



Office of Institutional Research & Effectiveness

2024 Performance Accountability Report

September 2024
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**MARYLAND HIGHER EDUCATION COMMISSION 2024
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 to its students and the surrounding community—and it is recognized for the quality and scope of its academic and support programs. The College prides itself on having a strong infrastructure and its ability to provide first-class higher education experiences that empower people to achieve success and create meaningful change in their lives and the lives of others.

Monitoring the progress of the measurable goals identified in the College’s strategic plan is a major part of institutional assessment. Montgomery College is in the process of implementing and making progress on the goals of its strategic plan and moving forward towards its transformation aspirations with laser focus attention on access, completion, and post-completion success. These aspirations involve fostering a college-going culture, and ensuring that earned credentials have tangible benefits that support students’ ambitions, dreams, and earning potential. The curriculum has broadened, programs have been fine-tuned, and delivery methods of instruction have expanded. The College is in the process of mapping every degree and certificate to a professional track with economic, social, and community impact. Services are more tailored to the specific needs of students. Outreach, dialogue, and collaboration with the Montgomery County Public School system, the broader community, and industry and business leaders are ongoing. While these transformations are underway, various other factors and pressures on higher education must be acknowledged: the value of a college education is under scrutiny, the mental health and basic needs of students are of increasing concern, and program sustainability or viability must be considered as student demographics and student needs evolve and enrollment fluctuates. These factors create challenges, but they are not insurmountable. Yet, to face them will require an offensive posture. That is, the College will remain student-focused, be vigilant on changes in the academic landscape that can potentially impede the success of students, and be prepared to respond to those changes by identifying innovative strategies and solutions to enhance student success and institutional effectiveness.

Student and Institutional Characteristics

Credit enrollment in fall 2023 (Indicator A-a) was 17,780. Nearly two-thirds of credit students (65.6 percent) attended part-time (Indicator A-b). Nearly one-quarter (22.6 percent) of credit students were 25 years of age or older (Indicator F). Collectively, Hispanic/Latino (29.0 percent) and Black (25.4 percent) students accounted for more than half of the student body, while Asian

(12.8 percent) and White (19.0 percent) students accounted for less than a third of enrollment (Indicator H). More than a third (34.2 percent) of first-time credit students entered the College in fall 2023 with developmental needs (Indicator B). In fiscal 2023, there were 4,678 annual enrollments of unduplicated students in English for speakers of other languages courses (Indicator D). More than half (50.8 percent) of the students enrolled at the College received some form of financial aid (Indicator E-a); 22.7 percent received the Pell Grant (Indicator E-b). Nearly 13 percent (12.6 percent) of credit students were enrolled exclusively in distance education courses in fall 2023 (Indicator I); 26.9 percent were enrolled in some, but not all, distance education; and 60.4 percent were not enrolled in any form of distance education.

Finances

More than half (52.0 percent) of the college's unrestricted revenue sources (Indicator J) came from a local funding source in fiscal 2023; tuition and fees generated 23.6 percent of revenue; and 22.8 percent came from the state. Compared to the previous year, significant increased state funding led to higher total revenue in Fiscal 2023.

The largest proportion of the College's expenditures by function (Indicator K) were directed toward instruction (33.4 percent), academic support (18.5 percent), and student services (12.7 percent). Another 35.4 percent was expended in "other." All expenditures helped to fulfill the primary function of the College: teaching, learning, and student support.

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 affordable access to a college education. The cost to attend Montgomery College increased about three percent in fiscal 2023 after remaining static for the three previous years. The annual cost of attendance for a full-time credit student at Montgomery College in fall 2023 was \$5,394 (Indicator 7), which was 52.5 percent of the average cost to attend a public four-year college in Maryland. This percentage is aligned with the College's benchmark on this performance metric to be at or below 57 percent.

Credit Enrollment

In fiscal 2023, Montgomery College enrolled, educated, and/or trained 40,342 individual students (Indicator 1a): 23,916 were credit-bearing students (Indicator 1b). In fiscal 2023 the enrollment of credit students increased 6.2 percent above the previous year, following several years of marked declines in enrollment that were experienced throughout higher education and driven by several factors (e.g., delay in the decision to attend college; entering the workforce; industries providing required or needed skill sets without the need for higher education credentials; Covid). The increase in enrollment suggests a renewed interest in returning to the College, realization of the value of credentialing, and the waning impact of the pandemic. The enrollment of students in our service area (Indicators 2, 3, and 4) increased in three market share segments in fall 2023 compared to fall 2022: new full-time freshmen (from 30.9 percent to 32.9

percent), part-time undergraduate students (from 68.5 percent to 71.8 percent), and recent college-bound high school graduates (from 39.3 percent to 41.3 percent). Even though the increase in market share was positive, the benchmarks related to the market share of first-time, full-time freshmen and recent college-bound high school graduates are well below the established goals, (45 percent and 55 percent, respectively). However, the College has achieved nearly 96 percent of the market share benchmark for part-time undergraduates.

In fall 2023 the enrollment of high school students (Indicator 5) increased 30.5 percent above the fall 2022 figure. As early exposure and enrollment of public junior high and high school students to higher education programs and various career paths through programs like Middle College and Early College increase, the College has a very good chance of achieving the established benchmark by fall 2025.

Post-pandemic data showed fewer online course enrollment, but there appears to be an increased interest in courses offered in a hybrid format (Indicators 6a and 6c). Annual enrollment in online credit courses in fiscal 2023 declined one percent below the enrollment in fiscal 2022 (from 27,284 to 27,009) and it was the second decline in as many years. Annual course enrollment in hybrid-taught courses fluctuated over the past four years but rose nearly 14 percent above the previous year's enrollment (from 4,671 to 5,316). Online and hybrid course options continue to be viable instructional methods for many students. However, to actualize consistent growth in online enrollments, the College could consider some niche offerings that reveal demands that cannot be realized some other way. The College will continue to be flexible in its approaches to meet the needs and expectations of its students. At present, the College has achieved 96.2 percent of the benchmark in online course enrollment and 76.6 percent in hybrid enrollment.

