2012 from 67.6% just three years previous. According to the "Enrollment by Residence" report prepared annually by MHEC, this is partially the result of increasing market share of first-time full-time freshmen by Frostburg State University and partially due to a decline in the overall number of students from Allegany County who fall into this category.

ACM continues to have stable online enrollments as evidenced by indicator 13. This measure shows that despite declining overall enrollment, online enrollments remained approximately level at 1,728. Although this number does not yet approach the set benchmark, it is not insignificant achievement to have maintained online enrollment levels while enrollment declines. The Continuing Education department again saw a decrease in online enrollments.

While dual high school enrollment decreased for the fourth consecutive year, it was a marginal decrease in fall 2012 of 8 students down to 605. It is anticipated that once Senate Bill 740 is completely implemented, early college availability and ease of access will improve within Allegany County. However, those high schools in Pennsylvania which offer early college have been points of competition with institutions of higher education positioned in a more geographically accessible location and could see declining or disappearing enrollments in the near future.

As a demonstration of the importance for ACM to remain as a cost-effective alternative in higher education for interested students, indicator 15 shows that for the second consecutive year, the rate of ACM tuition and fees to that of the Maryland public four-years declined to 42%. This is still well below the benchmark of 45.1% and compares favorably to other community colleges, of which ACM is the fifth least expensive according to the MACC Databook.

Continuing education offerings in the areas of community service and lifelong learning (indicator 16) continued to increase enrollments for the second year in a row which places them well above their targeted benchmarks. The College did not offer basic skills and literacy courses, and, as such, indicator 17 remains at zero.

Goal 3: Diversity

Institutions of higher education in the state of Maryland are committed to ensuring equal opportunities for all students and employees regardless of background or demographics. As the 2009 *Maryland State Plan for Postsecondary Education* indicates, it is imperative for each institution to be accommodating and seek to ensure that all students entering have the highest chance of success in achieving their goals regardless of who they may be.

The percentage of non-white enrollment at ACM increased in fall 2012 to 12.7% from 10.7% in Fall 2011. The percent non-white service area population 20 or older for that year was 11.8%. As has become a trend in the last few years, a large percentage of minority enrollment at ACM comes not from Allegany County but instead from other counties within Maryland around the Baltimore-Washington area. This group increased enrollment while in-county and out-of-state non-minority enrollments decreased both of which lead to an increased percentage of the overall population being minority students.

Indicators 19 & 20 remained at 1% for this year although ACM remains committed to reaching out to a diverse set of candidates for any and all open positions.

The success-persistence and graduation-transfer rates of African-American students saw a marginal increase over the last year to 76.7% and 72.5% respectively. This group has the highest success in transfer areas with 65% of students successfully transferring compared with 26.8% of white students. This is less surprising given the knowledge that a large percentage of African-American students are from down-state areas and more likely to be enrolled in transfer programs than in career programs when compared with in-county or white student populations.

Goal 4: Student-Centered Learning

The student populations attending institutions of higher education have many reasons and objectives for attending and it is the responsibility of those institutions to simultaneously meet the needs of all these students. The 2009 *Maryland State Plan for Postsecondary Education* emphasizes the needs of students and the ability and methods with which institutions approach them. Goal 4 represents some of the metrics that can be used to determine how well each institution is achieving those objectives.

Academic year 2011-12 saw a significant decline in the percentage of students transferring out of ACM who successfully had a cumulative GPA of 2.0 or higher after one year. At 81.4%, this is the

lowest rate within the last four years, which follows the highest amount meeting this benchmark last year. The average GPA after one year declined concurrently to 2.85 which is also the lowest it has been in four years.

The most recent graduate follow-up survey conducted by the College in conjunction with MHEC shows that only 40% of students graduating from transfer programs would rate how well they were prepared for transfer as 'very well' or 'well.' The other 60% all rated it as moderate. It is important to note here that this survey, historically administered at the end of the summer, was instead administered during fall term. This resulted in a very low response rate (14.4%). Only ten (10) students met the criteria for this indicator of having graduated in a transfer program and reported enrolling in a four-year institution.

