



PERFORMANCE ACCOUNTABILITY REPORT

2026

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

MARYLAND HIGHER EDUCATION COMMISSION 2026
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

The tagline, “Exceptional Education. Extraordinary Outcomes,” captures the essence of Montgomery College. These words rose from the voices of our collective community and the growth and success of our students and tell the story of who we are and where we are headed as a higher education institution.

Montgomery College continues to demonstrate strong institutional performance and resilience in advancing its mission of providing affordable, high-quality, and accessible education. During the reporting period, the College experienced sustained growth in overall enrollment, driven by increases in credit enrollment, dual enrollment, and participation in workforce education. Credit enrollment in online courses reached its highest level during the reporting period, while workforce training completions and credential attainment rebounded.

Career program graduates continue to realize substantial economic gains following graduation, and pass rates on licensure and certification examinations required for employment remain strong. Outcomes such as these demonstrate the effectiveness of the College's academic and workforce programs in preparing students for transfer, employment, and career advancement. Also, student participation in adult education, literacy, and lifelong learning programs remains robust, which reflects the College's ongoing role in expanding educational opportunities for adult learners throughout Montgomery County.

At the same time, several indicators warrant continued attention. While overall enrollment has increased, some continuing education measures, including online course enrollments and selected workforce training categories, declined from fiscal year 2024 levels. While graduation-transfer rates increased across groups, disparities between groups remain. Accordingly, continued efforts to strengthen student retention, completion, workforce partnerships, and credential attainment will be important for future progress.

Overall, Montgomery College is well-positioned to achieve its strategic goals. Through data-informed decision-making, a continued focus on equity and student success, and strong collaboration with community and workforce partners, the College remains committed to expanding educational access, improving student outcomes, meeting the evolving needs of its students, Montgomery County, and the State of Maryland.

Student and Institutional Characteristics

In fall 2025 (Indicator A-a), Montgomery College served 19,972 students enrolled in credit-bearing courses. Of these, 65.7 percent attended part-time (Indicator A-b), 12.7 percent were concurrently enrolled in high school (Indicator A-c), and 41.4 percent of first-time students were assessed as having developmental needs (Indicator B), which represents an increase due to a return to proctored assessment practices. The largest proportion of students (44.5 percent) did not participate in distance education courses (Indicator I-c), 32.2 percent enrolled in a combination of distance education and in-person courses (Indicator I-b), and 23.3 percent were enrolled exclusively in distance education courses (Indicator I-a). Hispanic students were the largest racial/ethnic group at the College, representing 30.0 percent of total enrollment (Indicator H). Over 22 percent were 25 years of age or older (Indicator F-a).

In fiscal year 2025, there were 26,585 unduplicated credit students (Indicator E-a); 24,035 excluding high school students (Indicator E-c). Some form of financial aid was awarded to 46.2 percent of students (Indicator E-b); 27.0 percent received the Pell Grant (Indicator E-d). Nearly 7,000 students enrolled in ESOL courses (Indicator D); 17.4 percent were first-generation college students, meaning neither parent had attended college (Indicator C).

During this period, the demographic profile of Workforce Development and Continuing Education (WDCE) students reflects an evolving participation pattern, with the proportion of students aged 25 and older (Indicator F-b) declining from 75.4 percent to 72.0 percent and the percentage of nonwhite students decreasing slightly from 61.0 percent to 60.4 percent (Indicator 11b).

Finances

Increased enrollment in fiscal year 2025 resulted in a 1.4 percentage-point increase in tuition and fee revenue (Indicator J). State and county funding remained relatively stable, while a weaker market performance reduced interest earnings, contributing to a 0.5 percentage-point decrease in “Other” revenue.

Overall expenditures (Indicator K) increased in fiscal year 2025, with the largest growth in the “Other” category, primarily due to inflationary increases in the cost of goods and services, particularly within Institutional Support and Operation and Maintenance of Plant. As a result, the proportion of total expenditures allocated to Instruction, Academic Support, and Student Services decreased slightly, despite year-over-year increases in actual spending across all functional categories.

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

Annual tuition and fees for full-time credit-bearing students totaled \$5,394 in fiscal year 2026, unchanged from the previous year, and represented an all-time low of 50.0 percent of the average cost of attendance at a Maryland public four-year institution (Indicator 7).

Credit Enrollment

Montgomery College experienced steady enrollment growth over the past four fiscal years. Combined annual unduplicated credit and noncredit student headcount (Indicator 1) increased

16.6 percent, from 39,757 students in fiscal year 2022 to 46,341 students in fiscal year 2025. Credit student headcount also increased, rising from 24,085 to 26,585 students over the same period, a 10.4 percent gain, reflecting a positive growth trajectory.

Each segment of the College's market share increased over four years: full-time credit students (Indicator 2) increased four percentage points, from 22.4 percent in fall 2022 to 26.4 percent in fall 2025; part-time credit students (Indicator 3) grew 4.6 points, increasing from 68.5 percent to 73.1 percent over the same period; and recent college-bound high school graduates (Indicator 4) increased from 41.0 percent in fall 2021 to 46.0 percent in fall 2024, a 5.0-percentage-point gain. High school student enrollment (Indicator 5) also grew significantly, increasing 69.1 percent from 1,506 students in fall 2022 to 2,546 students in fall 2025. These trends reflect the College's expanding presence in the regional student market and continued success in attracting students. Annual enrollment in online and hybrid credit courses (Indicator 6) reflected differing trends. Online credit enrollment nearly doubled (86.9 percent) in four years, from 27,284 in fiscal year 2022 to 50,983 in fiscal year 2025. Hybrid credit enrollment softened, declining 28.6 percent, from 4,671 to 3,336. These trends demonstrate a demand for online learning and highlight opportunities to expand flexible course offerings that align with students' evolving needs.

