



# University of the District of Columbia

## UDC (GF)

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### MISSION

The University of the District of Columbia (UDC) is an urban land-grant institution of higher education with an open admissions policy. It is a comprehensive public institution offering quality, affordable postsecondary education to District of Columbia residents at the certificate, associate, baccalaureate, and graduate levels. These programs prepare students for immediate entry into the workforce, the next-level of education, specialized employment opportunities, and lifelong learning.

### SUMMARY OF SERVICES

UDC grants degrees at the Associate, Baccalaureate and Masters level, and also offers the professional Juris Doctor degree. In addition, the University provides other educational programs including certificate, non-degree, vocational/technical and non-credit training both on its main campus and at satellite workforce development sites. The University engages in extensive public service programs and research projects which benefit the residents of the District of Columbia.

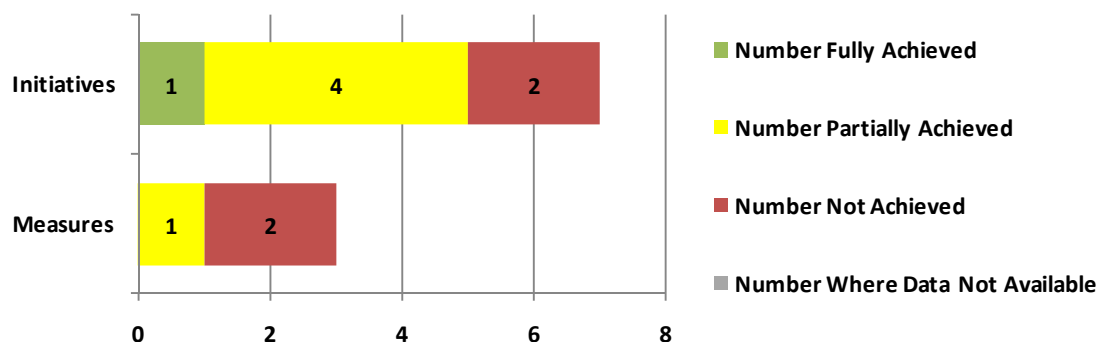
### AGENCY OBJECTIVES

1. Strengthen and expand the University's community college and workforce development functions and establish a comprehensive community college system.
2. Ensure that the UDC Department of Education, Allied Health and Nursing Programs develop expertise and increase capacity necessary to address critical education, employment, and health-related issues in the District of Columbia.
3. Increase retention rates of first-time full-time entering freshmen from the District of Columbia Public Schools (DCPS).

### 3 KEY ACCOMPLISHMENTS

- ✓ The University President formally announced the establishment of the Community College and has appointed a Community College chief executive officer.
- ✓ In the 07-08 academic years, the University improved its retention of students, established an Office of First Year Experience, and hired four academic advisors for first year students and undecided majors.
- ✓ For the first time ever, the Department of Nursing and Allied Health admitted an entering class of nursing students who will be enrolled in the 2009 spring semester. This will substantially increase the enrollment in the nursing program.

### OVERVIEW OF AGENCY PERFORMANCE





## Performance Initiatives – Assessment Details

### Performance Assessment Key:

-  Fully achieved       Partially achieved       Not achieved       Data not reported

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### OBJECTIVE 1: Strengthen and expand the University's community college and workforce development functions and establish a comprehensive community college system.

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 **INITIATIVE 1.1: Develop a plan and propose a funding stream for a comprehensive community college system.**

**Partially Achieved.** The University has formally announced the establishment of the Community College and has appointed a Community College chief executive officer. The chief executive officer has established an internal planning group which has produced a plan for completing all the tasks required to create a comprehensive Community College and conducted a review of all associate degree programs that will be migrated to the Community College.

 **INITIATIVE 1.2: Expand existing workforce development offerings at satellite sites.**

**Fully Achieved.** The University has revisited its Workforce Development programs and has identified new high demand programs.


