A STRATEGIC PLAN TO REGENERATE THE UNIVERSITY OF THE DISTRICT OF COLUMBIA AS A PUBLIC HIGHER EDUCATION MODEL OF URBAN STUDENT SUCCESS 2019-2022

The Equity Imperative
The University of the District of Columbia believes that the opportunity to gain an excellent education and thrive as a member of the middle class should be available to everyone.

What to Expect from UDC By 2022

Outcomes

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<th>DEGREE ENROLLMENT</th>
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UDC WILL BE A PUBLIC HIGHER EDUCATION MODEL OF URBAN STUDENT SUCCESS BY:
• Offering effective and affordable academic and workforce programs
• Launching nationally recognized urban research and scholarship
• Strengthening links to government and community stakeholders

UDC WILL AWARD MORE DEGREES AND WORKFORCE CREDENTIALS BY:
• Charting seamless pathways between training, education, and employment
• Ensuring students succeed by providing coaching, tutoring, and financial aid
• Creating environments conducive to learning

UDC WILL GRADUATE PASSIONATE LEARNERS AND LEADERS WHO WILL TRANSFORM OUR LIVES AND URBAN SPACES AS WE:
• Encourage multicultural engagement
• Enrich our curriculum with experiential learning
• Equip students with self-awareness tools and senses of empowerment
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Overarching Strategy

As the pinnacle of the District of Columbia’s public system of education, the University of the District of Columbia will support the District in its continuing effort to be the model of a sustainable, resilient, and equitable community. The University will create solutions to urban challenges, train and support an exemplary workforce at all levels and in all sectors, and develop transformative, ethical leaders, thus improving access to economic opportunity for all.

Academic Structure

UDC awards undergraduate, graduate, and professional degrees at four colleges (Arts & Sciences; Business & Public Administration; Agriculture, Urban Sustainability & Environmental Sciences; and Engineering & Applied Sciences) and a School of Law located at its flagship Van Ness campus. It also specializes in developmental learning and early college instruction, and confers workforce credentials, professional certifications, and associate’s degrees at a branch campus which is a Community College.

UDC Ideals

VISION
All students will achieve their highest levels of human potential.

MISSION
Embracing its essence as a public historically black urban-focused land-grant university in the nation’s capital, UDC is dedicated to serving the needs of the community of the District of Columbia, and producing lifelong learners who are transformative leaders in the workforce, government, nonprofit sectors and beyond.

MOTTO

PILLARS
Quality • Location • Affordability • Diversity • Community Focus

CORE VALUES
Excellence • Innovation • Integrity • Sustainability • Collaboration
“There were deep cuts at the University of the District of Columbia and, in retrospect, they were too deep.”

Alice Rivlin, D.C. Control Board Chair, 1998 - 2001

Executive Summary

INTRODUCTION

The Equity Imperative is a streamlined, focused and refined Strategic Plan designed to regenerate the University of the District of Columbia as a Public Higher Education Model of Urban Student Success. UDC’s last strategic plan – Vision 2020 – recommended four years ago that many of the University’s courses be discontinued, largely because of the school’s financial challenges that had taken the origin of which were described below.

Others of Vision 2020’s major recommendations, such as converting many of UDC’s courses into online classes, proved to be impractical, given the University’s aged and outmoded digital infrastructure, and the lack of funds to upgrade or replace its operating systems.

At this point in time, the Equity Imperative is a plan that is right for UDC, for its students, and for the District of Columbia. The strategies it lays out—which were informed by input from town halls held around the city and suggestions gathered internally from students, faculty, staff, and our Board of Trustees—will transform the University into a powerful source of hope, education, creativity, research, and urban resilience as it guides many members of our community toward the middle class. Its tactics are affordable and its mission is essential to the future health and stability of the District.

THE CASE FOR INVESTMENT

Faced with a fiscal crisis in the mid-1990s, then-Mayor of the District of Columbia, Marion Barry, asked the federal government for more than $700 million to balance the books. Instead, Congress appointed a financial control board to straighten out the District’s fiscal affairs. Its first order of business was to shrink the size of the District government, severally slashing payrolls and other spending. The budget for the University of the District of Columbia was cut in half, and then cut again. As a result, a student population of over 10,000 students quickly dwindled to 5,000, and a third of the faculty was abruptly terminated.

With strong oversight from the control board, Anthony Williams served as Chief Financial Officer for the District during that time, then succeeded Barry for two terms as mayor. By the time he left office, the Washington Post was able to state:

Williams leaves in his wake a city with a good bond rating, sizable cash reserves, a more accessible health-care system for the underserved, several promising neighborhood projects, a major league baseball team, a new stadium under construction and a home town that is no longer the laughingstock of the nation... On his watch, the District underwent its most profound transformation in generations. Williams promoted an investment climate that led to the sprucing up of a city that had gone to seed.

Today, the District has well-funded and rapidly improving public schools, well-groomed parks and recreation facilities, and community-oriented state-of-the-art libraries. All of these necessary components for a sustainable, resilient, equitable community have been regenerated in ways that are widely acclaimed. Yet the one asset that is most crucial as we struggle to ensure thorough, lasting, and balanced vitality in the District—the public university—has been neglected.

UDC | The Equity Imperative 7
Education is the key to equity—a fair shot at success. If you are born poor in the United States, you are almost certain to die poor. Education offers just about the only escape there is from poverty. Employment training can help many begin climbing the income ladder by qualifying for better jobs. It can be a start. But the odds against entering the middle class are nearly insurmountable for workers who do not hold a bachelor’s degree.

In the District, the median income for our white households is $127,393, more than three times the $37,891 median for our black households. Also in the District, 92 percent of white residents have college degrees, compared to 25.6 percent of black residents. Many D.C. public high school and public charter school graduates are unable to take advantage of the federally funded Tuition Assistance Grant (TACG) program—which pays up to $10,000 per year toward tuition at public colleges and universities and up to $2,500 per year for enrollment at HBCUs nationwide (with the exception of UDC) and private schools in the Washington Metropolitan area—because their families can’t afford to send them away to college, or they are not sufficiently prepared academically to gain admission to selective schools. UDC must be the life-changing alternative for those students.

