Ronald F. Mason, Jr.
President

February 23, 2018

The Honorable Phil Mendelson
Chairman, Council of the District of Columbia
Committee of the Whole
1350 Pennsylvania Avenue, Suite 504
Washington, D.C. 20004

Dear Chairman Mendelson:

Please find enclosed the University of the District of Columbia's Fiscal Year 2017-2018
2nd Round of Performance Hearing Responses. I look forward to discussing the many
reforms the University has undertaken, as well as our plans for the future at the February
27th hearing. I thank you for your leadership and support of the University.

If you have any questions or concerns, please contact me at 202-274-5100 or Thomas E.
Redmond, Director, State and Local Affairs, Office of Government Affairs at 202-274-
5622 or tredmond@udc.edu for additional information.

Sincerely,

Ronald Mason, Jr.
President

Enclosure:

Responses to the Committee of the Whole (COW)
2nd round of FY 2017 and FY 2018 Oversight and Performance Hearing Questions on the
University of the District of Columbia

1.   Please provide a list of the University's collective bargaining agreements (CBA),
       including the name of the union, the total number of employees covered by the CBA,
       a description of the employees' duties covered by the CBA (e.g. "maintenance
       workers" or "faculty"), the length of the CBA, and a timeline for renewing any CBA
       that has expired or will expire in FY 2017 or FY 2018.

       The University has 3 collective bargaining agreements and they include:

       • The 7th Master Agreement between the University and The University of the
         District of Columbia Faculty Association/NEA and it is effective from May
         22, 2015 through September 30, 2015. The Parties are currently engaged in
         negotiations for a 8th Master Agreement. This CBA covers approx. 220
         fulltime faculty members.

       • The City recently negotiated a compensation agreement for Comp Units 1&2
         that will be effective from October 1, 2017 through September 30, 2021 and
         this CBA applies to approximately 60 Career Service clerical and wage grade
         employees and approximately 120 educational service employees in fulltime,
         non-faculty and continuing positions including our campus police. The
         University also negotiated terms and conditions agreement with the American
         Federation of State, County, and Municipal Employees, District Council 20,
         Local 2087 which is effective from October 1, 2016 through September 30,
         2019.

       • The University also has a collective bargaining agreement with the Service
         Employees International Union (SEIU) Local 500, CtW which is effective
         August 1, 2016 through September 30, 2019 for our adjunct faculty paid by
         the credit hour and excluding employees in other bargaining units, in the Law
         School and Workforce Development Program, and for whom teaching is not
         their primary responsibility. Adjunct faculty is hired by the semester and the
         number of bargaining unit employees varies each semester but number
         approximately 185 individuals.

2.   Please describe any initiatives UDC implemented within FY 2017 and FY 2018 to improve the internal operation of the University or the interaction of the University with outside parties. Please describe the results, or expected results, of each initiative.

Internal Operations
In FY17, the University created five (5) workgroups to develop work plans and Key Performance Indicators (KPIs) to address the following internal operational areas:

1. Curriculum Pathways – create clear and distinct pathways to guide students from the workforce certificate programs to bachelor's degrees and beyond
2. Advanced Academy – develop skilled faculty with the tools, policies, procedures and pedagogies to provide an advanced teaching and learning environment students
3. Student Success – dramatically increase the programs for and graduating/completion of our students through aggressive interventions
4. Advanced Teaching and Learning – increase teaching effectiveness and ways in which that teaching proactively meets the needs of a diverse range of students
5. Teaching and Learning Support – build the infrastructure that makes the University a "Employer of Choice" that supports the teaching and learning environment

Attached are the work plans – showing what was planned and what was accomplished – as well as the target, actually attained and challenges for the KPIs

Interaction with outside parties
The University made a number of significant strides in improving relations with external entities – which included District agencies, DMV-based neighborhood groups/economic development/social impact organizations, other domestic and international educational institutions and has been ranked in a number of prestigious polls.

District agencies

*   Utilizing DOEE funding to prepare the roofs on the Van Ness campus to become green/solar roofs
*   Provided architectural support services via MOU with DCHD
*   ORM providing support to the University's risk management functions including contract review for proper risk exposure, hazardous waste management and insurance coverage review to better leverage District policies

- As the University drafted its new, more substantive performance management and progressive discipline programs, we collaborated with DCHR to ensure alignment between the University's programs and the District's programs
- The University has partnered with DCHR's Center for Learning and Development to develop performance management training
- The University's Human Resources Staff regularly participates in the DCHR HR Advisor's monthly meetings
- The University is collaborating with DCHR to train the University's HR staff and Liaisons on PeopleSoft processing
- OLRCB is working with the University, DCHR, OPRS and OCTO to establish a new bargaining unit for SEIU-represented adjunct faculty
- Chief Officer of our Community College Branch Campus, Dr. Tony Summers, is on the Workforce Investment Council as a Board member
- Developing a closer and strategic partnership with DCPS including data sharing and stronger dual enrollment programs
- Working with OSSE on Summer Bridge Program for rising high school seniors, while Dr. Summers serves on the Education Commission of the States Dual Enrollment Team – reviewing possible revision of current Dual Enrollment policy
- Launched UDC-WE (Workforce Edge) as a dual-track Community College program that enables adult learners enrolled in DCPS and DCPSPS learn valuable workforce training skills while earning a diploma or GED
- Information Systems and Management Director Mike Rogers participates in the monthly OCTO CIO sessions

DMV-based neighborhood groups/economic and development/social impact organizations

- Board membership of DC Chamber of Commerce, including the University COO, Mr. Troy LeMaile-Stovall, chairing the Workforce Committee and the University hosting the Chamber Board's retreat
- Monthly attendance at Van Ness Main Street (VNMS) Board sessions to provide update on UDC activities
- Recently completed retail study for Van Ness corridor in partnership with VNMS and Bernstein Development Company (BDC)
- During the renovations of the Kennedy Center, the University has hosted of WPC events at our Theater of the Arts
- Dr. Tony Summers is a Raise DC – Leadership Council Member, in addition, several community college staff members serve on sub committees related to college readiness and dual enrollment programing
- The creation of the "Community Outreach & Good Neighbor" policy for students, faculty, and staff. This policy works to preserve the positive

relationship the University has with our neighbors and provides information to our neighbors on how they can communicate with the University on specific questions, comments, or concerns.

- Attendance and participation at ANC meetings in all wards the University has campuses; these include: ANC 3F, ANC 6C, ANC 5A, and ANC 8D.
- Building working relationships with ANC Commissioners to promote and advance University and community needs, events, and programs.
- Community-Campus Task Force", a group formed so that residents in the Van Ness community have direct access to University officials, continues to meet every other month at UDC
- Connecting local businesses to the University for potential partnerships and/or learning and internship opportunities for students and research opportunities for faculty and staff.
- Hosting the "Van Ness Neighborhood Social" every August for neighbors and students. This fun event brings the community on campus and offers something for people of all ages.
- Collaborating with local restaurants and groceries who donate food items for the University's "Fresh Food Pantry", a pantry created to aide students who are experiencing food insecurities.
- Working to get students, faculty and staff to be featured in a weekly article in the "Northwest Current" online magazine.
- Through our land grant programs, the University has
  - Established ongoing memberships with fifteen (15) DC-based environmental businesses
  - Upgraded the Ward 7 East Capitol Farm to include a STEM education area for neighborhood schools
  - Nine (9) UDC students in the Environmental Incubator are developing high impact sustainable businesses
  - Received 2 specialty crop Block-Grants to identify entrepreneurship opportunities in food processing and preservation.

Educational institutions
- Four (4) students earned the prestigious Columbia University HBCU Fellowship
- Signed MOU with Fielding University to launch PhD program in Urban Leadership and Entrepreneurship (2nd PhD program at UDC)
- Hosted Chandigarh University – one of Asia's best and fastest growing universities
- SEAS hosted over 100 participants – Fortune 500 firms and all the HBCUs with an engineering programs at the AMIE conference – Advancing Minority Interest in Engineering

- CAUSES hosted the 3-day, ISEE Conference – International Society for Ecological Economics
- Signed research partnership with Wuchang University of Technology to pursue collaboration on research and education

Rankings
- Top 10 HBCU by Wall Street Journal
- *Washington Monthly* – #63 across all universities and Best 2-year college for Adult Learners
- *US News & World Report* – David A Clarke Clarke Law School #6 nationally for clinical legal training and #7 most diverse law school

3. Please list all regulations for which UDC is responsible for oversight or implementation. Please list by chapter and subject heading, including the date of the most recent revisions.

