



# Data Asset Management Community Data Spotlight

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Stacey Gustavson, Director of College Access and Enrollment

February 4, 2025



CHARLENE R. NUNLEY STUDENT SERVICES CENTER



# Director of College Access and Enrollment

## Functional areas of responsibility:

- Recruitment
- Raptor Central
  - Admissions
  - Onboarding and Enrollment Support
  - Visitor Services







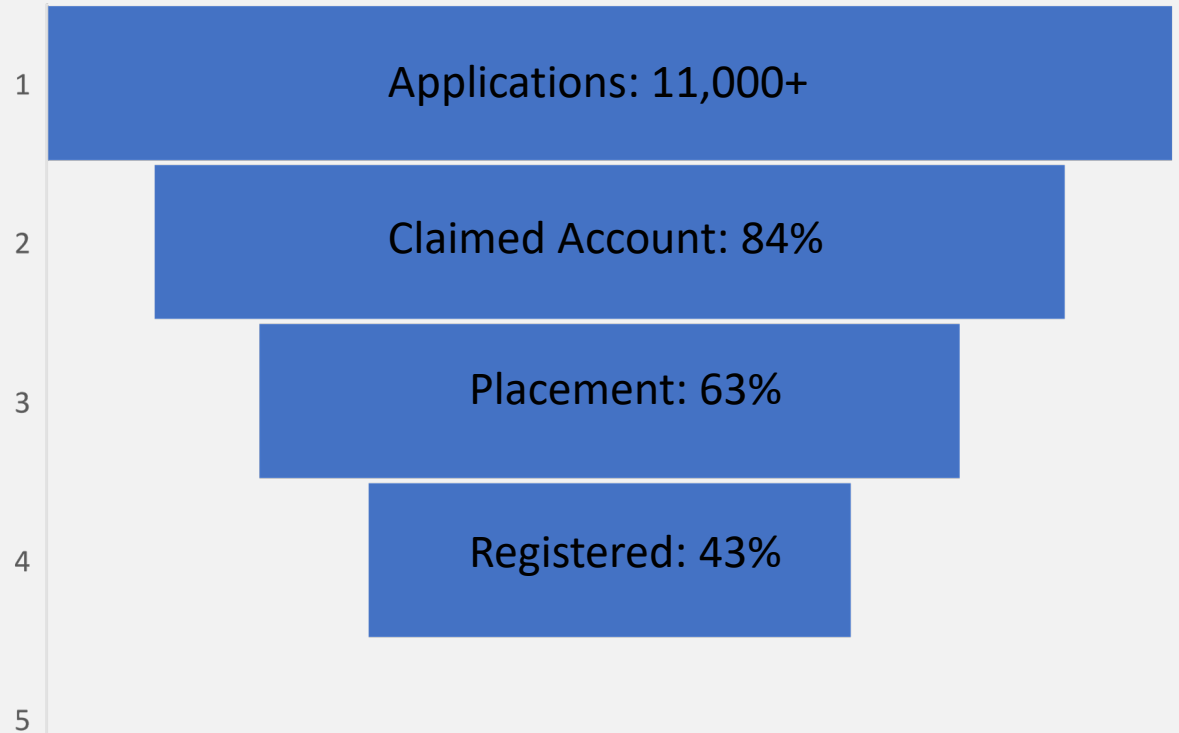
# Types of Data Collected

- Utilization data
- Student Needs Assessment
- Student Satisfaction
- Outcomes Assessment (Learning)
- Benchmarking
- Admissions data



# Admissions

Fall 2024







# Data-Informed Response

## Welcome Calls

- Welcome new applicants to Montgomery College
- Focus on the next onboarding step of claiming MyMC account
- Alert students to their welcome letter and provide contact information for follow-up questions

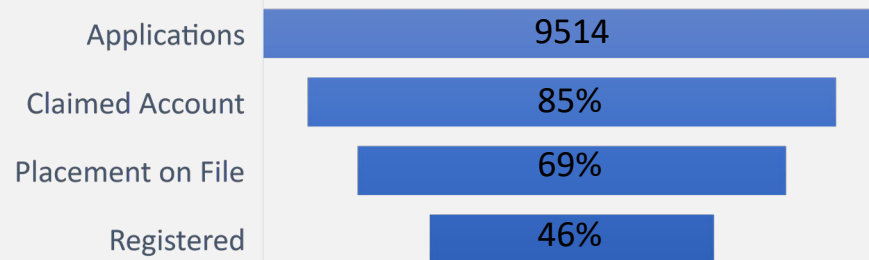
*Since October 2023, more than 19,000 calls have been made. For Fall 2025 applicants, 85% have already successfully claimed their accounts versus 76% of those we could not reach.*

# Digging Deeper

## Fall 2024

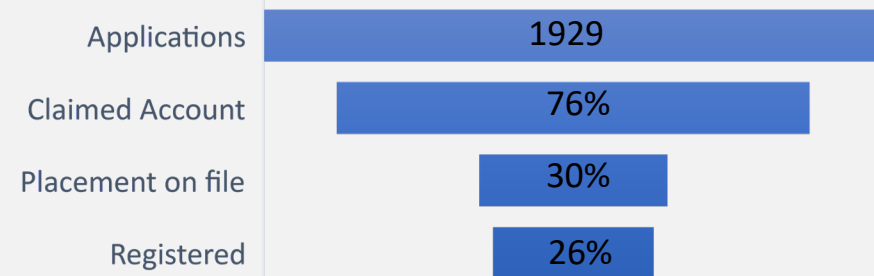


### Age 24 and under



5

### Age 25 and older



5





# Data-Informed Response

## Outreach Calls

*Students 25 and Older, Applied but  
No Placement/Registration*

- Understand what prevented their registration.
- Offer assistance to move them toward registration.

## Early Results

- Connected with 27% of the students we have called, and among them, 64% expressed continued interest in attending Montgomery College.
- 9% of students we spoke to have registered for Spring 2024, compared to 3% of those we were unable to reach.
- Students were provided assistance and referrals, as appropriate.

*This effort is still in the early stages so analysis includes a small amount of data. This will continue to be monitored moving forward.*

NEW: Course Placement Guides

<https://www.montgomerycollege.edu/admissions-registration/course-placement-guides.html>



# THANK YOU

## Questions?

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Stacey Gustavson, [Stacey.Gustavson@montgomerycollege.edu](mailto:Stacey.Gustavson@montgomerycollege.edu)

# Middle States Commission on Higher Education Self-study 2027 From A Data Perspective

Janee McFadden  
February 5, 2025



## MSCHE Broad Overview

### **Spring 24**

Announce  
Co-chairs &  
Steering  
Committee

### **Fall 24**

Participate in  
Self-Study  
Institute.  
Gather  
supporting  
evidence.

### **Spring/ Summer 25**

Create Self-  
Study Design  
and  
Communication  
Plan. Gather  
supporting  
evidence.

