HAGERSTOWN COMMUNITY COLLEGE

Environmental Scanning Report

2020-2021

Office of Planning and Institutional Effectiveness

Contents

Introduction

Environmental scanning is the process of surveying and interpreting relevant external data to identify trends, opportunities, and threats for the purpose of future decision-making[1]. In higher education, environmental scanning supports decision-making in the strategic planning process in an effort to create a more efficient and effective institution that can attract, retain, and prepare students for a career or further education.

For the purposes of Hagerstown Community College, this report contains analysis on three levels: global, macro, and micro. The global analysis examines national and worldwide trends in higher education and the labor market in order to provide insight on the far-reaching education and employment climate and culture which provides the backdrop for student and institutional decision-making across the country and internationally. The macro-analysis focuses on Hagerstown Community College's geographical region in Washington County, Maryland, and the characteristics of the population which contains the majority of HCC students. The purpose of this section is to illustrate the setting of the College, in terms of people and places, in order to better inform decision-making regarding the services the College provides to the local and regional community. Finally, the micro-analysis focuses on the College itself: the mission, vision, and values; structure, culture, and climate; and comparison to other institutions. This section explains the driving forces behind the strategic planning process and reflects the current state of the institution.

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[1] Strategic Human Resources Management. (2021). "What are the basics of environmental scanning as part of the strategic planning process?" Author. Retrieved June 29, 2021 from https://www.shrm.org/resourcesandtools/tools-and-samples/hr-qa/pages/basics-of-environmental-scanning.aspx

Global Analysis: United States and Beyond

Current Trends in Higher Education

Academic Interests

As innovation and societal changes impact job fields and personal interests, academic interests also shift over time. In recent years, increases have been seen in technology-related industries, while personal and culinary services, as well as liberal arts, general studies, and humanities, have seen the greatest decrease in percentage of enrollments in higher education[2]. The COVID-19 pandemic has greatly impacted enrollment across higher education, with institutions at all levels seeing a decline. However, enrollment in associate degree and certificate health professions and related clinical sciences programs made relatively strong gains in Spring 2021[3].

Enrollment in health professions and related clinical sciences programs fared the best this spring among the top five most common major fields for those pursuing an associate degree or undergraduate certificate. For bachelor's degree programs, psychology, computer and information sciences and support services, and education major students increased more than health care majors.

Figure 10. Undergraduate Enrollment Changes by Credential Type and Major Field: Undergraduate Certificate

	2020	2021
Health Professions and Related Clinical Sciences	1.1%	2.0%
Business, Management, Marketing, and Related Support	10.9%	-1.4%
Liberal Arts and Sciences, General Studies and Humanities	1.8%	-8.9%
Mechanic and Repair Technologies/Technicians	9.7%	-17.3%
Computer and Information Sciences and Support Services	11.5%	-3.0%
Total	4.7%	-7.4%

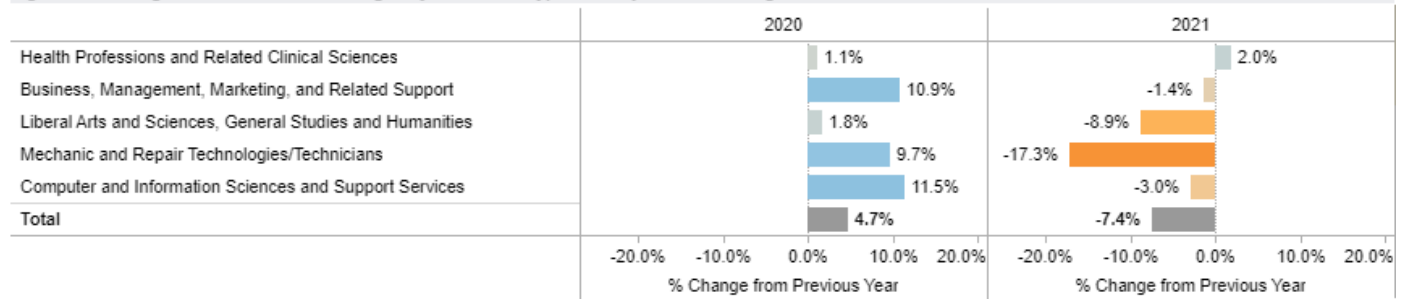*Image credit: NSC Research Center*

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[2] Dimovski, A. (January 5, 2021). "Student academic interests by enrollment". What to Become. Retrieved June 29, 2021 from https://whattobecome.com/blog/academic-interests/

[3] NSC Research Center. (April 29, 2021). "Spring 2021 enrollment." National Student Clearinghouse Research Center. Retrieved June 29, 2021 from https://nscresearchcenter.org/stay-informed/

Student Academic Interest by Enrollment

Business, Management, and Marketing	Health Professions & Clinical Sciences	Liberal Arts, General Studies & Humanities	Biological & Biomedical Sciences
1,553,871	1,062,391	984,090	580,385

Engineering	Computer & Information Sciences	Psychology	Education
560,973	446,380	439,508	438,740

Social Sciences	Visual & Performing Arts	Communication & Journalism	Security & Protective Services
429,721	382,728	317,002	271,897

Multi/Interdisciplinary Studies	Parks, Recreation, Leisure & Fitness Studies	Public Administration & Social Services	Physical Sciences
226,438	224,071	134,731	134,675

English Language & Literature	Engineering Technologies	Family & Consumer Sciences/Human Sciences	Mathematics & Statistics
133,644	101,626	93,406	88,515

Agriculture Operations & Sciences	History	Natural Resources & Conservation	Foreign Languages, Literatures, & Linguistics
86,121	83,033	79,070	56,342

Architecture	Philosophy & Religious Studies	Transportation & Materials Moving	Theology & Religious Vocations
41,500	32,864	29,259	27,461

Area, Ethnic, Cultural & Gender Studies	Legal Professions & Studies	Communications Technologies & Support Services	Personal & Culinary Services
26,221	23,332	19,321	14,392

Mechanic & Repair Technologies	Construction Trades	Science Technologies	Precision Production
14,470	10,914	8,318	5,699

Enrollment
- > 500,000
- 200,001 - 500,000
- 50,001 - 200,000
- < 50,000

Change from Last Year
- -20% - -6%
- -5% - 0%
- 0.1% - 2%
- >2.1%

WHAT TO BECOME

Source: nscresearchcenter.org

Image credit: Aleksander Dimovski, https://whattobecome.com/blog/academic-interests/

Completion, Retention, and Persistence

Tracking student progress and eventual success is an important part of the data collection process for all institutions. Student "success" is often defined as graduation or degree completion, but in order to provide a more complete picture of student progress and outcomes, retention and persistence should also be considered. Retention is defined as a student returning to the same institution while persistence is defined as a student returning to any higher education institution for the second year[4]. Two-year colleges in particular have many students who are not continuous enrollees, which can make a fall-to-fall measure of retention and persistence incomplete.

The six-year community college completion rate dropped by 0.5% in 2020 to 40.3% after rising in 2018 and 2019, while public four-year colleges saw a 0.7% improvement.
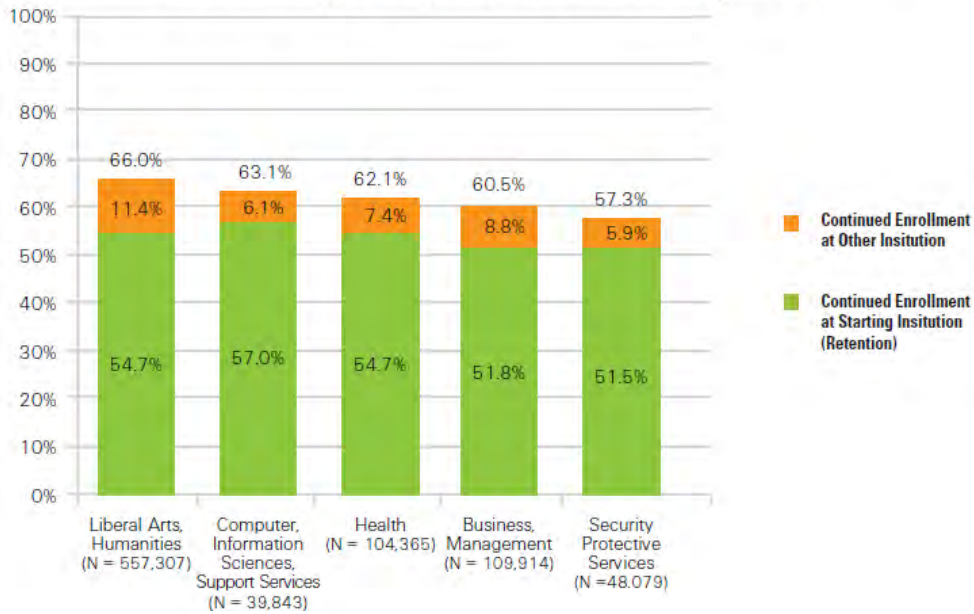

Figure 6. First-Year Persistence and Retention for Students Who Started College in Two-Year Public Institutions, 2009-2017
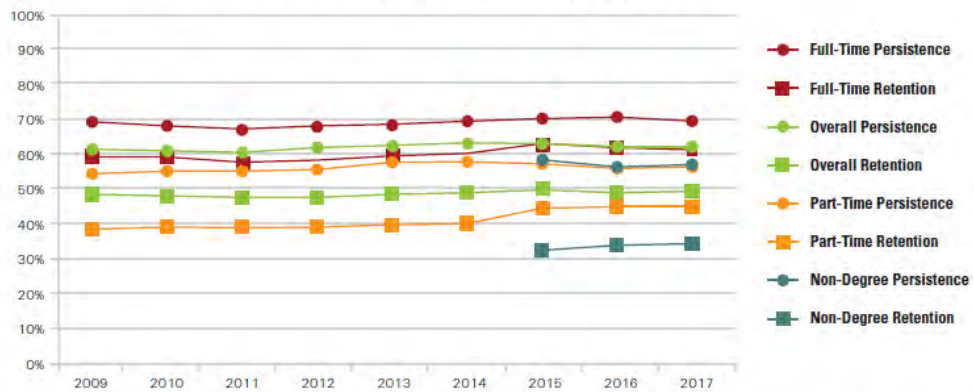
		2009	2010	2011	2012	2013	2014	2015	2016	2017
Full-Time	Persistence	69.0%	67.7%	66.7%	67.8%	68.5%	69.2%	70.2%	70.6%	69.7%
	Retention	59.3%	58.5%	57.4%	58.1%	59.1%	60.0%	61.6%	61.0%	60.1%
Overall	Persistence	61.0%	60.7%	60.2%	61.3%	62.2%	62.7%	62.7%	62.2%	62.3%
	Retention	48.0%	47.9%	47.2%	47.4%	48.1%	48.5%	49.1%	48.9%	48.9%
Part-Time	Persistence	53.9%	54.7%	54.8%	56.1%	57.2%	57.7%	56.9%	55.6%	56.3%
	Retention	38.1%	38.6%	38.6%	38.8%	39.4%	39.8%	44.2%	44.5%	44.9%
Non-Degree	Persistence							58.4%	56.5%	57.2%
	Retention							32.0%	33.4%	34.1%

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[4] NSC Research Center (2019). Snapshot report: First-year persistence and retention for fall 2017 cohort. Author. https://nscresearchcenter.org/snapshotreport35-first-year-persistence-and-retention/

Figure 12. First-Year Persistence and Retention for Top Five Popular Majors, Associate Degree Programs, Fall 2017 Entering Cohort

Figure 13. First-Year Persistence and Retention for Top Five Popular Majors, Undergraduate Certificate Programs, Fall 2017 Entering Cohort
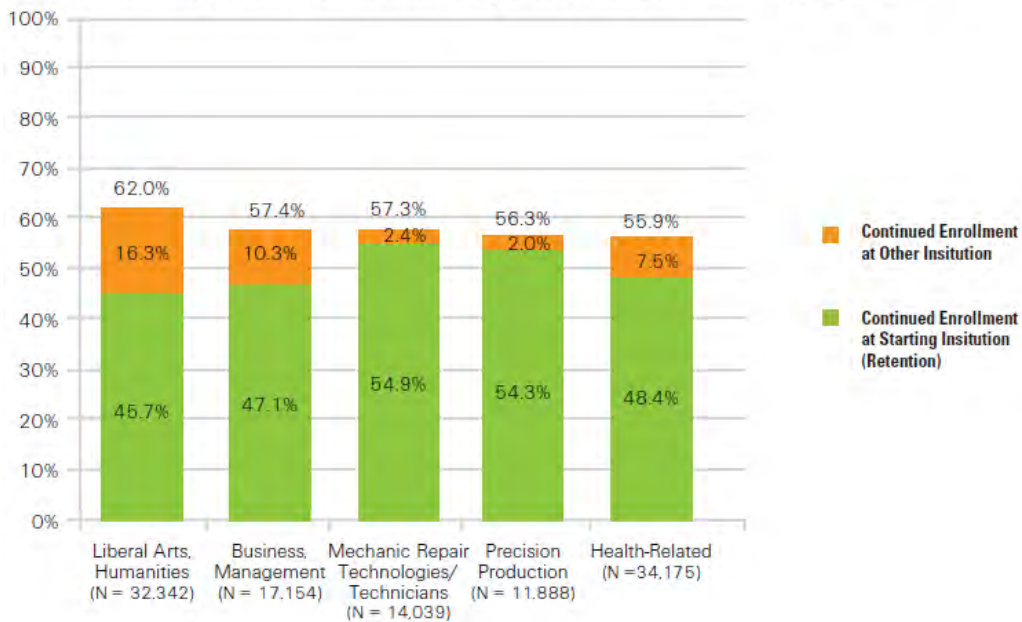

Image credits: NSC Research Center, https://nscresearchcenter.org/snapshotreport35-first-year-persistence-and-retention/

Diversity, Equity, & Inclusion

Diversity, equity, and inclusion (DEI) have been a point of conversation in higher education for years as researchers and policymakers examine the shift in racial and ethnic demographics in the United States, but several recent events – including the death of George Floyd and the systemic inequities highlighted by the pandemic – brought many aspects of DEI into the national spotlight[5]. Over the last couple of decades, senior-level administrative positions to implement and monitor DEI measures, such as chief diversity officers, became increasingly common and overall, college campuses have become more diverse in terms of race, ethnicity, gender, generational status, nationality, sexuality, socioeconomic status, and other social identities[6].

