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

Aligned with HCC's mission to provide high-quality, accessible education, the college is dedicated to advancing the goals outlined in Maryland's State Plan for Higher Education: improving access to education, fostering student success, and driving innovation. Through the implementation of the Blueprint for Maryland's Future, HCC has prioritized access by increasing its partnership with local high schools and offering more dual credit opportunities to a broader range of students. This initiative not only promotes student access and success but also aligns with Maryland's overarching goal of creating a more inclusive and innovative higher education system. By providing early access to college-level coursework, HCC is helping to shape a future-ready workforce.

HCC's current strategic plan begins with a commitment to enrollment. HCC is committed to providing equitable and accessible opportunities for affordable, top-notch postsecondary educational and training options within its service region. Affordability is key when discussing access to higher education. In Fiscal Year 2023, the tuition and fees for a full-time HCC credit student amounted to only 42 percent of the cost of attending Maryland public four-year institutions (as indicated by Indicator 7, exceeding the benchmark). During that same year, 65 percent of credit students received financial assistance (as shown in Indicator E a.), with over a third being recipients of Pell grants (as per Indicator E b.). The college also continues to invest in scholarship programs that support students pursuing Workforce Solutions Training Certificates, such as the Workforce Development Sequence Scholarship for Continuing Education. This state scholarship is specifically tailored for Continuing Education students who are enrolled in certificate programs geared towards building careers in the workforce.

Significant enrollment growth was not anticipated for HCC in Fiscal Year 2023. Credit enrollment remained fairly flat (Indicator 1 b) while enrollment in continuing education increased by just under 10% (Indicator 1 c). Starting in Fall 2024, the college anticipated a sharp increase in credit enrollment with the expansion of the dual enrollment program. During this time, credit headcount (Indicator A a) increased by 55.7 percent compared to the previous year. High school student enrollment well exceeded the FY25 benchmark (Indicator 5).

Starting before the pandemic, HCC has worked to reevaluate and reshape its approach to education delivery. This has become a strategic part of the College's commitment to expanding student access. The disruption of COVID showed that HCC is capable of

offering the flexibility the students look for when scheduling their courses (Indicators I, 6). In recent years, the College has been strategically increasing its offerings of online and hybrid courses to enhance accessibility and better align with workforce demands. HCC has exceeded the FY25 benchmark in terms of offerings. This shift aimed to limit barriers such as location, class schedules, transportation, and time constraints. HCC continues to offer a number of degrees and certificates at least partially online, several of which can be completed entirely online. HCC's dedication to improving online instruction quality remains steadfast. The usage of design tools such as SoftChalk and Adobe Captivate has been expanded to build accessible and interactive content for both credit and non-credit courses. The College also continues to expand the adoption of Quality Matters (QM), a faculty-centered, peer review process designed to certify the quality of online and blended courses and online components.

Diversity and inclusion stand among the core values at HCC, and the institution takes its role as a community leader seriously when it comes to its commitment to recruiting a diverse student and employee body. Based on recent census data and population estimates from the Census Bureau, Washington County has continued to become more racially and ethnically diverse over the last decade. Minority groups currently comprise about 25 percent of the county population, while the College's minority credit students accounted for 35 percent of all credit enrollments in Fall 2023 (Indicator H). Individuals who identified as Black and those who identify as Hispanic comprised the largest minority groups and accounted for 11.6 percent each of Fall 2023 enrollment. In fall 2023, HCC exceeded the FY25 benchmark for nonwhite enrollment (Indicator 11 a, b).

HCC has adopted a range of programs and initiatives aimed at attracting, retaining, and supporting a diverse student body. Among these initiatives are several key programs designed to offer crucial services to at-risk students, ensuring they receive the support needed to successfully progress through their studies and attain their educational goals. Additional support for student diversity and inclusion is also evidenced by the range of extracurricular student clubs and organizations offered through the Student Activities Office. The Diversity and Inclusion Committee is charged with providing strategic guidance on college diversity and inclusion issues.