 **INITIATIVE 1.3: Increase student enrollment in certificate, associate, and workforce development programs.**

**Partially Achieved.** While there was some increase in enrollment in selected programs, the overall enrollment in certificate, associate and workforce development programs declined in FY2008. The two major contributing factors are as follows: (1) The Division of Continuing Education (which accounted for the largest share of non-credit student enrollment) lost a major contract to provide workforce development training for District youth, and (2) there was an overall decline in credit course enrollment based in part on the decline in the number of students graduating from the District's public schools.

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### OBJECTIVE 2: Ensure that the UDC Department of Education, Allied Health and Nursing Programs develop expertise and increase capacity necessary to address critical education, employment, and health-related issues in the District of Columbia.

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 **INITIATIVE 2.1: Develop a vision statement, organizational structure and program offerings for the two schools.**

**Not Achieved:** The Office of the Provost and the Dean of the College of Arts and Sciences convened several meetings with the respective faculty in the Department of Education and the Department of Nursing and Allied Health to discuss the development of a vision statement, organizational structure and list of program offerings of their prospective schools. However, no formal plan for the School of Education or the School of Nursing and Allied Health has been developed to date.

 **INITIATIVE 2.2: Develop and implement strategies to increase the number of District residents who participate in education, allied health, and nursing programs.**

**Partially Achieved.** The University has identified the need for expansion programs in Education and Nursing and Allied Health. UDC has increased its efforts to recruit and admit new students in the areas of Education, Nursing and Allied Health. The Department of Education approached several public schools and offered to



establish teacher certification programs for them. The Department of Nursing and Allied Health developed a plan to double its enrollment. One of the major components of this plan will be implemented in January 2009 when it will enroll a full-time class in the 2009 spring semester. In the past, the Department could only admit one full-time class per year which was in fall semester. In spite of the fact that UDC increased its recruitment efforts, the number of new applicants for admission from the D.C. public schools has continued to decline.

The department of Nursing and Allied Health has implemented curriculum changes in its Nursing program designed to assess students' knowledge base regarding key components on the Nursing Licensure Examination. This assessment identifies areas of student weaknesses so that faculty member can focus their instruction on these critical student weaknesses. These curriculum changes have substantially improved student retention and the pass rate on the licensing examination.

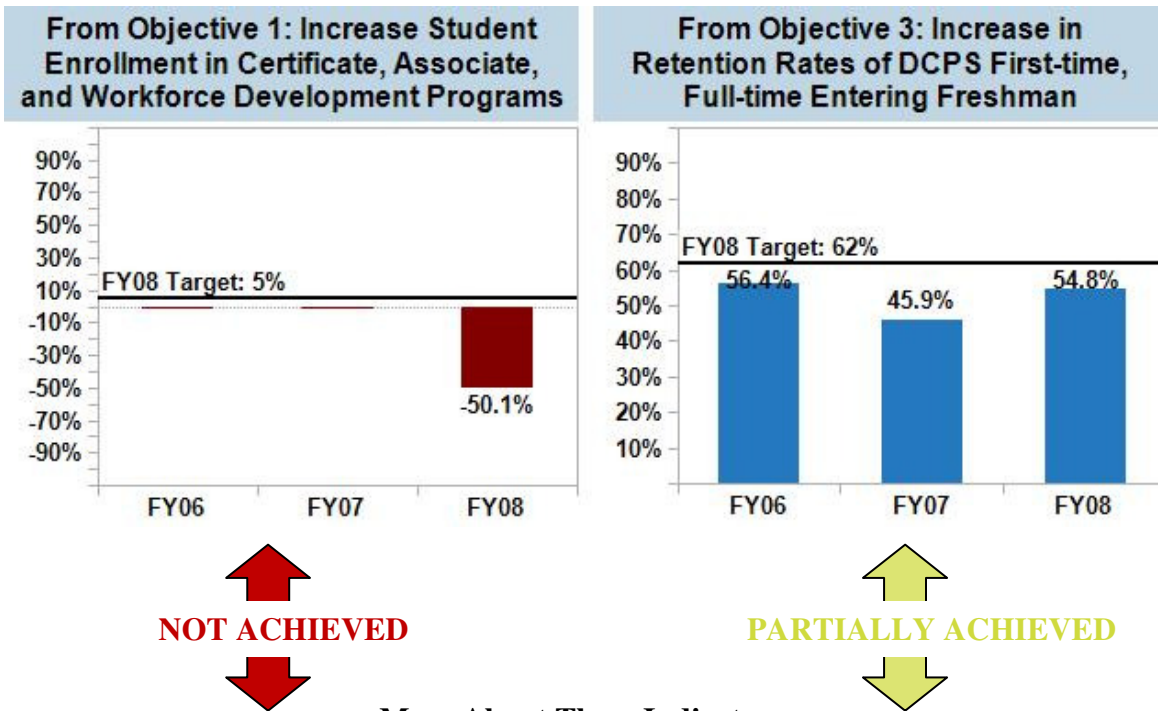
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**OBJECTIVE 3: Increase retention rates of first-time full-time entering freshmen from the District of Columbia Public Schools (DCPS).**

