

CHAPTER ONE: REVISITING THE PARADIGM SHIFT

Characteristics of Excellence:

Through this chapter, Trinity will demonstrate fulfillment of these Middle States standards:

- Standard 1: Mission and Goals
- Standard 6: Integrity
- Standard 7: Student Services
- Standard 8: Admissions

Trinity's 1996 Middle States Self-Study introduced the phrase "paradigm shift" to describe the transformation in Trinity's student population and programs that swept through the late 1980's and 1990's. This opening chapter of the 2006 Self-Study continues to consider the "paradigm shift" theme because the ongoing change in the student population is the single greatest opportunity and largest challenge in Trinity's institutional plans, vitality and future.

Reflecting on those 1996 opening chapters from the perspective of 2006, Trinity now knows that the intervening decade took the institution farther into uncharted territories than even the most forward-thinking strategic planning could envision ten years ago. The results of this paradigm shift are, at once, amazing in scope and very complicated in practice, deeply satisfying as articulations of mission and utterly challenging in light of resources and talent available to keep pace with the changing landscape of the university.

While the 1996 Self-Study and 2001 Periodic Review Report include significant historic exposition, and those documents are available on the website and in the Document Room, some additional exposition seems necessary here to illuminate the context of this 2006 Self-Study.

I. HISTORICAL CONTEXT

Trinity 2006 is a remarkably different institution from the small Catholic liberal arts college for women that the Sisters of Notre Dame (SND) founded in 1897, welcoming the first students in 1900. Yet, the vision and values of those courageous women continue to infuse the large mission and daily life of Trinity in ways that are philosophically profound and pragmatically sensible.

A. The Founding Vision

In 1897, Trinity's Founders acted in response to the inability of Catholic women to gain admission to the then-new Catholic University. James Cardinal Gibbons, archbishop of Baltimore in those days (and one of the intellectual leaders of the Church's movement into social justice teachings), wrote to Sr. Julia McGroarty, the SND provincial leader, approving of the SND plans to establish a college for women to alleviate the "embarrassment" of Catholic University's barrier to women. The Sisters of Notre Dame, founded in 1804 in France by St. Julie Billiard (who later moved them to Namur, Belgium), were known for their devotion to

educating girls and the poor, arising from their original work with children orphaned in the French Revolution. The idea of starting an institution of higher education for women was consistent with their belief that a woman should be able to pursue the highest learning her intellect would allow.

B. Growth and Prominence: 1900 to the 1960's

From 1900 to about 1960, Trinity was known as a very small, very elite institution for high-achieving women who were almost all Catholic. Important to note is the fact that, from the start, as with their other schools, the SNDs did not limit admission to Catholics only. During those first six decades, Trinity's student body held steady at 400-500 in the belief that smaller was more rigorous.

In the 1960's, consistent with the many changes occurring throughout higher education in that era with the entrance of baby boomers into college and the rise of major federal funding, Trinity's student body grew rapidly, and plans to expand the campus and upgrade facilities were ambitious. Trinity's student body grew from 500 to nearly 1,000 in the short span between 1964 and 1969.

C. 1960's and 1970's: Major Forces of Change

Trinity could not have imagined the dramatic social changes that would uproot the entire foundation of the enterprise. Of the many social changes that occurred in the 1960's, three had a profound, permanent impact on Trinity's future: coeducation, Title IX, and Vatican II.

- *Coeducation:* Of all factors cited as reasons for Trinity's free-fall in the 1970's, Georgetown's 1968 announcement of coeducation looms largest as the first step in the cascade of change. Up to that moment, Trinity and Georgetown were well known for the kind of brother-sister relationship that characterized other single-sex institutions such as Haverford-Bryn Mawr, Villanova-Rosemont, and even, in the minds of some, Harvard-Radcliffe. While a blow to Trinity in so many ways, however, coeducation was also a major breakthrough for the women's movement, an ultimate acceptance in the male corridors of power and influence of the fact that women could achieve at the highest intellectual levels. Coeducation would not have been achievable without the prior century of women's colleges, whose graduates proved women's intellectual power. But the sad irony of coeducation was the undermining of the very institutions that had engendered women's success. Trinity was not the only women's college affected: nearly 300 women's colleges existed in 1960, with about 190 of them Catholic. Today, about 60 women's colleges continue, with 18 Catholic, and virtually all of those 18 have experienced transformations similar to Trinity.
- *Title IX:* In 1972, as women surged into the formerly-male universities, Congress found it necessary to enact Title IX to ensure that women would actually have equal opportunity in education, not just access. Title IX only applied to coeducational institutions; historic single-sex institutions were permitted to continue their historic undergraduate programs (graduate programs had to be coeducational). Equality for women in intercollegiate

sports became the most distinctive public focus of Title IX, and the rise of women's sports as a national phenomenon, particularly in NCAA Division I, further expanded women's opportunities in universities. Women's colleges, including Trinity, simply could not compete with the funding, glamour and national recognition that Title IX brought to the mix of educational options for women.

- *Vatican II*: Little noticed in public conversation outside of this genre, but clearly profound for institutions founded, led and staffed by religious women, the legacy of Vatican II for Trinity and other Catholic women's colleges was the large departure of the religious sisters from these ministries, along with the "contributed services" that provided so much of the core financial platform. Indeed, for Trinity, the economic consequences of the changes in religious life may well have been the most serious crisis for the institution in the 1970's and 1980's.

D. Years of Challenge: 1970's and 1980's

During the 1970's and 1980's, Trinity's traditional undergraduate enrollment declined precipitously, from the high of nearly 1,000 in 1969 to fewer than 300 by 1989. The "salvation" of Trinity came through enrollments generated by programs that were considered ancillary: a graduate program for teachers began in 1968, including master's degrees and in-service education; a degree completion program for older women began in 1972; the weekend college for working women in 1985. These "ancillary" programs generated significant revenues as traditional sources of support --- full-time undergraduates, contributed services --- evaporated.

But Trinity's history and tradition were powerful forces, and new programs experienced difficulty in winning acceptance among some of the college's constituents, no matter how economically vital the programs might have become. For those constituents, during the dangerous decades of the 1970's and 1980's, the question was not how to change with the times, but rather, how to find administrators who could reclaim the old college. Presidents and administrators came and went in the 1980's, often overwhelmed by the magnitude of external change and internal resistance. The constant turnover in senior management further destabilized the college at a time that required strong leadership.

The creation of programs for teachers, for adult students, for working women, for students interested in business, for students from the District of Columbia, all dropped roots for the paradigm shift in the 1990's. Some constituents complained about the speed of change during that decade, but in fact, the changes had been underway for twenty years; only in the 1990's did they become publicly recognized within the Trinity family. Naturally, controversy ensued as a few immutable facts became clear: full-time, traditional residential students were no longer the majority population; programs in business and education for part-time students had become the largest academic programs; most profoundly, students of color became the majority, and along with that reality, Catholics were no longer the dominant religious group.

At the end of the 1980's, odds makers were betting against the likelihood that Trinity would be around to celebrate its centennial in 1997. The bettors did not know Trinity's will to live.

E. 1990's: Strategic Planning, Recovery, Renaissance

How did Trinity survive the cataclysmic years of the 1980's? There were many points during which a less determined institutional community could have given up. But Trinity has a remarkable will to survive, driven in large part by Trinity's belief that this institution has an educational value that is not replicated in any other college or university in the Washington region. Strategic planning processes through the 1990's helped the Trinity community to translate this resilience into specific statements of value and specific forms of organization and programming that could achieve economic viability.

Consistent with the expectations of Middle States expressed in Standard 1 concerning Mission and Goals, Trinity undertook a process to clarify its purpose, its mission, strategic goals and programs to move into its second century. Trinity was determined to have a centennial celebration. The discipline of strategic planning made that desire a reality.

Strategic Planning as the Roadmap to Renaissance by President Patricia McGuire, published in the Winter 2003 Current Issues in Catholic Higher Education of the Association of Catholic Colleges and Universities, is an account of the strategic planning processes in the 1990's. This article is on the website and in the Document Room.

Toward Trinity 2000 was the first strategic plan of the decade, created over a four-year period from 1989 to 1993. During that time, the president and trustees led the community through a discussion of assumptions, values and goals. The result was recognition that Trinity had become a permanently diversified institution, and the multiple revenue streams could insulate the college from the vagaries of enrollment changes in one program. The discussions also began to help the many constituents of Trinity to understand the real meaning of mission: making higher education accessible to women was the reason why Trinity was founded, and that purpose remained the primary reason for Trinity's existence. Constituents who had been saying that "the mission has changed" because Trinity was now educating a majority of adult students and students of color began to realize that characteristics of age and race did not change mission at all, but rather, gave new life to the historic mission.

At the same time, Trinity's constituents also began to understand new dimensions of the idea of the Catholic tradition at Trinity, informed in new ways by the Sisters of Notre Dame whose presence at Trinity was no longer large, but whose influence became vital to the renaissance underway. SNDs helped the Trinity family to understand that a commitment to social justice was, indeed, central to the Catholic identity, and that Trinity was living that commitment in the education of low income students of many different races, ethnicities and religious backgrounds from the Washington area who might not have had this kind of educational opportunity.

Similarly, the embrace of professional education alongside the liberal arts tradition came through illumination of the essential relationships among the disciplines. In 1991, as part of the planning process, Trinity created the first formal reorganization of the academic units into two schools: the School of Professional Studies housing Business and Education, and the College of Arts and Science housing the liberal arts.

The 1996 Self-Study and Middle States Team report focused on the results of *Toward Trinity 2000*, affirming Trinity’s direction and urging continuing progress in moving ahead with programs and services to meet the needs of the changing student body.

Beyond Trinity 2000 was the strategic plan created at the end of the decade, leading the way to the creation of the three schools that exist at Trinity today: the College of Arts and Sciences, the School of Education, and the School of Professional Studies. Unlike the controversies surrounding the strategic planning processes of the early part of the decade, the work on this new strategic plan was relatively harmonious, and the faculty, alumnae and other constituencies readily embraced the diversified model and new mission statement that accompanied the plan.

Along with creating a new strategic plan, Trinity adopted a new Mission Statement in the Year 2000 to articulate in new ways the university’s ongoing commitment to lifelong education rooted in the liberal arts, the Catholic tradition, and with a profound commitment to women. The Mission Statement appears at the very beginning of this Self-Study

Beyond Trinity 2000 is the strategic plan that forms the backdrop for this Self-Study report, and the last chapter of this report updates that plan into a new strategic plan, *Achieving Trinity 2010*.

