



Dr. Clayton A. Railey III, Ph.D
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January 22, 2019

Dr. James D. Fielder, Jr., Ph.D.
Secretary
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder:

Prince George's Community College is submitting four new Associate Degree programs and four new certificate proposal for MHEC consideration:

Degree Programs

- 1. General Studies with Area of Concentration in Entertainment Technology***
Suggested CIP CODE: 500502
- 2. General Studies with Area of Concentration in Theatre Performance***
Suggested CIP CODE: 500501
- 3. General Studies with Area of Concentration in Theatre Design and Production***
Suggested CIP CODE: 500502
- 4. General Studies with Area of Concentration in Dance and Choreography***
Suggested CIP CODE: 500301

Certificate Programs

- 1. Entertainment Technology***
Suggested CIP CODE: 500502
- 2. Theatre Performance***
Suggested CIP CODE: 500501
- 3. Theatre Design and Production***
Suggested CIP CODE: 500502
- 4. Dance and Choreography***
Suggested CIP CODE: 500301

Further, the programs are **consistent with the College's strategic goals:**

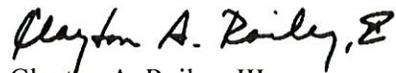
- Student Success: Creating and sustaining optimal conditions for students to design and achieve academic, career, and personal goals.

- Regional Impact: Driving strategic partnerships to identify and respond to the region's present and future priorities.
- Organizational Excellence: Creating and sustaining agile, effective, and efficient institutional synergies.

The attachments that follow display the required elements for the proposals. This letter and the proposals are being submitted electronically to acadprop@mhec.state.md.us for review. A check for \$2,000 will be submitted per the fee schedule guidelines.

Should you have any questions, please do not hesitate to contact Aundrea Wheeler, Assistant Vice President for Curriculum, Programs, and Regulations at (301) 546-0620 or wheelead@pgcc.edu. I look forward to a favorable review.

Sincerely,


Clayton A. Railey, III

Attachments



Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Prince George's Community College
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Each action below requires a separate proposal and cover sheet.

- | | |
|--|---|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input checked="" type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment Submitted: <input checked="" type="radio"/> Yes	Payment Type: <input type="radio"/> R*STARS	Date Submitted: 01/22/19
<input type="radio"/> No	<input type="radio"/> Check	

Department Proposing Program	Humanities, English, and Social Sciences		
Degree Level and Degree Type	A.A.		
Title of Proposed Program	General Studies with Area of Concentration in Dance Performance and Choreograph		
Total Number of Credits	60		
Suggested Codes	HEGIS:	CIP: 500301	
Program Modality	<input checked="" type="radio"/> On-campus	<input type="radio"/> Distance Education (<i>fully online</i>)	<input type="radio"/> Both
Program Resources	<input checked="" type="radio"/> Using Existing Resources	<input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Summer Year: 2019
Provide Link to Most Recent Academic Catalog	URL: http://catalog.pgcc.edu/		
Preferred Contact for this Proposal	Name:	Aundrea D. Wheeler	
	Title:	Assistant Vice President for Curriculum, Programs, and Regulation	
	Phone:	(301) 546-0406	
	Email:	whelead@pgcc.edu	
President/Chief Executive	Type Name:	Charlene M. Dukes	
	Signature:	Date: 1/22/2019	
	Date of Approval/Endorsement by Governing Board:	12/13/2018	

Revised 6/13/18



MHEC
Creating a state of achievement

ACADEMIC PROGRAM PROPOSAL General Studies with an Area of Concentration in Dance Performance and Choreography

Each proposed [action](#) requires a cover letter, separate proposal, and separate [cover sheet](#).

A. Centrality to Institutional Mission and Planning Priorities:

Prince George's Community College proposes offering a General Studies A.A. degree with an Area of Concentration in Dance Performance and Choreography. This specific program will reside in the Humanities, English and Social Sciences Division within the Liberal and Creative Arts Academic and Career Pathway.

Prince George's Community College's mission is 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 our community. The college's vision is to serve as the region's premier center for innovations in learning, community engagement, and strategic partnerships that inspire educational, career, and personal success.

The General Studies A.A. degree with an Area of Concentration in Dance Performance and Choreography directly relates to the College's mission by contributing to the economic equity and cultural vibrancy of our community. The program will include academic offerings for students interested in pursuing careers in the Performing Arts and Entertainment field. The program is specifically designed for students interested in developing their dance and choreography skills as dancers, dance instructors, or choreographers. There is particular emphasis in the program on how the arts can further assist in developing socially progressive ideas. The program introduces a broad range of courses in the dance genre covering ballet, modern, dance improvisation, dance composition, and choreography. Additionally, the inclusion of general education courses provides thorough preparation in verbal, mathematical, and critical-thinking skills, which enable students to sample various subject matters and methodologies to inform their education and career choices. This program is designed to promote transfer to four-year programs in the State of Maryland.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

Prince George's County is the second most populous jurisdiction in the State of Maryland. The U.S. Census Bureau (2017) data states there are 912,756 citizens reflecting an increase of 5.7% since 2010¹. Additionally, the strategic location and proximity to the District of Columbia and the nation's capital fosters a steady employer base for county residents. According to the U. S. Census Bureau (2016) the population of Prince George's County is 65.0% African American; 17.8% Hispanic/Latino; 13.1% Caucasian; 4.6% Asian American;

¹¹ <https://www.census.gov/quickfacts/fact/table/princegeorgescountymaryland,US#viewtop>

1.1% Native American or Alaskan native; 0.2% Native Hawaiian or other Pacific Islander; and 2.7% Multiracial². This highly diverse population translates to a highly diverse workforce. The student population at Prince George’s Community College closely mirrors that of the County: 70.9% African American; 11.3% Hispanic/Latino; 4.4% Caucasian; 4.2% Asian American; 0.4% Native American or Alaskan native; 0.0% Native Hawaiian or other Pacific Islander; 3.1% Multiracial; 2.7 % Foreign/Non Resident Alien; and 2.7% Unknown. (*PGCC 2017 Accountability Report*). The College expects the Dance Performance and Choreography program demographics to mirror that of the county.

