

UNIVERSITY OF  
THE DISTRICT OF COLUMBIA

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BOARD OF TRUSTEES

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COMMUNITY COLLEGE COMMITTEE MEETING

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Thursday,  
May 15, 2014

The meeting convened at 3:11 p.m.,  
James Dyke Chair, presiding.

BOARD OF TRUSTEES MEMBERS PRESENT:

JAMES DYKE, Chair  
ERROL SCHWARTZ  
ANTHONY TARDD  
JOSHUA WYNER

JAMES LYONS, Acting President

ALSO PRESENT:

KIM FORD, Dean, Workforce Development and  
Lifelong Learning Division, UDC-CC  
BEVERLY FRANKLIN, Executive Secretary  
MARILYN HAMILTON, Interim Dean, Academic  
Programs, UDC-CC  
CALVIN WOODLAND, Acting CEO at the Community  
College

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P-R-O-C-E-E-D-I-N-G-S

(3:11 p.m.)

CHAIR DYKE: All right, I want to call to order today's meeting of the Community College Committee. Ms. Franklin you want to call the roll?

(Roll call)

MS. FRANKLIN: Yes. Mr. Dyke.

CHAIRMAN DYKE: Here.

MS. FRANKLIN: Mr. Askew.

(No response)

MS. FRANKLIN: Mr. Wyner.

TRUSTEE WYNER: Here.

MS. FRANKLIN: Ms. Thompson.

(No response)

MS. FRANKLIN: General Schwartz.

TRUSTEE SCHWARTZ: Here.

MS. FRANKLIN: Mr. Tardd.

TRUSTEE TARD D: Here.

MS. FRANKLIN: Dr. Lyons.

PRESIDENT LYONS: Here.

MS. FRANKLIN: Mr. Chair, you have

1 a quorum.

2 CHAIR DYKE: Very good. Well my  
3 opening remarks are congratulations to  
4 everyone for, I hear it was a very successful  
5 commencement activity. Everybody had a good  
6 time I hope. And we had a lot of happy  
7 graduates.

8 But we also would like to welcome  
9 two new members. At least to Committee  
10 Meeting, and I would like to ask if they would  
11 please introduce themselves to everyone else.  
12 Somebody has to go first.

13 TRUSTEE TARDD: I have no  
14 objection to going first. Oh, I'm sorry.  
15 Yes, I'm Anthony Tardd. Many of you I have  
16 already meet before and I do come from a  
17 community college background.

18 CHAIR DYKE: He's being very  
19 modest, he comes from extensive community  
20 college background. I've known him for his  
21 decades in the Commonwealth of Virginia, so  
22 we're very lucky to have him with us. So

1 welcome.

2 TRUSTEE TARDD: And just to make a  
3 correction, I think even from Howard  
4 University.

5 CHAIR DYKE: That's right. Hey,  
6 okay.

7 TRUSTEE WYNER: Josh Wyner, I work  
8 at the Aspen Institute, College Excellence  
9 Program where I focus on community colleges.

10 I have a recently released book  
11 called, "What Excellent Community Colleges  
12 Do," based on a few years of administering the  
13 Aspen Prize for community college excellence,  
14 and some of our research into really the top  
15 community colleges across the country that are  
16 achieving high levels of success for students.

17 So I'm delighted to be here and to  
18 hear about the important work that the  
19 community college is doing and contribute  
20 however I can.

21 CHAIR DYKE: Very good, and also  
22 you might want to mention your background at

1       Appleseed and Jack Kent Cook Foundation.

2                       TRUSTEE TARDD:  Yes, I was the  
3       Founding Executive Director of the D.C.  
4       Appleseed Center back in the 1990s.

5                       And I spent eight years building  
6       programs at the Jack Kent Cook Foundation as  
7       Executive Vice President, where we really  
8       helped students transfer from community  
9       college to four year colleges.

10                      And also we gave \$11 million  
11       grants out to partnerships between selective  
12       four year colleges and community colleges.  
13       All of which was really about recognizing that  
14       our community colleges are serving a lot of  
15       different functions, workforce development,  
16       and transfer.  And that we really have  
17       exceptional students in our community colleges  
18       all across the country.

19                      So I learned a lot about it then.  
20       Actually I was a fellow at Northern Virginia  
21       Community College and learned from this  
22       gentleman here, and his boss, Bob Templin,

1 who's still at the college. And have been  
2 involved regionally in community colleges for  
3 some time.

4 CHAIR DYKE: Very good. Well  
5 we're very fortunate. I think this is  
6 reflective of the focus. I want to commend  
7 the mayor for putting people on the Board who  
8 have such an extensive background in community  
9 colleges.

10 I think it sends a clear message  
11 about what our aspirations and the potential  
12 we have for our community college. And we're  
13 looking forward to taking it to a whole new  
14 level. So we feel very, very fortunate to  
15 have you here.

16 Mr. President, did you have  
17 anything you wanted to say?

18 PRESIDENT LYONS: Not at this  
19 time, Mr. Chairman. I'm happy to be here and  
20 also want to welcome our two new Board  
21 Members. I do have some things to say about  
22 the community college and but I'll wait until



1 the end. Nothing bad, I just want to --

2 CHAIR DYKE: Save the best for  
3 last, right?

4 PRESIDENT LYONS: I want to, you  
5 know, one of the major issues when I arrived  
6 in town was this community college flagship,  
7 split, political issue. One of the most  
8 significant political issues in the district.  
9 And I live with that every single day, every  
10 single day something happens that relates to  
11 that.

12 And now there's a split taking  
13 place between the academic side and the  
14 workforce side. And we know that the  
15 community college is all of that.

16 And we've got to find a way to  
17 move the political, the community college from  
18 being a political football in the district and  
19 support it to be all that it can be to serve  
20 the citizens throughout this city.

21 And right now it's too much of a  
22 political football. Every week I tell

1 somebody there's no longer CC, what's that  
2 word, CCDC, you know?

3 CHAIR DYKE: Yes.

4 PRESIDENT LYONS: You know that I  
5 can even sit in, meeting in some interesting  
6 places and still tell people there is no CCDC.  
7 There's a UDC-CC and that's significant. So  
8 I'll save my comments to the end.

9 CHAIR DYKE: Okay.

10 PRESIDENT LYONS: Thank you, Mr.  
11 Chairman.

12 CHAIR DYKE: I can appreciate  
13 that. And that's one of the things that  
14 clearly this committee is going to be focused  
15 on, is doing all we can to enhance the  
16 community college and make sure it fulfills  
17 its full potential.

18 And I think Tony will attest to  
19 the fact that I've always been very, very  
20 supportive of the community college and I'm  
21 looking forward to us doing whatever it takes  
22 to make sure we've got the best community

1 college not only in this region, but in the  
2 country. I think we're off to a great start.  
3 So we will move forward.

4 PRESIDENT LYONS: Mr. Chairman,  
5 let me add though, I've never been employed at  
6 a community college. My wife has, and she  
7 taught several years at Prince George's  
8 community college and she taught at Hinds  
9 Community College in Mississippi. So I lived  
10 with community college daily.

11 CHAIR DYKE: Oh, yes. And just  
12 for the record, I serve on the Community  
13 College Foundation Board of the Commonwealth  
14 of Virginia which supports the entire  
15 community college system. And I'm very proud  
16 to have an Honorary Degree from Northern  
17 Virginia Community College. So it's a long  
18 history.

19 Next, approval of the minutes. We  
20 have minutes from our December 16th meeting.  
21 Hopefully everyone has had a chance to take a  
22 look at those. At least those of you who were

1 here. I'm sure you folks will abstain from  
2 voting on that, but is there a motion to  
3 approve the minutes as submitted?

