MC
MONTGOMERY
COLLEGE

OFFICE OF INSTITUTIONAL RESEARCH & EFFECTIVENESS

2019
Performance Accountability Report

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MARYLAND HIGHER EDUCATION COMMISSION

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MISSION

We empower our students to change their lives, and we enrich the life of our community. We are accountable for our results.

INSTITUTIONAL ASSESSMENT

As education, training, and workforce needs shift in a rapidly changing world, it is essential for Montgomery College to be accessible, flexible, and relevant in its approach to education for a multifaceted student body and community. In preparation for the sweeping changes in higher education, the College leadership understands the need to align curriculum with shifting academic and workforce needs, and the manner in which content is delivered. The College uses workforce trend data from EMSI to align programs and course offerings with in-demand skills and certification, identify trends and projected changes in the local and regional markets, and evaluate the real-time and long-term occupational outlook of careers. Partnerships and communication with organizations and businesses help to augment that data. When the College reviews any one of its academic programs, labor market data related to academic and continuing education programs are shared so that department heads can examine whether they are meeting the changing workforce development needs of their areas in the context of their current curricula. The College's Academic Master Plan (AMP) provides a structured and focused approach to sustain what the College does well and provides a roadmap to make improvements through targeted initiatives. Data and ongoing assessment help keep College programs and curricula content current and relevant. This approach ensures that Montgomery College remains a model of excellence in community college education, and supports the goals that embody the Maryland State Plan for Post-Secondary Education.

Significant Demographic Trends

Nearly one-third (30.6 percent) of credit students are 25 years of age or older (Indicator F-a). Many credit students (44.1 percent) report that they work more than 20 hours per week (Indicator G) and nearly two-thirds (65.1 percent) attend college on a part-time basis (Indicator A). Almost a quarter of credit students are the first in their family to attend college (Indicator C). Many new students (55.9 percent) enter the college with at least one developmental need (Indicator B); large numbers of students (8,405) enroll in English for speakers of other languages (ESOL) courses (Indicator D). More than a quarter of the student body receives Pell grants and more than half finance their education with loans, scholarships and/or some other need-based aid (Indicator E).

Montgomery College ranks as one of the most diverse community colleges in the nation (*Chronicle of Higher Education*, September 2018), with no single race or ethnicity representing a majority. Most strikingly, the student body at Montgomery College is a dynamic reflection of the

demographic patterns in the county—increasingly multi-ethnic and multi-cultural, fueled by the fact that more than 51 percent of the service area population who are 18 years of age and older are nonwhite (Indicator 10c). Nonwhite students account for 74.3 percent of fall 2018 enrollment, an increase of 1.1 percentage points compared to fall 2015 (Indicator 10a). The race/ethnic composition of full-time faculty (Indicator 11) and administrators (Indicator 12) is also changing. Full-time nonwhite faculty representation increased from 33.1 percent in fall 2015 to 34.7 percent in fall 2018, while full-time nonwhite administrators increased from 45.1 percent in fall 2015 to 46.4 percent in fall 2015. The benchmarks are an indication of demographic changes in the county and the data for these indicators either met or exceeded the benchmarks.

Maryland State Plan — Goal 1, Access*: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.*

Montgomery College is a comprehensive two-year, open access, multi-campus, post-secondary institution of higher education that attends to the education and workforce needs of Montgomery County. As an open access institution, Montgomery College offers practical and relevant education and training for credit and noncredit students. In addition to the three campus locations, the College has a well-established distance-learning program and a robust Workforce Development & Continuing Education (WDCE) unit. These channels give students more than adequate access to an affordable and quality college education.

In FY18, the College enrolled, educated, and/or trained 54,355 individual students (Indicator 1a): 31,342 credit students (Indicator 1b) and 24,609 noncredit students (Indicator 1c). More than 1,600 students enrolled in both credit and noncredit courses and programs.

Market share of new full-time and part-time students from Montgomery County declined in each of the past three years: from 43 percent to 36.3 percent for full-time students (Indicator 2); from 75.5 percent to 72.1 percent for part-time students (Indicator 3), both indicators receding from their respective benchmarks. However, the market share of recent college-bound high school students (Indicator 4) increased slightly from the previous year to 51.4 percent from 50.5 percent, moving modestly towards the benchmark. Dual enrollment is encouraging, as increasing numbers of high school students (485 in fall 2015, to 710 in fall 2018) take classes at the College (Indicator 5). In fact, dual enrollment exceeded the benchmark for the second year.

College enrollment is declining nationally, and the reasons may vary in different regions. For Montgomery College, there are several plausible explanations for the shrinking market share from our service area including intense competition from four-year colleges for college-age student; cultural shifts; declining college-going rate of recent high school graduates; an improved economy. The College anticipates that enrollment will continue to decline over the next few years until the students in lower grades begin moving through the high school pipeline.

Online Credit Courses and Programs
Access is also important to students who do not have the time and/or transportation to be physically on campus; nevertheless, still want and need access to a college education. Montgomery College offers a wide range of online credit and noncredit courses, as well as online degree programs (Indicator 6). Online credit enrollments in FY18 increased 11.5 percent in three

years (from 21,552 in FY15 to 24,036 in FY18) and will likely achieve the benchmark. Online enrollments in continuing education courses are down 31 percent in three years (from 1,384 in FY15 to 948 in FY18), making achievement of this benchmark unlikely. In addition to course enrollment, the College currently offers five online associate degree programs (business, computer science and technologies, criminal justice, general studies and teacher education technology), and is awaiting approval for a sixth online degree.

