

MONTGOMERY COLLEGE

MARYLAND HIGHER EDUCATION COMMISSION 2016 PERFORMANCE ACCOUNTABILITY REPORT

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

Maryland State Plan — Goal 1, Quality and Effectiveness: Enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the state and the nation.

Montgomery College’s vision is that of a national model of educational excellence, opportunity, and student success as it maintains its tradition of providing exceptional education and services to its students and community. The tradition of excellence is cultivated through the agile delivery of relevant academic and vocational programs and related course offerings that are taught by award winning faculty, using state-of-the-art instructional technology, and implementation of initiatives that deliberately strengthen, support, and ensure student success—and sustained through administrators, faculty, and staff participation in systematic assessment initiatives, curriculum redesigns, and academic relationships with local and nationally recognized institutions (e.g., the Smithsonian Institution, the National Science Foundation, the Library of Congress, the National Institute of Standards and Technology). Montgomery College’s evidentiary reputation for educational excellence is exemplified by international collaborations with academic and research institutions in Switzerland, India, China and Germany (e.g., “The Muon Scattering Experiment” at the Paul Scherrer Institute in Switzerland; student involvement in nuclear physics experiments at the Mainz Microtron (MAMI) facility in Germany). Active engagement in academic processes and collaborations such as these reflect the College’s tradition of educational excellence and its vision for national recognition, which are characteristic of quality and effectiveness.

The context and landscape of higher education, in general, and community colleges specifically, have changed. As such, the complex educational needs of students constantly evolve as well. Change challenges the College to maintain and sometimes raise the bar of educational excellence so that students and the community are taught the knowledge and skills that are required to compete in an ever changing global economy. To stay ahead of the inevitability of change the College identifies, monitors, and updates the success of an internal set of indicators that are characteristic of quality and effectiveness in a seven-year strategic plan embodied in *Montgomery College 2020*. This data-driven tool helps the College gauge its strengths and weaknesses, which helps to determine where to direct more energy and resources.

Significant Academic Trends

As stated in the Montgomery College mission statement, “we empower our students to change their lives” by providing an educational experience that will transcend the college campus and transform their lives in the broadest sense, one student at a time. Montgomery College serves and educates a diverse population of students with diverse academic needs. Some students are not prepared for college-level academic work because of academic training, learning styles, or linguistic background, while others enter the College prepared for the rigor of college-level courses. In either case, Montgomery College is engaged in collegiate activities, initiatives, and programs that will help students build on the academic skills preparation they bring to the institution. These activities, initiatives, and programs will support, challenge, and intellectually engage all students in their progression toward the achievement of their full academic potential as they gain academic competencies that lead to success.

Academic Preparedness and Retention

A sizeable percentage of new entrants (64.9 percent) enrolled at the College in fall 2015 with developmental needs in one or more content area of English, mathematics, and/or reading (Characteristic B). Data for the most recently assessed cohort group (fall 2011) have shown that the completion rate of developmental course work in four years (Indicator 4) reached its highest level (55.7 percent). And when students complete developmental course work, (Indicator 3) they generally have a higher fall-to-fall retention rate (67.4 percent) than academically prepared students (61.4 percent). One explanation for the number of low-scoring students on the placement test is that students are not instructed to prepare for the test and may not understand the need to study prior to being assessed. To circumvent this concern, the Workforce Development & Continuing Education (WD&CE) unit offers a 10-week online Accuplacer Prep Course; departmental websites provide review questions and sample test items to help incoming students with test preparation; faculty are engaged in curriculum redesigns and pilot course placements in math classes for students who may have been under-placed by Accuplacer scores; and a reexamination of the use of the Accuplacer itself is underway. Looking towards the future, the benchmarks for these indicators are ambitious and reflect the College’s expectation that the initiatives that are in place will have a positive impact on student success in these areas.

Degree Progress Cohort: Graduation, Persistence, and Transfer

Degree Progress is a cohort model that tracks student success on several measures of effectiveness over a four-year period. First-time full and part-time students in specified fall semesters who attempted at least 18 credit hours within two years of initial enrollment, regardless of their level of academic preparedness, are tracked over a four-year period. Indicator 5 is a measure of persistence, which includes the percentage of students in a cohort who graduated and/or transferred to a college or university, those who earned 30 credits with a minimum cumulative GPA of 2.0 but did not graduate or transfer, and those who were still enrolled at the end of the assessment period. Indicator 6 is the four-year graduation/transfer rate.

According to the data for the most recent cohort (fall 2011 cohort), nearly 73 percent were successful-persisters (Indicator 5)—meaning that four years after entry, they continued to show progress towards a degree. College-ready students were much more persistent (85 percent) than students who entered with academic deficiencies and completed developmental coursework

(76.2 percent), while the persistence rate for developmental non-completers was substantially lower (50.2 percent). With aggressive changes in programs and support systems, the College expects the persistence rates for college-ready and developmental completers to increase to 90 percent by the fall 2020, which will be the assessment period for the fall 2016 cohort.

