



OFFICE OF INSTITUTIONAL RESEARCH & EFFECTIVENESS

2020
Performance Accountability Report

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MARYLAND HIGHER EDUCATION COMMISSION
2020 PERFORMANCE ACCOUNTABILITY REPORT
MONTGOMERY COLLEGE

MISSION

We empower our students to change their lives, and we enrich the life of our community. We are accountable for our results.

INSTITUTIONAL ASSESSMENT

In the last few months, the landscape of higher education has shifted drastically into uncharted territory. Education, training and workforce needs intersected with the COVID-19 pandemic and heightened the need for flexibility, accessibility and relevance. A multifaceted approach to address the varying needs of students is now a necessity. The changing academic and workforce needs and the manner in which content is delivered is fluid as the College responds to the changing nature of education, while curricula content remain current and relevant. Montgomery College needed to be quite flexible to adjust, adapt, and act quickly to the pandemic and had to move to emergency remote teaching instead of returning to the campuses from spring break. The abruptness of change did not come without challenges for students, faculty, and staff who were not adept at engaging virtually. All had to swiftly pivot to the remote environment, while maintaining the continuity of instruction for students, faculty and staff, as well as the functionality of the College. With little time to plan, Montgomery College implemented thoughtful and deliberate actions that were designed to keep students enrolled, and ensure that they were actively engaged and supported to succeed. All activities and decisions of the College are designed to support student access to higher education, support the success of all students, and to promote higher education initiatives that effectively engage students and the academic community in innovative ways – all of which embody the goals of the Maryland State Plan for Post-Secondary Education.

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

As a comprehensive two-year, open access, multi-campus, post-secondary institution of higher education, Montgomery College attends to the education and workforce needs in the jurisdiction of Montgomery County. The College offers high quality, practical and relevant education and training in credit and noncredit programs and courses, including a well-established distance-learning program and a robust Workforce Development & Continuing Education (WDCE) unit. These channels give students ample access to an affordable and quality college education. The cost to attend Montgomery College is reasonable and is currently 55 percent of the cost to attend a public four-year college in Maryland – successfully within the established benchmark (Indicator 7). To assist students in this time of uncertainty, the tuition and fees at the College remain unchanged for the current academic year.

In FY19, the College enrolled, educated, and/or trained 52,732 individual students (Indicator 1a):

29,961 credit students (Indicator 1b) and 24,890 noncredit students (Indicator 1c). On average, over the past four years, the market share of new full-time and part-time students is about 39 percent and 73 percent, respectively, while drawing about 50 percent of recent college-bound high school graduates. The College did not achieve the benchmarks in these areas. The national decline in college enrollment, competition from four-year colleges for college bound students, and the declining college going rate of recent high school graduates are probable culprits that hindered the College in these areas. Still, a continued decline in enrollment over the next few years is anticipated, at least until the students in lower grades begin moving through the high school pipeline. The Montgomery County Public School system is currently experiencing large class sizes at the elementary grade levels. So, as these students progress through the different grade levels, the College should experience resurgence in enrollment. In spite of the decline in market share, there are two areas of enrollment in which the College has done well: dual enrollment and online course enrollment.

Dual enrollment is rather encouraging, as increasing numbers of high school students (518 in fall 2016 to 971 in fall 2019) take classes at the College (Indicator 5). In fact, dual enrollment exceeded the benchmark for two consecutive years. The success of this indicator is fueled by a strong relationship with Montgomery County Public Schools and early exposure of public school students to higher education programs and career paths through programs like Early College and Jump Start.

Enrollment in online credit courses has grown steadily (22,602 in FY 2016 to 24,368 in FY 2019) and reached 97 percent of the established benchmark (Indicator 6). Enrollment in online courses is expected to increase substantially in the coming years as the College expands its offerings in online associate degrees programs (e.g., business, computer science and technologies, criminal justice, general studies and teacher education technology) and courses. The advent of the pandemic is likely to escalate the thinking, planning and preparation in the offering of online courses which will broaden the bandwidth of access and broaden students' educational experiences.

