



UNIVERSITY OF
THE DISTRICT
OF COLUMBIA



FY 2008-2009

Oversight and Performance Hearing

March 12, 2009

Room 500

The University of the District of Columbia

Dr. Allen L. Sessoms

President



Mission

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, 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 life long learning.

**Taken from the UDC 2005 Middle States Commission self-study report*



Vision

The University of the District of Columbia will be a diverse, selective, teaching, research, and service university in the land-grant tradition, serving the people of Washington, D.C. and the Nation.



Implementing the Vision

- Adopt a 21st century model of higher education allowing UDC to focus on students and its mission, ensuring the success of both.
- The vision for UDC is to reinforce the mission, plan for the future and implement concrete goals.
- Implementation is focused on autonomy, improving infrastructure and streamlining academic processes.



Goals

- Create and nurture a premier Community College
 - open admissions policy
 - major vehicle for workforce development
 - serve as a gateway to a 4-year college education
- Become an outstanding institution for undergraduate education with a global focus
- Offer exceptional, research driven graduate and professional programs of importance to the District and the Nation
- Provide an important economic engine for the District of Columbia and the region



University System of The District of Columbia

The University of the District of Columbia, America's Flagship Urban Land-grant University

- ✓ Offers broad range of academic and professional programs up to and including research intensive doctoral programs
- ✓ Provides students with option of a residential experience
- ✓ Admission standards
- ✓ Honors programs
- ✓ Participates in NCAA Division I athletics

District of Columbia Community College

- ✓ Affordable
- ✓ Open admissions
- ✓ Focusing on workforce development, technical and academic certifications and academic associate degrees
- ✓ Degrees fully articulate to four-year college programs
- ✓ Honors programs available



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Flagship State University

**David A. Clarke
School of Law**

**College of Arts and
Sciences**

**School of
Engineering and
Applied Sciences**

**School of Business
and Economics**

**College of Urban
Agriculture and
Environmental Sciences**

**Center for Urban
Education**

**School of
Public Health**

**School of
Government**

**Department of
Intercollegiate
Athletics**



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Community College

**Technical and
Vocational
Training**

**Workforce
Development**

**Certificate
Programs**

**Associate Degree
Programs**

**Developmental
Educational
Programs**



We are Building on Strengths

- UDC has excellent programs at the undergraduate and graduate levels such as computer science, electrical engineering, biology, accounting, management and mass media, just to name a few.
- UDC has one of the best public interest law schools in America.
- We have assembled an outstanding senior staff of experts in higher education, finance and human resources.



Is the University Achieving its Mission?

- Educating and graduating a significant number of residents of the District of Columbia.
- Preparing significant number of District residents for the workforce.
- Spending the taxpayer's money wisely.

