APPENDIX E

EDUCATIONAL PLAN

PRINCE GEORGE'S COMMUNITY COLLEGE EDUCATIONAL MASTER PLANNING GUIDE (EMPG)

Draft January 2021

EDUCATIONAL MASTER PLANNING GUIDE

The Prince George's Community College Educational Master Planning Guide (EMPG) is a long-range, comprehensive document that will serve as the College's "North Star" for the next decade. The EMPG is intended to guide decision making, institutional priorities, and multi-year budget development, particularly as reflected in the Strategic, Academic Program, Cultural Diversity, Enrollment, Facilities, and Technology Plans.

Contents

PGCC's Vision, Mission, and Guiding Principles

Vision
Prince George's Community College is the region's premier center for innovations in learning, community engagement, and strategic partnerships that inspire educational, career, and personal success.

Mission
Prince George's Community College provides affordable, high-quality learning experiences that support personal, professional, and educational development for diverse populations contributing to the economic equity and cultural vibrancy of our community.

Guiding Principles
Excellence: We strive to ensure quality outcomes through rigorous learning experiences designed to develop the mind and build character through civic engagement and service learning.

Success: We believe all individuals have the potential to realize their goals.

Diversity: We promote opportunities to expand our worldview through exposure to and greater understanding of all peoples, cultures, and lifestyles.

Respect: We treat every person with the same humanity, courtesy, and civility that we expect for ourselves.

Professionalism: We believe all individuals will approach their responsibilities ethically, fairly, and with high standards.

Lifelong Learning: We promote learning and development at all stages of life. We believe learning takes place at all times both inside and outside of the classroom. We honor and embrace all forms of learning, both formal and informal.

Educational Master Planning Guide Intended Use

Prince George's Community College's Educational Master Planning Guide (EMPG) is designed to both guide and unify the related priorities of the College's component plans: Strategic, Academic Program, Cultural Diversity, Enrollment, Facilities, and Technology. The College values engagement and equity and is committed to mirroring these values in planning processes and the resulting plans. The "North Star" and priorities in the EMPG are intended to be reflected, as appropriate, in the related component plans.

EMPG Guiding Values: Engagement and Equity

Prince George's Community College holistically engages its students not only as a means by which to exercise its mission to provide an optimal learning experience for its students, but also as a means for promoting equity. In this context, engagement is an act of equity itself, even as it promotes equity, simultaneously. In the words of the American poet Wallace Stevens: "…there never was a world for her/Except the one she sang and, singing, made."

Faculty primarily engage students in the classroom through the intellect. Faculty lead students to learn of themselves and of the world around them by engaging them in an active discovery and development of the knowledge, skills, and values they will need to be self-efficacious and responsible citizens, as well as successful in their careers. Through activities in the classroom and workplace opportunities, students interact with their instructors, mentors, and fellow students to achieve those learning outcomes that help to realize the successful achievement of their goals. Faculty also engage their students through advising, mentoring, and other collaborative activities that further reinforce how the curriculum nurtures their intellectual life.

Additionally, staff and administration engage students through all manner of wrap-around support services that complement the intellectual engagement of the students. Whether it is placement advising, tutoring, career counseling, financial planning, or clubs and athletics, the College seeks to educate the whole person: intellectually, emotionally, morally, and socially. In this regard, the College seeks to engage the student in a holistic manner, promoting a care for the whole person.

Even as the College seeks to care for and engage the whole person, this engagement is both an act of equity and an act promoting equity, simultaneously. The College seeks to provide a learning environment that encompasses the richest diversity of persons and perspectives. Discovering one's true and fullest self inevitably occurs through knowledge and understanding of the expansive diversity of human experience. As the ancient Roman comedian Terrence wrote: "Nothing that is human is foreign to me." In the diversity of others, we find the fullness of our self-realization and the equality of self and the other.

Still further, though, this act of equity through engaging our students fully in the diverse learning environment at the College also promotes equity itself. It is not enough that we provide a diverse environment by which students learn of themselves and the world; we must also provide an inclusive environment by which all students can realize their aspirations and achieve their goals to become more human. Only by including, by engaging, all students in these learning opportunities, can all students achieve those outcomes that represent an equitable society and an equitable workforce. Engagement and inclusion are two sides of the same coin: the holistic care for the person that characterizes education at Prince George's Community College.

The Educational Master Planning Guide for Prince George's Community College represents this vision of engagement and equity for all of our students.

North Star

Educate Prince George's County residents to impact meaningfully their economic and social mobility.

Prince George's Community College will provide the resources and opportunities needed to support learning and career development for all students. Engagement and equity through innovation are the guiding values for designing a student-ready learning environment at PGCC. In order to prepare students adequately to realize their career and life goals, our innovative learning environment will anticipate in form and function a contemporary work environment as it prepares them for that work space, marked by an accelerating pace of innovation itself.

Priorities to guide planning

1. **Innovations in Access -** Accommodate student needs, reflecting both students' life circumstances and institutional capacity.
   a. Delivery of classes and other lifelong learning opportunities and services will occur in a diverse variety of traditional and new modalities (i.e., face-to-face, remote, online, hybrid);
   b. Scheduling of classes and other lifelong learning opportunities will occur in traditional and accelerated timeframes (i.e., days, times, accelerated); and
   c. Locations of classes and other lifelong learning opportunities will be accessible to students and members of communities we serve throughout the county.

2. **Student Supports** - Provide, at scale, services that respond to the holistic needs of the students and that can minimize a variety of impediments to learning and the subsequent achievement of students' goals.
   a. Learning Support Services will accommodate a diverse range of needs inside and outside the learning environment [e.g., tutoring, the writing center, the math lab, library services, cohort-based services (e.g., collegian centers, Southern Management Leadership Program, Diverse Male Student Initiative, TRIO, Women Of Wisdom, etc.)];
   b. Holistic Case-management Advising will provide holistic support for students in program and career pathways;
      i. Placement and advising in program and career paths will align to student goals;
      ii. Career-ready support will provide students with the skills and the environmental background to prepare for the job market (e.g., business recruiters on campus, resume and cover letter preparation, networking and interview training, etc.);
      iii. Opportunities for students to gain financial literacy skills that will support them in achieving their life and career goals; and
   c. Personal Support will provide students with those resources that can address needs often precluding students from getting on their academic and career paths, or which needs otherwise disrupt their progress along their paths (e.g., food/housing insecurities, language deficits, self-efficacy issues, family care, safety needs, etc.).

3. **Program and Course Excellence** - Reflect current general education, discipline-specific, and workforce rigor, innovation, and competencies in course and program offerings.
   a. Curriculum will be competency-based to facilitate demonstrated achievement and mastery of course and program outcomes;

b. Faculty will provide learning experiences aligned to student needs and link their educational programs to career interests through co-ops, internships, clinicals, apprenticeships, and other work-based learning experiences;

c. Curriculum will consist of pathways with stackable and digital credentials;

d. Articulation agreements will facilitate successful and seamless transfer to 4-year institutions for those pursuing bachelor's degrees and beyond;

e. General Education Curriculum will align with the National Association of Colleges and Employers' (NACE) seven career readiness competencies representing the skills, experiences, and attributes that broadly prepare students for a successful transition into the workforce: financial, information, communication, emotional, quantitative, qualitative (critical thinking) literacies and global perspectives;

f. Faculty will reflect current subject matter expertise, teach in culturally responsive ways, as well as provide equitable access to learning through a variety of online modalities with pedagogy appropriate to each modality; and

g. Faculty will advance academic integrity, civic engagement, advocacy, and a global perspective, while modeling professionalism and ethical and academic rigor.

4. **Organizational Excellence** - Reflect efficient and effective management of institutional resources in a manner that creates and adds value for our students, faculty, staff, and community.

a. Talent resources will reflect the diversity of our community, exhibit the highest professional and ethical standards, and maintain a commitment to lifelong learning commensurate with the skill sets required in their work;

b. Facilities will be predictive of workforce environment, and align with delivery of learning;

c. Technology infrastructure will support digital-rich environments for teaching, learning, and business process needs;

d. Business processes will reflect an efficient integration of talent and resources;

e. The College's culture will reflect mindfulness, respect, and a commitment to justice and inclusion; and

f. Fiscal stewardship will promote the cultivation of diverse revenue streams in support of College programs and services.

5. **Community and Economic Development** - Engage business, industry, community, and government organizations in partnerships and other meaningful activities to foster healthier and more engaged citizens, thriving economies, and outcomes that support social mobility.

a. Local Advisory Boards will support curriculum planning and review with current and workforce-grounded input;

b. Partnerships with small, medium, and large local and regional businesses will provide work-experience for students and opportunities for faculty to maintain a current and relevant curriculum;

c. Client Solutions, Innovation Hub (InnoHub), and future initiatives will provide businesses and individual clients with resources and professional training to support entrepreneurial and other innovations across our region; and

d. Connections to services and resources through community-based partnerships will support improved health outcomes and decreased health disparities for residents of the communities we serve.

Educational Master Planning Guide Development

Prince George's Community College's Educational Master Planning Guide (EMPG) will serve to guide the College's educational priorities and are intentionally integrated with the priorities that inform our Strategic, Academic, Enrollment, Technology, and Facilities plans, and through which we will be able to operationalize a fully integrated set of institutional priorities. An EMPG answers two of the most important questions every educational institution asks itself: 1) what are our educational priorities, and 2) how do we operationalize these priorities?

Underlying Planning Assumptions
- Identify and articulate the College's "North Star"/identity
- Creating an Educational Master Planning Guide (EMPG) from the "North Star" that guides all other college plans
- Developing an inclusive process for the college community
    - Educating college community on purpose and utility of EMPG
    - Engaging stakeholders across the college
- Ensuring planning alignment with existing plans
    - FY2021-FY2033 (with review every 3 years)
- Communicating progress throughout process to all stakeholders
- Strategic Planning will follow the EMPG process to build the implementation planning detail of the initial years of the EMPG

Timeline
Summer 2019
- EMPG Plan Co-Chairs/Project Team identified
- Initial timeline of planning activities and underlying assumptions/objectives identified

Fall 2019
- Communication of rationale and process at division and area meetings
- Identified strategies to keep the planning process transparent and to engage the college community in the process- development of the portal page, survey to collect feedback, listening sessions during the month of October
- Finalized and distributed the EMPG survey for the college community to provide feedback
- October Listening Sessions (responses on EMPG portal page)
    - 7 Listening Sessions
        - Largo
        - Laurel College Center
        - University Town Center
        - Westphalia
    - 13 Listening Hours
    - Listening Sessions at existing meetings
        - Academic Council
        - Administrator's Meeting
        - Division meeting
        - Faculty Senate

- TSSO
  - 187 participants
    - 11 AFS
    - 6 Enterprise Technology
    - 17 President's Office Area
    - 18 Student Affairs
    - 62 TLSS
    - 36 Faculty
    - 3 SGA Representatives
    - 111 Full-time
    - 4 Part-time
    - 62 Unknown (FT and PT Faculty/Staff)
  - 7 Online Survey
    - 5 faculty, 1 administrator, 1 staff
  - Listening session themes
    - Stewards of the learning process
    - Transferable skills
    - Educational offerings
    - Educational environment
    - College environment
    - Community engagement
    - Trends to watch/ "Gems"
- Communication of listening session results and challenges at College Professional Development and Enrichment Day and Academic Council

Spring 2020
- Communication of progress and challenges
- Draft outline
- Outline feedback (April 2020)
  - More than 400 college employees attended 4 listening sessions
- Draft EMPG

Summer 2020
- Plan feedback

Early Fall 2020
- Approve EMPG

External Environmental Scan
(Conducted by Hanover Research Group April 2020)

Prince George's County Race and Ethnicity

As of the 2018 American Community Survey, the racial and/or ethnic makeup of Prince George's County is majority black, and almost 20 percent are Hispanic/Latino. In contrast to the overall state of Maryland, which is majority white (roughly 55 percent of the population), over 60 percent of Prince George's County residents identify as Black or African-American. After whites (15.6 percent), the next largest group is "other" racial backgrounds. Approximately 19.1 percent of residents identify as Hispanic; among these, the largest share is "other" Hispanic or Latino backgrounds, followed by Mexican (2.9 percent). [Source: U.S. Census Bureau]

Legend (left pie chart):
- White
- Black or African American
- American Indian and Alaska Native
- Asian
- Some other race
- Two or more races

Legend (right pie chart):
- Not Hispanic or Latino
- Mexican
- Puerto Rican
- Cuban
- Other Hispanic or Latino
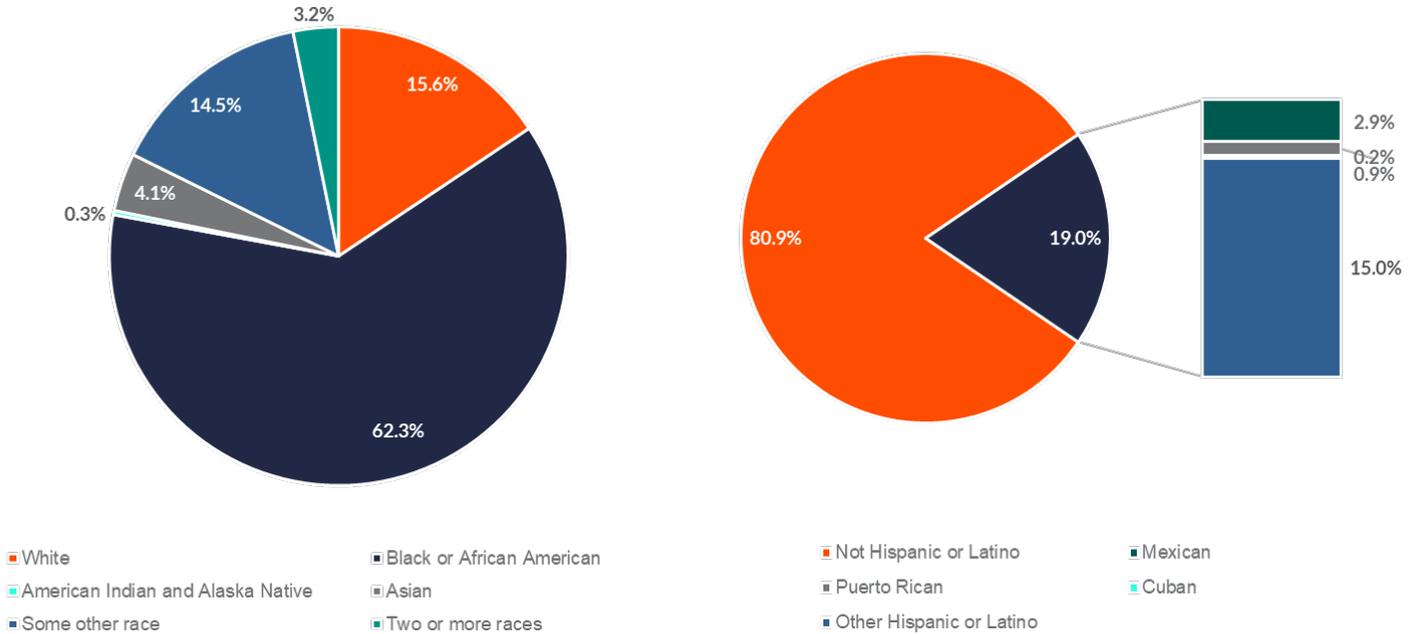
Prince George's County Age and Educational Attainment

Residents aged 25 to 34 represent the largest 10-year age group in Prince George's County. The 2018 American Community Survey estimates that just over a quarter of the county is made up of individuals 55+, with residents under 15 being the next largest share. However, these age groups represent more than a 10-year age range. After the 25 to 34 year-olds, the next largest 10-year group is the 45 to 54 year-olds, followed by 35 to 44 year-olds.

