HAGERSTOWN COMMUNITY COLLEGE

I. MISSION

HCC ensures equitable access to affordable, high-quality educational programs, while fostering workforce development and cultural vitality in the region.

II. INSTITUTIONAL ASSESSMENT

State Plan Goal 1- Access

HCC is committed to equitable access to affordable, high-quality postsecondary educational and training options in its service region. Tuition and fees for a full-time HCC credit student in FY 21 were 42.5 percent of that for attending Maryland public four-year institutions (Indicator 7). In that year, a significant number of the credit students received financial assistance (Indicator E a.) and almost a third received Pell grants (Indicator E b.). A growing number of scholarship programs are available for 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.

In fiscal year 2021, significant enrollment increases were not anticipated. Similar to many community colleges in Maryland and nationwide, credit headcounts declined as the continued impact of the pandemic and changes in the economy hit community colleges particularly hard. At the time, non-credit enrollments were expected to be down in part due to continued prison restrictions and lack of consistency in summer camp programming. The total annual unduplicated headcount decreased by 15.5 percent from the previous year (Indicator 1). The college saw decreases in both unduplicated headcount and annual course enrollments in continuing education courses due to these impacts from the COVID-19 pandemic (Indicators 8 and 9).

The pandemic brought a sense of urgency and an enhanced need to change how HCC delivers education. The crisis showed that HCC is capable of offering the flexibility the students look for when scheduling their courses (Indicators I, 6). However, prior to the pandemic, the college had already been strategically offering increasing numbers of online courses to enhance accessibility and the ability to meet workforce requirements and needs. This was to help alleviate obstacles such as location, class schedules, transportation, and time. HCC continues to offer a number of degrees and certificates at least partially online, several of which can be completed entirely online. HCC continues to invest in tools to strengthen the quality of online instruction. One example is Quality Matters, a faculty-centered, peer review process designed to certify the quality of online and blended courses and online components. Blackboard ALLY is a tool to

assist faculty with providing accessible materials for students online. This tool was purchased to create more inclusive learning environments for all students.

Diversity and inclusion is one of the key values at HCC. Being a leader within the community, HCC takes seriously its commitment to recruiting students and employees of diverse backgrounds. Based upon 2020 census data and 2021 population estimates from the Census Bureau, Washington County has continued to become more racially and ethnically diverse over the last decade. Minority groups now comprise about 24.2 percent of the county population, while the College's minority credit students accounted for 28.7 percent of all credit enrollments in fall 2021 (Indicator H). Individuals that identified as Black comprise the largest minority group, both in the county and at HCC, and accounted for 11.0 percent of Fall 2021 enrollment.

There were 113 Black students in the fall 2017 analysis cohort as seen in the degree progress charts. The successful-persister rate after four years (Indicator 17) for the cohort was 75.0 percent, trailing the rate for White students in the cohort. It should be noted that this group is *almost 15% higher than the fall 2012 cohort*. The graduation-transfer rates for the cohorts were 48.2 percent for Black students (Indicator 19) and 68.1 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. Historically, the Multicultural Committee promoted student learning, appreciation of differences and similarities, educational and cultural programming, and professional development programs that helped create an open campus environment. This committee transitioned to a Diversity and Inclusion Committee 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, 8.3 percent of all full-time faculty in fall 2021 were minorities (Indicator 12), a percentage that decreased from fall 2020. The percentage of minorities classified as administrative and professional staff (Indicator 13) increased from 8.5 percent in fall 2020 to 10.4 percent in fall 2021. To help ensure an inclusive work environment the Human Resources department sponsors training on discrimination and harassment for all employees.

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 students. The Fall-to-Fall retention rate of college-ready students for the fall 2020 cohort was 46.1 percent, which was a decrease from the previous year. The retention of developmental students decreased from 47.5 percent to 44.2 percent (Indicator 14).

HCC continues to monitor changes made to improve developmental student retention and completion. Several years ago, all developmental levels across English, English as a Second Language (ESL), and math were 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.

Developmental coursework appeared to be a barrier for some students who wished to complete degree or certificate programs. The revised curriculum is meant to help students proceed quickly but also move successfully to credit-level courses. Developmental completion percentages after four years for the fall 2017 cohort remained fairly flat at 54.2 percent when compared to the fall 2016 cohort (Indicator 15). HCC will continue to monitor the success of these initiatives.