Title 8A, D.C. School of Law

8-A1 BOARD OF GOVERNORS (06/15/90)
8-A2 EDUCATIONAL MISSION AND ACADEMIC POLICY (09/29/95)
8-A3 ADMINISTRATION AND MANAGEMENT (09/03/1993)
8-A5 ADMISSIONS, TUITION, AND FEES (09/29/95)
8-A6 ACADEMIC STANDARDS AND REQUIREMENTS (09/29/95)
8-A7 STUDENT ACTIVITIES AND RECORDS (09/29/95)
8-A10 GENERAL PERSONNEL POLICIES (08/04/89)
8-A11 CLASSIFICATION AND COMPENSATION (06/10/88)
8-A12 CONDITIONS OF EMPLOYMENT (07/29/88)
8-A13 LEAVE AND BENEFITS (07/07/06)
8-A14 FACULTY APPOINTMENT AND SERVICE (02/16/90)
8-A16 GRIEVANCE PROCEDURES (10/28/88)
8-A17 ADVERSE ACTIONS (11/06/92)
8-A18 REDUCTION IN FORCE – FURLOUGH (03/10/95)
8-A20 LABOR RELATIONS (02/24/89)
8-A21 COLLECTIVE BARGAINING (02/24/89)
8-A25 PROCUREMENT (07/29/88)

Title 8B, University of the District of Columbia

8-B1 BOARD OF TRUSTEES (01/08/2016)
8-B2 ADMINISTRATION AND MANAGEMENT (04/21/17)
8-B3 ACADEMIC PROCEDURES AND METHODS (07/07/06)
8-B4 BUDGET AND FINANCE (12/15/17)
8-B5 FACILITIES, BUILDINGS, AND GROUNDS (01/27/06)
8-B6 CAMPUS LIFE (10/14/16)
8-B7 ADMISSIONS AND ACADEMIC STANDARDS (10/27/17)
8-B8 INFORMATION, RECORDS, AND PUBLICATIONS (04/04/2014)
8-B9 ALUMNI AFFAIRS (01/16/04)
8-B11 GENERAL PERSONNEL POLICIES (12/15/17)
8-B12 CLASSIFICATION AND COMPENSATION (pre-1990)
8-B13 LEAVE AND BENEFITS (04/30/99)
8-B14 FACULTY (05/21/93)
8-B15 PROGRESSIVE DISCIPLINE (12/15/17)
8-B16 GRIEVANCES (pre-1990)
8-B17 SPONSORED PROGRAM PERSONNEL (pre-1990)
8-B18 REDUCTION IN FORCE (06/26/92)
8-B19 PERFORMANCE MANAGEMENT (12/15/17)
8-B21 LEASING OF REAL PROPERTY (4/21/17)
8-B22 PROPERTY MANAGEMENT (3/15/91)
8-B30 UNIVERSITY PROCUREMENT RULES (03/26/10)

4. Please provide the enrollment data for the University, beginning with academic year 2008-2009, broken down into the following categories: a) Law School; b) graduate; c) undergraduate; d) Community College; and e) workforce development.

1. Campus	Level	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Flagship	Undergrad	4,484	2,991	2,639	2,129	2,019	2,026	1,959	2,124	2,212	2,026
	Grad	219	190	207	263	253	299	312	320	392	393
	Law	256	300	337	365	380	344	315	313	287	280
	Sub-total	4,959	3,481	3,183	2,757	2,652	2,669	2,586	2,757	2,891	2,699
Community College	Undergrad	N/A	1,779	2,672	2,529	2,838	2,686	2,532	2,361	2,088	1,838
University Total		4,959	5,260	5,855	5,286	5,490	5,355	5,118	5,118	4,979	4,537

5.   What steps has the University taken to increase enrollment over the past two academic years? Why have these actions not been more successful? Include in your explanation a detailed description of the DC UP program

- Over the past two academic years, the enrollment management unit has employed the following tools and efforts to increase the enrollment of new students:
- Annual recruitment plan that includes the following:
    o   Projection Modeling
    o   Scholarship Leveraging—DC UP Scholarship
    o   Market and Trend Analysis
    o   Continued Repurposing of Staff/Positions
    o   Professional Development for Staff
    o   Communication Strategic Plan
    o   Predictive Modeling (assessment of fit factor)
- As a result of these efforts since the fall of 2014, the following impact is evident:
    o   First Time In College(freshmen) New Student Enrollment increased by 51%2014-2017)
    o   DC-UP scholarship leveraging has yielded 160 new freshmen (fall 16 and 17; GPA average: 3.5)
    o   Graduate enrollment increased by 26% (2014-2017)
    o   New Transfer students enrollment has remained steady, with fall 2017 increasing by 16% over fall 2016
    o   New students enrolled from (Fall: 2014-2017): 5,413(averages 1,804 over the last 3 fall terms)
    o   Yield rate has increased from 41% in 2014 to 70% over the last 3 fall term(we are enrolling more new students at a higher rate compared to 2014)

The DC-UP scholarship/leveraging tool is employed to attract and yield higher performing prospects within the District and outside. The leveraging model is a matrix structure. Therefore, the following is followed:
   a. District level
       i.   Prospects with a 3.7 or higher GPA(or Sal and Val): Full Tuition Covered
       ii. Prospects with a 3.4-3.6 GPA: 40% tuition discounted
       iii. Prospects with a 3.0-3.3 GPA: 30% tuition discounted
   b. Metro Level
       i.   Prospects with a 3.7 or higher GPA(or Sal and Val): 50% tuition discounted
       ii. Prospects with a 3.4-3.6 GPA: 15% tuition discounted
       iii. Prospects with a 3.0-3.3 GPA: 11% tuition discounted
   c. Out of State:
       i.   Prospects with a 3.7 or higher GPA(or Sal and Val): 30% tuition discounted

     ii.   Prospects with a 3.4-3.6 GPA: 15% tuition discounted

     iii.   Prospects with a 3.0-3.3 GPA: 10% tuition discounted

As a result of this leveraging tool: (implemented in fall 2016)

     i.   DC-UP scholarship leveraging has yielded 160 new freshmen

     ii.   Currently:

        a. 121 of the 160 are registered; 76% retention rate

        b. 41% of the 121 are in the College of Arts and Sciences; average GPA: 3.26

        c. 17% of the 121 are at the Community College; average GPA: 3.31

        d. 17% of the 121 are in the School of Engineering and Applied Sciences; average GPA: 3.39

        e. .02% of the 121 in the College of Agriculture, Urban Sustainability and Environmental Sciences; average GPA: 3.91

While the University has enrolled 5, 413 new students since 2015-2017, overall enrollment has declined since 2015 at a rate of 12% since 2015. The University has recognized that the issue is retention. Moreover, we have found a variety of reasons for attrition of students:

    o Work Life/School balance

    o Academic Preparedness

    o Personal issues with family/health/death

The following tools will be utilized to address the aforementioned issues of attrition:

a. EAB: Will assist in early alert and intervention to prevent attrition

b. Degree Works: chart and manage progression for each student enroll to guide student to completion of study and degree attainment

c. Implementation of a robust advising system:

     i. Supplemental Instruction—tutorial component to assist students in class; enhance content awareness

     ii. Deploy Academic Coaches—offer one-on-one intervention with student; additional level of support

With these efforts it is anticipated that new students' enrollment will continue to increase and the retention of students will improve.

6.   Please detail what steps the University plans to take over the next three academic years to increase enrollment? If they vary, explain the strategies for: a) the flagship, b) the Community College, c) workforce development, and d) the law school.

    o For the next three academic years, the University of the District of Columbia's Enrollment Management Unit has outlined the following efforts to impact enrollment positively:

    o Continue the work of developing an institutional enrollment plan, aligned with the Equity Imperative to ensure the University's market share and competitiveness increases in the following:
1. Academic Distinction
2. Market Segmentation
3. Retention Stratification
4. Demographic Analysis
5. Net Tuition Impact
6. Institutional Discounting/leveraging Model

    o Employ a 3 -5 year" annual" recruitment plan to serve as an operational guide with specific focus upon the following items:

1. Local recruitment of prospects with the Metro area
2. Enhance processing and engagement of transfer prospects
3. Continue specific attention to International Market

        a) Middle Eastern Prospects
        b) African Prospects
        c) Caribbean Prospects

4. Identify and re-enroll "stop outs" within the last 2 years of initial enrollment at the University

5. Continue to expand graduate recruitment to more Northern territories which align with market demand related to current academic offerings

6. Community Connection: open house within the 8 wards; enhance relationship with school counselors and establish pipeline for affinity development

7. Continue to Implement Scholarship Leveraging

- o Employ this method to appeal to FTIC(first time in college students; resident, metro and out of state)
- o Communication Plan

- o Implement a 36 touch points which outlines intervals at which to engage prospects to ensure the convert at every stage of the entry process to yield(matriculate)

- o 10 touch points will focus on all Community College prospects
- o 16 touch points will focus on Undergraduate prospects
- o 10 touch points will focus on Graduate

8. Projection Modeling: This tool allows the enrollment manager to project goals accordingly to shape and monitor progress; it allows the establishment of benchmarks throughout the recruitment cycle to determine the need of modification or continuation of specific efforts. Additionally, through this tool, we can focus on Full Time Equivalence management with specific focus upon the demographic shift currently happening and increasing persistence rate towards completion, ultimately impacting graduation rate positively.

7. (a) Please list all accreditations that the University currently has, including programmatic accreditations.

Name of Institution or Program	Accrediting Agency	Date of Last Visit	Date of Next Visit
University of the District of Columbia	Middle States Commission on Higher Ed (MSCHE).	April 2016	Spring 2024
School of Business			
	Accreditation Council for Business Schools and Programs(ACBSP) Association to Advance Collegiate Application	Spring 2009 ACSBP	Fall 2019 ACSBP

	Schools of Business (AACSB)	for AACSB Submitted Feb 2018	Pending
	Network of Schools of Public Policy, Affairs, and Administration (NASPAA)	NASPAA Spring 2017	Fall 2019

College of Arts and Sciences

Social Work	Council on Social Work Education (CSWE)	Feb 2014	Fall 2021
Speech-Language Pathology	Council on Academic Accreditation in Audiology & Speech-Language Pathology (CAA) of the American Speech Language Hearing Association(ASHA)	August 2013	July 2021
Education	National Council for Accreditation of Teacher Education (CAEP – NCATE transitioned to CAEP). Individual program Approvals include NCTM, Council on Exceptional Children (CEC); NAEYC, ACEI, OSSE	Fall 2010	Fall 2018
Chemistry	Committee on Professional Training (CPT), American Chemical Society (ACS)	Last Periodic Report due August 2017	Fall 2020
Master of Science in School Counseling	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Fall 2009	Fall 2018
Rehabilitation /Mental Health Counseling	Council for Accreditation of Counseling and Related Educational Programs (CACREP) -- NOTE: The previously cited accrediting agency, The Council on Rehabilitation Education (CORE) has since been merged into Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Spring 2017	Spring 2022

