TRINITY
WASHINGTON
UNIVERSITY
EDUCATION FOR
GLOBAL LEADERSHIP

Assessing Trinity 2000

Approaching Trinity 2010

Self-Study for Middle States Comprehensive Accreditation Review

Final Self-Study Submission: February 2006
Date of the Team Visit: April 2-5, 2006

Middle States Commission on Higher Education

Eligibility Certification Statement

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

(*Check one*)

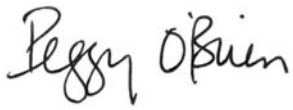
☑ Reaffirmation of Accreditation ☐ Initial Accreditation

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

☐ If applicable, exceptions are noted in the attached memorandum.

February 3, 2006

(Chief Executive Officer) (Date)



February 3, 2006

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

Guide to Self-Study Fulfillment of Middle States Standards

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

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

Assessing Trinity 2000 - Approaching Trinity 2010

Self-Study for Middle States Accreditation Review

GENERAL ORGANIZATION OF THE SELF-STUDY

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Note: This self-study embeds data charts and graphs within the text, rather than using appendices. Additionally, all studies, reports, complete data sources and other materials referenced in this self-study may be found on Trinity's Middle States website and in the Document Room. Information for staff contacts for additional data, and instructions for accessing the Trinity Middle States Clearinghouse on the website appear in the Executive Summary immediately following the Table of Contents.

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TRINITY WASHINGTON UNIVERSITY
EDUCATION FOR GLOBAL LEADERSHIP

Executive Summary

Assessing Trinity 2000 - Approaching Trinity 2010

Self-Study for Middle States Accreditation Review

Trinity in Washington is one of the more remarkable institutional stories in higher education today. Founded in 1897 by the Sisters of Notre Dame de Namur as one of the first Catholic women's colleges in the nation, Trinity today is a comprehensive university serving a broadly diverse student population with a rich mix of undergraduate and graduate programs, and extending many services to the larger D.C. and Washington regional community.

Even with the many changes that transformed Trinity in the last two decades, Trinity retains the essential characteristics of the Founders' vision: a primary mission commitment to the education of women, foundations in liberal learning, the Catholic belief in knowledge as the servant of faith (*Scientia Ancilla Fidei* is Trinity's motto).

Finding ways to remain faithful to tradition while moving with the vast transformation in its student body and programs has been Trinity's ongoing challenge and great strength. In 2006, even as Trinity sustains its mission commitment to women in the single-gender College of Arts and Sciences (CAS) and in its sensitivity to women's professional development in the School of Education (EDU) and School of Professional Studies (SPS), Trinity also welcomes men into the programs of EDU and SPS with a strong belief that professional men can also benefit from a focus on gender in higher education. The presence of the two professional schools also reflects Trinity's contemporary embrace of professional education as fulfilling the theory of liberal learning in practice. Trinity's Catholic sensibilities, shaped by the mission and charism of the Sisters of Notre Dame de Namur, have played a profound role in leading Trinity to embrace a large population of students who come from many races, cultures, socio-economic backgrounds, religions and personal experiences. The Gospel imperative of social justice is an animating force in Trinity's daily life.

Trinity today educates a student body that is nearly 90% Black, Hispanic, Asian and international, reflecting the population of the District of Columbia and many communities in the Washington region. About 75% of Trinity's students are over the age of 25. 95% of the full-time undergraduates receive financial aid from Trinity, and virtually all students receive some form of federal and local financial aid. Nearly half of Trinity's undergraduate students are citizens of the District of Columbia.

In the ten years since the last Middle States team visited Trinity's campus, many positive changes have occurred that influence this report and that strengthen Trinity's overall profile in higher education. Among many accomplishments, these stand out:

- Adoption of a university structure with three distinct schools and faculties: the College of Arts and Sciences (Trinity's historic women's college); the School of Professional Studies and the School of Education, both coeducational;

- Achievement of NCATE provisional accreditation for the first time for the School of Education;

- Construction of the Trinity Center for Women and Girls in Sports, the first new building on Trinity's campus in nearly 40 years; achievement of the first investment-grade bond rating in Trinity's history (Bbb-) and successful completion of the $12 million Centennial Campaign, the first complete campaign in Trinity's history;

- Securing major federal and private grants to build capacity in Academic and Instructional Technology; another major grant launched an Intelligence Studies program in response to the post-9/11 realities of Washington and the global community;

- Significant improvements in financial management systems and processes;

- Complete conversion of all administrative software --- financial management, financial aid, student information system, academic system, alumnae and development system --- to a state-of-the-art software package that will support Trinity's financial and enrollment management goals for years to come.

Many other successes appear throughout this report, perhaps none so important or pervasive as the success of Trinity's faculty in adapting curricula and pedagogy for the new populations of students attending Trinity today.

While acknowledging many successes, this report is also candid and direct in acknowledging the many challenges that Trinity continues to face. Chief among these challenges are:

- Enrollment in all three schools continues to lag seriously in relation to strategic goals;

- Because of the enrollment lag, revenues are stagnant while expenses are increasing;

- The financial need of the large majority of Trinity students is a serious institutional strain;

- Trinity's aging facilities need considerable investment to meet contemporary academic and social demands.

Many more challenges arise from the critical needs that Trinity students bring to the university today, and the costs inherent in meeting those challenges --- money, time, talent, support services. Without a large endowment, dependent mostly upon tuition, Trinity works hard to find

creative ways to develop and deliver the high quality programs and services for which the institution is known, and that are the reason why students seek a Trinity education.

Chapter 1 of this self-study discusses the paradigm shift that took Trinity from a highly traditional Catholic women's college to the complex institution it is today, with a majority of low income students of color. This transformation has had its moments of destabilization and confusion for Trinity, but as the institution emerged from the 1990's, and with the help of strategic planning, Trinity has been able to embrace this change and move forward with creativity, resourcefulness and a deep sense of purpose.

Obviously, in reading this story, the ability to ensure a successful educational enterprise in the midst of so much change depended heavily on the talent and dedication of faculty and staff whose hard work ensured that the adaptation to change did not sacrifice instructional quality and effective service to new populations. With new student needs, new measures of success became necessary, and Trinity learned how to focus more carefully on outcomes.

Chapter 2 provides an overview of the academic assessment processes that are the core expectations of Middle States. Assessment at Trinity begins with the Admissions process and first enrollments, where entrance assessments in writing and mathematics help advisors to place students in appropriate courses during their first semester and first year at Trinity. These baseline assessment practices provide a foundation for future student growth and achievement. The faculty assess student learning in each course and in major programs, with the senior assessment as the final assessment process. Course syllabi and programs also tie their learning goals to Trinity's mission, so that the Middle States expectation of three levels for assessment --- institutional, programmatic and course --- can be fulfilled.

Chapters 3 and 4 of this self-study provide data and information on general education and the major programs. This is the heart of a Trinity education, and these are the places where the astute work of Trinity's faculty shines. Because many students come to Trinity from under-performing urban public schools, Trinity's faculty has a sizeable challenge in designing general education curricula and courses to meet the needs of under-prepared learners while also satisfying more advanced students. Related, the general education needs of adult learners in the School of Professional Studies are also different. As a result of this self-study, Trinity will undertake a comprehensive review of its general education curricula and course scheduling practices to ensure that all students at all levels have effective, appropriate opportunities to develop the platform of knowledge, skills and competencies that general education expects.

With regard to educational programs, both majors and related programs such as internships and service learning, the strength of Trinity's faculty is clear in the creative approaches to conventional disciplines and new content appealing to new populations. A more difficult issue appears in the low enrollments in some programs, and Trinity will need to address this issue effectively. Trinity also must address the problems posed by delays in the program review process. Faculty may well need additional professional development in the work of assessment, particularly program assessment.

Because Library and Information Resources are a vital part of Trinity's academic programs, *Chapter 4* also includes a synopsis of the Library assessment report.

Because the talent and dedication of Trinity's faculty is so essential to student success and institutional progress, this self-study devotes an entire chapter to the faculty, *Chapter 5*. In order to plan more effectively for the development of the faculty for the various schools and programs, and to develop policies more appropriate for the kinds of work that faculty do today, Trinity took an analytical look at the profile of faculty, deployment across the range of courses and programs, time and effort that could be measured through the course schedule as well as self-reported time and effort, compensation and professional development. With this analysis, Trinity now has a more comprehensive framework for planning future development of the size and scope of the faculty. Additionally, the analysis has raised important questions for personnel policy considerations in developing the new *Faculty Handbook*.

Chapter 6 discusses the assessment of student services including Academic Advising, Academic Support, Disabilities Services, Career Services and services for international students, along with Student Affairs and co-curricular life. The profile of Trinity's student body today requires more attention than ever before to the availability of broad-based student support services.

Chapters 7 and 8 are companion pieces focusing on other aspects of institutional assessment. *Chapter 7* addresses issues in Board and senior management assessment, Technology Services and Human Resources. *Chapter 8* focuses on Financial Resources, Fund Raising and Facilities.

Managing Trinity's finances is a considerable task, but one that Trinity has accomplished with great success thanks to the talent of the chief financial officer and her team, and the cooperation of all faculty and staff in the careful management of Trinity's resources. Developing new financial resources through fund raising and improved enrollments is obviously a major strategic goal for Trinity.

Chapter 9, the final chapter of the self-study, returns to the consideration of mission raised in the first chapter, and then develops the outline for the new strategic plan *Achieving Trinity 2010*. The plan is a draft, because the self-study and accreditation process are not complete. With the results of the visit team review and additional campus-wide discussion following the Middle States report, Trinity will complete the new strategic plan document even as the university prepares to launch the largest capital campaign in its history, the *Campaign for Trinity 2010*.

This accreditation moment truly lays the foundation for Trinity's future. If the task of accreditation is to ask an institution of higher learning to assess its present work with candor and rigor, and to articulate a future vision with confidence and conviction, Trinity believes it has more than fulfilled those expectations with this self-study report. Trinity looks forward to discussing this report with the Middle States visiting team, and expresses gratitude in advance for the time, talent and wisdom the team will share with Trinity.

A Note About the Self-Study Process

Many members of the Trinity community participated in myriad ways in the self-study process. In the Spring of 2004, President McGuire provided an overall charge to the faculty and administration for self-study preparation, and appointed Vice President for Academic Affairs Dr. Sue Blanshan and Associate Professor of Communication Dr. Brad Mello as co-chairs. The Self-Study Steering Committee consisted of the chairs of all faculty committees, members of the Senior Staff and other members of the administrative teams responsible for working groups for the self-study.

Early on in this process, Trinity established the "Middle States Clearinghouse" on Trinity's website in order to have a central location for documents, reports and other materials essential to the self-study. This was the first time that Trinity could use technology effectively in the accreditation process, and the website proved to be an invaluable resource for research and communication among all those working on the self-study.

To access Trinity's Middle States Clearinghouse website, team members should go to Trinity's home page, www.trinitydc.edu Scroll to the bottom left-hand corner and click on the "Quick Links" dialogue box, where a popup menu will appear. Click on "Middle States Clearinghouse" to go to the home page of that section. Click on "here" at the top of that page, and when the popup box asks for the user ID and password, enter:

User ID - trinityweb Password: middlestates

From there the navigation should be intuitive.

Many reports from all departments and programs support this self-study. This report refers to documents that are available on the website and in the Document Room. Trinity has organized these documents in the sequence in which the references appear in the chapters. Should the review team need the documents in another format, or should additional documents be necessary, Trinity will be happy to provide them according to the team's requests.

Trinity created the Design for Self-Study in Fall 2004, and Middle States reviewed and approved the Design. When the Self-Study draft emerged in October 2005, Trinity posted the draft publicly on the website and invited all students, faculty, staff and members of the campus community to read and respond to the draft. These comments were captured in a special "Middle States Mailbox" on the email system. Additionally, faculty and staff broadly reviewed the sections pertinent to their work and made significant additional contributions to the text.

The final self-study is the product of many different collaborators all of whom worked diligently to try to provide a 'one voice' document for the readers. Trinity acknowledges that this self-study is lengthy. However, the comprehensive nature of this review, combined with the very important issues that Trinity has analyzed, made brevity difficult.

The assessment and strategic planning work represented in this self-study are ongoing processes at Trinity. Hence, while this document captures data and reports as of January 2006, additional materials may emerge in the months leading up to the team visit in April 2006. Trinity will make every effort to update this report with addenda and additional data as necessary.

Trinity invites the Middle States Team to request any additional information at any time, including prior to the visit as the team may wish.

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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 Billiart (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

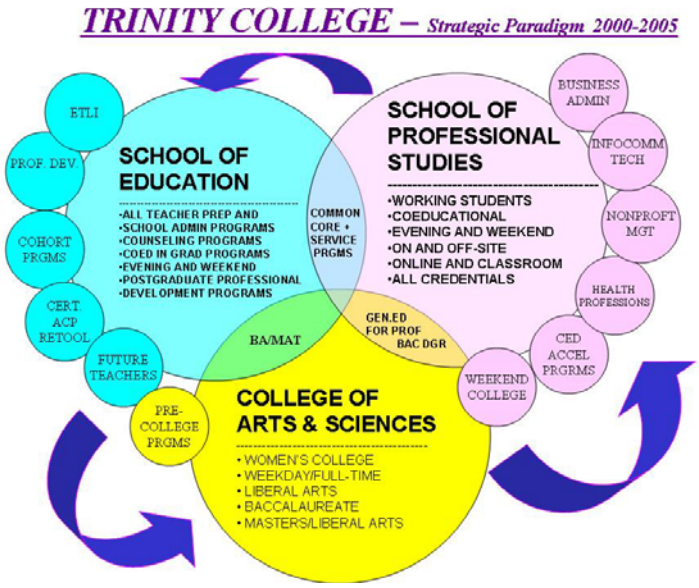


CHART 1.1:
Strategic Organization
Beyond Trinity 2000

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 apace 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.

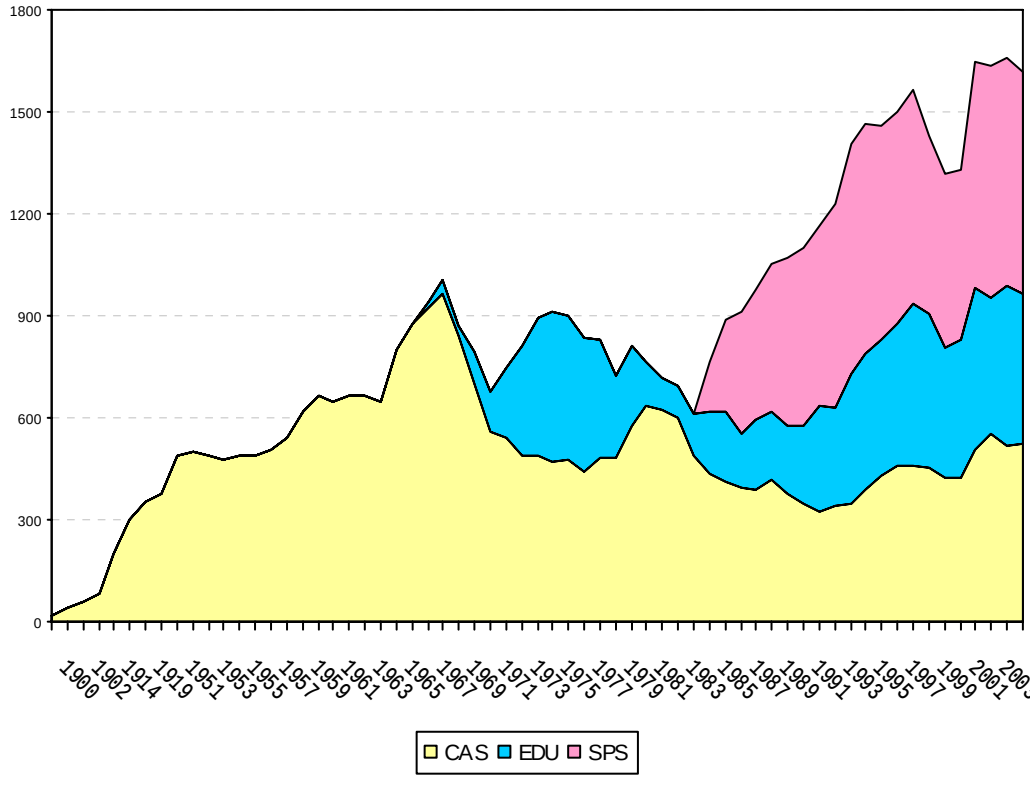


CHART 1.2:
1900-2005
Fall Headcount
Enrollments

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.

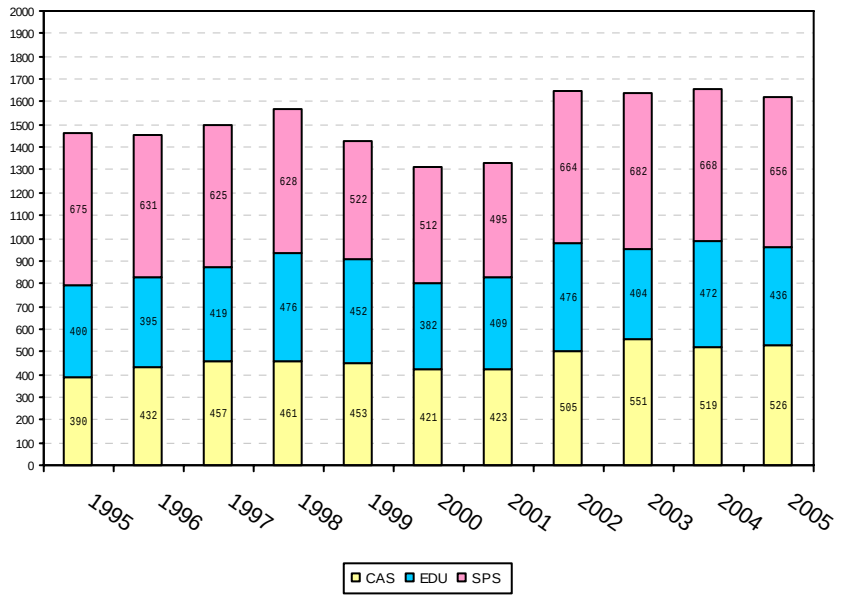


CHART 1.3:
1995-2005
Fall Headcount
Enrollments
By School

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) +
Cedar Crest College (Allentown)
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) +

+ = Catholic
# = went coed in last 5 yrs

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).

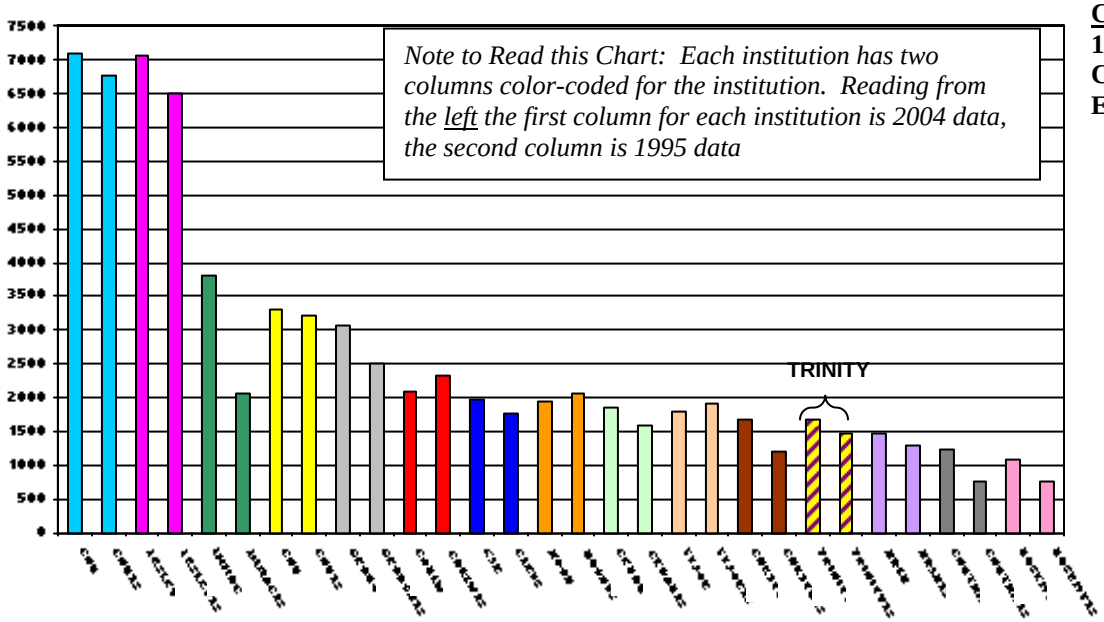


CHART 1.4: 1995-2004 Cohort Total Enrollment

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

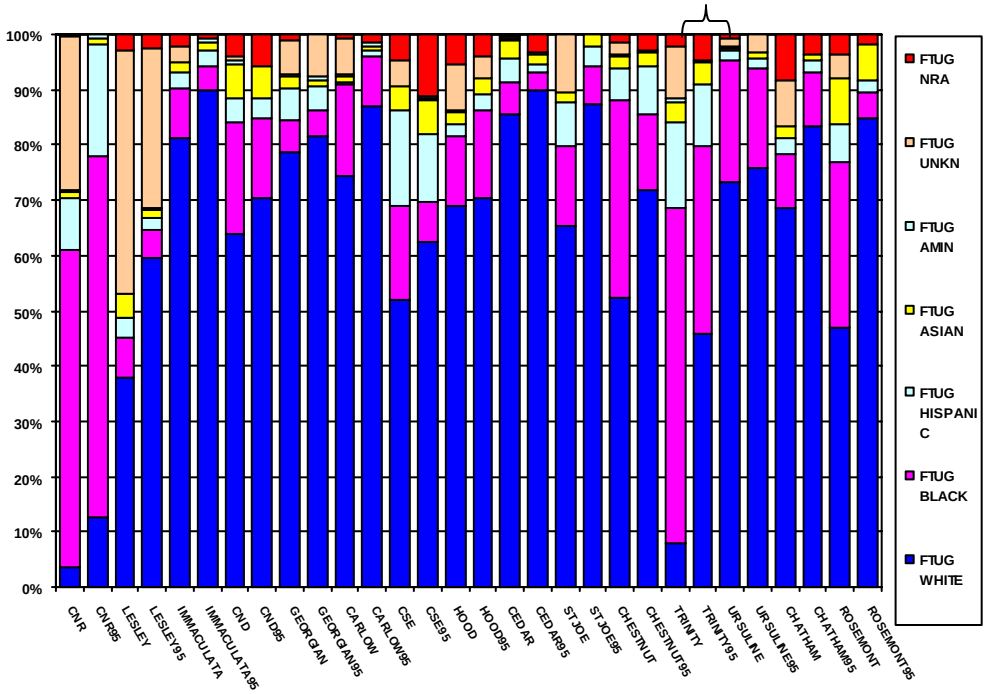


CHART 1.5: 1995-2004 Cohort Race/ Ethnicity Profile

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.

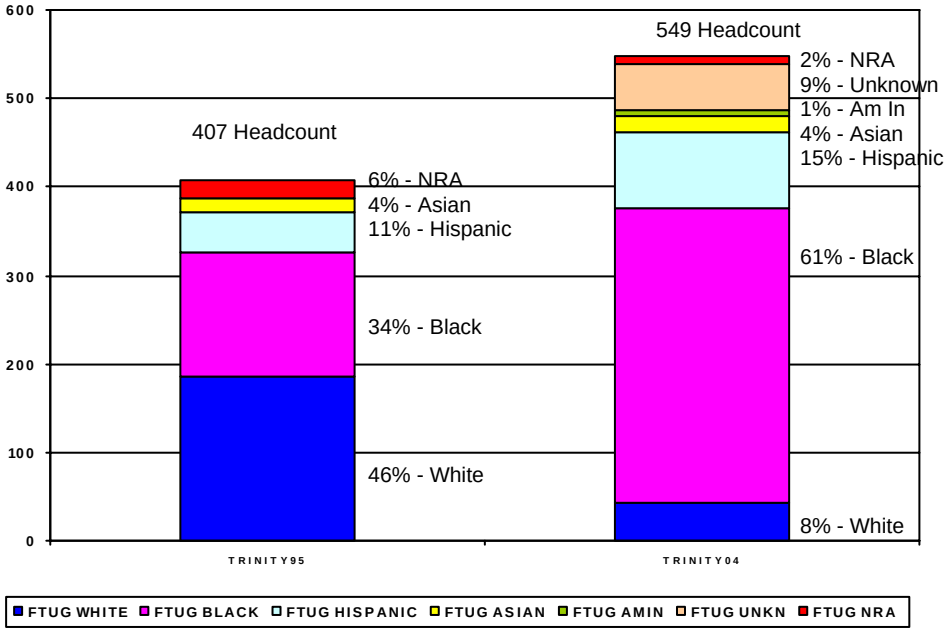


CHART 1.6: 1995-2004 Trinity Profile Change – Full-Time Undergrads

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.

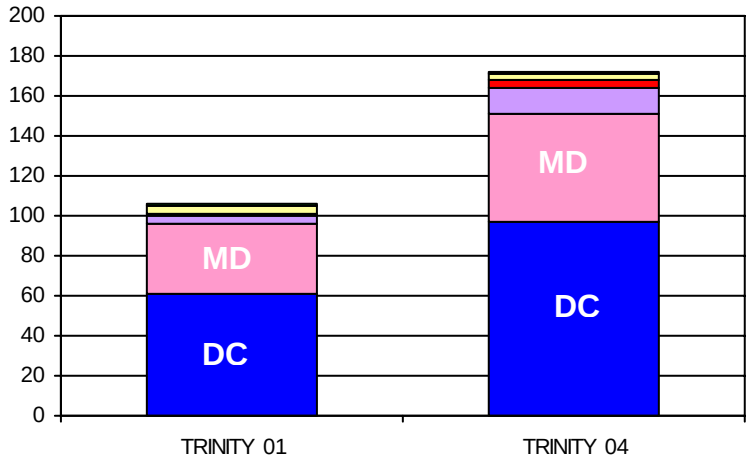


CHART 1.7: 2001-2004 Residence of First Time First Year Students

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.

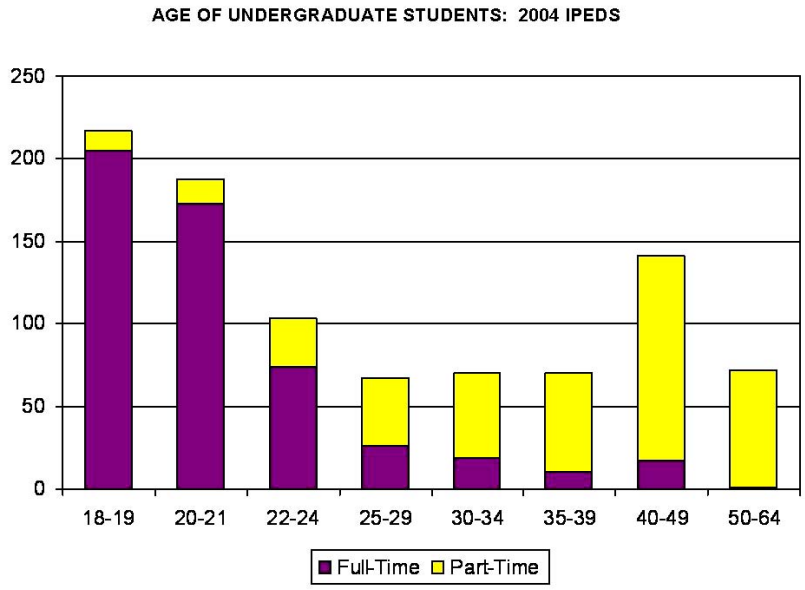


CHART 1.9:
2004
Age Distribution of Undergraduates
(Most full-time students are in CAS; Most part-time students are in SPS)

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.

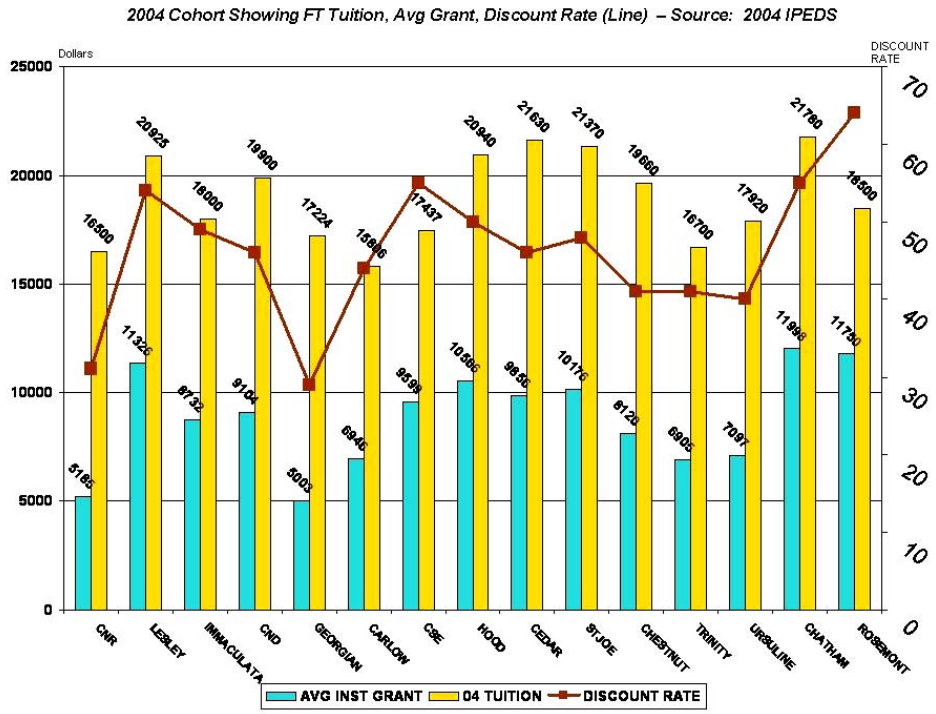


CHART 1.10:
2004 Tuition, Institutional Grant Discount Rate Based on Full-Time Tuition Discounts

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	% 1st 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.

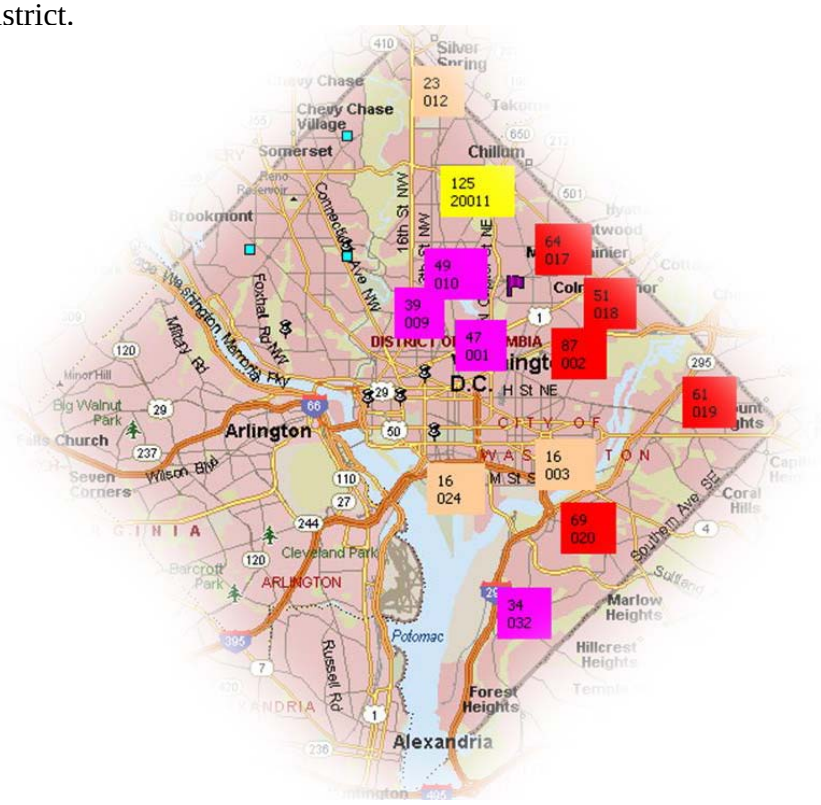


CHART 1.12
Map of DC with flags showing concentrations of Trinity students by zip code in these proportions:

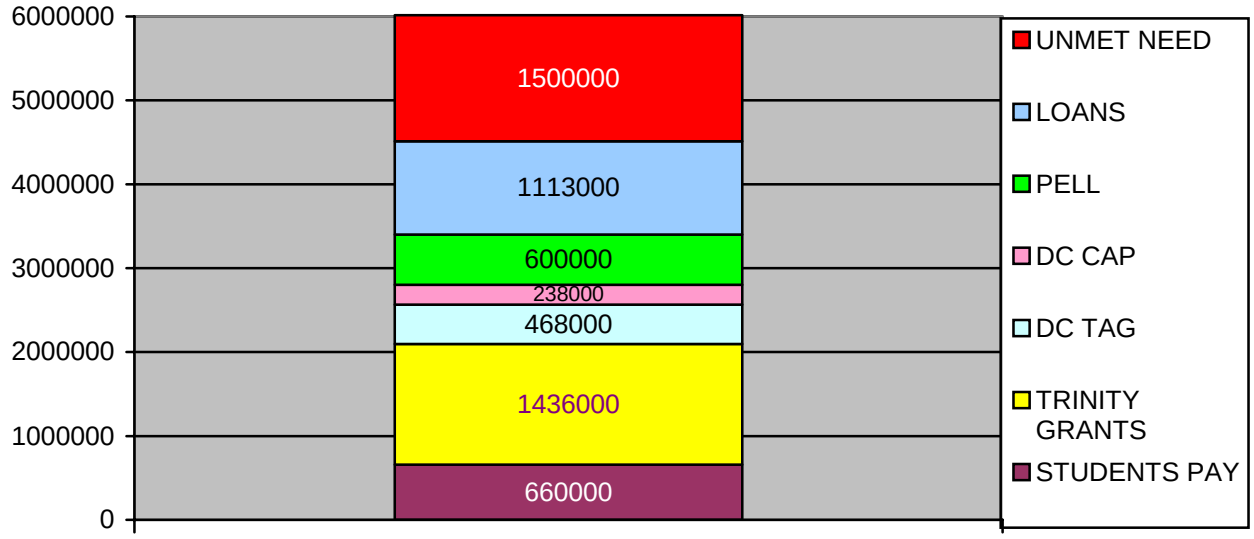
Yellow > 100 students
Red > 50
Pink > 25
Tan < 25

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 show in the dark blue (Trinity) and lighter blue (CW) lines.

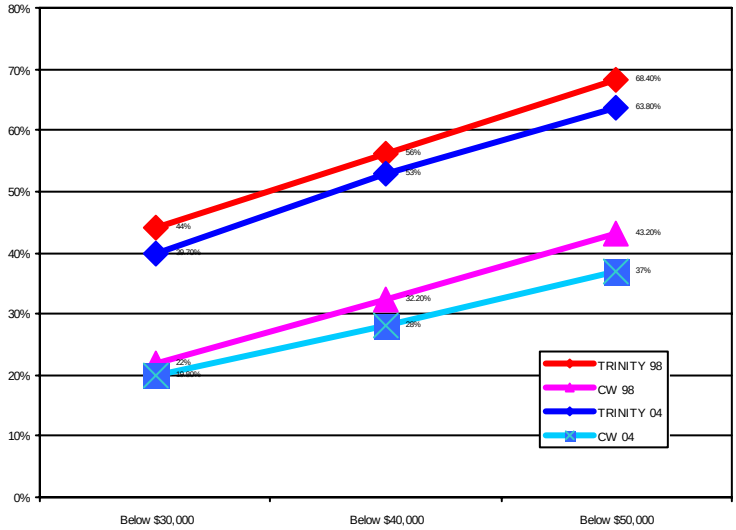


CHART 1.14
CIRP DATA

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:

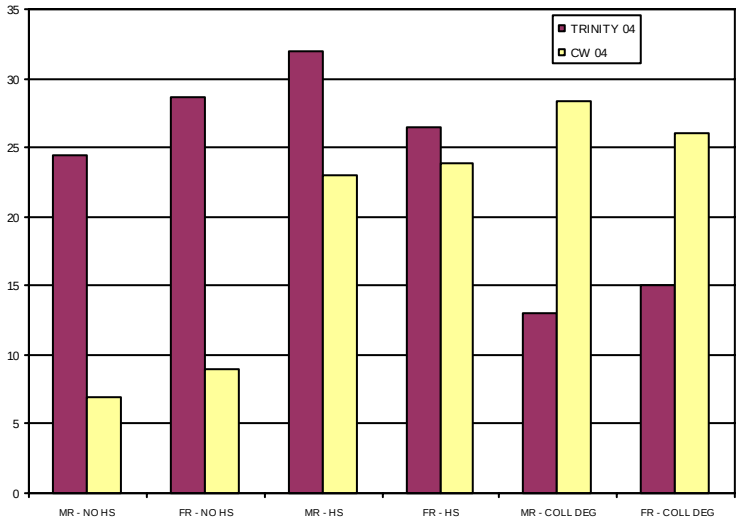


CHART 1.15
CIRP Data
2004

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:

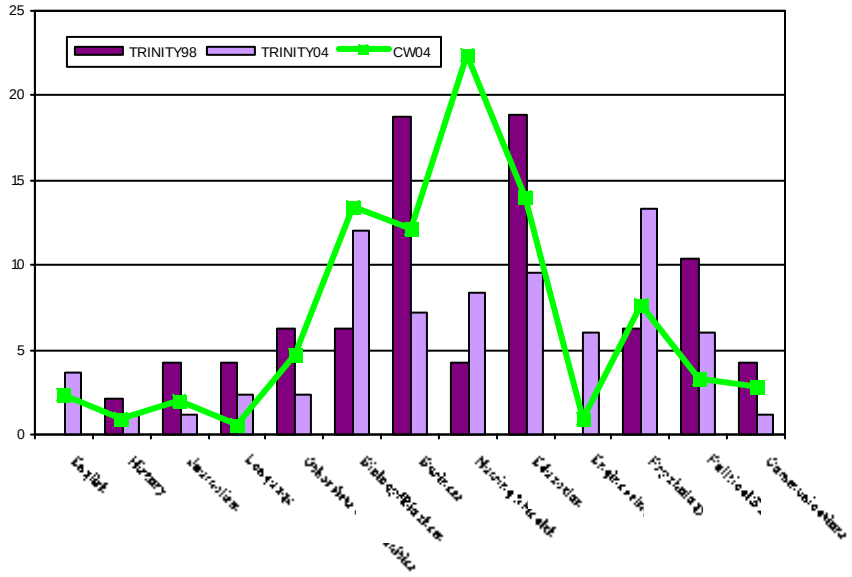


CHART 1.16
CIRP Data

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.

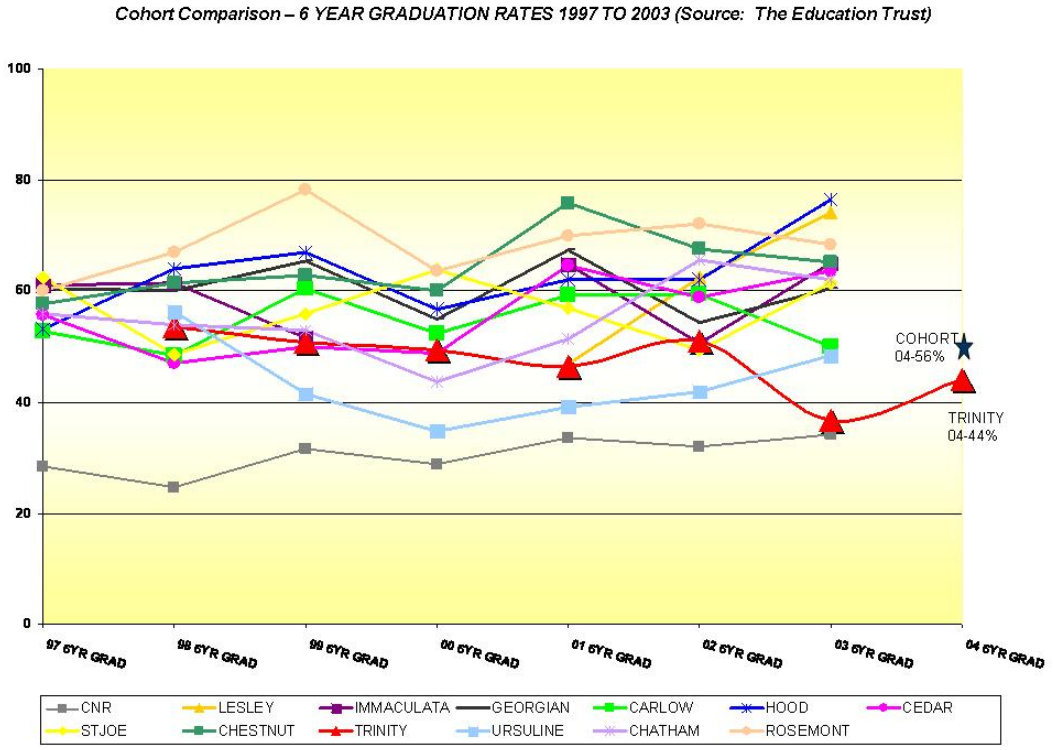


CHART 1.17: 1997-2004 COHORT 6-YEAR GRADUATION RATES

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?

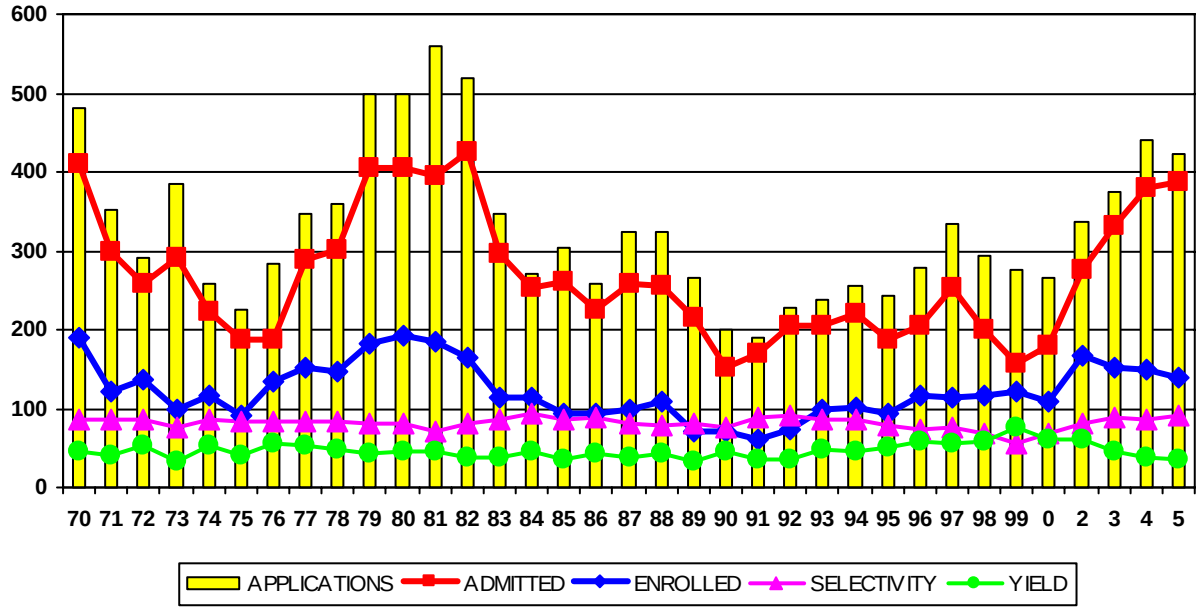
- ✓ What facilities improvements would have the greatest impact on enrollments?