Hagerstown Community College's Cultural Diversity Plan can be reviewed at https://www.hagerstowncc.edu/docs/cultural-diversity-plan.

Test-Optional/Test-Blind Policies- In conjunction with efforts to improve DEI at campuses across the country, "test-optional" or "test-blind" policies – policies which make the utilization of ACT or SAT for admissions or financial aid decisions optional or prohibited – are becoming more frequently discussed and implemented at many institutions of higher education. One common concern is that many students are placed at a disadvantage because of the cost of test prep and tutors[7]. Additionally, there is concern that the tests are biased against Latinos, African Americans, Native Americans, females, and low-income students[8]. As of June 1, 2021, at least five states and two public university systems have passed legislation making reporting scores of the SAT and ACT tests for admission optional[9], and many private higher education institutions are doing the same. FairTest (The National Center for Fair and Open Testing) reports that 65% of bachelor-degree institutions, or over 1,500 nationwide, have a test-optional. Test-blind, or score-free policy in effect for Fall 2022 applicants[10]. As one example, Worcester Polytechnic Institute (WPI) began piloting a test-optional policy in 2007 as part of a multi-faceted plan to eliminate inequities and became the first STEM university to do so. Since then, there has been a significant increase in the representation of students of color and women and an increase in the

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[5] Clayton, T. B. (January 13, 2021). "Refocusing on diversity, equity, and inclusion during the pandemic and beyond: Lessons from a community of practice". Higher Education Today, American Council on Education. https://www.higheredtoday.org/2021/01/13/refocusing-diversity-equity-inclusion-pandemic-beyond-lessons-community-practice/

[6] Clauson, C., & McKnight, J. (2018). Welcome to campus: Planning for diversity, inclusion, and equity. *Planning for higher education, 47*(1), 39-48. https://www.proquest.com/scholarly-journals/welcome-campus-planning-diversity-inclusion/docview/2161040861/se-2?accountid=11250

[7] Jaschik, S. (May 17, 2021). "No SAT or ACT scores at U of California". *Inside Higher Ed.* Retrieved June 28, 2021 from https://www.insidehighered.com/admissions/article/2021/05/17/u-california-will-not-consider-sat-or-act-scores-future

[8] Schaeffer, B. (June 17, 2021). "1,500+ U.S. four-year colleges and universities will not require ACT/SAT scores for fall 2022 entry". FairTest. Retrieved June 28, 2021 from https://www.fairtest.org/1500-us-fouryear-colleges-and-universities-will-no

[9] Jaschik, S. (June 1, 2021). "States and systems move away from testing in admissions". *Inside Higher Ed.* Retrieved June 28, 2021 from https://www.insidehighered.com/admissions/article/2021/06/01/states-and-state-systems-move-away-required-testing-admissions

[10] Schaeffer, B. (June 17, 2021). "1,500+ U.S. four-year colleges and universities will not require ACT/SAT scores for fall 2022 entry". FairTest. Retrieved June 28, 2021 from https://www.fairtest.org/1500-us-fouryear-colleges-and-universities-will-no

academic quality of applicants while maintaining an extremely high graduation rate, and WPI is now moving to a test-blind policy[11].

For further reading on DEI and test-optional/test-blind policies, please review:

Geiser, S. (2017). *Norm-referenced tests and race-blind admissions: The case for eliminating the SAT and ACT at the University of California.* (Research & Occassional Paper Series: CSHE.15.17). Center for Studies in Higher Education, University of California, Berkeley. https://eric.ed.gov/?id=ED580807

Musico, M. (2021). "Test optional, test blind, test flexible: What's the difference?" CollegeData. Retrieved June 28, 2021 from https://www.collegedata.com/resources/prepare-and-apply/test-optional-test-blind-whats-the-difference

Dual Enrollment

Dual enrollment programs, such as middle colleges and early college access programs, are increasing in popularity across the country. These programs generally allow students to complete coursework for college credit during high school and are offered in a variety of formats. Depending on the program, students may be able to complete an associate's degree or certificate by the time they graduate from high school. Students can benefit from these programs in many ways, including reduced tuition, shorter time to college completion, and a head start on college or a career[12].

HCC offers a few different programs which are considered dual enrollment. The ESSENCE (Early Support for Students Entering College Education) program offers high school students the chance to earn college credits while in high school if they meet certain admission requirements. Students can register for a variety of courses which are offered in their high school. The STEMM Technical Middle College (STMC) at HCC offers students the opportunity to complete their last two years of high school (at least thirty credits) on campus and potentially complete a certificate or associate's degree. Students typically begin to plan for STMC and take preparatory coursework in middle and early high school. Finally, the Career and Technical Education (CATE) Early College program is offered to students at Washington County Technical High School and potentially earn up to thirty college credits toward a career in technology.[13]

For further reading on dual enrollment, please review:

An, B. P., & Taylor, J. L. (2019). A review of empirical studies on dual enrollment: Assessing educational outcomes. In: Paulsen M., Perna L. (eds) Higher Education: Handbook of Theory and Research. Higher Education: Handbook of Theory and Research, vol 34. Springer, Cham. https://doi.org/10.1007/978-3-030-03457-3_3

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[11] Worchester Polytechnic Institute (March 15, 2021). "Worchester Polytechnic Institute moves from test optional to test blind admission policy; Taking another major step in its mission to expand student access". Author. Retrieved June 28, 2021 from https://www.wpi.edu/news/worcester-polytechnic-institute-moves-test-optional-test-blind-admissions-policy-taking-another

[12] Maryland Association of Community Colleges. (2021). "Colleges in High School". Author. Retrieved June 28, 2021 from https://mdacc.org/programs-training/college-in-high-school/

[13] https://www.hagerstowncc.edu/admissions-and-enrollment-services/early-college-programs

Grubb, J. M., Scott, P. H., & Good, D. W. (2017). The answer is yes: Dual enrollment benefits students at the community college. *Community College Review, 45*(2), 79-98. https://doi.org/10.1177/0091552116682590

Henneberger, A. K., Witzen, H., & Preston, A. M. (2020). A Longitudinal Study Examining Dual Enrollment as a Strategy for Easing the Transition to College and Career for Emerging Adults. *Emerging Adulthood*, 2167696820922052.

Enrollment Trends

Over the past four years, college enrollment across sectors has trended downward, but the most recent estimates in Spring 2021 show significant decline, especially for community colleges, which experienced a 9.5% drop in enrollment nationally compared to the previous year[14]. At community colleges, associate degree-seekers had a larger decline in enrollment (-10.9%) compared to other undergraduates (-4.8%), full-time students had a larger decline in enrollment (-11.4%) compared to part-time students (-8.5%), and men had a larger decline in enrollment (-14.4%) compared to women (-6.0%). These trends, while specifically reported here for community colleges, are echoed to some degree across other sectors of higher education.

Percent Change in Enrollment from Previous Year by Institutional Sector: 2017 to 2021
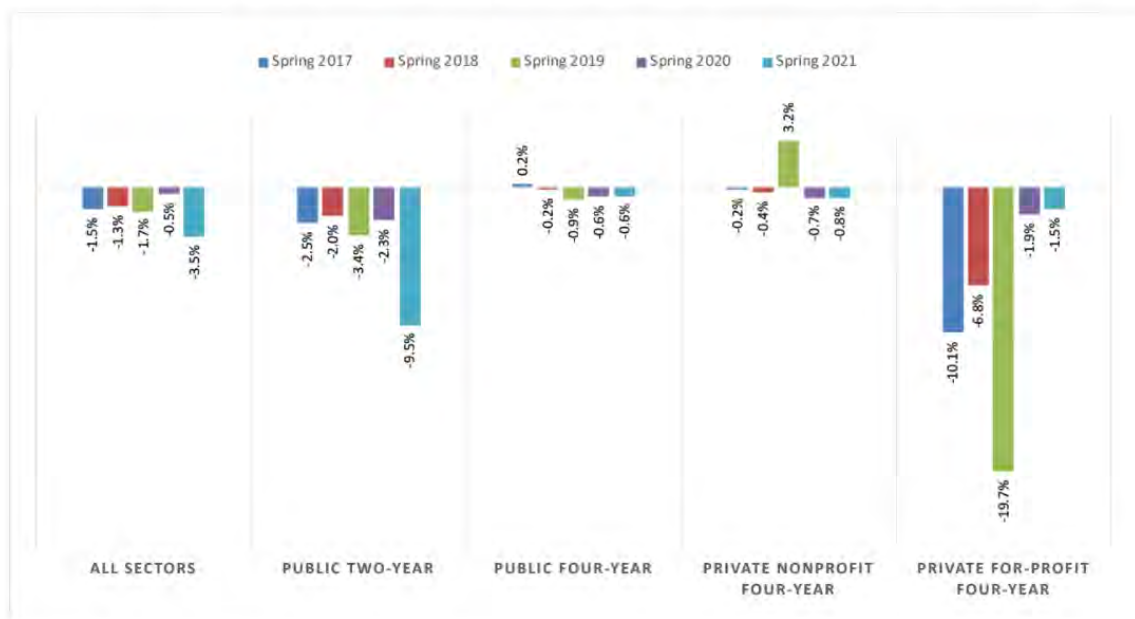
Nationally, the programs with the greatest declines in enrollment at two-year public institutions are precision production, physical sciences, personal and culinary services, visual and performing arts, and mechanic and repair technologies/technicians. The only two programs with a growth in enrollment were psychology and legal professions and studies.

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[14] National Student Clearinghouse Research Center (2021). Overview: Spring 2021 Enrollment Estimates. Author. https://nscresearchcenter.org/current-term-enrollment-estimates/

Maryland experienced a slight increase in overall enrollments (0.7%) in Spring 2021 over the previous year across sectors, with gains being made at public and private hour-year institutions but a 6.6% decline in enrollment at public two-year institutions.

Much of the recent decline in enrollment trends is commonly attributed to the COVID-19 pandemic, especially for low-income students and recent high school graduates, who more acutely felt the stressors of the pandemic[15]. Enrollment for men has been declining more quickly than for women, a trend that predates the pandemic by several years. The gender gap for enrollment is the largest among students of color attending community colleges[16]. There are believed to be many academic, social, and economic factors influencing this trend, including gender and race disparities in elementary and secondary education and cultural workforce expectations. Some higher education institutions are responding by creating support centers for men and/or men of color similar to other centers created for women in the past.

The Community-College Exodus

Undergraduate-male attendance fell the most at community colleges, where male enrollment declined more in every racial and ethnic group than female enrollment did.

Fall of 2020, % change from previous year

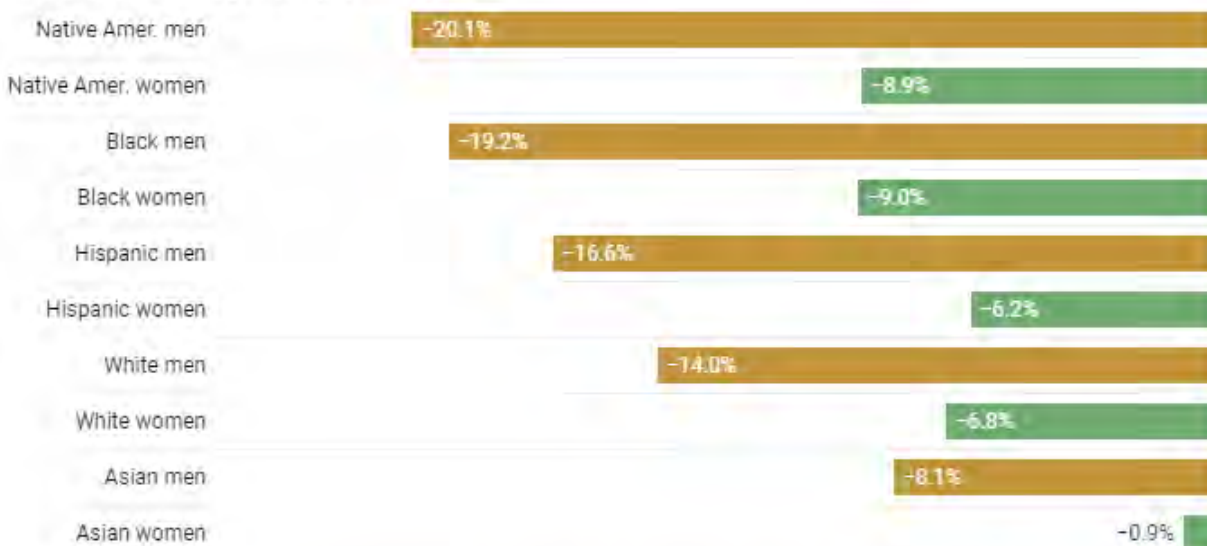| Group	% change
Native Amer. men	−20.1%
Native Amer. women	−8.9%
Black men	−19.2%
Black women	−9.0%
Hispanic men	−16.6%
Hispanic women	−6.2%
White men	−14.0%
White women	−6.8%
Asian men	−8.1%
Asian women	−0.9%

Chart: Audrey Williams June • Source: National Student Clearinghouse Research Center • Get the data • Created with Datawrapper

Image credit: Audrey Williams June. https://www.chronicle.com/article/the-missing-men.

