



**University of the District of Columbia**

# **Periodic Review Report**

**Prepared by**

**University of the District of Columbia  
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**Presented to  
Middle States Commission on Higher Education  
June 1, 2010**

**Reaffirmation of Accreditation  
Evaluation Site Visit: March 20 – 23, 2005**

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**URL'S**

- [www.udc.edu](http://www.udc.edu) Flagship University website
- [www.ccdc.usdc.edu](http://www.ccdc.usdc.edu) Community College of the District of Columbia
- <http://www.lrdudc.wrlc.org/> Learning Resources Division (Library)
- <http://www2.udc.edu/drupal/newsletter/firebird-fly-issue-97> Firebird on the Fly
- <http://www.udc.edu/irap/> Institutional Research, Assessment, and Planning

## Chapter One: Executive Summary

The University of the District of Columbia (UDC) is an urban land-grant institution founded in 1851 and was incorporated in its current form in 1977 to fulfill the higher education needs of the city of Washington, DC. Today UDC is in a period of transformation and transition initiated by a new president, Allen L. Sessoms, Ph.D., who joined the University in Fall 2008. Sessoms crafted a new vision statement for the University, which was approved by the Board of Trustees in 2008. The vision calls for UDC to be a “diverse, selective, teaching, research, and service university in the land-grant tradition, serving the people of Washington, DC and the Nation.” In the same time frame a new Academic Senate was formed. This collaborative body is designed to throw high academic standards and programmatic rigor in sharp relief. In Summer 2009 the University launched a strategic planning exercise through a working group composed of faculty members from all sectors of UDC. The committee developed the broad scope and outline of the University’s strategic plan, which will achieve the University vision. During the 2009-2010 academic year faculty members and administrators worked in partnership to flesh out the plan, which calls for thoroughgoing program reviews, reorganization, renewal and the development of new curricula to serve the educational needs of the city and the region.

### Approach to the Preparation of the Periodic Review Report

The challenges of compiling the Periodic Review Report were many, considering the exciting strides the University has made since 2005. The University of the District of Columbia is developing a dynamic institution that will meet the needs of its diverse student body. Committees representing a range of disciplines were formed in 2009 to examine and then report on new developments throughout the institution. We have presented the changes that have occurred since 2005 as well as the many accomplishments within colleges and schools that have enhanced the lives of students and faculty and brought recognition to the University.

### Summary of Major Changes and Developments

Although the University has always had developmental, certificate, two-year, and workforce development programs within its colleges, the **Community College of the District of Columbia** is now a discrete entity offering an array of established and accredited two-year degree and certificate programs that had formerly been offered as university programs. Since the District of Columbia has a critical need to educate its workforce, a need that the mayor of the District of Columbia has asked the University to fulfill, the inauguration of the community college is especially timely. By making postsecondary education available to all sectors of the community, the community college will focus on preparation for the skilled labor market and/or entrance to a four-year baccalaureate program. With its open-admissions policy and affordable tuition, the community college is now within the reach of more potential students than ever before.

As the community college is being developed, the **University Flagship’s** undergraduate and graduate programs are being revitalized. To bring the baccalaureate programs to a more competitive level with other state universities, as of Fall 2009 admission to the four-year college requires a high school GPA of 2.5 and an SAT score of 1200, or an ACT score of 16, or a GPA of 2.0 and an SAT score of 1400, or an ACT score of 19. In addition, tuition and fees have been made competitive with those of comparable state universities. According to President Sessoms, “The University is building an outstanding four-year flagship institution, with rigorous admission standards, offering undergraduate education with a global focus. It will be an important economic engine for the District of Columbia and the region and will offer exceptional research-

driven undergraduate and professional programs of importance to the city and the nation. . .” (Dr. Allen Sessoms, *Summer/Fall 2009 Course Guide*, p. 2).

Particular areas of academic excellence in the four-year programs are reflected in the certification (and recertification) of academic programs by discipline-specific agencies. These include the following accreditations: the Nursing Program in 2008, the Teacher Education Program in 2009, the School of Business in 2009. In addition, the College of Arts and Sciences has the following new degree programs: Bachelor of Science in Security Studies (online degree program), Bachelor of Science in Respiratory Therapy, Bachelor of Fine Arts, Bachelor of Science in Education, Master of Science in Nutrition, and Master of Science in Applied Statistics. The College established and met enrollment targets for several of its programs: Since its inception in Fall 2005 the Cancer Biology Program has doubled its annual enrollment. It began by admitting a cohort of 5 students maximum. In that year it actually admitted only three. This Fall it will admit 10. The Nursing program has met its double-the-number targets for students enrolled in its RN and BSN programs. A newly introduced BS in Respiratory Therapy accepted its first class in Fall 2009. Additionally, enrollments in the College's STEM programs, criminal justice, education, social work, and graphic arts disciplines have been stable. Growth in enrollments of the College's graduate programs is expected to be enhanced by the recruitment initiative being undertaken in Spring 2010 by the new Dean for Research and Graduate Programs who provides oversight and energy to the graduate programs.

The **School of Business** continues to have steady external demand for its programs, particularly among students who are interested in careers in accounting, business management, marketing, finance, and computer information systems. The plan to offer a four-year program in Hospitality Management and Tourism will allow the School to meet the needs of the hospitality industry, which is the second largest industry (the federal government being the largest) in the District of Columbia. The renovation of the building that houses the School's offices and classes will allow for increased enrollment.

The **School of Engineering and Applied Sciences** received re-accreditation for its three engineering programs-- civil, electrical, mechanical—and its computer science program; all were accredited by ABET in July 2009. The Information Technology program is preparing for an accreditation visit in Fall 2010.

In Fall 2009 the **David A. Clarke School of Law** admitted its first part-time students, having fulfilled the necessary academic and administrative requirements to operate both full-time and part-time programs. The School of Law received full accreditation from the American Bar Association on August 8, 2005, with the unanimous vote of the ABA House of Delegates. The school is one of only six American Bar Association accredited law schools at Historically Black Colleges and Universities. Among the 188 ABA-accredited law schools in the United States, UDC ranked the second most diverse student body and tenth in clinical programs by *US News and World Report* in 2010.

To realize the new vision, **new units** have been and will be created out of existing departments, with some enhancements to complete their individual missions. They are the College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES), the National Center for Urban Education, the School of Community and Public Health and the School of Government and Public Service.

All of the University programs are supported by **updated technology and communication**. The technology initiative begun in 2000 continues to grow with the addition of a second smart classroom as well as updated laboratories. The Learning Resources Division (Library and Media

Services) received a complete updating of its physical space in 2007 to accommodate more holdings and provide better study conditions for students in addition to increasing its web-based services. Acquisition of the latest Blackboard technology continues to assist faculty and students. With Blackboard 9, students and faculty use web-based technology to enhance course delivery and reception. The University has provided training for faculty and required certification of instructors in Blackboard technology for those who choose to offer on-line courses. As a result, a complement of on-line courses has been added to University offerings. In addition, the University has strengthened internal and external communication through redesigning its websites and introducing an electronic bi-weekly newsletter, *Firebird on the Fly*.

**Student services** have been enhanced, particularly with the opening in 2007 of the Counseling and Career Development Center. The Center added a new Director of the Counseling and Student Development Center and a staff of three Ph.D. certified clinical counselors and one M.A. licensed certified counselor, offering counseling services six days per week. In addition, the Division of Student Affairs retains the services of a licensed psychiatrist. The Disability Resource Center now has additional staff, including Rehabilitation Counselors with vocational rehabilitation experience and learning specialists. With the building of a Student Center and the two residence halls, now in the planning stage, the University will have the space and facilities to give students more support than ever before. In addition, two dormitories are scheduled to be built for occupancy in 2012.

**The Office of Finance and Planning** has been reorganized with a new Managing Director of Finance and additional staff to improve the function of the unit. In addition, the introduction of Banner, an enterprise resource training system, provides technology to link budget and planning.

## **Chapter Two: Institution's Response to Recommendations from the 2005 Self-Study**

### **Recommendation One:**

Standard 2: Planning, Resource Allocation, and Institutional Renewal: "The Committee recommends that the University link the annual budgeting and resource allocation progress to the strategic planning process. . . ." (20).

The University has strengthened its planning, resource allocation, and institutional renewal processes through a series of initiatives. The University is currently engaged in strategic planning. The Office of Finance and Planning was expanded to add key financial staff members to increase the productivity of the unit (FY2009). A Managing Director of Finance was appointed in 2010 to oversee the organization's direction and effectiveness. In addition, the Banner System, an enterprise resource planning system, is currently being implemented to provide optimum technology for linking budget and planning.

See Chapter Four for details of budget data and resource allocation for 2010 to 2015.

### **Second Recommendation:**

Standard 3: Institutional Resources: "The Committee recommends that the University perform 'multi-year budget projections for at least 3 years'. . . .These projections should be included in UDC's next Periodic Report" (20).

The University has performed budget projections for 2011 through 2015 in order to link finances and long-term goals. See Chapter Four for analyses of annual budgets as well as budget projections for the next five years.

## Chapter Three: Challenges and Opportunities

The University is addressing its current challenges and opportunities based on a thoroughgoing academic program review process and renewal of essential university operations and services. These initiatives emerge from UDC's mission and the vision created by President Allen L. Sessoms. They include an innovative reform of the General Education Program, systematic reorganization and updating of recruitment, admissions, financial aid and retention practices, and a focus on learning outcomes assessment. Previous and current institutional planning efforts provide context for these developments.

### Strategic Plan: FY 2005-2008

As part of the University's 2005 Self-Study UDC developed a "Strategic Planning Initiative for FY '05-'08". This SWOT (strengths, weaknesses, opportunities and threats) analysis and the planning directions established therein are as valid today as they were in 2005. The 2005 is particularly relevant to current planning in that it:

- Affirms the "urban land-grant" teaching, research and public service mission of UDC;
- States that the residents of the District of Columbia have the right to expect their public land-grant university to be committed to identifying and solving urban problems and to improving the quality of urban life; and
- Establishes goals and objectives that include:
  - **student access** through maintenance of an open admissions policy and recruitment of "a balanced mixture...of social, racial, ethnic and cultural backgrounds; educational preparation and interests; age and academic capabilities and needs";
  - **student choice** by offering a broad range of programs at various certificate and degree levels; by initiating, maintaining, reducing, or terminating programs "based on the legislative mandate, the University's role as a public urban university, manpower projections, employment opportunities, students, enrollment distributions over time, and program quality";
  - **innovation in programs** offerings by incorporating new substantive content into existing programs, and or initiating programs in emergent disciplines."
  - **student achievement** through implementation of retention, persistence, advising, student life and financial aid strategies;
  - **innovation in "translating the traditional land-grant functions** of teaching, research, and public service in solving urban problems...";
  - **institutional quality** by attracting and retaining a faculty "with recognized credentials and a solid collective record of exemplary contributions of teaching, research and public service through their varied disciplines;
  - **institutional growth and development** as a "comprehensive university" by, among other means, demonstrating "responsiveness to changing needs in government and industry; new interests and needs of the citizenry; and long-range trends in manpower, technology, and social forces;
  - **advancement of knowledge** at "local, national, and international levels through traditional and innovative approaches...."

UDC's 2005 plan describes this **vision** : "The University of the District of Columbia will be nationally recognized as an intellectual community of vibrant, dynamic, socially responsible

scholars from diverse backgrounds. Faculty, staff, students and alumni will be engaged in and committed to delivering cutting edge educational programs, research, public service and innovation solutions to urban, national and global issues.”