AGE DISTRIBUTION IN PRINCE GEORGE'S COUNTY, 2018
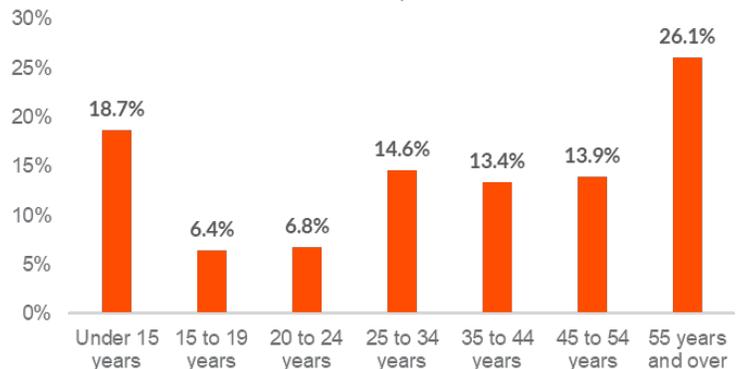
About 46 percent of residents have a high school diploma or completed some college. In comparison to the wider state, Prince George's County has a larger share of adults who did not complete high school, and a lower proportion who earned a bachelor's or postgraduate degree. [Source: U.S. Census Bureau]

EDUCATIONAL ATTAINMENT OF ADULTS 25 YEARS AND OLDER, PRINCE GEORGE'S COUNTY, 2018

	Less than High School	High School Diploma or Equivalent	Some College	Associate's	Bachelor's or Higher
Maryland (n=4,167,339)	9.5%	24.2%	18.7%	6.8%	40.8%
Prince George's County (n=619,199)	12.8%	24.9%	21.9%	6.0%	34.3%

■ Less than High School ■ High School Diploma or Equivalent ■ Some College ■ Associate's ■ Bachelor's or Higher
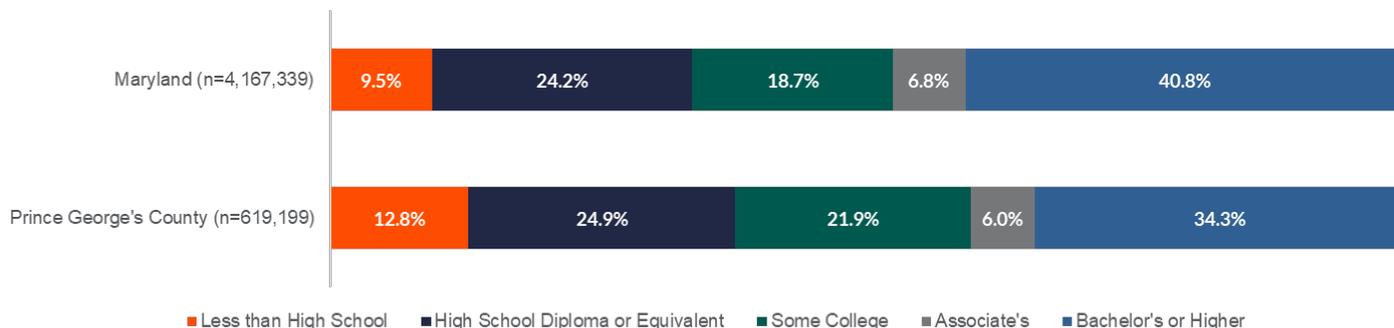
Prince George's County Median Income and Poverty

Recent Census data reports a high median income across Prince George's County, though much of this is concentrated in the east and south areas of the county. Five-year estimates from the American Community Survey (ACS) report a median income of $81,969 in the county, notably higher than the state median of $60,293. Using data.census.gov to map 2018 data within the county, median incomes are above $100,000 in east and south Prince George's County with the lowest share of households earning below $35,000. However, the northwest and central areas report median incomes between $63,000 and $66,000 (still above the state median). Over 20 percent of households in the northwest and central areas earned below $35,000.

MEDIAN INCOME IN PRINCE GEORGE'S COUNTY BY PUBLIC USE MICRODATA AREA, 2018
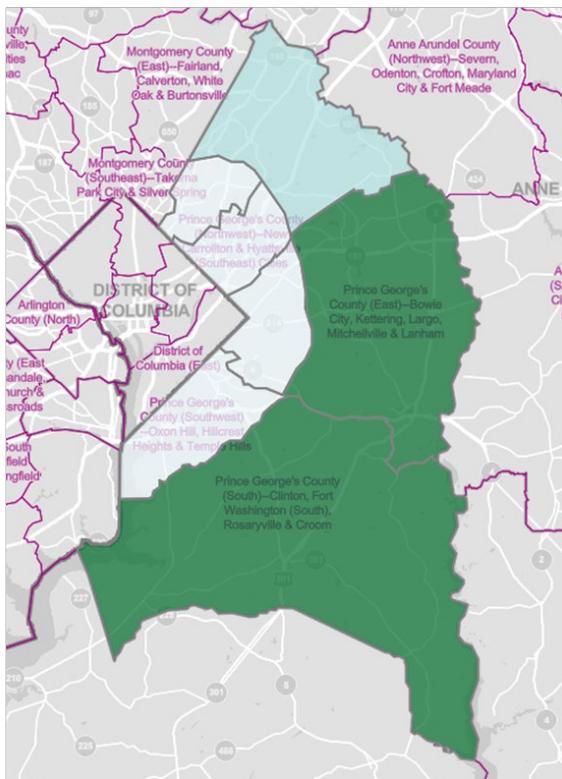
PERCENTAGE OF FAMILIES AND PEOPLE WITH INCOME BELOW THE POVERTY LINE IN THE PAST 12 MONTHS, 2018

All families	8.3%
With related children of the householder under 18 years	5.5%
65 years and over	7.5%
18 to 64 years	7.2%
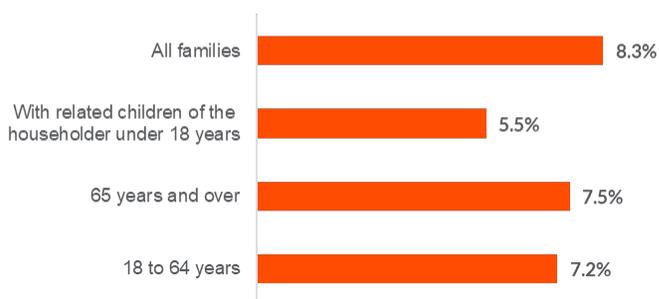
Prince George's County Social Mobility

Although median income is high in Prince George's County, social mobility appears limited. Data from the Opportunity Atlas indicates that as of 2015, individuals in their mid-30s who had low-income parents earned an average of $30,000. Across the county, these residents largely earned less than $40,000 with some pockets of stronger income mobility in the northern and eastern sections of the county. The highest income reported by individuals from low-income families is $53,000 in one census tract within Laurel, MD.

Social mobility is lowest in census tracts closest to Washington, DC and selected pockets in the eastern and southwestern regions of the county.

The Opportunity Atlas uses census response rates as a proxy for social capital.* In Prince George's County, the overall response rate to the 2010 Census was 74 percent, lower than the median (81 percent) and the rate in surrounding counties (e.g., 81 percent in Anne Arundel County and 82 percent in Montgomery County).

HOUSEHOLD INCOME OF CHILDREN WITH LOW INCOME PARENTS, PRINCE GEORGE'S COUNTY, 2014-15
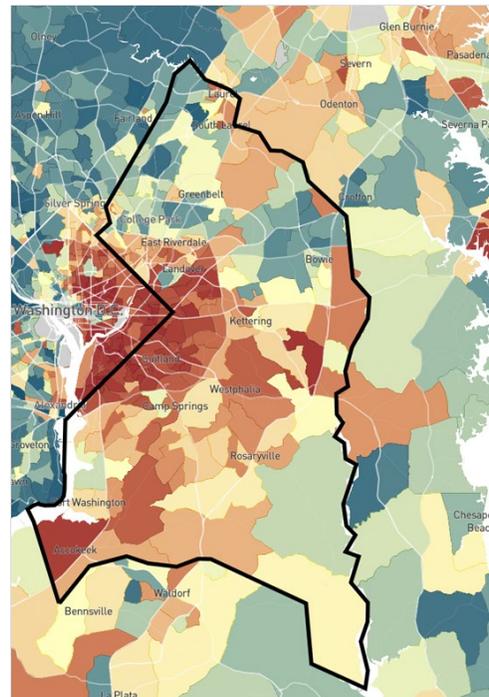
Source: Opportunity Atlas

*Scholars ascribe a variety of definitions to the term "social capital;" central to all of these definitions is a social network that binds individuals together through shared relationships, social norms, and other factors of value (e.g., P. Bourdieu, *The Forms of Capital*; R. Putnam, *Bowling Alone: The Collapse and Revival of American Community*). The Opportunity Atlas uses "the fraction of local residents who return their Census forms by mail" to approximate social capital, as suggested by Rupasingha and Goetz (US County-Level Social Capital Data, 1990-2005).

Prince George's County Population Projections

Projections suggest small growth in the high school/early college population, but declining numbers in other potential student age groups. State population projections estimate that the population age 15-19 will grow by 2.0 percent, about 1,266 individuals. Other college-likely age groups are expected to decline, with the sharpest fall in ages 25-29 (-10.2 percent) and 20-24 (-8.6 percent). This suggests PGCC may see a contracting population of students unless it can draw from outside the county. PGCC should shore up enrolled student numbers by increasing student retention.

When reviewing target populations by ethnicity (see slide 11), the Hispanic population is projected to experience the fastest growth rate especially among the early undergraduate age group (25.6 percent growth between 2015 and 2045), hitting a peak projected population of 15,191 in 2030. Comparatively the second highest growth rate over this period is for the non-Hispanic Black population ages 30-34 (8.1 percent growth), which follows a trend towards a generally aging Black population in the county. [Source: Maryland State Data Center; Years represent calendar years]

COUNTY POPULATION PROJECTIONS BY AGE GROUP, 2015-2045

Legend: Early Undergraduate Age (15-19); Late Undergraduate Age (20-24); Early Graduate Age (25-29); Late Graduate Age (30-34)

Key data points: 75,578; 71,524; 63,779; 63,332; 69,073; 64,598; 64,252; 62,623
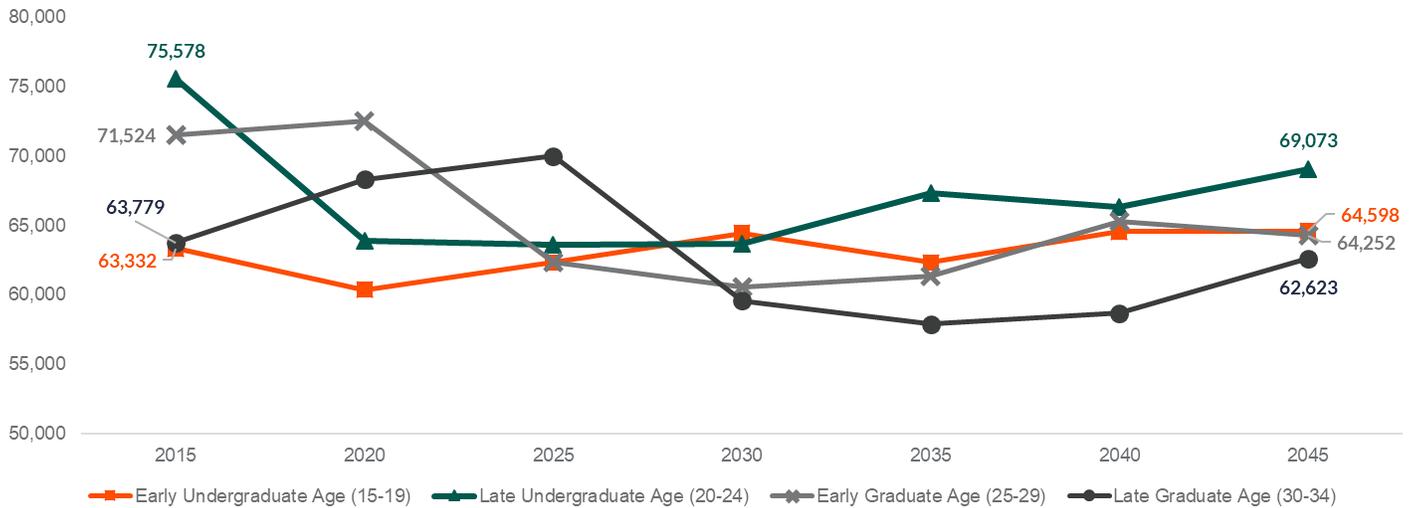
COUNTY POPULATION PROJECTIONS BY RACE, AGE GROUP, 2015-2045

WHITE

Data points: 11,437; 9,958; 6,884; 3,694; 8,483; 7,735; 6,362; 3,320

BLACK

Data points: 40,047; 39,856; 37,239; 35,620; 38,806; 38,493; 36,032; 35,437

NON-HISPANIC OTHER

Data points: 5,631; 5,381; 4,270; 3,770; 4,999; 4,915; 4,053; 3,983

HISPANIC

Data points: 16,726; 15,452; 12,818; 10,131; 13,450; 13,188; 12,721; 12,305

Legend: Early Undergraduate Age (15-19); Late Undergraduate Age (20-24); Early Graduate Age (25-29); Late Graduate Age (30-34)

Prince George's County Public School Enrollment Projections

Projections suggest that public school enrollments will grow, with slight increases at the high school level. State enrollment projections anticipate that total enrollments in the county will reach 136,000 by 2028. Enrollment in high school is expected to fluctuate, reaching approximately 42,500 in 2024 then falling slightly to about 41,260. Middle school enrollment projections are more stable, remaining around 29,000 to 31,000. [Source: Maryland State Data Center; Years represent academic years]