4 TRUSTEE SCHWARTZ: So moved.

5 TRUSTEE THOMPSON: Second.

6 CHAIR DYKE: All right. It's been  
7 moved and seconded by my two distinguished  
8 colleagues to the right that we approve the  
9 minutes. All, any comments?

10 (No response)

11 CHAIR DYKE: All those in favor,  
12 please signify by saying aye.

13 (Chorus of ayes)

14 CHAIR DYKE: Opposed.

15 (No response)

16 CHAIR DYKE: Abstain.

17 TRUSTEE WYNER: I will abstain.

18 CHAIR DYKE: Okay.

19 TRUSTEE WYNER: Nothing wrong with  
20 the minutes just let the record reflect.

21 CHAIR DYKE: No, I understand  
22 that. Fact if you'd have voted for them I

1 would have had a question, what was?

2 Okay, update on Fall and Spring  
3 Credit/Non-Credit Enrollment and May 2014  
4 Graduates. Dr. Woodland.

5 MR. WOODLAND: We'll have Dean  
6 Hamilton come and give us an overview. Dean  
7 Hamilton will come and give us an update from  
8 the Academic Affairs report.

9 MS. HAMILTON: My name is Marilyn  
10 Hamilton and I'm the interim Dean, Academic  
11 Affairs at the UDC Community College.

12 PRESIDENT LYONS: Welcome. Good  
13 afternoon.

14 MS. HAMILTON: I didn't slip up  
15 there did I?

16 PRESIDENT LYONS: No, I  
17 understand.

18 MS. HAMILTON: Sometimes I think  
19 I'm going to say Community College District of  
20 Columbia, but anyway I won't.

21 CHAIR DYKE: Just refer to it as  
22 the, community college.

1 MS. HAMILTON: As the, community  
2 college. Okay, so you have my report for  
3 April, 2014. But I just want to highlight  
4 just a few things. That I just want to make  
5 sure that I bring to your attention. And then  
6 you can ask me any questions about anything  
7 else that's on there.

8 First, I'd like to talk about our  
9 graduation. We have been able according to  
10 our latest statistics, that we've been able to  
11 move our graduation rate from seven percent to  
12 8.9 percent. And at the end of the summer we  
13 hope that, that would move to 9.3 percent.

14 We're making progress but we need  
15 to do more. Clearly we need to do more. We  
16 have for the 2013/2014 program year, we have  
17 254 students who applied for graduation. Of  
18 that number, 181 of them have been cleared.

19 The 73 students received regret  
20 letters, and we hope that they would be  
21 cleared for graduation by the end of the  
22 summer.

1                   So there's some exciting things  
2                   that go on. First of all I want to mention  
3                   that Dr. Jackson did leave the college at the  
4                   end of March. It was very sad for us but, you  
5                   know, I'm here to move on.

6                   We have completed the program  
7                   reviews for Computer Science and Legal  
8                   Assistant Program. And this summer faculty  
9                   will be working on implementing the  
10                  recommendations made by the review committees.

11                  One other things that the  
12                  Committee for Computer Science informed us  
13                  that our program as it stands now needs to  
14                  really be more robust. Instead of having the  
15                  AAS in Computer Science, we really need to  
16                  move to provide certificates rather than have  
17                  full blown AAS Program.

18                  Of course we are considering that.  
19                  We, and we will be making those  
20                  recommendations to the Faculty Senate for any  
21                  changes or any new certificates that we're  
22                  going to be implementing.

1                   One of the, so while I'm talking  
2                   about future programs and certificates, we  
3                   submitted to the Faculty Senate for their  
4                   approval the certificate program in Para-  
5                   medicine, the changes that were made and  
6                   updates to the English Second Language  
7                   Program, and the program, a new degree, a AAS  
8                   Program which is definitely a two plus two  
9                   program in Engineering Sciences.

10                   This summer, faculty in the  
11                   various departments have been engaged to write  
12                   up for submission, that's their major  
13                   deliverable, a Certificate Program in  
14                   Information Assurance that's also known as  
15                   Cyber Security.

16                   Medical Information Technology  
17                   would be an AA Degree Program. An AA Degree,  
18                   a Certificate Program in Radiography, moving  
19                   toward an AA Degree Program, Environmental  
20                   Project Management, Exercise Science and  
21                   Radiography. So we're very, so by the time  
22                   the Faculty Senate comes back in the fall



1 we'll be able to move those recommendations  
2 forward.

3 The program reviews as I said have  
4 been completed. The one in Legal Assistance  
5 and Fashion Merchandising, and we are moving  
6 forward with implementing the recommendations  
7 of the committee.

8 One major program that we will be  
9 exploring this summer -- and I know you have  
10 a graphic there, and it, on the top of it, it  
11 says observations -- what we thought as we  
12 talked at our faculty yesterday when we met  
13 for our retreat.

14 That one of the things that we  
15 would definitely be focusing on is ways to  
16 move our graduation rate from seven percent of  
17 the time when we hit. When before we had  
18 gotten the latest figures, but whatever it is  
19 which is about 8.9 percent to at least 25  
20 percent by next year.

21 Our faculty were a little bit  
22 hesitant to commit but we are working on that.

1 As you know we are members of Achieving the  
2 Dream as well as Complete College America.  
3 And they have really charged us with doing  
4 something very bold and very significant  
5 because what we have, working knowledge in  
6 terms of developmental courses, it's not  
7 working. The needle has not shifted to the  
8 right.

9 So we're working very closely with  
10 the Division of Student Achievement with Dr.  
11 Peters' group of how we can move the needle to  
12 the right? How can we increase our graduation  
13 rate?

14 So we said is it five percent, ten  
15 percent, we have to come down because  
16 everybody has to be on board but whatever  
17 percentage point that we make, and also we  
18 have to keep a score card of how we are  
19 progressing in completing that objective.

20 I want to end by just talking a  
21 little bit about our summer. Our summer  
22 enrollments to date, we have 1804. Can I say

1 that students, because you know students  
2 enroll in three, two or three different  
3 courses. But we have a current enrollment in  
4 terms of requests for courses at 1804. And we  
5 have over 150 course sections. And we'll  
6 probably have to add two more sections in  
7 session two, summer. Yes?

8 TRUSTEE TARDD: A quick question.  
9 When you talked about, I'm sorry. Yes, this  
10 is Tony Tardd. When you talked about  
11 certificate programs. Do those certificates  
12 lead to AAS Degrees?

13 MS. HAMILTON: Yes, they do.

14 TRUSTEE TARDD: Or AA Programs?

15 MS. HAMILTON: Yes, they do.

16 TRUSTEE TARDD: Oh, okay.

17 MS. HAMILTON: Yes, they do.

18 TRUSTEE TARDD: They do, they're  
19 stackable?

20 MS. HAMILTON: They're stackable,  
21 they're stackable credentials because the  
22 industry has said -- we had the industry

1 experts in the room. And what they're saying  
2 is that it's better for the student if we  
3 stack, have a stackable certificates than  
4 have, you know, an AA degree. And the  
5 students want to come back and then get their  
6 AA degree that's fine.

7 But we also have to align those  
8 programs with the Bachelor's Degree Programs  
9 on the University because the goal is AA to  
10 BA.

11 TRUSTEE TARDD: Yes, thank you.

12 CHAIR DYKE: You got a question?

13 TRUSTEE WYNER: Well on that  
14 front, I think there are plans now  
15 particularly with the TAC grants --

16 MS. HAMILTON: Yes.

17 TRUSTEE WYNER: -- that are out  
18 there right now for some colleges to do  
19 exactly that. And there's some information  
20 from Bellevue Community College in Washington  
21 State that might be of interest as you're  
22 doing that work. I'm glad to share.

