



OFFICE OF INSTITUTIONAL RESEARCH &
EFFECTIVENESS

2021
Performance Accountability Report

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MARYLAND HIGHER EDUCATION COMMISSION

2021 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

Over the last year and a half, Montgomery College temporarily, yet effectively, transitioned from primarily face-to-face delivery of instruction to a hybrid and remote paradigm in response to the COVID-19 pandemic. The intersection of COVID-19 and the education, training, and workforce needs of students, faculty, and staff accelerated the need for increased flexibility, accessibility, and refinement of the College's digital learning and work platforms without leaving students, faculty and staff behind in the digital divide. During this challenging time, the College continued the delivery of quality instruction in a virtual reality and performed its functional responsibilities without interruption.

Student and Institutional Characteristics

As a comprehensive two-year, multi-campus, open access, post-secondary 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. The uniqueness of Montgomery College's student body is shown in its characteristics.

Montgomery College's student body is multidimensionally diverse. Credit enrollment in fall 2020 (Indicator A-a) was 20,037. About a third of students (65.5) attended part-time (Indicator A-b). More than 27 percent of credit students were 25 years of age or older (Indicator F). Black (26.4 percent) and Hispanic/Latino (26.1 percent) students accounted for more than half of the student body, while Asian (12.4 percent) and White (21.9 percent) students accounted for more than a third of enrollment.

Nearly 34 percent of first-time credit students entered the College in fall 2020 with developmental needs (Indicator B). In fiscal 2020, there were 7,216 annual enrollments in English for speakers of other languages courses (Indicator D). More than half (52.2 percent) of the students enrolled at the College received some form of financial aid (Indicator E); 23.6 percent received the Pell grant.

Twelve percent of credit students were enrolled exclusively in distance education courses in fall 2020 (Indicator I), nearly 25 percent were enrolled in some, but not all, distance education, while 63.1 percent were not enrolled in any form of distance education. For students who were not enrolled in any form of distance education courses, those courses were designed for synchronous instruction, but were taught remotely due to the pandemic.

Finances

More than half (52.1 percent) of the college's unrestricted revenue sources (Indicator J) came from a local funding source in fiscal 2020; tuition and fees generated 30.3 percent of revenue; 16 percent came from the state. Compared to the previous year, slight decreases in tuition and fees reflect lower enrollment. Slight increases in instruction, academic support and student services (a combined one percent) were due to a change in allocation method for a post-employment benefit to all relevant functions.

The largest proportion of the College's expenditures by function (Indicator K) were directed towards instruction (33.1 percent), academic support (17.0 percent), and student services (12.7 percent). Another 37.2 percent were expended in "other." All expenditures helped to fulfill the primary function of the College: teaching, learning and student support. The one percent decrease in other expenditures was due to the change of post-employment benefits allocation to relevant functions. The College achieved cost savings through reductions in instructional and student services salaries to reflect lower enrollment, reduction in non-salary expenses, benefits lapse, utilities, and the re-allocation of positions. The increase in scholarships and fellowships came from reallocations of resources during the pandemic for student needs.

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

Montgomery College offers high-quality, practical and relevant education and training in credit and noncredit programs while giving students ample access to an affordable college education with courses and programs offered at its three campus locations and multiple off-campus sites. In fiscal 2021, the affordable annual cost for a full-time student to attend Montgomery College was \$5,322 (Indicator 7), which was 55 percent of the cost to attend a public four-year college in Maryland. The cost of tuition and fees to attend Montgomery College remained affordable and remained unchanged for the past two academic years.

Credit Enrollment

In fiscal 2020, Montgomery College enrolled, educated, and/or trained 49,168 individual students (Indicator 1a): 28,946 credit-bearing students (Indicator 1b) and 21,598 noncredit students (Indicator 1c). The market share of new full-time freshmen in the College's service area was 38.7 percent (Indicator 2), while the market share of part-time undergraduate students (Indicator 3) was 69.6 percent. A respectable 49 percent of recent college-bound high school graduates (Indicator 4) attended Montgomery College in fall 2020.

Three-quarters of Montgomery College's student body in fall 2020 were nonwhite (Indicator 11a); and according to the latest census data, 55 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 39 percent of full-time faculty and administrative and professional staff represented 59.2 percent in fall 2020.

Dual and Online Enrollment

Two areas of enrollment optimism are dual enrollment and online course enrollment. Dual

enrollment at Montgomery College has more than doubled since fall 2017. The number of high school students enrolled in courses at the College was 1,532 in fall 2020 (Indicator 5). Early exposure of public-school students to higher education programs and various career paths through programs like Early College and Jump Start have contributed to this uptick in dual enrollment.

