



Dr. Clayton A. Railey III, Ph.D
Executive Vice President & Provost
for Teaching, Learning, and Student Success

301 Largo Road
Largo, MD 20774-2199
Phone: (301) 546-0406
www.pgcc.edu

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



MHEC
Creating a state of achievement

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

Office Use Only: PP#

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 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 checked="" 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: April 18, 2019
<input type="radio"/> No	<input type="radio"/> Check	

Department Proposing Program	Humanities, English, and Social Sciences
Degree Level and Degree Type	Certificate
Title of Proposed Program	Entertainment Technology
Total Number of Credits	28
Suggested Codes	HEGIS: CIP:
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <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) 546-0620
	Email: wheelead@pgcc.edu

President/Chief Executive	Type Name: Charlene M. Dukes
	Signature: <i>Charlene M. Dukes</i> Date: 4/18/19
	Date of Approval/Endorsement by Governing Board: 07/19/2018

Revised 6/13/18



ACADEMIC PROGRAM PROPOSAL Lower Division Certificate in Entertainment Technology

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 Lower Division Certificate in Entertainment Technology. 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 Lower Division Certificate in Entertainment Technology directly relates to the College's mission by contributing to the economic equity and cultural vibrancy of our community. The program will include credit offerings for students interested in pursuing careers in the Performing Arts and Entertainment field. The program is designed for students to enhance their skills as a set, lighting, sound, audio-visual fabrication, or rigging technician.

The program is designed in a stackable credential format. Students who possess a degree in another field, or who simply need technical skills for employment or progression in the industry, may opt for the stand-alone Lower Division Certificate in Entertainment Technology, which consists solely of core program courses. Upon completion of the Lower Division Certificate in Entertainment Technology, students may also choose to progress into the A.A. in Entertainment Technology, which rounds out students' previously acquired technical education with general education coursework.

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; 1.1% Native American or Alaskan native; 0.2% Native Hawaiian or other Pacific Islander; and 2.7% Multiracial². This

¹ <https://www.census.gov/quickfacts/fact/table/princegeorgescountymaryland,US#viewtop>

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

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 Lower Division Certificate in Entertainment Technology demographics to mirror that of the county.

The Lower Division Certificate in Entertainment Technology program outcomes promote a sense of cultural enrichment for students by using performing arts and entertainment technology 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 pool of the students pursuing careers in the Performing Arts and Entertainment Technology field in the region; it will also create transfer opportunities to four year institutions who serve a diverse demographic within the region.

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

Entertainment Technology has significant crossover with Theatre Design & Production, both in terms of coursework and the skills and qualifications that they offer for employment. However, Entertainment Technology is more specifically focused on the technical skills.

Theatre

While I.A.T.S.E. Local 22 (the Union for stage laborers of all kinds) did not have any detailed data on the employment of its members, they were able to confirm that they support a referral list of over 700 workers. Additionally, The League of Washington Theaters boasts 48 producing members, which excludes many of the smaller theaters in the area. The DC area is second only to New York in the number of Union theatrical productions each year, and second to none in its total number of "Equity Seats" (theatre seats in Union houses). It has one of the most vibrant live theatre industries in the nation, and supports a technical labor pool commensurate with its size. Similarly, DCTheatreTech.com posted 35 job listings for theater technicians in August of 2018 (16 for electricians, 9 for changeover, run crew, and carpenters, 5 for audio technicians, 3 for stage managers, and 2 for projectionists). Most of these were short-term contract jobs.

Live Events

The "non-arts" live event production industry (corporate meetings, trade shows, rallies, etc.) is a *thriving* one in the area, with a constant need for stagehands and AV techs. There are countless AV rental, AV production, and event production companies in the area, from small mom-and-pop companies employing a dozen independent contractors (WagTech, American AV), to larger companies with 25-50 employees (Showtime Sound, Atmosphere Lighting), to a

strong presence from the multinational PSAV, with 4,500 employees worldwide. Google Jobs reported 74 AV Technician jobs (versus 3 Stagehand jobs) in DC proper for the month of August 2018 (Listings aggregated from Glassdoor, Recruit.net, CareerBuilder and others). This does not list jobs available through specialty employment agencies such as AV Tek and AV Leads. These jobs tend to start at \$200/day (10-12 hours) and go up from there depending on experience and skills.

