



PRINCE GEORGE'S  
COMMUNITY COLLEGE



**2019-2020 ANNUAL REPORT**

**STRENGTH** in the Midst  
of Change



# Annual Report 2019–2020

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## ANNUAL REPORT 2019–2020

The Prince George’s Community College  
Annual Report is produced once a year based  
on fiscal years starting in July and ending in June.

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### Publication designed by the Office of Communications and Marketing

Angie Crews, *Senior Director*  
Courtney L. Davis, *Assistant Director of Public Relations*  
André Marschalkó, *Manager of Creative Services*  
Michael T. Percy, *Senior Graphic Designer*  
Cynthia Gross, *Senior Writer*  
Donna Bigler, *Contract Writer/Editor*  
Georgii Kolotov, *Videographer/Photographer*

### Contact

Office of Communications and Marketing  
Prince George’s Community College  
Kent Hall, Room 236  
301 Largo Road  
Largo, MD 20774  
301-546-0916 | Fax: 301-546-7506  
www.pgcc.edu  
creativeservices@pgcc.edu



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# President's Message 2019–2020 Annual Report



**W**hen I joined Prince George's Community College after serving for nearly 22 years at my previous institution in Florida, I knew it was the right thing to do. I've always valued being part of the movement for change that advances every time we partner with students, inspiring them to know their worth and lead lives of purpose.

There's something special about Prince George's Community College. We have a proud 62-year legacy of serving all who seek to learn, with a focus on underrepresented groups and non-traditional students. From humble beginnings, the College has grown to become a gateway that unlocks the untapped potential in our students thanks to the generosity of our partners, and we are truly grateful.

For many of us, 2019–2020 was a year like no other. The COVID-19 pandemic ushered in a new normal, reminding us that change either makes or breaks us. After many years of envisioning scaled innovation in higher education, it feels ironic that a public health crisis prompted us to be wildly creative and reimagine what the landscape looks like now and for the future.



The theme of this year’s annual report, “Strength in the Midst of Change,” speaks to Prince George’s Community College’s resilience and belief in the power of community. Our College values people, and the successes and achievements outlined in this report are some of their stories.

Long before the pandemic transformed our world, Prince George’s Community College was leading the way into the future. The unfailing dedication of our Board of Trustees, faculty and staff, alumni, students, partners, and friends has secured our position among the top community colleges in the region. The College is proud to serve a diverse student body, including recent high school graduates, returning and continuing students, and adult learners alike. Opportunity for lifelong learning and economic mobility must be available to all.

The 2019–2020 year has reinforced the importance of our work and the many ways in which we rely on the investment of our partners to fulfill the College’s mission. This year has posed many questions, beckoning us to affirm where we stand. Here at Prince George’s Community College, the resounding answer is clear. Change makes us: stronger, better, and prepared to face whatever may come—together.

Sincerely,

**Falecia D. Williams, Ed.D.**  
President



# Board of Trustees Message

## 2019–2020 Annual Report



**W**hen Prince George’s Community College opened its doors in 1958, the College had 185 students and was housed in a local high school for individuals interested in earning a degree or advancing their careers. Fast forward to today, and the College has an enrollment approaching 35,000 students and offers more than 200 academic and career training programs on our 150-acre Largo main campus (and five off-campus sites). The College’s commitment to providing a high-quality, transformative, and affordable education to the residents of our county

is a constant, unifying effort, and the continued growth of this institution speaks to its lasting impact.

During 2019–2020, Prince George’s Community College experienced much expansion and change. The Board of Trustees is pleased to welcome our new president, Dr. Falecia Williams, to the College. Dr. Williams brings a wealth of higher education expertise to her role and has what it takes to lead the College forward. She has walked the path to the summit we aspire to achieve!

Dr. Williams assumes the reins from Dr. Charlene Dukes, who retired after a stellar 25-year tenure at the College, including 13 years as president. Dr. Dukes holds the distinct honor of being the largest individual donor in the history of the College! The “Dukes Society” was named in her honor to instill an institutional culture of philanthropy.

As the chair of the Board of Trustees, I am extremely proud of how the College community has come together in support of our students, faculty, and staff during these extraordinary times. Since adopting a virtual learning environment for most of our course offerings in March, we had to revamp how we provide instruction. This presented new challenges to all as we adjusted to the pandemic. The dedication of our faculty and staff, along with the generosity of our donors, sponsors, and partners is instrumental to the success of our students. Due to you, we made great strides in student success despite the pandemic. Allow me to highlight a few:

- **Overcoming broadband (i.e., internet) access inequities.** Some of our students did not have laptops or access to the internet. How could they participate in distance learning? The College helped students continue their studies by loaning them laptops and providing information on low-cost/no-cost options to access the internet.

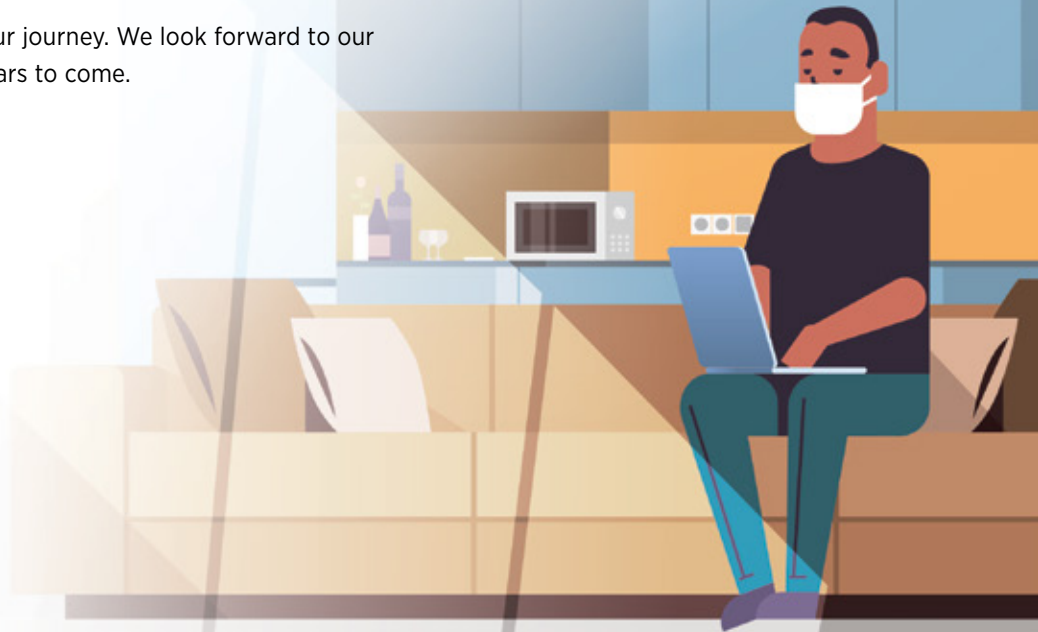
- **Providing emergency financial support.** The College's Owl Emergency Fund provides critical COVID-19 relief for our students. This annual report highlights the College's journey navigating the unexpected challenges and opportunities resulting from the pandemic through the eyes of students, faculty, and staff. I know you will find these stories inspiring and a true testament to our tenacity.
- **Providing scholarships.** The Prince George's County Promise Scholarship Program continued to grow this year, exceeding its target of 400 students, and awarding a total of \$1,750,172, compared to 258 students receiving \$954,425 last year. The College's Dual Enrollment Program welcomed a record number of students during the 2019–2020 academic year. A shift from a paper-based to a web-based application process buoyed the effort.

As we reflect on the past year, it is clear that Prince George's Community College is standing strong, poised to attain even greater heights. The same drive and commitment to the College's mission that guided our founders years ago prevails today.

Thank you for being a part of our journey. We look forward to our continued partnership in the years to come.

**Sidney L. Gibson**

Chair, Board of Trustees



# Meeting a Pandemic

## with Resiliency

In March 2020, the COVID-19 pandemic hit the world with a ferocious dislocation of the familiar, including our learning environment at Prince George's Community College. In the space of two weeks, we trained well over 50% of our faculty to teach online, an environment with which most were unfamiliar. Faculty who were already well versed in teaching online generously gave their time to train their colleagues in how to use Blackboard, our learning management system, through which they deliver their learning materials and lectures. At the end of that training period and a weeklong extension of spring break, students and faculty were back in their classes, virtually!

We were pleased to see that student success rates either matched or slightly exceeded comparable rates from the previous year's spring 2019 results. It was gratifying that our students and faculty had done so well in the suddenness of the transition into a medium that was both unfamiliar and, in many cases, unwanted. Surprisingly, the increase in "incompletes" (which allows work to be finished after the semester is over) was only .02% of 11,000 students over the previous spring 2019 semester. This was another great sign of the resilience and adaptability of our students and faculty.

In transitioning classes online, some of our health care, culinary, and skilled trades had to forgo their mandated hands-on learning experiences. In some cases, that meant that students would not be able to sit for their licensing exams until they could get back into their labs, kitchens, or workshops. The College provided Herculean support for the faculty and students in those areas, creating safe environments that allowed them to return to their workspaces on campus in summer 2020. Hybrid classes were created for students to learn through a mix of online lectures and face-to-face labs.



In fall 2020, we slightly expanded that roster of courses allowing for more hybrid learning so that our students would not lose any momentum towards completing their programs and being able to sit for their licensing exams. Although we had a few cases of students testing positive for the virus, which meant we had to shut down a building for thorough cleaning before anyone could return to the workspace, this hybrid approach worked well. It is a tribute to the dedication and professionalism of our faculty, students, and facilities and maintenance staff.

While some faculty have discovered a new modality for teaching that they never anticipated experiencing, much less enjoying, many still prefer the face-to-face environment that singularly marks our strength as a learning institution. I am deeply grateful and admiring of our entire College community as they have responded to the needs of the moment, uncompromising in their concern for one another's health, safety, and the integrity of the learning experience at Prince George's Community College.

