



*Connecting the Dots: Sustaining a Culture of Assessment*

## **SELF-STUDY REPORT**

*Prepared for the*

**MIDDLE STATES COMMISSION ON HIGHER EDUCATION**

and the UDC Community

*Prepared by the*

**Self-Study Steering Committee**

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**Middle States Commission on Higher Education**  
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Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

**Certification Statement:**  
**Compliance with MSCHE Requirements of Affiliation**  
[For use by institutions addressing the Accreditation Standards in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12<sup>th</sup> ed., 2006)* Effective August 1, 2015]

\_\_\_\_\_  
(Name of Institution)

is seeking (*Check one*):     Initial Accreditation  
    Reaffirmation of Accreditation through Self Study  
    Reaffirmation of Accreditation through Periodic Review

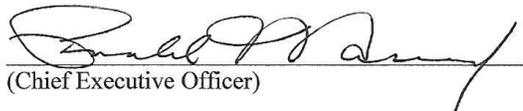
An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

*This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.*

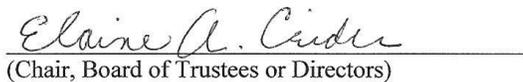
The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12<sup>th</sup> ed., 2006)*.

If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

Exceptions are noted in the attached memorandum (*Check if applicable*)

  
\_\_\_\_\_  
(Chief Executive Officer)

2.23.16  
\_\_\_\_\_  
(Date)

  
\_\_\_\_\_  
(Chair, Board of Trustees or Directors)

2/23/16  
\_\_\_\_\_  
(Date)

## EXECUTIVE SUMMARY

### Introduction

“Connecting the Dots: Sustaining a Culture of Assessment” is an appropriate theme for the University of the District of Columbia (UDC) Self-Study because it depicts how UDC has functioned during a ten-year period with many changes in administrative leadership, organizational structure, academic programming, and strategic direction. This Self-Study Report documents how, in this climate of change, UDC established and sustained a culture of assessment by the development of strategic plans and goals, collection and analysis of data on its performance toward achieving those goals, and decision making to improve its administrative and academic programs based on this assessment process.

The Middle States Standards of Excellence provided UDC with key performance measures for assessing how well it has functioned in meeting the educational needs of its students and the research and service needs of the community that it serves. This Self-Study Report provides extensive evidence of UDC’s compliance with the standards. It also identifies areas of improvement and proposes action steps for implementing these improvements.

The report addresses the following topics:

1. UDC’s strategic planning efforts from 2010 to the present
2. UDC’s response to the Middle States’ recommendations following the review of the UDC 2010 Periodic Review Report
3. The UDC Self-Study Steering Committee’s assessment of UDC’s compliance with the Standards of Excellence and its recommended action steps for the future

### **The University’s Strategic Planning Efforts from 2010 to the Present**

The process of continuous improvement begins with a plan. UDC’s strategic plan is the foundation for the assessment process. It establishes the mission, vision, values and goals of the institution. It defines the strategic context in which the Standards of Excellence must be assessed. Between 2005 and 2016, UDC has been consistent in its commitment to establish and implement an institutional strategic plan. The Self-Study Report provides substantive evidence of UDC’s accomplishment of the objectives in the 2014 [Vision 2020](#) Strategic Plan. This report examines the state of university strategic planning as of 2010 and its relationship to the 2014 *Vision 2020* Strategic Plan.

Across the current Self-Study process, strategic planning has been a core component of the institution’s commitment to excellence. In 2010, President Allen Sessoms’ administrative team developed a Strategic Planning document entitled [Blueprint for the Future](#). This plan was submitted to the Board of Trustees in 2011. While the plan’s strategic direction was generally consistent with the plan developed by the previous president Dr. William Pollard, there were significant changes. [Blueprint for the Future](#) proposed further development of the recently implemented Community College (UDC-CC), the College of Agriculture Urban Sustainability and Environmental Sciences (CAUSES), and the National Center for Urban Education. It also proposed a flagship campus that

would attempt to feature a more selective admissions process in hopes of attracting more high performing students.

Fiscal and operational concerns raised by the mayor and the District (DC) Council in 2012 served to derail many of the initiatives in the plan as the University would be required to focus on developing an administrative management plan and ultimately a new Strategic Plan in 2014. Notwithstanding, the Self-Study Report will provide significant evidence to support the accomplishment of a number of the goals and initiatives in the 2011 strategic plan. Listed below are the major goals of [Blueprint for the Future](#) and examples of major accomplishments realized during the past five years:

<b>Goals of <a href="#">Blueprint for the Future</a></b>	<b>Accomplishments</b>
Goal 1: Academic Programs: To offer academic programs with relevance to the District of Columbia (DC), the region and the world.	<ul style="list-style-type: none"> <li>• Completed a comprehensive program review of most academic programs</li> <li>• Implemented the new General Education (IGED) Program</li> <li>• Increased faculty research opportunities by establishing and implementing a formal process for returning a portion of indirect cost revenues to principal investigators, the Office of Sponsored Programs, the library and colleges and schools.</li> </ul>
Goal 2: Student Life: To recruit, develop, retain and graduate talented students from DC, the region and the world.	<ul style="list-style-type: none"> <li>• Increased graduate scholarship opportunities by establishing Board-approved graduate assistantships.</li> <li>• Established comprehensive academic advising units at both the Flagship and the UDC-CC campus locations.</li> </ul>
Goal 3: Campus Infrastructure: To create an enhanced campus environment through the acquisition, construction, renovation and preventive maintenance of university facilities.	<ul style="list-style-type: none"> <li>• Renovated 4250 Connecticut Ave. to provide a permanent, modernized home for the David A Clarke School of Law (DCSL).</li> <li>• Renovated Building 38 to provide a permanent high-tech classroom setting for the School of Business and Public Administration (SBPA).</li> <li>• Constructed green roofs on multiple Van Ness campus buildings.</li> <li>• Acquired and renovated a primary campus site for the Community College at 801 N. Capital Street, N.E.</li> </ul>
Goal 4: Revenue Generation: To significantly increase revenue.	<ul style="list-style-type: none"> <li>• Implemented significant one-time increases in across-the-board tuition rates and an on-going annual increase to keep pace with inflation.</li> <li>• Established and staffed an Office of Sponsored</li> </ul>

Goals of <a href="#">Blueprint for the Future</a>	Accomplishments
	Programs to support increases in federal, local and private grant activity.
Goal 5: Administrative Excellence: To achieve operational excellence to support the UDC mission.	<ul style="list-style-type: none"> <li>• Implemented the Banner Resource Management System</li> <li>• Expanded the campus-wireless system infrastructure</li> </ul>

At the midpoint of the 10-year accreditation, UDC developed and implemented a comprehensive strategic plan which it used to guide the efforts of the institution. Many of the initiatives in [Blueprint for the Future](#) were sustained in [Vision 2020](#). The Self-Study Report documents both the new and continuing initiatives and achievements of the two plans.

### **UDC's Response to the Middle States' Recommendations Following the Review of the 2010 Periodic Review Report**

In a November 19, 2010, letter from the Commission, President Allen Sessoms was notified that the Middle States Commission had voted to accept the University's Periodic Review Report and reaffirmed it for accreditation. The Commission also informed the University that it must submit a monitoring report by October 1, 2011, to provide further evidence of:

1. The linkage between the comprehensive institutional strategic plan to decision making, budgeting and resource allocation processes, and
2. A comprehensive multi-year budgeting process and projections that are aligned with the institutions mission, goals and strategic plan.

The Commission also informed UDC of pending visits to several instructional sites at the Community College (UDC-CC) branch campus and to the Modern Academy in Maadi, Cairo, Egypt.

At that time, these recommendations and comments represented the major concerns of the Commission regarding UDC's compliance with the Standards of Excellence.

With regard to the linkage between the comprehensive institutional strategic plan to decision making, budgeting, and resource allocation processes, there have been several substantive improvements. The most significant change occurred in the fall of 2013, when then acting President James Lyons established the University Budget Committee with representation from students, faculty, and all major UDC units. This Committee developed the FY 2015 operating budget, which was approved by the UDC Board of Trustees. While discretionary budgetary resources were limited, the assumptions used to develop the FY 2015 Budget included specific references to initiatives identified in [Vision 2020](#). The Budget Committee has become institutionalized in that it prepared the FY 2016 and 2017 budgets and proposed the allocation of funding to support strategic plan initiatives.

With regard to establishing a comprehensive multi-year budgeting process and projections that are aligned with the mission, goals, and strategic plan, progress has been less consistent. While President Sessoms prepared multi-year plans for FY 2011- FY 2015, no multi-year forecast has been developed for future years. President Mason has initiated the process for developing a three-year plan beginning with FY 2017. In November 2015 he held a University-wide Town Hall meeting to discuss the Budget Committee's proposal for funding the FY 2017 budget depending on the Mayor and Council's final decision on the University's allocation which is likely to be determined in May of 2016. In the spring of 2016, deans and vice presidents are scheduled to hold individual town hall meetings to discuss their respective three year plans and budgets. The results of these town hall meetings will form the basis for the Budget Committee's development of a multi-year budget for FY 2017-2019.

Thus, the University has substantively addressed the 2010 Middle States concerns resulting from its review of the Periodic Review Report.

### **The Self-Study Committee's Assessment of UDC's Compliance with the Standards of Excellence and its Recommended Action Steps**

The UDC Self-Study Report provides a comprehensive review of UDC's compliance with the Middle States Standards of Excellence. Each chapter of the report provides evidence of the University's compliance with the standards and how it uses this evidence to continuously improve university operations. The institutional-level strategic plan [Vision 2020](#) was used as the foundation for the UDC Middle States Self-Study.

As stated in the Self-Study Report, the Self-Study aims to achieve five important outcomes:

1. Inform and complement the ongoing development and implementation of [Vision 2020](#).
2. 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. Provide a report that assesses institutional compliance with MSCHE standards and recommendations to address weaknesses and support strengths;
4. Expand the practice of assessment to strengthen and support a culture of continuous improvement that will be a foundational catalyst for excellence; and
5. Provide action steps related to a strong and unified approach to the provision of post-secondary education in DC from workforce development to graduate degrees and beyond.

### **Conclusion**

The Self-Study Steering Committee concludes that UDC has provided sufficient evidence to fully assert that UDC is in compliance with all fourteen Standards of Excellence. The Committee proposes action steps for twelve of the fourteen standards. This conclusion supports the notion that UDC has sustained a culture of assessment from 2005-2016 that will continue forward.

The Self-Study Steering Committee and UDC as a whole, from students to administrative staff to the Board of Trustees, have worked to comply with all fourteen Standards of Excellence. As we move forward, the Committee has resolved to focus on twelve of the fourteen standards with action steps that demonstrate our commitment to continuous improvement. UDC has sustained a culture of assessment from 2005-2016, and we look forward to invigorating and continually strengthening that culture.

## INTRODUCTION

### **About the University of the District of Columbia (UDC)**

The University of the District of Columbia (UDC) is, at once, very old and very new. The seeds of higher education for the District were planted in 1851 when Myrtila Miner founded a “school for colored girls” in Washington, DC. Through a series of mergers among the District’s teachers and technical colleges, a comprehensive university structure was envisioned for the city. On August 1, 1977, a public announcement was made of 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 management system. On the same day, the Board appointed Lisle Carleton Carter, Jr., the first president of the university. In 1999, the U.S. Department of Education formally designated UDC for recognition among the nation’s Historically Black Colleges and Universities.

Through four decades of pruning and care, the institution has grown into its current configuration. Initially accredited by the Middle States Commission on Higher Education (MSCHE) in 1971, today, UDC offers 68 undergraduate and graduate academic degree programs through the following colleges and schools: the College of Arts and Sciences (CAS); the School of Business and Public Administration (SBPA); the School of Engineering and Applied Sciences (SEAS); the College of Agriculture, Urban Sustainability, and Environmental Sciences (CAUSES); the Community College (UDC-CC); and the UDC David A. Clarke School of Law (DCSL) ([School of Law History](#)).

UDC is a Congressionally-mandated land-grant institution of higher education. It is a comprehensive public institution offering quality, affordable, postsecondary education at the certificate, associate, baccalaureate, and graduate levels. These programs prepare students for immediate entry into the workforce, for the next level of education, for specialized employment opportunities, and for lifelong learning.

UDC was built on the dreams of its founders, and it continues to transform itself to meet the changing needs of its students and the community. UDC-CC and CAUSES were born out of this transformation.

### **University of the District of Columbia - Community College (UDC-CC)**

As aligned with the mission of continuous enhancement of its academic programs and outreach to DC and world citizens, UDC established the [Community College](#) (UDC-CC) and began accepting

students during the fall 2009 semester. At that time, UDC-CC assumed responsibility for the following:

- 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 1,000 online courses of all types.

In January 2013, MSCHE approved UDC's application for branch campus status for its community college location at 801 North Capitol Street, Northeast. This movement by MSCHE reclassified that location as a branch campus of UDC within the scope of the institution's accreditation. 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 that provides a seamless transition from secondary to adult education and literacy to college prep; and continuous lifelong learning.

Currently, UDC-CC operates workforce development programs in five locations in the District of Columbia:

1. 801 North Capitol Street, NE
2. Bertie Backus, 5171 South Dakota Ave., NE
3. PR Harris, 4600 Livingston Rd., SE
4. Shadd Educational Center, formerly Fletcher Johnson, 5601 East Capitol Street, SE (Non-credit bearing courses only.)
5. United Medical Center Location, 1310 Southern Ave., SE (Non-credit bearing courses only.)

### **College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES)**

The [College of Agriculture, Urban Sustainability and 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 DC, the nation, and the world. Since being established, CAUSES has assumed responsibility for the land-grant functions of UDC and offers numerous opportunities for continuous institutional 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, including:

- academic programs in architecture and community development, water resources management, and urban sustainability, health education, nursing, and nutrition and dietetics
- community education programs through its five land-grant centers:
  1. Center for Urban Agriculture and Gardening Education,
  2. Center for Sustainable Development which includes the Water Resources Research Institute,
  3. Center for Nutrition, Diet and Health which includes the Institute of Gerontology,
  4. Center for 4H & Youth Development, and
  5. Architectural Research Institute.

## ABBREVIATIONS FREQUENTLY USED IN THIS REPORT

<a href="#">UDC</a>	The University of the District of Columbia
<a href="#">UDC-CC</a>	University of the District of Columbia - Community College
<a href="#">BOT</a>	UDC Board of Trustees
<a href="#">CAS</a>	The College of Arts and Sciences
<a href="#">CAUSES</a>	The College of Agriculture, Urban Sustainability, and Environmental Sciences
DC	The District of Columbia (Washington, DC)
DCMR-8	The District of Columbia Municipal Regulations
<a href="#">DCSL</a>	The David A. Clarke School of Law
IGED	Interdisciplinary General Education
FTIC	First Time in College (students)
<a href="#">LRD</a>	The Learning Resources Division
<a href="#">SBPA</a>	The School of Business and Public Administration
<a href="#">SEAS</a>	The School of Engineering and Applied Sciences
<a href="#">MSCHE</a>	The Middle States Commission on Higher Education
<a href="#">RAIL</a>	The Research Academy for Integrated Learning
<a href="#">IRAP</a>	The Office of Institutional Research, Assessment, and Planning
<a href="#">WDLL</a>	The UDC-CC Division of Workforce Development and Lifelong Learning
<a href="#">OSP</a>	The Office of Sponsored Programs
OAPA	The Office of Academic Policy and Assessment
SENSE	Survey of Entering Student Engagement
NSSE	National Survey of Student Engagement
FSSE	Faculty Survey of Student Engagement
CCSSE	Community College Survey of Student Engagement
UAC	The University Assessment Committee

## NATURE AND SCOPE OF THE SELF-STUDY

Although UDC has experienced a number of leadership changes, 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. As a result, within the past ten years, UDC added two new academic units, the College of Agriculture Urban Sustainability and Environmental Sciences (CAUSES) and the branch campus Community College (UDC-CC), as well as created a new general education (IGED) program, with centralized student advising for entering and transfer students. Concurrently, in an effort to achieve more efficiency in institutional operations, an internal Self-Study of all academic programs was conducted. As a direct result, UDC streamlined its academic offerings, reorganized academic programs within academic units, and refocused the work of personnel towards achieving university-level goals.

This environment of change and transformation experienced by UDC is best analyzed and reported through the comprehensive model Reordering Standards to Reflect an Institution. Grouping standards in this way allows UDC to assess itself against the Characteristics of Excellence while reflecting on the journey of transformation.

The institutional-level strategic plan, [\*Vision 2020: A Roadmap for Renewal, Innovation, Success and Sustainability\*](#) was used as the foundation for the UDC Middle States Self-Study. This encouraged more participation in planning and assessment processes across a broader campus constituency ([Self-Study Design](#)).

### Goals and Outcomes of the Self-Study

The Self-Study is timely and serves two distinct purposes: 1) it allows the institution to conduct a comprehensive assessment of its effectiveness after a period of multiple changes, and 2) it allows the institution to assess the comprehensiveness of the institutional-level strategic plan, [\*Vision 2020\*](#). 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 itself aligns well 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 given the changes made since the last Self-Study.

Therefore, the Self-Study aims to achieve five important outcomes, to:

1. Inform and complement the ongoing development and implementation of the [Vision 2020](#) Strategic Plan;
2. 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. Provide a report that assesses institutional compliance with MSCHE standards and recommendations to address weaknesses and support strengths;
4. Expand the practice of assessment to strengthen and support a culture of continuous improvement that will be foundational to be the catalyst for excellence; and
5. Provide action steps related to a strong and unified approach to the provision of post-secondary education in DC 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. Though there have been some changes since initial membership selection, the Co-chairs of the Self-Study Steering Committee are Lena Walton (Assistant Dean of CAS), Yolanda Harris (Professor of Business and Director of the Division of Business in UDC-CC), and Brenda Brown (Professor of Math in UDC-CC). Juanita M. Eagleson (Professor of English, UDC-CC) and Helene Krauthamer (Professor of English, CAS) served as editors. Steering Committee members were recruited from the UDC community and consist of faculty, students, staff, and others.

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 focused around the standards as listed below:

**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 and Peter Ufland, Professor, UDC-CC**

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, UDC-CC**

Standard 8 - Student Admissions and Retention  
Standard 9 - Student Support Services

**5. Faculty: Chairs: Hany Makhoul and Sergey Ivanov, Professors of Business, SBPA**

Standard 10 - Faculty

**6. Educational Offerings: Chair: Alexander Howe, Professor of English, CAS and ElGloria Harrison, Assistant Dean, CAUSES**

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

The specific efforts of the steering committee are prominently displayed on the [UDC 2016 Self-Study website](#).

