UNIVERSITY OF THE
DISTRICT OF
COLUMBIA
—— 1851

The Equity Imperative Final Report

Executive Summary

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
Aspire. Accomplish. Take on the World.

PILLARS
Quality • Location • Affordability • Diversity • Community Focus.

CORE VALUES
Excellence • Innovation • Integrity • Sustainability • Collaboration

The opportunity to gain an excellent education and thrive as a member of the middle class should be available to everyone.
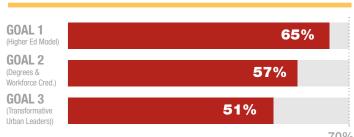
Executive Summary

The University of the District of Columbia (UDC) embarked upon a four-year (2019-2022) strategic journey that envisioned the University as a catalyst for students to reach their highest level of human potential.

To this end, this planning period solidified UDC's unique role as the only public institution of higher learning in and for the nation's capital. With calls for DC statehood growing louder and more compelling, this strategic agenda advances the case for a strong public university that not only serves District residents, but also embodies the democratic principle of access to quality public education. The way forward for UDC emerged after decades of leadership turnover, underfunding, and low public regard. Similarly, the socio-political environment in which the plan unfolded was charged and mercurial as *The Equity Imperative* was ensconced by two gripping and unprecedented historical moments – the murder of George Floyd in 2020, and the ensuing global outcry for social justice, and the disruption of the Covid-19 health crisis that forever changed the world of work and basic assumptions around higher education throughout the nation. Driven by these momentous realities, *The Equity Imperative* carves out for UDC a pathway and a call to action delineated through three overarching goals:

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

2. *Increase the Numbers of UDC Degrees and Workforce Credentials Awarded.*

3. *Graduate Transformative Urban Leaders Who Are Lifelong Learners.*

Each of these goals included sub goals and objectives aligned with key performance indicators (KPIs) and annual benchmarks. This plan traversed three years impacted by the pandemic which resulted in the University assuming a fully remote modality from Spring 2020 to Fall 2022. This shift in operations and instructional delivery prompted adjustments and recalibration of *The Equity Imperative* objectives and targets. The inherent flexibility of the plan resulted in tweaks and the deferral of certain objectives without adjustments to the overarching goals. In FY 2020, the midst of the pandemic, the strategic plan was rebooted, several objectives were realigned, and new objectives were developed. This executive summary will provide a high- level overview of the accomplishments by goal.

THE EQUITY IMPERATIVE (2019–2022)

Goal	Progress
GOAL 1 (Higher Ed Model)	65%
GOAL 2 (Degrees & Workforce Cred.)	57%
GOAL 3 (Transformative Urban Leaders))	51%

70%

Key Equity Imperative Milestones:

Goal I

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

SUBGOAL ONE (A): DEMONSTRATE AND ADVOCATE THE VALUE OF HIGHER EDUCATION IN THE NATION'S CAPITAL

The Equity Imperative focused heavily on the need to address the academic programs at the university, which led to a focus on academic planning and redesign. One of the identified targets was the development of an academic master plan, which was revised to facilitate the academic redesign and service/experiential opportunities for students. In addition, the well-being network and faculty technology training were enhanced in direct response to needs arising from the pandemic and the new business model that ensued. The objective realignment and additions optimized the Institution's ability to serve UDC students and employees despite unprecedented operations and instructional disruptions. The academic redesign was a major focus of *The Equity Imperative* as elements of the framework for the redesign and program alignment are interwoven throughout *The Equity Imperative* goals and objectives. The academic redesign has, to date, resulted in re-engineering of the general education curriculum and revisions to the academic calendar. In response to *The Equity Imperative*, the University restructured the academy to include the hiring of a CAO and redefined community college leadership from a "chief" to a "dean". This was the beginning of the development of the "New Academy." The term the Office of the Chief Academic Officer (OCAO) applied to capture academic priorities and the realignment of the academic units. In an effort, to achieve the outcome of a New Academy in the Spring of 2022, the OCAO prioritized and coordinated guided pathways from existing associates to baccalaureate degree levels, where possible, to include stackable credentials and pathways to advance degrees. In the Fall of 2020, the OCAO established a cyclical academic program review process and realigned the academic affairs structure to fulfill the University's mission more efficiently through distinctive, relevant, and competitive academic programs.

