

**PRINCE GEORGE'S COMMUNITY COLLEGE
MARYLAND HIGHER EDUCATION COMMISSION
2025 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) programs, providing students with access to an affordable college education. Credit and noncredit courses and programs are available at our main campus in Largo, as well as at five extension centers: Joint Base Andrews, Skilled Trades Center, University Town Center, Westphalia Training Center, and Laurel College Center, the latter of which is designated as a Regional Higher Education Center. Beyond our physical campuses, PGCC offers greater flexibility for students to achieve their educational goals through online classes available in various formats, including asynchronous, hybrid, and structured remote options.

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 several key areas related to student access.

- The Market Share of First-Time, Full-Time Freshmen (40.4%), Part-Time Undergraduates (72.1%), and Recent College-Bound High School Graduates (39.7%) all exceeded their benchmarks of 32.0%, 61.0%, and 33.0%, respectively (Metrics 2-4).
- The College met its target of 2,417 High School Student Enrollments, achieving a total of 2,420 (Metric 5).
- The institution significantly exceeded its benchmarks for all areas of Online/Hybrid Courses (Metric 6a-c), except for Continuing Education Hybrid Courses (Metric 6d).
- Tuition and Mandatory Fees remained affordable at \$5,030 (Metric 7a), which is 47.9% of Tuition/Fees at Maryland Public Four-Year Institutions (Metric 7b).
- Student Achievement of At Least One English as a Second Language (ESL) Functioning Level exceeded the 43.0% benchmark at 58.4% (Metric 10b).
- PGCC continued to grow the Percent of Minorities Of Full-Time Administrative and Professional Staff to 82.8%, exceeding our 77.0% benchmark (Metric 13).

We have also made progress in other areas of Goal 1, but not enough to meet the benchmarks. For example, the Annual Unduplicated Headcount increased by 6% (from 25,416 to 26,939) between FY23 and FY24; however, it did not meet the college's goal of 35,100 (Metric 1a). To address overall headcount, the College is partnering with the Education Advisory Board (EAB)

on a project called Moon Shot for Social and Economic Mobility. The overarching project consists of several initiatives aimed at identifying and removing systemic obstacles to student persistence. Phase One initiatives include reforming holds on student accounts, so students have fewer barriers to registering. Another Phase One initiative applies microgrants to students who have minor financial needs that prevent registration. Other Phase One initiatives around proactive advising and a coordinated care model have played an important role in increasing enrollments. Phase Two projects focus on developmental education reform, the creation of academic maps, and career readiness.

While we have experienced continued growth since the pandemic, we still face shortages in Continuing Education Hybrid Courses (381 enrollments) (Metric 6d), as well as in Enrollment In Continuing Education Community Service And Lifelong Learning (3,419 unduplicated headcount, 12,948 annual course enrollments) (Metrics 8a-b), CE Basic Skills And Literacy Courses (4,200 unduplicated headcount, 9,178 annual course enrollments) (Metrics 9a-b), and Adult Education Student Achievement Of At Least One ABE Educational Functioning Level (32.1%, benchmark 40.0%) (Metric 10a). Minority Student Enrollment Compared To The Service Area Population also fell short in the category of Percent Nonwhite Credit Enrollment (84.5%, benchmark 92.0%) (Metric 11a) and Percent Nonwhite Continuing Education Enrollment (86.1%, benchmark 92.0%) (Metric 11b). The Percent Of Minorities (Nonwhite) Of Full-Time Faculty continued to increase to 58.7% in Fall 2024 but did not achieve the 62.0% Fall 2025 benchmark (Metric 12).

To increase our continuing education enrollments in both hybrid and community service and lifelong learning, PGCC is expanding its course and program offerings, providing better student support at all our campuses, and streamlining administrative processes to be more student centric. Expanded offerings include a surgical equipment sterile processing program geared toward the medical-surgical fields and offered through MedStar, as well as a baking certificate that will initially be offered through continuing education. To expand interest in our programs and target support to prospective continuing education students, the College hired an English Language Learner Advisor at our University Town Center (UTC) site, who is working with our large population of English language learners to build awareness of our CTE programs.

At the same time, we are working to make continuing education operations more efficient and boost enrollment using insights from a comprehensive evaluation of the viability of each continuing education course and program. The goal is to better target outreach based on actual enrollment trends and demographics. We also intend to streamline the continuing education registration process and leverage space at our campus extension centers to offer more CE courses. This allows us to meet the community where they are, making programs more accessible and increasing the likelihood of participation and successful completion.