### **Fall 25 & Spring/ Summer 26**

Meeting with  
College  
Community and  
Writing the Self-  
Study. Gather  
supporting  
evidence.

### **Fall 26**

Final draft of  
Self-Study to  
visiting team  
chair and  
MSCHE  
liaison. Final  
version goes  
to BOT.  
Finalize  
evidence  
inventory.

### **Spring 27**

Document  
sent to  
visiting team  
and site visit  
occurs.

# Evidence Expectations by Standard Guidelines

*Aligned with the Standards for Accreditation and Requirements of Affiliation, Fourteenth Edition*  
*Effective Date: July 1, 2023*

The Standards for Accreditation and Requirements of Affiliation

“reflect a commitment to data and evidence-based decision-making. As part of accreditation activities, institutions must collect evidence as part of the overall periodic and systematic evaluation and assessment process. Evidence should be analyzed and used to support the narrative in written reports. Together, the evidence and written report document the institution’s compliance with the Commission’s standards for accreditation, requirements of affiliation, policies and procedures, and applicable federal regulatory requirements”.



# The Standards

- I. Mission and Goals
- II. Ethics and Integrity
- III. Design and Delivery of the Student Learning Experience
- IV. Support of the Student Experience
- V. Educational Effectiveness Assessment
- VI. Planning, Resources, and Institutional Improvement
- VII. Governance, Leadership, and Administration

## The Evidence Inventory:

- ❑ Well-organized and referenced repository of documents, processes, and procedures.
- ❑ It assists institutions as a tool to document compliance with: Standards for Accreditation and Requirements of Affiliation,



## Evidence Inventory: Tips for Success

- Tips for selecting and submitting documentation for the Evidence Inventory.
- upload materials needed for the review of the report. This should not be a data dump.
- Upload evidence that you have specifically referenced in the Self-Study Report. Secondary information that is not evidence needed for the review of the Self-Study Report should not be included.
- Data should be analyzed, and results summarized. Indicate how the results informed decision making, changes, etc.
- In the Self-Study Report, reference evidence directly by name. This will make it much easier for the team to find the materials.
- Use a good naming convention.



**MONTGOMERY COLLEGE**

# Transfer

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Dr. Elizabeth Kirby  
Department Chair of Counseling  
Rockville Campus



# Data

- Maryland Community College Students
- FTIC cohorts from 2016-2017 and 2017-2018
- Degree-seeking
- Successful vertical transfer

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## Definitions

- Historically underserved students: Students of color, including Black/African American, Native American, Hispanic, and Pacific Islander students (Bobbitt et al., 2021).
- Racial transfer gap: Describing inequities within the transfer process resulting in transfer behaviors of students from differing demographic groups (Crisp et al., 2020).
- Racially minoritized: “Indicates that people are not born a minority status nor are they minoritized in every social context rather a minority status is rendered in particular contexts overrepresented by whiteness” (Harper, 2012, p. 9).

Education is a gatekeeper for potential careers and earnings, especially for students of color (McCoy et al., 2017)

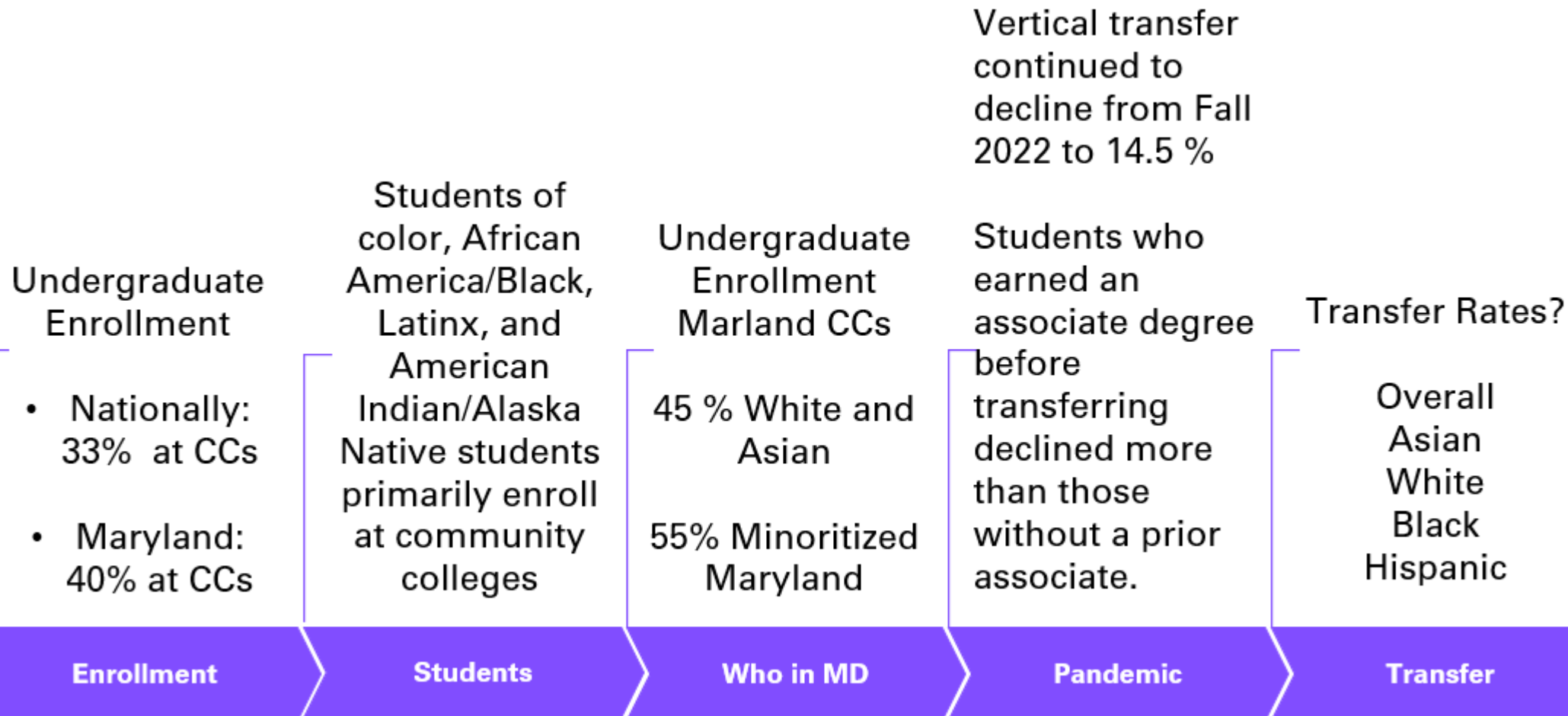
Education is a gatekeeper for potential careers and earnings, especially for students of color (McCoy et al., 2017)

Estela Mara Bensimon (2022), University of Southern California and the Center for Urban Education

