



Office of Institutional Research & Effectiveness

# **2023 Performance Accountability Report**

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SEPTEMBER 2023

**MARYLAND HIGHER EDUCATION COMMISSION 2023**  
**PERFORMANCE ACCOUNTABILITY REPORT**  
**MONTGOMERY COLLEGE**

**MISSION**

Montgomery College is where students discover their passions and unlock their potential to transform lives, enrich the community, and change the world.

**INSTITUTIONAL ASSESSMENT**

Montgomery College is a respected and well-established comprehensive two-year community college with more than 75 years of service that provides a quality higher education experience that gives everyone the chance to achieve success and to create meaningful change in their lives and, potentially, the world. In 2023, the College was ranked #1 community college in Maryland and ranked #77 in the United States by Niche. In addition to credit programs, the College has a strong and vital Workforce Development and Continuing Education division that attends to the education and workforce needs of residents and businesses in Montgomery County and surrounding jurisdictions. Over the past few years, the College experienced and adjusted to major paradigm shifts that led to permanent changes in the delivery of the curriculum, instruction, and services – mainly adding and expanding virtual learning experiences. Even though the county is nearing the end of the global pandemic, the experience tested the College’s agility to meet the education, training, and workforce needs of students, faculty, and staff. The College learned from that experience –it was challenging, yet exciting as we [the College] explored and tested boundaries of possibilities to meet the needs of the college community. At Montgomery College, we believe in our role as both a college and a community. We are learners and seekers and achievers – and we rose to the challenges that we faced. That said, the full effects of the COVID-19 pandemic is weakening, but its presence continues to linger, particularly in credit enrollment. Yet, despite the continued difficulties endured 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 2022 (Indicator A-a) was 17,137. More than two-thirds of credit students (67.2 percent) attended part-time (Indicator A-b). Nearly one-quarter (24.6 percent) of credit students were 25 years of age or older (Indicator F). Hispanic/Latino (28.0 percent) and Black (25.2 percent) students accounted for more than half of the student body, while Asian (12.3 percent) and White (19.7 percent) students accounted for less than a third of enrollment. More than a third (34.9 percent) of first-time credit students entered the College in fall 2022 with developmental needs (Indicator B). In fiscal 2022, there were 4,674 annual enrollments in English for speakers of other languages courses (Indicator D). Less than one-half (44.0 percent) of the students enrolled at the College received some form of financial aid (Indicator E-a); 21.0 percent received the Pell grant (Indicator E-b). Thirteen and a half percent of credit students were enrolled exclusively in distance education courses in fall 2022 (Indicator I); nearly 26 percent

were enrolled in some, but not all, distance education; and 60.6 percent were not enrolled in any form of distance education.

## **Finances**

More than half (54.8 percent) of the college's unrestricted revenue sources (Indicator J) came from a local funding source in fiscal 2022; tuition and fees generated 25.2 percent of revenue; and 19.5 percent came from the state. Compared to the previous year, significant increases in federal and state grant funding led to higher total revenue in Fiscal 2022.

The largest proportion of the College's expenditures by function (Indicator K) were directed towards instruction (33.9 percent), academic support (18.0 percent), and student services (12.7 percent). Another (35.4 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 salaries to reflect lower enrollment and higher than historic turnover.

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

In support of Goal 1, 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. The annual cost for a full-time credit student to attend Montgomery College in fall 2022 was \$5,322 (Indicator 7), which was 53.0 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 2022, Montgomery College enrolled, educated, and/or trained 39,757 individual students (Indicator 1a): 24,085 were credit-bearing students (Indicator 1b). The market share of new full-time freshmen in the College's service area was 30.9 percent (Indicator 2), while the market share of part-time undergraduate students (Indicator 3) was 68.5 percent. The market share of recent college-bound Montgomery County high school graduates (Indicator 4) attending Montgomery College in fall 2021 declined substantially from 48.6 percent to 39.3 percent. Most colleges saw declines in this timeframe which were spurred by the COVID pandemic.

More than three-quarters (78.3 percent) of Montgomery College's student body in fall 2022 were nonwhite (Indicator 11a), and according to the latest census data, 55.6 percent of the county's service area who were at least 15 years of age were nonwhite (Indicator 11c). The representation of full-time faculty and administrators at the College have become increasingly more diverse; compared to fall 2019, nonwhite faculty increased from 37.1 percent to 41.0 percent and administrative and professional staff increased from 47.2 percent to 59.9 percent in fall 2022.