## **2008 Vision**

The 2005 plan provided a forward-looking, community-built foundation for the vision and planning that followed upon the arrival of President Sessoms in September 2008. He established the following primary goals for the UDC System:

- 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 metropolitan area.

Aligned with these goals, the President has introduced a new vision for the institution which states that “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, DC and the Nation.” This vision is based on adopting a 21<sup>st</sup> century model of higher education and focusing on autonomy, improving the infrastructure, and streamlining academic processes. The vision calls for UDC to reinforce the mission, plan for the future, and implement concrete goals.

## **Reorganization and Expansion**

Consistent with the vision approved by the Board of Trustees, the University will evolve into and build eight academic schools, colleges, or centers. It will consist of four existing units and four new units. Current and future units are named in the following chart:



Each of the existing units, the College of Arts and Sciences, School of Business and Public Affairs, School of Engineering and Applied Sciences, and School of Law, will be realigned and enhanced to optimize learning, relevant scholarship and contributions to the community and the region.

Four additional units of the University will be formed by combining existing and newly created departments. These units are: College of Agriculture, Urban Sustainability and Environmental Sciences, Center for Urban Education, School of Public Health, and School of Government.

As part of this vision, the University set out to create and nurture a premier community college with an open admissions policy to serve as major vehicle for workforce development and to provide a gateway to a four-year college education. In the Fall of 2009, the University re-organized to open the Community College of the District of Columbia (CCDC). The Community College was formed from five units transferred from various parts of the university: Technical and Vocational Training, Workforce Development, Certificate Programs, Associate Degree Programs, Developmental Educational Programs.

### **Summer and Fall 2009**

Program planning for the Flagship University began in earnest in Summer 2009. The Provost invited and offered stipends to all faculty members who wanted to be a part of the academic planning process. They were asked to work over the summer and fall on the first-phase planning: identifying community needs, defining the scope, priorities, possibilities, and programmatic directions of the Flagship, all consistent with the new vision for the University. They considered the following values and challenges in their deliberations:

#### **Values**

- Land grant mission
- Student success
- International /cross-cultural perspectives
- Research-driven, best practices in teaching, scholarship and service towards solving 21<sup>st</sup> century problems/ addressing 21<sup>st</sup> century issues – on the ground, in the District, region and beyond
- High academic standards and expectations
- Innovation versus replication
- Collaboration among schools and disciplines, and among internal and external partners
- Partnership between academic programs and student affairs programming to ensure 360-degree support for students' educational progress

#### **Overall Challenges Facing the University**

- Enrollment
- Retention
- Persistence to graduation
- Academic reputation /perceived value
- Tendency toward academic silos
- Low research/scholarship output
- Funding - particularly from external sources
- "Customer service"
- Work environment/standards, energy, purpose accountability

- Low expectations
- Burdens of history/habit/DC politics

The outcomes of the summer and fall efforts, along with other consultations with the steering committee of deans and other internal and external stakeholders, resulted in delineation of the scope of UDC's academic mission as a land-grant university, and new program ideas taken by faculty back to their departments to inform program reviews.

As a public, land-grant university, UDC has a special mission and responsibility to provide academic programs, research and scholarship that serve the particular needs and aspirations of the District of Columbia, the region and the nation in the interconnected global village of the 21<sup>st</sup> century. Dedicated to learning, engagement, and discovery, our students learn, faculty members teach, and University scholars pursue knowledge with a focus on the needs of the community. The University's scope of engagement will prepare students in baccalaureate, master, professional and doctoral degree programs and expand our research agenda to establish breadth and depth in the following areas:

- **Education**
- **Human development and social services**
- **City and regional planning and economic development**
- **Urban sustainability and the environment**
- **Urban and community health**
- **Arts and culture**
- **Government and public service**
- **Science, technology and innovation**
- **Law and social justice**

We emphasize 21<sup>st</sup> century learning, which means that we will approach our program development, student learning and scholarship with global, cross-cultural and interdisciplinary perspectives, understanding of pedagogical best practices (e.g., problem, inquiry and case-based learning,) and acute awareness of the high academic and professional standards to which our graduates, and our scholarship will be held.

### **Academic Governance**

On October 6, 2008, the Board of Trustees approved the establishment of a new academic legislative body, the Academic Senate. This group is composed of elected members from the faculty, administration, student body and staff serving two-year terms and members appointed by the president (who serve at the pleasure of the president). It is charged with making recommendations to the Provost and the President on the following academic matters: admission and retention of students; award of degrees and certifications; curricula, scholastic requirements, and academic programs; and safeguarding academic freedom. The Provost and the Dean of the College of Arts and Sciences serve as *ex-officio* members.

### **University-Wide Program Reviews**

Essential to academic planning going forward is the understanding of program strengths, weaknesses, potential, and capacity to serve current and future students and local, regional, national and global needs. Toward this end, the University embarked on a major initiative to assess the strength and viability of every academic program in the Flagship University. Through the summer of 2009, the Academic Steering Committee of deans and academic affairs staff developed a program review manual, including metrics for measuring programs' currency,

effectiveness and productivity in terms of mission, student success (enrollment, retention, graduation rates), sponsored research, and peer-reviewed and recognized scholarship. All academic departments and programs in the Flagship have been engaged in Fall 2009 and Spring 2010 in conducting their reviews. Outside reviewers from other universities and relevant professional organizations have participated in 2010. Reports of the reviews are due in May 2010 and will be assessed as part of the summer 2010 planning agenda. This input will provide definition and direction for the University as we continue to delineate institutional plans.

## **CHALLENGES AND OPPORTUNITIES IN THE SCHOOLS AND COLLEGES**

The University's current initiative to build the community college and to develop the four-year college, graduate programs, and the law school is an opportunity and a challenge that will transform the University. Each component is significant in building a university system that will fulfill its land-grant mission to serve the city of Washington, DC and the region.

### **The Flagship University**

#### ***College of Arts and Sciences***

The mission of the College of Arts and Sciences (CAS) is to offer high quality, affordable education to residents of the District of Columbia. The academic programs offered by the college prepare students for immediate entry into the workforce, the next level of education, for specific professional roles and for living and lifelong learning in a complex, global environment. The College provides opportunities for students to:

- Acquire the skills, perspectives, and knowledge provided by a strong general education core;
- Concentrate in specific disciplines within the humanities, fine arts, natural sciences, social sciences, health professions, and education;
- Obtain sound preparation for professional graduate study and/or workforce entry.

#### **Main Accomplishments**

In the 5-year period from August 2005 to 2009, 50 full time faculty vacancies were filled. Of the 47 new hires for which highest degree was recorded, 55% hold doctoral degrees; 34% hold master's degrees, and 11% hold baccalaureate degrees. The masters and baccalaureate degrees are primarily in Mass Media and the Nursing and Allied Health departments, where appointees are in the process of working on advanced degrees and/or have extensive experience and/or the master's degree serves as terminal for the discipline. These data suggest that the College of Arts and Sciences' instructional programs are being enhanced by qualified professionals. Furthermore the goal of hiring "new PhD" junior faculty is being met, as reflected in the professorial ranks of the new hires: 6% instructors, 63% assistant professors, 25% associate professors, 3% professors.

Additionally, under the direction of the new Dean of Research and Graduate Programs, the University is increasing its efforts to secure institution-wide grants that will support professional development. An on campus grant-writing seminar was recently sponsored by the Office of Research in keeping with its strategic initiative of increasing activity of faculty. More than 80 faculty and staff from across the University participated in the day long training. Funding for faculty development remains an area of need for the College.

## **Program Developments and Changes**

Other major accomplishments include six new programs since Fall 2005:

- Bachelor of Arts in Human Development (pending Board of Trustees approval)
- Bachelor of Science in National Security (online degree program)
- Bachelor of Science in Respiratory Therapy
- Bachelor of Fine Arts
- Master of Arts in Teaching (MAT) (pending Board of Trustees approval)
- Master of Science in Nutrition
- Master of Science in Applied Statistics (recently designated a Professional Science Masters by the Council of Graduate Schools)
- National Center for Urban Education (pending Board of Trustees approval)

## **Accreditation**

The College's professional programs in Education, Nursing, Nutrition, Respiratory Therapy, Speech Language Pathology and Social Work all have specialized accreditation. The graduate program in Counseling has applied for accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). A site visit is expected in Summer or Fall 2010.

## **Grant Activities**

CAS has 16 grant-supported programs totaling \$9.2 million dollars (\$9,249,831). The Department of Biological and Environment Sciences accounts for \$6.1 million, followed by the Department of Urban Affairs, Social Sciences and Social Work's Criminal Justice Program's Competitive Training Grants (\$1.5 million) and the Department of Nursing's Research Infrastructure in Minority Institutions (\$1.2 million). Other departments include Mathematics, Languages and Communication Disorders, and Education. Funding agencies include the United States (US) Department of Health and Human Services-National Institute of Health, National Cancer Institute, National Institute of General Sciences, MBRS-SCORE Program, National Science Foundation, Universities Space Research Association, Department of Defense, Department of Education, and Department of Agriculture: Agriculture Experiment Station, and Jumpstart.

**Future goals** include the following:

- Academic excellence;
- Accountability;
- Expansion of the range of academic offerings, especially at the graduate level;
- Expansion of on-line course offerings and increase use of a range of technology (Bb 9, videotaping, video streaming, podcasting etc) to enrich teaching;
- Recruitment, retention and development of a strong faculty that is recognized nationally for excellence;
- Improvement of student success;
- Improvement of the administrative efficiency of departments and the college office;
- Learning outcomes assessment;
- Faculty development in "best practices" and effective 21<sup>st</sup>-century pedagogies;
- Grant-writing and research;
- Collaboration between Academic Affairs and Student Affairs to provide a 360° perspective on student progress toward their goals;
- University-wide retention strategies;
- Interdisciplinary programs and joint degrees.

### ***The General Education Program***

The following section provides a summary of the University of the District of Columbia's newly adopted General Education Program

The undertaking of general education reform at the University of the District of Columbia responds to requirements of the institution's mission and goals, best practices across higher education, and shifting contexts for living and working in the 21<sup>st</sup> Century and beyond. It is an outgrowth of faculty and administration interest in strengthening the institution's baccalaureate offerings and is framed in alignment with the University's commitment to preparing its graduates for immediate entry into the workforce, the next level of education, specialized employment opportunities, and life-long learning. The UDC general education reform effort embraces 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.

A cross-University committee was tasked with reviewing the current general education curriculum in the context of changing approaches to educating undergraduate students, and developing a renewed curriculum that addresses the expectations of the evolving University of the District of Columbia System. The committee's efforts are defined via a 21-item task plan. Action items 1 - 19 were executed over 15 months beginning March 2009 and covered by oversight practices that supported transparency, accountability, and community participation. The final action items of the plan are to be implemented beginning summer 2010 and forward.

The implementation of the new General Education Program will begin in Fall 2010. UDC's new General Education Program is characterized by curricula that encompass both the goals we have 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 learning Strands (n = 9) 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.