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 2017 cohort after four years for college-ready students (87.6 percent) and developmental completers (85.8 percent) is higher than that of developmental non-completers (60.9 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.).

HCC awarded 775 degrees in FY 21 (Indicator 20); fairly flat from the 785 awarded in FY 20, 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 establish 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 been intentionally working to secure financial support for future efforts related to student success. Grant initiatives include restructuring efforts around 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.

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. During COVID, students in HCC's associate degree nursing program dropped their pass rate to 85.7 percent from 95.6 percent. The percentage of radiology graduates passing the registry examination increased from 85.0 percent to 100 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 21 unduplicated enrollment in contract training (Indicator 28) dropped significantly from FY 20 due to COVID-related restrictions. Both annual unduplicated headcount and enrollment in continuing education workforce development courses saw associated declines as well but not as dramatic (Indicator 26).

In terms of the physical campus, HCC continues to move forward with campus expansion and site improvements. The HCC future plan incorporates projects that will strengthen the sense of arrival to campus as well as 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 installed in the Athletic, Recreation, and Community Center (ARCC) which is used to accommodate large cultural, community, and social events. The campus expansion includes a new location that will house off-campus skilled trades training programs at the D.M. Bowman Family Workforce Training Center.

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

III. COMMUNITY OUTREACH AND IMPACT

HCC has provided quality training and education to the residents of Washington County and the surrounding communities from its inception in 1946. Since that time, the College has strived to be a full partner in the social and economic development of the region. In the most recent strategic plan, the College identified six commitments that will guide the priorities of our work for the next four years. Partnerships and Community are two key components among those six priorities. To achieve success, the College plans to work with local employers to add internship and apprenticeship opportunities across an array of educational programs. HCC's Advancement Office will continue to foster a culture of giving in the community that will expand scholarship opportunities for future HCC students.

Enrollment and Retention are also two vital commitments in the new strategic plan. Like other community colleges, HCC has experienced enrollment pressure as a result of the ongoing impact

of the COVID-19 pandemic, changes in the economy, and lack of appreciation of higher education. HCC's efforts to attract and retain local high school graduates continued to be a high priority in FY 21. Despite challenges with engaging with the high schools during COVID, HCC remained the college of choice for recent, college-bound high school graduates (Indicator 4). HCC continued 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. Additionally, in FY 21, HCC continued to work to provide current high school students with high-quality educational opportunities. The ESSENCE program provided dual credit classes to many students that want to experience college courses either on campus or at their high school (Indicator 5). For talented and motivated high school students, HCC offered the exceptional Middle College program, allowing students to graduate from high school with an associate's degree in a number of different fields.

What is the biggest challenge your institution faces as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education?

The biggest challenge that HCC has identified as it attempts to equitably meet the goals, objectives, and performance measures in the 2017-2021 State Plan for Postsecondary Education is improving college readiness among high school students. The learning loss sustained during the COVID-19 pandemic was substantial for many Washington County students and has carried forward into the subsequent years. Prior to the pandemic, academic achievement as measured by proficiency on a state math test was between 35%-58% for all local secondary schools, with the exception of one selective admission school. Comparable results following the pandemic are not yet publicly available. Compounding this performance issue are the mental health challenges the students bring with them when attending college. HCC has worked to provide academic and social support for students in order to facilitate success but this has been taxing on college resources such as personnel. The College has made significant investments in technology in order to address concerns regarding student success.

Has your institution used disaggregated data to identify equity issues in students' educational opportunities and outcomes? If so, how has this disaggregation of data provided insight into your institution's educational equities and inequities? If not, what data has been used to understand student outcomes?

Disaggregated data is currently often used to examine equity issues in particular circumstances at HCC when specific questions are raised. This is not something HCC has adopted as a systematic practice at this time. For example, the College has examined student performance in online courses versus traditional courses to determine whether there were gaps in success. In the future, the Cultural Diversity Plan can be used as one planning tool to strategically identify equity issues in student educational opportunities and outcomes. The new Diversity and Inclusion Committee is now serving as a mechanism for receiving proposals to fund initiatives that might be used to advance the diversity and inclusion work of the college.

