FY 2008-2009
Oversight and Performance Hearing
March 12, 2009
Room 500

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

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

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

• Adopt a 21st century model of higher education allowing UDC to focus on students and its mission, ensuring the success of both.

• The vision for UDC is to reinforce the mission, plan for the future and implement concrete goals.

• Implementation is focused on autonomy, improving infrastructure and streamlining academic processes.
Goals

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

The University of the District of Columbia, America’s Flagship Urban Land-grant University
- Offers broad range of academic and professional programs up to and including research intensive doctoral programs
- Provides students with option of a residential experience
- Admission standards
- Honors programs
- Participates in NCAA Division I athletics

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

- Technical and Vocational Training
- Workforce Development
- Certificate Programs
- Associate Degree Programs
- Developmental Educational Programs
We are Building on Strengths

• UDC has excellent programs at the undergraduate and graduate levels such as computer science, electrical engineering, biology, accounting, management and mass media, just to name a few.

• UDC has one of the best public interest law schools in America.

• We have assembled an outstanding senior staff of experts in higher education, finance and human resources.
Is the University Achieving its Mission?

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

Transformation is Necessary
UDC Enrollment in The District

![UDC Enrollment FTE and Headcount graph]

- Fall 2005: 5,361
- Fall 2006: 5,130
- Fall 2007: 4,924
- Fall 2008: 4,703

- Fall 2005: 3,962
- Fall 2006: 3,755
- Fall 2007: 3,543
- Fall 2008: 3,102
Part Time vs. Full Time Students

UDC Enrollment: Part Time vs. Full Time Headcount

- Fall 2005: 3,314 Part Time, 2,050 Full Time
- Fall 2006: 2,960 Part Time, 2,169 Full Time
- Fall 2007: 2,791 Part Time, 2,140 Full Time
- Fall 2008: 2,823 Part Time, 1,880 Full Time
What Should be UDC’s Enrollment?

Local College Enrollment Comparison

- UDC Current: 4,703
- UDC Potential: 25,000
- PGCC: 13,000
- NOVA: 41,000
- UMD College Park: 36,000
- George Mason Univ: 30,000
- GWU: 25,000
Why the Enrollment Drop-off?

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

These are the problems the radical changes are designed to target and fix
# UDC Graduation Trend Rate

<table>
<thead>
<tr>
<th>Year of Cohort</th>
<th>Cohort Size</th>
<th>Within- 3 Years</th>
<th>Graduation Rate</th>
<th>Year of Cohort</th>
<th>Cohort Size</th>
<th>Within- 6 Years</th>
<th>No. of Students Graduated</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>32</td>
<td>1</td>
<td>3.1%</td>
<td>1998</td>
<td>176</td>
<td>14</td>
<td>14</td>
<td>8.0%</td>
</tr>
<tr>
<td>1999</td>
<td>34</td>
<td>0</td>
<td>0.0%</td>
<td>1999</td>
<td>164</td>
<td>11</td>
<td>11</td>
<td>6.7%</td>
</tr>
<tr>
<td>2000</td>
<td>48</td>
<td>3</td>
<td>6.3%</td>
<td>2000</td>
<td>171</td>
<td>20</td>
<td>20</td>
<td>11.7%</td>
</tr>
<tr>
<td>2001</td>
<td>47</td>
<td>2</td>
<td>4.3%</td>
<td>2001</td>
<td>196</td>
<td>31</td>
<td>31</td>
<td>15.8</td>
</tr>
<tr>
<td>2002</td>
<td>47</td>
<td>5</td>
<td>10.6%</td>
<td>2002</td>
<td>189</td>
<td>15</td>
<td>15</td>
<td>7.9%</td>
</tr>
</tbody>
</table>
Six year Graduation Rate for BA Students

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

- 1998: 8%
- 1999: 6.7%
- 2000: 11.7%
- 2001: 15.8%
- 2002: 7.9%
Three year Graduation Rates for Associate Students

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

- 60% in 6 years for full-time baccalaureate students (now 9%)
- 30% in 3 years for full-time associate degree students (now 6%)
What are the Problems?

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

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

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

We are creating research-driven UDC Center for Urban Education

- Masters programs
- Charter school(s)
- Model childcare center
- Research and doctoral programs focused on urban education
Undergraduate Tuition and Fee Structure for Fall 2009

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

![Community College Tuition Comparison Chart]

- Montgomery College
- Prince Georges Community College
- Northern Virginia Community College
- UDC

Legend:
- County Resident
- State Resident
- Out of State Resident
## Local Tuition and Fee Schedules

