

PRINCE GEORGE'S COMMUNITY COLLEGE MARYLAND HIGHER EDUCATION COMMISSION 2024 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 (PGCC) offers high-quality instruction and student support services in both credit and noncredit (i.e., continuing education (CE)) 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 online classes offered in various formats, including asynchronous, hybrid, and structured remote choices.

Goal 1. Student Access: Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.

Over the last year, Prince George's Community College has continued to make strides in a few key areas related to student access.

- Market Share of First-Time, Full-Time Freshmen (36.2% in FY23 compared to the 32% FY25 target) and Market Share of Part-Time Undergraduates (69.5% in FY23 compared to the 61% FY25 target) (Metric 2 and 3) continue to trend up due to efforts of our dual enrollment initiatives and outreach from our College and Career Transition team.
- PGCC's credit online and continuing education online enrollments have also continued to exceed the 16,300 and 1,600 FY25 targets by more than 250% (Metrics 6a and 6b). This is largely due to the continued interest in online educational modalities following COVID-19.
- The college also remains below the 50% benchmark at 47.5% the college's tuition and mandatory fees (Metric 7). By maintaining low costs to our students, we help reduce financial barriers, allowing more individuals to pursue their academic and career goals.
- We continue to serve the traditionally under-represented populations in our service area, exceeded the 92% benchmark for the percent nonwhite credit enrollment for the fifth year in a row (Metric 11a).
- Our staff continues to mirror the student population and the service area population with 82.3% of full-time administrative and professional staff being minorities (Metric 13).

Despite these areas of success, we face challenges in enrollment, which has not rebounded since the pandemic. The Annual Unduplicated Headcount is currently at 72.4% (25,416) of the college's goal of 35,100 headcounts (Metric 1a). Within that enrollment breakdown, we face shortages in Credit Hybrid (529 enrollments) and Continuing Education Hybrid (375 enrollments) courses (Metrics 6c & 6d) as well as Enrollment in Continuing Education Community Service and Lifelong Learning (3,331) (Metric 8a) and CE Basic Skills and Literacy Courses (3,527 unduplicated headcount) (Metric 9a).

PGCC is working to improve performance for these metrics through an Appreciative Advising model. This model focuses on making a positive first impression, build rapport and create a safe and welcoming space for students. Further, programs such as Women of Wisdom (WOW), that strives to empower female students by providing mentorship, academic support, and leadership opportunities, creating a supportive community that encourages persistence and success. A similar program, Diverse Male Student Initiative (DMSI), focuses on the retention and success of male students of color through mentoring, academic advising, and skill-building workshops, addressing the unique challenges they face, were implemented to address the needs of our student body.

The Recruitment and Admissions team has redesigned their recruitment approach via an enhanced enrollment funnel within our existing Recruit software system. As such, recruitment and Coast Advisors within high schools are utilizing a new-found database to track the engagement, enrollment, and registration of students across local high schools and assigned territories. Notably, admissions staff have updated target goals for Prince Georges County Public Schools (PGCPS) and assigned territories.

In collaboration with Prince George's County Councilmember Edward Burroughs III, PGCC introduced the Local Impact Grant program during the 2023-2024 academic year. This program provides full or partial scholarship awards covering tuition and mandatory fees for credit, CE, certification, workforce development, and senior adult programming courses for residents of Prince George's County District 7 and 8. 201 students have received grants from this program, totaling \$313,783 in FY24 disbursements.

We have also engaged in continuous optimizations in our digital campaigns. The strategic use of marketing and high-performing social media platforms has significantly improved our click-through rates, capturing and converting our target audience more effectively. Video marketing has shown exceptional results and with new video data expected soon, we anticipate further improvements. Our focus on engaging video content aligns with consumer preferences for both credit and CE, boosting engagement rates and driving higher interaction levels. As such, PGCC's enrollment in continuing education will also benefit from these adjustments.

Goal 2. Student Success: Promote and implement practices and policies that will ensure students success.

