# PRINCE GEORGE'S COMMUNITY COLLEGE
## MARYLAND HIGHER EDUCATION COMMISSION
## 2023 PERFORMANCE ACCOUNTABILITY REPORT

## MISSION

*Prince George's Community College provides high-quality, transformative learning experiences that enrich lives and empower students to earn credentials leading to holistic personal development, professional advancement, and economic prosperity.*

## INSTITUTIONAL ASSESSMENT

Prince George's Community College offers high-quality instruction and student support services in both credit and noncredit programs while giving students access to an affordable college education.  Credit and noncredit courses and programs are offered at our main campus in Largo, as well as at five degree and extension centers: Joint Base Andrews, Skilled Trades Center, University Town Center, Westphalia Training Center, and Laurel College Center, which is designated as a Regional Higher Education Center. Beyond our physical campuses, Prince George's Community College provides students with greater flexibility to achieve their educational goals through a variety of digital learning options. This encompasses online classes offered in various formats, including asynchronous, hybrid, and structured remote choices.

In the Fall 2022 term, Prince George's Community College served 10,276 credit students (PAR Aa).  Among them, 71.2% were part-time students (PAR Ab). While our student population has decreased by 3.1% compared to Fall 2021, this decrease is less than the 6.8% decline observed from Fall 2020 to Fall 2021, indicating a less steep decline trend.  Less than a third (30.9%) of credit students are aged 25 or older, and 40.7% work more than 20 hours per week (PAR Fa & G). The majority of our student body (89.1%) consists of ethnic and racial minorities, including Foreign/Non-resident aliens. The largest racial/ethnic group is Black/African Americans, comprising 61.2% of the student body (PAR Ha-Hi).  The proportion of first-time in college credit students with developmental education needs has increased significantly, rising from 14.1% to 32.7% between Fall 2021 and Fall 2022 (PAR B). Initiatives have been put in place to support these first-time students. First-generation college students make up 44.9% of the population, which is 6.8 percentage points lower than the previous report (PAR C).

A majority of our credit students (65.7%) receive some form of financial aid, with only 28% receiving a Pell grant (PAR Ea & Eb). Notably, 79.7% of our students have enrolled in at least one distance education course. There has been a 2.7 percentage point increase in the number of students who did not enroll in any online courses compared to the previous year (PAR Ia-Ic).

In FY22, the College had 9,383 Continuing Education students enrolled, representing a 2.3% decrease from FY21 (PAR 1c). Among these students, 81.9% are at least 25 years old, and 40.7% work more than 20 hours per week (PAR Fb & G).

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

The college has implemented numerous initiatives to make its programs and services more accessible to a diverse range of students. These actions align with our dedication to providing high-quality education that meets the evolving needs of our student body.

The annual trends in credit and continuing education online enrollment reveal distinct patterns and shifts in student preferences for online learning. Notably, from 2018 to 2020, there is a consistent upward trajectory in enrollments, signifying a growing inclination towards online courses as an alternative to traditional classroom settings. This growth trend was accentuated in 2021at the height of the COVID-19 pandemic with credit and continuing education enrollment increasing 72,360 (PAR 6a) and 19,770 (PAR 6b) respectively.  Fiscal year 2022 online enrollments indicate movements that continue to exceed pre-pandemic enrollment levels, with credit online at 46,462 (PAR 6a) and continuing education online at 8,581(PAR 6b). Overall, the data underscores a consistent trend of growth and interest in online courses, driven by changing educational preferences and the convenience of remote learning. To provide substantial support for the large number of students enrolled in online courses, the college concentrated on bolstering the retention of online learners. This was achieved through the reintroduction of the Coordinator Online Student Support position, along with the implementation of learning analytics dashboards. These dashboards aim to identify behaviors and patterns that contribute to high student attrition rates in online asynchronous courses. The role of online student retention was primarily centered around the establishment of new partnerships and the enhancement of access to campus resources for students. Particularly noteworthy is the strengthened partnership with the Student Governance Association on topics related to online student success.

The college continues to observed an upward enrollment trend among dual enrolled high school students. The most substantial increase occurred between the fall of 2018 and 2019, resulting in an impressive growth of 19.3% (PAR 5). The sole decrease in high school enrollment over the past five years occurred between fall 2020 and 2021, with a 5.2% drop attributed to the disruptions caused by the COVID-19 pandemic. In response to the high school enrollment decline in 2021, the Creating Opportunities for Academic Success and Transfer (COAST) advisors strategically shifted their focus to work more closely with PGCPS high schools and specific territories within the county to encourage and support dual enrolled students. This proactive collaboration contributed to a well-planned recovery in enrollment numbers. As a result, the subsequent period between the fall of 2021 and 2022 marked a recovery of 11.3% in high school enrollment (PAR 5). As a result of these coordinated efforts, the College is positioned to meet or exceed the 2025 benchmark for dual enrolled high school student enrollment.

In line with the PGCC mission, the College is dedicated to being the top choice for prospective students aiming to attain a degree or certification that will contribute to their economic security. Over the last decade, PGCC's tuition rate consistently ranked within the lowest quartile in the State of Maryland, thereby fostering greater accessibility and affordability, especially for students from lower-income backgrounds and those who are first-generation learners.  Tuition from 2018 until 2022 remained static. However, in response to the growing operational demands

that have surpassed the main revenue performance, an adjustment became necessary in fiscal year 2023. Notwithstanding the increase, the annual cost for a full-time student to attend Prince George's Community College was $4,880 (PAR 7a), which was 48.6% of the cost to attend a public four-year college in Maryland (PAR 7b).