Film and Television

Although the degree programs are live event-focused, many of the skills that make a successful stagehand (or rigger, or sound engineer, etc.) translate easily to the world of on-camera production. The DC area on-camera production industry is discussed at greater length in the document supporting the Performance Program. However, it is worth noting that the industry accounted for \$209 million in direct output, and \$98 million in direct labor income in 2013. For example, House of Cards and VEEP were both shot in Maryland in 2014. House of Cards Season 4 employed 349 technicians, with a total production expenditure of \$75.5 million. VEEP Season 4 employed 242, with an expenditure of \$31 million. ³

1. **Present data and analysis projecting market demand and the availability of job openings in a job market to be served by the new programs.**

JOB OUTLOOK FOR ENTERTAINMENT TECHNOLOGY National Overview for Audio and Video Equipment Technicians (Catalyst Career) Industries with the highest levels of employment in this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Rental and Leasing Services (5322, 5323, and 5324 only)	13,620	4.00	\$22.02	\$45,800
Motion Picture and Video Industries	12,700	2.97	\$25.99	\$54,050
Colleges, Universities, and Professional Schools	3,980	0.13	\$22.47	\$46,740
Radio and Television Broadcasting	3,750	1.73	\$21.46	\$44,650
Promoters of Performing Arts, Sports, and Similar Events	3,430	2.45	\$21.55	\$44,830

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.

³ (Maryland Film Production Tax Credit Annual Report (2016))

Industries with the highest concentration of employment in this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Sound Recording Industries	1,060	6.31	\$21.75	\$45,230
Independent Artists, Writers, and Performers	2,400	4.67	\$22.58	\$46,970
Rental and Leasing Services (5322, 5323, and 5324 only)	13,620	4.00	\$22.02	\$45,800
Motion Picture and Video Industries	12,700	2.97	\$25.99	\$54,050
Performing Arts Companies	3,200	2.53	\$20.74	\$43,130

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
Legal Services	160	0.01	\$29.18	\$60,700
Scientific Research and Development Services	100	0.02	\$28.49	\$59,250
Electric Power Generation, Transmission and Distribution	40	0.01	\$27.96	\$58,160
Merchant Wholesalers, Durable Goods (4232, 4233, 4235, 4236, 4237, and 4239 only)	260	0.02	\$27.49	\$57,190
Other Information Services	440	0.16	\$27.10	\$56,360

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.

National Overview for Sound Engineering Technicians (Catalyst Career)

Industries with the highest levels of employment in this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Motion Picture and Video Industries	3,870	0.91	\$44.42	\$92,390
Sound Recording Industries	2,890	17.22	\$27.84	\$57,900
Radio and Television Broadcasting	1,090	0.50	\$28.27	\$58,800
Performing Arts Companies	790	0.62	\$28.40	\$59,070
Independent Artists, Writers, and Performers	570	1.10	\$23.63	\$49,150

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
Sound Recording Industries	2,890	17.22	\$27.84	\$57,900
Independent Artists, Writers, and Performers	570	1.10	\$23.63	\$49,150
Motion Picture and Video Industries	3,870	0.91	\$44.42	\$92,390
Performing Arts Companies	790	0.62	\$28.40	\$59,070
Radio and Television Broadcasting	1,090	0.50	\$28.27	\$58,800

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
Software Publishers	80	0.02	\$45.47	\$94,570
Motion Picture and Video Industries	3,870	0.91	\$44.42	\$92,390
Computer Systems Design and Related Services	150	0.01	\$42.89	\$89,220
Elementary and Secondary Schools	**	**	\$34.93	\$72,650
Other Information Services	100	0.04	\$33.51	\$69,690

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.