The strategies recommended in this plan will equip UDC to offer nationally competitive programs that are affordable and accessible to District citizens who are seeking pathways to the middle class, whether in the form of professional certification or academic degrees. The plan will empower the University to be a leader in public higher education—an example of resilience and equity in our nation’s capital, where disturbing disparities in income and opportunity often overshadow the storied symbols of our democracy.

During the past decade, D.C. has made substantial investments in many of its public services and assets. By contrast, investment in the University of the District of Columbia has seriously lagged. As a result, its roofs leak, its elevators fail, its technology is outdated, and its salaries trail behind the competition. UDC urgently needs major repairs, renovation of critical facilities, and funds to attract and maintain qualified personnel. While D.C. Mayor Muriel Bowser recently pledged a significant “down payment” on the funds needed to achieve the University’s Equity Imperative Strategic Plan, UDC also requires an ongoing oath of allegiance from the District in order to complete its journey of regeneration, and to fulfill its mission as the only public institution of higher learning in the nation’s capital.
Goal One

Establish in the District of Columbia a Public Higher Education Model of Urban Student Success

The District of Columbia is not a bastion of equity when it comes to education, student success, or employment opportunity. In many ways it is highly polarized, and the distances between its extremes can be alarming. The University of the District of Columbia plans to work toward changing that—in large part in conjunction with its mission as a land-grant institution, one of scores of universities and colleges created by a federal law passed during the Civil War that was intended to “democratize” education by making it available to ordinary citizens. Up until that time, for the most part, higher education was available only at expensive, exclusive, private schools which focused on the liberal arts. The federal government set up land-grant colleges in states across the country to educate students of average means in small towns and rural areas, teaching practical skills and performing research mainly related to agriculture, science, and engineering.

The University of the District of Columbia was awarded land-grant status in 1967 in order to serve an area that is exactly coterminous with the nation’s capital, making UDC the only exclusively urban land-grant institution in the country. According to the spirit of the federal act that initially created land-grant colleges, UDC’s primary purpose is to “democratize” education by extending it to citizens who are not able to afford it, or otherwise gain access to it. Urban students are very diverse. UDC educates and trains a wide variety of people with many social and cultural identities, needs, and interests. The District that it serves is also diverse, and rife with opportunities to interact with all branches of government, business, community-based organizations, philanthropy, the arts, and more. Healthy and stimulating interactions occur on many levels and between many groups within this diverse population. But there are also striking divisions. D.C. contains some of the wealthiest neighborhoods in the country, as well as some of the poorest. Roughly half of its residents are among the best educated in nation, while a significant portion of the other half are notably undereducated. Many households bring in stellar amounts of income, while others barely scrape by. The District’s economy often looks like it’s booming from the perspective of pioneers on its newly redeveloped frontiers, even though there are vast expanses where unemployment rates are stuck in double digits. Many graduates of D.C.’s struggling K-12 public schools can’t find jobs that pay a living wage, while employers simultaneously have positions that are vacant because they can’t find sufficiently educated or trained applicants to fill them.

The University of the District of Columbia is committed to building bridges to span the educational gaps that divide our community. The strategies of our plan, the Equity Imperative, will ensure the success of our students, and prepare them to travel pathways that lead to membership in the middle class.
OBJECTIVE ONE (A1): ACADEMIC MASTER PLAN

The University of the District of Columbia’s new Academic Master Plan will establish a student-focused and learner-centered culture in which faculty members increasingly function more interactively in the educational process as coaches and guides, in addition to imparting information through lectures, thereby ensuring that students grasp knowledge and grow academically. The University will expand an array of high-impact educational practices that combine theory and practice with cross-cultural and liberal arts projects in ways that will better enable students to thrive in our complex world. At the same time, coursework will be customized for, and tailored to, in which students can take several related courses that examine the bigger questions from the vantage points of different academic disciplines, thereby integrating knowledge in innovative ways. Writing and effective oral communication requirements will be expanded across the curriculum, and a Writing Center will be established to motivate faculty and students alike to stretch their abilities and strengthen their skills.

Seamless academic pathways will offer learning opportunities from industry certification through to bachelor’s degrees. Collaborative projects will develop expertise in problem-solving skills and prompt insights into new kinds of thought processes by bringing together faculty and students to develop cutting-edge research that will introduce students to key facets of empirical observation and analysis that will serve them endlessly in the workplace and throughout life. These integrative elements of UDC’s diversity will offer students opportunities to explore issues grounded in cultures, genders, races, and socio-economic standings other than their own. Instead of relying upon a vertically structured “core” curriculum, students will be encouraged to explore and acquire competencies that can be integrated to form various areas of individualized scholarship that inspire them to maintain interest in and commitment to their studies.

UDC also will foster a culture of assessment which continuously monitors the quality and quantity of learning being acquired by students, thereby giving faculty a real-time sense of which classroom (or out-of-classroom, or online) techniques are working. The student feedback gathered in this process will prove much deeper and more effectively than other questionnaires often distributed at the end of courses which ascertain little more than whether students “liked” the course. Similar assessment tools will be leveraged to produce data that will drive improvement, innovation, and evaluation across the University. Effective teaching stimulates impulsive learning, which strengthens student success and leads to the completion of degrees.
OBJECTIVE ONE (A)(2): DEVELOP NATIONALY RECOGNIZED URBAN RESEARCH AND SCHOLARSHIP

Scholarship is the hallmark of any educational institution. It distinguishes faculty in their fields, while their research activity creates learning environments which foster competencies that prepare students for success in the real world as or they pursue higher levels of education. As such, UDC’s ability to advance the value of research and scholarship will grow as the amount of research it conducts expands and is further defined. To that end, the University plans to hire a Vice President for University Research and Graduate Studies to provide leadership and guidance for scholars who perform significant amounts of research at UDC. The vice president will also help shape graduate programs which span business research activities, such as UDC’s new doctoral program in Engineering and Computer Science.