The Dance Performance and Choreography program outcomes promote a sense of cultural enrichment for students by using dance and choreography to facilitate inspiration and application of agency. Students will be able to use these mediums to survey, comprehend, and contribute to significant discourse in social justice by using their knowledge, skills, and self-expression. Throughout the program, there is a sustained emphasis on professional writing skills, verbal skills, and communication techniques for socio-economic and ethnologically diverse populations. The program’s conceptual structure and the combination of class and laboratory undertakings embodies a sound pedagogical approach by developing critical-thinking and fostering metacognition skills. As a result, the program will not only increase the number of new students pursuing careers in the dance and choreography fields in the region, but it will also promote transfer to four –year programs in the state of Maryland.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

According to Americans for the Arts's Creative Industries report, nationwide, Dance represents 0.2% of Performing Arts Businesses (218 out of 117,140), and 0.6% of Performing Arts Employees (3,612 out of 523,687). In general, most dance occupations are found in Los Angeles and New York, However, the Washington DC region is emerging as an upcoming vibrant region. This geographic area is home to 4 casinos, 4 theme/amusement parks, and countless theater venues that will need to fill dance positions in this burgeoning economy. Further, the evidence shows that there is work for Dancers in the Arts and Entertainment industry with the 40,532 businesses listed as “Performers (not otherwise classified). Locally, those numbers break down as follows:

DC:

Dance Businesses: 0.2% (1 out of 388)

Dance Employees: 0.0% (1 out of 3,684)

As a review only of businesses registered with Dun & Bradstreet, The Creative Industries report specific to not-for-profit companies’ data is consistent with a local Dance labor picture that is better than the nation at large.

Maryland:

² <http://www.census.gov/quickfacts/table/PST045215/24033>

Dance Businesses: 0.3% (7 out of 2,492)

Dance Employees: 0.9% (84 out of 9,229)

Virginia:

Dance Businesses: 0.1% (4 out of 2,964)

Dance Employees: 0.8% (80 out of 10,100)³

Data from the Bureau of Labor Statistics' Occupational Employment Statistics reveals the following:

DC Metro Area (DC-VA-MD-WV):

Dancers: 0.031 Employment per 1,000 Jobs, Location Quotient of 0.44

Choreographers: 0.119 Employment per 1,000 Jobs, Location Quotient of 3.18

This analysis reveals that there are many more jobs available in this region for choreographers and it is important to note that the DC Metro area has about half as many Dance jobs as the national average, but six times the average number of Choreography Jobs.⁴

Local job listings help round out the dance outlook. In the calendar year September 2017–September 2018, Dance Metro DC listed 53 Auditions/Job Opportunities for Dancers and nine Opportunities for Choreographers in the Metro/DC area (including Baltimore). The listings were primarily semiprofessional (single payment in the \$50-\$100 range), although there were some that could be classified squarely as “in the field” professional positions, some even ongoing with professional companies.⁵

Beyond dance performance opportunities, there does seem to be a market for people that can teach dance in the DC Metro Area. According to the American Dance Therapy Association, dance therapists earn between \$40,000 and \$50,000 a year on average, although some dance therapists earn in the range of \$60,000 to \$80,000. The Bureau of Labor Statistics projects 15 percent job growth in this profession through 2020. The ADTA expects the profession to continue to grow as more schools hire dance therapists to work with children with disabilities as well as dance therapists employed to work with the elderly. According to a study conducted at the University of Missouri, dance therapy programs can improve range of movement and reduce injuries from falls among older people.⁶

Online job listings:

³ The Creative Industries in the United States, Americans for the Arts, 2017
<https://www.americansforthearts.org/by-program/reports-and-data/research-studies-publications/creative-industries>

⁴ Source: Occupational Employment Statistics, Bureau of Labor Statistics, 2018 <https://www.bls.gov/oes/>

⁵ Dance Metro DC, “Your service organization for dance in the DC area. www.dancemetrodcc.org

⁶ www.adta.org

In the last two months, Indeed.com had 160 listings for “Dance Teacher” or “Dance Instructor” (67 in DC, 43 in MD, 50 in VA). It also had 29 listings for Choreographers (11 in DC, 11 in MD, 7 in VA), many of which were for theaters doing musicals. Additionally, there were also a number of positions someone with a degree in certificate in Dance could fill, such as Theme Park Performer, Haunted House Performer, and Child's Party Performer. There are four large parks in the area: Six Flags, King's Dominion, Hershey Park, and Busch Gardens.⁷

LinkedIn listed 10 Dance Teacher positions in the last month, although the majority of the listed positions were part- time, short- term, or both.⁸

Conclusion:

The Washington Metropolitan region offers more dance related positions than other areas of the country outside of California and New York. While the jobs pay well, many of them are part- time and are not realistically obtainable with just an Associate's degree. However, the General Studies A.A. degree Area of Concentration in Dance Performance and Choreography that the college plans to offer will lay the foundation for students planning to transfer to a four-year institution to continue their studies.

Choreography
Industries with the highest levels of employment in this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
<u>Other Schools and Instruction</u>	3,290	0.77	\$26.60	\$55,340
<u>Performing Arts Companies</u>	1,420	1.12	\$23.61	\$49,100
<u>Independent Artists, Writers, and Performers</u>	130	0.25	\$21.85	\$45,440
<u>Other Amusement and Recreation Industries</u>	100	0.01	\$22.48	\$46,770
<u>Colleges, Universities, and Professional Schools</u>	70	0.00	\$23.68	\$49,260

Estimates do not include self-employed workers.

Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.

⁷ Source: Indeed.com

⁸ LinkedIn.com

Industries with the highest concentration of employment in this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
<u>Performing Arts Companies</u>	1,420	1.12	\$23.61	\$49,100
<u>Other Schools and Instruction</u>	3,290	0.77	\$26.60	\$55,340
<u>Independent Artists, Writers, and Performers</u>	130	0.25	\$21.85	\$45,440
<u>Promoters of Performing Arts, Sports, and Similar Events</u>	40	0.03	\$30.85	\$64,160
<u>Amusement Parks and Arcades</u>	40	0.02	**	**

Estimates do not include self-employed workers.

Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.