PRINCE GEORGE'S COUNTY PROJECTED PUBLIC SCHOOL ENROLLMENT, 2020-2028

Graduation rates and college enrollment fell recently, which may cause issues in recruitment. Graduation rates reached a high in 2017 at 82.7 percent, but fell to about 78 percent in the last two years. College enrollment trends also declined slightly, primarily at the 16 and 24-month marks. In 2015, 61.7 percent of graduates enrolled in a postsecondary institution within two years but in 2017 this fell to 59.8 percent. Longer term trends indicate that graduation rates fluctuate from year-to-year, likely as a result of external factors. However, the postsecondary enrollment rate has continued to decline since a high in 2010. A large and growing high school population may offset these declines, but PGCC should be aware of a potentially narrowing market of graduates and students pursuing college. [Source: Maryland Report Card; Years represent academic years]

PRINCE GEORGE'S COUNTY PUBLIC HIGH SCHOOL GRADUATION RATES, 2009-2019
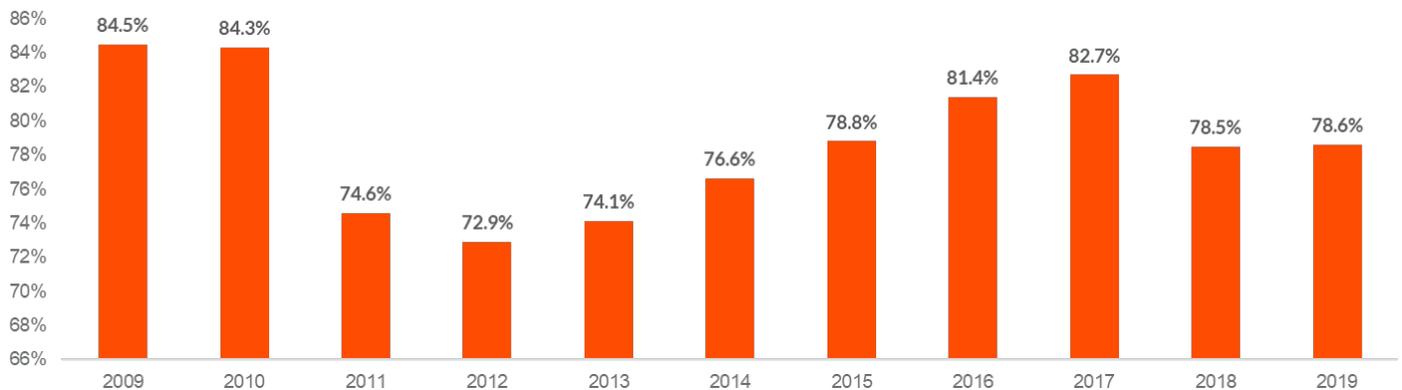
PRINCE GEORGE'S COUNTY POSTSECONDARY ENROLLMENT, 2009-2019

Legend: ■ 12 Months (%) ▲ 16 Months (%) ● 24 Months (%)

Data labels:
- 2009: 56.7%, 60.4%, 62.3%
- 2010: 59.3%, 64.0%, 66.1%
- 2011: 57.2%, 61.1%, 63.1%
- 2012: 57.8%, 62.2%, 64.4%
- 2013: 58.6%, 62.2%, 63.8%
- 2014: 57.8%, 61.2%, 62.6%
- 2015: 56.2%, 60.4%, 61.7%
- 2016: 56.2%, 59.6%, 61.1%
- 2017: 55.6%, 58.4%, 59.8%
- 2018: 55.0%, 58.0%
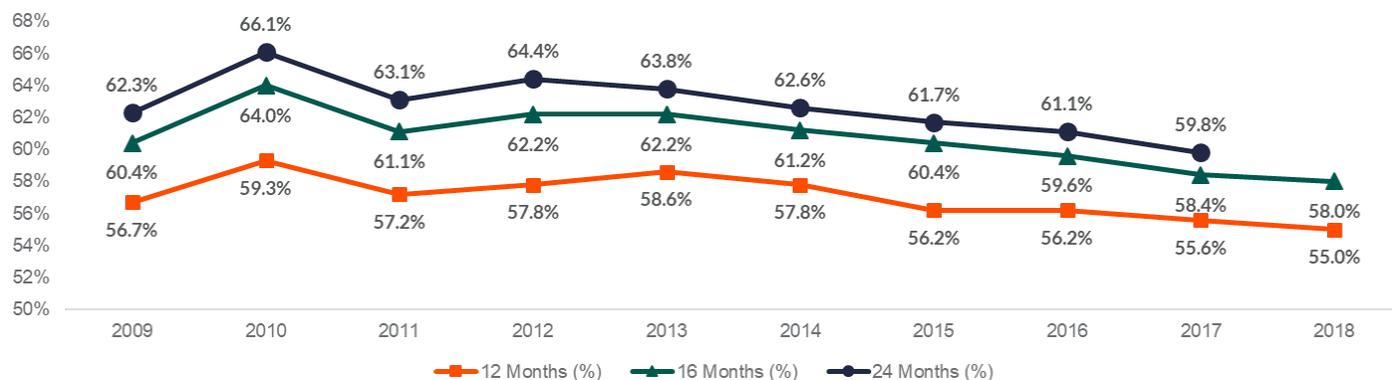
Top Competitor Institutions in Prince George's County

University of Maryland-University College is the largest competitor* in the county. At the certificate level, PGCC also faces notable competition from Fortis College-Landover. Strayer University also reports a high number of associate's conferrals, but fewer than PGCC. Certificate volume is high at Hair Academy, Inc. but PGCC is only likely to compete with this institution for cosmetology/barber programs. [Source: IPEDS]

*The institutions listed above may be considered PGCC's partners for bachelor's or other education awards. However, in the context of associate's and undergraduate certificate programs, these institutions are considered competitors.
**Brightwood College closed all locations in December 2018.

INSTITUTION	DEGREE COMPLETIONS					GROWTH RATE
	2014	2015	2016	2017	2018	
Associate's Degrees	**1,649**	**2,165**	**2,556**	**2,569**	**2,983**	**16.0%**
University of Maryland-Global Campus (formerly University College)	527	1,095	1,474	1,530	1,765	35.3%
Prince George's Community College	948	908	925	856	1,057	2.8%
Strayer University-Maryland	125	104	90	123	126	0.2%
Fortis College-Landover	18	24	23	25	29	12.7%
Brightwood College-Beltsville**	27	28	33	34	4	-38.0%
Capitol Technology University	2	3	9	0	1	-15.9%
Maple Springs Baptist Bible College and Seminary	2	3	2	1	1	-15.9%
Undergraduate Certificate	**1,507**	**1,423**	**1,564**	**1,464**	**1,507**	**0.0%**
University of Maryland-University College	426	440	470	446	474	2.7%
Fortis College-Landover	260	273	313	333	310	4.5%
Brightwood College-Beltsville	269	223	263	220	303	3.0%
Hair Academy Inc-New Carrollton	141	147	181	139	144	0.5%
Prince George's Community College	302	212	209	205	117	-21.1%
Hair Academy II	35	40	43	62	84	24.5%
University of Maryland-College Park	63	67	74	52	65	0.8%
Capitol Technology University	4	5	5	4	6	10.7%
Maple Springs Baptist Bible College and Seminary	0	3	1	0	2	N/A
Strayer University-Maryland	3	7	5	3	2	-9.6%
Harmon's Beauty School	4	6				--

Prince George's County Plan 2035

The Largo Town Center Metro area is noted as a key market in the county plan, and will be highly focused on healthcare and life sciences development.

Plan Prince George's 2035 identifies the Largo Town Center Metro as one of the top centers based on existing "completeness score" and one of three centers where "several large-scale developments could radically transform the economic landscape and market potential." One major aspect of this is the **selection of Largo Town Center Metro as the site for a new regional medical center**, which is expected to serve as the hub for a healthcare industry cluster.

The Growth Policy Map **identifies the area around Largo Town Center Metro as a designated employment area**, i.e., areas having "the highest concentrations of economic activity in our four targeted industry clusters" and where business development efforts are to be concentrated.

INDUSTRY CLUSTERS HIGHLIGHTED IN THE COUNTY'S 2035 PLANNING STRATEGIES

- Business services industry
- Healthcare and Life Sciences
- Information, Communication, and Electronics
- Federal Government

Prince George's County Industry Distribution

TOP INDUSTRY SECTORS BY EMPLOYMENT VOLUME IN PRINCE GEORGE'S COUNTY, 2019

Educational Services	Retail Trade
47,652 jobs	39,555 jobs
Public Administration	Health Care and Social Assistance
38,514 jobs	34,767 jobs
Construction	Accommodation and Food Service
33,195 jobs	33,138 jobs

PRINCE GEORGE'S COUNTY EMPLOYMENT SHARE BY INDUSTRY SECTOR, 2019

Industry Sector	Share
Educational Services	13.4%
Retail Trade	11.2%
Public Administration	10.9%
Health Care and Social Assistance	9.8%
Construction	9.4%
Accommodation and Food Services	9.3%
Transportation and Warehousing	6.8%
Professional, Scientific, and Technical Services	6.8%
Administrative and Support and Waste Management and Remediation…	5.9%
Other Services (except Public Administration)	4.6%
Wholesale Trade	2.7%
Manufacturing	2.3%
Real Estate and Rental and Leasing	2.0%
Finance and Insurance	1.7%
Arts, Entertainment, and Recreation	1.5%
Information	1.0%

[Source: JobsEQ] Note: Chart excludes industries representing less than one percent of total employment

Prince George's County Occupational Projections

TOP OCCUPATIONS BY PROJECTED GROWTH IN PRINCE GEORGE'S COUNTY, 2016-2026

Occupation	2016	2026	Net Change	Percent Growth	Education Required
Statisticians	1,512	2,151	639	42.3%	Master's
Nurse Practitioners	382	536	154	40.3%	Master's
Physical Therapist Assistants	162	227	65	40.1%	Associate's
Information Security Analysts	381	530	149	39.1%	Bachelor's
Physical Therapists	437	584	147	33.6%	Doctoral or professional
Physician Assistants	295	390	95	32.2%	Master's
Software Developers, Applications	959	1,264	305	31.8%	Bachelor's
Medical Assistants	1,268	1,658	390	30.8%	Postsecondary non-degree award
Operations Research Analysts	230	296	66	28.7%	Bachelor's
Mental Health Counselors	508	652	144	28.4%	Master's
Health Technologists and Technicians, All Other	164	209	45	27.4%	Postsecondary non-degree award
Diagnostic Medical Sonographers	170	215	45	26.5%	Associate's
Computer and Information Research Scientists	455	575	120	26.4%	Master's
Occupational Therapists	258	325	67	26.0%	Master's
Health Diagnosing and Treating Practitioners, All Other	283	354	71	25.1%	Master's

TOP CERTIFICATE OR ASSOCIATE'S OCCUPATIONS BY PROJECTED GROWTH IN PRINCE GEORGE'S COUNTY, 2016-2026

Occupation	2016	2026	Net Change	Percent Growth
Physical Therapist Assistants	162	227	65	40.1%
Medical Assistants	1,268	1,658	390	30.8%
Health Technologists and Technicians, All Other	164	209	45	27.4%
Diagnostic Medical Sonographers	170	215	45	26.5%
Phlebotomists	187	231	44	23.5%
Dental Assistants	851	1,026	175	20.6%
Dental Hygienists	212	255	43	20.3%
Healthcare Practitioners and Technical Workers, All Other	245	293	48	19.6%
Veterinary Technologists and Technicians	290	344	54	18.6%
Medical and Clinical Laboratory Technicians	270	320	50	18.5%
Hairdressers, Hairstylists, and Cosmetologists	878	1,040	162	18.5%
Engineering Technicians, Except Drafters, All Other	94	110	16	17.0%
Firefighters	534	624	90	16.9%
Medical Records and Health Information Technicians	361	421	60	16.6%
Paralegals and Legal Assistants	448	517	69	15.4%

[Source: Maryland Department of Labor]

Occupation	Value
Registered Nurses ($76,800)	-664
General and Operations Managers ($136,800)	-313
Software Developers, Applications ($109,700)	-284
Management Analysts ($98,200)	-210
Managers, All Other ($119,900)	-167
Computer Systems Analysts ($98,100)	-164
Financial Managers ($151,700)	-141
Medical and Health Services Managers ($124,900)	-137
Software Developers, Systems Software ($119,000)	-120
Market Research Analysts and Marketing Specialists ($68,900)	-120
Editors ($63,200)	8
Kindergarten Teachers, Except Special Education ($69,400)	9
Respiratory Therapy Technicians ($61,100)	9
Wholesale and Retail Buyers, Except Farm Products ($75,800)	11
Computer Programmers ($90,900)	12
Coaches and Scouts ($45,300)	13
Purchasing Agents, Except Wholesale, Retail, and Farm Products ($76,600)	14
Human Resources Assistants, Except Payroll and Timekeeping ($45,200)	17
Elementary School Teachers, Except Special Education ($72,000)	20
Paralegals and Legal Assistants ($58,400)	36

[Source: JobsEQ]

PGCC as Compared to Other Community Colleges in Maryland
[Source: MACC Databook 2020]

Prince George's Community College is the fourth largest community college in Maryland by fall credit headcount behind Montgomery College, Community College of Baltimore County, and Anne Arundel Community College. PGCC experienced the second largest percent increase in full-time students in fall 2019 and a slowed overall decline in credit headcount.