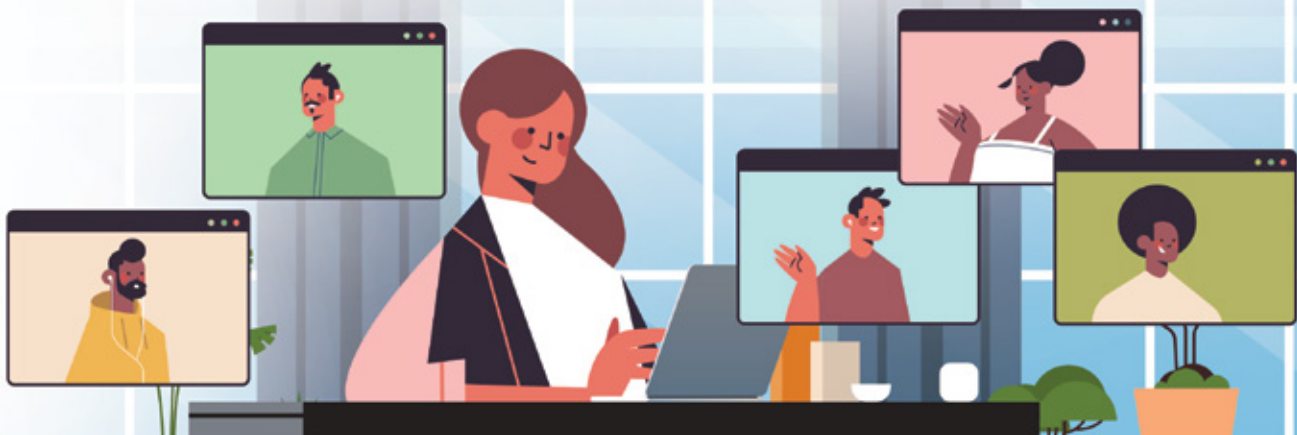
**Clayton A. Railey, Ph.D.**

Executive Vice President and Provost  
Teaching, Learning, and Student Success



# Reimagining

## Teaching, Learning, and Student Success



**F**inding new ways to teach, learn, and achieve student success without spending time in close physical proximity to others became an unexpected challenge for Prince George's Community College in 2020. The growing COVID-19 pandemic was starting to threaten the lives of employees, students, and members of the community, and a reimagined learning environment was needed to keep everyone safe and on track to their goals.

The College's physical locations and facilities were closed at the end of the extended spring break, and faculty and staff quickly shifted in-person classes online. New policies and procedures were instituted to ensure safety for all, and the faculty was trained to teach remotely using the College's Blackboard Collaborate Ultra platform.

At the time of the transition, the College was running 1,959 credit course sections. Of those, 1,627 were face-to-face and hybrid courses

that had to be quickly shifted online in a synchronous manner so that classes remained on a schedule, and participants logged in to participate at the same time. Another 332 eLearning credit course sections were already online in an asynchronous format, allowing students to access materials and learn on their own time with regular deadlines.

Of the 988 workforce development and continuing education courses running at the time of the transition, 296 were moved to the remote (synchronous) platform, 15 were canceled, and 455 were postponed.

Training on the fundamentals of Blackboard was provided within two weeks to all full-time and part-time faculty who were not already familiar with the remote teaching environment. The training was successfully implemented by the eLearning staff and Human Resources and Organizational Development (HROD). Faculty who already had online teaching skills also helped by sharing their expertise with colleagues.

**Teachers had to promptly modify their classes to accommodate the remote environment, and students had to adjust to the differences in learning remotely.**

In the difficult pandemic environment that affected people in nearly every aspect of their lives, the College was able to successfully keep students on track to their goals. The number of students earning a grade of C or better increased from 69.1% in the spring of 2019 to 73.9% in the spring of 2020, and pass rates (requiring a grade of D or better) simultaneously rose from 75.7% to 79.2%.

Despite so many uncertainties at the start of the pandemic and the sudden shift from in-person to remote teaching and learning, a student and faculty survey indicated that 62% of students felt supported by the College, and 78% of faculty agreed.

# Keeping Employees and Students Safe

The College's pivot to remote classes and services to keep employees and students safe during the pandemic took place at the end of spring break. The break was extended to give faculty time to move their course materials online and be trained on the Blackboard Collaborate Ultra platform, a real-time video conferencing tool.

Communications played an essential role in the success of the transition. A COVID-19 section was added to the College's website so that timely information, updates, and tips could be easily accessed by faculty, staff, and students.

Virtual Employee Town Hall Meetings were held to provide information, answer questions, and address concerns. As the pandemic continued and fall classes remained remote, additional Zoom meetings were held to address return-to-college plans. These meetings offered employees details and gave them a chance to provide feedback on the College's four-phased plan to safely reopen facilities, return faculty and staff to their work locations, and resume face-to-face classes for students.

## Faculty Perspectives on Teaching Remotely

### Odeana L. Kramer

Associate Professor Odeana L. Kramer has been teaching English at Prince George's Community College for more than 20 years. Until the pandemic, she always taught in a classroom where she could show her smiling face and connect with students directly. Her goal was to make her classes as warm and inviting as possible.

When in-person classes were suddenly moved to a remote platform to keep everyone safe during the COVID-19 pandemic, the new environment posed a challenge. Faculty and students alike struggled to quickly adapt to the different teaching and learning styles needed to work remotely. Kramer said it initially felt "like being thrown into the deep end of a pool without knowing how to swim."

**Professor Kramer worried that she would have trouble inspiring students online, and they are what make teaching at Prince George's Community College so rewarding. She knew she had to work fast to find new ways to motivate them remotely.**

Early in the transition, she invited each of her students to a private, 10-minute, one-on-one session to get to know them better and find ways to keep them engaged. Half of Kramer's students responded affirmatively to her invitation and voiced their appreciation for the extra time with their professor. They saw this as an example of how much she cared. For Kramer, the sessions served as confirmation that she could still "connect with her students and inspire them" in the new online environment.



The most important lesson that Kramer learned from the remote classroom experience is to give students time to interact with each other. One day, following an assignment, she quietly entered the remote classroom and was surprised to hear students already discussing the short story. She was encouraged by that and now builds time in her classes for these types of discussions.

Despite the many challenges and struggles that faced faculty and students during the pandemic, Kramer said she tried to remain upbeat. One day, she asked her students if they thought there was a silver lining to be found in the cloud of shutdowns and precautions. She was surprised to hear how students had used the extra time. Two students had taught themselves to play musical instruments, one entrepreneur established a business brand and launched a website, and others expressed appreciation for extra time with family and gaining unscheduled time in their lives. She was pleased to discover that her students remained resilient and strong in such uncertain times.

## Vivian P. Kuawogai

**N**ursing professor and department chair Vivian P. Kuawogai has been teaching at Prince George's Community College (PGCC) for more than 17 years. Enough time that she is starting to hire former students for faculty positions at the College.

**Kuawogai, an immigrant from Liberia who worked for many years as director of immunization for the state of Kansas, says students are the reason her current job is so gratifying.**

"It is awesome to watch people come to the College with a dream and then walk away with a degree that will enable them to achieve their dream," said Kuawogai, who taught in her home country until the Liberian civil war. She "sees, hears, and understands" her students and finds teaching to be "very enriching."

Named as chair of the nursing department in February 2020, after serving in an acting capacity for two semesters, Kuawogai was full of ideas and plans that she wanted to implement. But her attention was quickly diverted. The threat of the COVID-19 pandemic caused the College to move its classes online. At that point, Kuawogai was faced with finding ways to train nurses in a remote environment.

Fortunately, Kuawogai also has a degree in education with a specialty in educational design for online learning. She earned that degree when she noticed the vast diversity of students with different learning needs, and she knew that technology could help. When the College had to pivot online, her knowledge and experience with Blackboard and that of another faculty member enabled them to quickly develop a faculty orientation.



Labs, classes, and clinicals for nursing students are usually held in person. Since PGCC nursing students received much of that earlier in the spring semester and could meet the benchmarks for the exit exam, the department was able to graduate 42 seniors at the College's 2020 Virtual Commencement on June 15. The department also hosted a virtual pinning ceremony. The graduates demonstrated all of the learning competencies required for nurses, and no one was left behind. In fact, the graduates who took their nursing exam for the first time in 2020 passed at a rate of 82.24%, up from previous years.

Despite ongoing concerns about the pandemic, enrollment in the PGCC nursing program has remained steady. In addition, directors of nursing programs across the state began to meet more frequently, and they came up with a plan that matched skilled nursing students with hospitals and health organizations that needed help. Interested students were paid to work in a support capacity. Students did not hesitate to help where needed, according to Kuawogai, and they gained valuable work experience. She added that hospitals were careful to prevent student exposure to COVID-19 patients.

When the fall semester was imminent and classes remained online, figuring out how to provide the labs and clinical experience needed by nursing students was

the next challenge. The solution was a hybrid system of remote classes and in-person labs and clinicals on campus in the College's state-of-the-art lab space. There, students were able to work with high-tech mannequins and equipment that mimics real-world hospital experience.

**Providing sufficient social distancing meant that a robust schedule had to be developed to allow for more labs with smaller groups of three to four students in each.**

When one group finished, the lab space and equipment was thoroughly cleaned in time for the next group to start. Kuawogai admits that it isn't an easy system, but it works.

Vivian Kuawogai said that her biggest lesson learned was that nursing can be taught successfully in a virtual environment. And nurse educators now have the skills to do that. For the College, Kuawogai notes that the faculty and staff town hall meetings held early on to assess and address employee needs and concerns were extremely helpful. She believes that these made all the difference in warding off considerable worry and frustration.

"The College did a good job with the town hall meetings," said Kuawogai, since they helped smooth the way to an effective online teaching and learning environment.

## Theodore D. Herman

**T**heodore Herman is an adjunct math professor who has been teaching at Prince George's Community College for more than 20 years. He has a passion for teaching and considers it a privilege to share his math skills with students.

Herman has a special appreciation for the students who "come to the classroom to learn and gain skills, not just to obtain a grade." He likes that "their zeal to learn is infectious."

Over the years, Herman taught primarily on the College's main campus in Largo, but he also taught classes at Joint Base Andrews and University Town Center. Most of his courses are at the introductory algebra level, but he also teaches pre-calculus, statistics, and developmental math, along with geometry and algebra courses designed for elementary school teachers.

What professor Herman says he values most about Prince George's Community College is the feeling of connectedness within the College community.

"The overall College community is extremely supportive," said Herman, who adds, "I have been blessed to have had so many people collaborate to make sure I find success in my profession."

"Before the pandemic, there were programs offered regularly that always promoted togetherness and generated bonds between the workers and the College," said Herman. He mentioned College Professional Development and Enrichment Day, webinars, service awards, and adjunct summit symposiums, many of which have continued in a virtual



format since the start of the pandemic. That includes the College’s annual commencement ceremony.

“Commencement always reconfirms my excitement for those who have accomplished so much in their lives,” said Herman.

The threat of the pandemic did cause tremendous change at the College, and Herman notes that transitioning from a face-to-face classroom experience to distance learning in the middle of the spring semester was the ultimate challenge. However, he thinks the fall semester was less stressful, mostly because of the lessons learned in the spring.

Herman is a firm believer that “from every challenge, we are presented with possible solutions that make us stronger.”

In preparing for his fall classes, he said he reached out for additional support and tools, including from textbook publishers.

**“They were able to give me many sound ideas, and I gained access to new webinars that instruct the best techniques for presenting remote learning.”**

When first transitioning his classes to distance learning, Herman said his goal was to replicate his classroom experience as closely as possible. After seeing the limited effectiveness of using a whiteboard at home, he decided to create PowerPoint videos using his phone and a tripod.

“Students were able to get the benefit of watching me ‘somewhat live,’ with the added advantage of receiving the PowerPoints by email after the lesson. This component and the actual live instruction during class time help my students succeed.”

“Since my students and I are at a distance, regular phone calls and emails create a bond and keep us focused on our goals. Thus, I feel that we are connected through a symbiotic relationship, and everyone is benefitting from this.”

