

# PERFORMANCE ACCOUNTABILITY REPORT 2014 PRINCE GEORGE'S COMMUNITY COLLEGE

## Mission

Prince George's Community College transforms students' lives. The college exists to educate, train, and serve our diverse populations through accessible, affordable, and rigorous learning experiences.

## INSTITUTIONAL ASSESSMENT

The advent of the 2014 fiscal year began a new strategic cycle for Prince George's Community College (PGCC). The new Strategic Plan for FY14-FY17, dubbed *Envision Success*, continues to demonstrate our commitment to implementing and assessing the effectiveness of policies, programs, and processes at the college. The primary focus of *Envision Success* is to implement innovative solutions specifically designed to improve retention, reduce the time it takes students to complete developmental course work, reduce time to degree, and ultimately increase the number of individuals obtaining PGCC credentials. The college anticipates that the work performed in the previous strategic plan, as well as the work identified for the FY14-FY17 strategic plan, will continue to improve the major indicators in the Performance Accountability Report (PAR) by helping students not only *envision success* but also achieve it.

### Overview

The 2014 PAR represents the third measurement in a five-year reporting cycle. In this cycle PGCC continues to demonstrate a number of significant improvements through its work, including a 97% satisfaction from our graduates (PAR 1). Additionally, 73% of students who do not obtain a degree from PGCC were satisfied with their educational goal achievement (PAR 2). Other areas of success include enrollment in continuing education, community service, and lifelong learning courses, which exceeded the FY15 Benchmark in both headcount and annual course enrollments (PAR 16 a, b), as did enrollment in continuing education basic skills and literacy courses (PAR 17 a, b).

This PAR report also demonstrates some challenges faced by PGCC. The most pressing of these is the completion rate of developmental requirements (PAR 4). Approximately one-fourth of students complete their developmental requirements within four years at PGCC, and this rate of completion has been static for the last four years. Additionally, the combined graduation and transfer rates for all students in the cohort has also remained steady at approximately 40% for the last five years (PAR 6d). Prince George's Community College recognizes these challenges and has responded with an aggressive Strategic Plan with many objectives that focus specifically on improving students' timely completion of developmental course work and degree programs.

### Student Characteristics

The PGCC student population reflects the demographics of its primary service area, Prince George's County. Three-fourths of the credit students attending in fall 2013 identified as "Black/African American only" and an additional 8.6 percent identified as "Hispanic/Latino." While the percentage of Black/African American students has been relatively steady over the last five years, the percentage of Hispanic/Latino students has grown from 5.1% in 2009 to 8.6% in 2013. The college also continues to attract a number of individuals who identify themselves as

“first-generation college” with 40.7% of students enrolled in fall 2013 reporting that neither parent attended college. (PAR G & C). Beyond these demographic characteristics, the student population at PGCC is also likely to be part time, with 70.3% of students attending part-time (PAR A). Three-fourths of the students require one or more courses in developmental English, reading, and/or mathematics (PAR B). Additionally, about half of the student population works more than 20 hours per week (PAR F).

**State Plan Goal 1: Quality and Effectiveness:** “Maintain and strengthen a preeminent statewide array of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students, the State, and the nation.”

PGCC is well recognized for its excellence, such as, being designated a National Center of Academic Excellence in Information Assurance/Cyber Defense, and being named on the Top 100 Degree Producers list in Community College Week, 2013. Additionally, PGCC became part of Achieving the Dream (AtD) and continues to work with AtD to use indicators to compare our outcomes with other institutions and continuously improve our own performance. The excellence of the institution and commitment to its students is best demonstrated by the high rates of satisfaction our students have with their educational achievement (95% for graduates, PAR1; and 73% for non-returners PAR 2). Additionally, two thirds of PGCC students continue to persist after four years working toward their degrees (PAR 5d).

As was noted above, there are also challenges within this group of indicators. These include developmental completions after four years (PAR 4), the graduation and transfer rate after four years (PAR 6), as well as the pass rates for some licensure areas (PAR 7).

