

**Team Report to the Commission on Higher Education
Institution Evaluated: Trinity Washington University
Dates of Evaluation: March 20-23, 2016**

**The Evaluation Team Representing the
Middle States Commission on Higher Education:**

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This report represents the views of the evaluation team as interpreted by the Chair. 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 Washington University. This report is based solely on an educational evaluation of the institution and the manner in which it appears to be carrying out its educational objectives.

Officers of Trinity Washington University at the time of the visit:

President/CEO

Ms. Patricia A. McGuire, J.D.
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Chair of the Board of Trustees

Dr. Patricia M. O'Brien SND
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CONTEXT AND NATURE OF THE VISIT

Institutional Overview:

Trinity Washington University is a comprehensive university founded in 1897 by the Sisters of Notre Dame de Namur as one of the first Catholic women's colleges in the United States. Trinity Washington University offers a full range of courses and degree programs (associate, bachelors and master levels) in five schools for students of traditional and nontraditional age. In addition to the main campus, Trinity Washington University has an additional location Trinity at THEARC*, a unique and successful partnership between the University and the community previously overlooked by educational, arts and recreational programs. There are no online programs at this time.

Although the University has undergone a notable transformation over the past 30 years, Trinity retains the essential characteristics of the Founders' vision: a commitment to the education of women, liberal education founded in the Catholic intellectual tradition, and the tenets of social justice, especially made manifest in its access to higher education for those who have historically been underserved.

While Trinity maintains its commitment to women in the single-gender College of Arts and Sciences (CAS) and its commitment to women's leadership and professional development as well as gender equity in all programs, Trinity also welcomes men into four of the five schools: School of Education (EDU), School of Business and Graduate Studies (BGS), School of Professional Studies (SPS) and School of Nursing and Health Professions (NHP).

The Middle States evaluation team conducted its visit to Trinity University from March 20 to March 23, 2016. The team found the visit to be a professionally rewarding experience. During the course of this visit, the evaluation team conducted extensive interviews, toured the University facilities, reviewed the appropriate exhibits and collected data in order to properly corroborate the University's self-study statements of meeting the 14 standards for

*Location visited by members of the team.

reaccreditation. The team is grateful for the warm hospitality of the Trinity community and benefited from the community members' candid responses to our questions and the quick responsiveness to the Team's request for clarification and additional documentation.

Evaluation Overview:

Trinity Washington University elected to do a comprehensive review in which the standards were clustered into ten chapters: Chapter 1: *Introduction: Retrospective on the Paradigm Shift*- Standards 1 & 2; Chapter 2: *Trinity Students*- Standards 6 & 8; Chapter 3: *What do Trinity Students Learn?*- Standard 14; Chapter 4: *Foundations for Learning in General Education and Academic Support*- Standards 12 & 13; Chapter 5: *Assessment of Academic Programs*- Standards 11 & 13; Chapter 6: *Faculty Resources*- Standard 10; Chapter 7: *Student Services*- Standards 6 & 9; Chapter 8: *Assessment of Leadership and Institutional Effectiveness*- Standards 4, 5 & 7; Chapter 9: *Resources to Support Trinity's Mission*- Standard 3; Chapter 10: *Envision Trinity 2020*.

The development of the Middle States Commission on Higher Education's self-study report was the work of a Steering Committee who had representation from all schools and divisions of the University. In conversations with faculty and staff throughout the institution during the Team's visit, there was a remarkably positive response to our inquiry "Did you have the opportunity to contribute to the creation of the University's self study?" All constituents stated, when asked this question, that it was a collaborative effort and positive experience.

CONFIRMATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Based on a review of the self-study, interviews, the Certification Statement supplied by the institution and/or other institutional documents, the team affirms that the institution continues to meet the Requirements of Affiliation in *Characteristics of Excellence*.

AFFIRMATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Based on separate verification of compliance with accreditation-relevant provisions of the Higher Education Opportunity Act of 2008 and, as necessary, review of the self-study, certification by the institution, other institutional documents, and/or interviews, the team affirms that the institution meets all relevant federal and state regulations and the requirements of other Department of Education recognized accreditors.

COMPLIANCE WITH ACCREDITATION STANDARDS

Chapter 1: Introduction: Retrospective on the Paradigm Shift

Standard 1: Mission and Goals

Standard 2: Planning, Resource Allocation and Institutional Renewal

Standard 1: Mission and Goals

In the Team's judgment, Trinity Washington University appears to meet Standard 1.