Goal one had a keen focus on enhancing the university research and scholarship. The university's response to enhancing the capacity for scholarship was in direct response to the unique status of the university as an urban land grant institution and its symbiotic relationship with the District of Columbia, the University has been committed to urban research. The establishment of the Office of University Research (OUR) in the Fall of 2018 further supported and enhanced the research commitment and capacity within the Institution. UDC's commitment to research was evidenced through the development and coordination of "University Research Week", in the Spring of 2020. By the Fall of 2022, OUR had enhanced its research capacity and infrastructure by revising existing and creating new policies and procedures, streamlining review and approvals, ensuring compliance and safety, and realigning research operations and sponsored programs. The University's research capacity has far exceeded community and district investment. As demonstrated by the following awards and achievements, UDC is now nationally and internationally recognized for its research. Some of OUR's major awards include an $8.7M grant from the US Department of Health & Human Services (DHHS) to develop a program to train healthcare IT professionals, a $6.0M grant from the National Institutes of Health to construct a premier biomedical research center, $3M NASA grant in advanced materials, and a $7M contract from NIST to hire students and postdocs in advanced manufacturing. **UDC also increased research expenditures, according to the National Science Foundation's (NSF) Higher Education Research and Development (HERD) Survey accordingly -FY2018 =$2.96M; FY2019=$4.9M; FY2020=$4.6M; FY2021=$8.1M.**

The Equity Imperative acknowledged the need for increased investment in communications and marketing. In response to this objective, Office of Marketing and Communications (OMC) developed a two-phased marketing plan and the institution committed to building out a unit to lead efforts in this area. During FY2019, OMC implemented the Phase I: Umbrella Campaign, which was designed to increase awareness and re-establish the UDC brand in the region. This strategic, multi-platform campaign included television, print, radio, outdoor and digital advertisements. OMC also upgraded the UDC analytical capabilities to track data and facilitate a positive customer experience. In August 2021, UDC hired a Vice President of Marketing and Communications who was charged with building the unit and developing a coherent, institutional approach to marketing and communication. Under the new leadership, the University has an expanded presence on social media platforms and a more consistent cadence on internal and external communication including a bi-weekly newsletter, "UDC Forward." In the Fall of 2021 the University launched a new marketing campaign "Find Your Possible" which focused on re-introducing UDC's pathways and offerings to District residents, particularly within DCPS/DCPC. This campaign highlighted the success of UDC graduates and current students.

SUBGOAL (B): WORK MORE CLOSELY WITH DC PUBLIC AND PUBLIC CHARTER SCHOOLS

The university has worked in partnership with DCPS and DCPC to help make the transition to college more successful for high school students and adult learners through a variety of initiatives:

- Dual Enrollment Programming (CARE Program)
- DAWN Partnerships
- UDC Investment in Green Infrastructure to Advance Leaning at District Public Schools
- Strategic Partnerships to Benefit District Public Schools
- Funding and Sustainability
- PK-12 Partnerships
  - ✓ PK-12 Pilot-Community to Career (C2) Academy in the Anacostia High School Feeder Pattern

Goal II

Increase the Numbers of UDC Degrees and Workforce Credentials Awarded

SUBGOAL TWO (A): CHART SEAMLESS PATHWAYS TO DEGREES & EMPLOYMENT

The University sought to increase its completion rate for UDC degrees and workforce credentials, to make this goal a reality UDC developed a host of interventions across the Institution. The most notable initiative was the development of academic pathways between the associate and baccalaureate degree programs. These pathways are aimed to streamline degree completion and reduce course redundancy within program requirements.

