

Student Institutional Outcomes Information

Allegany College of Maryland

Student Demographics

The following data are for students enrolled in the fall 2019 semester:

| Fall 2019 | Full Time | Part Time | All Students |
|----------------|-------------|-------------|--------------|
| Female | 60.8% | 73.4% | 68.5% |
| Male | 39.2% | 26.4% | 31.4% |
| Amerindian | * | * | * |
| Asian | * | * | * |
| Black | 70.1% | 29.9% | 9.5% |
| Hawaiian | * | * | * |
| Hispanic | 45.6% | 54.4% | 22.1% |
| Multi | 55.3% | 44.7% | 3.0% |
| Unknown | * | * | * |
| White | 34.6% | 65.4% | 83.7% |
| Pell Recipient | 60.1% | 39.9% | 36.5% |
| Grand Total | 1004 | 1571 | 2575 |

Graduation & Transfer Rates

Rates are for first-time, full-time, degree or certificate seeking students entering in fall 2015. Rates are calculated based on the federal anticipated completion timeline of three years for associate's degrees and one to one and a half years for certificate programs (150% time to completion from entrance). Transfer rates are for four year institutions.

| 2015FA Cohort | Graduation Rate | Transfer Rate | Graduation/Transfer Rate |
|--------------------|-----------------|---------------|--------------------------|
| Male | 17.1% | 12.0% | 24.4% |
| Female | 23.5% | 9.2% | 30.0% |
| White | 25.0% | 12.3% | 32.9% |
| Non-White | 11.9% | 6.9% | 17.0% |
| Pell Recipient | 26.7% | 8.5% | 23.6% |
| Non-Pell Recipient | 17.0% | 14.0% | 34.3% |

Retention Rates

Rates are for first time, degree or certificate seeking students entering in fall 2017. The percentage is the rate of students who returned one year later, in fall 2018.

Categories marked with an asterisk (*) have fewer than six students in them.

| Fall 2017 | Fall 2018 | Retention Rate |
|-----------|-----------|----------------|
| Full Time | | 52.0% |
| Part Time | | 47.8% |

Employment Post-Graduation

Employment data are self-reported based on surveys conducted in summer 2016 of students graduating from Allegany College of Maryland in the 2015-2016 academic year.

| Employment Status | % |
|-------------------------------|-------|
| Employed Full Time | 69% |
| Employed Part Time | 21.6% |
| Unemployed, Seeking a Job | 4.3% |
| Unemployed, Not-seeking a job | 5.2% |

Graduates of career programs were additionally asked to respond to whether or not their employment is in a field related to their academic program.

| Relation to Academics | % |
|------------------------|-------|
| Same Field | 67.6% |
| Somewhat Related Field | 13.3% |
| Different Field | 19.0% |

Graduates of career programs employed full time provided the following regarding where they primarily work:

| Primary location of Employment | % |
|--------------------------------|-------|
| Allegany County | 36.5% |
| Other MD | 19.2% |
| PA | 21.2% |
| WV | 13.5% |
| Other | 9.6% |

A new survey of graduates is underway of 2018 graduates during the 2019 calendar year.

Categories marked with an asterisk (*) have fewer than six students in them.

Licensure & Certification Examination Pass Rates

| Licensure/certification examination pass rates | FY 2015 | FY 2016 | FY 2017 | FY 2018 |
|--|---------|---------|---------|---------|
| a.Registered Nursing Licensure Exam | 88.0% | 86.7% | 83.3% | 88.8% |
| Number of Candidates | 97 | 98 | 72 | 80 |
| b.Practical Nursing Licensure Exam | 100.0% | 87.5% | 87.5% | 100% |
| Number of Candidates | 10 | 16 | 8 | 9 |
| c.Dental Hygiene National Board Exam | 100.0% | 90.0% | 94.7% | 94.7% |
| Number of Candidates | 18 | 20 | 19 | 19 |
| d.National MLT Registry | 100.0% | 88.9% | 85.7% | 100% |
| Number of Candidates | 8 | 9 | 7 | 5 |
| e.Respiratory Therapy Certification Exam | 90.5% | 83.3% | 89.5% | 88% |
| Number of Candidates | 21 | 18 | 19 | 16 |
| f.Occupational Therapy Assistant Cert. Exam | 93.7% | 68.8% | 71.4% | 75% |
| Number of Candidates | 16 | 16 | 13 | 16 |
| g.Physical Therapist Assistant Cert. Exam | 93.7% | 100.0% | 100.0% | 81.3% |
| Number of Candidates | 16 | 5 | 16 | 16 |
| h.Medical Assistant | 100.0% | 100.0% | 100.0% | 90% |
| Number of Candidates | 5 | 10 | 8 | 10 |

