MC
MONTGOMERY COLLEGE

Office of Institutional Research & Effectiveness

2022
Performance Accountability Report

PREPARED BY: DR. ARLENE BLAYLOCK
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MARYLAND HIGHER EDUCATION COMMISSION

2022 PERFORMANCE ACCOUNTABILITY REPORT

MONTGOMERY COLLEGE

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 a comprehensive two-year, multi-campus, open access, postsecondary institution of higher education, which includes a robust Workforce Development and Continuing Education unit, Montgomery College attends to the education and workforce needs of its constituents in the jurisdiction of Montgomery County, Maryland. The transition in the last two years from primarily face-to-face delivery of instruction to a hybrid and remote paradigm, has led to permanent delivery changes for our curriculum. Our agility in virtual spaces has allowed us to meet the education, training, and workforce needs of students, faculty, and staff. That said, the full effects of the COVID-19 pandemic have been felt most noticeably in the last year. Both credit and noncredit enrollment have been affected, with declines most pronounced on the noncredit side. There is still some very good news. While the erosion we see in the full-time new student population mirrors that of the statewide decline, the number of graduates has increased, and the graduation/transfer rates for Black/African American, and Latinx students continues to increase as well. Despite the difficulties posed by the pandemic, we have sustained the provision of accessible, quality education, and our infrastructure is strong.

Student and Institutional Characteristics
Credit enrollment in fall 2021 (Indicator A-a) was 17,284. Almost two-thirds of students (66.4 percent) attended part-time (Indicator A-b). More than one-quarter (27.2 percent) of credit students were 25 years of age or older (Indicator F). Black (26.5 percent) and Hispanic/Latino (26.4 percent) students accounted for more than half of the student body, while Asian (12.5 percent) and White (20.7 percent) students accounted for a third of enrollment.

Just under a third (32 percent) of first-time credit students entered the College in fall 2021 with developmental needs (Indicator B). In fiscal 2021, there were 5,481 annual enrollments in English for speakers of other languages courses (Indicator D). Almost one-half (48.6 percent) of the students enrolled at the College received some form of financial aid (Indicator E-a); 21.4 percent received the Pell grant (Indicator E-b).

Twelve percent of credit students were enrolled exclusively in distance education courses in fall 2021 (Indicator I), nearly 27 percent were enrolled in some, but not all, distance education, while 61 percent were not enrolled in any form of distance education.

Finances
More than half (53.95 percent) of the college's unrestricted revenue sources (Indicator J) came from a local funding source in fiscal 2021; tuition and fees generated 28.57 percent of revenue; and 16.59 percent came from the state. Compared to the previous year, decreases in tuition and fees reflect lower enrollment. The largest proportion of the College's expenditures by function (Indicator K) were directed towards instruction (34.7 percent), academic support (17.3 percent), and student services (13.1 percent). Another 34.9 percent were expended in "other." All expenditures helped to fulfill the primary function of the College: teaching, learning and student support. The College achieved cost savings primarily due to the hybrid delivery of services requiring a change in utilization of space and through reductions in contingent salaries to reflect lower enrollment and higher than historic turnover due to the pandemic.

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

Montgomery College provides high-quality, practical and relevant education and training in credit and noncredit programs while giving students ample access to an affordable college education. Courses and programs are offered at its three campus locations and multiple off-campus sites. In fiscal 2022, the annual cost for a full-time student to attend Montgomery College was $5,322 (Indicator 7), which was 54.2 percent of the cost to attend a public four-year college in Maryland. Tuition and fees have remained static since fiscal 2020.

Credit Enrollment
In fiscal 2021, Montgomery College enrolled, educated, and/or trained 42,915 individual students (Indicator 1a): 27,840 credit-bearing students (Indicator 1b) and 15,944 noncredit students (Indicator 1c). The market share of new full-time freshmen in the College's service area was 31.5 percent (Indicator 2), while the market share of part-time undergraduate students (Indicator 3) was 67.2 percent. A respectable 48.6 percent of recent college-bound high school graduates (Indicator 4) attended Montgomery College in fall 2021.

More than three-quarters (77.1 percent) of Montgomery College's student body in fall 2021 were nonwhite (Indicator 11a), and according to the latest census data, 55.6 percent of the population within the county's service area were at least 15 years of age (Indicator 11c). Full-time faculty and administrators at the College have become increasingly more diverse, where nonwhite faculty represented 36.4 percent of full-time faculty and administrative and professional staff represented 58.9 percent in fall 2021.

