

HAGERSTOWN COMMUNITY COLLEGE

MISSION

Hagerstown Community College ensures equitable access to affordable high-quality educational programs, promotes practices and policies that ensure student success, and fosters innovation and collaboration to strengthen its regional workforce and community cultural development.

INSTITUTIONAL ASSESSMENT

State Plan Goal 1- Access

HCC remains the most affordable of postsecondary educational and training options in its service region. Tuition and fees for a full-time HCC credit student in FY 21 were 43.2 percent of that for attending Maryland public four-year institutions (Indicator 7). The College remains committed to offering affordable education and vigilant about finding opportunities that may benefit our students. A significant number of the credit students receive financial assistance (Indicator E a.) and over a third receive Pell grants (Indicator E b.) There are also a growing number of scholarship programs available to students pursuing Workforce Solutions Training Certificates. The Workforce Development Sequence Scholarship for Continuing Education is one example. This state scholarship is for Continuing Education students enrolled in a certificate program leading to a career in the workforce.

Overall, enrollment increases were not anticipated this year. Similar to many community colleges in Maryland, credit headcounts have declined as the impact of the pandemic has hit community colleges particularly hard. Non-credit enrollments were expected to be down in part due to prison restrictions and lack of consistent, regular programming in summer camps. In FY 20, the total annual unduplicated total headcount decreased by 14.5 percent from the previous year (Indicator 1). The college saw decreases in both unduplicated headcount and annual course enrollments in adult basic education and GED classes aligned with developmental studies, which were down 9.5 percent and 16.8 percent, respectively (Indicator 9).

HCC's efforts to attract and retain local high school graduates remained a high priority in FY 21 despite challenges in engaging with the high schools during their remote operations. HCC remains the college of choice for recent, college-bound high school graduates (Indicator 4), and continues to expand its marketing, recruitment, and programming efforts in an attempt to attain greater penetration into the traditional college-age (25 years or younger) population.

Being a leader within the community, HCC takes seriously its commitment to recruiting students and employees of diverse backgrounds. Based upon 2010 census data and 2019 population estimates from the Census Bureau, Washington County has continued to become more racially and ethnically diverse from 2010. Minority groups now comprise about 21.8 percent of the county population, while the College's minority credit students accounted for 26.9 percent of all credit enrollments in fall 2020 (Indicator H). Individuals that identified as Black comprise the largest minority group, both in the county and at HCC, and accounted for 10.9 percent of Fall 2020 enrollment.

There were 94 Black students in the fall 2016 analysis cohort as seen in the degree progress charts. The successful-persister rate after four years (Indicator 17) for the cohort was 68.0 percent, trailing the rate for White students in the cohort. It should be noted that this group is over 10% higher than the fall 2013 cohort. The graduation-transfer rates for the cohorts were 58.0 percent for Black students (Indicator 19) and 61.7 percent for White students. Again, this group showed gains over the fall 2013 cohort yet is still trailing the White peers. The achievement gap has closed over the most recent four years.

HCC has a number of programs and initiatives to attract, retain and support a diverse student body. There are two key programs that provide services to at-risk students to help them persist and complete their studies. The Career Program Achievers (CPA) program works with low-income adult students enrolled in short-term training programs. The TRIO: Student Support Services program provides support services to students who are first-generation, low income, and/or have disabilities. Support for student diversity and inclusion is also evidenced by the range of extracurricular student clubs and organizations offered through the Student Activities Office. The Multicultural Committee has historically promoted student-learning, appreciation of differences and similarities, educational and cultural programming, and professional development programs that help create an open campus environment. This committee will begin to transition to a Diversity and Inclusion Committee starting in the fall. This new committee is charged with planning the annual on-campus diversity event in honor of Dr. Martin Luther King, Jr. among other campus initiatives.