In the area of student success, PGCC has shown excellent results in preparing students to be successful when they transfer to a four-year institution. First-Year GPA of 2.0 or above has consistently hovered around the FY25 goal of 85%. In FY23 84.4% of transfer students had a GPA of 2.0 or above in their first year (Metric 21). We believe that much of this success is due to the High Impact Practices (HIPs) faculty utilize in the classroom and the articulation agreements we establish with neighboring institutions.

Despite this success, we continue to face challenges in the Graduation Transfer Rate After Four Years (Metric 18) and the Graduation Transfers Within One Year (51.8% in FY22 with a benchmark for FY24 of 85.0%) (Metric 22). PGCC has made some progress in the College-Ready Students (FY23 metric is 45.7%, which is 14.3 percentage points below the 60.0% benchmark) (Metric 18a). Developmental Completers, however, are predictably changing the most slowly 28.2%, 28.8 percentage points less than the 57.0% benchmark (Metric 18b).

PGCC is investing heavily in improving transfer rates and performance at four-year institutions by establishing an Office of Transfer Services, investing in High Impact Practices (HIPs), professional development for faculty, quality online courses, and a co-requisite developmental education model). In 2018, PGCC established the Office of Transfer Services in order to centralize management of articulation agreements and execute the intent of the Maryland Transfer with Success Act. This office has successfully set up articulation agreements with Bowie State University (BSU) for 9 pathway programs. We have started working with the University of Maryland, College Park (UMD) on a comprehensive articulation agreement of 13 limited enrollment programs (LEP). We have also changed the mix of AAS, AS, and AA degrees to prepare students both for transfer and entry into the workforce.

In addition to working directly on articulation agreements, PGCC revamped its professional development program for online faculty in FY24, shifting from an in-house quality rubric to using Quality Matters, an external peer-reviewed rubric. This change allowed for a broader range of workshop opportunities and an asynchronous course experience tailored to the faculty's teaching methods. By spring 2024, a record-breaking 140 faculty members had undergone training, boosting the proportion of qualified online instructors from 73% to 93%. We anticipate this shift will close the gap between multiple measures and benchmarks.

Improving course quality in addition to utilizing HIPs, has significantly improved the pedagogy of faculty in the classroom. HIPs provide an enhanced learning experience, intentional execution of learning outcomes, and greater opportunities for student success by building in meaningful student engagement, equity, moments of reflection, and quality.

In order to assist our most at-risk population, students with developmental needs, we have established a co-requisite model for Math and English offerings. This model allows students to begin their credit-level Math & English courses within their first semester. Through our co-requisite course offerings, students enroll directly into their college-level course and receive academic support through a corresponding co-requisite support course.

These initiatives will also support retention rates for College Ready Students needing 13.1 percentage points over the next year to meet the 74.0% benchmark (Metric 14d). And Successful-persister rates in Developmental completers who have a 93.0% benchmark, the college is currently at 58.1%, which is 34.9 percentage points less the benchmark (Metric 16b).

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

Prince George's Community College provides its students with the opportunity to acquire and develop employable skills during their duration. Prior to graduation, students receive course instruction from subject matter experts to gain conceptual knowledge. Students are evaluated through assignments and assessments to demonstrate skill mastery. Graduates will be well-positioned to enter the workforce; change careers; and elevate within their chosen career pathway. Three programs requiring licensure/certification performing at rates that will meet or exceeded their benchmarks by FY25:

- Respiratory Therapy (FY23: 100%, FY25 target: 100%) (Metric 23e)
- Paramedic (FY23: 91.7%, FY25 target: 90%) (Metric 23f)
- Medical Assisting (FY23: 94.4%, FY25 target: 90.0%) (Metric 23g)

Other licensure programs in Metric 23 such as, Health Information Management (20%), Nuclear Medicine (57.1%), Nursing (81.9%), Radiography (85.0%), and Surgical Technology (14.3%) face some barriers to hitting the 90% passing rate target. Health Information Management, Nuclear Medicine, and Surgical Technology all have low enrollments, which amplify the impacts of one or two students not passing the exams.

