



Rachel M. Petty, Ph.D.
Interim Provost and Vice President for Academic Affairs

April 23, 2014

Dr. Tito Guerrero, III
Vice President
Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104-2680

Re: UDC Self-Study Design Revisions

Dear Dr. Guerrero:

Please find attached the revised copy of the Self-Study Design document. The Committee corrected all of the items you pointed out and added a revised organizational chart. Additionally, the Committee has added two questions to Standard 11 related to the assessment of the Learning Resources Division.

Please let me know if you have any questions or need additional information.

Sincerely,

Rachel M. Petty
Interim Provost



“Sustaining a Culture of Assessment: Question, Research, Transform”

UNIVERSITY OF THE DISTRICT OF COLUMBIA

SELF-STUDY DESIGN

Submitted to the

MIDDLE STATES COMMISSION ON HIGHER EDUCATION

Prepared by the

Self-Study Steering Committee Members

Washington DC

April 2014

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

The University of the District of Columbia 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 life of their unique 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. 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.

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 the University of the District of Columbia'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." The University of the District of Columbia Community College (UDC-CC) serves the City's 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 created 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 the university 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. The College of Agriculture, Urban Sustainability and Environmental Sciences (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, environmental science 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 over time to meet the changing needs of its students and the community. The university currently offers 70 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 (CC); and the David A. Clarke School of Law.

A Revised Mission

Since the 2005 visit from the Middle States Commission on Higher Education (MSCHE), UDC has undergone many changes with the addition of the Community College as branch campuses and the addition of the College of Agriculture Urban Sustainability and Environmental Sciences. It has also experienced many changes in leadership. The university has had four presidents and an interim Chief Operating Officer, with the current president serving as interim. There have also been five provosts with the current provost as interim. 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 the university 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)

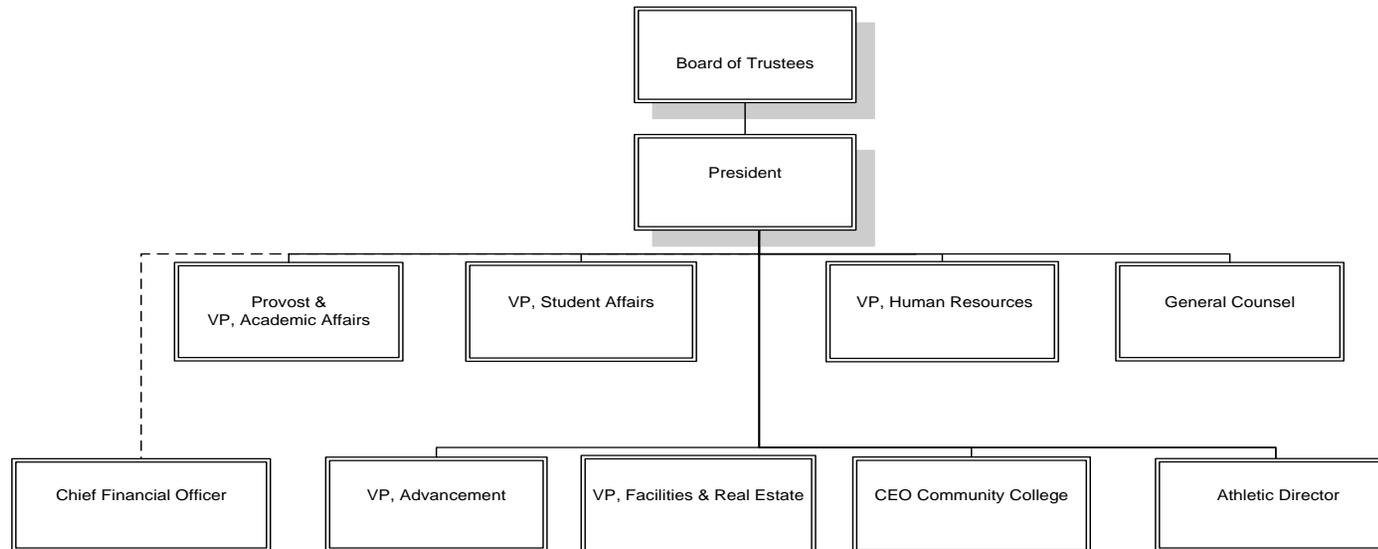
The mission is interpreted through Five Core values (Excellence, Collaboration, Sustainability Innovation and Integrity) and five goals.