Online/hybrid enrollment (Indicator 6a) in credit courses reached 30,932 in fiscal 2020 – and student enrollment using this mode of instruction is expected to grow and expand substantially in the coming years. The expanded offerings in online associate degree programs (e.g., business, computer science and technologies, criminal justice, general studies, and teacher education technology) will influence the growth in this area. In addition, the advent of the pandemic likely escalated the planning, preparation, employment, and increased capacity of online/hybrid courses and programs, which broadened the bandwidth of students' educational experiences and access to higher education.

College enrollment has declined nationally and fiscal year enrollment at Montgomery College has declined 11.6 percent in four years. Many factors influence credit student enrollment. The declined enrollment, in general, can be attributed to the decline in the college-going rate of high school students, meaning that many high school graduates put off attending college or choose not to attend college at all. For those with plans to attend college, four-year colleges and other higher education compete for students in Montgomery College's service area, thereby shrinking the market share. And, the impact and uncertainty of the pandemic are an added dimension. In addition, the local school system (Montgomery County Public School) has a larger pool of students at the lower grade levels than in upper grade levels, which also diminished the pool of students from which to draw. However, as these students progress through the succeeding grade levels over several years, the College anticipates a surge in enrollment. Until then, enrollment will continue to decline over the next few years, at least until students in lower grades begin moving through the high school pipeline.

Taking all factors that potentially impact access and enrollment, marketing the college's course offerings and programs, and the increased interest in distance learning will play an important role in enrollment over the next five years. The benchmarks established for the indicators discussed above have been set at reasonable, yet optimistic levels of achievement.

Noncredit Enrollment

Workforce Development and Continuing Education (WDCE) provided noncredit education, workforce training, and/or credentialing to 21,598 individual students in fiscal 2020 (Indicator 1c). Nearly three-quarters of noncredit students were 25 years of age or older (Indicator Fb) and 59.8 were nonwhite (Indicator 11b). Online/hybrid courses netted 3,245 enrollments.

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 7,193 individual students and generated 12,361 annual enrollments in intellectually stimulating courses designed for residents age 50 and older. Continuing education basic skills and literacy courses generated 9,730 annual enrollments with 7,009 students. A new PAR metric on the achievement of adult basic education, Indicator 10 –reflects a new opportunity to monitor the

learning gains being recognized by students in the adult basic education, general equivalency diploma, and English for speakers of other languages programs. Learning gains are measured by standardized assessments and are used to report progress to the State and Federal program sponsors. Achievement in such courses (Indicator 10) has shown increased achievement in at least one adult basic education (ABE) functioning level (33 percent in fiscal 2017 to 51 percent in fiscal 2020) and at least one ESL educational functioning level (49 percent in fiscal 2017 to 70 percent in fiscal 2020).

Over the next five years, progress on these indicators will be monitored and the benchmarks are reasonably achievable.

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 student success and implement strategies to help students succeed.

Retention and Academic Preparedness

The fall-to-fall retention rate of first-time degree-seeking students (Indicator 14) has consistently been around 65 percent. That is, 65 percent of first-time degree-seeking students who enroll in a given fall semester return in the subsequent fall semester. The fall-to-fall retention rate of first-time students who received the Pell grant returned at a higher rate (69.2 percent) than for all first-time degree-seeking students. Those who entered the College with academic deficiencies returned at a lower rate (61.9 percent); while the retention rate of college-ready students was 68.9 percent.

Retention is an important metric of student success. The College's president and Board of Trustees have taken a keen interest in this metric and have 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 students and set the benchmark at 75 percent.

More than 61 percent of new students who entered the College in fall 2016 with developmental needs completed their developmental coursework within four years. Developmental course requirements have been one of the major barriers that impede students' persistence, academic success, and completion, especially among underrepresented nonwhite students – and it is demoralizing, particularly for those who come to college with the greatest economic and academic challenges and must rely on placement test scores to determine their fate. To turn that tide, the College no longer relies on placement test scores as the only determinant of college readiness. High school GPA of 3.0 or higher and high school transcripts now serve as a proxy to determine English and math placement and unnecessary coursework has been eliminated. Instead of taking separate developmental reading and English courses, Integrated English, Reading, and Writing (IERW) courses have integrated the critical reading and writing skills needed to comprehend the content found in college-level texts, thereby reducing developmental English courses from four courses to two courses.