To support the success of students of color, which comprises 94.9% (PAR 11a) of the student population, the Diverse Male Student Initiative (DMSI) and Women of Wisdom (WOW) programs have a primary focus on enhancing the persistence, retention, and graduation rates of students who are enrolled in courses at the college. With a central mission of providing holistic support throughout students' academic journeys, these programs strive to ensure a comprehensive educational experience. By enriching both in-class and out-of-class aspects of college life, DMSI and WOW are fully committed to offering accessible, affordable, and top-tier postsecondary education. Through various provisions such as opportunities for travel to explore colleges, comprehensive student resources, dedicated tutoring services, academic enrichment, and more, these programs initiate a transformative shift in the educational journey, fostering an unparalleled paradigm of learning and growth. A notable achievement is the launch of an inaugural summer preparatory program in 2023, which was provided at no cost to the students. Up to this point, the DMSI and WOW programs have successfully enrolled over 1,000 current PGCC students and continue to deliver retention-centered academic and co-curricular services to further enhance student support.

In response to the consistent upward trend in Hispanic/Latino student enrollment, from 13.4% in 2019 to 18.2% in 2022 (PAR Ha), the College developed a variety of programs to support this population. These programs include creating marketing materials that speak to the diversity of the Hispanic community, developing multilingual messaging and informational videos, partnering with community organizations to facilitate roundtable discussions and college fairs, and hosting the annual Hispanic College Fair and the Bilingual Latino Job and Resource Fair. Through these initiatives and partnerships, PGCC is committed to making meaningful contributions to the educational and professional development of the Hispanic and Latino students.

The college has adopted the student-centered Appreciative Advising model to empower students in enhancing their educational journeys and realizing their aspirations, objectives, and capacities. This approach entails employing a structured set of questions that focus on students' strengths, aiding them in discovering and nurturing their existing skills to attain both academic and personal triumphs. Both in-person and virtual training sessions were conducted for the Academic and Career advisors, employing real-world student scenarios. Appreciative Advising has proven highly successful in guiding students to align their academic pursuits with their professional ambitions, surmount academic challenges, pinpoint suitable majors, and foster strong, positive connections with their advisors.

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

Students come to Prince George's Community College with different levels of college readiness, aspirations, goals, and interests. It is the College's responsibility to identify factors that advance

or impede the success of its students, remove barriers, and implement strategies to help students succeed.

The fall 2021 cohort of first-time degree and certificate seeking students showed a decline in retention rates across all categories, including all students, Pell grant recipients, developmental students, and college-ready students. These trends suggest challenges in retaining students during these two years, especially for college-ready students.

The fall-to-fall retention for the cohort of first-time students who entered the college in fall 2021 was 53.7% (PAR 14a), which marked a 3.3 percentage point decline from the fall 2020 cohort. Pell grant recipients in the fall 2021 cohort had a retention rate of 50.5% (PAR 14b), which was 3.2 percentage points below the overall retention rate for all students and showed a 6.6 percentage point drop from the fall 2020 cohort of Pell grant recipients. Developmental students in fall 2021 had a retention rate of 53.7% (PAR 14c), which was a 6.2 percentage point increase from the Fall 2020 cohort. College-ready students in fall 2021 had a retention rate of 44.5% (PAR 14d), indicating a 15.7 percentage point decline from the previous year and 9.2 percentage points below the overall first-time student retention rate.

The college recognizes that students may leave for various reasons. To alleviate these challenges, the college proactively supported students with financial difficulties. Throughout the year, the college has been responsive to the financial needs of its students by providing emergency assistance through the Higher Education Emergency Relief Fund (HEERF). This assistance has been instrumental in helping students facing immediate financial crises. Over 2,500 degree-seeking students have received direct payments totaling $3.8 million. These payments have been used to assist students with essential expenses such as food, housing, transportation, childcare, and healthcare, making it easier for them to continue their education. A portion of the HEERF funding, totaling $324,000, was allocated to assist 243 students with tuition and fees. This support has played a crucial role in preventing deregistration and ensuring that students can stay enrolled. More than 800 students have received financial assistance amounting to over $500,000 for tuition and fees. This assistance has allowed students to continue or complete workforce readiness courses leading to licensure or certification, enhancing their employability. In addition to emergency aid from HEERF, the college has provided students with a comprehensive financial aid package. This package includes a combination of grants, loans, scholarships, and work assistance, with a total value of over $33,726,250. These resources are designed to support students in pursuing their educational goals. Overall, the college's concerted efforts to address financial barriers and provide substantial support through HEERF and other financial aid programs demonstrate its commitment to helping students overcome challenges and continue their education. These actions are essential in mitigating the impact of declining retention rates and fostering student success.

In fiscal year 2022, Prince George's Community College experienced significant growth in educational accomplishments, building on a trend that began in FY 2019. This trend reflects a positive trajectory in student achievements. Specifically, there was a notable increase in the total number of awards, primarily driven by substantial growth in certificates awarded. Career degrees and transfer degrees also showed positive trends. The steady increase in unduplicated graduates

further underscores the consistent trend of successful program completion.

