



PERFORMANCE ACCOUNTABILITY REPORT

2025

Prepared by
Dr. Arlene Blaylock
Office of Institutional Research and Effectiveness

**MARYLAND HIGHER EDUCATION COMMISSION 2025
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 three-quarters of a century of service to its students and community. The College is agile, as demonstrated by its ability to adapt, progress, and advance in response to changing needs. Change inspires new ideas, visions, aspirations, and a need for transformation. The quality and scope of academic and support programs are aligned with changing workforce needs, which are supported by first-class higher education experiences that empower students to achieve success and create meaningful change in their lives and the community.

Montgomery College is currently preparing for reaccreditation by the Middle States Commission on Higher Education. This process assesses multiple aspects of the College's quality, including educational effectiveness, the efficient use of resources, governance, and alignment with the institutional mission. In addition to this, the College's performance is continually evaluated through its strategic plan, which focuses on goals related to access, completion, and post-completion success. Strategies to advance these goals are being actively implemented, with built-in flexibility to adjust or replace approaches that enhance opportunities for the institution to achieve the expected outcomes.

Montgomery College continues to strengthen its outreach, dialogue, and collaboration with the Montgomery County Public School system, leaders in business and industry, and the broader community. At the same time, the College must remain responsive to evolving student needs, including mental health and basic needs, while carefully evaluating the sustainability and viability of support programs that contribute to student success. These factors present significant challenges, but they are not insurmountable; addressing them will require a proactive and strategic approach. To this end, the College must remain student-focused, stay attentive to changes in the academic landscape that could impede student success, and be prepared to respond with innovative strategies and solutions that enhance institutional effectiveness and promote success for all students.

Student and Institutional Characteristics

In fall 2024 (Indicator A-a), Montgomery College served 18,835 students in credit-bearing courses: 65.2 percent attended part-time (Indicator A-b), 32.2 percent of first-time students entered with developmental education needs (Indicator B), and 25.5 percent were first-generation college students (Indicator C). Hispanic students represented 29.9 percent of total enrollment

(Indicator H), making them the largest race/ethnic group at the College. More than one-fifth (22.3 percent) of credit-bearing students were 25 years of age or older (Indicator F), 22.9 percent were enrolled exclusively in distance education courses in fall 2024 (Indicator I-a), 31.7 percent were enrolled in some, but not all, distance education courses (Indicator I-b), and 45.4 percent were not enrolled in any distance education courses (Indicator I-c).

In fiscal year 2024, over 6,200 students were enrolled in English for speakers of other languages courses (Indicator D). Additionally, 44.6 percent of students received some form of financial aid (Indicator E-a), and 24.3 percent received the Pell Grant (Indicator E-b).

Finances

Just below half (49.8 percent) of the college's unrestricted revenue sources (Indicator J) came from a local funding source in fiscal 2024, tuition and fees generated 24.4 percent of revenue, and 23.6 percent came from the state. Compared to the previous year, an increase in enrollment significantly increased tuition and fee revenue, which led to higher total revenue in Fiscal 2024.

The largest proportion of the College's expenditures by function (Indicator K) was directed towards instruction (33.2 percent), academic support (17.8 percent), and student services (12.9 percent). Another 36.1 percent were expended in "other." All expenditures supported the College's primary mission: teaching, learning, and student support.

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

Montgomery College remains affordable, exceptional, and aligned with market demands. In fiscal 2024, unduplicated enrollment (credit and noncredit students combined) increased 12.5 percent (from 40,342 to 45,385) and exceeded the established benchmark (Indicator 1a). Annual tuition and fees for credit-bearing students totaled \$5,394, which was unchanged from the previous fall semester and represented just 51.4 percent of the average cost of attending a Maryland public four-year college (Indicator 7). During this assessment period, the College consistently met its commitment to affordability, keeping this measure below the 57 percent benchmark and ensuring equitable access to a high-quality education.

Credit Enrollment

Student enrollment has started to rebound, and in fiscal year 2024, the unduplicated number of credit-bearing students (Indicator 1b) increased by 5.2 percent from the prior year, rising from 23,916 in fiscal year 2023 to 25,164. The enrollment growth was likely driven by a 4.7-point gain in the market share of first-time, full-time freshmen (from 32.9 percent to 37.6 percent – Indicator 2), a 1.7-point gain in the market share of part-time students (from 71.8 percent to 73.5 percent – Indicator 3), the slight increase in the market share of recent, college-bound high school graduates (from 41.3 percent to 41.9 percent – Indicator 4), and the increase in high school student enrollment (from 1,965 to 2,352 – Indicator 5). These trends suggest a diminishing impact of the pandemic, a renewed interest in postsecondary education, and growing recognition of the economic value of earning a college credential from Montgomery College.