College enrollment has declined nationally and fiscal year enrollment at Montgomery College has declined 3.8 percent in the last year. More high school graduates put off attending college or choose not to attend college at all and decide to work instead, nationally and in Montgomery County. In general, the impact and uncertainty of the pandemic, dramatic inflation, and a fragile economy might have forced many prospective students to choose jobs over school, thereby reducing the market share in Montgomery College's service area. However, the College anticipates an eventual boon in enrollment as the students in lower grades begin moving through the high school pipeline. Considering all aforementioned factors that potentially impact access and enrollment and an increased interest in distance learning will play in enrollment over

the next few years, the benchmarks established for the indicators discussed above have been set at reasonable yet optimistic levels of achievement.

Dual and Online Enrollment
Dual enrollment and online course enrollment continued to grow. In fall 2021, dual enrollment (Indicator 5) at Montgomery College had more than doubled since fall 2018 (from 710 to 1,472). Early exposure of public-school students to higher education programs and various career paths through programs like Middle College, Early College, Jump Start, and Pathways to Network and Information Technology (P-Tech) continue to contribute to their presence at the College.

Online enrollment (Indicator 6a) in credit courses reached 30,169 in fiscal 2021 – representing a 13.6 percent increase over last year, and enrollment in hybrid courses increased by a third to 5,810. The pandemic escalated both the increased capacity of online/hybrid courses and programs and provided students with unique educational experiences and unfettered access. Currently, there are nine online degrees and four online certificates, and more are being explored for online delivery. The College is also in the implementation phase of the virtual campus, which is expected to increase equitable access to education to all county residents, deliver high-quality, inclusive services in the virtual environment to improve the overall student experience, reduce the cost and time to completion, and provide students with comprehensive services and support to help them reach their academic goal. It should be noted however that the increase in dual enrollment and online enrollments are promising, and the gains in these areas might have dampened the enrollment decline, but not enough to prevent it. The benchmarks for dual and online enrollments are reasonable, considering the current trajectory.

Noncredit Enrollment
Workforce Development and Continuing Education (WDCE) provided noncredit education, workforce training, and/or credentialing to 15,944 individual students in fiscal 2021 (Indicator 1c), a decline of 26 percent compared to the previous year. Over three-quarters of noncredit students were 25 years of age or older (Indicator Fb) and 52.0 percent were nonwhite (Indicator 11b). Online and hybrid course enrollments increased exponentially in the past year. Annual enrollment in online courses increased from 5,040 to 30,169; and from 521 to 2,635 in hybrid courses. Due to the circumstances of the pandemic, WDCE had to pivot to online and hybrid formats to avoid massive enrollment declines in a sector that is typically known for face-to-face learning.

WDCE offers access to various educational opportunities to a wide range of students with different interests and goals. Continuing education and lifelong learning courses enrolled 5,626 individual students and generated 10,812 annual enrollments in intellectually stimulating courses designed for residents aged 50 and older. Continuing education basic skills and literacy courses generated 10,125 annual enrollments with 4,673 students. The new PAR metric on the achievement of adult basic education (Indicator 10) reflects a new opportunity to monitor the learning gains of students in two programs: adult basic education (ABE) and English for speakers of other languages (ESL). The data has shown increased achievement in at least one ABE functioning level (37 percent in fiscal 2018 to 55 percent in fiscal 2021) and at least one ESL educational functioning level (54 percent in fiscal 2018 to 55 percent in fiscal 2021). Progress on these indicators will be monitored and the benchmarks are reasonably achievable

by the end of the assessment period.

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

Students come to Montgomery College with different levels of college readiness, aspirations, goals, and interests. It is the College's responsibility to identify factors that advance or impede the success of its students, remove barriers, and implement strategies to help students succeed.

Retention and Academic Preparedness
The fall-to-fall retention rate of first-time degree-seeking students who entered the College in fall 2020 (Indicator 14) dropped off slightly, from the usual 65 percent of previous cohorts to 62 percent. That is, 62 percent of first-time degree-seeking students who enrolled at the College in fall 2020 returned in the fall 2021. The fall-to-fall retention rate of first-time students who received the Pell grant actually returned at a higher rate (69.5 percent) than for all first-time degree-seeking students. Those who entered the College with academic deficiencies have consistently returned at a much lower rate (51.1 percent); while the retention rate of college-ready students dropped to 64.0 percent, compared to the 70.8 retention rate of the previous cohort group. The decline in retention was likely influenced by the pandemic and all its ramifications.