Organizational Structure of UDC

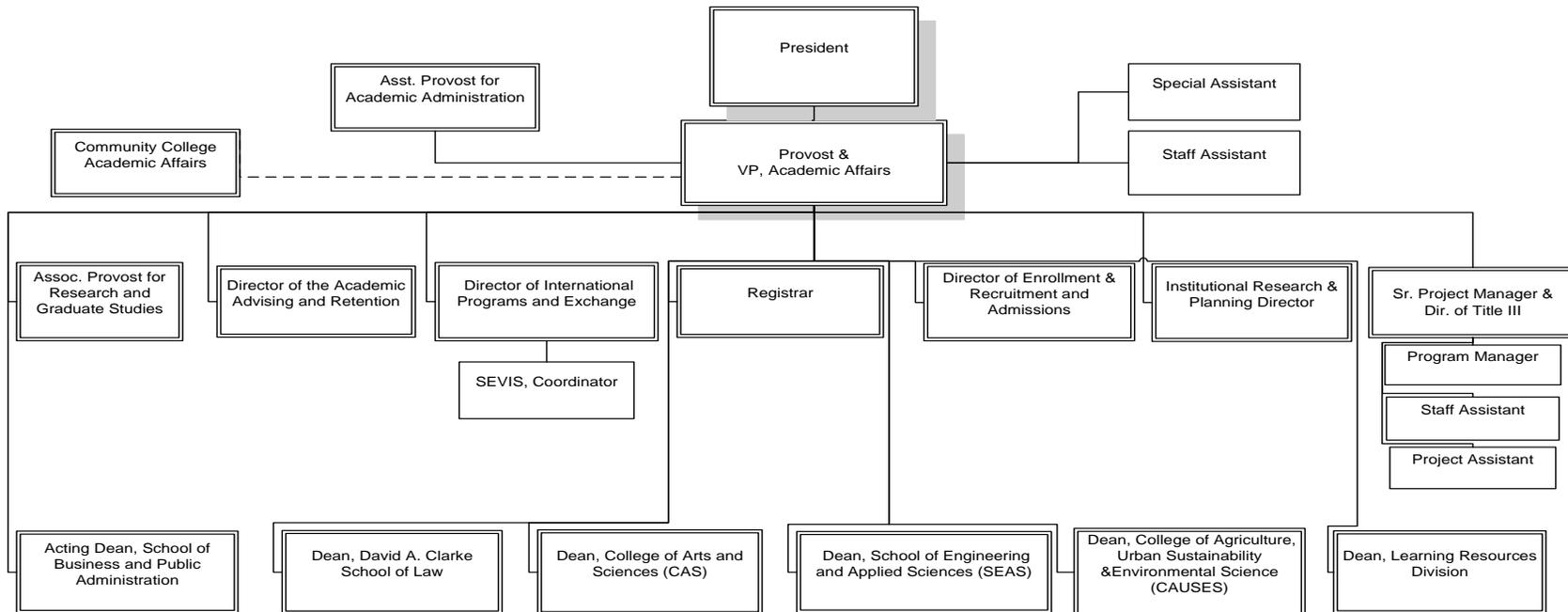
As stated before, UDC strives to meet the comprehensive post-secondary education needs of the residents of the District of Columbia, a diverse population of approximately 650,000, and is a key component in a continuum that is central to the development of the city. In cooperation with other academic 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 70 programs from the associates degree through masters degrees and professional degrees e.g. Juris Doctorates. In addition, the university serves thousands of other learners enrolled in workforce development and lifelong programs through the Community College and the College of Agriculture, Urban Sustainability and Environmental Sciences land grant centers. Through these programs, the university 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 Interim University President, Dr. James E. Lyons, Sr., manages the overall institution, which has an approximate operating budget of \$104 million. Dr. Rachel Petty serves as the Interim Provost and Vice President for Academic Affairs. Below are two charts showing the organization of the university.

University of the District of Columbia President's Executive Cabinet



University of the District of Columbia Office of the Provost & Vice President, Academic Affairs



Updated April 9, 2014.



I. 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 Public, Land Grant, and Historically Black College and University (HBCU) functions. Since 2005, each of the new presidents brought different ideas and visions for the direction of the university. 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 (CC), and created a cutting-edge general education program, with centralized student advising. 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 the university, the mission and goals remain steadfast in maintaining a university, which is transformative for students and the broader citizenry of the District of Columbia. Grouping standards allows UDC to assess itself against the Characteristics of Excellence while reflecting on the journey of transformation.

II. 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 the university’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 the university 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: A Roadmap for Renewal, Innovation, Success and Sustainability*.

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 the Vision 2020 Strategic Plan, the self-study research questions are aligned with the five strategic goals. While the Vision 2020 Strategic Plan 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 the university, 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 recommendations 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.

III. Organization and Selection of Members of the Self-Study Steering Committee and Central Editing Team

The 2016 Self-Study Steering Committee was selected by Interim Provost Rachel Petty and Interim President James E. Lyons, Sr. in August 2013, with co-chairs Lena Walton, Assistant Dean of the College of Arts and Sciences and Marilyn Hamilton, Assistant Dean of the Community College. The Steering Committee meets twice a month and after extensive research and deliberation decided to adopt 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*.

- 1. Mission, Goals and Integrity**
 - a. Standard 1, Mission and Goals
 - b. Standard 6, Integrity
- 2. Planning, Resources and Institutional Renewal**
 - a. Standard 2, Planning Resource Allocation and Institutional
 - b. Standard 3, Institutional Resources
- 3. Leadership, Governance, and Administration**
 - a. Standard 4, Leadership and Governance
 - b. Standard 5, Administration
- 4. Student Admissions and Support Services**
 - a. Standard 8, Student Admissions and Retention
 - b. Standard 9, Student Support Services
- 5. Faculty**
 - a. Standard 10, Faculty

6. Educational Offerings

- a. Standard 11, Educational Offerings

7. General Education and Related Educational Activities

- a. Standard 12, General Education
- b. Standard 13, Related Educational Activities

8. Institutional Assessment and Student Learning Assessment

- a. Standard 7, Institutional Assessment
- b. Standard 14, Assessment of Student Learning

Eight subcommittees were established to address the groups of standards.

