UNIVERSITY OF
THE DISTRICT OF COLUMBIA

BOARD OF TRUSTEES

COMMUNITY COLLEGE COMMITTEE MEETING

Thursday,
May 15, 2014

The meeting convened at 3:11 p.m.,
James Dyke Chair, presiding.

BOARD OF TRUSTEES MEMBERS PRESENT:

JAMES DYKE, Chair
ERROL SCHWARTZ
ANTHONY TARDD
JOSHUA WYNER

JAMES LYONS, Acting President

ALSO PRESENT:

KIM FORD, Dean, Workforce Development and
Lifelong Learning Division, UDC-CC
BEVERLY FRANKLIN, Executive Secretary
MARILYN HAMILTON, Interim Dean, Academic
Programs, UDC-CC
CALVIN WOODLAND, Acting CEO at the Community
College
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(3:11 p.m.)

CHAIR DYKE: All right, I want to
call to order today's meeting of the Community
College Committee. Ms. Franklin you want to
call the roll?

(Roll call)

MS. FRANKLIN: Yes. Mr. Dyke.

CHAIRMAN DYKE: Here.

MS. FRANKLIN: Mr. Askew.

(No response)

MS. FRANKLIN: Mr. Wyner.

TRUSTEE WYNER: Here.

MS. FRANKLIN: Ms. Thompson.

(No response)

MS. FRANKLIN: General Schwartz.

TRUSTEE SCHWARTZ: Here.

MS. FRANKLIN: Mr. Tardd.

TRUSTEE TARDD: Here.

MS. FRANKLIN: Dr. Lyons.

PRESIDENT LYONS: Here.

MS. FRANKLIN: Mr. Chair, you have
a quorum.

CHAIR DYKE: Very good. Well my opening remarks are congratulations to everyone for, I hear it was a very successful commencement activity. Everybody had a good time I hope. And we had a lot of happy graduates.

But we also would like to welcome two new members. At least to Committee Meeting, and I would like to ask if they would please introduce themselves to everyone else.

Somebody has to go first.

TRUSTEE TARDD: I have no objection to going first. Oh, I'm sorry. Yes, I'm Anthony Tardd. Many of you I have already meet before and I do come from a community college background.

CHAIR DYKE: He's being very modest, he comes from extensive community college background. I've known him for his decades in the Commonwealth of Virginia, so we're very lucky to have him with us. So
welcome.

TRUSTEE TARDD: And just to make a correction, I think even from Howard University.

CHAIR DYKE: That's right. Hey, okay.

TRUSTEE WYNER: Josh Wyner, I work at the Aspen Institute, College Excellence Program where I focus on community colleges.

I have a recently released book called, "What Excellent Community Colleges Do," based on a few years of administering the Aspen Prize for community college excellence, and some of our research into really the top community colleges across the country that are achieving high levels of success for students.

So I'm delighted to be here and to hear about the important work that the community college is doing and contribute however I can.

CHAIR DYKE: Very good, and also you might want to mention your background at
Appleseed and Jack Kent Cook Foundation.

TRUSTEE TARDD: Yes, I was the Founding Executive Director of the D.C. Appleseed Center back in the 1990s.

And I spent eight years building programs at the Jack Kent Cook Foundation as Executive Vice President, where we really helped students transfer from community college to four year colleges.

And also we gave $11 million grants out to partnerships between selective four year colleges and community colleges. All of which was really about recognizing that our community colleges are serving a lot of different functions, workforce development, and transfer. And that we really have exceptional students in our community colleges all across the country.

So I learned a lot about it then. Actually I was a fellow at Northern Virginia Community College and learned from this gentleman here, and his boss, Bob Templin,
who's still at the college. And have been involved regionally in community colleges for some time.

CHAIR DYKE: Very good. Well we're very fortunate. I think this is reflective of the focus. I want to commend the mayor for putting people on the Board who have such an extensive background in community colleges.

I think it sends a clear message about what our aspirations and the potential we have for our community college. And we're looking forward to taking it to a whole new level. So we feel very, very fortunate to have you here.

Mr. President, did you have anything you wanted to say?

PRESIDENT LYONS: Not at this time, Mr. Chairman. I'm happy to be here and also want to welcome our two new Board Members. I do have some things to say about the community college and but I'll wait until
the end. Nothing bad, I just want to --

CHAIR DYKE: Save the best for last, right?

PRESIDENT LYONS: I want to, you know, one of the major issues when I arrived in town was this community college flagship, split, political issue. One of the most significant political issues in the district. And I live with that every single day, every single day something happens that relates to that. And now there's a split taking place between the academic side and the workforce side. And we know that the community college is all of that.

And we've got to find a way to move the political, the community college from being a political football in the district and support it to be all that it can be to serve the citizens throughout this city.

And right now it's too much of a political football. Every week I tell
somebody there's no longer CC, what's that word, CCDC, you know?

CHAIR DYKE: Yes.

PRESIDENT LYONS: You know that I can even sit in, meeting in some interesting places and still tell people there is no CCDC. There's a UDC-CC and that's significant. So I'll save my comments to the end.

CHAIR DYKE: Okay.

PRESIDENT LYONS: Thank you, Mr. Chairman.

CHAIR DYKE: I can appreciate that. And that's one of the things that clearly this committee is going to be focused on, is doing all we can to enhance the community college and make sure it fulfills its full potential.

And I think Tony will attest to the fact that I've always been very, very supportive of the community college and I'm looking forward to us doing whatever it takes to make sure we've got the best community
college not only in this region, but in the country. I think we're off to a great start.
So we will move forward.

PRESIDENT LYONS: Mr. Chairman,

let me add though, I've never been employed at a community college. My wife has, and she taught several years at Prince George's community college and she taught at Hinds Community College in Mississippi. So I lived with community college daily.

CHAIR DYKE: Oh, yes. And just for the record, I serve on the Community College Foundation Board of the Commonwealth of Virginia which supports the entire community college system. And I'm very proud to have an Honorary Degree from Northern Virginia Community College. So it's a long history.

