Connecting the Dots: Sustaining a Culture of Assessment

SELF-STUDY REPORT – PRELIMINARY DRAFT

TO BE Submitted to the
MIDDLE STATES COMMISSION ON HIGHER EDUCATION

Prepared by the
Self-study Steering Committee Members

Washington, DC
November 6, 2015

Table of Contents

Executive Summary and Eligibility Certification Statement
(to be completed by Terry Prescott)

Introduction: About the University of the District of Columbia (Brief Overview)

UDC is, at once, very old and very new. Public higher education for the District originated in 1851 when Myrtilla Miner founded a "school for colored girls" in Washington, DC. In 1879, Miner Normal School joined the DC public school system. Similarly, Washington Normal School was established in 1873, as a school for white girls. The latter institution was renamed Wilson Normal School in 1913, after James O. Wilson, Washington's first superintendent of public schools. In 1929, Congress enacted a statute that converted both normal schools into four-year teachers colleges. For several years, Miner Teachers College and Wilson Teachers College were the only institutions of public higher education in the city. After the landmark US Supreme Court school desegregation decision, Brown v. Board of Education (US 1954), the two colleges merged in 1955 to form the District of Columbia Teachers College.

Many DC residents, however, could not realize their aspirations for higher education if they did not wish to become teachers, or if they were both African-American and poor. Years of persistent lobbying for comprehensive public higher education by District residents and others led President John F. Kennedy, in 1963, to appoint the Chase commission to study the District's educational needs. It was no surprise that the Commission concluded that there was a compelling need for public higher education in the District of Columbia. DC residents had an overwhelming desire for affordable education that would empower them to participate fully in the city.

The Commission's report stimulated congressional action. Under the leadership of Senator Wayne Morse and Representative Ancher Nelsen, Congress enacted the District of Columbia Public Education Act (Public Law 89-791) in 1966. The legislation established two schools: Federal City College, a liberal arts school whose Board of Higher Education was appointed by the Mayor of the District of Columbia, and Washington Technical Institute, a vocational-technical training school, whose Board of Vocational Education was appointed by the President of the United States. Both institutions had the mission to solve community needs through higher education.

A new day of hope was born when both schools proudly opened their doors in 1968. Federal City College had so many admission applications, that students were selected by lottery. Also in 1968, Congress granted land-grant status to Federal City College and the Washington Technical Institute under the Morrill Act of 1862. Rapidly, the two schools grew in academic stature. The Middle States Association of Colleges and Schools (MACS) recognized this when it granted Washington Technical Institute accreditation in 1971 and later, granting accreditation to Federal City College in 1974.

Although the schools were still very new, many Washingtonians continued to advocate for a comprehensive university. In 1969, the District of Columbia Teachers College, the city's oldest teacher training school, was placed under the jurisdiction of the Board of Higher Education. In 1974, the Board established a joint administrative support system and placed the District of Columbia Teachers College and Federal City College under a single president.

After Congress granted limited home rule to the District of Columbia, the new city council passed D.C. Law 1-36, which authorized the consolidation of the three schools in 1975. A new UDC Board of Trustees took office in May 1976, consisting of 11 members appointed by the Mayor, three appointed by the alumni associations. Thus began the monumental task of creating a new University of the District of Columbia from three very different institutions.

The Board of Trustees, voted to consolidate the three colleges into one university, and assigned Presidents Wendell P. Russell of Federal City College and Cleveland L. Dennard of Washington Technical Institute to work jointly in identifying, developing, and implementing tasks required to complete the effort. Beginning in February 1977, 22 task forces were formed to develop recommendations for Board action. On August 1, 1977, the Board of Trustees publicly announced the consolidation of the District of Columbia Teachers College, the Federal City College, and the Washington Technical Institute into the University of the District of Columbia under a single administrative structure. On the same day, the Board appointed Lisle Carleton Carter, Jr., the first president of the university.

In 1994 and 1999 new academic consolidations took effect. At that time the university offered over 75 undergraduate and graduate academic degree programs through the following college and schools: the College of Arts and Sciences; the School of Business and Public Administration; the School of Engineering and Applied Sciences; and the UDC David A. Clarke School of Law (see School of Law History). Additionally, the university's public service arm, the Division of Community Outreach and Extension Services (COES), offered a variety of practical, nonacademic educational programs and training to the citizens of the District of Columbia. Over the next eight years (2000 – 2008), UDC retained this cadre of academic units and programs.

In 2008, the DC Workforce Investment Council identified "increasing postsecondary training capacity, especially at the community college level," as essential to meeting the needs of District of Columbia residents. Similarly, in 2008, both the Brookings Institution and DC Appleseed produced reports that identified the lack of community college capacity as a major barrier to growing the District's middle class and improving economic opportunity for the District's working poor families. In June 2008, Mayor Vincent Gray (then Council Chairman) called for a feasibility study to determine which option would be best for starting a D.C. community college. A study was then commissioned by DC Appleseed and Brookings with financial support from the District of Columbia, the Federal City Council, the Annie E. Casey Foundation, the Consumer

Health Foundation, and the Greater Washington Workforce Development Collaborative. ("Building a Strong, Independent DC Community College")

In January 2009, while the feasibility study was in process, UDC's Board of Trustees passed a series of resolutions that established UDC as a university "system" with a flagship and community college as two component institutions. Beginning in fall 2009, the community college assumed responsibility for:
- Associate Degrees- Two-year academic degree programs leading to careers in demand
- Certificate Programs - Short-term educational and training programs that enhance professional options
- Workforce Development - Job and professional training to help students develop the skills that local employers need today
- Continuing Education – Enhancement of current job skills, Continuing Education Unit (CEU) requirements, and over 1000 online courses of all types.

In January 2013, the Middle States Commission on Higher Education (MSCHE) approved UDC's application for branch campus status for its community college location at 801 North Capitol Street, Northeast. The movement by MSCHE reclassifies that location as a branch campus of UDC "within the scope of the institution's accreditation pending a site visit within six months." {Did this happen?} The University of the District of Columbia Community College (UDC-CC) serves DC residents by integrating workforce preparation, employability skill development, quality education and remediation, economic development and employer linkages, school-to-career training— providing a seamless transition from K-12 to adult education and literacy to college prep—and continuous lifelong learning.

The UDC branch campus Community College (UDC-CC) operates workforce development programs in five locations in the District of Columbia: 801 North Capitol Street, NE, the former Bertie Backus School at 5171 South Dakota Ave., NE, PR Harris site at 4600 Livingston, Rd., SE, Shadd location, formerly Fletcher Johnson, 5601 East Capitol Street, SE, and United Medical Center Location, 1310 Southern Ave. SE.

The College of Agriculture, Urban Sustainability & Environmental Sciences (CAUSES) was proposed by faculty led by Dean Gloria Wyche Moore and approved by the Board of Trustees on February 18, 2010. Its mission is to offer research-based academic and community outreach programs that improve the quality of life and economic opportunity of people and communities in the District of Columbia, the nation, and the world. Since then CAUSES has assumed responsibility for the land-grant functions of UDC and offers numerous opportunities for continuous improvement and capacity building by aligning its larger vision of urban sustainability with the programmatic objectives of the academic units within CAUSES. Led by Dean Sabine O'Hara, CAUSES embodies the land-grant tradition of UDC, offering innovative academic and community education programs. In addition to offering academic programs in architecture and community development, water resources management, and urban sustainability, health education, nursing, and nutrition and dietetics, it also offers a wide range of community education programs

through its land-grant centers (1) the Center for Urban Agriculture & Gardening Education, (2) the Center for Sustainable Development which includes the Water Resources Management Institute, (3) the Center for Nutrition Diet & Health which includes the Institute of Gerontology, (4) the Center for 4H & Youth Development, and (5) the Architectural Research Institute.

UDC continues to transform itself to meet the changing needs of its students and the community. The university currently offers 61 undergraduate and graduate academic degree programs through the following colleges and schools: College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES); College of Arts and Sciences (CAS); School of Business and Public Administration (SBPA); School of Engineering and Applied Sciences (SEAS); the Community College (UDC-CC); and the David A. Clarke School of Law (DCSL).

A Revised Mission

Since the 2005 visit from the Middle States Commission on Higher Education (MSCHE), UDC has undergone many changes, the addition of UDC-CC as a branch campus and CAUSES. It has also experienced many changes in leadership. UDC has had five presidents and an interim Chief Operating Officer, with the current president assuming leadership July 2015. There have also been five provosts with the current provost as acting. Despite these changes, UDC continues to work towards transforming itself into a stronger public higher education system in the District of Columbia. This transformation called for an updated mission and vision statement. On February 18, 2014, after months of collaboration with faculty, students, staff, and other members of the UDC community during the strategic planning process, a revised mission and vision for UDC were adopted and approved by the Board of Trustees.

Mission Statement

> *The University of the District of Columbia is a pacesetter in urban education that offers affordable and effective undergraduate, graduate, professional, and workplace learning opportunities. The institution is the premier gateway to postsecondary education and research for all residents of the District of Columbia. As a public, historically black, and land-grant institution, the university's responsibility is to build a diverse generation of competitive, civically engaged scholars and leaders.* (Vision 2020 Strategic Plan, p.15)

Vision Statement

> *To be a University System that is student centered and demand driven that empowers its graduates to be critical and creative thinkers, problem solvers, effective communicators, and engaged,*

> *service-driven leaders in the workforce and beyond.* ([Vision 2020](#)
> Strategic Plan, p.15)

The mission is interpreted through Five Core values (Excellence, Collaboration, Sustainability, Innovation, and Integrity) and five goals.

Organizational Structure of UDC

As stated before, UDC strives to meet the comprehensive post-secondary education needs of the residents of the District of Columbia, a diverse population of approximately 650,000, and is a key component in an educational continuum that is central to the development of the city. In cooperation with other academic institutions, UDC is instrumental in generating a world-class workforce, current in their skills and talents, advancing as rapidly as the industry base demands. Currently, UDC has a combined enrollment of approximately 5600 degree seeking students across 61 programs from the associate's degree through master's degrees and professional degrees, e.g. Juris Doctorates. In addition, UDC serves thousands of other learners enrolled in workforce development and lifelong programs through UDC-CC and CAUSES' land-grant centers. Through these programs, UDC continues to reaffirm its commitment to excellence, as it prepares its students for the global and technological challenges of life in the 21st Century.

The UDC President, Ronald Mason, Jr., manages the overall institution, which has an approximate operating budget of $104 million. Dr. Rachel Petty serves as the Acting Provost and Vice President for Academic Affairs. Below are two charts showing the organization of the proposed UDC system. {Insert Updated Organizational Charts}

Abbreviations Used in this Report

UDC	The University of the District of Columbia
UDC-CC	University of the District of Columbia - Community College
BOT	UDC Board of Trustees
CAS	The College of Arts and Sciences
CAUSES	The College of Agriculture, Urban Sustainability, and Environmental Sciences
DC	The District of Columbia (Washington, DC)
DCMR-8	The District of Columbia Municipal Regulations
DCSL	David A. Clark School of Law
IGED	Interdisciplinary General Education
FTIC	First Time in College (students)
SBPA	The School of Business and Public Administration
SEAS	The School of Engineering and Applied Sciences
MSCHE	The Middle States Commission on Higher Education
RAIL	The Research Academy for Integrated Learning
IRAP	The Office of Institutional Research, Assessment, and Planning
WDLL	The UDC-CC Division of Workforce Development and Lifelong Learning

Nature and Scope of the Self-study

Although UDC has experienced multiple changes impacting academic composition and leadership, it maintains its core mission and statutory responsibility to its urban land grant, public, and Historically Black College and University (HBCU) functions. Since 2005, each of the new presidents brought different ideas and visions for the direction of UDC.   During this period, UDC added two new academic units, the College of Agriculture Urban Sustainability and Environmental Sciences (CAUSES), and the branch campus Community College (UDC-CC), and created a cutting-edge general education program, with centralized student advising for entering and transfer students. Concurrently, in an effort to achieve more efficiency in our institutional operations, we conducted an internal self-study of all academic programs and, as a result, streamlined our academic offerings, reorganized academic programs within academic units, and reduced employees.

This environment of change and transformation experienced by UDC is best analyzed and reported through the comprehensive model "Reordering Standards to Reflect an Institution." In spite of the multiple changes experienced by UDC, the mission and goals remain steadfast in maintaining a university, which is transformative for students and the broader citizenry of DC. Grouping standards allows UDC to assess itself against the Characteristics of Excellence while reflecting on the journey of transformation.

Goals and Outcomes of the Self-study

The Self-study is timely and serves two distinct purposes. On the one hand, it allows the institution to conduct a comprehensive assessment of its effectiveness after a period of multiple changes including the implementation of two new colleges UDC-CC and CAUSES, and on the other, to assess the comprehensiveness of UDC's strategic plan, Vision 2020: *A Roadmap for Renewal, Innovation, Success and Sustainability*. Therefore UDC has two goals for the Self-study:

- To produce a report that demonstrates the degree to which UDC has maintained its compliance with the Characteristics of Excellence described in the accreditation standards of MSCHE and make recommendations for enhancing compliance where necessary.

- To assess the comprehensiveness of UDC's strategic plan and inform ongoing planning to meet the goals expressed in Vision 2020

The Self-study intersects significantly with the implementation of the Vision 2020 Strategic Plan which provides a blue print for the institution's direction over the next six years. In order to facilitate a self-study process that interconnects with Vision 2020, the self-study research questions are aligned with the five strategic goals.   While Vision 2020 is the institution's path into the future, the Self-study will assess the effectiveness

of the institution in providing quality educational experiences despite the changes made since the last self-study.   Therefore, the Self-study aims to achieve five important outcomes:

1. To complement and inform the ongoing development and implementation of the Vision 2020 Strategic Plan;
2. To assess the impact that spawning a community college has on the overall operation of UDC, including areas such as financial, administration, resource allocation, and student enrollment;
3. To provide a report that assesses institutional compliance with MSCHE standards and recommendations to address weaknesses and support strengths;
4. To expand assessment initiatives and strengthen the foundation for a culture of continuous assessment that will be the catalyst for institutional planning and growth towards achieving continued excellence; and
5. To provide action steps related to a strong and unified approach to the provision of post-secondary education in the District of Columbia from workforce development to graduate degrees and beyond.

Organization and Selection of Members of the Self-Study Steering Committee and Subcommittees

The 2016 Self-Study Steering Committee was selected by Acting Provost Rachel Petty and Interim President James E. Lyons, Sr. in August 2013, with co-chairs Lena Walton, Assistant Dean of CAS and Marilyn Hamilton, Assistant Dean of UDC-CC . When Marilyn Hamilton became Acting Dean of UDC-CC in August 2015, Yolanda Harris, Professor of Business and Director of the Division of Business in UDC-CC, became Self-study co-chair. In June 2015, Brenda Brown, Professor of Math in UDC-CC, became an additional Self-study co-chair. The Steering Committee adopted the model of "The Comprehensive Report Reordering Standards to Reflect an Institution" cited on page 23 of the MSCHE publication *Self-study Creating a Useful Process and Report*, creating the following subcommittees. Their members were recruited from the UDC community and consist of faculty, students, staff, and others to study the below standards:

1. **Mission, Goals and Integrity: Chairs: Arlene King-Berry, Professor of Education, CAS and Serena Butler-Johnson, Director, Counseling Center**
   Standard 1- Mission and Goals
   Standard 6 - Integrity

2. **Planning, Resources and Institutional Renewal: Chair: Connie Webster, Associate Provost**
   Standard 2 - Planning, Resource Allocation, and Institutional Renewal
   Standard 3 - Institutional Resources

3. **Leadership, Governance, and Administration: Chair: Thomas Bullock, Professor of Math, CAS**

Standard 4 - Leadership and Governance
Standard 5 - Administration

4. **Student Admissions and Support Services: Chair: Sandra Jowers Barber, Division Director of Arts and Humanities, CC**
    Standard 8 - Student Admissions and Retention
    Standard 9 - Student Support Services

5. **Faculty: Chairs: Hany Makhlouf and Sergey Ivanov, Professors of Business, SBPA**
    Standard 10 - Faculty

6. **Educational Offerings: Chair: Alexander Howe, Professor of English, CAS**
    Standard 11 - Educational Offerings

7. **General Education: Chairs: Anthony Mansueto, Director of General Education, CAS and Les Vermillion, Professor of Business, SBPA**
    Standard 12 - General Education

8. **Related Educational Activities: Chairs: Michael Fitzgerald, Professor, LRD and Malva Reid, Assistant Dean, SBPA**
    Standard 13 - Related Educational Activities

9. **Institutional Assessment and Student Learning Assessment: Chair: Lena Walton, Associate Dean, CAS**
    Standard 7 - Institutional Assessment
    Standard 14 - Assessment of Student Learning

The Charge and Responsibilities of the Steering Committee

The Steering Committee responsibilities have included the following:

- Communicate the self-study process to the overall campus community
- Keep the UDC community involved in the Self-study process
- Group the standards into related areas
- Establish and charge the subcommittees
- Review working group questions to insure relevance and to avoid redundancy
- Prepare the Self-study design document
- Analyze interim reports from the working groups
- Disseminate interim reports to the campus community and gather feedback
- Prepare the Self-study draft
- Implement an institution-wide review of the self-study draft
- Ensure the Self-study timetable is implemented as planned
- Oversee the completion of the Self-study report
- Participate in campus visits by MSCHE representatives

Chapter 1: Standards 1, 6, and 7 - Mission, Goals, Integrity, and Institutional Effectiveness

Overview
Standard 1: The mission of UDC has evolved significantly in its contemporary history. UDC's mission, vision, goals, and values are relevant to its students and the citizens of DC, widely promoted and visible, and well-aligned with the strategic goals. UDC has also made significant strides since 2005 in the area of developing output measures for its initiatives, as evidenced by the Vision 2020 goals, objectives, strategies, and outcomes.

Standard 6: UDC adheres to DC Government Policies and Procedures to ensure ethical conduct and integrity in its operations. The Faculty Master Agreement, American Federation of State, County, and Municipal Employees (AFSCME) Bargaining Agreement, and internal polices established by the Faculty Senate, Office of the Provost, and BOT are governing documents that dictate procedures and methods that further ensure consistency, transparency, and fairness in UDC processes.

Standard 7: UDC has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Core Statutory Requirements (Land-Grant Mission, HBCU, Public Urban Status)
UDC's mission has evolved to meet the needs of its changing population and to stay abreast with higher education advancement. In keeping with the land-grant requirements, UDC offers a liberal, practical education, conducts research, and provides outreach/ extension services.   In 2008, UDC engaged in processes to further develop the mission and goals corresponding with a university system with a flagship, community college, and law school. At the time the mission was as follows:

> The University of the District of Columbia is an urban land-grant institution of higher education with an open admissions policy. It is a comprehensive public institution offering affordable post-secondary education to District of Columbia residents at the certificate, associate, baccalaureate and graduate levels. These programs will prepare students for immediate entry into the workforce, for the next level of education, for specialized employment opportunities and lifelong learning.

In September 2008 the following primary goals were established for the UDC system:

- Become an outstanding institution for undergraduate education with a global focus;

- Offer exceptional, research-driven graduate and professional programs of importance to DC and the nation;

- Provide an important economic engine for DC and the metropolitan area.

Aligned with these goals, the President introduced a new vision for the institution which states that "The University of the District of Columbia will be a diverse, selective, teaching, research, and service institution in the land-grant tradition, serving the people of Washington, DC and the Nation" ("America's Urban Land-Grant University: Creating the Future", 2009). This vision was based on adopting a 21st century model of higher education that focused on autonomy, improving the infrastructure, and streamlining academic processes.

Another catalyst for revising our mission was the "University of the District of Columbia Right-Sizing Plan Act of 2012" (pp.68-70) in June 2012. This led UDC to develop the "University of the District of Columbia Right-Sizing Plan" that defined a vision that articulates the interconnected mission, roles, responsibilities, and scope of the Flagship (CAUSES, CAS, SBPA, SEAS), UDC-CC, and DCSL; an enrollment plan with reasonable enrollment projections, an analysis of academic programs that identifies under-enrolled and under-performing programs; an associated timeline and plan for improving or eliminating those programs; a compensation market analysis; an analysis of current and planned facilities, and a revised capital spending plan. In spring 2013, the "right-sizing" work group decided that a comprehensive strategic planning process, Vision 2020, would allow UDC to re-envision all aspects of its operations.

The development of Vision 2020 was a university-wide planning process. After months of collaboration with faculty, students, staff, and other UDC constituents during the strategic planning process, a revised mission and vision for UDC were adopted and approved by the BOT. The new, current mission statement reads as follows:

> The University of the District of Columbia is a pacesetter in urban education that offers affordable and effective undergraduate, graduate, professional, and workplace learning opportunities. The institution is the premier gateway to postsecondary education and research for all residents of the District of Columbia. As a public, historically black, and land-grant institution, the University's responsibility is to build a diverse generation of competitive, civically engaged scholars and leaders.

Alignment of Mission, Goals, Vision, and Values: We reviewed the goals of the strategic plan, Vision 2020, to determine if the themes were congruent with the mission, vision, and values. Each goal supports the major themes of UDC's mission and effectively captures the land-grant mandate to meet the education needs of DC residents. Specifically, the major themes of the goals reflect the following: effective, flexible and accessible educational program offerings; experiential learning; accountability and transparency; partnerships; research; scholarship; creativity; and student-centered

initiatives. These goals align effectively with our mission of building a diverse generation of competitive, civically engaged scholars and leaders. UDC acknowledges that affordability and accessibility are gate-openers for education.

Institutional Goals and Outcomes: The mission in Vision 2020 is tied to measurable goals and objectives, which incorporate measures of output. In Vision 2020, strategies to meet the objectives under each of the five strategic plan goals are clearly identified.

Promotion of Mission: UDC's mission, vision, and values are promoted widely and are highly visible on our website. UDC's website reflects its current mission and includes all program offerings, research, and extension services. Upon review of the missions of each of the UDC schools and colleges, we found congruence with themes included in UDC's mission. Themes of social justice, innovation, excellence, and global perspective permeate each of the mission and vision statements of the schools and colleges that comprise UDC. Further, mission and vision statements for each of the respective schools and colleges are easily accessible on our website, as are corresponding goals.

Mission and Goals as Factors in Decision-Making
Mission and goals are considered in decision-making across the following areas.

> a) Budgeting and resource allocation
> b) Hiring and reduction in force of faculty, staff, and administrators
> c) Addition, discontinuation, and changes in academic programs
> d) Creation of new academic units and reorganization within academic units

Standard 6: Integrity

Maintaining Academic Integrity and Relevance for DC Citizens
The UDC administration led by the BOT is responsible for maintaining academic integrity of the university and program relevance for DC residents.

The Faculty Senate has an important role in upholding academic integrity. Procedures for "New Programs, Program Changes, and Program Suspension and Deletion" are outlined in the Procedures for the Academic Standards, Programs, and Policies Committee (ASPPC) of the Faculty Senate. Program offerings and procedures for processing these actions are specified in the UDC Faculty Senate Charter and Bylaws. Recommendations/resolutions from the Faculty Senate are transmitted to the Provost and BOT Committee for Academic Affairs. As directed by DCMR-8 300.5, the procedures for evaluation of program activities developed by the President shall include provisions for keeping the BOT fully informed of the standards of scholarship maintained and of the efficient and economic administration of UDC.

During the strategic planning period, the Office for University Advancement utilized multiple polling and surveying methods to obtain input from DC citizens, regional businesses, and governmental bodies before any changes to an existing program or the implementation of any additional programs were made. This office further engaged in

periodic surveying of enrolled students, graduates, and employers of graduates to gauge the perceived value of the education gained.

On a broader level, UDC also utilizes regional and local research findings to determine educational needs of DC residents. To that end, UDC has utilized the Five-Year Economic Development Strategy for DC to strengthen workforce development and business offerings. The Five-Year Economic Development Strategy is based on data analysis from over 200 interviews with public, business, and civic leaders conducted by a team of MBA candidates from local institutions.

Additionally, colleges conduct research and facilitate advisory boards for the purpose of determining educational and training needs. For example, based on research of industry trends and educational needs, CAUSES established a new professional degree program, the Professional Science Master's (PSM), approved by the National Council of Graduate Schools. As of March 2010, with this new addition of a professional degree, UDC became the first HBCU in the nation in establishing the PSM degree program.

Curriculum Maintaining Academic Integrity and Relevance for DC Citizens
Through the Curriculum Committees within each college and school of UDC, every academic program must be shown to be of benefit to UDC by supporting the mission, goals, and vision adopted by the BOT and efficient in the use of human and fiscal resources. Each program must then be reviewed and revised, if necessary, by the presiding dean of the respective college or school before submission to the Faculty Senate. The Faculty Senate is a governing body within the UDC governance system. The Faculty Senate is responsible for considering and deliberating about university standards, policies and programs and for making recommendations to the Provost about curricula, scholastic requirements, and academic programs, among other responsibilities (Faculty Senate Charter).

Finally, as directed by DCMR8-B732 – "departments, colleges, and UDC as a whole shall set measurable and recognizable objectives for each program, and faculty and students working together shall be expected to demonstrate competency through student accomplishments in their chosen fields".

Under our land-grant functions and as a public institution, we consistently assess the educational needs of DC residents. For example, CAUSES administers the five land-grant centers and two institutes embedded in the Centers to meet the educational needs for DC citizens (CAUSES Land-Grant Centers).

Stakeholder Input
Stakeholder input is obtained in a variety of ways and used for advancing changes in academic and workforce programs and maintaining integrity and relevance to DC citizens:
- Academic programs and colleges' Advisory Board Members
- Periodic program reviews and annual professional accreditation reports
- Direct contact surveys of the citizens and graduates.

- Survey of employers, business, and governmental officials
- The One City Plan, Pathway to the Middle Class, developed in community sessions.

Accuracy, Accessibility, and Adherence to Policies and Procedures

Each school, college, and program is responsible for management and review of its academic or service programs to ensure that its goals and objectives are met. The Office of the Chief Financial Officer manages and reviews fiscal operations to ensure adherence with budget policies and procedures. In addition, the Office of Sponsored Programs manages and reviews policies and procedures related to grants and contracts, and the Title III Office manages and reviews its related policies and procedures. Although reviews of programs and operations are completed in accordance with established departmental policies and procedures, an Internal Audit Department is available for objective assessment of performance management in UDC offices. The Office of Human Resources provides supervisor and employee guidance, training and development resources, mediation, corrective action plans, as well as 3x/year performance planning and review oversight.

Ethical Guidelines that Govern the Conduct of UDC

UDC has established ethical standards, policies, and procedures which support academic freedom and produce a climate of academic inquiry and engagement. The University Catalog 2014-16 provides the primary document that describes and explains academic procedures. The Course Guide published for each academic year provides an academic calendar, courses offered for each semester, and policies and procedures also found in the University Catalog. Both documents are online and are continuously revised for accuracy and accessibility. The DCSL Student Handbook is also available online.

Tenured and tenure track faculty, except those in DCSL, are members of the UDC Faculty Association, an affiliate of the National Education Association, and staff are members of AFSCME. Collective bargaining between each association and the UDC administration establishes professional policies and guidelines. These policies and guidelines foster professionalism among faculty and staff, including the development of policies and procedures related to research protection, integrity and misconduct; intellectual property; grievances; and hiring and performance evaluation of faculty and staff. Electronic and hard copy handbooks that outline policies and procedures are available. Faculty academic activity is bound by the guidelines addressed in the Academic Policies and Procedures Manual (update) and the Faculty Handbook. (update) Students are bound by the Student Handbook. (update) In addition, UDC provides open, honest and transparent information/dialogue via opportunities for constituents to attend BOT meetings, publication of all BOT and BOT committee minutes, and on-going UDC communications postings. Shared governance is promoted via the inclusion of faculty, staff, and alumni as members of university internal committees.

The Board of Ethics and Government Accountability (BEGA), DC Government, offers mandatory training in ethical workplace behaviors, provides binding ethics advice, enforces the Open Meetings Act, investigates violations by DC government employees,

and aids with implementing open government practices. The following documents are used:

- The Comprehensive Code of Conduct Establishment Act of 2015
- The Board of Ethics and Government " Ethics Manual"- The Plain Language Guide to District Government Ethics

Established Policies and Procedures

UDC is governed by DC, Federal, and institutional policies and procedures. The applicable DC policies and procedures are found in the Municipal Regulations, BEGA Ethics Manual, Grants Manual and Source Book and Sub-recipient Monitoring Manual. Applicable federal policies and procedures which include Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; NIH Grants Policy Manual; National Science Foundation (NSF) Grants Policy Manual; Education Department General Administrative Regulations (EDGAR); Defense Advanced Research Projects Agency (DARPA); Department of Energy; Health Insurance Portability and Accountability Act (HIPAA); Responsible Conduct of Research, Office of Research Integrity; Plagiarism; Laboratory Management; Collaboration;   Conflicts of Interest; Mentoring; *Patents and Intellectual Property; Protection of Human Subjects;* Title 45 Public Welfare Department of Health and Human Services, Part 46, Protection of Human Subjects; A compendium of resources from the Office of Research Integrity: Protection of Animals; Protection Against Radiation; and Research Terms and Conditions. UDC has established policies and procedures governing: time and effort reporting; human subject research; intellectual property; patent inquiries and hiring/employment. An active Institutional Review Board representing all UDC schools and colleges manages the protection of human subjects involved in research.   UDC is in the process of reviewing policies and procedures in the areas of radiation safety, animal welfare, procurement, and travel.

The Office of Sponsored Programs publishes the federal and institutional policies and procedures related to grants and contracts on its website and in the Principal Investigator's Handbook. The Office of General Counsel provides information regarding patents and intellectual property policies. The Office of   Human Resources manages the institutional policies of respect for the individual, appreciation and recognition for good work, management accessibility and communication, and workforce development training and education. Financial policies and procedures are found in the UDC Financial Policies and Procedures Manual.

Adherence to Ethical Standards

Individual, joint, and online trainings on ethical guidelines pertaining to specific issues such as sexual assault, discrimination, and hiring are held for faculty, staff, and students. Performance evaluations, individual development plans, and the Equal Opportunity Office in the Office of Human Resources are used to assess and track compliance with ethical and legal standards, and corrective actions are taken when needed. Departmental supervisors are responsible for ensuring adequate review of activities, development and guidance, as well as documentation of such efforts.   The Title IX committee is

responsible for the investigation and proper response to any gender-based discrimination, harassment, or other unlawful or sexual contact.

Monitoring of University Guidelines

In addition to the aforementioned measures of policy and guideline adherence, the Internal Auditor (IA), under the guidance of the Audit, Budget, and Finance Committee (DCMR 110.1c) of the BOT monitors adherence to university guidelines through a systematic, disciplined approach to evaluating and improving the effectiveness of risk management, control, and governance processes. The IA aims to determine whether UDC's risks are appropriately controlled, governance processes are in place to appropriately monitor UDC's activities, and controls are well-designed and functioning. The IA's scope of work includes: the assessment of appropriate identification and management of risks; accurate, reliable, and timely financial, managerial, and operating information; employees' actions are in compliance with policies, standards, procedures, and applicable laws and regulations; resources are acquired economically, used efficiently and adequately protected; programs, plans, and objectives are achieved; and quality and continuous improvement are fostered in the organization's internal control processes.

Fair and impartial processes related to students are published in the Student Code of Conduct (2009). The Judicial Affairs Office enforces the Student Code of Conduct, and recommends judicial hearings, suspensions, probations, and sanctions as indicated by the outcome of a judicial hearing, and/or appeals process.

Grievance procedures, published in the University Catalog 2014-16, are available for students to find recourse or remedy for situations in which students' violations of university or academic policies are alleged. The Human Resources Office and EEOC Officer are the primary points of contact for complaints of unethical or inappropriate conduct by UDC employees.

The Office of Human Resources regularly facilitates trainings for new and existing employees on ethical guidelines, laws and policies (such as FERPA and Title IX), unlawful harassment, GLBT cultural competence, and prevention of harassment and sexual violence. Compliance with these policies is monitored at a departmental level by supervisors As described previously, the IAD periodically conducts performance management reviews to ensure that UDC employees' actions are in compliance with policies, standards, procedures, and applicable laws and regulations, and it conducts such reviews as appropriate based on level of risk.

Each UDC office or program has a student complaint/grievance form that students are encouraged to submit with any concerns or complaints, which are then addressed through a chain of command beginning with the departmental supervisor. For academically related grievances, the departmental and college grievance committee, consists of faculty from multiple disciplines/programs within their department/division. For non-academic related grievances, the grievance procedure for students, however, needs to be made more clearly visible, such as on the website and in the student handbook.

Standard 7: Institutional Assessment

UDC's Institutional Assessment System
At UDC, assessment of institutional effectiveness involves the process of collecting, analyzing, and acting on both internal and external data/information to accomplish its mission and goals. This process requires the development of goals and objectives, implementing activities to meet the goals and objectives, measuring the extent to which objectives are achieved, and using the findings to inform decisions. The process is the same for measuring strategic goals/objectives and learning goals/objectives/outcomes which is elaborated in Chapter 8 on student learning outcomes assessments. Until we institutionalize assessment, each discrete unit across the university designs and implements its own assessment scheme using the major elements in the cyclical process. UDC's assessment expectation for each academic and non-academic/service unit is illustrated in Figure 1.1.