Every state in the U.S. has at least one public research university. The District of Columbia is no exception, and UDC’s plan to develop a campuswide strategic research plan is consistent with this. The plan also will help shape graduate programs which span business research activities, such as UDC’s new doctoral program in Engineering and Computer Science. UDC will ensure the quality of its courses and programs by continuously assessing their value and maintaining their currency regionally, nationally, and internationally, so that the worth of the University’s degrees and other credentials equal or surpass those of its competitors when compared by reputation and efficacy in real-world settings. Student learning outcomes will be continuously measured against the intended goals of particular courses and programs, as well as industry standards. A University-wide and ongoing assessment and course review process will be established and institutionalized so that UDC assesses its research and improves its educational effectiveness consistently and proactively, instead of reactively, and primarily as the product of accreditation demands, as has been the case too often in the past.

MILESTONE ACTION
Establish University-wide academic and workforce programs/course review process

KEY PERFORMANCE INDICATOR
100% of courses are evaluated as high quality

FISCAL YEAR
2022

OBJECTIVE ONE (A)(4): ENHANCE RELATIONSHIPS WITH GOVERNMENT AND OTHER MAJOR STAKEHOLDERS

UDC is in the process of building a broad constituency of public support by interacting prospectively and directly with three key groups.

District leadership—Including the Mayor, Deputy Mayors, Councilmembers and their staffs—must be kept abreast of our goals through frequent, data-informed discussions which focus on our short- and long-term operating and capital funds needs as they relate to our strategic goals. UDC will improve its weekly monitoring and assessment of legislative, regulatory, and budgetary actions that directly or indirectly impact the University. Through discussions with agency leaders, UDC will identify all services that the University may be able to deliver to the city (whether paid or not), such as pesticide testing and training, or an expansion in the variety of workforce development services that reflect the diversity of the University’s components and the dreams it makes come true. The “Faces of UDC” campaign also will present examples of alumni who have transformed themselves into agents of positive change.

MILESTONE ACTION
Develop Office of University Research

KEY PERFORMANCE INDICATOR:
$50 Million in funded research

FISCAL YEAR
2022

OBJECTIVE ONE (A)(5): ENGAGE IN STRATEGIC MARKETING

We are in the midst of recreating our brand in ways that emphasize our principles and values of quality, location, affordability, diversity, and community focus. We also are emphasizing our core values of excellence, innovation, integrity, sustainability, and collaboration.

Throughout the University’s history, civic engagement has been a hallmark of its mission and purpose, with a strong emphasis on collaborative and community-based partnerships. As UDC develops as a research university, it will continue to engage with and support partners throughout the District and the surrounding metropolitan area.

We also will help shape graduate programs which span business research activities, such as UDC’s new doctoral program in Engineering and Computer Science. UDC will ensure the quality of its courses and programs by continuously assessing their value and maintaining their currency regionally, nationally, and internationally, so that the worth of the University’s degrees and other credentials equal or surpass those of its competitors when compared by reputation and efficacy in real-world settings. Student learning outcomes will be continuously measured against the intended goals of particular courses and programs, as well as industry standards. A University-wide and ongoing assessment and course review process will be established and institutionalized so that UDC assesses its research and improves its educational effectiveness consistently and proactively, instead of reactively, and primarily as the product of accreditation demands, as has been the case too often in the past.

MILESTONE ACTION
Identify of UDC as an “Employer of Choice”

KEY PERFORMANCE INDICATOR:
40% increase in media advertisement of UDC (paid and unpaid)

FISCAL YEAR
2022

UDC will seek general or board membership in leading civic and economic organizations (such as the D.C. Chamber of Commerce, the Board of Trade, and the Federal City Council), sponsor one of its signature events, or arrange for a senior figure from UDC to address their group.

UDC will link with board or membership in leading civic and economic development organizations in the District and the surrounding metropolitan area. The University will also offer to host at least one major event for each of these organizations (such as the D.C. Chamber of Commerce, the Board of Trade, and the Federal City Council), sponsor one of its signature events, or arrange for a senior figure from UDC to address their group.

MILESTONE ACTION
Rebrand the University

KEY PERFORMANCE INDICATOR:
Identification of UDC as an “Employer of Choice”

FISCAL YEAR
2022

UDC will seek general or board membership in leading civic and economic organizations (such as the D.C. Chamber of Commerce, the Board of Trade, and the Federal City Council), sponsor one of its signature events, or arrange for a senior figure from UDC to address their group.
Nearly 70 percent of UDC’s degree-seeking students are residents of the District, and the vast majority of those students attend public or public charter schools in D.C. In order for them to have the best chance of succeeding at the University, and achieving the bachelor’s degree that will put them on the path to the middle class, they should arrive at UDC ready for college. In addition to the objectives listed below, there are a number of ways the University can work with the District’s public schools to ensure the college readiness of their students, including expanding bridge programs, and helping to strategically plan approaches to P-16 public education that are best suited to all students, especially the 79.5 percent of the District’s public and public charter school students who are economically disadvantaged.

The University also is seeking an integration of its database with that of the Office of the State Superintendent of Education in order to improve and expand tracking of student mobility and growth over a student’s entire lifespan in District of the State Superintendent of Education in order to improve and expand tracking of student mobility and growth over a student’s entire lifespan in District.

MILESTONE ACTION

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<th>Establish Dual Enrollment on Van Ness Campus</th>
<th>Determine appropriate business models</th>
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<td>Establish first dual enrollment cohort of 25 students</td>
<td>50% increase in CARE Funding</td>
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OBJECTIVE ONE (B)(1): STRENGTHEN DUAL ENROLLMENT PROGRAMS

There is strong demand for the University’s dual enrollment program, which is currently administered through the College Access and Readiness for Everyone Program (CARE). There were 409 applicants for the program in Fall 2017, and 130 seats available, but there was only enough funding to fill 124 of those seats, so more funding is being sought for the program and additional delivery options are being explored.

UDC has the largest dual enrollment program in the city, having served over 1,700 students from D.C. public and public charter schools since 2012. The program provides District high school students the opportunity to attend college-level classes and earn transferable college credit while they are still in high school, thus enabling students and their families to save time and money on more traditional journeys toward college degrees in the future. In addition to the coursework, CARE also provides an array of support services designed to make the transition between high school and college smoother.

