BOARD OF TRUSTEES
MONTGOMERY COLLEGE

PUBLIC BOARD MEETING AGENDA

Central Services Building ▪ Board Room ▪ 9221 Corporate Boulevard, Rockville, Maryland
Link to join via Zoom ▪ By phone: 301-715-8592 ▪ Meeting ID: 973 5279 1609

September 15, 2025

6:30 p.m.

1. Call to Order .... Procedural

2. Roll Call .... Procedural

3. Approval of Agenda .... Procedural

4. Oath of Office .... Procedural

5. Reports .... Information

    A. President's Report

    B. FY25 Fourth Quarter Financial Summary Report

    C. Chair's Report

6. Consent Agenda .... Action

    A. Minutes

        i. June 16, 2025 Public Vote and Closed Session Minutes

        ii. June 16, 2025 Public Meeting Minutes

    B. Personnel Actions Confirmation Report

    C. Graduates Receiving Associate's Degrees and Program Certificates in Summer 2025

7. Award of Contract (Competitive) .... Action

    Award of Contract, Pharmacy Benefit Management Services, Including Employer Group Waiver Program and Wrap Services for Medicare Eligible Members, Bid 1175301

8. Budget Matter .... Action

    Functional Transfer, FY25 Current Fund and Workforce Development & Continuing Education Fund

9. Policy Matters .... Information and Possible Action

    A. Retirement of Policy 31007: Affirmative Action

B. Modification of Policy 63001: Procurement, Contracts, and Consultant Services

C. New Policy 92000: Immigration Enforcement

10. Regulatory Matter .... Action

The 2025 Performance Accountability Report

11. New Business .... Procedural

12. Trustee Comments .... Procedural

13. Adjournment .... Procedural

NOTICES

BOARD OF TRUSTEES INFORMATION. The Board's meeting schedule, agendas, meeting minutes, and records of resolutions are available at www.montgomerycollege.edu/bot.

WRITTEN COMMENTS. The Board of Trustees welcomes written comments, which can be sent to trustees@montgomerycollege.edu or to Montgomery College, 9221 Corporate Blvd, Rockville, Maryland 20850, ATTN: Board of Trustees.

ALTERNATIVE AGENDA FORMAT. This agenda is available in an alternative format upon request, in accordance with the Americans with Disabilities Act, by contacting 240-567-5272 or trustees@montgomerycollege.edu at least two weeks prior to the scheduled board meeting.

COMMUNICATIONS ACCOMMODATIONS. For special accommodations in communicating with the Board, contact 240-567-5272 or trustees@montgomerycollege.edu.

Agenda Item Number: 6B
September 15, 2025

PERSONNEL ACTIONS CONFIRMATION REPORT

BACKGROUND

The Board of Trustees by state law has the authority and the responsibility for appointments to the College. Each month the Board receives a summary of personnel actions from the Office of Human Resources and Strategic Talent Management on new hires and employees who have separated from the College.

RECOMMENDATION

It is recommended that the Board adopt the attached report.

BACKUP INFORMATION

Board Resolution
Personnel Actions Confirmation Report
Policy 34001–Changes in Employee Status

RESPONSIBLE SENIOR ADMINISTRATOR

Mr. Collette

RESOURCE PERSON

Ms. Leitch Walker

Resolution Number: Agenda Item Number: 6B
Adopted on: September 15, 2025

Subject: Personnel Actions Confirmation

WHEREAS, By state law the Board of Trustees has the authority and responsibility for appointments to the College; and

WHEREAS, The attached summary indicates related personnel actions taken by the College during the period May 1, 2025, through July 31, 2025; and

WHEREAS, The president of the College recommends that the Board adopt the following resolution; now therefore, be it

Resolved, That the Board of Trustees accepts the attached reports and confirms the actions of the president.

Attachments

STAFF

STAFF EMPLOYMENTS

Effective Date	Name	Position Title	Grade	Department
05/12/2025	Alvaro, Mary	ACES Student Success Coord.	27	Sr. VP for Student Services
05/12/2025	Amare, Tsion	Financial Aid Assistant	21	Financial Aid
05/12/2025	Dadgar, Fatema	Enroll. & Student Access Spec.	23	CW Dean Stu Access – GT Stu Affairs
05/12/2025	Pin, Phounam	Financial Aid Assistant	21	Financial Aid
05/27/2025	Juarez, Jaime	Info Security Risk & Comp. Man.	37	OIT Central Administration
05/27/2025	Newman, Ronald	Construction Trades Worker	25	Facilities – Central Admin
05/27/2025	Williams, Sonja	Financial Aid Counselor	27	Financial Aid

STAFF SEPARATIONS

Effective Date	Name	Position Title	Grade	YOS	Department
05/09/2025	Newton, Nancy	Grants Manager	33	11	Grants & Business Development
05/12/2025	Chamberlain, Peter	Administrative Aide III	23	0*	CW Dean Stu Success – RV Stu Srv
05/14/2025	Mason, Tonya[1]	Dean of Student Affairs	37	23	CW Dean Stu Success – RV Stu Srv
05/16/2025	Swanson, Vernon	ACES Student Succ. Coord.	27	0*	ACES-Achiev Colleg Excell & Success
05/17/2025	Diaz, Felix	Building Equip Mechanic II	25	0*	Facilities Operations – RV
05/23/2025	Hernandez, Ana	Nursing Lab & Clinical Assoc	29	0*	Health Sciences Dean
05/23/2025	Isner, Anna	Financial Aid Counselor	27	1	Financial Aid
05/23/2025	Williams, Harold[1]	Planetarium Coordinator	29	34	Biology & Chemistry Dean
05/30/2025	Deabreu, Don[1]	Electrician	25	31	Facilities Operations – RV
05/30/2025	Dodson, Rita[1]	Executive Associate II	27	34	Sr VP for Academic Affairs
05/30/2025	Escobar, Brandon	Campus Police Officer	19	1	Public Safety – GT
05/30/2025	Jones, Christopher[1]	Systems Engineer	33	25	OIT Application Services
05/30/2025	Rusten, Om[1]	Administrative Aide III	23	16	ELAP, Linguistics & Comm Studies

STAFF EMPLOYMENTS: Ethnicity and Gender

	White	Black	Hispanic	Asian	American Indian	Other/2 or More	TOTAL
Female	1	3	0	1	0	0	**5**
Male	1	0	1	0	0	0	**2**
TOTAL	**2**	**3**	**1**	**1**	**0**	**0**	7

STAFF SEPARATIONS: Ethnicity and Gender

	White	Black	Hispanic	Asian	American Indian	Other/2 or More	TOTAL
Female	2	1	2	1	0	0	**6**
Male	3	2	2	0	0	0	**7**
TOTAL	**5**	**3**	**4**	**1**	**0**	**0**	13

1 Retirement
* Less than 1 year

FACULTY

FACULTY EMPLOYMENTS: None

FACULTY SEPARATIONS

Effective Date	Name	Position Title	YOS	Department
05/23/2025	Coliton, John[1]	Professor	26	Business & Hospitality Dean
05/23/2025	Ennulat, Albert[1]	Professor	37	GITE – Gudelsky Inst Tech Educ
05/23/2025	Niamatali, Stanley[1]	Professor	29	English & Reading Dean
05/23/2025	Watt, Timothy[1]	Professor	30	Biology & Chemistry Dean
05/23/2025	Williams, Hollis[1]	Professor	17	Engineering/Computer Science Dean
05/23/2025	Witte, William[1]	Professor	36	Mathematics Dean