F. University Organization for a New Millennium: 2000 - 2005

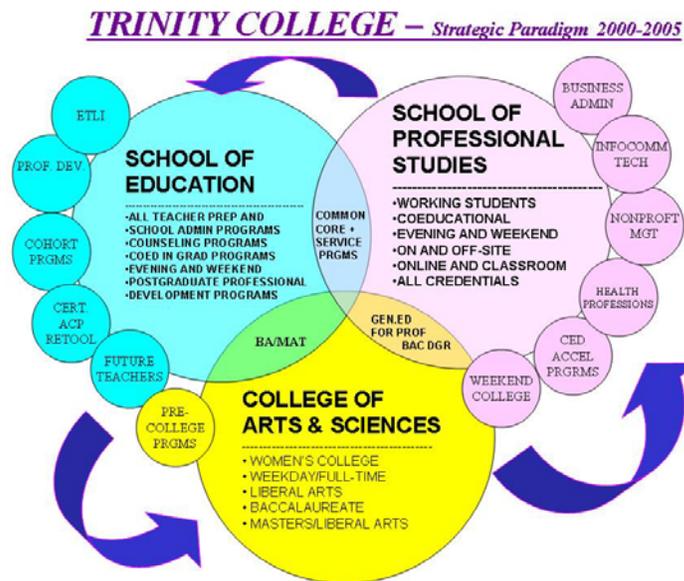


CHART 1.1:
Strategic Organization
Beyond Trinity 2000

Chart 1.1 above depicts the new institutional organization arising from the strategic planning process for *Beyond Trinity 2000*.

As a result of the planning processes and actions taken throughout the 1990’s, and particularly as a result of *Beyond Trinity 2000*, Trinity moved into the new century with the capacity and desire to achieve significant new levels of institutional performance. As a result, from 2000 to 2005, Trinity was able to realize these accomplishments:

- Reorganization into a university-like structure with three schools, and embrace of the word “university” as the institutional reality and public identification;¹
- Achievement of the institution’s first specialized accreditation, NCATE (provisional pending a follow-up report in March 2006), for the School of Education;
- Strengthened financial management and overall management performance focused on achievement of measurable benchmarks for growth and quality;
- Achievement of the first investment-grade bond rating in the institution’s history (Bbb- from Standard & Poor’s) and completion of a \$19.3 million bond issue (underwritten by Wachovia Bank);
- Completion of the \$12 million Centennial Campaign, the first completed capital campaign in Trinity’s history;
- Completion of the Trinity Center for Women and Girls in Sports, the first new building on Trinity’s campus in 40 years;
- Upgrade of the entire technological architecture of the campus, including installation of smartboards in numerous classrooms, pervasive use of technological tools in teaching, introduction of blended-online courses, and conversion of all administrative software to an entirely new platform (SCT PowerCampus);
- Commencement of master planning for the 2006-2016 campus, including early visioning for the creation of a new University Academic Center that will refresh/replace the library and science buildings, expand classroom and instructional facilities, and recast the academic environment of the campus space with the changing student population;
- Planning underway for a \$25 million *Campaign for Trinity 2010*.

Gratifying as these and other achievements have been for Trinity, the institution is mindful of the tremendous challenges that continue to stretch Trinity’s talent, imagination and resources. Those challenges inform this Self-Study report and shape the new strategic plan *Achieving Trinity 2010*.

Reaching toward Trinity 2010, the university’s greatest challenge today is not whether to embrace change, but rather, how to maximize effectively all of the opportunities that change has opened to the university. The paradigm shift has exposed gateways of opportunity to serve populations of students who are not served well by other institutions of higher education, or even

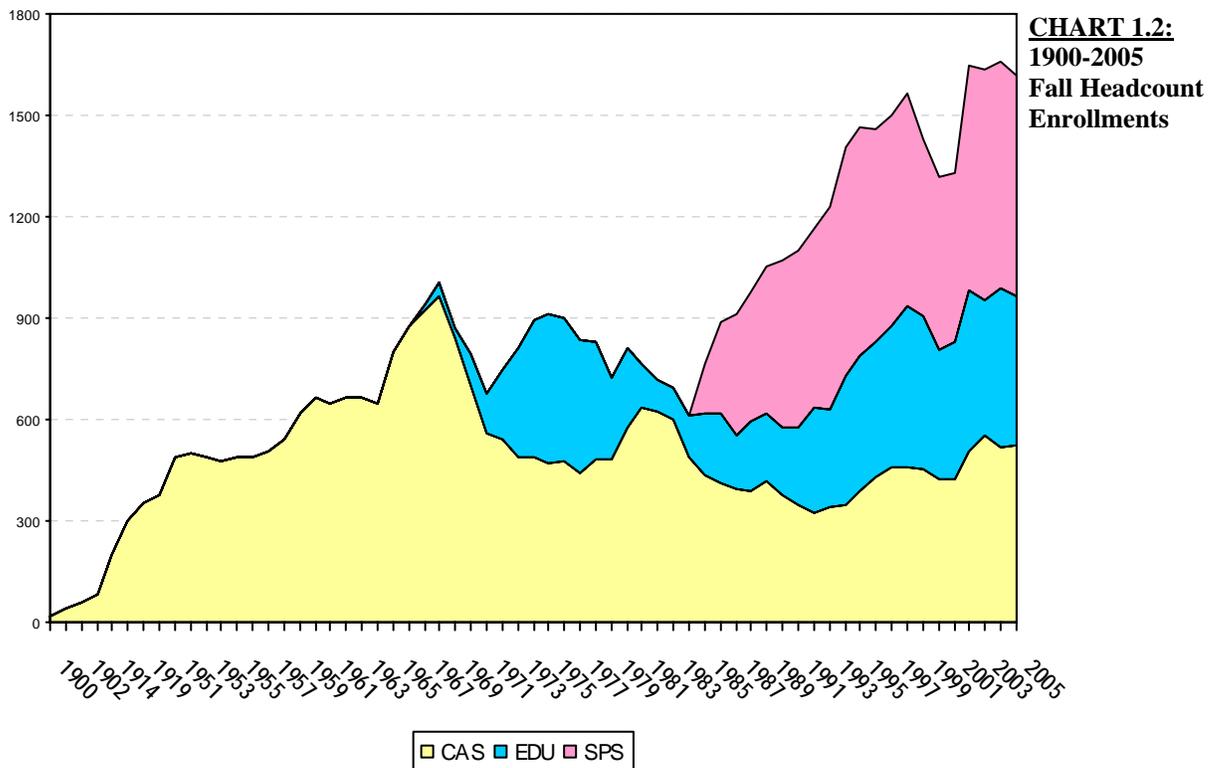
¹ In 2004 Trinity adopted “Trinity University” as an enterprise name, keeping “Trinity College” as the official legal name of the institution and the name used for the College of Arts and Science. In response to a request from Trinity University in San Antonio, Texas, which has asserted a trademark claim on “Trinity University,” Trinity in Washington distinguishes the public use of the name in official publications and lists through inserting the place identifier “Washington,” e.g., “Trinity (Washington) University” or using the phrase “Trinity in Washington, a comprehensive university....”

K-12 education; to forge significant partnerships across a range of organizations who share a common commitment to improving educational opportunities and outcomes; and to develop new resources to support innovative approaches to education.

Seizing these opportunities for the long-term requires more astute information and analysis than ever before on the effectiveness of Trinity’s educational programs in the lives of Trinity graduates. Such is the core question of the Middle States assessment expectations: having adapted to serve new populations of students with new programs, how does Trinity demonstrate educational effectiveness today? This Self-Study attempts to answer this question in different ways aligned with the accreditation standards. Answering the core assessment and effectiveness questions begins with analysis of the students whom Trinity serves, the challenges they present and the ways in which Trinity has developed programs and services to meet their needs.

II. TRINITY STUDENTS : 1996 – 2006

Consistent with expectations that flow throughout the Middle States standards, Trinity has made continuous efforts to understand its student body and to adapt to student characteristics and needs. This continuous process is at the heart of this self-study. Since 1996, Trinity’s student body has continued to change in its demographic characteristics. The size of the student body has grown slightly, from 1465 students to a high point of 1659 in the Fall of 2004, falling back to 1618 in Fall 2005, a 13% growth rate from 1995 to 2005. The full-time student population in the College of Arts and Sciences (CAS) has grown more significantly (from 390 to 526, a 35% growth rate) while the growth in both the School of Education (EDU) (400 to 436, a 9% growth rate) and School of Professional Studies (SPS) (675 to 656, a 2% decline) has been a disappointment. This chapter will discuss the reasons for the slower-than-anticipated growth later in the text, and strategies for addressing the pace going forward. **Chart 1.2** illustrates Trinity’s historic enrollment development since the first class entered in 1900.



The yellow area of the graph represents the “traditional” undergraduate enrollment in the women’s college, now the College of Arts and Sciences. The blue area of the graph represents the graduate degrees and certificates in teacher preparation and school administration, beginning in 1966 with the Master of Arts in Teaching (MAT) degree, growing into what is known today as the School of Education. The pink area of the chart represents the “adult” enrollment, starting as the Weekend College in 1985, today known as the School of Professional Studies with undergraduate and graduate degree programs.

Chart 1.3 takes a closer look at Fall Semester headcount enrollments from 1995 to 2005.

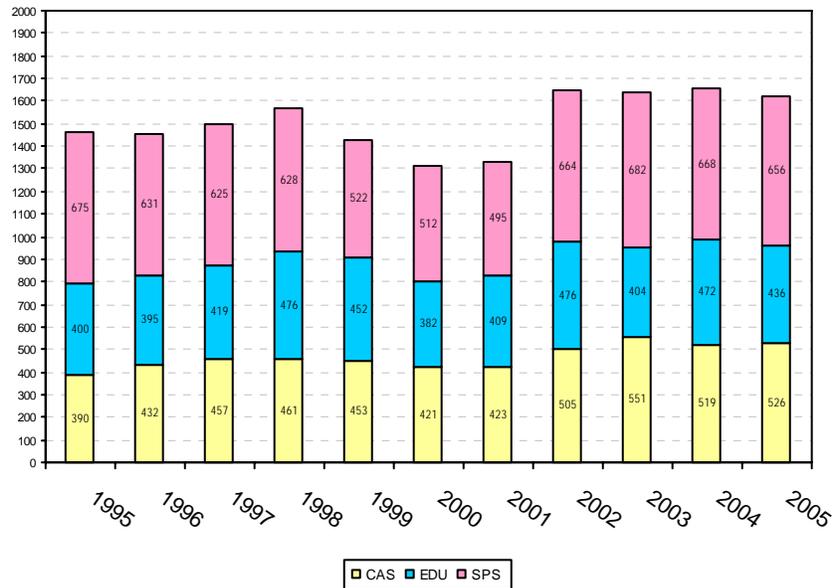


CHART 1.3:
1995-2005
Fall Headcount
Enrollments
By School

An analysis of the enrollment patterns in each school during this period of time reveals some of the following factors influencing enrollment change from fall to fall each year:

- In SPS, the undergraduate “Weekend College” enrollment comprised most of the enrollment in 1995. That enrollment began to deteriorate in subsequent years with the rise in competition for adult students in the Washington market and the creation of online programs nationally. Trinity was not as responsive to new competition as necessary. The migration from the “Weekend College” identity to the “School of Professional Studies” identity also probably caused market confusion for a period of time. The recovery in SPS enrollments began with the development of more master’s degree programs, notably, the MBA program and expansion of the MSA program tracks.
- In CAS, program growth occurred in 02-04 largely as a result of the development of improved athletic and recreational facilities (the Trinity Center for Women and Girls in Sports) and improved athletic programming. However, among cohorts that enrolled in the late 1990’s, pronounced attrition patterns clearly undermined new enrollment gains. For the last three years, Trinity has focused more closely on improving retention, persistence and completion, and the results of this focus show improvements in the rates. This report addresses these issues in more detail later in the text.