Dual enrollment classes are currently held at the Community College, although the University hopes to expand classes to the Flagship campus, and if funding is allocated for additional instructors, classes may also be offered on the campuses of various high school and GED programs included in the District. CARE classes are free of charge, and are open to all qualified high school and GED program students in the District, including those enrolled in private schools and those who are homeschooled. The program began in 2012; working with students from two high schools. It now partners with 33 D.C. public and public charter schools.

The strategies of our plan, the Equity Imperative, will ensure the success of our students, and prepare them to travel pathways that lead to membership in the middle class.
The more members of the workforce that the University educates and trains, the more resilient our community becomes. On average, college graduates in the District are able to earn salaries ($65,886) that come within striking distance of the median middle-class household income ($75,506). So if college graduates have other members of their household working, their combined incomes carry them across the threshold to the middle class. Similarly, credentialed workers who are trained to fill positions in fields where there is high demand, tend to earn more than those who are not. This more residents who enter the middle class, the less inequality in areas of income, education, health, and exposure to violent crime there will be, thereby reducing the most powerful threats to social and long-term financial stability in the District.

Studies by education-centered organizations such as the United Negro College Fund suggest that UDC graduates succeed in both life and at work because they learn to become critical and creative thinkers. They become both problem solvers and team workers. They develop the desire to be knowledgeable about their surround- ings and engaged in civic activities. Their courses at the University require them to take on a healthy amount of responsibility for their own learning, a necessary habit for active citizens. And the more students succeed, the higher UDC's retention and graduation rates will climb.

The entire District of Columbia becomes both campus and laboratory for UDC students, focusing their abilities on meeting particular kinds of challenges that will continue to grow as the world rapidly becomes more urban.

Goal Two
Increase the Numbers of UDC Degrees and Workforce Credentials Awarded

The more members of the workforce that the University educates and trains, the more resilient our community becomes. On average, college graduates in the District are able to earn salaries ($65,886) that come within striking distance of the median middle-class household income ($75,506). So if college graduates have other members of their household working, their combined incomes carry them across the threshold to the middle class. Similarly, credentialed workers who are trained to fill positions in fields where there is high demand, tend to earn more than those who are not. This more residents who enter the middle class, the less inequality in areas of income, education, health, and exposure to violent crime there will be, thereby reducing the most powerful threats to social and long-term financial stability in the District.
SUBGOAL TWO (A): CHART SEAMLESS PATHWAYS TO DEGREES & EMPLOYMENT

It is not uncommon for students to graduate from institutions of higher learning without having mastered skills that are listed in job descriptions, or required on applications to graduate or professional schools. With that in mind, UDC plans to be more explicit in aligning expected learning outcomes, skills, and abilities, with course descriptions. The University also intends to map all of its offerings according to workforce competencies that will be acquired by students as they proceed through various programs. That kind of mapping also will enable students to better track their progress toward degree completion and work readiness.

During the 2018 academic year, 20 percent of the Associate’s Degrees in Applied Sciences will be converted to Associate’s Degrees in Arts and Sciences programs, which will allow students to transition from the Community College to baccalaureate degree programs at the Flagship campus without losing credits or being required to retake courses as they sometimes were previously because there wasn’t a bachelor’s degree, or beyond. Students could attain certificates and degrees in manageable increments, as opposed to committing to a consecutive, unbroken years of education before seeking upon employment opportunities that lead to upward mobility.

A student who initially enrolled at UDC’s Community College in order to earn a certificate, for example, would be able build toward further education and marketability in the form of an associate’s degree. Having completed that foundational work, the student might then eventually choose to progress toward a bachelor’s degree, or beyond.

In addition to serving as a gateway to degrees programs in some instances, stackable credentials also might serve as documentation of skills, abilities, or academic competencies for non-matriculating students, which often is available only to degree-seekers.

By picking and choosing from a range of credentials that can be "stacked," students would be able to plot their own pathways and create their own timelines by which to learn or train, accumulating skills, competencies, or blocks of knowledge that can be combined and customized to suit their needs and schedules. Students could attain certificates and degrees in manageable increments, as opposed to committing to a consecutive, unbroken years of education before seeking upon employment opportunities that lead to upward mobility.

A student who initially enrolled at UDC’s Community College in order to earn a certificate, for example, would be able build toward further education and marketability in the form of an associate’s degree. Having completed that foundational work, the student might then eventually choose to progress toward a bachelor’s degree, or beyond. Students could attain certificates and degrees in manageable increments, as opposed to committing to a consecutive, unbroken years of education before seeking upon employment opportunities that lead to upward mobility.

OBJECTIVE TWO (A)(2): DESIGN AND AWARD STACKABLE CREDENTIALS

The University of the District of Columbia is beginning to encourage students to graduate from institutions of higher learning and faculty able to utilize e-portfolios to digitally collect and track their academic progress and achievements, as well as co-curricular experiences and activities, in ways that measure and map outcomes and enable them to gain insights as learners and teachers that lead to growth and improvement. E-portfolios have been referred to as "internal conversations" and rich resources for self-reflection.

The University also is in the process of developing a system of awarding digital badges, which are easily stored in a portfolio, and which students and graduates can use to track and demonstrate elements of their career readiness. The implementation of this system will allow UDC national recognition for innovative programming, as well as serve as a recruitment incentive to attract millennial students. While transcripts and actual degrees will continue to serve as official validation of academic achievement, badges also offer new ways of symbolizing and communicating an individual’s knowledge, accomplishments, skills, competencies, professional activities and interests. The badge is portable proof of evidence-based assessment of mastery in areas that range from traditional scholarship to other kinds of abilities that are particularly valued in the 21st century, such as collaboration, teamwork, and leadership.

The badge can be validated in any learning environment that is managed online, and remain connected to sources that can validate them with data about the nature of an experience, assessment, or activity that led to the awarding of the credential, the issuer, and the date of issuance.

The University also is in the process of developing a system of awarding digital badges, which are easily stored in a portfolio, and which students and graduates can use to track and demonstrate elements of their career readiness. The implementation of this system will allow UDC national recognition for innovative programming, as well as serve as a recruitment incentive to attract millennial students. While transcripts and actual degrees will continue to serve as official validation of academic achievement, badges also offer new ways of symbolizing and communicating an individual’s knowledge, accomplishments, skills, competencies, professional activities and interests. The badge is portable proof of evidence-based assessment of mastery in areas that range from traditional scholarship to other kinds of abilities that are particularly valued in the 21st century, such as collaboration, teamwork, and leadership.