One of the College's greatest challenges has been the lack of role models for the increasingly diverse student population. The region lacks cultural and ethnic opportunities, as well as a significant professional minority population found in urban and metropolitan areas. The challenge to recruit full-time faculty and administrators from minority groups to provide positive role models and to help create a culturally diverse environment is an institutional priority. Overall, 9.5 percent of all full-time faculty in fall 2020 were minorities (Indicator 12), a percentage that increased from fall 2019. Unfortunately, the percentage of minorities classified as administrative and professional staff (Indicator 13) dropped from 9.8 percent in fall 2019 to 8.5 percent in fall 2020. To help ensure an inclusive work environment the Human Resources department sponsors training on discrimination and harassment for all employees.

Prior to the pandemic, the college had been strategically offering increasing numbers of online courses to enhance accessibility and the ability to meet workforce requirements/needs since obstacles of location, class schedules, transportation, and time are alleviated. The pandemic brought an enhanced need to change how HCC delivers education. Recently the college completed the transition of its LMS from Moodle to Brightspace D2L. HCC currently offers a number of degrees and certificates that are offered at least partially online, several of which can be completed entirely online. A quality assurance tool for online instruction used by HCC faculty is Quality Matters, a faculty-centered, peer review process designed to certify the quality of online and blended courses and online components. The pandemic showed that HCC is capable of offering flexibility when the students require it (Indicator I). Blackboard ALLY is a tool to assist faculty with providing accessible materials for students online. This tool was recently purchased to create more inclusive learning environments for all students.

State Plan Goal 2 - Success

HCC continues to examine and refine support systems to improve programs and enhance student satisfaction and success. HCC developed strategies to improve retention in programs with low retention and completion rates, as well as selected student service programs. Program requirements, general education courses, and electives have been studied and aligned more appropriately with programs at transfer institutions.

The pandemic was challenging in a number of ways for select students. The Fall-to-Fall retention rate of college-ready students for the fall 2019 cohort was 56.1 percent, which was a decrease from the previous year. The retention of developmental students decreased from 49.4 percent to 47.5 percent (Indicator 14).

HCC made recent changes to improve developmental student retention and completion. All developmental levels across English, English as a Second Language (ESL), and math have been standardized. Furthermore, mentors are assigned to all adjunct developmental studies instructors to provide advice and instructional support, which ultimately benefits students. In January 2019, a new minimum placement score (below which score students will not be admitted to developmental programs) went into effect; students who test below this score can register instead for adult education classes. In addition, if students have a high school GPA of 3.0 or higher (within the last five years), they do not need to take developmental coursework, but may directly enter college-level math and/or English. All math and English developmental courses were also restructured. For example, Developmental English now consists of one level rather than three. English as a Second Language courses offered through HCC's adult literacy services also serve as a bridge from non-credit to credit English courses once successfully completed.

These changes were made in response to the fact that developmental coursework continues to be a barrier for some students who wish to complete degree or certificate programs and is meant to help students proceed quickly but also successfully to credit-level courses. Developmental completion percentages after four years for the fall 2016 cohort remained fairly flat at 55.0 percent when compared to the fall 2015 cohort (Indicator 15). HCC continues to monitor the success of these initiatives.

HCC awarded 785 degrees in FY 20 (Indicator 20); fairly flat from the 767 awarded in FY 19, the enrollment declines that began almost a decade ago have had a correlating effect on overall completion numbers. Student engagement is critical to retention and completion. Recent changes have occurred in the way that HCC delivers advising and student support experiences. Students are assigned a faculty advisor with whom they are encouraged to consult regarding program-related materials and future coursework. Students are also encouraged to be more self-sufficient by using Ellucian Self-Service to register for their classes online and track their progress to program completion, as well as establishing positive student-faculty engagement. This, in turn, frees retention and registration staff to spend more time with those students who need other support. Case management programs, such as TRIO: Student Support Services (SSS), Disability Support Services (DSS), and Career Program Achievers (CPA), as well as the BIT/CARE team play a big role in HCC's success with program completion. Additional student spaces were

created to support retention, growth, and development by providing more opportunities to engage students. In addition, HCC recently added a full-time veterans advisor position to help ensure that student veterans are on track for graduation and access their educational benefits in order to remain on track.