All students entering the University beginning fall 2010 and forward will be required to take 37 credit hours in the General Education core, across the four-year academic degree. Courses will be taken within the stand-alone, interdisciplinary General Education Program, rather than satisfying University-wide requirements by "sampling" courses within existing academic departments. Students will complete the General Education core in a developmental sequence. The implementation plan for the curriculum includes dictates for faculty training and staged release of courses. The program's initial implementation will be a pilot that evaluates traditional practices for course delivery against new, collaborative course delivery options that allow student choice. The four-year prototype for the new curriculum follows:

#### **Freshman Year**

- Semester 1 \*Foundation Writing in the Arts and Humanities 3, Foundation Oral Communication 3, \*\*\*Foundation Quantitative Reasoning 3
- Semester 2 Foundation Writing in the Social and Natural Sciences 3, Discovery Quantitative and Economic Reasoning 3

#### **Sophomore Year**

- Semester 1 Discovery Expository Writing in the Arts and Sciences 3, Foundation Ethics & Values 3, Discovery Effective Use of Technology 3
- Semester 2 \*\*Discovery Science and Environmental Consciousness + Lab 4  
Discovery Local/Global Cultural Diversity 3

#### **Junior Year**

- Semester 1 Discovery Civics/Service/Teamwork 3
- Semester 2

## **Senior Year**

Semester 1	Frontier Exploration & Inquiry Capstone 1.5
Semester 2	Frontier Exploration & Inquiry Capstone 1.5

**\*Students may test out of this course.**

**\*\*Substitutions by major program will be allowed, e.g., disciplines that require higher level and extended math and science study – Mathematics, Computer Information Sciences Technology, Chemistry. Students must meet like learning outcomes.**

Additionally the general education core will be supported by the following:

- As a part of the Freshman Year Experience, all students will complete a Freshman Orientation course. (A three contact hour course is recommended with modules to include personal health and effective use of technology.)
- One Writing Intensive course in the major and as appropriate by major discipline (e.g., Music majors may satisfy by alternate course) is required. Writing Intensive courses will be supported by an English Writing Team.
- Students may elect, or programs may recommend, six to nine (6 -9) credit hours from one or more of the following concentrations within the general education program:

Languages and Cultures

Natural Sciences

Literature

Fine Arts

History

Applied Sciences and Technology

Business and Economics

Health and Conditioning

Behavioral Sciences

Politics and Social Justice

The full general education plan is available on request. By September 2010, the entire document will be available online at [www.udc.edu](http://www.udc.edu).

### ***National Center for Urban Education***

NCUE will be a graduate unit that will embrace national and local imperatives to rethink and dramatically improve teacher education programs, particularly in urban education. As a practice-oriented, research-driven, results-focused graduate unit, the Center will work to achieve this mission by (a) developing effective teachers and school leaders for urban schools; (b) operating high-quality educational programs; and (c) conducting, applying, and disseminating research aimed at improving student achievement.

### ***School of Business and Public Administration***

The School's academic programs are designed to prepare students for starting and middle level professional positions in business, government, and non-profit organizations. Its primary goal is to graduate students who can compete successfully for jobs in the local, regional, national, and international market as well as pursue advanced graduate and professional degrees. The success of many of the graduates in their chosen careers, and the ability of some to earn advanced degrees such as the Ph.D. and J.D., is indicative of the quality of the School's programs.

In its pursuit of excellence, the School is in the process of reviewing all of its programs and course offerings, and intends to add others in order to increase its contribution and relevance to

the economy of the District of Columbia. The courses introduced over the last five years include: courses in leadership, in business ethics, and in electronic commerce.

**Future plans** include, in accordance with the strategic plan and program review results, addressing the central priority area of economic development.

**Changes** recently introduced include the following:

- The creation of the position of Assistant Dean for Student Services whose duties include improving and coordinating the student advisement process, assisting in the resolution of student problems, improving communication between students and the School's administration, conducting student and alumni opinion surveys, assisting in the university-wide effort to improve student retention and graduation rates, and improving student services.
- The creation of an Advisement Center as a part of the effort to get students to take courses in the proper sequence, resolve enrollment-related problems, and facilitate registration and program adjustment.
- The institution of a Graduate Assistantship Program that provides students with the opportunity to work with faculty and administrators on issues related to institutional development, program review, and alumni relations.

The School has instituted standing committees for outcomes assessment and faculty development. The first is leading the effort to have a credible and effective assessment program. The latter organizes training and skill development programs that aim at improving instruction and research capabilities. In addition, incentives are provided to increase faculty research and productivity.

The SBPA extends its services to the community through the Small Business Development Center that offers free assistance in business start-ups in the Washington area as well as helps small business enterprises in handling operational or managerial challenges. In addition, the school sponsors the "Paving Access Trails for Higher Security (PATHS)" welfare-to-work program, which is funded by the District of Columbia's Department of Human Services/ Income Maintenance Administration. It also has a free tax clinic that is staffed by students in the accounting program under the supervision of accounting faculty.

### **Challenges**

- SBPA has to compete with larger, resource-rich, local universities and extension divisions established by out-of-state universities in the metropolitan area that offer similar courses and programs.

### **Opportunities**

- The School enjoys steady external demand for its programs; hence, it continues to be chosen by students who are interested in having careers in accounting, business management, marketing, finance, and computer information systems.
- The renovation of the building that houses the School's offices and classes will allow it to increase enrollment and the number of graduates.

### ***School of Engineering and Applied Sciences (SEAS)***

The three engineering programs (civil, electrical, mechanical) and the computer science program were visited to determine re-accreditation by ABET in the Fall 2008. The exit interviews were positive and led to a successful outcome in Fall 2009.

The Information Technology program is preparing for an accreditation visit in Fall 2010. The Master of Architecture Program was recently approved.

In the meantime, the School has developed a comprehensive continuous assessment protocol that is used by all programs in the School that are not subject to periodic accreditation requirements.

Program curricula and course syllabi are reviewed on a regular basis to ensure currency and responsiveness to a changing environment. Clear objectives/outcomes are established and published for each course to make student course evaluation more relevant. Greater emphasis is being placed on undergraduate research programs to prepare students for graduate studies and ensure familiarity with newly emerging fields. New offerings and degree programs are contemplated in fields such as nanotechnology, energy, climate and the environment.

The hiring of new faculty provides the University with an opportunity to explore programs in the new areas just described. With the hiring of new faculty, the computer science program has received preliminary positive accreditation evaluation. The Information Technology program has been revamped to meet emerging demands in the field. The infusion of new faculty has allowed us to branch into new areas of environmental engineering, water quality research, and environmental remediation.

#### ***UDC David A. Clarke School of Law (UDC-DCSL)***

The School of Law received full accreditation from the American Bar Association on August 8, 2005, with the unanimous vote of the ABA House of Delegates. The school is one of only six American Bar Association (ABA) accredited law schools at Historically Black Colleges and Universities (HBCUs). Among the 188 ABA-accredited law schools in the United States, UDC ranked the second most diverse student body and tenth in clinical programs by *US News and World Report* in 2010.

Since the School of Law's inception, the faculty and administration have routinely re-examined the goals and objectives to achieve the proper balance of educational opportunity, academic excellence, and service to the community. In the years leading up to full accreditation, the School of Law engaged in a series of assessment and planning (A&P) endeavors to evaluate and refine its program and pedagogical approach. Since receipt of full accreditation, the School of Law has undertaken a comprehensive strategic planning process to evaluate the entire program and developed a Strategic Plan for 2007-2010 to guide the School of Law through its future growth and development. The School of Law recognizes the need to look beyond its current programs to envision its role in the future of legal education, the legal profession, and the wider society. Currently the School of Law is developing its 2011-2014 Strategic Plan.

The School of Law's student-faculty ratio is 12 to 1. This ratio remains significantly below the average for law schools. Students benefit not only from the individual attention this low student-faculty ratio permits, but also from the faculty's commitment to teaching. Bar passage rates as a measure of academic performance have reached historic highs. 92% of the Class of 2008 who sat for the bar in the District of Columbia, Maryland, and Virginia passed the first time; the overall rate of first-time success for the class is 82%.

#### **Legal Education**

In 2005, the Curriculum Committee completed a review of the core program of legal education, assessing its coverage of topics a graduating law student should learn before entering the profession; topics covered on the bar examination in jurisdictions where our students typically take the bar; and skills and values students need to fulfill the School of Law's special mission as a public service, public interest clinical law school. The Committee concluded that the basic

program of legal education was sound, but that students would benefit from additional requirements in a few key areas. The Committee's recommendations to the faculty were designed to strengthen the program with respect to several core topics that many practitioners encounter in their practices and that are tested on the bar examinations in many jurisdictions. At the same time, the recommendations maintained the School of Law's emphasis on a strong program of practical skills courses and clinical legal education. As a result, the number of elective courses was slightly reduced, but students continued to have between twelve and fifteen credits to delve into areas of special interest, such as immigration law and employment discrimination. The Strategic Plan for 2007-2010 continues the School of Law's ongoing assessment process and is designed to provide measurable outcomes to track progress on all of the school's mission-driven goals.

### **Opportunities**

The School of Law envisions a wider role for its clinical and professional practice programs, with enhanced collaboration between the School of Law, the University and the public interest community in order to achieve social justice goals that cannot be achieved solely by traditional models of legal service delivery. In keeping with this goal, law students provided 85,000 hours of legal services to low income residents between 2007 and 2008, through clinic work, community service and fellowship programs. This service is expected to increase once the part-time program is fully established.

### **Challenges**

The facilities are adequate; however, the Law School has begun a planning process to obtain a new facility to accommodate planned growth of the student body. The D.C. Council approved legislation to enhance the UDC campus and to provide a stand-alone building for the School of Law.<sup>1</sup> The legislation, which was supported by ten co-sponsors, is also supported by the UDC Board of Trustees and by the University's new President. Initial plans envision a state-of-the-art, green building located downtown, near the courthouses. The School of Law is exploring co-location with legal services providers to enhance educational and service opportunities.

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

The new college, CAUSES, encompasses academics, research and outreach components which allows us to offer quality and affordable interdisciplinary Bachelor's and Graduate degree programs, conduct research and provides informal education, training, workshops and extends beneficial information to the residents of the District of Columbia by way of informational documents.

The **Academic** components are the Divisions of:

**Urban Agriculture** offers Bachelor's degrees in Nutrition and Food Science (a Dietetic Option and a Food Science Option) and a Master's degree in Nutrition;  
**Architecture and Urban Design** offers a Bachelor's degree in Architecture and a Master's degree in Architecture; and  
**Environmental Sciences** offers a Bachelor's degree in Environmental Sciences with options in the General Environmental Science, Urban Sustainability or Water Quality.

The **Research** Components are the:

**Agricultural Experiment Station (AES)**, a land-grant unit that promotes and funds faculty research relevant to the needs of citizens residing in a totally urban

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<sup>1</sup> The legislation (B17-0658) is entitled "University of the District of Columbia Campus Plan for Facilities Modernization Act of 2008."

environment and in alignment with the national priorities of the U.S. Department of Agriculture's National Institute of Food and Agriculture (NIFA).

**Water Resources Research Institute (WRII)** facilitates water resources projects through seed grants funded through U. S. Geological Survey to faculty within the Consortium of Universities to conduct water management research.

**Architecture Research Institute (ARI)** undertakes professional service grant contracts that will assist the District of Columbia Government and non-profit agencies with physical/capital improvement initiatives.

**World Rivers Institute (WRI)** addresses the world's rivers that are at risk due to human activities and climate change.

#### **Outreach Components are:**

**Community Resources and Economic Development** offers programs to improve welfare and economic well being of District residents through business and career development, financial planning, cooperative/community economic development and housing improvement practices.