A significant portion of the Envision Success strategic plan at PGCC is focused on improving developmental completion. The current strategic plan includes a significant amount of course redesign in developmental subjects with the aim of improving success and reducing the time it takes students to complete these courses. This work began with the redesign of Developmental Math under the previous strategic plan. And it has now continued in the current strategic plan with the redesign of English and reading coursework. All of these initiatives are aimed at offering students the means to accelerate their learning and progress towards completing developmental requirements.

Beyond the redesign of developmental course work, the Envision Success strategic plan is aimed at accelerating the graduation of all students by limiting programs to 60 credits. To comply with the *College and Career Readiness and College Completion Act of 2013*, Maryland community colleges have until 2015-16 to ensure that associate degree programs require a standard of 60 credits (with a few exceptions available). PGCC began implementing these required changes early after the Academic Council required that the General Studies Program and all of its associated options be revised to include no more than 60 credits beginning with the fall 2014 academic year.

With respect to licensure/certification exam pass rates, an action plan to address the Nursing Programs’ NCLEX-RN pass rate was submitted and accepted by the Maryland Board of Nursing (MBON) in June 2014. This plan identified several contributing factors to the low pass rate and an action plan for each. Currently, admission to the Nursing Program is based solely on GPA,

which does not appear to be, by itself, a good indicator of student success. Proposed changes to the selective admission criteria for the program are being submitted to the Board of Trustees in fall 2014. A Gap Analysis was completed in summer 2014 to ensure that all competencies included in the NCLEX Test Plan are covered in the current curriculum. The faculty are now reviewing the amount of time devoted to each competency to ensure that students are receiving the appropriate amount of lecture, skills lab, and clinical time to master each competency. In addition, faculty are developing mechanisms to ensure that continued competency assessments are required throughout the program, including use of different teaching methods (i.e. simulation and instructional technology). The Department Chair is investigating ways in which the Kaplan NCLEX-RN Live Review Course can be offered to students/graduates closer to graduation, possibly while students are still in the program. National data shows that decreasing the time delay between graduation and exam date increases pass rates.

**State Plan Goal 2:** “Achieve a system of postsecondary education that promotes accessibility and affordability for all Marylanders.”

PGCC continues to demonstrate its commitment to affordability and access for Prince George’s County residents. Nearly every indicator within this group is moving towards the benchmark or exceeding it. The total headcount of the college remains strong having exceeded the continuing education benchmark of 23,000 student (PAR 9c). Additionally, PGCC has increased its market share of first-time, fulltime freshman in the county to 30.7% for FY13 and its market share of part-time undergraduates to 58.6% (PAR 11). Additionally, the college’s tuition and fees remain steady and are currently just slightly more than 50% of tuition and fees at Maryland public four-year institutions (PAR 15). Furthermore, access to online courses and continuing education courses are all on track or already exceeding their benchmarks (PAR 13, 16, 17).

In addition to the achievements listed above, the number of High School students enrolled at PGCC continues to increase significantly and is well on trend to achieve the 550 student benchmark established for fall 2015. This is partially fueled by the first middle college high school in the state of Maryland, which began at PGCC in 2011. The Academy of Health Sciences, now in its third year of implementation, received 2,551 applications for admission for the 2014-15 school year and had a total enrollment of 303 students in FY14. During the 2013-14 academic year, the Academy retained 96% of the students admitted.

Following the success of the Academy of Health Sciences, in September 2013, the Maryland State Department of Education awarded PGCC a \$599,466 grant as part of the Maryland Early College Innovation Fund for the Information Technology Early College (ITEC) project, in partnership with the Chesapeake Math and Information Technology (CMIT) Academy Public Charter School and other local colleges and universities. In FY14, the first cohort of 15 students completed 6 college credits (INT 1010 and SPH 1010) on site at CMIT, went on a career exploration excursion to Lockheed Martin, and began preparing for a summer bridge program focused on IT Certifications and Security Clearance awareness. By full implementation in 2014-2015, the CMIT Early College will provide in-depth, technology-enhanced programming for up to 70 CMIT ninth and tenth grade students with a goal of enrolling 270 students by the end of six years.