Source: Performance Accountability Report

Institutional Learning Outcomes

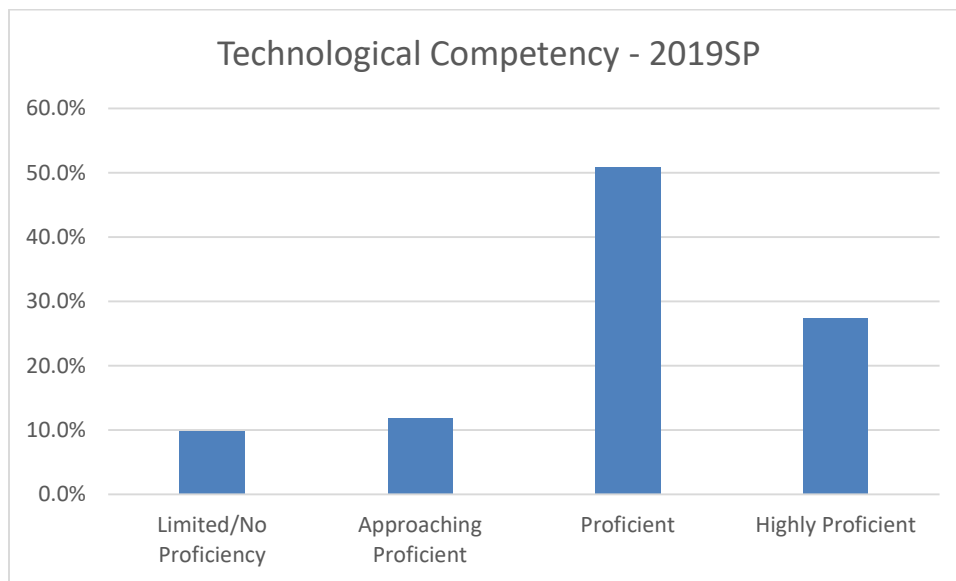
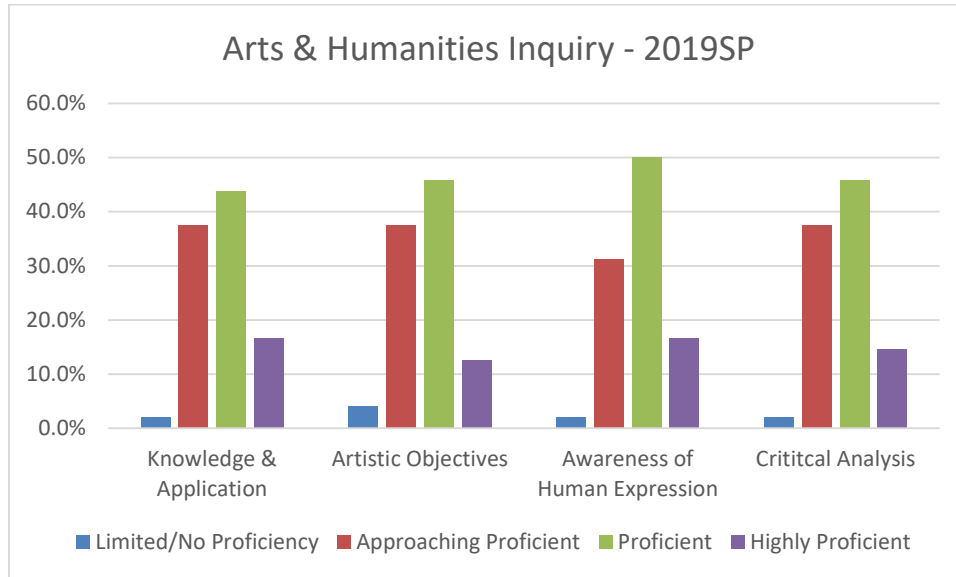
Allegany College of Maryland assesses each of its general education learning outcomes (GELO) within a 3 year cycle (see below):

| GELO Evaluation Cycle | Last Evaluation | Next Evaluation |
|-------------------------------------|-----------------|-----------------|
| Written & Oral Communication | 2017SP | 2020SP |
| Personal & Civic Responsibility | 2017SP | 2020SP |
| Scientific & Quantitative Reasoning | 2018SP | 2021SP |
| Critical Analysis & Reasoning | 2018SP | 2021SP |
| Technological Competency | 2018SP | 2021SP |
| Information Literacy | 2019SP | 2022SP |
| Arts & Humanities Inquiry | 2019SP | 2022SP |