Top paying industries for this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
<u>Promoters of Performing Arts, Sports, and Similar Events</u>	40	0.03	\$30.85	\$64,160
<u>Other Schools and Instruction</u>	3,290	0.77	\$26.60	\$55,340
<u>Colleges, Universities, and Professional Schools</u>	70	*	\$23.68	\$49,260
<u>Performing Arts Companies</u>	1,420	1.12	\$23.61	\$49,100
<u>Other Amusement and Recreation Industries</u>	100	0.01	\$22.48	\$46,770

Estimates do not include self-employed workers.

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Choreographer: Job Description, Duties and Salary Info

Choreographers require little formal education. Learn about the training, job duties and optional education programs to see if this is the right career for you.

Choreographers design dance routines for a variety of types of performances. Dance experience, and perhaps a degree in dance, are needed for this occupation. Choreographers earned a median salary of about \$45,000 in 2015 and were expected to see job growth at about an average rate over the next few years.

Choreographers, who are often former professional dancers, create new dance routines and performances. They can find work in various creative venues, including ballets, musicals, parades, gymnastics and dance shows. Although there are usually no formal educational requirements for this position, some aspiring choreographers might benefit from a bachelor's degree program in performing arts or dance.

Choreographers create routines for individual performers, competitions, musical performances, marching bands, ballets and other spectacles. They create dance and movement routines, sometimes by revising or combining existing routines. Former dancers sometimes transition into choreography careers after their bodies have had enough of the physical demands involved in dancing.

Before creating a new routine, choreographers typically meet with the director to learn more about the production and begin brainstorming ideas. Choreographers want the dances or movements to complement the story. Directors and choreographers also might work together to select music, wardrobe, set design and effects. Choreographers also attend auditions to help select qualified candidates.

After researching the production, choreographers begin working to either create a new routine or tweak an existing one. Additional research is sometimes done as choreographers look for influential dances or performances that help them create new moves. Some choreographers write steps down or sketch out moves that they then teach to the performers.

After the routine is created, the choreographer teaches the steps to the performers at rehearsals. Choreographers often demonstrate routines by performing the dance themselves. After showing the dancers the steps, the choreographer helps them perfect the movements, technique and timing. During rehearsals, a choreographer might make changes to the routine and then instruct the performers in performing the changed routine.

Because choreographers typically need to demonstrate each routine, they must remain in excellent physical condition. Exercising, stretching and attending classes are often how choreographers keep their skills sharpened.

As of May 2015, the BLS reported that dance choreographers made a median annual salary of \$45,940. Choreographers who belong to a union usually have some benefits, such as a retirement fund and health insurance. Non-union choreographers are typically responsible for their own retirement and insurance.

Choreographers are usually former dancers. They create dance routines and incorporate music and movement for performances. They are not required to have any formal postsecondary training, although a degree may increase job prospects for those entering this field.

Dance

Industries with the highest levels of employment in this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
<u>Performing Arts Companies</u>	3,960	3.13	\$19.36	***
<u>Drinking Places (Alcoholic Beverages)</u>	2,550	0.66	\$12.14	***
<u>Other Schools and Instruction</u>	1,000	0.23	\$22.74	***

<u>Spectator Sports</u>	820	0.58	\$18.67	***
<u>Independent Artists, Writers, and Performers</u>	200	0.40	\$23.01	***

Estimates do not include self-employed workers.

Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.

Industries with the highest concentration of employment in this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
<u>Performing Arts Companies</u>	3,960	3.13	\$19.36	***
<u>Drinking Places (Alcoholic Beverages)</u>	2,550	0.66	\$12.14	***
<u>Spectator Sports</u>	820	0.58	\$18.67	***
<u>Independent Artists, Writers, and Performers</u>	200	0.40	\$23.01	***
<u>Other Schools and Instruction</u>	1,000	0.23	\$22.74	***

Estimates do not include self-employed workers.

Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.

Top paying industries for this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
<u>Colleges, Universities, and Professional Schools</u>	90	*	\$26.59	***
<u>Civic and Social Organizations</u>	**	**	\$25.13	***
<u>Independent Artists, Writers, and Performers</u>	200	0.40	\$23.01	***
<u>Other Schools and Instruction</u>	1,000	0.23	\$22.74	***
<u>Travel Arrangement and Reservation Services</u>	**	**	\$21.44	***

Estimates do not include self-employed workers.

Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly wage published, the annual wage has been directly calculated from the reported survey data.

Dance: Job Description, Duties and Salary Info

Dancers wishing to pursue college-level study in their field have a variety of options to consider, from an associate degree in dance to a master's degree in choreography. Continue reading to learn more about the field of dance.

Dance is an extremely competitive field that requires intense physical training. According to the U.S. Bureau of Labor Statistics (BLS), the majority of dancers begin this training at a very young age. Dancers can travel with professional companies, perform in stage shows and choreograph productions. They may specialize in one or more styles of dance, such as ballet, modern dance, ethnic dance, musical theater and jazz dance.

While becoming a professional dancer doesn't necessarily require a certificate or degree, many colleges offer dance programs to those who wish to pursue a higher education in this field. Graduates may also use a dance degree to pursue opportunities as choreographers or dance instructors.

Degree programs are available at the associate's, bachelor's, master's and doctoral degree levels for students interested in studying dance. Choosing a degree path may depend upon whether a student wants to concentrate more on performance, choreography or teaching and how far he or she wants to take his or her career.

Dance curricula vary by school and degree type, but courses usually aren't limited to dance training alone. Course requirements can also include social sciences, history, humanities, mathematics and nutrition. Generally, dance programs require an audition before admission. Being knowledgeable about dance terminology and familiar with different styles of dance is also important.

When considering a career in dance, it is important to understand the different levels and types of degrees. The following links can provide you with more information about studying the field of dance.