These middle/early colleges represent a new level of commitment to access and affordability. The programs offer high school students an opportunity to simultaneously meet the requirements for a high school diploma and an associate's degree from PGCC. Additionally, for the Academy of Health Sciences, fifty percent of the class is composed of underserved students who are first generation college (i.e., neither parent has graduated and received a bachelor's degree) and/or students of low socio-economic status, as determined by eligibility for free and reduced meals.

**State Plan Goal 3:** "Ensure equal educational opportunity for Maryland's diverse citizenry."

PGCC continues to demonstrate a strong commitment to diversity. The student population at the College continues to be more diverse than the county, with the percentage of nonwhite enrollments at PGCC being 95% compared to 84% nonwhite individuals over the age of 18 in the county (PAR 18). Additionally, the percentage of minority full-time administrators and professional staff has increased from 55% in 2009 to 66.7% in 2013. This essentially achieves the benchmark of 67%.

However, there are some noted challenges in this area as well when examining the success of PGCC's diverse students. Both the graduation-transfer rate (PAR 22) and the successful persister rate (PAR 21) for minority groups did not achieve the established benchmarks. The largest population on campus, African American students, have been on a slowly improving trend with regards to graduation-transfer rates moving from 35.7% in 2006 to 39% in 2009 (PAR 22A). Although there is a small trend of improvement these changes were not enough to achieve the benchmark established for this metric. However, it is important to consider that these data are reporting on the cohort of students who began at PGCC in fall 2009. Since 2010 PGCC has been transforming how it interacts with students, with a particular focus on adjusting policies and procedures for incoming freshmen. Therefore, the student cohort examined here would not have experienced the full range of improvement throughout the curriculum and student support services. The expectation is that beginning with fall 2010 and moving forward we will continue to see this trend of student improvements, and indeed, expect that the ongoing changes made in subsequent years will impact our students' performance significantly.

**State Goal 4:** "Achieve a system of postsecondary education that promotes student-centered learning to meet the needs of all Marylanders."

PGCC graduates continue to perform well at their transfer institution with 80% of them maintaining a 2.0 GPA or above at their transfer institution for the first year after transfer. Additionally 93.5% of graduates report that they are satisfied with their preparation for the transfer institution coursework (PAR 24). Within Goal 4 the challenges for PGCC are retention (PAR 26) and transfer programs (PAR 27); both of these measures show a trend that is not on target to meet their benchmarks within the next two years.

**State Goal 5:** "Promote economic growth and vitality through the advancement of research and the development of a highly qualified workforce."

Within this area PGCC continues to excel for most of the indicators. Enrollment in contract training (PAR 33) and employer satisfaction with contract training (PAR 24) are both above the FY2015 Benchmark. Additionally, the enrollments in STEM programs continue to climb, and the number of awards in STEM programs (PAR 35b) of 445 degrees is very near the fall 2015 Benchmark of 450.

Additionally, enrollments in continuing education workforce development and enrollment in continuing education professional education both showed marked increases in headcounts and course enrollments (PAR 31 and 32). These two indicators are on target to meet the adjusted benchmark (described below). For this area PGCC is meeting or exceeding expectations for five of the eight metrics. We will continue to investigate the observed shortfalls in graduate satisfaction as well as employment status in related field work to identify root barriers to success and make the necessary changes to remove these barriers.

### **Issues Raised by MHEC Review**

In the 2012 PAR the Commission raised an issue concerning the Percent of Expenditures (PAR 8). Since that time PGCC has had sufficient time to completely review this area and can report that PGCC has been following best practice. PGCC uses the Financial Accounting and Reporting Manual developed by the National Association of College and University Business Officers (NACUBO) to guide our calculations. As the tool most institutions use to decide upon their budget categorizations, we can compare with national models which show an average of 26% spent on instruction and 19% spent on student services and academic support<sup>1</sup>. PGCC's data are clearly in line with the national data, and even exceed those data with 32% spent on instruction and 28% spent on student services and academic support. As such, we believe that these numbers accurately reflect strong dedication to our students and accurate reporting of how funds are spent at the institution. Furthermore, PGCC continues to support a rigorous and focused strategic plan and continues to tighten the connection of that plan to budgetary resources. PGCC continues to use strategic initiative funding to support the redesign of developmental mathematics, reading and writing curricula as well as other initiatives all focused on increasing student success.