Employers increasingly appreciate the digital documentation of career readiness, while learners value the sense of ownership over their knowledge and growth that the badges provide. Although digital badges are relatively new phenomena, it already is being employed by institutions such as the University of Maryland, the University of Wisconsin, Indiana University, and Purdue University.

The implementation phase at UDC, successful of the program will be measured by the number of students earning badges, and increased levels of student engagement in co-curricular learning.

The University of the District of Columbia is beginning to encourage students to graduate from institutions of higher learning and faculty able to utilize e-portfolios to digitally collect and track their academic progress and achievements, as well as co-curricular experiences and activities, in ways that measure and map outcomes and enable them to gain insights as learners and teachers that lead to growth and improvement. E-portfolios have been referred to as "internal conversations" and rich resources for self-reflection.

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SUBGOAL TWO (B): CREATE STUDENT SUCCESS MODEL

The University of the District of Columbia has been working on processes that merely collected and measured data from its past accomplishments and activities to conducting sophisticated kinds of analysis of data which suggest future directions and actions the University should take in order to best support its missions and realize its vision of enrolling all students to achieve their highest levels of human potential. The use of this data analysis is particularly effective in lowering rates of attrition and improving retention on a year-to-year basis, best supporting the diverse needs of students who transfer to UDC from other institutions, and reenrolling students who return to their studies after breaks caused by family concerns or financial shortages.

OBJECTIVE TWO (B1): RECRUITMENT AND ENROLLMENT

UDC is employing a number of recruitment strategies designed to enroll more FTIC and transfer students who are drawn from District, national, and international populations. One of our top current objectives is to cultivate a more positive perception of UDC among D.C. public school students in order to build a stronger pipeline of new students. The University also plans to form partnerships with embassies that are located in the District, to expand the number of international students enrolled at UDC. Particular emphasis will be placed on recruiting students from China, Mexico, Taiwan, India, and Nepal, which have formed strong pipelines to institutions such as UDC. Being located in the nation’s capital is a particular advantage in that regard. Recruitment efforts also will extend to secondary growth markets for UDC, which include New York, Pennsylvania, and Florida, New Jersey, Texas, and Georgia.

UDC currently aims to:
- Extend to secondary growth markets for UDC, which include New York, Pennsylvania, Florida, New Jersey, Texas, and Georgia.
- Increase the efficiency and effectiveness of recruitment planning through effective management of profile development, academic differentiation, territorial assessment, and yield impact by geodemographics.
- Employ predictive and projection modeling to establish realistic goals tied to assessment, and yield impact by geomarkets.
- Increase the number of international students enrolled at UDC.
- Increase the efficiency and effectiveness of recruitment planning.
- Establish University-wide enrollment strategy.

MILESTONE ACTION
- Review and update student recruitment strategy.
- Establish University-wide enrollment strategy.

KEY PERFORMANCE INDICATOR
- 45% increase in applicant population.
- 20% increase in student enrollment.

FISCAL YEAR
- 2022

The one asset that is most crucial as we struggle to ensure thorough, lasting, and balanced vitality in the District—the public university—has been neglected.

OBJECTIVE TWO (B2): TOOLS FOR STUDENT SUCCESS

The Supplemental Instruction program engages high-performing students in various courses to function as teaching assistants and academic coaches for class-mates who are encountering academic difficulties, and are earning low grades. Study skills and critical thinking skills are shared and transferred among students during weekly sessions that are peer-led. Students learn to approach and master course materials in ways that span disciplines and can be easily and automatically incorporated into other components of their academic careers. A pilot version of this program that operated during Fall 2016-Spring 2017 with 54 students involved, achieved a student retention rate of 98 percent. During the Fall 2018 semester, the program will expand from a self-selecting basis to a system of collaboration with the Office of Enrollment Services and the Student Success Center to identify incoming First-Time-In-College and transfer students who would also be good candidates for the program. Tuition is remitted for supplemental instructors, who work 20 hours per week.

A pilot phase for the Firebird Success Grant is currently underway, offering one-time grants of emergency assistance up to $1,250 to undergraduate students who have completed a minimum of 30 credit hours and are suffering short-term hardships that threaten their enrollment. The students must be attending UDC full-time, registered for at least 12 hours of coursework, and seeking their degrees. So far, the program has achieved a 100 percent retention rate, with the exception of one student, who graduated. The grants are not required to be repaid.

The University’s Division of Student Development and Success plans to use predictive analytics in a web-based advising platform developed by the Education Advisory Board (EAB) to communicate with students and leverage 10 years of data to show patterns that will indicate which courses may be problematic for certain students, suggest the likelihood of success for students performing at particular levels in specific courses or major, and recommend suitable options to help various students succeed. In addition to providing early identification of problem areas and directing academic advisors in real time toward students who are in need of their services, EAB supplies student record managers with current curriculum information. EAB is positively affecting outcomes in powerful ways at Georgia State University, where it tracks 24,000 undergraduates on a daily basis, and functions as a seamless, fully integrated system of student support. Dufour’s GIPS Graduation and
Progression Success), it predictively analyzes seven years of data from GSU—over 2 million grades earned by past and present students—to identify which students are falling off track academically and assigns advisors who intervene to restore their progress toward timely graduation. The system uses some 700 different kinds of alerts to indicate when student actions are putting them significantly at risk academically. During its first two semesters of operation, in 2012, GPS increased the probability that 64 percent of Georgia State’s sophomores would graduate within four years. By the end of that academic year, the total number of the school’s undergraduates on track for graduation within four years rose by 9 percent.

UDC also plans to employ another technological tool of institutional and academic intelligence—DegreeWorks—to audit students’ progress toward completing curricular requirements for degrees. When used at Florida State University, the program reduced the number of students graduating with excess credits by close to 50 percent. At Arizona State University, DegreeWorks increased the portion of students considered on track for timely graduation from 22 percent to 91 percent in three years.