In fiscal 2022 credit student enrollment declined 13.5 percent below the previous year. Some students delay the decision to attend college, others choose not to attend college at all and prefer

to enter the workforce, still others drop or stop out. Thus, attending college to earn a degree seems to be less of a priority, especially among adult learners, when one considers the rise in the cost of living and the surge in the job market where a degree or higher education is not required. These and many other factors likely lead to the reduction in the market share in Montgomery College's service area. After analyzing and discussing the decline in enrollment over the past several years, and considering the extended impact of the pandemic, it was determined that the original benchmark was unrealistically optimistic. Therefore, in alignment with the newly formed enrollment management plan, and with the approval of the College's Board of Trustees, the enrollment benchmarks for the fiscal year have been adjusted to reasonable levels.

Dual enrollment and online course enrollment continued to grow. In fall 2022, dual enrollment (Indicator 5) at Montgomery College increased 55.1 percent since fall 2019 (from 971 to 1,506). Early exposure of public-junior high and high 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.

The College saw a decline in online and hybrid enrollment in fiscal 2022 compared to the previous year. Online enrollment (Indicator 6a) in credit courses dropped from 30,169 to 27,284 (-9.6 percent) and hybrid course enrollment declined from 5,810 to 4,671 (-19.6 percent). The pandemic escalated an increase of online/hybrid courses and programs and provided students with unfettered access to a wide variety of courses. Now, with the waning of the pandemic and the increased availability in face-to-face instruction, many students return to the classroom and the on-campus environment; but online and hybrid options remained available. In spite of the decline in online enrollment, online courses and online degree and certificate programs are viable and preferred options for many students who seek access to education in this modality. The College launched the virtual campus with a focus on increased access to education, reduced cost and time to completion, and inclusive services that are meant to improve the overall student experience. It also should be noted that the College has been recognized as a leader in online education and recently received recognition from Intelligent.com as being one of the best online community colleges in the state of Maryland. While in-person learning has returned, there is sustained interest in distance learning. As the College continues to be flexible in its approaches to meet the needs and academic expectations of its students, the benchmarks for the indicators in this section are attainable.

### **Noncredit Enrollment**

In fiscal 2022, Workforce Development and Continuing Education (WDCE) provided noncredit education, workforce training, and/or credentialing to 16,644 individual students (Indicator 1c), an increase of 4.4 percent above the previous year's enrollment. Three-quarters (75.4 percent) of noncredit students were 25 years of age or older (Indicator Fb) and 53 percent were nonwhite (Indicator 11b). Given the return to in-person instruction, online and hybrid course enrollments saw substantial decreases in the past year, 34.4 percent and -55.6 percent, respectively. Annual enrollment in online courses (Indicator 6b) decreased from 31,261 to 23,266; and from 2,635 to 1,693 in hybrid courses (6d). This sector is typically known for face-to-face learning, and the

return to in-person gatherings has lessened the necessity for the many online offerings that were needed at the height of the pandemic.

WDCE offers access to various educational opportunities to a wide range of students with different interests and goals. Continuing education and lifelong learning courses (Indicator 8) enrolled 6,082 individual students and generated 10,546 annual enrollments in courses designed for residents aged 50 and older. These figures represent an 8.1 percent increase in individual students and a 2.5 percent decline in annual course enrollments compared to the previous year. Continuing education basic skills and literacy courses (Indicator 9) generated 11,601 annual enrollments with 5,431 individual students, an increase of 16.2 percent and 14.6 percent, respectively – which indicate a real need for such courses. Indicator 10 reflects gain in adult education student achievement in two program areas: adult basic education (ABE) and English for speakers of other languages (ESL). The data showed increased achievement in at least one ABE functioning level compared to the previous year (55.0 percent 61.0 percent), while the achievement in at least one ESL educational functioning level steadied at 55.0 percent. The College has surpassed the benchmark on the ABE indicator and believe that the benchmark on the ESL is reasonably achievable in the next few years.

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

The College has reviewed and modified policies that inadvertently created barriers to student success, and have implemented strategies that have helped students succeed.

