

# TOWARD TRINITY 2000: ASSESSING OUR PROGRESS

## 1996 MIDDLE STATES SELF-STUDY

### TABLE OF CONTENTS

#### **PREFACE: *TOWARD TRINITY 2000* - THE SELF-STUDY**

|   |           |
|---|-----------|
| A.Mission                                       | PREFACE-1 |
| B.Strategic Plan.....                           | PREFACE-1 |
| C.Design and Methods of the Self-Study .....    | PREFACE-2 |
| D.Guide to Reading the Study-Study Report ..... | PREFACE-4 |

#### **INTRODUCTION: UNDERSTANDING THE PARADIGM SHIFT**

|   |          |
|---|----------|
| A.Historical Perspective.....                           | INTRO-1  |
| 1.1897  | INTRO-1  |
| 2.1900-1970.....  | INTRO-2  |
| 3.Changes in Higher Education and Women's Colleges..... | INTRO-2  |
| 4.1970-1990.....  | INTRO-3  |
| 5.The Impact of Religious Change.....                   | INTRO-3  |
| 6.The 1979 Middle States Report.....                    | INTRO-4  |
| 7.The 1985 Middle States Report.....                    | INTRO-5  |
| B. <i>Toward Trinity 2000</i> .....                     | INTRO-6  |
| 1.The 1991 Periodic Review Report .....                 | INTRO-7  |
| 2.Strategic Plan Implementation .....                   | INTRO-8  |
| C.Future Challenges.....                                | INTRO-11 |
| 1.Enrollment Management.....                            | INTRO-11 |
| 2.Financial Development.....                            | INTRO-12 |
| 3.Facilities.....                                       | INTRO-12 |
| 4.Technology .....                                      | INTRO-13 |
| 5.Curricula and Programs.....                           | INTRO-13 |

**CHAPTER ONE: THE STUDENTS OF TRINITY COLLEGE**

|  |      |
|--|------|
| A. Progress Toward Achievement of Strategic Enrollment Goals ..... | I-2  |
| B. The Current Student Profile .....                               | I-4  |
| 1. Demographics .....  | I-4  |
| 2. Academic Profile .....  | I-6  |
| C. Implications of Enrollment Change .....                         | I-8  |
| 1. Faculty Changes to Accommodate New Student Populations .....    | I-8  |
| 2. Curricular and Programmatic Changes .....                       | I-9  |
| 3. Changes in Administrative Operations and Student Services ..... | I-9  |
| D. Market Studies .....  | I-11 |
| 1. CIRP I-11   |      |
| 2. The George Dehne Market Study .....                             | I-11 |
| 3. The George Dehne Climate Study .....                            | I-12 |
| 4. Other Studies of the Student Population .....                   | I-14 |
| E. Retention I-14  |      |
| 1. Full-time Retention .....                                       | I-14 |
| 2. Weekend College Retention .....                                 | I-15 |
| F. Alumnae Profile .....   | I-15 |
| G. Conclusion and Recommendations .....                            | I-16 |

**CHAPTER TWO: UNDERGRADUATE CURRICULUM - FOUNDATIONS IN  
LIBERAL LEARNING**

|    |  |       |
|----|--|-------|
| A. | Curriculum in Relation to Enrollment Development.....          | II-2  |
| B. | Curriculum Transformation Projects .....                       | II-3  |
|    | 1.The Foundation for Leadership Curriculum .....               | II-3  |
|    | 2.The Foundation for Leadership Curriculum Goals.....          | II-5  |
|    | 3.Major Program Reform - Redefinition and Restructure .....    | II-6  |
|    | 4.Weekend College Curriculum.....                              | II-8  |
| C. | The Assessment Project .....                                   | II-9  |
|    | 1.Current Outcomes Assessment.....                             | II-10 |
|    | 2.Assessment of the Foundation for Leadership Curriculum ..... | II-11 |
|    | 3.Assessment of Major .....                                    | II-12 |
|    | 4.Assessment Recommendations .....                             | II-13 |
| D. | Innovative Pedagogy and Programming.....                       | II-14 |
| E. | Internships, Study Abroad and TELL .....                       | II-15 |
|    | 1.Internship Program .....                                     | II-15 |
|    | 2.TELL - Trinity's Experiential Lifelong Learning .....        | II-16 |
|    | 3.Study Abroad.....  | II-17 |
| F. | Math/Science Initiatives .....                                 | II-17 |
|    | 1.Project Kaleidoscope .....                                   | II-17 |
|    | 2.The 3/2 Program in Engineering .....                         | II-18 |
|    | Recommendations.....   | II-19 |

**CHAPTER THREE: GRADUATE PROGRAMS - BRIDGES TO PROFESSIONAL LIFE**

|   |       |
|---|-------|
| A.Mission and Programmatic Design.....                    | III-1 |
| 1.Mission .....   | III-1 |
| 2.Design of the Graduate Degree Programs.....             | III-2 |
| 3.The Intensive MAT and the Five-Year Programs.....       | III-3 |
| 4.Special Programs .....                                  | III-3 |
| 5.Professional Development Programs .....                 | III-4 |
| B.Graduate Program Administration and Accreditation ..... | III-4 |
| 1. Administration Structure.....                          | III-4 |
| 2.Graduate Program Accreditation.....                     | III-4 |
| C.Program Outcomes and Future Direction .....             | III-5 |
| 1.Review of the Graduate Programs .....                   | III-5 |
| 2.Enrollments and Projections.....                        | III-5 |
| 3.Future Directions .....                                 | III-5 |
| D.Conclusion and Recommendations.....                     | III-6 |

**CHAPTER FOUR: FACULTY RESOURCES**

|  |       |
|--|-------|
| A.Current Faculty Profile.....   | IV-1  |
| 1.Full-Time Faculty .....  | IV-1  |
| 2.Part Time Faculty .....  | IV-3  |
| B.Faculty Governance.....  | IV-5  |
| 1.Background.....  | IV-5  |
| 2.Current Governance Structures .....  | IV-6  |
| C.Challenges for Faculty Development in Relation to the<br>Changing Educational Environment..... | IV-8  |
| 1.Faculty Assessment .....   | IV-9  |
| 2.Faculty Development .....  | IV-12 |
| D.Faculty Resource Support .....   | IV-14 |
| E.Faculty Salaries.....  | IV-14 |
| 1.Full-Time Faculty Salaries .....   | IV-15 |
| 2.Adjunct Salaries.....  | IV-16 |
| F.Faculty Environment .....  | IV-17 |
| 1.Challenges in a Changing Institution .....   | IV-17 |
| 2.Workload .....   | IV-17 |
| 3.Collegiality and Community .....   | IV-19 |
| 4.Faculty Services and Support.....  | IV-20 |
| Recommendations.....   | IV-20 |

**CHAPTER FIVE: ACADEMIC RESOURCES - LIBRARY AND  
ACADEMIC TECHNOLOGY**

|  |      |
|--|------|
| A.The Sister Helen Sheehan Library .....   | V-2  |
| 1.Mission and Goals .....  | V-2  |
| 2.The Library Automation Project .....   | V-4  |
| 3.The Washington Research Library Consortium (WRLC) and<br>Other Relationships ..... | V-5  |
| 4.Collection Development.....  | V-6  |
| 5.Information Literacy.....  | V-7  |
| 6.The Library Facility.....  | V-7  |
| 7.The Librarians.....  | V-8  |
| 8.Library Assessment and Planning.....   | V-8  |
| 9.Conclusion and Recommendations.....  | V-9  |
| B.Academic Technology .....  | V-9  |
| 1.The Academic Computer Center.....  | V-10 |
| 2.The Writing Center.....  | V-11 |
| 3.Classrooms.....  | V-11 |
| 4.Faculty .....  | V-12 |
| 5.Academic Technology Committee.....   | V-12 |
| 6.Conclusion and Recommendations.....  | V-13 |

## CHAPTER SIX: ENROLLMENT MANAGEMENT - MARKETING, RECRUITING AND ADMISSIONS

|   |       |
|---|-------|
| A.The Climate for Women's Colleges.....   | VI-1  |
| 1.Weekday Programs.....   | VI-1  |
| 2.Weekend Programs.....   | VI-2  |
| B.The Market Studies: Facilities, Program Emphases,<br>Administrative Structures..... | VI-2  |
| 1.Facilities.....   | VI-3  |
| 2. Program Emphases.....  | VI-4  |
| 3.New Administrative Structures for Enrollment .....                                  | VI-4  |
| C.The New Enrollment Management Paradigm .....  | VI-4  |
| 1.Administrative Structure .....  | VI-5  |
| 2.Planning .....  | VI-6  |
| 3.Role of Alumnae, Students, Faculty and<br>Staff In Admissions .....                 | VI-6  |
| D.Marketing and Recruiting Strategies .....   | VI-7  |
| 1.The High School Recruiting Program.....   | VI-7  |
| 2.The Community-Based Recruiting Program .....  | VI-8  |
| 3.Transfer and Articulation .....   | VI-10 |
| 4.Graduate Programs .....   | VI-10 |
| 5.International Recruiting.....   | VI-11 |
| E.Student Financial Aid and Tuition Price Strategies .....                            | VI-11 |
| 1.Student Financial Services .....  | VI-11 |
| 2.Financial Aid .....   | VI-12 |
| 3.Tuition Price Strategies .....  | VI-13 |
| F. Conclusion and Recommendations .....   | VI-14 |

**CHAPTER SEVEN: ENROLLMENT MANAGEMENT - ADVISING,  
ACADEMIC SUPPORT AND RETENTION MANAGEMENT**

|  |       |
|--|-------|
| A.The Advising Plan.....                             | VII-1 |
| 1.Advising for the Weekday Program.....              | VII-1 |
| 2.Advising for the Weekend & Graduate Programs ..... | VII-2 |
| 3.Transfer Advising .....                            | VII-4 |
| 4. Recommendations for Advising .....                | VII-4 |
| B.Academic Support .....                             | VII-5 |
| 1. Learning Skills Support .....                     | VII-5 |
| C.The Retention Plan .....                           | VII-8 |
| 1. Student Retention Recommendations.....            | VII-9 |

**CHAPTER EIGHT: STUDENT SERVICES - THE CO-CURRICULAR AND  
OTHER SERVICES**

|  |         |
|--|---------|
| A.Introduction                                   | VIII-1  |
| B. The Co-Curricular Program Overview.....       | VIII-2  |
| 1.Academic and Co-Curricular Links .....         | VIII-2  |
| 2.Leadership Development Program.....            | VIII-3  |
| 3.Residential Living.....                        | VIII-4  |
| 4.Athletics.....                                 | VIII-5  |
| 5.Cultural Enrichment .....                      | VIII-6  |
| 6.Student Governance.....                        | VIII-6  |
| C.Campus Ministry .....                          | VIII-8  |
| 1.Community Service Program .....                | VIII-9  |
| D.Career Services.....                           | VIII-10 |
| E.Health and Counseling Services.....            | VIII-12 |
| F.The Honor System and Judicial Association..... | VIII-12 |
| G.Concerns and Challenges .....                  | VIII-13 |
| H.Recommendations.....                           | VIII-14 |

**CHAPTER NINE: INSTITUTIONAL RESOURCES - FINANCIAL MANAGEMENT**

|   |       |
|---|-------|
| A. Financial Retrospective.....                                   | IX-3  |
| 1. Pre-1990.....  | IX-3  |
| 2. 1990-1995.....   | IX-5  |
| B. Current Financial Analysis.....                                | IX-6  |
| 1. Budget Controls.....   | IX-6  |
| 2. Annual Budget Process.....                                     | IX-7  |
| 3. Annual Audits and Title IV.....                                | IX-7  |
| 4. Borrowing for Capital Projects.....                            | IX-8  |
| 5. Endowment and Investments.....                                 | IX-8  |
| C. Strategic Projections.....                                     | IX-9  |
| D. Institutional Advancement: Fund Raising and Campaign Plan..... | IX-9  |
| 1. The Development Plan.....                                      | IX-10 |
| 2. Capital Campaign.....  | IX-10 |
| 3. Visibility and Public Relations.....                           | IX-10 |
| 4. Alumnae Relations.....   | IX-11 |
| E. Auxiliary Enterprises.....                                     | IX-11 |
| F. Conclusion and Recommendations.....                            | IX-12 |

**CHAPTER TEN: INSTITUTIONAL RESOURCES - FACILITIES AND TECHNOLOGY**

|  |     |
|--|-----|
| A. Facilities: Historical Perspective.....                   | X-1 |
| B. The 1994 Campus Master Plan.....                          | X-2 |
| C. Priorities in Facilities Development.....                 | X-3 |
| 1. The Campus Center.....                                    | X-3 |
| 2. The Science Building.....                                 | X-3 |
| 3. Academic Renovations.....                                 | X-4 |
| 4. Residence Hall Renovations and Townhouse Development..... | X-4 |
| 5. Access and Infrastructure Renovations.....                | X-4 |
| 6. Main Hall.....  | X-4 |
| D. Current Facilities Maintenance.....                       | X-5 |
| E. Master Technology Architecture.....                       | X-6 |
| F. Timeline  | X-7 |

**CHAPTER ELEVEN: INSTITUTIONAL RESOURCES - OPERATIONAL SUPPORT**

|  |       |
|--|-------|
| A. Administrative Computing and Technology.....                        | XI-1  |
| 1. Distribution of Information Management Responsibilities.....        | XI-1  |
| 2. System Conversion and the Master Technology Architecture<br>Project | XI-2  |
| 3. Institutional Research.....   | XI-3  |
| B. Human Resources.....  | XI-3  |
| 1. A Modern Design for Human Resources.....                            | XI-4  |
| 2. Conclusion and Recommendations.....                                 | XI-6  |
| C. Campus Safety and Security.....                                     | XI-8  |
| 1. Campus Crime Statistics.....  | XI-9  |
| 2. Conclusion and Recommendations.....                                 | XI-10 |
| D. Physical Plant Services.....  | XI-10 |
| E. Auxiliary Services.....   | XI-11 |

\

**CHAPTER TWELVE: MANAGEMENT AND GOVERNANCE**

|    |  |        |
|----|--|--------|
| A. | Institutional Change and Leadership .....                | XII-1  |
|    | B.Organization and Design of Administration .....        | XII-2  |
|    | C.The Senior Executive Staff .....                       | XII-3  |
|    | D.The Functional Management Teams .....                  | XII-4  |
|    | E.Planning as an Ongoing Management Tool.....            | XII-6  |
|    | F.Relationship of Faculty Governance to Management.....  | XII-6  |
|    | G.Relationship of Student Governance to Management ..... | XII-7  |
|    | H.Profile of The Board of Trustees .....                 | XII-8  |
| J. | Trustee Committees and Processes.....                    | XII-9  |
|    | K.Trustee Role in Planning Oversight.....                | XII-11 |
|    | L.Board and President.....                               | XII-12 |
|    | M.Issues in Trustee Development .....                    | XII-12 |
|    | N.Conclusion and Recommendations.....                    | XII-14 |

**APPENDICES**

- A. Faculty Lists
- B. Administration List
- C. 1995 Middle States Annual Institutional Data Form



## EXECUTIVE SUMMARY



### TRINITY COLLEGE MIDDLE STATES SELF STUDY

#### **Toward Trinity 2000: Assessing Our Progress**

Trinity College in Washington, D.C. was founded in 1897 to meet the higher educational needs of women. The Sisters of Notre Dame de Namur continue to sponsor the College in keeping with their congregational focus on education and action for social justice. In 1995, Trinity College includes more than 1400 degree-seeking students in the weekday undergraduate, weekend undergraduate, and graduate programs. Trinity College has been accredited by the Middle States Commission on Higher Education since 1921. The last comprehensive evaluation of Trinity occurred in 1985/86. The Commission accepted the Periodic Review Report in 1991.

Trinity's Strategic Plan, *Toward Trinity 2000*, approved by the Board of Trustees in May 1993, provides the backbone for this comprehensive institutional self-study. This self-study assesses Trinity's progress in the implementation of the strategic plan.

#### **INTRODUCTION: THE PARADIGM SHIFT**

Trinity College has undergone an extensive institutional transformation in the last twenty years. At the time of the two previous full-team visits by Middle States (1979, 1985), as well as a later small-team visit (1987), Trinity was exhibiting the effects of dramatic change in the College's student population and programs. While Trinity has continued its historic mission as an undergraduate women's college rooted in the intellectual tradition of the liberal arts and embracing the Catholic faith tradition, the College's educational programs today embrace women of all ages and backgrounds in weekday and weekend undergraduate programs; and the College also conducts a coeducational graduate program in a variety of professional studies.

The earlier Middle States teams urged Trinity to grasp the transformative opportunities of the changing educational moment more firmly, to embrace the meaning of the College's historic mission in the modern age, and to develop a strategic plan that would enable the College to shape the institution more clearly in relation to the changing student populations.

After the tumultuous period of the 1980's, the 1990's have been a period of relative stability and growth for Trinity. *Toward Trinity 2000* and the implementation activities for the strategic plan have addressed the issues of change and growth with a large sense of institutional self-confidence, eagerness for innovation, openness to new programs and formats, and determination to continue the College's primary mission to women as that dimension of Trinity that makes the College distinctive and significant in the educational marketplace.

*Toward Trinity 2000* requires both a clear understanding of who the students of Trinity are today and in the future, and actions to develop curricula, programs and campus services to educate those students. The strategic plan identifies both the substantive changes in programs and services that must occur, as well as the fiscal and other resource developments that are essential to achieve the strategic goals. The Middle States self-study discusses Trinity's progress toward the fulfillment of these expectations.

## **I. STUDENTS**

By 1997, according to the strategic enrollment goals, Trinity will enroll 500 weekday students, 1000 weekend students, and 500 graduate students. These numbers are almost double the enrollments of 1990. Achieving these enrollment targets will lay the foundation for the financial and programmatic growth of the College in the next phase of strategic planning, which will begin upon the conclusion of the accreditation cycle.

To achieve the strategic goals for enrollment, Trinity has conducted extensive analyses of the current student populations as well as market studies projecting certain future enrollment issues. The market studies indicate that Trinity must develop its programs, facilities, technology and financial resources to ensure the stability of the enrollment base.

The demographic profile of Trinity's current student population indicates a remarkable diversity among all student populations on characteristics of age, race, religion and socio-economic backgrounds. This diversity is a significant change since 1985. In addition to demographic diversity, the students of Trinity today have academic interests that are different from their predecessors. Comparisons of CIRP data and graduation statistics indicate changing patterns of student academic interests that have informed the faculty's work in curricular reform.

The market studies indicate that Trinity has a strong profile for programs that emphasize women's leadership, government and policy studies, education and human services. The market studies also underscore student expectations for certain amenities and services, especially modern technology, residential and recreational facilities that are contemporary in style and equipment, convenient and personalized services.

## **II. CURRICULUM**

Recognizing the changes in Trinity's student body and aware of rising national expectations for assessment and accountability in student outcomes, the Trinity College faculty undertook the challenge of curricular reformation in the late 1980's. The Foundation for Leadership Curriculum (FLC) is the result of a number of years of intensive study and debate among the faculty. The FLC is a general education curriculum required of all weekday students. The faculty is beginning to adapt the FLC for the Weekend College (currently still using the required core curriculum).

The Foundation for Leadership curriculum emphasizes the integration of knowledge throughout the student's academic program. The curriculum is organized around six major goals. Courses are approved in six curricular areas related to the goals; courses occur at Level I and Level II, reflecting the need for students to take required courses at both the introductory and advanced levels. Major

programs reinforce the FLC by articulating major requirements outside of the major discipline. Hence, the FLC aims to reduce the tendencies to over-specialization in the major and fragmentation among disciplines that arose with older curricular constructions. The major programs are currently engaged in a reform process in relation to the implementation of the FLC. Similarly, the faculty is developing comprehensive assessment plans in relation to the implementation of the FLC.

Beyond the creation of the FLC, reform of the majors and development of the assessment plan, and adaptation of all of these for the Weekend College, Trinity's faculty is also engaged in a dynamic process of programmatic and pedagogical innovation throughout the academic program. Emphasis on internships and field experience pervades all disciplines, and the use of all media is growing with the technological growth of the campus. The programs in Mathematics and Natural Science are undergoing substantial development as a result of the faculty's participation in Project Kaleidoscope of the National Science Foundation.

### **III. GRADUATE PROGRAMS**

Graduate programs at Trinity have grown along with the undergraduate curriculum. The modern graduate programs began in 1966 with the Master of Arts in Teaching, and the 30th Anniversary celebration this spring will recognize the special contributions that Trinity's graduate programs have made to the education of teachers in the Washington area. Trinity today offers a range of master's degrees in educational fields, as well as degrees in health promotion and administration. The graduate faculty recently participated in a Future Search conference to begin developing a strategic plan for the graduate programs.

### **IV. THE FACULTY**

Developing the faculty in relation to the many changes at Trinity has been one of the significant achievements of the College in the 1990's. The faculty have moved with the moment, and they have led many of the innovative developments that have strengthened Trinity's embrace of the tasks of transformation.

One of the major projects of the early 1990's was the reform of faculty governance to support the development of the interdisciplinary curriculum. The development of a divisional structure and the Academic Coordinating Council occurred over a period of several years. The faculty committee structure also underwent adaptations to accommodate the new governance structure. The changes in faculty governance have strengthened the faculty's ability to engage in interdisciplinary collaboration while also enlarging the faculty role in the creation and management of academic policy.

The faculty have also recognized the need for an enlarged faculty development program to meet the challenges of the changing student population. The relationship of faculty development, faculty assessment, promotion and tenure are all under discussion.

The College also has recognized the substantial changes in faculty workload, work style, environment and expectations during the transformative period. Changes in the faculty personnel policies in the Faculty Handbook are currently underway, and these changes will reflect the

changing faculty role and concomitant system of recognition, compensation and workload allocation. Trinity has made substantial improvement in faculty salaries since 1989, but still faces challenges in reaching parity with national salary comparisons. Trinity also recognizes the need to enlarge the size of the full-time faculty in the future.

## **V. LIBRARY AND ACADEMIC TECHNOLOGY**

In the fall of 1995, Trinity's library went "online," heralding the new era of technology for Trinity. Trinity recognizes that the campus has many technological deficits, and the College is committed to improving campus technology as a top priority in the next two years.

The library has been one of the bright spots in the development of campus technology, thanks to a federal grant and the assistance of the Washington Research Library Consortium (WRLC). Trinity is now an affiliate member of WRLC, which provides online access to local college and university libraries and major databases.

Trinity's other academic technology resources include the Academic Computer Center, Writing Center, and various computer access points on campus. In addition, almost all faculty now have personal computers, and plans are underway for the development of an electronic classroom.

The BDM Corporation has been retained to develop the master technology architecture plan for the campus. BDM will assist Trinity with, among other things, the design of the model electronic classroom and the faculty network.

## **VI. ENROLLMENT MANAGEMENT: MARKETING, RECRUITING AND ADMISSIONS**

Trinity has devoted significant time and energy to the improvement of the processes of marketing, recruiting and admissions. All such activities have been consolidated into one operational team led by a dean of enrollment management. The team includes recruiters, admissions counselors and support personnel for the undergraduate weekday, weekend and graduate admissions efforts. In addition, the enrollment management team works closely with the student services team to ensure the integration of advising, counseling and service support in the enrollment process.

Plans developed by the enrollment management team include new strategies and programs to enlarge the pool of prospects and applicants, and to increase yield. As a result of the work of this team, applications for the Fall 1996 full-time class (Class of 2000) are 35% ahead of the Fall 1995 numbers as of January.

## **VII. ENROLLMENT MANAGEMENT: ADVISING AND ACADEMIC SUPPORT**

As part of the restructuring of Trinity's administration to meet the challenges of serving the changing student population, the functions of academic advising, academic support and retention management are assigned to the student services team, working in close cooperation with the vice president for academic affairs and dean of enrollment management.

A comprehensive plan for academic advising has been developed to support the enrollment goals and the new curriculum. This plan also recognizes the critical link between strong academic advising and student retention. Weekday students receive academic advising through the faculty, who work closely with the student services team. Weekend College advising is provided by professional staff through the Academic Services Center, and faculty also participate in this process as well.

In addition to the advising program, Trinity provides a range of academic support services through the Center for Academic Support, the Writing Center, Math and Science Tutoring Program, Peer Advisor Program, Academic Computer Services, Orientation Program and other student life programs.

## **VIII. STUDENT SERVICES**

Trinity's approach to student affairs has developed in relation to the changing student population. Today, Trinity's programs in student life are organized into the "Student Services Team" led by the dean of student services. This approach emphasizes the delivery of services and co-curricular programs.

The dean of student services and her staff work in close cooperation with the faculty and academic deans to create programs that support Trinity's academic mission. In addition to providing support for diversity training, academic advising and learning skills support, the team also provides substantive co-curricular programs that carry forward goals and objectives of the College curriculum. Such programs include the leadership development program, living/learning program in residence life, and the variety of student programs including athletics, publications, student governance and student activities.

In addition, the program provides a range of services to Trinity's student populations, including health services, Campus Ministry, and career services.

## **IX. FINANCIAL MANAGEMENT**

The transformation of Trinity College would not have been possible without achieving some fiscal stability. While the early 1990's brought relative fiscal stability, programmatic growth beyond this moment will not be possible without financial growth.

In the 1970's and 1980's, Trinity faced massive financial challenges and many years of deficit spending. The growth in the student enrollment, especially the Weekend College and graduate programs, contributed to improved fiscal performance in the 1990's, along with tighter fiscal controls and better financial management. Trinity has been able to reduce the accumulated deficit even while retiring old debt, improving faculty salaries, increasing student financial aid and addressing deferred maintenance. However, the need to increase fiscal resources remains acute.

Trinity is planning a capital campaign as part of the College's centennial observance from 1997 through 2000. In addition, the College is restructuring the Development Office and Institutional Advancement Program to promote increased fund raising opportunities. Beyond fund raising, the

College also seeks additional non-tuition revenues through auxiliary services. The College's conference program produces a healthy revenue stream, and the addition of an Elderhostel program in 1996 will enlarge non-tuition revenues.

## **X. FACILITIES AND TECHNOLOGY**

As the College approaches its 100th birthday, the need for substantial facilities improvement is acute. No major building or renovation project has occurred on Trinity's campus since the completion of Kerby Hall in 1965. The Board of Trustees approved the campus master plan in 1993, and this plan calls for extensive renovations throughout the campus, as well as the construction of a Campus Center with indoor athletic facilities. The market studies support the need for the Campus Center and renovated residence halls.

In addition, Trinity is in the process of developing a master plan for the technological architecture of the campus. Improving all campus technology is an essential component of continuing the transformation of Trinity to accommodate new student populations and new curricula and pedagogies.

## **XI. OPERATIONAL SUPPORT**

Campus operations have undergone significant changes in the last five years in relation to the changes occurring at Trinity. Chief among these changes has been the implementation of a modern human resource management system, including a wage and salary plan and personnel evaluation system. In addition, Campus Safety is a critical issue for a campus located in Northeast Washington. Attention to security and safety is continuous, and Trinity places a high priority on maintaining strength in this area.

## **XII. MANAGEMENT AND GOVERNANCE**

In order to provide the management infrastructure necessary to support the many changes that have occurred at Trinity, Trinity's senior staff have led a reorganization of the structure and processes of all departments at the College. The management design of the College today groups all departments into six functional teams: academic affairs, student services, enrollment management, advancement, financial affairs and operations, and technology and information management. The latter function is evolving at this time.

Creating stability in the senior management of the College has also been a major goal, after the 1980's period of high presidential and senior leadership turnover. Increasing the professionalism of all personnel, and using planning as a management tool has also been a major priority of the College administration.

The Board of Trustees has led the climate of change and growth at Trinity. The Board itself has undergone change in its profile and processes, and is currently engaged in dialogue about ongoing Board development programs.

## CONCLUSION

In the ten years since the last full team evaluation by Middle States, Trinity College has confronted and surmounted many serious challenges. Trinity today has emerged from the period of challenge as a stronger, more assertive institution, confident in its direction and in its future.

Trinity continues to face significant challenges as it plans for that future. Building the financial, human and infrastructure resources required to support the mission and strategic goals of the College must be the focus of the College's leadership during the centennial period. *Toward Trinity 2000* provides the strategic direction for this period, and the Board of Trustees, president, faculty and administration will continue to work together to ensure the successful achievement of all of the strategic goals.

Trinity College is grateful to those colleagues from other institutions whose participation in this institutional evaluation will facilitate the College's self-evaluation and preparation for the next phase of strategic planning and implementation. Trinity welcomes the Middle States team and appreciates the opportunities presented through the accreditation process to benefit from the advice and counsel of peer review. Through this process, Trinity College will be able to continue the progress reflected on the pages of this self-study.



## PREFACE

### TOWARD TRINITY 2000: THE SELF-STUDY

#### "Assessing Our Progress"

##### A. MISSION

Trinity College in Washington, D.C. was founded in 1897 to meet the higher educational needs of women. The Sisters of Notre Dame de Namur continue to sponsor the College in keeping with their congregational focus on education and action for social justice. In 1995, Trinity College includes more than 1400 degree-seeking students in the weekday undergraduate, weekend undergraduate and graduate programs.<sup>1</sup> Forty-nine full-time faculty and eighty-nine adjunct faculty teach in these various programs.

Just two years away from the centennial observance, Trinity is proud to celebrate her continuing central commitment to the College's historic primary identity as a Catholic liberal arts college for women. Trinity's life today also celebrates the enlargement of the ways in which this historic mission can and does embrace all women, as well as men in graduate programs, persons of all faiths, students and faculty teaching and learning together through a range of liberal and professional disciplines extending from the core intellectual foundation in the liberal arts.

Trinity College has been accredited by the Middle States Commission on Higher Education since 1921. The last comprehensive evaluation of Trinity occurred in 1985/86. The Commission accepted the Periodic Review Report in 1991.

##### B. STRATEGIC PLAN

Trinity's Strategic Plan, *Toward Trinity 2000*, provides the backbone for this comprehensive institutional self-study. The full text of the strategic plan has been sent to the visiting team prior to this report, and copies are available in the Middle States Resource Room, which also serves as the repository of many other documents and reports cited throughout this self-study.

Two decades of profound institutional, programmatic and demographic change influenced the development of the strategic plan. In the fall of 1989, in light of the rapidly changing student environment and its implications for teaching and learning, the Trinity College Board of Trustees directed the president and faculty to undertake strategic planning. In May, 1993, the Board adopted *Toward Trinity 2000*, the result of a four-year process involving faculty, students and all major constituencies of the college. The strategic plan is designed to affirm Trinity's core values and

---

<sup>1</sup> Trinity College today also sponsors a wide range of non-degree and public service programs. The Professional Development Program, conducted primarily for teachers seeking recertification credit, includes more than 2,000 students annually. Other programs conducted on campus include the Upward Bound Program, and Washington Very Special Arts. The Education for Parish Service Program, conducted by the Sisters of Notre Dame in Washington and around the country, is an affiliate program of Trinity.

historic identity as a Catholic liberal arts college for women while also enlarging and reinterpreting the ways in which the College articulates those values to new populations of students.

To achieve this balance between fidelity to tradition and the vision of the future College, *Toward Trinity 2000* guides the actions of the College around six mission goals and six resource goals. These goals include:

### **THE MISSION GOALS**

- I. Empowerment for Life Roles
- II. Foundations in Liberal Learning
- III. Faith, Justice and Honor
- IV. Commitment to the Education of Women
- V. Diversity and Community
- VI. Centers of Academic Distinction

### **THE RESOURCE GOALS**

- VII. The Financial Plan
- VIII. Enrollment Management
- IX. Institutional Advancement
- X. Faculty and Staff
- XI. Quality of Campus Life
- XII. Facilities Equal to Ambition

This self-study is intended to provide information, analysis and assessment of Trinity College's progress toward the achievement of these goals designed to ensure Trinity's vitality at the beginning of her second century.

### **C. DESIGN AND METHODS OF THE SELF-STUDY**

The Self Study conceptual design and related materials have been forwarded to the visiting team under separate cover. This is a comprehensive self-study with a special emphasis on evaluating the progress made in implementing the strategic plan. The self-study steering committee included eight members of the faculty and administration who coordinated the work of sixteen research teams.

Utilizing the structure of standing committees and subcommittees comprised of faculty, students, administrators and staff, this process reflects a belief that the work of the self-study is an integral part of the ongoing planning and assessment dynamic of the college. The routine work of the faculty committees is not severable from the expectations of the self-study. As a result of the incorporation of this reflective work, the faculty committee structure will have a permanent planning and assessment process in place that will ensure continuous quality improvement beyond the moment of reaccreditation. Some of the administrative subcommittees are currently standing committees of the College while others are not. However, as a result of the self-study, some consideration must be given to the institutionalization of new committees for the purpose of ongoing planning and quality review.

In early fall, 1994, each of the sixteen research teams created a list of data needs including both internal and external information. With the Steering Committee serving as a coordinating body, all resource personnel of the College provided statistical, historical and analytical data for this part of the process. With the assistance of the administration, the research teams established a cohort group of thirteen colleges to use for continuous comparison purposes: Chatham (PA), Chestnut Hill (PA), College of Notre Dame (MD), College of St. Catherine (MN), Emmanuel (MA), Hood (MD), Immaculata (PA), Marymount (Manhattan), Marymount (Tarrytown), Mount St. Mary's (CA), Regis (MA), St. Elizabeth's (NJ), and St. Joseph's (CT). These institutions were chosen on the basis of their similarities to Trinity in terms of mission, academic degrees, student population and demographics, admissions data, financial resources and liabilities, and urban locations. A file of college catalogs and Faculty Governance handbooks from these institutions was collected and made available for all committees to use for comparative research in their self-study work.

Further information and handbooks on assessment methodologies were also provided by the Steering Committee. By December, 1994, the teams began to analyze data and develop preliminary assessment designs or pilot projects ranging from designing a faculty development plan to assessment of major programs and the Foundations for Leadership Curriculum as well as the creation of a plan for improving academic and instructional technology.

During the spring semester, all research teams focused on the preparation of final reports to the Steering Committee. An interactive workshop was held in January with University of Connecticut Professor Dr. Barbara Wright, who also served as director of the Assessment Forum at American Association for Higher Education from 1990-92. Since a major component of the self-study is the development of a comprehensive assessment methodology, the workshop addressed issues related to improving the quality and effectiveness of teaching and learning, student retention, academic advising, faculty development and technological resources.

As the Middle States Research Teams continued their work and prepared draft reports, the Steering Committee met weekly throughout both semesters. In addition, the committee provided written responses to team reports and developed strategies for monitoring progress during each phase of the self-study. Throughout, this comprehensive self-study has been an open process. The design of the final Middle States Report reflects both the structure and content of the Research Team reports with an emphasis on the analysis and integration of research findings and recommendations as well as recommendations for appropriate assessment strategies. The full text of all of the team reports is available in the Middle States Resource Room.

#### **D. GUIDE TO READING THE SELF-STUDY REPORT**

The text that follows is the best effort of the Trinity College community to report the results of the dynamic processes of planning, assessment, critical analysis, dialogue, debate, introspection and comparison that takes place before and during the self-study period. The process has been a critical part of Trinity's continuing progress.

Many sections of this report indicate work that is ongoing. The self-study process has tested aspects of the strategic plan even while it has pointed to the need for additional planning, different

implementation strategies, and new assumptions. The outcome of the self-study process will be the first phase of the development of the next strategic plan.

Because Trinity has been and continues to be in a dynamic period of transformation, the visiting team will find sections of this report, and parts of the team visit, to be more like a motion picture than a snapshot. Data and plans presented on these pages may well have new interpretations and directions in several months. Through all of this dynamic movement, *Toward Trinity 2000* remains the roadmap for the Trinity community, and this planning document is cited heavily throughout this report.

The report preparers have tried to avoid redundancy but some will be inevitable, because many of the College's functions have close interaction. Different chapters might treat the same subject from slightly different perspectives. While every effort has been made to achieve consistency in the presentation, different sections may well illustrate the fact that different viewpoints are alive and well at Trinity.

Data presented with each chapter is generally presented at the end of the chapter, with a few tables appearing embedded in the text. For ease of reading and presentation, much of the data is presented as charts and graphs. The raw data supporting the graphs is available in the Resource Room, along with full text reports cited in this study.

The charts and graphs are keyed to the chapter number, and are alphabetically sequenced (for example, the charts for Chapter Six appear as VI-A, VI-B, etc.).

Similarly, page numbers are keyed to each chapter. So, the numbers for Chapter Six will appear in the upper-right-hand corner as VI-1, VI-2, etc.

Finally, while every effort was made to be concise, the exciting, tumultuous and massive transformation that has occurred at Trinity in the last decade has required both complex and extensive analysis and explanation. While the report writers are confident that this report is quite comprehensive, the College will be happy to fill in any gaps that the visiting team might perceive.

Trinity College is grateful for the time, energy and talent of the readers of this report, and the community looks forward to welcoming the team for the site visit in March 1996.

## INTRODUCTION

### UNDERSTANDING THE PARADIGM SHIFT

Sustaining educational relevance within the College's historic mission is the essential challenge for Trinity College at the end of her first century. Issues of financial viability, enrollment development, curriculum reform and faculty excellence all flow from the fundamental question that Trinity College has struggled with for the last quarter of a century: what is the place of a century-old Catholic women's college in the modern age?