The college has observed a reluctance to take the exam. Students wait for several months post-graduation to take the exam which negatively impacts their ability to pass. PGCC is taking an intentional effort with the current and all future cohorts for 100% of students to participate in taking their respective national board exams (especially for the Surgical Technology program). All faculty will embed a focus on exam level questions and critical skill enhancement within their lesson plans. Program coordinators are advising students to participate in the mock exams where applicable prior to graduation. And an endowed fund under the PGCC Foundation will reimburse the cost of the respective program's exam licensures exams up to \$200 for students who successfully pass the exam on the first attempt within 60 days of graduation/program completion. In addition, the Nuclear Medicine Technology program is launching a full review of exam results to learn if students are weaker in certain content areas. The program is also adding a comprehensive review during the second year to prepare students for the exam.

In Nursing, faculty have been proactive in addressing board pass rates, especially with the transition to the Next Generation N-CLEX (NGN). Funding was secured to purchase necessary subscriptions access to *Nurse Achieve* for students in the graduating classes during the spring 23, fall 23 and spring 24 semesters. This provided students with individual practice opportunities with all new NGN item types, assessment data of performance and provided options for remediation.

CE is another area where PGCC is infusing energy to improve outcomes. While our enrollment in CE (metric 1c) is beginning to recover from the COVID-19 pandemic, we still have work to do in the areas CE workforce development courses (Metric 26), continuing professional education leading to government or industry-required certification or licensure, (Metric 27) and contract training courses (Metric 28). CE workforce development courses reported 4,640 headcount in FY23 with a target of 10,600 for FY25 (Metric 26a). This maps to 8,223 course enrollments in FY23 with a target of 16,700 (Metric 26b). CE leading to government or industry-required certification or licensure is doing somewhat better with 2,278 unduplicated headcounts, up 10% from last fiscal year, we will need an additional 1,622 enrollee's (or 41.6%) to be on track with meeting this benchmark of 3,900 (Metric 27a). Similarly, for annual course enrollments (Metric 27b) the college is up 18.3% for the previous year, at 3,499 course enrollments, however we are not on track of meeting the 5,900 benchmark. Enrollment in contract training courses (Metric 28a-28b) are lagging the most and 27a-27b) is also not on track to meet the benchmarks for unduplicated annual headcount reporting 915 students. This metric needs an additional 4,385 to meet the 5,300 benchmark for (Metric 28a). And an additional 10,398 Annual course enrollments to make the 12,800 benchmark, currently reporting 2,402 enrollments (Metric 28b).

Efforts to infuse energy into continuing education include a comprehensive marketing plan and improved advising. In addition, the college is developing a payment plan and working with the vendor, NelNet. We are also expanding scholarships available for Maryland high school graduates or GED recipient eligible for in-state tuition.

COMMUNITY OUTREACH AND IMPACT

College and Career Transitions. This grant from Prince George's County enables PGCC to offer community programs for low-income families, homeless youth, first-time non-violent felony offenders, county residents between the ages of 14 and 24, as well as elementary and middle school students. The programs we offer to these populations include a SNAP program, training and education to break intergenerational poverty, education that leads to expunging a convict's record, workforce development, and youth camps. These initiatives are largely funded by the state or the county and represent a significant investment in the education and development of the community.

Public Safety Partnerships with Prince George's County. PGCC has a series of different initiatives it partners with local public safety agencies. Cadets who complete their training at Prince George's Municipal Police Academy can enter PGCC with 32 completed credits towards an associate's degree. In addition, our public safety office partners with local municipalities to offer safety trainings and offer opportunities for internships at the college. Our community partnerships are wide-spread and provide a positive presence for PGCC within the county.

INSTITUTIONAL RESPONSE TO THE COMMISSION'S PROMPTS

1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.