FACULTY SEPARATIONS: Ethnicity and Gender

	White	Black	Hispanic	Asian	American Indian	Other/2 or More	TOTAL
Female	0	0	0	0	0	0	**0**
Male	4	2	0	0	0	0	**6**
TOTAL	**4**	**2**	**0**	**0**	**0**	**0**	**6**

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[1] Retirement

MONTGOMERY COLLEGE
SUMMARY OF PERSONNEL ACTIONS
From June 1, 2025, through June 30, 2025

STAFF

STAFF EMPLOYMENTS

Effective Date	Name	Position Title	Grade	Department
06/02/2025	Ray-Patterson, Tiffany	SVP for Student Affairs	S1	SR VP for Student Services
06/09/2025	Pruiksma, Michael	Grounds Maintenance Worker	15	Facilities Operations – RV
06/21/2025	Laosebikan, Melayna	Financial Aid Counselor	27	Financial Aid
06/23/2025	Alaran, Rache	ACES Student Success Coord.	27	ACES-Achiev Colleg Excell & Success
06/23/2025	Granados, Jasmin	Student Services Coord. II	19	WDCE Central Administration
06/23/2025	Moody, Doris	Enrollment Services VA Spec.	23	Records and Registration
06/23/2025	Roachford, Ric	Grounds Maintenance Worker	15	Facilities Operations - RV

STAFF SEPARATIONS

Effective Date	Name	Position Title	Grade	YOS	Department
06/01/2025	Cabellon, Edmund	SVP for Student Affairs	S1	0*	Sr. VP for Student Services
06/13/2025	Walker, Brittany	ACES Student Succ. Coord	27	1	ACES-Achiev Colleg Excell & Success
06/20/2025	Burnett, Scott[1]	Analyst-Programmer	33	39	OIT Application Services
06/30/2025	Fitzgerald, Jill[1]	Comm Project Manager	31	35	Adv-Media/Public Relations
06/30/2025	Flores, Dulce	Program Assistant	21	1	BITS Dean WDCE
06/30/2025	Hill, Belva[1]	Administrative Aide II	19	21	Fine Perform Visual Arts Dean
06/30/2025	Hurst, Teri[1]	Department Chair	35	20	English and Reading Dean
06/30/2025	Kephart, Jill[1]	Program Assistant	21	15	CEELS Dean WDCE
06/30/2025	Sniezek, James[1]	Dean of Instruction	37	27	Biology & Chemistry Dean
06/30/2025	Tesfa, Hamrawit	Dir. East County Edu Center	37	9	ASVP-Oper Effec & Strat. Initiatives
06/30/2025	Walton, Jenny	Lab Manager	31	8	Fine Perform Visual Arts Dean

STAFF EMPLOYMENTS: Ethnicity and Gender

	White	Black	Hispanic	Asian	American Indian	Other/2 or More	TOTAL
Female	0	3	1	0	0	1	**5**
Male	1	1	0	0	0	0	**2**
TOTAL	**1**	**4**	**1**	**0**	**0**	**1**	**7**

STAFF SEPARATIONS: Ethnicity and Gender

	White	Black	Hispanic	Asian	American Indian	Other/2 or More	TOTAL
Female	4	3	1	0	0	0	**8**
Male	2	0	0	1	0	0	**3**
TOTAL	**6**	**3**	**1**	**1**	**0**	**0**	**11**

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[1] Retirement
* Less than one year

FACULTY

FACULTY EMPLOYMENTS: None

FACULTY SEPARATIONS: None

MONTGOMERY COLLEGE
SUMMARY OF PERSONNEL ACTIONS
From July 1, 2025, through July 31, 2025

STAFF

STAFF EMPLOYMENTS

Effective Date	Name	Position Title	Grade	Department
07/07/2025	Martin, Ronequa	Executive Associate II	27	Sr. VP for Academic Affairs
07/07/2025	Ruby, Aaron	Instructional Lab Coordinator	27	Biology and Chemistry Dean
07/07/2025	Salazar, Nataly	Student Services Coordinator I	17	WDCE Central Administration
07/07/2025	Secuban, Mary Jane	VP of Inclusive Excell & Belonging	39	President
07/07/2025	Turcios-Sorto, Caroline	Community Engagement Spec II	25	Community Engagement
07/07/2025	Villa, Luis	Community Engagement Spec II	25	Community Engagement
07/21/2025	Andrews, Quentin	Instructional Assistant	23	Assessment and Testing Centers
07/21/2025	Povitsky, Marcie	Simulated Learning Exper. Coord.	29	Business and Hospitality Dean

STAFF SEPARATIONS

Effective Date	Name	Position Title	Grade	YOS	Department
07/04/2025	Mauris, Cynthia Lee[1]	Training & Dev Coordinator	29	22	Center for Teaching & Learning
07/08/2025	McKoy, Chantelle	Man. of Talent Acquis. & Employ	33	2	HR/Strategic Talent Management
07/18/2025	Britton, Ida[1]	Administrative Manager	31	15	ASVP-Oper Effec & Strat. Initiatives
07/25/2025	Kanwal, Sayema	Information Tech Manager	37	8	OIT Application Services
07/31/2025	Pina, Donna[1]	Dir. of Foundation Finance	35	22	Advancement/Comm Engage

STAFF EMPLOYMENTS: Ethnicity and Gender

	White	Black	Hispanic	Asian	American Indian	Other/2 or More	TOTAL
Female	1	1	2	1	0	0	**5**
Male	1	1	1	0	0	0	**3**
TOTAL	**2**	**2**	**3**	**1**	**0**	**0**	**8**

STAFF SEPARATIONS: Ethnicity and Gender

	White	Black	Hispanic	Asian	American Indian	Other/2 or More	TOTAL
Female	1	3	0	1	0	0	5
Male	0	0	0	0	0	0	**0**
TOTAL	**1**	**3**	**0**	**1**	**0**	**0**	**5**

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[1] Retirement

FACULTY

FACULTY EMPLOYMENTS: None

FACULTY SEPARATIONS

Effective Date	Name	Position Title	YOS	Department
07/04/2025	Berman, Michael[1]	Professor	25	ELAP, Linguistics & Comm Studies
07/06/2025	Mayercak, Zdeno[1]	Professor	20	Fine Perform Visual Arts Dean
07/07/2025	Naake, Joan[1]	Professor	32	English & Reading Dean
07/30/2025	Bagshaw, Joanne[1]	Professor	14	Social Science Dean

FACULTY SEPARATIONS: Ethnicity and Gender

	White	Black	Hispanic	Asian	American Indian	Other/2 or More	TOTAL
Female	2	0	0	0	0	0	**2**
Male	2	0	0	0	0	0	**2**
TOTAL	**4**	**0**	**0**	**0**	**0**	**0**	**4**

[1] Retirement

Agenda Item Number: 6C
September 15, 2025

**GRADUATES RECEIVING ASSOCIATE'S DEGREES AND
PROGRAM CERTIFICATES IN SUMMER 2025**

BACKGROUND

The Board of Trustees is required to ratify the conferral of degrees and certificates by the faculty, as certified by the college registrar, each semester. In the event that the ratification by the Board of Trustees takes place after the date of conferral of the degrees and certificates to the graduates, the Board of Trustees must ratify, confirm, and authorize the conferral retroactively ("nunc pro tunc") to the past date of conferral.