Affordability
The combination of tuition and fees at Montgomery College is a direct indicator of affordability, which is 54.7 percent of the cost to attend a four-year public college in Maryland (**Indicator 7**), a cost savings of nearly $5,200 for an academic year. The College is consistent in its efforts to maintain the cost ratio to the benchmark level of 55 percent. Increasing use of open educational resources (OER) helps make education more affordable by reducing and eliminating required costs for course materials or textbooks. Since the adoption of OERs, MC students have saved $2.5 million in textbook costs. Other cost-reducing options include digital, rental, online, and used textbooks, and free shuttle transportation to travel among campuses. These cost savings options provide students with an opportunity to apply residual funds towards an additional course, which can decrease time-to-degree completion. The 55 percent benchmark is feasible.

Workforce Development & Continuing Education (WDCE) Students
To produce an educated and skilled workforce, WDCE provides credit and noncredit courses and programs by offering affordable, practical, flexible, and convenient classes and training in a wide range of topics that spur economic growth and vitality in the county. The intent of many students is to enhance skills and acquire certification credentials for employment. Nontraditional students tend to be the typical WDCE population. Nearly three quarters (74.4 percent) of continuing education students are 25 years of age or older (Indicator F) and nonwhite students account for 71.5 percent of enrollment (Indicator 10c), exceeding the benchmark for the third year. WDCE students tend to be transient, have a wide range of educational and workforce skills training needs, get what they need, move on, and return when necessary. Enrollment in continuing education is up 10.6 percent above FY15's figure (from 22,224 to 24,609) and nearly 91 percent of its benchmark. New course offerings in the open enrollment series, increased grant activity, which reduces student out-of-pocket costs, and more students attending classes through employer-sponsored training will continue to contribute to enrollment gains.

In FY18 and compared to the previous year, continuing education community service and lifelong learning course enrollments (Indicator 8), increased 12.9 percent (from 12,600 to 14,228) and served 4.3 percent more individual students (from 8,139 to 8,493). Course enrollments in this area surpassed the benchmark, while unique student headcount moves closer to its enrollment goal. Continuing education basic skills and literacy course enrollment (Indicator 9) dropped 7.3 percent (7,009 to 6,500) and fell below the benchmark; annual course enrollments declined 7.9 percent (11,797 to 10,866) compared to the previous year. WDCE anticipates growth in both individual students and course enrollments in all indicators over the next few years as reflected in the established benchmarks.

Three of several initiatives that align nicely with the strategies associated with Goal 1 of the State Plan for Higher Education are the Achieving Collegiate Excellence and Success (ACES) program, Summer College Bound Readiness Program, and financial literacy workshops.

Students from underrepresented racial or ethnic backgrounds or those who are the first in their family to attend college are populations of focus in ACES. Recruiters interact with college and career coordinators at each Montgomery County high school with the primary objective to increase college readiness of 11th- and 12th-grade Montgomery County high schools, prior to attending college.

Workforce Development & Continuing Education offers the Summer College Bound Readiness Program for high school students to prepare them for all aspects of the college admissions process, including ACT and Accuplacer tests and testing, researching majors, financial aid options, processes, need-based and academic/merit scholarships, meeting deadlines, time management, and more.

The College cultivates financial literacy through financial aid workshops and sessions for traditional and non-traditional students and prospects with the help of partner resources and several county agencies to help students and their families avoid debt to cover the cost of college. These sessions educate students and their families about educational debt and provide strategies to lower educational debt and increase receipt of grants and scholarships. Comprehensive outreach and social media campaigns inform current students, their families, and the community about workshops, application deadlines, and individual financial aid advising opportunities to assist students in the timely completion of the entire financial aid process. One important concern is that a large number of students lose financial aid because they do not meet satisfactory academic progress as outlined in federal regulations. One strategic initiative is to provide financial aid academic coaching and advising to students on financial aid who do not meet academic requirements. Activities such as these help traditional and nontraditional students gain access to the College that help them make educated and informed financial decisions, and are in direct support of *Goal 1*.

Maryland State Plan — Goal 2, Success: *Promote and implement practices and policies that will ensure student success.*

Significant Academic Trends

Students come to Montgomery College with different levels of college readiness. They also attend with varied aspirations—degree attainment to transfer preparation, updating job skills, and personal enrichment. To be successful, students need to be academically prepared, ready to engage, be present and persistent.

Academic Preparedness and Retention
More than half (55.9 percent) of new entrants enrolled at the College in fall 2018 with developmental needs in one or more content area (Characteristic B). Of the new students that entered the College with developmental needs in fall 2014 (Indicator 15), more than 61 percent completed developmental coursework in assessed areas within four years. When students

complete developmental course work (Indicators 16), their rate of academic persistence (83.2 percent) is nearly comparable to college-ready students (87 percent).

Degree Progress Cohort: Graduation, Transfer, and Persistence
Degree Progress is a cohort model that tracks the success of first-time full- and part-time students over a four-year period with the added dimension of at least 18 credit hours attempted within two years of initial enrollment, regardless of their level of academic preparedness.