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[15] Whitford, E. (June 10, 2021). "Spring enrollment takes a plunge". Inside Higher Ed. Retrieved July 7, 2021 from https://www.insidehighered.com/news/2021/06/10/final-spring-enrollment-numbers-show-largest-decline-decade

[16] Field, K. (July 1, 2021). "The missing men". The Chronicle of Higher Education. Retrieved July 7, 2021 from https://www.chronicle.com/article/the-missing-men.

Online Learning

Coursework conducted primarily online goes by several different terms, including online learning, virtual learning, and distance education, depended on the institution and the specific modality. No matter what it's called, however, distance education has been on the rise over the last decade and a half. A 2018 report notes that distance enrollments were continuing to grow even at a time when overall enrollments were falling. At that time, most distance learners were enrolled at private for-profit institutions but there was continued steady growth for distance enrollment at public and private not-for-profit institutions.[17]
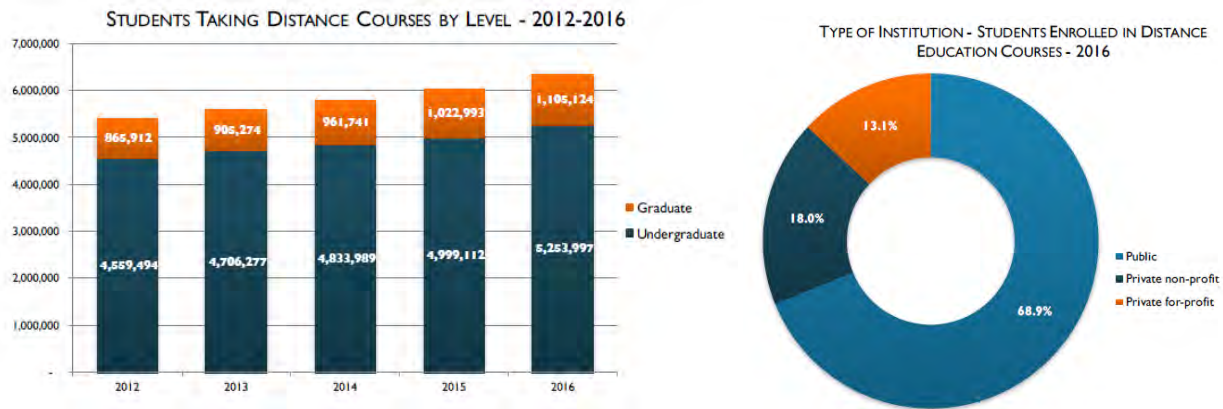

Image credits: Seaman, Allen, & Seaman, 2018; https://onlinelearningconsortium.org/read/grade-increase-tracking-distance-education-united-states/

Figure 6. Percentage of undergraduate students at degree-granting postsecondary institutions who enrolled exclusively in distance education courses, by level and control of institution: Fall 2019
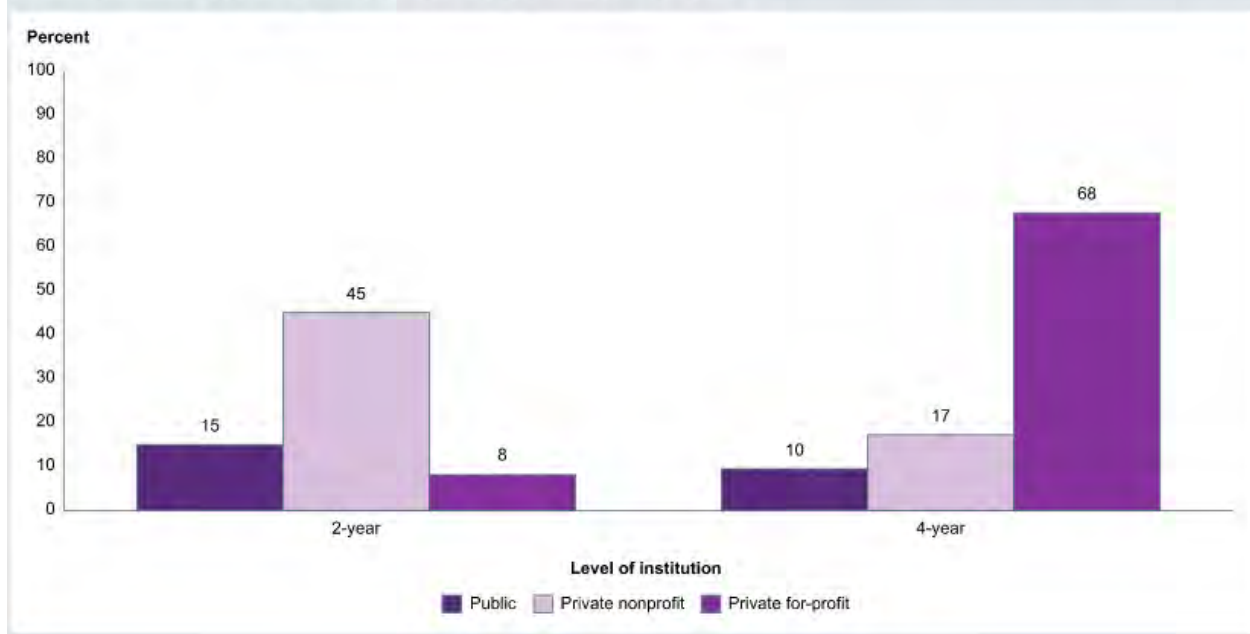
Image credit: The Condition of Education, 2019, NCES

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[17] Seaman, J. E., Allen, I. E., & Seaman, J. (2018). *Tracking Distance Education in the United States.* Babson Survey Research Group. https://onlinelearningconsortium.org/read/grade-increase-tracking-distance-education-united-states/

The COVID-19 pandemic forced higher education institutions to make a sudden – and mostly mid-semester – shift to distance education. Many schools scrambled to find the technology and training to support the shift while students and faculty floundered[18]. Education technology companies, or Edtech, saw rapid growth and innovation in order to support the sudden needs. As time passed and schools realized that dealing with pandemic-driven educational modalities would be a long-term reality, the schools and students with solid access to technology settled in to the online systems while students and families without access to reliable internet continued to struggle. Currently, educators at all levels are concerned about the loss of quality instruction and learning for students who did not transition well to online learning for whatever reason, personal, technological, or otherwise. As the world begins to move out of the pandemic, many institutions plan to continue with at least some of the increase in online offerings, and addressing the digital divide has become an issue at the forefront for local and federal governments.

For further reading on the recent changes in and the future of online learning, please review:

Adedoyin, O. B., & Soykan, E. (2020). Covid-19 pandemic and online learning: the challenges and opportunities. *Interactive Learning Environments.* https://doi.org/10.1080/10494820.2020.1813180

Gonzalez-Ramirez, J., Mulqueen, K., Zealand, R., Silverstein, S., Mulqueen, C., & BuShell, S. (2021). Emergency Online Learning: College Students' Perceptions During the COVID-19 Pandemic. College *Student Journal, 55*(1), 29-46. http://dx.doi.org/10.2139/ssrn.3831526

Lockee, B. B. (2021). Online education in the post-COVID era. *Nature Electronics, 4*, 5-6. https://doi.org/10.1038/s41928-020-00534-0

Nworie, J. (May 19, 2021). "Beyond COVID-19: What's next for online teaching and learning in higher education?" *EDUCAUSE Review.* https://er.educause.edu/articles/2021/5/beyond-covid-19-whats-next-for-online-teaching-and-learning-in-higher-education

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[18] University of Kansas School of Education & Human Sciences (September 17, 2021). "The evolution of distance education in 2020". Author. Retrieved June 28, 2021, from https://educationonline.ku.edu/community/distance-education-evolution-in-2020

Labor Market Trends

The labor market has seen rapid shifts as the nation begins to recover from the pandemic. There are still millions of jobs that have not been recovered, and many organizations are modifying their organizational structures and workforce needs in response to the shift to remote work and in preparation for the future. Jobs in technology are increasing, as are positions in diversity and inclusion, call centers and customer service, manufacturing and warehouse jobs, and grocery jobs.[19]

The average projected growth rate for U.S. occupations for 2019-2029 is 3.7%. The jobs with the growth rates predicted to be much faster than average are listed below in alphabetical order by degree type.[20]

Postsecondary nondegree award:	*Associate or Certificate:*
Audio and video technicians	**Diagnostic medical sonographers**
Computer numerically controlled tool programmers	**Environmental science and protection technicians, including health**
Court reporters and simultaneous captioners	**Occupational therapy assistants**
Health information technologists, medical registrars, surgical assistants, and healthcare practitioners and technical workers, all other	**Paralegals and legal assistants**
Licensed practical and licensed vocational nurses	**Physical therapist assistants**
Makeup artists, theatrical and performance	**Respiratory therapists**
Manicurists and pedicurists	**Veterinary technologists and technicians**
Massage therapists	**Web developers and digital interface designers**
Medical assistants	
Medical dosimetrists, medical records specialists, and health technologists and technicians, all other	
Nursing assistants	
Ophthalmic medical technicians	
Phlebotomists	
Psychiatric technicians	
Skincare specialists	
Wind turbine service technicians	

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[19] Kidwai, A. (January 22, 2021). "Labor market trends show emphasis on digital skills, reorganization, experts say". HR Dive. Retrieved June 29, 2021 from https://www.hrdive.com/news/labor-market-trends-show-emphasis-on-digital-skills-reorganization-expert/593785/

[20] U.S. Bureau of Labor Statistics. (April 9, 2021). Occupational Outlook Handbook. Author. https://www.bls.gov/ooh/occupation-finder.htm

Four-year degree:

Actuaries
Agents and business managers of artists, performers, and athletes
Arbitrators, mediators, and conciliators
Athletic trainers
Camera operators, television, video, and film
Child, family, and school social workers
Coaches and scouts
Community and social service specialists, all other
Compensation, benefits, and job analysis specialists
Computer and information systems managers
Construction managers
Credit counselors
Data scientists and mathematical science occupations, all other
Database administrators and architects
Dietitians and nutritionists
Education administrators, all other
Environmental scientists and specialists, including health
Exercise physiologists
Film and video editors
Financial managers
Forensic science technicians
Fundraisers
Health education specialists
Industrial engineers
Information security analysts
Interpreters and translators
Management analysts
Market research analysts and marketing specialists
Medical and health services managers
Meeting, convention, and event planners
Museum technicians and conservators
Operations research analysts
Producers and directors
Public relations and fundraising managers
Recreational therapists
Social and community service managers
Software developers and software quality assurance analysts and testers
Special education teachers, all other
Special education teachers, preschool
Substance abuse, behavioral disorder, and mental health counselors
Therapists, all other
Training and development specialists

Macro-Analysis: Washington County, Maryland

Washington County

The College is located in Hagerstown, the county seat of Washington County, which is located in western Maryland. Washington County is between Allegany County and Frederick County, Maryland, and borders Franklin and Fulton Counties in Pennsylvania; Berkeley, Morgan, and Jefferson Counties in West Virginia, and Loudoun County in Virginia. The county is very wide from east to west but part of it is very narrow from north to south, with a section near the city of Hancock being less two miles across.