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

In the area of student success, PGCC has demonstrated excellent results in Developmental Completers After Four Years, achieving 68.5%, which is above the 54.0% benchmark (Metric 15). The institution also exceeded its 62.0% benchmark for Fall-To-Fall Retention Of Pell Grant

Recipients with a retention rate of 64.1% (Metric 14b).

PGCC has shown growth in many areas of Goal 2 but still did not meet several benchmarks. While we increased Fall-To-Fall Retention for All Students (58.0%) (Metric 14a), Developmental Students (52.7%) (Metric 14c), and College-Ready Students (61.3%) (Metric 14d), we did not meet our retention benchmarks of 65.0%, 55.0%, and 74.0%, respectively (Metric 14a, 14c-d).

PGCC also made strides in the Successful Persister Rate After Four Years for all categories except College-Ready Students, but not substantially enough to hit the benchmarks. The Persistence Rate For College-Ready Students dropped from 74.3% in the Fall 2019 cohort to 65.7% in the Fall 2020 cohort, with a benchmark of 83.0% (Metric 16a). Developmental Completers increased their persistence rate after four years from 58.1% to 61.5%, compared to a benchmark of 93.0% (Metric 16b). All Students in the Fall 2020 cohort increased their persistence after four years from 58.6% to 63.0%, with a benchmark of 75.0% (Metric 16d).

Prince George's Community College's (PGCC) Division of Student Affairs has played a central role in promoting student success through the implementation of strategic policies and evidence-based practices that foster academic achievement and persistence. The College has made notable strides in supporting students by adopting and scaling its proactive advising approach. Faculty provide progress alerts, which enable advisors to identify academic concerns early and allow timely support that bolsters student performance and engagement. These efforts have strengthened the connection between pathway advisors and faculty, allowing for more coordinated and responsive interventions.

In addition to academic support, PGCC has prioritized addressing students' holistic needs through the implementation of its Coordinated Care Model, which includes emergency services to assist students. One form of support is emergency funding that helps students with college-related expenses. This model has removed critical financial barriers and helped students stay on track academically. The College's food pantry, the Owl Market, also plays a vital role in combating food insecurity. Furthermore, increased engagement through student town halls and public forums has fostered a greater sense of inclusion, transparency, and belonging across the campus community. These combined initiatives reflect PGCC's commitment to equity, student well-being, sustained academic success and have a clear positive impact on the portion of the student population that needs support the most: developmental completers.

When it comes to the Graduation-Transfer Rate After Four Years (Metric 18) within specialized populations, PGCC has experienced mixed trends that ultimately did not meet benchmark thresholds. In this metric, the Graduation-Transfer Rate For College-Ready Students dropped to 37.1%, while the benchmark remained at 60.0% (Metric 18a). Developmental completers dropped to 24.0%, with a benchmark of 57.0% (Metric 18b). All Students in the Fall 2020 cohort increased from 32.6% to 33.7% (Metric 18d), largely due to developmental Non-Completers performing better, with a rate of 19.6%. Unfortunately, All Students in the cohort still did not achieve the 45.0% benchmark (Metric 18d).

To address the challenges identified in our graduation-transfer rates, PGCC has implemented a

comprehensive strategy focused on early engagement, sustained support, and intentional partnerships. Central to this effort is the expansion and relocation of our transfer partner representatives to the Student Academic Planning and Career Readiness department, creating a centralized, visible hub where students receive personalized support and direct access to transfer advisors. Through a combination of in-person and virtual office hours, consistent scheduling, and the use of quick response (QR) code technology, students can begin transfer planning earlier in their academic journey. This upcoming academic year, we will further enhance this approach by standardizing table visits, academic pathway-specific sessions, and strategic messaging on the importance of degree completion prior to transfer. These efforts are particularly designed to support college-ready and developmental completers, who demonstrated the greatest declines in graduation-transfer rates after four years (Metric 18).

Additionally, the appointment of a dedicated Manager of Articulations and Policy has enabled PGCC to recalibrate its focus toward high-impact articulation agreements. We are prioritizing the development of strategic, student-centered partnerships that minimize credit loss and promote seamless transitions to four-year institutions. Initiatives such as expanded dual-admission programs, embedded advising models, and co-branded degree maps are increasing early engagement and improving long-term transfer outcomes (Metric 22).