#### A. HISTORICAL PERSPECTIVE

To understand the answer to that question for Trinity, a brief historical perspective is necessary.

##### 1. 1897

When Trinity was founded in 1897, the very idea of education for women was a subject of great debate and suspicion in many quarters, even though the oldest women's colleges were already 32 years old, and the movement for women's rights and suffrage was growing. At the same time, the Catholic Church was also experiencing a major intellectual shift borne on the Industrial Revolution's impact on the human condition, and especially the condition of labor.

Even though the fledgling Trinity had powerful support in church leaders, the news of the founding of the College was greeted with public hostility by some within the Church, principally conservative laymen in the Midwest, who saw this development as a great threat to the traditional role of women in the Church and society.

The founders persisted and eventually succeeded in creating Trinity as the first Catholic college for women chartered from the beginning as a college. They also secured significant support from bishops and other clergy who understood that the education of women was essential for the success of both religious and secular goals in the modern society emerging at the turn of the century.

While the issue of "the first" may seem superfluous at first, a brief explanation enlarges understanding about the intellectual paradigm that shaped Trinity and that continues to influence developments at the College 100 years later. Trinity was founded specifically as a college, unlike other Catholic women's colleges that started as academies or educational programs for members of the religious congregations. In addition, Trinity was founded on land purchased through the collegiate corporation, unlike other religiously-affiliated colleges that operate on land and in buildings owned by the religious congregations.

Both of these factors affected the intellectual and corporate development of the College over the years. From the very beginning of the College, the Sisters of Notre Dame de Namur insisted that Trinity College be akin to other distinguished colleges of the day, and the sisters examined models from Bryn Mawr, Vassar and Wellesley for the design of the first Trinity curriculum. Trinity's early curricula were known for their rigorous adherence to the classical liberal arts

model. Trinity was equally well known for its highly selective admissions policy, reflected in intensive admissions examinations in both classical and modern languages, as well as history and mathematics.

## **2. 1900 - 1970**

During the first seven decades, Trinity was primarily a residential college, enrolling about 450-500 students annually up until the 1960's, when the full-time enrollment grew rapidly to nearly 1,000 in the 1965-1969 period.

During the first part of Trinity's life, the Sisters of Notre Dame constituted the principal members of the administration and faculty, and all of the Board of Trustees (until the late 1960's, when the governance model changed to a "lay board" with one-third-plus-one SND representation, the same model as exists today). The faculty also included a number of well known priests and theologians, as well as distinguished lay professors.

During these first seven decades, Trinity enjoyed a strong reputation for academic rigor and intellectual prowess. However, even while the College was enjoying great success, the history also reveals some significant financial issues that became acute problems in later years: heavy financial reliance on the Sisters of Notre Dame (both through contributed services and as sources of loans for construction); depressed tuition levels; underfunded salaries; inadequate facilities; little fund raising. A 1956 report by the John Price Jones company pointed to the need for a substantial reorganization in the College's financial structure, including the need to develop external revenues through a modern development program.

## **3. Changes in Higher Education and Women's Colleges**

The financial condition of the College became a more acute issue in the decades following World War II, when the underpinnings of higher education nationally changed rapidly. The postwar era's sociological changes --- the G.I. Bill, the baby boom, space race and cold war, civil rights and women's rights movements --- put pressure on colleges to expand facilities, develop new curricula, strengthen the sciences and enlarge student bodies.

The new American Dream included a college education as the essential gateway to economic success. But not all colleges shared equally in the financial resources available to support these initiatives: the G.I. Bill, massive NSF and R&D funding for sciences, and later, television revenues from major sports were largely available only to the universities and men's colleges. Women's colleges, and Trinity among them, largely did not participate in the financial transformation of higher education in the 1960's and later years.

Even as the financial transformation of higher education was blossoming, another trend emerged that nearly killed all women's colleges: coeducation. From 1960 to 1990, the number of women's colleges declined from nearly 300 to 84, as the opening of the men's colleges and universities to women shifted enrollment patterns forever.

#### **4. 1970 - 1990**

Trinity, like many other women's colleges, was radically affected by the wave of coeducation. As graphs accompanying the next section on student trends indicate, Trinity's full-time enrollment plunged from a high of nearly 1,000 in 1969 to fewer than 500 by 1975. The loss of half of the College's enrollment in a five year period, on top of the historically-inadequate financial base, plunged the College into two decades of crisis.

Deficits plagued Trinity during these years, resulting in salary freezes, declines in faculty morale, deferred maintenance and a cessation of any significant building or renovation. In the 1980's, when other colleges were enjoying enrollment and construction booms, Trinity continued to defer plans and accumulate deficits.

#### **5. The Impact of Religious Change**

Many factors compounded the enrollment decline sparked by the wave of coeducation. The impact of Vatican II on religious congregations and the attitudes of Catholics toward Catholic institutions was profound. By 1980, the highly competitive graduates of the Catholic girls secondary schools (once Trinity's "feeder schools"), who, ten years previously, would have automatically sought admission to Trinity, found themselves considering offers from not only Georgetown and Holy Cross, but also Princeton, Brown and Duke. Trinity's traditional student market vanished into the selective coeducational institutions.

Meanwhile, as Trinity's traditional enrollment eroded, the financial base provided by the Sisters of Notre Dame also began to shrink rapidly, as SND's turned to other ministries and the post-Vatican II re-evaluation of religious life caused others to leave the order. During the 1970's and 1980's, Trinity experienced a profound change in the composition of faculty and staff, and this change had both financial as well as intellectual and spiritual impact on the College; but the impact of such changes is only now beginning to be fully understood.

During this time, the impact of personnel changes extended through the presidency, causing much internal conflict within the College. In the period 1980-1990, six persons held presidential authority, and Trinity had almost as many academic deans, deans of students and treasurers. Instability in leadership was both a major symptom of more serious distress, as well as a cause of systemic dysfunction in those areas that were necessary to pull the College out of a period of decline.

In short, both externally and internally, in the late-60's, 70's and 80's, the old social structures that had provided a relatively stable conceptual framework for Trinity's first century dissolved, nearly causing the internal collapse of the College. The search for a new conceptual framework around which to build the Catholic women's college of the new age was beginning, a search that would take Trinity on a long and complicated journey.

## 6. The 1979 Middle States Report

Perhaps no tradition at Trinity was stronger than the College's devotion to intellectual rigor in the liberal arts, matched by highly selective admissions policies. While the College sought to keep pace and even establish leadership positions on innovations in the education of women, these positions were carefully located within the conventional liberal arts rubric. Eschewing "trendiness" was a point of pride for the College, especially if the trend involved "vocational training and specialization," which were seen as a "watering down" of the liberal arts curriculum."<sup>2</sup>

Hence, the kinds of change that the College found necessary to institute in the 1970's and 1980's, in response to changing external educational conditions, were both profound and controversial. Perhaps the changes would have been less painful had they been able to be implemented over a longer period of time. However, the rapidity of the external changes, combined with the acute financial condition of the College, did not afford the luxury of introducing new ideas over several generations.

In 1979, a Middle States Evaluation Team found the College in distress, both financially and spiritually. The 1979 Team wrote,

*"The team urges that Trinity make every effort to achieve a common understanding of a liberal education, an understanding which genuinely and fruitfully integrates forms of education other than that traditionally associated with the liberal arts curriculum --- career, professional, remedial and Continuing Education ---- into an education which is liberating, 'liberal' in the best and proper meaning of the term.*

*"Not only must all courses of study be made part of the 'true and central Trinity education,' but each student must also participate fully in the 'true and central' experience if the stated mission of the College is to be realized. A commitment to a diversity of academically qualified students means that all students --- day, graduate and Continuing Education --- are equally integrated into the total life of the College community..." (Middle States Team, 1979)*

## 7. The 1985 Middle States Report

The issues cited by the 1979 team continued into the 1980's. Even as Trinity implemented new programs and developed one of its most significant innovations --- the Weekend College --- the internal conflict continued about the nature and direction of the College. The conflict spawned issues about collegiality, governance, the Board, the faculty, the president, and eventually, the SND presidency. The very changes that improved the College financially and ensured its programmatic vitality also generated serious conflicts.

---

<sup>2</sup> John Price Jones Report, June, 1956: "Trinity has resisted every trend toward a 'watering down' of the liberal arts curriculum, despite the premium which has been placed increasingly on vocational training and specialization. The Order of Notre Dame de Namur maintains other institutions for such educational purposes." (p.30)

The enlargement of adult and continuing education populations, the increase in minority students, the growth of professional studies all signalled a paradigm shift that was potentially catastrophic. Beneath all of these issues was the driving question: what is Trinity College today, and can Trinity not only survive but flourish in that new mode?

By 1985, another Middle States team was on campus again, and that team wrote:

*"The mission statement recently affirmed by this community embraces the spirit of Trinity's founders. It is this statement of mission, then, that must undergird all decisions of this academic community. If Trinity's mission statement is to be the institution's energizing force then the College has got to plan with it, teach with it, hire with it, and fire with it. The mission statement must grow as the institution grows; must change the institution as the institution changes it..."*

*"If an institution asks its students the questions: 'Who are you?' and 'Where are you going?' then it must suffer that the same questions be asked of it. And it must not be confounded by the questions."*

*"Yet in spite of the College's apparent enthusiastic support [to the mission statement], the Evaluation Team found three distinct levels of actual response to the mission in the day-to-day commerce of academic life: the purists who long for the Trinity of 1897; the opportunists for whom the statement is a self-serving document; and the visionaries who embrace it with dedication and determination."*

*"Unless and until the College community recognizes the mission statement as the stable center on which to build its future, all other activities will be hollow forms of participation in the life of the institution; unless and until there is common understanding and commitment to the mission statement, there will be no single direction, no universal purpose, no unifying force in the institution, and the community will wander willy-nilly, sometimes empiricist, sometimes romanticist, without a significant reference point for action." (Middle States Team Report, 1985)*

In short, said the Evaluation Team in 1985, Trinity College needed a strategic plan rooted in the mission statement, a plan stating "...objectives that express, in concrete terms, the intellectual dimensions, the spiritual and social commitment, of the mission statement and goals." (Middle States Team Report, 1985)

The Team urged Trinity to address specific provocative questions about the identity and programs of the College; to discuss openly the different views on Catholic identity; to discuss the role of women's studies in the women's college; to examine the College's relationship to the Washington area especially in its search for traditional students; to explore the meaning of liberal arts with increasingly professionally-oriented students; to question seriously whether the College could sustain so many major programs; to examine changes in student clientele, including the 'limited admits' and to ask whether the academic program was sufficiently articulated to meet the needs and interests of the changing student population.

Finally, the Team posed these riveting questions:

*"How far can Trinity travel from its white, upper-middle class roots and still retain the loyalties of its alumnae? How much can Trinity change and still retain the essential qualities of Trinity College?" (Middle States Team Report, 1985)*

That was ten years ago.

## **B. TOWARD TRINITY 2000**

So, where is Trinity today?

The historical perspective reveals that Trinity College has undergone a major paradigm shift in the last twenty years. The conflict and confusion surfaced in the last two Middle States reports reflect a college deeply engaged with the journey through transformation.

While such a transformation is never really "complete" or "finished," Trinity is able to approach this 1996 Self-Study with a healthy sense of accomplishment. Conflict and confusion have given way to affirmation and strategic vision.

The Strategic Plan, *Toward Trinity 2000*, is a direct response to those issues cited by Middle States in 1979 and 1985. The plan affirms and builds upon the 1985 mission statement. Early on in the planning process, the community affirmed the mission of the College, and focused on the need to develop strategies to grow with the mission. Through the four-year process that led to the adoption of this plan, the Trinity community chose to remain a College for women, and embraced the idea that this meant being open to women of all ages, all races and socio-economic backgrounds.

Through the planning process, Trinity also reaffirmed with more clarity the mission to the education of men in the coeducational graduate program. Trinity today has a stronger philosophy of the role of the woman-centered college in addressing issues in gender equity and communication more broadly.

Through the strategic planning process, Trinity also reaffirmed her faith commitment articulated in the Catholic tradition, and open to all faiths, in keeping with the traditions of the Sisters of Notre Dame and the teachings of the Church, especially as articulated in the documents of Vatican II and *Ex Corde Ecclesiae* (Pope John Paul II's Apostolic Constitution on Catholic Higher Education, 1991).

The strategic plan also strengthened Trinity's embrace of the liberal arts while also enlarging the scope of the College's academic reach to include a stronger articulation of the bridge into professional studies.<sup>3</sup>

---

<sup>3</sup> *Although Trinity's graduate program in Education has been a major part of the campus for thirty years, and although undergraduate majors in business, education and other professional areas have been part of the curriculum for nearly 15 years, Trinity held fast to a description of itself as a liberal arts college. Middle States visitors over the years indicated that this terminology was not quite accurate; in Middle States view, Trinity was really a comprehensive institution. In 1994, the Carnegie Foundation revamped its collegiate classification system, and Trinity's official classification was changed from "Baccalaureate II" to "Masters Comprehensive I" because of the number and range of master's degrees*

While not wholly without controversy, the process of developing the strategic plan had a generally salutary effect in guiding the Trinity community through the final stages of the paradigm shift that had caused so much conflict and confusion in the 1970's and 1980's, and especially in the period 1985-1989 which might now be read as the culmination of the transformative era.

The strategic planning process produced many team reports, planning timelines, draft materials and proposals. All of the materials related to the strategic planning process are available for review in the Middle States Resource Room.

### **1. The 1991 Periodic Review Report**

By 1991, when the strategic planning process was well underway, the Reviewer of the Middle States Periodic Review Report was able to write about Trinity:

*"The College has made remarkable progress especially in light of its history from 1985 to 1989 and in light of the number of personnel changes. Progress and improvement appears at every level and in every part of the College, and the Periodic Review Report strongly indicates that additional improvements are underway. It appears, as well, that the most difficult problems raised in 1985 have been addressed.*

*" 'Toward Trinity 2000' presents a sophisticated reformulation of mission and a commitment to a substantial increase in adult students as full members of the Trinity College community. While the College may have a long way to go, we need to be aware (as the College is itself) of how momentous a change this has been. The change of emphasis to include adults is probably not unlike moving from a single sex to a coed institution: it is a change which finds its way in expected and unexpected ways into every part of the institution. The cumulative effect is gradual but massive. The College appears to be aware of this impact, not simply coping with it, but embracing it." (Periodic Review Report Reviewer's Comments, August 19, 1991)*

### **2. Strategic Plan Implementation**

The elements of the progress that the reviewer noted continued to be developed in subsequent years. From 1989 to 1995, Trinity accomplished a number of major changes and improvements arising from the Strategic Plan, *Toward Trinity 2000*, adopted by the Board of Trustees in May 1993. These changes are explained in more detail elsewhere in this report. The most significant include:

---

*awarded. Some members of the community felt, and still feel, that this classification is a retreat from the liberal arts. In fact, while the label is inelegant, "Masters Comprehensive I" fully includes the liberal arts while also indicating a larger range of programs; as such, the label is an accurate descriptor for Trinity.*

Academic Affairs and Faculty

1. Development of the Foundation for Leadership Curriculum (FLC)
2. Realignment of major programs consistent with enrollment trends and reformation of major curricula
3. Development of a formal program for student outcomes assessment, and faculty development activities related to assessment
4. Institution of academic divisions, and reformation of faculty governance;
5. More than 40% average improvement in faculty salaries and establishment of a faculty salary scale
6. Creation of a faculty development plan tied to the strategic plan and FLC curriculum goals
7. Development of new programs and expansion of existing programs in environmental science, postbaccalaureate study in science, health professions, engineering (3/2 established with George Washington), human resource management, curriculum development, alternative certification, and other new programs
8. Participation in Project Kaleidoscope for math/science development

Enrollment Management

1. Completion of a major market study (by George Dehne) to analyze trends and opportunities for new students and current student retention
2. Management restructure of all marketing, recruiting and admission functions into the Enrollment Management Team under a Dean of Enrollment Management
3. Development of a comprehensive plan for enrollment development in all programs

Finance, Facilities and Technology

1. Retirement of \$1.7 million in long-term debt
2. Surplus performance in five of seven fiscal years (FY 89-90-91-93-94)
3. Completion and approval of the comprehensive Campus Master Plan

4. Completion of the concept design for the Campus Center
5. Development and installation of the online library catalog
6. Initiation of comprehensive technology planning including replacement of the telephone switch and cabling backbone in 1995-1996

#### Institutional Advancement

1. Restructuring of Institutional Advancement function in preparation for a major development program, including expansion of fund raising staff and capacity
2. Preparation of a feasibility study in anticipation of a capital campaign
3. Completion of phase one of the visibility program launched with the observance of Trinity's 95th Anniversary in November 1992
4. Significant increase in media coverage and public status of the College, including #1 ranking among northern liberal arts colleges in October 1993 edition of U.S. News "Best Colleges"

#### Student Services

1. Restructuring of the Dean of Students function into a comprehensive Student Services program serving all Trinity student constituencies
2. Development of an Academic Advising Plan integrated into the Academic Services Program administered by the Dean of Student Services, through the Center for Academic Support and Career Services, and the Academic Services Center for Weekend, Evening and Summer Students
3. Institution of NCAA membership in Division III and restructuring of athletics into a true co-curricular program
4. Adoption of new model for delivery of campus-based health services
5. Creation of the Child Activity Center and institution of a formal campus-based program for child care

#### Management and Governance

1. Restructuring of senior administration of the College into five functional teams: Academic Services; Student Services; Enrollment Management; Finance and Operations; Institutional Advancement

2. Strengthening of administrative capacity in major functions, especially in Finance, Financial Aid, Advancement, Enrollment Management, Student Services, Academic Administration
3. Development of a modern Wage & Salary Plan for all staff personnel and development and implementation of annual evaluations
4. Development of more focused Board of Trustees attention to progress in the achievement of strategic goals and objectives
5. Expanding the reach of Board membership to include more corporate and community leadership from the metropolitan Washington area

### **C. FUTURE CHALLENGES**

Much remains to be done in each of the major areas listed above, and the listing should not be read as contentment or completion. While Trinity is pleased to report these accomplishments, Trinity also knows that a number of significant issues remain on the College's agenda. The sections that follow in this report will discuss these issues in more detail. Chief among the issues that Trinity must continue to address with both alacrity and sophistication are:

#### **1. Enrollment Management**

Trinity has accepted the paradigm shift in enrollment from the former predominantly-residential, 18-22-year-old "traditional" base. However, the shift to a highly diverse and multi-faceted enrollment pattern poses challenges that require continuing strategic attention. As other sections of this report will address, the major questions include:

a) What does it take for Trinity College to be successful in its effort to recruit and retain at least 125 full-time weekday students in each class? This question has been a conundrum for Trinity for nearly two decades. The strategic plan expects at least 500 weekday students, and the number is harder to achieve than its size would indicate. Characteristics of Trinity --- as a women's college, a Catholic women's college, located in Northeast Washington --- that have great importance for the mission of the College and its "saleability" as a unique option also have a negative impact on the high school target population. The section on Enrollment Management will provide an analysis of historical patterns in admissions, the market studies and future strategies to enlarge and strengthen the weekday enrollment.

b) What is the appropriate balance between full-time and part-time students, and how can all students be well served both academically and in the co-curricular program? Since the founding of the Weekend College in 1985, some tension has existed between the full-time weekday students and the weekend population. From time to time, students in both populations articulate a suspicion that the College favors one population more than the other, and, at times, each claims a certain primacy --- weekday students because of tradition, weekend students

because of the economic importance of the program to the College. Both are right, and Trinity's challenge is to continue to find ways to serve both populations equally well even as the College grows in line with the strategic plan's enrollment goals.

c) How does Trinity manage the diversity of the student population? "Diversity" here is not only race, but age, religion, socio-economic background, financial aid dependence, family circumstances, disabilities, and a range of issues that make Trinity, while a relatively small college by contemporary standards, one of the more diverse colleges on the landscape. The question impacts not only the co-curricular slate of forums and support services, but more directly, the question impacts faculty and curriculum profoundly.

d) How does a women's college reinvent itself for the new century, including finding greater coherence in its admission of men to some programs?

e) How does a Catholic college live the religious dimension of its mission when the majority of students and faculty do not share the religious tradition?

## **2. Financial Development**

Financial health is a relative concept for a small religiously-affiliated college that never had much of an endowment or major fund raising program. Prudence dictates a sense of reality with regard to the limits of financial growth outside of tuition revenues. However, given the large needs for technology, facilities development and growth of human resources to keep pace with the growth of student populations and expectations, Trinity faces these challenging financial questions during the strategic development process:

a) How does a small college ensure that the instructional and co-curricular resources are enlarged and renewed regularly to guarantee quality and continuing competitiveness with larger programs?

b) Given the largely untapped gift potential of the Trinity family, how can the College enlarge the scope of the fund raising program to increase opportunities for gift revenues to support the growth of the College?

c) What is the role of academic entrepreneurship in the future of the College, in order to take greater advantage of public grant opportunities, corporate and foundation partnerships, and other opportunities to grow revenues in creative ways?

d) What is the optimum enrollment for Trinity to be able to achieve her mission goals comfortably, and what will it take to secure that enrollment? Ultimately, all of the funding questions relate to this fundamental calculus.

### 3. Facilities

In order to achieve the enrollment goals that will promote fiscal health and academic quality through greater critical mass in programs, Trinity must also develop the College's campus and facilities. After a period of more than 30 years in which no significant building or renovation was accomplished, Trinity now has a master plan that identifies many priorities. With so many pressing projects, the challenges before the College include:

- a) Which among the many facilities projects will be most likely to facilitate the achievement of other strategic goals, e.g., enrollment, academic development, etc.?
- b) How does the present and possible future paradigm shift in the student populations affect the College's approach to facilities development?
- c) To what extent should the College engage in new delivery systems that make access to physical facilities less necessary for all students on a regular basis (e.g., distance learning, online services, etc.)?

### 4. Technology

No college in 1995 can afford to ignore the technological revolution's impact on the very substance and form of higher education. Yet, the cost of technology is considerable, and some aspects of technology seem to cut against traditional values of the liberal arts environment. Given both the resource and mission issues surrounding technological growth, Trinity must address these questions during the next few years:

- a) What are the ways in which technology will enhance and facilitate the work of the College, from instruction through administration, and what are the areas in which technology might detract from mission? How does the College take advantage of the first while avoiding the second?
- b) What expectations are appropriate for faculty development in relation to the technological revolution?
- c) What technological resources are appropriate for students to expect from the College, and which should they provide for themselves?

### 5. Curricula and Programs

All of the foregoing questions about enrollment, finances, facilities and technology eventually lead back to the questions of the curriculum and programs. The fundamental questions that Trinity faces in the implementation of *Toward Trinity 2000* and beyond are questions about what and how the College teaches new populations of students.

This self-study is not intended to provide answers to all of the questions posed. Rather, the self-study tests the progress of the College toward developing appropriate, effective answers to some of the questions even as Trinity discovers new questions or finds some of the old ones to be insoluble.

The next step for Trinity, beyond this self-study, is the development of Phase II of *Toward Trinity 2000*. The next iteration of the strategic plan will build upon the recommendations of this self-study and visiting team report, consistent with the expectations of accreditation for continuous institutional planning and improvement.

## CHAPTER ONE

### THE STUDENTS OF TRINITY COLLEGE "Seeking Empowerment for Life Roles"

Students are the central theme of the Strategic Plan *Toward Trinity 2000*. The plan has as its primary goal the empowerment of Trinity students for all of the varied life roles that Trinity graduates will encounter. The goal emphasizes that the College's teaching opportunities come through both academic and co-curricular programs, includes ethical and moral formation as well as academic excellence, and extends to all students of Trinity in all programs.

The ensuing strategic goals enlarge upon the idea of empowerment through the foundation in liberal learning; the emphasis on faith, honor and justice; the primary commitment to the education of women; the development of community amid diversity; and the development of centers of academic distinction to serve students with particular ambition in specific fields of endeavor.

To achieve these "mission goals" successfully for Trinity students, the plan then outlines six "resource goals" necessary to support the mission. Chief among the "resource goals" is the goal to enlarge the enrollments of the College to achieve the critical mass necessary to ensure quality and economic stability. The strategic enrollment goals are, by 1997, to develop these populations:

#### Strategic Enrollment Goals for 1997

|                  |                |
|------------------|----------------|
| Weekday Program  | 500 students   |
| Weekend College  | 1,000 students |
| Graduate Program | 500 students   |

Later sections of this self-study report describe how Trinity's academic and co-curricular programs, services and operations, relate to these enrollment goals. The purpose of this section is to provide some description and analysis of Trinity's current student populations, to provide a brief historical comparison for the present profile, and to identify issues in strategic enrollment growth that other sections of this report will analyze in more detail.

One note about terminology: since 1993, Trinity students have been officially identified as weekday or weekend students (both are all-female undergraduate populations), or graduate students (coeducational). Students are further classified as residential or commuter, full-time or part-time; the residence halls include students in the Weekend College and graduate programs, as well as weekday students over the age of 25.

Recognizing that students of all ages in a wide variety of life situations participate in all programs, Trinity no longer uses the terms "adult," "traditional," "non-traditional," "returning" or similar age-based terms to identify the student populations. In the past, within the weekday program, the term "continuing education" (CED) was used to identify women over the age of 23

enrolled in degree programs on a full-time or part-time basis. Trinity no longer uses the term "continuing education" to identify these students; instead, they are considered to be part of the weekday population.

Although the labels for students are now program-based rather than based on personal characteristics, and as with other demographic information, Trinity does track the age ranges of the student populations. Recognizing that age and experience presents different needs along the lifespan, Trinity has also adapted its advising, counseling and student service programs to accommodate the range of students. For marketing and recruiting purposes, as Chapter Six: Enrollment Management explains in more detail, Trinity's admissions programs target the high school markets for the weekday program, and employers and community-based markets such as churches and community organizations as sources of students for all programs.

#### **A. PROGRESS TOWARD ACHIEVEMENT OF STRATEGIC ENROLLMENT GOALS**

When the strategic plan was approved in May 1993, the goals for enrollment growth reflected a near-doubling of the enrollments that existed at the beginning of the decade. Today, in 1995, Trinity is making strong progress toward the achievement of the goals.

Chart I-A (all charts at the end of the chapter) shows the relationship between the strategic goal for enrollment and the Fall 1995 enrollment. This chart depicts graphically the following analysis:

| <u>Current Enrollment v. Strategic Goals</u> |                   |                    |                   |                    |
|--|-------------------|--------------------|-------------------|--------------------|
| <u>Benchmark</u>                             | <u>Weekday</u>    | <u>Weekend</u>     | <u>Graduate</u>   | <u>Total</u>       |
| Fall 1990                                    | 374               | 493                | 205               | 1072               |
| Fall 1995                                    | 425               | 610                | 370               | 1404               |
| <b><i>Strategic Goal(1997)</i></b>           | <b><i>500</i></b> | <b><i>1000</i></b> | <b><i>500</i></b> | <b><i>2000</i></b> |
| <i>% Growth Since 1990</i>                   | <i>14%</i>        | <i>20%</i>         | <i>50%</i>        | <i>31%</i>         |
| <i>% Achieved Toward Goal</i>                | <i>85%</i>        | <i>60%</i>         | <i>80%</i>        | <i>70%</i>         |

This analysis shows continuing enrollment growth in all program, and satisfactory progress toward achievement of the strategic goals. Will Trinity achieve 100% of the strategic goal by 1997? Trinity is generally confident that the goals are achievable at the present time. Several immediate factors influence the College's ability to achieve the goals in the short-range. These include:

a. For all programs, Trinity's ability to meet the goals depends heavily on improved marketing, recruiting and admissions activities through the reorganized Office of Enrollment Management (discussed at greater length in Chapter Six: Enrollment Management in this report.)

b. For the weekday program, the goal of 500 is achievable in part through a stronger image for women's colleges nationally, principally as a result of the work of the Women's College Coalition; in addition, a stronger marketing program for Trinity's full-time weekday undergraduate program, using the results of the George Dehne marketing survey (discussed below), has provided focus on Trinity's strengths in the public policy fields, math and science, business, women's leadership and teacher preparation.

c. For the weekend program, the goal of 1000 can only be achieved through enlargement of the delivery system for the program, since the current format is at full capacity with 600-650 students per semester; the "unduplicated headcount" of total open enrollments in a given academic year is more than 1,000, indicating that the market capacity is present to support the enrollment goal.

d. Similarly, for the graduate program, the goal of 500 degree students enrolled can be achieved through continuing programmatic development, including new delivery systems such as accelerated master's degrees and a weekend master's program.

Trinity realizes that the strategic enrollment goals of 500 weekday, 1,000 weekend, and 500 graduate might seem modest compared to other colleges. However, as the section in this report on financial management discusses in detail, these strategic goals will meet current minimal needs to enlarge the revenue base of the College by at least 20% on the current operating budget.

In the next phase of planning, however, more ambitious goals will be considered. Finally, Trinity also realizes that full and permanent achievement of the current and future strategic goals for enrollment depend upon the successful execution of strategies in several areas. These are also components of the strategic plan. Chief among these initiatives are:

a. Programs: Curricular and programmatic development to create new programs and new delivery formats to attract increased student populations;

b. Facilities: Facilities renovation and new construction to make Trinity's campus more attractive and competitive for all student populations;

c. Technology: Development and installation of a new technology infrastructure to make it possible both to recruit and to serve a larger student population;

d. Financial Resources: Fund raising to achieve these initiatives, as well as to develop new sources of support for student financial aid.

Trinity has identified a number of action steps in relation to these issues, and the action steps are called the "Centennial Initiatives." The Centennial Initiatives are programs and activities that are directly related to the achievement of the goals of the strategic plan. They include action steps such as enlarging the delivery system for the Weekend College, creating an online/telephone registration system, and building the Campus Center. The full list of the "Centennial Initiatives" will be available in the Middle States visiting team resource room.

The following section describes the profile of the Trinity student population and issues surrounding each population.

## **B. THE CURRENT STUDENT PROFILE**

### **1. Demographics**

Chart I-B displays the Fall 1995 student demographic profile of Trinity College. The notable demographic characteristics of Trinity's current student population include:

a. Diversity: Trinity College presents a remarkably diverse student population. This diversity is a result of more than ten years of programmatic innovation, opening the College to new student populations.

Chart I-C shows the programmatic change in Trinity's total student population since 1950. This programmatic change has prompted a paradigm shift in the total profile of Trinity's student population, from predominantly white, 18-22 years old, Catholic and upper middle-income, to a highly diverse mix of many different races, ages, religions and socio-economic backgrounds.

Charts I-D and I-E show recent trends in headcount enrollments in each student population, and the total headcount in relation to growth of the FTE.

b. Race: The changing racial composition of Trinity's total student body has profound implications for the College.

Charts I-F and I-G show the racial composition of the total student body, the weekday student body, and the weekend population in comparison to the weekday.

Chart I-H shows the comparative racial composition of first-time full-time freshmen in 1979 and 1995, as taken from the CIRP (California Institutional Research Program) survey.

c. Age: Because of the Weekend College and the increasing presence of students over the age of 22 in the weekday program, the age distribution of Trinity's student population is bimodal.

Chart I-J shows the age distribution of the two major undergraduate populations, weekday and weekend. While the weekday population's average age is in the 20-21 bracket, the weekend population peaks at the 40-49 bracket. This distribution poses challenges as Trinity considers the development of programs to serve all student populations.

d. Religion: While data is collected regularly only from the weekday first-time full-time freshmen and transfer students through the CIRP survey (which reveals that Trinity's current entering full-time weekday students are about 50% Catholic), an inference may be drawn from other demographic and anecdotal evidence that Trinity's student population is as diverse religiously as it is in other respects. The George Dehne Climate Study of October 1994 also provides some data on religious preferences.

Chart I-K shows the religious preference composition of all students and the Fall 1994 first-time full-time freshmen.

Chart I-L shows the change in the religious preferences of first-time full-time freshmen over a 15 year period.

e. Socio/Economic Status: Along with increased diversity, the College has embraced a student body with an increasingly broad socio-economic background. Among the full-time weekday students, the dependency on some form of financial aid is approaching 90% for first year students. Weekend and graduate students tend to be employed, and some students are subsidized through employer vouchers. Nevertheless, the part-time student populations also reflect increasing financial need, and the federal loan volume for all populations is increasing rapidly.

Chart I-M shows the family income profile of all students and the first-time full-time freshmen, using data from both the Dehne Survey and the CIRP Fall 1995 Survey. The general income profile seems to track relatively closely for both populations; 1994 data, not shown, revealed a major deviation in a relatively large number of first-time full-time freshmen (more than 20%) with family income levels below \$20,000, and those students are now sophomores (with higher financial aid dependency, as the section on financial aid in Chapter Six illustrates).

Chart I-N shows a snapshot of undergraduate weekday student work patterns, according to data collected through the Dehne Survey. This chart is significant insofar as the work patterns of weekday undergraduates also illustrate the financial need of the group, which is a social and cultural change in the patterns of Trinity students over the last several decades.

## **2. Academic Profile**

The changes in Trinity's student populations also affect academic programs. Accordingly, understanding the academic profile of the student body is important in assessing the College's progress toward the strategic goals.

a. Full-time and Part-time Students: The changing nature of Trinity's programs has also resulted in a change in the balance of full-time and part-time students.

Chart I-O shows the full-time/part-time breakout of all students in all programs. As the chart shows, only a small percentage of Trinity's weekday students attend part-time, but virtually all weekend and most graduate students are part-time. In the Fall of 1995, Trinity began its first major effort to enroll full-time graduate students, and that number is expected to grow.

b. Academic Abilities of Entering Freshmen: The assessment of the academic quality of the entering first-time full-time weekday undergraduate class is generally used to indicate the "quality" of a College. As the profile of Trinity's student body has changed, issues have also arisen about the appropriate ways to measure the quality of the entering students.

Using the measure of SAT scores, Trinity's entering students show little change over a 20-year period. Chart I-P depicts the relative stability of the combined SAT math and verbal scores for Trinity's entering students since 1975.

Selectivity and yield are also useful indicators of the quality of the entering class. Chart I-Q shows Trinity's selectivity and yield since 1970. The chart reflects several trends. Regarding selectivity (the top line), which is better the lower it is, Trinity's rate has been below 80% only five times since 1970, including in 1995. 1995's selectivity rate of 78% is consistent with comparable colleges (also 78% for private colleges with tuitions over \$10,000 according to Petersen's *Strategic Indicators in Higher Education*). Regarding yield (the bottom line), which is better the higher it gets, Trinity has shown increasingly strong yield performance in recent years, reaching 50% in 1995.

Like many other colleges, Trinity does have a "reduced course load" (RCL) program for entering students who have potential but whose SAT scores, grade point averages, and other statistical indicators show weakness. Students accepted on the RCL program take a reduced number of credits and their academic performance is monitored carefully. Because of the careful attention they receive, many RCL students actually succeed in achieving well during their college years, demonstrating the worth of the program. Retention and achievement data for the RCL students will be available in the Middle States Resource Room.

c. Academic Interests: During the last decade, Trinity's undergraduate student populations have migrated toward professional studies majors. A ten-year retrospective on the majors of graduating baccalaureates illustrates this trend:

#### **TOP FIVE MAJOR PROGRAMS: 1985-1995**

(Based on Graduation Statistics; Numbers in Parentheses are Degrees Awarded)

| <u>1985</u>            | <u>1990</u>    | <u>1995</u>          |
|------------------------|----------------|----------------------|
| Economics (20)         | Business (31)  | Business (30)        |
| Political Science (19) | Education (15) | Human Relations (21) |

|               |                           |                            |
|---------------|---------------------------|----------------------------|
| English (18)  | Communication (9)         | International Studies (14) |
| History (10)  | Human Relations (9)       | Communication (13)         |
| Education (8) | International Studies (9) | Education (12)             |
|               | Political Science (9)     |                            |

---

Superficially, the data might indicate simply the effect of the Weekend College on major enrollments and the decline in the full-time weekday student population. However, the downward trend in liberal arts majors like English (from 18 in 1985 to 6 in 1995), Economics (from 20 in 1985 to 3 in 1995), and History (from 10 in 1985 to 2 in 1995) also illustrates the drawing power of professional majors like business, and new interdisciplinary majors like communication and human relations, even in the more traditional weekday program. Additional enrollment data showing trends in all disciplines in course and major enrollments will be available in the Middle States Resource Room.

The trends in the weekday program enrollments are consistent with trend data taken from the CIRP (California Institutional Research Program) survey of entering full-time first-time freshmen, which shows declining interest in humanities majors and continuing strong or rising interest in social sciences and the natural sciences.

Chart I-R shows changes in the "intended majors" of entering freshmen since 1979, data from the CIRP survey. Chart I-S shows how Trinity's entering freshmen compare to the intended majors of other women entering Catholic colleges.

Note: Trinity's entering students consistently show greater interest in political science than the national averages, a fact due largely to Trinity's location in Washington and emphasis on women's leadership development and public policy. Political Science continues to be the most frequently cited field of interest for Trinity's first year students, although the Fall 1995 data indicate a percentage decline (from 24% to 19%) that is not nearly as significant as the nationally-reported decline in freshman interest in politics (CIRP 1995 Report, *The American Freshman*).