### Rates vs. Comparable Institutions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Coppin State U. (Md.)</td>
<td>$5,140</td>
<td>$13,265</td>
<td>$5,654</td>
<td>$14,592</td>
</tr>
<tr>
<td>Norfolk State U. (Va.)</td>
<td>$5,560</td>
<td>$16,807</td>
<td>$6,116</td>
<td>$18,488</td>
</tr>
<tr>
<td>Bowie State U. (Md.)</td>
<td>$5,939</td>
<td>$15,629</td>
<td>$6,533</td>
<td>$17,192</td>
</tr>
<tr>
<td>University of the District of Columbia</td>
<td><strong>$3,770</strong></td>
<td><strong>$7,070</strong></td>
<td><strong>$5,370</strong></td>
<td><strong>$12,300</strong></td>
</tr>
<tr>
<td>Old Dominion U. (Va.)</td>
<td>$6,918</td>
<td>$18,588</td>
<td>$7,610</td>
<td>$20,447</td>
</tr>
<tr>
<td>U. of Baltimore (Md.)</td>
<td>$7,051</td>
<td>$20,557</td>
<td>$7,757</td>
<td>$22,613</td>
</tr>
<tr>
<td>George Mason U. (Va.)</td>
<td>$7,512</td>
<td>$22,476</td>
<td>$8,264</td>
<td>$24,724</td>
</tr>
<tr>
<td>UMD College Park (Md.)</td>
<td>$8,005</td>
<td>$23,076</td>
<td>$8,806</td>
<td>$23,384</td>
</tr>
<tr>
<td>UMD Baltimore County (Md.)</td>
<td>$8,780</td>
<td>$17,512</td>
<td>$9,658</td>
<td>$19,264</td>
</tr>
<tr>
<td>U. of Virginia (Va.)</td>
<td>$9,505</td>
<td>$29,798</td>
<td>$10,456</td>
<td>$32,778</td>
</tr>
</tbody>
</table>
Tuition Increase: Limited Impact on Students

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

• The tuition increase is one source of increased funding that the University requires to make the necessary reforms.
• Other sources of new and increased funding will be:
  • Increased enrollment and retention
  • Stimulus funding
  • Private, Foundation and Corporate Grants and Donations
  • Federal Grants
UDC Financial Aid (08-09)

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

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

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

✓ Open admissions

✓ All entering students must take ACCUPLACER examinations
Flagship Admissions Standards
Effective Fall 2009

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

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

Presidential Scholars
✓ 3.5 GPA and 1200/1600 (1800/2400) SAT or ACT equivalent, or
✓ 4.0 GPA and 1130/1600 (1700/2400) SAT or ACT equivalent
# Mean SAT Scores for DC Test Takers

<table>
<thead>
<tr>
<th>Year</th>
<th>SAT-Reading (M)</th>
<th>SAT-Reading (F)</th>
<th>Mean Score</th>
<th>SAT-Math (M)</th>
<th>SAT-Math (F)</th>
<th>Mean Score</th>
<th>SAT-Writing (M)</th>
<th>SAT-Writing (F)</th>
<th>Mean Score</th>
<th>Total Mean Scores</th>
<th>ACT Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>505</td>
<td>502</td>
<td>503</td>
<td>536</td>
<td>502</td>
<td>518</td>
<td>491</td>
<td>502</td>
<td>497</td>
<td>1517</td>
<td>21</td>
</tr>
<tr>
<td>2007</td>
<td>504</td>
<td>502</td>
<td>502</td>
<td>533</td>
<td>499</td>
<td>515</td>
<td>489</td>
<td>500</td>
<td>494</td>
<td>1511</td>
<td>21</td>
</tr>
<tr>
<td>2008</td>
<td>504</td>
<td>500</td>
<td>502</td>
<td>533</td>
<td>500</td>
<td>515</td>
<td>488</td>
<td>501</td>
<td>494</td>
<td>1511</td>
<td>21</td>
</tr>
</tbody>
</table>
## District of Columbia Public Schools SAT Reason Test: 2008

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

### Average by Test Type

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>409</td>
</tr>
<tr>
<td>Math</td>
<td>394</td>
</tr>
<tr>
<td>Writing</td>
<td>401</td>
</tr>
</tbody>
</table>

### Total Score from the average of all tests

| Total Score | 1204 |

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

**Source:** Statistics directly taken from College Board Website.
Enrollment Management Partner: Noel Levitz

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

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

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

Supported by Business Plan
✓ Meeting the Land Grant Mission
✓ Community College and Flagship
✓ 21st Century Teaching – Purposeful learning and scholarship
✓ Research – Informed, best practices
✓ Collaborative
✓ Targeting Resources for Future Success
Total Net Assets

- The following table shows Annual Giving relative to Total Net Assets for the UDC Foundation between 2004-2007.
• The process of beginning a capital campaign at UDC should begin immediately in anticipation of a comprehensive seven-year preparation and campaign period. We recommend the following timetable:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Organizing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inner Family Phase</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advance Gifts Phase</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corp, Fdn &amp; Indiv Major Gifts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni Special Gifts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni General Gifts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campaign Cleanup</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Facilities Master Plan

Completion Date June 2009

- Student Center Site Plans
- Law School Building
- Student Housing
- Future Sites for Community College
- Housing for Visiting Faculty
As the focal point for University student life and to promote quality student services, the University has proposed a state-of-the-art Student Center featuring:

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

- Administrative Offices (Counseling, Student Services, Career Services, Financial Aid)
- Computer Labs
- Art Gallery
- Multi-purpose Rooms
- Smart Classrooms
- Web-Based Teleconference Center
- Food Court
- Bookstore
The faculty, staff, and students of the University of the District of Columbia thank you for your continued support.