1 MS. HAMILTON: We'd be very happy.

2 TRUSTEE WYNER: But I think that  
3 that's right.

4 MS. HAMILTON: We'd be very happy.

5 TRUSTEE WYNER: They found the  
6 same thing out of Washington State which is  
7 that they really need to identify what the  
8 unit of a certificate, what the education is  
9 needed in the industry. And there are  
10 significant shortages and real opportunities  
11 for our students.

12 So it sounds like it's not  
13 something that's just happening here but  
14 you're conclusion is reflective of the  
15 conclusions others have drawn as well.

16 MS. HAMILTON: The STEM, in the  
17 STEM disciplines we received a grant from  
18 Complete College America to really focus on  
19 our STEM, of getting more district residents  
20 into STEM programs.

21 One of the things that we found  
22 was that they, as the students complete a

1 basic math, then entered algebra, college  
2 math, you know, we kind of scare them after  
3 that. So we're going at this two ways.

4 Since math, since most of our  
5 students test into developmental courses and  
6 the most of them test into mathematics. What  
7 we found with our own data analytics using ATD  
8 data, 2012 data, is that if we can help  
9 students by passing remedial courses, then  
10 they have a higher chance of graduating and  
11 graduating within three years.

12 So this summer we're running the  
13 Math Booster Program, collaborating with the  
14 Division of Student Achievement to really work  
15 on helping students to either bypass remedial  
16 math -- and the English people in the room  
17 said well we want to do it too --so they'll be  
18 on the agenda as well.

19 So that because our data analytics  
20 have shown us that if we can have students  
21 bypass remedial courses and enter college  
22 level courses in their freshman year then they

1 have a higher chance of graduation. It goes  
2 up by 28 percent.

3 However, if we can get them to  
4 enter remedial, I mean college level courses,  
5 the gateway courses in the spring semester  
6 then our graduation, we will help them, those  
7 students increase the possible road to  
8 graduation by 15 percent.

9 So we have that data really  
10 helping us formulate, you know, what road we  
11 should go down where that is concerned.

12 TRUSTEE WYNER: Thank you.

13 CHAIR DYKE: Very good. Any other  
14 questions?

15 MR. WOODLAND: Now on  
16 Biotechnology what's the update on that  
17 particular program?

18 MS. HAMILTON: The Biotechnology,  
19 oh, new programs?

20 MR. WOODLAND: Yes.

21 MS. HAMILTON: Yes, the  
22 Biotechnology Program, Dr. Bushra Noman is

1 going to be working on developing that program  
2 this summer. So we should be ready to  
3 implement or to present the proposal to the  
4 Faculty Senate in the fall. That's our goal.

5 CHAIR DYKE: Very good. And  
6 would, could you talk a little bit about the  
7 Cyber Security you referenced? A little bit  
8 of it.

9 MS. HAMILTON: Yes. We are  
10 developing the Cisco Academy this summer. And  
11 we're linking that to the Cyber Security  
12 Program. And that certificate will be, will  
13 also be developed and proposed for, that  
14 proposal will be presented to the Faculty  
15 Senate this fall as well. Those are the high  
16 demand degree programs.

17 CHAIR DYKE: Yes, because  
18 especially in this region --

19 (Simultaneous speaking)

20 MS. HAMILTON: Yes.

21 CHAIR DYKE: -- the Cyber Security  
22 is a magnet as far as job growth and



1 potential.

2 MS. HAMILTON: Yes, because what  
3 we're telling, that they are importing workers  
4 from other countries to fill those gaps. And  
5 so we are all the time being asked to beef up  
6 our STEM Degree Programs. But what we're  
7 finding is, is that the mathematics section of  
8 the programs is what is scaring people away.

9 To that end we're going to ask,  
10 again through Complete College America, Uri  
11 Treisman to come and meet with our faculty on  
12 August the 21st, then if you're willing to  
13 come and sit in that, that's fine. But it's  
14 going to be both campuses, both campuses.

15 We're going to be meeting to talk  
16 about what are the mathematical knowledge and  
17 skills that best serve the degree programs in  
18 Engineering and all the, you know, sciences.

19 Because what Uri Treisman, we  
20 heard him when we were in Boston, that the,  
21 some of the mathematical concepts that  
22 students are learning were developed in 1864

1 and are no longer relevant. And they would  
2 not even be used.

3 So when you hear that kind of  
4 information coming from a leader in the  
5 mathematics field, we say okay, we need you in  
6 the room. Because we have students go through  
7 all these mathematical courses and they never  
8 will use any of that.

9 And some of the skills, the  
10 knowledge and skills that they have to have in  
11 order to be successful in engineering, in  
12 biotechnology, in nursing, we're not really  
13 addressing.

14 So we hope between those various  
15 initiatives that we will be able to have a, to  
16 not only identify which mathematical skills  
17 that we should be spending our time focusing  
18 on, but also helping our students come into  
19 those degree programs with the knowledge and  
20 skills that they need to be successful in  
21 those degrees.

22 CHAIR DYKE: Very good. General

1 Schwartz, did you have a question?

2 TRUSTEE SCHWARTZ: No, she just  
3 answered the question I had, to her  
4 collaboration with the school of engineering  
5 and applied sciences.

6 MS. HAMILTON: Absolutely.

7 CHAIR DYKE: You also mentioned  
8 the working on a plan to sort of move the  
9 needle with the graduation rate. When would  
10 you anticipate having something like that? Or  
11 is that something you can report back to this  
12 committee on as it's developed?

13 MS. HAMILTON: We're hoping to get  
14 that ready by the end of the summer, come what  
15 may. We have to bring a lot of people kicking  
16 and screaming to the table, you know, but  
17 we're going to bring them along. We've got  
18 good history of doing that.

19 CHAIR DYKE: Very good. Well if  
20 we can help you in any way, with getting  
21 kicking and screaming people to the table,  
22 we'd be more than happy to do that, that's my

1 specialty.

2 TRUSTEE TARDD: Mr. Chairman.  
3 Just one, just a couple questions. You talked  
4 about mathematics and how you were going to  
5 work with the senior Institution.

6 MS. HAMILTON: Right.

7 TRUSTEE WYNER: Okay, with, I'm  
8 sorry for calling it the senior's institution,  
9 but the flagship.

10 MS. HAMILTON: I understand what  
11 you meant.

12 TRUSTEE WYNER: I apologize for  
13 that.

14 CHAIR DYKE: I thought you were  
15 talking about me when you said seniors.

16 TRUSTEE WYNER: My question is do  
17 you have any plans of taking that down and  
18 working with the high schools?

19 (Simultaneous speaking)

20 MS. HAMILTON: Yes, we have a  
21 college readiness program. I'm glad you  
22 mentioned that. Our College Readiness Program

1 as you can see, we started out with 500 and  
2 some students in our College Readiness Program  
3 when we started. We're up to 3,000.

4 And it's not only a College  
5 Readiness Program in terms of preparing you to  
6 enter the community college, college ready.  
7 But also with the social, emotional skills  
8 that you will need.

9 We, they have asked, we're working  
10 very closely with DCPS, that we align our  
11 curricula because the students, the faculty or  
12 the teachers in high schools have said to us,  
13 it's disappointing when our students leave  
14 high school and then you report to us based on  
15 our own data that we send back, that they go  
16 into remedial courses.

17 And of course across the country  
18 the whole issue is that they don't know what  
19 we're expecting them to know, understand, and  
20 be able to do. So that is why we're working  
21 with them. And we've already begun that  
22 dialog.