The general trends in student major interests has posed important issues for faculty consideration in the reformation of the core curriculum and major programs, as well as faculty hiring. These issues are discussed at length in the chapters devoted to the curriculum and faculty.

### **C. IMPLICATIONS OF ENROLLMENT CHANGE**

The current and future changes in Trinity's student populations obviously raise issues for the faculty and administration about everything from curricula and programs to the nature of student services and management of great diversity. While these issues are explored in greater length elsewhere in this report, a brief synopsis is useful here:

#### **1. Faculty Changes to Accommodate New Student Populations**

The faculty of Trinity College have approached adaptations for the changing student profile with both enthusiasm for the enlargement of opportunities for Trinity, as well as some concern for the additional workload and complexity presented by the demands of different populations in different time zones and at different levels of preparation and expectation.

At the initiation of the Weekend College program in 1985, the rules governing faculty workload were revised to make it clear that teaching a course in the Weekend College would constitute an additional preparation, even if it was the same course taught in the weekday. Under the current workload rules, faculty are expected to teach twelve hours but no more than three preparations; since few subjects have multiple sections of the same course in the weekday program, the pragmatic effect of the rule is that full-time faculty today teach three courses, usually nine credit hours in both the fall and spring. Courses taught in short-terms and summer are overloads.

While the workload rule described above satisfied essential concerns of the faculty, today the rule seems inadequate to address all of the many innovative delivery systems and formats. Accordingly, as part of the changes currently contemplated for the new Faculty Handbook, new policies governing workload are necessary to accommodate the scope of faculty work with new populations and programs.

Similarly, the changes have required the faculty to engage in more sophisticated developmental activities to address the development of curricula and pedagogies consistent with the broader diversity of Trinity's students. Developing proficiency in teaching adult learners, a more multicultural student body, and students with learning differences are skills that have been high on the faculty development agenda.

Beyond new approaches to workload and faculty development, the changes in the student population require some re-thinking of the size and structure of the faculty. Faculty size is of particular concern, since 50 full-time faculty seem hardly adequate to accommodate such a diverse range of student programs at both the undergraduate and graduate levels. Enlarging the full-time faculty must be a major academic goal of Trinity during the next five years.

While the faculty has undergone some restructuring in recent years, the full faculty remains the principal governing body; although some decision-making has been decentralized into divisions and schools, the committee structure of the faculty continues to be cross-divisional and cross-disciplinary. This may well be an ideal structure; but the possibility that the faculty would grow in size in future years may cause some re-thinking of the structural issues.

## **2. Curricular and Programmatic Changes**

When the Weekend College was introduced in 1985, great pains were taken to minimize the possibility that the curriculum for this program would differ substantially from that of the weekday program. The ostensible reason for this insistence was to ensure that the weekend program was of the same quality as the weekday program. While the range of major offerings was limited, the core requirements, the course methodology, and the comprehensive examination requirement were the same for both programs.

In the 1990's, the rigorous insistence upon minimizing difference between the programs has given way to a greater comfort level that the two principal undergraduate programs --- weekday and weekend --- might have some difference in curricular design while maintaining a clear fidelity to a central intellectual philosophy of the undergraduate curriculum. As a result, efforts are underway to adapt the new Foundation for Leadership Curriculum (the required curriculum designed initially for the weekday program) for application in the Weekend College format.

In the future, Trinity's faculty will face additional challenges regarding new programs and different curricular structures for the delivery of the undergraduate program as well as the graduate program. Concepts currently in formulative stages include the expansion of the evening division to create a full evening program; development of accelerated degree options and expansion of professional development programs.

In 1991, Trinity's Board of Trustees also approved an associate of arts degree in recognition of the potential for Trinity to serve new student populations more effectively in a pre-baccalaureate program. Although the program was approved four years ago, the implementation of the program has been delayed pending further development of the plans for personnel and budget support. This program is described in more detail later in this report, and through this self-study, Trinity seeks Middle States approval to begin the program.

### **3. Changes in Administrative Operations and Student Services**

Changes in the student population have also warranted major changes in administrative structure, operations and student services.

Trinity today operates all major offices on a six-day-a-week basis, and many of the offices that serve students directly are open into the evening hours. While this may seem like an obvious way to serve many more adult and part-time students, in fact, the cultural change required to expand the College's official work week was considerable.

The change in hours signalled a change in the philosophy of the management of services for the Weekend College and Graduate Program. Prior to 1994, although these programs serve more than 1100 of Trinity's 1400+ students, most of the College's offices did not work directly with those populations. Instead, the Office of Adult Studies provided most services to the Weekend students, and the Graduate Dean's Office provided services to the graduate students. "Services" could mean everything from admissions to a transcript to advising to arranging an on-campus babysitter to degree audit to personal counseling to alumnae services.

In 1994, as part of the implementation of the strategic plan and acknowledgement that all students deserve access to all campus services (cf. 1979 Middle States Report), Trinity took several significant steps forward to provide better services to all populations. The former position of the "Dean of Students" was restructured to become the "Dean of Student Services." The old "Adult Studies Office" became the "Office of Academic Services for Weekend, Evening and Summer Students," and this office reports to the Dean of Student Services. That new office

now is the center for academic advising for Weekend College and other adult students, with professionally trained staff working with the faculty to ensure a more consistent and responsive program for all students in the programs listed. In addition, other functions supervised by the Dean of Student Services --- from the student association to the Center for Academic Support and Career Services, to Health Services and Athletics --- have also been enlarged to include more thoughtful accommodation of all students on campus.

Within this new structure, the Dean of Student Services works in close cooperation with the Vice President for Academic Affairs and the Dean of Professional Studies to ensure adequate delivery of campus services to all student populations.

Another important change planned for implementation in 1996 is the creation of improved telephone and online services to make it possible for adult students to register, seek academic advising assistance, and communicate with major administrative offices without physically coming to the campus.

Child care services are another step forward in accommodating the paradigm shift. In 1994, Trinity opened the Child Activity Center, and that center now serves the children of faculty, staff and adult students.

## D. MARKET STUDIES

In order to develop a better understanding of the changes taking place in the student populations, Trinity has engaged in a variety of market study activities. These include the 1993 George Dehne Market Study of the prospective student populations, the 1994 Dehne Climate Study of the current student populations, the ongoing CIRP study of entering students, and a 1994 study of the Weekend College population by Dr. Veronica Thomas of Howard University. All of these studies will be available to the Middle States visiting team in the Middle States resource room.

The results of these studies are used in a wide variety of ways by faculty and staff. For example, the Thomas study helped Trinity to develop a better understanding of the ways in which the choice to attend college impacts on the families of the Weekend College students. Improvements in the academic advising and counseling structure were a direct response to some of the issues identified in the Thomas study.

### 1. CIRP

The ongoing CIRP study (Trinity has participated since 1968) is the longest study of entering weekday freshmen. Trinity's faculty and staff use this data to monitor trends, to compare Trinity's students to national attitudes, behaviors and expectations, and to plan curricula and programs accordingly. The complete CIRP data is on file in the Middle States Resource Room.

### 2. The George Dehne Market Study

Initially in conjunction with the campus master planning process, and then as an expanded study to assist marketing purposes, Trinity retained the firm of George Dehne and Associates to conduct a study of the prospective student population. This study indicated three major findings: first, that Trinity should stress its Washington location and programs associated with Washington, i.e., public policy; second, that Trinity should focus on the development of distinctive "niche" programs to improve market position; third, that Trinity needs to improve campus facilities and amenities for all student populations, especially residential and recreational facilities, and the technological infrastructure.

The Dehne market study provided some important global information about the relative market position of small women's colleges, as well as specific information about Trinity's prospective students. Some of the highlights are presented in graphs accompanying this section. These highlights include:

a. Public v. Private: Chart I-T shows the change in public-private collegiate enrollment in the last 25 years. Whereas fully half of all college students were enrolled in private colleges in 1968, only 17 percent were in private colleges in 1992. This change has been particularly injurious to small tuition-dependent colleges like Trinity.

b. College v. University: Chart I-U shows how prospective students nationally interpret the words "college" and "university." On all counts, "university" is the preferred choice by an overwhelming margin, further dramatizing the marketing challenge for the small private college.

c. College Size: Chart I-V shows that fewer than 13% of the prospective student population nationally will even consider a college with fewer than 1,000 students in attendance. More than half of the prospective student population prefers a college with more than 3,500 students.

d. Women's College v. Coeducational: Chart I-W illustrates the responses of Trinity's senior prospects when asked questions comparing the merits of women's colleges versus coeducational colleges. On characteristics such as leadership training, being taken seriously, opportunities for success and job networking, women's colleges ranked more favorably than coeducational by a relatively large margin. But on characteristics such as academic challenge, "real world" feel, math and science, and the social sciences, coeducational colleges were preferred.

e. Academic Interests of Prospective Students: Chart I-X illustrates the principal areas of academic interest for the Trinity prospective student population. The top areas include leadership development programs, community service, human relations, social sciences, women's studies, internships, environmental studies, debate and governmental affairs. All of these are consistent with Trinity's location in Washington and curricular strengths. Compare to Chart I-R that shows that the top "intended majors" of students who actually enroll are political science, business and psychology.

The Dehne study has been used heavily in enrollment management and all offices responsible for marketing, recruiting, admissions and retention. Among other things, the study was influential in the development of admissions materials that presented the Washington location more aggressively. The study has also facilitated the faculty's work in curricular reform, and Mr. Dehne has discussed the results of the study with the full faculty and the Academic Coordinating Council.

The implications of the Dehne study for marketing, recruiting and admissions are addressed at greater length in Chapter Six: Enrollment Management.

### **3. The George Dehne Climate Study**

In addition to the market study of the prospective student populations, Dehne also conducted a "climate study" of all of the current student populations in the spring of 1994. This was the first modern comprehensive study of Trinity student expectations and attitudes. The data have been used extensively in student services and admissions, as well as in academic affairs.

Some of the major findings of the Dehne Study include:

a. Choice of College: Chart I-Y compares weekday and other (predominantly weekend) students in their reasons for choosing Trinity. As the chart reveals, the big reasons why weekday students choose Trinity are location, smallness and the women's college dimension (these findings are generally consistent with the Dehne survey of the prospect pool, in which the Washington location and women's leadership opportunities scored high). However, for the weekend and other students, the major factors in choosing Trinity are convenience, presence of the major program desired, and the general atmosphere (anecdotally, the weekend students often state that they are willing to pay private college tuition because they appreciate the richer, more personal and supportive experience.)

b. General Satisfaction: Chart I-Z shows student assessment of areas of general satisfaction with Trinity. Weekday students are generally more satisfied with the small class size (classes tend to be larger on the weekends), the community service program, the personal attention and access to faculty. Weekend students tend to place more value on the College's reputation, the quality of courses and the security of the campus (which is important since many travel to and from Trinity at night).

c. Unsatisfactory Items: The Dehne study revealed some areas of dissatisfaction, only one of which was surprising. Chart I-AA shows areas in which current students found Trinity to be more unsatisfactory than other areas that received higher ratings. Both weekday and other students identified facilities as a major area of general dissatisfaction. Weekday students, primarily residents, expressed greater dissatisfaction with campus security and student services. Security tends to be an ongoing issue, given the problems of crime in the District of Columbia and perceptions of Trinity's location in northeast Washington. Steps that Trinity has taken to improve student satisfaction with Security are addressed elsewhere in this self-study report.

Perhaps the most surprising area of dissatisfaction was a category entitled "educational quality." Upon examination, the deans generally believe that this response was a result of problems that had arisen with course scheduling, the implementation of curriculum change, and class size on the weekends. Working closely with the Student Education Committee, many of these issues were resolved during subsequent months.

4) Facilities: Finally, the Dehne study also provided significant information about Trinity's facilities and student attitudes and expectations. Chart I-BB shows how Trinity's different student populations rate the importance of different facilities. While both weekday and other students rated the library and computer facilities as most important, the weekend students tended (not surprisingly) to put heavy emphasis on parking and classrooms, while the weekday students underscored the importance of computer facilities and recreational/lounge facilities. These responses were important in helping to ensure that the library and computer facilities would receive priority treatment in the implementation of campus development plans (see Chapter Ten: Facilities).

#### **4. Other Studies of the Student Population**

Trinity has collected and compiled numerous other reports and data sets on the student population. All of these reports are available in the Middle States Resource Room.

The study of the Weekend College by Dr. Veronica Thomas of Howard University documents changes in the lives of adult women who enroll in college. Dr. Thomas presented these findings at the Mt. Holyoke Conference on "Studies in Success" conducted by the Women's College Coalition in November 1994. Dr. Thomas is conducting a follow-up study.

Dr. Elizabeth Whitt of the University of Illinois has also undertaken a study of the Weekend College as part of a larger study through the Women's College Coalition. The results of the study will be published later this year.

Trinity has also compiled data comparing various characteristics of Trinity students to data publicly available on 52 women's colleges. This data is used for a variety of purposes from faculty salary and tuition comparisons to analysis of major program enrollments and trends in women's education.

## **E. RETENTION**

### **1. Full-time Retention**

For the full-time weekday program, Trinity's average retention rate has been 63% in recent years. Unfortunately, the College did not compile comparable data in prior years, but future studies will attempt to construct some cohorts for comparative purposes.

As Chart I-CC illustrates, retention in the first year ranges from 69% to 86%, as measured in a fall-to-fall enrollment comparison for each fall cohort starting in fall 1989 through the fall of 1994.

Chart I-DD illustrates retention by the fourth year for the classes entering in the fall of 1989 through 1992. The four-year retention rates range from 60% to 70%.

Sample data from exit interviews reveal a variety of reasons why students leave Trinity. The most frequently stated reasons include:

- ! personal
- ! financial
- ! desire to attend a coeducational institution
- ! lack of satisfaction with the academic program
- ! change of academic interest
- ! lack of satisfaction with student life
- ! lack of satisfaction with facilities

In addition, each year several students are dismissed for academic or financial reasons.

Trinity tries to ensure that all students have opportunities to resolve issues of dissatisfaction or poor performance before the choice is made to pursue a different institution. The Dean of Student Services, Dean of Enrollment Management and Vice President for Academic Affairs take a special interest in ongoing retention management activities. The Center for Academic Support and Career Services, as well as the residence life staff, participate in frequent review of possible retention issues; retention is also a frequent discussion issue for the senior staff of the College, and a range of services from financial aid to food service and security are included in discussions of strategies to improve student retention.

## **2. Weekend College Retention**

Similar data for the weekend program is more difficult to compile because the attendance patterns of the students indicate relatively high levels of stop-out/re-enroll patterns over several semesters. Hence, retention activities for the Weekend College program tend to focus on re-enrolling students who have stopped-out for a variety of reasons.

From anecdotal data received through the Office of Academic Services, the principal reasons why Weekend College students stop-out include:

- ! change in personal circumstances
- ! financial
- ! academic
- ! services

"Academic" reasons can include a range of issues from dissatisfaction with the program to a need to reduce workload due to familial or employment responsibilities. "Services" might include a need for a more convenient location, online services, or other support offered at a different institution. The Dehne Climate Study indicates a range of service issues that are important to Weekend College Students.

## **F. ALUMNAE PROFILE**

Trinity's alumnae population includes approximately 8,000 living graduates of the undergraduate weekday program, several hundred Weekend College graduates, and about 1,500 graduates of the master's program.

In the past, when the Alumnae Office was conducted independently of the College, there was little systematic data analysis of the alumnae population. While some surveys were conducted sporadically over the years, the need for ongoing data development on the graduates of all populations is acute. With the incorporation of the alumnae affairs function into the College's management structure in 1995-1996, improved data collection and analysis of the graduates of all programs is a top priority.

Data extrapolated from a variety of sources compiled in 1991 indicates that about half of Trinity's weekday alums obtain at least one postgraduate degree. In recent years, the

predominant fields for postgraduate study have been law, business and the social sciences, followed by education, english, and medicine.

In terms of career fields, business, government, education, science, marketing and journalism were reported as the predominant careers by graduates of the 1980's, and these trends appear to continue among the graduates of the early 1990's.

## **G. CONCLUSION AND RECOMMENDATIONS**

In order to achieve the strategic goals for enrollment, Trinity seeks to provide curricula, programs and services that meet the needs of the increasingly diverse student body. Changes in the student population in the last decade have revitalized the College, while also placing new demands on faculty and staff for innovative delivery systems, adapted courses and programs, and expanded services for students in all programs.

Recommendations in relation to the changing student population occur throughout this self-study report. Among all of the recommendations, the most significant can be found in the next chapter, Chapter Two: Curriculum. All other recommendations to develop and accommodate the changing student body depend upon the ability of the foundation curriculum to meet the educational needs of the students who constitute the Trinity College of the late 1990's.

(CHAPTER TWO – UNDERGRADUATE CURRICULUM: FOUNDATIONS IN LIBERAL LEARNING)

THIS CHAPTER IS FOUND ON A SEPARATE PDF FILE ON THE TRINITY MIDDLE STATES WEBSITE ENTITLED “1996 SELF-STUDY CHAPTER TWO – UNDERGRADUATE CURRICULUM, PDF FILE”

## CHAPTER THREE

### GRADUATE PROGRAMS: BRIDGES TO PROFESSIONAL LIFE

The establishment and expansion of the graduate programs have been significant parts of Trinity's development over the past three decades. Although Trinity offered master's degrees in the humanities as early as the first classes in 1900, the early master's program was suspended in the 1920's when Catholic University began to admit women to their graduate programs. Trinity's modern graduate program began in 1966 with the establishment of the Master of Arts in Teaching (MAT) program as a pre-service program to meet the growing need of area school systems for qualified teachers.

Reflecting the mission and goals of the College and her commitment to the broader community, the modern development of graduate education at Trinity has focused on selected areas of professional preparation. While future plans anticipate the development of certain graduate programs in liberal studies and certain fields in the arts and sciences, currently all of the graduate programs are conducted through the School of Professional Studies.

In 1982, Trinity initiated the Master of Arts programs in Community Health Promotion and Employee Assistance Counseling. In 1991, the College began the Master of Science in Administration programs with tracks in educational and corporate/community administration. Recognizing the need for advanced training for classroom teachers and those working in non-school settings the College implemented the Master of Education in Curriculum and Instruction in 1993. Most recently, in 1995, the Student Development in Higher Education program was added.

Currently, close to 400 students participate in the graduate degree programs. 2500 additional students participate in the non-degree professional development programs conducted at the graduate level for teachers and other professionals.

This chapter discusses the program design for graduate study at Trinity, and strategic directions. Chapter Four: The Faculty addresses specific issues about all faculty personnel, including the faculty who teach in the graduate programs.

#### **A. MISSION AND PROGRAMMATIC DESIGN**

##### **1. Mission**

The mission of the graduate programs is drawn from that of the College and reflects the relationship between the liberal arts and professional preparation, as specifically articulated in Strategic Goal II: Foundations in Liberal Learning. Major components of the mission of graduate programs include:

- a. to prepare professionals who are liberally educated, possess and can communicate multiple perspectives effectively; who understand the theoretical

foundations and the social context of their chosen profession; who can manage competently, lead effectively and promote individual and organizational health, and who are able to act upon the moral and ethical issues inherent in their profession.

- b. to provide professional development programs appropriate to the current and future needs;
- c. to create and disseminate knowledge in the field;
- d. to provide an exemplary model of teaching, creative problem solving and human relations;
- e. to model and develop a striving for excellence, a celebration of diversity and a dedication to fairness and social justice.

## **2. Design of the Graduate Degree Programs**

Trinity offers the Master of Arts in Teaching (MAT), the Master of Arts (MA), the Master of Science in Administration (MSA) and the Master of Education (Med) degrees. Major programs of study are designed to enable students to select a specialization track which gives them the opportunity to focus general knowledge from the field on an emphasis area.

The College offers the following major programs and specialization areas:

Master of Arts: Community Health Promotion and Education  
 Complementary Health Strategies  
 Gerontology  
 Family & Community Health

Master of Arts: Counseling  
 Guidance and Counseling  
 Community Counseling

Master of Arts: Student Development in Higher Education

Master of Arts in Teaching  
 Early Childhood Education  
 Elementary Education  
 Special Education  
 Secondary Education: English, Mathematics, Science & Social Studies

Master of Education: Curriculum and Instruction  
 Literacy  
 Urban Education

Master of Science in Administration: Corporate & Community  
 Entrepreneurial Development  
 Human Resource Development  
 Human Resource Management  
 Non Profit Management

Master of Science in Administration: Educational Administration  
 Instructional Leadership  
 The Principalship

In order to meet a variety of student needs and interests while maximizing the use of limited resources new graduate programs have been developed around a common core of theory courses and a sequence of specialization courses, with all students taking a capstone course in their discipline. Programs stress the bridge between theory and practice. Students seeking a career change are encouraged to complete an internship as one of the capstone activities.

### **3. The Intensive MAT and the Five-Year Programs**

In 1993, responding to national concerns about the breadth and depth of teacher preparation programs the College replaced the existing Bachelor of Arts in Education with a five year program in which the student pursues in depth study in a liberal arts discipline at the undergraduate level and completes her professional study in a graduate program. This model provides the logical articulation between the liberal arts and professional study.

Trinity is considering the opportunity to develop five-year programs in other professional areas, notably, business administration.

Responding to increased student interest in full time graduate study the intensive Master of Arts in Teaching was developed in the spring of 1995 and implemented in the summer. An initial cohort of fourteen students participate in a field experience four mornings each week and attend classes in the afternoons. The fifth day is devoted to seminar and research.

### **4. Special Programs**

In addition to traditional on campus degree programs, special programs have been developed including the Alternative Certification Program (in collaboration with DC Public Schools), the Teacher Service Corps (in collaboration with the Catholic Schools Office), The Excell Special Education Program (with Montgomery County Public Schools), and an articulated program with the Institute for Advanced Montessori Studies (IAMS).

### **5. Professional Development Programs**

The Professional Development Workshop program provides staff development opportunities for nearly 2500 area educators each year. The College also credits selected in-service courses offered by the District of Columbia Public Schools.

## **B. GRADUATE PROGRAM ADMINISTRATION AND ACCREDITATION**

### **1. Administrative Structure**

The Dean of the School of Professional Studies is responsible for the overall administration of the graduate programs. Administrative support is provided by the Assistant Dean of the School of Professional Studies, the Director Professional Development Workshops and the Division Chairs for the School of Professional Studies. Graduate programs are divided into the Division of Teacher Education and the Division of Corporate and Community Affairs; each headed by a Chair. Roles and responsibilities of the Dean and Division Chairs are described in Chapter Four.

The Graduate Curriculum and Policy Committee provides a mechanism for policy development; program evaluation and modification; and adjudication of academic issues for graduate students. (A more detailed description of the responsibilities and composition of the Committee may be found in the Faculty Handbook.) In general, the policies and procedures of the College pertain to graduate students and programs; however additional policies and procedures governing graduate programs may be found in the Graduate Policies and Procedures Manual on file in the Middle States Resource Room.

The Graduate Student Advisory group provides input to the Dean on areas of concern to graduate students. In order to ensure continued relevance of the curriculum, each graduate program has established an advisory group consisting of representatives from employers, professional associations and alumni.

### **2. Graduate Program Accreditation**

All graduate programs which prepare educational personnel are fully accredited by the National Association of State Directors of Teacher Education and Certification (NASDTEC). Programs preparing teachers and school counselors were accredited in 1992. The educational administration program received full accreditation in 1995. (Copies of the Self Studies and Team Reports are available in the Resource Room.)

The College plans to seek joint accreditation from NASDTEC and NCATE (National Council for Accreditation of Teacher Education) with the 1997 review.

## **C. PROGRAM OUTCOMES AND FUTURE DIRECTION**

### **1. Review of the Graduate Programs**

Informal review of the graduate programs has been conducted since 1990. In 1993, all extant graduate programs were reviewed using criteria of centrality, quality, demand and market advantage. (A copy of these review materials is available in the Resource Room.) This review resulted in substantial modification of several programs and termination of two programs.

During 1994-95 the work of the Graduate Curriculum and Academic Affairs Committee focused on the development of a uniform outcomes assessment framework for graduate programs. When implemented this assessment plan will evaluate the extent to which the mission of the College and the goals of the strategic plan are achieved through the graduate curricula and programs.

## **2. Enrollments and Projections**

Graduate programs have grown significantly in both number and complexity over the last five (5) years. Enrollments have increased from 205 in the fall of 1990 to 370 in the fall of 1995.

Chart III-A shows the growth of total enrollment in the graduate programs.

Chart III-B shows the 1990-1995 growth of enrollment by graduate degree program according to graduation statistics in each program.

The data indicate continued growth in the Master of Arts in Teaching, elementary and early childhood specializations, community counseling and guidance and counseling programs. Enrollment development in the Community Health Promotion and Education, and the Curriculum and Instruction programs has been modest.

## **3. Future Directions**

In February, 1995 the School of Professional Studies conducted a Future Search Conference to review current programs and identify future directions for the graduate programs. Future search is a process which brings together the stakeholders of an organization to participate in envisioning the desired future. This three day meeting brought together the faculty of the School of Professional Studies, representatives from the faculty of the College of Arts and Sciences, staff and administration, students and alumni, representatives of professional associations, employers and community groups. The Executive Summary is on file in the Middle States Resource Room.

The Future Search Conference identified these goals and objectives for consideration as part of strategic planning for the graduate programs:

- a. continue to develop quality innovative programs responsive to the professional needs of the community;
- b. establish a community-based network to facilitate continuing dialogue between the community and the graduate programs, including the creation of advisory boards for all programs and the expansion of the community resource network available to support the graduate programs;
- c. establish a graduate student organization;

- d. explore the implications of Trinity's Catholic identity for development of graduate programs;
- e. increase the attention to diversity issues in the graduate curricula;
- f. increase graduate faculty development;
- g. improve communication among the faculty of the School of Professional Studies and the College of Arts and Sciences, and encourage more interdisciplinary planning;
- h. create a stronger administrative focus on entrepreneurship to develop and support the graduate programs.

The process of strategic planning for the graduate programs continues, incorporating these goals and objectives from Future Search as well as exploring external needs and opportunities more thoroughly to establish the market need for program development. The strategic plan will identify areas for future enrollment growth and the resources (human, fiscal and technological) needed to facilitate that growth.

#### **D. CONCLUSION AND RECOMMENDATIONS**

Development of the graduate programs offer significant opportunities for Trinity College, but such development must be premised on careful market study and correlative development of Trinity's faculty and academic resources necessary to support current and new graduate programs. While the current graduate programs will likely meet *Toward Trinity 2000's* goal of 500 graduate students by 1997, a specific strategic plan for the future of the graduate programs is necessary to sustain that enrollment and to grow beyond the 1997 goal.

Among the many recommendations that the graduate strategic plan will encompass, these are the most significant:

1. In order to meet the enrollment goals for graduate programs, the College must implement and staff the active marketing and recruiting plan which has been developed to increase visibility for graduate education.
2. Consistent with the mission of a liberal arts college which prepares its graduates for life roles, the five year model should be articulated in other areas of study
3. In order to meet the needs of students served and attain the enrollment goals established by the Strategic Plan the graduate programs must develop alternative delivery systems and formats for programs.

4. Faculty development is essential to the success of the graduate programs, and the plan for faculty development must include a plan to expand the size of the full-time faculty devoted to graduate education at Trinity.

5. Academic resources, especially technological resources, must grow with the academic plans of the graduate programs.

6. A comprehensive plan for graduate advising is needed which identifies responsibility for pre-admission, initial and on-going advising and which effectively utilizes the resources and expertise of the Admissions Office, the Academic Services Office and the faculty.

7. The Dean of Professional Studies must work closely with the Dean of Student Services, the Alumnae Affairs Office and the Vice President for Institutional Advancement to ensure that appropriate activities and services are provided for graduate students and alumni.

8. The framework for assessing graduate programs will provide a measure of the extent to which the programs promote the attainment of the academic goals of the College. In addition this assessment will provide additional data for the improvement of existing programs and for new program development.

(CHAPTER FOUR: FACULTY RESOURCES)

THIS CHAPTER IS FOUND IN A SEPARATE PDF FILE ON THE TRINITY MIDDLE STATES WEBSITE ENTITLED “1996 SELF-STUDY CHAPTER FOUR – FACULTY RESOURCES, PDF FILE”)

(CHAPTER FIVE: ACADEMIC RESOURCES: LIBRARY AND ACADEMIC TECHNOLOGY)

THIS CHAPTER IS FOUND IN A SEPARATE PDF FILE ON THE TRINITY MIDDLE STATES WEBSITE ENTITLED “1996 SELF-STUDY CHAPTER FIVE – ACADEMIC RESOURCES, PDF FILE”)

## CHAPTER SIX

### ENROLLMENT MANAGEMENT: MARKETING, RECRUITMENT AND ADMISSIONS

Chapter Two of this report discussed the strategic goals for enrollment development, the current profile of the student body, retention strategies and the analysis of market and other studies. This chapter discusses specific performance and strategies for marketing, recruiting and admission.

During the last decade, Trinity College has experienced a dramatic shift in the composition of the student population. In response to changes in academic programs, the diversification of the student body, anticipated new programs, and increased enrollments, the strategies and structures for the management of marketing, recruiting, admissions, advising and academic support services for all students have been redesigned. Initiation and implementation of the new structure began in 1994-95 and will be completed in 1995-96.

Enrollment management is a concept that requires understanding the inseparable link between marketing the college, recruiting the student and retaining the student through good advising and distinctive academic support systems. Enrollments are never stagnant numbers, but rather are constantly changing. Stabilizing and increasing enrollments as targeted in the strategic plan requires the coordination of all facets of enrollment management.

#### A. THE CLIMATE FOR WOMEN'S COLLEGES

##### 1. Weekday Programs

In approaching the 21st century many myths still surround women's colleges: they are male-free, elitist cloisters populated by serious young scholars, inhospitable places for young women seeking an active social life. To counter these negative stereotypes, Trinity and other women's colleges, in cooperation through the Women's College Coalition, have launched an aggressive campaign to promote the benefits of education at women's colleges.

The campaign has enjoyed some success in the early 1990's. Increased interest in women's colleges in the last few years supports many of the facts about women's colleges: according to the Women's College Coalition, women's colleges "prepare women for the many roles they will assume in life, by offering an excellent academic education, by challenging them to become whatever they want to become and by connecting them into a network that will serve these women for most of their professional and personal lives... Going to a women's college greatly increases the chances that a woman will become a leader in a traditionally male (and hence better paid) field, that she will become a scientist or elected official and that she will keep her sights high." (*Going to a Women's College Opened Up An Entire World to Me*, The Women's College Coalition, 1994)

Still, these facts belie the challenges facing women's colleges today. From a high of nearly 300 in the 1960's, only 84 remain, of which fewer than 30 are Catholic. Trinity was not immune to the

changing conditions which caused the demise of many of her sister schools; in fact, the traditional population dropped by almost one-half over a twenty year period, from 1000 to about 500. This enrollment decline was attributable to the increased options available to women through coeducation, Title IX, the rise of major sports for women, and expanded professional opportunities. In addition, according to market researcher George Dehne, only 3% of all traditional-aged college bound females consider a women's college in the college choice set.

These facts present profound challenges to Trinity in anticipating the enrollment growth described in the Strategic Plan, *Toward Trinity 2000*. Trinity's enrollment development plans, described below, include strategies to emphasize the benefits of the women's college programs and environment.

## **2. Weekend Programs**

Many of the women's colleges who have successfully met the challenge of stabilizing their enrollments have done so through deliberately attracting a different market. The College of New Rochelle, the College of St. Elizabeth, the College of Notre Dame of Baltimore, Russell Sage, Hood College, and College of St. Catherine are among many traditional women's colleges who have successfully enlarged their enrollments through attracting new populations of older women seeking to attend school in non-traditional formats.

While many institutions have become coeducational in their non-traditional degree programs, Trinity is unique among many of these institutions in continuing to serve only women in the undergraduate programs. The major criteria for a woman who needs to fit the completion of a college degree into her already busy life is the schedule, and the establishment of a convenient weekend format coupled with the implementation of student services designed to support retention has led to a more stable undergraduate enrollment for Trinity.

## **B. THE MARKET STUDIES:**

### **FACILITIES, PROGRAM EMPHASES, ADMINISTRATIVE STRUCTURES**

To manage the marketing and admission implications of the dramatic shift in the composition of the student body, Trinity undertook a study of prospective students by George Dehne, as well as a climate study of current students. These studies are discussed in more detail in Chapter One: Students, and the full report is on file in the Middle States Resource Room.

The purpose of the studies was to determine trends and opportunities for new and continuing students and evaluate and create a comprehensive marketing, enrollment and retention plan for the College. In addition to supporting the campus master plan and curricular initiatives, recommendations of the Dehne studies have been integrated into a structured enrollment and retention plan for all Trinity students and into the public message and posture of the College.

## **1. Facilities**

While the topic of facilities is addressed comprehensively in Chapter Ten, a brief explanation of the impact of facilities on enrollment is appropriate here.

The Dehne studies confirmed the importance of facilities in recruiting and retaining students. In particular, the studies supported the need for a Campus Center including athletic, recreational and student service facilities. In addition, the studies also confirmed the need for upgraded residential and classroom facilities. While Trinity anticipated some of these needs, perhaps the most important aspect of the Dehne studies was the clear expectation of both prospective students and current students for significantly improved technological capacities, especially in the library, but also in classrooms, student rooms and throughout the campus.

Trinity is currently addressing the need for technology improvement through the technology master architecture plan, described in Chapter Ten. Getting the library "online" has been one of the most popular success stories of the 1995-1996 academic year, and improvements to the Academic Computer Center have also been well received by students. A new telephone system to be installed in the spring and summer of 1996 has also been received with enthusiasm, and students have expressed a high degree of interest in such future improvements as online registration and enhanced voice/data communications capacity in residence halls and throughout the campus.

Among other technological improvements, Trinity also maintains a home page on the World Wide Web (<http://consortium.org/~trinity/home.htm>) through the web site developed by the Consortium of Universities. The capacity to receive online applications and to deliver enhanced admissions information online is being developed throughout the spring of 1996.

Regarding other facilities issues, the development of the Campus Center will be the chief priority of the centennial campaign. Trinity perceives the development of this facility to be a critical component of the College's future ability to recruit and retain all student populations. In particular, improved on-campus athletic and recreational facilities will be a significant factor in Trinity's enrollment development plans for the weekday residential student population.

## **2. Program Emphases**

Programmatic enhancements to support recruiting and retention of students have also arisen as a result of the Dehne data and other market analysis. Some of the most significant enhancements include: a focus on public policy throughout the major programs; the development of an integrated advising system designed to serve all students; an enhanced internship and mentoring program; demonstrating the strength of the major programs to prospective and current students on an on-going basis through interactive programming and print materials; redesigning the general education program; demonstrating access to graduate school through the development of five year programs; and enhanced leadership opportunities which includes an NCAA Division III athletic program.

Dehne also recommended a college recruitment plan which includes a required interview for admission and an enhanced merit scholarship program with a required campus visit component. The incorporation of these recommendations into the enrollment development and management plan has allowed Trinity to make significant steps toward achieving the operational goals set out in *Toward Trinity 2000*.

### **3. New Administrative Structures for Enrollment**

In addition to providing the market study and climate study, Dehne provided consultation services in the training of admissions staff and restructuring of the management of marketing, recruiting and admissions, described in more detail in Section C. below. Similar recommendations and assistance have been provided by other admissions consultants as well.

The primary functions of the enrollment management operation have been redesigned to support a multi-pronged approach to student recruitment, through coordinated high school, community-based and graduate marketing and recruitment. In addition, the College is formalizing relationships with two year colleges through transfer and articulation agreements. An expanded student financial services department provides increased support for students and families in making the financial investment for a Trinity education manageable.

## **C. THE NEW ENROLLMENT MANAGEMENT PARADIGM**

### **1. Administrative Structure**

In 1994 the various marketing and recruiting functions of the College began a process of consolidation to create a single multi-faceted team responsible for marketing, recruiting and admission for all programs of the College. The new team constitutes the Enrollment Management Office, supervised by Dean Susan Ikerd. Prior to this reorganization, these functions were conducted in separate places by separate staffs for the undergraduate weekday, continuing education, weekend and graduate student populations. The result was a fragmentation of the image of Trinity College, duplication of effort and resources, competition rather than collaboration for advertising and promotion, and a lack of understanding among all staff of the importance of all programs.

The purpose of the reorganization was to maximize all resources, including staff, to support marketing, recruiting and admissions for all programs of the College. In addition, the reorganization has as a primary goal the elimination of a fragmented image for Trinity in the marketplace and the emergence of a holistic marketing dynamic supported by a strong image of "Trinity College" playing out through graphically-unified publications and coordinated advertising programs for all of the various market segments.

The reorganization of enrollment management eliminated categorization of students by age (hence an end to "adult" and "traditional" labels), acknowledged the right and need for all students to have access to all services across the institution, focused professional functions in discrete teams (e.g., marketing, academic advising, student services), and emphasized the

importance of the academic advising function in the enrollment and retention of part-time students attending in the weekend, evening and graduate programs.