The College achieved 93.3 percent of the benchmark for unduplicated credit student enrollment; reached 83.6 percent of the benchmark for the market share of first-time, full-time freshmen; nearly met the benchmark for part-time students' market share at 98 percent; attained 76.2 percent of the benchmark for recent high school graduates' market share; and exceeded the benchmark for high school student enrollment. The College has developed and begun implementing a comprehensive enrollment management plan to support long-term growth. This plan focuses on increasing the conversion of inquiries and applications into enrollments, improving onboarding for new students, and expanding strategic recruitment efforts to attract and retain a diverse student body. To boost its market share, the College is expanding outreach initiatives and implementing data-driven recruitment strategies, such as welcome calls to admitted students. Dual enrollment-to-degree pathways are also expanding. Supporting these efforts, a college-wide brand refresh is underway to boost Montgomery College's visibility and establish it as a destination institution.

Annual enrollment in online credit courses (Indicator 6a) rebounded in fiscal year 2024, increasing 11.0 percent above the previous year (from 27,009 to 29,981) – exceeding the established benchmark. Annual enrollment in hybrid credit courses (Indicator 6c) in fiscal year 2024 rose 18.4 percent compared to fiscal year 2023 (from 5,316 to 6,297) – achieving 90.7 percent of the established benchmark.

As outlined in the new Academic Master Plan (AMP), the College is committed to supporting hybrid learning through flexible and innovative strategies that align with students' evolving needs and expectations, as continued growth is expected. These strategies aim to promote experiential and modular learning, support hybrid and short-format course offerings, expand learning opportunities through responsive instruction, including AI-enabled and digital literacies that strengthen online and hybrid modalities, and ensure ongoing faculty development to support the adoption of best practices in online pedagogy. These strategies are expected to increase the capacity and quality of online and hybrid courses.

More than 79 percent of Montgomery College's student body in fall 2024 were nonwhite (Indicator 11a), and 58.4 percent of the county's service area residents who were at least 15 years of age were nonwhite (Indicator 11c). Diversity among faculty and staff showed modest growth. Compared to the previous year, the percentage of nonwhite faculty increased slightly from 42.7 to 42.9 percent, and the percentage of nonwhite full-time administrative and professional staff rose from 63.2 to 63.7 percent. The College achieved 90.5 percent of its benchmark for nonwhite full-time faculty and exceeded the benchmark for nonwhite representation among full-time administrative and professional staff. While progress on faculty diversity is encouraging, efforts to close the remaining gap continue through inclusive recruitment strategies, support for affinity groups, and initiatives that enhance employee engagement and belonging. These efforts are further supported by the development of a new Cultural Diversity Plan and goals in the new AMP that explicitly call for embedding equity in all faculty development to foster an environment where nonwhite faculty are both recruited and retained.

Noncredit Enrollment

In fiscal year 2024, Workforce Development and Continuing Education (WDCE) educated and trained 21,624 students (Indicator 1c), representing a 24.0 percent increase compared to the previous year (17,445 students). The largest proportion of students (73.2 percent) were 25 years or older (Indicator Fb), and 57.0 percent identified as nonwhite (Indicator 11b).

Annual online course enrollment in fiscal year 2024 (Indicator 6b) declined 10.9 percent below the previous year's figure (from 13,736 to 12,235), while hybrid course enrollment (Indicator 6d) increased 43.6 percent (from 1,241 to 1,782).

The number of unduplicated students enrolled in continuing education and lifelong learning courses (Indicator 8a) increased by 8.5 percent in fiscal year 2024 compared to the previous year, rising from 7,118 to 7,720 students. Annual enrollment in these courses (Indicator 8b) grew by 10.9 percent, from 11,740 to 13,022. The number of unique students and annual enrollments in basic skills and literacy courses (Indicator 9a) rose by 31.0 percent in fiscal year 2024, from 5,815 to 7,618, while annual enrollment (Indicator 9b) increased by 28.6 percent, from 11,251 to 14,479, compared to fiscal year 2023. Student achievement in Adult Basic Education (ABE) functioning levels (Indicator 10a) declined by seven percentage points, from 68.0 percent to 61.0 percent, while student achievement in at least one ESL educational functioning level rose by 10 points, from 55.0 percent to 65.0 percent.

The College has exceeded the benchmark for all indicators in this section.