Data on the most recent degree progress cohort (fall 2014) reveal that 50.2 percent of the cohort graduated and/or transferred in four years (Indicator 19). Academically prepared students graduate and/or transfer within four years at a higher rate (69.8 percent) than students who enter the College with developmental needs and complete appropriate course work (51.8 percent). The graduate/transfer rate for developmental completers increased 7.8 points above the rate for the previous cohort group, but a significant 18-point equity gap continues to exist between college-ready and developmental completers. The graduation-transfer rate increased more than three points for Asian students (from 59.9 percent to 63.3 percent); and rose nearly four points for Hispanic students (from 38.0 percent to 41.7 percent), while the rate for Black students rose less than a point (from 45.3 percent to 46.2 percent). Increased attention on completion, increased numbers of articulation agreements with four-year colleges, and the streamlined redesign of programs like general studies and general education with pathways to completion should have a positive effect on this outcomes measure for future cohort groups. Modified course placement initiatives, the use of multiple measures of academic readiness and other emerging strategies seem promising. The 80 percent benchmark is ambitious for both indicators.

More than three-quarters (75.5 percent) of the fall 2014 cohort successfully persisted—which means that students either graduated and/or transferred, accumulated 30 credits with a minimum cumulative GPA of 2.0, or were still enrolled after four years. The gap between college-ready students (87.0 percent) and developmental completers (83.2 percent) widened compared to previous cohort groups. Persistence rate by race/ethnicity show improvement for Black (66.2 percent to 69.3 percent) and Hispanic (67.4 percent to 72.0 percent) students. The rate for Asian students remained stable (85.1 percent to 85.6 percent). Asian students have consistently exceeded the 80 percent benchmark on this measure, while Black and Hispanic students lag behind. College-ready students have nearly achieved the 90 percent benchmark and developmental completers are not far behind. Aggressive changes in programs, support systems embedded within the classroom, and intrusive advising are expected to have a positive impact on these indicators for subsequent cohorts to actualize the 90 percent benchmark in the future.

Transfer and Completion
Overall, the College conferred 55 more awards in FY18 than in FY17 (up from 2,824 to 2,879), which is attributed to an increase in awards in career programs and certificates (Indicator 20). Career degrees increased by 59 (from 583 to 642); transfer degrees declined by 95 (from 2,029 to 1,934), while the number of certificates grew by 91 (from 212 to 303).

In FY18, STEM (science, technology, engineering, and mathematics) program enrollments (Indicator 21) increased 7.2 percent above enrollments the previous fiscal year (from 5,487 to 5,885), while awards in STEM programs declined by 10 (-1.2 percent). Enrollments in STEM

programs exceeded the benchmarks. With implementation of academic initiatives to support the completion agenda, despite the declines in awards, the benchmarks are achievable.

Many students transfer with and without completing a credential; and when they do, they exit the College with the academic skills to be successful at Maryland's four-year colleges and universities. The most recent data show that one year after transfer, 87.5 percent of former Montgomery College students achieved a cumulative grade point average (GPA) of 2.0 or above at University System of Maryland's senior colleges and universities with a collective GPA of 2.85 (Indicator 26)—both data points exceeding expectations. While transferring to a senior college is a significant accomplishment, earning an award before transfer is a worthy achievement. Intensive efforts are underway to move the needle on completion (e.g., providing credit for prior learning and expanding the number of articulation agreements with four-year colleges and universities that will accept the associate's degree as sophomore level completion). At a minimum, the College expects to maintain its level of success related to performance of former students at transfer institutions.

Pass Rates on Licensure/Certification Exams
One measure of success in several health programs (radiologic technology, physical therapy and nursing) is the pass rates of graduates on the licensure exams on their first attempt (Indicator 25). Current pass rates data exceed the benchmarks for all programs. Four years of data show that the licensure pass rates for radiologic technology (100 percent) and physical therapy (consistently between 90 and 100 percent) graduates have been unfailingly high. Learning support from faculty, the staffing of open lab hours, providing online learning materials, administering practice board exams during the final semester of the program, and providing students with detailed study plans to increase their success on the National Board Exam are contributing factors to students' performance.

The licensure pass rate for nursing students has greatly improved—increasing in each of the past three years. The FY18 pass rate (90 percent) is up three percentage points from FY17 and 15.1 percentage points from FY15. The nursing program continues to implement multiple initiatives (e.g., early detection system, academic success plans for students upon completion of first course exams, three-day NCLEX RN review, and completion of the practice comprehensive licensure examination) to enhance performance on the exam. The processes and implementation of curriculum revisions and the integration of new teaching modalities have taken several years to demonstrate the positive effect on the pass rate for the nursing licensure exam. As such, a continual, but gradual uptick in exam performance is expected. The benchmarks for the three health programs are set at a sustainable level.

Responses from the graduate follow-up survey revealed that 84.2 percent expressed of the respondents expressed satisfaction with their educational goal achievement (Indicator 22). More than 84 percent reported that they were satisfied with preparation for transfer (Indicator 24). Eighty-seven percent of career program graduates reported that they were working full-time in a related field (Indicator 28); and 67.3 percent of career program graduates reported that they were satisfied with job preparation (Indicator 29). The return on the investment in higher education has shown that for recent graduates, the average income (Indicator I) three years after graduation ($43,194), nearly triples compared to the average income one year before graduation ($15,206).

The benchmark for all graduate follow-up indicators are set at 90 percent. Three of the four indicators have achieve more than 93 percent of the benchmark. The level of satisfaction related to job preparation is lower than desired. Changing needs in various career related industries and academic career programs might be avenues to explore to better understand the lack of enthusiasm in students' satisfaction in job preparation.