After four years, the graduation-transfer rate (Indicator 6) of the 2011 cohort was almost 48 percent. Students who entered the College academically prepared were much more likely to achieve this milestone than students who entered with developmental needs and completed the coursework, 78.2 percent and 68.5 percent, respectively. Students who were assessed at the developmental level but did not complete course requirements were far less likely to succeed on this measure. It is also noted that survey responses from Montgomery College graduates who transferred to four-year colleges and universities indicated a high level of satisfaction (82.7 percent) with transfer preparation. With an increased focus on completion of the associate's degree and articulation agreements with four-year colleges and universities, the College has challenged itself to increase the success on the graduation-transfer rates for all students to 80 percent by the end of assessment period. The benchmark for satisfaction with transfer preparation is set at 90 percent.

Pass Rates on Licensure/Certification Exams

Montgomery College offers health science programs that require licensure/certification exams for the workforce: radiologic technology, physical therapy, and nursing. These programs (Indicator 7) educate and prepare program graduates with the necessary skill set for the workforce in related health areas. As such, pass rates of graduates on the licensure exams on the first try is a measure of success in the health programs. Licensure pass rates for radiologic technology (94 percent to 100 percent) and physical therapy (93 percent to 100 percent) graduates have been consistently high. Factors that have contributed to the success in these areas include learning support from faculty, staffing open lab hours, providing online learning materials via Blackboard, administering practice board exams during the final semester of the program and detailed study plans to increase success on the National Board Exam. The benchmarks that are established for these two areas are set at a sustainable level.

Of concern is the decrease in the pass rate for nursing graduates in each of the past three years. In FY15, the pass rate dropped nearly 10 percentage points (74.9 percent in FY15 compared to 84.4 percent in FY14). The pass rate at the national level remained stable (82.5 to 82.6 percent), while the scores for Maryland community colleges dropped slightly (82.1 to 81.7 percent) in the same time period. This decrease in the pass rates is attributed to the change to the NCLEX test plan that took place in April 2013. And while nursing faculty revised the nursing curriculum beginning fall 2013 to reflect the changes in the NCLEX test plan, and the nursing curriculum has been updated to meet the content needs for clinical competencies and licensure requirements, FY15 graduates matriculated through the old curriculum. In addition to curriculum revisions, multiple other initiatives have been put in place (i.e., revision of re-admission policy, early detection system, three-day NCLEX RN review) to enhance performance on the exam, so an increase in the pass rate is anticipated in the near future. The benchmark for nursing has been set at a sustainable level.

Significant Financial Trends

Quality and effectiveness is only attainable and maintainable with financial resources and support. The economic condition of the state and local regions have a major bearing on the future economic health of Montgomery College, because a significant portion of the College's resources come from the county and state governments. Both the state and county are focused on sustainability, long-term fiscal strength, and reducing expenses. The College, in alignment with the state and the county, continues to implement cost saving measures while making a concerted effort to fund its primary mission of teaching and learning. The College increased distance/online learning, reviewed contracts to increase consortium purchase of goods and services, implemented a hiring freeze, and is moving our information technology systems to the Cloud, a change that eliminates the need to build a new data center.

Data for FY15 show modest increases in the percentage of the operating budget (Indicator 10) expended on instruction (from 34.0 percent to 34.7) and for academic support expenditures (from 16.5 percent to 16.9 percent). Minor changes in the percentage of expenditures associated with "other" and for student services were also observed.

Significant Demographic Trends

Maryland State Plan — Goal 2, Access, Affordability and Completion: Achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability and completion.

Access

Montgomery College is an open-access community college with multiple campuses, has several off-campus locations, and a well-established distance learning program, which makes it geographically accessible to current and potential students and the community. In FY15, the College served 56,228 individual students (Indicator 11): 35,524 credit-bearing students and 22,238 students in continuing education. Over the next several years, the college anticipates credit enrollment to taper off and then gradually increase by FY20. Enrollment in continuing education is expected to grow more than 20 percent due to increased enrollment in basic literacy, workforce, and community education courses. The expected changes in enrollment are reflected in the benchmarks that have been set for this indicator.

Accessibility to credit courses and programs at the College attracts a respectable percentage of the market share of potential students in Montgomery County. Montgomery College enrolled a fair share of all first-time full-time and part-time Montgomery County residents who were enrolled at any college in Maryland in fall 2015: 43 percent of first-time full-time students (Indicator 12) and 75.5 percent of first-time part-time students (Indicator 13). In spite of the vast competition in the College's jurisdiction, the market share is expected to increase to 50 percent of the first-time full-time and 80 percent of the first-time part-time market share by fall 2020. The market-share of recent college-bound high school graduates (Indicator 14) was 52.6 percent in fall 2015 and 485 students were dually enrolled in high school and Montgomery College (Indicator 15). By fall 2020, the College anticipates an 18 to 20 percent increase in these two indicators.