David Clark School of Law

	American Bar Association (ABA)	Spring 2016	Spring 2021

Engineering

Computer Science	Accrediting Board for Engineering and Technology (ABET)	Fall 2014	Fall 2020
Civil Engineering	Accrediting Board for Engineering and Technology (ABET)	Fall 2014	Fall 2020
Electrical Engineering	Accrediting Board for Engineering and Technology (ABET)	Fall 2014	Fall 2020
Mechanical Engineering	Accrediting Board for Engineering and Technology (ABET)	Fall 2014	Fall 2020

College of Agriculture and Urban Sustainability CAUSES)

Nutrition and Dietetics	Accreditation Council for Education in Nutrition & Dietetics (ACEND)	Fall 2016	Fall 2022
Architecture	National Architectural Accrediting Board (NAAB) (Masters Program)	Multi-Year process of 3 site visits that started in 2013 2013 Accepted into Candidacy 2015 Candidacy Visit Accreditation Visit October 2017	Pending
Nursing (RN-BSN)	Accreditation Commission for Education in Nursing	Spring 2015	Spring 2023

	(ACEN)		
Water Resources Environmental Testing Lab *first and only accredited lab in history of district	New Hampshire Department of Environmental Science **(NELAP)**	Fall 2017 (bi annual review)	Spring 2019
Land-Grant (CNDH)	**USDA**	Spring 2017 Comprehensive Civil Rights Site Visit	Fall 2018 Spring 2020 Site visits rotate every 3 years focusing on different content areas such as civil rights, research, and financial compliance
Professional Science Masters in Urban Agriculture and Urban Sustainability		Spring 2017	Date not yet available
Community College			
Administrative Office Management	Association of Collegiate Business Schools and Programs **(ACBSP)**	2008	2019
Aviation Maintenance Technology	Federal Aviation Administration **(FAA)**	Fall 2016	FAA Conducts Unscheduled Visits Therefore site visits are not on a cyclical basis.
Business Technology	Association of Collegiate Business Schools and Programs **(ACBSP)**	2008	2019
Computer Accounting Technology	Association of Collegiate Business Schools and Programs **(ACBSP)**	2008	2019
Hospitality	Association of Collegiate Business Schools and Programs **(ACBSP)**	2008	2019
Mortuary Science	American Board of Funeral Service Education **(ABFSE)**	Candidacy Visit	Full Re-Accreditation

			11/2016	Visit Fall 2018
Nursing (AAS)	Accreditation Commission for Education in Nursing (ACEN)		Candidacy approved January 2017	Full Re-Accreditation Visit Fall 2018
Respiratory Therapy	Committee for Accreditation of Respiratory Care (CoARC)		2010	2022

(b) Please list all accreditations or re-accreditations, including programmatic accreditations or re-accreditations, that the University has failed to obtain over the past three academic years.

BOTH HAVE MOVED TO CANDIDACY (MORT- FINAL VISIT IN OCT 22 2018 MORT TOWARDS ACCREDIATION VISIT IN OCTOBER)
Besides the University's own university-wide accreditation by the Middle States Commission on Higher Education (MSCHE), which was reaffirmed in June 2016, UDC has twenty-five (25) academic programs requiring national discipline level accreditation. For the past three years, most have demonstrated compliance in required programmatic performance standards, resulting in re-affirmation of existing and on-going accreditation status. The two programs that were not accredited (Associate Degree Nursing Program and Mortuary Science) at the branch campus, Community College, have made significant progress since the last hearing update and have accreditation visits scheduled for October 2018.

Provide a detailed explanation as to: (1) why the University did not obtain the accreditation or re-accreditations; (2) what steps the University is taking to rectify the loss or denial of an accreditation or re-accreditation; and (3) the impact of the loss or denial of an accreditation or re-accreditation on students attending the University.
The loss of accreditation for both programs occurred in 2015; however, the actions resulted for different reasons:

1. The AAS in Nursing was not reaccredited after an accreditation visit and non-compliance findings on two-of six Standards by the ACEN Evaluation Team February 2014. The evaluator' report cited the following:
   There is denial of continuing accreditation as the program continues to be in non-compliance with one (1) or more Accreditation Standards.

Standard 2 Faculty and Staff, Criterion 2.2

- All part-time faculty do not hold a minimum of a baccalaureate degree in nursing.

Standard 6 Outcomes, Criteria 6.1, 6.2, 6.4.1, and 6.4.2

- There is a lack of evidence that the systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation the student

learning outcomes, the program outcomes, the role-specific graduate competencies, and the ACEN Standards.

- There is a lack of evidence that the systematic plan of evaluation contains specific, measurable expected levels of achievement; specific frequencies of assessment; appropriate assessment methods, and a minimum of three (3) years of data for each component.

- There is a lack of evidence that the evaluation findings related to student learning outcomes and the program outcomes are aggregated and trended by program option and date of completion and are sufficient to inform program decision-making for program maintenance and improvement.

- There is a lack of evidence that the program's three-year mean for the licensure examination pass rates is at or above the national mean for the same three-year period.

- There is a lack of evidence that the program has consistently met the expected level of achievement for program completion.

This action was also predicated on the fact that the program was on "Warning", and in such cases, a program must successfully meet all standards and criteria. The program did appeal the decision, but the appeal was unsuccessful.

The Mortuary Science Program, in December 2015 made a decision, prior to their scheduled accreditation visit to voluntarily withdraw their accreditation after an internal program assessment identified the need to re-organize the program.

2. Steps being initiated to rectify the loss of accreditation include (but are not limited to):

The administration and faculty of the Community College have worked diligently to correct and enhance the status of compliance on all standards for both programs. The programs have worked with consultants to enhance the curricula, admission criteria, test preparedness, and laboratory experiences for students. Nursing Faculty members have continued to participate in professional development (Theory and Lab Teaching Methods). All programs at the University (as part of Institutional Effectiveness) have enhanced focus on systematic plans of evaluation, and data driven decision making. Efforts have been dedicated to recruit appropriately credentialed faculty and leadership for the programs.

Both programs, after working all summer, applied for Candidacy Status and on January 26, 2017, the Nursing Program received notification from the Accreditation Commission for Education in Nursing (ACEN) that the AAS degree program in nursing had been approved for candidacy. Candidacy status is valid for two (2) years expiring in January 2019. The initial full accreditation visit must take place before January 26, 2019. This means that the program must notify ACEN by March 1, 2018 of its intent submit the self-study report in time for the site visit in fall 2018. The completed Self-Study Report will be due to the site

visitors and to the ACEN office no later than six (6) weeks prior to the date of the site visit. More, importantly, the program can start to accept new students.

The Community also College also plans to hire a Student Navigator who will work closely with students who have declared Nursing as a major, in an effort to help them stay on course to completion.

3. The impact of the loss or denial of accreditation or re-accreditation on Nursing and Mortuary Students attending the University.

The programs are now in candidacy status which allows for each program to enroll students. This decreases the impact until full accreditation is received.

(c) Please list all accreditations or re-accreditations that the University is preparing to obtain between now and the end of academic year 2018-2019. Include in your response a detailed description of the steps that the University is taking to ensure success in each application.

Program	Accreditation type	Academic Year	Preparedness Activities
Public Administration (School of Business)	AACSB Accreditation	2019 - 2020	All programs are completing internal program assessment based on recommended past findings or recommendations from their accrediting bodies and best practices in the discipline. All programs are focusing on increased data on student learning outcomes, program outcomes to drive decisions about programs. All programs have worked with consultants to enhance the quality of Systematic Plans of evaluation (goals and outcomes, metrics and analysis). The Architecture Program has worked with the facilities unit to ensure completion of required space.
Education	Re-Accreditation	Fall 2018	
Master of Science in School Counseling	Re-Accreditation	Fall 2018	
Administrative Office Management (Community College)	Re-Accreditation	Fall 2019	
Business Technology	Re-Accreditation	Fall 2019	
Computer Accounting Technology	Re-Accreditation	Fall 2019	All programs are focusing on student services and accessibility and recruitment of appropriate faculty and staff.
Hospitality	Re-Accreditation	Fall 2019	Some programs have established accreditation committees for on-going monitoring of plans, data collection, faculty engagement, and the writing of self-studies.

8.   (a) Please list all capital projects to begin in fiscal years 2018, 2019, and 2020. Include any projects that are managed or overseen by another agency. Include a brief description of each, the total estimated cost for each, whether the project needs additional funding, the projected start and completion dates, and the priority of the project.