Noncredit Enrollment

In fiscal year 2025, WDCE served 21,140 unduplicated students (Indicator 1c), a 27.0 percent increase from the fiscal year 2022 baseline of 16,644 students, with a 2.2 percent decline compared to the previous fiscal year, 2024. Annual enrollment in online WDCE courses (Indicator 6b) declined substantially between fiscal years 2022 and 2025, falling from 23,266 enrollments to 11,001—a decrease of nearly 53 percent. Enrollment in hybrid courses (Indicator 6d) fluctuated, but declined 4.1 percent over four years (from 1,693 in fiscal year 2022 to 1,623 in fiscal 2025).

Participation in continuing education and lifelong learning programs increased during the reporting period. Unduplicated student enrollment (Indicator 8a) grew 22.1 percent, from 6,082 students in fiscal year 2022 to 7,426 students in fiscal year 2025, while annual course enrollment (Indicator 8b) increased 20.6 percent, from 10,546 to 12,720 enrollments. Although participation declined slightly from fiscal year 2024, enrollment remained substantially above fiscal year 2022 levels, reflecting continued demand for lifelong learning opportunities.

Enrollment in continuing education basic skills and literacy courses (Indicator 9) increased by more than a third. Unduplicated annual headcount (Indicator 9a) grew 38.0 percent, from 5,431 students in fiscal year 2022 to 7,496 students in fiscal year 2025, while annual course enrollments (Indicator 9b) increased 20.6 percent, from 11,601 to 13,994 enrollments. Although participation declined slightly from fiscal year 2024, enrollment remained well above fiscal year 2022 levels, reflecting continued demand for basic skills and literacy programs.

Student outcomes in Adult Basic Education (ABE) and English as a Second Language (ESL) also improved during this period. The percentage of ABE students achieving at least one educational functioning (Indicator 10a) level increased to 71 percent, up from 61 percent in FY 2024 and representing the highest level during the four-year reporting period. Achievement among ESL students also reached a four-year high (Indicator 10b), increasing from 65 percent in

FY 2024 to 78 percent in FY 2025, following two years at 55 percent in FY 2022 and FY 2023. These results indicate notable gains in student learning outcomes across both adult education programs.

Diversity

Montgomery College continues to be more diverse than the service area it serves. From fall 2022 to fall 2025, nonwhite credit student enrollment increased from 78.0 percent to 80.3 percent, compared to the 57.3 percent to 59.1 percent in the service area. For continuing education, the percentage of nonwhite students ranged from 60.0 to 61.0 percent. This trend underscores the College's continued commitment to expanding educational access and serving the diverse communities of Montgomery County.

The racial and ethnic diversity of full-time faculty (Indicator 12) remained stable from fall 2022 to fall 2025: nonwhite (from 41.4 percent to 41.9 percent), Hispanic (from 6.0 percent to 6.5 percent), Black (from 21.5 percent to 21.4 percent), and Asian (from 12.4 percent to 12.8 percent). Among administrators and professionals (Indicator 13), the proportion of nonwhite held steady from 61.3 percent to 61.2 percent; Asian representation (14.5 to 14.1 percent) remained relatively stable; Hispanic representation increased from 14.5 percent to 17.1 percent; and Black representation slipped from 31.4 percent to 30.3 percent.

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

Retention and Academic Preparedness

Fall-to-fall retention of first-time credit students improved across all student groups. The retention rate increased slightly from 64.5 percent for the Fall 2023 cohort to 65.3 percent for the Fall 2024 cohort, but remained below the 67.5 percent achieved by the Fall 2021 and Fall 2022 cohorts. Pell Grant recipients increased from 67.7 percent to 69.2 percent, developmental students rose from 50.4 percent to 56.7 percent, and college-ready students increasing from 66.7 percent to 68.0 percent. The largest gain occurred among developmental students, whose retention improved by 6.3 percentage points, indicating progress in supporting students with greater academic need while continued efforts are needed to restore overall retention to pre-decline levels.

Fifty-nine percent of the fall 2018 cohort completed developmental coursework within four years (Indicator 15), compared to 54.0 percent of the 2021 cohort. This decline in developmental coursework completion is notable in the context of increased student retention of the same group, as successful completion of developmental requirements is an important step toward progressing into college-level coursework and continuing enrollment.

Degree Progress

The Degree Progress cohort model provides a comprehensive measure of student success by recognizing multiple pathways to positive outcomes. This model tracks the four-year graduation, transfer, and successful-persister rates of full- and part-time students who attempted at least 18 credit hours within their first two years of enrollment. A successful-persister is defined as a student who, four years after initial enrollment, has graduated, transferred, or remains enrolled

with at least 30 earned credit hours and a minimum cumulative grade point average of 2.0 (Indicator 16). The cohort is divided into three groups: college-ready students, developmental completers, and developmental non-completers. The most recent cohort included in this analysis entered the College in fall 2021.

The four-year successful-persister rate (Indicator 16) remained strong across recent cohorts, although outcomes varied by student group. The overall successful-persister rate increased from 74.8 percent for the fall 2018 cohort to 80.0 percent for the fall 2021 cohort. Among college-ready students (Indicator 16a), the successful-persister rate remained consistently high, ranging from 78.7 percent to 82.9 percent across the four cohorts. Developmental completers (Indicator 16b) experienced greater variation, with rates ranging from 67.3 percent for the fall 2020 cohort to 79.3 percent for the fall 2018 cohort. The four-year successful-persister rate improved across all race/ethnic groups between the fall 2018 and fall 2021 cohorts (Indicator 17). However, Asian and White students consistently achieved higher successful-persister rates than Black and Hispanic students. While outcomes improved overall, differences in persistence rates among student groups remain, highlighting the importance of continued efforts to support equitable student success.