Summary of Evidence and Findings:

Based upon a review of the self study, other institutional documents and interviews with faculty, staff, board members and students, the team developed the following conclusions regarding Standard 1:

- Among the entire Trinity Washington University community the institutional mission of Trinity is clearly understood, uniformly articulated and well implemented. Trinity's self-study highlighted the "paradigm shift", that is, the institution's purposeful efforts to maintain the founding mission focus of providing educational opportunities to women who might not otherwise receive quality educational opportunities as they offer educational opportunities to new populations.
- In the Team's estimation, Trinity Washington University is a model for institutions on how they can successfully address shifting demographics with a purposefully driven and applied mission.
- University demographics and supporting materials clearly demonstrate the institution's reach to populations of women of color, lower income populations, adult learners.
- Alumnae, Board members, faculty, staff and students spoke to connections across the generations of Trinity women, referring specifically to the continuation of the mission of access to traditionally underserved populations.

Commendations:

The Trinity community truly embraces and lives its mission.

Standard 2: Planning, Resource Allocation and Institutional Renewal
In the Team's judgment, Trinity Washington University appears to meet Standard 2.**Summary of Evidence and Findings:**

Based upon a review of the self study, other institutional documents and interviews with faculty, staff, board members and students, the team developed the following conclusions regarding Standard 2:

- Trinity has a robust strategic planning process and a current strategic plan, Envision Trinity 2020, which is driven by its mission. The plan was developed by the Senior Executive Staff (SES) with significant input from faculty and staff.
- The plan incorporates an academic program plan, a Facilities Master Plan, and a 5-year Financial Plan.
- The SES discusses aspects of the strategic plan and progress toward goals in every staff meeting and meets at least twice annually in retreats to further review and modify the plan so that it is a living document. In addition, the plan and its associated metrics are reviewed as part of the annual department planning process, creating operational goals and tactics that support budget requests.
- The Board is regularly provided with updates on key metrics from the plan.
- The annual budget process is driven by the institution's strategic goals.
- Enrollment goals constitute the main goal of the plan and are discussed at weekly SES meetings.
- The institution has developed numerous measurable objectives under each goal. The annual reports from all SES members address achievement of these objectives. For example, in the current year an objective of a 5% increase in retention was set and the VP for enrollment management reported achieving a 3% increase.

Commendations:

The institution has generated a good retrospective analysis of how previous goals, in particular enrollment, were achieved over a 30 year period. This analysis was used to examine previously successful strategies.

Enrollment management is one of the major goals of the plan. There has been a significant increase in 6 year graduation rate from mid the 30s to above 40% during the planning period.

Chapter 2: Trinity Students

Standard 6: Integrity

Standard 8: Student Admissions and Retention

Standard 6: Integrity

In the Team's judgment, Trinity Washington University appears to meet Standard 6.

Summary of Evidence and Findings:

Based upon a review of the self study, other institutional documents and interviews with faculty, staff, board members and students, the team developed the following conclusions regarding Standard 6:

Standard 6: Integrity

- Trinity Washington University has demonstrated that it is an institution deeply committed to social justice, resulting in a climate of open communication and transparency with both internal and external constituencies.
- Care is taken to ensure that policies are easily accessible to both internal and external constituencies, and that these policies are written in clear, commonly understood language. In addition, The policies website (<http://www.trinitydc.edu/policies/>) provides easy and comprehensive access to policies applying to all university constituencies. This website is carefully monitored for accuracy and relevancy.
- As the result of determined and clearly communicated recruitment efforts, there is nearly unanimous agreement that Trinity employees “practice what they preach” and that mission is the core of all policies, materials and decision-making.

Standard 8: Student Admissions and Retention

In the Team's judgment, Trinity Washington University appears to meet Standard 8.

Summary of Evidence and Findings:

Based upon a review of the self study, other institutional documents and interviews with faculty, staff, board members and students, the team developed the following conclusions regarding Standard 8:

- The comprehensive nature of the admissions process at Trinity Washington University demonstrates a significant commitment to recruiting and admitting students who are both compatible with the university's culture and mission and have the ability to successfully persist to graduation.