Full-Time and Part-Time Credit Students by College
Maryland Community Colleges
Fall 2017-2019

Credit Enrollment: I-6

Community College	Full-Time			Part-Time			Total		
	Fall 2017	Fall 2018	Fall 2019	Fall 2017	Fall 2018	Fall 2019	Fall 2017	Fall 2018	Fall 2019
Allegany College of Maryland	1,248	1,095	1,032	1,469	1,490	1,552	2,717	2,585	2,584
Anne Arundel Community College	3,815	3,661	3,604	9,539	9,225	9,051	13,354	12,886	12,655
Baltimore City Community College	1,333	1,547	1,579	2,855	2,976	3,330	4,188	4,523	4,909
Community College of Baltimore County	5,408	5,081	5,053	14,156	13,953	12,841	19,564	19,034	17,894
Carroll Community College	997	982	1,089	2,023	2,068	2,037	3,020	3,050	3,126
Cecil College	867	782	762	1,601	1,609	1,615	2,468	2,391	2,377
Chesapeake College	580	579	563	1,609	1,502	1,621	2,189	2,081	2,184
College of Southern Maryland	2,642	2,490	2,257	4,559	4,392	4,094	7,201	6,882	6,351
Frederick Community College	2,027	1,832	1,843	4,193	4,168	4,286	6,220	6,000	6,129
Garrett College	472	421	412	201	237	239	673	658	651
Hagerstown Community College	999	1,012	1,061	3,070	3,144	2,787	4,069	4,156	3,848
Harford Community College	2,185	1,993	1,932	3,924	3,872	3,773	6,109	5,865	5,705
Howard Community College	3,418	3,271	3,194	6,305	6,191	6,146	9,723	9,462	9,340
Montgomery College	8,060	7,571	7,305	14,815	14,149	13,955	22,875	21,720	21,260
Prince George's Community College	3,320	3,248	3,508	8,793	8,637	8,280	12,113	11,885	11,788
Wor-Wic Community College	798	786	712	2,312	2,239	2,182	3,110	3,025	2,894
System Wide	38,169	36,351	35,906	81,424	79,852	77,789	119,593	116,203	113,695
Percent of Total Enrollment	32%	31%	32%	68%	69%	68%			

Source: Enrollment Information System, provided by individual institutions

Annual Percent Change in Full-Time and Part-Time Credit Students
Maryland Community Colleges
Fall 2017-2019

Credit Enrollment: I-7

Community College	Full-Time			Part-Time			Total		
	Fall 2017	Fall 2018	Fall 2019	Fall 2017	Fall 2018	Fall 2019	Fall 2017	Fall 2018	Fall 2019
Allegany College of Maryland	-12%	-12%	-6%	-3%	1%	4%	-7%	-5%	0%
Anne Arundel Community College	-2%	-4%	-2%	-5%	-3%	-2%	-4%	-4%	-2%
Baltimore City Community College	0%	16%	2%	-7%	4%	12%	-5%	8%	9%
Community College of Baltimore County	-11%	-6%	-1%	-8%	-1%	-8%	-9%	-3%	-6%
Carroll Community College	-14%	-2%	11%	-8%	2%	-1%	-10%	1%	2%
Cecil College	-8%	-10%	-3%	-4%	0%	0%	-6%	-3%	-1%
Chesapeake College	-12%	0%	-3%	10%	-7%	8%	3%	-5%	5%
College of Southern Maryland	-10%	-6%	-9%	-4%	-4%	-7%	-6%	-4%	-8%
Frederick Community College	2%	-10%	1%	-1%	-1%	3%	-1%	-4%	2%
Garrett College	-10%	-11%	-2%	-13%	18%	1%	-11%	-2%	-1%
Hagerstown Community College	-6%	1%	5%	2%	2%	-11%	0%	2%	-7%
Harford Community College	-1%	-9%	-3%	-3%	-1%	-3%	-2%	-4%	-3%
Howard Community College	-5%	-4%	-2%	2%	-2%	-1%	0%	-3%	-1%
Montgomery College	-5%	-6%	-4%	-4%	-4%	-1%	-4%	-5%	-2%
Prince George's Community College	-5%	-2%	8%	-1%	-2%	-4%	-2%	-2%	-1%
Wor-Wic Community College	-4%	-2%	-9%	2%	-3%	-3%	0%	-3%	-4%
System Wide	-6%	-5%	-1%	-3%	-2%	-3%	-4%	-3%	-2%

Source: Enrollment Information System, provided by individual institutions

Prince George's Community College serves the greatest percentage of non-White credit students in Maryland (96.3% in fall 2019) with the two largest groups being Black/African American (68.8%) and Hispanic/Latino (13.5%).

Percentage of Credit Students by Ethnicity
Maryland Community Colleges
Fall 2019

Community College	Hispanic/Latino	Black/African American	American Indian/ Alaskan Native	Native Hawaiian/Pacific Islander	Asian	White	Multiple Races	Foreign/Non-Resident Alien	Unknown/Not Reported
Allegany College of Maryland	2.1%	9.4%	0.1%	0.0%	0.5%	83.4%	2.9%	0.7%	0.8%
Anne Arundel Community College	9.3%	16.9%	0.3%	0.1%	4.5%	55.2%	5.1%	1.6%	6.9%
Baltimore City Community College	4.9%	69.8%	0.1%	0.1%	0.8%	5.4%	2.5%	14.7%	1.6%
Community College of Baltimore County	6.0%	37.4%	0.4%	0.2%	6.2%	38.5%	4.0%	6.2%	1.1%
Carroll Community College	4.6%	4.4%	0.2%	0.0%	2.8%	82.8%	2.4%	0.3%	2.6%
Cecil College	5.7%	7.7%	0.0%	0.3%	1.4%	76.4%	5.8%	1.4%	1.1%
Chesapeake College	6.1%	13.8%	0.8%	0.2%	1.7%	68.6%	2.7%	1.6%	4.4%
College of Southern Maryland	7.3%	26.2%	0.5%	0.3%	3.7%	53.4%	6.4%	0.7%	1.6%
Frederick Community College	13.1%	13.0%	0.2%	0.1%	4.6%	62.6%	5.4%	0.9%	0.1%
Garrett College	1.2%	17.2%	0.2%	0.2%	0.3%	76.8%	2.8%	1.4%	0.0%
Hagerstown Community College	7.6%	12.2%	0.2%	0.1%	2.2%	69.4%	5.2%	1.1%	2.1%
Harford Community College	5.7%	15.9%	0.3%	0.1%	3.0%	67.4%	3.5%	2.7%	1.3%
Howard Community College	10.9%	28.8%	0.2%	0.1%	11.6%	32.8%	6.0%	5.4%	4.0%
Montgomery College	25.5%	26.3%	0.3%	0.3%	11.7%	22.0%	3.3%	10.3%	0.4%
Prince George's Community College	13.5%	68.8%	0.3%	0.1%	4.4%	3.7%	3.4%	3.8%	2.0%
Wor-Wic Community College	5.7%	23.4%	0.1%	0.1%	2.3%	61.3%	4.5%	0.7%	2.0%
Total	11.5%	30.0%	0.3%	0.2%	6.0%	52.1%	4.2%	4.9%	2.1%

Source: Enrollment Information System, provided by individual institution.

The College also has a robust workforce development and continuing education program with the greatest enrollments in the State in community service and life-long learning courses (FY2018).

Continuing Education and Workforce Development Enrollment
Maryland Community Colleges
Fiscal Years 2016-2018

	Enrollments in Workforce Development Courses			Enrollments in Contract Training Courses			Enrollments in Community Service and Life-long Learning		
	FY 2016	FY 2017	FY 2018	FY 2016	FY 2017	FY 2018	FY 2016	FY 2017	FY 2018
Allegany College of Maryland	9,440	9,134	9,552	7,224	6,945	7,879	3,571	3,571	2,528
Anne Arundel Community College	35,903	34,949	26,555	31,254	28,716	21,260	32,887	33,781	34,025
Baltimore City Community College	2,257	3,495	3,100	2,863	2,958	2,472	943	1,109	546
Community College of Baltimore County	38,522	36,937	37,189	49,247	46,571	48,187	18,256	18,853	17,809
Carroll Community College	7,072	7,610	7,543	4,450	4,573	4,443	5,185	4,464	4,317
Cecil College	2,538	2,590	2,339	398	521	475	4,540	4,833	4,914
Chesapeake College	5,427	5,009	4,276	2,819	3,317	1,985	4,882	4,404	4,330
College of Southern Maryland	12,727	10,276	8,351	7,476	6,065	4,078	9,713	10,130	10,517
Frederick Community College	3,800	5,014	3,781	1,865	3,438	1,763	5,340	5,886	6,209
Garrett College	11,314	8,801	8,774	8,081	7,014	6,767	1,673	1,617	1,456
Hagerstown Community College	5,748	5,452	5,389	2,061	1,882	1,729	3,258	2,810	3,659
Harford Community College	8,784	9,501	9,243	987	1,897	2,034	10,558	10,317	10,335
Howard Community College	13,661	13,489	13,698	10,228	9,273	9,079	10,387	10,162	10,539
Montgomery College	19,264	19,566	21,298	8,917	8,848	11,045	12,156	12,600	14,228
Prince George's Community College	16,575	18,261	16,126	7,588	7,671	10,629	40,740	34,263	34,512
Wor-Wic Community College	7,033	7,820	6,986	3,534	4,651	4,359	1,476	1,373	1,227
System Wide	200,065	197,904	184,200	148,992	144,340	138,184	165,565	160,173	161,151

Note: Annual course enrollments, one student may take multiple courses.
Source: Performance Accountability Reports, provided by individual institutions.

In FY2019, PGCC awarded the sixth highest number of associate degrees in Maryland.

College	Transfer Degrees Awarded			Career Degrees Awarded			Total Degrees Awarded		
	FY 2017	FY 2018	FY 2019	FY 2017	FY 2018	FY 2019	FY 2017	FY 2018	FY 2019
Allegany	179	154	149	345	352	340	524	506	489
Anne Arundel	1,034	969	1,089	671	653	696	1705	1622	1785
Baltimore City	179	226	152	201	217	279	380	443	431
Baltimore County	1,239	1,247	1,236	894	884	932	2133	2131	2168
Carroll	432	372	346	150	135	156	582	507	502
Cecil	148	286	206	143	193	147	291	479	353
Chesapeake	135	152	143	115	114	100	250	266	243
College of S. MD	969	975	835	303	287	281	1272	1262	1116
Frederick	569	530	498	308	352	359	877	882	857
Garrett	73	64	65	38	43	37	111	107	102
Hagerstown	380	350	336	242	218	234	622	568	570
Harford	774	629	633	289	255	272	1063	884	905
Howard	937	946	979	304	344	352	1241	1290	1331
Montgomery	2,028	1,935	2,152	584	643	611	2612	2578	2763
Prince George's	501	635	638	355	422	334	856	1057	972
Wor-Wic	154	153	150	243	210	169	397	363	319
TOTAL	9,731	9,623	9,607	5,185	5,322	5,299	14,916	14,945	14,906

Source: Degree Information System, data provided by individual institutions

The degree progress of credit students entering in fall 2014 four years after initial enrollment is below.

College	Entering Class	Analysis Cohort*	College-Ready Students			Needed and Completed Developmental			Needed But Did Not Complete Developmental			All Entering Students	
			Students	Graduation/ Transfer Rate	Successful or Still Enrolled**	Students	Graduation/ Transfer Rate	Successful or Still Enrolled**	Students		Successful or Still Enrolled**	Graduation &/or Transfer Rate	Successful or Still Enrolled**
Allegany	626	523	48	89.6%	93.8%	302	67.5%	82.1%	173		42.8%	60.2%	70.2%
Anne Arundel	2,430	1,791	543	68.5%	86.0%	750	60.5%	87.2%	498		43.2%	53.5%	74.6%
Baltimore City	949	528	34	64.7%	73.5%	237	48.9%	74.3%	257		26.8%	37.1%	51.1%
Baltimore County	4,557	2,705	496	56.5%	71.4%	1,295	50.3%	82.3%	914		32.9%	42.0%	63.6%
Carroll	696	553	149	79.2%	89.3%	284	69.7%	85.6%	120		31.7%	61.8%	74.9%
Cecil	636	422	136	52.2%	91.2%	200	42.5%	63.5%	86		16.3%	39.3%	62.8%
Chesapeake	572	340	109	80.7%	89.9%	153	60.1%	86.3%	78		48.7%	61.2%	78.8%
College of S. MD	1,974	1,418	598	70.4%	81.9%	543	58.2%	78.6%	277		34.7%	56.6%	71.4%
Frederick	1,843	991	426	78.6%	84.0%	478	62.3%	81.2%	87		29.9%	66.5%	77.9%
Garrett	271	207	46	89.1%	91.3%	145	80.0%	84.1%	16		25.0%	77.8%	81.2%
Hagerstown	903	596	124	75.8%	84.7%	292	61.6%	82.2%	180		45.0%	56.5%	71.5%
Harford	1,513	1,109	508	77.4%	90.6%	474	59.9%	83.8%	127		29.1%	63.8%	80.6%
Howard	1,668	1,235	307	70.0%	84.4%	487	66.7%	91.8%	441		53.5%	54.8%	76.3%
Montgomery	3,812	2,959	772	69.8%	87.0%	1574	51.8%	83.2%	613		40.9%	50.2%	75.5%
Prince George's	2,347	1,595	266	54.1%	73.3%	391	46.8%	89.8%	938		44.0%	36.2%	60.1%
Wor-Wic	684	444	82	84.1%	90.2%	218	59.2%	79.4%	144		35.4%	52.7%	67.1%
TOTAL++	25,481	17,416	4,644	69.9%	84.0%	7,823	56.9%	83.1%	4,949		39.3%	51.5%	70.9%

* Analysis Cohort = students who attempt at least 18 hours within two years of matriculation

** Successful or Still Enrolled is defined as students who complete at least 30 credit hours with a GPA of 2.00 or better, who have transferred or who are still enrolled at the institution

++ Totals reflect summation of cohort data as reported by the colleges, and derived percentages based solely on the reporting institutions. These may provide an "indication" or estimate of the statewide community college success levels, but should not be relied upon as a completely accurate measure at the statewide level.

Sources: Student Information System, National Student Clearinghouse Enrollment Search and Degree Verify, MHEC Transfer Student System, data provided by individual institutions

Internal Environmental Scan

Highlights from PGCC's Student Success Key Performance Indicators
[Source: <u>KPI Dashboard</u> May 2020]

The Student Success key performance indicators of the *FY2019-2021 Strategic Plan: Success. Impact. Excellence* track key metrics along the student lifecycle. The overall trends over time and specific disaggregated results inform areas of strength and opportunity:

- The percentages of applicants that successfully complete the enrollment process has remained stable over time at approximately 45%. However, the High School student population outpaces the First-time Freshmen population by nearly 20 percentage points (Fall 2019 cohort).
- The credit and continuing education headcount has experienced modest gains in the past year (FY2019), reversing the previous continued decline.
- Fall-to-Fall Retention has experienced an increase of over 3 percentage points over the past 2 cohorts (Fall 2016 cohort compared to Fall 2018). Overall full-time students are retained at a greater rate (13 percentage points higher) than part-time students. Similarly, students entering as college-ready are retained at a greater rate (nearly 5 percentage points higher) than those entering with developmental coursework needs. Those identifying as Hispanic/Latino full-time or college-ready outpace other student populations when disaggregated by race/ethnicity.
- College-level Math completion in year 1 has experienced an over 5 percentage point gain over three cohorts (Fall 2016 cohort as compared to Fall 2018). College-level English completion in year 1 has experienced a nearly 9 percentage point increase in the same period of time for the same cohorts. For both Math and English, White and Hispanic/Latino students outperform African American/Black students by more than 10 percentage points. Similarly, full-time students outperform part-time students by over 18 and 32 percentage points for Math and English, respectively.
- Credit students earning 15+ credits in one year have experienced a nearly 5 percentage point gain over three cohorts (Fall 2016 to Fall 2018 cohorts). White and Hispanic/Latino students outperform African American/Black students by 6 and 12 percentage points, respectively. Similarly, full-time students outperform part-time students by over 35 percentage points.
- Credit students earning 30+ credits in two years have experienced a nearly 3 percentage point gain over three cohorts (Fall 2016 to Fall 2018 cohorts). Hispanic/Latino students outperform African American/Black students by 9 percentage points. Female White and Hispanic/Latino students also outpace their male counterparts by 14 and 9 percentage points, respectively. Similarly, full-time students outperform part-time students by over 22 percentage points.
- For credit students earning 45+ credits in three years, White and Hispanic/Latino students outperform African American/Black students by nearly 2 and 6 percentage points, respectively. Male White and Hispanic/Latino students outpace their female counterparts by nearly 6 and 2 percentage points, respectively. Similarly, full-time students outperform part-time students by over 13 percentage points.
- PGCC's credit student completion rate has remained stable over time: nearly 11% for completion within 2 years, and 19% for completion within 3 years. The majority of the completions are successful transfers to 4-year institutions. White students outperform African American/Black and Hispanic/Latino students by over 6 and 7 percentage points, respectively, for 2 year completion rates; and by nearly 9 and 12 percentage points, respectively, for 3 year completion rates. Students under the age of 18 years outperform all other age groups by over 13 percentage point margins.

