Periodic Review Report Contents

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### List of Abbreviations

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<tr>
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<tr>
<td>A.A.</td>
<td>Associate of Arts</td>
</tr>
<tr>
<td>A.A.S</td>
<td>Associate of Applied Science</td>
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<tr>
<td>A.A.T</td>
<td>Associate of Arts in Teaching</td>
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<tr>
<td>ALANA</td>
<td>African, Latin, Asian, Native American</td>
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<td>A.S.</td>
<td>Associate of Science</td>
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<tr>
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<td>Academic Affairs Assessment Committee</td>
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<td>ADLI</td>
<td>Approach Deployment Learning Integration</td>
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<td>AOAC</td>
<td>Academic Outcomes Assessment Committee</td>
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<td>AP</td>
<td>Advanced Placement</td>
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<td>ARTSYS</td>
<td>Articulation System</td>
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<td>ATE</td>
<td>Advanced Technology Education</td>
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<td>Center for Advanced Technology</td>
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<td>CCSSE</td>
<td>Community College Survey of Student Engagement</td>
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<td>CLOs</td>
<td>Core Learning Outcomes</td>
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<td>CTE</td>
<td>Career Technical Education</td>
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<td>DVR</td>
<td>Developmental Reading</td>
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<tr>
<td>ESL</td>
<td>English as a Second Language</td>
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<td>English for Speakers of Other Languages</td>
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<td>Educational Testing Service</td>
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<td>FAC</td>
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<td>FIPSE</td>
<td>Fund for the Improvement of Postsecondary Education</td>
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<td>Forum</td>
<td>College-wide Forum</td>
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<tr>
<td>FY</td>
<td>Fiscal Year</td>
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<td>GASB 45</td>
<td>Government Accounting Standards Board, Rule 45</td>
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<td>GPA</td>
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<td>ILS</td>
<td>Immediate Line Supervisor</td>
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<td>Integrated Postsecondary Education Data System</td>
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<td>MAPP</td>
<td>Measure of Proficiency and Progress</td>
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<td>Maryland Higher Education Commission</td>
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<td>Maryland Transfer Advantage Program</td>
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<td>National Science Foundation</td>
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<td>OPAIR</td>
<td>Office of Planning, Assessment, and Institutional</td>
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<td>Abbreviation</td>
<td>Full Form</td>
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<td>Performance Accountability Report</td>
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<td>PAS</td>
<td>Principles and Strategies of Successful Learning</td>
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<td>PGCC</td>
<td>Prince George’s Community College</td>
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<td>Phi Theta Kappa</td>
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<td>Quality Matters™</td>
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<td>Readiness for Education at a Distance Indicator</td>
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<td>Survey of Entering Student Engagement</td>
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<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities, Threats</td>
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<td>University of Maryland, College Park</td>
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<td>University Town Center</td>
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<td>VISTA</td>
<td>Volunteers in Service to America</td>
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<td>VITA</td>
<td>Volunteer Income Tax Assistance</td>
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<td>WDCE</td>
<td>Workforce Development and Continuing Education</td>
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Chapter 1
Executive Summary

Mission
Prince George’s Community College offers opportunities for individuals to realize their potential in a challenging, learning-centered environment. The college provides cost effective, high-quality programs and services that respond to student and community needs.

Overview of Prince George’s Community College
Prince George’s Community College (PGCC) is located in Prince George’s County, approximately seven miles east of Washington, D.C. It is the fourth largest community college in Maryland. Founded in 1958, the College was first based at Suitland High School. Because PGCC began by offering only evening courses, the owl became its mascot. By 1967, the student body had grown from an initial enrollment of 185 to 3,313, necessitating a move to the College’s current location on 150 acres in Largo.

In fall 2009, 13,685 students were enrolled in traditional and online credit courses at one or more of the College’s four locations: Largo, Joint Base Andrews (formerly Andrews Air Force Base), Laurel College Center, and University Town Center. Of the credit students enrolled in fall 2009, 93 percent lived in the county and 79 percent identified themselves as African-American/Black.

The College offers 65 programs of study and related program options leading to certificates and/or degrees. Degrees offered are 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 14 programs may be earned online.

In keeping with its mission, the College provides affordable, high-quality education and training designed to meet the needs of students and the community. Programs established specifically in response to identified needs include Construction Management, Culinary Arts, Emergency Medical Technician, Hospitality Services Management, Information Security, Media Production, Residential Property Management, Technical Studies for apprentices in the International Brotherhood of Electrical Workers or in the Sheet Metal Air Conditioning and Contractors’ National Association, and Theatre and Entertainment Technology.

As a public institution, the College is representative of the community it serves. As the county has changed, so too has the College. Since its founding, Prince George’s County has moved from an agricultural economic base to a service-based economy, with a corresponding transition from lower middle-class to middle-class income levels. The population, which now stands at approximately 850,000, has undergone a major demographic shift from majority White to majority Black.

In 2007, the College installed Dr. Charlene M. Dukes as its eighth and first woman president. Dr. Dukes previously served as vice president for student services.

A complete profile of the College appears in Appendix A.
Major Achievements, Changes, and Developments

Student success in and out of the classroom has taken many forms. In the past five years, three PGCC students have been named to the All-USA Academic Team. Three students were selected for Jack Kent Cooke Scholarships. Students participating in the Regional Federal Reserve Challenge placed first (2008), second (2010), and third (2009). Two PGCC students were the only community college students to take part in the semifinal round of the 42nd Annual Kennedy Center American College Theatre Festival.

The College’s Honors program is thriving. Phi Theta Kappa, the international honor society for two-year colleges, inducted 216 PGCC students in 2010, up from 134 the previous year. In 2010, 30 students received a Citation in Honors for completing five or more Honors courses. The Honors Academy is a competitive admission program at the College that requires students to maintain a 3.5 GPA, take seven honors courses, and complete 15 hours of community service a semester. Ninety-seven percent of graduating Honors Academy students transfer to four-year schools with full or partial merit scholarships.

In athletics, the women’s basketball team went to the NJCAA Division II National Championship this year, following in the footsteps of the men’s team, which took part in the Division II National Championship in 2008. The men’s track team, in its second year as a program, won the 2010 NJCAA Division III District Track and Field Championship.

Prince George’s Community College is one of five community colleges designated as a National Center of Academic Excellence in Information Systems Security Education for 2010-2015 by the National Security Agency and the Department of Homeland Security. It serves as a lead institution for one of three national Advanced Technology Education (ATE) Centers in cybersecurity. The College’s CyberWatch Center is a consortium of colleges, universities, businesses and government agencies established to protect computers from intrusion through education and program development. The Center is funded by the National Science Foundation, which has awarded the College four grants totaling $6,545,491 in the past five years.

Working with private and public partners, PGCC is providing unique, financially-supported transfer opportunities for students. The David H. and Suzanne D. Hillman Family Foundation, Inc. chose to establish the Hillman Entrepreneurs Program at the College. The $7 million program provides full scholarships to aspiring student entrepreneurs at PGCC and pays up to 64 percent of their tuition when they transfer to the University of Maryland, College Park (UMCP).

PGCC is one of two community colleges in Maryland invited by UMCP to develop and implement the Maryland Transfer Advantage Program (MTAP). MTAP provides community college students with a 25 percent tuition discount when they take a course at UMCP while completing their associate degrees, and guarantees admission to UMCP upon graduation.

The following are additional noteworthy activities related specifically to the Characteristics of Excellence.

- The College won a competitive grant to operate the Adult Basic Education, English as a Second Language (ESL), and General Educational Development (GED) programs for the
The programs are managed by Workforce Development and Continuing Education (WDCE) and each is very successful, serving more than 5,000 county residents annually. (Standard 1. Mission, Goals, and Objectives)

- A five-year strategic plan (2006-2010) with a strong emphasis on learning-centeredness was approved. (Standard 1. Mission, Goals, and Objectives)
- Five Workforce Institutes were created to provide greater outreach to the business community. (Standard 1. Mission, Goals, and Objectives)
- The College’s reorganization plan was developed during FY2009 and implemented in FY2010. (Standard 2. Planning, Resource Allocation, and Institutional Renewal)
- The College established a hardware and software cyclical “refresh” program for computer labs and faculty offices. (Standard 3. Institutional Resources)
- In addition to welcoming a new president, the College has undergone several administrative changes since 2005. Interim vice presidents for Academic Affairs and for Student Services and interim deans for Health Sciences, Learning Foundations, and STEM were named until permanent replacements could be appointed. The vice presidents’ and deans’ positions have been filled. (Standard 5. Administration)
- The fall 2009 credit enrollment of 13,685 was the largest since 1984 (14,083). (Standard 8. Student Admissions and Retention)

Preparation for the Periodic Review Report

President Charlene M. Dukes appointed a senior academic administrator, an administrator, and a faculty member as Periodic Review Report (PRR) coordinators. Their assignment was to gather, coordinate, and assemble information required for the report.

Work Groups composed of faculty, staff, and administrators were appointed to research the status of the three recommendations made by the 2005 Visiting Team, as well as Enrollment and Financial Projections, Organized and Sustained Processes to Assess Institutional Effectiveness and Student Learning, and Linked Institutional Planning and Budgeting Processes. Each Work Group conducted interviews, reviewed pertinent records, and submitted a report with supporting documentation to the PRR coordinators.

Standards Groups were formed. Each Standards Group was composed of two committee members who worked on the same Standard in 2005 and three reviewers who joined the College in the last five years. Members were tasked with determining the status of each of the 71 recommendations (from among the 14 Standards in the Characteristics of Excellence) made by the College’s own 2005 Self-Study Committees (PRR Chapter 2 and Appendix C). Each Standards Group reported its decisions, with supporting evidence, to the PRR coordinators. (See Appendix B for Prince George’s Community College Periodic Review Report Coordinators and Work Groups and Standards Groups Members.)