The silver lining in all of this, according to professor Theodore Herman, is that he has gained invaluable technology skills, and he sees an increased understanding and achievement in his students.

## Clover Baker-Brown

**D**uring her 16 years as a professor at Prince George’s Community College, Clover Baker-Brown, Ed.D., has learned that teaching is not just a career; it is a passion.



“I have the distinct pleasure of getting up every day and coming to Prince George’s Community College to perform that passion,” said Baker-Brown. “I thank my students every day for giving me the opportunity.”

Baker-Brown teaches interpersonal communication, and public relations and journalism courses at the College, and she enjoys “seeing the faces of my students when they learn something new—that ‘aha!’ moment is priceless.”

When COVID-19 “shocked every area of life in the spring of 2020 and academic institutions were forced to adjust their way of conducting business,” Baker-Brown said her biggest challenge “outside of the abject fear of the disease —was just missing my students and my colleagues.”

Clover Baker-Brown,  
continued from previous page.

## **"Technology is a great substitute, but nothing beats the face-to-face, real human interactions."**

Baker-Brown notes, "It was Bob Marley who said 'you really don't know how strong you are until strength is all you have left.'" Prince George's Community College's faculty, staff, and students "truly demonstrated what we are made of." Despite the urgency to pivot to fully online classes in spring, Baker-Brown said it was a very successful transition. "We rose to the challenge, and we delivered quality education and service to our students."

Clover Baker-Brown said she learned some valuable lessons during the past year. They included "never take a face-to-face smile for granted, it's not the same over technology," "being flexible is the best way to enjoy life," and "although life is short, each day we wake up is another opportunity to get life right!" Her most significant takeaway from the school year, "It confirmed that I chose the right career!"

## **Koudjo Koumadi**

**P**rofessor Koudjo Koumadi is in his third year of teaching networking and cybersecurity at Prince George's Community College (PGCC). What he likes most about his job is "the opportunity to teach students hands-on skills that are most relevant to the industry," compared to the "theoretical knowledge I taught in four-year colleges."



He particularly likes the flexibility that PGCC faculty have in quickly "amending course and program outcomes to align them with the industry demand."

Despite his computer skills, Koumadi still found challenges when the College moved in-person classes online at the end of the extended spring break in 2020. Teaching from home was one. He noted that

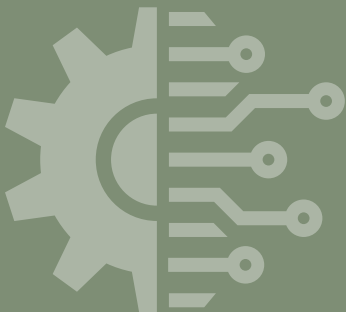
**"not having the hardware needed to perform all tasks related to teaching and demonstrating computationally heavy topics was frustrating."**

Initially, he also found it challenging to engage students in remote classes when students muted themselves with their cameras off, "leading to my inability to ascertain teaching and learning efficiency in real-time."

However, the transition of classes online was ultimately a success, according to Koumadi. When he taught a course to prepare students for an industry certification exam, he was pleased that "most students passed" the exam.

During the pandemic, professor Koumadi also found success in initiating and securing a partnership with Juniper Networks, an industry leader in networking and security. As a result, "our students will have free access to Juniper Networks' learning materials and exam vouchers. Moreover, our department receives an 80% discount on equipment purchases for our labs."

As for lessons learned in the past year, Koumadi discovered that "our students and faculty are resilient" and "quick to adapt and overcome new challenges." Most importantly, "I trust my colleagues and students more than before the pandemic."



## Mary E. Falkey

**P**rofessor of Accounting Mary E. Falkey has taught full-time at Prince George's Community College for 22 years. She likes being able to interact with students in various situations and performing classroom research. She also enjoys working with faculty in other disciplines and exploring professional development opportunities.

Falkey had already been teaching distance learning classes for quite a few years when the College moved all of its courses online. Although she did not personally find that to be a difficult transition, helping her students move from face-to-face classes online was a challenge.

**“Many of the students had never experienced distance learning, were afraid of distance learning, did not have the tools or skills necessary to be successful in distance learning, or for some other reasons, just preferred the face-to-face learning environment.”**

“I was afraid that I would never see some of my students again,” admitted Falkey. “However, the students demonstrated tenacity and fortitude, and they were able to successfully complete the semester, with minimal attrition. The students helped each other, and we all learned a lot from the experience.”



Initially, Falkey said the most pressing challenge was finding ways “to reassure students that they can continue their studies despite massive disruptions to their daily lives, with no warning or ability to prepare.”

**Helping those who did not have access to appropriate equipment and connections was among the most significant hurdles,** according to Falkey.

In March 2020, faculty members were asked to survey their classes and prepare lists of students who would have difficulty maintaining a virtual connection with the College after the computer labs on campus closed.

Students in need were provided with loaner devices and the necessary materials to continue their studies for the remainder of the spring 2020 semester. Falkey said those students were so relieved when they realized that they would be able to complete their semester remotely with a loaner laptop.

From Falkey's perspective, “the speed with which the College transitioned to online learning from face-to-face classes with relatively little disruption was amazing.”

“The College immediately went into high gear, providing training for faculty members who had not previously taught online,” said Falkey. “It was a collaborative, cross-discipline effort, which I believe was very effective.”

“Teaching needs to be adapted to the virtual environment,” said Falkey, “since learning is different than in a face-to-face classroom.”

**The skills Falkey found to be most useful during the past year are “empathy, patience, and the ability to help students develop a plan.”**

“Prince George's Community College is an innovative and progressive institution that is frequently at the forefront of new practices,” said Falkey, who points to distance learning as an example. “The College was implementing distance learning many years ago, and I think that is one of the reasons that the transition to virtual teaching went well, from my perspective.”



# Faculty Achievements

## in a Year of Challenges

**Clover Baker-Brown, Ed.D., and Lou Holder** were recognized for their outstanding achievement in design and communication as finalists for the National Council of Marketing & Public Relations Medallion Awards. They produced a radio promo that aired on WTOP Radio during the spring of 2020. The promo publicized the College's communication, public relations, and journalism program and the radio, television, and film program in the new Center for Performing Arts.

**Tina Gambhir, Ed.D.,** was awarded a Doctor of Education in Leadership from Liberty University. Her dissertation title was "Improving Clinical Site Shortages Within Allied Health Professions."

**Rik Karlsson** was elected Vice President of the Maryland Consortium for Adjunct Faculty Professional Development. This independent

stateside research organization involves two- and four-year Maryland institutions of higher education in collaborative efforts, including an annual conference, to provide professional development for both credit and noncredit faculty.

**Sharita J. Thompson** has been appointed to serve a four-year term on the National Historic Landmarks Committee of the National Park System Advisory Board.

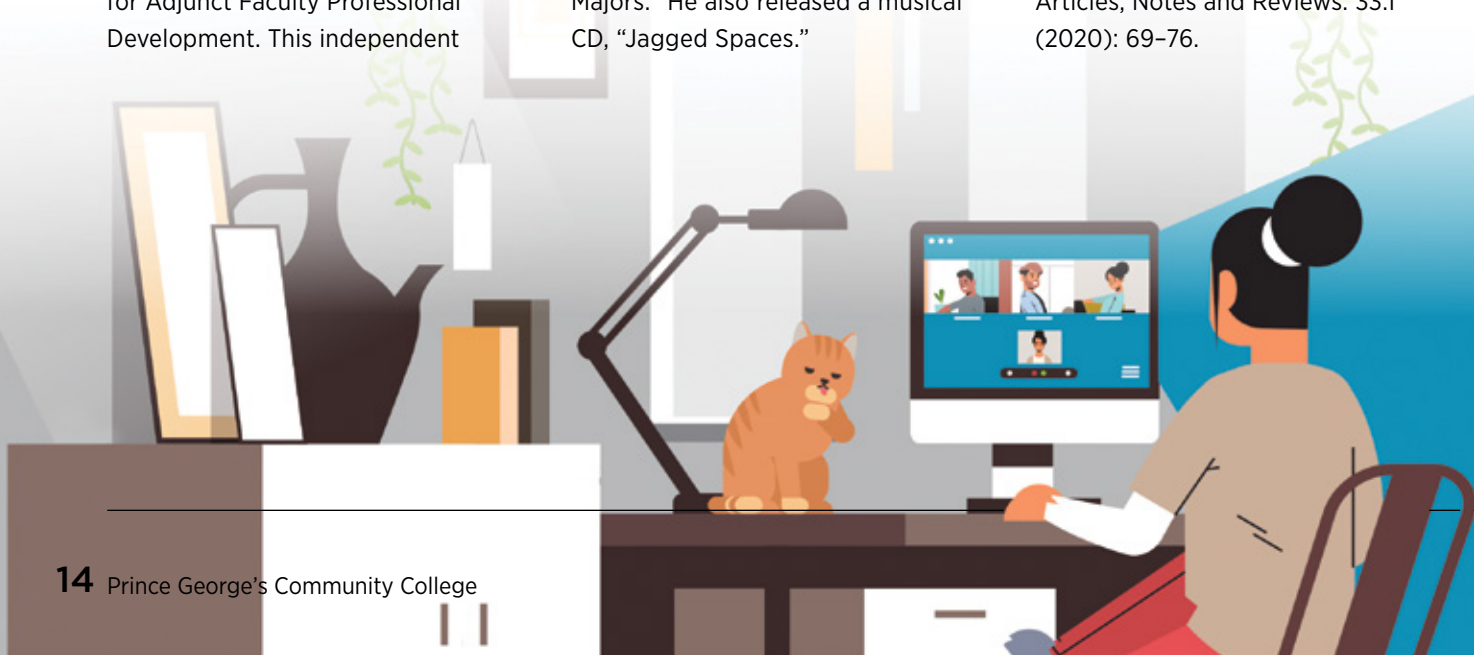
**Denean Robinson** wrote her first book, "Managing Anger and Emotions in the Workplace," to be published in January 2021.

**Phillip M. Ravita, D.M.A.,** completed a Doctor of Musical Arts in music education from Boston University. The title of his dissertation is "The Practice Habits of University Music Majors." He also released a musical CD, "Jagged Spaces."

**Teresa L. Bridger, Ph.D.,** represented Prince George's Community College on the Washington Regional Early Childhood Education Network and the Regional Early Childhood Education Workforce Advisory Coalition. She is also a member of a new Maryland State Department of Education committee, the Elementary Literacy Collaborative. The committee will address elementary literacy standards and collaborate to revise elementary reading courses to ensure that they include appropriate content, strategies, and resources to support learners.

**Kimberly Veney** received certification as a Certified Nurse Educator.

**S. Selina Jamil, Ph.D.,** published an article, "Machines and Masculinity in 'The Bride Comes to Yellow Sky,'" ANQ: A Quarterly Journal of Short Articles, Notes and Reviews. 33.1 (2020): 69-76.





**S**herry Saylor presented a webinar for The Assembly for the Teaching of English Grammar titled, “Sail Away on the Tides of Grammar: Making Language Choices Based on the Forces that Govern Communication.”