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

Students come to Montgomery College with different levels of college readiness, aspirations, goals and interests. The goals of the College are to educate and prepare students to be successful in a broader context beyond college. In doing so, it is essential to implement initiatives to ensure that students are successful and identify the College's strengths and areas that need improvement. One way to do that is the Degree Progress cohort model. Upon entry, the Degree Progress cohort model tracks the success of first-time full- and part-time students over four-years who have attempted at least 18 credit hours within the first two years of initial enrollment, regardless of their level of academic preparedness. This continues to be an important approach to examine students' academic progress and success, as well as to assess efforts to ensure their success, especially as it relates to degree attainment and transfer.

The graduation/transfer rate data on the most recent degree progress cohort (fall 2015) for Black and Hispanic students is encouraging. They now show increasing levels of success with each

successive cohort group beginning with fall 2012 (Indicator 19). Black student success on this measure increased nearly 10 percentage points (from 39.7 percent to 48.5 percent). A gradual 10 percentage point increase is also noted for Hispanic students (from 34.2 percent to 43.7 percent). Even though the graduation/transfer rate of these two student groups did not reach the level of success the College desired, the success on this measure has definitely moved in the right direction.

The level of success of earlier cohorts informed the College of the need for change. Over the past few years, the College increased efforts to streamline articulation agreements with four-year colleges, restructured programs like general studies and general education with clear pathways to completion, modified course placement initiatives, and began the use of multiple measures of academic readiness. Even though there has been some positive change in the success of Black and Hispanic students on this and other measures, the College realizes that there is still some work to do. The College is currently engaged in identifying and designing approaches to address the needs of Black and Hispanic students that are more specific to them. These and other emerging strategies should have a positive effect on this outcomes measure for future cohort groups, particularly among Black and Hispanic students.

Montgomery College has been successful and exceeded the benchmark in the enrollment of credit students in STEM programs (Indicator 21), but has awarded fewer degrees than anticipated. From fall 2016 to fall 2019, credit enrollment increased more than six percent and surpassed the benchmark by two percent. The recent streamlining of programs and general education requirements and the implementation of academic initiatives to support the completion agenda will likely have a positive impact on STEM program completion in the near future.

Former Montgomery College students consistently do well when they transfer to the University System of Maryland's colleges and universities. Nearly 88 percent of former students achieved a cumulative grade point average (GPA) of 2.0 or above at their transfer college and have earned a collective average GPA of 2.85 (Indicator 26). Not surprisingly, both of these data points exceed their respective benchmark. While transferring to a four-year college or university is a significant accomplishment, the College's aim is to increase degree attainment prior to transfer. Providing credit for prior learning and expanding the number of articulation agreements with four-year colleges and universities that will accept the associate's degree as sophomore level completion are just a few initiatives that are designed to do that. Montgomery College expects to see continued success in this area.

In support of goal 2, barriers that impede student success and completion must be mitigated. Developmental course requirements continue to be one of those barriers. To address this concern, the College no longer relies solely on placement test scores. Alternative placement programs are in place to decrease time-to-college-level-work and time-to-degree by eliminating unnecessary course work. Recent Montgomery County public high school graduates with a GPA of 3.0 or higher no longer need to take a placement test. High school transcripts will serve as a proxy to determine English and math placement. The implementation of Integrated English, Reading, and Writing (IERW) courses, which involve the reduction of developmental course requirements, is another approach. Instead of taking separate developmental reading and English courses, these courses integrate the critical reading and writing skills needed to comprehend and

interact with college-level texts, thus reducing developmental English courses from four to two. These are just a few of the initiatives to support the success of students.