THE APPROVED PROGRAMS BETWEEN 2019-2022 ARE AS FOLLOWS:

APPROVED PROGRAM	YEAR	DESCRIPTION
BS in Hospitality/Tourism Management	2019	Allows UDCCC students to transition into the BS program seamlessly.
AS in Natural Sciences	2020	Allows UDCCC students to transition into the BS programs in Biology or Chemistry seamlessly.
Accelerated Bachelors-Masters in Civil and Mechanical Engineering	2020	Allows BS engineering students to complete an MS in civil or mechanical in one year seamlessly.
BS in Nursing (RN-to-BSN) Online	2021	Allows AASN students who pass NCLEX to enroll in an online BSN program seamlessly.
BS in Cybersecurity	2021	Expands the specialty offerings in computer science and responds to a high-demand, high-paying career option.
AS in Computer Science	2022	Allows UDCCC students to transition into the BS in computer science or cybersecurity seamlessly.
AS in Information Technology	2022	Allows UDCCC students to transition into the BS in information technology or computer science seamlessly.
AS in Engineering Sciences	2022	Allows UDCCC students to transition into the BS in engineering disciplines seamlessly.

OSDS worked with Academic Affairs to expand the University's use of e-portfolio's and digital badging. All six college within the University utilize TK20 to showcase capstones and other career-related reporting. WDLL has implemented Territorium's Comprehensive Learner Record (CLR) system to capture evidence of achievements, measured by a rubric and learning outcomes as reflected on assignments, projects, quizzes, etc. The phase to be implemented of CLR is the CareerBit component which will integrate career preparedness skills (for example, self-assessment, career exploration, and career planning) into each course.

SUBGOAL TWO (B): CREATE A STUDENT SUCCESS MODEL

Prior to the disruption of the Covid-19 health crisis, college campuses nationwide were wrestling with declining student enrollment. UDC was no exception and the institution suffered a steep loss of roughly 1,000 students due to the pandemic. Before this decline, the University had already committed additional resources to recruitment and enrollment to achieve this objective. These specific efforts emerged across four different areas: recruitment, admissions, financial support, and enhanced communication and operations around enrollment.

Recruitment: During the FY22/FY23 admissions cycle, the overall admission staff increased by 67% with the addition of four recruiters where there had initially been only one individual dedicated to recruitment. Three of the five recruiters are UDC are currently enrolled. In addition, three of the five recruiters are bilingual.

Financial Support: Among many efforts, beginning in Fall 2020, the University provided all first-time college students with laptops to assist with their studies and in Fall 2021-Spring 2023, the University covered the cost of textbooks through the Follett All Access Program for all enrolled students. In addition, Gap Scholarships (CARES Funding) were provided to enrolled students during Spring 2020-Spring 2023.

Admissions: The University has taken several steps to streamline the admissions process including becoming SAT/ACT optional and waiving the application fee since the Fall of 2020. In Spring 2021 the University expanded the English Proficiency assessment options to include Duolingo for students who faced barriers due to the closing of testing centers as a result of Covid. UDC also implemented UDC Complete, a series of re-engagement campaigns for bachelor degree seekers who had earned 90 credits or associate degree seekers who had earned 45 credits or more who had stopped out.

Enrollment Operational and Communication Enhancements: The University developed a registration model in the Fall of 2022 that resulted in a historic yield rate (40%) for the incoming class. This milestone was a result of various initiatives that were implemented between 2019-2022:

- Registration Labs
- 1:1 Outreach from Faculty Advisor/Department Chairs
- Reduction of outstanding balances over $1,500.00 (CARES)
- FAFSA completion assistance
- Virtual Drop-in Support led by Student Navigators (Monday-Saturday)
- 24/7/365 Assistance through Inbound Call Center
- Modified readmission policy (effective fall 2022), allowing students to cease enrollment for up to two semesters and seamlessly reenroll without having to reapply for admission and reestablish residency.

In addition to the enhanced enrollment model OCAO and OSDS completed several student success initiatives:

OCAO Initiatives:

- Reviewed the academic calendar to evaluate the University's accessibility to all constituents, explicitly focusing on adult learners.
- Revised, created, and published academic roadmaps for all majors on UDC and departmental websites
- Developed, certified, and deployed increased online and hybrid offerings (beginning with General Education), majors, and select online majors.