Another question raised by MHEC's review of last year's document was around the Successful-persister rate after four years (Indicator 5) and the Graduation-transfer rate after four years (Indicator 6). MHEC noted that while the College had some fluctuations both in its successful-persister rate and graduation-transfer rate for students between the fall 2005 and fall 2008 cohorts, there is a substantial increase projected for the fall 2011 cohort. As described above we believe that a major hurdle for our students is completion of developmental requirements (Indicator 4) which is not allowing our students to complete their degree within four year (Indicator 6). Throughout the review of the above indicators, it is duly noted that these indicators stand as the crux issues for the institution. Beyond the PAR data, other analyses of student persistence and completion have been continuously collected and analyzed in order to do everything possible to determine why students leave. Examples of such analyses include an extended non-returner survey which has provided in depth information on the reasons students do not return to the college and provided profiles of students for intervention. Also, retention, developmental requirement completion, and graduation became a significant focus of the institution with the onset of the 2010-2013 strategic plan and were further emphasized when the college joined Achieving the Dream (AtD) in 2011. Beyond this, the FY14-FY17 strategic plan, Envision Success, has now incorporated the goals associated with AtD as the college's strategic

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<sup>1</sup> U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2013, Finance component. See *Digest of Education Statistics 2013*, [tables 334.10](#), [334.30](#), and [334.50](#).

plan. Thus, Envision Success is heavily focused on continued implementation of methodologies aimed at enabling students to be retained and guiding them to completion. It is very likely that the college will not achieve the established benchmarks for Indicators 4, 5, and 6 with the fall 2011 cohort. This is because many of the interventions, now instituted, were just being activated and others had not yet begun for this cohort of students. Furthermore, this is an expected delay, as Achieving the Dream has clearly demonstrated that institutions can “move the needle” of major indicators like graduation and transfer, but the process takes time (i.e., four to five years). So, since fall 2011 until today many actions have been taken to improve student success and directly impact these indicators (e.g., end late registration, require students to begin their developmental sequence early and stay enrolled continuously, and implement a mandatory orientation). This list is only a few of the changes already implemented, not to mention others still planned before FY2017. Thus, the sweeping changes made at the institution beginning in 2010, as part of the 2010-2013 Strategic Plan, Achieving the Dream goals, and the FY2014-2017 Envision Success Strategic Plan, are expected to begin a trend of increasing performance in these indicators which will persist for the next 5+ years. The expectation is that each individual best practice being implemented will contribute to observable increases in these indicators. Additionally, the combination of these best practices will provide a holistically different experience for our students which we believe will have not only have an additive impact, but indeed an exponential increase in these performance indicators.

The final issue raised by the Commission involved Enrollment in continuing education workforce development courses (Indicator 30) and Enrollment in continuing professional education leading to government or industry-required certification or licensure (Indicator 31). This issue is best described in the below section regarding adjustments we have made to this benchmark.

### **Changes to Benchmarks**

This year two items (30 - Enrollment in continuing education workforce development courses and 31 - Enrollment in continuing professional education leading to government or industry-required certification or licensure) and the four associated benchmarks (“a” – unduplicated headcount and “b” – annual enrollments for each item) were adjusted. The original benchmark for 30a of 13,000 was adjusted to 9,400 and 30b of 25,000 was adjusted to 18,000. Also, the original benchmark for 31a of 8,000 was adjusted to 4,750, and 30b of 13,400 was adjusted to 8,800. The reason for these changes is that the Maryland Community College Association for Continuing Education and Training agreed to a consistent set of parameters regarding which courses to include in, “continuing education workforce development” and in the area of “professional education leading to government or industry-required certification or licensure.” Prince George’s made the adjustment to these indicators based on these new parameters last year when reporting the FY2012 data. The significant drop in numbers from 2011 to 2012 is evident for both items 30 and 31. Also, duly noted is that the trend from FY2012 to FY2013 demonstrates continued growth in these indicators and that the drop from FY2011 to FY2012 was simply due to a change in the parameters. Given these adjustments to the courses counted in these categories, the benchmarks were adjusted accordingly.