One of the biggest barriers to college completion is developmental mathematics, especially for underrepresented minority students, who typically come to college with the greatest economic and academic challenges. To address this barrier to student success, Montgomery College is a partner-member of a group of Maryland four-year and two-year public colleges in the Maryland Mathematics Reform Initiative (MMRI). This initiative introduces a new statistics curriculum for students in liberal arts and social sciences majors that is as rigorous as the traditional algebra/calculus curriculum sequence required to graduate, but much more applicable to what students need for their majors. In giving students an alternative to traditional remedial mathematics with more “real world” applications to the study of the liberal arts and social sciences than traditional remedial algebra courses, it is anticipated that academic success, retention and graduation rates will increase. In addition to this curricular change, Montgomery College offers a co-requisite structure where students take developmental and college-level math in the same semester. This approach has had a huge impact in math completion rates.

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

Workforce Development and Continuing Education (WDCE) is the arm of the College that provides the workforce and training needs in the County. WDCE has successfully served the community. The number of individuals served through contract training (Indicator 33) grew significantly from 4,004 during FY16 to 5,099 during FY19, reflecting a 25 percent increase, while enrollments in contract training courses increased 22.8 percent (from 8,917 to 10,951). Headcount and annual course enrollments in contract training exceeded expectation, even though a fluctuation in enrollment patterns for these two indicators is typically driven by workforce or business needs. Another area that is worth mentioning is the enrollment in continuing education workforce development courses (indicator 30). Individual student enrollment increased nearly 14 percent, (from 10,060 in FY 2016 to 11,455 in FY 2019), but did not grow as much as anticipated. Annual course enrollments increased more than 12 percent (from 19,264 to 21,633) during the same time period, in which students enrolled in more than one course during the fiscal year. The increase in this program area is indicative of interest in the courses WDCE offers and student interest in remaining competitive during a strong job market.

Strong enrollments in courses and training programs demonstrate the role that partnerships between the College, the needs of the community, and the business community play to improve workforce readiness in many key areas in the job market. WDCE will continue effective delivery of training and other services to the community and business entities.

There are several other initiatives that are designed to ensure the success of Montgomery College students. Two initiatives are highlighted: The College’s Achieving the Promise Academy’s (ATPA) and Future Link.

The College’s Achieving the Promise Academy’s (ATPA), a one-on-one coaching academic support program is a targeted intervention initially for Black or African-American and Hispanic

students, supports the tenets of Goal 3. Students in the Academy receive one-on-one individualized academic coaching and their progress is monitored through collaboration between faculty and coaches. Participants also receive counseling and advising, financial aid and registration support; get referrals to critical College and community resources; and assistance with the development of academic and life skills (such as time management, organization, study skills, test-taking skills, self-advocacy, and networking) through a series of workshops and targeted coaching sessions. Students also get: An assessment of strengths and areas for improvement, academic support in all courses, a personalized academic success plan each semester, weekly coaching sessions, two workshops per semester, access to laptop loaners, access to tuition assistance each semester – and receive coaching until graduation or transfer.

In partnership with Montgomery College Future Link assists students aged 18 to 25 who may lack access to resources. It is a local nonprofit that supports underserved youth and their educational pursuits. Participants receive individualized support, required to complete a 14-week seminar on self-advocacy, career development, and workforce skills. Afterwards, students connect with a mentor and receive continued support, such as scholarships, internships, and access to workshops. A number of Montgomery College staff, faculty, and administrators serve as volunteer mentors for Future Link and the College provides meeting space, mentors, and financial aid workshops to the participants. The overall goal is to support students to get to and through college and then into their initial careers.

In response to the pandemic, the move to remote learning did not come without challenges, which had the potential to negatively impact students' lives. The advent of the pandemic illuminated the inequity of access that students have to technology including hardware and stable access to the internet or WIFI, which threatened the success of many students enrolled in spring 2020. This situation challenged the College to respond to this concern.