Diverse Male Student Initiative/Women of Wisdom (DMSI/WOW): This initiative, which is grant funded, expands academic and non-academic support to Black American men and women to enhance persistence, retention and completion rate of students. Support includes scholarships and various enrichment opportunities promoting academic and personal growth, including college tours, tutoring sessions, cultural excursions, community service initiatives, and conference presentation opportunities. The goal of the grant was to serve 600 students in an effort to increase their engagement and by association, increase retention and completion rates. As of the end of the 2023-2024 academic year, over 700 students participated in these two programs. The students who participated in DMSI and WOW also retained at higher rates than those who did not participate. The overall retention rate for the college in FY22 was 57% (Metric 14) but was 70.5% among DMSI/WOW participants. As this program continues to expand, we expect the retention and completion rates will continue to grow.

Co-requisite math and English: As described in Goal 2, PGCC has introduced a co-requisite model for first year math and English. Initially piloted in Spring 2018 for math, this co-requisite model showed students passing first-year math at higher rates than the previous remedial model used at PGCC. As a result of the pilot, PGCC decided to scale the initiative and include both introductory math and English courses in the co-requisite model. This evidence-based initiative empowers students to succeed by providing wrap-around supports that improve their study habits. They also provide the student with additional supports that are tailored to each student's need. While the larger scale implementation of the co-requisite model is only in its first year of execution, we expect to see more successful completion by more students.

Appreciative Advising: Another peer-reviewed best practice in higher education is the appreciative advising model that delivers high quality advising services that center around high-touch collaborative activities. This approach involves connecting with students and then co-creating solutions based on the student's hopes and dreams.

2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

PGCC's goal is that 100% of our students in transfer degree programs of study will transfer into four-year institutions as juniors. Goals are identified and measured through the colleges strategic planning process. The strategic plan project *Transfer Rate for Transfer Program Graduates* established academic and career pathway advisors focusing on the Academic and Career Pathway programs (A.A.S.), and Academic Transfer Pathway Advisors (ATPA) focusing on the Academic Transfer Pathway programs (A.A., A.S., A.A.T). ATPAs advise specifically on graduation and transfer while providing additional support to students and faculty within the departments to facilitate specialized programs such as: early advising pathway weeks, college tours, articulation guidance, and check-ins at 15, 30, 45, and 60 credits.

3. In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

Trend data indicates that students in lower income categories were less likely to graduate from PGCC within three years, on average. The biggest challenges have been identifying what populations are not performing as well and what barriers are preventing them from succeeding. The college is attempting to identify and eliminate these gaps by partnering with Moon Shot for Equity, a collaborative headed by the Education Advisory Board. This initiative helps institutions better understand and bridge the equity gaps our students face relating to completion. It also helps institutions tailor support services such as tutoring, coaching, advising, and mentoring, for an improvement in student retention and completion rates. We have managed to identify and systematically reduce the number of holds that prevent students from re-enrolling.

Further, many of our students face significant economic and personal challenges, including financial instability, work commitments, and family responsibilities. Grants such as the Student Support Services/TRIO provide comprehensive support services for first-generation, low-income, and disabled students, including tutoring, counseling, scholarships, and academic advising, which enhances their chances of academic success.

4. How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

Prince George's Community College provides its students with the opportunity to acquire and develop employable skills during their matriculation at the college. In addition to mentorship from faculty, PGCC also provides students with career decision-making and employable skills development resources through their First Year Experience Planning for Academic Success Course. Vocational Support Services (VSS) Workshops are also offered to students enrolled in Career and Technical Education (CTE) programs. Students are encouraged to engaged with VSS advisors and to attend workshops to further develop employable skills.