One of the College's priorities has been to address the shortage of role models for its increasingly diverse student body. 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 ongoing. As of Fall 2023, 8 percent of all full-time faculty (Indicator 12) were minorities, a small increase from Fall 2022. The percentage of minorities classified as administrative and professional staff (13.5%, Indicator 13) also increased in comparison to fall 2022 (10.7 percent). The benchmark for Indicator 13 was exceeded in Fall 2023. To foster an inclusive work environment, the Human Resources department sponsors training on discrimination and harassment for all employees, ensuring that steps are taken to create a more welcoming and equitable workplace.

State Plan Goal 2 - Success

HCC is committed to ensuring that students not only enroll but also succeed in their academic journeys. HCC remains dedicated to the enhancement and refinement of support systems to improve program quality and elevate student satisfaction and success. HCC has formulated strategies aimed at bolstering retention in programs with low retention and completion rates, as well as improving selected student service offerings. While the pandemic posed multifaceted challenges for students, the successful-persister rate after four years (Indicator 17) for the Black students increased from 59.3 percent for the Fall 2018 cohort to 75.4 percent for the Fall 2019 cohort. These students trailed the rate for White students in the cohort by less than 2 percent. The graduation-transfer rates for the cohorts were higher for Black students (66.2%) (Indicator 19) than for White students (62.7%).

HCC awarded 757 degrees in FY 23 (Indicator 20); a small decrease from the 763 awarded in FY 22, as the enrollment declines that began almost a decade ago have continued to have a correlating effect on overall completion numbers.

Amid the pandemic, HCC students in Health Science programs encountered significant challenges and, like their peers at institutions worldwide, appeared to struggle. Fortunately, HCC students appear to be rebounding from that experience. Pass rates for licensure/certification exams (Indicator 23) have increased over the prior year. First-time passing rates on licensure/certification examinations for Practical Nursing increased from 92.6 percent in FY22 to 100% in FY23. The pass rate for HCC's associate degree nursing program also increased from 90 percent to 93.1 percent. The percentage of radiography graduates passing the registry examination experienced an increase from 85 percent to 86.4 percent.

HCC continues to see strong retention rates. The Fall-to-Fall retention rate of college-ready students for the Fall 2022 cohort was 66.1 percent, which was an increase from the previous year. The retention of Pell grant recipient students increased from 54.3 percent to 60.4 percent (Indicator 14). This HCC cohort exceeded the benchmark for retention of all students and Pell grant recipients.

HCC continues to monitor and assess significant structural changes designed 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. 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.

The curriculum was revamped in response to the recognition that developmental coursework presented a barrier for students aspiring to complete degree or certificate programs. The revised curriculum should enable students to progress quickly but also prepare them to successfully transition to credit-level courses. Notably, the developmental completion percentages after four years for the Fall 2019 cohort increased

significantly (69.7%) compared with the prior year (51.4%) (Indicator 15). HCC remains committed to closely monitoring the outcomes 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 2019 cohort after four years for college-ready students (81 percent) and developmental completers (70.7 percent) is higher than that of developmental non-completers (25 percent). The same is true of graduation/transfer rates (Indicator 18).

Graduates of HCC's career programs experience notable income growth within a few years of completing their studies (Indicator 25). The median annualized income for students one year prior to graduation is significantly lower ($20,284) compared to their earnings three years post-graduation ($58,484), reflecting the strong impact of HCC's programs on workforce readiness and career advancement. This increase highlights the value of HCC's career-focused education in enhancing graduates' earning potential and long-term financial stability.

State Plan Goal 3 - Innovation

With the implementation of the Blueprint for Maryland's Future, HCC and Washington County Public Schools took an innovative approach by providing broader access to students when compared with other institutions in the state. HCC's dual credit program incorporates blended learning models and online coursework, allowing high school students to access college-level education in flexible ways. These innovations have not only improved accessibility but also prepare students for the evolving demands of the workforce.

HCC recognizes its vital role within the community and is committed to actively collaborating with both new and established partners in government, economic development, education, and business to develop and sustain the regional workforce pipeline to advance the vitality of the college and the region. 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 and anticipate employer needs, local and state employment trends are studied via environmental scanning and input by advisory committees. HCC 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.