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

Retention and Academic Preparedness

Comparatively, the fall-to-fall retention rate for each subgroup within the first-time, degree-seeking cohort that entered the College in fall 2023 and returned in fall 2024 (Indicator 14) was lower than that of the previous year's cohorts, with each subgroup falling further below its established benchmark. For all students (Indicator 14a), the retention rate declined three percentage points, from 67.5 percent to 64.5 percent. Retention for Pell Grant recipients (Indicator 14b) decreased by 2.3 points, from 70.0 percent to 67.7 percent. Developmental students (Indicator 14c) experienced the largest decline, dropping 6.7 points, from 57.1 percent to 50.4 percent. Retention of college-ready students (Indicator 14d) decreased by 2.4 points, from 69.1 percent to 66.7 percent. More than 49 percent (49.4 percent) of new students with developmental needs who entered Montgomery College in fall 2020 completed their developmental coursework within four years (Indicator 15). This represents a 5.2-point decline compared to the developmental course completion rate for the fall 2019 cohort (54.6 percent) and is nearly 10 points lower than the rate for the fall 2017 cohort (59.3 percent). None of these indicators met their respective benchmarks.

Degree Progress Cohort

The Degree Progress cohort model tracks the four-year graduation, transfer, and successful-persister rates of full- and part-time students who attempted at least 18 credit hours within the first two years of initial enrollment. A successful persister is defined as a student who, four years after entering the College, has graduated, transferred, or remains enrolled with at least 30 earned credit hours and a minimum cumulative GPA of 2.0 (Indicator 16). The cohort is divided into three groups: college-ready, developmental completers, and developmental non-completers (not benchmarked). The most recent cohort group for this analysis entered the College in fall 2020.

Successful-persister rates varied across cohort groups. College-ready students consistently demonstrated higher persistence rates than those who entered with developmental needs. Comparing the most recent cohort (Fall 2020) to the previous cohort (Fall 2019), the successful-persister rate for all students declined slightly with a 0.6-point dip; college-ready students saw a 5.1-point decline (from 83.8 percent to 78.7 percent); developmental completers experienced a 9.2-point decrease (from 76.5 percent to 67.3 percent); and developmental non-completers showed an 11.7-point increase (from 36.6 percent to 48.3 percent).

Successful-persister rates (Indicator 17) for each race/ethnic group fluctuated across cohorts, with Asian students consistently showing the highest rates. Compared to the previous cohort, the successful-persister rates for Asian students declined by 0.3 points, from 88.1 percent to 87.8 percent; Hispanic students saw a 1.6-point decrease, from 74.4 percent to 72.8 percent; and Black/African American students experienced a slight increase of 0.9 points, from 73.0 percent to 73.9 percent. White students also saw an increase, rising by 1.9 percentage points, from 78.7 percent to 80.6 percent. The College did not fully achieve the established benchmarks, but notable progress was made on this metric, with 95.8 percent of the benchmark achieved for all students and 87.4 percent for college-ready students.

The four-year graduation-transfer rate (Indicator 18) across cohort groups increased from 53.3 percent to 55.8 percent surpassing the benchmark. Compared to the previous cohort group, the graduation/transfer rate for college-ready students decreased by more than three points, from 61.8 percent to 58.6 percent, while the rate for developmental completers dropped by 8.2 points, from 44.9 percent to 36.7 percent.

Asian students exhibited higher graduation-transfer rates (Indicator 19) than students from other racial/ethnic groups across cohorts. Compared to the previous cohort, the graduation-transfer rate for Black/African American students increased 6.6 points (from 49.7 percent to 56.3 percent), and for White students it rose 8.7 points (from 54.7 percent to 63.4 percent). In contrast, rates declined slightly for Asian students by 0.4 points (from 69.4 percent to 69.0 percent) and for Hispanic students by 0.8 points (from 47.5 percent to 46.7 percent).

The College achieved 95.8 percent of the benchmark on the successful-persister rates (Indicator 16) for all students, 87.4 percent for college-ready students, and 74.8 percent for developmental completers.

The College surpassed its graduation-transfer benchmark of 55 percent (Indicator 18) for all students, achieved 83.7 percent of its target for college-ready students, and only 52.4 percent of the goal for developmental completers.

The decrease in overall graduation-transfer after four-years for this timeframe may be, in part, attributable to the transition to remote learning during the pandemic. Particularly in the case of the Fall 2019 and Fall 2020 cohorts, this would have been at significant disruption at the beginning of their higher ed experience. In the case of developmental completers, changes in placement testing that occurred during this period likely account for the decrease in four-year graduation-transfer rates. New placement methods allowed students who might have previously been put into development classes based on narrow criteria to be eligible for credit-bearing opportunities. This changed both the composition and quantity of developmental courses, which were reduced in number substantially and served a smaller population of students who may have required more academic support as compared to their peers. Stopping-out remains a challenge for students in developmental classes, as this placement may require additional persistence and stamina.