Occupational Code	Occupation Title	Employment	Employment RSE	Employment per 1,000 jobs	Location quotient	Median hourly wage	Mean hourly wage	Annual mean wage	Mean wage RSE
27-2032	Choreographers	**	**	**	**	\$28.66	\$29.16	\$60,640	7.8%
27-2031	Dancers	90	20.5%	0.038	0.54	\$15.66	\$16.37	***	7.5%
<i>39-9032</i>	<i>Recreation Workers</i>	6,200	4.7%	2.462	1.00	\$11.85	\$14.58	\$30,330	9.5%
<i>29-1125</i>	<i>Recreational Therapists</i>	290	15.9%	0.116	0.90	\$23.47	\$25.10	\$52,220	3.8%
<i>25-3021</i>	<i>Self-Enrichment Education Teachers</i>	3,770	11.5%	1.496	0.89	\$20.38	\$21.65	\$45,030	3.8%
<i>25-1121</i>	<i>Art, Drama, and Music Teachers, Postsecondary</i>	1,450	13.6%	0.575	0.86	***	***	\$76,190	7.2%
<i>27-2022</i>	<i>Coaches and Scouts</i>	3,850	11.4%	1.529	0.93	***	***	\$48,240	4.4%

Students who study dance understand music and enjoy performing in front of audiences. Dancers are injury-prone and must take good care of their bodies in order to stay healthy and prevent harm to themselves. They should be educated about nutrition and committed to training and exercise.

Job openings for dancers are far fewer than the number of applicants. According to the BLS, employment for dancers is expected to increase at a rate of 6% from 2012-2022, which is slower than average. However, the growing popularity of dance should spark an increase in choreographer jobs, which are expected to increase 24% during the same decade (BLS). In May 2012, the BLS listed the median hourly wage of dancers at \$14.16; at the same time, choreographers earned a median wage of \$18.33 per hour.

Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates
Washington-Arlington-Alexandria, DC-VA-MD-WV Metropolitan Division

* The value is less than .005 percent of industry employment.

**Estimates not released

***Wages for some occupations that do not generally work year-round, full time, are reported either as hourly wages or annual salaries depending on how they are typically paid.

National Foundation for the Arts Dancers

Dancers and choreographers are an example of an occupation category whose outlook relies on the U.S. economy as a whole and not on other industries. Dance companies rely on contributed income and audience attendance—factors that are influenced directly by the state of the economy. A weak economy results in limited funding from private and public sources. Jobs for dancers and choreographers are expected to grow more slowly than average. In addition, competition is keen; therefore, regular employment is a challenge in this field. Likewise, competition for acting jobs is extremely intense, though the outlook for actors in 2018 is not as bleak as for dancers and choreographers. Actor employment is projected to grow as fast as the U.S. labor force, due to greater demand for satellite TV and cable, as well as major studio and independent films. Stage actors, like dancers, are subject to fluctuations in the economy as they, too, rely on live entertainment venues, ticket sales, and contributed income. Dancers, choreographers, and actors also share similar training and education characteristics: a college degree is not necessary, yet specialized training, classes, and instruction are essential.⁹

D. Reasonableness of Program Duplication:

According to the Maryland Higher Education Commission’s (MHEC) Academic Program Inventory listed on the website, no community colleges in the state of Maryland offer Dance and Choreography Associate degrees or Certificates. Below is a list of colleges that offer Dance at the Bachelor’s and Master’s degree level:

College	Program Name	Degree/Certificate	CIP Code
Coppin State University	Dance Performance and Choreography	Bachelor’s Degree	100800
Towson University	Dance Performance	Bachelor’s Degree	100800
University of Maryland – College Park	Dance	Bachelor’s Degree	100800
University of Maryland-Baltimore County	Dance	Bachelor’s Degree	100800
Goucher College	Dance	Bachelor’s Degree	100800
Johns Hopkins University	Fine Art in Dance	Bachelor’s Degree	100800

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

Currently, there is one Historically Black College or University offering a program in Dance Performance and Choreography. The A.A. Degree in Dance Performance and Choreography should have no impact concerning the uniqueness and institutional identities and missions of the HBIs in Maryland.

⁹ <https://www.arts.gov/publications/artist-employment-projections-through-2018>

F. Relevance to the identity of Historically Black Institutions (HBIs)

While Prince George's Community College is considered a majority- minority institution, opportunity exists to collaborate with Coppin State University on Dance Performance and Choreography programs and joint performances. With the opening of the college's new Center for Performing Arts, the college is firmly positioned to begin articulation discussions and the proposal of 2+2 programs with these four-year partners.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

Below program outcomes for the General Studies A.A. Degree in the Area of Concentration in Dance Performance and Choreography are below:

Upon program completion, the graduate will:

1. Write in Standard English at the college level-EGL 1010,EGL, 1020, EGL 1100, HST 1430, HST 1530, SOC 1010, POS1010, COM 1090, PHL 1010
2. Speak in Standard English at the college level- COM 1090, PRF 1010
3. Examine the potential for progressive social change through the Performing Arts and Entertainment Technology- DAN 2002, DAN 2202, DAN 2003, DAN 2203, DAN 2004, DAN 2204, DAN 2205,DAN 1020, DAN 1021, DAN 2020, DAN 2021, DAN 2022, DAN 2023, DAN 2024, DAN 2026, DAN 2027, DAN 2028, DAN 2803
4. Classify the roles of the personnel and their functions found in the Performing Arts and Entertainment Technology- DAN 2002, DAN 2202, DAN 2003, DAN 2203, DAN 2004, DAN 2204, DAN 2205,DAN 1020, DAN 1021,DAN 2020, DAN 2021, DAN 2022, DAN 2023, DAN 2024, DAN 2026, DAN 2027, DAN 2028, DAN 2803
5. Perform confidence in modern, ballet, world, and dance forms- DAN 2002, DAN 2202, DAN 2003, DAN 2203, DAN 2004, DAN 2204, DAN 2205,DAN 1020, DAN 1021, DAN 2020, DAN 2021, DAN 2022, DAN 2023, DAN 2024, DAN 2026, DAN 2027, DAN 2028
6. Perform techniques and supplemental skills sets required of dancers- DAN 2002, DAN 2202, DAN 2003, DAN 2203, DAN 2004, DAN 2204, DAN 2205,DAN 1020, DAN 1021, DAN 2020, DAN 2021, DAN2022, DAN2023, DAN 2024, DAN 2026, DAN 2027, DAN 2028
7. Evaluate past, current, and emerging trends regarding the Performing Arts and Entertainment Technology- DAN 2002, DAN 2202, DAN 2003, DAN 2203, DAN2004, DAN 2204, DAN 2205, DAN 1020, DAN 1021, DAN 2020, DAN 2021, DAN2022, DAN2023, DAN 2024, DAN 2026, DAN 2027, DAN 2028, DAN 2803
8. Apply vocabulary unique to the Performing Arts and Entertainment Technology –DAN 2202, DAN 2003, DAN 2203, DAN 2004, DAN 2204, DAN 2205, DAN 1020, DAN 1021, DAN 2020, DAN 2021, DAN 2022, DAN 2023, DAN 2024, DAN 2026, DAN 2027, DAN 2028, DAN 2803