**B**ridget A. Bartlebaugh achieved certifications in IC3 Global Standard 6 Level 1, and Microsoft Office Specialist MO-200 Microsoft Excel 2019. She was also a featured speaker at a national summer webinar, “Navigating Through Shifting Priorities While Preparing for the Fall Semester.”

**R**ose Mary Bunag, Ed.D., was awarded her Doctor of Education in Leadership, focusing on instructional leadership from the American College of Education. Her dissertation is titled “Teacher Shortage and Filipino Teachers: An Intrinsic Case Study.”

**W**illiam J. Miller was honored as the American Chemical Society Sacramento Section’s “2020 Outreach Volunteer of the Year” for his work from 2013–2019. The award represents his “extraordinary outreach volunteer service.”

**D**errick Rison successfully converted all Instructor-Led Trainings (ILTs) to eLearning and/or distance learning content to meet the needs of the College’s online students. He also provided an engaging teacher-to-students online data collaboration media that enhanced learning, using cutting-edge software and hardware technologies and online content.

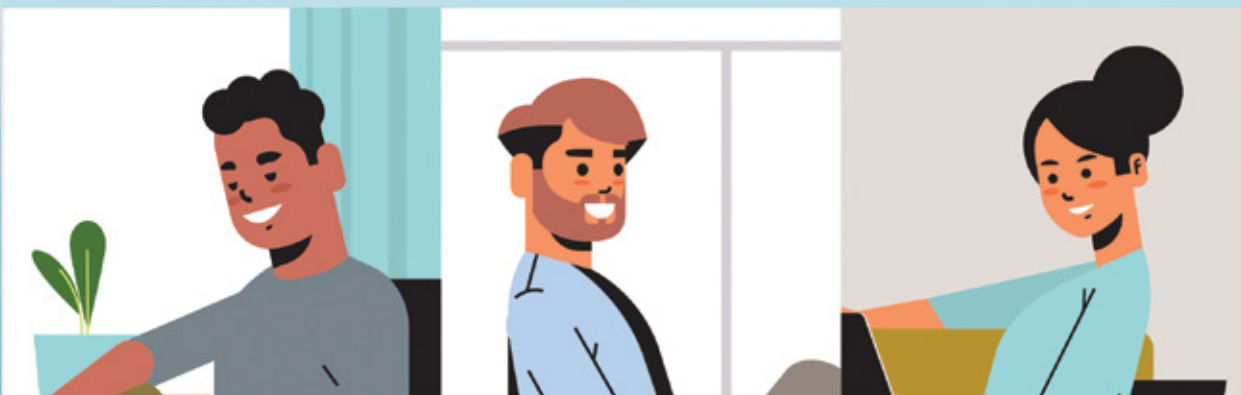
**A**nn Stoddard was awarded the 2020 Individual Artist Emergency Grant from the Prince George’s County Arts Commission. She also exhibited her work in 2020 at the National Members Juried Exhibition, AIR Gallery, Brooklyn, New York; “Wall Mountables” Exhibition, District of Columbia Art Center, Washington, DC; and Gateway Arts District virtual Open Studio.

**R**ichard Anatone, D.A., presented a paper titled “Rethinking the Ideé Fixe and Leitmotif in Role-Playing Games: A New Methodology of Interpretation and Analysis,” at the American Musicological Society Midwest Chapter in March 2020 and at the national Music and the Moving Image conference in May 2020.

**P**eggy Yates was nominated and accepted into the National Alliance of Acting Teachers. She also completed a two-week virtual training program with master teachers from across the United States and Europe, including Michelle Shay, Broadway actor, director, and producer; Gregory Wallace, Yale University professor; and Slava Dolgechev, artistic director of the Moscow Arts Theatre, Russia.

**N**ikki Bishop was recognized for “excellence in the integration of service learning” into her technical writing course curriculum. She was presented with the Alan G. Penczek Service Learning Faculty Award at the Service Learning and Civic Engagement Conference in College Park, Maryland, November 2019.

**W**anda Parham-Payne, Ph.D., was recognized for teaching excellence. She was presented with the 2020 Dale P. Parnell Faculty Distinction Award from the American Association of Community Colleges.



# Training and Support

## Help Faculty Move Online



**F**aculty training and support was a critical factor in smoothing the transition of Prince George's Community College classes to a remote environment in order to keep everyone safe during the pandemic. According to a faculty survey, the majority (88%) of the College's faculty members said they needed help to adapt to the Blackboard Collaborate Ultra remote platform to successfully teach remotely.

Online training was delivered by Enterprise Technology through structured remote courses in scheduled "live" sessions using the Blackboard Collaborate web conferencing tool. Assessments, supplemental materials, and grade book features were posted in the Blackboard Learning Management System.

Additional faculty training was also offered on the Blackboard Learning Management System

in a distance learning (asynchronous) format. The fully online courses provided content that could be accessed from anywhere at any time.

To provide key employees with reliable laptops and secure connectivity to the College's network, more than 400 laptop computers were issued by Enterprise Technology. Those employees not issued laptops were given a cloud-based Windows Virtual Desktop.

Enterprise Technology also updated interfaces for the College's various business systems to better keep the PGCC community apprised of timely COVID-19 messages and updates. Remote call centers were set up to support faculty, staff, and students, and customer service hours were modified to accommodate employees and students experiencing technology issues from remote locations. All of these measures helped move the College's functions successfully remote in a timely way.



## Students Adapt to a Changing World

### Ashley Brown

**A**sophomore at Prince George's Community College (PGCC) who has achieved the Dean's List each semester, Ashley Brown is also an entrepreneur who cares deeply about her community.

Brown is a psychology major who anticipates graduating in spring 2021. She achieved academic success while running her own candy business and using the proceeds to purchase blankets and socks for homeless individuals in the community. Since 2018, Ashley Brown has also hosted a community club for young teens, the Meet and Greet Club. The organization provides teenagers with a comfortable place to connect and interact with each other and discuss problems.

Initially attracted to the affordability of PGCC with its Promise Scholarship that provides her with free education, Brown also appreciates other opportunities that the College offers. Among them, collaboration with different outreach communities and the chance to work with the people within them.

According to Brown, the biggest challenge she faced when classes moved online was not having a stable internet connection. She frequently had to reboot her network to ensure connectivity while in the remote classroom setting. And she missed the ability to interact within the classroom when classes moved online. The online learning process made it more difficult "to communicate and interact with fellow classmates as well as professors," said Brown.

Ashley Brown said that the pandemic taught her to "live in the moment" because there is no way of knowing when someone's life may be taken away. When everything shut down, she coped with the isolation by continuously keeping herself busy with school and doing things she had previously put off.

**"I was able to complete household work that I had put off for a while, started exercising, and finding my niche,"** said Brown.

She also found strength through her ability "to enjoy my own company despite not being around my family and friends, to teach myself, and to become independent."

# Determination and Focus

Keep Students on the Path to Success



## Dasia Wood

**D**asia Wood is a psychology major, mental health advocate, and public speaker whose senior year experience at Prince George's Community College was radically altered when the College had to move classes online. She found the transition to be difficult.

**“When the pandemic first changed in-person classes to remote classes, it was difficult for students and teachers because the classes I was taking were not originally supposed to be online,”** said Wood. “This made it hard to quickly adjust to a new schedule and syllabus.”

Wood believes that Prince George's Community College did its best to make the transition smooth. “There was a lot of adjusting and understanding,” she said, noting that everything from scholarships to service hours, programs, and resources were affected. “Professors helped make it easier.”

Among the things she misses most in remote classes is “meeting new people and being able to get a faster response from professors.” But Wood learned a key lesson during the pandemic that demonstrates her strength and resiliency.

“In life, there are going to be things out of my control that require quick adjustments to the situations,” said Wood. “I learned to do my best to make any situation I am in work out for the better.”

“This has personally been a tough year for me, even besides the pandemic, so being able to spend extra time at home has given me more time to work through the things I'm dealing with, and I'm grateful for that,” said Wood.

“Overall, I am proud of myself for pushing through the rest of this year with everything that has happened so I can earn my degree. I am sure this has been a tough year for

everyone,” Wood said, adding that “I hope everyone takes it day by day and stays in good spirits.”

## Ghezal Rahimi

**W**ith medical school in her sights, Ghezal Rahimi appreciates all that Prince George's Community College (PGCC) has to offer.

“I am very comfortable at the College, and what I like best is that it offers a lot of help,” said Rahimi. “The Tutoring Center is a big help, and there are a lot of scholarship counselors and a lot of people who can guide you.”

She began her studies at the College in the fall of 2019. She started as a general studies major but quickly switched to biology in her first semester.

Rahimi's home country is Afghanistan, and she moved to the United States with her family in 2017. She graduated from Central High School in Forestville and was attracted to the affordability of PGCC for her postsecondary education. She has a scholarship and also works on campus to help pay expenses. Rahimi especially likes

the fact that she's learned relevant office skills in her on-campus job.

When classes moved online at the end of spring break, Rahimi was enrolled in math and English classes and found the transition to be smooth.

**“Math and English classes were not that hard, virtually,”** said Rahimi. But her summer and fall 2020 classes were a different story.

**“I get good grades, but the classes in my major are really hard. I need to read all of it, and I am trying my best.”**

Rahimi noted that a chemistry class she took over the summer when campus facilities were still closed was harder than it should have been because students

**“had to watch YouTube and other videos instead of working hands-on in a lab.”**

The extra time at home during the pandemic did have a silver lining for Rahimi. She worked, slept, watched movies, and relaxed.

When she completes her courses at Prince George's Community College, Ghezal Rahimi's goal is to transfer her credits to the University of Maryland College Park on her path to a career in medicine.



## Thomas Dixon

**C**onstruction management major Thomas Dixon, who expects to graduate in spring 2021, was surprised to find that he didn't miss his in-person classes when the College moved them to a remote environment.

He was initially attracted to Prince George's Community College for its location. Still, he gained an appreciation for the opportunities he found in offices where “you can get to know people, and they are willing to help you resolve issues.”

Before the College closed facilities and moved classes online, Dixon said, “I thought I would be more comfortable in the classroom because of the participation and real-world experiences other classmates bring to the table.” He was surprised to find that

**“online classes are easy, and remote classes are great, especially since I caught three buses to get to and from school.”**

When asked what he thought about the College's efforts to help students make the transition to the remote environment, Dixon said he felt “they did well.” He advocates leaning on the side of caution.

During the pandemic, Dixon signed on to be an election judge to help fill the void left by so many older poll workers who chose to stay home during the pandemic. He felt it was an opportunity to be a role model for his community, and he wanted to help “make a difference” in the November election.

According to Dixon, the extra time at home also provided “quality time with my family, and I learned to be completely honest with myself.”

# Loaner Laptops

## Keep More than 300 Students on Track



**T**he Enterprise Technology Department's Student Loaner Laptop Program was launched in the spring of 2020 when the College had to close its physical locations, including computer labs, to mitigate the growing threat of COVID-19. As Prince George's Community College worked quickly to transition its in-person classes online, students who didn't have access to a computer needed help to reach their goals.