Hence, the former "Office of Adult Studies" became the "Center for Academic Services" providing academic advising and related services to all students attending (undergraduate and graduate) on the weekends, in the evenings, and during the summer. This office also works in close cooperation with the admissions function for weekend and graduate students.

Graduate recruitment and admissions also became part of the new Enrollment Management function. Prior to the reorganization, graduate student recruitment resided solely in the office of the dean of graduate and professional studies. The graduate dean and faculty continue to play a significant leadership role in recruiting graduate students, even while the primary responsibility for recruiting graduate students shifts into the Enrollment Management Office.

## **2. Planning**

In order to support this reorganization and to achieve the enrollment goals described in *Toward Trinity 2000*, a comprehensive enrollment development and management plan is being formulated and some aspects are already in the implementation phase. This plan includes not only strategies to achieve numerical goals, but also goals for the student profile by program; a trained and engaged admissions staff; a seamless, invisible and integrated information management system; mutually defined and supported goals and activities; internal and external market research to help define goals and strategies; an on-going, publicly shared assessment of academic and co-curricular activities to enhance retention; and student financing opportunities which support the desired student profile. The College has a long standing commitment to a diverse student body; through a strong Enrollment Management focus the needs of most students can be met.

The Dean of Enrollment Management is responsible for developing, with appropriate staff and faculty, the plan to achieve the enrollment goals stated in *Toward Trinity 2000*. Staff managers have direct responsibility for the high-school, community-based and graduate enrollments. Although each staff member has a primary area of responsibility, all staff are expected to be conversant in all programs offered by Trinity and the basics of student financing, so that staff can be deployed as needed. An operations staff provides on-going support for marketing and recruitment outreach.

The challenge of integrating marketing and recruitment for all degree programs into an office environment which has a lengthy tradition as a traditional undergraduate admissions operation cannot be discounted. Creating and funding an expense budget which supports external promotion of the College is also a challenge given current fiscal constraints. Staff design is structured with the commitment that all prospective students receive equal, adequate and timely service. Staff training is on-going, including telemarketing and prospect analysis.

Improved information management is also a key component for short-term success as well as longer term planning for new programs and services. A PC based data management system is being implemented to allow all staff to access to prospective student records easily and quickly.

In short, the plan to develop the internal system to respond quickly to all student inquiries is in place and on target. The next step is to develop a fiscal strategy to increase the number of student inquiries to achieve the enrollment goals outlined in the strategic plan.

## **2. Role of Alumnae, Students, Faculty and Staff in Admissions**

The Enrollment Management staff is the front-line of an extensive operation designed to promote enrollments at Trinity. As a reflection of the reorganization of the Enrollment Management Office, included in the goals for 1995-96 is the redesign of the Alumnae Admissions Program to stimulate more extensive alumnae participation in recruiting efforts.

In the past, the effort to involve alumnae in the admissions program was called the "Secondary Schools Committee," reflecting an older perception of both prospective students and alumnae. The new Alumnae Admissions Program will invite Trinity alumnae (and graduate alumni) from all programs to participate in a wide range of marketing, recruiting and admission activities in schools, corporations, government offices, and all places where alums might facilitate contacts with prospective Trinity students.

The Student Ambassador program, which is student staffed and managed, provides prospective students with an opportunity to meet and get to know Trinity's best spokespeople --- Trinity's current students. For weekend and graduate students, the peer advisors also have proven to be invaluable participants in the recruitment process.

The Trinity faculty and staff also provide support for the admissions program through participation in college fairs, campus visit days, telemarketing programs and other opportunities to assist in student recruiting. The role of the faculty is especially critical in contacting students for individual academic programs.

The Student Services staff are also a vital component of the recruiting effort. From discussing residence life, to counseling a prospective working mother on how to arrange her schedule, to working with students with disabilities to ensure their smooth transition to Trinity's campus, to responding to a soccer player's special interests, the Student Services staff provide significant support to the work of the admissions counselors. Similarly, the Financial Services staff provide major assistance in the development of effective financial aid packaging strategies and financial counseling workshops.

## **D. MARKETING AND RECRUITING STRATEGIES**

### **1. The High School Recruiting Program**

In order to meet the strategic goal of 500 weekday students, the high school-based recruiting program must yield 125 new full-time first-year students each year. This target requires at least 10,000 prospects converting to applicants at a 3.5% rate to produce 350 applicants. Of these, assuming a 75% selectivity rate, the yield rate would need to be 48% to produce a class of 125.

The new enrollment management plan (on file in the Middle States Resource Room) includes targets for prospects, applicants and yields on a monthly basis. Trinity realizes that it will take 2-3 years for the program to reach its full potential. Historically, Trinity's applicant pools have been in the 250-350 range, with a few years of greater or lesser numbers (in the 1960's and again for a brief period in the late '70's and early '80's).

Chart VI-A shows Trinity's applications, acceptances and enrollees for first year classes since 1965. The chart clearly demonstrates depressed levels of applications since the mid-1980's; increasing this volume is the greatest challenge the admissions staff faces.

The new high-school based recruitment program takes a more focused approach to reaching prospective students. Relying more heavily on demographic analysis and target marketing techniques than in the past, the recruiting plan seeks to enlarge the prospect pool (from about 6,000 to about 10,000 names annually, to yield a class of 125) through more targeted use of search, telemarketing and advertising highlighting Trinity's strengths including leadership development for women and the College's Washington location. In addition, the plan relies on more extensive opportunities for campus visits to generate both prospects and applicants. Campus visit days are now established for the entire year, and the Admissions Office is staffed every weekend for both scheduled and unscheduled campus visits.

From search through telemarketing and campus visits, the admissions effort includes greater focus on targeting and matching prospects to Trinity's programs. For example, the campus visit days include focused programs on math and science, government and public policy, humanities, business and education. Athletics also has a stronger profile in the recruiting effort, largely as a result of Trinity's new membership in the NCAA Division III.

Scholarships and financial aid have also been restructured to play an earlier and more pivotal role in the recruiting effort. The financial aid plan is discussed in greater detail below.

While the early results of this new marketing program contributed to a 22% increase in the weekday student enrollment in the Fall of 1995, the real results of the new recruiting program are clearly emerging in the early data on the students recruited for the Class of 2000, entering in the Fall of 1996. As of January 1996, applications for the fall class are significantly ahead of the January 1995 counts, and the quality of the applicants appears to have improved as well.

In the field, staff recruitment activities focus on regions and high schools with whom cordial and supportive relationships are already established. An analysis of applicants and enrolled students for the last five years has provided the basis for a schedule of private visits to the targeted high schools. Several new regions of the country have been targeted for cultivation, including the mid-south and the upper mid-west. A data-management system has been designed to evaluate ongoing success of all recruitment activities and provide a quick response mechanism to requests for information from students, parents and other influences.

The weekday program's recruiting team is led by a staff manager who has extensive experience in response management and telemarketing, and the team itself consists of recent Trinity

graduates who can speak very credibly about the Trinity experience. The team receives on-going support from the operations/support staff and other professional admissions staff in working toward the stated goals for the high-school recruitment program.

## **2. The Community-Based Recruiting Program**

Trinity's Enrollment Management Team includes staff that have principal responsibilities for recruiting students from the "community-based" market, i.e., those who have been out of high school for one year or more who are interested in obtaining degrees at both the undergraduate or graduate levels in all programs. Typical target markets for such students include employers, civic associations, churches, and similar organizations, as well as the public at-large. Strategies to reach prospective students in this large and diffuse market include college fairs sponsored by employers and community groups, on-site workshops and training programs that lead to student interest in degree programs, on-campus information sessions, print media and radio advertising, and participation of faculty and staff in a wide variety of promotional and educational events.

Trinity has recruited students from the community-based marketplace for nearly thirty years. However, until 1985, the efforts were modest. With the inception of the Weekend College in 1985, the need for more aggressive outreach became clear, and Trinity began to conduct radio advertising to promote the Weekend College broadly.

While the radio ads contributed to the development of a large prospect pool for the program and boosted enrollments, the advertising program was not supported by a thorough program of enrollment management. Data collection was virtually non-existent, but anecdotal evidence indicated both a low yield for the large expense of advertising, and relatively high attrition (about 25%) after the student's first semester in the program. Hence, by the early 1990's, the College determined that the radio ads should not be continued without a stronger enrollment management program for the Weekend College in particular, as well as the other programs dependent on community-based recruiting.

More recently, Trinity has continued to use radio ads on occasion, but always in the context of promoting an open house for prospective students to visit the campus and to learn more about the admissions process and academic programs. In addition, departing from past practice in which radio and print ads promoted only the Weekend College, Trinity's advertising now encompasses all programs.

Trinity's community-based recruiting program faces several distinct advantages as well as challenges that differ from the high school-based programs. Unlike high school students, adult students tend to be less concerned with the single-sex nature of the undergraduate programs; the Dehne survey confirmed this issue. However, adults tend to place more emphasis on service delivery, convenience and the ability to get the courses they need. Adult students also tend to be more influenced by external factors such as family and job responsibilities, with the result that their time in the program fluctuates from semester-to-semester, making enrollment projections more difficult.

Recruiting in the community-based markets is heavily dependent upon the academic program delivery formats as well as academic advising. Prospective students frequently have earned credits at other institutions, and present a range of needs that require careful advising to ensure that the student is able to fulfill all requirements while also managing family and work responsibilities. Many students have expressed interest in alternative formats in addition to the Weekend College, and additional delivery systems (using

Sundays, creating a full-fledged undergraduate evening program, accelerated programs) are under consideration at this time.

### **3. Transfer and Articulation**

Historically, Trinity did not focus on transfer and articulation in the admissions program, reflecting the very traditional approach of the pre-1985 college. As late as five years ago, transcript evaluation occurred as a sidebar activity in the Registrar's Office, and students entering the College with credit from other institutions frequently had to wait many months to learn which credits were accepted. In the last five years, the numbers of students entering the College in all programs with credit from other colleges has expanded dramatically, and Trinity has also realized the potential opportunities in forging stronger partnerships with area community colleges.

Hence, in 1994, as part of the enrollment management plan, Trinity added a staff position specifically responsible for transfer and articulation. Unofficial transcript evaluation is now conducted as part of admissions counseling process, and the faculty, registrar and transfer counselor cooperate to ensure that the official transcript evaluation occurs in a timely manner.

Articulation agreements with area community colleges are currently in development. Trinity intends to have full articulation with the area institutions by the end of 1996, and with select institutions outside of the Washington area by Fall 1997.

### **4. Graduate Programs**

Although Trinity has offered master's degrees since its first students entered in 1900, graduate programs have been considered one of the College's "best kept secrets." In 1996 Trinity will celebrate the 30th anniversary of the Master of Arts in Teaching Program, which was the first of the modern graduate programs (the humanities M.A. programs were suspended in the 1920's after Catholic University began to admit women to the graduate programs; Trinity resumed the master's degree in 1966 with the MAT). Graduate program enrollment development depends heavily on program development. While the predominant programs at the master's level have been teacher preparation for the last thirty years, Trinity has added programs in community health promotion, general administration and nonprofit management in recent years. The faculty in the School of Professional studies, where the graduate programs are resident, have also engaged in a structured process of strategic visioning through the "Futures Search" model, and a comprehensive plan for the future development of these programs is in process.

The Enrollment Management Team is currently planning to add a staff manager with specific duties and responsibilities for graduate student recruiting. Of the three major enrollment programs, the graduate program has had the least enrollment analysis and staffing. Hence, in order to pursue long-term growth goals, the graduate admissions program needs to increase staff capacity and improve market data analysis as well as strategic plans for the graduate marketing and recruiting effort. Future plans should include, for example, marketing the graduate programs outside of the Washington area and promoting both full-time and residential options for graduate students. Additionally, although the graduate program has been coeducational for thirty years, Trinity does not maximize the opportunities to recruit men into the program, and this issue should receive greater attention in future planning.

## **5. International Recruiting**

A stronger program of international recruiting will support goals at both the undergraduate and graduate levels in all programs.

Trinity has especially strong ties in Japan where two sister colleges are operated by the Sisters of Notre Dame de Namur. Over the years, a number of Japanese students from Notre Dame Seishin University in Okayama have studied English at Trinity for a semester or a year. Other Japanese students also enroll as full-time students independently.

In the Fall of 1995, President McGuire visited Japan to pursue expressions of interest from several other institutions in a stronger partnership with Trinity. The single-sex nature of Trinity, along with the College's Washington location, have the potential to attract larger numbers of Japanese women for degree programs, English language programs, and even visiting scholar opportunities for the faculty of the Japanese colleges. As a result of these initiatives, Trinity will reorganize the ESL/EFL program for the Fall of 1996 to accommodate the needs and interest of Japanese students more effectively. The Japanese schools have emphasized the need for stronger English language programs in order to recruit more Japanese students at Trinity.

Trinity is also developing plans to strengthen international recruiting in Europe and South America. Trinity's strength in Latin American studies will be a particular benefit in expanding Trinity's reach into international markets.

## **E. STUDENT FINANCIAL AID AND TUITION PRICE STRATEGIES**

### **1. Student Financial Services**

Historically, while Trinity always offered some scholarships to needy students, the resources available for financial aid were few and administered by one staff person. As late as 1989, in spite of increasing financial needs and the complexity of the federal student aid regulations, the Financial Aid Office still consisted of one staff person operating out of the Admissions Office.

The 1993 strategic plan recognized the need to increase financial aid resources and to strengthen financial aid administration as part of the new enrollment management paradigm for Trinity. Accordingly, in 1994, the Office of Financial Aid underwent major restructure to create the Student Financial Services function, led by an associate vice president reporting to the Vice President for Fiscal Affairs and working in close cooperation with the Dean of Enrollment Management.

The associate vice president for Student Financial Services also manages the regulatory side of Title IV and other public student aid funds. The staff capacity of the office has been increased to four persons, and the technological capacity has also been upgraded to accommodate all modern financial aid practices including electronic funds transfers for the federal programs. Trinity does not participate in direct lending at this time, but would seek to do so in the future if the program continues.

## **2. Financial Aid**

Providing sufficient grant aid to meet the growing student need is a large fiscal and strategic challenge for Trinity. Financial Aid has been the fastest growing segment of the expense budget, even while tuition increases have been restrained. Since 1980, tuition-funded scholarships have grown by 282% while tuition has increased 190%. Since 1989, internally-funded scholarships have increased by 154% while tuition has increased by 26%.

These comparisons show that the financial need of Trinity students has consistently outstripped increases in the tuition price for nearly the last two decades. The need of students has also increased to the point that 90% of Trinity's undergraduates in 1995-1996 receive some form of financial aid (compared to about 75% in 1989), including 65% on Trinity grants (TAGR, or Trinity Assistant Grants).

Chart VI-B shows the growth in TAGR from 1991 to 1995 among full-time weekday students, who account for more than 95% of all TAGR funds awarded.

Chart VI-C shows the growth of financial aid expenditures relative to other expense categories since 1980.

Chart VI-D tracks the growth in federal loan volume by student group, revealing that graduate students are the fastest-growing group of borrowers (see Chart VI-F which shows the rapid rise of the total federal loan volume).

Chart VI-E shows the growth in the comprehensive fee (tuition, room and board) since 1985.

Chart VI-F shows growth in all sources of financial aid since 1990, illustrating the dramatic increase in federal loan dependence that mirrors national trends.

Chart VI-G compares growth in tuition revenues and total financial aid, showing that when all subsidies for tuition are taken into account, more than 80% of Trinity's 1995 tuition revenues are subsidized by public or private sources, nearly double the 1990 rate.

Realizing that the increased financial dependency of the student population is a consequence of the paradigm shift in the composition of the populations, Trinity will need to develop even more aggressive financial aid policies and practices in the future.

In addition to joining the direct lending program, Trinity must also develop a stronger fund raising program to support student needs with more private gift dollars. Currently, gift and endowment-funded grants account for less than 3% of all Trinity grants awarded. A recent bequest of more than \$1 million will boost endowed scholarships, but only by about \$50,000 per year. In light of the fact that TAGR is approaching \$2 million, gift-funded scholarships take on increasing importance.

### **3. Tuition Price Strategies**

Trinity has pursued a deliberate strategy of moderate tuition increases.

Chart VI-H shows the rate of Trinity's tuition increases versus national increases since 1985. Since 1987, Trinity's tuition increases have been substantially below the national average, and the increases have been less than 5% during the last four years.

Chart VI-J shows the actual tuition price comparison of Trinity versus the national average for four-year private colleges. In 1994, for the first time, Trinity's tuition dropped below the national average slightly, and this trend has continued in 1995 when the national tuition topped \$12,000, compared to Trinity's tuition of \$11,750.

Trinity's tuition price strategy has kept the College as a moderate choice among women's colleges. Chart VI-K illustrates Trinity's tuition compared to the cohort women's colleges.

Chart VI-L illustrates various financial characteristics comparing Trinity to the cohort women's colleges.

Trinity's slow-growth tuition policy during the last five years has arisen from several considerations: (1) given the high need of the student body, a more aggressive rise in the tuition price would increase financial aid dependency beyond the current high levels; (2) given increasing evidence of consumer price resistance, Trinity seeks as a deliberate strategy to offer a mid-priced alternative in private education; (3) compared to other area institutions priced at slightly higher levels, as well as the women's college cohort group, Trinity does not offer the same on-campus amenities (e.g., gymnasium and pool, student center, more extensive technological resources) to justify equivalent pricing. In the future, as Trinity develops campus technology and facilities, tuition may rise more rapidly.

## **F. CONCLUSION AND RECOMMENDATIONS**

To develop and implement the enrollment development plan for Trinity, it is critical to understand external market trends currently influencing student decisions. These trends include increased an cost of education nationally; increased access and changing reasons for attending college; a highly competitive student market for all programs; curricular changes forced by technology and the marketplace; employment trends; and an urban, Washington DC location. Internal factors include academic and co-curricular facilities; diversity of the student body; technology; availability of co-curricular activities on campus; size of the full-time weekday population; and the majors available. Location, cost and diversity can be perceived both as an institutional strength and challenge.

Across programs the student profile has changed, and in some respects, become more like than disparate. As noted in Chapter One, students coming to Trinity exhibit more racial and ethnic diversity. Financial and academic needs are greater than in the past, resulting in a need for increased services for all students. More students are working (both full and part-time), and there is an increase in the number of single parent families (both as child and parent). Faculty and staff need to be more aware of and recognize that understanding the current student profile is critical to academic and personal success for Trinity's students.

Following are recommendations that summarize the key elements of this report and constitute goals for the enrollment management function:

1. To develop a long term commitment to an integrated marketing, recruitment and admissions process for all degree programs so as to achieve the desired enrollment goals.
2. To develop ongoing Institutional Research focusing on both external and internal trend analysis and program assessment.
3. To utilize the results of consultant studies to assess the effectiveness of all marketing strategies.
4. To develop a prospect management and response system utilizing current and anticipated technology and adequate for the needs of a growing College.
5. To develop a focused prospect development and management plan for growth in both the high school and community-based markets for full-time weekday students of all ages.
6. To develop, fund and implement new prospect development strategies for working women seeking undergraduate degrees.
7. To develop and fund program based marketing and recruitment for growth in graduate programs based on both the strong referral base and on new sources.

8. To develop a comprehensive data and information management plan implemented and institutionalized as a seamless process.
9. To develop the campus facilities and technology to support enrollment management goals.
10. To develop financial aid resources and financial services capacity to support enrollment management goals.
11. To review tuition price strategies to ensure continued high value for students while also ensuring adequate support for capital investments on campus, especially in light of new technologies and facilities improvements.

(CHAPTER SEVEN: ENROLLMENT MANAGEMENT: ADVISING, ACADEMIC SUPPORT AND RETENTION MANAGEMENT)

(CHAPTER EIGHT: STUDENT SERVICES: CO-CURRICULAR PROGRAM AND OTHER SERVICES)

CHAPTERS SEVEN AND EIGHT ARE ON SEPARATE PDF FILES



## CHAPTER NINE

### INSTITUTIONAL RESOURCES: FINANCIAL MANAGEMENT

*Toward Trinity 2000* was constructed to address not only the strategic vision for mission and programs, but also the strategic goals for resource development. In short, if Trinity is to achieve all of the ambitious goals set forth for the education of her students, the College must secure the money, the facilities, the technology and the personnel necessary to make that mission a reality.

*Strategic Goal VII: Financial Resources (The Business Plan)* is the shortest, but perhaps most pivotal, of all of the strategic goals. In a few short sentences, the goal spells out what Trinity must do to make financial success possible. Those action steps address measurable goals for enrollment; fund raising; endowment; and operating surplus. The subsequent strategic goals spell out action steps for enrollment, fund raising and other resources.

Since 1989, the College has moved in a concerted fashion to lay the foundation for future fiscal stability and growth. After two decades of financial turbulence in the 1970's and 1980's, Trinity was finally able to achieve some modest fiscal stability. During the early 1990's, the College has achieved these financial benchmarks:

- ☞ Trinity has operated 'in the black' in the annual current operating budgets in five of the last seven fiscal years;
- ☞ Trinity has reduced the accumulated deficit from \$645,000 to \$477,000, while also building plant fund reserves and accomplishing other fiscal targets;
- ☞ Long-term debt of \$1.8 million in dormitory bonds was retired through participation in the "deep discount" debt retirement program of the U.S. Department of Education, using a \$550,000 loan from the funds functioning as endowment;
- ☞ Growth in the total current fund budget from \$10.6 million to \$13.4 million, an increase of 26% in 6 years;
- ☞ Faculty salaries have increased on the average by 40%;
- ☞ Internally-funded scholarship support has increased by more than 100%, from \$630,000 in FY89 to \$1.7 million in FY96;
- ☞ Elimination of reliance on the contributed services of the Sisters of Notre Dame de Namur (in FY89, the gift was about

\$175,000, and the amount was reduced to -0- by FY91; in prior years, the amount had been as much as \$275,000);

- ☒ Internal controls have improved substantially, as confirmed by the outside auditors;
- ☒ Budget management has improved with cost controls implemented to ensure better fiscal performance.

While these benchmarks indicate substantial progress, the College continues to face large financial challenges. Chief among these challenges are:

- ☒ Trinity continues to be thinly capitalized; growth of the endowment is essential for future health;
- ☒ Trinity is too tuition-dependent (77% in the current fiscal year); non-tuition revenues must grow to achieve a goal of no more than 65% tuition-dependency;
- ☒ Income from gifts and grants needs to reach or exceed 10% of budget in future years;
- ☒ The tuition discount needs to be managed more carefully to ensure that the cost of financial aid does not offset the gains in increased enrollment.
- ☒ Plans to finance new construction, facilities renovation and new technologies must include significant revenue streams from capital fund raising.

The following discussion provides some historical perspective on the finances of Trinity College, and then analyzes the relationship between the strategic goals and future fiscal health. Note these reference sources to accompany the text:

Audited Financial Statements for FY93-94-95 have been sent in advance to the visiting team, and older audits, management letters and other financial information is available in the Middle States Resource Room and the Office of the Financial Vice President.

Seven-Year Financial Summary statements appear at the end of this chapter (yellow pages).

Pro-Forma Strategic Projections as of 1/96 appear at the end of this chapter (pink).

## A. FINANCIAL RETROSPECTIVE

*"...Why should we fear to fail simply because one element of success is wanting (the money)..."*  
(Sr. Julia McGroarty, founder of Trinity College, letter of April 3, 1897)

Throughout the 100-year history of Trinity College, money has been a constant source of concern and one of the College's greatest challenges. For the last six years, Trinity has experienced a period of relative financial stability, compared to the prior decade, but this recent period also shows fiscal stress as the College's ambition grows more rapidly than its resources. Part of the current stress is the continuing need to compensate for past deficits which are not only financial, but also physical, organizational and even philosophical.

Because Trinity earned a reputation for success in the education of generations of successful women, a stereotype of Trinity emerged that the College, too, was wealthy. Lay observers unfamiliar with the real financial underpinnings of the College often erroneously assumed that the College enjoyed a large financial endowment, extraordinary gifts from its graduates, and/or significant donations from the Vatican and Archdiocese of Washington.

In fact, unlike Sophia Smith or Mary Lyon whose original beneficence provided the early financial underpinnings of Smith and Mt. Holyoke Colleges, Trinity was built through the contributed labor of the Sisters of Notre Dame, loans and gifts from the SND provinces, and the many gifts of lay people to support current operating needs. While the alumnae of Trinity have been generous and the contributed services of the Sisters of Notre Dame were often referred to as the "living endowment," in fact, like most Catholic colleges both large and small, Trinity has operated throughout its history in a climate of fiscal restraint, often punctuated by years of fiscal austerity.

Like many colleges of its kind, Trinity has proven time and again that fiscal restraint, and even austerity, does not necessarily impede the quality of education. Indeed, as a Catholic college borne from the tradition of a religious congregation of women whose entire mission originated in service to poor girls in post-revolutionary France, Trinity's tradition embraces the ideal of poverty as a religious and spiritual value that carries its own educational lessons. Nevertheless, the College knows that a larger fiscal platform is essential for future success.

### 1. Pre-1990

In the modern Trinity era, concern for the financial stability of the College emerged as early as the 1950's in Middle States letters and other documents. Reflecting an understanding of the need to reorganize and build programs to address the financial conditions of the College, in 1956 the College commissioned the John Price Jones company to conduct a financial review of the College. While praiseworthy in many parts, the 1956 report clearly identified areas of grave weakness: too much reliance on contributed services and other financial contributions of the Sisters of Notre Dame; depressed tuition levels and a too-small student population; inadequate fund raising and relatively low levels of alumnae support.

In subsequent years, while the student population exploded in the 1960's, the College's financial resources did not. A capital campaign launched in the early 1960's fell well short of its goals. Two important new facilities, the library and a dormitory (Kerby Hall) were completed with federal funds, but plans for much wider expansion of facilities, including the desperately-needed athletic and recreational facility, were suspended. By the end of the 1960's, although student enrollment had nearly doubled, the financial condition of the College grew even more perilous.

In the early 1970's, a precipitous enrollment decline brought Trinity close to the brink. The College was able to manage its way through this period of retrenchment thanks largely to the huge sacrifices of the faculty and staff who continued to work through years of salary freezes. The financial retrenchment of the 1970's forestalled any hope of growth and redevelopment of the College's facilities. This "survival" mode continued into the 1980's. A modest period of enrollment increase in 1980-1981 could not be sustained, and attrition during that time offset gains from a few years of larger entering classes.

During the 1970's and 1980's, fund raising results did not improve appreciably. Throughout the history of the College, the income from gifts and grants has been modest at best. At the same time, in recent decades, the contributed services gifts of the Sisters of Notre Dame de Namur began to decline as SND's left Trinity to pursue other ministries or left the order entirely.

Chart IX-A illustrates the relationship of Alumnae Unrestricted Gifts and SND Contributed Services to the total revenues of the College from 1980 to 1995. Contributed services were phased out completely by FY91.

At the same time, income from auxiliary enterprises increased during the 1980's, principally as a result of leasing excess dormitory space and conducting conferencing services. Additional comments on auxiliary enterprises are included in the final section of this chapter.

The inauguration of the Weekend College in 1985 slowed the rate of financial deterioration of the College. Nevertheless, deficits continued to mount. During the 1980's, the College accumulated more than \$2 million in deficits, paying-off most of them through the funds functioning as endowment. By the end of the 1980's, the College had a remaining accumulated deficit of nearly \$700,000, and the quasi-endowment was virtually exhausted.

## **2. 1990-1995**

(In addition to referring to the charts cited below (found at the end of the chapter), readers should also refer to the seven-year financial summary on the yellow pages immediately following the chapter text.)

During the period 1990-1995, Trinity has been able to surmount many of the negatives in the pre-1990 financial picture.

Chart IX-B shows the current and cumulative deficits of the College from 1980 to 1995. This chart reflects the fact that in the 1980's, the College experienced large deficits in the annual

current operating budget, and these accumulated to sizeable levels; much of this accumulated deficit was reduced through transfers from funds functioning as endowment during the 1980's.

Chart IX-C shows the relationship between enrollment performance and the reduction in the accumulated deficit (enrollments are shown with lines over the financial columns; the top line shows the total headcount and the bottom line shows the full-time weekday; 1985 is the "turn-around" year in enrollment with the introduction of the Weekend College).

Since FY1989, Trinity has experienced two deficit years (1992 and 1995) in which the amount of the deficits (\$150,000 and \$170,000 respectively) have been less than the surplus performance of the other five years in the same period (FY89-90-91-93-94, for a total surplus of more than \$1,000,000, net surplus of \$680,000 when the FY92 and FY95 deficits are subtracted). The surpluses were used to draw down the accumulated deficit and to develop a modest Plant Fund. The current cumulative deficit stands at \$477,000, down from \$646,000 in FY1988.

During this same period, Trinity also achieved a number of other benchmarks on the road to financial recovery from the depressed era of the 1970's and 1980's. Those benchmarks are cited at the beginning of this chapter. The College also notes that comments from the auditors (Deloitte & Touche) indicate increasing satisfaction with the College's fiscal performance.

Gratifying as these achievements have been in a College that had been long-used to financial struggle, Trinity also knows that short-term gains will evaporate without a long-term financial plan. The key elements of the long-term plan include growth in enrollments, improved fund raising performance and endowment income growth, and enlarged opportunities for auxiliary income.

## B. CURRENT FINANCIAL ANALYSIS

Chart IX-D illustrates Trinity's FY96 revenues and expenditures (current unrestricted budget only).

Charts IX-E through IX-L shows breakout analyses of aspects of the current budget.

The continuing weaknesses in Trinity's fiscal picture are clear in the analysis of the revenue streams. Trinity is 77% tuition-dependent, which is high even for Catholic colleges that tend to be about 70% tuition-dependent. The total dependency on student tuition and fees is close to 90%.

By contrast, using data from *Strategic Indicators in Higher Education* (Peterson's Guide) the average private college with tuition over \$10,000 is 59% tuition-dependent.

Charts IX-M and IX-N show Trinity in comparison to other private colleges with tuitions over \$10,000, using the Strategic Indicators data.

Trinity's tuition-dependency is affected by three significant factors:

- ! the virtual absence of any federal governmental income outside of student financial aid sources;
- ! the absence of any local governmental income, since Trinity's location in the District of Columbia precludes the opportunity for "state" support;
- ! the small endowment;
- ! the relatively modest levels of gift income.

Of these, Trinity is most likely to be able to affect the latter two in a positive direction through a more aggressive fund raising program. The issue of fund raising is addressed below.

### 1. Budget Controls

Although Trinity's resources are modest, Trinity has been able to maintain financial stability through careful budget management and spending controls. The College's policies require all expenditures of \$250 or more to be approved by the vice president for financial affairs, and all expenditures over \$1,000 to be approved by the president. These policies have contributed greatly to the ability of the College to bring spending into line with revenues. In addition, in FY95, the College instituted its first purchase order system, and this system has also improved budget control.

### 2. Annual Budget Process

The annual budget process of the College attempts to tie budgeting to planning within the context of the Strategic Plan. The Board of Trustees approves the annual budget for the succeeding year at the May Board meeting. Tuitions are set at the February Board meeting.

The budget process generates some frustration among budget managers because of the College's relatively high tuition dependency. Every effort is made to establish realistic revenue projections, but adjustments are almost always necessary after the fall enrollments are settled.

### **3. Annual Audits and Title IV**

The firm of Deloitte & Touche conducts the College's annual audits. The firm's comments in the management letters and to the Finance Committee of the Board indicate general satisfaction with the improved financial climate and fiscal controls since 1989.

Deloitte & Touche's scope includes the audits of the Title IV funds, and these audits are available to the visiting team. In the Title IV audit conducted in 1993, the auditors discovered discrepancies in certain documents in the Financial Aid Office, and these discrepancies were identified as reportable conditions in the accompanying comments to the financial statements. The discrepancies involved three verification forms; no actual monies were involved in the discrepancies.

In addition, that same audit revealed a number of missing documents in financial aid files (e.g., high school transcripts.) As a result of that audit, Trinity restructured the Financial Aid Office, moving its reporting line from Admissions to the Vice President for Financial Affairs. In addition, the staff of the office was replaced, and a senior manager was hired (the associate vice president for student financial services) to develop the capacity of the Financial Aid Office to operate in new regulatory times. Subsequent audits have revealed no additional problems. Most recently, the Department of Education requested follow-up information to the 1993 audit, and that response is in preparation as of this writing.

Prior to the 1992 reauthorization of the Higher Education Act, Trinity also was required to post a letter of credit for the Title IV funds because of the accumulated deficit. In 1994, as a result of these old letters, Trinity was triggered for a SPRE review. However, Trinity successfully appealed this notification, and Trinity was able to demonstrate full compliance with the current regulations implementing Title IV.

#### **4. Borrowing for Capital Projects**

In the summer of 1995, the Board of Trustees authorized a loan of \$1.2 million to finance capital improvements at the College. A contract for the loan has been executed with Citizens Bank, and Trinity is also pursuing the process of bond issuance through the District of Columbia. This is the first substantial loan for capital development purposes that Trinity has been able to make in at least thirty years.

The proceeds of the loan will finance these projects:

- a. acquisition of a new telephone system, and cabling backbone;
- b. upgrades of student lounges, classrooms and related areas;
- c. renovation of Kerby Hall to accommodate Elderhostel.

The loan will be financed through the income generated by the Elderhostel project, which is described in more detail below.

#### **5. Endowment and Investments**

Trinity's current endowment is just about \$4 million, with \$3.2 million in restricted scholarship endowments and about \$800,000 in the funds functioning as endowment. The FFAE was the source of a \$550,000 loan to buy-out \$1.7 million in old HUD bonds through a "deep discount" arrangement through the U.S. Department of Education in 1991. The College expects to complete repayment of this loan in FY97.

In December 1995, the College received notice of the successful conclusion of protracted litigation involving a major bequest to the College. This bequest will net approximately \$2 million for Trinity, half for the scholarship funds and half for the FFAE.

The endowment of the College is currently managed through the Common Fund, according to the investment policy established by the Board of Trustees in 1992. From 1987 to 1992, the College's investments were managed by American Security Bank, and all of the endowment was in fixed instruments.

More recently, with the endowment in a 60-40 equities-to-fixed position through the Common Fund, the return has been sound. However, in 1995, the Subcommittee on Investments of the Finance Committee has agreed to review the Common Fund performance and the investment policies to determine whether any changes are necessary in light of the trading scandal in the First Capital unit of the Common Fund. The investment policy statement of the Board of Trustees is on file in the Middle States Resource Room.

### **C. STRATEGIC PROJECTIONS**

(In addition to referring to the charts cited below (located at the end of the chapter), readers should also review the pro-forma projections (pink pages immediately after the chapter text).)

*Toward Trinity 2000* calls for enrollments of 500, 1000 and 500 in the weekday, weekend and graduate programs respectively. How will achievement of these benchmarks affect the budget?

Charts IX-O, IX-P and IX-Q illustrate the potential revenue growth that achievement of the enrollment goals will achieve.

Charts IX-R and IX-S illustrate the potential expenditure growth that might be anticipated from the increased tuition revenues according to the strategic plan.

The strategic plan assumes, for planning purposes, that the budget is under-funded by about 20%. Achievement of the enrollment benchmarks would enlarge the revenues by 20%, and achievement of fund raising benchmarks would enable Trinity to exceed the goal.

With the enlargement of the revenues, Trinity will be able to bring current expenditures into line with current needs and national norms. For example, Trinity currently spends about 33% of the unrestricted budget on instruction and academic support; a goal should be at least 35%. Achievement of that goal would occur primarily through continuing faculty salary improvement and the addition of full-time faculty positions. Similarly, increased spending for the library, technology and plant would occur through enlarged budget targets for each.

Beyond projecting increases in the baseline, the pro forma projections also account for the added costs of serving more students, e.g., additional faculty and staff positions; the addition of new and expanded facilities in future years will also significantly alter the current pro forma projections to add the cost of building operations.

### **D. INSTITUTIONAL ADVANCEMENT: FUND RAISING AND CAMPAIGN PLAN**

In order to provide increased new revenue streams to support the programmatic initiatives of *Toward Trinity 2000*, Strategic Goal IX: Institutional Advancement calls for major new fund raising initiatives, including a capital campaign. In order to promote increased fund raising, the plan also articulated expectations for the reorganization and realignment of all advancement functions.

## **1. The Development Plan**

Trinity has invested in the enlargement of the Development Office and expansion of fund raising activities. These initiatives are relatively recent, so the results are unclear at the time of this self-study.

Throughout Trinity's history, most fund raising efforts have focused on unrestricted annual giving from the alumnae. Trinity has not developed a program of corporate and foundation relations, nor has Trinity generally sought restricted gifts to support programs. Although the history reveals several attempts at capital campaigns, none were successful.

Chart IX-T shows the gift patterns since 1980.

The new Development Plan seeks to increase current giving, both unrestricted as well as restricted, while also seeking major gifts, and preparing for a centennial campaign. The 1995 Development Plan is available to the visiting team in the Middle States Resource Room.

The 1995 Development Plan introduces new elements for restricted giving, in addition to the unrestricted annual fund. This plan targets priority areas for restricted gifts. The Development Plan and Gift Opportunities materials are available in the Middle States Resource Room.