Finally, in Goal 2, PGCC's Total Associate Degrees And Credit Certificates Awarded stayed relatively flat at 1,594 but did not meet the FY2025 benchmark of 1,750 (Metric 20a). To address this challenge, we have intensified outreach to students who are nearing graduation, specifically those with 45 or more earned credits, by increasing direct communication and providing clear guidance on the next steps for completion. In addition, the College has begun proactively awarding credentials to students who have fulfilled the requirements but have not formally applied to graduate. Looking ahead, we will expand these efforts by identifying students who are close to completing a credential within a program they have not officially declared and providing them with an opportunity to obtain that credential, thereby broadening our ability to capture completers who may otherwise be overlooked.

In Fall 2025, we will also begin creating course schedules that focus on students rather than faculty needs. We will analyze fill rates from previous semesters to determine the best days and times to offer courses at our campus and learning sites, as well as success data from all modalities (in-person, structured remote, asynchronous online, hybrid) to adjust the course schedule. Offering courses where there is consistent student demand and in modalities that encourage successful completion should lead to greater student success.

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 time at the College. Prior to graduation, students receive course instruction from subject matter experts, so they will be well-positioned to enter the workforce, change careers, and advance within their chosen career pathway. This year, five of the ten programs requiring licensure/certification met or exceeded the FY25 benchmarks, up from three programs last year:

- Nursing (FY24: 100.0%, FY25 target: 100.0%) (Metric 23c)
- Respiratory Therapy (FY24: 100.0%, FY25 target: 100.0%) (Metric 23e)
- Medical Assisting (FY23: 100.0%, FY25 target: 90.0%) (Metric 23g)
- Surgical Technology (FY24: 100.0%, FY25 target: 90.0%) (Metric 23h)
- Nursing (PN) (FY24: 100.0%, FY25 target: 90.0%) (Metric 23i)

Other licensure programs in Metric 23, such as Health Information Management (26.0%), Nuclear Medicine (75.0%), Radiography (68.0%), and Paramedic (71.0%), have faced some barriers to hitting the 90% passing rate benchmark. Paramedic and Nuclear Medicine have low enrollments, which amplify the impacts of one or two students not passing the exams. Each program is implementing additional requirements to continue moving toward the 90.0% pass rate. Within Health Information Management, the Registered Health Information Technicians (RHIT) credential is not required to gain employment; therefore, many students choose not to sit for the exam. To increase participation, students will be required to register for the RHIT exam as part of their coursework. The Paramedic Program has re-sequenced courses within the curriculum, making the program more appealing to prospective students. As a result, program enrollment has increased substantially, and we anticipate more students participating in and passing the licensing examination. The Radiography Program has integrated additional preparation for the American Registry of Radiologic Technologists (ARRT) certification exam through the curriculum, and through FY26 Perkins funding, the program will offer the Kettering National Review Seminar for the ARRT exam and make student participation mandatory.

Continuing Education (CE) is another area where PGCC is working 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 of 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 a headcount of 4,429 in FY24, with a target of 10,600 for FY25 (Metric 26a). This correlates to 7,793 course enrollments in FY24, with a target of 16,700 (Metric 26b). CE Leading To Government Or Industry-Required Certification Or Licensure is doing somewhat better than FY23, with 2,732 Unduplicated Headcounts, but this was not enough to hit the 3,900 benchmark (Metric 27a). Similarly, for Annual Course Enrollments, the college is up 13.0% from the previous year, at 3,949 course enrollments; however, we did not meet the 5,900 benchmark (Metric 27b). Headcounts in Contract Training Courses are lagging, with only 1,230 students, which did not meet the 5,300 benchmark (Metric 28a-28b), and over 10,000 enrollments are needed in contract training courses to meet the 12,800 benchmark (Metric 28b).

The College is expanding participation in these areas by enhancing coordination and systemic collaboration among Academic and Student Affairs. A key initiative involves collaborating across divisions to align and strengthen the onboarding and registration process for CE students. The goal is to provide a more customized and personalized experience to mirror the structured and student-centered onboarding currently in place for credit students. This includes clearer communication, tailored support services, and intentional guidance to help CE students navigate their educational journey with attention and care.

We are also working to generate more business for contract training by strengthening relationships with local employers, governmental agencies, and grant-funded entities, positioning ourselves as a responsive partner for their workforce needs. Current partners include MedStar Health (for the Surgical Technician Training Program), the Maryland State Department of Education Division of Rehabilitative Services (DORS; for the CVS Retail Program), and the Thomas Shortman Training Fund (for Skilled Trades). The College has developed and implemented email marketing campaigns for businesses using HubSpot. The marketing campaigns have highlighted the College's business resources, including customized corporate training, registered apprenticeships, employer recruitment opportunities, and internships. The College also engages in social media marketing through platforms such as LinkedIn.