More than three-quarters (79.0 percent) of Montgomery College's student body in fall 2023 were nonwhite (Indicator 11a) and 57.4 percent of the county's service area residents who were at least 15 years of age were nonwhite (Indicator 11c). Compared to the previous year, nonwhite representation of full-time faculty and full-time administrative and professional staff increased, respectively from 41.0 percent to 42.7 and from 59.9 percent to 63.2 percent. The College has achieved 90 percent of its nonwhite full-time faculty benchmark and exceeded the benchmark on nonwhite representation of full-time administrative and professional staff.

Noncredit Enrollment

In fiscal 2023, Workforce Development and Continuing Education (WDCE) provided noncredit education, workforce training, and/or credentialing to 17,445 individual students (Indicator 1c), an increase of more than four percent in each of the two previous years. Students 25 years of age and older represented 73.4 percent of enrollment (Indicator Fb) and 54.5 percent of students were nonwhite (Indicator 11b). Online and hybrid course enrollments continued to suffer substantial losses in the past year. Annual enrollment in online courses (Indicator 6b) declined 41.0 percent (from 23,266 to 13,736), and hybrid course enrollment dropped 26.7 percent (from 1,693 to 1,241) compared to the previous year. The return to in-person courses and training has lessened the necessity for the many online offerings that were needed as a consequence of the pandemic.

Given the changes in the mode of instruction and the reality of the enrollments, the benchmarks for these two measures need to be reviewed and revised to realistic achievement levels.

For older adults, 50 years of age and older, courses in continuing education and lifelong learning in fiscal 2023 (Indicator 8) attracted 7,118 unique students and generated 11,740 annual enrollments. Compared to the previous year, this represented a 17.0 percent increase in headcount and an 11.3 percent increase in annual enrollments. The College has achieved 78.2 percent of its benchmark in student headcount and 75.7 percent of the benchmark in annual enrollments. Basic skills and literacy courses (Indicator 9) generated 11,251 annual enrollments with 5,815 individual students, resulting in 3.0 percent fewer enrollments and 17.0 percent more students compared to fiscal 2022. Currently, the College has achieved 80.8 percent of its benchmark in student headcount and 93.8 percent of the benchmark in annual enrollments.

Indicator 10 reflects achievement levels in two adult education programs: Adult Basic Education (ABE) and English for speakers of other languages (ESL). ABE functioning level (Indicator 10a) increased in each of the past three years (from 55.0 to 68 percent). Achievement in at least one ESL educational functioning level steadied at 55.0 percent. The College has surpassed the benchmark in ABE level and achieved 91.7 percent of the benchmark in the ESL level.

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

Retention and Academic Preparedness

The fall-to-fall retention rate for first-time degree-seeking students who entered the College in fall 2022 and returned in fall 2023 (Indicator 14) was 67.5 percent, which was unchanged from the retention rate for the previous year's cohort and remained the highest retention rate in four years. Across all cohort groups, Pell Grant recipients had the highest retention rate and students who entered the College with academic deficiencies had the lowest retention. The retention rate for the fall 2022 cohort declined slightly for Pell Grant recipients (from 71.2 percent to 70.0 percent) and college-ready students (69.8 percent to 69.1 percent), while the retention rate for developmental students increased 5.4 percentage points (51.7 percent to 57.1 percent). The College achieved 76.1 percent of the benchmark on the retention rate for developmental completers and achieved 90.0 percent of the benchmark for all students), 92.2 percent for college-ready students, and 93.3 for Pell grant recipients.

Nearly 55 percent of new students who entered Montgomery College in fall 2019 with developmental needs completed their developmental coursework within four years (Indicator 15). The four-year trend showed a decline in developmental coursework completion in each succeeding cohort (from 61.6 percent for the 2016 cohort to 54.6 percent for the 2019 cohort). To circumvent the need for developmental coursework, the college implemented the offering of a co-requisite course structure where some students take combined developmental and college-level courses in math and English. In addition, the College no longer relies solely on course placement scores to determine college readiness. High school GPA and high school transcripts

serve as proxies to determine English and math placement to reduce or eliminate unnecessary coursework for many students. These changes were expected produce measurable increases in the developmental completion metrics. However, the variance between the current performance and the benchmark on this metric has widened. The College will need to revisit its approach on addressing developmental completion and its benchmark within the next few years.

Degree Progress Cohort

The Degree Progress cohort model tracks full- and part-time students who attempted at least 18 credit hours within the first two years of initial enrollment who had graduated, transferred, and/or were persistent four years after entry. 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 2019.

A successful persister is defined as a student who had graduated, and/or transferred, or was still enrolled with at least 30 earned credit hours and had earned a minimum cumulative grade point average of 2.0 four years after entry (Indicator 16). The overall successful-persister rate of the fall 2019 cohort was 77.2 percent. College-ready students persisted at a higher rate than students who entered the college with developmental needs and completed developmental coursework in four years. Compared to the previous cohort the overall persistence rate increased more than two points (from 74.8 percent to 77.2 percent), college-ready students increased by less than one point (from 82.9 percent to 83.8 percent), and the persistence rate for developmental completers declined by nearly three points (from 79.3 percent to 76.5 percent). Data by race/ethnicity showed that the persistence rate (Indicator 17) was measurably and consistently higher for Asian students than it was for students in other race/ethnic groups across cohorts. Compared to the previous cohort, the persistence rate for Asian declined nearly two points (from 90.0 percent to 88.1 percent), but increased for all other race/ethnic groups: increased 5.4 points for Hispanic/Latino students (from 69.0 percent to 74.4 percent), 1.4 percent for Black students (71.6 percent to 73.0 percent, and almost one point for White students (77.9 percent to 78.7 percent).

Within four years of entry, 53.3 percent of the fall 2019 cohort graduated and/or transferred (Indicator 18), which was nearly one point above the rate of the previous cohort (52.4 percent). The graduation-transfer rate for college-ready and developmental completers continued to decline and receded from the 70 percent benchmark. The graduation-transfer rate decreased by 3.2 points for college-ready students (from 65.0 percent to 61.8 percent) and 3.9 percent for developmental completers (from 48.8 percent to 44.9 percent). Asian students consistently had higher graduation-transfer rates (Indicator 19) compared to other student groups. The graduation-transfer rate increased across race/ethnic groups except white students: increased less than one point for Black students (from 49.1 percent to 49.7 percent), 1.2 points for Asian students (from 68.2 percent to 69.4), and 4.4 points for Hispanic students (from 43.1 percent to 47.5 percent), while the graduation-transfer rate for White students declined by nearly six points (from 60.6 percent to 54.7 percent) compared to the previous cohort.