# CHAPTER 1: STANDARDS 1, 6, AND 7 - MISSION, GOALS, INTEGRITY, AND INSTITUTIONAL ASSESSMENT

## STANDARD 1: MISSION AND GOALS

### **The Mission and Vision**

Since the 2005 visit from the Middle States Commission on Higher Education (MSCHE), the University of the District of Columbia (UDC) has undergone several changes including the addition of the University of the District of Columbia – Community College (UDC-CC) as a branch campus and the College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES). It has also experienced a number changes in leadership, resulting in four presidential changes and an interim Chief Executive Officer, with the current president assuming leadership in July 2015. There have also been five provost/chief academic officers of academic affairs with the current chief academic officer of academic affairs serving in an acting role.

Despite these changes, UDC continues to work towards transforming itself into a stronger public higher education system in DC. For instance, the [UDC Right-Sizing Plan Act of 2012](#) (pp.68-70), required UDC to define a vision that articulated the interconnected mission, roles, responsibilities, and scope of the Flagship (i.e., CAUSES, College of Arts and Sciences, School of Business and Public Administration, and School of Engineering and Applied Sciences), UDC-CC, and the David A. Clarke School of Law. It also aided in the development of an enrollment plan with reasonable enrollment projections, an analysis of academic programs that identifies under-enrolled and under-performing programs; established an associated timeline and plan for improving or eliminating those programs and an analysis of current and planned facilities; as well as a revised capital spending plan (reference: [Vision 2020](#), appendices A – D).

In spring 2013, it was determined that a comprehensive strategic planning process, [Vision 2020](#), would allow UDC to re-vision all aspects of its operations. As a result of the revisioning process, faculty, students, staff, and other members of the UDC community worked collaboratively to change the mission and vision of UDC. Both were adopted and approved by the Board of Trustees (BOT) effective February 18, 2014.

### **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](#), 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](#), p.15).*

### **Alignment of Mission, Goals, Vision, and Values**

A review of the strategic plan, [Vision 2020](#), revealed that each goal established supported the major themes of UDC's mission and effectively captured the land-grant mandate to meet the higher education needs of DC residents. Specifically, the major themes of the current goals reflect the following: effective, flexible, and accessible educational program offerings; experiential learning; accountability and transparency; partnerships in pedagogy, research, and scholarship; creativity and student-centered initiatives. UDC acknowledges that affordability and accessibility are gate-openers for education.

### **Institutional Goals and Commitments**

As explicitly stated in [Vision 2020](#), the goals of UDC are as follows:

- Offer effective, flexible, and accessible educational programs that merge classroom and experiential learning to prepare graduates for the 21st century
- Create and maintain a culture of accountability and transparency in governance, administration, and operations
- Position the University to be a trusted partner with business and non-profit leaders, residents, and public officials
- Increase nationally recognized research, scholarship, and creative activities
- Create effective, student-centered institution through strategic administrative and infrastructure enhancements

As a leader in urban education, UDC invests in high-demand, high-performing programs that meet the economic development needs of DC. Moreover, UDC is deeply invested in fostering the educational development of a diverse student body and will provide students with the necessary tools to thrive and meet the challenges of an ever-changing world.

### **Promotion of Mission**

UDC's mission, vision, and values are promoted widely and are highly visible on the [UDC website](#). In addition, the UDC website includes all program offerings, research, and extension services. A thorough review of the mission of each of the schools and colleges reflects themes aligned with UDC's mission. Furthermore, the mission and vision statements for each of the schools and colleges are easily accessible within the [Academics](#) area of the website, as are corresponding goals.

### **Mission and Goals as Factors in Decision-Making**

The UDC 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) Additions, deletions, and other shifts in academic programming, and
- d) Reorganization of both academic and non-academic units and departments on campus

This consideration is reflected in each departmental (i.e., academic and non-academic) planning and assessment document. Documentation regarding these efforts is housed in the Office of the Chief Academic Officer of Academic Affairs and is available for review upon request.

### **Evidence/Data to Assess Overall Effectiveness of Goals and Mission**

Evidence or data that assess UDC's effectiveness in achieving its mission and goals are gathered at the specific unit level and reported to the President by the responsible Dean, and ultimately to UDC's BOT. A vast amount of data, mostly quantitative, is collected through the [Office of Institutional Research, Assessment and Planning \(IRAP\)](#) and other sources including:

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 to reflect progress relative to the accomplishment of each strategic goal. A summary of activities is provided in the [Vision 2020 Implementation Status report](#).

The schools and colleges collect 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 1.1 shows sample measures for documenting the achievement of [Vision 2020](#) Goals.

*FIGURE 1.1 - SAMPLE MEASURES DOCUMENTING THE ACHIEVEMENT OF VISION 2020  
GOALS*

<b>From Vision 2020</b>	<b>Sample Measures</b>	<b>Responsible Party</b>
Goal 1: Offer effective educational programs	% increase in online offerings, enrollments, and successful completions  % increase in open source books  % increase in program/training completion  % increase in job placement	Academic Affairs  <a href="#">WDLL- UDC-CC</a>  CAUSES Land-grant  CAS – Adult Education Teacher Training <a href="#">WDLL- UDC-CC</a>
Goal 2: Create and maintain a culture of accountability and transparency in governance, administration, and operations.	% increase in use of <a href="#">TK20</a> Assessment System  Participation rates in budget discussions and budget committees.  Attendance at BOT meetings  Increase in faculty voice via Faculty Senate  BOT self-assessment findings	University Assessment Committee  University Budget Committee  Faculty Senate  Board of Trustees
Goal 3: Position the University to be a trusted partner with business and non-profit leaders, residents, and public officials.	Number of student engagements in internships and service learning relevant to their majors  Number of faculty/student collaborative service activities	College and Schools – Career Services  Academic Deans
Goal 4: Increase nationally recognized research, scholarship, and creative activities.	% increase per year for research, scholarship, and creative works, including externally funded projects  Faculty publications and faculty presentations at regional/national/international conferences (see Document Room)	<a href="#">OSP</a>  Academic Deans
Goal 5: Create an effective, student-centered institution through strategic administrative and infrastructure enhancements.	Completion and use of new Student Center  % increase in upgraded learning spaces for students  % technology infrastructure enhancements	Student Affairs  Academic Deans  Academic Deans and OIT

## Summary

On the basis of analysis of the identified evidence, the Self-Study Steering Committee believes that UDC complies with Middle States Standard 1. The committee noted that no additional action steps were needed.

### STANDARD 6: INTEGRITY

UDC adheres to DC Government Policies and Procedures to ensure ethical conduct and integrity in its operations. The [Seventh Master Agreement](#), American Federation of State, County, and Municipal Employees ([AFSCME](#)) [Bargaining Agreement](#), and internal policies 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.

#### 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](#) is 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.

Tenured and tenure-track faculty, except those in DCSL, are members of the UDC Faculty Association, an affiliate of the National Education Association. 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 on the UDC website. Faculty academic activity is bound by the guidelines addressed in the [Seventh Master Agreement](#).

Students are bound by the [Student Handbook](#). In addition, UDC provides open, honest, and transparent information/dialogue via opportunities for constituents to attend BOT meetings and engage in on-going UDC communications postings. Related information is located on the [BOT website](#).

In addition, shared governance is promoted via the inclusion of faculty, staff, and alumni as members of university internal committees. Examples of current committees include:

- **Faculty and staff:** University Assessment Committee, University Budget Committee, and Presidential Search Committee

- **Alumni** : BOT and Advisory boards of schools/colleges and programs

### **Adherence to Ethical Standards**

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](#)

In addition, the Training and Professional Development unit of the UDC Office of Human Resources seeks to help all employees be successful in their work – both individually and collectively. As such, compliance training, professional development opportunities, other training resources and useful information are easily accessible from the [Training and Professional Development website](#).

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.

### **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.

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. This 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 and schools 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 to establish 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 show benefit to UDC by supporting the mission, goals, and vision adopted by the BOT and be efficient in the use of human and fiscal resources. In addition, each program must 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 an authoritative 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](#)).

Also, 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 (see [Standard 10](#)).

Finally, under the land-grant functions and as a public institution, UDC consistently assesses the educational needs of DC residents. For example, CAUSES administers the five land-grant centers as well as two institutes embedded in the Centers to meet the educational needs for DC citizens ([CAUSES Land-Grant Centers](#)). As a direct result of these efforts, in 2013 alone, the Centers offered over 11,000 programs and workshops for more than 30,000 enrolled participants, operated in over 60 DC schools and more than 20 faith communities, worked with 4,000 community volunteers and recorded 300,000 interactions with people in all eight Wards of the District of Columbia.

### **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' and schools' Advisory Board Members
- Periodic program reviews and annual professional accreditation reports (see [Chapter 6](#))
- Direct contact surveys of the citizens and graduates (e.g., [ISTJ Survey](#))
- Survey of employers, business, and governmental officials (e.g., [ALTUS Report](#))
- The One City Plan, Pathway to the Middle Class, developed in community sessions

### **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 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; 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](#).

### **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 \(OCFO\)](#) is an independent finance unit that reports to the DC government. This office manages and reviews fiscal operations to ensure adherence with budget policies and procedures. In addition, the [Office of Sponsored Programs \(OSP\)](#) manages and reviews policies and procedures related to grants and contracts. 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. In addition, the Office of Human Resources

provides supervisor and employee guidance, training and development resources, mediation, and corrective action plans, as well as three times per year performance planning and review oversight.

### **Monitoring of University Guidelines**

In addition to the aforementioned measures of policy and guidelines 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.

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 committees consist of faculty from multiple disciplines/programs within their departments/divisions. For non-academic related grievances, the procedures are described in the [Student Handbook](#).

### **Summary and Action Steps**

On the basis of analysis of the identified evidence, the Self-Study Steering Committee believes that UDC complies with Middle States Standard 6. However, the committee believes that, although there is a documented procedure and multidisciplinary hearing body designed to address student

grievances, UDC should take an action step to make the grievance procedures more visible and accessible to students.

## STANDARD 7: INSTITUTIONAL ASSESSMENT

### Institutional Assessment System

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. More specifically, the assessment of institutional effectiveness for each academic and non-academic/service unit involves the process of collecting, analyzing, and acting on both internal and external data/information to accomplish its mission and goals. This process itself, as illustrated in Figure 1.2, 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.

*FIGURE 1.2 ASSESSMENT CYCLE*



More specifically,

- **Develop goals/outcomes** for each unit that are directly aligned with UDC's mission. In addition, each unit is expected to develop measurable and achievable objectives that, if met or unmet, represent the status of attainment of the goal.
- **Establish suitable measures** that indicate the way in which objectives are being met. Units are expected to outline achievement targets on which data is collected.
- **Design and implement activities** that reveal the way in which objectives will be accomplished by the unit

- **Collect and analyze data**, and review and discuss results with constituents, an expectation of each unit
- **Develop reports and implement action plans** that are used by units to develop and plan for next assessment cycle.

The assessment process, addressed in [Chapter 8](#), is the same for measuring strategic goals/objectives and learning goals/objectives/outcomes related to student learning.

The 2005 Self-Study noted a need for planning institution-wide assessment. In response to this need, the [IRAP](#) office was developed. Later in 2008, the Office of Academic Policy and Assessment (OAPA) was formed, and IRAP maintained responsibility for institution-wide data collection and dissemination. At that time, OAPA worked closely with all units across the university to develop policies, provide mentoring to faculty and assessment coaches assigned to each academic program, arrange schedules of professional development activities, set deadlines, and oversee the full process of assessment itself. This effort helped to drive decision-making towards establishing assessment cycles and procedures. Subsequently in 2013, with a change in administration, OAPA was replaced by the University Assessment Committee that assumed responsibility for assessment.

Though the process of assessment has evolved over the past decade, IRAP has remained the key resource for all institutional official data. Reports generated by IRAP are shared on the [UDC website](#) and also sent directly to the Chief Academic Officer of Academic Affairs, President, BOT, and specific service and academic units.

Most recently (2014), IRAP implemented [TK20](#) as the university-wide assessment tool. This has afforded UDC an integrated and holistic approach to planning and decision-making. For instance, schools and colleges now have oversight of the assessment of their programs/units through faculty-led assessment committees, and as a result, the data collection process has been streamlined. TK20 has also provided a broad range of aggregate and comprehensive reports that are used by IRAP and senior leadership at UDC, as needed, when considering the efficiency, effectiveness, quality and sustainability of academic programs and administrative processes.

Four modules are currently being integrated, including: 1) accreditation, 2) strategic plan, 3) assessment planning, and 4) faculty qualifications and management. IRAP offers training on TK20 and has made relevant resources (i.e., assessment planning, templates and data entry, and curriculum maps) available on the [TK20 Assistance website](#).

### **Other Assessment Efforts**

In addition to the data contained within TK20, non-academic and service units also collect a wide range of data from numerous sources. A few examples are the following:

- 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, and student satisfaction surveys at various events. After services are rendered, focus groups on various assessment are used 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 specific related to their operation.
- Since its inception, 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 (Comprehensive Adult Student Assessment System [[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, and 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 ([SENSE](#)) and Community College Survey of Student Assessment ([CCSSE](#)) national surveys related to student satisfaction during students' first two semesters at the College. OSA also collects data from employer surveys during job fairs and major employer events. UDC also collects data through contracts with major research/evaluation firms. For example, in 2009, UDC contracted Noel-Levitz to conduct research and make recommendations for overhauling the areas of recruitment and admissions. This firm produced an [Academic Program Demand Study for UDC](#). More details are in [Chapter 4](#).

In addition, the [E and I Consulting Group Report](#) contracted in FY 2015 by OCP, examines operational efficiencies and challenges of its own internal business processes, strategies, capacities, capabilities, and resources. Among the recommendations are 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 currently in the process of 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.

### **Involvement of Stakeholders in the Institutional Assessment Process**

UDC stakeholders, which include students, faculty and staff, internally, and city leaders, business leaders, employers and the general citizenry, externally, consistently assess UDC's effectiveness. One of the forums through which the general citizenry of DC 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. The second is the budget hearing in which the university presents and defends the budget for the following year, and its adherence to the [mayor's budget](#) Maximum Allowed Request Ceiling (MARC).

Another involvement of stakeholders in the institutional assessment process is through town hall meetings. These meetings are publicized on the UDC website when university leaders are considering implementation of major changes. The meetings are held in different wards across the city on the various topics. Figure 1.3 shows a sample listing of past town hall meetings:

**FIGURE 1.3 SAMPLING OF FORMER UDC TOWN HALL MEETING TOPICS**

<b>Topic</b>	<b>Date</b>
<a href="#">Firebird: Student Fee Increases</a>	March 12, 2015
<a href="#">Tuberculosis</a>	February 9, 2015
<a href="#">Right Sizing</a>	February 1, 2013
<a href="#">New Student Center Construction</a>	March 20, 2012
<a href="#">Fatherhood and Solutions to Youth Violence</a>	February 18, 2010

From 2013-14, 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 units invite and encourage stakeholder input when assessing programs. The process of academic program review requires that experts from each of the specific program disciplines serve on respective 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. These same programs also involve internal and external stakeholders on their advisory boards that periodically evaluate program initiatives and the 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 other activities (see [BOT minutes](#)). [IRAP](#) produces a series of useful 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, annual STEM data reports and national surveys, such as [CCSSE](#), [SENSE](#), and [NSSE](#). Figure 1.4 includes, at a glance, a sample listing of assessment efforts and their impact on institutional change.

*FIGURE 1.4 SAMPLE LISTING OF ASSESSMENT EFFORTS AND IMPACT*

Department/Organization	Assessment Contribution
<a href="#">Registrar and Enrollment Management Offices</a>	Institutional data on student admission and registration.
UDC-CC	<a href="#">SENSE</a> data used to effect changes in with student engagement during the first two semesters of entering college.
CAS and UDC-CC	The retention profile reports produced by IRAP used to improve student retention. CAS hired an Assistant Dean, and UDC-CC implemented the co-requisite remediation model in English and math to improve graduation rates and retention.
All academic units	Enrollment profile reports used to discern trends in student enrollments, as well as to make adjustments to recruitment efforts and program offerings and schedules.
Administration	Class scheduling adjusted as a result of a longitudinal analysis (2008-2010) of enrollment trends, student demographic data, and student surveys.

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

- An assessment via SurveyMonkey was completed 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 [OSP Training Workshops](#) designed to increase the number of grant applications, resulting in a higher percentage of new faculty applying for grants and overall 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 the [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, SBPA, CAUSES Nutrition Lab, Diet, and Health, the UDC Theater of the Arts (Building 46 East), the Cleveland Dennard Plaza, and the Child Development Center among others. (See [“Building for the Future.”](#))

### **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 Chief Academic Officer of Academic Affairs, 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, the assessments of colleges and schools and student learning are germane to colleges and schools and unique to their strategic goals and objectives. For certain schools and colleges, assessments are driven by the standards and requirements of their professional accrediting bodies.

In addition, guided by data from the 2009-2010 program reviews, and the 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 Chief Academic Officer of Academic Affairs.

### **Summary and Action Steps**

Upon implementation of TK20, SLO assessment across colleges/schools will be centrally housed and share a consistent reporting template. 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 overall university effectiveness. UDC has invested strategically to enhance assessment across the campus. The university has the University Assessment Committee

(UAC) charged with overseeing assessment activities, setting up cycles, and ensuring that units meet data collection analysis reporting deadlines, and the UAC is currently working on the implementation of an institutional assessment system.

On the basis of analysis of the identified evidence, the Self-Study Steering Committee believes that UDC complies with Middle States Standard 7. In the spirit of continuous improvement, the committee has identified the following action steps:

1. Assign the institutional assessment function to an existing office; add appropriate personnel with responsibility and authority to assure systemic and sustained assessment practices.
2. Publicize the adherence to the Institutional Assessment Plan.
3. Mobilize and utilize the TK20 implementation process to energize and solidify effective, ongoing, and institution-wide best practices in assessment.
4. Strengthen UDC's culture of assessment by showcasing and promoting assessment activity at every opportunity.

## CHAPTER 2: STANDARDS 2 AND 3 - PLANNING, RESOURCES, INSTITUTIONAL RENEWAL

This section provides an overview of UDC's core financial operating conditions up to FY 2014 with sources of core operating revenues. It also examines trends in resources including physical, human, and technical and also UDC's financial capacity. More specifically, analyses focus on annual budget allocations, trending revenue sources, academic and support resources required by all campuses, and processes used to assess and manifest resource adequacy.