PGCC's application to enrollment rate (percent of applicants that successfully complete the enrollment process) has remained stable over time. Variability exists across gender, race/ethnicity, and student type.

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2018 Target	Fall 2019 Target	Fall 2020 Target
Enrolled	45.0%	45.4%	45.2%	45.7%	45.8%	53.8%	60.0%

Percent of Applicants that Enroll

	2019FA Cohort	2018FA Cohort	2017FA Cohort	2016FA Cohort
Enroll	45.7%	45.2%	45.4%	45.0%
Not Enrolled	54.3%	54.8%	54.6%	55.0%

Percent of Applicants that Enroll (FA2019 Cohort)

	All	Female	Male
High School	63.3%	65.9%	59.2%
First-time Freshmen	44.0%	43.4%	44.9%
Hispanic/Latino	46.4%	45.7%	47.6%
African American/Black	44.4%	44.4%	44.5%
White	49.7%	47.8%	52.4%
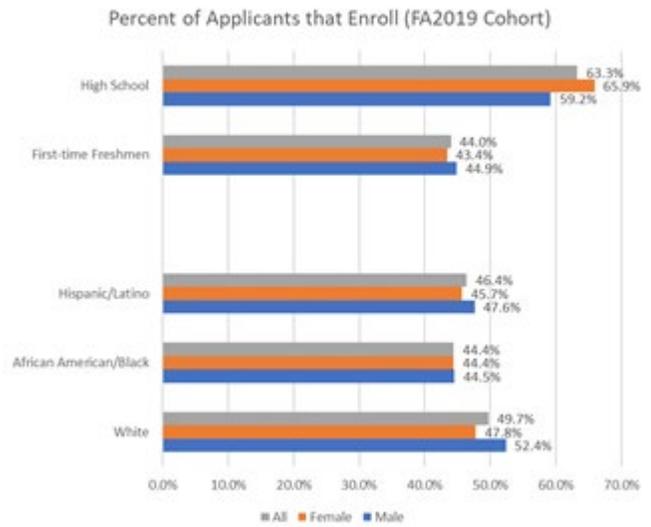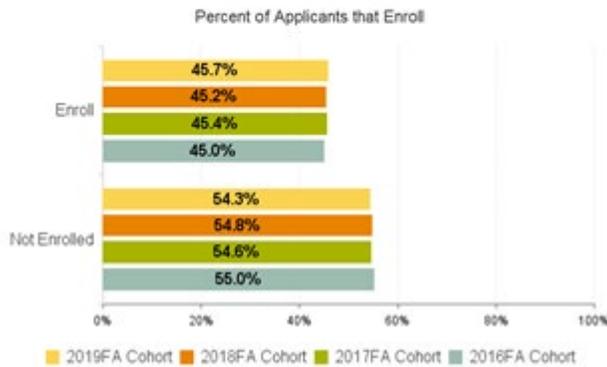
PGCC's credit and continuing education headcount has experienced modest gains in the past year (FY2019), reversing the previous continued decline.

Percent of annual unduplicated headcount: Credit

	FY2017	FY2018	FY2019	FY19 Target	FY20 Target	FY21 Target
Headcount	17,370	16,791	16,981	17,127	17,469	17,819

Percent of annual unduplicated headcount: Continuing Education

	FY2017	FY2018	FY2019	FY19 Target	FY20 Target	FY21 Target
Headcount	23,060	20,404	21,274	20,812	21,228	21,653

Percent of annual unduplicated headcount: Total

	FY2017	FY2018	FY2019	FY19 Target	FY20 Target	FY21 Target
Headcount	39,182	35,670	37,411	36,383	37,111	37,853

Fall-to-Fall Retention has experienced an over 3 percentage point increase over the past 2 cohorts. Variability exists across race/ethnicity and developmental status. The cohorts are defined as follows:

Credit student retention - Number and percentage of DEGREE-seeking (credit) students who are new to PGCC (first-time to college, transfer, full- and part-time) in the fall cohort who return the subsequent fall, removing those who complete or transfer to a 4-year institution; and

Continuing education student retention - Percentage of students who enroll for the first time in the initial course of a workforce-training certificate program in the fall and return the following fall to take courses in any workforce-training certificate program or to take credit courses. Students who complete any workforce-training certificate program or transfer to a 4-year institution are removed.

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2018 Target	Fall 2019 Target	Fall 2020 Target
Retained	50.9%	51.3%	54.0%	51.0%	59.9%	68.9%

	Fall 2016 Cohort	Fall 2017 Cohort
Retained	7.6%	11.4%

Credit Retention

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort
Retained	50.9%	51.3%	54.0%
Not Retained	49.1%	48.7%	46.0%

Continuing Education Retention

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort
Retained	7.6%	11.4%	12.3%
Not-Retained	92.4%	88.6%	87.7%

Fall-to-Fall Credit Retention (FA2019 Cohort)

	All	Hispanic/Latino	African American/Black	White
Developmental	52.0%	53%	50.9%	53.5%
College-level	56.8%	66%	55.7%	48.3%
Part-time	48.8%	47%	48.4%	50.8%
Full-time	61.8%	69.1%	59.7%	50.0%

"Progress along the path" denotes the successful completion of college-level Math and English in year one of a credit student's tenure at PGCC. Math completion has experienced an over 5 percentage point gain over three cohorts. English has experienced a nearly 9 percentage increase in the same period of time. Variability exists across gender, race/ethnicity, and full/part-time status. The cohorts are defined as follows:

Completed college Math in one year - Number and percentage of first time ever in college fall cohort who completed college-level math in year 1. Cohort includes students who may or may not have enrolled in math in their first year; and

Completed college English in one year - Number and percentage of first-time ever in college fall cohort who completed college-level English in year 1. Cohort includes students who may or may not have enrolled in English in their first year.

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018	Fall 2018 Target	Fall 2019 Target	Fall 2020 Target
Completed Math	8.7%	11.0%	14.0%	13.7%	16.8%	20.0%

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2018 Target	Fall 2019 Target	Fall 2020 Target
Completed English	37.4%	38.0%	46.1%	41.0%	45.5%	50.0%

Completed College Math in One Year
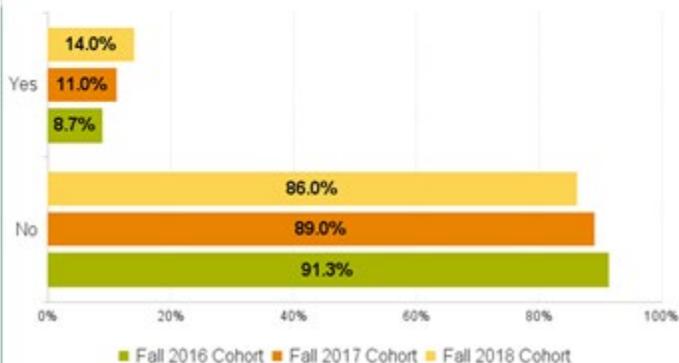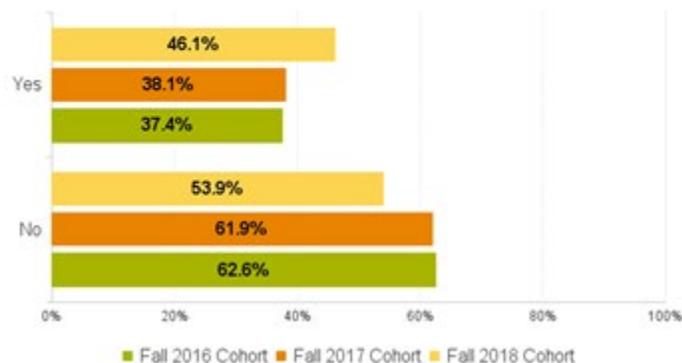
Yes:
- 14.0%
- 11.0%
- 8.7%

No:
- 86.0%
- 89.0%
- 91.3%

Legend: ■ Fall 2016 Cohort ■ Fall 2017 Cohort ■ Fall 2018 Cohort

Completed College English in One Year

Yes:
- 46.1%
- 38.1%
- 37.4%

No:
- 53.9%
- 61.9%
- 62.6%

Legend: ■ Fall 2016 Cohort ■ Fall 2017 Cohort ■ Fall 2018 Cohort

Completed College Math in One Year (FA2019 Cohort)

	All	Female	Male
Part-time	7.1%	5.5%	9.5%
Full-time	25.5%	25.4%	23.9%
Hispanic/Latino	19.7%	19.2%	20.5%
African American/Black	9.7%	8.5%	11.4%
White	23.1%	23.8%	23.3%

Legend: ■ All ■ Female ■ Male

Completed College English in One Year (FA2019 Cohort)

	All	Female	Male
Part-time	34.1%	34.2%	34.4%
Full-time	66.3%	66.9%	65.6%
Hispanic/Latino	56.2%	57.5%	54.5%
African American/Black	41.5%	40.3%	43.1%
White	55.4%	42.9%	62.8%

Legend: ■ All ■ Female ■ Male
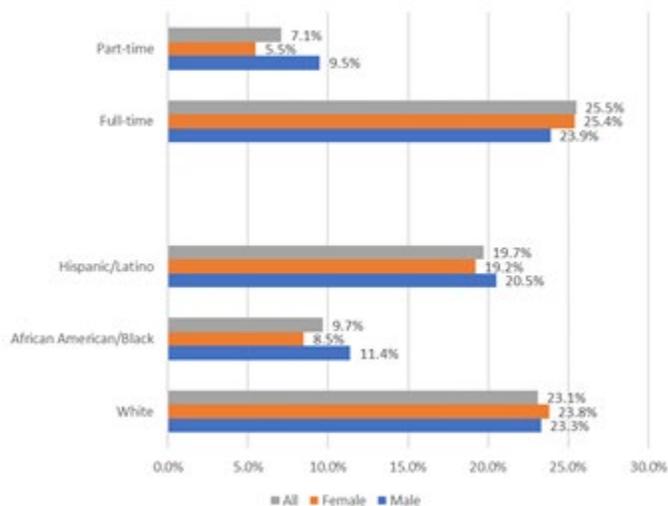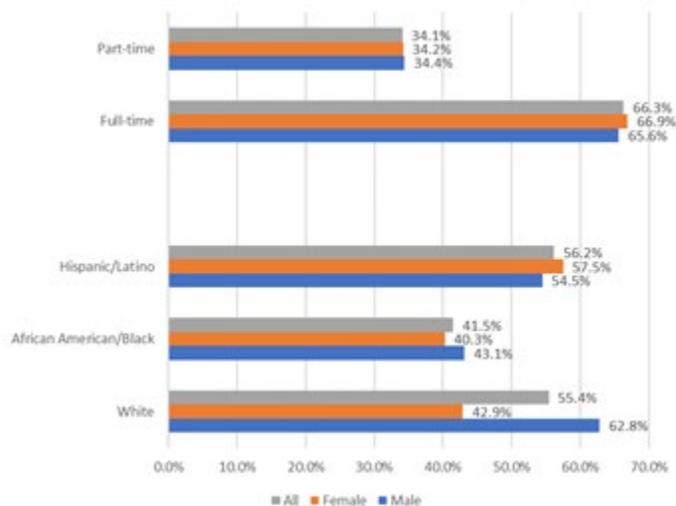
Credit Accumulation denotes the percent of credit students earning 15+ credits in one year, 30+ credits in two years, and 45+ credits in three years. Credit students earning 15+ credits in one year have experienced a nearly 5 percentage point gain over three cohorts. Credit students earning 30+ credits in two years have experienced a more than 2 percentage increase in the same period of time, however, variability exists across gender, race/ethnicity, and full/part-time status. The cohorts are defined as follows: number and percentage of first time ever in college cohort who earned 15+ college credits in year 1, 30+ credits in year 2, and 45+ credits in year 3.