**Environment and Natural Resources** provides programs for greater harmony with the environment and continuing professional education for pesticide applicators, water quality technicians, horticulturists, master gardeners and urban gardeners.

**Family and Consumer Sciences: Center for Nutrition Diet and Health** provides programs to enhance the nutrition, diet, health and total well-being of both individuals and families through research and education and provides education to meet the certification requirements for food protection managers.

**4-H and the Center for Youth Development** establishes school and community-based 4-H clubs to implement programs that assist young people in discovering and developing their leadership abilities and foster confidence in those abilities to become successful in life.

#### **Challenges**

To ensure the effectiveness of academic and the land-grant research and outreach (extension) units at the University, the following will be required:

- Fully matched funds for the USDA dollars received for the Agricultural Experiment Station (AES) and the Cooperative Extension Service (CES), as well as funds received by the U.S. Geological Survey for the Water Resources Research Institute (WRII);
- Assistance from University Administration, i.e. Capital Improvement Funds and Facilities Management support to continue the expansion/development of the Muirkirk Research Farm facility in Beltsville, MD;
- Establishment of Joint Appointments;
- Funding for hiring new faculty and staff personnel for the new college, CAUSES.

#### **Opportunities**

The College of Agriculture, Urban Sustainability and Environmental Sciences provides 21<sup>st</sup> century cross-disciplinary undergraduate and graduate degree programs which incorporate state-of-the-art courses that will allow students to take advantage of the curricula in other colleges as well as work in the research and outreach units. For example, students in the B.S. degree Environmental Science program will be able to participate in the research and laboratory activities conducted in AES, WRII and WRI (academics and research). Students enrolled in the Department of Nutrition and Food Science will participate in service learning projects provided under the Center for Nutrition, Diet and Health in the CES (academics and outreach). The staff

members of the Community Resource and Economic Development in CES will be able to work with the School of Business and Public Administration (outreach and academics). Faculty in any of the schools and colleges could develop and apply for research funding through AES which would also involve working with a unit in CES (research and outreach). This interconnectivity among the different schools, research and outreach units enhances the student enrollment rate in those schools.

### **The Community College of the District of Columbia**

In the metropolitan area, residents with a high school diploma or less have higher poverty and unemployment rates than those with some postsecondary education or college degrees. In addition, the decline in economic opportunities, volatile labor market, and spiking unemployment figures required an expeditious and effective response. The University perceived an imperative to put into place an exemplary community college that will fill the educational gap in the District of Columbia, meet the workforce needs of the community, and incorporate best practices and lessons learned from research and evaluation. In addition, based on the low retention rates of students in developmental courses, the University perceived an opportunity to provide an option that is more likely to keep students focused and ready to enter the job market in the shorter term.

In January 2009, UDC announced its intention to create a community college. The Board of Trustees approved the creation of a new University System, which now includes UDC's Flagship University and the Community College of the District of Columbia (CCDC). Dr. Jonathan Gueverra, the Chief Executive Officer of the Community College, is leading the efforts of the new institution. CCDC officially opened its doors to students on August 16, 2009.

#### **Vision**

The Community College of the District of Columbia (CCDC) provides opportunity for District residents to access high quality, affordable, learner-focused, and market-driven programs that advance their individual and the community's economic, social, and educational goals.

#### **Mission**

In diverse, technology-enhanced learning environments, CCDC provides opportunities for students to obtain the requisite skills of today's workforce and prepares them for the demands of tomorrow.

#### **Programs**

CCDC is responsible for the following programs:

*Certificate Programs* – Short-term educational and training programs that enhance professional opportunities

*Associate Degrees* – Two-year degree programs leading to careers in demand

*Workforce Development* – Job and professional training to help students develop the skills that local employers need today

*Continuing Education* – Programs and courses that enhance current job skills, meet Continuing Education Unit (CEU) requirements, and expand knowledge

#### **Academic Programs**

CCDC began with 19 certificate and associate degree programs which were transferred from UDC. It now offers 21 programs and will continue to expand its offerings each semester. A cyclical Program Review Program was established to perform assessment and maintain currency. In selecting its programs, CCDC pursues academic excellence, makes qualitative distinctions

about programs, processes, and personnel. It takes systematic steps to eliminate low performing and low demand programs, recruits new and talented faculty who meet rigorous standards, and puts into place incentives for high performance results and outcomes.

Current curricular offerings include ***Certificate Programs***: Nursing Assistant, Office Technology, and Practical Nursing as well as the following ***Associate Degrees***:

- Administrative Office Management
- Architectural Engineering Technology
- Aviation Maintenance Technology
- Business Technology
- Computer Accounting Technology
- Corrections Administration
- Education
- Fashion Merchandising
- Fire Science Technology
- Graphic Communication Technology
- Graphic Design
- Hospitality Management & Tourism
- Law Enforcement
- Liberal Studies (added January 2010)
- Legal Assistant
- Mortuary Science
- Music
- Nursing Respiratory Therapy

Due to previous ongoing problems with compliance, the program in Medical Radiography has lost its specialized accreditation with the Joint Review Committee on Education in Radiologic Technology (JCERT). CCDC has initiated a plan to teach out its current students, to re-design the program to meet all standards, and to reapply for accreditation in two years.

### **Workforce Development Programs**

The Workforce Development Program (WDP) provides District of Columbia residents with job skills training leading to employment. CCDC focuses on industries where jobs are available in the District and in the metropolitan area. The four areas identified by the District of Columbia as most in demand were used to form the basis of the training offered by WDP. Training provided by WDP in Health Care, Construction Trades, Hospitality Careers, and Office Technology is free to residents of the District of Columbia.

The Center for Workforce Strategies (CWS) provides a bridge between industry needs and requirements and the workforce development programs offered through WDLL. CWS pursues this goal through industry councils focused on Health Care, Construction Trades, Hospitality Careers, and Office Technology.

The program also provides training to improve the literacy skills of DC residents so that they have the skills they need to enter specific training programs provided by WDP. These programs include:

- Preparation for the General Education Diploma (GED)
- Preparation for the Accuplacer (the placement test for entrance into CCDC)
- Preparation for the National Work Readiness Certificate

### **Continuing Education**

Starting in January 2010, Continuing Education at CCDC began offering over one thousand online training programs in the most current careers and newly emerging industries. These online

classes give students the flexibility to study on their own time. Programs are available in the following areas:

- Healthcare and Fitness
- Hospitality and Gaming
- Accounting
- Business
- Media and Design
- Skilled Trades and Industrial
- Green Building and Sustainability
- Green/Renewable Energy

Instructor-led classes will begin in Fall of 2010.

CCDC will be moving to its own facilities in the Fall of 2010. Its primary location will be at 801 North Capitol Street, NW, where the majority of its programs will be housed. The workforce development programs formerly located at McKinley Technical High School, the Allied Health programs, and the new Fashion Merchandising and Construction Management programs will be housed at Bertie Backus, a former District of Columbia Public School. The automotive courses in the new Automotive Technology program will be housed at the Excel Institute. (A Substantive Change Report will give further details on these re-locations.)

Established to play a significant role in the city's educational system, in workforce preparation, and in economic development, CCDC provides cost-effective training, trade and technical skills for those who need more than a high school diploma but less than a four-year degree. It serves a diverse population of adults from all socio-economic backgrounds, well-educated and working class, who want to upgrade their skills, keep current on technology, or simply pursue life-long learning.

CCDC helps the city's public school and adult literacy students matriculate to the next level of education and earn necessary workplace certificates, associate degrees, and transfers to four-year degree programs.

It serves the employer community by shaping and teaching curricula that are employer-driven, labor-market responsive and contemporary, and link with community-based training and service providers that fulfill training, technical, and technology skill needs.

The District of Columbia metropolitan area can now respond to high-demand and fast-growing career opportunities. CCDC can anticipate new needs, such as preparing DC residents for jobs vacated by retiring government workers, filling a need for local and federal government first responders in emergencies, or helping create health-promotion/disease prevention specialists who play a key role in health care reform.

**In summary**, the University continues to develop new academic programs and courses of study to meet the needs of its constituents according to its mission as "a comprehensive public institution offering quality, affordable postsecondary education to District of Columbia residents at the certificate, associate, baccalaureate, and graduate levels."

### ***LEARNING RESOURCES DIVISION (LRD)***

The Learning Resources Division (the library) has enhanced its media and technical opportunities for students across the campus.

The Center for Academic Technology Support focuses on the operation of the Blackboard Learning System and the Flashlight Services. One of the first challenges to CATS was the migration to Blackboard 8, and now to Blackboard 9. CATS staffing increased with junior and senior student assistants. A help desk was also established. New databases added included EBSCO Academic Premier and the Oxford English Dictionary. An assistant dean to head the Center for Academic Technology began in the summer 2009.

The *ALADIN* website went through a major redesign that was tested in the summer and introduced to users in the fall.

In addition to adding three new databases, e-library (a growing collection of electronic books covering all academic areas), The Wilson Web Social Sciences Database and the Science Full Text were established.

The major accomplishment of fiscal year 2006 was the improvements of the facilities. The Division received a one-time budget enhancement of \$963,000 and a generous grant from Title III. These allocations permitted UDC to recover spaces that were encumbered by the storage of hundreds of thousands of microforms, improve our faculty technology support and greatly increase computer and online services to students. We acquired and installed efficient compact cabinetry to shelve reels of microfilm and file microfiche. This decision freed space that we were able to reallocate to student computer services.

Title III funds were used to significantly increase our collection development efforts. We added several thousand monographs, media titles and several periodical subscriptions. We were able to purchase a variety of media materials, including a set of the American Film Institute's 100 Best Films, many educational DVDs and several dozen audio book titles.

In 2006, LRD was selected for participation in the HBCU-CUL Digitization Initiative of the Cornell University Libraries. Funded by the Andrew W. Mellon Foundation, we joined the second group of ten libraries by participating in two training workshops for the university archivist, scanning and computer equipment and a stipend for two scanning technicians to digitize materials from our collection for this project.

LRD continues to augment its technology. The website was upgraded and now has calendars, request forms to add content to our collections, and a quick link for searching our databases. Several new online databases were added: Business Source® Elite, IEEE Computer Society Digital Library, Scitation, and Inter-University Consortium for Political and Social Research. The largest technology change was the implementation of version 9 of the Blackboard Learning System.

During the spring semester of 2008, two hundred respondents answered 29 questions in our user's survey. Overall, the survey indicated high user satisfaction and also provided extensive comments on a variety of topics ranging from personnel, quality of service, collections, hours, policies and facilities.

### ***STUDENT AFFAIRS***

The UDC System achieves significant cost savings by sharing certain functions. Among these is the Office of Student Affairs.

To provide support and better service for all students the University has initiated a number of strategies to improve student communications and awareness of services. The University has established a Communications Task Force composed of students, staff, and Board of Trustees members to solicit and examine additional avenues of communication. Some of the strategies recommended by this task force are regular student “meet and greets” with the President as well as campaigns to raise student awareness of the new social networking opportunities and other programs.