To build on the progress made thus far and improve overall student success, several key initiatives are underway to increase retention and enhance students' academic momentum. These include mandatory orientation, a stronger emphasis on first-year advising and degree planning, and expanded use of Starfish to support student engagement and monitor progress.

Success for developmental students is further supported through enhanced learning resources, including embedded tutors, targeted gateway course bootcamps, and the incorporation of career readiness milestones into academic pathways. These strategies are especially critical to closing equity gaps and improving outcomes for students with developmental needs.

Additionally, organizational realignment within Academic Affairs is designed to strengthen student support by clarifying program pathways, increasing awareness of available programs and services, enhancing teaching and learning, establishing a Center for Transfer Success, and better aligning academic operations with students' greatest areas of need. With these initiatives in place and a more critical and realistic look at the benchmarks, the College expects greater success in the near future.

Graduation and Transfer

Montgomery College awarded 2,580 credit-bearing students a total of 2,762 associate degrees and credit certificates in fiscal year 2024 (Indicator 20). Compared to the previous year, this reflects 125 fewer graduates (-4.6 percent) and 112 fewer awards (-3.9 percent). Degrees in career programs declined by 1.9 percent (from 678 to 665), while degrees in transfer programs fell by 6.2 percent (from 1,921 to 1,801). Conversely, the number of certificates increased by 7.6 percent (from 275 to 296). Overall, the College achieved 85.5 percent of the established benchmark, falling 468 awards short of its goal.

Nearly 73 percent (72.6%) of fiscal year 2023 transfer program graduates enrolled at another institution within one year of graduation (Indicator 22), an increase of 4.3 percentage points compared to fiscal year 2022. Among Montgomery College students who earned at least 12 credits within two years prior to transferring, 90.5 percent achieved a cumulative GPA of 2.0 or higher during their first year at a Maryland public four-year college or university (Indicator 21). The overall GPA for former Montgomery College students was 3.09, highlighting the strong

preparation they received prior to transfer. Both first-year GPA and the percentage of graduates transferring within one year exceeded their respective benchmarks.

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

Health science programs have become increasingly visible, especially in light of the pandemic and the resurgence of diseases once thought to be eradicated. Montgomery College offers three credit health science programs that require licensure or certification examinations for employment (Indicator 23): nursing, physical therapist assistant, and radiologic technology.

The fiscal year 2024 results were as follows: Of the 16 radiologic technology candidates, 87.5 percent passed the exam on their first attempt, a 5.5-point increase over the previous year. Among the 88 nursing candidates, 92.1 percent passed on the first attempt – 14.1 points higher than the prior year and the highest rate in four years. All 10 physical therapist assistant candidates passed on their first attempt, maintaining the 100 percent pass rate achieved the previous year. Notably, the College exceeded the established benchmarks for all three programs.

The College awarded 678 associate degrees and certificates in career programs to students who graduated in fiscal year 2023, equipping them with the education and skills needed for immediate entry into the workforce. One year after graduation, 67.3 percent of these graduates were employed (Indicator 24). The value of these degrees and the success of graduates are further demonstrated by income data for career program alumni one year before and three years after graduation (Indicator 25). For example, the median annual income for fiscal year 2021 career program graduates more than doubled, from \$25,016 to \$57,728.

Workforce Development and Continuing Education (WDCE)

WDCE delivers access to a wide range of educational opportunities, workforce training, and industry credentialing that address key areas of Montgomery County's job market, meeting the diverse interests and goals of students, prospective students, and local businesses.

In fiscal year 2024, the College experienced substantial headcount and enrollment gains in the performance indicators 26, 27, and 28, which align with the state's goal of promoting innovation. The number of students enrolled in workforce development continuing education courses (Indicator 26) increased by 35.1 percent, rising from 5,542 to 7,486, while annual course enrollments grew by 26.2 percent over the previous year, from 12,257 to 15,465. Enrollment in continuing professional education leading to government or industry-required certification or licensure (Indicator 27) increased by 30.8 percent in headcount, from 3,141 to 4,108, and by 26.6 percent in annual course enrollments, from 5,614 to 7,106. Enrollment in contract training courses (Indicator 28) rose by 47.6 percent in headcount, from 2,818 to 4,158, and by 30.3 percent in annual course enrollments, from 7,131 to 9,293.

WDCE did not meet the established benchmarks on these indicators, largely due to the unexpected impact of the pandemic. As recovery continues, WDCE will reexamine its data and benchmarks, expand customized contract training for local businesses and public-sector

organizations, broaden course offerings at multiple locations, including the ECEC (East County Education Center) and the Gaithersburg Business Training Center, and continue to provide effective training and services that address the needs of the community and local employers.