Next, approval of the minutes. We have minutes from our December 16th meeting. Hopefully everyone has had a chance to take a look at those. At least those of you who were
here. I'm sure you folks will abstain from
voting on that, but is there a motion to
approve the minutes as submitted?

TRUSTEE SCHWARTZ: So moved.

TRUSTEE THOMPSON: Second.

CHAIR DYKE: All right. It's been
moved and seconded by my two distinguished
colleagues to the right that we approve the
minutes. All, any comments?

(No response)

CHAIR DYKE: All those in favor,
please signify by saying aye.

(Chorus of ayes)

CHAIR DYKE: Opposed.

(No response)

CHAIR DYKE: Abstain.

TRUSTEE WYNER: I will abstain.

CHAIR DYKE: Okay.

TRUSTEE WYNER: Nothing wrong with
the minutes just let the record reflect.

CHAIR DYKE: No, I understand

that. Fact if you'd have voted for them I
would have had a question, what was?

Okay, update on Fall and Spring Credit/Non-Credit Enrollment and May 2014 Graduates. Dr. Woodland.

MR. WOODLAND: We'll have Dean Hamilton come and give us an overview. Dean Hamilton will come and give us an update from the Academic Affairs report.

MS. HAMILTON: My name is Marilyn Hamilton and I'm the interim Dean, Academic Affairs at the UDC Community College.

PRESIDENT LYONS: Welcome. Good afternoon.

MS. HAMILTON: I didn't slip up there did I?

PRESIDENT LYONS: No, I understand.

MS. HAMILTON: Sometimes I think I'm going to say Community College District of Columbia, but anyway I won't.

CHAIR DYKE: Just refer to it as the, community college.
MS. HAMILTON: As the community college. Okay, so you have my report for April, 2014. But I just want to highlight just a few things. That I just want to make sure that I bring to your attention. And then you can ask me any questions about anything else that's on there.

First, I'd like to talk about our graduation. We have been able according to our latest statistics, that we've been able to move our graduation rate from seven percent to 8.9 percent. And at the end of the summer we hope that, that would move to 9.3 percent.

We're making progress but we need to do more. Clearly we need to do more. We have for the 2013/2014 program year, we have 254 students who applied for graduation. Of that number, 181 of them have been cleared.

The 73 students received regret letters, and we hope that they would be cleared for graduation by the end of the summer.
So there's some exciting things that go on. First of all I want to mention that Dr. Jackson did leave the college at the end of March. It was very sad for us but, you know, I'm here to move on.

We have completed the program reviews for Computer Science and Legal Assistant Program. And this summer facility will be working on implementing the recommendations made by the review committees.

One other things that the Committee for Computer Science informed us that our program as it stands now needs to really be more robust. Instead of having the AAS in Computer Science, we really need to move to provide certificates rather than have full blown AAS Program.

Of course we are considering that. We, and we will be making those recommendations to the Faculty Senate for any changes or any new certificates that we're going to be implementing.
One of the, so while I'm talking about future programs and certificates, we submitted to the Faculty Senate for their approval the certificate program in Para-medicine, the changes that were made and updates to the English Second Language Program, and the program, a new degree, a AAS Program which is definitely a two plus two program in Engineering Sciences.

This summer, faculty in the various departments have been engaged to write up for submission, that's their major deliverable, a Certificate Program in Information Assurance that's also known as Cyber Security.

Medical Information Technology would be an AA Degree Program. An AA Degree, a Certificate Program in Radiography, moving toward an AA Degree Program, Environmental Project Management, Exercise Science and Radiography. So we're very, so by the time the Faculty Senate comes back in the fall
we'll be able to move those recommendations forward.

The program reviews as I said have been completed. The one in Legal Assistance and Fashion Merchandising, and we are moving forward with implementing the recommendations of the committee.

One major program that we will be exploring this summer -- and I know you have a graphic there, and it, on the top of it, it says observations -- what we thought as we talked at our faculty yesterday when we met for our retreat.

That one of the things that we would definitely be focusing on is ways to move our graduation rate from seven percent of the time when we hit. When before we had gotten the latest figures, but whatever it is which is about 8.9 percent to at least 25 percent by next year.

Our faculty were a little bit hesitant to commit but we are working on that.
As you know we are members of Achieving the Dream as well as Complete College America. And they have really charged us with doing something very bold and very significant because what we have, working knowledge in terms of developmental courses, it's not working. The needle has not shifted to the right.

So we're working very closely with the Division of Student Achievement with Dr. Peters' group of how we can move the needle to the right? How can we increase our graduation rate?

So we said is it five percent, ten percent, we have to come down because everybody has to be on board but whatever percentage point that we make, and also we have to keep a score card of how we are progressing in completing that objective.

I want to end by just talking a little bit about our summer. Our summer enrollments to date, we have 1804. Can I say
that students, because you know students enroll in three, two or three different courses. But we have a current enrollment in terms of requests for courses at 1804. And we have over 150 course sections. And we'll probably have to add two more sections in session two, summer. Yes?

TRUSTEE TARDD: A quick question. When you talked about, I'm sorry. Yes, this is Tony Tardd. When you talked about certificate programs. Do those certificates lead to AAS Degrees?

MS. HAMILTON: Yes, they do.

TRUSTEE TARDD: Or AA Programs?

MS. HAMILTON: Yes, they do.

TRUSTEE TARDD: Oh, okay.

MS. HAMILTON: Yes, they do.

TRUSTEE TARDD: They do, they're stackable?

MS. HAMILTON: They're stackable, they're stackable credentials because the industry has said -- we had the industry
experts in the room. And what they're saying is that it's better for the student if we stack, have a stackable certificates than have, you know, an AA degree. And the students want to come back and then get their AA degree that's fine.

But we also have to align those programs with the Bachelor's Degree Programs on the University because the goal is AA to BA.

TRUSTEE TARDD: Yes, thank you.

CHAIR DYKE: You got a question?

TRUSTEE WYNER: Well on that front, I think there are plans now particularly with the TAC grants --

MS. HAMILTON: Yes.