General Education Requirements

Semester	Course Title	Alternate Course(s)	Credits
1	PAS 1000 First Year Experience (IR)		1
1	EGL 1010 Composition I : Expository Writing (GE)		3
2	EGL 1020 Composition II: Writing about Literature (GE)	EGL 1100 Composition II : Writing about Issues and Ideas (GE)	3
2	INT 1010 Introduction to Information Technology (IR)		3
2	MAT 1130 Mathematical Ideas (GE)		3
2	COM 1090 Interpersonal Communication (GE)		3
2	PHL 1010 Introduction to Philosophy: The Art of Questioning (GE)		3
3	BIO 1010 General Biology (GE)		4
3	HST 1430 History of the United States Since 1877 (GE)	HST 1530 History of African Americans since 1877 (GE)	3
3	SOC 1010 Introduction to Sociology (GE)	POS 1010 American National Government (GE)	3
4	NTR 1010 Introduction to Nutrition (GE)		3
Total Credits			32

*All first-time students must take PAS 1010 and INT 1010 as an institutional requirement (IR)

Area of Concentration

Semester	Course Title	Alternate Course(s)	Credits
1	PRF 1010 Introduction to Theater		3
1	DAN 2030 Dance Appreciation		3
1	DAN 1020 Modern Dance I	DAN 1021 Modern Dance II	2
1	DAN 2002 Beginning Ballet I/ DAN 2004 Ballet I	DAN 2202 Intermediate Ballet I	2
2	DAN 2029 Musical Concepts for Dance		2
2	DAN 1021 Modern Dance II		2
2	DAN 2003 Beginning Ballet II/ DAN 2205 Ballet II	DAN 2203 Intermediate Ballet II	2
3	DAN 2803 Crew Experience		1
3	DAN 2026 Dance Composition Improvisation I		2
3	DAN 2020 Intermediate Modern Dance I	DAN 2021 Intermediate Modern Dance II DAN 2024 Jazz Dance I DAN 2022 African World Dance I	2
3	DAN 2004 Ballet I DAN 2202 Intermediate Ballet I	DAN 2204 Point Technique	2
4	DAN 2205 Ballet II/ DAN 2203 Intermediate Ballet II/ DAN 2021 Intermediate Modern Dance II	DAN 2025 Jazz Dance II DAN 2023 African World Dance II DAN 2027 Dance Composition	2

		Improvisation II DAN 2205 Ballet Repertory	
4	DAN 2028 Repertory		3
Total Credits			28

*Courses are repeatable for credit

H. Adequacy of Articulation

Prince George's Community College has an array of articulation agreements with many four-year partners. Below is a list of the articulation agreements that cover students pursuing degrees in various fields:

Argosy University

Argosy University/Washington, DC (AU/DC) agrees to accept into its Bachelor of Arts degree completion program students with a cumulative GPA of 2.0 or higher who have completed the Associate of Arts (AA) or Associate of Science degree from PGCC.

Georgetown University

Under this agreement students who graduate from Prince George's Community College with at least 60 credits and GPA of 3.0 and above, the student will be automatically admitted to Georgetown University's Bachelor of Arts in Liberal Studies program.

Howard University

This agreement facilitates admission and transferability of academic credits of qualified students from programs at regionally accredited Prince George's Community College into four year bachelor's degree programs at Howard University.

Strayer University

The articulation agreement is designed to coordinate transfer policies, enhance advising, and promote the acceptance of equivalent courses/credits between Strayer University (SU) and Prince George's Community College (PGCC). PGCC students who graduate with an AA/AS or AAT/AAS degree, earned at least 24 semester hours of transferable work at PGCC, and have a PGCC curriculum GPA of at least 2.0 are guaranteed admission to SU.

UMUC

Under the Community College Alliances agreement UMUC will accept up to 70 credits from PGCC students transferring to UMUC. A student who earns an Associate degree from PGCC can transfer the degree towards a Bachelor's degree.

Recent Agreement:

Hood College

The college anticipates signing a guaranteed transfer agreement with Hood College later this week. Under this agreement PGCC students who have successfully graduated with an AA/AS/AAT with a

2.5 GPA will be given guaranteed admission upon determining eligibility. The agreement is effective March 1, 2019.

I. Adequacy of Faculty Resources

The faculty listed below have been employed with the college for quite some time. All faculty listed below are full-time faculty members. As the program enrollment increases the college will hire additional faculty proportionate to the students enrolled in the dance program. The college will ensure that the current and any new faculty are the most qualified to deliver a quality education reflective of the program and institutional mission and strategic goals.

Name	Terminal Degree/Field	Rank	Courses Taught	Credits
Robert Berry – Full-Time	M.F.A./Communication and Theater	Associate Professor	<ul style="list-style-type: none"> • PRF 1010 Introduction to Theatre • DAN 2030 Dance History • DAN 2803 Crew Experience 	3 3 1
Antoinette Doherty – Full-Time	M.F.A./Communication and Theatre	Professor	<ul style="list-style-type: none"> • PRF 1010 Introduction to Theatre • DAN 2030 Dance History 	3 3
Gary Fry – Full-Time	M.A./Communication and Theater	Assistant Professor	<ul style="list-style-type: none"> • PRF 1010 Introduction to Theatre • DAN 2030 Dance History • DAN 2803 Crew Experience 	3 3 3
Peggy Yates – Full-Time	M.F.A./Communication and Theater	Associate Professor	<ul style="list-style-type: none"> • PRF 1010 Introduction to Theatre • DAN 2030 Dance History 	3 3
Kevin Veiga – Full-Time	M.F.A./Fine Arts – Dance	Professor	<ul style="list-style-type: none"> • DAN 2030 Dance History • DAN 1020 Modern Dance I • DAN 1021 Modern Dance II • DAN 2022 African World Dance I • DAN 2023 African World Dance II • DAN 2002 Beginning Ballet I • DAN 2202 Intermediate Ballet I • DAN 2024 Jazz Dance I • DAN 2025 Jazz Dance II • DAN 2003 Beginning Ballet II • DAN 2026 Dance Composition Improvisation II • DAN 2027 Dance Composition Improvisation II • DAN 2004 Ballet I • DAN 2204 Pointe Technique 	3 2 3 2 2 2 2 2 2 2 2 2 2 2 2