Let me just start off by defining how I think about equity gaps, so I don't think about these equity gaps as being something that students experience. I think that what we have is an underperformance of institutions of higher education towards black Latinx and indigenous students. So, most of the time, when we see these gaps, we do attribute them to the students rather than to the institutions. (4:33)

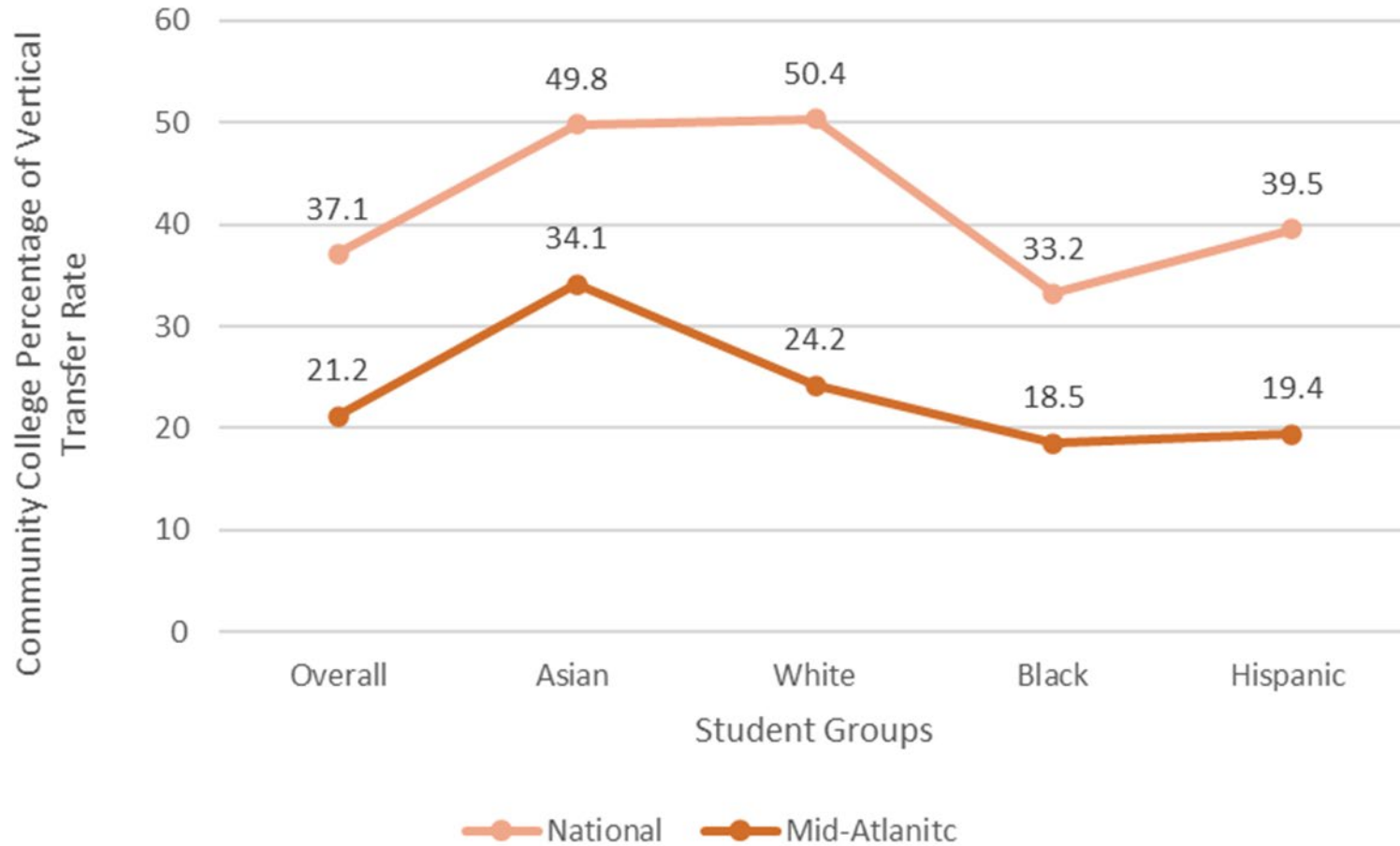


# 80% of Community College Students want to Transfer





# Vertical Transfer Comparison



## Racial Transfer Gap

AIAN

NHPI

Non-Resident

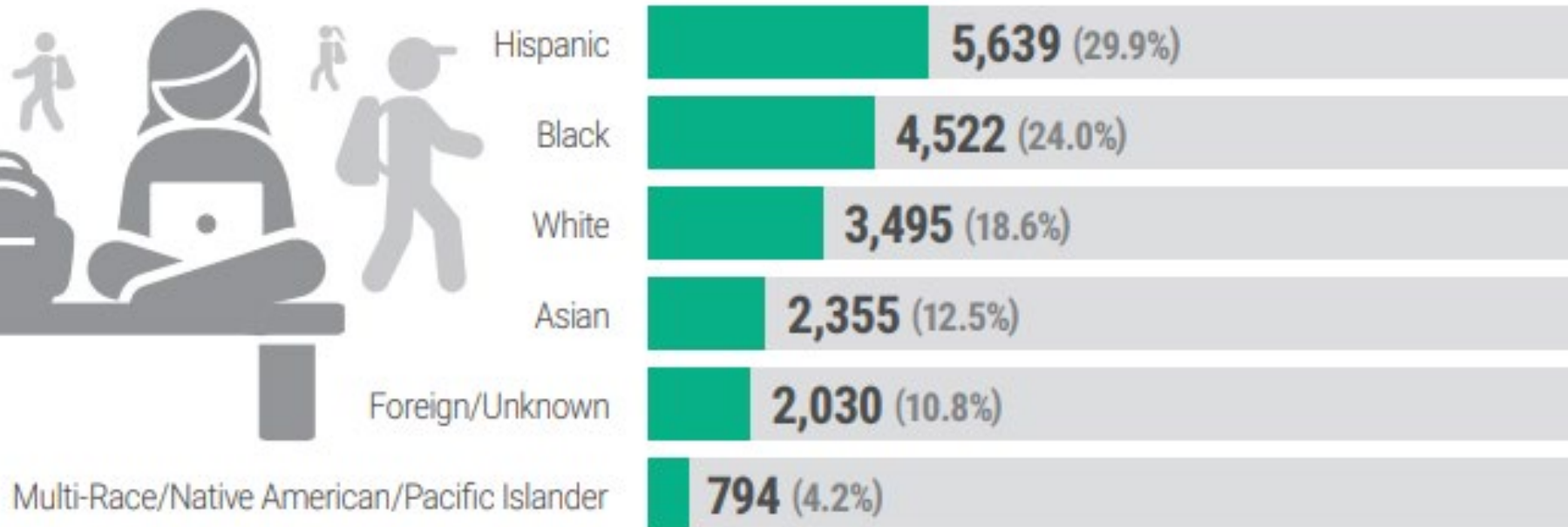
## PWI vs MMSI

PWI has higher transfer rates.