Figure 1.1 **Assessment Cycle**
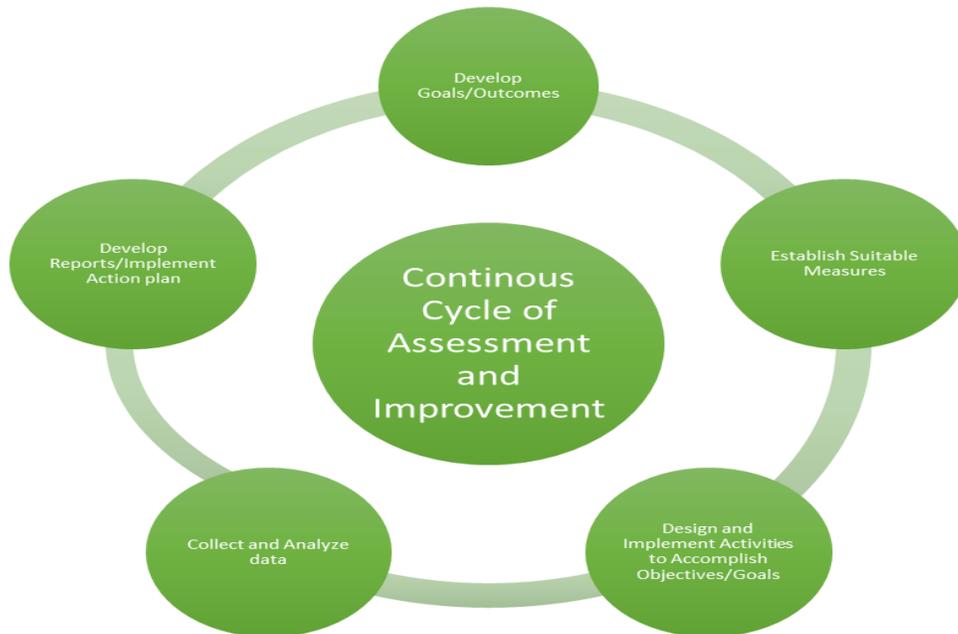
1. Develop Goals/Outcomes for the unit which directly align with the unit's mission, the university's mission, and the strategic goals. Develop measurable and achievable objectives.
2. Establish suitable measures to indicate how objectives are being met. Outline achievement targets on which data is collected and collect data
3. Design and implement activities that help accomplish the objectives
4. Collect and analyze data, and review and discuss results with constituents.
5. Develop reports and Implement Action Plans which are used to develop and plan for next assessment cycle

As a follow-up to the action plan of the 2005 Self-study, the Institutional Research Assessment and Planning (IRAP) office was developed in response to the need for institution wide assessment and planning. In AY2008- 09, UDC embarked further on a bold initiative of streamlining institutional assessment. The Office of Academic Policy and Assessment (OAPA) reporting to the Office of the Provost was established to achieve systematic assessment within the university. This office was created to work closely with all units across the university to develop policies, provide mentoring, arrange schedules of professional development activities, set deadlines, and oversee the full process of assessment.   At this time IRAP's major function shifted to institution wide data collection. Data are shared on the UDC website and also sent directly to the Provost, President, BOT, and specific service and academic units. Systematic assessment across UDC started in academic affairs with a major focus on the assessment of academic programs and initiatives. Next, the focus expanded to include physical resources and student affairs.   Service programs, and their related initiatives, and activities have been moving away from ad hoc decision-making towards established assessment cycles and procedures (exhibit unit assessment plans). The assessment cycle for each program, activity, and initiative across UDC has generated data that conveys to its constituents the degree to which each unit is achieving its strategic goals and mission and ultimately institutional effectiveness.

The University-wide Assessment Committee which reported to the OAPA consisted of assessment coaches who were faculty from across academic units.   Committee membership consisted of assessment coordinators (faculty, program coordinators,…) from each college/school, and non-academic/ service units.

To enhance systematic assessment among academic programs, the OAPA implemented a student learning outcomes assessment structure which includes a cadre of faculty trained as assessment coaches for all academic programs.   The coaches receive external and internal training and are responsible for supporting programs with setting up and implementing assessment plans and "Closing the Assessment Loop" using data (Attachment: Assessment Plans for academic Units).   The "train the trainer model" for professional development is used to provide numerous internal workshops on sustaining the efficacy of assessment in academic programs.   Schools and colleges are fully responsible for assessment of their programs and units through faculty led assessment committees. Their most recent focus is on implementation of TK20.

Evidence/Data to Assess Overall Effectiveness of Goals and Mission
Evidence or data that assesses UDC's effectiveness on achieving its mission and goals is gathered at the specific unit level and reported up to the President and the BOT. A vast amount of data, mostly quantitative, is collected through the IRAP including the following:

> 1. National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), Community College Survey of Student Engagement (CCSSE), Law School Survey of Student Engagement (LSSE), Survey of Entering Student Engagement (SENSE) every other year

2. Course evaluation every semester
3. Class registration every semester
4. Classroom utilization analysis every semester
5. Retention rate every year
6. Graduation rate every year
7. Cost study every year
8. Staffing trend study every year

In addition, the various academic and non-academic/service units collect data related to each of the five strategic goals on a quarterly cycle, and reports are developed around activities, planned deliverables, and availability of resources and reported to the Vision 2020 implementation team (Vision 2020 Update – November 2014). Also, academic affairs, through the schools and colleges, collects both qualitative and quantitative data from student learning outcomes assessments, course evaluations, employer surveys, graduating senior surveys, alumni surveys, pre and post-tests in courses, common exams and feedback from majors and town hall meetings.

Figure 1.2   **Summary of Evidence of Achieving Vision 2020 Goals**

From Vision 2020	Sample Measures	Responsible Party
Goal 1: Offer effective educational programs	% increase in online offerings % increase in open source books % increase in program/training completion % increase in job placement (WDLL)	Academic Affairs WDLL- UDC-CC CAUSES Land-grant CAS – Adult Education Teacher Training
Goal 2: Create culture of accountability and transparency	% increase in use of TK20 Assessment System	University Assessment Committee
Goal 3: Partner with business, non-profit, and government	Number of student engagements in internships and service learning relevant to their majors Number of faculty/student collaborative service activities	Student Affairs – Career services Deans
Goal 4: Increase research, scholarship, and creativity	% increase per year for research, scholarship, and	OSP Deans

	creative works, including externally funded projects	
Goal 5: Create student-centered enhancements	Completion and use of new Student Center % increase in upgraded learning spaces for students	Student Affairs Academic Affairs

Non-academic and service units collect a wide range of data from numerous sources. A few examples are the following:

- Office of Human Resources maintains detailed records of faculty and staff credentials, staff evaluations, and overall hiring practices of the university. Through the information garnered from this data the Office of Human Resources was able to implement a more efficient and streamlined onboarding process for new hires among other changes.
- The Office of Contracting Procurement (OCP) consistently conducts document analysis on procurement practices in the university to determine major pitfalls experienced by university employees in contracting and procuring resources and services. As a result of information gathered, the OCP embarked on an education drive, hosting round table discussions and trainings for personnel who were observed to be the most vulnerable in making errors.
- CAUSES Land-grant departments collect data on a regular basis from: outputs of workshops, seminars, training, demonstrations, certifications, publications, conference presentations, and dissemination of materials; contacts; demographics of participants; service in wards of the city; stakeholder input; and impacts. Stakeholder input is obtained via surveys, questionnaires, interviews, and focus groups. These data provide information about the overall effectiveness of land-grant related programs and are used to make evidence based decisions.
- Among the numerous assessments conducted by the Division of Student Affairs for four year programs are NSSE surveys, employer surveys, student satisfaction surveys at various events and after services are rendered, focus groups on, CORE assessment, clinical assessment tools to identify relative presence of student concerns as well as a collaboration of members in a threat assessment team for crisis management and individual evaluations. The Health Center also conducts an ongoing online survey of student satisfaction and needs.
- Workforce Development and Life Long Learning (WDLL) collects data from students, adjuncts, and WDLL personnel to support student completion. This data includes student learning assessment (CASAS appraisal, grades, third-party certifications), eligibility data (District residency, social security number, etc.), and retention data (attendance). It also collects employment outcome data in the aggregate in order to protect personally identifiable information. The purpose for collecting this data is to determine eligibility for programs, meeting entrance requirements, meeting attendance requirements. This data also allows WDLL to track class completion, certification attainment, and skills attainment.
- The Office of Student Achievement (OSA) at UDC-CC collects data from the Survey of Entering Student Engagement /Community College Survey of Student

Engagement (SENSE/CCSSE) national surveys related to student satisfaction during the students' first two semesters at the College. OSA also collects data from employer surveys during job fairs and major specific employer events. ACCUPLACER testing, orientation/registration sessions, Early Alerts, hiring/placement/data survey, surveys from special student projects – i.e. pilot summer bridge program, student surveys at various events and point-of-service assessment.

UDC also collects data through contracts with major research/evaluation firms. E and I Consulting Firm was contracted in FY 2015 by OCP to examine their operational efficiencies and challenges of the internal business processes, strategies, capacities, capabilities, and resources. Among the recommendations is the development of a strategic plan for the unit, collaboration between internal and external stakeholders, and the efficient utilization of technology. As a result of this assessment, OCP is developing a five year strategic plan to meet the university's overall strategic goals, improving the university community's perception of OCP by conducting training, and becoming more transparent. OCP is also taking advantage of training opportunities and networking to enhance their knowledge and improve their skillset.

In 2009, UDC contracted Noel-Levitz to conduct research and make recommendations for overhauling the areas of recruitment and admissions. (See Chapter 4.)

Involvement of Stakeholders in the Institutional Assessment Process
UDC stakeholders, internal including students, faculty and staff, and external including city leaders, business leaders, employers and the general citizenry, consistently assess UDC's effectiveness. One of the forums through which the general citizenry of the District assess the effectiveness of UDC is by attending, questioning, and making recommendations for continuous improvement at public hearings before the DC Council. The hearings are related to annual budgets and spending, and performance oversight. There are two major hearings per year. The first is the oversight hearing which assesses the expenditure and distribution of resources for the prior financial year, and the second is the budget hearing in which the university defends the budget for the following year as it relates to adhering to the mayor's budget MARC. Another involvement of stakeholders in the institutional assessment process is through town hall meetings held in different wards across the city especially when university leaders are considering implementation of major changes such as location of satellite campuses. Most recently UDC hosted extensive outreach for stakeholder involvement in the development of Vision 2020. During the strategic planning process the planning team conducted several surveys with different stakeholder groups including major employers, students, and the business community and hosted multiple town hall meetings across the city. Data gathered from these forums are useful in discussing the university's effectiveness in serving its constituents.

Academic programs invite the input of stakeholders in assessing programs. The process of academic program review requires that experts from each of the specific program

disciplines serve as a reviewer on the review committees. In the last program review cycle of 2009 to 2010, all program review committees had at least one disciplinary expert on their team (examples of Program review teams). As well, programs involve stakeholders on their advisory boards which periodically evaluate program initiatives and effectiveness of clinical and internship activities. For example, Education and Social Work include external stakeholders who are potential employers in designing student outcomes and program assessments and in assessing interns' performance in the field. Also, Law students are represented on curriculum and bar passage committees and alumni on the strategic planning committee.

How Institutional Assessment Contributes to Institutional Change

At all times, relevant data are considered by the President and the BOT when making decisions about the direction of the institution, student needs, budgeting, staffing, and programming among others (see BOT minutes). IRAP produces a series of institutional assessment reports including annual fact books, retention profile reports, enrollment profile reports, a DC resident profile report, an International student profile report, semester fact sheets, nationally required surveys such as Community College Survey of Student Engagement (CCSSE) CCSSE Key findings 2011 – 2015). Survey of Entering Student Engagement (SENSE) and the National Survey of Student Engagement (NSSE) and annual STEM data reports which were published on the IRAP website . Institutional data on student admission and registration are also shared by the Office of the Registrar and the Office of Enrollment Management each semester with Deans and the Provost.

SENSE data has been used by UDC-CC to effect changes in how to engage with students during the first two semesters of entering college. SENSE is administered to entering freshmen during weeks 4 and 5 in the fall semester. The aim of the survey is to provide an opportunity to assess students' perceptions of the college experience at a time that is critical to their persistence and retention at the college. The results of the SENSE survey help the UDC- CC Student Success Center assess capacity to engage with students and determine what changes are needed to support student success. A broad range of program improvements have been undertaken by UDC's Student Success Center (Chapter 4).

Most initiatives that contribute to institutional effectiveness start at the unit or program level. For example, the retention profile reports published by IRAP were the spring board for CAS and UDC-CC to plan and implement rigorous retention initiatives for undergraduates. More specifically, CAS employed an Assistant Dean for Student Affairs for improving student's experiences and retention, and UDC-CC implemented the corequisite remediation model in English and Math to improve graduation rate and retention. All colleges have used enrollment profile reports to discern trends in student enrollments and have made adjustments to their recruitment mechanisms and practices, and program offerings and schedules. In addition, a longitudinal analysis of enrollment trends, student demographic data, and student surveys suggested that between 2008 and 2010 the population of students between 18 and 22 years increased, and so was the request for classes to be offered earlier in the day between 9:30 a.m. and 4:00 p.m. This finding informed the administration's decision to change the schedule matrix for undergraduate classes to three distinct blocks of time to accommodate the larger

percentage of daytime requests as well as the continued requests for evening classes. (University Schedule Matrix).

In addition, data specific to the effective and efficient operation of each unit is collected within the unit. Three examples of unit level assessments that contributed significantly to institutional effectiveness are:

- A SurveyMonkey assessment was done in AY 2009-10 by OSP to determine the needs of faculty and the role of OSP with regards to grant writing and administration. The results of the survey led to monthly analysis of faculty conducting research, and implementation of workshops resulting in a higher percentage of new faculty applying for grants and generally faculty applying and receiving grant funding. In addition, the OSP website was revised to include all the information, policy, and procedures needed by prospective and active grant writers.
- Most recently, the Office of the Registrar completed an analysis of complaints from graduates about their diplomas. Cost analysis on outsourcing the printing of diplomas resulted in the current use of "Diplomas on Demand" implemented to reduce misprints and provide diplomas in a faster turnaround time. In addition, data from complaints and concerns about manual student withdrawal from classes by personnel in the registrar's office resulted in the implementation of an online withdrawal process which reduced withdrawal errors and improved student accountability for withdrawal from classes.
- After the approval of a UDC master plan in 2012, an assessment of the needs of our infrastructure resulted in a number of capital improvements such as the new Student Center, renovations to SEAS, CAUSES Center for Nutrition, Diet, and Health, the UDC Theater of the Arts (Building 46 East), and the Child Development Center.

Academic Program Assessment for Institutional Effectiveness
Academic units across UDC continue to collect data for continuous improvement of programs. The Office of Academic Affairs continues to monitor student outcomes assessment. In their annual report to the Provost, deans also report on assessment (student outcomes, program, physical, technical and human resources) in their schools and colleges. While all academic units are required to assess student learning and course outcomes, and conduct program reviews on a five year cycle, each school or college and programs within colleges conduct unique measures germane to their mission and goals and in concert with Vision 2020.

Guided by data from the 2009-2010 program reviews, and Noel-Levitz study of institutional effectiveness, schools and colleges concluded that there was the need to streamline academic offerings which resulted in the first wave of consolidation or discontinuation of programs that were not meeting their goals. The catalysts for redefining schools and colleges and their programs between 2012 and 2014 resulted from discussion of data gathered through strategic planning for Vision 2020, student

demographic data, employer surveys and program effectiveness studies done by schools and colleges in consultation with the Office of the Provost.

Support for Institutional Assessment
As part of its commitment to supporting institutional assessment, over the past five years UDC has funded several assessment support initiatives.

Figure 1.3 **Assessment Support**

Types of Assessment Support	Support Cost
Blackboard Analytics (AY 2010-11)	
Grades first	
TaskSteam for Community College (AY2012-13)	
TK20 UDC-Wide (AY2015)	$55, 000
Hiring Research/Assessment Analyst(AY2014-15)	$75,000/year
Personnel	

In fall 2014, UDC contracted with TK20 to implement a campus wide assessment data management system. The TK20 system went into implementation phase October 2014. UDC is implementing four modules on a phased in basis: Accreditation, Strategic plan, Assessment Planning, and Faculty Qualifications and Management. Once the system is fully implemented, it will be the central repository of data related to implementation of the strategic plan, faculty, and student learning.

Summary
UDC is continuously assessing its operations, programs, and initiatives, and is using data to inform evidence-based decision making. Continuous assessment in non-academic units is growing with the implementation of assessment plans in AY 2014-15. Data gathered from the implementation of these plans are already in use and influencing decisions that are made to improve the service units and university effectiveness. UDC has invested in several mechanisms to enhance assessment across the campus. The university has an institutional assessment committee charged with overseeing assessment activities, setting up cycles, and ensuring that units meet data collection analysis reporting deadlines, and the committee is currently working on an institutional assessment system.

Action Steps:
Standard 6
> Although there is a documented procedure and multidisciplinary hearing body designed to address student grievances, make the grievance procedures more visible and accessible to students.

Standard 7
> Assign the institutional assessment function to an existing office; add appropriate personnel.

Chapter 2: Standards 2 and 3 - Planning, Resources, Institutional Renewal

Here we provide an overview of UDC's core financial operating conditions for FY 2014 and prior years with sources of core operating revenues, and we examine trends in resources including physical, human resources, and technical and financial capacity. More specifically, analysis focused on annual budgets, allocations, trending revenue sources, academic and support resources required by all campuses, and processes used to acquire and assess resource adequacy.

Overview of Institutional Resources
Institutional and environmental changes have contributed significantly to UDC's resource acquisition and distribution. Major initiatives undertaken since 2009 required us to reassess our resources. UDC now includes UDC-CC which supports the entry of DC's diverse population to public higher education and employer workforce needs. The addition created the need for sharing of resources across satellite campuses.

UDC Revenue Sources and Resources
Independent audits have documented UDC's financial stability FY 2012-14:

Figure 2.1 **UDC's Assets FY 2012-14**

Assets	2014	2013	2012
Cash and cash Equivalents	$52,380,894	$36,938,565	$29,495,268
Accounts receivable, net	2,517,362	13,031,480	$ 4,915,282
Grants and Contracts rec., net	14,339,838	6,151,113	$5,131,203
Receivable from District	8,963,539	7,610,509	$1,061,000
Accrued interest receivable	43,703	68,083	$ 31,124
Other current assets	264,106	292,368	$241,790
Total Current Assets	$78,509,443	$64,092,117	$47,217,291
Total Non-Current Assets	199,368,660	177,732,645	$160,436,389
Total Assets	**$277,878,103**	**$241,824,761**	**$207,653,680**

UDC's major revenue source is unrestricted funds appropriated by the DC government. These funds are used for offsetting operational costs and account for the largest portion of UDC's budget equating to 60% or greater. Local funds are identified as "Unrestricted Funds" in the Operating Budget. Another of UDC's revenue source is federal funds from federal grants that we receive to pursue research or other dedicated collaborations or projects. Federal and private grant funds are identified as restricted funds in the Operating Budget, and while the Unrestricted Budget amounts are planned each fiscal year, grant funding is based on successful solicitations. Another category of revenue is Special Purpose funds and comes from funds generated through tuition, student fees, and

auxiliary services (parking, book store, cafeteria revenue, etc.) However, the Operating Budget and resource availability for all UDC functions significantly depend on the annual fiscal local subsidy from the DC government. UDC's budget request submitted to the Mayor does not reliably result in the amount awarded (Figure 2.2). Operating and Capital Budgets are prepared and reviewed separately by the administration. While most funding is allocated for a single fiscal year, Capital Budget Funds support a six year improvement plan to accomplish replacement of worn-out or out-dated facilities, to replace obsolete equipment, and/or to modernize a facility to extend the life of the asset. This budget is funded by General Obligation Bonds (GO Bonds), and the revenue stream is extremely restrictive, thereby making it difficult to change a six year plan.

Figure 2.2 **UDC's Local Appropriation History FY 2011-16**
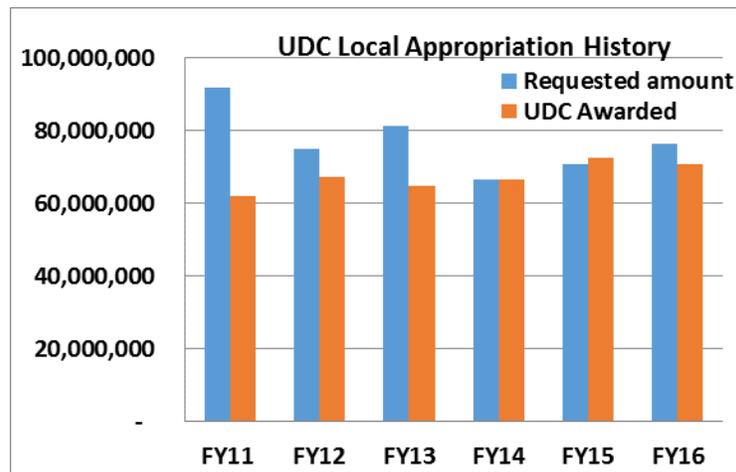
Human Resources

Human capital is one of the most important resources at UDC, and UDC's faculty have demonstrated dedication and commitment to our mission and the student population served. With the exception of student employees, there are 705 FTEs as faculty and staff for 2015. Of the 705 FTE, 257 are faculty.

Figure 2.3 **Personnel Services by Employment Type**

PS BY EMPLOYMENT TYPE

Type	FY15 PS	FY15 FTE
Staff	39,632,024	448
Adjunct	6,865,420	N/A
Faculty	26,001,801	257
Student Employee	189,000	N/A
Grand Total	**72,688,244**	**705**

- FTE includes only regular employee funded by un-restricted funds. Adjuncts and student workers are not included.
- FTE includes filled, vacant, and approved new positions.

FY15 Budget Development   10

During the right sizing mandate in 2012, when programs were eliminated, faculty were reduced. Subsequently, in AY 2015, 17 FTE faculty were eliminated with program termination. New faculty members were added to strong or promising academic programs in AY2013-15 largely through faculty vacating positions.

Facilities and Physical Resources

In 2005 the total square footage was approximately 1.7 million, and in 2015 it is approximately 2.2 million ("UDC Building Inventory"). At the main, branch, and satellite campuses, programs and colleges have special and dedicated space to meet instructional needs, including special labs and accreditation mandates. All total, UDC has approximately 1,859,452 square feet of space in buildings housing classrooms and labs, in addition to a 143 acre farm, and two garages on site. The following chart identifies square footage for programs and labs:

Figure 2.4 **Physical Space**

Program	Square Footage	Special Labs	Use Type
SBPA	115,308	Smart Rms.	Exclusive
SEAS	137,737	15	Exclusive
LRD	158,277		Exclusive
Health Sciences	110,421	2	Exclusive
Fine Arts	63, 245		Exclusive
Physical Education	93,805		Exclusive
DCSL(Law School)	143,560	Court Rm.	Exclusive
Administration	85,938		Exclusive
Aviation Maintenance	26,000		Leased
Bertie Backus	130,000		Exclusive
801 N Capitol	89,000		Leased
P. R. Harris	350,000		Exclusive
Shadd Educational Center	15,000		Leased
United Medical Center	5,000		Leased

Student Residence Halls and President's Residence are also part of the physical space.

Since UDC assumed management of capital projects and received procurement authority from DC in FY2010, several building at the main campus have had major renovations, in addition to establishing UDC-CC sites at 801 North Capital Street, the Backus School in Northeast, and PR Harris School in Southeast. Since 2010, over $125 million has been spent on capital projects (see "Building for the Future")that include notable renovations in SBPA, the Law school, the UDC Lab School, the plaza deck and parking garage, and the natatorium in the building housing the sports complex. The new Student Center, located at the corner of Van Ness Street and Connecticut Avenue, will open in Fall 2015 and will be a model in sustainability as it is designed to achieve the prestigious LEED Platinum certification. Other recently completed projects include the following:

- SEAS, Phase I, Buildings 32/42
- Backus Site Renovations Phase II – additional classrooms & infrastructure upgrades
- Building 44 Green Roof Installation & Greenhouse Renovation
- CAUSES Center for Nutrition, Dietetics, & Health, Building 44 Level 1
- Auditorium Upgrades, Building 46E
- Child Development Center Outdoor Educational Facility

In addition to 100 major instructional labs, 14 smart classrooms, and regular instructional classrooms (see "UDC Smart Classrooms and Labs"), UDC has specialty areas, dedicated space, and additional resources across campuses:

- **UDC-CC –** Hospitality and Tourism Lab, Mortuary Science Suite (at Van Ness) consisting of a maxillofacial lab used for restorative art and embalming in the Mortuary Science program.
- **CAS** - labs that meet the bench science requirements of biology, chemistry ,the Cancer Research Program, the Speech and Hearing Clinic, a Child Development Center/Lab School for preschool children, art galleries, and performing arts venues, and the Montieth Reading Room for special faculty activities.
- **CAUSES -** dedicated facilities for urban land-grant function including Muirkirk Research Farm in Beltsville, Maryland, a state-of-the-art industrial kitchen to meet the needs of the Nutrition Center, Dietetics program, and Community Outreach activities for food handlers, the Water Resource Research Lab, and the Architectural Research Institute (ARI).
- **DCSL -** Moot Courtroom with current courtroom technology, including audio-visual recording capabilities, a digital evidence camera, electronic tables, and projection capacities and the law library which maintains a core collection of over 250,000 materials in print and microfilm.
- **SBPA -** Smart Classrooms, LED Lighting, and light controls
- **LRD –** See Figure 2.5

Figure 2.5 **LRD Labs and Resources for Students and Faculty**

Lab	# Computers	Projector	Printer	Other
E-lab 104	31	1	1	VHS/DVD player, Document camera, Audio-cassette player
E-lab 105	9	1	1	--
Faculty E-lab	12	1	1	--
E-lab 510	12	1	1	--
1st floor Open Lab	79	--	1	--
5th floor Open Lab	51	--	2	Visually impaired station: scanner connected to a computer with adaptive software installed and a video magnification station
TOTAL	198	4	7	

Technical Resources

The Office of Information Technology (OIT) provides all infrastructure and computer application support. OIT operates several systems, most notably Microsoft Exchange (email) and the Banner ERP (student management system) 24-hours per day, seven days a week. OIT manages 90% of all applications onsite in our data center, which was recently rewired to increase system reliability. We are currently averaging a 98% uptime. OIT is a client-server environment with approximately 40 physical servers residing in the data center. UDC is predominately a Microsoft campus, with OIT servicing all administrative and academic technology requirements. OIT has secured a location at the Washington Research Library Consortium (WRLC) for a redundant data center; we are in the planning phases for this project. UDC is aware of the importance of failover capabilities to ensure service continuity.

Most recently OIT moved towards Office 365 for student Email. This provides UDC students with increased functionality and capabilities as it relates to email storage. One of the most notable projects that OIT has completed this year is the implementation of Recruiter. This tool will increase the capabilities for the Admissions Office. Currently, OIT is working closely with Academic Affairs on DegreeWorks, which will assist in student progress monitoring and transcript articulation.

UDC Cable TV - Our Cable TV is an extension of UDC's public service mission and the center piece of its professional educational video production, distribution, and applied learning for video production. UDC Cable TV is one of seven municipal Public Educational Government access (PEG) cable channels. Four channels are operated and programmed by DC government. Three channels are operated and programmed by DC Public Access Corporation, an independent non-profit. The Office of Cable Television in the Office of the Mayor has regulatory oversight of all PEG channels. The cable companies provide all of the funding for equipment to operate the stations, as part of the DC Cable Franchise agreement. UDC's programming mission is to provide an

educational programming service for DC residents and to advance the academic and public service mission of UDC through the innovative use of video technology. UDCTV operates 24-hour cable and Internet video channels, creates and acquires educational television programs, provides internships for students in video production, and provides video production services for academic and non-academic clients.

Aligning Distribution of Human, Fiscal, Physical, and Technical Resources with Strategic Goals

Typically, programs and initiatives receive resources in accordance with the strategic plan and the assessed needs of the department or unit. For example, academic program resources are allocated based on discipline specific requirements, research, enrollment, and pedagogy needs in relation to the mission, strategic goals, and priorities, while many other services are shared.

A review of fund distributions reveals the greatest portion of Unrestricted Funds goes to Academic Affairs. These funds, categorized as Personnel Services (PS) and Non-Personnel Services (NPS) provide instructional human resources, educational equipment, and support services for academic programs and initiatives. Request for these and any other funds are part of UDC's Budget Call, and are integrated and finalized in deliberations of UDC's Budget Committee. During the Budget Call period, each of the units provides evidence of its assessed needs to the Budget Committee, including a rationale for the unit's proposed budget.

Distribution of Grant Funds

 An additional initiative for Vision 2020 is to increase funded research activity at UDC. Federal and local district grants contribute to the revenue for restricted spending for the university. The following table provides a summary of awards for grants since AY2013. The chart below shows federal and local grant funding acquired by schools and colleges. Funds from these awards support the mission of UDC and ensure that special programs and initiatives are in place to enhance student experiences, the well-being of DC residents, and overall institutional effectiveness. See Office of Sponsored Programs FY 2015 Report (p. 9).

Figure 2.6 Distribution of Grant Awards across Academic Programs

School/Division	FY 2013		FY 2014		FY 2015	
	Number Awarded	Amount Awarded	Number Awarded	Amount Awarded	Number Awarded	Amount Awarded
Academic Affairs	3	$505,310	2	$323,000	2	$284,000
CAS	6	$1,379,269	9	$2,296,466	3	$729,538

CAUSES	17	$5,259,221	17	$6,171,036	13	$3,641,531
Law School	0	$0	2	$210,962	0	$0
SBPA	2	$2,149,000	2	$2,561,475	1	$2,561,457
SEAS	11	$701,376	5	$706,997	7	$1,526,520
Student Affairs	3	$664,368	6	$1,486,434	3	$201,771
UDC-CC	11	$7,943,833	13	$6,618,564	4	$314,410
Total	**53**	**$18,602,377**	**56**	**20,374,939**	**33**	***$9,259,245**

* = FY 2015 in progress

Distribution of Human Capital

UDC has invested more in our human capital than in its other investments. [Include chart.]

Figure 2.7 **Distribution of UDC Employees AY 2014-15**

AY14-15
Total number of Employees: 1044

Faculty Part Time, 315, 30%
Staff Full Time, 438, 42%
Staff Part Time, 31, 3%
Faculty Full Time, 260, 25%
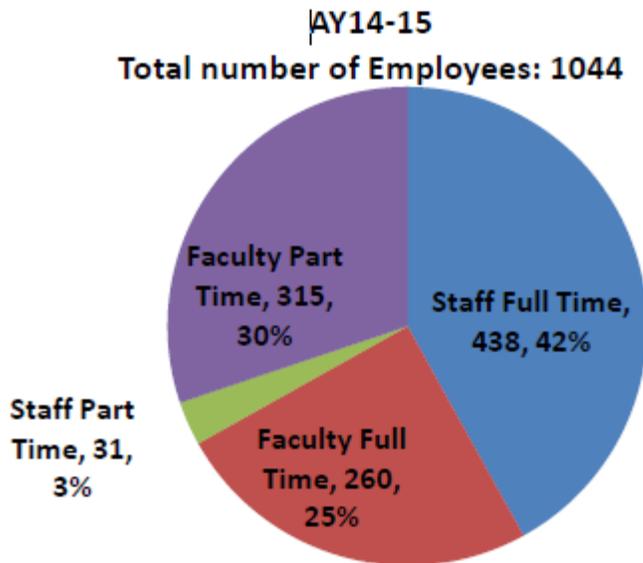
(University Fact Book 2014-15)

Technology Resources

Individual colleges and schools make the decisions regarding upgrade and addition of computers and supporting software and hardware, but OIT monitors the quality and specification of computers and supporting hardware.

CAS initiated a hardware replacement effort (Phase I of a comprehensive tech infrastructure refresh) in summer 2015 secondary to generous support made available through UDC's Title III funding. Every faculty member has been provided a new computer (primarily desktop machines). To support the growing mobile needs of faculty and students, 25% of the college's workforce has been equipped with mobile technology (laptops or tablets and in more limited supply, projection equipment). Small labs in the college have also been refreshed. Phase II of the college's technology replacement effort will be completed this semester (fall 2015) and will focus on refresh of student learning spaces, primarily teaching labs in the Arts and Humanities. The technology refresh also addresses technology needed to position CAS for fee collection. CAS will pilot fee-for-service programs in the Speech and Hearing Clinic and in association with CAS Reads Big ticketed functions and merchandise and has acquired Apple Square technology.

Program reviews and Town Hall meetings provided feedback to UDC-CC resulting in installation of SmartBoards in classrooms to infuse technology into teaching and learning; replacement of computers in the labs so that students have access to state of the art computer equipment; purchase of simulation manikins for nursing students to have hands on experiences; and purchase of resources such as LexisNexis and West Law for the Legal Assistant program.

Availability and Accessibility of Resources

Assessment of availability and accessibility of resources is an ongoing process at UDC. Annually, all units prepare for the budget call by completing their assessment of resources. This includes expenditures from previous years and their critical needs, requirements, and mandates. This assessment of critical needs is required by the budget committee. This cycle begins with an assessment plan for meeting their unit's strategic outcomes directly related to the mission and the UDC strategic plan. The annual budget call is the next step. Budget requests are submitted and evaluated by the budget committee which makes its decisions based on the strategic plan, health, safety, legal requirements, policy changes by agencies we respond to, and accreditation requirements. The next step after board approval of the budget is submitting the base budget to the Office of the Mayor. The Office of the Mayor makes decisions and adjustments and submits it to the DC Council where the budget is approved. The President and the BOT make the final decision about budget allocations in the university. Once the budget is approved for any Fiscal Year, to address internal needs, UDC reprograms to high priority

areas. All the steps for budgeting, reallocations, and reprogramming are in the UDC Financial Policies and Procedures Manual (2009).

When the budget committee is developing the budget, it analyzes and considers all budget requests from different units. If the critical needs of UDC exceed the MARC (Maximum Allowable Request Ceiling) given by the mayor, UDC submits an enhancement request. One example of an enhancement request was a shared service, Information Technology Infrastructure Upgrades {link to enhancement}. This process of requesting enhancements changes from year to year, depending on the budget priority of the administration. The basic steps to develop an enhancement request are the following:

- Identify strategic initiatives for the year of submission
- Estimate the cost of the new or existing initiative not included in the formulated budget
- List and provide a detailed description of the initiatives in order of strategic priorities
- Present initiatives to the City Administrator during the Budget Review Team meeting.

Academic programs employ qualified full time faculty, but there is always need for other faculty with specialized industry training and experience to teach in specialized programs such as Homeland Security, marketing, and aviation. Colleges and schools are permitted enhanced FTE allocations to adequately provide academic offerings such as adjunct faculty costs. UDC-CC and CAS require the largest numbers of adjuncts to adequately cover the courses offered and effectively serve students in their wide array of academic programs.