Both EAB and DegreeWorks will be integrated with Banner, a digital resource planning system which jointly manages and monitors the University’s finances and student life cycles.

One of our top objectives is to attract more D.C. public school students in order to build a stronger pipeline of new applicants among high school graduates seeking college degrees.
OBJECTIVE ONE (B): DESIGN AND OPERATE SYSTEMS AND SPACES THAT MOST EFFECTIVELY SUPPORT TEACHING AND LEARNING

Many elements of the physical support systems for UDC’s academic enterprise require significant overhaul. Critical components of the University’s information and technology infrastructure are over 15 years old, and minimal investment has been made to hire and train the number of staff required to operate an IT system for an institution the size of UDC. On another front, facilities personnel are unable to strategically assign usage of University spaces because scheduling is not digitized. The planned installation of Space Planning software will help in this regard. Data-informed management will be able to flexibly plan and continuously assess academic and administrative needs for infrastructure support.

UDC’s support systems also are challenged by longstanding perceptions that there is a lack of professionalism in the management of the institution, and a lack of consistent and high-quality delivery of “back-office” functions. More robust tools are needed to integrate internal and external data sets in order to highlight correlations and develop necessary forecasts. Because of related inefficiencies, many policies and procedures appear to be inconsistent or unclear. By addressing these deficits, UDC aims to establish a culture of excellence in responding to service needs and requests.

The University also is expanding its department of talent management in order to holistically manage the entire life cycle of employees to ensure that all aspects of hiring, paying, promoting, developing, and coaching are handled respectfully and effectively as it works toward achieving the distinction of being a “Preferred Employer.”

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Eighty percent of the U.S. population is now urban. By 2050, 75 percent of the world’s population is expected to live in cities. Urban areas are facing increasing numbers of challenges that are new to residents as well as policymakers. Because the University of the District of Columbia serves an area that is entirely urban, it is uniquely positioned to educate students about the problems surrounding them, teach them how to research solutions to those problems, and prepare them to be leaders in the community as pressures of these new challenges grow.

The University’s graduates must be taught strategies of encouraging communication and cooperation, creating alliances among the many stakeholders in the District, so that threats and stresses in our community can be addressed and managed. They must be able to both build power and share it, so that our vulnerabilities — whether health related, economically based, or rooted in justice more generally — do not defeat us. They must be both effective and resourceful, inspiring our community to recognize and utilize alternative solutions to our problems, if need be. They must be both strong and flexible.

Most importantly, UDC’s graduates must have learned the necessity of becoming lifelong learners. They will have come to realize how crucial it is to motivate themselves to continue learning long after leaving the classroom. Leaders are active citizens, which requires the continuous pursuit of knowledge about their surroundings, their communities, and their elected representatives. In order to maintain their independence and growth in our increasingly complex world, they will understand that increasing their knowledge safeguards their employability.

Goal Three
Graduate Transformative Urban Leaders Who Are Lifelong Learners

Because the University of the District of Columbia serves an area that is entirely urban, it is uniquely positioned to educate students about the problems surrounding them, teach them how to research solutions to those problems, and prepare them to be leaders in the community as pressures of these new challenges grow.
SUBGOAL THREE (A): ENHANCE TEACHING AND LEARNING

One of UDC’s overarching goals is to develop and strengthen a student-focused, learner-centered culture that embodies innovative and effective teaching and learning experiences, while encouraging both faculty and students to become active learners. That, in turn, will contribute to greater student success, faculty development and, ultimately, increased student engagement, retention and completion across the two-year, four-year, and graduate levels of the University of the District of Columbia.

The Learning Resources Division (LRD) will be a major vehicle in implementing this vision. The division is comprised of two units, Library Services and the Center for the Advancement of Learning (the Center). The Library Services unit supplies information resources and efficient support services to students, faculty, and staff. The Center for the Advancement of Learning offers a range of services, programs, and professional development activities to advance teaching and learning.

One of the Center’s major aims is to enhance a culture of learner-centered instruction through the use of active and transparent learning techniques and meaningful implementation of instructional technologies in online, hybrid, and face-to-face courses. The Center recognizes faculty engagement in these learning approaches through consultations with outreach to at least 20% of faculty and staff, with the support of divisions/programs, 50% of faculty trained to teach online, and additional professional development activities to advance teaching and learning.

Support student learning and faculty development through consultations and offerings focused on teaching, scholarship, and service. With the support of divisions/programs, 50% of faculty trained to teach online.

Objective: Increase multicultural educational opportunities

MILESTONE ACTION

Launch observation program
Enhance the quality and breadth of online course offerings at UDC and continue training faculty to teach online courses.

KEY PERFORMANCE INDICATOR FISCAL YEAR

80% of classrooms undergo direct observation
With the support of divisions/programs, 50% of faculty trained to teach online

FISCAL YEAR

2022
2022

SUBGOAL THREE (B): ENCOURAGE MULTICULTURAL ENGAGEMENT

One of UDC’s overarching goals is to develop and strengthen a student-focused, learner-centered culture that celebrates innovative and effective teaching and learning experiences, while encouraging both faculty and students to become active learners. That, in turn, will contribute to greater student success, faculty development and, ultimately, increased student engagement, retention and completion across the two-year, four-year, and graduate levels of the University of the District of Columbia.

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KEY PERFORMANCE INDICATOR FISCAL YEAR

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With the support of divisions/programs, 50% of faculty trained to teach online

FISCAL YEAR

2022
2022

Multicultural education promotes cognitive and moral growth by integrating knowledge of resources, lifestyles, and history. It sparks creative problem-solving skills by applying differing perspectives to shared challenges. It nurtures positive relationships across boundaries through the achievement of common goals, and increases respect, appreciation, and a commitment to equity in the process. It corrects stereotypes and encourages the rejection of prejudice while revitalizing our community and fostering more sophisticated views of the world.

The University intends to create a Multicultural Center which provides a safe and welcoming environment for students from diverse populations. The Center would help students explore and define their own identities, and those of others. It also supports academic interaction and social exchanges that occur daily between these groups. Students would benefit much more, however, if UDC designated permanent spaces to teach online courses. Multicultural education promotes cognitive and moral growth by integrating knowledge of resources, lifestyles, and history. It sparks creative problem-solving skills by applying differing perspectives to shared challenges. It nurtures positive relationships across boundaries through the achievement of common goals, and increases respect, appreciation, and a commitment to equity in the process. It corrects stereotypes and encourages the rejection of prejudice while revitalizing our community and fostering more sophisticated views of the world.