### Overview of Institutional Resources

Institutional and environmental changes have contributed significantly to UDC's resource acquisition and distribution. Major initiatives like the acquisition of dedicated space for the University of the District of Columbia – Community College (UDC-CC) and the College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES), as well as the redefining of initiatives to enhance urban sustainability, undertaken since 2009, required the reassessment of resources at UDC.

UDC-CC enables and supports the entry of DC's diverse population to public higher education, as well as crafts programs to meet employer workforce needs. This particular addition created the need for sharing of resources across instructional sites.

### UDC Revenue Sources and Resources

Independent audits documented UDC's financial stability for FYs 2012-14 in Figure 2.1:

**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
<b>Total Current Assets</b>	<b>\$78,509,443</b>	<b>\$64,092,117</b>	<b>\$47,217,291</b>
<b>Total Non-Current Assets</b>	<b>199,368,660</b>	<b>177,732,645</b>	<b>\$160,436,389</b>
<b>Total Assets</b>	<b>\$277,878,103</b>	<b>\$241,824,761</b>	<b>\$207,653,680</b>

UDC's revenue sources come from three major areas:

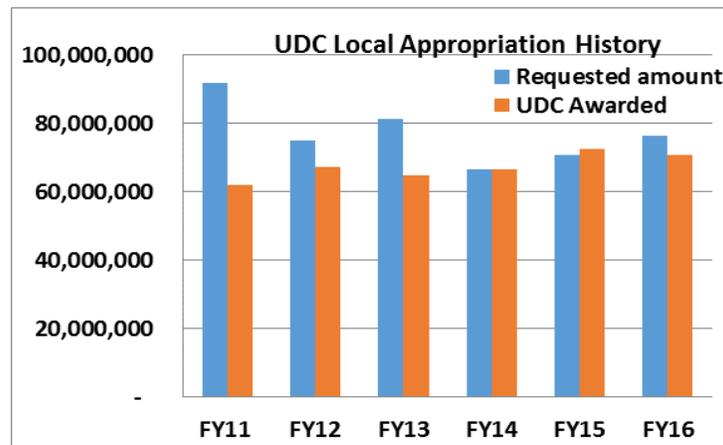
1. **Unrestricted funds** - the major revenue source for UDC, appropriated by the DC government. These funds are used for offsetting operational costs and account for the largest portion (>60%) of UDC's budget. Local funds are identified as unrestricted funds in the operating budget.

2. **Federal funds** - from federal grants, used to pursue research or other dedicated collaborations or projects (i.e., urban gardening, STEM, and NSF Noyce funding for development of science teacher training). 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.
3. **Special Purpose.** These funds are generated through tuition, student fees, and auxiliary services (e.g., parking, book store, cafeteria revenue).

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 necessarily result in the amount actually awarded, as shown in Figure 2.2 below.

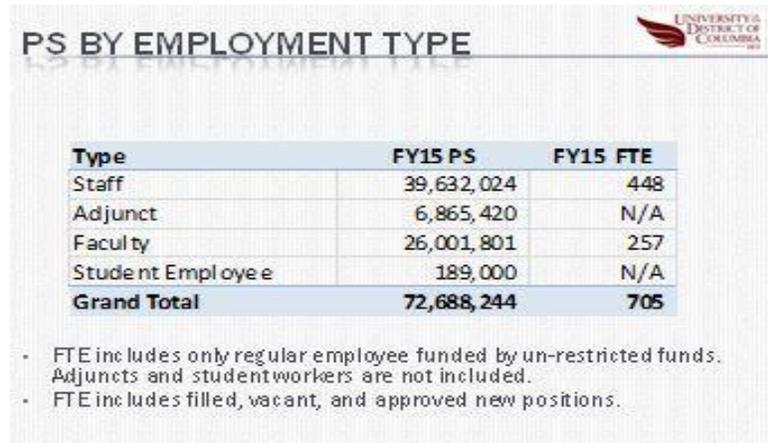
Operating and capital budgets are prepared and reviewed separately by the administration. While most funding is allocated for a single fiscal year, capital budget funds support a six-year improvement plan to accomplish replacement of out-dated facilities, obsolete equipment, and to modernize a facility 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 UDC’s most important resources. UDC’s faculty have demonstrated dedication and commitment to its 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 (see Figure 2.3).

*FIGURE 2.3 PERSONNEL SERVICES 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
<b>Grand Total</b>	<b>72,688,244</b>	<b>705</b>

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

In 2012, the right sizing mandate led to the elimination of academic programs and a reduction in faculty positions. Subsequently, in AY 2015, 17 FTE faculty were eliminated as a result of academic program termination. Conversely, during AY 2013-15, new faculty members were added to support strong or promising academic programs.

### Facilities and Physical Resources

In 2005, the total square footage of UDC was estimated at 1.7 million. By 2015, UDC had grown to an estimated 2.2 million sq. ft. ([UDC Building Inventory](#)). Currently, at the main, branch, and instructional sites, programs and colleges have dedicated space to meet instructional needs, including special labs and learning spaces, while other program accreditation mandates account for discipline specific equipment in engineering, speech language pathology and architecture, among others. 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

Program	Square Footage	Special Labs	Use Type
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.*

In addition to regular instructional classrooms, UDC has 100 major instructional labs and 14 smart classrooms ([UDC Smart Classrooms and Labs](#)). These specialty areas are dedicated space and additional resources that span across campuses, including:

- **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 Environmental Quality Testing 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** – LRD has a supply of resources for students and faculty (Figure 2.5).

*FIGURE 2.5 LABS AND RESOURCES FOR STUDENTS AND FACULTY*

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

Since UDC assumed management of capital projects and received procurement authority from DC in FY2010, several buildings at the main campus, as well as three UDC-CC sites, have had major renovations. Since 2010, over \$125 million has been spent on capital projects (see “[Building for the Future](#)”) that include notable renovations in SBPA, DCSL, the UDC Lab School, the plaza deck and parking garage, and the natatorium in the building that houses the sports complex. In addition, a new Student Center, located at the corner of Van Ness Street and Connecticut Avenue, NW, opened in spring 2016 and is a model in sustainability, 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 Nutrition Lab, Dietetics, and Health, Building 44 Level 1
- Auditorium Upgrades, Building 46E
- Child Development Center Outdoor Educational Facility

### **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 Banner ERP (student management system), 24-hours per day, seven days a week. Most recently, OIT moved to *Office 365* for student email. This provided UDC students with increased email storage functionality and capabilities.

OIT manages 90% of all applications onsite in our data center, which was recently rewired to increase system reliability. As a result, we are now 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 and is now in the planning phases for this project to ensure failover capabilities that support service continuity.

One of the most notable projects that OIT has completed in FY2015 is the implementation of *Recruiter*. This resource has helped to increase the capabilities of the Admissions Office to be responsive to students during the application process. *Recruiter* allows applications to be tracked electronically, as well as creates an opportunity for admissions counselors, with the capability, to customize communication electronically in the system. Prospective students now can submit

inquiries and complete admissions applications that, in turn, can be tracked to produce applicant pool trends. Currently, OIT is working closely with Academic Affairs on implementation of [Ellucian DegreeWorks](#) (Fall 2016), which will assist in student progress monitoring and transcript articulation.

### **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.

A review of fund distributions revealed the greatest portion of unrestricted funds was distributed 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**

Federal and local district grants contribute to the revenue for restricted spending for UDC. An additional initiative for [Vision 2020](#) is to increase funded research activity. Figure 2.6 provides a summary of awards for grants since AY2013 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 [[Office of Sponsored Programs FY 2015 Report](#) (p. 9)].

*FIGURE 2.6 DISTRIBUTION OF GRANT AWARDS ACROSS ACADEMIC PROGRAMS*

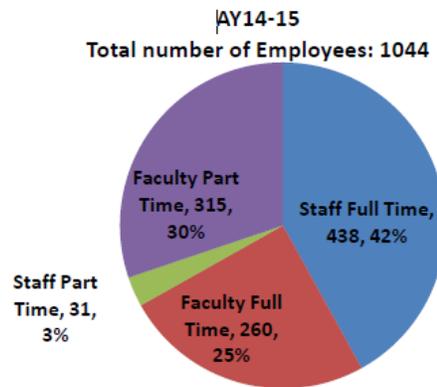
School/Division	FY 2013		FY 2014		FY 2015	
	Number Awarded	Amount Awarded	Number Awarded	Amount Awarded	Number Awarded	Amount Awarded
Academic Affairs	3	\$505,310	2	\$323,000	2	\$284,000
CAS	6	\$1,379,269	9	\$2,296,466	3	\$729,538
CAUSES	17	\$5,259,221	17	\$6,171,036	13	\$3,641,531
Law School	0	\$0	2	\$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
<b>Total</b>	<b>53</b>	<b>\$18,602,377</b>	<b>56</b>	<b>20,374,939</b>	<b>33</b>	<b>*\$9,259,245</b>

\* = FY 2015 in progress

### Distribution of Human Capital

As noted in Figure 2.7, UDC has invested more in our human capital than in its other investments.

*FIGURE 2.7 DISTRIBUTION OF UDC EMPLOYEES AY 2014-15*



([University Fact Book 2014-15](#))

### Technology Resources

Individual colleges and schools determine the need for upgrades and addition of computers, as well as needed supporting software and hardware. However, OIT monitors the quality and specification of computers and supporting hardware.

Through support provided by UDC's Title III funding, CAS was able to initiate a hardware replacement effort (Phase I of a comprehensive tech infrastructure refresh) in Summer 2015. As a result:

- every faculty member was provided a new computer (primarily desktop machines),
- 25% of the college's workforce was equipped with mobile technology (laptops or tablets and, in more limited supply, projection equipment), and
- small computer labs throughout UDC were refreshed.

Phase II of the college's technology replacement effort was completed in fall 2015. It focused on refreshing student learning spaces, primarily teaching labs in the Arts and Humanities. This effort also positioned CAS for fee collection. CAS expects to 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 in fall 2016.

Finally, as a direct result of program reviews and town hall meetings related to UDC-CC:

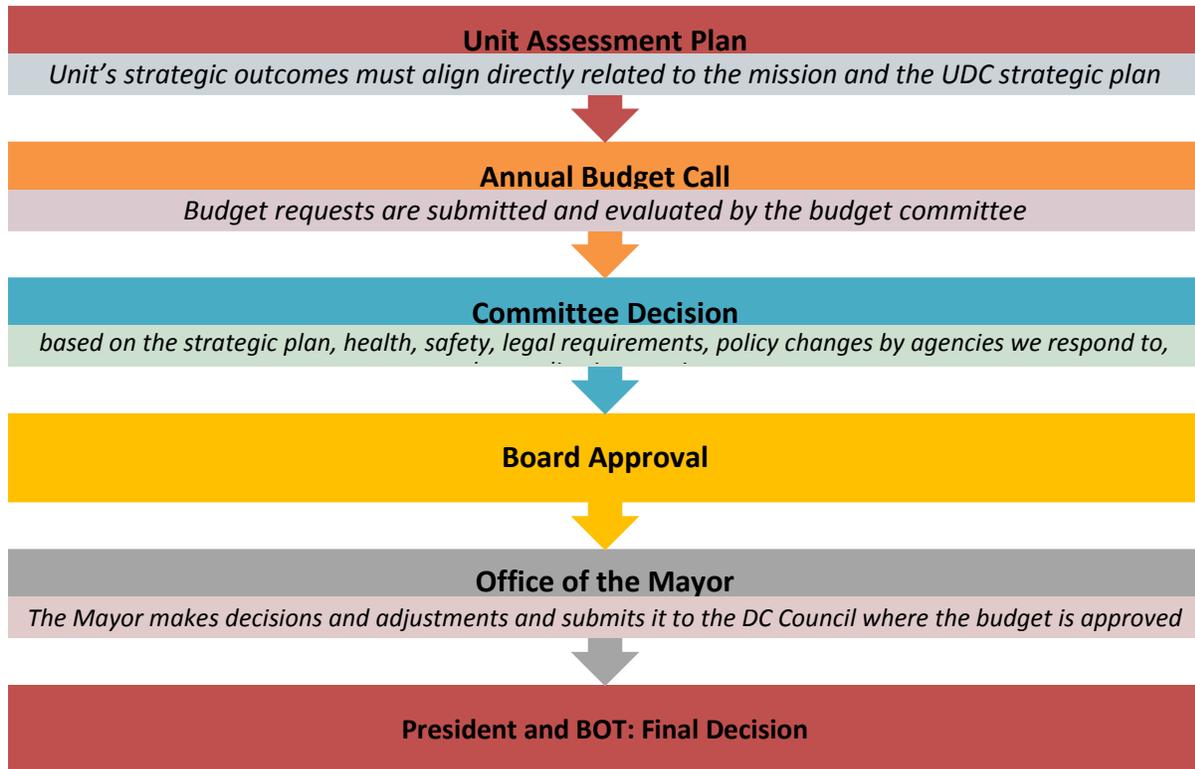
- SmartBoards were installed in classrooms to infuse technology into teaching and learning,
- Computers in labs were replaced so that students could have access to state of the art computer equipment,
- Simulation manikins were purchased for nursing students to have hands on experiences, and
- Resources, such as *LexisNexis* and *West Law*, were purchased 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 that are required by the Budget Committee. Figure 2.8 below illustrates the budget requests and approval process.

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 UDC Budget Committee is developing the budget, it analyzes and considers all budget requests from the various 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.

*FIGURE 2.8 BUDGET REQUEST AND APPROVAL PROCESS*

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:

- 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.

### **Management of Academic Facilities and Human Resource Allocation**

In order to ensure adequate allocation of physical space resources, UDC has established policies and procedures described in a UDC Facilities report compiled 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. 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, if available, is allocated to support design and construction activities.

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 in 2009 to manage facility improvements, 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 as a result of academic program assessments and Self-Study.

Capital spending is revised annually to best reflect a spending plan that effectively supports the academic priorities. The plan observes the 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 the DC City Council. It should be noted that most construction efforts 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.

[Vision 2020](#) provided a roadmap for meeting very specific goals over a seven year period, starting in 2013. 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.

A number of factors influenced the development of [Vision 2020](#) including (1) a scan of our financial health, (2) data from the [Noel-Levitz](#) study, (3) the [Growth Industries Employment Opportunities report](#), (4) the [ISTI](#) survey, and (5) the Right-Sizing Plan Emergency Act of 2012.

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 ..." ([Vision 2020](#), p. 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).

### **Collaborative and Transparent Decision-making Process**

In support of the integrity of the institution's overall effectiveness, transparency in budget development and resource allocation is essential. Across the current Self-Study period the institution explored several opportunities to reconstitute its budget call and resource allocation processes. Those efforts culminated in the establishment of a [Budget Committee](#) made up of university system constituents. This provided an opportunity for broad input into the creation of the annual budget. By creating a permanent, university-wide committee for oversight of the budgetary process, UDC more effectively keeps annual resource allocations in line with the overall goals of UDC, and ensures that institutional renewal is occurring in accordance with the model outlined by [Vision 2020](#). The membership of the Full Budget Committee is appointed by the President and represents a broad spectrum of the UDC community. It is comprised of 15 individuals from both academic and administrative units of the UDC community.

Updates on current, on-going improvement activities are also disseminated at staff gatherings, including the academic semi-annual professional development programs via collaboration with the Faculty Senate. Updates on progress regarding specific goals are compiled via a self-assessment report within each college, and all BOT records of meetings are made public

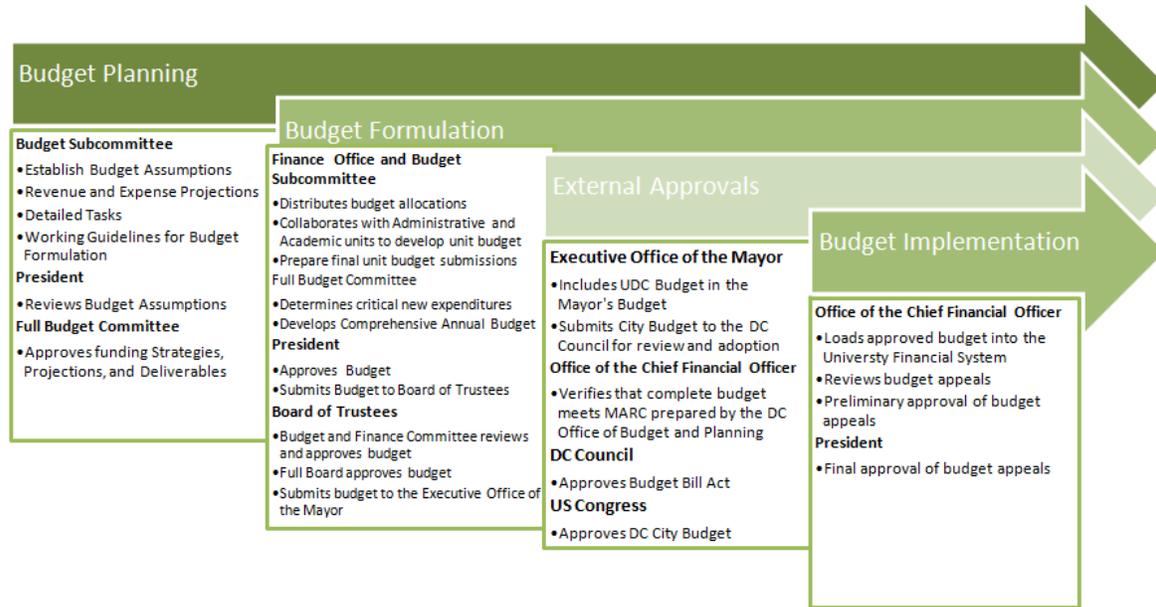
This reporting practice has created opportunities for the members of the UDC community to engage in needed dialogue among faculty, staff, administrators, and other internal stakeholders during the implementation stages of planned improvement activities. In recent years, UDC has made significant strides in communicating activities to the DC residents, and the surrounding jurisdictions by launching marketing ad campaigns about academic offerings and other institutional programs and services. Institutional information is not only made available on the University website, but through regional media outlets and social media.

In addition, UDC has established a Budget Subcommittee comprised of five members. The subcommittee 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 DC 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 Budget Office and the Full Budget Subcommittee collaborate with the administrative and academic units to prepare their final budget submissions. Figure 2.9 shows the makeup of each group, and Figure 2.10 provides the budget planning process.

