

Montgomery County Community College

Quantitative Goals for Program Enrollment Changes

INSTRUCTIONS: Use the table below to identify your aggregated quantitative goals for program enrollment.

| Increase in the number of students enrolled in high-value programs | |
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| How many additional students would it be possible to have enrolled in medium- to high-value workforce/CTE programs by fall 2028? | 253 (15% of 1689 Pre-Health) 25 (DE) |
| How many additional students would it be possible to have enrolled in high-value transfer programs by fall 2028? | 312 (from LS) 400 (from Low Tr) 125 (DE) 169 (10% of 1689 Pre-Health) |
| Overall increase in the number of students in high-value programs | 1284 |
| Decrease in the number of students enrolled in low-value pathways | |
| How many fewer students would it be possible to have enrolled in low-value workforce/CTE/Pre-health pathways by fall 2028? | 422 (Pre-health) |
| How many fewer students would it be possible to have enrolled in low-value transfer programs by fall 2028? | 712 (LS & Low Tr) |
| How many fewer students would it be possible to have declared as “undecided” by fall 2028? | 150 (DE) |
| Overall decrease in the number of students in low-value pathways | 1284 |
| Determine Quantitative Goals for Particular Student Groups (Optional) | |
| Setting goals for particular student groups is optional. If your team has elected to set such goals, please document them in the rows below. | |
| Student groups: Pell-eligible & first-generation | |
| Overall increase in the number of students in high-value programs for particular student group | n/a |
| Overall decrease in the number of students in low-value pathways for the particular student group | n/a |

Aligned Strategies to Reach Quantitative Goals

INSTRUCTIONS: Use the table below to identify **up to three reform strategies** you will implement to meet your quantitative goals. For each strategy, please describe the predicted change in student behavior or the student experience as well as the expected outcomes for implementing this reform. See the example shown below as a model for your response.

| What reform strategy will your college adopt? | What is your predicted change in student behavior or the student experience as a result of implementing this reform? | What will be the outcome of implementing this reform? |
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| <p>Strengthen or expand pre-health programs</p> | <p>Response: As a result of earlier and clearer pathway communication, students will make more informed decisions about Pre-Health pathways from the beginning of enrollment and will understand both the competitiveness of clinical programs and the availability of strong alternative healthcare pathways.</p> | <p>Response: By Fall 2028, we will increase the number of Pre-Health students who move from preselection status into defined high-opportunity outcomes by 422 students (25% decrease in preselection status) through progression into clinical programs, transition into alternative high- and medium-wage healthcare pathways, completion of workforce-aligned credentials, or successful shift into a MCCC high-transfer degree program.</p> |
| <p>Notes: Strengthen and expand Pre-Health program pathways by ensuring that every Pre-Health student has a structured path to a high-value credential, through progression into a clinical competitive admission program, transition into an alternative high-opportunity healthcare pathway, completion of a credential aligned with high-opportunity employment, or successful transfer into a high-opportunity bachelor’s pathway.</p> <p>This work will focus first on integrating Pre-Health students into the College’s shared institutional onboarding and advising ecosystem, ensuring students receive early pathway clarity,</p> | <p>Students will receive proactive advising through a Plan A / Plan B model, improved academic support during prerequisite coursework, improved admission processes for clinical programs, and structured transition planning if they do not progress into clinical programs. Rather than remaining in preselection pathways without direction, students will move more efficiently into clinical admission, alternative credentials, or transfer pathways that lead to strong post-completion outcomes.</p> <p>Because Pre-Health students will be integrated into the same shared institutional onboarding and advising ecosystem used for Transfer and Dual Enrollment students, they will experience clearer academic</p> | <p>Notes: We will strengthen and expand Pre-Health pathways through four primary tactics, in order of priority:</p> <ol style="list-style-type: none"> 1. Redesign Pre-Health onboarding and advising as part of the College’s shared institutional onboarding and advising ecosystem. Ensure students receive early, transparent pathway guidance through a Plan A / Plan B advising model, clear program expectations, |

transparent expectations, and proactive academic support from the point of entry. From there, the College will strengthen progression into clinical programs, create intentional alternative pathways for students who do not progress into clinical coursework, and explore expansion of existing and new high-priority healthcare programs.

This is not solely a Pre-Health strategy, rather it is a shared institutional onboarding and advising ecosystem strategy connected directly to Transfer and Dual Enrollment.

planning, stronger advising continuity, and earlier intervention when progression barriers emerge.

Anchor Metrics (Institutional Scorecard)

Used across Pre-Health, Transfer, and DE

- % of students with a defined academic/pathway plan
- Entry into high-opportunity pathways
- Credit momentum (12/24 credits)
- First-term to second-term persistence
- First-year retention / persistence
- Progression within pathway (continued enrollment/alignment)
- Efficient credit accumulation (reduced excess credits / on-path progress)
- Credential completion and/or transfer rate

Pre-Health — Area-Specific Metrics

- % of students with Plan A / Plan B pathway plan
- Prerequisite completion rates
- Gateway science/math completion
- % of students successfully entering clinical programs
- % of students redirected into alternative pathways
- Credential completion rates (healthcare pathways)
- Transition rates into high-transfer programs

degree audit visibility, and structured advising checkpoints from application through prerequisite completion. This aligns Pre-Health students to the same shared institutional onboarding and advising ecosystem being developed for Transfer and Dual Enrollment.