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.

CHART 1.19: TRINITY FULL-TIME APPLICATIONS, ACCEPTANCES, ENROLLED RETROSPECTIVE 1970-2005



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

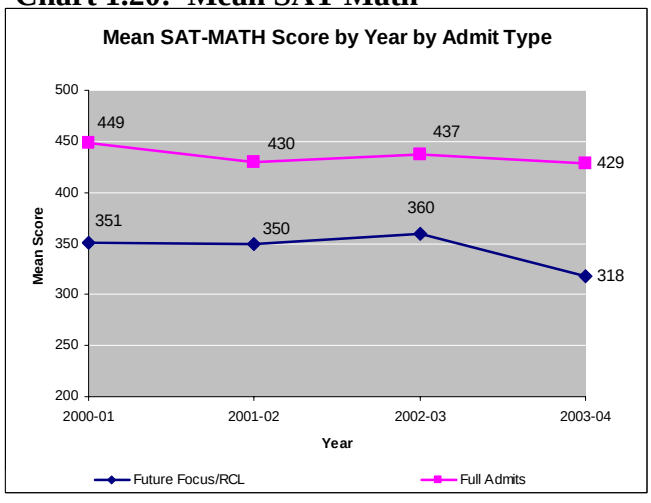
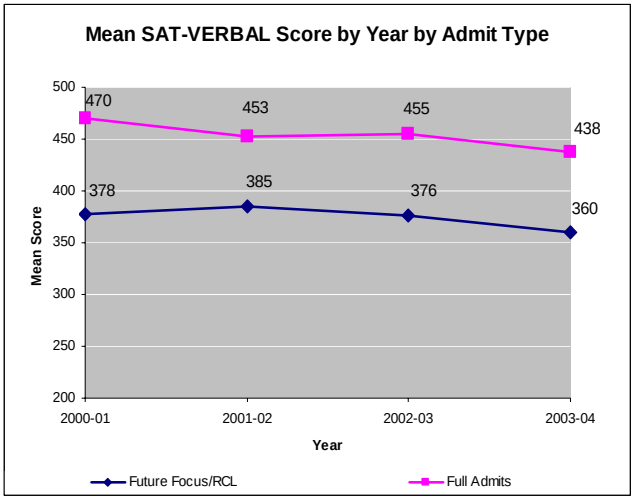


Chart 1.21: Mean SAT Verbal



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.

CHAPTER TWO: ASSESSMENT OF STUDENT LEARNING

Characteristics of Excellence:

Through this chapter Trinity will demonstrate compliance with these Middle States standards:

Standard 1: Mission and Goals
Standard 6: Integrity
Standard 7: Institutional Assessment
Standard 11: Educational Offerings
Standard 12: General Education
Standard 14: Assessment of Student Learning

I. INTRODUCTION

As the first chapter of this self-study makes clear, Trinity's paradigm shift has resulted in a rich and diverse student body. The changing student profile presents complex challenges as well as wonderful opportunities to educate traditionally-underserved constituencies. The paradigm shift requires ongoing adaptations in curricular design and delivery; in pedagogy and teaching styles; and in academic advising and support services. Serving the citizens of the Washington, D.C. metropolitan area with mission and passion, Trinity is committed to redesigning its curricula, teaching, and advising to help its students succeed academically. To pursue its mission effectively, Trinity's assessment of student learning must reflect and respond to the paradigm shift.

Throughout this chapter and subsequent chapters in this self-study, the creative work of Trinity's faculty and staff is noteworthy. Success in this endeavor has required significant change in the construction of courses and syllabi, pedagogy and academic advising, student support services and information systems. The hard work, ingenuity and dedication of Trinity's faculty and staff have made Trinity's successful adaptation to the paradigm shift possible.

Learning assessment at Trinity measures student progress from matriculation to graduation. Entrance assessments, conducted as students begin at Trinity, provide baseline data for evaluating their initial knowledge and skills. As students progress through their programs of study, Trinity collects additional data. For example, surveys are used to assess the impact of the first year experience on students' academic foundations and level of engagement. Trinity also measures achievement of student learning goals through course embedded assessments, academic program reviews, and transcript analysis. As students complete their education, Trinity employs a variety of measures to assess summative learning. For instance, major programs evaluate student learning outcomes through their capstone courses, senior seminars, comprehensive examinations, and student portfolios.

A shared vision and common set of characteristics link all these assessment activities. First, in keeping with Middle States Standard 1, learning assessment at Trinity is mission-driven. In every context where assessment takes place, the assessment questions posed, and the learning goals

articulated, reflect Trinity's mission and educational philosophy. Second, in keeping with Middle States Standard 14, learning assessment at Trinity is student-centered. It is built upon understanding and respect for the specific educational needs, challenges, and aspirations of Trinity's distinctive student populations. Third, in keeping with Middle States Standard 11, learning assessment at Trinity is broadly-defined. It seeks to measure the totality of students' learning experiences—their development of foundational skills, their mastery of advanced knowledge, their cultivation of civic and professional experience, and their integration of skills, knowledge, and experience into a coherent whole. Fourth, in keeping with Middle States Standard 7, learning assessment at Trinity is collaborative. Faculty and administrative staff work together to design and carry out assessment activities. Finally, in keeping with Middle States Standard 14, learning assessment at Trinity is results-oriented. Its purpose is to illuminate both achievements and problems in ways that help Trinity improve teaching and learning.

Within the context of the shared assessment vision and the university-wide paradigm shift, Trinity's collegiate units each have distinct goals, programs, and student populations. The College of Arts and Sciences (CAS) helps women develop the knowledge, skills, and confidence to become leaders through undergraduate programs that combine a strong foundation in the liberal arts with experiential learning. The School of Professional Studies (SPS) supports the professional advancement of working men and women through liberal arts-grounded, career-focused programs at the undergraduate and graduate levels. The School of Education (EDU) serves educators in all stages of their careers through co-educational teacher certification programs as well as graduate programs in counseling, teacher preparation, curriculum design, and administration.

Learning assessment in the three collegiate units is tailored to each school's goals, programs, and students. Assessment in CAS and in SPS undergraduate programs measures students' acquisition of college-level academic proficiencies and subject-area knowledge. Meanwhile, assessment in SPS and EDU graduate programs evaluates students' mastery of advanced knowledge and skills appropriate to the program. SPS graduate assessment is conducted through course-level evaluations and the program review process, while EDU graduate assessment is structured to meet the accrediting requirements of NCATE.[1]

This chapter will focus on the assessment of undergraduate student learning. Though the undergraduate programs in CAS and SPS serve distinct student populations and are delivered through separate formats, they offer the same degrees (B.A. and B.S.) and share fundamental learning goals. Therefore, it is appropriate to assess educational outcomes across the undergraduate student body.

Assessment of undergraduate student learning is a complex and multi-faceted task. As Middle States recognizes in Standard 14, institutions need not assess every student learning goal every year. Each institution is guided by its own mission and priorities to choose which assessment tasks to perform, within what time frame, and for what purpose. In fact, institutional-level assessment must be strategically selective, focusing on the student learning outcomes deemed most critical to the

[1] The School of Education also offers undergraduate majors in CAS and SPS. Assessment of undergraduate education majors' general education coursework takes place through CAS or SPS, while their upper-level work is assessed according to NCATE standards.

current phase in the institution's evolution. Accordingly, Trinity has developed a student learning assessment plan that reflects its commitment to the success of the particular student populations it serves. The plan presently focuses on a carefully-chosen sub-set of the institution's learning goals: those dealing with writing ability, quantitative ability, and information literacy.

These particular learning goals have been selected in order to track Trinity students' developmental trajectory for key academic skills. A focus on these key academic skills provides a platform for assessing student progress across the curriculum. Bright and capable students come to Trinity to realize their hopes and dreams. Many are coming from high schools that have ill prepared them for collegiate work. Others are arriving after an interruption of years in their educational progress. Assessing and developing these key academic skills provides the basis for leveling the educational playing field. Academic confidence is as important to a student's success as her motivation to achieve her degree. Writing, quantitative, and information literacy skills are confidence builders as well as building blocks for advanced academic work. First generation college students do not necessarily have the resources for developing these academic skills in their community or family contexts. Trinity's early and continuing emphasis on key academic skills provides academic "insurance" for degree progress and life-long learning.

This chapter outlines a plan for assessing undergraduate student learning outcomes in writing, quantitative skills, and information literacy. The first section presents a more detailed statement of the plan's learning goals. The second section provides a rationale for the selection of these foundational goals. This is followed by a review of ongoing data collection and a set of proposals for filling gaps in the data. The final section summarizes findings from the outcomes data and discusses how these findings have been used to improve undergraduate teaching and learning in the areas of writing, information literacy, and quantitative literacy.

The following chapters address other dimensions of student learning assessment at Trinity. Chapter 3 focuses on Trinity's general education curricula. It analyzes whether the current design and delivery of general education curricula provide the most effective means to achieve their learning goals. Chapter 4 covers the assessment of other educational programs and offerings, including graduate programs in the School of Professional Studies as well as experiential and service learning programs. Information on the School of Education's student learning assessment is found in the NCATE accreditation materials, which are available online and in the Document Room.

II. TRINITY'S STUDENT LEARNING ASSESSMENT PLAN: GOALS AND RATIONALE

A. Student Learning Goals

Trinity has articulated the following goals for the focus of its institution-wide undergraduate student learning assessment:

Writing Goals:

1. The student is able to organize, draft and revise written documents effectively.
2. The student is able to write for a variety of audiences and purposes.
3. The student makes a logical written presentation.

4. The student writes clearly, concisely and precisely in a variety of formats.

Information Literacy Goals (adapted from the Association of College and Research Libraries [ACRL] Standards):

1. The student "is able to determine the nature and extent of information needed"
2. The student "accesses needed information effectively and efficiently"
3. The student "evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system"
4. The student "uses information effectively to accomplish a specific purpose"[2]

Quantitative Literacy Goals (adapted from the Mathematical Association of America [MAA] Standards):

1. The student is able to "interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them"
2. The student is able to "represent mathematical information symbolically, visually, numerically and verbally"
3. The student is able to "use arithmetical, algebraic, geometric and statistical methods to solve problems"[3]

B. Rationale

Trinity's mission and student profile make it imperative to focus upon learning goals whose assessment can document student success in transitioning from pre-collegiate to college-level proficiencies. As previously discussed, many students arrive at Trinity with insufficient academic preparation and/or significant time lapses in their educational careers. The bimodal age distribution of Trinity undergraduates warrants a focus on student learning goals that address both the under-preparedness of recent high school graduates, and the need to refresh the prior classroom learning of older students who have been out of school for a period of time.

A substantial proportion of Trinity students attended high school in the District of Columbia, where residents have some of the lowest average SAT scores in the nation in both math and verbal skills. It is clear from many sources (including admissions essays, English and math placement tests, first semester grade reports, advising sessions, and tutorial needs) that many entering students show academic weakness in these areas. As retention and completion issues have become more challenging for Trinity, assessment reveals that writing, analytical, and quantitative skills are critical for success in both first year courses and in upper level curricula. While Trinity students have the ability and motivation to learn, Trinity must help them realize their aspirations by providing effective instruction in the skills that are crucial building blocks for persistence and success in college.

[2]Association of College and Research Libraries, "Information Literacy Competency Standards for Higher Education," http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm.

[3] MAA standards referenced in: Marcia Davidson and Gary McKinney, "Quantitative Reasoning: an Overview." *Dialogue* (Western Washington University), http://www.ac.wwu.edu/~dialogue/issue8.html.

The growing proportion of Trinity students for whom English is a second language intensifies the importance of assessing, and addressing, students' reading, writing and information literacy skills. For students who are striving to master the English language, the processes of accessing and evaluating information, and composing written work, present double challenges. As an institution whose pedagogy and assessment instruments were designed for native English speakers, Trinity needs to develop new models for instruction and evaluation.

Between 2002 and 2005, more than two-thirds of the students admitted into the College of Arts and Sciences needed developmental coursework to improve their writing skills before enrolling in college-level composition. Depending upon their initial placement, these students required either two semesters of developmental coursework (Grammar and Writing Workshop, followed by Introduction to College Writing) or one semester (Introduction to College Writing) before taking College Composition.

CHART 2.1: Composition Placement Results by Academic Year

	N	***Grammar and Writing Workshop***	***Introduction to College Writing***	*College Composition*	*Honors English Seminar*
2002-2003	190	**31%**	**44%**	20%	5%
2003-2004	191	**24%**	**49%**	19%	8%
2004-2005	200	**15%**	**49%**	32%	5%
Grand Total	583	**23%**	**47%**	24%	6%

During that same period, entrance assessments identified more than half of incoming students as needing instruction in basic algebraic principles and operations before enrolling in collegiate mathematics.

CHART 2.2: Mathematics Placement Results by Academic Year

	N	***Intermediate/ Basic Algebra***	*Elementary Mathematical Modeling/ Foundations of Mathematics*	*Pre-Calculus/ Calculus*
2002-2003	199	**59%**	19%	22%
2003-2004	210	**63%**	18%	19%
2004-2005	200	**57%**	21%	23%
Grand Total	609	**60%**	19%	21%

A cross-tabulation of mathematics and English placement test results reveals the scope of the challenges facing many incoming Trinity students. More than three-quarters of incoming students place into at least one developmental course in math or English. Approximately half of incoming students in the College of Arts and Sciences require additional academic support and instruction in both of these foundational areas.

CHART 2.3: Skill Needs by Academic Year, Percentage Table

	N	*None*	*English Only*	*Mathematics Only*	*English and Mathematics*
2002-2003	184	16%	9%	25%	50%
2003-2004	181	13%	13%	23%	51%
2004-2005	183	22%	12%	21%	44%
Grand Total	548	17%	11%	23%	49%

Trinity is dedicated to bridging the gap between students' initial level of academic preparedness and college level work in writing and critical and quantitative reasoning. Increased understanding of these key student learning outcomes through systematic measurement is essential to Trinity's efforts to promote student success.

C. Assessment Questions

Several questions drive Trinity's work to assess and improve student learning outcomes in the areas of writing proficiency and quantitative and information literacy:

1. Are students' initial writing, quantitative and information literacy proficiencies accurately assessed so that their needs can be appropriately met?

2. How effective are developmental courses and other first-year offerings in aiding students' academic transition into college, and how are they contributing to students' foundations in the areas of writing, quantitative, and information literacy proficiencies?

3. Do upper-level course and program offerings enable students to build upon these foundational skills?

4. Upon graduation from Trinity are students proficient in the areas of writing, quantitative literacy and information literacy?

Assessment is a dynamic process, not a static one. Therefore, the above goals and questions may change as Trinity continues to assess its curricular offerings. Trinity's aim is to develop an assessment process that is focused on institutional improvement while flexible enough to respond to increased understanding and new questions.

III. CURRENT AND PROJECTED DATA COLLECTION

A. Current Data Collection

Trinity's undergraduate learning assessment plan is a work in progress, with some components fully operational, some in their pilot stages, and others in the planning phase for future implementation. In keeping with Middle States Standard 7, which calls for use of multiple data sources, the institution currently collects a wide range of qualitative and quantitative data that provide both direct and indirect measures of students' learning throughout their academic careers. At the course and program levels, measurement of student achievement is ongoing through course-embedded assessment and regularly-scheduled program reviews. In addition, locally developed and nationally benchmarked surveys, such as the Trinity Career Services Graduation Survey and the Noel-Levitz College Student Inventory, are routinely administered institution-wide.

Trinity's assessment plan is designed to link these ongoing assessment efforts with other available but as-yet untapped data in ways that will permit richer, more complete assessment of student learning outcomes. Where possible, Trinity has worked to ground the plan in existing practice, in

accordance with Middle States' observation that "in developing their assessment plans, institutions should begin…with those assessment measures already in place" (Standard 14). Writing, quantitative literacy, and information literacy are educational outcomes that are already formally articulated at several levels within the institution, and are the foci of ongoing assessment efforts at the course, program, and institutional level.

1. General Education

The structure of Trinity's general education curricula supports an institutional focus on writing, quantitative literacy, and information literacy. Writing, quantitative literacy, and information literacy are a subset of the learning objectives articulated by the Foundation for Leadership Curriculum (FLC), the general education program in the College of Arts and Sciences. These skills are learning objectives in specific courses required by both the FLC and the Core Curriculum (Core), which is the general education program in the School of Professional Studies.

Upon completion of their FLC requirements, students are expected to be able to "Write clearly, coherently, persuasively and logically" and "use quantitative analysis and reasoning." Information literacy is not articulated as a separate goal of the curriculum, but several of the FLC goals speak to the importance of information literacy, including reading with critical analysis, and applying the methods and techniques of scientific inquiry.

Unlike the FLC, the Core curriculum does not state its goals in terms of specific student learning expectations. However, there is considerable overlap between courses satisfying the FLC and the Core: both curricula require students to complete College Composition (ENGL 107) and either Elementary Mathematical Modeling (MATH 108) or Foundations of Mathematics (MATH 109), courses designed to provide students with foundational writing, information literacy, and quantitative skills.

- **College Composition** is designed to further students' ability to compose persuasive thesis-driven essays. Upon completion of the course, students will be able to produce fully-developed research papers, critically analyze college-level texts, and identify and cite sources.

- **Elementary Mathematical Modeling** builds on students' understanding of algebraic principles and emphasizes the application of mathematical functions to explore real-world data and phenomena; **Foundations of Mathematics** also expands on students' understanding of algebra to explore logic, probability and statistics.

2. Course and Program-Level Assessment

Trinity's faculty are committed to writing, quantitative literacy and information literacy in ways that go well beyond the general education requirements. A review of ongoing assessment practices revealed that writing, quantitative literacy, and information literacy are central to ongoing assessment efforts across programs in the College of Arts and Sciences and the School of Professional Studies.

Middle States Standard 14 states that institutions must articulate student learning expectations at the institutional, program, and course levels; institutions must also ensure that expectations are consonant and mutually reinforcing across those levels. At Trinity, all academic programs are expected to translate university priorities into locally specific goals. For example, Trinity has directed the faculty to articulate student learning objectives that are reflective of the institution's mission and goals within each course syllabus. In response, many faculty members have revised their syllabi to specify more concrete and measurable expectations for student learning. An analysis of the ways in which course syllabi articulate student learning goals is available in the Document Room.

Additionally, the program review process (discussed in detail in chapter four) is designed to ensure that expectations of student learning are clearly articulated at the program level and that those expectations are consistent with the mission of the university, while allowing programs the freedom to develop assessment strategies that are locally meaningful. For its review, each program selects and measures learning objectives that are both important to the program and reflective of Trinity's mission and goals.

As part of Trinity's Self-Study, the Office of Academic Affairs reviewed program assessment reports submitted between 2000 and 2005, during which twenty-one undergraduate programs participated in the review process. Goals addressing writing skills, information literacy, and quantitative literacy were strongly represented in these reports, attesting to the university-wide focus on addressing and assessing these goals. Several programs identified writing, quantitative, and information literacy competencies as being among the most important to their continued efforts to improve student learning. 38% of programs elected to focus their assessment efforts on goals related to writing proficiency, including several science and social science programs. 38% of programs also stated student learning goals involving quantitative literacy. Finally, 71% of programs assessed student specific information literacy goals, reflecting the crucial role that information literacy skills play in virtually all disciplines. A breakdown of these goals by program is available in the Document Room.

Many programs evaluate students' writing skills, information literacy, and quantitative literacy not only through program reviews but also through the Senior Assessment process. Although each program's Senior Assessment primarily measures its majors' discipline-specific knowledge, many programs also evaluate writing, quantitative, and research skills as part of their Senior Assessment. All programs require written work for the Senior Assessment, whether in the form of a thesis, written comprehensive exam, research paper, and/or student portfolio. At least five programs require quantitative analysis as part of their Senior Assessment, and at least eight require research projects or papers that incorporate information literacy skills.

3. Institution-Wide Surveys

Trinity conducts a range of nationally benchmarked and locally developed surveys that collect information relevant to students' academic achievement in the areas of writing proficiency and information and quantitative literacy. These surveys include:

- Trinity Entrance Assessments: Composition, Mathematics

- CIRP (Cooperative Institutional Research Program) – First Year CAS
- CSS (College Student Survey) – Seniors
- CSI (College Student Inventory) – Future Focus First Year
- First Year Initiative
- CoRAL Community-Based Learning Survey – First Year
- NSSE (National Survey of Student Engagement) – First Year, Seniors
- Graduation Survey – Seniors

The first institutional assessments, conducted as students begin at Trinity, generate baseline data on writing and quantitative ability. In addition, Trinity conducts surveys in which entering students self-report their ability levels with respect to writing, quantitative literary and aspects of information literacy. As students progress through their foundational coursework, Trinity collects additional data. For example, transcript analysis is utilized to study completion time and grade distribution for general education requirements, including student writing and quantitative literacy skills. Finally, when students complete their undergraduate education, Trinity employs a variety of measures to assess summative learning, including graduating student surveys and Senior Assessments.

B. Areas for Improvement in Data Collection and Assessment

Historically, data collection and assessment efforts have focused on students in the College of Arts and Sciences. The national benchmarking surveys used by Trinity were better suited to collect information on "traditional" students --- recent high school graduates pursuing their degree at a residential college. These surveys were not as appropriate for the working adults who attend SPS, and were not administered to SPS students. To rectify this disparity, Trinity has begun modifying assessment practices to facilitate assessment of all undergraduates. For example, Trinity has begun to develop instruments for SPS that parallel the national instruments administered to students in the College of Arts and Sciences, such as the entering student survey and a graduating student survey. The graduating student survey was first administered in May 2005; the entering student survey will be administered to incoming students at the start of the 2006-07 academic year. These efforts are crucial to ensure that Trinity understands the learning needs of its two undergraduate student populations equally well. They also help ensure Trinity's fulfillment of Middle States Standard 11, which calls for "practices that are appropriate to and supportive of adult learners."

In addition, beginning in Fall 2005, students in the School of Professional Studies have been required to take a mathematics and English placement exams, unless they are transferring credit to fulfill requirements in these areas. The data collected from these exams will enable Trinity to gain a fuller, more complete picture of incoming student needs and abilities, and will facilitate the more effective placement of SPS students in writing and quantitative courses.

In both the College of Arts and Sciences and the School of Professional Studies, indirect measures of student learning such as surveys must be supplemented through more effective institutional-level collection and analysis of data that directly demonstrate student learning outcomes. Trinity extensively surveys its students' perceptions of what they are learning. For example, items addressing general education learning outcomes were recently added to the Trinity-wide course evaluation instrument. However, such self-reported data are not sufficient to demonstrate student learning. They only become meaningful when analyzed in conjunction with data from other sources.

Trinity is therefore beginning to aggregate and analyze direct measures of student learning. For instance, math and English placement data had not been evaluated over time or across the institution before 2005. In Fall 2005 Trinity updated its student records system, making possible more comprehensive assessment of student skill development in writing and quantitative reasoning. The Office of Academic Affairs conducted a preliminary assessment of incoming student ability in mathematics and English, connecting placement results to student transcript data. A summary of the analysis is presented in the following section.

IV. RESULTS OF STUDENT LEARNING ASSESSMENT

A. Establishing a Baseline: Entrance Assessments

Assessment Questions	1. Are students' initial writing and quantitative proficiencies accurately assessed so that their needs can be appropriately met? 2. How effective are developmental courses in aiding students' academic transition into college, and how are they contributing to students' foundations in the areas of writing, quantitative, and information literacy proficiencies?
Data Sources	1. Placement Data i. Mathematics ii. English 2. Course evaluations 3. Transcript Data i. Enrollment and completion, Composition and Mathematics courses ii. Earned GPA, Composition and Mathematics courses iii. Midterm and cumulative GPA, Fall and Spring 4. Enrollment and Registration Data i. Current enrollment status ii. Full-time versus part-time
Proposed Timeline	Annual

Trinity evaluates incoming undergraduates in terms of writing and mathematical ability. Student performance on math assessment tests results either in their placement in a collegiate preparatory math course (Math 101 or Math 103) or in a math course fulfilling the general education requirement. Students must place out of, or successfully complete, Math 101 or 103 before enrolling in Math courses that fulfill the general education requirement. Similarly, students' performance on writing assessments results in their placement in one of several courses in Trinity's writing sequence. Students with the greatest writing development needs are initially placed in ENGL 103 (Grammar and Writing Workshop) which they must complete with at least a grade of "C" before taking ENGL 105 (Introduction to College Writing). Students who are initially placed in ENGL 105 must earn at least a "C" before enrolling in ENGL 107 (College Composition), which fulfills the general education writing requirement. Students with a higher level of proficiency place directly into College Composition or the Honors first-year writing seminar.

Entrance assessments can play a crucial role in Trinity's student learning assessment plan. They provide invaluable information on the learning needs and knowledge gaps of entering students; they help place students in courses most appropriate to their knowledge levels; they direct academic support resources to their most critical uses; and they allow Trinity to track students' progress in achieving learning goals over time. By analyzing student success in the classes they initially place into, and by relating students' initial placements to their eventual completion of higher-level courses, Trinity can assess how well its entry-level courses are serving student needs and preparing students for further academic progress.

Trinity has only recently begun to analyze student placement and academic success data in a systematic way. Preliminary analysis indicates that entrance assessments accurately place students into the courses most appropriate to their incoming skill levels. For example, 82% of students who placed into ENGL 105 in Fall 2004 received passing grades (A's, B's, or C's), while in Fall 2005, 89% of those completing the course received a grade of C- or above. Preliminary analysis also reveals that students who initially place into developmental writing and math courses are almost as likely to go on to earn academic credit in the general education composition and mathematics courses as are students who place directly into the college-level courses. These results indicate that Trinity's developmental writing and math courses provide effective skill building opportunities for many Trinity students, allowing them to complete their general education requirements and move forward successfully into the next phase of their education. (For a more detailed analysis of student placement data, see the report in the Document Room).

However, substantially more analysis is needed to determine whether Trinity's current developmental courses best meet the needs of its changing student population, particularly the needs of students who do not speak English as their primary language. The English and Mathematics faculty are involved in ongoing efforts to strengthen the developmental course sequences in mathematics and composition. For example, the English program has chosen to focus on the composition sequence for this cycle of their program review, with the goal of strengthening student success in completing college composition requirements. Similarly, the Mathematics program is assessing student success in acquiring basic quantitative skills as part of its program review. For students enrolled in its developmental courses, the math program has set student learning goals for computational skills and application of quantitative reasoning to real-world applications. Both the English and Mathematics programs are in the second year of their program review cycles, so they are currently collecting data on student outcomes. During the 2006-7 academic year, the programs will analyze the data and develop recommendations for improved student success.

B. Student Learning Outcomes: Writing Skills

The preceding section focused on student knowledge and skills at the time of matriculation. The following sections address students' skill development and learning outcomes as they progress through their first year and into their upper-level and capstone academic work.

Assessment Questions	1. How effectively are first-year offerings contributing to students' foundational skill-building in the area of writing proficiency?

	2. Do upper-level course and program offerings enable students to build upon these foundational skills?
Data Sources	1. Course evaluations 2. Course-embedded assessments 3. Faculty interviews 4. Transcript data
Proposed Timeline	Annual

Of the goals in Trinity's student learning assessment plan, writing proficiency is one of the most widely embedded in course designs across disciplines. As noted above, ENGL 107 (College Composition) is a required course for both CAS and SPS students. But ENGL 107 is only one of many Trinity courses in which writing skills are stressed, and in which student writing abilities are assessed. In fact, the general education writing requirement should be viewed as one component of a multi-faceted approach to enhancing students' writing proficiency.

1. Student Self-Assessment: Course Evaluation Data

An indication of the wide-ranging emphasis on writing at Trinity is revealed in student course evaluations. On Spring 2005 evaluations, students were asked: *To what extent has **this** course increased your ability to present ideas and information clearly and effectively in writing?* The response scale had five options: "Very much", "Somewhat", "A Little", "Not at All", and "Not Applicable."

Students perceived gains in their writing in courses across the curriculum. Interestingly, CAS students were not more likely to report substantial improvements in writing ability in College Composition than in other 100-level courses.

CHART 2.4: Student Perceptions of Improvements in Writing: Percentage Responding "Very Much" in 100-Level Courses

	CAS	SPS
College Composition (ENGL 107)	49.1%	75.0%
Other 100-level Courses	51.8%	55.8%

These results indicate that writing is a skill emphasized in all disciplines. The courses in which students reported the greatest gains in writing ability are widely distributed across disciplines. They include courses in Chemistry, English, Environmental Science, History, Mathematics, Sociology, Fine Arts, Philosophy, Psychology, Theology, Women's Studies, and Political Science.

As illustrated in the chart below, students perceived gains in their writing at all course levels. In fact, a greater percentage of students reported significant gains in upper level courses than at the introductory or intermediate levels. This perception reflects students' growing sense of mastery as they progress through the general education curriculum and into major-specific courses, with their more rigorous writing assignments.

CHART 2.5: Student Perceptions of Improvements in Writing: Percentage Responding "Very Much" in All Courses

	CAS	SPS
100-Level courses	49%	58%
200-Level courses	47%	60%
300-Level courses	62%	63%
400-Level courses	62%	67%

2. Faculty Assessment of Student Writing: Interview and Course-Embedded Data

Faculty who taught courses identified by students as strengthening their writing ability were asked to participate in interviews to explain their techniques for teaching writing. The results of those interviews highlight the creativity of individual faculty members and provide further evidence that writing is a skill integral in all programs at Trinity.

Several conclusions emerge from faculty interviews. Faculty find that students make the greatest gains in writing skills when they: (1) receive clear and extensive guidance on structure; (2) internalize the guidance through hands-on, in-class writing exercises; (3) receive directed feedback that clearly indicates how to improve their writing; (4) work on cumulative and connected writing assignments; and (5) can base their writing upon actual experiences rather than just analyses of texts. Linking these conclusions is an overarching theme: Trinity faculty members consciously work to actively engage the students in the material and the writing process. When teachers emphasize students' ownership of their writing, students are more likely to take responsibility for it. Every faculty member interviewed provides students with clear guidelines for structuring their written work (quotations from faculty interviews):

> *"[When teaching writing] I focus specifically on structure – introduction, body, conclusion, the structure of a well-written paragraph with a topic sentence and transition sentence, logical language [and] logical connectives…I am very explicit about structure. I see students improve their ability to write a paper that has the right structure [and] to provide supporting examples… I see the 'click.' I see the student using the structure to make it work." (Liberal Studies)*

In addition, successful faculty members reinforce the structure guidelines by practicing revising with the class. One professor cited in-class revision as one of the most beneficial exercises for improving students' writing; students' comments on the course evaluation sheets support this:

> *"Most helpful are the draft workshops. [Students] bring in a draft [for peer review]. They… put their thesis statement up on the SmartBoard, and we go through and talk about whether or not that is a thesis statement, is it clearly articulated, is it correctly articulated? The classes really get something out of that. Everybody gets a working, feasible thesis by the time they walk out." (English)*

Specific feedback which provides a roadmap for improvement is also crucial. Some faculty members provide this roadmap by giving students rubric-based evaluations, while others provide extensive written notes:

> *"I tell them right off the bat that they will have the opportunity to revise….It's interesting to me to see how many students take the opportunity to revise. I see writing improvement in that class all the time." (Fine Arts)*

Faculty members have found that student writing ability improves most dramatically when writing exercises and class experiences build upon each other, rather than being treated as stand-alone, unconnected assignments:

> *"The conventional approach to undergraduate labs is to give the students pre-lab and post-lab questions and have them hand in calculations… I assigned my students the task of writing real reports of their lab work. I intentionally keep the hands-on work in the lab at a minimum [and] each week we take the data analysis, interpretation and presentation a little farther. In the end, the data, analyses, conclusions etc. must be brought together in a scientific paper." (Chemistry)*

Finally, faculty emphasized the importance of accessibility of academic material, and the subsequent impact on students' feelings of ownership of their own work. Rather than write about or analyze text, students write best when they write about personal experiences; about laboratory or independent research in science and mathematics; or about service within the community.

> *"For some students, reading is a problem. When they read the text they don't get the idea. That is one of the reasons that I use service learning: it makes the reading accessible to students. Students always say [the service learning project] was one of the best parts of the course. It has really helped my classes [as] I have noticed as our student population changing." (Sociology)*

While faculty interviews and student evaluations provide useful evidence that writing skills are emphasized at every level and in every discipline at Trinity, they generate only partial insight into student learning outcomes. Increasingly, these data are being supplemented by course-level assessments of writing abilities. Often as part of the program review process, faculty members are creating rubrics to evaluate writing proficiency, collecting data in their courses, and analyzing the results.

For example, the History program is assessing students' mastery of writing skills (as well as content knowledge) in its lower-level courses. It has designed rubrics to evaluate student learning outcomes. These rubrics are used to assess multiple written assignments throughout the semester, enabling professors to track improvements in writing over time. Assessment results vary across classes. The proportion of students demonstrating improvement in writing skills during the semester ranges from a third to 90%, depending upon the class.

Similarly, the Philosophy program's ongoing review includes assessment of students' capacity to "write argumentative essays of increasing complexity" and "develop skills in critical writing." The

program has developed detailed rubrics for all categories of writing assignments, including critical analyses, summaries, essay exams, and comparison and contrast essays. Samples of the rubrics are available in the Document Room and on the website. Philosophy has collected data from student assignments in all levels of Philosophy courses. The Philosophy program's rubrics are useful not only for faculty to evaluate student performance, but also for students to improve their own performance. Rubrics are shared with students at the start of the semester; students are encouraged to use them as guides. Some students use the rubrics throughout their academic careers to help them structure and compose their essays.

Meanwhile, the Biology program has collected and analyzed data on student learning outcomes in its General Biology (BIOL 111) course. Its analysis finds that biology students who place into English 107 perform better in biology than those who place in the developmental English courses. This outcome reflects the emphasis which the Biology program puts on writing skills; written assignments are evaluated not only on the basis of content, but also on the basis of organization, coherence, style, and clarity. It also reinforces the conclusion that writing is a skill which is being assessed in many disciplines, including ones not traditionally associated with writing.

Because of their partial and disaggregated nature, program and course-level assessments do not yield conclusive findings about the accomplishment of Trinity's student learning goal for writing proficiency. Therefore, Trinity must focus on implementing an institution-wide plan for collecting and analyzing data on student writing skills.

C. Student Learning Outcomes: Quantitative Skills

Assessment Questions	1. How effectively are first-year offerings contributing to students' foundational skill-building in the area of quantitative reasoning? 2. Do upper-level course and program offerings enable students to build upon these foundational skills?
Data Sources	1. Course evaluations 2. Course-embedded assessments 3. Faculty interviews 4. Transcript data
Proposed Timeline	Annual

Improvements in quantitative analysis skills are central to the objectives of general education courses in Mathematics and the sciences. But like written communication skills, quantitative skills are emphasized across the curriculum. Faculty members incorporate numerical data into a broad range of general education and upper-level courses beyond the areas of math and science. Furthermore, evaluation of quantitative skills plays an important role in program assessment efforts not only in Mathematics and the sciences, but also in several social science disciplines.

1. Student Self-Assessments

Students report gains in their quantitative reasoning and analysis abilities in a wide variety of disciplines. For example, students identify non-math and non-science courses as frequently as math and science courses as sources of improvement in their ability to understand quantitative information as it is presented in textbooks and popular media. The reported improvement is particularly striking in upper-level CAS seminars in non-math, non-science disciplines (All data is from Spring 2005 course evaluations).

CHART 2.6: Improved Understanding Of Quantitative Information From Graphs And Charts In Textbooks, Popular Media: Percentage Responding "Very Much"

	Non-Math, Non-Science	*Natural Sciences*	*Math, Computer Science*
100-Level	38.2%	47.7%	47.1%
200-Level	44.7%	20.3%	37.8%
300-Level	41.7%	40.0%	20.0%
400-Level	47.6%	41.7%	40.0%

Courses in which students reported the greatest gains included not only classes in Environmental Science, Mathematics, Physics, Chemistry, and Biology, but also in Psychology, Fine Arts, Sociology, English, Women's Studies, Political Science, Communication, Spanish, History, Economics, Information Systems, International Affairs, Human Relations, Business Administration, Liberal Studies, and Philosophy. It is not surprising that Social Science courses emphasize the interpretation of graphs and charts. The reported results in the Humanities are a bit more unexpected.

Students were also asked on course evaluations, "*To what extent has **this** course increased your ability to evaluate the credibility and accuracy of numerical or scientific information?"* Again, students were often as likely—if not more likely—to report improved ability in non-math, non-science courses as in math and science courses.

CHART 2.7: Improved ability to evaluate credibility and accuracy of numerical or scientific information: percentage Responding "Very Much" (CAS)

	Non-Math, Non-Science	*Natural Sciences*	*Math, Computer Science*
100-Level	31.7%	61.0%	44.4%
200-Level	33.8%	24.3%	54.4%
300-Level	44.4%	40.0%	0.0%
400-Level	76.7%	45.8%	34.4%

Courses in which students reported the greatest gains included not only classes in Environmental Science, Mathematics, Physics, Chemistry, and Biology, but also in Psychology, Fine Arts, Sociology, English, Women's Studies, Political Science, Spanish, History, Liberal Studies, Business Administration, Psychology, Communication, Women's Studies, and Philosophy.

2. Faculty Assessment of Student Quantitative Skills Development

Interviews with faculty have been particularly important in clarifying the results collected from student course evaluations regarding quantitative skills. In some cases, student perceptions do not match actual course content or pedagogical strategies. Students apparently define "numerical" and "quantitative" more loosely than do faculty, because some of the courses in which students reported great gains did not involve quantitative analysis. This disparity between student perceptions and course content calls into question the validity of self-report data on quantitative skills.

In many cases, interview data illuminated faculty members' creative incorporation of numerical data and graphical techniques into courses whose primary focus was not quantitative:

> *"I purposefully use arguments that use quantitative data as premises or that imply a conclusion that is expressed as a quantitative relation. We also work through Venn Diagrams as a form of identifying the validity of arguments." (Philosophy)*

Further insight into the development of students' quantitative abilities will emerge from ongoing program assessments. For instance, the Biology program has analyzed data on student performance in its introductory course in light of students' concurrent mathematics coursework. It found that students who took a developmental math course while enrolled in biology performed less well in biology than students who took a general education-level math course alongside biology. Only 22% of students who took developmental math earned above a "D" in biology, while 72% of students who took the general education math course earned a "C" or better in the biology course. This result highlights the importance of students mastering foundational quantitative skills before enrolling in science courses which utilize those skills.

D. Student Learning Outcomes: Information Literacy Skills

Assessment Questions	1. How effectively are first-year offerings contributing to students' foundational skill-building in the area of information literacy? 2. Do upper-level course and program offerings enable students to build upon these foundational skills?
Data Sources	Course evaluations Course-embedded assessments
Proposed Timeline	Annual

The assessment of information literacy presents a unique set of challenges. Student ability is not currently assessed at entry. Furthermore, compared to writing and quantitative literacy, there is greater variation in how information literacy is defined in programs and courses throughout the undergraduate curriculum. Therefore, it is difficult to extrapolate robust institution-wide conclusions from course-embedded and program-level assessments of information literacy. Finally, while Trinity offers courses focusing exclusively on the development of writing and quantitative

skills, there are no stand-alone courses in information literacy. Therefore, course grades cannot be used as a measure of proficiency in this area.

In 2004, Trinity launched an initiative to teach and assess information literacy skills across the curriculum. Trinity's initiative was consistent with the requirements of Middle States Standard 11, which calls for collaboration between professional library staff and faculty in teaching information literacy skills. In keeping with this standard, Trinity's Library staff, working with faculty members, developed an Information Literacy Pilot Program (ILPP) designed to provide incoming students with foundational skills instruction at the beginning of their academic careers. More specifically, the ILPP aimed to build student competencies in: 1) defining information needs; 2) accessing information efficiently; 3) critically evaluating information; 4) using information effectively; 5) understanding the legal and ethical issues surrounding the use of information; and 6) observing institutional policies related to information use.

In Fall 2004, the ILPP was introduced into the curriculum via INT 115, the first year seminar required of all CAS entering students. INT 115 instructors administered a Pre-Test of Information Literacy Skills to their students at the start of the semester. Subsequently, Library staff provided two information literacy instructional sessions for INT 115 students, which included hands-on experience in using research databases and Internet sites; a homework assignment to reinforce classroom activities; and discussion of search techniques and academic honesty issues. A Post-Test was administered toward the end of the semester. In Spring 2005, the process was repeated, with INT 115 sections participating in the ILPP assessments and instruction.

The results of the pre- and post-tests of information literacy skills were mixed, with improvements in student confidence outstripping improvements in demonstrated knowledge. Students expressed low confidence in their information literacy on the pre-test; on the post-test, they were much more confident. Meanwhile, students' test scores improved somewhat: on average, students scored 2 points (7 percentage points) higher on the post-test than on the pre-test. Higher self-confidence was positively correlated with higher scores. However, results of pre- and post-tests also indicate a gap between students' self-confidence and their ability to answer information literacy questions correctly. While students reported dramatic gains in their research abilities, their post-tests revealed continued weaknesses in their understanding of the varied electronic information resources available to them, and the skills to use these resources to their advantage.

Assessment of the ILPP's effectiveness have led to rethinking of how information literacy should be taught at Trinity. Library staff and faculty have concluded that INT 115 is not the best venue for conducting information literacy instruction. Although it has the advantage of being a required course for all first year CAS students, the course does not typically involve significant research assignments. As a result, students are not always able to apply their newly-acquired information literacy skills to a research-intensive project. Furthermore, INT 115 is an inadequately inclusive forum for information literacy instruction, since no SPS students take the course.

In September 2005, Trinity's academic leadership asked the Education and Technology Committee to develop a proposal for a new approach to information literacy across the curriculum. The proposal is due for completion in Spring 2006, and faculty will have the opportunity to review it in the summer and fall of 2006. The new approach to information literacy will build upon lessons

learned from prior efforts. For example, the focus of information literacy will broaden, going beyond basic skills in an introductory course to encompass upper-level, discipline-specific competencies. Additionally, the locus of information literacy skill development will expand with the increasing use of online delivery formats. Library staff members will redesign information literacy approaches to take advantage of technology-based delivery and thus encourage self-directed student information literacy learning.