"We strive for service excellence," said Paulette R. Foxx-Dawodu, senior director, Technology Client Support Services. "We developed a process to loan laptop computers to the students who needed them. We documented every stage of that process so that the College's COVID-19 Task Force could review each step and provide recommendations and feedback. We wanted to be sure we were keeping everyone safe."

Foxx-Dawodu and Computer Lab Manager Francisco C. Martins-Silva reached out by email to a targeted list of eligible students and provided them with a link to sign up for one of the laptop distribution dates at a convenient location. Drive-by distributions were held at Annex A on the Largo campus and at Laurel College Center and University Town Center. Enterprise Technology also partnered with Student Affairs following the spring distribution to broaden its reach to the student body.

Most of the 313 students who were provided loaner laptops during the spring, summer, and fall picked them up at one of the drive-by events where they remained in their cars. These events were limited to no more than five students in a half-hour time frame to allow distance between vehicles and to give staff time to change or disinfect their gloves between each group of recipients.

Other students picked up their loaner laptops at Bladen Hall. This location accommodated those who depend on public transportation and arrived on foot. The Bladen Hall location was also an arrangement that began in the fall for students who missed their scheduled appointments or had special work or childcare considerations and could not pick up their loaner during drive-by events.

**"It can take as long as two hours for some students to get to the College by bus," said Martins-Silva, who noted that bus transfers take time. "No one was turned away if they arrived late."**

The loaner laptops were distributed with a carrying case that contained login information, a list of the software on the computer, and instructions on where to download free software if the student needed additional Microsoft products. It also

included service desk information if the student needed assistance.

“Our service desk was available to help with any issues, and we extended those hours to make sure our services were accessible when needed,” said Foxx-Dawodu. “We put students first, and we modified schedules and did things differently to accommodate them.”

According to Martins-Silva, the distribution events were personally rewarding because he could see how happy the staff was to help students. It also made him feel good when one student’s mother came to a distribution event to express her appreciation for all that the College does to support student success.

Both Paulette Foxx-Dawodu and Francisco Martins-Silva say that they hope to continue the loaner program into the future.

**“This College really invests in students to make sure they can continue to work toward their educational goals,” said Foxx-Dawodu. “That is very pleasing to me.”**

As with any new service, there were some challenges in launching the loaner program. However, the team is working to strengthen the overall experience for students.

When the department first started the laptop loaner distribution, safety concerns also had to be addressed. According to Martins-Silva, the staff was initially nervous about social distancing in the early stages of the

pandemic. However, when students arrived, “they jumped right into the role of helping them.”

Face masks were offered to any student who didn’t have one. Everyone who participated in the distribution wore a face mask, social distanced, and took appropriate precautions during the pandemic.

Lessons learned include adding a follow-up phone call when notifying eligible students by email, and offering more than two distribution dates a week along with expanded hours to meet student needs.

“We try to accommodate students in any way that we can,” said Foxx-Dawodu. Martins-Silva agrees, and adds that “as a community college, PGCC is committed to serving the community.”



# Student Success

## Remains Steadfast in a Pandemic Year

Despite the many changes that a global pandemic brought, student success at Prince George's Community College remained stable and strong.

It helped that the majority (58%) of students had some online experience before their face-to-face classes switched to a remote platform, according to a survey of students. The majority (62%) of students said they preferred the synchronous nature of the remote classes that kept the same schedules and meeting times for participation.

Sixty-four percent of students said that they felt supported by their professors in the transition, and 62% said they felt the support from the College.

Although access to the internet and a reliable digital device posed a problem for 14% of students, the College's laptop loaner program filled the gaps. It enabled students to stay on track with their classes and on the path to their degree.

Emergency funds helped to support students during the economic difficulties caused by the pandemic.

Forty students were provided with Owl Emergency Fund assistance to pay balances from tuition and fees in the spring of 2020. The federal Coronavirus Aid, Relief, and Economic Security (CARES) Act provided the College with \$6.4 million in relief, \$3.2 million of which was earmarked for students. Those funds were distributed among 4,840 students with the greatest need, and each received \$663 in emergency financial aid grants.

### Student Aid Distributions in 2019–2020

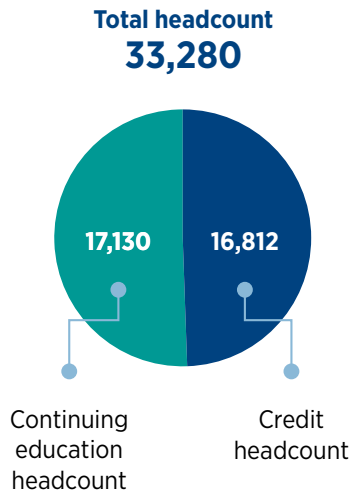
| Type of Aid                   | Amount            | Recipients    |
|-------------------------------|-------------------|---------------|
| Federal Pell Grant            | \$17,942,829      | \$5,080       |
| Federal SEOG                  | 368,343           | 441           |
| Federal Work Study            | 357,970           | 124           |
| Federal Direct Student Loans  | 10,677,041        | 2,060         |
| Federal PLUS (Parent Loans)   | 81,917            | 17            |
| State Grants (MD and DC)      | 1,603,947         | 1,437         |
| PG County Promise Scholarship | 1,743,856         | 426           |
| Institutional Scholarships    | 758,893           | 706           |
| Foundation Scholarships       | 104,688           | 72            |
| Outside Scholarships          | 388,593           | 196           |
| Alternative (private) Loans   | 173,109           | 21            |
|                               | <b>34,201,186</b> | <b>10,580</b> |



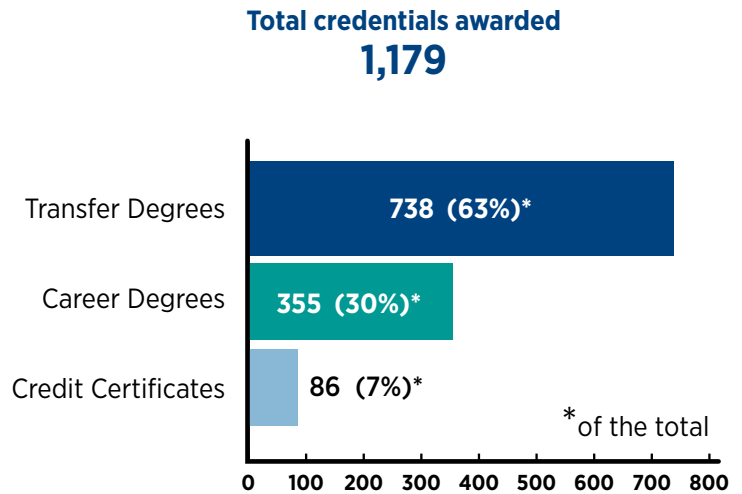
# Success By the Numbers

## at PGCC

### Fiscal Year 2020 Unduplicated Headcount



### Degrees and Certificates Awarded



### The graduation rate is inching upward

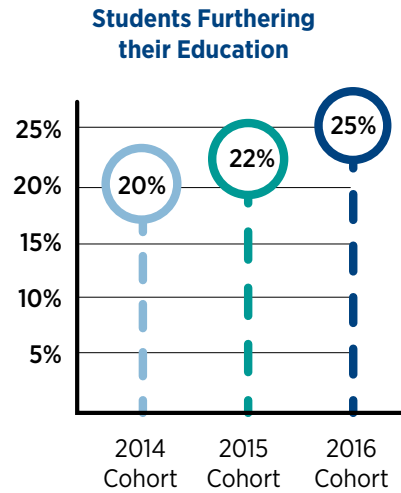
The three-year graduation rate for the cohort of first-time, full-time students who enrolled in fall 2016 reached 12%, up from the 11% graduation rate in the previous cohort of first-time, full-time students who enrolled in fall 2015.



## More students are continuing on to four-year degrees

More students transferred to other colleges and universities to further their education. The three-year transfer-out rate for the cohort of first-time, full-time students who enrolled at the College in fall 2016 reached 25 percent.

### Transfer-Out Rate



### The top five schools where PGCC graduates transfer:

- 1 University of Maryland Global Campus
- 2 Bowie State University
- 3 Towson University
- 4 Morgan State University
- 5 The University of Maryland

## Enrollment in special programs reaches all-time high

The College's Dual Enrollment Program, which allows students to earn college credits while still in high school, enrolled a record number of students in 2019-2020. The 889 students who enrolled in spring 2020 represent an all-time high for the program in any semester. The program's summer enrollment jumped from 12 to 28, more than doubling the 2019 participation in 2020. The majority of those students came from private schools.

The Prince George's County Promise Scholarship Program has reached its target of more than 400 participants. There were 426 students awarded \$1,743,856 in 2019-2020 compared to 258 students receiving \$954,425

in the previous academic year. The program covers tuition and fees not funded by other grants and scholarships, and it is open to qualified county residents graduating from Prince George's County public high schools.





## Positioning PGCC for the Future

Prince George's Community College overcame a multitude of challenges in addressing the pandemic. The lessons learned during the moving of classes and services online have strengthened the College, better positioning it for whatever the future holds.

Survey results confirmed that the College's greatest needs for remote instruction are online pedagogy, increased student participation, and online compatibility of educational materials. Before the March transition, more than half of the faculty (55%) had less than a quarter of their class materials online. More of those materials are now online, and the number is increasing.

The new reimagined teaching, learning, and student success incorporates the development of master course Blackboard shells to provide consistency across sections. Expanded and ongoing training is also needed to ensure that all faculty can teach online, and new hiring criteria moving forward will require a proficiency in online teaching.

The College is also finding ways to prepare students for the online environment through various means, including self-assessments and orientation modules. Workforce development and continuing education students will need College email accounts and other accommodations to adapt to the online environment.

Reimagined education will also incorporate such considerations as enhancing the role of librarians and allowing the bookstore to sell digital devices that can be purchased with financial aid. Adapting placement practices will allow the tests to be done in the absence of strict proctoring protocols.

These enhancements will support the College's mission to provide affordable, high-quality learning experiences that support personal, professional, and educational development for diverse populations, contributing to the economic equity and cultural vibrancy of the community.

# Keeping Students Strong

## In Trying Times

**S**upporting mental and physical wellness during the long months of the pandemic was critical to keeping students on track to their academic and career goals.

Prince George's Community College (PGCC) provides a robust array of programs and activities aimed at keeping students on the path to success. The Division of Student Success and Engagement offers disability support, a Wellness Center, veteran services, academic coaching, vocational support, mentoring, and programs to prepare students for leadership roles.

**“We have a small but powerful team. Our students need assistance and have been open to what we are offering,”** said Scheherazade Forman, Ed.D., dean of Student Success and Engagement.

When classes had to move suddenly online in the spring, the team quickly moved its services to the new remote environment. They provided one-on-one mental health counseling and helped students with pandemic-related issues such as loss, isolation, anxiety, and depression.