COMMUNITY OUTREACH AND IMPACT

Financial Empowerment

One area of community outreach and impact that PGCC emphasized this year is financial empowerment. The Office of Student Financial Aid expanded its outreach efforts by proactively visiting local high schools and hosting targeted financial aid sessions in collaboration with key constituents within the county. Through these efforts, the office ensures that high school students unfamiliar with navigating college financial processes gain a better understanding of how to access higher education resources. These engagements help demystify the cost of college and connect families with critical resources at an earlier stage in their academic journey. This approach strengthens the pipeline to postsecondary success and directly aligns with PGCC's mission to serve the diverse communities of Prince George's County.

Another financial empowerment initiative serving the community is part of a grant-funded project by the United Way of the National Capital Area. This grant helps fund the PGCC Financial Empowerment Center (FEC), which offers free programs on financial planning, saving, spending, investing, borrowing, and developing business skills. The FEC has supported workforce readiness by offering an emergency financial education session for the National Treasury Employees Union (NTEU), which reached over 100 federal employees. Concurrently, the FEC provides multiple workshops to public schools. This year, the FEC also partnered with one Prince George's County Public School (PGCPS) school and Wells Fargo to create a philanthropic opportunity that resulted in the PGCPS school receiving \$10,000.

A cornerstone of the FEC's community impact, particularly as a Local Impact Grant (LIG) recipient, is the District 8 Credit-builder Loan Match Program. This key initiative is specifically designed to improve credit for economically disadvantaged community members. The program is projected to serve almost 600 residents. This significant expansion was bolstered by securing the Prince George's County Council grant for a third consecutive year, which included an additional \$200,000 earmarked for a seed investment fund.

Local Partnerships

Another key area of community outreach and impact has been deepened engagement with key constituencies across the county through a series of high-impact, community-rooted initiatives

led by the Office of Government Relations and Community Outreach. The College significantly expanded partnerships with local employers and service organizations—such as the Murphy Law Firm, the Law Office of Vernon Brownlee, and the Prince George’s County Master Gardener Program—to deliver meaningful outreach events, including turkey giveaways, Earth Day activities, and care package distributions to senior citizens. These collaborations not only demonstrated the College’s commitment to community well-being but also provided hands-on engagement opportunities for students and staff to connect with the external community. Equally significant were the College’s expanded school partnerships, particularly through events like the Read Across America initiative at Lake Arbor Elementary School and the College’s participation in local resource fairs. These activities reinforced literacy, early college awareness, and educational access. The launch of PGCC-TV’s Community Connections series with the Office of Government Relations and Community Outreach further amplified these efforts by featuring local voices and initiatives that directly align with the county’s needs.

INSTITUTIONAL RESPONSE TO THE COMMISSION’S PROMPTS

1. Given the complex needs of today’s students, what innovative supports (academic, financial, mental health, basic needs) has your college found most effective in boosting student success? How might these be expanded or reimaged to support long-term degree completion goals?

PGCC has developed and implemented innovative, high-impact practices that support academic, financial, mental health, and basic needs. Our recently revised Coordinated Care Model has expanded financial assistance pathways to ensure that students experiencing college-related emergencies connected to tuition needs, housing, transportation, etc., can access support. This model allows students to signal their needs early and access discretionary funds that stabilize their academic journey. Simultaneously, we have strengthened our academic advising platform, tutoring referrals, and wraparound services to create a student-centered experience that promotes persistence and degree completion.

In the area of mental health, PGCC utilizes the Uwill Telehealth Platform, which offers students 24/7 mental health support, bridging the gap beyond traditional service hours and ensuring help is always accessible—whether for crisis intervention or ongoing counseling needs.

In the area of basic needs, the College has expanded its food pantry, the Owl Market, in partnership with the Capital Area Food Bank (CAFB), to address food insecurity through increased inventory, diversified food options, and extended distribution hours. This critical service supports hundreds of students monthly.