Retention is a key metric of student success. The College's president and Board of Trustees have taken a keen interest in this metric, engaged the broader college community on the topic, and discussed strategies to improve the rate for all student groups. The goal is to raise the fall-to-fall retention rate for all new students and set the benchmark at an optimistic 75 percent.

Just under 60 percent (59.3) of new students who entered the College in fall 2017 with developmental needs completed their developmental coursework within four years. In the past, developmental course requirements were determined by placement test scores and have been one of the major demoralizing barriers that impede students' persistence, academic success, and completion, especially among underrepresented nonwhite students. Currently, the College no longer relies solely on placement test scores to determine college readiness. High school GPA and high school transcripts now serve as a proxy to determine English and math placement and unnecessary coursework has been eliminated.

Developmental mathematics has been the biggest barrier to student progression and college completion. A new rigorous statistics curriculum was designed and implemented for students in liberal arts and sciences programs and is much more applicable to what students need for their majors. This gives 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 removes the negative stigma associated with "developmental" math without diminishing the importance of math. In addition, a co-requisite structure is also offered where students take developmental and college-level math in the same semester, which has had a huge positive impact on math completion rates. Implementation of these strategies helps to reduce/remove the barriers to student success. As such, a measurable increase in the developmental completion metrics is expected within the next few years.

Degree Progress Cohort

For many years, the College has used the Degree Progress cohort model to track the graduation and transfer success of first-time, full- and part-time students who attempted at least 18 credit hours within the first two years of initial enrollment, divided into three groups: college-ready, those who complete developmental course requirements, and those who do not complete developmental course requirements.

For the most recent cohort group, those who entered the College in fall 2017, that data show that 74.5 percent of the students were successful-persisters: they had either graduated and/or transferred or were still enrolled and had earned at least 30 credit hours with a minimum cumulative GPA of 2.0 at the end of the assessment period (Indicator 16). College-ready students persisted at a higher rate (85.8 percent) than students who entered the College with academic deficiencies. Those who completed developmental course work had a higher persistence rate (80.0 percent) than students who didn't complete developmental course work (33.7 percent). There was improvement on this metric for developmental completers, Asian, Black, and Hispanic/Latino students compared to the previous cohort. There was a 2.5-point gain in the persistence rate for developmental completers, 2.2-point gain for Asian students (from 84.1 to 86.2 percent); a 5.5-point increase for Black students (from 66.0 to 71.5 percent); and a 1.6-point increase for Hispanic/Latino students (from 69.9 to 71.5 percent); while the persistence rate for White students (79.4 percent) remained stable.

Nearly 53 percent of the 2017 cohort graduated and/or transferred within four years of entry (Indicator 18). College-ready students (68.0 percent) graduated/transferred at a higher rate than students who entered the college with academic deficiencies: developmental completers (51.7 percent) and those who did not complete developmental course work (15.4 percent). Data for developmental completers and different race/ethnic groups showed some progress on this metric compared to data for the previous cohort (Indicator 19). The graduation/transfer rate improved by 2.6 points for developmental completers; Asian students increased 1.4 points (from 62.9 to 64.3 percent); Black students increased 6.4 points (45.3 to 51.7 percent); Hispanic/Latino students increased 4.6 points (41.7 to 46.3 percent).

The improvement in the persistence and graduation/transfer rates for developmental completers and for Black and Hispanic/Latino students narrowed the equity gap when compared to college-ready students and Asian and White students. However, the disparity in these metrics remains a challenge. The recent change in the use of alternative measures to determine students' readiness for college is expected to decrease developmental course requirements and improve the data on the graduation/transfer and persistence metrics for all aforementioned groups. In addition, the College is actively engaged in strategies that are designed to address specific needs and experiences of Black and Hispanic/Latino students, especially among male students, who are vulnerable populations at the College for various reasons. The goal of these strategies is to bring all student groups to parity on a variety of success metrics across race/ethnicity. It is noted, however, that current strategies will not impact the success of earlier cohort groups, but should start to show their impact on current and future cohorts. The established benchmarks for these success measures are set at reasonable levels and will be monitored closely over the next few years.

Graduation and Transfer

In fiscal 2021, a total of 3,020 students were awarded 3,137 associate degrees and credit certificates (Indicator 20). Nearly 70 percent (69.6 percent) of transfer program graduates transfer annually within one year of graduation (Indicator 22). Some students transfer without the benefit of a degree or certificate, and whatever the circumstance, transferring to a four-year college or university is a major goal for many Montgomery College students. One year after transfer, 88.1 percent of former students achieved a cumulative GPA of 2.0 or above at their transfer (Indicator 21) colleges and universities within the University System of Maryland, which speaks to the quality education students received at Montgomery College prior to transfer.