- For EDU, the enrollment patterns are erratic, influenced in large part by the needs of area school systems and contracts with the schools. Trinity believes that success in achieving NCATE accreditation will help to stabilize and grow the EDU enrollments more effectively.

A. Cohort Group Analysis of Enrollment Trends

Consistent with Middle States standards for planning and institutional assessment, Trinity uses various benchmarks for strategic planning and ongoing performance assessment. Trinity has identified a group of fourteen institutions with similar characteristics to serve as a comparative cohort. These institutions are:

Carlow University (Pittsburgh) +	+ = Catholic
Cedar Crest College (Allentown)	# = went coed in last 5 yrs
Chatham College (Pittsburgh)	
Chestnut Hill College (Philadelphia) + #	
College of New Rochelle (New York) +	
College of Notre Dame of Maryland (Baltimore) +	
College of Saint Elizabeth (North Jersey) +	
Georgian Court University (Mid-Jersey) +	
Hood College (Frederick, MD) #	
Immaculata University (Philadelphia) + #	
Lesley University (Boston) #	
Rosemont College (Philadelphia) +	
St. Joseph's College (Hartford) +	
Ursuline College (Cleveland) +	

The cohort institutions share these characteristics:

- All fourteen have roots as women's colleges in urban areas; all accept men in some programs; while a few have embraced full coeducation in the last several years, they remain sufficiently similar to Trinity to keep them in the cohort;
- Ten of the fourteen cohort institutions have roots as Catholic women's colleges founded by religious orders of women, making their financial structures somewhat similar;
- All except Ursuline are east coast institutions, rooted in the same markets as Trinity's historic student markets;
- All are remarkably adaptive institutions, developing programs for working adults and embracing the needs of urban women, in particular, in creative ways.

For the purpose of establishing strategic goals for enrollment and subsequent enrollment performance analysis, Trinity has tracked the IPEDS fall enrollment data for these institutions on a continuous basis. In fact, Trinity's analysis of the enrollment data of this cohort in the late 1990's led Trinity to believe that a strategic enrollment goal of 2,700 headcount should be achievable for an institution in Trinity's context.

Chart 1.4 shows the comparison of Fall 1995 total institutional headcount enrollment for the 15 schools in the cohort, compared to their Fall 2004 headcounts (2004 is the last available IPEDS data set).

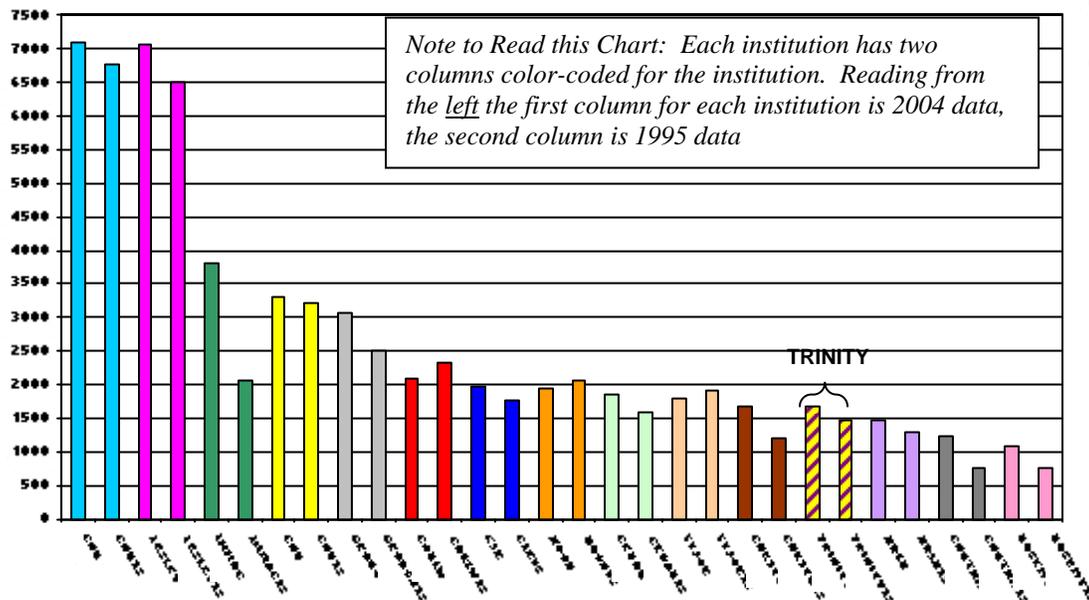


CHART 1.4:
1995-2004
Cohort Total
Enrollment

What Chart 1.4 suggests is that Trinity’s enrollment growth from 1995 to 2004 was not remarkably different from institutions in the cohort. Trinity’s growth rate of 14% in this period puts Trinity squarely in the middle of the group. On average, the group as a whole grew by 13.6% from 1995 to 2004, from 36,206 students to 41,132 students, a shift in average size from 2,413 to 2,742. This cohort analysis of overall enrollment trends continues to support Trinity’s strategic enrollment goal of 2,700, which is the average size of the cohort.

Chart 1.5 takes the cohort analysis to a different level: a 100% chart used to show comparative rates, not size, using full-time undergraduate student enrollment compared from 1995 to 2004, with the columns stacked by the race/ethnicity of the students. TRINITY

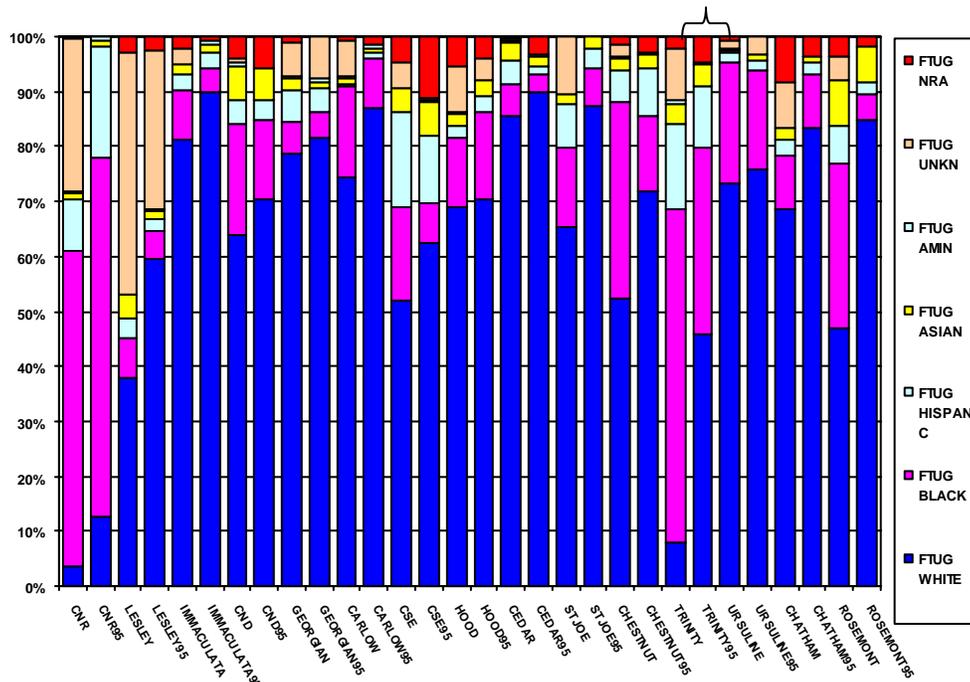


CHART 1.5:
1995-2004
Cohort Race/
Ethnicity
Profile

This chart graphically shows that the rate of change in the race/ethnicity of Trinity’s student body was more pronounced than most of the other schools. So, for example, White students were 46% of the Trinity population in 1995, but just 8% in 2004; meanwhile the proportion of Black students moved from 34% to 61%. Several other institutions --- Rosemont, Chestnut Hill, College of St. Elizabeth --- also experienced notable change. The College of New Rochelle and Lesley University, significantly larger institutions whose change process began at an earlier time, continued to reflect enrollment of a majority of students of color and “unknown” classifications.

B. Demographic Changes and Analysis

Chart 1.6 shows the specific growth and change in Trinity’s full-time undergraduate enrollment and demographic profile from 1995 to 2004.

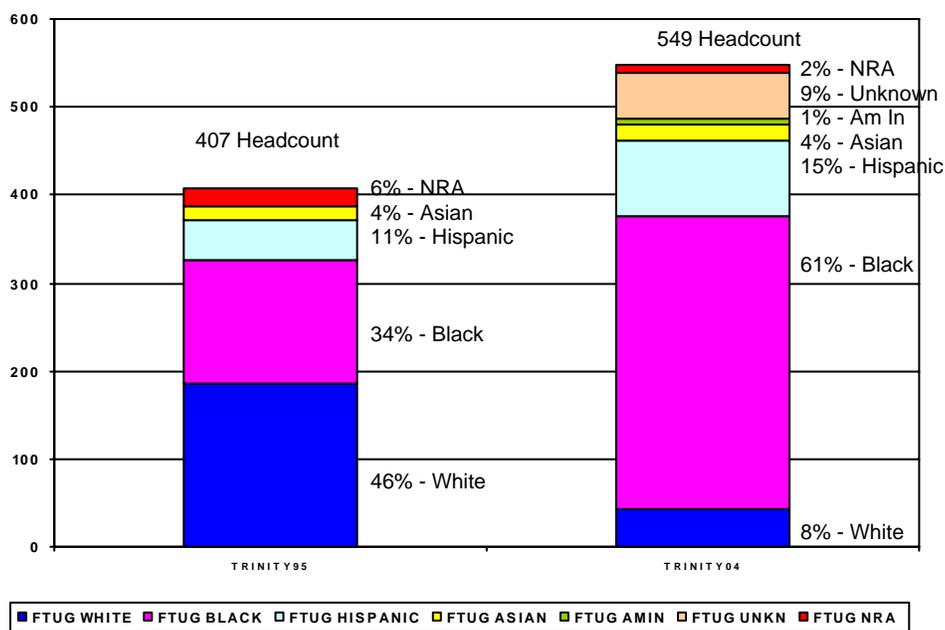


CHART 1.6:
1995-2004
Trinity Profile
Change –
Full-Time
Undergrads

The paradigm shift in the composition of Trinity’s student body occurred as a result of numerous factors that, as the cohort data also illustrates, influenced the growth and development of many similarly-situated institutions. Trinity’s prior Middle States reports discuss many of these factors. From the vantage point of several years past the most dramatic time of change, however, Trinity today has a stronger appreciation for the influence of these factors on the size and profile of the student population:

- Consumer attitudes toward college choice, amplified by commentators such as Robert Zemsky who discusses the “Admissions Arms Race” in his latest study *Remaking the American University*;
- The shift from private to public higher education, and the tendency of 80% or more of the collegiate population to attend institutions in-state;

- Changing U.S. demographics as increasing numbers of African-American and Hispanic students, in particular, seek college admission;
- Changes in the educational aspirations of students in the District of Columbia;
- The impact of adult education, particularly the education of adult women, on the educational aspirations of their children;
- The articulation of a new sense of mission among the historic women's colleges, and particularly among Catholic women's colleges influenced by the distinctive mission and charism of their founding congregations.