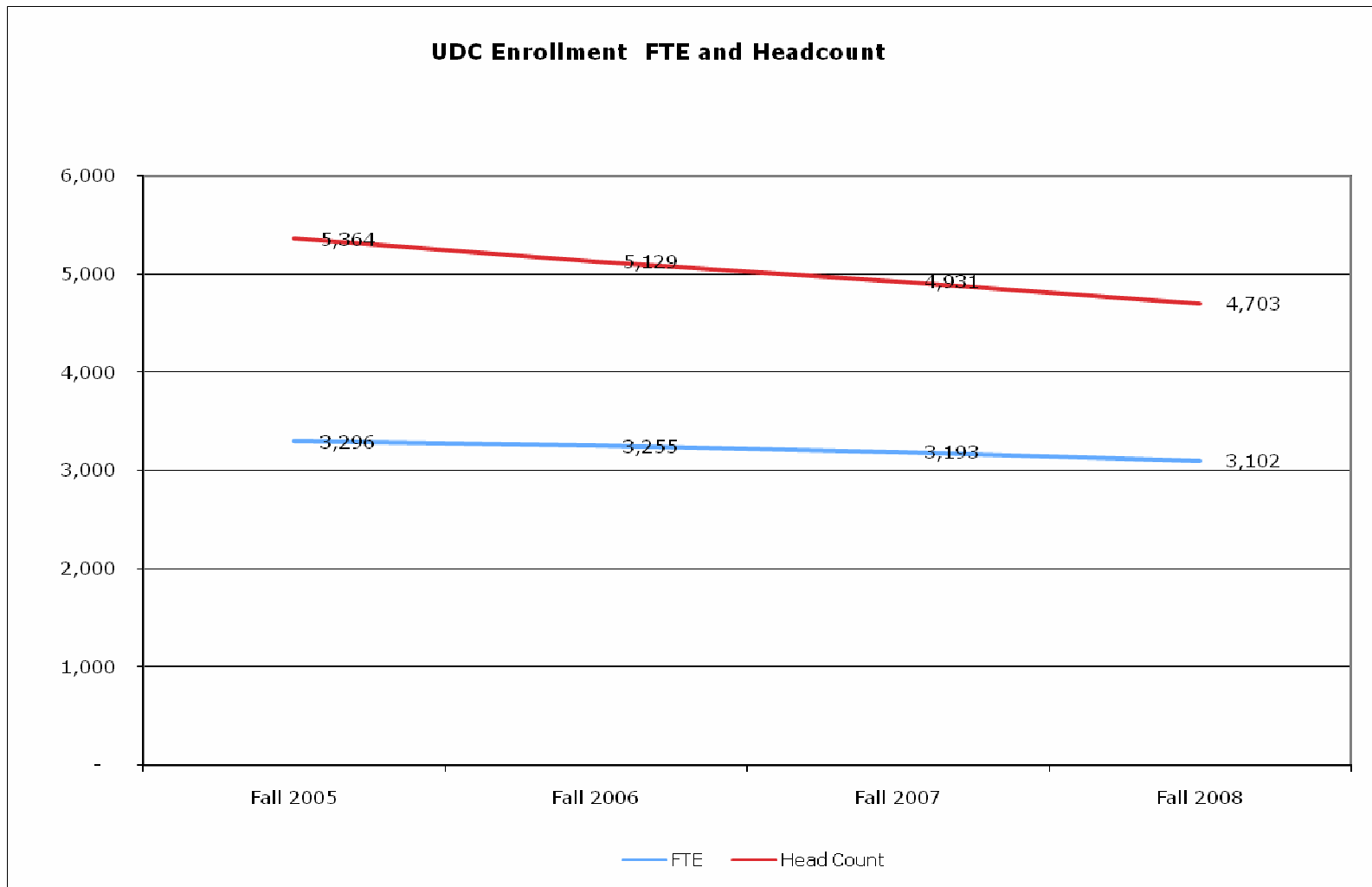
Transformation is Necessary



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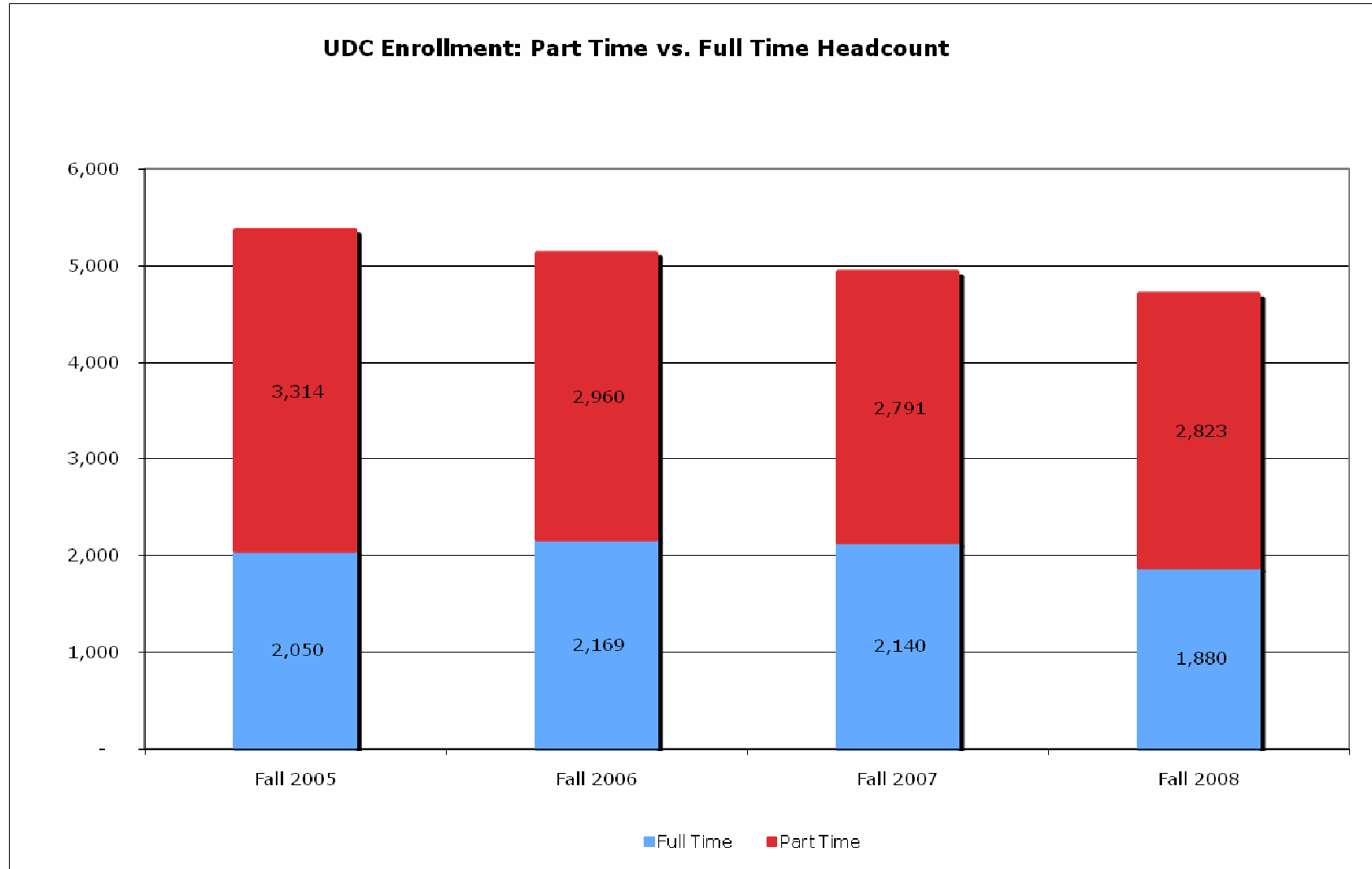