Montgomery College also has a responsibility to be accessible to the broader community, especially when one considers the broad range of needs of the diverse populations it serves. Through the work and efforts of WD&CE, the College responds to the needs of the community by offering community services and lifelong learning opportunities (Indicator 18). In FY15, the WD&CE unit attracted 8,264 individual students to community service and lifelong learning courses and generated 12,917 course enrollments. Even though the number of unduplicated students and annual course enrollments decreased compared to the previous year in these categories, demographics data show this to be the fastest growing segments in the county. Over the next four years, the number of unduplicated students and annual course enrollments is expected to grow to 10,000 and 14,000, respectively.

Unduplicated headcount in WD&CE basic skills and literacy courses (Indicator 19) in FY15 decreased from 6,752 to 6,545, while annual course enrollments increased from 11,879 to 12,060. It should be noted that enrollment patterns in the grant-funded programs, such as basic skills and literacy, are restricted to available funding lines. Given recent demographic changes in Montgomery County, additional grant funds are becoming available for adult basic education and English for Speakers of Other Languages. Consequently, moderate growth is expected in this area.

Affordability

Montgomery College is also affordable—the cost to attend Montgomery College in FY16 was 55.5 percent of the average cost to attend a public four-year college or university in Maryland (Indicator 17), a cost difference of \$3,934. The benchmark for this indicator has been set at 60 percent. But the necessities of books, supplies, and transportation, for example, add to college expenses and raise the total cost of a college education. To reduce or minimize educational costs to students, tuition rates at Montgomery College have increased modestly; most fees have been stable for many years; the College bookstore offers digital, rental, online, used, and competitively priced instructional materials; faculty continue to implement open educational resources; shuttle transportation exists between campuses; and other cost-saving measures are constantly under discussion to help maximize affordability.

Completion

In FY15, Montgomery College granted 2,947 awards in a combination of associate degrees and certificates (Indicator 16): 674 career degrees, 1,984 transfer degrees, and 289 certificates. Also, the College is making strong concerted efforts to enhance the transferability of MC coursework, which leads to less repetition of courses and shorter time to completion post transfer, as well as encouraging the transfer-in of students' external credits and the award of credit for prior learning. With a focus on completion, and initiatives to support that effort, the number of awards in each category is expected to increase modestly by the benchmark year FY20.

Maryland State Plan — Goal 3, Diversity: Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland's population.

Diversity of Students and County Population

Montgomery County is by far the most racially and ethnically diverse jurisdiction in the state and recent census data reveal that the diversity of the population has steadily increased. Currently

more than half (52.1 percent) of the service area population 18 years of age and older are nonwhite (Indicator 20c). The race and ethnic makeup of students at the College is constantly changing and is directly related to the changing demographics in Montgomery County. In fact, Montgomery College is perhaps more diverse than the county on every common indicator, including race/ethnicity, age, socio-economic status, and country of origin. Fall 2015 data on credit students show that nearly 29 percent originated from some 159 different countries; nonwhite students accounted for 74.8 percent of enrollment (Indicator 20a); 28 percent were the first in their family to attend college (Indicator C); 65 percent were enrolled on a part-time basis (Indicator A); a third of credit students and 69.1 percent of continuing education students were 25 years of age or older (Indicator F); 44.7 percent worked more than 20 hours per week (Indicator F); 8,705 students enrolled in English for Speakers of Other Languages courses (Indicator D); 27.7 percent of the student body received Pell grants, and 52.4 percent received some form of financial aid (loans, scholarships, and/or need-based financial aid) to attend the College (Indicator E). It is also noted that when students have the finances to attend college they are more likely to be retained. Hence, fall semester to fall semester retention rate of Pell grant recipients (60.9 percent to 71.1 percent) is higher than those who do not receive (49 percent to 61 percent) this need-based financial aid.

Diversity of Faculty and Professional Staff

As stated in the Maryland State Plan for Postsecondary Education, "...diversity adds value to postsecondary learning environments." The diversity in faculty and professional staff is gradually changing. In fall 2015, the percentages of full-time nonwhite faculty (Indicator 21) and administrators and professional staff (Indicator 22) reached their highest levels (33.1 percent and 45.1 percent, respectively) in recent history. The changing demographics in faculty, staff, and administrators is the direct result of the College's implementation of its multi-year Cultural Diversity Plan with the purpose of achieving the action-oriented diversity goals that are aligned with the five key areas of the *Montgomery College 2020* strategic plan. Over the next several years, the level of diversity on these two indicators will show a modest increase.

Diversity in Student Success

Education is the great equalizer of society. Yet, statistics have consistently shown that success is consistently segregated along race/ethnic lines. Data for the most recent cohort, fall 2011, show that Asian students (84.4 percent) were more likely than African American (71.6 percent) and Latino/Latina (67.1) students to be persistent in educational attainment (Indicator 23). Asian students (59.9 percent) also had a much higher graduation/transfer rate four years after entry than African American (49.1 percent) and Latino/Latina (34.6 percent) students (Indicator 24).