The PRR coordinators worked with the president and senior administrators to begin the process of identifying major challenges and opportunities facing the College. College employees were surveyed and asked to rank and/or add items. The challenges and opportunities identified by the president, Board of Trustees, and senior administrators were strongly supported by the results of a college-wide survey (see PRR Chapter 3).
**Highlights of the PRR**

The College has embraced the Visiting Team’s three recommendations and implemented each of them. Of 71 Self-Study recommendations, the Standards Groups concluded that 46 have been met, 17 are underway, and eight are no longer relevant.

The College’s progress in recent years has been marked by a number of accomplishments. Local government funding improved through FY 2009 and the College’s landscape has been transformed through a series of renovations and the addition of new facilities. Technological capability has been enhanced through the installation of Enterprise Resources Planning (ERP)/Project Owl Link/Colleague software, which has taken many administrative functions online, leading to greater efficiency and access for users. The establishment of a College-wide Forum and development of an institutional assessment program addressed needs for greater transparency, inclusivity, and accountability.

Moving forward, challenges include adjusting to the economic climate and reduced funding in FY 2010 and FY 2011; improving enrollment and retention; providing faculty and staff with the skills necessary to operate new technology; and planning for faculty and staff advancement and replacement. Major opportunities include using new communication technology, expanding partnerships with county schools, businesses, and community organizations; and developing programs that meet business, community, and environmental needs.

The College anticipated the potential for reduced funding at both state and county levels and has taken prudent cost-saving measures to sustain itself through several years of declining funding. Enrollment increased significantly (13 percent) from 2008 to 2009. Projections are that enrollment will continue to increase but at a slower rate (3 percent). To meet growing demand, the College is prepared to add course sections, expand class sizes, offer more online and hybrid options, and schedule courses at non-traditional times.

Internally, the College has reorganized its approach to assessment with the advent of a new institutional assessment plan that affirms the central role of the Office of Planning, Assessment, and Institutional Research (OPAIR). The establishment of an Academic Affairs Assessment Committee (AAAC) with a direct link to OPAIR allows for a more cohesive view of the various levels of academic assessment. As a result, the College will have more comprehensive assessment information to utilize in decision-making processes.

In 2006 the College formalized a process that linked planning and budgeting. This process became a template for use in subsequent years and informed its current strategic planning cycle. The new strategic plan for 2011-2013, currently in development, will further link planning and budgeting with assessment.

The changes Prince George’s Community College has experienced during the past five years have strengthened it as an institution and further ingrained its values of excellence, success, diversity, respect, professionalism and lifelong learning. The PRR reflects the strides the College has made and points the way to the future.
Chapter 2
Response to Recommendations

This chapter addresses recommendations the College received in 2005 from the Middle States Visiting Team (Visiting Team) and the College’s own Self-Study Committee.

Response to Visiting Team’s Recommendations

Visiting Team members made three broad recommendations based on their visit and their reading of Prince George’s Community College’s March 2005 Self-Study Report (Self-Study Report). Three Work Groups of faculty and staff researched and documented the College’s progress in satisfying the recommendations. Final reports from the Work Groups confirm that the College has met each of the Visiting Team’s three recommendations.

Visiting Team Recommendation 1 related to Standard IV: “Leadership and Governance”:

*The College must develop a governance system that is clearly distinguished from the planning processes. The team suggests conducting a systematic evaluation of the governance systems at similar institutions.*

The College-wide Forum (Forum), replaced the Strategic Planning Council (SPC) as the College’s system of governance in February 2005. The Forum was therefore in a nascent stage at the time of the Middle States’ visit the following month. In its final report, the Visiting Team observed that “…the Forum’s charge, scope, operating principles and authority have not yet been defined.” During the summer of 2005, Forum members developed an interim set of bylaws which were in place at the beginning of fall semester 2005. The Forum operated under the interim bylaws while it developed permanent bylaws, which were approved in 2007. (See Appendix D for the Forum Bylaws.)

In 2005 the Middle States Commission on Higher Education (MSCHE) reaffirmed the College’s accreditation and requested a progress letter, due April 1, 2007. The letter documented the College’s progress in clarifying and strengthening the shared governance structure. In March 2007 President Ronald Williams (1999-2007) wrote “…I am pleased to report that the College’s governance system, the College-wide Forum, is well established and developing into a strong, collaborative governing body.” The Commission accepted the letter without comment on July 12, 2007.

The Forum consists of the College’s five vice presidents and chief of staff (Senior Team), and elected representatives from each of the College’s constituency groups: Classified Staff Organization, Faculty Organization, Administrative Staff Organization, and the Student Governance Board. The Forum is co-chaired, with one chair elected by Forum members and the other chair appointed by the College president. The Forum’s Executive Council, consisting of the co-chairs and seven Forum members, sets the bi-monthly agenda for Forum meetings. Eight standing committees carry out the Forum’s charges, make recommendations, and report their progress to the Forum. The eight standing committees are Assessment, Budget Advisory, Campus Culture, Facilities and Physical Environment, Human Resources, Learning-Centered College, Strategic Planning, and Technology.
As noted in its preamble, the Forum provides “…a venue for discussion, dialogue, and communication on issues affecting multiple areas within the institution….The Forum is authorized to initiate policy proposals as well as to express its judgment on those submitted to it. It is empowered to refer issues and/or request a response on issues, concerns, proposals, or topics from other organizations and/or bodies within the College,” (Bylaws, pp. 1, 2). The purview of the Forum shall include, but is not limited to: “college-wide policies/procedures, college budget, strategic planning, institutional assessment, program evaluation, institutional/programmatic courses of study (credit and non-credit), academic/holiday calendar, and other issues having institution-wide impact,” (Bylaws, p. 2).

“All individual, committee, council, department, division, task force, or constituency may submit a ‘Proposal/Issue for Consideration’ to the Forum,” (Bylaws, p. 10). The submission is reviewed by the Executive Council. The Executive Council recommends to the Forum “a preliminary action route by Standing Committee, Functional Area or any other body/department within the College,” (Bylaws, p. 11). When the group receiving the proposal or issue comes back to the Forum with a recommendation, Forum members take the recommendation under advisement in a deliberative process. Twice a month the Forum meets to listen to reports and debate recommendations. If the Forum votes to approve a recommendation, it is forwarded to the president. If the president agrees with the recommendation, she approves it and, if required, recommends it to the Board of Trustees for final approval. If the president does not concur with the recommendation, she may return it to the Forum for clarification, revisions, and resubmission, or she may veto it. The Forum has an excellent record of approved recommendations. Examples include:

- Establishing faculty and administrator sabbaticals
- Developing a college-wide assessment plan
- Establishing a PGCC statement of values
- Modifying employee and retiree benefits
- Piloting a telework program
- Providing a tuition waiver for adjunct instructors
- Establishing guidelines, standards, and procedures for the acceptable use of technology resources
- Establishing a “Dare to Excel Service Award Program”
- Eliminating natatorium fees for faculty and staff

In 2006, with the Forum in place, Forum co-chair and then-Vice President for Student Services Charlene Dukes followed the Visiting Team’s suggestion to conduct a systematic evaluation of governance systems at similar institutions. She began collecting information from leading community colleges. Consulting other institutions remains an ongoing project as President Dukes and the Forum look for ways to continuously improve PGCC’s governance structure. In June 2009, the president and representatives of the Forum’s
Executive Council visited Brookdale Community College to learn more about its highly respected and successful governance system. Brookdale’s president, Dr. Peter Burnham, revealed that Brookdale’s system developed over a period of 17 or 18 years. It is clear that establishing effective governance mechanisms is an evolutionary process, and although significant progress has been made at PGCC, the work continues.

**Visiting Team Recommendation 2** related to Standard IV, “Leadership and Governance”

*There should be guarantees that, as described in the Characteristics of Excellence, the resulting governance system insures “curricula are designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified.”*

The College has a history of curricula being developed by faculty and subject to review by other faculty and qualified professionals. The Self-Study Report states, “when faculty members (emphasis added) develop and update courses, changes must be approved by the department chair, division dean, and Curriculum Committee,” (Self-Study Report, p. 117). The Curriculum Committee includes a faculty representative from each academic division and other professionals such as academic advisors. College policy specifies the establishment of an Advisory Committee, a.k.a. Curriculum Committee, to determine the feasibility of new programs. The policy further requires that “recommendations of the Advisory Committee [Curriculum Committee] will be incorporated into a program proposal...” (College CODE, §7-101 C.).

Although programs and courses of study fall within the jurisdiction of the Forum (Bylaws, Article III Scope, p. 2.), the Forum is not involved with either the development or approval of curricula. The addition of the Academic Council to the College’s governance structure in March 2008 ensures that curricula will stay exclusively in the domain of faculty and other qualified professionals. The 15-member Academic Council addresses academic matters which include curricula. The Academic Council is chaired by the vice president for Academic Affairs as a non-voting member. One of the co-chairs of the Curriculum Committee is a member of the Academic Council and can bring curricula issues to the Academic Council as necessary. The Curriculum Committee vets new courses and programs, as well as substantive changes to courses and programs, and votes on whether or not they should be forwarded to the vice president for Academic Affairs. Programs supported by the vice president are sent to the president and subsequently to the Board of Trustees for approval. Board-approved programs are submitted to the Maryland Higher Education Commission (MHEC) for state review and approval.

The composition of the Curriculum Committee, a description of the course development process and a description of the program development process that was developed in 2002 can be found in Appendix E.
**Visiting Team Recommendation 3** related to Standard VII: Institutional Assessment

*Consistent with its own recommendations in the self-study, and the requirement of the Characteristics of Excellence, Prince George’s Community College should complete a written assessment plan for the College as soon as possible.*

PGCC is fully committed to institutional assessment and recognizes the essential role of assessment in continuous college-wide improvement. As the Visiting Team noted, the development of a written assessment plan is consistent with the College’s own self-study recommendation (see VII-3). An objective in the College’s 2006-2010 Strategic Plan requires the College to “establish a single institutional assessment plan that includes clear guidelines for linking assessment of results to mission, goals, and objectives in order to measure college accountability and improvement.” (See 2006-2010 Strategic Plan, Objective IV.b. (1), Appendix F.)