TRUSTEE WYNER: -- that are out there right now for some colleges to do exactly that. And there's some information from Bellevue Community College in Washington State that might be of interest as you're doing that work. I'm glad to share.
MS. HAMILTON: We'd be very happy.

TRUSTEE WYNER: But I think that's right.

MS. HAMILTON: We'd be very happy.

TRUSTEE WYNER: They found the same thing out of Washington State which is that they really need to identify what the unit of a certificate, what the education is needed in the industry. And there are significant shortages and real opportunities for our students.

So it sounds like it's not something that's just happening here but you're conclusion is reflective of the conclusions others have drawn as well.

MS. HAMILTON: The STEM, in the STEM disciplines we received a grant from Complete College America to really focus on our STEM, of getting more district residents into STEM programs.

One of the things that we found was that they, as the students complete a
basic math, then entered algebra, college math, you know, we kind of scare them after that. So we're going at this two ways.

Since math, since most of our students test into developmental courses and the most of them test into mathematics. What we found with our own data analytics using ATD data, 2012 data, is that if we can help students by passing remedial courses, then they have a higher chance of graduating and graduating within three years.

So this summer we're running the Math Booster Program, collaborating with the Division of Student Achievement to really work on helping students to either bypass remedial math -- and the English people in the room said well we want to do it too --so they'll be on the agenda as well.

So that because our data analytics have shown us that if we can have students bypass remedial courses and enter college level courses in their freshman year then they
have a higher chance of graduation. It goes up by 28 percent.

However, if we can get them to enter remedial, I mean college level courses, the gateway courses in the spring semester then our graduation, we will help them, those students increase the possible road to graduation by 15 percent.

So we have that data really helping us formulate, you know, what road we should go down where that is concerned.

TRUSTEE WYNER: Thank you.

CHAIR DYKE: Very good. Any other questions?

MR. WOODLAND: Now on Biotechnology what's the update on that particular program?

MS. HAMILTON: The Biotechnology, oh, new programs?

MR. WOODLAND: Yes.

MS. HAMILTON: Yes, the Biotechnology Program, Dr. Bushra Noman is
going to be working on developing that program this summer. So we should be ready to implement or to present the proposal to the Faculty Senate in the fall. That's our goal.

CHAIR DYKE: Very good. And would, could you talk a little bit about the Cyber Security you referenced? A little bit of it.

MS. HAMILTON: Yes. We are developing the Cisco Academy this summer. And we're linking that to the Cyber Security Program. And that certificate will be, will also be developed and proposed for, that proposal will be presented to the Faculty Senate this fall as well. Those are the high demand degree programs.

CHAIR DYKE: Yes, because especially in this region --

(Simultaneous speaking)

MS. HAMILTON: Yes.

CHAIR DYKE: -- the Cyber Security is a magnet as far as job growth and
potential.

MS. HAMILTON: Yes, because what we're telling, that they are importing workers from other countries to fill those gaps. And so we are all the time being asked to beef up our STEM Degree Programs. But what we're finding is, is that the mathematics section of the programs is what is scaring people away.

To that end we're going to ask, again through Complete College America, Uri Treisman to come and meet with our faculty on August the 21st, then if you're willing to come and sit in that, that's fine. But it's going to be both campuses, both campuses.

We're going to be meeting to talk about what are the mathematical knowledge and skills that best serve the degree programs in Engineering and all the, you know, sciences.

Because what Uri Treisman, we heard him when we were in Boston, that the, some of the mathematical concepts that students are learning were developed in 1864.
and are no longer relevant. And they would not even be used.

So when you hear that kind of information coming from a leader in the mathematics field, we say okay, we need you in the room. Because we have students go through all these mathematical courses and they never will use any of that.

And some of the skills, the knowledge and skills that they have to have in order to be successful in engineering, in biotechnology, in nursing, we're not really addressing.

So we hope between those various initiatives that we will be able to have a, to not only identify which mathematical skills that we should be spending our time focusing on, but also helping our students come into those degree programs with the knowledge and skills that they need to be successful in those degrees.

CHAIR DYKE: Very good. General
Schwartz, did you have a question?

TRUSTEE SCHWARTZ: No, she just answered the question I had, to her collaboration with the school of engineering and applied sciences.

MS. HAMILTON: Absolutely.

CHAIR DYKE: You also mentioned the working on a plan to sort of move the needle with the graduation rate. When would you anticipate having something like that? Or is that something you can report back to this committee on as it's developed?

MS. HAMILTON: We're hoping to get that ready by the end of the summer, come what may. We have to bring a lot of people kicking and screaming to the table, you know, but we're going to bring them along. We've got good history of doing that.

CHAIR DYKE: Very good. Well if we can help you in any way, with getting kicking and screaming people to the table, we'd be more than happy to do that, that's my
specialty.

TRUSTEE TARDD: Mr. Chairman.

Just one, just a couple questions. You talked about mathematics and how you were going to work with the senior Institution.

MS. HAMILTON: Right.

TRUSTEE WYNER: Okay, with, I'm sorry for calling it the senior's institution, but the flagship.

MS. HAMILTON: I understand what you meant.

TRUSTEE WYNER: I apologize for that.

CHAIR DYKE: I thought you were talking about me when you said seniors.

TRUSTEE WYNER: My question is do you have any plans of taking that down and working with the high schools?

(Simultaneous speaking)

MS. HAMILTON: Yes, we have a college readiness program. I'm glad you mentioned that. Our College Readiness Program
as you can see, we started out with 500 and some students in our College Readiness Program when we started. We're up to 3,000.

And it's not only a College Readiness Program in terms of preparing you to enter the community college, college ready. But also with the social, emotional skills that you will need.

We, they have asked, we're working very closely with DCPS, that we align our curricula because the students, the faculty or the teachers in high schools have said to us, it's disappointing when our students leave high school and then you report to us based on our own data that we send back, that they go into remedial courses.