Montgomery College is making strides on its bold and holistic agenda to advance student success and completion, especially among disadvantaged students, which supports Goal 2. Of particular interest is to remove the barriers that impede student success and completion. Developmental course requirements continue to be one of those barriers. The implementation of Integrated English, Reading, and Writing (IERW) courses, which involve the reduction of developmental course requirements, is one approach. Instead of taking separate developmental reading and English courses, these IERW courses integrate the critical reading and writing skills needed to comprehend and interact with college-level texts, thus reducing developmental English courses from four to two. Rather than relying solely on placement test scores, alternative placement programs decrease time-to-college-level-work and time-to-degree by eliminating unnecessary course work. Beginning in fall 2019, Montgomery County public high school students who graduated in spring 2019 with a GPA of 3.0 will no longer need to take a placement test. High school transcripts will serve as a proxy to determine English and math placement.

One of the initiatives in the AMP is to design alternative and customized credentials known as "microcredentials." These credentials are competency-based, designed to be obtainable in a shorter timeframe than a degree, and focused on marketable skills and knowledge important to employers. Microcredentialing is still in the planning phase. Once in place for implementation, MC believes that when microcredentials are aligned with employers' needs and sanctioned by organizations—such as Cisco or the International Association of Machinist and Aerospace Workers—they will be transportable and valuable to the learner and the employer.

Mandatory advising and assigned counselors is another success strategy in the pilot phase. Students receive in-class academic advising, program-advising guides, and assigned program advisors in most of the top enrolled programs. Targeted cohorts (first-time, degree-seeking students; students tested into developmental courses; students on academic alert, restriction, or suspension) are assigned a counselor who will work with students to develop an initial educational plan and advise students through completion of 12 credit hours. Afterwards, students will transition to a program advisor for assistance with academic plan completion.

The College streamlined the general education program with clearly defined degree pathways. A major redesign of the general studies program implemented in fall 2016 provides clear core programs, and well-defined pathways to completion. Montgomery College is continually working to expand the number of articulation agreements with four-year colleges and universities that will accept the associate's degree as sophomore level completion.

Significant Financial Trends

The College is committed to its primary mission of teaching and learning. Slight decreases in instruction and academic services (1.1 percent combined) is due to lower enrollment year over

year (Indicator 27). The increase in other expenditures (1.2 percent) is due primarily to two factors: first, in FY18 the first interest payment became due on a debt obligation for which principal only was paid in FY17; and secondly, an increase in recognition of post-employment benefits with the implementation of GASB 75 Post-Employment Benefits Other than Pensions. The College achieved cost savings through seat utilization strategies and reductions in instructional and student services salaries to reflect lower enrollment, reductions in contracted services, temporary staffing, and the re-allocation of positions.

Response to Commission's Inquiry

Please describe 1) one or more <u>targeted interventions</u> and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

The College's Achieving the Promise Academy's (ATPA) one-on-one coaching academic support program is a targeted intervention initially for Black or African-American and Latino students that is open to all students in need of academic support. The Academy provides students with academic support and one-on-one individualized academic coaching; monitors academic progress through collaboration between faculty and coach; provides assignment and exam preparation; holds weekly study sessions; and makes referrals for tutoring. Participants also receive counseling and advising, financial aid and registration support; get referrals to critical College and community resources; and assist with the development of academic and life skills (such as time management, organization, study skills, test-taking skills, self-advocacy, and networking) through a series of workshops and targeted coaching sessions. The Academy provides academic coaching until graduation or transfer, to include an assessment of strengths and areas for improvement, academic support in all courses, a personalized academic success plan each semester, weekly coaching sessions, two workshops per semester, access to laptop loaners, and access to tuition assistance each semester.

The ATPA also has another intervention, embedded coaching, which is a support service provided to students in the highest enrolled courses with the highest failure rates at the College. Embedded coaches conduct class visits, weekly study sessions, and write weekly emails to students recapping important course content and reminders. Students in the one-on-one intervention are encouraged to register for ATPA embedded-support sections of courses and participate in weekly study sessions for those courses.

Some of the obstacles to success include poor academic preparation, poor testing skills, management of time, and adjustment to college, as well as other external variables, many of which are non-cognitive. Even though students are deeply interested in pursuing an academic pathway, these barriers can lead to academic struggles.

One-on-one academic coaching service measures semester-to-semester DFW rates and GPA by cohort, and tracks retention, graduation, and transfer rates. The program monitors weekly coaching session attendance, workshop attendance, and study session attendance. After every coaching session, students are invited to complete a brief survey about their coach and coaching experience. On average, more than 95 percent of students rate their coaching session positively,

find the time spent with their coach worthwhile, find the information they received valuable, and would recommend the Achieving the Promise Academy to a friend.

The program started with only 58 students in the first year, and now serves 353 students. In May 2019, the Academy graduated 53 one-on-one students and over 88 percent of these graduates were students of color, which is similar to the overall one-on-one student demographic profile: 12 males and 41 females with outgoing average GPAs of 3.28 and 3.32, respectively. These outcomes are evidence of the positive effects this program has on participants in the program.