#		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	867		256		331		280	
2	Number attempting fewer than 18 hours over first 2 years	357		55		91		211	
3	Cohort for analysis (Line 1 – Line 2)	510	100.0%	201	100.0%	240	100.0%	69	100.0%
4	Earned Associate degree from this community college	223	43.7%	122	60.7%	91	37.9%	10	14.5%
5	Earned certificate, but no degree, from this community college	12	2.4%	1	0.5%	7	2.9%	4	5.8%
6	Total associate and certificate graduates (Line 4 + Line 5)	235	46.1%	123	61.2%	98	40.8%	14	20.3%
7	Transferred to Maryland two-year/technical college	14	2.7%	5	2.5%	6	2.5%	3	4.3%
8	Transferred to Maryland public four-year college	92	18.0%	51	25.4%	39	16.3%	2	2.9%
9	Transferred to Maryland private four-year college or university	8	1.6%	5	2.5%	3	1.3%	0	0.0%
10	Transferred to out-of-state two-year/technical college	16	3.1%	3	1.5%	10	4.2%	3	4.3%
11	Transferred to out-of-state four-year college or university	115	22.5%	63	31.3%	43	17.9%	9	13.0%
12	Total transfers (sum of Lines 7 - 11)	245	48.0%	127	63.2%	101	42.1%	17	24.6%
13	Graduated from this college and transferred (Line 6 ⊓ Line 12)	154	30.2%	100	49.8%	49	20.4%	5	7.2%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	326	63.9%	150	74.6%	150	62.5%	26	37.7%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	68	13.3%	21	10.4%	38	15.8%	9	13.0%
16	Successful transition to higher ed (Line 14 + Line 15)	394	77.3%	171	85.1%	188	78.3%	35	50.7%
17	Enrolled at this community college last term of study period	30	5.9%	5	2.5%	18	7.5%	7	10.1%
18	Successful or persisting (Line 16 + Line 17)	424	83.1%	176	87.6%	206	85.8%	42	60.9%

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	113		11		64		613	
2	Number attempting fewer than 18 hours over first 2 years	57		3		25		243	
3	Cohort for analysis (Line 1 – Line 2)	56	100.0%	8	100.0%	39	100.0%	370	100.0%
4	Earned Associate degree from this community college	16	28.6%	1	12.5%	13	33.3%	178	48.1%
5	Earned certificate, but no degree, from this community college	0	0.0%	0	0.0%	0	0.0%	12	3.2%
6	Total associate and certificate graduates (Line 4 + Line 5)	16	28.6%	1	12.5%	13	33.3%	190	51.4%
7	Transferred to Maryland two-year/technical college	0	0.0%	0	0.0%	4	10.3%	10	2.7%
8	Transferred to Maryland public four-year college	13	23.2%	2	25.0%	3	7.7%	70	18.9%
9	Transferred to Maryland private four-year college or university	0	0.0%	0	0.0%	0	0.0%	8	2.2%
10	Transferred to out-of-state two-year/technical college	1	1.8%	1	12.5%	3	7.7%	8	2.2%
11	Transferred to out-of-state four-year college or university	8	14.3%	1	12.5%	5	12.8%	95	25.7%
12	Total transfers (sum of Lines 7 - 11)	22	39.3%	4	50.0%	15	38.5%	191	51.6%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	11	19.6%	1	12.5%	6	15.4%	129	34.9%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	27	48.2%	4	50.0%	22	56.4%	252	68.1%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	8	14.3%	3	37.5%	6	15.4%	46	12.4%
16	Successful transition to higher ed (Line 14 + Line 15)	35	62.5%	7	87.5%	28	71.8%	298	80.5%
17	Enrolled at this community college last term of study period	7	12.5%	1	12.5%	5	12.8%	16	4.3%
18	Successful or persisting (Line 16 + Line 17)	42	75.0%	8	100.0%	33	84.6%	314	84.9%

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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 2018	Fall 2019	Fall 2020	Fall 2021
A	Fall credit enrollment				
	a. Unduplicated headcount	4,156	3,848	3,433	3533
	b. Percent of students enrolled part time	75.6%	72.4%	65.2%	67.8%

		Fall 2018	Fall 2019	Fall 2020	Fall 2021
B	First-time credit students with developmental education needs	64.4%	51.7%	23.8%	34.80%