Counselors logged a total of 425 student sessions, in-person and virtually. The College's Therapy Assist

Online (TAO) program saw an increase of 265 more students enrolled this year. Also, a virtual classroom was created in Blackboard to engage students and build a sense of community through interactive video presentations, inspirational messaging, and opportunities for self-reflection.

The team also addressed food insecurity and other problems that posed overwhelming challenges for some students. They triaged 370 students with basic needs and gave each a \$100 Amazon gift card funded by the Prince George's Community College Foundation to provide immediate support.

Another 134 students were provided with internal and external resources through the PGCC Cares program to meet pressing individual needs. PGCC Cares assists students with navigating challenges related to housing, transportation and other expenses that can get in the way of earning a degree.

The Student Success and Engagement team also participated in food distributions and helped students cope with social injustice, racial tension, and other issues.

“With remote services, we wanted to continue to remove barriers to student success,” said Forman.

She added, “The ratio of staff in the Wellness Center to students has been a challenge. The mental health professionals are providing one-on-one sessions, facilitating workshops, researching additional resources, training students on how to use the online resources, completing training on new resources, and supporting PGCC's Return-to-College Plan.”

In July, Prince George's Community College was awarded grant funds for a new telehealth/telemonitoring wellness program. The \$50,000 COVID-19 Emergency Relief Grant from the Maryland Community Health Resources Commission funds a program focused on reducing diabetes, obesity, and hypertension. It also supports personal protective equipment for PGCC students and community members.

**“We are excited about the Telehealth Grant,”** said Forman. **“Being able to connect students in need with health services is something we want to facilitate through our Wellness Center.”**

Prince George's County was hit harder by the pandemic than other counties in the region, and many of the College's students, according to Forman, are underinsured or

unable to afford a doctor. “The grant allowed us to bridge the gap.”

The Telehealth Grant enabled the College to identify 50 high-risk students and offer them an opportunity to enroll in a health assessment, monitoring, and improvement program. Participants were each given a special glucometer, blood pressure machine, or weight scale to use at home. The devices send data automatically to a monitoring physician under contract with the College, and the

**funder priorities—and this grant does just that. When our community does well, our College does well.”**

The biggest challenge in providing students and the community with wellness services, according to Forman, is “compassion fatigue.”

“It is something I am always concerned about, and in this pandemic, my concern increased,” she said. “I never want the mental

other student populations. Town hall discussions were hosted regarding the Student Government Association (SGA), veterans, and social justice issues with panelists that included the College’s police chief, community leaders, law enforcement professionals, national activists, and mental health counselors.

In a year of unprecedented changes, the Division of Student Success and Engagement successfully provided students with the wellness support they needed to succeed.



physician analyzes participant data and provides education, advice, and medication adjustments, as necessary.

“This grant allows PGCC’s Wellness Center to serve students and community members in new ways,” said Anne Shepard, director of Grants and Resource Development.

**“As always with our grant projects, we keep the fact that we are the community’s College in mind and try to match regional needs with**

health professionals to find themselves in a place where they cannot practice self-care in a time when they are continuously giving assistance to others.”

The variety of student support and engagement activities provided during the year included workshops on such topics as personal finance and income opportunities during the COVID-19 pandemic, pop-up resume sessions, and seminars on business skills. A virtual sexual assault and trauma workshop with the PGCC campus police was also held, along with orientations for nurses and

Nothing demonstrated that better than the annual Student Awards Ceremony. Held virtually for the first time, the ceremony had a record attendance of more than 340 students, employees, and guests. Among those awarded were 121 students for their outstanding achievements.





# STEM Team

## Virtually Transforms Summer Camps

Despite the sudden closure of College facilities and face-to-face classes the proverb, “where there’s a will, there’s a way” best describes how the Prince George’s Community College (PGCC) Digital Summer Camps were reconfigured to be virtual.

The College’s sudden shift online at the end of spring break left little time for the STEM (Science, Technology, Engineering, and Mathematics) team to figure out how to host what had been developed as a hands-on summer camp for middle school students. Rather than cancel the camp, the STEM team rushed to transition it online.

“The dearth of minorities in Computer Science and Cybersecurity has birthed an urgent need to reach out to, attract, and retain

young students in the STEM fields,” said Patricia Okorie, an associate professor in the College’s Technology, Engineering, and Construction Department.

**“We knew that in transitioning our regular summer camp program online, it was less about the format,”**

said Christine E. Barrow, Ph.D., dean of the STEM division of the College. “The pedagogy had to be different.”

“Although the job of running a synchronous remote summer camp successfully seemed insurmountable, we were determined to forge ahead with it, thanks to the outstanding efforts of Prince George’s Community College’s 2020 STEM

Experience Camp team members who were relentless in their efforts to achieve this feat,” said Okorie.

The team revised the pedagogy, shifted the culture, and hosted four shorter weeklong camps, starting in late July and continuing into August.

“As educators, we had to be even more creative in engaging students in academics. I knew we couldn’t replace the friendships formed in person, but we virtually connected sixth through eighth graders from across Prince George’s County,” said Meltonia Pollard, a team member from the College’s Library and Learning Resources Department.

Within a few days of publicizing the virtual camps, 147 middle school students had applied.

The challenge was then to make sure that the camps accommodated a diverse group of participants. Each camp welcomed a mix of sixth, seventh, and eighth graders who represented diverse gender, racial, and ethnic backgrounds. The camps also included students eligible to receive free or reduced-price meals and those with previous STEM camp experience, as well as those without. In the end, a total of 79 students participated in one of the four weeklong camps.

The summer camps were open to students from public schools, private schools, parochial schools, and those who are home-schooled.

Before starting the summer program, participants received camp kits that included materials needed for hands-on experiments, a camp t-shirt, a camp sling bag, along with food and grocery gift cards. The kits were handed out in a drive-by distribution managed by the STEM team.

**“When we distributed the camp kits, we saw how happy the students were to get them,”**

said Nilanthi Yasapala, who taught science to the camp participants.

For each weeklong camp, teachers and students met online daily from 9:30 a.m. to 1:30 p.m. The team of teachers and their subjects included: Meltonia Pollard, English; Patricia Okorie, cyber technology; Mohammed Ali, coding; Veronica Seward, mathematics; Nilanthi Yasapala, science; and Richard Baptiste, who is the

co-founder of Alliance for Innovation in Education (AIE) and taught 3D printing.

The students learned about cybersecurity concepts, safe online behaviors, cybersecurity careers, and participated in cyber labs that enhanced their technical skills. They also learned about writing blogs, coding, math, science, and 3D printing.

“Remarkably, the camp was a huge success because the students were quite engaged in the activities and appeared eager to learn,” said Patricia Okorie. “The best part of it all is that they had fun while learning.”

**“I will gladly do this over a lifetime, one set of students at a time.”**

According to Meltonia Pollard, “this virtual format caused the students to interact with each other by using the Zoom chat feature and Kid Blogs, which connected them in a more practical fashion.” She added that “blogging allowed students to convey their feelings and opinions on issues in a safe space. That’s a valuable skill that our kids rarely have the opportunity to grow.”

### Summer Digital Camp Participants

| Total Participants | 79 | % |
|--------------------|----|---|
|--------------------|----|---|

#### Grade Level

|             |    |     |
|-------------|----|-----|
| 6th graders | 36 | 45% |
| 7th graders | 25 | 32% |
| 8th graders | 18 | 23% |

#### Gender

|        |    |     |
|--------|----|-----|
| Male   | 41 | 52% |
| Female | 38 | 48% |

#### Race/Culture

|                        |    |     |
|------------------------|----|-----|
| White                  | 4  | 5%  |
| Black/African American | 59 | 75% |
| Asian                  | 4  | 5%  |
| Multi-cultural         | 4  | 5%  |
| Other                  | 1  | 1%  |
| Hispanic               | 7  | 9%  |

#### Free/Reduced Meals

|     |    |     |
|-----|----|-----|
| Yes | 42 | 53% |
| No  | 37 | 47% |

#### STEM Camp Experience

|     |    |     |
|-----|----|-----|
| Yes | 53 | 67% |
| No  | 26 | 33% |

**“Our students also learned how STEM can help develop lifelong skills such as working independently, working as a group, and releasing stress while working or in unexpected situations like the COVID-19 pandemic,”** said Yasapala.

Every week, the team changed how they taught in order to accommodate each new group of students. “We accepted the challenge to keep it fun, interesting, and used resources beyond what I even thought was possible, like bringing the science experiments into their kitchens and playing an impromptu game of Kahoots,” said Pollard.

Students who didn't have access to a digital device were loaned a laptop computer for the week. Four Chromebooks were purchased and cascaded from week to week for this purpose.

**“We even delivered a few camp kits and Chromebooks throughout the four camps to students whose parents were unable to pick them up,”** said Richard Baptiste. **“We wanted no child left behind in the program, so we delivered where needed.”**

They shared the \$55,000 awarded. The College was the lead on the summer camps, and AIE handled the project management. The College and AIE have worked together for the past three years on impactful youth programs.

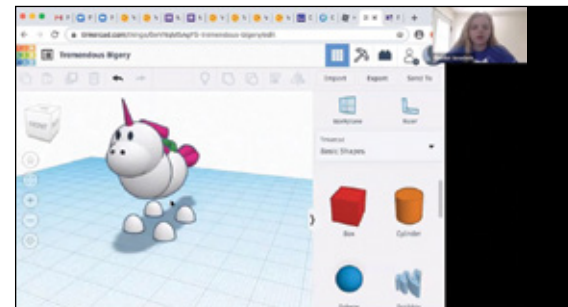
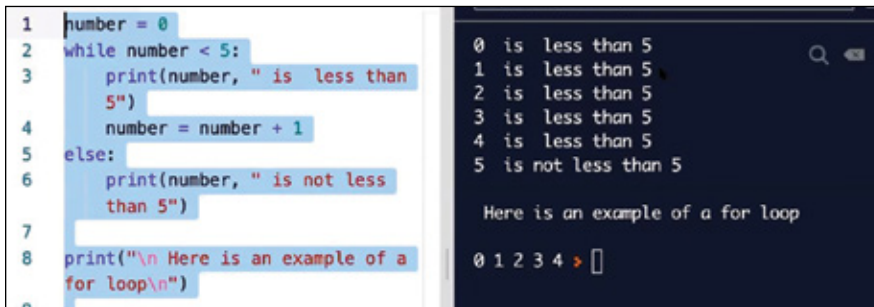
**“It was a great experience,”** said Mohammed Ali, who taught coding to the participants in the last session.

**“The challenges that we faced were similar to the ones we face with our adult students, which is to get them engaged.”**

In addition to attracting middle school students to STEM fields, Barrow sees the Digital Summer Camps as “a pipeline for students to the College’s dual enrollment and middle college programs,” which allow them to complete their high school and college degrees in tandem.

“I am glad we were able to transition the summer camps online and that we didn’t give up,” said Barrow. “We will likely offer some version of these camps again.”