The College observed a 19.3% surge in the number of degrees and certificates awarded in FY 2022, with a total of 1,600 awards issued (PAR 20a). This marks an increase of 259 awards compared to the previous fiscal year.  The most notable increase was in the number of certificates awarded.  Certificates awarded in FY 2022 totaled 246 (PAR 20d), an increase of 118 awards over the fiscal year 2021.  The rise in awarded certificates is by design. In the last two years, several programs have integrated industry-approved and career-relevant certificates into their degree offerings. As students advance through their programs, they enroll in specific courses that not only count toward their degree but also make up the necessary coursework for the associated certificate. This dual-path approach ensures that students naturally acquire a relevant certificate while accumulating the credits required for their associate's degree.

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

The College plays a crucial role in equipping students with the education and skills needed for the workforce. Many students aim to enhance their employment prospects through their education. The impact of a degree becomes clear when we examine income data for students. Comparing their income one year prior to graduation with their income three years after graduation, we find compelling results. Based on the data, FY 2019 graduates in occupational programs at the College saw a significant increase in their median annualized income three years after graduation, reaching nearly $56,744 (PAR 25b). This amount is more than twice the income they were earning just one year before graduating, which was $23,456 (PAR 25a).

Overall, the institution experienced growth in enrollment for Continuing Education Workforce Development Courses and Contract Training Courses, while the Continuing Professional Education (CPE) category had mixed results with an increase in headcount but a decrease in course enrollments. For Continuing Education Workforce Development Courses, there was an increase in both unduplicated headcount and course enrollments from FY 2021 to FY 2022. Continuing Professional Education (CPE) had a slight increase in unduplicated headcount but a decrease in course enrollments from FY 2021 to FY 2022. This might indicate that while more unique students enrolled, they took fewer courses on average. Contract Training Courses saw significant growth in both unduplicated headcount and course enrollments, indicating increased participation in this category.

The college initiated several projects that led to increased enrollment in noncredit courses. These increases can be attributed to the post-COVID-19 recovery efforts, which involved expanding our online offerings in continuing education courses. Additionally, curricular changes were implemented to enhance the cross-listing of courses in both credit and continuing education. This cross-listing allows us to identify courses that share the same learning outcomes, enabling students to enroll in a single section of the course to attain the desired academic credit or workforce skills.  While navigating the ongoing recovery from the COVID-19 pandemic, we have been proactively expanding our business partnerships and actively engaging with business clients, including strengthening our collaboration with Employ Prince George's. For instance, we have recently initiated training programs for the environmental services staff at George

Washington University.

The College introduced an innovative initiative to support students in their transition to the workforce through a system of incremental credentialing using digital badges. These badges acknowledge the connection between general education accomplishments and WorkKeys readiness, empowering students to improve their job prospects and advance their careers. As part of this initiative, we've developed three digital badges that align with general education outcomes and WorkKeys proficiencies, as outlined in the National Career Readiness Certificate (NCRC). To date, we've awarded 767 Applied Math badges, 2057 Workplace Documents badges, and 1542 Graphic Literacy badges to students who have demonstrated proficiency in these areas.

The culmination of our workforce programs in the allied health area is achieving industry license or certification. Two standout credit programs, Respiratory Therapy and Medical Assisting, have achieved a remarkable 100% pass rate in the essential licensure/certification exams required for employment (PAR 23e and 23g). These programs met or exceeded their benchmark targets. Notably, Respiratory Therapy has consistently maintained a perfect pass rate for the past four fiscal years.  In the field of Nursing, we have seen a significant increase in the number of candidates, rising from 63 in FY2021 to 95 in FY22 (PAR 23c). Furthermore, PGCC has become the preferred choice for continuing education and professional development, with 2,066 individual students enrolling (PAR 27a), marking a notable 3.4% increase from FY2021. It's worth mentioning that many students enrolled in multiple courses throughout the fiscal year, resulting in a total of 2,957 students registered (PAR 27b).

## COMMUNITY OUTREACH AND IMPACT

The College engaged with elected officials on the federal, state, and local levels. Several elected officials visited the College during fiscal year 2023. Specifically, in May 2023, Governor Wes Moore visited the College related to the Governor's Office of Small, Minority, and Women Business Affairs' 2023 Military Small Business Appreciation Breakfast. The event was co-hosted by Prince George's Community College and honored the significant contributions of Maryland's veteran community to the state's economy. Also, in May 2023, United States Senators Chris Van Hollen and Ben Cardin, and Congressman Steny Hoyer, visited the College to present $971,000 in congressionally directed funding to support the expansion of the College's nursing program.

The College attended Maryland House and Senate hearings on various higher education legislation. Students participated in the Maryland Association of Community Colleges' Student Advocacy Day, where they were able to serve as advocates regarding important legislation during the 2023 Maryland General Assembly Legislative Session. Student Advocates were able to meet members of the Prince George's County House Delegation, to voice their opinions on issues related to higher education. Students were also able to tour the State House.

In February 2023, the College launched the PGCC Connect newsletter, which is an external newsletter geared towards informing the community on what is happening at the College. In March 2023, the College launched the Business Connection Council (BCC). The BCC serves as

a community of businesses that are committed to advancing the needs of Prince George's County, the State of Maryland, and Prince George's Community College. The Council gathers to discuss higher education, workforce development, and community engagement, with a direct connection to providing opportunities for students at Prince George's Community College. Members of the BCC are from the banking industry, automotive industry, and restaurant industry, to name a few.