Attitudes and expectations among middle-class families, in particular, about college choice, price and value have had a significant impact on Trinity. As Trinity lost market share starting in the 1970's and beyond, Trinity had little understanding of the extent to which middle class consumers would no longer accept the relatively austere living conditions of Trinity's campus. Negative perceptions of single-gender education and the perceived dangers of northeast Washington added to Trinity's enrollment declines among traditional feeder populations (White, Catholic, middle class) in the 1970's, and 1980's. For a long period of time this economic decline made it impossible for Trinity to address the consumer expectations for improved facilities, new technologies and other amenities.

Trinity's introduction of the Weekend College format in 1985 generated new enrollments to subsidize the declining revenues in the traditional markets. At the same time, however, this great innovation created forces that, at times, threatened to overwhelm Trinity in the 1990's. The Weekend College opened Trinity to large numbers of adult working women from the District of Columbia and metropolitan Washington area. These powerful student consumers well understood the value of a Trinity education, and they soon brought their daughters to Trinity as well. These new student consumers changed Trinity's paradigm in numerous ways: shifting from full-time to part-time education; creating a large demand for professional studies to augment the liberal arts tradition; forcing Trinity to think about commuter students as the predominant population, with needs for transportation, parking and campus services like dining and bookstore access outside of the traditional modes.

Perhaps most profound, the Weekend College presaged the dramatic shift in Trinity's demographic profile, which also resulted in dramatic changes in the economic profile of the student body. The increased proportion of Black and Hispanic students from D.C. and the metropolitan Washington area increased the demand for student financial aid geometrically. At the same time, as is well documented in national data, the retention and completion rates for low income students of color are unhappily low, largely as a result of the economic stress they experience along with the poor preparation for college delivered in too many urban K-12 systems. D.C. unfortunately provides one of the more acute national examples of this factor.

1. Residence

Chart 1.7 illustrates the geographic residence of first-time first-year Trinity students in the undergraduate population. The percentages are roughly similar for all Trinity students.

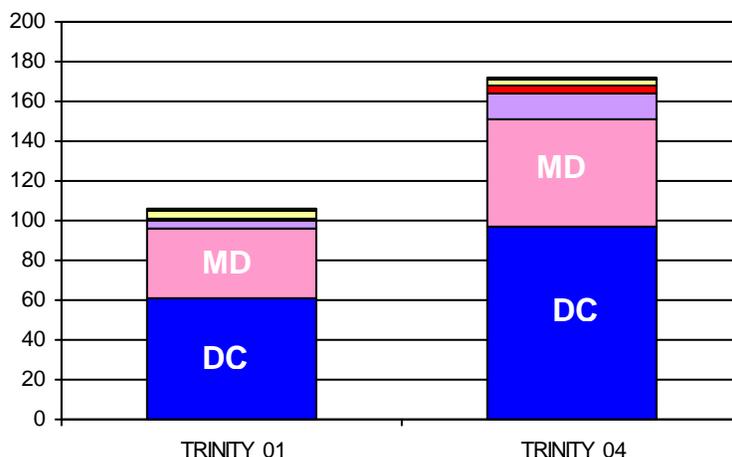


CHART 1.7:
2001-2004
Residence of
First Time
First Year
Students

In both years, D.C. residents comprised about 58% of Trinity’s first-time first-year students, and Maryland residents comprised about one-third. Hence, D.C. and Maryland residents account for nearly 90% of Trinity’s students.

2. International Roots

The data above are insufficient to tell the entire story of Trinity’s students today. In fact, as Chart 1.9 below illustrates, in CAS alone the students present a remarkable diversity of international backgrounds. This data came from the applications of enrolled first year CAS students from 2002 to 2005. These are countries of birth, citizenship or some years of residence.

Chart 1.8: International Origins and Experiences of Trinity CAS Students				
Aruba	Egypt	Grenada	Malawi	Philippines
Bangladesh	El Salvador	Guyana	Mexico	Senegal
Bolivia	Eritrea	Haiti	Mozambique	Sierra Leone
Cambodia	Ethiopia	Honduras	Netherlands	South Africa
Cameroon	France	India	Nicaragua	Spain
China	Gambia	Ivory Coast	Pakistan	Togo West Africa
Congo	Ghana	Jamaica	Panama	Trinidad
Dominican Republic	Greece	Liberia	Peru	Vietnam

This broad range of nations from all over the world reflects the Washington region’s great internationality as well. So, when a student indicates that she is a D.C. resident, she may well also be a citizen of another country, or her parents may have immigrated recently.

This international diversity brings with it a great range of languages, including:

- | | | | |
|----------|------------|------------|---------|
| Arabic | German | Italian | Urdu |
| Amharic | Spanish | French | Kikongo |
| Bamileke | Philippino | Vietnamese | Lingala |
| Keres | Portuguese | Zulu | Twi |

Obviously, such diversity of language and culture creates wonderful opportunities for inter-cultural education and dialogue on campus. This diversity also creates significant challenges for academic and co-curricular programming. In particular, understanding how this dimension of Trinity students' backgrounds affects language and writing skills in the general education program is a topic that needs further faculty consideration.

3. Age Bimodality

Trinity's faculty also has challenges in creating and delivering academic programs that satisfy the needs of learners in remarkably different age groups. **Chart 1.9** illustrates the age distributions of undergraduate students for whom age data is available. Trinity has a distinctively bimodal distribution of age and experience among undergraduates, and this is consistent with most Trinity data for the last ten years. While 47% of Trinity undergraduate students are age 21 or younger, another 24% are older than 40. This age distribution has implications for programs and services for all Trinity undergraduates.

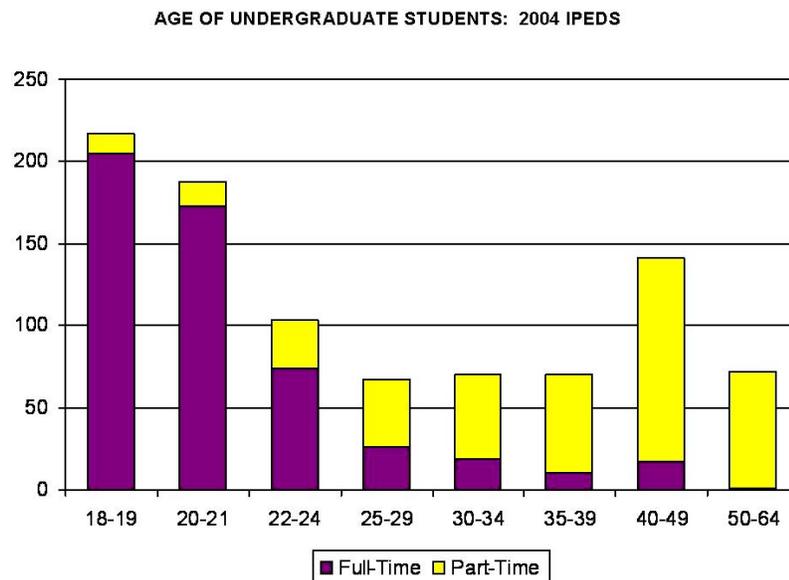


CHART 1.9:
2004
Age Distribution of Undergraduates (Most full-time students are in CAS; Most part-time students are in SPS)

C. Financial Condition of Trinity Students

As Trinity welcomed significant new numbers of low income urban students, several consequences emerged:

- The demand for financial assistance grew, along with the need to develop a Financial Aid Office capable of managing the explosion in student demand and chronic financial hardship cases;
- Retention and completion rates declined largely as a result of the precarious economic condition of the students;

- Improved academic advising, learning skills support, structured first year programs for weaker students, and even broader health services became essential components of the rapidly-expanding safety net for students with large economic and social needs.

Cohort analysis again proves helpful in understanding that the forces affecting Trinity are not unique. **Chart 1.10** illustrates discounting practices in the cohort. In this chart the average institutional grant (blue column) is shown compared to tuition (tan column), and the “discount rate” (brown line) is the percentage of tuition covered by the institutional grant.

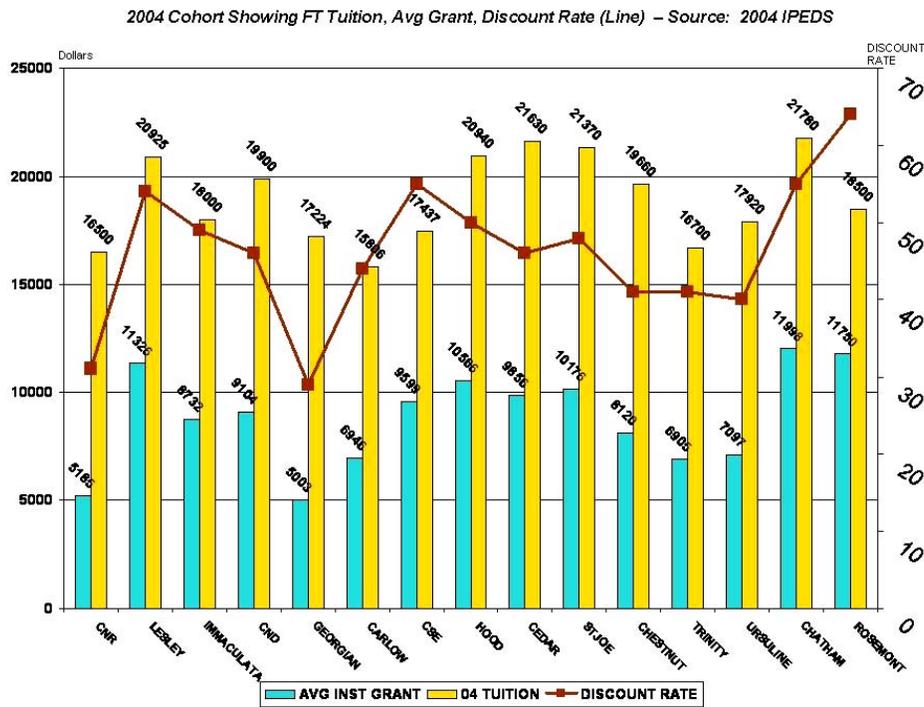


CHART 1.10:
2004 Tuition,
Institutional Grant
Discount Rate Based
on Full-Time Tuition
Discounts

Trinity’s discount rate of 41% as calculated by this method is generally consistent with the average performance of this cohort. What may be more remarkable is the fact that the profile of Trinity’s students is quite different, with nearly half of the full-time students coming from the profoundly impoverished wards of the District of Columbia.