The leadership of Montgomery College is keenly aware of the achievement disparity and has a vested interest to eliminate the disparity and ensure that its students are equally successful on these measures—which is consistent with the goal in the state plan. Currently, the disparity in persistence and graduation/transfer rates is apparent; however, by FY20 the College expects to be an institution where students of all races and ethnicities will succeed at the same high rate. The College's effort to "close the achievement gap" has been crystalized as a large-scale and multifaceted program entitled "Achieving the Promise," and joining the national "Achieving the Dream" consortium are initiatives that have shown a consistent commitment of Montgomery College efforts to address this critical issue. The College actively engaged an 80-member

taskforce in an extensive review of the literature, thoroughly examined campus data, and emerged with promising ideas and recommendations. Implementation of many of those recommendations to fulfill this promise are currently underway (e.g., academic guidance and mentoring with appropriate attention to students' academic needs). The expected outcome of these efforts encourages the College to set the benchmarks for the successful-persister and graduation/transfer rates after four years at a minimum of 80 percent for all students regardless of race or ethnicity.

Maryland State Plan — Goal 4, Innovation: *Maryland will seek to be a national leader in exploration development, and implementation of creative and diverse education and training opportunities that will align with state goals, increase student engagement, and improve learning outcomes and completion rates.*

Montgomery College is a place that generates forward-thinking innovations that foster student engagement and success. The College is involved in numerous innovative activities that support the state's goal on innovation. A recent example is the redesign of the general studies program. Many students enter the College feeling the pressure to make what might feel like a life-defining decision and find it difficult to navigate the numerous choices they confront when making program decisions. The new degree and the new leadership are designed and organized to promote opportunities for students to develop an intentional path, the skills and content they need to be successful in a variety of areas, and an academic identity aligned with their goals, including the plan to transfer to a four-year institution

Online courses provide access to a broad range of students with varied interests and not enough time to physically be on campus. With that in mind, the College now offers its first four online degrees: business, computer science and technologies, criminal justice, and general studies. The business and computer science programs have generated nearly 3,000 enrollments and general studies has generated 900. Online credit and noncredit course enrollment (Indicator 26) is strong. As enrollment in the aforementioned programs grows, enrollment in online courses is expected to grow as well. Credit enrollment in online courses continues to grow and is expected to increase more than 20 percent over the next four years. Online course enrollment in continuing education has been stable over the two most recent years of data and modest growth is anticipated over the next few years. The College is actively pursuing completely online articulation agreements, ensuring students can smoothly transition to a bachelor's degree delivered in the same format.

Maryland State Plan — Goal 5, Economic Growth and Vitality: *Stimulate economic growth, innovation, and vitality by supporting a knowledge based economy, especially through increasing education and training and promoting the advancement and commercialization of research.*

A vital function of the College is to produce an educated and prepared workforce—and a primary goal for many students to enhance skills for employment. The most recent data from the alumni survey found that 85 percent of career program graduates were employed full-time in a related field. And, 92 percent of graduates indicated they were “very well” or “well” satisfied with employment preparation. The benchmark for these two indicators is set at 90 percent.

Economic growth is also promoted through the College's career training and noncredit continuing education programs. In FY15, the WD&CE unit provided contract training and services (Indicator 31) to 62 businesses or trade associations in the county. Compared to the previous year, the number of individual students that enrolled in contract training courses (Indicator 32) decreased from 4,378 to 3,144, while annual course enrollments decreased from 8,392 to 6,977. Frequently, a single contract training offering serves multiple employers. For example, the long standing apprenticeship program with the Air Conditioning Professionals of America represents a single contract but serves employees of about 200 individual contractors. While the volume of contract training has decreased somewhat in the past year, the benchmark for course enrollment has been exceeded for several years due to growth in customized contract training requests. In response to a satisfaction survey, 97.6 percent of employers who send employees to the College's contract training courses reported that they were satisfied (Indicator 33) with the training their employees receive.

A trend of cyclical enrollment patterns relating to continuing professional education (Indicator 30) that leads to government- or industry-required certification and licensure has been noted. In FY15, course enrollments decreased from 10,708 to 9,874, compared to the previous year. Enrollment of individual professionals also decreased to 4,972 from 5,665. Enrollments in these programs fluctuate based on credentialing year cycles that are set by the professional organizations, so a cyclical shift in these figures is not unexpected. Even though unduplicated students decreased in workforce development courses (Indicator 29) during FY14 (from 10,790 to 9,079), course enrollments decreased more modestly (from 18,222 to 16,441), which suggests students continue to be focused on skill building for employability.