The four-year graduation-transfer rate (Indicator 18) increased from 52.4 percent for the fall 2018 cohort to 55.6 percent for the fall 2021 cohort, reflecting overall improvement in student completion and transfer outcomes. The increase reflects higher proportions of students earning awards, transferring to four-year colleges, and achieving both an award and a four-year transfer within the four-year assessment period. College-ready students continued to achieve the highest graduation-transfer rates; however, their rate declined from 65.0 percent for the fall 2018 cohort to 58.0 percent for the fall 2021 cohort. Similarly, the graduation-transfer rate for developmental completers decreased from 48.8 percent to 37.9 percent over the same period. Across cohorts, Asian and White students consistently achieved higher graduation-transfer rates than Black and Hispanic students, underscoring persistent equity gaps in student outcomes (Indicator 19). While overall graduation-transfer performance has improved, these disparities indicate the need for continued targeted interventions and student support strategies to improve completion and transfer outcomes and promote equitable success across all student groups.

Graduation and Transfer

The number of associate degrees and credit certificates awarded (Indicator 20) rebounded in fiscal year 2025 following declines in the previous two years. The College awarded 3,025 associate degrees and credit certificates, representing a 9.5 percent increase over fiscal year 2024 and one percent above fiscal year 2022. This improvement reflects positive momentum in student completion and credential attainment. Building on this upward trend, the College anticipates continued incremental growth in award attainment as enrollment increases and student success initiatives continue to strengthen completion outcomes.

The academic performance of Montgomery College transfer students continued to improve during the reporting period. The percentage of transfer students earning a first-year grade point average of 2.0 or higher at their transfer institution (Indicator 21) increased steadily from 87.7 percent in academic year 2021–2022 to 91.5 percent in academic year 2024–2025. This consistent upward trend indicates that Montgomery College students are well prepared for the

academic demands of four-year institutions. Sustained improvement in first-year academic performance reflects the College's continued success in preparing students for academic achievement after transfer.

The College successfully prepared students for timely transfer for bachelor's degree attainment as demonstrated by the increased percentage of transfer program graduates who transferred to a four-year institution within one year of graduation (Indicator 22), increasing from 69.9 percent for fiscal year 2021 graduates to 73.3 percent for fiscal year 2024 graduates.

For students who transfer to four-year colleges within six-years, the transfer rate (Indicator 23) increased nearly one percentage point from 26.2 percent for the 2016–2017 cohort to 27.1 percent for the 2019–2020 cohort, while those who transferred with an associate degree reached 16.0 percent, compared with 14.9 percent. These findings underscore the important role of degree completion in supporting successful transfer to four-year institutions.

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

Credit program pass rates on licensure and certification examinations required for employment (Indicator 24) remained high across most programs in fiscal year 2025. Nursing and Radiologic Technology achieved pass rates of 98.1 percent and 94.0 percent, respectively, while Community Health maintained a 100.0 percent pass rate. Diagnostic Medical Sonography programs also performed well, with Abdomen-Extended improving to 80.0 percent and Echo-Adult Cardiac reporting a 100.0 percent pass rate. Pass rates for Physical Therapy, Surgical Technology, and Vascular were not reported in fiscal year 2025 because fewer than five graduates completed the examination. Overall, the results demonstrate that graduates continue to perform well on professional licensure and certification examinations, reflecting the College's strong workforce preparation and identifying opportunities for continued improvement in selected programs.

The percentage of career program graduates employed within one year of graduation (Indicator 25) declined over the reporting period, decreasing from 69.0 percent for fiscal year 2021 graduates to 62.0 percent for fiscal year 2024 graduates. Although employment rates declined across successive cohorts, nearly two-thirds of career program graduates secured employment within one year of completing their programs.

Career and technical education programs continued to provide graduates with substantial economic benefits (Indicator 26). Median annualized income one year before graduation increased steadily from \$18,572 for fiscal year 2019 graduates to \$25,992 for fiscal year 2022 graduates, a 39.9 percent increase. Three years after graduation, median annualized earnings ranged between \$48,620 and \$62,284, more than doubling pre-graduation income across all reported cohorts. These findings demonstrate the significant return on investment associated with career program completion and underscore the College's role in preparing students for workforce success and long-term economic mobility.

Workforce Development and Continuing Education (WDCE)

Enrollment in continuing education workforce development courses (Indicator 27) increased overall during the reporting period. Unduplicated annual headcount grew from 5,936 in fiscal

year 2022 to 7,783 in fiscal year 2025, a 31.1 percent increase, while annual course enrollments increased from 12,720 to 14,040, despite a slight decline from fiscal year 2024. These trends reflect sustained demand for workforce training and the College's continued role in preparing individuals for employment and career advancement.

Annual headcount and enrollment in Continuing Professional Education programs leading to government- or industry-required certification or licensure (Indicator 28) fluctuated over four years. Unduplicated headcount increased 6.5 percent from 3,589 in fiscal 2022 to 3,824 in fiscal 2025, while annual course enrollment dropped 7.0 percent from 6,373 to 5,920. The decline in course enrollments, despite continued growth in unduplicated headcount compared to the baseline year, suggests that students may be participating in fewer courses or completing shorter certification and licensure pathways.