HCC has submitted a Title III grant proposal in hopes of restructuring efforts around student success using the Guided Pathways model. If successful, HCC students will benefit from the creation of a first-year experience course, enhanced orientation experience, and new career development activities as a result of the grant. Additionally, the grant would assist with the implementation of an early alert system that would help to identify at-risk students as well as provide funds to support faculty development and improve online learning.

Consistent with student success literature, success levels of developmental completers and college-ready students exceed those of developmental non-completers. The successful-persister rate (Indicator 16), of the 2016 cohort after four years for college-ready students (84.5 percent) and developmental completers (88.0 percent) is higher than that of developmental non-completers (46.8 percent). The same is true of graduation/transfer rates (Indicator 18). The College's emphasis on outcome assessment has been a direct response to an increased emphasis on completion rates. Degree audits, which are reports that show how many and which courses a student needs to complete his/her program, have been a tool used by advisors to help students close to meeting their degree and certificate requirements. Academic programs are regularly reviewed during annual unit planning to address possible impediments to completion (e.g. unnecessary prerequisites, course scheduling, and sequencing, etc.).

A significant initiative to facilitate student retention, achievement, and completion at HCC is the Learning Support Center (LSC). The LSC is a facility in which students, learning support specialists, and faculty work as a team to reach common academic goals. Professional staff members handle the content areas of English, business, accounting, computer technology, math, science, writing content areas, and nursing. Peer tutors have expertise in an array of subjects as well.

First-time passing rates on licensure/certification examinations (Indicator 23) for Practical Nursing continued to be 100 percent, as they have been for the past several years. Students in HCC's associate degree nursing program dropped their pass rate slightly to 95.6 percent from 97.7 percent. The percentage of radiology graduates passing the registry examination also dropped from 87.0 percent from 85.0 percent.

State Plan Goal 3 - Innovation

As a major partner in the economic and workforce development of the region, HCC educates and trains a significant portion of the regional workforce through both credit and noncredit experiences. To respond to employer needs, local and state employment trends are studied via environmental scanning and input by advisory committees. As a result, HCC developed high skill/high wage credit programs in Biotechnology, Alternative Energy, Dental Hygiene and Cybersecurity. All career programs have advisory committees, which include industry/business leaders who review program curriculum, provide information regarding employment/hiring trends and changes in the field, and provide input into curriculum development/revision. For

example, the National Cancer Institute (NCI) participates on the biotechnology advisory committee, First Solar on the alternative energy advisory committee, and the Defense Information Systems Agency (DISA) on the cybersecurity advisory committee.

HCC is continuing to shape its array of credit-free course and program offerings to serve new demands for content as well as instructional delivery preferences. Workforce development, certifications and licensures, and contract training are administered through the Workforce Solutions and Continuing Education unit. FY 20 unduplicated enrollment in contract training (Indicator 28) dropped from FY 19 due to COVID-related restrictions. Both annual unduplicated headcount and enrollment in continuing education workforce development courses saw associated declines as well (Indicator 26).

In terms of the physical campus, HCC recently completed work on a Campus Master Plan that provides a framework for campus expansion and site improvements. The plan incorporates projects that will strengthen the sense of arrival to campus, enhance pedestrian connectivity, safety and comfort, and create a more sustainable and unifying landscape. HCC is also committed to projects that are energy efficient such as the air conditioning system recently installed in the Athletic, Recreation, and Community Center (ARCC) which is used to accommodate large cultural, community and social events. In addition, a grant has been submitted to support the installation of solar panels in an underutilized parking area of the college.