National Overview for Audio and Video Electrical and Electronics Engineering Technician (Catalyst Career)

Industries with the highest levels of employment in this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Architectural, Engineering, and Related Services	19,440	1.37	\$30.83	\$64,130
Semiconductor and Other Electronic Component Manufacturing	16,690	4.63	\$29.20	\$60,740
Navigational, Measuring, Electromedical, and Control Instruments Manufacturing	8,800	2.20	\$28.48	\$59,240
Federal Executive Branch (OES Designation)	7,520	0.37	\$40.36	\$83,950
Computer Systems Design and Related Services	7,150	0.35	\$32.20	\$66,970

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
Semiconductor and Other Electronic Component Manufacturing	16,690	4.63	\$29.20	\$60,740
Audio and Video Equipment Manufacturing	500	2.78	\$25.18	\$52,360
Communications Equipment Manufacturing	2,060	2.42	\$29.60	\$61,570
Navigational, Measuring, Electro medical, and Control Instruments Manufacturing	8,800	2.20	\$28.48	\$59,240
Computer and Peripheral Equipment Manufacturing	3,440	2.14	\$30.32	\$63,070

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
Newspaper, Periodical, Book, and Directory Publishers	50	0.01	\$41.64	\$86,620
Federal Executive Branch (OES Designation)	7,520	0.37	\$40.36	\$83,950
Natural Gas Distribution	450	0.40	\$39.15	\$81,440
Technical and Trade Schools	40	0.03	\$39.09	\$81,300
Utility System Construction	130	0.03	\$38.09	\$79,230

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.

<https://www.bls.gov/oes/current/oes173023.htm>

National Overview for Riggers (Catalyst Career)

Industries with the highest levels of employment in this occupation

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Ship and Boat Building	2,270	1.70	\$22.73	\$47,290
Other Specialty Trade Contractors	2,110	0.32	\$21.26	\$44,220
Support Activities for Mining	1,900	0.69	\$22.81	\$47,450
Building Equipment Contractors	1,730	0.08	\$24.03	\$49,980
Federal Executive Branch (OES Designation)	1,590	0.08	\$26.48	\$55,070

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
Inland Water Transportation	660	2.52	\$18.76	\$39,020
Ship and Boat Building	2,270	1.70	\$22.73	\$47,290
Other Support Activities for Transportation	250	0.77	\$25.72	\$53,510
Support Activities for Mining	1,900	0.69	\$22.81	\$47,450
Independent Artists, Writers, and Performers	250	0.48	\$30.90	\$64,280

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
Petroleum and Coal Products Manufacturing	40	0.04	\$39.09	\$81,300
Electric Power Generation, Transmission and Distribution	160	0.04	\$37.76	\$78,540
Motion Picture and Video Industries	430	0.10	\$32.43	\$67,450
Performing Arts Companies	90	0.07	\$31.63	\$65,780
Scientific Research and Development Services	50	0.01	\$31.21	\$64,910

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.⁴

Potential Regional Career Pathways

Audio and Video Equipment Technicians

Set up, or set up and operate audio and video equipment including microphones, sound speakers, video screens, projectors, video monitors, recording equipment, connecting wires and cables, sound and mixing boards, and related electronic equipment for concerts, sports events, meetings and conventions, presentations, and news conferences. May also set up and operate associated spotlights and other custom lighting systems. Excludes "Sound Engineering Technicians"⁵

Sound Engineering Technicians

Operate machines and equipment to record, synchronize, mix, or reproduce music, voices, or sound effects in sporting arenas, theater productions, recording studios, or movie and video

⁴ <https://www.bls.gov/oes/current/oes499096.htm>

⁵ <https://www.bls.gov/oes/current/oes274011.htm>

productions.⁶

Electrical and Electronics Engineering Technician

Apply electrical and electronic theory and related knowledge, usually under the direction of engineering staff, to design, build, repair, calibrate, and modify electrical components, circuitry, controls, and machinery for subsequent evaluation and use by engineering staff in making engineering design decisions.⁷

Riggers

Set up or repair rigging for construction projects, manufacturing plants, logging yards, ships and shipyards, or for the entertainment industry.⁸

Media and Communication Equipment Workers, All Other

All media and communication equipment workers not listed separately.⁹

Media and Communication Workers, All Other

All media and communication workers not listed separately.¹⁰

Carpenters

Construct, erect, install, or repair structures and fixtures made of wood, such as concrete forms; building frameworks, including partitions, joists, studding, and rafters; and wood stairways, window and door frames, and hardwood floors. May also install cabinets, siding, drywall and batt or roll insulation. Includes brattice builders who build doors or brattices (ventilation walls or partitions) in underground passageways.¹¹