Maryland State Plan — Goal 3, Innovation: *Foster all aspects of Maryland higher education to improve access and student success*

Several WDCE indicators that fall under Goal 3 include fostering relationships with business and industry. In FY18, WDCE's contract training and services (Indicator 32) increased by three, from 68 to 71 businesses or trade associations in the county. A caveat to keep in mind is that a single contract-training offering may serve multiple employers. The long-standing apprenticeship program with the Air Conditioning Professionals of America, for example, represents a single contract but serves employees of about 200 individual contractors. Additionally, as training needs are met within an organization, it may step back from training for a period. Generally, this training partner group has a mix of new and returning clients each year. Relatedly, the number of individuals served through contract training (Indicator 33) significantly increased from 3,902 during FY17 to 5,047 during FY18, reflecting a 29 percent increase, while enrollments in contract training courses increased 24.8 percent (from 8,848 to 11,045). Headcount and enrollments in contract training exceeded the benchmarks. It is noted that a fluctuation in enrollment patterns for these two indicators is expected because enrollment is typically driven by workforce or business needs. Note also that 98 percent of employers who send employees to the College's contract training courses report that they are satisfied with the training that their employees receive (Indicator 34).

Student headcount and course enrollments in continuing education workforce development courses (Indicator 30) increased in FY18 by 7.5 percent (10,206 to 10,978) and 8.8 percent (19,566 to 21,298), respectively. The increase in this program area in the strong economic environment reflects positively on the course offerings and student interest in remaining competitive during a strong job market. The number of students enrolled in continuing professional education that leads to government- or industry-required certification and licensure (Indicator 31) decreased 3.4 percent below the previous year (5,263 to 5,081), while annual course enrollments decreased 3.1 percent (10,974 to 10,627). There is a periodic ebb and flow of recertification-driven enrollments in this program area.

Through WDCE, Montgomery College provided three major US Department of Labor Employment and Training grant programs in FY18 totaling approximately $28 million. These grant-funded training programs allowed the College to offer intensive short-term training aimed at providing a pipeline of skilled IT and cybersecurity workers for local companies.

Strong enrollments in these type of courses and training programs exemplify the role that partnerships between the College and the business community play to improve workforce

readiness in many key areas in the job market. Overall, WDCE is poised to reach and/or exceed the benchmarks for all indicators influenced by the needs of community and business entities.

COMMUNITY OUTREACH AND IMPACT

One important characteristic of excellence in community college education is building, maintaining and strengthening relationships with the community, business and industry, and senior educational institutions—and to align these relationships to improve access and advance the student success agenda.

The Office of Community Engagement takes Montgomery College beyond the campus and into the community through community engagement centers, partnerships with nonprofits, community events, and grassroots outreach to bring the community to the College for a variety of events. As the face of Montgomery College in the community, the primary role of the office of Community Engagement is to empower students and county residents by connecting those in underserved and under-represented communities with the College. This unit also enriches the community with important information, engages the community on important topics and activities, and helps anyone find the next step toward success and achieve their potential. Staff speak the most commonly spoken languages in the county (Spanish, Vietnamese, Chinese, and) and the centers offer translation and interpretation services.

Free and open to the public on all three campuses are the Global Nexus programs, which are designed to help individuals and communities to connect locally and globally through education, partnerships, advocacy, and service. The program provides a series of multicultural lectures and events for students, faculty, and residents of the county, seeks to enrich minds, engage hearts and transform communities by increasing knowledge and understanding of global communities and their cultures.

As a community college with a vision, MC was the first in the nation to receive approval to attract outside development opportunities as a part of its campus growth. Business partnerships have resulted in quality and effective training programs for industry, entrepreneurs, and county residents, which perfectly aligns with the strategies in Goal 3.

The Pinkney Innovation Complex for Science and Technology at Montgomery College (PIC MC) is an integrated academic, business, and research campus. On MC's Germantown Campus, PIC MC offers land and construction opportunities for commercial development for life sciences and technology companies that prefer to build customized facilities. The first major corporate attraction was Holy Cross Hospital, a full-service care facility with an adjacent medical building.

A professional relationship with Marriott Corporation has resulted in a pipeline for food service and hospitality workers for the region. The Macklin Business Institute, founded by former NASDAQ founder and president, Gordon Macklin, has funneled hundreds of future business leaders and entrepreneurs into the workforce.

Montgomery College partners with the Capital Area Food Bank (CAFB) through the "Fuel for Success: Nourishing the Mind, Body and Spirit" initiative. This partnership allows the College to

host a Mobile Market Program on all three campuses. The CAFB markets offer fresh, seasonal produce at no cost; health, housing, and other service providers are on site as resources too. The Mobile Market Program is only one portion of this initiative. It also includes supporting the food pantries located on each campus and identifying community resources that address food insecurities. The College looks forward to expanding its capacity to serve students and the community through internal and external partnerships—and is committed to innovative initiatives that address various insecurities that impact the learning conditions for students, to include food insecurity, homelessness, mental health wellness, and others.

A collaboration with the National Academy of Engineering (NAE) initiative resulted in Montgomery College becoming the first community college to have a Grand Challenges Scholars Programs (GCSP). The idea behind the GCSP is to develop engineering students' capacity to solve the largest problems facing engineering and the world in the 21st century—problems like medicine, solar power, reverse brain engineering, clean water, fusion, and carbon sequestration. However, these programs have been limited to 150 universities in the United States and internationally, despite the fact that nearly half of all undergraduates in engineering start their academic career at community colleges. The NAE made it a priority to expand the GCSP initiative to community colleges and worked closely with Montgomery College to develop a model for community colleges and design a GCSP for MC. This will allow MC students to participate in this honors program at MC and transfer institutions, including the University of Maryland College Park and the University of Maryland, Baltimore County.