*FIGURE 2.9 FULL BUDGET COMMITTEE AND BUDGET SUBCOMMITTEE MEMBERS*



*FIGURE 2.10 BUDGET PROCESS*

### Capital Budget Allocations

The Vice President for Facilities and Real Estate analyzes facility needs, as well as determines the way in which decisions are made as related to adjustments and renovations to facilities. There are two forms associated with this process: 1) The Project Request Form and the 2) 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 Chief Academic Officer for Academic Affairs. 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 a renovation request, one is signed by the Chief Academic Officer 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, a Project Charter is prepared. It requires signatures from Facilities, the CFO, and the Chief Academic Officer for Academic Affairs, and at this point, may be included in the budget.

### Planning and Improvement Process

[Vision 2020](#) shows intentional distribution of resources either needed or reallocated to ensure that UDC achieves its 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 include 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 FY 2014 in all academic and service units with each unit required to submit quarterly reports to the implementation committee. The [2014 Vision 2020 Implementation Status report](#) shows the accomplishments. The President is currently revising the plan to determine a plan of action for the goals and objectives that have not yet been met.

As detailed in this document, the institution's planning and improvement processes are initiated by stakeholder involvement. Examples of institution-wide planning and improvement include use and infrastructure of Student Center, process for budget call, the metrics timeline and constituencies for academic program reviews, and faculty-informed professional development.

### **Summary and Action Steps**

Planning for the allocation of resources has improved tremendously. In recent years UDC has shown dramatic improvements in the way it plans for the future and positions its resources to ensure the success of those plans. Coupled with improvements in budget planning has been a commitment to transparency that has re-engaged the UDC community in important ways.

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 challenging, 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 its effectiveness as an institution. That process of re-evaluation and reformation culminated in the creation of [Vision 2020](#) and, therefore, a new streamlined model for UDC.

There are, however, some areas requiring improvement. For example, the current budget process leaves room for improvement in the area of multi-year budgeting. The institution's attempt at a multi-year budgeting process is negatively impacted by the absence of a dedicated multi-year appropriation from the DC government. Additionally, there is limited communication to constituents about allocation of resources, justification for budget decisions, and communication of decisions made. Notwithstanding, UDC embraces the benefit of multi-year planning, and the President is planning a three-year budget cycle, following the current 2017 budget. To these ends, the following action steps are suggested:

#### **Standards 2 and 3 Action Steps:**

1. Formalize the institution's accepted policies for budget development.
2. Create a communication process for sharing budget committee actions and accepting community input.
3. Create infrastructure for overseeing and assessing the budget process
4. Develop a dashboard system for real-time reporting of budget committee actions and outcomes.

5. Develop a centralized data source for UDC's fiscal resources with capacity for distribution of resource data.

## CHAPTER 3: STANDARDS 4 AND 5 - LEADERSHIP, GOVERNANCE, AND ADMINISTRATION

### STANDARD 4 LEADERSHIP AND GOVERNANCE

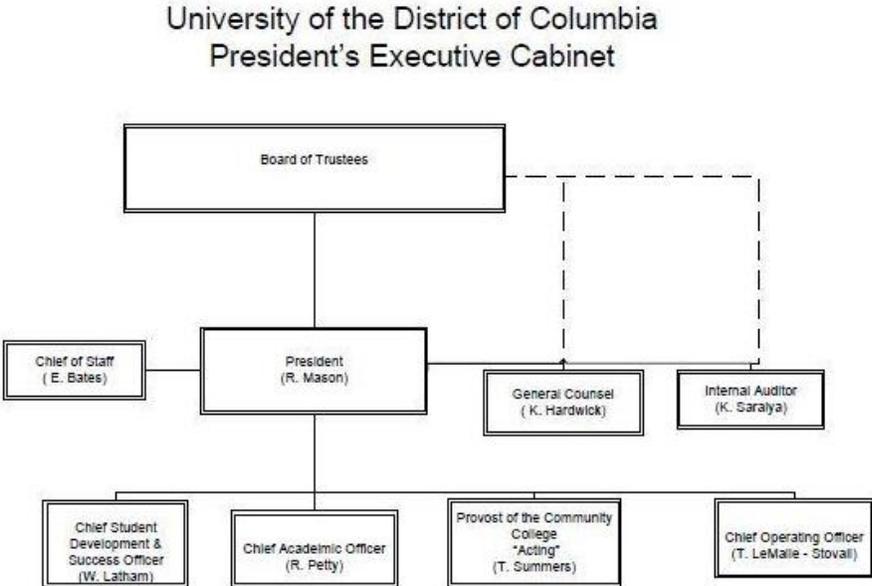
UDC's system of governance is presented through an organizational chart (AY 2016) and described in Chapter 8 of the D.C. Municipal Regulations ([DCMR8](#)). The roles of institutional constituencies in policy development and decision-making are also clearly defined. The administrative body is delineated to foster collegial governance through appropriate composition, duties, and responsibilities. In addition, the active governing body has 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, fosters quality improvement, and encourages participation of students and external stakeholders in governance policy development and decision making. The administrative structure of UDC is delineated in its current organizational chart (see Figures 3.1-3.3 below).

#### **UDC's Organizational Structure**

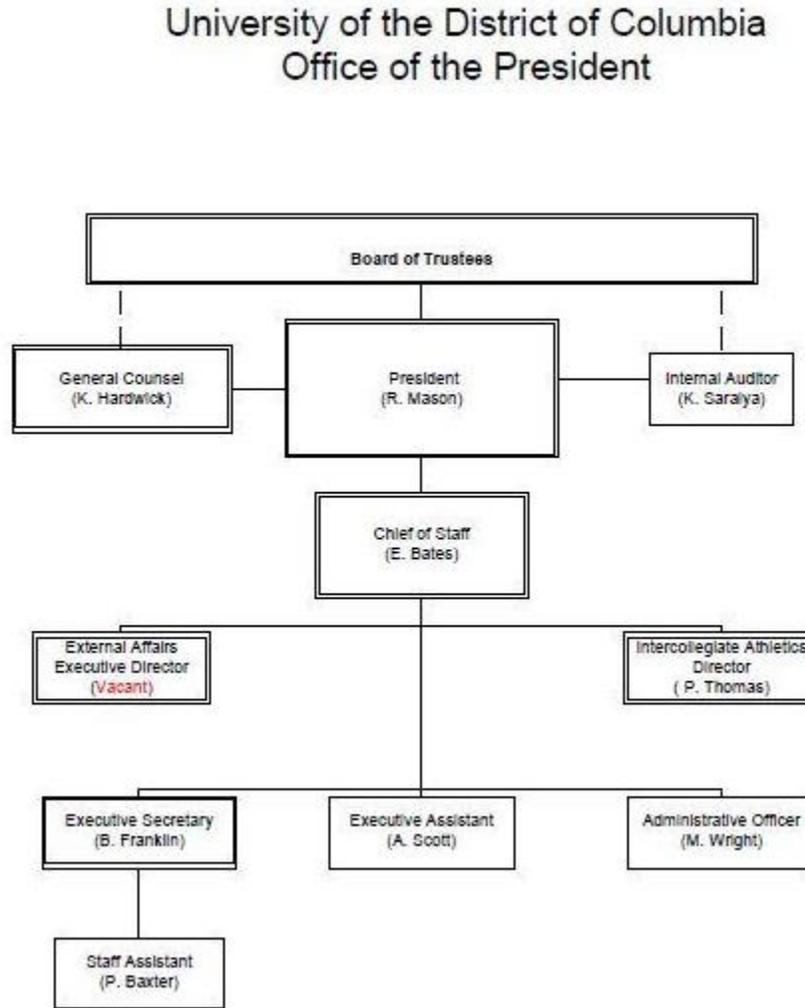
As a DC agency, UDC falls within the organizational structure of the DC government as depicted in the [Government of the District of Columbia organizational chart](#), specifically, under the authority of the Deputy Mayor for Education.

The structure of UDC is organized according to administrative and academic lines of authority. More specifically, the organizational chart of the President's Executive Cabinet identifies the lines of authority between the President and other executive positions that constitute the Executive Cabinet. The President's Executive Cabinet represents the hierarchy of authority for administrative functions at UDC. The Board of Trustees (BOT) is shown in this organizational chart as the senior line of authority for UDC. Figures 3.1-3.2 illustrate the full organizational structure of the President's Executive Cabinet and the Office of the President respectively.

*FIGURE 3.1 ORGANIZATIONAL STRUCTURE OF THE PRESIDENT'S EXECUTIVE CABINET*

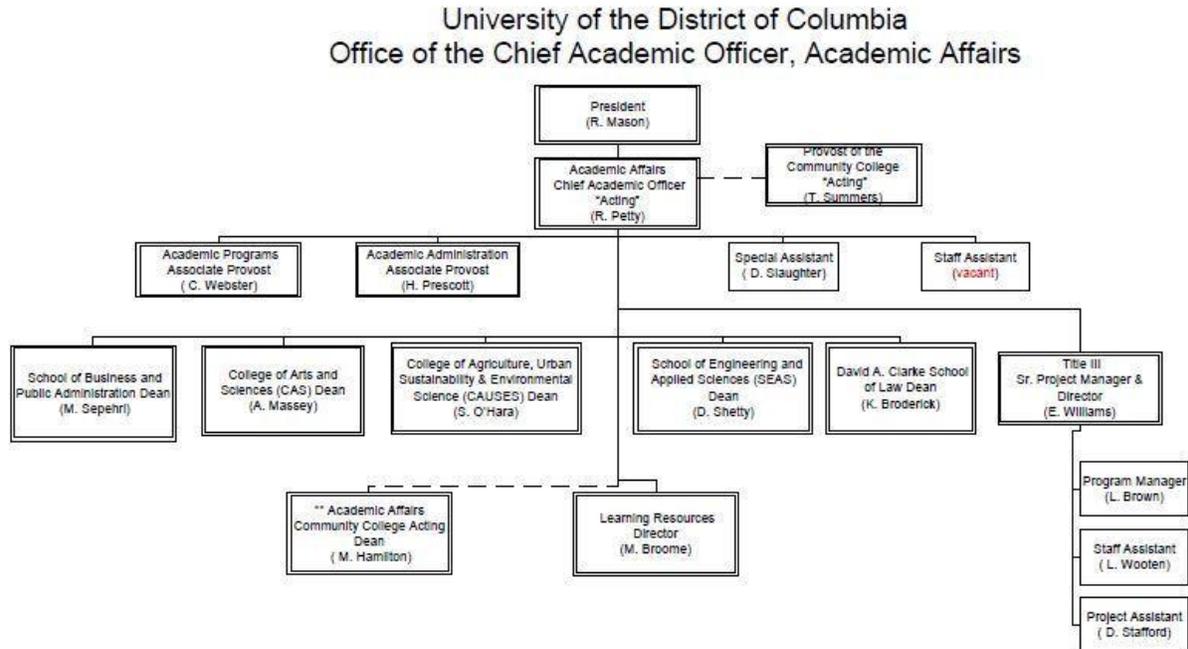


*FIGURE 3.2 ORGANIZATIONAL STRUCTURE FOR THE OFFICE OF THE PRESIDENT*



The Office of the Chief Academic Officer for Academic Affairs’ organizational structure (Figure 3.3) depicts the scope of authority and responsibility encompassing all academic leaders, programs, academic support staff and other academic related units at UDC. In addition, the Acting Chief Academic Officer for Academic Affairs is the line of authority for two associate provosts and various academic functions.

*FIGURE 3.3 ORGANIZATIONAL STRUCTURE OF THE OFFICE OF THE CHIEF ACADEMIC OFFICER, ACADEMIC AFFAIRS*



### Shared Governance at UDC

UDC’s governance structure functions through cooperation and communication across all its constituents. This community of scholars, servants, and leaders share decision-making responsibility. Internal to the university, constituencies include the BOT, the President and the Executive Cabinet, the Council of Deans, Faculty Senate, the Faculty Association [The UDC American Federation of State, County and Municipal Employees \(AFSCME\)](#), USGA, [Graduate School](#), and the [DCSL](#). One student representative selected by all degree-seeking students serves on the BOT. The internal governance structure is supported by a collaborative relationship with the DC City Council and the Mayor. The shared governance relationship exists on the premise that all parties are active with sufficient autonomy to assure institutional integrity and to fulfill responsibilities for policy and resource development.

### Board of Trustee Governance Structure/ Composition

In 1974, the U.S. Congress established that the BOT would govern UDC. As such, the BOT has the authority to independently issue regulations governing UDC, own and manage the property of UDC, and represent UDC in court. The BOT hires the President of UDC and is charged with establishing and ensuring accreditation of the components of the institution, which at a minimum must include a

liberal arts component, a vocational and technical component, and a school of law. The BOT approves all majors and degree programs offered at UDC and sets academic policies such as degree requirements, tuition, and fees. In addition, the BOT approves UDC's budget, in conjunction with the Mayor and City Council. UDC and the BOT's authorizing legislation is the [Post-Secondary Education Reorganization Act of 1974](#) (DC Official Code §§ 38-1201.01 – 38-1204.07 (2001 ed.)).

The BOT composition for UDC, the manner in which the members are appointed or removed, the qualifications for holding office, and the terms of office for members of the BOT are established in [D.C. Official Code §§ 38-1202.01, 38-1202.03 \(2001 ed.\)](#). The authority, powers, and duties of the Board are established in [DC Official Code §§ 38-1202.01, 38-1202.06 \(2001 ed.\)](#). BOT [membership](#) is diverse and represents internal and external constituencies of UDC. Internally, the BOT includes alumni and an active student representative. As a public institution, UDC's 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 believed helped boards to better meet the financial, educational, and legal challenges that confront higher education. There is evidence demonstrating UDC's focus on those challenges in governance, and how its BOT works diligently to ensure unstrained BOT-President relationships. There is a strong shared governance infrastructure, and BOT members add value to the institution's decision making process.

On September 16, 2014, the BOT approved the restructure of BOT committees as follows: (See [Restructure Final Rulemaking September 2014](#))

- Executive
- Committee of the Whole
- Audit, Budget and Finance
- Operations
- Academic and Student Affairs
- Community College

### **Periodic Assessments of the Board**

The BOT has implemented procedures for periodic assessment of its goals and responsibilities. For example, it utilizes self-assessment, internal and external audits, and external consultant evaluation. The most recent audit was managed by KPMG, 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, as the BOT does not currently have control over UDC's investments. Instead, UDC's investments are managed by DC. However, as a result of the KPMG audit, UDC is now working through a process for addressing this weakness.

The BOT members are required to complete the [Confidential Financial Disclosure Statement](#), required of all members annually. It addresses matters such as remuneration, contractual relationships, employment, family, financial or other interests that might pose conflicts of interest. This report also ensures that any identified interests are disclosed and that they do not interfere with impartiality of BOT members, nor outweigh 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 UDC's mission, organization, and academic programs and objectives.

The BOT members also participate in annual retreat meetings that address strategies for fulfilling their responsibilities; reviewing past year accomplishments; and planning future goals and objectives. The retreats are sometimes facilitated by external consultants.

### **Policy and Resource Development**

UDC's system of governance clearly defines the roles and authority 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.

UDC's constituents who participate in shared governance include the Faculty Senate, Faculty Association, Student Government, and the external community. 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 demonstrated in the recent selection, from three finalists, of the individual to serve as President for UDC. The BOT announced the finalists in March of 2015 and each candidate was provided an opportunity to visit the campus and participate in open forums. These forums provided UDC stakeholders an opportunity to meet the finalists, ask questions and offer written feedback to the BOT. The internal and external university communities were 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, student leadership as well as college deans, senior administrators, community members, and UDC 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.

### **Stakeholder Participation in Institutional Governance**

#### **Faculty**

UDC faculty participate in shared governance through Standing Committees, ad hoc and 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. Further, faculty play a vital role in determining new academic programs and courses. The specific governance protocol outlining the approval of policies, new programs, and courses is described in the [Academic Policies and Procedures Manual](#).

An interim Academic Senate evolved into the current Faculty Senate and was approved by the BOT in 2011. The Faculty Senate represents the faculty and serves as part of the UDC shared governance structure. 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](#)). The voting members of the Faculty Senate are elected by their peers and include a full-time faculty representative from each current academic discipline/program in the main and branch campuses, student representatives, and representatives from DCSL and LRD.

Through duly constituted legislative processes, it provides for the exercise of faculty's fundamental role in academic decisions, the implementation and preservation of academic standards, and the promotion of student welfare. The interdependence and cooperation of administration, faculty, and governing board are essential for legitimate and effective governance.

The Faculty Senate has responsibility for deliberating and making recommendations on university standards, policies, and programs, which are made through the Chief Academic Officer of Academic Affairs to 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.

## **Students**

Students participate in shared governance through voting and non-voting representation on many committees except the Faculty Affairs Committee and the Faculty Evaluation and Retention Committee. 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 voting members of the Faculty Senate. Student representation is additionally evident in their 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 ensure 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 BOT 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 currently 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 meetings at the branch campus.

The [UDC National Alumni Society \(UDCNAS\)](#) represents the alumni of UDC and is a critical constituent in the university's shared governance structure. Among many things, UDCNAS coordinates the election of alumni representatives to the BOT. The most recent election was held in February of 2015. In preparation for that election, the UDCNAS organized a [Board of Trustee Candidates Forum](#).

### **Administration**

Administrators participate in shared governance through the following non-voting representation 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 serve on the Career and Professional Development Committee.

### **David A. Clarke School of Law (DCSL) 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" (p. 5). 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" (p. 5).

In addition to defining the specific responsibilities of the Dean and the administrative staff, the [School of Law Faculty Handbook](#) also describes the shared governance responsibilities of the Dean and the faculty concerning matters regarding the program of legal education, faculty appointments, and policies governing admissions and retention.

DCSL personnel are exempt 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.

### **External Community**

Governance of UDC is also shared with members of the general public. As a D.C. agency, UDC is bound by [The "Sunshine Act," codified as D.C. Code §1-1503a. \(Supp.V..78\)](#). ( It provides: (a) All

meetings (as well as 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 BOT chairpersons responsible for identifying committee members wanted to make sure representation included a community member. As such, the BOT updated its Freedom of Information Act (FOIA) Regulations, stating that it is the responsibility of the BOT to make information available to the public when requested. In accordance with [DCMR8](#) policy, the public has a 30-day window to comment on BOT matters.

Goal 2, Objective 2 of [Vision 2020](#) discusses the relationship between UDC and DC 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.