Another innovative support initiative is converting Developmental English and Mathematics from a prerequisite to a co-requisite model, which allows greater access to the gateway English and Math courses. Beginning in Fall 2024, students who would typically have enrolled in a defined sequence of developmental English or Math courses were able to enroll in the gateway course along with a support course in the respective discipline(s). Additionally, the elimination of prerequisite courses allowed students to enroll in general education courses within their first

semester. This quicker access to college-level courses resulted in a five-fold increase in developmental students who were successful in English Composition I. In Mathematics, during Fall 2024 and Spring 2025, the use of the co-requisite model not only granted greater access to college-level Math courses but also doubled the overall pass rate (A, B, or C) in those courses for developmental students in their first year.

In addition to this new model, the English department is working to increase the usage of academic wrap-around support (e.g., Writing Center, Grammar Clinic) and non-academic supports (e.g., food pantry, transportation assistance) by students in learning support courses. Additionally, the English department plans to make greater use of a proactive advising model to improve communication and retention for students. In the Mathematics Department, there is ongoing collaboration with the Learning Commons to provide tutoring services in various modalities to support students' requests for tutoring services, along with offering workshops on topics that include growth mindset, time management, and study techniques.

2. In what ways has your institution changed (e.g., structures, policies, practices, or culture) as a result of pursuing the 55% completion goal? What lessons have you learned about sustaining institutional change over time?

Over the course of the current Maryland State Plan for Higher Education, PGCC has undergone a transformation in organization in an effort to maximize its completion goals and create a more integrated culture. The entire institution was reorganized resulting in the introduction of the Office of Policy and General Counsel (OPGC) and the realignment of data, institutional effectiveness, strategic planning, and IT under a new area of Data Science Innovation and Effectiveness (DSIE). With the creation of the OPGC, PGCC began a systemic project to identify policy and procedural gaps in the College Code and then address them.

The realignment of different departments into DSIE set up the College to leverage data and technology as transformative assets geared toward identifying the key barriers to student success and establishing the strategic initiatives needed to dismantle those barriers. As a result of these two new offices, PGCC has realigned its policies, practices, and institutional culture by engaging systemic working groups, best practice teams, and senior leadership in critical reflection and action. These teams have worked collaboratively to examine historic cultural assumptions, reengineer outdated processes, and implement evidence-based strategies that promote equity and completion. As a result, the College is evolving into a more student-centered institution—one that continuously assesses and adjusts its structures to ensure that all students, particularly those historically underserved, have a clear and supported path to completion.

Part of the organizational restructuring has included a reorganization of the President's Cabinet meetings to focus on strategic planning projects and goals. This shift has ensured that our efforts remain focused and coordinated, ultimately driving progress in key areas and positively impacting student success. It is this integrated and focused effort that sustains institutional change over time and will allow PGCC to ultimately achieve its mission to enrich lives and empower students.

Prince George's Community College Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	All Students		College-ready Students		Developmental Completers		Developmental Non-completers			
1	First-time full- and part-time fall headcount		1768		1334		239		195	
2	Number attempting fewer than 18 hours over first 2 years		499		357		39		103	
3	Cohort for analysis (Line 1 – Line 2)		1269 100.0%		977 100.0%		200 100.0%		92 100.0%	
4	Earned Associate degree from this community college		370 29.2%		311 31.8%		44 22.0%		15 16.3%	
5	Earned certificate, but no degree, from this community college		20 1.6%		19 1.9%		0 0.0%		1 1.1%	
6	Total associate and certificate graduates (Line 4 + Line 5)		390 30.7%		330 33.8%		44 22.0%		16 17.4%	
7	Transferred to Maryland two-year/technical college		7 0.6%		4 0.4%		2 1.0%		1 1.1%	
8	Transferred to Maryland public four-year college		34 2.7%		31 3.2%		3 1.5%		0 0.0%	
9	Transferred to Maryland private four-year college or university		0 0.0%		0 0.0%		0 0.0%		0 0.0%	
10	Transferred to out-of-state two-year/technical college		4 0.3%		4 0.4%		0 0.0%		0 0.0%	
11	Transferred to out-of-state four-year college or university		11 0.9%		10 1.0%		0 0.0%		1 1.1%	
12	Total transfers (sum of Lines 7 - 11)		56 4.4%		49 5.0%		5 2.5%		2 2.2%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		18 1.4%		17 1.7%		1 0.5%		0 0.0%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		428 33.7%		362 37.1%		48 24.0%		18 19.6%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		333 26.2%		260 26.6%		60 30.0%		13 14.1%	
16	Successful transition to higher ed (Line 14 + Line 15)		761 60.0%		622 63.7%		108 54.0%		31 33.7%	
17	Enrolled at this community college last term of study period		38 3.0%		21 2.1%		15 7.5%		2 2.2%	
18	Successful or persisting (Line 16 + Line 17)		799 63.0%		643 65.8%		123 61.5%		33 35.9%	