“The planning was tough, and the preparation was intense, but the end results were extremely rewarding,” said Veronica Seward, manager of



The Digital Summer Camps were funded by a Community Partnership grant from the Prince George’s Office of the County Executive and received through the Prince George’s Community College Foundation. A grant proposal for \$100,000 was submitted jointly by the College and Alliance for Innovation in Education (AIE), a 7-year-old education-focused nonprofit based in Prince George’s County.

He added that the fully engaged students “produced great Python programming projects within the five-day course, and some were even better than those produced by adult students enrolled in a semester-long course.”

the College’s Mathematics Learning Center. “I am proud of what we were able to accomplish, and I can honestly say I had fun!”

**“The STEM virtual camp has been a huge success,”** said Pollard.





# Innovation Hub

## Expands Role in Helping Community Adjust



The Prince George's Community College Innovation Hub (INNOHUB@PGCC) is a physical and virtual space where students, faculty, businesses, and the community collaborate to solve problems, generate new ideas, and improve existing processes.

"We leverage all of Prince George's Community College's assets and point them toward greater impact," said June Evans, director of the Center for Innovation & Entrepreneurship, Innovation Hub. "We are an accessible and affordable County resource that prepares a broader population of learners, faculty, and entrepreneurs, and residents for the Fourth Industrial Revolution."

In the 2020 environment of fast-paced changes needed to address the pandemic, the Innovation Hub took on new significance. It helped individuals and organizations embrace new ways of doing business and assisted them in integrating technology and innovation into their plans. Projects included:

**Business Recovery**—Pivot Your Business workshops use design thinking and agile thinking to help businesses validate and test ideas or increase efficiency and productivity;

**Business Startup**—PGCC Startup Cup, a countywide competition to give local entrepreneurs a chance to pitch their business ideas so they can be connected to the resources they need to start their business;

**Verizon Innovative Learning**—a learning program with STEM education and a design project to eliminate food insecurity; and

**Education Design Lab Accelerator Fund**—Community College Growth Engine Fund, a catalytic investment to drive innovation between education and employment.

"We were able to help local companies rethink their products, local not-for-profit organizations rethink their services, and local governments rethink their communities," said Evans.

The INNOHUB offers access to talent, services, and training that helps businesses integrate technology for increased efficiency, productivity, and profitability. It also provides an institutionalized platform that effectively links the College's assets to economic development and regional impact while supporting workforce development and entrepreneurs.

On March 10, the Innovation Hub had just opened its new space in Room 101 of the Center for Advanced Technology on the Largo campus. Days later, the space had to be shut down along with the College's other facilities in the wake of the COVID-19 pandemic. The workshops and the majority of the Innovation Hub programming were promptly shifted to a virtual format, according to Evans.

"We were able to quickly adapt and support our target community even during the pandemic," said Evans. She added, "The INNOHUB is a key tool to aid with local economic recovery efforts."

# Statement of Net Position

Year Ended  
June 30, 2019 & 2020

| <b>Assets</b>                            | <b>2019</b>        | <b>2020</b>        |
|--|--------------------|--------------------|
| <b>Current Assets</b>                    |                    |                    |
| Cash and Cash Equivalents                | \$50,817,677       | \$38,596,189       |
| Accounts Receivable—Net of Allowances    | 8,915,407          | 17,815,896         |
| Grants Receivable                        | 1,956,265          | 2,074,955          |
| Inventories—at Average Cost              | 140,539            | 126,757            |
| Prepaid Expenses                         | 1,875,512          | 1,566,555          |
| <b>Total Current Assets</b>              | <b>63,705,400</b>  | <b>60,180,352</b>  |
| <b>Noncurrent Assets</b>                 |                    |                    |
| Investments                              | —                  | —                  |
| Pledges Receivable                       | —                  | —                  |
| Capital Asset, Net                       | 253,566,925        | 255,121,618        |
| <b>Total Noncurrent Assets</b>           | <b>253,566,925</b> | <b>255,121,618</b> |
| <b>Total Assets</b>                      | <b>317,272,325</b> | <b>315,301,970</b> |
| <b>Deferred Outflows</b>                 | <b>1,066,531</b>   | <b>846,594</b>     |
| <b>Liabilities</b>                       |                    |                    |
| <b>Current Liabilities</b>               |                    |                    |
| Accounts Payable and Accrued Liabilities | 13,898,096         | 8,659,191          |
| Compensated Absences                     | 248,090            | 271,182            |
| Capital Lease Obligations                | 15,963             | 18,260             |
| Unearned Revenue                         | 1,537,433          | 1,726,120          |
| <b>Total Current Liabilities</b>         | <b>15,699,582</b>  | <b>10,674,753</b>  |
| <b>Noncurrent Liabilities</b>            |                    |                    |
| Compensated Absences                     | 2,919,895          | 3,289,634          |
| Capital Lease Obligations                | 35,448             | 17,187             |
| Net OPEB Liability                       | 84,830,000         | 13,188,000         |
| Net Pension Liability                    | 3,658,541          | 3,681,713          |
| <b>Total Noncurrent Liabilities</b>      | <b>91,443,884</b>  | <b>20,176,534</b>  |
| <b>Total Liabilities</b>                 | <b>107,143,466</b> | <b>30,851,287</b>  |
| <b>Deferred Inflows</b>                  | <b>1,046,132</b>   | <b>65,608,091</b>  |
| <b>Net Position</b>                      |                    |                    |
| Net Investment in Capital Assets         | 253,515,514        | 255,086,170        |
| Restricted for:                          |                    |                    |
| Expendable:                              |                    |                    |
| Student Loans                            | 182,413            | 182,982            |
| Scholarships and Fellowships             | 6,732              | (59,763)           |
| Promise Scholarship                      | 2,171,991          | 2,171,991          |
| LMBE Program                             | 2,060,444          | 2,060,326          |
| Health Care Cost                         | 1,907,166          | 2,362,410          |
| Unrestricted                             | (49,695,002)       | (42,114,930)       |
| <b>Total Net Position</b>                | <b>210,149,258</b> | <b>219,689,186</b> |

# Statement of Revenue, Expenses, and Changes in Net Position

Year Ended  
June 30, 2019 & 2020

| Operating Revenues and Expenses   | 2019                | 2020               |
|---|---------------------|--------------------|
| <b>Operating Revenue:</b>   |                     |                    |
| Student Tuition and Fees—Net of Scholarship                               |                     |                    |
| Allowance of \$14,173,422 (2019) & \$15,305,618 (2020)                    | \$25,862,609        | \$25,007,981       |
| Federal Grants and Contracts  | 5,870,153           | 4,936,158          |
| Auxiliary Enterprises   | 811,786             | 1,053,446          |
| Agency Revenues   | 170,632             | 85,034             |
| Other Revenues  | 692,393             | 641,724            |
| <b>Total Operating Revenues</b>   | <b>33,407,573</b>   | <b>31,724,343</b>  |
| <b>Operating Expenses:</b>  |                     |                    |
| Instructional   | 41,566,656          | 39,967,261         |
| Research  | 51,894              | 88,766             |
| Public Service  | 232,656             | 747,873            |
| Academic Support  | 26,036,426          | 24,000,083         |
| Student Services  | 10,706,109          | 10,423,587         |
| Institutional Support   | 28,413,393          | 24,849,442         |
| Plant Operations and Maintenance  | 13,691,555          | 13,015,903         |
| Scholarships and Fellowships  | 6,061,554           | 9,856,682          |
| State-Paid Retirement Benefits  | 6,183,048           | 6,696,895          |
| Depreciation Expense  | 11,748,846          | 15,103,346         |
| Special Events  | 52,056              |                    |
| <b>Total Operating Expenses</b>   | <b>144,744,193</b>  | <b>144,749,838</b> |
| Operating Income (Loss)   | (111,336,620)       | (113,025,495)      |
| <b>Nonoperating Revenues (Expenses)</b>                                   |                     |                    |
| State of Maryland Appropriations  | 29,514,627          | 31,245,262         |
| County Appropriations   | 42,620,600          | 43,922,330         |
| Federal Pell Grant  | 17,084,901          | 17,861,211         |
| CARES ACT Funds   | —                   | 4,233,347          |
| State-Paid Retirement Benefit   | 6,183,048           | 6,696,895          |
| Restricted Donations—Scholarships   | —                   | 328                |
| Restricted Gifts and Grants   | 4,085,309           | 3,912,140          |
| State of Maryland Programs  | 685,056             | 241,661            |
| Interest Expense  | (8,743)             | (5,965)            |
| Gain (Loss) on Disposition  | (419,353)           | (13,720)           |
| Net Earnings from Invested Funds  | 575,152             | 598,084            |
| County Programs   | 700,000             | 700,000            |
| <b>Total Nonoperating Revenues</b>  | <b>101,020,597</b>  | <b>109,391,573</b> |
| <b>Income (Loss) Before Other Revenues,<br/>Expenses, Gains or Losses</b> | <b>(10,316,023)</b> | <b>(3,633,922)</b> |
| Capital Appropriations  | 17,449,951          | 13,173,850         |
| <b>Increase in Net Position</b>   | <b>7,133,928</b>    | <b>9,539,928</b>   |
| <b>Net Position—Beginning of Year</b>                                     | <b>203,015,330</b>  | <b>210,149,258</b> |
| <b>Net Position—End of Year</b>   | <b>210,149,258</b>  | <b>219,689,186</b> |

# Supporting the Needs

## Prince George's Community College Foundation and Office of Institutional Advancement

The Prince George's Community College Foundation is a nonprofit organization that drives charitable and educational efforts to further the Prince George's Community College programs, facilities, and opportunities. The foundation is housed in the College's Office of Institutional Advancement, which oversees development, alumni relations, and grants and resource management.

In a year of challenges that hit Prince George's County and the College particularly hard, the foundation pitched in. It brought together partners throughout the region to keep students on track to success.

### Charitable Efforts

#### Owl Emergency Relief Fund

As the College shifted its classes, programs, and services online to mitigate the threat of the COVID-19 pandemic, the foundation swiftly went to work and created the Owl Emergency Relief Fund. The unrestricted fund addresses the immediate and emerging needs of students, faculty, and staff.

With the support of alumni, friends, faculty, staff, and partners, the Owl Emergency Relief Fund raised \$208,105 to help more than 500 students overcome emergency needs and tuition and non-tuition-based hardships, removing barriers to their education and allowing them to continue on the path to their goals.

#### Scholarship Help

A \$100,000 grant from Pepco was awarded to Prince George's Community College (PGCC) to support students seeking careers in energy and related fields. Acknowledging the hardships students have suffered during the pandemic, Pepco officials provided the scholarship funds to ensure that students can continue their studies.

The grant supports students as gap funding, with award decisions based on students' financial needs and pursuit of degrees in energy-related fields. The grant is part of Pepco's Community Scholars program.

Another \$35,000 was awarded to help PGCC students during the year. Capital One contributed \$15,000, and the deLaski Family Foundation provided \$20,000.