IV. The Charge and Responsibilities of the Steering Committee

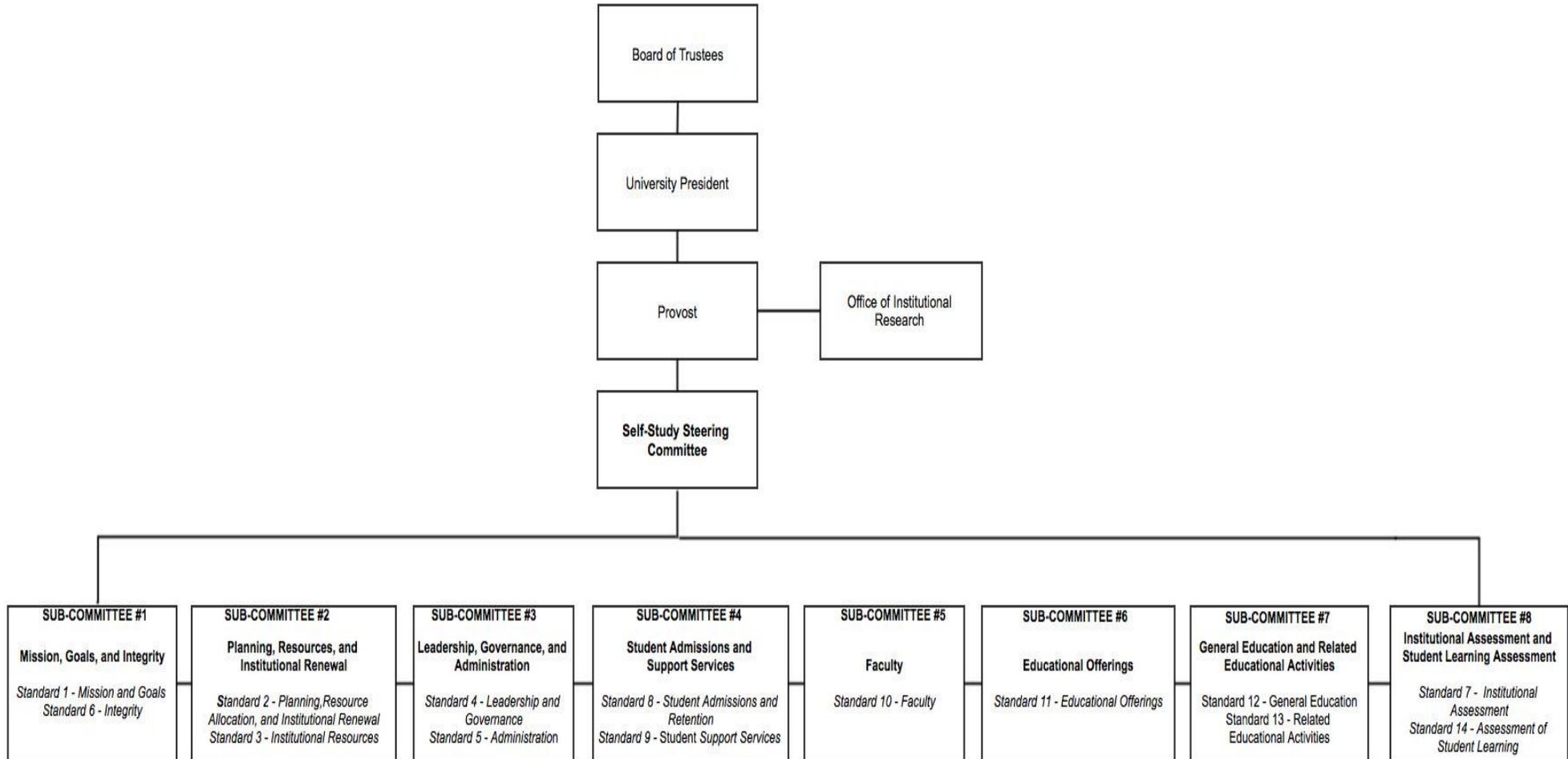
The charge of the Steering Committee is to provide leadership to the entire self-study process under the direction of co-chairs, Lena Walton and Marilyn Hamilton. The steering committee responsibilities include the following:

- Communicate the self-study process to the overall campus community
- Keep the university 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
- Prepare bi-weekly progress reports to subcommittees and Provost
- 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

V. Members of the Steering Committee

Lena Walton (Co-chair)	Associate Dean	College of Arts and Sciences (CAS)
Marilyn Hamilton (Co-chair)	Assistant Dean	Community College (CC)
Abiose Adebayo	Professor	SEAS
Valbona Bejleri	Professor	Math/CAS
Thomas Bullock	Interim Chair	Education/ CAS
Juanita Eagleson	Professor	English / CC
Michael Fitzgerald	Professor	Learning Resources Division
Cristi Ford	Director	Research Academy for Integrated Learning
Suzan Harkness	Special Assistant	Executive Office of the President
B. Michelle Harris	Professor	CAUSES
Elgloria Harrison	Assistant to the Dean	CAUSES
Alex Howe	Professor	English/CAS
Diane Hyman	Assoc. Dean Operations	CAUSES
Sergei Ivanov	Professor	Business/SBPA
Sandra Jowers-Barber	Professor	History/CAS
Arlene King-Berry	Professor	Education/ CAS
Helene Krauthamer	Professor	English/ CAS
Lily Liang	Professor	SEAS
Hany Makhlof	Professor	Economics/ SBPA
Anthony Mansueto	Director	General Education
Kimberly Pennamon	Associate VP	Student Affairs
Marie M.B. Racine	Professor Emeritus	(Retired)
Ana-Marie Steward	Professor	Law
Michael Tannen	Professor	Business/ SBPA
Connie Webster	Assistant to the Provost	Academic Affairs
Jackie Xu	Director	Institutional Research
Student representatives from the Community College and the Main Campus to be selected on March 24 th (UDC-CC) and 25 th (UDC-Main Campus) at the Town Hall Meetings		

VI. Structure of the Self-Study Steering Committee



VII. Members of the Central Editing Team

The Central Editing Team was appointed by Provost Petty. Two members of faculty, one from the Community College English division and the other from the College of Arts and Sciences English program, bring perspectives that are both historical within the university and with accreditation in general. The members of the editing team are as follows:

Lena Walton (Self- Study Co-chair)	lwalton@udc.edu
Marilyn Hamilton (Self-Study Co-chair)	mhamilton@udc.edu
Juanita Eagleson (Editorial Team)	jeagleson@udc.edu
Helene Krauthamer (Editorial Team)	hkrauthamer@udc.edu

VIII. Self-Study Subcommittee Membership and Charges to the Subcommittees and Guidelines for their Sections

Expectations and Obligations

Key to the success of UDC's Self-Study process is the level and breadth of commitment on the part of individual subcommittee participants. While membership on a subcommittee will demand a considerable time commitment to the process as a whole, there are concomitant expectations and obligations that entail each participant's acceptance of his/her role as a "team member." Those expectations and obligations include the following:

Expectations and Obligations ☺
Trust in the purpose and goals of the Self-Study process
Regular attendance at subcommittee meetings
Recognition of the possibility of additional work not previously outlined
Support of subcommittee efforts as demonstrated by a willingness to work cooperatively with other team members
Acceptance of constructive criticism and recommendations in support of achieving the subcommittee's overall goals and objectives
Completion of assignments within the timeframe allotted
Maintenance of confidentiality

The first obligation of a potential subcommittee member is to honestly assess his/her ability to fully commit to the demands of full participation in the long-term process of institutional self-study.