### **Retention and Academic Preparedness**

The fall-to-fall retention rate for all first-time degree seeking students who entered the College in fall 2021 and returned in fall 2022 (Indicator 14) was 67.5 percent, which was five percentage points above the previous cohort (from 62.4 percent) and the highest retention rate in four years. The retention rate for this cohort increased across subgroups. The retention rate for first-time degree seeking students who received the Pell grant increased from 69.5 percent to 71.2 percent. The retention rate for students who entered the College with academic deficiencies rose slightly (51.1 percent to 51.7 percent); while the retention rate of college-ready students increased nearly five percentage points (from 64.0 percent to 69.8 percent). The weakening effects of the pandemic and a moderate return to “normal” college life might be an influential factor in these positive changes. The College is confident that it will achieve the established benchmark of a 75 percent retention rate by the assessment period.

Students entered the College with different levels of academic readiness – some are ready for the rigor of college and some are not. Fifty-nine percent of new students who entered the College in fall 2018 with developmental needs completed their developmental coursework within four years (Indicator 15). Developmental mathematics has been one of the biggest barriers to student progression and college completion. The College’s math department designed and implemented a new rigorous statistics curriculum for students in liberal arts and sciences programs that is more applicable to what students need for their majors, which gives students an alternative to

traditional remedial mathematics with more “real world” applications to the study of the liberal arts and social sciences rather than traditional remedial algebra courses. A co-requisite structure is also offered where students take developmental and college-level math in the same semester, which has had a positive impact on math completion rates. A similar co-requisite model for students in need of developmental English is also available. Implementation of these strategies helps to reduce and remove barriers to student success as well as remove the stigma associated with developmental course work. In the past, developmental course requirements were determined by placement test scores. However, the College no longer relies solely on those scores to determine college readiness. High school GPA and high school transcripts now serve as proxies to determine English and math placement and has resulted in the reduction or elimination of unnecessary coursework for many students. As such, a measurable increase in the developmental completion metrics is expected within the next few years.

### **Degree Progress Cohort**

The Degree Progress cohort model tracks the graduation, transfer, and persistence rate of first-time, full- and part-time students, four years after entry, who attempted at least 18 credit hours within the first two years of initial enrollment. The cohort is divided into three groups: college-ready, those who complete developmental course requirements, and those who do not complete developmental course requirements. The most recent cohort group for this analysis entered the College in fall 2018.

Successful-persisters are defined as students who had graduated, and/or transferred, or were still enrolled and had earned at least 30 credit hours with a minimum cumulative grade point average of 2.0 four years after entry (Indicator 16). Nearly 75 percent of the fall 2018 cohort were successful persisters after four years. The persistence rate dropped across the categories of academic preparedness. In general, college-ready students persisted at a higher rate than students who entered the college with developmental needs. Compared to the previous cohort the overall persistence rate dropped less than one point (75.3 to 74.8 percent), college-ready students dropped nearly three points (85.8 to 82.9 percent), and the rate for developmental completers dropped less than 1 point (80.0 to 79.3 percent). Data by race/ethnicity showed that the persistence rate (Indicator 17) was measurably higher for Asian students than it was for students in other race/ethnic groups. The persistence rate for Asian student rose 3.8 points (86.2 percent to 90.0 percent), declined 2.5 points for Hispanic/Latino students (71.5 to 69.0 percent), while the persistence rate for Black students was relatively stable (71.5 to 71.6 percent).

Within four years of entry, 52.4 percent of the 2018 cohort graduated and/or transferred, which was slightly below the rate of the previous cohort (52.8 percent). Data for college ready and developmental completers (Indicator 18) and for different race/ethnic groups (Indicator 19) showed some backsliding on this metric compared to data for the previous cohort. The graduation/transfer rate decreased by 3 points for college-ready students (from 68.0 percent to 65.0 percent) and 2.9 percent for developmental completers (from 51.7 percent to 48.8 percent). Asian and White students, however, did increase, by 3.9 and 2.8 points respectively. Asian students went from 64.3 to 68.2 percent, while White students increased from 57.8 to 60.6

percent. Unfortunately, Black students decreased 2.6 points (51.7 to 49.1 percent), while Hispanic/Latino students decreased 3.2 points (46.3 to 43.1 percent).