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-23 unduplicated annual enrollment in contract training (Indicator 28) increased compared to FY-22. Both annual unduplicated headcount and enrollment in continuing education workforce development courses saw associated increases as well (Indicator 26).

There are a number of recent examples of innovation within academic affairs at HCC. HCC faculty have been busy working on ways to strategically incorporate artificial intelligence (AI) tools into their coursework. To support this effort, the Teaching and Learning Committee incorporated AI usage expectations into the college's Code of Conduct policy. With a rise in contract cheating and plagiarism, faculty members have implemented tools that improve academic integrity. An external guest speaker visited campus to share current research on AI technology.

Credit classes continue to move away from using traditional textbooks by incorporating digital textbooks directly within virtual classrooms. Over 46% of online and hybrid courses are using e-text and online courseware in the current Fall '24 semester. This allows students to receive access to the course materials on the first day of class. The overall cost of student learning materials has been reduced and can be covered by financial aid.

In terms of continuous academic innovation, HCC's Distance Learning department has utilized funding from the Title III grant to expand the college's "Master Classroom" course improvement initiative. The process of developing these templates involves revamping course design, setting baseline accessibility requirements, and promoting a more consistent experience for our students. Over the last year there has been a significant uptake in faculty support, and the college currently has over 50 approved master templates which were all guided by Quality Matters (QM) standards. Many of the pre-approved Master templates have gone on to receive official certification by QM, which is currently held as the international standard for quality assurance in online and blended learning.

Commission Prompts:

Commission Question #1: In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

HCC has launched a comprehensive range of initiatives to enhance student completion rates, understanding that a multi-faceted strategy is crucial for fostering student success. These efforts have yielded promising results across a diverse student body.

In October 2022, HCC was awarded a Title III grant aimed at boosting student retention and engagement. A key component of this grant involves the implementation of an early alert system to identify students who are struggling academically or facing personal challenges. This proactive approach enables timely interventions and targeted support, which are instrumental in increasing retention rates.

Additionally, HCC has revamped its remediation programs to better support students. By allowing learners to enroll in developmental courses alongside college-level classes with added assistance, the college has accelerated their academic progress and enhanced their likelihood of program completion.

Following a successful fundraising campaign, HCC expanded its scholarship offerings to mitigate financial barriers that impede student completion. These scholarships have made higher education more accessible, enabling more students to focus on their studies without the burden of financial stress.

HCC has also strengthened its advising services to help students define their academic and professional goals and develop clear plans to achieve them. Effective advising ensures that students receive personalized guidance, which is essential for their academic and career trajectories.

While it is challenging to attribute improvements to individual initiatives alone, HCC has observed promising results in recent years. HCC remains committed to continuously evaluating the effectiveness of these initiatives and making necessary adjustments. Dedication to ongoing improvement ensures that all students have the support and resources they need to achieve their educational and career aspirations.

Commission Question #2: Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

HCC is focused on supporting the success of its transfer students and has established goals to enhance their academic and career pathways. The college aims to increase the number of students transferring to four-year institutions and ensure they are well-prepared to complete their bachelor's degrees. Through strategic partnerships and articulation agreements, HCC has developed efficient transfer pathways that minimize credit loss and provide a smooth transition for students. Comprehensive advising and support services help students navigate the transfer process and make informed decisions about their academic and career goals, with input from faculty and professional advisors to align curriculum and course equivalencies with partner institutions.

HCC tracks its progress through metrics such as transfer rates and bachelor's degree completion rates. Data analysis and feedback from students further helps refine transfer support services. The college has implemented initiatives including formal articulation agreements, personalized advising, and transfer-focused events to connect students with representatives from four-year institutions. Additionally, scholarships help students planning to transfer.

Commission Question #3: In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

While HCC has made strides in improving access for underrepresented students, some disparities in retention and graduation rates persist, particularly for students of color and those from low-income backgrounds (Indicator 14). These gaps reflect broader systemic inequities, as many students arrive at HCC with academic preparation deficits rooted in challenges within the K-12 system. These gaps can make college-level coursework more difficult and increase the risk of dropping out.