Science, technology, engineering, and mathematics (STEM) programs support the state and national interest to increase participation and preparation in this area, for STEM education and occupations play a key role in the sustained growth and stability of the economy. Credit enrollment in STEM programs was 5,674 and 1,004 awards were awarded in FY15. Growth in STEM at the College has been fueled by the continuation of several National Science Foundation Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) grants, which provide financial resources and support that students need to complete their degrees. A growing area is cybersecurity. The College opened a state-of-the-art cybersecurity lab that provides an innovative way to provide training and research opportunities for students, industry, and governmental agencies. The cybersecurity lab enables the College to continue to be a center of excellence in cybersecurity, support workforce needs, host competitions, as well as to have a significant impact on this dynamic industry in Montgomery County and the state. By fall 2020, moderate gains in STEM programs in both enrollment and awards are expected.

Maryland State Plan — Goal 6, Data Use and Distribution: Create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision making, and achievement of State goals.

Montgomery College leaders use data as a tool to aid in making decisions that are aligned with the quality and effectiveness of its academic and administrative processes and functions. Quality data and information are drawn from a variety of sources: internal and external databases;

internal and external departmental websites; the Performance Accountability Report; survey results; enrollment projections; *Montgomery College 2020*; the College's Academic Affairs chronicle, *Intersection*, which provides updates on academic activities, initiatives, and policy at the College; the Resource Planning Toolkit for Academic Affairs; the College's Student Success Score Card, which tracks student achievement on a set of indicators and offers actionable information to help the College assess and improve its programs with a focus on student achievement and success - to name a few. Data and information are shared broadly within the College (executive administrators, academic and administrative staff, faculty, student leaders) and the Montgomery County Council) and are used to fuel discussions, ideas, innovative initiatives, and action.

COMMUNITY OUTREACH AND IMPACT

Montgomery College is an agent of change and, considering the diverse populations it serves and the broad range of needs, the College has the responsibility to be accessible to the community. In being so, the College responds to the needs of the community by offering community services and lifelong learning opportunities (Indicator 18). In FY15, the WD&CE unit attracted 8,264 individual students to community service and lifelong learning courses. Annual course enrollments decreased from 13,885 to 12,917 compared to the previous year in these categories. Demographic data show this to be the fastest growing segments in the county. As such, increases in students and enrollment in courses are anticipated over the next five years as reflected in the established benchmarks.

Montgomery College is also a bridge to the community and has an established the Office of Community Engagement that takes Montgomery College beyond the campus and into the community through community engagement centers, partnerships with nonprofits, community events, regular communication, and grass roots community outreach. Several thousand county residents are served annually by the College's Community Engagement Centers located in the Gaithersburg Library and in the East County Regional Center. These two community engagement centers allow the College to offer classes and programs that directly reach underserved populations in the communities where they live and work. Multi-lingual staff (who speak English, Spanish, Amharic, French, and/or Swahili) are also available to assist hundreds of residents to connect with the College and county services and resources.

The College continues to work with the Montgomery County Detention Center to provide educational and vocational offerings that give inmates the skills needed to join the workforce after their release. The Speakers Bureau is a popular service to the community whereby members of the College's faculty, staff, and Alumni Association volunteer their time to speak to the community on a variety of topics, including the arts and humanities, business and management, emerging technologies, cultural and places of interest, science and nature, family, careers, government and politics, and mental health. Additionally, Montgomery College has the only planetarium in the Washington area at which students can take a class. Thousands of Washington area residents visit the planetarium at the Takoma Park/Silver Spring Campus annually.

Montgomery College has been partnering with local businesses, trade associations, and community groups many years and such partnerships have provided students with scholarships,

internships, employment, and educational opportunities. The Montgomery College-Chevy Chase Bank partnership, for example, was formed to meet the specific needs of community college students and a major local employer. This partnership offers a supply of applicants (some meeting second-language requirements) for a major employer; part-time and full-time employment for students; financial aid packages for students who qualify; and employment counseling for students. Montgomery College participates in an evolving partnership with Macau Millennium College (MCC) in China. Currently, MC faculty teach summer courses in Macau and student exchanges are being planned.

Combat2College (C2C), developed jointly by Montgomery College, the National Rehabilitation Hospital (Washington, DC), the National Center for PTSD (Palo Alto, CA), and the Veterans Administration Medical Center (Washington, DC), is a nationally recognized program, now in its eighth year, that provides comprehensive academic and support services for veteran and active/reserve service members who are transitioning into college. The Center for Women Veterans is the newest component of C2C and was designed to specifically meet the needs of women veteran studying at the Montgomery College.

Montgomery College has a Cultural Arts Center that offers the community comprehensive programming intended to improve cultural literacy and encourage cross-cultural understanding and expression through the performing arts, cultural studies, lectures, film, workshops, forums, conferences, and academic disciplines. This fall, the College is hosting the S.C. South Asian Film Festival, an international event, for the enjoyment of students, faculty, staff and the community.

Residents of the upcounty and neighboring areas of Montgomery County now have proximate access to emergency and specialty health care with the Holy Cross Germantown Hospital, which opened in October 2014. It is the first hospital on a community college campus and the first new hospital in Montgomery County in 35 years. The hospital will also serve as a key clinical site for health science students.