The College invested three years in developing an institutional assessment plan. In March 2007 the Forum approved a plan presented by the Assessment Committee and forwarded it to the president, who also approved the proposal. The plan called for a pilot to test its efficacy. Student Services piloted the plan during FY 2008, and the Assessment Committee used findings from the pilot to make modifications to the plan. The committee presented the updated institutional assessment plan to the Forum, where it was unanimously approved and submitted to President Dukes, who approved it on June 4, 2009. Subsequently OPAIR prepared *PGCC’S Institutional Assessment Plan: A Practitioner’s Guide* (see Appendix G) for distribution, and began to develop workshops for program directors and deans of the 16 units/programs scheduled to be reviewed in fall 2010. The first “Training for Institutional Assessment” workshops were held in April 2010. OPAIR will conduct workshops each spring for directors and deans of units and programs scheduled for review the following year.

To facilitate implementation of the assessment plan, the College established two full-time positions for assessment specialists in OPAIR. One specialist works with Academic Affairs, the largest area of the College. The second specialist coordinates the entire institutional assessment plan. Additional preparation includes collecting baseline data and, in cooperation with the Forum’s Assessment Committee, establishing procedures for implementation and training in the use of the plan. This will ensure that the College has a thorough appraisal at several levels, from the institution as a whole to the individual units and programs.

The institutional assessment plan, which is built on the four-step Baldrige ADLI Model, enables each area of the College to link its assessment results to mission, goals and objectives by addressing:

1. **Approach** – What do we want to accomplish?
2. **Deployment** – What are our plans for accomplishing stated goals?
3. **Learning** – How do we know if we are succeeding?
4. **Integration** – How can we improve what we are doing?

Following is Figure 1. PGCC’s Institutional Assessment Model.
Various areas of the College already have identified the level at which unit/area assessment would occur and on what schedule. Five areas (Office of the President, Administrative Services, Student Services, Technology Services, and WDCE) defined units for assessment within their areas and adopted a five-year cycle. Cross-functional area reviews, which include both Academic Affairs and Student Services, were adopted for the College’s three alternate locations at Joint Base Andrews, Laurel College Center, and University Town Center. Academic Affairs adopted a seven-year review cycle for academic programs, including all degrees and certificates and functional areas. Functional areas encompass departments that provide general education courses but do not have degree programs, and co-curricular programs that are not classroom based, such as the Collegian Centers, Honors Academy, and the International Student Center. The assessment schedule of unit/area reviews appears in Section B. The assessment schedule for Academic Affairs is in Section C of the Institutional Assessment Plan: A Practitioner’s Guide.

Assessment has been woven into the fabric of PGCC’s culture. The implementation of the institutional assessment plan provides ADLI as a common denominator and unifies the variety of assessments that have taken place across the campus for more than ten years. The results of assessment will provide the College with insight as to how effectively areas of the College are carrying out the College’s mission and achieving its goals and objectives. The results of institutional assessment will also inform the College’s strategic plan.

PGCC has prepared a written plan, piloted it, used the results of the pilot to improve the plan, and is preparing to implement it in July 1, 2010. This meets and exceeds both the Visiting Team’s recommendation and the strategic plan objective. With institutional assessment in place, the Forum’s Strategic Planning Committee can more easily link institutional assessment, strategic planning, and budgeting in the 2011-2013 strategic plan.
Response to the 2005 Self-Study Committees’ Recommendations

In 2005 the Self-Study Standards Committees meticulously examined the College using the 14 Standards that comprise the Characteristics of Excellence. Their review resulted in 71 recommendations that were similar to the suggestions put forward by the Visiting Team.

To research and document the College’s action on the Self-Study Committees’ 71 recommendations, the College appointed 14 Standard Groups. Each Standard Group consisted of two members from the 2005 Self-Study Committees and three independent faculty or staff reviewers who were not involved with the 2005 Self-Study. The 2005 Self-Study representatives investigated how effectively the College has responded to the recommendations in their particular standard. The three independent reviewers for each standard examined the Standards Group’s report to determine if the findings were consistent with the understanding of others at the College before the information was submitted for inclusion in the PRR.

The progress on each recommendation was evaluated and assigned one of three designations: Met, In Progress, or Not Relevant.

Met indicates that the College has satisfied the 2005 Self-Study recommendation. A brief summary of how each recommendation was met is included in this chapter.

In Progress means that the College will continue working on the recommendation until it is completed. The status of each standard in this category is listed in Appendix C.

Not Relevant applies to recommendations made in 2005 that were obsolete or unnecessary by 2010. An explanation of why they have ceased to be relevant can be found in Appendix C.

All recommendations are listed in this chapter. However, only self-study recommendations that have been “Met” are discussed in detail. Information about recommendations that are “In Progress” or “Not Relevant” is included in Appendix C.

The recommendations are in italics and listed chronologically according to the 14 chapters of the 2005 Self-Study Report and the order in which they appear in each chapter. The chapters in the Self-Study Report correspond to the 14 standards in the Characteristics of Excellence. Each recommendation is identified by a Roman numeral and a cardinal number, e.g., VI-3. The Roman numeral is the chapter of the Self-Study Report in which the recommendation is found. The cardinal number is the number of the recommendation in the chapter.

Chapter I Mission, Goals, and Objectives

I-1. Ensure that first line managers, i.e., department chairs, program directors, managers, coordinators, and supervisors, participate in the development of the objectives that vice presidents receive from the deans and directors.

Met
First-line supervisors, faculty, staff, and students helped develop annual operational objectives for the 2006-2010 strategic plan.
I-2. Ensure that all employees are fully aware of their roles and responsibilities in helping achieve the College’s vision, mission, and strategic initiatives and goals.

**Met**

Employees are made aware through institutional presentations or discussions with the president, by relating area objectives to the College’s goals, and by the prominent display of vision and mission statements in offices and hallways. The evaluation process for all employees is linked to the accomplishment of institutional goals. Prospective employees are asked specifically to explain their understanding of being learning centered, which is an important initiative of the College.

I-3. Ensure that participation in the development of the College’s next five-year plan is as comprehensive and as inclusive as it was in the development of the FY01-FY05 plan.

**Met**

Development of the FY 2006-2010 plan involved full-time faculty, adjunct faculty, staff, administrators, students, and community members, as well as representatives from the public school system, business, and the County Council, (See Appendix F, The Strategic Plan, Fiscal Years 2006-2010, p. 2). The process for developing the FY 2011-2013 strategic plan was equally inclusive. In 2009 all College employees, as well as business and community members, were invited to contribute by participating in an environmental scan and identifying trends that resulted from the scan. Volunteers continue to work on the plan.

Chapter II Planning, Resource Allocation, and Institutional Renewal

**II-1. Regularly assess the effectiveness of the College’s planning process.**

**In Progress** See Appendix C, p. 2.

**II-2. Strengthen links between planning and resource allocation.**

**In Progress** See Appendix C, p. 2.

**II-3. Explain clearly and frequently how institutional assessment is used in decision-making and resource allocation, and emphasize the role of the College’s SPC [Strategic Planning Council] in the decision-making process.**

**In Progress** See Appendix C, p. 3.

Chapter III Institutional Resources

**III-1. Acquire the funding necessary to implement the ERP system and the Gartner Group technology plan.**

**Met**

Funding was acquired from the county government, which appropriated funds in the first three years (2007, 2008, and 2009) of its FY 2007-2012 Capital Improvement Budget.

**III-2. Reinstate long-term financial planning to provide an estimated match between the strategic plan and financial resource.**

**In Progress** See Appendix C, p. 4.
III-3. Distribute the assessment of the College’s strategic objective (Barometer) to the cost center managers to use as a guide in planning budgets that are better aligned with the College’s strategic initiatives.

Met
Each year the College’s research office (OPAIR) prepares an assessment of the College’s key performance indicators and publishes them in an accountability report. OPAIR presents the report to the College-wide Forum and the Board of Trustees, and then sends it to the Maryland Higher Education Commission. Although the report is not distributed directly to cost center managers, it is available to them and all College employees through Document Management – a Lotus Notes-based document management system. Cost center managers at every level of the College are able to reference the Barometer and use it to prepare their budgets.

Chapter IV Leadership and Governance

IV-1. Create a mechanism that enables constituencies to track governance recommendations from conception and revision through implementation or rejection.

Met
Constituents can now use Document Management or myPGCC, the College’s web portal, to track the status of proposals as they move through the approval process.

IV-2. Improve college-wide familiarity with the new governance system and the role of the Strategic Planning Council (SPC).

Met
The Strategic Planning Council no longer exists. It was replaced by the College-wide Forum in 2005. Familiarity with the Forum has increased substantially because of the election process and the ready accessibility of Forum activities. Every Forum meeting is announced to employees via e-mail and the agenda is provided. All meetings are open. The bylaws, agenda, and minutes are available to all employees through Document Management and myPGCC. All Forum Standing Committee meetings are open. The president’s active support of the Forum also has led to broad institutional awareness of and commitment to the governance process.

IV-3. Revise the College CODE so it is easier to read and reflects the changes in college governance. Make the CODE more accessible to the college community.

In Progress See Appendix C, p. 5.

Chapter V Administration

V-1. Reduce the amount of time required to recruit, interview and hire new employees.

In Progress See Appendix C, p. 5.
V-2. Update organization charts and lines of authority for all divisions, review these documents regularly, and make them readily available.

**Met**

Organization charts are updated as needed. The most recent update was in January 2010, when the reorganization initiated by the president was completed. Currently, organization charts are available on Document Management for employees. The next update is scheduled for June 2010, when the organization charts will be placed on the College website and portal.

V-3. Communicate changes in policies, procedures, and organizational structure to constituents in a timely manner.