UDC Enrollment in The District



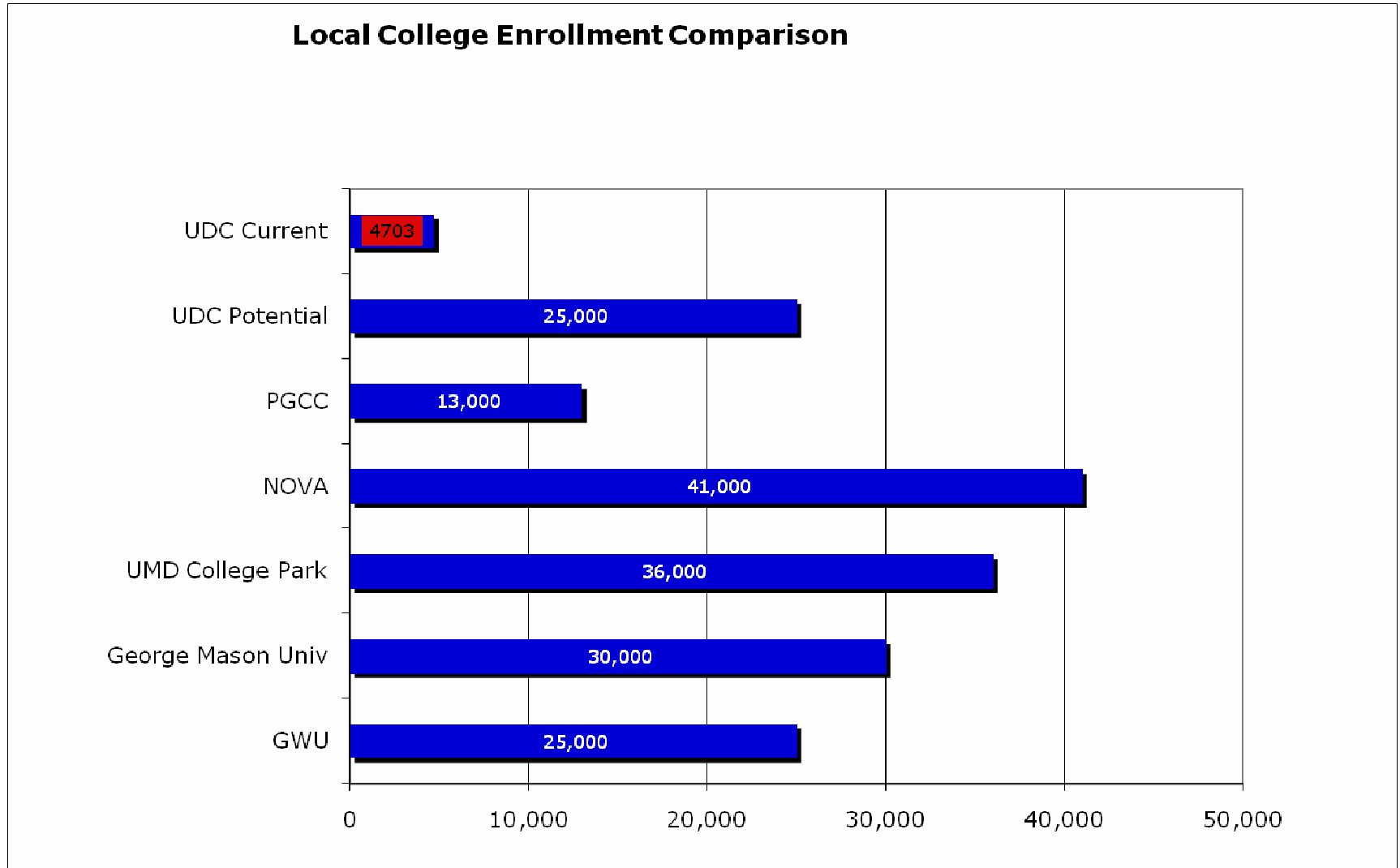


Part Time vs. Full Time Students





What Should be UDC's Enrollment?





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Why the Enrollment Drop-off?