In order to ensure adequate allocation of physical space resources, UDC has established policies and procedures described in UDC Facilities report done in response to Right-Sizing Legislation. This report serves as a support document to Vision 2020. The report identifies a multi-phased review and evaluation process for allocating capital funding to support programmatic physical space requirements (**Page 20**). The flow chart included in the report illustrates how a department requesting an allocation of capital funds is required to provide specific information confirming the need for the project, its short and long term return on UDC's investment, as well as the project's connection to other programs and the overarching priorities of UDC's academic plan. Upon successful completion of this process, the necessary capital funding is allocated to support design and construction activities if available.

UDC continues to take action to ensure that all facility requirements are met and has enlisted the services of professional engineers, designers, and space planners to evaluate options for the repurposing of existing space, construction of new space, and even evacuating current spaces in support of UDC's academic vision. Since receiving its independent authority to manage facility improvements in 2009, UDC has committed more than $125M to facility and infrastructure improvement projects. Many of the projects completed during this period have focused on addressing facility issues raised after academic program assessments and self-study.

In response to the self-evaluation activities completed during the Strategic Planning period, UDC is considering the relocation of programs housed at one of its leased properties. The evaluation includes analysis of space, student enrollment, student support services and long term financial impact. While an initial capital investment would be required to support the relocation, UDC is evaluating the potential savings to the operational budget. The goal would be to redirect the operational funding to the areas of academic emphasis identified during the Strategic Planning period. This facility analysis is being conducted in conjunction with the Office of the Provost and with primary consideration for UDC's academic mission. This effort is anticipated to extend through the early part of 2015 and is an example of the specific actions resulting from UDC's assessment activities. Preliminary designs for renovated spaces at the Van Ness and Backus campuses have been completed.

Capital spending is revised annually to best reflect a capital spending plan that effectively supports the academic priorities. There is a legal separation between operating dollars and capital dollars. In order to utilize capital dollars, the project must require an architect, cost more than $250,000, and add to a long-term (10-15 years) asset value to UDC. Whenever there is a request to spend over a million dollars, the request must be presented to City Council. It should be noted that mostly every construction effort will cost at least $1 million. When a request costs UDC $4 million or above, the BOT must be consulted first.

In the atmosphere of continuous renewal, UDC effectively engages in planning and assessment to allocate and manage its resources to support its mission, vision, and goals. Fiscal planning and allocation of resources are accomplished through a collaborative budgeting and management framework. The allocation of resources is connected to the overall Vision 2020 and ongoing planning and assessment at the unit and institutional levels.

Management of Academic Facilities and Human Resource Allocation
Vision 2020 gave UDC a roadmap for meeting very specific goals over seven years starting in 2013. The roadmap outlines how UDC will "improve student outcomes, improve institutional efficiency, foster institutional cohesion among all levels of the University. . . and serve as the primary postsecondary component of a successful District of Columbia educational pipeline" (Vision 2020, p. 8). To those ends, Vision 2020 laid out five goals with specific objectives. The measurable objectives and the goals not only spoke to what would be accomplished and why these accomplishments were important but also to the anticipated resources required to achieve these goals in a timeline established for all activity within the plan.

Many factors both internal and external resulted in the development of Vision 2020. First a scan of our financial health showed that we needed to revisit and reallocate funds to support existing programs especially with the addition of 801 North Capital Street to house UDC-CC without additional appropriated funds from the DC government to lease the space. Second, data from the Noel-Levitz study, commissioned in 2010, of UDC's effectiveness suggested that many of our service areas and academic programs were

underperforming. Third, the Growth Industries Employment Opportunities report of major employers' expectations of employees   provided insight on the skills and abilities our students would need to obtain employment. Fourth, the ISTJ survey showed internal stakeholder perception and satisfaction with UDC.   Fifth, the Right-Sizing Plan Emergency Act of 2012 led us to rethink our focus to more effectively align to current enrollment and financial resources.

Among the areas of concern that the DC Council articulated in the Right Sizing Legislation was the need for UDC to produce a plan that defined the "interconnected missions, roles, responsibilities, and scope of the Flagship University, the community college, and the law school …" (University of the District of Columbia: Vision 2020 Strategic Planning & Right-Sizing Process, 2). In total, the Act required UDC to produce a unified vision for the university system that articulated how the various schools relate to each other; an enrollment plan that set reasonable projections based on recent trends and potential demand; an analysis of all academic programs that identified underperforming programs and set guidelines for the improvement or elimination of those programs; a compensation analysis that would help UDC attract and retain highly qualified and effective staff and faculty; an assessment of current and planned facilities and a revised capital spending plan that aligned with UDC's current and realistically projected enrollment; a tuition analysis that would bring UDC's tuition more in line with actual educational costs; and a staff and faculty reduction plan (Vision 2020, p. 2).

 Vision 2020 shows intentional distribution of resources either needed or reallocated to ensure that UDC achieves our stated goals. This is mainly evident in the outlining of human resource needs for new programs and services, as well as facilities to ensure they best support all programs and identified areas of academic emphasis. Examples comprise plans for additional staff in strategic areas which include enhanced enrollment management (Vision 2020, p. D-16), a newly developed area of experiential learning (Vision 2020, p. D-17), and Continuing Education (Vision 2020, p. D-19). Beyond personnel dollars, the plan calls for additional professional development funds for faculty to support training, conference attendance, and curriculum development (Vision 2020, p. D-18).

Implementation of Vision 2020 started in FY2014 in all academic and service units with each unit required to submit quarterly reports to the implementation committee. An update of implementation (link to 2014 Vision 2020 Update) shows our accomplishments. Some of the goals and objectives have not been met because of funding, and these are being reexamined to see how they can be funded. Those that are in progress are being encouraged to be completed. The President is revisiting Vision 2020 {Include link to PPT}

Collaborative and Transparent Decision-making Process
Two major decision-making processes are budget development and resource allocation. In an effort to maintain transparency of the budget development process, starting with the planning period for FY15, the Interim President, Dr. James Lyons, established a standing Budget Committee made up of university system leaders, to give input into the creation

of the annual budget. By creating a permanent, university-wide, top stratum for the budgetary process, the standing Budget Committee allows UDC to more effectively keep annual resource allocation in line with the overall goals of UDC, and provides it with the organization necessary to ensure that institutional renewal is occurring in accordance with the model outlined by Vision 2020.

Beginning with the FY 2015 budget development process, UDC established a formal Full Budget Committee and Budget Subcommittee, the membership of which is appointed by the President representing a broad spectrum of the UDC community. The goal of the Full Budget Committee is to develop a comprehensive Annual Operating Budget which will be presented to the President for approval and then submitted to the BOT Budget and Finance Committee and finally to the full BOT for approval. Following BOT approval, the Annual Operating Budget is submitted to the Executive Office of the Mayor for inclusion in the Mayor's Budget to the District Council for review and adoption. The structure of the Full Budget Committee is comprised of both academic and administrative units from the UDC community. Approximately 15 individuals are appointed to this committee which is referred to as the full Budget Committee.

Figure 2.8 **Full Budget Committee and Budget Subcommittee Members**

Full Budget Committee (Appointed by the President)	Budget Subcommittee (5 members)
• Provost and VP for Academic Affairs • VP, Human Resources • VP, Advancement • VP, Student Affairs • VP, Facilities • CEO, Community College • Senior Finance Officer, Community College • Counselor, Community College • Chief Financial Officer • Budget Director • A Dean • Student Member • Unionized Staff Member • Special Assistant to the President • Chair, Faculty Senate	• Academic Affairs • Institutional Research • Law School • Chief Financial Officer • Director of Financial Operations

In addition to the Full Budget Committee, a Subcommittee - comprised of five members representing Academic Affairs, Institutional Research, the Law School, and the Office of the Chief Financial Officer – establishes budget assumptions, revenue and expense

projections, detailed tasks, a calendar of deliverables, and the working guidelines under which the Full Budget Committee operates for the budget formulation process. All assumptions, projections, and deliverables are presented to the Full Budget Committee for approval. Some assumptions may be presented as requirements, including unfunded mandates from the District government or internal mandates to satisfy accreditation requirements. The Subcommittee also develops alternative personnel services and non-personnel services funding strategies which are submitted to the Full Budget Committee for review and approval. The Full Budget Office and the Budget Subcommittee collaborate with the administrative and academic units to prepare their final budget submissions.

Figure 2.9 **Budget Process**
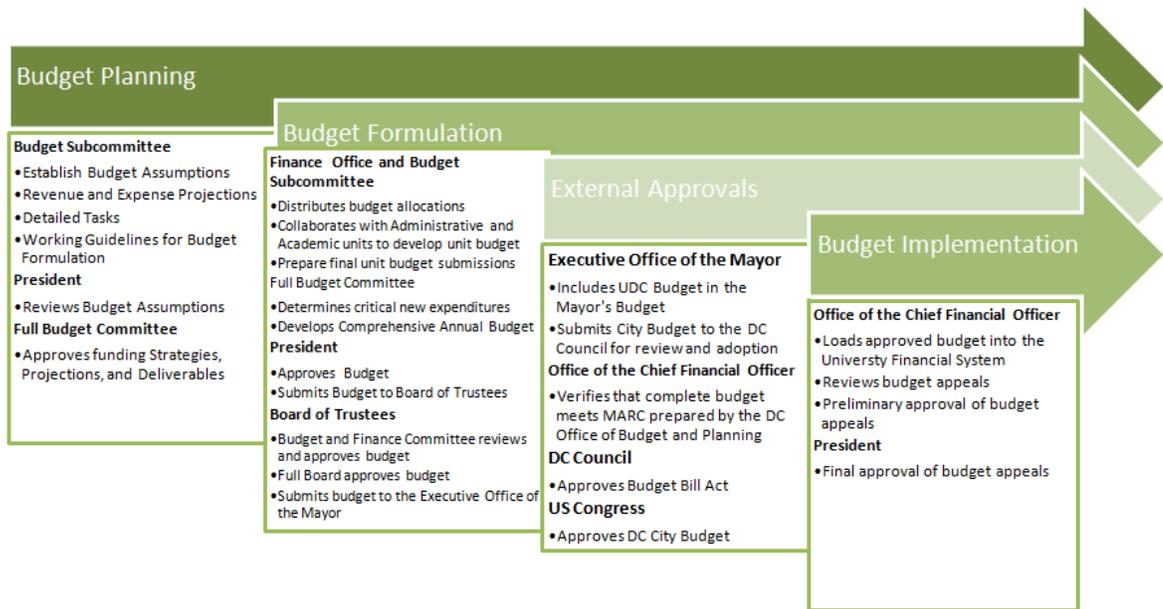
Budget Committee Process
First, the Budget Subcommittee meets to establish draft revenue and expense forecasts, a list of high priority expenditure categories, a budget calendar, and the tasks that must be completed to prepare the annual operating budget. These budget assumptions are reviewed with the President prior to presenting them to the Full Budget Committee for approval.
The Full Budget Committee determines the critical new expenditures that will be included in the new budget and approves the funding strategy to be used to allocate the projected revenues to all units to support the annual base budgets, including the new expenditures projections.
The Finance Office distributes the budget allocations to both academic and administrative unit heads and collaborates with them to finalize their individual unit budgets and the overall University Annual Operating Budget. The academic program needs are presented

by the Provost while the vice presidents and other program heads present their requests to the committee as well. Some program heads solicit input from their unit managers, directors, chairpersons, faculty leaders, among others as to the requirements of their particular programs and units. This process is not standardized across the university system, with some program areas seeking greater input than others. For example, at UDC-CC, where the head is the CEO, the deans of each division (Academic Affairs, Student Achievement, and Workforce Development and Lifelong Learning) prepare a budget for the CEO's Office, keeping in mind the financial limits set by the Full Budget Committee. These proposals are based in part on the previous year's budget as well as input from faculty and staff as to funding needs to meet departmental objectives and forecasted needs to align activities with institutional goals. Unit heads meet with the Senior Finance Officer to discuss the budget and changes that may be necessary. The Senior Finance Officer compiles the budget requests and submits them to the CEO for review. The CEO presents these requests to the Full Budget Committee.

The final draft Annual Operating Budget is created, reviewed, and approved by the Full Budget Committee. Occasionally, the Subcommittee presents alternative draft budget Enhancement requests to the Full Budget Committee for its review and approval.

The final draft Annual Operating Budget and Enhancement Requests are presented to the President for approval. These are then distributed, and Budget Hearings are held to receive community feedback. After the hearings, these documents are presented to the BOT Finance and Audit Committee for its approval. If approved, the budget goes to the full BOT for their approval. All BOT Finance and Audit Committee meetings, as well as full BOT meetings, are open to all UDC stakeholders, and an invitation to their meetings is posted on the UDC website and circulated in emails.

Capital Budget Allocations
The Vice President for Facilities, Real Estate, and Public Safety is responsible for process and analysis of the facilities and how decisions are made. Ultimately, decisions are made by the President and the BOT; however, there is a specific process that takes place. There are two forms: The Project Request Form and the Project Charter Form. For academic program requests, the professor initially submits the project request form for renovation to the Dean, and then the Dean forwards the request to the Provost. Next, there is a need to articulate how the request helps UDC and how it will contribute to the increase of enrollment. Once it is determined that there is a need for the renovation request, the request is signed by the Provost and then the VP of Facilities, Real Estate, and Public Safety. This starts the process of preliminary design and cost estimate, and then a project manager and architect are assigned. Next is the Project Charter, which requires signatures from Facilities, the CFO, and the Provost, and at this point it may be included in the budget.

Buildings 52 and three floors of Building 38 were extensively renovated to meet the academic needs of our programs and students.

Transparency
By creating a permanent, university-wide, top stratum for the budgetary process, the standing Budget Committee allows UDC to accomplish two important ends: more

effectively keep annual resource allocation in line with the overall goals of UDC, and provide itwith the organization necessary to ensure that institutional renewal is occurring in accordance with the model outlined by [Vision 2020]; transparency in the process of budgeting and allocation of resources is ensured by the budget development process from the involvement of representatives from university stakeholders. Resource allocation has evolved to become more effective and transparent at UDC. Particularly in recent years, feedback is solicited from a wider segment of the community, as evidenced by the more recent creation of the university Budget Committee, the establishment of the Faculty Senate, and the broad cross-section of stakeholders involved in the formation of Vision 2020, including an external advisory committee.

Planning and Improvement Process
UDC communicates to all stakeholders about its operations, including planning and improvement processes through the UDC website and through the DC Council performance, budget, and oversight hearings. Also, all BOT records of meetings are public.

UDC communicates planning and improvement activities by organizing information sessions, sending surveys out to the UDC community for feedback, creating subcommittees involving diverse stakeholders, and through the publication of strategic plans. The UDC community is given the opportunity to submit opinions and feedback on planned improvement activities prior to the implementation of planned activities. Updates on current, on-going improvement activities are also disseminated at staff gatherings, including the academic semi-annual professional development activities with the collaboration of the Faculty Senate. Updates on implementation progress of specific goals are compiled via a self-assessment reporting process within each college, which involves each department of UDC reporting on the effectiveness of the implementation of their departmental goals and objectives. This reporting practice has created opportunities for the members of our community to provide their feedback and engage in needed dialogue with other faculty, staff, administrators, and other institutional stakeholders during the implementation stages of planned improvement activities. In recent years UDC has made significant strides in communicating activities to the UDC community, DC residents, and the surrounding jurisdictions by launching marketing ad campaigns of its academic offerings and institutional activities. Institutional information is made available on the website, on regional traditional media outlets, and on social media.
.
Summary Analysis of Processes and Conclusions
The planning for resource allocation has improved tremendously. Recent years have shown drastic improvements in the way UDC plans for the future and positions resources to ensure the success of those plans, as well as in the transparency in budget planning. However, the current budget process leaves room for improvement, primarily in the area of multi-year budgeting, which currently occurs with the capital budget but not with the annual appropriated budget.

Additional areas for improvement include communication about resource allocations through the budget development process to stakeholders. There is limited communication

of final decisions and rationale for budget and resource allocations to UDC constituents. Our current president is planning towards a three-year budget, following the current 2017 budget cycle.

Communication about UDC's budget is made available and can be found by those who are interested in such documents as Vision 2020, the Facility Work Group Vision Report, President and BOT reports, which may be found on the UDC website. In addition, the DC government web site is also a source of information regarding the status of UDC's budget and resource allocations.

It is clear that over the past three years, UDC has made great strides in formulating a viable pathway to a more promising future. Though initially painful, the "UDC Right-Sizing Plan Act of 2012" of the DC government, along with stakeholder responses to several surveys, led UDC to come to grips with our effectiveness as an institution. That process of re-evaluation and reformation culminated in the creation of Vision 2020 and a new, streamlined model for UDC. This new model, the embodiment of institutional renewal, still serves a broad spectrum of the greater community through the UDC- CC, the Flagship, and the Law school. Moreover, the university system under Vision 2020 is one that pays greater attention to the workplace trends and current demands of the job market in the greater region. Through the adoption of a "Backwards Planning" approach and the implementation of a standing Budget Committee, with broader representation from across UDC, we are building a process of resource allocation that effectively and efficiently utilizes its available resources in a manner concentrated on supporting the overarching mission and goals of UDC.

Summary
We conclude that UDC has the human, technical, financial, and physical resources accessible and available to achieve our mission and goals. The acquisition, accessibility, use, and maintenance of resources have been driven by the need to fulfill strategic goals such as our land-grant mission and to respond to assessed needs arising from self-study of academic programs, especially those accredited by professional organizations. The addition of UDC-CC and the expansion of Workforce Development have met a critical need for DC; however, these units will require additional appropriated funds for continued effectiveness and growth.

The impact of program terminations and decreased faculty positions have not shown added value, to date, because of unplanned initiatives that UDC has been forced to address (i.e. Union Negotiated salary increases or cost of living pay).

Standards 2 and 3 Action Steps:
 1. Review the budget development process and create and implement written policies for the process that also include greater community involvement in the planning and development activities. Develop a Budget Procedures Manual that includes required timelines for budget development and consistent procedures for gathering input from all levels within colleges, divisions, and departments as to

their budgetary requirements, including the impacts of budget cuts and the benefits of budget additions.

2. Develop a process for communicating to stakeholders the final budget allocation decisions and rationale for funding or not funding requests based upon assessments within academic and non-academic units.

3. Develop a process for routinely communicating progress, including budget expenditures as related to progress toward goal-fulfillment. When spending deviates from expected activities, produce clear justifications for the community as to why the deviation was required.

4. Develop methods for evaluation, including measures of effectiveness, of resource allocation across colleges, divisions, and departments. Create measures of accountability for units to ensure all use of resources corresponds to the requirements laid out in UDC's strategic plan. Introduce sufficiency measures to ensure that activities are being carried out in a manner that is not only effective but also efficient.

5. Track and assess the new budget activities to determine extent of communication with constituents and transparency of decisions.

6. Develop scheduled intervals for strategic plan monitoring and assessment activities. Publish these schedules in order to make sure the community is aware of them. Engage community members in the monitoring and assessment process.

7. Establish standardized budget procedures for all departments and make available for community review (e.g. budget, communications, and marketing, etc.)

8. Continue and expand consistent assessments for all units, and house the results in a central location.

9. Establish consistent processes for adjusting resource allocations and make information pertaining to such decisions more readily available for review, given the occurrence of governmental mandates and other external factors that impact available resources.

10. Develop a centralized data source for UDC resources

11. Continue to pursue a more autonomous budgeting process.

12. Create a committee or process for analyzing data and projecting UDC needs based on projected metrics

Chapter 3: Standards 4 and 5 - Leadership, Governance, and Administration

Overview

The specific research questions for this chapter are aligned to *Vision 2020*. One of the key reports that we used was the MSCHE Summary of Action Steps, Suggestions, and Recommendations from the 2005 Accreditation Visit. We examined how well UDC engaged in a process of continual improvement based on the suggestions and recommendations in the 2005 MSCHE Final Report.

Using the MSCHE *Characteristics of Excellence* for Standards 4 and 5 to further refine its research questions, we focused the attributes of our work based upon the design elements; key requirements of the standards; areas of special interest to the standard, e.g. alignment to *Vision 2020*. Primary documents used to collect data to show continuous improvement included organizational charts, policy and procedure documents, District of Columbia (DCMR8) records, audits, and position descriptions. Analyses of this data looked specifically for areas that had an impact on leadership, governance, and administration. Audit recommendations of leadership, governance, and administration included both internal and external audits. We examined those documents to determine how UDC implemented the recommendations as a measure of continuous improvement. We looked for discrete line items in the Banner procurement system and indicated areas of shared administrative services. Another primary source that was analyzed included DCMR8 records, which revealed how DC's unique non-state status impacts governance autonomy within UDC.

UDC's system of governance is clearly defined through an organizational chart and in Chapter 8 of the District of Columbia Municipal Regulations (DCMR8). In Chapter 8 of the DCMR, the roles of institutional constituencies in policy development and decision-making are also clearly defined. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution. The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance. The administrative structure of UDC is delineated in its current organizational chart.{Update when available}

UDC's Organizational Structure

The organizational charts of the District of Columbia and of UDC outline how UDC's organizational structure demonstrates lines of authority. As a District of Columbia agency, UDC falls within the organizational structure of the District government. The Government of the District of Columbia organizational chart demonstrates how UDC falls within the lines of authority of the District government. Based on the District's organizational structure, UDC falls under the line of authority of the Deputy Mayor for Education.

The organizational structure of UDC {update when available} is separated according to administrative and academic lines of authority. The organizational chart of the President's Executive Cabinet demonstrates the lines of authority between the president, vice-president, and other senior administrators. The President's Executive Cabinet demonstrates the lines of authority for the administrative functions of the University. The BOT is demonstrated in this organizational chart as the senior line of authority of UDC.

Based on the organizational structure of Provost and Vice-President, Academic Affairs, the academic functions of UDC demonstrate lines of authority. The president is identified as the senior line of authority in the academic organizational structure. The Acting Provost & Vice-President for Academic Affairs is the line of authority over directors and deans responsible for various academic functions of UDC.

Administrative Functions

The organizational chart depicts UDC's administrative functions as it pertains to lines of shared services between UDC's main campus and branch campuses by delineating the CEO of the Community College branch campus as a member of the President's Executive Cabinet. The Provost and Vice-President, Academic Affairs organizational chart does not depict UDC's administrative functions as it pertains to lines of shared services between UDC's main campus and branch campuses.

 Shared Governance across the Main Campus and Branch Campus

The Faculty Senate covers both main campus and branch campus governance. The Faculty Association is responsible to all full time, tenure and tenure track faculty, except at the Law School. AFSCME is responsible to non-administrative staff. There is a Student Government Association at UDC-CC, the flagship, the Law School, and the Graduate School. One student representative selected by all degree-seeking students serves on the BOT.

Goal 2 of Vision 2020 states that a unified governance structure will build upon a system-wide administrative infrastructure where there will be seamless services between main campus and branch campus locations. Some of the seamless shared services mentioned in Goal 2 of Vision 2020 include a unified communication system, reformed human resources system, and an e-advisory system.

BOT Governance Structure/ Composition

The composition of the BOT of UDC (also referred to in this title as the "BOT" or the "Board"), the manner in which the members are appointed, removed, qualifications for holding office, and the terms of office of members of the Board are established in D.C. Official Code §§ 38-1202.01, 38-1202.03 (2001 ed.); and the authority, powers and duties of the Board are established in D.C. Official Code §§ 38-1202.01, 38-1202.06 (2001 ed.).

In 1974, the U.S. Congress established the BOT of UDC to govern UDC. The Board has the authority to independently issue regulations governing UDC, own and manages the property of UDC, and represents UDC in court. The Board hires the President of the University System. The Trustees are charged with establishing and ensuring accreditation of the components of the University System, which at a minimum must include a liberal arts component, a vocational and technical component, and a school of law. They approve all majors and degree programs offered at UDC and set academic policies such as degree requirements and tuition and fees. In addition, the Trustees are responsible for setting UDC's budget in conjunction with the Mayor and City Council.

UDC and the Board's authorizing legislation is the Post-Secondary Education Reorganization Act of 1974 (D.C. Official Code §§ 38-1201.01 – 38-1204.07 (2001 ed.)).

The membership of the Board is diverse and represents internal and external constituencies of UDC. Internally, the Board includes alumni and a current student representative. As a public institution, our external constituents include the general public and public officials.

In its 2014 report, *Consequential Boards: Adding Value Where It Matters Most*, the National Commission on College and University Board Governance stated several issues that confront governing boards and their structure. Formed in 2013 by the Association of Governing Boards of Universities and Colleges, the commission was charged with reviewing current governance practices and recommending changes it believes could help boards better meet the financial, educational, and legal challenges that confront higher education. There is evidence to demonstrate that UDC is focused on these challenges of governance and how its Board works diligently to ensure Board-president relationships are not strained, there is strong shared governance infrastructure, and Board members add value to the institution's decision making process.
http://agb.org/news/2014-11/agb-commission-calls-strengthening-college-and-university-boards-face-heightened-challen

On September 16, 2014, the BOT approved the restructure of the Board committees. (See The Notice of Final Rulemaking attachment) The new structure consists of the following committees:
- Executive
- Committee of the Whole
- Audit, Budget and Finance
- Operations

- Academic and Student Affairs
- Community College

Figure 3.1 BOT Members and Staff (Complete data entry for each trustee)

Name, Title, Education	Organization/Affiliation	Area(s) of Expertise
Dr. Elaine A. Crider (Chair) Doctor of Health Science, NOVA Southeastern MS Heath Admin, Central Michigan BS Nursing, UMD	President and Founder of The Crider Group consulting company	• Healthcare Administration • Public Administration • Business Management • Strategic Planning • Organizational Assessment, Development and Reorganization • Nursing
Christopher Bell, Esq. (Vice Chair)		
Dr. Gabriela Lemus (Secretary)		
Reginald M. Felton (Treasurer) MS Urban Studies, Tulane BA Sociology, Howard	• Director of federal relations at the National School Boards Association (NSBA) • Board member of community-based education organizations	Local school board legislative strategies
Jerome Shelton MA-Guidance and Counseling, Trinity College BS-Health and Physical Education, DC Teachers College	• Ret. DC School Principal • Board Chair, DC Teachers Federal Credit Union • Firebird HOF Committee Chair • Member MSCHE Subcommittee 3, Leadership, Governance, and Administration	K-12 Education
Rev. Dr. Kendrick E. Curry MS and PhD-Chemical Engineering, U Michigan M. Divinity-Virginia Union BS-Chemical Engineering, Prairie View A&M	• Senior Pastor, Pennsylvania Avenue Baptist Church • Director, Stoddard Baptist Home Board • Vice Chair, WDC STEM Partnership	Ministry Research Education
General Schwartz MS-National Security Strategy, National Defense MA-Business Management, Central Michigan BS-Electrical Engineering, UDC	• Commanding General of the District of Columbia National Guard (2xPresidential appointee)	Organizational Leadership
Jim W. Dyke Jr., Esq. JD-Law, Howard 4 Hon. Docs.	• Partner, McGuire Woods LLP • Board Member, Washington Gas	Corporate, legislative, education, governmental relations, and municipal law
Alejandra Castillo		
Theodore Wilhite (Student Representative)	Student	Student
Dr. Anthony Tardd BA-Economics, Howard MA-Counseling Psychology, Howard	• Life-long K-16 educator * Chair of review committees, Southern Association of Colleges and Schools Commission on Colleges	Educational Leadership
Joshua Wyner JD, NYU MPA, Syracuse BA-History, Vassar	• VP and ED, College Excellence Program, Aspen Institute	Nonprofit leadership Education Urban policy

Barrington Scott		
Gwendolyn Hubbard Lewis		
Ronald F. Mason (Ex-Officio) B.A. and J.D., Columbia University	• President, UDC • Former president of the Southern University System and of Jackson State University	
Ms. Beverly Franklin (Exec Sec)	bfranklin@udc.edu	

Faculty are not represented on the BOT. It is recommended that a faculty member should serve as an ex-officio member of the BOT.

Periodic Assessments of the Board

One suggestion of the commissioners in the 2005 MSCHE report stated that the BOT should implement a procedure for its periodic, objective assessment of itself and its goals. There is evidence of how the Board has implemented several procedures for its periodic, objective assessment of itself and its goals. Some of these procedures include self-assessments and external assessments.

One internal assessment that ensures objectivity in BOT membership is the Confidential Financial Disclosure Statement required of all BOT members annually. It addresses matters such as remuneration, contractual relationships, employment, family, financial or other interests that might pose conflicts of interest and assures that those interests are disclosed and that they do not interfere with the impartiality of BOT members or outweighs the greater duty to secure and ensure the academic and fiscal integrity of the institution. The BOT has also implemented a process for orienting new members and providing continuing updates for current members on the institution's mission, organization, and academic programs and objectives.

The BOT utilizes external audits as another periodic, objective assessment of itself and its goals. Governance is monitored and evaluated by the use of external auditors. KPMG is an independent external auditing firm. In 2014 the KPMG Report to the Audit Committee of the BOT found several material weaknesses in governance. One such weakness was the lack of controls over compliance with investment policy. The BOT does not currently have control over our investments. Rather our investments are managed by DC. We are working through this and similar issues.

 The BOT also participates in annual retreat meetings that involve BOT development strategies, led by external consultants; review of past year accomplishments; and developing metrics for planning future goals and objectives.
(Insert 2-3 Retreat Agendas and highlight minutes where Board development occurred)
Starting AY2014-15, the BOT is conducting annual self-assessments.

Policy and Resource Development

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

with the mission of the institution. In the 2005 MSCHE report commissioners suggested information should be shared and/or requested in a timely manner with constituents sharing in governance to foster and maintain a climate of mutual support and partnership.

UDC's constituents that participate in shared governance include the Faculty Senate, Student Government, the external community, and Faculty Association. The ways in which these constituents participate in shared governance and the process by which information is shared and requested is defined in DCMR8 documents. One example of campus and community wide shared governance was in the recent selection of three finalists for the position of President for UDC. The BOT announced the selection of three finalists for the position of President of UDC in March of 2015. Each of the candidates had an opportunity to visit the campus and participate in two open forums that provided UDC stakeholders the opportunity to meet the finalists, ask questions and provide written feedback to the BOT. The entire university and community were welcomed and encouraged to attend these sessions. In addition to the open forums, the BOT scheduled smaller group sessions that allowed the candidates to meet with faculty and student leadership, as well as college deans and senior administrators, community members and University supporters. The Presidential Search Committee also included the student representative to the BOT, the chair of the Faculty Senate, the Alumni Association President, a local Advisory Neighborhood Commissioner, and five BOT members, among others.

It is recommended that the BOT, in a policy statement, clarify the role of faculty participation in executive appointments. Pursuant to 8 DCMR §212.1, executive positions of Provost or Dean of academic colleges shall be filled by executive appointment. Board has the responsibility for approving such appointments and the "President shall provide for a formal search and selection process, including active faculty participation." However for other executive academic appointments, "the President, in his or her discretion, may conduct a formal or informal search or provide for a recruitment process to fill a position by executive appointment." This second statement may need greater clarification to ensure faculty participation in the selection process.

Stakeholder (Students, Faculty, Staff, Administrators, Alumni, External Groups) Participation in Institutional Governance
The Faculty Senate of UDC is part of the shared governance structure, which is an essential right, and responsibility of a scholarly community. It is a governing body with sufficient autonomy to assure academic integrity and to fulfill its responsibilities of policy and resource development consistent with the mission of the institution (Faculty Senate Charter). Through duly constituted legislative processes, it provides for the exercise of the faculty's fundamental role in academic decisions, the implementation and preservation of academic standards, and promotion of the welfare of students. The interdependence and cooperation of administration, faculty and governing board are essential to legitimate and effective governance.

In 1995 the membership of the UDC Senate included two faculty representatives; one

student representative; two staff representatives; and five administrators appointed by the President of the University. The Board approved an interim Academic Senate in 2009 to include one faculty from each academic department, including Learning Resource Division; Dean of the Law School; and presidents of the undergraduate and graduate student government associations. In addition to the aforementioned elected members, the president was also given the authority to appoint one faculty member, one administrator, one student representative, and three adjunct faculty members to the interim Academic Senate.

Several amendments to the interim Academic Senate Charter have been made since 2009. Today the voting members of the Faculty Senate for UDC include a full-time faculty representative from each current academic discipline/program in the main campus and branch campuses, student representatives, and representatives from DCSL and LRD. Voting members are elected by their peers to serve on the Faculty Senate.

The [Faculty Senate](#) continues to seek the opportunity to present at meetings of the BOT Committee of the Whole and committees of the BOT, as well as planning retreats. An example of a Board action resulting from Faculty Senate consultation is shown in the [January 2015 Board Minutes](#) (p.2) pursuant to 8 DCMR §315.2, the President, upon consultation with the Faculty Senate, recommended an individual be awarded an honorary degree. The Faculty Senate was approved by the BOT in 2014. Prior to the Faculty Senate, an Academic Senate was in place from 2009.

The Faculty Senate is responsible for considering and deliberating about university standards, policies and programs and for making recommendations to the Provost and the President on matters including:
- Admission and retention of students;
- Award of degrees and certificates;
- Curricula, scholastic requirements, and academic programs; and
- Safeguarding of academic freedom.

Governance Protocol for how policies, new programs, and courses are adopted is in the [Academic Policies and Procedures Manual](#) . (update)

Students
As mentioned above, students also are represented as voting members in the Faculty Senate. Specifically, the Presidents of the UDC Undergraduate Student Government Association, UDC-CC Undergraduate Student Government Association, and the UDC Graduate Student Government Association serve as members on the Faculty Senate. Student input is also well defined in the participation of shared governance at UDC through student organizations, student leaders, and student representation on the BOT. Since its founding bylaws, a student representative has held a seat as a member of the BOT. The Student Government Association has created subcommittees to represent input from UDC-CC, graduate programs, DCSL, and undergraduate students. Information on governance decisions is shared periodically through meetings with student leaders. The Student Communications Task Force was created during the tenure of former

Chairperson Joseph Askew to provide a way to improve communication between students and the President of the University. The Task Force has continued and is led by the student representative to the BOT. The BOT agenda and minutes reflect the presence of the Task Force and any reports from meetings that they have held. While UDC-CC students were always invited to attend the task force meetings, in 2014 a conscious decision was made to encourage their participation by holding some meetings at the branch campus.

