Self-Study Report

Prepared for the Decennial Accreditation Review
Middle States Commission on Higher Education (MSCHE)
on behalf of the Board of Trustees
Mr. C. Michael Walls, Esq., Chairman
and
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January 15, 2015

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EXECUTIVE SUMMARY

The mission of Prince George’s Community College (PGCC) clearly defines the College’s purpose within the context of higher education, and includes who the College serves as well as what it intends to accomplish. The process for examining and revising the College’s mission and strategic goals is inclusive and collaborative, involving both internal and external stakeholders. In each strategic planning cycle, diverse members of the greater College community comprised the strategic planning taskforce. The end results of each strategic planning cycle were a vision, mission and strategic goals that clearly reflect the importance of student learning and the responsibility of the College to guide student, staff, and faculty efforts to these ends.

The College has a well-defined system of governance, which includes the Board of Trustees, president, College-wide Forum, Academic Council, employee constituency groups, and Student Governance Association. The College has made significant strides in creating an environment that promotes participatory governance. The creation of the College-wide Forum in addition to the Academic Council provides platforms through which the College community can learn about as well as impact policies and procedures that allow the institution to effectively serve students and employees. These bodies, in conjunction with College constituency groups, have successfully collaborated to foster an environment of collegiality and teamwork while maintaining high ethical standards. The Board of Trustees is fully engaged with the College community through its regular public meetings, retreats, presence at major College events, and communications with the president and the Senior Team. The Board successfully maintains its governing and fiduciary oversight responsibilities as evidenced by its policy-setting and budget review and approval roles.

PGCC is committed to educating and training its diverse student population through rigorous learning experiences. The College provides a variety of credit and noncredit education offerings to meet the needs of county residents and to help students envision success. Basic skills and developmental courses prepare students for more in-depth offerings that can lead to credentials and gainful employment. In addition, students have multifaceted opportunities to earn credit for experiential learning, shortening their time to completion. Workforce Development and Continuing Education (WDCE) provides a variety of courses and licensure/certification offerings at 150 sites across Prince George’s County to meet the needs of individuals, businesses, and industry.

Supported by the FY2014-2017 strategic plan, “Envision Success,” the College has taken a collaborative, multi-disciplinary approach to addressing student needs. The College’s commitment to student success is evidenced by the provision of a broad array of programs and services designed to support students with basic skills at a variety of locations and through experiential learning, noncredit offerings, and eLearning. PGCC is justifiably proud of its commitment and service to all of the residents of Prince George’s County.
PGCC’s educational offerings are comprehensive, rigorous, and designed to help students envision success. Through the curriculum review, academic program review, and assessment processes, the College continuously measures, reviews, and improves its educational offerings to ensure sufficient content, rigor, and depth with clear linkages to the College’s mission.

Academic support programs and student clubs and organizations complement academic offerings by providing co-curricular, extra-curricular, and lifelong learning experiences for students. Learning resources, such as the College’s Library, support the College’s educational offerings through increased student study space, a classroom dedicated to information literacy, an extensive database collection and other electronic resources, and a culture of collaboration between professional faculty librarians and the academic departments. Additionally, the Writing and Tutoring Centers and open computer labs provide in-person and electronic access to services designed to undergird the academic experience of students, individually and collectively.

The foundation of PGCC’s tradition of quality education emanates from the strength of its faculty and the rigorous educational curricula which faculty create. PGCC has a highly qualified, dedicated faculty committed to excellence in teaching, scholarship, and service and who work together collegially to provide an exemplary student-centered education. The faculty is responsible, empowered, and committed to develop, review, and assess a rigorous academic program through multiple activities and processes. The College does recognize the need to re-examine the criteria associated with reporting assessment results. Faculty are essential in fulfilling the College’s mission and vision of envisioning success. PGCC ensures faculty are appropriately qualified upon hiring; advance in well-defined professional roles and responsibilities; show life-long learning through professional development, scholarship, and leadership opportunities; and engage in creating, assessing and maintaining the curriculum.

The College’s admission policy and procedures support the mission of the College. PGCC maintains accurate information on academic programs and placement testing requirements, and financial aid options on the website. The transfer policies and procedures are clearly communicated to the internal population and prospective students. Beginning in Fall 2010, the College undertook a journey to both focus on and redesign processes and procedures to enhance student success via its association with the Association of American Colleges and Universities’ Roadmap Project, the Entering Student Success Institute, and Achieving the Dream. This journey led to the institutional focus, Envision Success, and the creation of a number of the “pipeline projects” directly targeting admissions and retention. As the College has transitioned to the FY2014-FY2017 “Envision Success” strategic plan, the front door experience has evolved as a key element. As such, initiatives have been identified that resulted in a review of admission procedures and have become an essential aspect of the institution’s continuous efforts to improve effectiveness.

Student success in general education is essential for students’ progression and completion. Therefore, Prince George’s Community College (PGCC) evaluates all of its general education course offerings to ensure that the knowledge, skills, and values developed through the general education program enhance students’ intellectual growth and are applied in their program of study. General education courses must meet several measurable outcomes, including those that
are common across all disciplines. These measurable outcomes are each aligned with one of the six Student Core Competencies (i.e., communication, scientific and quantitative reasoning, critical reasoning, information literacy, culture, and ethics) that serve as PGCC’s Institutional Outcomes. Despite having an overall positive impression of the first certification/evaluation process, the College concurs with the General Education Committee that general education course offerings must be reviewed regularly using a well-defined process to ensure compliance and to maintain the rigor essential to student success.

PGCC is continuing its rich history of educational integrity where students and employees receive the highest level of support for academic and employment success. The institution is led by highly qualified and experienced senior administrators and administrative staff responsible for providing area and divisional oversight. The administrative structure is appropriate for the size and complexity of the College, supports core functions and areas of the College, and focuses on the achievement of the College’s mission and strategic plan. Administrators have access to data, information, and resources that are used to inform decision-making. The College engages in continuous processes of review, measurement, and self-assessment aimed at improving institutional programs, procedures, and processes. For instance, in Spring 2014, the College administered the Higher Education Survey of Employee Engagement (HESEE) and is currently following up on the results as part of the continuous review process.

The Student Services, Academic Support, and Technology Services areas are led by highly qualified staff and administrators who, commensurate with other areas of the College, receive continual professional development. They have access to current data and national best practices which help guide students to programs and services known to improve student success. The services are reflective of the institutional mission and message “to take the journey and complete the degree.” As part of Envision Success, a new comprehensive advising model was developed that includes faculty advisors as well as processes that focus on the concept that advising is teaching. The College will continue to enhance the advising process utilizing the technology tools available to the College.

PGCC has policies and procedures in place to ensure that the institution demonstrates adherence to ethical standards and integrity in its processes. The College is committed to equitable and consistent treatment of its members as evidenced through broad dissemination of policies and procedures as well as accurate and current information in varied formats. Governing documents are updated as needed; however, the College recognizes that a regular cycle of review and dissemination is needed to maintain integrity of policies and procedures and will work toward developing a procedure to ensure that this regular review occur. The College has established processes to maintain ethical hiring, evaluation practices, and grievance procedures. The College supports academic freedom, accountable reporting of data, and integrity in research.

The College has developed a regular cycle of planning which is aligned with resource allocation and emphasizes the use of data and established benchmarks to measure the strategic goals and objectives of the College and the effectiveness of its units. It is evident that the College has
PGCC has developed a documented, organized, and sustainable institutional process focused on providing measures of effectiveness for academic programs, units, the strategic plan, and the College with a focus on achieving its vision, mission, and goals. This process involves a regular cycle of planning, measurement, and improvement. Since the last site visit, the institution has purposefully created a significantly more robust Institutional Research Office to assist with the assessment of institutional effectiveness and the assessment of student learning. While these assessments are guided by strong, rigorous plans that clearly accomplish their intended goals, using student learning outcome data to make institutional changes would strengthen both processes. The College will include the assessment and analysis of student learning outcome data in all Academic Program reviews so that learning outcome data are used more effectively to make institutional level decisions and will continue to refine and develop the unit review process so that it is completely institutionalized and part of standard operating procedures. The College will also continue to enhance the unit and program review processes through professional development offerings on institutional effectiveness, in general; setting and measuring objectives; collection, use and analysis of data; and writing effective action plans.

The College has also developed a comprehensive student learning outcome assessment plan which is well documented, organized, and has continued to improve. This assessment plan requires that all program learning outcomes exist at all three levels (e.g., course, program, and institution). The plan also requires appropriate interrelationship between course, program, and institutional outcomes, which have been identified and mapped. Data are shared every semester through a standard report called the SLOAR and is made available to all employees at PGCC through the institution’s portal. Multiple examples of improvements, based on data, are collected as part of the assessment plan. Finally, the College has collected data on the impact these changes have made in improving student outcomes. The institution has developed a rigorous student learning outcome assessment plan and has created a strong culture of using data to improve student performance. The College will continue to promote Student Learning Outcome data collection, analysis, and data-driven decision making within all academic departments.

In what can be considered difficult economic times for many, PGCC remains financially solvent as a result of prudent fiscal management. Adequate financial, human, technical and other resources are available and accessible to support the College’s mission and vision. The College serves more students today than it did ten years ago, and there are increased demands on the College locally, regionally and nationally. This requires that PGCC develops and implements a plan to support assessment of the efficient and effective utilization of institutional resources. As external expectations and associated costs increase, the College is taking every effort to avoid
raising tuition and fees. While it is clear that both the State and County appreciate the College’s efforts, it is necessary to continuously articulate the need for increased financial support. Therefore, based on more recent developments at the local and state levels, the College will develop and implement a more refined and inclusive process for determining and communicating pending and actual budget deficits and their impact on the College.

The College is creating innovative pathways to completion, based upon data and best practices, as evidenced through structured dual enrollment programs in partnership with the Prince George’s County Public Schools. All part of Envision Success, an improved front-door experience, mandatory student orientation, developmental mathematics redesign, course sequencing, redesign of the College catalog, and a comprehensive advising model with faculty advisors represent some of the recent high-impact interventions undertaken to improve student retention and completion.

The College’s dedication to student learning and completion is obvious and commendable. PGCC is justifiably proud of its commitment and service to all of the residents of Prince George’s County. In expanding its mission from that of access to completion, the College is deliberate in its engagement in continuous processes of review, measurement, and self-assessment with the goal of improving institutional programs, procedures, processes and student success.
CERTIFICATION STATEMENT

Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104-2680

Certification Statement:
Compliance with MSCHE Requirements of Affiliation and Federal Title IV Requirements
Effective October 19, 2012

Prince George’s Community College
(Name of Institution)

is seeking (Check one): ___ Initial Accreditation
X ___ Reaffirmation of Accreditation through Self Study
___ Reaffirmation of Accreditation through Periodic Review

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:
Distance education and correspondence education (student identity verification)
Transfer of credit
Assignment of credit hours
Title IV cohort default rate

This signed certification statement must be attached to the executive summary of the institution’s self-study or periodic review report.
The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.
___ Exceptions are noted in the attached memorandum (Check if applicable)

Charlene M. Dukes _______________________________ 1-14-2015
(Chief Executive Officer)

C. Michael Walls _______________________________ 1-14-2015
(Chair, Board of Trustees or Directors)

Self-Study Report | Prince George’s Community College
INTRODUCTION

Institutional Profile

Prince George's Community College (PGCC) was founded as the first integrated educational institution in Prince George’s County in 1958 at Suitland High School, offering evening courses to an initial 185 students. In 1967, the College moved to its permanent location on 150 acres in Largo, where it now has an enrollment of more than 40,000 and is the fourth largest community college in Maryland. PGCC currently offers more than 120 degree and certificate programs and hundreds of workforce development and continuing education courses; has one of the largest workforce development and job training programs in the state; and is identified as one of the top 100 associate degree producers among African Americans in the nation.

As a public institution, the College is representative of the community and reflects the changes of the County it serves. Prince George’s County, in its early days, was an agricultural economy and has since transitioned to a service-based economy within the greater Washington metropolitan area. The County has long been identified as solidly middle class with a population of approximately 850,000; it has also undergone a major demographic shift from majority White to majority Black, and that shift is reflected in the College’s student population.

In FY2014, the College served a total of 42,712 students with 19,451 enrolled in credit programs, and the remaining 25,579 in workforce development and/or continuing education courses. The total annual unduplicated headcount was not a sum of credit and noncredit headcount because some students study in both credit and noncredit areas. Credit students matriculated at the College’s main campus in Largo and/or one or more of the four extension centers where credit courses and programs are offered: Joint Base Andrews at Andrews Air Force Base, Laurel College Center in Laurel, University Town Center in Hyattsville and John Eager Howard Elementary School in Upper Marlboro. The Skilled Trades Center in Camp Springs, the Westphalia Training Center in Upper Marlboro, and other contracted sites around the County serve noncredit students only. Of the credit students enrolled in Fall 2014, 28.0% were full-time while 72.0% studied part-time, 92.8% lived in the County and 73.4% identified themselves as African American or Black.

Embedded in the College’s values and operating parallel to the FY2011-FY2013 Strategic Plan, the goal of Envision Success was to ensure that students completed degrees, certificates, and preparation courses for certifications and licensures. Over the last five years, the College awarded 4,304 associate degrees and 1,104 certificates.

The College has long been recognized and identified, in the region and nationally, as an institution committed to improving student success and the quality of life for County residents. For 56 years, the College has provided educational excellence and strong support services for students and the community-at-large. Through the leadership of eight presidents, the College grew in size and stature while remaining accessible and affordable. Excellence in teaching is the hallmark of the College as evidenced by a stellar faculty who are supported by dedicated staff and administrators.
Reaffirmation of Vision, Mission, and Values

In 2013, the Board of Trustees and the College community reaffirmed its vision, mission, and values as articulated below:

Vision

Prince George’s Community College will be the community’s first choice for innovative, high quality learning opportunities.

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.

Values

**Excellence** - We strive to ensure quality outcomes through rigorous learning experiences designed to develop the mind and build character through civic engagement and service learning.  
**Success** - We believe all individuals have the potential to realize their goals.  
**Diversity** - We promote opportunities to expand our worldview through exposure to and greater understanding of all peoples, cultures and lifestyles.  
**Respect** - We treat every person with the same humanity, courtesy, and civility that we expect for ourselves.  
**Professionalism** - We believe all individuals will approach their responsibilities ethically, fairly and with high standards.  
**Lifelong Learning** - We promote learning and development at all stages of life. We believe learning takes place at all times both inside and outside of the classroom. We honor and embrace all forms of learning, both formal and informal.

“Envision Success”- FY2014-FY2017 Strategic Plan

The College’s work and focus have been undergirded by planning and strategic thinking, all of which are designed to understand its current and future direction. A full complement of stakeholders, both internal and external, was essential in recommending both the FY2011-FY2013 and FY2014-FY2017 Strategic Plans to the Board of Trustees for approval, after very deliberate and collaborative processes. The College understood the necessity to have broad involvement and varied perspectives, coupled with a wealth of trend data, statistics, and information to guide the plan’s development; and as a result, in the FY2011-FY2013 plan, the current vision, mission, and values were crafted to convey a deep commitment to student success.

In June 2013, the College community and the Board of Trustees wholeheartedly supported a reaffirmation of the vision, mission, and values. As such “Envision Success,” the FY2014-FY2017 strategic plan, which focuses on four goals, was born:
Prince George’s Community College will Envision Success by:

1. Enhancing pathways that guide students to achieve their academic, career, and personal goals.
2. Cultivating a welcoming and responsive learning environment.
3. Fostering partnerships to respond to a diverse and evolving community and workforce.
4. Promoting and supporting a collaborative institutional culture for communication, decision-making, and governance.

The plan is the culmination of the collaborative efforts of the entire College community to develop a strategic direction that focuses efforts and resources on opportunities to enhance student success and institutional effectiveness. “Envision Success” ensures a collective commitment to reach for the vision and achieve the mission. More recently, in the Higher Education Survey of Employee Engagement administered in February 2014, more than 80% of faculty, staff, and administrators indicated they knew, understood, and were committed to the College’s vision and mission.

Educational Offerings

Credit students attending the College can choose from 63 associate degree programs and options, 61 certificates, and 13 letters of recognition. PGCC offers four associate’s degrees: Associate of Arts (A.A.), Associate of Science (A.S.), Associate of Applied Science (A.A.S.), and Associate of Arts in Teaching (A.A.T.). Degrees for 11 programs and 6 certificates may be earned online. The College partners with a number of four-year colleges and universities to offer students transfer and scholarship opportunities.

These programs of study are contained within four academic divisions: Health Sciences; Liberal Studies; Social Sciences and Business; and Sciences Technology, Engineering, and Mathematics. Additionally, the division of Learning Foundations offers courses to support the developmental needs of students in English, reading, and mathematics; it also houses the course associated with the First Year Experience Program. Credit programs established over the last decade, specifically in response to identified needs, include Construction Management, Culinary Arts, Human Services, Hospitality Services Management, Information Security, Media Production, Medical Assisting, Residential Property Management, and Theatre and Entertainment Technology.

With more than 5,000 Workforce Development and Continuing Education (WDCE) courses offered each year in more than 60 different locations, including the Skilled Trades Center and the Westphalia Training Center, the College serves a vital role in enhancing workforce development, customized training for business and industry, and lifelong learning through programs that lead to certification, licensure, and personal enrichment.
College Employees

The College has a total workforce of 2,665 employees. This includes 248 full-time faculty; 730 part-time credit faculty; 731 part-time noncredit faculty; 282 full-time staff non-union; 293 part-time staff non-union; 194 full-time staff union; 131 part-time staff union; and 56 full-time administrators. Every employee possesses the requisite credentials and skills and are eminently qualified to serve in their various professional and support roles within the College.

Accomplishments

The College has been proud to host the nation’s Commander-in-Chief, President Barack Obama, on three occasions. Mr. Obama visited the College while on the campaign trail in 2008. He returned in 2011 to discuss the role of community colleges in workforce development and building the middle class. In 2012, President Obama reaffirmed his commitment to health care for all through the Affordable Care Act.

The National Security Agency and the Department of Homeland Security certified PGCC as one of the original six community colleges nationwide for recognition as a National Center of Academic Excellence in Information Assurance Two-year Education for 2010-2015. Recently, the College was the sole community college to be awarded a second recognition for 2014-2021.

PGCC served as the lead institution for CyberWatch I and CyberWatch II, which was one of three cybersecurity Advanced Technology Education Centers funded by the National Science Foundation (NSF). Grant funding for the seven-year period totaled more than $6 million. In October 2012, PGCC became the lead institution for the National Cyberwatch Center, a consortium of 140 colleges and universities in 40 states and the District of Columbia. The mission of the National Cyberwatch Center is to advance cybersecurity education by leading collaborative efforts to strengthen the national cybersecurity workforce. NSF awarded the National Cyberwatch Center a four-year, $5.3 million grant to continue to promote cybersecurity education nationally.

In partnership with the Prince George’s County Public Schools, the College opened the first middle college high school in the state of Maryland, The Academy of Health Sciences @ PGCC on July 11, 2011. The Academy’s program is focused on providing students with an education that will lead to study in the fields of health sciences. Its first class of 100 ninth grade students was admitted in August 2011, followed by an additional class each subsequent year until full enrollment of 400 students in grades 9-12 was achieved in Fall 2014. The Academy’s rigorous, innovative, four-year program combines high school and college courses through dual enrollment credit. When students graduate from high school, they will have had the opportunity to earn both a high school diploma and an Associate’s degree in General Studies. The first graduating class will be Spring 2015.

Student success in and out of the classroom at PGCC has taken many forms. The College has produced five Jack Kent Cooke Scholars in the last 11 years, two of whom were named in 2012. Three of the five Scholars later received the Jack Kent Cooke Graduate Scholarship, and two of
them were also funded at doctoral levels. In Spring 2012, an Honors Academy student was selected to the 2012 All-USA Community College Academic Team, an elite group of 20 students nationwide. That same student was also selected as a New Century Scholar. This was the second time in four years that a PGCC student was named the New Century Scholar for the state of Maryland.

PGCC was asked by the Association of American Colleges & Universities, to join the first cohort of 12 community colleges committed to student success by participating in the Roadmap Project. In 2011, PGCC was selected as a White House Champion of Change for its commitment to improving completion rates, especially among disadvantaged students, and for its sector-based partnerships. The College holds the distinction of being the first college or university in the state of Maryland to be recognized in this manner. Selected as one of only 30 community colleges in the 2011 cohort and one of 200 colleges and universities nationwide, Prince George’s Community College is in its fourth year of participation in Achieving the Dream. The focus of Achieving the Dream is to assist community college students, particularly low-income students and students of color, to stay in school and earn a college certificate or degree. Furthermore, the Envision Success institutional priority and completion agenda was honored by the League for Innovation in the Community College with a 2013 Innovation of the Year Award in the Leadership and Organization category and was one of 42 such recipients nationwide.

In 2011, the Prince George’s Community College Foundation launched “Purpose, People, Possibilities,” a three-year comprehensive campaign to fund three priorities closely aligned with the College’s mission:

- Scholarships and services that maximize access for a broad range of students with diverse needs;
- Academic and workforce development programs that prepare students for high-demand jobs; and
- Technology, equipment, and furnishings to support state-of-the-art teaching and learning.

At its annual Partners for Success Awards dinner in October 2014, the Foundation announced that more than $31 million had been raised and/or committed. Funds raised from the public and private sectors have facilitated student success by strengthening existing programs and services, supporting the creation of new initiatives, and providing material support for technology and infrastructure needs. The Foundation is committed to providing access to educational opportunities that transform individual lives and benefit the collective good. By participating in the campaign, donors have added their support to this endeavor and helped to secure the College’s future.

**Faculty**

PGCC Faculty are consistently recognized for contributions to their academic disciplines and commitment to service, both internally and in the broader educational communities. Faculty recognitions were made by the American Lung Association of Maryland for service in the field of asthma; by the District of Columbia Commission on the Arts and Humanities; by the Eastern Communication Association as a Centennial Scholar; by the Maryland State Department of
Education for distinguished service to Career and Technology Education; by *Washingtonian Magazine* as one of the Top Ten Dieticians in the District of Columbia; by the *Daily Record* as one of 50 Leading Women for Maryland’s Future; by the Community College Futures Assembly for the Bellwether Award for continued focus on financial literacy; by the University of Maryland University College for the Stanley J. Drazek teaching excellence award; by the International Conference for High Performance Computing, Networking, Storage, and Analysis for the Undergraduate Computational Engineering and Sciences Award; and by the Association for the Study of African American Life and History for the Mary McLeod Bethune Service Award.

Furthermore, faculty present at local, regional, and national conferences; publish scholarly research; show at art galleries and serve as art jurists; support student competitions in mathematics, cybersecurity, health sciences, and psychology; are instrumental in the acquisition of grants and external funding; serve as advisors to the College’s six Collegian Centers (Administration of Justice; Business; Health Sciences; Humanities; Psychology, Sociology, and Education; and Science, Technology, Engineering, and Mathematics); coordinate the Honors Program and Honors Academy; lead major initiatives at the College, i.e., the Community Financial Center, the Book Bridge Project, the International Education Center, the Model U.N. program, Tech-Prep, and the Faculty Advising Program; advise student co-curricular organizations; serve as advisors to students in discipline/program-specific areas; and coach the College’s intercollegiate athletic teams.

Annually, faculty, staff, and administrators are selected by their peers and honored by the College for their individual contributions to the vision, mission, and goals of the institution. All employees are also recognized for their continuous years of service at five-year increments.

**Infrastructure and Technology Enhancements**

Since the 2005 Self-Study, PGCC has added two buildings on its Largo campus, the Center for Advanced Technology and the Center for Health Studies, both of which are equipped with state-of-the-art classrooms and computer labs. Both facilities showcase the College’s respective programs. In addition, two new sites were added, the John Eager Howard Elementary School and the Westphalia Training Center to host the Culinary Arts program and noncredit opportunities in the skilled trades, respectively.

Several buildings have undergone major renovations, including Bladen and Accokeek Halls, to support more contemporary environments for the student enrollment experience and library services. The College has upgraded and/or added classrooms at the Largo Campus, University Town Center, and Laurel College Center to include instructor workstations, tablet annotation devices, document cameras, integrated electronic systems, and science labs to create more present-day ecosystems for teaching and learning. At all sites, students have access to a pervasive wireless environment, mobile applications, and a student portal.
Intercollegiate Athletics

The men’s Basketball Team won the National Junior College Athletic Association (NJCAA) Division III Men’s Basketball Region XX Championship during the 2013-2014 academic year. Both the men’s and women’s Basketball Teams have competed in NJCAA Division III National Championships during the past five years.

The Track and Field team competed in the NJCAA Division III Championship in Spring 2014. National championships were won in the 100 m hurdles, 400 m hurdles, and the ladies 4x100 relay. Along with three gold medals, the team earned 4 silver and 8 bronze medals, and the coach was named the NJCAA Division III Women’s National Coach of the Year. The Soccer Team regularly advances to the Regional Finals, and several are now major league soccer players in franchises around the world. For the first time in College history, the Baseball Team advanced to the Division III World Series by winning the NJCAA Division III Region XX Championship.

PGCC’s male and female athletes continue to perform well academically. Many transfer with full or partial scholarships to four-year colleges and universities around the country.

Grants

The College continues to focus on grants acquisition to support the vision and mission. Since FY2008, the College has received federal, state, and local grants and corporate/foundation support totaling $45,704,399.14. These resources support teaching and learning, student services, scholarships, technology, and new programs and initiatives.
SELF-STUDY PROCESS

PGCC adopted *Envision Success*, the College’s completion agenda, as the institutional focus in Fall 2011. Given the scale and timing of *Envision Success* and the Self-Study, the Co-Chairs of the Self-Study, in consultation with the Steering Committee and the College’s Senior Team, selected the Comprehensive Report with Emphasis on One or More Issues as the Self-Study design for its decennial review. The impact of *Envision Success* has been felt throughout all areas of the College, but is especially relevant in the teaching-learning environment.

The Comprehensive Report with Emphasis on One or More Issues allowed the Steering Committee and Teams to examine specific standards through the lens of large-scale initiatives associated with *Envision Success*. As well, this design permitted the College community to engage in a critical review of its major priority in light of both the College mission of transforming students’ lives and Middle States’ standards of excellence in teaching and learning.

Rationale for Comprehensive Report with Emphasis on One or More Issues Model: *Envision Success*

In December 2010, as a response to President Obama’s Completion Agenda, Dr. Charlene Dukes, along with the other fifteen community college presidents of the Maryland Association of Community Colleges signed “A Promise to Act,” which signaled a collective commitment among these institutions to increase graduation rates state-wide. Several months after this signing, PGCC identified its specific response to the national and state-wide calls for completion by creating a mission-centric, institutional focus called *Envision Success*. Embedded in the College’s values and operating parallel to the FY2011-FY2013 Strategic Plan, the goal of *Envision Success* was to ensure that students completed degrees, certificates, and preparation courses for certifications and licensures. It addressed three major components—time, choice and structure—while emphasizing quality, rigor and relevance in an environment of broad engagement. Through a systematic process of gathering and using data, *Envision Success* worked to enhance or develop support services, academic programs, and workforce development and training programs to assist students in achieving their goals.

Two major institutional undertakings naturally led the College to the institutional focus on *Envision Success*. In Fall 2010, the Association of American Colleges & Universities tapped PGCC to become a national model supporting student success through the Roadmap Project. The goal of Roadmap is to assist community colleges in creating robust and proactive programs of academic support, tied to expected learning outcomes that engage students at entrance and teach them how to become active partners in their own quest for educational success. A year later, in Spring 2011, PGCC applied to and was accepted as an Achieving the Dream College. Both of these major institutional undertakings resulted in a series of broad-scaled initiatives in developmental education, student services operations, and assessment.

When *Envision Success* was developed, PGCC aligned its 12 “pipeline” initiatives with the College’s FY2011-FY2013 Strategic Goals. Using the framework provided by Achieving the Dream, PGCC approached the first two outcomes of *Envision Success* by focusing on developmental education, “the front door experience” (e.g., orientation, advising, proper course selection), and assessment, all of which are at the heart of specific Standards of Excellence. To offer an example, PGCC implemented a new, modularized developmental math sequence in an attempt to accelerate students’ progress to credit-bearing mathematics courses. This project was closely aligned with the Strategic Goal “respond to and anticipate the learning needs of a diverse student population by creating and expanding educational opportunities and support services.” It is also directly related to Standard 13’s core, where institutions, “consistent with their missions…offer programs and activities that are defined by their particular content, focus, location, mode of delivery, or sponsorship” (*Standards of Excellence*, p. 51). Similarly, in Spring 2013, PGCC implemented a mandatory orientation for all new students. This initiative, created to increase retention, falls under the same strategic goal. The content of the new mandatory orientation directly relates to many fundamental elements of Standard 8, and it also captures the core of the standard: “to ensure that students have a reasonable opportunity for success in meeting their educational goals” (*Standards of Excellence*, p. 31). See Table 1 below that shows the “*Envision Success*” Pipeline Projects aligned with strategic goals.

Table 1. Goals and Pipeline Projects of “*Envision Success*”

<table>
<thead>
<tr>
<th>Overarching Goal of “<em>Envision Success</em>”</th>
<th>Increase Completion Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pipeline Projects to Create and build a culture of success</strong></td>
<td><strong>Pipeline Projects to Re-engineer existing processes, procedures, practices</strong></td>
</tr>
<tr>
<td>Implement a comprehensive student learning outcomes (SLO) assessment plan*</td>
<td>Eliminate late registration*</td>
</tr>
<tr>
<td>Implement a plan to assess co-curricular activities***</td>
<td>Redesign the curriculum and delivery of developmental mathematics courses*</td>
</tr>
<tr>
<td>Develop a professional development program focused on the characteristics and needs of our students***</td>
<td>Redesign the curriculum and delivery of developmental English and reading courses*</td>
</tr>
<tr>
<td>Develop and widely disseminate information focusing on the importance of completing one’s program of study at PGCC*</td>
<td>Require students to continue developmental work to college level once begun*</td>
</tr>
</tbody>
</table>
### Overarching Goal of “Envision Success”

**Increase Completion Rates**

<table>
<thead>
<tr>
<th>Pipeline Projects to Create and build a culture of success</th>
<th>Pipeline Projects to Re-engineer existing processes, procedures, practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make new student orientation “inescapable*”</td>
<td>Require students to start three “gatekeeper” courses by 18 credits and stay in successive courses in the discipline are finished*</td>
</tr>
<tr>
<td></td>
<td>Establish a “base score” for developmental math and alternate pathway for students not meeting the base**</td>
</tr>
<tr>
<td></td>
<td>Redesign the academic course catalog*</td>
</tr>
</tbody>
</table>

Key:  
* Pipeline Project Implemented  
** Pipeline Remains in Task Force  
*** Pipeline Projects Not Addressed

As PGCC began its FY2014-FY2017 Strategic Planning process, two principles were revealed. The first principle was the close connection of Envision Success to the new Strategic Plan, so the FY2013-FY2017 plan was named “Envision Success.” The second principle was the need to create strategic priorities, aligned to the strategic goals, because they would remain relevant even after single, major projects were operationalized at the College. As a result, the College worked to create strategic priorities that were wide in scope and that would assist in achievement of the College’s mission. As an example, the Envision Success pipeline initiative ‘Implement Student Learning Outcomes Assessment’ is now fully operationalized, and the results of assessment are being used to create strategic direction for the College. The FY2014-FY2017 strategic priority most closely aligned with assessment is ‘Increase the use of data in decision making’ and encourages a college-wide focus on using data as a basis for decision making. This new approach to strategic planning allows strategic priorities to remain relevant even after major new projects are phased into the operations of the College.

### Preliminary Self-Study Planning

In Fall 2012, the College president appointed Dr. Michael Gavin, senior academic administrator to the vice president for Academic Affairs and PGCC’s administrative liaison officer to MSCHE; Ms. Andristine Robinson, director of institutional initiatives; and Dr. Dawn Lewis, professor of Psychology to serve as the co-chairs of the Self-Study. The co-chairs began meeting weekly, starting October 17, 2012. In November 2012, Dr. Sandra Dunnington, vice president for Academic Affairs and Dr. Michael Gavin attended the MSCHE Self-Study Institute. In December 2012, 2013 and 2014, the College president, the Self-Study co-chairs, the vice president for Academic Affairs, and a group of select campus leaders attended the MSCHE Annual Conference, as well as the most relevant pre-conference sessions.
The co-chairs recommended membership of the Steering Committee to PGCC’s Senior Team, which consists of the president, five vice presidents, and the chief of staff. Among the Steering Committee members are the co-leaders of the seven teams responsible for drafting reports for the standards. These co-leaders recommended members for their own teams to the three co-chairs. Once recommended, the rosters for these teams were approved by the vice president for Academic Affairs. With the departure of Dr. Michael Gavin from the College in January 2014, Dr. Mara Doss, senior academic administrator to the vice president for Academic Affairs, was appointed as the third co-chair.

Organizational Structure of the Steering Committee

The Steering Committee was charged with overseeing the Self-Study process and developing the final Self-Study report. To ensure that the Steering Committee provided valuable insight about the process, the co-chairs selected members from each constituency of the College, including students. The Board of Trustees appointed two liaisons to the Steering Committee, including the former chair of the Board. In addition to the team co-leaders for each standard, the Steering Committee includes at-large members with diverse strengths in assessment, technology, document management, and writing and editing.