RECOMMENDATION

The Board of Trustees is asked to ratify, confirm, and authorize the conferral of degrees and certificates by the faculty on the list of proposed graduates who have successfully completed the requirements of a program, subject to certification of the college registrar, nunc pro tunc to the date of such conferral action.

BACK-UP INFORMATION

Board Resolution
List of Graduates (Board members only)

RESPONSIBLE SENIOR ADMINISTRATORS

Dr. Price
Dr. Ray-Patterson

RESOURCE PERSON

Mr. Cartledge

BOARD OF TRUSTEES
MONTGOMERY COLLEGE

Agenda Item Number: 6C
September 15, 2025

Subject: **Graduates Receiving Associate's Degrees and Program Certificates in Summer 2025**

WHEREAS, It is necessary that the Board ratify, confirm and authorize, the past conferral of degrees and certificates on the list of certified candidates attached herewith; and

WHEREAS, The college registrar ("the registrar") has certified that the students of Montgomery College, as listed on the attachment, are expected to complete successfully in the summer 2025 semester the courses and curriculum prescribed by the faculty, and to meet all other requirements of the College, for the degrees and certificates that those students are seeking; and

WHEREAS, The faculty has thereby conferred upon the students of Montgomery College, as listed on the attachment, their respective associate's degrees and certificates, subject to certification by the registrar, that such students have met all applicable requirements; and

WHEREAS, The president recommends that the Board approve the following resolution; now therefore be it

Resolved, That the Board of Trustees ratifies, confirms, and authorizes the faculty's conferral upon the students of Montgomery College, as listed on the attachment, of their respective associate's degrees and certificates, subject to certification by the registrar that such students have met all applicable requirements, nunc pro tunc to the past date on which such conferral took place.

Agenda Item Number: 7
September 15, 2025

AWARD OF CONTRACT,
PHARMACY BENEFIT MANAGEMENT (PBM) SERVICES, INCLUDING EMPLOYER GROUP
WAIVER PROGRAM (EGWP) + WRAP SERVICES FOR MEDICARE ELIGIBLE MEMBERS,
BID 1175301

BACKGROUND

Originating Office and Explanation of Request:	The senior vice president for administrative and fiscal services is requesting an award of contract for pharmacy benefit management (PBM) services, including employer group waiver program (EGWP) and wrap services for Medicare eligible members.
Award Type:	Competitive
Reason Being Brought to Board:	Board approval is required for all contract awards valued over $250,000
Certification:	The director of procurement certifies that specifications and contract documents were developed by appropriate College staff and the chief business/financial strategy officer certifies that funds are planned for and budgeted in the FY26 operating budget.
Annual Contract Amount:	$109,562
Vendor Name:	Employers Health Co.
Vendor Address:	4771 Fulton Drive NW Canton, Ohio 44718
Term of Contract:	Three years, with two one-year renewal options
Minority Status	Non-minority
Minority Classification	NA

NOTE:

The pharmacy benefit manager (PBM) is a required component of our self-insured group health plans with Cigna, and is anticipated to manage projected prescriptions in excess of 23,800 for a net cost that exceeds $7.1 million annually. The net cost considers the average wholesale price, ingredient costs, and the costs to dispense a prescription netted against any rebates or group waiver plans negotiated through this solicitation. The College has previously established cost share allocations with its active employees and retirees for medical and prescription coverage in a combined monthly premium. The cost share allocation for active employees is 75% paid by employer and 25% paid by employee. The cost share allocation for retirees is 60% paid by employer and 40% paid by retiree."

RECOMMENDATION

It is recommended that the Board of Trustees approve a three-year award of contract for pharmacy benefit management (PBM) services, including employer group waiver program (EGWP) and wrap services for Medicare eligible members, to Employers Health Co. of Canton, Ohio, for a total annual amount of $109,562.

It is further recommended that the contract be renewed for two additional one-year terms, under same terms and conditions, at the sole discretion of Montgomery College, provided service is satisfactory, funds are available, and renewals are in the best interest of the College. The five-year, not-to-exceed total contract amount is $547,810.

BACKUP INFORMATION

Bid Summary (Board Members Only)
Bidders List (Board Members Only)
Policy 35001: Compensation Programs
Board Resolution 19-06-081
Montgomery County Contracts 1030764 and 1099874

RESPONSIBLE SENIOR ADMINISTRATOR

Mr. Collette

RESOURCE PERSONS

Mr. Johnson
Ms. Mason

BOARD OF TRUSTEES
MONTGOMERY COLLEGE

Resolution Number: Agenda Item Number: 7
Adopted on: September 15, 2025

Subject: Award of Contract, Pharmacy Benefit Management (PBM) Services,
including Employer Group Waiver Program (EGWP) and Wrap Services for
Medicare Eligible Members, Bid 1175301

WHEREAS, Pursuant to Md. (Educ.) Code Ann. Sec. 16-311 (c), a joint request for proposal was issued by Montgomery County Government on February 26, 2025, and posted on the County's Office of Procurement website, and the State of Maryland eMaryland Marketplace webpage; and

WHEREAS, 30 organizations downloaded the request for proposal from the Montgomery County Government procurement website; and

WHEREAS, Three responses were received, read aloud, and recorded, beginning at 3:00 pm on April 11, 2025, at the Montgomery County Government procurement office; and

WHEREAS, Upon evaluation of all submitted proposals by Montgomery College consultant, it was determined that the proposal submitted by Employers Health Co. of Canton, Ohio was the highest evaluated bidder for the College, meeting all College requirements; and

WHEREAS, This resolution aligns with Montgomery College Strategic Plan Goal 2: Cultivate a sense of belonging for everyone at the College, and Goal 3: Enhance educational and organizational effectiveness

WHEREAS, The president of the College recommends the following action; now therefore be it

Resolved, That the Board of Trustees approve a three-year award of contract to Employers Health Co. of Canton, Ohio, for pharmacy benefit management (PBM) services, including employer group waiver program (EGWP) and wrap services for Medicare eligible members, for an annual amount of $109,562; and be it further

Resolved, That the contract be renewed for two additional one-year periods under the same terms and conditions, at the sole discretion of the College, provided services are satisfactory and renewals are in the best interest of the College; and be it further

Resolved, That the president is authorized to sign the contract on behalf of the Board of Trustees.

Agenda Item Number: 8
September 15, 2025

FUNCTIONAL TRANSFER,
FY25 CURRENT FUND AND WORKFORCE DEVELOPMENT & CONTINUING EDUCATION
(WDCE) FUND

BACKGROUND

The College's Current Fund and Workforce Development & Continuing Education (WDCE) Fund budgets are prepared and approved by major functions established by the Maryland Higher Education Commission. State law requires transfer of appropriations between major functions be submitted in writing and approved by the county governing body before they are made and if the county governing body fails to act on a request for a transfer within 30 days, the request is automatically approved as requested.

It is common for actual expenditures to be different from planned functional expenditures. Therefore, at the conclusion of a fiscal year, an analysis of actual expenditures against budgeted expenditures by major functions is conducted to align actual functional expenditures to budgeted functional expenditures. This action is brought to the Board in the September meeting to address the previous year's fiscal year budget.

A functional transfer is necessary to assure that the College's expenditures do not exceed the functional appropriation approved by the county council. The Education Article of the Annotated Code of Maryland provides guidance on how this transfer is to be accomplished.