## **Community Outreach and Impact**

### **Dual Enrollment**

In FY14, the college partnered with Prince George's County Public Schools (PGCPS) to develop and implement a dual-enrollment plan that would meet the requirements of the *College and Career Readiness and College Completion Act of 2013*. The jointly developed plan is designed for rising juniors, juniors, and seniors in high school who test college ready and wish to take courses from the college while still actively enrolled in a Prince George's County public high school. In support of this program, the college developed a memorandum of understanding with PGCPS, created and hosted two orientation sessions for high school students and their parents, and created a joint PGCC-PGCPS marketing campaign to make high school students and their parents aware of the program. As of June 2014, 194 dual-enrollment students had registered for summer classes, and 327 students had registered for fall 2014 classes.

Additionally, the *Academy of Health Sciences* is now in its third year of implementation. The Academy of Health Sciences received 2,551 applications for admission for the 2014-15 school year and had a total enrollment of 303 students in FY14. During 2013-14, each of the Academy's year-three students completed at least 26 credits through enrolling in human anatomy and physiology, art, biology, history, music, and advanced mathematics courses. Although this academic year proved challenging for year-three students, as this was their first time taking classes without the supportive structure of a cohort, 38 students were accepted into the Honors Program and two were inducted into Phi Theta Kappa. The Academy students achieved an overall average GPA of 3.55, with a 98 percent attendance rate. As in previous years, the Academy retained nearly all of the students admitted, concluding this year with a 96 percent retention rate.

Finally, within the area of dual enrollment, in September 2013, the Maryland State Department of Education awarded PGCC a grant as part of the Maryland Early College Innovation Fund for the Information Technology Early College (ITEC) project in partnership with the Chesapeake Math and Information Technology (CMIT) Academy Public Charter School and other local colleges and universities. The *Chesapeake Math and Information Technology Early College* project addresses the need to increase opportunities for students to earn college credits and/or industry certifications through dual-enrollment courses, academic and career counseling, and professional development supported by an innovative Virtual Learning Lab for students. In FY14, the first cohort of 15 students completed 6 college credits (INT 1010 and SPH 1010) on site at CMIT, went on a career exploration excursion to Lockheed Martin, and began preparing for a summer bridge program focused on IT Certifications and Security Clearance awareness. In preparation for the start of the second cohort, forty-six eighth graders participated in an Accuplacer preparation workshop and took the Accuplacer placement exams. As many as 32 of these students began preparing for a summer bridge program focused on college readiness. By full implementation in 2014-2015, the CMIT Early College will provide in-depth, technology-enhanced programming for up to 70 CMIT ninth and tenth grade students with a goal of including enrolling students by the end of six years.

### **Workforce Development and Continuing Education**

The Workforce Development and Continuing Education area offers courses designed to meet community needs through customized training and open enrollment courses. Many courses prepare individuals for professional licensures and certifications. There are also courses which

provide skills training for professional or personal use. The breadth of programs offered includes the Municipal Police Academy which had 43 graduates last year with 33 (79%) who were hired by local law enforcement agencies, the adult education program which served 5,500 students last year, and a new program. Youth at Work which enrolled 1,049 students to prepare them for internships with local businesses and government offices.

WDCE also partners with multiple stakeholders to maintain open communication that allows the college to stay on the cutting edge of workforce needs. WDCE supports six workforce development institutes which partner with businesses, associations and government entities. The workforce institutes are focused on the following areas: Public Safety and Security, Health and Human Services, Computer and Information Technology, Hospitality and Tourism, Construction and Energy, and Transportation and Distribution.

Beyond already created new programs, WDCE continues to strengthen relationships within the community to ensure that the college is aware of local industry needs. In this last year, WDCE partnered with PGCC's Science, Technology, Engineering & Math (STEM) division, Lockheed Martin, and the PGCEDC and launched the Joint (Industry & Education) Advisory Board, STEM. Also, WDCE partnered with PGCEDC, PGC Office of Technology, and Technology Council of Maryland, to create the Prince George's County Technology Council.

In addition to the above items, the college anticipates playing a partnering role for many of the upcoming initiatives which are impacting Prince George's County, including the MGM National Harbor Casino, the Development in Westphalia, the new Prince George's County Hospital, and other potential development projects along the Blue, Green, Orange and Purple Metro lines.