### **BOT and UDC Administration Collaboration with the DC Government**

There are several examples that demonstrate the collaborative relationship of the BOT and the UDC administration with the DC government to achieve greater administrative flexibility consistent with mutual needs, as follows:

- Open communication has been established between the Deputy Mayor for Education and UDC. More specifically, 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 DC 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 President and the Chairman of the DC Council continue to meet monthly.
- In 2012, at the request of DC Mayor Gray, UDC (among many other city colleges and universities) agreed to participate in the environmental, economic, and social sustainability pledge.
- In cooperation with the DC Office of Budget and Planning, UDC is responsible for the capital budget as described in the [Financial Policies and Procedures Manual](#) (p. 73). The President and the DC OCFO meet quarterly.

## Summary and Action Steps

On the basis of analysis of the identified evidence, the Self-Study Steering Committee believes that UDC complies with Middle States Standard 4.

### STANDARD 5 ADMINISTRATION

UDC's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

UDC's administrative structure is highly defined and communicates clear expectations for depth and breadth of expertise of the institution's executive leadership team. The organizational charts (figures 3.1 - 3.3) identify the individual roles and relationships within and across the administrative units responsible for scaffolding the services upon which UDC's mission is achieved. These graphics also underscore that the administrative structure is built as a cross-system model with explicit leadership for key initiatives and functions. This model of designated experts with cross-system authority and responsibility facilitates a seamless and efficient administrative operation. Accountability is embedded in performance assessment. Performance assessment aligns success metrics for positions with unit outcomes.

The BOT adopts and approves the operating budgets which are subsequently submitted to the Mayor. (See [UDC Resolutions No. 2013-16, 2014-13, 2015-02.](#))

Beginning on page 23 of Resolution No. 2013-16, the budget outlines a Shared Services Analysis and demonstrates the way in which 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 DCSL.

### Assessment of Shared Services

Shared services are assessed in several ways. Units of UDC are encouraged to conduct and submit assessment audits and annual assessment plans and reports which are discussed internally in their units. (See [Chapter 4.](#))

All units of UDC are required to present data to the President for BOT financial decisions and evaluations for governance oversight, especially when BOT discussions affect the unit. One action of the BOT is to introduce and adopt financial budgets. In the [January 2015](#) 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 Chief Financial Officer and the President, and recommended its approval for submission to the Mayor by the BOT.

The 2015 Employee Performance Plan, Midpoint Review, and End of Year Accomplishments Evaluations are used by unit managers to help plan for unit effectiveness in service areas. A template is available [online for Non-Supervisory and Supervisory Employees.](#)

The BOT is also responsible for hiring executive administrators that are highly qualified to meet the high demand of shared services units. Pursuant to 8 DCMR §210.1, an executive decision 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

### Changes in Staff Patterns and Reporting Hierarchy

Since the 2005 MSCHE accreditation visit, there have been several Chief Executive Officers. More specifically, at the time of the MSCHE 2005 visit, William Pollard was President. He was succeeded by Stanley Jackson, and later 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 served as Interim President (March 2013- June 2015), and Ronald Mason, Jr. was appointed in July of 2015. Figure 3.4 below depicts the appointment timeline since 2005.

*FIGURE 3.4 APPOINTMENTS AY 2005-15*

Position	'05	'06	'07	'08	'09	'10	'11	'12	'13	'14	'15
President			XI	X				XI	XI		X
Provost/Chief Academic Officer			XI		XI			X	XI		
General Counsel					X				XI		
Chief of Police						X					X
Deans								2X	2XI	X &XI	X
CEO of UDC-CC				O	X			X		X	

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

In addition, when UDC-CC was formed in 2009, a position for CEO was created, and the Dean of UDC-CC reported to the CEO. All other deans reported to the Chief Academic Officer of Academic Affairs. However, President Mason recently created new positions, namely Chief of Staff and Intercollegiate Athletics Director that report to the Office of the President.

There have been three Chief Executive Officers of UDC-CC since 2009, and the position is currently vacant.

Among other actions, UDC determined in the [UDC Right-Sizing Plan](#) 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. As a result, UDC took several actions in order to right-size executive, administrative and managerial staff, as well as faculty. One such action was the consolidation of departments across UDC resulting in a significant reduction in the number of administrative positions on campus. For example, the College of Arts and Sciences (CAS) moved from 10 departments to four divisions, led by division chairs and program directors/coordinators.

In addition, the new organizational structure within CAUSES created substantial efficiencies across its departments and programs. For example:

- Administrative support for Architecture and Community Planning programs has 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 that work collaboratively to streamline processes for CAUSES. For instance, the coordinator for personnel services is now handling all necessary paperwork for adjunct hires, allowing program directors to focus on other administrative tasks. In addition, supply orders and room reservations are handled by the coordinator for administrative and logistics services. Also, 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. In [Vision 2020: Preliminary Report to the Board of Trustees \(November 2013\)](#) several actions were identified to better align administrative services within UDC. As a part of redefining admission and retention services, UDC hired an Enrollment Manager and reorganized the activities and initiatives of recruitment, advising and registration based on the data regarding UDC's admission prospects (student pool), retention rate, and semester-by-semester student registration data.

Financial Aid responsibilities were moved from the Division of Student Affairs to Enrollment Management. This reorganization greatly improved the level of communication between UDC and admitted students regarding financial packages.

Finally, 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](#) (June, 2014). Most recently the new President named a new administrative structure.

### **Summary and Action Steps**

Although there have been several senior level administrative changes over the past decade, UDC continues to work towards transforming itself into a stronger public higher education system in DC. As such, based on the analysis of the identified evidence, the Self-Study Steering Committee believes that UDC complies with Middle States Standard 5.

## CHAPTER 4: STANDARDS 8 AND 9 – STUDENT ADMISSIONS AND RETENTION, STUDENT SUPPORT SERVICES

### Overview: Student Recruitment, Admissions and Retention

UDC has statutory responsibility as the only public institution in DC to serve all citizens preparing for workforce and entry to advanced degrees. The student population is diverse, ranging from those wishing to develop skills for immediate entry to the workforce to those pursuing master’s degrees; from first time freshmen just leaving high school to adult learners in pursuit of their life-long dream of attaining a degree.

A number of factors have influenced student recruitment including the mission and statutory responsibilities of UDC, as well as other externally driven factors, as noted in [Vision 2020](#) (Appendix B).

Prior to AY 2008-09, UDC was not classified as maintaining 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 were affected, as many students in developmental courses who were First Time in College (FTIC) were not retained through 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.

To improve the retention and success of these students, [University of the District of Columbia – Community College \(UDC-CC\)](#) was established in 2009 as the open enrollment arm of UDC. It included workforce development (WDLL), with the “Flagship” enrolling students who met admission requirements. The David A. Clarke School of Law (DCSL) maintained separate recruitment and admissions.

### Admissions, Recruitment, and Retention

In 2009, the Flagship established admissions requirements for new FTIC students entering four-year undergraduate degree programs. [Admissions standards](#) are posted on the website, in [University Admission Policies \(2011\)](#), and in the [2014 to 2016 University Catalog](#) pp. 17-21.

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). Major recruitment efforts centered on DC residents. The Noel-Levitz study also showed that there was no lack of applications to UDC; however, UDC had not converted those applications to enrollees. For students who did choose to enroll, their decisions were based on faculty credentials and employment of graduates. These data informed decisions to reorganize recruitment efforts, and several strategies (i.e., advertising campaign using accomplished faculty and graduates, public school outreach, dedicated recruitment team, campus tours, analysis of applications) were implemented. The data and outcomes are

reflected in the [Enrollment Management Assessment Report](#) contained within the President's Report to the BOT.

In fall 2010, when UDC-CC moved from the main campus to its current location, UDC experienced the highest enrollment increase (approximate 10%) across the university in years. However, between 2010 and 2012, there was a fluctuation of enrollment followed by an almost 7% decline across all programs between 2012 and 2014.

In 2011, under an interim director of admissions, goals were developed and released as a part of the [Undergraduate Student Recruitment Plan 2012-2013](#). From these goals, stage-level recruiting and admissions activities were implemented (including daily analysis of admission data and the involvement of schools and colleges in contacting and recruiting students) to increase the conversion rate of applicants to enrollees.

The [UDC Right-Sizing 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 spring 2013, embarked on further redefining recruitment and admission. The [Vision 2020](#) Academic Plan Appendix A, Goal VI (p. A-3) specifically targets significant enrollment across all levels of UDC from workforce up through graduate/professional.

In 2014, the administration created the position of Associate Vice President for Enrollment Management with specific responsibilities to recruitment, admission, and retention. The new Office of Enrollment Management ([OEM](#)) was formed and focused on the recruitment of undergraduate and graduate students separately. As a point of reference, the [Fall 2015 Recruitment Plan](#) (for undergraduate students) and [Graduate Recruitment Plan 2015-2016](#) support UDC’s mission, goals, and academic plan and include assessment plans.

Recruitment and admission for WDLL programs is also done at the program level in [UDC-CC Workforce Development and Lifelong Learning](#) (UDC-CC WDLL). There is a new process in place that 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 supportive data related to outcomes reported

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. The following 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 completion
- Students begin building rapport with staff at the site and other students

Finally, the DCSL recruitment, admission, and retention efforts are managed directly by DCSL at the school level. Specific [requirements](#) are noted on the [DCSL website](#).

### 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 Admission](#) 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.

Since the integration of *Recruiter*, application, acceptance, and confirmation rates have increased. More specifically, UDC has experienced a 57% increase in total number of applications; 31% increase in number of admitted students; and 34% increase in number of confirmed students. Figure 4.1 reveals the specific differences between Spring 2015 to Spring 2016 (to date).

*FIGURE 4.1 UNDERGRADUATE ADMISSIONS COMPARISON OF SPRING 2015 AND SPRING 2016*

	<b>2016</b>	<b>2015</b>
<i>Flagship</i>	1277	684
<i>Community college</i>	1235	921
<b>Admitted</b>	<b>1438</b>	<b>1096</b>
<i>Flagship</i>	561	419
<i>Community college</i>	877	677
Updated Admission term	<b>22</b>	<b>12</b>
<b>CONFIRMED</b>	<b>1210</b>	<b>903</b>
<i>Flagship</i>	449	332
<i>Community college</i>	761	571
<i>Denials</i>	<b>3</b>	<b>13</b>
<i>Flagship RJ, Offered Community college</i>	<b>34</b>	<b>21</b>
<i>Incomplete</i>	<b>985</b>	<b>476</b>

In addition, processing times have decreased due to changes in office operational flow and the use of scanning to ensure efficiency. In an effort to measure increased efficiency, baseline measurements have been set with *Recruiter* regarding reduction in turnaround time for a decision based on a complete application packet to contrast against future timeline with the addition of electronic document uploading through Recruiter.

During AY 2014-15, the OEM conducted several recruitment touch points with prospective students at both the undergraduate and graduate levels. These included 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 more than 41,000 touch points with prospective undergraduate students and 4,400 with prospective graduate students revealed that many of these efforts were minimally effective. In assessing these findings, the OEM is shifting to a heavier use of social and electronic media such as Facebook, Instagram, UStream, LinkedIn (graduate students), and email.

[Admissions Policies](#) reflect the mission of UDC and are posted on the website along with comprehensive descriptions of academic programs, including required placements and any testing requirements such as TOEFL. The university [Fact Sheets](#) 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](#). Given that prospective applicants and their families are now far more dependent on websites for their college information, our website maintains currency.

### **Assessments of Enrollment Goals**

Before completing the AY 2014-16 recruitment plan, the OEM completed an [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. More specifically,

- 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 from 2013 \(ISTJ\)](#) national recruitment and admission trends, and recruitment strategies used by comparable institutions provided useful information for the OEM. The information gleaned from the study informed the decisions to reorganize the recruitment initiatives and bolster the infrastructure needed to improve admission to UDC.

## **Programs, Policies, and Processes Supporting Students**

### **Student Success Support Services at the Flagship**

Academic support services for students in degree programs are specifically tailored to promote successful progression towards graduation, with new student orientation and academic advisement being the key components.

- [New 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 UDC to assist new students to navigate the Banner system and to meet student leaders, faculty, and advisors in an organized manner.
- [Academic Advising Center](#) (AAC) is responsible for advising freshmen and sophomores at the Flagship. UDC engages all 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. In addition to academic advising, AAC coordinates the non-credit [freshman orientation course](#) and the [Academic Support Center](#) (ASC). Freshman Orientation, a 1-credit course, provides students with an overview of life at the university and how to achieve success while pursuing academic goals. Although it is not a required course, in 2013, 26% of FTIC enrolled in the course. This number increased to 58% in 2014. In addition, the ASC is a place where students receive tutoring, borrow necessary learning equipment such as calculators, receive writing and other learning supports, and attend scheduled workshops which relate to commonly expressed needs and challenges. The AAC served approximately 5,600 students from October 2012 through September 2015, according to data provided to Title III. Also, in 2014 the AAC worked with the Financial Aid office to revise the process for students completing the Satisfactory Academic Progress (SAP) appeal.

### **Student Success Support Services at the Branch Campus**

Student Success Support services at the Branch Campus are tailored to help students succeed in their programs, progress to workforce, or transition from WDLL to associate degree programs. The WDLL Student Success Initiative which was launched in January 2013 provided a framework for increasing completion rates and focused 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 have increased since FY 2010, as noted in Figure 4.2.

*FIGURE 4.2 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 is to a job, an associate's or bachelor's program, or continuing education. Transitions Coordinators have been hired who work with students who 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.

Students enrolling in associate degree programs are supported in ways similar to students in WDLL. Students are provided specialized 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 the [New Student Orientation Manual](#). The [Student Success Center](#) provides intentional advising and tutoring through the [Academic Center for Excellent Students](#) and the [Student Success Team](#). Information regarding other services that promote student success is covered in the course [First Year Seminar](#) (FYS).

As a result of the [data collected from the SENSE survey](#), the Student Success Center now employs eight Student Success Specialists and a Director of Student Success who are available at more convenient times to serve FTIC students. Staff have been trained in the most up-to-date strategies in academic advising (i.e., Appreciative Advising and Intrusive Advising) and have been engaged in webinars sponsored by Academic Impressions in order to strengthen their academic advising skills. Similarly, the [Career Services Center at UDC-CC](#) supports FTIC students by providing career services including career counseling, career assessments, career educating, job readiness and career networking to students, faculty, and community partners to encourage a culture of active and collaborative "navigation" of the lifelong career development process. Students receive resource information from the 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. Additionally, support services such as UDC-CC's Office of Counseling & Disability Services and the Office of Student Activities also align their program and services to serve FTIC students. [A Summary of Student Achievement Assessment Reports](#) from the Office of Student Achievement (OSA) outlines data analyzed and actions taken from 2012 to 2015.

Another report, [Retention-Related Initiatives](#), discusses additional initiatives at UDC-CC fostered by Achieving the Dream, Complete College America, the College Access and Readiness for Everyone (CARE) programming, and the summer program Math Boost-Up.

### **Other University-wide Support Services**

Other student support services include those provided by the Learning Resources Division (LRD), the Office of Information Technology (OIT), Athletics, the Office of Public Safety and Emergency Management, the Office of Enrolment Management and the Division of Student Affairs.

**LRD** services include comfortable study spaces, computers, Blackboard support, and general library holdings. More details may be found in [Chapter 6](#).

**OIT** provides students with a number of resources via the [OIT website](#), as well as offering clear instructions on how to access their emails and their Banner sites to find their financial information, class schedules. They are also able to register for classes at this site, 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](mailto:support@udc.edu).

**Athletics.** 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 support. There is a faculty representative who is responsible for NCAA compliance. Student athletes receive specialized advising and support services including study hall and tutoring.

**Office of 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 city-wide DC Alert system. The [Office of Public Safety and Emergency Management](#), a shared service, consistently monitors the campuses by patrols and through strategically placed cameras, distributes ID cards, responds to altercations and other distress indicators, and conducts safety drills. This office coordinates the Threat Assessment Team that investigates and evaluates any threat identified on the campus and makes recommendations as to how it should be handled. 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](#).

A number of offices within the [Division of Student Affairs](#) provide shared student support services. A [Summary of Assessments](#) demonstrates the effectiveness of the various services and supports and action steps taken to improve.

**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 2000s 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.

**Veterans.** UDC is a *Service Members Opportunity College* in the District of Columbia. [Veterans Affairs](#) is currently 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 identified under 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.

**Disability Resource Center (DRC):** The DRC provides access and services to students with disabilities. In accordance with the Americans with Disabilities Act (ADA) 1990, Section 504 of the Rehabilitation Act of 1973, along with other federal and D.C. disability and discrimination law, UDC provides access and reasonable accommodations to students who have documented disabilities.

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 inappropriate 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 sessions, the [Disabilities Resource Center Student Handbook](#), and revisions to the [Student Handbook](#).

***Career and Professional Development Center.*** The [Career and Professional Development Center](#) is newly reorganized and 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. Similarly, 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 to encourage a culture of active and collaborative "navigation" of the lifelong career development process. Students receive resource information from the 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.

In 2014, at UDC-CC, 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 suggested 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 has realigned services with those at the main campus. In addition the office has been reorganized with a new director heading new and exciting initiatives.

***Counseling and Student Development Center.*** The [Center](#) helps students develop realistic and positive self-images 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 campuses relates to national themes such as Sexual Assault Awareness, Domestic Violence, and Eating Disorders. Other services include testing, screening, and workshops. (See [Counseling Center Assessment Executive Summary](#).)

***University Health Services.*** The [University Health Services](#), located at the main campus, with selected services on the branch campus, ensures a healthy campus environment by promoting individual health and wellness. It provides campus-wide emergency response; sick care (same

day appointments are usually available); physical exams; required immunization 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 and hearing screening; consultation and referral services and health maintenance support. Services and activities provided are also in response to assessments of the unit's effectiveness.

**The Office of Enrollment Management** coordinates the remaining shared supports and services for students at UDC, namely, Office of the Registrar, Financial Aid, Student Accounts and International Student Support.

**Office of the Registrar:** The Office is responsible for consistently implementing District, Federal, and University policies and procedures, maintaining institutional credibility through the proper maintenance of student biographic and academic records, and certifying students for graduation. Services provided by the Registrar's Office include registration and scheduling adjustments, transcript maintenance and appropriate distribution, enrollment and veteran's certification, student records management, and dissemination and maintenance of all student demographic data and directories.

**Financial Aid.** In the [Financial Aid](#) office, counselors are assigned to students by alphabetical designation so each student has a specific financial aid counselor. Financial aid counselors advise students on the various loans or aids available, student eligibility, and help students monitor their loans and aids after awards are made. Of the 2,746 independent students reported to the USDOE, 1,540 (56%) with an average income of \$13,000 receive Pell Grants. 1,288 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%. UDC-CC has approximately 60% of the Pell grant recipients and the flagship, approximately 40%. The financial aid office is also responsible for the work study program, monitoring the Mayor's funds, and university scholarships, 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 factor of students' dropping/stopping out, funds are now being used for supporting students with financial exigencies.