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

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
25-9011	Audio and Video Technicians	1,850	14.0%	0.733	1.44	\$26.92	\$27.62	\$57,460	2.5%
27-4014	Sound Engineering Technicians	180	14.7%	0.071	0.76	\$23.96	\$28.07	\$58,390	7.8%

⁶ <https://www.bls.gov/oes/current/oes274014.htm>

⁷ <https://www.bls.gov/oes/current/oes173023.htm>

⁸ <https://www.bls.gov/oes/current/oes499096.htm>

⁹ <https://www.bls.gov/oes/current/oes274099.htm>

¹⁰ <https://www.bls.gov/oes/current/oes273099.htm>

¹¹ <https://www.bls.gov/oes/current/oes472031.htm>

17-3023	Electrical and Electronics Engineering Technician	3,320	12.2%	1.320	1.47	\$33.92	\$35.19	\$73,200	1.5%
49-9096	Riggers	250	24.9%	0.099	0.67	\$28.23	\$28.83	\$59,960	9.0%
27-4099	Media and Communication Equipment Workers, All Other	610	0.6%	0.242	1.81	\$51.65	\$50.82	\$105,710	2.1%
27-3099	Media and Communication Workers, All Other	320	10.5%	0.128	0.85	\$29.89	\$32.96	\$68,550	4.5%
47-2031	Carpenters	9,720	5.9%	3.859	0.79	\$22.56	\$23.16	\$48,160	2.0%

* 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.¹²

D. Reasonableness of Program Duplication:

According to the Maryland Higher Education Commission's (MHEC) Academic Program Inventory listed on the website, most community colleges in the state of Maryland offer Fine and Performing Arts degrees. However, the only community colleges offering an Associate Degree in Entertainment Technology is Carroll Community College. Harford Community College offers a program in Design and Technical Theatre. While, University of Maryland offers this concentration at the Master's level only.

College	Program	Degree/Certificate	CIP Code
Carroll Community College	Entertainment Technology	Associate Degree	501200
Harford Community College	Design & Technical Theatre	Associate Degree	500805
University of Maryland- College Park	Theatre- MFA	Master's Degree	100700
Carroll Community College	Entertainment Technology	Associate Degree	100701

¹² https://www.bls.gov/oes/current/oes_47894.htm

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

As illustrated above, no Historically Black College or University currently offer an Entertainment Technology program. The Lower Division Certificate in Entertainment Technology should have no impact concerning the uniqueness and institutional identities and missions of the HBIs in Maryland.

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 Bowie State or Morgan State University on Entertainment Technology 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 are program outcomes for the Lower Division Certificate in Entertainment Technology:

Upon program completion, the graduate will:

1. Examine the potential for progressive social change through the Performing Arts and Entertainment Technology- PRF 1401, PRF 2301, PRF 2401, PRF 2901, PRF 2601, PRF 2602, PRF 2603, PRF 2503, PRF 2803, PRF 2805
2. Classify the roles of the personnel and their functions found in the Performing Arts and Entertainment Technology- PRF 2301, PRF 2401, PRF 2901, PRF 2601, PRF 2602, PRF 2603, PRF 2503, PRF 2803, PRF 2805
3. Perform lighting, audio, video, carpentry, and rigging techniques- PRF 1401, PRF 2301, PRF 2401, PRF 2901, PRF 2601, PRF 2602, PRF 2603, PRF 2503, PRF 2805
4. Perform techniques and supplemental skills sets required of entertainment technicians- PRF 1401, PRF 2301, PRF 2401, PRF 2901, PRF 2601, PRF 2602, PRF 2603, PRF 2503, PRF 2805
5. Evaluate past, current, and emerging trends regarding the Performing Arts and Entertainment Technology- PRF 1401, PRF 2301, PRF 2401, PRF 2805
6. Apply vocabulary unique to the Performing Arts and Entertainment Technology – PRF 1401, PRF 2301, PRF 2401, PRF 2901, PRF 2601, PRF 2602, PRF 2603, PRF 2503, PRF 2803, PRF 2805