1                   We have meetings set up this  
2                   summer with them to talk about it. We have  
3                   collaborated on certain courses for this  
4                   summer so that we can do more dual credit  
5                   courses. So there's a lot of work to be done.  
6                   We're not going to assume the common core is  
7                   going to do it for us.

8                   We're going to have to do it  
9                   ourselves. Make sure that it is aligned  
10                  specifically to what we're expecting students  
11                  to know, understand and be able to do when  
12                  they come into the community college.

13                  CHAIR DYKE: Very good. That's  
14                  something where I think Tony, you could be  
15                  very helpful because Northern Virginia  
16                  Community College has been working on that for  
17                  a long, long time.

18                  If we're ever going to make any  
19                  dent in getting people to succeed in college  
20                  you literally have to start in pre-K to be  
21                  honest with you, and get people ready for  
22                  that. Yes.

1 TRUSTEE WYNER: So, does, it  
2 sounds pretty tricky because the DCPS is  
3 driving toward the common core which is  
4 basically creating a more rigid definition of  
5 mathematics readiness.

6 MS. HAMILTON: Right.

7 TRUSTEE WYNER: And you're talking  
8 about we are bringing Uri in, who talks, Uri  
9 Treisman, who talks a lot about a divergent  
10 definition of mathematics readiness.

11 And then you've got the four year  
12 colleges where they typically are even as  
13 rigid as the K-12 system. And you know, just  
14 generally in terms of what mathematics  
15 readiness is.

16 And so I think getting everybody  
17 to the table is going to be important. But I  
18 worry a little bit because in the common core  
19 it's very rigid about mathematics, and I think  
20 a lot of people who have looked at the common  
21 core would say it's probably the place where  
22 the least amount of work was done.

1                   We can have that conversation  
2 another time. So I think you're getting  
3 everybody to the table is going to be  
4 absolutely critical, so on that front.

5                   On the completion side, you talked  
6 about Complete College America and in addition  
7 to their guided pathways on your STEM fields,  
8 they have a pretty clear perspective on guided  
9 pathways altogether for students.

10                   MS. HAMILTON: That is correct.

11                   TRUSTEE WYNER: Meta-majors and --

12                   MS. HAMILTON: That's correct,  
13 that's what we're doing.

14                   TRUSTEE WYNER: And so my question  
15 actually is, is the University engaged in that  
16 work as well?

17                   MS. HAMILTON: Yes, yes.

18                   TRUSTEE WYNER: In terms of meta-  
19 majors?

20                   (Off microphone comments)

21                   MR. WOODLAND: We have a  
22 collaborative team and Dr. Petty has been



1 monitoring those activities as well. That we  
2 have both the Community College and the  
3 University working together in fashioning a  
4 plan that addresses inter-level skills as well  
5 as those skills that students will need upon  
6 transitioning into upper divisions.

7 But focusing on all the  
8 strategies, that's obtrusive advising. And  
9 we're still looking at software tools. We got  
10 it halfway to success and meta-majors will be  
11 a component of the division work as well.

12 MS. HAMILTON: Right, right.

13 TRUSTEE WYNER: That strikes me as  
14 a very promising wedding, in the opening  
15 comments --

16 MS. HAMILTON: Right, so our  
17 strategy --

18 TRUSTEE WYNER: -- you made about  
19 finding ways for the real work to happen  
20 across what are sometimes seen as divisions in  
21 the institution which have a common purpose  
22 which is a attainment of a Bachelor's Degree

1 in this case.

2 MS. HAMILTON: Right, right. So  
3 our strategy is that Achieving the Dream will  
4 look, will focus on prior to entry. And  
5 Complete College America and the GPS  
6 strategies will focus once you're in here's  
7 what we're going to do.

8 And we're really, we talked with  
9 both, we began the conversation very  
10 aggressively. We have to implement everything  
11 this fall.

12 So we'll have the supplemental  
13 instruction. We heard from our Faculty about  
14 tutoring. We're going to implement  
15 supplemental instruction, intrusive advising,  
16 default scheduling, block scheduling, and the  
17 like.

18 MR. WOODLAND: And we also had  
19 Vice President Epps at the University who was  
20 the Co-Chair of the Complete College America  
21 workgroup. And also representative from OSSE  
22 and the Deputy Mayor's office.

1 MS. HAMILTON: Yes. Yes.

2 CHAIR DYKE: Very good. Any other  
3 questions, or observations, or comments?

4 TRUSTEE SCHWARTZ: On the  
5 observations piece, when I look at your data  
6 on ACCUPLACER and the percentage that have  
7 tested into college level math, that's not --

8 MS. HAMILTON: Yes.

9 TRUSTEE SCHWARTZ: It's low if you  
10 will.

11 MS. HAMILTON: This is for the  
12 high schools.

13 TRUSTEE SCHWARTZ: That's right.  
14 How are we getting our arms around that?

15 MS. HAMILTON: Okay, so we have  
16 implemented a kind of a Math Booster Program  
17 at the high school level. So we're using the  
18 ACCUPLACER diagnostics. So once the students  
19 test using the ACCUPLACER, then if they do not  
20 score college ready, then they take the  
21 ACCUPLACER diagnostics.

22 The ACCUPLACER diagnostics has

1 modules that map to MyFoundationsLab which is  
2 a Pearson product. And so high schools are  
3 working with students to identify those early  
4 who are not college ready, because we want to  
5 turn this thing around.

6 So if they're not college ready  
7 the high schools are working with those  
8 students in the MyPearson, MyFoundationsLab to  
9 help them bring their numbers up, you know, to  
10 bring their scores up.

11 What DCPS and OSSE have asked us  
12 to do is to really monitor how that work is  
13 going on. Because last year they funded the  
14 Summer Bridge Program. And we had some  
15 success but they said we need to do it, you  
16 know, all in.

17 We need to have all our students  
18 have identified that they want to go to a  
19 community college or for any college for that  
20 matter, that they work aggressively with those  
21 students.

22 So remember students that often

1 times discount the ACCUPLACER. They're  
2 focusing on SAT and ACT which is fine, but  
3 they also need to be focusing on the placement  
4 test so that they stay out or bypass remedial  
5 courses.

6 TRUSTEE SCHWARTZ: Yes.

7 MS. HAMILTON: And that's  
8 happening at the high school level. So we  
9 moved from 154 high schools to now 3,000 high  
10 schools.

11 (Off microphone comments)

12 MS. HAMILTON: Yes, and also in  
13 the workforce development as well. They used  
14 the Pearson, MyFoundationsLab Program as well  
15 to help their students bypass remedial  
16 courses. Yes.

17 TRUSTEE WYNER: So recent research  
18 is showing that ACCUPLACER's not terribly good  
19 --

20 MS. HAMILTON: Right.

21 TRUSTEE WYNER: -- at identifying  
22 students who need developmental education.

1 That some quarter of students are placed two  
2 levels below or above where they really ought  
3 to be.

4 And that high school transcripts  
5 in fact are, using high school transcripts in  
6 conjunction with test scores is a much more  
7 accurate way of placing.

8 Have you looked into at all to the  
9 manner of placement and responding? It's  
10 relatively new research but I know a lot of  
11 places are trying to rethink, especially it's  
12 hard to look at every transcript.

13 MS. HAMILTON: It's very, yes.  
14 It's very hard. One of the reasons why we are  
15 working closely with DCPS is to really see  
16 what are their high school requirements.

17 Like what is, when a student  
18 leaves the high school program and we're --  
19 and I'll tell you some work with the GED  
20 Program -- what knowledge and skills do they  
21 have?

22 Once we identify and relate that

1 then we can say, okay your high school diploma  
2 and the grades are reflective of this  
3 knowledge. Because you know Algebra II is  
4 what puts you over.