The College has sufficient expenditure authority in other functions, it is only necessary to request that the county council approve a transfer between functions. This request is automatically approved after 30 days if the council does not act.

During FY25, the College reallocated resources in the College's Current Fund to support key initiatives in support of institutional organizational change priorities. These initiatives are summarized below.

- MCPS and Maryland Blue Print activities; World of Work and MC Experience
- Strategic communications and advisory services
- Graduation; due to rising number of graduates and guests
- Human Resource advisory services for compliance re-alignment of our supplemental retirement plans, peer studies on compensation models, and medical benefit advisory services including market and College dynamics

During FY25, the College reallocated resources in the WDCE Fund to recognize shared organizational costs and strategic alignment of salaries, facility lease costs, and collegewide software tools.

RECOMMENDATION

It is recommended that the Board of Trustees authorize the attached Current Fund and WDCE Fund functional transfer resolution for submission to the county council for approval.

BACKUP INFORMATION

Board Resolution
Policy 61001: Fiscal Control
Section 16-304 of the Education Article of the Annotated Code of Maryland

RESPONSIBLE SENIOR ADMINISTRATOR

Mr. Collette

RESOURCE PERSON

Ms. Greaney

Resolution Number: Agenda Item Number: 8
Adopted on: September 15, 2025

Subject: **Functional Transfer FY25 Current Fund and Workforce Development & Continuing Education (WDCE) Fund**

WHEREAS, Section 16-304(c)(1) of the Education Article of the Annotated Code of Maryland provides that a community college may not spend more on any major function than the amount appropriated for it; and

WHEREAS, Section 16-304(c)(2)(i) states that transfers of appropriations between major functions shall be submitted in writing and approved by the county governing body before they are made; and

WHEREAS, It is common for actual expenditures to be different from planned functional expenditures; and

WHEREAS, During FY25, the College reallocated resources in the College's Current Fund to support key initiatives in support of institutional organizational change priorities; and

WHEREAS, These initiatives are summarized below:

- MCPS and Maryland Blue Print activities; World of Work and MC Experience
- Strategic communications and advisory services
- Graduation; due to rising number of graduates and guests
- Human Resource advisory services for compliance re-alignment of our supplemental retirement plans, peer studies on compensation models and medical benefit advisory services including market and college dynamics; and

WHEREAS, During FY25, the College reallocated resources in the WDCE fund to recognize shared organizational costs and strategic alignment of salaries, facility lease costs, and collegewide software tools; and

WHEREAS The College will exceed the county's approved functional appropriations if proper action is not taken; and

WHEREAS, The president recommends that the Board of Trustees approve the following resolution; now therefor be it

Resolved, That the Board of Trustees authorizes, subject to county council approval, a Current Fund functional budget transfer as listed below; and be it further

Functional Category	Approved FY25 Budget	Functional Transfer from (-) to (+)	Amended FY25 Budget
Instruction	$95,130,490	($202,568)	$94,927,922
Academic Support	$45,689,610	($287,040)	$45,402,570
Student Services	$36,495,649	$323,458	$36,819,107
Operation/Maintenance	$47,693,505	($500,082)	$47,193,423
Institutional Support	$51,520,380	$666,232	$52,186,612
Scholarships & Fellowships	$ 6,479,146		$ 6,479,146
TOTAL	$283,008,780	$0	$283,008,780

Resolved, That the Board of Trustees authorizes, subject to county council approval, a WDCE Fund functional budget transfer as listed below; and be it further

Functional Category	Approved FY25 Budget	Functional Transfer from (-) to (+)	Amended FY25 Budget
Instruction	$13,667,843		$13,667,843
Academic Support	$ 4,397,986		$ 4,397,986
Student Services	$ 3,322,387	($939,966)	$ 2,382,421
Operation/Maintenance	$ 1,310,382	$307,720	$ 1,618,102
Institutional Support	$ 0	$632,246	$ 632,246
Scholarships & Fellowships	$ 50,000		$ 50,000
TOTAL	$22,748,598	$0	$22,748,598

Resolved, That a copy of the resolution be transmitted to the county executive and county council for approval.

Agenda Item Number: 9A
September 15, 2025

RETIREMENT OF POLICY 31007: AFFIRMATIVE ACTION

General Information

Policy Number:	31007
Contained in Chapter:	Chapter Three
Policy Title:	Affirmative Action
Policy Creation Date:	September 21, 1987
Most Recent Modification Date:	February 25, 2013

Reason for Policy Retirement

This policy complied with expectations that institutions maintain a formal affirmative action program and written affirmative action plans. The College remains firmly committed to diversity, equity, inclusion, and belonging, and takes deliberate action to ensure equal opportunity for all. As these commitments have strengthened and expanded, retiring this policy aligns with evolved legal guidance and reflects the College's ongoing commitment to fostering a diverse workplace through bias-free recruitment.

RECOMMENDATION

It is recommended that the Board of Trustees retire Policy 31007: Affirmative Action.

BACKUP INFORMATION

Resolution
Policy 31007: Affirmative Action

RESPONSIBLE SENIOR ADMINISTRATOR

Mr. Collette

RESOURCE PERSON

Mr. Dietz
Ms. Leitch Walker
Dr. Van Camp

Resolution Number: Agenda Item Number: 9A
Adopted on: September 15, 2025

Subject: Retirement of Policy 31007: Affirmative Action

WHEREAS, The Board of Trustees created Policy 31007: Affirmative Action in 1987; and

WHEREAS, The policy has served an important purpose in maintaining a formal affirmative action program; and

WHEREAS, The language, authorities, and expectations codified in College Policy 31007: Affirmative Action are well-established in College operations; and

WHEREAS, The policy has been reviewed by the appropriate College community stakeholders for their feedback; and

WHEREAS, The president recommends that the Board retire the policy; now therefore be it

Resolved, That Policy 31007: Affirmative Action be retired as indicated in the attached draft; and be it further

Resolved, That the president is authorized to implement these changes.

Chapter: Personnel   Modification No._005

Subject: **Affirmative Action**

1   I.   Montgomery College is committed to undertaking conscious, deliberate action designed
2   to assure equal opportunity for all employees and to make additional efforts to recruit,
3   employ, and promote minorities and women at all levels and in all segments of the
4   workforce where they are underrepresented. Toward this end, the President will develop
5   and implement an affirmative action program and an affirmative action plan.
6
7   II.   It is the policy of the Board of Trustees to take positive steps to identify and change
8   College policies and other institutional barriers that may prohibit equal employment of
9   employees or adversely affect access, equity, and diversity.
10
11 III. The College is committed to diligently implementing equal employment opportunity and
12   affirmative action practices of hiring employees from underrepresented groups, as
13   designated by federal regulation, and strongly encourages and supports continued efforts
14   in these areas.
15
16 IV.   Education is a key element of this policy. The College will provide education and
17   information, as appropriate, for employees to enhance understanding and increase
18   awareness of the College's Affirmative Action Policy. Any mandatory education
19   requirements will be announced and posted on the College's website. The President is
20   authorized to provide institutional leadership and guidance for developing education
21   programs to promote awareness. Some goals to be achieved through education are: (a)
22   ensuring that all individuals are aware of their rights; (b) notifying individuals of conduct
23   that is proscribed; (c) informing employees and contractors about the proper way to
24   recognize and address complaints involving a violation of this policy; (d) preventing
25   issues that this Policy addresses; and (e) identifying the necessary steps for preventing
26   its recurrence and addressing its effects.
27
28 V.   The President is authorized to establish procedures to implement this policy.