Prince George's Community College Degree Progress Four Years after Initial Enrollment Fall 2020 Entering Cohort

	African American Students		Asian Students		Hispanic Students		White Students (optional data)			
1	First-time full- and part-time fall headcount		1067		74		330		50	
2	Number attempting fewer than 18 hours over first 2 years		317		11		88		16	
3	Cohort for analysis (Line 1 – Line 2)		750 100.0%		63 100.0%		242 100.0%		34 100.0%	
4	Earned Associate degree from this community college		200 26.7%		32 50.8%		66 27.3%		13 38.2%	
5	Earned certificate, but no degree, from this community college		13 1.7%		0 0.0%		5 2.1%		0 0.0%	
6	Total associate and certificate graduates (Line 4 + Line 5)		213 28.4%		32 50.8%		71 29.3%		13 38.2%	
7	Transferred to Maryland two-year/technical college		2 0.3%		0 0.0%		1 0.4%		1 2.9%	
8	Transferred to Maryland public four-year college		19 2.5%		1 1.6%		4 1.7%		3 8.8%	
9	Transferred to Maryland private four-year college or university		0 0.0%		0 0.0%		0 0.0%		0 0.0%	
10	Transferred to out-of-state two-year/technical college		2 0.3%		0 0.0%		2 0.8%		0 0.0%	
11	Transferred to out-of-state four-year college or university		5 0.7%		0 0.0%		1 0.4%		0 0.0%	
12	Total transfers (sum of Lines 7 - 11)		28 3.7%		1 1.6%		8 3.3%		4 11.8%	
13	Graduated from this college and transferred (Line 6 □ Line 12)		8 1.1%		1 1.6%		2 0.8%		2 5.9%	
14	Graduated and/or transferred {(Line 6 + Line 12) – Line 13}		233 31.1%		32 50.8%		77 31.8%		15 44.1%	
15	No award or transfer, but 30 credits with GPA ≥ 2.00		184 24.5%		13 20.6%		73 30.2%		10 29.4%	
16	Successful transition to higher ed (Line 14 + Line 15)		417 55.6%		45 71.4%		150 62.0%		25 73.5%	
17	Enrolled at this community college last term of study period		25 3.3%		0 0.0%		8 3.3%		1 2.9%	
18	Successful or persisting (Line 16 + Line 17)		442 58.9%		45 71.4%		158 65.3%		26 76.5%	

Prince George's Community College 2025 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 performance indicators below.

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
A Fall credit enrollment					
a. Unduplicated headcount	11,376	10,607	10,276	10,552	11,702
b. Percent of students enrolled part time	69.2%	70.3%	71.2%	71.3%	71.9%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
B First-time credit students with developmental education needs	24.5%	14.1%	32.7%	38.0%	28.6%
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
C Credit students who are first-generation college students (neither parent attended college)	51.7%	51.7%	44.9%	51.8%	50.9%
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
D Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	5,662	2,477	2,641	3,214	3,811
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
E Credit students receiving financial aid					
a. Receiving any financial aid	45.6%	39.2%	65.7%	42.5%	42.5%
b. Receiving Pell grants (excluding high school students)	37.2%	34.6%	37.1%	37.0%	30.5%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
F Students 25 years old or older					
a. Credit students	34.0%	39.0%	30.9%	28.5%	27.3%
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
b. Continuing education students	76%	71.9%	81.9%	82.1%	81.5%