Charges to the Subcommittees

Subcommittees are charged with ensuring that content and process for reporting on their particular standards, as grouped for the design, are accomplished on time. An ongoing message to the working groups is that this institutional self-study process has far-reaching application and must be closely tied to the implementation efforts of the strategic plan which is newly developed and approved for implementation, and to the many recent changes experienced by the university with emphasis on the Community College. Another message is that the institutional self-study is an exceptional opportunity for communal reflection, discussion, and transformative action.

To satisfy the content requirements, subcommittees are to ensure that the self-study is analytical and data driven. In developing their self-study questions, subcommittee co-chairs analyzed both *Characteristics of Excellence* and *Self-Study: Creating A Useful*

Process and Report. Their attention was directed to the sections on “Fundamental Elements,” “The Role of Questions,” “Asking Meaningful Questions,” and “Some Sample Questions.”

The Timeline guides the process of the self-study for the institutional self-study. Each subcommittee determines its own meeting schedule and is encouraged to assign tasks to its members. However, subcommittees must adhere to specific predetermined meeting dates and milestone deadline dates such as those found in our Timeline for the Institutional Self-Study; the final deliverable from each of the eight subcommittees is a draft of its section of the Self-Study Report. Drafts are not to exceed 20 pages per section and are to adhere to the specific outline provided.

1. Mission, Goals and Integrity

- a. Standard 1, Mission and Goals
- b. Standard 6, Integrity

Members of Subcommittee

Kimberly Pennamon (Co-chair)	Associate Vice President	Student Affairs
Arlene King-Berry (Co-chair)	Professor	Education/CAS
Cecilia Alvarado	Professor	Education/CC
Paul Bachman	Professor	Management/SBPA
Pier Broadnax	Professor	Nursing
Diane Hyman	Assoc. Dean of Operations	CAUSES
Albert Pearsall, III	Professor	English/CC
Judith Ramey	Professor	Business
		Administration/SBPA
Michael Talley	Professor	Graphic Design/CAS
Carlyne Vance	Marketing Specialist	CAUSES

Subcommittee 1: Research Questions

Standard 1:

- 1.1. How has UDC reflected its core statutory requirements (land grant mission, HBCU, and Public Urban status) while staying abreast of higher education advancements?
- 1.2. What strategies and measures has UDC used to determine that the educational needs, desired curriculum, and degree options maintain academic integrity and relevance for the citizenry of DC?
- 1.3. How are the major themes of the mission reflected in the institutional goals and core values?

- 1.4 To what extent does UDC use an intentional process, with well defined steps, across all units of UDC to assure that its mission and goals are considered in all decision making processes?
- budgeting, and resource allocation
 - hiring and reduction in force of faculty, staff, and administrators
 - addition, discontinuation, and changes in academic programs
 - creation of new academic units and reorganization within academic units
- 1.5 From the mission statement, how does UDC achieve and measure its responsibility to build a diverse generation of competitive, civically engaged scholars and leaders?
- 1.6.1 How does UDC measure the extent to which the mission and goals used to gauge preparedness of students, reflective of current job market needs and academic requirements?
- 1.6.2 What do the results tell us about students' preparedness for further education and workforce entry?

Standard 6:

- 6.1 How does UDC ensure that publications, policies, and procedures are accurate and accessible?
- 6.2 How does the conduct of the university demonstrate that it follows through and adheres to ethical guidelines, and established policies and procedures (admissions, academic freedom, student grievances, etc.)?

2. Planning, Resources and Institutional Renewal

- Standard 2, Planning Resource Allocation and Institutional
- Standard 3, Institutional Resources

Members of Subcommittee:

Michael Rogers (Co-chair)	Vice President University Advancement
Michael Tannen (Co-chair)	Professor SBPA
Connie Webster (co-chair)	Assistant to the Provost
Patrick Bateman	Administration Advancement
Shadé Chism	Student
Ronald Culmer, III	Captain University Police
David Franklin	Finance
Katie Inmon	Professor Learning Resources Division
Edward Jones	Professor Learning Resources Division
Sislena Ledbetter	Counselor Student Services

Raysa Leer	Administrator	CC
Deborah Lyons	Professor	SBPA
David Mastropaolo	Director	Training and Prof. Devt.
Clarence Pearson	Professor	CAUSES
Erik Thompson	Facilities	UDC
Peter Ufland	Professor	CC

Subcommittee 2: Research Questions:

Standard 2:

- 2.1 How does Vision 2020 clearly link resource management to academic, facilities, and human resource allocation?
 - 2.2.1 How does UDC measure its effectiveness and evaluate the extent to which the institution is accomplishing its mission and strategic goals?
 - 2.2.2 How does UDC respond to measures that are below expectations?
 - 2.3.1 How does UDC ensure that the decision-making process is collaborative?
 - 2.3.2 How does UDC ensure that the capital budget allocations are consistent with academic programs and all other non-academic services priorities?
 - 2.4.1 How, who, and what defines “adequacy” in the context of determining allocated resources?
 - 2.4.2 How do we determine what effective/efficient uses are important for investment?
- 2.5 The planning and allocation process is expected to be “transparent”; how does UDC define and demonstrate transparency?
- 2.6 How does UDC communicate the planning and improvement process?
- 2.7 To what extent are final decisions and rationale communicated to promote continuous interest and support for UDC’s mission?
 - 2.8.1 What internal and external governing forces impact UDC’s planning and resource allocation process?
 - 2.8.2 How do they influence the planning and allocation of resources?
- 2.9 To what extent does UDC plan adequately for new initiatives and how does the university determine what is planned?