Graduating with an award is influenced by well-designed degree pathways to completion and established articulation agreements with four-year colleges and universities that accept the associate degree as sophomore level completion. The benchmarks for the number of awards are set reasonably at 3,230 and we are now less than 150 awards away from the target. In addition, the College has met or exceeded the benchmark minimum, and that is, 85 percent of transfer students will earn a cumulative GPA of at least 2.0 after the first year of transfer.

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

The COVID-19 pandemic put health science programs front and center and their importance has become increasingly more visible. To that end, Montgomery College offers three credit health science programs that require licensure/certification examinations for employment (Indicator 23): nursing, physical therapy, and radiologic technology. The pass rates of program graduates who were first-time candidates and passed their respective licensure/certification examinations on the first try have been impressive. The data showed that 13 to 20 radiologic graduates sat for the licensure/certification exam with a 90 to 100 percent pass rate in each of the past four reporting years, fiscal 2018 to fiscal 2021. During the same time period, the pass rates for the 120 to 184 nursing graduates ranged from 85.6 percent to 92.4 percent. Physical therapy graduates (11 to 18) showed pass rates of 75 percent to 100 percent. Each of these licensure/certification areas has minimum passing rate standards and Montgomery College graduates have exceeded them. The benchmarks set for these indicators are set at an achievable level.

An important role of the College is to produce a more educated and prepared workforce. In addition, skill enhancement for employment is a primary goal of many students. The value of a degree is evident in income data for students one year prior to graduation compared to their income three years after graduation. The data show that the median annualized income for FY 2018 graduates three years after graduation in occupational programs at the College was nearly $46,000, which was more than double the income level students were earning one year prior to graduation ($19,580).

Workforce Development and Continuing Education (WDCE) is the arm of the College that provides the workforce and training needs in key areas in the job market in the County. In response to the state's goal of innovation, WDCE has fostered access to varied aspects of

higher education, from basic education to credentialing, for many years. During the third quarter of FY20, the COVID pandemic forced the closing of campuses at all locations, which impacted credit and noncredit programs. Rapid conversion to structured remote delivery using distance learning platforms, video conferencing tools, as well as email and chat functions allowed students to finish courses already underway. The effects of predominantly remote course offerings continued for the entirety of FY2021. Consequently, overall enrollment decreased by 18.1 percent and individual student enrollment, also known as unduplicated student, decreased by 26.2 percent below the prior year. These decreases were profoundly uniform across all the indicators (26, 27, and 28) that fall within the state goal of innovation.

Individual student enrollment in continuing education workforce development courses (Indicator 26) declined 41.9 percent and course enrollments also fell 42 percent compared to the previous year. For students seeking courses for continued government or industry-required certification or licensure (Indicator 27), enrollment dropped 31.3 percent, while annual course enrollments declined 31.7 percent. Contract training course headcount (Indicator 28) declined 30.1 percent, while annual course enrollment declined 28.9 percent. WDCE will continue the effective delivery of training and other services to the community and business entities. Over the next few years, WDCE expects student and course enrollments to rebound. Therefore, benchmarks in these areas are aspirational, though achievable.

Creating partnerships with industry is also a way to create avenues for student employment, especially in the biotech industry. Recently, Montgomery College, Montgomery County, and the University System of Maryland signed a Memorandum of Understanding (MOU), creating the Montgomery/Maryland Life Sciences Education and Innovation Partnership to facilitate collaboration among industry and academic partners on cutting-edge research. Advancements in the biotech industry create a need for more workers in a post-pandemic environment. To meet the expected demand, this partnership will provide opportunities for students from across Maryland to work and conduct translational research with Montgomery County's industry leaders.

Community Outreach and Impact

Montgomery College is nestled in the heart of Montgomery County, Maryland and serves not only its students but the community at large. The College's Office of Community Engagement is the face of Montgomery College in the community and has the primary role of empowering students and county residents by connecting those in underserved and under-represented communities with the College. It does so through the operation of three community engagement centers, nonprofit partnerships,community events, and grassroots outreach throughout the county. Staff at the centers speak several languages and offer translation and interpretation services as well. But the College also expands its reach out into the community by offering other activities and programs.

The College is currently exploring the development of a fourth campus that would be located in the underserved area in the eastern section of Montgomery County. Montgomery College's Germantown Campus continues to serve as a vaccination site, serving a supporting role as a host facility, with the county and the state health departments serving as the main facilitators.