However, AIAN, **NHPI**, **Non-Resident**, Hispanic, Black, and Unknown, & Two or more races are significantly lower than White and Asian Students.

## Transfer Trends

Black, Hispanic, & White



[montgomerycollege.edu/offices/institutional-research-and-effectiveness](https://montgomerycollege.edu/offices/institutional-research-and-effectiveness)

Produced by the Office of Institutional Research and Effectiveness, 10/24

Academic Department: We are developing a new major. Do you know what the top transfer schools are?

# MC's Top Ten Transfer Schools

<u>Students Overall</u>	<u>White Students</u>	<u>Black Students</u>	<u>Hispanic Students</u>	<u>Asian Students</u>
2,042 UMCP	496 UMCP	349 UMCP	349 UMCP	574 UMCP
771 UMBC	90 UMBC	146 UMGC	91 TOWSON	108 UMBC
439 UMGC	89 TOWSON	143 TOWSON	89 UMGC	70 UMGC
384 TOWSON	79 UMGC	142 UMBC	86 UMBC	28 TOWSON
114 UMB	37 VIRGINIA POLY	43 UMB	23 UMB	19 UMB
102 GW	34 GW	26 GW	16 SALISBURY	19 GW
84 PENN STATE U	34 PENN STATE U	25 HOWARD	14 LOYOLA	10 U OF PITTSBURGH
78 VIRGINIA POLY	26 SALISBURY	21 PENN STATE U	14 TRINITY UNIVERSITY	10 VIRGINIA POLY
70 SALISBURY	22 ST MARYS	19 MORGAN	12 VIRGINIA POLY	9 GEORGETOWN- MED
42 LOYOLA	36 UMB	17 SALISBURY	11 CATHOLIC U, GW, PENN STATE U	8 GEORGIA INST TECH





		Transfer Rate
Hispanic	5,639 (29.9%)	18%
Black	4,522 (24.0%)	25%
White	3,495 (18.6%)	28%
Asian	2,355 (12.5%)	18%
Foreign/Unknown	2,030 (10.8%)	6%
Multi-Race/Native American/Pacific Islander	794 (4.2%)	5%

[montgomerycollege.edu/offices/institutional-research-and-effectiveness](https://montgomerycollege.edu/offices/institutional-research-and-effectiveness)

Produced by the Office of Institutional Research and Effectiveness, 10/24

# What can I do?

- Transfer competency
- Cultural awareness
- Advocacy for minoritized students
- Transfer culture
- Know your data
- Remove barriers



Thanks

Dr. Elizabeth Kirby

[Elizabeth.Kirby@montgomerycollege.edu](mailto:Elizabeth.Kirby@montgomerycollege.edu)



# USING DATA IN ASSESSMENT

Cassandra Jones, Director of Assessment

March 2025



# Assessment Across Time

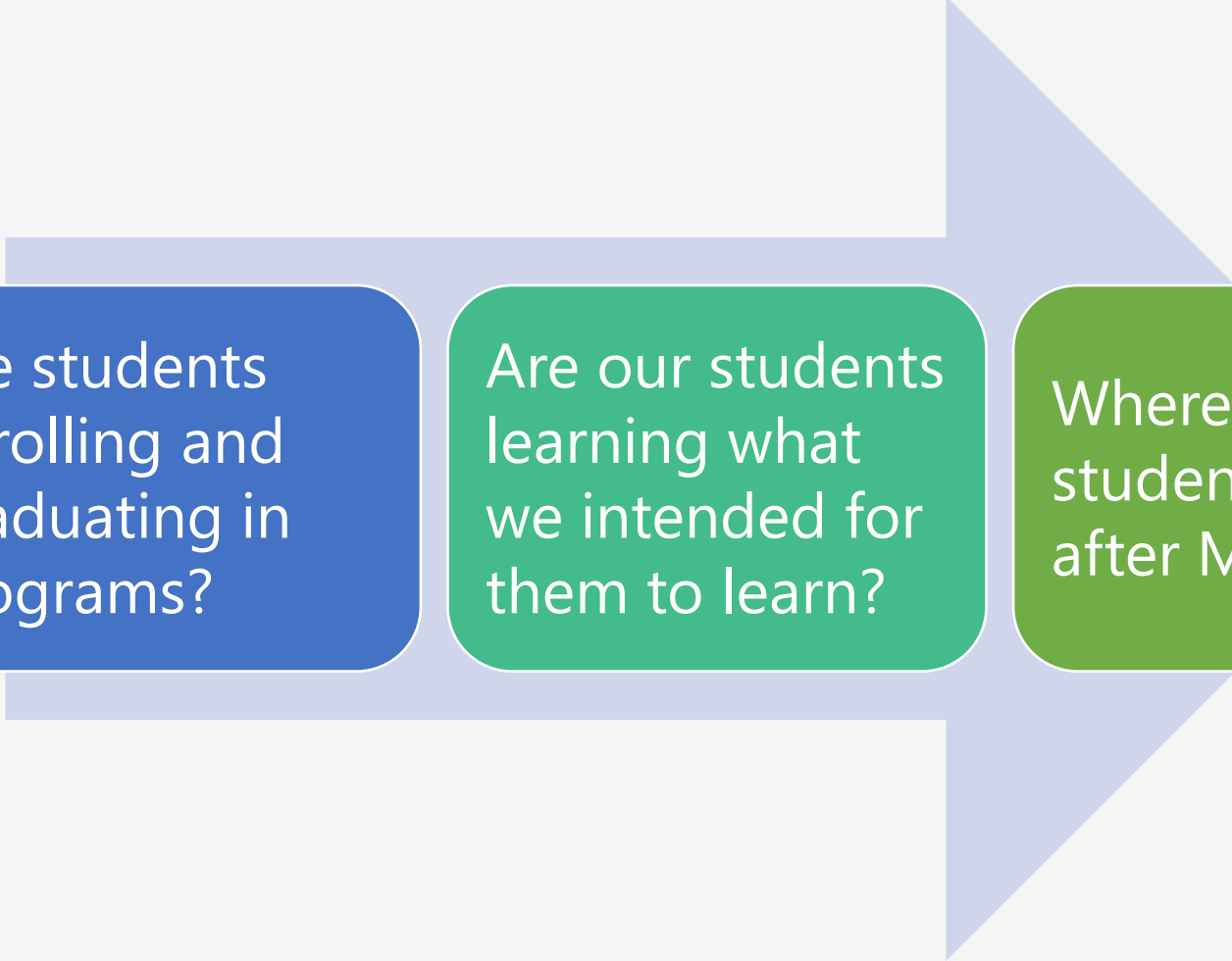
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# KEY QUESTIONS

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Are students enrolling and graduating in programs?