The UDC National Alumni Society (UDCNAS) is also a critical constituent in the University's shared governance structure. In February of 2015, the UDCNAS planned a Board of Trustee Candidates Forum in preparation for the Alumni Trustee election. Both the Student Communications Task Force and the Alumni Task Force serve as another layer for student and alumni participation in shared governance.

External Community
Governance of UDC is also shared with members of the general public. As a District of Columbia agency, UDC is bound by The "Sunshine Act," codified as D.C. Code §1-1503a. (Supp.V,.78). It provides: (a) All meetings (including hearings) of any department, agency, board, or commission of the District government, including meetings of the District Council, at which official action of any kind is taken shall be open to the public. No resolution, rule, act, regulation or other official action shall be effective unless taken, made, or enacted at such meeting. During the formation of a presidential search committee, the Board chairpersons responsible for identifying committee members wanted to make sure representation included a community member. The Board updated its Freedom of Information Act (FOIA) Regulations, stating that it is the Board's responsibility to make information available to the public when requested. In accordance with DCMR8 policy, the public has a 30-day window to comment on Board matters.

Goal 2, Objective 2 of Vision 2020 discusses the relationship between UDC and District residents. UDC agreed to create an eight member Community-Campus Task Force in collaboration with Advisory Neighborhood Commission 3F, several local community groups, and the Zoning Commission of the District of Columbia. As part of the relationship with the community, the Task Force brought together community representatives on a quarterly basis to have "open communication regarding campus planning, student conduct, traffic and parking, construction activities, and related issues." Task Force meetings were also open to the public.

Vision 2020 also identifies how UDC will interact with District residents in the future, by seeking community input on what courses UDC offers to the general public, how the community can have access to recreational amenities, and the feedback on neighborhood impact of the enrollment growth plan.

Faculty Association/NEA (Faculty Union) and AFSCME (Staff Union)
The American Federation of State, County and Municipal Employees District Council 20, Local 2087 AFSCME represents the non-faculty employees of UDC (see AFSCME Working Agreement) , handling for them hiring procedures, promotion, dismissal, salary

increases and other benefits through negotiations with the District of Columbia Government. One of the most engaged governance issues between the Faculty Association and the BOT was the adoption of a new contract, the Seventh Master Agreement. At its November 18, 2014 meeting, the BOT approved the adoption of the Seventh Master Agreement between UDC and UDC Faculty Association/National Education Association. The Board's resolution states, "the compensation and evaluation articles of the proposed agreement were resolved through binding interest arbitration, in which case a decision was issued on July 7, 2014." As in numerous previous meetings, the Board discussed the Seventh Master Agreement and its salary scale. The agreement went to the City Council for final adoption. (See: *UDC Resolution No. 2014-42: Approval of the Seventh Master Agreement between the University of the District of Columbia and the University of the District of Columbia Faculty Association/National Education Association*). After several negotiations and a UDC PERB Arbitration, the Faculty Association and UDC agreed and adopted the Seventh Master Agreement effective May 22, 2015 through September 30, 2015. Discussions about the Eighth Master Agreement between the Faculty Association and UDC are currently taking place.

BOT and UDC Administration Collaboration with the DC Government
There are several examples of evidence that demonstrates how the BOT and the UDC administration are working with the city government to achieve greater administrative flexibility consistent with mutual needs:

- UDC falls under the authority of the Deputy Mayor for Education.

- The newly elected mayor, Muriel Bowser, appointed Ms. Jennifer Niles as Deputy Mayor for Education in January of 2015. Open communication has been established between her office and UDC. The President meets with the Deputy Mayor monthly.

- The Office of Government Relations at UDC informs and engages the local and federal officials to create opportunities for university constituents.

- In late 2010, the District of Columbia Council introduced and passed permanent legislation that granted UDC independent authority over its procurement and contracting operations. Also in 2010, the Council passed legislation in recognition of the flexibility necessary for UDC to succeed as the city's only public institution of higher education. The legislation exempted UDC from a citywide salary freeze. (See 2010 Annual Report.) The President and the Chairman of the DC Council meet monthly.
-

- In 2012, DC Mayor Gray asked city colleges and universities to participate in environmental, economic, and social sustainability pledge. UDC signed on as one of the signatures.

- UDC in cooperation with the DC Office of Budget and Planning are responsible for the capital budget as described in the <mark>Financial Policies and Procedures Manual</mark> (p. 73). The President and the DC OCFO meet quarterly.

DCSL (School of Law) Governance

The School of Law Faculty Handbook states that the Dean of the School of Law "will report directly to the Provost and Vice President for Academic Affairs." It further designates the Dean "as the administrative head of the School of Law and the designee of the President in matters affecting the management of the operation of the School of Law." It defines the responsibilities of the Dean and the administrative staff as follows:

> The Dean and administrative staff of the School of Law will be responsible for the law school faculty administration and support, the law school educational program (including curriculum administration, the clinic program, the internship program, and the academic support program), and law school alumni relations.
> The Dean and administrative staff of the School of Law will be responsible for the following specific administrative functions for the law school: preparation of budgets and financial plans, the coordination of registrar, admissions, career services, and financial aid functions for law student. The Dean and administrative staff will be responsible for coordination of law school administrative functions with the appropriate administrative units of the University, including functions related to financial management and accounting, maintenance of equipment and facilities, procurement of supplies and services, administrative support for grants and contracts, registrar and admissions support functions (including maintenance and storage of all admissions and academic records, and for production of transcripts), financial aid, payroll, security, personnel administration and records, telecommunications systems operations, health services, and legal counsel.

The Dean and the faculty have shared governance over matters regarding the program of legal education, faculty appointments, and policies governing admissions and retention. Specifically, the Dean and the faculty share the following responsibilities:

> …developing and implementing procedures and criteria for evaluating candidates for law school faculty positions; recommending members of the law school faculty for promotion, retention, and tenure; designing the curriculum and methods of instruction for the law school; evaluating teaching performance of faculty; the development of admissions criteria and evaluation of applicants for admission to the School of Law, and development of academic policy and standards for retention, advancement, and graduation of students.

DCSL personnel are exempted from being part of the Faculty Senate and from being bound by academic decisions of the Faculty Senate, except for decisions affecting UDC as a whole and carrying the approval of the President or the BOT. Moreover, DCSL faculty members are not required to become part of a general university faculty collective bargaining unit.

Stakeholder Participation in Institutional Governance

Faculty members participate in shared governance through Standing Committees, ad hoc, special committees, and task forces of the faculty. Standing Committees include the Academic Standards Committee; Admission, Retention, and Financial Aid Committee; Curriculum Committee; Clinical Affairs Committee; Faculty Affairs Committee; Faculty Appointments Committee; Faculty Evaluation and Retention Committee; and Library, Technology, and Facilities Committee. Other current ad hoc committees include the Bar Passage Task Force, the Career and Professional Development Committee; and the Strategic Planning Committee.

Students participate in governance through non-voting representation on all committees except the Faculty Affairs Committee and the Faculty Evaluation and Retention Committee. Administrators also serve as non-voting members of certain faculty committees; the Associate Dean for Academic Affairs serves on the Academic Standards Committee and the Curriculum Committee; the Associate Dean for Experiential and Clinical Education serves on the Clinical Affairs Committee; the Associate Dean for the Law Library serves on the Library, Technology and Facilities Committee; the Assistant Dean for Admissions and the Director of Financial Aid serve on the Admission, Retention, and Financial Aid Committee; and the Associate Dean of Students and Director of Career Services serves on the Career and Professional Development Committee.

The Strategic Planning Task Force is comprised of the senior management team and three faculty members, along with representatives of the student body and alumni. In addition, the administration regularly solicits student input through surveys and Town Hall meetings.

Standard 5 Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance. The administrative structure of UDC is delineated in its current organizational chart. {Update}

Adequacy of Shared Services

The BOT adopted and approved the FY2014 budget on April 17, 2013. This budget request was subsequently submitted to the Mayor as UDC Resolution No. 2013-16.
Beginning on page 23 of the resolution, the budget outlines a Shared Services Analysis and demonstrates how the range of supporting services that are shared by academic programs at all levels including the flagship undergraduate programs, the graduate programs, UDC-CC, and the Law School.

Assessment of Shared Services

Units of UDC are encouraged to conduct and submit assessment audits. Currently, the following units have submitted up-to-date administrative audits:

- Student Affairs

- In their January 14 meeting, the Provost presented at the BOT' Academic and Student Affairs Committee meeting the audit findings of Title IV (financial aid).

2015 Performance Plan, Midpoint Review, and End of Year Accomplishments Evaluation are available online for Non-Supervisory and Supervisory Employees.

Various units of UDC are required to present data to the president for Board financial decisions and evaluations for governance oversight. One action of the Board is to introduce and adopt financial budget. In the January 2015 Board minutes, the Audit, Budget and Finance Committee of the BOT reviewed the proposed FY 2016 budget request prepared by the UDC administration in consultation with the University's Chief Financial Officer and the President, and recommended its approval for submission to the Mayor by the BOT.

A major institutional evaluation was conducted in an effort to increase enrollment and retention at the University. UDC partnered with the educational consulting agency Noel-Levitz to identify and address issues related to marketing, recruitment and retention. In 2009 Noel-Levitz coordinated with the University's Office of Academic Advising as well as the Retention Committee to provide an external analysis of retention-related strategies. "However, the analysis focused on retention only at UDC flagship institution. Every effort was made via Noel-Levitz and the retention committee to involve the leadership of the Community College with developing an integrated plan, but they chose not to participate in the Noel-Levitz retention planning process. Nonetheless, both the University and Community College continue to refine services and resources to better serve their respective student bodies." (UDC Draft Retention Plan 2011).

The BOT is also responsible for hiring executive administrators that are highly qualified. Pursuant to 8 DCMR §210.1, an executive appointment may be made to appoint highly qualified and experienced executive talent to senior administrative positions, as well as to provide flexibility in making top administrative appointments. When hiring the chief executive officer and other administrative leaders, the appointed search committee ensures that the required qualifications are met. (Search Committee Review sheet)   The BOT is also responsible for determining the compensation of administrators at Grade Level 1A and above, based upon recommendation of the President. Over the past 10 years, there have been a number of changes in administrative positions at Grade Level 1A and above.

Changes in Staff Patterns and Reporting Hierarchy
Since the 2005 MSCHE Accreditation Visit, there have been four Chief Executive Officers. The BOT appointed Allen Sessoms as President (August 2008 – December 2012), Rachel Petty served as CEO for a short period (February 2013 – March 2013), James Lyons, as Interim President (March 2013- June 2015), and Ronald Mason, Jr. was appointed in July of 2015.

Figure 3.2 **Appointments AY 2005-15**

Position	'05	'06	'07	'08	'09	'10	'11	'12	'13	'14	'15
President				X				XI	XI		X
Provost			XI					X			
General Counsel					X				XI		
Chief of Police						X					X
AVP/VP											
Deans								2X	2XI	X	X
CEO Community College			O	X				X		X	
Division Chairs										O	

X – New Hire   XI – Interim/Acting Hire   O – New Position

As the President/CEO changes, so does the reporting hierarchy to the President/CEO. For example, when UDC-CC was implemented in 2009, a position for CEO was created, and the Dean of the community college reports to the CEO. All other deans report to the Provost and VPAA. The new president recently created new positions, namely Chief of Staff and _____ that report to his office.

There have been four Chief Executive Officers of UDC-CC: Eurmon Hervey, Jonathan Gueverra, Calvin Woodland, and Dianna G. Phillips. As the current CEO of UDC-CC, she was recommended by the President and appointed by the BOT, effective November 17, 2014.

Among other actions UDC determined in the   UDC Right-Sizing Plan was the necessity to streamline administration through a critical review of all staffing, including at the senior management level, and reorganize, consolidate and transfer administrative units to reduce hierarchy, redundancy, and bureaucracy. UDC took several actions in order to right-size executive, administrative and managerial staff as well as faculty.

One such action in many colleges across UDC was to consolidate departments. This action resulted in a significant reduction in the number of administrative positions on campus. For example, in CAS there were ten departments that were consolidated into four divisions with Division Chairs and program directors/coordinators.

As an example of how change in the organizational structure has improved the unit, the new organizational structure within CAUSES created substantial efficiencies across its departments and programs. Administrative support for Architecture and Community Planning programs has been significantly expanded. The newly established Office of Operations encompasses four administrative support areas including (1) personnel and staff support; (2) grants, purchasing and budget; (3) administrative and logistics support; and (4) marketing and communications. Program directors no longer have to process the necessary paperwork for adjunct hires but can now hand this task over to the coordinator for personnel services; supply orders and room reservations are taken care of by the coordinator for administrative and logistics services; and budgets, grants and purchases are tracked by the newly created grants and purchasing unit.

In addition to the UDC Right-Sizing Plan, UDC conducted a review of system-wide services and administration, and in Vision 2020: Preliminary Report to the Board of Trustees (November 2013) several actions were identified to better align administrative services within UDC. Vision 2020 is in the process of developing and implementing a number of those actions.

UDC implemented several strategies to review its administrative functions. Examples of the various types of reviews can be found in the President's Report to the BOT (May, 2014)

Chapter 4: Standards 8 and 9 - Student Admissions and Retention, Student Support Services

Overview: Recruitment, Admissions, and Retention

Recruitment of students at UDC has been influenced by several factors related to the mission and statutory responsibilities, as well as other externally driven factors (Vision 2020 Appendix B). Before AY 2008-09 UDC was open admissions for all undergraduate students. Institutional data reveal that of the entering freshman cohort in fall 2008, 79% required Basic Mathematics; 70% required Reading Improvement; and 65% required English Fundamentals. Data from previous years showed that similar percentages required these Developmental courses, but more alarming, less than 50% were successful in these courses. At the time, we were not classified as a community college, and therefore specific retention strategies targeted towards community college students were not in place. Without intensive retention activities and strategies in place, the retention and graduation rates of the university were affected, as a large number of students in developmental courses who were FTIC were not retained to the second year. In addition, many of those retained were part-time students who went well beyond six years to graduate from four-year degree programs.

Overview: Student Support Services
UDC has statutory responsibility as the only public institution in DC to serve all citizens preparing them for workforce and entry to advanced degrees. As we described above our student population is diverse, ranging from those wishing to develop skills for immediate entry to the workforce to those pursuing master's degrees, and from first time freshmen just leaving high school to empty nesters in pursuit of their life-long dream of attaining a degree. For this population, we provide a range of support services which encompass those that are developmental, those that are preventive, and those that sustain persistence to program completion. The support services are designed to increase the probability that all students will be successful academically while balancing challenges related to finances, family, work, and personal matters. The numerous support services we offer are mostly shared between the main campus, the branch campus, and additional instructional sites. The support services and activities that will be discussed in this section include academic supports, student life, university safety and security, student activities including clubs, organizations, and athletics, and student services including health, disability, counseling, financial aid, and career development.

In 2008, the new administration embarked on branding the university as a premier higher education institution, and among its first efforts was the implementation of admissions requirements for new FTIC entering four-year undergraduate degree programs. These admission requirements are posted on the website in the university's publication, University Admission Policies (2011), and in the 2014 to 2016 University Catalog pp. 17-21. To summarize, applicants seeking entry to UDC's four year degree programs must have earned a 2.5 high school GPA and a 1200 SAT or 16 ACT Score or earned a 2.0 high school GPA and 1400 SAT or 19 ACT Score. FTIC applicants who do not meet the

above requirements may still be eligible for admission to the Flagship if they achieve minimum scores on the ACCUPLACER examination subtests as follows:

- English Score: 86
- Mathematics Score: 85
- Reading Score: 78

The University Admissions Policies also include policy and procedures for transfer credits.

UDC-CC remained open admissions, and as explained below, with its community college status, more rigorous and streamlined student services for underprepared students, which were proportionate with community colleges nationally, were gradually phased-in for underprepared students entering the university.

At this time, student recruitment focused on increasing the enrollment for four-year undergraduate programs, as the enrollment in UDC-CC remained higher than enrollment into four-year degree programs (UDC Fact Book 2011-13, p. 6; UDC Fact Book 2014-15, p. 7). Because we are a state university, major recruitment efforts are centered on DC residents. While the attributes of students we target for recruitment match UDC's mission and programs, we embarked on a study of our target audience to bolster enrollment. The Noel Levitz study done in AY2008-09 showed that the student population most likely to come to UDC did not know about it, and overall, those responding to the surveys based their college selection on faculty credentials and graduate employment. The study also showed that there is no lack of applications to UDC; however, UDC has not converted those applications to enrollees. This data informed decisions to reorganize recruitment efforts, and these strategies were implemented:

- Advertising campaign in metro station, on busses, and on Radio and TV featuring faculty, students, and graduates

- Direct outreach with school counselors in DCPS to educate students about UDC and its programs

- Reorganizing of the Office of Recruitment and Admissions to include a dedicated recruitment team for graduate and undergraduate

- Organized Campus tours

- Analysis and use of real time data showing applications received and numbers admitted to follow up with applicants

In fall 2010, the same time the community college moved from the main to the branch campus, UDC experienced about a 10% increase in enrollment of students across the university as shown in Figure 1.1 University Enrollment Summary in the 2014 Fact Book, the highest in years. Between 2010 and 2012 there was a fluctuation of enrollment followed by a decline from 5490 in 2012 to 5118 in 2014 across all programs at UDC, the lowest in 12 years.

In 2011 under an interim director of admissions, the following goals were developed: (from Undergraduate Student Recruitment Plan 2012-2013)

Quantitative Goals:
1. Increase the number of total Fall and Spring applications by 10% from approximately 10,000 to 11,000 applications
2. Increase the percentage of all applications received that are complete/ready for a decision/admitted from an average of 33-40% of all applications to 45-50%.
3. Increase the yield rate of admitted students from an average of 50% to 60%.
4. Increase the number of new student enrollments in the Fall by over 10%, from a total of approximately 1800 students to 2000 students (from an average of 700 at the Flagship and 1100 at the Community College to 800 and 1200 students respectively).
5. Establish baseline measures of inquiries and conversion rates, and set improvement targets

Qualitative Goals:
1. Generate a regular inquiry report, implement a standardized inquiry follow-up protocol, and track inquiry conversion rates by event/organization, student type, and Counselor
2. Formalize recruitment partnership MOUs with at least 3-5 external organizations/entities
3. Revamp the Admissions and Financial Aid websites to reflect improved navigation, optimization, and engagement and utility for prospective students
4. Develop an appealing recruitment travel piece for prospective students

From these goals, Stage Level Recruiting Activities were implemented to increase the conversion rate of applicants to enrollees.

The University of the District of Columbia Right-Sizing 19 Plan Act of 2012 specifically directed UDC to develop "an enrollment plan that addresses reasonable enrollment projections for the next five years based on both recent enrollment trends and on a realistic analysis of potential student demand for the Flagship University and the Community College." The university under a new administration in February 2013 and again in March 2013, embarked on further redefining recruitment and admission. The Vision 2020 Academic Plan Appendix A Goal VI specifically targets significant enrollment across all levels of UDC from workforce up through graduate/professional.

The next step in redefining recruitment and enrollment was the hiring of an Associate Vice President for Enrollment Management in July 2014, with specific responsibilities to recruitment, admission, and retention.

The new Office of Enrollment Management (OEM) focuses on recruitment of undergraduate and graduate students separately. DCSL student recruitment , admission, and retention are done at the school level. In Vision 2020, DCSL outlines objectives for a recruitment plan to increase enrollment of diverse and mission-driven students from DC, the nation, and the world in the part-time and full-time programs:

- Enhance and market academic/clinical programs and courses targeted to attract mission-driven students
- Initiate collaborations with feeder schools that share the School's missions
- Target scholarships to schools and organizations that share the School's missions
- Target recruitment efforts to forums that attract diverse, mission driven students from national and international program

Recruitment and admission for workforce development programs is also done at the program level in UDC-CC WDLL. Successful outcomes are the product of successful beginnings, and therefore the entire intake process was changed. The new process has two goals for the successful intake of a student:

1. Enable students to succeed by

    a. Determining the best educational program(s) for a potential student

    b. Creating a plan to meet the potential student's educational goals

2. Document and track information to support the work of WDLL

    a. Track educational progress of student

    b. Collect information to support reporting

The most important outcome for WDLL students is they are able to successfully meet their educational goals. This is achieved through engaging students via an in-depth information session, intake advising, goal setting exercises and exposure to career assessments that match interests and skillsets with careers. Some of the intended outcomes have already been met:

- programmatic culture and expectations have been set (i.e. career pathway)
- students feel more welcome due to the collegial process
- students are more informed and realize that they must dedicate themselves to completing
- students begin building rapport with staff at the site and other students

The Dean of WDLL believes this new intake process is also positively impacting our increases in completion.

Undergraduate and Graduate Recruitment and Admission
Projection of enrollment growth or maintenance is underway to align internal and external recruitment partners to work collaboratively to meet annual growth proposed by Vision 2020. Technological and systemic needs have been identified---more recently, Recruiter, a new recruitment tool, has been implemented within the Office of Undergraduate Recruitment and Admissions to increase speed, efficiency, and turn-around time to meet the needs of an anticipated larger applicant pool. Intentional redesign of Recruiter has been done to structure operational efforts with needs of student types to increase customer service and engagement.

During AY 2014-15, the OEM conducted several recruitment touch points with prospective students for both undergraduate and graduate; live calls, surveys, e-mails, letters/notifications, in-person/walk-ins; campus tours; direct responses to applicants; text messages to applicants; and student-to-student engagement (Annual Report AY 2014-15). Analysis of data shows that 41628 touch points were made with undergraduate prospective applicants, with only a 2% yield, while 4495 touch points were made with prospective graduate applicants, with only a 1% yield.   Based on the results, the Office of Recruitment in OEM is recommending that recruitment strategies be streamlined, for example, sending segmented personalized postcards, advertising scholarship awards, and regularly communicating admissions decisions. More student contact is being made through social media, Facebook, Instagram, and Ustream rather than calling, because the call-campaigns appeared to be the least effective, whereas applicants responded more favorably to electronic outreach. For graduate recruitment specifically, additional efforts have been made sending personalized note cards, newsletter blasts, social media messages through Linked-In, and "UDC is Thinking About You" emails.

A five-year recruitment plan is being developed, and a recruitment plan for AY2015-16 is implemented to tackle recruitment of students for AY2016-17. The objectives for the Undergraduate and Graduate Recruitment Plans 2015-2016 support UDC's mission, goals, and academic plan.

Undergraduate Recruitment
- Identify the students of best "fit" for UDC through data-informed research.

- Manage and shape UDC undergraduate enrollment with candidates who are the best fit for UDC undergraduate programs by leveraging institutional data with national trends.

- Develop recruitment plans and on-campus programming to ensure the means to strategically enroll students.

- Develop a customized communication plan to prospective students based on funnel stage and applicant type.

- Cultivate a more "student-centric" and customer service friendly environmental climate.

Graduate Recruitment
- Increase efficiency and effectiveness of recruiting activities. Provide effective management of the recruitment, admission, and enrollment, of graduate students;

- Identify current and future trends to forecast graduate school admittance;

- Recruit, retain, and graduate a diverse student body;

- Support and market the quality of graduate education, and its programs; and

- Grow strong, mutually beneficial partnerships that engage our local, national, and global communities.

The five year recruitment plan will address national and local recruitment activities.

Admissions Policies to our programs reflect the mission of UDC and are posted on the university website along with comprehensive descriptions of academic programs, including required placements and any testing requirements such as TOEFL. The university Fact Books provide information about student demographics, retention rates, graduation rates, and other data students and their families might need when making decisions about applying for admission to UDC. The mission, goals, and student learning expectations for each school and programs and degree plans are posted on the website and in the University Catalog 2014-16. Insofar as prospective applicants and their families are now far more dependent on websites for their college information, it is imperative that our website maintain currency.

Assessments of Enrollment Goals for the Main Campus and Branch Campus
Before completing the AY 2015-16 recruitment plan, the OEM completed a historical study of the applicant pool, applicant demographics, and demographics of the students admitted over three years. Among the analyses completed by OEM were top 10 feeder schools for UDC and top 10 yield rates, applicants, and enrollees to UDC. Data used in forecasting enrollment possibilities took into consideration DC school demographic and census data.

- From Fall 2012, DCPS enrollment data by grade suggests that there is a high probability of increases in the senior classes for four of the five years from spring 2014 to spring 2018 based on the increase in enrollments for grades 7 through 11.
- District Census data indicate that as of 2011 there were 80,000 residents that had only high school diplomas, 57,920 with some college but no degree, 11,953 with associate degrees, and 91,283 with baccalaureate degrees.

In addition, an internal stakeholder survey (ISTJ), national recruitment and admission trends, and recruitment strategies used at top recruiting and comparable institutions also provided useful information for the OEM. The information gleaned from the study has informed decisions to reorganize the recruitment initiatives and bolster the infrastructure needed to improve admission to UDC.

The retention rates of first to second year at UDC are as follows:

Fall 2011	51%
Fall 2012	48%
Fall 2013	50%
Fall 2014	
Fall 2015	

There is a lack of evidence that previous recruitment and retention plans for undergraduate and graduate programs have been assessed and decisions made based on findings. This could be a result of consistent change of leadership (six leaders) of this division over the past five academic years.

Programs, Policies, and Processes Supporting Students

Academic Support

Support services at UDC-CC WDLL are tailored to help students succeed in their programs, progress to workforce, or transition from WDLL to associate degree programs. WDLL Student Success Initiative was launched in January 2013. It is the framework used to increase completion rates and focuses on 1) building community, 2) promoting feedback loops and 3) facilitating student transitions to work and/or degree programs. To help students achieve their goal, members from each unit of the WDLL team have been included in supporting the implementation and development of this completion initiative. The completion rates are increasing:

Figure 4.1 **Course Completion in WDLL** (Presidential Report, 2014)

FY	Course Enrollment	Course Completion	% Completion
2010	2127	676	32%
2011	2372	1345	57%
2012	3481	1905	55%
2013	3907	2421	63%

Students in WDLL are also provided with resources to help them take the next step, whether it's to a job, an associate's or bachelor's program, or Continuing Education. Transitions Coordinators have been hired who work with students that have a desire to enter degree programs. Transitions Coordinators assist students with the college application process, choosing a major or program of study, preparing financial aid packages and other college access and success functions. Employer Outreach Specialists have been hired to do job and internship development within the career pathways. Transition services further support completion increases, because students can tangibly see the next step after they complete their workforce programs.

Academic support services for students in degree programs are specifically tailored to promote successful progression towards graduation with academic advisement being one of the most important components. Student Orientation is the first step in bringing new students to the "Firebird Nation". New and transfer student orientation are conducted every semester. The agenda and activities of the orientation are designed from frequently asked questions and challenges reported by current students as well as concerns of new students. Student orientation activities were revised in 2012 to include parents, as data from admissions showed that the number of FTIC students who were coming to us directly from high school and between the ages of 17 to 21 had increased. Moreover, orientation provides the opportunity for us to assist new students in navigating the Banner system and to be able to meet student leaders, faculty, and advisors in an organized manner.

UDC engages students in one-on-one academic advising from the moment they enter our doors. At the time of entry, staff academic advisors are assigned to students based on their interests or declared majors, and faculty academic advisors are assigned based on the transfer students' major. Students remain with their staff academic advisors until the end of their sophomore year when they are transitioned to faculty academic advisors.

All students at UDC see an academic advisor before they can register for classes. At the

beginning of the registration period all students automatically have an advising hold placed on their Banner accounts. This hold can be removed only by an advisor after students have been advised on the courses they are eligible to take. At the time of advising, students' transcripts are reviewed to ensure they are on track for graduation by taking the required courses in their major.

At UDC-CC where there is a larger population of FTIC students as well as students who need developmental supports, there are unique academic support services and initiatives in addition to advisement. The Student Success Center supports students by providing academic advising, course registration, retention services, Accuplacer testing, and new student orientation sessions. The Student Success Center provides intentional advising and tutoring through these services:

- Academic Center for Excellent Students
- Student Success Team

Based on the survey data from the Student Success Center, students told us that they could not make an appointment with an advisor at the times that are convenient to them. Again, since academic advising is an important element in student success, the Community College now has eight (8) student success specialists and a director. The staff has been trained in the most up-to-date strategies in academic advising, i.e. Appreciative Advising and Intrusive Advising. They have also been engaged in webinars sponsored by Academic Impressions in order to strengthen their academic advising skills.

The report Retention-Related Initiatives discusses additional initiatives at UDC-CC such as Achieving the Dream, Complete College America, the College Access and Readiness for Everyone (CARE) programming, and the summer program MathBoost-Up.

Many FTIC students at UDC-CC are not prepared for their first semester, either in completing the enrollment and financial aid processes or to be successful in their classes. In many cases, the underlying issues that cause these problems could be addressed/avoided if these students had the appropriate information and/or advising prior to enrolling for courses. Much of this information is covered in First Year Seminar (FYS) but FTICs cannot enroll in it for summer because their financial aid does not begin until the fall semester. According to reports for the Institutional Effectiveness Office, our semester-to-semester retention of FTIC's is low, and the impact of this is especially acute for full-time FTICs. Multiple withdrawals and low grades early in a student's career have long-term impacts on achievement and continued financial aid, which depresses the UDC-CC completion rate. Our solution has been to recruit incoming Fall 2015 FTICs to enroll in FYS during the Summer 2015 and provide funding to cover the cost of the course as well as books. In early May 2015, the Office of Student Achievement Student Success specialists began contacting FTIC students who had applied for Fall 2015 to invite them to Pre-Orientation and to learn about the Summer FYS Pilot. Invitations went to roughly 1,100 students (representing all FTIC applicants for that semester) although only DC residents were eligible. Additionally, the invitation and the names of

the respective applicants were sent to 21 DC high schools (DCPS and Charter) counselors to help promote attendance.

All colleges and schools analyze retention data and develop and implement academic support initiatives.

Use of Retention Data to Support Students

a) Corequisite model at UDC-CC (piloted in AY 2014-15, funded in AY 2015-16 by Office of the State Superintendent of Education)

b) CAS has proposed the Six Point Advising Model:
   1. Students are required to complete six "touchpoints" during their first semester of college. The six touchpoint model is designed to enable exploration, increase student persistence, encourage student success, connect students with resources, and build student relationships.
   2. Touchpoint 1 – Attend college orientation
   3. Touchpoint 2 - Meet with assigned advisor
   4. Touchpoint 3 – Attend academic program meeting
   5. Touchpoint 4 – Attend two college co-curricular activities
   6. Touchpoint 5 – Meet with assigned advisor for mid-term grade review
   7. Touchpoint 6 – Meet with assigned advisor for registration

At the main campus there are academic support services in place in addition to academic advising. The Academic Advising Center (AAC) is responsible for advising freshmen and sophomores. The AAC coordinates the Freshman Orientation course and the Academic Support Center (ASC). Freshman Orientation provides students with an overview of life at the university and how to be successful. It is not a required course; however, in 2014 58% of FTIC students in four year degree programs took the course. The ASC is where students receive tutoring, borrow necessary learning equipment such as calculators, receive writing and other learning supports, and attend workshops which are scheduled and relate to commonly expressed needs and challenges. The AAC served approximately 5600 students from October 2012 and September 2015, according to data provided to Title III.   In 2014 the AAC worked with the Financial Aid office to revise the process for students completing the Satisfactory Academic Progress (SAP) appeal.

Other supports include those provided by LRD and OIT. LRD also provides academic support services for students. Many of the services provided are discussed in Chapter 6. These services include comfortable study spaces, computers, Blackboard support, and general library holdings. All students have an email address which is assigned at the time of admission. OIT provides students with clear instructions on how to access their emails and their Banner sites where they find their financial information, class schedules, and where they are able to register for classes once their advising holds are removed. OIT is also open daily for all students to walk in and receive assistance, and students can request assistance at support@udc.edu .

Through the Office of the Registrar, UDC has acquired Ellucian DegreeWorks. When fully implemented, it will provide students with degree audits and tracking, planning

tools, advising notes and user-friendly GPA calculators, web-based exception processing and waivers, more robust transfer-credit articulation, and real-time visibility and advanced reporting for advisors.

Public Safety and Emergency Management
One of UDC's top priorities is the safety and security of all its constituents. A University wide alert system was implemented in 2012 allowing time sensitive information to be distributed through cell phones. UDC is also a part of the DC Alert system. The Office of Public Safety and Emergency Management, a shared service, consistently monitors the campuses by patrols and through cameras which are strategically placed across the campuses, distributes ID cards, responds to altercations and other distress indicators, and conducts safety drills. This office coordinates the Threat Assessment Team which investigates and evaluates any threat identified on the campus and makes recommendations as to how to handle it. The UDC police are commissioned through the Metropolitan Police Department and are required to comply with federal reporting requirements. Safety information about the campus is available in the 2015 Annual Report.

Office of Residence Life
The Office of Residence Life provides information and guidance for the housing needs of students. Although initially a commuter campus, UDC began to have housing for student athletes in the early 2000's at locations away from the main campus. In 2010 university housing was brought to an apartment complex across the street from the main campus in response to student needs and to open housing to non-athletes as well. Currently, 141 students and five student staff live in university housing, with 61 in-state, 54 out-of-state, and 31 international students. Although university housing has significant advantages, it has not yet proven itself to be financially self-sustaining, so it is currently being assessed as described in the report Student Housing at UDC.

Student Activities
UDC offers a wide array of opportunities for students to become involved in campus activities including clubs, organizations, and athletics. Clubs and organizations are facilitated through the office of Student Life.   There are over 40 chartered Student Clubs and Organizations and nine chartered Greek Life Organizations at UDC.   Clubs and organizations give students the opportunity to engage in personal development as well as service hours in the community. For example, Sigma Tau Delta – Alpha Epsilon Rho, the UDC chapter of the International English Honor Society, tutors students at the Columbia Heights Educational Center in writing for essay competitions. The Office of Student Affairs provides the opportunity for clubs and organizations to receive a small budget which is based on their planned activities for each academic year.

UDC supports four men's and six women's sports teams in NCAA Division II. The Student Athletic Handbook serves as an additional resource for student academic support. There is a faculty athletic representative who is responsible for NCAA compliance. Student athletes receive specialized advising and support services including study hall and tutoring.

Student Services include health, disability, counseling, veterans affairs financial aid, student accounts and career development. The division of Student Affairs provides several services that facilitate student's personal development and needs.