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Board Approval: September 21, 1987; December 18, 1989; April 15, 1991; November 13, 1995**;**
February 25, 2013.

Agenda Item Number: 9B
September 15, 2025

MODIFICATION OF POLICY 63001: PROCUREMENT, CONTRACTS, AND CONSULTANT SERVICES

General Information

Policy Number:	63001
Contained in Chapter:	Chapter Six
Policy Title:	Procurement, Contracts, and Consultant Services
Policy Creation Date:	November 19, 1984
Most Recent Modification Date:	January 29, 2020

Changes, Additions, Deletions

Line Number	Purpose
Lines 6-55	These modifications restructure, add, and delete language in order to modify section II to better reflect the principles underlying the policy.
Lines 57-61	This modification serves to clarify which contracts require approval by Board resolution.
Lines 63-68	These modifications improve clarity of meaning and readability.
Lines 74-89	These modifications add language to offer enhanced guidance on the administration of multi-year contracts.
Lines 95-113	These modifications add language to include provisions identifying terms and conditions that are prohibited in contractual agreements.
Lines 122-129	This modification serves to clarify which contracts require approval by Board resolution.
Lines 138-140	This deletion removes language that no longer needed following other edits.
Line 142-143	This modification reflects standardized language being implemented across all policies.

RECOMMENDATION

It is recommended that the Board of Trustees adopt the modifications to Policy 63001: Procurement, Contracts, and Consultant Services.

BACKUP INFORMATION

Resolution
Policy 63001: Procurement, Contracts, and Consultant Services.

RESPONSIBLE SENIOR ADMINISTRATOR

Mr. Collette

RESOURCE PERSON

Mr. Dietz
Ms. Greaney
Dr. Van Camp

Resolution Number: Agenda Item Number: 9B
Adopted on: September 15, 2025

**Subject: Modification of Policy 63001: Procurement, Contracts, and Consultant
             Services**

WHEREAS, The Board of Trustees created Policy 63001: Procurement, Contracts, and
Consultant Services in 1984; and

WHEREAS, The policy has served an important purpose in providing guidance for how the
College will enter into contracts for goods and services to carry out the College's mission; and

WHEREAS, The policy has been reviewed by the appropriate College community stakeholders
for their feedback and been updated; and

WHEREAS, The president recommends that the Board adopt the modifications; now therefore
be it

Resolved, That Policy 63001: Procurement, Contracts, and Consultant Services is amended as
indicated in the attached draft; and be it further

Resolved, That the president is authorized to implement these changes.

Chapter: Fiscal and Administrative Affairs   Modification No.   01~~8~~9

Subject: **Procurement, Contracts, and Consultant Services**

I.   The Board of Trustees has authority to enter into ~~c~~Contracts for goods and services to carry out the College's mission. The Board of Trustees expects that the College's procurement processes will be consistent with all applicable laws, regulations and ethical standards.

II.   This policy serves ~~several T~~the following purposes: ~~of this policy creating a procurement system for the College include:~~

A.   ~~Providing for confidence in College procurements;~~

A.   To govern procurements by the College to facilitate the educational mission of the College through the acquisition of goods and services.

B.   To apply best procurement methods and practices that provide for a clear procurement process, broad-based competition, and public confidence through standard procurement policies and procedures.

C.   Ensuring that the College utilizes and leverages its purchasing power directly, and through other governmental entities, to meet educational and institutional needs in a timely, economical, effective and responsible way.

D.   Providing safeguards for maintaining a College procurement system of quality and integrity, consistent with conflicts of interests' requirements and other requirements of law, regulations, and grant governing documents.~~s;~~

E.   Fostering effective broad-based competition to the extent practicable.~~;~~

F.   Supporting governmental priorities and responsibilities, including ~~appropriate encouragement and support for minority~~ contracting in accordance with MD Code Education Article §16-311(c)(7)(ii), and the use of environmentally ~~conscientious~~ responsible materials and services.~~; and~~

~~B.~~G.   Ensuring fair and equitable treatment of all persons who deal with the College procurement system.~~;~~

~~C.D.   Providing safeguards for maintaining a College procurement system of quality and integrity, consistent with conflicts of interests requirements and other requirements of law, regulations and grants;~~

~~D.   Fostering effective broad-based competition to the extent practicable;~~

~~E.   Obtaining maximum benefit from the public funds available to the College to purchase necessary and beneficial College mission-related materials and services;~~

~~F.   Providing increased efficiency and timeliness in College procurements;~~

~~G.   Assuring compliance with changing requirements of law and regulations;~~

48
49   H.   Supporting governmental priorities and responsibilities, including appropriate
50   encouragement and support for minority contracting and use of environmentally
51   conscientious materials and services; and
52
53   I.   Ensuring that the College utilizes and leverages its purchasing power directly,
54   and through other governmental entities, to meet educational and institutional
55   needs in a timely, economical, effective and responsible way.
56
57   III.   The Board of Trustees must authorize by resolution all competitively bid cContracts that
58   exceed $2450,000.00 (full-term) and all sole source contracts that exceed $100,000 (full-
59   term). The Board delegates to the Ppresident, or designee, the authority to procure and
60   enter into agreements for materials and services that do not exceed these stated
61   thresholds.
62
63   IV.   All cContracts shall be awarded by cCompetitive sSealed sSolicitation unless such
64   cContract is below the threshold required, the cContract is a Special Procurement, the
65   Ppresident, or designee, deems that an eEmergency pProcurement or sSole sSource
66   award is appropriate, or under other circumstances when alternative authorized
67   procurement methods are there is some other reasondeemed to be in the best interest of
68   the College. to use another authorized method.
69
70   <u>V.</u>   The College may enter into multi-year cContracts for goods and services pursuant to any
71   procedures that may specify or limit terms of such agreements that extend beyond the
72   current fiscal year.
73
74   A.   A multi-year Contract must not obligate the College to allocate funding in
75   subsequent fiscal years.
76
77   B.   Each year of the term shall be subject to appropriation, and a determination by
78   the College that funds are sufficient for the then current fiscal year and to meet all
79   of the College's anticipated needs, including the subject Contract.
80
81   C.   The sufficiency determination is at the sole discretion of the College and for any
82   fiscal year in which the College determines that funding is not adequate to meet
83   all of the College's needs, the College may terminate the Contract and the
84   Contractor and the College will then be discharged from future performance of
85   the Contract, but not from their rights and obligations existing up to the time of
86   termination.
87
88   D.   The College will reimburse Contractor for the reasonable value of any non-
89   recurring costs incurred but not amortized in the price of the Contract.
90
91   E.   The College shall not enter into a cContract where any part of the compensation
92   is based on a cost-plus-a-percentage-of-cost of the work performed or goods
93   provided. All multi-year contracts are issued subject to available funding.
94
95   VI.   College Contracts should not include the following provisions:
96
97   A.   A provision that requires the College to indemnify, defend, or hold harmless
98   another person beyond the limits of MD Code, Courts and Judicial Proceedings
99   Article, Title 5, Subtitle 3 and Section 5-519, or beyond the amount of an express
100   appropriation of funds for that purpose.

101

102   B.   A provision that requires the College to submit to binding arbitration or any other
103   binding extrajudicial dispute resolution process.