## **2. Capital Campaign**

Trinity College will conduct a capital campaign as part of its centennial observance. Trinity anticipates a goal of no less than \$10 million for this campaign. A feasibility study has been commissioned, but the study is incomplete as of this writing.

The priority project of the campaign will be the construction of the Campus Center, described in this report's section on facilities. Other priorities will include funding for the master technology architecture, renovation of the Science Building, faculty endowment and scholarships. Future major fund raising projects, after the centennial campaign, will include renovation of other buildings and endowment.

## **3. Visibility and Public Relations**

As part of implementing the strategic plan's goals for advancement, Trinity launched a public visibility program in 1992 at the time of the College's 95th Anniversary. This program proved to be successful in securing heightened visibility for Trinity in Washington and nationally. Given Trinity's relatively small size in a major media market, securing adequate public notice is a constant challenge. For the future, opportunities to enhance the public image and awareness of Trinity remain a major goal of the advancement program.

## **4. Alumnae Relations**

The strategic plan called for the integration of the alumnae relations program into the other elements of the institutional advancement team as part of the strategic goal for advancement. Prior to 1994, the alumnae relations program was conducted independently of the College through the independent Alumnae Association. However, the College provided all of the funding for the independent operation, although the College had no managerial relationship to that operation. In Fiscal 1994, Trinity's annual allocation to the Alumnae Association stood at \$160,000, and the College was spending more than \$40,000 more on alumnae-related activities.

As the College changed in the 1980's, the need for a substantial reorganization of the alumnae operations became apparent, and the College opened discussions with the Alumnae Association leadership in 1992 as part of the strategic planning process. After several years of discussion, the Alumnae Association refused to participate in the strategic plan.

Because of the need to move the alumnae program along with the many other changes taking place at the College, the Board of Trustees directed the president to move ahead with the alumnae operations reorganization and create a College-managed Alumnae Office. The 1994 decision to move decisively to integrate alumnae operations into the institutional advancement team has been controversial. The College has responded to the controversy with a more aggressive program of communications with the alumnae, as well as a new Office of Alumnae Programs and Services.

For the future, the alumnae relations program of the College will focus on improved alumnae networking for career services and related professional networking; enlarged programs for continuing education, e.g., Alumnae College; and broader engagement of alumnae and alumni of all programs in support for the recruiting and fund raising efforts of Trinity.

#### **E. AUXILIARY ENTERPRISES**

Since 1971, Trinity has leased excess dormitory space to various outside organizations. The College's goal has always been to maximize revenues from this space while also attracting uses that conform to the general nature of the College's environment. Over the years, many educational groups have used Trinity's facilities on a full-time or part-time basis. In addition to long-term leases, the College conducts a conference center function that nets substantial revenue each year.

In the spring of 1996, the College will enter a partnership with Elderhostel for partial use of Kerby Hall. Kerby is the most remote dormitory on the campus, and it has not been used by Trinity undergraduates for several years. Renovations are currently underway to adapt Kerby Hall for Elderhostel use.

Elderhostel is an international program that offers educational programs for senior citizens. The Elderhostel roster includes more than 700,000 members nationwide, and the program operates on several hundred college campuses. College faculty members offer week-long specialty courses to the Elderhostel participants (no more than 50 per week) and the participants reside on the campus.

Income from the Elderhostel program is projected at a sufficiently strong rate to finance the renovations and also the \$1.2 million loan that will cover other capital improvements on the campus. Members of the Board of Trustees as well as the president and vice president have met with representatives of Elderhostel and the College is satisfied that the projections are sound. The actual educational program will be managed by a resident Elderhostel specialist working directly with the vice president for academic affairs. Members of Trinity's faculty have already proposed courses for the Elderhostel program.

In addition to Elderhostel, Trinity will also continue to provide housing for conference groups and other educational programs. One of the frequent conference groups is the Washington Workshops, an educational program for junior high school students that takes advantage of the resources of Washington. Other groups include visitors from the U.S. Conference of Catholic Bishops, the Women's College Coalition, and similar organizations.

## **F. CONCLUSION AND RECOMMENDATIONS**

While Trinity College has made substantial financial progress since 1989, the College remains thinly capitalized and heavily tuition-dependent. Strong fiscal management and budget control remains imperative. In addition, the College must develop non-tuition revenues more aggressively. Specific recommendations include:

1. The Development Program of the College must increase all levels of gift and grant support, including expansion of non-alumnae sources such as corporate and foundation support for specific current and capital projects.
2. The Centennial Campaign must proceed in order to secure the large resources required to build the Campus Center, implement the master technology architecture plan, build scholarship support and lay the foundation for future fund raising for capital projects that will be ongoing priorities in the new Trinity century.
3. The annual budget process needs to be improved in order to provide more timely financial information to budget managers and a more satisfactory process for budget adjustments.
4. The Business Office and Financial Aid Office will continue to make internal improvements to address control and management issues raised by the outside auditors.
5. Auxiliary enterprises will continue to be an important revenue source for Trinity, and the development of the Elderhostel Program needs to be carefully managed to ensure the financial as well as educational success of the venture.
6. As indicated in Chapter Six: Enrollment, in the tuition section, future tuition increases should weigh more carefully the need for continuing capital investment in the campus.



## CHAPTER TEN

### INSTITUTIONAL RESOURCES: FACILITIES AND TECHNOLOGY

Two major master planning documents, one for facilities and one for the technology architecture, support this section of the self-study report. These documents are available in the Middle States Resource Room.

#### A. FACILITIES: HISTORICAL PERSPECTIVE

The Sisters of Notre Dame who founded Trinity College were already known widely as institution builders when they purchased a portion of Washington's Glenwood Cemetery to build their new college in 1897. Edwin Durang's massive granite building known as Main Hall is a good example of the architecture chosen by the SND's and other women religious at the end of the 19th century, and it is also typical of other classic-but-eclectic late-19th century architecture in Washington (other examples include the Old Post Office and the Old Executive Office Buildings). Main Hall's 250,000 gross square feet originally housed the entire college, including the convent, student dormitories, classrooms and administration. This "all-in-one" approach was also influenced by the European religious model on which the Belgian-founded SND's relied heavily. Even today, while other campus buildings support many collegiate functions, Main Hall continues to be the central College building with residence facilities for the SND's and students, classrooms and administrative offices.

Main Hall served as Trinity's comprehensive college building until the 1920's when the College constructed the award-winning Notre Dame Chapel (1924) and Alumnae Hall (1929). With the construction of Alumnae Hall, college dining services moved from Social Hall to the new dining hall. Alumnae Hall also has sixty private student rooms joined by sink/shower facilities.

A decade later, Trinity opened the new Science Building (1941) which was hailed as a strong indication of Trinity's leadership in the education of women.

Other buildings followed in subsequent decades, funded largely through federal support: Cuvilly Hall (1958, a residence hall), the Library (1963), and Kerby Hall (1965, a residence hall). Since 1965, no substantial building or renovation has occurred at Trinity. Trinity's total campus today includes 28 acres, seven major buildings with about 500,000 net square feet, nearly half of which is in Main Hall.

Kerby Hall is no longer used as a student residence. Since 1971, Trinity has leased excess dormitory space to various outside groups. Kerby Hall is currently used as a conference center and short-term residence for interns. In the spring of 1996, Kerby Hall will become the location of the only full-time Washington-based Elderhostel program.

Over the years, Trinity has had plans for additional campus development, but few of the more ambitious projects have come to fruition. As early as 1914, the need for a gymnasium was clear; however, other needs consistently arose to push this project back on the timetable. A mid-1960's

master plan, the last master plan before the 1994 plan, envisioned a dramatic new campus, on both sides of Michigan Avenue, with many new buildings serving a dramatically larger student population. The steep enrollment decline of the early 1970's put an end to this ambitious vision, and the plans were quietly laid to rest in the attic.

The fiscal constraints of the 1980's further exacerbated the facilities issues. Deferred maintenance reached a critical point in the late-1980's, and the need for new facilities and substantial renovation of the older buildings to accommodate new pedagogies, scientific advances and the new student populations became acute.

By the early 1990's, Trinity could no longer continue to ignore the need for facilities upgrades and expansion. The 1994 Campus Master Plan was the first step toward addressing the hiatus of three decades.

## **B. THE 1994 CAMPUS MASTER PLAN**

*Toward Trinity 2000* ends with Goal XII: Facilities Equal to Ambition. In this simple phrase, Trinity acknowledges the relationship between the physical environment and the College's ability to achieve the mission goals of the strategic plan. Both Goal XII and Goal XI: Quality of Campus Life call for a master technology architecture plan and full computerization of the campus along with facilities upgrades.

To begin to implement the strategic goal for facilities, Trinity commissioned the architectural firm of Einhorn Yaffe and Prescott to develop the Campus Master Plan, the first such effort since 1965. The Board of Trustees approved the Campus Master Plan in 1994. This document will be available in the Middle States resource room.

Among many other things, the 1994 Campus Master Plan calls for:

- ! Construction of a Campus Center with athletic and recreational facilities, as well as the renovation of the kitchen and dining hall facilities in Alumnae Hall, and the addition of space for a student services center;
- ! Renovation of Main Hall to make the building compatible with modern collegiate processes, technologies and physical requirements;
- ! Renovation of all residence halls;
- ! Library upgrade to improve user comfort and expand the use of technology;
- ! Improved parking and campus access;
- ! ADA improvements throughout all buildings;

- ! Construction of a new townhouse-style residence complex to house adult students, faculty and staff.

The total cost of the master plan would be about \$50 million in 1994 dollars. Over time, this figure will certainly increase. The Board of Trustees and president are committed to the implementation of the master plan as quickly as possible, understanding that some elements may not occur for at least ten years.

### **C. PRIORITIES IN FACILITIES DEVELOPMENT**

With the master planning process complete, the College is now faced with choices about undertaking all of the many projects for facilities development. Some of these projects must proceed on parallel tracks.

#### **1. The Campus Center**

The Dehne market study conducted as part of the master planning process confirmed the need for expanded athletic and recreational facilities to enhance residence life and to provide a total campus environment more conducive to recruiting more students of all ages. Accordingly, upon the completion of the master plan, the Board of Trustees commissioned the architects to proceed with the development of the concept design for the Campus Center.

The concept design and artist's renderings of the Campus Center will be available in the Middle States Resource Room.

Although not yet formally approved as the campaign priority, the Campus Center will be the centerpiece of the centennial campaign beginning in 1996 and extending through the year 2000. The College currently envisions groundbreaking in 1997 coincident with the inauguration of centennial activities.

#### **2. The Science Building**

Trinity has been participating in the Project Kaleidoscope workshops in anticipation of preparing a major proposal under the NSF Academic Infrastructure Renovation Program. This proposal development process will also enable Trinity to develop the substance of proposals to take to other funding sources for renovation of the Science building infrastructure and labs.

#### **3. Academic Renovations**

Other academic renovations focus on classrooms and the library. Renovation of classrooms to provide more extensive access to technology, improved lighting and HVAC is a continuing effort.

Physical expansion of the library is not envisioned in the master plan. However, the austere furnishings need replacement, and the introduction of the online catalog requires additional renovation to accommodate even more technological growth.

#### **4. Residence Hall Renovations and Townhouse Development**

The Dehne market study indicated that in addition to providing better athletic and recreational facilities, the quality of the residence halls is also a significant factor in the expectations of prospective students.

Trinity's residence hall facilities are old, and their infrastructure is in great need of renovation. Improved electrical capacity, cabling for voice/data/video communication, improved HVAC, modernized bathroom facilities and creation of smaller suite-style residences are all part of future renovations.

The Campus Master Plan also projects the possible construction of a townhouse-style development on the northeast ridge of the campus. The purpose of such construction would be to provide new residential facilities appropriate for adult students and faculty with families, the Sisters of Notre Dame, and future generations of resident students of all ages. Trinity anticipates a long-term need to renovate the existing residence facilities to provide more suite-style accommodations, and the master plan, while not a commitment to build but only a plan for zoning purposes, anticipates the possibility that new construction might be more cost effective than renovation for the current dormitory-style buildings.

#### **5. Access and Infrastructure Renovations**

Given the age and style of Trinity's buildings, ADA access is a high priority, along with general renovation of the infrastructure. Throughout the campus, a long-term plan of renovation and replacement of electrical systems, HVAC, elevators, and adaptations for access, comfort and aesthetics is necessary.

#### **6. Main Hall**

As the principal academic and administrative building, as well as a residence hall, convent and center for most significant gatherings, Main Hall is a large and substantial priority in the implementation of the master plan. The project will be lengthy and costly, and most likely undertaken in phases. While all aspects of the present historic building will be preserved, the renovation will seek to reconfigure the use of the building through a "blocking and stacking" plan that will organize academic functions, administrative offices, residence facilities and public access spaces more sensibly than the current building permits.

Perhaps the most costly venture in Main Hall will be the replacement of the HVAC infrastructure (currently a single-pipe steam system) with a more modern system capable of providing energy savings through adoption of new systems like hot water heat, central air conditioning (replacing the energy-draining window air conditioners), etc.

#### **D. CURRENT FACILITIES MAINTENANCE**

Even as the master plan anticipates a significant amount of renovation and new construction, current maintenance issues must also be addressed continuously.

Since 1989, Trinity has been able to reduce the list of deferred maintenance projects significantly. During this time, the College has accomplished certain major plant projects, including:

- a. painting and restoration of the Main Hall Dome;
- b. electrical upgrades in Main Hall to accommodate increased air conditioning units, including in faculty offices and O'Connor auditorium;
- c. air conditioning of residence hall rooms in Alumnae Hall;
- d. restoration and sealing of nearly 1,000 windows in Main Hall;
- e. repair of Notre Dame Chapel roof, interior cleaning and rebuilding of exterior terrace including ramping for handicap access;
- f. rebuilding of library chiller and cooling tower;
- g. rebuilding of Cuvilly Hall cooling tower;
- h. replacement of lead pans in showers in Cuvilly and Kerby;
- i. resurfacing of the tennis courts;
- j. renovation of basement room and restrooms in Cuvilly Hall for the Child Care Center;
- k. renovation of serving area in the Dining Hall, and replacement of Dining Hall furniture.

In spite of these modest gains, plant management continues to be a challenge for Trinity. The aged buildings require significant skill to maintain; even when skilled labor is available to perform the specialized repairs and service, parts are frequently scarce and often need to be specially manufactured. The cost of utilities and basic maintenance is a large part of the budget, but the budget is continuously strained to meet all of the plant need.

The investment in substantial renovation will address some of the ongoing deferred maintenance issues. For example, rather than continuously replastering old walls and ceilings, a program is underway to renovate student rooms in Main with drywall and acoustical tile ceilings, thus

reducing the maintenance costs while adding some energy savings. The investment in new HVAC systems will earn returns in energy savings over time. For Trinity, the major plant issue for the next decade will be securing the resources necessary to complete the renovations forecast in the master plan.

## **E. MASTER TECHNOLOGY ARCHITECTURE**

Many chapters in this report address the problem and impact of antiquated technology and the need for Trinity's rapid advance into the information age. In *Toward Trinity 2000*, Goal IX: Quality of Campus Life and Goal XII: Facilities Equal to Ambition both speak to the need to develop and implement an institutional technology plan. In the Fall of 1995, Trinity commissioned the firm of BDM, Inc. to develop the master technology architecture plan. The final report will be available in the Middle States Resource Room.

In short, the technology master plan calls for the comprehensive replacement of Trinity's current technological systems with modern technologies throughout the campus.

The new technology architecture starts with the replacement of the telephone switch, scheduled to occur in February 1996. Trinity has selected the AT&T Definity system. With the installation of the first phase of the system, Trinity will have the capacity to realize significant improvements in communications.

During the summer of 1996, cabling will be replaced throughout the campus, preparing all student rooms, faculty offices, classrooms, and administrative areas for substantially improved voice/data/video capacity.

In subsequent months, the master technology architecture plan calls for significant technological improvements including:

- ! adoption of a common software platform and installation of commonly-equipped pc's on all faculty and administrative desktops;
- ! replacement of the current CAMPUS administrative software (current resident on an old McDonnell-Douglas Spirit 6000 mini-computer) with contemporary collegiate information management software provided through a file server and LAN system;
- ! connectivity for all students, faculty and staff with the student information system, leading to online advising and registration, account clearance, and improved communications throughout;
- ! upgraded and renovated Academic Computer Center;
- ! installation of several electronic classrooms;

! enlarged staff design for information management administration.

## F. TIMELINE

As of the development of this self-study, the best projection for the timeline for the facilities and technology renovations and new architecture appears to be as follows:

|      |   |
|------|---|
| 1995 | <p><u>Technology</u></p> <ol style="list-style-type: none"> <li>1) BDM Consultants Retained</li> <li>2) Library Online</li> </ol> <p><u>Facilities</u></p> <ol style="list-style-type: none"> <li>1) Master Plan Zoning Acceptance Begun</li> <li>2) Capital Campaign Planning Underway</li> <li>3) Concept Design for Campus Center Completed</li> <li>4) Project Kaleidoscope Begins Science Planning</li> </ol>  |
| 1996 | <p><u>Technology</u></p> <ol style="list-style-type: none"> <li>1) Telephone Switch Installed/Phase I</li> <li>2) Cabling Backbone Installed</li> <li>3) Marilley Model Classroom Completed</li> <li>4) Academic Computer Center Upgrade</li> <li>5) BDM Master Architecture Report Accepted</li> <li>6) Preparation/Submission of a Title III Proposal</li> <li>7) Funding Sources Identified/Proposals Developed</li> </ol> <p><u>Facilities</u></p> <ol style="list-style-type: none"> <li>1) Silent Phase of Campaign Underway</li> <li>2) Financing Options Developed</li> <li>3) Proposals Developed for Science Labs</li> <li>4) Classroom Renovations Planned</li> <li>5) Residence Hall Renovations Planned</li> </ol> |
| 1997 | <p><u>Technology</u></p> <ol style="list-style-type: none"> <li>1) Funding Initiatives Underway</li> </ol>  |

- 2) Begin Conversion of Central Database
- 3) All Faculty Equipped
- 4) Two Electronic Classrooms Installed
- 5) Phase II of Telephone System Package

Facilities

- 1) Lead Gifts Secured for Campus Center
- 2) Groundbreaking for Campus Center
- 3) Funding Secured for Science Renovations
- 4) Science Renovations Begun
- 5) Classroom Upgrades Begun
- 6) Library Furnishing Upgrades

1998

Technology

- 1) Funding Initiatives Continue
- 2) Conversion of Central System Complete
- 3) All Campus Workstations Standardized
- 4) Phase III of Phone System
- 5) Online Registration and Advising Complete

Facilities

- 1) Capital Campaign Continues
- 2) Campus Center Construction Underway
- 3) Science Lab Renovations Underway
- 4) Classroom Upgrades Continue
- 5) Residence Hall Renovations Begin

1999

Technology

- 1) Evaluation of New Systems
- 2) System Upgrades Begin
- 3) Electronic Classrooms Expanded
- 4) Television/Satellite Capacity On-Campus

Facilities

- 1) Capital Campaign Continues
- 2) Campus Center Opens
- 3) Science Renovations Continue

2000

- 4) Classroom Upgrades Completed
- 5) Residence Hall Upgrades Continue
- 6) Begin Main Hall Renovation Planning

Technology

- 1) Continuing Upgrades & System Expansion
- 2) "Virtual Campus" Functioning
- 3) Campus Media Center Developed

Facilities

- 1) Campus Center Campaign Complete
- 2) Begin Main Hall Renovation Campaign
- 3) Continue Residence Hall Upgrades
- 4) Begin Library Building Renovation Planning

## CHAPTER ELEVEN

### INSTITUTIONAL RESOURCES: OPERATIONAL SUPPORT

The analysis of Operational Support would at first seem to be exclusively concerned with the *Resource Goals* embodied in *Toward Trinity 2000*. However, to perform an analysis on the basis of those goals alone would highlight only Operational and Institutional aspects placing them in a utilitarian context. The *Mission Goals* of the College, here embodied in the words "Resource" and "Support", had to be addressed as well. It is the goal of administrative offices to provide an environment for students and faculty that is physically and financially secure, and that minimizes the pressures of non-academic concerns through a combination of technical efficiency and service oriented delivery.

"Operational Support" functions addressed in this chapter include:

- A. Administrative Computing and Technology
- B. Human Resources
- C. Campus Safety and Security
- D. Physical Plant Services
- E. Auxiliary Services

#### **A. ADMINISTRATIVE COMPUTING AND TECHNOLOGY**

Chapter Five on Academic Resources raises a number of issues regarding academic and instructional technology. Chapter Ten on Facilities addresses the plans and timeline for the technological renovation of the campus. The purpose of this section is to describe issues that arise specifically in relation to the operational side of administrative computing and information services.

##### **1. Distribution of Information Management Responsibilities**

At the present time, administrative computing is a distributive function that occurs in a number of offices responsible for information management:

|                         |                    |
|-------------------------|--------------------|
| Academic Vice President | Course Schedules   |
|                         | Course Enrollments |
|                         | Faculty Data       |

|  |  |
|--|--|
| Registrar  | Student Academic Records<br>Registration                                   |
| Business Office  | Student Financial Records<br>Financial Accounting System                   |
| Financial Aid Office<br>Development and<br>Alumnae Relations | Financial Aid Records<br>Alumnae Information System<br>and Gift Accounting |
| Human Resources  | Personnel Records and Payroll  |
| Admissions   | Prospect Management System   |
| Student Services   | Student Information  |

All of this administrative information is maintained on a central mini-computer administered by a director of administrative computing. While each office has primary responsibilities, listed above, the various offices also interact frequently on the management of the information. For example, course registration data entered by the Registrar is the basis for generating bills posted to student accounts in the Business Office, and gift data entered in Development supports budget and accounting functions in the Business Office.

**2. System Conversion and the Master Technology Architecture Project**

Because the computer system is quite old (the original hardware was purchased in the early 1980's) and the software is unusual (the CAMPUS system has been upgraded several times, but the basic PIK operating system is outmoded and difficult to use), the users have expressed a high degree of frustration with the system and demands for complete system conversion are frequent.

To meet some of the expectations in the strategic plan, including enrollment development, the administrative computing system must be able to conduct a range of functions that are currently difficult-to-impossible. Providing accurate information on a timely basis to all who need the information is a basic goal, yet currently fulfilled in a less-than-satisfactory manner. The ability of the College to utilize the new telephone system to its maximum advantage for functions such as telephone registration and online review of student records by students and faculty at remote sites is not possible with the current system.

Trinity recognizes the need to plan a full system conversion within the next year or two, including new hardware and software and a full campus network. Trinity has contracted with the firm of BDM, Inc. to create a new master technology architecture plan for the campus. This plan will address all issues in system conversion and expansion, including the future design of technology and information management throughout the campus; staff and management design; hardware and software conversion; records conversion; and the range of

issues associated with moving to a completely new system. The consultants from BDM who are preparing the master architecture plan estimate that the basic conversion will cost close to \$500,000 (with the complete cabling infrastructure added-in, the cost is close to \$1.5 million).

Trinity has sought a Title III grant in the past, unsuccessfully, to support this system conversion and expansion. With the BDM proposal in hand, Trinity will submit a new Title III proposal in 1996. Trinity is also seeking alternative sources of support for this system conversion project.

### **3. Institutional Research**

Because the current system of information management is distributed through the range of administrative functions, institutional research is also a distributed function. Certain offices, however, are primary providers of data for institutional research. So, for example, the Registrar provides enrollment data, the Enrollment Management Office provides data on prospective students, and the Business Office produces financial data. The director of administrative computing facilitates the production of all such data for the purpose of producing reports, including reports such as IPEDS and the Middle States Annual Institutional Data form.

In the past, Trinity had a position for a director of institutional research, but the College's experience with the position indicated a general need to keep the selection and analysis of data more localized, with central support provided for the technical side of producing reports.

Trinity recognizes a need for a senior staff officer responsible for all information management and technology. In the future, the staff design will continue the distributed data system, but with a stronger program of direction, training and standardization administered by the CIO.

## **B. HUMAN RESOURCES**

The quality and reliability of Trinity's human resources are essential to ensuring the future of the College. While the College's personnel functions are coordinated by a single office, the Office of Human Resources, the management and development of Trinity's human resources is a commitment that must be embraced by the entire institution.

Over the past three years the focus of change in the Office of Human Resources has been to provide written documentation for practices, establish uniform policies and procedures for the management of staff, expand benefits and improve their administration, and assure that Trinity is in compliance with federal and local regulations. In addition to these resource goals, the Office of Human Resources contributed to mission goals through instruments like the Wage and Salary Plan.

The chart below indicates the size and distribution of the staff of the College:

| <i>Job Title</i>                | <i>Number</i> |
|---------------------------------|---------------|
| <b>Executive/Administrative</b> | <b>10</b>     |
| <b>Faculty</b>                  | <b>142</b>    |
| Full Faculty                    | 51            |
| Instructor                      | 91            |
| <b>Professional</b>             | <b>38</b>     |
| <b>Clerical</b>                 | <b>29</b>     |
| <b>Technical</b>                | <b>1</b>      |
| <b>Service/Maintenance</b>      | <b>16</b>     |

**Total** **236**

*Figures as of October 31, 1995*

### **1. A Modern Design for Human Resources**

Trinity has moved from operating a Personnel Office that provided basic services such as collecting resumes for staff searches and administering benefits, to staffing an Office of Human Resources that is fully integrated into the operations of the College and is aggressively establishing and implementing policies and procedures based on contemporary personnel administration, and reflecting the goals of *Toward Trinity 2000*.

Development of a College Wage and Salary Plan, an Affirmative Action Plan, and the revision of the Staff Handbook has provided a structured foundation for College personnel policies. The development of a formal Wage and Salary Plan addressed the equity issues related to salaries. The plan includes components such as salary scale, salary grades by position and organization, job descriptions, performance evaluation program, classification/reclassification process, merit and promotion increase progression plan and the plans' maintenance and control review guidelines. (Materials available in the Middle States Resource Room).

The creation and implementation of an Affirmative Action Plan in 1992 represents a clear commitment to affirmative action at Trinity and affirms goals of diversity and equity. The document sets forth guidelines and policies for recruitment, hiring and other personnel areas, and is reviewed and updated annually. This plan includes a work force analysis and a measurement of goals attained and goals for the next year. The plan is reviewed annually by the president and is kept in the Office of Human Resources for review, comments, and suggestions by faculty and staff.

The Employee Handbook has been completely revised and reformatted, and addresses such issues as the Wage and Salary Plan, performance evaluations, expanded benefits, sexual harassment, affirmative action, The Family and Medical Leave Act and other changes occurring since the last review. The last staff handbook had been written in the mid-'80s, and was occasionally updated into the early 1990s. As a result, the handbook did not reflect the many changes that Trinity has implemented and many of the legal changes in the area of personnel. The handbook has not been distributed to staff; the Office of Human Resources plans to make the final revisions and distribute it with a specialized orientation in early 1996.

A number of technical and procedural changes have accompanied the planning efforts of the Office of Human Resources. As a result, personnel files are now maintained for all staff and faculty in the Office of Human Resources. A system is now in place for determining which documents must be kept in a personnel file for the College's use and for compliance with federal and local laws. Additionally it determines when and how personnel files are removed from the active to inactive status. These measures help ensure uniform record keeping of all personnel.

The Office of Human Resources has developed a written guide to interviewing and a guide to hiring for use by managers. These training programs has been put in place to ensure that the managers have the best team to achieve their goals, and to ensure that Trinity complies with its own established policies, such as its affirmative action plan and wage and salary plan. The Office of Human Resources is involved in all aspects of hiring, including establishing a job description, position announcements, meeting with the hiring manager to review interview procedures, and reviewing the search prior to an offer of employment.

In the past two years, an orientation program has been created and offered in which new staff are given an overview of Trinity's mission and future direction and provided with practical information about the College and procedures. In addition, two cycles of training for administrative assistants and other staff have been completed, that have included workshops on such topics as customer service, time management, problem solving, computer skills and office procedures. The orientation of new staff and the training of all staff are key to the retention of staff and the quality of their contributions to Trinity.

In the past three years, Trinity has established policies, guidelines and procedures that address key legal and policy issues, including sexual harassment, affirmative action, drug and alcohol use, The Family and Medical Leave Act, and Americans with Disabilities Act. These changes have resulted in the newly formed ADA Committee, which has helped to reduce Trinity's exposure to legal liability, and contribute to a fully effective human resources program.

Finally, The Office of Human Resources has made a number of quantitative changes that have achieved a qualitative resonance. Chief among these is an improvement and expansion of the College's benefits package. As an incentive to incoming staff, and to improve the quality for current staff, Trinity has reviewed its benefits package and has made the following improvements:

- ! Expanded life insurance coverage twice (from \$10,000 to one-time salary, to two-times salary), and offer supplemental life insurance at group rates.
- ! Established flexible spending accounts for health care expenses and dependent care.
- ! Established on-site child care with a cost, sliding scale, for employees.
- ! Converted to an automated payroll system that offers employees direct deposit.

Information sessions are offered regularly to explain benefits and solicit participation.

Additionally, the Director of Human Resources maintains an "open door" policy allowing discontented employees and supervisors to seek resolution of grievances, discipline and management advice, and assistance with personal problems in a non- threatening setting. This aids the staff by solving small problems before they grow into larger issues.

## 2. Conclusion and Recommendations

The changes that have taken place in the management of Trinity's human resources over the past five years have been significant and have contributed to the more professional management of operations found throughout the institution. When asked the critical question, "Does Trinity have a human resources plan in place to implement in *Toward Trinity 2000?*", the finding is that Trinity indeed has the foundation in place. However, to be successful, the plan must be fully implemented throughout the institution. The focus of human resources in the future will be to apply, with greater effectiveness, the global goals outlined in documents like the Wage and Salary Plan.

During the last several years of institutional change and implementation of the strategic plan, staff turnover has reflected the many changes taking place at the College and the need for change agents. Trinity's current workforce reflects that, 48.4% were on staff five years ago, with an average tenure among current staff of 6.7 years. As Trinity achieves the goals outlined in the strategic plan, it is expected that there will be a greater retention of staff.

Following are recommendations for continuous improvement in human resource administration:

a. Employee Handbook: The new employee handbook should be distributed to all staff in 1996. In distributing the handbook, staff should be expected to attend information sessions to review the contents; managers should be expected to review their responsibilities with the handbook.

b. Performance Evaluations: A formal, performance evaluation program for staff was initiated in 1994-1995 as part of the wage and salary plan. A low participation rate could

delay the full implementation of the wage and salary plan including the merit increase plan. The lack of performance evaluations also compromises the College's efforts to establish equity in the management of staff. Evaluations of all staff must be made a priority and conducted annually.

c. Hiring Process: While some improvements have been made in the hiring process, few searches follow the established procedures from beginning to end. While some may view such procedures as cumbersome, these procedures in fact help managers assemble the best team to implement the strategic plan. The Office of Human Resources and the senior management must be more aggressive in insuring uniform hiring procedures.

d. Training: Training for administrative assistants has been well received and has had tangible results. Training needs to be expanded to include all staff, and should address such key issues as harassment, diversity, team building, customer service, and technical skills.

e. Affirmative Action: Trinity has an affirmative action plan that is managed by the Director of Human Resources and reviewed annually by the President. Trinity's affirmative action plan implementation strategy needs to include continuing dialogue among managers and all staff that addresses both the College's institutional commitment and its efforts at implementation. Human Resources must be proactive in involving staff with the plan.

f. Staff Communication: Much progress has been made in breaking down the barriers that are often created between offices, and establishing a sense of teamwork among different staff members. Orientation, training, and staff events contribute to better communications and stronger teamwork among staff. More can be done in building a sense of teamwork and stronger communications. Suggestions from staff include: a monthly newsletter (just for staff); a "leadership institute" -- a selective program for staff at all levels; a staff advisory committee to identify and address staff concerns and implement new ideas; and more events and programs for staff.

g. Closer Relationship With Faculty. Noting the success of cooperation between the faculty welfare committee and the Office of Human Resources in arranging long-term financial planning meetings with TIAA-CREF, it is recommended that the Director of Human Resources continue as a member of the Faculty Welfare Committee.

h. Outreach to Hispanic Population. Trinity College employs a number of Hispanic personnel, many of whom have a limited knowledge of English. The language barrier often causes them to be unintentionally excluded. The Office of Human Resources should take proactive measures to be inclusive including: sponsoring ESL classes, and Spanish classes for English-speaking staff.

### **C. CAMPUS SAFETY AND SECURITY**

Campus Safety and Security plays a large role in the creation of an "effective environment". The office of Campus Safety and Security functions through a combination of active and passive mechanisms. Although the office's primary role is viewed as preventing criminal behavior, it also oversees the personal safety of faculty, students, and staff in case of a medical emergency, and through oversight of hazardous situations and environments.

Security at the College has been provided under a contract with the outside agency, Rumpf Corporation, since 1988. Its staff, with the exception of the Director of Operations who is a member of the senior administrative staff of the College, is trained and hired under the terms of the contract. The annual operating budget for Campus Safety is \$600,000 to \$700,000 annually.

All security guards are licensed by the D.C. Police Department as security officers or special police officers and are empowered to make arrests on campus. All guards are required to attend a 20-hour training program dealing with such topics as patrol techniques, public relations, dealing with assault and crime victims and safety related issues. All are required to be certified in CPR and first-aid skills. Additional training comes in the form of campus safety training bulletins which include additional policies and reminders. These bulletins regularly included reminders of the strict prohibition of personal involvement with students, guidelines for entering a student room, and updates on crime in the area surrounding the campus.

The residence life staff are essential partners in the Campus Safety Program. They are the primary contact with students in all matters related to security and the handling of emergencies. As such, they work closely with the security staff both in training and education of the campus community, and in the implementation of the emergency procedures.

**1. Campus Crime Statistics**

Trinity's campus in Northeast Washington is part of an urban environment, even though the campus proper is park-like and surrounded by residential and educational/religious institutions. Campus security must address the realities inherent in the College's location. Fortunately, the incidence of campus crime is low as a result of deliberate measures taken to deter crime and to educate the campus community about its role in preventing crime. The following chart indicates crime statistics for Trinity since 1990:

| <b>TRINITY COLLEGE CRIME STATISTICS<br/>1990-1995</b> |             |             |             |             |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>CRIME</b>  | <b>1990</b> | <b>1991</b> | <b>1992</b> | <b>1993</b> | <b>1994</b> | <b>1995</b> |
| ROBBERY   | 1           | 0           | 6           | 1           | 0           | 0           |
| MURDER  | 0           | 0           | 0           | 0           | 0           | 0           |

|                 |          |          |           |           |           |           |
|-----------------|----------|----------|-----------|-----------|-----------|-----------|
| RAPE            | 0        | 0        | 0         | 0         | 0         | 0         |
| AGGR ASSAULT    | 0        | 0        | 0         | 0         | 1         | 0         |
| BURGLARY        | 3        | 4        | 3         | 1         | 1         | 0         |
| CAR THEFT       | 0        | 1        | 3         | 4         | 3         | 1         |
| LIQUOR          | 0        | 0        | 0         | 0         | 0         | 0         |
| DRUG            | 0        | 0        | 0         | 0         | 0         | 0         |
| WEAPON          | 0        | 0        | 0         | 0         | 0         | 0         |
| PETIT LARC      | 0        | 0        | 7         | 1         | 1         | 4         |
| GRD LARC        | 0        | 0        | 0         | 0         | 0         | 1         |
| ASSAULT         | 0        | 0        | 0         | 0         | 0         | 0         |
| TRESPASS        | 0        | 0        | 0         | 1         | 1         | 0         |
| UNLAWFUL ENTRY  | 0        | 0        | 0         | 0         | 0         | 0         |
| THEFT FROM AUTO | 0        | 0        | 0         | 8         | 6         | 2         |
| THREATS         | 0        | 0        | 0         | 0         | 0         | 0         |
| PROPERTY DAMAGE | 0        | 0        | 0         | 0         | 0         | 2         |
| <b>TOTALS</b>   | <b>4</b> | <b>5</b> | <b>22</b> | <b>16</b> | <b>13</b> | <b>10</b> |

These statistics compare favorably to statistics reported by other colleges and universities in the District of Columbia, as well as colleges in urban centers nationally.

The Director of Operations and Campus Safety is experienced and well-known among the D.C. police and fire staff. He meets monthly with all city safety officials and the Chief of Police, as well as the Campus Safety Directors of the Consortium of Universities.

**2. Conclusion and Recommendations**

In order for Trinity to continue to maintain a good track record for campus safety, the self-study team makes these recommendations:

- a. Development of More Aggressive Student Outreach: There needs to be a more aggressive effort to recruit current students to assist in addressing campus safety concerns. Although there is a Campus Safety Committee sponsored by the student government, an all-

campus effort should be undertaken to involve all members of the campus community in safety awareness and crime prevention.

b. Wider Distribution of the Campus Safety Handbook: Distribution of the Campus Safety Handbook should include every employee as well as all students and faculty. All members of the campus community should receive the handbook annually. In addition, the College needs to fully integrate the information which is available concerning crime statistics and security policies and procedures into a readily available and widely distributed publication for students and employees. This task is under way and should be available in early fall.

c. Continued Physical Improvements: Improvements to the exterior lighting should continue and investigation of improved technology, such as a keyless entry system, should be made.

d. Additional Staff Training: Security personnel and student services personnel should include periodic joint training in the handling of security and incidents.