**Office of Student Accounts.** [The Office of Student Accounts](#) maintains financial records for students and processes payments. It 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, disburses check payments, and posts transactions from various revenue sources.

**International Students.** In response to its mission, UDC currently enrolls a significant (~10%) population of [international students](#) ([Fact Book 2014-15](#), p. 12). Previously, services for international students were overseen by the [Office of International Programs and Exchange](#) (OIPE). This office, which operated up until AY 2013-14, provided advising for international

students, including an [Orientation for International Students](#) as well as sponsoring other activities such as [International Education Week](#). International student activities are currently operating out of the Office of Enrollment Management which provides services such as SEVIS certification, counseling, and emergency services. In response to feedback from students during town hall meetings, programs and activities are being reorganized to meet the expressed needs. For domestic students (and faculty), there are [study abroad](#) opportunities.

### **Students' Complaints and the Student Code of Conduct**

A review of student complaints (in Document Room) shows a diversity of challenges that students experience while attending UDC. The [grievance procedure](#) is located on the UDC website.

The [Student Code of Conduct](#) was revised in August 2009 by the Division of Student Affairs and the Office of Student Life and Services to include a more streamlined grievance process. The [Student Handbook](#) delineates the Student Code of Conduct.

### **Summary and Action Steps**

On the basis of analysis of the identified evidence, the Self-Study Steering Committee believes that UDC complies with Middle States Standards 8 and 9. However, the committee has identified the following action steps to further improve services and support for students:

1. Continue implementation of [Ellucian DegreeWorks](#). It will be fully implemented in 2016 and 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.
2. Redesign UDC website to be consistently current, accurate, and user-friendly, ensuring that all policies and procedures for student grievances are readily accessible.
3. Continue to assess and report reporting on the oversight process for all student admission, retention, and support services including relevant data points and interventions/ responses consistent with the University's overall plan.
4. Provide health services at the branch campus and the two instructional sites.

## CHAPTER 5: STANDARD 10 - FACULTY

### Overview

UDC has a diverse and committed faculty. The institution has 247 full-time, permanent faculty members serving six academic units. The faculty is supplemented by land-grant faculty members, LRD faculty, visiting scholars, approximately 315 adjunct faculty members, WDLL instructors, and clinical preceptors. Faculty members' performance, development, and professional excellence are inextricably linked to institutional effectiveness. Duties are centered on teaching, scholarship and research, and university and public service. UDC faculty have unique expectations placed upon them — ones that are traditional to the higher education landscape in the US, while at the same time a commitment to students on a trajectory from “lacking preparedness” for college and the professional world to “professionally desirable” by employers to matriculation in graduate school.

### Defining the UDC Faculty

The UDC faculty profile has changed significantly since 2010. Shifting emphases in academic programming (to priority areas identified in *Vision 2020*), professional accreditation requirements, program growth, and voluntary separations have resulted in faculty reductions in some areas and increased hiring in others. Since 2013, 61 faculty have been hired in areas identified in *Vision 2020*.

*FIGURE 5.1 NEW FACULTY HIRES (AY 2012 - 13 - AY 2015-16)*

Program Areas	CAS	CAUSES	UDC-CC	SBPA	SEAS	LAW
Business			5	3		
Health	5	1	11			
Education	5		2			
STEM			9		8	
Public/Gov't Service	3					7
Urban Sustainability/Architecture		2				
Totals by School/College	13	3	27	3	8	7

Retirements and other separations also have contributed to faculty rejuvenation. For example, in CAS, assistant professors now represent the largest faculty group (42%). More than 88% of CAS faculty members are terminally credentialed, a development that supports a commitment to currency in disciplinary expertise and pedagogy. In SEAS, 55% of faculty are assistant professors who have been appointed since 2010, and 100% of faculty have terminal degrees in their disciplines. In response to the UDC mission “to build a diverse generation of competitive, civically engaged scholars and leaders,” new hires have expanded the institution’s pool of expertise in strategic ways with emphasis on disciplines such as Biomedical Engineering, Geospatial Technology, Adult Learning, Science Education, Water Resources, Sustainability, and Urban

Agriculture. The institution's expanding expertise 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. 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 development bodes well for UDC's mission-centered commitments to undergraduate and community-based research and drives necessary advances in student engagement. Scholarly-engaged faculty along with new faculty research initiatives create immediate and long range opportunities for UDC. In addition to facilitating improvements in teaching/learning, scholarly productivity, and research competitiveness, our expanding community of new scholars and research-active faculty members significantly increases academic quality.

### Faculty Characteristics and Impact on UDC

Faculty take great pride in the UDC mission and the success of its students, demonstrated by low turnover rates of 14% and 16% in 2011 and 2012, and for fall 2013, 14, and 15, turnover rates were 4, 6, and 7 percent respectively.

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

*FIGURE 5.2 FACULTY RANKS (2013-14)*

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

Figure 5.3 shows changes in the faculty members in the past five years:

*FIGURE 5.3 FACULTY DISTRIBUTION BY COLLEGE (2010-14)*

College/School	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
<b>Flagship (W/o Law School)</b>					
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
<i>Subtotal</i>	<b>180</b>	<b>173</b>	<b>171</b>	<b>157</b>	<b>168</b>
<b>Community College</b>	29	26	22	42	52
<b>David A. Clarke School of Law</b>	22	23	25	24	27
<b>University Total</b>	<b>231</b>	<b>222</b>	<b>218</b>	<b>223</b>	<b>247</b>

The number of full-time 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 to expose students to individuals with specialized expertise. In some cases, part-time and temporary full-time faculty are hired to complement the full-time permanent faculty. Adjunct faculty are employed on a semester-by-semester basis and provide flexibility based on programmatic and student needs.

### Faculty Strengths

UDC faculty are deeply committed to the institution, students, community, research, and teaching. Faculty mentor students and collaborate with them on research, service, presentations at national conferences, and publications in peer-reviewed periodicals. UDC has a history of innovative 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. In DCSL students and faculty provided approximately 100,000 hours of legal services annually 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 (e.g., [Imaginability](#) ; [Melting Pot Harlem](#) ; [This is not a Selfie](#)). Other faculty have engaged students through study abroad, civic engagement, undergraduate and graduate research, problem-based learning, service learning, business plan competitions, and internships. High impact practices such as scholarship and research in partnership with students is one of UDC's signature activities. A comparison of FSSE and NSSE data demonstrates that UDC faculty are making measureable gains in student engagement. For example, in the 2012 NSSE report, 36.2% of seniors reported participation in at least one educational enrichment experience, while in the 2015 report, 93% of seniors reported the same. As an example, see the [SBPA Report on Faculty-Student Collaborations 2013-15](#).

New and innovative programs, such as the graduate programs in Cancer Biology and Water Resources Management (PSM) and undergraduate programs such as Criminal Justice and Biomedical Engineering - Concentration Mechanical Engineering have positioned us to expand collaborative research and other creative scholarly and professional activities and endeavors with students.

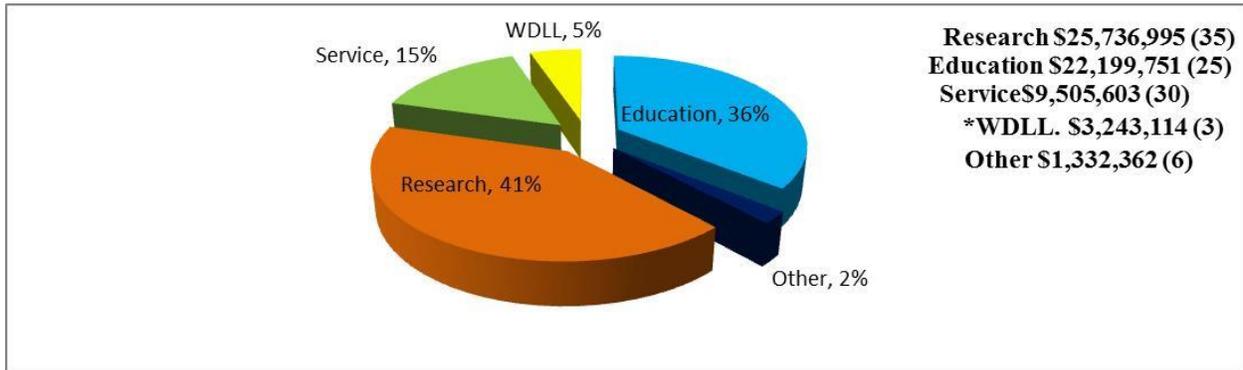
### **Faculty Scholarly Achievements**

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.

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 2015 Annual Report](#) pp. 3-5). The funds support a variety of scholarly activities including traditional bench research in the STEM areas; and support disparities and pipeline research to close minority and gender participation gaps in the sciences, health, and allied health fields; and projects to improve teaching/learning engagement in education. UDC's extramural relationships throughout DC and the nation include research partners in the Department of Defense, National Institutes of Health, National Science Foundation, Internal Revenue Service, Department of Homeland Security, Department of Education, Department of Transportation, DC Office of the State Superintendent of Education, and DC Department of Employment Services.

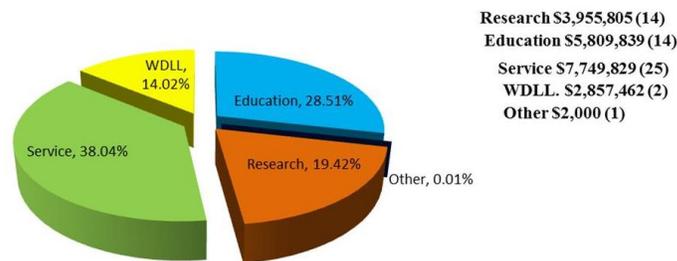
*FIGURE 5.4 PROJECT TYPE*

**Submission by Project Type (2014)**



*FIGURE 5.5 PROJECT AWARD*

**Award by Project Type (2014)**



UDC’s faculty members are committed to the advancement of both their disciplines and their communities. Recent [2015 projects and awards](#) demonstrate institution-wide commitment to collaborative and interdisciplinary response to issues such as seat-belt safety, water quality, accessibility of STEM content, and first responder preparation. UDC recently acquired 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.

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. 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 including technology transfer, adult learner pedagogy, community literacy, financial literacy, personal and community advocacy, and community health and urban 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 or course introduction individually or through departmental and school/college curriculum committees. Curriculum committees recommend approved program and courses to the Dean, after whose approval proposed programmatic and course introductions and reviews are submitted to the Faculty Senate. If approved, these are forwarded to the Chief Academic Officer 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 expectation of faculty performance and institution support. These expectations are fully articulated in the [Seventh Master Agreement](#) and [Vision 2020](#). Professional development offers a broad window of opportunity for UDC 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. 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:

Toward that end, UDC has enhanced its support infrastructure for faculty growth and development. UDC has renewed its approach to faculty-driven, on-campus professional development by:

- 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;
- Revision of [RAIL](#) to support online instruction and support for online pedagogy; 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.
- Short workshops on a diversity of professional development subjects, including assessment, proposal writing, and the use of Blackboard as a teaching tool.
- A summer online learning academy ([OLA](#)) to improve skills in online teaching.
- Sabbatical leave to complete research and professional development projects.
- Conference and professional organization meetings, particularly to present papers.
- 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. Improvements in UDC's 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 a dramatic increase in the number of [faculty certified to build and teach online](#) and hybrid courses.

### **A Description of the Personnel Policies and Practices that Shape our Faculty**

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
- 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
- Ongoing recruitment and development 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.

Hiring procedures for part-time and visiting faculty members are guided by written procedures. This process is designed to ensure that applicants are carefully screened and evaluated. 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 improved the alignment of 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 explicitly defined in the agreement.

Formalized and annual data mining 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**

Prior to the Seventh Master Agreement, faculty salary plans followed a step system, where employees received automatic pay increases over predetermined time intervals, or a merit system for faculty employed from fall 2006 or faculty who chose the merit system. 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 received automatic pay increases over predetermined time intervals, or a merit system for faculty employed from fall 2006 or faculty who chose the merit system. The [Seventh Master Agreement](#) placed all faculty on a merit system with expanded bands at the instructor, assistant, and associate levels. It also included a one-time, lump sum payment based on the length of employment since October 2008, a merit pool for AY 2011-2012 and 2012-2013, and a 3% cost-of-living increase effective October 2013. Prior to this adjustment, faculty had not received a cost-of-living adjustment in over five years.

**FIGURE 5.6 AVERAGE FACULTY SALARIES AY 2011-14** ([University Fact Book](#)):

Academic Rank	Fall 2011			Fall 2012			Fall 2013			Fall 2014		
	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
<b>All Ranks</b>	<b>83,990</b>	<b>69,531</b>	<b>82,281</b>	<b>82,233</b>	<b>70,809</b>	<b>81,075</b>	<b>82,435</b>	<b>66,785</b>	<b>79,487</b>	<b>81,255</b>	<b>65,704</b>	<b>77,981</b>

The Public Employee Relations Board (PERB) certified a bargaining unit for adjunct faculty, currently represented by Service Employees International Union (SEIU). UDC presently is engaged in negotiating their first agreement with the SEIU.

### **Balance Between Teaching, Research, and Service**

Since policy in relation to faculty responsibilities, role, and status is determined in accordance with the [Seventh Master Agreement](#), the performance evaluation factors and criteria 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 judgment” (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 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 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](#) Article XV 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 setting annual standards in faculty evaluations. 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](#) .

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. Performance based pay increases align with composite ratings as follows:

- 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.
- A faculty member who receives a performance evaluation rating of “Meets Professional Standards” shall receive a standard increase in base.
- 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.

Evaluation of adjunct, part-time and visiting faculty is guided by the same overarching goal -- institutional effectiveness that supports student success. These faculty support instructional needs of programs. Therefore the metrics for assessing their performance generally align 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; and quality of student engagement. 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](#) prompted invaluable cross-campus forums for dialogue, consideration, and evaluation of diverging and converging perspectives on faculty and management roles, rights, and responsibilities.

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.

### **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 (UPC) which is to develop and apply university-wide promotion criteria. In addition, the UPC 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. DCMR8 (Sections 1460 – 1471) details the general policies and procedures in effect university-wide. Since Article XIV of the [Sixth Master Agreement](#) (2006) was inserted, each school and college has developed criteria and procedures for applying for tenure. Since 2010, 17 faculty have been granted tenure, including five who were allowed to transfer their tenure from other institutions.

### **Grievances and Appeals**

UDC has a multi-step faculty grievance process. 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.

### **Summary and Action Steps**

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

On the basis of analysis of the identified evidence, the Self-Study Steering Committee believes that UDC complies with Middle States Standard 10. However, the committee has identified the following action steps to for continued improvement:

1. Clarify new Faculty Evaluation Procedure in faculty development sessions.
2. Refine tenure guidelines process for faculty covered by the [Seventh Master Agreement](#).

## CHAPTER 6: STANDARD 11 - EDUCATIONAL OFFERINGS

UDC offers undergraduate, graduate, professional, and workforce development programs that are consistent with the institutional mission and responsive to the educational needs of the citizens of DC. UDC's 63 academic degree programs include 21 associate degrees, 25 bachelor degrees, and 17 graduate and professional degrees ([UDC Course Guide – Fall 2015](#)).

As part of [Vision 2020](#), UDC began aligning its academic offerings with student demand and the economic needs of DC as reflected in the DC Five-Year Economic Development Strategy. In 2010, all programs at UDC participated in extensive program review where internal and external reviewers managed and navigated the process of review. Subsequently in AY 2012-13, programs underwent expedited review using data on program productivity, data regarding regional employment patterns, findings from employee, alumni and consumer interviews, and assessment of program performance to identify programs that were low demand, underperforming, too costly to maintain, or of marginal quality and value. Hearings were held at both UDC and in the community and 17 programs were approved for termination (see list in Document Room). Faculty in these programs were given notice nine months before separation and were informed of their eligibility for adjunct appointments, if positions were available. All enrolled students were notified, and "teach-out" plans that enabled them to complete the program of study in which they matriculated were developed and are still being followed.

The program review activities resulted in the elimination of degree programs based on their enrollment and graduation, viability for attracting majors, currency in the field and alignment with DC economic goals. Cost savings will be used to expand programs with high internal and external demand. [Vision 2020](#) proposed consideration of the following during program review:

- 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).

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

Since the 2012-13 expedited reviews, UDC has continued program reviews focusing on 14 programs scheduled for discipline specific accreditation: Social Work, Speech Language, Rehabilitation Counseling, Law, Computer Science, Civil Engineering, Electrical Engineering, Mechanical Engineering, Nutrition and Dietetics, Architecture, BSN Nursing, Mortuary Science, and Respiratory Therapy. Starting in Academic Year 2016-2017, a new review cycle will prioritize all programs that did not undergo discipline-level accreditation reviews in 2014-16. Ongoing assessment of each program will ensure that academic offerings, as a whole, remain relevant to market conditions.

### **Transfer Students**

Aligned with the [Vision 2020](#) strategic goal to “actively recruit” transfer students ([Vision 2020](#), 9), UDC has consistently enrolled a high percentage of transfers in its entering classes. Over the past three years (Fall 2013, 2014, 2015), transfer students have comprised approximately one-third of the Fall entering classes. These data present both an opportunity and a challenge.

Transfers contribute to enrollment growth, but may also create potential financial aid vulnerability for those students with an excess number of transfer credits. Additionally, with the introduction of the new IGED program ([Chapter 8](#)) arose a need to develop a system to accommodate students with credits from multiple institutions. The issue of multiple transfer credits required considerable advising time from faculty, the transfer coordinator, and advising counselors to determine the number of credits that students require to complete their chosen program of study. UDC recognized the need to provide wrap-around services in order for this large population to progress steadily towards on-time graduation. The committee recommended that UDC create a Transfer Center to provide services and assessment to ensure the transfer student population is integrated seamlessly into our academic programs and the UDC community.

### **Curriculum Pathways for Non-degree and UDC-CC**

The UDC university system status propels the development of seamless pathways from non-degree and associate degree through bachelor and master-level or professional programs as a university priority. A review of existing and proposed pathway programs revealed the following:

- The UDC-CC [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 DC. [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 is for these non-credit courses to seamlessly move an individual from workforce development into an academic program.
- The AAS in Architectural Engineering Technology (AET) satisfies the first two years of the 4 year Bachelor of Science in Architecture, 1.5 years of Master in Architecture degree programs at UDC, and similar degree programs at other institutions.