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Most importantly, UDC’s graduates must have learned the necessity of becoming lifelong learners.
OBJECTIVE THREE (A): ENRICH ENTIRE CURRICULUM WITH EXPERIENTIAL LEARNING

Experiential learning can occur in many guises, and can be gained through many models. It can nurture leadership abilities through interdisciplinary experiences that span civic engagement, career development, the expansion of consciousness about other cultures, or the building of business skills. It involves the application of course concepts in real-life, real-world situations. It typically requires reflection and analysis, and often involves trial and error. Lessons learned experientially, however, frequently teach students to seize opportunities, make decisions independently, and take responsibility for results.

UDC is committed to enhancing elements of experiential learning in its courses across its curriculum, as well as encouraging it by requiring more students to undertake “capstone” projects in which they showcase ways they have integrated knowledge from different disciplines gained in various courses. These comprehensive undertakings often function as the culmination of an academic pathway, and offer opportunities to apply multiple areas of competency. Capstones traditionally have been presented in written form, but educators and students also are experimenting with other media, such as film.

The University also is launching programs such as the Capital Builders Center, with the help of the Thurgood Marshall College Fund and the Clifton Foundation, which provides scholarships to summer boot camps and coursework in order to identify, encourage, and further educate students who have entrepreneurial skills.

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MILESTONE ACTION

- Develop new capstone model and plan
- Implement Capital Builders Program
- Increase Workforce Development Apprenticeships
- Increase internship opportunities for all students

KEY PERFORMANCE INDICATOR

- 100% approval of capstone model and plan
- 20 Capital Builder Scholars enrolled in program
- 30% of Workforce Students complete an apprenticeship program prior to program completion
- 50% of UDC students complete academic credit internship programs prior to graduation

PISCAL YEAR

- 2020
- 2019
- 2020
- 2021

SUBGOAL THREE (B): WIDEN AND DEEPEN LEARNING EXPERIENCES

In conjunction with its new Academic Master Plan, the University of the District of Columbia will widen and deepen students’ learning experiences with the recommendations of a task force that will support UDC’s General Education Program. Of particular importance will be the adoption of approaches and concentrations endorsed by the Association of American Colleges and Universities. Students will be prepared to function as responsible citizens and to thrive in our global economy by achieving the following Essential Learning Outcomes:

UDC currently aims to deliver:

- Knowledge of Human Cultures and the Physical and Natural World, to be achieved by engaging “big questions” that are both contemporary and recurrent;
- Intellectual and Practical Skills which will be applied extensively across progressively more challenging levels of the curriculum;
- Understanding of Personal and Social Responsibility, which will be grasped through active involvement with real-world challenges; and
- Integrative and Applied Learning that will be utilized by experiencing new settings and addressing complex problems.

Students will be taught Principles of Excellence that will function like compasses as they connect knowledge with choices and action, and integrate their college experiences and personas with those on their work sites, and in life in general.
The University of the District of Columbia is in the process of becoming a Strengths Academy, using personal assessment tools developed by the Gallup Organization that have been adopted by more than 600 schools to better align students’ educational experiences and staff activities with long-term outcomes. Beginning in the Fall 2017 semester, during a pilot study of implementation, a targeted group of new students underwent a 20-minute online process called a StrengthsQuest in order to determine their unique individual combination of positive qualities among 34 themes of talent. University faculty and staff also are being assessed to identify their strengths.

Such knowledge improves self-awareness and a sense of empowerment among students, according to Gallup. Focusing on the fact that everyone has strengths also promotes an atmosphere of equity.

UDC’s Division of Student Development and Success foresees the Strengths Academy fostering more peer-to-peer advising, the active linking of talents to academics and student life, and the setting of career and occupational goals that are ideally tailored to students’ strengths.

Shortly after undergoing strength-based training, faculty receive coaching that guides them in improving engagement with students, enhancing classroom management, and encouraging matriculation through positive affirmations. UDC staff and administrative members increase efficiency and collaboration on shared projects, while their productivity and the quality of their work improves. They become better able to leverage one another’s strengths, and recognize more opportunities for team-building.

A second phase of implementation for staff and administration will be launched in Fall 2018, and a third phase, for faculty and academic leadership, will begin in Fall 2019.
Summary
### GOAL ONE: ESTABLISH IN THE DISTRICT OF COLUMBIA A PUBLIC HIGHER EDUCATION MODEL OF URBAN STUDENT SUCCESS

#### PERFORMANCE MEASURES

<table>
<thead>
<tr>
<th>Baseline FY 2018</th>
<th>Target FY 2019</th>
<th>Target FY 2020</th>
<th>Target FY 2021</th>
<th>Target FY 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of University programs assessed to ensure validity and alignment with University Mission and Vision</td>
<td>10%*</td>
<td>15%</td>
<td>30%</td>
<td>60%</td>
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<td># of new program proposals developed and presented to Faculty Senate for recommendation</td>
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<td>% of academic programs that have learning components</td>
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<td>20%</td>
<td>50%</td>
<td>75%</td>
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<td>% of program reviews that will assess the department's ability to incorporate urban-focused research, teaching and service within course instruction</td>
<td>10%*</td>
<td>15%</td>
<td>50%</td>
<td>100%</td>
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<td>% of General Education courses reviewed and redesigned to ensure practical, flexible and rigorous teaching and service within course instruction</td>
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<td>15%</td>
<td>35%</td>
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<td>% of programs evaluated in accordance with academic review cycle</td>
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<td>% of students receiving supplemental writing support or development</td>
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<td>$ Million in funded research</td>
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<td>Data Unavailable</td>
<td>Data Unavailable</td>
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<td>% of courses are aligned at high quality</td>
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<td>25%</td>
<td>50%</td>
<td>75%</td>
</tr>
<tr>
<td>% of University activities aligned to Student Learning Outcomes</td>
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<td>Data Unavailable</td>
<td>Data Unavailable</td>
</tr>
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<td>% of division and department assessment plans include Middle States Standards</td>
<td>13%</td>
<td>65%</td>
<td>85%</td>
<td>100%</td>
</tr>
<tr>
<td>% of increases in UDC services to District agencies, e.g. pest control</td>
<td>16%</td>
<td>35%</td>
<td>50%</td>
<td>60%</td>
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<tr>
<td>% of the increase in the availability of UDC facilities for ANC and community-based organizations</td>
<td>40 hours</td>
<td>13%</td>
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<tr>
<td>Secure membership in leading civic and economic development organizations</td>
<td>3</td>
<td>5</td>
<td>7</td>
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<tr>
<td>Secure membership in leading civic and economic development organizations</td>
<td>$200K</td>
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<tr>
<td># of UDC/COPS joint grants and/or funding options</td>
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<td>0</td>
<td>2</td>
<td>3</td>
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<tr>
<td>% increase in data exports and analysis of the CSGE data profiles for UDC and potential UDC students</td>
<td>15%</td>
<td>75%</td>
<td>Data Unavailable</td>
<td>10%</td>
</tr>
<tr>
<td>% of increases in data sharing with District agencies</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
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</tbody>
</table>