Currently, the college has achieved 85 percent to 96.5 percent of the benchmarks on the successful-persister metrics and 64.1 percent to 96.9 of the benchmarks on the graduation-transfer metrics. The disparity in the graduation-transfer rate between college-ready students and developmental completers remains a challenge and likely influenced by the lower percentage of students not completing developmental coursework within four years. The college will continue to keep a close eye on the performance disparities and remain actively engaged in identifying and implementing effective strategies designed to narrow the performance gap. The established benchmarks the College's performance on these success measures will be closely monitored over the next few years.

Graduation and Transfer

Montgomery College awarded 2,705 students a total of 2,874 associate degrees and credit certificates (Indicator 20) in fiscal 2023. Compared to the previous year, there were 172 fewer graduates (-6.0 percent) in fiscal 2023 and 120 fewer awards were conferred (-4.0 percent). The number of degrees awarded in career programs dropped 4.9 percent (from 716 degrees to 678 degrees) and the number of degrees awarded in transfer programs declined 7.5 percent (from 2,077 degrees to 1,921 degrees), while the number of Certificates awarded increased 34.8 percent (from 204 to 275).

Nearly 70 percent (68.3 percent) of fiscal 2022 transfer program graduates transferred within one year of graduation (Indicator 22), which was slightly below the figure for fiscal 2021 transfer program graduates. For Montgomery College students who had earned at least 12 credits within two years before transferring, 88.3 percent achieved a cumulative GPA of 2.0 in the first year of transfer (Indicator 21) at Maryland public four-year colleges and universities. The overall GPA for former Montgomery College students was 3.02, which speaks to the quality education students received at Montgomery College before they transferred.

Currently, the College is 356 shy of its goal on awards and has achieved 89 percent of the established benchmark. First-year GPA and percentage of transfer program graduates within one year of graduation metrics exceeded their respective benchmarks.

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. Montgomery College offers three credit health science programs that require licensure/certification examinations for employment (Indicator 23): nursing, physical therapy, and radiologic technology. The results for fiscal 2023 showed that of the 11 candidates who took the radiologic technology licensure exam, 82 percent passed it on the first try, which was the lowest recorded pass rate in four years. One hundred fifty students sat for the nursing exam and 78 percent passed on the first try. This performance was 2.1 points above the previous year's statistic. One hundred percent of the seven candidates who sat for physical therapy certification passed on the first try, which was 20 points higher than the previous year. The pass rates of program graduates who were first-time candidates and passed their respective

licensure/certification examinations on the first try are of significant importance in Maryland. These pass rates have important ramifications for several stakeholders like programs, prospective faculty, as well as current and potential students who may compare institutional pass rates to state and national data. The College exceeded the benchmarks for radiologic technology and physical therapy but was two points shy of the benchmark for nursing.

An important role of the College is to produce a more educated and prepared workforce. Skill development and improvement are the primary goals of many students who seek employment before and after they graduate. Data showed that 67.5 percent of fiscal 2022 Montgomery College graduates were employed within one year of graduation (Indicator 24), which was slightly lower than the previous year's graduates (68.7 percent). The value of a degree was evident when student income data for career program graduates was examined one year before graduation compared to their income three years after graduation (Indicator 25). The data showed that the median annualized income for fiscal 2020 career program graduates three years after graduation was \$62,284, which was more than triple the income level one year before graduation (\$19,252).

Workforce Development and Continuing Education (WDCE)

WDCE offers access to a wide range of educational opportunities, workforce, and training needs in key areas in Montgomery County's job market that appeal to different interests and goals of students, as well as prospective students and business entities. These opportunities range from basic education to licensure and credentialing. In fiscal 2023 unduplicated continuing education enrollment increased by 4.8 percent. However, the increase in unduplicated enrollment was not evident in the performance indicators (26, 27, and 28) that fall within the state goal of innovation.

The number of students enrolled in continuing education workforce development courses (Indicator 26) decreased by 6.6 percent and annual course enrollments declined by 3.6 percent compared to the previous year. There was a 12.5 percent decline in the number of students enrolled in courses seeking continued government or industry-required certification or licensure (Indicator 27), while annual course enrollments dropped 11.9 percent. Contract training course headcount (Indicator 28) decreased by 12.2 percent and 8.8 percent in annual course enrollments. At present, the College has achieved 44.0 percent to 59.4 percent of the benchmarks that were set for these indicators. Current performance suggests that the benchmarks for these indicators need to be reexamined, in this post-COVID era, with the expectation that student headcount and course enrollments will rebound. In the meantime, WDCE will continue the effective delivery of training and other services to the community and business entities.

Community Outreach and Impact

“Montgomery College will serve as the community's institution of choice to transform the lives of students and Montgomery County.” That is the College's vision statement. The College's outreach efforts are broad and impactful.

The face of Montgomery College in the broader Montgomery County community is the outreach done through the operations of the Office of Community Engagement (OCE), which includes three community engagement centers, nonprofit partnerships, community events, and the production of grassroots outreach activities. OCE is the primary connection between the College and residents in underserved and under-represented communities. Through the outreach efforts of OCE, thousands of people from these communities have been served from residents seeking training and job skills to taking advantage of classes and learning opportunities. Engagement in these experiences created important connections between the College and the community with the added potential of improving the earning potential of residents.

Building on the work of the OEC, Montgomery College officially opened the doors of the College's East County Education Center (ECEC), which expanded access to education in the eastern region of Montgomery County and serving as an anchor institution to residents from underserved students and residents in the community. The credit and noncredit classes offered at the ECEC are in fields of interest to prospective students and community members, targeting skill gaps in key industry sectors such as healthcare and IT. Programs offered at the ECEC include allied healthcare, small business/entrepreneurship, cybersecurity, early childhood education, hospitality management, criminal justice, English for speakers of other languages, and WDCE course offerings.

In partnership with the Capital Area Food Bank (CAFB) the College continued to host the popular Mobile Food Market Program on all three campuses that offered fresh, seasonal produce at no cost. CAFB supported the food pantries located on each campus, helped to identify community resources that addressed food insecurities among our students and the residents from the community, and made available resources on health, housing, and other service providers on-site. Relatedly, and under the auspices of the Student Life unit, Montgomery College students, faculty, and community organizations participated in a variety of service learning and civic engagement opportunities including Spirit of Service Days, Manna Food Smart Sacks, Alternative Breaks, and Impact MC. Through Manna Food, for example, Montgomery College students on all three campuses helped over a hundred children every week by providing nutritious meals to needy children and their families who might not have another meal until after the weekend.