OSDS Initiatives:
Implementation of a university-wide Student Success Support Care (SSC) Network to solve key challenges related to the student experience.

- Utilization of the EAB Navigate (A.AC.T.) platform which combines technology, consulting, and best practice research to help colleges and universities use data to improve retention and graduation rates. Specifically, the implementation of the early alert function.
- Implementation of the a mandatory advising hold for all students.
- Establishment of a Case Management model, where academic advisors are charged with ensuring the retention of at least 90% of their caseload. The retention rate at the Community College ranges from 72% - 80%, and that of the Van Ness location ranges from 73%-99%.

SUBGOAL TWO (C): CREATE ENVIRONMENTS CONDUCIVE TO LEARNING

Operational improvements, enhancements to data access and university dashboards, have enabled the Institution to make data informed decisions that have led to the development of environments conducive to learning.

FY 2019

OCOO facilitated the purchase of 4250 Connecticut Ave NW, a building adjacent to the University's Van Ness campus, expanding the University's real estate portfolio and allowing various academic programs to transition to the space while other buildings were undergoing renovations.

RISE Center - Completion Date: Fall Semester 2020
The Center for Digital Access & Learning serves as evidence of the University's commitment to improving digital literacy at UDC, in the District, and beyond. During the pandemic, the RISE Center was originally created as a location for students and faculty to have low-risk access to computers (Learning Pods).Now the Center has expanded to provide additional possibilities for collaborative, immersive, and/or hands-on interaction for all stakeholders, utilizing technology to enable digital access, differentiate instruction, and personalize learning. The Center's mission is to expand upon both learning and teaching outcomes through various technological resources (e.g., HyFlex, Virtual Reality, One Button Studio, VR headsets, HaloLens, Swivl, etc.).

FY 2020

OCOO completed renovations of key laboratories, such as the NASA lab construction for the School of Engineering and Applied Sciences and completed the physical infrastructure improvements that ensure comfortable classroom environments, such as the roof replacements for Building 38.

OIT oversaw the implementation of several platforms and applications that improved academic and student support services, including the deployment of the Ellucian Mobile application, in conjunction with OCM, for better communication with students and the implementation of "Direct Access" to replace the old virtual private network system, allowing faculty and staff to access campus networks remotely in a more seamless manner.

Relocation of LRD & CAL (Main Library) - Completion Date: Spring 2023
The project renovates the entire B Level of Buildings 38 & 39 to complete the relocation of the main library from Building 41, inclusive of the Center for Advanced Learning (CAL). The renovations include upgrades of the infrastructure including the HVAC systems, LED lighting, and state of the art AV/IT technology. In addition to the main library area, there will be flexible spaces provided for study, team meetings, and IT video production. The design also includes areas for artwork displays, wayfinding graphics, and university messaging that will create a memorable experience and foster a sense of pride and ownership amongst the university community. The space will be constructed to promote a culture of collaboration and interdisciplinary learning and will become integral with the Student Center. The renewed facility will celebrate learning and strengthen ties within and beyond the UDC community.

FY 2021

OCOO also executed a sub-lease of 801 N. Capitol St. NE with Howard University, allowing for cost- savings to the University while facilitating the move of Community College programming to the Backus campus, which will ultimately serve as the college's hub.

OIT implemented a multi-factor authentication (MFA) system to protect user accounts and the University network against threats or illicit actions by cybercriminals. With cybercriminal activity on the rise globally, the University's MFA implementation created an additional barrier for cybercriminals to overcome when attempting to steal data.

Athletic Field Turf Replacement (EB Henderson Sports Complex) - Completion Date: Spring 2023
The project will replace the existing grass athletic field with an artificial turf field with markings for NCAA soccer and lacrosse. This project will also have a direct economic impact by having a regulation sized soccer field and lacrosse field available for varsity sports and local sports leagues.