A greater number of students achieved a credential of either an Associate's Degree or a Certificate than the previous year (#). While the Career degree number is still below the FY2010 number of 450, it improved upon last year while the transfer degree and certificate numbers were higher than they have been in the last four years. This is indicative of more students successfully completing their degree in accordance with the objectives of the state and national higher education initiatives.

In previous years, the numbers reported for indicator 26 were erroneously reported using the entire student cohort rather than only first-time students. This artificially inflated the retention rates, particularly of Pell non-recipients. The numbers for fall 2008 through Fall 2010 have been corrected. There is only marginal change in the retention rates of Pell recipients and non-recipients from 2010 to 2011.

Students enrolled in education transfer programs decreased significantly from 2011 to 2012 disproportionately to the amount that enrollment declined. However, at 135 students, there are still more students enrolled in the program than the benchmark set at 128.

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. The 2009 *Maryland State Plan for Postsecondary Education* indicates the important role that colleges and universities play in keeping the workforce competitive, and ACM remains committed to assisting businesses and industries within the service area to be as effective as possible.

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. ACM graduates were marginally more likely to be employed in this administration of the survey compared with the previous administration, but somewhat less likely to be satisfied with their job preparation. However, 90% of them still reported being 'very well' or 'well' prepared for their employment.

Enrollment in continuing workforce development courses declined for the second consecutive year both in terms of unique students and in terms of unique registrations. This, and the decrease in government or industry-required certification or licensure course enrollments, accounts for the preponderance of the decrease in enrollments for continuing education courses over the last year.

Continuing education marginally increased the number of businesses it worked with to 71 during FY2012. Those businesses with which continuing education contracted continued to give it excellent satisfaction feedback.

Enrollments in continuing education contract training courses declined in terms of headcount but increased in registrations. While this does not allow this group to approach the benchmarks for FY2015, it does reverse the drop-off experienced in enrollments last year.

The last indicator deals with enrollments and graduates at the College in STEM related fields. Both of these declined in approximate concordance with the decline in overall enrollment. The decrease in STEM graduates is more noticeable since it necessarily includes a two to four year time lag.

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.

Centralized Academic Advising in Rural Appalachia: Ensuring Student Success and Completion (United States Department of Education) will enhance the opportunities for each student to attain their educational and career goals by integrating improvements into ACM's academic advising system, resulting in a more detailed and accurate assessment of each student's abilities and goals. This project will develop a one-stop advising services center to include a wide range of academic advising, career planning, supportive counseling, educational coaching, and mentoring services provided by faculty and staff to enable students to achieve their academic, career, and personal goals at ACM. As a result, this project will increase student success, retention, completion, and transfer rates through the enhanced culture of advising.

PROJECT JUMP START (Maryland Higher Education Commission) has a primary goal to remediate students before they start their first semester at Allegany College of Maryland, eliminating the need to enroll in developmental courses and ensuring that they are on track for college completion. 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. This will support completion by shortening the time it takes students to complete their degree or certificate programs.

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.

Electronic Health Records: Providing Training Required to Meet Needs of Our Medical Community (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. The Health Insurance Portability and Accountability Act (HIPAA) patient privacy regulations and Health Information Technology for Economic and Clinical Act (HITECH) have added another layer of complexity and recordkeeping. By 2014, all medical facilities are required to utilize Electronic Health Records (EHR). As an educational institution charged to provide training to the workforce, this funding allowed ACM to modify our education to meet the needs of employers.

Enhancing Forestry Education in Rural Maryland through Guidance Counselor Mentoring (Maryland Agricultural Education and Rural Development Assistance Fund) provided resources and filled a void by helping Maryland's high school students search for seamless natural resources education. Personal connections were made with high school counselors, teachers and students in key schools throughout the rural regions of the state. By mentoring students and teachers, bonds were created that resulted in college and career mentoring with the goal of increasing enrollment.