**Met**

Since 2005 the College has expanded significantly the number of ways it communicates important information to employees, both in person and electronically. Changes are now communicated to the College community almost as quickly as they happen.

For crucial changes that impact the College community, such as compensation and reorganization, the president holds special meetings over several days at various times so that all employees have the opportunity to attend and ask questions. The president holds monthly meetings with leaders of each of the College’s four constituency groups: Student Governance Board, Faculty Organization, Administrative Staff Organization, and Classified Staff Organization. In 2008 the College established the “Listening Zone,” in which Senior Team members take turns going to high traffic areas of the College to meet with and answer questions from students, faculty, and staff. The vice president of Academic Affairs holds two to three “VP Chats” each semester that are open to the entire College. The Senior Team periodically holds dialogues with the College community to discuss their areas. All Board of Trustees and Forum meetings are open and agendas and minutes of both are posted on Document Management within days of their approval. Additionally, the monthly internal newsletter IQ is used to communicate changes to employees.

Electronic systems are used to disseminate important information in a timely manner. In addition to using the college’s e-mail system to share news, Owl Alert is used to send emergency messages to employee and student cell phones and computers. With the installation of Colleague, a state-of-the-art ERP system, the College added three new means of communication: Owl Link, Owl Mail, and myPGCC. Owl Link provides secure internet access enabling all college constituents to obtain information that previously had to be requested. Through Owl Link, employees have direct access to leave, pay, W-2, and other personal information. Students can view their financial information, grades, unofficial transcripts, class schedules and more.

Owl Mail is the College’s student e-mail system, which the College uses to send official notices to students. Students may contact faculty through Owl Mail. In fall 2009, College employees and students received access to myPGCC, a portal to web-based services. Through myPGCC, employees and students can receive and post schedules of events, meetings, and activities, as well as access a calendar listing important deadlines.

The College makes every effort to create a culture of transparency and inclusion. During the planning process for the 2009 reorganization of the College, Dr. Dukes hosted an online chat
room where employees could offer suggestions. All Forum and Forum subcommittee meetings are open to employees. In 2007 the president established the President’s Leadership Team, consisting of a cross-section of college leaders, to discuss College concerns. Dr. Dukes also holds the “President’s Empower Hour,” during which 12 to 15 employees selected at random from across the College are invited to talk with the president and ask questions about any issues, concerns, or ideas that they have. In fall 2009 all employees were invited to participate in the developing the 2011-2013 strategic plan.

Chapter VI Integrity

VI-1. Create and maintain an up-to-date database of employee credentials and salaries.

Met

Owl Link, part of the Colleague software package, enables Human Resources to maintain a current employee database that includes credentials and salaries. Employees can access their personnel files and update personal information such as phone numbers and home addresses.

VI-2. Inform supervisory personnel about any changes in policies and procedures and provide any training necessary to implement and enforce them.

Met

The Senior Team’s awareness of the need to communicate changes and the availability of more communication vehicles have expedited the provision of information and training that supervisors and other College personnel require. The multiple means of communication are discussed in V-3.

VI-3. Conduct periodic research and analysis of cultural and racial climates.

Met

Cultural and racial climate surveys of students were conducted in 1992 and 1996. The results of both surveys indicated that students were comfortable with the cultural and racial climates at PGCC. In 2004 the College adopted the Community College Survey of Student Engagement (CCSSE) to administer in spring semesters of even years. The survey results indicate that students are very comfortable at PGCC. Students consistently give the College high ratings. In fall 2009, the College administered the new Survey of Entering Student Engagement (SENSE). Whether or not the College continues to use SENSE will depend on the value of the results, which had not been received at the time of this writing. In 2006-07, the College conducted a cultural and racial climate survey of employees. The results indicated that employees considered the College’s environment to be positive. Surveys of employees are conducted by request.

VI-4. Examine course repeat policies and procedures to ensure that they are conducive to student success.

Met

The College has a standing course repeat policy that requires students who want to repeat a course for a third time to obtain the department chair’s signature. Students must obtain a dean’s signature for a fourth attempt. In 2008 department chairs and deans were surveyed to assess the need for a policy change. The results of the survey indicated that the majority of deans and chairs, more than 80 percent, had no major concerns with the current policy. They
supported a provision in which a student withdrawing from a course is counted as an attempt. The deans and chairs also indicated that in deciding whether or not to allow a student to repeat a course, they evaluate the student’s personal and academic circumstances to determine whether repeating the course would be in the best academic interest of the student.

Chapter VII Institutional Assessment

VII-1. Have a written assessment plan for each area of the College
Not relevant See Appendix C, p. 6.

VII-2. Communicate more effectively to the College community about the ways in which assessment informs college-wide strategic planning.
In Progress See Appendix C, p. 6.

VII-3. Develop, implement, and coordinate a single institutional assessment plan that includes:
   a. Clear guidelines for linking assessment results to mission, goals, and objectives
   b. Planning, resource allocation, and institutional renewal
   c. Institutional resources
   d. Leadership and governance
   e. Administration, and
   f. Institutional integrity.
   Met
   The College’s institutional assessment plan has been developed. See Visiting Team’s Recommendation 3. Implementation is scheduled to begin July 1, 2010.

Chapter VIII Student Admissions

VIII-1. Conduct an annual review of all publications, as well as the College’s website, to ensure the accuracy of all admissions and academic information.
   Met
   The Office of Admissions and Records reviews College publications (catalogs, schedules, admissions applications) and the website for accuracy. Academic department chairs also review catalogs, schedules, and program brochures before they are printed.

VIII-2. Make information regarding credit for extra-institutional college level learning readily available to students, faculty, and staff and present this information in a manner that can be easily understood by students.
   Met
   The information is readily available on the College’s website, <www.pgcc.edu>, and in the College catalog. It is clearly stated and easy to understand.

VIII-3. Review the issue of what information about student outcomes and success information can be appropriately and legally shared with the community and prospective students.
   Met
The Office of Admissions and Records reviewed the issue and determined that collective, not individual, student outcomes and success information can be shared legally.

**VIII-4. Develop policies and procedures that deal fairly and appropriately with prospective and existing students whose likelihood of success in college is questionable.**

*Met*

Existing policies and procedures are being more rigorously enforced by deans and advisors. These procedures include referring students with inadequate English skills, as determined by the Michigan Test, to free county ESOL programs, and limiting the number of times a student can repeat a course.

**VIII-5. Implement the degree audit program for students with 15, 30, and 45 credits as soon as possible.**

*Met*

Degree audits conducted by staff were implemented in 2005. In 2009 students began conducting their own degree audits using Owl Link.

**Chapter IX Student Support Services**

**IX-1. Develop a formal outcomes-based process for measuring the effect of all support services on student success.**

*Met*

The process is in place. It involves a two-pronged approach. The first began in fall 2008, when the OPAIR conducted the “Quality Service Survey, Student Voice.” This survey provides a snapshot of the services that students use, the days and times they use the services, and their degree of satisfaction with them. The second approach is through the College’s institutional assessment plan. The plan enables the College to identify both its strengths and weaknesses in providing services that support student success by assessing proposed outcomes against benchmarks and revising services based on the results.

**IX-2. Expand the staff to ensure an uninterrupted provision of support services to students.**

*Met*

Staff shortages in financial aid, advising, and College Life Services have been filled. Additionally, advising is supplemented with on-call faculty and staff during peak registration. The administration constantly monitors the need to fill vacant positions or to create new ones as a way to provide increased services for students.

**IX-3. Allocate adequate resources to provide more student services at the additional locations.**

*Met*

University Town Center (UTC) offers

- career advising
- student activities such as “Celebrating Diversity at UTC,” “Java House,” “Book Bridge” event, and a Latino Students Association
- college bookstore services at the beginning of each semester
- nursing and allied health workshops
• added tutoring and writing services
Laurel College Center now has
• a biology lab, added in fall 2005
• updated computers, including a replacement of all 2001 computers in 2008
• a high-speed communication line to help students researching in the student open lab
• a microbiology lab opened in spring 2010
• tutoring and study skills workshops
• tutoring and writing lab assistance
Joint Base Andrews has an on-call advisor available to help if the regular advisor is unavailable. The military limits services that the College can provide on base. However, all students at Andrews have full access to all of the College’s services at its other sites.

IX-4. Coordinate all services provided to international students.
Met
Strong communication links between Admissions and Records, College Life Services, Enrollment Services, the International Educational Center, International Student Services, and Recruitment provide intra-college support for international students. The cooperative arrangement allows various offices to obtain from each other information needed to help international students. To provide even stronger support, the Language Studies Department housing the College’s credit ESL program is becoming more integrally involved.

The College is committed to providing comprehensive coordinated services for international students. “PGCC values the diversity of the backgrounds of its students. To promote that diversity, all international students and non-native speakers of English will find ready access to a variety of coordinated programs and services that support admissions, academic assessment, personal counseling, coursework and involvement in college clubs, events and activities….Ease of entry into these and other college courses is supported by services designed to enhance the college experience.” (2009-2010 Catalog, p. 168.)

IX-5. Address the need for Web-based support services for students, including the delivery of advising and transfer services and financial aid.
Met
The College is exceeding the expectations of the Self-Study Committee in this area. Owl Link, a feature in the College’s new ERP system, enables students to see their semester grades, register for courses, check their financial aid, print unofficial transcripts, conduct their own graduation audit, and pay for classes. As noted in V-3, the College sends critical information to individual students via Owl Mail, the College’s secure e-mail system for students. The Advising Department runs an “online advising department” to provide transfer and other information. In addition to receiving online and walk-in advising and transfer services from the Advising Department, students can use ARTSYS, an online system run by the University of Maryland that provides information on transferring courses and programs to four-year institutions in Maryland. Students also have immediate access to college services, calendars, and other valuable information through myPGCC, the College’s portal.
IX-6. Revise the advising process to involve faculty and develop a process to ensure that students talk with academic advisors regularly.