The disparity in these metrics remains a challenge. The ramifications of the pandemic disproportionately affected those of color and those with economic disadvantage. We continue to monitor disparities closely, and expect that recent changes to developmental course requirements, and a return to in-person learning will result in better outcomes and percentage increases. The College remains actively engaged in strategies that are designed to address specific needs and experiences of Black and Hispanic/Latino students. The goal of these strategies is to bring all student groups to parity on a variety of success metrics across race/ethnicity. The established benchmarks for these success measures are set at reasonable levels and will be continuously monitored closely over the next few years.

### **Graduation and Transfer**

In fiscal 2022, a total of 2,877 students were awarded 2,994 associate degrees and credit certificates (Indicator 20). Nearly 70 percent (69.7 percent) of transfer program graduates transfer annually within one year of graduation (Indicator 22), and some students transfer without the benefit of a degree or certificate. One year after transfer, 87.7 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 250 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 2019 to fiscal 2022. During the same time period, the pass rates for the 125 to 184 nursing graduates ranged from 75.9 percent to 92.4 percent. Physical therapy graduates (10 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 2019 graduates three years after graduation in occupational programs at the College has risen to nearly \$49,000, which was more than double the income level students were earning one year prior to graduation (\$18,572).

### **Workforce Development and Continuing Education (WDCE)**

WDCE 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. Rapid conversion to structured remote delivery using distance learning platforms, video conferencing tools, and other functions allowed students to finish their courses. The return of in-person learning was good for WDCE. While overall unduplicated credit enrollment decreased 13.5 percent, unduplicated continuing education enrollment increased 4.4 percent. These increases 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) increased 4 percent and course enrollments grew by 9 percent compared to the previous year. For students seeking courses for continued government or industry- required certification or licensure (Indicator 27), enrollment increased 14.3 percent, while annual course enrollments declined 15.1 percent, suggesting that more people enrolled in fewer courses? Contract training course headcount (Indicator 28) increased 4.4 percent, while annual course enrollment rose 4.9 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. Benchmarks in these areas are aspirational, though achievable.

### **Community Outreach and Impact**

The College's vision statement is: Montgomery College will serve as the community's institution of choice to transform the lives of students and Montgomery County. The College's outreach is wide and impactful. Several of the many outreach efforts are discussed below.

One aspect of this outreach is through the Office of Community Engagement (OCE), which is the face of the college in the community. Its primary role is to connect residents in underserved and under-represented communities with the college through the operation of three community engagement centers, nonprofit partnerships, community events, and grassroots outreach activities. The College has served thousands of people seeking training and job skills. Individuals from these communities have been empowered to take advantage of classes and learning



opportunities –many of them free, such as English classes and computer trainings—that have improved their earning potential.

Montgomery College plans a spring opening of the College's East County Education Center (ECEC). The ECEC will offer credit and non-credit courses in classrooms and training labs, as well as provide student advising space and other student support related services. The new center is expected to serve more than 1,000 students from underserved communities in the first year. The credit and noncredit classes will be offered in fields of interest to prospective students and community members with a focus on targeting skill gaps in key industry sectors such as healthcare, hospitality, and IT -- programs that focus on the needs of our county's emerging industries. These potentially transformative educational and training opportunities will manifest into progress for our students, our businesses, our public schools, and our neighborhoods.

In partnership with the Capital Area Food Bank (CAFB) the College continues to host the popular Mobile Food Market Program on all three campuses that offer fresh, seasonal produce at no cost. CAFB also supports the food pantries located on each campus, helps to identify community resources that address food insecurities among our students and the residents from the community, and make available resources on health, housing and other service providers on-site.

The College's Office of Equity and Inclusion, the Universities of Shady Grove, and the Office of the County Executive partnered to present an event on critical race theory and its significance to our community. In fact, a variety of programming this year explored important topics around implicit bias and disability, racism, and violence in the wake of mass shootings, and welcoming newcomers to our community.

Annually, the College hosts the Maryland/DC Regionals National Science Bowl (NSB). Sponsored by WGL/Washington Gas, QIAGWN, and the Department of Energy Office of Science, thousands of middle and high school students from across the country come together to compete in a fast-paced question -and-answer format where they solve technical problems and answer questions on a range of science disciplines including biology, chemistry, Earth and space sciences, physics, and math.

Montgomery College students engage in activities that impact the broader community through service learning and civic engagement opportunities. For example, Spirit of Service Days provides students with the opportunity to learn and serve with local organizations for a day with other MC students. Past Spirit of Service Days have included Good Deeds Day, MLK Day of Service, Accenture Day of Service, annual Earth Day clean-ups, and Homeless Resource Day.