104

105   C.   A provision that names a jurisdiction or venue for any action or dispute against
106   the College other than a court of proper jurisdiction in the State of Maryland.

107

108   D.   A provision that requires the College to be bound by a term or condition that (1) is
109   unknown to the College at the time of signing a Contract, (2) may be unilaterally
110   changed by the other party.

111

112   E.   A provision for automatic renewal that obligates the College to allocate funding in
113   subsequent fiscal years.

114

115   VII.   Except as otherwise provided, a ~~c~~Contract which is entered into in violation of this Policy
116   is void, unless it is determined, upon review, that good faith has been shown by all
117   parties, and that there has been substantial compliance with these policies and
118   procedures. If a ~~c~~Contract is void, any ~~c~~Contractor who entered the agreement in good
119   faith and without knowledge of any violation or contribution to any violation prior to award
120   may be compensated for actual costs incurred.

121

122   VI~~II~~.   The Board of Trustees authorizes the President to modify ~~c~~Contracts or to enter into
123   Contract Amendments for Contracts previously approved by the Board of Trustees so
124   long as the total modification~~s~~ or Contract Amendments do~~es~~ not exceed 25 percent over
125   the life of the initial ~~c~~Contract award amount. ~~The Board of Trustees delegates to the~~
126   ~~President or designee the authority to enter into contracts for goods and services up to~~
127   ~~$250,000 using competitive procurement processes, and award sole source contracts up~~
128   ~~to $100,000, consistent with procedures.~~ In the event that College Policy 61001~~:~~ Fiscal
129   Control is contradictory to this policy, where applicable, this policy shall prevail.

130

131   ~~VII.   The College encourages participation in the procurement process from Montgomery~~
132   ~~County-based firms, minority businesses, and contractors who can provide goods and~~
133   ~~services to the College in an environmentally sustainable manner. Consistent with~~
134   ~~applicable procedures, the President or designee must maintain a minority business~~
135   ~~program to facilitate the participation of responsible certified minority business~~
136   ~~enterprises.~~

137

138   ~~VIII.   Nothing in this policy should be construed to authorize contract awards that are fiscally~~
139   ~~disadvantageous or that confer any special privilege or status upon any business or~~
140   ~~group or individual representing a business.~~

141

142   IX.   The Board of Trustees authorizes the P~~p~~resident ~~is authorized~~ to establish any
143   procedures necessary to implement this policy.

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Agenda Item Number: 9C
September 15, 2025

NEW POLICY 92000: IMMIGRATION ENFORCEMENT

General Information

Policy Number:	92000
Contained in Chapter:	Chapter Nine
Policy Title:	Immigration Enforcement

Reason for Policy

This policy ensures compliance with HB 1222, the Maryland Values Act, by prohibiting access to non-public areas of the College by individuals seeking entry for the purpose of enforcing federal immigration law.

Purpose of Each Policy Element

Section	Purpose
I.	This policy statement emphasizes the College's commitment to creating and maintaining an inclusive environment.
II.	This section explicitly references the provisions of the Maryland Values Act in the context of federal immigration policy.
III.	This section affirms that the College does not consent to civil immigration enforcement operations on its premises.
IV.	This section confirms that the College's Office of Public Safety does not request information regarding citizenship or immigration status and does not investigate alleged violations of federal immigration law.
V.	This section grants the president the authority to establish procedures for implementing the policy.

RECOMMENDATION

It is recommended that the Board of Trustees adopt Policy 92000: Immigration Enforcement.

BACKUP INFORMATION

Resolution
Policy 92000: Immigration Enforcement

RESPONSIBLE SENIOR ADMINISTRATOR

Mr. Collette

RESOURCE PERSONS

Mr. Dietz
Mr. Reid
Dr. Van Camp

Resolution Number: Agenda Item Number: 9C
Adopted on: September 15, 2025

Subject: New Policy 92000: Immigration Enforcement

WHEREAS, The Board of Trustees and the president have identified the need for a policy to ensure compliance with the Maryland Values Act and maintain an inclusive environment; and

WHEREAS, The issues related to the appropriate response to federal immigration authorities that request access to spaces the College has defined as private, have been researched under the direction of the president; and

WHEREAS, A draft policy statement was reviewed by the appropriate College community stakeholders for their feedback; and

WHEREAS, The president recommends that the Board adopt the policy; now therefore be it

Resolved, That 92000: Immigration Enforcement be adopted as indicated in the attachment; and be it further

Resolved, That the president is authorized to implement this policy.

Chapter:	Public Safety, Health, and Emergency Management Modification No. <u>001</u>
Subject:	**Immigration Enforcement**

1 I.   Montgomery College is committed to maintaining a safe, respectful, and inclusive
2   environment for all, regardless of citizenship status.
3
4 II.   Pursuant to the Maryland Values Act of 2025 (House Bill 1222), public schools, including
5   institutions of higher education, and other State or local government entities that operate
6   at "sensitive locations" shall implement procedures for responding to immigration
7   enforcement activities in a manner consistent with guidance issued by the Maryland
8   Attorney General. Federal immigration policy enforcement remains the responsibility of
9   the federal government; however, the longstanding federal policy limiting immigration
10   enforcement at sensitive locations, including schools, was rescinded in January 2025.
11
12 III.   The College does not consent to the conduct of civil immigration enforcement operations
13   on the premises.
14
15 IV.   The College's Office of Public Safety does not request information regarding citizenship
16   or immigration status and does not investigate alleged violations of federal immigration
17   law.
18
19 V.   The Board of Trustees authorizes the president to establish any procedures necessary to
20   implement this policy.

_____

Board Approval:

Agenda Item Number: 10
September 15, 2025

THE 2025 PERFORMANCE ACCOUNTABILITY REPORT

BACKGROUND

The Performance Accountability Report (PAR) is the College's annual report on progress toward reaching benchmarks in key indicators of operations. The report is submitted to the Maryland Higher Education Commission (MHEC) each year. PAR indicators have universal statewide definitions.

This accountability reporting system has been in place since 1996, when it was implemented by MHEC. The reporting structure is based on requirements in the Maryland Higher Education Reorganization Act of 1988. At Montgomery College, the Office of Institutional Research and Effectiveness (OIRE) assumes the primary role for providing the quantitative content of the PAR and coordinating the contributions from administrative offices and Workforce Development & Continuing Education (WDCE). OIRE also assumes the primary role for providing the narrative and coordinating contributions from WDCE and the Office of Business Services.

In addition to a narrative reporting on significant student characteristics, performance metrics and community outreach efforts, the report contains recent trend data on specific quantitative indicators that reflect progress towards benchmarks set by the Board of Trustees, where appropriate. MHEC considers the College's performance on these indicators as the primary component of assessing the institution's effectiveness, and, at the College, the president incorporates the PAR results in monitoring and assessing institutional performance on relevant components of the strategic plan and transformational aspirations.

Upon acceptance of the report by the Board of Trustees, the PAR will be submitted to the Maryland Higher Education Commission.

RECOMMENDATION

It is recommended that the Board of Trustees accept the 2025 Montgomery College Performance Accountability Report, and that the president be authorized to submit the report to the Maryland Higher Education Commission.