#### COVID-19 Emergency Relief Grant

The Maryland Community Health Resources Commission awarded \$50,000 to Prince George's Community College for a new telehealth/telemonitoring student wellness program. Focused on diabetes, obesity, and hypertension, the grant funds a program for 50 high-risk students who voluntarily participate and agree to be monitored by a contract physician who provides them with education, advice, and any needed medication adjustments.

The program is expected to result in better health for participants. Similar programs have shown excellent outcomes in helping to reduce the severity and incidence of illnesses such as COVID-19 and its myriad impacts on individuals with underlying medical conditions.

#### #GivingTuesdayNow

A new global day of giving and unity during the pandemic, #GivingTuesdayNow, took place on May 5, 2020. This effort was in addition to the regular #GivingTuesday fundraising event that takes place every year on the Tuesday after Thanksgiving. Thanks to the generosity of Prince George's

Community College faculty, staff, alumni, students, and members of the community, \$25,081 was raised during a 24-hour period to meet the unprecedented need caused by the pandemic.

### **Give 8/28**

As part of a national campaign that promotes financial giving for black-led and black-benefiting nonprofits, the College's Give 8/28 raised \$40,181 to support student needs during the pandemic.

## **Institutional Advancement Activities**

The Office of Institutional Advancement sponsored and partnered on a variety of activities and events during the year to address financial and food insecurity issues exacerbated by the pandemic. This included financial empowerment and tax help, a food distribution, and a faculty and staff appreciation to recognize and appreciate donors.

### **Financial Empowerment Center Free Tax Day**

Free Tax Prep Day was held at Prince George's Community College by appointment on Wednesday, March 11, on the BB&T bus on campus at Kent Circle. The event was sponsored by the College in partnership with Truist Bank and United Way. The College's Financial Empowerment Center continued to offer its financial workshops, financial coaching, and other services in a virtual format during the pandemic.

### **Faculty and Staff Donor Appreciation**

For the first time, the annual Faculty and Staff Donor Appreciation ceremony was hosted online on May 20. The College's faculty and staff were recognized for their outpouring of generosity, particularly during the COVID-19 pandemic. Prince George's Community College employees were quick to contribute to the Owl Emergency Response Fund, which helped students overcome immediate and emerging educational needs and hardships.

### **Healthy Food Distribution**

In an effort to address food insecurity in Prince George's County, the College helped feed 500 families

in a drive-through community healthy food distribution and education event that helped those in need of food and nutritious options, including PGCC students and their families. Distributed in a contactless manner on a first-come, first-served basis, patrons received fresh produce, frozen meat, non-perishable items, and a ready-to-eat meal for four. To host the grant-funded project, the College partnered with Catholic Charities of Clinton, Maryland.

## **How You Can Help**

Anyone interested in contributing or partnering with the Prince George's Community College Foundation to help the College, its students, and the community, are encouraged to visit the foundation's website at [www.pgccfoundation.org](http://www.pgccfoundation.org).



# Fiscal Year 2019–2020 Grants Awarded

## Federal Awards

| Grant Name   | Funding Source                       | Grant Manager     | Award            |
|--|--------------------------------------|-------------------|------------------|
| Learning from Europe's Cybersecurity Education Models                    | National Science Foundation          | Charles O'Brien   | \$91,380         |
| Behaviorally-Anchored Rating (BAR) Assessments of the Readiness to Learn | National Science Foundation          | Charles O'Brien   | 66,613           |
| GenCyber Summer Camp 2020  | National Security Agency             | Folashade Adeleke | 85,984           |
| Cybersecurity Faculty Grants Writing Workshop                            | National Science Foundation          | Charles O'Brien   | 119,194          |
| CASH Campaign of Maryland Partnership Agreement                          | CASH Campaign of Maryland            | Betty Habershon   | 5,000            |
| PGCC CARES ACT, Institutional Portion                                    | U.S. Department of Education         | Dwight Washington | 3,210,894        |
| Federal Governor's Emergency Education Relief (GEER) Funding             | Maryland Higher Education Commission | Yvette Snowden    | 1,334,679        |
| <b>Total Federal</b>   |                                      |                   | <b>4,913,744</b> |

## State/Local Awards

| Grant Name  | Funding Source                                       | Grant Manager       | Award            |
|---|--|---------------------|------------------|
| FY20 Child Care Career and Professional Development           | Maryland State Department of Education               | Aretha Williams     | \$79,379         |
| FY20 Consolidated Adult Education & Literacy Services Program | Maryland Department of Labor                         | Michele Wells       | 2,068,904        |
| FY20 Refugee English Language Training                        | Maryland Office for Refugees and Asylees             | Sara McDonough      | 121,964          |
| FY20 Local CTE Plan for Program Improvement                   | Maryland State Department of Education               | Adrienne Washington | 863,516          |
| FY20 Community College Facilities Renewal Grant               | Maryland Higher Education Commission                 | David Mosby         | 475,000          |
| Pathways in Technology Early College High School              | Maryland State Department of Education               | Mara Doss           | 68,278           |
| CTE Reserve Fund (Perkins)                                    | Maryland State Department of Education               | Adrienne Washington | 18,649           |
| Nursing Education: Enduring Success at PGCC                   | Maryland Higher Education Commission                 | Vivian Kuawogai     | 14,230           |
| PGCC STEM Experience  | Prince George's County Government                    | Christine Barrow    | 55,000           |
| Next Step Training and Education Program                      | Prince George's County Department of Social Services | Rhonda Walker       | 320,000          |
| <b>Total State /Local</b>                                     |  |                     | <b>4,084,920</b> |

## Foundation/Corporate Awards

| Grant Name   | Funding Source   | Grant Manager                            | Award            |
|--|--|--|------------------|
| FY20 Financial Empowerment Center  | United Way-NCA   | Heath Carelock                           | \$165,000        |
| FY20 Veterans' Center  | United Way-NCA   | Scheherazade Forman                      | 30,000           |
| Active Shooter Response Training<br>(in-kind contribution)   | National Center For Campus<br>Public Safety                          | Chief Leroy James                        | 0                |
| Safety & Job Readiness Programs<br>(SmallBIZ Safety Program &<br>TeamBuilders Academy)                     | Chesapeake Employers'<br>Insurance Group                             | June Evans                               | 35,000           |
| Interdisciplinary Design Excellence<br>Accelerator (IDEA)  | Pepco/Exelon   | Dena Wilson                              | 10,000           |
| League for Innovation in<br>Community Colleges   | League for Innovation in<br>Community Colleges                       | Angela Anderson                          | 400              |
| CCWD—LMI Task Force, Digital Badging<br>and Apprenticeship Framework                                       | Capital One  | Angela Anderson                          | 149,453          |
| Financial Empowerment Center<br>at PGCC Planning Grant   | Capital One  | Heath Carelock                           | 16,833           |
| PGCC StartUp Cup   | Capital One  | June Evans                               | 20,000           |
| VIL 2020–2021 Rural Girl Program   | National Association for<br>Community College<br>Entrepreneurship    | June Evans                               | 80,000           |
| 2020 Earned Income Tax Credit<br>Outreach Program  | United Way NCA   | Betty Habershon                          | 5,000            |
| Prince George's Pathway Partnership<br>for Emerging IT Leaders<br>(Greater Washington Pathways Initiative) | JPMorgan Chase & Co  | Christine Barrow                         | 172,482          |
| Maryland Open Source Textbook (M.O.S.T.)<br>Initiative High-Impact OER Mini-Grants                         | University System of<br>Maryland's Center for<br>Academic Innovation | William E. Kirwan<br>Tammy Cameron-Allen | 3,000            |
| PGCC Foundation Scholarship  | Pepco Holdings   | Dena Wilson                              | 100,000          |
| Southern Management Leadership Program   | Hillman Family Foundation  | Ruth Lewis                               | 540,771          |
| Wellness Center Telehealth Services  | Maryland Community Health<br>Resources Commission                    | Michele Richardson                       | 50,000           |
| FY21 Veterans' Center  | United Way-NCA   | Arthur Toole III                         | 30,000           |
| FY21 Financial Empowerment Center  | United Way-NCA   | Heath Carelock                           | 100,000          |
| Advancement of the Teaching of Psychology  | American Psychology<br>Association Board of<br>Educational Affairs   | Diane Finley                             | 1,000            |
| <b>Total Foundation/Corporate</b>  |  |  | <b>1,508,939</b> |

### TOTAL ALL SOURCES

**10,507,603**

# DONORS

## Legacy Circle \$100,000 and Up

Capital One Foundation

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## Visionary Circle \$50,000–\$99,999

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# CENTER for PERFORMING ARTS

The Center for Performing Arts (CPA) at Prince George's Community College opened in September 2019, and is a premier facility that nurtures and develops our students' passions for dance, music, theater, and communications. The CPA houses the College's robust offerings of performing arts academic programs and supports student success in the creative arts field.

| ENGAGEMENT   | DATE     | TIME      | PRICE |
|--|----------|-----------|-------|
| Ibram X. Kendi and Dr. Charlene Dukes "How to Be An Antiracist"                  | 07/20/20 | 7 p.m.    | FREE  |
| Ran'D Shine  | 08/27/20 | 5 p.m.    | FREE  |
| Jason Reynolds   | 09/1/20  | 7 p.m.    | FREE  |
| Prince George's Philharmonic   | 10/10/20 | 7:30 p.m. | FREE  |
| Life's A Drag  | 10/12/20 | 4 p.m.    | FREE  |
| USA to Z   | 10/24/20 | 10 a.m.   | FREE  |
| Ballet Theatre of Maryland's An American Southwest Carmen                        | 11/7/20  | 7 p.m.    |       |
| Piano Concert featuring Dr. Richard Anatone (Humanities)                         | 11/13/20 | 8 p.m.    | FREE  |
| Prince George's Philharmonic Concert   | 11/14/20 | 7:30 p.m. | FREE  |
| Doug's Japanese Kanji (International Education Week)                             | 11/18/20 | 3 p.m.    | FREE  |
| Henna Around the World (International Education Week)                            | 11/19/20 | 4-5 p.m.  | FREE  |
| Topher Ruggieo and Cello Duo (Humanities Livestream)                             | 11/20/20 | 6 p.m.    | FREE  |
| Holidays Around the World  | 11/21/20 | 10 a.m.   | FREE  |
| PGCC Student Art Show  | 11/23/20 |           | FREE  |
| Concert featuring Topher Ruggieo and Dr. Richard Anatone (Humanities Livestream) | 11/27/20 | 8 p.m.    |       |
| PGCC Student Art Show  | 12/3/20  | 6-8 p.m.  | FREE  |
| Aesop's Fables   | 12/5/20  | 10 a.m.   | FREE  |
| Concert featuring Topher Ruggieo and Cello Duo (Humanities)                      | 12/11/20 | 8 p.m.    | FREE  |

For more information about the Center for Performing Arts and its upcoming schedule of events, visit [www.pgcc.edu/arts](http://www.pgcc.edu/arts).





PRINCE GEORGE'S  
COMMUNITY COLLEGE

Prince George's Community College  
301 Largo Road  
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