			• DAN 2028 Repertory	3
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J. Adequacy of Library Resources

The PGCC library has been consulted regarding provisions and resources for General Studies A.A. degree Area of Concentration in Dance Performance and Choreography. The PGCC library is highly committed to procuring literature and technical information specific to the learning and employment expectations for students and graduates. The library maintains online accessible and extensive databases, journals, and E-texts. Students may request holdings and inter-library loans either by E-mail or in person. Additionally, the library will provide journals and publications specifically related to the various dance professions.

The PGCC library has extensive online resources available to students:

Humanities, Literature, Philosophy

ARTstore

Academic Video Online- Humanities

Asian American Drama

Black Drama

Blooms Literature

Digital Theater Plus

Gale Literary Sources

Latino Literature

North American Indian Drama Collection

North American Theater Collection

North American Women's Drama Collection

Religion and Philosophy Collection

Twentieth Century North American Drama

General Databases

ProQuest

Academic OneFile

Credo Reference

General OneFile

E-books

EBook Central

EBSCO Host Academic E-book Collection

Gale Virtual Reference Library

Streaming Video

Films on Demand

VAST Academic Video Collection

Moreover, the library has ready access to:

- a. Interlibrary loan services compliant to and in support of the Library of Congress and its Bibliographic Utilities.
- b. The holdings of the Prince George's County Memorial Library System.

- c. The holdings of the University of Maryland System.
- d. If faculty requests the librarians to review Books-In-Print for materials to enhance students' academic understanding of the discipline, the College library will use its budget to acquire those books them. The librarians will provide a subject strength analysis of the proposed titles to assure compatibility with course content.

J. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment

- Prince George's Community College has sufficient classroom and office space to accommodate the program.
- The Center for Performing Arts (CPA) will provide an educational environment that will allow the college to create a comprehensive academic performing arts and communication curriculum. The venue will comprise of approximately 173, 618 GSF and will include the following:
 - Classroom space-13,313 NASF
 - Number of classrooms- 11
 - Average seating capacity- 25.3
 - Number of offices for faculty and staff-50
 - Study labs- 3

<p style="text-align: center;"><u>Theatre</u></p> <p>759 seat theatre 304 seat Proscenium theatre 152 seat Blackbox Studio Instructional & Theatre and Educational Technology (TET) labs Flexible Performance and Instructional spaces Screen and Costume Labs</p>	<p style="text-align: center;"><u>Dance</u></p> <p>Performance & Teaching Studio</p>
	<p style="text-align: center;"><u>Radio</u></p> <p>Broadcast & Production Labs</p>
<p style="text-align: center;"><u>Music</u></p> <p>125 Seat Recital Hall Band, Choral, Percussion rehearsal space Practice Rooms Faculty Music Teaching Studios Specialized labs (ex. Piano lab) Live Recording Studio & Suite</p>	<p style="text-align: center;"><u>Television & Film</u></p> <p>Television & Film Studio Mass Communication Lab Tech Center</p>
	<p style="text-align: center;"><u>Other Spaces</u></p> <p>Art Gallery Conference Center Cafe</p>

L. Adequacy of Financial Resources with Documentation

The proposed program is expected to generate revenue in excess of expenses from the first year. The proposed program will be housed within the new Center for Performing Arts (CPA). The proposed program will be utilizing revenue generated by the use of the CPA by internal and external stakeholders to augment the costs concerning equipment, facilities maintenance, and show budgets required to support the efforts of the General Studies A.A. degree Area of Concentration in Dance Performance and Choreography Program.

TABLE 1: RESOURCES for General Studies A.A. degree Area of Concentration in Dance Performance and Choreography Program					
<u>Resource Categories</u>	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds #	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue(c + g)	\$75,330.00	\$83,700.00	\$90,210.00	\$98,580.00	\$100,440.00
a. Number of F/T Students	9	10	11	12	12
b. Annual Tuition/Fee Rate	\$4,650	\$4,650	\$4,650	\$4,650	\$4,650
c. Total F/T Revenue (a x b)	\$41,850.00	\$46,500.00	\$51,150.00	\$55,800.00	\$55,800.00
d. Number of P/T Students	18	20	21	23	24
e. Credit Hr. Rate	\$155	\$155	\$155	\$155	\$155
f. Annual Credit Hours	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$33,480.00	\$37,200.00	\$39,060.00	\$42,780.00	\$44,640.00
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (1 – 4)	\$75,330.00	\$83,700.00	\$90,210.00	\$98,580.00	\$100,440.00

1. Reallocated Funds

Operational Staff/Management of the CPA will be primarily funded by Administrative and Financial Services under the direction of the Director of Auxiliary Services & Event Management to support all events within the CPA and are funded separately from TLSS but possess job description line items which encapsulate requirements to support directly and indirectly the academic programs housed within the CPA. Therefore, the cost of personnel is not a direct expense associated with the educational programs, and exist for budgetary purposes as separate, and sole the responsibility of auxiliary services.

2. Tuition and Fee Revenue

Tuition and fees are assumed constant over the next five years. The in-county tuition rate of \$107 per credit and a fee of \$48 per credit for a total of \$155 per credit have been used to calculate revenue; with 30 credits per year for full-time students, and an average of 12 credits per year for part-time.

3. Grants and Contracts

Program development and implementation is not dependent on grants, contracts or external funding.

4. Other Sources

No additional sources of funding are expected.

Total Year:

The proposed program is expected to generate revenue in excess of expenses from the first year as indicated in **Table 1**.