- Reputation as a place without standards
 - (Go to UDC if you can't go anywhere else)
- Reputation for substandard facilities
- Poor retention rate
- Reputation for limited student life
 - (no residence halls, no student center)
- Reputation for few cutting edge programs
- Confusion about what UDC is
 - (both internal and external to the University)
- Trouble projecting “quality” in a very competitive arena
- No strategic student recruitment strategy

These are the problems the radical changes are designed to target and fix



UDC Graduation Trend Rate

Associate Degree				Baccalaureate Degree			
Year of Cohort	Cohort Size	Within- 3 Years		Year of Cohort	Cohort Size	Within- 6 Years	
		No. of Students Graduated	Graduation Rate			No. of Students Graduated	Graduation Rate
1998	32	1	3.1%	1998	176	14	8.0%
1999	34	0	0.0%	1999	164	11	6.7%
2000	48	3	6.3%	2000	171	20	11.7%
2001	47	2	4.3%	2001	196	31	15.8
2002	47	5	10.6%	2002	189	15	7.9%

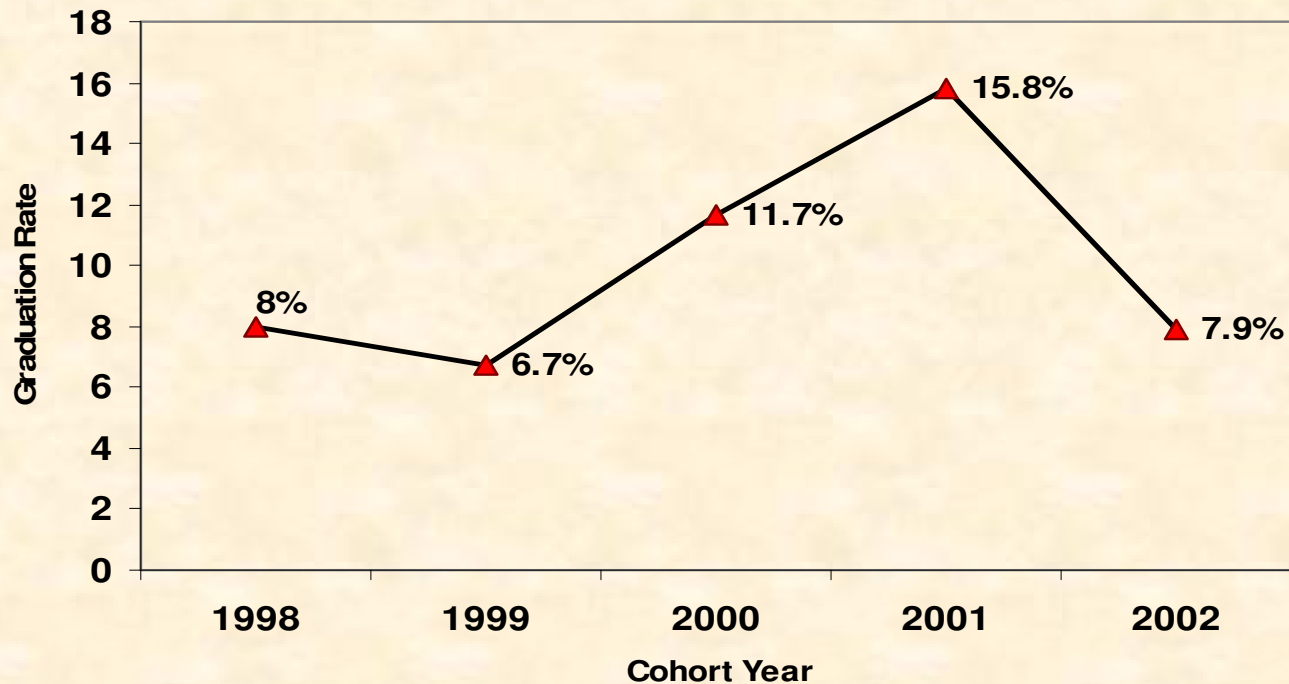


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Six year Graduation Rate for BA Students

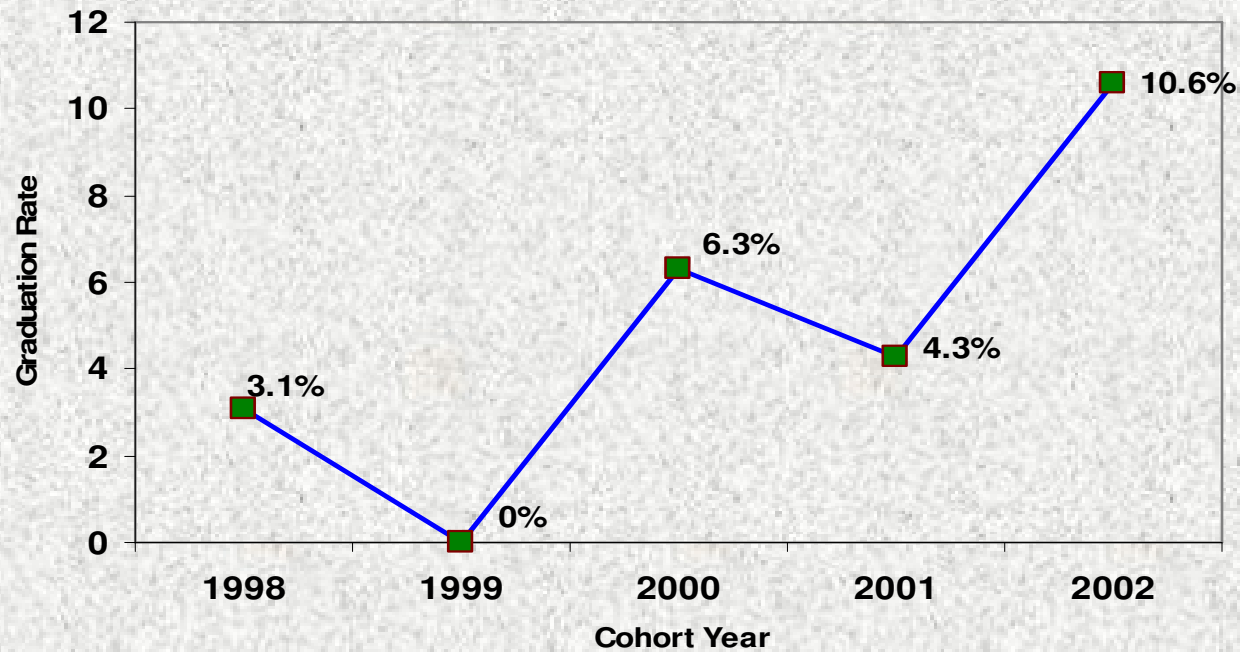
Figure 1. Six -year Graduation Rate for Baccalaureate Degree: First-Time Full-Time Freshmen of Fall Cohort: Fall 1998 - Fall 2002