Since 2005, the University of the District of Columbia has increased the array of student support services:

- The opening of the Counseling and Career Development Center in 2007 added a much-needed staff of three Ph.D. certified clinical counselors and three M.A. licensed certified counselors offering counseling services six days per week. In addition, the Division of Student Affairs retains the services of a half-time licensed psychiatrist.
- The Career and Professional Development Center has a permanent full-time Director and two full time counselors and career development.
- The Financial Aid Office added staff and has a counselor assigned entirely to scholarships and fellowships opportunities for undergraduate and graduate students as well as a full-time Student Employment Coordinator.
- A Disability Resource Center has been established, with additional staff including two half time Rehabilitation Counselors.
- The support for student services technology has improved. Dedicated computer academic writing and math labs, for TRIO programs and all services units have up-to-date computer equipment and services with internal and internet access.
- The Division of Student Affairs is consulted and is included in the overall university marketing and communications plan.

### **Addressing Challenges**

- A new Vice President for Student Affairs began on May 1, 2009.
- The Vice president for Student Affairs works closely with the Provost and faculty concerning co-curricular activities that compliment the academic mission. The Provost and Vice President for Real Estate and Facilities include the Vice President for Student Affairs on committees that affect student success and retention, i.e. sustainability, student housing, student center, food service and bookstore projects.
- Title IV funding has been renewed for the next three years. The Office of Financial Aid offers ongoing Financial Literacy workshops.
- Students continue to serve Communications Task Force. The President hosts meetings with students groups concerning current topics of student interest.
- The Vice President for Student Affairs serves as the Team Leader for the Noel-Levitz Consulting Enrollment Management and Retention project.

## Chapter Four: Enrollment and Finance Projections

The contents of this chapter responds to Recommendation One from the Middle States Self-Study of 2005: “The Committee recommends that the University link the annual budgeting and resource allocation progress to the strategic planning process. . . .”

- Financial plan covering period of Strategic Plan, but not less than current and two future years
- Audited financial statements and management letters for the three previous years
- Financial information submitted to IPEDS for three years
- Actual enrollment for the current and three previous years
- Projected enrollment for the period covered by the financial plan

### 1. Current Enrollment Review

In Fall 2009, the total enrollment (headcount) for the University was 5,260 students, including 3,471 Flagship students and 1,779 CCDC students. Of the 3,471 Flagship students, 2,991 were undergraduate students, 190 were graduate students, and 300 were Law School students.

In Spring 2010, the total enrollment for the University was 5,683 students, including 3,348 Flagship students and 2,335 CCDC students. Of the 3,348 Flagship students, 2,875 were undergraduate students, 176 were graduate students, and 297 were Law School students.

The table below provides UDC fall enrollment data from for fall semesters for AY2007 to AY2010. For AY2010, CCDC enrollment is included in the AY10 undergraduate enrollment.

Headcount	FY07	FY08	FY09	FY10
Undergraduate	4,895	4,697	4,484	4,770
Graduate	234	234	219	190
Law School	238	239	254	291
<b>Total</b>	<b>5,367</b>	<b>5,170</b>	<b>4,957</b>	<b>5,251</b>

FTE	FY07	FY08	FY09	FY10
Undergraduate	3,125	3,042	2,958	3,188
Graduate	130	151	144	122
Law School	238	239	254	273
<b>Total</b>	<b>3,493</b>	<b>3,432</b>	<b>3,356</b>	<b>3,584</b>

Compared to Fall 2008, UDC Fall 2009 total enrollment increased 6% (304 students); this is the first enrollment growth observed in recent years. In addition, UDC realized 7% enrollment growth in Spring 2010 compared to Fall 2009.

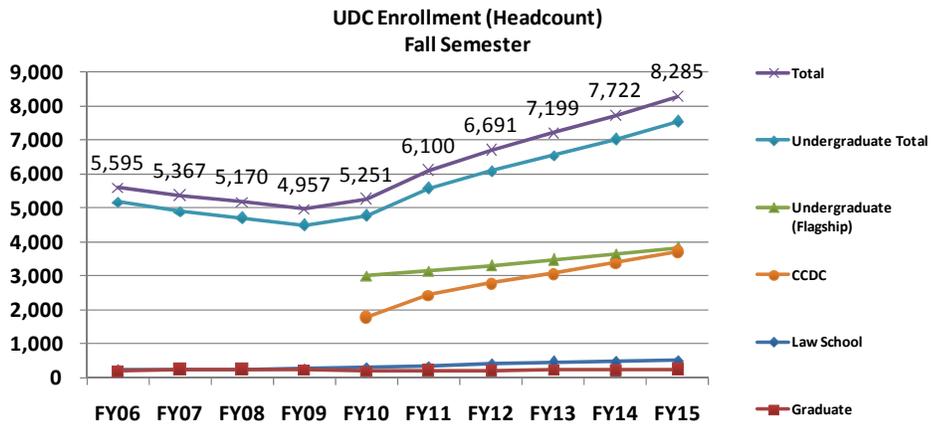
### 1. Enrollment Projections

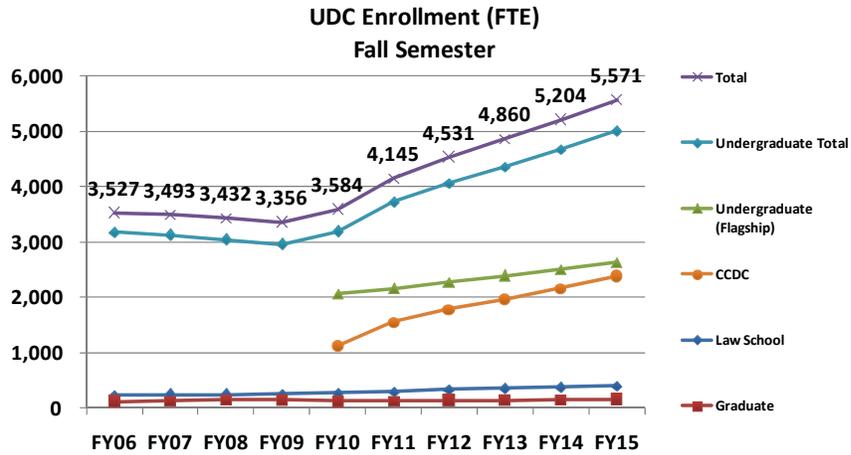
Our current projections expect total enrollment (headcount) to grow from 5,260 in AY2010 to 8,285 in AY2015. Under the new leadership, UDC has been experiencing high profile changes including academic improvements and campus infrastructure renovation. It is projected that the University enrollment will increase at all degree levels. CCDC’s aggressive growth is projected to contribute the most to the overall enrollment growth in the near future.

Headcount	FY10	FY11	FY12	FY13	FY14	FY15
CCDC	1,779	2,428	2,793	3,072	3,379	3,717
Undergraduate (Flagship)	2,991	3,141	3,298	3,462	3,636	3,817
Graduate	190	200	209	220	231	242
Law School	291	332	391	445	476	508
<b>Total</b>	<b>5,251</b>	<b>6,100</b>	<b>6,691</b>	<b>7,199</b>	<b>7,722</b>	<b>8,285</b>

FTE	FY10	FY11	FY12	FY13	FY14	FY15
CCDC	1,129	1,559	1,793	1,972	2,169	2,386
Undergraduate (Flagship)	2,059	2,162	2,270	2,384	2,503	2,628
Graduate	122	128	135	141	148	156
Law School	273	296	334	363	383	401
<b>Total</b>	<b>3,584</b>	<b>4,145</b>	<b>4,531</b>	<b>4,860</b>	<b>5,204</b>	<b>5,571</b>

The charts below provide an overview of UDC enrollment history data and future projections.





Enrollment projections by school are included as Appendix D.

### Finance Trends and Projections

#### Net Assets

FY09's net assets of \$102.2 million are \$4.1 million less than the FY08's net assets of \$106.3 million. This decrease is largely attributed to a decrease in unrestricted funds.

**Summary of the Statement of Net Assests**  
(\$000)

	<b>2009</b>	<b>2008</b>	<b>2007</b>
<b>Assets</b>			
Current Assets	56,806	52,105	47,275
Noncurrent Assets			
Investments and notes receiveable, net	33,868	31,358	39,210
Capital Assets, net	69,993	68,048	63,736
Other	296	297	299
<b>Total Assets</b>	<b>160,963</b>	<b>151,808</b>	<b>150,520</b>
<b>Liabilities</b>			
Current Liabilities	35,674	34,178	45,177
Noncurrent Liabilities	23,106	11,326	1,539
<b>Total Liabilities</b>	<b>58,780</b>	<b>45,504</b>	<b>46,716</b>
<b>Net Assets</b>			
Invested In Capital Assets	69,993	68,048	63,736
Restricted for endowments	7,242	7,242	7,242
Restricted for Grants and contracts	566	305	472
Unrestricted	24,382	30,709	32,354
<b>Total Net Assets</b>	<b>102,183</b>	<b>106,304</b>	<b>103,804</b>

**Revenue**

UDC revenue increased from \$117.7 million in FY07 to \$121.1 million in FY09 and is projected to be \$144.9 million in FY10. The growth in FY10 is primarily driven by an increase in student tuition and fees, federal grants, and local grants and contracts.

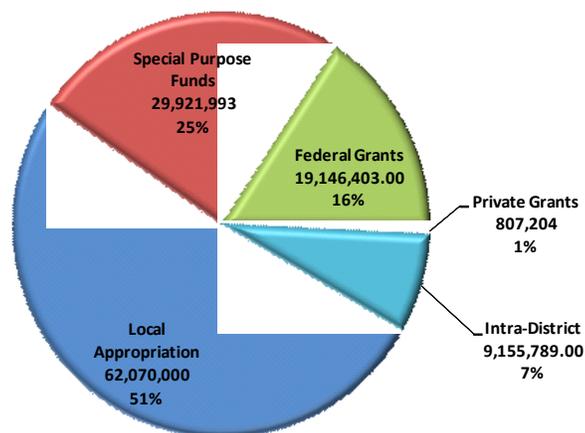
## REVENUES

<b>Operating Revenues</b>	<b>2009</b>	<b>2008</b>	<b>2007</b>
Student tuition and fees	\$ 19,387,932	\$ 17,915,688	\$ 15,168,793
Federal grants and contracts	19,146,403	15,895,664	15,464,906
Local grants and contracts	9,155,789	8,062,079	11,149,878
Non-governmental grants and contracts	807,204	819,530	651,922
Sales and services of educational departments	1,395,607	1,399,006	1,470,728
Auxiliary enterprises:			
Athletics division	1,286,038	1,334,735	1,195,005
Child development center	65,613	69,536	61,063
Cable Television	144,585	228,437	118,736
Other operating revenues	3,918,049	1,866,581	2,482,203
<b>Total operating revenues</b>	<b>55,307,220</b>	<b>47,591,256</b>	<b>47,763,234</b>
<b>Non-operating Revenues (expenses)</b>			
District of Columbia appropriations	62,070,000	62,769,786	62,635,554
Investment income	958,561	(7,496,638)	6,870,200
Gifts for scholarships	1,895,694	1,687,652	452,495
Other nonoperating revenue	869,914		
<b>Net non-operating revenues (expenses)</b>	<b>65,794,169</b>	<b>56,960,800</b>	<b>69,958,249</b>
<b>Total Revenues</b>	<b>121,101,389</b>	<b>104,552,056</b>	<b>117,721,483</b>

The University continues to seek to diversify and grow its revenue sources. Revenue support from the District of Columbia is still the most important component of the University's revenue; District general appropriations are \$62.1 million in FY09, which is consistent with the previous year. This support is 43% of total revenue in FY10 and 47% in FY09, decreasing from 60% of total revenue in FY08. This data shows the University is becoming less dependent on appropriations and is increasing its revenue diversity.