**Met**
This recommendation aligns with the College’s 2006-2010 strategic goals and has been met with the implementation of the Mentoring Program. The Mentoring Program provides first-time, full-time students with mentors such as faculty members, staff members, or administrators. Mentors complement and supplement the institution’s academic advising services to meet students’ educational and career needs. In fall 2007, the first semester of implementation, 154 college employees, 90 percent of whom were faculty, served as mentors to more than 1,100 students. Additionally, all students have ready access to academic advisors on a walk-in basis or through the online advising department.

Chapter X Faculty

X-1. Persist in the effort to increase the percent of credit hours taught by full-time faculty.  
**In Progress** See Appendix C, p. 8.

X-2. Make the process of hiring replacement full-time faculty members more efficient.  
**In Progress** See Appendix C, p. 8.

X-3. Revise the Faculty Evaluation Plan and Promotion/Tenure Procedures to enhance their validity and fairness in, at least the following ways:

- **X-3a. Norm the standards used by division deans for rating faculty to avoid disparity in ratings among the divisions.**
  
  **Met**
  Deans have normed the standards with the use of a well-defined four-point scale that replaces the previous five-point scale.

- **X-3b. Establish a college-wide tenure appeal process comparable to the promotion appeal process.**
  
  **Not relevant** See Appendix C, p. 9.

- **X-3c. Revise criteria for promotion and tenure for the Student Services and Learning Resources faculty to match actual job descriptions.**
  
  **Met**
  Revisions to promotion and tenure criteria that more closely match job descriptions were approved in fall 2009.

- **X-3d. Apply the “recipients of service” component of the faculty evaluation more equitably for all teaching and non-teaching faculty members.**
  
  **In Progress** See Appendix C, p. 9.

- **X-3e. Ensure that evaluations of adjunct faculty members are conducted on schedule in accordance with the evaluation plan.**
  
  **Met**
  Adjunct faculty members are evaluated by department chairs according to the adjunct faculty evaluation plan. Evaluation records are maintained in department offices. The
adjunct evaluation plan includes evaluations by students and, as necessary, administrative observation. Teaching adjunct faculty are evaluated during their first two semesters of service and every alternate semester of service thereafter. These alternate semester evaluations continue until the adjunct faculty member has taught 24 or more credit hours. Adjunct faculty who have taught 24 or more credit hours and whose latest evaluations are satisfactory may, at the discretion of the adjunct faculty member’s immediate line supervisor (ILS), be evaluated every sixth semester of service or every third year, whichever comes first. Student evaluations are required for all adjunct faculty; teaching observations are optional at the discretion of the ILS or designated representative.

X-4. Include all faculty members, tenured, non-tenured, full-time and adjunct, in the Faculty Handbook statement on academic freedom.
*In Progress* See Appendix C, p. 10.

**Chapter XI Educational Offerings**

**XI-1. Rewrite catalog program descriptions in terms of student learning outcomes.**

*Met*
This process began in 2007 at the request of the vice president for Academic Affairs. All program descriptions have been rewritten to include program outcomes.

**XI-2. Provide for the implementation and replacement of instructional technology to meet curriculum needs.**

*Met*

The College has more than doubled operational funding for computer replacements in computer laboratories and faculty offices, from $288,316 in FY 2005 to $595,454 in FY 2008. Over the same time period, expenditures for Career Technology programs, Academic Affairs Instructional Learning/Learning Technology, Audio Visual Technology and course management system (Blackboard) increased 81 percent from $185,067 in FY 2005 to $335,684 in FY 2008. Approximately one-third of the increase in expenditures was to increase support for online services and resources.

As a separate expense, the College invested $1.9 million in technology to equip the Center for Advanced Technology. The center opened in spring 2008 with instructor-led technology in nine general classrooms, instructor and student-led technologies in 22 laboratory classrooms, two open laboratories, and three independent study areas. The College continues to upgrade technology in classrooms located in its older buildings.
XI-3. Reassess courses to determine if assessment-based course changes improved learning outcomes.

**Met**
Course assessment has been ongoing since the late 1990s. Originally, the goal was to have all courses reassessed. The goal has since been adjusted to have departments focus on assessing their most heavily enrolled courses. A number of departments including Accounting, Biology, Developmental English/Reading, English, History, and Mathematics, began reassessing these courses to examine the effect of assessment-driven changes. Subsequently, in spring 2008, the Academic Outcomes Assessment Committee (AOAC) revised the course assessment process to require all departments to establish a cycle of assessment for heavily enrolled courses. The revised process uses a cycle of reassessment that examines the degree to which course changes based on the original assessment improved student learning outcomes. The Academic Council reaffirmed this process prior to initiating a course mapping process in fall 2009.

XI-4. Implement statewide standards for the evaluation of online courses as soon as possible.

**Met**
The College has not only implemented statewide standards for evaluating online courses, it had a leading role in creating and piloting Quality Matters™ (QM), a nationally recognized, faculty-centered, peer review process designed to certify the quality of online course delivery. The development of QM was funded by a Fund for the Improvement of Postsecondary Education (FIPSE) grant. The College also has developed guidelines for how the completed online evaluations should be handled.

**Chapter XII General Education**

XII-1. Include a statement about the College’s commitment to general education outcomes in all major college publications (e.g., recruiting brochures, the student handbook, program descriptions.)

**In Progress** See Appendix C, p. 10.

XII-2. Develop a philosophy of general education, and incorporate it into the next strategic plan.

**In Progress** See Appendix C, p. 11.

XII-3. Define, in writing, the general education responsibilities of academic deans and department chairs.

**In Progress** See Appendix C, p. 11.

XII-4. Analyze general education content in required degree courses and include these outcomes in published documents and course syllabi.

**In Progress** See Appendix C, p. 11.
XII-5. Reinforce the development of general education competencies in all programs of study.

Met
General Education competencies are reinforced at all levels – department and division – and by the Academic Council and General Education Committee. Since 2008, the review and revisions of general education competencies have been a major focus of Prince George’s Community College.

XII-6. Study the advisability of developing a general education course that focuses on ethics, values, and critical thinking.

Met
In 2006 a committee began work on a plan to develop a freshman experience course that would introduce these important elements. Two years later, the committee introduced the freshman experience course, PAS 1010, Principles and Strategies of Successful Learning, which includes the essential “habits of the mind” with an emphasis on critical thinking. In fall 2008, the course phase-in began as a requirement for freshmen who also require the College’s highest level developmental reading course (DVR 0060). As more faculty are trained to teach PAS 1010, all freshmen will be required to take it.

XII-7. Indicate in the course schedule if a course satisfies a general education requirement.
Not relevant See Appendix C, p. 12.

XII-8. Use the norms established by ETS as benchmarks for improvements in curriculum design, teaching methodology, and course outcomes.

Met
The Educational Testing Service (ETS) normed its general education test, ETS Proficiency Profile, a.k.a. Measure of Proficiency and Progress (MAPP). While the ETS-normed test provides valuable generic indicators, it is only one of the measures used to identify areas for improvement. In addition to ETS, assessment of course outcomes and surveys of graduates contribute to a more precise analysis of how to improve curricula and course outcomes and alter teaching methodology. The College is using the ETS Proficiency Profile to measure “value-added” by testing freshmen and graduating students. The ETS Proficiency Profile also provides a way for the College to compare its students’ scores with those of comparable colleges.

XII-9. Perform course-by-course outcome evaluations and revise courses, as necessary, to include critical earning skills.

Met
This recommendation as been met by adjustments the College has made since 2005. See Self-Study recommendations XI-1 and XI-3.

Chapter XIII Related Educational Activities

XIII-1. Adopt the Developmental Education Task Force’s recommendations for addressing the needs of students who are unable to succeed in developmental education courses.
In Progress See Appendix C, p. 12.
XIII-2. Publicize certificate information more effectively.

**Met**
The College uses multiple means to publicize both its certificates and degrees. Certificates are featured in more than 50 program brochures that the College developed and printed in 2007. Certificates also are readily identified in the College catalog and select certificate programs are included in 30-second television commercials. Publicizing certificates is ongoing as new certificates are introduced and others are discontinued.

XIII-3. Review the demand for certificate programs annually.

**Not Relevant** See Appendix C, p. 13.

XIII-4. Establish an Experiential Learning Office and supervisor as a single point-of-contact for all forms of experiential learning.

**Not Relevant** See Appendix C, p. 13.

XIII-5. Have academic departments review their approved list of PLAN [Prior Learning Assessment Network] courses at least once every two years.

**Not Relevant** See Appendix C, p. 13.

XIII-6. Train faculty members who are first-time portfolio assessors.

**Not relevant** See Appendix C, p 14.

XIII-7. Expand collaboration with credit faculty and administrators to further align and complement credit and noncredit instruction and articulation where appropriate.

**Met**
Collaboration has been expanded beyond teaching credit and non-credit courses in the same classroom to include close ties between credit and non-credit through the Workforce Institutes. For example, the Hospitality, Culinary Arts and Tourism Institute identified the need for a new degree program and obtained a grant to fund students in a credit certificate. The Public Safety and Security Institute works closely with the Public Safety and Law Department.

XIII-8. Expand student support services at each location.

**Met** See IX-3.

XIII-9. Address the issue of declining enrollment in telecredit and interactive video.

**Not Relevant** See Appendix C, p. 14.

XIII-10. Publicize more effectively the existing online services to encourage greater usage among students.

**Met**
Orientation sessions are held each semester to explain online services. In 2007 e-Learning Services began publicizing online services through online “First Day Handouts.” The following year, it implemented the Blackboard Community System, which includes a portal enabling e-Learning Services to contact online students.
XIII-11. Seek funding to upgrade the technical infrastructure as quickly as possible to improve online academic advising, tutoring, and other student services.
Met See III-1.