In support of goals two and three, the College engaged in a full-blown effort to locate and provide additional support in cash and equipment to help students stay enrolled and be academically successful in their courses during the unexpected move to remote learning. Students expressed food and housing insecurity concerns and the lack of technological means to keep up with their classes. Montgomery College galvanized to identify and provide needed resources to many students in response to their concerns and necessities. The Montgomery College Foundation and other philanthropic endeavors responded by providing laptops to students who needed technology equipment and cash to assist students who had lost jobs and income to buy food, pay rent, and/or cover childcare expenses. The CARES Act also provided emergency funds for students in need.

In conclusion, the indicators of institutional effectiveness that have been examined, monitored, and analyzed over the past five years have provided a lot of insight into the areas in which Montgomery College excels and which areas need additional attention. The pandemic unveiled areas to which the College needs to pay attention, like the technology divide and insecurity concerns amongst students. There is still some uncertainty and apprehension about the future of higher education – and these past few months have been quite the learning experience. As the College moves towards the future, it is ready to effectively handle and navigate the challenges and opportunities ahead.

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Student 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 2016	Fall 2017	Fall 2018	Fall 2019
A. Credit students enrolled part time	64.5%	64.8%	65.1%	65.6%
B. Credit students with developmental education needs	54.4%	54.4%	55.9%	59.6%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
C. Credit students who are first-generation college students (neither parent attended college)	30.3%	24.0%	NA	NA
	FY 2016	FY 2017	FY 2018	FY 2019
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	8,805	8,665	8,405	7,384
	FY 2016	FY 2017	FY 2018	FY 2019
E. Financial aid recipients				
a. Credit students receiving Pell grants	26.9%	26.5%	26.6%	25.3%
b. Credit students receiving loans, scholarships and/or need-based financial aid	51.4%	53.1%	53.9%	53.6%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
F. Students 25 years old or older				
a. Credit students	32.4%	31.3%	30.6%	29.1%
	FY 2016	FY 2017	FY 2018	FY 2019
b. Continuing education students	72.6	71.6%	74.4%	73.6%
	Spring 2014	Spring 2016	Spring 2018	Spring 2020
G. Credit students employed more than 20 hours per week	49.0%	44.1%	NA	NA
	Fall 2016	Fall 2017	Fall 2018	Fall 2019
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	23.6%	24.6%	25.2%	25.8%
b. Black/African-American only	28.3%	27.4%	27.1%	26.5%
c. American Indian or Alaskan native only	0.2%	0.3%	0.2%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.2%	0.3%	0.2%	0.3%
e. Asian only	11.2%	11.5%	11.5%	11.9%
f. White only	24.1%	22.9%	22.5%	22.1%
g. Multiple races	2.9%	3.0%	3.1%	3.3%
h. Foreign/Non-resident alien	9.3%	10.0%	9.9%	9.4%
i. Unknown/Unreported	0.1%	0.2%	0.2%	0.4%
	FY 2016	FY 2017	FY 2018	FY 2019
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$14,560	\$14,888	\$15,206	\$21,849
b. Median income three years after graduation	\$39,529	\$36,937	\$43,194	\$41,813

Goal 1: Access

	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2021
1. Annual unduplicated headcount					
a. Total	56,001	55,243	54,355	52,732	57,877
b. Credit students	34,410	32,752	31,342	29,961	36,367
c. Continuing education students	23,164	24,064	24,609	24,890	27,115
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2021
2. Market share of first-time, full-time freshmen	41.3%	39.5%	36.3%	37.8%	50.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2021
3. Market share of part-time undergraduates	74.7%	73.2%	72.1%	73.1%	80.0%
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2021
4. Market share of recent, college-bound high school graduates	53.6%	50.5%	51.4%	47.8%	60.0%

Note: Methodology to calculate this indicator, which includes only public high school graduates, was changed in both Fall 2014 and again in Fall 2016.