Developmental mathematics has been one of the biggest barriers to student progression and college completion. A new statistics curriculum was designed and implemented for students in liberal arts and social sciences programs. This rigorous curriculum is much more applicable to what students need for their majors and 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 positive huge 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 as reflected in the established benchmark of 75 percent within the next five 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. This model has allowed the College to track students’ academic progress and success related to persistence, degree attainment, and transfer to a four-year college or university.

Data on four different cohort groups have shown that on average, 73.7 percent of the cohorts were deemed successful-persisters, meaning that they had either graduated and/or transferred or earned at least 30 credit hours and were still enrolled with a minimum cumulative GPA of 2.0 at the end of the assessment period (Indicator 16). On average, college-ready students persisted at a higher rate (86.5 percent) than students who entered the College with academic deficiencies. Those who completed developmental course work had a higher persistence rate (81.9 percent) than students who don’t complete developmental course work (38.7 percent). Asian students (85.2 percent) had a higher successful-persisters rate than Black (67.8 percent), Hispanic/Latino (70.3 percent), and White (79.5 percent) students.

Approximately 50 percent of the cohorts graduated and/or transferred within four years of entry (Indicator 18). On average, college-ready students (69.5 percent) graduated/transferred at a higher rate than students who entered the college with academic deficiencies: developmental completers (52.1 percent); those who do not complete developmental course work (20.9 percent). Race/ethnicity data showed that Asian (61.6 percent) and White students (59.4 percent) graduated/transferred within four years at a higher rate than their Black (46.3 percent) and Hispanic/Latino (41.3 percent) student counterparts (Indicator 19).

The success of developmental completers and for Black and Hispanic/Latino students has not risen to an acceptable level. To address the disparity of success in race/ethnicity, the College is currently engaged in strategies that are designed to address specific needs of Black and Hispanic/Latino students, especially among male students, which are vulnerable populations at the College for a multitude of reasons – and the efficacy of these strategies will be monitored. The Presidential Scholars Program is set to be piloted in fall 2021 and is designed to increase

the representation of men of color in high workforce need areas. The Boys to Men mentoring program is specifically aimed at the retention of African-American/Black male students, as well as to foster a greater degree of academic success, student activism, and personal responsibility. The Advancing Latino Male Achievement mentoring program focuses on holistic academic and personal guidance, support and leadership development. The College's goal is to bring all student groups to parity regardless of college readiness and race/ethnicity. Current strategies would not have impacted the success of earlier cohort groups, but should start to show their effectiveness for current cohorts. The established benchmarks on these success measures will be monitored over the next five years.

Graduation and Transfer

In fiscal 2020, a total of 2,903 students were awarded 3,028 associate degrees and credit certificates (Indicator 20). About 62 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, more than 90 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.

The benchmarks for the number of awards are set reasonably at 3,230 and will be 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. In addition, a minimum of 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. The importance of related programs has become increasingly more visibly important. On 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 13 to 19 radiologic graduates sat for the licensure/certification exam with a 100 percent pass rate in each of the past four reporting years, fiscal 2017 to fiscal 2020. During the same time period, the pass rates for the 120 to 131 nursing graduates ranged from 87.2 percent to 92.4 percent. Physical therapy graduates (11 to 18) showed pass rates of 85.7 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.

Workforce Development and Continuing Education (WDCE) is the arm of the College that provides the workforce and training needs in the County. And, as it relates 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 – credit and noncredit programs as well. 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. Many popular WDCE programs, however, rely on face-to-face interactions or hands-on experiences in laboratory settings, both of which were challenging to replicate in a remote learning environment. Performing a procedure with specialized health equipment or treating patients, for example, were difficult to simulate. Consequently, many such courses were canceled in the fourth quarter of the year. While a few laboratory courses were brought back during the first summer session with reduced class size, the volume of lost courses and subsequent enrollments due to the restricted delivery environment resulted in an overall decrease in service delivery. Consequently, overall enrollment decreased by 9.4 percent and individual student enrollment also known as unduplicated students decreased by 13.3 percent below the prior year. These decreases were fairly uniform across all the indicators (26, 27, and 28) that fall within the state goal of innovation.