Charge to the Steering Committee

The Steering Committee was charged with overseeing the accreditation process from beginning to end. Throughout the process, the Steering Committee was charged to:

1. Review Characteristics of Excellence, devise research questions submitted by the Teams, and make recommendations for revision where appropriate.
2. Align Envision Success initiatives with MSCHE key themes and concepts.
3. Develop a timeline for each Team to report its findings.
4. Review the Self-Study Design document prior to its submission to Middle States.
5. Identify gaps in research and content in Self-Study drafts as well as places where there is overlap in themes addressed by multiple standards.
6. Ensure adequate evidence is provided in the Self-Study to allow evaluators to assess compliance with each standard.
7. Provide the opportunity for the College community to be involved with the comprehensive study of the College.
8. Oversee cataloging of materials and other documents throughout the process.
9. Write a Self-Study report that clearly articulates the findings of the research completed by the Teams.
10. Develop recommendations, based on the results of the study that the College can incorporate into future planning and self-improvement.
11. Review the Self-Study document prior to its submission to Middle States.
### Steering Committee Membership

#### Steering Committee: Co-Chairs

<table>
<thead>
<tr>
<th>Co-Chair</th>
<th>College Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mara Doss</td>
<td>Senior Academic Administrator to the Vice President for Academic Affairs</td>
</tr>
<tr>
<td>Dawn Lewis</td>
<td>Professor, Psychology</td>
</tr>
<tr>
<td>Andristine Robinson</td>
<td>Director of Institutional Initiatives</td>
</tr>
</tbody>
</table>

#### Steering Committee: Team Co-Leaders

<table>
<thead>
<tr>
<th>Team Co-Leaders</th>
<th>College Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christine Barrow</td>
<td>Dean, Sciences, Technology, Engineering, and Mathematics</td>
</tr>
<tr>
<td>Jada-Roshay Bethea</td>
<td>Manager, Information Center Operations</td>
</tr>
<tr>
<td>David Buonora</td>
<td>Assistant to the Vice President of Workforce Development and Continuing Education (WDCE)</td>
</tr>
<tr>
<td>Nancy Burgess</td>
<td>Dean, Financial Affairs</td>
</tr>
<tr>
<td>Laura Ellsworth</td>
<td>Chair and Associate Professor, Public Safety and Law</td>
</tr>
<tr>
<td>Lane Floyd</td>
<td>Data Storage Back-up Administrator</td>
</tr>
<tr>
<td>Scheherazade Forman</td>
<td>Dean, Student Development Services</td>
</tr>
<tr>
<td>Carolyn Hoffman</td>
<td>Dean, Liberal Arts</td>
</tr>
<tr>
<td>Mark Hubley</td>
<td>Chair and Professor, Biological Sciences</td>
</tr>
<tr>
<td>Dennis Huffman</td>
<td>Program Director, UTC Degree Center</td>
</tr>
<tr>
<td>Andy Jones</td>
<td>Professor, Mathematics</td>
</tr>
<tr>
<td>Catherine LaPalombara</td>
<td>Senior Academic Administrator to the Vice President for Academic Affairs</td>
</tr>
<tr>
<td>Nicholas Plants</td>
<td>Professor, Philosophy</td>
</tr>
<tr>
<td>William Allen Richman</td>
<td>Interim Dean, Office of Planning, Assessment and Institutional Research</td>
</tr>
<tr>
<td>Yvette Snowden</td>
<td>Dean, Workforce Development and Community Partnerships</td>
</tr>
<tr>
<td>Mirian Torain</td>
<td>Chair and Associate Professor, Developmental Reading and English</td>
</tr>
</tbody>
</table>

#### Steering Committee: At-Large Members

<table>
<thead>
<tr>
<th>Member</th>
<th>College Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela Anderson</td>
<td>Dean, Health Sciences</td>
</tr>
</tbody>
</table>
Teams

Co-leaders of the seven teams recommended their team rosters based on expertise and experiences. The Self-Study co-chairs, with direction from the vice president of Academic Affairs, ensured that fair representation from each constituency of the College was present on each standard. The co-chairs, with Senior Team approval, decided to combine standards under teams for investigative purposes. However, a separate chapter for each standard was written in this report. All teams were given a consistent list of charges prior to drafting research questions. The teams themselves, as a result, were actively involved in drafting questions that addressed the assigned standards and relevant *Envision Success* initiatives.

Charge to all Teams

Every team was charged with gathering data and evidence to answer the research questions related to their assigned standards and with writing the associated sections of the Self-Study. Throughout the process, Teams were charged to:

1. Examine each standard in relation to the College’s mission.
2. Create a final list of researchable questions for each standard and, where appropriate, Envision Success initiatives, and deliver them to the three Self-Study Co-Chairs.
3. Identify any areas of assigned standards that the Team believes the College may need to strengthen, and relay this information to the Self-Study Co-Chairs.
4. Gather data and evidence to answer Team-generated research questions.
5. Generate a draft report for the Steering Committee to review that addresses each standard’s requirements and Essential Elements.
6. Participate in revising drafted reports.
7. Contribute to the reading and editing of the final Self-Study Report.
Teams with an Envision Success Emphasis also used the FY2011-FY2013 *Envision Success* initiatives and the FY2014-FY2017 Strategic Priorities to:

1. Create research questions about the assigned *Envision Success* initiative and/or Strategic Priority.
2. Ensure these questions also address the essential characteristics of the standard.
3. Identify which *Envision Success* initiative and/or Strategic Priority is being addressed by number at the end of each question.

**Team Members**

<table>
<thead>
<tr>
<th>Member</th>
<th>College Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nabil Abujuma</td>
<td>Manager, Desktop Technical Solutions</td>
</tr>
<tr>
<td>Veronica Alford</td>
<td>Manager, Advising and Transfer Services</td>
</tr>
<tr>
<td>Ennis Allen</td>
<td>Associate Professor, Communication and Theatre</td>
</tr>
<tr>
<td>Darlene Antezana</td>
<td>Chair and Professor, Political Science, Geography and Anthropology</td>
</tr>
<tr>
<td>Clover Baker-Brown</td>
<td>Professor, Communication and Theatre</td>
</tr>
<tr>
<td>John Bartles</td>
<td>Librarian and Associate Professor</td>
</tr>
<tr>
<td>Sonia Bell</td>
<td>Associate Professor, Psychology</td>
</tr>
<tr>
<td>William Blank</td>
<td>Infrastructure Planning Manager, Facilities</td>
</tr>
<tr>
<td>Maria Bonet</td>
<td>Chair and Assistant Professor, Librarian</td>
</tr>
<tr>
<td>BJ Brooks</td>
<td>Employee/Labor Relations Manager</td>
</tr>
<tr>
<td>Darlene Brown</td>
<td>Coordinator, Technology Budget Services</td>
</tr>
<tr>
<td>Barry Bugg</td>
<td>Chair and Associate Professor, Information and Engineering Technology</td>
</tr>
<tr>
<td>Michael Burt</td>
<td>Professor, Information Technology and Engineering</td>
</tr>
<tr>
<td>Cathryn Camp</td>
<td>Interim Director, Student Services Operations</td>
</tr>
<tr>
<td>Janelle Cartledge</td>
<td>Director, Registration and Records</td>
</tr>
<tr>
<td>Candice Cooper</td>
<td>Circulation/Media Technician, Library</td>
</tr>
<tr>
<td>Adrienne Crowell</td>
<td>Program Coordinator, Workforce Development and Continuing Education</td>
</tr>
<tr>
<td>Sandra Dempsey</td>
<td>Manager, Science Lab Services</td>
</tr>
<tr>
<td>Barbara Denman</td>
<td>Dean, Adult and Continuing Education Programs</td>
</tr>
<tr>
<td>Lindsey Dodson</td>
<td>Associate Professor, Language Studies</td>
</tr>
<tr>
<td>Johnika Dreher</td>
<td>Coordinator, Owl Success Track</td>
</tr>
<tr>
<td>Melinda Frederick</td>
<td>Professor, Political Science</td>
</tr>
<tr>
<td>Jeffrey Freels</td>
<td>Associate Professor, History</td>
</tr>
<tr>
<td>Member</td>
<td>College Position</td>
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<td>---------------------------------------------</td>
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</tr>
<tr>
<td>Anthony Fulton</td>
<td>Associate Professor, English</td>
</tr>
<tr>
<td>William Gardner</td>
<td>Director, Student Assessment</td>
</tr>
<tr>
<td>Cheryl Green</td>
<td>Director of Grants and Resources</td>
</tr>
<tr>
<td>Diane Garrison</td>
<td>Program Director, eLearning Services</td>
</tr>
<tr>
<td>Veronica Hammonds</td>
<td>Program Coordinator, Workforce Development and Continuing Education</td>
</tr>
<tr>
<td>Oliver Hansen</td>
<td>Dean, Learning Technologies and Support Services</td>
</tr>
<tr>
<td>Sandy Hoover</td>
<td>Senior Accountant/Budget Officer, Financial Affairs</td>
</tr>
<tr>
<td>Samantha Howard</td>
<td>Coordinator, Recruitment and Community Relations</td>
</tr>
<tr>
<td>Sunnie Jackson</td>
<td>Associate Professor, Developmental Mathematics</td>
</tr>
<tr>
<td>Tamela Jarvais</td>
<td>Professor, Business Studies</td>
</tr>
<tr>
<td>Ned Judy</td>
<td>Associate Professor, Music</td>
</tr>
<tr>
<td>Carl (Rik) Karlsson</td>
<td>Adjunct Faculty, Business Management</td>
</tr>
<tr>
<td>Barbara Kirkwood</td>
<td>Manager, Teaching-Learning Center</td>
</tr>
<tr>
<td>Cecelia Knox</td>
<td>Director, Community Partnerships</td>
</tr>
<tr>
<td>Melinda Kramer</td>
<td>Chair and Professor, English (Retired-May, 2014)</td>
</tr>
<tr>
<td>Paul Madachy</td>
<td>Professor, English</td>
</tr>
<tr>
<td>Katrina Mayo</td>
<td>Executive Associate II, Academic Affairs</td>
</tr>
<tr>
<td>Nancy Meman</td>
<td>Assistant Professor, Allied Health</td>
</tr>
<tr>
<td>David Mosby</td>
<td>Dean, Facilities Management</td>
</tr>
<tr>
<td>Tammy O’Donnell</td>
<td>Chair and Associate Professor, Communications and Theatre</td>
</tr>
<tr>
<td>Beverly Reed</td>
<td>Dean, Learning Foundations</td>
</tr>
<tr>
<td>Esther Robbins</td>
<td>Chair and Associate Professor, Language Studies</td>
</tr>
<tr>
<td>Debra Rodriguez</td>
<td>Director, Technical Support Services</td>
</tr>
<tr>
<td>Wanda Rounds</td>
<td>Coordinator, Financial Aid</td>
</tr>
<tr>
<td>Diane Salen</td>
<td>Program Director, PSSI and Police Academy</td>
</tr>
<tr>
<td>Barbara Sanders</td>
<td>Counselor, Academic Enrichment (Retired-December 2014)</td>
</tr>
<tr>
<td>Fatina Taylor</td>
<td>Chair and Associate Professor, Academic Enrichment</td>
</tr>
<tr>
<td>Sabrina Thomas</td>
<td>Manager, Benefits &amp; Compensation</td>
</tr>
<tr>
<td>Priscilla Thompson</td>
<td>Director, Library</td>
</tr>
<tr>
<td>Kimberly Veney</td>
<td>Associate Professor, Nursing</td>
</tr>
<tr>
<td>Member</td>
<td>College Position</td>
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<tr>
<td>----------------------------</td>
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</tr>
<tr>
<td>Jacqueline Walpole</td>
<td>Director, Adult Education</td>
</tr>
<tr>
<td>Wynnona Denise Ware</td>
<td>Program Director, Hospitality and Tourism (WDCE)</td>
</tr>
<tr>
<td>Sarah Wegner</td>
<td>Professor, Art</td>
</tr>
<tr>
<td>Kalika White</td>
<td>Grants Accountant</td>
</tr>
<tr>
<td>Diana Wilkins</td>
<td>Advisor, Advising and Transfer Services</td>
</tr>
<tr>
<td>Kathy Yorkshire</td>
<td>Interim Coordinator, Honors Program</td>
</tr>
<tr>
<td>Ansumana Zaza</td>
<td>Program Analyst II</td>
</tr>
</tbody>
</table>

Following the initial completion of the Self-Study report, a draft was made available on the Portal for the College community to review and provide comments. The Self-Study co-chairs hosted six open forums to encourage additional dialogue and feedback. Comments and suggestions, as appropriate, were incorporated into the final version so that the collective thought of the College community was represented in all standards. Feedback also revealed that the process was open, transparent, collaborative, and collegial.

The Self-Study journey allowed the College to reflect on the past and set clear directions for its future. It has affirmed PGCC’s commitment to student success and completion as well as the pivotal role the College plays in the education, workforce, and economic well-being of the County and state.
STANDARD 1. MISSION AND GOALS (ENVISION SUCCESS EMPHASIS)

The institution’s mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution’s stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices to evaluate its effectiveness.

Institutional Focus

Throughout the PGCC Self Study, Envision Success (in italics) refers to the College’s completion agenda and institutional priority, which was in effect from Fall 2010 through Spring 2013. Subsequently, “Envision Success” (in bold and quotes) became the name of the FY2014-2017 Strategic Plan.

Overview

In the five years since Prince George’s Community College (PGCC) submitted its last review to the Middle States Commission on Higher Education (MSCHE), the College has planned, developed, and implemented two strategic plans, FY2011-2013 and FY2014-2017. Strategic goals were developed as part of each plan. The FY2011-2013 planning process involved internal and external stakeholders, including the Board of Trustees who were collaborative partners. The process was informed by an environmental scan, a SWOT analysis, and community forums. PGCC’s vision and mission were both revised as a part of the FY2011-2013 planning process.

In the same year the FY2011-2013 Plan was approved, the College responded to calls from President Obama’s administration and Maryland’s Governor Martin O’Malley for more college graduates by developing its completion agenda, Envision Success. During the implementation of the FY 2011-2013 Strategic Plan, it became evident that the focus on college completion became integral to the College’s mission. Envisioning student success was not a companion piece or an add-on; it was the College’s work.

Therefore, using a more compressed process, in which the Vision and Mission were first reaffirmed by the Board of Trustees, members of the College community (led by the Office of Planning and Institutional Research [OPAIR]) developed and recommended approval of the FY2014-2017 Strategic Plan. The Planning Team’s goals and definitions, which incorporated many aspects of Envision Success, were approved with only minor editing by the Board, and the FY2014-2017 Strategic Plan was named “Envision Success.” Under the FY2014-2017 Strategic Plan, the College made significant improvements in the planning process itself and in using institutional assessment data to inform decisions regarding student success.
Vision

Prince George’s Community College will be the community’s first choice for innovative, high quality learning opportunities.

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.

This mission statement provided the foundation for both the FY2011-2013 and FY2014-2017 Strategic Plans. Strategic goals, designed to direct all administrative and academic areas of the College, were developed as part of each plan.

Strategic Planning to Meet the Mission and Goals

Shortly after the FY2011-2013 Strategic Plan was approved by the Board of Trustees, PGCC was selected as one of 12 community colleges across the nation to participate in the Association of American Colleges and Universities’ project titled Developing a Community College Roadmap: From Entrance to Engagement in Educational Achievement and Success (Roadmap). That same Fall, on December 3, 2010, PGCC joined with the 15 other community colleges comprising the Maryland Association of Community Colleges (MACC) to sign the Promise to Act, thereby committing to a focus on ensuring an educated, credentialed, and globally competitive workforce. MACC’s plan to increase substantially the number of community college graduates by 2025 was developed in direct response to the White House Summit on Community Colleges, and PGCC pledged to increase the number of its graduates by 94% by 2025.

Demonstrating its commitment to student success and completion, the College participated in the Entering Student Success Institute (ESSI) in Spring 2011. Using the data from SENSE (Survey of Entering Student Engagement), the College team completed an in-depth review of student data and learned about promising practices in entering student success, retention, and completion. In Spring 2011, the College applied for and was accepted into the 2011 cohort of Achieving the Dream colleges.

With its participation in the Roadmap Project, Promise to Act, ESSI, and Achieving the Dream, the College leadership thematically combined each of these completion and student success projects into one overarching initiative titled Envision Success. From Fall 2010 to Spring 2013, Envision Success served as the institutional focus, reaffirmed the completion agenda for PGCC, and complemented the work of the FY2011-2013 Strategic Plan. The goal of Envision Success was to ensure that students completed degrees, certificates, and requisite courses for certifications and licensures. It addressed three major components (time, choice, and structure) while emphasizing quality, rigor, and relevance in an environment of broad engagement. Envision Success focused on enhancing or developing support services, academic programs, and workforce development and training programs to assist students in achieving their goals.
In the Summer of 2011, as part of a commitment to continuous improvement through assessment and to reinforce the new focus on completion, the College developed three institutional priorities to guide *Envision Success*:

- Create and build a culture of success
- Transform institutional processes, procedures, and practices to support success
- Increase completion rates

In preparation for the FY2014-2017 Strategic Planning cycle, PGCC held multiple internal and external strategic planning summits during Spring of 2013. Two outcomes of these summits were reaffirmation of the College’s mission and sharpening the focus of the Strategic Plan’s goals on the College’s Completion Agenda and *Envision Success*. This focus on completion correlated with the College’s firm commitment to national and state goals of completion and its participation in Achieving the Dream. The launching of both Achieving the Dream and the *Envision Success* institutional priority in 2011 further focused the College’s next Strategic Plan on data-driven decision making, assessment, developmental education, and the ‘front-door experience,’ the latter of which concentrated on retaining students by enhancing classroom engagement opportunities and improving services, especially during a student’s first six weeks of enrollment.

Development of the [FY2014-2017 Strategic Plan](#) was a multi-tiered process. The dean of the Office of Planning, Assessment, and Institutional Research (OPAIR) led the preliminary planning effort. OPAIR framed the planning process through a kickoff document that was presented to the College community. The document focused attention on identifying ways to articulate and measure outcomes related to plan goals. Members of OPAIR presented the results of the associated environmental scan and recent regional and local trends impacting the College for consideration in the planning process. Following the presentation of the data, OPAIR collected surveys from members of the College community, which asked respondents to prioritize the College’s needs and goals. Most germane to the discussion of the mission is that the survey asked members of the community to prioritize which, if any, of the five FY2011-2013 strategic goals and the three priorities of *Envision Success* should be emphasized. Once the survey data were compiled, various faculty, staff, students, and consultative bodies as defined in the governance structure were convened to craft strategic goals for the College using a guided process.

Ultimately, a strategic plan known as “*Envision Success*,” was drafted. After vetting by the College’s senior administration, open forums were held to communicate the plan to the College’s constituencies and to receive prompt feedback. The FY2014-2017 Strategic Plan was reviewed by the College-wide Forum (CWF) and ultimately approved for recommendation to the Board of Trustees through the president. The Board of Trustees reviewed the plan during its Spring 2013 retreat and offered editorial suggestions on the wording of several goals. At their June 6, 2013 meeting, the Board of Trustees approved the final version of the FY2014-2017 Strategic Plan, “*Envision Success*.”

“*Envision Success*” 2014-2017 is centered on four goals:

- Enhancing pathways that guide students to achieve their academic, career and personal goals
Cultivating a welcoming and responsive learning environment
Fostering partnerships to respond to a diverse and evolving community and workforce
Promoting and supporting a collaborative institutional culture for communication, decision-making and governance

The newly approved FY2014-2017 Strategic Plan was available immediately to the College and the greater community via the College’s portal. The president of the College communicated the strategic plan at public meetings and through email messages. Marketing and Creative Services prepared brochures and pocket guides for internal and external constituents, as well as College banners, large posters in each building, and other media that publicized the “Envision Success” mission and strategic goals. Updates regarding progress on the strategic plan are made to the College through regular reports and discussions at the CWF and to the Board of Trustees at scheduled times of the year. In addition, an annual cycle for review and updating of the strategic plan has been implemented.

Through “Envision Success,” the College’s mission and goals inform decision-making and resource allocation throughout the College. Specifically, after the strategic plan was finalized, the mission and goals were discussed in area staff meetings, and the process of aligning area and unit objectives to the strategic plan began in earnest. Administrators encouraged staff input regarding area objectives. For each strategic goal, the Senior Team discussed the area objectives and reached consensus on collaborative efforts. Beginning with the FY2014-2017 Strategic Plan, objectives linked to the College’s strategic priorities must employ specific, measurable, achievable, relevant, and timely (SMART) metrics and identify the resources necessary to accomplish the intended outcomes.

“Envision Success” is a data-driven, dynamic, and comprehensive plan that undoubtedly sets the current and future direction for PGCC. Recent data collected from the Higher Education Survey of Employee Engagement (HESEE) demonstrates employees’ understanding of the College’s commitment to “Envision Success.” The mission and strategic goals reflect the importance of student learning and the responsibility of the College to guide student, staff, and faculty efforts to these ends. Current objectives solidify the College’s commitment and resolve to improve student retention, progression and completion; they also provide a revitalized institutional identity.

Furthermore, the College knows who it serves. PGCC is a major engine of workforce development for the local economy. More than 80% of the College’s students remain in Prince George’s County after leaving the College, and it is from their ranks that the local workforce is drawn. The College’s attentiveness to changing labor demands allows it to respond substantively and flexibly by developing new programs, updating existing programs, or eliminating programs that no longer meet local workforce needs. Additionally, as a major public institution in a county that has been facing significant changes and challenges, PGCC has identified how broader community concerns (e.g., education, public safety, healthcare, and community development) relate to its mission and to its intellectual resource capacity.

Conclusion

The College achieves its mission and goals through the establishment of strategic objectives that undergird, structurally support, and focus on its primary mission. The responsibility for
examining and revising the College’s mission and strategic goals is far-reaching, inclusive, and collaborative, involving internal and external strategic planning team members. In each strategic planning cycle, diverse members of the greater College community comprised the strategic planning taskforce. The FY2011-2013 strategic planning cycle was discussed, and planning processes needing improvement for the next planning cycle were identified, revised, and implemented for the FY2014-2017 cycle. Continued areas of strategic focus were reaffirmed through the mission and goals of “Envision Success.” Internal and external trends needing consideration for the future were reviewed during each planning cycle, and current strengths and weaknesses were discussed. The end results of each strategic planning cycle were a mission and strategic goals that clearly reflect the importance of student learning and the responsibility of the College to guide student, staff, and faculty efforts to these ends.

**Recommendations**

None.
STANDARD 2. PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Institutional Focus

Throughout the PGCC Self Study, *Envision Success* (in italics) refers to the College’s completion agenda and institutional priority, which was in effect from Fall 2010 through Spring 2013. Subsequently, “*Envision Success*” (in bold and quotes) became the name of the FY2014-2017 Strategic Plan.

Overview

Prince George’s Community College (PGCC) has developed a regular cycle of planning which is aligned with resource allocation and emphasizes the use of data and established benchmarks to measure the strategic goals and objectives of the College and the effectiveness of its units. The current strategic plan, “*Envision Success,*” was developed through collaboration and shared with the entire College community. Additionally, the strategic plan is regularly updated and monitored using the College’s enterprise assessment software, Tk20 (*Strategic Planning Dashboard*). The planning cycle incorporates an annual process for monitoring unit-level performance and the periodic assessment of the plan itself (*Four-Year Planning Cycle Brief; Four-Year Planning Cycle Full*).

Well-Defined Goals and Objectives

- PGCC has implemented a process for establishing the mission, vision, and strategic goals for the institution and for communicating these to the College community (see Standard 1). Institutional goals are clearly linked to the College’s mission. These institutional goals are used to form the basis for area- and unit-level objectives. The College is divided into six areas, and a Senior Team member heads each team (*Organizational Chart*). Within each area there are a varying number of units, which are defined in the Institutional Effectiveness Plan (*Appendix, p 32*). “Units” do not perfectly align with the organizational chart because some groups were combined due to their small size. For example, within Academic Affairs, there are six units comprised of the five academic divisions and Ancillary Programs (e.g., Library, Degree and Extension Centers, and academic support programs). In general, unit-level goals align to area-level goals, which are then aligned with the institution’s goals.

The process for the development of the College’s strategic plan has varied somewhat across the years, but has always involved the use of data from a variety of sources (e.g., *SWOT Analysis for FY2011-2013; Strategic Planning Workshop Summary; 2010 PAR; 2012 PAR; PGCC’s KPI*).
Additionally, the College is improving the amount of internally available data by working with each unit to develop regular measures of effectiveness.

Alignment with Budget

Throughout the implementation of the FY2011-2013 Strategic Plan, $1 million was reserved each year to fund strategic initiatives. The College’s annual budget submission is due to the Prince George’s County Office of Management and Budget early to mid-December (FY2015 Budget Calendar) for the following fiscal year. Given this timeline, it was originally decided that when the College’s budget was built, this million dollars would be reserved for strategic objectives, which would be prioritized later. During the development of the FY2014-2017 Strategic Plan, it was recognized that this process did not truly align resource allocation with the accomplishment of strategic initiatives. Therefore, during FY2013, the Office of Planning, Assessment and Institutional Research (OPAIR) developed a four-year and annual planning cycle that more purposefully link planning, resource allocation, and data relevant for institutional renewal.

PGCC’s Strategic Planning Cycle

The four-year and annual cycles were implemented beginning in Spring 2014. As defined by the annual process for year two, in Summer 2014, PGCC conducted its initial unit level retreats, area retreats, and a Data Summit.

The annual cycle includes a series of steps beginning with unit reviews overseen by the College-wide Forum (CWF) Institutional Effectiveness (IE) Committee. All units at the College are reviewed across a four-year cycle (Institutional Effectiveness Plan). According to the cycle, after the scheduled unit reviews are completed, each unit engages in a retreat to review the performance over the last year and establish objectives for the next fiscal year (retreat agenda). Since this process was first implemented in Summer 2014, some areas carried out a combined unit and area retreat so everyone was simultaneously introduced to the planning process and associated expectations. The intended purpose of this cycle is to align unit and area planning
with the budget timeline and establish unit and area objectives a full year in advance of implementation, providing ample time for collaboration. After unit-level objectives have been established and vetted with area leaders, they are compiled by OPAIR into a complete listing of unit-level objectives and collaborators (i.e., other units across the College who will be asked to help complete the unit’s objectives). With guidance from Data Ambassadors and Senior Team members, units meet to discuss their role in other units’ projects. Through this process, units can agree to basic timelines and identification of other necessary steps to develop a complete plan for the next fiscal year.

According to the cycle, each Senior Team Area holds a retreat to review the unit-level objectives. Although, as noted above, some unit and area retreats were held on the same day for the first implementation. When common themes are observed, multiple unit-level objectives may be combined into a more comprehensive area objective which may be added to the College’s strategic plan (i.e., Center for Faculty Innovation, p.4). The final step in the process involves a “Data Summit,” comprised of all Senior Team members and Data Ambassadors, to examine the Key Performance Indicators and review progress and trends for these measures. After reviewing the data, the group makes adjustments to the strategic plan including budget projections for the next fiscal year for submission to the Budget Committee. This committee reviews operational and strategic requests and recommends alignment of budgets with strategic priorities.

Assignment of Responsibility for Improvements and Assurance of Accountability

The strategic objectives are overseen by the units and areas in which they are most directly aligned. All objectives on the strategic plan are assigned to a specific area, and as such, the Senior Team Member who oversees that area is most directly accountable for ensuring the completion of assigned objectives. Senior Team members work closely with their staff to ensure objectives are completed and goals are met. Similarly, unit-level objectives are overseen by deans and managers who oversee their units. Unit-level assessment progress and completion are monitored within each unit and by each area. The goals and objectives of “Envision Success” are regularly monitored using the College’s enterprise assessment and strategic planning software, Tk20 (Strategic Planning Dashboard). Progress, completion, and a record of outcomes and outputs are all recorded in the system for each objective. Currently this tracking enables designated individuals to regularly monitor annual progress of each objective.

Institutional and Unit Improvement Efforts

PGCC has a long history of monitoring improvement efforts and establishing benchmarks through the statewide Performance Accountability Report (PAR), which is designed to support the state of Maryland Strategic Plan for Higher Education and monitored by the Maryland Higher Education Commission (MHEC). The College uses PAR to set benchmarks for itself and report annually on its success in achieving those benchmarks (2010 PAR; 2012 PAR; 2014 PAR). With the current strategic plan, “Envision Success,” particular care was taken to ensure objectives have been written in clearer, more measurable language and are directly aligned with established measures that are now part of the strategic plan (i.e., Metrics column). Additionally, the College wanted to establish measures that are more tightly aligned with its strategic plan and thus, developed its own set of Key Performance Indicators (KPIs), which are directly aligned
with goals. The KPI Scorecard provides a significantly clearer display of the successes and challenges for the strategic plan.

Previously, unit-level objectives were monitored within the unit and the area; however, in 2010, a new committee of the College-wide Forum (CWF) was formed (i.e., Institutional Effectiveness (IE) Committee) and charged with designing a transparent plan for evaluating the accountability of the continuous improvement occurring within each unit and area. The IE Committee has developed a systematic means for conducting unit reviews (Institutional Effectiveness Plan). For the last four years, the College has focused on improvement at the unit level. In Spring 2012, the IE Committee developed a detailed plan for unit reviews (see Standard 7) that requires every unit to be reviewed on a four-year cycle (IE Master Calendar). The most significant aspect of these unit reviews has been the recognition that all members of the College community in all areas and departments are accountable for the completion of established goals and objectives that will help achieve the mission of the College. Furthermore, it is becoming fully acknowledged that data must be collected and utilized to engage in a process of continuous improvement.

The unit review process is partially based on the academic program review process, which was established in Spring 2011. All academic programs undergo a full Program Review every four years with an interim review every two years. A Program Review Template, a Two-Year Interim Report Form, and a Program Review Feedback Rubric have all been designed to formalize the review process. OPAIR provides all student data for the reviews, ensuring that accurate and official data form the basis for written reports. These reviews have been important in enabling academic departments to realize the challenges as well as the strengths of their programs and helping to devise strategies to overcome challenges (See Standard 7). Both unit and academic program review processes revolve around reviewing previous performance data and establishing action plans for continued improvements.

**Periodic Assessment**

As part of the establishment of the FY2014-FY2017 “Envision Success” strategic plan, a significant amount of the input process requested feedback from the College community about “what worked and didn’t work” in the FY2011-FY2013 strategic plan Strategic Planning Workshop summary, p1. With the new Strategic Planning Cycle in place, the College now has a well-defined assessment cycle including a “Midpoint Check.” Improvements to the process continue to be made regularly to ensure transparency and ease of access to data.

**Conclusion**

PGCC has an established history of ongoing planning and resource allocation based on its mission and goals, which now includes unit-level objectives. Additionally, it is evident that the College has worked to continuously improve the planning process to better align with budget timelines and ensure objectives are fully formulated before implementation. Finally, it is clear that the College utilizes the results of its assessment activities for institutional renewal with an established set of measurements, which continue to be refined to help identify the College’s successes and challenges.
**Recommendations**

Continue to evaluate and revise the strategic planning cycle to ensure that planning, resource allocation, and institutional renewal are purposefully linked and the process of renewal appropriately followed and institutionalized at all levels.

Continue to provide ongoing training to units to support the development of measurable objectives and use of assessment data for continuous improvement.
STANDARD 3. INSTITUTIONAL RESOURCES

The human, financial, technical, facilities, and other resources necessary to achieve the institution’s mission and goals are available and accessible. In the context of the institution’s mission, the effective and efficient uses of the institution’s resources are analyzed as part of ongoing outcomes assessment.

Institutional Focus

Throughout the PGCC Self Study, Envision Success (in italics) refers to the College’s completion agenda and institutional priority, which was in effect from Fall 2010 through Spring 2013. Subsequently, “Envision Success” (in bold and quotes) became the name of the FY2014-2017 Strategic Plan.

Overview

The Maryland Annotated Code in Section 16-301 states that “each year the Board of Trustees and the president of each community college shall prepare and submit to the county governing body an operating budget and a capital budget.” The components of the operating budget include revenue and expenses categorized by major functions. Prince George’s Community College (PGCC) develops a budget calendar each year to comply with the requirements of Prince George’s County. The FY2015 Budget Calendar is available on the College’s portal. As a result of prudent fiscal management, the College is fiscally sound and is able to achieve its mission and goals.

Budget Development: Policies and Procedures

The County requires the College’s budget submission for the following fiscal year to be completed by early-to-mid-December. The cycle begins in June/July at each unit and area retreat as plans are developed for the subsequent year’s objectives. Budgetary needs are also identified and are rolled into the operating and or strategic requests for the next fiscal year. Individual cost centers formulate needed expenditure requests in support of the College’s mission and strategic goals. In September, a revenue budget is constructed collaboratively between the finance area and the Office of Planning, Assessment, and Institutional Research (OPAIR).

Revenue

The three major sources of budgeted revenue for the College’s operating fund are tuition and fees, county support, and state contributions. For FY2015 these amounts were tuition and fees of $43.7M, or 40.1%; county support of $34.3M, or 31.5%; and state contributions in the amount of $26.0M, or 23.9%. The remaining 4.5% percent comes from building use fees, a contribution from the Maryland-National Capital Park and Planning Commission for use of facilities, investment earnings, sales and services, and programmed use of a portion of the College’s fund balance. Revenue projections and budget updates are shared with the College-wide Forum (CWF) as well as employee constituent groups throughout the process. Discussions occur with
the Senior Team before a final recommendation is presented to and approval is granted by the Board of Trustees.

Since a major component of revenue is tuition and fees, any change in enrollment has an impact on the projections. The Office of Planning, Assessment, and Institutional Research (OPAIR) provides historical information on student enrollment and assists in developing realistic projections. The primary factors impacting enrollment include the state of the economy, county high school graduation rates, and access to financial aid (more than 60% of credit students at the College use some form of financial aid). Historical enrollment information is available on the OPAIR portal page in the most recent Fact Book under Data & Reports. Each Fact Book, completed every Fall and Spring semester, contains comparative information for enrollment by term. Enrollment for the past five fiscal years follows:

<table>
<thead>
<tr>
<th>Five-Year Annual Unduplicated Headcount*</th>
<th>FY2010</th>
<th>FY2011</th>
<th>FY2012</th>
<th>FY2013</th>
<th>FY2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit</td>
<td>20,305</td>
<td>21,136</td>
<td>20,830</td>
<td>19,750</td>
<td>19,451</td>
</tr>
<tr>
<td>Non-Credit</td>
<td>21,157</td>
<td>22,787</td>
<td>23,255</td>
<td>23,933</td>
<td>25,579</td>
</tr>
<tr>
<td>Total Annual Unduplicated</td>
<td>40,509</td>
<td>42,111</td>
<td>42,151</td>
<td>42,153</td>
<td>42,712</td>
</tr>
</tbody>
</table>

*The total annual unduplicated headcount is not a sum of credit and noncredit headcount because some students study in both credit and noncredit areas.