2. Develop a data-informed system to improve progression into clinical programs. Assess and address institutional barriers to clinical program admission. Identify pre-clinical students experiencing academic barriers in prerequisite coursework by using key performance indicators to connect students to targeted academic support, reinforce academic momentum, and expose students early to alternative high-opportunity pathways when needed.
3. Identify students who complete prerequisite coursework but do not progress into clinical programs and establish a defined transition plan that enables each student to earn a credential or transition into another high-opportunity healthcare pathway rather than remaining in preselection status without direction.



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| | | <p>4. Assess the feasibility of expanding existing clinical programs and developing new high-priority healthcare programs when employer demand, workforce needs, labor market opportunity, and institutional capacity support sustainable growth.</p> |
| <p>Accelerate BA attainment</p> <p>Notes: Accelerate bachelor’s attainment by redesigning transfer pathways so that students enter clear, structured academic pathways early, transfer efficiently with junior standing, and persist toward bachelor’s degree completion in high-value programs.</p> <p>This work will focus on improving student entry into existing high-transfer programs, strengthening outcomes in key low-transfer programs through stronger advising and transfer alignment, improving Liberal Studies outcomes through intentional pre-major pathways for students pursuing transfer fields not offered at Montco, and building a stronger transfer ecosystem through shared onboarding and advising redesign, early and often engagement</p> | <p>Response: As a result of earlier transfer planning, stronger onboarding, and clearer academic pathway design, students will make more informed decisions earlier in their enrollment and better understand how their coursework connects to bachelor’s degree completion.</p> <p>Students pursuing majors already offered at Montco, such as Business Administration, Psychology, and other strong transfer programs, will be guided directly into those academic pathways rather than defaulting into unclear or low-transfer options. Students pursuing transfer programs not offered at Montco, such as English, Social Work, or Pre-Law, will be intentionally supported through Liberal Studies with a defined pre-major structure aligned to their transfer destination.</p> <p>Students in high-enrolled, low-transfer programs such as Education in the Early Years and Computer Science will experience stronger advising, clearer transfer maps, and better alignment with partner institutions, reducing excess credits and improving transfer efficiency.</p> | <p>Response: By Fall 2028, we will increase the number of students enrolled in high-transfer programs by 712 students (a 39% increase) by improving student placement into strong transfer pathways, strengthening outcomes in key low-transfer programs, and creating intentional academic pathways that support efficient transfer and bachelor’s attainment.</p> <p>Additionally, by Fall 2028, at least 50% of first-year Liberal Studies students will be mapped to a defined pre-major pathway aligned to a high-value bachelor’s pathway and transfer destination.</p> <p>Notes: We will accelerate bachelor’s attainment through four primary tactics:</p> <ol style="list-style-type: none"> 1. Redesign transfer onboarding and advising so students enter their interest-aligned academic pathway earlier. Students pursuing majors already offered at Montco will be guided directly into those programs, |

with student, and alignment with key transfer partners.

This is not solely a transfer strategy; rather, it is also an institutional onboarding and advising strategy shared across Transfer, Pre-Health, and Dual Enrollment.

Through a stronger transfer ecosystem, to include transfer maps, advising checkpoints, and a more centralized transfer support structure, students will experience a clearer and more efficient path to transfer and bachelor's attainment.

Anchor Metrics (Institutional Scorecard)

Used across Pre-Health, Transfer, and DE

- % of students with a defined academic/pathway plan
- Entry into high-opportunity pathways
- Credit momentum (12/24 credits)
- First-term to second-term persistence
- First-year retention / persistence
- Progression within pathway (continued enrollment/alignment)
- Efficient credit accumulation (reduced excess credits / on-path progress)
- Credential completion and/or transfer rate

Transfer — Area-Specific Metrics

- % of Liberal Studies students mapped to a pre-major
- Reduced unnecessary Liberal Studies defaulting
- Earlier identification of transfer intent
- Students completing at or near 60 credits
- Transfer to top partner institutions

while Liberal Studies will serve as a structured transfer pathway for students pursuing bachelor's programs not offered at Montco. Transfer planning will be embedded into first-year onboarding, advising, and student support systems.