FY 2022

Old Congress Height- Began the process to secure 28 million of Capital funding to purchase Old Congress Heights.
- The project funds the purchase of 3100 Martin Luther King Ave, SE, known as the "Old Congress Heights" campus.
- The current leased property serves as the hub of the institution's WDLL program.
- Purchase terms were previously established during lease negotiations.
- Operating funding in the amount of $500K annually is being requested to accommodate the increased maintenance costs of building operating systems and upgraded classrooms **and** labs.

Through operational reports and assessments, the Office of Human Resources, the unit's reporting structure transferred from the OCOO to report directly to the Office of the President. The unit was renamed the Office of Talent Management and included the creation of an Associate Vice President of Talent Management. Additionally, the office developed and reinstated a performance evaluation process that was reviewed and approved by the Board of Trustees in 2020. Under the supervision of the Office of the President, the unit ultimately resorted back to its original title as the Office of Human Resources and experienced a comprehensive overhaul over the course of 2022. This transformation included the hire of a new Vice President to lead and rebuild UDC's Office of Human Resources.

The University has utilized data in all aspects of decision making. This process begins with data gathering through dashboards and reports from the Office of Planning and Institutional Effectiveness (OPIE). The University's commitment to data-informed decision making encompasses regular OPIE meetings with leadership to review institutional data. This process also includes the University assessment cycle, where OPIE works with each unit to establish strategic goals in alignment with UDC's Strategic plan. The use of data has prompted the University's culture of continuous improvement.

In 2020 and 2021, the OBA unit focused on re-establishing the University's operational governance committee – the Institutional Capacity and Readiness Task Force (ICRT) - following a hiatus due to the Covid-19 pandemic. As part of this work, OBA collaborated with OPIE and OCAO to revise the process by which departments across the University submit operational project proposals. This included the development of a more robust proposal form that questioned how the proposal aligned with institutional and departmental goals as well as the EI and MSCHE standards.

GOAL III
Graduate Transformative Urban Leaders Who Are Lifelong Learners

SUBGOAL THREE (A): ENHANCE TEACHING AND LEARNING

UDC has enhanced its multicultural engagement across the institution through the development of the Center for Diversity, Inclusion and Multicultural Affairs. The center has supported a variety of programs:

- **Feminist Book Collective established in Fall 2020**
- **Global Awareness and Cultural Competence**
- **The Short-term Study Abroad Education Travel Program**
- **WELLNESS AND WELLBEING- Gender Neutral Restrooms**
- **First Generation Students**

Programs like this are important to affirm our students through fostering an inclusive educational environment and increase diversity awareness. CDIMA looks forward to facilitating additional programs that support both international and domestic students.

SUBGOAL THREE (B): WIDEN AND DEEPEN LEARNING EXPERIENCES:

The establishment of the GALLUP StrengthsFinders program across the university. The Strengths initiative was a part of the University's strategic vision to create a transformative culture that included the emergence of UDC as a StrengthsFinders Campus. This initiative is ongoing. In addition the university has enhanced the first-year seminar to include: a common read for freshman, speaker series, essay contest, and a focus on streamlining the curriculum.

Pandemic Pivots
FY2020 required many adjustments to planned activities and objectives following the onset of the Covid-19 pandemic.

Like most universities nationwide, UDC shifted to emergency remote instruction which was greatly facilitated by the technical foundation laid by OIT. Once classes returned to campus in the Fall of 2021, safe learning and workspaces included appropriate signage and barrier installations for social distancing, enhanced cleaning and sanitation protocols, and space reconfigurations to reduce volume and traffic flow. OFREM maintained regular updates to the University's LiveSafe Mobile Application enabling community members to complete daily health screenings before arrival to campus.

In FY2021, many pandemic efforts continued. The University supported critical pandemic response work, to include the completion of the Low-Risk Learning Zones on the 6th Floor of Building 4250 (OFREM), improvements to HVAC system (OFREM); the introduction of additional platforms and applications to better support offsite staff, faculty, and students (OIT); supporting a Covid testing site at the University's Bertie Backus site (OFREM/OPSEM); and establishing the "Lunch on Us" program to provide free lunches to students (OAE).