Montgomery College has provided re-furbished computers to increase access to computer literacy in the county. In the first instance, re-furbished computers were donated to a non-profit organization serving low-income girls. In another instance, Montgomery College set up a computer lab at a county regional services center (East County) and a mobile laptop cart is in operation in the Gaithersburg Library. These two locations are high need areas of our county.

Montgomery College and Montgomery County Public Schools Partnerships

MC and Montgomery County Public Schools (MCPS) share a longstanding partnership that offers dual enrollment to all MCPS students. Where available, students can enroll in MC courses directly at their MCPS high school. Montgomery College expanded its dual enrollment partnership with MCPS. Two programs in particular are Early College and Jump Start. Currently offered to select MCPS high schools, these programs offer an accelerated, rigorous, and rewarding experience for high school students looking to earn an associate's degree along with their high school diploma, which effectively advances the completion agenda and reduces cost and time-to-degree.

In the Early College program, qualifying students will attend MC full-time in 11th and 12th grade to earn either an associate of arts or science degree and concurrently earn a Maryland State high school diploma from their home school. The MC degree earned will transfer to a four-year institution within the state of Maryland. This is a pathway from MCPS to MC, to a bachelor's degree, and then back to the Montgomery County workforce. Program offerings include an AS degree in science (mathematics track); AAT degree in secondary education-mathematics; AA degrees in computer science and business; AAS degrees in cybersecurity, diagnostic medical

sonography, physical therapist assistant, radiologic (x-ray) technology, and surgical technology; and AS degrees in biological science, and nursing.

In the Jump Start to College, MCPS students can take an accelerated learning pathway at their own pace, in addition to their high school curriculum, and earn as many as 30 college credits by the time they graduate from their high school.

MC and MCPS collaborated on several other joint initiatives. "Montgomery Can Code," an initiative led by MC, Montgomery Moving Forward, the Montgomery County Economic Development Corporation, and the Apple Corporation aimed to provide economic opportunity for less affluent adults while creating the next generation of tech professionals. MCPS and several other organizations collaborated with the College to bring computer science skills to disconnected youths, who are ages 18-24, through coding classes and clubs that teach Apple Swift programming.

MC hosted 200 MCPS high school students, representing 16 schools, at the fifth Annual Cyber Forensics Challenge. MCPS students spent the school day engaged in team competitions. Working in teams of three, students analyzed electronic evidence and studied clues to a kidnapping mystery accessed through the web and their PCs. They used research, forensics, computing skills, and general knowledge to earn points as they worked their way through the clues. Students heard about career opportunities as well as the requisite skill set for individuals planning to make a career in the cybersecurity industry. Devon Kerr, Principal Researcher for Endgame, which focuses on detection and response technologies, spoke to the students on opportunities to work with Fortune 500 organizations as well as the US Department of Defense on the detection, response, and containment of advance target threat actors as well as large-scale network and application architecture strategic planning and regular gap assessments.

Future Link, a local nonprofit that supports underserved youth and their educational pursuits, in partnership with Montgomery College assists students aged 18 to 25 who may lack access to resources. Participants receive individualized support, required to complete a 14-week seminar on self-advocacy, career development, and workforce skills. Afterwards, students connect with a mentor and receive continued support, such as scholarships, internships, and access to workshops. A number of Montgomery College staff, faculty, and administrators serve as volunteer mentors for Future Link and the College provides meeting space, mentors, and financial aid workshops to the participants. The overall goal is to support students to get to and through college and then into their initial careers.

One of the biggest barriers to college completion is developmental mathematics, especially for underrepresented minority students, who typically come to college with the greatest economic and academic challenges. To address this barrier to student success, Montgomery College is a partner-member of a group Maryland four-year and two-year public colleges in the Maryland Mathematics Reform Initiative (MMRI). This initiative introduces a new statistics curriculum for students in liberal arts and social sciences majors that is as rigorous as the traditional

algebra/calculus curriculum sequence required to graduate, but much more applicable and in context to what students need for their majors. In giving students an alternative to traditional remedial mathematics with more "real world" applications to the study of the liberal arts and social sciences than traditional remedial algebra courses, it is anticipated that retention and graduation rates will increase.

MONTGOMERY COLLEGE
2019 ACCOUNTABILITY REPORT

Student 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 2015	Fall 2016	Fall 2017	Fall 2018
A.	Credit students enrolled part time	64.9%	64.5%	64.8%	65.1%
B.	Credit students with developmental education needs	65.9%	54.4%	54.4%	55.9%

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
C	Credit students who are first-generation college students (neither parent attended college)	23.4%	30.3%	24.0%	NA

		FY 2015	FY 2016	FY 2017	FY 2018
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	8,489	8,805	8,665	8,405

		FY 2015	FY 2016	FY 2017	FY 2018
E	Financial aid recipients				
	a. Credit students receiving Pell grants	27.7%	26.9%	26.5%	26.6%
	b. Credit students receiving loans, scholarships and/or need-based financial aid	52.4%	51.4%	53.1%	**53.9%**

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
F	Students 25 years old or older				
	a. Credit students	33.3%	32.4%	31.3%	30.6%

		FY 2015	FY 2016	FY 2017	FY 2018
	b. Continuing education students	69.1%	72.6	71.6%	**74.4%**