Although HCC provides robust financial support, the cost of tuition, books, and other expenses remains a barrier for students, particularly those from low-income families. Even with financial aid, students often face the challenge of balancing work, family responsibilities, and academic commitments, which can further hinder their success.

A sense of belonging is critical for student retention and success. However, students from marginalized groups may feel isolated or disconnected from the campus community, leading to disengagement and, ultimately, higher attrition rates.

To tackle these challenges, HCC has implemented a comprehensive, multi-pronged approach. The college offers targeted scholarships and grants for low-income students, along with emergency aid for urgent needs like housing, food, and transportation. Additionally, HCC is in the early stages of utilizing data analytics to identify at-risk students and provide proactive interventions. The college is also closely monitoring the effectiveness of its support programs to ensure they are delivering the intended impact.

While these initiatives show promise, HCC recognizes that closing equity gaps is an ongoing effort requiring sustained institutional commitment and community collaboration. The college remains dedicated to ensuring that all students, regardless of their background or circumstances, have the support they need to succeed.

Commission Question #4: How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

HCC is focused on ensuring that graduates leave with the skills and knowledge necessary to thrive in the workforce. The college offers a range of opportunities that align with industry needs, preparing students for successful careers. HCC connects students with internships and practicum experiences across various fields, providing hands-on experience and valuable networking opportunities. In programs like nursing and allied health, HCC partners with local healthcare providers to offer clinical and practicum experiences, helping students bridge the gap between classroom theory and practical application.

Industry partnerships are integral to HCC's approach to career readiness. The college's career programs are supported by advisory boards made up of industry experts who guide curriculum development and ensure alignment with emerging workforce trends. HCC partners with local employers to offer customized training programs, job fairs, and networking events, creating valuable connections for students. Additionally, the college collaborates with regional workforce development organizations to tailor programs to meet local economic needs, establishing clear career pathways for students.

Commission Question #5: Please use the template attached and provide a comprehensive list of current and forthcoming federal grants awarded to your institution that are specifically focused on student success.

HCC has a proven track record of securing supplemental funding from a diverse range of sources, including private, local, state, and federal funders. A number of these grants and sponsored programs significantly enhance the college's ability to provide quality services and instruction to students, develop new programs and resources, and enhance student success (see attached).

III. COMMUNITY OUTREACH AND IMPACT

HCC has provided quality training and education to the residents of Washington County and the surrounding communities since 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 guide the priorities of our work for the next three years. Partnerships and Community are two key components among those six priorities.

Partnerships are essential to enrollment and student success at HCC. HCC's efforts to attract and retain local high school students and graduates continue to be a high priority moving forward. 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 continues to expand its marketing, recruitment, and programming efforts in an attempt to attain greater penetration into the traditional college-age (25 years or younger) population. At the same time, the College has been actively broadening opportunities for students beyond HCC through a variety of valuable articulation agreements.

HCC remains steadfast in its commitment to advancing Maryland's state plan for higher education. Efforts to increase access, support student success, and foster innovation have been met with encouraging results, particularly through the expanded dual credit program. The college community is excited to build on these successes and continue shaping the educational landscape of the community.

While HCC has achieved significant success, challenges remain, particularly in terms of securing sustainable funding for supporting and continuing to grow the dual credit offerings while meeting the needs of an increasingly diverse student body. These challenges also present opportunities for innovation and collaboration. Moving forward, HCC will continue to explore partnerships to enhance student success and career readiness.