Three year Graduation Rates for Associate Students

Figure 2. Three -year Graduation Rate for Associate Degree: First-Time Full-Time Freshmen of Fall Cohort: Fall 1998 - Fall 2002





What are Reasonable Graduation Rates?

- 60% in 6 years for full-time baccalaureate students (**now 9%**)
- 30% in 3 years for full-time associate degree students (**now 6%**)



What are the Problems?

- UDC graduates - well educated but very few students actually graduate.
- Entering students often need remedial help (70%).
- Faculty torn between roles as land grant teaching and research scholars and community college teaching faculty (the ideal profiles of the two types of faculty are very different).
- Retention efforts not geared to the different types of students UDC serves but are generic for all students.



Some Solutions: Improving Standards

- Admissions – four year flagship
- Open Admissions – Community College
- Increase Tuition – Four Year
- Decrease Tuition – Community College
- Eliminate Non-performing Academic Programs
- Add New Academic Programs
- Recruit New Faculty
- Conduct Annual Personnel Evaluations
- Renovate Campus Building and Construct Dormitories
 - ✓ finishing work on the parking garage ramp
- Create Schools of Public Health, Government, Center for Urban Education, and College of Urban Agriculture and Environmental Sciences



Graduate School of Education

Best practices

- Nationally, universities are eliminating undergraduate programs in education and focusing on graduate level programs
- Undergraduate majors: discipline and subject matter
- Graduate/Masters level: training, practical classroom experiences and teaching methods
- **Master's degrees in education at no cost to UDC students successfully completing their undergraduate degrees**

We are creating research-driven UDC Center for Urban Education

- Masters programs
- Charter school(s)
- Model childcare center
- Research and doctoral programs focused on urban education