	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2018 Target	Fall 2019 Target	Fall 2020 Target
Earned 15+ Credits	17.2%	19.5%	22.7%	19.0%	23.0%	27.0%

Percent earning 15+ College Credits in One Year
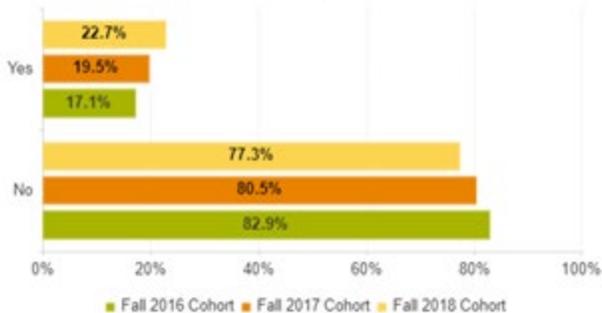
15+ Credit Accumulation in One Year (FA2018 Cohort)
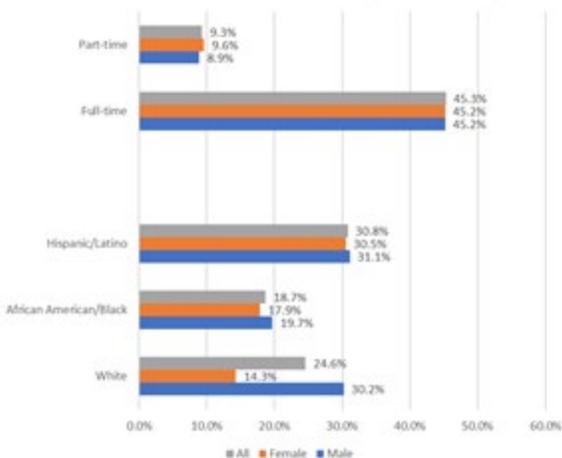
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2017 Target	Fall 2018 Target	Fall 2019 Target
Earned 30+ Credits	15.6%	18.2%	17.0%	21.0%	25.0%

Percent Earning 30+ College Credits in Two Years

30+ Credit Accumulation in Two Years (FA2017 Cohort)
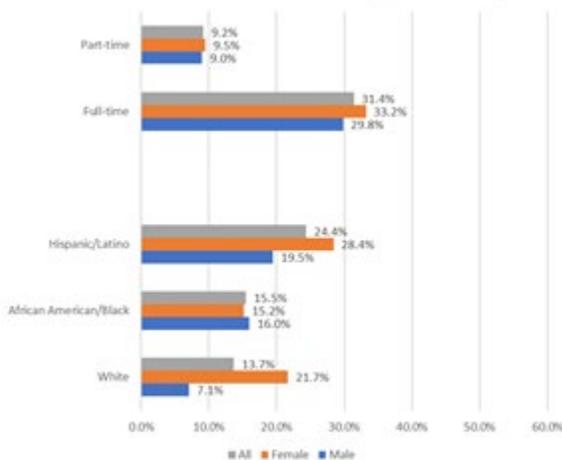
	Fall 2016 Cohort	Fall 2016 Target	Fall 2017 Target	Fall 2018 Target
Earned 45+ Credits	13.4%	15.0%	19.0%	23.0%

Percent Earning 45+ College Level Credits in Three Years
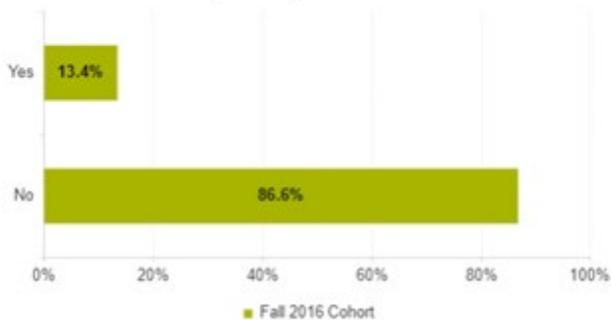
45+ Credit Accumulation in Three Years (FA2016 Cohort)
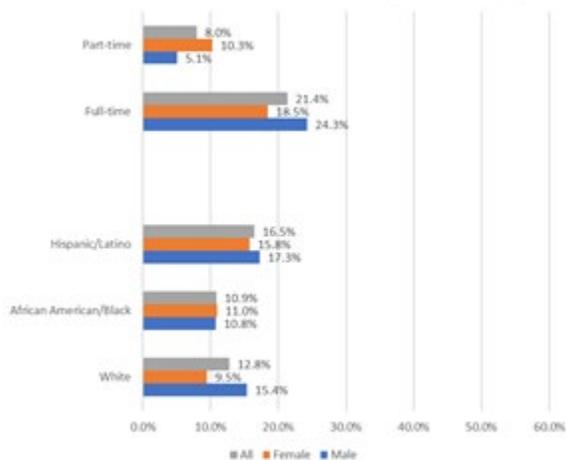
"Credit completion" describes the percentage of credential-seeking (credit) students who are new to PGCC (new to PGCC, full- and part-time) in an annualized cohort who complete or transfer to a 4-year institution in 2 or 3 years. PGCC's credit completion rate has remained stable over time, however, variability exists across gender, race/ethnicity, and age.

	FY2015	FY2016	FY2017	FY 2017 Target	FY 2018 Target	FY 2019 Target
Completed	11.0%	10.3%	10.9%	14.4%	22.8%	27.0%

Completed Within Two Years

Within Two Years Disaggregated by Outcome
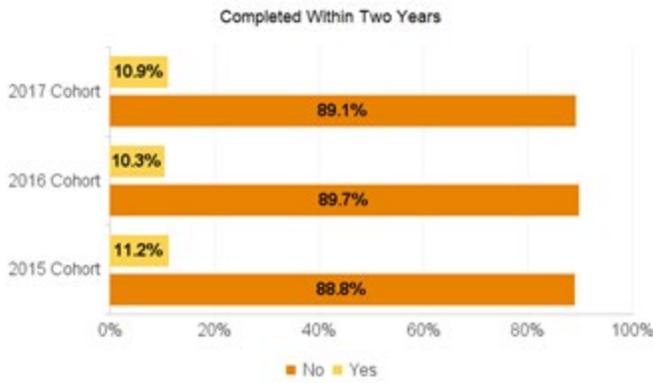
Completed Within Two Years (FY2017 Cohort): Credit
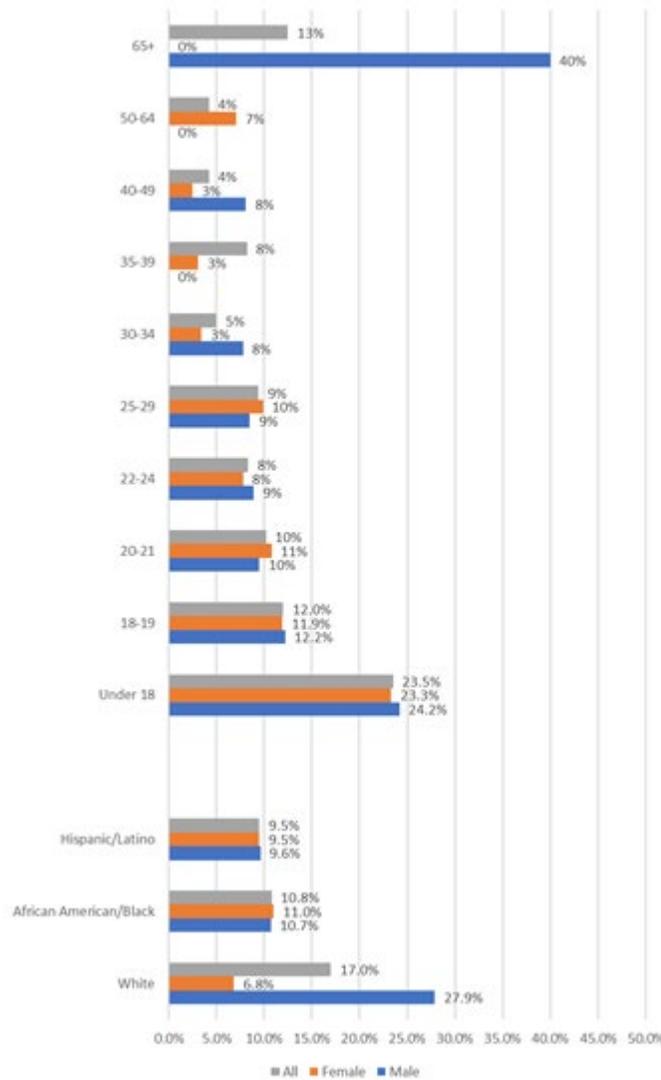
	FY 2015 Cohort	FY 2016 Cohort	FY 2016 Target	FY 2017 Target	FY 2018 Target
Completed	19.7%	19.2%	27.8%	40.3%	57.0%

Completed Within Three Years

2016 Cohort: 19.2% (Yes), 80.8% (No)
2015 Cohort: 19.7% (Yes), 80.3% (No)

Legend: ■ No ■ Yes

Within Three Years Disaggregated by Outcome

2016 Cohort: 2.9%, 0.8%, 15.6%, 80.8%
2015 Cohort: 3.0%, 0.7%, 16.0%, 80.3%

Legend: ■ Did Not Complete ■ Transfer ■ Certificate ■ Associates

Completed Within Three Years (FY2016 Cohort): Credit

| Age	All	Female	Male
65+	7%	8%	0%
50-64	7%	11%	0%
40-49	9%	9%	9%
35-39	9%	10%	7%
30-34	15%	14%	17%
25-29	19%	16%	23%
22-24	14%	14%	15%
20-21	18%	20%	16%
18-19	21.7%	23.8%	19.6%
Under 18	34.7%	44.6%	24.3%
Hispanic/Latino	16.3%	17.6%	14.7%
African American/Black	19.5%	21.0%	17.6%
White	28.1%	23.6%	32.8%

Legend: ■ All ■ Female ■ Male

"Continuing education completion" describes the Percentage of students who enroll for the first-time in the initial course of a workforce-training certificate program in a given academic year (fall, spring, or summer) and complete any workforce-training certificate program or transfer to a 4-year institution within 2 or 3 years. PGCC's continuing education completion rate has experienced 4-6 percentage point increase over time, however, variability exists across gender, race/ethnicity, and age.

	FY 2015 Cohort	FY 2016 Cohort	FY 2017 Cohort
Completed	29.0%	34.5%	33.8%

Within Two Years

	2015 Cohort	2016 Cohort	2017 Cohort
Yes	29.0%	34.5%	33.8%
No	71.0%	65.5%	66.2%

	FY 2015 Cohort	FY 2016 Cohort
Completed	31.8%	37.2%

Within Three Years

	2015 Cohort	2016 Cohort
Yes	31.8%	37.2%
No	68.2%	62.8%

Completed Within Two Years (FY2017 Cohort): Continuing Education

Category	All	Female	Male
65+	13%	12%	17%
50-64	34%	33%	34%
40-49	37%	38%	36%
35-39	34%	35%	30%
30-34	38%	39%	37%
25-29	39%	46%	35%
22-24	38%	44%	33%
20-21	45%		37%
18-19	35.0%	37.0%	31.3%
Under 18	19.0%	21.4%	18.1%
Hispanic/Latino	26.2%	35.4%	18.3%
African American/Black	34.8%	36.0%	33.5%
White	34.6%	34.7%	35.7%
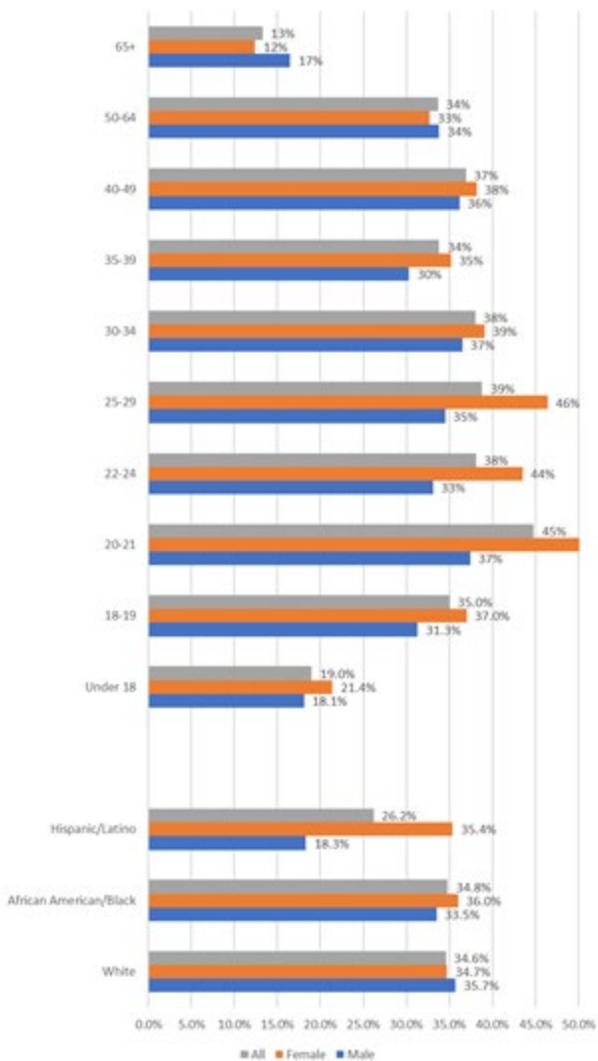
Completed Within Three Years (FY2016 Cohort): Continuing Education

Category	All	Female	Male
65+	37%	38%	38%
50-64	36%	36%	38%
40-49	40%	41%	38%
35-39	36%	34%	39%
30-34	35%	36%	35%
25-29	38%	39%	37%
22-24	36%	34%	34%
20-21	33%	33%	31%
18-19	42.5%	44.9%	40.5%
Under 18	41.1%	37.5%	45.5%
Hispanic/Latino	39.9%	44.6%	37.6%
African American/Black	37.0%	37.6%	36.0%
White	34.6%	34.3%	35.8%
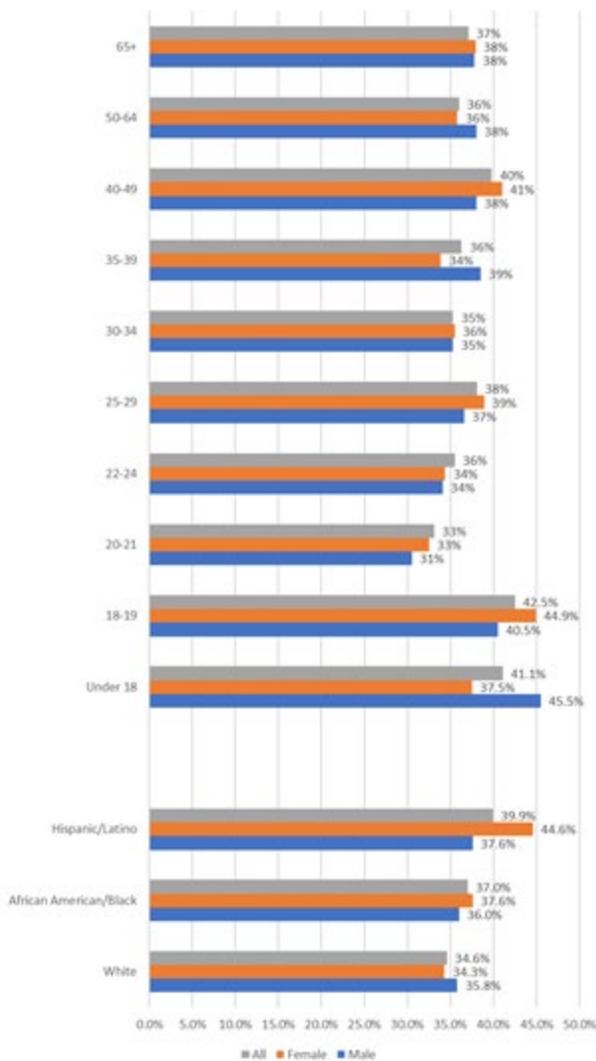
Graduate Facts

[Source: FY19 Degree Information System. Research, Assessment, and Effectiveness, 12/3/2019]

FY2019 Graduate Facts
PRINCE GEORGE'S COMMUNITY COLLEGE

1,023 total graduates earning **1,064** total degrees and certificates

3.15 average cumulative GPA

Demographics

- Other 6%
- Asian 6%
- White 7%
- Hispanic/Latino 12%
- African American/Black 69%

60% female
40% male

Average age is **29** with ages ranging from **16** to **72**

Top Associate Degrees Awarded
- General Studies, A.A. — 357
- Nursing (RN), A.S. — 64
- Information Technology, A.A.S. — 56
- Business Administration, A.S. — 38
- General Studies, Psychology Concentration, A.A. — 34
- General Studies, Criminal Justice Concentration, A.A. — 33

Top Certificates Awarded
- Cybersecurity — 11
- Accounting — 8
- Paramedic — 7
- Human Resources Management — 7
- Medical Coder/Billing Specialist — 6
- Paralegal/Legal Assistant — 6

Source: FY19 Degree Information System. Research, Assessment, and Effectiveness, 12/3/2019

Highlights from PGCC's 2020 MHEC Performance Accountability Report (PAR)
[Source: MHEC PAR 2020]

Highlights from PGCC's 2018 Community College Survey of Student Engagement (CCSSE)
[Source: Student Engagement Data]

The CCSSE benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes.