	FY 2020	FY 2021	FY 2022	FY 2023	Fall 2024
G Credit students employed more than 20 hours per week	49.2%	49.2%	40.7%	40.7%	40.7%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
H Credit student racial/ethnic distribution					
a. Hispanic/Latino	14.9%	16.5%	18.2%	19.1%	19.9%
b. Black/African American only	66.5%	64.0%	61.2%	58.7%	57.3%
c. American Indian or Alaskan native only	0.3%	0.3%	0.2%	0.2%	0.3%
d. Native Hawaiian or other Pacific Islander only	0.1%	0.1%	0.1%	0.1%	0.1%
e. Asian only	4.2%	3.9%	3.6%	3.4%	3.6%
f. White only	3.6%	3.8%	4.7%	3.7%	3.0%
g. Multiple races	3.5%	4.0%	3.6%	3.4%	3.3%
h. Foreign/Non-resident alien	3.1%	2.5%	2.2%	2.9%	3.3%
i. Unknown/Unreported	3.9%	5.0%	6.2%	8.5%	9.3%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
I Credit student distance education enrollment					
a. Enrolled exclusively in distance education	94.8%	53.2%	49.9%	43.8%	40.3%
b. Enrolled in some, but not all, distance education	2.1%	29.2%	29.8%	33.7%	33.5%
c. Not enrolled in any distance education	3.1%	17.6%	20.3%	22.4%	26.2%
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
J Unrestricted revenue by source					
a. Tuition and fees	34.3%	31.0%	25.4%	28.8%	28.5%
b. State funding	26.6%	31.6%	30.7%	34.0%	34.1%
c. Local funding	37.3%	36.4%	36.4%	35.0%	35.0%
d. Other	1.8%	1.0%	7.5%	2.3%	2.4%
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
K Expenditures by function					
a. Instruction	31.9%	33.8%	34.1%	31.8%	32%
b. Academic support	22.4%	22.1%	20.6%	19.5%	21%
c. Student services	7.7%	7.3%	7.1%	7.3%	7.2%
d. Other	38.0%	36.7%	38.2%	41.4%	40.4%

Goal 1: Access

	FY 2020	FY 2021	FY 2022	FY 2023	FY2024	Benchmark FY 2025
1 Annual unduplicated headcount						
a. Total	33,280	24,774	23,601	25,416	26,939	35,100
b. Credit students	16,812	16,951	14,778	14,871	15,636	17,400
c. Continuing education students	17,130	9,601	9,383	11,078	11,705	19,000
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	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%	40.4%	32.0%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	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%	72.1%	61.0%
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2024
4 Market share of recent, college-bound high school graduates	26.8%	34.6%	26.5%	28.7%	39.7%	33.0%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
5 High school student enrollment - EIS	1,906	1,807	2,012	2,177	2,420	2,417
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
6 Annual enrollment in online/hybrid courses						
a. Credit, online	17,340	72,360	46,462	42,229	42,859	16,300
b. Continuing education, online	1,527	19,770	8,581	5,381	5,693	1,600
c. Credit, hybrid	1,853	602	590	529	948	750
d. Continuing education, hybrid	320	111	733	375	381	950

	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	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	\$5,030	NA
b. Percent of tuition/fees at Md public four-year institutions	48.4%	47.6%	48.6%	47.5%	47.9%	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	FY 2024	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	3,419	6,200
b. Annual course enrollments	34,208	6,626	12,538	13,743	12,948	35,200
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	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	4,200	6,200
b. Annual course enrollments	9,390	8,324	5,075	7,520	9,178	10,000
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	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%	32.1%	40.0%
b. At least one ESL educational functioning level	21.2%	5.1%	56.1%	57.9%	58.4%	43.0%
Note: Not reported if < 50 students in the cohort						
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	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%	84.5%	92.0%
The percent of nonwhite continuing education enrollment saw a slight decrease but less than a percentage point.						

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
b. Percent nonwhite continuing education enrollment	88.8%	90.8%	87.9%	87.4%	86.1%	92.0%
	July 2020	July 2021	July 2022	July 2023	July 2024	Benchmark Not Required
c. Percent nonwhite service area population, 15 or older	87.0%	87.2%	88.0%	88.2%	88.5%	NA
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
12 Percent minorities (nonwhite) of full-time faculty	54.1%	54.7%	54.5%	57.4%	58.7%	62.0%
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Benchmark Fall 2025
13 Percent minorities (nonwhite) of full-time administrative and professional staff	78.7%	78.3%	79.9%	82.3%	82.8%	77.0%
Goal 2: Success						
	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	Fall 2023 Cohort	Benchmark Fall 2024 Cohort
14 Fall-to-fall retention						
a. All students	54.8%	57.0%	53.7%	57.0%	58.0%	65.0%
b. Pell grant recipients	57.6%	57.1%	50.5%	59.4%	64.1%	62.0%
c. Developmental students	47.3%	47.5%	53.7%	47.9%	52.7%	55.0%
d. College-ready students	66.1%	60.2%	44.5%	60.9%	61.3%	74.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
15 Developmental completers after four years	44.0%	52.7%	26.8%	44.5%	68.5%	54.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
16 Successful-persister rate after four years						
a. College-ready students	71.6%	75.4%	74.3%	74.3%	65.7%	83.0%
b. Developmental completers	80.5%	74.3%	59.1%	58.1%	61.5%	93.0%