5 And if the knowledge and skills  
6 you're getting in Algebra II are under what we  
7 expect them, then we can't trust that they  
8 have what it takes. But we are looking at  
9 that.

10 We talk about that a lot when we  
11 focused on our Achieving the Dream  
12 initiatives, you know, particularly the  
13 college readiness piece. What it is that we,  
14 can we do a combination of both.

15 And with division achievement  
16 risks we're still having that conversation.  
17 Because we recognize that the ACCUPLACER,  
18 COMPASS, ASSET are not really accurate  
19 measures. We are hoping that by having the  
20 pre-test of the ACCUPLACER and then a post-  
21 test.

22 Because again students are now

1 going to maybe take it seriously, then we will  
2 know what your true score is. The diagnostics  
3 of course is where it counts. Where we can  
4 know, well are you ready? Can we push you  
5 over the edge? That kind of thing.

6 TRUSTEE WYNER: That makes a lot  
7 of sense. Thank you.

8 MS. HAMILTON: That makes a, okay.

9 TRUSTEE WYNER: No, no I mean, I  
10 think, you know, you're trying to raise  
11 readiness but getting alignment with K-12 is  
12 really important if you're going to rely on  
13 transcripts. So, thank you for sharing that  
14 and if you've covered this in prior meetings,  
15 I apologize. It's my --

16 (Simultaneous speaking)

17 MS. HAMILTON: No, that's okay.  
18 We've got to bring you up to speed.

19 TRUSTEE WYNER: -- I'm getting  
20 educated too. So, thank you.

21 CHAIR DYKE: That's okay. Ask  
22 whatever questions you want to, that's what



1 this is all about.

2 PRESIDENT LYONS: Mr. Chairman. I  
3 just wanted to add in line with the recent  
4 conversation. One of the things I am pleased  
5 that we're doing is we've got to do the  
6 institutional research for this campus.

7 Because so often as we look at  
8 what is going on nationally, you know, it  
9 applies and it doesn't apply. And research it  
10 changes and then we suddenly end up trying to  
11 decide do we need to throw the baby out with  
12 the bath water.

13 And I found throughout my career  
14 that, you know, to the extent that if you  
15 really study your own students and the  
16 experiences that you're having at UDC, and you  
17 can document that you studied your own  
18 students and so forth.

19 You may find that, you know, you  
20 go against the grain a little bit but you can  
21 base it on the performance and the studies on  
22 your own campus. That was, you know, one of

1 my issues with the Complete College America in  
2 the early days, you know.

3 I was at their first meeting, the  
4 very first. And we discovered that there was  
5 some things that certain individuals, certain  
6 schools in Maryland were doing, and they'd  
7 been, they had the longitude and the data to  
8 say, you know, but wait a minute. This isn't  
9 the issue for us. Because we've done the  
10 work, we've looked at it.

11 And when you said, mentioned the  
12 ACCUPLACER that kind of triggered it because  
13 I've seen schools spend time trying to get in  
14 line and get the ACCUPLACER testing done so  
15 that they can place students and do whatever.

16 And then I wasn't familiar with  
17 that piece of research, but now if you've got  
18 some research coming back saying well the  
19 ACCUPLACER may not be the best way, and  
20 perhaps it isn't but I'm thinking about the  
21 past ten years that in Maryland for example  
22 we've been working on how to get the

1 ACCUPLACER piece together.

2 So you get, it's sort of like, you  
3 know, some of the other medical studies that  
4 come out. Coffee's bad for you one year, then  
5 it's good for you the next year. Wine is bad,  
6 wine is good.

7 Chocolate is bad, you know, so we  
8 really through our own institutional research  
9 need to make certain that we know what our  
10 students are doing and can document what  
11 they're doing.

12 MS. HAMILTON: Right. Dr. Lyons,  
13 we have requested a placement validity report  
14 that will get at just those things. Based on  
15 our own data and success in basic math. And  
16 intro to algebra and college level math.

17 So we're really looking at our own  
18 and seeing if we need to adjust any of the  
19 scores based on that placement validity  
20 report. That should be ready in another month  
21 or so.

22 CHAIR DYKE: Very good. Okay,

1 well we'll look forward to getting an update  
2 on that as well.

3 MS. HAMILTON: Okay. Thank you.

4 CHAIR DYKE: Any other questions  
5 or observations?

6 TRUSTEE WYNER: I just thank you  
7 for being so well prepared to answer the  
8 questions. I appreciate it.

9 MS. HAMILTON: Thank you.

10 CHAIR DYKE: Very good, and also I  
11 believe you've covered, four, five, and six --

12 MS. HAMILTON: Good.

13 CHAIR DYKE: -- on the agenda. So  
14 that's good. That's always good.

15 MALE PARTICIPANT: I really  
16 appreciate that.

17 MS. HAMILTON: I was going to say  
18 in my country, that's a good 'ting.

19 MALE PARTICIPANT: Thank you very  
20 much, we appreciate that.

21 CHAIR DYKE: And we certainly want  
22 to, I want to publicly thank Dean Hamilton for

1 stepping up to take on this responsibility.  
2 I mean we can say, well she didn't have to do  
3 it, but of course we're back there twisting  
4 her arm and all trying to -- but she stepped  
5 up and we really appreciate that.

6 MS. HAMILTON: Thank you.

7 MALE PARTICIPANT: Thank you.

8 MALE PARTICIPANT: Thank you.

9 CHAIR DYKE: Okay, Dean Ford,  
10 you're on, my favorite Workforce dean.

11 MS. DEAN: Good afternoon. My  
12 name is Kim R. Ford. I'm the Dean of  
13 Workforce Development and Life Long Learning.  
14 I would just like to note that we did just  
15 have our Celebration of Excellence, where we  
16 had 643 Workforce students who completed the  
17 spring 2014 semester.

18 And to date in this fiscal year we  
19 now have 45 students who transitioned from  
20 Workforce into the degree programs, both two  
21 year and four year. We're very excited about  
22 that.

1                   And this recent conversation about  
2 remediation, we're seeing that some of our  
3 students are bouncing in to remedial courses  
4 which is not acceptable. So we are really  
5 ramping up our in-house remediation for  
6 students.

7                   Because we're in the same system  
8 and it really makes no sense for a student to  
9 be coming through the non-credit and end up in  
10 the degree programs and be basically starting,  
11 you know, behind the curve.

12                   So moving toward the \$2.5 million  
13 enhancement and you know, I wasn't physically  
14 at the last all Board meeting but I did listen  
15 to the audio. And I just wanted to make sure  
16 that folks are clear that, you know, the  
17 Workforce enhancement was a part of the  
18 University's proposal to the mayor.

19                   It sounds like there may have been  
20 some confusion as if the mayor just decided to  
21 do this. But it was a part of the  
22 University's official proposal and we

1 officially proposed it to the University.

2 And it is based in our base budget  
3 which is \$3 million and the enhancement of  
4 \$2.5 million is all a leverage effect based on  
5 the fact that we actually have four campus,  
6 four sites across the city where we're already  
7 paying operating costs.

8 We already have the infrastructure  
9 in place. So that's what your \$3 million gets  
10 you. And it's roughly about 3,000 students  
11 that we serve every year. With the additional  
12 \$2.5 million we believe we'd be able to serve  
13 another 2,000 students by offering courses  
14 across all day parts.

15 Right now we're only able to offer  
16 courses at one day part and for the most part  
17 we're offering them in the evening. We know  
18 that there is demand because we get it every  
19 single semester. What about the morning?  
20 What about the afternoon? We just don't have  
21 the ability to do that right now.

22 So we test the market, we see

1 where the highest demand is. Right now it's  
2 in the evening. So right now the sites they  
3 sit there, Backus, Shadd, PR Harris, UMC, they  
4 sit there until about 4:00 p.m. and then they  
5 turn on you've got hundreds of students there.