#### **D. PHYSICAL PLANT SERVICES**

Physical plant issues are addressed at greater length in Chapter Ten on Facilities. While complete renovation of the facilities is addressed in the campus master plan, the task of the Physical Plant Department is to ensure the ongoing maintenance and operation of all facilities on a daily basis.

Given the age and relatively heavy use of Trinity's facilities (the active program of summer scheduling and auxiliary enterprises puts all buildings in use twelve months a year), maintenance issues arise continuously.

During the last five years, Trinity has contracted with several different outside firms for the management of all maintenance. The experience with the outside contractors has been less than satisfactory and in 1996 Trinity will return all but mechanical services to in-house operation. Mechanical services will continue to be outsourced.

The maintenance of the HVAC systems is the most frequent source of concern and cost for Trinity. The heating system in Main Hall is antiquated, and air conditioning in the older buildings is almost all through window units. Electricity is the largest utility cost (about \$260,000 per year) followed closely by natural gas.

Roofs, elevators, cafeteria equipment, the electrical and plumbing systems, structural repairs and road conditions are all ongoing maintenance tasks and issues for Trinity. While Trinity's staff has some limited capacity to do minor repairs, outside contractors are used for major maintenance and repair projects on these parts of the plant.

Cleaning and custodial services are provided by Trinity's own staff; the housekeepers and custodians, along with the grounds staff, have been with Trinity for a number of years and they know the buildings and grounds thoroughly.

## **E. AUXILIARY SERVICES**

Trinity depends upon several auxiliary enterprises for campus services and operations. These include:

a. Food Service: The Wood Company received the contract for Trinity's food service beginning in 1995. Prior to that time, the Sodexo (formerly Seiler's) Company had the contract for ten years. The main dining hall is open for three meals a day during the week, two on weekends. The Wood Company has added a lunch cart in Main Hall on Saturdays for the Weekend College population. In addition, the Pub in Cuvilly Hall serves snacks and beverages in the evening, and a meal exchange plan allows students on the meal plan to take meals in the Pub as well. Student satisfaction with the food service varies, and the Dean of Student Services works with a Student Food Committee to maintain communication with the Wood Company.

b. Health Services: A topic also addressed in the Student Services section, health services is an increasingly large issue for students. In 1995, Trinity decided to outsource health services (with Collegiate Health Care) to provide a more expansive range of options for students. Prior to that time, Trinity provided a part-time nurse and physician visits, as well as a relationship with Children's Hospital for clinical services.

In the future, Trinity and Collegiate Health Care hope to be able to expand the range of services available on campus, including to faculty and staff. Such expansion depends upon the ability of CHC to develop a third-party payor system, a development still in process.

c. Bookstore: Barnes & Noble manages Trinity's bookstore, located in the basement of Main Hall near the College Post Office. Satisfaction with the Barnes & Noble service has been varied, with some major dissatisfaction expressed in the past over bookstore hours, quality of service, and timeliness of book orders received and stocked. With a change of managers in fall 1995, the level of satisfaction appears to have increased. A faculty committee is working with the vice president for academic affairs to explore options and monitor performance.

## CHAPTER TWELVE

### MANAGEMENT AND GOVERNANCE

In order to manage the many changes that have occurred at Trinity since 1985, the management and governance styles and processes of the College have undergone changes necessary to keep pace with the needs of the institution. Among the many changes described below, two emerge as the most significant trends: first, the full professionalization of the management of the College; second, the migration to a functionally-based management design, away from a rigid departmental structure. These two trends have provided Trinity with the talent and flexibility necessary to respond to the changing collegiate environment successfully.

#### A. INSTITUTIONAL CHANGE AND LEADERSHIP

The late Yale University President Bart Giamatti once wrote about the difference between management and leadership in the collegiate environment: "Management is the capacity to handle multiple problems, neutralize various constituencies, motivate personnel....Leadership, on the other hand, is an essentially moral act, not --- as in most management --- an essentially protective act. It is the assertion of a vision...of the institution in the future and the intellectual energy to persuade the community or the culture of the wisdom and validity of the vision."<sup>4</sup>

For Trinity College, as indicated earlier in this self-study, the critical issues of the 1970's and 1980's centered on the College's vision of its future. At the same time, the management expertise of the College's personnel seemed increasingly strained in relation to the challenges confronting Trinity. By the end of the 1980's, the strain had become a genuine crisis of both leadership and management.

During the 1980's, instability in the presidency was perhaps the greatest inhibition to Trinity's ability to focus on a consistent vision of the College. Six persons held presidential authority from 1981 to 1989: Sr. Roseanne Fleming, Sr. Dorothy McCormick (interim), Sr. Donna Jurick, Dr. Marie Tarpey (acting), Mr. James McGrath, and Ms. Patricia McGuire. However, although presidential turnover was the most visible leadership issue, other major leadership positions also suffered instability: the key leadership positions for academic affairs, fiscal affairs and student life also suffered much turnover in a short period of time.

While many factors contributed to this instability, the overriding cause was the stress posed by the changing external climate for higher education and women's colleges, and the need for Trinity to embrace even more dramatic change if it was to survive and flourish. Internal conflict over the amount, direction and necessity of change was an overriding theme of the various Middle States reports of the 1980's. At the same time, Middle States visitors also inquired into

---

<sup>4</sup> A. Bartlett Giamatti, A Free and Ordered Space (New York: W.W. Norton & Company, 1988), p. 36.

the leadership and direction of the Board of Trustees, and focused particularly on the Board's responsibility for the state of the presidency and climate of collegiality on campus. A special visiting team in 1987, shortly after the departure of President Sr. Donna Jurick, emphasized the need for the Board of Trustees to exert leadership in addressing the issues of governance and collegiality that appeared to be stunting the ability of the College to engage in the necessary change process.

In August 1989, the Board of Trustees appointed a new president with the mandate to restructure the College. Upon taking office, President McGuire appointed the first of the several strategic planning teams, whose work over a four-year period produced *Toward Trinity 2000*.

At the same time, the president began a long-term reshaping of the management design of the College to bring the structures and leadership personnel into greater coherence with concepts of modern collegiate governance. These changes are described below.

## **B. ORGANIZATION AND DESIGN OF ADMINISTRATION**

Chart XII-A shows the standard organization chart of the College based on positions and reporting lines.

Chart XII-B shows the functional organizational design of the College.

The major change in the management of the College in the last ten years is the move away from a departmentally-driven environment to a functional design. The major functions include: Academic Affairs, Student Services, Enrollment Management, Institutional Advancement, Finance and Operations.

A sixth master function, Information Management and Technology, will probably be added by the end of FY96 as a result of the master technology architecture project.

Students of collegiate governance and management may not find the functional design new or noteworthy. However, for Trinity, the design is a substantial change from the old administrative structure. In the past, perhaps as a result of the substantial amount of leadership turnover in the 1980's, the College's administration had become Balkanized, with many departments serving the same function operating without adequate communication among them. Hence, at one point, the College was supporting as many as four different admissions departments ("traditional" weekday, weekend, graduate, continuing education) each one of whom placed ads, developed brochures, and marketed an image of the College without reference to any other department. Similarly, the advancement functions of development, public relations and alumnae relations had little productive interaction. Student life tended to be fully focused on resident students with no relationship to weekend or graduate students. The Weekend College office did everything from recruiting to transcribing to advising to graduation preparation. Perhaps because of this extensive culture of departmentalization, virtually all College offices were closed on the weekends when the largest student population was present on campus, because service to the Weekend College was perceived as a responsibility of only one office.

The consequences for Trinity of this rigid departmental design were substantial. In the absence of effective collaboration across departmental lines, Trinity's efforts at marketing, recruiting and admissions were increasingly unproductive; services for the growing part-time student population were inadequate; and inefficiency defeated efforts at budget control throughout the administrative structure.

The move to a more functional design in the College's management structure paralleled the move to academic divisions. While, like academic programs, the individual administrative departments need to retain some identity (i.e., the Business Office remains), the departments are now organized into the larger functional teams. And, in some critical places described below, the departments have been completely restructured to achieve better results.

### **C. THE SENIOR EXECUTIVE STAFF**

The Senior Executive Staff (SES) of the College includes these positions:

- President
- Vice President for Academic Affairs
- Vice President for Finance and Administration
- Vice President for Institutional Advancement
- Dean of Professional Studies
- Dean of Student Services
- Dean of Enrollment Management
- Associate Vice President for Student Financial Services
- Assistant Vice President for College Relations
- Director of Human Resources
- Director of Operations
- Director of Campus Ministry

As the organization chart reveals, not all of these positions report directly to the president. However, certain key positions are included on the Senior Executive Staff because they manage a specialized institutional function (e.g., human resources, financial aid, public relations, physical plant) that is essential to the effective executive management of the College.

The Senior Executive Staff meets weekly. Twice yearly, the team also conducts intensive two-day planning retreats. The planning retreats develop the short-and-long-term management agenda of the College, rooted in the Strategic Plan. The management agenda becomes the agenda for the weekly SES meetings.

The SES is not a formal policymaking body. Rather, the team functions as a forum for executive discussion of issues affecting the College broadly, as well as issues arising from individual departments or functional teams. Operational plans from the various functional teams are reviewed on a periodic basis by the SES. When a department or team identifies a need to develop a policy statement or new procedure, the issue is discussed at the SES weekly meeting to

ensure that all affected managers and departments have input to the final decision. (A resource file with the master agenda for 1994-1995 and Fall 1996 will be available in the Middle States resource room.)

The most critical issues discussed on a routine basis in the SES include: budget status and budget planning; enrollment management issues; operational support issues; technology; human resource development; student services and student issues; and academic administration service delivery.

#### **D. THE FUNCTIONAL MANAGEMENT TEAMS**

The functional management teams originally formed during the strategic planning process, and they continued beyond that process as a reflection of the nexus between planning and actual implementation. These teams have different styles and methods of operation, but all reflect the concepts of team-based management as opposed to departmental isolation. As the following description of the teams suggests, they are forums in which administrators are able to come together across departmental and divisional lines to discuss policies and issues of common concern, and to plan budgets and action agenda accordingly.

The teams include:

##### a. Academic Affairs

Led by the Vice President for Academic Affairs, this team manages and coordinates all matters related to the academic administration of the College and faculty issues. The team includes various sub-groups, including the Academic Coordinating Council (ACC) and Division Chairs meetings, and the Academic Support Team comprised of administrators responsible for the Library, Computer Center, Writing Center, Advising and Counseling, and Student Services staff as appropriate.

##### b. Student Services

Led by the Dean of Student Services, this team works in close cooperation with both Academic Affairs and Enrollment Management. Staff managers responsible for academic advising and counseling are part of the Student Services group, in recognition of the fact that many of the services provided are directly related to academic affairs. In the same way, co-curricular programs such as student publications or the leadership development program are managed by this group in cooperation with academic colleagues.

##### c. Enrollment Management

Led by the Dean of Enrollment Management, this team is principally responsible for all marketing, recruiting and admission functions of the College, and also plays a large role in the oversight of semesterly enrollment activities and retention. This team, including the directors of

admission for weekday undergraduate, weekend, graduate and transfer recruiting, as well as the recruiters, work in close cooperation with academic affairs and student services.

#### d. Finance and Operations

Led by the Vice President for Finance and Administration, this team includes all of the managers responsible for budgeting, student accounts, and operational services such as security and physical plant. Because these services have a high impact upon students and faculty, the operations team also works in close cooperation with the teams in academic and student affairs. For example, plans to re-engineer the entire process of registration, financial clearance and enrollment have involved staff leaders and personnel from the Business Office, Financial Aid, the Registrar, Admissions, Residence Life, and Academic Services.

#### e. Institutional Advancement

Led by the Vice President for Institutional Advancement, this team includes those staff responsible for development, public relations and alumnae relations. This team also has heavy interaction with other teams at the College. For example, the Public Relations Office oversees the production of all publications and marketing materials for the College, and the Alumnae Office works in close cooperation with Admissions and Career Services.

#### f. Information and Technology

As a result of extensive consultation on the matter of institutional technology and information management, there is wide consensus on the staff that this function is so significant that it merits a major place on the functional organization chart.

### **E. PLANNING AS AN ONGOING MANAGEMENT TOOL**

The Middle States *Characteristics of Excellence* emphasize the important relationship between sound planning and institutional effectiveness. Consistent with the expectations of the accrediting principles as well as principles of sound management, Trinity College's management practices seek to utilize planning as an ongoing management tool.

The foundation for annual budgeting is the development of team and departmental plans that are based in the strategic plan. This process ensures that resource allocation is guided by strategic and operational goals and objectives. The planning process also enables departments that need to work collaboratively to build programs and processes together.

Outside of the budget process, any new programs or initiatives also must have plans tied to the strategic plan in order to be considered for action.

Of course, the theory meets obstacles in practice. Trinity's limited financial resources make it difficult to fund all of the initiatives that the planning process identifies as necessary for success.

However, the planning process also makes it possible to recommend alternative ways to achieve goals, since the process emphasizes a reduction of departmentalism and expansion of creative teamwork. For example, if both the Registrar and the Business Office have goals in their annual budget requests to improve student satisfaction with the registration process, and if both recommend adding staff positions to achieve the goal, management might bring those departments together to discuss staff training initiatives and enhanced technology as more cost effective ways to achieve the goal.

## **F. RELATIONSHIP OF FACULTY GOVERNANCE TO MANAGEMENT**

As described earlier in this report in the section on Faculty Governance, the faculty of Trinity College have an extensive and fairly intense engagement with governance of academic matters. This engagement is not divorced from the administration of the College. These two major management and governance systems intersect at a number of points.

The most obvious relationship is through the Academic Vice President and Dean of Professional Studies, both of whom sit on the Academic Coordinating Council and various faculty committees. The Division Chairs also meet regularly with the Academic Vice President and Dean to coordinate the routine management of administrative matters with the faculty.

The relationship of faculty to the student information and advising system is also essential. The major relationships occur through Committee on Scholastic Standing and Degrees and the Vice President, Registrar and Dean of Student Services functions, distributed as well through the subordinate functions such as the Center for Academic Support and Career Services; and the Academic Services Center for Weekend, Evening and Summer Programs.

Faculty also engage with the Enrollment Management function on a routine basis. In addition to the work of the Admissions Committee that provides faculty oversight for admissions standards and practices, the faculty also participate in a wide variety of student recruiting opportunities and events.

Faculty also engage regularly with the financial and operational teams, often through the Division Chairs, and also through the Faculty Finance or Faculty Welfare Committees as appropriate.

As appropriate and as time permits, members of the Senior Executive Staff and other staff with strong faculty interaction attend faculty meetings and make presentations as requested by the faculty.

Finally, the president also meets at least once a semester, if the schedule permits, with each faculty committee and division, and more frequently with the full faculty. These meetings provide opportunities for the president to engage the faculty in discussions of particular issues (e.g., rank & tenure process with that committee) or general issues affecting the faculty and the College. The president also puts a premium on maintaining an "open door" policy with faculty not only for herself but also for all members of the Senior Executive Staff.

## **G. RELATIONSHIP OF STUDENT GOVERNANCE TO MANAGEMENT**

As with the faculty, the senior administration maintains an "open door" policy for student leaders. Several times a semester, the Senior Executive Staff and the student government representatives have a "power dinner" to discuss any and all issues on the student agenda. This is a "nothing is taboo" evening in which a premium is placed on open dialogue and follow-up actions. The administration seeks to maintain a climate of openness with students about issues affecting the College.

The Dean of Student Services meets regularly with the Student Senate and other governing bodies of the Student Association. As requested, the president also meets with the Senate, and other administrative officers also participate and provide reports as requested.

The Judicial Association's engagement with the Dean of Student Services is regular and a matter of grave responsibility for the students involved. The student leaders of the JA have also met with the president and college counsel on occasion to discuss due process procedures and the relationship between the work of the student-run JA and the College's responsibilities for maintaining order, safety and student discipline.

The student resident assistant program is another important intersection of student governance and management. The student RA's are considered to be members of the College staff. Their leadership is also an important bridge to other student governance organizations and the policies and services of the College.

## **H. PROFILE OF THE BOARD OF TRUSTEES**

In 1995-1996, the Trinity College Board of Trustees is comprised of 20 members. According to the By-laws of the College (the By-laws are on file in the Middle States Resource Room), one-third-plus-one of the Board members must be members of the sponsoring religious congregation, the Sisters of Notre Dame de Namur. In addition, one-third of the trustees must be alumnae of the College elected through the regular Board nominations process (a change from an earlier provision calling for two trustees elected by the Alumnae Association). The president of the College is also a voting member of the Board of Trustees. Board members are elected for three-year terms, renewable for one term. The full Board list is included in the visiting team's materials.

The chair of the Board of Trustees is a Sister of Notre Dame. Although this is not a requirement of the by-laws, this practice was adopted by the Board after amending the College by-laws to permit election of a lay president in 1987.

The profile of the current group of trustees is as follows:

|      |          |       |
|------|----------|-------|
| AGE: | Range:   | 42-65 |
|      | Average: | 55    |

|                                    |                           |    |
|------------------------------------|---------------------------|----|
| RACE:                              | White:                    | 16 |
|                                    | Black:                    | 3  |
|                                    | Hispanic:                 | 1  |
| SEX:                               | Women:                    | 16 |
|                                    | Men:                      | 4  |
| TRINITY<br>RELATIONSHIPS:          | SND:                      | 8  |
|                                    | Alumnae:                  | 10 |
| RELIGION:                          | Catholic:                 | 18 |
|                                    | Other:                    | 2  |
| EDUCATIONAL<br>ATTAINMENT:         | Ph.D. or<br>Equivalent:   | 12 |
|                                    | Master's:                 | 5  |
|                                    | Baccalaureate:            | 3  |
| PRIMARY<br>PROFESSIONAL<br>FIELDS: | Theology                  |    |
|                                    | Investment Management     |    |
|                                    | Information Technology    |    |
|                                    | Adult Religious Education |    |
|                                    | Communications            |    |
|                                    | Higher Education          |    |
|                                    | State Government          |    |
|                                    | Non-Profit Housing        |    |
|                                    | Elementary Education      |    |
|                                    | Labor Relations           |    |
|                                    | Medicine                  |    |
|                                    | Pastoral Studies          |    |
|                                    | Legal Practice            |    |
|                                    | Law Teaching              |    |
| Finance and Accounting             |                           |    |
| Corporate Leadership               |                           |    |

Within this list, the position titles include the president of another college, president and CEO of a major for-profit corporation, president and CEO of a major trade association, managing partner of a "big six" accounting firm, principal of a major investment company, presidents and executive directors of religious and public service organizations, two school principals, two tenured professors at other institutions. Nearly all board members have prior board experience, both non-profit and for-profit, and a substantial number also have some experience as a faculty member or administrator in higher education.

## **J. TRUSTEE COMMITTEES AND PROCESSES**

The Board of Trustees meets three times a year in full sessions, and more often as necessary. The Board conducts much of its work through six standing committees:

Executive Committee  
Faculty and Educational Policy  
Finance and Administration  
Institutional Advancement  
Nominations and Trustees  
Student Interests

Each committee consists of members of the Board and executive staff liaisons. In addition, student representatives sit on the Committee on Student Interests, and faculty representatives sit on the Committee on Faculty and Educational Policy. The student and faculty representatives also attend general sessions of the full Board meetings.

The Executive Committee consists of the chairs of each of the committees, the chair of the Board and the president of the College. The Executive Committee is empowered to take necessary actions between Board meetings. More often, the committee serves as a source of consultation and advice for the president, and as a planning group for the agenda for the full Board.

The Committee on Faculty and Educational Policy exercises oversight on all academic matters, including the curriculum and faculty personnel actions arising through the Faculty Committee on Rank and Tenure. This committee engages in frequent dialogue with the faculty and academic administration, and has taken an active interest in ensuring the ongoing development of the curriculum and academic governance structures.

The Committee on Finance and Administration, with a Subcommittee on Investments, is responsible for the oversight of all financial matters, including the annual external audit, the preparation of the annual budget, investments and capital expenditures. The committee meets frequently. The committee also oversees capital development issues in buildings and grounds, and technology.

The Committee on Institutional Advancement is responsible for all fund raising activities of the College, including capital campaign planning, and the related areas of public relations and alumnae relations. This committee often meets between regular Board meetings, and its members take responsibility for actively assisting in the advancement of proposals and prospect cultivation/solicitation strategies.

The Committee on Student Interests oversees all aspects of student life, including enrollment management, student services, student governance and related issues. This committee has taken a special interest in ensuring adequate planning to meet the needs of Trinity's changing student body. The committee receives reports from the student representatives as well as from

administrators, and is a forum for discussion of policy initiatives required to adapt Trinity's policies and practices for the changing population.

The Committee on Nominations and Trustees solicits names from all constituencies and develops the slate of candidates for election to the Board, and recommends continuing education activities for the Board. The Committee's document "Responsibilities of Trusteeship" is also available in the Middle States Resource Room. This document sets forth the expectations for service as a Trinity trustee, and provides information on the nomination and election process.

As the issues warrant, the committees occasionally meet in joint sessions to discuss issues of mutual concern. For example, the Finance and Institutional Advancement Committees have met to discuss issues in fund raising and capital development. The Faculty and Educational Policy Committee has met with the Student Interests Committee to discuss student concerns about academic matters.

The agenda for full Board meetings is developed by the chair and president in consultation with the committee chairs. The full Board usually meets on a Friday afternoon and evening, and most of the day on Saturday. The Friday afternoon sessions are devoted to overviews of the issues on which the Board and committees will be acting during the weekend. Committee meetings take place on Friday afternoons. A reception and dinner on Friday night is often a time for the Board to meet informally with faculty and students. The regular business sessions on Saturday include action on items brought forward from the committees, and special topic discussions and actions as the agenda warrants. All Board meetings conclude with an executive session for the president's report and frank discussion between the Board and president of any issues of concern.

#### **K. TRUSTEE ROLE IN PLANNING OVERSIGHT**

The Board of Trustees has played an active role in the development of Trinity's strategic plan and in the oversight of the implementation of the plan. In the years leading up to the plan's adoption, the Board and its committees frequently discussed the components of the plan and the implications of planning. For example, in meetings during the early years of the strategic plan's development, the Board discussed Trinity's changing student population, the implications of reaffirming Trinity's commitment as a women's college, the development of a stronger identity for the professional studies programs, the need to create a "niche" for Trinity through identification of academic areas for emphasis, the impact of rising financial aid costs and tuition-dependency, the acute need for facilities renovation and development and the impact of the changing technological environment.

The Board took an active interest in the drafting of the strategic plan, and the final document reflects Board approval through several drafts as well as community consensus.

After the adoption of the strategic plan, the Board and committees focused on the major components of implementation. Hence, meetings and actions since the plan's adoption in 1993 have included consultation, review and approval of these major actions to implement the strategic plan:

Approval of the Campus Master Plan (1994)  
 Approval of the Concept Design for the Student Center (1994)  
 Approval of the Foundation for Leadership Curriculum (1994)  
 Ongoing Oversight of Major Curricula and Assessment Project (1994-1996)  
 Approval of the Revisions to Faculty Governance (1994)  
 Ongoing Development of Faculty Personnel Policies (1994-1996)  
 Approval of Faculty Compensation Plan (1992, and ongoing)  
 Ongoing Preparation for Capital Campaign (1994-1996)  
 Ongoing Development of Enrollment Management Plan (1994-1996)  
 Ongoing Development of New Student Services Design (1994-1995)  
 Preparation of Master Technology Architecture Plan (1995-1996)  
 Ongoing Review of Budgeting in Relation to Planning (1994-1996)  
 Review and Revision of Investment Policies (1995-1996)

## **L. BOARD AND PRESIDENT**

The president and trustees enjoy a mutually supportive relationship with an emphasis on open communication. The president provides the Board with an extensive written report covering all areas of the College before each full Board meeting. The president frequently consults with the Board chair and vice chair, and with committee chairs as appropriate.

The president has a three year contract and is evaluated every three years by the Board as required by the By-laws of the College. The By-laws also describe the general duties and responsibilities of the president, and the other senior officers of the College.

## **M. ISSUES IN TRUSTEE DEVELOPMENT**

The history of the transformation of Trinity College at the end of the 20th century must also include a brief analysis of the transformation of the College's Board of Trustees. The ability of Trinity College to achieve such large and penetrating changes successfully, and to manage the conflict that inevitably accompanies such changes effectively, largely reflects the vision and strength of the Board and the integrity of its structure and processes.

Prior to the 1970's, the Board of Trustees of the College was composed entirely of Sisters of Notre Dame. Like many Catholic colleges in the post-Vatican II era, and in keeping with the vision of the Sisters of Notre Dame for a College that would grow with the times, Trinity moved to a "lay board" in 1968, with the Sisters of Notre Dame retaining one-third-plus-one of the Board seats to ensure their voice in any decisions regarding the future mission of the College.

As with the other parts of Trinity, the turbulence of the 1970's and 1980's also affected the Board as the trustees struggled to understand the profound sociological, religious and educational changes sweeping the nation, the collegiate sector and Trinity. Various Middle States visitors made note of these struggles during those two decades, and the Board of Trustees was admonished on several occasions to pay closer attention to the leadership crises that appeared to

inhibit Trinity's progress. In 1987, with the resignation of yet another president, a special visiting team met with a small group of trustees to lay the issues of trustee responsibility on the line: either resolve the conflicts that inhibited Trinity's ability to change successfully, or lose the College.

From 1987 to 1993, under the leadership of Board Chair Sr. Regina Finnegan, SND, the Board changed substantially in composition, processes and governance style. Current Board Chair Sr. Mary Hines, SND, has continued this rigorous attention to the Board's governance responsibilities in the changing institution, including the responsibilities to mandate changes necessary to make the institution prosper; to engage in continuous planning and assessment; to guide, support and review the president in the implementation of the strategic plan; and to ensure the allocation of resources necessary to support the institution's development.

Among many changes in Board composition, governance style and processes, the Board has paid particular attention to the role of trustees as professionals in the development of the College. While various trustees might be Sisters of Notre Dame or alumnae of the College, as well as persons with no direct connection to Trinity, the Board has placed a large emphasis on the responsibilities of trusteeship as a professional commitment requiring independent judgment. The Committee on Nominations and Trustees has developed a paper on "Responsibilities of Trusteeship at Trinity College" that explains the Trinity trusteeship to all persons considering nominations and applications for positions on the Board. This paper is available in the Resource Room.

As part of evolving the Board role, the trustees have undertaken a review of the By-laws of the College and a Board self-study that will lead to continuous improvement in the Board's performance.

As a result of the review of the By-laws in 1994-1995, the Board made a number of changes in February 1995 intended to adapt the Board's composition and processes in light of the demographic and programmatic changes taking place at the College and at the Board level. The Board of Trustees also conducted an internal self-study in October 1995, including a questionnaire about Board practices, and this document is available with the Board materials in the Middle States Resource Room. Over the years, the Trustees have engaged in some Board development activities using the services of the Association of Governing Boards, and the Board's internal self-study was extrapolated from AGB materials. The Board is continuing the discussion of the self-study and Board process through the spring 1996 semester.

The Trustees have identified these issues for their ongoing development:

- a. improved communication among Board members and with the College between general meetings of the Board, and more informal times for discussion during meeting weekends;
- b. more extensive Board education about the Board role and responsibility in relation to financial and academic matters;

- c. development of a more ongoing sense of committee work, promoting committee activities and meetings between regular Board meetings;
- d. greater emphasis on fund raising responsibilities;
- e. development of Board nominee list in relation to current needs of the College, with emphasis on more strength in fund raising, finance and construction.

As a result of these discussions, and in light of an impending change in Board leadership in July 1996 (the current chair and vice chair will end terms, and new officers will be elected), the Board is considering a full retreat with AGB consultation for late summer or early fall 1996.

## **N. CONCLUSION AND RECOMMENDATIONS**

The development of Trinity's management and governance structures and processes is a work-in-progress. While the College itself is relatively small compared to other institutions, the range of academic and co-curricular activities is complex, in keeping with the increased complexity of the student body. As a result, the design of the administration must be carefully considered to ensure effective management of all necessary delivery systems without succumbing to administrative bloat. The need for new positions is constantly assessed against the possibility of redefining current positions to achieve new objectives.

Because of the great transformation that the institution has undergone in recent years, the College has experienced both success and mistakes in its effort to reform the management and governance structures to meet the needs of the new College. Staff turnover has been a concern, but in some cases, it has also been a necessity as the College searches for the right blend of talent and creativity to staff and lead the various functional teams. While the College has generally recovered from the acute conflicts of the 1980's, the change dynamic is still a powerful force affecting even daily routines, and the College needs staff and leadership that can work with change successfully. Resources are limited; while improved resources are constantly sought, the resource demand will never quite be satisfied.

Successful staff and faculty know that the choice to work at Trinity is not simply a job, but also a mission. While the Sisters of Notre Dame are no longer present in the large numbers that once staffed the College, their lay successors, both Catholic and those of other faiths, seek to continue the essence of their mission with new student populations. Whether for religious or secular reasons, those who work for and with Trinity do so because of a fundamental belief in the power of education to empower the lives of women and all students. As has been true for nearly 100 years, this is a mission that requires personal dedication and some sacrifice; but the reward in the success of Trinity's graduates proves the worth of the endeavor.

Among the many ongoing goals, objectives and tasks inferred from this section, these are the major recommendations:

1. The management design of the College must continue to evolve the functional design to improve service and communication to all constituencies.
2. The professional expertise of all managers needs continuous improvement in both the substance of the function as well as in the ability of the managerial force to implement the broad functional changes required to support the strategic plan.
3. A stable management team is necessary to ensure continuous improvement, and attention to improved retention of management and staff must be a priority in the next phase of management development.
4. Continuous attention to improved communications with all partners in collegial governance is essential, including communication about changes in the management design, personnel, policies and practices.
5. The Board of Trustees and management of the College will continue to oversee the implementation of the strategic plan and to prepare for the next phase of strategic planning (1997-2000) after this accreditation review.
6. The Board of Trustees will continue to diversify its membership, strengthen its professional role and implement the changes recommended through its own self-study.

APR 19 1996

Report to the  
Faculty, Administration, Trustees, Students

of

Trinity College  
Washington, DC 20017

by

An Evaluation Team representing the  
Commission on Higher Education

of the

Middle States Association of Colleges and Schools

Prepared after study of the institution's self-study report  
and a visit to the campus on March 10-13, 1996.

The members of the Team:

Dr. Esther L. Barazzone, President (Team Chair)  
Chatham College, Woodland Road, Pittsburgh, PA 15232

Mr. William A. Burns, Vice President of Finance and Administration  
Randolph-Macon Woman's College, 2500 Rivermont Avenue, Lynchburg, VA 24503

Dr. Judith L. Gay, Professor, Department of Psychology  
Chestnut Hill College, Germantown & Northwestern, Philadelphia, PA 19118

Sr. Marian Hoben, I.H.M., Professor of English, President Emerita  
Immaculata College, Immaculata, PA 19345

Mr. Bruce M. Hurlbert, Assistant Professor and Director of Library Services  
Lycoming College, 700 College Place, Williamsport, PA 19118

Dr. Francis J. McGuire, Dean of Graduate Services  
Loyola College, 4501 N. Charles Street, Baltimore, MD 21210

Dr. Robert M. Preston, Professor of History and Chair of the Department of History  
Mount St. Mary's College & Seminary, Emmitsburg, MD 21727

Dr. Vincenne M. Revilla-Beltran, Associate Dean, Student Development  
Point Park College, 201 Wood Street, Pittsburgh, PA 15222

This report represents the views of the evaluation team as interpreted by the Chair; it goes directly to the institution before being considered by the Commission. It is a confidential document prepared as an educational service for the benefit of the institution. All comments in the report are made in good faith, in an effort to assist Trinity College. This report is based solely on an educational evaluation of the institution, and of the manner in which it appears to be carrying out its educational objectives.

**AT THE TIME OF THE VISIT**

**Date when instruction began: 1900**

**Year of first graduating class: 1904**

**President: Ms. Patricia McGuire, J.D.**

**Chief Academic Officer: Dr. Patricia Weitzel-O'Neill**

**Chair of the Board of Trustees: Mary Hines, S.N.D.**

## TABLE OF CONTENTS

|      |  |    |
|------|--|----|
| I.   | OVERVIEW OF SELF-STUDY .....   | 1  |
| II.  | PLANNING: INCORPORATION OF MISSION GOALS<br>INTO PLANNING AND IMPLEMENTATION OF PLAN ..... | 3  |
| III. | THE EDUCATIONAL PROGRAM  |    |
|      | A. <u>Curriculum, Programmatic and Student Assessment</u> .....                            | 5  |
|      | Assessment and Evaluation .....  | 6  |
|      | Graduate Programs .....  | 7  |
|      | Associate Degree .....   | 10 |
|      | Weekend Program .....  | 10 |
|      | B. <u>Instructional and Academic Support</u> .....   | 11 |
|      | Advising and Academic Support .....  | 11 |
|      | Library/Academic, Instructional and Institutional Technology .....                         | 13 |
|      | C. <u>The Co-curriculum</u> .....  | 16 |
|      | Residential Life .....   | 18 |
| IV.  | THE RESOURCE GOALS AND THE BUSINESS PLAN   |    |
|      | A. <u>The Business Plan - Financial Resources</u> .....                                    | 19 |
|      | General: Financial Targets .....   | 19 |
|      | Budgeting/Financial Planning .....   | 20 |
|      | Enrollment Management and Recruiting .....   | 21 |
|      | Development, Public Relations, Alumnae Relations .....                                     | 23 |
|      | B. <u>The Business Plan: Human Resources - Faculty/Staff</u> .....                         | 24 |
|      | Faculty Welfare .....  | 24 |
|      | Faculty Development .....  | 25 |
|      | Hiring and Evaluation .....  | 27 |
|      | Faculty Compensation .....   | 29 |
|      | C. <u>The Business Plan: Operations/Quality of Life (Strategic Goal IX)</u> .....          | 29 |
|      | Administrative Functions .....   | 29 |
|      | Student Business Services .....  | 30 |
|      | Financial Aid .....  | 30 |
|      | Health Services and Counseling .....   | 30 |
|      | D. <u>Facilities</u> .....   | 31 |

|     |  |    |
|-----|--|----|
| V.  | GOVERNANCE AND MANAGEMENT  |    |
|     | A. <u>The Board of Trustees</u> .....                                    | 33 |
|     | B. <u>Faculty Role in Governance</u> .....                               | 34 |
|     | C. <u>Student Role in Governance</u> .....                               | 35 |
|     | D. <u>Administrative Role</u> .....                                      | 35 |
| VI. | INSTITUTIONAL INTEGRITY AND EFFECTIVENESS IN FULFILLING<br>MISSION ..... | 37 |

## I. OVERVIEW OF SELF STUDY

### A. Introduction

Since Trinity College last had a full self-study and accreditation visit in 1985-86, the College has experienced significant change. As the College approaches its 100th Anniversary, it can be fairly said that the College has indeed undergone a "paradigm shift" and a significant renewal. While remaining intellectually rooted in the liberal arts and its religious traditions, Trinity College has creatively and effectively reached out to serve new populations in new ways.

Trinity College was hard pressed financially after having experienced precipitous enrollment declines in the 1970s, largely due to the impact of former men's colleges becoming coeducational. The College had already embraced academic entrepreneurship when the last evaluation team visited. The question was raised then whether the change that was underway was being guided primarily by response to market opportunities, or by a comprehensive plan grounded in the institution's mission.

The College was urged to make its planning more explicit, and to clarify its relationship to the institutional mission. Trinity's efforts over the last several years have been entirely in the spirit of the 1985 recommendations. A strategic plan, *Toward Trinity 2000*, for the years 1992-1997 received approval from the Board of Trustees in 1993. The implementation and early evaluation of the '93 plan was to serve only as the first phase for subsequent planning for the College beyond the year 2000. The relationship between the plan and the institution's mission was an important focus of the plan. The self-study process undertaken for re-accreditation was to serve both as a more detailed planning step for the first strategic plan, and as an evaluative process for what has already been implemented of the plan. Because the completion of the plan was so near to the beginning of the re-accreditation self-study, it was not to be expected that there would be substantial assessment data available. Consequently, the structure of the self-study was comprehensive, with a focus on planning.

The visiting team felt that the College engaged in the process of self-study deeply, with a laudatory campus-wide involvement. As many on campus reported, the self-study process revealed many of the implications of the plan to the College community more fully and, by employing faculty standing committees for the self-study research and writing, created critical engagement for future planning and assessment. The Board of Trustees seems also to have been very informed about, and participatory in, the process of self-study. The team especially commends the College for the broad participation in the process and the thoroughness and candor demonstrated in the self-study and on-campus interviews.

The team developed its report to correspond to the planning goals of *Towards Trinity 2000* as they were addressed through the self-study and by the standards outlined in *Characteristics of Excellence*. The strategic plan had two primary sets of planning goals:

the mission goals, and the business or resource plan. Sections II and III of the report address the general effectiveness of the incorporation of the mission goals into the planning for the College, and, the educational program of the College (curricular and co-curricular) where the majority of the mission implementation is to be found (Section III). Section IV addresses general questions of governance and management. Finally, Section VI discusses overall institutional integrity and effectiveness in the basic fulfillment of its mission. Additionally, because of the special focus within the comprehensive evaluation, Section VI will comment on the adequacy of the College's planning for the future.