XIII-12. Fund strategies that will improve retention and pass rates in distance learning courses.
Met
The College funds QM to improve the quality and standardization of online courses and an Early Warning System for faculty to communicate performance problems to online students easily. A spring 2009 pilot of Readiness for Education at a Distance Indicator (READI) assessment was funded to help students determine whether or not they are prepared to take online courses.

Met
If an agreement is contractual, it is reviewed prior to its expiration date unless the terms of the contract have been satisfied and there is no reason to renew it. Articulation agreements that sunset are reviewed prior to the sunset to determine if the College wants to continue the articulation as is, revise it, or cancel it.

Chapter XIV Assessment of Student Learning

XIV-1. Include oral and written communication, abstract reasoning, and critical thinking as outcomes for all courses.
In Progress See Appendix C, p. 15.

XIV-2. Develop a process for integrative and coherent assessment of student learning.
Met
Each department has engaged in course assessment overseen by the AOAC. Additionally, the College uses the ETS’s standardized and normed Measure of Academic Proficiency and Progress (MAPP) to assess general education.

XIV-3. Develop a schedule for the reassessment of courses
Met
Departments provide the AOAC with the order in which they are assessing and reassessing courses. In spring 2008 this process was replaced by having departments identify one or two heavily enrolled courses that they will assess repeatedly. See XI-3.

XIV-4. Survey students who complete programs for the purpose of assessing their perception of the quality of education they received.
Met
Every three years, OPAIR conducts a “Graduate Follow-Up Survey” to determine if graduates are satisfied with the preparation they received for transfer and employment. The last survey was conducted in summer 2009 with fall 2008 graduates. See Appendix H.
Chapter 3
Accomplishments, Challenges, and Opportunities

Accomplishments
The College’s significant accomplishments over the past five years have given rise to a
to number of opportunities and will equip it to meet potential challenges. All of the
accomplishments relate to one or more of the 14 Standards in the Characteristics of
Excellence. Five of the most significant accomplishments are listed here; others were noted
in the Executive Summary.

- Improved funding from the Prince George’s County Government (Standard 2. Planning,
Resource Allocation, and Institutional Renewal; Standard 3. Institutional Resources; and
Standard 4. Leadership and Governance)
In 2005 county funds allocated as a percent of the College’s operating budget were
among the lowest in the State of Maryland. In 2008 and 2009, county funding improved
significantly so that its percentage of the College’s operating budget is equivalent to the
statewide community college average. Increased funding helped the College hold student
tuition at an affordable level and better positioned the College to handle the national
economic downturn.

- Establishment of the ERP/Project Owl Link/Colleague software (Standard 2. Planning,
Resource Allocation, and Institutional Renewal and Standard 3. Institutional Resources)
This $10 million project funded by the county was installed over a period of three years
(2006-2009). It replaces a 20-year old home-grown legacy system and has revolutionized
the way the College does business by empowering both students and College employees.

- Establishment of the College-wide Forum (Standard 4. Leadership and Governance)
The governance system initiated in 2005 accomplishes what the College had been trying
to do for many years. A full discussion of the Forum and its accomplishments can be
found in Chapter 2.

- Development of an Institutional Assessment program (Standard 7. Institutional
Assessment)
The Institutional Assessment program will unify into a cohesive whole the assessments
that have been conducted in various areas of the College.

- Renovated and new facilities (Standard 2. Planning, Resource Allocation, and
Institutional Renewal and Standard 3. Institutional Resources)
Two buildings, Bladen and Accokeek Halls, were renovated, and a new building, the
Center for Advanced Technology, opened in fall 2008. Bladen Hall now features a
convenient “one stop” service area for students that includes Admissions and Records,
Advising, Financial Aid, and Cashier’s windows. Accokeek Hall, which houses the
library and other College services, now offers more individual and group carrels, as well
as more open study areas. The Center for Advanced Technology provides space and
equipment for the College to offer state-of-the-art computer, visual communications, and
engineering technology programs.
The identification of challenges and opportunities took place during a series of retrospective and prospective discussions held by faculty, staff, and administrators. A college-wide survey provided additional input. Though a number of potential challenges and opportunities were cited, several were identified repeatedly. They are listed here. The relationship of each item to the 14 Standards in the Characteristics of Excellence is noted in parenthesis.

Challenges
The primary challenges facing the College are fundamental to the operation of every college. PGCC recognizes that it must be vigilant in attending to them.

  Community colleges in Maryland receive operating funds from the state and county and from student tuition and fees. Prior to 2008 county funds allocated as a percentage of the College’s operating budget were among the lowest in the state. As Table 2 shows, from 2005 through 2007, student tuition and fees funded nearly half of the College’s operating budget. As the county’s funding began to increase incrementally in FY 2008 and FY 2009, state funding remained essentially constant. Since then, reductions from both jurisdictions have resulted in a greater reliance on student tuition and fees.

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<tr>
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As the economy continues to struggle, making increased support from the county and state unlikely, the College continues to take the necessary steps to weather the economic downturn and to emerge stronger than before.

Steps being taken include:
- More streamlined, focused recruitment efforts
- Development of new academic and workforce development programs
- Internal reorganization with department consolidations and reduced redundancies
- Elimination or reassignment of vacant positions to critical areas.

  The College experienced a 9.5 percent decline in student credit enrollment from 12,693 in 2002 to 12,110 in 2008. To reverse the enrollment decline, the College established new and enhanced enrollment strategies, including more aggressive recruiting and marketing, providing mentors for first-time full-time students, expediting financial aid applications,
improving online admissions registration, providing a catalog of late start and weekend courses, enabling students to enroll for classes online through Owl Link, and using social media (Facebook, Twitter, text and student e-mail) more extensively to reach potential and current students. In fall 2009 the College experienced a 13 percent increase in enrollment over fall 2008. In spring 2010 enrollment was up 20 percent over spring 2009. The increase in enrollment confirms the need to maintain outreach activities and to continue looking for additional methods to engage current and potential students.

- Providing faculty and staff with the skills necessary to operate new technology. (Standard 2. Planning, Resource Allocation, and Institutional Renewal and Standard 10. Faculty)

  Nearly every position in the College requires some level of technological capability. Blackboard, “smart” classrooms, Owl Link, Colleague, and myPGCC all require proficiency with technology. The College continues to develop online tutorials as well as to provide technology training on a regular basis for new employees and current employees who require review sessions.

- Planning for faculty and staff advancement and replacement. (Standard 2. Planning, Resource Allocation, and Institutional Renewal; Standard 3. Institutional Resources; and Standard 5. Administration)

  As faculty, staff, and administrators retire, the College recognized the need for a plan to prepare other personnel for leadership positions and to recruit new employees so that the transition is seamless. As a central component of the FY 2009 reorganization, the Center for Professional Development was created to address the challenge of succession planning and training.

Opportunities

The College community identified a wide variety of opportunities that reflect an awareness of the need to remain flexible and amenable to the changes necessary to serve its constituencies. The majority of the responses coalesced around four opportunities: using new communication technology such as student e-mail, the web portal, and Owl Alert; expanding partnerships with the county schools, businesses, and community organizations; developing programs to meet environmental and other business and community needs; and expanding opportunities for professional development.

- Using new communication technology – student e-mail, the web portal, and Owl Alert (Standard 4. Leadership and Governance; Standard 5. Administration, Standard 8. Student Admissions and Retention; and Standard 10. Faculty)

  The College recognizes the importance of engaging students by using methods to which they can relate and are responsive. In many cases, this involves the use of technology. Electronic communication is becoming more widespread on campus. The installation of the ERP system triggered the initiation of two new programs: the student e-mail system known as Owl Mail and the College’s internet portal, myPGCC. Owl Mail provides an e-mail address for every student and enables faculty and administrative personnel to communicate with students using a secure, confidential e-mail system.

  The portal access, myPGCC, is a centralized communication site that includes campus events, announcements, a calendar of important dates and deadlines, and links to other
College electronic systems such as Owl Link and Blackboard. It is rapidly becoming the College’s primary electronic information site. Owl Alert is an emergency messaging system that sends critical messages such as early closings to the cell phones or computers of students and employees. Owl Alert has proved to be very convenient and has eliminated the need for telephone trees.

Because communication technology is continually evolving, the College must constantly adjust and adapt. The recruiting office and Collegian Centers use Facebook, Twitter, and texting to communicate with prospective and current students. Employees in the technology area continually scan for new communication devices that enhance teaching and learning, demonstrate them to faculty and staff, and purchase them if they are deemed beneficial.

- Expanding partnerships with the county schools, businesses, and community organizations (Standard 5. Administration and Standard 6. Integrity)

Community outreach is a goal in the College’s current vision, mission, and strategic plan. The College works closely with the county school system, county businesses, and the community in many ways.

Prince George’s County Public Schools
The College partners with the county school system on grants and programs. In fall 2009 continuing through spring 2010, under a National Science Foundation grant, juniors and seniors in four county high schools were able to take college-level science courses taught by College faculty at the high schools. Students in the courses received dual enrollment credit. The College also maintains a strong Career Technical Education (CTE) program relationship with the county high schools. This year, to help high schools develop and implement CTE programs, the College hired two part-time liaisons, one to work with Tech Prep, the other to work with the Perkins Grant.

Several times a year, representatives from PGCC meet with public and private school students, faculty, and guidance counselors. The College also hosts visits from county high school students and guidance counselors. The Nursing Department routinely visits K-12 schools and invites students from the school system to visit the College. The Hallam Players, the College’s theatrical company, holds daytime performances so that schools can bring their students to see the plays. The STEM Division conducts summer science institutes for Prince George’s County Public School (PGCPS) teachers.

The College president and the PGCPS superintendent meet regularly to discuss ways to increase the number of partnerships between the College and the public school system. They have laid the groundwork for a middle college high school at the College. Another recent outcome of the meetings was the Prince George’s County Board of Education’s vote to approve the repurposing of a closed school for the College to use the commercial kitchen and other rooms for its culinary arts program.