Within the past few years, Montgomery College launched the Ascend Parent Initiative, a virtual Family Resource Center, and was accepted in the Inaugural Generation Hope FamilyU Cohort in August 2021. Participation in this initiative is evidence of the College's reaffirmed commitment to student-parents and the transformation of the College into a family-friendly institution. The College has strived to systematically identify student-parents at MC, center and amplify their voices, and ensure that student-parents can easily connect with each other and resources to increase their enrollment, retention, and graduation rates. For its efforts in this space, Montgomery College and three other community colleges were selected by Ascend for funding to further support the College's student-parents success efforts.

In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

Completion rates of the Degree Progress cohort have increased, with rates surpassing the College's goal of 30%. However, there has remained equity gaps. Increasing equitable student retention and completion rates is one of the outcomes of the College's refreshed Strategic Plan. In addition to the initiatives underway, recent changes in leadership and a new Master Plan for Academic Affairs in development, provide opportunities for reimagined and new initiatives.

Embedded academic support is critical to meeting students where they are. Building on the embedded coaching model in place since 2016, there is a more systematic effort to identify high-priority courses and embed coaching in all sections, regardless of format. A grant-funded consultant and development of an Academic Coaching micro-credential are ensuring high-quality and evidence-based coaching. In Fall 2023, the College launched Accudemia, an online platform delivering academic coaching and support services, ensuring students can access when and where it is most beneficial for them.

Accurate course sequencing is critical for progress and completion. Many students self-advise and so require meaningful tools to support them. Building on an initiative to create program advising guides, in addition to course sequencing and learning outcomes, guides now include information about transfer opportunities and career pathways. Faculty are intentionally encouraging student use of the guides and on average 3,000 students a month are viewing them.

Innovative teaching/delivery models support student choice and access, and so completion. The College offers an increasing number of online courses and has newly developed training for faculty in best practices for HyFlex classrooms. The College is also rapidly increasing the number of courses that use only open-access resources, removing financial barriers to students access and success. In Spring 2024, nearly 13,000 students enrolled in at least one such course. A focus on increasing high-impact, experiential, and service-learning experiences, ensures students are engaged and participating in the types of learning that will ensure post-completion success.

Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

The College has over 150 articulation agreements, the majority at the program level, offering clear pathways for students. New goals for the area of strategic alliances and transfer partnerships focus on cultivating high-quality, high-performing partnerships that will provide dedicated scholarship and experiential learning opportunities for MC transfers students.

The College has goals for the percentage of students who transfer within one year of graduating and for their first year GPA, and both metrics consistently exceed the benchmarks set. One of the strategic plan metrics is the transfer rate of students to baccalaureate institutions which is measured as the percentage of Degree Progress cohort who transfer vertically within four years of entering MC. One challenge to setting goals for the success of transfer students is the lack of

data for those transferring to out-of-state or private in-state colleges. A strategic priority ensuring all articulation agreements include data sharing agreements to support better goal setting.

In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

While Montgomery College is one of the most diverse institutions in the country, completion rates reflect more inequity, with Asian and White students completing at higher rates than Black/African American and Hispanic/Latino students. However, the completion rates for both groups have been steadily increasing in recent years and the gap is shrinking.

The biggest challenge to continuing to address the equity gap in completion is to develop programs that are sustainable and can be scaled. Similarly, it is important to ensure that such programs have the knowledge and capacity needed to capture and track the data needed to evaluate their impact. Another challenge is to ensure that the College maintains the balance between offering targeted support to affinity groups and not unintentionally creating access or equity issues for other students. The size of the College can also be a challenge as campuses can at times operate and function separately.

How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

The College ensures our graduates leave with employable skills by aligning curricula with the skills employers are looking for. Customized Light Cast reports identify the defining skills of the occupations that programs map to, and these skills are intentionally integrated into courses. Many programs have advisory boards made up of industry experts who review and recommend curricula changes based on their knowledge of workforce needs, identify experiential learning and employment opportunities, and serve as liaisons to employers and industry/professional organizations. The College Area Review (CAR) assessment process, which is required of all academic areas, requires programs to include information about alignment with professional standards, career opportunities growth analysis, and/or advisory board recommendations.

Many programs have optional or required internship, experiential learning, or apprenticeship opportunities. The College partners with College Central Network to connect students with targeted employment and internship opportunities. The College uses a collaborative approach to providing career planning services to students, combining expertise, resources, and support from Student Employment Services, Counseling/Advising, and academic departments. The College also offers Career Development – a two-credit course designed engage students in a comprehensive career exploration process. Powerful tools available to students include Career Explorer which shows salary ranges and employment data for careers and Career Coach that assesses users interests and strengths and matches them to careers and local job listings. Both tools then also link to related Montgomery College program(s).

Prompt #5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success**. For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