D. The Unique Circumstances of Trinity in the District of Columbia

Having shown Trinity’s normative conduct in relation to the cohort (that, collectively, may not be ‘normative’ in higher education at-large, but these institutions do persist for their particular mission-driven purposes), Trinity must also acknowledge the unique circumstances of its location in the District of Columbia.

Historically disenfranchised and still manifesting the long-term effects of deeply misguided Congressional oversight of local affairs, D.C. is a remarkably difficult jurisdiction for all institutions of higher education. An island among powerful state jurisdictions both north and south, a polity whose citizens have no voting representation in Congress, D.C. is ill-equipped to provide the kind of support that colleges and universities receive in neighboring states. D.C.

offers no institutional grant support of any kind, and no need-based student aid beyond the LEAP program. The Congressionally-funded D.C. Tuition Assistance Grant program provides very significant funding for some of the wealthiest citizens of the city to attend public universities nationwide, while providing only a modest grant for students who stay at home to attend college locally. Most of the latter group of students are low-income residents.

The table below illustrates some of the more remarkable disparities between the District of Columbia and surrounding jurisdictions:

CHART 1.11: Characteristics of States – 2004

Source: Chronicle of Higher Education Almanac 2005-2006

	Avg. SAT	Poverty Rate	Adults w/NO HS Diploma	Adults with Baccalaureate Degrees	Adults with Graduate Degrees	Per Capita Income	% 1 st Yr Students At Local Colleges who are State Residents
DC	965	16.9%	18.3%	21.2%	22.9%	\$51,803	9%
MD	1026	8%	13.2%	19.3%	15.2%	\$39,247	77%
VA	1024	10%	15.5%	19.8%	12.4%	\$35,477	73%
DE	999	8.2%	14%	17.2%	10.4%	\$35,861	37%
PA	1003	10%	14.4%	15.4%	8.8%	\$33,348	72%
NJ	1015	8.3%	14.6%	20.3%	11.8%	\$41,332	91%
NY	1007	14.2%	16.8%	17.2%	12.5%	\$38,228	81%

Perhaps the most notable characteristics of D.C. that this chart reveals are:

- D.C. has the highest poverty rate among surrounding jurisdictions, and one of the highest poverty rates in the nation;
- D.C. has the highest per-capita income of any “state” in the nation;
- the bimodal distribution of wealth and poverty in the city also tracks the levels of educational attainment: while D.C. leads the nation in the proportion of its citizens with graduate degrees and undergraduate degrees, D.C. also has one of the highest proportions of adults who do not finish high school;
- D.C. is near the bottom of the list of states when measured by SAT scores of its recent high school graduates;
- Although D.C. calls itself “a great college town” few D.C. residents are present on the campuses of the larger private universities.

By comparison to the other local private universities, and as illustrated in **Chart 1.7** earlier in this chapter, Trinity does educate D.C. residents in large number. Indeed, for the last several

years, Trinity has educated more D.C. residents than any of the other private universities in the District of Columbia. Trinity’s educational commitment to the city grew through Trinity’s strategic thinking in the 1990’s, particularly the university’s renewed understanding of the historic mission to educate women who encountered barriers to their dream of a college education, coupled with ongoing discussion and reflection on the charism of the Sisters of Notre Dame whose 200 year-old worldwide mission in social justice, focusing on the education of women, children and the poor, continues to influence Trinity profoundly.

Draw a line down the spine of the District of Columbia, along 16th Street, from north to south, and the great economic and educational divide of the city becomes clear. The bimodal distribution of wealth and educational attainment runs along this divide, with the wealthy, well-educated citizens living toward the west in Georgetown, Chevy Chase, Foggy Bottom and other fashionable areas. To the east, the conditions of poverty progress rapidly from moderate to severe, with the most impoverished populations located “east of the river” (the Anacostia River) in far southeast and northeast. Trinity draws the majority of its D.C. student population from the eastern half of the city. Trinity enrolls students from every public high school and every charter school in the District.

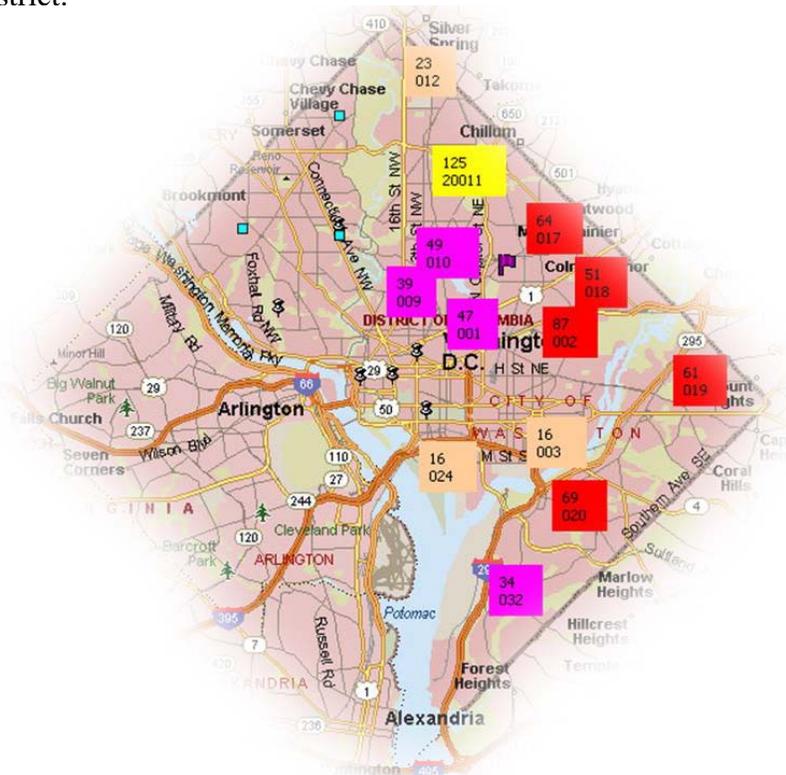


CHART 1.12
Map of DC with flags showing concentrations of Trinity students by zip code in these proportions:

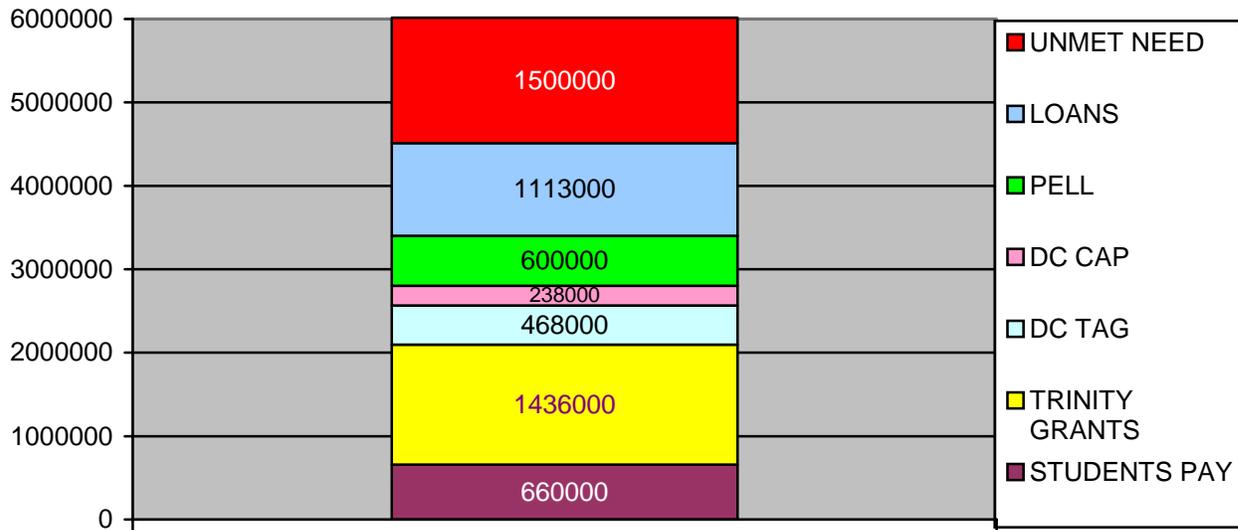
- Yellow > 100 students
- Red > 50
- Pink > 25
- Tan < 25

The financial condition of the D.C. residents at Trinity reflects acute need. **Chart 1.13** on the next page depicts the total volume of tuition (\$6 million) owed by D.C. students who are full-time undergraduates at Trinity in Fall 2005, and the sources of aid. The students and families are able to pay only about 11%, or \$660,000. Trinity extends nearly \$1.5 million in aid, or 25%. Pell Grants, D.C. TAG and CAP account for another \$1.3 million, or 22% of the need, and loans provide another \$1.1 million, or 18%. But 25% of the need remains unmet, \$1.5 million. Trinity’s Office of Student Financial Services works with these students to determine how to

close the gap, through additional work opportunities, other student aid sources such as outside scholarships, or more loans.

TUITION TOTAL

CHART 1.13:
Fall 2005 Sources of Tuition Contributions for
Full-Time Undergraduates Who Are D.C. Residents



FALL 2005

Trinity remains steadfast in the belief that making higher education accessible is an essential value of the university. Ensuring that the university can sustain that commitment while also ensuring economic vitality and academic quality are key strategic questions for the *Trinity 2010* planning process.

Trinity has staked out a strong position among the District’s universities in promoting educational opportunity for D.C. residents. In 2006, Trinity will be the first private university in D.C. to offer credit-bearing courses and a degree program “east of the river” in the Anacostia neighborhood. Trinity is the only university partner in a new venture known as THE ARC (Town Hall Education, Arts and Recreation Campus) in far southeast, a facility that brings together a unique group of educational and service institutions: the Corcoran School of Art, the Washington Ballet, the Levine School of Music, the Washington Middle School for Girls, the Boys and Girls Clubs of Washington, Covenant House, and a pediatric clinic conducted through Children’s National Medical Center. At this location, Trinity will offer its first A.A. degree as well as baccalaureate and master’s courses, and in-service courses for teachers.