And of course across the country the whole issue is that they don't know what we're expecting them to know, understand, and be able to do. So that is why we're working with them. And we've already begun that dialog.
We have meetings set up this summer with them to talk about it. We have collaborated on certain courses for this summer so that we can do more dual credit courses. So there's a lot of work to be done. We're not going to assume the common core is going to do it for us.

We're going to have to do it ourselves. Make sure that it is aligned specifically to what we're expecting students to know, understand and be able to do when they come into the community college.

CHAIR DYKE: Very good. That's something where I think Tony, you could be very helpful because Northern Virginia Community College has been working on that for a long, long time.

If we're ever going to make any dent in getting people to succeed in college you literally have to start in pre-K to be honest with you, and get people ready for that. Yes.
TRUSTEE WYNER: So, does, it sounds pretty tricky because the DCPS is driving toward the common core which is basically creating a more rigid definition of mathematics readiness.

MS. HAMILTON: Right.

TRUSTEE WYNER: And you're talking about we are bringing Uri in, who talks, Uri Treisman, who talks a lot about a divergent definition of mathematics readiness.

And then you've got the four year colleges where they typically are even as rigid as the K-12 system. And you know, just generally in terms of what mathematics readiness is.

And so I think getting everybody to the table is going to be important. But I worry a little bit because in the common core it's very rigid about mathematics, and I think a lot of people who have looked at the common core would say it's probably the place where the least amount of work was done.
We can have that conversation another time. So I think you're getting everybody to the table is going to be absolutely critical, so on that front.

On the completion side, you talked about Complete College America and in addition to their guided pathways on your STEM fields, they have a pretty clear perspective on guided pathways altogether for students.

MS. HAMILTON: That is correct.

TRUSTEE WYNER: Meta-majors and --

MS. HAMILTON: That's correct, that's what we're doing.

TRUSTEE WYNER: And so my question actually is, is the University engaged in that work as well?

MS. HAMILTON: Yes, yes.

TRUSTEE WYNER: In terms of meta-majors?

(Off microphone comments)

MR. WOODLAND: We have a collaborative team and Dr. Petty has been
monitoring those activities as well. That we have both the Community College and the University working together in fashioning a plan that addresses inter-level skills as well as those skills that students will need upon transitioning into upper divisions.

But focusing on all the strategies, that's obtrusive advising. And we're still looking at software tools. We got it halfway to success and meta-majors will be a component of the division work as well.

MS. HAMILTON: Right, right.

TRUSTEE WYNER: That strikes me as a very promising wedding, in the opening comments --

MS. HAMILTON: Right, so our strategy --

TRUSTEE WYNER: -- you made about finding ways for the real work to happen across what are sometimes seen as divisions in the institution which have a common purpose which is a attainment of a Bachelor's Degree
in this case.

MS. HAMILTON: Right, right. So our strategy is that Achieving the Dream will look, will focus on prior to entry. And Complete College America and the GPS strategies will focus once you're in here's what we're going to do.

And we're really, we talked with both, we began the conversation very aggressively. We have to implement everything this fall.

So we'll have the supplemental instruction. We heard from our Faculty about tutoring. We're going to implement supplemental instruction, intrusive advising, default scheduling, block scheduling, and the like.

MR. WOODLAND: And we also had Vice President Epps at the University who was the Co-Chair of the Complete College America workgroup. And also representative from OSSE and the Deputy Mayor's office.
MS. HAMILTON: Yes. Yes.

CHAIR DYKE: Very good. Any other questions, or observations, or comments?

TRUSTEE SCHWARTZ: On the observations piece, when I look at your data on ACCUPLACER and the percentage that have tested into college level math, that's not --

MS. HAMILTON: Yes.

TRUSTEE SCHWARTZ: It's low if you will.

MS. HAMILTON: This is for the high schools.

TRUSTEE SCHWARTZ: That's right. How are we getting our arms around that?

MS. HAMILTON: Okay, so we have implemented a kind of a Math Booster Program at the high school level. So we're using the ACCUPLACER diagnostics. So once the students test using the ACCUPLACER, then if they do not score college ready, then they take the ACCUPLACER diagnostics.

The ACCUPLACER diagnostics has
modules that map to MyFoundationsLab which is a Pearson product. And so high schools are working with students to identify those early who are not college ready, because we want to turn this thing around.

So if they're not college ready the high schools are working with those students in the MyPearson, MyFoundationsLab to help them bring their numbers up, you know, to bring their scores up.

What DCPS and OSSE have asked us to do is to really monitor how that work is going on. Because last year they funded the Summer Bridge Program. And we had some success but they said we need to do it, you know, all in.

We need to have all our students have identified that they want to go to a community college or for any college for that matter, that they work aggressively with those students.

So remember students that often
times discount the ACCUPLACER. They're focusing on SAT and ACT which is fine, but they also need to be focusing on the placement test so that they stay out or bypass remedial courses.

TRUSTEE SCHWARTZ: Yes.

MS. HAMILTON: And that's happening at the high school level. So we moved from 154 high schools to now 3,000 high schools.

(Off microphone comments)

MS. HAMILTON: Yes, and also in the workforce development as well. They used the Pearson, MyFoundationsLab Program as well to help their students bypass remedial courses. Yes.

TRUSTEE WYNER: So recent research is showing that ACCUPLACER's not terribly good --

MS. HAMILTON: Right.

TRUSTEE WYNER: -- at identifying students who need developmental education.
That some quarter of students are placed two
d Levels below or above where they really ought
to be.

And that high school transcripts
In fact are, using high school transcripts in
Conjunction with test scores is a much more
Accurate way of placing.

Have you looked into at all to the
Manner of placement and responding? It's
Relatively new research but I know a lot of
Places are trying to rethink, especially it's
Hard to look at every transcript.

MS. HAMILTON: It's very, yes.
It's very hard. One of the reasons why we are
Working closely with DCPS is to really see
What are their high school requirements.

Like what is, when a student
Leaves the high school program and we're --
And I'll tell you some work with the GED
Program -- what knowledge and skills do they
Have?