Original map copyright 2005 digital-topo-maps.com

Washington County Population Statistics[21]

Population Growth (in thousands)

People

The total population of Washington County is 151,390. The median age is 39.67

151,390
Total Population

50.88% Male

49.12% Female

Age Distribution

2020   2019   2018   2017   2016

Age	Population
0-9	17,455
10-19	18,582
20-29	19,304
30-39	19,154
40-49	18,896
50-59	21,188
60-64	9,874
65+	26,937

Median Age
40
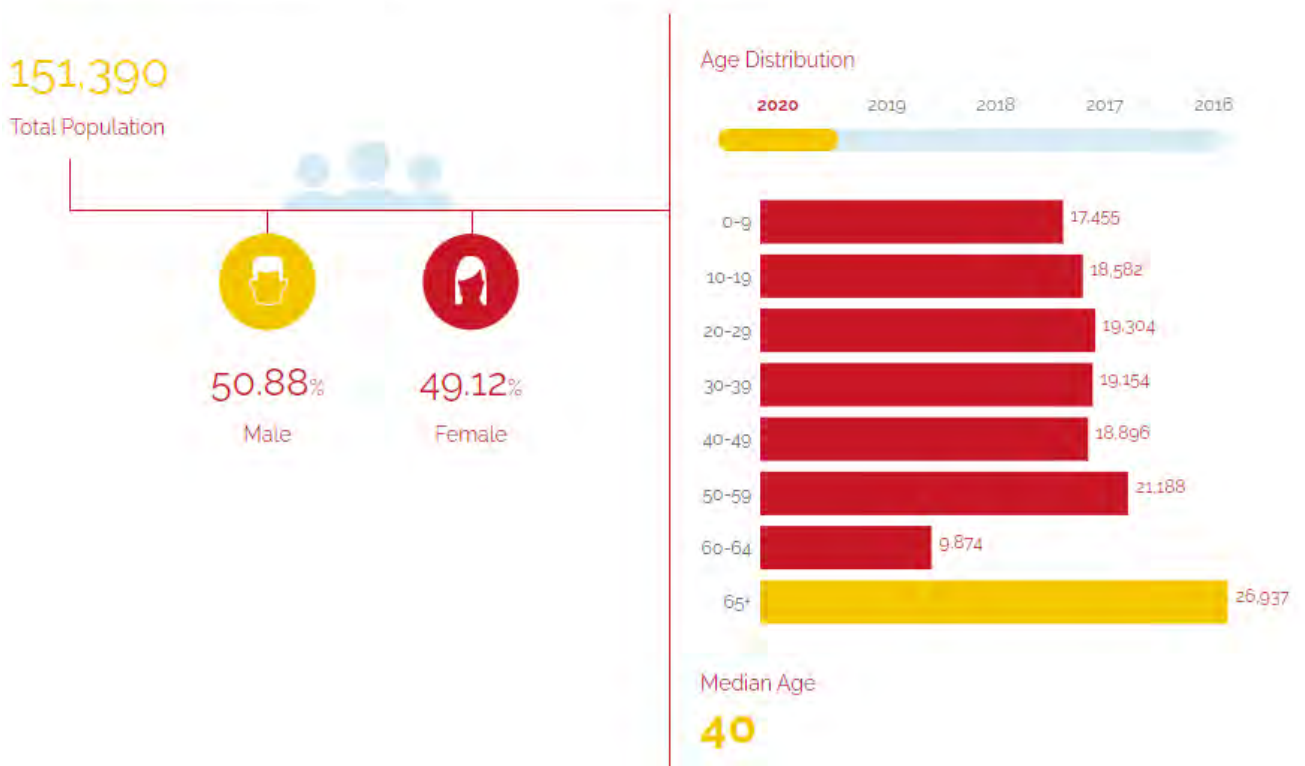
Ethnicity Distribution	2020		2025	
	TOTAL	%	TOTAL	%
White (non-hispanic)	117,636	77.7	118,855	76.76
Black (non-hispanic)	17,884	11.81	18,783	12.13
American Indian (non-hispanic)	302	0.2	328	0.21
Asian (non-hispanic)	3,043	2.01	3,566	2.3
Pacific Islander (non-hispanic)	81	0.05	85	0.05
Other (non-hispanic)	47	0.03	52	0.03
Multirace (non-hispanic)	4,209	2.78	4,569	2.95
Hispanic	8,206	5.42	8,621	5.57

Labor Force

Washington County has a labor force of 72,612 people, with an unemployment rate of 5.6%.

72,612	**5.6%**	▲ **1.6%**
Labor Force	Unemployment Rate	Unemployment Rate Change (1 year)

Educational Attainment

30.28% of the population in Washington County have an Associate's degree or higher. 87.42% have a high school degree or higher.

< Grade 9	Grade 9-12	High School	Some College	Assoc Degree	Bach Degree	Grad Degree
3.32%	**9.26%**	**36.88%**	**20.26%**	**8.28%**	**13.32%**	**8.68%**

Income and Spending

Households in Washington County earn a median yearly income of $62,671. 40.47% of the households earn more than the national average each year. Household expenditures average $60,288 per year. The majority of earnings get spent on Shelter, Transportation, Food and Beverages, Health Care, and Utilities.

$62,671

Median Household Income

0%	more than the county
25%	less than the state
2%	less than the nation

Income Distribution

< $10 K	2,988
$10-20 K	5,412
$20-30 K	5,072
$30-40 K	5,067
$40-50 K	5,219
$50-60 K	4,658
$60-75 K	6,876
$75-100 K	8,914
> $100 K	15,076
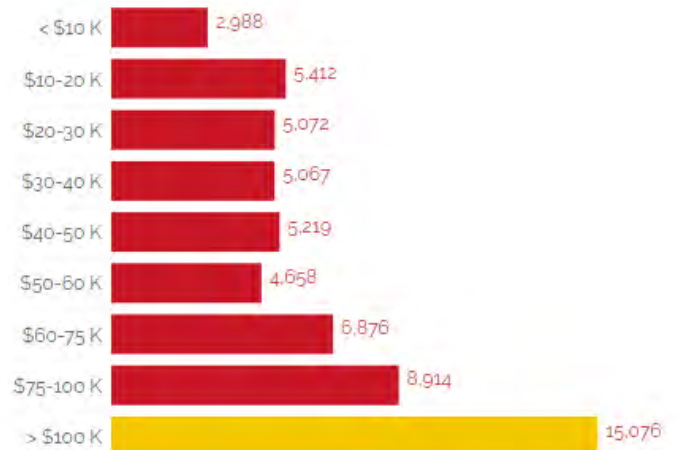
Largest Washington County Employers (as of 2015)[22]

Company	Number Employed	Industry
Meritus Health	2,740	Health Care
First Data	2.322	Finance and Insurance
Citi	2,100	Finance and Insurance
Volvo Group	1,517	Manufacturing
Hagerstown Community College	890	Higher Education
The Bowman Group	746	Management of companies
FedEx Ground	705	Transportation and Warehousing
Staples	597	Retail Trade
Merkle Response Management Group	545	Data Entry & Fulfillment
Arc of Washington County	500	Health Care
Direct Mail Processors	500	Administrative Services

*List excludes state and local governments

Local Education Institutions

HCC is the only community college operating in Washington County. The University System of Maryland at Hagerstown and Frostburg at Hagerstown are regional education centers serving Washington County and offering a variety of degree programs. The Collegium is a newly-founded private Catholic liberal arts college in Hagerstown beginning its first academic term in Fall 2021.

Washington County Public Schools is the only public school district in Washington County. WCPS has 26 elementary schools, 7 middle schools, 9 high schools, and 4 special programs attended by over 22,000 students and employing nearly 2,500 people[23]. There are also several private schools in Washington County.

In FY2021, 47.6% of students in WCPS qualified for free or reduced-price meals. The map below shows the percent of students who qualified by elementary school.[24]
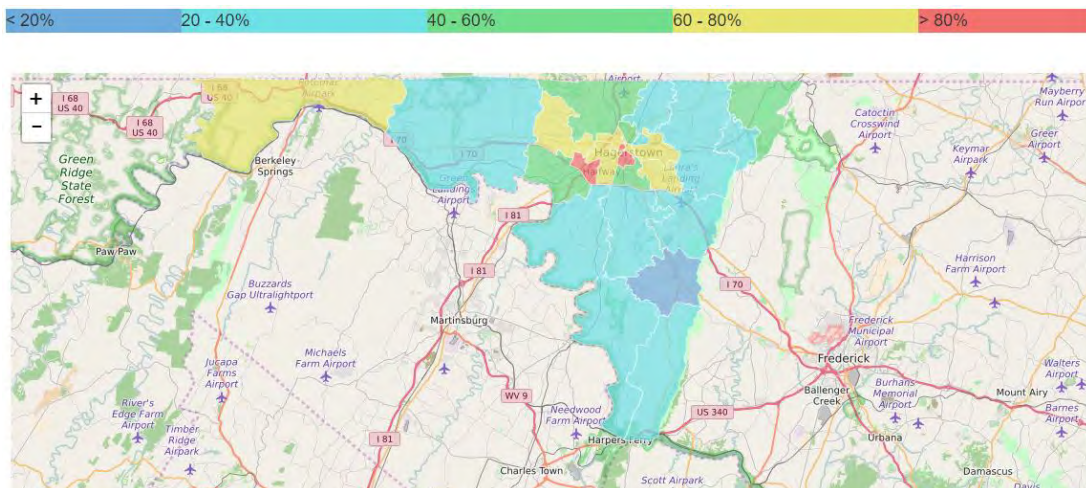

Image credit: zipdatamaps.co

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[22] commerce.maryland.gov

[23] As of June 2021, wcpsmd.com/schools

[24] Wcpsmd.com

Maryland

The state of Maryland is a Mid-Atlantic state covering 12,407 square miles and is the 42nd largest state in the United States[25]. The population of Maryland is approximately 6 million people with a median age of 40, a median household income of $76,769[26] and an unemployment rate of 6.1%[27]. The largest employment industries in Maryland are Health Care and Social Assistance, Retail Trade, and Professional, Scientific, and Technical Services. Ninety-one percent of Marylanders have graduated from high school, and 48% hold a bachelor's degree or higher[28].

Image credit: www.mapsofworld.com

State Education Institutions

The Maryland State Department of Education oversees 24 Maryland Local School Systems, which, with the exception of Baltimore City public schools, are county-wide school systems[29]. The Maryland Higher Education Commission is the State of Maryland's higher education coordinating board, and supervises 25 public institutions of higher education as well as 24 independent institutions of higher education[30]. Sixteen of the public institutions, including HCC, are classified as community colleges. The others are Allegany College of Maryland, Anne Arundel Community College, Baltimore City Community College, Cecil College, Chesapeake College, College of Southern Maryland, Community College of Baltimore County, Frederick Community College, Garrett College, Hagerstown Community College, Harford Community College, Howard Community College, Montgomery College, Prince George's Community College, and Wor-Wic Community College[31].

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[25] Maryland.gov

[26] As of June 2021, commerce.maryland.gov

[27] As of June 2021, dllr.state.md.us

[28] As of June 2021, commerce.maryland.gov

[29] Marylandpublicschools.org

[30] Mhec.maryland.gov

[31] Mdacc.org

Maryland Population Statistics[32]

People

The total population covered by State of Maryland is 6,084,843. The median age is 40.363

6,084,843
Total Population

48.5% Male

51.5% Female

Age Distribution

| 2020 | 2019 | 2018 | 2017 | 2016 |

Age	Population
0-9	730,679
10-19	759,205
20-29	793,454
30-39	830,056
40-49	760,509
50-59	836,909
60-64	393,788
65+	980,243

Median Age
40

Population Growth (in thousands)

6,090,491

Educational Attainment

47.54% of the population in State of Maryland have an Associate's degree or higher. 90.57% have a high school degree or higher.
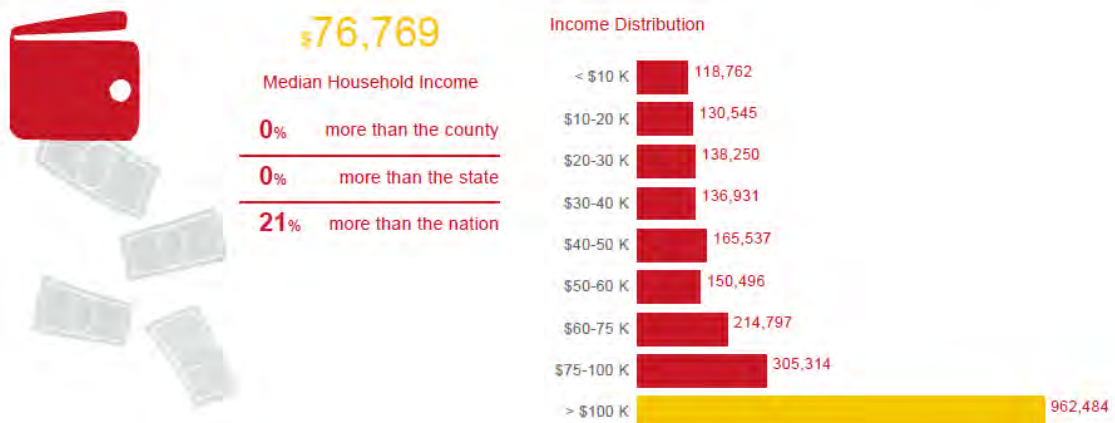
< Grade 9	Grade 9-12	High School	Some College	Assoc Degree	Bach Degree	Grad Degree
3.75%	5.69%	24.45%	18.58%	6.71%	21.94%	18.89%

What are the top industries by jobs?

1 Health Care and Social Services

477,172 Jobs | 53,402 Establishments

2 Retail

344,133 Jobs | 28,096 Establishments

2013	2014	2015	2016	2017	2018	2019	2020
423,589	440,260	437,323	453,344	461,285	469,288	476,849	477,172

3 Accommodation and Food Services

248,225 Jobs | 14,460 Establishments

4 Education

206,397 Jobs | 5,292 Establishments

Income and Spending

Households in State of Maryland earn a median yearly income of $76,769. 54.57% of the households earn more than the national average each year. Household expenditures average $77,910 per year. The majority of earnings get spent on Shelter, Transportation, Food and Beverages, Health Care, and Entertainment.