Undergraduate Tuition and Fee Structure for Fall 2009

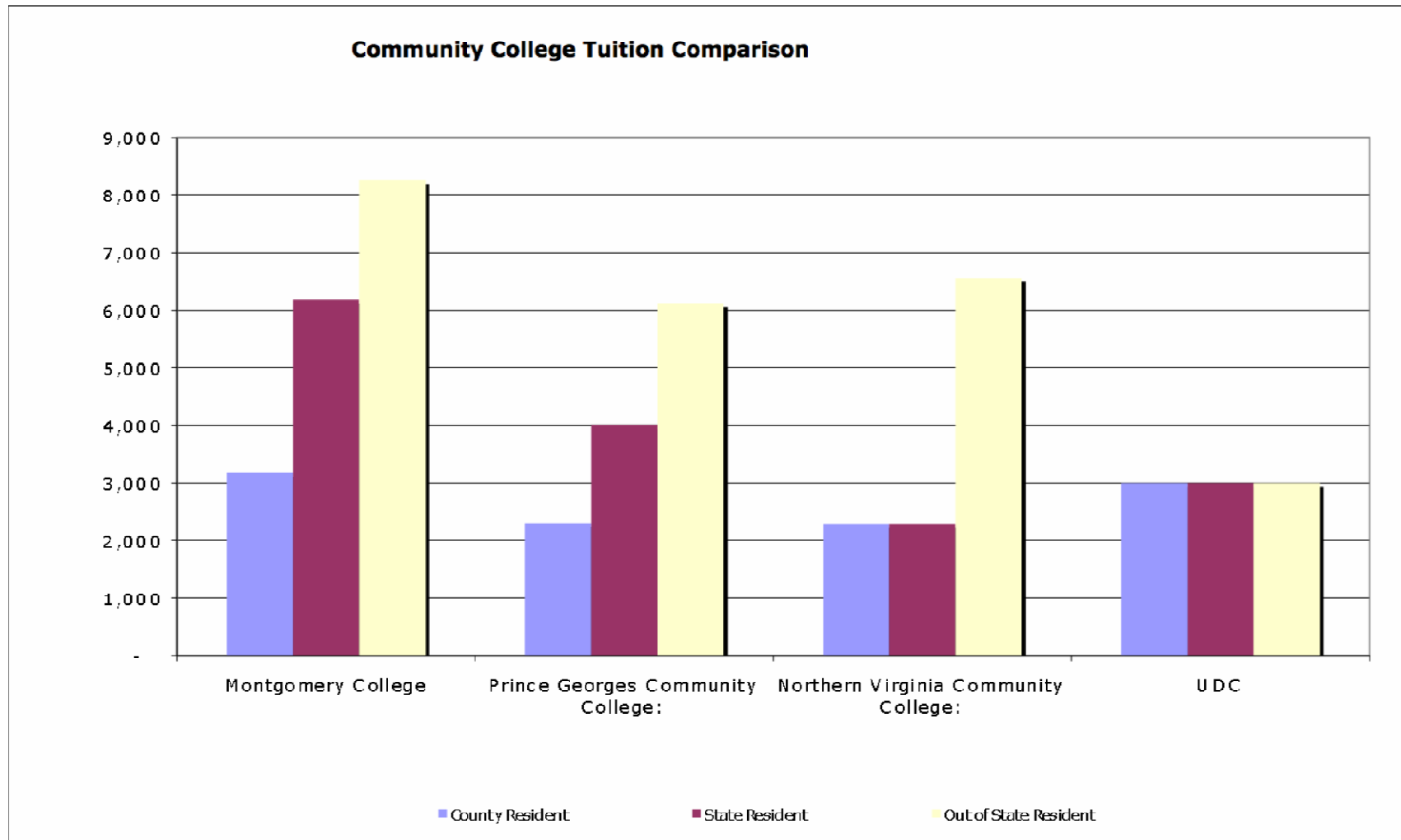
- **Current \$3,770 full-time, Academic Year**
- **Community College \$3,000/year**
- **Flagship (DC Residents) \$5,370/year**
- **Flagship (Metro Area) \$6,300/year**
- **Flagship (All Others) \$12,300/year**



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Community College Tuition Comparisons





Local Tuition and Fee Schedules

Rates vs. Comparable Institutions¹

<i>Institutions</i>	<i>In-State AY 2008-2009</i>	<i>Out-of-State AY 2008-2009</i>	<i>In-State² AY 2009-2010</i>	<i>Out-of-State AY 2009-2010</i>
Coppin State U. (Md.)	\$5,140	\$13,265	\$5,654	\$14,592
Norfolk State U. (Va.)	\$5,560	\$16,807	\$6,116	\$18,488
Bowie State U. (Md.)	\$5,939	\$15,629	\$6,533	\$17,192
<i>University of the District of Columbia</i>	<i>\$3,770</i>	<i>\$7,070</i>	<i>\$5,370</i>	<i>\$12,300</i>
Old Dominion U. (Va.)	\$6,918	\$18,588	\$7,610	\$20,447
U. of Baltimore (Md.)	\$7,051	\$20,557	\$7,757	\$22,613
George Mason U. (Va.)	\$7,512	\$22,476	\$8,264	\$24,724
UMD College Park (Md.)	\$8,005	\$23,076	\$8,806	\$23,384
UMD Baltimore County (Md.)	\$8,780	\$17,512	\$9,658	\$19,264
U. of Virginia (Va.)	\$9,505	\$29,798	\$10,456	\$32,778



Tuition Increase: Limited Impact on Students

- The tuition increase will occur over two phases.
- Increased resources will be available to students and the University through increased federal financial grants-in-aid (no increase in student loan burden).
- Most students will not pay more out of pocket.
- Students will be able to receive increased financial aid.
- Approximately 25% of students will pay less as they will be attending the Community College.
- UDC rates will continue to be highly competitive.



Tuition Increase: One Component of Increased Funding

- The tuition increase is one source of increased funding that the University requires to make the necessary reforms.
- Other sources of new and increased funding will be:
 - Increased enrollment and retention
 - Stimulus funding
 - Private, Foundation and Corporate Grants and Donations
 - Federal Grants



UDC Financial Aid (08-09)

- Total number of students receiving financial aid: 2857
- Percentage of student body: 61%
- Amount of aid disbursed for 08-09 (est.) \$12 million
- Percentage of Financial Aid receiving Pell Grants: 55% (4 million)
- Percentage of Financial Aid recipients receiving Supplemental Educational Opportunity Grants: 20% (\$583,640)
- Percentage of Financial Aid recipients' receiving DC LEAP (DC Leveraging Educational Assistance Program) 11% (\$382,747)
- Percentage of students receiving Institutional Grants: 8% (\$189,827)
- Percentage of students participating in the Federal Family Educational Loan Programs: 45% (\$5,147,494)
- Percentage of students participating in the Perkins Loan Program: 1.9% (\$150,878)



