

MONTGOMERY COLLEGE

OFFICE OF INSTITUTIONAL RESEARCH AND EFFECTIVENESS

Performance Accountability Degree Progress of Fall 2020 Cohort Four Years After Entering Montgomery College

As part of the Higher Education Commission's performance accountability process, **Degree Progress (DP)** is a cohort-based model used by Maryland community colleges to evaluate student success on key indicators of institutional effectiveness. This research brief presents outcomes for new full-time and part-time students who enrolled at Montgomery College (MC) in fall 2020 and were assessed four years after initial entry. The DP metrics examined include graduation from MC, transfer to another higher education institution, and/or attainment of sophomore status, defined as earning at least 30 credits with a GPA of 2.0 or higher, or maintaining enrollment at MC at the end of the assessment period.

Fall 2020 Cohort

In fall 2020, a total of **3,272 new first-time ever in college** students enrolled at Montgomery College. Of these students, 84.3 percent were academically prepared for college, and 15.7 percent were assessed with developmental need (Table 1).

Over the first two years of their initial enrollment:

- **890 students (27.2%)** attempted fewer than 18 hours: 662 or 24.0% of the college-ready group, and 228 or 44.4% of the developmental student group.
- **2,382 students (72.8%)** attempted 18 or more hours: 2,096 or 76.0% of the college-ready group, and 286 or 55.6% of the developmental student group.

Table 1: Fall 2020 Entering Cohort and Degree Progress Cohort

Fall 2020 Cohort	All Students		College Ready		Developmental	
First-time full- and part-time headcount	3,272	100.0%	2,758	84.3%	514	15.7%
Attempted fewer than 18 hours over first 2 years	890	27.2%	662	24.0%	228	44.4%
Attempted 18+ hours over first 2 years	2,382	72.8%	2,096	76.0%	286	55.6%

Fall 2020 Degree Progress Cohort

New students who attempted 18 or more hours within the first two years of enrollment comprise the **Fall 2020 DP cohort** (Table 2). Within this group:

- **88.0%** were college-ready at entry
- **12.0%** were assessed as developmental

This subgroup forms the basis for examining student success outcomes.

**Table 2:
Fall 2020 Degree Progress Cohort**

	#	%
College Ready	2,096	88.0%
Developmental	286	12.0%
Total Cohort	2,382	100.0%



Graduation and Transfer Rates 4-Years after Entry

In general, college-ready students demonstrated much higher graduation and transfer rates to four-year colleges within four years of entry, outperforming both developmental completers and non-completers by a substantial margin. This disparity likely reflects their stronger academic preparation and reduced need for prerequisite coursework, allowing for a more direct pathway to degree completion or transfer.

Figure 1: Graduation

- A third (33.3%) of the fall 2020 PAR cohort graduated with a certificate or an associate degree within four years of entry.
- College-ready students were significantly more likely to graduate within four years than either developmental completers and non-completers.

Figure 1: Graduation Rate by Academic Preparedness

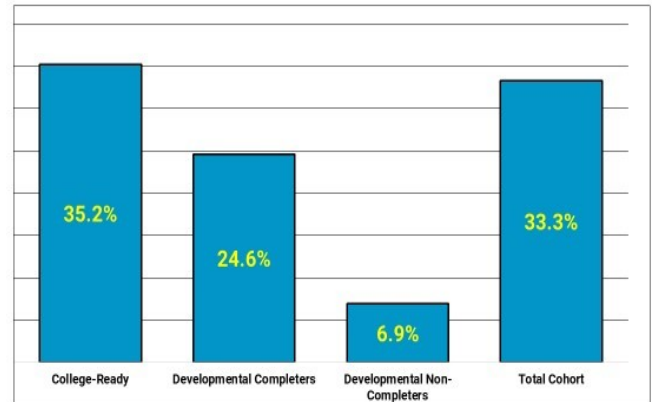


Figure 2: Transfer

- Nearly half (48.4%*) of the cohort transferred to another college within four years: 46.1% transferred to 4-year institutions and 2.4% transferred to 2-year institutions.
- Small percentages (2.1% to 9.2%) of the cohort transferred to two-year colleges. However, developmental non-completers were more than three times as likely to transfer to a two-year college than their college-ready and developmental completers peers.
- College-ready students were much more likely to transfer within four years of entry than were developmental completers and non-completers — a 22.4 to 30.6 percentage-points margin.

Figure 2: Transfer Rate by Academic Preparedness and Higher Education Institution Level

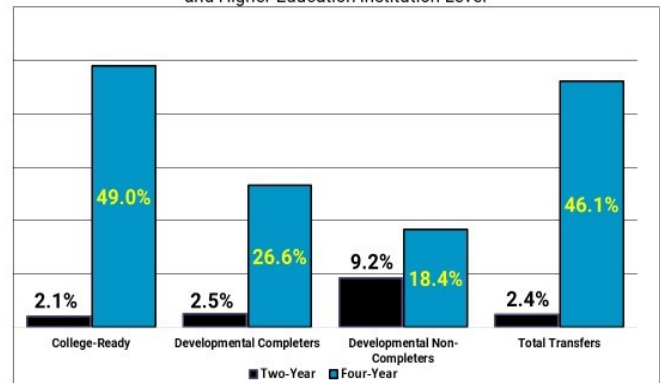
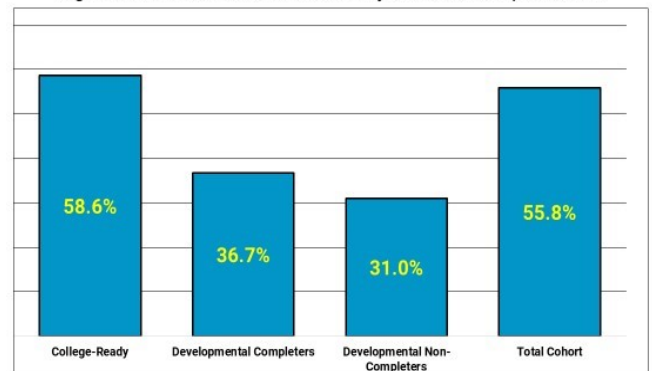


Figure 3: Graduation and/or Transfer

More than half (55.8%) of the cohort either graduated or transferred within four years, with most students transferring without first earning a credential. About one-quarter (25.9%) both graduated and transferred. Outcomes varied substantially by academic preparation:

- **College-ready students:** 58.6% graduated and/or transferred; 27.7% both graduated and transferred.
- **Developmental completers:** 36.7% graduated and/or transferred; 17.1% both graduated and transferred.
- **Developmental non-completers:** 31% graduates and/or transferred; only 34% both graduated and transferred.

Figure 3: Graduation/Transfer Rate by Academic Preparedness



71.7% of the Fall 2020 Degree Progress Cohort successfully transitioned to higher education after 4 years.

In addition to the 55.8% graduation/transfer rate, an additional 15.9% attained sophomore status and did not graduate or transfer: Those students earned 30 or more credits with a cumulative GPA of 2.00 or greater. Sophomore status attainment was highest among developmental completers (22.6%) compared to 15.4% of college-ready students, and 12.6% of developmental non-completers.

The full version of the 2025 Performance Accountability Report can be found on the OIRE webpage.