Finally, PGCC provides its credit and CE students with experiential learning opportunities through apprenticeships, clinicals, cooperative education experiences, culminating experiences fieldwork, field experiences, industry/organization/agency-based experiences, internships, practicums, and service learning. The college has more than 40 programs of study that have experiential learning embedded as a requirement or as an elective. The College's goal is to expand the percentage of programs with industry-recognized credentials (IRC) to 90%. Students have acquired experiential learning opportunities through program placement, matching/referrals with industry partners and advisory board members, self-sought/acquired means, and by attending and participating in career fairs coordinated by the Office of Career Development and Internships.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success**. For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date
U.S. Department of Education	Student Support Services	Student Support Services	\$440,388.00	9/1/2020	8/31/2025
U.S. Department of Education	Predominantly Black Institution	Predominantly Black Institution	\$3,750,000.00	10/1/2021	9/30/2026
U.S. Department of Education	Upward Bound	Prince George's Community College Upward Bound Program	\$889,913.00	9/1/2022	8/31/2027
U.S. Department of Education	Veterans Upward Bound	Prince George's Community College Veterans' Upward Bound Program	\$589,423	10/1/2022	9/30/2027
National Security Agency	2024 GenCyber - Prince George's Community College	2024 GenCyber - Prince George's Community College	\$127,983.00	7/1/2023	7/31/2025
National Science Foundation	Promoting Achievement and Diversity in Economics (PADE)	Promoting Achievement and Diversity in Economics (PADE)	\$85,998.00	9/1/2023	8/31/2025
U.S. Department of Transportation	FY23 Commercial Motor Vehicle Operator Safety Training Program (CMVOST)	FY23 Commercial Motor Vehicle Operator Safety Training Program (CMVOST)	\$173,640.00	9/28/2023	9/30/2025
National Aeronautics & Space Administration	Establishing STEM Majors at Prince George's Community College	Establishing STEM Majors at Prince George's Community College	\$1,194,132.00	10/1/2023	9/30/2026
U.S. Department of Labor (DOL)	Pathways to Careers in Transportation	Pathways to Careers in Transportation	\$874,000.00	TBD	TBD

Prince George's Community College Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers	
1 First-time full- and part-time fall headcount	1814		733		443		638	
2 Number attempting fewer than 18 hours over first 2 years	522		164		42		316	
3 Cohort for analysis (Line 1 – Line 2)	1292	100.0%	569	100.0%	401	100.0%	322	100.0%
4 Earned Associate degree from this community college	267	20.7%	184	32.3%	70	17.5%	13	4.0%
5 Earned certificate, but no degree, from this community college	25	1.9%	12	2.1%	10	2.5%	3	0.9%
6 Total associate and certificate graduates (Line 4 + Line 5)	292	22.6%	196	34.4%	80	20.0%	16	5.0%
7 Transferred to Maryland two-year/technical college	35	2.7%	18	3.2%	7	1.7%	10	3.1%
8 Transferred to Maryland public four-year college	100	7.7%	72	12.7%	20	5.0%	8	2.5%
9 Transferred to Maryland private four-year college or university	2	0.2%	2	0.4%	0	0.0%	0	0.0%
10 Transferred to out-of-state two-year/technical college	16	1.2%	6	1.1%	6	1.5%	4	1.2%
11 Transferred to out-of-state four-year college or university	40	3.1%	19	3.3%	10	2.5%	11	3.4%
12 Total transfers (sum of Lines 7 - 11)	193	14.9%	117	20.6%	43	10.7%	33	10.2%
13 Graduated from this college and transferred (Line 6 □ Line 12)	64	5.0%	53	9.3%	10	2.5%	1	0.3%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	421	32.6%	260	45.7%	113	28.2%	48	14.9%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	288	22.3%	150	26.4%	99	24.7%	39	12.1%
16 Successful transition to higher ed (Line 14 + Line 15)	709	54.9%	410	72.1%	212	52.9%	87	27.0%
17 Enrolled at this community college last term of study period	48	3.7%	13	2.3%	21	5.2%	14	4.3%
18 Successful or persisting (Line 16 + Line 17)	757	58.59%	423	74.3%	233	58.1%	101	31.4%

Prince George's Community College Degree Progress Four Years after Initial Enrollment Fall 2019 Entering Cohort