		FY 2018	FY 2019	FY 2020	FY 2021
C	Credit students who are first-generation college students (neither parent attended college)	44.8%	45.8%	43.8%	41.8%

		FY 2018	FY 2019	FY 2020	FY 2021
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	264	239	288	157

		FY 2018	FY 2019	FY 2020	FY 2021
E	Credit students receiving financial aid				
	a. Receiving any financial aid	67.3%	69.8%	69.1%	72.5%
	b. Receiving Pell grants	32.6%	33.5%	35.7%	31.9%

		Fall 2018	Fall 2019	Fall 2020	Fall 2021
F	Students 25 years old or older				
	a. Credit students	30.3%	29.3%	26.6%	26.8%

		FY 2018	FY 2019	FY 2020	FY 2021
	b. Continuing education students	73.8%	75.3%	73.8%	70.3%

		FY 2018	FY 2019	FY 2020	FY 2021
G	Credit students employed more than 20 hours per week	n/a	n/a	n/a	n/a

		Fall 2018	Fall 2019	Fall 2020	Fall 2021
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	6.5%	7.6%	8.0%	9.2%
	b. Black/African American only	11.1%	12.2%	10.9%	11.0%
	c. American Indian or Alaskan native only	0.2%	0.0%	0.3%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.0%	0.1%	0.1%
	e. Asian only	2.3%	2.2%	2.4%	2.8%
	f. White only	71.6%	69.4%	69.8%	68.1%
	g. Multiple races	4.8%	5.2%	5.2%	5.4%
	h. Foreign/Non-resident alien	1.2%	1.1%	0.7%	0.6%
	i. Unknown/Unreported	2.2%	2.1%	2.6%	2.6%

		Fall 2018	Fall 2019	Fall 2020	Fall 2021
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	11.7%	12.0%	57.9%	27%
	b. Enrolled in some, but not all, distance education	26.8%	26.4%	29.3%	39%
	c. Not enrolled in any distance education	61.5%	61.6%	12.8%	34%

		FY 2018	FY 2019	FY 2020	FY 2021
J	Unrestricted revenue by source				
	a. Tuition and fees	44.0%	44.0%	42.0%	38.3%
	b. State funding	27.0%	26.0%	27.0%	26.1%
	c. Local funding	28.0%	28.0%	29.0%	27.6%
	d. Other	1.0%	2.0%	2.0%	8.0%

		FY 2018	FY 2019	FY 2020	FY 2021
K	Expenditures by function				
	a. Instruction	43.1%	39.9%	40.3%	40.9%
	b. Academic support	8.8%	8.7%	9.3%	9.8%
	c. Student services	13.3%	11.9%	12.5%	11.6%
	d. Other	34.8%	39.7%	37.9%	37.7%

Goal 1: Access

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	12,366	12,244	10,692	9,039	**13,750**
	b. Credit students	5,761	5,750	5,401	4,997	**6,500**
	c. Continuing education students	7,312	7,065	5,709	4,508	**8,500**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	60.7%	64.6%	61.3%	64.7%	**68.0%**

Note: Methodology changed starting in Fall 2019.

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
3	Market share of part-time undergraduates	81.9%	83.2%	78.8%	80.4%	**85.0%**

Note: Methodology changed starting in Fall 2019.

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2024
4	Market share of recent, college-bound high school graduates	73.3%	70.7%	73.6%	69.9%*	**80.0%**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
5	High school student enrollment	755	741	743	803	**850**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	6,746	6,900	7,986	18,488	**7,500**
	b. Continuing education, online	580	565	1,038	1,755	**700**
	c. Credit, hybrid	1,383	1,566	1,252	937	**1,750**
	d. Continuing education, hybrid	5	6	40	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	$139	$139	$139	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	43.1%	43.1%	43.2%	42.5%	**44.0%**

Note: The goal of this indicator is for the college's
percentage to be at or below the benchmark level.