Are our students learning what we intended for them to learn?

Where are students going after MC?



Are our students learning what we intended for them to learn?

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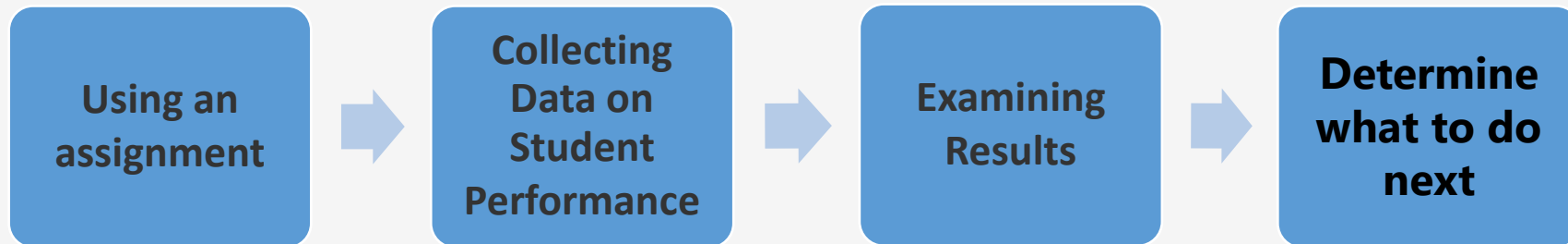


Are our students learning what we intended for them to learn?

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# Program Learning Outcomes

**Analyze the history, functions, policies, and procedures used in each subsystem of justice and creatively offer alternatives to current practices.**



# Program Assessment in Action

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Assignment	Findings	Next Steps
Specific questions on an exam	For this Program Outcome (#4), the overall benchmark was not reached, with only 59.4% of students meeting the "average or above average" benchmark, considerably under the 70-89% goal.	For distance learning students, stronger communication is needed about the parameters of the assignment and the expectations for completion.

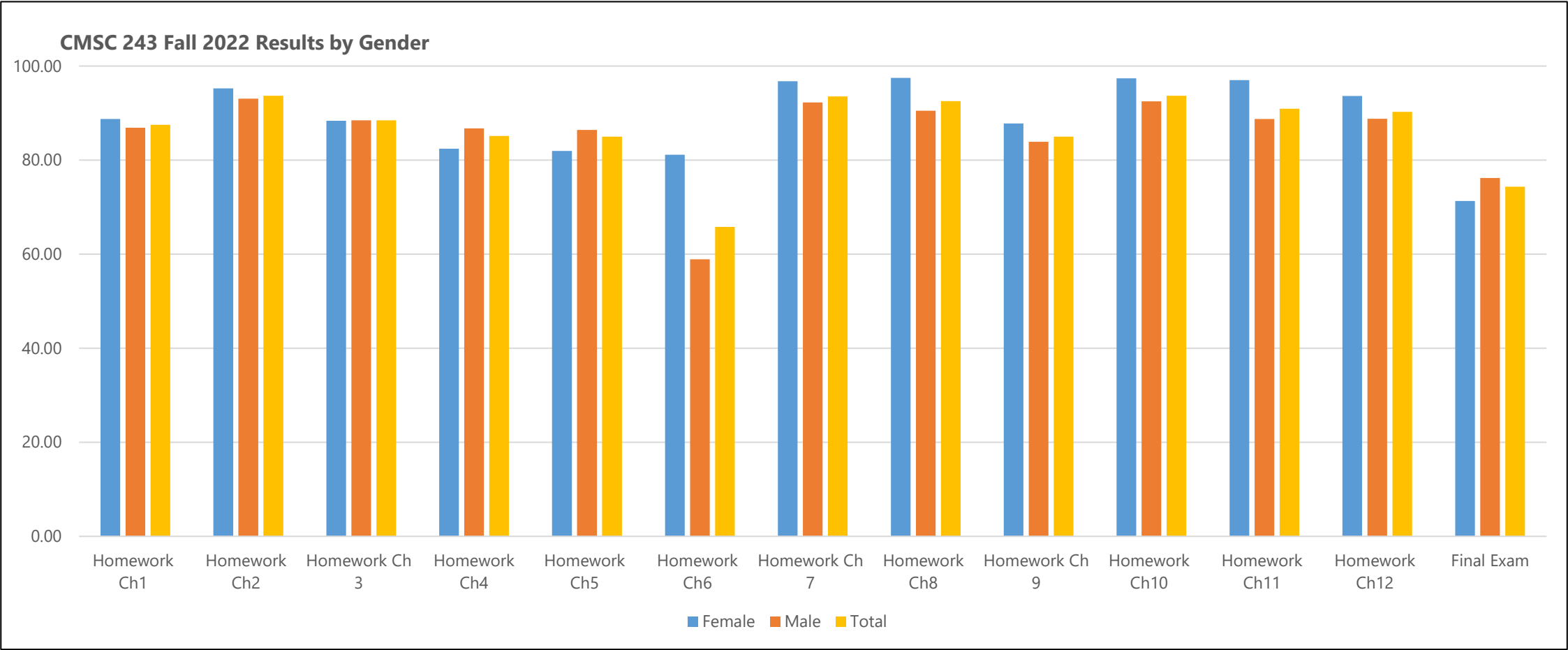
# Program Assessment

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- Do students who take courses online and face to face differ in course and outcomes performance?
- Do students vary in performance by different demographic characteristics?



# Example



Are our students learning what we intended for them to learn?

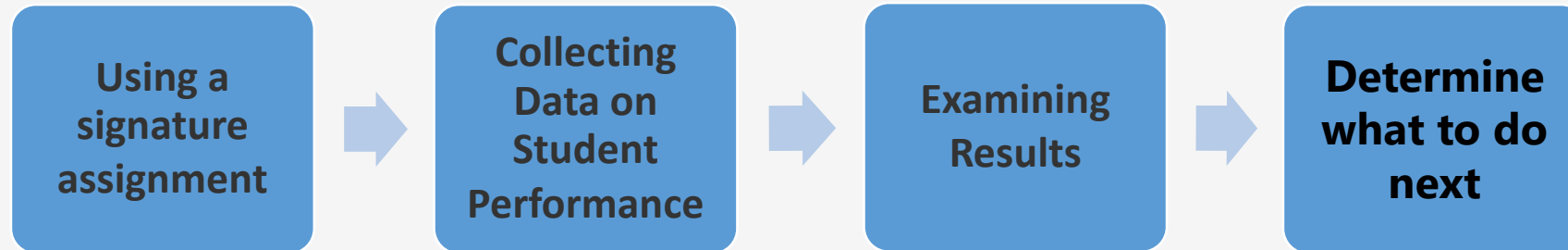
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# General Education Competencies

- Written Communication
- Critical Thinking
- Scientific Reasoning
- Oral Communication
- Information Literacy

# General Education Assessment

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# General Education Assessment in Action

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Assignment	Findings	Next Steps
Signature Assessment	Students are demonstrating Integrative Learning skills as 35% of students scored Proficient and 75% of students scoring at the Proficient and Advanced level	Continue to work with the WLC



## General Education Assessment – Strategic Planning

	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Critical Reasoning</b>	81%	76%	74%	68%	73%
<b>Information Literacy</b>	83%	75%	75%	73%	77%
<b>Communication (includes oral and written)</b>	83%	77%	77%	75%	73%
<b>Quantitative Literacy</b>	76%	No planned assessment		62%	72%

# Are students enrolling and graduating in programs?

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How many students?