- In health care, there is a proposal from UDC-CC to develop an Associate degree in Health Information Management that will provide a seamless transition for students completing the healthcare administration certificate offered in [WDLL](#).

Three associate degree proposals, in the approval process at the Faculty Senate level, are designed to establish additional pathways for community college students to complete the bachelor's degree at UDC: 1) the Associate Degree in Engineering Sciences, a collaboration between faculty at UDC-CC in the Division of Mathematics and SEAS; 2) the Associate Degree in Environmental Project Management, and 3) the Associate Degree in Exercise Sciences, the last two representing collaborations between UDC-CC and CAUSES.

### **Existing Program 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. In the field of business, a student at UDC-CC can earn an associate degree in the Business Division in (1) Business Technology, (2) Computer Accounting Technology, or (3) Administrative Office Management; then matriculate into SBPA to earn a bachelor's degree in Business Administration or Accounting; and ultimately, matriculate into the graduate program in SBPA to earn a master's degree in (1) Business Administration or (2) Public Administration.

Efforts to identify barriers that make it difficult for students to earn a UDC or UDC-CC credential were championed by the Provost's office. The associate degree in Liberal Studies was developed as a mechanism to provide a credential for university students who had been attending four to six years without earning a degree, and as a pathway for community college students to matriculate into a bachelor's degree program.

### **Proposed Academic Programs**

Targeting UDC-CC students and ensuring persistence to bachelor degree programs is crucial to the UDC mission of open and equal access to education. In 2014, UDC CC received a technical grant from CCA to increase its STEM pipeline from UDC CC to four year programs at the main campus. The decision to target STEM programs was founded on data provided by [Burning Glass](#). We evaluated several student profile trajectories from non-degree certificate programs to academic programs at the main campus. The 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 degree in Liberal Studies. The student then enrolled in the Bachelor of Science program in Engineering where she will receive a Bachelor of Science in Electrical Engineering degree.

An [AY 2014-15 survey](#) suggests that UDC must increase its efforts in making its 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 49% did no, while 2% provided no response. Similar findings were seen in whether students were familiar with

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

### **Program Level Assessment**

UDC has made notable 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 by a panel of internal and external stakeholders and discipline experts (see Provost email December 9, 2009 in Document Room). 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 (see Provost email transmittal April 30, 2013). 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.

### **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](#) provides direction for program development and approval which includes the justification for the program based on its alignment with the UDC mission. At the course level, faculty develop syllabi that include student learning objectives/outcomes that align with program goals.

The Self-Study team reviewed all available program-level assessment plans, including sample syllabi from at least one department or program in each college or school. Also reviewed were available data on samples of programs that completed the end of the semester assessment at the course level.

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 oversee the transition of all program-level assessment to the [TK20](#) system.

CAUSES formalized the assessment process within the college. Additional evidence shows that the program level assessment is aligned to the college's mission and vision, as well as UDC's mission and vision. CAUSES held discussions 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, in turn, 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.

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, Complete College America and Achieving the Dream provide 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 mathematics 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. 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 relative to the number of students repeating developmental and gatekeeper courses are of special interest to the college’s assessment.

The David A. Clarke School of Law (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](#)).

The IGED program is making significant strides in program assessments. 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. The program was required to complete an overall assessment from its inception to the present. The collected data is being analyzed and will be used to make improvement to the program (IGED course-level data 2013 and 2014) ([Chapter 7](#)).

### **Learning Resources Division (LRD) Support of Academic Programs**

The offerings and services of the [Learning Resources Division](#), located on the main campus, are built in support of the educational programs of the entire UDC system, including UDC-CC. As higher education continues to focus on enabling students to master competencies —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, and competencies that are best acquired with continuous practice and through a variety of means of support—particularly LRD faculty support.

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 the collection through requisitions. Feedback from faculty and students is collected via the LRD website. In addition, LRD is a member of the Washington Research Library Consortium ([WRLC](#)), providing access to library resources of other universities in the DC area. Many recent successful program accreditations have included reviews of library holdings.

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 departmental needs.

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

The 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 UDC's jazz collection (LRD Annual Report 2011 – 2015 available in LRD).

The [Mason Law Library](#) for DCSL provides the same level of service and learning resources for students in the law programs.

### Summary and Action Steps

The Self-Study Steering Committee notes that UDC has educational offerings that are mission-driven and responsive to current needs of its student population. As such, on the basis of analysis of the identified evidence, the Self-Study Steering Committee believes that UDC complies with Middle States Standard 11. However, the committee has identified the following action steps for continued improvement:

- 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.



## CHAPTER 7: STANDARD 13 - RELATED EDUCATIONAL ACTIVITIES

### Overview

Related educational activities include 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 UDC [mission](#) and strategic goals.

### Related Educational Activities that Support UDCs 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 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.

Standard 13 includes diverse programs that support UDCs mission and commitment to serve the community. There are fundamentally two types of certificate programs; those in which a student may obtain academic credit and those for non-credit. 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.

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 needed support include surveys of their needs and levels of satisfaction. Currently, two surveys: Survey of Entering Student Engagement ([SENSE](#)) and the Community College Survey of Student Engagement ([CCSSE](#)) are administered.

## 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 are the writing lab in the Academic Support Center and the MathPower Lab. Non-credit offerings through WDLL, which include Continuing Education, are oriented towards career entry and career advancement. The Division of Land-grant Programs within CAUSES also 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 or TOEFL assessment tests. At UDC, students who are underprepared for their chosen program of study are referred for relevant services and courses. Prior to fall 2015, students at the associate level at UDC-CC were referred to formal developmental classes in English and math. As of Fall 2015, UDC-CC has adopted the co-requisite model espoused by Complete College America ([Complete College America Corequisite Remediation Study](#)) to integrate preparatory content normally found in college level developmental courses. (See, [Chapter 6](#).) This transition was based upon national research data among community colleges and on achievement data from students enrolled in UDC developmental courses ([UDC-CC Corequisite Report](#)). This bold initiative was preceded by the UDC Scholars on a Roll (SOAR<sup>4</sup>) 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 as noted in [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.

To address the needs of students for whom English is a second language, 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](#)).

### Certificate Programs

UDC certificate programs are primarily focused on career advancement. Certificate program goals and missions are aligned with those of UDC and are designed to complement the academic degree programs, provide the beginnings of a pathway to the workforce, and update the skills and knowledge of the working professional. Each certificate program's website includes program

objectives, curricula sequences, and student learning expectations. University-wide student support services as noted in [Chapter 4](#) are available for students in each of these programs. The Graduate Certificate program in Adult Education has a Student Resource Center which specifically supports students and faculty in this program. Certificate programs are:

**[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)

### **Non-credit Offerings**

UDC's non-credit offerings encompass community outreach and careers. Community outreach programs, which are fundamental to UDC's identity as a land-grant institution, are offered in various colleges and units within UDC with missions that support these offerings (CAUSES, CAS, SBPA, and UDC-WDLL). Courses for career development are tailored to their student learning objectives and are typically assessed via third-party national certifications. The following examples highlight the range of non-credit offering provided by the university:

**[CAUSES](#)**:

[Sustainable Urban Agriculture Certificate](#)

**[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

[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 aging minorities, and training professionals to work with them. 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 via in-service opportunities to satisfy professional development and/or recertification requirements. Ninety (90) professional development hours are needed for recertification every four years. The university also provides 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 DC 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. 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/>)

### **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.

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.

## The Honors Program

The Honors Program, established in 2009, is a small, close-knit intellectual community of students and faculty dedicated to scholarship, service, and leadership. Honors students are encouraged to participate in high-impact projects that serve the campus community and prepare them for the next step in their academic or professional career.

### Branch Campus, Additional Locations, and Other Instructional Sites

#### UDC Community College (UDC-CC)

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 below.

The mission of UDC-CC Workforce Development and Life-long Learning ([WDLL](#)) is to reduce unemployment and under-employment in DC by enhancing the skills of its residents. The program provides training to 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 and tourism, healthcare administration and direct care, construction and property management, transportation, and IT and office administrative. 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. The student populations served by UDC and UDC-CC are noticeably different than those served by private universities in DC. For example, students enrolled in UDC-CC are predominantly African-American, DC residents (79%), female (64%), and part-time students (70%), with an average age of 28. The majority of students are from low income households, working part-time while supporting a family. Nearly all enrolled freshmen were deemed unprepared for college 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:

***FIGURE 7.1 UDC-CC ENROLLMENT AY 2009-13***

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.

### **Additional Services Provided at UDC-CC**

To support UDC-CC students, there is a Learning Resources room at the UDC-CC site that is staffed by a faculty librarian and a library technician and equipped with computers and duplicating services. Students have access to all of LRD's holdings and services, electronically and through the Washington Research Library Consortium. On site, the faculty librarian provides reference assistance and information literacy sessions, and the library technician assists users with circulation and online database resources. As a result of this Self-study, it was determined that the UDC-CC Learning Resource Room does not adequately accommodate the UDC-CC students and faculty, and each location in which UDC-CC serves a considerable number of students should have a resource area to provide access to all services.

### **Periodic Assessment of UDC-CC**

UDC-CC developed specific committees to monitor its 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 was studied using the Survey of Entering Student Engagement [SENSE](#) and Community College Survey of Student Engagement [CCSSE](#) 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 surveys 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.

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 DCs pipeline, contributing to the personal and economic growth of 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 basis for an associate degree, and that degree and knowledge could be applied to a bachelor's degree.

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 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.

UDC-CC was established to meet the academic and professional goals of the DC community and continues to evolve with the appropriate educational operational resources and staff expertise unique to community colleges across the country. Once in operation, UDC-CC assumed responsibilities for awarding associate degrees and creating certificate, continuing education, and workforce development programs. Initially the Community College was housed on the main campus, but in August 2010, UDC-CC relocated academic programs to a new branch campus site at 801 N. Capitol St, NE. In addition, during 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.

### **Branch Campus**

- 801 N. Capitol St. NE (Building 53 in Ward 6) houses [21 different](#) associate degree academic programs from Fall 2010 to present.

### **Instructional Sites for UDC-CC Programs**

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

This instructional site was the first location provided by the DC Council in 2009, in the renovated Backus School. It is home to several WDLL programs and Associates Degrees in architectural engineering, fashion merchandising and construction management degree programs.

2. UDC's Main Campus: 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.

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

[Aerospace Technology Program](#) offerings are located at the National 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. Substantive change application will be filed by May 1, 2016. .

### **Instructional Sites for WDLL and Other Selected Academic Course Offerings**

In addition to the two sites, the Backus and main UDC-CC campuses detailed above, the four training sites below are used for [WDLL](#) programs and as off-campus sites for selected academic program course offerings:

1. PR Harris EC - 4600 Livingston Rd, SE -Ward 8
2. Marion E. Shadd - 5601 East Capitol St. SE - Ward 7 (non-credit programs)
3. United Medical Center - 1310 Southern Ave. SE - Ward 8 (non-credit programs)
4. St. Elizabeth's RISE Demonstration Center 2730 Martin Luther King, Jr. Ave, SE -Ward 8 (non-credit programs)

### **Distance Learning**

Online education is a necessity for teaching and learning in the modern academy. It requires a climate of innovation, dedicated support, and vigilant oversight.

UDC offered its first online course in 2002. Since that time the university has steadily grown the online course offerings at a moderate pace, as shown in Figure 7.2. Fully integrated online and hybrid/blended courses are currently offered in the CAS, SBPA, CAUSES, as well as at UDC-CC. Currently, UDC has over 50 [online and hybrid/blended courses](#) that are approved to be taught online and 60 faculty approved to teach online; UDC-CC has approximately 10 courses approved to be taught in the online or hybrid/blended format. UDC does not currently offer any fully online degree or certificate programs.

**FIGURE 7.2 ONLINE COURSE DATA**

	Number of Online Courses	Number of Enrolled Students	Avg. Students Per Class	Percent Withdrawal/Drop	Percent Pass
<b>Fall 2011</b>	8	119	15	0.17	0.67
<b>Spring 2012</b>	13	223	17	0.06	0.65
<b>Fall 2012</b>	15	276	18	0.12	0.68
<b>Spring 2013</b>	16	266	17	0.14	0.67
<b>Fall 2013</b>	20	290	15	0.09	0.70
<b>Spring 2014</b>	19	306	16	0.03	0.72
<b>Summer 2012</b>	7	116	17	0.04	0.59
<b>Summer 2013</b>	7	96	14	0.09	0.71
<b>Mean</b>	13.3/term	211.5/term	15.99/term		

Oversight of online course development and support for all faculty and students is provided by the [Research Academy for Integrated Learning](#) (RAIL). RAIL supports faculty in the exploration and

use of new and emerging technologies to enhance teaching and learning and to support the development and assessment of online, blended, and hybrid course design and supports students in the use of online learning technologies. UDC-CC faculty and students have access to all of the services provided by RAIL.

RAIL is staffed by 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 through faculty and student Blackboard support, faculty development workshops and trainings, library research, and providing information literacy expertise. RAIL supports the university by providing and enforcing institution-wide standards for providing quality online instruction. 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 the [RAIL Quality page](#) and [QM](#). RAIL provides [certification for UDC and UDC-CC faculty](#) to teach online and also provides certification for faculty to build courses online. Faculty who are certified to teach online can teach online classes that have already been approved. 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](#).

All online course 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.

### **Student and Faculty Support for Online Courses**

RAIL provides trainings on Blackboard, the University's designated learning management system, to both students and faculty. Students have access to orientation to the online environment and resources including video tutorials that can be found on the [RAIL Student Resources webpage](#). Students regularly interface with RAIL resources. RAIL administers Blackboard, and students interact with the department/unit virtually through email, real time web chat tools, and via phone and in-person when support is needed with Blackboard and library research.

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 DC 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 Blackboard classes as embedded librarians.

As UDC continues to work towards bolstering its number of online faculty and courses, 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](#). In 2015, RAIL reactivated the Committee for Online Learning (C4OL) to encompassed faculty members representative of all divisions at UDC. The C4OL provides insights to policy, assure services offered by RAIL are aligned with UDC's mission, and offer a feedback loop for the unit directly from the constituents served.

### **Contractual Relationships and Affiliate Providers**

UDC does not offer any credit bearing courses via contractual relationships with affiliated providers. UDC-CC offers noncredit online courses via five affiliate providers (Ed2Go, Gatlin Education, The Knowledgebase, Legal Studies, and American Home Inspectors Training Course (AHIT)). These agreements allow UDC-CC to offer a wide variety of non-credit online courses without the expense of development.

### **Summary and Action Steps**

The Self-Study Steering Committee notes that UDC has educational offerings that are mission-driven and responsive to current needs of its student population. As such, on the basis of analysis of the identified evidence, the Self-Study Steering Committee believes that UDC complies with Middle States Standard 13. However, the committee has identified the following action steps for continued improvement:

1. Establish a resource center at each satellite location.
2. Have each college or school create templates in [TK20](#) to capture all data such as experiential learning opportunities, certificate offerings, and outcome data.
3. Establish a centralized experiential learning office to oversee, promote, and assess internships and experiential learning.
4. To improve articulation between UDC-CC and flagship programs:
  - 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
  - establish a set of common general education requirements, with minor exceptions for both UDC-CC transition and Flagship major courses of study so that there will be no question as to whether a student's general education requirements will transfer should the student choose to continue with UDC beyond UDC-CC.

## CHAPTER 8: STANDARDS 12 AND 14 - GENERAL EDUCATION AND STUDENT LEARNING ASSESSMENT

### STANDARD 12 – GENERAL EDUCATION

#### Overview

UDC's General Education Program is rooted in both the classical ideals of undergraduate liberal education and UDC's unique history, mission, and student population. It gives students a solid foundation in the liberal arts and sciences, helping them develop the intellectual tools they need to excel in any endeavor they pursue. The program exposes students to the wisdom and perspective of a variety of disciplines, and it builds fundamental skills that they will be able to use no matter what their ultimate major or career. In a rapidly-changing, increasingly complex world in which our graduates may change careers multiple times, a strong general education is critical to student success.

UDC undertook two major initiatives that shaped general education: the 2009 UDC General Education Initiative and, in 2011, the revamping of the UDC-CC general education curriculum. The UDC General Education Initiative resulted in a new interdisciplinary general education program (IGED) while the UDC-CC determined it best to retain and revise the existing University-wide requirements. For students transitioning from UDC-CC to the four year programs, [Vision 2020](#) proposes a seamless transition for general education requirements. The UDC General Education Initiative resulted in a new interdisciplinary general education program (IGED) while the UDC-CC determined it best to retain and revise the existing University-wide Requirements. For students transitioning from UDC-CC to the four year programs, [Vision 2020](#) proposes a seamless transition for general education requirements. These undertakings respond to requirements of the institution's mission and goals, best practices across higher education, and shifting contexts for living and working in the 21st Century and beyond, and, as a result, exemplify UDC's commitment to preparing its graduates for immediate entry into the workforce, the next level of education, specialized employment opportunities, and life-long learning.

#### General Education Reform

The 2009 UDC General Education Initiative, a general education reform effort ([General Education Reform at UDC](#)), was an outgrowth of faculty and administration interest in strengthening the institution's baccalaureate offerings. This initiative provided an opportunity to assess the effectiveness of the existing University-wide Requirements which have been in place, largely unrevised, since its inception in 1978.

The University-wide [General Education Reform Committee](#) was tasked with reviewing the existing general education curriculum, the University-wide Requirements, in an effort to determine how to make changes in approaches to educating undergraduate students, and to develop a revised curriculum that addresses the expectations of the evolving University System. The General

Education Initiative embraced the 14 core learning outcomes delineated in Association of American Colleges and Universities' (AAC&U) Liberal Education and America's Promise (LEAP) as priorities for all baccalaureate graduates.

### **New Interdisciplinary General Education (IGED) Program**

The new Interdisciplinary General Education Program (IGED) is characterized by curricula that encompass both the goals for UDC graduates and the core learning outcomes outlined in LEAP. The implementation of the IGED began in Fall 2010 as a result of the review done by the University-wide General Education Reform Committee.

The AAC&U 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.

IGED is characterized by curricula that encompass both the goals for UDC graduates and the LEAP core learning outcomes. Curricula are geared toward addressing and achieving bundles of theme-driven learning outcomes, called strands. The nine learning strands are developmentally ordered, and accompanied by measurable Student Learning Objectives. These Student Learning Objectives, in concert with the Rubrics derived from them, function as guidelines for course development, delivery, assessment, and revision.