HCC is finishing construction on a renovated space that will support the growth of the college's business curriculum as well as maintain and improve services to growing businesses. The Center for Business and Entrepreneurial Studies (CBES) will continue to serve as a center for high tech startup businesses, but the rest of the building will be for teaching and learning, including a portion of the manufacturing floor newly dedicated to support HCC's advanced manufacturing programs for robotics. Updates will include, but not be limited to, a new roof and fire alarm system, as well as extensive remodeling of all floors, including addition of classroom spaces, updates to client offices, addition of a new e-business office, and creation of a designated IT network room.

HCC COVID-19 CHALLENGES

While HCC has offered opportunities for remote learning for many years, the pandemic still challenged the college community in new ways. Faculty at times were forced to collaborate with students in creative ways by moving course material to new formats and modalities while using new software. Students had challenges with access to the internet and reliable technology. HCC helped to provide students with mobile hotspots and laptops in order to enable them with the means to complete their work during these difficult times. HCC continues to experience enrollment challenges as a direct result of COVID-19. In-person learning experiences have been impacted and FTE in both credit and non-credit areas have suffered as a result. Finally, HCC is very concerned about both the short-term and long-term impact of mental health as a result of the pandemic. The College is looking at ways to best support the campus community using all available resources.

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		757		160		224		373	
2	Number attempting fewer than 18 hours over first 2 years		261		44		15		202	
3	Cohort for analysis (Line 1 – Line 2)		496 100.0%		116 100.0%		209 100.0%		171 100.0%	
4	Earned Associate degree from this community college		186 37.5%		62 53.4%		109 52.2%		15 8.8%	
5	Earned certificate, but no degree, from this community college		21 4.2%		4 3.4%		6 2.9%		11 6.4%	
6	Total associate and certificate graduates (Line 4 + Line 5)		207 41.7%		66 56.9%		115 55.0%		26 15.2%	
7	Transferred to Maryland two-year/technical college		22 4.4%		3 2.6%		11 5.3%		8 4.7%	
8	Transferred to Maryland public four-year college		77 15.5%		30 25.9%		41 19.6%		6 3.5%	
9	Transferred to Maryland private four-year college or university		8 1.6%		5 4.3%		1 0.5%		2 1.2%	
10	Transferred to out-of-state two-year/technical college		21 4.2%		0 0.0%		8 3.8%		13 7.6%	
11	Transferred to out-of-state four-year college or university		76 15.3%		25 21.6%		37 17.7%		14 8.2%	
12	Total transfers (sum of Lines 7 - 11)		204 41.1%		63 54.3%		98 46.9%		43 25.1%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		113 22.8%		40 34.5%		63 30.1%		10 5.8%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		298 60.1%		89 76.7%		150 71.8%		59 34.5%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		61 12.3%		9 7.8%		31 14.8%		19 11.1%	
16	Successful transition to higher ed (Line 14 + Line 15)		359 72.4%		98 84.5%		181 86.6%		78 45.6%	
17	Enrolled at this community college last term of study period		5 1.0%		0 0.0%		3 1.4%		2 1.2%	
18	Successful or persisting (Line 16 + Line 17)		364 73.4%		98 84.5%		184 88.0%		80 46.8%	