- The faculty and staff are candid about the needs of Trinity students, and embrace them with a sense of personal and institutional responsibility.
- A holistic, or “wrap-around”, approach is taken to student retention programs, recognizing the complicated and tightly–woven nature of the educational, personal, economic, and social challenges faced by Trinity students.
- The admissions websites and print materials are well-organized and clearly laid out. Information about entry requirements for the different schools is easy to find, and the admissions process as a whole appears easy to follow.
- A wide variety of programs and support services exist to ensure that all enrolled students are academically successful as there is a broad understanding that all Trinity students are “at-risk” in some significant way.
- The Enrollment Services (Financial Aid) website offers comprehensive information about financial resources.
- Policies regarding transfer credit, including program-specific restrictions on the use of transfer credit, credits earned through testing (AP, CLEP, etc) and experiential learning, are available online.

Commendations:

In keeping with the social justice mission on which Trinity was founded, efforts have been made to make the admissions process more accessible and open to its target population. The elimination of the enrollment deposit and focus on academic history and personal statements, instead of on standardized tests historically biased against disadvantaged students, are examples of this commitment to meeting students where they are, before they have even enrolled.

Chapter 3: What do Trinity Students Learn?

Standard 14: Assessment of Student Learning

In the Team’s judgment, Trinity Washington University appears to meet Standard 14.

Summary of Evidence and Findings:

Based upon a review of the self study, other institutional documents and interviews with faculty, staff, board members and students, the team developed the following conclusions regarding Standard 14:

- The university has committed ample resources and attention to the assessment of student learning with regard to the effectiveness of general education.
- Trinity has created the position of Associate Provost for Assessment to guide all academic assessment and to oversee the implementation of credible feedback modification in all units.
- All academic programs have a systematic and documented process to evaluate student learning outcomes and to make changes based on the results.

Commendation:

The university has transformed the general education program to better meet the needs of its current student body and to remove barriers to degree completion.

Suggestions for Improvement:

Using the assessment of general education and nursing and health professions as models, ensure uniformity of the student learning outcomes assessment process across academic programs.

Chapter 4: Foundations for Learning in General education and Academic Support**Standard 12: General Education****Standard 13: Related Educational Programs****Standard 12: General Education**

In the Team's judgment, Trinity Washington University appears to meet Standard 12.

Summary of Evidence and Findings:

Based upon a review of the self study, other institutional documents and interviews with faculty, staff, board members and students, the team developed the following conclusions regarding Standard 12:

- Trinity Washington University has a robust general education curriculum that comprises nearly half of a student's undergraduate curriculum in the College of Arts and Sciences (CAS). The core competencies for students enrolled in the School of Professional Studies and in associate degree programs at THEARC are aligned with those of CAS. The curriculum is grounded in the university's mission and it includes courses in oral and written communication, scientific and quantitative reasoning, and technological competency appropriate to the discipline.
- The general education requirements for the CAS, SPS and the associate degree program at THEARC are all fully described in the online college catalog.
- Documentation confirms that the goals and outcomes for the CAS general education curriculum and the SPS core competencies are assessed on a regular schedule. The assessment of general education is ongoing and has led to changes in placement testing, course sequencing and course support.
- Because an assessment of the 2006 general education curriculum revealed concerns that the foundation sequence was putting up barriers to student success and affecting retention, changes have been made to the First Year Experience.

- Requirements have been streamlined to align courses more specifically with the skills students will need to successfully complete their majors.
- Common assignments and rubrics tied to learning outcomes have been developed, or are in development, for math and writing courses which will enable better assessment of learning outcomes within the courses.
- The core curriculum in SPS has clearly defined learning outcomes. SPS assesses its core curriculum (a multi-year assessment plan) on a regular basis and has streamlined its general education core competencies to more closely align them with CAS. The goal of that assessment is to inform any changes needed to ensure that the working adults in the school develop strong general education knowledge and skills.

Standard 13: Related Educational Activities

In the Team's judgment, Trinity Washington University appears to meet Standard 13.

Summary of Evidence and Findings:

Based upon a review of the self study, other institutional documents and interviews with faculty, staff, board members and students, the team developed the following conclusions regarding Standard 13:

- For students enrolled at Trinity who need help mastering basic skills and tutoring in such areas as math and writing, the Academic Services Center (ASC), which is located in the library, includes a Math Center and a Writing Center. Services are available on both a drop-in and by-appointment basis. ASC also offers academic success seminars that are designed to help students develop and improve college-readiness skills. The ASC offers hours both during the week and on weekends, making its services available to students across all programs and schools. Tutoring is also offered at the off-site location, THEARC, and those students are able to access all the services at the main campus due to a flexible 6-day a week schedule.
- An assessment of ASC completed in December 2015 (student surveys) demonstrated that in the majority of cases, students on academic probation in 2012-2013, 2013-2014 and 2014-2015 who used ASC services increased their fall to spring GPA.
- Trinity offers two types of credit for experiential learning – structured internships (in some programs, required) and the opportunity for working adults to receive credit for work experience through the TELL (Trinity Experiential Lifelong Learning) portfolio program. Students can also complete a non-credit bearing internship overseen by the Office of Career Services and Experiential Learning. The student's post-internship skills are assessed by this office and/or by a faculty member, in part to determine the learning experience and workforce readiness. Modifications to student learning outcomes attached to these internships have been made based on a semesterly assessment of student learning outcomes.

- As part of the University's community outreach, Trinity offers a full range of professional development courses, through the Office of Continuing Education, for educators who teach in local school systems
- Trinity offers associate's degrees in general studies and in general studies with an emphasis on early childhood education at THEARC (The Town Hall Education, Arts and Recreation Center) in Southeast Washington, D.C. Trinity is the only university offering college-level courses east of the Anacostia River.
- Offering the program at THEARC clearly fulfills the university's mission to serve underserved populations. Most of the students are adult women who have family and job responsibilities. In interviews, they were enthusiastic about the education and the support they are receiving. Classes are held after 5 p.m. and during the day on Saturday. Peer tutoring academic advising, library and financial aid workshops -among others-are offered on-site.

Commendation:

The team commends Trinity housed at THEARC. This program and its support system clearly demonstrates the University's commitment to its mission and its students.

Chapter 5: *Assessment of Academic Programs*

Standard 11: Educational Offerings

Standard 13: Related Educational Programs

Standard 11: Educational Offerings

In the Team's judgment, Trinity Washington University appears to meet Standard 11.

Summary of Evidence and Findings:

Based upon a review of the self study, other institutional documents and interviews with faculty, staff, board members and students, the team developed the following conclusions regarding Standard 11:

- Trinity has a faculty-driven, mission-consistent curriculum with appropriate committees to review and approve programs and courses. This process has resulted in the generation of new programs and the closure and teach out of poorly enrolled programs. The institution generally has well-designed programs with defined program learning goals and outcomes, and a progression of courses to address those outcomes. Many of the program learning sets are based on, or derived from, either accreditation standards or outcome sets from professional organizations such as AAAS, American Chemical Society, American Mathematical Association etc.
- While each degree program has program learning outcomes, track/concentrations within degree programs do not have distinguishing outcomes. Examination of program reviews

reveals that curriculum mapping of program outcomes to courses as well as to the corresponding course learning outcomes is inconsistent, with some programs assigning the introduction through achievement of the outcome to courses but most just identifying where an outcome is addressed.

- General Education learning outcomes are well defined and mapped to the AAC&U LEAP outcomes.
- The institution has conducted an analysis of course syllabi for the presence and quality of course learning outcomes which indicates that they are substantially present but do need some quality improvement.
- All majors and programs are in a cycle of program review, although the process is not consistent in rigor across all school and programs.
- Library resources appear to be adequate and there is a rich collaboration between librarians and faculty in support of learning.

Recommendation:

While many programs throughout the five schools are actively engaged in assessing their programs, Trinity would benefit from a more systematic process. A systemic process would ensure continuity and rigor in program reviews; ensure a consistent evaluation process across all academic programs; support the creation of measurable learning outcomes. Systemic processes would also ensure adequate curriculum mapping and progressive achievement of learning outcomes as students advance through the curriculum.

Compliance of Standard 13 has been discussed in length in the previous section (Chapter 4).

Chapter 6: Faculty Resources

Standard 10: Faculty

In the Team's judgment, Trinity Washington University appears to meet Standard 10.

Summary of Evidence and Findings:

Based upon a review of the self study, other institutional documents and interviews with faculty, staff, board members and students, the team developed the following conclusions regarding Standard 10:

- The faculty and instructional staff demonstrate Trinity's commitment to diversity.
- Faculty have the training, degree and experience for the positions to which they have been appointed.

- Faculty members' curriculum vitae indicate publications and presentations commensurate for an institution of higher education.
- The university is committed to providing on-going faculty development in the areas of student evaluation at the course level. Adjunct faculty are invited to participate in these sessions.
- Trinity presents a rich and varied program of professional development activities.
- Faculty report institutional support for individual professional development projects and activities.

Commendation:

Trinity has committed significant resources to faculty development activities both in terms of off-campus professional development as well as on a rich sequence of on-campus programs.