Community Outreach and Impact

The College's outreach efforts are broad and impactful. Experiences of economic, social, and community impact are central to Montgomery College's mission and completion efforts. Activities and experiences that engage the College community can be both inspirational and transformational. In fiscal year 2024, students, faculty, and staff engaged in a wide range of experiences. For example:

Students and faculty traveled to the United Kingdom to examine social movements across England and Northern Ireland. As an alternative to spring break, students, faculty, and staff volunteered with Habitat for Humanity of Berkeley County in South Carolina. To explore lessons in democracy and transnational engagement, students and faculty also traveled to New York City for the National Model United Nations conference. In addition, the MC Votes group, composed of students, faculty, and staff, successfully advocated for the placement of ballot boxes by the Montgomery County Board of Elections to enhance voter engagement. As a result, Montgomery College campuses hosted ballot boxes for the 2024 elections, allowing thousands of MC students and employees to return mail-in ballots. The College also hosted a public conversation on community-informed policing, featuring 22 Montgomery County police officers, which included powerful discussions on balancing equity and public safety.

The Office of Community Engagement (OCE) serves as a link between the College and residents in underserved and underrepresented communities. In fiscal year 2024, OCE participated in 290 outreach events and educational programs, serving 8,607 residents across Montgomery County. These efforts aim to help county residents access higher education opportunities and workforce development classes.

The College officially opened the doors of the East County Education Center (ECEC), expanding access to education for underserved students and residents in the eastern region of Montgomery County.

In partnership with the Capital Area Food Bank (CAFB), the College hosted Mobile Markets on all three campuses, providing a variety of free food to nearly 18,000 people, supported the on-campus food pantries, helped identify community resources to address food insecurity among students and local residents, and made additional resources related to health, housing, and other services available on-site.

The Ascend Parent Initiative, a virtual Family Resource Center, helped make the College more family-friendly by connecting student-parents with each other and offering access to resources that support their academic success.

Given the complex needs of today's students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

Montgomery College has implemented a range of academic, financial, wellness, and basic needs supports designed to remove barriers and promote persistence, degree completion, and student success—recognizing that sustained impact comes not from one singular solution, but from many small, coordinated changes across the institution.

Academic supports include embedded, drop-in, and virtual academic coaching via the College's Achieving the Promise Academy. An enhanced course placement process now includes an interactive tool that helps guide students into appropriate first-semester coursework, supporting stronger retention and overall student success. A reimaged Advising Day consistently integrates academic and career guidance. A holistic advising model is being implemented that provides more integrated and personalized support to all students. The College has also expanded access to Credit for Prior Learning, accelerating time-to-degree for students with prior experience. Academic coaches have been embedded in high-enrollment STEM and Health Sciences courses to provide individualized support and promote persistence in gateway coursework. Similarly, individualized support for students developmental English and Reading courses has achieved a 68% course success rate. Additionally, expanded early college access for high school students, including in career-focused fields like Early Childhood Education and Cybersecurity supports persistence, degree completion, and student success.

To help to meet students' basic needs, Montgomery College has a robust and expanding food security program to support students experiencing food insecurity with food pantries in campus wellness centers, mobile community markets, and refrigerated food lockers. A mobile health unit and distribution of safe-sex kits, including via mail-order, enhances access to reproductive and wellness care. Mental Health First Aid Certified Student Wellness Leaders play critical roles in supporting their peers. Behavioral Intervention Team members deliver coordinated care to students exhibiting behaviors of concern. A student driven initiative, The Spiffy Closet, offers Montgomery College students access to professional and casual attire at no cost. The goal is to boost confidence among students by addressing their fundamental clothing needs and offering a diverse selection of options for all occasions, without any financial burden.

We strive to empower students in their pursuit of meaningful employment by equipping them with suitable attire for pivotal moments like job interviews, significant events, and everyday use.

Changes in Title IV Financial Aid guidelines have provided opportunities to realign the MC Foundation Emergency Student Assistance Funds enabling us to maximize benefits and continue meeting the ongoing emergency needs of our students. Raptor Ready Scholarships provide \$1,000 to recent Montgomery County high school graduates—yielding a 92% fall to spring retention rate.

Montgomery College remains committed to expanding integrated student supports that combine academic, financial, and wellness interventions. Priorities include scaling the holistic advising

model, increasing the reach of embedded coaching, and expanding access to high-impact practices. These strategies are aligned with the College's long-term goals and Maryland's statewide priorities for student success, workforce readiness, and closing equity gaps.

In what ways has your institution changed (e.g. structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

Montgomery College has undertaken significant structural, policy, and cultural changes in pursuit of the 55% completion goal, all grounded in a commitment to equity and student success. Completion is one of the College's three Transformational Aspirations, reflecting the belief that it is not an individual accomplishment, but a shared institutional responsibility.