		Spring 2012	Spring 2014	Spring 2016	Spring 2018
G	Credit students employed more than 20 hours per week	49.0%	49.0%	44.1%	NA

		Fall 2015	Fall 2016	Fall 2017	Fall 2018
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	22.6%	23.6%	24.6%	**25.2%**
	b. Black/African-American only	28.4%	28.3%	27.4%	27.1%
	c. American Indian or Alaskan native only	0.3%	0.2%	0.3%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.3%	0.2%	0.3%	0.2%
	e. Asian only	10.8%	11.2%	11.5%	11.5%
	f. White only	24.8%	24.1%	22.9%	22.5%
	g. Multiple races	2.7%	2.9%	3.0%	3.1%
	h. Foreign/Non-resident alien	10.0%	9.3%	10.0%	9.9%
	i. Unknown/Unreported	0.2%	0.1%	0.2%	0.2%

		FY 2015	FY 2016	FY 2017	FY 2018
I	Wage growth of occupational program graduates				
	a. Median income one year prior to graduation	$14,132	$14,560	$14,888	$15,206
	b. Median income three years after graduation	$34,107	$39,529	$36,937	$43,194

Goal 1: Access

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
1	Annual unduplicated headcount					
	a. Total	56,228	56,001	55,243	54,355	57,877
	b. Credit students	35,524	34,410	32,752	31,342	36,367
	c. Continuing education students	22,244	23,164	24,064	24,609	27,115

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
2	Market share of first-time, full-time freshmen	43.0%	41.3%	39.5%	36.3%	50.0%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
3	Market share of part-time undergraduates	75.5%	74.7%	73.2%	72.1%	80.0%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
4	Market share of recent, college-bound high school graduates	52.6%	53.6%	50.5%	51.4%	60.0%

Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.

MONTGOMERY COLLEGE
2019 ACCOUNTABILITY REPORT

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
5	High school student enrollment	485	518	643	**710**	600

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
6	Enrollments in online courses					
	a. Credit	21,552	22,602	22,929	**24,036**	25,125
	b. Continuing education	1,384	1,165	958	**904**	1,500

		FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2021
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	55.5%	54.2%	53.7%	54.7%	55.0%

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	8,264	7,790	8,139	8,493	10,000
	b. Annual course enrollments	12,917	12,156	12,600	14,228	14,000

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	6,545	6,619	7,009	6,500	7,000
	b. Annual course enrollments	12,060	11,726	11,797	10,866	13,000

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
10	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	72.4%	73.4%	74.6%	74.3%	80.0%

		Fall 2015	Fall 2016	Fall 2017	FY 2018	Benchmark FY 2020
	b. Percent nonwhite continuing education enrollment	63.9%	68.0%	71.6%	71.50%	65.0%

		July 2015	July 2016	July 2017	Jul-18	Benchmark July 2020
	c. Percent nonwhite service area population, 18 or older	52.1%	52.8%	53.6%	53.9%	Not Applicable

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
11	Percent minorities (nonwhite) of full-time faculty	33.1%	32.3%	34.5%	34.7%	35.0%

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
12	Percent minorities (nonwhite) of full-time administrative and professional staff	45.1%	42.9%	43.7%	46.4%	46.0%

Goal 2: Success

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
13	Fall-to-fall retention					
	a. Developmental students	67.4%	66.6%	62.3%	64.2%	85.0%
	b. College-ready students	61.4%	67.9%	67.2%	67.5%	85.0%

		Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2019 Cohort
14	Fall-to-fall retention					
	a. Pell grant recipients	71.4%	68.7%	68.5%	67.7%	85.0%
	b. Non-recipients	61.0%	66.1%	65.0%	63.8%	Not Applicable

		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
15	Developmental completers after four years	55.7%	44.4%	54.6%	61.1%	60.0%

MONTGOMERY COLLEGE
2019 ACCOUNTABILITY REPORT

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	85.0%	88.2%	86.4%	87.0%	90.0%
b. Developmental completers	76.2%	75.9%	85.9%	83.2%	90.0%
c. Developmental non-completers	50.2%	46.2%	49.8%	40.9%	Not Applicable
d. All students in cohort	72.8%	73.3%	75.5%	75.5%	80.0%

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	68.5%	71.6%	66.2%	69.3%	80.0%
b. Asian only	85.2%	84.4%	85.1%	85.6%	80.0%
c. Hispanic/Latino	75.1%	67.1%	67.4%	72.0%	80.0%

Note: Not reported for groups with < 50 students in the cohort for analysis.

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	68.5%	68.5%	68.5%	69.8%	74.0%
b. Developmental completers	47.9%	46.7%	44.0%	51.8%	74.0%
c. Developmental non-completers	28.0%	29.0%	18.5%	21.4%	Not Applicable
d. All students in cohort	49.8%	47.5%	45.6%	50.2%	60.0%

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	49.1%	39.7%	45.3%	46.2%	60.0%
b. Asian only	59.9%	55.7%	59.9%	63.3%	60.0%
c. Hispanic/Latino	34.6%	34.2%	38.0%	41.7%	60.0%

Note: Not reported for groups with < 50 students in the cohort for analysis.