E. Attitudes and Aspirations: Why Do Students Choose Trinity?

Considering the significant financial and academic needs of Trinity students, Trinity continuously probes the factors that lead students to choose Trinity. Most of this inquiry over the years has been anecdotal, gleaned from student application essays in CAS, admissions and advising interviews, and similar sources of student self-reported opinions.

1. Admissions Essays

While not scientific, CAS first year admissions essays during the last decade have proven to be a rich source of information about the aspirations and intentions of the full-time undergraduate students. Consistently, the essays address in very candid terms the struggles that students have had as members of immigrant families, as children of single parents, as siblings of brothers shot to death in front of their eyes on the streets of D.C. A few paragraphs from various application essays since 2002 illustrate the common themes that flow through each year's group of new students. In answer to an application question that asks students to write about why they want to come to Trinity, the students have written:

- *"I would like to be the first female in my family to achieve a college degree and have the right to make my own adult decisions regarding my career and my way of living."*
- *"I come from a very diverse culture where it is said that a woman's place is in the house... I have always ignored and fought against that..."*
- *"I want to ...persuade the world that women are equal, and also prove... that it is possible for a Pakistani Muslim woman to be able to stand up on her own two feet."*
- *"Even when it seemed so hard and frustrating to be in a new country, I never gave up. I have to make my father's dream a reality because that is the foremost reason why we are in the United States..."*
- *"Growing up in a house filled with African American women it saddens me to know that not a single one of them has had the opportunity to go to college. ...I hope to be the first in my family to graduate from high school so that I may better encourage my younger sisters to make education their priority as well...I refuse to be excluded from anything because of a limited education."*
- *"My top goal is to be the first person in my family to attend and graduate from a college or university. This is a special aspiration that I want to fulfill. Nobody in my family has ever made it that far and I am determined to be the first."*
- *"My mother left [our country] empty-handed without any relatives....but she was optimistic that the future was indeed a brighter one. Once we arrived here my mother worked very hard. Of course, there were days where she was uncertain if she had made the right choice...but her extreme courage and perseverance would not allow her to turn back.... I feel that it's essential that I do very well in life and become successful...."*
- *"My experience in El Salvador was an eye-opener to get me more involved in the community. As a result of this stimulating cultural experience, I became more aware and sensitive to the needs of the Latino community... My biggest desire is to go back to the barrios in El Salvador and continue to serve the community... I am the first in my family to attend college. My parent's are not familiarized with the college process and are*

scared for me. I have learned that I have to face my fears and not become intimidated by the misunderstandings that people have about the college admissions process.”

- *“My mother has influenced me greatly to further my education. I say this because I see her come home from work extremely tired from her labor job. She has been able to influence me without speaking. I see the frustration in her eyes. I hope that when I complete my education, I can start to pay back all that she has done for me.*
- *“El Sueno Americano....The American Dream”*

While Trinity currently does not ask adult students to write similar application essays, anecdotal experience indicates very similar motivations. Adult students attending Trinity express a keen desire to complete a longstanding dream of achieving a college degree. Many want the degree to get ahead at work, of course. But many also want to become good role models for their children, or to develop an intellectual dimension of their lives that has haunted them through years of hard work. “I’m doing this for me,” is one phrase expressing the sentiments of many adult students.

2. CIRP Profile Data

Since 1968, Trinity has participated in the longitudinal studies of the Cooperative Institutional Research Program (CIRP) of the University of California. This data has helped Trinity to track changes in its first year students over time, and to compare characteristics of first year students to other women attending Catholic colleges nationally. The complete CIRP files are available to the Middle States team in the Document Room.

Chart 1.14 below shows the difference in first-time first-year students’ estimate of parental income, comparing 1998 and 2004 answers, for Trinity and for women at Catholic colleges (CW). The 1998 data are shown in the red (Trinity) and pink (CW) lines. The 2004 data are shown in the dark blue (Trinity) and lighter blue (CW) lines.

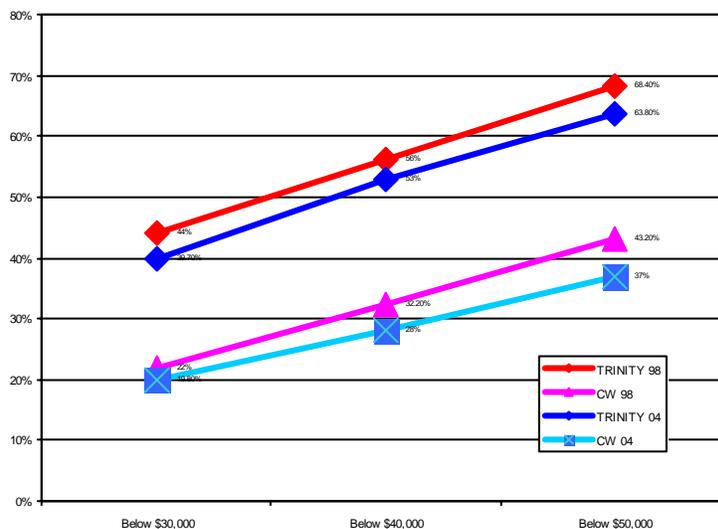


CHART 1.14
CIRP DATA

First Year Students

Comparing Estimated Family Income 1998-2004 Trinity v. Women at Catholic Colleges

The chart shows quite graphically a disparity of 20 points or more between women attending Trinity and women attending other Catholic colleges at each of three family income benchmarks.

So, at the midpoint on each line, which is estimated income of less than \$40,000, 56% of Trinity students placed themselves in that group in 1998, compared to 32% of the comparison group, and the gap remained virtually the same in 2004.

In both cohorts, probably largely due to inflation, there is some overall improvement in family income estimates: 44% of Trinity’s freshmen estimated family income at less than \$30,000 in 1998, compared to 40% for the Trinity freshmen in 2004. At the high end, 68.4% of Trinity families earned less than \$50,000 in 1998, compared to 64% in 2004, while for the comparison group, a minority of families earned less than \$50,000 in each year (43% in 1998 and 37% in 2004).

Related to income disparities, disparities in parental educational level are notable in the CIRP data. **Chart 1.15** below illustrates the difference in parental education for 2004 respondents at Trinity and women at other Catholic colleges:

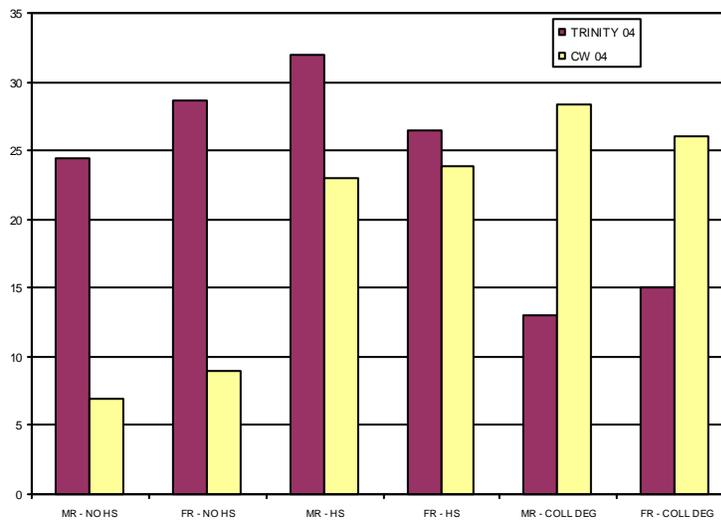


CHART 1.15
CIRP Data
2004

Parent Educational Level (Showing Separate Columns for Mother and Father)

Trinity (Purple) v. Women at Catholic Colleges

Along with variances in parental educational levels, language differences reported on the CIRP surveys are also notable. 26.3% of Trinity freshmen in 2004 reported that English is not their native language, compared to 19.6% in 1998 (and compared to just 7% of the cohort group in both years). Obviously, this kind of data on family income, parental educational levels and native language are important background considerations for the academic programs, particularly in the first year.

CIRP reports also reveal that Trinity students at entrance report that they are about 30% Catholic, about 20% Baptist, with the balance being predominantly Christian. About 4% are Islamic. About 10% report no religious preference.

CIRP also asks about intended majors. This data is vitally important for academic planning. **Chart 1.16** below shows changes in intended majors at Trinity between 1998 and 2004 (purple columns) and a comparison line (green) for 2004 women at Catholic colleges:

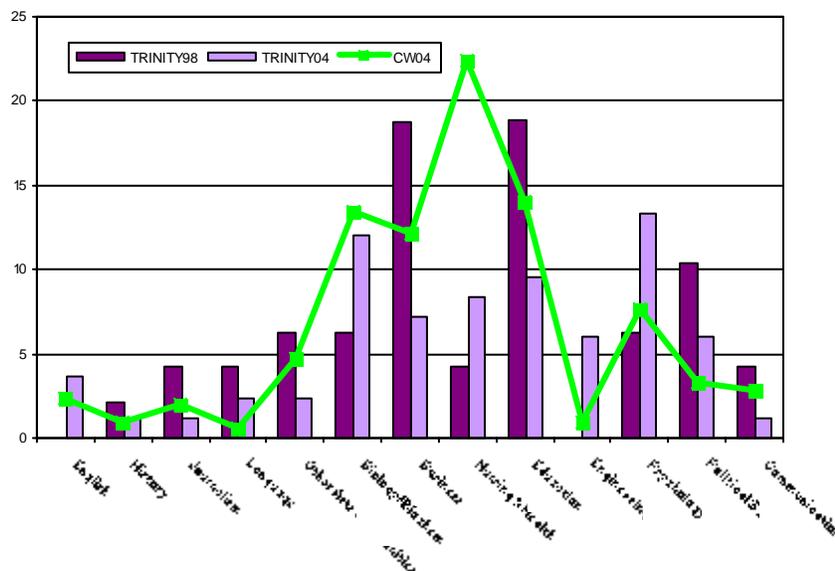


CHART 1.16
CIRP Data

Intended Majors

Trinity Frosh 98 and 04 (purple bars)

04 Women at Catholic Colleges

This data shows the critical importance of nursing and health professions majors at other institutions (the top of the green spike). Trinity has only offered premed historically, but intends to develop programs in nursing and allied health starting in Fall 2006. Initially, these programs will be through the School of Professional Studies, starting with the RN to BSN.

The data above also show declines in the interest of Trinity freshmen in humanities majors, but also in the Business major, which may be, in part, a function of the fact that the CAS program does not offer a Business major (rather, Business Economics is the major) at this time. Such a major program may return to the CAS slate in the future.