Meanwhile, almost three quarters of Trinity's undergraduate programs have specified one or more aspects of information literacy as student learning goals, and are assessing learning outcomes through their program review processes. For example, the History program identifies the ability to evaluate and use sources effectively in developing an argument as one of its student learning expectations. History faculty members have developed and implemented rubrics to analyze how effectively students use evidence to support their theses in research papers for courses fulfilling the general education requirement. As noted above, programs have tended to define information literacy in distinctive ways. In the future, an institution-wide embrace of a single set of information literacy learning goals would facilitate assessment efforts.

E. Writing, Quantitative and Information Literacy Skills: the Need for Summative Assessment

Assessment Question	Upon graduation from Trinity are students proficient in the areas of writing and quantitative and information literacy?
Data Sources	1. Graduating student surveys 2. Transcript analysis: capstone and senior seminar courses 3. Course embedded assessment: capstone and senior seminar courses 4. Student performance on standardized national exams
Proposed Timeline	Annual

Many students come to Trinity, as this self-study documents, with gaps in academic preparation and limited confidence in their ability to excel in college. Trinity's mission is to prepare these students for life-long accomplishment in their work, civic, and personal lives. Therefore, it is crucial for Trinity to demonstrate that its students graduate with the confidence and skills to succeed. Student surveys provide extensive data about graduates' perceptions of their skills. Furthermore, individual programs evaluate their majors' cumulative knowledge and abilities through a variety of summative assessments. Meanwhile, some students take graduate and professional entrance exams that assess writing, quantitative, and critical reasoning skills. These data sources are all important. But their findings have not been aggregated at the institutional level. To demonstrate success at more than the individual student level, Trinity needs to integrate and analyze existing data more effectively.

1. Graduates' Perceptions of Proficiency

Results from the College Student Survey (CSS) of graduating seniors administered in May 2004 suggest that upon graduation Trinity students are very confident in their writing ability: over 80% rate themselves as being above average writers relative to their peers. Meanwhile, the great

majority of Trinity graduates sense they are at least on par with their peers in mathematical ability; and 44% rate themselves as having above average math skills.

CHART 2.8: Graduating Students' Self-Rating of Skill Levels[4]

	Mathematical Ability	*Writing Ability*
Lowest 10%	5%	2%
Below average	11%	2%
Average	40%	16%
Above average	33%	49%
Top 10%	11%	32%
Total	132	130
	100%	100%

Most students leave Trinity with the conviction that they have become stronger writers with greater ability to think critically. The majority of graduates also perceive gains in their mathematical skills.

CHART 2.9: Graduating Students' (Enrolled Since First Year) Rating of Current Skill Level as Compared to Entering Ability

	Critical Thinking Ability	*Mathematical Skills*	*Writing Skills*
Much weaker	0%	0%	0%
No change	6%	48%	12%
Stronger	44%	32%	43%
Much stronger	50%	21%	45%
Total	109	107	107
	100%	100%	100%

These self-report data reflect positively on Trinity's impact on students' confidence in their writing, quantitative, and critical thinking abilities. But they are indirect rather than direct measures of student learning, and they leave open the question of whether students' confidence levels are commensurate with their abilities.

2. Senior Assessment Data

Each undergraduate program at Trinity designs and implements a senior assessment as a summative learning evaluation for its majors. The assessment is a requirement for graduation, and students must pass the Senior Assessment to be eligible for the B.A. or B.S. Programs use a variety of means to measure student learning outcomes through the senior assessment. Comprehensive exams (both oral and written), senior capstone seminars, comprehensive portfolios, and research projects are the most common methods of assessment; several programs use more than one of these methods. A detailed account of each program's senior assessment process can be found in the Document Room.

[4] On the CSS students are asked to rate themselves relative to their peers on a 5-point scale in response to the prompt "Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself." The original response scale assigns values 1-5 as follows: *1=Lowest 10%; 2=Below Average*; *3=Average*; *4=Above Average; 5=Top 10%.*

A primary goal of any senior assessment is to measure students' mastery of discipline-specific knowledge and skills. Yet most programs also use the senior assessment to evaluate their majors' proficiencies in areas that transcend disciplinary boundaries, such as writing, research, and critical analysis. Therefore, analysis of student performance in senior assessments can provide valuable insights into the development of students' writing, information literacy, and quantitative skills during their college careers.

For example, the Biology program found that between 2000 and 2005, 40% of its majors did not pass their comprehensive exams on their first effort. Through careful analysis of students' exams, the program determined that writing skills and capacity for in-depth analysis were key areas for improvement in student outcomes. Accordingly, the program adjusted its pedagogy to better prepare students for the comprehensive exam. It increased the number of writing requirements in all Biology courses and placed more emphasis on synthesizing course material on final exams. The program also worked intensively with students who did not initially pass the comprehensive exam, strengthening their skills so that they could successfully re-take it later in their senior year. This intensive, one-on-one work is typical for programs that assess senior outcomes through comprehensive exams.

Programs' dedication to the success of individual students must be matched by institution-level efforts to analyze data on seniors' student learning outcomes. In the past, Trinity has not collected much information on its graduates' summative learning. Grade distribution analysis from senior assessments can provide a general sense of whether students are mastering the skills and knowledge programs consider essential. But more detailed, rubric-based data is needed to pinpoint student learning outcomes in the critical areas of writing and information and quantitative literacy.

The majority of programs at Trinity require a senior seminar or capstone course. Typically, these courses involve research projects that require majors to synthesize and reflect upon what they have learned in past years. Most also involve presentations, testing students' ability to convey their knowledge and ideas orally. The data on student performance below indicate that most Trinity seniors have gained the knowledge, as well as the analytical and communication skills, to be considered proficient in their fields of study.

CHART 2.10: Senior Seminars and Capstones: Student Performance 2000-2005

Program	**Final grade: % A's**	**Final grade: % B's**	**Final grade: % C's**	**Final grade: % D's**	**Final grade: % F's**	Total # of students receiving grades
Business Administration & Business Economics	29%	56%	14%	0%	0%	176
Communication	23%	42%	25%	2%	10%	102
Economics	56%	31%	6%	0%	6%	16
English	53%	28%	15%	2%	2%	53
Human Relations	49%	40%	10%	0%	1%	217
International Affairs	53%	41%	0%	6%	0%	17
Information Systems	29%	29%	43%	0%	0%	7
Liberal Studies	71%	14%	0%	0%	14%	7
Mathematics	23%	38%	15%	15%	8%	13
Natural Sciences	26%	58%	0%	16%	0%	19
Psychology	47%	36%	14%	3%	0%	72
Sociology	37%	43%	20%	0%	0%	30
Spanish	100%	0%	0%	0%	0%	1
Women's Studies	67%	27%	7%	0%	0%	15

CONCLUSION AND RECOMMENDATIONS

As Middle States points out in Standard 14, a commitment to assessment of student learning must be accompanied by a commitment to using assessment information to improve teaching and learning. This commitment is honored every day in Trinity's classrooms, where faculty members use assessment to make their teaching more relevant, more targeted to student learning needs, and more effective. In individual courses and within programs, continuous and vibrant processes of student learning evaluation, curricular redesign, and follow-up reassessment are underway. Trinity faculty members have worked progressively to adapt individual course content and program design to address the changing needs of their students, and to facilitate students' achievement of expected learning outcomes.

To supplement the work that is taking place within courses and programs, Trinity needs a broader, more integrated effort to assess what students are learning through their cumulative college experiences; what gaps remain in their proficiencies; and what methods appear most effective in reducing those gaps. For example, more work is needed to determine the pedagogies and curricular designs that are most appropriate to and supportive of adult learners. Most of Trinity's current assessment and instructional practice is based on models developed in the College of Arts and Sciences rather than the School of Professional Studies. Trinity is working toward greater balance and inclusiveness—witness its expansion of writing and quantitative entrance assessment to SPS and its plans to expand on-line delivery of information literacy training. But meaningful response to diverse student needs will require more rigorous analysis of what all student populations are learning and how they will become most successful through the Trinity experience.

Another strength of student learning assessment at Trinity is faculty involvement. Trinity's governance structures are consistent with Middle States Standard 7, which stipulates that institutional assessment plans and processes must involve the support and collaboration of faculty. This faculty involvement will be crucial as Trinity moves to re-examine its approach to building competency in writing, quantitative analysis, and information literacy. The rich insights faculty members have gained through years—and in many cases decades—of work with students, along with the findings of ongoing and planned institution-level analysis, should help Trinity develop innovations informed by a strategic vision of student needs.

The key recommendations that follow from this chapter include:

- Given the importance of baseline assessment for students, Trinity will review and evaluate the current student placement program to determine its effectiveness in properly assessing and placing CAS and SPS undergraduates. For example, CAS placement needs to address the language and cultural diversity of students to assure that the instruments are effective diagnostics. The same astuteness in review should address the adult learners in SPS. Serious consideration should be given to utilizing the personal statements in the student's application for the writing assessment.

- A faculty development program in the new Center for Teaching Excellence will be created to address the ongoing needs of the faculty as they extend the applications of student learning

outcomes assessment. Such a program will address the following points but not be limited to them:

- Faculty findings regarding what helps students make the greatest gains in writing skills should be reviewed for possible guidance in general education and overall curricular revision. The faculty found that students made the greatest gains when they: (1) received clear and extensive guidance on structure; (2) internalized the guidance through hands-on, in-class [writing] exercises; (3) received directed feedback that clearly indicated how to improve [their writing]; (4) worked on cumulative and connected [writing] assignments; and (5) based their [writing] on actual experiences and exercises.

- The classroom challenges of balancing efforts to reach out to students who need to improve their writing with attention to course content and disciplinary knowledge should be addressed in a faculty development program.

- Trinity will develop a writing-across-the-curriculum program and implement an institution-wide plan for collecting and analyzing data on student writing skills.

- Trinity will develop an approach to information literacy across the curriculum. Many aspects of information literary are learned over time and over a variety of applications and assignments.

- Trinity will develop a more systematic and institutionally integrated student learning outcomes data collection and analysis approach that will address the following points:

  - Institution-level analysis of data on senior student learning outcomes needs to be enhanced, including the development of rubric-based data on senior student learning outcomes in the critical areas of writing, quantitative and information literacy.

  - Additional direct measures of student learning need to be developed and utilized to complement student self-reported measures.

  - An aspect of quantitative literacy for student education should be the definition and understanding of quantitative literary as well as the "operational" aspects of it. Self reported information indicates that students hold a loose definition.

  - Trinity needs to integrate and analyze summative data on writing, quantitative and information literacy more effectively.

- In concert with the completion of this self-study, Trinity will commence a major revision of its first year program of study and general education programs in both CAS and SPS based upon the building block skills discussed in this chapter. The revisions will be different for each collegiate unit given the significant differences in their student populations. Both revisions will take into account course design, course sequences and course scheduling, all of which should be designed to maximize student learning and success.

CHAPTER THREE: ASSESSMENT OF GENERAL EDUCATION

Characteristics of Excellence:

Through this chapter Trinity will demonstrate compliance with these Middle States standards:

Standard 1: Mission and Goals
Standard 6: Integrity
Standard 7: Institutional Assessment
Standard 11: Educational Offerings
Standard 12: General Education
Standard 14: Assessment of Student Learning

I. INTRODUCTION

General education at Trinity embodies both the fundamental continuities and the ongoing transformations that have defined the university's identity. In keeping with Trinity's traditions, its general education requirements affirm the enduring importance of liberal learning: they encourage broad intellectual exploration, promote synthesis of knowledge, and emphasize the moral and ethical dimensions of learning. Yet general education at Trinity also reflects the paradigm shift in the institution and the students it serves. As a result of this self-study, Trinity will accelerate reform and adaptation of general education to ensure that Trinity students in all programs have the foundation they need for ultimate success.

Because the different student populations in CAS and SPS have distinctively different characteristics and educational needs, the general education programs in each school have differing approaches, but both are rooted in liberal learning. The majority of CAS students attend college full-time and are 24 or younger. Most SPS students are working adults with families who attend college part-time. Identical general education programs in CAS and SPS would not serve these diverse populations equally well. Indeed, Middle States standard 11 calls for educational "practices and policies that reflect the needs of adult learners." Hence, helping students reach comparable intellectual destinations through diverse pathways is the essence of Trinity's approach to general education.

In the College of Arts and Sciences, the Foundation for Leadership Curriculum (FLC) supports Trinity's commitment to the education of women by focusing on preparing women for leadership roles in an increasingly diverse society. In the School of Professional Studies, the Core Curriculum supports Trinity's commitment to lifelong learning by providing adult students with a course of study that grounds professional preparation in liberal arts knowledge and values.

As this chapter will demonstrate, the FLC and the Core curriculum fulfill Middle States standards in many important areas. Trinity's general education programs express the educational philosophy of the University and support its mission. Furthermore, these programs are developed and reviewed by Trinity's faculty, thus fulfilling Middle States requirements for faculty ownership of general education curricula. The design and content of Trinity's general

education curricula reflect the academic standards that Middle States demands. For instance, general education courses emphasize the centrality of academic integrity, as well as respect for diverse backgrounds and perspectives, to the learning process. Additionally, both the FLC and the Core curriculum draw students into new areas of intellectual experience, exposing them to a wide range of disciplinary approaches. Both build proficiencies in the essential skills of communication; scientific and quantitative reasoning and methods; and information literacy. Finally, both curricula emphasize student preparation for advanced study.

In other areas, this chapter will document the need for improvements in curricular design and assessment. Rich findings from student learning assessment at the course and program level should be used to help develop plans for institution-wide assessment and improvement of general education. Perhaps most importantly, Trinity must thoroughly review its general education curricula to ensure that general education is delivered in ways that most effectively promote student learning.

II. DESIGN AND GOALS OF GENERAL EDUCATION CURRICULA

The following sections will analyze the design and goals of Trinity's general education curricula. Analysis will focus on two related questions: First, do the curricular designs of the FLC and the Core curriculum actually serve the goals they are intended to achieve? Secondly, do these two curricular designs fulfill Middle States standards for general education?

A. The Foundation for Leadership Curriculum

1. Design and Goals

The FLC expresses the mission of the university through its commitment to educate women to be leaders and critical thinkers in every field that their personal and professional aspirations lead them to pursue. Many of the FLC's courses center on women's social and political concerns. In addition, the FLC is designed to enhance students' sense of social justice and civic responsibility. It prepares students to understand the realities of their increasingly globalized world, and empowers them to take on the challenges of confronting injustice where they find it. The FLC also reflects Trinity's grounding in the mission of the Sisters of Notre Dame de Namur, whose charism teaches that education is education for life, and that students need to learn what they need to live. For Trinity, this means providing the foundation necessary for every CAS graduate to be a leader and reflective lifelong learner.

The goals of the FLC flow naturally from its mission and the mission of Trinity. Upon completion of the FLC, students are expected to:

- Read with understanding and critical analysis
- Write clearly, coherently, persuasively and logically
- Speak effectively and confidently
- Understand and apply the methods and techniques of scientific inquiry
- Explore various modes of creative expression
- Use quantitative analysis and reasoning

- Understand and apply the method of scientific inquiry to the societal forces that have shaped - and continue to shape - our world
- Identify and interpret philosophical and religious traditions and examine ethical questions and behaviors in the context of religious and moral knowledge and theory, especially with regard to the search for social justice
- Develop respect for and understanding of cultural, racial, and gender differences; the concept of citizenship; and global diversity

The FLC promotes student achievement of these goals through a curricular design based on three sets of requirements. One requirement is a seminar sequence. All students must complete two seminars, the First Year Seminar and an approved upper-level interdisciplinary seminar. Secondly, students are required to take introductory courses in five curricular areas. Finally, students must complete four upper-level courses in at least two disciplines outside their major, with the additional requirement that at least one of those courses address global or international issues.

The FLC is designed to offer an "integrated and coherent curriculum" that encourages depth as well as breadth of learning. With its seminar sequence and its upper-level requirements, it extends beyond introductory foundations and is completed over the student's entire four years. The curriculum seeks to promote integration not only across disciplines, but also between the abstract and experiential aspects of learning. Two years ago, faculty incorporated a community based learning (CBL) component into the First Year Seminar. The aim of this initiative was to help students make the connection between academic learning and practical experience in ways that foster social responsibility and civic engagement. All First Year Seminar students now contribute twenty hours of service to a community based organization, and learn to relate their service to the academic themes of the seminar.

2. Articulation of Requirements and Expected Learning Outcomes

As Middle States recognizes, it is impossible for students to understand what they are expected to learn, or for faculty to assess whether they have learned it, unless learning objectives are clearly stated. According to Middle States Standard 14, "institutions must articulate statements of expected student learning at the institutional, program, and individual course levels." Similarly, Middle States Standard 11 calls for "course syllabi that incorporate expected learning outcomes." In keeping with these standards, the FLC states broad student learning goals, while the individual courses fulfilling FLC requirements express those goals in more detailed, specific form.

The connection between the FLC's overarching goals, and the individual courses intended to achieve them, is ensured through a curricular approval process. The CAS Curriculum and Academic Policy Committee reviews all courses seeking FLC status. Approved course syllabi must state learning objectives congruent with the relevant FLC goals, and must include measures to assess the achievement of learning objectives. The Committee also asks faculty teaching FLC courses to review their syllabi regularly to confirm their congruence with FLC goals.

The FLC's five areas each incorporate one or more of the curriculum's nine student learning goals:[1]

AREA I (Communication Skills) Goals:
1. Read with understanding and critical analysis
2. Write clearly, coherently, persuasively and logically
3. Speak effectively and confidently
9. Develop respect for and understanding of cultural, racial, and gender differences; the concept of citizenship; and global diversity

AREA II (Traditions and Cultural Expression) Goals:
1. Read with understanding and critical analysis
5. Explore various modes of creative expression
7. Understand the societal forces that have shaped - and continue to shape - our world

AREA III (Search for Ultimate Meanings) Goals:
1. Read with understanding and critical analysis
8. Identify and interpret philosophical and religious traditions and examine ethical questions and behaviors in the context of religious and moral knowledge and theory, especially with regard to the search for social justice

AREA IV (Scientific and Mathematical Exploration) Goals:
4. Understand and apply the methods and techniques of scientific inquiry
6. Use quantitative analysis and reasoning

AREA V (Perspectives on Self and Society) Goals:
7. Understand the societal forces that have shaped - and continue to shape - our world

An analysis of recent course syllabi provides evidence that FLC courses articulate learning objectives consonant with the goals of general education. In Fall 2004, 100% of syllabi for courses fulfilling FLC Areas I, II, III, and V included one or more learning objectives derived from their respective areas' goals. 94% of courses fulfilling FLC Area IV included one or more learning objective based on the area's goals in their syllabi. Similarly, 100% of syllabi for Spring 2005 courses fulfilling FLC Areas I, II, III, and V included at least one student learning objective derived from their respective areas' goals. 77% of courses fulfilling FLC Area IV included at least one student learning objective based on the area's goals in their syllabi. (See Document Room for detailed data).

These data yield several conclusions about the connections between the broad student learning goals articulated in the FLC, and the specific learning objectives articulated in course syllabi. In most cases, general education course syllabi are strongly aligned with the curricular goals they are intended to serve. Expected student learning outcomes in individual courses match student learning goals for the relevant curricular areas.

However, the data also reveal the need for clearer, more explicit presentation of student learning objectives in course syllabi. Some course syllabi stated student learning objectives in vague or truncated terms. Other syllabi implied learning objectives without stating them explicitly. This problem was particularly evident in some syllabi for FLC Area IV (Math and Science) courses. Students need clear information about their expected learning outcomes in syllabi, and faculty should construct their syllabi around a concrete understanding of what students are expected to

[1] For the 2005-6 year, goals 2 and 9 were added to Area II. The following analysis is based on syllabi, and FLC goals, from 2004-5.

learn. For these reasons, Trinity will focus on ensuring that all FLC course syllabi include student learning objectives that connect plainly and precisely to relevant program, general education, and institutional goals.

3. Sufficiency, Breadth and Coherence of Curricula

The Middle States Characteristics of Excellence require that a program of general education be "of sufficient scope to enhance students' intellectual growth," and therefore must be equivalent to at least 30 semester hours for baccalaureate programs (Standard 12). The FLC meets this standard. It requires 34-48 credit hours, depending upon initial placement in math, writing and language courses.

Middle States also requires that general education programs develop students' proficiencies in the foundational areas of: "oral and written communication, scientific and quantitative reasoning, technological capabilities appropriate to the discipline, and information literacy" (Standard 12). The FLC is designed to enhance students' skills in all these areas. Effective oral and written communication, as well as scientific and quantitative reasoning, are explicitly stated as FLC learning goals. Technological capabilities and information literacy are implicitly embedded in the goals of several FLC areas. For example, the goal associated with FLC Area V is to understand the societal forces that shape our world. Area V courses teach students to understand societal forces through developing their research and critical thinking skills: students learn to identify, find, interpret, and apply relevant information resources in a variety of technological media. Thus, in the process of understanding societal forces, students acquire technological capabilities and information literacy skills.

Well-designed general education curricula provide both breadth of study, exposing students to multiple perspectives and fields of inquiry, and synthesis of learning into a coherent body of knowledge. Middle States standard 11 emphasizes the importance of a "coherent student learning experience," while standard 12 notes that general education programs should "draw students into new areas of intellectual experience, expanding their cultural and global awareness and sensitivity and preparing them to make enlightened judgments outside as well as within their academic specialty."

The FLC explicitly references breadth and coherence as fundamental design principles of its curriculum. These design goals are fulfilled in the delivery of educational offerings. For instance, the FLC's area distribution requirements compel students to undertake coursework in a wide variety of disciplines in the social sciences, natural sciences and mathematics, and humanities. As a result, students completing the FLC are guaranteed exposure to a real breadth of disciplinary knowledge and methods of inquiry.

Breadth of educational experience requires the study not only of multiple disciplines and methods but also multiple views and values. Middle States standard 12 states that general education curricula should incorporate "values, ethics, and diverse perspectives." Similarly, Middle States standard 6 calls for "a climate that fosters respect among students, faculty, staff, and administration for a range of backgrounds, ideas, and perspectives." In keeping with

Trinity's mission, the FLC strongly emphasizes moral and ethical dimensions of learning as well as the importance of respect for diversity.

Emphasis on exploring values and differing viewpoints is crucial not only to fulfill Trinity's mission, but also to serve Trinity's distinctive student population. A high percentage of Trinity students are members of marginalized groups in terms of sex, race, class, religion and sexual orientation. The fact that so many Trinity students are from non-dominant groups does not mean that they are more likely to agree with each other and respect each others' views. It means that issues that arise in class strike very close to home. Trinity students often bring with them strong beliefs and deeply held values that have sustained them in difficult times. They sometimes express extreme views that one might not expect to hear from a more homogeneous group of students from historically dominant populations.

The problem is compounded by the cultural isolation some Trinity students have experienced, an isolation made more acute by socio-economic circumstances that result in decreased mobility and infrequent contact with other groups. Trinity students often arrive at college with little understanding of the cultural and religious beliefs of other students, and little experience engaging in dialogue with people with very different views. Disagreements in the classroom threaten to compromise students' engagement in the learning process, particularly when they feel that their core values are under attack.

Responding to these challenges, Trinity has made great progress in the last decade in developing curricula that respond to the diversity of the student body. For example, FLC courses increasingly incorporate the study of multiple cultures and traditions, and approach their content from multiple perspectives. These courses seek to provide students with the skills, insights, and information they need to engage respectfully with others' views.

An analysis of syllabi from FLC courses provides evidence of the importance placed upon the study of diverse values and perspectives in Trinity's general education curricula. In Area I (Communication Skills), 75% of courses offered in 2004-5 specifically incorporated the study of values, ethics, and/or diverse perspectives into course content and assignments. 87% of courses fulfilling Area II (Traditions and Cultural Expression) did so, as did 91% of courses fulfilling Area V (Perspectives on Self and Society). Fully 100% of courses offered in Area III (Search for Ultimate Meaning) involved extensive study of values, ethics, and diverse perspectives. Unsurprisingly, only 5% of courses in Area IV (Scientific and Mathematical Exploration) focused on ethical issues or the exploration of multiple perspectives as specific course objectives. While upper-level science courses often emphasize moral and ethical dimensions, general education courses in mathematics and the sciences concentrate on foundational skills.

As noted above, the FLC seeks coherence as well as breadth of student learning. One way the FLC pursues coherence is through its interdisciplinary design, which aims to ensure that students understand the relationships among the various fields of knowledge they study. FLC requirements emphasize achieving goals across disciplines rather than simply within them. For example, the goal of reading with understanding and critical analysis is embedded in three of the five FLC curricular areas, which in turn involve eight disciplines. Furthermore, the FLC's required seminar sequence exposes students to multi-disciplinary approaches to learning and

enquiry. Both the First Year Seminar and the upper-level seminars are interdisciplinary courses that encourage exploration across disciplines and foster the integration of FLC goals.

The FLC's required composition course is typically taken within the first year. Approximately 70% of currently-enrolled students took it as freshman, and 27% as sophomores. A majority of current students also completed the required public speaking course within the first two years, 19% as freshmen and 49% as sophomores. Thus, for students who remain at Trinity through at least their junior year, the FLC provides an early foundation in communication skills.

The only other FLC requirement that is treated as foundational, in practice if not formally, is the quantitative analysis requirement. Sixty-two percent of currently-enrolled students who matriculated in 2004 completed this requirement in their first year. Among students who matriculated in 2003, 75% fulfilled the requirement within their first two years, and among those who entered Trinity in 2002, 92% completed their required quantitative course before starting their senior year.

The FLC foreign language requirement is not regarded as foundational by students or their advisors. Half of the students who reach their senior year at Trinity have still not fulfilled their language requirement. This is not surprising, since only two CAS majors require students to acquire foreign language proficiency (Language and Cultural Studies and International Affairs). For most students, little incentive exists for early completion of a language requirement which does not build skills required for the major course of study.

The FLC's Area II requirements (one course each in fine arts, history, and literature) are also not treated as foundational. Instead, these courses are spread over students' academic careers. For example, among students who are still enrolled at Trinity, 96% who matriculated in 2002 completed at least one of the three Area II course requirements by the end of their junior year, but only 40% had completed all three courses by that time. Similarly, 83% of currently-enrolled students who matriculated in 2003 completed at least one of the three course requirements by the end of their sophomore year, but only 11% completed all three courses during their first two years at Trinity. 37% of students who enrolled in 2004 took at least one Area II course during their first year, but only 3% fulfilled the entire requirement in that year.

Trends are similar in FLC Area III, which requires students to take one philosophy and one religious studies/theology course. Very few students complete these requirements in their first two years. Instead, students generally defer these courses until later. This trend reflects, in part, the fact that neither religious studies nor philosophy offers a major, so students feel no need to complete these courses early as part of their major requirements. Eighty-one percent of students who matriculated in 2002 and are still at Trinity have completed at least one of their Area III courses, but only 29% have completed both. Among students who entered Trinity in 2003, 36% have taken one course, and only 15% both. Sixteen percent of students who started in 2004 have taken one course, and only one percent have completed both courses.

Completion patterns for FLC science requirements are related to students' majors. Not surprisingly, declared math and science majors complete their general education science

requirements early in their academic careers. On the other hand, non-science majors delay fulfillment of the laboratory science requirement.

Finally, most students take at least one of their three required social science courses in their first year. Introduction to Sociology (SOCY 100) and Introduction to Psychology (PSYC 101) are particularly popular first year courses. Over half of currently-enrolled students who matriculated in 2004 took the introductory psychology course in their first year, and nearly 40% completed the sociology course that year. Students take political science and economics courses later, often in their sophomore and junior years.

Students' tendency to spread the completion of their FLC requirements over their course of study is consistent with the FLC's learning goals. According to the FLC goal statement, "All goals are equally important, yet each is emphasized at different points throughout the undergraduate program of study. This goal-based structure gives each student a unique opportunity to build an integrated and coherent curriculum, with an emphasis on individual aspirations and goals."

Thus, the FLC aims for coherence not through uniformity but flexibility. Rather than prescribing a particular timing or sequence of required courses, the FLC assumes that the student will fit requirements into her schedule in a way which creates a coherent, integrated progression of courses tailored to her individual academic interests and priorities. Whether the FLC achieves this integration, and whether the FLC is the right general education program for today's Trinity students, is a topic that this self-study has identified for analysis and further faculty discussion as curriculum reform proceeds.

B. The Core Curriculum in the School of Professional Studies

1. Design and Goals

The Core Curriculum in SPS expresses the mission of Trinity by providing adult students with a strong foundation in the liberal arts while promoting their professional development through a focus on applied learning. Like the FLC, the Core emphasizes building the essential skills and values that promote life-long learning, critical thinking, and social responsibility. But unlike the FLC, the Core does not state explicit student learning goals. Its goals are framed in terms of what the curriculum will deliver rather than in terms of what students will learn. Nevertheless, student learning expectations are implicit in these goals. The Core aims to:

- Promote breadth of study, exposure to a broad range of liberal arts disciplines, and understanding of interdisciplinary relationships;
- Provide a foundation for specialized study in a major;
- Ensure a common body of knowledge to which students and faculty can relate subsequent studies;
- Develop essential skills for advanced study and lifelong learning.

The Core pursues these goals through a curricular design intended to meet the educational needs of adult working students. The design is both straightforward and flexible. It requires coursework in five areas: languages and literature, social sciences, natural sciences and

mathematics, humanities, and fine arts. Students chose from a menu of course options in each area. This menu approach both provides choice and ensures exposure to a wide range of disciplines and methods of inquiry. All courses are at the introductory level, since the Core focuses on foundational skills and knowledge, and is intended to be completed within students' first two years.

The uncomplicated design of the Core curriculum facilitates the evaluation and application of transfer credits. Many SPS students bring prior college credits with them, and the Core curriculum, with its extensive menu of approved courses, is structured to accept a wide range of transfer coursework. Depending on the curricular area, between one third and two thirds of SPS students transfer in the credits required to fulfill each of the Core's five area requirements (detailed data is available in the Document Room). The Core curriculum is also structured to allow students to take advantage of experiential learning through the Trinity Experiential Lifelong Learning (TELL) program, which awards credit based on documented prior experience.

2. Articulation of Requirements and Expected Learning Outcomes

As noted above, the Core curriculum does not state its goals in terms of student learning expectations. However, the learning goals associated with the FLC generally apply to the Core as well. Furthermore, specific learning objectives linked to those goals are explicitly stated in most Core course syllabi. This is because most Core courses also fulfill FLC requirements (See Document Room for a comparison of which courses meet FLC and Core requirements). Therefore, the syllabi for these "shared" general education courses include learning objectives that fulfill both the stated learning goals of the FLC and the implicit learning goals of the Core.

The Core curriculum includes five areas: [1] Languages and Literature, [2] Social Sciences, [3] Natural Sciences and Mathematics, [4] Humanities, and [5] Fine Arts. As noted above, there is extensive overlap between the courses that fulfill the FLC and the Core Curriculum in each of the five areas.[2] An analysis of recent syllabi provides evidence that Core courses articulate student learning objectives in keeping with the goals of the Core. In Fall 2004, 100% of syllabi for courses fulfilling Core Areas 1,2, 4, and 5 included one or more student learning objectives drawn from the relevant areas' goals, while 90% of Core 3 syllabi did so. Similarly, 100% of syllabi for Spring 2005 courses fulfilling Core Areas 1,2, 4, and 5 included one or more student learning objectives drawn from the appropriate areas' goals, while 88% of Core 3 syllabi did so (See Document Room for detailed data on 2004-5 course syllabi).

3. Sufficiency, Breadth and Coherence of Curricula

The Core curriculum meets the Middle States standard for sufficiency in that it requires more than 30 semester hours of general education coursework. Specifically, it requires 36-41 credit hours, depending upon initial placement in math, writing and language courses. Middle States standards also require that general education programs develop students' proficiencies in

[2] Courses that fulfill Core Area 1 generally fulfill FLC Areas I or II, depending on the discipline; courses that fulfill Core Area 2 generally fulfill FLC Area V; courses that fulfill Core Area 3 generally fulfill FLC Area IV; courses that fulfill Core Area 4 generally fulfill FLC Areas II or III, depending on the discipline; and courses that fulfill Core Area 5 generally fulfill FLC Area II.

oral and written communication, scientific and quantitative reasoning, technological capabilities appropriate to the discipline, and information literacy. Most of these competencies are embedded in the Core curriculum's discipline-based areas. For instance, scientific and quantitative reasoning skills are developed through Core Area 3 (Natural Sciences and Mathematics), while written communication skills are addressed in Core Area 1 (Languages and Literature). However, the Core curriculum lacks an oral communication requirement, and this gap will be addressed in the upcoming general education curricular reform process.

As noted previously, Middle States expects general education curricula to provide breadth of study, exposing students to multiple perspectives and fields of inquiry. Transcript analysis reveals that the Core curriculum's distribution requirements do steer students to complete coursework in a wide variety of disciplines. In this sense, the Core curriculum effectively promotes exposure to breadth of knowledge. It is true that SPS students, when given a choice of disciplines in which to complete general education requirements, do avoid certain fields. For example, students must take courses in two social science disciplines. Students overwhelmingly choose courses in psychology and sociology over courses in economics and political science. This choice reflects the fact that the Core psychology and sociology courses are also required courses for the largest major in SPS, Human Relations. Thus, many students choose psychology and sociology courses because this allows them to fulfill major requirements and Core requirements simultaneously. (See Document Room for details on how students complete Core requirements).

Middle States also expects general education curricula to provide a "coherent student learning experience." The Core curriculum defines coherence in terms of a foundational knowledge base. The Core is intended to ensure a "body of knowledge to which students and faculty can relate subsequent studies," and students are supposed to complete the bulk of their Core courses within their first two years. Transcript analysis reveals that these intentions are not fully realized in practice. The writing requirement is the only requirement that is completed as a "foundational" course by the majority of SPS students. Between 2000 and 2005, more than 90% of students completed their writing requirement within their first 64 credits (partly because 2/3 of students transferred in credits to fulfill this requirement). By contrast, the majority of students completed Core requirements in math, science, history, and fine arts after earning more than 64 credits. Significant numbers of students completed their math and science requirements near the end of their academic careers. This is not surprising, since few SPS majors involve advanced work in math or science. None of the three largest majors (Human Relations, Business Administration, and Communication) require math or science courses beyond the Core level. Thus, little incentive exists to complete math and science requirements as a prerequisite to advanced study in the major (see Document Room for more detailed data on requirement completion patterns).

While the Core is not coherent in the sense of providing a foundational experience that precedes advanced study, it could be considered coherent in the sense that most students who fulfill Core requirements at Trinity take the same courses. For example, all SPS students fulfill their science requirements by taking Biology 101 or Environmental Science 101. Similarly, two thirds of recent SPS graduates fulfilled their literature requirement by taking either "Women in Fiction" or "African American Women Writers." (See Document Room for more detailed data).

While not inherent to the Core's design, the limited range of course offerings points to a possible model for a reformed SPS general education curriculum. By paring down the curriculum to a carefully-selected group of courses, each of which is regularly offered as part of a planned rotation, students would receive a truly common basis for study. They would also benefit from the predictability and ease of scheduling that comes with a set rotation of courses.

Furthermore, re-examination of which courses are suitable to fulfill general education requirements might help eliminate courses of limited applicability to the educational aspirations of SPS students. It might also enhance the coherence of the curriculum, by providing a selection of courses whose themes are connected by their relevance to the interests and needs of working adult learners.

C. Core and FLC Design and Delivery: Comparable Rigor

Generally, CAS students fulfill FLC requirements through day classes, while SPS students fulfill Core requirements through evening and weekend classes. Middle States standard 11 stresses that "educational expectations, rigor, and student learning within accelerated programs" must be "comparable to those that characterize more traditional program formats." Given this standard, Trinity must demonstrate that the differences in contact hours between general education courses that meet during the day and those that meet on evenings and weekends do not lead to differences in rigor, expectations, or outcomes.

At Trinity, a 4-credit science course delivered during the day involves 77 contact hours, comprising 35 hours of lecture and 42 hours of laboratory instruction. By contrast, a 4-credit science course delivered in the weekend format involves 49 contact hours: each class meets for fourteen 3.5 hour sessions incorporating both lecture and lab. For 3-credit courses, the number of contact hours is 28 for courses delivered in evening and weekend formats, and 35 for courses delivered in the day. Classes that meet for fewer contact hours involve additional out-of-class work in the expectation that students will engage in substantial independent learning.

A comparison of syllabi for courses that fulfill both Core and FLC requirements, and that meet both in the day and evening/weekend formats, indicates that course requirements are generally comparable across formats (see analysis in Document Room). Comparing final exams for the same courses in different formats reveals that learning expectations are also the same regardless of format. In all the classes assessed, professors deliver the same course and expect students to learn comparable material. Differences lie not in substance, but in the pedagogical adjustments faculty make to save time. In many cases, evening and weekend courses had fewer exams, and in some cases, the exam was take-home. In classes whose requirements include laboratory work, professors spend additional time preparing the laboratory for students for whom time is particularly scarce. Many faculty hold homework sessions and study groups outside of class in an effort to save class time. In general, both faculty and students appreciate the special demands of accelerated class delivery, and the adjustments to those special demands are made in form rather than in substance.

III. ASSESSING STUDENT LEARNING IN GENERAL EDUCATION CURRICULA

Ultimately, the test of curricular soundness is student outcomes. Trinity needs to know whether its students are learning what its general education curricula are designed to teach. Currently, student learning data is being collected and analyzed at the course and program levels, through student evaluations, course-embedded assessments, and the program review process.

Course and program-level assessments provide valuable information about what students are learning in particular courses and disciplines, and this information helps guide course and programmatic changes geared to improve learning outcomes. But assessment at the course and program level, while valuable and necessary, is not sufficient. Student performance in an individual general education course cannot demonstrate the integrity and effectiveness of the overall general education curriculum. Furthermore, while Trinity celebrates improvements in student learning in specific courses and programs, the university aspires to strengthen student success across the curriculum. This aspiration can only be fulfilled through university-wide initiatives to pull together course and program-level data, evaluate the aggregated data, and use the results to inform curricular reforms. Looking forward, Trinity needs an institutionalized and ongoing process for student learning assessment, as articulated in Chapter 2.

A. Student Evaluations of General Education Learning Outcomes

Course evaluations allow Trinity to collect standardized data on student perceptions of learning outcomes. Identical evaluation forms are administered throughout the university, permitting comparisons across courses, programs, schools, and delivery formats. The faculty recently decided to add questions on general education learning outcomes to the course evaluation form. The new questions asked students to gauge the extent to which the course increased their ability in each of the areas that the FLC specified as a learning goal. The faculty originally intended to include these questions only in evaluations for FLC courses, but ultimately decided to include the questions in all course evaluations. This would allow students' learning perceptions in FLC courses to be compared with their perceptions of what they had learned in other courses, including Core courses and non-general education courses.

The questions were added to Trinity's course evaluation form in the spring semester of 2005. Student responses from the spring 2005 evaluations have been analyzed in three areas that Trinity has designated as the foci for its institutional learning assessment plan: writing, quantitative skills, and information literacy. The analysis reveals that students perceive major gains in their abilities in all three areas, not only in courses that fulfill FLC requirements, but also in other classes at upper levels in the curriculum. (The analysis is presented in greater detail in Chapter 2).

Taken alone, the course evaluation data do not demonstrate successful student learning outcomes in general education courses. But they do reveal students' growing confidence in their abilities. Furthermore, the data indicate significant continuities and cumulative learning effects in students' academic careers. Middle States Standard 12 calls for "a program of general education where the skills and abilities developed in general education are applied in the major or study in depth." Trinity students clearly feel that the skills they develop in general education courses are

also utilized and improved in upper level coursework. To demonstrate fully that general education curricula build skills that are applied in the major program of study, more analysis of students' senior portfolio and capstone course work is needed. But the course evaluation data provide important signs that students are using and honing their foundational skills in their advanced coursework.

B. Course-Embedded Assessment of General Education Learning Outcomes

Trinity's most valuable resource for assessing and improving student learning outcomes is its faculty. Trinity faculty members are sensitive to students' learning needs, and dedicated to revising their pedagogy to meet those needs. As teaching scholars, faculty members strive to make course content meaningful and accessible to students without diluting curricular rigor. Because faculty members care deeply about how and what students learn, course-embedded assessment is integral to most courses at Trinity. Indeed, course-embedded assessment has proven to be the most powerful and effective method for improving student learning.

Faculty in general education courses make use of multiple course-embedded assessment instruments. Formal rubrics and grading scales are increasingly common. Many instructors link assignments and test questions to specific learning objectives, structuring their exams and assignments to measure student achievement of those objectives. Pre- and post-tests are frequently employed to measure gains in student knowledge and skills. Instructors also monitor student performance in less formal ways as the semester progresses, and make adjustments to course delivery, readings, and assignments.

Review of course-embedded assessment reports also reveals that faculty members have responded to student learning challenges in many innovative ways. Not every innovation has been successful, but several approaches have proven so effective that they have been widely adopted in general education courses. Four recurring insights into student learning emerge from course-embedded assessment reports. First, clarifying student learning expectations is crucial to improving student learning outcomes. Secondly, instructional techniques that focus on developing students' study and academic preparation skills are vital components of general education courses. Thirdly, students learn best when they can connect with the material—and interactive, collaborative, and experiential learning techniques have proven effective in encouraging student engagement. Finally, general education courses provide the most powerful learning experiences when they integrate the development of multiple skills in mutually-reinforcing ways.

1. Clarifying Learning Expectations

Instructors in general education courses have found that students learn best when they understand what it is that they are expected to learn. Instructors have used various methods to clarify learning expectations. Many have revised their syllabi to more clearly specify the general education learning goals that the course aims to achieve. As a philosophy professor explained, "I revised the syllabus to reflect the FLC goals the course addresses. I felt this had been implicit in the course delivery but needed to be made more explicit."

In addition, faculty members increasingly employ rubrics to communicate learning expectations in clear and concrete ways. They share their grading rubrics with students, distributing them in advance to help students prepare their assignments. According to a psychology professor, "I've included a rubric on the syllabus regarding how oral presentations will be graded, at the suggestion of former students. So from the very start of class students have a clear idea of the presentation expectations."

Sharing specific expectations, instructions, and feedback with students in every phase of the learning process gives students structured guidance as they work to improve their performance. Many instructors find this method effective in developing basic skills such as essay organization, source citation, or hypothesis formulation. For example, the history program uses rubrics to help students learn how to state a thesis in their essays: "The rubrics are used primarily as a tool for improving student performance. Students are encouraged to rewrite all papers, concentrating specifically on areas identified by the rubrics as particularly weak. Moreover, the rubric grading criteria (thesis, organization, evidence, etc.) remain constant throughout the semester. Students are encouraged to track improvement in their performance in these areas over the course of the semester. Analysis of student outcomes indicates that student writing does improve over the course of the semester in the areas measured by the rubrics."