Hagerstown Community College Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	741		470		189		82	
2	Number attempting fewer than 18 hours over first 2 years	229		107		56		66	
3	Cohort for analysis (Line 1 – Line 2)	512	100.0%	363	100.0%	133	100.0%	16	100.0%
4	Earned Associate degree from this community college	208	40.6%	171	47.1%	37	27.8%	0	0.0%
5	Earned certificate, but no degree, from this community college	18	3.5%	10	2.8%	7	5.3%	1	6.3%
6	Total associate and certificate graduates (Line 4 + Line 5)	226	44.1%	181	49.9%	44	33.1%	1	6.3%
7	Transferred to Maryland two-year/technical college	21	4.1%	13	3.6%	7	5.3%	1	6.3%
8	Transferred to Maryland public four-year college	84	16.4%	69	19.0%	15	11.3%	0	0.0%
9	Transferred to Maryland private four-year college or university	4	0.8%	2	0.6%	2	1.5%	0	0.0%
10	Transferred to out-of-state two-year/technical college	16	3.1%	11	3.0%	4	3.0%	1	6.3%
11	Transferred to out-of-state four-year college or university	87	17.0%	72	19.8%	15	11.3%	0	0.0%
12	Total transfers (sum of Lines 7 - 11)	212	41.4%	167	46.0%	43	32.3%	2	12.5%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	120	23.4%	102	28.1%	18	13.5%	0	0.0%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	318	62.1%	246	67.8%	69	51.9%	3	18.8%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	65	12.7%	41	11.3%	23	17.3%	1	6.3%
16	Successful transition to higher ed (Line 14 + Line 15)	383	74.8%	287	79.1%	92	69.2%	4	25.0%
17	Enrolled at this community college last term of study period	9	1.8%	7	1.9%	2	1.5%	0	0.0%
18	Successful or persisting (Line 16 + Line 17)	392	76.6%	294	81.0%	94	70.7%	4	25.0%

7/2/13

Hagerstown Community College Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	99		12		58		495	
2	Number attempting fewer than 18 hours over first 2 years	34		4		16		152	
3	Cohort for analysis (Line 1 – Line 2)	65	100.0%	8	100.0%	42	100.0%	343	100.0%
4	Earned Associate degree from this community college	19	29.2%	4	50.0%	8	19.0%	157	45.8%
5	Earned certificate, but no degree, from this community college	4	6.2%	1	12.5%	2	4.8%	10	2.9%
6	Total associate and certificate graduates (Line 4 + Line 5)	23	35.4%	5	62.5%	10	23.8%	167	48.7%
7	Transferred to Maryland two-year/technical college	5	7.7%	0	0.0%	4	9.5%	8	2.3%
8	Transferred to Maryland public four-year college	15	23.1%	4	50.0%	3	7.1%	50	14.6%
9	Transferred to Maryland private four-year college or university	0	0.0%	0	0.0%	0	0.0%	3	0.9%
10	Transferred to out-of-state two-year/technical college	3	4.6%	0	0.0%	0	0.0%	12	3.5%
11	Transferred to out-of-state four-year college or university	8	12.3%	2	25.0%	7	16.7%	63	18.4%
12	Total transfers (sum of Lines 7 - 11)	31	47.7%	6	75.0%	14	33.3%	136	39.7%
13	Graduated from this college and transferred (Line 6 ⊓ Line 12)	11	16.9%	4	50.0%	5	11.9%	88	25.7%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	43	66.2%	7	87.5%	19	45.2%	215	62.7%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	1	1.5%	1	12.5%	11	26.2%	45	13.1%
16	Successful transition to higher ed (Line 14 + Line 15)	44	67.7%	8	100.0%	30	71.4%	260	75.8%
17	Enrolled at this community college last term of study period	5	7.7%	0	0.0%	1	2.4%	3	0.9%
18	Successful or persisting (Line 16 + Line 17)	49	75.4%	8	100.0%	31	73.8%	263	76.7%

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 2020	Fall 2021	Fall 2022	Fall 2023
A	Fall credit enrollment				
	a. Unduplicated headcount	3,433	3,533	3,496	5,444
	b. Percent of students enrolled part time	65.2%	67.8%	67.7%	74.3%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
B	First-time credit students with developmental education needs	23.8%	34.8%	31.2%	39.3%

		FY 2020	FY 2021	FY 2022	FY 2023
C	Credit students who are first-generation college students (neither parent attended college)	43.8%	41.8%	38.7%	35.7%

		FY 2020	FY 2021	FY 2022	FY 2023
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	288	157	293	482

		FY 2020	FY 2021	FY 2022	FY 2023
E	Credit students receiving financial aid				
	a. Receiving any financial aid	69.1%	72.5%	95.8%	65.0%
	b. Receiving Pell grants	36.2%	37.8%	37.2%	35.4%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
F	Students 25 years old or older				
	a. Credit students	26.6%	26.8%	28.3%	17.0%