Financial Aid Goals

- ✓ Establish a strategic enrollment management plan focused on an approach to student recruitment and retention aligned with University goals
- ✓ Ensure compliance in all areas of Financial Aid
 - measured by annual A-133 Compliance Audit
- ✓ Implement a Default Management Plan - ensure UDC will maintain a USDOE Cohort Default Rate of less than 10% (now 4.4%)
- ✓ Institute and adhere to specific deadlines for students and staff for submission of financial aid paperwork, documents, and processing of aid
- ✓ Communicate the availability of financial aid to students



Financial Aid – Action Steps to Improve Student Services

- ✓ More efficient staff organization to improve processes and services
- ✓ More hand-on support to students in completing forms
- ✓ On-line access to book vouchers (summer 2009)
- ✓ Staff Development: Certified Credit Counselors
 - eventually establish credit counseling office
- ✓ Technology Enhancements
 - Place award letters on-line for continuing students
 - Mail new student letters
 - Encourage on-line application



Community College Admissions Standards Effective Fall 2009

- ✓ Open admissions
- ✓ All entering students must take ACCUPLACER examinations



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Flagship Admissions Standards Effective Fall 2009

Minimum Standards

- ✓ 2.5 GPA and 800/1600 (1200/2400) SAT or ACT equivalent,
or
- ✓ 2.0 GPA and 930/1600 (1400/2400) SAT or ACT equivalent,
or
- ✓ Alternatively, be declared “College Ready” by taking the
ACCUPLACER examinations, as determined by the faculty

Honors College

- ✓ At least 3.0 GPA and 1100/1600 (1600/2400) SAT or ACT
equivalent

Presidential Scholars

- ✓ 3.5 GPA and 1200/1600 (1800/2400) SAT or ACT equivalent,
or
- ✓ 4.0 GPA and 1130/1600 (1700/2400) SAT or ACT equivalent



Mean SAT Scores for DC Test Takers

Year	SAT-Reading (M)	SAT-Reading (F)	Mean Score	SAT-Math (M)	SAT-Math (F)	Mean Score	SAT-Writing (M)	SAT-Writing (F)	Mean Score	Total Mean Scores	ACT Equivalent
2006	505	502	503	536	502	518	491	502	497	1517	21
2007	504	502	502	533	499	515	489	500	494	1511	21
2008	504	500	502	533	500	515	488	501	494	1511	21



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District of Columbia Public Schools SAT Reason Test: 2008

School	Number of Test Takers [A]	Reading Mean [B]	Math Mean [C]	Writing Mean [D]	[A] x [B]	[A] x [C]	[A] x [D]
Anacostia	75	339	324	356	25,425	24,300	26,700
Bell Multi	112	364	375	374	40,768	42,000	41,888
Banneker	73	516	508	505	37,668	37,084	36,865
Calvin Coolidge	84	372	364	358	31,248	30,576	30,072
Duke Ellington	84	465	399	455	39,060	33,516	38,220
Eastern Senior High School	65	354	333	351	23,010	21,645	22,815
Cardozo High School	105	344	342	340	36,120	35,910	35,700
Ballou	97	347	336	334	33,659	32,592	32,398
Woodson	93	358	341	345	33,294	31,713	32,085
Luke C. Moore	15	360	340	363	5,400	5,100	5,445
Margaret Washington Career	62	337	319	327	20,894	19,778	20,274
McKinley Technical	173	418	401	407	72,314	69,373	70,411
Dunbar	112	382	384	367	42,784	43,008	41,104
Roosevelt	140	358	337	345	50,120	47,180	48,300
School Without Walls	76	551	504	529	41,876	38,304	40,204
Spingarn	41	346	309	333	14,186	12,669	13,653
Woodrow Wilson	319	497	489	488	158,543	155,991	155,672
Total	1726	N/A	N/A	N/A	706,369	680,739	691,806
Average by Test Type					409	394	401
					Reading	Math	Writing
Total Score from the average of all tests					1204		

Note:- The average is obtained by dividing the total score (the product of head count of test takers & their mean score) and by the total number of students from all schools

**Source: Statistics directly taken from
College Board Website**



Enrollment Management Partner: Noel Levitz

- ✓ Trusted partner to higher education
- ✓ Specializes in strategic planning for enrollment and student success
- ✓ Collaborated with more than 2,000 campuses
- ✓ Clients include:
 - public and private institutions throughout North America
 - two-year and four-year institutions
 - graduate and professional school systems



Communication Strategy

- Utilizing Social Networking Sites
- Updating University Web pages
 - Especially scholarships, financial aid, and admissions
- New Community College Website
- Communications Taskforce
 - Student Government Association, Trustees, Administrators
- Reorganization and Rebranding of University Website
- Electronic Internal Newsletter
- Electronic Alumni Newsletter



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Five-Year Strategic Plan

- ✓ Mission **-Established**
- ✓ Vision **-Established**
- ✓ Goals **-Established**
- ✓ Strategic Repositioning Framework and Implementation Plan - **Complete**
- ✓ Strategic Academic Program Plan Development – **March - December, 2009**