The College hosts a variety of events and programs that are open to the public. For example,

the guest artist series that features professional music, comedy, and theatre of the highest caliber. Recent performances included Tango Argentina, the Psychedelic Furs, and the Polish Wieniawski Philharmonic Orchestra. In addition, the College hosts the Monday Night Film Series, which has returned after the pandemic forced its cancellation. The series screens over a hundred of the best arthouse films ever made, by some of the most famous directors from around the globe, all of which can be experienced in person and digitally.

The College also hosts a science-oriented lecture series that is aimed at a non-scientific audience, called The Spectrum Lecture Series. Typically, there are three to four lectures per academic year on a variety of science topics that are free and open to the community. Some of the topics included The History of DNA Sequencing and Applications for Diagnostic Testing for Cancer, Hot Jupiters and Lava Planets: Exploring the Diversity of Exoplanet Environments, Animal Life in Antarctica: Food Chains, Adaptations, and Behavior. This lecture series typically draw several hundred students, faculty members and members of the community.

Montgomery College has a brand-new facility, called the ignITeHub, located on the Rockville Campus that provides a physical and virtual space where students, lifelong learners, faculty, local business owners, and community members can grow their technology and coding skills, learn to create apps, collaborate to solve problems and create or improve existing products and services. This new facility was made possible through a partnership with several entities (Montgomery County government, Montgomery County Public Schools, the Montgomery County Economic Development Corporation, and Apple). This is just another example of the reach and impact Montgomery College has on its surrounding community.

Montgomery College partners with the Capital Area Food Bank (CAFB) and hosts a Mobile Food 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 among our students and the residents from the community.

The Southern Management Leadership Program is a three-year scholarship and educational program that supports, develops, and graduates ethical leaders who want to energize and give back to their local communities. Members of this program engage in various community-based and outreach activities within the local community. For example, Montgomery College's Southern Management Leaders reached over 400 voters in Montgomery County–in districts that historically have low voter turnout–with personal messages of encouragement! Working with the League of Women Voters and Student Life, each student committed to writing personal messages on informational postcards that the League then mailed directly to voters on those rolls.

Community service and outreach is also an important aspect of Montgomery College's Macklin Business Institute (MBI) experience. But MBI students don't simply participate in regular community service activities; they utilize skills learned in the classroom to create outreach projects that educate and empower their target audience in sustainable ways. This is facilitated through another of MBI's flagship experiences, MC Enactus, which is an international non-profit organization that challenges

students around the world to develop and implement projects to improve the quality of life and standard of living for people in need. For example, MBI and MC Enactus students partnered with three MCPS high school ESOL programs to implement Our Stories. This project helped to improve literacy skills for ESOL students by helping them write and translate stories into English. The stories are published into books, and our students apply and teach entrepreneurial skills to sell these books to benefit ESOL programs in local high schools.

Montgomery College is the community's college that looks forward to expanding its capacity to serve its students and the community, as well as developing students to be impactful, creative, and inspiring local leaders within the Montgomery County community.

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

The impacts of COVID-19, particularly the effects on access in general and enrollment in particular, have been a challenge for the College. We have seen year-over-year decreases in students for all races and ethnicities. We have not seen the increase in Hispanic students that we were anticipating and have seen larger drops in male students than female students. The College is updating a strategic enrollment plan to help address this issue.

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

Yes, the use of disaggregated data has led to the creation of programs to specifically address issues of inequity. For example, data has shown that more than half of African American male students will struggle to complete courses at a level needed to graduate from Montgomery College with a degree or transfer to four-year institutions. In addition, data has shown that, on average, their graduation rates and grade point averages are significantly below those of the College's overall student body; and time to completion of a degree is much higher than other students in general. Research shows that 72 percent of white and Asian residents of Montgomery County have an associate's degree or higher, compared to 50 percent of African American county residents. This means there are significant differences in income, with whites earning an average of $135,635 per year and African Americans earning an average income of $72,617. The report also reflects lower retention rates and degree completion rates for African American students in the county compared to their peers. To address this concern, the College created the Presidential Scholars Program. Montgomery County data also reflects challenging statistics on degree attainment for African Americans. The Presidential Scholars Program works to increase the representation of African American men in high-wage/high-demand careers. Students in the program receive individualized financial aid support, academic support, student support services, and connections to a network of internal and external mentors. This investment in the students who face the most barriers to degree completion with evidence-based and equity-focused strategies means these talented yet underachieving students can reach their full academic and life potential.