The ignITeHub, located on the Rockville Campus, provides a physical and virtual space for students, lifelong learners, faculty, local business owners, and community members to grow their technology and coding skills, learn to create apps, collaborate to solve problems and create or improve existing products and services.

## Identifying Long-term Equity Gaps

The Montgomery College mission statement has been updated this year to support the transformational aspirations of our students and the institution. Historical data indicate that our African American and Latino students achieve at a lower rate than their peers do. There is clear evidence of an equity gap between African American, Latino students and the whole of the student population (e.g. indicators 17 and 19 in Goal 2). The “equity gap” refers to disparities in educational performance between high and low performing student groups, known as subgroups. Measures of the equity gap typically compare performance differences between race/ethnicities, genders, and ages. Disaggregated data on student arrival, progress and completion are shared publicly and updated annually on the [Student Success Scorecard](#).

The equity gap is not unique to Montgomery College; it is a long-standing, national challenge. Effectively closing the gap requires improving the performance of all students while accelerating the performance of low performing subgroups so they catch up to their higher performing peers. Research finds that a variety of school, community, economic, and familial factors correlate with the equity gap, but views are divergent on how to narrow the gap. Over the past decade, federal, state, and local policies have made the closing of the achievement gap a top priority. Montgomery College has also made it a priority and a focus of our [transformational aspirations](#).

## Measuring Equity Gaps

In 2013 the College convened the *Closing the Achievement Gap Task Force* made up of 80 members from all areas of the college that studied this critical issue and made 47 data-informed recommendations. Some of those recommendations and interventions over the last ten years are listed below:

- **Provide evaluation tools and data analysis to assess the success of these initiatives.** An annual Resource Data Toolkit provided by the Office of Institutional Research and Effectiveness provides disaggregated data on courses and student success. Using this data, faculty, staff and administrators developed program success strategies, and DFW reduction initiatives to increase student engagement. This report can be accessed by any member of the division at any time, and the division leadership team reviews the data annually. Student engagement surveys have indicated that students recognize this faculty engagement inside and outside of the classroom.
- **Develop special college-wide programs to specifically address the academic success, retention and completion of African American and Latino students.** The Achieving the Promise Academy, launched in 2017, focuses on students of color. This program connects students with academic mentors and offers workshops on various skills, including time management and academic planning. In 2018, the program expanded to provide classroom support in select courses. Initially serving 150 students annually, it now benefits nearly 3,000 students.
- **Enhance the cultural competence of faculty to welcome students of diverse ethnic backgrounds.** The College offered a three-part series on collaborative and active learning techniques for equity and diversity and a year-long pedagogical discussion series

focused on Critical Race Theory. In addition, the professional week programming has been redesigned in alignment with MC's refreshed Strategic Plan goals. These sessions aim to reinforce community engagement, enhance the college's sense of belonging, and heighten educational and organizational efficiency. Geared towards optimizing the economic prospects for our students and the community, the offerings resonate profoundly with the college's mission of continuous improvement and community-centric growth. The programming presents a clear vision of advancing the college's transformational aspirations through a blend of contemporary techniques, active learning strategies, and interactive discussions.

- **Target courses that are roadblocks for substantial numbers of African-American and Latino students for interventions.** Dual language courses provide an opportunity for students to learn academic material in their native language. The College also utilizes non-native English speakers in the Learning Centers, where tutors/peers, who speak more than 25 different languages, and are available and paired with students upon request. The College has also expanded Spanish- and Amharic-language marketing outreach, launching the #YouBelongHere campaign, and maintaining the College website in the seven most common languages. The College continues to provide multilingual outreach services to underserved and underrepresented communities at community centers, nonprofit partners, public events, and virtually. In FY23, the Community Engagement team served 3,275 prospective students at 96 events, held over 4,000 one-on-one consultations, and conducted 45 workshops for 1,200 students and prospective students.
- **Study the ACCUPLACER test.** Montgomery College led the statewide review of the placement testing resulting in Maryland community college's using multiple measures of placement, including more testing options and the inclusion of high school transcripts. This resulted in significantly more students taking and passing college-level English and math in the first year. In particular, the percentage of both African American and Latino students completing college-level math and English increased.