	African American Students	Asian Students	Hispanic Students	White Students (optional data)
1 First-time full- and part-time fall headcount	94	11	56	529
2 Number attempting fewer than 18 hours over first 2 years	44	3	21	171
3 Cohort for analysis (Line 1 – Line 2)	50 100.0%	8 100.0%	35 100.0%	358 100.0%
4 Earned Associate degree from this community college	13 26.0%	3 37.5%	10 28.6%	147 41.1%
5 Earned certificate, but no degree, from this community college	3 6.0%	2 25.0%	1 2.9%	14 3.9%
6 Total associate and certificate graduates (Line 4 + Line 5)	16 32.0%	5 62.5%	11 31.4%	161 45.0%
7 Transferred to Maryland two-year/technical college	4 8.0%	1 12.5%	0 0.0%	11 3.1%
8 Transferred to Maryland public four-year college	8 16.0%	2 25.0%	1 2.9%	58 16.2%
9 Transferred to Maryland private four-year college or university	2 4.0%	0 0.0%	0 0.0%	6 1.7%
10 Transferred to out-of-state two-year/technical college	5 10.0%	0 0.0%	5 14.3%	9 2.5%
11 Transferred to out-of-state four-year college or university	2 4.0%	2 25.0%	5 14.3%	63 17.6%
12 Total transfers (sum of Lines 7 - 11)	21 42.0%	5 62.5%	11 31.4%	147 41.1%
13 Graduated from this college and transferred (Line 6 □ Line 12)	8 16.0%	3 37.5%	5 14.3%	87 24.3%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	29 58.0%	7 87.5%	17 48.6%	221 61.7%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	5 10.0%	0 0.0%	7 20.0%	46 12.8%
16 Successful transition to higher ed (Line 14 + Line 15)	34 68.0%	7 87.5%	24 68.6%	267 74.6%
17 Enrolled at this community college last term of study period	0 0.0%	0 0.0%	1 2.9%	3 0.8%
18 Successful or persisting (Line 16 + Line 17)	34 68.0%	7 87.5%	25 71.4%	270 75.4%

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Student & Institutional Characteristics (not Benchmarked)

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

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
A Fall credit enrollment				
a. Unduplicated headcount	4,069	4,156	3,848	3,433
b. Percent of students enrolled part time	75.4%	75.6%	72.4%	65.2%
	Fall 2017	Fall 2018	Fall 2019	Fall 2020
B First-time credit students with developmental education needs	70.6%	64.4%	51.7%	23.8%
	FY 2017	FY 2018	FY 2019	FY 2020
C Credit students who are first-generation college students (neither parent attended college)	47.2%	44.8%	45.8%	43.8%
	FY 2017	FY 2018	FY 2019	FY 2020
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	270	264	239	288
	FY 2017	FY 2018	FY 2019	FY 2020
E Credit students receiving financial aid				
a. Receiving any financial aid	68.9%	67.3%	69.8%	69.1%
b. Receiving Pell grants	30.1%	32.6%	33.5%	35.7%
	Fall 2017	Fall 2018	Fall 2019	Fall 2020
F Students 25 years old or older				
a. Credit students	30.5%	30.3%	29.3%	26.6%
	FY 2017	FY 2018	FY 2019	FY 2020
b. Continuing education students	71.8%	73.8%	75.3%	73.8%
	FY 2017	FY 2018	FY 2019	FY 2020
G Credit students employed more than 20 hours per week	n/a	n/a	n/a	n/a
	Fall 2017	Fall 2018	Fall 2019	Fall 2020
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	6.4%	6.5%	7.6%	8.0%
b. Black/African American only	10.3%	11.1%	12.2%	10.9%
c. American Indian or Alaskan native only	0.3%	0.2%	0.0%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.0%	0.1%
e. Asian only	1.9%	2.3%	2.2%	2.4%
f. White only	73.7%	71.6%	69.4%	69.8%
g. Multiple races	4.3%	4.8%	5.2%	5.2%
h. Foreign/Non-resident alien	1.0%	1.2%	1.1%	0.7%
i. Unknown/Unreported	2.1%	2.2%	2.1%	2.6%
	Fall 2017	Fall 2018	Fall 2019	Fall 2020
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	12.9%	11.7%	12.0%	57.9%
b. Enrolled in some, but not all, distance education	23.6%	26.8%	26.4%	29.3%
c. Not enrolled in any distance education	63.5%	61.5%	61.6%	12.8%