Reverse Transfer Programming (Maryland Higher Education Commission ADAPTS) was used to establish a reverse transfer program, helping to ensure student completion and success. Funding was utilized to enhance personal connections with four-year colleges, provide student awareness, and provide staffing for the activities.

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.

- **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.
- **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.

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.

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 FY13:

The College implemented a new deregistration process in Spring 13 where students must pay their bill, have financial aid or go on a third party payment plan at the beginning of the semester in order to avoid being deregistered from their classes. This will reduce both the bad debt expense and the collection agency commission for the College. In FY13, the savings in bad debt expense was \$158,208. This bad debt savings will increase next year since the new process was not implemented until the spring semester. The collection agency commission savings will not be recognized until next year.

The Instructional area pursued the following cost containment measures:

- Four full-time Nursing faculty positions were temporarily filled with adjunct faculty for an estimated savings of \$58,500.
- The Science Division had a retirement and filled three faculty positions with full-time temporary or adjunct faculty for an estimated savings of \$89,800.
- The Physical Education department had a retirement and eliminated a full-time faculty position for an estimated savings of \$111,200.
- The Library had a retirement and an Interim Director for an estimated savings of \$28,400.

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

- A new envelope press was installed which is dedicated to printing envelopes and publications. This saves an estimated \$5,000 annually for items that were previously printed off campus.
- Other budget items were reduced in the print shop amounting to \$8,530 which included printing banners in-house instead of outsourcing, reducing inventory of colored papers and monitoring variable print costs.

The Information Technology area pursued the following cost containment measures:

- Hardware Recycling Initiatives – To reduce waste, IT recycled 7,650 pounds of retired and surplus technology equipment at no cost to the college.
- Software maintenance reductions will save the college \$9,017 annually. These savings are due to eliminating end-of-life maintenance contracts with our academic software vendors.
- Delay in Hiring Portal Administrator-The vacant position saved the college an estimated \$54,000 in salary/benefits.

The Student & Legal Affairs area pursued the following cost containment measures:

- Most of the departments have shifted to electronic format of communication and documentation. This includes all disciplinary notices, Financial Aid appeals and various items for Willowbrook Woods housing.

The Admissions/Registration area pursued the following cost containment measures:

- Students are receiving more communication through email rather than through the postal service.
- Less class schedules are being printed at a savings of \$1,515 per year.

The Continuing Education area pursued the following cost containment measure:

The Vice-President of Continuing Education resigned and this position was temporarily filled with an Interim VP. There was also an elimination of a position for a total savings of \$38,600.

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
- 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 2009	Fall 2010	Fall 2011	Fall 2012
A. Percent of credit students enrolled part time	43.49	43.76%	38.73%	46.49%
B. Students with developmental education needs	80.42	82.1%	85.7%	89.3%
	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 2009	FY 2010	FY 2011	FY 2012
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	5	3	5	8
	FY 2009	FY 2010	FY 2011	FY 2012
E. Financial aid recipients				
a. Percent of credit students receiving Pell grants	35.9	43.5%	43.5%	41.9%
b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	80.2	91.4%	90.3%	86.0%
	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 2009	Fall 2010	Fall 2011	Fall 2012
G. Student racial/ethnic distribution				
a. Hispanic/Latino		1.3%	0.7%	0.2%
b. Black/African American only		7.7%	9.0%	10.4%
c. American Indian or Alaskan native only		0.1%	0.0%	0.2%
d. Native Hawaiian or other Pacific Islander only		0.1%	0.1%	0.1%
e. Asian only		0.4%	0.4%	0.4%
f. White only		87.4%	87.1%	84.3%
g. Multiple races		0.8%	0.3%	1.0%
h. Foreign/Non-resident alien		0.9%	0.9%	1.0%
i. Unknown/Unreported		1.3%	1.5%	1.2%
	FY 2009	FY 2010	FY 2011	FY 2012
H. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$6,900	\$7,531	\$8,110	\$7,345
b. Median income three years after graduation	\$23,038	\$27,215	\$25,819	\$25,037