PROJECTS TO BEGIN IN FISCAL YEAR 2018
(In Priority Order)

(1) <u>Mechanical, Electrical, Plumbing, & IT Systems Upgrades</u> *(description)* - Complete replacement of mechanical, electrical, and plumbing equipment and HVAC distribution systems, as well as an upgrade of the IT infrastructure. The installation of a new chiller, new individual building boilers, and energy management systems are included in this subproject.
Estimated FY '18 expenditure: $6.7 million

<u>Start Date: Dec '17</u>   <u>Est. Comp: Dec '18</u>   *<u>Additional Funds Needed:</u> $59* million

(2) <u>Campus-Wide Roof & Window Replacement</u> *(description)* - Replacement of exterior windows & roofs campus-wide to address the deterioration and inefficiency of the existing windows and failing roofs.
Estimated FY '18 expenditure: $4.4 million

<u>Start Date: Oct '17</u>   <u>Est. Comp: Dec '18</u>   *<u>Additional Funds Needed:</u> $7.5* million

(3) <u>Building Interior Renovations</u> *(description)* Renovate the interior of each campus building to ensure that modern, updated instructional spaces are provided, and that all life safety issues are fully addressed.
Estimated FY '18 expenditure: $3.9 million

<u>Start Date: Oct '17</u>   <u>Est. Comp: Dec '18</u>   *<u>Additional Funds Needed:</u> $73* million

(4) <u>Campus-Wide Paver Restoration</u> *(description)* Extension of the Plaza Deck renovation to include the remaining paved areas at the Van Ness Campus. Project will further increase campus green space and enhance ADA accessibility.
Estimated FY '18 expenditure: $3 million

<u>Start Date: Oct '17</u>   <u>Est. Comp: Dec '18</u>   *<u>Additional Funds Needed:</u> $7.8* million

(5) <u>Bertie Backus Site Development</u> *(description)* Community College campus expansion to include programmed growth opportunities, swing space, etc.
Estimated FY '18 expenditure: $2.1 million

<u>Start Date: Oct '17</u>   <u>Est. Comp: Dec '18</u>   *<u>Additional Funds Needed:</u> $45* million

(6) <u>Renovation of University Facilities</u> *(description)* The balance of the General Facilities Renovation Project which includes the allotments of previous sub-projects not already listed, and construction management support costs.
Estimated FY '18 expenditure:$2 million

<u>Start Date: Oct '17</u>   <u>Est. Comp: Dec '18</u>   *<u>Additional Funds Needed:</u> $18* million

PROJECTS TO BEGIN IN FISCAL YEAR 2019

(1) <u>Mechanical, Electrical, Plumbing, & IT Systems Upgrades</u> *(description)* - Complete replacement of mechanical, electrical, equipment and HVAC distribution systems, as well as an upgrade of the IT infrastructure. The installation of a new chiller, new individual building boilers, and energy management systems are included in this subproject. Currently no capital funds are allocated for fiscal year 2019, and therefore expected total capital expenditures are anticipated to be minimal.
Estimated FY '19 expenditure: $0
<u>Start Date: N/A</u>   <u>Est. Comp: N/A</u>   *Additional Funds Needed:* $59 million

(2) <u>Campus-Wide Roof & Window Replacement</u> *(description)* - Replacement of exterior windows & roofs campus-wide to address the deterioration and inefficiency of the existing windows and failing roofs. Currently no capital funds are allocated for fiscal year 2019, and therefore expected total capital expenditures are anticipated to be minimal.
Estimated FY '19 expenditure: $0
<u>Start Date: N/A</u>   <u>Est. Comp: N/A</u>   *Additional Funds Needed:* $7.5 million

(3) <u>Building Interior Renovations</u> *(description)* Renovate the interior of each campus building to ensure that modern, updated instructional spaces are provided, and that all life safety issues are fully addressed.
Estimated FY '19 expenditure: $.5 million
<u>Start Date: Oct '18</u>   <u>Est. Comp: Dec '19</u>   *Additional Funds Needed:* $72.5 million

(4) <u>Campus-Wide Paver Restoration</u> *(description)* Extension of the Plaza Deck renovation to include the remaining paved areas at the Van Ness Campus. Project will further increase campus green space and enhance ADA accessibility. Currently no capital funds are allocated for fiscal year 2019, and therefore expected total capital expenditures are anticipated to be minimal.
Estimated FY '19 expenditure: $0
<u>Start Date: N/A</u>   <u>Est. Comp: N/A</u>   *Additional Funds Needed:* $7.8 million

(5) <u>Bertie Backus Site Development</u> *(description)* Community College campus expansion to include programmed growth opportunities, swing space, etc. Currently no capital funds are allocated for fiscal year 2019, and therefore expected total capital expenditures are anticipated to be minimal.
Estimated FY '19 expenditure: $0
<u>Start Date: N/A</u>   <u>Est. Comp: N/A</u>   *Additional Funds Needed:* $45 million

(6) <u>Renovation of University Facilities</u> *(description)* The balance of the General Facilities Renovation Project which includes the allotments of previous sub-projects not already listed, and construction management support costs.
Estimated FY '19 expenditure: $1 million
<u>Start Date: Oct '18</u>   <u>Est. Comp: Dec '19</u>   *Additional Funds Needed:* $17 million

PROJECTS TO BEGIN IN FISCAL YEAR 2020

(1) Mechanical, Electrical, Plumbing, & IT Systems Upgrades *(description)* - Complete replacement of mechanical, electrical, equipment and HVAC distribution systems, as well as an upgrade of the IT infrastructure. The installation of a new chiller, new individual building boilers, and energy management systems are included in this subproject.
Estimated FY '20 expenditure: $9.2 million
Est Start Date: Dec '19   Est. Comp: Dec '20   *Additional Funds Needed:* $49.8 million

(2) Campus-Wide Roof & Window Replacement *(description)* - Replacement of exterior windows & roofs campus-wide to address the deterioration and inefficiency of the existing windows and failing roofs.
Estimated FY '20 expenditure: $1.2 million
Est. Start Date: Dec '19   Est. Comp: Dec '20   *Additional Funds Needed:* $6.3 million

(3) Building Interior Renovations *(description)* Renovate the interior of each campus building to ensure that modern, updated instructional spaces are provided, and that all life safety issues are fully addressed.
Estimated FY '20 expenditure: $.85 million
Est. Start Date: Dec '19   Est. Comp: Dec '20   *Additional Funds Needed:* $71.65 million

(4) Campus-Wide Paver Restoration *(description)* Extension of the Plaza Deck renovation to include the remaining paved areas at the Van Ness Campus. Project will further increase campus green space and enhance ADA accessibility.
Estimated FY '20 expenditure: $0
Start Date: N/A   Est. Comp: N/A   *Additional Funds Needed:* $7.8 million

(5) Bertie Backus Site Development *(description)* Community College campus expansion to include programmed growth opportunities, swing space, etc.
Estimated FY '20 expenditure: $0
Start Date: N/A   Est. Comp: N/A   *Additional Funds Needed:* $45 million

(6) Renovation of University Facilities *(description)* The balance of the General Facilities Renovation Project which includes the allotments of previous sub-projects not already listed, and construction management support costs.
Estimated FY '20 expenditure: $1million
Start Date: Oct '19   Est. Comp: Dec '20   *Additional Funds Needed:* $16 million

(b) Please list in order of priority all capital projects that the University needs to undertake but are currently stalled by inadequate funding. Include a brief description of each, the total estimated cost, and the projected start and completion dates. Explain the priority of the project.

NEEDED PROJECTS CURRENTLY STALLED BY INADEQUATE FUNDING

(1) Mechanical, Electrical, Plumbing, & IT Systems Upgrades *(description)* - Complete replacement of mechanical, electrical, equipment and HVAC distribution systems, as well as an upgrade of the IT infrastructure. The installation of a new chiller, new individual building boilers, and energy management systems are included in this subproject.
Total Estimated Cost: $65 million

Additional Funds Needed: $49.8 million

(2) Building Interior Renovations *(description)* Renovate the interior of each campus building to ensure that modern, updated instructional spaces are provided, and that all life safety issues are fully addressed.
Total Estimated Cost: $73 million

Additional Funds Needed: $71.65 million

(3) Backus Site Development *(description)* The construction of a new building at the Bertie Backus site to house Community College functions. This project is a higher priority because the construction needs to take place in order to move the Community College out of 801 N. Capitol Street.
Total Estimated Cost: $30 - $60 million
Additional Funds Needed: $30 - $60 million

(4) Construct A Dormitory On Campus *(description)* Construct an on-campus dormitory at the Van Ness location to accommodate 250 – 300 students. This is a priority project because of the current demand for student housing and the fact that there is no existing student housing.
Total Estimated Cost: $40 - $50 million (Unfunded)

(5) Purchase 801 N. Capitol Street *(description)* This building would be purchased and converted to the School of Law. The Community College, which currently occupies the space, would be relocated to a new building at the Bertie Backus site. This is a priority because of the desire to avoid additional lease costs, and to establish the Law School in a location near the downtown courts.
Total Estimated Cost: $90 million (Unfunded)

(6) Acquire / Develop 4225 Connecticut Avenue *(description)* This property will be used to expand the Van Ness campus and provide space to move non-academic functions out of classroom buildings and teaching spaces. This is a priority because of the current growth and projected growth of some academic programs.
Total Estimated Cost: $45 million (Unfunded)

(7) <u>Develop Building #52 Into A Living/Learning Space</u> *(description)* This building that currently houses the Law School would become a combination of classroom spaces and residence hall. The Law School would be moved to 801 N. Capitol Street. The priority is to provide some on-campus housing that will be co-located with academic space.
Total Estimated Cost: $61 million (Unfunded)

(8) <u>Acquire / Develop Aviation / Automotive Space</u> *(description)* The current hangar at National Airport is inadequate for current academic programs. An upgraded space with sufficient climate control and more program friendly spaces is needed for the program to thrive. The priority is to relocate from the National Airport hangar as soon as practicable.
Total Estimated Cost: $77 million (Unfunded)

(9) <u>Acquire / Develop Location For Housing / Retail</u> *(description)* This project will purchase real estate and develop it for student housing and retail in order to increase the student housing inventory and provide a potential income stream. The priority is to increase the housing inventory and develop a source of revenue that will assist with the University's operating costs.
Total Estimated Cost: $68 million (Unfunded)

9.   Provide a detailed description of the issues that UDC is facing with regard to the continued malfunctioning of its IT system. Include in the description a breakdown of both operating capital costs necessary to improve and maintain the University's IT system and a proposed timeline for updating the IT system.

The Information Technology ecosystem at The University of the District of Columbia is plagued by old, end of life hardware which will not support the current, next-generation configuration options needed to provide the necessary flexibility required to improve the learning environment.

In order to combat this problem, UDC has taken steps to mitigate as many risks as possible by leveraging cloud providers to host mission critical applications, such as the Learning Management System and the University web page.

Over the course of the past year, in an effort to improve the operational experience for faculty staff and students alike, UDC has migrated all email and office productivity applications to the Office 365 cloud and has enabled Microsoft Azure services for Active Directory replication and disaster recovery. Currently the Information Services and Management staff are also in the process of migrating backups to the Microsoft cloud as well.