Unduplicated annual headcount in contract training courses (Indicator 29) grew from 3,211 in fiscal year 2022 to 4,292 in fiscal year 2025, representing a 33.7 percent increase, while annual course enrollments increased from 7,811 to 8,106 despite a decline from fiscal year 2024, which demonstrate continued demand for customized workforce training. The College is committed to supporting employer and community workforce development needs.

Continuing education workforce training completions (Indicator 30) increased during the reporting period, with total completions rising 2.3 percent from 6,332 in fiscal year 2022 to 6,476 in fiscal year 2025. Unduplicated completers also increased 9.8 percent from 4,420 to 4,854 over the same period, reflecting continued demand for workforce training opportunities and the College's role in supporting career advancement and skill development.

Employee outcomes varied across cohorts. The percentage of continuing education workforce training completers employed within one year (Indicator 31) remained consistently favorable during the reporting period, with 67.0 percent for fiscal year 2022 completers and 66.0 percent for fiscal year 2024 completers. Relatedly, the income growth of continuing education workforce training completers (Indicator 32) demonstrates positive wage outcomes following program completion. Fiscal year 2022 completers increased their median annualized income from \$66,436 one year prior to graduation to \$71,216 three years after graduation. These results underscore the effectiveness of the College's workforce training programs in preparing individuals for employment opportunities, career advancement, and economic mobility.

Community Outreach and Impact

The College's outreach efforts are broad and impactful, reflecting its mission to create economic, social, and community impact. Through engagement opportunities that connect with students and the broader community, Montgomery College provides experiences that are both inspirational and transformational while supporting student success and completion efforts. This section highlights a few of the College's outreach and impact activities. During FY 2026:

Student Employment Services strengthened connections between Montgomery College students and the regional workforce by supporting 961 Montgomery County employers in recruiting and posting job opportunities. In addition, 172 employers participated in on-campus recruitment

events and job fairs, expanding students' access to career opportunities and employer engagement.

Student Employment Services also coordinated nine job fairs, including six specialized career events focused on Diagnostic Medical Sonography, HVAC, Information Technology and Technology Careers, Criminal Justice, Nursing, and Fire and Emergency Management. These targeted events expanded employer engagement and provided students with direct access to industry-specific career exploration, networking, internship, and employment opportunities.

Montgomery College continued to strengthen partnerships with Montgomery County Public Schools (MCPS), District of Columbia Public Schools (DCPS), and other educational and community partners to expand equitable access to college and career pathways. Through its Dual Enrollment portfolio—including Early College, Middle College, Jumpstart, Virtual Middle College, P-TECH, and DC OSSE Scholars—the College provided high school students with opportunities to earn college credit, explore career pathways, and accelerate progress toward postsecondary credentials. The College also collaborated with MCPS to implement the Career Coaching initiative aligned with the Blueprint for Maryland's Future, strengthening connections between K–12 education and higher education to support college and career readiness.

In addition to Dual Enrollment, Montgomery College expanded community engagement through youth-focused initiatives that introduced students to higher education and career opportunities. Programs such as Montgomery College Experience, Worlds of Work (WOW), Portraits of Life, the Middle School Quiz Bowl, and the Montgomery County Regional National Science Bowl provided thousands of elementary and secondary students with hands-on learning experiences and exposure to college and career pathways. Through collaborations with local school systems, business and industry partners, and community organizations, these initiatives reinforce the College's commitment to educational access, workforce development, and student success.

Furthermore, Montgomery College strengthened its role as a community-centered institution by implementing its Community Engagement Plan, expanding partnerships, enhancing collaboration, and increasing outreach to prospective students. Community Engagement staff connected with thousands of individuals through campus tours, outreach events, workshops, and one-on-one appointments while expanding summer programming and strengthening engagement with Montgomery County high schools. The College also advanced business and community partnerships by developing a college-wide business engagement plan, strengthening relationships with chambers of commerce, nonprofit, faith-based, and community organizations, as well as strategically leveraging sponsorships to deepen partnerships and exploring new opportunities for collaboration. Lastly, the "President's Community Engagement Roundtables" engaged community leaders in discussions on workforce development, student success, and regional priorities, reinforcing the College's commitment to listening to the community and building partnerships that advance educational opportunity, economic mobility, and community impact.

Institutional Assessment

1. How were the benchmarks for your institution's Performance Accountability Report (PAR) metrics established for the current cycle? Please describe the process used to set targets, including the role of institutional data, historical trends, peer comparisons, or strategic priorities.

In consultation with the Chief Analytics and Insights Officer, Montgomery College employed several complementary strategies to establish benchmarks for the Performance Accountability Report (PAR) metrics. Benchmarking institutional performance is not a linear process. Because the PAR encompasses a diverse set of indicators that measure different aspects of institutional effectiveness, no single methodology is appropriate for all metrics. Likewise, the strategies used to improve performance vary across indicators, requiring a flexible, data-informed approach to benchmark development.

Accordingly, the College established benchmarks using three primary strategies: (1) analyzing long-term data patterns and trends; (2) aligning benchmarks with the College's strategic priorities and institutional goals; and (3) applying a maintenance-of-effort approach by retaining benchmark levels for indicators that were not achieved during the previous performance cycle. Together, these strategies enabled the College to establish benchmarks that are both realistic and meaningful while supporting continuous improvement, accountability, and sustained progress toward institutional goals.