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5	High school student enrollment	Fall 2016 518	Fall 2017 643	Fall 2018 710	Fall 2019 971	Benchmark Fall 2021 600
6	Enrollments in online courses	FY 2016 22,602	FY 2017 22,929	FY 2018 24,036	FY 2019 24,368	Benchmark FY 2021 25,125
	a. Credit	22,602	22,929	24,036	24,368	25,125
	b. Continuing education	1,165	958	904	1,115	1,500
7	Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	FY 2017 54.2%	FY 2018 53.7%	FY 2019 54.7%	FY 2020 54.9%	Benchmark FY 2021 55.0%
8	Enrollment in continuing education community service and lifelong learning courses	FY 2016 7,790	FY 2017 8,139	FY 2018 8,493	FY 2019 8,311	Benchmark FY 2020 10,000
	a. Unduplicated annual headcount	7,790	8,139	8,493	8,311	10,000
	b. Annual course enrollments	12,156	12,600	14,228	14,092	14,000
9	Enrollment in continuing education basic skills and literacy courses	FY 2016 6,619	FY 2017 7,009	FY 2018 6,500	FY 2019 6,580	Benchmark FY 2020 7,000
	a. Unduplicated annual headcount	6,619	7,009	6,500	6,580	7,000
	b. Annual course enrollments	11,726	11,797	10,866	10,895	13,000
10	Minority student enrollment compared to service area population	Fall 2016 73.4%	Fall 2017 74.6%	Fall 2018 74.3%	Fall 2019 75.5%	Benchmark Fall 2020 80.0%
	a. Percent nonwhite credit enrollment	73.4%	74.6%	74.3%	75.5%	80.0%
	b. Percent nonwhite continuing education enrollment	Fall 2016 68.0%	Fall 2017 71.6%	FY 2018 71.50%	FY 2019 72.1%	Benchmark Fall 2020 65.0%
	c. Percent nonwhite service area population, 18 or older	July 2016 52.8%	July 2017 53.6%	Jul-18 53.9%	Jul-19 NA	Benchmark July 2020 Not Applicable
11	Percent minorities (nonwhite) of full-time faculty	Fall 2016 32.3%	Fall 2017 34.5%	Fall 2018 34.7%	Fall 2019 37.1%	Benchmark Fall 2020 35.0%
12	Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2016 42.9%	Fall 2017 43.7%	Fall 2018 46.4%	Fall 2019 47.2%	Benchmark Fall 2020 46.0%
Goal 2: Success						
13	Fall-to-fall retention	Fall 2015 Cohort 66.6%	Fall 2016 Cohort 62.3%	Fall 2017 Cohort 64.2%	Fall 2018 Cohort 62.6%	Benchmark Fall 2019 Cohort 85.0%
	a. Developmental students	66.6%	62.3%	64.2%	62.6%	85.0%
	b. College-ready students	67.9%	67.2%	67.5%	70.0%	85.0%
14	Fall-to-fall retention	Fall 2015 Cohort 68.7%	Fall 2016 Cohort 68.5%	Fall 2017 Cohort 67.7%	Fall 2018 Cohort 68.9%	Benchmark Fall 2019 Cohort 85.0%
	a. Pell grant recipients	68.7%	68.5%	67.7%	68.9%	85.0%
	b. Non-recipients	66.1%	65.0%	63.8%	64.9%	Not Applicable