- Active and Collaborative Learning - Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

- Student Effort - Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.
- Academic Challenge - Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.
- Student-Faculty Interaction - In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.
- Support for Learners - Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.
-

In 2018, PGCC scored at or above the national average and that of large colleges, but significantly below top performing colleges for "Student Faculty Interaction" and "Support for learners"

CCSSE Benchmarks by Comparison Groups
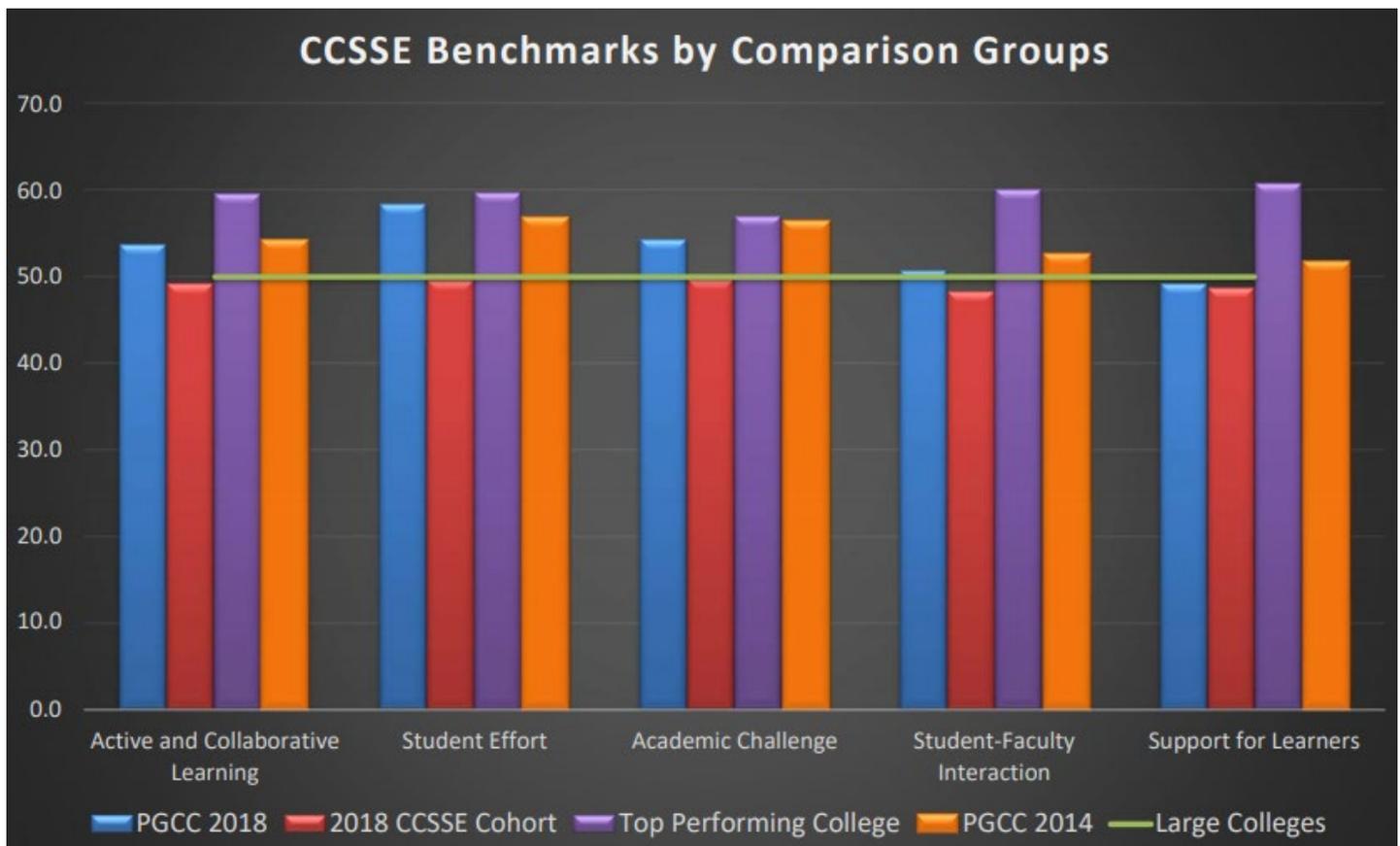
Other highlights include:
- 79.4% of PGCC respondents strongly agree or agree with the statement "This college is preparing me for what I plan to do in life."
- 89.3% of PGCC respondents strongly agree or agree with the statement "I feel welcome and respected at this college."

- 78.4% of PGCC respondents strongly agree or agree with the statement "I have good relationships with others at this college."

Highlights from PGCC's 2019 Graduate Follow-up Survey
[Source: Graduate Follow-up Survey]

The Graduate Follow-Up Survey was administered in June and July 2019, one year after the Class of 2018 graduated from PGCC. The survey was sent to 1,120 graduates, and 238 took the survey (21% response rate).
- 97% of graduates completely or partly achieved their main goal.
- 84% said that if they had to do it over again, they would choose PGCC.
- 68% said that if they had to do it over again, they would choose the same program.
- 83% of respondents rated their overall college experience as Great or Good
- 82% rated the overall quality of PGCC's programs and services as Great or Good
    - More than 80% rated their experience with several services as Great or Good: Class Scheduling (87%), Quality of Classroom Instruction (85%), Access to Information Technology (84%), Quality of Laboratory Equipment (83%), Faculty Availability/Helpfulness (81%), and the Library (81%)
    - The majority rated their experience with other services as Great or Good: Tutorial Services (75%), Student Activities (69%), Career Information (66%), Academic Advising (64%), Job Search Skills (58%)
- 89% Strongly Agree or Agree: I was able to schedule all the courses I needed each semester.
- 84% Strongly Agree or Agree: Courses were held at convenient times for me
- 30% Strongly Agree or Agree (54% Strongly Disagree or Disagree): It took me longer to complete my courses, because required courses were not available when I needed to take them.
- 68% of graduates have taken courses at a 4-year institution since graduating from PGCC
    - 79% rated PGCC's preparation for transfer as Good or Very Good
    - 91% are in a major that is somewhat related or in the same academic field as their program at PGCC
    - 81% had fewer than 7 credits with a C or better that were not accepted:
        - 34% of students who had any credits not accepted said it was because they had already earned over 60 credits
        - 41% said it was because there was no comparable course offered at the transfer college
- 77% of graduates reported being employed at the time they took the survey
    - 66% rated PGCC's preparation for a job as Good or Very Good
    - 68% have a job that is in the same field or a somewhat related field as their program at PGCC
    - 95% are working are in Maryland, DC, or Virginia (giving back to our region)

Which of the Following Types of Courses did you Prefer, if Available?

Traditional Lecture Courses: 63%
Hybrid Courses: 20%
Online-only Courses: 16%

Full Semester: 68%
Late Start: 12%
Half Semester: 20%
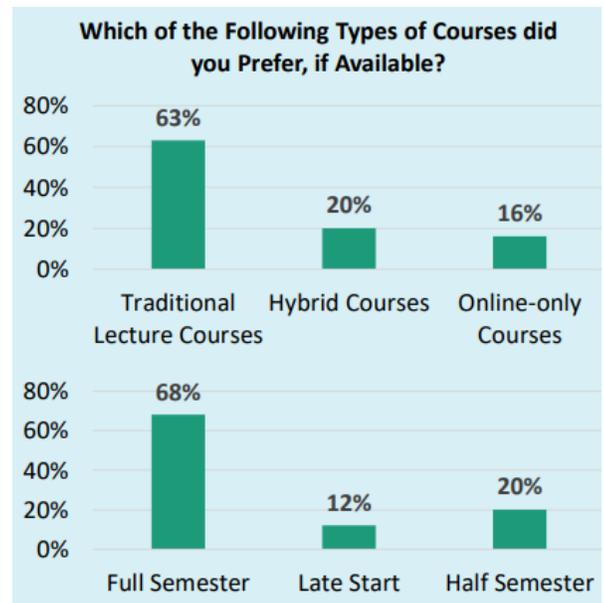
Highlights from PGCC's 2019 Non-returner Student Survey
[Source: Non-returner Student Survey]

A non-returning student is defined as a student who was enrolled in a credit course in Spring 2019, but did not enroll in Fall 2019. This year, this was approximately 4,160 students. Our response rate was 15%, with 607 students participating in the survey. Of non-returning students, about 77% want to or might return to PGCC. Students were asked to identify reasons they did not return. Of the students who chose each primary reason for leaving, below are the percentages of students who chose the most common reasons within that category.

- Financial:
  - 44%- I applied for Financial Aid for Fall 2019 but did not qualify for any aid, and I cannot pay out of pocket
  - 38%- I did not apply for Financial Aid for Fall 2019, and I cannot pay out of pocket
  - 37%- I lost my Financial Aid due to grades
- Personal:
 - 52%- I could not attend due to personal problems
 - 30%- I needed a break from school
  - 22%- My educational goal changed
- Academic:
  - 52%- I transferred to another college/university
  - 45% - I was unhappy with my academic progress
  - 35% - I was unhappy with the instructors at PGCC
- Work-Related:
  - 43%- I accepted a job and did not have time to attend classes
  - 11%- I accepted a job to pay my bill from the previous semester
  - 4%- I accepted a job for which I do not need a degree

Why Students did not Return for Fall 2019

Primary Reason Student did not Return to PGCC in Fall 2019

Category	Percentage
Financial	25.1%
Personal	30.7%
Academic	17.5%
Work-related	6.5%
Completed Necessary Courses	20.2%
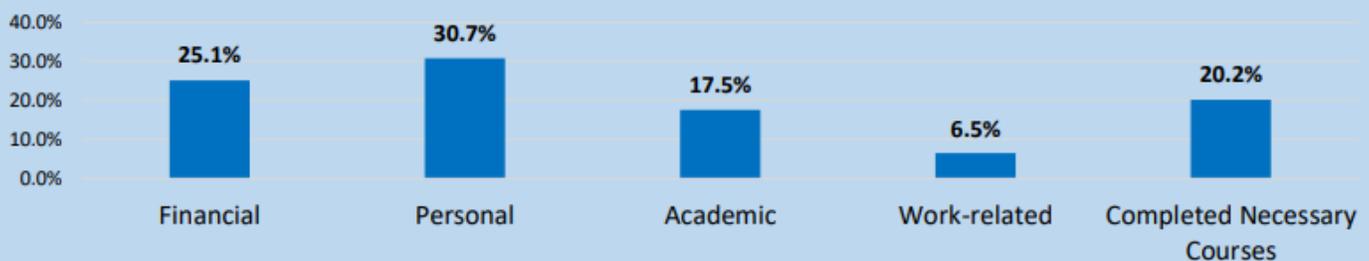
Educational Goal Attainment- Percent of Students who Report Completely or Partially Completing their Educational Goal at PGCC in Spring 2019

75%	84%	83%	87%	90%
Earn an Associate's Degree or Certificate	Prepare to Transfer to a 4-Year Institution	Update Skills for a Current Job	Prepare for a New Job	Self-Enrichment or Personal Interest
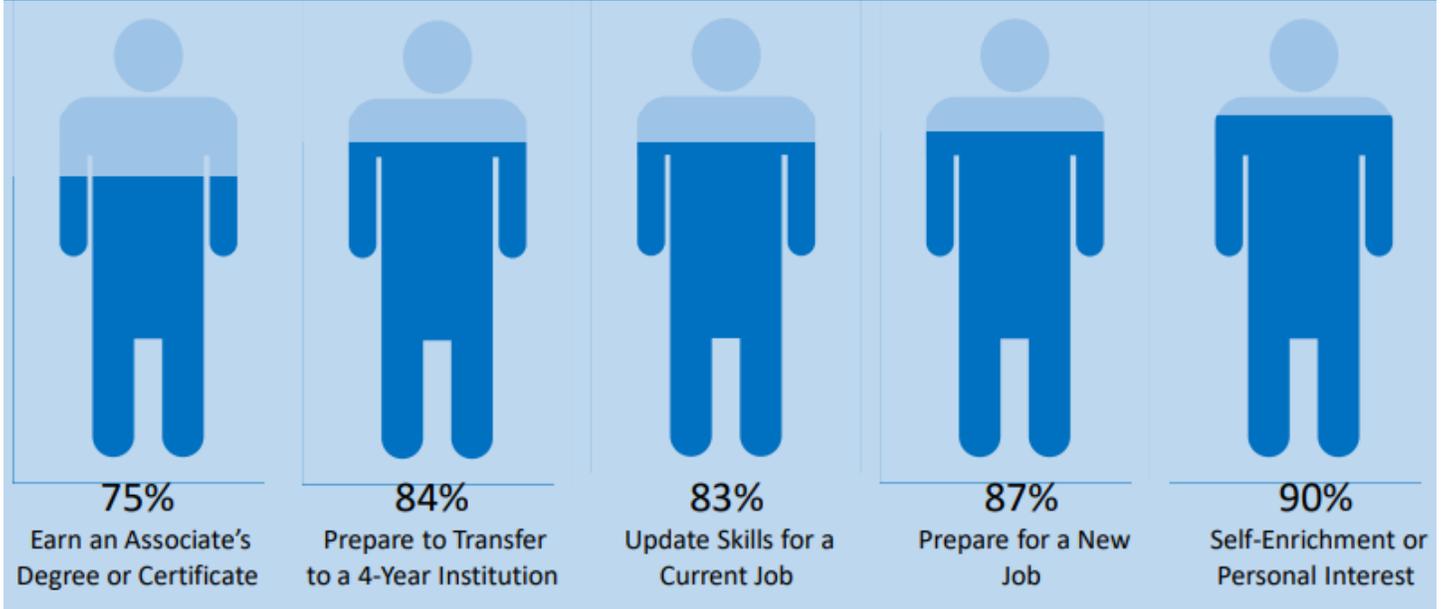
What Services Would Have Helped Students to Come Back

- 30%- Assistance with unexpected financial obstacles (for example: car repair, unexpected health costs, loss of job)
- 27%- Counseling services
- 22%- Help deciding on a career path
- 22%- Help understanding how to pay for college
- 22%- Help with outstanding balance owed to the college from previous semester
- 17%- Assistance with travel to and from campus
- 12%- Onsite food pantry, supply, and clothes closet

Highlights from PGCC's Fall 2018 Personal Assessment of the College Environment (PACE) Survey
[Source: PACE Survey]

The PACE Survey assesses four climate factors that, when combined, create an integrative tool useful in understanding PGCC's college climate.