2. Developing Study Skills

Many Trinity students have not had the advantage of a high school education that built effective study skills, or have been out of school so long that preexisting study skills have become rusty. As a result, students often need help strengthening their academic preparation skills in order to succeed in general education courses. Instructors have adjusted their pedagogy and course design to accommodate this need. For example, science, language, and mathematics instructors have incorporated more-frequent quizzes to help students pace themselves academically and develop habits of regular preparation and review.

Trinity instructors see self-directed learning as a key study skill, and push students to assume more responsibility for their own learning. This can be unfamiliar terrain for students who have previously been encouraged to keep quiet and not cause trouble in the classroom. Some professors, noting that students who are confused by a concept often fail to speak up and ask for an explanation, have introduced in-class mini-essays in which students write brief analyses of the concept under discussion. Similarly, some instructors promote active learning in pre-exam study sessions by requiring students to bring specific questions to the session, rather than passively receiving review materials. Other instructors encourage students to prepare for final exams by giving them input into the design of exam essay topics. The collaboratively-designed essay topics are shared with students prior to the exam. Instructors find that when students are invited to participate in developing their exams, they prepare more thoroughly and write more thoughtful, well-reasoned essays.

3. Promoting Student Engagement

As the previous section suggests, faculty find that one of the most important factors affecting students' performance is their level of engagement. General education course

instructors have experimented with many ways of drawing students into the material. One approach involves creating more collaborative classroom environments. As a sociology professor explained:

"In a traditional classroom, the professor has the power position as the holder of knowledge and is in control of what and how students learn. In a collaborative classroom, the instructor plays the role of facilitator and knowledge synthesizer. Knowledge is collaboratively produced during the process of reflecting on course materials. Students are no longer passive recipients of information but instead become active learners."

More inclusive pedagogy entails tradeoffs, and some faculty members initially felt trepidation about the shift. As one economics professor explained:

"As much as I wanted to transition from a lecture-driven, fast-paced classroom to a less authoritative one, one that would accommodate a variety of methods of student-centered learning, I feared I would have to sacrifice theoretical content for a slower pace. The transition would be worth it only if it was really valuable, and by that I mean that students would have to benefit notably."

As this instructor and others found, changing classroom dynamics can have a dramatic impact on students' motivation and performance. For example, many instructors confirm the value of group projects. As one faculty member noted after adding in-class projects to her class:

"I was stunned by the results. Students did much, much better when they were allowed to process the information in groups, and they responded enthusiastically to the new learning environment."

Other professors note that students feel encouraged to improve their work when it is submitted to "peer review" in the form of group drafting and critiquing sessions. For instance, the biology program strengthens students' lab report writing skills by having groups review and revise each others' draft reports. Group peer review, instructors find, allows students to participate in the evaluation of their own work and thereby develop skills in self-assessment.

Another inclusive learning approach involves student-faculty collaboration on coursework. For example, students often struggle to understand complex, advanced texts. Rather than choosing simpler readings, some faculty members encourage students to grapple with tough texts through active class discussions:

"There is a lot of very difficult reading in this course. We read together, exegete the material, discuss, chain arguments together. It is a dance."

Another professor has responded to student difficulties with homework assignments by offering pre-class and in-class homework sessions, in which instructor and students work together on solving problems. The sessions evidently helped students grasp the material; a comparison of students' exam grades before and after adding the homework sessions revealed significant improvement.

In sum, professors who have engaged students through inclusive and collaborative pedagogy have found their reduced control amply offset by increased student motivation and learning. As the economics professor who had expressed earlier concerns put it:

"The introductory economics classroom runs very differently. Perhaps my students are not exposed to as many economic details as they were in years past, but they certainly learn more economics than their earlier counterparts ever did."

Perhaps the most innovative methods for engaging students in general education courses involve experiential learning. For example, a sociology professor explained how she experimented for years in search of a way to reach students and bring the course material to life:

> *"Sociological concepts and theories seemed too abstract and far removed from the life-world of our students. So as our student population changed, I began to experiment with service learning to improve students' academic performance. I began requiring students to volunteer in homeless shelters, rape crisis centers, soup kitchens, and so on. The goal was to help students think in terms of the broader social issues that underlie their volunteer experiences. I had hoped that students would understand, for example, that volunteering in a soup kitchen can help solve the problem of a few hungry people, but it does not contribute to the elimination of the need for the soup kitchen. However, I found that these experiences did not adequately challenge students' hidden assumptions. Their experiences often only confirmed their prejudices about the people they served. The issues of social inequality, racism, and other forms of structural inequality were not coming to life.*
>
> *As a result, I started to experiment with using community-based research (CBR) in my classes. In community-based research projects, students are required to conduct systematic research with the goal of solving a community problem. Because students see how CBR results will be used, they are more motivated and engaged in the learning process. For example, last semester a project on food stamps gave our students opportunities to develop survey research instruments and conduct interviews with retail managers of food stores in D.C. to discover which accepted food stamps, and to find if other relevant assistance for homeless persons existed. The information gained was shared with local authorities to be disseminated to DC's local homeless population so that they may use it to make healthier and safer food choices. Knowledge generated through this collaborative process is more academically relevant than charity-oriented coursework. CBR is a powerful strategy for teaching sociological concepts to college students who are more likely to have an individualistic explanation for social problems."*

Similarly, in philosophy general education courses, students had trouble relating abstract concepts presented in challenging texts (such as Plato's Gorgias) to their own experiences and concerns. So the instructor "added a community based learning component to the course to help students make connection between the material and their own lives." Recently, the faculty decided that community-based learning held such promise that it should be incorporated into the First Year Seminar required for all CAS students.

Students' responses to their experiences confirm the value of community-based learning as a means to promote student engagement in general education courses. Surveys of students who have participated in community-based learning indicate that they perceive a wide range of benefits from linking their course work to community service. For example, 76%-79% of student survey respondents who took general education courses with community-based learning components in the 2004-5 academic year stated that community-based learning helped them develop their critical thinking skills. 81-86% of these students founded that the community work enhanced their academic experience, and 74-79% believed that the community-based learning helped them understand course readings and content.

A common theme in student responses was a feeling of efficacy and a sense that they had done something to help those around them: "I like the help that I gave to the children because I felt I was using my education [to help] them to understand their homework." As they helped others, students also experienced gains in their own knowledge and academic success: "It enabled me to tie together what I had been learning in class with my observations at the school. I liked this because I was not only able to learn out of the book, but I learned from my own experiences."

Across disciplines, professors have found experiential learning to be a powerful tool in FLC courses. It cannot by itself overcome basic skill deficits, but it can motivate students to value learning. In the words of one experienced professor:

"After twelve years I have concluded that, while service learning cannot consistently improve students' academic skills, it can engage and motivate students to learn about the complexity of cause and effect in the discussion of social problems. In other words, service learning is not a panacea to raise unprepared students' skill levels, but it does make the text and class discussions more relevant and accessible to them."

4. Mutually-Reinforcing Skill Development

The FLC states the goals of general education in terms of nine separate skills and abilities. Yet faculty members have found that these skills and abilities are often best learned together. In many ways, they are complementary. It is difficult to master one without developing another. In particular, gaining foundational skills in writing and information literacy is essential to building more abstract abilities such as understanding the societal forces that shape the world, or interpreting religious and philosophical traditions.

Accordingly, Trinity faculty members have incorporated foundational skill development into many general education courses whose disciplinary content requires more complex and abstract skills as well. For example, the primary purpose of history general education courses is not to teach students how to write. Yet by treating writing skills as central to historical analysis, students learn not only how to become better historians, but also better writers. For the same reason, the development of information literacy skills is a significant component of general education history courses. As an instructor explained, "For each essay, students are asked to develop an independent historical interpretation of primary sources, showing that they have explored and distilled these materials and have formed their own conclusions about their meaning and significance."

Mutually-reinforcing skill development is pursued in most other general education disciplines as well. For instance, biology general education courses aim to help students understand and apply the scientific method of analysis. To achieve this aim, biology courses focus on the relationship between effective writing and strong scientific analysis. Effective writing is an explicit course objective, and students learn to express their scientific findings clearly and cogently in written reports. Similarly, fine arts general education courses aim to help students explore various modes of creative expression. To achieve this aim, students must be able to express their explorations in writing. Therefore, fine arts course goals include developing students' abilities to compose well-organized and analytically-sophisticated concert listening reports.

At the same time that general education courses in various disciplines are focusing on writing skills, general education composition courses are being revised to better prepare students for discipline-based writing and research. For instance, composition courses increasingly emphasize critical thinking skills. Instructors found that simple, descriptive writing assignments were not preparing students for the critical and analytical writing required in upper-level courses. So they modified their writing assignments to incorporate progressively more rigorous analytical elements. Information literacy skills are also being integrated into composition courses. Instructors assign research projects that develop skills in accessing information via technology, critically evaluating sources, and documenting sources properly.

This brief review of lessons learned from course-embedded assessments helps demonstrate the critical role that course-level assessment plays in evaluating and improving student learning at Trinity. Course-level assessment has an impact far beyond the individual class in which it is conducted. As mentioned above, successful curricular innovations are disseminated from one course to another. Faculty members often share rubrics and other assessment tools. In addition, faculty members who introduce new pedagogies (such as service learning) have organized faculty development workshops for other colleagues, promoting the spread of the new pedagogies into a variety of courses and disciplines. Course-level assessment also generates most of the data and analysis for the next level of assessment: the program review process.

C. Program Reviews and General Education Learning

Every Trinity program that contributes courses to the general education curricula participates in the program review process. Program reviews occur every five years, in a three-year cycle followed by two years for implementation. The first year of the cycle is devoted to establishing program goals and developing a data collection plan. The second year is spent implementing the data collection plan, and the third year involves analyzing the data and making recommendations for improvement to better meet the goals set in the first year. Programs then have two years to implement changes before recommencing the assessment cycle. (See Chapter Four, Assessment of Educational Offerings, for additional details on program assessments).

As part of their assessment, programs are not explicitly required to set goals, or evaluate outcomes, related to their general education courses. In the initial years of Trinity's program assessment process (program reviews were institutionalized in the late 1990s), few programs set out to measure student learning in general education courses. But in recent years, assessment of

general education has become an increasingly important aspect of the program review process. This is particularly true for programs, such as History and Fine Arts, whose missions highlight service to the general education curricula.

All of the programs that contribute courses to the general education curricula, and that completed their first year assessment reports in 2005, set student learning objectives associated with the general education goals relevant to their programs' offerings. These programs will collect data, and assess student learning outcomes, over the next two years. Meanwhile, 80% of the programs that contribute courses to the general education curricula, and that completed their second year of assessment in 2005, collected data on student learning outcomes associated with the general education goals relevant to their programs' offerings. The two programs that completed third year assessment reports in 2005 also collected data on student learning outcomes, but are still in the process of analyzing the data and making recommendations.

Because of the relatively recent focus on general education courses as part of the program review process, few programs have made formal program-wide changes to their general education offerings as a result of their reviews. That may change as assessing student performance in general education courses becomes a more prominent and institutionalized aspect of program review. Even so, program reviews can only provide partial insight into the effectiveness of general education curricula. Each program can document how well students perform in the general education courses it offers. But no single program can determine whether general education curricula as a whole are "purposeful, coherent, engaging, and rigorous" (Middle States Standard 12). This is a task which must be undertaken through school- and university-wide assessment efforts.

CONCLUSION AND RECOMMENDATIONS

As a result of this self-study, Trinity will undertake a reform of the general education programs and assessment processes in both the College of Arts and Sciences and the School of Professional Studies in order to achieve these objectives:

- As indicated in Chapter 2, general education in the College of Arts and Sciences must be reformed. The underlying assumption of the FLC is that the student is the designer of her own coherent, integrated academic program. While well-intentioned, this assumption does not work for today's first generation students who come to college with poor high school preparation.
    - In line with general education reform in CAS, the First Year Experience needs reconsideration. The first year is crucial, and one seminar alone is not enough to prepare students for long-term academic success. Foundational course work in skills development (writing, numeracy, information literacy, critical analysis, communication) and essential knowledge requires considerable time and focus in the first year, and perhaps into the second year. Prescriptive sequencing of the general education curriculum can significantly enhance success by making certain that students do not avoid courses that they need the most to develop as scholars in upper division major programs.

  - Intermediate and Senior Year assessment processes are necessary to ensure that the foundations laid in the general education program are integrated and synthesized with major program outcomes. Major programs should identify specific, measurable objectives that articulate major program outcomes with general education goals, e.g., writing, language proficiency, research and quantitative analysis, and related skill sets.

- For the School of Professional Studies, the general education curriculum must be more coherently designed and delivered to meet the needs of adult learners.

  - Adult learners need predictability in their course offerings and a standardized general education curriculum with routine sequencing would address this need.

  - Greater emphasis needs to be placed on completion of general education requirements within students' first two years in order to ensure key academic skills development for success in their majors.

  - Oversights such as the lack of an oral communication requirement need to be addressed.

  - The use of accelerated delivery formats should be assessed with respect to accomplishment of desired student learning outcomes. While appropriate for major courses, these formats may not be appropriate for general education.

  - As with CAS, the general education assessment processes should be progressive through intermediate and advanced levels, and the Senior Assessment conducted by the majors should articulate to general education goals as well as to discipline-specific goals.

- Trinity faculty must continue the explicit presentation of student learning objectives in all course syllabi to ensure student learning as well as effective measurement of student learning.

- Faculty insights into student learning and best practices in general education should be routinely shared with colleagues through programming by the Center for Teaching Excellence recommended in Chapter One.

- Under the leadership of the vice president for academic affairs, the deans and CAP Committees of each school are responsible for establishing the framework and timetable for general education reform in the timeliest manner possible. Additionally, the CAP committees are responsible for overseeing the implementation of a true general education assessment program that will track student performance and outcomes throughout the student's academic career at Trinity.

Chapter Four: Assessment of Educational Offerings

Characteristics of Excellence:

This chapter demonstrates Trinity's fulfillment of these Middle States standards:

Standard 11: Educational Offerings
Standard 13: Related Educational Offerings
Standard 14: Assessment of Student Learning
Standard 7: Institutional Assessment
Standard 1: Mission and Goals

I. INTRODUCTION

Academic programs are the backbone of Trinity's academic experience; therefore, program review is essential to ensuring the quality and excellence of a Trinity education. The goal of program assessment is to identify programs' strengths and weaknesses in serving Trinity's mission and meeting student needs, and to stimulate mission-driven improvements in the learning outcomes of an evolving student population.

The implementation of a systematic and rigorous approach to program assessment has been an ongoing priority at Trinity. Middle States Standard 7 emphasizes that an effective institution-wide program of outcomes assessment requires faculty and administrators to work together on design and implementation. In keeping with this standard, Trinity's program assessment process relies on collaborative faculty/administration work and peer review. The University Curriculum and Academic Policy Committee (UCAP), which supervises programs' progress through the five-year assessment cycle, includes faculty and administrators from the College of Arts and Sciences (CAS), the School of Professional Studies (SPS), and the School of Education (EDU). UCAP is responsible for designing the protocols that guide assessment activities and evaluating the annual progress reports and final reports of the individual academic programs.

The effectiveness of program assessment depends on four factors. First, the conceptual design for assessment must be sound, providing a clear and sufficient structure to guide programs' assessment activities. Secondly, assessment activities themselves must be well-executed, resulting in thorough data collection and analysis. Thirdly, evaluation mechanisms must provide programs with timely and relevant feedback, facilitating programs' development of coherent and feasible plans for change. Finally, implementation must be robust, ensuring that strategies for improvement are actually carried out.

Judged according to these criteria, Trinity's program review process has had some success and faces some challenges. The findings obtained through program assessment have enabled many programs to make improvements in their curricular offerings. At the same time, delays in the submission and evaluation of programs' assessment reports compromise the effectiveness of the process. Trinity is addressing these challenges through the redesign of its assessment protocols and the strengthening of its evaluation mechanisms.

Section II of this chapter, below, provides an overall profile of Trinity's major programs. Subsequent sections provide more details on the design and implementation of the program assessment process.

II. PROFILE OF TRINITY'S ACADEMIC PROGRAMS

As of 2005-2006, Trinity offers these academic programs among the three schools:

College of Arts and Sciences

Sciences	*Social and Behavior Sciences*	*Arts and Humanities*
Biology*	Political Science*	English*+
Chemistry*	Sociology*	Fine Arts*
Biochemistry*	Human Relations*+	Theology/Religious Studies
Physics	Communication*+	Spanish
Physical Science*	Psychology*	Language/Cultural Studies*
Engineering**	Economics*+ /Business Economics*	Philosophy
Mathematics*	History*	
Environmental Sci.*	International Affairs*+	
	Criminal Justice*+	
	Education ***	

* Major Programs
** Engineering is a dual degree program with George Washington University
*** Education is offered in cooperation with the School of Education
*+ These majors are also offered in the School of Professional Studies

School of Professional Studies

Undergraduate	*Graduate*
Business Administration – B.S.	M.B.A.
Communication – B.A.	M.A. in Communication
Computer Info. Systems – B.S.	M.S. in Information Security
Criminal Justice – B.A.	M.S. A. in Organizational Mgmt.
Economics – B.A.	
English – B.A.	
Entrepreneurship and Small Business – B.S.	
Human Relations – B.A.	
International Affairs – B.A.	
Liberal Studies – B.A.	
Management of Human Resources – B.S.	
Public Affairs – B.A.	

School of Education

Teacher Education – M.A.T.
Curriculum and Instruction – M.Ed.
Educational Administration – M.S.A.
Counseling – M.A.

Chart 4. 1 below shows the total census of all enrollments in all courses by discipline in Fall 2005. The largest enrollment, Educational Administration, on the left-hand side of the chart, includes year-long enrollments for required internships.

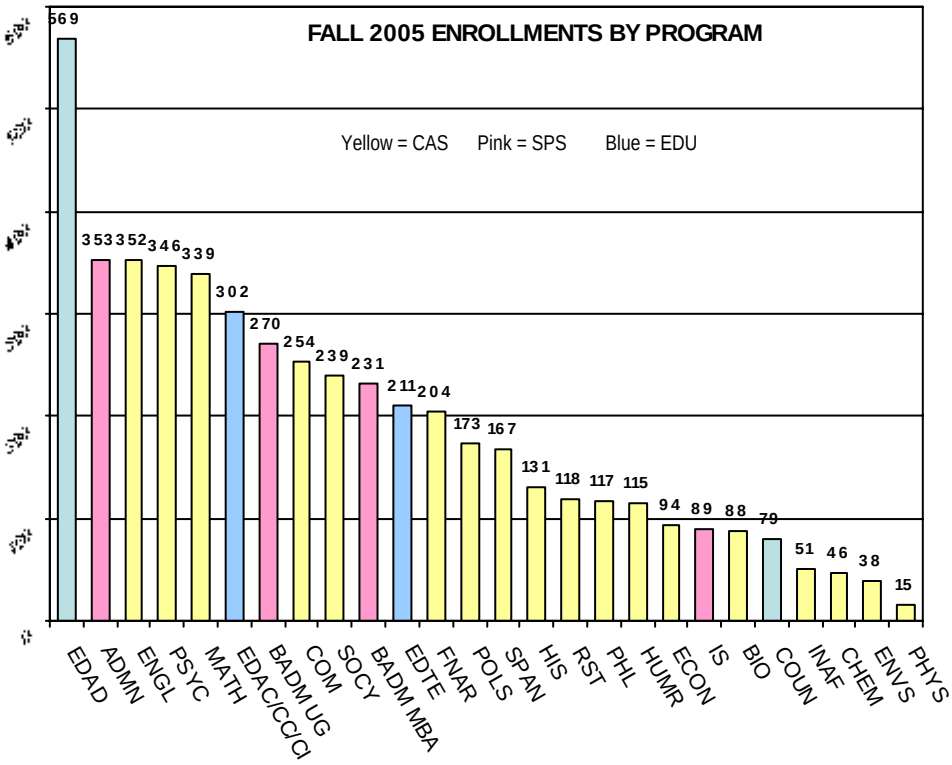


CHART 4.1:
Fall 2005 Total Course Enrollments By Program

Left to Right:
EDAD = Master's in Educational Administration
ADMIN = Master's in Administration
ENGL = English
PSYC = Psychology
MATH = Mathematics
EDAC/CC/CI = Master's in Education
BADM UG = Business Undergraduate
COM = Communication BA and MA
SOCY = Sociology (includes Criminal Justice)
BADM MBA = Master's in Business Admin.
EDTE = Master of Arts in Teaching
FNAR = Fine Arts
POLS = Political Science
SPAN = Spanish
HIS = History
RST = Religious Studies and Theology
PHL = Philosophy
HUMR = Human Relations
ECON = Economics
IS = Information Systems
BIO = Biology
COUN = Counseling
INAF = International Affairs
CHEM = Chemistry
ENVS = Environmental Science
PHYS = Physics

Chart 4.2 below shows the relative proportion of undergraduate (the two yellow slices, darker yellow for CAS, lighter yellow for SPS undergrad) and graduate (reds for SPS, blue for EDU) enrollments in the Fall of 2005. In total, undergraduate enrollments account for about 66% of Trinity's total enrollment, and graduate enrollments are about one-third.

Yellow – undergraduate enrollments in CAS and SPS

Red/Pink = graduate enrollments in SPS

Blue = graduate enrollments in EDU

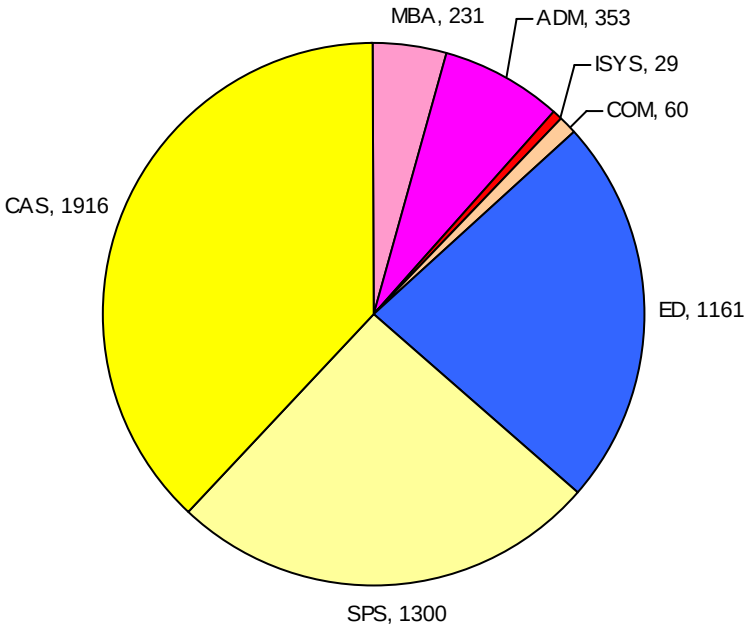
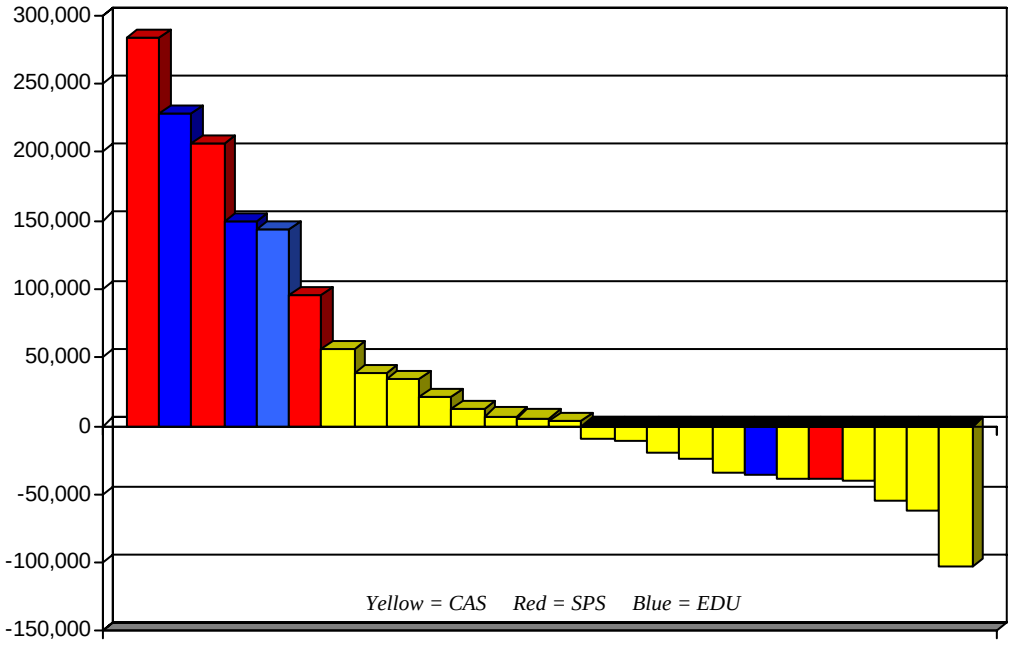


CHART 4.2
Fall 2005
Proportion of undergraduate and graduate course enrollments

Undergraduate education continues to be the largest part of Trinity's academic programming. However, enrollments in graduate programs tend to be the most economically productive for Trinity. **Chart 4.3** below shows what happens when all revenues and expenses, including indirect costs, are assessed to the programs. The red and blue bars above the line, (red for SPS programs, blue for EDU programs) are all graduate programs *except* undergraduate Business Administration. The yellow columns are all CAS programs.

CHART 4.3: Fall 2005 Net Earnings By Program



Graduate Programs in SPS and EDU provide more positive net revenue for several reasons. First, they tend to use significantly more adjunct faculty. Second, they do not have to account for the discount rate that applies to CAS undergraduate tuition. Third, enrollment in graduate programs is highly concentrated in a few specific programs, whereas in undergraduate education in CAS the enrollments are spread through 18 programs.

The detailed analysis including identification of programs represented by columns on the graph is available in the Document Room.

Trinity conducted the net revenue analysis, above, to try to understand more about how programs contribute to Trinity's overall financial picture. This kind of assessment is consistent with recommendations among financial analysts and enrollment planners in higher education (See, among other sources: *The Small College Guide to Financial Health: Beating the Odds* by Michael K. Townsley, a NACUBO publication; and *Connecting Enrollment and Fiscal Management* on the University Business website, a paper prepared by Noel/Levitz, January 2006). Such analysis is particularly necessary for a small institution like Trinity with thin margins and large challenges to plan for alignment of faculty and programs to meet student needs.

The net revenue analysis is not intended to suggest that all programs below the line should not exist --- indeed, some of the most important academic disciplines, such as English and Math, do not turn a profit but are essential to the university. Moreover, the analysis also helps to point out other critical issues, such as the volume of adjunct faculty in some programs, and the impact of the discount rate for CAS programs. Of course, the analysis also raises questions about the future of some programs in their current format. Most of the disciplines are necessary for the intellectual integrity of the curriculum, and can play substantial roles in general education, but not all disciplines can support major programs with small enrollments.

The complete enrollment and fiscal analysis of the programs will be available to the team in the Document Room.

In examining its academic programs, Trinity has also considered enrollment trends within the cohort group of institutions. **Chart 4.4** illustrates Trinity's 2004 completions by program compared to the completions of other institutions in the cohort.

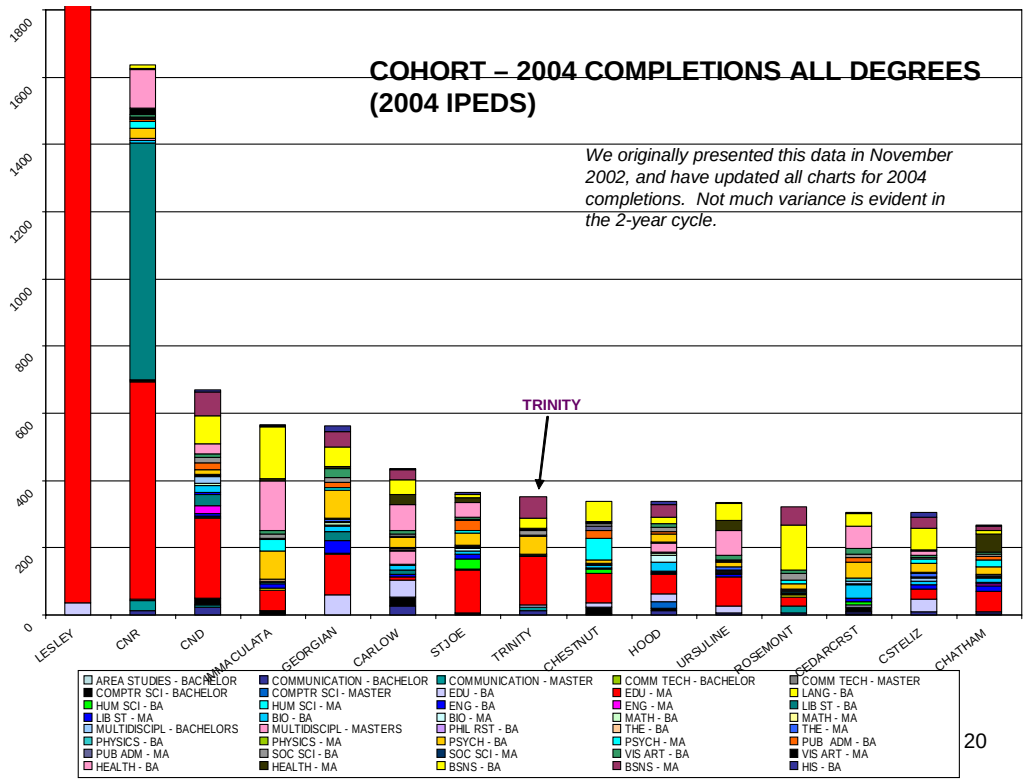


CHART 4.4
2004 Completions (IPEDS) for Trinity's Cohort

20

The original data will be in the Document Room. While the various sandwich lines in the chart above may be hard to see on this smaller illustration, the key parts are these: the largest volume of degrees are Education Masters, which are the red parts of the above columns. The second largest volume are Business degrees --- yellow are undergraduate and purple are graduate. The third largest volume are Nursing and Health Professions – pink part above.

Trinity's largest groups of completers are in the Education Masters and Business, consistent with the cohort. However, Trinity's volume of completions is very small compared to the top end of

the cohort. Moreover, Trinity does not currently offer programs in the Health Professions, which renders Trinity significantly smaller than other members of the cohort. Starting in Fall 2006, Trinity intends to add the RN-to-BSN, followed in subsequent years by a larger nursing program and various allied health programs.

As **Chart 4. 5** below illustrates, for the last two years, completions of master's degrees have far outstripped baccalaureates at Trinity.

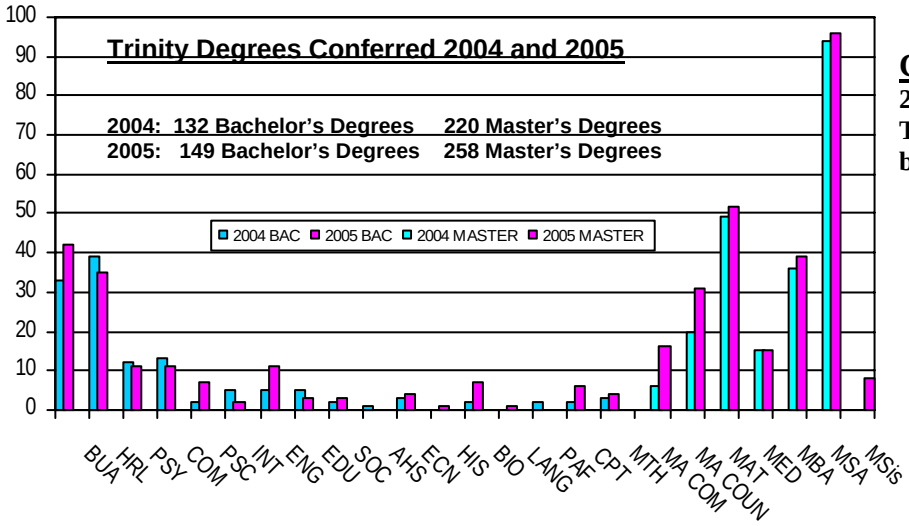


CHART 4.5
2004 and 2005 Trinity Completions by Degree and Level

Trinity has also considered how its degree productivity among the disciplines compares to the cohort trends by subject matter. **Chart 4.6** below shows the total cohort degree productivity in 2004 by volume, and shows Trinity's awards (red dots).

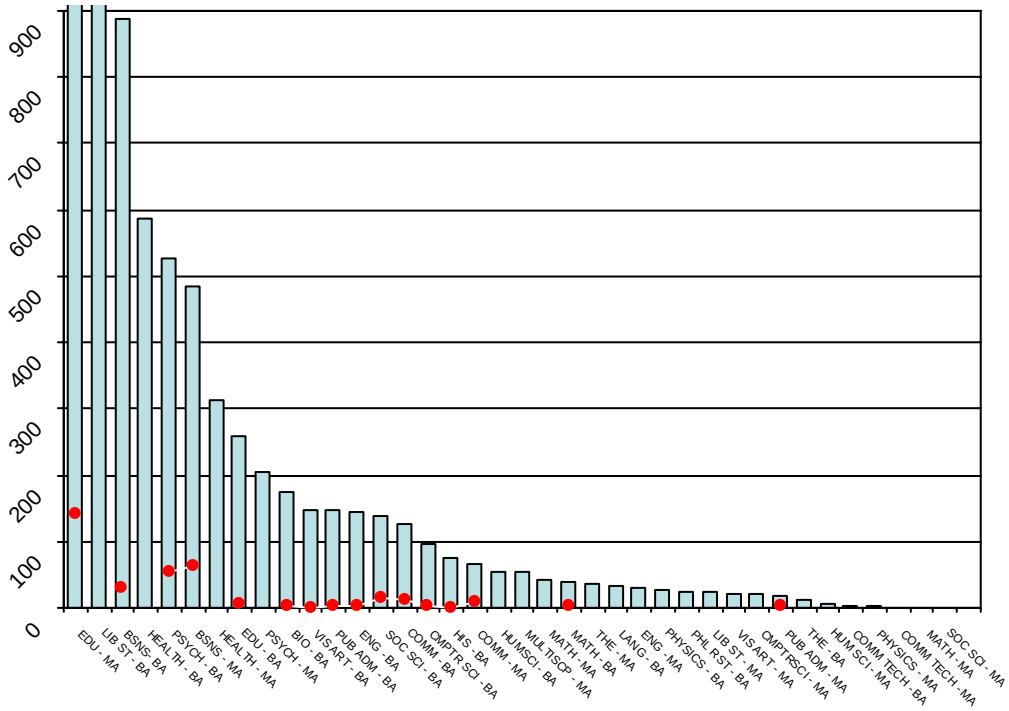
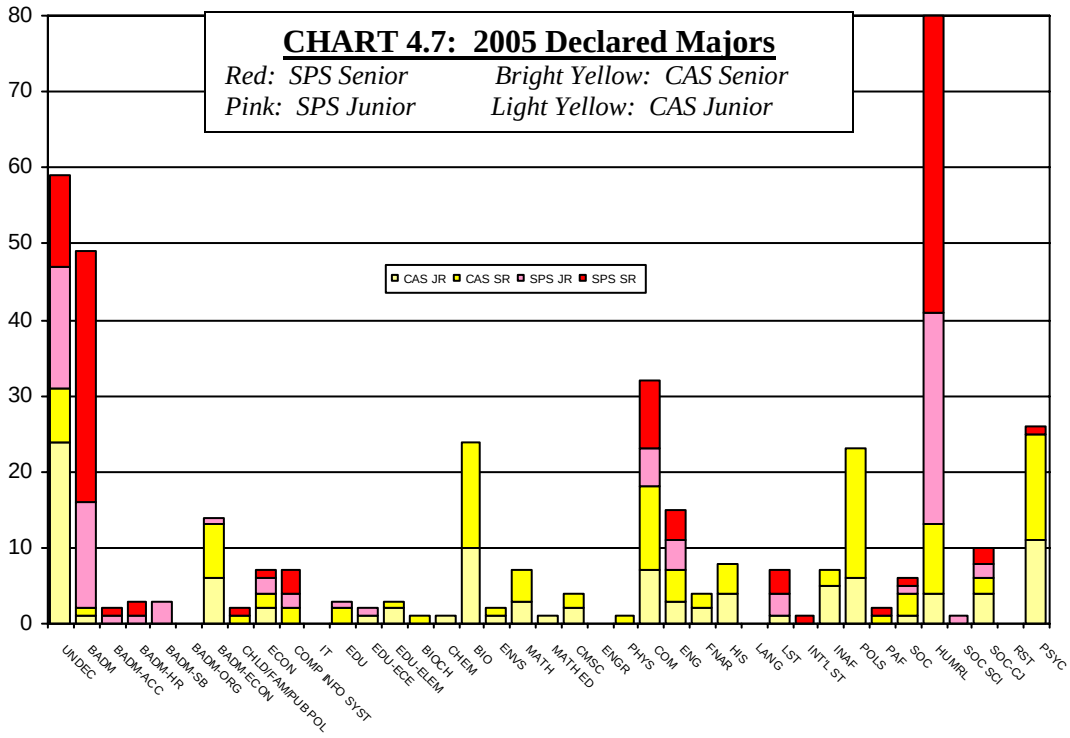


CHART 4.6
2004 Cohort Completions

This chart shows the total volume of completions in 2004 by discipline for Trinity's entire cohort, and Trinity's completions appear as red dots.

The slope of the line is also consistent with general national enrollment trends.

Against this backdrop, Trinity has also considered current declared undergraduate majors. **Chart 4.7** illustrates the majors that juniors and seniors in both SPS and EDU have declared as of December 2005.



In light of the preceding analysis of cohort trends, Trinity's enrollment trends, net revenues and analysis later in this chapter of program review data, as well as Chapter 5 on faculty resources, Trinity must give careful consideration to the roster of undergraduate major offerings going forward. In particular, given the demands of general education and the need for reforms in that program in both schools (see Chapter 3) and the current spread of CAS faculty between CAS and SPS in servicing liberal arts majors and general education (see Chapter 5), Trinity must consider the possibility of consolidating the lightly enrolled liberal arts majors in SPS into a Liberal Studies program that would mirror similar kinds of major programs for adult students at other institutions in Trinity's cohort, and among other large providers of adult undergraduate education.

Proceeding from this context of the overall slate of Trinity's academic programs, the following sections will detail Trinity's progress and challenges in academic program assessment.

NOTE TO READERS: Except where the School of Education is specifically cited, the following material applies *only* to programs in the College of Arts and Sciences and the School of Professional Studies. The program reviews for the School of Education are all captured in the NCATE accreditation materials, which are available online and in the Document Room.

III. PROGRAM ASSESSMENT DESIGN

A. The Program Assessment Cycle

Programs in Trinity's College of Arts and Sciences (CAS) and School of Professional Studies (SPS) participate in a five-year assessment cycle. In the first year of the cycle, UCAP (the University-wide Curriculum and Academic Policy Committee) instructs programs to develop goals and construct a data collection plan for assessing goal achievement. In year two, programs collect the data specified in their plans. In the third year, programs analyze the data and write a final assessment report, including recommendations for change arising from the assessment results. The final two years are reserved for implementation of the recommendations.

The assessment cycle is staggered so that a limited number of programs are in the same year; each program is in a cohort of programs engaged in similar assessment activities. The cohort approach has several advantages. It allows cohort programs to collaborate, learn from each others' experiences, and participate in workshops tailored to their specific assessment tasks. It also facilitates mentoring, as programs in more advanced stages of the cycle provide guidance to less-advanced cohorts.

B. Program Assessment Protocols

Trinity's design for program assessment has become increasingly specific and directive in recent years. In recent years, UCAP designed a set of protocols, each establishing formal expectations for assessment activities in a particular year. The current versions of the first, second, and third year protocols (which are available in the Document Room) direct programs to undertake a progression of tasks essential to effective assessment, including:

- Developing assessment goals that are clearly linked to the mission of the university (required task; addresses Middle States Standard 1 and 11)

- Setting measurable objectives for student learning outcomes (required task; addresses Middle States Standards 1, 11, and 14)

- Developing a variety of assessment methods and instruments to measure the achievement of programmatic and student learning goals (required task; addresses Middle States Standard 14)

- Constructing and implementing a plan to collect quantitative and qualitative data from multiple sources and from all course types (FLC/Core, major, elective, capstone). (required task; addresses Middle States Standard 14)

- Analyzing collected data to measure the achievement of programmatic and student learning goals (required task; addresses Middle States Standards 7 and 11)

- Articulating a plan for implementing program changes based upon the conclusions of the analysis (required task; addresses Middle States Standards 7 and 14)

- Specifying how program goals will meet the needs of diverse student constituencies (recommended task; addresses Middle States Standard 11)

- Assessing whether individual course design is linked to program goals and institutional mission (recommended task; addresses Middle States Standard 1)

- Assessing the extent to which non-majors master general education goals, and majors master and synthesize disciplinary knowledge (recommended task; addresses Middle States standard 11)

C. Program Assessment Activities

Since 2000, 22 programs have taken part in the program review process. Their efforts to set mission-driven assessment goals, specify expected learning outcomes, develop assessment instruments, collect and analyze data, and articulate plans for improvement have become increasingly focused and rigorous. All programs realize the necessity of developing both quantitative and qualitative assessment instruments and of collecting data from multiple, carefully-selected sources.

1. Ensuring Timeliness

While Trinity has made much progress in launching a systematic program review process, certain challenges are obvious. The most significant challenge is the gap between planned and actual completion of the five-year program assessment cycle. Between 2000 and 2005, 11 of the 22 programs involved in the assessment cycle (50%) did not submit yearly assessment reports on schedule, delaying completion of their final third year reports by a year or more. Furthermore, programs delayed their re-entry into the program assessment cycle after finishing their final reports. Consequently, between 2000 and 2005, only 10 (45%) of participating programs completed a program assessment.

In response to these delays, UCAP has intensified its interactions with programs, requesting more regular progress updates, offering advice when programs get stuck, and urging them to submit annual assessment reports on schedule. In 2005, program compliance reached an all-time high, with fifteen programs submitting reports, and only three programs failing to turn in scheduled assessment materials. Further improvements in the timeliness of submission will be a UCAP priority in coming years.

2. Assessing Student Learning

Middle States Standard 11 calls for "program goals that are stated in terms of student learning outcomes," while its Standard 14 notes that "assessment of student learning is essential whatever the nature of the institution." Trinity's programs have made major progress in recognizing the centrality of student learning outcomes to assessment. Between 2000 and 2005, 77% of programs specified student learning goals in their assessment reports. The emphasis on

student learning has grown during this period; since 2003, every program assessment report has included expected student learning outcomes.