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	3521		1356		1284		881	
2	Number attempting fewer than 18 hours over first 2 years	849		278		94		477	
3	Cohort for analysis (Line 1 – Line 2)	2672	100.0%	1078	100.0%	1190	100.0%	404	100.0%
4	Earned Associate degree from this community college	855	32.0%	469	43.5%	384	32.3%	2	0.5%
5	Earned certificate, but no degree, from this community college	14	0.5%	9	0.8%	2	0.2%	3	0.7%
6	Total associate and certificate graduates (Line 4 + Line 5)	869	32.5%	478	44.3%	386	32.4%	5	1.2%
7	Transferred to Maryland two-year/technical college	44	1.6%	14	1.3%	20	1.7%	10	2.5%
8	Transferred to Maryland public four-year college	914	34.2%	519	48.1%	378	31.8%	17	4.2%
9	Transferred to Maryland private four-year college or university	30	1.1%	13	1.2%	16	1.3%	1	0.2%
10	Transferred to out-of-state two-year/technical college	38	1.4%	15	1.4%	16	1.3%	7	1.7%
11	Transferred to out-of-state four-year college or university	189	7.1%	81	7.5%	84	7.1%	24	5.9%
12	Total transfers (sum of Lines 7 - 11)	1215	45.5%	642	59.6%	514	43.2%	59	14.6%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	674	25.2%	387	35.9%	285	23.9%	2	0.5%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	1410	52.8%	733	68.0%	615	51.7%	62	15.3%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	448	16.8%	146	13.5%	260	21.8%	42	10.4%
16	Successful transition to higher ed (Line 14 + Line 15)	1858	69.5%	879	81.5%	875	73.5%	104	25.7%
17	Enrolled at this community college last term of study period	155	5.8%	46	4.3%	77	6.5%	32	7.9%
18	Successful or persisting (Line 16 + Line 17)	2013	75.3%	925	85.8%	952	80.0%	136	33.7%

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		African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1	First-time full- and part-time fall headcount	1026		259		1233		740	
2	Number attempting fewer than 18 hours over first 2 years	268		41		295		200	
3	Cohort for analysis (Line 1 – Line 2)	758	100.0%	218	100.0%	938	100.0%	540	100.0%
4	Earned Associate degree from this community college	218	28.8%	94	43.1%	300	32.0%	174	32.2%
5	Earned certificate, but no degree, from this community college	2	0.3%	0	0.0%	5	0.5%	7	1.3%
6	Total associate and certificate graduates (Line 4 + Line 5)	220	29.0%	94	43.1%	305	32.5%	181	33.5%
7	Transferred to Maryland two-year/technical college	16	2.1%	2	0.9%	14	1.5%	11	2.0%
8	Transferred to Maryland public four-year college	249	32.8%	131	60.1%	265	28.3%	189	35.0%
9	Transferred to Maryland private four-year college or university	14	1.8%	1	0.5%	9	1.0%	3	0.6%
10	Transferred to out-of-state two-year/technical college	13	1.7%	2	0.9%	11	1.2%	7	1.3%
11	Transferred to out-of-state four-year college or university	59	7.8%	12	5.5%	54	5.8%	50	9.3%
12	Total transfers (sum of Lines 7 - 11)	351	46.3%	148	67.9%	353	37.6%	260	48.1%
13	Graduated from this college and transferred (Line 6 ∏ Line 12)	179	23.6%	86	39.4%	224	23.9%	129	23.9%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	392	51.7%	156	71.6%	434	46.3%	312	57.8%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	103	13.6%	28	12.8%	167	17.8%	103	19.1%
16	Successful transition to higher ed (Line 14 + Line 15)	495	65.3%	184	84.4%	601	64.1%	415	76.9%
17	Enrolled at this community college last term of study period	47	6.2%	12	5.5%	70	7.5%	14	2.6%
18	Successful or persisting (Line 16 + Line 17)	542	71.5%	196	89.9%	671	71.5%	429	79.4%

MONTGOMERY COLLEGE
2022 ACCOUNTABILITY REPORT

Student & Institutional Characteristics *(not Benchmarked)*

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

		Fall 2018	Fall 2019	Fall 2020	Fall 2021
A	Fall credit enrollment				
	a. Unduplicated headcount	21,720	21,260	20,037	17,284
	b. Percent of students enrolled part time	65.1%	65.6%	65.6%	66.4%

		Fall 2018	Fall 2019	Fall 2020	Fall 2021
B	First-time credit students with developmental education needs	55.9%	59.6%	33.5%	32.3%