- Institutional Structure focuses on the mission, leadership, spirit of cooperation, structural organization, decision-making, and communication within the institution.
- Supervisory Relationships provide insight into the relationship between employees and their supervisors, as well as employees' abilities to be creative and express ideas related to their work.
- The Teamwork climate factor explores the spirit of cooperation that exists within teams.
- The Student Focus climate factor considers the centrality of students to the actions of the institution as well as the extent to which students are prepared for post-institution endeavors.

Overall, PGCC results mirror that of large 2-year institutions, except in Student Focus (see table below).

PGCC compared with:

Climate Factor	PGCC		Large 2-year			High Transfer			NILIE Normbase		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	584	3.741	3.785			3.819	*	-.104	3.774		
Institutional Structure	584	3.446	3.492			3.539	*	-.102	3.472		
Student Focus	583	3.937	4.059	***	-.187	4.062	***	-.185	4.048	***	-.169
Supervisory Relationships	584	3.861	3.847			3.886			3.836		
Teamwork	583	3.843	3.860			3.921			3.872		

More specific comparison data by climate factor follows:

PGCC compared with:

	Institutional Structure	PGCC		Large 2-year			High Transfer			NILIE Normbase		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
The extent to which…												
1	the actions of this institution reflect its mission	565	3.837	3.855			3.886			3.831		
4	decisions are made at the appropriate level at this institution	559	3.220	3.288			3.353	**	-.111	3.286		
5	the institution effectively promotes diversity in the workplace	574	3.922	3.920			3.929			3.868		
6	administrative leadership is focused on meeting the needs of students	569	3.858	3.754	*	.090	3.770			3.709	**	.127
10	information is shared within the institution	570	3.191	3.263			3.342	**	-.120	3.228		
11	institutional teams use problem-solving techniques	522	3.297	3.469	***	-.172	3.514	***	-.214	3.454	***	-.156
15	I am able to appropriately influence the direction of this institution	517	3.139	3.115			3.189			3.136		
16	open and ethical communication is practiced at this institution	558	3.265	3.372	*	-.087	3.445	***	-.147	3.342		
22	this institution has been successful in positively motivating my performance	565	3.388	3.444			3.493	*	-.085	3.440		
25	a spirit of cooperation exists at this institution	565	3.336	3.416			3.504	**	-.138	3.391		
29	institution-wide policies guide my work	555	3.714	3.730			3.759			3.722		
32	this institution is appropriately organized	555	3.088	3.299	***	-.177	3.350	***	-.218	3.284	***	-.164
38	I have the opportunity for advancement within this institution	543	3.153	3.128			3.169			3.126		
41	I receive adequate information regarding important activities at this institution	560	3.696	3.697			3.725			3.657		
44	my work is guided by clearly defined administrative processes	555	3.477	3.514			3.558			3.494		

Student Focus	PGCC		Large 2-year			High Transfer			NILIE Normbase		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
The extent to which…											
7 student needs are central to what we do	569	3.968	3.960			3.963			3.917		
8 I feel my job is relevant to this institution's mission	574	4.411	4.428			4.416			4.410		
17 faculty meet the needs of students	526	3.829	3.980	***	-.163	4.004	***	-.189	3.996	***	-.183
18 student ethnic and cultural diversity are important at this institution	568	4.169	4.150			4.143			4.082	*	.095
19 students' competencies are enhanced	532	3.806	3.966	***	-.185	3.974	***	-.190	3.968	***	-.188
23 non-teaching professional personnel meet the needs of students	520	3.737	3.925	***	-.196	3.965	***	-.239	3.942	***	-.217
28 classified personnel meet the needs of students	477	3.761	3.835			3.911	***	-.160	3.887	**	-.138
31 students receive an excellent education at this institution	542	3.961	4.184	***	-.270	4.176	***	-.255	4.165	***	-.247
35 this institution prepares students for a career	542	4.013	4.177	***	-.197	4.083			4.161	***	-.179
37 this institution prepares students for further learning	545	4.029	4.178	***	-.182	4.180	***	-.181	4.156	***	-.154
40 students are assisted with their personal development	528	3.845	3.960	**	-.130	3.961	**	-.130	3.945	**	-.113
42 students are satisfied with their educational experience at this institution	488	3.682	3.948	***	-.337	3.964	***	-.354	3.933	***	-.318

Supervisory Relationships	PGCC		Large 2-year			High Transfer			NILIE Normbase		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
The extent to which…											
2 my supervisor expresses confidence in my work	574	4.247	4.209			4.246			4.205		
9 my supervisor is open to the ideas, opinions, and beliefs of everyone	575	4.085	4.078			4.135			4.084		
12 positive work expectations are communicated to me	565	3.703	3.762			3.792			3.740		
13 unacceptable behaviors are identified and communicated to me	506	3.696	3.690			3.735			3.689		
20 I receive timely feedback for my work	556	3.718	3.721			3.769			3.704		
21 I receive appropriate feedback for my work	563	3.737	3.752			3.797			3.738		
26 my supervisor actively seeks my ideas	558	3.871	3.782			3.847			3.788		
27 my supervisor seriously considers my ideas	558	3.912	3.848			3.908			3.861		
30 work outcomes are clarified for me	552	3.717	3.711			3.744			3.696		
34 my supervisor helps me to improve my work	554	3.841	3.788			3.851			3.789		
39 I am given the opportunity to be creative in my work	559	3.989	4.016			4.026			4.019		
45 I have the opportunity to express my ideas in appropriate forums	555	3.739	3.690			3.735			3.681		
46 professional development and training opportunities are available	562	3.993	3.879	*	.102	3.871	*	.108	3.809	***	.161

Teamwork	PGCC		Large 2-year			High Transfer			NILIE Normbase		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
The extent to which…											
3 there is a spirit of cooperation within my work team	573	3.965	3.922			3.991			3.940		
14 my primary work team uses problem-solving techniques	539	3.831	3.895			3.943	*	-.110	3.902		
24 there is an opportunity for all ideas to be exchanged within my work team	555	3.814	3.805			3.865			3.815		
33 my work team provides an environment for free and open expression of ideas, opinions and beliefs	551	3.831	3.841			3.909			3.848		
36 my work team coordinates its efforts with appropriate individuals and teams	540	3.865	3.886			3.932			3.888		
43 a spirit of cooperation exists in my department	562	3.801	3.837			3.918	*	-.101	3.866		

In an effort to achieve Organizational Excellence as defined by "creating and sustaining agile, effective, and efficient institutional synergies" (FY2019-2021 Strategic Plan), PGCC also assessed its Change Readiness. The Change Readiness subscale of PACE is a tool that assesses Kotter's eight dynamic stages to create successful change:

1. Creating a sense of urgency
2. Assembling a guiding team with the skills, credibility, connections, and authority to implement change
3. Establishing an uplifting vision and strategy
4. Communicating the vision and strategy through a combination of words, deeds, and symbols
5. Removing obstacles, or empowering people to move ahead
6. Producing visible symbols of progress through short-term victories
7. Sticking with the process and refusing to quit when things get tough
8. Nurturing and shaping a new culture to support the emerging innovative way

What personnel classification are you:	PGCC	
	N	Mean
Overall	548	3.248
Faculty	191	3.261
Administrator	54	3.156
Staff	284	3.257

	Change Readiness Climate	PGCC	
		N	Mean
	The extent to which...		
1	change occurs at our institution with well defined plans	531	3.055
2	the purpose for any change is effectively communicated to employees	539	3.210
3	my immediate supervisor consistently demonstrates support for change	536	3.784
4	communication channels are available for ongoing feedback about change	538	3.255
5	the organizational culture here is distinct	522	3.473
6	key milestones are recognized with celebrations, rewards, or other acknowledgement	532	3.515
7	employees impacted by change are actively involved in the change process	529	2.981
8	leaders effectively communicate expectations associated with change	537	3.289
9	employees affected by change receive training to carry out the change	527	3.281
10	change efforts are supported with appropriate resources to carry out the change	529	3.125
11	if the change involves significantly altering existing organization-wide systems or processes, a sufficient trial period is conducted before the change is fully implemented	520	2.833
12	the culture of this organization is considered when implementing change	517	3.116
13	overall, my organization handles change effectively	537	3.128

Appendix 1: Educational Master Plan Project Charter

Project Title	Create Educational Master Plan
Requesting Area	President's Area
Executive Sponsor	Dr. Charlene Dukes
Proxy Sponsor (optional)	Dr. Clay Railey
Functional Project Manager	Dr. Nassim Ebrahimi, Nicholas Plants, Dr. Yvette Snowden
Planned Start and End Dates	August 2019 – May 29, 2020

Strategic Alignment - *[Enter H(igh), M(edium) or L(Low) to indicate the degree to which the project supports one or more PGCC strategic goals. Select H for only ONE goal.]*

Student Success	Regional Impact	Organizational Excellence
H		

Justification and Expected Impact - *Describe the institution's need for the project, including specific benefits stakeholders will experience.*

Various planning processes (undertaken across different timelines) influence Prince George's Community College's long-term direction. Associated outputs include: PGCC's Facilities Master Plan, Strategic Plan, Technology Plan, and Middle States accreditation documents. To guide future planning efforts, PGCC aims to establish an Educational Master Plan (EMP) of a ten (10) to fifteen (15)-year duration which:

- Establishes a framework of educational and institutional priorities
- Informs and intentionally integrates the priorities of the abovementioned plans

- Reflects the views and perspectives of an engaged community of Board members, faculty, staff (full- and part-time), students, the community, and other educational and business partners
- Guides programs, pedagogy, staffing and other operations, processes and practice
- Addresses two key questions of an educational institution:
  - What are our educational priorities?
  - How do we operationalize those priorities?

Fiscal year 2019-2020 affords PGCC an optimal window for establishing the EMP, as this timeline precedes the planning efforts associated with other key plans.

Scope - *Identify the items that are included and excluded from the project's scope. Add lines as needed.*

In Scope:
- Administration of "North Star" Identity/Listening Sessions to solicit and collect input from the PGCC community
- Identification of the College's "North Star"/Identity
- Development of an Educational Master Plan approved by the PGCC President and endorsed by the Board of Trustees
- Alignment of EMP with existing long-term plans

Out of Scope:
- Development of FY2022-24 Strategic Plan

Success Criteria - *Provide the consensus definition of project success, i.e., This project will be considered successful by the key stakeholders (Sponsor, Faculty, Staff, Students, etc.) if: …*

This project will be deemed successful if/when:
- o The College Community is educated on the purpose and utility of the EMP by 11/30/19
- o The College's "North Star"/Identity has been defined by 3/23/20
- o PGCC's Educational Master Plan is documented and approved by the President by May 29, 2020

Assumptions & Constraints - *Enter the assumptions which will influence project planning, and any known constraints (e.g., limited resources, time, etc.)*

ASSUMPTIONS
- ● Members of the PGCC Community will actively engage in the process, attend listening sessions, and provide timely responses as the EMP is developed.

CONSTRAINTS

Major Risks - *List major risks which, if realized, would adversely impact the project's timing, quality, deliverables, budget, etc. As lines as needed.*

- ● College's readiness for EMP - With the amount of change occurring at the College, including the Presidential transition, the college community may not be willing/able to provide content that is suitable for an Educational Master Plan
- ● The emphasis on completion of identified Strategic Project Portfolio and Prioritized Projects detracts from the college community's ability to vision for the next 10-15 years.

Project Costs - *List overall cost of project and/or costs of related products, services, etc. by fiscal year.*

Fiscal Year	Total Costs
FY20	None

Contributing/Impacted Areas/Units – *List all PGCC Areas and/or Units which must support – or will be significantly impacted by – this project. Briefly describe the involvement.*

Area/Unit	Contribution to Project (or area of impact)
All Areas and Units	Active engagement in Listening Sessions toward the development of the North Star/Identity

High-Level Deliverables/Milestones - *Provide a brief description - and expected due date - for each major project deliverable. Add lines as needed.*

Deliverable/Milestone	Expected Due Date
Design and communicate timeline and process	*8/30/19*
Complete "North Star" Identity Dialogues (Listening Sessions)	*10/30/19*
Create EMP Planning Council	1/31/20
Complete environmental scans	2/28/20
Articulate "North Star" Identity	3/23/20
Confirm strategic directions	4/30/20
Complete the Educational Master Plan	5/29/20

Complete

Roles & Responsibilities (Tailor, and add roles, as needed)

Role	Name/Title	Responsibilities
Project Sponsor	**Dr. Charlene M. Dukes**, President	• Acts as champion of the project by providing support for the project goals and objectives • Ensures timely resolution of issues escalated by the project team • Provides timely decisions (e.g., change orders, scope/budget changes) • Approves the budget and ensures/negotiates the availability of essential project resources • **May delegate day-to-day sponsor duties to a designated individual (Proxy Sponsor) within the respective Area, Department or Office, while maintaining overall authority and responsibility for project outcomes**
Proxy Sponsor	**Dr. Clay Railey,** Exec. Vice President & Provost for Teaching, Learning and Student Success	• See above duties
Project Manager(s)	Dr. Nassim Ebrahimi Dr. Nicholas Plants Dr. Yvette Snowden	• Manages project deliverables in line with the project plan • Records and mitigates project issues; escalating where necessary • Manages project scope and change control; escalating issues where necessary • Monitors project progress and performance • Provides status reports to Sponsor and other stakeholders
Project Team	Jamie Blackley Denise Wheeler EMP Project Team	• Actively engages in conducting listening sessions, environmental scans, consolidating inputs and information, and developing the EMP.

Charter Approval

Executive Sponsor (Name and Title)	Signature	Date
Dr. Charlene M. Dukes, President		

As Executive Sponsor, I have reviewed this Project Charter and agree that it accurately reflects the requirements and success criteria of this project.