6 So if we are successful in getting  
7 the \$2.5 million, you know, the very high  
8 level is an additional 2,000 students, over  
9 103 classes. And I believe it's in your  
10 paperwork. The 103 classes again would be  
11 one, across all day parts.

12 I do have the list showing you  
13 which classes we would plan to offer. There  
14 not 100 percent set but the reason that we've  
15 chosen these, Medical Terminology and Anatomy  
16 is the base to all of our health care related  
17 career pathways.

18 And to our new Board Members,  
19 Workforce Development if you're unfamiliar is  
20 in five career pathways, Healthcare, both  
21 Direct care and Healthcare Administration,  
22 Construction, Hospitality, Transportation and



1 Information Technology and Office  
2 Administration.

3 Some of the courses that we have  
4 here are the highest demand courses. The ones  
5 where we're always over enrolled or we have  
6 high wait lists. All of the courses that we  
7 offer are tied to the labor market. So we  
8 know that these are the fields where seniors  
9 have the ability to get jobs.

10 And also the Information  
11 Technology mix that you see there with A+ and  
12 some of the Microsoft Certification Programs  
13 are because we're coming off of TAC-1.  
14 Trustee Wyner just mentioned we have TAC-1, 2  
15 and 3.

16 And TAC-1 obviously has a sustain  
17 ability plan so after we roll off of TAC, we  
18 still got these programs and we need to be  
19 able to sustain them.

20 So that's the mix of 103 classes  
21 that would be running on local. And then it  
22 would be in addition of 19 FTEs, and

1 understanding that is just for one year. The  
2 FTEs, you know, right now again with the sites  
3 only running at one day part. You have a site  
4 manager that is there.

5 Obviously if we're going to be  
6 going from 9:00 a.m. to 9:00 p.m. you're going  
7 to have to bring on more staff, more student  
8 supports. You're going to have to bring on  
9 the assistant site managers.

10 And you see also in your paperwork  
11 the plan for the 19 additional staff. So you  
12 see Student Success Specialists, Career  
13 Counselors, Transition Coordinator,  
14 Transitions Coordinators are the ones who work  
15 with students moving into the degree programs,  
16 and a Healthcare, Direct Care, Program  
17 Coordinator.

18 So that's really the big broad  
19 overview of what the \$2.5 allows us to do.  
20 Again it's a leverage effect based on the base  
21 budget and again expanding operations across  
22 all sites, across all day parts.

1 CHAIR DYKE: Questions? Go ahead,  
2 please, James.

3 PRESIDENT LYONS: I want to  
4 clarify something that Kim said. I haven't  
5 listened to the tape of the meeting and if the  
6 tape sounded the way she suggested, then I'm  
7 glad that it was corrected. Because the  
8 Workforce Program was one of 12 or was it 13,  
9 enhancement or 12 enhancement requests?

10 (Off microphone comments)

11 PRESIDENT LYONS: Yes, 12  
12 enhancement requests that were submitted to  
13 the mayor. What the conversation was about  
14 was not that it wasn't one that was committed,  
15 but it was not one of the institutional  
16 priorities.

17 It wasn't in the top three  
18 priorities that the University had presented  
19 to the mayor in terms of accreditation, visits  
20 coming, and the impact that the accreditation  
21 visits have.

22 The, ask me issue, in terms of the

1 city negotiating a contract but not giving the  
2 University money. So what we were saying,  
3 what was intended to be communicated was that  
4 the highest institutional priorities  
5 presented, were skipped over.

6 And in fact the Workforce piece  
7 was a part of a broader community college  
8 piece that was submitted. And the folks went  
9 into the community college requests and pulled  
10 out Workforce and singled it out.

11 So when I say again, when I  
12 started off my comments about how we end up  
13 with confusion and attitudes and cross town  
14 rivalries et cetera, it's, the point is very  
15 difficult for me as President of the  
16 University to explain why if you present that  
17 we need these positions for accreditation of  
18 the University reaffirmation, you don't get  
19 it. But then you get positions in Workforce  
20 to do some legitimate stuff.

21 I have no issues with that, but  
22 that's what I meant earlier when I say then

1 you end up with the perception that one thing  
2 is more important than the other, or valued  
3 less and so forth.

4 In reality again is it's all  
5 important. I mean, I've been to programs and  
6 Kim has invited me to programs that really  
7 highlighted the value and the work being done  
8 in Workforce. And I've listened to the  
9 testimony of students.

10 In her recent documentation that  
11 the fact that 45 students who have started in  
12 the Workforce Programs and are now in degree  
13 programs, you know, validate the value of  
14 Workforce. So there is no issue there for me.

15 But I think that the way some of  
16 these things are unfolding, it creates the  
17 attitude. So the tape, hopefully the tape  
18 does not suggest that there was no, you know,  
19 that it was not submitted to the University  
20 Budget Committee as an enhancement activity,  
21 and a valid one. The conversation was little  
22 different.

1                   So I'm glad you explained that.  
2                   But it definitely was one of the proposals  
3                   that was a part of the community college  
4                   enhancement submittal.

5                   TRUSTEE WYNER: Thank you.

6                   CHAIR DYKE: Thank you.

7                   TRUSTEE WYNER: And thank you for  
8                   that clarification. So I'm looking at the  
9                   budget which appears to add up to the \$2.5  
10                  million here. And it looks like \$664,000 is  
11                  for instructional costs. Is that correct?

12                  MS. DEAN: Yes.

13                  TRUSTEE WYNER: So that's about a  
14                  quarter of the entire cost of the program. Is  
15                  that a common ratio? In the other programs?

16                  MS. DEAN: Yes. For our programs  
17                  it is, and all of our faculty are adjunct  
18                  faculty.

19                  TRUSTEE WYNER: So say a little  
20                  bit about the remaining 75 percent and sort of  
21                  why that ratio. Because I've seen in other  
22                  places a slightly, higher instructional ratio.

1 What is, tell me a little bit about generally  
2 sort of functionally what, why it is that 75  
3 percent goes to non-instruction?

4 MS. DEAN: And not to go down an  
5 incredibly long bunny hole of the way that our  
6 adjuncts are compensated. It's a very odd  
7 compensation and we are working with HR to  
8 adjust some of that. We basically have two  
9 flat fees that individuals are paid and so if  
10 you teach X you get Y, and if you teach this  
11 --

12 One of the reasons that you see it  
13 being pretty staff heavy is that in January  
14 2013 we introduced the Students Success  
15 Initiative that focuses on three pillars which  
16 is building community, promoting feedback  
17 loops, and helping students transition.

18 The helping students transition is  
19 obviously into the degree programs but also  
20 into careers and that's where you see Employer  
21 Outreach Specialist, and Career Counselors  
22 there.

1           The promoting feedback loops is  
2 really when you're thinking about people who  
3 are spread across five different locations,  
4 you know, making sure that they have the  
5 ability to talk to the administration.

6           And we have town hall meetings,  
7 and we have, we've gone very high touch if you  
8 will. And then again with the building  
9 community, making sure that students, you  
10 know, feel a part of the University.

11           And just over this last year we've  
12 put up UDC signs at all of the sites and  
13 students get the UDC IDs and email accounts.  
14 And our completion rate since we introduced  
15 that has gone from 55 percent to 69 percent.  
16 So you see a lot of staff there.

17           And then when you're looking at  
18 the other class costs, the other class costs  
19 are basically our, you know, instructional  
20 supplies, equipment.

21           When you're going through tons and  
22 tons of computers and you're going through



1 wood and carpentry, and electrical materials  
2 for electrical, and arms. And then we've got  
3 a lot of arms and phlebotomy.