Goal 1: Quality and Effectiveness

	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
1 Graduate satisfaction with educational goal achievement	95	93	97	95.3%	95.0%
	Spring 2005 Cohort	Spring 2007 Cohort	Spring 2009 Cohort	Spring 2011 Cohort	Benchmark Spring 2015 Cohort
2 Non-returning student satisfaction with educational goal achievement	65	67	54	57	63.0%
	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Benchmark Fall 2014 Cohort
3 Fall-to-fall retention					
a. Developmental students	40.6%	40.4%	50.3%	45.9%	41.0%
b. College-ready students	37.0%	36.2%	38.5%	49.6%	38.0%
	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Benchmark Fall 2011 Cohort
4 Developmental completers after four years	24.8%	21.7%	20.3%	30.9%	28.0%

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	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Benchmark Fall 2011 Cohort
5 Successful-persister rate after four years					
a. College-ready students	75.7	67.8%	84.1%	86.1%	75.0%
b. Developmental completers	65.6	68.2%	82.5%	84.4%	70.0%
c. Developmental non-completers	41.2	32.8%	65.8%	60.4%	Not Applicable
d. All students in cohort	60.7	53.4%	76.0%	74.5%	58.0%

	Fall 2005 Cohort	Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Benchmark Fall 2011 Cohort
6 Graduation-transfer rate after four years					
a. College-ready students	59.0	54.8%	73.4%	78.0%	60.0%
b. Developmental completers	45.6	49.5%	64.1%	62.0%	48.0%
c. Developmental non-completers	25.2	21.7%	55.4%	48.6%	Not Applicable
d. All students in cohort	43.6	40.2%	64.3%	60.5%	42.0%

	FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
7 Licensure/certification examination pass rates					
a. Registered Nursing Licensure Exam	97	89.2%	90.4%	94.5%	93
Number of Candidates	94	102	114	110	
b. Practical Nursing Licensure Exam	95	90.0%	100.0%	90.0%	95
Number of Candidates	22	10	9	10	
c. Dental Hygiene National Board Exam	100	96.7%	97.1%	94.1%	95
Number of Candidates	33	30	34	34	
d. National MLT Registry	100	85.7%	83.3%	100.0%	90
Number of Candidates	4	7	6	8	
e. Radiologic Technology Cert. Exam	83	78.5	100%	92%	87
Number of Candidates	18	14	12	13	
f. Respiratory Therapy Certification Exam	86	95.7%	100.0%	90.9%	90
Number of Candidates	14	23	18	22	
g. Occupational Therapy Assistant Cert. Exam	90	91.7%	83.3%	90.2%	90
Number of Candidates	10	12	12	41	
h. Physical Therapist Assistant Cert. Exam	87	69%	80%	73%	87
Number of Candidates	15	16	15	15	

	FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
8 Percent of expenditures					
a. Instruction	41.3	42.3%	39.9%	39.0%	42.5%
b. Academic Support	16.2	16.2%	16.8%	16.7%	16.2%
c. Student Services	8.9%	8.6%	8.3%	8.0%	8.6%
d. Other	33.6	33.0%	34.9%	36.4%	32.7%

Goal 2: Access and Affordability

	FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
9 Annual unduplicated headcount					
a. Total	13,847	13,603	12,970	11,869	13,600
b. Credit students	5,082	4,805	4,782	4,485	4,850
c. Continuing education students	9,137	9,011	8,515	8,143	9,200

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Benchmark Fall 2015
10 Market share of first-time, full-time freshmen	67.6%	63.2%	58.7%	53.6%	65.1%

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Benchmark Fall 2015
11 Market share of part-time undergraduates	74.9%	76.5%	75.7%	76.1%	76.5%

	AY 08-09	AY 09-10	AY 10-11	AY 11-12	Benchmark AY 2014-15
12 Market share of recent, college-bound high school graduates	68.2%	70.7%	64.8%	67.8%	70.5%