What are the characteristics of the students who enter?

What are the characteristics of the students who graduate?

Are students graduating at a similar rate?

# Who is coming in to the program?

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	2018	2019	2020	2021	2022	Grand Total
<b>Female</b>	150	137	127	110	145	669
Am. Indian / AK Native		2	1			3
Asian	13	20	17	10	12	72
Black / African Am.	20	20	19	18	32	109
White	75	59	60	52	56	302
<b>Male</b>	89	86	73	71	77	396
Hispanic	12	12	10	10	14	58
Multi-Race	2	1	3	4	5	15
White	43	40	36	31	28	178
<b>Grand Total</b>	239	224	203	183	223	1072

## Who is going out?

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	2018	2019	2020	2021	2022	Grand Total
<b>Female</b>	<b>6</b>	<b>9</b>	<b>5</b>	<b>6</b>	<b>6</b>	<b>32</b>
Asian	1	2	1	1		5
Black / African Am.	1				3	4
White	3		2	2	2	9
<b>Male</b>	<b>3</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>16</b>
Foreign		1				1
Hispanic	2		1	1		4
Multi- Race		1				1
White	1	3			1	5
<b>Grand Total</b>	<b>9</b>	<b>17</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>48</b>



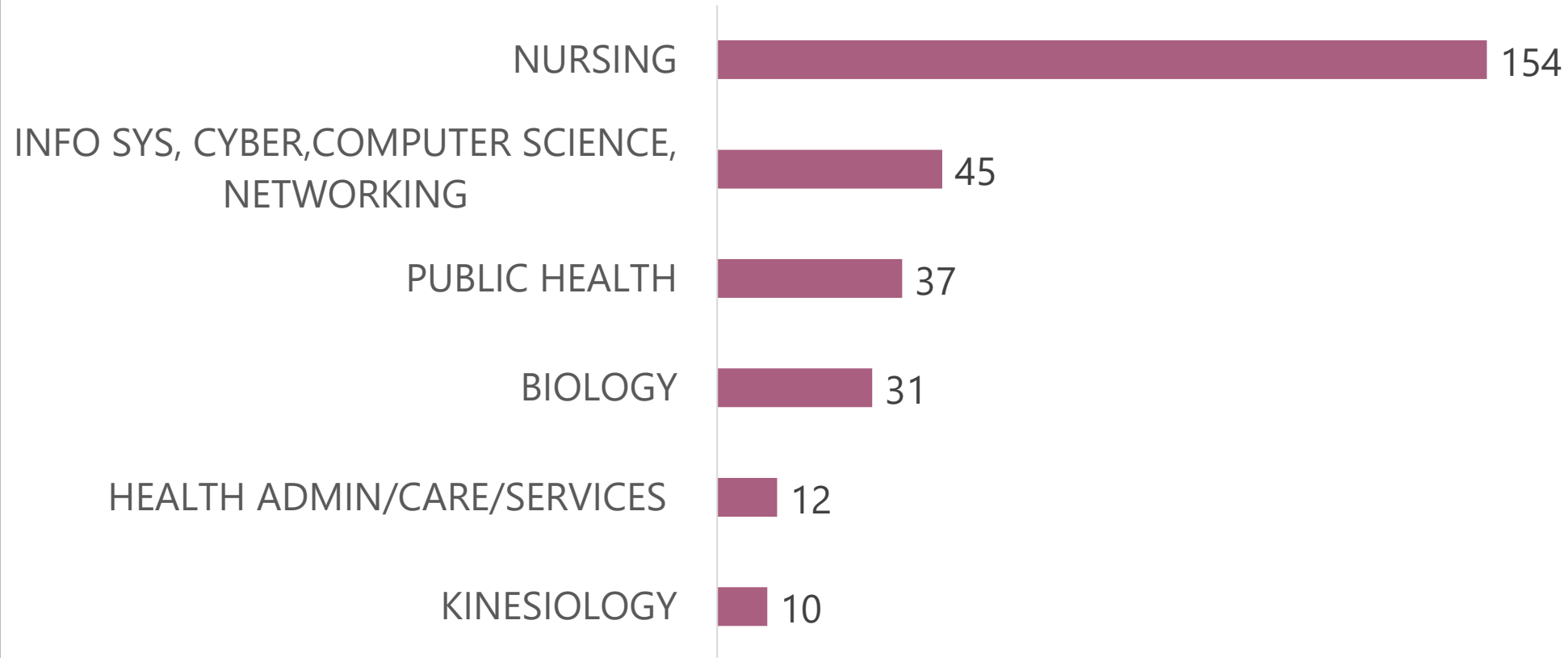
## Where are students going after MC?

	Number of Students
<b>Grad+Transfer</b>	<b>14</b>
UNIVERSITY OF BALTIMORE	1
UNIVERSITY OF MARYLAND GLOBAL CAMPUS	2
UNIVERSITY OF MARYLAND, COLLEGE PARK	5
<b>NonGrad+ 12+MCCredits+Transfer</b>	<b>26</b>
SHEPHERD COLLEGE	2
STEVENSON UNIV. (Villa Julie College)	1
TOWSON STATE UNIVERSITY	4
<b>Other</b>	<b>80</b>
AMERICAN UNIVERSITY	2
ECKERD COLLEGE	3
GALLAUDET UNIVERSITY	4
UNIVERSITY OF MARYLAND, COLLEGE PARK	14
<b>Grand Total</b>	<b>120</b>

## Where did they go and what was their degree major?

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### STEM - Number of Majors with at Least 10 Graduates



Where are they working?

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# STUDENT JOURNEY

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# Data Asset Management Plan Community Feedback Session – **zoom** *Edition*

**March 7, 2025**

*Co-sponsored by Analytics & Insights, Participatory Governance, and Student Affairs*



# MC Community Data Spotlight

- Dr. Debbie Van Camp,
- Director of Planning and Policy
- Strategic Plan Outcomes



# Transformation Aspirations

- ACCESS

- Deliberate work in the community to create a college-going culture.

- COMPLETION

- Ensure that credentials the College offers provide experiences of economic, social, and community impact.