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." 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.

All students entering the University beginning fall 2010 were required to take 37 credit hours in the General Education core. Courses are taken within the stand-alone IGED program, rather than satisfying University-wide Requirements by sampling courses within existing academic departments. The implementation plan for the curriculum included requirements for faculty training and staged release of courses. The program's initial implementation was a pilot that evaluated traditional practices for course delivery against new, collaborative course delivery options that allow student choice.

The four-year sequence for the IGED curriculum is shown in figure 8.1

**FIGURE 8.1 GENERAL EDUCATION REQUIREMENT GUIDELINE**

Semester	Course Number	General Education Courses	Credits
<b>1<sup>st</sup> Semester</b>	IGED 110	Foundation Writing I*	<b>3</b>
	IGED 120	Foundation Quantitative Reasoning*	<b>3</b>
	IGED 130	Foundation Oral Communications	<b>3</b>
<b>2<sup>nd</sup> Semester</b>	IGED 111	Foundation Writing II	<b>3</b>
	IGED 220	Discovery Quantitative Reasoning**	<b>3</b>
<b>3<sup>rd</sup> Semester</b>	IGED 140	Foundation Ethics	<b>3</b>
	IGED 250	Discovery Technology	<b>3</b>
	IGED 210	Discovery Writing	<b>3</b>
<b>4<sup>th</sup> Semester</b>	IGED 260	Discovery Science + Lab **	<b>4</b>
	IGED 270	Discovery Diversity	<b>3</b>
<b>5<sup>th</sup> Semester</b>	IGED 280	Discovery Civics	<b>3</b>
<b>7<sup>th</sup> – 8<sup>th</sup> Semester</b>	IGED 391-392	Frontier Capstone I & II	<b>3</b>
<b>Taken upon completion of Discovery Writing</b>		Writing Intensive Course in your Major. <i>Please consult with your departmental advisor for details.</i>	<b>3</b>

**FIGURE 8.2. COMPARISON OF IGED AND UNIVERSITY-WIDE REQUIREMENTS**

Newly Adopted Curriculum:			Current University-wide System		
Content	Courses	Cr.. Hrs	Content	Courses	Cr. Hrs
<b>English</b>	Founding Writing I + II	3	<b>English</b>	Comp I	3
	Discovery Expos	3		Comp II	3
	Writing in the Major	3		Lit I	3
				Lit II	3
<b>Math</b>	Quantitative Reasoning I	3	<b>Math</b>	College Math I>	3
	Quantitative Reasoning II	3		College Math II>	3
<b>Social Science</b>	Services/Civics/Teamwork		<b>Social Science</b>	Two courses required	6
<b>Humanities (Cultural Studies)</b>	Local/Global/Cultural Diversity	3	<b>Humanities (Foreign Languages)</b>	Two consecutive courses conversation	6
<b>Natural Science</b>	Discovery Science + Lab	4	<b>Natural Science</b>	Two courses required + lab	8
<b>Philosophy</b>	Founding Ethics	3	<b>Philosophy</b>	Intro to Logic	3
<b>Technology</b>	Effective Use of Technology	3	-----	-----	-----
<b>Public Speaking</b>	Oral Communication	3	Not Required	May complete as part of Health category	3
<b>Health/Phys Ed</b>	See reference to Freshman Orientation modules	-----	Not Required	May complete as part of Health category	1-3
<b>Fine Arts</b>	Embedded in Foundation Writing in the Arts and Humanities	-----	Once course from approval options	One course	3

As shown in Figure 8.2 the new IGED program reduced the number of required general education credit hours from a maximum of 48, under the previous University-wide Requirements system, to 37.

### **Faculty, Staff, Students, and Constituents Understanding of IGED Program**

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. 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 University-wide General Education Reform committee 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, admissions, advising, and registrar's staff, 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 in a mandatory syllabus development workshop, and the syllabus must be approved by the committee prior to implementation.

The results of a [General Education Survey](#) indicated "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 the respondents to the [General Education Survey](#), 58% regarded the liberal education mission as important, and 34% saw it as one important mission among many at UDC. Only 4% saw it as secondary and 4% as something from which the university should discontinue.

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 and 10% were undecided. The early activities of the University-wide General Education Reform 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, and others 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.

### **General Education at UDC-CC**

The UDC-CC general education program provides opportunities for students to obtain the requisite skills to transfer to a four-year program, enter the workforce, and prepare them for the demands of tomorrow.

The committee reviewed general education requirements at other community colleges and aligned them with the needs of UDC-CC students. This became the general education program at UDC-CC. 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.

In 2011, UDC-CC underwent a review of the University-wide Requirements for general education, which had been in place, largely unrevised, since its inception in 1978. The General Education Ad-Hoc Committee was charged with providing recommendations to the chief academic officer on how to revise requirements to meet the needs of UDC-CC students and the standards of the MSCHE. The Committee's recommendations reflect transferability to general education requirements at four-year institutions, particularly the UDC. The work of the Committee distinguished the requirements needed for the Associate in Arts, Associate in Science, and Associate in Applied Science.

The UDC-CC general education revisions were faculty-driven and reflective of the mission of UDC-CC to provide high quality, market-driven programs, in diverse, technology-enhanced learning environments. After a thorough review and analysis, taking into considerations the requirements of MSCHE, and general education requirements of similar community colleges, and UDC, the Committee decided the existing University-wide Requirements meet the stated general education requirements of UDC-CC and recommended revision to current course content and student learning outcomes. The Committee 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 .

It was determined by the Committee that all the associate programs would not necessarily be required to take the same general education courses because of the nature of the program and because all students would not be planning to seek a four-year program after completion of the associate degree. Therefore, a number of courses would be identified to meet the general education requirements, and the minimum number of credits, based on the type of associate degree, would be 15 credit hours. It was understood by Committee members that general education skills may be taught or developed as part of courses in the major or separate courses required by a particular major.

A separate committee was formed to investigate further how the UDC-CC general education requirements would align with the new IGED program implemented at UDC, 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:

1. Six UDC-CC general education courses were fully transferrable to the UDC four-year IGED program (see Figure 8.3):

*FIGURE 8.3 GENERAL EDUCATION TRANSFER COURSES UDC-CC TO IGED*

UDC-CC Course	IGED Strand
English Composition I	Foundation Writing I
English Composition II	Foundation Writing II
Public Speaking	Foundation Oral Communications
General College Math I	Foundation Quantitative Reasoning
General College Math II	Discovery Quantitative Reasoning
Natural Science with Lab	Discovery Science

2. To meet the IGED requirements, UDC-CC students transitioning to the UDC four-year program will be required to take additional general education courses in the following strands: Foundation Ethics, Discovery Diversity, Discovery Writing, and Discovery Civics. 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.]
3. The Office of General Education works with Community College faculty 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.

### **Meeting the Existing General Education Outcomes**

Both the UDC and UDC-CC general education programs have committed extensive time and effort to analyzing data about students taking the general education program. Both programs are being evaluated to determine the extent to which students are meeting the outcomes, how adequate assessments of their achievement are, and what improvements, if any, are needed.

### **UDC IGED Assessment**

The UDC IGED includes for assessment of student learning outcomes for each strand: assessment of student learning outcomes for each course; assessments of student achievement in upper division courses in their major; and, comparing achievement in upper division courses of graduates from the new IGED program with graduates from the old University-wide Requirements (planned). In 2013, the committee started to analyze graduate data and learned that students graduated from the four-year program with a mixture of courses from the old University-wide Requirements referenced in catalogs older than 2010, and the new IGED program, and generally with a significant mixture of courses transferred in from other institutions that were accepted as substitutes for our IGED program. As the below figures indicate, as of 2014 more than 25% of students UDC 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 of the IGED courses, whereas 54 of these students completed none of the IGED courses.

*FIGURE 8.4 IGED PROGRAM COMPLETION FOR SPRING 2015 GRADUATES WHO ENTERED  
IN FALL 2010 PROJECT AWARD*

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

The second method of assessing the four-year general education program is by collecting and analyzing course level assessment of student learning outcomes data. Since most of UDC 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, assessment committees are being tasked 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 especially in decision-making about revisions to the strand outcomes.

The next planned assessment measure was for 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 is 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.

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

The IGED program was designed to focus around the branding of the UDC graduate, thus it was initially structured to extend through all four years of the standard undergraduate program. Under this design, students transferring to UDC would be required, regardless of their transfer courses, to take a minimum of five specific IGED courses: 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).

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. The results of the *General Education Survey* indicate difficulties integrating the 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. 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. 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.

### **UDC-CC General Education Assessment**

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. Recommendations were made 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.

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 determine UDC-CC curricula and its programs. 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 Figures 8.5-8.7 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.

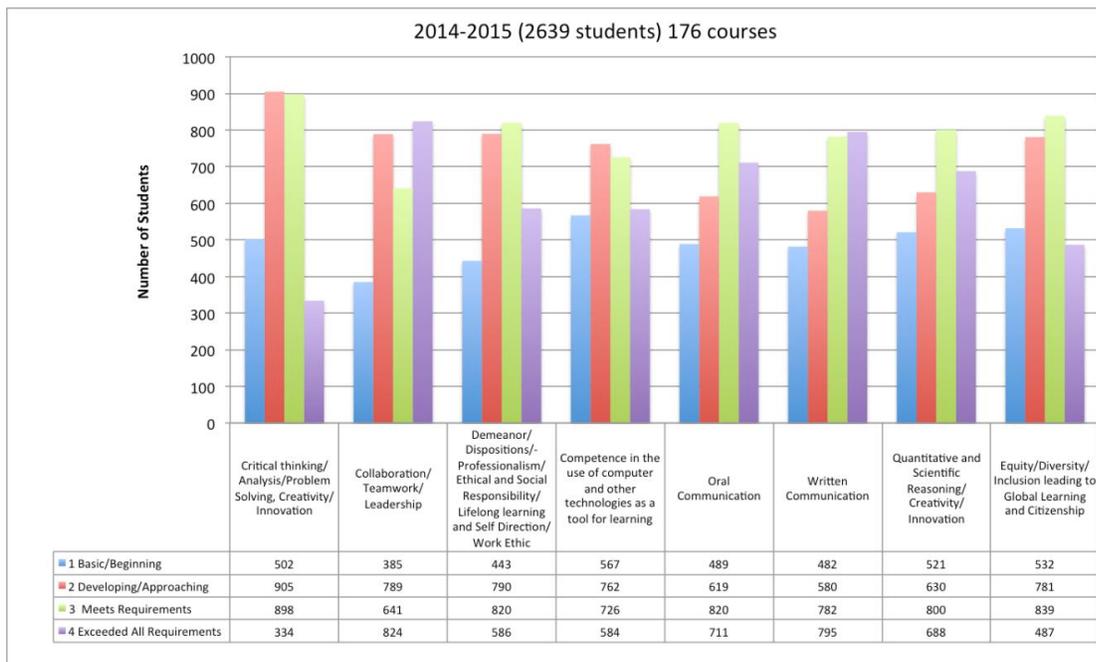
In summary, a comparison of student performance from AY 2012-2013 through AY 2014-2015 indicated that:

- 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 8.5 and similar figures are shown in the General Education Report.

*FIGURE 8.5 2014-15 UDC-CC GENERAL EDUCATION DATA*



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 under a co-requisite model 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 5,467 students and evidence from 369 courses between AY2012-2014. All eight Student Learning Objectives were used to make decisions regarding curriculum, including general education courses. 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, supporting a culture of decision-making based on evidence.

### **Summary and Action Steps: Standard 12**

On the basis of analysis of the identified evidence, the Self-Study Steering Committee believes that UDC complies with Middle States Standard 12. However, the committee has identified the following action steps for continued improvement:

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 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 their skills in Math and English upon initial entry. There is not a comparable set of tests for other areas.
5. Move the UDC IGED program to an academic unit and clarify and refine the specific outcomes and strengthen course and program level assessments.
6. Monitor decision to be far more liberal in transferring credits for the general education program in order to maintain integrity of program.
7. Fully implement [TK20](#) and roll all student learning outcomes assessments into the system.

### **STANDARD 14 – LEARNING OUTCOMES ASSESSMENT**

#### **UDC’s System for Assessing Student Learning**

UDC has made great strides to increase campus awareness towards a culture of continuous assessment of student learning outcomes and the use of such assessment data for decision-making. The culture is still evolving, with the following systemic processes and mechanisms now in place to ensure student learning assessment is an integral part of UDCs educational enterprise:

- Mandates for cycles of assessment of learning outcomes for each course (which vary per 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.
- Establishment of 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 Chief Academic Officer.
- 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 Chief Academic Officer, 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 Chief Academic Officer for Academic Affairs. Student Learning Assessment at UDC is based on the following six key considerations, as defined by the Learning Outcomes Assessment Committee of AY 2009-10:

1. Learning and development are multidimensional and demonstrated through student performance.
2. Student learning gains are identified by effective continuous assessments.
3. Programs and courses must define S.M.A.R.T. (specific, measurable, attainable, relevant and time-bound) learning outcomes/objectives.
4. A good system of assessing student learning requires collaborative planning and implementation among program faculty.
5. Assessment measures must be consistent with the program content and outcomes, teaching methods, and professional requirements.
6. Assessment data supports 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.

Of the six colleges/schools, three are professional schools (DCSL, 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.

[The Research Academy for Integrated Learning \(RAIL\)](#) has been a driving force behind the development of sound, online course design that requires great attention to S.M.A.R.T. 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. In 2009, an internal research study was conducted comparing pass rates of students in face-to-face (FTF) courses writing program courses to those in online courses. Results revealed that those in FTF courses had a higher pass (90%) than those in online courses (65%). Shortly afterwards, UDC integrated peer-review using the [Quality Matters \(QM\) Rubric](#) as a part of the approval process for all online courses. Related QM training was offered to all faculty. In addition, all online courses are evaluated to ensure that they have supporting 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 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 are as follows:

- **CAS:** There are 14 undergraduate and 8 graduate programs across four divisions within CAS. Each division has its own assessment committee as well as a college-level assessment committee. Recommendations are used by the Dean when making decisions about personnel needs, non-personnel resources, reallocation of space, and technology needs ([CAS Metrics](#); [CAS College/Program Level Planning and Assessment w/Outcomes](#)).
- **CAUSES:** Faculty and teaching staff have identified and adopted [six student learning outcomes](#) appropriate to every student within CAUSES. These learning outcomes are aligned with the university-wide learning goals and the mission of CAUSES. They are also incorporated within their curriculum and are used to measure progress across all disciplines. ([CAUSES Program Level Planning and Assessment w/Outcomes](#)).

- **UDC-CC:** Program coordinators and directors meet regularly 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, and accessibility and affordability standards. ([UDC-CC College/Program Level Planning and Assessment w/Outcomes](#) )( [WDLL Program Level Planning and Assessment w/Outcomes](#) )
- **SBPA:** SBPA follows a program assessment process that includes the development of assessment measures from Student Learning Outcomes. After assessments are administered, data are collected and analyzed at the program level to inform decisions ([SBPA Program Level Planning and Assessment w/Outcomes](#) ).
- **SEAS:** Programs in SEAS are ABET accredited. A number of items inform decision making in SEAS, including: a review and exchange of information through department curriculum meeting and inter-departmental faculty meetings, information that is gathered from alumni periodically via surveys and annual meetings; other evaluations 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. ([Computer and Electrical Engineering ABET Report](#) ; [Mechanical Engineering ABET Report](#) ; [Civil Engineering ABET Report](#); [SEAS Program Level Planning and Assessment w/Outcomes](#)).
- **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. (See Law School Accreditation Report in Document Room.)

### UDC's Culture of Assessment

In addition to the assessment audit completed by deans of schools and colleges in spring 2013, a questionnaire was administered 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. This

questionnaire was administered online and had 182 responders overall; among them, 97 were continuing full time faculty, 11 visiting faculty, and 74 adjunct faculty.

Survey results revealed that faculty use a variety of direct measures to assess student learning and typically use different methods of instruction including hybrid-teaching styles.. Also of note was an overlap in the responses to different questions related to assessment measures and tools. More specifically, 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* e-tool on Blackboard. Of the total faculty, 25% 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 complete the specific assessments, data collected can provide [clear] 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 assessments 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 program curriculum maps indicate that student learning goals/outcomes/objectives for undergraduate programs are aligned with the university wide SLGs (examples in Document Room).

### **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. 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 further ensure that UDCs current processes and procedures for implementing student learning assessment across the university was in concert with best practice in higher education, in 2014 the University Assessment Committee developed a series of trainings and discussions with faculty.

All professional accreditation Self-Study processes and annual reporting 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 programs, therefore, 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 (see [Student Work folder](#) in Document Room).

### **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 diverse group 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 the responsibility for these reviews and assessments. Specific schools and colleges have distinct charges for their committees, which may change depending on the school 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 DCSL 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.

As another example, 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 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. Additionally, 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 and Action Steps: Standard 14**

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, and is informed by external accreditors, professional associations, advisory committees, and benchmarked institutions. Programs consistently complete the assessment cycle expected by the university. UDC has invested strategically to enhance the practices and culture of assessment across the institution.

With the most recent acquisition of [TK20](#) and the training of several university staff and faculty, UDC is well on its way to utilizing the system to centralize, capture, organize, store, and report consistently-formatted data on student learning assessments.

To this end, based on analysis of the identified evidence, the Self-Study Steering Committee believes that UDC complies with Middle States Standard 14. However, in the interest of continuous improvement, the committee has identified the following action steps:

1. Assign a designated institutional assessment officer the responsibility of centrally monitoring, coordinating, aggregating, and reporting on the assessment of SLO's university-wide.
2. Develop, publish, publicize, and adhere to an Institutional Assessment Plan that includes a manageable timeline for the conduct of academic program reviews.
3. Mobilize and utilize the TK20 implementation process to energize and solidify effective, ongoing, and institution-wide best practices in assessment. Establish the

assessment of student learning outcomes (in the Planning Tab) as a top priority, setting a timeline defining the deadline by which every academic program will have completed inputting its goals, outcomes, and objectives; curriculum maps; and the first cycle of assessment reports.

4. Strengthen UDCs culture of assessment by showcasing and promoting assessment activity regularly and at every opportunity. For example, UDC could conduct assessment showcase events, publish an assessment showcase newsletter, and/or sponsor “Dialogue Days” during which faculty members can review and discuss relevant assessment findings both within and across disciplines and schools.

5. Develop the UDC website to highlight assessment events and findings, institutional best practices, and progress with the TK20 implementation.