Analysis of Data Patterns and Trends: The College examined performance trends using eight years of data for established indicators and four years for newly introduced measures. Overall, performance showed expected year-to-year variation, with some indicators showing continuous improvement, while others fluctuated, stabilized, or declined over the reporting period. These patterns underscore the dynamic nature of institutional performance and the influence of multiple internal and external factors. While targeted College initiatives contributed to improvements in several areas, outcomes also reflect broader influences beyond the College's control, including the lasting effects of the COVID-19 pandemic, changes in student enrollment and participation patterns, and workforce and economic conditions. As a result, the College evaluated performance trends over multiple years to assess progress on the metrics. For several performance indicators, such as enrollment and student headcount, the College also considered/applied mathematical analyses, including multi-year averages and historical ranges, to establish realistic yet aspirational performance benchmarks. This approach helps account for normal year-to-year variability while providing a data-informed basis for measuring future performance.

Alignment with Strategic Priorities and Goals: Several PAR metrics align directly with the goals and performance indicators established in Montgomery College's Strategic Plan. For these measures, the College adopted the corresponding strategic plan targets as benchmarks for related PAR indicators, including student retention, dual enrollment, and licensure pass rates. Aligning PAR benchmarks with institutional strategic priorities ensures consistency in performance expectations, reinforces accountability, and enables the College to measure progress toward shared institutional goals using a common set of performance standards.

Maintenance of Effort: For some indicators, performance remained relatively stable over the eight-year trend period, with little year-to-year variation, while performance in other metrics declined persistently. Where historical data suggested that only minimal change or modest improvement is likely over the next four years and the previous benchmark was not achieved, the College adopted a maintenance-of-effort approach by retaining the existing benchmark while focusing on targeted initiatives designed to improve performance over time. This approach acknowledges the persistent factors influencing these measures, maintains accountability, and recognizes that meaningful improvement in some areas may require continued, long-term efforts rather than immediate gains.

2. Based on your institution's experience in the current accountability cycle, what lessons have been learned about setting realistic and meaningful benchmarks? How might those lessons inform benchmark-setting for the next cycle?

Based on the College's experience during the current accountability cycle, several lessons were learned about establishing realistic and meaningful performance benchmarks. Previous benchmarks were developed using shorter historical trend periods and, in some cases, reflected aspirational targets rather than performance levels supported by long-term data. As a result, some benchmarks did not adequately account for normal year-to-year variation or external factors that influence institutional outcomes.

The College also recognized the importance of aligning Performance Accountability Report (PAR) indicators, where appropriate, with the goals and performance measures outlined in its Strategic Plan. Although the College achieved or came close to achieving many of the benchmarks established during the previous accountability cycle, not all institutional initiatives align directly with PAR performance indicators, nor is a one-to-one alignment always appropriate. The Strategic Plan encompasses a distinct set of institutional priorities and performance measures from those included in the PAR. Nevertheless, aligning the College's strategic priorities with PAR indicators whenever a meaningful connection exists strengthens the relationship between institutional planning and external accountability. This approach provides a clearer and more cohesive picture of institutional performance while demonstrating how strategic initiatives support and contribute to state-reported outcomes.

These lessons informed the development of the next accountability cycle's benchmarks. The College examined longer-term historical trends, incorporated multi-year averages and ranges where appropriate, and aligned benchmarks with institutional strategic priorities whenever possible. This approach produced benchmarks that are both data-informed and meaningful, balancing realistic expectations with continued commitment to institutional improvement and student success.

MONTGOMERY COLLEGE Degree Progress Four Years after Initial Enrollment Fall 2021 Entering Cohort

		All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1	First-time full- and part-time fall headcount	2,702		2315		209		178	
2	Number attempting fewer than 18 hours over first 2 years	643		484		40		119	
3	Cohort for analysis (Line 1 – Line 2)	2,059	100.0%	1831	100.0%	169	100.0%	59	100.0%
4	Earned Associate degree from this community college	737	35.8%	700	38.2%	35	20.7%	2	3.4%
5	Earned certificate, but no degree, from this community college	11	0.5%	8	0.4%	2	1.2%	1	1.7%
6	Total associate and certificate graduates (Line 4 + Line 5)	748	36.3%	708	38.7%	37	21.9%	3	5.1%
7	Transferred to Maryland two-year/technical college	37	1.8%	30	1.6%	4	2.4%	3	5.1%
8	Transferred to Maryland public four-year college	734	35.6%	697	38.1%	32	18.9%	5	8.5%
9	Transferred to Maryland private four-year college or university	24	1.2%	22	1.2%	2	1.2%	0	0.0%
10	Transferred to out-of-state two-year/technical college	19	0.9%	18	1.0%	1	0.6%	0	0.0%
11	Transferred to out-of-state four-year college or university	164	8.0%	142	7.8%	14	8.3%	8	13.6%
12	Total transfers (sum of Lines 7 - 11)	978	47.5%	909	49.6%	53	31.4%	16	27.1%
13	Graduated from this college and transferred (Line 6 □ Line 12)	582	28.3%	555	30.3%	26	15.4%	1	1.7%
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	1,144	55.6%	1062	58.0%	64	37.9%	18	30.5%
15	No award or transfer, but 30 credits with GPA ≥ 2.00	377	18.3%	334	18.2%	42	24.9%	1	1.7%
16	Successful transition to higher ed (Line 14 + Line 15)	1,521	73.9%	1396	76.2%	106	62.7%	19	32.2%
17	Enrolled at this community college last term of study period	126	6.1%	111	6.1%	13	7.7%	2	3.4%
18	Successful or persisting (Line 16 + Line 17)	1,647	80.0%	1507	82.3%	119	70.4%	21	35.6%

MONTGOMERY COLLEGE

2026 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.