Standard 3:

- 3.1.1 What QA/QI measures are being used at UDC to assess academic and support service performances with expectations and allocation of resources?

- 3.1.2 How and when are alternative actions determined and implemented so that goals and objectives are met?
- 3.2 What types of environmental scans facilitate decisions regarding internal and external collaborations, and/or sharing of resources?
- 3.3 What formula or mechanism is used to determine adequate human (*faculty, staff, administration,*) and *physical (space) resources* to meet the university/college/program mission and goals?
- 3.4.1 What types of assessments are being done to assess the impact of the added campuses (facilities) and academic units?
- 3.4.2 What actions have resulted from the assessment?
- 3.5 What mechanism or planned decision-making process is being used to determine and address resource needs and allocation of all satellite campuses?
- 3.6 Does UDC have adequate institutional autonomy and control to master financial, administrative, and auxiliary operations indicated in its strategic plan (past and projected 2020 Plan)?
- 3.7 What measures are presently used at UDC to assess technology currency and its life cycle or the total status of technology infrastructure?

3. Leadership, Governance, and Administration

- a. Standard 4, Leadership and Governance
b. Standard 5, Administration

Members of Subcommittee

Thomas Bullock (Chair)	Interim Chair	Education
Shelley Broderick	Dean	Law School
Sean Dowie	Graduate Student	Education
Konyka M. Dunson	Grants Specialist	CC
Jim W. Dyke, Jr.	Trustee	
David Garnett	Director	Student Accounts
Carlos Granados	President	Phi Theta Kappa/CC
William Hacker	Director	Academic Support/CC
Virginia Howard	Professor	Education
Andrea Linthicum	Recruitment Specialist	Admissions
James E. Lyons, Sr.	Interim President	UDC
Stacie Mills	Legal Policy Coordinator	General Counsel

Albert Pearsall, III	Professor	English/CC
Leslie Richards	Professor	Sociology/CAS
Jerome Shelton	Trustee	
Mark Strothers	Assistant to the VP of Student Affairs	
Patricia Thomas	Director	Athletics
Colin Touhey	Director	Student Success Team /CC
Calvin Woodland	Interim CEO	CC

Subcommittee 3: Research Questions

Standard 4:

- 4.1 How does UDC's organizational structure demonstrate the lines of authority?
- 4.2 How does the organizational chart depict UDC's administrative functions as it pertains to lines of shared services and enrollment between UDC's main campus and branch campuses?
- 4.3 How is the current organizational chart structured with shared services between the main campus and branch campuses aligned to enrollment projections and reformatted program offerings in Vision 2020?
- 4.4 To what extent is UDC's system of governance defined to allow institutional constituents to determine their role in policy development and decision-making?
- 4.5 How does the current structure demonstrate that there is an active governing body with sufficient autonomy to assure institutional integrity?
- 4.6 In what ways does the UDC system of governance guide university constituents to fulfill their responsibilities of policy and resource development, consistent with its mission?
- 4.7 How do UDC's stakeholders (students, faculty, staff, administrators, external groups) participate in institutional governance?

Standard 5:

- 5.1 In what ways and for what reasons have staffing patterns and reporting hierarchy changed in the past 10 years? How do these changes influence UDC's enrollment challenges?
- 5.2 How does UDC ensure shared services are adequate to support learning for its diverse student population and professional development for faculty staff and administrators?

- 5.3 How does UDC assess the adequacy of shared services when decisions are made to create new academic units?
- 5.4 To what extent and how effectively do UDC's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support its organization and governance?

4. Student Admissions and Retention, Support Services

- a. Standard 8, Student Admissions and Retention
- b. Standard 9, Student Support Services

Subcommittee Members

Sandra Jowers Barber (Co-chair)	Professor	History/ CAS
Janice Jackson (Co chair)	Advising	Main campus
Pearl Peters (Co-chair)	Advising	CC
Trelaunda Beckett	Disability Resources Center	
Michelle Chatman	Professor	Anthropology/CAS
William Hawkins	Professor	Math
Doris Peters	Professor	Education
Karen Redden	Professor	Biology/ CAS
J. Brandon Shaw	Professor	Allied Health/ CC
Colin Touhey	Director	Student Success Team/CC
Les Vermillion	Professor	SBPA

Subcommittee 4: Research Questions

Standard 8:

- 8.1.1 Vision 2020 calls for an increase of 700 FTE by 2020. What recruitment mechanisms have been in place?
- 8.1.2 What is the target audience from which the university has recruited?
- 8.1.3 What assessment was done to determine the infrastructure that needs to be in place for the university to realize its enrollment goals for the main campus and branch campuses?
- 8.2.1 What socio-cultural factors will impact the composition of the UDC student population by year 2020?
- 8.2.2 How has the strategic plan made provisions for the anticipated changes?
- 8.3.1 How has the institution used data about student retention rates to determine the services students need to be supported as they transition from a) developmental to

- college level courses; b) admission to first semester of second year; c) two year to four year programs and d) certificate non-degree programs to degree programs?
- 8.3.2 How did retention data inform the Vision 2020 goals of increased enrollment?