	African American Students		Asian Students		Hispanic Students		White Students (optional data)	
1 First-time full- and part-time fall headcount	1136		81		318		57	
2 Number attempting fewer than 18 hours over first 2 years	323		24		80		22	
3 Cohort for analysis (Line 1 – Line 2)	813	100.0%	57	100.0%	238	100.0%	35	100.0%
4 Earned Associate degree from this community college	155	19.1%	23	40.4%	48	20.2%	7	20.0%
5 Earned certificate, but no degree, from this community college	17	2.1%	2	3.5%	3	1.3%	0	0.0%
6 Total associate and certificate graduates (Line 4 + Line 5)	172	21.2%	25	43.9%	51	21.4%	7	20.0%
7 Transferred to Maryland two-year/technical college	24	3.0%	1	1.8%	5	2.1%	2	5.7%
8 Transferred to Maryland public four-year college	64	7.9%	12	21.1%	12	5.0%	5	14.3%
9 Transferred to Maryland private four-year college or university	1	0.1%	1	1.8%	0	0.0%	0	0.0%
10 Transferred to out-of-state two-year/technical college	12	1.5%	0	0.0%	3	1.3%	0	0.0%
11 Transferred to out-of-state four-year college or university	27	3.3%	2	3.5%	1	0.4%	2	5.7%
12 Total transfers (sum of Lines 7 - 11)	128	15.7%	16	28.1%	21	8.8%	9	25.7%
13 Graduated from this college and transferred (Line 6 □ Line 12)	39	4.8%	10	17.5%	8	3.4%	1	2.9%
14 Graduated and/or transferred {(Line 6 + Line 12) – Line 13}	261	32.1%	31	54.4%	64	26.9%	15	42.9%
15 No award or transfer, but 30 credits with GPA ≥ 2.00	172	21.2%	13	22.8%	66	27.7%	5	14.3%
16 Successful transition to higher ed (Line 14 + Line 15)	433	53.3%	44	77.2%	130	54.6%	20	57.1%
17 Enrolled at this community college last term of study period	37	4.6%	0	0.0%	8	3.4%	0	0.0%
18 Successful or persisting (Line 16 + Line 17)	470	57.8%	44	77.2%	138	58.0%	20	57.1%

Prince George's Community College 2024 ACCOUNTABILITY REPORT

Student & Institutional Characteristics *(not Benchmarked)*

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

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
A Fall credit enrollment				
a. Unduplicated headcount	11,376	10,607	10,276	10,552
b. Percent of students enrolled part time	69.2%	70.3%	71.2%	71.3%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023
B First-time credit students with developmental education needs	24.5%	14.1%	32.7%	38.0%
	FY 2020	FY 2021	FY 2022	FY 2023
C Credit students who are first-generation college students (neither parent attended college)	51.7%	51.7%	44.9%	51.8%
	FY 2020	FY 2021	FY 2022	FY 2023
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	5,662	2,477	2,641	3,214
	FY 2020	FY 2021	FY 2022	FY 2023
E Credit students receiving financial aid				
a. Receiving any financial aid	45.6%	39.2%	65.7%	42.5%
b. Receiving Pell grants (excluding high school students)	37.2%	34.6%	37.1%	37.0%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023
F Students 25 years old or older	34.0%	39.0%	30.9%	28.5%
a. Credit students				
b. Continuing education students	76%	71.9%	81.9%	82.1%
	FY 2020	FY 2021	FY 2022	FY 2023
G Credit students employed more than 20 hours per week	49.2%	49.2%	40.7%	40.7%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023
H Credit student racial/ethnic distribution				
a. Hispanic/Latino	14.9%	16.5%	18.2%	19.1%
b. Black/African American only	66.5%	64.0%	61.2%	58.7%
c. American Indian or Alaskan native only	0.3%	0.3%	0.2%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%
e. Asian only	4.2%	3.9%	3.6%	3.4%
f. White only	3.6%	3.8%	4.7%	3.7%
g. Multiple races	3.5%	4.0%	3.6%	3.4%
h. Foreign/Non-resident alien	3.1%	2.5%	2.2%	2.9%
i. Unknown/Unreported	3.9%	5.0%	6.2%	8.5%