Continued emphasis on diversity, equity, and inclusion to meet the broad aims of the transformational aspirations has been ongoing. A small sample of achieved progress included the following: updated the Student Success College policy, which now includes "identifying potential systemic improvements that lead to transformational change at scale for all students"; developed a new College policy on diversity, equity, inclusion, and social justice; created and conducted "Journey Towards Becoming an Antiracist Institution" required training and trained over 1,400 College employees; launched an Antiracism Micro-credential Badge; established a Hispanic-Serving Institution Taskforce; hosted a 2022 Fall Equity Dialogue on Antiracism; held writing groups that focused on the themes of Latinx, Asian-American, LGBTQ+ identity and literature; trained 81 employees as search advocates; provided recurring collegewide events with full inclusion and integration of American Sign Language interpreter services; offered select classes and tutoring in Spanish; completed a data exploration and analysis on select noncredit programs; helped minority vendors understand the bidding process; and assessed the scope of diversity, equity, inclusion, and antiracism initiatives at the College.

**MONTGOMERY COLLEGE**  
**2023 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.*

	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
A Fall credit enrollment				
a. Unduplicated headcount	21,260	20,037	17,284	17,137
b. Percent of students enrolled part time	65.6%	65.6%	66.4%	67.2%
	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
B First-time credit students with developmental education needs	59.6%	33.5%	32.3%	34.9%
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>
C Credit students who are first-generation college students (neither parent attended college)	*	*	49.6%	*
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	7,384	7,216	5,481	4,674
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>
E Credit students receiving financial aid				
a. Receiving any financial aid	53.4%	52.2%	48.6%	44.0%
b. Receiving Pell grants	25.3%	23.6%	21.4%	21.0%
F Students 25 years old or older				
a. Credit students	29.1%	27.4%	27.2%	24.6%
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>
b. Continuing education students	73.6%	74.0%	76.2%	75.4%
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>
G Credit students employed more than 20 hours per week	*	*	32.2%	*
	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	25.8%	26.1%	26.4%	28.0%
b. Black/African American only	26.5%	26.4%	26.5%	25.2%
c. American Indian or Alaskan native only	0.3%	0.2%	0.2%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.3%	0.2%	0.2%	0.2%
e. Asian only	11.9%	12.4%	12.5%	12.3%
f. White only	22.1%	21.9%	20.7%	19.7%
g. Multiple races	3.3%	3.5%	3.6%	3.9%
h. Foreign/Non-resident alien	9.4%	9.0%	9.7%	10.2%
i. Unknown/Unreported	0.4%	0.4%	0.3%	0.3%
	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	8.4%	12.0%	11.9%	13.5%
b. Enrolled in some, but not all, distance education	21.3%	24.9%	26.9%	25.9%
c. Not enrolled in any distance education	70.3%	63.1%	61.2%	60.6%

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	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>
<b>J</b> Unrestricted revenue by source				
a. Tuition and fees	30.9%	30.3%	28.6%	25.2%
b. State funding	15.9%	16.0%	16.6%	19.5%
c. Local funding	52.1%	52.1%	54.0%	54.8%
d. Other	1.1%	1.6%	0.9%	0.5%
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>
<b>K</b> Expenditures by function				
a. Instruction	32.5%	33.1%	34.7%	33.9%
b. Academic support	17.2%	17.0%	17.3%	18.0%
c. Student services	12.1%	12.7%	13.1%	12.7%
d. Other	38.2%	37.2%	34.9%	35.4%

**Goal 1: Access**

	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2025</b>
<b>1</b> Annual unduplicated headcount					
a. Total	52,732	49,168	42,915	39,757	<b>44,528</b>
b. Credit students	29,961	28,946	27,840	24,085	<b>26,975</b>
c. Continuing education students	24,890	21,598	15,944	16,644	<b>18,641</b>
	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Benchmark Fall 2025</b>
<b>2</b> Market share of first-time, full-time freshmen	37.8%	38.7%	31.5%	30.9%	<b>45.0%</b>
	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Benchmark Fall 2025</b>
<b>3</b> Market share of part-time undergraduates	73.1%	69.6%	67.2%	68.5%	<b>75.0%</b>
	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Benchmark Fall 2025</b>
<b>4</b> Market share of recent, college-bound high school graduates	47.8%	48.9%	48.6%	39.3%	<b>55.0%</b>
	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Benchmark Fall 2025</b>
<b>5</b> High school student enrollment	971	1,532	1,472	1,506	<b>2,050</b>
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2025</b>
<b>6</b> Annual enrollment in online/hybrid courses					
a. Credit, online	19,143	26,551	30,169	27,284	<b>28,062</b>
b. Continuing education, online	875	5,040	31,261	23,266	<b>1,200</b>
c. Credit, hybrid	5,225	4,381	5,810	4,671	<b>6,938</b>
d. Continuing education, hybrid	383	521	2,635	1,693	<b>2,400</b>
	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>FY 2023</b>	<b>Benchmark FY 2026</b>
<b>7</b> Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$5,322	\$5,322	\$5,322	\$5,322	<b>NA</b>
b. Percent of tuition/fees at Md public four-year institutions	54.9%	55.1%	54.2%	53.0%	<b>57.0%</b>