In the past two years, OSDS has responded to rising insecurities among students' basic needs in health services, food, and housing. These dedicated offices on campus Health Services, Counseling and Wellness, and Accessibility Resource Center strive for improved responsiveness to students' needs through diversified service options and approaches. The Counseling and Wellness Center manages an ever-growing waitlist and actively prioritizes students requiring the most urgent and immediate attention. A third-party vendor, ProtoCall, now provides after-hour crisis counseling to address some of the need.

As the University folds back into full operation both in-person and expanded virtual capacities, it has began to envision an Institution that meets the growing needs of the UDC student, faculty, and staff. UDC continues to answer the present call for higher education with and for the District of Columbia through embodying the principles of providing opportunities for students to reach their highest level of human potential.

Summary: Key Performance Indicators
Overview

UDC evaluated the performance of *The Equity Imperative* goals semi-annually and reported progress on plan implementation to the Board of Trustees. The three overarching goals were tracked on an annual basis using score cards that directly correlate to the following key performance indicators.

GOAL I: ESTABLISH IN THE DISTRICT OF COLUMBIA A PUBLIC HIGHER EDUCATION MODEL OF URBAN STUDENT SUCCESS

PERFORMANCE MEASURES	BASELINE FY 2018	TARGET FY 2019	TARGET FY 2020	TARGET FY 2021	TARGET FY 2022	ACHIEVED	ACHIEVED with Realignment	Reevaluated & Removed	NOT ACHIEVED
% of University programs assessed to ensure viability and alignment with University Mission and Vision	10%*	15%	30%	60%	100%	X			
# of new academic program proposals developed and presented to Board of Trustees for approval	0	1	2	2	3	X			
% of academic programs that have service learning components	10%*	20%	50%	75%	100%			X	
% of program reviews that will assess the department's ability to incorporate urban-focused research, teaching and service within course instruction	10%*	15%	50%	100%	N/A				X
% of General Education courses reviewed and reengineered to ensure practical, flexible and rigorous	10%*	15%	35%	65%	100%				X
% of programs evaluated in accordance with academic review cycle	5%	25%	65%	85%	100%	X			
% of students receiving supplemental writing support or development	26%	44%	62%	80%	N/A				X
$ Million in funded research	N/A	N/A	N/A	N/A	$50 Million	X			
% of courses are evaluated as high quality	10%	20%	50%	70%	100%				X
% of University activities aligned to Student Learning Outcomes	N/A	N/A	N/A	N/A				X	
% of division and department assessment plans include Middle States Standards	15%	65%	80%	100%		X			
% of increase in UDC services to District agencies, e.g. pesticide testing		15%	30%	50%					X
% of the increase in the availability of UDC facilities for ANC and community-based organizations	40 Hours	15%	35%	N/A		X			
Secure membership in leading civic and economic development organizations	3	5	7	10	N/A	X			
# of UDC/DCPS joint grants and/or funding options	0	0	2	3	5%	X			
% increase in data exports and analyzation of the OSSE data profiles for UDC and potential UDC students	15%	75%	N/A	N/A	N/A				X
% of increase of data sharing with District agencies	N/A	5%	10%	N/A	N/A	X			

PERFORMANCE MEASURES	BASELINE FY 2018	TARGET FY 2019	TARGET FY 2020	TARGET FY 2021	TARGET FY 2022	ACHIEVED	ACHIEVED with Realignment	Reevaluated & Removed	NOT ACHIEVED
% of workforce students awarded two or more stackable certifications (industry certified programs only	N/A	N/A	50%	N/A	N/A				X
# of workforce certifications stackable						X			
# of AS to BA programs seamless pathways	0	1	2	2	3	X			
% of UDC students will graduate with e-portfolios, which will include evidence-based student scholarship	N/A	N/A	35%	N/A	N/A				X
% increase in applicant population	3,880	16%	26%	36%	45%				X
% increase in student enrollment	4,254	N/A	10%	15%	20%		X		X
% increase in student progression — sophomore	0	47%	52%	57%	62%				X
% increase in student progression — junior	61%	66%	71%	76%	81%				X
% increase in student progression — seniors	54%	59%	64%	69%	74%				X
# of completers (graduates)	817	833	849	866	883		X		
% of under-prepared students provided early intervention services	0.38	0.46	0.54	0.62	0.70	X			
% of UDC students assigned an academic coach	10%	23%	29%	42%	55%	X			
% of HR-Life-Cycle automated	10%	25%	50%	80%	N/A	X			
% of University policies reengineered and published	5%	25%	50%	75%	99%				X
% of IT uptime	99%	100%	N/A	N/A	N/A	X			
% of all University spaces renovated to meet the needs of University student success and academic requirements	0%	0%	0%	0%	15%	X			
% of all University core functions utilize data analytics for decision-making coach	10%	25%	45%	65%	85%	X			