## II. PLANNING: INCORPORATION OF MISSION GOALS INTO PLANNING AND IMPLEMENTATION OF PLAN

"A basic characteristic of excellence in an educational institution is the clear expression and active pursuit of its mission and goals in relation to its students, its staff, its supporters, and the community-at-large." (*Characteristics of Excellence in Higher Education*, p. 6.) As Trinity's mission statement so clearly (and proudly) states, the College was founded in 1897 by the Sisters of Notre Dame de Namur "to meet the higher educational needs of women." Those needs have changed dramatically since the beginning of the twentieth century, but a hundred years later, the fundamental mission remains exactly the same; it is only the creative manner in which the College responds to those new and demanding needs that is different, and it is that difference that characterizes the Trinity of today.

The re-worked mission statement adopted by the Board of Trustees in 1985 reflects the College's commitment to the original mission, while at the same time it spells out with stark clarity the College's accommodation to the diverse and complex needs of today's students and the world in which they live. In response to a strong recommendation made by the 1985 Middle States evaluation team, Trinity used its mission statement as the basis for its recently approved strategic plan, *Toward Trinity 2000*. Those same mission goals found their way into the 1995 self-study document which sought to assess the progress of the strategic plan.

Both the first and second of the six "mission goals" underline the importance of a formalized assessment program, a need which is acknowledged in the self-study document as well as in conversations with faculty and administrators. "Empowerment for Life Roles" is a goal that "challenges the College to develop assessment tools and programs that ensure a thorough knowledge of the capacity, needs and interests of each student" (*Toward Trinity 2000*, p. 16). The second mission goal, which addresses Trinity's "central intellectual commitment to the liberal arts as the foundation of higher learning," (*Toward Trinity 2000*, p. 19) is being implemented through curricular changes in both the weekday and weekend programs. To obtain a clear picture of the extent to which these goals are being realized, it is essential that changes in curriculum, together with academic and non-academic programs be consistently evaluated. The team commends the College for the work already begun in this area of assessment, and suggests that the task of drafting a College-wide assessment program be given prompt attention.

Goal 3 ("A Community of Faith, Justice and Honor") and Goal 4 ("Commitment to the Education of Women") have their roots in Trinity's identity as a Catholic women-centered College. These rather ephemeral goals, although resisting evaluation or measurement, are, nevertheless, vitally important, and the team commends the College for emphasizing the significance of these spiritual and ethical values so basic to the institution's

historic mission. "Diversity and Community" is embraced as the fifth mission goal at the same time that it reflects the reality of Trinity's campus, and it is to the credit of the institution that what is already a matter of *fact* is also established as a goal to ensure its continuation. The diverse student population, though not deliberately planned, is a welcome characteristic of this pluralistic College, and one that is sincerely and enthusiastically embraced by the faculty. This is not to say that there are not challenges with regard to teaching styles and communication patterns, and the College should continue to furnish the faculty with the extra training they need to do the best job possible. Trinity seems to take full advantage of the cultural and educational benefits that arise from this mixture of age, race, religion, and ethnicity. At the same time that the College celebrates this diversity in the student body, however, it should make every effort to ensure that such diversity is mirrored in the faculty, administration, and Board of Trustees.

Although varying rates of progress have been made toward the achievement of the first five mission goals, the sixth ("Centers of Academic Distinction") has yet to be given practical consideration. There appears to be great interest in this noteworthy academic endeavor, especially among the faculty, and the College is urged not to permit the idea to be lost in the plethora of what might seem like more immediate and pressing needs.

The deciding factor in assessing institutional effectiveness is, according to *Characteristics*, "evidence of the extent to which it achieves its goals and objectives" (p. 116). The team, while recognizing that the College had not expected to have significant outcomes measures to use in evaluating its achievements, did expect from the self-study that more explicit plans to produce such measures would have been created by the time of the visit. The team urges the College, then, to make it a priority to develop means of discovering just what progress it is making in the pursuit of its six mission goals, as well as in other areas.

#### **Strengths**

- Trinity's steadfast commitment to the College's mission as exemplified by its position of prominence in the College's plans for the future.
- The College's determined, consistent, and creative efforts to respond to the changing needs of its student population with diverse programs and flexible scheduling.
- The College's continued emphasis on intellectual integrity and spiritual values.
- The diversity of Trinity's student population.

#### **Recommendations**

- To develop a workable College-wide assessment program.
- To increase the diversity among faculty, administrators, and trustees.

### III. THE EDUCATIONAL PROGRAM

#### A. CURRICULUM, PROGRAMMATIC, AND STUDENT ASSESSMENT

Over the last decade Trinity College has transformed its undergraduate academic offerings. While once Trinity served a homogeneous population and exposed it to the liberal arts and an extensive array of majors, it now offers to a diverse student body -- one that is a mix of ethnic, racial, religious and age groups -- an integrated liberal arts core and a leaner assortment of liberal arts and professional studies majors. The community Trinity once served was broader geographically, but far narrower in all other respects than the one that it now serves. The simplicity of the academic program once offered has been transformed by the necessity of meeting the needs of its new diverse student population.

##### 1) Undergraduate

###### a) General Education Programs/Liberal Arts Core Curricula

There are now two cores offered to the two population foci of the campus: a new interdisciplinary, integrated goal-driven liberal arts core -- Foundations of Learning Curriculum (FLC) -- for the weekday College and the older, menu-driven liberal arts core -- Core II -- for the Weekend College. Core I, the predecessor of FLC, is now the core for the present seniors, while FLC is the core for the classes beginning with the Class of 1997. Core II has 25% fewer credit requirements, primarily in the area of seminar requirements.

A curriculum committee reviews all courses that are submitted by faculty and determines whether specific courses meet the precise goals established for FLC. If the committee determines that a course does meet one or some of the goals of FLC, it is then listed as a course which students can take to fulfill the goals of the core.

The difference between the two cores could be judged by some as substantial, and yet the degree awarded at graduation to the members of the two populations is the same. The possible differences in rigor and or interpretation of the goals in various FLC courses is another core related issue that must also be addressed. For instance, is the diversity goal properly served by the mere interpolation of a few African cultural items into a course that is dominated by European cultural content?

##### Recommendations

- The two-core issue: The faculty should try to move more quickly to implement the Foundation for Leadership Curriculum for the Weekend college so that all undergraduate students will share the same intellectual design in the general education program.

- A review process must be developed and implemented on a continuing basis to assure the uniform quality of FLC offerings. This review process should also establish clearer standards to be used to determine what transfer courses meet the goals of FLC requirements.

b) **Professional Studies/Liberal Arts**

The restructuring of the faculty into divisions and the restructuring of the administration with the creation of the offices of dean of arts and science and dean of professional studies, has led to more recognition of the role played by professional studies in the educational program. It has also led to an acceptance of the professional studies faculty as a resource for other faculties.

c) **Majors**

Considerable change has occurred in the area of the academic majors programs. Previously, a much larger array of majors' offerings were available than now when students may select any of sixteen majors. The tremendous turnover in the faculty in recent years -- ten hires two years ago, three last year and nine searches this year -- potentially can create problems for students and faculty. Students may find that course offerings within their majors may be limited and faculty may find that they are forced to offer class preparations in a wide range of areas in their disciplines. With a small number of students interested in some majors, the viability of some majors must be periodically reviewed.

**Recommendation**

- Constant monitoring by deans and appropriate faculty groups regarding the quality of majors' offerings and the viability of some majors should continue. The integrity of majors must be preserved; thus the offerings within majors, especially by adjunct professors possibly unfamiliar with the traditions of teaching excellence at Trinity, and the numbers of students within majors, must be monitored.

2) **Assessment and Evaluation**

Trinity faculty and administrators appreciate the value of assessment. However, assessment of several academic areas of the institution is not presently fully operational. There is not a systematic campus-wide assessment program with standardized schedules and expected outcomes in place for the evaluation of teaching; nor is there a regularized program of assessment of course and program offerings and student learning. Although some faculty continue to use an older system of peer mentoring and a standardized course evaluation form, a program of across-the-board assessment does not exist presently; nor is there a campus-wide evaluation of the performance of adjuncts presently in place. One committee is developing an "all-purpose" assessment instrument that will allow students to evaluate majors, programs, courses and teachers. The core offerings -- Core II for the weekend students and the FLC for the weekday students -- are not being systematically assessed, although work is continuing on an assessment instrument for the FLC offerings.

Some departments have developed a system of assessment of majors' programs, although such systems are not fully in operation. One department, for instance, has identified the following methods of assessment for their major: exit interviews; satisfaction survey for juniors; review with selected graduate programs to determine whether Trinity offerings are adequate for admittance to their graduate programs; survey of graduate school acceptance rates of senior majors; interviews of alumnae; review by outside evaluators; course evaluations; and maintenance of, and review of, portfolios.

The assessment of the advising system, for both the weekday and weekend students, must be developed in order to inform the community of its effectiveness for the students. The complexity of scheduling classes that are taught on a two- or more year cycle and the scheduling of appropriate core offering all necessitate the presence of an excellent, effective and thorough advising system for all students.

#### **Recommendations**

- The College as a whole has not yet undertaken assessment on a systematic basis, and a College-wide plan is still needed. The College would benefit from a substantially restructured faculty and programmatic assessment process that establishes standardized schedules, methods, and outcomes.
- An institutional assessment of the advising system in place must be instituted, and appropriate changes should be implemented to make it more effective if such assessment suggests that changes are warranted.

#### **3) Graduate Programs**

Trinity College presently offers four master's degree programs:

##### **Master of Arts:**

Community Counseling, Community Health Promotion and Education, Guidance and Counseling, and Student Development in Higher Education

##### **Master of Arts in Teaching:**

Early Childhood Education, Elementary Education, Secondary Education, and Special Education

##### **Master of Education in Curriculum and Instruction:**

Literacy, Urban Education

##### **Master of Science in Administration:**

Corporate and Community Affairs, Entrepreneurial Development, Human Resource Development, Human Resource Management, Nonprofit Management

##### **Master of Science in Administration:**

Educational Administration, The Principalship, Instructional Leadership

Some of the degree programs have a number of concentrations. However, in most cases there is a considerable duplication of course requirements so a proliferation of courses is avoided. The programs differ in several course requirements and the practicum, where applicable. The curricula for the concentrations are the responsibility of the offering department.

There are almost 400 students enrolled in the programs, and the goal is to reach an enrollment of 500 students in 1997. Program enrollments vary from eighty to twenty. Students take an average of two courses per term. The tuition of \$390 (\$410 in 1996-97) is the lowest for independent colleges in the District of Columbia. Students choose Trinity because of faculty quality, personal attention, small classes, and flexibility of curriculum.

Graduate programs are located in the School of Professional Studies as is the Professional Development Workshop Program. Twenty-five hundred educators in the District and surrounding areas annually enroll in workshop courses for three non-degree graduate credits which may be used for certification, promotion and salary increases. This program is a major income source (\$1 million annually) for Trinity and greatly helps to advertise graduate studies at the College.

An undergraduate education major may earn a baccalaureate in four years and the MAT, which is a full-time program, during the fifth year. A similar five-year bachelor's and master's combination is planned for business administration.

Trinity's objective is to provide graduate education as part of its mission to prepare women for leadership roles. However, unlike the undergraduate programs, the graduate programs enroll both women and men.

Trinity operates its graduate programs from a number of areas of strength. The administration and faculty are committed to providing quality graduate education primarily for the local population. The institution recognizes the importance of providing an educational environment which is friendly and supportive to students of various racial, ethnic and religious backgrounds. There is an entrepreneurial spirit alive at Trinity which is conducive to developing graduate programs with flexible curricula to meet the career needs of its diverse clientele. The rapid development of the graduate offerings, primarily through the recommendations of enrolled students and alumni, confirms the College's assessment that it can and should be a major participant in meeting the needs for graduate education in the D.C. area.

While graduate education is a source of great opportunities for Trinity, this endeavor is not without considerable challenges. This is especially true for an institution that over the past five years has been struggling to reconstruct itself after a long period of difficulty. Many of these challenges are included in the self-study. The team offers recommendations for consideration regarding those topics that it deems most significant at this period of Trinity's development.

### Recommendations

- Graduate study requires that faculty and students have access to state-of-the-art technology. Both groups need to acquire the computer skills demanded by their discipline to be competent and to have the capability to continually develop their expertise as the technology sophistication develops. Trinity's graduate programs cannot be regarded as competitive unless the institution makes computer literacy a top priority and immediately develops a strategy to meet this challenge.
- The adequacy of graduate research materials available to faculty and students needs to be examined. This review needs to consider not only the reference materials in Trinity's library but also the availability of such materials in local libraries and through interlibrary loan and networking. The prime consideration is access to research sources within a reasonable time. While this may cause some inconvenience at times, the funds saved may be devoted to other support services that must be supplied on campus.
- The workload demands on faculty who develop graduate programs and concentrations, teach, and advise many graduate students needs monitoring. All faculty, especially those involved in graduate programs, need time and support to do research and participate in conferences to remain at the cutting-edge of their discipline. Similar considerations apply to academic administrators, especially at a time when the institution must consider new programs and entrepreneurial activities to develop and secure its image as a major participant in delivering graduate professional programs.
- The implementation of new programs -- health professions, science, accelerated master's, weekend master's, full-time day options, off-campus centers -- needs to be undertaken only after careful study including market research and Trinity's resource capabilities in facilities and human resources.
- Assessment of graduate student outcomes is a continuing need. See the "Assessment" section earlier in the report.
- Enrollment Management strategies need to be applied to control the growth in some programs which have reached capacity while promoting growth in others. The development of new graduate programs at Trinity primarily over the past six years, even though coed, has permitted the institution to extend its influence in preparing women for leadership responsibilities, a reality fully consistent with the mission statement and the strategic plan. These programs, which involve minimal tuition discounting, make a strong contribution to revenues which can be utilized for the benefit of all programs. Additionally, the enhanced institutional image produced by quality graduate programs greatly assists the marketing of all programs. Controlled development and growth in the graduate area is a prime opportunity for Trinity's return to a position of educational and financial strength.

4) Associate Degrees

The advantages of the creation of an associate degree were described to some Middle States visiting team members. The wisdom of such a creation cannot appropriately be commented upon by the team. A decision in regard to such a move should be made by the Trinity community.

5) The Weekend Program

The weekend program for undergraduates, begun in 1985, is now an essential component of the Trinity offering of academic programs. Most classes meet on alternate Saturdays, but quantitative type courses meet every week. Each term there are 600-650 enrollees. The student average age is 40-49, in contrast with the weekday average of 21-22. The student population is almost all commuters, mostly black, employed, and family managers. Most have been out of school for many years, and the return to classes with regular assignments is most difficult -- for some traumatic. They require considerable guidance and support when they start and for a considerable time thereafter. There is a high stop-out rate (25%), but some (10%) re-enroll. Much of their tuition (\$310 per credit) funds is loans. The Office of Academic Services with a staff of five provides advising and registration assistance by phone or in person. This office also directs the few students who seek credit through Trinity's Experiential Lifelong Learning (TELL) program. The enrollment objective is to expand to 1000 students per term, although the program is presently at capacity and a format change and possibly Sunday classes will be required to do this. There are several hundred alumnae of the Weekend College.

When the program first started, the curriculum was identical with the weekday program, but the faculty realizes that a different delivery system is required, although the overall learning objectives remain equivalent. Eight majors and eleven minors are offered. A curriculum study is presently underway, and, when feasible, course content developed for the weekday Foundation for Leadership Curriculum is being incorporated into the Weekend College curriculum.

Trinity is to be commended for its considerable efforts to make higher education available to a significant number of women who otherwise would find such an opportunity only a dream. This endeavor is fully consistent with Trinity's mission today and at the time of its founding, namely that Trinity provide opportunities for women to assume leadership roles.

Trinity has undertaken the bold step to combine many of the services offered to both the weekend and the weekday students. The President of the Student Government, which serves both student groups, is a weekend student. Conversations with some weekday seniors indicates satisfaction with this concept of merging functions. They commented, "We wish we knew better these students who will be sitting next to us at commencement."

Trinity is fully aware of the challenges it faces in providing quality education to its weekend students who have so many urgent commitments for their time and energy. It is

highly encouraging that the faculty and staff of the Trinity community are so willing to adjust and adapt to the needs of these students who are so anxious to learn.

## **B. INSTRUCTIONAL AND ACADEMIC SUPPORT**

### **1) Advising and Academic Support**

Trinity has reorganized the areas of academic advising and academic support to address the needs of all of its students, particularly the Weekend College (WEC) students. Currently a director and three full-time professionals function as advisors for the Weekend College students. This team is highly credentialed and experienced in meeting the needs of the WEC students. Innovative programming and retention efforts are being carried out to address the WEC students. The office offers flexible hours, and a variety of co-curricular activities which will be mentioned later in the report. The staff services all WEC students, approximately 600, and some graduate student registration. Each advisor has approximately 200 advisees which is time consuming and labor intensive. This office also conducts orientations for WEC students.

The Director of Career Advancement and Corporate Relations offers a variety of career related services and internships. Students had high praise for the internship program. The Director of Academic Support is responsible for tutoring, ADA advocacy, and also serves as the International Student Advisor. Peer tutors are available for math, science, foreign language, psychology and sociology. There has been an increase in the use of academic support services over the past several years. Academic support, in the form of writing skill development, is also provided by the Writing Center which is staffed by a director and senior peer advisors.

Within the Division of the Office of the Dean for Student Services an orientation program for international students has been developed which is one-and-a-half days long. A weekday Student orientation program is held three days before classes start. Peer mentors, who are current Trinity students, write to all new students prior to the fall semester. Each new student has a peer mentor and this relationship continues into the freshman year. Orientation for Weekend College and graduate students is coordinated through the Academic Services area. There is an ongoing orientation for WEC which is held every Saturday at noon and one for the weekday students, called the Living Learning Program, which still needs further development.

Innovative services and programming have been devised to meet the changing needs of the Trinity student population. For example, Leadership College, programming for organizational leaders, is held in January. The Division of Student Services has participated in some of the faculty development programming in cooperation with the Academic Services areas. One workshop dealt with the ADA and a second program where first year faculty advisors were matched with a professional from the students services area.

A colloquium on "Race, Class and Community" was held which generated initial workshops and discussions for students, staff and faculty on this topic. Findings indicate a need to continue the work and conversations in the area of diversity and training for faculty and staff.

The Jump Start Program, formerly called the Bridge Program, has been expanded as a pre-orientation program open to all, although it is mandatory for the reduced-course-load (RCL) students. Some expanded orientation programming is needed for the WEC students.

#### **Strengths**

- Professional staff is highly credentialed, experienced and committed to their work and to the Trinity students.
- Staff have been proactive in addressing the needs of WEC students, particularly in the area of academic advising, however they need more staff to continue this work effectively.
- All areas of Student Services work collaboratively with the Academic Affairs /Support areas. There is evidence of ongoing communication between the divisions in programming and informal joint division staff meetings.

#### **Recommendations**

- Co-curricular life needs to be developed more fully to continue to address all the needs of the diverse student population and which addresses resource and staff needs of the institution.
- Currently, there have been inroads in addressing diversity issues in the staffing of Students Services area. More work however needs to be done to address issues of diversity throughout all areas of the College.
- It is recommended that consideration be given to coordinating all tutorial services to strengthen academic support for all students.
- The College is encouraged to explore ways to involve students further in the campus governance process.
- Explore ways to use the diversity of the student body to enrich the educational and curricular experiences of the Trinity students.

#### **2) Library/Academic, Instructional and Institutional Technology**

The Middle States' *Characteristics of Excellence* states that "An institution should provide access to a broad range of learning resources, at both primary and off-campus sites. Although access to these resources is customarily gained through a library/resource center, an attempt should be made to think beyond the physical confines of the traditional library

access." Trinity College's librarians, faculty and administrators have recognized this need and have accomplished much in a very short time. The self-study completed by the Committee on Library and Information Resources in 1994-95 provided a number of specific recommendations for improvement. Recommendations from the George Dehne consulting group added emphasis and documented the Trinity College students' desire to have contemporary automated information access and technology available to them. The students rate this very high on their list of areas which were critical to their satisfaction with the College programs. This goal was also recognized as essential to Trinity's ability to attract students in a competitive market. In the last two years many significant initiatives have been undertaken and much has been accomplished to implement the recommendations of the Committee on Library and Information Resources, responding to the needs of the students, faculty and the Trinity community.

The Trinity Library has implemented an online public access book catalog and an automated circulation system and acquisitions system. Access cabling has been installed for a library local area network which has the capability for 24 stations with 10 stations activated currently, including 5 public stations and 5 staff stations. Significant among the 5 public stations is one which has Internet access to the World Wide Web. Approximately 80,000 book titles have been added to the online catalog and retrospective conversion will continue until all titles have been added.

The Middle States' *Characteristics of Excellence* states that "Students, faculty, and staff should have access to remote as well as onsite information resources. An institution can augment its learning resources by drawing upon the special strengths of other institutions in using external services as appropriate. This goal can be achieved through collaboration and resource sharing or through formal cooperative agreements and networks. Computer and other technological systems can assist in providing convenient access." The Trinity College library has achieved this through its affiliation with the Washington Research Library Consortium (WRLC). This affiliation has provided support services for the public access catalog of book holdings (TRON) plus online access to the book catalog of more than 5 million volumes of 7 major university research libraries in the Washington area. This affiliation also allows Trinity students and faculty access to periodical databases, subject indexes, and the opportunity to purchase copies of periodical articles for 15 cents a page which are delivered by fax. This service has been beneficial to all students, but particularly to Trinity's adult students in the evening and weekend programs, who find this to be a very efficient and time saving use of technology. A number of basic subject indexes are available online to Trinity students through the WRLC affiliation and its online system. In addition, the WRLC affiliation provides full access to the Internet and the World Wide Web. In this initial phase of the project, access to the benefits of the WRLC automated system has been limited to the terminals in the library. Trinity librarians, faculty and staff realize the need to both expand the number of terminals available in the library and provide access to the WRLC system on campus to faculty offices, to campus dormitory rooms, and to student off campus. The WRLC affiliation has also provided access and borrowing privileges at its member libraries for Trinity students and faculty as well as a courier service for the delivery

of interlibrary loan materials. In addition, Trinity has established a reciprocity agreement with Georgetown University which gives Trinity students and faculty direct access to that library's collections.

The team commends the Trinity effort and the achievements of its librarians during the last two years and urges that the College continue to devote resources and staff time to accomplishing this goal of expanded on and off campus access. Trinity's accomplishments in moving towards the concept of the "virtual library" or the "library without walls" are to be commended. These achievements reflect excellent planning, resource allocation, and staff and administrative commitment to bring the benefits of up to date information access to its faculty and students.

The Middle States' *Characteristics of Excellence* also urges that "It is essential to have an active and continuing program of library orientation and instruction in accessing information, developed collaboratively and supported actively by faculty, librarians, academic deans, and other information providers." The evidence indicates that Trinity has accomplished this goal. Faculty are pleased with the programs and initiatives the librarians have developed within the last year to provide instruction and orientation in the new technology and its capabilities. Students interviewed were very appreciative of the progress made and the instruction and assistance provided. They were aware of instruction provided for freshman through the INT seminar, the number of workshops provided for all students during the year, and the efforts of librarians to provide personal instruction and assistance to students. They also emphasized the need to continue to accomplish the goals of the plan and to expand these services through more terminals in the library, networked access in the dorms, and dial up access for off campus students. Trinity faculty also recognize the need for this expansion on and off campus and look forward to the time when they can access these services in their offices.

The overall College plan for technology calls for establishing a comprehensive campus information network. The first accomplishment was the installation of the new telephone system which provided voice mail and enhanced communications features. Faculty and staff were very appreciative of these new capabilities and remarked on the increased convenience and better communications capabilities which have improved peer communications and brought a new level of interaction with students. They also look forward to the implementation of new administrative software which will be very helpful in registration and academic advising. The next step in the College's plan calls for installation of communications wiring on campus which will provide the capability to add these services. The Middle States team feels that it is also important to add the capability for Internet access across the campus and for off campus students either through WRLC affiliation or through establishing a direct link for the anticipated campus network.

The College is to be commended for its planning effort and its effective use of consultants to assess needs and provide recommendations and guidance in this effort to add contemporary information access capabilities and communications technology. There are

many unique opportunities and capabilities that exist in the Washington regional and governmental areas. Particularly noteworthy is the recognition of the need to create a permanent academic technology committee composed of faculty and administrators to provide review of plans and proposals and advice concerning individual faculty needs in regard to information and research capabilities as well as capabilities in support of teaching, development of budgets for ongoing technological development, training programs, academic support and instructional software, and a broad range of issues related to academic technology. Of equal importance is the decision to create the position of Chief Technology and Information Officer to provide guidance and coordination for the overall design and implementation of the information and instructional technology systems. There is a recognized need on campus among the various constituencies involved in these areas for this type of coordination.

Faculty and students interviewed were well aware of recent improvements in the academic computer labs including new equipment, standardization of software, increased hours and the use of student lab assistants. The labs include a writing room and a Mac lab. All three labs are scheduled and used as classrooms when appropriate for instruction and use of software in various subjects. Two issues which should be assessed in the future include the possible uneven levels of ability of some of the students lab assistants and the need to study the issue of later evening closing times for the labs.

The Writing Center has developed into a significant and well used academic resource. Students take advantage of the services offered in tutorial support, review of papers, and assistance in developing writing skills. Many faculty acknowledge the role of the Writing Center in facilitating and emphasizing the writing program on campus. In addition, this service has become the center for student publications with the acquisition of state of the art Macintosh computers, appropriate software, scanners, and large format monitors. The quality of publications has been improved and students gained marketable skills and experience in desktop publishing. The bulletin board service has brought the benefits of E-mail communications to faculty and students, even though it is now on a delayed time basis. College plans for upgrading this service to real time access during the next fiscal year. A significant development of the Writing Center has been the creation of a Trinity College home page maintained and accessed through the WRLC Web Site. Students have had the benefit of learning how to develop home pages and other Internet skills.

Both faculty and students have become productively engaged with the Writing Center, and consider it to be an important resources for academic support and technological innovation.

#### **Strengths**

- Trinity's accomplishments in planning for communications and information technology.
- The College's implementation in the last two years of the first stages of this plan and

the successful response to these measures.

- The College's conviction to follow through with the planning and review process including the creation of a technology coordinating committee and the decision to create a new position for a chief technology and information officer.
- The very enthusiastic response to these initiatives in computing, communications, and information resources on the part of the faculty and students and the anticipation of the continuing implementation of the components of the plan.
- The recognition of the need for information and communications technology as needed components to attract students in a competitive market.

#### **Recommendations**

- That the College continue the successful planning effort and commitment to implementing academic technology including the allocation of sufficient resources to expand and build on this beginning.
- That the College continue to monitor the effectiveness of the development and use of academic technology. Particular attention should be directed to publicizing and facilitating access to the resources of the affiliated D.C. area research libraries to support the graduate programs.

### **C. THE CO-CURRICULUM**

#### **1) Co-curricular Program**

Every student interviewed was positive about her experience at Trinity. Their positive comments regarding the strengths of Trinity included the diversity of the Community, the location, the honor code, opportunities for leadership development, convenience, and flexible scheduling. Students believe Trinity, by its nature as a women's College, empowers women; students like the nature of Trinity women's College atmosphere, especially the many Trinity traditions, and its mission.

Students expressed their sense of the positive potential of Trinity building upon the diverse nature of her diverse student population. Younger students view many advantages of having classes with more experienced students. They see this as enriching the entire atmosphere of Trinity.

Students are in need of more technological resources, specifically computer labs, and classes which teach computer literacy skills at the school. Given the school's emphasis on co-curricular programming, it was obvious there is a need for a Director for Co-curricular Activities. Because of this professional staff vacancy, there is no advisor for the Community Activities Association (CAA), and no one to coordinate leadership development. Co-curricular activities are currently being done by a variety of areas at Trinity.

Students have a variety of athletic and physical education opportunities available, in spite of a lack of facilities to support these aspects of the campus. The NCAA classification is seen by students and staff as a plus to attract resident students and boost the College's image.

The campus ministry office offers a strong component of community service opportunities for students. The presence of this office helps to maintain part of the Catholic tradition even though there is less of a Catholic student presence on the campus than earlier in the College's history.

The Office of Academic Services offers creative and diverse co-curricular programming to reach the WEC student. This staff is to be commended for their efforts and consideration should be given to expanding their operation. The office is beginning to build rituals and traditions for WEC as well as bring WEC students into activities and programming offered by other areas of the College.

#### **Strengths**

- Campus services are grounded in student development theory and practical application of adult learning theory.
- Co-curricular activities include institutional ceremonies, and rituals grounded in tradition which are seen as a critical component by students in the Trinity culture and identity. Staff uses a variety of creative different approaches in developing services for students.

#### **Recommendations**

- Build upon the distinct aspects of the Trinity student populations.
- Explore ways to increase communication between the administration and the students.
- Trinity needs to develop a plan to assess all aspects of student services for their effectiveness and evaluate the need for more services and co-curricular programming to address Trinity's diverse student population.
- Staff and students need improved access to technology.
- Explore, with students, ways to better utilize student services.

#### **2) Residential Life**

Trinity houses its resident students in three dormitories; all new students are housed in Main Hall. Students interviewed spoke highly of their experience as resident students and were satisfied with residential life at the College. One student highly praised aspects of dorm living, specifically related to the honor code, and one student admitted that her decision to reside at Trinity was made partially on the honor code. Many students praised the honor

code and were glad it was a part of the Trinity tradition and culture. Residence hall furniture was observed to be old, as were the buildings; students interviewed did not perceive this as a problem although the College is giving attention to dorm renovation. The staff was positive about the College being responsive to needs of resident students. The College has plans to recruit more dorm students in the next few years and has the capacity to do so.

**Strengths**

- Residence life at Trinity is seen as a positive living experience; heavy emphasis is placed on the importance of the honor code to campus living.
  
- The staff is dedicated and responsive to the resident students.

**Recommendations**

- Assess the effectiveness of residence hall life in meeting the needs of Trinity students.
  
- Develop a plan for residence hall renovations.

## IV. THE RESOURCE GOALS AND THE BUSINESS PLAN

### A. THE BUSINESS PLAN - FINANCIAL RESOURCES

#### 1) General Financial Status

Trinity College's financial position has improved since 1989. The College has had operating surpluses in five of the last seven years, and it has reduced its accumulated deficit from \$645,000 to \$477,000 while also building plant reserves. During this period, long-term debt of \$1.8 million in dormitory bonds was retired, and funded scholarship support has increased by more than 100 percent.

The revenues for the College have been enhanced in several different ways. The College's total enrollment has grown substantially in recent years. In the fall of 1987, total FTE enrollment was 744, while fall 1995 FTE enrollment was 1,017. Rental of the facilities for conferences and other events has provided additional revenue. Recently, the College entered into an agreement with Elderhostel to use Kirby Hall as their only Washington, DC-based conference facility. It is projected that this agreement will generate annual positive cash flow of over \$300,000 during the coming years. Finally, the College has recently been notified that it will be receiving a bequest valued at over \$2 million -- the income from which will be used for scholarships and unrestricted purposes.

Trinity continues to be thinly capitalized, however, with free reserves of only \$700,000 as of June 30, 1995, which represent just under 5 percent of 1994-95's expenditures. Almost 90 percent of the College's educational and general revenues are from tuition and fees which could cause financial hardship if the College's recent upward trend in enrollment were to be reversed. The College's current financial condition and heavy dependence on student tuition revenue may make it very difficult for the College to borrow funds to finance any new facilities or technology improvements that do not generate substantial new revenues for the College.

#### Strengths

- Recent growth in enrollment
- Successful use of facilities by outside groups
- Positive endowment growth

#### Recommendations

- Funds should be set aside in each budget year to improve the College's operating reserves to a level appropriate for an institution with a \$13 million budget.
- Make every effort to increase revenue from other sources, particularly endowment

and gifts, to lessen the College's tuition dependency.

- Consider delaying any major new facility or technology improvements until substantial new gifts or grants have been received to fund the improvements.
- The College should take the necessary steps to reduce its accounts receivable balances.
- Trinity should make every effort to reduce its operating loss from auxiliary enterprises. It is usually not appropriate to use scarce institutional resources to fund non-educational expenditures.

2) **Budgeting/Financial Planning**

Trinity has a very effective budgeting system. Both the president and vice president review all expenditure requests over specific amounts. In fact, the College's external auditor reviews the College's operating procedures to ascertain that all expenditures have been approved by either the president or vice president, as required. The Vice President for Finance and Administration prepares a budget narrative, which is submitted with the annual budget request. This narrative provides the Board of Trustees with the necessary information to properly evaluate the budget prior to approval.

The College's five-year financial plan for the period ending FY 2000, which was prepared in January 1996, indicates that the College will achieve operating surpluses in each of the years of the plan. In preparing its next draft of the financial plan, Trinity should re-examine its assumption regarding the tuition discount (financial aid) for full-time undergraduate students. As it plans for 125 new students each year, and to retain a higher percentage of its current students, Trinity may not be able to maintain a tuition discount rate of approximately 34 percent. Many institutions similar to Trinity, who offer both merit and need-based financial aid awards, are experiencing discount rates substantially higher than Trinity's. The current financial plan also does not reflect any additional expenditures of operating the new campus center which, according to the self study, is scheduled for completion by 1999. A review of the operating results for the last two years indicated that the College did not achieve its annual fund goal in both of the years, so it may not be realistic to expect total gifts and grants to increase by over \$300,000 in 1996-97.

**Recommendations**

- Reconsider tuition discount rates used in financial plan.
- Provide for costs of operating new campus center if it is completed during this current five-year financial planning period.
- Reconsider annual fund goals in next draft of financial plan.

3) **Enrollment Management and Recruiting**

An Office of Enrollment Management has been setup at Trinity to manage student recruitment and retention, and marketing for all degree programs. This reorganization is a result of the changes occurring at Trinity such as new undergraduate and graduate programs, a significant diversification of the student population in ethnicity, race, age and religion, increased enrollments in all programs, and the plan to coordinate all marketing and advertising efforts. The Dean of Enrollment Management assumed office in April, 1995 and the Director of Admissions in September, 1996. An Associate Director of Admissions with primary responsibility for graduate recruiting will be hired during 1996-1997.

Over the past five years the enrollments in all programs have been steadily increasing. Some of this increase is a result of new programs, especially graduate programs, and some is a result of the continually strengthening image of the academic quality of a Trinity education and the highly supportive personal attention given to students. Trinity's student enrollment goals for 1997 are: weekday - 500 (presently 386), weekend - 1000 (presently 630) and graduate - 500 (presently 415) for a total student population of 2000 compared to today's 1431. The weekday undergraduate applications for Fall 1996 were up 35% as of January and deposits are considerably ahead of mid-March last year; however, acceptance/financial aid packages were mailed earlier this year. Based on current trends, it is likely the 1997 enrollment goals will be reached on schedule, assuming additional capacity will be available in the Weekend College for the increased enrollment.

Trinity is to be commended for recognizing the importance of enrollment management as a strategic element in addressing its enrollment problems and for pursuing the program in a positive and aggressive manner. All components of a successful enrollment management endeavor are included: market study, a broad approach to reaching prospects throughout the northeast and mid-atlantic areas as well as D.C., an outreach to potential students regardless of ethnicity, race, religion, and age, advising - prior to matriculating and throughout the course of study, retention, student services, and outcomes assessment.

The overall enrollment management plan is now operational, even though all components are not yet fully activated. Trinity is pursuing the right path to control and develop its enrollment future. It is too early in the process to determine the program's success over time. The institution's life is directly related to enrollment management, and this endeavor merits the full support of all segments of the Trinity community.

There are areas of concern which, while not original or unexpected, merit constant monitoring, however, and ongoing adjustments to the plan.

- a) The student populations in the weekday, weekend and graduate programs are very diverse so it will be a continuing challenge to both recognize their needs and be of assistance to them, not only academically, but also personally.
- b) The weekend and graduate programs are very strong contributors to the

institution's revenues and their importance in this regard will be continually increasing. A reasonable return of such funds to these programs must be made to keep them healthy and vigorous with a strong public recognition of their quality and contribution to the life of the area.

c) All members of the Trinity family seem to be proud of their relationship to one another. Tensions may likely increase on everyone's part as the integration of Trinity's complex society proceeds beyond its initial stages to a more mature and stable society. Continuous communication among everyone is an important element.

d) A very large number of weekday and weekend students are dependent on loan money for tuition. Accordingly, the institution also may be too dependent on loan funds. This suggests that consideration be given to recruiting in socio-economic areas to enroll students without financial need. The present program of advising students about repayment obligations and schedules needs to continue. The monitoring of loan default rates is important so as not to create a problem with the government in this regard.

e) Effective enrollment programs are based on strong data bases. It is important that Trinity be able to systematically collect and integrate such information.

f) The success of the present enrollment management organizational structure needs to be evaluated periodically to determine its effectiveness. Other models are possible. An important consideration is how well intensive undergraduate and graduate recruiting can be managed, especially when the graduate operation involves so many professionally oriented programs.

g) A system of tracking students in all programs is essential to developing a good data base for retention studies, which is not yet available.

h) The "Bridge" or "Jump-Start" programs need additional development, especially with regard to increased contact time with students over several semesters.