# INSTITUTIONAL RESPONSE TO MHEC PROMPTS

**Identifying Equity Gaps**

- *What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years.*
- *How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community?*
- *What interventions have been implemented to eliminate these gaps?*


Prince George's Community College recognizes equity gaps as disparities in educational achievement and student success metrics based on factors such as race and ethnicity, socioeconomic status, gender, and other demographic characteristics. These disparities manifest in areas like retention rates, credits earned, and degree completions.

Among all ethnic groups, full-time Black male students are facing performance challenges in several key areas: fall-to-fall retention, credits earned during the first and second years, as well as completing associate degrees within two and three years. Additionally, the college has noted a consistent decline in fall-to-fall retention among Pell grant recipients since the fall 2018 cohort.

To address these disparities, PGCC's PBI grant plays a crucial role by offering case management services like advising and workshops. This grant helps combat persistent inequities in student access, achievement, and innovation within the institution. By providing vital financial support to programs like the Diverse Male Student Initiative (DMSI) and Women of Wisdom (WOW), we can amplify their impact.

Furthermore, PGCC has experienced a significant increase in students requiring developmental instruction, with a 152.2% rise from Fall 2021 (PAR B). This influx has revealed a gap in persistence and completion for students needing developmental courses in math and English. Leveraging disaggregated data, PGCC has pinpointed areas where additional instruction can benefit our students the most. Course Success Dashboards, primarily used in Teaching, Learning, and Student Success, have helped identify equity gaps and guide intervention strategies. As a result, we've introduced embedded tutors in our developmental writing and math classes. Additionally, we're transitioning from the prerequisite developmental model to the corequisite developmental model, where all students will enter entry-level credit math and English courses. National data indicates that this corequisite model substantially increases the number of students passing credit math and English courses in their first year, leading to greater retention and completion rates.

The establishment of a culture focused on the continuous use of disaggregated data positions the college to drive student success and make progress in closing these equity gaps.

**Measuring Equity Gaps**

- *How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes?*
- *What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data?*
- *Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?*

Student expressions via surveys such as, Student Experience Survey, Community College Survey of Student Engagement (CCSSE), and the Race and Ethnicity Survey play a role in examining equity gaps. For example, our Hispanic/Latino student population has increased over the last decade. And the faculty-student race/ethnicity equity gap, for Hispanic/Latino faculty and students has widened. In Fall 2015, our Hispanic/Latino credit student population was 11% by Fall 2022, this has increased to 18%. The percentage of Hispanic/Latino faculty in 2022 (from 2022 EDS) was 3%. The 2022 CCSSE results revealed student perception, when asked "During the current academic year at this college, how many classes have you taken taught by instructors who are the same race/ethnicity as you?" Only 3% of Hispanic/Latino students reported one or more instructors of the same race/ethnicity. There are currently plans in place to specifically target recruitment of full- and part-time faculty who identify as Hispanic/Latino. CCSSE results was shared throughout the college via reports and presentations and is stored on the Research Assessment and Effectiveness (RAE) portal accessible to all PGCC employees.

Additionally, the College sets benchmarks related to the equity gaps. For example, Goal 1 of the 2022-2025 Strategic Plan is "Enhance Equitable Access and Upward Mobility for Enrolling and Completing at PGCC," the indicators and projects linked to this Goal are related to equity. There are targets for all Strategic Plan Indicators and recorded in the PAR metrics are benchmarks set for the end of select metric cycles. Accountability is ensured by reporting on these values each year and making them available to the College community

# ACCOUNTABILITY INDICATORS

Please see tables on the following pages for Prince George's Community College's 2023 Accountability Report.

| | Prince George's Community College Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | All Students | | College-ready Students | | Developmental Completers | | Developmental Non-completers | |
| 1 | First-time full- and part-time fall headcount | 1728 | | 610 | | 232 | | 886 | |
| 2 | Number attempting fewer than 18 hours over first 2 years | 506 | | 167 | | 24 | | 315 | |
| 3 | Cohort for analysis (Line 1 – Line 2) | 1222 | 100.0% | 443 | 100.0% | 208 | 100.0% | 571 | 100.0% |
| 4 | Earned Associate degree from this community college | 218 | 17.8% | 133 | 30.0% | 29 | 13.9% | 56 | 9.8% |
| 5 | Earned certificate, but no degree, from this community college | 12 | 1.0% | 2 | 0.5% | 2 | 1.0% | 8 | 1.4% |
| 6 | Total associate and certificate graduates (Line 4 + Line 5) | 230 | 18.8% | 135 | 30.5% | 31 | 14.9% | 64 | 11.2% |
| 7 | Transferred to Maryland two-year/technical college | 46 | 3.8% | 12 | 2.7% | 7 | 3.4% | 27 | 4.7% |
| 8 | Transferred to Maryland public four-year college | 202 | 16.5% | 110 | 24.8% | 39 | 18.8% | 53 | 9.3% |
| 9 | Transferred to Maryland private four-year college or university | 4 | 0.3% | 1 | 0.2% | 1 | 0.5% | 2 | 0.4% |
| 10 | Transferred to out-of-state two-year/technical college | 14 | 1.1% | 5 | 1.1% | 3 | 1.4% | 6 | 1.1% |
| 11 | Transferred to out-of-state four-year college or university | 57 | 4.7% | 25 | 5.6% | 8 | 3.8% | 24 | 4.2% |
| 12 | Total transfers (sum of Lines 7 - 11) | 323 | 26.4% | 153 | 34.5% | 58 | 27.9% | 112 | 19.6% |
| 13 | Graduated from this college and transferred (Line 6 ∏ Line 12) | 124 | 10.1% | 76 | 17.2% | 19 | 9.1% | 29 | 5.1% |
| 14 | Graduated and/or transferred {(Line 6 + Line 12) – Line 13} | 429 | 35.1% | 212 | 47.9% | 70 | 33.7% | 147 | 25.7% |
| 15 | No award or transfer, but 30 credits with GPA ≥ 2.00 | 252 | 20.6% | 106 | 23.9% | 44 | 21.2% | 102 | 17.9% |
| 16 | Successful transition to higher ed (Line 14 + Line 15) | 681 | 55.7% | 318 | 71.8% | 114 | 54.8% | 249 | 43.6% |
| 17 | Enrolled at this community college last term of study period | 51 | 4.2% | 12 | 2.7% | 9 | 4.3% | 30 | 5.3% |
| 18 | Successful or persisting (Line 16 + Line 17) | 732 | 59.90% | 330 | 74.5% | 123 | 59.1% | 279 | 48.9% |