Businesses
Area businesses are benefiting from the College’s five institutes: Public Safety and Security, Construction and Development, Hospitality and Tourism, Transportation and
Distribution, and Human Services. The institutes, managed by WDCE, identify educational and training needs in specific industries, as well as ways the College and businesses can work collaboratively.

WDCE and Academic Affairs respond to the training and higher educational needs of businesses. As businesses identify specific training needs, the College provides appropriate non-credit courses. When a company’s employees seek additional education, PGCC offers college credit programs. Associate degree programs in construction management, culinary arts, and hospitality services management resulted from collaborations between WDCE and Academic Affairs and the business community.

Business and government partnerships have led directly to the creation of customized programs in high demand industries. Gaylord Hotels provided $1 million to help the College establish its hospitality management services and culinary arts programs. The Peterson Companies provided $5 million over five years for the College to help minority contractors build internal and external capacity for success in the construction industry. The College is the lead institution in the CyberWatch program, funded by the National Science Foundation. CyberWatch is a national consortium of colleges, universities, and businesses training individuals to protect the country’s electronic infrastructure.

Community

The Corporation for National and Community Service recognized the positive relationship between the College and the community by naming PGCC to the 2009 President’s Higher Education Community Service Honor Roll. This is the highest federal recognition a college or university can receive for its commitment to volunteering, service learning, and civic engagement. Volunteer activities include:

- Being a founding member of the Maryland Campus Compact to promote the development of global citizens and just communities in Maryland and beyond.
- Having a Volunteers In Service to America (VISTA) member work with the College’s Service Learning program and coordinate PGCC students and community partners in providing a financial literacy project for local high school students.
- Using the Internal Revenue Service’s Volunteer Income Tax Assistance (VITA) program to train volunteers to prepare income tax returns for low income residents. Volunteers prepare approximately 500 income tax returns annually through VITA.
- Assisting children with delayed development at the Children’s Developmental Clinic. Over the years, 5,000 students have volunteered nearly 20,000 hours working in this program.
- Sponsoring walks to raise money for research on autism, breast cancer, and arthritis.
- Participating in Christmas in April, which provides free rehabilitation and critical repairs to the homes of low-income Americans.
- Preparing and distributing meals to the homeless through the Feed the Hungry Ministries.
• Sorting and delivering boxes of food to The Kids Café Community Partnership to supplement federal school breakfast and lunch programs for over 500 children.

As part of its service to the community, the College is available to the public for a diverse range of events and purposes. The annual Bluebird Blues Festival attracts more than 12,000 people who come to enjoy live performances and celebrate the blues tradition. The College’s athletic facilities are open to the public. Other College facilities, including the auditorium and meeting rooms, are used by community groups for free or at a nominal cost. Public and private schools, the Police Academy, and the Corrections Department hold their graduations at the College. The College is a venue for everything from dance school recitals to community conferences and meetings. Local government events such as recycling days and health fairs are held on campus. Faculty and administrators also travel into the community to speak at local functions.

• Develop programs that meet environmental and other business and community needs (Standards 1. Mission and Goals, Standard 8. Student Admissions and Retention, Standard 10. Faculty, Standard 11. Educational Offerings)

With the growing awareness of global warming and increasing sensitivity to the environment, the community and businesses are looking to the College to provide the programs they need.
Chapter 4
Enrollment and Finance Trends and Projections

The College’s current strategic plan (2006-2010) is near completion and the next strategic plan (2011-2013) is in the final stages of planning for implementation. See Chapter 6 for a brief history and update. As Chapter 6 reports:

Because the College’s budget planning process is of necessity tied to the County’s mandate that budgets be submitted by December 1, funding for the first year’s strategies [of the 2011-2013 Strategic Plan] cannot be directly tied to specific initiatives as they are still being developed. Therefore, the FY 2011[July 1, 2010-June 30, 2011] budget has been prepared with funds designated for distribution once the plan is approved by the Board of Trustees.

Accordingly, after the 2011-2013 Strategic Plan has been adopted and the FY 2011 budget is funded, the College will re-prioritize its budget so that it is aligned with the strategic plan initiatives.

Enrollment Trends and Projections

After experiencing a decline in credit headcount enrollment from fall 2002 to fall 2006, the College began experiencing modest growth in fall 2007 and 2008, with a more significant increase (13 percent) from fall 2008 to fall 2009. The College anticipates continued growth, primarily in three major program clusters where more than 60 percent of the College’s credit students are enrolled. The three clusters are 1) Business Management/Marketing/Accounting, 2) General Studies/Arts and Sciences, and 3) Allied Health and Nursing.

History has shown that poor economic conditions generally lead to a spike in credit enrollment. Contributing to these increases is the need for individuals to retrain or enhance current skill-sets, the affordability of community college tuition, and increased availability of federal aid. In anticipation of the continued instability of the local economy, the College has put in place a number of proactive initiatives to help further advance and/or sustain enrollment growth. They include:

- Establishment of intra-college partnerships among Academic Affairs, WDCE, and Student Services.
- Establishment of Workforce Institutes to allow for a rapid response to emerging trends and community and business training needs (e.g., construction management, hospitality/tourism and culinary arts, public safety).
- Marketing and public relations campaigns that emphasize the academic success of PGCC students.
- Development of new credit academic programs in culinary arts and hospitality services management.

The College can accommodate increases in enrollment in a number of ways by: increasing the number of course sections offered and when feasible, increasing the maximum number of students allowed in each section; offering late-start courses in addition to more distance
learning and hybrid courses; and, offering courses at less traditional times of the day. While the College expects continued growth in credit enrollment, for FY 2011 budgeting purposes a somewhat conservative estimate was used. This is due in part to timing. The FY 2011 budget process started in September 2009, when the fall enrollment figures were still preliminary. It is also a matter of responsible budgeting. While 13 percent growth is excellent news, it is probably more of an anomaly than the norm. Consequently, a 3 percent growth in enrollment was used when preparing enrollment projections for fall 2010 through fall 2012. The actual and projected enrollment growth is shown on Chart 1. Credit Enrollment and Projections, Fall 2005-2012 (FY 2010, FY 2011, and FY 2012 projected).

Operating Financial Trends and Projections
The College’s overall financial condition as of June 30, 2009 (most recently completed fiscal year) is healthy. The College’s FY 2009 audited financial statements (See Appendix J) show unrestricted net assets in the amount of $29.2 million, an increase of nearly $11.2 million over FY 2008. This significant increase in unrestricted net assets is directly attributable to actual expenses being lower than budgeted, specifically in the areas of personnel and fringe benefits. The unrestricted net asset balance as of June 30, 2009 is comprised primarily of two items: an operating fund balance of $4.6 million (the College attempts to maintain an operating fund balance of 5 percent to 7.5 percent of its annual operating budget) and a capital equipment replacement fund balance of $24.4 million.

In recent years, the College has experienced a shift in the funding of its annual operating budget. Student tuition and fees at nearly half (46.6 percent) of the budget in FY 2005 dropped to 36.6 percent in FY 2009 due almost solely to a significant increase in the county contribution from $16.4 million in FY 2005 to $30.5 million in FY 2009. This shift brought the county contribution, as a percentage of the College’s budget, more in line with the statewide average of nearly 33 percent. With both the state and county managing recent operating budget deficits, the College anticipates that support from these agencies will remain flat or decrease moderately in the coming years.
The following chart depicts the funding of the College’s annual operating budget since FY 2005, with FY 2010 through FY 2012 projected.

**Chart 2. PGCC Operating Budget (unrestricted) Funding by Source FY 2005-2012**

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<td>County</td>
<td>16.4</td>
<td>17.7</td>
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<td>State</td>
<td>17.1</td>
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<tr>
<td>Other</td>
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<td>Total</td>
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Financially, the College is positioned to weather the economic downturn with flat and/or reduced funding through a combination of careful planning, an increase in enrollment, and a healthy operating fund balance. Other contributing factors include the adoption of a mandatory three-credit first year experience course (PAS 1010), and beginning fall 2010, adjusting the College’s Instructional Services Fees from three levels ($27/credit, $32/credit, and $37/credit) and Student Activity Fee ($1/credit) to one consolidated fee of $38/credit.

Additionally, the College has adopted a number of short- and long-term cost-saving measures, such as:
- Flexible hiring practices for faculty, hiring adjuncts, and using some renewable fixed-term contracts for new faculty.
- Placing a “soft” freeze on select vacancies, whereby the college intentionally delays the hiring for many vacant positions.
- A college-wide reorganization that resulted in the consolidation of departments and efforts to provide more streamlined service to students and staff.
- The accounting for other post-employment benefits under GASB 45 (Government Accounting Standards Board, rule 45), resulting in a change to future retiree benefits, and cost savings to the college.
- Accelerating payment on the “Other Post Employment Benefits” (OPEB) liability required by the GASB 45 to affect a savings in interest.
Reinforcing cost savings in the use of utilities by installing more efficient lighting, computer-controlled heating and cooling systems, using a standardized maintenance program, and recycling.

Capital Funding Trends
The state and county provide capital funds for new buildings and major renovations. Each year, the governor recommends a dollar amount for the total capital budget allocated for all community colleges. It is then up to the community college presidents to determine which projects should be funded. Maryland’s 16 community college presidents use a Funding Priority Model to determine the order in which projects should be funded. Any community college receiving state funds for a capital project must also have in place funding authorization from its local jurisdiction.

The most recently completed capital building projects for the College are the newly-constructed Center for Advanced Technology (CAT) and the renovation of Accokeek Hall and Bladen Hall. CAT opened in fall 2008. Renovation of Accokeek Hall and Bladen Hall was completed in spring 2009 and fall 2007 respectively.