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- **INITIATIVE 3.1: To design and implement a pilot program of first-time, full-time entering freshmen from DCPS Schools that will enhance UDC's current student retention initiatives.**  
**Not Achieved.** The pilot program of DCPS first-time full-time entering freshmen was not implemented.
  
- **INITIATIVE 3.2: To provide the target population of first-time full-time entering DCPS freshmen with a computer award, technological support, financial and assistance, mentoring, counseling, leadership development, one-on-one and/or small group tutorials, and early advisement and registration support.**  
**Partially Achieved.** The University continued the implementation of its comprehensive retention plan which resulted in an improvement in its retention of students between the fall of 2007 and fall of 2008. The Office of Academic Affairs established an Office of First Year-Experience and hired four academic advisors to provide advising for all first year students and undecided majors. However, because of unforeseen circumstances, the pilot program of DCPS first-time full-time entering freshmen was not implemented mainly due to logistical and financial constraints.

## Key Performance Indicators – Highlights



### More About These Indicators:

#### How did the agency's actions affect this indicator?

- While there was some increase in enrollment in selected programs, the overall enrollment in certificate, associate and workforce development programs declined in FY2008.

#### What external factors influenced this indicator?

- A decline in an overall credit course enrollment based in part on the decline in the number of students graduating from the District's public schools.
- The Division of Continuing Education (which accounted for the largest share of non-credit student enrollment) lost a major contract to provide workforce development training for District youth.

#### How did the agency's actions affect this indicator?

- The University strengthened its retention efforts by providing increased mentoring and academic advising .
- Hired new staff and established first year experience and academic advising offices.

#### What external factors influenced this indicator?

- Logistical and financial constraints affected the plan to launch the pilot program on DCPS retention.



## Key Performance Indicators – Details

### Performance Assessment Key:

- Fully achieved     
 ● Partially achieved     
 ● Not achieved     
 ● Data not reported

	FY06 Actual	FY07 Actual	FY08 Target	FY08 Actual	FY09 Projection
<b>OBJECTIVE 1: Strengthen and expand the University's community college and workforce development functions and establish a comprehensive community college system .</b>					
<span style="color: red;">●</span> Percent increase in student enrollment in certificate, associate and workforce development programs.** . . . . .	N/A	N/A	5.0%	-50.1%*	N/A***
<b>OBJECTIVE 2: Ensure that the UDC Department of Education, Allied Health and Nursing Programs develop expertise and increase capacity necessary to address critical education, employment, and health-related issues in the District of Columbia.</b>					
<span style="color: red;">●</span> Percent increase in the number of District residents enrolled in the Department of Education, Nursing and Allied Health Programs. . . . .	N/A	N/A	5.0%	-7.2%*	N/A***
<b>OBJECTIVE 3: Increase retention rates of first-time full-time entering freshmen from the District of Columbia Public Schools (DCPS).</b>					
<span style="color: yellow;">●</span> Increase the retention rates of DCPS first-time full-time entering freshmen. . . . .	56.4%	45.9%	62.0%	54.8%	N/A***

\* Projections are made on the basis of actual /estimate of the immediate preceding Academic Year.

\*\* Includes Continuing Ed, Technical Ed, Associate Degree, Co-op. Ext., and Workforce Development.

\*\*\* None of the FY08 KPIs will be used in FY09; therefore there are no FY09 projections for the KPIs listed above.