7/2/13

| | | African American Students | | Asian Students | | Hispanic Students | | White Students (optional data) | |
|---|---|---|---|---|---|---|---|---|---|
| | Prince George's Community College  Degree Progress Four Years after Initial Enrollment Fall 2018 Entering Cohort | | | | | | | | |
| 1 | First-time full- and part-time fall headcount | 1134 | | 65 | | 289 | | 58 | |
| 2 | Number attempting fewer than 18 hours over first 2 years | 335 | | 12 | | 80 | | 20 | |
| 3 | Cohort for analysis (Line 1 – Line 2) | 799 | 100.0% | 53 | 100.0% | 209 | 100.0% | 38 | 100.0% |
| 4 | Earned Associate degree from this community college | 113 | 14.1% | 21 | 39.6% | 43 | 20.6% | 8 | 21.1% |
| 5 | Earned certificate, but no degree, from this community college | 10 | 1.3% | 0 | 0.0% | 1 | 0.5% | 0 | 0.0% |
| 6 | Total associate and certificate graduates (Line 4 + Line 5) | 123 | 15.4% | 21 | 39.6% | 44 | 21.1% | 8 | 21.1% |
| 7 | Transferred to Maryland two-year/technical college | 28 | 3.5% | 4 | 7.5% | 10 | 4.8% | 2 | 5.3% |
| 8 | Transferred to Maryland public four-year college | 131 | 16.4% | 14 | 26.4% | 32 | 15.3% | 4 | 10.5% |
| 9 | Transferred to Maryland private four-year college or university | 3 | 0.4% | | 0.0% | 1 | 0.5% | | 0.0% |
| 10 | Transferred to out-of-state two-year/technical college | 6 | 0.8% | 1 | 1.9% | 5 | 2.4% | 2 | 5.3% |
| 11 | Transferred to out-of-state four-year college or university | 39 | 4.9% | 5 | 9.4% | 5 | 2.4% | 1 | 2.6% |
| 12 | Total transfers (sum of Lines 7 - 11) | 207 | 25.9% | 24 | 45.3% | 53 | 25.4% | 9 | 23.7% |
| 13 | Graduated from this college and transferred (Line 6 ∏ Line 12) | 66 | 8.3% | 14 | 26.4% | 24 | 11.5% | 5 | 13.2% |
| 14 | Graduated and/or transferred {(Line 6 + Line 12) – Line 13} | 264 | 33.0% | 31 | 58.5% | 73 | 34.9% | 12 | 31.6% |
| 15 | No award or transfer, but 30 credits with GPA ≥ 2.00 | 151 | 18.9% | 12 | 22.6% | 51 | 24.4% | 11 | 28.9% |
| 16 | Successful transition to higher ed (Line 14 + Line 15) | 415 | 51.9% | 43 | 81.1% | 124 | 59.3% | 23 | 60.5% |
| 17 | Enrolled at this community college last term of study period | 30 | 3.8% | 1 | 1.9% | 14 | 6.7% | 2 | 5.3% |
| 18 | Successful or persisting (Line 16 + Line 17) | 445 | 55.7% | 44 | 83.0% | 138 | 66.0% | 25 | 65.8% |

<span style="background-color: yellow">**Student & Institutional Characteristics** *(not Benchmarked)*</span>