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	FY 2017	FY 2018	FY 2019	FY 2020
J Unrestricted revenue by source				
a. Tuition and fees	44.0%	44.0%	44.0%	42.0%
b. State funding	26.0%	27.0%	26.0%	27.0%
c. Local funding	28.0%	28.0%	28.0%	29.0%
d. Other	1.0%	1.0%	2.0%	2.0%
	FY 2017	FY 2018	FY 2019	FY 2020
K Expenditures by function				
a. Instruction	42.6%	43.1%	39.9%	40.3%
b. Academic support	9.2%	8.8%	8.7%	9.3%
c. Student services	12.2%	13.3%	11.9%	12.5%
d. Other	35.9%	34.8%	39.7%	37.9%

Goal 1: Access

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	12,162	12,366	12,244	10,692	13,750
b. Credit students	5,827	5,761	5,750	5,401	6,500
c. Continuing education students	6,917	7,312	7,065	5,709	8,500
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
2 Market share of first-time, full-time freshmen Note: Methodology changed starting in Fall 2019.	62.0%	60.7%	64.6%	61.3%	68.0%
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
3 Market share of part-time undergraduates Note: Methodology changed starting in Fall 2019.	82.7%	81.9%	83.2%	78.8%	85.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2024
4 Market share of recent, college-bound high school graduates	69.6%	73.3%	70.7%	73.6%	80.0%
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
5 High school student enrollment	694	755	741	743	850
	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	6,155	6,746	6,900	7,986	7,500
b. Continuing education, online	501	580	565	1,038	700
c. Credit, hybrid	1,690	1,383	1,566	1,252	1,750
d. Continuing education, hybrid	7	5	6	40	30
	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2026
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$136	\$136	\$139	\$139	NA
b. Percent of tuition/fees at Md public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	43.1%	43.1%	43.1%	43.2%	44.0%

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	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	1,807	2,520	2,017	1,344	2,000
b. Annual course enrollments	2,810	3,659	3,274	1,979	3,000
					Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	1,365	1,203	1,002	915	1,500
b. Annual course enrollments	3,330	2,519	2,096	1,794	2,750
					Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	14.5%	4.1%	18.5%	10.4%	25.0%
b. At least one ESL educational functioning level	32.1%	19.1%	39.0%	21.1%	40.0%
Note: Not reported if < 50 students in the cohort					
11 Minority student enrollment compared to service area population					Benchmark Fall 2025
a. Percent nonwhite credit enrollment	Fall 2017 26.7%	Fall 2018 28.6%	Fall 2019 27.5%	Fall 2020 26.8%	30.0%
					Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	FY 2017 31.5%	FY 2018 29.1%	FY 2019 27.8%	FY 2020 32.8%	35.0%
					Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	July 2017 18.9%	July 2018 19.6%	July 2019 20.4%	July 2020 21.0%	NA
					Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	Fall 2017 5.1%	Fall 2018 7.5%	Fall 2019 7.8%	Fall 2020 9.5%	10.0%
					Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2017 8.4%	Fall 2018 8.6%	Fall 2019 9.8%	Fall 2020 8.5%	10.0%

Goal 2: Success

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	49.8%	52.9%	53.5%	53.7%	60.0%
b. Pell grant recipients	48.7%	49.7%	48.1%	48.6%	55.0%
c. Developmental students	49.7%	45.5%	49.4%	47.5%	55.0%
d. College-ready students	56.8%	72.1%	64.9%	56.1%	70.0%