UCAP recommends that programs specify learning goals for the various student constituencies they serve. Since majors, minors, and general education students are expected to acquire different levels of knowledge and master different skills, it makes sense to establish separate (though overlapping) learning expectations for these groups of students. For example, the Mathematics 2005 First Year Assessment Report provides a strong example of how programs can set suitable goals for their own majors, related program majors, and non-majors; and select appropriate data sources for measuring learning outcomes for each group (see Math Assessment Report in Document Room)**.**

Between 2000 and 2005, 16 of 17 (94%) of programs that listed student learning goals in their assessment reports established discipline-specific knowledge goals relevant for majors and minors. Additionally, all 17 of these programs established student learning goals congruent with the goals of Trinity's general education curriculum. In other words, these programs set out to measure their contribution to student mastery of general education goals. (Details are available in the Document Room).

Setting student learning goals does not guarantee that they will be assessed. In fact, one of the challenges of program review has been follow-through. Proliferation of goals was one reason for inadequate follow-through. Programs often set more goals than they could realistically assess. Difficulty in designing appropriate instruments was another problem. Programs stated student learning goals without considering whether they could collect and analyze the data to evaluate their achievement. As a result, data collection was often partial, and the instruments used were not sufficient to demonstrate student learning outcomes.

A frequent shortcoming, at least in earlier years, involved extrapolating conclusions from insufficient data. For example, 77% of the 17 major-offering programs that participated in assessment since 2000 collected and analyzed data on their majors' learning experiences. Of these programs, four (29%) assessed majors' learning experiences solely by conducting student surveys. Meanwhile, 70% of programs that participated in assessment since 2000 collected and analyze data on student mastery of general education goals. Of these programs, five (25%) assessed general education only through student surveys (see the Document Room for details). All surveys yielded very positive responses from students, who reported confidence in their mastery of disciplinary and general education knowledge. On this basis, programs claimed success in meeting student learning goals for majors and non-majors. However, self-reported data is not sufficient to establish student learning outcomes.

Some programs also attempted to assess student learning outcomes through syllabus analysis. Forty-five percent of programs involved in assessment since 2000 evaluated (or are evaluating) their syllabi. Syllabus analysis is certainly a useful assessment tool. Indeed, Middle States Standards 11 and 14 stipulate that "course syllabi should include expected learning outcomes." Syllabus analysis can gauge whether student learning expectations are clearly stated. It can also reveal the extent to which student learning goals are covered through course content, and measured through course assignments and tests. The Economics 2005 Second Year Assessment

Report provides an example of the effective use of syllabus analysis to demonstrate coverage and measurement of expected student learning in key courses (See Economics assessment report in Document Room). But like student surveys, syllabus analysis does not provide direct evidence of student learning outcomes. It must be supplemented (as the Economics program does) with data from instruments that directly measure student achievement.

Responding to the incompleteness of some programs' assessment efforts, UCAP made the improvement of student learning assessment a major goal in 2004-5. To address the problem of goal proliferation, it revised the first year protocol to stipulate that programs should set only three to five goals for assessment. To ensure that programs framed their goals in ways amenable to assessment, UCAP required programs to specify measurable objectives for each goal, and to develop a data collection plan specifying data sources for every objective. Finally, UCAP worked with programs to help programs construct more thorough data collection plans and identify more valid and appropriate data analysis methods.

Following these changes, programs' assessment reports became more focused and feasible. Now, all programs subdivide their student learning goals into concrete, measurable objectives. Furthermore, programs have developed detailed rubrics and course-embedded assessments to measure student learning outcomes, supplementing the grade distribution analyses which were frequently the sole source of student outcome data in earlier years. These improvements in the specification of goals and collection of data will make assessment and demonstration of outcomes more straightforward.

3. Assessing Programmatic Goals

Not all assessment directly measures student learning. Programs set additional objectives that are crucial to fulfilling their goals and contributing to Trinity's mission. These programmatic objectives include resource adequacy, curricular innovation, and service to non-traditional students (see program goals matrix in the Document Room). As in the area of student learning, Trinity is still working to improve the effectiveness of its assessment of programmatic goals. Programs are collaborating with UCAP to increase the diversity and validity of their assessment instruments, and to strengthen the thoroughness of their data collection efforts.

One key programmatic goal involves resources. Programs must have adequate resources—in the form of faculty, facilities, information resources, and technology—to support their teaching, learning, research, and service responsibilities. From 2000-2005, 60% of programs involved in assessment set goals involving resource adequacy. Faculty sufficiency (in the sense of both numbers and quality) has been the top concern with 40% of programs setting goals related to new faculty hires or stronger faculty credentials. In past years, programs have not always provided sufficient data and analysis to support their conclusions about resource adequacy. Recently, programs have developed more sophisticated instruments, such as the MSA program's faculty sufficiency matrix, which measures the alignment of faculty credentials and experiences with the level and content of the courses they are expected to deliver.

Another crucial program function involves ensuring connections between course design, program goals, and institutional mission. As Middle States Standard 11 states, "the design of

individual courses, programs, and learning activities should be linked to clearly-articulated goals of the specific programs of which they are a part and to the overarching mission of the institution." UCAP requires programs, as part of their assessment reports, to link their goals to Trinity's mission. All programs have complied with this requirement. UCAP also encourages programs to assess whether their goals are reflected in the design and content of individual courses. Since 2000, 32% of programs have chosen to assess whether individual courses are appropriately designed to serve program goals as well as Trinity's mission. This percentage should increase in the future, as Trinity places greater priority upon aligning course with program and institutional goals. The Philosophy program's initiative to link the objectives in every course it offers to the program's goals and to the university's mission is a comprehensive exemplar (see Philosophy program assessment in the Document Room).

Since 2000, 32% of programs involved in assessment have stated goals involving responsiveness to new methods and findings in their disciplines. Middle States Standard 11 recognizes the importance of such curricular innovation, requiring that "individual courses, programs, and sequences of study are dynamic and responsive to new research findings and methods of inquiry." Appropriately given Trinity's teaching-centered mission, its programs set curricular innovation goals that focus on the improvement of student learning experiences. The development of new courses or the adoption of new pedagogies are common programmatic goals. For example, Trinity's Sociology program incorporated recommendations from the American Sociological Association's Task Force on Undergraduate Curriculum into its assessment activities. It set the goal of creating new courses, and redesigning existing courses, to better reflect current disciplinary emphases on interdisciplinary studies and the study of race, class, and gender. More detail on the Sociology Program's curricular goals is provided in the Document Room**.**

Given Trinity's large population of adult students, a surprisingly small percentage of programs have articulated assessment goals concerning such students. Middle States Standard 11 makes clear that "institutions with a focus on adult learning" must develop "policies and practices that are appropriate to and supportive of adult learners." Several Trinity programs have noted that their mission includes service to adult students. But few programs have put forward specific plans to assess these students' needs or determine whether they were being met.

In conclusion, Trinity has made significant progress in the sophistication of its assessment activities since 2000. Since 2003, almost all programs involved in assessment have collected both quantitative and qualitative data from a variety of sources, including written assignments, oral presentations, field-based learning experiences, portfolios, syllabi and other instructional materials. Furthermore, since 2003, almost all programs have used multiple assessment instruments, including criterion-based rubrics, course-embedded assessments, grade distribution analyses, surveys, evaluations, syllabus reviews, and course sequence and distribution analyses. Progress is still needed in the thoroughness of data collection and analysis.

D. Evaluation Of Program Assessments

Consultative evaluation is essential to the health and integrity of program assessment. At Trinity, UCAP manages the evaluation process. It reviews the assessment reports submitted by

programs at each stage in the program review cycle, and provides recommendations on how programs should proceed to the next stage. In recent years, UCAP has worked to strengthen its evaluation role by providing more detailed guidance to programs engaged in assessment, and to enhance formal and informal communication with programs. UCAP members now consult with program faculty before and after programs submit their reports, to review UCAP expectations and discuss UCAP recommendations. UCAP also asks programs to submit preliminary drafts of their annual assessment reports, and gives suggestions for refining the reports. Finally, UCAP now requests written responses to its recommendations, and encourages programs to resubmit revised reports.

Consultation can be productive, but it can also be time-consuming. Programs and UCAP members alike feel burdened by the intense workload of assessing, reporting, evaluating, reassessing, rewriting, and re-evaluating. Ideally, UCAP and the programs it evaluates will find ways to work smarter rather than harder. Stabilizing assessment expectations, focusing assessment and evaluation on a manageable number of key tasks, and streamlining report submission and evaluation can lead to improved results with less effort.

E. The Results of Program Assessment: Implementation

Middle States Standards 7 and 14 both emphasize that assessment activities are only meaningful if programs develop and implement recommendations for the improvement of curricula, instruction, and student learning based on the results of assessment. Programs at Trinity have done an exemplary job of including recommendations in their final assessment reports. Since 2000, every program submitting a final report has made recommendations for change.

These recommendations have often—but not always--produced results. A review of what programs have recommended, and what they have actually accomplished, since 2000 provides insight into how to craft feasible and productive recommendations. Generally, recommendations have been most successful when they:

- Are based upon the collection and analysis of valid, relevant, and thorough data. For example, programs have successfully used enrollment data, along with student surveys and evaluations, to restructure course offerings in ways that produce fuller classes and fewer cancellations.

- Are specific and focused. For example, a recommendation to introduce a new composition skills course is more likely to be implemented than a recommendation to strengthen writing across the curriculum.

- Do not involve additional resources. There is no institutional link between assessment and budgetary decisions at Trinity; UCAP does not grant, or recommend that programs receive, resources as part of its evaluation. Program assessments sometimes generate evidence that becomes the basis for successful resource requests. But programs that build resource assumptions into their recommendations run the risk of being unable to realize their goals.

- Address root causes rather than symptoms. For example, programs that respond to low enrollment by analyzing its sources and restructuring their curricular offerings are more likely to be successful than programs that respond by recommending that courses run despite low enrollments.

A summary of each program's recommendations and implementation record can be found in the Document Room. The following narrative focuses on several illustrative examples of effective and successful programmatic change in response to findings in the review process.

In its most recent completed assessment, the Human Relations program set a clear goal of assessing whether its majors were completing their studies with the ability to synthesize interdisciplinary knowledge, methods, and theories. This goal addresses Middle States Standard 11, which calls on programs to "foster a coherent student learning experience and to promote synthesis of learning." To measure student learning outcomes, the program collected data on senior student portfolios over two years. Analyzing the data, the Human Relations program found deficiencies in students' expected learning outcomes. In response, the program recommended and implemented several important programmatic changes.

Most importantly, the assessment of student portfolios contributed to a reworking of the senior seminar in Human Relations. Before the program assessment, the senior seminar had not been an integrative learning experience. Each student worked separately on his or her own project, and reported occasionally to other seminar participants on findings. Student portfolio assessment revealed that the weakest aspect of students' performance was their ability to integrate psychology and sociology concepts. The senior seminar was not serving as a true interdisciplinary capstone experience. In response, the Human Relations program redesigned the senior seminar. Now, group assignments help students hone their collaboration, oral presentation, and research skills. Also, assignments require students to conduct inter-disciplinary research and to frame their analysis in inter-disciplinary terms.

The Human Relations senior seminar redesign has been very successful. Student evaluations show that students feel much better prepared, after taking the senior seminar, to complete their senior portfolio. Students report greater confidence in their ability to integrate the fields of psychology and sociology. Furthermore, students' performance on the senior portfolios has improved, with strong advancements in the quality of submitted work.

The assessment process has also helped programs evaluate ongoing changes in the learning levels, and learning styles, of their students. As part of the "paradigm shift" in Trinity's student population, a growing percentage of the student body is coming to Trinity with limited subject matter preparation and significant needs in basic skill-building. Programs have used the assessment process to better understand students' preparation, knowledge levels, and academic needs. This improved understanding has led to beneficial adjustments in pedagogy and testing methods.

For example, the Biology program's assessment revealed that incoming students were contending with growing study skill deficits. In response, the Biology program increased its use of weekly quizzes to monitor student performance and reinforce learning. Similarly, the

Language and Cultural Studies program discovered through its assessment that a growing percentage of students was struggling with language acquisition skills and with the level of assigned reading. The program accordingly adjusted its pedagogy. For instance, it began to incorporate more visual learning aids, and to select texts more appropriate to the reading level of incoming students.

Programs have also used the assessment process to help them bring their course objectives and student learning goals into greater harmony with Trinity's mission goals. As part of its program review, for example, the Language and Cultural Studies program strengthened the link between its course objectives and university-wide goals as articulated in the Trinity mission. In keeping with the mission's emphasis on respect for diversity, the program explicitly incorporated into course design the goal of using language and cultural study as a way to dispel prejudice and promote tolerance and respect among different cultures. Additionally, the Language and Cultural Studies program placed increasing emphasis on preparing students for leadership and citizenship roles, another key component of Trinity's mission. Many program courses now emphasize student preparation for professional success in private and public service careers that require cultural sensitivity and knowledge.

Assessment findings have also helped programs restructure their scheduling and course offerings to better serve evolving student needs and interests. For example, the Fine Arts program assessment led to a significant realignment in the program's mission and course offerings. Data indicated a long-term trend towards dwindling numbers of Fine Arts majors and minors, as well as problems filling both introductory and upper-level courses. In response, the Fine Arts program reoriented its mission to a primarily service role within the institution, and concentrated on streamlining and rationalizing its course offerings. It focused its course rotation on a smaller number of courses chosen to reflect the interests and general education needs of the evolving student population. Since then, the program has succeeded in maintaining enrollment while filling more seats in offered courses (see detailed analysis in the Document Room).

Many of the benefits of program assessment are intangible. Rather than effecting direct or immediate improvements in student success, they help create the programmatic conditions that promote success over time. For example, one program described assessment as a 'coalescing process' that enabled faculty to review the program's current condition and envision a future shape for the program. It was an opportunity to reflect, synthesize, and plan for the future.

Furthermore, the program review process has helped faculty learn how to conduct assessment in a more systematic, precise way. When Trinity initiated program assessment in the 1990s, faculty had little knowledge about how to assess student learning outcomes, or even what to look for. Through the ongoing assessment process, faculty members have sharpened their assessment skills. They have learned how to develop rubrics and other instruments that yield detailed information about specific student learning outcomes. They have come to understand the need for multiple measures and methods of assessment. Most fundamentally, they have gained an understanding of how to embed assessment in every aspect of course development and delivery, ensuring that assessment is a continuous process rather than an occasional event.

An assessment plan that relies heavily on faculty-led, course-embedded evaluation is both a pragmatic necessity and a reflection of Trinity's mission and priorities. Given Trinity's small size and limited resources, a large institutional assessment staff is not realistic. Instead, assessment of student learning must be built upon what faculty members discover, measure, and innovate in their classrooms. Furthermore, course and program-embedded assessment, in which the faculty members "own" the process, develop the instruments, collect and analyze the data, and implement their own recommendations for improvement in their own classrooms, is in keeping with Trinity's educational philosophy. It ensures that the locus of assessment efforts remains as close as possible to the students whom the process is designed to serve.

IV. ASSESSMENT OF RELATED EDUCATIONAL ACTIVITIES

Trinity provides a variety of educational experiences outside the traditional classroom setting. These experiences conform to the expectations articulated in Middle States Standard 11, which states that "There should be coherence between an institution's curricular offerings and the other experiences that contribute to the total educational environment and promote the development of life skills. The mission of the institution and the characteristics of its students determine the appropriateness of co-curricular activities."

As a small institution, Trinity has focused on developing selected educational experiences that are integrally connected to its mission and consistent with the needs and interests of its evolving student population. To fulfill its mission while serving the needs of its students, Trinity strongly promotes educational activities such as internships, community-based research, and experiential learning. These activities combine academic and professional development, build on prior or concurrent work experience, and encourage students to explore the extensive array of career, service, and enrichment opportunities in the Washington, D.C. area. These activities also help Trinity students develop civic awareness and citizenship skills that are rooted in an integration of classroom learning and community service.

A. Internships and Practica

Trinity's mission statement calls for "applied and experiential learning opportunities in all programs." In fulfillment of this directive, more than two-thirds of Trinity's degree granting programs, as well as two of its minor programs, regularly offer for-credit internships and/or practica. Internships or practica are required for all programs in the School of Education. Five programs in CAS/SPS require majors to participate in internships, and another four require majors to complete either an internship or some other applied research project.

1. Internships

Internships play a particularly important role in the curricula of the undergraduate Communications, English, Political Science, and Psychology programs. Taken together, these programs accounted for 87% of all internships taken for credit through CAS and SPS between 2003 and 2005 (Details available in Document Room).

Since internships (or related experiences) are required in these programs, faculty members are committed to helping their majors secure internships. They work intensively with students to set up internships that offer exceptional career and academic development potential. In recent years, Trinity students have interned for credit at a variety of non-governmental organizations, including Amnesty International, American Red Cross, the Legal Aid Society, and the Children's Defense Fund. Many students have completed internships in government and politics, including internships with the Department of State, the Department of Labor, Congressional offices, Democratic National Headquarters, and the Republican National Committee. Area radio, television, and print journalism companies are also popular internship sites, as are local social service agencies and community-based organizations. For a selected listing of recent internship sites, see data in the Document Room**.**

While internship participation is strong in the undergraduate Communications, English, Psychology, and Political Science programs, fewer undergraduates pursue internships in other disciplines. Several other CAS programs do require their majors to complete internships or related experiences. Since internship enrollments in these programs are low, the programs may need to do more to promote internship opportunities for their students.

2. Internship Regulations and Requirements: CAS and SPS

If internships are to make a valuable contribution to students' educational experiences, then internship regulations must be clear and consistently enforced. Furthermore, students must be adequately advised on internship regulations and requirements. Trinity meets these obligations to its students through school-wide and program-level internship policies. Since 2000, Trinity has implemented significant changes in the design and implementation of internship regulations for CAS and SPS students. (School of Education internships are regulated through separate policies; that material is available with the EDU NCATE report in the Document Room). As a result of these changes, the regulations now require more specific information on student learning objectives and evaluation methods via the Internship Learning Agreement, which all students taking credit internships must submit. Furthermore, monitoring of compliance with internship regulations has become more thorough. A more complete description of internship regulations is in the Document Room.

3. Assessment of Student Learning Outcomes in Internships: CAS and SPS

While the Internship Learning Agreement ensures that student learning goals will be stated for all internships, it is up to individual programs to assess actual student learning outcomes. Most programs that require their majors to take internships have detailed policies governing internship academic requirements and assessment. These policies are distributed to students every semester, and help ensure that internship learning expectations are clear and consistently applied.

In CAS and SPS, the Communications, Psychology, and Political Science programs have developed thorough statements of internship requirements. All three programs require students to complete written analyses that integrate theories and knowledge gained through course work with insights and skills gained through internship work. All three programs also specify

assessment methods for measuring student learning (see Document Room for programs' internship requirement guidelines). Criteria for assessing student work include grasp of theoretical concepts; ability to relate academic knowledge to real-world situations; and ability to synthesize academic and applied knowledge into a coherent statement of what was learned. Trinity faculty supervisors evaluate student learning outcomes, with input from internship site supervisors. These faculty supervisors are fully qualified to assess internship outcomes; they are "knowledgeable about the subject matter and about the institution's criteria for the granting of college credit," as Middle States Standard 13 stipulates.

Trinity's internship requirements and assessment procedures fully comply with the expectations outlined in Middle States standards for experiential learning. The substantive analytical requirements of internship written assignments, along with the assessment standards, ensure that students do not receive academic credit simply for work experience. Thus, "credit awarded for experiential learning…is supported by evidence the form of an evaluation of the level, quality, and quantity of that learning" (Middle States Standard 13).

4. Internships in the School of Education

Each program in the School of Education establishes and enforces its own set of internship regulations. All students in all programs are required to participate in internships, which play an integral role in professional preparation. Given the centrality of internships, it is crucial that internship regulations and policies be clear and detailed, and that students have access to information and advising on internships. Each School of Education program publishes and distributes detailed internship guidebooks, which lay out student responsibilities and learning expectations; university supervisor responsibilities; site supervisor responsibilities; evaluation standards and rubrics; and all other policies and regulations governing internships. (Guidebooks are available in the Document Room). Students work closely with their advisors and internship supervisors to plan their internships, monitor their progress, and prepare their final portfolios.

B. Service Learning

Middle States Standard 11 endorses "opportunities to integrate community service with educational programs, enhancing the effectiveness with which an institution fulfills both its education mission and its responsibility to society." In keeping with this endorsement, Trinity has embraced community-based learning, also known as service learning, as an avenue for enriching students' educational experiences. Since 2003, community-based learning components have been integrated into several courses.

Most notably, faculty incorporated community-based learning into the First Year Seminar, an interdisciplinary course required for all first year CAS students. The decision to incorporate community-based learning into a required course was groundbreaking, making Trinity the only area university that mandates student participation in this active pedagogy. All First Year Seminar students now contribute at least twenty hours of service to a community organization. Several Sociology courses have also incorporated community-based learning, and more faculty members plan to add community-based learning and/or research components to their courses. As

of August 2005, more than 250 students had participated in community-based learning experiences through their courses.

Because the community-based learning program at Trinity is new, assessment of the program is in its initial phase. Individual student outcomes in community-based learning courses are evaluated through community-based learning portfolios and other coursework. In addition, students self-assess their community-based learning experiences through course evaluations and through pre- and post- surveys administered by Trinity's partner, the Community Research and Learning Network (CoRAL).

A major report assessing Trinity' Service Learning Program is available online and in the Document Room.

C. Intelligence Center for Academic Excellence

With a major federal grant, Trinity established an Intelligence Community Center for Academic Excellence in 2004-2005. The grant provides funding for faculty development, colloquia, curriculum development, and student study abroad.

Trinity's participation in this program is a direct result of Trinity's strong reputation in Washington for the preparation of highly skilled, deeply ethical, publicly-minded citizen leaders. With the collaboration of many faculty, and the leadership of a senior political scientist, Trinity's first year with the Intelligence Program was a success.

An evaluation of the program was conducted by the Mitre Corporation for the federal funder. This report is available in the Document Room.

D. Other Educational Activities

The Document Room contains additional assessment reports on these activities and programs:

1. The Honors Program
2. The TELL Program

V. LIBRARY AND INFORMATION SERVICES

Given the Library's central role in Trinity's educational programs, Trinity believes that the Library report is most relevant as part of this chapter on Educational Offerings.

At the same time that Trinity has undertaken a paradigm shift in its educational programming, there has been an accelerating paradigm shift in academic library environments in the past ten years. The rapid development of information and communication technologies, web-based services and content availability, powerful search engines that increasingly complement databases and full-text services, electronic learning environments, federated searching of multiple information and knowledge resources, increasingly sophisticated distance education

tools and programs, powerful content management software, and the digitization of scholarly communication and publishing are only a few examples of the paradigm shift toward a new kind of academic library.

Today's academic library environment is very different from that of the 1996 Self Study. Yet Trinity was not always quick to adapt to this changing environment and the challenges and opportunities it presented. Indeed, in many ways the Library maintained the status quo in terms of its service model for the past ten years.

With the arrival in September 2005 of a new Director of the Library and Information Services deeply experienced in the application of emerging technologies, the Library was positioned to respond in new ways to the university's paradigm shift. It developed a new student- and faculty-centered model that strongly supports the University's evolving academic programs. The premise of the new model is that the Library's primary goal is to add value to Trinity and its students and faculty members as they conduct their academic work of teaching, learning, research and service in the context of rapidly evolving technologies, information management, knowledge development, decision-making, and critical thinking.

Along with this new model comes a need for new approach to assessment. In periods of rapid technological change, regular value-added assessment that is robust and sophisticated is crucial to developing customized library content, services and access. Fortunately, there are tools available today that provide new ways of assessing decisions, investments, and outcomes for the academic library. So, in addition to considering the potential and impact of rapidly evolving technologies, academic librarians are able to apply a set of assessment tools that focus on the Library as a value-adding system from the users' perspective, in the context of understanding information-seeking and use patterns. These assessment tools provide a framework for strategic decision-making and outcomes assessment.

The full text of the Sheehan Library report, which presents a new way of thinking about and assessing the academic library and its contributions to the campus community, is available in the Document Room and the Middle States website. The Library Report also details strategic analyses that will enable the Library to make timing and funding decisions to support new directions, examine new approaches to efficiency and effectiveness, and understand more clearly how the Library adds value to the Trinity community. The following section highlights new directions and new assessment tools in place in the Sheehan Library.

Trinity's Sheehan Library, as an information, communication, and collaboration system, aims to add value in six categories:

- **Ease of use** — reducing the difficulty of use for students and faculty members
- **Relevance** — selecting and filtering to focus on the needed and remove the extraneous
- **Adaptability** – responsiveness to student and faculty information seeking and use behavior patterns that change over time.
- **Quality** — excellence and the assurance of accuracy.

- **Time savings** — reduce student and faculty time and effort to obtain relevant library information, communication and services
- **Cost savings** —information system design and operating decisions that save dollars for the students and faculty members

Beginning in the fall of 2005, Library staff members assessed current Library operations and then, moved to explore a new model of library service for each Library program area. The program areas assessed included information and reference literacy, the Library website and collections, WRLC and OCLC database access and discipline coverage, and Library staffing, plant, technology adoption, and innovation diffusion. In addition, Library staff members initiated a project to interview Trinity students and faculty members about their information seeking and use behaviors. Findings from the interviews will help Library staff members develop a new model of Library service that reflects where the Library needs to add value to move into the future. Trinity's emerging technology and information literacy needs and priorities, as identified in the Middle States self study, will also guide the Library's development of its new service model.

A new model of Library information literacy service is particularly crucial to Trinity's strategy for the assessment of student learning, which identifies information literacy as one of three key outcomes to promote and assess. In September 2005, the Library was asked to take part in a university-wide project to develop an integrated information literacy initiative across the curriculum at Trinity. By helping develop and implement this information literacy initiative, the Library will explore new ways to add value in the categories noted above.

For example, in terms of ease of use and relevance, the Library's information literacy instructional services have previously been offered through one-time, fairly generic classroom sessions led by a Librarian. By contrast, in the new information literacy across the curriculum model, the Library's information literacy instructional services would be designed by library staff members, but would be tailored to be relevant to specific disciplines, pedagogical approaches, and learning goals, and would be available both onsite and online. Similarly, in terms of adaptability, the Library's current service model is limited by staff time for design and classroom delivery.

In the new model for information literacy, adaptability would be enhanced through multiple modes of delivery; through easier correction and presentation of online literacy programs; and through feedback over time from students using the online programs. The new model would also result in time and cost savings. The current practice of face-to-face service delivery is labor-intensive for library staff members, limiting the ability to multiply efforts and results. Once the time and resource investment in design of online information literacy programming has been made, time and cost savings in delivery would be substantial. For students, time savings would be gained as information literacy resources become readily available online, and students would get a significantly higher benefit for their educational dollar.

Drawing upon their initial assessments of Library services and their knowledge of emerging information resources, the Library Director and her staff have developed recommendations for next steps in information literacy and reference service delivery. These next steps include:

- Begin to design librarian skills into the web-base information literacy initiative
- Use reference questions as case studies for understanding information literacy
- Use faculty assignments as case studies for reference and information literacy
- Create a web-based delivery capability for the Library's currently-offered reference and information literacy services
- Develop online delivery of new, integrated reference and information literacy services that incorporate self-directed student information literacy learning and addressing of reference questions
- Create and maintain an information literacy and reference blog for interactive communications
- Design and deliver online support for academic programming, including Blackboard, instructional design, and podcasting services.

CONCLUSION AND RECOMMENDATIONS

As a result of this self-study, Trinity will consider the following actions with regard to academic programs:

- Trinity will review undergraduate major programs in light of enrollment and cohort institution trends. This review will include consideration of consolidating lightly-enrolled liberal arts majors in the School of Professional Studies into a Liberal Studies program comparable to those offered for adult learners at cohort institutions.

- Trinity will incorporate the results of program reviews more fully and systematically into university-wide assessment activities. Individual programs' findings can feed into and enrich the development of institutional plans for improving student learning.

- Trinity will strengthen the timeliness, consistency, and rigor of the program assessment process. Several changes could be considered, including:

    - Vest responsibility for overseeing programs' compliance with assessment cycle timelines in the Office of Academic Affairs. This change would relieve UCAP of the task of enforcing deadlines, and allow it to focus on the analytical and conceptual work of evaluating programs' assessment reports.

    - Regularly provide programs with aggregate data on enrollments, teaching loads, majors, and other key indicators. This data, which could be supplied by the Office of Academic Affairs, would reduce the data collection burden on programs; help programs frame their assessment activities in light of full and accurate data; and allow programs to concentrate their efforts on the assessment of student learning outcomes.

  - Tighten the assessment cycle timeline from five to three years, with the first year spent on data collection and analysis and the second two years spent on implementation of changes arising from assessment findings.

  - Support the development of faculty expertise in assessment through promoting faculty participation in assessment-related conferences, seminars, and workshops.

- Focus program reviews on goals and outcomes that are integrally connected to Trinity's mission and institutional assessment plan. For example,

  - Use program reviews to ensure that programs align course-level objectives with program and institutional goals for student learning.

  - Use program reviews to assess how curricular offerings and policies can be improved to best meet the needs of adult learners.

  - Use program reviews to guide the development of predictable, regular, structured, and appropriate course rotations.

CHAPTER FIVE: FACULTY RESOURCES

Characteristics of Excellence:

Through this chapter, Trinity will demonstrate compliance with these Middle States standards:

Standard 10: Faculty Resources
Standard 11: Educational Offerings
Standard 6: Integrity
Standard 4: Leadership and Governance

As the preceding chapters illustrate, Trinity's success in teaching today's students depends heavily upon the creativity and excellence of the faculty in meeting the challenges that today's Trinity students present. The necessarily dry and analytical language of self-study sometimes does not adequately convey the real and genuinely human story of struggle and triumph that is the teaching and learning process everywhere, a process that takes on almost unimaginable dimensions of complexity, stress and creativity in an environment like Trinity's. Trinity's faculty and staff are supremely dedicated to one goal: the success of Trinity students. Toward this end, the faculty and staff extend themselves in ways that go far beyond assessable measures, particularly with students for whom "success" might mean achievements not recognized through conventional standards. Hence, while this chapter addresses the profile and distribution of the faculty, and various macro assessment measures required by institutional self-study, the full story of Trinity's faculty can only be told through each professor's life's work with Trinity students.

I. PROFILE AND CREDENTIALS OF TRINITY'S FACULTY IN 2005

In Fall 2005, Trinity has 55 full-time teaching faculty, of whom 30 (55%) have tenure. 40 of the 55 are in the College of Arts and Sciences, with 10 in the School of Education and 5 in the School of Professional Studies. An additional 122 adjunct faculty members augment the teaching corps, with the majority of adjunct faculty deployed in the School of Professional Studies and School of Education. **Charts 5.1 and 5.2** illustrate the profile of the faculty.

CHART 5.1
2005 Full-Time Faculty By Rank And Gender

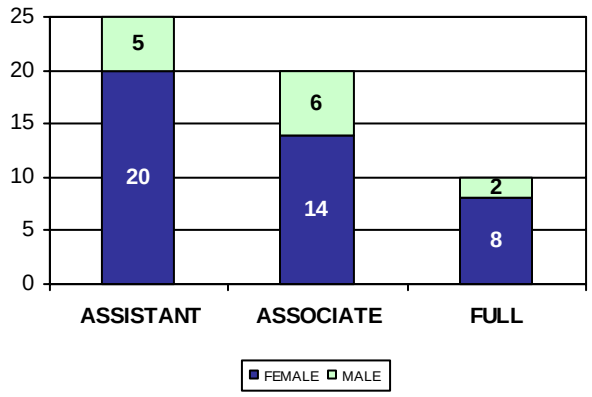


CHART 5.2
2005 Full-Time Faculty By Race/Ethnicity

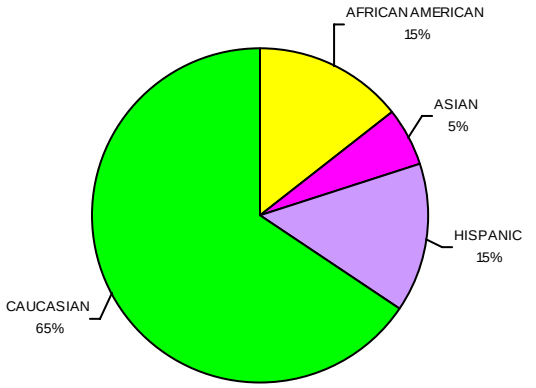


Chart 5.1 above reveals, reflecting Trinity's heritage as a women's college, 75% of the full-time faculty are female.

Chart 5.2 above reflects Trinity's faculty by race/ethnicity. 65% of the faculty are Caucasian, and 35% are African American, Hispanic and Asian. While this data reflects a profile that is more diverse than the typical American collegiate faculty in 2005, Trinity continues to have clear goals to increase the diversity of its faculty in relation to the diversity of the student body.

Chart 5.3 below compares Trinity's full-time and part-time faculty on race and gender data:

Chart 5.3: 2005 Faculty Profile

	Full-Time	**Part-Time**
Gender		
Female	75.4%	58.5%
Male	24.6%	41.5%
Race		
Caucasian	65%	43%
African American	15%	39%
Hispanic	15%	4%
Asian	5%	5%
Other	0	9%

In terms of academic credentials, 100% of the full-time faculty have terminal degrees in their disciplines. 45 of 55 (82%) have Ph.D.s, and 7 (13%) have Ed.D.s. One has a D.M.A., and two have the M.B.A., which Trinity recognizes as a terminal degree for the Business Program.

This "perfect" score on terminal degrees illustrates Trinity's traditional and still-rigorous commitment to hiring and sustaining full-time faculty with the best possible credentials. The list of universities and programs from which the Trinity faculty received their degrees is available in the Document Room.

Among the part-time faculty, a broader range of credentials reflects Trinity's recognition of appropriate specialized experience to augment degrees. 61% of the part-time faculty hold doctorates and other terminal degrees, including the Ph.D., Ed.D., Psy.D., J.D. and M.B.A. The balance includes various master's degrees including the M.A., M.Ed., M.S.W., M.F.A., and other specialized master's appropriate for the subjects taught.

All faculty vitae are available in the Document Room.

II. FACULTY WORKLOAD AND DEPLOYMENT

Trinity's *1998 Faculty Handbook* requires full-time faculty to teach three courses per semester in the regular fall and spring semesters. Additionally, faculty have obligations in advising, which is considered to be part of teaching, research and professional development, and service to Trinity.

Concepts of faculty workload have evolved dynamically during the last two decades as Trinity has experienced the great paradigm shift in its student body and programs. Trinity's faculty has risen to the challenge of adapting pedagogy, teaching schedules, advising loads, service modalities and scholarly production to the changing nature of Trinity's academic environment. Significant changes in Trinity's organization (adoption of the three-school model, a greater emphasis on graduate education) along with new delivery modalities for courses and new thinking about academic advising require new approaches to the workload rules. The *Faculty Handbook*, last fully updated in 1998, will undergo another substantial revision in 2006-2007 as a result of the work done in self-study.

For the purpose of this self-study and strategic planning for the future growth of the faculty, Trinity has analyzed the deployment of faculty personnel for teaching across the course schedule, student loads, advising loads, service projects. The Faculty Committee on Professional Development and Scholarship has examined faculty productivity in scholarly and professional activities. Additionally, the Faculty Welfare Committee has gathered self-reported data about the use of faculty time in tasks outside of class, course preparation, advising, teaching and administrative duties. This analysis will inform the revision of the *Handbook* as well as future decisions about hiring in various programs, full-time versus part-time balances, and in a few cases, program continuation.

This section of the self-study discusses the analysis in relation to personnel deployment across the course schedule and by schools, as well as student loads in teaching. The analysis related to programs appears in the chapter on Educational Offerings.

A. Overall Deployment of Faculty

Trinity has examined the deployment of full-time and part-time faculty by program through the course schedule as part of analysis for strategic decisions on faculty growth. **Chart 5.4** below summarizes the results; the full analysis is available in the Document Room.

Chart 5.4: Deployment of Faculty By School, Fall 2005 and Fall 2004

	# Course Enrollments Total	*# Courses Total*	*# Credits Total*	*# Full-time Faculty*	*# Courses taught by FT Faculty (%)*	*# Part-Time Faculty*	*# Courses taught by PT Faculty (%)*
College of Arts and Sciences (Includes all Liberal Arts General Ed and Majors in Both CAS and SPS)							
	(#s in Parens show CAS/SPS Balance in Fall 05)						
FALL 05	2917 (1916/1001)	178 (113/65)	8651 (5601/3050)	40	103 (59%)	55	72 (41%)
FALL 04	3000	181	9000	44	116 (64%)	50	65 (36%)
School of Professional Studies (Major Programs, Undergraduate an dGraduate)							
FALL 05	943	67	2829	5	16 (24%)	35	51 (76%)
FALL 04	828	53	2484	4	10 (19%)	28	43 (81%)
School of Education (Major Programs, Undergraduate and Graduate)							
FALL 05	995	67	2843	10	30 (45%)	25	36 (54%)
FALL 04	1139	76	3093	10	35 (46%)	31	41 (54%)

Not surprisingly, this chart reveals that full-time faculty teach the majority of courses in the College of Arts and Sciences, while part-time faculty offer the majority of courses in the two professional schools. The balance in the School of Education is not particularly problematic, with close to a 50-50 ratio. In the School of Professional Studies, the gap is far more pronounced. While programs in Business and Information Technology certainly benefit from practitioner faculty at many universities, including Trinity, the imbalance between full-and-part-time faculty in the major programs in SPS is a topic high on the agenda for SPS strategic development. **Chart 5.5** below offers some further analysis of the full-time and part-time balance by individual academic program:

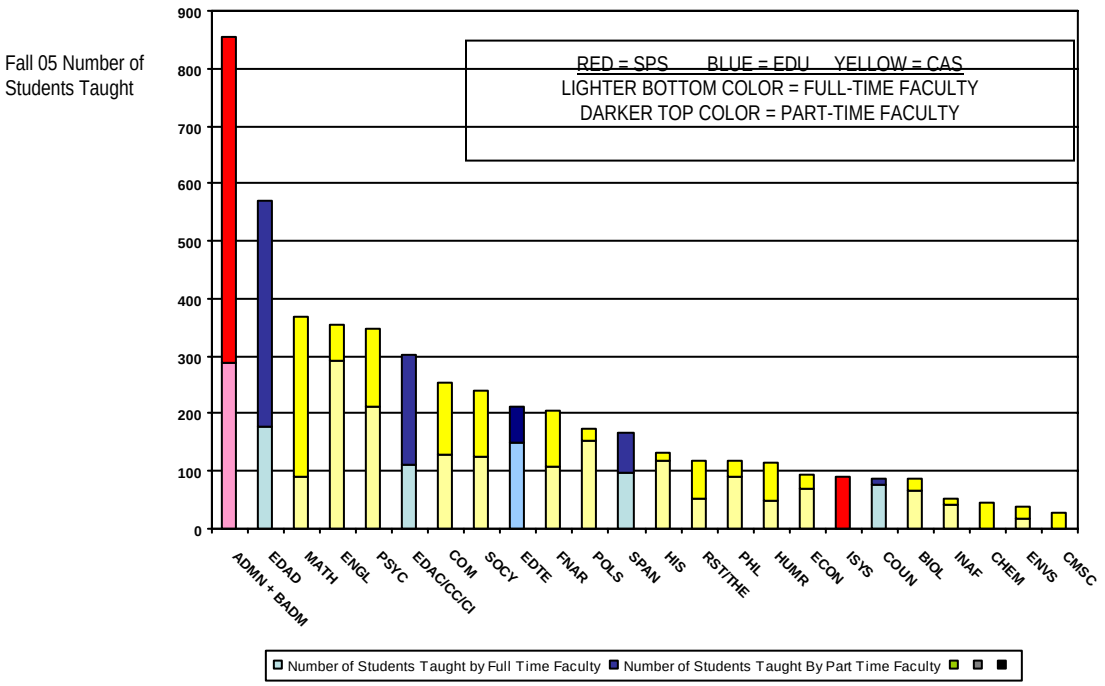


Chart 5.5
Fall 2005 Full-Time And Part-Time Faculty By Discipline
Showing Number of Students Taught

The analysis of these faculty deployment patterns has an important dimension when considering the deployment of liberal arts faculty for fulfillment of general education requirements and select majors in the School of Professional Studies. In fact, more than one-third of the course offerings through the College of Arts and Sciences are courses in the SPS Core Curriculum or select majors for SPS. Both full-time and part-time faculty members teach these liberal arts courses. **Chart 5.6** below is a graphic illustration of the CAS faculty's delivery of courses in both schools:

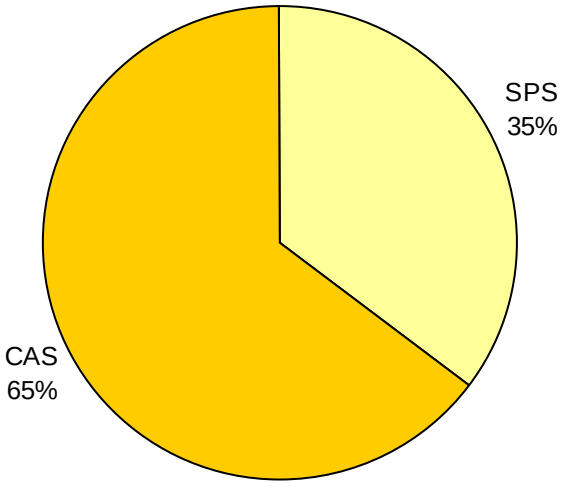


Chart 5.6
Deployment of CAS Faculty in CAS and SPS Liberal Arts Courses (By total volume of course enrollments

In fact, of 71 CAS courses offered in the SPS curriculum in Fall 2005, full-time CAS faculty taught 28 (39%); 43 of those courses fulfilled both Core Curriculum and liberal arts major requirements, and CAS faculty taught 15 of those courses (35%).

Policy issues that have arisen as a result of this analysis include both programmatic and personnel considerations. Programmatically, as indicated in the earlier chapter on General Education, Trinity must consider whether and how to reform the Core Curriculum in the School of Professional Studies. This reformation must include a serious consideration of reformatting the course schedule and consolidation of some of the course offerings. In light of the size of the undergraduate SPS student body (@ 400-450 in any given semester) and the fact that many transfer general education credit, the faculty will consider whether 43 courses spread over five nights and all day Saturday is a wise use of resources and time, and whether this profile truly meets the general education needs of today's SPS students.