$76,769

Median Household Income

0% more than the county

0% more than the state

21% more than the nation

Income Distribution

Range	Count
< $10 K	118,762
$10-20 K	130,545
$20-30 K	138,250
$30-40 K	136,931
$40-50 K	165,537
$50-60 K	150,496
$60-75 K	214,797
$75-100 K	305,314
> $100 K	962,484

Population data, June 2021

	Hagerstown city	Washington County	Maryland	United States
Total Population	40,100	151,049	6,045,680	328,239,523
Gender				
Female	52.8%	49.1%	51.6%	50.8%
Race/Ethnicity				
American Indian and Alaska Native	0.1%	0.3%	0.6%	1.3%
Asian	2.9%	1.9%	6.7%	5.9%
Black/African American	17.2%	12.5%	31.1%	13.4%
Hispanic or Latino	9.1%	5.8%	10.6%	18.5%
Native Hawaiian or other Pacific Islander	0.1%	0.1%	0.1%	0.2%
White	70.3%	82.0%	58.5%	76.3%
Two or More Races	7.1%	3.1%	2.9%	2.8%
Age				
Under 5 years	7.5%	5.7%	6.0%	6.0%
Under 18 years	26.2%	21.7%	22.1%	22.3%
65 years and over	13.9%	17.5%	15.9%	16.5%
Characteristics				
Veterans	5.6%	7.0%	6.0%	5.6%
In poverty	25.7%	12.3%	9.0%	10.5%
Education				
High school graduate or higher (% of 25 years and over)	84.0%	87.2%	92.4%	88.0%
Bachelor's degree or higher (% of 25 years and over)	16.3%	21.9%	40.2%	32.1%

Note. Percentages are out of total population unless otherwise noted.
Source: U.S. Census Bureau

Recent Legislation

Across the country, state legislatures passed nearly 300 bills in 2020 related to higher education in areas such as financial aid, admissions, and campus safety. In Maryland, 27 higher education bills were enacted. Of the ones that impact HCC, the most notable are listed here:

- MD H 187/MD S 329- Requires a public institution of higher education to submit an outbreak response plan to the Department of Health annually and to implement that plan under certain circumstances.
- MD S 190- State budget
- MD S 282/ MD H 362- National Guard Tuition Assistance Program- Increases the percentage of tuition that may be reimbursed of the cost of in-state tuition for active National Guard members and redefines "member"
- MD H 415- Community College Promise Scholarship eligibility requirements altered
- MD S 446/MD H 469- Tuition and fees are to be refunded and records transferred if an institution closes a school or program in a disorderly fashion
- MD S 458/MD H 506- Military nonresident tuition exemption for spouses and dependent children
- MD H 1122/MD S 588- Personally Identifiable Information Protection

On a federal level, the Higher Education Act, which was first passed in 1965 to ensure that every individual has access to higher education, expired at the end of 2013 but has been extended. Multiple individual reauthorization bills have been passed in the Congress was reportedly close to a reauthorization deal prior to the beginning of COVD-19, and since then there has been no notable movement on the HEA.[33]

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[33] American Association of Collegiate Registrars and Admissions Officers. "Higher Education Act". Retrieved June 25, 2021 from https://www.aacrao.org/advocacy/issues/higher-education-act

Funding models

Community colleges are vital higher education institutions because they enroll all students, providing them with education or training to reduce economic inequality[34]. However, community colleges are unable to provide these services without adequate funding. College revenue typically comes from four sources: tuition and fees, noninstitutional grants/scholarships (such as the Pell Grant), state appropriations, and local appropriations[35]. Community colleges receive considerably less funding compared to four-year institutions, although the gap in revenue per FTE varies widely by state.

Community colleges receive two-fifths of the revenue that four-year institutions receive, despite serving only 1 million fewer students

Total revenue dollars and the number of full-time enrolled students (FTE) at two-year institutions and four-year institutions, academic year 2016-17

Sector	Total revenue dollars	Revenue per FTE	Total FTE
Public four-year institutions	$130 b	$17,540	7,422,237
Public two-year institutions	$52 b	$8,695	6,012,175

Table: Center for American Progress •
Source: Author's calculations based on data from the National Center for Education Statistics. "Integrated Education Postsecondary Data System Survey Components: Finance," available at https://nces.ed.gov/ipeds/use-the-data (last accessed September 2020).

The total revenue gap between four-year institutions and two-year institutions is $78 billion

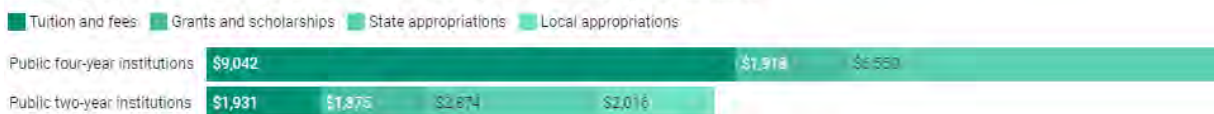Revenue gap between four-year institutions and two-year institutions, by revenue source

■ Tuition and fees ■ Grants and scholarships ■ State appropriations ■ Local appropriations

	Tuition and fees	Grants and scholarships	State appropriations	Local appropriations
Public four-year institutions	$67 b		$14 b	$49 b
Public two-year institutions	$12 b	$11 b	$17 b	$12 b

Hover or click to see values

Chart: Center for American Progress •
Source: Author's calculations based on data from the National Center for Education Statistics. "Integrated Education Postsecondary Data System Survey Components: Finance," available at https://nces.ed.gov/ipeds/use-the-data (last accessed September 2020)

Community colleges receive about $8,800 less in revenue per full-time enrolled student (FTE) than public four-year institutions

Revenue gap per FTE between two-year institutions and four-year institutions, by revenue source

■ Tuition and fees ■ Grants and scholarships ■ State appropriations ■ Local appropriations

	Tuition and fees	Grants and scholarships	State appropriations	Local appropriations
Public four-year institutions	$9,042		$1,918	$6,550
Public two-year institutions	$1,931	$1,875	$2,874	$2,016

Hover or click to see values.

Chart: Center for American Progress •
Source: Author's calculations based on data from the National Center for Education Statistics. "Integrated Education Postsecondary Data System Survey Components: Finance," available at https://nces.ed.gov/ipeds/use-the-data (last accessed September 2020).

Image credits Victoria Yuen, https://www.americanprogress.org/issues/education-postsecondary/reports/2020/10/07/491242/78-billion-community-college-funding-shortfall/

Funding models vary from state to state. In only one state, Wisconsin, community colleges have higher revenue per FTE compared to four-year institutions. Of the remaining states, Maryland has the third-smallest gap in revenue[36]. In Maryland, funding is based on the Senator John R. Cade funding

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[34] Kahlenberg, R. D., Shireman, R., Quick, K., & Habash, T. (October 25, 2018). "Policy strategies for pursuing adequate funding of community colleges". The Century Foundation. https://tcf.org/content/report/policy-strategies-pursuing-adequate-funding-community-colleges/?agreed=1

[35] Yuen, V. (October 7, 2020). "The $78 billion community college funding shortfall". Center for American Progress. https://www.americanprogress.org/issues/education-postsecondary/reports/2020/10/07/491242/78-billion-community-college-funding-shortfall/

[36] Yuen, V. (October 7, 2020). "The $78 billion community college funding shortfall". Center for American Progress. https://www.americanprogress.org/issues/education-postsecondary/reports/2020/10/07/491242/78-billion-community-college-funding-shortfall/

formula, which requires that the state, local government, and student tuition/fees each are responsible for one-third of the community college costs[37]. However, budget constraints over the last decade have resulted in the state not fully funding the Cade formula.

Revenue gaps vary widely by state

Revenue gap between four-year institutions and two-year institutions per full-time enrolled student, by state
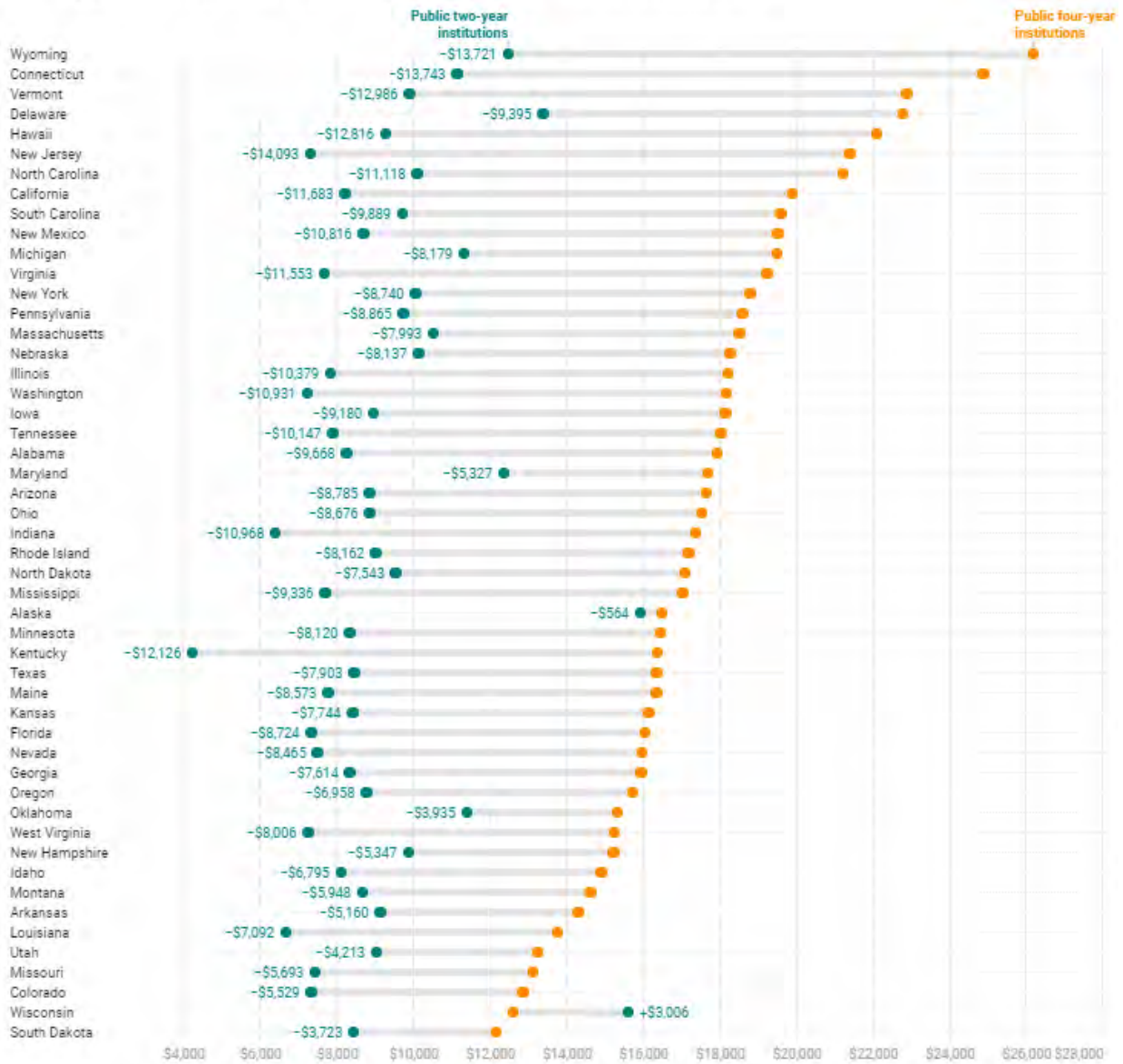
Note: The state averages for Alaska, Delaware, Rhode Island, Vermont, and Wyoming are based off a small sample because these states have few institutions within each sector.

Chart: Center for American Progress ·

Source: Author's calculations based on data from the National Center for Education Statistics, "Integrated Education Postsecondary Data System Survey Components: Finance," available at https://nces.ed.gov/ipeds/use-the-data (last accessed September 2020).

Image credits Victoria Yuen, https://www.americanprogress.org/issues/education-postsecondary/reports/2020/10/07/491242/78-billion-community-college-funding-shortfall/

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[37] Jabin, D. (March 22, 2021). "House & Senate budget chairs: It's time to fully fund community colleges." Maryland Association of Counties. https://conduitstreet.mdcounties.org/2021/03/22/house-senate-budget-chairs-its-time-to-fully-fund-community-colleges/

Micro-Analysis: Hagerstown Community College

Vision, Mission, & Strategic Goals[38]

Vision- HCC will be a learner-centered, accessible, lifelong learning institution dedicated to student and community success. We will maintain a wide spectrum of college programs and services, with a special emphasis on teaching excellence as measured by verifiable student academic achievement. We are committed to staff success through planning and learning, shared campus governance, the promotion of internal and external partnerships, and making the necessary strategic changes that will assure we successfully address our mission – the purpose, functions, and values of the 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.