	Fall 2020	Fall 2021	Fall 2022	Fall 2023
I Credit student distance education enrollment				
a. Enrolled exclusively in distance education	94.8%	53.2%	49.9%	43.8%
b. Enrolled in some, but not all, distance education	2.1%	29.2%	29.8%	33.7%
c. Not enrolled in any distance education	3.1%	17.6%	20.3%	22.4%
	FY 2020	FY 2021	FY 2022	FY 2023
J Unrestricted revenue by source				
a. Tuition and fees	34.3%	31.0%	25.4%	28.8%
b. State funding	26.6%	31.6%	30.7%	34.0%
c. Local funding	37.3%	36.4%	36.4%	35.0%
d. Other	1.8%	1.0%	7.5%	2.3%
	FY 2020	FY 2021	FY 2022	FY 2023
K Expenditures by function				
a. Instruction	31.9%	33.8%	34.1%	31.8%
b. Academic support	22.4%	22.1%	20.6%	19.5%
c. Student services	7.7%	7.3%	7.1%	7.3%
d. Other	38.0%	36.7%	38.2%	41.4%

Goal 1: Access

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
1 Annual unduplicated headcount					
a. Total	33,280	24,774	23,601	25,416	35,100
b. Credit students	16,812	16,951	14,778	14,871	17,400
c. Continuing education students	17,130	9,601	9,383	11,078	19,000
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
2 Market share of first-time, full-time freshmen Note: Methodology changed starting in Fall 2019.	29.2%	33.2%	31.2%	36.2%	32.0%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
3 Market share of part-time undergraduates Note: Methodology changed starting in Fall 2019.	53.1%	65.7%	68.2%	69.5%	61.0%
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024
4 Market share of recent, college-bound high school graduates	26.8%	34.6%	26.5%	28.7%	33.0%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
5 High school student enrollment	1,906	1,807	2,012	2,177	2,417
	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses					
a. Credit, online	17,340	72,360	46,462	42,229	16,300
b. Continuing education, online	1,527	19,770	8,581	5,381	1,600
c. Credit, hybrid	1,853	602	590	529	750
d. Continuing education, hybrid	320	111	733	375	950

	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2026
7 Tuition and mandatory fees					
a. Annual tuition and fees for full-time students	\$4,670	\$4,670	\$4,880	\$4,880	NA
b. Percent of tuition/fees at Md public four-year institutions	48.4%	47.6%	48.6%	47.5%	50.0%
Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.					
	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
8 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	5,382	1,633	2,641	3,331	6,200
b. Annual course enrollments	34,208	6,626	12,538	13,743	35,200
	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
9 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	5,769	5,032	2,746	3,527	6,200
b. Annual course enrollments	9,390	8,324	5,075	7,520	10,000
	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
10 Adult education student achievement of:					
a. At least one ABE educational functioning level	9.3%	11.4%	15.0%	21.7%	40.0%
b. At least one ESL educational functioning level	21.2%	5.1%	56.1%	57.9%	43.0%
Note: Not reported if < 50 students in the cohort					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
11 Minority student enrollment compared to service area population					
a. Percent nonwhite credit enrollment	96.1%	95.9%	94.9%	95.8%	92.0%
	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	88.8%	90.8%	87.9%	87.4%	92.0%
	July 2020	July 2021	July 2022	July 2023	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	87.0%	87.2%	88.0%	88.2%	NA
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	54.1%	54.7%	54.5%	57.4%	62.0%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	78.7%	78.3%	79.9%	82.3%	77.0%