Financial Aid

In the Financial Aid office, counselors are assigned to students by alphabetical assignment so each student has a financial aid counselor. Financial aid counselors advise students on the various loans or aids available, student eligibility, and also help students monitor their loans and aid after the award is made. Of the 2746 independent students reported to the USDOE, 1540 (56%) with an average income of $13,000 receive Pell Grants. 1288 dependent students are reported to USDOE with average family income of $42,000 of which 613 (48%) receive financial aid loans other than Pell Grants. The overall Pell eligible population is 50%. Pell grant recipients represent 63% of the population at UDC-CC and at the flagship 43%. The financial aid office is also responsible for monitoring the mayor's funds, and university scholarships. The Financial Aid office is also responsible for ensuring that students' scholarships, grants, and loans do not exceed their allowable amount. Based on a study in OEM indicating that financial issues were a main source of students dropping/stopping out, funds are being used for supporting students with financial exigencies. The Financial Aid office also facilitates the Work Study program.

Office of Student Accounts

The Office of Student Accounts maintains financial records for students and processes payments. It maintains student financial records and responds to student financial inquiries, provides a tuition installment plan for the general student population, bills and receives third party agents for payment of tuition and fees, collects and posts tuition and fee payments to student account records, reconciles, and deposits all funds, and disburses check payments, and posts transactions from various revenue sources.

Disability Resource Center (DRC): In accordance with the Americans with Disabilities Act (ADA) 1990, Section 504 of the Rehabilitation Act of 1973, along with other federal and DC disability and discrimination law, UDC provides access and reasonable accommodations to students who are documented with disabilities. The DRC provides access and services to students with disabilities. As stated on its website,

> The University is committed to providing equal and integrated access for individuals with disabilities to all the academic, social, cultural, and recreational programs it offers. We work with students to ensure access to every opportunity for learning and personal growth so that you may participate as fully as possible in campus life.

The DRC is staffed by two qualified professional counselors with master's degrees in Counseling Psychology and Vocational Rehabilitation Counseling. It serves approximately 200 students per semester. Students are informed of its services via the Disabilities Resource Center Student Handbook, the Student Affairs website, campus

fliers, table events, orientations, co-sponsored events, and in course syllabi. It provides professional development and mental health awareness training for the UDC community. The Association for Higher Education and Disability (AHEAD) Assessment was conducted by an external partner to help review programs and services that the DRC provides to our students with disabilities. Along with the AHEAD assessment data, the DRC periodically conducts satisfaction surveys whose results have guided changes in forms, email options for confirmation of accommodation letters, and revisions to the Disabilities Resource Center Student Handbook. Counselors meet with students several times during the semester with at least three check points at the beginning, midterm, and final exam period. The DRC has procedures for Grievances . Over the past five years, there have been fewer than 25 student complaints regarding accommodations. Some common complaints regard language from faculty and faculty not adhering to accommodations. The response of the DRC has been to set up meetings between the faculty member and the student to mediate their concerns and to address these issues in faculty professional development, the Disabilities Resource Center Student Handbook, and revisions to the Student Handbook.

Career and Professional Development Center

The Career and Professional Development Center provides on-campus and online career services to students, alumni, employers, and faculty/staff.   These services are accessible via the Career Services Online system (CSO). Students and alumni are able to find jobs and internships, talk to a career counselor, explore career information, use resume creator, and register for career events. Employers have access to posting jobs and internships, attending career fairs, scheduling on-campus visits, searching for student resumes, and reporting hiring and placements. Faculty and staff may use the services to review jobs and internships, review career events, post work-study jobs, explore career information, and schedule class visits. The Career Services Center at UDC-CC supports the strategic mission of UDC-CC by providing career services including career counseling, career assessments, career educating, job readiness and career networking to students, faculty, and community partners that encourage a culture of active and collaborative "navigation" of the lifelong career development process. Students receive resource information from Bureau of Labor and Statistics, Department of Labor, Society of Human Resources Management and Office of Human Rights and other Career Services Center approved agencies to identify best practices and industry employment drivers.

Career exploration also occurs during industry job shadows, industry field trips and Skype mentoring sessions. Employers perform career and professional development informational workshops throughout the course of an academic year. Employer partners can also reserve an interview room and/or send a Skype request to pre-screen and hire UDC- CC students within the Career Services Center. Students also share and/or give employers samples of their industry portfolios to showcase their knowledge, skills, and abilities during the interviewing process.

Students have access to the Dress for Success rack and unlimited access to attend all onsite recruitment fairs. The Career Services Center has the latest technology around virtual career advisements via Skype, the Wynbi career matching database, and the

College Career Center smartphone app. This University Career Center app allows students/graduates to get announcements; the most updated information on events, onsite recruitment, and job fairs; and to connect to the career services online portal, which has access to hundreds of jobs all while in the palm of their hands. The app also has a push notification feature for students to receive daily text alerts and more. In addition, students can begin to schedule academic and career services appointments through their smartphones on the GradesFirst scheduler tab and view daily hourly part-time jobs, TED talk sessions, and interview tip videos.

At UDC-CC, in 2014, students who completed the Survey of Entering Student Engagement (SENSE) survey revealed that 46.3% knew about the Career Services department, as compared to 51.4% of the national SENSE cohort. Also, of those who knew about it, 71.2% said that they "never" visited the Career Services department as compared to 66.9% of the national SENSE Cohort. These results suggest that students should be exposed to the Office of Career Services during their first semester at UDC-CC until graduation and beyond. In response to these findings, the Office of Career Services at UDC-CC have aligned their services with those at the main campus with many programs now infused.

Counseling and Student Development Center

The Center helps students develop realistic and positive self-image while making appropriate personal, academic, and occupational choices. The center provides walk-in and emergency services, as well as services by appointment for individual and group counseling. A Calendar of Events across campus relate to national themes such as Sexual Assault Awareness, Domestic Violence, and Eating Disorders. Other services include testing, screening, and workshops.

University Health Services

The University Health Services, located at the main campus, ensures a healthy campus environment by promoting individual health and wellness. It provides the following services for the UDC community:

> Campus-wide Emergency Response
> Sick Care (same-day appointments are usually available)
> Physical Examinations
> Required Immunizations and Clinical Laboratory Tests*
> Health Assessments
> Women's and Men's Sexual Health Services
> Laboratory and In-house Medication Support*
> Disease Screening and Counseling
> Vision & Hearing Screening
> Consultation and Referral Services
> Health Maintenance Support

There is no comparable service at the branch campus UDC-CC, nor at the instructional sites, although all students are eligible for these services.

International Students

UDC currently enrolls a significant international population (Fact Book 2014-15, p. 12), and is one of the most welcoming and affordable universities in the region for international students. Previously, services for international students were overseen by the Office of International Programs and Exchange (OIPE). This office provided advising for international students, including an Orientation for International Students as well as sponsoring other activities such as International Education Week. For domestic students (and faculty), there are study abroad opportunities, and faculty-scholar exchanges with ___. International student activities are currently being reorganized.

Veterans

UDC is the only Servicemembers Opportunity College in the District of Columbia. Veterans Affairs is a one person office, approved by the Office of Veterans Affairs. It serves 110 students by certifying them so that they receive services under federal government legislation. Veterans are in different groups according to the chapters in the legislation, so that they receive counseling on how to find housing and employment, and receive funding for tuition, housing, and transportation.

Students' Complaints and the Student's Code of Conduct
A review of student complaints allows the Committee to see first-hand challenges that students incurred while attending UDC. (Expand this section)

The Student Code of Conduct was revised in August 2009 by the Division of Student Affairs and Office of Student Life and Services to include a more streamlined grievance process. The Family Educational Rights and Privacy Act (FERPA) provide parents, caregivers and other third-parties of student's valuable information regarding access to students' records

Standards 8 and 9 Action Steps:

1. Maintain currency and continual updates on UDC website
2. Organize UDC website to be more user-friendly
3. Make policies and procedures for student academic and non-academic grievances visible and readily accessible
4. Update Student Handbook
5. Provide health services at branch campus and instructional site
6. Continue to assess all services

Chapter 5: Standard 10 - Faculty

Overview

UDC has a diverse and committed faculty. Our full-time, permanent faculty rank is **257** members strong across six academic units. The faculty is supplemented by a robust cadre of land-grant faculty members, visiting scholars, adjunct faculty members, WDLL instructors, and clinical preceptors. Standards, policies and procedures governing faculty appointment, promotion, tenure, grievances, discipline, and dismissal are published in the Master Agreement and the DCMR8.

UDC has long recognized the strengths of its faculty members, supported their endeavors, and esteemed the role they play in meeting the primary UDC mission– student success. Faculty member performance and growth are championed as inextricably linked to institutional effectiveness.   This relationship and the expectations around it are formalized in the Faculty Contract (Seventh Master Agreement) for tenure track faculty except DCSL faculty. The collective bargaining Master Agreement between UDC and the UDC Faculty Association/NEA is one of the governing and facilitating documents that reaffirm faculty rights and responsibilities and the conditions and terms of their employment, including appointment procedures and criteria, workload, performance evaluation, compensation, tenure, professional development, academic freedom, grievance handling, leave, and reduction-in-force methods and procedures. Also, all faculty expectations and relationships are supported by statute under the DCMR8. All institutional metrics that apply to supporting and evaluating the contributions of faculty members grow from and inform UDC's singular responsibility to student outcomes and are embedded in the institution's approaches to recruiting, orienting, evaluating, and supporting its faculty members.

The faculty's duties are centered on teaching, scholarship and research, and university and public service.   Thus, these are the criteria upon which the faculty members are evaluated. Scholarship and research in partnership with students is one of our signature activities.

This section includes a summary of the policies, practices, and accomplishments of UDC in developing its faculty ranks and providing its faculty members an environment for work that is satisfying and professionally nurturing, in keeping with one of the Vision 2020 goals:

> The University will support faculty members' research, outreach, and innovation in addressing the social, economic, health, and cultural needs of District residents and will consider their output in this regard as an integral component of their contributions as members of their discipline and of the University. In particular, interdisciplinary work will be encouraged. There will be clear policies on intellectual property and the return of revenue to the faculty member or department responsible for generating it. The University will also capitalize on the innovation of its faculty as a means of generating revenue by investigating the feasibility of establishing a technology transfer or commercialization operation. These reforms will both support future work at the

University and contribute significantly to solving pressing problems facing the District and other urban areas.

Defining the UDC Faculty

UDC's faculty group is experiencing steady evolution. Influenced by shifting emphases in academic programming (STEM, Health, and Education), professional accreditation requirements, program growth, and voluntary separations, a recent flurry of new hires has shifted UDC's percentages of faculty members by rank and terminal preparation. In CAS, where the largest amount of faculty renewal has occurred, assistant professors now represent the College's largest faculty group (42%), and full professors represent the smallest. This development mirrors national recommendations for optimal faculty balance. Additionally, more than 88% of CAS faculty members are terminally credentialed, a development that supports a commitment to currency in disciplinary expertise and pedagogy.

Adjunct faculty play an important role in fleshing out UDC's web of disciplinary expertise and undergird its ability to provide a flexible and state-of-the-art menu of courses to students annually. Moreover, our adjunct workforce bridges theory and practice and plays an important role in helping us actualize our commitment to experiential, learning-by-doing pedagogies that ensure our graduates are immediately ready to enter the workforce.

The increase of new hires has expanded the institution's pool of expertise in targeted and important ways (e.g., Biomedical Engineering, Geospatial Technology, Adult Learning, Science Education, Water Resources, Sustainability, and the Environment) and infused necessary curricular currency, with particular emphasis on student-centered, inquiry-based pedagogies, and intra- and inter-discipline synergy. The institution's expanding faculty pool has supported new program development and implementation (e.g., Biomedical Engineering, Homeland Security, Rehabilitation Counseling, and Adult Education) and enhanced UDC's ability to compete for local and national funding. For example, UDC recently acquired a NSF Noyce grant funding in the amount of $2.13 million through the efforts of an interdisciplinary faculty collaboration from CAS, SEAS, and CAUSES to prepare science teachers for middle grades in DC. The influx of new hires has challenged UDC to update its promotion and tenure expectations and create workload opportunities that acknowledge and embrace changes in pedagogy, instructional delivery, and definitions of scholarship. Additionally, the institution is seeing an increase in research-oriented faculty members – both newly hired and renewed. This is a boon for UDC's research and service responsibilities. This development also bodes well for UDC's mission-centered commitments to undergraduate and community-based research and drives necessary advances in student engagement.

Our diversifying faculty demographic is producing immediate and long range opportunities for UDC. In addition to facilitating immediate improvements in teaching/learning, scholarly productivity, and research competiveness, our expanding community of new scholars and research-active faculty members is creating a sense of place that champions excellence, grows by doing, and supports inclusion. This academic culture is gaining recognition and interest nationally and attracting partners and potential new hires.

Main Faculty Characteristics and Impact on UDC

In AY 2014-15, UDC had 260 full-time and 315 part-time faculty members. UDC's faculty members are, on average, the most established members of the institution with turnover rates of 14% and 16% in 2011 and 2012, respectively. *Add data for 2013, 2014, and 2015?*

A comparison of the sizes of peer institutions' faculty and student bodies with those of UDC indicates that the current faculty distribution among associate, assistant professor, and full professor positions is better aligned than at comparable universities. At peer institutions, the median percentage of faculty who hold full professor positions is 21.4%. At UDC, it is 36.1%, or nearly 70% higher than peer institutions. When compared with current enrollments, there are 48.9 full-time equivalent students for every full professor at UDC, while the mean ratio for the peer group is 187.9 FTE students per full professor and the median is 116.9 students. {Include percentage of teaching done by adjuncts compared to other institutions, broken down by colleges.}

The faculty ranks summaries are as follows (University Fact Book 2014-15):

Figure 5.1 **Faculty Ranks (2013-14)**

Faculty Status	Fall 2013 Count	Fall 2014 Count
Continuing Full Time Faculty		
Distinguished Professor	1	1
Professor	72	67
Associate Professor	71	77
Assistant Professor	64	77
Instructor	15	25
Sub-total	223	247
Visiting Faculty	27	15
Adjunct Faculty	363	313
Total	613	575

Figure 5.2 shows changes in the faculty members in the past five years:

Figure 5.2 **Faculty Distribution by College (2010-14)**

College/School	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Flagship (W/o Law School)					
College of Arts and Sciences	112	107	98	83	95
School of Business & Public Administration	29	27	26	26	27
School of Engineering & Applied Sciences	22	21	23	23	25
College of Agriculture, Urban Sustainability & Environmental Sciences	7	7	15	17	12
Learning Resources	10	11	9	8	9
Subtotal	*180*	*173*	*171*	*157*	*168*
Community College	29	26	22	42	52
David A. Clarke School of Law	22	23	25	24	27
University Total	231	222	218	223	247

The number of full- and part-time faculty in each program depends on the nature of the program, the number of students served and the number of student majors. Meanwhile, employment of adjunct faculty is primarily based on the need for students to benefit from individuals with specialized expertise. In some cases,   part-time and temporary full-time faculty are hired to complement the full-time faculty. Adjunct faculty are employed on a semester-by-semester basis and provide   flexibility on the basis of programmatic and student needs.

Faculty Strengths

UDC faculty are deeply committed to the institution, students, community, research, and teaching. This unending zeal to work with students is our greatest strength. Across the university, faculty collaborate with students on research, service, presentations at national conferences, and publications in peer-reviewed periodicals. UDC has a history of experiential pedagogy across several departments and units, with faculty and students reporting rich opportunities for engaged and reflective learning. For example, in the CAS Division of Sciences and Mathematics, Biology students work alongside faculty researching cancer prevention. Students and faculty together publish their work and present at national conferences. UDC utilizes an experiential approach in DCSL and nursing clinical requirements. In DCSL students and faculty provided approximately 100,000 hours of legal services during 2011-12 on behalf of DC residents. All DCSL first-year students provide 40 hours of community service to non-profit public interest groups, the judiciary, or federal and local government. All students perform a minimum of 700 hours of faculty-supervised representation of low-income DC residents through DCSL's nationally recognized clinical programs. Our visual and performing arts faculty are well-known for collaborating with students to produce and showcase their creative works. {Link to Creative Works} Other faculty have engaged students through study abroad, civic engagement, undergraduate and graduate research, problem-based learning, service learning, business plan competitions, and internships.

Figure 5.3 **Faculty-Student Collaborations** {to be completed with data from colleges/schools}

College	Journal Articles	National Competitions	National Conference Presentations	Local/National Service Learning	Creative Works	International Service Learning

CAS						
SBPA	16		13			
SEAS						
CAUSES						
UDC-CC						
DCSL						
Total						

New and innovative graduate and undergraduate programs position us to expand collaborative research and other creative scholarly and professional activities and endeavors with students.

Faculty Scholarly Achievements
The faculty lead in their respective research and scholarship areas by publishing in peer-reviewed journals, creating original works of scholarship, including contributions from UDC's fine arts faculty, and authoring books. The following table briefly summarizes these achievements over the past five years:

Figure 5.4 **Faculty Scholarly Achievements 2010-15**

College		Peer-Reviewed Journal Articles Including Law Reviews	Edited Book Chapters	Books	Creative Works	Patents and Copyrights	National & International Conference Presentation
CAS		100		15			150
LRD		18		10			11
SBPA							
SEAS		33	4	4			94
CAUSES		14 (and book		6		26	44

	chapters)					
UDC-CC						
DCSL						
Total {Remove college titles}						

(See CAUSES Faculty Productivity Report ; DCSL Publications and Presentations.)

Faculty and staff have amassed an impressive record of extramural participation. During AY 2014-15, UDC faculty submitted 99 proposals to external funders totaling $62,017,825, of which 56 awards were received totaling $20,374,934. (OSP 2014 Report , pp. 3-5)

Across the previous five-year period, institution-wide grant totals surpassed $93 million including federal funds allocated for land-grant work.

The funds support a variety of scholarly activities including traditional bench research in the STEM areas; disparities and pipeline supports and research to close minority and gender participation gaps in the sciences, health, and allied health fields; and demonstration projects to improve teaching/learning engagement in education. UDC's extramural relationships cross DC and the nation with research partners to include the Department of Defense, National Institutes of Health, National Science Foundation, Internal Revenue Service, Department of Homeland Security, Department of Education, Department of Transportation, Office of the State Superintendent of Education, and Department of Employment Services.

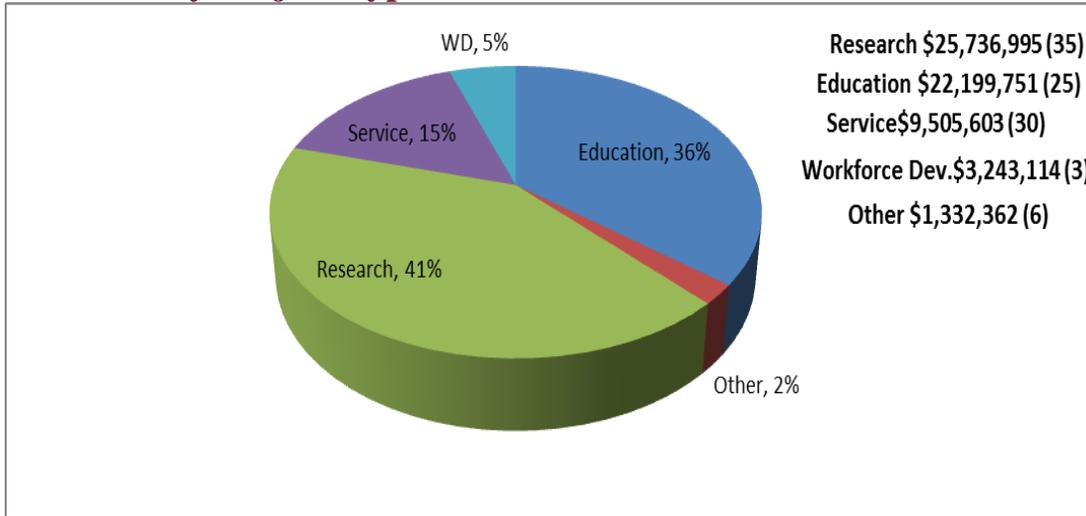Figure 5.5 **Grant Submission**

Submission by Project Type

Research $25,736,995 (35)
Education $22,199,751 (25)
Service $9,505,603 (30)
Workforce Dev. $3,243,114 (3)
Other $1,332,362 (6)

Figure 5.6 **Project Award**

Award by Project Type

Research $3,955,805 (14)
Education $5,809,839 (14
Service $7,749,829 (25)
Workforce Dev. $2,857,462 (2
Other $2,000 (1)
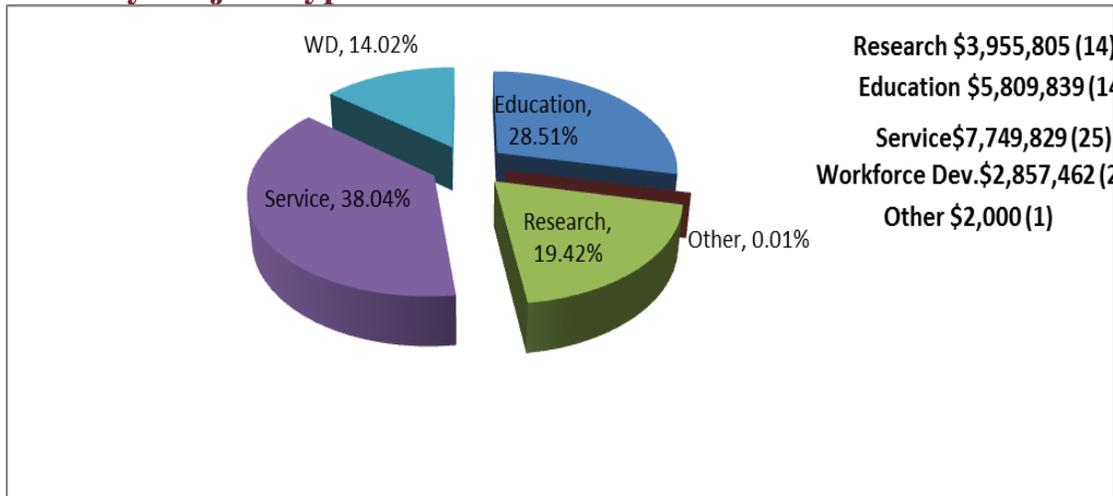
UDC's faculty members are committed to the advancement of both their disciplines and their communities. Recent projects and awards demonstrate institution-wide commitment to collaborative and interdisciplinary response to issues as disparate as seat-belt safety, water quality, accessibility of STEM content, and first responder preparation. Additionally, by becoming an associate member of the Oak Ridge Associated Universities in 2011, UDC expanded its opportunities to support the development of faculty, staff, and student researchers and facilitate collaborative relationships with other universities. The strength of past and existing extramural relationships bodes well for the institution's future academic and community endeavors and the role external participation will play in sustaining UDC financially. These outcomes depend on continued enhancements to the institution's research infrastructure and

broadened definition and expectation for research university-wide. There are several opportunities with potentially broad and immediate translational impacts. They include technology transfer, adult learner pedagogy, community literacy, financial literacy, personal and community advocacy, and community health and resiliency.

Faculty Role in Curriculum Design, Development, and Upgrading
Faculty members are directly involved in the introduction of new programs and courses. They may initiate the process of program and/or course introduction individually and/or through the departmental and school/college curriculum committees. Typically, those curriculum committees, which are composed of faculty representatives, recommend approved program and courses to the Dean, after whose approval proposed programmatic and course introductions and reviews are submitted to another faculty body—the Faculty Senate. If approved, these are forwarded to the Provost for another review, after which they are forwarded to the BOT before implementation.

Faculty Development –Resources that Support Our Reach for Excellence
UDC's recent transition to a new faculty evaluation system has been several years in the making but marks an important turning point in the institution's explicit and prescriptive expectation of faculty performance and institution support. These expectations are fully articulated in the Seventh Master Agreement and Vision 2020, which states:

> The University will support faculty members' research, outreach, and innovation in addressing the social, economic, health, and cultural needs of District residents and will consider their output in this regard as an integral component of their contributions as members of their discipline and of the University. In particular, interdisciplinary work will be encouraged.

Professional development offers a broad window of opportunity for an institution to develop a relationship with its faculty and use that relationship to nurture shared expectations for institution-wide growth, innovation, and sustainability. While retention of faculty members at UDC is largely informed by performance evaluation outcomes, it is the institution's evolving commitment to professional development that plays the more important role in shaping its relationship with its faculty and influencing the direction, quality, and quantity of growth of its members toward an exemplary whole.

Toward that end, UDC has doubled down on enhancing its support infrastructure for faculty growth and development. UDC has renewed its approach to faculty-driven, on-campus professional development; increased resources for startup and new faculty incentives including summer salary, research funding, and course release; created e-workshops for virtual professional development training; restructured the Myrtilla Miner Faculty Fellows to support faculty needs across rank and discipline; targeted use of Title III funding to seed scholarship, renewed pedagogy, and mobile infrastructure; proposed revision of RAIL to serve beyond online instruction; and dedicated, policy-driven travel supports for conference participation that grows expertise, markets the institution's programs, seeds professional networking, and removes barriers to scholarship. Improvements in our protocols for evaluation and systems for data capture are documenting increases in job satisfaction. Scholarly productivity of faculty, particularly at the assistant professor level, can be linked to these initiatives and modifications. Qualitative feedback captured via satisfaction survey includes comments in support of the

impacts of the strengthening infrastructure. Faculty training and interest has resulted in the certification of 33 faculty members to teach online or hybrid courses and 27 to build and teach.

UDC offers various opportunities for faculty development and professional growth, kicking off each semester with a week-long series of sessions devoted to topics pertinent for personal professional development, teaching, and learning, as well as other options:

A. Short workshops on a diversity of professional development subjects, including assessment, proposal writing, and the use of Blackboard as a teaching tool.

B. A summer online learning academy (OLA) to improve skills in online teaching.

C. Sabbatical leave to complete research and professional development projects.

D. Conference and professional organization meetings, particularly to present papers.

E. One non-teaching day a week to engage in professional development and research projects.

All these are assessed with faculty surveys whose results are used for further planning.

Vision 2020 calls for an increase in annual faculty development funding to support conference attendance, trainings, and curriculum development. It proposes that the size of the fund will be determined on a faculty per capita basis. Given the size of the faculty in the base year, the faculty development fund will require up to $517,500 in new expenditures per year.

Figure 5.7 **Vision 2020 – Figure 25. Faculty Development Fund (in millions)**

Figure 25. Faculty Development Fund *(in millions)*

	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20	Total
Nonpersonnel	0.26	0.52	0.52	0.52	0.52	0.52	2.85
New Expenditures	0.26	0.52	0.52	0.52	0.52	0.52	2.85

A Description of the Personnel Policies and Practices that Shape our Faculty
Across the five year period since the completion of our 2010 Periodic Review Report, UDC has experienced a renewal of its academic personnel. That renewal has significantly redefined the institution's expectations for and approaches to developing its faculty. UDC has engaged in a collective reimagining of its academic workforce and the infrastructure needed to support a highly qualified, professionally recognized, nimble, and optimally responsive faculty group, guided by:
- a responsibility to student outcomes
- the hire of five new deans and more than 25 new faculty members
- significant turnover in our senior faculty rank
- development and adoption of a new faculty evaluation system

- greater emphasis on collaborative and interdisciplinary academic programming
- increased emphasis on and resources for faculty development
- academic reorganizations and program reductions
- re-evaluation of discipline based pay
- ongoing recruitment and hire of adjunct faculty
- newly operationalized expectations for shared governance and communication.

Hiring procedures for full time faculty are guided by DCMR-8 and implemented by the office of Human Resources. This hiring process is designed to ensure that applicants are carefully screened and objectively evaluated. During the first three years of employment, however, new faculty members remain under probation to ensure their appropriateness for the positions they hold.

The first step in the appointment of part-time and visiting faculty members is the submission of an application for employment with supporting documentation. Contracts are renewed depending on need and the individual faculty member's performance.

To support these shifts in staffing and operations, UDC, via the new Faculty Evaluation Procedure (Seventh Master Agreement, Article XV), has better aligned assessment of all aspects of faculty engagement with the overarching mission and vision of the institution. The teaching, service, and scholarly contributions of faculty are essential components of UDC's assessment of its overall effectiveness, and the role and responsibility of leadership in shepherding this assessment are explicit. Formalized and annual mining of data on regional, national, and disciplinary trends is required and provides the basis for formulating the standards that guide all faculty recruitment, evaluation, retention, promotion, compensation, and professional development. Under the rubric Pre-Determined Criteria (Seventh Master Agreement, Article XV), UDC has a system of accountability that requires annual report out by program on the alignment of documented and applicable best practices in pedagogy, instructional platform, facilities, faculty expertise, faculty recruitment, and retention with UDC's real-time operations. Pre-Determined Criteria are operationalized in the Seventh Master Agreement Article XV, A2, which states:

> ……..These guidelines will align with institution mission and vision, and, for each academic unit, must reflect the prevailing expectations, criteria, for achievement, and practices of the discipline(s). Specific expectations and descriptions of those expectations shall be set forth as predetermined criteria for the process. The specific expectations and descriptions of expectations shall be established with faculty input. Accreditation requirements, both regional and discipline specific, shall impact baseline expectations for faculty engagements and performance. Unique institution goals and objects will also be addressed in the Pre-Determined Criteria.

The definitive success metric is the impact of that alignment on targeted student outcomes. Identified areas of match and mismatch drive evolution in standards for hiring, performance, and professional growth. Four such developments under this mandate are:

1. Expansion of our Instructor, Assistant Professor, and Associate Professor pay bands to better compete with market rate salaries;
2. The requirement of merit based pay for all full-time, continuing faculty as a means of requiring ongoing professional growth and development;
3. Cluster hiring as a means of creating academic communities that attract, nurture, and retain tenure-track, minority, and female scholars; and
4. Summer start-up funding as a signal of the institution's commitment to research as a fundamental responsibility of faculty.

The requirement of annually developed pre-determined criteria is a hallmark of change for UDC.

Faculty Compensation
Faculty salary plans have not been updated in over five years; most salaries have been frozen without a cost-of-living adjustment. A bonus was paid to eligible faculty in August 2015 pursuant to acceptance of the Seventh Master Agreement. . Prior to the Seventh Master Agreement, faculty salary plans followed a step system, where employees receive automatic pay increases over predetermined time intervals, or a merit system for faculty employed form fall 2006 or faculty who chose the merit system.

In order to determine appropriate compensation levels to attract and hold highly qualified staff and faculty, UDC engaged in a compensation market analysis that outlines a strategy and timeline to bring salaries and wages in line with such levels. In September 2012, Segal/Sibson was asked to conduct a market assessment of the salary rates of various jobs at the University. An organization's compensation system provides its most tangible reward to employees for their performance and the contributions they make to its success. It is important that the system be maintained to keep pace with inflation and the competitive market for jobs in the area, and as needed, by increasing pay rates and pay ranges appropriately over time. However, this has not happened at UDC. In general, UDC's pay ranges are competitive at the minimum/entry level, but become increasingly non-competitive throughout pay ranges. At the maximum of the pay range, for example, the benchmark jobs overall are 85% of the market average. Additionally, compensation for union employees is set pursuant to the dictates of the applicable collective bargaining agreements.

Figure 5.8 presents the average faculty salaries (University Fact Book):

Figure 5.8 **Average Faculty Salaries 2011-14**

Academic Rank	Fall 2011			Fall 2012			Fall 2013			Fall 2014		
	Flagship	UDC-CC	UDC	Flagship	UDC-CC	UDC	Flagship	UDC-CC	UDC	Flagship	UDC-CC	UDC
Professor	101,236	88,184	100,583	102,452	91,738	101,765	103,011	95,912	102,720	104,086	95,912	103,726
Associate Professor	80,348	74,929	79,621	77,688	72,990	77,166	78,144	72,317	77,077	78,327	72,820	77,183
Assistant Professor	61,710	59,218	61,411	63,370	58,870	62,961	61,883	60,238	61,395	63,684	60,397	62,744
Instructor	60,071	55,107	56,969	51,986	55,211	53,061	49,096	61,798	55,024	57,041	57,728	57,343
All Ranks	83,990	69,531	82,281	82,233	70,809	81,075	82,435	66,785	79,487	81,255	65,704	77,981

Balance between Teaching, Research, and Service
Since policy in relation to faculty responsibilities, role, and status is determined in accordance

with the Master Agreement, the performance evaluation factors and criteria stated in the Agreement reflect the preferred balance in relation to teaching, research, and service. The weights provided for teaching range from 50 -70%, research 20-40%, and service 10-20%.

Faculty Members' Major Responsibilities and Workload
On average, faculty teach six to eight courses per academic year, limited to three preparations per semester. Teaching schedules are set on the basis of student needs and expectations and are determined after consultation with individual faculty. Authorized University Activities (AUAs) to attain the goals and the objectives of the program, college/school, or the university are approved by the deans and department/division chairs. In accordance with the Seventh Master Agreement, normal workload for bargaining unit faculty (all full-time, non-DCSL faculty) is based on a Professional Unit (PU) system (1 PU = 15 hours), according to which each faculty member is to maintain an average of 32 PUs per semester. Normal workload assignment for LRD faculty is 32 PUs (1 PU = 1 hour) per week. (Article XVII, p. 42)

Academic Freedom
Academic freedom is re-affirmed in Article XIII of the Seventh Master Agreement, which states that "a member of the faculty is free: (1) to teach and to discuss in class any aspect of a topic pertinent to the undertaking of the subject matter of the course being taught; (2) to conduct research and publish results; (3) to act and to speak in one's capacity as a citizen without institutional censorship or discipline; and (4) to manage and instruct his/her students in a learning environment in ways that are consistent with the stated goals of the University" (p. 17).

This article further re-affirms the right of faculty to participate individually or collectively in the development of course syllabi and the selection of textbooks. It also recognizes the faculty members' right and responsibility to evaluate and grade students in their classes "as long as such evaluations and grades are consistent with established criteria and can be justified by the instructors' records and professional judgement" (p. 17).