On a fiscal year basis and compared to the previous year, individual student enrollment in continuing education workforce development courses (Indicator 26) declined more than 17 percent and course enrollments fell seven percent. For students seeking courses for continued government or industry-required certification or licensure (Indicator 27), enrollment dropped 17.4 percent, while annual course enrollments declined nearly five percent. Contract training course headcount (Indicator 28) declined nearly 14 percent, while annual course enrollment declined 4.3 percent. Enrollments in courses and training programs, despite the loss of enrollment in the last year due to the pandemic, demonstrate the role that partnerships between the College, the needs of the community, and the business community play to improve workforce readiness in many key areas in the job market. 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.

Creating partnerships with the 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, whose primary role is to empower 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.

Montgomery College's Germantown Campus served as a mass vaccination site. The county and the state health departments were the main facilitators, with the College serving a supporting role as the host facility. Vaccinations were available to Montgomery county residents and other residents throughout the state.

Through the presidential dialogue series, the college president sat with prominent guests to discuss important topics that impact or have the potential to impact the residents of the community. This year, the series focused on building racial justice through policing, law enforcement, sentencing reform, and health equities. Four prominent guests lent their voices to robust, televised conversations with President DeRionne Pollard, which drew hundreds of viewers: Montgomery County Police Chief Marcus Jones, Congressman David Trone, and American Civil Liberties Union's Deputy Legal Director Jeffery Robinson brought unique perspectives on conversations related to criminal justice reform including topics on sentencing reform, rehabilitation, post-incarceration employment, and racial inequities in sentencing. Also, Montgomery County Health Director Dr. Travis Gayles spoke insightfully about the health disparities that plague Marylanders, the challenges faced by medical personnel in communities where COVID vaccine resistance, and the distrust of traditional medical authorities, especially in communities of color.

Montgomery College entered into a collaboration pilot with the Black and Brown Coalition for Educational Equity and Excellence, the Children's Opportunity Fund, Bar-T, and KidPower to offer Equity and Enrichment Education Centers at the Takoma Park and Rockville Campuses. Launched in February 2021 at facilities throughout the County, the Black and Brown Coalition saw a need for low-cost childcare and distance learning support for Montgomery County public school students in response to the severe impact that the pandemic had on many families across the county, especially low-income communities, which are predominately Black and brown. Montgomery College launched its hub in early April and ran it through the middle of June. In response to community needs, the College provided a safe space for young children and their families at an important moment and time by providing space for students to finish out the semester.

Montgomery College partners with the Capital Area Food Bank (CAFB) and hosts a Mobile Market Program on all three campuses. The CAFB markets offer fresh, seasonal produce at no cost; health, housing, and other service providers are on-site as resources too. The Mobile Market Program is only one portion of this initiative. It also includes supporting the food pantries located on each campus and identifying community resources that address food insecurities.

Montgomery College is the community's college that looks forward to expanding its capacity to serve its students and the community.

Use of Cares Funding

In response to the Commission's question: *Please specify how your institution utilized CARES funding over the past year. What are some ways your institution was able to leverage those funds for student access and success?*

Montgomery College utilized the Coronavirus, Aid, Relief, and Economic Security (CARES) Act funding to directly help students remain engaged academically and to assist students in various areas of need. The College awarded half of the CARES funding (\$5.5 million) directly to over 7,000 Title IV students. The first round of money from the CARES funding was quickly distributed to students who were Pell grant recipients without any additional application or requests for funds from the students. Approximately half of the money (\$2.75 million) that was distributed went directly to students in fiscal year 2020 who were completing the spring or first summer term. Many of these students had begun their coursework before the pandemic disrupted their lives – with unexpected job loss or reduction in their work hours, resulting in reduction in pay. The other half of the money that was distributed directly to students in fiscal year 2021 was awarded to students who enrolled at the College after the pandemic had obvious effects on the economy. Money was distributed again to Pell grant students and to other eligible students who had a Free Application for Federal Student Aid (FASFA) on file with a short supplemental application allowing the College to give larger grants to individual students.

The college used the other half of our CARES funding (\$5.5 million) to support students indirectly. To lessen the digital divide between students regarding access to technology, Montgomery College purchased laptops and ancillary equipment and gave them to students in need to assist students' completion of their coursework and importantly, support their success academically. The College also upgraded its virtual desktop solutions, on campus Wi-Fi to include parking lots, document cameras and the like to provide a quality remote experience for the students. A major undertaking was a required training for faculty to learn how to use this technology and to teach effectively in a remote format. This training resulted in significantly higher student engagement as measured in the Survey of Entering Student Engagement (SENSE) and improved the student experience for all students.

This funding stream was a life saver for many students at Montgomery College, who too, are members of the broader community of Montgomery County.

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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.