* 10% in our standard baseline, as this data is collected to validate baselineiks

### GOAL TWO: INCREASE THE NUMBERS OF UDC DEGREES AND WORKFORCE CREDENTIALS AWARDED

#### PERFORMANCE MEASURES

<table>
<thead>
<tr>
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<th>Target FY 2020</th>
<th>Target FY 2021</th>
<th>Target FY 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of workforce students awarded two or more stackable certifications (industry certified programs only)</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>52%</td>
</tr>
<tr>
<td>% of workforce certifications stackable</td>
<td>3022</td>
<td>2022</td>
<td>2022</td>
<td>2022</td>
</tr>
<tr>
<td>% of AS to BA programs seamless pathways</td>
<td>15%</td>
<td>27%</td>
<td>35%</td>
<td>65%</td>
</tr>
<tr>
<td>% of UDC students will graduate with e-portfolio, which will include evidence-based student scholarship, teaching and service within course instruction</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
</tr>
<tr>
<td>% increase in applicant population</td>
<td>3,880</td>
<td>16%</td>
<td>28%</td>
<td>38%</td>
</tr>
<tr>
<td>% increase in applicant population: a. full-time; b. part-time; c. DC resident; d. international students</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
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<tr>
<td>% increase in student enrollment</td>
<td>4,254</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
</tr>
<tr>
<td>% increase in student enrollment: a. full-time; b. part-time; c. DC resident; d. international students</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
</tr>
<tr>
<td>% increase in student progression — sophomore</td>
<td>42%</td>
<td>47%</td>
<td>52%</td>
<td>57%</td>
</tr>
<tr>
<td>% increase in student progression — junior</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
</tr>
<tr>
<td>% increase in student progression — seniors</td>
<td>54%</td>
<td>59%</td>
<td>64%</td>
<td>69%</td>
</tr>
<tr>
<td># of completers (graduates)</td>
<td>817</td>
<td>833</td>
<td>849</td>
<td>865</td>
</tr>
<tr>
<td>% of UDC students assigned an academic coach</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
</tr>
<tr>
<td>% of UDC students aged 25 or older</td>
<td>10%</td>
<td>23%</td>
<td>29%</td>
<td>42%</td>
</tr>
<tr>
<td>% of UDC students aged 25 or older</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
</tr>
<tr>
<td>% of UDC students aged 25 or older</td>
<td>12%</td>
<td>25%</td>
<td>50%</td>
<td>87%</td>
</tr>
<tr>
<td>% of UDC students aged 25 or older</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
</tr>
<tr>
<td>% of UDC students aged 25 or older</td>
<td>5%</td>
<td>25%</td>
<td>50%</td>
<td>75%</td>
</tr>
<tr>
<td>% of UDC students aged 25 or older</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
</tr>
<tr>
<td>% of UDC students aged 25 or older</td>
<td>90%</td>
<td>95%</td>
<td>90%</td>
<td>Data Unavailable</td>
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<tr>
<td>% of all University spaces renewed to meet the needs of University student success and academic requirements</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>0%</td>
</tr>
<tr>
<td>% of all University core functions utilize data analytics for decision making</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
</tr>
</tbody>
</table>
### Performance Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline FY 2018</th>
<th>Target FY 2019</th>
<th>Target FY 2020</th>
<th>Target FY 2021</th>
<th>Target FY 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of classrooms under direct observation</td>
<td>Data unavailable</td>
<td>10%</td>
<td>30%</td>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>% of University students receive services from Multicultural Center</td>
<td>Data unavailable</td>
<td>5%</td>
<td>10%</td>
<td>15%</td>
<td>25%</td>
</tr>
<tr>
<td>% of the increase in multicultural education experiences</td>
<td>Data unavailable</td>
<td>5%</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>% of Faculty and Staff participate multi-cultural professional development workshops</td>
<td>Data unavailable</td>
<td>10%</td>
<td>25%</td>
<td>40%</td>
<td>55%</td>
</tr>
<tr>
<td>% of multicultural programming will include gender identity, socioeconomics and stereotype awareness</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
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<tr>
<td>% approval of capstone model and plan by Board of Trustees</td>
<td>Data unavailable</td>
<td>7%</td>
<td>15%</td>
<td>20%</td>
<td>Data unavailable</td>
</tr>
<tr>
<td># of Capital Builder Scholars enrolled in program</td>
<td>30</td>
<td>25</td>
<td>25</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>% of workforce students complete an apprenticeship program prior to program completion</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
</tr>
<tr>
<td>% of UDC students complete academic credit internship programs prior to graduation</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
</tr>
<tr>
<td>% of graduates employed within 12 months of graduation</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
<td>Data unavailable</td>
</tr>
</tbody>
</table>

### Goal Three: Graduate Transformative Urban Leaders Who Are Lifelong Learners

The University will create solutions to urban challenges, train and support an exemplary workforce at all levels and in all sectors, and develop transformative, ethical leaders, thus improving access to economic opportunity for all.