With an eye to the future, over the course of the next 4 – 6 months, the UDC ISM team is planning to migrate the core database application, Banner, to a cloud hosted solution along with the user portal which is used as the primary communication tool

between students and various departments within the academic and staff offices of the University.

While improving the customer satisfaction rate and ensuring UDC users have continued and robust access to applications remains a priority, it does not take away from the underlying issues caused by the aging infrastructure. Regardless of how many services are hosted via strategic partnerships with IT service providers, the underlying foundation of the network infrastructure will continue to limit the nature of services both students and employees are able to receive

In specific terms, the overall IT infrastructure can be divided into the following key areas:

- Core network
- Access network
- Wireless network
- Edge network
- Workstation compute
- Server compute

Each of these areas present specific challenges which inhibit the growth of the UDC computing ecosystem. These concerns are detailed below:

Core Network

- Core networking infrastructure needs to be upgraded to current hardware and software levels.
- Current hardware is 15+ years old and is not properly configured to provide fail over and real time redundancy.

Access Network

- UDC is currently managing multiple pieces of aged hardware on the network periphery where individual computers connect to the wired infrastructure.
- This portion of the UDC infrastructure is comprised of more than 100 individual devices.
- Approximately 20% of these hardware units have exceeded their anticipated lifespan and are due to be replaced.

Wireless Network

- Virtually all wireless access points installed throughout the Van Ness campus have reached their end of life and need to be replaced by new units with enhanced feature sets.

- Existing wireless access points have proven to be insufficient in allowing enough connectivity for the current UDC population, as the demand has grown significantly over the last 6 years.
- Several new wireless access points need to be installed and configured throughout the campus to ensure adequate connectivity in areas which are underserved today.

Edge Network

- Firewalls and security devices protecting the network boundary have become obsolete and require a hardware and software refresh to be able to keep up with the ever changing cyber security landscape.
- Next generation security devices will improve the UDC defense posture as well as help reduce the attack profile exposed to the outside world.
- Enhanced reporting and traffic inspection capabilities allow new devices to provide insight into the day to day traffic passing through the UDC network and being exchanged with the public Internet and the DC Government.

Workstation Compute

- Workstations in use in the UDC lab spaces or in faculty offices are 3 – 5 years old and are not capable of additional upgrades.
- The Office of Information Services and Management estimates that nearly 35 - 40% of the local and lab based workstations are not capable of running Microsoft Windows 10 or Office 2016 due to insufficient hardware capabilities.

Server Compute

- Increased cyber security risks and increasing demand for data driven analytics require an upgrade to the overall computational power, storage needs and networking throughput across the various hardware devices used in the data center.
- To provide flexibility to the UDC student community, the overall network storage, traffic management and computational power of the server devices needs to be upgraded to keep pace with new feature sets offered in the ever changing software landscape.

When taking all of these aspects into consideration, the estimated cost to upgrade the UDC IT ecosystem is approximately $6.5 million in NPS funds however the introduction of new technology offerings as well as the additional workload to install and configure the new technology will create a need to hire additional technology support staff. The estimated PS cost for these individuals is approximately $1 million.

Currently the UDC ISM staff is working in conjunction with the Office of the Chief Operating Officer as well as various other portions of the operations team to construct a 5 year support and hardware agreement with a local CBE vendor. This Public/Private Partnership (P3) will be the first of its kind among district agencies and will make significant improvements to the UDC ecosystem. Through its successful implementation, the UDC infrastructure will have adequate bandwidth and capacity to support the growing technological demand for resources and will position UDC for growth over the next 5 years.

By leveraging the afore mentioned P3, and by providing sufficient NPS funding and personnel resources, the estimated time to delivery on the technology upgrade is 24 – 36 months.

10.   Please provide a detailed description of the workforce development program offered at UDC. Include in that description:

(a) Outline of the program's budget, including funding sources and expenditures for fiscal years 2016, 2017, and 2018;

(b) Completion rate for Academic Years 2014-2015, 2015-2016, 2016-2017, and 2017-2018 (to date – i.e. February 1st);

(c) Total number of individuals served, broken down by semester, beginning with FY 2010 until current;

(d) List of courses currently offered;

(e) FY 2018 programmatic needs and programmatic needs for FY 2019; and
(f) Top 3 program priorities for FY 2018 and FY 2019.

(g) 2018 (to date – i.e. February 1st);

2014-2015		2015-2016		2016-2017		2017-2018	
Enroll	Complete	Enroll	Complete	Enroll	Complete	Enroll	Complete
2,424	73.2%	3,491	68.5%	2,460	65.9%		

(h) Total number of individuals served, broken down by semester, beginning with FY 2010 until current;

UDC CC Workforce Development- Semester	Number of Students Enrolled	Number of Students who Completed the Workforce Course	% of Students who Completed the Workforce Course
FY11 Fall	453	214	47.2%
FY11 Spring	544	301	55.3%
FY11 Summer	931	576	61.9%
FY2011 Total	1,670	975	58.4%
FY12 Fall	827	553	66.9%
FY12 Spring	932	568	60.9%
FY12 Summer	1,132	611	54.0%
FY2012 Total	2,359	1,457	61.8%
FY13 Fall	1,379	838	60.8%
FY13 Spring	1,188	794	66.8%
FY13 Summer	854	708	82.9%
FY2013 Total	2,878	1,907	66.3%
FY14 Fall	1,433	1,049	73.2%
FY14 Spring	984	691	70.2%
FY14 Summer	698	449	64.3%
FY2014 Fall & Spring combined	*2,052*	*1,505*	*73.3%*
FY2014 Total	2,424	1,774	73.2%
FY15 Fall	1,775	1,204	67.8%
FY2015 Spring	1,671	1,015	60.7%
FY2015 Fall & Spring combined	*2,848*	*1,783*	*62.6%*
FY2015 Summer	1,140	691	60.6%
FY2015 Total	3,491	2,391	68.5%
FY16 Fall	1,279	805	62.9%
FY16 Spring	1,159	680	58.7%

FY16 Summer	804	548	68.2%
FY2016 Total	2,460	1,620	65.9%
FY17 Fall	1,160	805	69.4%
FY17 Spring	966	680	70.4%
FY17 Summer	897	576	64.2%
FY17 Total			
FY18 Fall	*Future Term		
FY18 Spring	1,118		
FY18 Summer	*Future Term		
FY18 Total	*In Progress		

(i) List of courses currently offered

Pathway	Courses Offered
Pathway 1: **Automotive and Truck Maintenance and Repair**	1. Automotive Technician I 2. Automotive Technician II 3. Truck and Bus Maintenance 4. Elevator and Escalator Maintenance
Pathway 2: **Construction and Property Management**	1. Apartment Maintenance 2. Building Information Modeling (BIM) 3. Carpentry I - Cutting, Shaping and Installation of Building Materials 4. Construction Craft Skills and Application 5. Electrical I 6. Electrical II 7. Heating Ventilation and Air Conditioning - HVAC Installation 8. Leasing for Property Management 9. Refrigeration Technician Program (HVAC/EPA Section 608 Universal) 10. Occupational Safety and Health Administration - OSHA 10 Hazard Recognition 11. First Aid & Cardiopulmonary Resuscitation (CPR)
Pathway 3: **Early Childhood Education**	1. Child Development Associate - Comprehensive 2. First Aid & Cardiopulmonary Resuscitation (CPR)

Pathway 4: **Healthcare-Direct Care and Healthcare Administration**	1. Dialysis Technician 2. Direct Support Professional 3. EKG Technician 4. Electronic Health Records 5. Intro to Medical Billing and Coding 6. Medical Assistant 7. Medical Office Administrative Assistant I (Intro to Health + MTA) 8. Nursing Assistant (303) Practicum 9. Nursing Assistant (404) Theory and Lab 10. Patient Care Technician 11. Phlebotomy Technician
Pathway 5: **Hospitality and Tourism**	1. Foundations in Hospitality and Tourism (Entry Level) 2. Hospitality and Tourism Comprehensive Food and Beverage Service - Entry Level 3. Hospitality and Tourism Management Capstone
Pathway 6: **Information Technology and Office Administration**	1. IT Fundamentals and Computer Technician - A+ 2. Computer Technician - Network + 3. Computer Technician - Security + 4. Introduction to Microsoft Office Suite (Word, Excel and Power Point) 5. Introduction to Personal Computers for Seniors - Beginners 6. Project Management
Pathway 7: **Infrastructure, Transportation, and Logistics**	1. Truck and Bus Maintenance 2. Elevator and Escalator Maintenance 3. Quick Path to Energy
Foundational Skills	1. Language Arts and Math Skills 2. Fundamentals and Applications 3. Mathematics Fundamentals and Applications 4. Spanish in the Workplace

(j) FY 2018 programmatic needs and programmatic needs for FY 2019; and

UDC CC Division of Workforce Development continues to be laser focused on supporting all District residents with a specific focus on unemployed and underemployed residents. The WDLL program has needs in the areas of equipment, materials and supplies. As we work to contextualize learning experiences across all pathways it is important that we have the most update technology and equipment to extend learning. This programming includes FY18 and FY19.

(k) Top 3 program priorities for FY 2018 and FY 2019.

The UDC WDLL top three program priorities for FY2018 and FY2019 are:

1. Information Technology and Office Administration
2. Healthcare-Direct Care and Healthcare Administration
3. Infrastructure, Transportation, and Logistics

11. (a) Please explain how the University determines its retention rate for the flagship and the community college, including the workforce development program.

Based on the definition on the U.S. Department of Education Integrated Postsecondary Education Data System (IPEDS), the university's retention is defined as follows: Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

(b) Please provide the retention rates for the flagship and the community college, including workforce development, for Academic Years 2013-2014, 2014-2015, 2015-2016, 2016-2017, and 2017-2018 (to date).