		FY 2020	FY 2021	FY 2022	FY 2023
	b. Continuing education students	73.8%	70.3%	71.5%	71.0%

		FY 2020	FY 2021	FY 2022	FY 2023
G	Credit students employed more than 20 hours per week	*	*	*	*

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	8.0%	9.2%	10.1%	11.6%
	b. Black/African American only	10.9%	11.0%	10.9%	11.6%
	c. American Indian or Alaskan native only	0.3%	0.2%	0.1%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
	e. Asian only	2.4%	2.8%	2.4%	2.8%
	f. White only	69.8%	68.1%	66.4%	59.6%
	g. Multiple races	5.2%	5.4%	5.8%	8.9%
	h. Foreign/Non-resident alien	0.7%	0.6%	0.4%	0.4%
	i. Unknown/Unreported	2.6%	2.6%	3.8%	4.9%

		Fall 2020	Fall 2021	Fall 2022	Fall 2023
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	57.9%	27%	26%	16%
	b. Enrolled in some, but not all, distance education	29.3%	39%	31%	23%
	c. Not enrolled in any distance education	12.8%	34%	43%	61%

HAGERSTOWN COMMUNITY COLLEGE
2024 ACCOUNTABILITY REPORT

		FY 2020	FY 2021	FY 2022	FY 2023
J	Unrestricted revenue by source				
	a. Tuition and fees	42.0%	38.3%	37.3%	34.8%
	b. State funding	27.0%	26.1%	30.4%	38.0%
	c. Local funding	29.0%	27.6%	26.9%	24.3%
	d. Other	2.0%	8.0%	5.3%	3.0%

		FY 2020	FY 2021	FY 2022	FY 2023
K	Expenditures by function				
	a. Instruction	40.3%	40.9%	39.2%	37.6%
	b. Academic support	9.3%	9.8%	9.9%	9.5%
	c. Student services	12.5%	11.6%	12.1%	12.4%
	d. Other	37.9%	37.7%	38.8%	40.5%

Goal 1: Access

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	10,692	9,039	10,474	10,994	**13,750**
	b. Credit students	5,401	4,997	4,871	4,807	**6,500**
	c. Continuing education students	5,709	4,508	6,027	6,590	**8,500**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	61.3%	64.7%	71.2%	64.4%	**68.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
3	Market share of part-time undergraduates	78.8%	80.4%	79.6%	89.0%	**85.0%**
	Note: Methodology changed starting in Fall 2019.					

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
4	Market share of recent, college-bound high school graduates	73.6%	69.9%	71.0%	74.1%	**80.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
5	High school student enrollment	743	803	735	2580	**850**

		FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	7,986	18,488	11,849	9,555	**7,500**
	b. Continuing education, online	1,038	1,755	1,675	1,846	**700**
	c. Credit, hybrid	1,252	937	1,183	1,430	**1,750**
	d. Continuing education, hybrid	40	40	106	468	**30**

		FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$139	$139	$144	$144	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	42.5%	42.3%	43.0%	42.1%	**44.0%**
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	1,344	786	1,371	1,598	**2,000**
b. Annual course enrollments	1,979	1,191	2,243	2,409	**3,000**

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	915	556	671	835	**1,500**
b. Annual course enrollments	1,794	1,063	1,279	1,594	**2,750**

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	10.4%	19.8%	15.5%	15.7%	**25.0%**
b. At least one ESL educational functioning level	21.1%	11.8%	27.3%	19.2%	**40.0%**
Note: Not reported if < 50 students in the cohort					

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	26.8%	29.7%	29.4%	35.1%	**30.0%**

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	32.8%	31.7%	29.3%	35.3%	**35.0%**

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	21.0%	21.9%	22.9%	24.5%	**NA**

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	9.5%	8.3%	6.7%	8.0%	**10.0%**

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	8.5%	10.4%	10.7%	13.5%	**10.0%**