Standard 9:

- 9.1 To what extent does the university have effective programs, policies, and processes to support the diverse population of students from admission year to graduation?
- 9.2 What mechanisms are in place to support students' transition into careers and workforce?
- 9.3.1 To what extent are student support services adequate for the students served at (a) the branch campuses and (b) the Main Campus?
- 9.3.2 How are students informed about these services?
- 9.3.3 What assessments are used to determine if the services are effective?
- 9.4.1 How has the university assessed the effectiveness of the changes in student advising services?
- 9.4.2 What did UDC learn from these assessments?
- 9.5.1 To what extent have students been engaged in the building of a student centered learning environment?
- 9.5.2 How will they be engaged as UDC goes forward?

5. Faculty

a. Standard 10, Faculty

Members of the Subcommittee

Sergy Ivanov (Co-chair)	Professor	SBPA
Hany Mahklouf (Co-chair)	Chair	Management/ SBPA
A. Segun Adebayo	Chair	Mech. Eng./ SEAS
Li Chen	Professor	Computer Sci./SEAS
Carolyn Cousin	Professor	Biology/ CAS
Esther Ososanya	Professor	Elect. Eng./ SEAS

Subcommittee 5: Research Questions

- 10.1 How do UDC policies and practices contribute to the recruitment, selection, and retention of academically and/or professionally qualified full- and part-time faculty members?

- 10.2 What are the main faculty characteristics in terms of degrees earned, research productivity, service, academic rank, diversity, full-time vs. part-time, etc. How do these characteristics impact the institution's strengths and weaknesses?
- 10.3 How do UDC policies, resources, and practices contribute to faculty development and the enhancement of their teaching effectiveness, research, and service?
- 10.4 How does UDC assess faculty performance, grant tenure and promotions, and handle faculty grievances?
-

6. Educational Offerings

a. Standard 11, Educational Offerings

Members of Subcommittee

Alex Howe (Chair)	Professor	English/ CAS
Ralph Belton	Professor	Architecture/ CAUSES
Abdi Darai	Professor	Math / CAS
Terrence Edwards	Professor	Math / CAS
Elgloria A. Harrison,	Assistant to the Dean	CAUSES
Connie Patsalos	Adjunct Faculty	UDC-CC
William Rice III,	Professor	Math / CAS
Debra Robinson-Foster	Professor	SBPA

Subcommittee 6: Research Questions

- 11.1.1 How well are transfer students accommodated and integrated into academic programs on campus?
- 11.1.2 What impact does transferring from other universities have on the intended coherence of the academic programs of the students?
- 11.1.3 How should any problems be addressed?
- 11.2 How well do students understand the purpose and interrelationship of each requirement of their academic programs, particularly the relationship between "skills" and subject area courses?
- 11.3.1 To what extent are there clear pathways in all relevant fields to move from non-degree and associate work at the CC to bachelor- and perhaps graduate work at the Main Campus?
- 11.3.2 How well do the students understand the relationships between the educational offerings and the mission of the institution?

- 11.4.1 What evidence demonstrates that program goals are in alignment with the institutional mission?
- 11.4.2 How do program development and assessment processes foster periodic consideration of mission alignment, as well as foster a consideration of academic content and rigor?
- 11.5.1 What evidence is there that the learning resources, facilities, instructional equipment, library services, and professional library staff are adequate to support the institution's educational programs?
- 11.5.2 What evidence is there of collaboration between professional library staff and faculty in teaching and fostering information literacy skills relevant to the curriculum?

7. General Education and Related Educational Activities

- a. Standard 12, General Education
- b. Standard 13, Related Educational Activities

Members of Subcommittee

Anthony Mansueto (Co-chair)	Director/ Professor	General Education/ CAS
Michael Fitzgerald (Co-chair)	Professor	LRD
Cristi Ford (Co-chair)	Director	RAIL
Elmira Asongwed	Professor	Nursing/CAUSES
Leroy Barton, Jr.	Professor	Mass Media/CAS
Ralph Belton	Professor	Media/ CAS
Jeffery S. Fleming	Professor/Chair	Math/CAS
Kim R. Ford	Director	Workforce Development
William A. Hanff, Jr.	Professor	Mass Media/CAS
Amanda Huron	Professor	Geography/ CAS
Dwayne Jones	Professor	CAUSES
Patricia Maida	Professor	English/ CAS
Matt Petti	Professor	English/ CAS
Malva Reid	Assistant Dean	SBPA
David (Neil) Richardson	Director	Continuing Education
Stefeni Stallworth	Professor	English/Community College

Subcommittee 7: Research Questions

- 12.1 To what extent and in what ways are our general education outcomes appropriate, both to the imperatives of liberal education and the specific mission, constituency, and programs of the university? How adequate are our processes for continually re-evaluating these outcomes and revising them?

- 12.2 How adequately are the aims of our general education program communicated to and understood by faculty, students, staff, and the community we serve, and how adequate are our processes for improving this understanding?
- 12.3 To what extent are our students meeting our general education outcomes? How adequate are our processes for assessing their achievement and for improving the program, its component strands, individual courses, and student performance?
- 12.4 How adequately does our general education program accommodate our large transfer population, the existence of a community college within the university system, and the predominance of professional programs at UDC? How adequate are our processes for assessing these factors and improving our performance with respect to them?
- 13.1 To what extent do the related educational activities support the mission and goals of UDC?
- 13.2.1 How do related educational activities at UDC demonstrate articulated program goals, learning objectives, and assessments?
- 13.2.2 How are they developed, approved, and periodically updated?
- 13.2.3 What processes are in place to ensure that the quality and rigor of teaching and learning for related educational activities are comparably high across branch campuses and delivery methods?
- 13.3.1 What evidence is there to demonstrate support for distance education program through faculty professional development and training and technology infrastructure?
- 13.3.2 What periodic assessment is made to examine the impact of distance education on UDC's resources?