In line with the transformational aspiration of access, the College has expanded offerings in the number and locations of early college and middle college programs, including the addition of Virtual Middle College, and expanded outreach efforts with a particular focus on marginalized communities. The expansion of industry-relevant micro-credentials, certification programs, and associate degrees in high-demand fields such as cybersecurity and healthcare, along with stronger integration between workforce development, career services, and academic programs, ensures that Montgomery College is providing programs that reflect what students are seeking – relevant high-value credentials – and what employers need from the region's workforce. Consequently, we continue to award more degrees to more students every year.

The College shifted from developmental education to co-requisite support in math and statistics, enabling direct enrollment in credit-bearing courses, reducing time to completion. Basic needs programming was systematically embedded via a campus-based model to promote equitable access, and operational reviews in Records and Registration and Financial Aid have streamlined onboarding and retention processes. Policy changes have included updates to Credit for Prior Learning guidelines and academic regulations to accelerate completion.

Culturally, Montgomery College has transformed its approach to data, embedding disaggregated metrics by race, income, and age into planning and budget decisions. Equity is now a defining lens in hiring and program design, with targeted efforts to diversify Honors and dual enrollment programs. The College has moved has built on its strong commitment to access and has begun simultaneously focusing on belonging, with an emphasis on student voice, faculty engagement, and culturally responsive pedagogy. Initiatives like Summer Bridge have been expanded to build community, reinforce life skills, and set a strong foundation for retention and completion.

Sustaining this change has required intentional leadership, consistent cross-divisional collaboration, and a culture that values accountability, continuous improvement, and student-centered decision-making. Key lessons include the importance of meaningful assessment of impact, investing in systems, and embedding changes in processes, intentionally and thoughtfully connecting individuals to comprehensive, institutional efforts, to transform the lives of our students ensure long-term institutional sustainability.

MONTGOMERY COLLEGE Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1 First-time full- and part-time fall headcount	3272		2758		254		260	
2 Number attempting fewer than 18 hours over first 2 years	890		662		55		173	
3 Cohort for analysis (Line 1 – Line 2)	2382	100.0%	2096	100.0%	199	100.0%	87	100.0%
4 Earned Associate degree from this community college	780	32.7%	727	34.7%	48	24.1%	5	5.7%
5 Earned certificate, but no degree, from this community college	13	0.5%	11	0.5%	1	0.5%	1	1.1%
6 Total associate and certificate graduates (Line 4 + Line 5)	793	33.3%	738	35.2%	49	24.6%	6	6.9%
7 Transferred to Maryland two-year/technical college	34	1.4%	26	1.2%	4	2.0%	4	4.6%
8 Transferred to Maryland public four-year college	897	37.7%	846	40.4%	41	20.6%	10	11.5%
9 Transferred to Maryland private four-year college or university	21	0.9%	20	1.0%	1	0.5%	0	0.0%
10 Transferred to out-of-state two-year/technical college	23	1.0%	18	0.9%	1	0.5%	4	4.6%
11 Transferred to out-of-state four-year college or university	179	7.5%	162	7.7%	11	5.5%	6	6.9%
12 Total transfers (sum of Lines 7 - 11)	1154	48.4%	1072	51.1%	58	29.1%	24	27.6%
13 Graduated from this college and transferred (Line 6 □ Line 12)	618	25.9%	581	27.7%	34	17.1%	3	3.4%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	1329	55.8%	1229	58.6%	73	36.7%	27	31.0%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	378	15.9%	322	15.4%	45	22.6%	11	12.6%
16 Successful transition to higher ed (Line 14 + Line 15)	1707	71.7%	1551	74.0%	118	59.3%	38	43.7%
17 Enrolled at this community college last term of study period	118	5.0%	98	4.7%	16	8.0%	4	4.6%
18 Successful or persisting (Line 16 + Line 17)	1825	76.6%	1649	78.7%	134	67.3%	42	48.3%

MONTGOMERY COLLEGE
2025 ACCOUNTABILITY REPORT

Student & Institutional Characteristics (not Benchmarked)