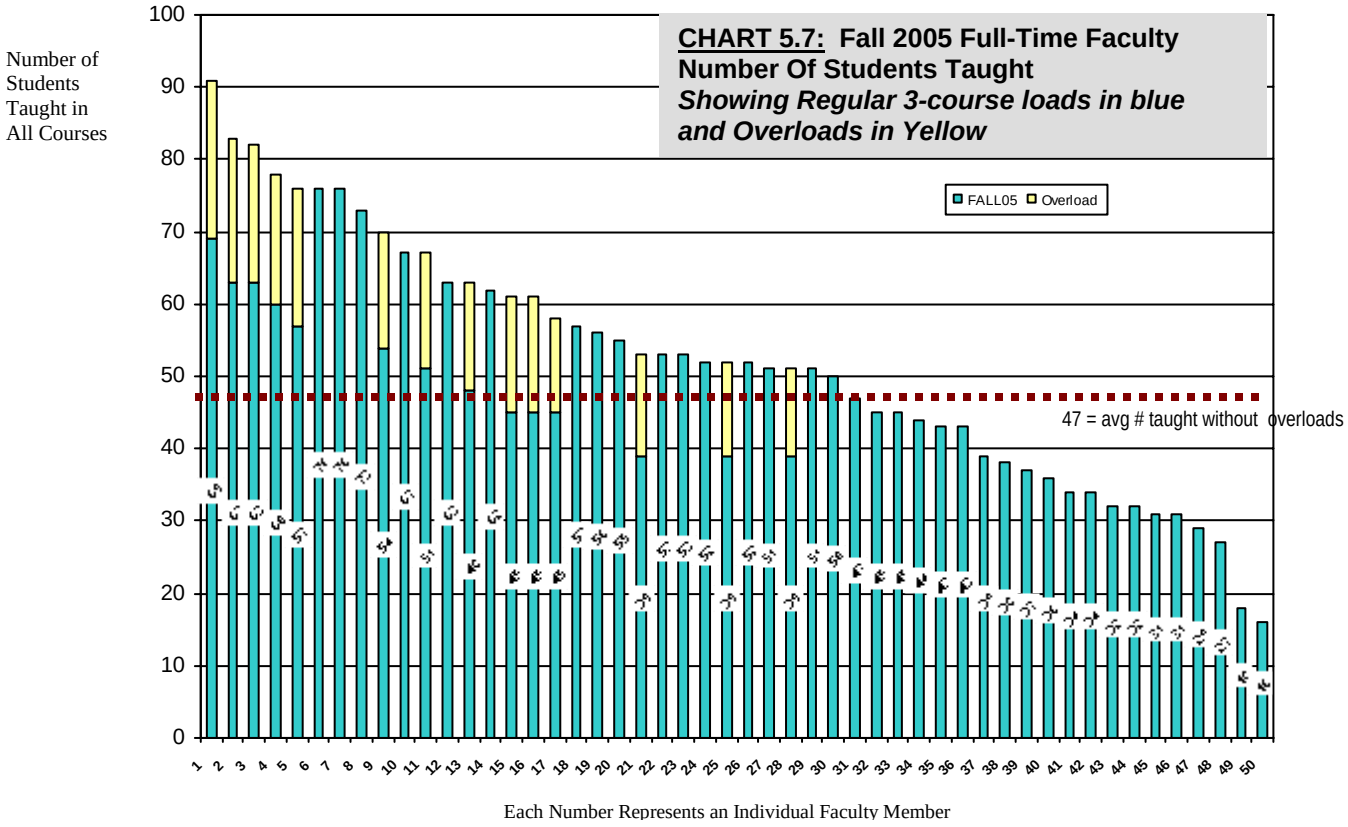
The related personnel question affects *both* CAS and SPS students: whether the time has come for Trinity to develop a cadre of liberal arts faculty specifically deployed to teach in the SPS formats. This question has arisen several times since Trinity started the Weekend College in 1985. At first, for many good reasons, Trinity was reluctant to create a separate faculty to serve the adult studies program. However, the program has now matured into a clearly distinguishable academic unit with readily identifiable academic and pedagogical needs for the students that SPS serves. At the same time, as the previous chapters illustrate, the needs of CAS students have also changed. So, the planning and policy question becomes whether CAS faculty should devote more time and effort to CAS students, and whether SPS should develop a general education faculty that would clearly articulate to the liberal arts disciplines, but whose focus would be on teaching SPS students.

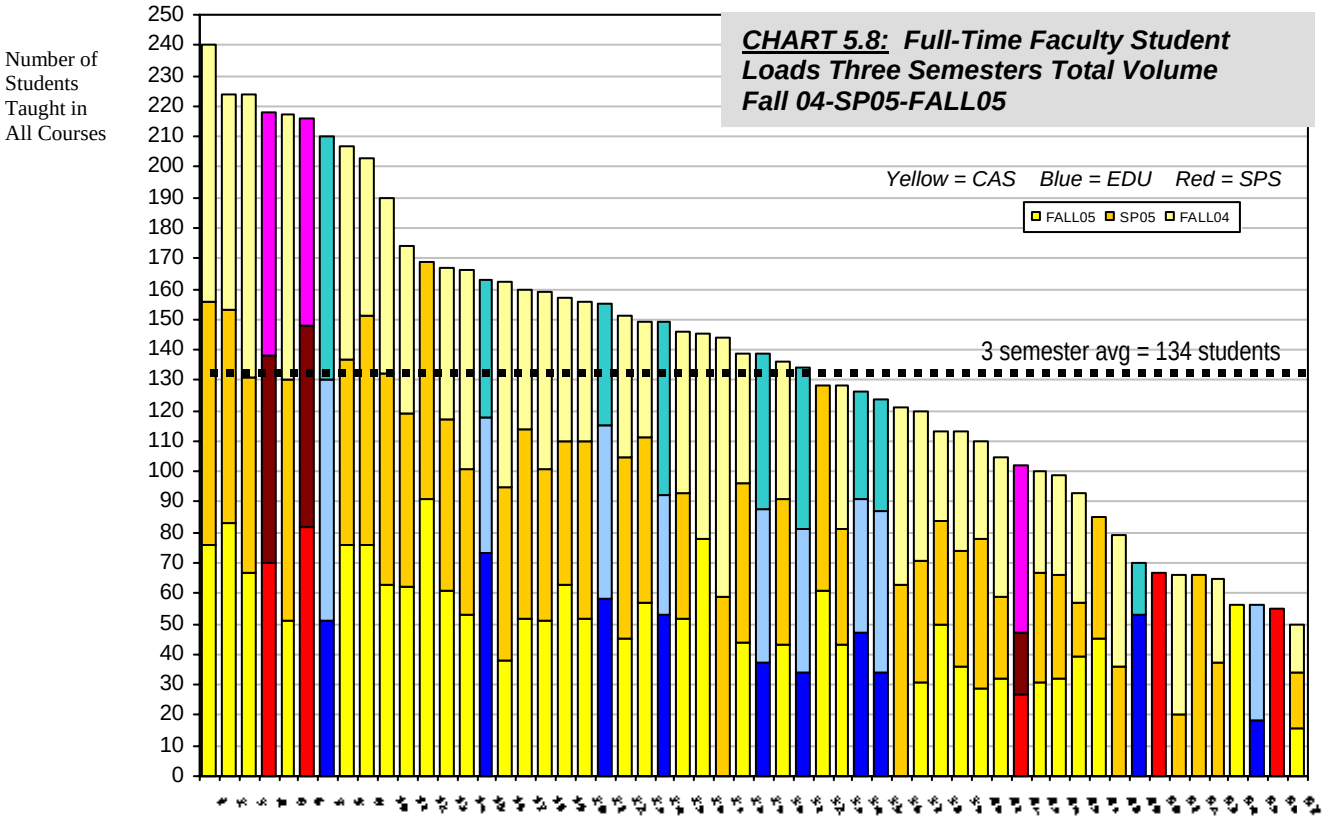
An analysis of student loads and scheduled time, below, also addresses a related question about CAS faculty deployment in SPS. Some faculty wonder whether they would have sufficient workloads if they taught exclusively in CAS. At the time the Weekend College began in 1985, Trinity's full-time weekday undergraduate population had declined to fewer than 400 students. Indeed, Trinity began the Weekend College as a strategy to counter the severe enrollment decline of the 1980's. At that time, many full-time faculty had insufficient student loads to fulfill their workload needs, and so the Weekend College proved to be an effective means to ensure full loads for the faculty. However, Trinity's overall student body has doubled since the late 1980's, and the CAS student body has grown by more than 50%. As a result of that growth, for almost all disciplines, sufficient numbers of students are present in CAS to fill most courses, assuming the course schedule is planned effectively. A review of faculty deployment patterns indicates that in some critical disciplines, CAS faculty are teaching third or fourth courses in SPS while adjunct faculty are retained to teach CAS students. This situation further illustrates the need to consider the full-time personnel needs of both CAS and SPS.

B. Student Loads and Scheduled Time

As part of the workload and deployment analysis, Trinity has also examined the student loads and scheduled time of the full-time faculty in an effort to understand more completely the nature of the core academic workforce.

Charts 5.7 and 5.8 below display the actual number of students that each full-time member of the faculty taught in Fall 05 and for the last three semesters (Fall 05, Spring 05, Fall 04):





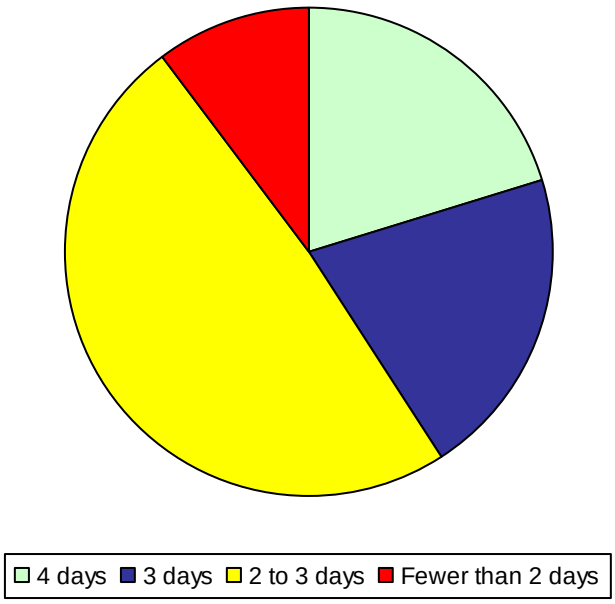
Note: Differences in the number of full-time faculty on this chart and in other displays in this report are a result of sabbaticals, retirements and new hires from year to year. The variances are not significant.

This analysis of student loads over three semesters reveals that all faculty teach, on average, between 45 and 50 students per semester, and that average does not change noticeably with overloads, meaning that average class sizes range from 15 to 17. In any given semester, approximately 25% of the faculty teach overloads. The majority of the overloads are among CAS faculty who teach in SPS. However, not all CAS faculty who teach in SPS do so as overloads. In fact, in Fall 2005, of 17 CAS faculty teaching at least one course in SPS, 9 did so as part of their regular 3-course courseload, and 8 had overloads.

Faculty hasten to point out that the average student loads and class sizes indicated above are vital dimensions of Trinity's distinctive focus on student success. While these loads may seem relatively small when compared to larger universities, in fact, Trinity's long-stated values include a low faculty-to-student ratio in order to ensure high quality, personal academic attention to each student. Faculty spend considerable amounts of time with students outside of the actual classroom contact hours --- advising, tutoring, providing extra help on coursework, writing references, arranging internships, overseeing independent studies, working with student organizations, and generally supporting majors and students in many ways. The commitment of Trinity faculty to the success of Trinity students is one of the great hallmarks of the institution, and this commitment has made it possible for the faculty to adapt successfully to the paradigm shift in the student body. That adaptation did not come easily; as the needs of Trinity students have changed, the amount of time and effort required of the faculty has increased considerably for everything from pedagogical reform to program development to advising students and providing additional instruction outside of the formal class periods.

As part of the analysis of faculty deployment and student loads, Trinity also analyzed the course schedules of each faculty member for Fall 2005 and Spring 2005. The results proved quite similar, with about 60% of the faculty actually scheduled to teach on three days or fewer each semester. **Chart 5.9** below depicts the faculty teaching days scheduled for Fall 2005, and the pattern is virtually the same for Spring 2005:

Chart 5.9: Fall 2005 Faculty Scheduled Teaching Days



About one-third of the faculty are scheduled to teach on Tuesdays and Thursdays, and about one-third are scheduled to teach on Mondays and Wednesdays. Almost no courses occur during the daytime on Fridays. Faculty in the School of Education and School of Professional Studies teach primarily in the evenings and on weekends.

Of course, the actual teaching schedule does not necessarily indicate all of the time and effort the faculty devote to instruction, scholarship and service to Trinity. Many faculty are actively engaged on campus in teaching and service activities at least 3 and 4 days each week, and in a few cases, even more. Self-reported data in the faculty survey conducted by the Faculty Welfare Committee (full report in the Document Room) indicated a faculty work time estimate of a total of 49 hours per week.

These patterns --- student loads, course scheduling and workloads, days on campus --- raise critical issues for faculty personnel policy development, and these will be part of ongoing discussions in revision of the *Faculty Handbook.*

Among the critical issues that the data above raise are these topics:

- Should the faculty compensation and workload plans take into consideration the wide disparity in numbers of students taught, and if so, what is the appropriate policy response to this pattern?

- Although the *Faculty Handbook* requires faculty to be present on campus at least some part of four days per week, with an assumption that the fifth day is devoted to research and professional development, many faculty are scheduled to teach fewer than 3 days per week, and some faculty have teaching schedules only at nights or on weekends. Faculty make the case that the "presence" policy came into being prior to email and voicemail and web-enhanced instruction, and that, in fact, they are likely to be in touch with their students six and seven days per week in some semesters. What is the appropriate policy response to ensure some measure of accountability for faculty time and effort while also recognizing the ways in which technology has changed the modes of student-faculty communication?

- How does the development of new delivery systems --- accelerated courses, online courses --- affect policy development around workload?

- With increasing volumes of experiential learning --- internships, service learning, student teaching, clinical practice --- what are the appropriate policy considerations for including these activities in measurements of faculty workload?

All of these topics also have implications for faculty compensation.

III. FACULTY COMPENSATION

Since 1990, when faculty salaries were below 75% of the AAUP IIB cohort, Board-directed policy has emphasized improvement of faculty salaries as a priority in annual budget

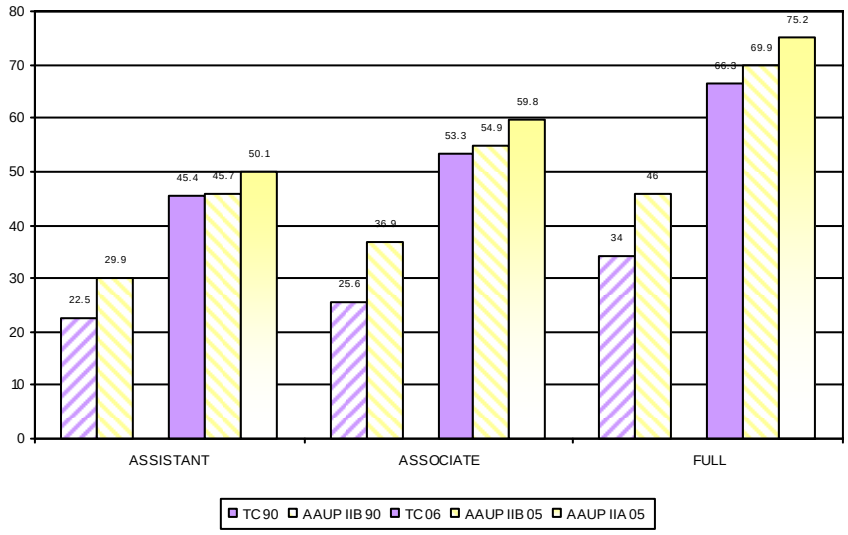
formulation. Trinity has made considerable progress over the years, and today, as **Chart 5.10** below illustrates:

Chart 5. 10: Faculty Salaries – Improvement Against Cohort 1990 - 2005			
	Assistant	Associate	Full Professor
1990 % of AAUP IIB	75%	69%	74%
2005 % of AAUP IIB	99%	97%	95%
2005 % of AAUP IIA	91%	89%	88%

Trinity historically used the AAUP IIB Mid-Atlantic salaries as the benchmark (IIB includes liberal arts colleges in Pennsylvania, New York, New Jersey). However, as Trinity has grown and diversified, including moving into the Masters Comprehensive I Carnegie Classification, Trinity has begun to track faculty salaries according to the AAUP IIA South Atlantic cohort which includes Masters Comprehensive I institutions in D.C., Maryland and Virginia.

Chart 5.11 below shows the growth in Trinity's average 10-month faculty salaries by rank against the AAUP IIB and II A cohorts in terms of actual dollars:

Chart 5.11: FACULTY SALARIES FY90-FY06



For this salary analysis, including faculty on sabbatical and other leave in Fall 2005, the ranks include 25 assistant professors, 21 associate professors, and 12 full professors.

Faculty salary increases occur annually. Trinity uses a step scale with $900 increases between the steps. The scale is available on the website and in the Document Room. Each year, Trinity calculates the likely average increase in the AAUP cohort, and then calculates an average increase for each rank, and adjusts the scale accordingly. Increases in the averages have ranged from 3% to 6% over the years. Each faculty member then receives a one-step increase, which generally results in salary increases from 3% to 5% depending upon the place in rank. Faculty who have earned promotions and tenure also receive additional step increases. In order to ensure

that faculty salaries maintain parity as new faculty join the ranks, the president makes additional step adjustments as necessary to ensure equity.

As a general principle, Trinity hires new faculty members at the assistant professor level, and Trinity makes salary offers according to the experience and credentials of the new faculty. Over the years, Trinity has experienced increasing pressure on starting salaries, as new faculty expect to come in at considerably higher levels. Trinity is continuously attentive to maintaining the balance between competitiveness at hiring and equity with continuing faculty.

The averages presented above and the salary scale are not the entire compensation picture. Many faculty, particularly recent hires in the professional schools, now work on twelve month contracts. Many faculty also receive overload compensation during the regular semesters, as well as additional compensation during the short-terms and summer terms.

Adjunct Compensation: While great attention continues to be paid to full-time faculty compensation, progress on adjunct compensation has moved more slowly, largely because of the emphasis on improving full-time compensation. Most adjuncts and all overloads are paid at a rate of $700 per credit, or $2100 for a three-credit course. In 1999, Trinity moved to create a small nuance among adjuncts, recognizing those with longstanding service by creating cohorts at $800 and $900 per credit based on length of service. However, the adjunct compensation plan has not been modified since that time.

Policy issues emerging in the compensation analysis include:

- Whether and how to move to a differential compensation system for faculty in the different schools and disciplines, and undergraduate and graduate faculty. Particularly with the introduction of Health Professions and increasingly large graduate programs, pressure is growing to adopt a more flexibly-normed compensation system.
-
- Whether and how to compensate faculty who teach significantly larger student loads than the norm.

- Whether certain kinds of service should receive extra compensation, e.g., major program chairs, committee chairs, etc.

- Whether faculty may swap a service obligation for an additional course as part of routine workload.

- How to develop an annually-adjusted adjunct compensation plan that will meet the needs of the various disciplines more effectively.

IV. FACULTY DEVELOPMENT, ASSESSMENT, RANK AND TENURE

Sustaining and improving the quality and effectiveness of Trinity's faculty are important strategic objectives for Trinity. Trinity achieves these objectives in a variety of ways according to the classification of the faculty member and the needs of the academic programs.

A. Faculty Classifications

Since 1998, Trinity has recognized three major categories of faculty personnel whose terms and conditions of employment are set through the *Faculty Handbook:*

Category A = Full-Time Tenure Track Teaching Faculty
Category B = Full-Time Non-Tenure Track Teaching Faculty
Category C = Adjunct Faculty

The *Faculty Handbook* also lists three other categories of academic personnel who have faculty status, and may have rank, but they are not (or no longer) on the tenure track and the terms and conditions of their work are governed by the *Employee Handbook* or contracts:

Category D = Executive Administrators (e.g., the president and vice presidents, librarian)
Category E = Designated Academic Administrators
Category F = Retired Faculty (Professors Emerita/i)

Category B non-tenure track positions provide flexibility for faculty who have not yet earned a terminal degree, as well as for new programs, introductory instruction, and situations in which the long-term horizon for a program or concentration is unclear. Category B contracts also provide flexibility for positions that have blended teaching and administrative duties when the tenure-track might not be appropriate given the level of other responsibilities. Category B personnel receive year-to-year contracts without a time limit, and may receive long-term contracts according to the terms of the *Faculty Handbook*. The *Handbook* also spells out the process for their annual reviews and contract renewal.

Category B appointments should constitute no more than 15% of the faculty. At present, such appointments account for 12% of the faculty.

B. Faculty Development and Assessment

In addition to the academic vice president and deans, three faculty committees play particularly important roles in the area of faculty development and assessment: the Committee on Professional Development and Scholarship; the Faculty Welfare Committee; and the Committee on Rank and Tenure.

While the concepts of faculty development and assessment have components that are quite separate, in fact, the ideas require joint consideration to make sense. Faculty development and assessment start at the point of hiring and continue in various ways throughout the lifespan of a Trinity faculty member. Faculty in both Categories A and B are expected to participate in formative and summative assessment activities, and the overall assessment program is stated in the *Handbook*.

a. Portfolios: Professional portfolios are the bedrock of faculty development and assessment at Trinity. As part of the formative assessment of the untenured faculty, each dean meets annually with each untenured faculty member to review and update the portfolio. (For

Category B faculty, the annual assessment is part of contract review prior to renewal, but since untenured Category A faculty also have annual contract review, the processes are very similar.) For tenured faculty, the schedule for updates are more varied, but the same principles apply. Theoretically, the portfolio development process reveals the areas in which each faculty member needs to pursue additional professional development, as well as the research and scholarship agenda.

b. Professional Development Activities: Faculty members who wish to pursue professional development and scholarship individually may apply to their respective deans for financial support for travel, conferences and related professional development. Trinity's faculty travel policy provides partial and full funding for these activities depending upon (1) whether the faculty member is presenting original scholarship, or (2) presenting or participating in a program of great value to Trinity, or (3) whether the faculty member is able to demonstrate significant professional development opportunities in the program. Trinity also sponsors professional development activities for groups of faculty and the full faculty. Topics included in these programs include technology training, assessment, teaching diverse classrooms, service learning, intelligence studies, and other topics of interest to the faculty.

c. Faculty Mentors and Peer Observation: Experienced faculty also accept assignments to mentor new faculty through their first year. Additionally, on a voluntary basis, many faculty invite colleagues to observe their teaching and to provide comments to coach them on improvements.

d. Third Year Review: At the recommendation of the Committee on Professional Development and Scholarship, the faculty adopted a Third Year Review process for Category A tenure-track faculty hired in Fall 2005 or thereafter. The purpose of this program is to provide a more systematic means for faculty to oversee the development of new tenure-track faculty, and for new faculty to have more structure in their professional development.

e. Course Evaluations: All faculty participate in the course evaluation process in all courses. During the last five years, course evaluation has been a 'hot' topic for faculty discussion. Departing from a longstanding practice of using an external course evaluation instrument (a product from the University of Washington) the faculty have chosen to create an internal course evaluation instrument tailored to the particular needs of Trinity's curriculum. This instrument has been in use for two years. As of Spring 2005, the faculty added questions to the course evaluation instrument to assess student perceptions of how well they achieved learning goals in each course. While individual faculty receive their evaluations, the aggregate results of the total course evaluation process have not been analyzed as of this report.

C. Rank and Tenure Processes

A report from the Faculty Rank and Tenure Committee concerning their processes is available in the Document Room and on the website. Historically, the promotion and tenure processes at Trinity comprised the most formal assessment program for Trinity's tenure-track faculty. While other processes, indicated above, have become important, the preparation for tenure and promotion, and the assessment of candidate work around those moments, remains the most

critical phase of faculty assessment for Category A. (While the *Faculty Handbook* permits long-term contracts for Category B faculty who have served five years or more, the process needs further development. This is an issue for further discussion as part of *Handbook* development.)

Assessment of the three major criteria for tenure and promotion --- teaching, scholarship, service --- is a topic of continuous discussion with the Faculty Committee on Rank and Tenure, the deans and academic vice president, the president and trustees. What evidence is acceptable, and how to evaluate the evidence, are issues that invite annual review among all who participate in the process.

Faculty members apply for tenure in their sixth year of service, and as is traditional throughout higher education, they must achieve tenure or leave the institution. Prior to the *1998 Faculty Handbook* Trinity had a two-step process in which faculty members first applied for promotion to associate professor, and in the subsequent year they applied for tenure. This bifurcated process created some expectation that a candidate who achieved promotion would also achieve tenure. Because tenure is such a critical decision, the *Handbook* revisions focused on tenure, and promotion to associate professor is now a result of achieving tenure. Since the Year 2000, 12 members of the faculty have received tenure and promotion from assistant to associate professor, and 1 associate professor has received promotion to full professor.

Currently, the only formal post-tenure review process at Trinity is the application for promotion from associate to full professor. However, tenured faculty are expected to participate in the professional development portfolio process each year, and strengthening the post-tenure professional development oversight is an objective for careful consideration in reforming the *Faculty Handbook*.

V. FACULTY SCHOLARSHIP AND PROFESSIONAL ACTIVITIES

Trinity's faculty are actively engaged with their disciplinary associations, and many have published refereed articles and contributed book chapters. Conference presentations are numerous. In Fall 2005, the Faculty Committee on Professional Development prepared an overall analysis of faculty professional activities since the Year 2000, and in that report the Committee wrote:

> *"The faculty have adapted admirably to understand the distinctive learning styles and needs of their audience during the years when the student demographics at Trinity have undergone a paradigm shift. They have engaged actively in professional development that is relevant and appropriate for achieving learning outcomes for a student population that often represents the first generation in the family to attend college under the most challenging personal circumstances. The faculty have undertaken many initiatives which have helped them to gain useful insights into the learning needs of Trinity's diverse student community and enabled them to develop appropriate programs, courses, and pedagogy. The breadth and depth of the scholarship of the faculty is reflected in the topics of their publications, presentations, course development, innovative pedagogy, funded research, and service to the community…"*

The full text of the report of the Faculty Committee on Professional Development is available in the Document Room and on the website.

In 2003, President McGuire appointed a small work group of senior faculty to address issues surrounding scholarship and related professional development questions. As a result of their work, clearer guidelines emerged for the kind of scholarly activities considered appropriate for Trinity. Related, this work group expressed a need for more careful mentoring of junior faculty, and the Third Year Review Program emerged as a result of this work. The report from the special working group on scholarship, as well as the Third Year Review outline, are available in the Document Room.

Trinity's faculty has spent considerable time over the years focusing on the "Scholarship of Integration" concept first articulated by Earnest Boyer. For an institution that focuses almost exclusively on teaching, the concept of scholarship makes greatest sense when applied to program and course development, and pedagogical innovation. Hence, much of the faculty work product in the arena of scholarly and professional development has direct applicability to their course work. This focus has leveraged the faculty's ability to adapt curricula and pedagogy to the changing needs of the Trinity student body.

A sample of topics and types of scholarship in the last two years reveals the range of intellectual and professional activity of Trinity's faculty:

- "Community Based Learning in the First Year Seminar: Foundations for Civic Engagement" – presentation to AAC&U conference (Philosophy faculty member)

- "Eighteenth Century Studies and the Brit Lit Survey" – published (refereed) in the American Society for Eighteenth Century Studies website (English faculty member)

- "Looking Back at Donald's Girls in 'The Apprentice': A Critical Examination of the (Re)production of Sexuality" – presentation to the National Communication Association Convention (Communication faculty member)

- "The Intersection of Private and Public Experience Among Families Adopting Romanian Children" – book chapter (refereed) in Sociological Studies of Children and Youth (Sociology faculty member)

- "Ethnicity and Fertility in Nigeria" – publication (refereed) in Social Biology (Sociology faculty member)

- "State-Building in a Weak State: The Case of Haiti" – publication (refereed) in Challenges in State-Building (International Affairs faculty member)

- "Freedom Fight or Fallacy: Political Cartoonists Imagine the Iraq War" – presentation to the National Communication Association Convention (Communication faculty member)

- "Service-Learning Outcomes for Sociological Learning" – presentation to the Applied Sociological Association National Conference (Sociology faculty member)

- "Teaching the Psychology of Women Course Using a Multi-Cultural Perspective" – publication (refereed) in Incorporating Diversity Across the Psychology Curriculum (Psychology faculty member)

- "Racist-incident based trauma" – publication (refereed) in The Counseling Psychologist (Psychology faculty member)

- "Ekphrasis, Lorenzo Lotto's *Annunciation* and the Hermeneutics of Suspicion" – publication (refereed) in Religion and the Arts (English faculty member)

- "Preaching to a Different Choir: Feminist Economics in an All-Female Minority-Serving Institution" – presentation to the International Association for Feminist Economics (Economics faculty member)

- "A Pocket Guide to Writing in History" – publication (refereed) by Bedford/St. Martin's (History faculty member)

- "The Origins of a Mexican American Identity in the Pages of La Opinion" – presentation to the Association of Educators of Journalism and Mass Communication (Communication faculty member)

- "The Influence of Childhood Sexual Abuse and Depression on Substance Abusing Women" – presentation to the XXVIII International Congress of Psychology in Beijing (Psychology faculty member)

- "Hispanic Kindergarten Students: The Relationship Between Educational, Social and Cultural Factors and Reading Readiness in English" – publication (refereed) in the NABE Journal of Research and Practice (Education faculty member)

The list above is simply a sample; the complete list is available in the Document Room.

VI. FRAMEWORK FOR ACADEMIC GOVERNANCE

Chapter 7 of this Self-Study on "Measuring Institutional Effectiveness" addresses Standard 4 on Leadership and Governance at the macro level of the Board of Trustees and senior management. This section addresses the *Framework for Academic Governance* which is the document that guides academic decision-making and faculty participation in governance. The Framework received faculty approval in December 2003, and Board ratification in February 2004. The *Framework* fulfills Middle States Standard 4 on Leadership and Governance.

The Framework emerged from a four year process of dialogue following the reorganization of the academic units into three discrete schools in the Year 2000. With Trinity's reorganization into three schools, the need for a more diversified decision-making structure became clear.

However, the introduction of complexity into a once-clearly-vertical organizational mindset required much discussion and time to secure broad consensus. Values supporting the new governance system became very important, and the document states these values very clearly at the outset (italicized section below excerpted from the Framework):

Trinity's Governance structures and processes reflect these principles and values:

- *Mission: The academic governance system ensures that academic decisions reflect Trinity's mission and values;*

- *Strategic Focus: The governance system aligns decisions about academic policies, curricula and programs with the strategic goals of Trinity.*

- *Quality and Integrity: The academic governance system protects and strengthens Trinity's ongoing adherence to principles of quality and integrity in all academic matters;*

- *Public Accountability: The governance system supports Trinity's public accountability through overseeing Trinity's compliance with accreditation standards, disciplinary expectations, and regulatory requirements;*

- *Subsidiarity: Whenever possible, decisions occur at the local level with further review only necessary in matters of major policy affecting Trinity's institutional goals, reputation or fiscal health; subsidiarity does not imply isolation or autonomy; decision-makers at all levels must communicate effectively and responsibly with others;*

- *Consultation and Participation: In shared governance, faculty and administrators comment on and participate in decision-making about matters that affect their work;*
- *Collegiality: Faculty and administrators share responsibility for the achievement of Trinity College's institutional goals, and do so in a spirit of mutuality and inclusiveness;*

- *Efficiency and Effectiveness: The governance system depends upon efficient and effective use of the time and talent of all participants, and delivery of results in a timely manner.*

- *Data and Information: Accurate, current data and analyses should inform governance decisions, and all proposals should include thorough analysis of data related to enrollments, outcomes, usages, costs and revenues.*

From that value set, the document goes on to specify the roles and relationships among faculty, schools, deans, the academic vice president, the president and board regarding academic decisions.

Perhaps the most significant changes in the *Framework* are these: first, the "principle of subsidiarity" vests each academic school with decision-making authority for many aspects of the curriculum and academic programs. The expectation that goes along with subsidiarity is

communication and consultation, but the full faculty respects the ability of the school faculties to move ahead with their respective curricula.

Each school has a Curriculum and Academic Policy Committee, which becomes the major decision-making and review structure. A university-wide Curriculum and Academic Policy Committee (UCAP) reviews assessments and major curriculum questions, and receives reports from the subsidiary committees. The *Framework* explains the nuances in decision-making and reporting.

Several major university-wide committees remain --- in addition to UCAP, the Rank and Tenure Committee, the Education and Technology Committee, Faculty Welfare, and Professional Development. Each collegiate unit also elects a faculty representative to the Board of Trustees.

While the *Framework* has generally worked well, individual faculty members at times express concerns about governance, depending upon the type of decisions being made and the robustness of communication and consultation. On a parallel track, administrators express concerns about delay and circuitous processes when results must be achieved. Both points of view are quite typical in the academy everywhere, and the tension between them ensures that enough discussion occurs at the pressure points to surface all opinions. Given Trinity's relatively small size, critical issues can still have full airing with all parties present, whether through the faculty meetings in the individual schools, or through the Academic Assembly that brings together all faculty and executive administrators.

As Trinity's programs continue to diversify, issues are emerging around control of course scheduling, the streamlined delivery of general education for adult students, as well as development of professional programs that will require very different general education designs (e.g., nursing and the health professions). These issues have generated considerable discussion among faculty. Related, as a result of this Self-Study and the work in student learning outcomes assessment and program reviews, numerous issues have surfaced that also test the effectiveness of the governance system to ensure full collaboration and engagement of all faculty. Fine-tuning of processes occurs continuously as issues emerge that require new approaches.

VII. FACULTY HANDBOOK

The companion document to the *Framework for Academic Governance* is the *Faculty Handbook* that governs faculty personnel matters, and constitutes the backbone of faculty contracts.

Throughout this Chapter, references and recommendations have appeared concerning the *Faculty Handbook*. Clearly, one major result of the Self-Study will be a complete revision of the *Faculty Handbook* in line with these recommendations and the new realities for Trinity.

The last complete revision of the *Faculty Handbook* occurred in 1998. Following the reorganization in the Year 2000, Trinity intended to revise the Handbook, but the development of the *Framework for Academic Governance* took longer than anticipated, and then the Self-Study began. Hence, the *Faculty Handbook* revision has not occurred on schedule, but will occur starting in the summer of 2006.

Most of the policies in the current *Faculty Handbook* continue to be appropriate for the full-time faculty, and they will most likely continue into the new Handbook. However, as this chapter points out in earlier sections, issues have arisen about workload, differences among faculty by school and degree level, compensation and other questions that will require some changes to the basic structure of faculty personnel rules. The other changes that must occur are largely technical: the 1998 Handbook does not reflect the 3-school structure, but in practice, the procedures in that Handbook that reference the Dean of Faculty are implemented today by the deans of each of the three schools.

CONCLUSION AND RECOMMENDATIONS

The quality and dedication of Trinity's faculty are the most important factors influencing Trinity's success in the education of students today. Hence, Trinity's attention to the condition of the faculty --- size, deployment, workload, compensation, assessment, promotion and tenure, governance, personnel policies --- is a major component of institutional effectiveness and ultimate success.

The major recommendations emerging from this chapter include these:

- Trinity should review the composition of its faculty with respect to:
    - The distribution of full-time faculty in each school;
    - The ratio of full-time and part-time faculty;
    - Increasing the racial and ethnic diversity of the faculty;
    - Development of a cadre of liberal arts faculty for general education in SPS.
- Revision of the *Faculty Handbook* must occur before the end of 2006.
- *Faculty Handbook* revisions must include consideration of these policy issues:
    - Differences in student loads in courses and advising;
    - Differences in type of work due to new programs and new delivery systems;
    - Expectations about faculty presence on campus in light of new technologies for teaching and communication, different delivery systems, and variances among the course schedules for the schools and programs;
    - Differential compensation by degree level, school and program;
    - Adjunct compensation.

- Faculty assessment system needs improved information tracking and aggregate reporting structure, along with clearer roles and expectations for oversight by the academic deans

    - Assessment of Category B faculty needs further clarification, along with the process for review prior to extending long-term contracts;

    - Assessment of Adjunct (Category C) faculty also needs further clarification.

- Scholarly and professional development reporting system needs improvement so that the volume and types of faculty work are more readily accessible to peers and more publicly available to represent the quality of intellectual life at Trinity.

CHAPTER SIX: ASSESSING STUDENT SUPPORT SERVICES

Characteristics of Excellence:

In this chapter Trinity demonstrates compliance with these Middle States Standards:

Standard 6: Integrity
Standard 9: Student Support Services
Standard 11: Educational Offerings

I. INTRODUCTION

Consistent with Middle States Standard 9, Student Support Services at Trinity extend across all student populations, include advising and academic support as well as co-curricular services, and extend through virtually all academic and administrative departments. The chief offices responsible for specific delivery of students services are the Divisions of Academic Support and Career Services, the Dean of Student Services, Student Financial Services, Registration Services, and the deans offices of the respective schools. Other operational areas also provide student services, including Technology Services, Facilities, Food Service and the Bookstore.

Because the broad network of student services is too large to include in this self-study, the reports from many of the large departments will be available in the Document Room. This chapter focuses on the services delivered through the Office of Academic Support and Career Services, and the Office of the Dean of Student Services.

Student support services are shaped not only by Trinity's mission, but also by the needs of Trinity's changing student population. As discussed in Chapter One, Trinity's embrace of the paradigm shift has resulted in a student profile that reflects the demographics of the Washington metropolitan community. This profile means that Trinity students often face barriers to success in higher education. Many have limited income, insufficient preparation for college level work, and no family history of higher educational attainment. A significant minority of students also contend with learning and physical disabilities. Furthermore, Trinity enrolls many students who have limited command of English. Trinity is committed to providing appropriate support for every one of its students. They are admitted because Trinity believes in their potential. It is Trinity's responsibility to ensure they have every chance to realize that potential.

As the paradigm shift has produced more diversity in the ages, academic preparation levels, and life circumstances of Trinity students, Trinity has responded by expanding and diversifying its student support services. Virtually all faculty and staff members at Trinity deliver student services every day. On a formal level, student support services at Trinity are delivered through these major departments:

- *Academic Support and Career Services*, headed by the Associate Dean for Academic Advising, offers academic advising, learning skills support, services to students with

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disabilities and international students, tutoring and Writing Center support, and career services.

- *The Division of Student Services*, headed by the Dean of Student Services, includes the functions of Residence Life, Health Services, Campus Ministry, and student clubs and organizations. It also works in close cooperation with the Athletics Program, managed through the Trinity Center for Women and Girls in Sports.

- *Academic Deans* and the offices of the Schools of Education and Professional Studies also deliver advising and other student services.

The Division of Student Services, as well as Academic Support and Career Services, have evolved significantly in response to the paradigm shift. To address students' changing needs both proactively and responsively, they have established new programming and new departments, separated student services into several distinct offices, and hired new professionals with specialization in areas of student development, student services and student support. Over the past two years, Academic Support and Career Services has grown from three to seven professionals, and the services have expanded to include International Student services, Disability Support services and the Writing Center. Meanwhile, the Division of Student Services has recently hired additional mental health professionals, residential directors and mentors, and athletic directors. Together, the Division of Student Services along with Academic Support and Career Services offer comprehensive, integrated services to meet the academic and developmental needs of all Trinity students.

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II. ACADEMIC SUPPORT AND CAREER SERVICES

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Reporting to the vice president for academic affairs, the Academic Support and Career Services (ASCS) offices serve students from all three Trinity academic units. Responding to the challenges presented by increased enrollment and the changing demographics of Trinity's student population, each department (Academic Advising, Career Services, Disability Support Services, Future Focus Programming, International Student Service Programming, Tutorial Services and the Writing Center) has developed student-centered programming that is consistent with Trinity's Strategic Plan goals for enrollment, retention, and student performance.

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A. Academic Advising

1. Advising Models and Goals

Trinity's three schools have responded to the paradigm shift by implementing advising models tailored to the specific needs of their evolving student populations. Although each model is distinctive, they all share fundamental goals. For example, advising in all three schools emphasizes access; delivery modes and mechanisms have been designed to facilitate students' consultation with advisors on a regular, convenient basis. Advising also emphasizes individual student development; close contact between students and their advisors ensures that students receive the individual attention they need for success. Academic advisors play key roles in

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developing students' academic plans and assessing their progress. Thus, academic advising is critical to student development, retention and success.

The School of Professional Studies assigns its undergraduates, who are primarily adult learners, to professional advisors with whom they will work throughout their academic careers. Adult learners have benefited greatly from the professional advisor model, and rely on the ability to contact their advisors at hours that are most convenient for their schedules.

Graduate students in the School of Professional Studies have faculty advisors in their academic programs. This model works well because it allows graduate students to work with scholars in their chosen fields. Graduate advisors focus on evaluating students' goals and helping each student tailor the program to meet her or his expectations. For example, advisors encourage students who wish to enter academia to submit outstanding papers to journals or conferences. For students seeking career advancement or change, advisors help students tailor course selection, projects, and paper topics to their specific career aspirations.

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In the School of Education, entering graduate students have faculty advisors according to the students' area of specialty. The School of Education does not perform primary advising functions for undergraduates. Undergraduates who declare a major or minor in education maintain their primary advisor in their "home" school (CAS or SPS), and receive a secondary advisor in the School of Education, who advises on matters pertaining to the education program. Once students have passed PRAXIS I, they become official candidates in the School of Education although they still retain their primary advisor in CAS or SPS. The success of this model is based on collaboration between primary and secondary advisors to ensure that students meet both CAS/SPS and EDU requirements.

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In the College of Arts and Sciences, all faculty members serve as advisors to undergraduate students. The CAS advising model is a two-phase approach designed to provide intensive academic and retention support for students in their first year, and focused discipline-based advising to students as they progress into their major field of study. First year and new transfer students receive advising services from a specially-trained team of faculty members. Once students have declared majors, department chairpersons identify faculty advisors in their majors.

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CAS advising for first year students aims to provide a strong connection to the college and an effective first year foundation. Retention research shows that first year students are more likely to be successful in college if they have connected with the institution, find that it is a good match, and meet faculty early in their academic careers. To help students connect with the institution and with faculty, the Dean of the College of Arts and Sciences and the Associate Dean for Academic Advising carefully select the members of the first year and new transfer advising team from among Trinity's more experienced faculty. All members of the advising team receive training that focuses on helping students navigate the first year experience. In addition, first year faculty advising loads have recently been reduced (10-15 students per advisor) to ensure that students receive sufficient attention and support.

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2. Assessment and Improvement of Advising

Trinity evaluates the effectiveness of its advising services through student and faculty surveys. In a 2004 survey of first year faculty advisors, returning advisors indicated that the advising loads were more manageable than they had been in the past, allowing the advisors to spend more time with their students and get to know them better. New advisors also indicated that advising loads were manageable. In addition, the 2004 survey asked faculty advisors to report contact hours for each student. Of the 10 of 15 advisors who reported their contact hours for the fall semester, all met with each student at least once. 60% of the students who entered in fall 2004 saw their advisors more than once.

Trinity also evaluates the effectiveness of advising by monitoring student requests for change in advisors. No first year students changed advisors and two transfer students changed advisors from fall 2004 to spring 2005. The positive responses from faculty concerning advising loads and the small number of advisor change requests among first year students suggest that the smaller advising loads have been beneficial for both faculty and students. Advising loads are more manageable, and faculty advisors are more available for the students.