4 But all that stuff has to continue  
5 to be updated and renewed and used. And I  
6 just think that when you look at that overall,  
7 I think a part of the adjunct costs being kind  
8 of what it is, is based on kind of our current  
9 compensation structure.

10 But then when you look at the  
11 total package we've really found that, you  
12 know, if you make sure that the supports are  
13 around the students, you know, we see that,  
14 that works. And we see that gets students  
15 really where they're trying to go.

16 You know we talk a lot about our  
17 outputs, you know, degrees and certifications  
18 and program completion. But really the  
19 outcome that we hear from our students is hope  
20 and confidence. And that's coming from this  
21 level of high touch. So I hope that kind of  
22 addressed your question.

1 TRUSTEE WYNER: Absolutely and you  
2 identified I think within the first line item,  
3 the 1.1 million those places that are directly  
4 impacting students. It's not just  
5 instructions is what I heard. So it's very  
6 helpful. Thank you.

7 MS. DEAN: Right. And again I  
8 don't know if folks are, also know, for our  
9 newest Board Members, Trustees Tardd and  
10 Wyner, you know all of our programs are at no  
11 cost to D.C. residents.

12 It's incredibly different than any  
13 other community college in the country. And  
14 it's probably different than everywhere else  
15 in the world.

16 So when you see some of the  
17 support that we get from the city, it's  
18 because of the fact that we are at no cost to  
19 D.C. residents. It's an unfunded mandate.  
20 It's something that we're told we have to do  
21 and so then every now and then, you know, the  
22 city seems to feel compelled to want to

1 support that, which they have announced we  
2 must do.

3 When, we're the only division that  
4 is entirely reliant on Government and grant  
5 support and we have been incredibly successful  
6 in writing grants and getting grants, and that  
7 is fantastic. And I have a wonderful team but  
8 they are not sustainable.

9 And so, you know, again we have to  
10 make sure that if the city is going to keep  
11 saying that we should be doing this, and we  
12 absolutely should.

13 Our mission is to reduce  
14 unemployment and unemployment in the district  
15 by enhancing the skills of its residents.  
16 Somebody has to pay for that.

17 TRUSTEE WYNER: Can I, does that  
18 mean that students are not bringing Pell  
19 grants to the program?

20 MS. DEAN: No, because it's non-  
21 credit.

22 TRUSTEE WYNER: Oh, it's all non-

1 credit?

2 MS. DEAN: It's all non-credit and  
3 it's all at no cost.

4 TRUSTEE WYNER: I understand.

5 CHAIR DYKE: And the operative  
6 phrase there was if you're going to mandate  
7 something you also need to pay for it. Oh,  
8 sorry. It's funny that it went out when I  
9 said that.

10 Any other questions or  
11 observations? Did you have anything else Kim,  
12 you wanted to say?

13 MS. DEAN: Yes, so I did want to  
14 let everybody know that we're so incredibly  
15 thankful to Deputy Mayor Smith and Vice  
16 President Jumper for securing our Ward 7 site,  
17 and Marion Shadd, until May of 2015.

18 But that means that Board Members,  
19 friends, colleagues, anyone, we're going to  
20 need to find a new Ward 7 site. We now have  
21 ample amount of time to identify a Ward 7  
22 site.

1                   We were initially scheduled to be  
2                   put out on September 1st, so we're glad that  
3                   we have until May of 2015. But now is the  
4                   time for us to identify a new Ward 7 site.  
5                   And our Ward 7 site is the hub of our  
6                   construction programs.

7                   We have an incredible veteran  
8                   presence there, an incredible male presence  
9                   there. Our percentages of female to male has  
10                  been going up a lot because of some of the  
11                  programming that's there.

12                  So we really hope that we're going  
13                  to be able to remain in that community. And  
14                  we're really looking for anybody who can  
15                  provide suggestions or options, or advice on  
16                  finding a new site in Ward 7.

17                  CHAIR DYKE: Very good. Okay, any  
18                  other questions, observations? All right and  
19                  for your new members you can see that one  
20                  problem we've been having with Kim is just  
21                  she's not as enthusiastic as I'd like  
22                  admittedly, but she's working on it.

1 MS. DEAN: And yesterday we had a  
2 five foot snake loose in PR Harris. But we  
3 can say that he's been captured. So we have  
4 a lot of interesting occurrences in Workforce,  
5 we could not validate that he was a DC snake,  
6 so we could not enroll him in programs.

7 (Off microphone comments)

8 MS. DEAN: Thank you.

9 CHAIR DYKE: Yes, that's like  
10 where is Sam Jackson when you need him, right?  
11 What's in your wallet? Okay. Next item is  
12 update on Community College CEO search,  
13 President Lyons.

14 PRESIDENT LYONS: Yes. The first  
15 meeting of the committee will take place  
16 tomorrow afternoon at 2 o'clock. So Mr.  
17 Chairman you and others will be assembled and  
18 I will --

19 CHAIR DYKE: That's at 801  
20 correct?

21 PRESIDENT LYONS: That's at 801  
22 North Capitol and I will give the charge.

1 We're very pleased with the number of  
2 applications we have that have come in  
3 already.

4 And we have left the deadline date  
5 open so that, with the typical language that  
6 says the position will be open until it's  
7 filled, so that if any of you know, or run  
8 into, or as some of the many other searches  
9 that have taken place in the country, people  
10 may decide they'd rather live in D.C. than  
11 somewhere else. You know we're open to that  
12 opportunity.

13 CHAIR DYKE: Very good. And I  
14 should point out, I've had a chance to look at  
15 some of the resumes and applications already.  
16 And there are some very strong candidates that  
17 we're seeing. So I'm very optimistic about  
18 how this is going to go.

19 TRUSTEE THOMPSON: That's  
20 encouraging.

21 CHAIR DYKE: Yes, very  
22 encouraging. Any observations, Dr. Woodland,

1 you'd like to make?

2 MR. WOODLAND: No, except that  
3 we're wrapping up another year of growth and  
4 hopeful anticipation next year of moving as  
5 Dean Hamilton mentioned, implementing these  
6 supplemental programs to move the needle in  
7 terms of our academic success.

8 We're also aggressively looking  
9 for additional grants to support our Academic  
10 Success Initiative. And we've, as Dean  
11 Hamilton mentioned, we also are partnering  
12 with Complete College America on this  
13 important piece called Access with Equity in  
14 STEM.

15 And the meeting's next month in  
16 Atlanta, it is Atlanta, where we'll begin to  
17 roll out the CCA agenda in terms of student  
18 success. And we will be enlisting support  
19 from our colleagues here at Van Ness to move  
20 this forward. Because we've been at it for  
21 about a year.

22 And one of the challenges and



1 that's, discussed it with Dominique Raymond.  
2 They really need to provide us a project  
3 management support because the people who are  
4 doing this work already overloaded with other  
5 responsibilities. And CCA they have a lot of  
6 money.

7 Because they hold these meetings,  
8 I mean we've been to about four, five meetings  
9 in the grandest hotels in town. So you know  
10 they have resources that they can direct.

11 And we've asked, I've asked them  
12 to look at a plan for funding to support a  
13 project manager for the DC team. Because we  
14 have a complicated scenario with all the  
15 entities we have to work with.

16 CHAIR DYKE: Okay. Mr. President.

17 PRESIDENT LYONS: Yes. I forgot  
18 to ask Kim something. Kim do you have an  
19 update on the new facility coming to the  
20 National Harbor? We'd met with the people, I  
21 guess before Prince George's county approved  
22 the casino.