A	Fall credit enrollment	Fall 2022	Fall 2023	Fall 2024	Fall 2025
	a. Unduplicated headcount	17,137	17,780	18,835	19,972
	b. Percent of students enrolled part time	67.2%	65.6%	65.2%	65.7%
	c. Percent of students enrolled in high school	8.8%	11.1%	12.5%	12.7%
		Fall 2022	Fall 2023	Fall 2024	Fall 2025
B	First-time credit students with developmental education needs	34.9%	34.2%	32.2%	41.4%
		FY 2022	FY 2023	FY 2024	FY 2025
C	Credit students who are first-generation college students (neither parent attended college)	26.5%	25.5%	25.8%	17.4%
		FY 2022	FY 2023	FY 2024	FY 2025
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	4,590	5,263	6,931	6,933
		FY 2022	FY 2023	FY 2024	FY 2025
E	Credit students receiving financial aid	FY 2022	FY 2023	FY 2024	FY 2025
	a. Unduplicated headcount for all credit students	24,085	23,916	25,164	26,585
	b. Percent of (a) receiving any financial aid	44.6%	50.8%	44.6%	46.2%
	c. Unduplicated headcount excluding high school students	22,567	22,430	23,061	24,035
	d. Percent of (c) receiving Pell grants	22.4%	22.7%	24.3%	27.0%
Note: High school students are not eligible for Pell grants.					
F	Students 25 years old or older	Fall 2022	Fall 2023	Fall 2024	Fall 2025
		24.6%	22.6%	22.3%	22.3%
		FY 2022	FY 2023	FY 2024	FY 2025
		b. Continuing education students	75.4%	73.4%	73.2%
G	Credit students employed more than 20 hours per week	FY 2022	FY 2023	FY 2024	FY 2025
		*	*	*	36.5%
H	Credit student racial/ethnic distribution	Fall 2022	Fall 2023	Fall 2024	Fall 2025
	a. American Indian/Alaska native only	0.2%	0.2%	0.2%	0.1%
	b. Asian only	12.3%	12.8%	12.5%	12.4%
	c. Black/African American only	25.2%	25.4%	24.0%	25.0%
	d. Hispanic/Latino	28.0%	29.0%	29.9%	30.0%
	e. Native Hawaiian/other Pacific Islander only	0.2%	0.1%	0.1%	0.1%
	f. White only	19.7%	19.0%	18.6%	17.5%
	g. Multiple races	3.9%	3.9%	3.9%	3.9%
	h. U.S. Nonresident	10.2%	9.3%	10.6%	10.8%
	i. Unknown	0.3%	0.2%	0.2%	0.2%
I	Credit student distance education enrollment	Fall 2022	Fall 2023	Fall 2024	Fall 2025
	a. Enrolled exclusively in distance education	13.5%	12.6%	22.9%	23.3%
	b. Enrolled in some, but not all, distance education	25.9%	26.9%	31.7%	32.2%
	c. Not enrolled in any distance education	60.6%	60.4%	45.4%	44.5%
J	Unrestricted revenue by source	FY 2022	FY 2023	FY 2024	FY 2025
	a. Tuition and fees	25.2%	23.6%	24.4%	25.8%
	b. State funding	19.5%	22.8%	23.6%	23.2%
	c. Local funding	54.8%	52.0%	49.8%	49.4%
	d. Other	0.5%	1.6%	2.2%	1.7%
K	Expenditures by function	FY 2022	FY 2023	FY 2024	FY 2025
	a. Instruction	33.9%	33.4%	33.2%	32.5%
	b. Academic support	18.0%	18.5%	17.8%	15.5%
	c. Student services	12.7%	12.7%	12.9%	11.9%
	d. Other	35.4%	35.4%	36.1%	40.1%

Goal 1: Student Access

1	Annual unduplicated headcount	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
	a. Total students	39,757	40,342	45,385	46,341	51,333
	b. Credit students	24,085	23,916	25,164	26,585	30,142
	c. Continuing education students	16,644	17,445	21,624	21,140	22,678
2	Market share of full-time credit students	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Benchmark Fall 2030
		22.4%	24.2%	25.4%	26.4%	31.0%