Student surveys provide another measure of advising effectiveness. In a 2005 survey of all Trinity students, over 83% of respondents indicated that their advising needs were adequately, more than adequately, or exceptionally well met (see Document Room report for results.).

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Student and faculty surveys have revealed areas for improvement as well as indicators of success. For example, first year faculty advisors reported concern that they did not meet their new advisees during summer orientation, before the start of the fall semester. Meanwhile, students' responses suggested that transfer students with advanced academic standing prefer being assigned advisors in their major. Students also expressed concerns about advisor availability and advising staff turnover, particularly in the School of Professional Studies.

Deleted: Because adult learners rely on stability of contact persons in advising, SPS students found changes and vacancies in the advising staff unsettling.

Trinity is committed to using the results of assessment to improve its advising services. For example, the College of Arts and Sciences addressed the concerns expressed in the 2004 – 2005 surveys of faculty and students by connecting faculty advisors with first year students during summer orientation. In the summer 2005 orientations, faculty advisors offered advising and registration sessions. All entering students were also assigned advising appointments with their advisors on the day before school began. Assessment of the 2005 – 2006 advising period will show whether these changes positively affected advisor/student relationships.

Deleted: Meanwhile, in the School of Professional Studies, problems arising from staff turnovers and vacancies were addressed in 2005 by hiring a new director and an assistant director for advising.¶

B. Entrance Assessment

1. Goals and Design of Entrance Assessment

Chapter 2 discusses the results of entrance assessment from the academic assessment perspective. This discussion focuses on the process of entrance assessment, which ASCS administers. Along with advising, entrance assessment is a crucial tool for guiding undergraduates to make appropriate academic choices in their first year. The ultimate goal of entrance assessment is to help students succeed academically and continue in their studies. For

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entrance assessment to contribute to student retention and success, several conditions must be satisfied. First, assessment instruments must measure student skill levels accurately. Second, students must be counseled effectively to ensure they enroll in courses that match their skill levels. Finally, students must successfully complete the courses into which they are placed, so that they can advance to their next level of study.

Trinity requires all entering undergraduates to take placement assessments in math and English (unless students are transferring in credits to meet their composition and mathematics requirements). The majority of students who take placement exams do so as part of their orientation in the fall. After their exams are scored, students meet with Office of Academic Support staff, who advise them for which courses to register based on their placement results. Assessment exams are also offered in the spring. Undergraduates who transfer or are new to the institution take the assessment exams in January. Results are communicated to students and their advisors, who assist them in the course selection and registration process. In 2004-5, 183 of the 217 students who participated in placement exams did so in the fall semester (84%).

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2. Evaluation of Entrance Assessment

Analysis of exam results and enrollment patterns reveals that most students immediately register for the math and English courses that their scores indicate are appropriate to their skill level. This suggests that the entrance assessment process generally works quickly and effectively to place students in the right courses to build their skills and foster their academic progress. However, a significant minority of students do not immediately enroll in the courses they are advised to take, deferring their foundational math and/or English coursework. Finally, a small percentage of students take courses other than those in which their exam results placed them.

For example, 79% of students who took assessment exams in Fall 2004 registered for the specific math course that their exam scores indicated would be most suitable. 18% did not register for any math course. Only 4% of students registered for a math course in which they did not place. Similarly, 84% of students who took assessment exams in Fall 2004 registered for the English composition course that their exam scores placed them into. 12% of students did not register for any English course, and 4% registered for an English course in which they did not place.

As noted above, far fewer students took assessment exams in the spring 2005 semester. But of those students who did take part in spring 2005 assessments, a larger percentage did not register for courses after being placed (37% did not register for a math course and 52% did not register for an English course).

The fact that a small number of students enroll in math and English composition courses other than those into which they place is not an indication of problems in the assessment and placement process. Instead, it demonstrates Trinity's flexibility and attentiveness to the needs of individual students. Occasionally, students and their advisors decide--based on the student's transcript and/or intended major--that the best class to register for may be different from the one in which they placed. Students are not encouraged to register for a class more advanced than the one in which they placed, but they can work with their advisor to identify a class that will provide a 'parallel' experience.

Deleted: In sum, students who do not register for their placement-indicated classes do so only after working closely with their advisors to find a class that will be an appropriate substitute.¶

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However, the fact that a sizeable number of students do not enroll in any math and/or English classes after taking their assessment exams may, in some cases, be a cause for concern. Deferring foundational math and English composition courses can present problems if students delay taking needed courses for several semesters. It is imperative for the Office of Academic Support and advisors to track students who do not enroll in these courses after taking their assessments, in order to remind those students to complete their foundational math and composition coursework in a timely manner.

Another important indicator of the effectiveness of entrance assessment is student performance. The office of Academic Support tracks students' progress by compiling information on the grades they receive in their entry-level math and English composition classes. This information indicates that the assessment process accurately places students into the courses most appropriate to their incoming skill levels. Upon preliminary review, for example, student grades in English composition in Fall 2004 indicate that they were accurately placed. Of the 76 students who enrolled, based on assessment results, into ENGL 105, 63 (82%) received grades in the range of A, B's and C's in the course. Twelve ENGL 105 students earned grades lower than a C-.

C. Tutorial and Learning Support Services

While advising and assessment services can ensure student placement in appropriate courses, additional support services are needed to ensure student success in their coursework. At Trinity, one of the most important support services is tutoring. The office of Academic Support provides free, one-on-one peer tutoring in most subjects offered at Trinity. All students are eligible to receive tutoring services, whether through individual requests or faculty referral. The majority of tutoring requests involve math, science and foreign languages. Tutors are undergraduate students who excel in academics, and who are trained and supervised by full-time professional staff. Peer tutors provide a unique and invaluable service for students who are struggling to comprehend difficult material or seeking clarification on specific subjects. By learning to navigate the material with their peers, students gain confidence and develop their own academic and study skills.

During the 2004-2005 academic year, Academic Support Services provided a total of 366 tutoring sessions. Nine tutors worked in the fall semester, and five tutors during the spring semester. 87% of students who utilized tutoring services were CAS students; 13% were SPS students.

Based on its assessment of the demand for tutoring, the Office of Academic Support has recently made changes to its tutoring schedule. To meet growing student requests for tutoring services, and to better serve students from the School of Professional Studies, the office has extended tutoring hours to evenings and weekends. The Office of Academic Support has also collaborated with advisors in the School of Professional Studies and the School of Education to increase outreach to their students by providing learning skills workshops and academic success programs at times when students are available. A continuing priority for Academic Support Services is to expand programming that will address the needs of students who have requested academic assistance, but who have not been able to take advantage of services during the traditional 9:00 – 5:00 hours. This priority strengthens Trinity's compliance with Middle States Standard 9, which

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calls on institutions to deliver student support services in flexible ways that meet the needs of diverse student populations, such as older students and students with disabilities.

D. Disability Services

1. Responding to Growing Need

Trinity's paradigm shift has presented significant challenges in the area of disability support services, as Trinity has experienced a tremendous increase in the number of students who self-identify as needing accommodations for disabilities. For example, requests for accommodation rose from 11 students in 1998 to 55 students in 2005. Between Spring 2004 and Spring 2005, there was a 120% increase in the number of students who self-identified with the DSS office, and a 29% increase in students actually receiving accommodations (see Document Room for more detailed information). To respond to rising student need, Trinity hired a disability support services coordinator in 2004 and established a separate office of Disability Support Services.

Disability Support Services provides support to all enrolled students. Of students receiving accommodations during the Spring 2005 semester, 65% were CAS students, 22% were SPS students, and 13% were students in the School of Education. Students receiving accommodations have been diagnosed with a broad array of disabilities. Students with learning disabilities constituted the single largest group of students with identified disabilities, followed by students with physical disabilities (see Document Room for details). Several students are receiving accommodations for multiple diagnoses.

As with Academic Advising, facilitating student access is a top priority for Disability Support Services. The office promotes access by encouraging students to contact the Coordinator through means, and at times, that work best for the students. The Coordinator consults with individual students through phone, email, and face to face meetings, and utilizes a distribution list to provide relevant information for all students with disabilities. Disability Support Services made a total of 588 contacts during the Spring 2005 semester, including both direct contacts with students and discussions with professors, health care professionals, parents, and others as needed. (See the report in the Document Room for detailed data about contacts).

2. Assessing and Improving Disability Support

Surveys provide an important mechanism for assessing student satisfaction with Disability Support Services and identifying areas for improvement. The most recent survey was administered to students with disabilities in Fall 2004 and Spring 2005. Although the response rate was modest (less than 50%), the survey results indicate that students with disabilities are pleased with Trinity as a whole and with the services offered through the DSS office. Students also identified specific areas of concern that they wished to see addressed. The full report of this survey is available in the Document Room.

In addition to student satisfaction, student performance is another important indicator of the effectiveness of Disability Support Services. Although student success is not measured solely by

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Student request . . . . . Action Taken¶
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Provide assistance with notes . In Fall 2005, DSS recruited work study students to serve as paid note-takers for students whose accommodations include note-taking. Students responded positively to having access to this resource. All students taking courses for which they received notes passed. Efforts are ongoing to increase the number of student note-takers.¶
¶
¶
Provide tutoring services . DSS hired a student worker to serve as an additional academic resource to students with disabilities, including assisting with math, scribing tests, and scribing homework.¶
¶
Provide help with papers . Students with disabilities are referred to the Writing Center for assistance on their papers, and are encouraged to seek out Peer Consultants to ensure access to individual help.¶
¶
Provide monthly mandatory meetings . Students are encouraged to schedule regular meetings with the Coordinator. During the Spring 2005 semester, the Coordinator called each of the students who have self-identified or are receiving accommodations to touch base and schedule additional appointments if needed. . ¶
¶
Provide better computer access for tests . Students wishing to complete tests on a computer (as a result of their accommodations) will be able to do so after completing a testing reservation form in collaboration with their instructor.

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GPA, tracking students' GPA provides one signifier of performance. Preliminary results are encouraging. At the end of the Spring 2005 semester, students receiving DSS services reported strong growth in cumulative grade point averages over the course of one year. In particular, undergraduate students showed a 7% increase in cumulative grade point average from Fall 2004 to Spring 2005. A complete report is available in the Document Room.

F. Future Focus

1. Program Design and Goals

Trinity's paradigm shift, and the accompanying increase in the number of academically disadvantaged students it serves, has necessitated the development of more comprehensive support programs for these students. Trinity initiated the Future Focus program in 1999 to offer structured, intensive academic support to students whose academic and economic profiles put them at risk of dropping out. The program aimed to reduce high attrition rates of first year students, and to increase success rates of academically challenged students.

The Future Focus program is a full year academic bridge program for first year students in CAS whose pre-collegiate academic profiles indicate need for academic support. Guided by a director who is professionally trained in academic support services and student development, the Future Focus program addresses the cognitive, behavioral and affective needs of the first-year student. Future Focus students are provisionally admitted to Trinity for one year. Full admission is based upon completion of the program requirements in the first year.

Connecting with the college and fellow students, building relationships with faculty and professional staff, and academic skill development are crucial components of successful first year programming. The Future Focus program integrates these components through mentoring, tutoring, study hall, individual appointments with the director, skill-building courses, co-curricular activities, and leadership development programming.

2. Program Assessment and Improvement

Every semester, the Future Focus program conducts assessment to identify areas of programmatic strength and weakness, diagnose student needs and concerns, and develop modifications and new initiatives to improve student success and retention. Each component of the program is evaluated in the Quality Scale/Student Satisfaction Survey. Ongoing assessment has allowed the program to target its curricular content to better address students' academic deficits; to strengthen its mentoring services; and to enrich its leadership development offerings.

Future Focus curricular revisions have focused on improving students' mastery of foundational study and academic skills, while also preparing them for advanced study. In 2001, for example, the required skills course was changed from a two-credit course concentrating on study skills to a three-credit course concentrating on reading across disciplines, writing analytically, and thinking critically. This shift aimed to provide students with more intensive preparation for success in courses beyond the first year. Shortly thereafter, in Fall 2002, the College of Arts and Sciences dropped its requirement that all first-year students take an Academic Success Seminar. This

Deleted: Ongoing assessment efforts by DSS have identified other areas for improvement in assisting students with disabilities. For example, DSS is exploring the acquisition of assistive technology to meet the educational needs of students with disabilities. DSS also plans to work more assertively with students in acquiring the necessary documentation for disabilities. The transition to a new health insurance provider will give students a more affordable means of completing the assessments necessary to document a disability. Finally, DSS is initiating programming specific to individuals with disabilities. In October 2005, students participated in Disability Mentoring Day. Similar programs are being planned to provide more support for students with disabilities. ¶
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requirement may have been unnecessary for stronger first-year students, but it remained important for Future Focus students, who needed additional assistance with the transition to college. The Future Focus program's analysis revealed that retention of Future Focus students decreased after this course was cancelled. As a result, in Fall 2004, the Future Focus program re-instated the Academic Success Seminar for Future Focus students only.

The Future Focus program has also focused on helping students achieve in areas beyond coursework. For example, in keeping with the mission of Trinity, the Future Focus program has recently emphasized leadership development. It has collaborated with faculty who specialize in leadership studies to strengthen the leadership development portion of the Future Focus program.

Another improvement arising from assessment involves Future Focus mentoring. The mentors are former Future Focus students; they provide support and assistance to current Future Focus students through weekly meetings. After assessing mentor services in 2002, the Future Focus program determined that more formal training would be beneficial to the mentors and to the students they serve. In Fall 2004, a peer mentoring course was added to the curriculum, and is required for all prospective mentors.

Deleted: Course evaluations indicate that the mentors learned a great deal and found the course helpful. Four of the five students who took the course in Fall 2004 worked as mentors in the Spring 2005 semester, and all returned in the Fall of 2005 as mentors. Additionally, two of the mentors have become RA's, the same two have become Cunneen Fellows, and three of the mentors are active in student organizations. Their development as mentors has given them a greater connection to the Future Focus program, to the students, and to the University.

Recent student satisfaction surveys, grade analyses, and retention figures highlight areas of Future Focus success. Among the strongest components of Future Focus are academic advising and support, mentoring, and study hall. The Student Satisfaction Survey administered in Fall 2004 indicates that more than two thirds of Future Focus students felt their advisors were helpful. Furthermore, Future Focus student exit interviews from Spring 2005 reveal that mentoring is one of the most appreciated components of the program. These exit interviews also reveal that 83% of Future Focus "graduates" were satisfied with the availability of academic support, while 63% indicated that if they had to re-select a college, they would definitely attend Trinity. Finally, data from Fall 2004 indicate that study hall may be an important contributor to Future Focus student success. Of the 25 students using study hall in Fall 2004, only 2 were subsequently placed on academic probation. Analysis of the Fall 2005 – Spring 2006 study hall use will reveal whether this relationship can be effectively drawn. (All reports available in the Document Room.)

Student satisfaction surveys and retention figures also reveal shortcomings to be addressed in the Future Focus program. For example, the Fall 2004 student survey indicates that only 43% of students felt Future Focus prepared them to be successful; an equal percentage believed they were receiving a good education at Trinity. Furthermore, while the Future Focus student retention rate for 1st to second semester (Fall 2004-Spring 2005) was an extremely impressive 86%, retention slipped between the first and second year. The retention rate for first to second year (Fall 2004-Fall 2005) was 67% (28 students out of 42), lower than Trinity's goal of 90%.

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F. Career Services

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1. Goals and Programs

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Career preparation is integral to Trinity's mission and central to the work of student support services at Trinity. In recent years, the career development needs and expectations of Trinity students have expanded greatly. To meet growing needs, to improve outreach to graduate

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and SPS undergraduate students, and to offer more professional career development services, the Office of Career Services was separated from the Office of Academic Support Services in 2004. A new Director of Career Services assumed his position in March 2005. Since then, the office has pursued a steady trajectory of expansion and diversification.

Today, the Office of Career Services supports the mission of the University by providing wide-ranging opportunities for students to develop and achieve their academic and professional aspirations. From programming designed for first year students, to workshops for seniors and graduate students, to portfolio management for alumni, it offers comprehensive career development services to all Trinity students. It aims to be an integral component of the Trinity experience by serving as a premier, high-visibility source of information and resources for all members of the Trinity community. It also aims for recognition as a premier source for employers and recruiters. To achieve these goals, Career Services is committed to maintaining a highly effective, professional, and cohesive staff.

2. Results and Improvements

One of the greatest accomplishments of Career Services in recent years has been an enrichment in the range and extent of its career development programming. For example, Career Services grew from providing 99 career services contacts and 156 career fair visits in 2002 – 2003, to 160 individual contacts, 114 online contacts, and 181 career fair visits in 2003 - 2004. In April 2005, Trinity held its largest career fair ever. With 32 employers represented at the fair, the Office of Career Services increased opportunities and improved employment offers for Trinity students who were graduating, seeking summer employment and/or internships, or seeking part time employment. The Director has further enlarged career opportunities for Trinity students by re-establishing on campus interviews with the State Department. He has also increased the number of workshops designed to prepare students for graduate and professional schools. Emphasizing early planning and preparation, he has been able to reach students who are considering graduate and professional school as well as those who had not previously thought graduate or professional school was within their grasp.

Another important improvement has been strengthening outreach to students in the School of Professional Studies and in graduate programs. Through offering extended weekday and weekend hours, by providing evening workshops, and by collaborating with faculty in the School of Education to develop services for their students, the Office of Career Services has become more inclusive and flexible in its programming. Student responses to these changes in career services indicate that they have benefited students from all three schools.

III. DIVISION OF STUDENT SERVICES

The division of Student Services comprises four departments: Health and Wellness, Student Activities, Residence Life, and Campus Ministry. These departments support the mission of the university by improving retention and student engagement through meaningful contributions to the emotional, physical, and intellectual development of Trinity students. With special attention to access and success, the division of Student Services provides services and programs that facilitate students' academic and social acclimation. Since many Trinity students are

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academically challenged first-generation college attendees with heavy family and work responsibilities, the risk of culture shock and alienation on campus is high. If students find that their preconceptions of college were inaccurate, they can suffer a loss of confidence in their academic prospects. Therefore, a focus on fostering student connection to Trinity is critical to the mission of Student Services.

While each department in Student Services articulates its own objectives, they all share core goals, which include: contributing to Trinity's tradition of spiritual enrichment and diversity; safeguarding and strengthening students' mental and physical health; offering co-curricular programming that promotes life-long learning and civic responsibility and empowers students to become confident leaders; and assessing student satisfaction and learning as part of a continuous effort to improve student success.

The Division of Student Services recognizes that these goals are best pursued through establishing partnerships with other units within the university. The work of Student Services supports, and is supported by, the work of Trinity faculty, academic deans, and academic offices. For example, the Student Services team works with faculty and staff to identify and support students who are experiencing academic difficulties. Particularly intensive support is provided for first year students. At the first sign of academic difficulties, the Student Services team intervenes to remind students of their responsibilities and to help them surmount their problems. After receiving mid-term grades, for instance, Student Services institutes mandatory study hall for poorly-performing students to assist them with study skills.

The Division of Student Services and the Offices of Academic Support and Career Services have complementary goals and missions. Therefore, they collaborate continuously to promote student retention, academic success, and professional and personal development. For example, the Dean of Student Services works with the Office of Academic Support to ensure that all students receive a full introduction to both Academic and Student Services on campus. During orientation, Student Services works closely with Academic Support Services to help students navigate the process of taking entrance assessment exams, create class schedules based on assessment scores, and learn to adjust to University life.

A. Health and Wellness

1. Goals and Programs

The department of Health and Wellness supports the academic achievement of Trinity students by working to ensure their mental and physical health. Recognizing that students perform best academically when they are physically and psychologically well, Health and Wellness offers medical and mental health services, health education, health promotion and disease prevention services. Its programs include stress management, healthy eating, and fitness, and it directs campus-wide initiatives such as flu vaccination, Breast Cancer Awareness, Sexual Assault Awareness, Alcohol Awareness, and Depression Screening. In keeping with Middle States Standard 9, all providers of care are appropriately licensed and the facility meets standards established by local and national bodies such as the National Committee on Quality Assurance,

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Like other student support services, Health and Wellness strives to strengthen its impact through expanding student access and through collaboration with other Trinity offices. Its services are available 5 days per week, and evening hours have recently been added to serve evening and weekend students. The increased availability of services has contributed to a 400% increase in visits to the Health Center over the past three years.

Health and Wellness programming is integrated with many other campus constituencies. Programs are offered with faculty when appropriate to the course content. Co-sponsorship of programs with student organizations offers greater outreach capacity. The Health Center works with the Trinity Center and food service staff to promote fitness and healthy eating as part of the "Healthy Campus 2010" initiative. In addition, Health and Wellness staff is regularly consult with other departments such as Residence Life, Disability Services, and Academic Support to identify and reach out to students whose academic performance may be negatively impacted by health issues.

2. Assessment and Results

The department of Health and Wellness evaluates its programming through tracking student visits, analyzing student diagnosis patterns, and surveying student satisfaction levels. The knowledge gained by tracking visits and analyzing diagnoses has helped the department target key areas for service development. Beyond the usual medical conditions, depression and anxiety, relationship problems, and eating dysfunctions have emerged as the top student health issues. This knowledge allows Health and Wellness to build its education and promotion activities around the areas that put students at most risk, physically, emotionally and academically. For example, to address the prevalent problem of depression, HC staff have met with staff and faculty to raise awareness of signs and symptoms, as well as treatment options.

Students at Trinity have complex social, family, and cultural histories that contribute to their health issues. These complexities might be lost in a larger academic setting, but the Trinity community encourages students to seek and find resources to support them. Student surveys conducted during the last three years indicate that a large percentage of students make behavior changes based on what they learn from staff and at programs.

B. Residence Life and Student Activities

Residence Life and Student Activities work with students in pursuit of the goals of building leaders, creating community with peers and staff, enhancing academic experiences, and preparing students for life beyond their university experiences. Student Activities focuses on fostering students' personal development, leadership skills, and civic and community engagement. The main avenues for pursuing these goals are through campus organizations, student government, and Trinity traditions such as Cap and Gown weekend and class ceremonies. Student Activities assesses results through tracking student participation and leadership in campus organizations and Trinity traditions.

Meanwhile, Residence Life works with residential students with the objectives of fostering communication, collaboration, and leadership skills as well as the values of responsibility and

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When Residence Life staff alerted the Health Center that **Student A** appeared pregnant, Health Center staff reached out and determined that she was indeed 25 weeks pregnant, but only beginning to come to terms with her unintended pregnancy. In exploring options with the student, Health Center staff determined that she wanted to have the child, place it for adoption, and continue her studies while keeping her pregnancy confidential. With support from the Health Center, she was enrolled in a local prenatal care program and referred to an adoption agency that also provided counseling. She maintained strong academic performance during and after her pregnancy, and after giving birth, became active in student activities and campus life. She is satisfied that her decision was the correct one and still maintains close relationships with Health Center staff.¶
¶
Student B arrived at Trinity with a poorly managed psychological disorder. When she submitted her medical forms at Trinity, HC staff reached out to her to let her know of the services that were available. When she began to have difficulty completing assignments and attending classes, she sought help from Health and Wellness, was directed to appropriate medical services, obtained extensions on her coursework, and eventually completed the semester. The pattern was repeated the subsequent semester. By last semester, she worked with Health and Wellness to anticipate the coming problems, saw her counselor more frequently, worked preemptively with faculty, completed the semester, and plans to graduate in May 2006. She effectively uses health services and sees her therapist regularly. ¶
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Student C experienced severe anger and depression after suffering an injury that left her physically handicapped. She sought counseling and support at the health center, where she was able to express her life-long feeling of inadequacy and discuss her suicidal impulses. Residence life staff were alerted and provided night and weekend support. Counseling and medication eventually allowed her to complete her studies and graduate with her class last year.¶

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self-esteem. Many students arrive at Trinity with the need to develop their social skills and life skills, and some bring with them personal and emotional problems that the Residence Life team must help them learn to work through. The Dean of Student Services and her staff realize that many Trinity students come to Trinity for the individual attention and nurturing that Trinity is known for. They strive to provide that attention and nurturing while simultaneously developing students' self-confidence, self-reliance, and problem-solving abilities. Through creating an environment that is supportive and confidence-building, Residence Life contributes to students' success at Trinity and beyond.

The learning begins during orientation, when Residence Life staff meet new students from exceptionally diverse family and cultural backgrounds and help them communicate with, understand and respect each other. For example, when students attend Residence Life programs about roommate relations, including concerns such as borrowing clothing, confidentiality of conversations, sleeping hours, and visitation rules, they learn about the challenges and compromises involved in living with others in a community setting. Residence Life also encourages new students to get involved in co-curricular activities as an avenue for strengthening their sense of community and their ability to work together toward shared goals.

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C. Campus Ministry

While Trinity is a Catholic university, much of its identity flows from the identities of its students, faculty, and staff, in which case Trinity is Catholic, Christian, Muslim, Jewish, and Bahai. This rich diversity informs the mission and goals of Campus Ministry. Campus Ministry seeks to nurture and deepen the spiritual life of Trinity community members; to enrich their appreciation of other religious traditions; and to help them express their faith through civic engagement, leadership, and the search for justice.

Campus Ministry embraces and sustains Trinity's heritage, which is rooted in the Sisters of Notre Dame de Namur and the Catholic tradition. Trinity welcomes persons of all faiths in the pursuit of the larger purposes of learning and the human search for meaning and fulfillment. As Campus Ministry promotes growth within one's own religious tradition, it also seeks to understand the religious traditions of others. For example, Campus Ministry helps organize Iftar celebrations with Muslim students during Ramadan and discussions of Seder during Passover with Jewish faculty and staff. The Trinity Choir is another example of inter-faith enrichment. The choir is made up of Catholics, other Christians and non-Christians who come together with a love of music and a desire to praise God. Rehearsals give Choir members the opportunity to talk about styles of music, forms of prayer, and denominational worship. Beyond singing at mass, the choir contributes to campus wide celebrations and Trinity Traditions. These experiences expand understanding and foster appreciation of the breadth of religious traditions at Trinity.

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Grounded in Catholic social teaching, the work of Campus Ministry promotes justice, human dignity, and solidarity with those in need. The Catholic Bishops believe that "Campus Ministry is called to be a consistent and vigorous advocate for justice, peace and the reverence for all life."(Empowered by the Spirit #73) Campus Ministry pursues this mission through collaboration with faculty and partnerships with community organizations. For instance, Campus Ministry works with faculty teaching the First Year Seminar to identify community

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partners for the community-based learning component of the seminar. The First Year Seminar helps students understand the causes of injustice, and explore possible remedies, through hands-on experience and community service. Campus Ministry also works with community partners to provide other service learning opportunities for students, such as the Sr. Seton Cunneen Summer Service Fellowship.

One of the challenges Campus Ministry faces is equipping students with foundations for success. Since some students come to Trinity with limited experience and opportunities, they often lack basic work skills. For example, many students who work in the Office of Campus Ministry reveal that this is their first job. So Campus Ministry trains these students in effective work habits, including timeliness, reliability, courtesy in interpersonal communication, and giving and receiving constructive feedback. Just as importantly, Campus Ministry helps many students, whose prior opportunities and expectations have been limited, to imagine their own potential. Campus Ministry works with these students to identify strategies to realize their dreams, including educational planning and creative pursuit of experience.

Campus Ministry regularly assesses its programs with the goal of finding ways to strengthen student engagement and spiritual growth. For example, it tracks the religious traditions present on campus, and uses this information to develop new inter-faith programming. It also monitors student participation in, and leadership of, its programs. This helps Campus Ministry develop programming which is reflective of students' spiritual needs and interests. It also allows Campus Ministry to nurture students' leadership potential, and to encourage students to explore connections between their spiritual values and their leadership. Furthermore, Campus Ministry monitors its service partnerships with community organizations, with the goal of developing new opportunities for student service as a way of addressing injustice and promoting civic responsibility.

D. Athletics

The intercollegiate Athletics Program (Division III) aims to support the educational and lifelong goals of Trinity students through focusing on health and wellness, development of specific sport skill sets, and general life skills such as teamwork and discipline, healthy competitiveness and the ability to handle wins and losses gracefully. The Athletics Program is organized and supervised through the Trinity Center for Women and Girls in Sports, in close cooperation with the Dean of Student Services. Varsity sports include soccer, basketball, tennis, lacrosse, softball and volleyball.

A report on the Athletics Program is available in the Document Room.

E. Student Government, Co-Curricular Programming, Student Handbook

Trinity supports a range of co-curricular programming, and the Student Government works with the Dean's office to implement student activities and various special projects. Each academic unit has some form of student government, ranging from a fully-developed representative model in CAS, to student committees in SPS and EDU.

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The full report of the Office of Student Services includes more detail on Student Government, clubs and organizations, student activities and co-curricular programming.

The Document Room also includes the Student Handbook and reports on judicial proceedings.

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CONCLUSION AND RECOMMENDATIONS

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- Trinity will build upon the work begun with this self-study to create more systematic data collection and stronger coordination of assessment among student support services units.

- The tremendous interconnections and interdependencies for effective student/academic support services calls for more systematic data collection and stronger coordination with and among student services, academic programs and collegiate units.

- Every effort will be made to stabilize the advising staff and program in the School of Professional Studies for greater effectiveness with and access by adult students.

- Trinty will conduct a thorough review of its entrance placement program to create an easily accessible and effective assessment program for adult students in the School of Professional Studies.

- Serious consideration will be given to curricular design and sequencing for all first year students. Different models should translate this for CAS students and for adult students in SPS. Interaction with faculty and student support staff is crucial for a fully informed approach.

- The Future Focus Academic Success Seminar that emphasizes reading across disciplines, writing analytically and thinking critically, which replaced a study skills course in 2002, will be given serious consideration as a retention improving course model for all of CAS students.

- More systematic assessment and data collection for all components of Student Services, including Residence Life, Campus Ministry, Health Services, and the related area of Athletics, will be part of future assessment planning.

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CHAPTER SEVEN: MEASURING INSTITUTIONAL EFFECTIVENESS

Characteristics of Excellence:

Through this chapter, Trinity will show compliance with these Middle States standards:

Standard 7: Institutional Assessment
Standard 1: Mission and Strategic Goals
Standard 2: Planning and Resource Allocation
Standard 4: Leadership and Governance
Standard 5: Administration

Since the early 1990's Trinity's strategic plan has served as the basis for virtually all parts of Trinity's work --- administrative organization, budgeting, service delivery, program assessment and new program development. The Board of Trustees and President use the strategic plan as a framework for their ongoing attention to institutional priorities, planning and resource development. All units at Trinity must have plans to fulfill Trinity's goals.

Consistent with Middle States expectations in Standard 7, as well as Standards 1 and 2, assessment of institutional effectiveness at Trinity takes place throughout the institution at the functional unit level, and the results of these assessments flow to the senior staff and trustees who evaluate them on a continuous basis. Unit planning ties to strategic goals and includes outcomes assessment.

Because the nature of work varies considerably from function to function, all departments develop their own assessment plans according to their disciplinary standards, and in light of the goals of the strategic plan. Each administrative unit leader understands that promoting the achievement of Trinity's goals for student enrollment, financial stability, program enhancements, quality and service is part of every staff member's responsibility. Because this report must be limited in length, most of the unit assessment reports will be available in the Document Room. This chapter highlights: Board of Trustees, Organization and Management, Human Resources, Technology, and the Trinity Center for Women and Girls in Sports.

Other forms of institutional assessment appear throughout this Self-Study. The chapter immediately following this one, Chapter 8: Institutional Resources, includes significant additional assessment information regarding financial management, fund raising, facilities management and facilities/master planning.

I. BOARD OF TRUSTEES

Trinity's Board of Trustees consists of 17 individuals representing a broad range of professional fields. The By-laws of Trinity govern the work of the Board and the executive management.

Trinity's Charter and By-laws are posted on the website in the "Policies" section. The Board conducted its own self-study in 2005, and the results of that survey are available in the

Document Room and on the website. Minutes of all Board meetings and related materials are available in the President's Office.

1. Board Composition

The 17 current members of the Board include 9 alumnae of Trinity and 6 Sisters of Notre Dame. Two members are 'public' members with no prior Trinity affiliation.

Almost all of the Board members have advanced degrees, and almost all have broad experience on other boards. Consistent with Middle States Standard 4 and good governance practices, while the president is a member of the board, the Board Chair is an independent director. The current Chair is Peggy O'Brien '69, senior vice president at the Corporation for Public Broadcasting.

2. Board Process

The Board meets three times a year in a formal business meeting, with one additional meeting for planning purposes. The Board may meet more often as necessary. The Board Committees meet in-between Board meetings, usually by conference call. Committees include:

Academic Affairs	Institutional Advancement
Audit	Enrollment and Student Interests
Finance and Investments	Nominations

The Audit Committee is composed of independent trustees only, and engages the independent auditors (Grant Thornton).

Student and faculty representatives from each of the three schools participate in the Academic Affairs and Enrollment/Student Interests Committees. These representatives also participate in Board meetings at the invitation of the Chair.

The Board Chair and President discuss and finalize the agenda for each Board meeting, which goes out to Board members at least ten days in advance of each meeting. The planning process at the start of each Board year is an effort to project agenda items out through all of the meetings so that all members will have a sense of the workflow, and also have opportunities to participate in shaping the agenda.

Trinity's progress toward strategic goals invariably shapes the agenda for each meeting. Depending upon the time of year, more Board attention may focus on enrollment growth, new program development, strategic planning or fund raising. As Trinity enters a new capital campaign, the Board has already agreed to focus significantly more time on fund raising capacity.

3. Oversight of President and Management Team

The President reports to the Board, and the Board also oversees the effectiveness of the senior executives for Finance and Academic Affairs, in particular. The executive team and the Board

have enjoyed an excellent, open working relationship that focuses all of the talent together on fulfilling Trinity's goals.

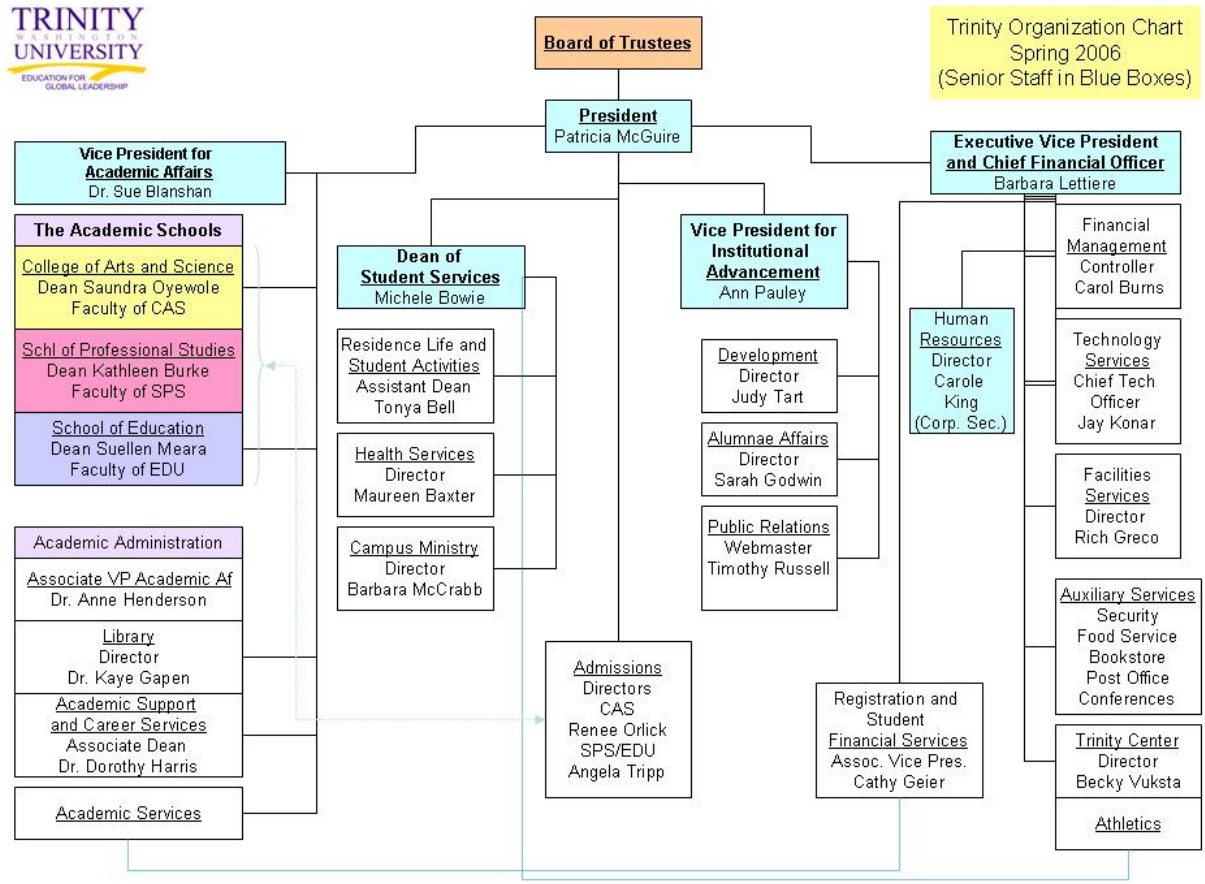
The President has continuous communication with the Board Chair, and with individual Trustees as various work items require. Prior to each Board meeting, the President submits a comprehensive, written, confidential report on the state of the university. Board members are free to inquire into any aspect of the institution's operations; President McGuire adheres to a "no surprises" rule through which she attempts to give Trustees a full and complete understanding of the critical issues that Trinity faces in each quarter. The Trustees conduct a formal review of the President on a three-year cycle, concomitant with contract renewal. The Chair conducts this review with a small committee constituted for this purpose, and all records of this process are maintained with the Board minutes.

4. Legal Counsel, Risk Management and Compliance Oversight

Trinity's general counsel is John Leary of the law firm of O'Donoghue & O'Donoghue. From time to time Trinity also engages special counsel for various matters, including zoning issues, various specialized compliance matters, and on rare occasions, litigation. With the guidance of legal counsel and Trinity's insurance carrier (United Educators), Trinity's management team conducts routine review of all policies and risk management practices. Documents concerning these reviews are available in the Document Room, and all policies are posted on the website.

II. ORGANIZATION AND EXECUTIVE MANAGEMENT

Trinity's relatively small size permits a fairly straightforward organizational design. **Chart 7.1** shows Trinity's standard organizational design:



Consistent with Middle States Standard 5 on Administration, Trinity's executive and managerial personnel are appropriately credentialed and participate in decision-making processes appropriate for their areas of responsibility. Trinity's executive management team, known as the Senior Staff (in blue on the org chart above and listed in the front of the Self-Study document) meets biweekly or more often as necessary; members of the team are in frequent communication on a daily basis about all of the issues involved with managing the affairs of Trinity. The Senior Staff meetings focus on a consistent agenda that includes weekly review of enrollment reports, budget and personnel, and progress toward strategic objectives. The Senior Staff is also the primary review group for administrative policy statements. The Senior Staff have at least two major planning retreats every year to focus on issues in strategic planning and progress toward goals. Documents concerning senior staff meetings are available in the Document Room.

Each member of the Senior Staff is responsible for a group of administrative or academic units. The executive is responsible to conduct routine meetings with the staff of those units, and to ensure that the staff are making progress on unit and institutional goals.

The heads of the major subordinate units constitute a larger Management Team (listed in the front of the Self-Study) with the senior staff. The entire Management Team meets on an occasional basis to review large cross-functional issues, to engage in planning and management training.

The senior managers also participate in other key management groups according to functional responsibilities: the Enrollment Management Team for all managers with enrollment responsibilities, the Council of Deans for the academic leadership, and other groups as may need to convene with cross-functional purposes.

III. ASSESSMENT OF HUMAN RESOURCES

Strategic Goal V in Trinity's strategic plan sets forth particular expectations for Human Resources. The Office of Human Resources (HR) is responsible for the coordination and management of many dimensions of human resources development at Trinity.

HR at Trinity is responsible for providing leadership to all of the human resources functions, including aligning HR programs and policies with Trinity's strategic initiatives, and the adoption of best practices in human resources management. The success and effectiveness of the human resource function must begin with a strong understanding of the role of human resources in supporting the university's academic mission, changing demographics and faculty and staff needs and demands. Human resources strategies, programs and policies that address these challenges are necessary. Leadership with the vision to integrate the role and function of Human Resources into the mission and goals of the university is strategic to the success of this area. HR's vision is to create a stimulating success-oriented work culture for all.

The Human Resources Office is responsible for:

- Planning, developing, and implementing a fully integrated Human Resources strategy for the University.

- Providing executive level advice and guidance on the related Human Resources issues.

- Providing quality and effective Human Resources leadership, management and services in the areas of:

    1. Staff Recruitment, Hiring, and Retention
    2. Benefit administration.
    3. Risk management.
    4. Administrative Policy review.
    5. Employee Relations
    6. Wage and Salary Plan
    7. Staff Performance Assessment
    8. Professional Development and Training

Assessment of the programs, processes and systems typically found in higher education addresses the currency of plans and policies, documentation and compliance with applicable laws and regulations, and strategic linkages to Trinity's goals and programs. The assessment also examines the Human Resources function to determine if it meets the mission and strategic needs of Trinity. The assessment also reviews the accuracy and thoroughness of information management in HR.

The results of the HR assessment reveal that:

- Plan documents for salary and program management are in place and reviewed annually;

- Benefit plan documents are available and up-to-date;

- Federal, state and local regulatory reporting are filed consistently;

- Hiring of a recruitment manager reduced open positions by 72 % in 60 days; an added benefit of this initiative is that the hiring process is managed in a more efficient way and the results are higher level candidates and better quality hires;

- Hiring key strategic positions is critical for getting important initiatives in place and functioning.

A. Profile of Trinity Personnel

The table below indicates the demographic profile of Trinity's faculty and staff for the last five years:

CHART 7.2: 2001 – 2005 Faculty and Staff Profile (Race/Ethnicity, Gender)										
	2001		2002		2003		2004		2005	
Full-Time Faculty	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
Black, Non -Hispanic	3	6	2	4	3	6	3	5	2	4
Asian/Pacific Islander	2	1	2	1	2	1	2	1	2	
Hispanic	1	3	1	4	1	3	1	6	1	7
White	10	32	8	29	10	32	11	31	11	31
Other				1		1				
Total Faculty	16	42	13	39	16	43	17	43	16	42
Staff										
Black, Non -Hispanic	6	38	8	56	11	42	8	35	6	37
Asian/Pacific Islander	1	3	1	3	2	3	1	4	3	4
Hispanic	11	13	11	3	2	6	5	15	4	11
White	11	36	10	39	12	45	7	41	10	48
Other				1		2				
Total Staff	29	90	30	102	27	98	21	95	23	100
Grand Total Male/Female	45	132	43	141	43	141	38	138	39	142
Grand Total	**177**		**184**		**184**		**176**		**181**	

The chart below depicts the overall demographic profile of Trinity's total full-time personnel from 2001 to 2005:

CHART 7.3: Trinity Full-Time Personnel Demographics 2001-2005

A more detailed report on staff recruitment, hiring and retention is available in the Document Room.