| Funder Name (e.g. National Science Foundation, Institute of Education Science) | Grant Name | Funded Project Name | Award Amount | Start Date | End Date |
|--|--|--|---------------------|-------------------|-----------------|
| U.S. Department of Homeland Security | Citizenship and Integration Grant Program | MC Citizenship Preparation Program (U.S. Citizenship and Immigration Services (USCIS)) FY24-FY25 | \$450,000 | 10/1/2023 | 9/30/2025 |
| U.S. Department of Labor | Strengthening Community Colleges Training Grant for Round 2 (SCC2) | Technical Metro Area Pathways (TechMAP) | \$1,600,000 | 10/1/2022 | 9/30/2026 |
| U.S. Department of Labor via Primary Care Coalition (PCC) | Community Project Funding/Congressionally Directed Spending (Earmark) | Building an Inclusive Workforce: Lifting Underrepresented Communities | \$833,856 | 1/1/2024 | 11/30/2025 |
| U.S. Department of Education | Basic Needs for Postsecondary Students | Student Health and Wellness (SHaW) Center Social Resource Program: Nourishing the Mind, Body, and Spirit | \$973,741 | 12/31/2021 | 12/31/2024 |
| U.S. Department of Education | TRIO Education Opportunity Center (EOC) | TRIO EOC FY22-FY26 | \$1,368,965 | 9/1/2021 | 8/31/2026 |
| U.S. Department of Education | TRIO Student Support Services (SSS) | Montgomery College TRIO SSS | \$1,397,533 | 9/1/2020 | 8/31/2025 |
| U.S. Department of Education | Undergraduate International Studies and Foreign Language Program (UISFL) | International Studies Program - Asian Track (ISPAT) | \$214,268 | 10/1/2023 | 9/30/2025 |
| U.S. Department of Health and Human Services via Upwardly Global | Refugee Career Pathways (RCP) Program | Upwardly Global Partnership | \$100,000 | 9/30/2021 | 9/29/2024 |
| U.S. Department of Health and Human Services (HHS) via MD Department of Human Services, Maryland Office for Refugees and Asylees (MD DHS MORA) | English for Speakers of Other Languages (ESOL) | FY24 ESOL | \$349,049 | 10/1/2023 | 9/30/2024 |
| MD DHS MORA (HHS) | English for Speakers of Other Languages (ESOL) | FY25 ESOL | \$355,985 | 10/1/2024 | 9/30/2025 |
| MD DHS MORA (HHS) | Vocational Training and Employment Services (VTES) | FY24 VTES | \$579,950 | 10/1/2023 | 9/30/2024 |

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|---|--|--|-------------|------------|---------------------------------|
| MD DHS MORA (HHS) | Vocational Training and Employment Services (VTES) | FY25 VTES | \$708,842 | 10/1/2024 | 9/30/2025 |
| U.S. Department of Education via Maryland Department of Labor | Adult ESOL & Literacy Grant Program (AELG) | FY25 AELG | \$3,131,346 | 7/1/2024 | 6/30/2025 |
| U.S. Department of Education via Maryland State Department of Education | Perkins V | FY25 Perkins | \$427,279 | 7/1/2024 | 6/30/2025 |
| National Institute of Standards and Technology | Professional Research Experience Program (PREP) | MC NIST PREP Program (FY23-FY28) | \$7,461,117 | 4/1/2023 | 3/31/2028 |
| National Science Foundation (NSF) | NSF Advanced Technological Education (ATE) | New to ATE: Improving Biopharmaceutical Technician Education with Cell and Gene Therapy Credentials | \$349,999 | 7/1/2022 | 6/30/2025 |
| NSF | Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM), Track 2 | Achieving Upward Socio-Economic Mobility (AUSEM) | \$2,471,686 | 10/15/2023 | 9/30/2029 |
| NSF via BioQUEST | Research Coordination Network in Undergraduate Biology Education (RCN UBE) | Quantitative Biology in Community Colleges (QB@CC) | \$144,923 | 9/1/2019 | 8/31/2024 |
| NSF via Hobart and William Smith Colleges | Enabling Partnerships to Increase Innovation Capacity (EPIIC) | Collaborative Research: EPIIC: EmpoweredED -- Building the Future Workforce Together | \$400,000 | 10/1/2023 | 9/30/2026 |
| NSF via Mount St. Mary's University | Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) | Community College Collaboration in STEM (C3STEM) | \$26,558 | 10/1/2020 | 9/30/2025 |
| NSF via Occidental College, Center for Undergraduate Research in Mathematics (CURM) | CURM Mini-Grant | CURM Mini-Grant | \$7,300 | 6/1/2024 | 6/30/2025 |
| NSF via University of Maryland, Baltimore County | Improving Undergraduate STEM Education and Human Resources (IUSE: EHR) | Collaborative Research: Institutional & Community Transformation for Teaching & Learning Quantitative Reasoning in Biological Sciences | \$250,000 | 10/1/2018 | 9/30/2023 (NCE to 9/30/2024) |
| NSF via University of Maryland | Experiential Learning for Emerging and Novel Technologies (ExLENT), Beginnings Track | Collaborative Research: Beginnings: Democratizing Experiential Education for Microelectronics (DREEM) | \$375,000 | 10/1/2023 | 9/30/2026 |

MONTGOMERY COLLEGE Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

| | All Students | | College-ready Students | | Developmental Completers | | Developmental Non-completers | | | |
|----|---|--|------------------------|--------|--------------------------|--------|------------------------------|--------|-----|--------|
| 1 | First-time full- and part-time fall headcount | | 3301 | | 1903 | | 764 | | 634 | |
| 2 | Number attempting fewer than 18 hours over first 2 years | | 1053 | | 449 | | 194 | | 410 | |
| 3 | Cohort for analysis (Line 1 – Line 2) | | 2248 | 100.0% | 1454 | 100.0% | 570 | 100.0% | 224 | 100.0% |
| 4 | Earned Associate degree from this community college | | 620 | 27.6% | 504 | 34.7% | 114 | 20.0% | 2 | 0.9% |
| 5 | Earned certificate, but no degree, from this community college | | 7 | 0.3% | 3 | 0.2% | 1 | 0.2% | 3 | 1.3% |
| 6 | Total associate and certificate graduates (Line 4 + Line 5) | | 627 | 27.9% | 507 | 34.9% | 115 | 20.2% | 5 | 2.2% |
| 7 | Transferred to Maryland two-year/technical college | | 33 | 1.5% | 14 | 1.0% | 11 | 1.9% | 8 | 3.6% |
| 8 | Transferred to Maryland public four-year college | | 851 | 37.9% | 672 | 46.2% | 168 | 29.5% | 11 | 4.9% |
| 9 | Transferred to Maryland private four-year college or university | | 17 | 0.8% | 12 | 0.8% | 4 | 0.7% | 1 | 0.4% |
| 10 | Transferred to out-of-state two-year/technical college | | 23 | 1.0% | 10 | 0.7% | 7 | 1.2% | 6 | 2.7% |
| 11 | Transferred to out-of-state four-year college or university | | 176 | 7.8% | 119 | 8.2% | 42 | 7.4% | 15 | 6.7% |
| 12 | Total transfers (sum of Lines 7 - 11) | | 1100 | 48.9% | 827 | 56.9% | 232 | 40.7% | 41 | 18.3% |
| 13 | Graduated from this college and transferred (Line 6 □ Line 12) | | 528 | 23.5% | 436 | 30.0% | 91 | 16.0% | 1 | 0.4% |
| 14 | Graduated and/or transferred {(Line 6 + Line 12) – Line 13} | | 1199 | 53.3% | 898 | 61.8% | 256 | 44.9% | 45 | 20.1% |
| 15 | No award or transfer, but 30 credits with GPA ≥ 2.00 | | 407 | 18.1% | 265 | 18.2% | 128 | 22.5% | 14 | 6.3% |
| 16 | Successful transition to higher ed (Line 14 + Line 15) | | 1606 | 71.4% | 1163 | 80.0% | 384 | 67.4% | 59 | 26.3% |
| 17 | Enrolled at this community college last term of study period | | 130 | 5.8% | 55 | 3.8% | 52 | 9.1% | 23 | 10.3% |
| 18 | Successful or persisting (Line 16 + Line 17) | | 1736 | 77.2% | 1218 | 83.8% | 436 | 76.5% | 82 | 36.6% |