Program Requirements

Semester	Course Title	Alternate Course	Credits
01	PRF 1010 Introduction to Theatre		03
01	PRF 2503 Stage Costumes and Make Up		03
01	PRF 1401 Production Methods		03
01	PRF 2401		03

	Stage Management		
02	PRF 2601 Stage Craft and Event Fabrication Technology		03
03	PRF 2803 Crew Experience		01
03	PRF 2602 Lighting and Projection Technology		03
03	PRF 2603 Audio and Media Technology		03
04	PRF 2901 Internship		03
04	PRF 2301 Drafting Technology		03
Total Credits			28

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

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• PRF 1401 Production Method• PRF 2401 Stage Management• PRF 2301 Drafting Technology• PRF 2601 Stage Craft and Event Fabrication Technology• PRF 2602 Lighting and Projection Technology• PRF 2603 Audio and Media Technology• PRF 2503 Stage Costumes and Make up• PRF 2803 Crew Experience• PRF 2805 Capstone• PRF 2901 Internship	3 3 3 3 3 3 3 3 1 3 3
Antoinette Doherty Full-Time	M.F.A./ Communication and Theater	Professor	<ul style="list-style-type: none">• PRF 1010 Introduction to Theatre• PRF 2401 Stage Management• PRF 2805 Capstone	3 3 3

Gary Fry Full-Time	M.A./ Communication and Theater	Assistant Professor	<ul style="list-style-type: none"> • PRF 1010 Introduction to Theatre 3 • PRF 1401 Production Methods 3 • PRF 2401 Stage Management 3 • PRF 2602 Lighting and Projection Technology 3 • PRF 2603 Audio and Media Technology 3 • PRF 2803 Crew Experience 1 • PRF 2805 Capstone 3 • PRF 2901 Internship 3 	
Peggy Yates Full-Time	M.F.A./ Communication and Theater	Associate Professor	<ul style="list-style-type: none"> • PRF 1010 Introduction to Theatre 3 • PRF 2401 Stage Management 3 • PRF 2805 Capstone 3 	

J. Adequacy of Library Resources

The PGCC library has been consulted regarding provisions and resources for the Lower Division Certificate in Entertainment Technology. 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 Public Health 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.

K. 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><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><u>Dance</u></p> <p>Performance & Teaching Studio</p>
	<p><u>Radio</u></p> <p>Broadcast & Production Labs</p>
<p><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><u>Television & Film</u></p> <p>Television & Film Studio Mass Communication Lab Tech Center</p>
	<p><u>Other Spaces</u></p> <p>Art Gallery Conference Center Café</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 Lower Division Certificate in Entertainment Technology.

Table 1

TABLE 1: RESOURCES for the Lower Division Certificate in Entertainment Technology under the General Studies A.A. degree Area of Concentration in Entertainment Technology					
<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)	\$66,960.00	\$75,330.00	\$81,840.00	\$83,700.00	\$90,210.00
a. Number of F/T Students	8	9	10	10	11
b. Annual Tuition/Fee Rate	\$4,650	\$4,650	\$4,650	\$4,650	\$4,650
c. Total F/T Revenue (a x b)	\$37,200.00	\$41,850.00	\$46,500.00	\$46,500.00	\$51,150.00
d. Number of P/T Students	16	18	19	20	21
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)	\$29,760.00	\$33,480.00	\$35,340.00	\$37,200.00	\$39,060.00
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (1 – 4)	\$66,960.00	\$75,330.00	\$81,840.00	\$83,700.00	\$90,210.00

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

TABLE 2: EXPENDITURES for the Lower Division Certificate in Entertainment Technology under the General Studies A.A. degree Area of Concentration in Entertainment Technology					
<u>Expenditure Categories</u>	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$20,760.00	\$20,760.00	\$20,760.00	\$59,952.00	\$59,952.00
a. # FTE	24 ECH	24 ECH	24 ECH	30 ECH	30 ECH
b. Total Salary					
c. Total Benefits 3%	\$0	\$0	\$0	\$1,798.56	\$1,798.56
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	\$0	\$0	\$0	\$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)	\$40,059.25	\$40,638.23	\$41,234.57	\$82,839.37	\$83,472.04

M. 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.

N. 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 Entertainment Technology 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 Entertainment Technology 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.

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

No low productivity program are related to this program.