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

	Fall 2021	Fall 2022	Fall 2023	Fall 2024
A Fall credit enrollment				
a. Unduplicated headcount	17,284	17,137	17,780	18,835
b. Percent of students enrolled part time	66.4%	67.2%	65.6%	65.2%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
B First-time credit students with developmental education needs	32.3%	34.9%	34.2%	32.2%
	FY 2021	FY2022	FY2023	FY2024
C Credit students who are first-generation college students (neither parent attended college)	25.5%	26.5%	25.5%	25.5%
<small>* Source: replaced CCSSE with financial aid and application based data</small>				
	FY 2021	FY2022	FY2023	FY2024
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	5,481	4,674	4,678	6,209
	FY 2021	FY2022	FY2023	FY2024
E Credit students receiving financial aid				
a. Receiving any financial aid	48.6%	44.6%	50.8%	44.6%
b. Receiving Pell grants	21.4%	22.4%	22.7%	24.3%
F Students 25 years old or older	Fall 2021	Fall 2022	Fall 2023	Fall 2024
a. Credit students	27.2%	24.6%	22.6%	22.3%
	FY 2021	FY 2022	FY2023	FY2024
b. Continuing education students	76.2%	75.4%	73.4%	73.2%
	FY 2021	FY2022	FY2023	FY2024
G Credit students employed more than 20 hours per week	32.2%	*	*	*
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	26.4%	28.0%	29.0%	29.9%
b. Black/African American only	26.5%	25.2%	25.4%	24.0%
c. American Indian or Alaskan native only	0.2%	0.2%	0.2%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.2%	0.1%	0.1%
e. Asian only	12.5%	12.3%	12.8%	12.5%
f. White only	20.7%	19.7%	19.0%	18.6%
g. Multiple races	3.6%	3.9%	3.9%	3.9%
h. Foreign/Non-resident alien	9.7%	10.2%	9.3%	10.6%
i. Unknown/Unreported	0.3%	0.3%	0.2%	0.2%
	Fall 2021	Fall 2022	Fall 2023	Fall 2024
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	11.9%	13.5%	12.6%	22.9%
b. Enrolled in some, but not all, distance education	26.9%	25.9%	26.9%	31.7%
c. Not enrolled in any distance education	61.2%	60.6%	60.4%	45.4%
	FY 2021	FY 2022	FY2023	FY2024
J Unrestricted revenue by source				
a. Tuition and fees	28.6%	25.2%	23.6%	24.4%
b. State funding	16.6%	19.5%	22.8%	23.6%
c. Local funding	54.0%	54.8%	52.0%	49.8%
d. Other	0.9%	0.5%	1.6%	2.2%

**MONTGOMERY COLLEGE
2025 ACCOUNTABILITY REPORT**

	FY 2021	FY2022	FY2023	FY2024
K Expenditures by function				
a. Instruction	34.7%	33.9%	33.4%	33.2%
b. Academic support	17.3%	18.0%	18.5%	17.8%
c. Student services	13.1%	12.7%	12.7%	12.9%
d. Other	34.9%	35.4%	35.4%	36.1%

Goal 1: Access

	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	42,915	39,757	40,342	45,385	44,526
b. Credit students	27,840	24,085	23,916	25,164	26,975
c. Continuing education students	15,944	16,644	17,445	21,624	18,641
					Benchmark Fall 2025
2 Market share of first-time, full-time freshmen	Fall 2021 31.5%	Fall 2022 30.9%	Fall 2023 32.9%	Fall 2024 37.6%	45.0%
					Benchmark Fall 2025
3 Market share of part-time undergraduates	Fall 2021 67.2%	Fall 2022 68.5%	Fall 2023 71.8%	Fall 2024 73.5%	75.0%
					Benchmark Fall 2025
4 Market share of recent, college-bound high school graduates	Fall 2020 48.6%	Fall 2021 39.3%	Fall 2022 41.3%	Fall 2023 41.9%	55.0%
					Benchmark Fall 2025
5 High school student enrollment	Fall 2021 1,472	Fall 2022 1,506	Fall 2023 1,965	Fall 2024 2,352	2,050
					Benchmark FY 2026
6 Annual enrollment in online/hybrid courses	FY 2021	FY2022	FY2023	FY2024	
a. Credit, online	30,169	27,284	27,009	29,981	28,062
b. Continuing education, online	31,261	23,266	13,736	12,235	1,200
c. Credit, hybrid	5,810	4,671	5,316	6,297	6,938
d. Continuing education, hybrid	2,635	1,693	1,241	1,782	2,400
					Benchmark FY 2026
7 Tuition and mandatory fees	FY 2022	FY2023	FY2024	FY2025	
a. Annual tuition and fees for full-time students	\$5,322	\$5,322	\$5,394	\$5,394	NA
b. Percent of tuition/fees at Md public four-year institutions	54.2%	53.0%	52.5%	51.4%	57.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					
					Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses	FY 2021	FY2022	FY2023	FY2024	
a. Unduplicated annual headcount	5,626	6,082	7,118	7,720	9,100
b. Annual course enrollments	10,812	10,546	11,740	13,022	15,500
					Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses	FY 2021	FY2022	FY2023	FY2024	
a. Unduplicated annual headcount	4,673	5,431	5,815	7,618	7,200
b. Annual course enrollments	10,125	11,601	11,251	14,479	12,000