MONTGOMERY COLLEGE
2026 ACCOUNTABILITY REPORT

3	Market share of part-time credit students	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Benchmark Fall 2030
		68.5%	71.8%	73.5%	73%	69%
4	Market share of recent, college-bound high school graduates Note: Data for this indicator lags one year behind #2 and #3	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2029
		41.0%	41.0%	44.0%	46.0%	50.0%
5	High school student enrollment	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Benchmark Fall 2030
		1,506	1,965	2,352	2,546	3,500
6	Annual enrollment in online/hybrid courses	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
		27,284	27,009	31,593	50,983	57,964
	a. Credit, online	23,266	13,736	12,235	11,001	10,000
	b. Continuing education, online	4,671	5,316	4,682	3,336	4,800
	c. Credit, hybrid	1,693	1,241	1,782	1,623	1,700
	d. Continuing education, hybrid					
7	Tuition and mandatory fees	FY 2023	FY 2024	FY 2025	FY 2026	Benchmark FY 2031
		\$5,322	\$5,394	\$5,394	\$5,394	NA
	a. Annual tuition and fees for full-time students	53.0%	52.5%	51.4%	50.0%	57.0%
	b. Percent of tuition/fees at Md public four-year institutions					
	Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					
8	Enrollment in continuing education community service and lifelong learning courses	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
		6,082	7,118	7,720	7,426	7,545
	a. Unduplicated annual headcount	10,546	11,740	13,022	12,720	12,128
	b. Annual course enrollments					
9	Enrollment in continuing education basic skills and literacy courses	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
		5,431	5,815	7,618	7,496	7,991
	a. Unduplicated annual headcount	11,601	11,251	14,479	13,994	15,990
	b. Annual course enrollments					
10	Adult education student achievement of:	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY
		61.0%	68.0%	61.0%	71.0%	75.0%
	a. At least one ABE educational functioning level	55.0%	55.0%	65.0%	78.0%	75.0%
	b. At least one ESL educational functioning level					
	Note: Not reported if < 50 students in the cohort					
11	Enrollment by race/ethnicity compared to service area	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2030
		78.0%	79.0%	79.2%	80.3%	83.0%
	a. Credit enrollment	0.2%	0.2%	0.2%	0.2%	NA
	a1. All nonwhite	13.8%	14.1%	14.0%	13.9%	NA
	a2. Am. Indian / AK Native	28.2%	28.1%	26.9%	28.1%	NA
	a3. Asian	0.2%	0.1%	0.1%	0.1%	NA
	a4. Black / African Am.	31.3%	32.1%	33.6%	33.6%	NA
	a5. Hawaiian / Pac. Isl.	4.3%	4.4%	4.4%	4.4%	NA
	a6. Hispanic	22.0%	21.0%	20.8%	19.7%	NA
	a7. Multi-Race					
	a8. White					
	Note: U.S. nonresident and unknown are excluded					
		FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
		61.0%	60.0%	60.2%	60.4%	61.4%
	b1. All nonwhite	0.3%	0.3%	0.3%	0.2%	NA
	b2. Am. Indian / AK Native	12.1%	12.4%	12.2%	12.8%	NA
	b3. Asian	25.9%	24.4%	25.5%	24.5%	NA
	b4. Black / African Am.	0.2%	0.2%	0.1%	0.1%	NA
	b2. Hawaiian / Pac. Isl.	19.2%	19.2%	19.0%	19.8%	NA
	b3. Multi-Race	3.3%	3.5%	3.1%	3.0%	NA
	b4. White					
	c. Service area population, 15 or older	July 2022	July 2023	July 2024	July 2025	Not Required
		57.3%	57.9%	58.6%	59.1%	NA
	c1. All nonwhite	0.1%	0.1%	0.1%	0.1%	NA
	c2. Am. Indian / AK Native	16.3%	16.5%	16.6%	16.8%	NA
	c3. Asian	18.5%	18.6%	18.6%	18.7%	NA
	c4. Black / African Amer	0.0%	0.0%	0.0%	0.0%	NA
	c5. Hawaiian / Pac. Isl.	19.4%	19.8%	20.1%	20.4%	NA
	c6. Hispanic	2.9%	3.0%	3.0%	3.1%	NA
	c7. Multi-Race	42.7%	42.1%	41.4%	40.9%	NA
	c8. White					
12	Full-time faculty by race/ethnicity	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Benchmark Fall 2030
		41.4%	41.1%	42.2%	41.9%	42.0%
	a. All nonwhite	6.0%	5.8%	5.6%	6.5%	NA
	b. Hispanic	21.5%	20.5%	21.2%	21.4%	NA
	c. Black/African-American	12.4%	12.5%	12.9%	12.8%	NA
	d. Asian					
	Note: U.S. nonresident and unknown are excluded					

MONTGOMERY COLLEGE
2026 ACCOUNTABILITY REPORT

	Fall 2022	Fall 2023	Fall 2024	Fall 2025	Benchmark Fall 2030
13 Full-time administrators and professionals by race/ethnicity	61.3%	61.0%	61.4%	61.2%	62.5%
a. All nonwhite	14.5%	16.0%	16.6%	17.1%	NA
b. Hispanic	31.4%	30.9%	30.9%	30.3%	NA
c. Black/African-American	14.5%	14.0%	13.8%	14.1%	NA
d. Asian					
Note: U.S. nonresident and unknown are excluded					

Goal 2: Success

	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Fall 2024 Cohort	Benchmark Fall 2029 Cohort
14 Fall-to-fall retention of first-time credit students	67.5%	67.5%	64.5%	65.3%	65.0%
a. First-time credit students	71.2%	70.0%	67.7%	69.2%	69.0%
b. Pell grant recipients	51.7%	57.1%	50.4%	56.7%	56.0%
c. Developmental students	69.8%	69.1%	66.7%	68.0%	68.0%
d. College-ready students					

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2026 Cohort
15 Developmental completers after four years	59.0%	54.6%	49.4%	54.0%	60.0%

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2026 Cohort
16 Successful-persister rate after four years	82.9%	82.3%	78.7%	82.3%	82.0%
a. College-ready students	79.3%	75.4%	67.3%	70.4%	70.0%
b. Developmental completers	31.3%	36.7%	48.3%	35.6%	NA
c. Developmental non-completers	74.8%	75.2%	76.6%	80.0%	75.0%
d. All students in cohort					

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Not Required
17 Successful-persister rate after four years	77.9%	78.0%	80.6%	82.9%	NA
a. White only	71.6%	71.7%	73.9%	79.8%	NA
b. Black/African American only	90.0%	85.9%	87.8%	89.2%	NA
c. Asian only	69.0%	71.5%	72.8%	74.8%	NA
d. Hispanic/Latino					
Note: Not reported if < 50 students in the cohort for analysis					