	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Fall 2019</u>	<u>Fall 2020</u>
A Fall credit enrollment				
a. Unduplicated headcount	22,875	21,720	21,260	20,037
b. Percent of students enrolled part time	64.8%	65.1%	65.6%	65.6%
	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Fall 2019</u>	<u>Fall 2020</u>
B First-time credit students with developmental education needs	54.4%	55.9%	59.6%	33.5%
	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020</u>
C Credit students who are first-generation college students (neither parent attended college)	NA	NA	NA	NA
	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020</u>
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	8,665	8,405	7,384	7,216
	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020</u>
E Credit students receiving financial aid				
a. Receiving any financial aid	52.6%	53.5%	53.4%	52.2%
b. Receiving Pell grants	26.5%	26.6%	25.3%	23.6%
	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Fall 2019</u>	<u>Fall 2020</u>
F Students 25 years old or older				
a. Credit students	31.3%	30.6%	29.1%	27.4%
	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020</u>
b. Continuing education students	71.6%	74.4%	73.6%	74.0%
	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020</u>
G Credit students employed more than 20 hours per week	NA	NA	NA	NA
	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Fall 2019</u>	<u>Fall 2020</u>
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	24.6%	25.2%	25.8%	26.1%
b. Black/African American only	27.4%	27.1%	26.5%	26.4%
c. American Indian or Alaskan native only	0.3%	0.2%	0.3%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.3%	0.2%	0.3%	0.2%
e. Asian only	11.5%	11.5%	11.9%	12.4%
f. White only	22.9%	22.5%	22.1%	21.9%
g. Multiple races	3.0%	3.1%	3.3%	3.5%
h. Foreign/Non-resident alien	10.0%	9.9%	9.4%	9.0%
i. Unknown/Unreported	0.2%	0.2%	0.4%	0.4%
	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Fall 2019</u>	<u>Fall 2020</u>
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	7.2%	7.7%	8.4%	12.0%
b. Enrolled in some, but not all, distance education	18.3%	19.9%	21.3%	24.9%
c. Not enrolled in any distance education	74.6%	72.4%	70.3%	63.1%

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	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020</u>
J Unrestricted revenue by source				
a. Tuition and fees	32.7%	31.3%	30.9%	30.3%
b. State funding	15.7%	15.4%	15.9%	16.0%
c. Local funding	50.7%	51.2%	52.1%	52.1%
d. Other	0.9%	2.1%	1.1%	1.6%
	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020</u>
K Expenditures by function				
a. Instruction	34.1%	33.3%	32.5%	33.1%
b. Academic support	17.7%	17.4%	17.2%	17.0%
c. Student services	12.3%	12.2%	12.1%	12.7%
d. Other	35.9%	37.1%	38.2%	37.2%

Goal 1: Access

	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020</u>	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	55,243	54,355	52,732	49,168	56,530
b. Credit students	32,752	31,342	29,961	28,946	34,278
c. Continuing education students	24,064	24,609	24,890	21,598	23,888
	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Fall 2019</u>	<u>Fall 2020</u>	Benchmark Fall 2025
2 Market share of first-time, full-time freshmen	39.5%	36.3%	37.8%	38.7%	45.0%
	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Fall 2019</u>	<u>Fall 2020</u>	Benchmark Fall 2025
3 Market share of part-time undergraduates	73.2%	72.1%	73.1%	69.6%	75.0%
	<u>Fall 2016</u>	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Fall 2019</u>	Benchmark Fall 2025
4 Market share of recent, college-bound high school graduates	50.5%	51.4%	47.8%	48.9%	55.0%
	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Fall 2019</u>	<u>Fall 2020</u>	Benchmark Fall 2025
5 High school student enrollment	643	710	971	1,532	2,050
	<u>FY 2017</u>	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020</u>	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	17,847	18,863	19,143	26,551	28,062
b. Continuing education, online	974	904	875	701	1,200
c. Credit, hybrid	5,082	5,173	5,225	4,381	6,938
d. Continuing education, hybrid	93	141	383	2,059	2,400
	<u>FY 2018</u>	<u>FY 2019</u>	<u>FY 2020</u>	<u>FY 2021</u>	Benchmark FY 2026
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,974	\$5,178	\$5,322	\$5,322	NA
b. Percent of tuition/fees at Md public four-year institutions	53.7%	54.7%	54.9%	55.1%	57.0%