8. Institutional Assessment and Student Learning Assessment

- a. Standard 7, Institutional Assessment
- b. Standard 14, Assessment of Student Learning

Subcommittee Members

Jackie Xu (Chair)	Director	Institutional Research (IRAP)
Patrick F. Bateman	Deputy Director	Office of University Advancement
Valbona Bejleri	Professor	Math/ CAS
Angelyn Flowers	Professor	Urban Affairs/ CAS

Diane Hyman	Associate Dean of Operations	CAUSES	
Daryao Khatri	Professor	Physics/ CAS	
Sheila H. Martin	Professor/Chair	Political Science/ CAS	
Laurie Morin	Professor/Assoc. Dean for Academic Affairs		Law
Dorothy Phaire	Professor	English/ CC	
William White	Professor	SBPA	

Subcommittee 8: Research Questions

- 7.1 What is UDC's institutional assessment system?
- 7.2 How does UDC gather evidence/data that it uses to assess overall effectiveness of how it's achieving its goals and mission?
- 7.3 To what extent are stakeholders involved in the institutional assessment process?
- 7.4 How does institutional assessment drive institutional change?
- 7.5 To what extent has UDC committed the resources needed to support understanding and implementation of assessment across all units?
- 14.1 What is UDC's system for assessing student learning?
- 14.2 How does UDC demonstrate that its current procedures and processes are appropriate and aligned with the goals and objectives of courses, programs, and the UDC mission for assessing student learning?
- 14.3 To what extent are stakeholders (i.e. potential employers) involved in the student learning outcomes assessment process?
- 14.4 How does assessment of student learning drive curricular and program change?

IX. Community Involvement and Communication Plan

Blackboard: All documents such as design questions, minutes of meetings, and progress reports that are submitted by the subcommittees or generated by the self-study steering committee are posted online on Blackboard in a university wide organization. This site is accessible to all, and gives everyone in the university community the opportunity to keep abreast with all activities and post comments in response to posted documents or university forums.

UDC Website: The Self-study Steering committee is working with the university's marketing and communication division to create a strong web presence for the self-study

on www.udc.edu. This page will feature the self-study timetable, data and results, schedule of campus wide forums, pictures and recordings from forums among other non-sensitive documents. This page will also be linked to a secure site on which we will create the self-study exhibit/document room and the drafts and final self-study report.

MY.UDC.EDU: This page features a prominent panel that includes information about the self-study process, a link to the MSCHE website, an application for those who want to participate on a subcommittee, contacts for the co-chairs, a draft of the Self-Study Design, and an area where readers may post comments.

Regularly scheduled meetings: the steering committee meets twice per month to discuss progress and concerns. These meetings also provide a forum for planning for university wide events and for assessing that our goals are being realized.

University wide forum: These are designed to get the university community fully involved in the self-study process by providing feedback and comments. Forums are held on both campuses and transportation provided for participants to travel between campuses. In the first university wide discussion, and a student leaders meeting, participants provided comprehensive feedback that were used to develop research questions for the self-study design. Each month there is going to be a university wide forum hosted by the steering committee to communicate self-study matters and assessment.

X. Organization of the Self-Study Report

The following is the proposed design of the self-study report:

- I. **Executive Summary and Eligibility Certification Statement:** This section will summarize the findings and recommendations of the 2016 UDC Self-Study. It will also include the Eligibility Certification Statement.
- II. **Introduction:** This section will provide a brief history of UDC and the changes that have occurred since our last (2005) self-study.
- III. **Self-Study Goals and Process:** This section will discuss the 2016 self-study goals and process.
- IV. **Subcommittee Reports:** This section will include the reports from each of the subcommittees representing each of the standards, including their research questions, analyses, findings, and recommendations.
 - A. Mission, Goals, Integrity (Standards 1 and 6)
 - B. Planning, Resources, Institutional Renewal (Standards 2 and 3)
 - C. Leadership, Governance, Administration (Standards 4 and 5)

- D. Student Admissions and Retention, Support Services (Standards 8 and 9)
- E. Faculty (Standard 10)
- F. Educational Offerings (Standard 11)
- G. General Education, Related Educational Activities (Standards 12 and 13)
- H. Institutional Assessment, Assessment of Student Learning (Standards 7 and 14)

- V. Conclusion:** This section will integrate and summarize the findings from the subcommittees, drawing major conclusions and making recommendations.

In a Compendium, we will include the list of supporting documents and other resources used to compile this report, as well as tables, charts, and other items we want the visiting team to review. We will also have an electronic document area accessible to the visiting team with other supporting materials.

XI. Format of Reports and Role of the Editing Team

Report Guidelines

12 point Times New Roman font

One inch margins (standard)

Single space

Microsoft Word or Rich Text Format for word processing

All documents should be emailed to the following people:

Lena Walton (Self-Study Co-chair)

Marilyn Hamilton (Self-Study Co-chair)

Juanita Eagleson (Editorial Team)

Helene Krauthamer (Editorial Team)

lwalton@udc.edu

mhamilton@udc.edu

jeagleson@udc.edu

hkrauthamer@udc.edu

Members should utilize the Blackboard Self-Study Organization for posting drafts of reports and minutes and for communicating with others.

Editorial Remarks

Please write all reports in succinct, clear language, avoiding acronyms and jargon. You may use the following abbreviations:

UDC = the University of the District of Columbia

CC = University of the District of Columbia Community College

CAS = the College of Arts and Sciences

CAUSES = the College of Agriculture, Urban Sustainability, and Environmental Sciences

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
LRD=	Learning Resources Division
OSP=	Office of Sponsored Programs

Please spell out all other names, titles, institutions, or organizations.