Strategic Goals-

1. Maintain Strategic Change and Continuous Quality Improvement Systems

2. Maintain a Responsive, Dynamic Curriculum and Teaching Excellence

3. Strengthen Enrollment Management Systems and Improve Student Retention and Program Completion

4. Expand Community and Business Services and Strategic Partnerships and Alliances

5. Expand and Enhance Online Programs and Services

6. Improve Human Resource Development Systems, Practices, and Procedures

7. Align Technology Enhancements, Facilities Development, and Safety and Security Practices with Mission-Based Priorities

8. Enhance Financial Resource Development, Allocation, and Reallocation Strategies to Ensure the Efficient and Effective use of Available Funds and Resources

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[38] https://www.hagerstowncc.edu/about-hcc/president/leadership

About Hagerstown Community College

Hagerstown Community College is located in Washington County in western Maryland, which is part of the Appalachian region. The main campus is on 319 acres and includes 18 buildings. HCC also operates a satellite center at Valley Mall and a truck driving range[39]. Dr. Jim Klauber is the fourth and current president of the College. HCC offers credit programs of study for career preparation, university transfer, personal enrichment and awards associate degrees, certificates, and letters of recognition. HCC also offers non-credit continuing education courses, customized training programs, and remedial and developmental courses to help students prepare for college-level coursework.

The College supports 14 intercollegiate sports teams as part of the Maryland Junior College Conference and the National Junior College Athletic Association (Region 20). The College also boasts an array of student organizations, on-campus student amenities, and special programs, including three Early College programs.

History- Hagerstown Community College was founded in 1946 as Hagerstown Junior College, and was Maryland's first community college, holding evening classes at a local high school. In 1956, HJC moved to a small building on a high school campus and in 1966 HJC relocated again to the current location. In 1998, the College was renamed to better align with the College's purpose. Over 150,000 students have attended classes since the College was founded. The College has had four presidents since its founding; the current president, Dr. Jim Klauber, began in June 2018.

Accreditation- HCC is accredited by the Middle States Commission on Higher Education and the Continuing Education and Business Services Division is certified by the Learning Resources Network. Many other programs have additional approval or licensure[40]:

- Dental Assisting and Dental Hygiene Programs: Approved by the Commission on Dental Accreditation
- Nursing Program: Approved by the Accreditation Commission for Education in Nursing and The Maryland Board of Nursing
- Emergency Medical Services (Paramedic) Program: Certified by the Maryland Institute for Emergency Medical Services Systems and the Commission on Accreditation of Allied Health Education Programs.
- Radiography Program: Accredited by the Joint review Committee on Education in Radiologic Technology
- Pharmacy Technician Program: Accredited by the American Society of Health-System Pharmacists Commission on Credentialing

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[39] https://www.hagerstowncc.edu/about-hcc/fast-facts
[40] hagerstowncc.edu/public-relations/heoa-public-disclosure

Organizational Structure[41]

At HCC, eight organizational bodies influence the governance and decision-making of the College, each with a unique composition and role. The Board of Trustees is comprised of seven members appointed by the Maryland governor and is the main governing body of the College, with full legal authority and responsibility for the College's programs and services. The President is the Board's legal authority and carries out the Board's policies and initiatives, further delegating responsibilities to the Cabinet and administration. The President's Cabinet consists of all vice-presidents and deans, the Faculty Assembly chair, the Executive Director of Human Resources, the Senior Director of Public Relations and Marketing, the Director of Information Technology, and the Director of College Advancement. The Faculty Assembly is the faculty governance body, and the Staff Council is the representative body for exempt and non-exempt staff. The Academic Council and the Enrollment and Student Services Council address the day-to-day operations of the college in their respective areas. Finally, the Student Government Association is the representative body for students.

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[41] https://www.hagerstowncc.edu/docs/guide-shared-governance

Shared Governance[42]

The College utilizes a shared governance model of decision-making, which includes faculty, staff, students, and administrators in the formulation, modification, and adoption of policies set forth by the Board of Trustees. This system allows employee and student participation in decisions for which they have interest or expertise as pertains to their duties. Shared governance is an important part of decision-making because it provides a system of checks and balances, allows all to benefit from differing perspectives and expertise, builds the leadership capacity of employees and students, fosters transparency and ensures fairness, and fosters a culture of honest, collegial discussion and decision-making. Participants work to align recommendations with the College's mission, vision, and strategic goals as well as consider the College's financial health and resources and other relevant data and environmental factors.

The Governance Council is the coordinating ways and means body for shared governance concerns and issues. The President of the College is the chair of the Governance Council. The remaining membership consists of the faculty and administrative co-chairs of all governance committees, the Faculty Assembly Chair, the Dean of Continuing Education and Workforce Development, the Senior Director of Public Information and Marketing, Staff Council Chair, and Student Government Association President or designee.

The standing committees are co-chaired by a faculty and exempt staff member and are comprised of representative of all employee groups. Each committee is responsible to research assigned charges and provide an evidence-based recommendation to Governance Council. The current standing committees are: Teaching and Learning, Academic Standards and Outcomes Assessment, Curriculum Development and Review, Student Affairs, Administrative and Information Technology Services, Campus Safety, Faculty Affairs, Assessment. Additionally, ad hoc committees can be created for a specific purpose as needed.

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[42] https://www.hagerstowncc.edu/docs/guide-shared-governance

Performance Indicators[43]

The College utilizes an integrated annual planning, budgeting, and evaluation model, where all units discuss goals and data to measure institutional effectiveness and monitor quality assurance. HCC uses ten key performance indicators, which are based in the mission and vision of the College. They are:

1. Student access and development
2. Curricular development
3. Community development
4. Operating funds/Foundation funds/capital improvement program
5. Facilities
6. Personnel and organizational structure
7. Technology
8. Student success- Student Learning Outcomes Assessment (SLOA)
9. Community service
10. College operational performance/core systems and processes

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[43] Hagerstown Community College FY22 Annual Plan & Budget publication

Outcomes Assessment[44]

Student Learning Outcomes Assessment (SLOA) is a deliberate, systematic, and collaborative process to define student accomplishments in terms of expected learning outcomes and core competencies. The overall goal is to create a quality learning environment, with the data collected during the assessment process being used to inform students and faculty to reinforce and improve educational practices that facilitate learning. The Institutional Learning Outcomes (ILOs) align with HCC's mission statement and inspire assessable program and course outcomes. The program and course outcomes are assessed regularly and the results of those assessments are used to inform the future practices of the specific program or course.

Institutional Learning Outcomes[45]:

- **ILO1. Responsibility** - Exhibit personal and social responsibility by practicing self-direction, persistence, lifelong learning, and responsible citizenship.

- **ILO2. Globalization and Diversity** - Explore and analyze new ideas, and understand the value of moral sensitivity and cultural diversity.

- **ILO3. Critical Thinking and Communication** - Practice intellectual skills such as critical and independent thinking, effective communication, and knowledge acquisition and application.

- **ILO4. Scientific and Quantitative Reasoning** - Process, analyze, and synthesize scientific and numerical data, and apply mathematical concepts appropriately.

- **ILO5. Information Literacy and Technology** - Apply the research process to access information and use technology to analyze, evaluate, synthesize, and use information resourcefully.

- **ILO6. Professionalism** - Apply the knowledge and skills gained from academic discipline to complete personal and professional goals.

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[44] https://www.hagerstowncc.edu/academics/outcomes-assessment
[45] https://www.hagerstowncc.edu/about-hcc/president/mission-and-vision

Funding & Expenditures[46]

The general fund revenue for Hagerstown Community College comes through four main sources: student tuition and fees (35% of total), state funding (34%), county funding (30%), and investment/miscellaneous income (less than 1%).

Salaries and benefits make up the largest portion of expenditures, at 72% of the total. Contracted services/materials and supplies account for 15.5% expenditures, and the remaining 12.5% of expenditures are taken up by communication, professional development and memberships, grants and subsidies, utilities, fixed expenses (including insurance), minor construction/capital maintenance and replacements, furniture and equipment, other expenses, and contingency.

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[46] Hagerstown Community College FY22 Annual Plan & Budget publication

Maryland Association of Community Colleges

      Hagerstown Community College is a member of the Maryland Association of Community Colleges. While the state of Maryland is geographically small compared to other states and has many neighboring counties and states which offer higher education institutions, comparing HCC to other Maryland community colleges provides a comparative measure for the in-state education choices for Maryland students.

      There are sixteen community colleges in Maryland, and HCC ranks tenth in total enrollment (both total number and full-time equivalent). HCC's urbanicity is classified as a midsize suburb, and eight schools have higher degrees of urbanicity. HCC has the third-lowest percentage of full-time students and therefore the third-highest percentage of part-time students. In terms of retention rates, HCC ranks eleventh for full-time students and sixth for part-time students. HCC ranks 12th in terms of the total price of attendance for in-district students.

Enrollment: MACC

Institution by size	Total enrollment	Percent of full-time	Percent of part-time	FTE Fall 2019
Under 1,000	**651**	**63.3%**	**36.7%**	**492**
Garrett College	651	63.3%	36.7%	492
1,000 - 4,999	**21918**	**31.0%**	**69.0%**	**1696.3**
Allegany College of Maryland	2584	39.9%	60.1%	1553
Baltimore City Community College	4909	32.2%	67.8%	2697
Carroll Community College	3126	34.8%	65.2%	1773
Cecil College	2377	32.1%	67.9%	1304
Chesapeake College	2184	25.8%	74.2%	1107
Hagerstown Community College	3848	27.6%	72.4%	1997
Wor-Wic Community College	2890	24.6%	75.4%	1443
5,000 - 9,999	**27295**	**33.6%**	**66.4%**	**3823.3**
College of Southern Maryland	6351	35.5%	64.5%	3632
Frederick Community College	6129	30.1%	69.9%	3282
Harford Community College	5705	33.9%	66.1%	3199
Howard Community College	9110	35.1%	64.9%	5180
10,000 - 19,999	**42175**	**28.9%**	**71.1%**	**7413.7**
Anne Arundel Community College	12655	28.5%	71.5%	6643
Community College of Baltimore County	17732	28.5%	71.5%	9310
Prince George's Community College	11788	29.8%	70.2%	6288
20,000 and above	**21260**	**34.4%**	**65.6%**	**11990**
Montgomery College	21260	34.4%	65.6%	11990
Average	**7081.2**	**33.5%**	**66.5%**	**3868.1**

Retention: MACC

Institution	Full-time retention rate 2019	Part-time retention rate 2019
Allegany College of Maryland	60%	39%
Anne Arundel Community College	69%	53%
Baltimore City Community College	46%	24%
Carroll Community College	72%	46%
Cecil College	57%	41%
Chesapeake College	52%	52%
College of Southern Maryland	65%	46%
Community College of Baltimore County	51%	39%
Frederick Community College	66%	52%
Garrett College	65%	37%
Hagerstown Community College	59%	49%
Harford Community College	70%	47%
Howard Community College	69%	47%
Montgomery College	75%	55%
Prince George's Community College	64%	52%
Wor-Wic Community College	48%	40%
Average	**62%**	**45%**