Faculty Evaluation – Recognition, Reward, Development

Performance evaluation coupled with professional development form the infrastructure for building UDC's academic capital. UDC has a responsibility to evaluate the preparation, performance, and contributions of its faculty members against the standards of institutional effectiveness and student success. The newly adopted Faculty Evaluation Procedure (Article XV) in the Seventh Master Agreement offers the institution an objective, aligned, and comprehensive system for assessing the performance of each full-time, continuing faculty member and supporting individual faculty member professional growth. The Seventh Master Agreement states:

> The evaluation procedure is designed to provide assessment of performance of each faculty member and to promote faculty professional growth and institutional effectiveness. The central activities of University faculty are scholarship, teaching, and service, as set forth in Section D. The outcomes of students in reaching their desired academic and personal educational goals are paramount in building an evaluation system and figure prominently in determinations of faculty and institution success. The University embraces a scholar-teacher-participant model of faculty engagement as set forth in Section D and expects summary evidence of significant and relevant achievements in scholarship/creative work, teaching, and service in the annual evaluation portfolio. The annual evaluation process serves to communicate institution expectations to faculty members as set forth in Section D as well as provide timely, prescriptive

feedback to support the growth and development of individual faculty members and the sustained relevance of the University's academic offerings more broadly.

The new Faculty Evaluation Procedure provides explicit guidance for the annual evaluation of faculty including: timeline; standards; criteria; evaluation questions; evaluators and their roles; ratings, their descriptions and implications; and grievance procedures where applicable. As previously discussed, Pre-Determined Criteria form the basis for annual standards setting in faculty evaluation. The annually developed standards are coupled with prescriptive, explicit, and weighted evaluation components – teaching, research, and service. Each evaluation component is rated. The final rating is a composite of findings for all components. The five-point rating system is defined and described in the Seventh Master Agreement (Article XV).

Performance based pay increases align with composite ratings as follows:

1. All performance-based bonuses shall be distributed based on the performance evaluation ratings (as set forth in Article XV) of eligible faculty for the most recent evaluation cycle.
2. A faculty member who receives a performance evaluation rating of "Outstanding" shall receive an increase to the base and a fixed bonus. A faculty member who receives a performance evaluation rating of "Distinguished" shall receive an increase to the base and a competitive bonus.
3. A faculty member who receives a performance evaluation rating of "Does Not Meet Professional Standards" or "Improvement Needed" may receive a General Development Fund Stipend but not an increase in salary.
4. A faculty member who receives a performance evaluation rating of "Meets Professional Standards" shall receive a standard increase in base.

The Seventh Master Agreement governs the engagement of full-time, continuing faculty. Unionization of adjuncts on our campus is in process. Nonetheless, the principles delineated in the Faculty Contract, particularly as they are actualized in the mandate of the Pre-determined Criteria, are universally applied to identifying and retaining faculty and instructional staff across all categories and ranks at UDC. Itinerant faculty, including visitors, scholars-in-residence, and adjuncts, considered for hire/rehire are cast against similar expectations. Evaluation of term and part-time faculty applicants is guided by the same overarching goal -- institutional effectiveness that supports student success. That said, as itinerant faculty largely support instructional needs of programs, the metrics for assessing their ability to perform generally align solely with teaching (and teaching related) responsibilities. In concert with that focus, their pre-hire vetting and post hire evaluation target: currency of credentials and fit of professional experience; quality of student engagement or evidence of potential for quality student engagement including pedagogy, instructional platform, and bridging of instruction; availability; timeliness; and constructive feedback. Course evaluation outcomes, peer and/or supervisor observation, and compliance with administrative responsibilities including on time grade submission serve as primary data sources for itinerant faculty evaluation.

Across the current accreditation cycle, UDC has made significant strides in creating shared, broad, objective, transparent, and formalized schemes for building and sustaining an engaged and productive faculty. A system of support that bridges well-communicated performance expectations with comprehensive and accessible opportunities for growth and development is ushering in a new era of cooperation and relationship across faculty and administration. The revision of the Faculty Evaluation Procedure of the Seventh Master Agreement served as invaluable cross-campus forums for dialogue, consideration, and evaluation of diverging and converging perspectives on faculty and management roles, rights, and responsibilities. The progress UDC is experiencing in defining and growing these parameters of relationship is creating exciting change for the institution and new levels of possibility for our students.

The impacts of UDC's progress in faculty evaluation are enhanced by its equally important advances in defining/redefining its promotion and academic tenure eligibility, procedures, responsibilities, and benefits. The new draft policies are comprehensive, appropriately prescriptive, and wholly responsive to the needs of UDC's shifting faculty population. Further, the new Faculty Evaluation Procedure aligns with national norms, requires external peer validation, and is designed to nurture and reward a consistently competitive and value-adding faculty. While framed generically and directed by existing Contract and DCMR policy, the guidelines afford flexible application by discipline, offer guidance for new tenure-track faculty, and delineate expectations for post tenure productivity.

Evaluation
The objective of the faculty performance evaluation process, according to Article XV/A1 of the Seventh Master Agreement is two- fold: "to communicate institution expectations to faculty members… as well as provide timely, prescriptive feedback to support the growth and development of individual faculty members and the sustained relevance of the university's academic offerings more broadly" (p. 18).

The revised faculty performance evaluation process is clearly outlined in the Seventh Master Agreement.

Promotion
According to Article XVI of the Seventh Master Agreement, faculty members at the rank of instructor, assistant, or associate professor may apply and be considered for promotion to the next higher rank upon meeting specific eligibility requirements. The minimum eligibility requirements include attaining high scores in prior multi-year performance evaluations, meeting the academic degree requirements, as well as a time requirement in the current rank.

 In considering a faculty member for promotion, the Departmental Evaluation and Promotion Committee (DEPC) takes into account faculty teaching record, scholarly productivity, and other professional achievements. According to the Seventh Master Agreement, UDC is to allocate "at least 1% of the bargaining unit faculty compensation for use in funding promotions" (p. 37). The Seventh Master Agreement also provides for the establishment of a University Promotion Committee (URC) which is to develop and apply university-wide promotion criteria. In addition, the URC is established to review appeals of promotion applicants who have been declared ineligible for promotion.

Tenure

According to Article XIV of the [Seventh Master Agreement](), faculty may apply for tenure after five years from the date of appointment in a tenure track position. Since Article XIV of the [Sixth Master Agreement]() (2006) was inserted, UDC has not granted tenure to any faculty member covered by this agreement, except for new hires who were allowed to transfer their tenure from other institutions. There is no evidence in either the Sixth or the Seventh Master Agreements that the tenure process has been defined for faculty. Four faculty members in DCSL were granted tenure in 2015.

Grievances and Appeals

UDC has a multi-step faculty grievance handling and appeals process that can end in arbitration as the final step. Article IX of the [Seventh Master Agreement]() stipulates that a grievant faculty member should initially file his/her grievance at the lowest appropriate management level. If no satisfactory resolution is achieved, an appeal is to be submitted to the next level, and if not satisfactory, up to the level of the President of UDC. If necessary, it may be submitted to arbitration, conducted in accordance with the rules of the Federal Mediation and Conciliation Service. The decision of the arbitration is to be final and binding.

Conclusion

As the most stable group at UDC, faculty are involved in every aspect of the university. Guided by published policies and procedures in the [DCMR8]() and the Master Agreement, faculty facilitate a student-centered learning environment while assuming their professional responsibilities of teaching, service, and scholarship.

Standard 10 Action Steps:

1. Increase faculty development funds in accordance with Vision 2020.

2. Clarify new Faculty Evaluation Procedure in faculty development sessions.

3. Clarify tenure process for faculty covered by the Seventh Master Agreement.

4. Create and maintain a repository of faculty scholarship in LRD and on TK20

Chapter 6: Standard 11 -Educational Offerings

Overview

UDC currently offers 61 academic degree granting programs. There are 25 bachelor's degrees 22 associate degrees, and 14 graduate degrees (Vision 2020, p. 26-33). The Program Review AY 2009-10 resulted in the termination of 10 degree programs from CAS and two from SBPA. These terminations were based on factors including enrollment and graduation, viability for attracting majors, and currency in the field. In 2011, Vision 2020 proposed consideration of each remaining program with respect to the following:

- alignment with UDC's mission
- demonstrated capacity to attract sufficient enrollment
- success in retaining students and conferring degrees
- capacity to build on current curricular and faculty strengths to become distinctive, high quality programs
- ability to provide instructional delivery options (face-to-face, blended, online)
- ability to be a component of seamless pathways from workforce to professional or graduate degrees
- alignment with high-demand professions with focus on DC priorities (government service; health; education; technology and engineering; hospitality, business, and retail)

Programs were evaluated holistically, and the following possibilities were considered: retaining the major, reducing the major to a minor, reducing the major to a concentration, offering parts of the major as a certificate or limited number of course offerings, or eliminating the major. The plan recommended curricular revitalization, new instructional space, and improvement of pedagogy. Faculty workloads were also reviewed for efficiencies, schedules, and number of majors. At the end of this evaluation period (AY 2013-14), 17 programs were eliminated.

Vision 2020 placed significant emphasis in acquiring external accreditation of all programs to the extent possible.

Our objective is to examine the educational offerings of UDC and review the academic content, rigor, and coherence of all curricula with respect to our higher education mission. We also review the ways in which all programs identify student learning goals and objectives, including knowledge and skills, across all levels of study.

We focus on   1) Transfer student experience; 2) Student understanding of program coherence and alignment with institutional mission; 3) Pathway opportunities for non-degree and UDC-CC students to the main campus; 4) Program-level assessment processes ensuring academic rigor and alignment with institutional mission; 5) Learning Resource Division's support of academic programs.

Transfer Student Experience

Since 2005, the transfer student population has grown from less than 10% of the total population of students at UDC to an average of 26% by fall 2011 (Vision 2020, B-3) and to 28% in fall 2014. This increase in transfer students offers both a challenge and opportunity. ("Transfer student" for the purpose of this report is defined as a student who transferred to the university with transfer credits awarded at an institution of higher education, including those transitioning from UDC-CC). Vision 2020 recognized this increase and included as one of the goals to "actively recruit" transfer students (Vision 2020, 9). The challenge we face with transfer students is not just the excess number of transfer credits, but also the impact of these excess credits on financial aid, in addition to the fact that transfer students do not count towards the university's graduation rate. However, transfer students are the new "traditional" student, and this market offers opportunity for growing the student body; thus it is all the more imperative to ensure that this population is integrated seamlessly, and fairly, into our programs.

As the population of transfer students increased, UDC did not establish any formal mechanism to assess how well transfer students were accommodated; however, informal and anecdotal information suggest that it has not been an easy transition, and thus UDC has not done all it could to accommodate and integrate transfer students. With the introduction of the new IGED program (see Chapter 7) arose the need to develop a system to accommodate these students with multiple credits from multiple institutions. The issue of multiple transfer credits required considerable time from faculty, transfer coordinator, and advising counselors to determine how many credits would be allowed toward a particular academic degree program (see minutes May 22, 2013 on transfer barrier). In fact, university-wide meetings on this topic highlighted these very challenges, and the assembled committee made recommendation that a transfer center be created to accommodate this process. To these ends, we wanted to determine to what extent do we facilitate transfer students' ease of transition into the UDC community.

Accommodation and Integration of   Transfer Students into Academic Programs on Campus

Transfer student data for fall 2012-14 indicate that transfer students constitute a significant part of the population. UDC recognizes that we need to provide wrap-around services in order for this large population to progress steadily towards on time graduation.

Figure 6.1 **Transfer Student Data - UDC**

	Fall 2012	**Fall 2013**	**Fall 2014**
Total # of students enrolled	5490	5355	5118
Total # of transfer students	1918	1653	1439
% of enrollment	35%	31%	28%

Of particular note is the number of students who transfer credits from one or more universities into UDC. The trend suggests "school hopping," illustrated by CAUSES transfer data:

Figure 6.2 **Transfer Student Data - CAUSES**

	Fall 2012	**Fall 2013**	**Fall 2014**
Total # of transfer students enrolled in CAUSES	50	34	42
Total # of students with 1 transfer school	31	17	26
# of students with 2 transfer school	10	6	9
# of students with 3 transfer school	4	8	3
# of students with 4 transfer school	3	0	2
# of students with 5 transfer school	1	1	0
# of students with 6 transfer school	1	0	1
# of students with 7 transfer school		1	
# of students with 8 transfer school		1	

By facilitating transfer credit evaluations and mentoring students towards graduation, we would fulfill our Vision 2020 (Appendix B) strategy of "actively recruiting" transfer students. In response to this data we are establishing a Student Transfer Center.

Data collected on students who graduate show that UDC has been successful in these students' persistence to graduate. A review of the 2013 UDC graduates indicated approximately 60% of the bachelor degree candidates were transfer students, with 30%

attending more than three post-secondary institutions. UDC should highlight its success with transfer student graduation.

Transfer Students
A review of the transfer data shows that many transfer students enroll in specific programs at UDC. For example, the Architecture program receives a good share of transfer students from Northern Virginia Community College (NOVA). In previous years, the Architecture program had an MOA with NOVA that allowed NOVA architecture students to transfer many of their associate-level credits from NOVA to the four-year architecture program at UDC. The faculty and the transfer coordinator developed a mechanism that assisted the transfer coordinator in knowing what courses would be acceptable in the major.

Several other pre-professional programs such as Nutrition & Dietetics and RN-BSN nursing program have similar processes in place. The program directors work closely with the admissions office to facilitate this process. A good example, Nutrition & Dietetics has seen increased interest {from what to what?} in the BS in Nutrition & Dietetics from students with second degrees who want to change careers. At UDC, the student is allowed to transfer 90 credit hours, as indicated in the UDC 2014-16 catalog (p. 24), and in this program all IGED requirements are waived. The program director only has to evaluate the courses on the student's transcript that would apply toward the major. In this instance, the student only has to take the major courses toward the degree. This careful evaluation by the program director for Nutrition & Dietetics assures the coherence of the academic program for these students. Nutrition & Dietetics assessment data shows that most of these students spend on average two years at UDC acquiring their BS degree in Nutrition & Dietetics and receive verification for eligibility to take the registered dietetics examination (Nutrition Assessment Data). Similar examples can be found in SBPA where a detailed analysis of transfer credit is completed within the school in tandem with the transfer coordinator (SBPA Dean's Memo). In fact, an academic advisor has been assigned to SBPA for the purpose of advising business students, and this intentional advisement highlights transfer credits and assures that students are properly advised for their specific academic program. Similar examples exist in CAS and SEAS.

Some colleges report that credit evaluation processes for transfer students are often delayed, which means that affected transfer students do not receive transfer credit evaluations prior to registration. The transfer evaluation process impacts the student's ability to properly plan a program of study, and on many occasions the student has repeated transferred courses. A review of the minutes of May 2013 from the committee of transfer student stakeholders showed a number of ways this issue could be addressed. The primary solution would be the creation of a transfer center that has a director, additional transfer coordinators, and academic advisors. The center would be responsible for assuring that transcripts would be evaluated in a timely fashion, thus ensuring that students would avoid repeating a course that is accepted toward the major or IGED requirement.

{Include information about proposed Transfer Center.}

Curriculum Pathways for Non-degree and UDC-CC

Because UDC was approved as a university system, we seek to develop seamless pathways from non-degree and associate degrees through bachelors and master-level or professional programs. In our review of pathway programs, either actual or proposed, we found the following:

The UDC-CC Division of Workforce Development Life Long Learning (WDLL) has led the way in providing affordable non-credit/non-academic courses that lead to a certificate in high demand, high wage industries that are hiring within the District of Columbia. WDLL intentionally focuses on five industries: 1) Health care (direct and administration), 2) Hospitality and Tourism, 3) Construction and Property Management, 4) IT and Office Administration, and 5) Transportation. The goal here is that these non-credit bearing courses would seamlessly move an individual from workforce development into an academic program.

For example, under the health care industry, there is a proposal from UDC-CC to develop an Associate degree in Health Information Management. The healthcare administration certificate offered in WDLL will count toward some of the requirements in the Health Information Management associate degree. Similarly, there is evidence of at least four associate degree proposals that have been approved at the UDC-CC level. These four are the Associate degree in Engineering Sciences, Associate degree in Environmental Project Management, Associate Degree in Architecture Technology (already approved), and Associate degree in Exercise Sciences. Three of these proposals are in the approval process at the Faculty Senate level. The Associate degree in Engineering Science is a collaboration between faculty at UDC-CC in the Division of Mathematics and SEAS on the main campus. The remaining three are collaborations between UDC-CC and CAUSES. Each of these pathways would create seamless transitions for a student from UDC-CC to the four year degree in Architecture, the future Environmental Studies major, or the Health Education major (being revised as a public health major) (two years), and the potential for a student to spend one additional year to include a summer completing the Professional Science Master's program (Pathway Program Proposals).

Existing Pathways

As seen in Goal 2, Objective 1 in Vision 2020, p.41, there are at least six pathways from associate to graduate degrees at UDC.

One pathway included in Vision 2020 is in the field of business. A student at UDC-CC who has clear career goals can, for example, earn an Associate's degree in the Business Division in (1) Business Technology, (2) Computer Accounting Technology, or (3) Administrative Office Management. Then the student can matriculate into SBPA on the main campus and earn a Bachelor's degree in (1) Business Administration or (2) Accounting. Finally, the student can matriculate into the graduate program in SBPA and earn a Master's degree in (1) Business Administration or (2) Public Administration.

Another example is a pathway for a student at UDC-CC who is undecided about career goals. First, the student can earn an Associate degree in Liberal Studies focusing either on the sciences or the humanities. Then the student can matriculate into any of the colleges/schools on the main campus in any discipline, moving on to a graduate program for a Master's degree or to DCSL for a professional degree.

The Associate degree in Liberal Studies was developed as a mechanism to provide an exit point for students who had been matriculating at the university for more than four to six years without having earned a degree. Many students at UDC-CC took advantage of this degree and were able to matriculate into a major at the main campus. For instance, a review of student transcripts across all of the divisions within UDC-CC shows student progress to the main campus in such majors as engineering, health education, and nutrition and dietetics. Intentional advising from the UDC-CC Student Success Center helped to facilitate this process. There is a dedicated team commissioned by the Provost's office to study the transition from UDC-CC to the main campus and to identify barriers that make it difficult for students to make the transition smooth.

Proposed Academic Programs
There are a number of program proposals at the development and review stages as mentioned in the overview above. One of the proposals is for the STEM Pathways project that is currently under review by the Faculty Senate. This program will bolster the current Associate of Science degree program in Engineering Sciences, designed to allow enrolled UDC-CC students to matriculate seamlessly to the main campus as juniors, with similar programs in biology, chemistry, and mathematics.

Targeting community college students and ensuring persistence to bachelor degree programs is crucial to our mission of open and equal access to education. A recent study noted a national trend which showed the importance of a strong STEM program at the community college level. Forty-four percent of students who successfully completed a bachelor's or master's degree in science or engineering at the beginning of this decade, attended a community college at some point in their education (C&EN, *Chemical and Engineering News*, Nov. 15, 2010).

We evaluated several student profile trajectories from non-degree certificate programs to academic programs at the main campus. Our most recent alumni publication highlighted these success stories (*Legacy* magazine). For example, a student entered WDLL and received a Home Health Aide certificate, which provided immediate employment. The receipt of this certificate motivated the student to continue to UDC-CC to earn an Associate's degree in Liberal Studies. The student then enrolled in the BS program in Engineering where she will receive a BS in Electrical Engineering.

An AY 2014-15 survey suggests that UDC must do more in making our students aware of how they can progress from non-academic pathways up to and through graduate level programs. Forty-nine percent of students understood curriculum pathways while the other 49% did not. Similar finding were seen in whether students were familiar with curriculum

pathways and 40% of respondents were not while 16% knew something about curriculum pathways at UDC.

Program Level Assessment
We have made strides in the systematization of course and program assessment. During AY 2009-10, the Office of the Provost required each program to conduct a program review that consisted of a panel of internal and external stakeholders and discipline experts (Provost Memo). A set of guidelines was distributed through the dean's office to assure that every program used the same criteria. The program reviews were conducted over two academic years. In spring 2013, the Provost's office began requiring a common assessment form for each course at the end of the semester, a measure that significantly helped to unify and focus the great variety of assessment methods and documentation formerly practiced (Provost Memo). In October 2014, UDC began implementation of TK20. The program is being phased in with each school or college with each requiring at least one program to be in the first phase of implementation. It should be noted that since 2009 each college and school was to identify an assessment coach whose responsibility was to work with faculty to conduct course level and program level assessments. There have been lulls and gains due to several college level re-organizations that caused many of the assessment team members to be reassigned to other duties.

Alignment of Program Goals with the UDC Mission
As part of UDC's policies and procedures, all our program goals align with the UDC mission. The Academic Policies and Procedures Manual (update) provides direction for program development and approval which includes the justification for the program based on its congruence with the UDC mission. At the course level, faculty develop syllabi that include student learning objectives/outcomes that align with program goals. As we implement TK20, this process becomes more systematic.

We reviewed all available program-level assessment plans, including sample syllabi from at least one department or program in each college or school. Additionally, we reviewed available data on samples of programs that completed the end of the semester assessment at the course level. We noted a variety of course level reports, as well as program level reports in the colleges and schools.

CAS conducts program level assessments for all its programs. Syllabi examined from both accredited programs and programs not requiring accreditation indicated alignment with the college vision and mission. Additionally, during the spring of 2013, all programs were required to identify both an Assessment coach and a TK20 liaison. These individuals will oversee the transition of all program-level assessment to the TK20 system. {CAS assessment plan and program assessment plans}

CAUSES formalized the assessment process within the college, and most of the faculty comply. Additional evidence shows that the program level assessment is aligned to the college mission and vision as well as UDC's mission and vision. CAUSES has discussion among the faculty at the college level about its mission and vision. These discussions were followed with faculty agreement on the underpinning of the college slogan "Healthy

Cities - Healthy People" as described on its website and in its recruitment and marketing materials. All of CAUSES' accredited academic programs show goals that are aligned with the college goals, which further align with the UDC mission and goals (Architecture Program Review - NAAB Report 2015 , Nutrition & Dietetics (fall 2014), RN-BSN Nursing (spring 2015), and PSM Self-Study (spring 2015).

SBPA is currently nearing the end of a 5-year assessment cycle (SBPA 5-Year Assessment Plan), and all reviewed program missions are in alignment with the mission of the college.

SEAS most recently (2015) successfully completed an ABET accreditation visit. (See Computer and Electrical Engineering ABET Report ; Mechanical Engineering ABET Report ; Civil Engineering ABET Report .) The SEAS Assessment Plan ensures periodic review of all department syllabi according to course, program, and college goals and student learning outcomes. Additionally, the college gathers assessment data from its graduating seniors, alumni, and graduate employers.

UDC-CC continuously reviews its programs to ensure that they are aligned with its mission and goals, as well as UDC's mission and goals. Programs are reviewed annually at the Division level, looking at assessment results and making changes based on student data and trends in the operations of community colleges nationally. In addition, affiliation with Complete College American and Achieving the Dream provides guidance in ensuring that programs continue to meet the mission of UDC-CC. For example, UDC-CC has completed rigorous student assessment of developmental English and Math courses since 2010, using these samples to revise the program, as well as to work with DCPS to improve high school student readiness for college (UDC-CC Programs and Assessment Plan 2010). These assessments take place across the UDC-CC curriculum, and the process includes both faculty and student summits for data analysis and debriefing. Given UDC-CC's role in providing students with developmental education, data points making number of students repeating developmental and gatekeeper courses are of special interest to the college's assessment.

DCSL has a comprehensive and rigorous assessment cycle that begins each fall by assigning individual departments and faculty committees to gather data and assess core goals and strategies. School-wide Assessment Planning meetings are then held in the spring to review findings (UDC Law Goals-PO-SLO; UDC Law Continuous Assessment).

One area that is making significant strides in program assessments is the IGED program. The current IGED program was developed and implemented in fall 2010, initially accepted as a pilot program led for the most part by CAS. As the program became more self-sufficient, it was re-organized with a program director and moved under the direct supervision of the Provost's office. It was required of the program to complete an overall assessment from its inception to the present. The collected data is being analyzed and used to make improvement to the program (IGED course-level data 2013 and 2014) (see Chapter 7).

Learning Resources Division (LRD) Support of Academic Programs

LRD, located in Building 41 of the main campus, serves the entire UDC system, including UDC-CC located at 801 N. Capitol Street, NE. As higher education continues to focus on imparting students—particularly undergraduates—with skills rather than content, the interface between academic programs and LRD becomes all the more crucial. Twenty-first century students require a wide-variety of information literacies, skills that are best acquired with continuous practice and through a variety of faculty—particularly LRD faculty—support.

The offerings and services of LRD are built deliberately in support of the university's educational programs. Feedback from faculty and students is collected via the LRD website. LRD invites UDC faculty, chairs, deans, and administrators to customize the library's physical and online collections to meet departments' current and anticipated resource needs by adding to our collection through requisitions. In addition, LRD is a member of the Washington Research Library Consortium (WRLC), providing access to the resources of other universities in the DC area. Many recent successful program accreditations have included reviews of library holdings (LRD BSN Accreditation Document).

As a similar mechanism of support, librarians receive yearly assignments in support of colleges and major departments. The librarians are tasked with meeting with the faculty members within their assigned departments and planning their resource needs for the upcoming academic school year. Additionally, librarians provide faculty members with information on what resources and services are currently offered in support of their programs and request feedback for more effectively meeting department needs.

LRD serves as the resource and technology center for all colleges and campuses. Its staff consists of a Director, two Staff Assistants, seven Librarians, one part-time Librarian, six Library Technicians, five Media Technicians, a Digital Technology Assistant, and an Information Technology Specialist.

Jazz Archives unit supports the music education and performing arts programs as well as maintaining the in house jazz museum for our UDC community and the public. The staff is available on a daily basis to support information or material requests for items within our jazz collection (LRD Annual Report 2011 – 2015).

LRD, RAIL, and Online Education

In today's academy, online education is a necessity that requires vigilant support and oversight. Our Research Academy for Integrated Learning (RAIL) unit centers its certifications for online teaching on nationally reputable Quality Matters (QM) and Online Learning Consortium (OLC) standards.

RAIL staff consists of a Director, two full-time Faculty, two part-time Faculty, a Blackboard Administrator, two Instructional Designers, and an Education Technologist. Each role provides support for the institution's education programs ranging from

faculty/student Blackboard support to faculty development workshops and trainings, library research, and information literacy skills. LRD and the RAIL office have offered approximately 356 since 2013 (LRD Dean Memo). Since September 2013, the RAIL office has processed 4894 Blackboard help tickets from students and faculty (LRD Dean Memo).

Students interface with LRD and RAIL resources multiple times a day. Students attend library orientation, information literacy sessions, and bibliographic instruction classes at the request of their course instructors. RAIL administers Blackboard. Students interact with us virtually through our online resources and in real time via the web, chat, phone, in-person and email when they need support with Blackboard and library research.
The Mason Law Library for DCSL provides the same level of service and learning resources for students in the law programs.

Standard 11 Action Steps:

1. **Transfer Students:** In order to ensure timely degree completion and monitor the progress to degree of all students, UDC should strengthen advisement by utilizing technology and peers
   a. Complete transfer credit evaluations (and degree audit) before students commit to attend UDC.
   b. Allocate resources to staff a Transfer Student Center. Initial staffing would include a Director, Transfer Credit Evaluation Specialists, Academic Advisors, and support staff
   c. Develop university-wide articulation agreements with local community colleges, such as Montgomery College, Prince Georges Community College, and NOVA. Right now articulation agreements are being made by individual colleges/schools (SBPA, SEAS).

2. **Pathways:** Make pathways more visible and understandable to prospective and enrolled students.

3. **Program Assessment:** Use TK20 to design a shared department and program assessment template to ensure a uniformity of data collection going forward.

4. **LRD**
   a. Conduct a formal LRD service assessment for both faculty and students at the start and end of each semester;
   b. Strengthen the department-level LRD faculty liaison program across all schools/colleges to ensure active faculty engagement with collections management and acquisitions.

Chapter 7: Standard 13 - Related Educational Activities

Overview: This section covers the areas of branch campus/additional locations/other instructional sites, basic skills and non-credit courses and activities, certificate programs, contractual agreements, experiential learning, and distance education. Related educational activities at the university are consistent with the mission and strategic goals.

Related Educational Activities that Support UDC's Goals and Processes
Related educational programs may be categorized under two main types:

1. Related programs that support UDC's postsecondary academic goals and processes
2. Programs that receive administrative support and resources from UDC that provide services for community-oriented learning.

UDC's academic preparatory programs provide support to enrolled students who are under-prepared and need special assistance to continue in their academic programs. In August, 2009 with the implementation of the newly established UDC-CC, innovative support services for underprepared students became primarily its responsibility. Programs have been implemented based on best practices and current national trends such as the College Access and Readiness for Everyone (CARE) program which includes dual enrollment and transition support for DC public and charter schools, as well as GED programs.

In addition, this Standard recognizes diverse programs that support UDC's mission and commitment to serve the community. There are fundamentally two types of certificate programs; those in which a student may obtain academic credit or those for non-credit. These offerings have diverse purposes and varied structures for administering them. They are primarily career oriented. Programs for academic credit are the Certificate in Gerontology Program in the Institute of Gerontology, the Graduate Certificate Program in Adult Education in the Education Program, and certificate programs in Aviation Mechanics, Fire Science, and Hospitality Management. Non-credit programs and activities include various enrichment programs for persons of all ages, a Senior Companion Program in the Institute of Gerontology, and the Adult Education Program of the Office of the Superintendent of State Education (OSSE) administered by the University.

Programs vary in their structure and the type of support they receive from the University. The Adult Education programs administered by UDC and funded by the U. S. Department of Education and the DC government have extensive requirements for accountability and quality assurance, including requirements for program evaluation as

well as requirements to show student academic progress and outcomes. Other programs do not so clearly indicate their goals and expectations for student outcomes.

Much of the program operations within these related educational programs are quasi-independent although they are structured administratively within UDC and have goals and outcomes that reflect our mission. While course catalogs, program brochures, and websites provide extensive information about the programs for student enrollment purposes, information about their operations, outcomes, and effectiveness may be obtained in periodic reports or occasional memoranda that address operations and results. Although more of this information is now being collected, access to and the efficiency of the input of this information must be qualified in universal terms and presented in a uniform university-wide assessment system.

Administrators and staff from these programs have participated in recent workshop planning sessions in preparation for participation in the new University Assessment System. Efforts to address the difficult task of ensuring that students in these programs receive the support they need include continued implementation of plans to provide opportunities in student surveys for them to indicate their needs and levels of satisfaction with their programs in a systematic way. Currently, primarily two surveys have been administered in the past five years to enhance programs and services for underprepared students: the Survey of Entering Student Engagement (SENSE) and the Community College Survey of Student Engagement (CCSSE). There is wide appreciation in DC for the role that UDC performs in its continued growing relationships with the city and regional community through its programs that serve a diverse population in community-based education and services programs, the DC Public Schools, as well as other governmental agencies and institutions. Planned program enhancements in these programs are intended to improve the quality of educational services, as well as address growing academic and work-force needs.

In coordination with the Center for Career and Professional development and the SBPA, UDC is developing a guidebook for all University internship programs. This guide will provide information about how students can obtain internships and what the expectations are for students, faculty, and employers.

Goals, Objectives, and Assessments of Related Educational Activities
Related educational activities have articulated goals and objectives which are aligned with the university mission, especially with respect to our land-grant and state responsibilities.

Branch Campuses/ Additional Locations/ Other Instructional Sites
In August, 2009 UDC-CC was implemented as the open enrollment college of UDC. The creation of a community college was necessary "because the educational operations of community colleges and universities require different resources and staff expertise". The initial location of UDC-CC was on the main campus. Once in operation, UDC-CC assumed responsibilities for awarding associate degrees, certificate programs, continuing

education, and workforce development. By August, 2010, UDC-CC had relocated academic programs to 801 N. Capitol St, NE.

Branch Campus
In AY 2013 -14 UDC dissolved its branch campus relationship with Modern Academy, Maadi University in Egypt, North Africa.

The branch campus and additional locations offer programs that meet the university standards of quality of instruction, academic rigor, and educational effectiveness.

1. 801 N. Capitol St. NE (Building 53 in Ward 6) main location of UDC-CC houses the following associate degree academic programs from Fall 2010 to present:
   a. Administrative Office Management
   b. Architectural Engineering Technology
   c. Automotive Technology
   d. Business Technology
   e. Construction Management
   f. Computer Accounting Technology
   g. Computer Science Technology
   h. Corrections Administration
   i. Education [Infant/Toddler Education, Early Childhood/School Age (Pre-K – Grade 3, and General Education (Elementary and Secondary)]
   j. Fashion Merchandising
   k. Fire Science Technology
   l. Graphic Communication Technology
   m. Graphic Design
   n. Hospitality Management & Tourism
   o. Law Enforcement
   p. Legal Assistant
   q. Liberal Studies
   r. Music
   s. Nursing
   t. Respiratory Therapy

Additional Locations
2. Bertie Backus: 5171 S. Dakota Ave. NE (Building 54 in Ward 5)

   This additional location is the first location provided by the DC Council in 2009, in the renovated Backus School. It is home to UDC-CC's practical nursing, nursing assistant and home health aide programs and the architectural engineering, fashion merchandising and construction management degree programs. Building 54 is near the Fort Totten Metro station on the Red, Yellow, and Green lines and selected academic courses are also offered at this site.

3. Reagan Washington National Airport, Arlington, VA (Building 30, Hangar #2)

   Aerospace Technology Program offerings are located at the airport. Three related paths of training in aviation, the Aircraft Mechanic's Certificate (license), the Aviation Maintenance Technology Program (Associates' Degree), and the Aviation Maintenance Management Program (Bachelor's Degree) use the facility located at Hangar #2.

4. UDC: 4200 Connecticut Avenue NW (Building 44, Second Floor in Ward 3)

   The UDC main campus continues to serve as the site of UDC-CC's Mortuary Science Program since the mortuary laboratory was a permanent fixture and moving the casket room, morgue, embalming, and reconstructive areas would be extremely difficult and expensive. Elevators at 801 North Capitol cannot accommodate a mortuary table, funeral trolley, gurney, or stretcher with body bag.