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**Student 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 performance indicators below.*

	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
A. Percent of credit students enrolled part time	68.7%	68.5%	70.6%	70.3%
B. Students with developmental education needs	75.2%	77.1%	77.3%	75.4%
	<b>Spring 2008</b>	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>
C. Percent of credit students who are first-generation college students (neither parent attended college)	38.1%	39.0%	39.8%	40.7%
	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
D. Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	3,817	3,920	4,848	5,413
	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
E. Financial aid recipients				
a. Percent of credit students receiving Pell grants	27.1%	31.6%	34.7%	34.1%
b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	42.4%	45.6%	47.6%	47.7%
	<b>Spring 2008</b>	<b>Spring 2010</b>	<b>Spring 2012</b>	<b>Spring 2014</b>
F. Credit students employed more than 20 hours per week	65.5	49.7%	56.8%	47.7%
	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
G. Student racial/ethnic distribution				
a. Hispanic/Latino	5.7%	6.3%	7.4%	8.6%
b. Black/African American only	78.2%	76.4%	74.7%	73.7%
c. American Indian or Alaskan native only	0.4%	0.4%	0.3%	0.4%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.2%	0.2%
e. Asian only	3.1%	3.1%	3.1%	3.3%
f. White only	5.4%	5.4%	5.3%	5.1%
g. Multiple races	1.3%	1.7%	2.2%	2.3%
h. Foreign/Non-resident alien	2.8%	2.4%	2.4%	2.2%
i. Unknown/Unreported	3.0%	4.3%	4.5%	4.3%
	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>
H. Wage growth of occupational program graduates				
a. Median income one year prior to graduation	\$22,175	\$23,655	\$30,690	\$34,448
b. Median income three years after graduation	\$45,005	\$51,397	\$57,448	\$52,169

**Goal 1: Quality and Effectiveness**

	<b>Alumni Survey 2002</b>	<b>Alumni Survey 2005</b>	<b>Alumni Survey 2008</b>	<b>Alumni Survey 2011</b>	<b>Benchmark Alumni Survey 2014</b>
1 Graduate satisfaction with educational goal achievement	93%	94%	97%	97%	95%
	<b>Spring 2007 Cohort</b>	<b>Spring 2009 Cohort</b>	<b>Spring 2011 Cohort</b>	<b>Spring 2013 Cohort</b>	<b>Benchmark Spring 2015 Cohort</b>
2 Non-returning student satisfaction with educational goal achievement	61%	n/a survey not conducted	77%	73%	77%
	<b>Fall 2009 Cohort</b>	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Benchmark Fall 2014 Cohort</b>
3 Fall-to-fall retention					
a. Developmental students	53.5%	50.0%	49.3%	51.6%	60%
b. College-ready students	57.4%	60.1%	51.5%	63.0%	65%
	<b>Fall 2006 Cohort</b>	<b>Fall 2007 Cohort</b>	<b>Fall 2008 Cohort</b>	<b>Fall 2009 Cohort</b>	<b>Benchmark Fall 2011 Cohort</b>
4 Developmental completers after four years	26.0%	26.0%	27%	24.0%	40%