Campus	Full/Part-time	Fall 2013 FTIC Initial Cohort			Fall 2014 FTIC Initial Cohort			Fall 2015 FTIC Initial Cohort			Fall 2016 FTIC Initial Cohort		
		Initial Cohort Size	No. Returned in Fall 2014	Retention Rate	Initial Cohort Size	No. Returned in Fall 2015	Retention Rate	Initial Cohort Size	No. Returned in Fall 2016	Retention Rate	Initial Cohort Size	No. Returned in Fall 2017	Retention Rate
Flagship	FT	94	49	52%	84	58	69%	91	51	56%	135	99	73%
	PT	21	5	24%	6	3	50%	20	5	25%	8	3	38%
	sub-total	115	54	47%	90	61	68%	111	56	50%	143	102	71%
UDC-CC	FT	147	76	52%	113	53	47%	129	61	47%	105	48	46%
	PT	300	150	50%	318	150	47%	299	117	39%	234	111	47%
	sub-total	447	226	51%	431	203	47%	428	178	42%	339	159	47%
UDC-total	FT	241	125	52%	197	111	56%	220	112	51%	240	147	61%
	PT	321	155	48%	324	153	47%	319	122	38%	242	114	47%
	Total	562	280	50%	521	264	51%	539	234	43%	482	261	54%

(c) Please detail what steps the University plans to take over the next three academic years to increase retention rates? If they vary, explain the strategies for: a) the flagship, b) the Community College, and c) workforce development.

The University is focusing powerfully on Student Success: improving student outcomes through heightened quality of support and service outside of the classroom, boosting retention and graduation rates, providing more financial support, and continuing to strengthen academic advising.

> ▸ Establish uniform processes for admission, registration, financial aid, and related services across the entirety of UDC;
> ▸ Ensure all offices receive customer service training and interact respectfully with students, providing correct information to students in a timely manner;
> ▸ Maximize student progression with programs such as summer Early Start, Upward Bound, and dual enrollment; use digital programs and data to identify students in need of academic coaching and supplemental instruction;
> ▸ Strengthen new student orientation, and make freshman orientation mandatory; expand Student Success workshops;
> ▸ Increase support of graduate and transfer students.

Over the next three academic years the following will occur to aid the increase in retention.

2018

The Student Success Division has implemented a number of the University's student life cycle management systems such as DegreeWorks, which guides the alignment of academic advising with students' progression toward graduation. This program has been particularly successful at public universities such as Florida State University (which reduced the number of students graduating with excess credits by close to 50 percent), Arizona State University (which increased the number of students "on track" from 22 percent to 91 percent in three years), and Georgia State University (which boosted graduation rates by more than 20 percent in the last 10 years).

To further encourage student success, Student Affairs will implement a six-week Summer Bridge Program and mandate attendance in a three-credit freshman orientation course to assist students with time management, the development of study skills, and acquaint them with the college experience in general.

2019

The University will focus directly on regeneration, in part by expanding the use of technology through the full implementation of Student Success Collaborative-CAMPUS software, created by the Education Advisory Board.

This software has aided more than 200 institutions create student-centric cultures to support, retain, and graduate students through the use of analytics, tools for strategic intervention, coordinated student care, and change management support. CAMPUS software has helped create:

- 2-11% increases in first-year-retention
- 18% increase in degrees conferred to African American students
- 35% increase in students declaring a major at the end of their first year
- 4.5% increase in persistence for new transfers

The University has historically admitted large numbers of transfers, and such students currently comprise approximately 40 percent of our student base. (Research shows that at least 40% of all students attend more than one college.) To ensure adequate support for these students, a Transfer Center will be established within Student Affairs. The University also will intensify its students advising services, training academic coaches in specific skill sets, analytics, and models of teaching and learning that will increase student success.

2020
Content Resource Management (CRM) admissions tool will be implemented and fully operational for prospective and incoming student portfolio management. CRM also will aid student life cycle management, and the integration of admissions, financial aid, and registration. A call center will serve the needs of prospective, current, and former students, and help meet the University's customer service goals. It will provide one central point of contact for all student operational needs, and will expand access virtually after business hours.

Over the next three academic years the UDC – CC will embark on a number of strategies to increase the retention of students at the Community College. Whether we measure retention by persistence to graduation, transfer success, we know that we bear responsibility for providing students with the support they need to achieve their goals. Our challenge is to figure out what kinds of support and which students needs what supports.
Upon entry to the University/College, students will be mandated to attend a comprehensive orientation session. Current research tells us that orientation to the institution is the gateway to success for incoming students. The orientation gives students a roadmap to the institution, their programs, advisors, faculty, administration, resources, and of course career services.
One key strategy for the Community College is to ensure that the Community College has a systematic way to identify at-risk students early enough to make a real impact on persistence and retention. For the CC, the ACCUPLACER test is an indicator of students who may be at risk academically and intervention measures such as; co-requisite remediation, and Supplemental Instruction, workshops such as time

management and study skills may be appropriate. The key is that these intervention measures need to be documented and communicated to the student so that s/he can stay on track to persistence and eventual graduation.

The Office of Student Development and Success (SDS) has undergone a major reorganization in order to align the activities of the four-year University with the two-year Community College. This realignment will allow the Division to closely monitor activities related to retention and to make certain that all members of the division are clear about their role in the retention process.

The Division of Student Success is in the process of developing an Advising Model which will include at least 3 -5 touch points for new students each semester. Advisors will be assigned specific caseloads based on majors and will be responsible for making certain that students are properly advised in accordance with their declared majors and are making progress toward graduation.

After 45 credit hours students are counseled and encouraged to apply for graduation within the next academic year. Advisors, faculty and the Registrar's Office are involved in this process and communicate with the students toward obtaining their terminal degree (2-years), transition to the VN campus to a 4-year program or another institution.

12. (a) Please explain how the University determines the graduation rate for the flagship and the community college.

Based on the definition on the U.S. Department of Education Integrated Postsecondary Education Data System (IPEDS), the university's graduation rate (GR) is defined as follows: Graduation rate is percentage of full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort) finishing their degree within 150 percent of normal time to completion starting from the cohort year. For Bachelor's degree, it is six years graduation rate. For Associate's degree, it is three years graduation rate.

(b) Please provide the graduation rates for the flagship and the community college for Academic Years 2014-2015, 2015-2016, and 2016-2017.

Graduation rate is based on the concept of full-time FTIC Fall term entering cohort.

Graduation Rates

First Time Full Time 6 Year Graduation Rates for Bachelor Level	Full-time First-time in College Students		
	Cohort of Fall 2009	Cohort of Fall 2010	Cohort of Fall 2011
Graduation Rate for Bachelor's cohort	*34%*	*33%*	*44%*
Total Number of Bachelor's Degree Completers within 150% of normal time	32	17	37
Total Number of Students in the Adjusted Cohort	95	52	84
First Time Full Time 3 Year Graduation Rates for Associate			
Graduation Rate for Associate's cohort	*7%*	*8%*	*6%*
Total Number of Associate's Degree Completers within 150% of normal time	14	19	15
Total Number of Students in the Adjusted Cohort	204	232	243
Overall Graduation Rate			
Graduation Rate for all Cohort Students	*15%*	*13%*	*16%*
Total Number of Completers within 150% of normal time	46	36	52
Total Number of Students in the Adjusted Cohort	299	284	327

(c) Please provide the completion rate for the flagship and the community college for Academic Years 2014-2015, 2015-2016, and 2016-2017.

Completion is basically the number of students awarded degrees within a calendar year, i.e. July 1 – June 30.

Table : Degree Conferred by College and Level

College/School	Level of Award	2014 - 2015	2015 - 2016	2016 - 2017
College of Agriculture, Urban Sustainability & Environmental Sciences (CAUSES)	Baccalaureate	57	61	47
	Masters	11	13	15
	Total	**68**	**74**	**62**
College of Arts & Science (CAS)	Baccalaureate	159	192	193
	Masters	78	62	68
	Grad. Certificate	..	7	0
	Total	**237**	**261**	**261**
School of Business & Public Administration (SBPA)	Baccalaureate	80	95	110
	Masters	18	20	19
	Total	**98**	**115**	**129**
School of Engineering & Applied Sciences (SEAS)	Baccalaureate	39	49	45
	Masters	9	12	8
	Total	**48**	**61**	**53**
David A. Clarke School of Law	Juris Doctor	68	95	71
	LLM	0	2	0
	Total	**68**	**97**	**71**
UDC – Community College	Associate	276	244	241
	Total	**276**	**244**	**241**
University Total	Associate	276	244	241
	Baccalaureate	335	397	395
	Masters	116	107	110
	Grad. Certificate	..	7	0
	LLM	0	2	0
	Juris Doctor	68	95	71
	Total	**795**	**852**	**817**

(d) Please explain the difference between the University's completion rate for the flagship and the community college and its graduation rates for these entities.

In 2014-2015, the 4-year flagship accounted for about 55% of the overall undergrad completers at the University, whereas UDC-CC accounted nearly 45% of the total. This figure has substantially increased for the flagship in 2016-2017, accounting for 62% of the total undergrad degree completers, while UDC- CC accounted for the remaining 38%. The 6-year graduation rate for the flagship seemed to suggest its baccalaureate graduation rate could be within the ranges of 6-year graduation rates of 4-year institutions of comparable size and nature, so does the 3-year graduation rates of the 2-year community college program with other comparable community colleges. Overall, the graduation rate of the 4-year program at UDC is showing an increasing trend.

13. What steps is the University taking to increase its graduation rate and completion rate for the flagship?

The University of the District of Columbia has transitioned from merely collecting data that reports past accomplishments to more sophisticated analysis that connects the dots in ways that suggest future action, specifically focused on using data to identify the areas of need to support our students to graduation. This is evident in the current student success programming such as; Supplemental Instruction and the Firebird Success Grant. Each of the aforementioned programs were designed and implemented based on historical data analysis and best practices to benefit the students at the institution.