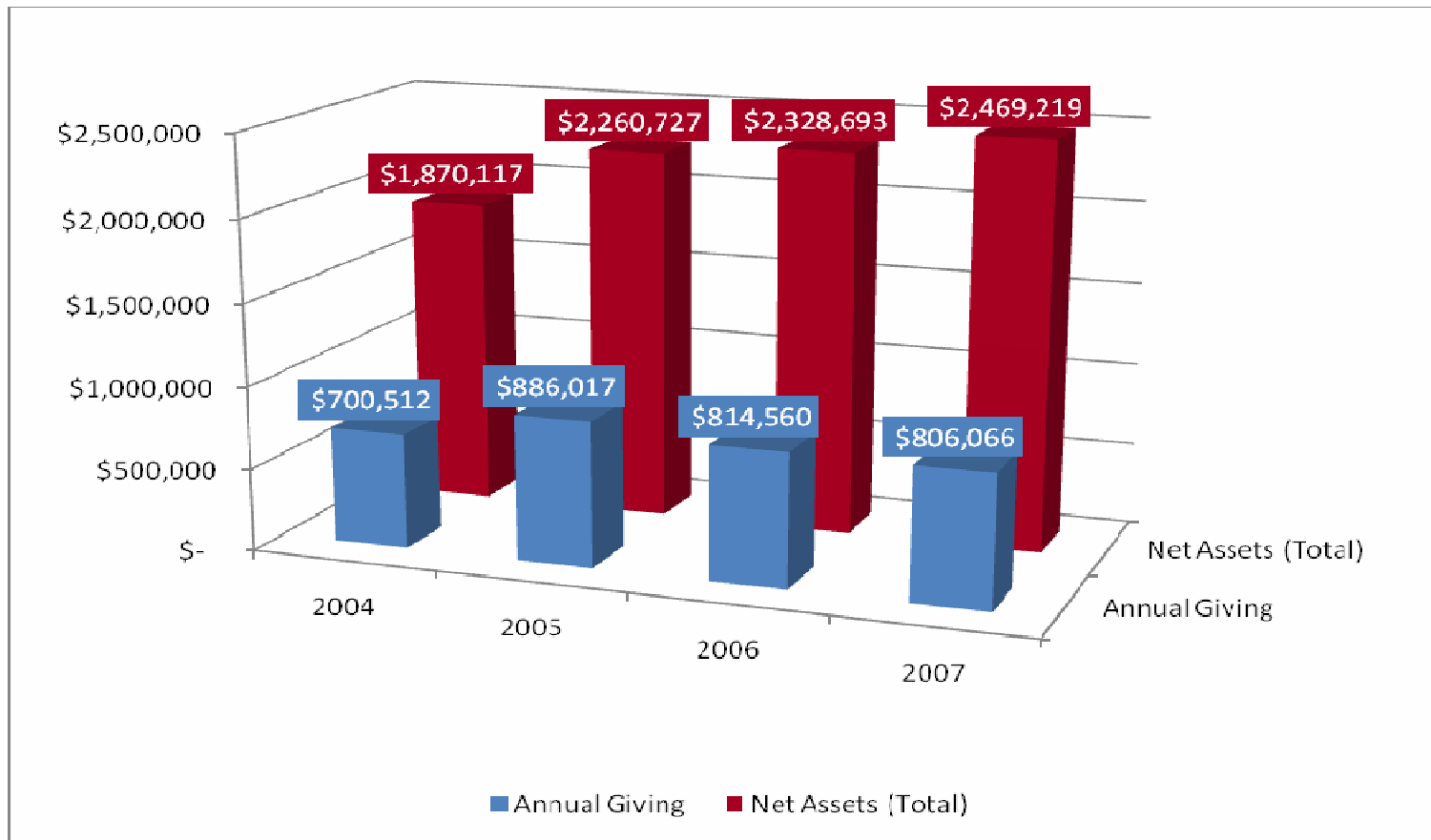
Supported by Business Plan

- ✓ Meeting the Land Grant Mission
- ✓ Community College and Flagship
- ✓ 21st Century Teaching – Purposeful learning and scholarship
- ✓ Research – Informed, best practices
- ✓ Collaborative
- ✓ Targeting Resources for Future Success



Total Net Assets

- The following table shows Annual Giving relative to Total Net Assets for the UDC Foundation between 2004-2007.





Facilities Master Plan

Completion Date June 2009

- Student Center Site Plans
- Law School Building
- Student Housing
- Future Sites for Community College
- Housing for Visiting Faculty



Student Center

As the focal point for University student life and to promote quality student services, the University has proposed a state-of-the-art Student Center featuring:

- Welcome Center
- Student Offices (Student Government & Newspaper, Yearbook, Club Offices, Greek Letter Offices)
- Study Lounge Area's
- Business Center/Incubator



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Student Center

- Administrative Offices (Counseling, Student Services, Career Services, Financial Aid)
- Computer Labs
- Art Gallery
- Multi-purpose Rooms
- Smart Classrooms
- Web-Based Teleconference Center
- Food Court
- Bookstore



The faculty, staff, and students
of the University of the District of Columbia
thank you for your continued support.