Goal 2: Success

	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention					
a. All students	54.8%	57.0%	53.7%	57.0%	65.0%
b. Pell grant recipients	57.6%	57.1%	50.5%	59.4%	62.0%
c. Developmental students	47.3%	47.5%	53.7%	47.9%	55.0%
d. College-ready students	66.1%	60.2%	44.5%	60.9%	74.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	44.0%	52.7%	26.8%	44.5%	54.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years					
a. College-ready students	71.6%	75.4%	74.3%	74.3%	83.0%
b. Developmental completers	80.5%	74.3%	59.1%	58.1%	93.0%
c. Developmental non-completers	36.2%	34.7%	48.9%	31.4%	NA
d. All students in cohort	58.8%	61.2%	59.9%	58.6%	75.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
17 Successful-persister rate after four years					
a. White only	++	++	++	++	NA
b. Black/African American only	55.9%	58.5%	55.6%	57.8%	NA
c. Asian only	74.2%	88.1%	83.0%	77.2%	NA
d. Hispanic/Latino	63.8%	61.1%	66.0%	58.0%	NA
Note: Not reported if < 50 students in the cohort for analysis					
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years					
a. College-ready students	49.3%	54.4%	47.6%	45.7%	60.0%
b. Developmental completers	43.4%	43.5%	33.7%	28.2%	57.0%
c. Developmental non-completers	26.2%	25.8%	25.7%	14.9%	NA
d. All students in cohort	36.8%	40.6%	35.1%	32.6%	45.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Benchmark Not Required
19 Graduation-transfer rate after four years					
a. White only	++	++	++	++	NA
b. Black/African American only	34.4%	38.2%	32.9%	32.1%	NA
c. Asian only	51.7%	65.7%	58.5%	54.4%	NA
d. Hispanic/Latino	37.6%	39.8%	34.9%	26.9%	NA
Note: Not reported if < 50 students in the cohort for analysis					

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
20 Associate degrees and credit certificates awarded					
a. Total awards	1,179	1,341	1,600	1,597	1,750
b. Career degrees	355	414	481	466	NA
c. Transfer degrees	738	799	873	792	NA
d. Certificates	86	128	246	339	NA
e. Unduplicated graduates	1,142	1,267	1,488	1,400	NA
	AY 19-20	AY 20-21	AY 21-22	AY 22-23	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	83.6%	86.3%	85.2%	84.4%	85.0%
	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	75.4%	74.4%	69.1%	51.8%	85.0%

Goal 3: Innovation

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment					
a. Health Information Management	*	14.3%	20.0%	20%	90.0%
Number of Candidates		14	5	5	
b. Nuclear Medicine	*	100.0%	50.0%	57.1%	90.0%
Number of Candidates		6	6	7	
c. Nursing	86.0%	88.9%	85.3%	81.9%	90.0%
Number of Candidates	109	63	95	72	
d. Radiography	88.0%	83.3%	87.5%	85.0%	90.0%
Number of Candidates	24	24	7	20	
e. Respiratory Therapy	100.0%	100.0%	100.0%	100.0%	100.0%
Number of Candidates	7	6	8	5	
f. Paramedic	86.0%	100.0%	83.3%	91.7%	90.0%
Number of Candidates	7	11	12	12	
g. Medical Assisting	*	*	100.0%	94.4%	90.0%
Number of Candidates			5	18	
h. Surgical Technology	*	*	*	14.3%	90.0%
Number of Candidates				7	
i. Nursing (PN)	<5	<5	<5	<5	
Number of Candidates	<5	<5	<5	<5	
Note: Not reported if <5 candidates in a year					
	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	Benchmark Not Required
24 Graduates employed within one year	57.1%	60.4%	61.2%	66.1%	NA
	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	Benchmark Not Required
25 Income growth of career program graduates					
a. Median annualized income one year prior to graduation	\$25,132	\$24,612	\$23,456	\$27,132	NA
b. Median annualized income three years after graduation	\$53,404	\$56,012	\$56,744	\$68,532	NA

	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	6,828	3,703	4,237	4,640	10,600
b. Annual course enrollments	11,616	6,331	6,850	8,223	16,700
	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
27 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	2,872	1,997	2,066	2,278	3,900
b. Annual course enrollments	4,415	3,068	2,957	3,499	5,900
	FY 2020	FY 2021	FY 2022	FY 2023	Benchmark FY 2025
28 Enrollment in contract training courses					
a. Unduplicated annual headcount	4,024	866	1,330	915	5,300
b. Annual course enrollments	11,133	2,093	2,832	2,402	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