TABLE 2: EXPENDITURES for General Studies A.A. degree Area of Concentration in Dance Performance and Choreography Program					
<u>Expenditure Categories</u>	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$70,733	\$100,000	\$100,000	\$100,000	\$100,000
a. # FTE	24 ECH	30 ECH	30 ECH	30 ECH	30 ECH
b. Total Salary	\$70,733	\$100,000	\$100,000	\$100,000	\$100,000
c. Total Benefits 3%	\$2,122	\$2,122	\$2,122	\$2,122	\$2,122
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	\$0	\$0	\$0	\$0	\$0
b. Total Salary	\$20,760.00	\$61,750.56	\$61,750.56	\$61,750.56	\$61,750.56
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$19,299.25	\$19,878.23	\$20,474.57	\$21,088.81	\$21,721.48
8. TOTAL (Add 1 – 7)	\$112,914.25	\$183,750.79	\$184,347.13	\$184,961.37	\$185,594.04

Narrative for Expenditures

1. Faculty (# FTE, Salary, and Benefits)

The following narrative below exists on the expectation that all instructors employed maintain a Master's degree or equivalent credential:

During the Spring 2019 semester, the College hired a full-time dance faculty member to support the anticipated program launch. The college projects that in the first five years, the full-time faculty member that is in place, along with adjunct faculty, will be sufficient to support projected program growth.

There are 243 full-time faculty and 605 adjunct faculty teaching credit courses at the college, according to the College's 2015 Workforce Profile. Full-time faculty are contractually obligated to teach the equivalent of 15 ECH each semester or 30 annually. Part-time faculty may not exceed 28 ECH annually. For salary and benefits, see the following Appendices:

- A. 10-Month Full-time Faculty Benefits
- B. 12-Month Full-time Faculty Benefits
- C. Full-time Faculty Salary Scale
- D. Adjunct Faculty 2018 -2019 Pay Scale

2. Administrative Staff (# FTE, Salary, and Benefits)

No new full-time administrative staff is required for the program. The program will become part of the Humanities, English, and Social Science Division. The Dean of Humanities, English and Social Sciences will assume administrative responsibility for the program. FTE does not apply to administrative staff. Administrative staff salaries vary and are based on annual contracts.

There are 58 administrators according to the College's 2015 Workforce Profile.

For salary and benefits, see the following Appendices:

- E. Administrative Staff Benefits
- F. Professional Staff Benefits

3. Support Staff (# FTE, Salary, and Benefits)

No new support staff are required for the program. The program will be housed in the Humanities, English and Social Sciences Division and the Center for Performing Arts. FTE does not apply to support staff. Operational Staff/Management of the CPA will be primarily funded by Administrative and Financial Services under the direction of the Director of Auxiliary Services & Event Management to support all events within the CPA and are funded separately from TLSS but possess job description line items which encapsulate

requirements to support directly and indirectly the academic programs housed within the CPA. Therefore, the cost of personnel is not a direct expense associated with the educational programs, and exist for budgetary purposes as separate, and sole the responsibility of auxiliary services.

There are 493 full-time staff according to the College's 2015 Workforce Profile.

For salary and benefits, see the following Appendices:

G. Technical and Support Staff Benefits

H. Staff Salary Schedule

4. Equipment

The program will make use of the new Center for Performing Arts scheduled to open for program offerings in August 2019. Revenue generated by the use of the Center for the Performing Arts by external and internal stakeholders will augment the costs regarding equipment, facilities maintenance, and show budgets required to support the efforts of academic programs.

5. Library

The library currently has adequate holdings and access to current databases to support the program. The library's acquisition budgets will cover requests for additional materials as needed.

6. New and/or Renovated Space

The program will make use of the new Center for Performing Arts scheduled to open for program offerings in August 2019.

7. Other Expenses:

Revenue generated by the use of the Center for the Performing Arts by external and internal stakeholders will augment the costs regarding equipment, facilities maintenance, and show budgets required to support the efforts of academic programs.

The General Studies A.A. degree Area of Concentration in Dance Performance and Choreography Program will require an initial separate budget of \$19,299.25 for any specialized supplies to supplement academic performances in addition to the partial support of the revenue generated by the CPA. The estimate of \$19,299.25 per academic year with a 3% increase each subsequent year based on current funding levels for the co-curricular theatre program budgeted at \$77,197.00 for FY20. With four new performing arts programs proposed in Dance Performance and Choreography, Theatre Performance, Theatre Design and Production, and Entertainment Technology, and anticipated crossover regarding academic performances and activities concurrent with the curriculums the anticipated pool of \$19,299.25 per program is anticipated bringing a year-one cost of \$77,197.00 in which Dance Performance and Choreography would receive $\frac{1}{4}$.

8. Total Year: Years 1-5: \$65,846.80/year

K. Adequacy of Provisions for Evaluation of Program

The College has a rigorous course and program assessment process. Course assessment takes place by using embedded tests and assignments that address specific course outcomes. Data from these course-embedded assessments are collected and analyzed to improve courses and to ensure program-learning outcomes are met.

Complete program assessment takes place every five years, with progress toward achievement of improvement plans being evaluated every two years. Data regarding enrollment, retention, and graduation is collected and analyzed against program outcomes, courses offered, and other variables. Each program must have an advisory board consisting of professionals in the field assist in the construction and analysis of program review data.

Students and administrators evaluate non-tenured faculty members yearly. Each year, non-tenured faculty members have their course material and student evaluations assessed by their department chairs and deans, with final verification of the assessment conducted by the Executive Vice President and Provost for Teaching, Learning and Student Success. In order to receive high evaluations, faculty members must demonstrate effective teaching above all, but professional development in the discipline and participation in departmental, divisional, and college-wide activities is also assessed. The same criteria for evaluation are carried out for tenured members of the faculty, but once every three years. The above assessment process also provides administrators the opportunity to set out action plans for faculty improvement in teaching, professional development, and/or college service in order for each or any of those facets of the faculty member's career to be enhanced.