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

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	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	8,139	8,493	8,311	7,193	9,100
b. Annual course enrollments	12,600	14,228	14,092	12,361	15,500
	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	7,009	6,500	6,580	5,828	7,200
b. Annual course enrollments	11,797	10,866	10,895	9,730	12,000
	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	33.0%	37.4%	43.1%	51.0%	45.0%
b. At least one ESL educational functioning level	49.0%	54.3%	57.2%	70.0%	60.0%
Note: Not reported if < 50 students in the cohort					
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	74.6%	74.3%	75.5%	75.9%	80.0%
	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
11 b. Percent nonwhite continuing education enrollment	54.7%	53.3%	59.3%	59.8%	65.0%
	July 2017	July 2018	July 2019	July 2020	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	53.5%	54.1%	54.7%	55.3%	NA
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	34.5%	34.7%	37.1%	39.0%	47.4%
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	43.7%	46.4%	47.2%	59.2%	62.5%

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Goal 2: Success

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	65.5%	64.8%	65.7%	64.2%	75.0%
b. Pell grant recipients	70.1%	68.3%	69.6%	68.6%	75.0%
b. Developmental students	62.3%	64.2%	62.6%	58.5%	75.0%
c. College-ready students	67.2%	67.5%	70.0%	70.8%	75.0%

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	51.0%	61.1%	60.0%	61.6%	80.0%

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	85.4%	87.0%	86.1%	87.6%	90.0%
b. Developmental completers	83.3%	83.2%	83.6%	77.5%	90.0%
c. Developmental non-completers	44.3%	40.9%	35.2%	34.5%	NA
d. All students in cohort	72.4%	75.5%	74.3%	72.7%	80.0%

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	77.4%	81.2%	79.8%	79.5%	NA
b. Black/African American only	66.5%	69.3%	69.3%	66.0%	NA
c. Asian only	85.1%	85.6%	85.8%	84.1%	NA
d. Hispanic/Latino	68.4%	72.0%	70.7%	69.9%	NA

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

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	67.7%	69.8%	70.3%	70.0%	70.0%
b. Developmental completers	54.6%	51.8%	52.7%	49.1%	70.0%
c. Developmental non-completers	23.3%	21.4%	21.6%	17.4%	NA
d. All students in cohort	48.2%	50.2%	50.7%	49.5%	55.0%

	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	58.4%	59.3%	59.0%	60.9%	NA
b. Black/African American only	45.3%	46.2%	48.5%	45.3%	NA
c. Asian only	59.9%	63.3%	60.4%	62.9%	NA
d. Hispanic/Latino	38.0%	41.7%	43.7%	41.7%	NA

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

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	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	2,824	2,879	3,075	3,028	3,230
b. Career degrees	583	642	611	696	NA
c. Transfer degrees	2,029	1,934	2,152	2,108	NA
d. Certificates	212	303	312	224	NA
e. Unduplicated graduates	2,747	2,739	2,917	2,903	NA

	AY 16-17	AY 17-18	AY 18-19	AY 19-20	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	86.1%	85.7%	85.9%	90.1%	85.0%

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	59.3%	62.0%	64.0%	61.7%	65.0%

Goal 3: Innovation

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Radiologic Technology	100%	100%	100%	100.0%	75.0%
Number of Candidates	13	19	15	13	
b. Nursing	87.0%	90.0%	87.2%	92.4%	80.0%
Number of Candidates	131	120	125	131	
c. Physical Therapy	100%	90.9%	85.7%	100.0%	85.0%
Number of Candidates	11	11	14	18	
Note: Not reported if <5 candidates in a year					

	FY 2016 Graduates	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	Benchmark Not Required
24 Graduates employed within one year	69.4%	68.1%	67.5%	62.5%	NA

	FY 2014 Graduates	FY 2015 Graduates	FY 2016 Graduates	FY 2017 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$4,708	\$4,842	\$5,087	\$4,704	NA
b. Median annualized income three years after graduation	\$11,354	\$11,678	\$11,770	\$10,927	NA

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	10,206	10,978	11,455	9,831	12,600
b. Annual course enrollments	19,566	21,298	21,633	20,112	23,800

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		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
27	Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
	a. Unduplicated annual headcount	5,517	5,081	5,531	4,569	6,060
	b. Annual course enrollments	10,974	10,627	11,548	10,987	12,700
		FY 2017	FY 2018	FY 2019	FY 2020	Benchmark FY 2025
28	Enrollment in contract training courses					
	a. Unduplicated annual headcount	3,902	5,047	5,099	4,398	5,600
	b. Annual course enrollments	8,848	11,045	10,951	10,479	12,000

Note: NA designates not applicable