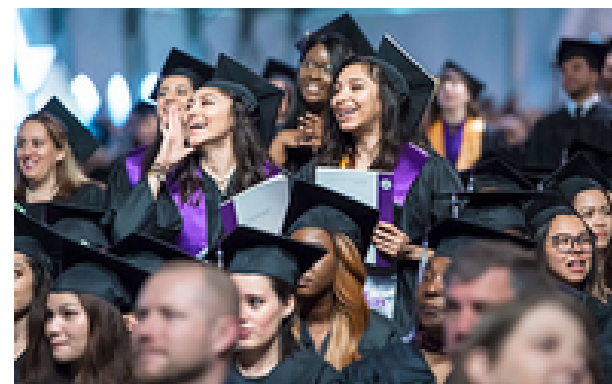
- POST-COMPLETION SUCCESS

- Ensure students have skills to ensure success on their journey and the ability to earn a family sustaining wage.

# Transformational Aspirations Dashboard

The bold set of transformational aspirations that will guide the College for the next decade focuses on engagement with internal and external stakeholders and identifies social, economic, and community impacts that will transform lives and society. These aspirations can be broken into three components: **access**, **completion**, and **post-completion success**.

- **Access** is not simply opening the doors of the institution to those interested in attending. Instead, it is deliberate work in the community to create a college-going culture across the county, and especially in those areas where going to college has historically been the exception instead of the expectation.
- **Completion** is not just about earning degrees. The College must ensure that all credentials that the College offers provide experiences of economic, social, and community impact.
- **Post-completion success** is our institutional ability to transform lives. When students leave MC, whether they are transferring to another school or entering the workforce, they need to have mastered skills that will ensure success on their journey and allow them to earn a family sustaining wage.



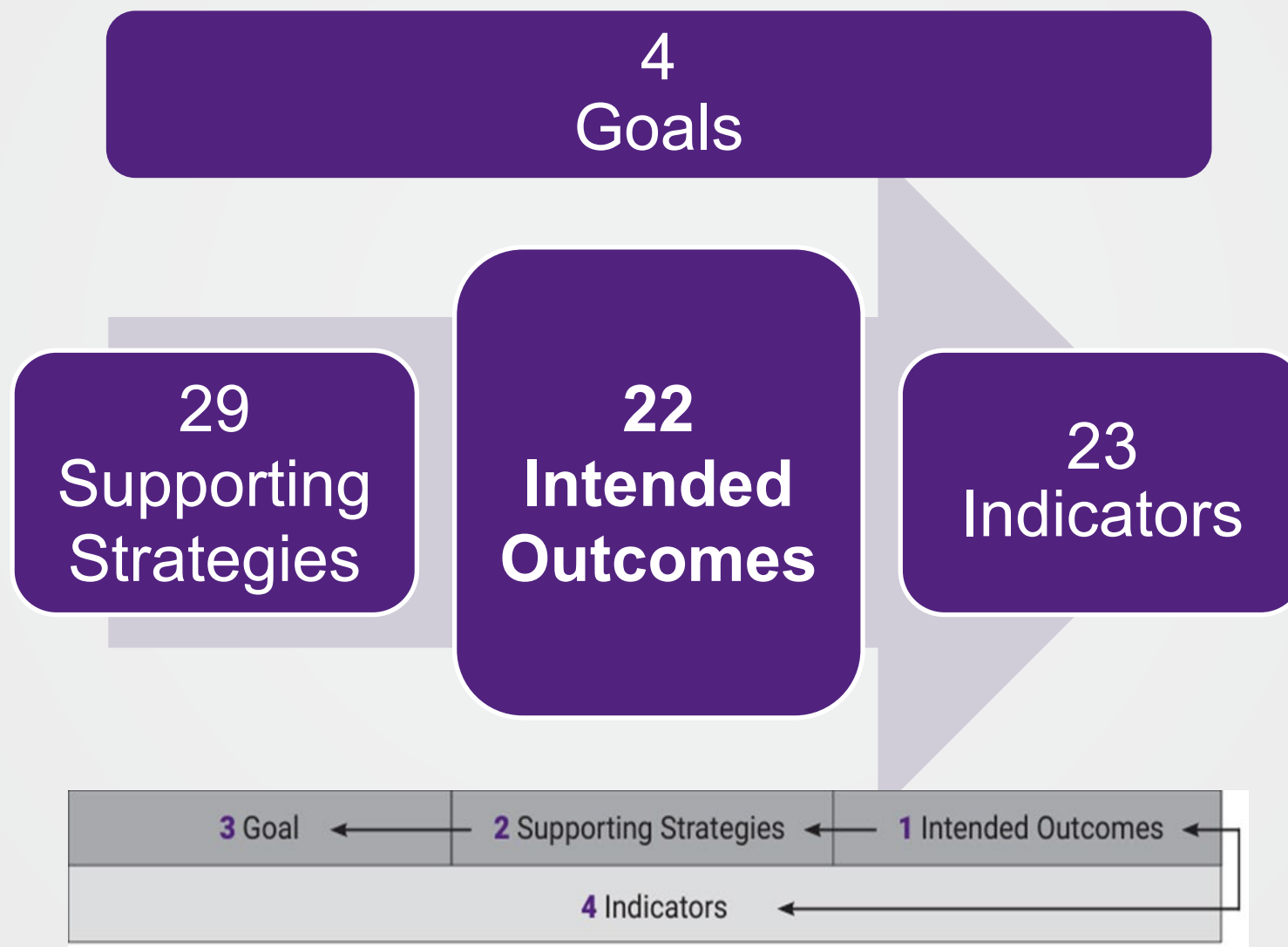
Each aspiration is accompanied by aims—that is, specific and measurable targets, which we want to realize in 10 years. These aspirations are ambitious, big ideas that will have a deep and lasting impact on the communities of Montgomery County.

Transformational  
Aspirations

Strategic Plan

Action steps







# Goal 1: Enhance connections between MC and our community

- A. Meaningful engagement with MCPS students and their families by 7th grade
- B. Continuous enrollment growth, across demographic characteristics, to be the community's college
- C. Integration of civic engagement in the College's practices
- D. Greater sense of unity between the College and the community
- E. Greater awareness of mental health and basic need supports for MC students and employees