BACKUP INFORMATION

2025 Performance Accountability Report (Board members only)

RESPONSIBLE SENIOR ADMINISTRATOR

Dr. Hamman

RESOURCE PERSON

Dr. Blaylock

Resolution Number: Agenda Item Number: 10
Adopted on: September 15, 2025

Subject: The 2025 Performance Accountability Report

WHEREAS, The Maryland Higher Education Commission requires the submission of an annual Performance Accountability Report from the state's public colleges and universities; and

WHEREAS, The 2025 Montgomery College Performance Accountability Report contains the most recent data on the quantitative performance indicators as well as a written discussion of the trends in the narrative portion of the report; and

WHEREAS, The College uses data in the Performance Accountability Report to assess progress on collegewide student success and to contemplate actions where appropriate; and

WHEREAS, The president recommends acceptance of the College's 2025 Performance Accountability Report; now therefore be it

Resolved, That the Board of Trustees accepts the 2025 Montgomery College Performance Accountability Report; and be it further

Resolved, That the president is authorized to submit the report to the Maryland Higher Education Commission.

MARYLAND HIGHER EDUCATION COMMISSION 2025 PERFORMANCE ACCOUNTABILITY REPORT
MONTGOMERY COLLEGE

MISSION

Montgomery College is where students discover their passions and unlock their potential to transform lives, enrich the community, and change the world.

INSTITUTIONAL ASSESSMENT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Noncredit Enrollment

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

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

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

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

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

Retention and Academic Preparedness

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

Degree Progress Cohort

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

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

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

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

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

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

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

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

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

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

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

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

Nearly 73 percent (72.6%) of fiscal year 2023 transfer program graduates enrolled at another institution within one year of graduation (Indicator 22), an increase of 4.3 percentage points compared to fiscal year 2022. Among Montgomery College students who earned at least 12

credits within two years prior to transferring, 90.5 percent achieved a cumulative GPA of 2.0 or higher during their first year at a Maryland public four-year college or university (Indicator 21). The overall GPA for former Montgomery College students was 3.09, highlighting the strong preparation they received prior to transfer. Both first-year GPA and the percentage of graduates transferring within one year exceeded their respective benchmarks.

Maryland State Plan — Goal 3, Innovation*: Foster all aspects of Maryland higher education to improve access and student success*
Health science programs have become increasingly visible, especially in light of the pandemic and the resurgence of diseases once thought to be eradicated. Montgomery College offers three credit health science programs that require licensure or certification examinations for employment (Indicator 23): nursing, physical therapist assistant, and radiologic technology.

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

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

Workforce Development and Continuing Education (WDCE)
WDCE delivers access to a wide range of educational opportunities, workforce training, and industry credentialing that address key areas of Montgomery County's job market, meeting the diverse interests and goals of students, prospective students, and local businesses.
In fiscal year 2024, the College experienced substantial headcount and enrollment gains in the performance indicators 26, 27, and 28, which align with the state's goal of promoting innovation The number of students enrolled in workforce development continuing education courses (Indicator 26) increased by 35.1 percent, rising from 5,542 to 7,486, while annual course enrollments grew by 26.2 percent over the previous year, from 12,257 to 15,465. Enrollment in continuing professional education leading to government or industry-required certification or licensure (Indicator 27) increased by 30.8 percent in headcount, from 3,141 to 4,108, and by 26.6 percent in annual course enrollments, from 5,614 to 7,106. Enrollment in contract training courses (Indicator 28) rose by 47.6 percent in headcount, from 2,818 to 4,158, and by 30.3 percent in annual course enrollments, from 7,131 to 9,293.

WDCE did not meet the established benchmarks on these indicators, largely due to the unexpected impact of the pandemic. As recovery continues, WDCE will reexamine its data and benchmarks, expand customized contract training for local businesses and public-sector organizations, broaden course offerings at multiple locations, including the ECEC (East County Education Center) and the Gaithersburg Business Training Center, and continue to provide effective training and services that address the needs of the community and local employers.

Community Outreach and Impact

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

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

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

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

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

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

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

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

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

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

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

Changes in Title IV Financial Aid guidelines have provided opportunities to realign the MC Foundation Emergency Student Assistance Funds enabling us to maximize benefits and continue meeting the ongoing emergency needs of our students. Raptor Ready Scholarships provide

$1,000 to recent Montgomery County high school graduates—yielding a 92% fall to spring retention rate.

Montgomery College remains committed to expanding integrated student supports that combine academic, financial, and wellness interventions. Priorities include scaling the holistic advising model, increasing the reach of embedded coaching, and expanding access to high-impact practices. These strategies are aligned with the College's long-term goals and Maryland's statewide priorities for student success, workforce readiness, and closing equity gaps.

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

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

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

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

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

Sustaining this change has required intentional leadership, consistent cross-divisional collaboration, and a culture that values accountability, continuous improvement, and student-centered decision-making. Key lessons include the importance of meaningful assessment of

impact, investing in systems, and embedding changes in processes, intentionally and thoughtfully connecting individuals to comprehensive, institutional efforts, to transform the lives of our students ensure long-term institutional sustainability.

MONTGOMERY COLLEGE
2025 ACCOUNTABILITY REPORT

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

		Fall 2021	Fall 2022	Fall 2023	Fall 2024
A	Fall credit enrollment				
	a. Unduplicated headcount	17,284	17,137	17,780	18,835
	b. Percent of students enrolled part time	66.4%	67.2%	65.6%	65.2%

		Fall 2021	Fall 2022	Fall 2023	Fall 2024
B	First-time credit students with developmental education needs	32.3%	34.9%	34.2%	32.2%

		FY 2021	FY2022	FY2023	FY2024
C	Credit students who are first-generation college students (neither parent attended college) * Source: *replaced CCSSE with financial aid and application based data*	25.5%	26.5%	25.5%	25.5%

		FY 2021	FY2022	FY2023	FY2024
D	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	5,481	4,674	4,678	6,209

		FY 2021	FY2022	FY2023	FY2024
E	Credit students receiving financial aid				
	a. Receiving any financial aid	48.6%	44.6%	50.8%	44.6%
	b. Receiving Pell grants	21.4%	22.4%	22.7%	24.3%

		Fall 2021	Fall 2022	Fall 2023	Fall 2024
F	Students 25 years old or older				
	a. Credit students	27.2%	24.6%	22.6%	22.3%

		FY 2021	FY 2022	FY2023	FY2024
	b. Continuing education students	76.2%	75.4%	73.4%	73.2%

		FY 2021	FY2022	FY2023	FY2024
G	Credit students employed more than 20 hours per week	32.2%	*	*	*

		Fall 2021	Fall 2022	Fall 2023	Fall 2024
H	Credit student racial/ethnic distribution				
	a. Hispanic/Latino	26.4%	28.0%	29.0%	29.9%
	b. Black/African American only	26.5%	25.2%	25.4%	24.0%
	c. American Indian or Alaskan native only	0.2%	0.2%	0.2%	0.2%
	d. Native Hawaiian or other Pacific Islander only	0.2%	0.2%	0.1%	0.1%
	e. Asian only	12.5%	12.3%	12.8%	12.5%
	f. White only	20.7%	19.7%	19.0%	18.6%
	g. Multiple races	3.6%	3.9%	3.9%	3.9%
	h. Foreign/Non-resident alien	9.7%	10.2%	9.3%	10.6%
	i. Unknown/Unreported	0.3%	0.3%	0.2%	0.2%