Goal 2: Success

	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	53.7%	46.0%	58.0%	61.8%	**60.0%**
b. Pell grant recipients	48.6%	47.2%	54.3%	60.4%	**55.0%**
c. Developmental students	47.5%	44.2%	54.4%	54.2%	**55.0%**
d. College-ready students	56.1%	46.1%	60.4%	66.1%	**70.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	55.0%	54.2%	51.4%	69.7%	**60.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	84.5%	87.6%	82.1%	81.0%	**92.0%**
b. Developmental completers	88.0%	85.8%	71.2%	70.7%	**90.0%**
c. Developmental non-completers	46.8%	60.9%	25.5%	25.0%	**NA**
d. All students in cohort	73.4%	83.1%	68.2%	76.6%	**80.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	75.4%	84.9%	70.5%	76.7%	**NA**
b. Black/African American only	68.0%	75.0%	59.3%	75.4%	**NA**
c. Asian only	*	*	*	*	**NA**
d. Hispanic/Latino	*	*	*	*	**NA**

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

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	76.7%	74.6%	70.1%	67.8%	**80.0%**
b. Developmental completers	71.8%	62.5%	50.0%	51.9%	**65.0%**
c. Developmental non-completers	34.5%	37.7%	21.3%	18.8%	**NA**
d. All students in cohort	60.1%	63.9%	53.5%	62.1%	**65.0%**

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	61.7%	68.1%	55.0%	62.7%	**NA**
b. Black/African American only	58.0%	48.2%	47.5%	66.2%	**NA**
c. Asian only	*	*	*	*	**NA**
d. Hispanic/Latino	*	*	*	*	**NA**

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

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	785	775	763	757	**900**
b. Career degrees	220	216	199	188	**NA**
c. Transfer degrees	407	383	406	382	**NA**
d. Certificates	158	176	158	187	**NA**
e. Unduplicated graduates	708	748	714	717	**NA**

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	90.0%	86.2%	90.4%	88.5%	**90.0%**

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	56.6%	67.6%	61.6%	59.1%	**65.0%**

Goal 3: Innovation

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. NCLEX for Registered Nurses	95.6%	85.7%	90.0%	93.1%	**99.0%**
Number of Candidates	68	77	80	58	
b. Cert. Exam Amer. Registry of Rad. Tech.	85.0%	100.0%	85.0%	86.4%	**100.0%**
Number of Candidates	20	21	20	22	
c. NCLEX for Licensed Practical Nurses	100.0%	100.0%	92.6%	100.0%	**100.0%**
Number of Candidates	19	26	27	18	
Note: Not reported if <5 candidates in a year					

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark Not Required
24 Graduates employed within one year	74.0%	75.0%	83.0%	75.0%	**NA**

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$17,716	$20,168	$18,220	$20,284	**NA**
b. Median annualized income three years after graduation	$45,592	$44,816	$47,828	$58,484	**NA**

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	3,654	3,166	4,023	4,185	**4,500**
b. Annual course enrollments	5,373	5,123	6,229	6,404	**6,500**

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	1,628	1,323	1,552	1,423	**2,700**
b. Annual course enrollments	2,342	2,764	2,833	2,812	**4,000**

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,451	592	1,694	1,766	**2,000**
b. Annual course enrollments	2,046	1,054	2,831	2,810	**2,500**

Note: NA designates not applicable
 * designates data not available

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success.** For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
US Department of Education	TRIO Student Support Services	Access and Success: Hagerstown Community College's Student Support Services Project	$ 1,309,435	9/1/2020	8/30/2025
National Science Foundation - Shippensburg University	Noyce Scholars Grant	Turning the Tide: Teaching Math in High-Need Schools	$ 96,340	3/15/2022	2/28/2027
US Department of Education	TRIO Upward Bound	Access and Success: Hagerstown Community College's Upward Bound Project	$ 1,487,995	9/1/2022	8/30/2027
US Department of Education	Title III Strengthening Institutions	Guided Pathways Approach to Student Success	$ 2,249,894	10/1/2022	9/30/2027
US Department of Education	Child Care Access Means Parents in School	Child Care Access Means Parents in School	$ 490,116	10/1/2022	9/30/2026