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	FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
13 Annual enrollment in online courses					
a. Credit	1,568	1,603	1,733	1,728	2,000
b. Continuing Education	280	179	93	73	250
					Benchmark Fall 2015
14 High school student enrollment	845	747	613	605	700
					Benchmark FY 2016
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.	43.4%	45.4%	43.7%	42.0%	45.1%
					Benchmark FY 2015
16 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	1,445	1,125	1,401	1,576	1,490
b. Annual course enrollments	2,712	2,263	2,627	2,980	2,600
					Benchmark FY 2015
17 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	0	0	0	0	0
b. Annual course enrollments	0	0	0	0	0

Goal 3: Diversity

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Benchmark Fall 2015
18 Minority student enrollment compared to service area population					
a. Percent nonwhite enrollment	10.13	9.5%	10.7%	12.7%	10.0%
b. Percent nonwhite service area population, 20 or older	8.5	12.2%	11.7%	11.8%	Not Applicable
					Benchmark Fall 2015
19 Percent minorities of full-time faculty	0	0%	1%	1%	1.0%
					Benchmark Fall 2015
20 Percent minorities of full-time administrative and professional staff	0	0%	1%	1%	1.0%
					Benchmark Fall 2009 Cohort
21 Successful-persister rate after four years					
a. African American	28.3	22.0%	74.2%	76.7%	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.					Benchmark Fall 2009 Cohort
					Benchmark Fall 2009 Cohort
22 Graduation-transfer rate after four years					
a. African American	19.8	18.0%	67.2%	72.5%	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.					Benchmark Fall 2009 Cohort

Goal 4: Student-Centered Learning

**ALLEGANY COLLEGE OF MARYLAND
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	AY 08-09	AY 09-10	AY 10-11	AY 11-12	Benchmark AY 2014-15
23 Performance at transfer institutions					
a. Percent with cumulative GPA after first year of 2.0 or above	86.9	85.7%	91.4%	81.4%	84.0%
b. Mean GPA after first year	2.90	2.90	2.97	2.85	2.93
	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	91	90	84	40%	90
	FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
25 Associate degrees and credit certificates awarded					
a. Career degrees	417	450	416	428	450
b. Transfer degrees	155	153	146	160	162
c. Certificates	199	216	231	261	220
	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Benchmark Fall 2014 Cohort
26 Fall-to-fall retention					
a. Pell grant recipients	42.2%	51.9%	51.2%	51.9%	52.5%
b. Non-recipients	47.8%	47.1%	48.4%	47.7%	49.5%
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Benchmark Fall 2015
27 Education transfer programs					
a. Credit enrollment	123	138	160	135	128
	FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
b. Credit awards	20	22	25	27	22

Goal 5: Economic Growth and Vitality

	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
28 Percent of full-time employed career program graduates working in a related field	87	87	78	80.0%	86.0%
	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	76	82	96	90%	92.0%
	FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	7,896	8,039	7,341	6,885	7,341
b. Annual course enrollments	12,402	12,481	11,230	10,290	13,000
	FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	5,110	5,519	5,708	4,525	5,500
b. Annual course enrollments	6,501	7,270	7,009	5,973	7,100
	FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
32 Number of business organizations provided training and services under contract	69	81	69	71	90
	FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	5,465	5,426	4,677	4,540	5,670
b. Annual course enrollments	7,791	8,233	6,879	6,892	8,600

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	FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
34 Employer satisfaction with contract training	100	100.0%	100.0%	100.0%	98.0%
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Benchmark Fall 2015
35 STEM programs					
a. Credit enrollment	1,772	1,811	1,787	1,686	1,750
	FY 2009	FY 2010	FY 2011	FY 2012	Benchmark FY 2015
b. Credit awards	526	530	544	515	510