## Goal 2: Cultivate a sense of belonging for everyone at the College

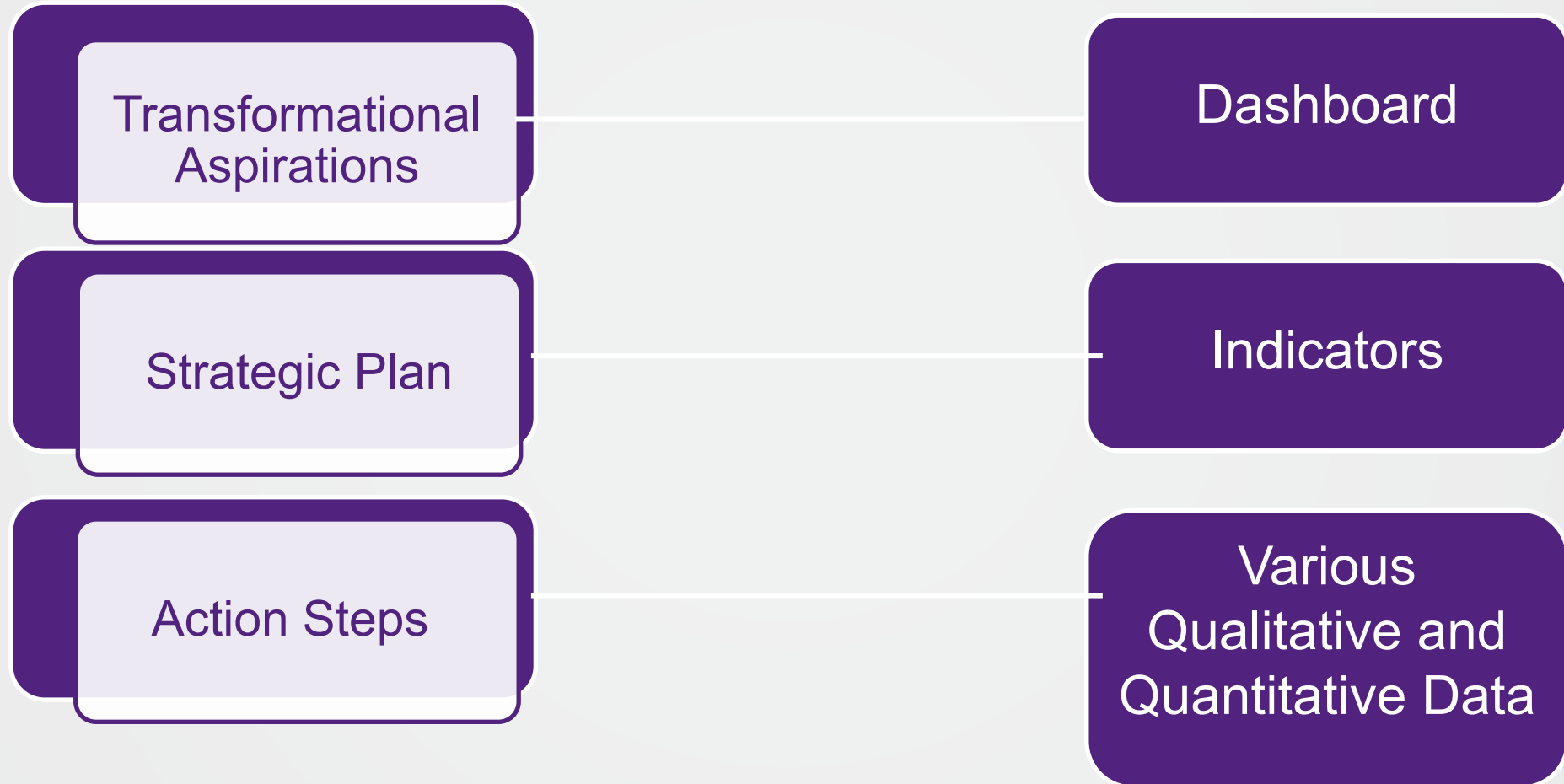
- F. Students who feel a sense of belonging at the college, regardless of demographic characteristics
- G. Employees who feel a sense of belonging at the college, regardless of demographic characteristics or position
- H. Academic and career advising experience at key milestones for all students

## **Goal 3: Enhance educational and organizational effectiveness**

- I. Academic excellence in all programs
- J. An effective learning environment for all students
- K. Efficient registration process for all students
- L. Data-informed program development, recruitment, scheduling, and student support services
- M. Increased, equitable student retention and completion rates
- N. Consistent student support services available to all students, regardless of location or program
- O. Competitive compensation packages for all employees
- P. Large pools of qualified candidates for job postings

## Goal 4: Increase economic impact for our students and community

- Q. Affordable postsecondary education offerings
- R. Post-completion success through greater preparation and employability
- S. Career development integrated into the student experience
- T. Increased connections between workforce and academic programs
- U. All degrees, certificates, and micro-credentials are designed for economic, social, and community impact
- V. Increased economic mobility through decreased gaps in earning potential among all students





### Goal 1

Enhance connections between Montgomery College and our community.

Indicator	Baseline	2024	2025	2026	2027	2028	Target
Unduplicated fiscal year headcount	40,342	45,385					44,800
Unduplicated students taking courses at the East County Education Center	0	204					2,000
Students enrolled in dual enrollment	1,506	2,356					3,500
Percentage of 6th grade MCPS students that have attended an MC outreach event	0	0					100%
Percentage of students with an academic plan for the current year	65%	Update Spring 2025					80%
Voting rate of MC students	58%	Update Fall 2024					61%
Percentage of MC students facing any basic needs insecurity	57%	Update Spring 2025					Below 50%



### Goal 2

Cultivate a sense of belonging for everyone at the College.

Indicator	Baseline	2024	2025	2026	2027	2028	Target
Graduation rate	18%	19%					35%
Transfer rate to baccalaureate institutions	43%	43%					50%
Employee engagement	62%	Update Spring 2025					75%
Student satisfaction surveys	86%	Update Spring 2025					90%
Percentage of students participating in extracurricular or cocurricular activity	75%	Update Spring 2025					80%
Annual retention rates for students	65%	64%					68%
Annual retention rates employees	95%	94%					Above 80%



### Goal 3

Enhance educational and organizational effectiveness.

Indicator	Baseline	2024	2025	2026	2027	2028	Target
Annual average number of qualified applications per position advertised	16	14					20
Annual retention rates for students	65%	64%					68%
Annual retention rates for employees	95%	94%					Above 85%
Percentage of positions filled by current college employees	59%	37%					50%
Annual general education proficiency rates	70%	74%					83%
Number of sections cancelled during ongoing registration	571/8,318 (7%)	539/8,190 (7%)					5%
Annual number of employee non-retirement separations from the College	96	104					N/A <sup>1</sup>

<sup>1</sup> This indicator is tracked and disaggregated to monitor for patterns/trends, but there is no target.



### Goal 4

Increase economic impact for our students and community.

Indicator	Baseline	2024	2025	2026	2027	2028	Target
Graduation rate	18%	19%					35%
Licensure pass rate	78%	79%					85%
Annual number of students participating in internships, experiential learning, or apprenticeships	1,813	1,955					3,000
Annual number of students having completed both credit and noncredit courses at MC	1,019	1,403					1,500
Percentage of credentials that map to family sustaining wages within five years of completion	67%	65%					75%



# SHARE YOUR FEEDBACK

## Feedback Data Asset Management Plan