III. RETENTION, PERSISTENCE AND COMPLETION

Perhaps no data set reveals more about the challenges inherent in the paradigm shift in Trinity’s student population than the statistics on retention, persistence and completion. Nationwide data reveals that, for all students, completion in four years is increasingly rare, and more than half of all college students attend at least two institutions during their college careers. Completion rates for low income students of color are acutely low throughout higher education.

However, for an institution that historically takes great pride in student satisfaction, academic rigor and close personal attention to the learning needs of all students, Trinity has struggled to understand the causes of attrition and delays in completion, and to create programs and services to counter the trends.

Some modest success in this effort is emerging in data from the last two years, and this report will return to the analysis in many different places. This chapter looks at the trends within the institutional and cohort context of the last decade.

Chart 1.17 graphically summarizes 6-year graduation rates for institutions in the cohort for the period 1997 to 2003. Note that these are nationally-reported rates for traditional full-time student cohorts only. Trinity is the red line in the center. Trinity’s graduation rate had a slightly

declining trend from 53.5% in 1998 to 46.5% in 2001, and then the rate moved back to 51% before plunging to 36.8% in 2003, with a smaller recovery to 44% in 2004.

Cohort Comparison – 6 YEAR GRADUATION RATES 1997 TO 2003 (Source: The Education Trust)

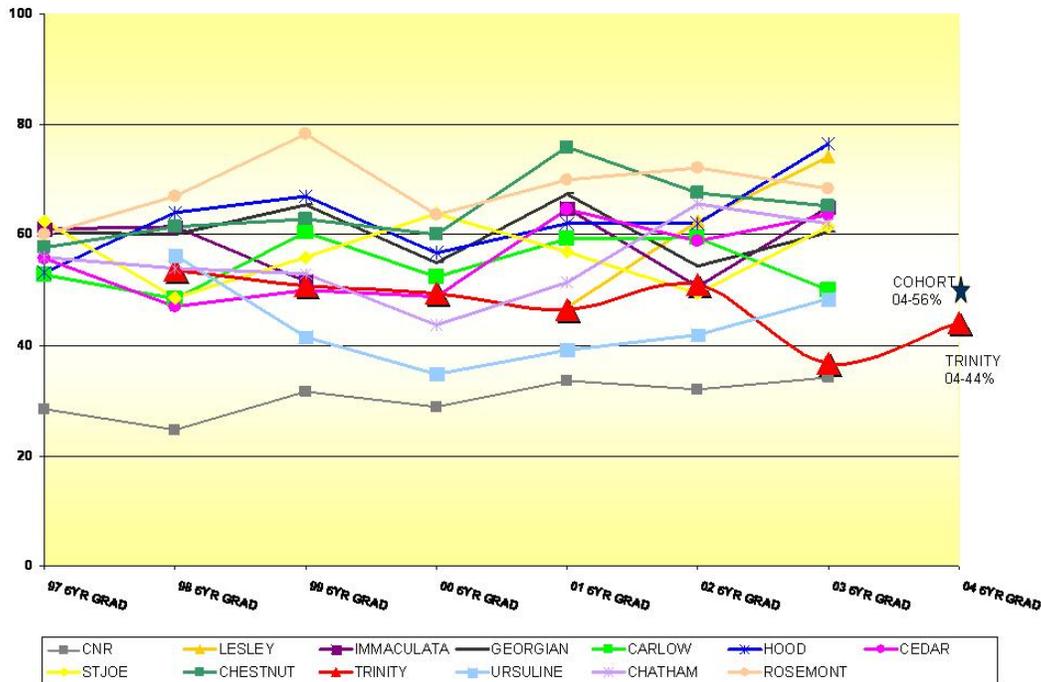


CHART 1.17:
1997-2004
COHORT
6-YEAR
GRADUATION
RATES

Other institutions on the chart had noticeable fluctuation in graduation rates during this period of time. Some of these fluctuations illustrate the problem of change in just a few numbers within a relatively small cohort of students.

Looking at the data retrospectively, Trinity hypothesizes several factors that may have triggered the steep one-year decline in the graduation rate from 2002 to 2003, cohorts that began at Trinity in 1996 and 1997 respectively, including:

- The “paradigm shift” years of the late 1990’s included periods of racial tension on campus, climaxing in a major incident in the spring of 1997; this incident and its aftermath appeared to be significant factors in attrition from the cohorts that entered in 1996 and 1997;
- The change in the economic condition of the student body led to growth in accounts receivable, so that in the late 1990’s Trinity’s Board of Trustees directed the adoption of a strict Student Financial Responsibility policy that barred students from re-registering for subsequent semesters if their accounts had a balance greater than the threshold (\$2,500 for full-time students); the aggressive enforcement of this policy reduced accounts receivable considerably, but also led to greater attrition;

- Because of economic and preparatory challenges, students are simply taking longer to complete their degrees, and the six-year timeframe does not accurately reflect total completion; many students who begin as full-time freshmen at Trinity migrate into the part-time programs in the School of Professional Studies so that they can increase their hours of work; the current cohort models for retention and completion do not account for students migrating from full-time to part-time status, among schools, and returning stop-outs.

A. Enrollment Management Team

For the last two years, Trinity has adopted an Enrollment Management Team (EMT) model to assess enrollment performance on a continuous basis, to analyze factors causing attrition or delayed completions, and to develop more effective programs and services to address those factors. The work of the EMT is consistent with the expectations of the Middle States standards, particularly Standard 8 on Admissions, Standard 9 on Student Support Services, and Standard 6 on Institutional Integrity. The president chairs the EMT, signifying the importance of effective enrollment management in the fulfillment of Trinity’s mission both philosophically as well as pragmatically --- the financial implications are considerable. The academic vice president and deans of the three schools also sit on the EMT, since academic programs are key factors in retention management. The EMT also includes the Associate Vice President for Registration and Financial Services, the Associate Dean for Academic Advising and Career Services, the Dean of Student Services, and the Directors of Admission for CAS, SPS and EDU.

The institution-wide, team-based approach to enrollment management has strengthened the university’s ability to understand student enrollment patterns within and among the three schools. The EMT has created a master plan that analyzes the retention responsibilities of all parts of the institution and establishes goals for the various units in relation to retention. Moreover, the EMT’s plan reflects a more coherent understanding of the inter-disciplinary nature of student service; a student with a financial aid problem might also need improved academic advising or even medical intervention. The old departmental model rarely allowed cross-functional communication except by serendipity or common sense. The new EMT model requires all parties to come to the table prepared to discuss management of student cases across departmental boundaries.

B. Improving Retention Rates

Realizing that the 36.8% completion rate in 2003 was a red flag demanding action, the EMT members have created a more systematic process for tracking semester-to-semester retention and warning signs for attrition. For 2004 and 2005, semester-to-semester and year-to-year retention rates appear to have improved as a result of greater institutional emphasis on retention. **Chart 1.18** illustrates retention rates by school for the last two years:

	CAS TTL	SPS Undergrad	SPS Graduate	EDU
Spring 2005 to Fall 2005	80%	77%	82%	82%
Fall 2004 to Spring 2005	91%	82.1%	81.1%	72.2%

CHART 1.18:
2004-2005
Retention

While financial issues continue to be the primary reason why CAS students do not return to Trinity, academic and personal issues also appear as strong factors. Chapters 2 and 3 of this report, in particular, address student learning in general education, particularly in writing, information literacy and quantitative skills. Not surprisingly, students who enter Trinity with poor reading and writing skills tend to have significantly greater difficulty progressing out of first year than others, and they become discouraged and leave Trinity in greater numbers.

In SPS, attrition analysis generally shows that adult life patterns are the key factor in retention or attrition. Adult students tend to be serious about their academic lives but feel overwhelmed by the stress points of balancing work, family, care for elder parents, and other responsibilities. Adults tend to stop in and out of attendance, thus elongating time to degree completion.

In the School of Education, significantly greater emphasis is being placed on academic progress, performance according to the NCATE and specialized standards in each discipline, and completion of the Praxis exam successfully. Appropriately for graduate students training to be teachers and school administrators, students in EDU tend to be academically dismissed more often than other students if they fail to meet early academic expectations.

In a different vein, and somewhat remarkably, Trinity appears to have significantly improved retention among its students from the District of Columbia. A study conducted in Spring 2005 revealed that of 444 students at Trinity who participated in the D.C. Tuition Assistance Grant Program since 2002, **73%** had completed or were still enrolled.

IV. STRATEGIC IMPLICATIONS OF THE PARADIGM SHIFT

In Summer 2005, along with the initiation of new master planning, Trinity once again retained the firm of George Dehne and Associates for assistance in market analysis and admissions processes. The results of that study will not be available before the end of this self-study, but some of the ongoing inquiry is useful here.

In the Request for Proposals for the market study, Trinity framed the questions for the study in this manner: (excerpts below, the full RFP is in the Document Room)

Although Trinity has had some “turn-around” from the grim days of the 1970’s and 1980’s, Trinity has also been stymied in its drive to reach a strategic goal of 2700-3000 students. The student bodies in the respective units seem to be stuck at their current levels and unable to move much higher. Retention is a challenge, largely as a factor of the financial condition and personal circumstances of the students. But Trinity also suspects that other factors contribute to attrition as well as to decline in market appeal for each unit. Among the critical questions that Trinity is probing in the market study, these are key:

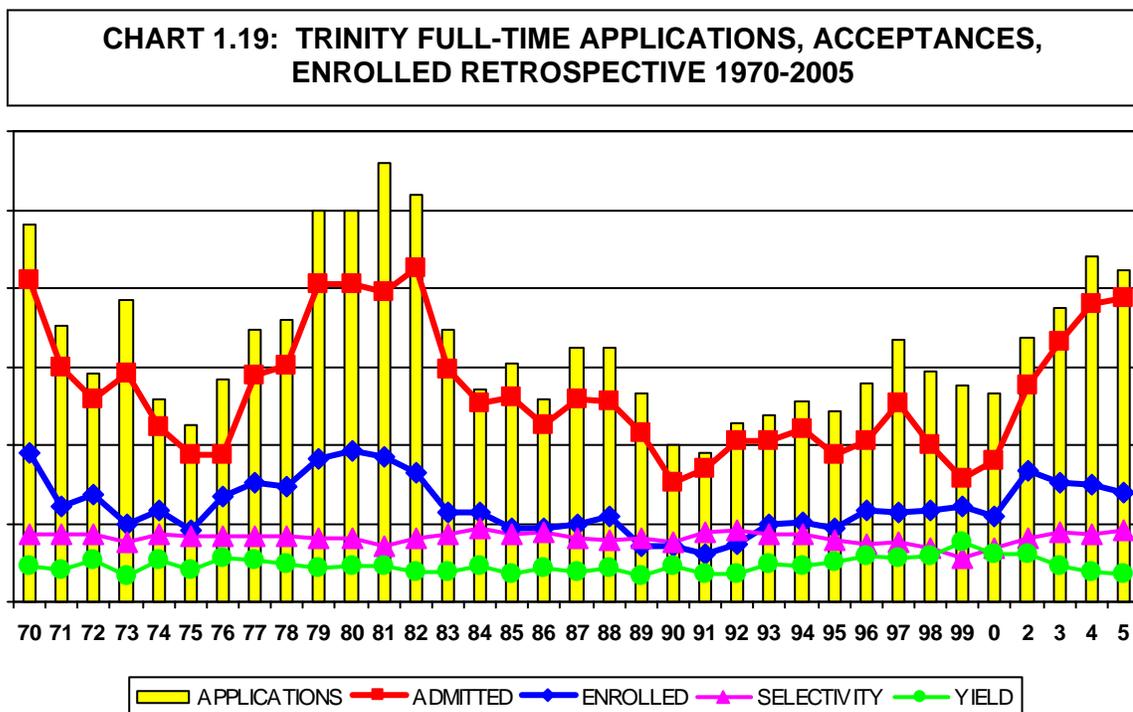
- ✓ How realistic is Trinity's strategic goal to grow from the current 1700 student body to 2700-3000 in the next five years, and what is the realistic mix of traditional, adult, full-time, part-time, resident, commuter, etc.?