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

| | | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 |
|---|---|---|---|---|---|
| A | Fall credit enrollment | | | | |
| | a. Unduplicated headcount | 11,885 | 11,376 | 10,607 | 10,276 |
| | b. Percent of students enrolled part time | 71.1% | 69.2% | 70.3% | 71.2% |
| | | **Fall 2019** | **Fall 2020** | **Fall 2021** | **Fall 2022** |
| B | First-time credit students with developmental education needs | 60.0% | 24.5% | 14.1% | 32.7% |
| | | **FY 2019** | **FY 2020** | **FY 2021** | **FY 2022** |
| C | Credit students who are first-generation college students (neither parent attended college) | 51.7% | 51.7% | 51.7% | 44.9% |
| | | **FY 2019** | **FY 2020** | **FY 2021** | **FY 2022** |
| D | Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses | 5,698 | 5,662 | 2,477 | 2,641 |
| | | **FY 2019** | **FY 2020** | **FY 2021** | **FY 2022** |
| E | Credit students receiving financial aid | | | | |
| | a. Receiving any financial aid | 43.9% | 45.6% | 39.2% | 65.7% |
| | b. Receiving Pell grants | 31.4% | 30.2% | 26.2% | 28.8% |
| F | Students 25 years old or older | **Fall 2019** | **Fall 2020** | **Fall 2021** | **Fall 2022** |
| | a. Credit students | 35.3% | 34.0% | 39.0% | 30.9% |
| | | **FY 2019** | **FY 2020** | **FY 2021** | **FY 2022** |
| | b. Continuing education students | 70% | 76% | 71.9% | 81.9% |
| | | **FY 2019** | **FY 2020** | **FY 2021** | **FY 2022** |
| G | Credit students employed more than 20 hours per week | 49.2% | 49.2% | 49.2% | 40.7% |
| | | **Fall 2019** | **Fall 2020** | **Fall 2021** | **Fall 2022** |
| H | Credit student racial/ethnic distribution | | | | |
| | a. Hispanic/Latino | 13.4% | 14.9% | 16.5% | 18.2% |
| | b. Black/African American only | 68.8% | 66.5% | 64.0% | 61.2% |
| | c. American Indian or Alaskan native only | 0.3% | 0.3% | 0.3% | 0.2% |
| | d. Native Hawaiian or other Pacific Islander only | 0.1% | 0.1% | 0.1% | 0.1% |
| | e. Asian only | 4.4% | 4.2% | 3.9% | 3.6% |
| | f. White only | 3.7% | 3.6% | 3.8% | 4.7% |
| | g. Multiple races | 3.3% | 3.5% | 4.0% | 3.6% |
| | h. Foreign/Non-resident alien | 3.8% | 3.1% | 2.5% | 2.2% |
| | i. Unknown/Unreported | 2.1% | 3.9% | 5.0% | 6.2% |
| | | **Fall 2019** | **Fall 2020** | **Fall 2021** | **Fall 2022** |
| I | Credit student distance education enrollment | | | | |
| | a. Enrolled exclusively in distance education | 9.0% | 94.8% | 53.2% | 49.9% |
| | b. Enrolled in some, but not all, distance education | 22.5% | 2.1% | 29.2% | 29.8% |
| | c. Not enrolled in any distance education | 68.5% | 3.1% | 17.6% | 20.3% |

**Prince George's Community College**
**2023 ACCOUNTABILITY REPORT**

|  | | FY 2019 | FY 2020 | FY 2021 | FY 2022 | |
|---|---|---|---|---|---|---|
| J | Unrestricted revenue by source | | | | | |
| | a. Tuition and fees | 34.9% | 34.3% | 31.0% | 25.4% | |
| | b. State funding | 25.8% | 26.6% | 31.6% | 30.7% | |
| | c. Local funding | 37.2% | 37.3% | 36.4% | 36.4% | |
| | d. Other | 2.1% | 1.8% | 1.0% | 7.5% | |

|  | | FY 2019 | FY 2020 | FY 2021 | FY 2022 | |
|---|---|---|---|---|---|---|
| K | Expenditures by function | | | | | |
| | a. Instruction | 31.3% | 31.9% | 33.8% | 34.1% | |
| | b. Academic support | 23.0% | 22.4% | 22.1% | 20.6% | |
| | c. Student services | 7.4% | 7.7% | 7.3% | 7.1% | |
| | d. Other | 38.3% | 38.0% | 36.7% | 38.2% | |

**Goal 1: Access**

|  | | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| 1 | Annual unduplicated headcount | | | | | |
| | a. Total | 37,411 | 33,280 | 24,774 | 23,601 | **35,100** |
| | b. Credit students | 16,981 | 16,812 | 16,951 | 14,778 | **17,400** |
| | c. Continuing education students | 21,274 | 17,130 | 9,601 | 9,383 | **19,000** |

|  | | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Benchmark Fall 2025 |
|---|---|---|---|---|---|---|
| 2 | Market share of first-time, full-time freshmen | 27.8% | 29.2% | 33.2% | 31.2% | **32.0%** |
| | Note: Methodology changed starting in Fall 2019. | | | | | |

|  | | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Benchmark Fall 2025 |
|---|---|---|---|---|---|---|
| 3 | Market share of part-time undergraduates | 54.7% | 53.1% | 65.7% | 68.2% | **61.0%** |
| | Note: Methodology changed starting in Fall 2019. | | | | | |

|  | | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Benchmark Fall 2024 |
|---|---|---|---|---|---|---|
| 4 | Market share of recent, college-bound high school graduates | 27.3% | 26.8% | 34.6% | 26.5% | **33.0%** |

|  | | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Benchmark Fall 2025 |
|---|---|---|---|---|---|---|
| 5 | High school student enrollment | 1,699 | 1,906 | 1,807 | 2,012 | **2,417** |

|  | | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| 6 | Annual enrollment in online/hybrid courses | | | | | |
| | a. Credit, online | 13,763 | 17,340 | 72,360 | 46,462 | **16,300** |
| | b. Continuing education, online | 1,087 | 1,527 | 19,770 | 8,581 | **1,600** |
| | c. Credit, hybrid | 842 | 1,853 | 602 | 590 | **750** |
| | d. Continuing education, hybrid | 1,104 | 320 | 111 | 733 | **950** |

|  | | FY 2020 | FY 2021 | FY 2022 | FY 2023 | Benchmark FY 2026 |
|---|---|---|---|---|---|---|
| 7 | Tuition and mandatory fees | | | | | |
| | a. Annual tuition and fees for full-time students | $4,700 | $4,670 | $4,670 | $4,880 | **NA** |
| | b. Percent of tuition/fees at Md public four-year institutions | 48.5% | 48.4% | 47.6% | 48.6% | **50.0%** |