### Total Revenue by Resource

\$121 Million in Fiscal Year 2009



Tuition and fees are a growing revenue source for the University. The University Board of Trustees authorized tuition increases for FY10 and FY11. With the new tuition rate, the University continues to remain the most affordable, most accessible higher education option in the region. Tuition accounted for around 16% percent of revenues in FY09 and FY10. It is projected to be about 20% of FY11 revenue.

Details of the tuition increase can be found in the table below.

	2008/09 Current	\$ /Credit		Full Time \$ /Year	
		2009/10 Phase 1	2010/11 Phase 2	2009/10 Phase 1	2010/11 Phase 2
<b>Community College</b>					
D.C. Residents	\$ 105	\$ 100	\$ 100	\$ 2,400	\$ 2,400
Metropolitan Area Residents	\$ 215	\$ 100	\$ 100	\$ 2,400	\$ 2,400
All Others	\$ 215	\$ 100	\$ 100	\$ 2,400	\$ 2,400
<b>Undergraduate (Flagship)</b>					
D.C. Residents	\$ 105	\$ 198	\$ 266	\$ 4,750	\$ 6,380
Metropolitan Area Residents	\$ 215	\$ 237	\$ 308	\$ 5,680	\$ 7,380
All Others	\$ 215	\$ 487	\$ 558	\$ 11,680	\$ 13,380
<b>Graduate (Flagship institution)</b>					
D.C. Residents	\$ 225	\$ 421	\$ 421	\$ 7,580	\$ 7,580
Metropolitan Area Residents	\$ 350	\$ 477	\$ 477	\$ 8,580	\$ 8,580
All Others	\$ 350	\$ 810	\$ 810	\$ 14,580	\$ 14,580
<b>Law School</b>					
D.C. Residents	\$ 250	\$ 250	\$ 300	\$ 7,350	\$ 8,850
Non D.C. Residents	\$ 500	\$ 500	\$ 600	\$ 14,700	\$ 17,700

## Expenses

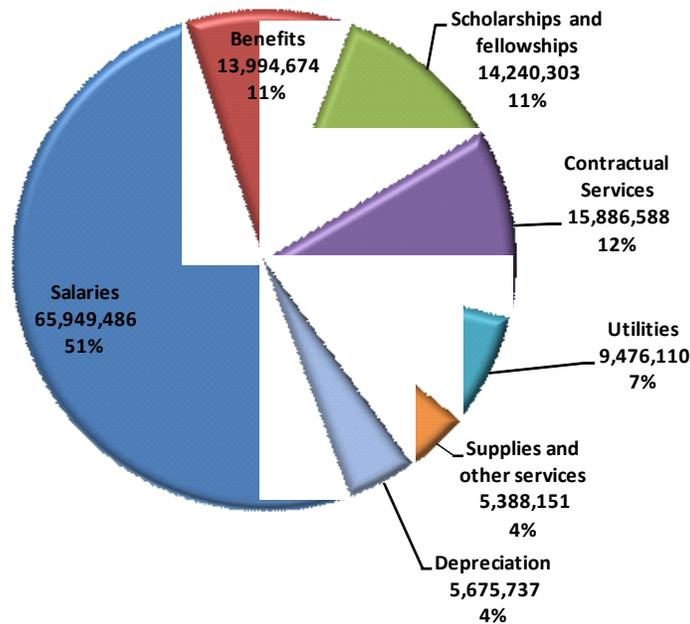
In FY09, operating expenses totaled \$130.61 million, compared to \$109.98 million in FY08 and \$119.39 million in FY07. Salaries and benefits totaled \$79.9 million and accounted for 61.2% of total operating expenses.

	<b>Expenses</b>		
	<b>2009</b>	<b>2008</b>	<b>2007</b>
Salaries	65,949,486	54,100,509	62,106,458
Benefits	13,994,674	10,890,408	13,639,639
Scholarships and fellowships	14,240,303	11,151,627	8,678,802
Contractual Services	15,886,588	17,099,047	19,219,989
Utilities	9,476,110	6,546,592	5,752,366
Supplies and other services	5,388,151	4,886,289	4,819,144
Depreciation	5,675,737	5,310,011	5,172,762
Miscellaneous			
<b>Total operating expenses</b>	<b>130,611,049</b>	<b>109,984,482</b>	<b>119,389,160</b>

The following table shows expenses by function.

## Distribution of Expenses

\$131 Million in Fiscal Year 2009



	FY 2009		FY 2008		Increase/(Decrease)	
	Amount	Percent of Total	Amount	Percent of Total	Amount	Percent Change
Instruction	\$ 41,506	32%	\$ 39,107	36%	\$ 2,399	6%
Research	5,440	4	5,006	5	434	9
Public service	3,689	3	3,375	3	314	9
Academic support	15,259	12	18,113	16	(2,854)	(16)
Student services	8,981	7	8,719	8	262	3
Institutional support	19,645	15	3,816	3	15,829	415
Operations and maintenance	16,712	13	14,313	13	2,399	17
Scholarships and fellowships	9,733	7	6,512	6	3,221	49
Auxiliary operations	3,970	3	5,713	5	(1,743)	(31)
Depreciation	5,676	4	5,310	5	366	7
<b>Total expense by function</b>	<b>\$130,611</b>	<b>100%</b>	<b>\$109,984</b>	<b>100%</b>	<b>\$ 20,627</b>	<b>19%</b>

## Endowment

The University's main endowment is its \$7.2 million land grant endowment. In addition, there are a number of smaller endowments. These endowments are managed by external investment professionals who are monitored by the Board of Trustees and the Office of the Chief Financial Officer.

## **Chapter Five: Assessment and Future Plans**

As an urban land-grant university and by virtue of its stated mission, the University of the District of Columbia offers programs that prepare students for immediate entry into the workforce, the next level of education, specialized employment opportunities and life-long learning. As outlined in the University vision, UDC strives to be a diverse, selective, teaching, research and service university in the land-grant tradition, serving the people of Washington, DC, the nation and the world.

Assessment is essential to three major areas: the institution, programs in colleges and schools, and learning outcomes. At the institutional level, assessment tools include surveys of institutional effectiveness, a standardized examination of student satisfaction and attitudes, a university-wide program review process, assessment data collected on student learning outcomes, and review and approval of new programs through the Academic Senate. The University has contracted with external consultants, Noel-Levitz, Inc., to assess, make recommendations and assist with implementation of new processes for recruitment, marketing, enrollment, financial aid, and retention. The specific academic units continue to conduct assessments appropriate to their own disciplines. This follows our basic premise that the faculty members in the educational units, guided by their respective deans, know best how to assess the quality of their programs. In addition, professional accrediting agencies in individual disciplines demand scheduled assessments and responsive changes. Course and program assessments are used to re-examine curricula, pedagogy, and adjust resource allocations.

In 2009-2010 the University developed and engaged in three efforts that further student learning outcomes assessment and help to transform the UDC curriculum. These include (a) a transition to a more thorough and integrated assessment approach guided by faculty members and an assessment coordinator, (b) a systematized program review policy and practice that is now underway, and (c) a comprehensive renewal of the University's general education program.

The University's is working to develop more thorough and systematic assessment processes and structures for data collection, analysis and decision-making to enhance student learning. Some units and schools have cultivated methodical and resourceful assessment practices, while others are at an early stage, now building capacity with stronger learning outcomes as a major priority.

### **Audiences:**

- Individual faculty members are using the data to examine their pedagogy and the learning tools they use.
- At the program level, the assessments allow faculty members to gauge whether the curriculum is serving program objectives.
- Deans and the provost will use assessment data to make decisions about allocating resources.

### **Area I: Institutional Assessment**

#### **Office of Institutional Research, Assessment, and Planning**

Following the 2005 Self-Study Report, UDC established an Office of Institutional Research, Assessment and Planning (IRAP) under the Office of the Provost and Vice President of Academic Affairs, with the purpose of managing data collection, University-wide surveys, and assessment reports. Led by its director, IRAP developed data management policy guidelines and identified

appropriate data user classifications according to various levels of security for internal and external requests and use of institutional data.

Over the past four years, among other analytic reports, the IRAP office has produced a series of institutional reports including annual Fact Books, Retention Profile Reports, three Enrollment Profile Reports, a District of Columbia Resident Profile Report, an International Student Profile Report, semester Fact Sheets, and annual STEM data reports, all of which are published on the IRAP web site <http://www.udc.edu/irap/>. IRAP also has completed over 40 national surveys per year and provided the expertise necessary for multiple offices to design and administer surveys and provided the expertise to analyze their survey results.

The Commission suggested under Standard 6: Integrity, that “As the Institutional Research function develops; data collection and interpretation relevant to issues of Integrity should be included in the data base.” To address this concern, Dr. Caruth created an IR Data Management Project Plan that, when implemented, will effectively address data integrity issues. In view of the changes that are taking place, Dr. Caruth drafted a database integration proposal and provided the professional development for every member of the IRAP staff to become certified in Microsoft Soft Sever 2008.

The goals and objectives for the IR Data Management Project, when completed and implemented, will focus on:

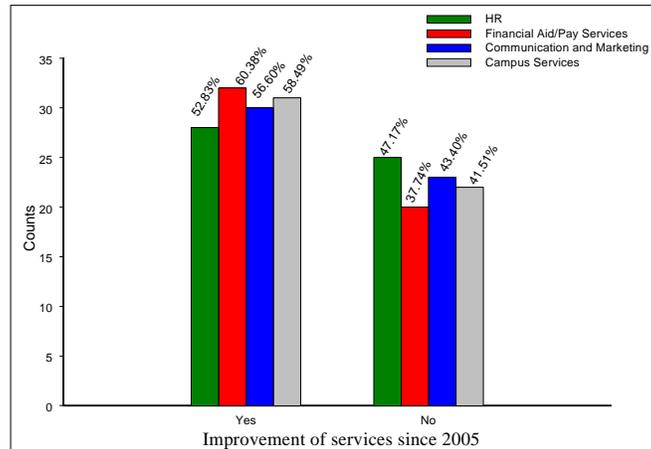
- Improving reporting for all university constituencies
- Facilitating the coordination of information sharing for both on and off campus programs
- Enhancing the ability and effectiveness of the staff to perform their jobs
- Coordinating the flow of statistical information across campus
- Providing high level of data security
- Providing a flexible and reliable platform for future technology build outs
- Facilitating the electronic capture of data at its source
- Eliminating redundant data entry throughout the University

In addition to providing data for academic units, the IRAP office has also helped the Division of Student Affairs assess the effectiveness of their programs by developing specialized survey instruments, analyzing the data, and writing analytic reports. The IRAP office worked with organizations like the National Survey of Student Engagement in 2008 to provide various units with access to operational data that was comparable with our peer organizations nationwide, as well as participated in the Beginning College Survey of Student Engagement and the Noel-Levitz Student Satisfaction Inventory.