<table>
<thead>
<tr>
<th>Five-Year Full-time Equivalency (FTE) Enrollment</th>
<th>FY2010</th>
<th>FY2011</th>
<th>FY2012</th>
<th>FY2013</th>
<th>FY2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit</td>
<td>8,747.64</td>
<td>9,133.70</td>
<td>9,234.76</td>
<td>8,516.30</td>
<td>8,447.28</td>
</tr>
<tr>
<td>Non-Credit</td>
<td>4,254.07</td>
<td>4,476.24</td>
<td>4,594.68</td>
<td>4,644.17</td>
<td>4,537.06</td>
</tr>
<tr>
<td>Total</td>
<td>13,001.71</td>
<td>13,609.94</td>
<td>13,829.44</td>
<td>13,160.47</td>
<td>12,984.34</td>
</tr>
</tbody>
</table>

Credit enrollment projections for future years are located on the Maryland Higher Education Commission’s (MHEC) website at MHEC Projections, which has credit enrollment growing at the College by 24% from 2011 through 2020. The following table provides revenue and expense information for the last four fiscal years:
The formula used for the distribution of state funding for community colleges is the Senator John A. Cade Funding Formula. The Cade formula is linked to the General Fund appropriation per full-time equivalent student at the four-year public institutions of higher education in the state, full-time equivalent students at each community college (produced two years in arrears), as well as a size factor allocation for smaller institutions. For PGCC, state funding increased approximately 21% from FY2012 to FY2015, the result of both an increase in state funding for the community colleges and enrollment growth.

All community colleges in the state are governed by a Maintenance of Effort Provision in state law (Annotated Code of Maryland 16-305, 9[d]). This asserts, “in each fiscal year, in order for a board to receive an increase in the State share of support, the county share, in the aggregate, that supports the community college or colleges shall equal or exceed the aggregate amount of operating fund appropriations made to the board by the county or all of the counties supporting the college in the previous fiscal year.” County funding for PGCC remained virtually flat over FY2012, FY2013, and FY2014. County support increased significantly for FY2015 (in excess of 16%), with the expectation that the increased funding would support areas as casino job training, health care training, the College and Career Readiness and College Completion Act of 2013, and student scholarships. Since approving the FY2015 Operating Budget, the College has been informed by the County to “hold” $4M of the additional $4.8M in County support for FY2015. The additional $4M in question was earmarked to support the specific items noted above. The College continues to work with the County around funding status both for this year and any potential impact for the future.

As the College looks toward the future, continued support from the County and State at current levels could be tenuous. The County is projecting an annual budget deficit of nearly $60M each

Table 2. Prince George's Community College Operating Budget

<table>
<thead>
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<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$43,332,646</td>
<td>$42,189,765</td>
<td>$39,459,081</td>
<td>$43,657,436</td>
<td>$4,198,355</td>
<td>10.64%</td>
</tr>
<tr>
<td>State of Maryland</td>
<td>21,484,279</td>
<td>22,013,073</td>
<td>24,412,143</td>
<td>26,009,164</td>
<td>2,399,070</td>
<td>9.83%</td>
</tr>
<tr>
<td>Prince George's County</td>
<td>29,245,200</td>
<td>29,545,200</td>
<td>29,545,300</td>
<td>34,345,300</td>
<td>4,800,000</td>
<td>16.25%</td>
</tr>
<tr>
<td>Sales &amp; Services</td>
<td>453,575</td>
<td>399,496</td>
<td>728,069</td>
<td>0</td>
<td>(728,069)</td>
<td>-100.00%</td>
</tr>
<tr>
<td>Other</td>
<td>3,791,252</td>
<td>2,372,827</td>
<td>5,428,650</td>
<td>4,900,000</td>
<td>(528,650)</td>
<td>-9.74%</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$98,306,952</strong></td>
<td><strong>$96,520,361</strong></td>
<td><strong>$99,573,243</strong></td>
<td><strong>$108,911,900</strong></td>
<td><strong>$9,338,657</strong></td>
<td><strong>9.38%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$30,146,690</td>
<td>$30,387,649</td>
<td>$31,795,945</td>
<td>$34,989,130</td>
<td>$3,193,185</td>
<td>10.04%</td>
</tr>
<tr>
<td>Public Service</td>
<td>304,446</td>
<td>273,873</td>
<td>356,655</td>
<td>351,765</td>
<td>(4,890)</td>
<td>-1.37%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>17,201,388</td>
<td>16,376,568</td>
<td>17,195,535</td>
<td>24,439,141</td>
<td>7,243,606</td>
<td>42.12%</td>
</tr>
<tr>
<td>Student Services</td>
<td>8,330,003</td>
<td>8,324,454</td>
<td>8,451,480</td>
<td>10,047,103</td>
<td>1,595,623</td>
<td>18.88%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>26,310,807</td>
<td>26,497,958</td>
<td>25,865,346</td>
<td>28,054,401</td>
<td>2,188,855</td>
<td>8.46%</td>
</tr>
<tr>
<td>Operations/Maintenance</td>
<td>9,658,793</td>
<td>8,480,788</td>
<td>8,916,755</td>
<td>10,345,260</td>
<td>1,428,505</td>
<td>16.02%</td>
</tr>
<tr>
<td>Scholarships/Fellowships</td>
<td>362,700</td>
<td>766,676</td>
<td>346,241</td>
<td>685,100</td>
<td>338,859</td>
<td>97.87%</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$92,314,827</strong></td>
<td><strong>$91,107,966</strong></td>
<td><strong>$92,928,157</strong></td>
<td><strong>$108,911,900</strong></td>
<td><strong>$15,983,743</strong></td>
<td><strong>17.20%</strong></td>
</tr>
</tbody>
</table>

Source: Prince George’s Community College Office of Financial Services
year for the next five years. The State of Maryland is facing similar budget issues as it struggles with a $1.3B deficit over the next couple of years. To that end, the Governor has recommended a $6.8M reduction to community college funding for FY2015, or approximately 3%. This equates to nearly $798,000 for the college, and this is in addition to the $4M that the County has placed ‘on hold’ from the College’s FY2015 budget. The senior administration will continue to work with both County and State leadership to ensure continued support for the College. Internal discussions have begun with staff regarding these budget issues, their impact on the College, and the steps/actions needed to be taken to proactively prepare for the financial repercussions.

**Expenses**

With regard to expenditures, the budget process is broad-based. Budget documents are sent to Senior Team members in September for distribution to each of their direct reports and are due back to the College’s Budget Office in October. It is truly a bottom-up process, starting with individual cost centers rolling up to department and division heads and, ultimately, Senior Team areas. As a general rule, the College has adopted an incremental approach to expense budgeting. While it is important that all cost center budgets are developed in support of the institution’s strategic plan, historically a designated “pool” of funds have been reserved for strategic initiatives (approximately $1M annually). The new four-year planning cycle described in Standard 2 is designed to ensure all essential strategic initiatives are funded. A component of the cycle is the unit review process, an institution wide tool that enables units within the College to take a systematic and honest look at their strengths, resource needs and areas to improve. This process allows the units to describe how they work to positively impact the lives of students. Added to the review is a budget component ensuring that the evaluation of resources is examined and tied to the cyclical assessment of all programs.

Regular annual operating budget requests to the County include strategic initiative funding; salary improvements for employees; necessary insurance increases such as workers’ compensation, liability, health, dental, and life; utility increases; technology upgrades and updates; new program requests; unfunded state and federal mandates; and building maintenance projects. The budget submission to the County is reviewed by the Office of Budget and Management in the executive branch and by Audits and Investigation in the legislative branch. Both branches ask questions requiring input from across the College regarding how the request supports the strategic initiatives, goals and mission.

For the development of the FY2016 budget, the College reinstituted the College-wide Budget Committee. Every constituent group (i.e., faculty, technical and support staff, administrative and professional staff, and students) is represented on the committee, which is chaired by the dean of Financial Affairs. The committee’s primary focus for the FY2016 budget was to review requests and engage with administrative areas in dialogue regarding strategic initiatives and new operating funds and make recommendations to the Senior Team.

Information on both revenue and expenses for all funds can be found in the audited financial statements for **FY2012**, **FY2013**, and **FY2014**. The College has been able to maintain a fund balance at approximately 5% to 7.5%. The state requires the Annual Budget Report (CC-5) be
submitted to the Maryland Higher Education Commission each year on June 30. The reports are available at [CC-5 2014](#) and [CC-5 2015](#).

Both revenue and expenses are reviewed quarterly with the budget team consisting of the vice president for Administrative Services, the dean of Financial Services, the director of Financial Systems Support, the budget/senior accountant, the accounting officer, and the fiscal analyst. The team reviews financial reports, tracks spending, and discusses areas of concern in any of the College’s funds. A review of the College’s financial outlook is presented and reviewed with the Board of Trustees on a quarterly basis.

**Human Resources**

Each administrative area meets during the strategic and budget planning phases and as necessary to review and determine staffing needs across the College. Decisions are based on strategic focus, enrollment, and operational requirements, and the use of data is required to add or reduce staff at any level.

PGCC is committed to hiring and retaining highly qualified faculty and staff. The Board of Trustees and the administration recognize that competitive salaries are an essential factor in employee retention. As such, the College has been able to provide the following salary improvements: FY2011 – 2.5%; FY2012 – provided employees with a one-time bonus; FY2013 – 3%; FY2014 – 3%; and FY2015 – 4%. During the same time frame, minimal salary enhancements at local peer institutions have allowed the College to improve its competitiveness. It is important to note that near the end of FY2010, the College made its first salary and reclassification adjustments to meet the recommendations of the compensation study (see Standard 5).

**Financial**

An independent audit is performed each year on the College’s accounting internal control and financial statements. Title 16, Section 16-315 of the Annotated Code of Maryland requires each community college to have an annual audit of its books and of accounting procedures and principles. Please refer to financial statements FY2012, FY2013 and FY2014. It should be noted that in each of these years, the College received “unqualified/unmodified” audit opinions on its financial statements.

The major federal financial aid programs (A-133) are also audited. In FY2013, the auditing process identified significant material weaknesses which resulted in a “qualified” opinion. The College took major steps to address the weaknesses, including a change in leadership, personnel restructuring, and revamped processes. Consequently, the FY2014 audit of financial aid programs resulted in an “unmodified” opinion.

In addition to the various compliance issues associated with federal financial aid programs, recent years have seen the emergence of various, local, state and federal mandates all requiring degrees of compliance (e.g., Government Auditing Standards, OMB Circular A-133, federal and state granting agencies). Recognizing the expanding compliance requirements, the college has
budgeted for an institutional compliance officer. To date, this position has remained frozen given the current and pending budget challenges.

**Technology**

Expenses for technology have grown from $10 million in FY2009 to a budgeted amount of $13 million in FY2015. Recent technology successes include the use of the ERP recruitment module in student services, continuation of the computer refresh program, a fiber optic network throughout the Largo campus, a new data center located in the Center for Health Studies, instructional technology upgrades in all classrooms and computer labs, and an enhanced wireless network. PGCC’s FY2011-2013 Strategic Plan established the basis for the annual updated Technology Services Operational Plan.

This operational plan was also aligned to ensure the Technology Services area has funding to support strategic and operating initiatives. An example of this is the $2.4 million redesign of the Developmental Math sequence, which was a pivotal 2012 initiative of Envision Success. Technology Services played a major role in the development of these innovative classrooms that provide an optimal learning environment for students. As Technology Services and Academic Affairs work collaboratively on a number of strategic initiatives, the Academic Master Plan, expected to be completed prior to June 30, 2015, will influence the development of the Technology Master Plan and its focus on the use of technology in facilitating teaching and learning.

**Capital Projects and Facilities**

**The Facilities Master Plan (FMP)** supports the mission and vision of the College by creating a framework to guide the future development of facilities at the main campus and offsite locations over the next decade and beyond, including exploring the ramifications of enrollment growth at all locations. The current plan, covering the period 2012–2022 was developed through a collaborative process to facilitate input and participation from College stakeholders representing all organizational units, including representation from the Board of Trustees. The FMP is holistic, addressing programmatic relationships, the creation of open spaces, pedestrian connections, landscape features, parking and service areas, utility issues, public safety, environmental stewardship and other issues.

The Maryland Higher Education Commission (MHEC) requires that all public state higher education institutions update or complete a new FMP, minimally every five years. However, the College is permitted to update it annually as needs warrant or as desired. Prior to the MHEC submission, the final document is reviewed and approved by the Board of Trustees. The Maryland Department of General Services (DGS), the Department of Budget and Management (DBM) and the Maryland Department of Planning use the FMP in their review process when considering capital project funding requests from colleges and universities.

Over the past decade, State, County and college funds have supported capital projects in excess of $150 million, for both new construction and renovation projects. Some examples of projects over the past decade include the Center for Advanced Technology, the Center for Health Studies,
the Circulation and Roadway project, the renovation of Annex A, Rennie Forum, Lanham Hall, and the expansion at University Town Center. Most capital projects are split funded between the State of Maryland and Prince George’s County. The percentage split varies across the counties throughout the State. The split has ranged from 63.2%/36.8% (State/County) to the current split (FY2015) of 58.3%/41.7% (State/County). The percentage is calculated annually by the State.

In FY2011, a Facility Condition Assessment (FCA) was completed for each structure on the College’s main campus and is contained in the FMP. The FCA results provide baseline data, benchmarks, and metrics which the College can use to effectively plan for facility repairs, upgrades, and/or replacement. The FCA is conducted at five-year intervals.

**Equipment**

Technology and Facilities Management both have replacement plans for equipment. The Technology Refresh Plan and the associated technology standards provide guidance for end users. In addition, all technology purchases require technology approval. Facilities Management has a vehicle replacement schedule establishing the need and standards for replacement vehicles. When equipment requisitions arrive in Procurement, the department works to get the best quality equipment based on adopted and approved policies or procurement procedures. Purchases between $25,000 and $250,000 are sent to the board on a monthly basis as information items; purchases greater than $250,000 require board approval. Additionally, in June of 2011, the board adopted a [Minority Business Enterprise (MBE) Utilization Program Policy](#) to increase participation of MBEs and Local MBEs in all College procurements.

**Other Resources**

The PGCC Foundation is organized and operated exclusively for the charitable and education purposes of furthering the education programs, facilities, and opportunities for the College. The Foundation was organized on April 19, 1985 and began operations in FY1986. This tax exempt organization operates under Section 501(c) (3) of the Internal Revenue Code and is reported as a component unit in the College’s financial statements. For FY2013 and FY2014 these statements show net assets of $5.6 million and $6.7 million. In 2011, the Foundation launched a major capital campaign called *Purpose, People, Possibilities* to raise $25 million to provide scholarships and services to a broad range of students with diverse needs; academic and workforce development programs to meet the needs of county businesses; and technology, equipment, and furnishings to support state-of-the-art teaching and learning. To date, more than $31 million has been raised and/or committed.

**Conclusion**

In what can be considered difficult economic times, the College is currently financially solvent. Adequate financial, human, technical and other resources are available and accessible to support the College’s mission and vision. The College serves more students today than it did ten years ago, and there are increased demands on the College locally, regionally and nationally. As external expectations and associated costs increase, the College is taking every effort to avoid raising tuition and fees. While it is clear that both the State and County appreciate the College’s
efforts, it is necessary to continuously articulate the need for increased financial support. It is important that both entities continue to maintain and increase its support of the College.

**Recommendations**

Develop and implement a plan to support assessment of the efficient and effective utilization of institutional resources.

Develop an Academic Master Plan and Technology Master Plan to ensure that learning and technology resources are allocated in accordance with the goals of each plan.

Develop and implement a more refined and inclusive process for determining and communicating pending and actual budget deficits and their impact on the College.
STANDARD 4. LEADERSHIP AND GOVERNANCE (ENVISION SUCCESS EMPHASIS)

The institution’s system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development consistent with the mission of the institution.

Institutional Focus

Throughout the PGCC Self Study, Envision Success (in italics) refers to the College’s completion agenda and institutional priority, which was in effect from Fall 2010 through Spring 2013. Subsequently, “Envision Success” (in bold and quotes) became the name of the FY2014-2017 Strategic Plan.

Overview

Prince George’s Community College (PGCC) has a well-defined system of governance, which includes the Board of Trustees, president, College-wide Forum (CWF), Academic Council (AC), employee/student constituency groups, and the bargaining unit. A policy on Participatory Governance exists in the College Code and states that all members of the PGCC campus community and their duly selected representatives have the right to be heard on matters considered by the Board of Trustees. The CWF is part of the governance structure at the College and is a broadly representative body that exists to evaluate and initiate policies and procedures for the College in an open and collegial manner. In its representative role, an important function of the CWF is to seek out, inform, and communicate the range and strength of views held by College citizens; review, discuss and recommend new polices or amendments to current ones; and deliberate processes or procedures that have broad impact across the College.

Background

As part of PGCC’s 2005 site visit, the Middle States Commission on Higher Education (MSCHE) visiting team members made broad recommendations pertaining to governance at PGCC. In response to these recommendations, the College created opportunities for the various governing bodies to better define their charge, scope, operating principles, authority, and relationships, and, thereby refine the governance system in a manner that fully implemented the principles of participatory governance. Subsequently, the College reported the changes in governance to MSCHE in a progress letter that was accepted by the Commission on June 28, 2007. That letter noted identified changes in the CWF and the formation of the AC, two specific examples of collaborative governing bodies within PGCC’s participatory governance system. In 2010, the Periodic Review Report (PRR) documented continued progress in satisfying the governance recommendations and confirmed that the College had met these recommendations. The Commission made no recommendations following the review of the PRR and identified it as “exemplary.”
Institutional Collaboration

With the advent of “Envision Success,” first as an institutional focus and now as the strategic plan, the College community is fully directed at envisioning and facilitating student success. Therefore, the student experience and learning is at the core of governing processes and decisions. With completion established as the foundation of the College’s strategic direction, The College leadership ensures that the institution conducts its affairs in an ethical manner and in accordance with laws and accepted practices. In Subtitle 2, Participation in Governance, the College Code specifies how College stakeholders participate in governance. Participatory governance relationships are facilitated by the:

- Board of Trustees
- President
- Senior Team
- College-wide Forum
- Academic Council
- Faculty Organization
- Administrative and Professional Staff Organization
- Technical and Support Staff Organization
- Student Governance Association
- AFSCME Local 1646, AFL-CIO Bargaining Unit (hard copy enclosed)

Board of Trustees

The role and responsibilities of the Board of Trustees are delineated in the Board of Trustees Manual. The manual clarifies the governance process (Section 2), Board-Staff Relationship (Section 3), and Executive Expectations (Section 4). The Board regularly reviews policy and receives recommendations from the internal governing bodies followed by the president and Senior Team. As stipulated in Section 16-414 of the Maryland Annotated Code, the PGCC Board of Trustees consists of nine members, eight of whom are appointed by the Governor with the advice and consent of the State Senate. Members serve five-year terms, may not serve more than two consecutive terms, and must be residents of Prince George’s County. The ninth member of the Board is a regularly enrolled PGCC student in good standing who is elected by the student body for a one-year term. Each year, the Board elects individuals to serve as chair and vice chair for a term of one year. The vice chair becomes chair after one year, although the Board can choose to re-elect the sitting chair. Biographies of Board members are available on the College portal.

New members of the Board of Trustees participate in a formal orientation session conducted by the Board Chair, the President of the College, and the chief of staff to the president who serves as the primary liaison to the Board. In this session, they are provided an overview of the College, a review of the Board Manual, information related to ethics and their fiduciary responsibility, and an overview of staff support that is provided to them by the College. Board members are made aware of the tactical, strategic, and financial issues of the College through their formal orientation process and regular meetings. The Board also hears reports/updates provided by members of the College community on specified topics. To help ensure that the Board is successfully discharging its duties, each Board member completes an annual self-evaluation.
The following performance areas are evaluated: organization, policy role, community relations, policy direction, Board-CEO relations, College operations, institutional performance, Board leadership, advocacy, and Board education.

The Board meets in formal, public session on a monthly basis with the exception of August and January. There are also two annual retreats, one each in Spring and Fall. The meetings are open to the College community as well as external community members. Agendas and meeting minutes are made available to internal stakeholders via the portal, and agendas are available on the website. At each meeting the Board hears a report from the College president and the leaders of the College constituency groups, which includes the Faculty Organization (FO), the Administrative and Professional Staff Organization (APSO), the Technical and Support Staff Organization (TSSO), and the Student Governance Association (SGA). It is important to note that the College Code identifies individual members of the College community as a constituency, thereby formalizing each individual’s role in the governance process. Specifically, individual members of the College Community shall have the right to be heard at Board meetings in accordance with such rules and procedures adopted by the Board of Trustees.

As part of the Board’s general business, it considers items relevant to its fiduciary and governing responsibilities. For example, the Board must approve the annual audit of books and records, the strategic plan, performance and accountability reports, the Facilities Master Plan, and the Diversity Plan. The Board serves in an advocacy role at the national, state, and local levels. To help ensure that the Board is exhibiting best practices and performing effectively, the Board receives professional development through membership in and attendance at the Association of Community College Trustees and Maryland Association of Community Colleges Trustees annual conferences in addition to selected workshops throughout the year.

**College-wide Forum**

The CWF was created in FY2005 and substantially revamped in FY2006 in response to recommendations made by the 2005 MSCHE visiting team. The CWF now consists of a minimum of 18 delegates from across College constituencies. Membership is delineated in Article IV of the CWF By-laws. It exists to consider policies and procedures for the College in an open and collegial manner with particular attention to those matters that affect the common interests of employees and students. To encourage dialogue and participation, the Open Forum now occurs at the beginning of the meeting and starting in Spring 2014 “GoToMeeting” provides remote access to the CWF. The CWF has recommended several policy/procedural changes to the president that resulted in approval by the Board of Trustees or the appropriate area of responsibility.

In 2010, the CWF reviewed its size and committee structure. As a result, the membership was reduced from 30 to 18 so that, while still representative of the total College community, it is a more manageable size with which to conduct business. The Committee on Committees recommended a revised standing committee structure which was accepted by the CWF. The revision resulted in a reduction from 8 standing committees to 4: College Life and Culture; Community Involvement and Outreach; Institutional Effectiveness; and Technology Planning.

An assessment of the effectiveness of the CWF was conducted in Fall 2008. As a result of the analysis and recommendations, several changes or enhancements were made including but not
limited to a reduction in the size of the membership to support a more manageable process; a restructuring of the standing committees to support a more holistic approach; an orientation for new and returning members which has since been enhanced; and the creation of the open forum to allow employees and students the opportunity to share issues or matters that impact the overall well-being of the College. In an effort to periodically assess the CWF’s effectiveness, the committee conducted a second assessment in Spring 2014. The results were analyzed for common themes. Subsequently, an ad hoc committee has been charged with reviewing the results of the assessment in order to make appropriate recommendations to the CWF by mid Spring 2015.

**Academic Council**

The AC held its first meeting on March 27, 2008. The purpose of the AC is to focus on those ideas and issues that principally affect the Academic Affairs area. A well-defined process of vetting any curricular matters exists through the AC with representation including members from the Academic Affairs Assessment Committee, General Education Committee, Curriculum Committee, Chairs Council, Professional Development Committee, Faculty Organization, Academic Technology Advisory Committee, and each academic division. In addition, members include representatives from Student Services and Workforce Development and Continuing Education (WDCE). The vice president for Academic Affairs chairs the AC and serves as an ex-officio member along with the dean of Office Planning Assessment, Institutional Research (OPAIR) and the senior academic administrator for Curriculum and Programs. The [Academic Affairs decision-making chart](#) defines roles and decision-making responsibilities. Any items discussed at the AC with a more global impact are also taken to the CWF. The AC conducted an [assessment](#) in Fall 2010 and is planning another assessment in FY2015. As a result of the assessment, a closer alignment to the CWF was formed, and communication about the work of the AC was enhanced.

**Coordination**

Upon creation of the AC, the relationship between the CWF and the AC needed to be decisively defined. Each body is aware of the actions of the other through regular reports. In addition, the faculty co-chair of the CWF sits on the AC as a voting member and conversely, the vice president for Academic Affairs sits on the CWF in a voting capacity. Recommendations for new policies or revisions to existing policies for the CWF and/or Academic Council are submitted to the College president for consideration and must ultimately be approved by the Board of Trustees. The [CWF Bylaws](#) and the AC [Articles of Organization](#) clarify their roles and responsibilities.

In Spring 2011, PGCC began implementing a variety of College-wide, large-scale initiatives associated with the institutional focus, *Envision Success*. Because of their breadth and depth, these initiatives affected many areas of the College. One example was the elimination of late registration. Because the Achieving the Dream Core Team was spearheading this effort, the leadership of the CWF and AC met monthly with the Core Team to discuss upcoming projects and progress, what issues should be coming to the CWF and AC, and appropriate scheduling of those issues on the respective agendas. As a result, through *Envision Success*, it became evident that a more articulated and well-defined vetting process needed to be created, and the relationship between the two governing entities required further clarification.
The College president charged the CWF and AC leadership to define their collaborative relationship and make that relationship clear to the membership of all governance bodies and the entire College community. The resultant documents took into account the concurrent College Code amendment that defined participation in governance. In early Fall 2013, both bodies approved the resultant definitions, principles, and graphic representations. The clarified relationship is depicted in the diagram of the Governance structure. Although still new, this relationship is showing positive benefits.

The AC has been able to swiftly act on matters that affect teaching/learning at the College and has brought forward ideas and issues for consideration by the more global CWF. The CWF has continued its role in fostering discussion of issues of broad impact on the College (e.g., elimination of late registration, Smoke and Tobacco-Free College) as well as the overall progress of the strategic plan.

**Conflict of Interest/Ethics**

The College has taken steps to identify conflict of interest policies and ensure they are understood and practiced. The College Code is available to each Board member and employee on the PGCC portal. The Code discusses conflict of interest within Section 3 – 401 Code of Ethics. In addition, each Board Member is given the Maryland Public Ethics Law, Annotated Code of Maryland, Title 15, Public Ethics. The ethics law is also distributed to all new employees of the College as part of the onboarding process. College employees, based on position description, are required to receive training on the requirements of the Ethics Law within six months of their employment and to file annual financial disclosure statements. Compliance is monitored through the state Ethics Commission. An employee can file a complaint with the Commission, or the Commission can issue a complaint against an employee. Enforcement for non-compliance is discussed in the College Code and the Maryland Public Ethics Law.

**Conclusion**

PGCC has made significant strides in creating an environment that promotes participatory governance. The Board of Trustees is fully engaged with the College community through regular meetings, retreats, and communications with the president and the Senior Team and has successfully maintained its governing and fiduciary oversight responsibilities. The creation of the CWF and the AC provides platforms through which the College community can learn about as well as impact policies and procedures that allow the institution to effectively serve students and employees. Agendas, minutes, and actions of the CWF and AC are on the portal and available to the entire College community. Agendas are disseminated prior to every meeting via the College’s email system and all meetings are open, allowing for input and feedback from the College community.

These bodies, in conjunction with College constituency groups, have successfully collaborated to foster an environment of collegiality and teamwork while maintaining high ethical standards. As participatory governance is evolutionary in nature, the continued implementation of “Envision Success” and the College’s participation in Achieving the Dream will provide additional opportunities to continue to refine and enhance the governance process at the institution.
Suggestions

Continue to refine and enhance the participatory governance process at the institution.

Recommendations

Review the results of the 2014 CWF assessment and recommend/implement appropriate follow-up actions.
STANDARD 5. ADMINISTRATION

The institution’s administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution’s organization and governance.

Institutional Focus

Throughout the PGCC Self Study, Envision Success (in italics) refers to the College’s completion agenda and institutional priority, which was in effect from Fall 2010 through Spring 2013. Subsequently, “Envision Success” (in bold and quotes) became the name of the FY2014-2017 Strategic Plan.

Overview

The current leadership of the College is experienced and highly qualified. Members of the senior administration (i.e., the president, vice presidents, and chief of staff) are appropriately credentialed to serve in the positions they occupy as are the deans and directors of divisions and major units. Furthermore, the staffing structure is appropriate to support the mission, goals, type, size, and complexity of the institution. The College engages in a variety of recruiting, hiring, and retention strategies to ensure administrators meet current professional standards and are capable of leadership that will assure the institution offers innovative and high quality learning opportunities. Finally, the College engages in continuous processes of review, measurement and self-assessment aimed at improving institutional programs, procedures, and processes.

Presidential Leadership

The College is governed by a nine-member Board of Trustees, which is responsible for all policy development and for setting the vision, mission, and direction of the College (PGCC Board Manual, p. 9). The president is the chief executive officer of Prince George’s Community College (PGCC) and provides leadership directed at achieving the institutional goals established by the Board (PGCC Board Manual, President’s Position Description, p. 25). The president reports directly to the Board and carries out the duties, responsibilities, and functions directed by the Board concerning the operation of the College (PGCC Board Manual, p. 17). The Board conducts an annual evaluation of the president’s performance in achieving predetermined goals and provides a written evaluation and review of the president’s contract during the June meeting.

When there is a presidential vacancy, the Board oversees the presidential search. For the past two presidential searches, the Board engaged a consultant formerly affiliated with the Association of Community College Trustees, an organization committed to enhancing the capacity of boards through education, advocacy, and the selection of the best chief executive officer for the institution. Following the most recent national presidential search, Dr. Charlene M. Dukes took office on July 1, 2007, as the eighth and first female president of Prince George’s Community College. Detailed descriptions of Dr. Dukes’ qualifications and accomplishments are documented in her resume and in her biography located on the President’s Page.
During her presidency, Dr. Dukes has made significant accomplishments throughout Prince George’s County, the state of Maryland, and the national educational landscape as evidenced by her mission-driven leadership and contributions to education, specifically in the area of student success in community colleges. In December 2010, Dr. Dukes formalized her commitment to student success by joining other community college presidents from across the state of Maryland in signing a completion pledge, known as a *Promise to Act*, agreeing to increase the number of college graduates across the state by 2025. PGCC was recognized by the White House for its commitment to improving completion rates, especially among disadvantaged students. PGCC was the first college in Maryland to be selected as a White House Champion of Change.

**Administrative Staffing Structure**

PGCC’s Senior Team includes the president, the five vice presidents, and the chief of staff. The five vice presidents and chief of staff comprise the Senior Team Council. Reporting directly to the president, individually and collectively, the Senior Team Council (Sandra Dunnington, Thomas Knapp, Tyjaun Lee, Joseph Martinelli, Joseph Rossmeyer, and Alonia Sharps) represents, respectively, the core functional and administrative areas of the College: Academic Affairs, Administrative Services, Student Services, Workforce Development and Continuing Education, Technology Services, and the Office of the President. A review of their resumes reveals highly accomplished and experienced administrators with appropriate levels of education, training, skills, and progressively responsible experience to carry out the duties of their positions and areas of responsibility.

The administrative levels reporting to the Senior Team provide direct administrative oversight for the implementation of strategic and operational objectives. The College’s organizational chart clearly delineates the lines of organization, areas of responsibility, and authority throughout the institution and is available to all employees through the portal. As evidenced in the FY2014-2017 Strategic Plan, Goal 1, Priority p.4, the College will initiate a review of organizational alignment and staffing in Spring 2015.

**Information and Decision-making Systems and Periodic Review Mechanisms**

The College’s formal decision-making systems and review mechanisms facilitate vertical and horizontal lines of communication, coordination, and collaboration across administrative areas to inform critical strategic and operational decisions impacting the institution. Guided by the College’s strategic plan, the Senior Team Council meets bi-weekly to review performance metrics and data generated through reporting systems, assess progress toward strategic goals and objectives, and discuss input and recommendations gathered from governance structures and constituency groups, and address major issues relative to day-to-day operations. The Senior Team, which includes the president, also meets bi-weekly on alternate weeks during which time challenges, opportunities, and recommendations derived from the Senior Team Council meetings and/or various governance groups are reviewed and discussed for action. In addition, the leadership of each functional area meet regularly to review progress on meeting the strategic goals and initiatives relative to the area and units.
Meetings of all employee constituency groups are open to the public. To promote clear lines of communication and information sharing, the president and a designated member of the Senior Team hold meetings with the leadership of the Faculty Organization, Administrative and Professional Staff Organization, Technical and Support Staff Organization, and the Student Governance Association. The president also meets at least quarterly with all College administrators to solicit feedback and information and review critical processes, such as institutional effectiveness and strategic planning.

To support and improve data-driven decision-making processes across the institution, the College began implementation of an Enterprise Resource Planning (ERP) software solution known as Colleague in 2007. Colleague integrates database management systems from across the College (i.e., Academic Affairs, Continuing Education, Financial Aid, Human Resources, Institutional Advancement, Payroll, and Student Services) to streamline business processes and access information. Business Objects, a reporting tool designed to provide administrators and staff with the ability to create reports that monitor progress toward strategic goals and priorities and support decision-making processes, has been restructured to optimize effectiveness.

Training on the new platform began in Fall 2014.

The Office of Planning, Assessment and Institutional Research (OPAIR) also supports the administration’s efforts in data-driven decision-making and planning. In support of the College’s strategic goal and objective to enhance and increase use of data in decision-making (Strategic Plan, Goal 4 p.14), OPAIR is responsible for collecting, analyzing, and disseminating information in support of institutional effectiveness and relies heavily on database capabilities provided through Colleague. Data and reports generated in Business Objects are posted on the OPAIR portal page. These reports are available to all administrative staff and College employees. Examples of reports generated by OPAIR include: PGCC Fact Book, Performance Accountability Reports (PAR), Survey for Entering Student Engagement (SENSE) results, and the Community College Survey of Student Engagement (CCSSE) results. See Standard 7 for further information on the use of these reports.

The Institutional Effectiveness (IE) Committee is a standing committee of the College-wide Forum (CWF) and is responsible for reviewing the College's annual and strategic planning activities. Data derived from the unit reviews overseen by the IE Committee enable the administrative structure to view progress toward goals. As noted earlier in Standard 5, governance structures, committees, and constituency groups (e.g., Academic Council, CWF, Administrative and Professional Staff Organization, Faculty Organization, Technical and Support Staff Organization, and Student Governance Association) also provide important input and recommendations to the Senior Team and president, supporting decision-making and planning processes.