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

| | | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| 8 | Enrollment in continuing education community service and lifelong learning courses | | | | | |
| | a. Unduplicated annual headcount | 6,158 | 5,382 | 1,633 | 2,641 | **6,200** |
| | b. Annual course enrollments | 34,512 | 34,208 | 6,626 | 12,538 | **35,200** |

| | | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| 9 | Enrollment in continuing education basic skills and literacy courses | | | | | |
| | a. Unduplicated annual headcount | 6,061 | 5,769 | 5,032 | 2,746 | **6,200** |
| | b. Annual course enrollments | 9,592 | 9,390 | 8,324 | 5,075 | **10,000** |

| | | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| 10 | Adult education student achievement of: | | | | | |
| | a. At least one ABE educational functioning level | 15.7% | 9.3% | 11.4% | 15.0% | **40.0%** |
| | b. At least one ESL educational functioning level | 33.1% | 21.2% | 5.1% | 56.1% | **43.0%** |
| | Note: Not reported if < 50 students in the cohort | | | | | |

| | | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Benchmark Fall 2025 |
|---|---|---|---|---|---|---|
| 11 | Minority student enrollment compared to service area population | | | | | |
| | a. Percent nonwhite credit enrollment | 96.1% | 96.1% | 95.9% | 94.9% | **92.0%** |

| | | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|---|
| | b. Percent nonwhite continuing education enrollment | 89.0% | 88.8% | 90.8% | 87.9% | **92.0%** |

| | | July 2019 | July 2020 | July 2021 | July 2022 | Benchmark Not Required |
|---|---|---|---|---|---|---|
| | c. Percent nonwhite service area population, 15 or older | 86.7% | 87.0% | 87.2% | 88.0% | **NA** |

| | | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Benchmark Fall 2025 |
|---|---|---|---|---|---|---|
| 12 | Percent minorities (nonwhite) of full-time faculty | 51.8% | 54.1% | 54.7% | 54.5% | **62.0%** |

| | | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Benchmark Fall 2025 |
|---|---|---|---|---|---|---|
| 13 | Percent minorities (nonwhite) of full-time administrative and professional staff | 79.3% | 78.7% | 78.3% | 79.9% | **77.0%** |

## Goal 2: Success

| | | Fall 2018 Cohort | Fall 2019 Cohort | Fall 2020 Cohort | Fall 2021 Cohort | Benchmark Fall 2024 Cohort |
|---|---|---|---|---|---|---|
| 14 | Fall-to-fall retention | | | | | |
| | a. All students | 57.3% | 54.8% | 57.0% | 53.7% | **65.0%** |
| | b. Pell grant recipients | 58.8% | 57.6% | 57.1% | 50.5% | **62.0%** |
| | c. Developmental students | 54.2% | 47.3% | 47.5% | 53.7% | **55.0%** |
| | d. College-ready students | 63.0% | 66.1% | 60.2% | 44.5% | **74.0%** |

**Prince George's Community College**
**2023 ACCOUNTABILITY REPORT**

| | Fall 2015 Cohort | Fall 2016 Cohort | Fall 2017 Cohort | Fall 2018 Cohort | Benchmark Fall 2021 Cohort |
|---|---|---|---|---|---|
| 15 Developmental completers after four years | 36.4% | 44.0% | 52.7% | 26.7% | **54.0%** |

| | Fall 2015 Cohort | Fall 2016 Cohort | Fall 2017 Cohort | Fall 2018 Cohort | Benchmark Fall 2021 Cohort |
|---|---|---|---|---|---|
| 16 Successful-persister rate after four years | | | | | |
| a. College-ready students | 78.8% | 71.6% | 75.4% | 74.5% | **83.0%** |
| b. Developmental completers | 89.5% | 80.5% | 74.3% | 59.1% | **93.0%** |
| c. Developmental non-completers | 42.8% | 36.2% | 34.7% | 48.9% | **NA** |
| d. All students in cohort | 63.7% | 58.8% | 61.2% | 59.9% | **75.0%** |

| | Fall 2015 Cohort | Fall 2016 Cohort | Fall 2017 Cohort | Fall 2018 Cohort | Benchmark Not Required |
|---|---|---|---|---|---|
| 17 Successful-persister rate after four years | | | | | |
| a. White only | 75.5% | ++ | ++ | ++ | **NA** |
| b. Black/African American only | 61.9% | 55.9% | 58.5% | 55.7% | **NA** |
| c. Asian only | 74.2% | 74.2% | 88.1% | 83.0% | **NA** |
| d. Hispanic/Latino | 63.0% | 63.8% | 61.1% | 66.0% | **NA** |
| Note: Not reported if < 50 students in the cohort for analysis | | | | | |

| | Fall 2015 Cohort | Fall 2016 Cohort | Fall 2017 Cohort | Fall 2018 Cohort | Benchmark Fall 2021 Cohort |
|---|---|---|---|---|---|
| 18 Graduation-transfer rate after four years | | | | | |
| a. College-ready students | 53.9% | 49.3% | 54.4% | 47.9% | **60.0%** |
| b. Developmental completers | 50.3% | 43.4% | 43.5% | 33.7% | **57.0%** |
| c. Developmental non-completers | 26.5% | 26.2% | 25.8% | 25.7% | **NA** |
| d. All students in cohort | 39.1% | 36.8% | 40.6% | 35.1% | **45.0%** |