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		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	2,520	2,017	1,344	786	**2,000**
	b. Annual course enrollments	3,659	3,274	1,979	1,191	**3,000**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	1,203	1,002	915	556	**1,500**
	b. Annual course enrollments	2,519	2,096	1,794	1,063	**2,750**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	4.1%	18.5%	10.4%	19.8%	**25.0%**
	b. At least one ESL educational functioning level	19.1%	39.0%	21.1%	11.8%	**40.0%**

Note: Not reported if < 50 students in the cohort

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	28.6%	27.5%	26.8%	29.7%	**30.0%**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
	b. Percent nonwhite continuing education enrollment	29.1%	27.8%	32.8%	31.7%	**35.0%**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	19.6%	20.4%	21.0%	21.90%	**NA**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	7.5%	7.8%	9.5%	8.3%	**10.0%**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	8.6%	9.8%	8.5%	10.4%	**10.0%**

Goal 2: Success

		Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2024 Cohort
14	Fall-to-fall retention					
	a. All students	52.9%	53.5%	53.7%	46.0%	**60.0%**
	b. Pell grant recipients	49.7%	48.1%	48.6%	47.2%	**55.0%**
	c. Developmental students	45.5%	49.4%	47.5%	44.2%	**55.0%**
	d. College-ready students	72.1%	64.9%	56.1%	46.1%	**70.0%**

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	42.6%	54.8%	55.0%	54.2%	**60.0%**

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	84.7%	94.0%	84.5%	87.6%	**92.0%**
b. Developmental completers	82.2%	79.8%	88.0%	85.8%	**90.0%**
c. Developmental non-completers	45.0%	44.7%	46.8%	60.9%	**NA**
d. All students in cohort	71.5%	77.4%	73.4%	83.1%	**80.0%**

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	71.0%	72.9%	75.4%	84.9%	**NA**
b. Black/African American only	73.0%	68.2%	68.0%	75.0%	**NA**
c. Asian only	*	*	*	*	**NA**
d. Hispanic/Latino	*	*	*	*	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	75.8%	82.1%	76.7%	74.6%	**80.0%**
b. Developmental completers	61.6%	61.1%	71.8%	62.5%	**65.0%**
c. Developmental non-completers	35.0%	34.1%	34.5%	37.7%	**NA**
d. All students in cohort	56.5%	61.4%	60.1%	63.9%	**65.0%**

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	59.5%	57.2%	61.7%	68.1%	**NA**
b. Black/African American only	54.0%	52.3%	58.0%	48.2%	**NA**
c. Asian only	*	*	*	*	**NA**
d. Hispanic/Latino	*	*	*	*	**NA**

Note: Not reported if < 50 students in the cohort for analysis

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	758	767	785	775	**900**
b. Career degrees	218	234	220	216	**NA**
c. Transfer degrees	350	336	407	383	**NA**
d. Certificates	190	197	158	176	**NA**
e. Unduplicated graduates	718	733	708	748	**NA**

HAGERSTOWN COMMUNITY COLLEGE
2022 ACCOUNTABILITY REPORT

	AY 17-18	AY 18-19	AY 19-20	AY 20-21	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	88.4%	86.0%	90.0%	86.2%	**90.0%**

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	56.7%	63.0%	56.6%	67.6%	**65.0%**

Goal 3: Innovation

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. NCLEX for Registered Nurses	98.0%	97.7%	95.6%	85.7%	**99.0%**
Number of Candidates	50	86	68	77	
b. Cert. Exam Amer. Registry of Rad. Tech.	83.3%	87.0%	85.0%	100.0%	**100.0%**
Number of Candidates	30	31	20	21	
c. NCLEX for Licensed Practical Nurses	100.0%	100.0%	100.0%	100.0%	**100.0%**
Number of Candidates	17	24	19	26	
Note: Not reported if <5 candidates in a year					

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
24 Graduates employed within one year	74.0%	77.0%	74.0%	75.0%	**NA**

	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$17,616	$17,488	$17,716	$20,168	**NA**
b. Median annualized income three years after graduation	$42,612	$47,112	$45,592	$44,816	**NA**

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	3,800	4,291	3,654	3,166	**4,500**
b. Annual course enrollments	5,389	6,522	5,373	5,123	**6,500**

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,498	2,492	1,628	1,323	**2,700**
b. Annual course enrollments	3,378	3,570	2,342	2,764	**4,000**

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,203	1,581	1,451	592	**2,000**
b. Annual course enrollments	1,729	2,146	2,046	1,054	**2,500**

Note: NA designates not applicable

* designates data not available