Chapter 7: Student Services

Standard 6: Integrity

Standard 9: Student Support Services

Standard 9: Student Support Services

In the Team's judgment, Trinity Washington University appears to meet Standard 9.

Summary of Evidence and Findings:

Based upon a review of the self study, other institutional documents and interviews with faculty, staff, board members and students, the team developed the following conclusions regarding Standard 9:

- Since the "Paradigm Shift" support services have grown and evolved to meet the unique needs of Trinity's student population. There is evidence of enhancement to programs and processes to improve outcomes with students. Student support personnel work collaboratively to ensure students have every opportunity to succeed.
- Trinity has structured their support services to align with the paradigm shift in the student population that they serve. They have many supports in place to meet the students where they are and to provide services that enable students to meet their educational and personal goals.
- Processes and procedures exist for making and dealing with student academic and conduct complaints.
- Processes and procedures exist for proper record retention and for sharing this data.
- Student academic advising has been modified, based on assessment of the advising practices to include professional advisors for first-year students.

- Career advisement and promotion of experiential learning has resulted in more students participating in internships which has lead to enhanced critical thinking skills and work ethic.
- Multiple opportunities exist for students to engage in extracurricular activities, such as athletics, student government, residence life, as well as numerous clubs.

Commendation:

The staff and faculty have used results of assessments to remove barriers to service such as no longer needing an appointment for offices. In addition, in keeping with its social justice mission, efforts have been made to meet more personal student needs such as a food pantry, metro cards, and reduced textbook cost.

Suggestion for Improvement:

Assess the new advising process to ensure appropriate and timely faculty involvement and achievement of stated goal of improving time to completion.

Compliance of Standard 6 has been discussed in length in a previous section (Chapter 2).

Chapter 8: Assessment of Leadership and Institutional Effectiveness

Standard 4: Leadership and Governance

Standard 5: Administration

Standard 7: Institutional Assessment

Standard 4: Leadership and Governance

In the Team’s judgment, Trinity Washington University appears to meet Standard 4.

Summary of Evidence and Findings:

Based upon a review of the self study, other institutional documents and interviews with faculty, staff, board members and students, the team developed the following conclusions regarding Standard 4:

- Trinity exhibits a strong sense of shared governance with a willingness to work for the good of the institution and its students. There is genuine support for the President and senior leadership from the governing Board, faculty, and staff.
- The *Framework for Academic Governance*, which has been adopted by the faculty and the Board of Trustees, contains clear rules and procedures for academic decision making at Trinity. Moreover, policies contained in other institutional documents such as the *Faculty Handbook*, *Employee Handbook*, and the *BOT By-Laws* all speak in varying degrees to shared governance at Trinity.

- The composition of the Board of Trustees reflects the historical mission of the university with Sisters of Notre Dame de Namur and alumnae comprising the majority of the membership in addition to 6 “public” members.
- The Board of Trustees engages in self-assessment and participates in a yearly retreat in addition to its business meetings. Senior leadership engages in regular assessment and closing the loop with annual plans and dashboards. The President is evaluated on an annual basis, with a third-year comprehensive review.
- Faculty and student representatives attend appropriate Board committee meetings and provide input.
- The university by-laws, employee handbook, and faculty handbook all contain conflict of interest policies.

Standard 5: Administration

In the Team’s judgment, Trinity Washington University appears to meet Standard 5.

Summary of Evidence and Findings:

Based upon a review of the self study, other institutional documents and interviews with faculty, staff, board members and students, the team developed the following conclusions regarding Standard 5:

- The chief executive officer has responsibilities that include advancing the University’s mission and goal.
- The chief executive officer reports directly to the Board of Trustees and is an ex-officio member of the Board of Trustees.
- The institution has an administrative structure appropriate for an institution of higher education. The institution has adequate staff to support the University’s mission.
- The institution has an organizational structure that clearly outlines reporting relationships and authority.
- The institution has a performance evaluation process in place for all staff members. The President has created a separate process of evaluation for all Senior Executive Staff members that report directly to her.
- The institution has a staff development and professional continuing education program (the Trinity Institute) for all staff levels.
- The Senior Executive Staff of the institution, which includes the president’s direct reports and other senior managers, meets weekly with an agenda that includes review of enrolment reports, budget, human resources issues and other administrative and operational issues.

Standard 7: Institutional Assessment

In the Team’s judgment, Trinity Washington University appears to meet Standard 7.