Once we identify and relate that
then we can say, okay your high school diploma
and the grades are reflective of this
knowledge. Because you know Algebra II is
what puts you over.

And if the knowledge and skills
you're getting in Algebra II are under what we
expect them, then we can't trust that they
have what it takes. But we are looking at
that.

We talk about that a lot when we
focused on our Achieving the Dream
initiatives, you know, particularly the
college readiness piece. What it is that we,
can we do a combination of both.

And with division achievement
risks we're still having that conversation.
Because we recognize that the ACCUPLACER,
COMPASS, ASSET are not really accurate
measures. We are hoping that by having the
pre-test of the ACCUPLACER and then a post-
test.

Because again students are now
going to maybe take it seriously, then we will
know what your true score is. The diagnostics
of course is where it counts. Where we can
know, well are you ready? Can we push you
over the edge? That kind of thing.

TRUSTEE WYNER: That makes a lot
of sense. Thank you.

MS. HAMILTON: That makes a, okay.

TRUSTEE WYNER: No, no I mean, I
think, you know, you're trying to raise
readiness but getting alignment with K-12 is
really important if you're going to rely on
transcripts. So, thank you for sharing that
and if you've covered this in prior meetings,
I apologize. It's my --

(Simultaneous speaking)

MS. HAMILTON: No, that's okay.

We've got to bring you up to speed.

TRUSTEE WYNER: -- I'm getting
educated too. So, thank you.

CHAIR DYKE: That's okay. Ask
whatever questions you want to, that's what
this is all about.

PRESIDENT LYONS: Mr. Chairman. I just wanted to add in line with the recent conversation. One of the things I am pleased that we're doing is we've got to do the institutional research for this campus.

Because so often as we look at what is going on nationally, you know, it applies and it doesn't apply. And research it changes and then we suddenly end up trying to decide do we need to throw the baby out with the bath water.

And I found throughout my career that, you know, to the extent that if you really study your own students and the experiences that you're having at UDC, and you can document that you studied your own students and so forth.

You may find that, you know, you go against the grain a little bit but you can base it on the performance and the studies on your own campus. That was, you know, one of
my issues with the Complete College America in
the early days, you know.

I was at their first meeting, the
very first. And we discovered that there was
some things that certain individuals, certain
schools in Maryland were doing, and they'd
been, they had the longitude and the data to
say, you know, but wait a minute. This isn't
the issue for us. Because we've done the
work, we've looked at it.

And when you said, mentioned the
ACCUPLACER that kind of triggered it because
I've seen schools spend time trying to get in
line and get the ACCUPLACER testing done so
that they can place students and do whatever.

And then I wasn't familiar with
that piece of research, but now if you've got
some research coming back saying well the
ACCUPLACER may not be the best way, and
perhaps it isn't but I'm thinking about the
past ten years that in Maryland for example
we've been working on how to get the
ACCUPLACER piece together.

So you get, it's sort of like, you know, some of the other medical studies that come out. Coffee's bad for you one year, then it's good for you the next year. Wine is bad, wine is good.

Chocolate is bad, you know, so we really through our own institutional research need to make certain that we know what our students are doing and can document what they're doing.

MS. HAMILTON: Right. Dr. Lyons, we have requested a placement validity report that will get at just those things. Based on our own data and success in basic math. And intro to algebra and college level math.

So we're really looking at our own and seeing if we need to adjust any of the scores based on that placement validity report. That should be ready in another month or so.

CHAIR DYKE: Very good. Okay,
well we'll look forward to getting an update on that as well.

MS. HAMILTON: Okay. Thank you.

CHAIR DYKE: Any other questions or observations?

TRUSTEE WYNER: I just thank you for being so well prepared to answer the questions. I appreciate it.

MS. HAMILTON: Thank you.

CHAIR DYKE: Very good, and also I believe you've covered, four, five, and six --

MS. HAMILTON: Good.

CHAIR DYKE: -- on the agenda. So that's good. That's always good.

MALE PARTICIPANT: I really appreciate that.

MS. HAMILTON: I was going to say in my country, that's a good 'ting.

MALE PARTICIPANT: Thank you very much, we appreciate that.

CHAIR DYKE: And we certainly want to, I want to publicly thank Dean Hamilton for
stepping up to take on this responsibility. I mean we can say, well she didn't have to do it, but of course we're back there twisting her arm and all trying to -- but she stepped up and we really appreciate that.

    MS. HAMILTON: Thank you.
    MALE PARTICIPANT: Thank you.
    MALE PARTICIPANT: Thank you.
    CHAIR DYKE: Okay, Dean Ford, you're on, my favorite Workforce dean.
    MS. DEAN: Good afternoon. My name is Kim R. Ford. I'm the Dean of Workforce Development and Life Long Learning. I would just like to note that we did just have our Celebration of Excellence, where we had 643 Workforce students who completed the spring 2014 semester.

    And to date in this fiscal year we now have 45 students who transitioned from Workforce into the degree programs, both two year and four year. We're very excited about that.
And this recent conversation about remediation, we're seeing that some of our students are bouncing into remedial courses which is not acceptable. So we are really ramping up our in-house remediation for students.

Because we're in the same system and it really makes no sense for a student to be coming through the non-credit and end up in the degree programs and be basically starting, you know, behind the curve.

So moving toward the $2.5 million enhancement and you know, I wasn't physically at the last all Board meeting but I did listen to the audio. And I just wanted to make sure that folks are clear that, you know, the Workforce enhancement was a part of the University's proposal to the mayor.

It sounds like there may have been some confusion as if the mayor just decided to do this. But it was a part of the University's official proposal and we
officially proposed it to the University.

And it is based in our base budget which is $3 million and the enhancement of $2.5 million is all a leverage effect based on the fact that we actually have four campus, four sites across the city where we're already paying operating costs.

We already have the infrastructure in place. So that's what your $3 million gets you. And it's roughly about 3,000 students that we serve every year. With the additional $2.5 million we believe we'd be able to serve another 2,000 students by offering courses across all day parts.