Montgomery College and Montgomery County Public Schools Partnerships

Montgomery College's Academic Affairs and Student Affairs divisions work closely with the Montgomery County Public Schools (MCPS) system on numerous initiatives to ease students' transition from high school to college. Faculty, deans, and department chairs, for example, work with MCPS to ensure that high school graduates are ready for the rigors of a college education; they review alignment of key math courses, considering content and overlaps in each course. Some of the other efforts in this partnership are highlighted below.

The College's TRIO Educational Opportunity Center partners with the MCPS Counseling Services Unit to assist low-income parents with the financial aid application process.

Achieving Collegiate Excellence and Success (ACES) is a partnership program of Montgomery College, Montgomery County Public Schools, and the Universities at Shady Grove (USG). Designed to create an educational pathway from high school to community college and then to the bachelor's degree, ACES provides intentional and intensive one-on-one mentoring to

hundreds of students from groups that are underrepresented in higher education, including African American, Latino/Latina, low-income, and/or first-generation college students.

Career Programs of Study are designed to provide students with the skills necessary to compete in today's technological world. Beginning in high school, Career Programs of Study students enroll in selected, career focused programs that provide college credit when they attend Montgomery College. This allows students to get a head start on their college education. Career Programs of Study enables students to gain hands-on experience and provides them with the knowledge to make informed decisions about career choices.

Dual Enrollment provides opportunities for qualified high school juniors and seniors to earn college credit through one of several dual enrollment programs offered in the high schools, on campus, or through distance education.

The Institute for Global and Cultural Studies (IGCS) is a unique collaboration between MC and MCPS/Wheaton High School. Offered to high school students beginning in their freshman year, IGCS is a humanities-based pathway to higher education. It incorporates global and cultural themes and provides students with a wealth of opportunities to explore, learn, and understand the world around them. During their junior and senior years, students will take college courses taught by professors from the two partner schools.

In the Career and Technology Education Programs of Study (CTE POS), high school students can earn college credit through articulated courses within the POS pathways. Fundamentally, the CTE components of this partnership involve increased student engagement in learning through real-world connections and the provision of opportunities to earn industry/professional credentials potentially for higher entry-level wages in high-demand professions. Currently, over 25 programs have articulation agreements in this MC/MCPS partnership in such diverse fields as biotechnology, automotive technology, building trades, and medical careers.

Montgomery College Middle College Program at Northwest and Northwood High Schools is an MC/MCPS partnership that offers a rigorous yet supportive academic environment for students to earn a Maryland high school diploma and a Montgomery College associate's degree in selective programs at the same time. At Northwest High School, students can earn an MC associate of art degree in general studies with a core focus on STEM; Humanities, Arts, Communication, and Language (HACL); or Social Science, Administration, and Health (SSAH).

The Summer Bridge Program provides intensive support to recently graduated MCPS students. In the program, students plan their college course of study, review financial aid information, consider college expectations for student preparedness, and share ideas for supporting academic success. This program is specifically designed for MCPS students who have just graduated from high school and taken the ACCUPLACER at Montgomery College and have scored below college-ready. The goal of the program is to increase students' ability to test college-ready at the end of the summer experience.

MC maintains communication with MCPS regarding curriculum needs and expectations of faculty for students at the secondary and postsecondary level. Respective deans at MC and supervisors within the MCPS's Department of Curriculum and Instruction meet routinely to

discuss the current and ever-changing curriculum needs to promote the postsecondary success of all students. With the adoption of the Common Core State Standards by MCPS, this relationship is even more critical for there must be a clear understanding of its impact on college curriculum. As such, MC faculty and administrators participated in state-level discussions regarding the assessment of college readiness. Under the auspices of the Maryland State Department of Education, the Partnership for Assessment of Readiness for College and Careers, and the University System of Maryland, faculty and staff from Montgomery College have had an opportunity to weigh in on discussions regarding curricular fit and alignment.

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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 2012	Fall 2013	Fall 2014	Fall 2015
A. Credit students enrolled part time	64.0%	64.7%	66.0%	64.9%
B. Credit students with developmental education needs	49.6%	58.8%	60.0%	65.9%
	Spring 2010	Spring 2012	Spring 2014	Spring 2016
C. Credit students who are first-generation college students (neither parent attended college)	14.0%	25.5%	24.9%	23.4%
	FY 2012	FY 2013	FY 2014	FY 2015
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	6,784	9,286	10,029	8,705
	FY 2012	FY 2013	FY 2014	FY 2015
E. Financial aid recipients				
a. Credit students receiving Pell grants	24.9%	26.0%	27.5%	27.7%
b. Credit students receiving loans, scholarships and/or need-based financial aid	36.9%	48.0%	56.9%	52.4%
	Fall 2012	Fall 2013	Fall 2014	Fall 2015
F. Students 25 years old or older				
a. Credit students	35.1%	34.8%	34.2%	33.3%
	FY 2012	FY 2013	FY 2014	FY 2015
b. Continuing education students	72.5%	69.5%	69.7%	69.1%
	Spring 2010	Spring 2012	Spring 2014	Spring 2016
G. Credit students employed more than 20 hours per week	47.0%	48.0%	42.0%	49.0%
	Fall 2012	Fall 2013	Fall 2014	Fall 2015
H. Credit student racial/ethnic distribution				
a. Hispanic/Latino	19.5%	20.6%	21.5%	22.9%
b. Black/African-American only	28.5%	29.5%	28.8%	28.8%
c. American Indian or Alaskan native only	0.3%	0.3%	0.3%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.3%	0.3%	0.3%	0.3%
e. Asian only	11.7%	11.4%	11.5%	11.2%
f. White only	29.3%	27.5%	26.5%	25.1%
g. Multiple races	1.8%	2.2%	2.4%	2.7%
h. Foreign/Non-resident alien	8.6%	8.0%	8.5%	8.6%
i. Unknown/Unreported	0.1%	0.1%	0.1%	0.1%
	FY 2012	FY 2013	FY 2014	FY 2015
I. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$16,666	\$25,374	\$15,843	\$14,132
b. Median income three years after graduation	\$38,643	\$46,155	\$33,079	\$34,107