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					Benchmark	
					Fall 2021	
					Cohort	
Fall 2013	Fall 2014	Fall 2015	Fall 2016			
Cohort	Cohort	Cohort	Cohort			
15	Developmental completers after four years	45.8%	42.6%	54.8%	55.0%	60.0%
					Benchmark	
					Fall 2021	
					Cohort	
Fall 2013	Fall 2014	Fall 2015	Fall 2016			
Cohort	Cohort	Cohort	Cohort			
16	Successful-persister rate after four years					
	a. College-ready students	85.9%	84.7%	94.0%	84.5%	92.0%
	b. Developmental completers	81.4%	82.2%	79.8%	88.0%	90.0%
	c. Developmental non-completers	36.5%	45.0%	44.7%	46.8%	NA
	d. All students in cohort	69.7%	71.5%	77.4%	73.4%	80.0%
					Benchmark	
					Not	
					Required	
Fall 2013	Fall 2014	Fall 2015	Fall 2016			
Cohort	Cohort	Cohort	Cohort			
17	Successful-persister rate after four years					
	a. White only	78.5%	71.0%	72.9%	75.4%	NA
	b. Black/African American only	57.8%	73.0%	68.2%	68.0%	NA
	c. Asian only	*	*	*	*	NA
	d. Hispanic/Latino	*	*	*	*	NA
Note: Not reported if < 50 students in the cohort for analysis						
					Benchmark	
					Fall 2021	
					Cohort	
Fall 2013	Fall 2014	Fall 2015	Fall 2016			
Cohort	Cohort	Cohort	Cohort			
18	Graduation-transfer rate after four years					
	a. College-ready students	74.8%	75.8%	82.1%	76.7%	80.0%
	b. Developmental completers	60.6%	61.6%	61.1%	71.8%	65.0%
	c. Developmental non-completers	29.1%	35.0%	34.1%	34.5%	NA
	d. All students in cohort	54.6%	56.5%	61.4%	60.1%	65.0%
					Benchmark	
					Not	
					Required	
Fall 2013	Fall 2014	Fall 2015	Fall 2016			
Cohort	Cohort	Cohort	Cohort			
19	Graduation-transfer rate after four years					
	a. White only	57.1%	59.5%	57.2%	61.7%	NA
	b. Black/African American only	42.2%	54.0%	52.3%	58.0%	NA
	c. Asian only	*	*	*	*	NA
	d. Hispanic/Latino	*	*	*	*	NA
Note: Not reported if < 50 students in the cohort for analysis						
					Benchmark	
					FY 2025	
FY 2017	FY 2018	FY 2019	FY 2020			
20	Associate degrees and credit certificates awarded					
	a. Total awards	869	758	767	785	900
	b. Career degrees	242	218	234	220	NA
	c. Transfer degrees	380	350	336	407	NA
	d. Certificates	247	190	197	158	NA
	e. Unduplicated graduates	809	718	733	708	NA

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	AY 16-17	AY 17-18	AY 18-19	AY 19-20	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	82.5%	88.4%	86.0%	90.0%	90.0%

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	63.4%	56.7%	63.0%	56.6%	65.0%

Goal 3: Innovation

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. NCLEX for Registered Nurses	96.0%	98.0%	97.7%	95.6%	99.0%
Number of Candidates	74	50	86	68	
b. Cert. Exam Amer. Registry of Rad. Tech.	100.0%	83.3%	87.0%	85.0%	100.0%
Number of Candidates	23	30	31	20	
c. NCLEX for Licensed Practical Nurses	100.0%	100.0%	100.0%	100.0%	100.0%
Number of Candidates	14	17	24	19	
Note: Not reported if <5 candidates in a year					

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
24 Graduates employed within one year	76.0%	74.0%	77.0%	74.0%	NA

	FY 2014 Graduates	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$19,424	\$17,616	\$17,488	\$17,716	NA
b. Median annualized income three years after graduation	\$46,504	\$42,612	\$47,112	\$45,592	NA

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	3,930	3,800	4,291	3,654	4,500
b. Annual course enrollments	5,452	5,389	6,522	5,373	6,500

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,636	2,498	2,492	1,628	2,700
b. Annual course enrollments	3,565	3,378	3,570	2,342	4,000

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,159	1,203	1,581	1,451	2,000
b. Annual course enrollments	1,882	1,729	2,146	2,046	2,500

Note: NA designates not applicable
* designates data not available