Right now we're only able to offer courses at one day part and for the most part we're offering them in the evening. We know that there is demand because we get it every single semester. What about the morning? What about the afternoon? We just don't have the ability to do that right now.

So we test the market, we see
where the highest demand is. Right now it's in the evening. So right now the sites they sit there, Backus, Shadd, PR Harris, UMC, they sit there until about 4:00 p.m. and then they turn on you've got hundreds of students there.

So if we are successful in getting the $2.5 million, you know, the very high level is an additional 2,000 students, over 103 classes. And I believe it's in your paperwork. The 103 classes again would be one, across all day parts.

I do have the list showing you which classes we would plan to offer. There not 100 percent set but the reason that we've chosen these, Medical Terminology and Anatomy is the base to all of our health care related career pathways.

And to our new Board Members, Workforce Development if you're unfamiliar is in five career pathways, Healthcare, both Direct care and Healthcare Administration, Construction, Hospitality, Transportation and
Information Technology and Office Administration.

Some of the courses that we have here are the highest demand courses. The ones where we're always over enrolled or we have high wait lists. All of the courses that we offer are tied to the labor market. So we know that these are the fields where seniors have the ability to get jobs.

And also the Information Technology mix that you see there with A+ and some of the Microsoft Certification Programs are because we're coming off of TAC-1. Trustee Wyner just mentioned we have TAC-1, 2 and 3.

And TAC-1 obviously has a sustain ability plan so after we roll off of TAC, we still got these programs and we need to be able to sustain them.

So that's the mix of 103 classes that would be running on local. And then it would be in addition of 19 FTEs, and
understanding that is just for one year. The FTEs, you know, right now again with the sites only running at one day part. You have a site manager that is there.

Obviously if we're going to be going from 9:00 a.m. to 9:00 p.m. you're going to have to bring on more staff, more student supports. You're going to have to bring on the assistant site managers.

And you see also in your paperwork the plan for the 19 additional staff. So you see Student Success Specialists, Career Counselors, Transition Coordinator, Transitions Coordinators are the ones who work with students moving into the degree programs, and a Healthcare, Direct Care, Program Coordinator.

So that's really the big broad overview of what the $2.5 allows us to do. Again it's a leverage effect based on the base budget and again expanding operations across all sites, across all day parts.
CHAIR DYKE: Questions? Go ahead, please, James.

PRESIDENT LYONS: I want to clarify something that Kim said. I haven't listened to the tape of the meeting and if the tape sounded the way she suggested, then I'm glad that it was corrected. Because the Workforce Program was one of 12 or was it 13, enhancement or 12 enhancement requests?

(Off microphone comments)

PRESIDENT LYONS: Yes, 12 enhancement requests that were submitted to the mayor. What the conversation was about was not that it wasn't one that was committed, but it was not one of the institutional priorities.

It wasn't in the top three priorities that the University had presented to the mayor in terms of accreditation, visits coming, and the impact that the accreditation visits have.

The, ask me issue, in terms of the
city negotiating a contract but not giving the
University money. So what we were saying,
what was intended to be communicated was that
the highest institutional priorities
presented, were skipped over.

And in fact the Workforce piece
was a part of a broader community college
piece that was submitted. And the folks went
into the community college requests and pulled
out Workforce and singled it out.

So when I say again, when I
started off my comments about how we end up
with confusion and attitudes and cross town
rivalries et cetera, it's, the point is very
difficult for me as President of the
University to explain why if you present that
we need these positions for accreditation of
the University reaffirmation, you don't get
it. But then you get positions in Workforce
to do some legitimate stuff.

I have no issues with that, but
that's what I meant earlier when I say then
you end up with the perception that one thing is more important than the other, or valued less and so forth.

In reality again is it's all important. I mean, I've been to programs and Kim has invited me to programs that really highlighted the value and the work being done in Workforce. And I've listened to the testimony of students.

In her recent documentation that the fact that 45 students who have started in the Workforce Programs and are now in degree programs, you know, validate the value of Workforce. So there is no issue there for me.

But I think that the way some of these things are unfolding, it creates the attitude. So the tape, hopefully the tape does not suggest that there was no, you know, that it was not submitted to the University Budget Committee as an enhancement activity, and a valid one. The conversation was little different.
So I'm glad you explained that.

But it definitely was one of the proposals that was a part of the community college enhancement submittal.

TRUSTEE WYNER: Thank you.

CHAIR DYKE: Thank you.

TRUSTEE WYNER: And thank you for that clarification. So I'm looking at the budget which appears to add up to the $2.5 million here. And it looks like $664,000 is for instructional costs. Is that correct?

MS. DEAN: Yes.

TRUSTEE WYNER: So that's about a quarter of the entire cost of the program. Is that a common ratio? In the other programs?

MS. DEAN: Yes. For our programs it is, and all of our faculty are adjunct faculty.

TRUSTEE WYNER: So say a little bit about the remaining 75 percent and sort of why that ratio. Because I've seen in other places a slightly, higher instructional ratio.
What is, tell me a little bit about generally sort of functionally what, why it is that 75 percent goes to non-instruction?

MS. DEAN: And not to go down an incredibly long bunny hole of the way that our adjuncts are compensated. It's a very odd compensation and we are working with HR to adjust some of that. We basically have two flat fees that individuals are paid and so if you teach X you get Y, and if you teach this --

One of the reasons that you see it being pretty staff heavy is that in January 2013 we introduced the Students Success Initiative that focuses on three pillars which is building community, promoting feedback loops, and helping students transition.

The helping students transition is obviously into the degree programs but also into careers and that's where you see Employer Outreach Specialist, and Career Counselors there.
The promoting feedback loops is really when you're thinking about people who are spread across five different locations, you know, making sure that they have the ability to talk to the administration.

And we have town hall meetings, and we have, we've gone very high touch if you will. And then again with the building community, making sure that students, you know, feel a part of the University.

And just over this last year we've put up UDC signs at all of the sites and students get the UDC IDs and email accounts. And our completion rate since we introduced that has gone from 55 percent to 69 percent. So you see a lot of staff there.