Prince George's Community College (PGCC) has developed a comprehensive system to assess student learning that is organized, well documented, and has continued to improve since spring 2012. The system is founded on the existence of clear statements defining the skills, knowledge, and values that students are expected to acquire in their educational experiences at the College. These statements or learning outcomes, which are publicized in the College Catalog and in master course syllabi, establish well-defined, shared expectations for faculty, students, and the community. In doing so, the learning outcomes ensure consistency across the diversity of educational experiences offered at the College. They also provide the basis for measuring the quality of program and course offerings, as well as for developing targeted interventions for continuous improvement. Prince George's Community College has identified three sets of learning outcomes for its students: course, program, and institutional learning outcomes. Course outcomes define the skills, knowledge, and values that students are expected to acquire upon completion of a course. Program outcomes specify the skills, knowledge, and values that students are expected to acquire upon completion of a program of study. The institutional learning outcomes encapsulate the foundational skills, knowledge, and values that every graduate of an associate's degree is expected to achieve. The College has identified six institutional

learning outcomes, called the Student Core Competencies:

1. Communication
2. Scientific and Quantitative Reasoning
3. Critical Reasoning
4. Information Literacy
5. Culture
6. Ethics

The Student Core Competencies are specifically addressed in the General Education coursework and appear throughout the curriculum at PGCC.

Evidence of student learning is collected through embedded assessments that students have to complete as part of their regular coursework. These assessments, which are used in the calculation of student grades, are designed to provide direct demonstrations of students' skills, knowledge, and values. Frequently used assessments include multiple-choice exams, written assignments, artistic artifacts or performances, and clinical demonstrations. With the exception of multiple-choice exams, assessments are evaluated and scored with the aid of rubrics. All sections of the same course are required to use either the same assessment or variations of the same assessment. Data collected in the classroom are aggregated across sections and used to simultaneously measure student achievement of course outcomes, program outcomes, and the Student Core Competencies. These data are stored in an assessment management system, called Tk20, which provides multiple data reports easily accessible to faculty and administrators.

Program Assessment

Prince George's Community College has a five-year cycle for completing the assessment of every program outcome and every Student Core Competency. Prior to the beginning of each cycle, faculty design an assessment plan for every program of study offered by their department. The assessment plan indicates which program outcome(s) will be assessed each semester along with the list of courses where those outcomes are addressed. Whenever a department offers General Education courses such as English 1010, a second assessment plan is developed. This assessment plan lists one or more Student Core Competencies and the General Education courses where those Student Core Competencies are addressed. Thus, for example, the English Department has an assessment plan for addressing the English program outcomes and another one for addressing foundational skills such as communication and information literacy. Departments are expected to assess all courses in their assessment plan(s) during the five-year cycle. For each course included in an assessment plan, faculty adhere to the following sequence: 1. Prior to assessing a course, faculty create assessment materials to measure student achievement of course outcomes and submit these materials for review to the Assessment Coaches and the Teaching Learning and Assessment Committee (TLAC) 2. The Assessment Coaches and the TLAC examine the materials to ensure that they are appropriately rigorous and reflect best practices for assessment; 3. Once the assessments are approved, faculty implement the assessment in the following semester. Data are then collected and entered into Tk20, allowing the College to

store, track, analyze, and disseminate data to all stakeholders; 4. The semester following data collection, The Office of Research, Assessment, and Effectiveness (RAE) analyzes the data and releases a 188 report of its findings; 5. Faculty discuss the findings and use preset performance criteria or benchmarks to determine whether an Action Plan needs to be developed to address any areas of concern; 6. When an Action Plan is needed, changes are implemented in the following semesters and the course is later reassessed. The assessment data are publicly distributed every semester in the Student Learning Outcomes Assessment Report (SLOAR). An additional report showing student achievement of the Student Core Competencies is published every year. Assessment data are discussed within each department for course and program improvement, leading to changes in individual courses and in the content and structure of the curriculum. Furthermore, the data are also discussed by a General Education Taskforce, with representatives from TLAC, charged with improving teaching and assessment of the Student Core Competencies. The College relies on a plethora of training guides, regular face-to-face training sessions, and a series of online assessment modules to ensure that all faculty are equipped with the knowledge and skills they need to engage in the discussion and use of assessment findings.

Course Assessment and Evaluation

Each semester, the RAE office reports the results of every Action Plan implemented to improve student learning the previous semester. Results are published in a document called the Action Plan Success Report, which allows faculty to see if the changes introduced in their courses following the initial assessment produced the desired impact. The report is available to the entire PGCC community on the College's intranet.

Although these Action Plans are focused on improving performance in the classroom, the clear alignment of course outcomes to program outcomes and to the Student Core Competencies mean that changes implemented at the course level can have a significantly broader impact. Beyond measuring student achievement every semester, the assessment system is aimed at capturing students' skill development over time and building a better understanding of how small changes in each course can lead to larger aggregate changes in learning at the program and institutional levels.

L. Consistency with the State's Minority Student Achievement Goals

Prince George's Community College provides affordable, high-quality learning experiences that support personal, professional, and educational development for diverse populations, contributing to the economic equity and cultural vibrancy of our community. The college serves over 38,904 students representing over 43 countries. The mission of Prince George's Community College is compatible with the State's minority achievement goals. The College provides accessible and affordable education, and it is committed to diversity. With a majority African American student body (70.9%), Prince George's Community College is well positioned to provide opportunities for students traditionally underrepresented in higher education. Moreover, the graduates of this program will further align the racial

makeup of the region's workforce.

As Prince George's County is the second most populous jurisdiction in the state of Maryland, Prince George's Community College serves a diverse demographic that mirrors Prince George's County. The College will continue to recruit a diverse student base from both public and private schools and the local community. In addition to working with and relying on the college's student recruiting professionals, additional activities to recruit a diverse body of students will include:

- involvement with community-based organizations, high schools, and teen church programs;
- increased visibility of the new programs (e.g. college Web site and catalogue); and
- clear communication about the integrated nature of the academic work with practical experience and professional networking opportunities.

Questions regarding diversity are crucial to the utility of the Dance Performance and Choreography program. The incorporation of social justice as part of the program's outcomes acknowledges the complexity of diversity as it might encompass not only age, gender, or ethnicity, but also address societal challenges regarding physical mobility, neurodiversity, and socio-economic status. The Dance Performance and Choreography program aims to explore social justice issues both within the classroom, laboratory, and on the stage through performance artistry, from a holistic standpoint. Ultimately, the College will continue to engage with community partners and stakeholders who represent the diversity of the region.

M. Relationship to Low Productivity Programs Identified by the Commission:

No low productivity programs are related to this program.