In the expansion of creating a data-informed student success model, the Division of Student Development and Success has launched technological platforms that support data informed decision making.

The initial platform DegreeWorks is a comprehensive, web-based academic advising and degree audit tool that helps students and their advisors successfully navigate curriculum requirements. University of Nebraska at Omaha (UNO) implemented in the fall of 2010 to provide students with a clearer picture of degree requirements and advisors with more time for meaningful advising. There have been marked improvements in the graduation rate as a result of the software.

Student Success Collaborative-Campus platform combines technology, research, process improvement and predictive analytics to enable proactive, data driven conversations with students. By leveraging 10 years of student data, predictive analytics can suggest patterns in student behavior, e.g. what courses are problematic for which students, what is the expected likelihood of success for students who perform at certain levels in specific courses or major, what additional options for success are suitable for students based on their current performance. Early identification and use of this data can positively affect student outcomes. Both

systems are integrated with Banner to provide powerful academic support and real-time advising capabilities, giving students meaningful and consistent direction and providing advisors and student records managers with up-to-date curriculum information. Georgia State University partnered with the Education Advisory Board (EAB) to develop and to implement a web-based advising platform. The advising system currently tracks each of Georgia State's 24,000 undergraduates on a daily basis. Dubbed GPS (Graduation and Progression Success) Advising, the system uses seven years of RPG data from Georgia State--over 2 million grades earned by past and present students--to develop a varied set of predictive analytics designed to (a) identify when students have gone off path for graduation, and, with proactive interventions spearheaded by their advisors, (b) quickly get them back on track again. The system features more than 700 alerts—some applying to all students, others to specific majors--each indicating that the student has taken an action which puts him or her significantly at risk. GPS Advising also uses patterns of past students' performance to offer predictive analytics for how each student will fare in every major and most courses that the University offers. Since going live with the GPS platform in August 2012, Georgia State has used the system to advise almost 13,000 students. Between the fall and spring semesters, 64% of sophomores improved the probability of their graduating within four years as indicated by the predictive analytics of the system. Additionally, over the course of the 2012-2013 academic year, the total number of undergraduate students on path for 4-year graduation rose by 9%.

14.   What steps is the University taking to increase its graduation rate and completion rate for the Community College?

       The University is increasing the use of software and technology based student tracking to make predictive analytics as described above at the Community College as well.

15.   Please describe each initiative, if any, that UDC is planning to implement or is currently implementing with District of Columbia Public Schools (DCPS) or public charter schools in the District.

       UDC's collaboration with DCPS and DCPCS is ultimately tied to its goal of "Establishing UDC as A Public University Model of Urban Student Success" and the long-term vision that "every student will achieve his or her highest level of human potential." UDC understands that working together with the other entities in the District's PK-16 education ecosystem is the best way to serve its students and the economic and social interests of the District and the nation.

       To date, UDC has identified Dual Degree Programs, Customer Service, Student Centered, Effective, Affordable, and Accessible Learner-Centered Educational Programs, Integrated Databases, Maximizing Student Success, and a K-16 Partnership Focused on the Bottom Quartile of Students. UDC is developing separate

plans and tracking for each of these initiatives. In addition to the cited initiatives, UDC will research best practices and investigate other opportunities such as joint grant and comprehensive funding models and innovative uses of technology and social media. However, to avoid a silo approach, UDC is also fashioning a framework of Key Performance Indicators (KPIs) and a feedback process for discussion and review of all of the collaboration and planning efforts as well as a review of the crisis coordination processes. This framework will include regular meetings and comprehensive tracking and troubleshooting of the strategic alignment and operational collaboration.

At the Community College, the College Access and Readiness for Everyone (or CARE) Program offers dual enrollment opportunities, programming (i.e. advising, orientation, check-in meetings, career exploration events, and program evaluation), pre-college ACCUPLACER testing, an Explore UDC-CC recruitment event for post-traditional students, and school tours for DC public and DC public charter school students. Additionally, the CARE Program coordinates several initiatives for DC public and DC public charter schools throughout the year, including outreach and communications with our 33 school partners, family engagement events and focus groups for first-year in college students and their families, and the design of secondary to postsecondary CTE pathways for UDC-CC.

The Community College also receives funding through the Carl D. Perkins Career and Technical Education grant fund that is managed by the Office of the State Superintendent of Education (OSSE). With the financial and technical support from OSSE, the College is able to use these funds to work collaboratively with DCPS and Charter Schools to develop and implement programs that align secondary curricula to post-secondary courses. The College has formed a CTE Council which works with staff and teachers at the DCPS and Charter Schools to align curricula, expectations and assessments. Articulation agreements will be developed once the curricula alignments are finalized.

16.   What percentage of students entering the flagship or community college require remediation education to be college-ready? Provide data for this year and each of the two previous academic years. What percentage of these students graduated from DCPS? DC public charter schools?

Academic Year: 2017-18*

Total FTIC Cohort: 537

Percent placed into remediation: 73%

- Of those placed into remediation, percent from DCPS: 40%
- Of those placed into remediation, percent from DC-Charter: 20%

Academic Year: 2016-17

Total FTIC Cohort: 600

Percent placed into remediation: 90%

- Of those placed into remediation, percent from DCPS: 38%
- Of those placed into remediation, percent from DC-Charter: 20%

Academic Year: 2015-16

Total FTIC Cohort: 609

Percent placed into remediation: 85%

- Of those placed into remediation, percent from DCPS: 40%
- Of those placed into remediation, percent from DC-Charter: 24%

17. Please provide a breakdown of how many students have transferred to the flagship, and to the community college from other institutions of higher learning, beginning with academic year 2012-2013. Include in your response: a) the average number of credit hours an individual has when he or she transfers into the flagship or community college, b) a list of the top ten institutions from which students transfer and the total number of students from each of those institutions annually; c) the percentage of transfer students who received DC TAG funds prior to transferring to the University; and d) the average amount of debt students have incurred before transferring to the University.

Fall 2013			Fall 2014			Fall 2015			Fall 2016			Fall 2017		
FT/PT	Flagship	UDC-CC	Total	Flagship	UDC-CC	Total	Flagship	UDC-CC	Total	Flagship	UDC-CC	Total	Flagship	UDC-CC	Total
FT	142	76	218	159	56	215	201	48	249	116	43	159	102	56	158
PT	48	120	168	45	96	141	43	100	143	42	79	121	46	95	141
Total	190	196	386	204	152	356	244	148	392	158	122	280	148	151	299

Fall 2017 Transfer Students: Top 10 Colleges

Previous College	Flagship	UDC-CC	Total
Montgomery College (Maryland)	12	16	28
Prince Georges Cmty College	9	8	17
Northern Virginia Comm College	10	7	17
Trinity Washington University	3	7	10
Virginia State University	2	4	6
Strayer University	1	4	5
Old Dominion University	2	2	4
Brazil (College)	3		3
St Augustine University	2	1	3
Morgan State University	1	2	3

February 23, 2018

Fall 2017 Transfers: Average Transfer Credit-Hrs

Campus	No of Student	Average Transferred Credit hrs
Flagship	148	44
UDC-CC	151	16
Total	299	30

Fall 2016 Transfer Students: Top 10 Colleges

Previous College	Flagship	UDC-CC	Total
Montgomery College (Maryland)	17	11	28
Northern Virginia Comm College	14	9	23
Prince Georges Cmty College	3	12	15
Strayer University	5		5
Univ Maryland Univ College	1	4	5
Trinity Washington University	1	3	4
Adams State College	4		4
Howard University	2	2	4
Community C Air Force	2	1	3
Us Military Transcript	1	2	3

18. Please provide the number and percentage of faculty tenured, adjunct, and other beginning with academic year 2015-2016, broken down by: a) law school; b) flagship; and c) Community College.

Fall 2015	Category	Flagship		Comm. Coll.		Law School		TOTAL	
		Number	%	Number	%	Number	%	Number	%
	Faculty	78	20.1%	16	5.5%	14	22.6%	108	14.6%
	Tenured Faculty	78	20.1%	31	10.6%	13	21.0%	122	16.4%
	Visiting Faculty	10	2.6%	1	0.3%	2	3.2%	13	1.8%
	Adjunct Faculty	222	57.2%	244	83.6%	33	53.2%	499	67.3%
	Total	388	100.0%	292	100.0%	62	100.0%	742	100.0%

Spring 2016	Category	Flagship		Comm. Coll.		Law School		TOTAL	
		Number	%	Number	%	Number	%	Number	%
	Faculty	60	16.1%	17	7.1%	16	27.6%	93	13.9%
	Tenured Faculty	86	23.1%	29	12.1%	13	22.4%	128	19.1%
	Visiting Faculty	10	2.7%	2	0.8%	2	3.4%	14	2.1%
	Adjunct Faculty	217	58.2%	191	79.9%	27	46.6%	435	64.9%
	Total	373	100.0%	239	100.0%	58	100.0%	670	100.0%

Fall 2016	Category	Flagship		Comm. Coll.		Law School		TOTAL	
		Number	%	Number	%	Number	%	Number	%
	Faculty	69	14.6%	17	5.0%	16	18.8%	102	11.4%
	Tenured Faculty	80	17.0%	23	6.8%	12	14.1%	115	12.9%
	Visiting Faculty	14	3.0%	1	0.3%	2	2.4%	17	1.9%
	Adjunct Faculty	308	65.4%	296	87.8%	55	64.7%	659	73.8%
	Total	471	100.0%	337	100.0%	85	100.0%	893	100.0%

Spring 2017	Category	Flagship		Comm. Coll.		Law School		TOTAL	
		Number	%	Number	%	Number	%	Number	%
	Faculty	66	14.5%	17	5.7%	16	18.8%	99	12.0%
	Tenured Faculty	80	17.5%	23	7.7%	12	14.1%	115	14.0%
	Visiting Faculty	14	3.0%	1	0.3%	2	2.4%	17	2.0%
	Adjunct Faculty	298	65.0%	256	86.3%	33	64.7%	587	72.0%
	Total	458	100.0%	297	100.0%	63	100.0%	818	100.0%

Fall 2017	Category	Flagship		Comm. Coll.		Law School		TOTAL	
		Number	%	Number	%	Number	%	Number	%
	Tenured Faculty	177	39.0%	14	5.0%	15	29.0%	206	26.0%
	Tenure Track Faculty	96	20.8%	24	8.6%	10	19.2%	130	17.0%
	Non-tenure Track Faculty	8	1.7%	0	0.0%	5	9.6%	13	1.2%
	Visiting Faculty	11	2.0%	0	0.0%	1	1.9%	12	1.2%
	Adjunct Faculty	168	36.5%	243	86.4%	21	40.3%	432	54.6%
	Total	460	100.0%	281	100.0%	52	100.0%	793	100.0%

19. (a) Please describe what efforts the University has taken during FY 2016, FY 2017, and FY 2018 (to date) to fundraise. Include a detailed description of the initiatives

both the University and the UDC Foundation have undertaken to increase fundraising. To the extent that donations are given to the law school, or targeted to the flagship or specific program, give that breakdown.