**MONTGOMERY COLLEGE
2025 ACCOUNTABILITY REPORT**

	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	55.0%	61.0%	68.0%	61.0%	45.0%
b. At least one ESL educational functioning level	55.0%	55.0%	55.0%	65.0%	60.0%
Note: Not reported if < 50 students in the cohort					
11 Minority student enrollment compared to service area population	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
a. Percent nonwhite credit enrollment	77.1%	78.3%	79.0%	79.2%	80.0%
	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	52.0%	53.0%	54.5%	57.0%	65.0%
	July 2021	July 2022	July 2023	July 2024	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	55.6%	56.7%	57.4%	58.4%	NA
12 Percent minorities (nonwhite) of full-time faculty	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
	36.4%	41.0%	42.7%	42.9%	47.4%
13 Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
	58.9%	59.9%	63.2%	63.7%	62.5%
Goal 2: Success					
	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	62.4%	67.5%	67.5%	64.5%	75.0%
b. Pell grant recipients	69.5%	71.2%	70.0%	67.7%	75.0%
c. Developmental students	51.1%	51.7%	57.1%	50.4%	75.0%
d. College-ready students	64.0%	69.8%	69.1%	66.7%	75.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	59.3%	59.0%	54.6%	49.4%	80.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	85.8%	82.9%	83.8%	78.7%	90.0%
b. Developmental completers	80.0%	79.3%	76.5%	67.3%	90.0%
c. Developmental non-completers	33.7%	31.3%	36.6%	48.3%	NA
d. All students in cohort	75.3%	74.8%	77.2%	76.6%	80.0%
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	79.4%	77.9%	78.7%	80.6%	NA
b. Black/African American only	71.5%	71.6%	73.0%	73.9%	NA
c. Asian only	86.2%	90.0%	88.1%	87.8%	NA
d. Hispanic/Latino	71.5%	69.0%	74.4%	72.8%	NA
Note: Not reported if < 50 students in the cohort for analysis					
	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	68.0%	65.0%	61.8%	58.6%	70.0%
b. Developmental completers	51.7%	48.8%	44.9%	36.7%	70.0%
c. Developmental non-completers	15.4%	16.6%	20.1%	31.0%	NA
d. All students in cohort	52.8%	52.4%	53.3%	55.8%	55.0%

**MONTGOMERY COLLEGE
2025 ACCOUNTABILITY REPORT**

	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	57.8%	60.6%	54.7%	63.4%	NA
b. Black/African American only	51.7%	49.1%	49.7%	56.3%	NA
c. Asian only	64.3%	68.2%	69.4%	69.0%	NA
d. Hispanic/Latino	46.3%	43.1%	47.5%	46.7%	NA
Note: Not reported if < 50 students in the cohort for analysis					
	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	3,137	2,994	2,874	2,762	3,230
b. Career degrees	644	713	678	665	NA
c. Transfer degrees	2,294	2,077	1,921	1,801	NA
d. Certificates	199	204	275	296	NA
e. Unduplicated graduates	3,020	2,877	2,705	2,580	NA
	AY 20-21	AY 21-22	AY 22-23	AY23-24	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	88.1%	87.7%	88.3%	90.5%	85.0%
	FY 2020 Graduates	FY2021 Graduates	FY2022 Graduates	FY2023 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	69.6%	69.9%	68.3%	72.6%	65.0%
Goal 3: Innovation					
	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Radiologic Technology	90.0%	93.8%	82.0%	87.5%	75.0%
Number of Candidates	20	16	11	16	
b. Nursing	85.6%	75.9%	78.0%	92.1%	80.0%
Number of Candidates	184	145	150	88	
c. Physical Therapy	75.0%	80.0%	100.0%	100.0%	85.0%
Number of Candidates	16	10	7	10	
Note: Not reported if <5 candidates in a year					
	FY 2020 Graduates	FY2021 Graduates	FY2022 Graduates	FY2023 Graduates	Benchmark Not Required
24 Graduates employed within one year	62.4%	68.7%	67.5%	67.3%	NA
	FY 2018 Graduates	FY2019 Graduates	FY2020 Graduates	FY2021 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$19,580	\$18,572	\$19,252	\$25,016	NA
b. Median annualized income three years after graduation	\$45,988	\$48,620	\$62,284	\$57,728	NA
	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	5,710	5,936	5,542	7,486	12,600
b. Annual course enrollments	11,656	12,720	12,257	15,465	23,800
	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	3,140	3,589	3,141	4,108	6,060
b. Annual course enrollments	7,507	6,373	5,614	7,106	12,700
	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	3,075	3,211	2,818	4,158	5,600
b. Annual course enrollments	7,447	7,811	7,131	9,293	12,000

Note: NA designates not applicable