		Fall 2021	Fall 2022	Fall 2023	Fall 2024
I	Credit student distance education enrollment				
	a. Enrolled exclusively in distance education	11.9%	13.5%	12.6%	22.9%
	b. Enrolled in some, but not all, distance education	26.9%	25.9%	26.9%	31.7%
	c. Not enrolled in any distance education	61.2%	60.6%	60.4%	45.4%

		FY 2021	FY 2022	FY2023	FY2024
J	Unrestricted revenue by source				
	a. Tuition and fees	28.6%	25.2%	23.6%	24.4%
	b. State funding	16.6%	19.5%	22.8%	23.6%
	c. Local funding	54.0%	54.8%	52.0%	49.8%
	d. Other	0.9%	0.5%	1.6%	2.2%

MONTGOMERY COLLEGE
2025 ACCOUNTABILITY REPORT

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

Goal 1: Access

		FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
1	Annual unduplicated headcount					
	a. Total	42,915	39,757	40,342	45,385	**44,526**
	b. Credit students	27,840	24,085	23,916	25,164	**26,975**
	c. Continuing education students	15,944	16,644	17,445	21,624	**18,641**

		Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
2	Market share of first-time, full-time freshmen	31.5%	30.9%	32.9%	37.6%	**45.0%**

		Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
3	Market share of part-time undergraduates	67.2%	68.5%	71.8%	73.5%	**75.0%**

		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
4	Market share of recent, college-bound high school graduates	48.6%	39.3%	41.3%	41.9%	**55.0%**

		Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
5	High school student enrollment	1,472	1,506	1,965	2,352	**2,050**

		FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2026
6	Annual enrollment in online/hybrid courses					
	a. Credit, online	30,169	27,284	27,009	29,981	**28,062**
	b. Continuing education, online	31,261	23,266	13,736	12,235	**1,200**
	c. Credit, hybrid	5,810	4,671	5,316	6,297	**6,938**
	d. Continuing education, hybrid	2,635	1,693	1,241	1,782	**2,400**

		FY 2022	FY2023	FY2024	FY2025	Benchmark FY 2026
7	Tuition and mandatory fees					
	a. Annual tuition and fees for full-time students	$5,322	$5,322	$5,394	$5,394	**NA**
	b. Percent of tuition/fees at Md public four-year institutions	54.2%	53.0%	52.5%	51.4%	**57.0%**

Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.

		FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
8	Enrollment in continuing education community service and lifelong learning courses					
	a. Unduplicated annual headcount	5,626	6,082	7,118	7,720	**9,100**
	b. Annual course enrollments	10,812	10,546	11,740	13,022	**15,500**

		FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
9	Enrollment in continuing education basic skills and literacy courses					
	a. Unduplicated annual headcount	4,673	5,431	5,815	7,618	**7,200**
	b. Annual course enrollments	10,125	11,601	11,251	14,479	**12,000**

	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	55.0%	61.0%	68.0%	61.0%	**45.0%**
b. At least one ESL educational functioning level	55.0%	55.0%	55.0%	65.0%	**60.0%**
Note: Not reported if < 50 students in the cohort					

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	77.1%	78.3%	79.0%	79.2%	**80.0%**

	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	52.0%	53.0%	54.5%	57.0%	**65.0%**

	July 2021	July 2022	July 2023	July 2024	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	55.6%	56.7%	57.4%	58.4%	**NA**

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	36.4%	41.0%	42.7%	42.9%	**47.4%**

	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	58.9%	59.9%	63.2%	63.7%	**62.5%**

Goal 2: Success

	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	62.4%	67.5%	67.5%	64.5%	**75.0%**
b. Pell grant recipients	69.5%	71.2%	70.0%	67.7%	**75.0%**
c. Developmental students	51.1%	51.7%	57.1%	50.4%	**75.0%**
d. College-ready students	64.0%	69.8%	69.1%	66.7%	**75.0%**

	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	59.3%	59.0%	54.6%	49.4%	**80.0%**

	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	85.8%	82.9%	83.8%	78.7%	**90.0%**
b. Developmental completers	80.0%	79.3%	76.5%	67.3%	**90.0%**
c. Developmental non-completers	33.7%	31.3%	36.6%	48.3%	**NA**
d. All students in cohort	75.3%	74.8%	77.2%	76.6%	**80.0%**

	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	79.4%	77.9%	78.7%	80.6%	**NA**
b. Black/African American only	71.5%	71.6%	73.0%	73.9%	**NA**
c. Asian only	86.2%	90.0%	88.1%	87.8%	**NA**
d. Hispanic/Latino	71.5%	69.0%	74.4%	72.8%	**NA**
Note: Not reported if < 50 students in the cohort for analysis					

	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	68.0%	65.0%	61.8%	58.6%	**70.0%**
b. Developmental completers	51.7%	48.8%	44.9%	36.7%	**70.0%**
c. Developmental non-completers	15.4%	16.6%	20.1%	31.0%	**NA**
d. All students in cohort	52.8%	52.4%	53.3%	55.8%	**55.0%**

	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	57.8%	60.6%	54.7%	63.4%	**NA**
b. Black/African American only	51.7%	49.1%	49.7%	56.3%	**NA**
c. Asian only	64.3%	68.2%	69.4%	69.0%	**NA**
d. Hispanic/Latino	46.3%	43.1%	47.5%	46.7%	**NA**
Note: Not reported if < 50 students in the cohort for analysis					

	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	3,137	2,994	2,874	2,762	**3,230**
b. Career degrees	644	713	678	665	**NA**
c. Transfer degrees	2,294	2,077	1,921	1,801	**NA**
d. Certificates	199	204	275	296	**NA**
e. Unduplicated graduates	3,020	2,877	2,705	2,580	**NA**

	AY 20-21	AY 21-22	AY 22-23	AY23-24	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	88.1%	87.7%	88.3%	90.5%	**85.0%**

	FY 2020 Graduates	FY2021 Graduates	FY2022 Graduates	FY2023 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	69.6%	69.9%	68.3%	72.6%	**65.0%**

Goal 3: Innovation

	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Radiologic Technology	90.0%	93.8%	82.0%	87.5%	**75.0%**
Number of Candidates	20	16	11	16	
b. Nursing	85.6%	75.9%	78.0%	92.1%	**80.0%**
Number of Candidates	184	145	150	88	
c. Physical Therapy	75.0%	80.0%	100.0%	100.0%	**85.0%**
Number of Candidates	16	10	7	10	
Note: Not reported if <5 candidates in a year					

	FY 2020 Graduates	FY2021 Graduates	FY2022 Graduates	FY2023 Graduates	Benchmark Not Required
24 Graduates employed within one year	62.4%	68.7%	67.5%	67.3%	**NA**

	FY 2018 Graduates	FY2019 Graduates	FY2020 Graduates	FY2021 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	$19,580	$18,572	$19,252	$25,016	**NA**
b. Median annualized income three years after graduation	$45,988	$48,620	$62,284	$57,728	**NA**

	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	5,710	5,936	5,542	7,486	**12,600**
b. Annual course enrollments	11,656	12,720	12,257	15,465	**23,800**

	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	3,140	3,589	3,141	4,108	**6,060**
b. Annual course enrollments	7,507	6,373	5,614	7,106	**12,700**

	FY 2021	FY2022	FY2023	FY2024	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	3,075	3,211	2,818	4,158	**5,600**
b. Annual course enrollments	7,447	7,811	7,131	9,293	**12,000**

Note: NA designates not applicable