1                   We had a meeting in the mayor's  
2 office in fact and we discussed how our  
3 Workforce Development Program could be  
4 involved in that project. Not that we're  
5 promoting gambling, or any such, let the  
6 record show.

7                   (Simultaneous speaking)

8                   PRESIDENT LYONS: But we're  
9 talking about Workforce needs. And Kim have  
10 you had any additional conversations and --

11                   MS. DEAN: No. It's actually  
12 timely that you brought that up because I was  
13 going to reach out as we prepare for TAC-4.  
14 We were thinking about expanding our  
15 Hospitality Programs and that gaming might be  
16 something to look at, as we look into work  
17 base learning and some of the opportunities  
18 that TAC-4 could present.

19                   So we did actually plan to follow  
20 up with you to see how we should perhaps  
21 engage MGM on that effort. The timing would  
22 work out quite nicely.

1                   And as we know the hospitality  
2                   being the second largest industry here in this  
3                   region behind the Government. I mean that's,  
4                   you know, that's something for us to really  
5                   think about.

6                   CHAIR DYKE: Very good. No, I  
7                   think it's an excellent opportunity. There's  
8                   going to be a lot of money going out that way  
9                   so we may as well --

10                  MS. DEAN: Get in line.

11                  CHAIR DYKE: -- participate in it.

12                  MS. DEAN: And it's not just the  
13                  casino. It's the hotel, it's the restaurants,  
14                  it's the retail, I mean it really is  
15                  hospitality and customer service.

16                  PRESIDENT LYONS: And one of the  
17                  things we attempted to do was to present the  
18                  University as a full service responder. We  
19                  talked about the important role that we could  
20                  play in Workforce Development.

21                  We also talked about how some of  
22                  our upper division graduate programs,

1 graduates, interns, faculty, you name it, so  
2 we tried to position ourselves as a real  
3 resource.

4 Even though a certain percentage  
5 of the jobs have to go to Prince George's  
6 county, but we wanted to make certain that  
7 they understood that they had a very valuable  
8 resource in the University of the District of  
9 Columbia. And so I look forward to hearing  
10 how you follow up.

11 MS. DEAN: Thanks. And since I'm  
12 back, I forgot one thing. We are actually  
13 presenting at the APLU Conference. We'll be  
14 presenting our Student Success Initiative in  
15 June. And so we're very excited about that.

16 CHAIR DYKE: Let me ask you  
17 another question since we're talking about the  
18 University as a resource. What sort of  
19 courses do we have in the Workforce arena that  
20 relate to the transportation industry?

21 As far as getting people ready for  
22 example, putting on my other Metro hat, you

1 know, we've got several thousand people  
2 working at WMATA and the number, percentage of  
3 them who are actually D.C. residents is  
4 smaller than we would like it to be.

5 And my question is -- and I  
6 offered in fact during the last budget  
7 hearing, offered up that we would be happy to  
8 work with the community college to see if  
9 there was some things that might be done to  
10 help get some people in the pipe line.

11 Because there are a number of  
12 positions there. They're always looking for  
13 more people, opening up the Silver line now,  
14 so that creates even more positions.

15 And I'm just curious what, do you have  
16 any kind of relationship now at all with  
17 WMATA, with the transportation industry?  
18 Because not only WMATA but for all the  
19 surrounding jurisdictions have needs in that  
20 area.

21 MS. DEAN: Well Chairman Dyke,  
22 we're excited that you're putting on that hat

1 because now's the time. As a part of TAC-2  
2 which is our Transportation Academy, we're  
3 just rolling out some of our transportation  
4 offerings.

5 So we started with Electronics  
6 being the basis, and Aviation, HVAC for, you  
7 know, vehicles, planes and trains, as  
8 obviously HVAC systems. We launched our  
9 Automotive Technology Program in conjunction  
10 with our partner Ballou STAY.

11 But now we're starting to look  
12 into logistics, so this is something that, you  
13 know, now we're building the program and  
14 really building the pathway. Everything again  
15 will pick up on the Associates and Bachelor's  
16 side.

17 But WMATA has been someone that we  
18 have not had the conversations with. We have  
19 a great relationship with DDOT. We've been  
20 working with folks with the streetcar project.  
21 CSX is signed on as a partner.

22 But we would really love to talk

1 to WMATA because we also, looking at their  
2 demographics, we know that they're going to  
3 have a huge, huge, huge number of individuals  
4 retiring in the near future.

5 And there's really, the sense that  
6 we're getting is there is no real succession  
7 plan in place. So we would love to talk to  
8 them about what are their needs going to be on  
9 the operation and maintenance side, but also  
10 on the distributional and logistics side.

11 So again TAC 2 just rolling out  
12 now in terms of the offerings, lots of  
13 opportunities and we would love to engage with  
14 WMATA.

15 CHAIR DYKE: Great. Well we  
16 probably ought to talk about that because  
17 clearly there are a lot of operators for  
18 example, engineers. If you can fix an  
19 escalator, there's no question --

20 (Off microphone comments)

21 CHAIR DYKE: I think about that  
22 every time I come to a meeting here and have

1 to come up the escalator.

2 MS. DEAN: And we heard yesterday  
3 that the School of Engineering just, is  
4 working with WMATA and has now figured out how  
5 to fix their escalators from three days and 30  
6 seconds, three hours --

7 (Off microphone comments)

8 MS. DEAN: From three days to  
9 three hours. So the School of Engineering  
10 they're working really closely with WMATA. I  
11 just have to reach out to Dean Shetty too.  
12 But we would love to work with them closer.

13 CHAIR DYKE: Great. Well thank  
14 you very much. We will follow up on that.

15 MS. DEAN: Great. Thank you.

16 CHAIR DYKE: Any other comments or  
17 observations? Just two other points. First  
18 I want to commend our Chair for appointing our  
19 two new Board Members to this committee.  
20 Because they've got, you weren't here at the  
21 beginning when they, I don't believe, when  
22 they laid out their backgrounds.



1 I think we're going to be really  
2 well served by having these two new members on  
3 our committee. We're going to get a very  
4 solid committee here building onto the people  
5 we already have.

6 So I'm very excited with the way  
7 we're headed with this committee and how we  
8 can be supportive of what's going on with the  
9 University and the Community College, so thank  
10 you, Madam Chair.

11 And also I would just ask since  
12 you are our Board Chair, if there's any  
13 observation you wanted to make or if there is  
14 anything you wanted to say?

15 (Off microphone comments)

16 CHAIR DYKE: Good. Okay. All  
17 right. I learned early on, you have to make  
18 sure you recognize your Chair and give them an  
19 opportunity. So that's good.

20 All right. Is there anything else  
21 that anybody wants to bring before the  
22 committee? If not I will entertain a non-

1 debatable motion to adjourn.

2 (Off microphone comments)

3 CHAIR DYKE: All right. It's been  
4 moved and seconded. All those in favor say  
5 aye.

6 (Chorus of ayes)

7 CHAIR DYKE: All those opposed can  
8 stay. All right. We're adjourned.

9 (Whereupon, the meeting in the  
10 above-entitled matter was concluded at 4:10  
11 p.m.)

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<hr/> <p style="text-align: center;"><b>1</b></p> <hr/>	<hr/> <p style="text-align: center;"><b>5</b></p> <hr/> <p><b>5</b> 2:5  <b>500</b> 29:1  <b>55</b> 56:15</p>			
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C E R T I F I C A T E

This is to certify that the foregoing transcript

In the matter of: Board of Trustees: Committee Meeting

Before: James Dyke

Date: Thursday, May 15, 2014

Place: UDC

was duly recorded and accurately transcribed under  
my direction; further, that said transcript is a  
true and accurate record of the proceedings.



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Court Reporter

**NEAL R. GROSS**

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