**Recruiting, Hiring, and Retention**

A review of administrative staffing levels at community colleges across the state of Maryland revealed that the level of administrative staffing at PGCC is comparable to other Maryland community colleges of similar size. PGCC is appropriately staffed relative to its goals, type, size, and complexity. A listing of current administrators including their areas of responsibility and contact information is published on the website and the portal and regularly updated.
The Workforce Profile FY13 reports the College employed 56 full-time administrators who represented a “broad spectrum of dedicated employees who ensure the administrative and technical requirements of College operations run smoothly” (p. 4). The Workforce Profile revealed patterns that led the College to conduct an Higher Education Survey of Employee Engagement (HESEE); create an orientation/onboarding program; increase professional development opportunities through supervisory, leadership, technology and staff training programs; implement a Knowledge Transfer Plan (KTP); begin the development of a succession plan; and continue efforts to increase competitive salaries and promotional opportunities for all employees. The results of the HESEE survey are directly linked to the FY2014-2017 strategic plan goals associated with communication, professional development, compensation, and decision-making. The College president charged the chair of the College Life and Culture Committee of the College-wide Forum and the director of the Center for Professional Development to convene a joint committee to review the results and make recommendations to address communication, professional development, leadership, and competitive salaries in Spring 2015.

The effective recruitment of qualified and diverse employees is vital to furthering PGCC’s mission and strategic goals, as well as enhancing the creativity and excellence of PGCC. Supported by the College’s Diversity Plan, PGCC engages in a variety of recruiting, hiring, and retention strategies to attract diverse and qualified candidates and ensure administrators meet current professional standards and are capable of leadership that will deliver innovative and high quality learning opportunities. To reduce the amount of time required to recruit, interview, and hire new employees, the College implemented the PeopleAdmin Applicant Tracking System in December 2012. This system has streamlined internal processes for hiring and provided improved feedback to candidates during the recruitment process. The hiring process for administrators requires formal college-wide review/screening committees with broad representation from each constituency group and an Affirmative Action Officer.

A retention initiative and outcome of the College’s compensation study in 2009 was the implementation of a new grading structure and salary scale, Position Minimum Education and Experience Requirements, adopted May 1, 2010. These changes support the College’s efforts to recruit a diverse, highly qualified, experienced, and educated cadre of administrators.

The Onboarding Program for all new employees was implemented in July 2013 and is designed to strategically orient them to the College by providing information, training, and mentoring throughout the transition. The Onboarding Program is conducted bi-monthly over a course of three days. During the onboarding process, new employees are assigned a mentor. New administrators also review position descriptions and expectations; examine the evaluation process and set goals; meet direct reports; review College and departmental policies; file the Ethics report; and discuss the College’s vision, mission, strategic goals, and values statements as well as the administrator’s role in meeting strategic initiatives and other activities. To support hiring managers with the onboarding process of newly hired staff, the Office of Human Resources has developed a Hiring Manager Toolkit.
The College’s Code of policies and procedures is provided and contains information to assist administrators in performing duties relative to day-to-day functions inherent to their roles. Additionally, the Administrative and Professional Staff Organization (APSO) developed an APSO Toolkit that contains updated procedures related to budget and procurement processes. All College constituency handbooks are in the process of being updated and combined into one comprehensive handbook.

For all administrators below the presidential level, the Administrator Performance Review is conducted annually to determine the degree to which the administrator fulfills the requirements of and achieves results in the position. The review also identifies areas for improvement and/or professional development. The annual review begins with a self-evaluation by the administrator and is followed by an evaluation by the administrator’s supervisor. In the last year, a College committee, comprised of representatives from all constituency groups, was charged with making recommendations for a common performance appraisal template for all employee evaluations. The committee is also investigating scope, reviewing timelines, and determining applicability of a pay-for-performance model with the final report and recommendations due in Spring 2015.

**Professional Development and Sabbatical Leave**

The College is committed to providing opportunities for professional development through membership in professional organizations and associations and attendance at national, regional, and local conferences. The College encourages administrators to understand and implement best practices. The Center for Professional Development also provides access to a variety of in-house training and leadership institutes. Administrators are also eligible to apply for sabbatical leave to engage in activities that benefit the mission and goals of the College and the employee’s professional growth.

**Conclusion**

The institution is led by highly qualified and experienced senior administrators and administrative staff responsible for providing area and divisional oversight and communications. The administrative structure is appropriate for the size and complexity of the College, supports core functions and areas of the College, and directs its activities to the achievement of the College’s mission and strategic plan. Administrators have access to data, information, and resources that are used to inform decision-making. The College engages in continuous review, assessment, and evaluation aimed at self-improvement and accountability for institutional programs, procedures, and processes. In Spring 2014, the College administered the Higher Education Survey of Employee Engagement (HESEE) and is following up on the results as part of the continuous review process. Furthermore, the institution’s periodic review mechanisms guide the administrative structure in facilitating learning, fostering institutional effectiveness, and supporting governance and constituency groups toward attaining goals and objectives set forth in the College’s mission.

The College engages multiple recruiting, hiring, and retention strategies to ensure administrators meet current professional standards and are capable of leadership that will focus the institution’s offerings of innovative and high quality learning opportunities. The College has documented
processes for assuring the competence of its administration with instruments in place to evaluate the performance of all employees.

**Recommendations**

Convene a committee to review the HESEE data analysis and recommend next steps for action.

Review and implement recommendations for a common performance appraisal and the scope, timelines, and applicability of a pay-for-performance model.
STANDARD 6. INTEGRITY (ENVISION SUCCESS EMPHASIS)

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Institutional Focus

Throughout the PGCC Self Study, Envision Success (in italics) refers to the College’s completion agenda and institutional priority, which was in effect from Fall 2010 through Spring 2013. Subsequently, “Envision Success” (in bold and quotes) became the name of the FY2014-2017 Strategic Plan.

Overview

Prince George’s Community College (PGCC) is continuing its rich history of educational integrity where students and employees receive the highest level of support for academic and employment success. Guided by federal, state, local laws, and the College Code, College leadership and staff strive to build and maintain a learning, teaching, and working environment that is stimulating and rewarding for all. Such an environment is critical for faculty, staff, and students to support “Envision Success.” PGCC promotes and supports a collaborative institutional culture for communication, decision-making, and governance.

Fair and Equitable Environment for Student Success

As an open admission college, PGCC endeavors to provide a fair and equitable environment for the success of all students, which requires students to have access to information and policies to protect against differential treatment both in and outside of the classroom. To ensure broad as well as timely dissemination of the College’s procedures, policies, and practices to prospective and current students, an array of resources are available electronically and in print. The College Catalog, published annually in both print and PDF, is the most comprehensive source of College information. In 2013, program learning outcomes and a four-semester course sequence for each program of study were included to more transparently guide the student’s program of study from admission to completion. The 2014-2015 version of the catalog, available on the web, is designated as the official catalog for the College. To ensure accuracy, changes or updates may be made to factual data about admissions, courses, and programs. Pages with updates are clearly labeled with the date changes were made, at the top of each page. PDF versions of previous catalogs are available on the website for the previous eight years.

The credit and noncredit Schedules of Classes are published each semester and summer. The noncredit schedule is currently mailed to all Prince George’s County residences, and both credit and noncredit schedules are accessible electronically. The Student Handbook, published annually, is available on the College’s website and printed and distributed to new credit students during the Student Orientation, Advising, and Registration (SOAR) sessions. It is also available in the Office of College Life Services for returning students. The student portal offers a centralized location for essential College information and services for current credit students.
The provision of a fair and equitable environment for student success is evidenced also through the College’s established student grievance and conduct review processes. Students may mitigate grievances through a formalized Student Grievance Procedure that is clearly outlined in Chapter 5 of the Student Handbook. Additional policies and procedures that protect against a particular disparity may also be found in Chapter 5 (e.g., Sexual and Discriminatory Harassment Policy).

Complaints of an academic nature are generally resolved within the academic division offering the course in which the complaint occurs. Students are expected to first ask questions or address disagreements about grades, class performance, assignments, and class rules and procedures with the instructor outside of the classroom setting. If there is no resolution, the student may follow the subsequent steps as outlined in the Student Academic Complaint/Appeal Process contained in the 2014-2015 Catalog, p. 42 and the 2014-2015 Student Handbook (Chapter 5, p. 115) with the essential forms for this process located on both the Student and Employee Portals.

PGCC has formal processes in place to maintain fairness and integrity when student behavior necessitates review because of a reported violation of the Student Code of Conduct (Student Handbook, Chapter 5, p. 101). The process is administered under the direction of the program coordinator for Student Conduct and Community Standards and the Behavioral Intervention Team (BIT). See Standard 9 for additional information.

Adherence to Ethical Standards for Employees

Adherence to ethical standards is expected of all members of the College community. The Office of Human Resources (HR) is committed to hiring and retaining highly qualified employees who share the College’s vision for student success. The recruitment process is facilitated by the use of PeopleAdmin, an online applicant tracking system, used to post job vacancies, review online applications, and select potential candidates. To ensure all persons have equal access to employment opportunities, accommodations are provided when applicants do not have access to technology. The College’s entire hiring process is documented in the HR Recruitment Office Hiring Manager Toolkit.

PGCC’s Equal Opportunity and non-discriminatory hiring policy establishes the College’s commitment to equal opportunity in employment. The College’s Affirmative Action Officer reviews and approves interview questions based on the job requirements and developed by the Review Committee. Additionally, employment interviews require that Review Committees include an affirmative action representative to ensure all candidates are treated fairly and equally and that hiring decisions are based on merit, knowledge, skills, and abilities. In the event a candidate or employee should file an EEOC (Equal Employment Opportunity Commission) claim against the College, the dean of Human Resources and the employee labor relations manager are the primary responders to that claim. They conduct internal interviews and engage with the College’s attorney and chief of staff when preparing position statements in response to EEOC complaints.

Newly hired regular full-time and part-time employees participate in the College’s New Employee Orientation/Onboarding Program, which familiarizes new employees with basic employment and employer information while actively involving and engaging them in College
programs and activities. All relevant documentation and checklists for faculty, administrative, and support and technical staff employees can be located on the faculty and staff portal.

Employees are placed into one of four constituency groups determined by position classification and grade. The **Administrative and Professional Staff Organization (APSO)** includes College administrators and professional staff. The **Faculty Organization (FO)** includes all full-time and adjunct faculty members in Academic Affairs, Student Services, and Workforce Development and Continuing Education (WDCE). The **Technical and Support Staff Organization (TSSO)** includes employees whose functions are technical or administrative in nature. **AFSCME, Bargaining Unit Local 1646** (see **Bargaining Unit**) employees include primarily those employees in skilled trades or clerical positions. Constituency organizations are all identified in the governance process identified in the **College Code**. In the formulation of policies and procedures, these constituencies provide a multi-directional informational link between their groups, the College president, the other governance bodies, and the governing board.

Constituency organizations post documents, such as meeting agendas, meeting minutes, and annual constituency group objectives, on the College’s portal. Officers of each constituency group are clearly identified on the respective portal page along with their position. The maintenance of current and accurate information on the portal is the responsibility of the leadership of each group.

Each constituency group is governed in part by a handbook or, in the case of the Union, the **Bargaining Agreement**. Historically, individual constituency groups were responsible for maintaining and updating their own handbook. As the College increased in size and complexity, this process resulted in duplication of effort and numerous inconsistencies. All College constituency handbooks are in the process of being updated and combined into one comprehensive handbook and is now the responsibility of the Office of Human Resources. The parent document for all handbooks is the **College Code**, a detailed compilation of policies and procedures that defines how the College conducts its business and defines the employer-employee relationship. The **College Code** and the **Bargaining Agreement** are available on the College’s portal. Although governing documents are updated as needed, the College recognizes that a regular cycle of review and dissemination is needed to maintain integrity of policies and procedures.

**Employee Evaluation and Grievance Processes**

The employee evaluation processes for the various constituencies are clearly articulated. Currently, professional, and technical and support employees, including those in the **Bargaining Unit**, use the same **evaluation tool**. All administrators are evaluated using the Administrative Evaluation Form. Full-time and adjunct faculty members are evaluated using the **Faculty Evaluation Plan**. Faculty members may seek assistance from the Plan coordinator, who ensures that the Plan is applied ethically and equitably. This Plan, as well as the **Faculty Promotion and Tenure Plan** are fully discussed in Standard 10. In the last year, a College committee, comprised of representatives from all constituency groups, was charged with making recommendations for a common performance appraisal template for all employee evaluations. The committee is investigating scope, reviewing timelines, and determining applicability of a pay-for-performance model with the final report due in Spring 2015.
All evaluation and grievance processes provide appropriate checks and balances and ample opportunities for review, appeal, and dispute resolution. Union employees follow the grievance process as outlined in Article 16, p. 19 of the Bargaining Agreement. The Faculty Grievance Committee, a standing committee of the Faculty Senate, hears faculty grievances. All other PGCC employees may bring forth a grievance by following the Grievance/Review Procedures.

**Academic and Intellectual Freedom**

Academic freedom is guaranteed to faculty in the College Code (Articles 3-301, 3-401 and 9-201), where it is deemed an obligation of the College to promote “healthy discussion as an educative force” that “contributes to the development of its students.” In addition, the Faculty Handbook “protects academic freedom and tenure and the requirements of the academic due process” in its Foreword and in Sections H-1, L, and M. Issues related to academic freedom are handled by the Faculty Grievance Committee. The Faculty Handbook further states that both tenured and non-tenured faculty have the freedom to teach courses and manage their classrooms in a manner of their choosing, provided it follows appropriate and consistent guidelines with respect to pedagogy, as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure formulated by the Association of American Colleges and Universities and the American Association of University Professors.

**Conflict of Interest**

The College is mindful of potential conflicts of interest. The College Code addresses Standards of Ethical Conduct, lists activities considered unethical for College officers and employees, and outlines the procedure for addressing infractions of the regulations (Articles 3-301 and 3-401). The College ensures that the policies and procedures of the institution are applied fairly and equitably in all processes.

Maryland has an Ethics Commission, which requires administrators to complete annual financial disclosure forms and to complete online training regarding the state laws. Should the Maryland State Ethics Commission recommend the termination of an employee for violating these laws, the College will fully investigate the claim and take appropriate action. Employees may contact the Maryland State Ethics Commission directly or consult the Ethics Commission website for information or advice. The College provides training to ensure an ongoing awareness of ethics laws and employee responsibilities.

**Dissemination of Information to Internal and External Consistencies**

The College disseminates information to internal and external constituencies in a variety of formats and technologies. Primary vehicles for disseminating information are the College's website, myPGCC (the College’s portal), and varied forms of social media. Although individual content owners of web and portal information are responsible for ensuring the information provided is accurate and updated, a formal mechanism of checks and balances is needed.

The President's Weekly Message, the IQ (Internal Quarterly), Annual Reports, and the Instructional Forum are examples of other communication modalities the College utilizes to share pertinent information about new developments, programs and events, and the status of
College-wide initiatives. The College has acquired a number of communication technologies including mobile applications, digital signage, and push notification technology to improve its communication to constituencies.

**Data Reporting and Integrity in Research**

The College’s Office of Planning, Assessment, and Institutional Research (OPAIR) conducts institution-wide assessments and compiles annual data for reporting to the [Maryland Higher Education Commission](https://www.mhec.state.md.us) (MHEC), Middle States Commission on Higher Education, and for the internal and external public ([OPAIR website](https://opair.pgcc.edu)). One such report is the [Performance Accountability Report](https://opair.pgcc.edu) (PAR), which is generated by OPAIR, approved by the Board of Trustees, and reviewed by MHEC. Data about all public institutions in Maryland are submitted by MHEC to [Complete College America](https://www.completecollege.org) (CCA) and returned to the colleges for statewide comparisons.

Given the increase in reporting and reliance on data across the College, a means for ensuring the integrity of data and data systems became paramount. Subsequently, a Data Stewardship Committee was convened and charged with coordinating data definitions, placement, and evaluation within the College’s systems of record. This committee is in the process of developing a Data Stewardship Manual, which will guide the committee’s work and establish regular protocols for data integrity.

The College operates its [Institutional Review Board (IRB)](https://opair.pgcc.edu/irb) through the OPAIR office. The IRB reviews requests for research projects at the College and focuses on processes and methodologies to ensure the protection of participants (human subjects) in research. The same procedures are followed for both internal and external research requests. The [IRB Procedures and Forms](https://opair.pgcc.edu/irb/forms) documents are available on the College’s website.

**Conclusion**

PGCC has policies and procedures in place to ensure that the institution demonstrates adherence to ethical standards and integrity in its processes. The College is committed to equitable and consistent treatment of its members as evidenced through broad dissemination of policies and procedures as well as accurate and current information in varied formats. Governing documents are updated as needed; however, the College recognizes that a regular cycle of review and dissemination is needed to maintain integrity of policies and procedures. The College has established processes to maintain ethical hiring, evaluation practices, and grievance procedures. The College supports academic freedom, accountable reporting of data, and integrity in research. Communication with internal and external stakeholders is accomplished largely through the portal and the web. However, a formal mechanism of checks and balances is needed to ensure portal and web content are accurate and updated regularly.

**Recommendations**

Establish a procedure for regularly reviewing and disseminating governing documents.

Develop a formal mechanism of checks and balances to assure the accuracy of web and portal content.
STANDARD 7. INSTITUTIONAL ASSESSMENT

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Institutional Focus

Throughout the PGCC Self Study, *Envision Success* (in italics) refers to the College’s completion agenda and institutional priority, which was in effect from Fall 2010 through Spring 2013. Subsequently, **“Envision Success”** (in bold and quotes) became the name of the FY2014-2017 Strategic Plan.

Overview

Prince George’s Community College (PGCC) has developed and implemented a process to regularly assess the effectiveness of units across the institution, with a focus on achieving its vision, mission, and goals. This process involves a regular cycle of planning, measurement, and improvement.

Since the last site visit, the institution has purposely created a significantly more robust Institutional Research Office. To accomplish this goal, the College first hired a new dean in August 2009 to oversee the re-named Office of Planning, Assessment, and Institutional Research (OPAIR). The dean was tasked with establishing systematic planning processes and further building the Institutional Research Office to make it a highly productive unit that could provide the College with the data necessary to plan effectively.

From 2009-2014, the College clearly demonstrated its support of institutional assessment by further expanding the OPAIR staff with personnel who could dedicate their knowledge and skills to the assessment and evaluation of the College’s programs, units, strategies, and overall effectiveness. During these five years, OPAIR grew from a staff of four to a staff of nine full-time employees.

**OPAIR** dedicates its time to working collaboratively with offices across the College to provide assessment data to internal and external stakeholders on a wide range of projects designed to achieve the goals and mission of the College as well as meet external reporting requirements. These data have been used to improve current programs, develop new programs/strategies, and assist in planning, implementing and assessing the College’s planning efforts aimed at achieving the mission.

Using Planning and Assessment to Achieve the Mission of the College

In FY2013, PGCC began the process of developing a new strategic plan covering FY2014 to FY2017. The FY2014-2017 *strategic planning process* began with the Board of Trustees, the Senior Team, and OPAIR reflecting on the processes used to construct the FY2011-2013 strategic plan. It was agreed that the following changes would make the processes more vigorous: 1) incorporating student completion strategies from *Envision Success* into the strategic
plan; 2) ensuring that every objective is directly linked to a strategic plan goal; 3) using metrics that focus on outcomes (actually measuring a program’s/action’s impact) instead of focusing merely on outputs (whether a task was completed); and 4) linking budget/resource needs to each objective. These improvements were designed to ensure that the College has a singular vision of its work, the resources to support its goals, and that those goals and objectives would be assessed in a meaningful way.

The next step of the FY2014-2017 strategic planning process involved the Board of Trustees, the administration, and the College community examining and reaffirming the vision, mission, and core values of the institution. To obtain input, personnel from OPAIR held multiple forums (Crafting Strategic Directions to Guide Prince George’s Community College’s 2014-2017 Strategic Decisions) for faculty and staff to discuss the institutional direction. Each forum included an overview (Strategic Planning at PGCC: Crafting Strategic Directions for FY2014-FY2017) of the College’s data (e.g., headcounts, program enrollments, developmental education trends, and graduation rates). Through this process, all employees had the opportunity to participate in the strategic planning process.

OPAIR then conducted a survey (Crafting Strategic Directions for PGCC: 2014-2017 Survey) of faculty, staff, and administrators to solicit direct feedback about the focus for the FY2014-2017 planning cycle. A representative group of individuals from across the College then began drafting the strategic goals based on the forums and survey results. The draft was reviewed, and individuals were again given the opportunity to comment on them at College-wide Forum and Academic Council meetings. The Senior Team reviewed the final document for submission to and review by the Board of Trustees who approved the goals of the FY2014-2017 Strategic Plan Overview at its June 6, 2013, meeting. There were only editorial changes in language in the latter two steps. The anticipated outcome of the FY 2014-2017 Strategic Plan is to improve the success of PGCC’s students, thereby accomplishing our mission to transform the lives of students.

Following the approval of the institution’s goals, Senior Team members reviewed data collected from multiple instruments (e.g., Community College Survey of Student Engagement (CCSSE), Survey of Entering Student Engagement (SENSE), local surveys and analyses) and proposed a set of priorities designed to bring each of the strategic goals to fruition. Through a process in which a wide range of variables were simultaneously considered (e.g., budget, impact, metric, who is completing the work), administrative areas developed objectives linked to one of the four strategic goals: 1) Enhancing pathways that guide students to achieve their academic, career, and personal goals; 2) Cultivating a welcoming and responsive learning environment; 3) Fostering partnerships to respond to a diverse and evolving community and workforce; and 4) Promoting and supporting a collaborative institutional culture for communication, decision-making, and governance. The Senior Team, in partnership with area leadership and OPAIR, identified completion dates and connected each objective directly to resource needs and a specific metric that would ensure that the measurable impact of each objective could be assessed.
Monitoring Progress through Continuous Review and Improvement

As noted above, the Senior Team’s review of the FY2011-2013 strategic plan revealed the need to move toward more standardized methods of monitoring and evaluating progress in completing the goals and objectives of the strategic plan. The College’s progress in achieving the FY2011-2013 plan was tracked through the FY2012-FY2013 Strategic Initiatives, with administrators providing updates and OPAIR determining aggregated efforts of specific objectives and goals. This methodology provided an overview of progress but did not allow the College community or other reviewers to “drill down” to see the work of individual units at the College.

In response to this shortcoming, the Institutional Effectiveness (IE) Committee, a standing committee of the College-wide Forum, began creating a unit review process, which was modeled after the existing Academic Program Review process since both are integral to assessing the overall effectiveness of the College. This unit review process was designed to ensure that all College units, defined as departments/divisions reporting directly to Senior Team members, are working to measure and improve their effectiveness as a part of standard operating procedures. In Fall 2011, the College approved the initial IE plan, and four units were reviewed in Spring 2012.

Following the first round of unit reviews, the four units discussed their experience with the process with the IE Committee, and the discussions revealed a number of process concerns. Using this feedback, the IE Committee revised and updated the unit review process to the one described in the Institutional Effectiveness Plan 10-19-2012. Nine units were reviewed using this new process in Spring 2013. In Spring 2014, seven units were reviewed, and the remaining 11 units are scheduled for review in Spring 2015.

The unit review process follows a four-year cycle utilizing the IE Master Calendar by Year. The review requires every unit to have measureable objectives and evidence of the impact of those objectives as shown in this example from Learning Technologies and Support Services.

Through the unit review process, each unit of the College shares objectives connected to its area and/or directly connected to the institutional priorities. Additionally, the reviews ensure that each unit of the College is using data to inform decision-making and is working to demonstrate an impact on students and the learning environment. The review requires every unit to reflect on the previous four years’ contributions to the strategic goals and objectives and to formulate action plans that will improve performance in the next four years.

The unit review begins with a written self-review followed by written feedback from primary reviewers on the IE Committee. Representatives from the unit then meet with the Committee for a one-hour discussion session. Following this discussion both the reviewers’ comments and the unit-prepared document can be adjusted to update and improve any aspects of the submission and action plan. The final reports from both the unit and the Committee are published on the IE Committee Portal Page. The IE Committee regularly updates the College-wide Forum on the unit review process and provides summative analysis of progress as well as areas that need improvement.
The IE Plan also includes an annual assessment procedure evidenced in the **IE Committee Minutes**. The assessment involves inviting those units who were reviewed that year to provide feedback on the process and discuss ways to improve it. The Committee updates the IE Plan every October, finalizes the document, and shares it with the College-wide Forum every November via an **IE Annual Report to the CWF**. In mid-November those units going through review the following Spring are invited to a training session that includes any updates to the IE Plan and procedures.

In addition to tweaking procedures and materials, the IE Committee spent Fall 2014 reflecting on the entire process and working on revisions to the plan. The purpose of this reflection was to retain those components that have been clearly beneficial, remove those that have been less beneficial to both the committee and the unit, and to incorporate the process into the tracking technology available in **Tk20**.

As the unit review process was more widely implemented, it became clear to the IE Committee that while units were focused on area goals and objectives within **“Envision Success”**, a number of units would benefit more from this process if they started with well-developed, unit-specific goals and objectives. Subsequently, in Summer 2014 the College engaged in a retreat process (see Standard 2) which provided all units the opportunity to develop goals, objectives, and devise metrics to determine effectiveness.

### Collecting and Using Data

PGCC has a long history of collecting, analyzing, and using data to guide decisions about student performance (student learning outcomes) and to assess the effectiveness of department-specific projects/initiatives. For example, the College has collected data about the **Diverse Male Student Initiative** and **Impact of SOAR**. Examples of data collected about these internal projects include information on the academic performance of participants, results of surveys conducted with participants, results from focus groups, and longitudinal tracking of cohorts to monitor retention and graduation. Analyses of these data ultimately led to expanding the DMSI program and mandating SOAR for all new-to-college students.

The College also collects data on more global measures of performance focused primarily on students’ engagement and perceptions about the institution, such as the Survey of Entering Student Engagement (SENSE). In 2011, a group of faculty and administrators attended the Entering Student Success Institute (ESSI) which focused on using data from the **SENSE** to impact entering students’ experiences. The basis for College-wide **Envision Success** projects, such as ending late registration and establishing mandatory/inescapable new student orientation, evolved from the rigorous data analyses completed at this Institute and was further supported by ongoing CCSSE and SENSE data, Graduate Surveys, and PGCC’s non-returner survey.

Planning and implementation for both of these student success projects are evident in the FY2010-FY2013 Strategic Plan and continue with similar success projects in the current, **“Envision Success”**, strategic plan. Indeed, many of the projects in both strategic plans were based on data and discussions that began much earlier but became part of action plans evolving from ESSI, the Association of American Colleges and Universities Roadmap Project, and/or
PGCC’s involvement with Achieving the Dream (AtD). For example, the regular measurement of and attempts to improve student success in developmental math have been ongoing at the College for nearly a decade. This long history of data was used to demonstrate that students often delay beginning their developmental sequences, resulting in new processes requiring students to begin and stay enrolled in reading, writing, and mathematics until the college credit course is completed (DVM Academic Flow 2008). Additionally, this historical data led to the decision to modularize math, and the continued analysis of DVM (Developmental Math Redesign) has led to further improvements in the developmental math sequence including directly explaining to students why the College has moved to this format and increasing tutoring capacity so that every classroom has a tutor.

The College collects data as part of regular reporting requirements to the State of Maryland. For example, the Student Learning Outcomes Assessment Report (SLOAR), submitted every five years, provides an overview of learning outcome assessment with a specific focus on the instructional improvements (see Standard 14). The 2010 report demonstrated a clear need for a more systematic and comprehensive assessment approach which has been created and fully implemented (see Standard 14). Another state-required report that the College uses for planning and assessment is the Performance Accountability Report (PAR). The PAR has an established set of measurements of institutional effectiveness as well as a set of benchmarks established by the institution. Each year PGCC reviews progress on the PAR, shares this data with the College community, and presents it to the Board of Trustees for approval prior to submission to the Maryland Higher Education Commission.

Additional annual reporting includes a data and reflection report to AtD. Data from the 2012 report collected for AtD demonstrated a need to more regularly include students in the College’s decision making processes and to more broadly engage employees in professional development around the cycle of continuous improvements. The College’s efforts to address this 2012 finding have resulted in more active engagement of students in the College’s decision-making processes through their participation on the College-wide Forum, Academic Council, Student Governance Association, and monthly meetings with the president. Multiple trainings have been held on institutional effectiveness and the importance of collecting data to measure performance. In October 2014, the College committed to participating in the Voluntary Framework for Accountability (VFA) developed by the American Association of Community Colleges (AACC). This partnership will allow the College to continue to both gather and use data in support of institutional effectiveness.

As noted earlier in this standard, the Academic Affairs’ program review process is integral to Institutional Effectiveness and is conducted on a four-year cycle with an annual timeline/calendar. The academic program review contains the context of the program; description of the degree or certificate program; alignment to the College’s vision, mission, and goals; and a brief history of the program, including any significant changes in the last four years. The review then addresses a standard set of program data provided by OPAIR, including headcounts, average graduate GPA, and retention/completion data. Finally, all program reviews include a self-rating on several rubrics and action plans that address concerns or issues identified via those ratings. Academic program reviews help to guide faculty members’ decision-making and program improvement in the academic divisions. An analysis of the program review process
indicates that the program reviews have not yet included data and evaluation of student learning outcome assessments. However, such data are now systematically available for all programs and will be incorporated into academic program reviews within the next year.

It is evident that PGCC is collecting and using a significant amount of assessment data including large-scale standardized measures, state reports, and local data collection and analyses to inform decision-making, processes, and policy. These data provide snapshots which, over time, identify trends used to establish benchmarks for the entire College and help to establish strategic direction. It is anticipated that the enhanced structure of the FY2014-2017 Strategic Plan will provide a clearer “picture” of the connections between objectives, data, and metrics, and PGCC’s overall effectiveness in meeting its strategic goals and mission.

The commitment to use data more strategically was further enhanced through the development of a **Score Card** where key performance indicators (KPIs) are aligned to the current strategic plan and serve as the basis for tabulating its success. Many of these measures are elements from AtD, PAR, CCSSE, and SENSE. The College developed a new **Strategic Planning Cycle** and **Strategic Planning Cycle at a Glance** which define specific points in the year when data will be updated and reviewed. The planning cycle and the unit review process stress the importance of the use of data at the micro and macro levels for assessment of institutional effectiveness. Having local data allows programs/departments to regularly monitor the impact of efforts and more quickly improve processes. Similarly, the academic program reviews provide retention and graduation data at the program levels, allowing each program’s faculty to see how that program contributes to the overall success at the institution.

**Sharing Data**

OPAIR has the primary responsibility of developing and sharing data with constituents. Prior to 2012, OPAIR wrote comprehensive and lengthy reports that extensively analyzed the data ([CCSSE 2010](#)). While these reports may have been worthy of publication in a research journal, they were not very useful to the general College community, and they required a significant amount of time to produce. In 2013, OPAIR moved to providing one-to-two-page briefs that condense the information into a newsletter-like format and focus on the essential highlights ([SENSE 2012](#)). To get to the “highlights,” a full range of analyses have to be conducted by OPAIR staff, but only the most significant findings are reported. The outcomes of these analyses are further shared at committee meetings and with other groups who are directly involved in the activities/programs related to the data being reported. Furthermore, OPAIR regularly conducts open workshops to share some of the most paramount data impacting the College.

**Conclusion**

PGCC has developed a documented, organized, and sustained assessment process focused on providing measures of effectiveness for academic programs, units, the strategic plan, and the institution. Many reports are prepared by OPAIR, are made available to employees through the College’s portal, and are regularly shared at various meetings (e.g., College-wide Forum, Academic Affairs, and division/department meetings). Most of the data and reports are centered on the institution’s strategic plan, which defines the work of the College, the metrics by which
success will be measured, and the resource needs required to achieve the objectives. While the assessment of institutional effectiveness and assessment of student learning are guided by strong, rigorous plans that clearly accomplish their intended goals, using student learning outcome data to make institutional changes would strengthen both processes.

**Recommendations**

Include the assessment and analysis of student learning outcome data in all academic program reviews so that learning outcome data are used more effectively to make institutional level decisions.

Continue to refine and develop the unit review process so that it is completely institutionalized and part of standard operating procedures.

Continue to promote data collection, analysis, and data driven decision making at all levels of the institution.

Continue to enhance the unit and program review processes through professional development offerings on institutional effectiveness, in general; setting and measuring objectives; collection, use and analysis of data; and writing effective action plans.
STANDARD 8. STUDENT ADMISSIONS AND RETENTION (ENVISION SUCCESS EMPHASIS)

_Institution seeks to admit students whose interest, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students’ educational goals._

**Institutional Focus**

Throughout the PGCC Self Study, _Envision Success_ (in italics) refers to the College’s completion agenda and institutional priority, which was in effect from Fall 2010 through Spring 2013. Subsequently, _“Envision Success”_ (in bold and quotes) became the name of the FY2014-2017 Strategic Plan.

**Overview**

As an open-admission college, Prince George’s Community College (PGCC) accepts all students who meet eligibility requirements. The Recruitment Office provides information about affordability, accessibility and value of the College’s credit and noncredit offerings to prospective students by targeting County high schools, middle schools, community organizations, local businesses and a range of state and federal agencies. PGCC continually analyzes and, when appropriate, revises its admissions and enrollment management procedures to ensure adherence to governing policies while facilitating and supporting student success. Using data from and related to the Survey of Entering Student Engagement (_SENSE_), the College participated in the Entering Student Success Institute (ESSI) in Spring 2011. As a result of the requisite in-depth review of student data, _Envision Success_ promoted a systematic review of the front door experience and the pathways that students take in their educational journey at PGCC. _Envision Success_ initiatives subsequently focused on multiple promising practices designed to foster student success, retention, and, ultimately, completion.