Goal 1: Quality and Effectiveness

	Alumni Survey	Alumni Survey	Alumni Survey	Alumni Survey	Benchmark
	2005	2008	2011	2014	Alumni Survey
					2018
1. Graduate satisfaction with educational goal achievement	82.0%	98.0%	97.0%	97.0%	90.0%
	Spring 2009	Spring 2011	Spring 2013	Spring 2015	Benchmark
	Cohort	Cohort	Cohort	Cohort	Spring 2019
					Cohort
2. Non-returning student satisfaction with educational goal achievement	81.0%	79.0%	78.4%	n/a	84.0%
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Benchmark
	Cohort	Cohort	Cohort	Cohort	Fall 2019
					Cohort
3. Fall-to-fall retention					
a. Developmental students	53.9%	62.9%	63.7%	67.4%	85.0%
b. College-ready students	67.2%	59.9%	60.6%	61.4%	85.0%

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		Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Benchmark Fall 2016 Cohort
4	Developmental completers after four years	46.6%	43.2%	47.3%	55.7%	60.0%
		Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Benchmark Fall 2016 Cohort
5	Successful-persister rate after four years					
	a. College-ready students	85.8%	88.1%	87.1%	85.0%	90.0%
	b. Developmental completers	87.0%	90.3%	78.4%	76.2%	90.0%
	c. Developmental non-completers	47.3%	47.3%	46.0%	50.2%	Not Applicable
	d. All students in cohort	73.3%	73.3%	75.1%	72.8%	80.0%
		Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Benchmark Fall 2016 Cohort
6	Graduation-transfer rate after four years					
	a. College-ready students	70.1%	70.9%	68.5%	68.5%	74.0%
	b. Developmental completers	60.8%	65.7%	47.9%	46.7%	74.0%
	c. Developmental non-completers	27.1%	25.6%	28.0%	29.0%	Not Applicable
	d. All students in cohort	51.3%	52.1%	49.8%	47.5%	60.0%
		FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
7	Licensure/certification examination pass rates					
	a. Radiologic Technology	100.0%	100.0%	94%	100%	90.0%
	Number of Candidates	20	18	18	17	
	b. Nursing	89.7%	89.7%	85%	74.9%	88.0%
	Number of Candidates	176	145	129	171	
	c. Physical Therapy	94.0%	93.0%	100%	100%	80.0%
	Number of Candidates	18	14	12	17	
		AY 11-12	AY 12-13	AY 13-14	AY 14-15	Benchmark AY 2019-20
8	Performance at transfer institutions					
	a. Cumulative GPA after first year of 2.0 or above	83.4%	83.6%	0.0%	0.0%	85.0%
	b. Mean GPA after first year	2.76	2.77	0.00	0.00	2.80
		Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Alumni Survey 2018
9	Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	91.0%	77.4%	78.1%	82.7%	90.0%
		FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
10	Expenditures by function					
	a. Instruction	41.4%	34.7%	34.0%	34.7%	36.0%
	b. Academic support	10.9%	16.4%	16.5%	16.9%	17.0%
	c. Student services	11.6%	11.3%	11.3%	11.5%	12.0%
	d. Other	36.1%	37.6%	38.2%	36.9%	35.0%

Goal 2: Access, Affordability and Completion

		FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
11	Annual unduplicated headcount					
	a. Total	61,510	60,717	59,389	56,228	57,877
	b. Credit students	38,197	38,014	36,236	35,524	36,367
	c. Continuing education students	25,060	24,395	24,721	22,238	27,115
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Benchmark Fall 2020
12	Market share of first-time, full-time freshmen	46.0%	43.1%	43.1%	43.0%	50.0%
		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Benchmark Fall 2020
13	Market share of part-time undergraduates	76.1%	76.7%	75.3%	75.5%	80.0%