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

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	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2025</b>
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	8,311	7,193	5,626	6,082	<b>9,100</b>
b. Annual course enrollments	14,092	12,361	10,812	10,546	<b>15,500</b>
					<b>Benchmark FY 2025</b>
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	6,580	5,828	4,673	5,431	<b>7,200</b>
b. Annual course enrollments	10,895	9,730	10,125	11,601	<b>12,000</b>
					<b>Benchmark FY 2025</b>
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	43.1%	51.0%	55.0%	61.0%	<b>45.0%</b>
b. At least one ESL educational functioning level	57.2%	70.0%	55.0%	55.0%	<b>60.0%</b>
Note: Not reported if < 50 students in the cohort					
11 Minority student enrollment compared to service area population					<b>Benchmark Fall 2025</b>
a. Percent nonwhite credit enrollment	<b>Fall 2019</b> 75.5%	<b>Fall 2020</b> 75.9%	<b>Fall 2021</b> 77.1%	<b>Fall 2022</b> 78.3%	<b>Fall 2025</b> 80.0%
b. Percent nonwhite continuing education enrollment	<b>FY 2019</b> 59.3%	<b>FY 2020</b> 59.8%	<b>FY 2021</b> 52.0%	<b>FY 2022</b> 53.0%	<b>Benchmark FY 2025</b> 65.0%
c. Percent nonwhite service area population, 15 or older	<b>July 2019</b> 54.7%	<b>July 2020</b> 55.3%	<b>July 2021</b> 55.6%	<b>July 2022</b> 56.7%	<b>Benchmark Not Required</b> NA
12 Percent minorities (nonwhite) of full-time faculty	<b>Fall 2019</b> 37.1%	<b>Fall 2020</b> 39.0%	<b>Fall 2021</b> 36.4%	<b>Fall 2022</b> 41.0%	<b>Benchmark Fall 2025</b> 47.4%
13 Percent minorities (nonwhite) of full-time administrative and professional staff	<b>Fall 2019</b> 47.2%	<b>Fall 2020</b> 59.2%	<b>Fall 2021</b> 58.9%	<b>Fall 2022</b> 59.9%	<b>Benchmark Fall 2025</b> 62.5%

**Goal 2: Success**

	<b>Fall 2018 Cohort</b>	<b>Fall 2019 Cohort</b>	<b>Fall 2020 Cohort</b>	<b>Fall 2021 Cohort</b>	<b>Benchmark Fall 2024 Cohort</b>
14 Fall-to-fall retention					
a. All students	65.7%	64.2%	62.4%	67.5%	<b>75.0%</b>
b. Pell grant recipients	69.6%	68.6%	69.5%	71.2%	<b>75.0%</b>
b. Developmental students	62.6%	58.5%	51.1%	51.7%	<b>75.0%</b>
c. College-ready students	70.0%	70.8%	64.0%	69.8%	<b>75.0%</b>