c. Developmental non-completers	36.2%	34.7%	48.9%	31.4%	35.9%	NA
d. All students in cohort	58.8%	61.2%	59.9%	58.6%	63.0%	75.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 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%	58.9%	NA
c. Asian only	74.2%	88.1%	83.0%	77.2%	71.4%	NA
d. Hispanic/Latino	63.8%	61.1%	66.0%	58.0%	65.3%	NA
Note: Not reported if < 50 students in the cohort for analysis						
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	Benchmark Fall 2021 Cohort
18 Graduation-transfer rate after four years						
a. College-ready students	49.3%	54.4%	47.6%	45.7%	37.1%	60.0%
b. Developmental completers	43.4%	43.5%	33.7%	28.2%	24.0%	57.0%
c. Developmental non-completers	26.2%	25.8%	25.7%	14.9%	19.6%	NA
d. All students in cohort	36.8%	40.6%	35.1%	32.6%	33.7%	45.0%
	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort	Fall 2019 Cohort	Fall 2020 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%	31.1%	NA
c. Asian only	51.7%	65.7%	58.5%	54.4%	50.8%	NA
d. Hispanic/Latino	37.6%	39.8%	34.9%	26.9%	31.8%	NA
Note: Not reported if < 50 students in the cohort for analysis						
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
20 Associate degrees and credit certificates awarded						
a. Total awards	1,179	1,341	1,600	1,597	1,594	1,750
b. Career degrees	355	414	481	466	558	NA

c. Transfer degrees	738	799	873	792	678	NA
d. Certificates	86	128	246	339	358	NA
e. Unduplicated graduates	1,142	1,267	1,488	1,400	1,347	NA

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Benchmark AY 2024-25
21 First-year GPA of 2.0 or above at transfer institution	83.6%	86.3%	85.2%	84.4%	83.3%	85.0%

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark FY 2024 Graduates
22 Graduate transfers within one year	75.4%	74.4%	69.1%	51.8%	63.1%	85.0%

Goal 3: Innovation

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
23 Credit program pass rates in licensure/certification examinations required for employment						
a. Health Information Management	*	14.3%	20.0%	20%	26%	90.0%
Number of Candidates		14	5	5	35	
b. Nuclear Medicine	*	100.0%	50.0%	57.1%	75.0%	90.0%
Number of Candidates		6	6	7	8	
c. Nursing	86.0%	88.9%	85.3%	81.9%	100.0%	90.0%
Number of Candidates	109	63	95	72	60	
d. Radiography	88.0%	83.3%	87.5%	85.0%	68.0%	90.0%
Number of Candidates	24	24	7	20	19	
e. Respiratory Therapy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number of Candidates	7	6	8	5	13	
f. Paramedic	86.0%	100.0%	83.3%	91.7%	71.0%	90.0%
Number of Candidates	7	11	12	12	7	
g. Medical Assisting	*	*	100.0%	94.4%	100.0%	90.0%
Number of Candidates			5	18	6	
h. Surgical Technology	*	*	*	14.3%	100.0%	90.0%
Number of Candidates				7	5	
i. Nursing (PN)	<5	<5	<5	<5	100.0%	90.0%
Number of Candidates	<5	<5	<5	<5	6	

Note: Not reported if <5 candidates in a year

	FY 2019 Graduates	FY 2020 Graduates	FY 2021 Graduates	FY 2022 Graduates	FY 2023 Graduates	Benchmark Not Required
24 Graduates employed within one year	57.1%	60.4%	61.2%	66.1%	59.9%	NA
	FY 2017 Graduates	FY 2018 Graduates	FY 2019 Graduates	FY 2020 Graduates	FY 2021 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	\$25,696	NA
b. Median annualized income three years after graduation	\$53,404	\$56,012	\$56,744	\$68,532	\$51,464	NA
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
26 Enrollment in continuing education workforce development courses						
a. Unduplicated annual headcount	6,828	3,703	4,237	4,640	4,429	10,600
b. Annual course enrollments	11,616	6,331	6,850	8,223	7,793	16,700
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	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	2,732	3,900
b. Annual course enrollments	4,415	3,068	2,957	3,499	3,949	5,900
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Benchmark FY 2025
28 Enrollment in contract training courses						
a. Unduplicated annual headcount	4,024	866	1,330	915	1,230	5,300
b. Annual course enrollments	11,133	2,093	2,832	2,402	2,138	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