Format for Subcommittee Reports

All reports should include the following:

- Subcommittee name and the standard numbers in Arabic numerals.
- List of subcommittee members (in alphabetical order by last name) designated as follows:

Name	Title	Department/Unit
(Indicate Chair/Co-chair)		

- Executive Summary
- Introduction
- Assessment and Evaluation
- Recommendations
- Resources Used

The Editing Team will make every effort to share drafts with subcommittee chairs prior to distribution of reports with the larger community.

XII. Timeline for the Self-Study

Timetable for self-study MSCHE team evaluation

Approximate Dates Leading to Spring 2016 Visit	
Fall 2013	<ul style="list-style-type: none"> • Formation of Self-study Steering committee begins • Co-Chairs Appointed and • Editing Team selected • UDC attends MSCHE Self-study Institute
Spring to Summer 2014	<p>January</p> <ul style="list-style-type: none"> • Campus-wide Kick off to Self-study – January 6, 2014 • Develop special emphasis and chose model for self-study • Determine type of workgroups/subcommittees • Formation of self-study work groups/subcommittees • Steering committee develop charge for work groups • Select Editing Team <p>February to March</p> <ul style="list-style-type: none"> • Finalize steering committee membership

Approximate Dates Leading to Spring 2016 Visit	
	<ul style="list-style-type: none"> • Recruits students for subcommittees • Submission of subcommittee list to campus leaders • Orientation for work groups – charge assigned • Meet with student government leaders • Town Hall meetings at UDC (Campus community and Alumni) • Draft design proposal and submit to university leaders • Share design proposal with UDC community • Central editing team composes final design document • Finalize design Document and submit to MSCHE March 19, 2014 <p>April</p> <ul style="list-style-type: none"> • MSCHE to visit UDC campus for preparation visit: April 2, 2014 • Revise design based on feedback • Assessment Day at UDC <p>May to July</p> <ul style="list-style-type: none"> • Complete design and resubmit for approval • Steering Committee co-chairs and subcommittee chairs organize the research process
Fall 2014	<p>August to December</p> <ul style="list-style-type: none"> • Steering committee oversee data collection and analysis • Subcommittees involve university community in data gathering and report planning • Progress report and special data or document requests from section chairs (deadline for special requests Mid-October)
Spring to Summer 2015	<p>January to July</p> <ul style="list-style-type: none"> • Self-study report outline submitted to Provost and President for review and feedback • Evaluation team is selected by MSCHE – UDC approves • Date for preliminary and evaluation team visit selected • Subcommittees update their reports and resubmit to steering committee (May 2015) • Self-study design sent to Evaluation Team Chair • Steering committee works on draft self-study report
Fall 2015	<p>August to December</p> <ul style="list-style-type: none"> • First Draft self-study report shared with campus community (Mid-August) • Central editing team uses feedback to revise draft • Second Draft Self-study Report shared with Campus

Approximate Dates Leading to Spring 2016 Visit	
	community (Mid- October) <ul style="list-style-type: none"> • Central editing team uses feedback to revise draft • Second Draft with revisions shared with Evaluation Team Chair through university leaders. (Mid November) • Central editing team revise report based on feedback and prepare final draft for submission • Chair's Preliminary Visit
Spring 2016	January to May <ul style="list-style-type: none"> • Final draft submitted through university leaders to MSCHE and evaluation team (six weeks prior to visit) • Team Visit • Team Report • Institutional response
Summer to Fall 2016	<ul style="list-style-type: none"> • Middle State Committee on Evaluation Reports meets • Commission action

XIII. Profile of the Visiting Evaluation Team

In the traditions of land-grant and historically black colleges and universities, our Urban Public University is an institution of higher education with a mandated mission, an uncompromising vision, and far-reaching goals that continue to shape and guide its present and future course. Ideally, the visiting evaluation team will comprise administrators and faculty who have the academic and professional range of experience to both understand and envision our unique profile.

With a view to our institutional profile, as well as our self-study design, the team should comprise representatives who:

- Are academicians and administrators, from a school with a similar profile---urban, public, land grant, HBCU, comprehensive---with a strong liberal arts background;
- Are preferably from an institution which has implemented comprehensive and in depth reforms in general education;
- Are sensitive to and has experienced directly with the challenges to university governance exacerbated by the rapid turnover in senior administration;
- Have experience at an institution where interim administrators have had to assume major decision-making roles;
- Have knowledge of, and perhaps experience in, the growth and development of a new community college within a university system;
- Understand a unionized environment where relations between the administration and union can be challenging,
- Understand the funding challenges confronting public institutions.

Overall, the visiting evaluation team should have the leadership of a chairperson who brings an understanding of the demands placed upon a university that is experiencing rapid transformation.

XIV. Inventory Of Support Documents

Last Updated: March 17, 2014

No.	Note: These are available in the “Support Documents” area on Blackboard.
100	Self-Study Documents
101	Recruitment Form
102	Self-Study Flyer
108	Meeting Agendas
109	Meeting Minutes
200	Publications
201	Self-Study: Creating a Useful Process and Report (MSCHE)
202	Characteristics of Excellence (MSCHE)
203	Vision 2020 Strategic Plan
204	Self-Study 2005 (Includes Self-Study Report, Compendium, Design, Response)
205	Periodic Review 2010
206	2005 Assessment Process (Proposed)
207	Table Responses (Raw Data) from January 6, 2014 “Kick-off”
208	Strategic Planning Reports
300	Retention Reports
400	Fact Sheets
500	Budget Reports
600	Organizational Charts/ University Documents
700	Law School Self-Study
800	Outside Publications
900	Management Plans
1000	Financial Statements
2000	Institutional Profiles
3000	Periodic Review Reports/ Outcomes Assessment Plan
4000	Other publications
5000	Assessment Plans
5001	School of Law
5002	SBPA
5003	CAS
5004	SEAS
5005	CAUSES
5006	LRD
5007	Community College