**Improving the Front Door Experience - Admissions**

PGCC’s admissions policies are congruent with the College’s mission. PGCC is a publicly funded, open-access, associate-degree granting institution of higher education that serves the educational and career needs of Prince George’s County residents and those across the state of Maryland and the greater Washington metropolitan region. The College identifies program pathways for current and prospective students via the college catalog, website, and program materials. Although the College admissions process has always included an advising component where students are guided into particular programs based on their interest, _SENSE data_ revealed to the _Envision Success_ Taskforce that students needed a more individualized academic plan for achieving their goals. To assist students in making informed decisions regarding their academic programs, the College now requires that all new students complete an education plan (EduPlan) prior to registering for courses. EduPlan was piloted in Fall 2009; tutorials and training were developed and introduced in Spring 2010, followed by full implementation in Fall 2010. With the assistance of an advisor, each student creates a personalized EduPlan which lists the courses the student should take each semester to complete the program of study.
The College’s admission policy and associated criteria were developed to be in compliance with the [College Code](#), approved by the Board of Trustees, and with other governing and accrediting bodies including the Maryland Higher Education Commission (MHEC), and the Code of Maryland Regulations (COMAR). In assessing the admissibility of each applicant, the College strictly adheres to federal, regional, and state regulations governing administration of post-secondary education. The College’s open admissions policy (pp. 9-18) is communicated via the college catalog, the website, and recruitment materials and activities. The admissions policy and criteria support students in making informed decisions about a variety of options:

- **Credit Programs** - Admission is open to all students including but not limited to those who have graduated high school, earned an equivalency diploma or completed a Maryland state-approved home school program, and/or those at least 16 years of age who have permanently left elementary or secondary school in accordance with the policies set forth by the Prince George’s County Board of Education. Students begin the admission process by completing a paper-based or online application. To determine college-readiness in English, reading, and mathematics, students may take the Accuplacer placement test, present documentation from other accepted placement tests or standardized instruments, or show evidence of prior college work. The Placement Policies (pp. 48-54) are published in the college catalog. When the level of readiness is determined, students are required to meet with an academic advisor.

- **Workforce Development and Continuing Education Programs (WDCE)** - WDCE offerings are open to all students 16 or older unless the class is specifically designed for a limited age group. Students may be admitted to WDCE for any of its varied non-credit courses, workshops, and special programs. The WDCE admissions policy (pp. 416-421) is communicated through the college catalog, website, and marketing materials and is aligned with the admissions policy for credit courses and programs. WDCE programs include basic reading and math literacy, life skills training, an external diploma program, GED preparation, skills training, and workforce development certifications and licensures. The active adult community is also able to benefit from a variety of tuition-free programming designed for residents aged 60 and older.

- **Dual/Concurrent Enrollment**. Students under 16 years of age or older than 16 (if enrolled in high school or in an approved home school curriculum) have the opportunity to enroll at PGCC according to state law and College procedure. As a result of the new [Maryland College and Career Readiness and College Completion Act of 2013](#) (CCR-CCA), the College’s dual enrollment program has been substantially updated. Through a partnership with the Prince George’s County Public Schools (PGCPS), both partners administer dual enrollment. Admission to the program requires permission from the high school principal or counselor who ensures that students have taken an accepted placement test, are otherwise eligible, and only take approved courses. The process is communicated in the [PGCC catalog](#) (p. 12) as well as the [College and Career Readiness and College Completion webpage](#).

As a result of the CCR-CCA, concurrent credit course enrollment at the College is now only available for high school age students who are not in the PGCPS system. In
September 2014, the College began discussion with both private and home schools about offering them a similar opportunity to partner on dual enrollment opportunities. Meanwhile, the concurrent enrollment process is outlined on the college website and in the college catalog (p. 12) in the section focused on admission for high school students.

- **International Students** - PGCC welcomes international students who are permanent residents with proof of status or with a valid F-1 Visa. The admissions policies for international and undocumented students are similar to those for other students, although different placement exams are required. PGCC provides a variety of services (e.g., International Student Advising and the International Education Center) to assist International students in navigating through the admission requirements. The admission policy and procedures for each classification of international students are listed in the college catalog (pp. 10-12) and can be viewed on the Admissions and Registration website.

- **Special Admissions Programs** - Admission to the College, however, does not guarantee acceptance into the Health Sciences clinical programs which have supplementary criteria addressed through an additional process. These special admission criteria are, in part, related to each programs’ accreditation and assessment data that track the specific criteria that have led to successful completion and passing of the associated licensure examinations. The College catalog clearly identifies all Special Admissions programs and their unique criteria (pp. 16-18).

### Admissions Policy Review

A summary of credit enrollment patterns and student characteristics is available to the College community through the Factbooks and other reports generated by the Office of Planning, Assessment and Institutional Research (OPAIR). The trend data contained in these reports are used to evaluate admissions procedures. To further aid in reviewing and revising the admissions procedures, the College formed the Student Success and College Completion (SS and CC) Council. Formerly called the Enrollment Management Team, this cross-functional team is co-chaired by the dean of enrollment services and the assistant to the vice president for Workforce Development and Continuing Education. It addresses procedures representing the spectrum of students at the College. The SS and CC Council has developed a Student Success and College Completion Plan, aligned with the strategic plan, and has implemented many initiatives aimed at promoting student success (e.g., streamlined peak registration through a clear mapping of the process; enhanced the peak registration volunteer system by improving the online sign-up process and the visibility of the volunteers; and designed and implemented a communication plan for students and staff to announce the new advising model described in Standard 9).

### Outreach Communication Materials

The Marketing Advising Committee is responsible for development and implementation of the College’s Marketing Plan and has systematically reviewed data on audience, enrollment, and budget to assist in the Plan’s development. As a result, the College and “Envision Success” are promoted through this detailed Plan that addresses use of electronic campaigns and
communications, hardcopy campaigns, visitations, and open houses. The electronic campaigns are maintained on the portal by the Marketing and Creative Services Office. PGCC’s mission and strategic plan are highlighted in various communication materials. In addition, each academic program has a program website that includes program requirements and contact information for the respective program coordinators. Brochures for each program, available through the Recruitment Office and the program’s department and division offices, include the same information.

In 2012, the College invested in Career Coach, a tool used to research careers as well as gainful employment statistics associated with the particular career. This tool is prominently displayed on the College’s website and on each program’s page in the catalog. It is available to both the internal and external communities. When the user selects a career of interest, it links to the appropriate PGCC program page, helping current and prospective students select the proper program to address their identified career goals.

Improving the Front Door Experience - College Placement

All entering credit students who are native English speakers take the Accuplacer placement test, unless they meet exemption criteria such as previous coursework, SAT, and ACT scores. About 15% of the College’s new students are not native speakers of English. Non-native speakers of English are given the Michigan Test and the mathematics portion of Accuplacer. Details about Accuplacer and related placement information (p. 13) are available in-person, online, and in the catalog. The College prepares students who do not meet exemption criteria for placement testing by conveying the importance of the tests through in-person, print, and online resources and communications. Staff from Enrollment Services and the Information Center, which includes the College’s Welcome and Call Center services, provide all prospective students with Accuplacer placement test study materials. These materials are distributed in handout form and are available through the Student Assessment Center (also known as the Testing Center) website where students can retrieve sample placement test booklets. This website also provides test taking tips and other pertinent information to ensure students are well prepared for their placement testing.

As part of Envision Success, in 2012 the College developed and offered Math Tune-up, a noncredit course designed for prospective new credit students interested in improving their scores on the math Accuplacer tests. The course was taught in a lab setting, with 1/3 direct instruction and 2/3 independent work using an individualized curriculum. Students were given an Accuplacer Diagnostic test and assigned to content within the instructional software (Pearson’s MyFoundationsLab) based on their results. The Recruitment Office contacted students who had taken the arithmetic Accuplacer in their high schools and invited them to register for the class; the class was also offered as an open enrollment course. In the Summer of 2013, the College offered two levels of Math Tune-Up, one focusing on arithmetic and one on introductory algebra. Approximately 50% of students who took the course improved their developmental math placement by one level.

This specific score was targeted as a result of an Envision Success multi-year analysis of student success in college-level mathematics courses for students who tested into the lowest level of developmental math. The analysis resulted in an Alternative Pathways Floor Score report and
subsequent College-wide discussion about how to amend college admission and testing policies in a manner that both enhanced students’ possibilities of success and use of financial aid (see additional information in Standard 13).

In response to Envision Success, other departments are also developing and implementing initiatives to promote success via retention and time to completion. The Developmental English and Reading Department is currently working on a program to address the skill gaps students may have in reading and writing to mirror the Developmental Math Sequence, and Language Studies is in the process of redesigning ESL courses and sequences with a Fall 2015 initiation date.

Enrollment Services and Information Center staff also maintain up-to-date information for WDCE’s Adult Basic Education (ABE) and English as a Second Language (ESL) (pp. 52-53) courses to provide educational opportunities for individuals of all levels. Staff obtain regular testing and course schedules for GED, external diploma program, and ESL participants. These materials are displayed at welcome stations at the College and community events. Enrollment Services has also ensured that materials are available about various WDCE courses that enable students to find alternate educational services when college level placement is not congruent with academic credit programs.

Improving the Front Door Experience - Financial Resources:

The Financial Aid Office is housed at the Largo campus and is accessible to students who are enrolled at the other locations in-person and through Skype and other electronic methods. Financial Aid is available in the form of grants, loans, scholarships, and federal work-study provided through a variety of state, federal, and institutional sources. The College also offers a tuition payment plan for credit students that allows tuition to be paid in installments. Additionally, the College created a student employment program as a way of providing financial resources to students who are not eligible for federal work study in 2011. The program is managed through the office of the vice president for Student Services.

Specific financial aid information can be found on the Admissions and Financial Aid websites, in the college catalog, and on most enrollment brochures and materials. The College includes priority deadline information on printed materials so that students understand the importance of filing early. College staff routinely encourage students to apply for federal and state aid by discussing the procedures during recruitment and advising interactions.

PGCC utilizes Financial Aid TV, a web-based format, to introduce students to the process and eligibility criteria required to receive aid. Links to Financial Aid TV are part of the “Common Questions” on the Paying for College site located on the college website. PGCC also publishes a Financial Aid Fact Sheet and an Award Booklet, which provide a vast amount of information intended to inform students about the various forms of aid available to assist in financing their education. Similarly, there is an online scholarship booklet available that outlines instructions and criteria required for each institutional scholarship.
During the 2013-2014 academic year, the Office of Recruitment hosted five Regional Financial Aid workshops throughout the county to encourage and assist students and their families with completing the FASFA. In addition, they provided workshops at local high schools and community organizations to educate residents about FAFSA completion. The Office of Recruitment partners with the University of Maryland Educational Opportunity Center to assist applicants in completing their FAFSA and admissions application. Former military personnel and dependents of disabled or deceased veterans also receive assistance when applying for veteran benefits. Eligible persons may receive benefits under one of several types of GI Bills.

The breakdown of Financial Aid recipients during FY2012, FY2013, and FY2014 follows:

Table 3. Financial Aid Recipients FY2012-FY2014

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>FY2012 Recipients</th>
<th>FY2012 Dollars</th>
<th>FY2013 Recipients</th>
<th>FY2013 Dollars</th>
<th>FY2014 Recipients</th>
<th>FY2014 Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grant</td>
<td>6867</td>
<td>$20,012,559</td>
<td>4747</td>
<td>$23,120,915</td>
<td>8461</td>
<td>$35,234,433</td>
</tr>
<tr>
<td>Federal SEOG Grant</td>
<td>302</td>
<td>$203,833</td>
<td>378</td>
<td>$133,513</td>
<td>600</td>
<td>$411,185</td>
</tr>
<tr>
<td>Part Time Grant</td>
<td>406</td>
<td>$433,193</td>
<td>382</td>
<td>$283,875</td>
<td>559</td>
<td>$607,376</td>
</tr>
<tr>
<td>Federal Subsidized Stafford Loan</td>
<td>3401</td>
<td>$8,572,565</td>
<td>2372</td>
<td>$11,420,173</td>
<td>943</td>
<td>$1,705,507</td>
</tr>
<tr>
<td>Federal Unsubsidized Stafford Loan</td>
<td>1414</td>
<td>$4,494,681</td>
<td>757</td>
<td>$3,348,424</td>
<td>1098</td>
<td>$3,779,363</td>
</tr>
<tr>
<td>Federal PLUS Loan</td>
<td>6</td>
<td>$29,034</td>
<td>7</td>
<td>$39,315</td>
<td>11</td>
<td>$60,627</td>
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<tr>
<td>Federal Work Study</td>
<td>48</td>
<td>$136,054</td>
<td>148</td>
<td>$137,400</td>
<td>192</td>
<td>$648,772</td>
</tr>
<tr>
<td>Maryland Scholarships</td>
<td>1306</td>
<td>$1,350,888</td>
<td>1240</td>
<td>$1,401,966</td>
<td>2550</td>
<td>$3,243,241</td>
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<tr>
<td>DC Scholarships</td>
<td>170</td>
<td>$278,038</td>
<td>92</td>
<td>$110,844</td>
<td>129</td>
<td>$282,071</td>
</tr>
<tr>
<td>PGCC Foundation Scholarships</td>
<td>296</td>
<td>$426,013</td>
<td>118</td>
<td>$160,162</td>
<td>229</td>
<td>$390,304</td>
</tr>
<tr>
<td>PGCC Institutional Scholarships</td>
<td>482</td>
<td>$813,077</td>
<td>111</td>
<td>$146,444</td>
<td>13</td>
<td>$43,400</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>24</td>
<td>$84,430</td>
<td>20</td>
<td>$39,480</td>
<td>15</td>
<td>$53,321</td>
</tr>
</tbody>
</table>
### Breakdown of Financial Aid Recipients FY2012, FY2013, and FY2014

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>FY2012 Recipients</th>
<th>FY2012 Dollars</th>
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<th>FY2013 Dollars</th>
<th>FY2014 Recipients</th>
<th>FY2014 Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outside Scholarships</td>
<td>237</td>
<td>$167,260</td>
<td>183</td>
<td>$196,391</td>
<td>298</td>
<td>$475,224</td>
</tr>
<tr>
<td>Unduplicated Recipients</td>
<td>9527</td>
<td></td>
<td>7632</td>
<td></td>
<td>8430</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL DOLLARS AWARDED</strong></td>
<td><strong>$37,001,625</strong></td>
<td></td>
<td><strong>$40,538,902</strong></td>
<td></td>
<td><strong>$46,934,824</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Improving the Front Door Experience – Informing Students about Program Requirements

The College’s Office of Recruitment and the Information Center direct students to online and printed materials (e.g., college catalog, program brochures) through in-person meetings, telephone, and email/mail. Applicants to Allied Health and Nursing programs are provided with an information sheet specifically designed to highlight selective admission requirements, unique to the program of interest, including the petitioning process.

In May 2011, the Information Center was opened to provide two major services: the Call Center that handles an average of 8,000 calls per month and the Welcome Center located in the Student Service’s wing of the College’s main site in Largo. A staff of 15 employees assists students and visitors both in-person and via telephone. As the first point of contact, the Information Center aims to promote college readiness and student success through each interaction with prospective and current students, further supporting “Envision Success.” By providing callers with pre-admission information, pre-advising checklists, and details about use of the College’s support services, the Information Center is able to anticipate and remove many of the perceived barriers of entering and navigating through college.

The Office of Recruitment and the Information Center staff work collaboratively with prospective students regarding their potential interests and educational goals and discuss information specific to academic programs. Prospective students are also introduced to the College online service tool, Owl Link, which houses the “Academic Program Evaluation” tool and “My Educational Plan.” The College introduces this information to prospective students at the first point of contact and through academic advising at prescribed intervals (i.e., every semester while enrolled in developmental coursework and at 15, 30, 45, and 60 credits). The use of these tools and academic peer assistants help disseminate program information and reduce lines to see an advisor.
Improving the Front Door Experience - Policies, Processes, and Procedures

Information on College policies, processes, and procedures are communicated to students via:

- My Educational Plan (EduPlan)
- New Student Orientation
- SOAR
- Student Handbook
- Student Portal

In addition, PGCC’s policies regarding award of transfer credit follow federal and state laws and are explained in the college catalog (Chapter 1, pp. 10, 14). Options for transfer opportunities are found in the College’s articulation agreements with other colleges and universities that are displayed on the College’s website and in the college catalog (Chapter 10, pp. 368-370). Credits earned by examination through the Prior Learning Assessment Network (PLAN) and credit for military training and education are also discussed in the catalog. (More specific information regarding PLAN is in Standard 13.)

The Tech Prep Articulation Program provides the mechanism to grant college credit to high school students who successfully complete a specific Career and Technology Completer Program or Advanced Technology Sequence in Prince George’s County Public Schools (PGCPS). Students must enroll in the College within two years following graduation to receive the benefits of the Tech Prep Articulations.

Implementing Pathways - Retention of Developmental Students

ESSI data showed that as of 2009, 93.3% of incoming students were required to take developmental courses, and that percentage has remained steady over the past three years. As a result, the Achieving the Dream (AtD) framework, which guided Envision Success, led the College to focus on developmental course work to increase retention rates. Further analysis of these data showed that developmental mathematics was the most significant barrier to students’ persistence and subsequently the institution’s ability to increase Fall-to-Fall retention rates. As a result, the College instituted a major redesign of the developmental math sequence (refer to Standard 13 for further information).

Implementing Pathways - Course Sequencing

Through the intense data analyses central to Envision Success, it was found that a significant portion of PGCC’s students were waiting to begin their developmental math requirements until their final semester of study or were leaving PGCC without even attempting to start required courses. Given that COMAR requires all students obtaining an associate’s degree to complete an algebra-based credit math course, this pattern was clearly limiting successful completion. As a result, in Fall 2013, the College implemented new registration procedures that require students who test into developmental reading courses to enroll in required course(s) in the first semester. Once the sequence has begun, students must persist through the sequence without interruption. Similarly, students who test into developmental English and/or developmental math must start...
that work by 15 billable hours and stay in the sequence until all requirements have been completed.

These sequences can be found in the college catalog Chapter 6, pp. 49-51, which, as a result of another Envision Success initiative now sequences students’ entire program of study. Likewise, in Fall 2013, Envision Success began addressing requirements that the College references as “Gatekeeper” courses (e.g., credit-level English, Mathematics, and Introduction to Information Technology). To facilitate student progress and course completion, the College instituted a requirement that once a student has completed 18 credits, he/she must enroll in the three required “Gatekeeper” courses and remain in the sequenced courses in those disciplines in each of the following semesters until all requirements are met.

Implementing Pathways - Mandatory Orientation

In 2010, PGCC began its relationship with the Association of American Colleges and Universities’ Roadmap Project, and in 2011, joined Achieving the Dream. These associations redirected the College’s focus on the student experience. One of the first Envision Success pipeline projects was the implementation of the First Year Experience Program (FYE). (See Table 4 below that shows the “Envision Success” Pipeline Projects aligned with strategic goals.) The mission of the College’s Owl Success Track Program (FYE) is to provide a pathway to success for students new to the College. The goal of this program is to create a seamless transition into college through an integrated approach to the challenges students face navigating the institution and the classroom, their personal lives, and the many complexities involved in becoming members of a larger college community. When Owl Success Track began, the most influential component was Student Orientation, Advising, and Registration (SOAR), which allowed students to gain an understanding of the commitments required and resources available to facilitate persistence and success.

Table 4. Goals and Pipeline Projects of “Envision Success”

<table>
<thead>
<tr>
<th>Overarching Goal of “Envision Success”</th>
<th>Increase Completion Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pipeline Projects to</strong></td>
<td><strong>Pipeline Projects to</strong></td>
</tr>
<tr>
<td><em>Create and build a culture of success</em></td>
<td><em>Re-engineer existing processes, procedures, practices</em></td>
</tr>
<tr>
<td>Implement a comprehensive student learning outcomes (SLO) assessment plan*</td>
<td>Eliminate late registration*</td>
</tr>
<tr>
<td>Implement a plan to assess co-curricular activities***</td>
<td>Redesign the curriculum and delivery of developmental mathematics courses*</td>
</tr>
<tr>
<td>Develop a professional development program focused on the characteristics and needs of our students***</td>
<td>Redesign the curriculum and delivery of developmental English and reading courses*</td>
</tr>
</tbody>
</table>
**Overarching Goal of “Envision Success”**

*Increase Completion Rates*

<table>
<thead>
<tr>
<th>Pipeline Projects to Create and build a culture of success</th>
<th>Pipeline Projects to Re-engineer existing processes, procedures, practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and widely disseminate information focusing on the importance of completing one’s program of study at PGCC*</td>
<td>Require students to continue developmental work to college level once begun*</td>
</tr>
<tr>
<td>Make new student orientation “inescapable*</td>
<td>Require students to start three “gatekeeper” courses by 18 credits and stay in successive courses in the discipline are finished*</td>
</tr>
<tr>
<td>Establish a “base score” for developmental math and alternate pathway for students not meeting the base**</td>
<td>Redesign the academic course catalog*</td>
</tr>
</tbody>
</table>

Key: *Pipeline Project Implemented  
** Pipeline Remains in Task Force  
*** Pipeline Projects Not Addressed

ESSI data revealed that through the SOAR program, student engagement could be improved and that students who are able to connect with staff, faculty, and services have a better chance of success. Subsequently, as a part of Envision Success, the College determined that SOAR would be mandatory for all new enrolled students. At its inception, it was offered solely to full-time students. In Spring 2013, SOAR was mandated for all new students.

Since 2010, 10,645 students have completed SOAR through one of four modalities (i.e., day, evening, hybrid, and online) across the institution. Extensive information and resources related to the content covered in the Owl Success Track program are available to students and the College community on the portal under Student Resources. Data on the Impact of SOAR are available on the OPAIR portal page.

**Implementing Pathways - Catalog Redesign**

Effective FY2013-FY2014 and as part of Envision Success, a redesigned catalog was developed to assist students in making informed decisions and to provide accurate information about essential program requirements. Specific information provided to students enrolled in credit-bearing degree and certificate programs include the recommended sequence of study (Chapter 8, p. 68), the assessment process (Chapter 8, p. 272), and the Student Core Competencies (Chapter 8, pp. 272-275). The redesigned catalog also lists all placement and diagnostic scores required for students to test into credit-level courses.
Conclusion

The College’s admission policy and procedures support the mission of the College. PGCC maintains accurate information on academic programs and placement testing requirements, and financial aid options on the website. The transfer policies and procedures are clearly communicated to the internal population and prospective students.

Beginning in Fall 2010, the College undertook a journey to both focus on and redesign processes and procedures to enhance student success via its association with the Association of American Colleges and Universities’ Roadmap Project, the Entering Student Success Institute, and Achieving the Dream. This journey led to the institutional focus, Envision Success, and the creation of a number of the “pipeline projects” directly targeting admissions and retention. As the College has transitioned to the FY2014-FY2017 “Envision Success” strategic plan, the front door experience has evolved as a key element. As such, initiatives have been identified that resulted in a review of admission procedures and have become an essential aspect of the institution’s continuous efforts to improve effectiveness.

Recommendations

Continue to ensure improved levels of service to students and adherence to financial aid compliance requirements.

Continue to use data to assess and improve the front door experience for new and continuing students.
STANDARD 9. STUDENT SUPPORT SERVICES (ENVISION SUCCESS EMPHASIS)

The institution provides student support services reasonably necessary to enable each student to achieve the institution’s goals for students.

Institutional Focus

Throughout the PGCC Self Study, Envision Success (in italics) refers to the College’s completion agenda and institutional priority, which was in effect from Fall 2010 through Spring 2013. Subsequently, “Envision Success” (in bold and quotes) became the name of the FY2014-2017 Strategic Plan.

Overview

Support for students at Prince George's Community College (PGCC) is collaborative and crosses all administrative areas. The primary focus of these services is to assist students in reaching their educational goals. Student support services are aligned with the College’s priority on Envision Success (i.e., student success and completion). Through this focus students are strongly encouraged “to take the journey and complete the degree.” Student access to services is clearly identified in the Student Handbook, which is updated annually.

As a result of the College’s forward-thinking approach to using technology to support student advising, financial planning, retention, and completion, the College applied for and received a highly competitive Integrated Planning and Advising Services (IPAS) Project grant from the Bill and Melinda Gates Foundation. In addition, a variety of changes in support services occurred in response to data gleaned from the Survey for Entering Student Engagement (SENSE) conducted during 2009 and 2012.

Enhancing Pathways that Guide Students to Achieve Academic, Career and Personal Goals

Advising – Analyzing SENSE data at the Entering Student Success Institute in Spring 2011, the College found that students’ experiences with advising were not optimal and needed to be improved. Specific questions on SENSE and their results follow:

Table 5. Spring 2011 SENSE Data on Advising

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I was able to meet with an academic advisor at convenient times</td>
<td>57.4%</td>
</tr>
<tr>
<td>An advisor helped me to set academic goals and plan for achieving them</td>
<td>30.9%</td>
</tr>
<tr>
<td>A college staff member talked with me about my outside commitments</td>
<td>29.3%</td>
</tr>
</tbody>
</table>
In response to these data as well as data on retention, progression, and completion, the College implemented a variety of Envision Success interventions, dubbed “pipeline projects”. (See Table 6 below that shows the “Envision Success” Pipeline Projects aligned with strategic goals.) Some of these projects were directed at increasing student satisfaction with support services. One of those interventions was the new comprehensive advising model, implemented in Fall 2013 that now includes faculty advisors. The model was created to change the flow of services to ensure that students see and are assigned an advisor before the registration period; create an education plan/pathway; and, at 30 billable hours, are assigned to a program faculty advisor who is the discipline expert. To further support the model, Academic Peer Assistants (APAs) complement the advising team. These students are trained to assist peers with planning prior to registration, navigating a variety of Owl Link resources, presenting workshops, and helping to triage students waiting for services.

Table 6. Goals and Pipeline Projects of “Envision Success”

<table>
<thead>
<tr>
<th>Overarching Goal of “Envision Success”</th>
<th>Increase Completion Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pipeline Projects to Create and build a culture of success</strong></td>
<td><strong>Pipeline Projects to Re-engineer existing processes, procedures, practices</strong></td>
</tr>
<tr>
<td>Implement a comprehensive student learning outcomes (SLO) assessment plan</td>
<td>Eliminate late registration*</td>
</tr>
<tr>
<td>Implement a plan to assess co-curricular activities***</td>
<td>Redesign the curriculum and delivery of developmental mathematics courses*</td>
</tr>
<tr>
<td>Develop a professional development program focused on the characteristics and needs of our students***</td>
<td>Redesign the curriculum and delivery of developmental English and reading courses*</td>
</tr>
<tr>
<td>Develop and widely disseminate information focusing on the importance of completing one’s program of study at PGCC*</td>
<td>Require students to continue developmental work to college level once begun*</td>
</tr>
<tr>
<td>Make new student orientation “inescapable”*</td>
<td>Require students to start three “gatekeeper” courses by 18 credits and stay in successive courses in the discipline are finished*</td>
</tr>
<tr>
<td></td>
<td>Establish a “base score” for developmental math and alternate pathway for students not meeting the base**</td>
</tr>
<tr>
<td></td>
<td>Redesign the academic course catalog*</td>
</tr>
</tbody>
</table>

Key: *Pipeline Project Implemented  ** Pipeline Remains in Task Force  *** Pipeline Projects Not Addressed
The model incorporates benchmarks at 15, 30, 45, and 60 credits, identified via the College’s Roadmap Project as key points in the education process. These benchmarks allow advisors to verify students are following the developmental sequence once it has begun; confirm the education plan is being followed; provide a specific timeframe for a graduation audit; and monitor progress toward completion.

With an open-access mission, the comprehensive advising model is designed to reach traditionally under-represented populations through Student Support Services (TRiO), the International Education Center, Women of Wisdom (WOW), and the Diverse Male Student Initiative (DMSI). Many of these programs and resources conduct internal impact and effectiveness reviews and are required by external agencies to report on outcomes.

The implementation and assessment of this new advising model is under the purview of the Advising Model Oversight Committee that meets regularly. This committee, co-led by the dean of Student Development Services and the dean of Sciences, Technology, Engineering, and Mathematics, includes representatives from Advising and Transfer Services, the faculty, Technology Services, and Workforce Development and Continuing Education (WDCE).

As a part of “Envision Success,” PGCC applied for and received a $100,000 grant from the Bill and Melinda Gates Foundation for the development of an Integrated Planning and Advising Services (IPAS) initiative with a focus on all three of the broad, student-facing functions: educational planning, counseling (i.e., advising) and coaching, and risk targeting and intervention. The IPAS solution includes the acquisition and enhancement of various web-enabled modules aimed at improving students’ completion rates throughout their matriculation at the College and access to ongoing advising services. Through various web-enabled modules aimed at improving completion rates, students now have immediate online access to program-specific advising, course selection, registration, targeted support services, comprehensive coaching, and progress toward educational goals.

Overall, the integration of these modules gives students, advisors and faculty a comprehensive view of student progress toward completion. Advisors are able to offer more widespread services that include providing ongoing feedback and assisting students with creating personalized action plans for educational success. For faculty, IPAS has resulted in an improved user interface to the College’s retention alert process to facilitate earlier identification of at-risk students and more timely referrals to resources for coaching, follow-up, and resolution.

Athletics - According to the PGCC Intercollegiate Athletics Annual Report for FY2014, “The mission of the athletic department is to provide quality programs and experiences to student-athletes. These experiences should enhance and support the individual’s academic development and personal growth in a program dedicated to providing opportunities, winning attitudes, leadership and success. The importance of integrity, sportsmanship, academic success, leadership and positive recognition to Prince George’s Community College are stressed.”
As a National Junior College Athletic Association (NJCAA) Division III participant, the athletic department is committed to a student athlete code of conduct that requires adherence to all NJCAA and Maryland Junior College Athletic Conference (MD JUCO) rules at and away from the College to ensure that student-athletes will also be responsible citizens, who achieve academically and perform athletically and ethically. The code defines standards of conduct related to academic standards, academic dishonesty, class attendance and mandatory study hall.

All student-athletes are advised through the comprehensive advising model. The Athletic Department tracks student academic progress throughout the academic year, particularly during the athletic season. Faculty are asked to complete a PGCC Student Athlete Academic Success Progress Report for students in their classes.

The Office of College Life Services provides support and advising to every student organization to promote participation, leadership, and personal growth that complements the academic experience. Our activities program includes student governance, student publications, student programming activities, organizations, and intercollegiate and intramural activities. The office aids in the successful fulfillment of student goals and promote student success through support for leadership programs, college wide events and activities, entertainment, and cultural and social activities that include the PGCC community.

Clubs/Student Organizations are available and can be established at all extension centers. Students at the extension centers are able to start up clubs and they receive funding. If they are unable attend inter-club council meetings on the main campus, they coordinator and the program director of College Life Services is available to answer their questions and provide support as needed. Two groups are active at University Town Center: The Latino Students Association (LSA) and the Diverse Male Student Initiatives (DMSI) program.

Computer labs support the College’s mission of open and accessible education. In addition to the discipline-specific learning labs, there are four open computer labs on the Largo Campus that provide access for a maximum of 78 students per lab. Students can access a lab from 7:45 a.m. to 9:15 p.m., Monday through Friday and on Saturday from 9:00 a.m. to 4:45 p.m. The full-service Library allows students to make use of computer and printing services. In addition, Joint Base Andrews (JBA), John Eager Howard Elementary School (JEH), Laurel College Center (LCC), and University Town Center (UTC) have open computer labs with parallel hours of operation. Students with laptops or other wireless devices may access the College’s network at all College locations.

Counseling Services provide a free and confidential personal counseling program that offers assistance to currently enrolled students and college employees using a short-term twelve-to–fourteen-session model. Counseling is aimed at helping clients understand and manage stressors. Counseling records are strictly confidential and separate from academic and employee records. All information, even acknowledgment of visits, is confidential and cannot be released to any office or individuals without written permission.

The Health Education Center provides free and confidential services to students, staff and faculty. The center is staffed by registered nurses under the medical direction of a consulting
physician and offers health education programs, including workshops, seminars and health screenings. The Health Education Center provided more screenings in which the men participated in. The screenings consisted of dental, cholesterol, glucose, asthma, HIV, BMI (body mass index), body fat percentage, and health age of your body, hydration of your body, weight and waist circumference. The attendance in the men’s health program week declined because it had competition with several other programs at the College. The center scheduled the program at the time most of the males on campus would be available. The monthly informational tables based upon the National Health Observances schedule were well attended by the males on campus, in 2012 there were 286 participants, and in 2013 there were 324 participants. The increase was due to the presence of a male student from the Health Club facilitating the event.

Retention Services - The Retention Services programs (i.e., Student Support Services/TRiO, Career Services, Dreamkeepers, Vocational Support Services/Perkins, and Disability Support Services) share the mission of providing guidance, advising, and counseling to students to enhance and support their academic, career, and personal goals. The services focus on narrowing the gap between students’ academic achievement and personal success. Staff members teach effective study skills, provide career and academic advising, and financial aid and financial literacy guidance, with a focus on increasing students’ knowledge and confidence that will lead to course persistence.

Retention Services programs have conducted various assessments and used the data to inform program changes. One of the most critical assessments was administered to employers attending the 2013 Career Fair. Results indicated that students required additional preparation in their quest for immediate employment. To address the issue, a series of workshops, titled “Career Readiness,” were implemented in Spring 2014. Emphasis was placed on resume writing, interview skills, social media, dressing for success, and improving soft skills. The pre-and-post-workshop assessments indicated that over 80% of participants increased their career readiness skills. These assessments improved the way students are prepared for career fairs. Continued assessments will determine future needs.

Career Services assists students to develop career awareness; clarify career and academic goals; identify strengths, skills, and interests; and connect career aspirations with the appropriate academic course of study. Advisors administer and interpret career assessments and assist students with resume development, career research, soft skills enhancements, interview preparation, and internship/employment opportunities. In 2014, internship placements increased 27% from the previous academic year (2013). Student contacts for all services offered also showed a significant increase of 36% from the previous year, as staff focused on greater outreach to students and faculty, introducing new career and advising workshops and increasing the use of social media to market our offerings and attract greater participation. The internship report is generated each semester and maintained in the Career Center.

Disability Support Services (DSS) help students with disabilities to succeed in their educational experience. Through DSS, the College remains in compliance with Federal law by providing reasonable accommodations, auxiliary aids, and services to qualified students with disabilities to ensure their effective participation in all college programs and activities. The College also
provides assistive technologies, reader/scribe support, and individual academic and career advising and guidance. The College continues to see a variety of students with disabilities as highlighted in the 2014 MACC Databook with approximately 1,071 identified students with disabilities, such as learning disabled, attention deficit disorder, emotional disabilities, and mobility-impaired.

**Dreamkeepers** was inaugurated at PGCC by Scholarship America in 2007. The program offers emergency financial assistance to needy students to prevent them from dropping out of college when faced with unforeseen difficulties. The program provides qualified students with a grant, limited to $500, to assist with specific expenses (e.g., medical, utility, housing, food, or transportation). Each year, the program receives from 25 to 45 applications and most recently provided 30 awards of varying amounts.