MONTGOMERY COLLEGE Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

| | African American Students | | Asian Students | | Hispanic Students | | White Students (optional data) | | | |
|----|---|--|----------------|--|-------------------|--|--------------------------------|--|------------|--|
| 1 | First-time full- and part-time fall headcount | | 903 | | 473 | | 1183 | | 641 | |
| 2 | Number attempting fewer than 18 hours over first 2 years | | 306 | | 88 | | 414 | | 213 | |
| 3 | Cohort for analysis (Line 1 – Line 2) | | 597 100.0% | | 385 100.0% | | 769 100.0% | | 428 100.0% | |
| 4 | Earned Associate degree from this community college | | 116 19.4% | | 161 41.8% | | 211 27.4% | | 115 26.9% | |
| 5 | Earned certificate, but no degree, from this community college | | 2 0.3% | | 1 0.3% | | 2 0.3% | | 2 0.5% | |
| 6 | Total associate and certificate graduates (Line 4 + Line 5) | | 118 19.8% | | 162 42.1% | | 213 27.7% | | 117 27.3% | |
| 7 | Transferred to Maryland two-year/technical college | | 11 1.8% | | 3 0.8% | | 13 1.7% | | 5 1.2% | |
| 8 | Transferred to Maryland public four-year college | | 201 33.7% | | 228 59.2% | | 248 32.2% | | 154 36.0% | |
| 9 | Transferred to Maryland private four-year college or university | | 7 1.2% | | 2 0.5% | | 4 0.5% | | 3 0.7% | |
| 10 | Transferred to out-of-state two-year/technical college | | 4 0.7% | | 3 0.8% | | 6 0.8% | | 9 2.1% | |
| 11 | Transferred to out-of-state four-year college or university | | 57 9.5% | | 14 3.6% | | 54 7.0% | | 42 9.8% | |
| 12 | Total transfers (sum of Lines 7 - 11) | | 280 46.9% | | 250 64.9% | | 325 42.3% | | 213 49.8% | |
| 13 | Graduated from this college and transferred (Line 6 □ Line 12) | | 101 16.9% | | 145 37.7% | | 173 22.5% | | 96 22.4% | |
| 14 | Graduated and/or transferred {(Line 6 + Line 12) – Line 13} | | 297 49.7% | | 267 69.4% | | 365 47.5% | | 234 54.7% | |
| 15 | No award or transfer, but 30 credits with GPA ≥ 2.00 | | 108 18.1% | | 60 15.6% | | 147 19.1% | | 80 18.7% | |
| 16 | Successful transition to higher ed (Line 14 + Line 15) | | 405 67.8% | | 327 84.9% | | 512 66.6% | | 314 73.4% | |
| 17 | Enrolled at this community college last term of study period | | 31 5.2% | | 12 3.1% | | 60 7.8% | | 23 5.4% | |
| 18 | Successful or persisting (Line 16 + Line 17) | | 436 73.0% | | 339 88.1% | | 572 74.4% | | 337 78.7% | |

**MONTGOMERY COLLEGE
2024 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 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
| A | Fall credit enrollment | | | |
| a. | 20,037 | 17,284 | 17,137 | 17,780 |
| b. | 65.6% | 66.4% | 67.2% | 65.6% |
| | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
| B | First-time credit students with developmental education needs | | | |
| | 33.5% | 32.3% | 34.9% | 34.2% |
| | FY 2020 | FY 2021 | FY2022 | FY2023 |
| C | Credit students who are first-generation college students (neither parent attended college) | | | |
| | * | 49.6% | * | * |
| | FY 2020 | FY 2021 | FY2022 | FY2023 |
| D | Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses | | | |
| | 7,216 | 5,481 | 4,674 | 4,678 |
| | FY 2020 | FY 2021 | FY2022 | FY2023 |
| E | Credit students receiving financial aid | | | |
| a. | 52.2% | 48.6% | 44.6% | 50.8% |
| b. | 24.5% | 22.9% | 22.4% | 22.7% |
| | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
| F | Students 25 years old or older | | | |
| a. | 27.4% | 27.2% | 24.6% | 22.6% |
| | FY 2020 | FY 2021 | FY 2022 | FY2023 |
| b. | 74.0% | 76.2% | 75.4% | 73.4% |
| | FY 2020 | FY 2021 | FY2022 | FY2023 |
| G | Credit students employed more than 20 hours per week | | | |
| | * | 32.2% | * | * |
| | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
| H | Credit student racial/ethnic distribution | | | |
| a. | 26.1% | 26.4% | 28.0% | 29.0% |
| b. | 26.4% | 26.5% | 25.2% | 25.4% |
| c. | 0.2% | 0.2% | 0.2% | 0.2% |
| d. | 0.2% | 0.2% | 0.2% | 0.1% |
| e. | 12.4% | 12.5% | 12.3% | 12.8% |
| f. | 21.9% | 20.7% | 19.7% | 19.0% |
| g. | 3.5% | 3.6% | 3.9% | 3.9% |
| h. | 9.0% | 9.7% | 10.2% | 9.3% |
| i. | 0.4% | 0.3% | 0.3% | 0.2% |
| | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 |
| I | Credit student distance education enrollment | | | |
| a. | 12.0% | 11.9% | 13.5% | 12.6% |
| b. | 24.9% | 26.9% | 25.9% | 26.9% |
| c. | 63.1% | 61.2% | 60.6% | 60.4% |
| | FY 2020 | FY 2021 | FY 2022 | FY2023 |
| J | Unrestricted revenue by source | | | |
| a. | 30.3% | 28.6% | 25.2% | 23.6% |
| b. | 16.0% | 16.6% | 19.5% | 22.8% |
| c. | 52.1% | 54.0% | 54.8% | 52.0% |
| d. | 1.6% | 0.9% | 0.5% | 1.6% |