2. Build a stronger Transfer Ecosystem by creating clearer transfer maps, stronger program-specific transfer guides for the top five transfer programs, improved website and advising tools, and a more centralized Transfer Hub that helps students navigate transfer planning with less confusion and stronger continuity.
3. Use early and repeated advising to reduce credit loss by identifying transfer intent earlier, reinforcing pathway decisions through advising checkpoints, reducing unnecessary major changes, and helping students through program-to-program transfer guides that maximize application of credit to their bachelor's degree program.
4. Strengthen program-to-program and dual admission pathways by prioritizing the top five transfer programs and top three transfer partners, improving outcomes in key low-transfer programs



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| | | <p>such as Education in the Early Years and Computer Science, and creating intentional pre-major pathways within Liberal Studies for students pursuing transfer fields not offered at Montco.</p> |
| <p>Connect dual enrollment to high-value pathways</p> | <p>Response: As a result of earlier pathway mapping, stronger onboarding, and integrated advising, Dual Enrollment students will enroll with clearer academic purpose and a stronger understanding of how their coursework connects to a future degree, transfer pathway, Pre-Health progression, or workforce credential.</p> | <p>Response: By Fall 2028, we will increase the percentage of Dual Enrollment students who are intentionally enrolled in mapped high-opportunity academic pathways and successfully matriculate into credit-bearing programs that lead to transfer, Pre-Health pathways, or workforce-aligned credential attainment.</p> |
| <p>Notes: Connect Dual Enrollment to high-value pathways by redesigning Dual Enrollment as an intentional pipeline into transfer, Pre-Health, and workforce-aligned credential pathways rather than a collection of disconnected early college courses.</p> <p>This work will focus first on integrating Dual Enrollment students into the College’s shared institutional onboarding and advising ecosystem, ensuring they enter clear academic pathways from application through advising and matriculation. From there, we will strengthen the pathway-first design through Academic Academies and aligned transfer, Pre-Health, and workforce pathways, supported by stronger communication, advising, and district-level coordination.</p> <p>This is not solely a Dual Enrollment</p> | <p>Rather than selecting courses based primarily on availability or convenience, students will enter defined academic pathways aligned to high-opportunity outcomes. Students, families, school counselors, and faculty will have clearer expectations about program options, academic planning, and matriculation opportunities after high school graduation.</p> <p>Because Dual Enrollment students will be integrated into the same shared institutional onboarding and advising ecosystem used for Transfer and Pre-Health students, they will experience a more seamless transition from high school to college enrollment and stronger momentum toward credential completion and post-completion success.</p> <p>Anchor Metrics (Institutional Scorecard) <i>Used across Pre-Health, Transfer, and DE</i></p> <ul style="list-style-type: none"> • % of students with a defined | <p>As an initial institutional target, we will increase the number of Dual Enrollment students on defined high-opportunity pathways by 150 students, with continued growth expected as the onboarding and advising redesign matures and pathway systems scale.</p> <p>Notes: We will connect Dual Enrollment to high-opportunity pathways through five primary tactics:</p> <ol style="list-style-type: none"> 1. Redesign Dual Enrollment onboarding and advising as part of the College’s shared institutional onboarding and advising ecosystem by aligning application, admission, coding, advising, and degree audit systems so DE students enter the same structured |

strategy; rather, it is a shared institutional onboarding and advising ecosystem strategy connected directly to Transfer and Pre-Health.

academic/pathway plan

- Entry into high-opportunity pathways
- Credit momentum (12/24 credits)
- First-term to second-term persistence
- First-year retention / persistence
- Progression within pathway (continued enrollment/alignment)
- Efficient credit accumulation (reduced excess credits / on-path progress)
- Credential completion and/or transfer rate

Dual Enrollment (DE) Area-Specific Metrics

- Dual Enrollment → MCCC matriculation rate
- Credit momentum before high school graduation
- Advising participation rates
- Degree audit completion / educational plan visibility
- First fall persistence after matriculation
- Entry into Pre-Health pathways
- Entry into workforce-aligned credential pathways

pathway ecosystem used for Transfer and Pre-Health students. This includes differentiated onboarding, pathway coding, and stronger visibility of academic plans from the point of entry.

2. Expand Academic Academy and pathway-first design by aligning Dual Enrollment students intentionally to high-transfer programs, Pre-Health pathways, STEM pathways, and workforce-aligned credentials. This includes strengthening connections to Business Administration, Psychology, Pre-Health pathways, and structured Liberal Studies pathways when flexibility is necessary.
3. Build stronger tracking systems for persistence, matriculation, and completion by developing dashboards, pathway monitoring, DE-to-MCCC matriculation tracking, and first-year persistence measures so the College can monitor whether pathway design is producing stronger outcomes.
4. Strengthen Dual Enrollment instructional quality and long-term pathway design by enhancing professional development for high school-based DE instructors and collaborating with school districts to



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| | | <p>build structured 9th–12th grade pathway models that enable students to progress intentionally toward both a high school diploma and an associate degree at the point of graduation.</p> <p>5. Strengthen communication, advising, and district-level coordination by improving communication with school districts, guidance counselors, families, faculty, and students so pathway expectations are clear, advising is consistent, and Academic Academy expansion is coordinated intentionally rather than reactively.</p> |
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