| | Fall 2015 Cohort | Fall 2016 Cohort | Fall 2017 Cohort | Fall 2018 Cohort | Benchmark Not Required |
|---|---|---|---|---|---|
| 19 Graduation-transfer rate after four years | | | | | |
| a. White only | 43.4% | ++ | ++ | ++ | **NA** |
| b. Black/African American only | 38.5% | 34.4% | 38.2% | 33.0% | **NA** |
| c. Asian only | 50.0% | 51.7% | 65.7% | 58.5% | **NA** |
| d. Hispanic/Latino | 35.6% | 37.6% | 39.8% | 34.9% | **NA** |
| Note: Not reported if < 50 students in the cohort for analysis | | | | | |

| | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|
| 20 Associate degrees and credit certificates awarded | | | | | |
| a. Total awards | 1,064 | 1,179 | 1,341 | 1,600 | **1,750** |
| b. Career degrees | 334 | 355 | 414 | 481 | **NA** |
| c. Transfer degrees | 638 | 738 | 799 | 873 | **NA** |
| d. Certificates | 92 | 86 | 128 | 246 | **NA** |
| e. Unduplicated graduates | 1,023 | 1,142 | 1,267 | 1,488 | **NA** |

| | AY 18-19 | AY 19-20 | AY 20-21 | AY 21-22 | Benchmark AY 2024-25 |
|---|---|---|---|---|---|
| 21  First-year GPA of 2.0 or above at transfer institution | 81.9% | 83.6% | 86.3% | 85.2% | **85.0%** |

| | FY 2018 Graduates | FY 2019 Graduates | FY 2020 Graduates | FY 2021 Graduates | Benchmark FY 2024 Graduates |
|---|---|---|---|---|---|
| 22  Graduate transfers within one year | 70.6% | 75.4% | 74.4% | 69.1% | **85.0%** |

**Goal 3: Innovation**

| | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|
| 23  Credit program pass rates in licensure/certification examinations required for employment | | | | | |
| a.  Health Information Management | 100% | * | 14.3% | 20.0% | **90.0%** |
| Number of Candidates | 6 | | 14 | 5 | |
| b.  Nuclear Medicine | 83% | * | 100.0% | 50.0% | **90.0%** |
| Number of Candidates | 6 | | 6 | 6 | |
| c.  Nursing | 78% | 86.0% | 88.9% | 85.3% | **90.0%** |
| Number of Candidates | 102 | 109 | 63 | 95 | |
| d.  Radiography | 96% | 88.0% | 83.3% | 87.5% | **90.0%** |
| Number of Candidates | 26 | 24 | 24 | 7 | |
| e.  Respiratory Therapy | 100% | 100.0% | 100.0% | 100.0% | **100.0%** |
| Number of Candidates | 6 | 7 | 6 | 8 | |
| f.  Paramedic | 86% | 86.0% | 100.0% | 83.3% | **90.0%** |
| Number of Candidates | 7*** | 7 | 11 | 12 | |
| g.  Medical Assisting | * | * | * | 100.0% | **90.0%** |
| Number of Candidates | | | | 5 | |
| h. Surgical Technology | * | * | * | * | **90.0%** |
| Number of Candidates | | | | | |

Note: Not reported if <5 candidates in a year

| | FY 2018 Graduates | FY 2019 Graduates | FY 2020 Graduates | FY 2021 Graduates | Benchmark Not Required |
|---|---|---|---|---|---|
| 24  Graduates employed within one year | 66.1% | 57.1% | 60.4% | 61.2% | **NA** |

| | FY 2016 Graduates | FY 2017 Graduates | FY 2018 Graduates | FY 2019 Graduates | Benchmark Not Required |
|---|---|---|---|---|---|
| 25  Income growth of career program graduates | | | | | |
| a. Median annualized income one year prior to graduation | $28,668 | $25,132 | $24,612 | $23,456 | **NA** |
| b. Median annualized income three years after graduation | $54,416 | $53,404 | $56,012 | $56,744 | **NA** |

| | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|
| 26  Enrollment in continuing education workforce development courses | | | | | |
| a. Unduplicated annual headcount | 10,314 | 6,828 | 3,703 | 4,237 | **10,600** |
| b. Annual course enrollments | 16,126 | 11,616 | 6,331 | 6,850 | **16,700** |

| | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|
| 27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure | | | | | |
| a. Unduplicated annual headcount | 3,604 | 2,872 | 1,997 | 2,066 | **3,900** |
| b. Annual course enrollments | 5,693 | 4,415 | 3,068 | 2,957 | **5,900** |

| | FY 2019 | FY 2020 | FY 2021 | FY 2022 | Benchmark FY 2025 |
|---|---|---|---|---|---|
| 28 Enrollment in contract training courses | | | | | |
| a. Unduplicated annual headcount | 4,962 | 4,024 | 866 | 1,330 | **5,300** |
| b. Annual course enrollments | 10,629 | 11,133 | 2,093 | 2,832 | **12,800** |

Note: NA designates not applicable

*Fewer than 5 candidates, data not reported

***CoAEMS first-time pass rate allows for 3 attempts

++ <50 students in the cohort