The Center for Health Studies, slated to be under construction by late spring 2010, is scheduled for completion in 2012. The new building will provide space for the College’s nursing and allied health programs and enable the College to offer three new programs: physician’s assistant, sonography, and surgical technologist. Two other projects being funded by the state and county include a circulation/roadway modification and an upgrade of the campus electrical system and duct bank. The circulation/roadway modification consists of constructing roads, sidewalks, exterior signage, outdoor lighting, and emergency call boxes. The upgrades to the campus electrical system and duct bank consist of replacing switch gear equipment, transformers, and distribution panels.

In addition to providing funding for state-approved capital projects, the county also provided $10 million over three years (2007, 2008, and 2009) for the College to purchase and implement a new ERP system to replace the College’s severely inadequate and outdated homegrown legacy system.

The College is able to sustain itself financially in both good and bad economic times. It plans for moderate growth, budgets conservatively, and maintains a five percent operating fund balance. Through careful planning and prudent budgeting the College is in a strong financial position.
Chapter 5
Organized and Sustained Processes to Assess Institutional Effectiveness and Student Learning

The College currently has more tools in place for regular assessment and utilization of assessment results to improve institutional effectiveness and student learning than it did five years ago. In 2005, both the Middle States Visiting Team and the College’s own Self-Study Committees for Standards 7 and 14 recognized the College’s firm commitment to assessment. Over the past five years that commitment has become even stronger and more focused in identifiable ways:

- The Forum’s Assessment Committee (FAC) was created and charged with developing a single institutional assessment plan.
- The FAC developed, piloted, and refined the institutional assessment plan. After receiving its charge in fall 2005, the FAC invested a year in developing and conducting a survey of campus administrators and other leaders to determine how best to build on the assessments already occurring on campus. The survey provided a baseline inventory of assessment activities and their linkage to operational objectives. Overall, the FAC found that existing assessment processes were consistent with the Middle States’ four-step cycle for planning-assessment and its four-step cycle for teaching-learning-assessment. Using the survey results as a foundation, the FAC spent an additional two years developing and piloting an institutional assessment plan. The plan provides a sustained, organized process utilizing the four-step Baldrige ADLI Model to build on the strength of current assessment practices. See Chapter 2, “Visiting Team Recommendation 3” for a detailed discussion of the institutional assessment plan. Additionally, the FAC learned that College personnel were interested in learning more about assessment techniques.
- The College’s research office, formerly known as the Office of Planning and Institutional Research (OPIR), was renamed the Office of Planning, Assessment, and Institutional Research (OPAIR) to reflect its central role in assessment. The office oversees institutional assessment and has established an integrated college-wide assessment approach linked to strategic planning and budgeting. Linking OPAIR with all areas of the College prevents a “siloh” approach to assessment. OPAIR has two assessment specialists to:
  Establish strong links between OPAIR and other areas of the College.  
  Help areas develop strong assessment programs.  
  Provide professional development in assessment techniques.  
  Provide institutional data as needed for ongoing assessments.  
  Collect area assessment data, including how the data are being used.  
  Prepare an institutional assessment report.  
One of the OPAIR assessment specialists chairs the FAC and coordinates all college-wide assessment activities except those in Academic Affairs. The other assessment specialist chairs the Academic Affairs Assessment Committee (AAAC) and coordinates all Academic Affairs assessment initiatives.
- With the establishment of the AAAC, Academic Affairs has strengthened its already robust assessment program by organizing all of its assessment initiatives under one
committee. The AAAC includes representatives from the AOAC, the MAPP Committee, and Divisional Assessment Coordinators. The organization of the academic assessment programs under the AAAC provides Academic Affairs and OPAIR with a more cohesive view of the various levels of academic assessment. Likewise, the AAAC provides a 360-degree view of academic assessment in terms of consistency, effectiveness, and use of assessment results. The direct connection of AAAC to OPAIR through its chairperson keeps OPAIR current on the status of academic assessment and readily available to provide assistance and direction as necessary.

Other changes to the Academic Affairs assessment program include

- Requiring a culminating experience for every Associate of Science (A.S.) and Associate of Applied Science (A.A.S.) degree program. Some A.S. and A.A.S. programs chose to have capstone courses as the required culminating experience. Academic Affairs is in the process of evaluating the capstone courses to ensure that they have sufficient rigor to be a culminating experience.
- Doing “value-added” assessment by using MAPP as a pre- and post-test of general education.
- Requiring all online courses to meet QM standards. An online course failing to meet the standards must be corrected prior to the next semester or it may not be offered.
- Conducting functional area and program reviews. See Appendix G, of the Institutional Assessment Plan: A Practitioner’s Guide, Section C.
- Conducting a cost/benefit analysis of ETS Proficiency Profile, the general education assessment used by Academic Affairs.

Based on several years of consistent assessment results (College’s entrance exam and MAPP) the College has made some significant curricular changes. To improve students’ college readiness, Student Services and Academic Affairs developed PAS 1010. In 2009, the course became a requirement for first-year students taking the highest level developmental reading course (DVR 0060). An assessment of the course has resulted in the decision to select a different text for the 2010-2011 academic year.

Course mapping all degree programs is another means being used to obtain information necessary to improve students’ weak critical reading skills. Course mapping determines the extent to which degree programs provide students with a strong general education. The course mapping process was completed in spring 2010. OPAIR is analyzing the course maps to determine how extensively the College’s degree programs ground students in general education core learning outcomes. Based on the results of the analysis, any necessary changes to programs or courses will be made. (See Appendix K for the Course Mapping Template.)

The College uses assessment results academically and administratively. Transfer rates, graduation rates, developmental course completion, and the survey of graduate satisfaction
are used by the administration to assess the College’s effectiveness in achieving its goals of learning-centeredness and lifelong success for students. Every even year, the College administers the Community College Survey of Student Engagement (CCSSE) to determine students’ view of their experience at the College. While the overall 2008 CCSSE results were positive, the survey highlighted a lack of student-faculty interaction outside of the classroom. The College has several programs in place to address this issue, including a mentoring program for full-time, first-time students; a male student initiative; the International Center; and African, Latin, Asian, Native American (ALANA) Experience, a program designed to improve academic success, retention, transfer and graduation of students through structured support and mentoring relationships. Additionally, the College has provided funding for the Collegian Centers, which enable faculty and students with the same disciplinary interests to connect outside of the classroom.

Academic departments use assessment results to design changes in courses to improve student learning. Each year the AOAC, which reviews course assessment plans and assessment results, reports the adjustments that departments have made as the result of course assessment. Here are direct quotes from some of the departments, explaining how they use assessment.

**During the process, we have aligned our objectives more closely with our assignments and course assessments. The assessment process has given us an incentive to have more course-wide final exams and common assignments. It has provided us with an opportunity to update our course objectives. (Education)**

**Based on the results of the assessment process in courses, we have placed more emphasis on certain outcomes. For example, we revised the Master Course Syllabus to include a larger proportion of time for outcomes on which students were not reaching our expectations. (Mathematics)**

**In addition to the concrete changes in outcomes and the way that courses are taught, the assessment process led to fruitful discussion. (English)**

The College makes good use of the data OPAIR collects in compliance with state and federal regulations, such as the Integrated Postsecondary Education Data System (IPEDS). The College makes data-driven decisions about the allocation of resources, what positions to staff, and what services to provide or enhance. OPAIR publishes a Factbook each spring and fall that provides enrollment data used across the College. The Factbook and research reports produced by OPAIR are posted on Document Management for college-wide use.

Course, program, and department assessments are conducted by College staff and faculty, often in cooperation with OPAIR. While time consuming, these assessments provide the best and most cost effective way for the faculty, staff, and administrators to look objectively at courses, programs, and departments.

The College did a careful study of external general education assessments before it adopted MAPP in 2002. In 2007 the College reviewed available general education assessments and
their effectiveness before readopting MAPP in 2008. Currently the AAAC is examining the effectiveness of MAPP to determine the degree to which the test assesses the core learning outcomes adopted in 2009.

Assessment and the use of assessment results have become a driving force at the College. The unification of assessment under OPAIR, the advent of the AAAC, and the implementation of the institutional assessment plan will further improve the College’s institutional effectiveness and student learning.
Chapter 6
Linked Institutional Planning and Budgeting Processes

A formalized process linking planning and budgeting was put into place in mid-2006 to plan for the 2008 fiscal year that began July 1, 2007. In addition to submitting a budget to cover “routine and recurring” expenses, each unit head was required to submit an annual budget, with justification, that included estimates of funds needed to complete the strategic initiatives for that unit as outlined in the strategic plan for that year. The budget proposals were then reviewed by the appropriate Forum committees and forwarded to the Senior Team for consideration and incorporation into the budget proposal. The budget was submitted to Prince George’s County in December of the year prior to the beginning of the fiscal year. The final budget, including the County’s commitment, was approved by the Board in late May. Any adjustments due to funding shifts were then made. This process became the template for the future. (See Appendix L for the Strategic Plan 2006 to 2010, Budget Worksheet for each of the seven strategic goals.)

The College learned a great deal from its early attempt to link planning and budgeting. This knowledge is informing its current strategic planning process, which will result in a new strategic plan for the period July 1, 2010 through June 30, 2013. The current strategic planning process was initiated in August 2009, with a college-wide environmental scan. The scan teams identified trends to be considered in the development of the plan. Feedback from community leaders and an internal SWOT (strengths, weaknesses, opportunities, threats) analysis supplemented the scanning process. In May 2010 the College completed its strategic planning process and a plan will be submitted to the Board of Trustees for approval in June 2010.

Working in parallel, a multi-year planning, budgeting, and assessment process has been designed, approved, and widely disseminated. (See “Linking Strategic Planning and Budgeting: Closing the Loop at Prince George’s Community College,” in Appendix M.) Because the College’s budget planning process is of necessity tied to the County’s mandate that budgets be submitted by December 1, funding for the first year’s strategies [of the 2011-2013 Strategic Plan] cannot be directly tied to specific initiatives as they are still being developed. Therefore, the FY 2011 [July 1, 2010 to June 30, 2011] budget has been prepared with funds being held for distribution once the plan is approved by the Board of Trustees.