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	<b>Fall 2006 Cohort</b>	<b>Fall 2007 Cohort</b>	<b>Fall 2008 Cohort</b>	<b>Fall 2009 Cohort</b>	<b>Benchmark Fall 2011 Cohort</b>
5 Successful-persister rate after four years					
a. College-ready students	82.0%	75.4%	67.5%	71.7%	85%
b. Developmental completers	87.0%	89.9%	86.2%	89.6%	92%
c. Developmental non-completers	45.0%	46.0%	45.8%	49.6%	Not required
d. All students in cohort	64.0%	65.0%	62.8%	64.6%	70%
	<b>Fall 2006 Cohort</b>	<b>Fall 2007 Cohort</b>	<b>Fall 2008 Cohort</b>	<b>Fall 2009 Cohort</b>	<b>Benchmark Fall 2011 Cohort</b>
6 Graduation-transfer rate after four years					
a. College-ready students	62.0%	60.4%	46.8%	59.2%	66%
b. Developmental completers	51.0%	54.9%	52.7%	54.5%	60%
c. Developmental non-completers	25.0%	24.0%	29.3%	27.4%	Not required
d. All students in cohort	38.0%	39.0%	39.7%	39.6%	50%
	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>Benchmark FY 2015</b>
7 Licensure/certification examination pass rates					
a. Health Information Management Number of Candidates	90% 6	0% 1	100% 5	50% 6	90%
b. Nuclear Medicine Number of Candidates	77% 13	83% 6	83% 6	88% 7	90%
c. Nursing Number of Candidates	83% 155	77% 144	73% 162	71% 213	90%
d. Radiography Number of Candidates	97% 32	91% 22	92% 25	95% 22	90%
e. Respiratory Therapy Number of Candidates	88% 16	100% 9	100% 11	100% 9	90%
f. Emergency Medical Technician Number of Candidates	63% 54	70% 74	70% 76	70% 108	90%
	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>Benchmark FY 2015</b>
8 Percent of expenditures					
a. Instruction	35.0%	38.0%	32.7%	31.7%	45.0%
b. Academic Support	18.0%	14.0%	18.6%	19.8%	11.0%
c. Student Services	9.0%	9.0%	9.0%	8.6%	10.0%
d. Other	38.0%	39.0%	39.7%	39.9%	34.0%

**Goal 2: Access and Affordability**

	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>Benchmark FY 2015</b>
9 Annual unduplicated headcount					
a. Total	40,509	42,111	42,151	42,153	43,000
b. Credit students	20,305	21,136	20,830	19,750	21,000
c. Continuing education students	21,157	22,787	23,255	23,933	23,000
	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Benchmark Fall 2015</b>
10 Market share of first-time, full-time freshmen	28.2%	28.3%	27.4%	30.7%	40.0%
	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Benchmark Fall 2015</b>
11 Market share of part-time undergraduates	56.8%	56.0%	56.7%	58.6%	65.0%
	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>Benchmark AY 2014-15</b>
12 Market share of recent, college-bound high school graduates	47.3%	39.2%	42.7%	36.9%	50.0%
	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>Benchmark FY 2015</b>
13 Annual enrollment in online courses					
a. Credit	12,841	14,040	14,496	14,139	14,500
b. Continuing Education	1,009	992	1,372	1,303	1,200

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	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Benchmark Fall 2015</b>
14 High school student enrollment	115	191	366	345	550
	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2013</b>	<b>Benchmark FY 2016</b>
15 Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions Note: The goal of this indicator is for the college's percentage to be at or below the benchmark level.	53.7%	53.7%	52.0%	53.1%	<50%
	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>Benchmark FY 2015</b>
16 Enrollment in continuing education community service and lifelong learning courses					
a. Unduplicated annual headcount	8,071	9,044	12,362	11,934	9,400
b. Annual course enrollments	33,677	38,521	50,286	48,260	40,100
	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>Benchmark FY 2015</b>
17 Enrollment in continuing education basic skills and literacy courses					
a. Unduplicated annual headcount	4,256	4,276	4,027	5,334	4,640
b. Annual course enrollments	5,232	5,809	5,660	7,327	6,300

**Goal 3: Diversity**

	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Benchmark Fall 2015</b>
18 Minority student enrollment compared to service area population					
a. Percent nonwhite enrollment	94.0%	94.0%	94.4%	94.9%	81.0%
b. Percent nonwhite service area population, 18 or older	83.0%	83.0%	83.5%	84.1%	Not required
	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Benchmark Fall 2015</b>
19 Percent minorities of full-time faculty	34.3%	38.9%	38.0%	38.4%	45%
	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Benchmark Fall 2015</b>
20 Percent minorities of full-time administrative and professional staff	60.3%	66.1%	65.9%	66.7%	67%
	<b>Fall 2006 Cohort</b>	<b>Fall 2007 Cohort</b>	<b>Fall 2008 Cohort</b>	<b>Fall 2009 Cohort</b>	<b>Benchmark Fall 2009 Cohort</b>
21 Successful-persister rate after four years					
a. African American	61.0%	63.2%	60.0%	62.9%	68%
b. Asian, Pacific Islander	75.4%	78.8%	69.6%	76.1%	85%
c. Hispanic	72.7%	57.4%	69.8%	68.4%	63%
Note: Not reported for groups with < 50 students in the cohort for analysis.					
	<b>Fall 2006 Cohort</b>	<b>Fall 2007 Cohort</b>	<b>Fall 2008 Cohort</b>	<b>Fall 2009 Cohort</b>	<b>Benchmark Fall 2009 Cohort</b>
22 Graduation-transfer rate after four years					
a. African American	35.7%	37.3%	37.5%	39.0%	50%
b. Asian, Pacific Islander	45.9%	51.5%	46.4%	50.7%	65%
c. Hispanic	36.4%	35.3%	41.7%	29.4%	45%
Note: Not reported for groups with < 50 students in the cohort for analysis.					