Following a review of the program, the data indicated that of the awards granted in 2013, 25% of awardees graduated; 25% did not return for Fall 2014 (and of those, 75% did not return for bad debt); and 50% of awardees did enroll in the subsequent semester. Based on the intent of the program, which is to reach students with the greatest chance of achieving academic success, the criteria for receiving an award were changed to target students who had completed at least half of their degree or certificate requirements with a GPA of 2.5 or higher. All students who inquire and/or apply for assistance are counseled and provided referrals to additional college support services, PGCC Cares, and the County’s Department of Social Services.

**PGCC Cares** addresses the growing number of students with emergency financial crisis and unstable housing and/or homelessness. In the Fall of 2012, the Prince George’s Community College Foundation, Inc. provided a $16,000 grant to officially launch the program. To date, PGCC Cares has served 104 students, and students receiving services have achieved a 78% semester completion rate. The program maintains an on-site food pantry, a textbook and school supply cupboard, and a clothes closet; provides emergency funds to address crisis situations; and supports a collaborated referral service to internal and external resources.

**Student Support Services/TRiO (SSS TRiO)** - The SSS Trio program was established at the College in 1990. Since its inception the program has been funded to serve 275 students annually, except for the one year of federal sequestration when the program was funded to serve 261 students. In addition to providing the traditional services to support student success, program staff also conduct ongoing formative and summative evaluations of program activities and services. From these assessments, program staff increased their recruiting and services to students located at two of the College’s extension centers, University Town Center and Laurel College Center. In addition to the College’s orientation for new students, SSS staff now hold its own orientation for students new to TRiO. Testimonials from students indicate that their participation in SSS TRiO, and specifically, the guidance and encouragement they received from their SSS advisors led them to stay enrolled and complete their studies to graduate.

The program has been very successful in leading students to both graduate and transfer at rates significantly higher than that of the general student population, as evidenced in the SSS annual outcomes report. During the FY2013-2014 year, SSS reported one-year persistence rates of

59
77.7%, good academic standing rates of 91.6%, and combined associate degree, certificate completion and transfer rates of 68.2%.

Vocational Support Services (VSS) is funded by the U. S. Department of Education through the State of Maryland and the Carl D. Perkins Fund to support students enrolled in career and technology programs. The primary mission of VSS is to increase student completion and graduation rates by providing study skills support, guidance, and academic and career advising. Based on the monthly review of sign in sheets, staff reported a 30% increase in contacts with students in selected program areas. Activities include working one-on-one with students in assessing their strengths and test taking skills and following up with students individually and in groups to provide study skill support and advice. Moreover, the program sponsors over 80 study skills workshops annually across all College locations.

The Student Assessment Services (Testing Center) supports the College’s mission by providing accessible testing services to PGCC students. The Testing Center administers placement tests and enables online and face-to-face students to complete regular and make-up exams through an authentication process. In addition, the STEM division’s departments require select course examinations to be taken in the Center.

Tutoring and Academic Support Services - The tutoring services support PGCC’s mission by ensuring accessible education to all students. Tutoring services are available through the Tutoring and Writing Centers, eLearning, and some discipline-specific centers. Tutoring Center tutors are available at the Largo, UTC, and LCC locations. Students at Joint Base Andrews needing tutoring services are referred to the Largo site for tutoring. eLearning and the Writing Center provide online tutoring via Smarthinking for students enrolled in online, hybrid, and face-to-face courses. During FY2013 and FY2014 the Writing Center held more than 1600 appointments annually for students, and the Tutoring Center held more than 6330 appointments in FY2014, an increase of 750 appointments over the prior year. Tutoring for students in developmental courses is available in the Marlboro Hall Learning Lab and tutoring for students in the credit math courses is available in the Mathematics Learning Center (π-shop). Even with the increase in appointments, it remains evident that students want more academic support outside of the classroom.

Veterans Services assists between 750-800 veterans, spouses, and dependents each semester. Services offered include certification of benefits for VA, workshops for resume writing, overview of VA benefits, mental health counseling, and an annual hiring fair. Additional services include wellness seminars, financial aid assistance, and free academic tutoring for veterans participating in the Veterans Upward Bound (VUB) program. VUB, a TRiO program under the Department of Education, serves 125 veterans with short-term remedial refresher courses in English, Math and Science. The program’s focus on core academic subject areas has been instrumental in helping veterans complete post-secondary education and avoid enrolling in developmental courses. During FY 2012-13, the first year of VUB, there was an 8% academic performance improvement. To date there has been a 32% performance improvement. The improvements are measured using a pre- and post-test provided by the Testing Center.
Grievance Procedures and Judicial System

The Student Grievance Procedure and the Student Code of Conduct are outlined in Chapter 5 of the Student Handbook is distributed to students during the first day of Student Orientation Advising and Registration (SOAR) and is available on the portal and the website.

In 2012, a new position, program coordinator of Student Conduct and Community Standards, was created to handle the volume of conduct cases and to help effect cultural change in community standards of behavior and civility. The program coordinator is responsible for managing the efforts of the College to establish, enforce, and review policies related to the Student Code of Conduct and behavioral intervention. This position is also responsible for developing and providing training and communication tools to educate the College community about resources, procedures, codes, community standards, and legal requirements. In support of the College’s commitment to providing an optimal educational environment, the College also established a Behavioral Intervention Team (BIT) to promote and maintain the safety and well-being of the College community through positive, proactive, and practical risk threat assessment. The team will provide a systematic response to College situations involving students showing signs of serious distress or engaging in harmful or disruptive behaviors.

A Student Conduct Presentation provides an update and continued training to the College community at academic division meetings, degree and extension centers, and during College Enrichment Day. Due to the efforts of the College community and the continued development of educational interventions, the number of conduct cases has been reduced significantly with each progressive year. The number of judicial hearings was lowered from 149 in 2011-2012 to 51 in 2012-2013 and continued to show a decrease with 36 judicial hearings held in 2013-2014. The decrease in the number of hearings is a result of the work to embody a restorative justice model of discipline that is less punitive but connects students to needed resources to prevent recidivism. The incident reporting process is well known and used by the College community. Any member of the College community may submit an incident report form via the Maxient Student Conduct Software, should they be a witness to a violation. The information from the form is automatically entered into the Maxient database where it can be used for tracking and reporting.

Implementing Pathways Privacy and Record Security

PGCC strictly adheres to the rules and regulations outlined in the Family Educational Rights and Privacy Act of 1974 (FERPA). Information on FERPA is available on the College website and in the College Catalog. Offices do not release personal information, protected by FERPA, without a student’s prior written consent or in accordance with FERPA.

The Student Conduct and Community Standards program uses a secure electronic database provided by Maxient to maintain confidentiality of student conduct records and personal files related to the College’s judicial cases. The Maxient system is username and password protected. The members of the Behavioral Intervention Team have limited access to the Maxient system.
Assessment of Student Services

Several of the individual service areas conduct regular surveys and assessments to determine the impact of their services and provide annual reports to the area vice president. The more comprehensive assessments are conducted as part of the Institutional Effectiveness (IE) process referenced in Standard 7. The results of the Student Development Services unit review completed in Spring 2013 are available to the College community via the OPAIR portal page. The action plan generated as part of this process helps each unit continue to progress toward meeting its mission and goals. Other Student Services units will participate in the IE process as outlined in the IE Plan. One of the next steps in the IE unit review process will address the impact of specific programs and workshops on student course persistence. This information is critical to ensure that successful programs are given sufficient resources to expand their impact and that less successful programs are either improved or discontinued.

In addition, reviewing the results from external surveys like SENSE and CSSE helps the College gauge how well the services it provides meets the needs of students. The results of these surveys are benchmarked to comparable institutions, making it easier to determine strengths and opportunities for improvement.

Conclusion

Support Services including academic and technology support are led by highly qualified staff and administrators who have access to current data and national best practices which help guide students to programs and services known to improve student success. The services are reflective of the institutional mission and message “to take the journey and complete the degree.” As part of Envision Success, a new comprehensive advising model was developed that includes faculty advisors (see Standard 10) as well as processes that focus on the concept that advising is teaching.

After reviewing the Student Code of Conduct, the judicial process incorporated additional sanctions which are educational in nature. This provides a contemporary approach to student disciplinary actions. The procedure includes secure electronic reporting, record retention, and data collection. The process has been clearly communicated to the College community. As part of Envision Success, ongoing assessment, SENSE data and unit institutional effectiveness reviews, recommendations have been identified and acted upon. To improve student retention and completion. “Envision Success” will continue to inform the work to create a welcoming and responsive learning environment guiding students to achieve their goals.

Recommendations

Continue to enhance the advising process utilizing the technology tools available to the College.
STANDARD 10. FACULTY

The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals. The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Institutional Focus

Throughout the PGCC Self Study, Envision Success (in italics) refers to the College’s completion agenda and institutional priority, which was in effect from Fall 2010 through Spring 2013. Subsequently, “Envision Success” (in bold and quotes) became the name of the FY2014-2017 Strategic Plan.

Overview

Prince George’s Community College (PGCC) is committed to educating and training its diverse student population through rigorous learning experiences. The foundation of PGCC’s tradition of quality education emanates from the strength of faculty and the rigorous educational curricula which faculty create. Faculty are essential in fulfilling the College’s mission and vision of envisioning success. PGCC ensures faculty are appropriately qualified upon hiring, advance in well-defined professional roles and responsibilities, show life-long learning through professional development, scholarship, and leadership opportunities, and engage in creating, assessing and maintaining the curriculum.

Recruiting, Developing, and Retaining a Highly Qualified, Diverse Faculty

PGCC is committed to attracting and retaining a sufficient number of highly qualified and diverse faculty in both full-time and part-time positions. According to the PGCC Workforce Profile FY2013, there were 248 full-time faculty, primarily in the credit area, and 1,461 part-time faculty across the credit and noncredit areas. Economic challenges have limited the College’s ability to increase the number of full-time faculty in the past three years. However, in FY2014 the County provided sufficient funding for the College to hire ten additional full-time faculty over the next two years to meet the demands from dual enrollment/early college initiatives.

The ratio of full-time to part-time credit faculty decreased slightly from FY2011 to FY2013; it is noteworthy, though, to see that the percentage of overall earned and credit hours taught by full-time faculty has consistently approached or exceeded 50%. The Code of Maryland Regulations (COMAR) stipulate that at least 50% of the content in a student’s program of study should be taught by full-time faculty. The College is consistently evaluating this requirement to ensure compliance.
Table 7. Number/Percentage of Student Credit Hours Taught by Full-time and Part-time Faculty

<table>
<thead>
<tr>
<th>Type of Faculty</th>
<th>FY2011</th>
<th></th>
<th>FY2012</th>
<th></th>
<th>FY2013</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of Hours</td>
<td>% of Hours</td>
<td># of Hours</td>
<td>% of Hours</td>
<td># of Hours</td>
<td>% of Hours</td>
</tr>
<tr>
<td>Full-time</td>
<td>133,910</td>
<td>48.1%</td>
<td>139,646</td>
<td>50.1%</td>
<td>134,390</td>
<td>51.9%</td>
</tr>
<tr>
<td>Part-time</td>
<td>144,673</td>
<td>51.9%</td>
<td>138,964</td>
<td>49.9%</td>
<td>124,755</td>
<td>48.1%</td>
</tr>
<tr>
<td>Total*</td>
<td>278,583</td>
<td></td>
<td>278,610</td>
<td></td>
<td>259,145</td>
<td></td>
</tr>
</tbody>
</table>

* Credit hours taught by Howard Community College faculty at Laurel College Center are excluded.

Source: PGCC, Office of Planning and Institutional Research (OPAIR)

In addition to a sufficient faculty workforce, the College also strives to recruit and retain a highly-qualified and diverse faculty with strong academic background in their respective disciplines. The tables below show the distributions of highest degree earned, ethnicity, and gender for PGCC faculty.

Table 8. Percentage of Credit Faculty Education Levels by Employment Status for FY2013

<table>
<thead>
<tr>
<th>Type of Faculty</th>
<th>Doctorate</th>
<th>Masters</th>
<th>Less than Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>23%</td>
<td>65%</td>
<td>12%</td>
</tr>
<tr>
<td>Part-time Credit</td>
<td>15%</td>
<td>35%</td>
<td>50%</td>
</tr>
<tr>
<td>Part-time Noncredit</td>
<td>Transcripts are not required for part-time non-credit faculty.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: PGCC Office of Human Resources

Table 9. Faculty Diversity by Ethnicity and Gender

<table>
<thead>
<tr>
<th>Full-time Faculty</th>
<th>FY2011</th>
<th>FY2012</th>
<th>FY2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American / Non-Hispanic</td>
<td>79 (31%)</td>
<td>76 (31%)</td>
<td>75 (30%)</td>
</tr>
<tr>
<td>White / Non-Hispanic</td>
<td>153 (60%)</td>
<td>150 (60%)</td>
<td>147 (59%)</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>14 (6%)</td>
<td>14 (6%)</td>
<td>13 (5%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4 (2%)</td>
<td>5 (2%)</td>
<td>5 (2%)</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3 (1%)</td>
<td>3 (1%)</td>
<td>4 (2%)</td>
</tr>
<tr>
<td>Unknown</td>
<td>1 (&lt;1%)</td>
<td>1 (&lt;1%)</td>
<td>4 (&lt;2%)</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>153 (60%)</td>
<td>153 (61%)</td>
<td>153 (62%)</td>
</tr>
<tr>
<td>Male</td>
<td>101 (40%)</td>
<td>96 (39%)</td>
<td>95 (38%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part-time Faculty</th>
<th>FY2011</th>
<th>FY2012</th>
<th>FY2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American / Non-Hispanic</td>
<td>730 (51%)</td>
<td>752 (54%)</td>
<td>723 (49%)</td>
</tr>
<tr>
<td>White / Non-Hispanic</td>
<td>488 (34%)</td>
<td>476 (34%)</td>
<td>444 (30%)</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>47 (2%)</td>
<td>50 (4%)</td>
<td>47 (3%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>47 (2%)</td>
<td>44 (3%)</td>
<td>47 (3%)</td>
</tr>
<tr>
<td>American Indian</td>
<td>7 (1%)</td>
<td>5 (&lt;1%)</td>
<td>6 (&lt;1%)</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>18 (1%)</td>
<td>25 (2%)</td>
<td>33 (2%)</td>
</tr>
<tr>
<td>Unknown</td>
<td>85 (6%)</td>
<td>53 (4%)</td>
<td>161 (11%)</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>840 (59%)</td>
<td>837 (60%)</td>
<td>882 (60%)</td>
</tr>
<tr>
<td>Male</td>
<td>572 (41%)</td>
<td>568 (40%)</td>
<td>579 (40%)</td>
</tr>
</tbody>
</table>

Source: PGCC 2013 Workforce Profile
According to the 2013 Spring Fact Book, the credit student ethnicity profile was 75% African American, 5% White, 3% Asian/Pacific Islander, 7% Hispanic, <1% American Indian, 2% Multi-Race, and 7% other or unknown. Part-time faculty more closely reflect the student profile than do full-time faculty. Gender distribution of faculty is consistent to that of students. The College recognizes the importance of a diverse faculty and will continue to emphasize this need in the hiring process.

The administrative processes for recruiting and hiring all employees is centralized in the Office of Human Resources. When open or new full-time or part-time faculty positions are allocated, the process begins in the academic department. The PGCC Faculty Handbook (p. 99) and the Hiring Manager Toolkit (p. 9) detail procedures and processes for the recruitment and hiring of faculty. Additionally, the College’s Affirmative Action plan is outlined in the Faculty Handbook (p. 96). Retaining excellent faculty is a priority of the College. The College has increased compensation for employees, including full-time faculty through base salary raises or employee recognition bonuses each year since FY2010. Compensation for part-time faculty has increased a total of $150 per credit hour since FY2011.

Faculty Duties and Responsibilities

The Faculty Handbook addresses academic duties, responsibilities, and guidelines for teaching and non-teaching faculty, including library and counseling faculty (p. 13). Three categories of faculty functions are described in the Faculty Handbook: effective instruction that facilitates student learning, informed participation and service to the College community, and ongoing professional and scholarly growth. Faculty scholarship, teaching, student learning, and service are linked to evaluation, promotion, and support for professional development.

Consistent with the College’s mission to educate, train, and serve diverse populations, the primary responsibility of faculty is teaching. The typical contractual teaching load per academic year for full-time, ten-month credit faculty is 30 credits; however, faculty may teach overloads, based on departmental and program needs. Full-time faculty may have non-teaching assignments as part of their 30-credit load. For part-time faculty the maximum load is 28 credits, or equivalent, over a twelve-month time frame, with no more than 12 credits in one academic semester. Full-time faculty schedule weekly office hours equal to at least one-third of the contractual teaching load, while part-time faculty hold at least one hour per week per course (p.15). Workload equivalent credit hours (ECH) are specified for certain duties and non-teaching roles such as department chair (p. 15). The Faculty Handbook details other faculty responsibilities (p. 15).

As a Strategic Initiative for FY2012, the College identified increasing faculty involvement in academic advising as crucial in advancing Envision Success--specifically students’ goal and degree completion. In FY2013-FY2014, the Faculty Advising model was implemented. Students with no developmental course requirements or in their last developmental course are assigned to faculty advisors based on their program of study. Full-time faculty members review academic goals, guide students in planning courses required for graduation, and assist in the registration process. Faculty Advising Protocol training first occurred in May 2013 and is offered on a continuous basis to faculty.
Faculty Evaluation

The Faculty Evaluation Plan articulates a comprehensive faculty evaluation process and aligns with faculty duties and responsibilities. The College identifies and evaluates major functional responsibilities for all subsets of faculty: teaching faculty, faculty coordinators, faculty counselors, faculty librarians, and department chairs. Each faculty member provides relevant evidence of how major functional responsibilities (MFRs) are being fulfilled (pp. 37 and 39). Student evaluations are an integral component of the plan and are discussed in the evaluation conferences. Performance, goals, and remediation, if applicable, are also discussed in evaluation conferences attended by the faculty member, department chair, and division dean. The Faculty Evaluation Plan clearly defines the schedule, timetable, and procedures of the evaluation process, including opportunities for rebuttal at each stage (p. 20).

Consistent with full-time faculty, part-time faculty are evaluated using the same instructor evaluation forms, and the immediate line supervisor (ILS) or designee conducts a classroom observation. The part-time faculty evaluation timetable differs because full-time faculty evaluation is tied to promotion and tenure eligibility (p. 18).

Faculty Promotion

Opportunity for promotion is an important incentive for faculty and promotes faculty development. Salary improvements are linked to promotions to higher ranks. Candidates for promotion must meet minimum degree and experience qualifications in addition to documentation, by portfolio, of a specified number of significant contributions in each of four areas: teaching or primary responsibility; departmental participation; college service; and professional development (p. 3). The Faculty Promotion, Tenure, and Post-Tenure Plan provides a timetable for the promotion process (p. 20).

Faculty Tenure and Post-Tenure

PGCC is an institution that awards tenure to faculty. A faculty member with tenure is one whose employment will continue unless terminated in accordance with regulations (p.12). No salary improvement occurs with the awarding of tenure. For FY2013-FY2014, 53% of the full-time faculty was tenured (PGCC Human Resources, 2013). To reward significant contributions by tenured faculty, a Post-tenure Salary Improvement was implemented in March 2012 (Faculty Promotion, Tenure, and Post-Tenure Plan, p. 18). Candidates for tenure or post-tenure must have a rank of associate or full professor, meet a years-in-service requirement, and demonstrate by portfolio a specified number of significant contributions in each of four areas: teaching (or primary responsibility), departmental participation, college service, and professional development (pp. 13 and 19). A timetable for the tenure process is published in the plan (p. 20).

Evaluation, promotion, and tenure support the College’s vision and mission. The Faculty Evaluation Plan was revised in FY2009-FY2010, and the Faculty Promotion, Tenure, and Post-Tenure Plan was revised in FY2010-FY2011. Currently, there is no formal mechanism to assess
whether the criteria and processes are applied consistently and equitably to faculty across all divisions of the College.

**Dismissal and Grievance Procedures**

The [Faculty Handbook](#) describes termination and dismissal procedures (pp. 5-9) as well as the grievance procedure for redress in matters such as salaries; assignment of duties; assignment of space; propriety of conduct; and academic freedom (p. 10). Furthermore, both the [Faculty Evaluation Plan](#) (p. 13) and [Faculty Promotion, Tenure, and Post-Tenure Plan](#) (p. 24) provide opportunities to address concerns of bias or violations of the [College Code](#) beyond the specifically defined procedures for reviews, rebuttals, and appeals.

**Assimilation of Scholarship, Teaching, Student Learning, Research and Service**

The role of professional and scholarly growth is implicit in PGCC’s “[Envision Success](#)” goal to enhance pathways that guide students to achieve their academic goals. The College recognizes that faculty development is critical to quality academic programs and encourages, expects, and supports this development through an array of activities.

The annual reports from the Office of Academic Affairs demonstrate that faculty continue to publish, present, perform in the fine arts, participate in local, regional and national professional organizations, contribute to scholarship in their fields, and complete advanced degrees, [Academic Affairs FY2012 Annual Report](#), (p. 67); [Academic Affairs FY2013 Annual Report](#), (p. 39); [Academic Affairs FY2014 Annual Report](#), (p. 25). Varying practices exist within academic divisions for collecting faculty accomplishments and contributions. In recent years, either the president of the Faculty Organization or the vice president for Academic Affairs has collected and then reported faculty accomplishments in monthly reports to the Board of Trustees. Reports of the accomplishments are retained in the Board minutes available to the entire College community. Accomplishments also are published in the Academic Affairs annual reports, College publications, and are recognized at the opening faculty meetings each semester. The College will develop and implement a more streamlined process for gathering and sharing accomplishments with the broader College and external communities to ensure appropriate recognition of faculty in the areas of scholarship, teaching, research, and service.

[The Center for Professional Development](#) (CPD) provides employees the opportunity to grow as professionals and achieve the institution’s strategic goals. As part of the CPD, the [Teaching-Learning Center](#) (TLC) coordinates internal professional development and pedagogical support for both full-time and part-time faculty and communicates external events through the College’s portal and calendars. Beginning FY2013-FY2014, part-time faculty are paid their hourly rate for attending any professional development activity that is required of them by the department, division, and/or College. The CPD and TLC coordinate several professional development programs and activities that specifically support College faculty:

- [The Instructional Technology Professional Development (ITPD) Program](#) provides three levels of training starting with technology essential to teaching-learning functions at the College, moving to classroom instructional technology to improve student success, and concluding with strategic use of new technologies to meet course objectives. In Level III,
each faculty participant is provided with a College-issued iPad that they may continue to utilize as a teaching tool upon successful completion of the ITPD. Level III culminates in a showcase of technologically enhanced teaching strategies developed by each participant.

- The Newly Hired Full-time Faculty Orientation and Professional Development Program guides the transition of newly hired full-time faculty members into the culture of the College. Each new faculty member is paired with an experienced faculty mentor from his/her home department. Orientation for each cohort includes information sharing, mixers, and workshops conducted by key College personnel. Activities continue during the first year and include seminars on topics such as interactive teaching strategies, grants, technology, and the promotion process. To ensure newly hired faculty members receive ongoing, comprehensive support, a continuation of the program for second-year faculty is being piloted in FY2014-FY2015. A comprehensive college-wide orientation program for all new part-time faculty is currently being developed, and will supplement orientation that occurs at the department and division levels.

- The Pathfinder Grant Program supports full-time or part-time faculty professional development by funding research projects; conference attendance and presentations; or training on technology, teaching, and learning methods up to $500 per academic year.

- The Trailblazer Grant funds an individual or group of full-time or part-time faculty who propose a scholarly activity contributing to a discipline up to $2,000 per year.

- Annual two-day retreats encourage inter-departmental collaboration for approximately 50 faculty and highlight the art of teaching including innovations and unresolved issues, sound pedagogical and classroom strategies, active teaching, and learning strategies (FY2011-FY2012, FY2012-FY2013, FY2013-FY2014).

Another program specific to College faculty is the Leave Banking Program, which encourages professional development for full-time teaching faculty through the accumulation of overload ECH that is applied toward leave during an approved future semester. This experience is intended to benefit students and the College by providing the teaching faculty member an opportunity to engage in activities that are normally impossible during the semester. Although not specific to faculty, full-time faculty members are also eligible to apply for sabbatical leave to engage in activities that benefit the mission and goals of the College and the employee’s professional growth.

The College provides additional financial support for faculty to enhance skills and knowledge within the discipline. Divisions receive funds for faculty conference registration and travel. In FY2012, the budgeted amount doubled to $350 per full-time faculty member. Through the respective academic dean, full-time faculty may request supplemental funds from the Office of Academic Affairs to present at a national conference. Similarly, the Office of Academic Affairs may support part-time faculty for local conferences annually. The College also supports eligible employees to further their education through the Tuition Assistance Program. Other financial support includes incremental pay increases for attainment of a specified number of college
credits beyond the graduate level and support for the attainment of specified professional certifications and licensures.

**Faculty Involvement in the Development, Assessment, and Improvement of the Institution’s Educational Curricula**

Faculty play a major role in the design, assessment, and improvement of curricula. As part of the academic decision-making and governance structure responsible for the College’s academic program, the Academic Council coordinates curriculum development through the General Education and Curriculum Committees, which are both led by faculty.

Through the General Education Committee, faculty oversee the design, implementation, evaluation, and assessment of the general education criteria and requirements. (Refer to Standard 12 for further information on General Education.) The General Education Committee is currently focused upon recertifying general education courses to ensure that course outcomes are aligned with the College’s Student Core Competencies and Measurable Outcomes as described in the Academic Affairs FY2013 Annual Report, (p. 1).

The Plan for Course and Program Development and Revision establishes guidelines for the Curriculum Committee and is based upon the core principle that course development and revision is within the purview of academic departments and approved by the divisional dean. As dictated by the Plan, a Curriculum Committee composed of faculty representatives oversees the process. Proposed and revised courses are posted within specified timeframes to the Curriculum Committee Blackboard site to ensure input from all pertinent areas of the College. The approval of the vice president for Academic Affairs is required at both the course and program levels prior to sending for state approval, if applicable, and inclusion in the College catalog and other publications. The College Code, Title 7, Academic Programs/Curricula provides the overarching policy for development and approval of new academic programs and curricula, including the requirement that the Board of Trustees approves all new programs.

Faculty are instrumental in course-level assessment and ensure the College’s assessments are implemented with fidelity. As detailed in the Student Learning Outcomes Assessment Handbook, faculty create assessments and develop action plans based on the results (p. 28). Faculty play significant roles on the Academic Affairs Assessment Committee (AAAC), a standing committee of the Academic Council. A Departmental Assessment Team (DAT) composed of at least three faculty members guides the assessment process within a department (p. 9).

Additionally, all academic degree and certificate programs are reviewed on a regular schedule determined by the academic deans. A team of program faculty, led by the department chair, follows a template to complete a program review document. The document includes a synopsis of program productivity and rubrics for student learning, program trends, College impact, and community interest that incorporate data from the Office of Planning and Institutional Research (OPAIR) and the program’s home department. The department provides an action plan with recommendations to improve the program Academic Affairs FY2011 Annual Report (pp. 1-2).
**Academic Freedom**

As discussed in Standard 6, Integrity, PGCC adheres to principles of academic freedom for both tenured and non-tenured faculty. Both the PGCC College Code, Title 9, and the Faculty Handbook state “All members of the faculty, whether tenured or not, are entitled to academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure, formulated by the Association of American Colleges and the American Association of University Professors.” Issues related to academic freedom are handled by the Faculty Grievance Committee.

**Conclusion**

PGCC has a highly qualified, dedicated faculty committed to excellence in teaching, scholarship, and service and who work together collegially to provide an exemplary student-centered education. The College sustains faculty efforts by way of clearly defined procedures for hiring, evaluation, promotion, tenure, and grievance; resources to improve instruction; and support for professional development. The faculty is responsible, empowered, and committed to develop, review, and assess a rigorous academic program through multiple activities and processes.

**Suggestions**

Create a streamlined, electronic process for collecting, communicating, and sharing faculty accomplishments.

**Recommendations**

Develop a mechanism to ensure that processes and criteria in Faculty Evaluation and Faculty Promotion, Tenure, and Post-Tenure Plans are being applied consistently and equitably to faculty across all divisions of the College.
STANDARD 11. EDUCATIONAL OFFERINGS (ENVISION SUCCESS EMPHASIS)

The institution’s educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Institutional Focus

Throughout the PGCC Self Study, Envision Success (in italics) refers to the College’s completion agenda and institutional priority, which was in effect from Fall 2010 through Spring 2013. Subsequently, “Envision Success” (in bold and quotes) became the name of the FY2014-2017 Strategic Plan.

Overview

Prince George’s Community College’s (PGCC) credit program offerings include 63 associate degrees, 61 certificates, and 13 letters of recognition (LOR). The College awards four distinct degrees: Associate of Arts (A.A.); Associate of Science (A.S.); Associate of Applied Science (A.A.S.); and Associate of Arts in Teaching (A.A.T.). The A.A.S. is aligned with non-transfer career programs while the other three degrees are aligned with transfer programs.

The College holds itself to the highest standards of academic rigor through comprehensive curriculum review, program review, and assessment processes that provide for continuous improvement, all of which help students envision success as they progress and complete academic programs. Program offerings are reviewed internally to ensure they are aligned with the College’s mission and that learning outcomes are clearly stated and expressed in measurable terms for both current and prospective students. Additionally, seven programs are reviewed and evaluated by external agencies to meet professional accreditation standards (Catalog, p. 7).

Unlike classrooms in many four-year institutions, the community college classroom includes students with a broad range of ages, life experiences, and varied levels of academic preparation. In Spring 2014, 49.1% of the PGCC student population was 25 years and older (Spring 2014 Fact book). To promote the success of the diverse learner, courses are offered at varied times and in a variety of formats, including day, evening, weekend, online, and hybrid without compromising content. Additionally, an array of student clubs and organizations enrich the student experience, further promoting retention and success.

Academic Programs Contain Sufficient Content, Breadth and Length, and Appropriate Rigor

The College’s Curriculum Committee ensures that all educational offerings in all modalities contain sufficient content, breadth, depth, and rigor. The committee, which is a standing committee of the Academic Council, reviews and evaluates proposed programs by a thorough process that ensures alignment with the College’s mission and strategic goals. To begin this process, a Curriculum Committee Program Development Form must be submitted.
Transferability criteria, certification/licensure requirements, external accreditations, state laws and regulations pertaining to a program, and content or skill needs of the graduate for successful transfer or employment are all addressed in the document, which aligns with information that must be submitted to the Maryland Higher Education Commission (MHEC). Beginning FY2014-FY2015, all programs must contain a minimum of 18 credits at the 2000 level, which adhere to the rigor definitions for 1000-level and 2000-level courses. As a result, the curricula in all programs are sequenced for two years, which promotes synthesis of learning. The general education courses (e.g., BIO 1010; EGL 1010) are foundational and lead to competencies necessary in each program. The vice president for Academic Affairs approves all curricular changes. The Board of Trustees also approves new programs.

Following Board approval, the Office of Academic Affairs coordinates the submission of all newly approved programs to MHEC. Programs undergoing substantive changes must also be submitted to MHEC. MHEC ensures that all program offerings adhere to statewide standards. Approved programs are listed in the College catalog along with a description, associated student learning outcomes, required general education courses, and transferability options. Courses required for each program are shown in a recommended sequence to facilitate completion.

Additionally, Academic Affairs has instituted a complete process for evaluating all credit programs through a full Program Review every four years (see calendar). The academic program review process includes a context of the program, which involves a description of the degree or certificate program, alignment of program to the College’s vision, mission, and goals as well as a brief history of the program, including any significant changes in the last four years. The program reviews help to guide the academic departments and are used to make plans for program improvement. Program reviews have led some departments to delete programs that have low enrollment or are no longer related to workforce demands. (Refer to Standard 7 for more information on the academic program review process.)

For all proposed courses a New Course Proposal Form and a master course syllabus must be submitted. The master course syllabus must include a course description, a narrative of compliance with Federal credit hour guidelines, course learning outcomes, and a means of assessing each outcome. Every course has a set of learning outcomes that describe the knowledge, skills, and/or values which will be the focus of the course. With clear and specific course learning outcomes, students experience a consistent learning environment across different sections of the same course.

Program-specific courses are guided by learning outcomes that are mapped to the program outcomes as well as Measurable Outcomes, which serve as the College’s general education/institutional outcomes, and the relevant Student Core Competencies (i.e., communication, scientific and quantitative reasoning, critical reasoning, information literacy, culture and ethics). Core competencies are a necessary foundation of skills for all graduates.

All new courses are reviewed to ensure that essential prerequisite courses are identified and that the courses are appropriate in relation to the curricular sequence. Any course seeking General Education status requires approval from the General Education Committee. (See Standard 12 for more information on General Education requirements.) When new courses are approved, they are submitted to the Articulation System for Maryland Colleges and Universities (ARTSYS), which is a computer-based articulation system to facilitate transfer to Maryland’s four-year
public and private institutions. The following link provides examples of the worksheet for most recent course approvals for 2014-2015.

The College’s certificate programs must also demonstrate the same linkages among course, program and measurable outcomes as well as Student Core Competencies. Certificate programs that are linked to a parent degree program may have some overlapping outcomes, but program outcomes are always expected to be deeper and broader in expectations. When applying as a new certificate program, the curricular application must address gainful employment by citing local, regional, and national industry needs and job market projections, including salary and institutional resources required to support the program. To date, all certificate programs currently offered at the College lead to gainful employment. All new certificate programs are submitted to MHEC for approval. Then they must be vetted by the Middle States Commission on Higher Education (MSCHE) and added to the gainful employment section of the College’s webpage. The College has added an internal step that includes review by the director of Financial Aid and the College’s program liaison at the Department of Education.

Ensuring that its programs and courses demonstrate coherence appropriate to the institution’s higher education mission became even more significant for Maryland public colleges with the implementation of the Maryland College and Career Readiness and College Completion Act of 2013 (CCR-CCA), designed to promote student success and completion. The CCR-CCA requires public colleges to align or restructure their educational offerings and processes, as appropriate, to promote college completion. Examples of requirements for community colleges are: a 60-credit maximum for all associate degrees, unless exempted by MHEC; development of statewide transfer agreements; implementation of degree plans and articulated pathways, and a clear path to dual enrollment for all students enrolled in Maryland’s public K-12 schools.