### **Assessment of Administrative Services**

The Task Force on Administrative Services designed and conducted a survey in Spring 2009 to examine the level of satisfaction of the University community regarding the quality of administrative services provided at the University of the District of Columbia, including: a) Human Resources, b) Financial Aid, c) Pay Services, d) Campus Services and e) Marketing and Communication. The survey was implemented through Flashlight (Survey Key: ZS90478) and was held open to the university community for participation for about two weeks. Responding to the level of satisfaction of administrative services provided by Human Resources, 54% were dissatisfied and 46% were satisfied indicating a balance. Some 54% of respondents were also dissatisfied with services provided by Financial Aid and 46% were satisfied; whereas, for Pay Services, 72% were satisfied. Another 53% were dissatisfied with Campus Services and 56% were satisfied with Marketing and Communication. This portion of the survey indicates that overall, there is a balanced satisfaction level of the administrative services provided, with

opportunity for improvement. Figure 1 shows that 53%, 60%, 57%, and 59% of respondents felt that the standard and quality of administrative services provided by Human Resources, Financial Services, Marketing and Communication, and Campus Services respectively, have improved from 2005 to 2010.



**Figure 1** Opinions on the improvement of the administrative services provided at UDC since 2005.

With the recent advent of new administrative services and new leadership, new activities and processes are being reviewed and updated in order to strengthen the standard and quality of administrative services. Additional staff members have been hired while integrating new web technologies to improve marketing and communication services. The recent implementation of the PeopleSoft Human Resource Management software has improved tracking within the document approval process, enhancing efficiency. In the period between 2009 and 2011, the University is transitioning from the old SIS+ system for tracking recruitment, enrollment, marketing, and financial aid opportunities to the Banner system, which is expected to represent a significant improvement in the quality of student services.

### Assessment of Current University Challenges

In May 2009, a survey was initiated by the Periodic Review Committee on Challenges and Opportunities to obtain current perceptions related to the structure of the institution, now composed of a two-year and a four-year entity. The survey was distributed to all university faculty and staff with eighty-five persons responding (79 from faculty, five students, and one staff). The greatest number of responders (seventy-nine) represented the views of faculty. Sixty percent (47) of the faculty respondents viewed factors external to the university as the greatest challenges for the university. Challenges included an adequate budget, needed space, and the political environment surrounding the university were most frequently identified. A consistent and major concern for faculty is maintaining affordable and quality education for citizens of the District of Columbia. According to survey responses, the addition of the community college helps clarify the roles of the institution. The new organization will require budgetary allocations to meet the infrastructure needs of a new community college while maintaining or enhancing the infrastructure of a four-year university.

The two entities share many administrative services, which provide important cost savings.

The University has acquired a site for the CCDC at 801 North Capitol Street, in the heart of the downtown area, that will be ready in Fall 2010.

Obtaining funding external to the District Government is reported as a challenge, since the university is treated as an agency of the District Government. The most significant feature of this relationship is the City's annual appropriation to the University, which has remained stagnant at \$62 million for the past eight years. The University's status vis-à-vis the DC Government often leads to politicized relationships among the partners in UDC's governance. It affects the University's operations in a variety of ways. For example, UDC runs on a fiscal year that begins in October rather than the traditional academic year. The City-University relationship also affects the human resources function, facilities, maintenance and other procurement issues, and requires that the chief financial officer report to the City rather than to the University's President and Board of Trustees. One of the administration's pressing goals is to attain a greater degree of independence from the DC Government. During the winter of 2010 UDC was granted ? authority to conduct its own procurements (of what kind?).

In addition, faculty identified the challenge the university faces in competing with other established area universities in recruiting qualified faculty and students due to less competitive faculty salaries and the new tuition rates, respectively. The DC Tuition Assistance Act, which provides for District of Columbia residents to attend any state university at in-state tuition rates, will continue to pose challenges to UDC for local student recruitment. The absence of student housing poses a challenge for out of state student recruitment. Note: The University announced in March 2010 plans for two dormitories to be built on campus; see Chapter Six for details.

### **Assessment of Changes in Student Affairs**

The Division of Student Affairs has a plan for ongoing assessment and continuous improvement of areas within the Division, as well as performance measures forecast through 2010. The University has contracted with external consultants, Noel-Levitz, Inc., to assess, make recommendations, and assist with implementation of new processes for recruitment, marketing, enrollment, financial aid, and retention functions. Specifically in response to student needs, the University has developed a new student orientation program and established the Counseling and Career Development Center to guide students through their collegiate experience. In addition, the Resource Center for Students with Disabilities has been redesigned and expanded to support students with special needs. A major achievement is the plan for a much needed Student Center on the Van Ness campus. The center has been funded at a cost of 34 million dollars. (See Chapter 6 for details.)

### **Faculty Assessment**

The *Sixth Master Agreement* signed in 2008 between the University and the UDC Faculty Association (NEA) introduced a new faculty evaluation system that incorporates a quantitative system for determining the merit pay awards of new faculty and continuing faculty electing to move to this system. In terms of assessing academic quality, outcomes, scholarship and effective service to the University and the community, the current "quantitative system" is deeply flawed. Negotiation of the 7<sup>th</sup> Master Agreement, currently underway, includes proposed modifications that would focus evaluations on academic quality, student learning outcomes, relevant research and accountability.

### **Student Satisfaction Assessment**

The university conducted a global Student Satisfaction Inventory in Spring 2010 by contacting all enrolled students in the Flagship and Community College through university email. The National Survey of Student Engagement (NSSE) was administered to all students to assess and help the

University continue to improve the college undergraduate experience. Results will be available in August 2010.

## **Area II: Assessment of University Programs**

**Program Review Policy and Practice.** In Fall 2009 the Provost and the Council of Deans approved a new Academic Program Review Policy that calls for data on student learning goals and outcomes, instructional effectiveness, mentoring outside the classroom, along with core information on retention, graduation rates, scholarly impact and community and service engagement. The primary goals of this continuous process are program improvement, a map for future programming, and a means of determining resource allocation. The policy applies to all academic units across the University System of the District of Columbia, including certificate programs, centers, and institutes.

An integral part of the self-study's inquiry into the quality of a program's teaching and learning is its examination of student learning outcomes and goals. In this section of the self-study, faculty members 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 process and responsibilities for conducting program reviews are as follows. The Office of the Provost is responsible for the overall process, guidelines, schedule, and provision of resources, appointment of a Program Review Coordination Committee, and acts as liaison to the UDC Board of Trustees on such matters. Deans for each school within the University tailor the process to meet the needs of their programs and appoint internal review committees. Department chairs appoint self-study leaders and ensure that measures and other materials are gathered according to policy and on schedule. The Program Review Coordination Committee (9-15 members) provides representation from each school/college, the provost's office, and is responsible for monitoring the program review process and proposing improvements thereof at the end each year. This group is distinct from Program Review Committees, whose members thoroughly review the unit's self-study, participate in site visits, and prepare a consensus report for submission to the school or college dean.

The reviews will be conducted on a 5-year cycle, however, in 2009-2010 all units will be reviewed. A schedule for the staggered review of units beginning in 2011-2012 will be set in Fall 2010, with approximately 20% of programs to be reviewed each year thereafter.

Criteria for examining each program include:

- distinctiveness (comparative and competitive advantages), and operational soundness (efficiency, quality (as an absolute and in relationship to peers),
- centrality to mission (including community impact, land-grant role, and alignment with ongoing academic strategic planning),

- demand (current and prospective students, the market, sponsors, etc.),
- effectiveness, productivity, collegiality, and inclusivity).

As initiated in Fall 2009, the program review process involves a self-study conducted by each unit. This step is followed by a review and site visit by an external team of experienced evaluators. The measures used to evaluate programs include, among other standards, disciplinary accreditation status, regional or national data, and qualitative, quantitative, or comparative evidence.

A copy of the Academic Program Review Policy and Guidelines are in Appendix B.

### **Area III: Assessment in Colleges and Schools**

The University continues to develop processes at UDC to ensure systematic assessment at all levels. The process consists of the development and review of plans that generate assessment reports following a specific cycle so that recommendations driven by data may influence budgetary decisions and programmatic changes.

In 2009 the Provost designated a Director of Academic Planning and Assessment to centralize and coordinate assessment activities across the University, thus enhancing participation of all campus units. To this end, she has invited a series of national specialists in the field to educate the UDC community about assessment issues and discuss specific questions with faculty members, chairs and deans. Most recently she has established a university-wide leadership group on learning outcomes assessment. The group will develop a system of assessment that identifies the current level of assessment activity, establishes cycles, deadlines, and the flow of data across the university. It will also serve as a resource group for faculty members by providing advice and mentoring, and will suggest professional development opportunities.

#### **A Culture of Assessment**

A number of the recent steps we have taken toward developing a stronger culture of assessment at the University include:

- Leaders in each of the colleges/schools modeled a syllabus template that leads with a description of clear, demonstrable learning outcomes ( Summer 2009). The syllabus communicates to students what they will know and be able to do at the completion of the course.
- The Assessment Coordinator has worked with department chairs and school-wide assessment committees with a focus on aligning program-level objectives to the development of individual course outcomes.
- The university has offered a range of professional development activities on assessment.
  - In fall 2009, a nationally recognized expert on learning outcomes, Dr. Terrell Rhodes of the Association of American Colleges and Universities, engaged faculty members in a discussion of the purposes and practical methods of outcomes assessment.
  - Associate Dean April Massey of the College of Arts & Sciences offered a seminar for all faculty members on the syllabus and learner-centered pedagogy.

- Video presentations and follow-up discussions on the broad concept of assessment, the specific steps it calls for, and the tools for assessment, were provided to faculty members several times during the academic year.
  - A faculty-led presentation and discussion of assessment practices was offered to the full faculty in early January. Presenters included Associate Professor Guy Shroyer of the College of Arts and Sciences, Associate Professor Abiose Adebayo of the School of Engineering and Associate Dean Chigbo Ofong of the School of Business.
- The University conducted the National Survey of Student Engagement on campus in February 2010.
  - A Blackboard site offers publications on assessment and links to models at other colleges and universities. The site will house reports from programs.
  - A university-wide assessment committee has been organized to develop policies, provide mentoring, arrange a schedule of professional development activities, set deadlines, and oversee the full process of assessment.
  - The assessment coordinator and faculty members from each of the schools have attended professional conferences to gain additional knowledge and training on the assessment process, tools, and developing a culture that is receptive to assessment.

### **Assessment Activities in the Colleges and Schools**

Over the past year the Office of Academic Affairs and each of UDC's Colleges and Schools have intensified focus on outcomes assessment. While each of the colleges/schools are involved in assessment, some units have advanced and effective processes in place, while others need to build capacity and develop clear and rigorous assessment practices. To raise standards for assessment across the board, the new Director of Academic Planning and Assessment, working with the University-Wide Leadership Group on Assessment, is conducting an audit of assessment practices and processes in Spring 2010. With this information in hand, the group will establish clear expectations, provide "best practices" resources, and ensure that necessary processes and structures are in place to foster the flow of data and decision-making. Members will also serve as mentors and develop a professional development series on student-learning and assessment issues.

The new General Education Program curricula are designed to address and achieve nine bundles of theme-driven learning outcomes or "strands". They are developmentally ordered, and accompanied by measurable student learning objectives. These student learning objectives serve as guidelines for course development, delivery, assessment, and revision. Each of them work in concert with rubrics that are derived from them, so that general education courses now have a protocol for assessment at course and program level. The general education program (see additional detail on pp. 14-16) represents the foundation for undergraduate education at UDC and is indicative of how the University is providing 21<sup>st</sup> Century education and accountability. The general education curriculum occurs throughout the four-year baccalaureate experience.