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14	Market share of recent, college-bound high school graduates	Fall 2012 55.1%	Fall 2013 54.0%	Fall 2014 59.2%	Fall 2015 52.6%	Benchmark Fall 2020 60.0%
15	High school student enrollment	Fall 2012 550	Fall 2013 468	Fall 2014 535	Fall 2015 485	Benchmark Fall 2020 600
16	Associate degrees and credit certificates awarded	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
	a. Career degrees	626	569	582	674	725
	b. Transfer degrees	1,757	1,749	1780	1984	2,200
	c. Certificates	329	307	297	289	305
	d. Total awards	2,712	2,625	2,659	2,947	3,230
17	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 2013 53.8%	FY 2014 53.9%	FY 2015 55.5%	FY 2016 55.5%	Benchmark FY 2021 55.0%
18	Enrollment in continuing education community service and lifelong learning courses	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
	a. Unduplicated annual headcount	9,409	8,572	8,673	8,264	10,000
	b. Annual course enrollments	13,800	12,443	13,885	12,917	14,000
19	Enrollment in continuing education basic skills and literacy courses	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
	a. Unduplicated annual headcount	7,683	7,655	6,752	6,545	7,000
	b. Annual course enrollments	13,730	13,933	11,879	12,060	13,000

Goal 3: Diversity

20	Minority student enrollment compared to service area population	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Benchmark Fall 2020
	a. Percent nonwhite credit enrollment	70.1%	71.3%	72.3%	74.8%	80.0%
	b. Percent nonwhite continuing education enrollment	FY 2012 63.4%	FY 2013 63.6%	FY 2014 62.5%	FY 2015 63.9%	Benchmark FY 2020 65.0%
	c. Percent nonwhite service area population, 18 or older	July 2012 49.0%	July 2013 50.5%	July 2014 51.3%	July 2015 52.1%	Benchmark July 2020 Not Applicable
21	Percent minorities (nonwhite) of full-time faculty	Fall 2012 31.9%	Fall 2013 32.8%	Fall 2014 32.4%	Fall 2015 33.1%	Benchmark Fall 2020 35.0%
22	Percent minorities (nonwhite) of full-time administrative and professional staff	Fall 2012 42.5%	Fall 2013 42.8%	Fall 2014 38.0%	Fall 2015 45.1%	Benchmark Fall 2020 46.0%
23	Successful-persister rate after four years	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Benchmark Fall 2016 Cohort
	a. Black/African-American only	67.3%	69.8%	68.5%	71.6%	80.0%
	b. Asian only	85.2%	85.4%	85.2%	84.4%	80.0%
	c. Hispanic/Latino	68.0%	71.5%	75.1%	67.1%	80.0%

Note: Not reported for groups with < 50 students in the cohort for analysis.

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	Fall 2008 Cohort	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Benchmark Fall 2016 Cohort
24 Graduation-transfer rate after four years					
a. Black/African-American only	48.0%	49.8%	42.4%	49.1%	60.0%
b. Asian only	59.6%	62.7%	62.0%	59.9%	60.0%
c. Hispanic/Latino	41.1%	43.3%	44.7%	34.6%	60.0%
Note: Not reported for groups with < 50 students in the cohort for analysis.					

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Benchmark Fall 2019 Cohort
25 Fall-to-fall retention					
a. Pell grant recipients	60.9%	66.9%	68.8%	71.4%	85.0%
b. Non-recipients	49.0%	58.5%	60.3%	61.0%	Not Applicable

Goal 4: Innovation

	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
26 Enrollments in online courses					
a. Credit	17,421	18,903	20,291	21,115	25,125
b. Continuing education	1,372	1,426	1,322	1,314	1,500

Goal 5: Economic Growth and Vitality

	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Alumni Survey 2018
27 Full-time employed career program graduates working in a related field	82.0%	87.0%	90.0%	85.0%	90.0%

	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Alumni Survey 2014	Benchmark Alumni Survey 2018
28 Graduate satisfaction with job preparation	89.0%	83.0%	69.0%	92.0%	90.0%
Note: Response categories changed starting in 2008.					

	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
29 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	11,749	11,468	10,790	9,079	12,000
b. Annual course enrollments	18,562	18,459	18,222	16,441	19,000

	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
30 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	6,400	6,761	5,665	4,972	6,000
b. Annual course enrollments	11,574	12,550	10,708	9,874	11,000

	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
31 Number of business organizations provided training and services under contract	64	58	58	62	80

	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
32 Enrollment in contract training courses					
a. Unduplicated annual headcount	3,133	2,889	4,378	3,144	4,000
b. Annual course enrollments	6,544	6,563	8,392	6,977	7,500

	FY 2012	FY 2013	FY 2014	FY 2015	Benchmark FY 2020
33 Employer satisfaction with contract training	97.6%	100.0%	95.0%	97.6%	95.0%

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Benchmark Fall 2020
34 STEM programs					
a. Credit enrollment	5,140	5,192	5,495	5,674	5,875
b. Credit awards	868	743	818	1,004	1,225