**MONTGOMERY COLLEGE
2024 ACCOUNTABILITY REPORT**

| | FY 2020 | FY 2021 | FY2022 | FY2023 | |
|---|----------------|----------------|---------------|---------------|------------------|
| K Expenditures by function | | | | | |
| a. Instruction | 33.1% | 34.7% | 33.9% | 33.4% | |
| b. Academic support | 17.0% | 17.3% | 18.0% | 18.5% | |
| c. Student services | 12.7% | 13.1% | 12.7% | 12.7% | |
| d. Other | 37.2% | 34.9% | 35.4% | 35.4% | |
| | | | | | Benchmark |
| | | | | | FY 2025 |
| 1 Annual unduplicated headcount | | | | | |
| a. Total | 49,168 | 42,915 | 39,757 | 40,342 | 44,528 |
| b. Credit students | 28,946 | 27,840 | 24,085 | 23,916 | 26,975 |
| c. Continuing education students | 21,598 | 15,944 | 16,644 | 17,445 | 18,641 |
| | | | | | Benchmark |
| | | | | | Fall 2025 |
| 2 Market share of first-time, full-time freshmen | 38.7% | 31.5% | 30.9% | 32.9% | 45.0% |
| | | | | | Benchmark |
| | | | | | Fall 2025 |
| 3 Market share of part-time undergraduates | 69.6% | 67.2% | 68.5% | 71.8% | 75.0% |
| | | | | | Benchmark |
| | | | | | Fall 2025 |
| 4 Market share of recent, college-bound high school graduates | 48.9% | 48.6% | 39.3% | 41.3% | 55.0% |
| | | | | | Benchmark |
| | | | | | Fall 2025 |
| 5 High school student enrollment | 1,532 | 1,472 | 1,506 | 1,965 | 2,050 |
| | | | | | Benchmark |
| | | | | | FY 2025 |
| 6 Annual enrollment in online/hybrid courses | | | | | |
| a. Credit, online | 26,551 | 30,169 | 27,284 | 27,009 | 28,062 |
| b. Continuing education, online | 5,040 | 31,261 | 23,266 | 13,736 | 1,200 |
| c. Credit, hybrid | 4,381 | 5,810 | 4,671 | 5,316 | 6,938 |
| d. Continuing education, hybrid | 521 | 2,635 | 1,693 | 1,241 | 2,400 |
| | | | | | Benchmark |
| | | | | | FY 2026 |
| 7 Tuition and mandatory fees | | | | | |
| a. Annual tuition and fees for full-time students | \$5,322 | \$5,322 | \$5,322 | \$5,394 | NA |
| b. Percent of tuition/fees at Md public four-year institutions | 55.1% | 54.2% | 53.0% | 52.5% | 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 | | | | | |
| a. Unduplicated annual headcount | 7,193 | 5,626 | 6,082 | 7,118 | 9,100 |
| b. Annual course enrollments | 12,361 | 10,812 | 10,546 | 11,740 | 15,500 |
| | | | | | Benchmark |
| | | | | | FY 2025 |
| 9 Enrollment in continuing education basic skills and literacy courses | | | | | |
| a. Unduplicated annual headcount | 5,828 | 4,673 | 5,431 | 5,815 | 7,200 |
| b. Annual course enrollments | 9,730 | 10,125 | 11,601 | 11,251 | 12,000 |

**MONTGOMERY COLLEGE
2024 ACCOUNTABILITY REPORT**

| | FY 2020 | FY 2021 | FY2022 | FY2023 | Benchmark FY 2025 |
|---|---------------------|---------------------|---------------------|---------------------|---------------------------------|
| 10 Adult education student achievement of: | | | | | |
| a. At least one ABE educational functioning level | 51.0% | 55.0% | 61.0% | 68.0% | 45.0% |
| b. At least one ESL educational functioning level | 70.0% | 55.0% | 55.0% | 55.0% | 60.0% |
| Note: Not reported if < 50 students in the cohort | | | | | |
| 11 Minority student enrollment compared to service area population | | | | | Benchmark Fall 2025 |
| a. Percent nonwhite credit enrollment | Fall 2020 75.9% | Fall 2021 77.1% | Fall 2022 78.3% | Fall 2023 79.0% | 80.0% |
| b. Percent nonwhite continuing education enrollment | FY 2020 59.8% | FY 2021 52.0% | FY2022 53.0% | FY2023 54.5% | Benchmark FY 2025 65.0% |
| c. Percent nonwhite service area population, 15 or older | July 2020 55.3% | July 2021 55.6% | July 2022 56.7% | July 2023 57.4% | Benchmark Not Required NA |
| 12 Percent minorities (nonwhite) of full-time faculty | Fall 2020 39.0% | Fall 2021 36.4% | Fall 2022 41.0% | Fall 2023 42.7% | Benchmark Fall 2025 47.4% |
| 13 Percent minorities (nonwhite) of full-time administrative and professional staff | Fall 2020 59.2% | Fall 2021 58.9% | Fall 2022 59.9% | Fall 2023 63.2% | Benchmark Fall 2025 62.5% |
| 14 Fall-to-fall retention | Fall 2019 Cohort | Fall 2020 Cohort | Fall 2021 Cohort | Fall 2022 Cohort | Benchmark Fall 2024 Cohort |
| a. All students | 64.2% | 62.4% | 67.5% | 67.5% | 75.0% |
| b. Pell grant recipients | 68.6% | 69.5% | 71.2% | 70.0% | 75.0% |
| b. Developmental students | 58.5% | 51.1% | 51.7% | 57.1% | 75.0% |
| c. College-ready students | 70.8% | 64.0% | 69.8% | 69.1% | 75.0% |
| 15 Developmental completers after four years | Fall 2016 Cohort | Fall 2017 Cohort | Fall 2018 Cohort | Fall 2019 Cohort | Benchmark Fall 2021 Cohort |
| | 61.6% | 59.3% | 59.0% | 54.6% | 80.0% |
| 16 Successful-persister rate after four years | Fall 2016 Cohort | Fall 2017 Cohort | Fall 2018 Cohort | Fall 2019 Cohort | Benchmark Fall 2021 Cohort |
| a. College-ready students | 87.6% | 85.8% | 82.9% | 83.8% | 90.0% |
| b. Developmental completers | 77.5% | 80.0% | 79.3% | 76.5% | 90.0% |
| c. Developmental non-completers | 34.5% | 33.7% | 31.3% | 36.6% | NA |
| d. All students in cohort | 72.7% | 75.3% | 74.8% | 77.2% | 80.0% |
| 17 Successful-persister rate after four years | Fall 2016 Cohort | Fall 2017 Cohort | Fall 2018 Cohort | Fall 2019 Cohort | Benchmark Not Required |
| a. White only | 79.5% | 79.4% | 77.9% | 78.7% | NA |
| b. Black/African American only | 66.0% | 71.5% | 71.6% | 73.0% | NA |
| c. Asian only | 84.1% | 86.2% | 90.0% | 88.1% | NA |
| d. Hispanic/Latino | 69.9% | 71.5% | 69.0% | 74.4% | NA |
| Note: Not reported if < 50 students in the cohort for analysis | | | | | |

