



Assessing Trinity 2000

Approaching Trinity 2010

Self-Study for Middle States Comprehensive Accreditation Review

Final Self-Study Submission: February 2006

Date of the Team Visit: April 2-5, 2006

Middle States Commission on Higher Education Eligibility Certification Statement

Trinity University (Washington, D.C.) is seeking:
(Name of Institution)

(Check one)

Reaffirmation of Accreditation Initial Accreditation

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education.

If applicable, exceptions are noted in the attached memorandum.

February 3, 2006

(Chief Executive Officer) (Date)

Peggy O'Brien

February 3, 2006

(Chair, Board of Trustees or Directors) (Date)

Guide to Self-Study Fulfillment of Middle States Standards

Trinity has conducted a comprehensive self-study examining all dimensions of the university. Through this self-study Trinity demonstrates compliance with all Middle States standards. While the standards are pervasive, because the chapters do not follow the sequence in which the Middle States standards appear in the *Characteristics of Excellence*, following is a brief guide to primary emphases of the various standards among the chapters:

Characteristics of Excellence

Chapter Emphases

Standard 1:	Mission, Goals and Objectives	One: Revisiting the Paradigm Shift Two: Assessment of Student Learning Three: Assessment of General Education Four: Assessment of Educational Offerings Seven: Measuring Institutional Effectiveness Nine: Achieving Trinity 2010
Standard 2:	Planning, Resource Allocation and Institutional Renewal	Seven: Measuring Institutional Effectiveness Eight: Institutional Resources Nine: Achieving Trinity 2010
Standard 3:	Institutional Resources	Eight: Institutional Resources
Standard 4:	Leadership and Governance	Five: Faculty Resources Seven: Measuring Institutional Effectiveness
Standard 5:	Administration	Seven: Measuring Institutional Effectiveness
Standard 6:	Integrity	One: Revisiting the Paradigm Shift Two: Assessment of Student Learning Three: Assessment of General Education Five: Faculty Resources Six: Assessing Student Support Services
Standard 7:	Institutional Assessment	One: Revisiting the Paradigm Shift Two: Assessment of Student Learning Three: Assessment of General Education Four: Assessment of Educational Offerings Seven: Measuring Institutional Effectiveness Eight: Institutional Resources
Standard 8:	Student Admissions	One: Revisiting the Paradigm Shift
Standard 9:	Student Support Services	Six: Assessing Student Support Services
Standard 10:	Faculty	Five: Faculty Resources
Standard 11:	Educational Offerings	Two: Assessment of Student Learning Three: Assessment of General Education Four: Assessment of Educational Offerings Five: Faculty Resources Six: Assessing Student Support Services
Standard 12:	General Education	Two: Assessment of Student Learning Three: Assessment of General Education
Standard 13:	Related Educational Activities	Four: Assessment of Educational Offerings
Standard 14:	Assessment of Student Learning	Two: Assessment of Student Learning Three: Assessment of General Education Four: Assessment of Educational Offerings