		FY 2018	FY 2019	FY 2020	FY 2021
C	Credit students who are first-generation college students (neither parent attended college)	*	*	*	49.6%

		FY 2018	FY 2019	FY 2020	FY 2021
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	8,405	7,384	7,216	5,481

		FY 2018	FY 2019	FY 2020	FY 2021
E	Credit students receiving financial aid				
	a. Receiving any financial aid	53.5%	53.4%	52.2%	48.6%
	b. Receiving Pell grants	26.6%	25.3%	23.6%	21.4%

		Fall 2018	Fall 2019	Fall 2020	Fall 2021
F	Students 25 years old or older				
	a. Credit students	30.6%	29.1%	27.4%	27.2%

		FY 2018	FY 2019	FY 2020	FY 2021
	b. Continuing education students	74.4%	73.6%	74.0%	76.2%

		FY 2018	FY 2019	FY 2020	FY 2021
G	Credit students employed more than 20 hours per week	*	*	*	32.2%

		Fall 2018	Fall 2019	Fall 2020	Fall 2021
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	25.2%	25.8%	26.1%	26.4%
	b. Black/African American only	27.1%	26.5%	26.4%	26.5%
	c. American Indian or Alaskan native only	0.2%	0.3%	0.2%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.2%	0.3%	0.2%	0.2%
	e. Asian only	11.5%	11.9%	12.4%	12.5%
	f. White only	22.5%	22.1%	21.9%	20.7%
	g. Multiple races	3.1%	3.3%	3.5%	3.6%
	h. Foreign/Non-resident alien	9.9%	9.4%	9.0%	9.7%
	i. Unknown/Unreported	0.2%	0.4%	0.4%	0.3%

		Fall 2018	Fall 2019	Fall 2020	Fall 2021
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	7.7%	8.4%	12.0%	11.9%
	b. Enrolled in some, but not all, distance education	19.9%	21.3%	24.9%	26.9%
	c. Not enrolled in any distance education	72.4%	70.3%	63.1%	61.2%

MONTGOMERY COLLEGE
2022 ACCOUNTABILITY REPORT

		FY 2018	FY 2019	FY 2020	FY 2021
J	Unrestricted revenue by source				
	a. Tuition and fees	31.3%	30.9%	30.3%	28.6%
	b. State funding	15.4%	15.9%	16.0%	16.6%
	c. Local funding	51.2%	52.1%	52.1%	54.0%
	d. Other	2.1%	1.1%	1.6%	0.9%

		FY 2018	FY 2019	FY 2020	FY 2021
K	Expenditures by function				
	a. Instruction	33.3%	32.5%	33.1%	34.7%
	b. Academic support	17.4%	17.2%	17.0%	17.3%
	c. Student services	12.2%	12.1%	12.7%	13.1%
	d. Other	37.1%	38.2%	37.2%	34.9%

Goal 1: Access

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	54,355	52,732	49,168	42,915	**56,530**
	b. Credit students	31,342	29,961	28,946	27,840	**34,278**
	c. Continuing education students	24,609	24,890	21,598	15,944	**23,888**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	36.3%	37.8%	38.7%	31.5%	**45.0%**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
3	Market share of part-time undergraduates	72.1%	73.1%	69.6%	67.2%	**75.0%**

		Fall 2017	Fall 2018	Fall 2019	Fall 2021	Benchmark Fall 2025
4	Market share of recent, college-bound high school graduates	51.4%	47.8%	48.9%	48.6%	**55.0%**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
5	High school student enrollment	710	971	1,532	1,472	**2,050**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	18,863	19,143	26,551	30,169	**28,062**
	b. Continuing education, online	904	875	5,040	31,261	**1,200**
	c. Credit, hybrid	5,173	5,225	4,381	5,810	**6,938**
	d. Continuing education, hybrid	141	383	521	2,635	**2,400**

		FY 2019	FY 2020	FY 2021	FY 2022	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$5,178	$5,322	$5,322	$5,322	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	54.7%	54.9%	55.1%	54.2%	**57.0%**

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

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	8,493	8,311	7,193	5,626	**9,100**
	b. Annual course enrollments	14,228	14,092	12,361	10,812	**15,500**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	6,500	6,580	5,828	4,673	**7,200**
	b. Annual course enrollments	10,866	10,895	9,730	10,125	**12,000**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
10	Adult education student achievement of:					
	a. At least one ABE educational functioning level	37.4%	43.1%	51.0%	55.0%	**45.0%**
	b. At least one ESL educational functioning level	54.3%	57.2%	70.0%	55.0%	**60.0%**
	Note: Not reported if < 50 students in the cohort					