Summary of Evidence and Findings:

Based upon a review of the self study, other institutional documents and interviews with faculty, staff, board members and students, the team developed the following conclusions regarding Standard 7:

- The institution has developed and implemented assessment processes aligned with strategic goals, as evidenced in departmental and unit annual reports. Within divisions, various forms of data collection including surveys and interviews were used to determine effectiveness and quality of services and educational offerings. The team determined that the standard of institutional effectiveness was met, in a great part, due to the institution’s clear focus on student-centeredness as the core of the strategic planning process.
- Trinity employees are essential to institutional effectiveness, as assessment processes are active across the institution. Divisions demonstrated assessment processes that informed decision-making related to program improvements (e.g., revision of CAS core), and, services (e.g., technology satisfaction surveys) intended to increase student engagement and enhanced student learning outcomes.
- The efforts of the enrollment staff to create a new means of tracking provides an example of using data to better understand enrollment trends. Their efforts yielded data that provided improved understandings of persistence patterns among Trinity students.
- Data was effectively used to identify areas of additional professional development.
- The Board of trustees self-surveys have identified areas that will be addressed during scheduled yearly retreats.
- The institution utilized cost-effective measures of assessment across divisions. For example, Operations identified revenue goals and performance goals that were measured through satisfaction surveys. Their efforts are aligned with the strategic goals of financial performance and facilities planning.

Chapter 9: Resources to Support Trinity’s Mission

Standard 3: Institutional Resources

In the Team’s judgment, Trinity Washington University appears to meet Standard 3.

Summary of Evidence and Findings:

Based upon a review of the self study, other institutional documents and interviews with faculty, staff, board members and students, the team developed the following conclusions regarding Standard 3:

- The institution has an annual independent audit completed. For the fiscal year ended June 30, 2015, the institution received an unqualified opinion. Management letters from its external auditors for fiscal years 2015 and 2014 did not disclose any material internal control weaknesses.
- The institution's A-133 audits for fiscal years' 2013 and 2014 indicate there were no findings.
- The institution is currently in a capital campaign which it hopes to complete in calendar year 2016.
- The institution has a budget process that is explicitly tied to the strategic planning. There is also a multi-year financial plan which is linked to its strategic plan.
- In its strategic plan, the institution has been able to prioritize allocation of financial resources for strategic plan initiatives, such as the construction of the Trinity Academic Center as well as funding for the recent Nursing and Occupational Therapy programs.
- The institution has a Campus Master Plan which was completed in 2006 and was used to identify the best location for a new academic building. There is a plan to update the Campus Master Plan during 2016.
- The institution has adequate staffing to support its mission and strategic plan.
- The institution has an annual reporting process of financial ratios that is reviewed by management and the Board. This process enables the board to understand clearly the financial position of the institution.
- The institution has a process in place to review investment in any proposed new academic programs.
- The institution has a technology plan which is embedded in the "Envision Trinity 2020: Strategic Plan 2013-2020".
- The institution has a campus that dates to 1900. When reviewing deferred maintenance issues, the institution has been able to prioritize both ADA and life safety issues.

Commendations:

The institution should be commended for the success of their current capital campaign, including receiving a \$10 million gift towards the construction of the Trinity Academic Center.

The institution should be commended for the successful completion of its new state-of-the-art academic building which is due to open for the 2016-17 academic year.

Chapter 10: Envision Trinity 2020

Chapter 10 discusses the Institution's comprehensive five-year strategic planning process and plan as Trinity Washington University moves into the future.

In the Team's judgment, trinity Washington University appears to have met all 14 Standards as defined by *Characteristics of Excellence in Higher Education*.

Conclusion

The Team would like to express their appreciation to the Trinity Washington University community for making us feel very welcome during our visit to the institution. The team would like also to express how impressed they were with the community's focus on mission and its students. And finally, the team would like to recognize Trinity Washington University for its dedication to accessible transformative education.

The next steps in the evaluation process are as follows:

- The institution replies to the team report in a written response addressed to the Commission.
- The team Chair submits a confidential brief to the Commission, summarizing the team report and conveying the Team's proposal for accreditation action.
- The Commission staff and the Commission's Committee on Evaluation Reports carefully review the institutional self-study document, the evaluation team report, the institution's formal response, and the Chair's brief to formulate a proposed action to the Commission.
- The full Commission, after considering information gained in the preceding states, takes formal accreditation action and notifies the institution.