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	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
15 Developmental completers after four years	60.0%	61.6%	59.3%	59.0%	<b>80.0%</b>
	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
16 Successful-persister rate after four years					
a. College-ready students	86.1%	87.6%	85.8%	82.9%	<b>90.0%</b>
b. Developmental completers	83.6%	77.5%	80.0%	79.3%	<b>90.0%</b>
c. Developmental non-completers	35.2%	34.5%	33.7%	31.3%	<b>NA</b>
d. All students in cohort	74.3%	72.7%	75.3%	74.8%	<b>80.0%</b>
	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Benchmark Not Required</b>
17 Successful-persister rate after four years					
a. White only	79.8%	79.5%	79.4%	77.9%	<b>NA</b>
b. Black/African American only	69.3%	66.0%	71.5%	71.6%	<b>NA</b>
c. Asian only	85.8%	84.1%	86.2%	90.0%	<b>NA</b>
d. Hispanic/Latino	70.7%	69.9%	71.5%	69.0%	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis					
	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Benchmark Fall 2021 Cohort</b>
18 Graduation-transfer rate after four years					
a. College-ready students	70.3%	70.0%	68.0%	65.0%	<b>70.0%</b>
b. Developmental completers	52.7%	49.1%	51.7%	48.8%	<b>70.0%</b>
c. Developmental non-completers	21.6%	17.4%	15.4%	16.6%	<b>NA</b>
d. All students in cohort	50.7%	49.5%	52.8%	52.4%	<b>55.0%</b>
	<b>Fall 2015 Cohort</b>	<b>Fall 2016 Cohort</b>	<b>Fall 2017 Cohort</b>	<b>Fall 2018 Cohort</b>	<b>Benchmark Not Required</b>
19 Graduation-transfer rate after four years					
a. White only	59.0%	60.9%	57.8%	60.6%	<b>NA</b>
b. Black/African American only	48.5%	45.3%	51.7%	49.1%	<b>NA</b>
c. Asian only	60.4%	62.9%	64.3%	68.2%	<b>NA</b>
d. Hispanic/Latino	43.7%	41.7%	46.3%	43.1%	<b>NA</b>
Note: Not reported if < 50 students in the cohort for analysis					
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2025</b>
20 Associate degrees and credit certificates awarded					
a. Total awards	3,075	3,028	3,137	2,994	<b>3,230</b>
b. Career degrees	611	696	644	713	<b>NA</b>
c. Transfer degrees	2,152	2,108	2,294	2,077	<b>NA</b>
d. Certificates	312	224	199	204	<b>NA</b>
e. Unduplicated graduates	2,917	2,903	3,020	2,877	<b>NA</b>

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	<b>AY 18-19</b>	<b>AY 19-20</b>	<b>AY 20-21</b>	<b>AY 21-22</b>	<b>Benchmark AY 2024-25</b>
21 First-year GPA of 2.0 or above at transfer institution	85.9%	90.1%	88.1%	87.7%	<b>85.0%</b>

	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>FY 2021 Graduates</b>	<b>Benchmark FY 2024 Graduates</b>
22 Graduate transfers within one year	67.9%	68.0%	69.6%	69.9%	<b>65.0%</b>

**Goal 3: Innovation**

	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2025</b>
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Radiologic Technology	100%	100.0%	90.0%	93.8%	<b>75.0%</b>
Number of Candidates	15	13	20	16	
b. Nursing	87.2%	92.4%	85.6%	75.9%	<b>80.0%</b>
Number of Candidates	125	131	184	145	
c. Physical Therapy	85.7%	100.0%	75.0%	80.0%	<b>85.0%</b>
Number of Candidates	14	18	16	10	
Note: Not reported if <5 candidates in a year					

	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>FY 2020 Graduates</b>	<b>FY 2021 Graduates</b>	<b>Benchmark Not Required</b>
24 Graduates employed within one year	67.5%	62.5%	62.4%	68.7%	<b>NA</b>

	<b>FY 2016 Graduates</b>	<b>FY 2017 Graduates</b>	<b>FY 2018 Graduates</b>	<b>FY 2019 Graduates</b>	<b>Benchmark Not Required</b>
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$20,348	\$18,816	\$19,580	\$18,572	<b>NA</b>
b. Median annualized income three years after graduation	\$47,080	\$43,708	\$45,988	\$48,620	<b>NA</b>

	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2025</b>
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	11,455	9,831	5,710	5,936	<b>12,600</b>
b. Annual course enrollments	21,633	20,112	11,656	12,720	<b>23,800</b>

	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2025</b>
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	5,531	4,569	3,140	3,589	<b>6,060</b>
b. Annual course enrollments	11,548	10,987	7,507	6,373	<b>12,700</b>

	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>Benchmark FY 2025</b>
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	5,099	4,398	3,075	3,211	<b>5,600</b>
b. Annual course enrollments	10,951	10,479	7,447	7,811	<b>12,000</b>

Note: NA designates not applicable