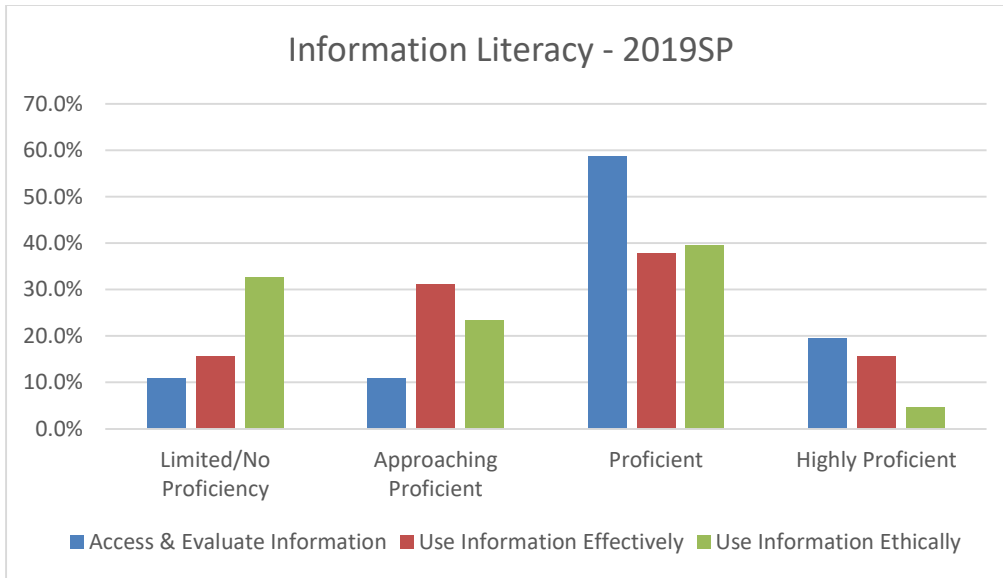
| Oral & Written Communication Results | 2014 | 2017 | Δ |
|--------------------------------------|--------|--------|--------|
| Purpose & Meaning | 39.70% | 81.60% | 41.90% |
| Organization | 51.70% | 81.60% | 29.90% |
| Conventions of Discipline | 43.10% | 86.80% | 43.70% |

Categories marked with an asterisk (*) have fewer than six students in them.

| Personal & Civic Responsibility | 2014 | 2017 | Δ |
|--|--------|--------|----------|
| Personal Awareness | 53.80% | 18.80% | -35.10% |
| Cultural Awareness | 20.50% | 40.60% | 20.10% |
| Engagement with Issues | 56.40% | 34.40% | -22.00% |



Categories marked with an asterisk (*) have fewer than six students in them.



| Community College CAT Means Comparison Report | | | | | | | | | |
|---|-----------------|-------------------|-----------------|-----|---|-------------|----------|--|--------------------------|
| Alegany College of Maryland: June 2018 - All Students | | | | | | | | | |
| Evaluate and Interpret Info | Problem Solving | Creative Thinking | Effective Comm. | | Skill Assessed by CAT Question | Institution | National | | |
| | | | | | | Mean | Mean | Probability of difference ^a | Effect Size ^b |
| X | | | | Q1 | Summarize the pattern of results in a graph without making inappropriate inferences. | 0.68 | 0.59 | * | + .19 |
| X | | | X | Q2 | Evaluate how strongly correlational-type data supports a hypothesis. | 0.82 | 0.49 | *** | + .39 |
| | | X | X | Q3 | Provide alternative explanations for a pattern of results that has many possible causes. | 0.65 | 0.67 | | |
| | X | X | X | Q4 | Identify additional information needed to evaluate a hypothesis. | 0.63 | 0.85 | * | -.23 |
| X | | | | Q5 | Evaluate whether spurious information strongly supports a hypothesis. | 0.61 | 0.58 | | |
| | | X | X | Q6 | Provide alternative explanations for spurious associations. | 1.14 | 0.98 | * | + .20 |
| | X | X | X | Q7 | Identify additional information needed to evaluate a hypothesis. | 0.24 | 0.64 | *** | -.73 |
| X | | | | Q8 | Determine whether an invited inference is supported by specific information. | 0.54 | 0.49 | | |
| | | X | X | Q9 | Provide relevant alternative interpretations for a specific set of results. | 0.55 | 0.53 | | |
| X | X | | | Q10 | Separate relevant from irrelevant information when solving a real-world problem. | 3.06 | 3.03 | | |
| X | X | | X | Q11 | Use and apply relevant information to evaluate a problem. | 0.88 | 1.01 | * | -.21 |
| | X | | | Q12 | Use basic mathematical skills to help solve a real-world problem. | 0.75 | 0.76 | | |
| X | X | | | Q13 | Identify suitable solutions for a real-world problem using relevant information. | 0.61 | 0.77 | * | -.21 |
| X | X | | X | Q14 | Identify and explain the best solution for a real-world problem using relevant information. | 1.37 | 1.56 | | |
| | X | X | X | Q15 | Explain how changes in a real-world problem situation might affect the solution. | 0.43 | 0.53 | | |
| CAT Total Score | | | | | | 12.95 | 13.48 | | |

^a. * p<.05 **p<.01 ***p<.001 (2-tailed) Does not Account for entering ACT/SAT.

^b. Mean difference divided by pooled group standard deviation.
(0.1 - 0.3 = small effect; 0.3 - 0.5 = moderate effect; >0.5 = large effect)

This report is modeled after Wor-Wic Community College’s public disclosure report.

Categories marked with an asterisk (*) have fewer than six students in them.