And then when you're looking at the other class costs, the other class costs are basically our, you know, instructional supplies, equipment.

When you're going through tons and tons of computers and you're going through
wood and carpentry, and electrical materials for electrical, and arms. And then we've got a lot of arms and phlebotomy.

But all that stuff has to continue to be updated and renewed and used. And I just think that when you look at that overall, I think a part of the adjunct costs being kind of what it is, is based on kind of our current compensation structure.

But then when you look at the total package we've really found that, you know, if you make sure that the supports are around the students, you know, we see that, that works. And we see that gets students really where they're trying to go.

You know we talk a lot about our outputs, you know, degrees and certifications and program completion. But really the outcome that we hear from our students is hope and confidence. And that's coming from this level of high touch. So I hope that kind of addressed your question.
TRUSTEE WYNER: Absolutely and you identified I think within the first line item, the 1.1 million those places that are directly impacting students. It's not just instructions is what I heard. So it's very helpful. Thank you.

MS. DEAN: Right. And again I don't know if folks are, also know, for our newest Board Members, Trustees Tardd and Wyner, you know all of our programs are at no cost to D.C. residents.

It's incredibly different than any other community college in the country. And it's probably different than everywhere else in the world.

So when you see some of the support that we get from the city, it's because of the fact that we are at no cost to D.C. residents. It's an unfunded mandate. It's something that we're told we have to do and so then every now and then, you know, the city seems to feel compelled to want to
support that, which they have announced we
must do.

When, we're the only division that
is entirely reliant on Government and grant
support and we have been incredibly successful
in writing grants and getting grants, and that
is fantastic. And I have a wonderful team but
they are not sustainable.

And so, you know, again we have to
make sure that if the city is going to keep
saying that we should be doing this, and we
absolutely should.

Our mission is to reduce
unemployment and unemployment in the district
by enhancing the skills of its residents.

Somebody has to pay for that.

TRUSTEE WYNER: Can I, does that
mean that students are not bringing Pell
grants to the program?

MS. DEAN: No, because it's non-
credit.

TRUSTEE WYNER: Oh, it's all non-
credit?

MS. DEAN: It's all non-credit and it's all at no cost.

TRUSTEE WYNER: I understand.

CHAIR DYKE: And the operative phrase there was if you're going to mandate something you also need to pay for it. Oh, sorry. It's funny that it went out when I said that.

Any other questions or observations? Did you have anything else Kim, you wanted to say?

MS. DEAN: Yes, so I did want to let everybody know that we're so incredibly thankful to Deputy Mayor Smith and Vice President Jumper for securing our Ward 7 site, and Marion Shadd, until May of 2015.

But that means that Board Members, friends, colleagues, anyone, we're going to need to find a new Ward 7 site. We now have ample amount of time to identify a Ward 7 site.
We were initially scheduled to be put out on September 1st, so we're glad that we have until May of 2015. But now is the time for us to identify a new Ward 7 site. And our Ward 7 site is the hub of our construction programs.

We have an incredible veteran presence there, an incredible male presence there. Our percentages of female to male has been going up a lot because of some of the programming that's there.

So we really hope that we're going to be able to remain in that community. And we're really looking for anybody who can provide suggestions or options, or advice on finding a new site in Ward 7.

CHAIR DYKE: Very good. Okay, any other questions, observations? All right and for your new members you can see that one problem we've been having with Kim is just she's not as enthusiastic as I'd like admittedly, but she's working on it.
MS. DEAN: And yesterday we had a five foot snake loose in PR Harris. But we can say that he's been captured. So we have a lot of interesting occurrences in Workforce, we could not validate that he was a DC snake, so we could not enroll him in programs.

(Off microphone comments)

MS. DEAN: Thank you.

CHAIR DYKE: Yes, that's like where is Sam Jackson when you need him, right?

What's in your wallet? Okay. Next item is update on Community College CEO search, President Lyons.

PRESIDENT LYONS: Yes. The first meeting of the committee will take place tomorrow afternoon at 2 o'clock. So Mr. Chairman you and others will be assembled and I will --

CHAIR DYKE: That's at 801 correct?

PRESIDENT LYONS: That's at 801 North Capitol and I will give the charge.
We're very pleased with the number of applications we have that have come in already.

And we have left the deadline date open so that, with the typical language that says the position will be open until it's filled, so that if any of you know, or run into, or as some of the many other searches that have taken place in the country, people may decide they'd rather live in D.C. than somewhere else. You know we're open to that opportunity.

CHAIR DYKE: Very good. And I should point out, I've had a chance to look at some of the resumes and applications already. And there are some very strong candidates that we're seeing. So I'm very optimistic about how this is going to go.

TRUSTEE THOMPSON: That's encouraging.

CHAIR DYKE: Yes, very encouraging. Any observations, Dr. Woodland,
you'd like to make?

    MR. WOODLAND: No, except that

we're wrapping up another year of growth and

hopeful anticipation next year of moving as

Dean Hamilton mentioned, implementing these

supplemental programs to move the needle in

terms of our academic success.

    We're also aggressively looking

for additional grants to support our Academic

Success Initiative. And we've, as Dean

Hamilton mentioned, we also are partnering

with Complete College America on this

important piece called Access with Equity in

STEM.

    And the meeting's next month in

Atlanta, it is Atlanta, where we'll begin to

roll out the CCA agenda in terms of student

success. And we will be enlisting support

from our colleagues here at Van Ness to move

this forward. Because we've been at it for

about a year.

    And one of the challenges and
that's, discussed it with Dominique Raymond.

They really need to provide us a project management support because the people who are doing this work already overloaded with other responsibilities. And CCA they have a lot of money.

Because they hold these meetings,
I mean we've been to about four, five meetings in the grandest hotels in town. So you know they have resources that they can direct.

And we've asked, I've asked them to look at a plan for funding to support a project manager for the DC team. Because we have a complicated scenario with all the entities we have to work with.

CHAIR DYKE: Okay. Mr. President.