Other Instructional Sites
In addition to the two sites the Backus and main UDC-CC campuses detailed above, the four training sites below are used for Workforce Development and Lifelong Learning (WDLL) programs and as off-campus sites for selected academic program course offerings:
1. PR Harris EC - 4600 Livingston Rd, SE (Ward 8)
2. Shadd - 5601 East Capitol St. SE (Ward 7)
3. United Medical Center - 1310 Southern Ave. SE (Ward 8)
4. St. Elizabeth's Hospital 2730 Martin Luther King, Jr. Ave, SE (Ward 8)

UDC-CC serves DC residents by integrating workforce preparation, employability skill development, quality education and remediation, economic development and employer linkages, school-to career training—providing a seamless transition from K-12 to adult education and literacy to college prep—and continuous lifelong learning. UDC-CC operates workforce development programs in the six locations described above.

Since the launch of UDC-CC, there has been a desire to increase its operating autonomy. Vision 2020 embraces this concept and recommends the university contemplate building UDC-CC's capacity to operate as a semi-autonomous component of the university system.

UDC-CC's mission is stated on the website.

The mission of WDLL (p.5) is to reduce unemployment and under-employment in the District of Columbia by enhancing the skills of its residents. The program provides training to DC residents aimed at helping them earn jobs, get promoted, and train for careers in new industries. WDLL offers DC residents training programs in five career clusters: hospitality, allied health, construction, transportation, and administrative/ technology. These career clusters represent high-wage, high-demand industries in the Washington Metropolitan Region.

UDC-CC extends the reach of educational and workforce opportunities for DC residents, as well as DC's public educational system into the realm of higher education. UDC and UDC-CC are the only public institutions of higher learning in DC. In 2011, several attributes of the student population served by UDC and UDC-CC were noticeably different than a majority population served by private universities in the District of Columbia. For example, students enrolled in UDC-CC were predominantly African-American, DC residents (79%), female (64%), and part-time students (70%), with an average age of 28. In addition, a majority of students were from low income households, working part-time while supporting a family. Nearly all enrolled freshmen were deemed not college ready with 56% having to take at least one developmental course.

The UDC Fact Books for 2009-2010 and 2011-2013 published by IRAP were used to compare total UDC-CC enrollment and full-time equivalents for fall semesters from 2009-2013:

Fall 2009 = 1779 students	1129 FTE
Fall 2010 = 2675 students	1684 FTE
Fall 2011 = 2529 students	1634 FTE
Fall 2012 = 2838 students	1691 FTE
Fall 2013 = 2686 students	1613 FTE

There were 688 entering freshman in fall 2009, and the retention rate was 48.1% with 331 students returning in fall 2010. Most of the students were attending part-time, and several student success initiatives were implemented to support students' transitions to postsecondary education. Processes are in place to ensure that the quality and rigor of teaching and learning for related educational activities are comparably high across the branch campus components and delivery methods. UDC-CC has implemented various policies and practices that reflect its dedication to continuous institutional improvement.

Periodic Assessment of Branch Campus
UDC-CC developed committees to monitor programs. The Outcomes Assessment Committee and Curriculum Committee in collaboration with the Dean of Academic Affairs review and make recommendations on the design, development, and assessment of all academic and certificate programs. The Outcomes Assessment Plan (OAP) for the college was initiated in 2010-2011 with faculty program coordinators and key faculty responsible for completing course and program assessments. The assessment results guide curriculum development and modification based on results or outcomes for the courses and overall program.

UDC-CC was accepted into the Achieving the Dream (ATD): Community Colleges Count network of colleges in 2010. The first year, planning phase was in 2010; the implementation phase began in AY 2011-12. Through the ATD implementation plan, the level of student engagement is studied using the Survey of Entering Student Engagement SENSE and Community College Survey of Student Engagement CCSSE surveys at the end of the semester. To ensure a consistent focus on learning outcomes across academic programs and courses, all faculties (full-time and adjunct) use the course syllabus template. The uniform syllabi clarify expectations, illustrate how the course fits into the

overall academic program, provide data driven assessments, and foster a culture of evidence-based decision making.

Furthermore, assessment and accountability are primary foci for the Student Success Center, in the Office of Student Achievement. UDC-CC uses multiple sources to assess course and program effectiveness with the Student Success Center conducting point-of-service surveys, student information and interest survey on technology use and communication preferences, the CCSSE, and the SENSE. The surveys help determine the factors (institutional, course, and personal) that impact student persistence and success. Data from assessments allows faculty and administrators to make informed decisions regarding changes that will enhance the teaching-learning process, the program, and the college.

While Vision 2020 does contemplate the eventual separate accreditation of UDC-CC as part of the University system, it is critical on the path to and beyond separate accreditation that opportunities exist for direct articulation between UDC-CC and Flagship baccalaureate programs. Transfer policies from UDC-CC to the Flagship campus have been instituted to promote smooth transition and guaranteed admission for students who have earned an Associate's degree. A clear pathway from a workforce credential or continuing education program to more advanced levels of postsecondary education will enhance DC's pipeline, contributing to the personal and economic growth of DC residents which has always been focal to UDC's mission and is noted in Vision 2020. "Stackable" programs will allow students to begin and continue courses of study with a workforce credential, which could then be used as a base for an associate degree, and that degree and knowledge could be applied to a bachelor's degree.

Vision 2020 makes two recommendations to improve articulation between UDC-CC and Flagship programs. First, UDC will offer special incentives for UDC-CC students to continue their matriculation at the Flagship, including the opportunity to take a specified number of post-associate level courses at UDC-CC tuition rates. Second, a set of common general education requirements, with minor exceptions, will be established for both UDC-CC transition and Flagship major courses of study. There will be no question as to whether a student's general education requirements will transfer should he or she choose to continue with UDC beyond UDC-CC.

Pathways from Workforce Credential to Degree Programs (Vision 2020, p. 40) provides an example of the computer science pathway from a workforce credential (Certificate in Administration Technology) all the way to a graduate degree (Masters of Science in Computer Science), while students who wish to may exit the pathway to the workforce at any point along the continuum.

Another example is the Early Childhood Education articulation which includes the following:
1. Workforce Credentials: Child Development Associate Certificate (CDA)
2. Associate Degree: Associate Degree in Early Childhood Education

3. Baccalaureate Degrees: Bachelor of Arts in Early Childhood Education or Bachelor of Arts in Human Development
4. Master's Degrees: Master of Arts in Early Childhood Education or Master of Arts in Teaching Elementary

Certification and licensure are external processes that meet local, regional, and/or national standards. UDC-CC prepares students to pass certification and licensure requirements for workforce credential and associate degrees.

Additional Services Provided at UDC-CC
Presently, there is one Learning Resources room in 801 North Capitol. There is one faculty librarian position offering 32 hours of reference assistance, as well as information literacy sessions at the beginning of each academic semester and on demand. There is also a full time library technician to assist users with circulation of hard copy materials and access to the online database resources.

The resource room is equipped with 10 computers and duplication services, faxing, and email. Statistics on the use of these units as well as those in three other computer laboratories are gathered electronically by LRD.

Students have access to all of LRD's holdings and services, electronically and through the Washington Research Library Consortium.

UDC-CC also has access to all of the services provided by LRD's RAIL which maintains UDC's distance learning portal and also supports faculty with online teaching, providing certification in online teaching, qualification as peer reviewers, and various ongoing professional development activities.

Brief Assessment of LRD Services
The LRD resource room available to UDC-CC is far too small to adequately accommodate the size of the student and faculty body using 801 North Capitol. Seating is insufficient, and there is no adequate space for one-to-one or small group assistance. There is insufficient equipment to meet learning resource demands and the hours of operation are also inadequate. Support should be provided during the majority of the time the facility is open to students and faculty.

Moreover, only one resource location is available in addition to the main campus. Each location in which UDC-CC serves a considerable number of students should have a resource area to provide access to all services.

Basic Skills and Non-credit Offerings
Basic skills courses provide support to underprepared enrolled students, as well as to the community at large and include non-credit workforce development classes. Examples of basic skills support at the main campus are the writing lab in the Academic Support Center and MathPower Lab. Non-credit offerings through WDLL, which include Continuing Education, are oriented towards career entry and career advancement. In

addition, the Division of Land-Grant Programs within CAUSES offers a number of programs that focus on community education.

Basic Skills

Students who are not fully prepared for admission into college courses are identified through the Accuplacer and/or their TOEFL scores. At UDC, students who are underprepared for their chosen program of study are referred for relevant services and courses. At the Associate's level at UDC-CC, prior to fall 2015 students were referred to formal developmental classes in English and Math. As of fall 2015, UDC-CC has adopted the corequisite model espoused by Complete College America (Complete College America Corequisite Remediation Study) to integrate preparatory content normally found in developmental courses with college level courses. (See Chapter 6.) This transition was based upon national research data among community colleges, as well as student achievement data from students enrolled in UDC developmental courses. This bold initiative was preceded by the UDC Scholars on a Roll (SOAR[4]) research study (cited in Supporting First-Generation Students through Classroom-Based Practices p. 24), funded by the Walmart Minority Student Success Initiative (2009-11), that indicated a higher retention rate for students taking developmental courses integrated with college level courses. In WDLL, those appraising below the thresholds are referred to an instructor-led self-paced class.

Additionally, students requiring further support are referred by their advisors and faculty to the Academic Support Center and the Math Lab on the main campus and to the Student Success Center at UDC-CC. (See Chapter 4.) The Academic Support Center offers workshops, tutorial services, and writing and learning resources for students and faculty in all disciplines. Academic Center for Excellent Students (ACES) , a component of the Student Success Center, provides tutorial services, workshops, and other resources such as computers for students at UDC-CC.

UDC's enrollment reflects a relatively high percentage of international students:

Figure 7.1 **Number of Students Likely to Require ESL Services**

	AY 2012-13	AY 2013-14	AY 2014-15
Students with F-1 Visas	280	232	236
Hispanic	375	203	415
Asian	103	71	176

To address their needs, another of our Basic Skills programs is English as a Second Language (ESL). At UDC-CC, students take specially designated ESL courses in credit-bearing English Composition I and II, with a linked course in supplemental instruction for English Composition I, taught by certified ESL instructors (see ESL Courses Spring 2016).

Non-credit Offerings

UDC's non-credit offerings are anchored in two fundamental areas – careers and community outreach. There are non-credit offerings throughout UDC. Community outreach programs, which are fundamental to land-grant institutions, are offered by CAUSES, CAS, SBPA, and UDC-WDLL whose missions support these offerings. All programing has stated outcomes. Career courses for career development have student learning objectives and are often assessed via third-party national certifications. Examples of these offerings follow:

The Institute of Gerontology was established with two goals in mind: to introduce interdisciplinary courses in gerontology into the UDC curriculum and to create a community resource for improving the lives of the urban elderly. In keeping with the goals of UDC, special efforts by the Institute are directed toward identifying the problems of African-American and other minority aged and training professionals to work with them. The academic program of the Institute is directed towards providing the expertise essential for employment opportunities for university trained workers in services for the aged. The Institute of Gerontology provides educational outreach activities and programs to over 2,500 senior citizens from all sections and wards of DC.

Stem Summer Bridges Program (SSBP) is planned for high school students who will be attending UDC. The SSBP is a five-week program that begins in June of each year.

Adult Education: The incorporation of seminars/workshops on contemporary Adult Education issues (such as 2014 GED Blueprint, Common Core beyond K-12, CASAS and other assessment standards) are conducted by faculty and other authorities in the field and provides in-service adult educators the necessary training to satisfy professional development and/or recertification requirements. 90 PD hours are needed for recertification every four years. The university also provides a learning resources center where adult educators can access various teaching and learning resources, a fully equipped learning lab, PRAXIS core workshops to prepare applicants for admission to the graduate certificate program, and specialized advising support. This program is funded by the Office of State Superintendent of Education (OSSE)/ Adult and Family Education (AFE).

Paving Access Trails for Higher Security (PATHS) is a training and educational program developed for Temporary Assistance for Needy Families (TANF) customers by the D.C. Department of Human Services (DHS), Economic Security Administration (ESA), formerly known as Income Maintenance Administration (IMA) in partnership with UDC, SBPA.

Continuing Education at UDC-CC, in partnership with Ed2go, offers online short term courses designed to provide the skills necessary to acquire professional level positions for many in-demand occupations. The courses are designed by a team of professionals from each respective field. Each program includes a set of lessons and evaluations; grades are a combination of the instructor/mentor's evaluation of students' work and computer graded tests. (Modified from http://www.ed2go.com/ccdc/)

The Department of Public Works (DPW) collaborated with Continuing Education at UDC-CC and DCHR to develop a voluntary Pilot Training Program from May 30 to August 22, 2013. This program was designed to meet the needs of DPW employees in professional development to Enhance Skills in the Workplace. The pilot program showed that veteran street and alley cleaners could improve literacy skills if provided interesting and engaging training. The program was phased out after this pilot, and the agency took control of the curriculum that they had purchased.

Certificate Programs
The programs for certificates are primarily focused on career advancement. The goals and missions of all programs are aligned with those of UDC. Their websites include program objectives, curricula sequence, and student learning expectations. University-wide student support services (see Chapter 4) are available for student in each of these programs. In addition, many of the programs provide support targeted to their student population. For example, the Graduate Certificate program in Adult Education has a Student Resource Center which specifically supports students and faculty in this program. Certificate programs are as follows:

CAUSES:
- Nursing Assistant
- Practical Nursing
- Sustainable Urban Agriculture Certificate

SBPA (all credit bearing):
- Certificate Program in Procurement and Public Contracting
- Certificate in Entrepreneurship
- Non-Profit Leadership (undergrad/graduate)

CAS:
- Graduate Certificate Adult Education (credit bearing)

UDC-CC:
- Workforce Development and Lifelong Learning offers certificate programs in five Career Pathways:

  - Construction and Property Management
  - Healthcare (Direct Care and Healthcare Administration)
  - Hospitality and Tourism
  - Information Technology and Office Administration
  - Transportation

Overall, these certificate programs are designed to complement the degree programs, provide the beginnings of a pathway to the workforce, and update the skills and knowledge of the working professional.

Contractual Agreements

UDC is registered and authorized to receive and administer grants and contracts from federal, local and state governments and private-sector organizations. There are contracts established with various service providers, as well as, public and private outside entities for use of education workshops and training services. UDC has implemented systems, policies and procedures that enable grants and contracts to be managed in accordance with sponsoring agency requirements.

The Office of Sponsored Programs (OSP) is the centralized unit tasked by UDC with the coordination of research and sponsored programs activities campus wide. The function of OSP is to ensure that UDC complies with the regulations and guidelines for sponsoring agencies and with the institutional policies and procedures. UDC is ultimately responsible for all grants, contracts, MOUs, MOAs and such.

Experiential Learning

Goal 1 of Vision 2020 proposes that UDC "become one of the nation's premier public universities in experiential … learning". Experiential learning for this report is defined as internship and/or practicum opportunities that are available for students to learn in a discipline-related workplace under the supervision of an experienced professional. Internships are provided for students to support a pipeline to local employment, enhance their programs of study, and enrich their academic experience and career development process. As the Vision 2020 Implementation Report – November 2014 reveals, many projects are being developed or expanded to provide students with greater access to experiential learning. Individual colleges and schools have numerous experiential and service learning opportunities for students, such as the Congressional Internship Program, the Initiative in Civic Engagement and Equity, student internships in the Center for Nutrition, Diet, and Health , clinical training for students in the Speech and Hearing Clinic, and hands-on work experience in the DCSL Pathways to Practice program.

Internships that are credit-bearing courses are offered through individual departments. In review of course catalogs from 2006 to 2014, there are 195 different types of internships and practicums offered to students through CAS, SBPA, CAUSES, UDC-CC, and DCSL. There is not one office that oversees the internship program for the university; therefore each criteria is different and supported by the colleges and/or various accrediting bodies.

CAS: There are over 151 internship and practicum opportunities for students. Many of the internship requirements are aligned with the standards and expectations of professional national organizations. For example, the National Association of Schools of Music (NASM) provides the policies and procedures for the internships and residencies through the music program. Field experience sites for teachers are selected at schools that participate in the University-Schools Collaborative and are based on program level, cooperating teacher availability and willingness to participate. Field experience sites are approved by the school district and an MOU is established with individual schools. At these sites, teacher candidates develop proficiencies that support learning of all students including those with exceptionalities and those from diverse ethnic, racial, gender and

socioeconomic groups. Also, a small, but thriving, Honors Program housed in CAS provides experiential learning for students (Honors Program report).

CAUSES: There are five land-grant centers that offer internships.

SBPA: Students have the opportunity to participate in a 3 credit hour elective as an internship through the Business Management program and the Nonprofit Management Certificate (see attached internship manual). Students in the Department of Accounting receive 3 credit hours through the Accounting Practicum course which allows students to participate in a tax clinic during the spring semester through the Volunteer Income Tax Assistance program that serve low-income DC residents. With discussion with a faculty member, students enrolled in the MPA and MBA can participate in internship program for 3 credit hours as an elective. The SBPA is investigating the requirement for all students to participate in a credit-bearing internship before graduation.

SEAS: Students in the engineering programs complete integrated, entrepreneurial, industry-based capstone projects.

UDC-CC: Experiential learning at UDC-CC consists of course-embedded experiences, as well as individual required courses. Nine of the 20 programs at UDC-CC offer these experiences: Nursing, Early Childhood Education, Architecture, Construction Management, Fashion Merchandising, Respiratory Therapy, Hospitality and Tourism, Mortuary Science, and Aviation Maintenance Technology.

DCSL (Law School): DCSL is committed to training attorneys who have the knowledge, skills and practical experience required for admission to the bar and effective and responsible participating in the legal profession. Experiential learning is deeply embedded in the educational philosophy beginning in the first year of law school by engaging in forty hours of required community service to DC residents and organizations. Every student experiences a minimum of 700 hours of hands-on clinical work. Students are required to take two-7 credit clinics. In 2013, *US News and World Report* ranked UDC-DCSL, tenth in America out of 188 ABA accredited law schools analyzed for clinical legal education. The students are required to complete a minimum of 40 hours of *pro bono* to local legal community service. Students who want academic credit for legal experience may enroll in the internship program which requires between 180 to 270 hours depending on the number of credit hours received.

Assessment of Experiential Learning
Each program determines its criteria for assessment of student learning, and some programs collaborate with their experiential learning sites to develop their assessments and evaluate student performance. Both the faculty who supervise and the supervisors in the experiential learning sites are knowledgeable about subject matter and experienced in the field.

Distance Education

UDC provides distance learning primarily through Blackboard, the university's designated learning management system. The Research Academy for Integrated Learning (RAIL) is a unit within UDC that provides professional development and training for faculty to meet institution-wide standards for quality of instruction, articulated expectations of student learning, academic rigor, and educational effectiveness. RAIL assists the university in providing and enforcing institution-wide standards for providing quality online. Quality online instruction at UDC is informed by Quality Matters (QM), a national standard for online course design. Though QM serves as a standard for course design, it also provides a standard for faculty interaction with students and program coherence through encouraging course alignment. These standards can be found on RAIL and QM .

RAIL provides certification for UDC faculty to teach online and also provides certification for faculty to build courses online. Currently, UDC has over 50 courses that are approved to be taught online and 60 faculty approved to teach online. Faculty who are certified to teach online can teach online classes that have already been approved. Faculty members who have been certified to build courses can both teach and build courses online.

All distance offerings at UDC undergo a review process by QM. Faculty certified to build courses online propose a course by completing a Hybrid Course Proposal form or an Online Course Proposal. The course is then reviewed by a team of UDC certified online instructors. This team contains a review, chair subject matter expert, and external reviewer. When reviewing the course the team adheres to the national QM standards.

The same institution-wide standards for quality instruction apply for on-site offerings. However, online courses have a more rigorous review process. There are a several overlapping components for the online/hybrid course approval process at UDC. Individual academic programs propose new (or redesigned) online/hybrid course offerings. These proposals are forwarded to college-level curriculum committees, once approved, the college dean reviews the courses in consultation with the Provost's office. For new programs (e.g. Bachelors, Masters, and Certificate) which have online/hybrid courses within their curriculum, the UDC Faculty Senate reviews/approves new programs. The General Education Committee reviews new general education courses with online/hybrid components (see Chapter 8). External accreditation standards are used to review courses within disciplines that maintain accreditation. Other components may review curriculum and design for on-site courses. If that course is also to be taught online, it then goes through course design process for online course design quality assurance using QM. All program information for courses, including timelines etc. can be found on the various program websites.

Published materials that contain a complete and accurate description of the instructional delivery systems utilized, learning formats, prerequisites for participation, expected learning, and completion and any other requirements can be found at RAIL.

RAIL provides trainings on Blackboard and video conferencing material that may be used by instructor. The resources include web links and video tutorials content editor, video everywhere, calendar tool, discussion board, "my blackboard", and various collaboration tools. This information can be found at RAIL Student Resources.

UDC is a part of the Consortium of Universities of the Washington Metropolitan Area and follows the standards for credit and cross registration. However the distance education and online/hybrid course offerings mentioned above are institution-specific to UDC. As of the review, there have been no consortium students cross-registered into UDC online course offerings.

All UDC students, faculty, and staff, regardless of location, have full access to the library resources provided by the Learning Resources Division (LRD). In addition to the print monographs, reference works, and journals held on-site, LRD also provides access to electronic resources through purchases and licensed subscriptions. UDC is also a member of the Washington Research Library Consortium (WRLC), which consists of the libraries at nine universities in the D.C. metropolitan area. This dramatically increases the quantity of materials that are readily available to UDC patrons. As of 2015, there were 438,270 unique electronic book titles and 131,562 unique electronic journal titles available electronically to UDC patrons. Support is provided in-person and via telephone at library reference desks, and online via e-mail and chat reference service. LRD also supports online students by participating in Backboard classes as embedded librarians.

As UDC continues to work towards bolstering its online faculty and course numbers, the University is working to assess the benefits and challenges of doing so. One major hurdle is having adequate information technology support to provide the most effective state-of-the-art instructional tools for distance education, and support for the faculty who are teaching online. Such challenges have been noted in the President's Report (President's Report 2014) and Vision 2020.

The increase of effective distance education at UDC for faculty and staff has a direct relation to the professional development, instructional design support and overall educational technology training. RAIL has increased its offerings and provides two to four weekly workshops. RAIL has also expanded its Online Learning Academy offerings to provide faculty with rich experiences in which they can increase their distance education and educational technology competencies.

In 2015, RAIL developed an advisory board composed of faculty members representative of all the overarching divisions at UDC. This board will serve as a means of providing services that are more directly aligned with UDC's mission, and a feedback loop for the unit directly from the constituents we serve. These efforts will be used in concert with our existing assessment efforts to bolster the data that we collect. It is envisioned that the board will help RAIL move towards better alignment by engaging of our stakeholders in helping both our unit and the university meet its mission.

Standard 13 Action Steps:

1. Establish a resource center at each satellite location.
2. Have each college or school create templates in [TK20](#) to capture all data such a experiential learning opportunities, certificate offerings, and outcome data.
3. Establish a centralized experiential learning office to oversee, promote, and assess internships and experiential learning.

Chapter 8: Standards 12 and 14 - General Education and Student Learning Assessment

Overview
In 2009 UDC undertook a comprehensive review of its liberal education core curriculum (then known as the University-wide Requirements), which had been in place, largely unrevised, since its inception in 1978. (See General Education Reform at UDC.) Simultaneously, the university spawned UDC-CC. At the time, UDC-CC and the four year programs embarked on branding their graduates, and after careful deliberation UDC-CC determined that it would retain and revise the University-wide requirements to meet their college's mission, while the four-year program designed a new interdisciplinary general education program (IGED). For students transitioning from UDC-CC to the four year programs, Vision 2020 proposes a seamless transition for general education requirements.

General Education at UDC-CC
The University-wide requirements were revised, based on a May 2011 report submitted by a committee designated to review general education requirements at other community colleges and to align them with the needs of UDC-CC students. This became the general education program at UDC-CC. The revisions were faculty-driven and now reflective of the mission of UDC-CC to provide high quality, market-driven programs, in diverse, technology-enhanced learning environments. The program provides opportunities for students to obtain the requisite skills of today's workforce and prepares them for the demands of tomorrow. The document "Draft University-Wide Learning Objectives June 2011" demonstrates how student learning outcomes developed for the program are defined within the context of the LEAP standards and the corresponding courses which all Associates degree and certification students must take.

Since UDC-CC decided to retain the old general education format and refresh and revise the content of the courses and the student learning outcomes, a committee was formed to investigate further how the general education requirements would fit with the IGED program and to facilitate a smooth transition between the two units. After meeting the IGED director on March 25, 2013, this committee reached the following conclusions:

> The following courses serve as general education courses at UDC-CC and are fully transferrable to the four-year program:
>
> | English Composition I | General College Math I |
> |---|---|
> | English Composition II | General College Math II |
> | Public Speaking | Natural Science with Lab |

These six courses meet IGED requirements for Foundation Writing I and II, Foundation and Discovery Quantitative Reasoning, Foundation Oral Communications, and Discovery Science.

Because we do not have Foundation Ethics (IGED 140), Discovery Diversity (IGED 270), Discovery Writing (IGED 210), and Discovery Civics (IGED 280), UDC-CC students transitioning to the four-year program will be required to take these courses. In addition, UDC-CC courses in philosophy, history, the humanities, and social sciences will not ordinarily meet these requirements. [Note: IGED 391/392 is the Frontier Capstone offered during the junior/senior years.]

Professional/applied programs (AAS/AAA) are not held to the same general education requirements as the AA or AS degrees (except in the case of AA/AS students transferring to the School of Engineering and Applied Sciences). Specifically, these students will only be required to take two of the following courses: IGED 140, 210, 270 or 280.

Office of General Education work with Community College willing to develop syllabi for and teach Foundation Ethics, Discovery Diversity, Discovery Writing, and Discovery Ethics. This may include revision of existing Community College courses which potentially have the framework to meet the standards of these IGED courses. Program faculty will discuss the implications of these additional courses for AA/AS students and its impact on lengthening time to completion of degree. If these additional courses lengthen degree completion, discussion is necessary with the four year programs about how to resolve this issue.

The committee reviewing the general education program for associate and certificate programs also evaluated the appropriateness and adequacy of the program by extensively aligning the program with UDC-CC's mission and outcomes, and LEAP standards. This analysis resulted in the General Education Review Report.

UDC-CC consistently engages in evaluating the student learning outcomes through a cycle that re-evaluates and revises. The annual cyclical process began in 2010 when the faculty met to review the student learning outcomes. They made recommendations based on analyses of outcomes with respect to how comprehensive the program was and whether it was reflective of the skills needed for all students to succeed in the workplace locally and globally. Constant dialogue with faculty was essential to the evaluation not only for their buy-in but because they were most knowledgeable about the courses and students they teach. By spring 2015 the faculty decided to include global citizenship, ethics, inclusion, and equity to the student learning outcomes.

New IGED Program
The broad purposes and specific intended outcomes of the IGED program are stated formally in two places: the Statement of the Values and the "Profile of the UDC Graduate" . For academic years 2015 and 2016 the committee is focused on evaluating

our program which was implemented through one complete cycle.   The nine IGED Strands and the   Statement of Values (Freedom, Responsibility, and the Pursuit of Knowledge)   and   profile of the UDC Graduate on the main page of the General Education Program website stress the roots of the   program in both the liberal arts tradition and the specific history, social location, and mission of UDC.

Those undertaking the review of the IGED program as a liberal education core curriculum were informed in their work by the American Association of Colleges and Universities (AACU) *Liberal Education and the American Promise* (LEAP) project, and adopted its core learning outcomes. The AACU approach is at the core of the IGED program for four-year degree programs. It is competency-based and interdisciplinary, uses themes and questions to engage student interest, and relates core liberal arts competencies to real world applications. It stresses that liberal education is essential both for professional preparation and civic engagement, and, while building on a strong core in the traditional disciplines of the liberal arts, emphasizes the liberating and civically engaging potential of disciplines such as engineering and business. At the same time, the committee's deliberations and decisions were informed by the experience of other HBCUs and by the specific mission, constituency, and programs of UDC.

The resulting program is built around nine strands, each of which includes one or more courses. The courses are defined by shared expected outcomes or competencies. Faculty are given broad latitude to develop the specific syllabus for each section around a question or theme which catalyzes student interest and engagement and draws on faculty expertise.

The program implementation was phased-in, with each tier implemented each semester following the overall suggested program of study. The program was designed so that students taking nine credits per semester could graduate in six years, and full-time students could graduate in four. Now, four and half years into implementation the program is fully in place for full-time students. Coincidentally, the evaluation of the program for full-time first-time students who started the program in fall 2010 is occurring simultaneously with the broader UDC self-study process.

Faculty, Staff, Students, and Constituents Understanding of IGED Program
Faculty involvement is an integral part of program development in the university, and like all other program review and development, faculty served as members of the committees for reviewing and revising the general education programs.

An innovative liberal education core curriculum like the IGED, which departs significantly from the standard "discipline distribution" model, requires in-depth understanding of its principles and rationale, as well as its structure. Our constituents including faculty, and admissions, advising, and registrar's staffs, along with the BOT and students were invited to open discussions about the program. The IGED committee met with each of the groups identified to explain the program and request feedback Most importantly, faculty teaching in our IGED program are expected to participate in at least one faculty development session exploring the purpose of liberal education,

introducing its history, explaining the specific structure of our program and the way it differs from other approaches. Faculty teaching in the program demonstrate understanding of the program as evidenced by the course syllabi, which include the mandated student learning outcomes for the appropriate strand, and which are structured in such a way as to achieve those outcomes. Moreover, all faculty who are proposing to develop syllabi for courses must participate a mandatory syllabus development workshop, and the syllabus must be approved by the committee prior to implementation.

The results of a *General Education Survey* suggest good understanding of the program. Between 2010 and 2012 the university community engaged in reflection on the aims of General Education, syllabi development, and different strategies for teaching courses including team teaching. 77% of respondents believe they understand the purpose of our General Education program and 70% are aware that the university publishes Core Values for the program, with 66% saying they are aware of the published Profile of a UDC Graduate. On the other hand, only 21% were able to correctly identify the Core Values. Some 31% said they had an opportunity to participate in a training regarding the IGED program, and 44% of these said that they had taken advantage of this opportunity.

Aims of UDC's General Education Program
Data from surveys of students, faculty, staff and other stakeholders provided important feedback about the adequacy of the program in terms of the pedagogical approach and meeting the mission of the university. Of those answering the question on our *General Education Survey,* 14% regarded the liberal education mission as most important, 44% as among our most important missions, and 34% saw it as one important mission among many. Only 4% saw it as secondary and 4% as something from which the university should withdraw.

With respect to our broad aims and approach, 70 % of respondents were positive about the approach of our IGED program, while 20 % thought the program's approach is flawed. The early activities of the General Education committee included several town hall style forums, lunch time discussions, and professional development workshops to inform the UDC community on the new program before and after implementation.

Respondents' written comments spanned a very wide spectrum of opinion, with some individual respondents arguing for significantly more rigorous requirements to making IGED courses entirely optional.

Two broad conclusions emerge from the survey results. First, there is strong support for the liberal education mission of UDC. Second, there is also broad support for our current approach to carrying out this mission. The findings from this assessment will be used to engage the university constituents in ongoing, and deeper and more widely shared reflection regarding what we are doing and how. We are currently at the point catalyzing renewed discussion and exploration towards continuous improvement.

Meeting the Existing General Education Outcomes

Both general education programs have committed extensive time and effort in analyzing data about students taking the general education programs. In the culture of evidence-based decision making across the university, both programs are also concurrently evaluating the programs to determine the extent to which our students are meeting the outcomes, how adequately our assessments of their achievement are and what improvements if any we need to make.

UDC-CC

In AY 2011-12, UDC-CC's Assessment Committee finalized a design and began the implementation of a system for gathering and analyzing student learning outcomes data. Refinements are made to the program, each year along with efforts to further develop a college-wide culture of data collection and evidence-based decision-making. Data collected from AY 2012-2014 was used to inform UDC-CC curricula and its programs of study. The data was analyzed to determine how well students successfully and consistently achieved the Student Learning Outcomes (competencies and skills) identified as the general education core.

The analysis of student learning performance (*See,* Outcomes tables 1-3 below) provided a number of highlights. Students enrolled in courses with general education learning outcomes demonstrated various achievement levels. To facilitate the analysis, four achievement level categories were assigned:
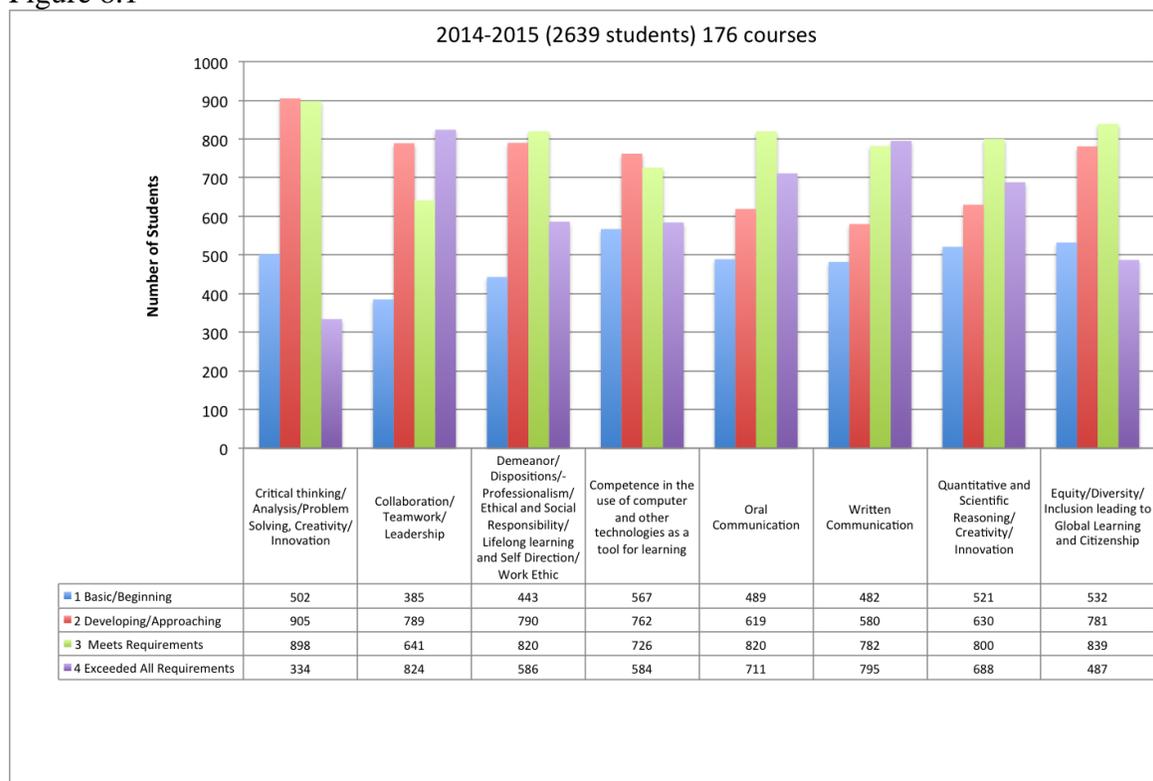
1. Basic/Beginning – Students enrolled in (n) courses attained the entry level of SLO achievement and understanding;
2. Developing/Approaching – Students enrolled in (n) courses met the developing level of SLO achievement and understanding;
3. Meets Requirements – Students enrolled in (n) courses fulfilled the SLO achievement and understanding;
4. Exceeded All Requirements – Students enrolled in (n) courses exceeded the SLO achievement and understanding levels of competencies and skills.