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	674	608	583	642	725
b. Transfer degrees	1,984	1,943	2,029	1,934	2,200
c. Certificates	289	287	212	212	305
d. Total awards	2,947	2,843	2,824	2,879	3,230

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	5,674	5,646	5,487	5,885	5,875

	FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
b. Credit awards	1,004	786	822	812	1,225

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
22 Graduate satisfaction with educational goal achievement	97.0%	100.00%	84.9%	84.2%	90.0%

	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
23 Non-returning student satisfaction with educational goal achievement	n/a	86.5%	54.8%	NA	84.0%

		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	82.7%	82.8% .	85.70%	84.30%	90.0%

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
25	Licensure/certification examination pass rates					
	a. Radiologic Technology	100%	100%	100%	100%	90%
	Number of Candidates	17	18	13	19	Not Applicable
	b. Nursing	74.9%	76.2%	87.0%	90.0%	88.0%
	Number of Candidates	171	143	131	120	Not Applicable
	c. Physical Therapy	100%	100%	100%	90.9%	80.0%
	Number of Candidates	17	13	11	11	Not Applicable

		AY 14-15	AY 15-16	AY 16-17	AY 17-18	Benchmark AY 2019-20
26	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	Not Available	85.5%	86.1%	85.7%	85.0%
	b. Mean GPA after first year	Not Available	2.81	2.85	2.85	2.80
	Methodology to calculate this indicator changed starting in AY 15-16					

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
27	Expenditures by function					
	a. Instruction	34.7%	34.2%	34.1%	33.3%	36.0%
	b. Academic support	16.9%	17.0%	17.7%	17.4%	17.0%
	c. Student services	11.5%	12.2%	12.3%	12.2%	12.0%
	d. Other	36.9%	36.6%	35.9%	37.1%	35.0%

Goal 3: Innovation

		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28	Full-time employed career program graduates working in a related field	85.0%	60.0%	64.9%	87.0%	90.0%

		Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29	Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	92.0%	83.3%	62.0%	67.3%	90.0%

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
30	Enrollment in continuing education workforce development courses					
	a. Unduplicated annual headcount	9,079	10,060	10,206	10,978	12,000
	b. Annual course enrollments	16,441	19,264	19,566	21,298	19,000

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
31	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	4,972	5,432	5,517	5,081	6,000
	b. Annual course enrollments	9,874	11,348	10,974	10,627	11,000

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
32	Number of business organizations provided training and services under contract	62	67	68	71	80

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
33	Enrollment in contract training courses					
	a. Unduplicated annual headcount	3,144	4,004	3,902	5,047	4,000
	b. Annual course enrollments	6,977	8,917	8,848	11,045	7,500

		FY 2015	FY 2016	FY 2017	FY 2018	Benchmark FY 2020
34	Employer satisfaction with contract training	97.6%	98.0%	98.0%	98.0%	95.0%

MONTGOMERY COLLEGE
Degree Progress 4 Years after Initial Enrollment
Fall 2014 Entering Cohort

		All Students		College-Ready Students		Developmental Completers		Developmental Non-Completers	
1.	First-time Full- and Part-Time Fall headcount.	3,812		1,066		1677		1069	
2.	Number attempting fewer than 18 hours over first 2 years.	853		294		103		456	
3.	**Cohort for analysis (Line 1 - Line 2)**	**2,959**	77.6% 100%	**772**	72.4% 100%	**1,574**	93.9% 100%	**613**	57.3% 100%
4.	Earned Associate Degree from MC.	719	24.3%	296	38.3%	413	26.2%	10	1.6%
5.	Earned Certificate, but No Degree, from MC.	23	0.8%	9	1.2%	8	0.5%	6	1.0%
6.	**Total Associate & Certificate Graduates (Line 4 + Line 5)**	**742**	**25.1%**	**305**	**39.5%**	**421**	**26.7%**	**16**	**2.6%**
7.	Transferred to Maryland 2-Year/Technical College.	49	1.7%	5	0.6%	20	1.3%	24	3.9%
8.	Transferred to Maryland Public 4-Year College/Univ.	982	33.2%	382	49.5%	553	35.1%	47	7.7%
9.	Transferred to Maryland Private 4-Year College/Univ.	19	0.6%	6	0.8%	13	0.8%	0	0.0%
10.	Transferred to Out-of-State 2-Year/Technical College.	44	1.5%	8	1.0%	19	1.2%	17	2.8%
11.	Transferred to Out-of-State 4-Year College/Univ.	235	7.9%	71	9.2%	127	8.1%	37	6.0%
12.	**Total Transfers (Sum of Lines 7 - 11)**	**1,329**	**44.9%**	**472**	**61.1%**	**732**	**46.5%**	**125**	**20.4%**
13.	Graduated from MC & Transferred (Line 6 intersection Line 12)	585	19.8%	238	30.8%	337	21.4%	10	1.6%
14.	**Graduated and/or Transferred { (Line 6 + Line 12) - Line 13 }**	**1,486**	**50.2%**	**539**	**69.8%**	**816**	**51.8%**	**131**	**21.4%**
15.	No Award or Transfer, but 30 credits with GPA ≥ 2.00.	521	17.6%	105	13.6%	366	23.3%	50	8.2%
16.	Successful Transition to Higher Ed (Line 14 + Line 15)	2,007	67.8%	644	83.4%	1,182	75.1%	181	29.5%
17.	Enrolled at MC last term of study period.	226	7.6%	28	3.6%	128	8.1%	70	11.4%
18.	**Successful or Persisting (Line 16 + Line 17)**	**2,233**	**75.5%**	**672**	**87.0%**	**1,310**	**83.2%**	**251**	**40.9%**

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