**Goal 4: Student-Centered Learning**

	<b>AY 09-10</b>	<b>AY 10-11</b>	<b>AY 11-12</b>	<b>AY 12-13</b>	<b>Benchmark AY 2014-15</b>
23 Performance at transfer institutions					
a. Percent with cumulative GPA after first year of 2.0 or above	75.9%	74.1%	79.6%	73.4%	80.0%
b. Mean GPA after first year	2.48	2.46	2.49	2.44	2.65

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	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
24 Graduate satisfaction with preparation for transfer Note: Response categories changed starting in 2008.	88.0%	84.0%	95.0%	93.5%	<b>95%</b>
	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>Benchmark FY 2015</b>
25 Associate degrees and credit certificates awarded					
a. Career degrees	347	339	370	442	<b>470</b>
b. Transfer degrees	341	460	534	511	<b>515</b>
c. Certificates	148	229	202	221	<b>250</b>
	<b>Fall 2009 Cohort</b>	<b>Fall 2010 Cohort</b>	<b>Fall 2011 Cohort</b>	<b>Fall 2012 Cohort</b>	<b>Benchmark Fall 2014 Cohort</b>
26 Fall-to-fall retention					
a. Pell grant recipients	56.4%	55.3%	47.7%	56.1%	<b>60%</b>
b. Non-recipients	57.1%	53.8%	55.4%	52.2%	<b>60%</b>
	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Benchmark Fall 2015</b>
27 Education transfer programs					
a. Credit enrollment	369	364	341	349	<b>440</b>
b. Credit awards	3	14	11	10	<b>25</b>

**Goal 5: Economic Growth and Vitality**

	Alumni Survey 2002	Alumni Survey 2005	Alumni Survey 2008	Alumni Survey 2011	Benchmark Alumni Survey 2014
28 Percent of full-time employed career program graduates working in a related field	100.0%	83.0%	95.0%	83.0%	<b>95%</b>
	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>Benchmark FY 2015</b>
29 Graduate satisfaction with job preparation Note: Response categories changed starting in 2008.	75.0%	80.0%	95.0%	86.0%	<b>95%</b>
30 Enrollment in continuing education workforce development courses					
a. Unduplicated annual headcount	12,840	12,064	8,701	8,729	<b>9,400</b>
b. Annual course enrollments	23,424	23,066	16,633	16,656	<b>18,000</b>
	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>Benchmark FY 2015</b>
31 Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure					
a. Unduplicated annual headcount	6,297	7,464	3,436	4,502	<b>4,750</b>
b. Annual course enrollments	10,435	12,387	6,667	8,382	<b>8,800</b>
	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>Benchmark FY 2015</b>
32 Number of business organizations provided training and services under contract	50	29	32	24	<b>35</b>
	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>Benchmark FY 2015</b>
33 Enrollment in contract training courses					
a. Unduplicated annual headcount	1,998	1,275	2,861	2,220	<b>1,400</b>
b. Annual course enrollments	5,349	3,496	8,197	6,399	<b>3,800</b>
	<b>FY 2010</b>	<b>FY 2011</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>Benchmark FY 2015</b>
34 Employer satisfaction with contract training	100%	100%	100%	100.0%	<b>100.0%</b>
	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Benchmark Fall 2015</b>
35 STEM programs					
a. Credit enrollment	5,842	5,949	5,534	5,711	6,300
b. Credit awards	337	319	332	445	450