Office of the President

June 4, 2019

President's Report

Since my last report a month ago, several key meetings occurred regarding the *Equity Imperative (EI)* initiatives. This report will cover the work connected to those meetings, as well as our marketing strategy, and some of our student retention efforts.

Commencement

My impression is that all-in-all it went well. Our attempt to get students to stay until the end by offering the graduates their diplomas at the site immediately after the ceremony did not work. Only 120 students actually took advantage of the opportunity. Also, there is one matter on which I would appreciate your thoughts, either by email or at the meeting, depending on the preference of the Chair. Last year several students spontaneously brought their young children with them on stage to receive their degree, but this year they were told by the Commencement Committee that they were not allowed to do so. The latter approach is traditional, but I wonder if the former approach is more like who we are. What do you think?

Faculty Union

Although it is too soon to be certain, we seem to be making progress in our discussions. There seems to be a mutual desire to resolve our differences in order to achieve the goal of improving faculty compensation.

Events and Appearances

I met with an impressive group of scientists and researchers at the inaugural meeting of our Research Advisory Council convened by Dr. McCrary, Vice President for Research. I was also his guest at the National Science Foundation Awards Dinner.

I, along with Chief Academic Officer Potter, attended dinner with the Fielding Graduate University Board and Administration. I also participated as a member of the National Advisory Council of the PhD in Urban Leadership and Entrepreneurship. Fielding Graduate University is our partner in that endeavor.

I joined Mayor Bowser at her Health Care Summit attended by her Cabinet members from health care and health care related departments.

ASPIRE. ACCOMPLISH. TAKE ON THE WORLD.

4200 Connecticut Avenue, NW, Administration Building 39, Washington, DC 20008
Phone: 202.274.6016 • www.udc.edu • Facsimile: 202.274.5304

Page 1 of 4

I visited with former U.S. Secretary of Education John King, who now heads the Education Trust, and his Senior Vice President for Higher Education regarding the C-16 Equity Academy, which is discussed below. I also met with Yesim Taylor, of the D.C. Policy Center, in that regard.

I joined our Enrollment Management team on a visit to Cardozo High School.

On campus, I attended the Law School Commencement, the Celebration of Excellence for our WDLL Students, the Golden Jubilee Celebration for Firebirds who were graduates of DC Teachers College (Go Cougars!), and the retirement celebration for Dr. Adebayo. I also spoke at a Civics Class on *the Equity Imperative* and the imperative of equity.

C-16 Academy / Training Center

The *Equity Imperative* envisions the creation of a community through 16 academy in Ward 7 or 8 of the District. The Deputy Mayor of Education and the Chancellor of the DC Public Schools have endorsed the concept. DCPS has agreed to be a partner in the process, as well as Educational Testing Service and Digital Promise. The National Science Foundation has invited us to submit a proposal for a planning grant. We are awaiting word from several other potential partners.

Strengths Summer / Capital Builders Center

As you know, we are piloting a program that uses a Gallup tool, BP10, as one way to identify raw talent. The tool assesses high aptitude for entrepreneurship. One characteristic of successful entrepreneurs is "grit", which is persistence despite discouraging obstacles. We are learning much about the challenges confronting and potential within students with "grit", their standardized test scores notwithstanding. Based on what we have learned, we have suspended admission into the program and will redesign the format over the course of next year.

The program will be expanded to more HBCUs to identify a larger number of high potential students. Instead of an 18 month program, it will now be an eight week intensive summer initiative at UDC to enhance the skills students need in order to succeed in higher education and in life. As currently envisioned, there will be three tracks: entrepreneurship, corporate and STEM. This will be a partnership with the Thurgood Marshall College Fund and Gallup.

ALL American Talent Production System

The two items above are part of our thinking on how to respond to the nation's talent shortage. Assuming that raw talent is not distributed based on race or class, it is clear that opportunity in America is. It is also clear that we are not very good at identifying and refining talent from within the vast pools of talent that resides in poor, black and brown communities. The ALL American Talent Production System seeks to redesign public education in

a way that offers short term as well as sustainable approaches to maximizing talent production. Attached is a Power Point presentation in that regard.

Marketing

At the last meeting, I committed to bring the Board up to speed on our marketing plan. I have attached a synopsis prepared by our in-house consultant, Tanya Baskin, and COO Stovall, to whom she reports. It is fairly self-explanatory. I will speak more on it at the meeting and give or get answers to any questions you may have.

Student Success

I advised the Board in my last report that Byrd, Johnson, Latham, Potter and I meet every other week to better understand why we lose approximately 1000 students from fall to spring. I have attached a summary of the analyses being done by the Office of Student Development and Success. The data indicates a laundry list of factors including, but not limited to, course availability, financial challenges, advising, work-life balance, and academic performance.

While we continue to collect and review a range of data on students who have left the University, we have implemented immediate measures in an attempt to positively impact Fall 2019 enrollment:

- identify students in academic good standing with 90 or more credits to determine obstacles and chart a path to re-enrollment and completion;
- identify students in academic good standing with a balance of $200 or less owed, and implement a micro-loan program to enable their re-enrollment; and
- implement a call campaign to identify the specific issues, gather qualitative data on reasons for not enrolling, and offer advice or assistance to re-enroll.

On the larger question of student outcomes overall, we continue to make progress on understanding the large and diverse variety of students that we serve.

- We are able to identify students by race, ethnicity, and country of origin, D.C. Ward, family income, and academic preparation. Our ability to gather data continues to improve as evidenced by the evolving breadth and depth of data in the Fact Book.
- The demographics of our student body is disaggregated by full time or part time, first time in college, transfers, gender, age, income, high school of origin, age, type of degree and major.
- Our ability to use various enrollment management and student support tools, e.g., EAB, which when fully implemented will integrate all student data into a holistic snapshot of individual performance and will provide student risk factors, as well early alerts; and Degree Works, an audit system that tracks degree progression and completion.
- We have implemented and are tracking the effectiveness of student success initiatives, such as peer advising (with an outbound call center to reach/engage currently enrolled students), supplemental instruction, academic coaching, and appreciative advising and structured learning communities.

We are still very early in the process of achieving the Student Development and Success goals laid out in the Equity Imperative. We have a picture of who our students are and what is happening with them. However, we need a deeper understanding of the why behind the outcomes we see to fine tune the interventions we have implemented to address them.

Finally, I know that there was a robust discussion about data and trends in the recent Student Outcomes Committee meeting. I am not sure that we have enough road under us yet to be able to see trends, but we are constantly looking for paths to student success.