However, through Envision Success, PGCC was well positioned for the increase in dual enrollment and other requirements as it had already established a significant partnership with the Prince George’s County Public Schools (PGCPS) centered upon facilitating college completion. In 2011, PGCC and PGCPS established a Dual Enrollment Advisory Committee led by the chief academic officers of both entities and composed of administrators and professional staff. The focus of the committee was to ensure that PGCPS students were prepared for dual enrollment courses and that those courses met PGCPS graduation requirements and maintained the integrity and rigor required for the earning of college credit. The committee established parameters for various types of dual enrollment at the College, including student demonstration of academic readiness to take college courses based upon Accuplacer placement exam scores as eligibility criteria for enrollment in dual enrollment courses.

Also, in 2011, PGCC and PGCPs partnered to open the Academy of Health Sciences @ PGCC, the first middle college high school in Maryland. The Academy of Health Sciences (AHS) is a public high school located on PGCC’s Largo campus and currently enrolls just over 400 students, approximately 100 students in each grade 9-12. The AHS prepares students for careers in the health sciences through a rigorous dual enrollment program. Ninety-two of the inaugural cohort of 100 students will graduate in May 2015, having earned a high school diploma and an associate’s degree in general studies with an emphasis in health sciences.
In Fall 2014, with grant support from the Maryland State Department of Education (MSDE) and Maryland four-year colleges, businesses, and County government partners, PGCC began the Information Technology Early College (ITEC) Program. The ITEC Program differs from the AHS in that its emphasis is information technology, and it is comprised of students who attend and are located at the Chesapeake Math and Information Technology (C-M-I-T) Academy, a public charter school in Laurel, Maryland. However, similar to the AHS, the ITEC Program provides students with the opportunity to graduate at the end of four years with a high school diploma and an associate’s degree in Information Technology. The ITEC Program currently enrolls 40 students, 25 in grade 9 and 15 in grade 10. The program will enroll up to 400 students at full capacity.

Sections of courses offered for dual enrollment contain the same academic content, rigor, and learning outcomes as all other sections of that course. The successful provision of dual enrollment opportunities to younger students requires involved administrators, experienced and committed faculty and teachers, and comprehensive support services of both the College and the school system.

A Coherent Learning Experience for Students Inside and Outside of the Classroom

The College’s academic support programs and student clubs and organizations offer experiential learning opportunities to enrich the student experience and promote success at PGCC. Faculty members, serving as program coordinators, oversee academic support programs and lead many student organizations. Examples of academic support programs include the Book Bridge Project, Collegian Centers, International Education Center (IEC), and the Service-Learning Program. These programs have developed mission statements and goals that are aligned with the College’s mission and are included in the College’s Institutional Effectiveness Plan through Academic Affairs.

The Office of College Life Services, operating out of Student Services, provides administrative oversight of student clubs and organizations. Examples of the many student clubs and organizations include the Kaleidoscope Club - promotes global friendship and understanding of different cultures; Student Governance Association - represent the concerns of the student body to the College community, and the Campus Activities Board – develops, plans, and implements co-curricular programs.

Departments and units within Student Services conduct regular surveys and assessments to determine the impact of their services and provide annual reports to the area vice president. The more comprehensive assessments are conducted as part of the Institutional Effectiveness Plan referenced in Standard 7. The results of the Student Development Services unit review recently completed in Spring 2013 are available to the College community via the OPAIR portal page. The action plan generated as part of this process helps each area continue to progress toward meeting its mission and goals. Other Student Services units will participate in the Institutional Effectiveness (IE) process as outlined in the IE Plan. The Office of College Life Services is part of the College’s IE Plan and is scheduled for review in Spring 2015. (Refer to Standard 7 for more information on the IE Plan.) One of the next steps in the IE unit review process will address the impact of specific programs and workshops on student course persistence. This
information is critical to ensure that successful programs are given sufficient resources to expand their impact and that less successful program can be either improved or discontinued.

Furthermore, the College has benefitted by its proximity to the nation’s capital and its recognition as a White House Champion of Change through televised visits by President Barack Obama at the Largo campus in March 2012 and September 2013. Also, in 2013, PGCC proudly hosted “A Legacy of Change: Excellence Unleashed”, produced by the National Visionary Leadership Project (NVLP). The program was moderated by Dr. Camille O. Cosby, producer, educator, and philanthropist and featured a distinguished panel of accomplished, prominent African Americans in the arts, entertainment, government, healthcare, and sports and two PGCC students. Such high-profile events, open to the College and community, add depth and real-world experience to student learning at PGCC, thereby promoting success not only in students’ college life, but in their personal lives as well.

The Library’s Support of the College’s Mission

The Library’s mission statement is aligned with the “Envision Success” focus on providing high quality learning opportunities: “providing a space where students and the College community can interact physically and virtually; collections in all formats that support research and teaching; and instruction in information literacy, which empowers students with tools for academic success and lifelong learning.” The Library is located on the first and second floors of the recently renovated Accokeek Hall on the Largo campus. In addition, students and faculty can access many services through the Library’s comprehensive website. The Library is staffed with professional faculty librarians who have earned Masters of Library Science degrees. All librarians take part in teaching information literacy sessions in accordance with the standards established by the Association of College and Research Libraries (ACRL). The Library averages 168 information sessions per academic year, both face-to-face at the Largo campus and extension centers and through online learning. These sessions are tailored to specific class assignments, where librarians teach a variety of research skills.

In 2009, the College began an $8 million renovation of Accokeek Hall. The renovation increased the amount of study space for students, including the addition of group study rooms, quiet study areas, and new carrels and tablet chairs. A SMART classroom with 30 student computers was added to support information literacy sessions. To provide more study options for students, the number of computer workstations in the open computer area was increased from 16 to 28, and a new room was added for student computer use.

In 2011, the Library enhanced the Library Liaison Program, which aims to improve the communication between the Library and the College’s academic departments. Each librarian is now assigned departments with whom he/she communicates about new materials, database trials, and requests to the resource development librarian. Liaisons have created Lib Guides for over 55 College departments and services.

A primary goal of the library is “to develop and maintain a collection that will enhance the curriculum of the College and to provide resources that meet the needs of students, faculty, staff, administration, and the community.” To achieve this goal, the College subscribes to 57 research databases at an annual cost of approximately $200,000. These databases provide access to peer-reviewed journals, newspapers and magazine articles, reference books, e-books, streaming video,
and other materials that support student and faculty research. Databases can be accessed through the library’s website either on-campus or remotely. During the Fall 2011 semester, librarians evaluated electronic resources based on usage statistics from the databases and consultations with department faculty. As a result, additions were made where necessary and low performing databases were replaced or re-marketed to students and faculty. Furthermore, the Library added new e-book collections and streaming videos to its electronic resources. By adding these dynamic electronic collections and resources, the Library significantly increased its access for and by students, faculty, and the larger community.

In preparation for an inclusive evaluation of its services, the Library administered a needs assessment survey to students and employees in 2014. Responses are being used to determine the success of information literacy sessions and provide feedback for improvement. In Spring 2015, the Library will participate in the Academic Affairs’ Ancillary Unit Review as part of the Institutional Effectiveness Plan.

A Consistent and Equitable Transfer Process for Each Student

PGCC students seek to transfer to a four-year college or university. Approximately 25% of students transfer annually. Programs offering the A.A., A.A.T., and A.S. degrees parallel the first two years of bachelor’s degree study and prepare students for successful transfer to four-year colleges and universities. To increase transfer opportunities, the College has formed articulation agreements with many public and private four-year colleges and universities throughout the metropolitan area, including Maryland state universities. (See College Catalog 2014-2015 pp. 368-370.) Examples of specialized programs that accelerate transfer through articulation with the University of Maryland include the Hillman Entrepreneurs Program and the Maryland Transfer Advantage Program (MTAP). The College also jointly signed Reverse Transfer Articulation agreements to support the awarding of an associate degree if a student transfers prior to completing a program of study at PGCC.

The College adheres to the Code of Maryland Regulations, COMAR 13b.06, regarding transfer. The Transfer Center is housed in the Advising and Transfer Services Office and provides centralized transfer services, tools, and assistance for students. The manager of Advising and Transfer Services is a member of the Curriculum Committee to ensure that all PGCC transfer degree programs align with COMAR regulations, regularly participates in statewide affinity groups, and acts as an advocate for students who are denied transfer based on any issues that COMAR specifically addresses.

As part of the COMAR regulation, PGCC provides access to ARTSYS in the context of academic course approval. ARTSYS is self-guided and allows students, faculty, and staff to identify degree programs at state public institutions and the transferable courses at PGCC. PGCC submits syllabi that include the learning outcomes for review by four-year institutions. Each four-year institution then determines if the course is transferable to their institution. Review by four-year institutions of General Education courses is not required if the student completes his/her associate degree prior to transfer. For courses taken at Maryland institutions, advisors use ARTSYS to provide transfer information to students during one-on-one sessions. It is not intended to imply that if the course is not on ARTSYS, PGCC will not accept it in transfer. For those courses taken outside of the Maryland system, advisors rely on the University of Maryland College Park database along with online catalogs, websites and course
descriptions. Other established vehicles to convey transfer information to students include SOAR (Student Orientation Advising and Registration), Transfer Advisement Day, and Student Fairs, such as the Allied Health and Nursing Fair.

**Conclusion**

PGCC’s educational offerings are comprehensive, rigorous, and designed to help students envision success. Through the curriculum review, academic program review, and assessment processes, the College continuously measures, reviews, and improves its educational offerings to ensure sufficient content, rigor, and depth with clear linkages to the College’s mission. Academic support programs and student clubs and organizations complement academic offerings by providing co-curricular and lifelong learning experiences for students.

Learning resources, such as the College’s Library, support the College’s educational offerings through increased student study space, a classroom dedicated to information literacy, an extensive database collection and other electronic resources, and a culture of collaboration between professional faculty librarians and the academic departments. Lastly, a centralized Transfer Center, articulation agreements, and specialized programs that facilitate successful transfer provide a consistent, equitable transfer process for each student.

**Recommendations**

None
STANDARD 12. GENERAL EDUCATION (ENVISION SUCCESS EMPHASIS)

The institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Institutional Focus

Throughout the PGCC Self Study, Envision Success (in italics) refers to the College’s completion agenda and institutional priority, which was in effect from Fall 2010 through Spring 2013. Subsequently, “Envision Success” (in bold and quotes) became the name of the FY2014-2017 Strategic Plan.

Overview

Student success in general education is essential for students’ progression and completion. Therefore, Prince George’s Community College (PGCC) evaluates all of its general education course offerings to ensure that the knowledge, skills, and values developed through the general education program enhance students’ intellectual growth and are applied in their program of study. General education courses must meet several measurable outcomes, including those that are common across all disciplines. These measurable outcomes are each aligned with one of the six Student Core Competencies (i.e., communication, scientific and quantitative reasoning, critical reasoning, information literacy, culture, and ethics) that serve as PGCC’s Institutional Outcomes. Institutional Outcomes assure all students are proficient in core areas and have achieved specific knowledge, skills, and values appropriate to their discipline upon degree completion. These outcomes are assessed using the procedures in the College’s Student Learning Outcomes Assessment Handbook. Under the direction of the Academic Affairs Assessment Committee (AAAC) the results of these assessments are used to institute curricular improvements that are designed to improve student success and completion.

The General Education Program is of Sufficient Scope to Enhance Students’ Ability to Achieve Institutional Outcomes

PGCC currently offers 136 general education courses, which account for 28-31 credits of Associate of Arts (A.A.) and Associate of Science (A.S.) degrees; 21-25 credits of Associate of Applied Science (A.A.S.) degrees; and 34-51 credits of Associate of Arts in Teaching (A.A.T.) degrees. These credit ranges are prescribed in the Code of Maryland Regulations, Title 13B.02.06 and overseen by the Maryland Higher Education Commission (MHEC); the ranges must fall into one of five categories: Arts and Humanities, Social and Behavioral Sciences, Biological and Physical Sciences, Mathematics, and English Composition (2014-2015 College Catalog, pp. 399-401).

In addition to MHEC’s minimum requirements for general education, PGCC requires one additional English composition course and an Introduction to Information Technology (INT) course for all associate degree programs. The INT course is PGCC’s only general education
offering that falls into the sixth category of general education permitted by MHEC: Emerging Issues. The General Education Committee ensures that all general education courses fall into one of these six categories based on the outcomes they address and the knowledge, skills, and values they contain.

The General Education Committee is comprised of 14 members including faculty, academic advisors, department chairs, one academic dean, and one senior academic administrator, and is chaired by a faculty member. Integral to the Student Core Competencies, the committee articulated the core learning outcomes now known as measurable outcomes (MOs) that were approved by the Academic Council in January 2009 (2014-2015 College Catalog, pp. 272-275) after first being vetted by the Chair’s Council, Faculty Senate, and College-wide Forum. The outcomes were also shared with the Senior Team and the Board of Trustees.

The committee also developed the Philosophy of Education (2014-2015 College Catalog p. 2), which was adopted by the Academic Council in 2010 after being similarly vetted. The Philosophy of Education is the theoretical underpinning for the General Education Program. This Philosophy states “General education courses expose all degree-seeking students to a common body of skills, knowledge, and values that form the basis for lifelong learning.” It also affirms that “Improving learning requires the continual assessment of student success.” By educating students through high quality learning experiences that are innovative and rigorous, the General Education program promotes student success and completion; directly advances the vision of the College which is to be the community’s first choice for learning opportunities; and also advances the mission of the College which is to transform students’ lives.

Prior to beginning the recertification of general education courses, the General Education Committee developed the College’s Guiding Principles of General Education, Definition of General Education, General Education Criteria, and General Education templates, all of which were approved by the Academic Council. The vetting processes for all of these approvals included numerous meetings regarding multiple drafts of each of these documents, all of which were broadly disseminated.

**The Guiding Principles of General Education**

The Guiding Principles of General Education are informed by the College’s Philosophy of Education and guide the process of evaluation to determine whether course offerings are granted or denied general education status. As these 10 guiding principles clearly affirm, the General Education Program prepares students to act ethically by evaluating, as well as identifying, their values and place in the world, and also by providing them with opportunities to encounter diverse perspectives and, thereby, expand their worldview. The General Education Committee combined the Guiding Principles, Definition of General Education, and General Education Criteria into a single general education packet that was approved by the Academic Council in 2011.
General Education Course Review Process

The Guiding Principles affirm that general education is a learning experience characterized by breadth as well as depth. As such, all general education course offerings must: (1) convey a body of general knowledge, skills, and values that pertain to any academic discipline and program of study; and (2) satisfy general education requirements for students irrespective of their degree program. The General Education Committee, during its review of the general education template, determines if the general education course meets these two criteria. If the course meets these two initial criteria, then that course moves on to a more in-depth review.

During the more in-depth review, the General Education committee examines the course for content specific to the discipline and MHEC’s general education category in which that course resides. The requirements for each category are articulated in the COMAR section described above. PGCC’s general education criteria are aligned with the 17 measurable outcomes. Five of those outcomes (MO 1.1 or 1.2, 1.3 and 1.4, and 3.1) must be addressed by all general education courses. The General Education Committee uses the general education template to determine whether a course offering meets these requirements.

An additional step of the evaluation process compares the completed general education template with the Master Course Syllabus (MCS) to ensure that the course and measurable outcomes are aligned on the MCS precisely as they are on the general education template. Any course seeking general education status for the first time that fails to meet all of the above requirements has its general education request denied. Any course currently listed as general education that fails to meet all of the above requirements has its status revoked unless the template and MCS are revised to the satisfaction of both the team that evaluated them and the chair of the General Education Committee.

To complete the certification process, the General Education Committee divided into 12 review teams, each of which has at least one member from the discipline whose course offering is being reviewed and at least one member from an unrelated discipline. Each team elects a spokesperson to report the results of their review to the General Education Committee chair. For check and balance, the Committee chair evaluates the review team’s report, conducts his/her own review, and then reports his/her overall evaluation to the department chair, and/or dean, and/or faculty member. The committee chair and the members of the review team then work, as necessary, with the chair or faculty members presenting the course to revise the templates.

Through this well-defined process, deans, chairs, and faculty and the Committee, verify how PGCC’s courses fit into its General Education Program. In addition, this process supports “Envision Success” by providing rigorous courses that help students attain specific knowledge, skills and values that are central to progression and completion.

Assessment of General Education Outcomes

The evaluation process described above was piloted in the Fall of 2011 with a group of seven courses that were seeking general education status for the first time and began in earnest with currently existing General Education courses in the Spring of 2012. Five of the seven initial
courses were granted general education status (ART 2720, HST 1510 and HST 1530, WMS 1010, and EGL 2600) and two were withdrawn (EGL 2270 and THE 2050). Fifteen other courses were removed from the general education list in 2012-2013 because they were no longer taught or did not meet the general education criteria (PHL 1100, CHM 1120, CHM 2010, CHM 2020, PHY 2030, PHY 2040, HST 2110, BIO 2100, MAT 1060, MAT 1160, MAT 2170, MAT 2430, MAT 2450, MAT 2460, and MAT 2500). One new math course (MAT 1150) was granted general education status in May 2013. Of the 21 general education courses reviewed in the Spring of 2012, 10 templates did not meet the criteria and were sent back for revision. As of Fall 2014, the vast majority of the 136 general education courses have been approved, with only a handful still engaged in the process of template revision.

Assessing general education learning outcomes is the purview of the Academic Affairs Assessment Committee. The assessment process is articulated in the Student Learning Outcomes Assessment Handbook and is further described in Standard 14.

**Next Steps**

During the 2014-2015 academic year, the General Education Committee is expected to complete the first-ever certification of general education courses, the certification/evaluation process for general education courses, and an assessment of how the process itself can be improved.

The process review will start with the Philosophy of Education and Guiding Principles of General Education to determine whether the foundational philosophical commitments of the process still reflect the mission and vision of the College. The College will then review the general education packet, including the definition of general education as well as the criteria and templates, to determine whether the definitions and criteria of general education, as well as the six templates that organize them, are sufficient to the task of ensuring that all general education courses are aligned with state and institutional requirements. The final steps of the process will involve a review of the many specifics of the evaluation process itself, with the focus on challenges and opportunities for improvement. This process review will ensure that the second general education course certification process, which will begin in the Fall of 2015, is even more successful than the first.

**Conclusion**

Despite having an overall positive impression of the first certification/evaluation process, the College agrees that general education course offerings must be reviewed regularly using a well-defined process to ensure compliance and to maintain the rigor essential to student success. Engaging in a substantial review of general education courses and a certification process ensures that these course offerings advance the mission and vision of the College and promote student success.

**Recommendations**

Continue to conduct regular reviews of general education course offerings to ensure a well-defined process of compliance and maintain the rigor essential to student success.
STANDARD 13. RELATED EDUCATIONAL ACTIVITIES (ENVISION SUCCESS EMPHASIS)

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Institutional Focus

Throughout the PGCC Self Study, Envision Success (in italics) refers to the College’s completion agenda and institutional priority, which was in effect from Fall 2010 through Spring 2013. Subsequently, “Envision Success” (in bold and quotes) became the name of the FY2014-2017 Strategic Plan.

Overview

Prince George’s Community College (PGCC) provides a variety of credit and noncredit education offerings to meet the needs of County residents and to help students envision success. Basic skills and developmental courses prepare students for more in-depth offerings that can lead to credentials and gainful employment. In addition, students have multiple opportunities to earn credit for experiential learning, shortening their time to completion. Workforce Development and Continuing Education (WDCE) provides a variety of program offerings at 150 sites across the County to meet the needs of individuals, business, and industry. In response to demands for its educational offerings, the College supports six degree and/or extension centers located throughout the County as well as a variety of eLearning services that support both credit and noncredit programs. Procedures are in place to ensure consistency among sections of the same course, offered at varying locations and/or in differing modalities.

Basic Skills

First-time credit students and some transfer students are required by the College to take placement tests. The College uses the Accuplacer test for basic skills assessments in reading comprehension, writing, and mathematics. According to the Spring 2014 Fact Book, just over 95% of the students taking the Accuplacer placed into at least one developmental course (p. 7). Non-native speakers of English are given the Michigan Test, and the Fact Book indicates that just under 90% of these students required course work in English as a second language (p. 8).

As part of Envision Success, the College began addressing the dual challenges of increasing the success rate of basic skills students and reducing their time to completion. The Performance Accountability Report (PAR) revealed that the Fall 2011 to Fall 2012 retention rate for developmental students was 49.3%, and the four-year developmental completion rate for the Fall 2008 cohort was 27%. Several key Envision Success initiatives were implemented to address the retention and completion rates. New student orientation became mandatory, and all new credit students now participate in a Student Orientation and Registration (SOAR) session prior to registering for classes.
In Fall 2013, the College implemented new registration procedures that require students who test into developmental reading courses to enroll in required course(s) in the first semester. Once the sequence has begun, students must persist through the sequence without interruption. Similarly, students who test into developmental English and/or developmental math must start that work by 15 billable hours and stay in the sequence until all requirements have been completed. These sequences can be found in the 2014-2015 College Catalog Chapter 6, pp. 48-51.

Additionally, new students develop an educational pathway using EduPlan, a planning tool, which has been integrated into Owl Link, the online system that students use to access their academic and financial information. Students who have not developed and followed their educational plans may be prevented from registering until they meet with an advisor. Another initiative, called Roadmap, requires students to meet their advisors at prescribed intervals (15, 30, 45 credits) in the path to completion. Students may not register until this meeting is held.

Envision Success fostered significant redesign initiatives to improve student success and reduce students’ time to completion. These activities became strategic initiatives in FY 2012 and FY 2013. Redesign projects have received significant institutional support as noted in the Academic Affairs FY 2013 Annual Report (p. 6) and the Academic Affairs FY2014 Annual Report. (p.7)

- During FY2013, the Developmental Mathematics and credit Mathematics departments fully implemented the Developmental Mathematics Sequence (DMS) Redesign. Overall design parameters and goals were set by College academic administrators, using success data; however, the faculty determined course outcomes and content for the sequence of DVM 0031 Prealgebra, DVM 0071 Introductory Algebra, and MAT 0104 Intermediate Algebra. The redesigned approach is modular based, with all classes being taught in specially designed computer classrooms. The College invested $2.3 million in the DMS project, including classroom renovation and equipment costs. Three reports have been published by the Office of Planning, Assessment, and Institutional Research (OPAIR) related specifically to the DMS: (1) Developmental Math Redesign Assessment Report – The Student Experience; (2) Developmental Math Redesign Assessment Report; and (3) Developmental Modular Math: A Look into Other Institutions. Based on student feedback, tutors were hired for each classroom for FY2015 (as opposed to one tutor for two classrooms), and this change will be assessed to determine how it improves student success.

- During FY2011, the English Department implemented the Accelerated Learning Program (ALP – an Achieving the Dream promising practice) to allow qualified students to concurrently enroll in EGL 0100 Introduction to Composition and EGL 1010 Composition I: Expository Writing. This program allows students to complete their developmental and composition requirement in one semester, instead of two, helping to shorten their path to completion. In 2013, OPAIR conducted focus groups with ALP students, which revealed that the ALP students viewed the program as a great advantage and believed that they derived great benefit from it. This positive assessment led to an expansion of ALP offerings from two sections to five sections.
ALP students' academic performance in English 1010 was assessed in Fall 2014. The resulting data, which will allow the department to compare ALP students' performance with traditional students' performance, will be available in Spring 2015. These data will help guide the Department's decision to further expand the program.

- In FY2014, the Developmental English and Reading department created a course using a flipped-classroom model to accelerate students’ time to credit bearing courses for students testing into DVR 0063 College Reading and Study Skills. The Department also created DVE 0012 Foundations of Composition and Comprehension, a combination reading and writing course, to satisfy English and reading prerequisites, and accelerate progress to credit English.

- During FY2014, the Language Studies department began preliminary planning for redesign of ESL courses for implementation in FY2016. The ESL sequence prepares non-native English speakers for course work in the American academic setting.

**Certificate Programs**

During the Fall 2013 semester, 805 credit students were pursuing certificates in one of the College’s 63 credit certificate options. The College awarded 221 certificates in FY2013. PGCC has several processes in place to ensure that the College’s certificate programs are consistent with the mission, standards of instruction, rigor and outcome alignment, which is fully described in Standard 11. The certificate courses and programs are assessed regularly through established processes to ensure that the certificate program remains relevant to the current career market and standards of rigor are met.

**Experiential Learning**

PGCC has four defined methods of awarding college credit for experiential learning: transfer of credit, in-house testing, Cooperative Education, and Prior Learning Assessment. College policies governing credit for nontraditional learning and credit through examination are found in the Catalog (pp. 14-15).

Students can earn credit for experiential learning through the transfer of credit from training certified by the American Council on Education (ACE), U.S. Armed Forces, Advanced Placement (AP) through high school, International Baccalaureate (IB), or College Level Examination Program (CLEP). These credits are evaluated by the Admissions Office to determine the official award of credit, based on the student’s degree program at the time of transcript evaluation. When questions arise, faculty play a significant role in the review of proposed transfer credit and its applicability to certificates and degrees.

For some programs students may take in-house testing for college course credit through Challenge exams. Students with prior knowledge and/experience are administered an exam on a specific course developed by departmental faculty. The Challenge exams are administered by individual departments on demand and are evaluated by faculty (subject matter experts). Students must score at least 70% to be awarded credit for the course.
Cooperative Education, coordinated through the Career Services Office, is another method of awarding credit for experiential learning. Students may earn up to six credit hours for working in an environment that is related to their degree program. Students are assigned a faculty advisor who collaborates with their site supervisor on learning outcomes related to the cooperative education experience and the degree program. At the end of the semester, the students are then evaluated by their site supervisor and faculty advisor.

Through the Prior Learning Assessment Network (PLAN) students can earn up to 15 credit hours per degree. College credit through PLAN is possible for over 20 different degree programs per a Memorandum of Understanding. PLAN students enroll in CAP 1050 Portfolio Development. Ultimately, faculty assessors utilize PLAN Rubrics to evaluate the students’ portfolios. If the students demonstrate knowledge of the learning outcomes for specific courses at the level of 70% or higher, they are awarded college credit for the course(s). Each semester, approximately 20 to 35 students participate in PLAN.

Noncredit Offerings

Workforce Development and Continuing Education (WDCE) supports the College’s mission and promotes envision success through its courses and programs. WDCE courses are designed to prepare individuals for professional licensures and certifications in areas such as allied health, technology, construction and trades (see the College Catalog, pp. 389-394). WDCE also offers courses that provide skills’ training for professional or personal use in a variety of topics such as technology, skills for small business owners, and early childhood education. Other courses are designed to respond to community needs, such as the Choices and Pathways program (for developmentally disabled adults), summer youth programs, and classes for personal enrichment, including health and wellness and the arts. Another important offering is a special low-cost program for seniors that offers courses in computers and technology, languages, finance, history, literature, the arts, healthy living, and travel. Finally, WDCE delivers adult education programming, including GED® test preparation, English for Speakers of other Languages (ESL), and literacy programs for adults.

WDCE offers courses, not programs. Since 95% of new WDCE courses are occupationally related and funded by the state, new courses are based upon potential job openings within 50 miles of the College. For a proposed course to be approved, specified information must be submitted to MHEC on a CC-10 form, which provides a description of the course, demographics of the prospective student, and measurable course objectives. Course assignments and activities are then designed to provide opportunities for students to achieve the course objectives.

Noncredit programming is offered at many sites throughout the County, including community centers, schools, clinical facilities, churches, and libraries. There are currently 150 such sites on the complete list of the College’s Building Codes. Additionally, noncredit classes focused on workplace skills are offered at two training centers: The Skilled Trades Center, located in Camp Springs, MD, in the southern part of the county and the Westphalia Training Center, in Upper Marlboro, MD. Many WDCE courses are offered both as open enrollment courses available to all and as contract training for specific agencies and employers. Courses are advertised in a printed paper schedule, in marketing collateral for each program, and via the College’s website.
WDCE makes use of various tools for assessing and evaluating the need for training programs. Such data sources include the U.S. Department of Labor, the U.S. Department of Commerce, the U.S. Department of Education, and the Maryland Department of Labor, Licensing and Regulation. In addition, the Office of Planning, Assessment, and Institutional Research (OPAIR) provides labor market data through an agreement with EMSI (Economic Modeling Specialists International). Enrollments in noncredit courses are tracked over time and are shown in the following chart.

Table 10. Noncredit Enrollments, FY2010-FY2014

<table>
<thead>
<tr>
<th></th>
<th>FY2010</th>
<th>FY2011</th>
<th>FY2012</th>
<th>FY2013</th>
<th>FY2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollments</td>
<td>46,969</td>
<td>68,416</td>
<td>72,170</td>
<td>73,218</td>
<td>70,660</td>
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<tr>
<td>Course sections</td>
<td>4,671</td>
<td>4,624</td>
<td>5,911</td>
<td>6,042</td>
<td>7,427</td>
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<tr>
<td>Unduplicated headcount</td>
<td>21,157</td>
<td>22,787</td>
<td>23,255</td>
<td>23,933</td>
<td>25,579</td>
</tr>
<tr>
<td>FTE**</td>
<td>4361</td>
<td>4480</td>
<td>4506</td>
<td>4644</td>
<td>4537</td>
</tr>
</tbody>
</table>

**FTE in continuing education classes is determined based on a Maryland Higher Education Commission (MHEC) formula in which the number of contact hours in a course is multiplied by 1.2, multiplied by the number of enrollments in the course, and divided by 450.

A special feature within WDCE is the six Workforce Development Institutes: Construction and Energy; Hospitality and Tourism; Human Services; Computer and Information Technology; Public Safety and Security; and the Transportation and Distribution. The Institutes advocate for resources, best practices, responsive and proactive workforce development programs; and they assist businesses in the recruitment, development, and retention of a highly skilled workforce. A number of the Institutes address both credit programs and noncredit offerings and promote stackable credentials.

New program offerings are determined in a variety of ways. For some program areas, course design includes the use of industry standard curricula. For example, WDCE’s noncredit offerings in Human Resources Certification reflect the National Society for Human Resource Management (SHRM). Industry-standard training and credentialing bodies provide required goals and objectives to receive certification in their areas. A third approach involves the use of subject matter experts to design and deliver specialized courses for specific audiences. Finally, coordinators and program directors monitor demographic and labor market information in determining possible program offerings.

WDCE courses are submitted for approval following guidelines outlined in the Maryland Higher Education (MHEC) Continuing Education Manual for Maryland Community Colleges. Course content and delivery may be determined by an external body (e.g., Maryland State Department of Education for child care courses), or may be set by the course designer or coordinator when some flexibility is allowed. Some industries or entities (e.g., Apple or Cisco) provide detailed syllabi that the College uses.

WDCE also offers courses to assist adults in developing their basic and literacy skills for life and work. Courses support students in obtaining a high school diploma, either via the GED® Test or
via the National External Diploma Program, and an extensive English for Speakers of other Languages (ESL) program for adult and young adult English language learners is offered.

Evaluation of courses is carried out through proprietary student evaluations at the end of the course, delivered in class or online. Instructors are evaluated through classroom observations by the program coordinator. The Institutes’ Advisory Boards provide input on industry needs, which assists in updating or modifying content to keep it relevant. Content and outcomes for some courses and programs are linked to an outside agency. For example, in the Police Academy, courses are reviewed and approved by the Maryland Police Training Commission. In addition, Police Academy graduates have the opportunity to earn 18 credits towards a criminal justice degree, so those students must meet College placement requirements. Additionally, WDCE courses are periodically evaluated using such parameters as enrollment patterns, student success in the course, and employment demands.

Branch Campuses, Additional Locations, and Other Instructional Sites

As noted in the Statement of Accreditation, PGCC serves residents throughout Prince George’s County by operating, in addition to the Largo campus, four additional locations that offer at least 50% of the coursework leading to an associate degree: Joint Base Andrews (JBA), University Town Center (UTC), Laurel College Center (LCC), and John Eager Howard Elementary School (JEHS). Other instructional sites include the county Law Library, local hospitals, and three local high schools. According to the Fall 2013 Fact Book, the degree and extension centers accounted for 16,254 credit hours during the Fall of 2013, or 13.8% of the College’s total. That semester, 2,919 students (21.26% of all credit students) took at least one class at a location other than the main campus. Collectively, the number of credit hours generated at the centers grew by 36.6% over the ten-year period from Fall 2004 to Fall 2013. Because of the relatively close proximity of all of the College’s locations, students often enroll in classes at more than one site in the same semester and move back and forth between locations.

The College requires that the master course syllabi remains the basis for all sections of a course, thereby ensuring that the content, outcomes, textbooks, and course-related software remain the same, regardless of location or modality. Faculty teaching at extension sites are hired, trained, and supervised by the academic departments, headquartered at the Largo campus. The Program Directors at JBA, LCC, and UTC in addition to faculty at JEHS report through the Office of Academic Affairs, and this assures that offerings meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings.

Specific support services at each of the locations are discussed below. However, PGCC’s array of online services are of particular importance in serving students at the off-campus locations. Through the online Owl Link system, students can register, pay their bills, monitor their financial aid status, view their grades, and much more. Smarthinking is an online tutoring service that provides tutoring in a variety of subjects, some of which are available 24 hours a day, 7 days a week. The College’s Writing Center, in addition to providing tutors at extension sites, encourages students to email either specific questions or entire papers.
The Survey for Entering Student Engagement (SENSE) conducted in 2012 found that PGCC students at the extension centers rate their experiences positively. They reported feeling welcomed at the centers, and they were more likely to have met with an advisor and receive help selecting first-term courses than students at the Largo campus. The College is investigating these findings to determine what aspects of the students’ experiences off campus might be applied college-wide. Finally, each of the extension centers is slated to be assessed in the 2015-2016 academic year as part of the Ancillary Unit Review process outlined in the Institutional Effectiveness Plan.

Specific descriptions of each center appear below.

- **John Eager Howard Elementary School** - John Eager Howard Elementary School (JEHS) provides the temporary home of the College’s Culinary Arts Program. Two full-time faculty members and a full-time assistant manage the center. In addition to the culinary classrooms, there is an open computer lab, which is part of the College network, allowing students to access the library’s databases and other campus technology resources. The program will move to a permanent home in the Culinary and Hospitality Center, planned to open on the Largo campus by the Fall of 2016.