Percent of Full-time and Part-time Students: MACC

Retention Rate- MACC
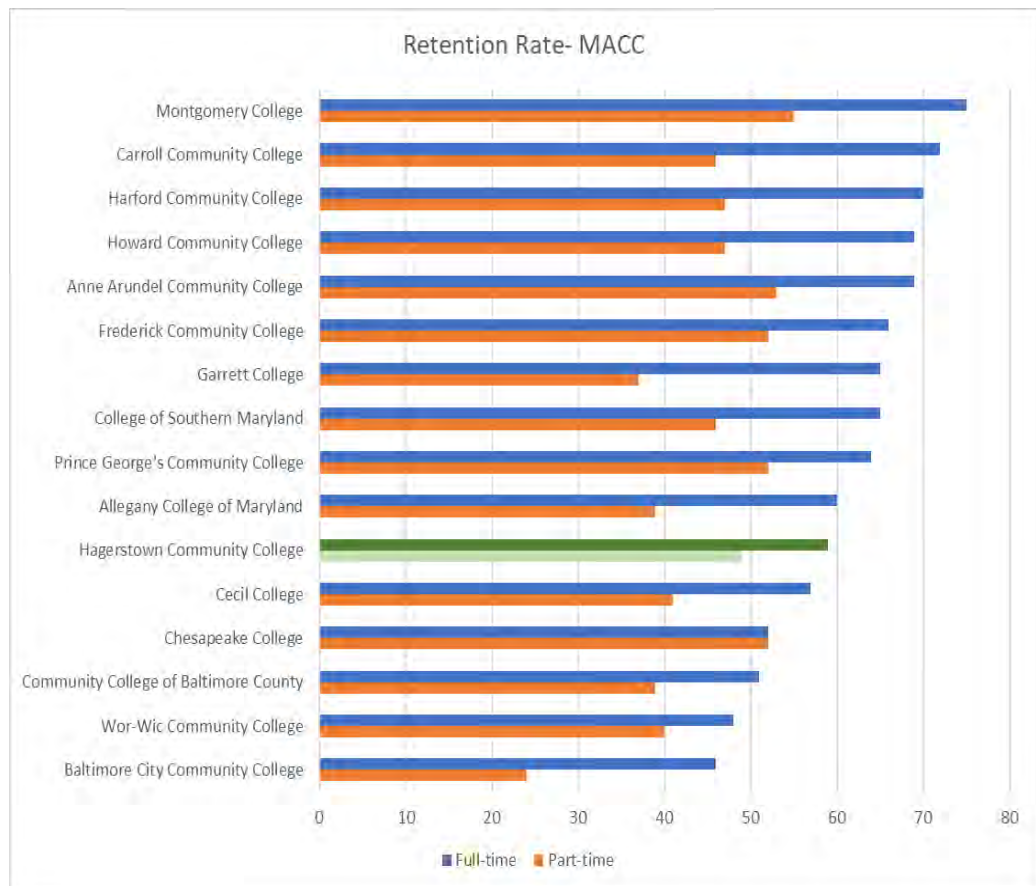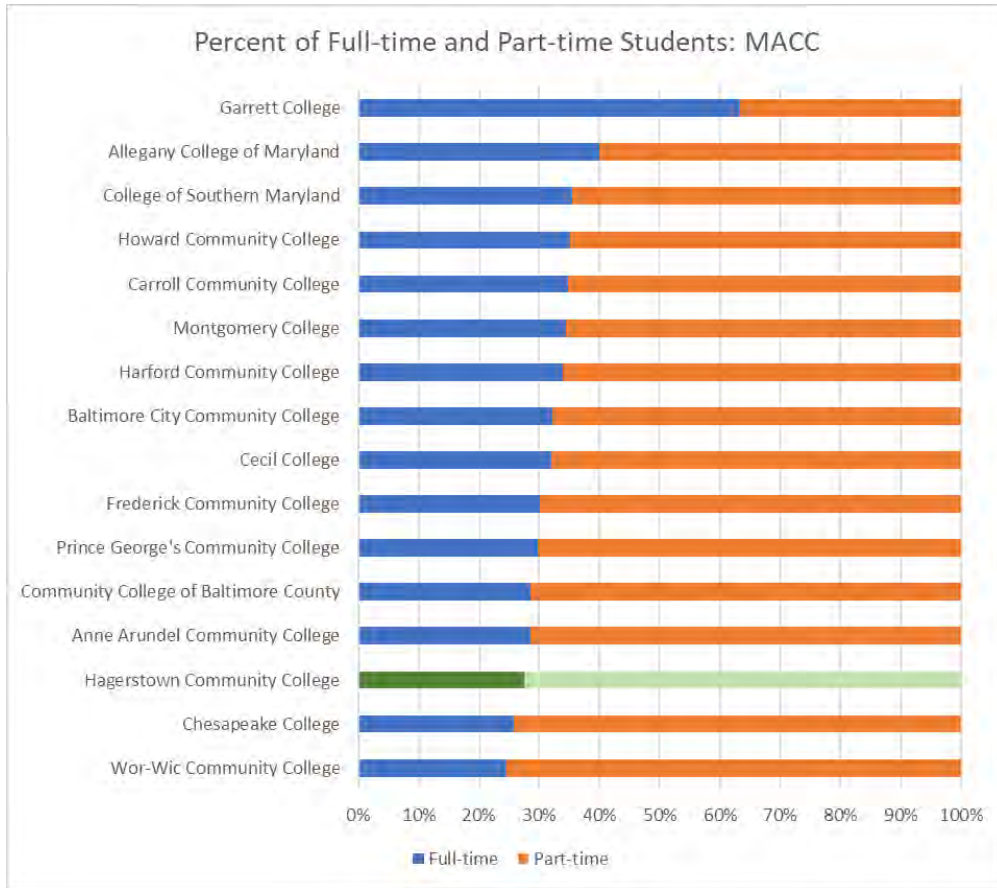
Urbanicity by Institution Size: MACC

	Under 1,000	1,000 - 4,999	5,000 - 9,999	10,000 - 19,999	20,000 and above	Grand Total
City: Large		1				1
City: Small		1	2		1	4
Suburb: Large				3		3
Suburb: Midsize		1				1
Rural: Fringe		3	2			5
Rural: Distant	1	1				2
Grand Total	**1**	**7**	**4**	**3**	**1**	**16**

Institution Size: MACC

20,000 and above 6%
Under 1,000 6%
10,000-19,999 19%
1,000-4,999 44%
5,000-9,999 25%

Degree of Urbanicity: MACC

Rural: Distant 13%
City: Small 25%
City: Large 6%
Suburb: Midsize 6%
Rural: Fringe 31%
Suburb: Large 19%
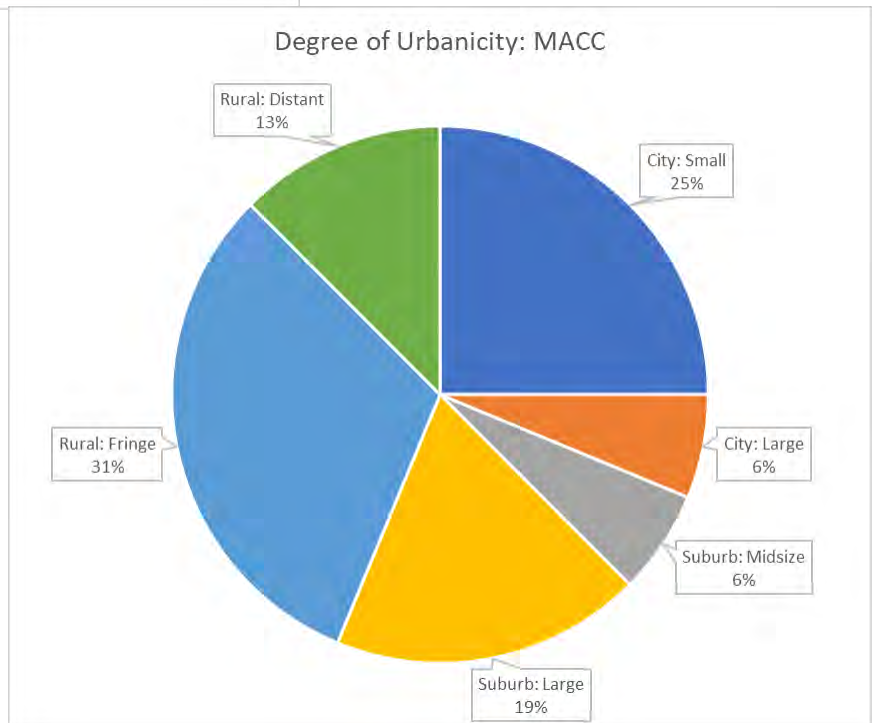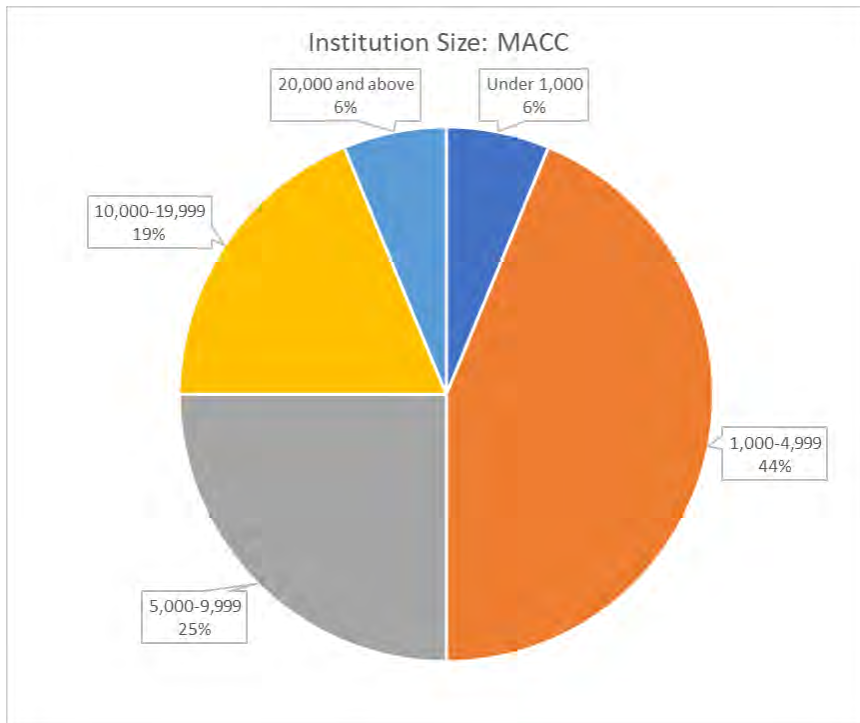
Financials: MACC

Institution	Total price (in-district, off campus) 2019-20	Endowment assets (year-end) per FTE enrollment	Pell grant recipients- % of FTFT undergrads
Allegany College of Maryland	9974	8907	59.0%
Anne Arundel Community College	11027	1016	28.0%
Baltimore City Community College	9336	490	65.0%
Carroll Community College	7628	4849	28.0%
Cecil College	11250	4855	40.0%
Chesapeake College	8562	5100	38.0%
College of Southern Maryland	9493	1921	24.0%
Community College of Baltimore County	9462	754	58.0%
Frederick Community College	7676	4901	28.0%
Garrett College	8572	13161	56.0%
Hagerstown Community College	8675	4264	45.0%
Harford Community College	9455	2320	34.0%
Howard Community College	9714	1777	38.0%
Montgomery College	11344	2035	44.0%
Prince George's Community College	8770	696	53.0%
Wor-Wic Community College	9736	10190	59.0%
Average	**9417.13**	**4202.25**	**43.6%**

Total Price ($): MACC
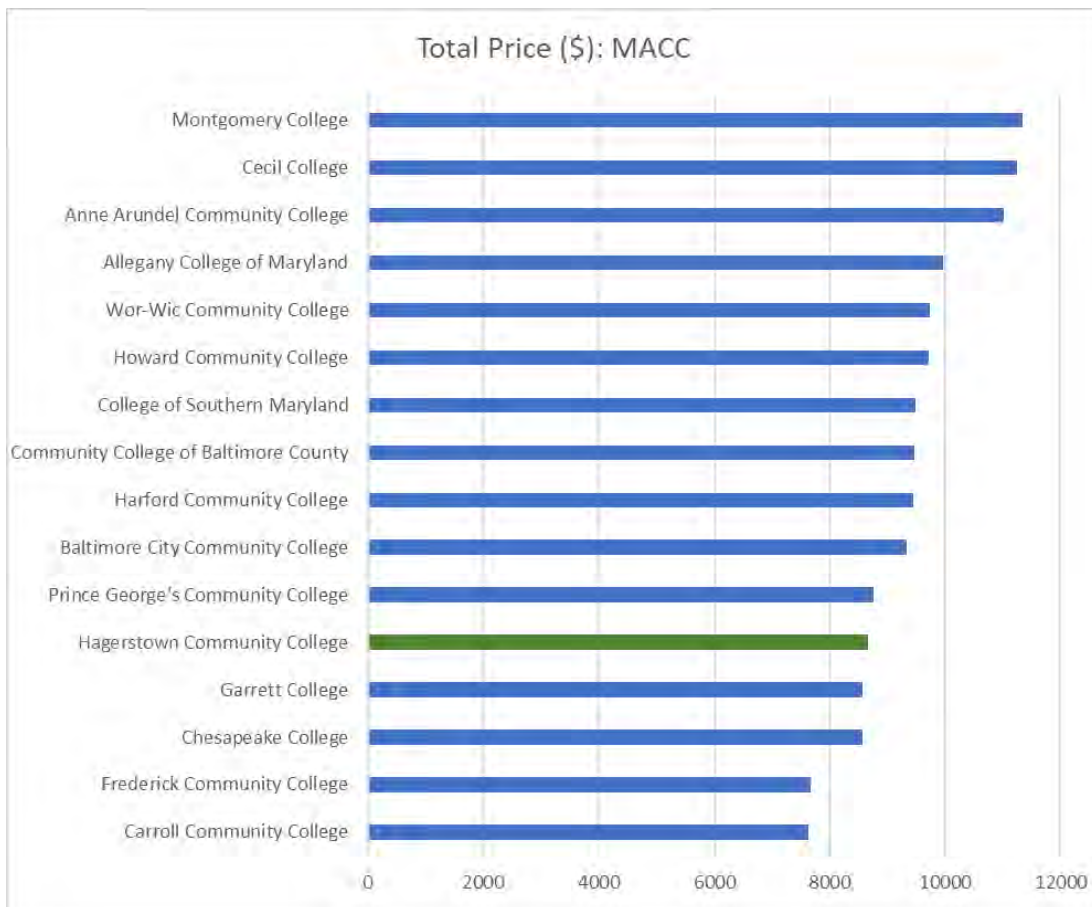
Comparison Schools: Carnegie Classifications

The Carnegie system collects information on higher education institutions using national data sets, such as IPEDs, to classify institutions on a variety of characteristics including level, enrollment, size, and setting[47]. Using those classifications, a set of peer institutions is created. In the Carnegie system, ten schools across the country share the same classifications as HCC. In comparison to these schools, HCC has the smallest enrollment numbers and ranks in the middle for percent of full-time students, percent of part time students, and price. HCC has the second-lowest full-time retention rate and the fifth-lowest part-time retention rate. Seven institutions have higher urbanicity while three institutions have lower urbanicity.