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	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2017 Cohort
15 Developmental completers after four years	44.4%	54.6%	61.1%	55.3%	60.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
16 Successful-persister rate after four years					
a. College-ready students	88.2%	86.4%	87.0%	86.1%	90.0%
b. Developmental completers	75.9%	85.9%	83.2%	83.6%	90.0%
c. Developmental non-completers	46.2%	49.8%	40.9%	32.5%	Not Applicable
d. All students in cohort	73.3%	75.5%	75.5%	74.3%	80.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
17 Successful-persister rate after four years					
a. Black/African-American only	71.6%	66.2%	69.3%	69.3%	80.0%
b. Asian only	84.4%	85.1%	85.6%	85.8%	80.0%
c. Hispanic/Latino	67.1%	67.4%	72.0%	70.7%	80.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	68.5%	68.5%	69.8%	70.3%	74.0%
b. Developmental completers	46.7%	44.0%	51.8%	52.7%	74.0%
c. Developmental non-completers	29.0%	18.5%	21.4%	21.6%	Not Applicable
d. All students in cohort	47.5%	45.6%	50.2%	50.7%	60.0%
	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Benchmark Fall 2016 Cohort
19 Graduation-transfer rate after four years					
a. Black/African-American only	39.7%	45.3%	46.2%	48.5%	60.0%
b. Asian only	55.7%	59.9%	63.3%	60.4%	60.0%
c. Hispanic/Latino	34.2%	38.0%	41.7%	43.7%	60.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
20 Associate degrees and credit certificates awarded					
a. Career degrees	608	583	642	611	725
b. Transfer degrees	1,943	2,029	1,934	2,152	2,200
c. Certificates	287	212	303	312	305
d. Total awards	2,843	2,824	2,879	3,075	3,230
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Benchmark Fall 2020
21 STEM programs					
a. Credit enrollment	5,646	5,487	5,885	5,997	5,875
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
b. Credit awards	786	822	812	904	1,225
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey
22 Graduate satisfaction with educational goal achievement	97.0%	100.0%	84.9%	84.2%	90.0%

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	Spring 2013 Cohort	Spring 2015 Cohort	Spring 2017 Cohort	Spring 2019 Cohort	Benchmark Spring 2019 Cohort
23 Non-returning student satisfaction with educational goal achievement	na	85.6%	54.8%	na	84.0%
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2016.	82.7%	82.8%	85.7%	84.3%	90.0%
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
25 Licensure/certification examination pass rates					
a. Radiologic Technology	100%	100%	100%	100%	90%
Number of Candidates	18	13	19	15	Not Applicabl
b. Nursing	76.2%	87.0%	90.0%	87.2%	88.0%
Number of Candidates	143	131	120	125	Not Applicabl
c. Physical Therapy	100%	100%	90.9%	85.7%	80.0%
Number of Candidates	13	11	11	14	Not Applicabl
	AY 15-16	AY 16-17	AY 17-18	AY 18-19	Benchmark AY 2019-20
26 Performance at transfer institutions					
a. Cumulative GPA after first year of 2.0 or above	85.5%	86.1%	85.7%	85.9%	85.0%
b. Mean GPA after first year	2.81	2.85	2.85	2.85	2.80
Methodology to calculate this indicator changed starting in AY 15-16					
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
27 Expenditures by function					
a. Instruction	34.2%	34.1%	33.3%	32.5%	36.0%
b. Academic support	17.0%	17.7%	17.4%	17.2%	17.0%
c. Student services	12.2%	12.3%	12.2%	12.1%	12.0%
d. Other	36.6%	35.9%	37.1%	38.2%	35.0%

Goal 3: Innovation

	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
28 Full-time employed career program graduates working in a related field	85.0%	60.0%	64.9%	87.0%	90.0%
	Alumni Survey 2011	Alumni Survey 2014	Alumni Survey 2016	Alumni Survey 2018	Benchmark Alumni Survey 2018
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2016.	92	83.3%	62.0%	67.3%	90.0%
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	10,060	10,206	10,978	11,455	12,000
b. Annual course enrollments	19,264	19,566	21,298	21,633	19,000
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	5,432	5,517	5,081	5,531	6,000
b. Annual course enrollments	11,348	10,974	10,627	11,548	11,000
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
32 Number of business organizations provided training and services under contract	67	68	71	67	80
	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,004	3,902	5,047	5,099	4,000
b. Annual course enrollments	8,917	8,848	11,045	10,951	7,500

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	FY 2016	FY 2017	FY 2018	FY 2019	Benchmark FY 2020
34 Employer satisfaction with contract training	98.0%	98.0%	98.0%	97.0%	95.0%