**MONTGOMERY COLLEGE
2024 ACCOUNTABILITY REPORT**

| | Fall 2016 Cohort | Fall 2017 Cohort | Fall 2018 Cohort | Fall 2019 Cohort | Benchmark Fall 2021 Cohort |
|--|-------------------|-------------------|------------------|------------------|-----------------------------|
| 18 Graduation-transfer rate after four years | | | | | |
| a. College-ready students | 70.0% | 68.0% | 65.0% | 61.8% | 70.0% |
| b. Developmental completers | 49.1% | 51.7% | 48.8% | 44.9% | 70.0% |
| c. Developmental non-completers | 17.4% | 15.4% | 16.6% | 20.1% | NA |
| d. All students in cohort | 49.5% | 52.8% | 52.4% | 53.3% | 55.0% |
| | Fall 2016 Cohort | Fall 2017 Cohort | Fall 2018 Cohort | Fall 2019 Cohort | Benchmark Not Required |
| 19 Graduation-transfer rate after four years | | | | | |
| a. White only | 60.9% | 57.8% | 60.6% | 54.7% | NA |
| b. Black/African American only | 45.3% | 51.7% | 49.1% | 49.7% | NA |
| c. Asian only | 62.9% | 64.3% | 68.2% | 69.4% | NA |
| d. Hispanic/Latino | 41.7% | 46.3% | 43.1% | 47.5% | NA |
| Note: Not reported if < 50 students in the cohort for analysis | | | | | |
| | FY 2020 | FY 2021 | FY2022 | FY2023 | Benchmark FY 2025 |
| 20 Associate degrees and credit certificates awarded | | | | | |
| a. Total awards | 3,028 | 3,137 | 2,994 | 2,874 | 3,230 |
| b. Career degrees | 696 | 644 | 713 | 678 | NA |
| c. Transfer degrees | 2,108 | 2,294 | 2,077 | 1,921 | NA |
| d. Certificates | 224 | 199 | 204 | 275 | NA |
| e. Unduplicated graduates | 2,903 | 3,020 | 2,877 | 2,705 | NA |
| | AY 19-20 | AY 20-21 | AY 21-22 | AY 22-23 | Benchmark AY 2024-25 |
| 21 First-year GPA of 2.0 or above at transfer institution | 90.1% | 88.1% | 87.7% | 88.3% | 85.0% |
| | FY 2019 Graduates | FY 2020 Graduates | FY2021 Graduates | FY2022 Graduates | Benchmark FY 2024 Graduates |
| 22 Graduate transfers within one year | 68.0% | 69.6% | 69.9% | 68.3% | 65.0% |
| | FY 2020 | FY 2021 | FY2022 | FY2023 | Benchmark FY 2025 |
| 23 Credit program pass rates in licensure/certification examinations required for employment | | | | | |
| a. Radiologic Technology | 100.0% | 90.0% | 93.8% | 82.0% | 75.0% |
| Number of Candidates | 13 | 20 | 16 | 11 | |
| b. Nursing | 92.4% | 85.6% | 75.9% | 78.0% | 80.0% |
| Number of Candidates | 131 | 184 | 145 | 150 | |
| c. Physical Therapy | 100.0% | 75.0% | 80.0% | 100.0% | 85.0% |
| Number of Candidates | 18 | 16 | 10 | 7 | |
| Note: Not reported if <5 candidates in a year | | | | | |
| | FY 2019 Graduates | FY 2020 Graduates | FY2021 Graduates | FY2022 Graduates | Benchmark Not Required |
| 24 Graduates employed within one year | 62.5% | 62.4% | 68.7% | 67.5% | NA |
| | FY 2017 Graduates | FY 2018 Graduates | FY2019 Graduates | FY2020 Graduates | Benchmark Not Required |
| 25 Income growth of career program graduates | | | | | |
| a. Median annualized income one year prior to graduation | \$18,816 | \$19,580 | \$18,572 | \$19,252 | NA |
| b. Median annualized income three years after graduation | \$43,708 | \$45,988 | \$48,620 | \$62,284 | NA |

**MONTGOMERY COLLEGE
2024 ACCOUNTABILITY REPORT**

| | FY 2020 | FY 2021 | FY2022 | FY203 | Benchmark FY 2025 |
|--|----------------|----------------|---------------|--------------|------------------------------|
| 26 Enrollment in continuing education workforce development courses | | | | | |
| a. Unduplicated annual headcount | 9,831 | 5,710 | 5,936 | 5,542 | 12,600 |
| b. Annual course enrollments | 20,112 | 11,656 | 12,720 | 12,257 | 23,800 |
| 27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure | | | | | |
| a. Unduplicated annual headcount | 4,569 | 3,140 | 3,589 | 3,141 | 6,060 |
| b. Annual course enrollments | 10,987 | 7,507 | 6,373 | 5,614 | 12,700 |
| 28 Enrollment in contract training courses | | | | | |
| a. Unduplicated annual headcount | 4,398 | 3,075 | 3,211 | 2,818 | 5,600 |
| b. Annual course enrollments | 10,479 | 7,447 | 7,811 | 7,131 | 12,000 |

Note: NA designates not applicable