FY2016 – Raised $1,000,000   Council Match Received $1,000,000
- $614,392 UDC Foundation
    - 100% of the match funding went to the Office of Financial Aid to support 325 student scholarships
- $385,608 School of Law Foundation
    - 95% of the match funding went to support the Immigration & Human Rights Clinic and Legislation Clinic.
    - 5% was split between scholarships and student summer public interest fellowship support.

FY2017 – Raised $1,981,548 Council Match Received $990,774
- $789,912 UDC Foundation
    - 83% was deposited into the Foundation's endowment investment account in order to grow the endowment.
    - 15% went to support student scholarships
    - 12% went to support Foundation operations.
- $200,862 School of Law Foundation
    - 74% of the match funding went to student scholarships.
    - 17% went to student summer public interest fellowship support.
    - 9% to clinic support.

FY2018 — The University is on target to meet the $3 million challenge goal this year. The UDC Foundation, the School of Law Foundation and the Office of Sponsored Programs report that contributed revenue is just over $2,500,000 as of February 22, 2018. A week-long campus-wide fundraising campaign, "Rise To The Challenge", is scheduled for March 19-23, 2018.
Fundraising Achievements in 2017 & 2018 include:
- Capacity Building
    - Management — The Office of Advancement revived hiring a new Vice President for Advancement, Director of Major Gifts and Family Foundations and Director of Alumni Affairs and Outreach.
    - Technology — Invested in fundraising software for donor database management, prospect researching and planned giving.

    - Communications –

- Developed new marketing collateral material.
- Produced first bi-annual Foundation newsletter (13,000 circulation).
- Added email and social media to our fundraising efforts.
- Launched a new planned giving portal https://udc.giftlegacy.com/.

- Notable Achievements & Special Events
    - The School of Law Foundation held its first-ever gala on June 1, 2017 raising more than $400,000.
    - In a historic partnership, the two Masonic Lodges in the District of Columbia pledged $400,000 to UDC Foundation in a dedicated ceremony on Dennard Plaza on October 21.
    - UDC Foundation hosted alumni and donor cultivation events during the University's Film Festival and Homecoming.
    - Secured sponsors for the fall *Back To School Barbeque* and the *Athletics Hall of Fame Dinner & Induction Ceremony.*

(b) Describe what initiatives or programs UDC has been able to support with the fundraising.

- Law School held its first annual benefit gala in June 2017
- UDC hired a Vice President for Advancement, Director of Alumni Affairs and Outreach, and Director of Major Gifts and Family Foundation
- UDC Foundation Published First Newsletter
- UDC Foundation Updated Collateral Material
- UDC Foundation Hosted Donor Cultivation Reception During Film Festival
- Invested in Fundraising Software for Donor database management, prospect researching and planned giving
- Secured Sponsors for Back To School Barbeque and Athletics Hall of Fame Dinner & Awards Ceremony
- Three direct mail campaigns planned for FY18
- "Week of Giving" planned for March 2018

20. Please provide in table format the year-end balance of the University's endowment from FY 2008 to present.

Fiscal Year	Year-End Balance

2017	$51.2m
2016	$46.5m
2015	$45.1m
2014	$41.8m
2013	$38.5m
2012	$33.2m
2011	$34.9m
2010	$33.8m
2009	$31.8m
2008	$31.0m

21.   If applicable, please explain the impact on UDC of any legislation passed at the federal level during FY 2017 and FY 2018 to date.

N/A, although it is true that the direction of federal policy concerns such as financial aid and affordability will affect and influence the direction of policy discussions in Washington.

22.   What are UDC's plans for 4250 Connecticut Avenue? Explain the limitations to UDC's plans due to the current ground lease.

The University has no current plans for 4250 Connecticut Ave. We may attempt to pursue a short-term swing space lease if the capital is provided to begin the Van Ness projects.

The initial plans had called for the University to master lease the facility from Bernstein Development Company (BDC) and that BDC would pay for the renovations necessary to convert the facility from office use to a residential living facility.

Two issues prevented UDC from continuing to pursue the master lease:

- Initial models assumed a $60-70M renovation, construction estimates however came in closer to $80-90M. The price difference was driven by many factors including the unusual design of the facility and the impact the hurricanes had on construction costs. UDC and BDC were working to make adjustments to address this increase but the ground lease proved to be the primary reason both parties felt a deal could not be reached;
- The ground lease held by WMATA currently is about $300K/year for another 10 years and then reset to the market rate. The challenge for BDC and UDC is that future increase creates significant uncertainty. In negotiations with BDC to set a market rate now, values as high as $1.0-1.2M/year were discussed. Such a value for the ground lease makes 4250 Connecticut Ave for UDC housing unfeasible.

The lease also has a participating rent feature, whereby certain net revenues would be shared with WMATA. In an owner-occupied facility that isn't an issue but with UDC master leasing the facility the reality existed that participating rent would be generated (further weakening the cash flow for BDC).

23. What is the status of UDC's use of each building on campus outside the main (flagship) campus – including P.R. Harris, Bertie Backus, and 801 North Capitol Street? Devote a separate paragraph to each facility.

- P.R. Harris – The University controls the site, which serves the Workforce Development and Lifelong Learning (WDLL) program and is the location for one of the greenhouses of the University. Currently, the University is working with DGS to negotiate a deal wherein the University will no longer act as landlord and transition to leasing space as a tenant. With the University as a tenant, the deal will alleviate the heavy facilities costs associated with managing the site. The new landlord will work with the University to renovate the building to accommodate the University needs. Program classes are offered Monday through Friday throughout the entire year.

- Bertie Backus – The University controls the site and it serves the Community College associate degree, certificate, and WDLL programs. The University is in the process of developing a campus plan to expand its ability develop the site. Program classes are offered Monday through Saturday throughout the entire year.

- 801 North Capital Street – The University has a full service lease for the site, which serves as headquarter for the University's Community College and provides associate degree, continuing education, and WDLL programs. Program classes are offered Monday through Saturday throughout the entire year.

- Shadd – The University has a full service lease for the site, which serves WDLL programs. Program classes are offered Monday through Friday throughout the entire year.

- United Medical Center (UMC) – The University is in negotiations with UMC to lease space to continue to serve WDLL health programs. Program classes are offered Monday through Friday throughout the entire year.

- Hangar 2 -- The University is in negotiations with the Metropolitan Washington Airport Authorities (MWAA) to lease Hangar space to continue to serve associates degree/aviation maintenance and technical programs. Program classes are offered Monday through Friday throughout the entire year.

- Greenleaf – The University serves the residential community of Greenleaf Gardens by offering instructors to teach WDLL and skill-developmental courses. Programs classes are selectively offered during the week at intermittent periods throughout the year.

24. What is the unfunded cost to UDC of the recent collective bargaining agreement with Compensation Units 1 & 2? Give the answer by year. Are there any other so-called unfunded mandates?

	# EE's	Total Current Salaries	FY18 COLA 3%*	Total FY18 Salaries w/ COLA	FY19 COLA 2%	Total FY19 Salaries w/ COLA	FY20 COLA 3%	Total FY20 Salaries w/ COLA	FY21 COLA 3.5%	Total FY21 Salaries w/ COLA
AFSCME Career Service	42	2,515,957.96	75,478.74	2,591,436.70	51,828.73	2,643,265.43	79,297.96	2,722,563.40	95,289.72	2,817,853.12
AFSCME Educational Service	131	8,144,136.68	244,324.10	8,388,460.78	167,769.22	8,556,229.99	256,686.90	8,812,916.89	308,452.09	9,121,368.98
Non-Union (excluding Faculty, Students, Adjuncts)	415	31,614,177.30	948,425.32	32,562,602.62	651,252.05	33,213,854.67	996,415.64	34,210,270.31	1,197,359.46	35,407,629.77
TOTALS	588	$42,274,271.94	$1,268,228.16	$43,542,500.10	$870,850.00	$44,413,350.10	$1,332,400.50	$45,745,750.60	$1,601,101.27	$47,346,851.87

FY - COLA %	Total COLA
FY18 - 3% COLA	$1,268,228.16
FY19 2% COLA	$870,850.00
FY20 3% COLA	$1,332,400.50
FY21 3.5% COLA	$1,601,101.27
Total COLAs	$5,072,579.93

*Excludes Faculty, Students, Adjuncts

25. Please describe any other successes or challenges experienced by the University during FY 2017 and to date in FY 2018 not already discussed.

The most challenging and time-consuming activities are those that revolve around campus funding and financial planning and fundraising. The successes are the students.