PRESIDENT LYONS: Yes. I forgot to ask Kim something. Kim do you have an update on the new facility coming to the National Harbor? We'd met with the people, I guess before Prince George's county approved the casino.
We had a meeting in the mayor's office in fact and we discussed how our Workforce Development Program could be involved in that project. Not that we're promoting gambling, or any such, let the record show.

(Simultaneous speaking)

PRESIDENT LYONS: But we're talking about Workforce needs. And Kim have you had any additional conversations and --

MS. DEAN: No. It's actually timely that you brought that up because I was going to reach out as we prepare for TAC-4. We were thinking about expanding our Hospitality Programs and that gaming might be something to look at, as we look into work base learning and some of the opportunities that TAC-4 could present.

So we did actually plan to follow up with you to see how we should perhaps engage MGM on that effort. The timing would work out quite nicely.
And as we know the hospitality being the second largest industry here in this region behind the Government. I mean that's, you know, that's something for us to really think about.

CHAIR DYKE: Very good. No, I think it's an excellent opportunity. There's going to be a lot of money going out that way so we may as well --

MS. DEAN: Get in line.

CHAIR DYKE: -- participate in it.

MS. DEAN: And it's not just the casino. It's the hotel, it's the restaurants, it's the retail, I mean it really is hospitality and customer service.

PRESIDENT LYONS: And one of the things we attempted to do was to present the University as a full service responder. We talked about the important role that we could play in Workforce Development.

We also talked about how some of our upper division graduate programs,
graduates, interns, faculty, you name it, so we tried to position ourselves as a real resource.

Even though a certain percentage of the jobs have to go to Prince George's county, but we wanted to make certain that they understood that they had a very valuable resource in the University of the District of Columbia. And so I look forward to hearing how you follow up.

MS. DEAN: Thanks. And since I'm back, I forgot one thing. We are actually presenting at the APLU Conference. We'll be presenting our Student Success Initiative in June. And so we're very excited about that.

CHAIR DYKE: Let me ask you another question since we're talking about the University as a resource. What sort of courses do we have in the Workforce arena that relate to the transportation industry?

As far as getting people ready for example, putting on my other Metro hat, you
know, we've got several thousand people working at WMATA and the number, percentage of them who are actually D.C. residents is smaller than we would like it to be.

And my question is -- and I offered in fact during the last budget hearing, offered up that we would be happy to work with the community college to see if there was some things that might be done to help get some people in the pipe line.

Because there are a number of positions there. They're always looking for more people, opening up the Silver line now, so that creates even more positions.

And I'm just curious what, do you have any kind of relationship now at all with WMATA, with the transportation industry? Because not only WMATA but for all the surrounding jurisdictions have needs in that area.

MS. DEAN: Well Chairman Dyke, we're excited that you're putting on that hat
because now's the time. As a part of TAC-2
which is our Transportation Academy, we're
just rolling out some of our transportation
offerings.

So we started with Electronics
being the basis, and Aviation, HVAC for, you
know, vehicles, planes and trains, as
obviously HVAC systems. We launched our
Automotive Technology Program in conjunction
with our partner Ballou STAY.

But now we're starting to look
into logistics, so this is something that, you
know, now we're building the program and
really building the pathway. Everything again
will pick up on the Associates and Bachelor's
side.

But WMATA has been someone that we
have not had the conversations with. We have
a great relationship with DDOT. We've been
working with folks with the streetcar project.
CSX is signed on as a partner.

But we would really love to talk
to WMATA because we also, looking at their demographics, we know that they're going to have a huge, huge, huge number of individuals retiring in the near future.

And there's really, the sense that we're getting is there is no real succession plan in place. So we would love to talk to them about what are their needs going to be on the operation and maintenance side, but also on the distributional and logistics side.

So again TAC 2 just rolling out now in terms of the offerings, lots of opportunities and we would love to engage with WMATA.

CHAIR DYKE: Great. Well we probably ought to talk about that because clearly there are a lot of operators for example, engineers. If you can fix an escalator, there's no question --

(Off microphone comments)

CHAIR DYKE: I think about that every time I come to a meeting here and have
to come up the escalator.

MS. DEAN: And we heard yesterday that the School of Engineering just, is working with WMATA and has now figured out how to fix their escalators from three days and 30 seconds, three hours --

(Off microphone comments)

MS. DEAN: From three days to three hours. So the School of Engineering they're working really closely with WMATA. I just have to reach out to Dean Shetty too. But we would love to work with them closer.

CHAIR DYKE: Great. Well thank you very much. We will follow up on that.

MS. DEAN: Great. Thank you.

CHAIR DYKE: Any other comments or observations? Just two other points. First I want to commend our Chair for appointing our two new Board Members to this committee. Because they've got, you weren't here at the beginning when they, I don't believe, when they laid out their backgrounds.
I think we're going to be really well served by having these two new members on our committee. We're going to get a very solid committee here building onto the people we already have.

So I'm very excited with the way we're headed with this committee and how we can be supportive of what's going on with the University and the Community College, so thank you, Madam Chair.

And also I would just ask since you are our Board Chair, if there's any observation you wanted to make or if there is anything you wanted to say?

(Off microphone comments)

CHAIR DYKE: Good. Okay. All right. I learned early on, you have to make sure you recognize your Chair and give them an opportunity. So that's good.

All right. Is there anything else that anybody wants to bring before the committee? If not I will entertain a non-
debatable motion to adjourn.

(Off microphone comments)

CHAIR DYKE: All right. It's been moved and seconded. All those in favor say aye.

(Chorus of ayes)

CHAIR DYKE: All those opposed can stay. All right. We're adjourned.

(Whereupon, the meeting in the above-entitled matter was concluded at 4:10 p.m.)
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CERTIFICATE

This is to certify that the foregoing transcript

In the matter of: Board of Trustees: Committee Meeting

Before: James Dyke

Date: Thursday, May 15, 2014

Place: UDC

was duly recorded and accurately transcribed under my direction; further, that said transcript is a true and accurate record of the proceedings.

[Signature]

Court Reporter

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