In summary, a comparison of student performance from AY 2012-2013 through AY 2014-2015 indicated that:

- The largest percentage of students, 57% enrolled in 85 courses with general education learning objectives, scored only at the **basic/beginning level** in AY 2012-2013 for *Quantitative and Scientific Reasoning*;
- In contrast, by 2014-2015, 34% of the students enrolled in 176 courses scored at a significantly **higher level**, **meeting requirements** in the 85 courses;
- The addition of the SLO of *Equity/Diversity/Inclusion* in AY 2014-2015, 18% of the students **exceeded** the requirements.

An example of the 2014-2015 data is shown in Figure 8.1 and similar figures are shown in the General Education Report.

Figure 8.1

2014-2015 (2639 students) 176 courses							
	Critical thinking/ Analysis/Problem Solving, Creativity/ Innovation	Collaboration/ Teamwork/ Leadership	Demeanor/ Dispositions/-Professionalism/ Ethical and Social Responsibility/ Lifelong learning and Self Direction/ Work Ethic	Competence in the use of computer and other technologies as a tool for learning	Oral Communication	Written Communication	Quantitative and Scientific Reasoning/ Creativity/ Innovation	Equity/Diversity/ Inclusion leading to Global Learning and Citizenship
1 Basic/Beginning	502	385	443	567	489	482	521	532
2 Developing/Approaching	905	789	790	762	619	580	630	781
3 Meets Requirements	898	641	820	726	820	782	800	839
4 Exceeded All Requirements	334	824	586	584	711	795	688	487

Concomitant with these findings, several initiatives were taken to strengthen the programs of study with respect to their SLOs. Of significant note, UDC-CC made the decision to revise its entry-level programs in English and mathematics, consistent with nation-wide trends, by gradually phasing out non-credit bearing courses, English Fundamentals, Reading Improvement, and Basic Mathematics. These courses are being accelerated with supplemental instruction so that students are able to enroll in credit bearing courses during their first year of study.

In the final analysis, UDC-CC collected data on the performance of a total of 5,467students and evidence from 369 courses between AY2012-2014. All eight Student Learning Objectives were used to inform the decisions regarding curriculum. A multi-year review of the data showed marked improvement in student performance in all outcomes. UDC-CC is working aggressively to increase the number of faculty reporting on student performance in these areas, by directly linking the reports to faculty evaluations and, thereby, infusing the culture of decision-making based on evidence.

IGED
The plan for assessing student achievement in the new IGED program is assessment of student learning outcomes for each strand; assessments of their achievement in upper division courses in their major; and, by comparing achievement in upper division courses of graduates from the new IGED program with graduates from the old University-wide Requirements. In 2013, the committee started to analyze graduate data and learned that

students graduated from four year program with a mixture of courses from the old University-wide Requirements and the new IGED program, and generally with a significant mixture of courses transferred in from other institutions and accepted as substitutes for our IGED program. As the attached tables indicate, as of 2014 more than 25% of students at our four year program had taken only one of the new IGED courses, 58% had taken three or less, and 89% had taken less than six. This *includes* at least some transfer courses accepted for substitutes for IGED courses and coded in Banner in a way which makes them indistinguishable from courses taken at UDC. There are 12 courses in the program, not including the Writing Intensive Course in the major. Of the 215 students who entered the four year program in fall 2010 and graduated in spring 2015 (this includes transfer and transition students) only one student completed all the IGED courses, whereas 54 of these students completed none of the IGED courses:

Figure 8.2 **IGED Program Completion for Spring 2015 Graduates who entered in Fall 2010**

IGED Credit Hrs. Completed	No. Graduated
3	26
4	1
6	20
9	18
10	2
12	28
13	1
14	1
15	16
16	2
18	15
19	3
21	5
22	2
24	2
25	2
27	3
28	2
30	2
31	4
32	1
34	4
37	1
Non-IGED	54

The General Education committee is now looking at ways other than measures related to program completion to assess the program.

The second method of assessing the four-year general education program is collecting and analyzing course level assessment of student learning outcomes data. Since most of our courses are offered by CAS faculty, we use the course level assessment process mandated by CAS. Response rate for the course outcomes assessment is an average of 28% with a high of 37% and a low of 19 % across four semesters. To increase this response rate, we are tasking assessment committees to work directly with faculty to complete the assessment forms throughout the semester. The course outcomes assessments indicate strengths in the achievement of students on the majority of strands. Qualitative analysis of outcomes submitted by faculty provide rich and relevant data for strand discussions and particularly in decision-making about revisions to the strand outcomes.

Our next planned assessment measure was to do a comparative analysis of the impact of the IGED writing and quantitative analysis on upper division courses in the major as compared to the writing and math courses in the old University-wide Requirements. The impact of completion of the new Critical Reading and Writing and Quantitative Reasoning courses, as opposed to the former Composition, Literature, and College Mathematics courses on performance in upper division courses was analyzed. Students completing these courses from the new program do slightly better than those completing the old courses, but the difference are quite small.

Finally, qualitative data was analyzed from transcripts of meetings of the strand working groups. Consequently the technology and writing teams revised their outcomes, the quantitative reasoning team is currently revising its outcomes, and the writing team has implemented a common final exam for the Foundation Writing courses, as well as a scoring rubric. By the end of 2016 the Writing Team will be able to make further changes based on the results of two consecutive final exam scores. The Civic Engagement team felt that its outcomes were appropriate and made no changes.

We are well on our way to developing and implementing an assessment process which will be both robust and respectful of the faculty autonomy which is an integral component of our program design. Moving forward we are looking at ways to strengthen course level assessment and to find ways to assess meaningfully the impact of the program as a whole. Going forward, each strand has been asked to develop a way of making student learning outcomes assessment data more meaningful, by developing common rubrics which would be used for the assessment process.

As more students complete our program we will also be looking at finding a way to assess the program as a whole. Two options are currently under consideration. One is to use a standardized test such as the Collegiate Learning Assessment. The other focuses on collective assessment of the project students prepare as part of their Frontier Capstone courses, using a rubric based on program level outcomes.

The process of assessing general education will be further improved when TK20 is implemented.

Meeting the Needs of Continuing Students from UDC-CC and from Other Institutions

Transfer and Transitioning Students

One of the principal challenges facing UDC's IGED program has been making the program work with a 60% transfer population, with a very high percentage of students in professional programs. Vision 2020 also proposes a seamless transition for UDC-CC students and their general education requirements.

The IGED program was designed to extend through all four years of the ordinary undergraduate program, and students transferring to UDC would be required, at a minimum, to take five specific IGED courses here, regardless of what they had taken elsewhere: Foundation Ethics, Discovery Writing, Discovery Diversity, Discovery Civics, and the Frontier Capstone. Analysis of complaints, requests, and concerns by the large transfer population at UDC resulted in the university's adoption of a more liberal transfer and articulation policy, allowing students who transfer in courses which might meet UDC IGED outcomes, to use those courses to satisfy those specific requirements. Students entering with an AA or AS degree (but not Associate of Applied Science or other vocational degrees) are exempt from all IGED requirements except IGED 210 Discovery Writing (the third of three writing courses) and IGED 391/392 (the Frontier Capstone).

The results of the *General Education Survey* indicate significant but not overwhelming difficulties integrating our IGED program with the needs of transfer students and those in professional programs. About 31% of students said they had experienced difficulties using transferred credits from other institutions which had fulfilled General Education requirements there to fulfill requirements here. Fully 60% said they were able to get help in resolving this problem, with 21% getting help from the advising center, 43% from their faculty advisors, 7% from the Director of General Education, and 29% from someone else.

The impact on students' anticipated graduation time was modest. Fully 64% reported experiencing no delay, 20% being delayed by one semester, 11% by two semesters, and 6% by three semesters. None reported being delayed by four or more semesters. On the other hand, 37% said that completing IGED requirements had not created additional courses beyond 120 credit hours for graduation, while 33% didn't know and 30% said it did create additional courses. To accommodate students with transfer credit equivalencies, over the past three years, the Director has issued well over 850 substitution letters for transfer students and students caught between the old University-wide Requirements and the new IGED.

The IGED program was designed to focus around the branding of the UDC graduate. As we say on our General Education website:

We expect our students not only to excel academically and professionally, but also to become community leaders. With courses that foster ethical awareness, global engagement, and civic responsibility, the GEP [General Education Program] challenges students to take responsibility for themselves, participate fully in civic life, and contribute meaningfully to our democracy.

A challenge of the new IGED program for four year degrees is the requirements for professional degrees such as business and engineering. While the program requires fewer total credit hours than the old University-wide Requirements, its design, which focuses around branding of the UDC graduate by requiring specifically designed IGED courses, makes it more difficult for these programs to use their own courses to fulfill or substitute for IGED requirements. There are compelling reasons, explained in detail by the AACU's LEAP documents, for extending general education throughout the four year degree program. Some of UDC's professional programs such as engineering have had challenges with the demands of courses such as the Frontier Capstone which they claim replicates capstones and senior projects required by major programs.

Standard 12 Action Steps:
1. Design and implement a consistent format and set of measures for all assessment documents. Perhaps a document could be developed for each SLO/IGED course which could detail the rubrics, assessment methodology and feedback protocol, especially for course restructuring and continual improvement.

2. Restart seminars on "teaching for General Education" and require any faculty who teaches in the program to participate in the seminar.

3. As part of all the IGED assessment data going forward, consider developing a statement on validity and reliability which could guide the individual faculty and course designers in developing their assessment plans.

4. As part of the overall assessment of IGED at UDC, establish a baseline of our students' entry level skill set for some of the strands. Currently UDC, primarily through UDC-CC, uses Accuplacer tests which give us a look at our students' skills in math and English upon initial entry. There is not a comparable set of tests for other areas.

5. Clarify and refine the specific outcomes of the program.

6. Monitor decision to be far more liberal in transferring credits for the general education program in order to maintain integrity of program.

Standard 14 - Learning Outcomes Assessment

UDC's System for Assessing Student Learning
UDC has considerably increased campus awareness towards a culture of continuous appraisal of student learning outcomes and the use of such assessment data for decision making. The culture is still evolving with systemic processes and mechanisms now in place to grow student learning assessment as an integral part of UDC's educational enterprise:

- Mandates for cycles of assessment of learning outcomes for each course and five-year cycles of program assessment
- A standing assessment committee comprised of faculty and administrative staff, to which all are accountable for full completion of assessment cycles
- Maintenance of the system of academic assessment coaches providing guidance and support to faculty across programs, schools, or colleges
- Assessment plan for each program or department, within schools or colleges, and the requirement for annual assessment reporting to the provost.
- Implementation of TK20, on a phased-in basis, as the database for tracking student learning, providing assessment reports, gathering and sharing data more systematically and consistently, and generally making assessment data more accessible to program, school/ college administrators , and the Office of the Provost, and improving transparency of data across the university.

An integral part of program review is the examination of student learning outcomes and goals. As such, programs are asked to

- Describe the congruence between program objectives and course outcomes
- Explain how competencies and skills developed in the program connect to students' options in the marketplace or to their next academic pursuit
- Describe tools used and the manner employed to conduct assessment
- Discuss methods used to elicit student and alumni satisfaction with the program
- Report on the findings of student learning assessment and how this data is used to improve learning.

The responsibility for ensuring assessment of student learning resides with colleges and schools and is monitored by the Office of the Provost and Vice President for Academic Affairs. Student Learning Assessment at UDC is established on six key considerations, based on deliberations within the Learning Outcomes Assessment Committee of AY 2009-10:

- Learning and development are multidimensional and demonstrated through students' performance
- Students' learning gains are identified by effective continuous assessments
- Programs and courses must have SMART learning outcomes/objectives

- A good system of assessing student learning requires collaborative planning and implementation among program faculty
- Assessment measures must be consistent with the program content and outcomes, teaching methods, and professional requirements
- Assessment data provides evidence-based decision-making in teaching, learning, and student development.

Program-specific student learning outcomes or objectives are aligned with the seven University-wide Student Learning Goals:

1. Acquire knowledge and integrate ideas, theories, methods, practices, and applications
2. Communicate clearly and effectively in both written and oral forms
3. Demonstrate analytical and problem-solving skills
4. Demonstrate social, ethical, and moral responsibility (in part through service learning)
5. Understand and apply differing cultural and political perspectives
6. Use information technology to acquire and interpret knowledge, and to solve problems
7. Demonstrate knowledge, intellectual skills, and applied learning in chosen fields of study

Student learning outcomes or objectives for each program are the foundation for course planning and course assessments. Individual programs own their system of assessment of student learning. Of the six colleges/schools, three are professional schools (Law, SEAS, and SBPA) that develop student learning assessment systems in response to their professional accrediting organizations. Similarly, programs in CAUSES (Nursing Architecture, and Nutrition), CAS (Education, Social Work, Speech and Language Pathology, School Counseling, Rehabilitation Counseling), and UDC- CC (Mortuary Science) are accredited by their professional organizations and adhere to the rigorous student learning assessment requirements. Whether or not programs report to an accrediting agency, they all participate in a system of student learning assessment. Assessment committees in each college or school oversee the quality assurance of assessments and ensure that data are analyzed and discussed among faculty and used in evidence-based decision making (look at programs for summative data).

RAIL has been a driving force behind the development of sound, online course design that requires great attention to SMART student learning outcomes/objectives and corresponding rigorous student learning assessments. The approval process for new online courses requires the submission of syllabi and fully-developed courses which are peer-reviewed using the Quality Matters (QM) Rubric. All online courses are evaluated, to ensure that they have underlying assessment plans for student learning.

Assessment committees in each school or college ensure that assessment criteria are established in accordance with the norms of professional associations in the case of non-accredited programs and specific accrediting bodies where applicable. Moreover, each

college or school has a point person who is responsible for meeting the charge for assessment in these units. Assessments of student learning in each college or school follow:

CAS: assessment plans and initiatives which are directly related to the college's strategic goals and initiatives are developed at the program or division level (examples of Division Plans and Annual Reports). There are 14 undergraduate and 8 graduate programs across four divisions within CAS. Each division has an assessment committee responsible for monitoring assessment activities in the programs, and representatives from division assessment committees serve on the college assessment committee. Each division in the college ensures that student learning is assessed in each of its courses. This is captured through several assessment measures and reported in the assessment of learning outcomes form completed by faculty and submitted to the chairperson each semester. The division assessment committees analyze data gathered from assessment of student learning outcomes forms and report the findings and recommendations to their Division chairpersons. Recommendations made by programs through the division chairs are used by the Dean in projecting ahead when making decisions about personnel needs, non-personnel resources, reallocation of space, and technology needs (attachment from Dean Massey).

Collection and analysis of data from assessment of student learning outcomes forms began in spring 2014. With three consecutive semesters of data available, the assessment committees in each division led by the division chairs are analyzing the longitudinal data (Data Analysis of Assessment of student learning outcomes). This upcoming cycle of program reviews will utilize data from the SLO forms. Programs monitored by accrediting agencies (see attachment: accredited program and examples of annual reports) submit annual progress reports to the agencies. Each progress report is based on student learning and other program data. To prepare annual reports, program coordinators and faculty within programs meet and discuss the data and cite changes or improvements needed within programs. This information is shared with the Dean of the college prior to submission of the reports. In addition, all division chairs including those with non-accredited programs are required to complete annual analysis of data gathered from SLO assessments, course assessments, and course and program reviews and report their findings and recommendation in their annual report to the Dean.

CAUSES: Faculty and teaching staff engaged in dialogue in 2013 and adopted student learning outcomes appropriate to every student within CAUSES and aligned with the university –wide learning goals and the mission of CAUSES. CAUSES graduates are:

1. Global citizens committed to local relevance

2. Adept at solving urban problems

3. Committed to health & wellness and food & water security

4. Skilled at navigating diverse social, cultural, built and natural environments

5. Independent thinkers and collaborative team players

6. Adaptive lifelong learners

To this end, each program has incorporated these learning outcomes within their curriculum and uses them as the base for the college to measure progress across all disciplines. All programs use these learning goals along with their accreditation requirements or guidelines from their professional organization to develop assessments within their programs. Each semester, course level data is captured in each of the courses and submitted to the assessment unit where this information is aggregated, and a report is generated back to the program for discussion. Each program uses course level data to make appropriate improvement in their respective programs. Further, programs develop assessment rubrics guided by our assessment team to provide a uniform guide to faculty about key components necessary for grading students' direct assessments. For example, a rubric was developed for determining if students have met the critical thinking skill.

CAUSES faculty and assessment team analyze a wide range of direct and indirect student learning data and make decisions based on the findings. For instance, in reviewing students' complaints about challenges they have in the Nutrition and Dietetics program faculty decided to collect data on students graduating from the program using the graduation clearance sheets. The data showed that graduation was delayed for the students due to Biochemistry in particular. The Program Director met with the Chair of the Biology and Chemistry at the time and discussed this finding. After analysis of the course syllabus and in particular the content and purpose of the course it was noted that Biochemistry was designed specifically for students in a pre-med track. This information led to a decision by the Nutrition Faculty to change the course to a nutritional biochemistry course Lecture and Lab. The new course was approved through the new course approval process and was implemented in fall 2015. Longitudinal data will be collected from this course to determine student success.

UDC-CC: Program coordinators and directors meet each semester after gathering data from several assessment sources to review the data and suggest changes to programs, initiatives, and activities. Information/data relate to the following areas: Student Success - Retention, Persistence, Course Completion, Educational Attainment, Academic Achievement, Student Advancement and Graduation Rate. Data is used to ensure that degree programs remain current and relevant and are achieving the goals of the college related to market-driven, learner-focused, accessibility, and affordability. Also, UDC-CC assesses how technology is used to increase/enhance teaching and learning. Student exit (graduation satisfaction) and employer surveys are conducted to ascertain graduates' readiness for the workplace. {See p.___ for examples of how assessment data has been used in general education at UDC-CC}.

The Assessment System for UDC-CC
In AY 2010, under the direction of the Academic Dean of the Community College, a Program Outcomes Assessment Committee was created with the objective of the development and utilization of well documented, systematic processes to monitor, evaluate, and revise the substance and delivery of the curriculum and to assess the impact of the curriculum on learning. The committee assisted in the monitoring of the

implementation and progress of the assessment structure, reviewing of assessment reports, and making recommendations to the Curriculum Committee for changes in programs and in courses of instruction. The assessment committee sought input from all appropriate stakeholders, including employers, and utilized data from instruments such as the Community College of Student Engagement (CCSSE) and student exit surveys. (Assessment system at UDC-CC).

Over time, an outcomes assessment system emerged comprising: institutional assessment, core competencies, program assessment, and course assessment. The greatest emphasis has been placed on the maintenance and monitoring of a continuous cycle of program assessment. Through regular faculty meetings and workshops, faculty achieved a consensus on student learning outcomes (SLOs) to be assessed and mapped the outcomes to the various curricula. Faculty are responsible for choosing assessment methods appropriate to the outcomes, purpose of assessment, and our student population. A significant result of this collaborative process among faculty has been the establishment of syllabi with consistent format and content within the various disciplines, thereby facilitating more rigor in the course assessment process.

In addition, timelines, typically the end of each semester, were established for faculty to provide periodic formative and summative assessment data with respect to their courses in the form of Outcomes Assessment Reports. The assessment form distributed to faculty is a matrix designed to identify course learning outcomes, the measurements used, and an interpretation/recommendation related to the findings. This data are then submitted to the division chairs for review and analysis. At the departmental level, faculty provide narrative reports describing the performance of their students and recommending changes, if necessary, to the course content and method of delivery. As a result of these processes, changes and growth in academic programs have been initiated. For example, based on the assessment of student performance in developmental courses, UDC-CC decided to implement a pilot corequisite model of developmental education. In this model, UDC-CC no longer offers standalone developmental courses. Students needing developmental education are enrolled in a college level course along with a developmental course. It is in the developmental course that the student receives supplemental instruction in the content knowledge needed to achieve the outcomes in the college level course. To sustain integrity and relevancy of the curriculum, faculty are regularly engaged in professional development training and workshops to better inform the assessment process.

SBPA: SBPA follows a Program Assessment Process which includes the development of assessment measures from Student Learning Outcomes. The assessments are administered, and the data collected are analyzed at the program level. Based on this data, decisions are made.

The faculty meets three times a semester to discuss the program and curriculum:

a. At the beginning of the fall semester to discuss issues, program enhancements and other topics presented at the end of the spring semester

       for implementation in the current fall semester. Faculty will provide benchmarking information or research they have conducted, as necessary.

    b. At the beginning of the spring semester to review and discuss the implementation of any program changes during the fall semester.

    c. At the end of the spring semester to "close the loop" on program changes or enhancements implemented during the academic year. After this analysis, recommend changes or enhancements for continuous improvements.

The feedback received from stakeholders (Advisory Board, Alumni, and Students) is conducted on an annual basis. During these sessions, information about industry trends, what technologies are being used in the industry, and concerns/comments students have about existing and potentially new courses are provided. Each stakeholder group involved in the program review process has a specific role.

Benchmarking is the job of the faculty. The faculty will select various schools with the same or similar programs, preferably the ten best schools in the field, and compare them to our existing program. The analysis involves finding the differences between the programs and looking for ways to improve our programs, as long as they align with our mission. The chair will designate the faculty members in the program to perform this task. They may be full part-time or temporary faculty. Students, alumni, and employers have a direct interest in the quality of the program. They are already working in the field, have an in depth practical knowledge, and can provide information that can be used to improve the quality of the program.

Here is an example of how indirect SLO data is used to improve programs. In an Exit Survey which seeks to find out if and where students completed internships and if they were employed or have job offers, we noticed that there was a low participation in internships, which are encouraged but are currently not mandatory. As a result, we did the following:

1. Established an internship partnership with the District's Chief Financial Officer
2. Took a more aggressive role in getting students accepted in the District of Columbia Human Resources Leadership Internship Program
3. Re-established communication for continued internship partnership with Walmart
4. Established a connection for internship opportunities with the National Association of Broadcasters
5. Aggressively sought out students to apply for the Thurgood Marshall Leadership Institute which assures internship placements
6. Aggressively promote all internship opportunities from professors and external agencies that come our way, such as the Apple HBCU Scholarship and Internship Program

In addition, the Curriculum Committee is tasked with reviewing the programs to include internships as a mandatory requirement.

SEAS: Programs in SEAS are ABET accredited. (See [Computer and Electrical Engineering ABET Report](#) ; [Mechanical Engineering ABET Report](#) ; [Civil Engineering ABET Report](#) .)

As an illustration of assessment processes in SEAS, we briefly describe the process used to establish the current Civil Engineering Program Educational Objectives:
- Periodic review and exchange of information through department curriculum meeting and inter departmental faculty meetings
- In the fall of 2013, changes were made in response to the new ABET requirements and best practices. These changes are informed by information and best practices gleaned from ABET-sponsored workshops. The proposed changes were subjected to review/revision by the program constituents.
- Periodic surveys of alumni and information received during annual meeting with the alumni
- Regular informal and formal exchange of information among those directly involved in teaching of courses that are part of curriculum. This activity includes exchange between program faculty as well as faculty from other departments that offer courses for the program.
- Assessment by program faculty through various activities such as course outcome tables, course folder evaluation, end of semester course evaluation, graduate student information and input survey, Fundamentals of Engineering (F.E.) exam performance, alumni survey, employer survey and feedback from program Industry Advisory Board.

DCSL: The David A Clarke School of Law reviews and updates its strategic plan and goals on the evidence/data collected on student learning outcomes and student's career development activities, each fall. Data collected on student learning outcomes are analyzed and findings are disseminated via school-wide assessment and planning meetings. During spring semesters, accomplishments and specific areas of improvement are identified. A plan of action is developed during the summer for further improvement. An example of how student learning assessment data is cycled through to evidence based-decision making follows.

During AY 2014-15 the Curriculum Committee studied data regarding student success after the first year of law school. In addition, in collaboration with the Bar Passage Task Force, the Curriculum Committee looked at data comparing classroom performance with first-time bar passage rates. The data showed that from 2011-2013, approximately 5% of the first-year students attained a GPA of less than 1.85 and were academically separated after the first year. In addition, students who attained less than a 1.85 in the first semester rarely were able to raise their GPA's in the second semester to avoid academic separation. Moreover, the data showed that first-year grades have a high correlation with

first-time bar passage rates. Students who attain a GPA of 2.7 or above have a greater likelihood of passing the bar exam on their first try.

Based on these results, the Curriculum Committee recommended the following measures to the full faculty:

1. Students who attained a GPA of less than 1.85 in the first semester of law school should be required to sit out the second semester, and start over again in the summer following the first year. These students are placed in a special Fresh Start Program with academic support services, and must attain a GPA of 2.0 or above every semester for the remainder of their legal education.

2. The threshold for being required to participate in the academic success program should be raised from 2.3 to 2.5.

3. The previously optional diagnostic "mini-bar exam" at the end of the first and second years should be made mandatory. Students who failed to pass the mini-bar at the end of the second year should be required to enroll in the Legal and Bar Success Strategies course in the spring of their third year of law school.

These changes were adopted by the faculty in the spring of 2014, and implementation began with the class that entered in 2014. The Bar Passage Task Force and the Curriculum Committee will continue to assess student learning outcomes for students who were enrolled in the program, and propose any necessary changes.

Multiple Measures of Assessment

In addition to the assessment audit completed by deans of schools and colleges in AY2013-14, a questionnaire targeting the faculty's opinion about assessment of student learning, methods of instruction, technological tools used in teaching, teaching style and/or philosophy of teaching, and activities that inspire curriculum and program changes at UDC, was conducted. This questionnaire was administered online and had 182 responders overall; among them 97 were continuing full time faculty, 11visiting, and 74 adjuncts. Faculty use a variety of direct measures to assess student learning and typically use different methods of instruction including hybrid teaching styles; there was an overlap in the responses to different questions related to assessment measures and tools. According to the responders, the majority of the faculty use tests or quizzes (47.7%), 75.0% use final examination 'quantitative-type questions' to assess students' performance at the completion of the course, 71.5% use final paper/report, 66.3% use attendance/participation coupled with various other assessments, 55.8% use oral final presentations, and 30.2% use other assessment approaches. All faculty indicate that they provide feedback to students about their learning with 43.3 % indicating that they share assessment of learning with their students through the Gradebook tool on Blackboard. In addition, 25% of the faculty use other technology tools to assign and retrieve assessments and to share feedback with students.

As part of the implementation of TK20, programs are streamlining their assessment systems to include key measures at various points in the program so that when all students do these specific assessments, data collected can provide convincing evidence of their learning.

Alignment of Goals and Objectives of Courses with Assessment of Student Learning

All undergraduate programs at UDC plan and implement programs that seek to accomplish university-wide student learning goals (SLGs). The SLG's for both the two year and four year are aligned with general education programs. Most importantly the SLGs are aligned with the university's mission and goals and with external stakeholder standards such as LEAP and Lumina Foundation's *Degree Qualifications Profile*. Analysis of syllabi indicates that student learning goals/outcomes/objectives for undergraduate programs are generally aligned with the university wide SLGs (attachment – examples of syllabi from each program).

Assessment Training

University-wide faculty training on student learning assessment has been ongoing and serves to keep faculty engaged with their colleagues about relevant assessment measures, alignment of student learning assessments with program and course outcomes, activities and processes related to course and program planning, and analysis and use of data. Some faculty, such as assessment coaches, are funded by UDC to attend various assessment related workshops hosted by program-specific organizations as well as by organizations leading the charge on assessment in higher education such as MSCHE and Drexel University. Faculty attending these conferences host assessment workshops on the UDC campus, either in their colleges or university-wide (examples of assessment presentations and forums). Other training related to alignment of assessments with goals and objectives of courses, programs, and the UDC mission are conducted by RAIL in their QM training for developing online courses and development for IGED courses.

To ensure that UDC's current processes and procedures for implementing student learning assessment across the university was in concert with best practice in higher education, in 2014 UDC conducted a series of trainings and discussions with faculty. The first in the series discussed topics such as student learning assessment strategies and measures, and the assessment feedback loop for courses, programs, colleges and university and assessment cycles. In subsequent meetings, schools/colleges and individual faculty displayed their assessment procedures including the feedback loop. Discussions were centered on making improvements to their assessment plans. Two sessions in the series were facilitated by Dr. Allen Rickman, Interim Dean in the Office of Planning Assessment and Institutional Effectiveness at Prince Georges Community College. (training materials). Another session open to the university community was hosted by the University Assessment Committee with members of the university faculty and staff (Helene Krauthamer CAS, Lena Walton, Yolanda Harris and Elgloria Harrison) facilitating assessment workshops. Other sessions were hosted by TK20 on developing program maps and aligning assessment measures with program outcomes.

All professional accreditation self-study processes and annual reporting also heighten the awareness of assessment expectations. Programs not requiring professional accreditation use their professional associations' expectations to plan and implement student learning outcomes and assessments. For example, the Division of Social and Behavioral Sciences has no accredited program, and therefore the programs (Political Science, Psychology,

and Justice Studies) are required to maintain professional memberships and assess their programs against best practice and expectations in their organizations. In addition, faculty from programs such as Psychology and Biology also assess their students and the effectiveness of their programs based on students' presentations, publications, and involvement in graduate (Biology) and undergraduate research-related activities nationally (attachment of summary of students' research).

The self-study process has also heightened the awareness about the need for a central repository of student learning outcomes data spanning course, program, department school/college, and university. Collection and analysis of student learning outcomes data, which generally exists in programs and resides with program directors/coordinators and department or division chairs, was difficult to retrieve and analyze. TK20 implementation is the next step towards maintaining a central repository of all student learning outcomes assessment data and for systematizing student learning assessment analysis and reporting.

Stakeholder Involvement

Generally, stakeholders are involved in program reviews and in developing or providing feedback about goals and objectives for programs within schools and colleges. In most cases, this is done by an "advisory board" or similar body. The advisory body reviews the mission and goals of the university, school/college and programs, and provides input, including recommendations for new courses or programs along with their appropriate outcomes. Advisory bodies generally include faculty, students, alumni, employers, government or professional organization representatives, and general citizens of DC. Most of the accrediting bodies provide guidance on board composition and duties.

All schools and colleges have an assessment and/or a curriculum committee on which a diversity of faculty serve. Curriculum committees ensure that all new or revised programs are vetted according to the requirements delineated in the University's Academic Policies and Procedures manual. One of the requirements for new or revised programs is that syllabi show alignment of course outcomes with program outcomes and student learning assessment. Across all schools and colleges, the Curriculum Committee is charged with ongoing assessment of the program. Specific schools and colleges have distinct charges for their committees which may change depending on the schools' or college's strategic goals. For example, in DCSL, in addition to making sure that the program complies with ABA Standards for Accreditation, the curriculum committee regularly reviews courses to make sure that student learning outcomes and assessments demonstrate that students are learning the foundational subjects needed to pass the bar exam and practice law. In AY 2015-16, the committee is conducting a survey of all professors to make sure that the foundational courses cover all of the topics tested on the Multistate Bar Exam (MBE) and Multistate Essay Exam (MEE). In addition, the committee is updating the curriculum map that was created three years ago to make sure that students are being offered the opportunity to practice and gain competency in all of the DCSL student learning outcomes.

In CAS, the assessment committee, an all-faculty committee, is charged with monitoring assessment practices in the college; to ensure that assessment of student learning outcomes are completed, analyzed, and discussed at the program level; and for this academic year, to ensure that programs are loaded into the TK20 planning module.

Many of our programs require students to complete internships or practicum as part of their graduation requirements. Assessments of students' performance on internships are assessed in collaboration with the internship site supervisor. For example, the Political Science internship program requires the internship supervisor to assess interns at midpoint and at the end of the internship as well as work with the student to accomplish a list of goals or priorities the student has developed prior to starting the internship. A Midterm and a Final assessment form are used by the Internship Supervisor to assess the student in the following areas: (1) personal attributes; (2) basic technical skills; and (3) performance. The evaluation also allows for the internship supervisor to provide any other information that is important to the overall growth of the student. Many supervisors have used the additional comments section to point out special projects students have worked on and even outlined the possibility of a full-time job once the internship is over. In addition, assessments of programs such as those in education are reviewed and updated periodically, and representatives from participating student teaching and practicum school sites provide input into the development and revision of scoring rubrics and competencies for the assessments.

Summary

UDC is continuously assessing its operations, programs, and student learning, and is using data to inform evidence-based decision making. Assessment of student learning is led by faculty, along with representatives from other stakeholder groups. Programs consistently complete the assessment cycle expected by the university. UDC has invested in several mechanisms to enhance assessment across the campus, and with the most recent acquisition of TK20 and the training of several university staff and faculty we are well on our way to utilizing the system to capture, organize, store, and report data on student learning assessments.

Standard 14 Action Steps:

1. Complete implementation of TK20
2. Determine key assessment measures of student learning outcomes for programs.

.

Appendix

1. [Steering Committee Members](#)

2. [List of Subcommittee Members](#)

3. [List of Resources](#)