PERFORMANCE MEASURES	BASELINE FY 2018	TARGET FY 2019	TARGET FY 2020	TARGET FY 2021	TARGET FY 2022	ACHIEVED	ACHIEVED with Realignment	Reevaluated & Removed	NOT ACHIEVED
% of classrooms under direct observation	0%	10%	30%	60%	80%			X	
% of University students receive services from Multicultural Center	N/A	5%	10%	15%	25%	X			
% of the increase in multicultural education experiences	N/A	5%	10%	15%	25%		X		
% of Faculty and Staff participating in multi-cultural professional development workshops	N/A	10%	25%	40%	50%		X		
% of multicultural programming will include gender identity, socioeconomics and stereotype awareness	0%	7%	15%	25%	N/A	X			
% approval of capstone model and plan by Board of Trustees	N/A	N/A	100%	N/A	N/A			X	
# of Capital Builder Scholars enrolled in program	N/A	20	25	25	30				X
% of workforce students complete an apprenticeship or internship program prior to program completion	N/A	N/A	N/A	N/A	N/A			X	
% of UDC students complete academic credit internship programs prior to graduation	N/A	N/A	N/A	50%	N/A				X
% of graduates employed within 12 months of graduation	N/A	N/A	N/A	N/A	35%				X

*Note: All reevaluated and removed KPIs were not evaluated as a part of The Equity Imperative semi-annual review and assessment. The table below refers to the realigned and achieved EI performance measures.

GOALS ACHIEVED WITH REALIGNMENT

PERFORMANCE MEASURES	BASELINE FY 2018	TARGET FY 2019	TARGET FY 2020	TARGET FY 2021	TARGET FY 2022
% Increase in Student Enrollment	4,254	N/A	10%	15%	20%
# of completers (graduates)	817	883	849	886	883
% of the increase in multicultural education experiences	N/A	5%	10%	15%	25%
% of Faculty and Staff participate multi-cultural professional development workshops	N/A	10%	25%	40%	50%

University Reference Key

ACRONYM	DEFINITION
ANC	Advisory Neighborhood Commission
ARLIS	Advanced Research Laboratory for Intelligence and Security
CARE	College Access and Readiness for Everyone
DAWN	Developing America's Workforce Nucleus
DCG	District of Columbia Government
DCPC	District of Columbia Public Charter Schools
DCPS	District of Columbia Public Schools
DOEE	Department of Energy & Environment
HBCU	Historically Black Colleges and Universities
ICRT	Institutional Capacity and Readiness Task Force
INSURE	Intelligence and Security University Research Enterprise
NSF	National Science Foundation
OAE	Office of Auxiliary Enterprises
OBA	Office of Business Affairs
OCAO	Office of the Chief Academic Officer
OFREM	Office of Facilities and Real Estate Management
OIT	Office of Information Technology
OMC	Office of Marketing and Communications
OPIE	Office of Planning and Institutional Effectiveness
OPSEM	Office of Public Safety and Emergency Management
ORM	Office of Risk Management
OSDS	Office of Student Development and Success
OSP	Office of Sponsored Programs
OUR	Office of University Research
UDC	University of the District of Columbia
WDDL	Workforce Development and Lifelong Learning

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