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
11	Minority student enrollment compared to service area population					
	a. Percent nonwhite credit enrollment	74.3%	75.5%	75.9%	77.1%	**80.0%**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
11	b. Percent nonwhite continuing education enrollment	53.3%	59.3%	59.8%	52.0%	**65.0%**

		July 2018	July 2019	July 2020	July 2021	Benchmark Not Required
	c. Percent nonwhite service area population, 15 or older	54.1%	54.7%	55.3%	55.6%	**NA**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
12	Percent minorities (nonwhite) of full-time faculty	34.7%	37.1%	39.0%	36.4%	**47.4%**

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Benchmark Fall 2025
13	Percent minorities (nonwhite) of full-time administrative and professional staff	46.4%	47.2%	59.2%	58.9%	**62.5%**

Goal 2: Success

	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	64.8%	65.7%	64.2%	62.4%	**75.0%**
b. Pell grant recipients	68.3%	69.6%	68.6%	69.5%	**75.0%**
b. Developmental students	64.2%	62.6%	58.5%	51.1%	**75.0%**
c. College-ready students	67.5%	70.0%	70.8%	64.0%	**75.0%**

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	61.1%	60.0%	61.6%	59.3%	**80.0%**

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	87.0%	86.1%	87.6%	85.8%	**90.0%**
b. Developmental completers	83.2%	83.6%	77.5%	80.0%	**90.0%**
c. Developmental non-completers	40.9%	35.2%	34.5%	33.7%	**NA**
d. All students in cohort	75.5%	74.3%	72.7%	75.3%	**80.0%**

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	81.2%	79.8%	79.5%	79.4%	**NA**
b. Black/African American only	69.3%	69.3%	66.0%	71.5%	**NA**
c. Asian only	85.6%	85.8%	84.1%	86.2%	**NA**
d. Hispanic/Latino	72.0%	70.7%	69.9%	71.5%	**NA**

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

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	69.8%	70.3%	70.0%	68.0%	**70.0%**
b. Developmental completers	51.8%	52.7%	49.1%	51.7%	**70.0%**
c. Developmental non-completers	21.4%	21.6%	17.4%	15.4%	**NA**
d. All students in cohort	50.2%	50.7%	49.5%	52.8%	**55.0%**

	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	59.3%	59.0%	60.9%	57.8%	**NA**
b. Black/African American only	46.2%	48.5%	45.3%	51.7%	**NA**
c. Asian only	63.3%	60.4%	62.9%	64.3%	**NA**
d. Hispanic/Latino	41.7%	43.7%	41.7%	46.3%	**NA**

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

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	2,879	3,075	3,028	3,137	**3,230**
b. Career degrees	642	611	696	644	**NA**
c. Transfer degrees	1,934	2,152	2,108	2,294	**NA**
d. Certificates	303	312	224	199	**NA**
e. Unduplicated graduates	2,739	2,917	2,903	3,020	**NA**

	AY 17-18	AY 18-19	AY 19-20	AY 20-21	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	85.7%	85.9%	90.1%	88.1%	**85.0%**

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	67.9%	67.9%	68.0%	69.6%	**65.0%**

Goal 3: Innovation

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Radiologic Technology	100%	100%	100.0%	90.0%	**75.0%**
Number of Candidates	19	15	13	20	
b. Nursing	90.0%	87.2%	92.4%	85.6%	**80.0%**
Number of Candidates	120	125	131	184	
c. Physical Therapy	90.9%	85.7%	100.0%	75.0%	**85.0%**
Number of Candidates	11	14	18	16	

Note: Not reported if <5 candidates in a year

	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
24 Graduates employed within one year	68.1%	67.5%	62.5%	62.4%	**NA**

	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$19,368	$20,348	$18,816	$19,580	**NA**
b. Median annualized income three years after graduation	$46,712	$47,080	$43,708	$45,988	**NA**

	FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	10,978	11,455	9,831	5,710	**12,600**
b. Annual course enrollments	21,298	21,633	20,112	11,656	**23,800**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	5,081	5,531	4,569	3,140	**6,060**
	b. Annual course enrollments	10,627	11,548	10,987	7,507	**12,700**

		FY 2018	FY 2019	FY 2020	FY 2021	Benchmark FY 2025
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	5,047	5,099	4,398	3,075	**5,600**
	b. Annual course enrollments	11,045	10,951	10,479	7,447	**12,000**

Note: NA designates not applicable