- **Joint Base Andrews** - PGCC on Joint Base Andrews (JBA) serves active duty military, their dependents, and civilians. The College experienced a decline in enrollments at JBA, which can be traced directly to the events of September 11, 2001 and the resultant increase in base security, which restricts civilians from entering the base to conveniently register for classes. While this was not an insurmountable barrier, the impact has been undeniable. However, the College has taken steps to increase enrollment (e.g., offering day sections of highly enrolled courses, such as English 1010; marketing courses to residents in surrounding zip codes; and working with the Air Force and Air National Guard to offer cohort courses required for specific degrees). From Fall 2013 to Spring 2014, JBA has seen an increase in enrollments from 232 to 259, respectively. The PGCC office at JBA is located in the Education Services Building, where a staff of one full-time program director, an assistant, and two part-time academic advisors assists students. Services include application processing, placement testing, academic advising, registration services, and bill payment. The JBA facility provides students with access to a twelve-seat open computer lab from which they may access all of the databases in the College library and other campus technology resources. In 2013, the Department of Defense conducted a “Third Party Education Assessment” of the educational institutions at JBA. A copy of the final DoD report is available.

- **Laurel College Center (LCC)** - The LCC was formed in 2001 as a partnership between PGCC and Howard Community College (HCC) with the purpose of expanding educational opportunities for the Laurel region. In this unique partnership, 768 students from PGCC take classes together with students from HCC through articulated programs towards associate degrees. In the Summer of 2004, Laurel College Center became one of eight Maryland Regional Higher Education Centers. LCC’s three four-year partners are
the University of Maryland College Park (UMCP), the University of Maryland University College (UMUC), and Notre Dame of Maryland University (NDMU).

Students from all colleges benefit equally from LCC’s 30-seat open computer lab, 18-seat virtual library, and wireless network, from which they can access library databases and other on-campus technology resources. A staff of seven full-time and eight part-time PGCC employees support the faculty and students at LCC. The LCC staff serves a significant number of WDCE students from HCC and PGCC and provides assistance to students and faculty of the four-year institutions on site. Applications from prospective students are processed on site, and placement testing is available once per week. The center offers academic advising, registration, and bill payment services. Financial aid advising is available via telephone or Skype with the main campus staff. Tutoring in Biology and Mathematics is available by appointment with faculty members. Students also have the opportunity to form clubs and participate in career workshops offered by Vocational Support Services.

PGCC at University Town Center (UTC) - UTC is the largest of the College’s off-campus location, serving 1,947 students. Situated in the western part of the county, it serves a densely populated area including a high immigrant population with the largest number of students coming from Africa. In addition, the percentage of Hispanic/Latino students is also significantly higher at UTC (17.2% in Fall 2013) than for the College as a whole (8.6%). Not surprisingly, courses for English language learners accounted for 25.33% of UTC enrollments in Fall 2013. Information about the nationalities of the College’s foreign-born students is available in the Fall 2013 Fact Book (p. 34).

UTC has 12 full-time and 8 part-time staff members, providing application processing, placement testing (twice a week), academic advising, registration services, and bill payment services on site. Additionally, students have access to main campus financial aid staff via telephone and Skype. Students have the opportunity to form clubs, and there are regular career workshops offered by Vocational Support Services staff from the Largo campus. The PGCC Bookstore operates on site at the beginning of each semester. Tutoring is available in Biology and Mathematics, and English and ESL faculty members provide Writing Center support. Finally, the Developmental Mathematics department provides walk-in tutoring for students in DVM courses.

Because UTC had been operating at full capacity for the previous several years, the College, in August 2013, signed a lease for additional space in the building where the center is housed. Fully operational, this expansion doubles the space at UTC and includes enhanced services for students and a significant presence for the College’s WDCE division, including the Center for Entrepreneurial Development and the Adult Basic Education Program.

The College regularly reviews enrollment data and course/program offerings and staffing patterns to determine the ongoing efficacy of the off-campus sites. Recently, at JBA due to declining enrollments, staffing was adjusted, and a marketing plan was developed and is being implemented to impact student enrollment. Similarly, due to the demand of increased enrollment
and services at both LCC and UTC, the College expended resources to lease additional space, increase staffing, and expand course offerings.

**Distance Education, Distance Learning, and Correspondence Education**

As a result of the College reorganization in July 2010, the Distance Learning Center was renamed eLearning Services to more accurately reflect the expanded support of eLearning technologies in the online and on-campus classroom. At the same time a clarified coordination of strategic direction for Academic Affairs and Workforce Development online programs was initiated through liaison relationships with a senior academic administrator in Academic Affairs and the dean of WDCE.

To help fulfill the mission statement of transforming students’ lives, PGCC offers an extensive distance education program supported by the eLearning Services department. College faculty have developed over 300 fully online and hybrid credit courses, all supported by the eLearning Services department. PGCC currently offers complete online programs in six credit certificates and eleven associate degrees. Offering both credit and noncredit courses online, as well as hybrid courses and programs, the College’s online program has grown over the years into a significant component of the College’s course offerings. In Fall 2014, 1,288 students were enrolled in all distance learning courses. In the same period, 3,641 students took at least one distance learning course. The vast majority of online students reside within a 25-mile radius of the College and also attend face-to-face courses at one of the College’s locations in Prince George’s County. The majority of online students coded as out-of-state reside in the local Washington metropolitan area that includes Maryland, the District of Columbia, and Virginia. Under current state authorization guidelines for both Virginia and the District of Columbia, the College is not required to obtain certification to offer online courses since the College does not maintain a physical location in these states.

The College’s ongoing commitment to affordability, accessibility and envision success has resulted in continued investment in human and physical resources for the growing online and hybrid program. In the past ten years, eLearning Services staff has grown from four to seven full-time staff members responsible for the overall management and support of the credit and noncredit online programs, and all services related to the College’s use of the Blackboard (Bb) course management system. During that same time, investment in the technical infrastructure has also aligned with the growth of the eLearning program. The College uses the Bb course management system and has supported significant increases in costs associated with the expanded use of the Bb infrastructure. In addition to investments in the Bb system, there are continual yearly investments in Bb Tools to help improve the students’ learning experience. eLearning Services regularly assesses the impact of these investment through the College’s unit review process. The unit review assessment has led to program adjustments such as increased evaluation and data collection, and modification of tools and services offered.

eLearning students have access to a variety of self-service tools through the Owl Link online student information system including online registration, financial aid, add/drop, and transcript requests, and an e-advising program administered by the College’s Advising Office. To assist students with the transition to online learning, eLearning Services provides both online and on-campus orientation programs for new online students. In Fall 2014, 100% of the students
completing the online course orientation satisfaction survey felt that the on-campus orientation prepared them for their online or hybrid course.

Online Library and tutoring services are available and accessible both on and off campus. The College’s Tutoring and Writing Center uses Bb to offer online tutoring resources in selected science, math, computer science and nutrition courses, and provides online writing support through CyberScribe where students e-mail their essays to a writing tutor. In 2011, these services were supplemented by Smarthinking to expand access and provide real-time tutoring services. Since 2011, students have used over 700 hours of online tutoring through Smarthinking, and survey results reflect that 97% of students are satisfied with the service and that 94% would recommend the service to others.

Offering well-designed, high quality online courses that will promote student success is a priority at PGCC. The College adopted Quality Matters™ (QM), the nationally recognized peer-reviewed process and rubric, in 2005 as its formal process for evaluating quality in the online courses. Each semester, approximately 15 courses are reviewed using the official QM process with a total of 90 courses having met the QM standards. Nearly 50 faculty members have completed the QM peer reviewer training, and 9 completed the master reviewer training program; all actively serve as course reviewers. In addition to Quality Matters™, a course navigation template was approved by Academic Council for use in all Bb courses to ensure the quality of the learning experiences of students and to increase student success in online classes by guaranteeing that certain important elements are consistently placed in every online course.

To ensure online and hybrid courses are parallel in content and academic rigor to traditional offerings of the same courses, all new online and hybrid course development is completed as part of the Online Express—Course Development (OE-CD) program. Only courses approved by the Curriculum Committee are eligible for delivery in an online or hybrid format. The guidelines for both online and hybrid course development are based on the Quality Matters™ principles for good course design and are standard for all courses.

The College has invested in online faculty by providing an ongoing program of orientation, training, and support for faculty teaching online and hybrid offerings. The Online Express—Faculty Preparation (OE-FP) Training Program ensures that faculty are prepared to teach online or hybrid courses. Over the last seven years approximately 123 faculty members have been trained to teach online.

Since 2005, the offering of hybrid courses that blend online and face-to-face classroom sessions increased by more than 300%. Hybrid Course Guidelines, developed by a College task force comprised of faculty, the eLearning executive director, and the Academic Affairs liaison to eLearning, require faculty in all new hybrid courses to participate in the appropriate Online Express program for course development or faculty preparation to ensure adherence to established hybrid course development guidelines.

In 2013, the College made a significant investment to support the modernization of high-enrolled online courses by contracting with a course development vendor to facilitate the redesign of 10 general education and criminal justice courses. The particular courses were chosen because of
high enrollment numbers and/or marginal pass rates. The goal of the project was to improve student success through the design of highly interactive content-rich courses. Each redesigned online course was required to become the master template for all online sections of that course. The courses were offered for the first time during Fall 2013. The courses were assessed in Spring 2014 to determine course modifications needed and student pass rates. The course data for the redesigned courses offered in Spring 2014 are being analyzed to determine the impact on student success. Based upon assessment results, faculty made minor modifications to courses.

In Fall 2014, credit courses offered in traditional face-to-face formats began utilizing specific functions within Bb for at least 90% of courses. This initiative will be required in all courses by Spring 2015, increasing eLearning Services’ support to all credit faculty. The eLearning Services department provides walk-in, email, and phone support with daily email and phone support until 10 p.m. Support services have been expanded to provide real-time interactive online support using chat tools such as Bold Chat for instant messaging during weekend hours.

Noncredit online and hybrid classes are also offered in collaboration with WDCE, with some online courses offered through vendors while others are faculty-developed courses that use Bb. Between Fall 2006 and Fall 2014, noncredit online and hybrid courses grew 126.56% (from 64 to 145), while course sections grew 177.95% (from 127 to 353) and enrollments expanded 68.52% (from 305 to 514).

**Contractual Relationships and Affiliated Providers**

Practices are in place to ensure that contractual agreements and partnerships between PGCC and external organizations meet standards that protect the institution’s integrity and meet the learning needs of students. One example is clinical affiliation agreements used in the Health Sciences Division. The dean of Health Sciences reviews all clinical affiliation agreements in consultation with department chairs and program directors to make certain that programmatic accreditation standards are satisfied and that there are no clauses that conflict with the College’s procedures. Clinical affiliation agreements are reviewed and approved by the Board attorney prior to signature by the dean of Health Sciences and vice president for Academic Affairs.

WDCE maintains contracts with Education to Go (Ed2go) and with ProTrain to provide noncredit online courses. These agreements allow the College to offer a wide variety of courses without the expense of developing them. The College mandates that all online courses be instructor-led and does not contract with online providers unless this requirement can be achieved.

The impact affiliations have on the institution’s resources and the way in which they contribute to the fulfillment of the institution’s mission are varied. Clinical affiliations contribute to the College’s mission by providing rigorous learning experiences in the clinical environment as part of the student’s education program. The ability to participate in hands-on, real-life clinical experiences transforms students’ lives by preparing them to be successful, competent, entry-level practitioners. Online courses offered under the College’s partnerships with Ed2go and ProTrain help to fulfill the College’s mission, by offering a variety of accessible training opportunities to meet students’ needs.
Conclusion

Supported by “Envision Success,” the College has taken a collaborative, multi-disciplinary approach to addressing student needs. The College’s commitment to student success is evidenced by the provision of a broad array of programs and services designed to support students with basic skills; at a variety of locations; and through experiential learning, noncredit offerings, and eLearning. The College’s dedication is obvious and commendable. Other significant changes include the expansion of UTC and LCC as well as the planned development of a Hospitality and Culinary Arts center on the Largo campus. In all of these cases, PGCC is justifiably proud of its commitment and service to all of the residents of Prince George’s County.

Recommendations

Continue to ensure the provision of adequate support services to degree and extension centers.
STANDARD 14. ASSESSMENT OF STUDENT LEARNING (ENVISION SUCCESS EMPHASIS)

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Institutional Focus

Throughout the PGCC Self Study, Envision Success (in italics) refers to the College’s completion agenda and institutional priority, which was in effect from Fall 2010 through Spring 2013. Subsequently, “Envision Success” (in bold and quotes) became the name of the FY2014-2017 Strategic Plan.

Overview

At the direction of the Academic Council, in the Fall of 2010, Prince George’s Community College (PGCC) set out to transform its assessment of student learning outcomes and to create a truly cutting-edge comprehensive assessment system that would minimize the burden of assessment on faculty, while simultaneously providing unprecedented data that could be used to improve student learning and success in all credit courses and programs. Prior to 2010, PGCC had been engaged in various assessment activities, which included a course assessment process, course mapping, and the MHEC Student Learning Outcomes Report (SLOAR) 2011. The assessments were primarily focused on course learning outcomes and were overseen by a faculty member with six hours of re-assigned time. Today, a comprehensive assessment system dubbed “All-in-One” has been developed at PGCC and is supported by one administrator position; two faculty, each with six hours of reassigned time (faculty coaches); five faculty members with one hour of reassigned time each (assistant coaches); three faculty in every department (departmental assessment team) charged with shepherding the assessment process; and the entire faculty working to develop and assess their courses as evidenced by the PGCC Assessment Organizational Chart 2009-2015.

Improved Assessment Practices

For the new system of assessing student learning outcomes to be effective, the College had to undergo a major cultural shift, reassess curricula, implement new structures and procedures, and adopt new technology. In the Summer of 2010, the College hired a full-time Assessment Coordinator to oversee academic assessment. This position was considered so critical by the Academic Council that they asked the academic vice president to identify a staff position that could be reallocated for this purpose and assigned to the Office of Planning, Assessment and Institutional Research (OPAIR).

To begin the process of improving assessment, the academic departments were led through a complete curricular mapping process requiring faculty to critically evaluate the curriculum for each program. This mapping process ensured a tight alignment of course, program, and general
education outcomes, identified in the master course syllabus for every course. To ensure that individual courses contribute to students’ mastery of outcomes at all levels, every course and its learning outcomes is considered within the context of the program(s) it serves and the general education/institutional outcomes with which it connects. Following this process, every credit course learning outcome at the institution is connected to an outcome(s) at another level: to program learning outcomes and to general education/institutional learning outcomes. Consequently, course, program, and general education outcomes are assessed simultaneously.

In Summer 2011, the Office of Planning, Assessment, and Institutional Research (OPAIR) reorganized and changed the position of assessment coordinator to the director of outcomes assessment and institutional effectiveness. Also in Fall 2011, the College purchased an enterprise assessment software solution, Tk20, and an assessment solution for those departments which wanted to use multiple-choice exams for their assessments (Data-Link Connect). In the Spring of 2012, the College implemented the new assessment processes using the newly purchased technology. To ensure that course, program, and general education outcomes are being assessed, the assessment process relies on a four-year cycle for each of its programs and certificates (See Business Studies and Art examples). In these four-year cycles, departments list the courses, by semester, which will be assessed and reassessed during the cycle (the first cycle runs from Fall 2012 to Fall 2016). Within each department’s four-year cycle, all high-enrollment courses (courses with enrollment of more than 100 students per year) and all program outcomes must be assessed at least once.

The process that faculty use to assess a course follows: 1) The semester before a course is scheduled for assessment, faculty create embedded assessment(s) that are used to directly measure student mastery of course outcomes and submit these assessments for review; 2) A series of College-, division-, and department-level assessment committees examine the tools to ensure that they are appropriately rigorous and reflect best practices for assessment; 3) Once the assessments are approved, faculty implement the assessment in the following semester. Data are then collected and entered into TK20 allowing the College to store, track, analyze, and disseminate data to all stakeholders; 4) The semester following data collection, OPAIR analyzes the data and releases a report of its findings; 5) Faculty discuss the findings within their departments and develop an action plan to address the areas of most concern; 6) Changes are then implemented in the following semester (one year after the initial assessment) and the course is reassessed. Evidence from this process can be seen in the recent SLOAR report - Spring 2014 SLOAR.

Just as every credit program and certificate has a set of learning outcomes, the College has a set of general education learning outcomes (i.e., institutional learning outcomes) that are called the Student Core Competencies (2014-2015 College Catalog, p. 63). There are six core competencies related to seventeen measurable objectives, each with a definition of expectations. In general, course learning outcomes are aligned with program learning outcomes and the Measurable Objectives (MOs); however, some course outcomes in program core courses may only align with program learning outcomes. Student performance is aggregated across rubrics and exams to provide data on student performance by core competency, measurable objective, program learning outcomes, or course learning outcomes as evidenced in the Outcome Goal Alignment Report. These connections allow the assessment team, deans, and chairs to generate
In the first semester of implementation 2,500 rubrics were collected, and by Spring 2014, there were 6,321 rubrics collected. Since implementation in Spring 2012, over 25,000 rubrics have been entered in Tk20 and an additional 10,000 exams have been collected with the Data-Link Connect system. Every domain (row) of the rubric is linked to a course learning outcome, and through the interconnections described above, inherently connected to either a program or general education learning outcome.

Cycle of Continuous Improvement

Through faculty engagement in the assessment process, there have been dramatic improvements in the College’s assessment of student learning. The creation of this new process led to a/an:

- complete review of the College’s learning outcomes and to the completion of a curriculum mapping process.
- development of significantly more concrete and measureable definitions of the general education learning outcomes titled the Student Core Competencies
- streamlined process for making changes to program and course learning outcomes through the curriculum committee, thereby allowing faculty to more easily adjust their curriculum;
- active engagement by all of the academic departments on campus;
- involvement, directly or indirectly, by all credit faculty in the assessment process;
- much wider range of data on student performance than was previously possible;
- robust data on all three levels of learning outcomes, i.e., course, program, and general education.

Finally, the new assessment system has itself undergone a process of continuous improvement. The assessment team, comprised of OPAIR staff, assessment coaches, and assistant assessment coaches, work continuously to improve assessment processes and address faculty and staff concerns. Each year, the assessment plan has been updated per the 2012-2013 Plan, the 2013-2014 Plan, and the 2014-2015 Plan. The structure and processes of the plan have been continuously improved to ensure that the College has the appropriate support structure to maintain the assessment process (e.g., 2012-2013 Structure). These improvements have included additional investments of the College for assessment coaches, departmental assessment teams with established responsibilities, and most recently, assistant coaches. The plan has also led to the full engagement of the Academic Affairs Assessment Committee by having members of the committee review the proposed assessment materials and provide feedback to their peers. All major changes to the Assessment Plan are ultimately reviewed and approved by Academic Council.

Improving the Culture of Assessment

Beyond the above improvements, one of the most striking improvements of the student learning outcome assessment process has been renewed faculty discussions about outcomes, pedagogy,
and teaching. Since its inception, the new assessment process has made faculty imminently more aware of the goals of each course and the purpose each course serves in the larger curriculum. Engaging in this process has also developed faculty and academic administrators’ understanding of assessment. Every year, the materials being submitted to the Academic Affairs’ Assessment Committee improve, and faculty are provided better data to help them understand their students’ performance.

**Improving Student Learning.**

At this point in time, five semesters of data have been collected (i.e., Spring 2012, Fall 2012, Spring 2013, Fall 2013, and Spring 2014). As such, the process has gone through two complete assessment cycles. For example, faculty assessed courses in Spring 2012, examined the data and built an action plan in Fall 2012, and then implemented the action plan and re-assessed the course in Spring 2013. The Spring 2013 SLOAR indicates that all six courses completed this full cycle of measurement and demonstrated an impact, which was in line with the action plan created. In one instance (e.g., ART 1010), the improvement impacted hundreds of students. Each semester, more action plans will be engaged and improvements made to positively impact the learning and success of more students. See Table 11 below which shows examples of assessed courses, objectives needing improvements, corresponding action plan, and outcome(s).

In the Spring 2014 SLOAR, OPAIR began dividing the report into different sections. In the “Action Plan Success Report,” 13 courses were slated for re-assessment and 8 fully completed the process (62% compliance). In Spring 2014, while data were generated for all courses, only courses that reported data from at least 60% of the sections were considered compliant in yielding reliable data.

Table 11. Examples of Action Plans and Outcomes Data for Assessed Courses

<table>
<thead>
<tr>
<th>Department</th>
<th>Course</th>
<th>Objectives needing improvement</th>
<th>Action Plan</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| Allied Health| NUM-2520| 2. Describe the protocol used within the Nuclear Medicine lab to assess/treat the system, and list the radiopharmaceutical(s) used.  
3. Discuss indications and contraindications for each study.  
7. Demonstrate effective and appropriate communication skills, both oral and written. | Students will be given opportunities to improve communications skills during the semester using assignments that require in-class discussion/description of nuclear medicine studies and related anatomy/physiology. These assignments will be scored as a quiz or classroom assignment, and will contribute to the final course grade. We will use the same assessment tool (Case Study/Rubric) for the SP14 assessment. | 2. decreased 4%  
3. increased 25%  
7. increased 4% |
<table>
<thead>
<tr>
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<th>Action Plan</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health</td>
<td>RAD-1420</td>
<td>1. Demonstrate proper positioning for projections of the: Bony Thorax, Pelvis &amp; Proximal Femora, Vertebral Column, and Gastrointestinal System</td>
<td>Continue to emphasize proper marker placement, central ray alignment, part positioning, collimation and performing the exam in a timely manner to the class. Additional laboratory exercises and activities will be developed addressing these perceived areas of weakness. Faculty will allow more time for practice prior to the Lab Practical and make the labs available for any student who wants more time after class. This is a current policy but few students take the opportunity to do so.</td>
<td>1. Decreased 1%</td>
</tr>
<tr>
<td>Art, Music, and Philosophy</td>
<td>MUS-1230</td>
<td>5. Perform several songs assigned by the instructor in a solo setting for the class.</td>
<td>The music faculty will provide students with more instructional time to assist them with memorizing lyrics and music.</td>
<td>5. No change</td>
</tr>
</tbody>
</table>
| Communication and Theatre    | THE-1010| 1. Identify the roles of theatre practitioner  
2. Apply and analyze the basic structure of a playscript.  
3. Apply the basic criteria for theatre criticism.  
4. Identify the various theatre genres.  
5. Identify the styles of acting and directing.  
6. Identify the functions of theatre design: architecture, scenery, lighting, costumes, make-up, properties, special effects and sound.  
7. Identify the Role of Theatre Management. | Faculty will generate a new cumulative assessment tool utilizing the old assessment tool as a guide for form and structure. Faculty will also generate a new corresponding rubric, utilizing the old rubric as a guide for form and structure. The assignment will be worth at least 20% of a students’ cumulative grade. Faculty will utilize more in class instructional time to discuss the styles of directing and the comprehension thereof. | 1. Increased 9%  
2. Increased 9%  
3. Decreased 1%  
4. Decreased 7%  
5. Increased 24%  
6. Increased 12%  
7. Increased 6% |
<table>
<thead>
<tr>
<th>Department</th>
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<th>Outcome</th>
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</table>
| Biological Sciences | BIO-2050 | 1. Identify relationships between structure and function that exist within the body systems studied in this course.  
2. Advance the student’s ability to understand mechanisms for maintaining homeostasis.  
3. Advance the student’s ability to understand how anatomical structures fit into the hierarchy of anatomical organization (e.g., cellular level or organ level). | We plan to increase the number of questions asked per outcome. For entry into various programs (e.g., nursing) students must earn a grade of C or higher in BIO 2050. Thus, we believe a proficiency of 70% is a meaningful number. The use of ten or more questions per outcome should provide a more reliable measure of 70% proficiency. We will involve more A&P faculty in a thorough review of the questions to ensure use of terminology that is consistent across class sections and to remove ambiguity. We will use our question rating rubric to ensure that the overall difficulty of the assessment is appropriate for the class. We plan to assess students at two points during the semester, prior to the final exam. It has always been a concern in our department that many students do not put forth their best efforts on final exams, feeling that their grades are more-or-less already determined. | 1. Decreased 33%  
2. Decreased 8%  
3. Decreased 6% |
<table>
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<tr>
<th>Department</th>
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<tbody>
<tr>
<td>Information and Engineering Technology</td>
<td>INT-1111</td>
<td>5. Create modular designs for programs, including sending arguments and returning values.</td>
<td>Introduce data validation earlier in the semester, and include such in programs demonstrated to the student in the classroom; stress the importance of internal and external documentation in programs and include internal documentation routinely when demonstrating programming segments to the students in the classroom; make the documentation a part of the grading requirement on each assignment once it has been introduced to the student.</td>
<td>5. Increased 5%</td>
</tr>
<tr>
<td>Information and Engineering Technology</td>
<td>INT-1330</td>
<td>9. Standardize a presentation through manipulation of the master slide and title slide master views</td>
<td>In the lab, allow more activity/discussion time in the process/importance of the presentation slide master, its purpose and how its use.</td>
<td>9. Increased 45%</td>
</tr>
</tbody>
</table>

Although these action plans are focused on improving performance in the classroom, the interconnectedness of the course learning outcomes to the program and general education outcomes means that they are making significantly more global impacts. Therefore, the primary purpose of assessing the effectiveness of the Assessment Plan is to not only connect the learning across the curriculum but to measure the integrated impact of that learning as well. The goal of such a process is to measure students’ development over time, and build a better understanding of the impact of how these small changes in each course can lead to larger aggregate changes in learning at the program and general education levels.

The regular measurement of students in courses allows for data to be simultaneously collected on program and general education learning outcomes. The Spring 2014 SLOAR included the “Report on Student Core Competencies” which provides an overview of the general education learning outcome performance. As with nearly all of the data at the college, further analyses of the data are available within the software. However, what is provided in this report is clear evidence that for all but one area, 70% of students or higher are achieving at expected levels on the Student Core Competencies.
Conclusion

PGCC has developed a comprehensive student learning outcome assessment plan which is well documented, organized, and has continued to improve since Spring 2012. This assessment plan requires that all program learning outcomes exist at all three levels (e.g., course, program, and institution). The plan also requires appropriate interrelationship between course, program, and institutional outcomes, which have been identified and mapped. These interrelationships, as well as a large number of direct student measures, are stored in Tk20, the institution’s enterprise assessment solution. This system provides multiple data reports which can be easily be accessed by deans, chairs, and faculty.

The Academic Affairs Assessment Committee, which is primarily composed of faculty, is charged with overseeing the assessment process and evaluating assessment materials (e.g., rubrics, action plans) every semester. Data are shared every semester through a standard report called the SLOAR and is made available to all employees at PGCC through the institution’s portal. Multiple examples of improvements, based on data, are collected as part of the assessment plan. Finally, the College has collected data on the impact these changes have made in improving student outcomes. The institution has developed a rigorous student learning outcome assessment plan and has created a strong culture of using data to improve student performance.

Recommendations

Continue to promote SLO data collection, analysis, and data-driven decision making within all academic departments.

Review the current SLO assessment process including reporting elements to determine its sustainability within the context of shrinking resources.

Require the Academic Affairs Assessment Committee to reexamine its criteria regarding compliance with reporting of assessment results.
A Commitment to Student Success through Continuous Improvement

Prince George’s Community College’s (PGCC) mission clearly defines its purpose within the context of higher education. The responsibility for examining and revising the College’s mission and strategic goals is far-reaching, inclusive, and collaborative, involving internal and external strategic planning team members. “Envision Success,” the FY2014-FY2017 strategic plan, is data-driven, comprehensive, and undoubtedly sets the current and future direction for PGCC. The mission and strategic goals reflect the importance of student learning and the responsibility of the College to guide student, staff, and faculty efforts. The current leaders of the College are experienced, highly qualified, and capable of leadership that will ensure the institution offers innovative and high-quality learning opportunities. Furthermore, the College knows who it serves and is a major engine of workforce development for the local economy.

The Board of Trustees is fully engaged with the College community and has successfully maintained its programmatic and fiduciary oversight responsibilities. As a result of prudent fiscal management in challenging economic times, the College is fiscally sound and has been able to achieve its mission and goals while maintaining a commitment to the provision of an affordable and accessible education. The College strives to continuously improve the planning process to better coordinate with budget timelines and to ensure objectives are fully formulated before implementation. The College recently implemented a robust cycle of planning which is aligned with resource allocation and emphasizes the use of data and established benchmarks to measure the strategic goals and objectives of the College.

To further promote a culture of using data to inform decisions regarding student success, the College developed and implemented an Institutional Effectiveness Plan to regularly assess the efficacy of units across the institution, with a focus on achieving the College’s vision, mission, and goals. Moreover, through comprehensive curriculum review, course assessment, general education course evaluation, and an academic program review process that provide for continuous improvement, the College holds itself to the highest standards of academic rigor. Faculty are highly qualified, dedicated, and committed to excellence in teaching, scholarship, and service. However, while the assessment of institutional effectiveness and assessment of student learning are guided by strong, rigorous plans that clearly accomplish their intended goals, making better use of student learning outcome data to make institutional changes would strengthen both processes.

The College has a well-defined system of participatory governance. The College-wide Forum and Academic Council, in conjunction with College constituency groups, have successfully collaborated to foster an environment of collegiality and teamwork while maintaining high ethical standards. The College is committed to equitable and consistent treatment of its members as evidenced through broad dissemination of policies and procedures as well as accurate and current information in varied formats. To maintain the integrity of policies and procedures, a timeline for regular review should be established. With broad use of the portal and web sites, the College recognizes that a formal mechanism of checks and balances is needed to ensure portal and web content are accurate and updated regularly.
The College’s commitment to student success is evidenced by the provision of a broad array of programs and services designed to support students with basic skills; at a variety of locations; and through experiential learning, noncredit offerings, and eLearning. Support for students is collaborative, multi-disciplinary, and crosses several administrative areas. Classrooms and labs are equipped with state-of-the art technology to facilitate teaching and learning. The Library supports the College’s educational offerings through increased student study and classroom space, a dynamic and extensive database collection, and a culture of collaboration between professional faculty librarians and the academic departments. Academic offerings are complemented by a variety of academic support programs, student clubs, and organizations that provide co-curricular, extra-curricular, and lifelong learning experiences for students.

The College is at the forefront in creating innovative pathways to completion, based upon data and best practices, as evidenced through structured dual enrollment programs in partnership with the Prince George’s County Public Schools. All part of Envision Success, an improved front-door experience, mandatory student orientation, developmental mathematics redesign, course sequencing, redesign of the College catalog, and a comprehensive advising model with faculty advisors represent some of the recent high-impact interventions undertaken to improve student retention and completion.

The College’s dedication to student learning and completion is obvious and commendable. PGCC is justifiably proud of its commitment and service to all of the residents of Prince George’s County. In expanding its mission from that of access to completion, the College is deliberate in its engagement in continuous processes of review, measurement, and self-assessment with the goal of improving institutional programs, procedures, processes and student success.
SUGGESTIONS AND RECOMMENDATIONS

Standard 1: Mission and Goals

Suggestions
None

Recommendations
None

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Suggestions
None

Recommendations
Continue to evaluate and revise the strategic planning cycle to ensure that planning, resource allocation, and institutional renewal are purposefully linked and the process of renewal appropriately followed and institutionalized at all levels.

Continue to provide ongoing training to units to support the development of measurable objectives and use of assessment data for continuous improvement.

Standard 3: Institutional Resources

Suggestions
None

Recommendations
Develop and implement a plan to support assessment of the efficient and effective utilization of institutional resources.

Develop an Academic Master Plan and Technology Master Plan to ensure that learning and technology resources are allocated in accordance with the goals of each plan.

Develop and implement a more refined and inclusive process for determining and communicating pending and actual budget deficits and their impact on the College.

Standard 4: Leadership and Governance

Suggestions
Continue to refine and enhance the participatory governance process at the institution.

Recommendations
Review the results of the 2014 CWF assessment and recommend/implement appropriate follow-up actions.
**Standard 5: Administration**

**Suggestions**
None

**Recommendations**
Convene a committee to review the HESEE data analysis and recommend next steps for action.

Review and implement recommendations for a common performance appraisal and the scope, timelines, and applicability of a pay-for-performance model.

**Standard 6: Integrity**

**Suggestions**
Establish a procedure for regularly reviewing and disseminating governing documents.

**Recommendations**
Establish a procedure for regularly reviewing and disseminating governing documents.

Develop a formal mechanism of checks and balances to assure the accuracy of web and portal content.

**Standard 7: Institutional Assessment**

**Suggestions**
None

**Recommendations**
Include the assessment and analysis of student learning outcome data in all academic program reviews so that learning outcome data are used more effectively to make institutional level decisions.

Continue to refine and develop the unit review process so that it is completely institutionalized and part of standard operating procedures.

Continue to promote data collection, analysis, and data driven decision making at all levels of the institution.

Continue to enhance the unit and program review processes through professional development offerings on institutional effectiveness, in general; setting and measuring objectives; collection, use and analysis of data; and writing effective action plans.

**Standard 8: Student Admissions and Retention**

**Suggestions**
None
Recommendations
Continue to ensure improved levels of service to students and adherence to financial aid compliance requirements.

Continue to use data to assess and improve the front door experience for new and continuing students.

Standard 9: Student Support Services

Suggestions
None

Recommendations
Continue to enhance the advising process utilizing the technology tools available to the College.

Standard 10: Faculty

Suggestions
Create a streamlined, electronic process for collecting, communicating, and sharing faculty accomplishments.

Recommendations
Develop a mechanism to ensure that processes and criteria in Faculty Evaluation and Faculty Promotion, Tenure, and Post-Tenure Plans are being applied consistently and equitably to faculty across all divisions of the College.

Standard 11: Educational Offerings

Suggestions
None

Recommendations
None

Standard 12: General Education

Suggestions
None

Recommendations
Continue to conduct regular reviews of general education course offerings to ensure a well-defined process of compliance and maintain the rigor essential to student success.
Standard 13: Related Educational Activities

Suggestions
None

Recommendations
Continue to ensure the provision of adequate support services to degree and extension centers.

Standard 14: Assessment of Student Learning

Suggestions
None

Recommendations
Continue to promote SLO data collection, analysis, and data-driven decision making within all academic departments.

Review the current SLO assessment process including reporting elements to determine its sustainability within the context of shrinking resources.

Require the Academic Affairs Assessment Committee to reexamine its criteria regarding compliance with reporting of assessment results.