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Fall 2026 Cohort
18 Graduation-transfer rate after four years	65.0%	61.7%	58.6%	58.0%	60.0%
a. College-ready students	48.8%	44.4%	36.7%	37.9%	40.0%
b. Developmental completers	16.6%	19.0%	31.0%	30.5%	NA
c. Developmental non-completers	52.4%	52.2%	55.8%	55.6%	57.0%
d. All students in cohort					

	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years	60.6%	55.2%	63.4%	61.6%	NA
a. White only	49.1%	49.6%	56.3%	53.6%	NA
b. Black/African American only	68.2%	68.1%	69.0%	68.3%	NA
c. Asian only	43.1%	45.3%	46.7%	48.7%	NA
d. Hispanic/Latino					
Note: Not reported if < 50 students in the cohort for analysis					

	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
20 Associate degrees and credit certificates awarded	2,994	2,874	2,762	3,025	3,230
a. Total awards	713	678	665	717	NA
b. Career degrees	2,077	1,921	1,801	2,019	NA
c. Transfer degrees	204	275	296	289	NA
d. Certificates	2,877	2,705	2,580	2,837	NA
e. Unduplicated graduates					

	AY 21-22	AY 22-23	AY 23-24	AY 24-25	Benchmark AY 2029-30
21 First-year GPA of 2.0 or above at transfer institution	87.7%	88.8%	91.3%	91.5%	85.0%

	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	FY 2024 Graduates	Benchmark FY 2029 Graduates
22 Transfer program graduates who transfer within one year	69.9%	68.3%	72.6%	73.3%	68.0%

	AY 16-17 Cohort	AY 17-18 Cohort	AY 18-19 Cohort	AY 19-20 Cohort	Benchmark AY 24-25 Cohort
23 Transfer rate after six years	26.2%	26.7%	26.2%	27.1%	28.1%
a. Students who transferred	14.9%	16.5%	16.1%	16.0%	17.1%
b. Students who transferred with an associate degree	4,085	4,229	4,032	3,673	NA
c. Total students in cohort					

MONTGOMERY COLLEGE
2026 ACCOUNTABILITY REPORT

Goal 3: Innovation

24	Credit program pass rates in licensure/certification examinations required for employment	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
	a. Radiologic Technology	93.8%	82.0%	87.5%	94.0%	80.0%
	Number of Candidates	16	11	16	18	NA
	b. Nursing	75.9%	78.0%	92.1%	98.1%	80.0%
	Number of Candidates	145	150	88	106	NA
	c. Physical Therapy	80.0%	100.0%	100.0%	*	85.0%
	Number of Candidates	10	7	10	*	NA
	d. Surgical Technology	30.0%	41.0%	55.0%	*	75.0%
	Number of Candidates	10	24	11	*	NA
	e. Diagnostic Medical Sonography					
	(1) Abdomen-Extended	60.0%	60.0%	63.0%	80.0%	80.0%
	Number of Candidates	9	13	9	10	NA
	(2) Obstetrics & Gynecology	90.0%	77.0%	88.0%	80.0%	80.0%
	Number of Candidates	9	13	9	10	NA
	(3) Vascular	*	83.0%	*	*	80.0%
	Number of Candidates	*	6	*	*	NA
	(4) Echo-Adult Cardiac	*	*	*	100.0%	80.0%
	Number of Candidates	*	*	*	5	NA
	f. Exercise Science	*	75.0%	60.0%	55.0%	70.0%
	Number of Candidates	*	8	5	9	NA
	g. Community Health	*	*	100.0%	100.0%	90.0%
	Number of Candidates	*	*	8	6	NA
	Note: Not reported if <5 candidates in a year					
25	Career program graduates employed within one year	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	FY 2024 Graduates	Benchmark Not Required
		69%	68%	67%	62%	NA
26	Income growth of career program graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark Not Required
	a. Median annualized income one year prior to graduation	\$18,572	\$19,252	\$25,016	\$25,992	NA
	b. Median annualized income three years after graduation	\$48,620	\$62,284	\$57,728	\$61,828	NA
27	Enrollment in continuing education workforce development courses	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
	a. Unduplicated annual headcount	5,936	5,542	7,486	7,783	8,624
	b. Annual course enrollments	12,720	12,257	15,465	14,040	17,481
28	Enrollment in Continuing Professional Education leading to government industry-required certification or licensure	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
	a. Unduplicated annual headcount	3,589	3,141	4,108	3,824	4,123
	b. Annual course enrollments	6,373	5,614	7,106	5,920	8,066
29	Enrollment in contract training courses	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
	a. Unduplicated annual headcount	3,211	2,818	4,158	4,292	4,843
	b. Annual course enrollments	7,811	7,131	9,293	8,106	10,742
30	Continuing education workforce training completions	FY 2022	FY 2023	FY 2024	FY 2025	Benchmark FY 2030
	a. Total completions	6,332	5,285	5,671	6,476	6,583
	b. Unduplicated completers	4,420	3,671	4,440	4,854	5,070
31	Continuing education workforce training completers employed within one year	FY 2021 Completers	FY 2022 Completers	FY 2023 Completers	FY 2024 Completers	Benchmark Not Required
		NA	67.0%	61.0%	66.0%	NA
	Note: This data collection began with FY 2022 completers					
32	Income growth of continuing education workforce training completers	FY 2019 Completers	FY 2020 Completers	FY 2021 Completers	FY 2022 Completers	Benchmark Not Required
	a. Median annualized income one year prior to completion	NA	NA	NA	\$66,436	NA
	b. Median annualized income three years after completion	NA	NA	NA	\$71,216	NA
	Note: This data collection began with FY 2022 completers					

Note: NA designates not applicable

* designates data not available