- ✓ What is the potential for growth in graduate-level education generally, and particularly for the MBA program in SPS, and the teacher education and school administration programs in the School of Professional Studies?
- ✓ How will Trinity's new ventures in nursing education and health professions shape the future of science education on campus and the type of science facilities we will need in the future?
- ✓ Is online education realistic for Trinity to consider? How would online programs contribute to Trinity's ability to meet strategic enrollment goals?
- ✓ What facilities improvements would have the greatest impact on enrollments?

While the market survey itself is still a work in progress, the Dehne consultants also conducted an audit of the capacity of the Admissions Office to manage the growth expectations effectively. With the assistance of the consultants, the Admissions staff have implemented new recruiting programs and processes to enlarge prospect pools in all programs and attain higher conversion and yield ratios.

A. Admissions Processes: College of Arts and Sciences

Historically, Trinity has almost always had a relatively small prospect and application pool, which has meant a great reliance on yield management. **Chart 1.19** below shows the volume of applications (yellow columns) since 1970. Acceptances are shown in the red line, and actual first year enrollments in the blue line. The historical data clearly demonstrate Trinity's chronic challenges generating full-time applications; the early 1970's had several low points with applications plunging close to 200, and selectivity more than 85%; the early 1990's had similar challenges.



Trinity has received more than 400 applications for the first year class for each of the last several years. However, selectivity has been higher than desired, yet yield has hovered around 35% - 40%, which is insufficient to meet targets. As part of admissions planning, Trinity needs to improve the application pool to 500 or more, improve selectivity to 75% or less, and improve yield to 45% or more. These targets will require astute and aggressive performance on the part of the Admissions team.

The marketing, recruiting and admission plan for CAS targets key high schools within a 300-mile radius of Trinity, with an emphasis on recruiting in the Amtrak corridor up to New York, lower Pennsylvania, Maryland, D.C. and Virginia. While travel to major college fairs and high school visits continue in the toolkit, in the last two years, admissions recruiters have significantly improved their use of web-based recruiting techniques as well as telemarketing.

For the College of Arts and Science, Admissions staff evaluate applications based upon the high school transcript, recommendations from counselors and others, the student essay, the quality of activities and other characteristics indicated on the application, and interviews if the student seeks an interview. SAT or ACT scores are not required, but strongly encouraged. International students must submit TOEFL scores.

Consistent with the expectations of Middle States Standard 8 to ensure alignment of student interests and abilities with Trinity’s mission and programs, the CAS Admissions staff consult with the CAS dean as well as the Associate Dean for Academic Support and the Future Focus Director concerning students who present academic profiles with deficiencies, including low SAT/ACT scores, weakness in the high school transcript, or other academic concerns. Students with deficiencies who otherwise show potential to succeed at Trinity may receive provisional admission, which means a reduced courseload and required participation in the Future Focus Program designed for students who need additional academic assistance in the first year.

Charts 1.20 and 1.21 illustrate the SAT Math and Verbal mean scores for students entering in Fall 2000 to 2004. The top line (pink) shows the scores for full admits; the bottom line (blue) shows the scores for students admitted to Future Focus, the provisional admit program.

Chart 1.20: Mean SAT Math

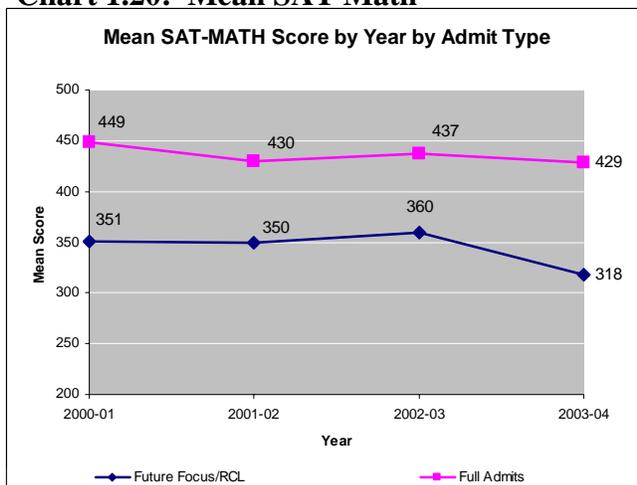
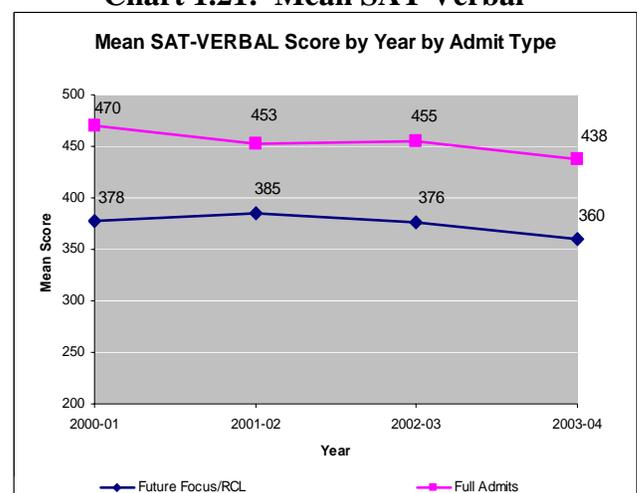


Chart 1.21: Mean SAT Verbal



Additional CAS Admissions materials and marketing plans are available to the Middle States Team in the Document Room.

B. Admissions Processes: School of Professional Studies and School of Education

The Admissions processes and criteria for the School of Professional Studies and the School of Education are tailored to the degree level and program of each school. In SPS, the criteria carefully consider the prior academic and professional experience of candidates who are entering the undergraduate and graduate programs. In EDU, the criteria are rooted in the professional standards of NCATE and the specialized program groups. EDU requires candidates to pass Praxis I prior to entrance.

A complete report on the Admissions processes and criteria for SPS and EDU is available in the Document Room.

CONCLUSION AND RECOMMENDATIONS

With the backdrop about provided through Chapter 1, the subsequent chapters of this self-study will address how Trinity has adapted to the paradigm shift in the student body in academic programs and services. Chapters 2, 3 and 4, in particular, address how the use of outcomes assessment has been an instrumental driver of adaptive strategies for curricular and pedagogical reforms consistent with the needs of the student body.

Obviously, such dramatic changes have challenged the faculty to rise to new levels of creativity and productivity, and the faculty have responded remarkably. The many contributions of the faculty appear throughout this report; Chapter 5 addresses some particular issues related to faculty personnel size, deployment, assessment and governance. However, Chapter 5 must be read in the context of the four prior chapters to appreciate the full picture of faculty adaptation to the contemporary realities of Trinity.

Institutional services and resources have also played a major role in Trinity's adaptations to the contemporary student body, and Chapters 6, 7 and 8 address the development of student services, administration and governance, financial resources and facilities in tandem with the paradigm shift.

Finally, Chapter 9 outlines the direction for the new strategic plan, *Achieving Trinity 2010* that will incorporate the findings and recommendations of this self-study. The plan is still in draft form, appropriately, pending the completion of the self-study, team report and final campus wide discussions of Trinity's current reality and future directions.

Many recommendations appear throughout this report. Trinity has attempted to limit recommendations to those issues that are truly strategic, rather than creating a long "to do" list of action items.

Following are recommendations arising from Chapter 1:

- Trinity will continue to develop relationships with Metropolitan Washington schools, school districts and employers to develop the institution's network for enrollment development responsive to the education and workforce demands of the region;
 - Trinity will continue to work with local schools and school districts to address critical issues in student learning in K-12, particularly the platform for collegiate success;
 - Trinity will continue to explore ways to meet the educational needs of regional employers through off-site, online and cohort delivery of select academic programs;
- Trinity will continue to focus on development of scholarship and financial aid resources to support the critical financial needs of low income students from the Washington region and the District of Columbia;
- Trinity will improve the use of technological resources to collect and analyze data about prospective and entering students, and larger trends across the college-bound sector;
- Trinity will develop a longitudinal survey instrument in order to conduct assessment activities with Trinity graduates through their careers;
- The Enrollment Management dynamic at Trinity will grow in more substantive ways to ensure a more robust environment for retention and completion, academic planning aligned with the profiles of the various student populations, and improved delivery of advising and other services to meet the needs of contemporary students.
- Academically, Trinity will review academic program offerings on a continuous basis to ensure that programs are aligned with the needs of the student markets and workforce expectations, including:
 - Expansion of major program offerings in all collegiate units with programs that address contemporary academic/career needs of current and future students;
 - Reduction of program offerings where enrollments indicate a lack of sustainability in the marketplace;
 - Implementation of online course management technology throughout the University curriculum to improve program delivery for all students;
- Reflecting the ongoing desire of the faculty to ensure their ability to meet the challenges of contemporary teaching, Trinity will develop a Center for Teaching Excellence to facilitate faculty development in pedagogy and adaptation to new teaching methods and delivery formats, for example:

-
- Establish resources to facilitate teaching a capable, yet under prepared student body;
 - Provide faculty development training regarding meeting the needs of a student body with diverse international backgrounds;
 - Expand “English as a second language” faculty development training and student services;
 - Facilitate faculty adoption of web-enhanced pedagogies.
- Trinity will overhaul the entering student assessment instruments and processes to improve the admission and enrollment experience for all students while ensuring that students are able to develop appropriate course schedules.
 - In particular, in the School of Professional Studies, Trinity will develop a course scheduling system that will make it possible for Trinity to create and guarantee a complete course schedule through degree completion for each entering student.
 - Trinity will continue to monitor market trends in program content, packaging and delivery to improve Trinity’s competitive posture in relation to other universities offering programs to students in the Washington region.