Enrollment: Carnegie

Institution by size	Total enrollment	Percent of full-time	Percent of part-time	FTE Fall 2019
1,000 - 4,999	**4191**	**30.9%**	**69.1%**	**2316.3**
Grayson College (TX)	4438	34.7%	65.3%	2709
Hagerstown Community College (MD)	3848	27.6%	72.4%	1997
Morton College (IL)	4439	26.2%	73.8%	2262
Sandhills Community College (NC)	4039	35.1%	64.9%	2297
5,000 - 9,999	**6527.2**	**27.1%**	**72.9%**	**3424.6**
Central Carolina Community College (NC)	5714	31.0%	69.0%	3095
Clark State Community College (OH)	5669	21.4%	78.6%	3012
Durham Technical Community College (NC)	5665	25.7%	74.3%	2868
Odessa College (TX)	6828	32.7%	67.3%	3776
San Jose City College (CA)	8760	24.6%	75.4%	4372
10,000 - 19,999	**10424**	**24.4%**	**75.6%**	**5192**
Laney College (CA)	10424	24.4%	75.6%	5192
20,000 and above	**24223**	**34.0%**	**66.0%**	**13606**
El Camino Community College District (CA)	24223	34.0%	66.0%	13606
Average	**7640.6**	**28.9%**	**71.1%**	**4107.8**

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[47] Indiana University Center for Postsecondary Research (n.d.). The Carnegie Classification of Institutions of Higher Education, 2018 edition, Bloomington, IN: Author.
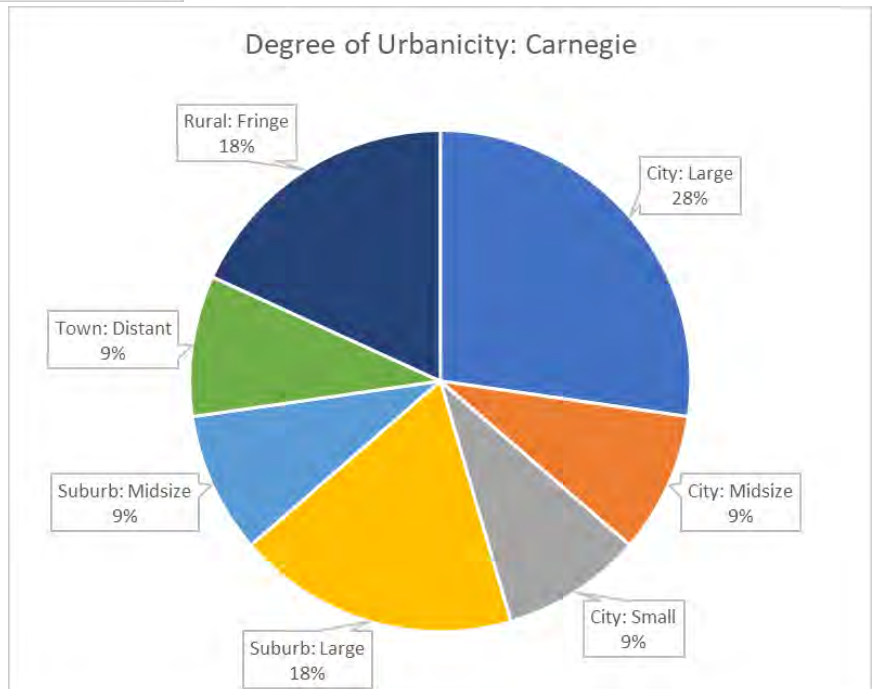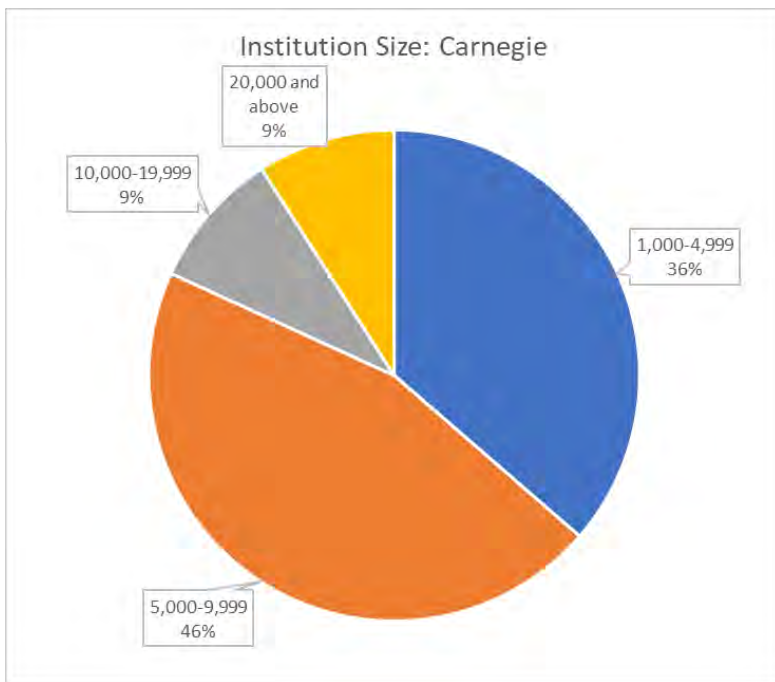
Retention: Carnegie

Institution	Full-time retention rate 2019	Part-time retention rate 2019
Central Carolina Community College (NC)	61%	51%
Clark State Community College (OH)		
Durham Technical Community College (NC)	65%	49%
El Camino Community College District (CA)	77%	50%
Grayson College (TX)		
Hagerstown Community College (MD)	59%	49%
Laney College (CA)	62%	40%
Morton College (IL)	72%	50%
Odessa College (TX)	58%	37%
San Jose City College (CA)	63%	26%
Sandhills Community College (NC)	68%	43%
Average	**65%**	**43.9%**

Percent of Full-time and Part-time Students: Carnegie

Retention Rates: Carnegie
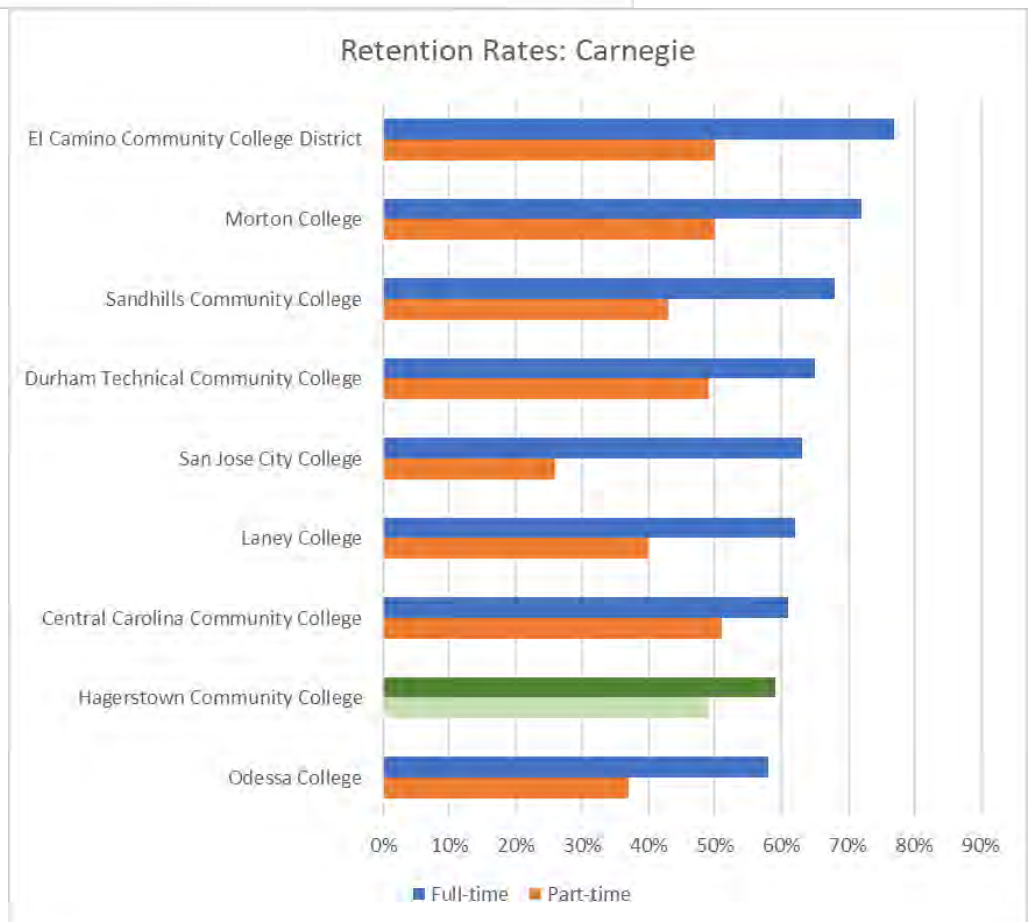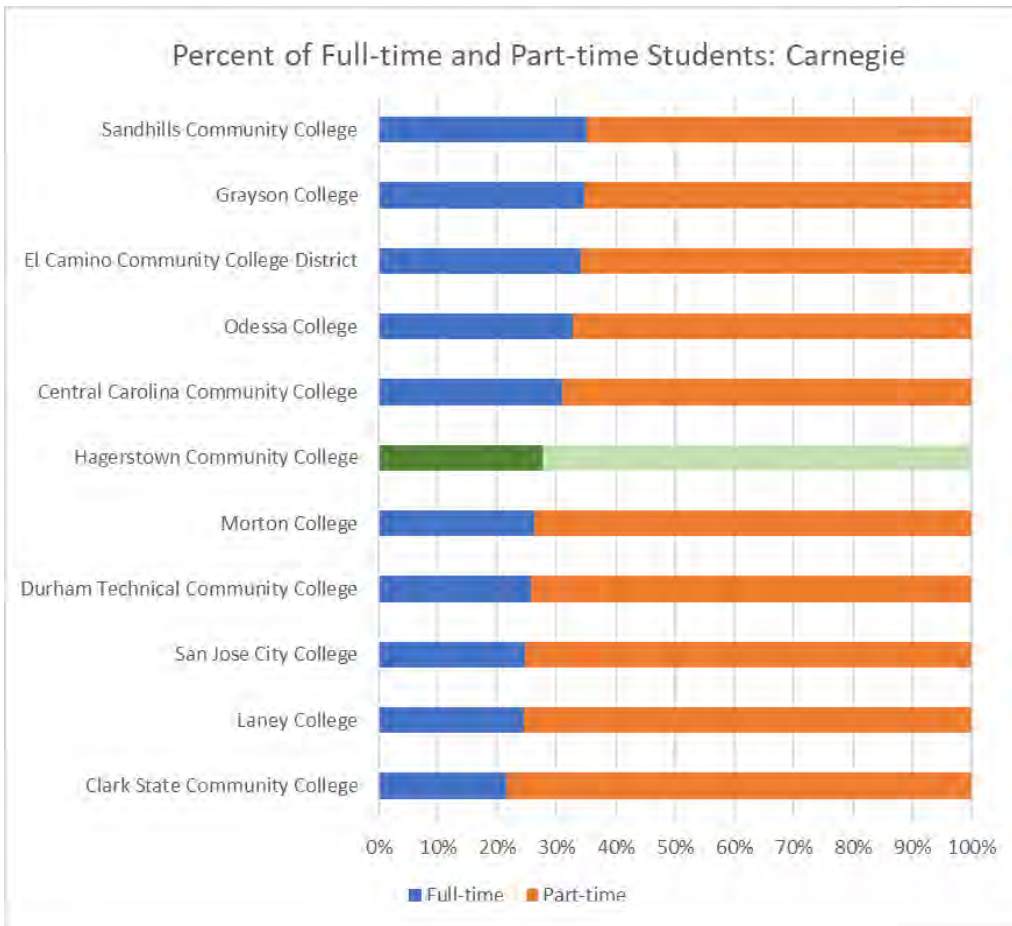
Urbanicity by Size: Carnegie

	1,000 - 4,999	5,000 - 9,999	10,000 - 19,999	20,000 and above	Grand Total
City: Large		2	1		3
City: Midsize		1			1
City: Small		1			1
Suburb: Large	1			1	2
Suburb: Midsize	1				1
Town: Distant		1			1
Rural: Fringe	2				2
Grand Total	**4**	**5**	**1**	**1**	**11**

Institution Size: Carnegie

- 1,000-4,999 36%
- 5,000-9,999 46%
- 10,000-19,999 9%
- 20,000 and above 9%

Degree of Urbanicity: Carnegie

- City: Large 28%
- City: Midsize 9%
- City: Small 9%
- Suburb: Large 18%
- Suburb: Midsize 9%
- Town: Distant 9%
- Rural: Fringe 18%

Financials: Carnegie

Institution	Total price (in-district, off campus) 2019-20	Endowment assets (year-end) per FTE enrollment	Pell grant recipients- % of FTFT undergrads
Central Carolina Community College (NC)	10311	1788	48%
Clark State Community College (OH)	7646	3075	65%
Durham Technical Community College (NC)	8178		47%
El Camino Community College District (CA)	7834		46%
Grayson College (TX)	7366	4425	58%
Hagerstown Community College (MD)	8675	4264	45%
Laney College (CA)	10266		43%
Morton College (IL)	11998		61%
Odessa College (TX)	8353	2574	48%
San Jose City College (CA)	15695		36%
Sandhills Community College (NC)	10328	5219	48%
Grand Total	**9695.45**	**3557.5**	**49.5%**

Total Price ($): Carnegie