**2013 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		897		244		202	451
2	Number attempting fewer than 18 hours over first 2 years		254		71		10	173
3	Cohort for analysis (Line 1 – Line 2)		643	100.0%	173	26.9%	192	278
4	Earned Associate degree from this community college		183	28.5%	88	50.9%	76	19
5	Earned certificate, but no degree, from this community college		28	4.4%	6	3.5%	5	17
6	Total associate and certificate graduates (Line 4 + Line 5)		211	32.8%	94	54.3%	81	36
7	Transferred to Maryland two-year/technical college		53	8.2%	14	8.1%	5	34
8	Transferred to Maryland public four-year college		60	9.3%	25	14.5%	19	16
9	Transferred to Maryland private four-year college or university		1	0.2%	0	0.0%	0	1
10	Transferred to out-of-state two-year/technical college		20	3.1%	2	1.2%	6	12
11	Transferred to out-of-state four-year college or university		85	13.2%	21	12.1%	23	41
12	Total transfers (sum of Lines 7 - 11)		219	34.1%	62	35.8%	53	104
13	Graduated from this college and transferred (Line 6 □ Line 12)		41	6.4%	21	12.1%	15	5
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		389	60.5%	135	78.0%	119	135
15	No award or transfer, but 30 credits with GPA ≥ 2.00		78	12.1%	13	7.5%	41	24
16	Successful transition to higher ed (Line 14 + Line 15)		467	72.6%	148	85.5%	160	159
17	Enrolled at this community college last term of study period		12	1.9%	1	0.6%	2	9
18	Successful or persisting (Line 16 + Line 17)		479	74.5%	149	86.1%	162	168

**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											
	166		704		2		5		10		10	
2	Number attempting fewer than 18 hours over first 2 years											
	46		200		1		1		2		4	
3	Cohort for analysis (Line 1 – Line 2)											
	120	100.0%	504	100.0%	1	100.0%	4	100.0%	8	100.0%	6	100.0%
4	Earned Associate degree from this community college											
	13	10.8%	163	32.3%	0	0.0%	3	75.0%	3	37.5%	1	16.7%
5	Earned certificate, but no degree, from this community college											
	1	0.8%	26	5.2%	0	0.0%	0	0.0%	1	12.5%	0	0.0%
6	Total associate and certificate graduates (Line 4 + Line 5)											
	14	11.7%	189	37.5%	0	0.0%	3	75.0%	4	50.0%	1	16.7%
7	Transferred to Maryland two-year/technical college											
	35	29.2%	15	3.0%	1	100.0%	1	25.0%	1	12.5%	0	0.0%
8	Transferred to Maryland public four-year college											
	17	14.2%	42	8.3%	0	0.0%	0	0.0%	1	12.5%	0	0.0%
9	Transferred to Maryland private four-year college or university											
	1	0.8%	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											
	3	2.5%	16	3.2%	0	0.0%	0	0.0%	0	0.0%	1	16.7%
11	Transferred to out-of-state four-year college or university											
	22	18.3%	62	12.3%	0	0.0%	0	0.0%	0	0.0%	1	16.7%
12	Total transfers (sum of Lines 7 - 11)											
	78	65.0%	135	26.8%	1	100.0%	1	25.0%	2	25.0%	2	33.3%
13	Graduated from this college and transferred (Line 6 ∓ Line 12)											
	5	4.2%	36	7.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}											
	87	72.5%	288	57.1%	1	100.0%	4	100.0%	6	75.0%	3	50.0%
15	No award or transfer, but 30 credits with GPA ≥ 2.00											
	4	3.3%	71	14.1%	0	0.0%	0	0.0%	2	25.0%	1	16.7%
16	Successful transition to higher ed (Line 14 + Line 15)											
	91	75.8%	359	71.2%	1	100.0%	4	100.0%	8	100.0%	4	66.7%
17	Enrolled at this community college last term of study period											
	1	0.8%	11	2.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
18	Successful or persisting (Line 16 + Line 17)											
	92	76.7%	370	73.4%	1	100.0%	4	100.0%	8	100.0%	4	66.7%