#### **Recommendations**

- To continue to monitor the number of academically "at risk" students admitted to the College and determine ways to implement specific academic support services for these students in addition to the Bridge Program and the RCL program.
- To develop strategies to use technology effectively to determine retention rates of all Trinity students.
- Develop appropriate data management systems, even in advance of additional new technology, suitable to track the effectiveness of the enrollment management program, both in admissions and retention areas.

4) **Development, Public Relations, Alumnae Relations**

a) **Development**

As the hundredth anniversary of the founding of Trinity College draws closer, the College is preparing itself for a fitting celebration of this important occasion. The *Centennial Campaign for Trinity College* will be an important component of the planned activities. The initial planning has already begun and while no monetary goal is yet in place, the campaign may be the largest fund drive ever launched by the College. For the successful attainment of an ambitious goal, the College's Development Office must be adequately staffed with well-trained, competent, and enthusiastic fund raisers. At present, the office lacks the human and technological resources required for the effective launching of this staggering undertaking. (The most obvious positions not presently filled are those of Vice-President for Institutional Advancement and Director of Development.) It is the understanding of the team that by the fall of 1996, there will be nine employees in the development office. Since the staff of all three offices in the advancement area work as a team, the Campaign effort can also look to the public relations office and the alumnae office for support during the campaign. Naturally, the president, who has an enviable reputation as a successful fund-raiser, will play a prominent role in leading the campaign. She should, therefore, be freed from some of the lesser responsibilities of her office so that she may devote time to this important task. It is a known fact that preliminary work for such a challenging enterprise is vitally important, so the team urges the College to fill all vacancies in the advancement area as soon as possible.

Trinity will probably be looking for the bulk of its campaign support to the two constituencies upon which most colleges depend for monetary help - the alumnae and the Board of Trustees. Personal contacts with both of these groups should begin immediately.

b) **Public Relations**

One of Trinity's problems in the past was its lack of visibility, even in the Washington area. Great strides have been made in the remedy of this difficulty, as is evident from the many newspaper and magazine clippings made available to the team. The president herself is a well-known personality in Washington - a fact which contributes greatly to the recognition factor of Trinity. In addition, present students, whose numbers have been increasing, have informally spread the word about the College. The institution is to be commended on the progress made in keeping the image of Trinity before the public.

c) **Alumnae Relations**

Trinity's centennial celebration offers itself as the perfect opportunity for bringing the alumnae back to campus. Small colleges like Trinity look first to their own graduates to assist them with monetary support and to become part of the fund-raising effort. The College should take advantage of this exceptional time in its history to rekindle loyalties, to win renewed support, to heal wounds, to communicate to the alumnae the spirit of excitement, the sense of accomplishment, and the surge of pride that permeate Trinity's campus as the College prepares to honor its past and celebrate its present and future.

### Strengths

- The optimistic and confident enthusiasm of the advancement staff.
- The recognition value of Trinity and its president in the Washington area.

### Recommendations

- Begin work immediately on broadening the base of potential givers.
- Fill vacant positions in the advancement area.

## **B. THE BUSINESS PLANS: HUMAN RESOURCES - FACULTY AND STAFF**

### **1. Faculty**

#### **a) Faculty Welfare**

On the surface it appears that the full-time faculty enjoy a favorable teaching schedule. A review of 1994-1995 course schedules supports the finding in the self-study that most full-time faculty teach three courses, with no more than three preparations; in addition, teaching a course with the same course title in the WEC counts as a separate preparation, primarily because of expected differences in pedagogy. Natural science faculty and education faculty, because of the calculation of credits for labs and supervision, may teach two courses. In spite of the appearance of a favorable teaching load, small and large group interviews with more than half of the full-time faculty revealed that many faculty feel stretched to the limit -- finding it difficult to balance demands for teaching, scholarship, service, and the additional personal demands of family life. One explanation for this discrepancy is the amount of preparation faculty require for the courses they teach, particularly courses they regard as outside of their specializations. The change in the weekday curriculum led to course revisions and the development of new courses to serve the FLC.

Another explanation for the "workload stress" reported by full-time faculty seems to be the time spent on non-teaching obligations. These obligations include: meetings with standing committees, subcommittees of standing committees, ad hoc committees, search committees, and division and full faculty meetings; participation in campus activities (often scheduled on weekends); assistance to or supervision of part-time faculty; student advising; and supervision of internships. Program chairs, because they do not get a reduction in courses (or financial compensation) assume increased program responsibilities.

The most time-consuming activity for faculty seems to be "meeting." Most of the faculty expressed satisfaction with the feeling of inclusion that comes from meeting frequently with colleagues. In addition, some faculty believed that the frequent meetings meant that by the time an issue came to the full faculty for a vote, it had been discussed so much that there was little chance of controversy or acrimony. Faculty meetings, then, seem to be a confirmation of what everybody already knows and expects.

A workload issue that seems to be moving toward faculty discussion is equity in teaching load. A few faculty report tensions developing between faculty related to a belief that there are discrepancies in workload and allocation of resources (e.g. computers) which are not fair, or a belief that the differences are fair but are misunderstood by colleagues. While the faculty seem to share a positive sense of accomplishment and have many common goals that seem to supersede differences, the transition from the excitement and creativity associated with planning and implementing change to the anxiety associated with assessing change may have opened the door for issues of equity to surface.

#### **Strengths**

- The institution is meeting the goal in the strategic plan to revise faculty personnel policies reflected in the Faculty Handbook to bring them in line with the reality of faculty life associated with changes in the curriculum and other transformations in the College.
- The College is conducting searches for new faculty. If the searches are all successful, there should be an increase of approximately six faculty members for the 1996-97 academic year.
- The faculty believe that they are included in decision-making in the College because of the number of meetings and the responsibility faculty have for chairing meetings and setting the agenda for faculty meetings.

#### **Recommendations**

- Accelerate review of workload equity. Some attempts have been made to deal with issues of workload equity, but because this issue has the potential to divide the faculty, it may need immediate attention.
- Evaluate non-teaching responsibilities, particularly meetings. Because the present governance structure is new, there may be adjustments that would be relatively easy to implement and that could address this issue before it becomes a greater problem. The ". . . principle responsibility of the faculty is to teach" and the work of ". . . committees should not interfere with the primary duties . . ." of faculty. (Characteristics of Excellence in Higher Education, p. 11.)
- Evaluate priorities in faculty workload to make them consistent with promotion and tenure expectations.

#### **b) Faculty Development**

The strategic plan, *Toward Trinity 2000*, included three goals related to faculty development: (1) develop clear expectations for faculty development; (2) review and assess part-time faculty orientations, development and support; and (3) increase professional development for division and program chairs. Some progress has been made on the first two goals, but effort is still needed to further faculty development.

The first goal has been implemented, primarily, through the Faculty Development Committee which started functioning during the 1992-1993 academic year. Faculty Development Committee activities have included: recommending a travel policy for faculty (1992-93); developing a pilot program for work plans (1993-94); and drafting a faculty development plan that includes first-year faculty, pre-tenure faculty and post-tenure faculty (1994-95). Committee minutes from fall semester 1995 reveal that the committee investigated, and subsequently recommended, participation in a tuition exchange program.

The major problem with progress in full-time faculty development is that the plans seem to be stuck in the pipeline. According to the Middle States Report filed by the committee, the travel policy recommended in 1992-93 has not been institutionalized. According to the committee minutes from fall 1995, the "comprehensive" plan for faculty development, though approved by the Board, still needs action by the faculty. And, according to two members of the faculty, the voluntary implementation of the pilot program for work plans by the Arts and Humanities Division has met with some criticism from faculty and was not used during 1995-96.

Many faculty expressed satisfaction with the efforts of the Faculty Development Committee and with the fact that the recently appointed associate dean of academic affairs has been charged with furthering the implementation of the Faculty Development Plan. In addition, several faculty members commented on activities that were not specifically forwarded by the Faculty Development Committee, including informal lunch meetings to discuss teaching pedagogy, a colloquium on "Race, Gender and Community" and increased financial support for faculty presenting papers at conferences.

Faculty development initiatives for part-time faculty are limited. For the last three years there has been an orientation for part-time faculty; and, the part-time faculty orientation has become more detailed each year. Supervision of part-time faculty is a division responsibility. Comments of the full-time faculty suggest that the quantity and quality of part-time faculty supervision varies across divisions.

#### **Strengths**

- The Faculty Development Committee did produce a plan for faculty development.
- The Associate Dean of Academic Affairs has been charged with assisting with faculty development initiatives; she has indicated a desire to work with the faculty in the development and implementation of faculty development initiatives.

#### **Recommendations**

- Make all Faculty Development Committee initiatives formative and separate from summative evaluations, the province of the Rank and Tenure Committee.
- Structure the supervision of part-time faculty so that there is more consistency across disciplines.

- Determine the role that the Faculty Development Committee will play regarding part-time faculty and determine how information about part-time faculty needs might be obtained.
- Provide access to activities that would further the administrative development of division and program chairs.

c) **Hiring and Evaluation**

The strategic goals for faculty hiring and evaluation were: (1) develop a plan for faculty recruiting; (2) revise faculty personnel policies as stated in the Faculty Handbook; and, (3) formalize a program for recruiting and evaluating adjuncts. Trinity College has revised their process for hiring new faculty. Changes include written guidelines for faculty searches (as of October 1994), use of an interdisciplinary search team, formal advertising and campus interviews of select candidates. It is noteworthy that students are invited to attend candidate presentations.

Ten faculty were hired in 1994-1995; three faculty were hired in 1995-1996; and nine faculty searches are in process for 1996-1997. Recent faculty hires have indicated that they were informed about the culture of Trinity College before they accepted their positions, supporting the suggestion in the self-study that greater attention to finding the appropriate match for the College is taking place. Recent hires show a trend toward increased racial/ethnic diversity, consistent with Trinity College diversity initiatives. Interviews with new faculty revealed a belief that there was support for first year faculty. For example, junior faculty noted the fact that first year faculty do not have to participate on committees (Faculty Handbook, p. 82) or advise students.

The issue of evaluation is a topic of concern for all faculty. Some faculty members stated that the Rank and Tenure Committee holds helpful information forums regarding promotion and tenure. In addition, there is some informal mentoring that goes on to help junior faculty prepare applications for promotion and tenure. Clearly more is needed, however, to manage an area that creates considerable anxiety in faculty members.

Many faculty commented on the "vagueness" of the requirements for promotion and tenure. Faculty who addressed this issue all stated that the most important factor for both promotion and tenure are teaching. Evaluation of teaching, however, seems to be limited. Faculty currently use a standardized instrument which is considered unsatisfactory. Peer evaluations are sporadic and informal. Evaluation by division chairs depends on the division and may be hindered by the fact that the division chair may not be tenured. Conversations with faculty suggest that they believe that the quality of teaching at Trinity College is high, though they do not have concrete measures to support their beliefs. Interviews with 10 current students, 3 graduate students and one former student all support the idea that the full-time faculty are considered strong, highly accessible and helpful teachers.

The area of faculty evaluation that seems to have the greatest ambiguity is

scholarship. Some faculty suggested that scholarship is "broadly defined" at Trinity and includes activities like producing a new syllabus or attending a conference. Other faculty commented that they did not believe that creation of syllabi and attendance at a conference met the criteria for scholarship. The difference in faculty perceptions combined with the reported anxiety of junior faculty, suggest that some attempt needs to be made to clarify the requirements for promotion and tenure. The team believes that the role of scholarship in faculty development and the promotion of excellent teaching needs to be more clearly recognized and supported.

An additional concern mentioned by many was the process of faculty evaluation. In the absence of complaints from students, a faculty member could get to the point of applying for promotion (promotion decisions precede tenure decisions at Trinity) without significant feedback from a faculty committee about performance. Only the administration, and only in response to negative reports, reviews pre-promotion faculty for contract renewal. The Rank and Tenure Committee hears appeals to non-reappointment decisions for nontenured faculty.

The team recommends an integrated system of faculty evaluation for contractual purposes with recommendation, parallel to the tenure process, by the Rank and Tenure Committee. Further, the team questioned the practice of promotion prior to a tenure decision as possibly resulting in undercutting the tenure process by making the outcome perhaps seem to be a foregone conclusion.

#### **Strengths**

- The process for faculty searches is more formal, including written guidelines for conducting a search.
- Students praised the teaching and availability of full-time faculty.

#### **Recommendations**

- Implement the Faculty Development Plan with particular attention to mentoring.
- Review the reappointment, promotion and tenure process with the goal of clarification of the meaning and priority of teaching, scholarship and service requirements.
- Create and implement a pre-promotion reappointment review process involving the Rank and Tenure Committee that is continuous in substance and process with that used for later reviews and recommendations for promotion and tenure.
- Consider additional activities that might foster greater understanding of the promotion and tenure process.
- Formalize the procedures for recruiting and evaluating part-time faculty.

#### **d) Faculty Compensation**

*Toward Trinity 2000* states, "... faculty and administration will work together to ensure a comprehensive plan for faculty compensation (p.42)." The faculty acknowledge that there have been great strides in improving faculty compensation and benefits for full-time faculty. As stated in the Self Study, the average faculty salary has increased more than 40% and salary level is at 80% of the cohort group. Some faculty, however, believe that the appropriate cohort for comparison would be Master's I institutions.

Part-time faculty salaries have not received the same attention from the administration or full-time faculty. Both groups acknowledge, however, that part-time salaries, at \$600 per credit, are low.

#### **Strengths**

- Full-time faculty compensation has improved and continues to be a concern of the administration.

#### **Recommendations**

- Continue to make faculty compensation a priority.
- Evaluate and act on improvements in part-time faculty compensation.

### **C. THE BUSINESS PLAN: OPERATIONS AND THE QUALITY OF LIFE**

#### **1. Administrative Functions**

##### **a) Human Resources**

According to the self-study, the focus of change in the office of human resources has been to provide written documentation for practices, establish uniform policies and procedures for the management of staff, expand benefits and improve their administration, and ensure that Trinity is in compliance with federal and local regulations. It is clear that Trinity's actions have confirmed their change in focus. For example, the College has developed a College wage and salary plan, expanded the life insurance coverage, established flexible spending accounts for health care expenses and dependent care, and established on-site child care with a cost on a sliding scale for employees.

##### **b) Security/Safety**

Washington, DC city operational budgets have experienced cuts, and this has had an impact on the campus security operation and has been a concern of students. The College cannot depend on the city police department as a major backup service. The team was told that it would not be unusual for the campus to wait 2-3 hours for the city police to respond if they were called to come to the campus. Because of city cutbacks, students have high expectations of the campus security personnel. To address some of the concerns, security has implemented a "directed patrol" of selected campus areas, a shuttle service, a student government safety committee, and a training bulletin. The campus has increased electronic

security systems and has installed metal bars on some ground floor windows. In the future, there are plans to explore the use of a card access system for the campus.

Recognizing its location, the College has allocated over \$600,000 annually for campus security. The College has 34 officers on its staff who each attend a 20-hour training program and are licensed by the District of Columbia Police Department as security officers or special police officers. The College is encouraged to continue its efforts to provide additional training for security and student services personnel and to make improvements to exterior lighting as needed.

#### **Strengths**

- The College is to be commended for its proactive approach to campus security and emphasis on crime prevention and educational.
- The director is a former member of the Washington DC police force and has a broad background of experience in law enforcement and knowledge of the surrounding community. He is the backbone of the security operation and is an asset to the College.

#### **Recommendations**

- The College should continue to explore ways to educate its community on safety and crime prevention.

## **2. Student Business Services**

### **a) Financial Aid**

In addition to providing traditional financial aid services, the office of student financial services provides financial planning assistance to all interested students to help them establish a plan for financing their education at Trinity. The office also assists the business office in collecting past due student accounts receivable. The team believes the restructuring of the office in 1994 has improved the services provided to students and the financial oversight of the College's student aid program.

### **b) Health Services and Counseling**

Trinity has contracted to out source its health services to an external supplier. On campus, is a full time Director of Health services. Her office is contracted to serve full time day resident and commuter students. Plans are under way to provide a needs assessment for the WEC students to determine the extent of their need of health services on the campus. Thus far, it appears as though the new service is working well to meet the needs of Trinity students. Observed concerns included exposed pipes and plumbing in the reception area and exposed duct work in the medical supply room. These two physical plant issues represent hygiene problems for the health services area and need to be addressed as soon as possible. In addition, the health office did not have an area with a bed or cot (outside of the clinical area) for patients to use if they needed to rest because of health reasons.

Personal counseling is being provided by a full time professional with the assistance of two part time externs who work 7-10 hours per week each. In addition to providing individual, confidential counseling, the office provides group counseling and programming and workshops on various topics. Off-site professional supervision is provided by a consulting psychiatrist who is involved in all cases which involve medication as part of their therapy.

#### **Strengths**

- The Counseling and Health Service staff are well qualified professionals with appropriate training who are creative and resourceful in addressing the needs of Trinity students.
- Trinity is to be commended in its commitment to address better the physical and mental health needs of its students on a proactive basis.

#### **Recommendations**

- Address the physical plant issues related to hygiene in the reception and medical supply areas of the health office as soon as possible.
- Explore ways to assess the effectiveness of counseling and health services to address the needs all Trinity students.

### **D. FACILITIES**

Trinity College's buildings are in good condition, and its grounds provide a positive experience for all members of the community. In touring campus, the team noted how clean the buildings were and how everyone seemed to take pride in caring for the facilities.

The College is to be commended for the development of a campus master plan in 1994. The preparation of a master plan was a necessary component of Trinity's strategic plan. Among the improvements listed in the plan were the following suggestions:

- construction of a campus center with athletic and recreational facilities
- renovation of Main Hall
- renovation of all residency halls
- upgrade of science building

Despite limited resources, Trinity was able to reduce the list of deferred maintenance projects since 1989, including:

- painting and restoration of Main Hall dome
- restoration and sealing of nearly 1,000 windows in Main Hall
- rebuilding of library chiller and cooling tower

In 1995, the College prepared a new plant maintenance plan which identified current deferred maintenance projects and the estimated cost of each project.

**Strengths**

- Preparation of campus master plan
- Completion of many deferred maintenance projects
- Preparation of new deferred maintenance plan as suggested by operational goal three of Strategic Goal X11 of the strategic plan.

**Recommendations**

- While Trinity appears to be concentrating its efforts to build a campus center, it should consider establishing a program of completing, as funding allows, the most important facility improvement needs as indicated by the new deferred maintenance plan completed in 1995. Some of these needs are modest in nature and could be accomplished with minimal funding.
- The College currently has an open position for the director of physical plant. Given the importance of maintaining the College's facilities, Trinity is encouraged to fill this position as quickly as practical.
- Although the science faculty instructs students on proper safety procedures in the laboratories, there is no written chemical hygiene plan for the faculty and students. Such a plan should be prepared to satisfy OSHA guidelines and to provide a safe working and teaching environment in the science building.

**Recommendations**

- Establish program for completion of projects listed on the 1995 deferred maintenance plan.
- Hire director of physical plant.
- Prepare chemical hygiene plan.

## V. GOVERNANCE AND MANAGEMENT

### A. BOARD OF TRUSTEES

The twenty members of the Board of Trustees are apparently very committed to the College and supportive of the direction in which it is moving. The Trustees meet in full session three times a year, and the seven committees of the Board meet between the general sessions. There are likewise telephone calls should urgency or necessity demand.

The Board is to be commended for its strong involvement in the College over the past years, through difficult circumstances. It has shown itself willing to take on hard issues with decisiveness, to support the leadership of the College, and to act with a genuine commitment to Trinity's planning process. Even as the College made the difficult decision to revise its bylaws to exclude representatives of the independent Alumnae Association because of their failure to embrace the strategic plan, the Board resolved to reserve a third of their seats for Trinity alumnae.

Although the Trustees feel that twenty is a workable number for Board membership, the team suggests that they consider enlarging the Board to the thirty members permitted by the bylaws. In light of the upcoming campaign, it would seem advisable to increase the number of influential and prominent College-related supporters, thereby adding the strong leadership in fund-raising so critical at this time. Caution should be exercised in adopting the suggestion to create a double-tiered board, one for governance and one for fund-raising. The dangers of such a structure may well outweigh the perceived benefits.

The Board has shown itself to be sensitive to issues of faculty evaluation by its strong urging of the College to revise those procedures. The team encourages the Board to continue to make its expectations known to faculty and administration, and that a system be developed in which the primary role of the Board is one of procedural review rather than substantive decision making.

According to a recent self-study survey, most Trustees are satisfied with the effectiveness of Board meetings, with the quality of the preparatory materials received prior to the meetings, and with the relationship between the president and the trustees. (They are less satisfied with the level of interaction between the faculty and the Board, and between students and the Board.) Informal conversations with Board members revealed their familiarity with the College and its business and a sincere interest in its welfare. Despite plans for a Board development program, for one reason or another, it has yet to be initiated.

Trustees apparently were actively involved in *Toward Trinity 2000*. Although they did not engage in the actual drafting of the plan, theirs was the responsibility of reviewing, changing where appropriate, and eventually approving it. Trinity's self-study document

noted that the plan is constructed "in a way that will require the Board of Trustees to ask for continuing progress reports on the implementation of each section." Continued progress on the plan will require that the Board continue to closely, and continually, review the college's progress toward its strategic goals.

#### Strengths

- Active, supportive Board.
- Trusting, compatible relationship between Board and president.

#### Recommendations

- Increase number of Board members to 30.
- Begin process for assessing progress of *Toward Trinity 2000*.
- Begin implementation of Board-development program.

### **B. FACULTY ROLE IN GOVERNANCE**

The faculty in recent years has played an important role in governance at Trinity, especially in regard to the academic programs. Since the faculty accepted the committee restructuring during the 1993-1994 academic year, the faculty has participated in interrelated committee complex which addresses issues of rank, tenure, academic programs, assessment, general education offerings and issues dealing with the general welfare of the faculty, including finance and facilities concerns. While some faculty long for the lively full faculty debates of old, others applaud the streamlined efficiency of the agenda-driven faculty meetings. This efficiency comes at a high cost of time and effort by a large number of faculty in numerous committees, subcommittees and coordinating committees.

While it is too early in the history of the restructured committee organization to determine its effectiveness, it appears that a sense of community through communication has been created. Several important tasks -- such as the creation of an effective assessment system -- remain on the discussion table rather than forwarded to the faculty for a final vote.

Although the faculty may welcome the demanding committee schedule it has set for weekly, bi-weekly meetings of some groups, some might argue that exhaustion, rather than legislative progress, may become the ultimate result. The faculty should study this issue, but not in a new committee, but in a current standing committee.

#### Recommendations

- The faculty should consider whether their committee structure might need to be streamlined, or the committee membership numbers adjusted, so that fewer service demands are made on the faculty in general. Of course, changes should not be made

at the cost of the committees' effectiveness.

### **C. STUDENT ROLE IN GOVERNANCE**

A student representative serves on the Board of Trustees. The Student Government Association recently revised its bylaws to include the WEC students and this year a WEC student serves as its president. Student government structure includes officers and has Judicial and Campus Activities Components. Students have responsibility for managing the funds collected through the student activity fee; this fund is approximately \$95,000. In spite of these facts, students voiced a desire for greater participation in the College's overall governance process via committees or advisory boards.

#### **Strengths**

- A student government is in place and has representatives from various constituencies of the student body.
- A student representative serves on the Board of Trustees.

#### **Recommendations**

- The College is encouraged to explore additional ways for students to participate in the College's governance process, or for students to utilize fully the opportunities they currently have.

### **D. ADMINISTRATION AND MANAGEMENT**

The College has received, and continues to need, very strong and creative leadership on many different levels since the last visit. The creation and presentation of institutional vision, as well as solid financial planning and management, have been superbly accomplished by this President and administration working in concert with the College constituencies. The President and senior administration have been deeply involved in all aspects of the College, and will continue to need to be so in the future.

The dedication of the administration to the College is evident, as is their commitment of great amounts of time and energy to the College, a fact noted with appreciation, and sympathetic concern, by some faculty. Care must be taken that as new priorities, such as a capital campaign, are added to already existing ones, that burn-out of the President and senior staff is avoided by some reallocation of time.

Perhaps the movement toward re-engineering the administration away from departmentally-based management to functionally-driven management that has already taken place will help relieve some of the pressures of the senior staff. To better serve the many different populations, in many different time frames, the College has merged offices that were formerly separate departments into new cross-departmental units focused on the services

they provide. For example, an enrollment management function has been created, student services and advising integrated, and graduate and undergraduate faculty work cooperatively. These are wise efforts to use human resources effectively and to avoid replication of staff and effort in the delivery of services to the student populations. Coordination at the operational staff level, rather than the senior staff level, of work across the normal "lines" dividing administrations and their activities seems to have been achieved. If so, it will remove some burden from senior staff.

The new structures should be evaluated on an ongoing basis to be sure of their effectiveness.

**VI. INSTITUTIONAL INTEGRITY AND EFFECTIVENESS  
IN FULFILLING MISSION**

**CONCLUSION AND SUMMARY**

The team enthusiastically commends the Trinity College for its many fine and progressive accomplishments. The team found openness and candor on campus, and was impressed by the thoroughness with which the self-study had been pursued. Much of the best that could be hoped for from the process of self-study seems to have been achieved at Trinity College. Specifically, the College is commended for the following accomplishments and characteristics:

- For the clear statement of the mission of Trinity College and the evidence of the College's pursuit of it throughout the development and implementation of a *Toward Trinity 2000*.
- For the College's success in transforming itself into an institution for the future, and for genuinely serving the community in many different ways, especially by making higher education a possibility for many for whom it might otherwise be only a dream.
- For the College's enrollment growth and progress to financial stability. The College has been wisely entrepreneurial and innovative, both in its programming and in its willingness to experiment with new organizational structures, be they administrative or of faculty governance.
- For the technology initiative and the accomplishments in this area so far.
- For the strong evidence of the commitment of the Trinity community – students, faculty, staff, administration and members of the Board of Trustees – to the College. The team was especially struck by the absence of cynicism on this campus.
- By the genuine commitment to diversity, and deep interest in each other shown by members of the community. Many members of the faculty commented on their commitment to, and pleasure in, the learning they are experiencing as they work with a new group of students, largely different from themselves. Students from all segments of the College expressed caring for, and interest in, students from other groups.
- The excellent planning done by the College, both internally and by using external consultants. The College has employed admissions, technology, and campus planning consultants in effective efforts to understand its student market, their needs, and consequent requirements of the College.

### Recommendations

- Diversity is both a fact about the Trinity College student body and a goal of *Toward Trinity 2000*. It must be made even more of a fact as it relates to the diversity of the faculty, staff, and administration that needs to be achieved. Further, the diversity of the College should be more fully mirrored in its curriculum and in faculty and staff development opportunities to study the different learning styles of students from different backgrounds.
- The team strongly encourages the College to continue with its plans to develop an academic assessment program of student learning.
- Assessment of general institutional effectiveness needs also to be done on a systematic basis. While the team shares the College's enthusiasm for technology, it urges that routine and systematic data collection that would contribute to effective assessment not be delayed in anticipation of the advent of technology. Much can be done with existing data keeping techniques simply to keep track of data fundamental to planning.
- Now that there is an enrollment management team as such in place, attention should be given to developing enrollment management, and not only recruitment, objectives. This is a particularly acute problem in graduate areas where some programs seem to be filled at current capacity, and others underenrolled. A solid grasp on retention data and tracking should also be part of this plan.
- The College's technology plan should be carefully phased to determine what equipment and instructional needs are necessary to help students (and faculty) develop computer skills for personal use and class assignments, as well as for use as a library and information resource. Further, decisions must be made about the way in which it is hoped technology may also transform teaching and learning, and plans made for that future. Of course, careful plans for its use as an administrative tool should also be developed.
- Development projections and goals need to be realistically and conservatively done. Particular attention needs to be paid to creating the organization and conditions to achieve the fundraising goals.
- At the same time as investments are being made to garner new revenue, caution must continue to be exercised toward undertaking additional expense. The College may want to consider developing an interim strategy for facilities renewal and redesign, for example, to gain some of the benefit of the campus plan in advance of major construction.
- The roles of the Rank and Tenure committee, the administration, and the Board in the process of faculty reappointment, promotion, and tenure decisions should be clarified. Review and recommendation to the administration by a faculty committee should be

done for all reappointment decisions for full-time faculty prior to promotion. Clarification should be given about the definition and weight of the criteria for tenure and promotion.

- The Board of Trustees is commended for its strength at challenging times and is encouraged, as it prepares for an upcoming campaign to fill remaining vacancies to come to full strength, with new trustees chosen for their ability to provide wise counsel and to lead in securing needed financial resources.

# TRINITY COLLEGE

WASHINGTON

April 24, 1996

Ms. Jean Avnet Morse  
Executive Director  
Middle States Commission on Higher Education  
3624 Market Street  
Philadelphia, PA 19104

RE: TRINITY COLLEGE  
Institutional Response to  
Report of Evaluation Team

Dear Ms. Morse:

Trinity College is pleased to provide this institutional response to the report of the Middle States Evaluation Team that visited Trinity on March 10-13, 1996. We are immensely grateful to Dr. Esther Barazzone, team chair, and the members of the team for their collegial and constructive work with us. We agree with substantially all of their findings and recommendations. We applaud the high quality of their report, and are especially grateful for their insightful and analytical interpretation of Trinity College at this moment in the College's history. Our response is offered to amplify the top priorities for further action that the team identified.

On the verge of Trinity's centennial celebration, the visiting team agreed with the self-study's assessment that Trinity College has undergone a dramatic paradigm shift during the last two decades. As the Middle States team affirms in the opening section of its report, Trinity has remained faithful to its historic mission as a Catholic women's college, intellectually rooted in the liberal arts and the Catholic tradition, while also effectively embracing broad new populations of students.

## Strategic Planning

The Strategic Plan, *Toward Trinity 2000*, provides broad goals and objectives to ensure that Trinity's primary mission characteristics as a women's college, a Catholic college, and a liberal arts college are implemented in ways that effectively meet the educational needs of a student population that is increasingly diverse by age, race, religion, socio-economic background and academic interests.

*Toward Trinity 2000* is Phase I of a comprehensive strategic planning program that will take Trinity through the year 2004. The self-study and accreditation process evaluated progress in the first phase of the plan, and laid the foundation for the next stage

OFFICE OF THE PRESIDENT

125 MICHIGAN AVENUE, N.E. WASHINGTON, D.C. 20017-1094 202/939-5050 202/939-5134 FAX

of planning. That next planning phase, the second of three, will engage in reformation and extension of the strategic plan through the year 2000. Work on Phase II will begin during the summer of 1996, and the revised plan will incorporate recommendations from the Middle States self-study and team report.

#### The General Education Curriculum

The ongoing challenge for Trinity's faculty, staff and trustees is to design and implement academic and co-curricular programs and services that are appropriate and effective for the dynamically shifting student population. As the Middle States team indicated, Trinity has begun the work of curricular reform, but much work remains. In particular, although a new weekday general education curriculum was introduced in 1994 (the Foundation for Leadership Curriculum), the faculty has yet to complete the task of reforming the general education curriculum for the Weekend College. This work is scheduled to occur during the 1996-1997 academic year, and the faculty will adapt the FLC curriculum model for the Weekend College format, thus ensuring the same general education goals and objectives for all undergraduate programs, even though the delivery systems are somewhat different.

Similarly, the reform of the undergraduate major programs, and further curricular development of the graduate programs for planned growth and expansion, is part of the ongoing work of the faculty and Graduate Curriculum Committee.

#### The Assessment Project

Assessment is a significant challenge for Trinity in this rapidly changing environment, and the team rightly urges Trinity to move more quickly to develop a comprehensive and systematic program of assessment throughout the College. Assessment activities currently do take place, but without a master plan. For example, evaluation of faculty teaching occurs through the use of a standardized instrument currently under revision by the Faculty Welfare Committee, but a more extensive program of summative as well as formative faculty evaluation is necessary.

Similarly, while the new Foundation for Leadership Curriculum is goal-based, processes for comprehensive assessment of its outcomes are still being formulated by the Curriculum Committee. In the major programs, throughout Trinity's history seniors have had to pass comprehensive examinations as part of the graduation requirement; as part of the curricular reform and assessment movement, the "comps" have become part of a senior assessment project, but the methods and standards vary by discipline. Student learning outcomes are assessed through various methodologies in

each course, but the comprehensive planning design will ensure consistency throughout the curriculum. The Committee on Scholastic Standing and Degrees is addressing assessment for the major programs, both in terms of student learning outcomes and programmatic effectiveness.

As indicated in the Self-Study, the work of the Assessment Project currently underway at Trinity, including the participation of the faculty through the appropriate committees as well as administrative offices, will also be directed and facilitated through the assistance of the new associate dean for academic affairs whose principal responsibility is the Assessment Project.

#### Diversity

Trinity agrees that the College must make the diversity of faculty, staff and trustees a high priority in developing future intellectual and institutional leadership. The diversity of Trinity's student body has occurred rapidly, in less than a decade, challenging all personnel, policies and practices within the College to adapt more quickly to the implications and opportunities of this dynamic environment. In the last five years, the Board of Trustees has added three African-American members to the total roster of twenty members, and the Board continues to recruit persons of color and diverse backgrounds. Trinity has also made good progress in recruiting African-American staff generally, but progress lags in faculty recruiting. The next phase of strategic planning for human resources will address this issue in detail.

#### Technology

Trinity also agrees with the comments offered regarding graduate programs in particular, but extended throughout the curriculum, that providing adequate technology to support the curriculum must be a top priority for the near future. Trinity especially appreciates the visiting team's recognition of the achievements of the librarians in implementing the relationship with the Washington Research Library Consortium and the creation of TRON (Trinity's online catalog). With the creation of the Office of Information and Technology led by a new senior administrator during the summer of 1997, Trinity will have the staff leadership necessary to take the College to the next technological stage, in particular, the campuswide network.

#### Faculty Personnel

Trinity is especially grateful to the team for its comments and insights regarding faculty personnel issues, including workload, faculty development and evaluation. While Trinity has made significant strides in reforming faculty governance and

improving salaries during the last seven years, the team's comments will be essential in assisting the College's efforts to continue to recruit and retain the kind of excellent, well qualified faculty that have characterized the College consistently. The team's recommendations will be incorporated into work currently underway to revise the personnel policies in the Faculty Handbook.

#### Finances and Capital Projects

Regarding finances, the College agrees with the team's assessment that no major facilities construction projects should be undertaken without substantial gifts-in-hand, and Trinity's approach to master planning and campaign planning has been in exactly that spirit. The master plan is currently in the process of District of Columbia zoning review, and no construction is anticipated until approvals are received, at the earliest, about one year from now.

The College does envision a need for a Campus Center that will serve all student populations as well as other campus constituencies, and include the indoor athletic facilities that the College has lacked for 100 years. The master planning process included a market study that supported the important relationship between this kind of facility and enrollment development in all programs. However, the College will not undertake such a project without secure external support.

The visiting team inquired about priorities within the master plan. The College believes that it is essential to move certain projects on parallel tracks, rather than seriatim. So, for example, major parts of the technological infrastructure are being addressed currently, even while funding sources are being sought for the Campus Center and Science Building renovation. For the latter project, Trinity is working with Project Kaleidoscope of the National Science Foundation to develop proposals for laboratory renovation. The Campus Center project will be the major priority in the centennial campaign.

#### Development and Institutional Advancement

Trinity also agrees with the team's report regarding the urgent need to achieve full staffing in the Development Office, and searches are underway to fill all open positions. The budget for the development operation has doubled in the last two years, and Trinity is prepared to make the investment required in adequate campaign staffing. Trinity has also increased staffing and budget for alumnae relations and public relations, as well as enrollment management. Trinity also agrees that the centennial moment will be the right opportunity to develop a new sense of excitement and

Trinity College Institutional Response  
April 24, 1996/Page Five

enthusiasm for Trinity among the alumnae, and the centennial plans will include specific strategies for alumnae engagement and leadership in the programs and campaign. The centennial will also provide the opportunity to increase support and fund raising among Washington area corporations and foundations, and other funding sources reflecting Trinity's increased array of educational programs and services throughout the greater metropolitan Washington region.

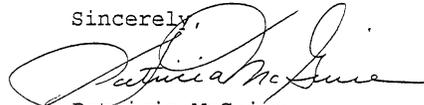
The Board of Trustees

Trinity also appreciates the team's comments regarding the College's Board of Trustees. The Trustees have been essential to Trinity's renaissance in the last decade, and continuing the strength and vitality of the Board is a major part of Trinity's future development.

Finally, Trinity College agrees with the concluding summary and recommendations. The insight of this visiting team into the genuine accomplishments and continuing needs of this College has been an invaluable contribution to Trinity's future. We are challenged by the findings and opinions of our peers, even as we are inspired by their report to take up the next stage of our work without delay.

Many thanks to the visiting team and our colleagues on the Commission on Higher Education for your dedication to continuous institutional improvement through the accreditation process.

Sincerely,



Patricia McGuire  
President