Consistent ongoing assessment and program review are vital to the quality and sustainability of the General Education Program. Strand rubrics guide generalized development of course offerings, and Student Learning Objectives inform assessment at the course level. Courses included in the Program will be assessed annually by a General Education Review Committee. Course assessment will include instruments collecting student feedback, peer review, and

external review. This assessment serves as a starting point for systematic Program renewal. The research design for the piloted and phased implementation of the new curriculum will be responsive to these data needs.

Assessing student learning in academic units is determined by faculty members. As a culture of assessment grows and develops, faculty portfolios, committee minutes, and program reports are used increasingly to document assessment activities and to deliver data to department chairs and to deans. Faculty-driven assessment processes can be seen in the activities of the College of Arts and Sciences' English Department and the Mathematics Department in Appendix C, along with assessment documents from the School of Business and Public Affairs and the School of Engineering and Applied Sciences.

**Programs with Professional Accreditation Standards**

In addition, individual programs that have a professional accrediting body also follow the assessment guidelines of their organizations. These accrediting bodies include the Accreditation Board for Engineering and Technology (ABET), the American Bar Association (ABA), the American Chemical Society (ACS), the Association of Collegiate Business Schools and Programs(ACBSP), Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA), the Council on Social Work Education (CSWE), the National Council for Accreditation of Teacher Education (NCATE), and the National League for Nursing Accrediting Commission (NLNAC).

**Online Courses**

Prior to proposing or developing an online course, all instructors must complete a course in online course development or submit evidence of having completed such course to their Chair with a copy of certification submitted to the Center for Academic Technology for record keeping. The Center for Academic Technology will support and implement a 30+ hour professional certification program open to all faculty or instructors external to UDC wishing to develop the skills and abilities to develop and teach in the online environment.

Once faculty members have completed training, they send course proposals to their Chairs and then to the Dean for review and comment. The Deans will submit proposals to the Assistant Dean, Center for Academic Technology, who will review collaboratively with members from the Committee for Online Learning and return the proposals to the Chairs.

In Spring 2010 the Academic Senate approved guidelines for approval of online courses. The University has allied with *Quality Matters Rubric Standards* 2008-2010 edition (Maryland Online, Inc. ©2009) to ensure that each online course is assessed and revised as needed. The chart below summarizes the process:

**Phase III: Peer Review and Assessment of Online Courses**

<b>The Review Process: Steps</b>	<b>Oversight</b>
1. Submit to QM for external review or to a three-member QM certified peer review committee for assessment	Instructional Faculty (content expert), Chair, Dean, C4OL, QM external review team, QM certified internal review team
2. QM certified team reviews course	QM certified internal review team or QM external review team
3. Review Team submits written assessment to faculty	QM certified internal review team or QM external review team
4. Faculty makes revisions to online course as	Faculty

needed	
5. Course is reviewed again by internal review team to include certified QM reviewers, chair, department C4OL committee liaison, and or dean (graduate dean if it is a graduate course) alongside original assessment report Sign off	Certified QM reviewers, departmental C4OL liaison, Chair, college dean and or graduate dean.

In summary, the University continues to develop a culture of assessment to maintain continuous progress in attaining its mission of producing quality education to a diverse student body, thus enhancing the cultural and economic opportunities of its student body and the citizens of the Washington metropolitan area and beyond.

## **Chapter Six: Linked Institutional Planning and Budgeting**

- A response to recommendations in Chapter Two: narrative describing current institutional planning and budgeting processes

### **Building Financial Capabilities in Support of Institutional Planning**

The University is working to build its internal financial capabilities to support the University on a strategic and financial level. In FY09, key senior financial staff members were added to meet this goal.

The University is in the process of implementing Banner, a new enterprise resource planning (ERP) system. Banner is an ERP system used by leading universities to consolidate data and automate business processes and student services. Banner is expected to increase operational efficiency and enhance the academic experience for staff, students, and faculty. The accessibility to the integrated data will greatly help the University financial planning and reporting process.

### **Budget Formulation**

Currently, UDC budgeting is done on an annual basis following the related Federal and District regulations and procedures. During the budget formulation period, the University budget team works with all UDC departments to review previous year's spending, and then assess future years' strategic goals/plan. This is to ensure that the new budget reflects the University's revenue projection, spending needs, and supports the overall University strategic development plan.

The University budget formulation process begins eighteen months prior to the start of the fiscal year (October 1). Management develops a proposed budget, which is then approved by the UDC Board of Trustees. This budget is then submitted to the Executive of the District of Columbia and the District of Columbia City Council and incorporated into the DC City Budget. The DC City Budget is included in a US Congress appropriation package for the President's approval. Once the President of the University signs the budget, this becomes the approved budget. The approved budget is fixed in time, typically in the spring preceding the year of the actual budget. For example, the FY2010 budget was formulated during mid 2009 to spring 2010. The approved budget is fixed as of April or May 2010, even though the budget year begins in September 2010.

During the fiscal year, monthly spending reports are generated for each department to review. If any adjustment or reprogramming is deemed a necessity, the University budget team will follow the related procedure to request the change. The goal is to make sure the budget meet changes in academic/administrative programs and reflects the pressure and priorities of the strategic plan.

### **Financial Planning**

The University is developing longer-term financial models and plans to support the University strategic plan. To support this effort, the University hired a Manager of Financial Planning and Analysis in FY2010. This person is responsible for developing a five year projection model for the University that will integrate the budget and projections.

Detailed revenue models with five-year projections are being developed and reviewed with University leadership. The models incorporate historical data and are being used as basis for five year financial planning.

We have developed a detailed revenue model that includes:

- Tuition projections for the Flagship, Community College and Law School based on semester-by-semester enrollment for part time students, full time students, and residency.
- Student Fee projections.
- Grant projections.
- Auxiliary Service revenue projections.
- Advancement projections based on the new capital campaign.

The financial model also includes projections of expenditures. To date, we have developed high level cost projections at the individual department level. We are also developing detailed models for individual schools. We have developed five year projection models for CCDC and the Law School. These models include projections on the academic and operating personal and non personnel expenses. These are linked to the enrollment projections.

In FY2009, the University instituted a policy requiring a financial analysis to be presented to the Board of Trustees for all new programs and activities that are submitted to the Board of Trustees for approval. This applies to new academic programs as well as any tuition or fee change. For every academic and administrative program initiative, the finance team works closely with program personnel to collect data, develop multiyear projections of costs, revenue and funding sources, review the current allocated resources, and estimate the initial investment and additional funding resources needed. Based on the assessment and analysis, a Financial Impact Statement is submitted to the Board of Trustees for approval. Budgeting and spending authority then will be requested to support the initiative of the programs.

### **Capital Projects and Facility Planning**

The Capital Budget supports a six-year improvement plan to accomplish the following:

- Replacement of worn-out or outdated facilities
- Replacement of obsolete equipment
- Modernization to extend the life of the asset.

The capital and operating budget processes are reviewed separately by the administration. The capital budget is funded by General Obligation Bonds (GO Bonds) and the revenue stream is extremely restrictive; this makes it very difficult to change the six-year plan already allocated to a capital project.

Since October 2008, the University of the District of Columbia has invested over \$32.4m of capital and operating dollars for the renovation, construction, and upgrade of the campus. A website, [www.udc.edu/facilities](http://www.udc.edu/facilities), was recently developed detailing the progress of all University capital projects and campus upgrades.

Major initiatives recently completed include: renovation of the university security department, roof renovations for several buildings, replaced chillers, replaced two high pressure boilers,

renovation of the Community College at Van Ness, and a parking lot lighting upgrade,. For the first time in the history of UDC the design build of the Student Center is underway. We are also exploring the possibility of on-campus student housing, which is tentatively scheduled for 2012. Several projects are currently under construction or in the design/source selection phase, including renovation of the central Plaza Deck and parking garage, renovation of the Child Development Center, renovation of academic labs, renovation of student services, renovation of the campus natatorium, and the replacement of the energy management system.

### Capital Projects

UDC plans to use \$69.7 million in capital projects funds from the District to renovate the Van Ness campus and facilities at other locations under the control of the University. The scope of work may include renovating classrooms, academic laboratories, the gymnasium, faculty offices, administrative offices, book and material storage areas, the law clinic, as well as replacing mechanical, electrical, and structural systems.

The table below summarizes the six year capital project spending plan.

	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	6 Yr Total
Design	200,000	300,000	200,000	200,000	0	0	900,000
Project Management	414,000	200,000	250,000	200,000	0	0	1,064,000
Construction	24,941,000	22,720,000	13,890,000	3,180,000	3,000,000	0	67,731,000
Equipment	0	0	0	0	0	0	0
<b>Total</b>	<b>25,555,000</b>	<b>23,220,000</b>	<b>14,340,000</b>	<b>3,580,000</b>	<b>3,000,000</b>	<b>0</b>	<b>69,695,000</b>

### Establishment of CCDC

The CCDC began operations in FY10. FY2010 is a transition year for the new Community College of the District of Columbia (CCDC). For the FY11 budget, a separate CCDC program was established consisting of Administration, Academic Affairs, and Workforce Development and Lifelong Learning (WDLL). Additional program areas will be added to the Budget structure as they are developed. In FY11, in addition to the \$12.7 million operating budget allocated to CCDC, CCDC still shares core administrative resources with the Flagship. These include Student Affairs, Recruitment, Admissions, Financial Affairs, Information Technology, Legal, Campus Services, and Procurement. The CCDC Executive team and the leadership of the various business departments are identifying the required resources to support CCDC in its new location.

We have developed a model which estimates the costs associated with the Flagship and the Community College. The following table shows a pro forma that allocates overall UDC resources to the Flagship and the CCDC based on FY11budget data.

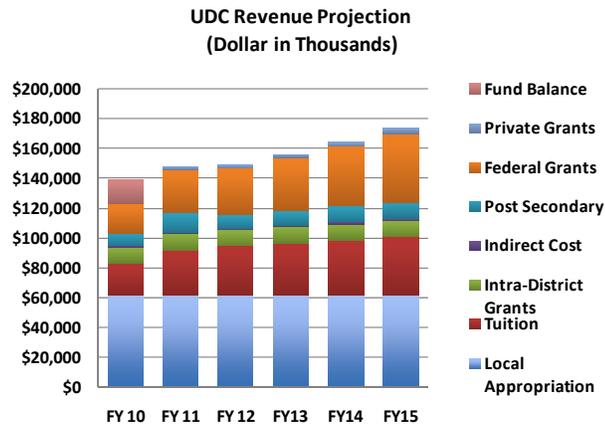
	CCDC Budget	UDC Flagship Budget	Total
<b>Direct Resources</b>	<b>12,684,410</b>	<b>67,156,974</b>	<b>79,841,385</b>
<b>Shared Resources</b>	<b>18,623,730</b>	<b>50,134,543</b>	<b>68,758,272</b>
<b>Base Budget</b>	<b>31,308,140</b>	<b>117,291,517</b>	<b>148,599,657</b>

**Future Outlook/Financial Plan**

The University is positioned for growth as it works on increasing the University's reputation and stature. It continues to work towards growing its revenue base and diversifying its revenue sources. Increased tuition combined with enrollment growth is expected to result in significant increases in tuition revenue.

The University is actively looking to increase its sponsored research activities, which should lead to increased growth in Federal Grant revenue. It is also looking for increased local and endowment support to fulfill its vision's milestones and goals.

The revenue table below shows current UDC FY2010 budget and our projections for the next five years.



Audited financial statements and management letters for the three previous years can be found in Appendices D and E.