Trinity faculty and staff are integral to the fulfillment of the strategic goals of the institution. The faculty and staff create and maintain the infrastructure that supports the educational experience and allows students to pursue their intellectual interests. Not unlike the faculty, the staff of Trinity need to be among the finest in their professions. Because Trinity is not a large community, even a small number of staff performing below the optimum performance level needed can have a direct impact on the accomplishment of strategic goals.

Trinity's framework for recruiting, hiring and retaining talent is one of the challenging components of the staffing plan. HR has developed a comprehensive strategic plan for the recruitment and retention of staff.

B. Employee Performance Assessment

A more detailed report on the results of the Employee Performance Assessment Program is available in the Document Room. Trinity instituted the current Performance Assessment Program for staff in 2002. The program requires an annual assessment for all staff in all positions. The plan established core competencies for each position and clear expectations for managers to communicate these competencies from the point of initial hire through the employee's tenure with Trinity.

HR established a SMART approach to the staff performance assessment process. This approach ensures that the assessment program is specific to the needs of each department as well as to the overall strategic goals of Trinity. In addition, performance goals must have measurable standards that are achievable and realistic with specific time lines for delivery. Most importantly, the plan recognizes exceptional performance and identifies areas of improvement for each performance objective.

All staff and supervisors participate in annual training prior to the assessment period in November and December. The results of this training reveal that supervisors are becoming more comfortable with the performance assessment process.

C. Professional Development and Training

Trinity's Professional Development and Training Programs are designed to create, maintain, and enhance the proficiency of skills and knowledge that employees need to perform their current jobs effectively and to meet the future needs of the University.

Trinity realizes that there are many positions within the institution that require on-going training. Therefore, the professional development and training programs for staff have been broadened to include new skills training that will enable staff to meet their changing responsibilities and expectations.

Trinity believes that it is important to offer professional development and training that will increase productivity, and improve the quality of work products. In addition, training improves retention and builds staff loyalty. Other factors include the currency of the work environment, the rapid pace of organizational and technological change, and the growing number of jobs in fields that constantly generate the need for new knowledge and more advanced skills. Advances in learning theory have provided insights into how adults learn, and how training can be organized more effectively for workplace.

Trinity's staff development program objectives are to: provide support for career advancement, so that the University will retain staff who perform well; prepare staff for higher level competencies and responsibilities; enhance the standard of performance of all staff in their current positions; maintain and increase job satisfaction and retention; improve and develop the ability of staff to initiate and respond constructively to change, especially change imposed by external challenges; maintain and improve organizational effectiveness and efficiency and support Trinity's principles of equity.

Human Resources has offered a variety of programs emphasizing staff professional and technical skills and knowledge development, as well as competency-based training in areas such as new staff orientation, leadership and management, supervisory skills, succession planning, communication, interpersonal skills, technology, diversity and multi-cultural issues.

Trinity places particular importance on the role of supervisors in empowering employees to achieve their training goals and expects those in management positions to support and encourage the participation of staff in learning activities as fully as possible within the framework of an effective workplace. Employees are encouraged to seek assistance to develop a personal professional development plan.

Samples of the trainings that have been offered to faculty and staff since 1996 are available on the website and in the Document Room.

Training is facilitated by faculty, staff, and professional trainers. Trinity is strongly committed to a campus environment in which all members of the community are encouraged to pursue opportunities for learning and professional growth and to draw on the institution's own intellectual resources as well as external sources in seeking those opportunities. Such an environment is fundamental to staff morale and retention and to the character of a premier educational institution. (While responsibility lies with the employee to seek appropriate learning activities, it is essential for this to occur within a supportive institutional climate.)

In the winter of 2006 a Professional Development and Training survey will be used to determined how the current Professional Development and Training Program is meeting the needs of the institution. This survey will also provide information for new training programs and future needs of the institution and staff.

The results from the survey will be used as focal point for revitalizing the Professional Development and Training program. The goals are to improve the quality, delivery and focus. Strategic elements will be added to create a more robust program that contains a monthly

training calendar outlining various workshops that will strengthen staff in their technical, professional and policy knowledge and understanding.

In the fall of 2005 Trinity partnered with Wellness Works, the Greater Washington Board of Trade's free regional, business-led fitness campaign that encourages employees to participate in 30 minutes of physical activity, five days a week for six weeks.

D. Wage and Salary Plan

Trinity's Wage and Salary Plan was created to establish policy governing the design and maintenance of staff position designations; to standardize classification models; to attract and retain qualified employees; to provide incentive for performance; to reward performance on the basis of results achieved; and to ensure equitable compensation.

Trinity participates in numerous national, regional and local salary and benefit surveys in order to establish and maintain competitive salary levels within the marketplace. Trinity's marketplace reflects our recruiting demographics and is defined as local for non exempt staff, local/regional for entry to mid level exempt staff and regional/national for director level and above. Trinity researches data from general industry and higher education in establishing and maintaining competitive salary levels. Neighboring institutions that are larger in size and employee base must be included because of close proximity. These institutions affect our ability to recruit and hire a talented and quality workforce.

In order to attract and retain talented staff, Trinity must be vigilant to ensure that the university's wages and benefits are competitive with other employers. Each position at Trinity has a natural "market" that can be used for this comparison, which is defined as the market from which Trinity recruits for that particular position. Trinity is committed to making market adjustments to remain competitive.

E. Employee Handbook and Institutional Policies

Consistent with the expectations of Middle States Standard 6 for Integrity, including the fair and impartial practices in hiring, evaluation and dismissal of employees, Trinity maintains an *Employee Handbook* that states professional expectations and norms for all staff, that spells out hiring procedures, benefits, grievance processes and related policies and practices. Additionally, from time to time Trinity issues additional policy statements and procedural guidelines for personnel, and these are all publicly available on Trinity's website in the "Policies" section.

IV. TECHNOLOGY SERVICES

Trinity's technology direction is organized around certain core activities: teaching, learning, student life, research and administrative support. The use of technology for each of these areas depends on a solid technology infrastructure with appropriate support services. Over the next three to five years, faculty and staff will demand more sophisticated technologies to handle their responsibilities. Students, faculty, and staff will come to Trinity with higher expectations of information technology. These factors place greater demand on Trinity's capabilities and resources.

Trinity's technology direction is consistent with the objectives of the Strategic Plan:

1. Maintain and enhance Information Technology Accessibility
2. Provide Technology Enhanced Education
3. Improve Business Operations

In 2003, Trinity spent about $466K for information technology. In 2004, this amount reached $789K and remained at this level for 2005. This increase from 2003 was the result of the purchase of the new administrative computing software (SCT PowerCampus) and the complete upgrade of the infrastructure as explained below.

A. Maintain and Enhance Information Technology Accessibility

Technology provides opportunities to access information, to enhance communication, to facilitate collaboration and to use tools that can improve how courses are taught, students learn and business is conducted. The challenge is to make technology accessible to everyone in the college community and to select easy to use technology services that can have the greatest benefit to the campus. Key elements of this challenge are assured access, reliable infrastructure, a systematic replacement strategy and technology standards. The following parts of this section describe the tactical plans that have been implemented over the last three years to address these issues.

Trinity underwent a full Novell to Microsoft migration for all faculty, staff and students, NDS to AD for all user accounts and all other hosted applications on Novell to Microsoft platforms. This migration took about 16 months to complete. At no time was any data lost through the migration, nor any extensive downtime periods experienced. Future plans will continue to integrate into AD as the authoritative source of accounts and will continue to serve as the single sign-on source.

Careful consideration was given to ensure that all upgraded applications support a full browser interface, whether natively in the application or via the Citrix NFuse portal. This step ensures the complete and successful launch of web portal technology for all of the University's hosted applications to students, staff and faculty. Trinity's goals of scalability, accessibility and security can be further recognized through Trinity's continued efforts on this track.

The more complete Technology Report in the Document Room provides extensive detail on the upgrades to Trinity's application and server infrastructure.

Trinity is expanding its wireless "hotspots" on campus to allow open Internet access from Trinity's coffee shop/deli tables, computer labs, common meeting areas on Campus, student lounges and courtyards for Trinity's students and faculty. Authenticated access would also be available for faculty and staff requiring wireless access to the administrative network for access to shared files, applications, etc. Wireless access to email is further enhanced by Trinity's growing Blackberry population, as full support for email and calendaring are supported for faculty and staff.

Future plans include an update to Trinity's student lounges with "collaboration areas" that include couches and tables with laptops to access the Internet, and adding a professional "copy center" facility to Trinity's computer laboratories. Students will be able to not only make copies, but also have access to presentation binding machines and other equipment that will allow them to create professional presentations and papers for their coursework, thus enabling them to develop necessary workplace skills.

In summary, Trinity migrated the infrastructure to industry standard devices and technology allowing for the most universally adaptable system by today's standards. Trinity has adopted a standards based approach (hardware, software, processes, etc) that saves time and expense in deploying and supporting the computing environment. While project focus may change, Trinity has positioned itself to be highly adaptive and capable of layering new technologies and services on its current infrastructure.

B. Provide Technology Enhanced Education

Trinity's Academic Computing Center (ACC) supports students and faculty in lab rooms and class rooms. Trinity supports several PC and MacIntosh lab facilities and/or classrooms that allow faculty to teach in technology-enabled rooms and students to access computers and software for assignments and research. There are also several "common" PCs available around campus to allow students to access email, grades/transcripts and the Internet.

The ACC's mission is to assist and instruct students and faculty in using the technology available on campus. Having a group that is ensures instructors' software and other needs are met in the classroom prior to scheduled instruction relieves instructors of anxiety related to the facilities and allows them to focus on course content and their students.

There are currently 12 Smartrooms on campus, and they have been well received by the faculty and students. These rooms promote the use of multimedia and computer based resources in the classroom. Trinity will continue to use the Smart Rooms as the "model" classroom for instruction. In addition, Trinity's Smartrooms will also be updated to include a push button panel for simple navigation of the equipment in the room (DVD's, VCR, PC, etc.).

Trinity's strategy is to work with technology vendors and continue to solicit grant money to assist in the funding of better equipment (i.e., hardware/software) and technology for Trinity's student lab facilities and Trinity's classrooms.

In addition, Trinity has decided upon and implemented the BlackBoard platform of online, distance learning. Currently, to support Trinity's MBA program, Trinity is developing and offering two online courses in Organizational Management. Future plans include developing more online courses, but also allowing instructors of traditional classroom based courses to utilize the BlackBoard facility to "web enhance" their courses with easily available supplemental materials (i.e., class notes, articles, etc).

C. Improve College Business Operations

Trinity recently completed the migration from Trinity's legacy campus administrative system (AIMS CAMPUS) to SCT's PowerCampus system and associated applications, including: (1) SCT's PowerCampus application for Academic records, Advancement, Billing, Admissions and HR; (2) Microsoft Great Plains with FRx reporting as the financial application component of the student records system system; and (3) CollegeBoard's PowerFAIDS as the financial aid application of the system. Having these separate, but fully integrated and open architecture products, has opened up many capabilities within the Admissions, Registration, Financial Aid and Business modules, and improved their ability to provide a broader range of services with greater efficiency.

New features such as emailing reminder and award notices, scheduled call back actions and greater self service via the web portal, will enable Trinity to deliver a higher quality experience to its students, faculty and staff. Routine tasks of registration, transcript review and grade submission are greatly simplified in this new system. The SRS is hosted on a Citrix platform, thus making it easily maintainable, and highly accessible, both on and off campus.

D. Telecommunications

Trinity's telecommunications infrastructure has also been given a facelift utilizing existing equipment. Trinity's Avaya Definity switch received upgraded software, along with LAN board and VoIP capabilities. This will enable us to make phone service available where traditional phone cabling was not planned originally, where cabling is degrading to affect quality of service, or in areas that are wireless accessible.

The university's voice mail system was also upgraded to add more disk space, and web enabled message and fax retrieval. Messages and faxes can now be played and managed via a web browser from anywhere on a PC connected to the Internet. Trinity's voicemail system is also fully integrated into MS Outlook, enabling users to manage email and voice mail from one place.

Technology is a strategic factor in driving Trinity's success. Much has been accomplished over the last five years to ensure that Trinity's students, faculty and staff have access to the applications and equipment that make the jobs of teaching, learning and administration more cost-effective.

V. THE TRINITY CENTER FOR WOMEN AND GIRLS IN SPORTS

A more complete file on the Trinity Center --- its creation, construction, fund raising, partners and programs --- is in the Document Room.

The Trinity Center for Women and Girls in Sports is a $20 million state-of-the-art athletic, recreational and educational complex located in the heart of Trinity's campus. The Center opened in February 2003. The facility serves as the host of Trinity's six NCAA athletic teams, summer day camps and community fitness center.

Construction of the Trinity Center followed Trinity's strategic planning process in the early 1990's. A campus master plan was part of the process, and a market study accompanied the master plan. The market study indicated that without athletic and recreational facilities, Trinity would have even more difficulty recruiting and retaining a traditional-aged student population, particularly residential students.

However, Trinity had to develop a more creative approach to providing athletic facilities for its student body. The concept for the Trinity Center as a major auxiliary enterprise emerged from discussions with local sports and entertainment business leaders, the Women's Sports Foundation, and research into the potential for significant additional auxiliary activities on campus with venues of the size the Trinity Center provides. From the start, the business model required the Trinity Center to pay for most of its own operations without encumbering tuition revenues. In fact, Trinity students are able to use the Trinity Center at no additional cost to them. Trinity financed the construction with a $19.3 million bond issue, and the successful $12 million Centennial Campaign underwrites debt service.

In addition to supporting Trinity's intercollegiate sports program (soccer, tennis, basketball, volleyball, softball and lacrosse) the Trinity Center also serves as a community fitness center. Residents of the local neighborhood, Brookland, and other surrounding communities have the ability to join the Center and utilize all of its venues. The Trinity Center also offers summer camps for children and venues for year-round sports, recreation and conferencing activities for outside organizations. All of these uses give Trinity significant visibility in the Washington region, particularly among organizations serving girls, and this is an added benefit in student recruiting.

CONCLUSION AND RECOMMENDATIONS

Given the complexity of Trinity's transformation and the large need for acquiring talent and resources on a sustained basis:

- The Board of Trustees will continue to focus on developing the capacity of its members to provide the visionary leadership and fund raising support necessary to help Trinity to meet its goals;

- The Board will also continue to implement its oversight responsibilities through annual and quarterly reviews of the major strategic planning and assessment reports indicated in this self-study and in the strategic plan (Chapter 10);

- The President and senior executive team will continue to emphasize management and staff focus on planning and assessment related to strategic goals;

- An even more intense focus on developing effective Human Resources across all functions at Trinity is essential to ensuring that Trinity has the talent it needs for the next phase of the institution's life.

Regarding Technology, while Trinity has made significant strides since the last Middle States report in bringing the campus IT capacity into the modern age, the competitive challenges of higher education require continuing focus on technological improvements in all functions. Based on the needs of the campus community and aware of external competitive challenges, Trinity will take these steps to ensure technology proficiency:

- Trinity will continue to offer web-based access to all systems and it will expand web portal initiatives;

- Trinity will expand wireless hotspots to allow open Internet access throughout the campus;

- Trinity will update and expand the number of Smartrooms;

- Trinity will further develop and implement a technology refreshment policy and program to ensure that all campus users are provided the most efficient equipment consistent with their work requirements;

- Trinity will ensure that technology is available to support the cross-functional information and service requirements of enrollment management.

CHAPTER 8: INSTITUTIONAL RESOURCES

Characteristics of Excellence:

This chapter demonstrates Trinity's compliance with these Middle States standards:

Standard 2: Planning and Resource Allocation
Standard 3: Institutional Resources
Standard 7: Institutional Assessment

Consistent with the expectations for planning and resource allocation in Standards 2 and 3, Trinity's Chief Financial Officer Barbara Lettiere prepares annual Strategic Financial Assessment reports and the Board of Trustees reviews these reports. Trinity also has a five-year strategic financial plan, including targets for enrollment and revenue growth, and these targets tie to the strategic plan. These reports and their supporting documentation are available in the Document Room and on the website.

Middle States has expressed particular interest in Trinity's financial condition throughout the long relationship of both institutions. Like many of the small, religiously-affiliated special mission institutions in the Middle States region, Trinity manages to accomplish its mission without a large pool of endowed resources. Thrift is a longstanding way of life at Trinity, a habit derived from the values of the Sisters of Notre Dame whose contributed services were a pillar of Trinity's financial support for the first seven decades. Trinity formally ended the practice of contributed services in 1991, and only a few sisters continue in active service at Trinity.

Trinity's rapidly-declining market share and consequent financial decline in the 1970's and 1980's was a result of numerous factors: coeducation, Title IX, and the loss of contributed services as the sisters left Trinity to pursue other ministries. But another significant factor, little understood at the time, was Trinity's inability to keep up with the rapidly changing expectations of the student consumers (and their parents) for tangible goods on the campus, a result of the chronic under-funding of the budget and lack of endowment of any size. From 1965 onward, for a four decade stretch through the building booms of the 1980's and 1990's, Trinity built no new buildings, renovated no existing facilities, and added no significant technology.

The 1996 Middle States accreditation moment proved to be a critical opportunity in Trinity's financial renaissance. The 1996 Self-Study and team visit affirmed the 1992 strategic plan *Toward Trinity 2000*, including goals for new facilities, notably, the Trinity Center for Women and Girls in Sports. From 1996 to 2000, Trinity entered a new period of strategic planning and began serious preparations for a new building project and capital campaign, and a major bond issue. In the Centennial era 1997 – 2001, major donors stepped forward to provide leverage to launch the Centennial Campaign; enrollment increased as well, the new strategic reorganization into three schools won approval, and external funding sources in the Washington-area business and foundation sectors began to take notice of Trinity's renaissance and new emphasis on service to the District of Columbia.

In the last five years, Trinity has realized these financial accomplishments:

- Successful completion of the $12 million Centennial Campaign, the largest completed campaign in Trinity's history;
- Received the first credit-grade bond rating in Trinity's history, Bbb-, from Standard and Poor's;
- Completed a $19.3 million bond issue for construction of the Trinity Center for Women and Girls in Sports (through Wachovia Bank);
- Received nearly $2.5 million in grants for academic technology (including grants from the U.S. Department of Education, U.S. Department of Labor, U.S. Department of Defense, and America Online/Time Warner);
- Reduced the tuition discount rate from nearly 50% to 39%;
- Replaced the entire administrative hardware and software infrastructure;
- Consecutive (FY '03, '04, 05) "clean" audit opinions;
- Completely redeveloped all financial management practices and policies.

Gratifying as these accomplishments are for Trinity, many challenges remain. The key strategic financial challenges for Trinity in 2005-2006 are:

- Continuing tuition dependency (net tuition is 75% of all revenues) with slow enrollment growth;
- Continuing inability of students to contribute significantly towards their tuitions (other than their federal and institutional grants);
- Cash flow pressures caused by the timing of federal financial aid funds disbursements;
- Stagnant external environment for investments and charitable gifts;
- Rapidly increasing costs of utilities;
- Balancing the need for tuition discounting verses receivables and bad debt impacts.
- Increasing pressure on comparability ratios for salaries and benefits;
- Age of facilities and technology infrastructure, and the gap between consumer demands on the infrastructure and the ability of the current infrastructure to support the demands;

The key strategic financial initiatives for Trinity in 2005-2006 are:

- Annual fund growth to $1 million consistently to provide budget relief;
- Increased external grant/contract opportunities to support strategic initiatives;
- Master planning and facilities development for academic and residential programs;
- Preparation and launch of minimum $25 million *Trinity 2010* campaign.

I. FINANCIAL RETROSPECTIVE AND CURRENT BUDGET ENVIRONMENT

Chart 8.1 shows the growth in Trinity's net worth since 1995. The development of the Trinity Center for Women and Girls in Sports was the primary driver of the significant increase in Trinity's assets and liabilities in this period.

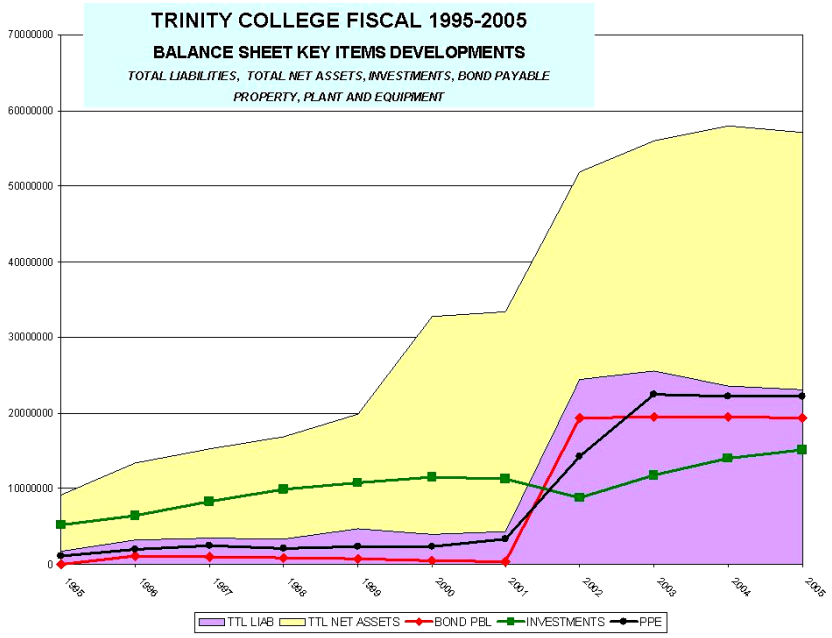


CHART 8.1: 1995-2005 Balance Sheet Growth

Trinity's audited financial statements include the balance sheets that formed the basis for this graph. The audited financial statements for Fiscal Years 2003, 2004 and 2005 are on the website, and all audited financial statements since 1995 are available in the Document Room.

A. Resource Allocation and Budget Process

A critical component of success of the financial plan is an effective resource allocation and budget process. Consistent with the expectations of Middle States Standards 2 and 3, the annual budget and the resultant resource allocation processes at Trinity begin with the Strategic Plan.

At the beginning of every budget cycle, the President prepares a memorandum of all the strategic initiatives that need to be funded. These initiatives tie right back to the Strategic Plan. Working with the President and CFO, the Admissions directors for each school then provide new student forecasts, and the Enrollment Management Team estimates retention rates for current students. With these enrollment projections, the CFO creates the tuition revenue forecasts for each school and semester. In setting annual tuition rates, the CFO, President and Board consider competitive forces, the economic conditions of the student body and revenue needs of the institution. The Board approves the recommended rates in the February board meeting.

Each academic and administrative department forecasts expenses according to their current operations and additional strategic initiatives, and the CFO receives these estimates as part of the budget development process. Departments must provide support for their new initiatives in terms of connections to the Strategic Plan.

At this point in the process, the financial management team enters all inputs into the Budget Financial Model. The goal of the process is to fund all strategic initiatives and "balance the budget." Typically, these goals are not met after the first pass of the data. It then becomes an iterative process of adjusting revenue and expense expectations.

Trinity's operating budget in Fiscal 2006 is close to $22 million, net of financial aid. Trinity has achieved a balanced operating budget for each of the last three years, largely as a result of constrained spending since revenues have remained flat. The key to achieving the result of a balanced budget is the monthly reporting of budget versus actual results for each department. Each month the Finance Department does an expense variance analysis for each department and corrective measures are taken to ensure compliance with budget forecasts. Examples of these reports are in the Document Room.

Chart 8.2 shows Trinity's operating budget comparing 2005 actuals and 2006 plan:

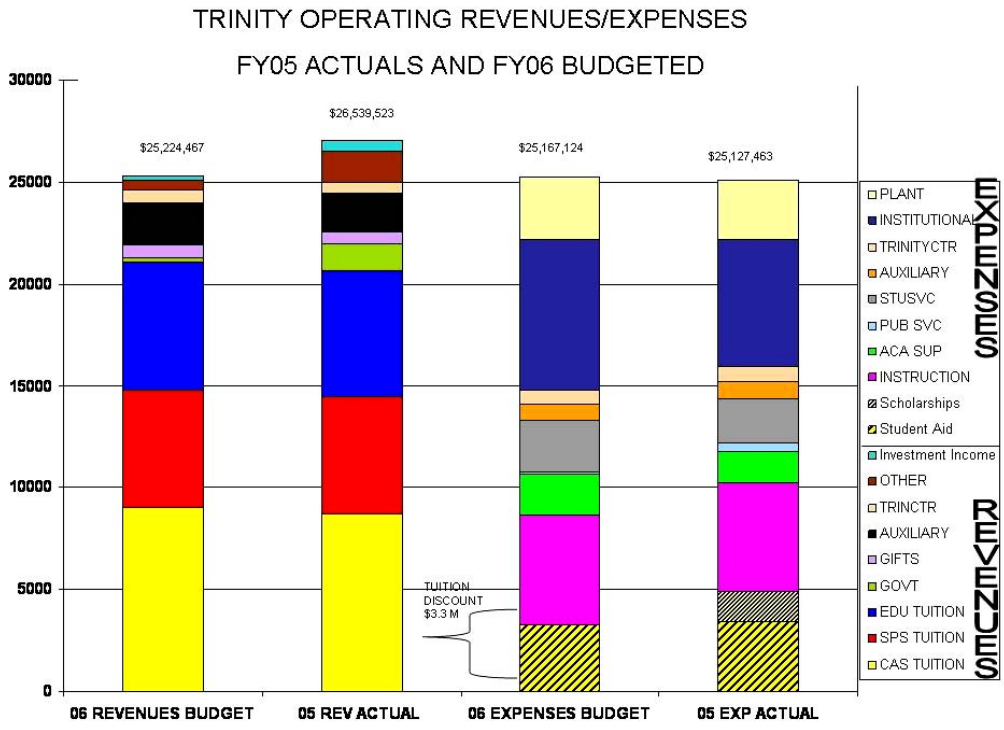


CHART 8.2: 2005 and 2006 Budgets

As a general matter, as the chart reveals, Trinity's operating budget is relatively static. However, certain important objectives must occur on the expense side in order to ensure effective operations. Hence, budgeting for facilities expenses has increased in Fiscal 2006. The increase in expenses for institutional support include exceptional expenses for master planning, the market study, accreditation and completion of the software conversion.

Additional budget detail and analysis (sources of tuition revenues, expenses by type) is available in the Document Room.

B. Strategic Financial Assessment

Trinity uses Moody's medians for Baa small institutions to assess its financial performance. Most of these medians are in the form of ratio analysis. Financial ratio analysis focuses attention on issues such as relative liquidity, financial viability and leverage. Trinity uses these ratios as yardsticks to measure the use of financial resources to achieve the institution's mission. There are literally hundreds of ratios, but Trinity has focused on a few that provide answers to questions that should be of concern to the Board, senior management and funding sources. Through the use of these ratios, Trinity is not only able to assess its own longitudinal progress on certain financial measures, but also is able to compare itself or benchmark its progress against the median of similarly sized institutions.

Chart 8.3 below shows some financial descriptors for the small institutions which Moody's measures and how Trinity compares to these measures. The chart demonstrates that Trinity is smaller in size than the Moody's peer group, but it is important to note that these are small institutions with a bond rating. By focusing on the parameters which are important to the credit rating agencies, Trinity can help insure that it will be able to keep its credit rating.

CHART 8.3: Moody's Medians

MOODY'S MEDIANS FOR Baa SMALL INSTITUTIONS AND TRINITY COMPARISON FY05		
	MOODY'S MEDIAN	**TRINITY PERFORMANCE FY05**
Total Debt	$25.2 million	$19.3 million
Total Revenue	$38.4 million	$22 million
Total Expenses	$39.6 million	$22 million
Total Gift Revenue	$3.9 million	$746, 000
Total FTE Enrollment	2,103	1,390
Tuition Discount	31.8%	39%

Trinity's method of assessing its financial performance is an adaptation of the model presented in Ratio Analysis in Higher Education by Prager, McCarthy, and Sealy. This model is based on five fundamental questions and the financial measures used to assess each question. The five questions are as follows:

- What is the institution's mission?
- Are financial resources sufficient to support the mission?
- What financial resources are available to support the mission?
- How are financial resources used to support the mission?
- Are financial resources applied efficiently and effectively to support the mission?

Central to this model is Trinity's mission which has been addressed in other sections of this report. This chapter will address how Trinity uses this model to assess its financial performance relative to its mission. Five years of financial data were used to establish the most recent trends.

Are financial resources sufficient to support the mission?

Trinity uses the Viability Ratio (Chart 8.4) and the Return on Net Assets Ratio (Chart 8.5) to address this question. The Viability Ratio measures one of the most basic elements of financial health - the availability of expendable net assets to cover debt should the institution need to settle its obligations as of the balance sheet date.

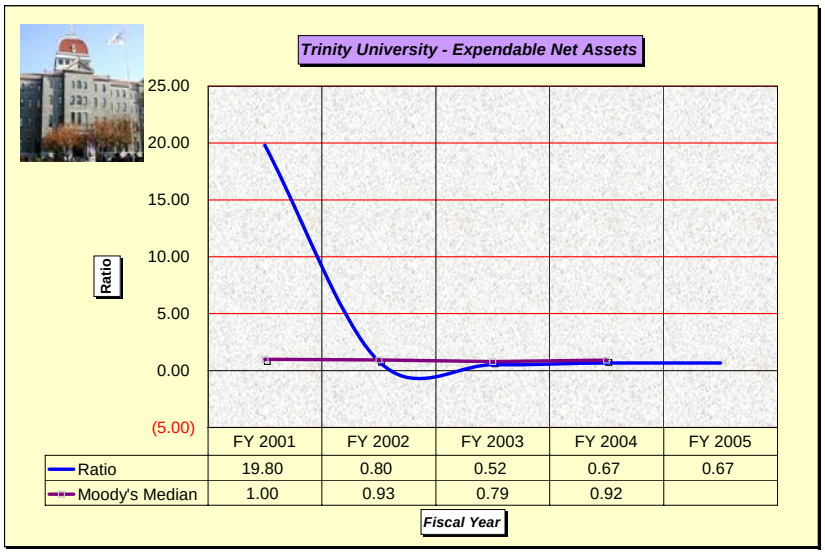


CHART 8.4: Expendable Net Assets (Viability Ratio)

Chart 8.4 shows that Trinity's Viability Ratio is .67. Ideally it should be 1. The Moody's median for the peer group is .92. Because most debt relating to plant assets is long-term and doesn't have to be paid off at once, it is safe to say that no absolute threshold will indicate whether an institution is no longer financially viable. Trinity uses this ratio because it is a stringent one and should Trinity seek additional debt, it is an important measure that rating agencies evaluate.

Chart 8.5 shows Trinity's return on Net Assets. Since FY 2002, there were two years of improved performance. In FY '05, this measure turned negative due to declining enrollment and the end of the Capital Campaign.

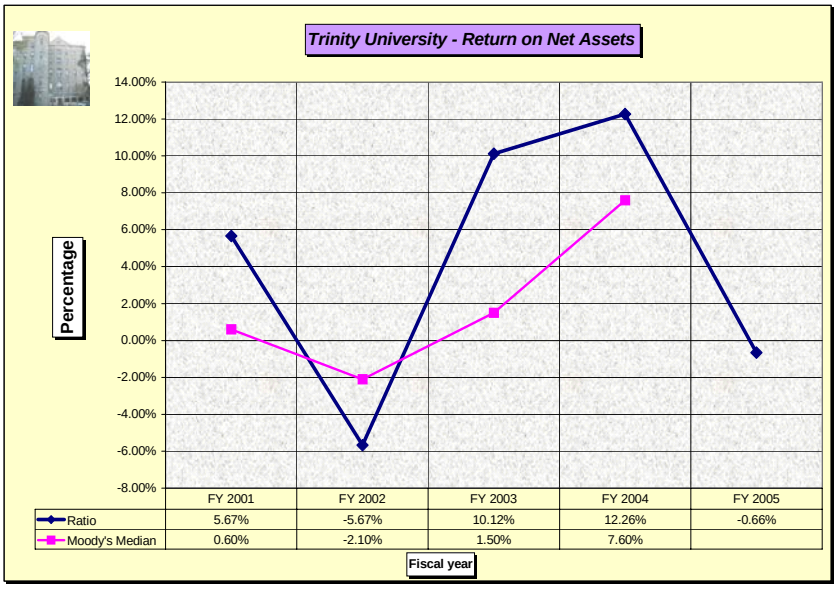


CHART 8.5:
Return on Net Assets

What financial resources are available to support the mission?

To answer this question, Trinity uses the Direct Debt to Total Capitalization (Chart 8.6), Debt Service to Operations (Chart 8.7), Annual Operating Margin (Chart 8.8), and Cushion Ratio (Chart 8.9).

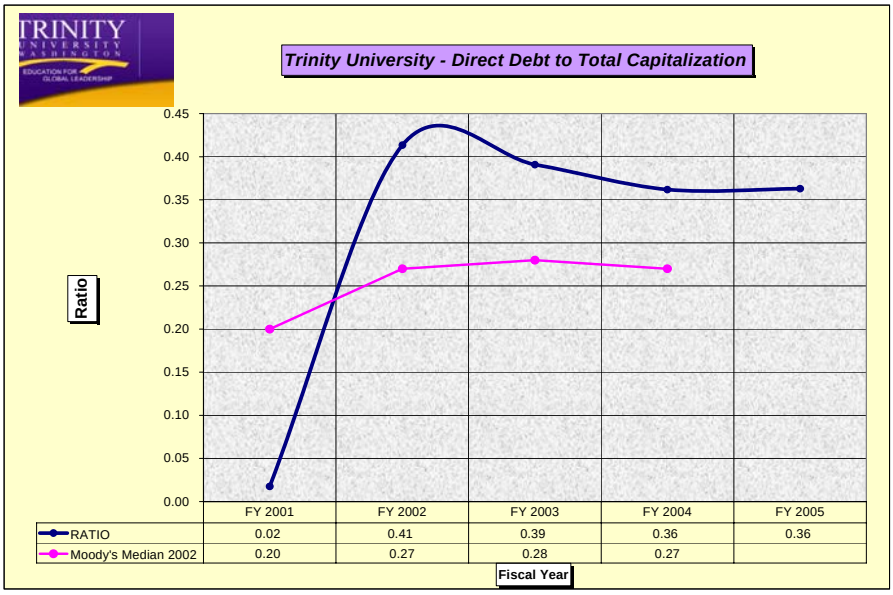


CHART 8.6:
Direct Debt to Total Cap

The blue line above shows the effect of Trinity's bond issue in 2001. Prior to that time, Trinity's debt was below $1 million. Among Trinity's financial objectives going forward is a focus on improving total capitalization to bring the performance into line with the Moody's median.

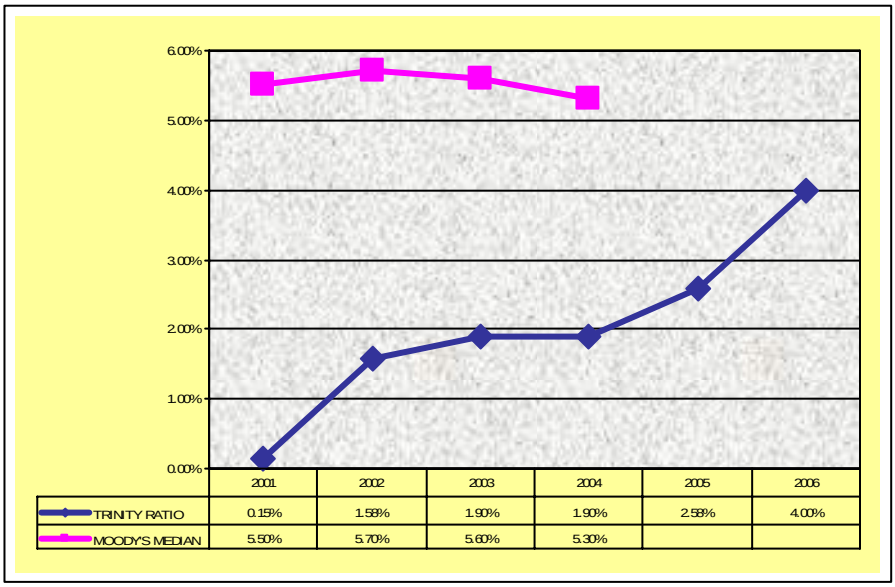


CHART 8.7:
Debt Service to Operations

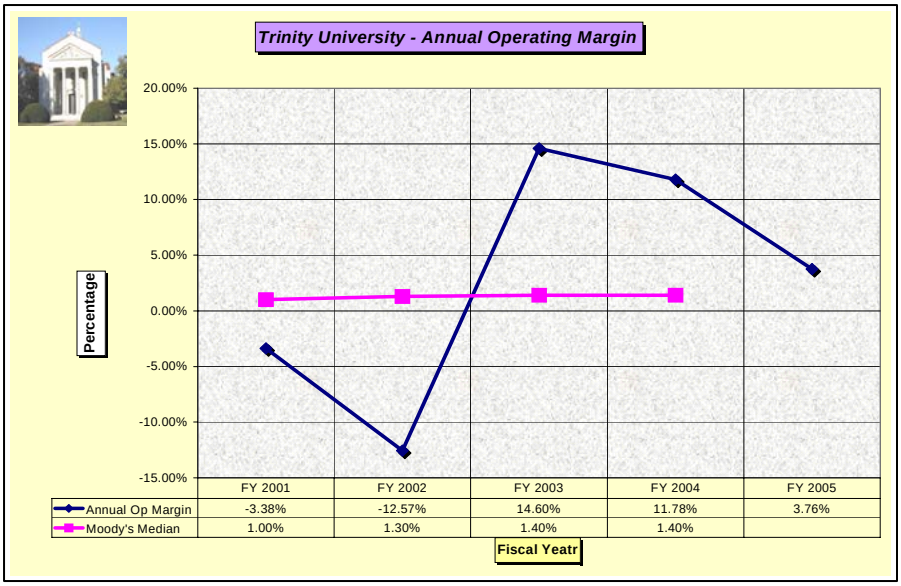


CHART 8.8:
Annual Operating Margin

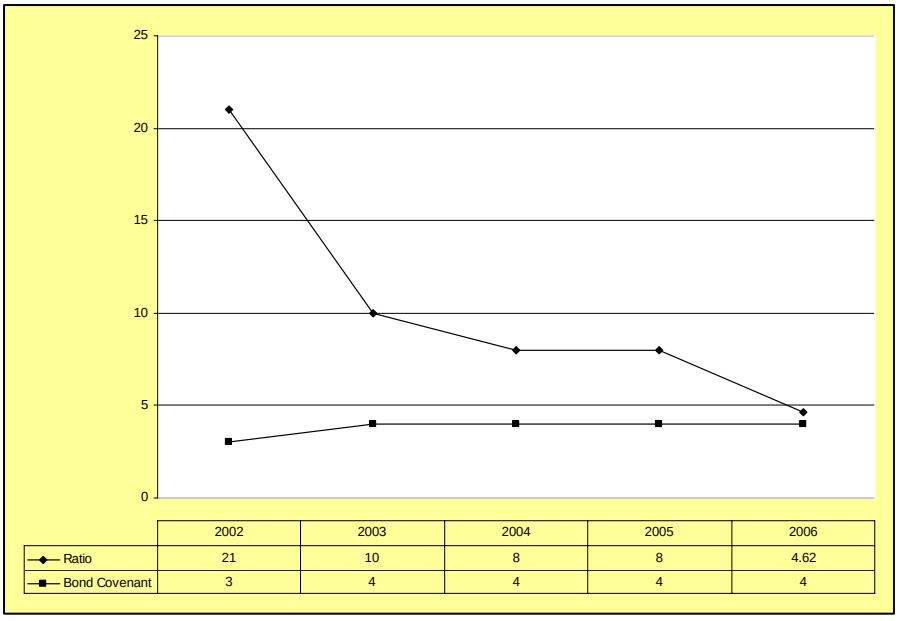


CHART 8.9:
Cushion Ratio

Note that for two of these ratios (Cushion and Debt Services) Trinity has specific targets set in the covenants of its outstanding bond. Since 2002, Trinity has met these covenants. On the other measures, Trinity continues to compare favorably with the benchmark ratios.

How are financial resources used to support the mission?

Chart 8.10 shows the relative proportion of each expense category to total expense. The proportions have remained relatively constant over time. Over the last couple of years, the proportion of the General Institutional Expense has continued to rise in response to greater I/T requirements, salary and benefit increases for professional staff in finance and I/T, and infrastructure expenses associated with facilities and maintenance.

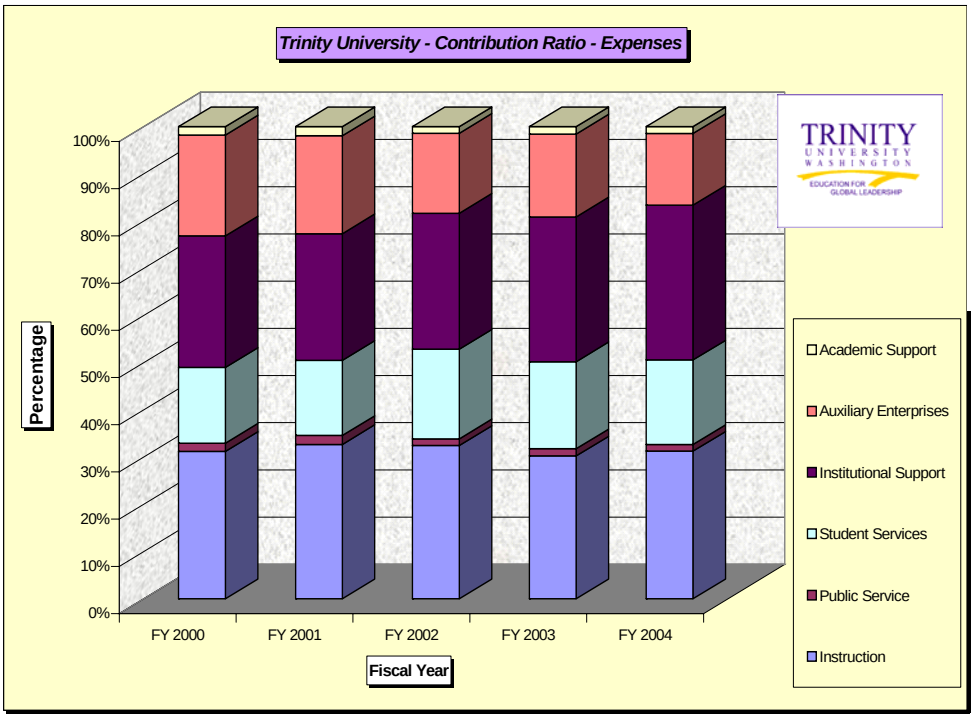


CHART 8.10:
Expense Ratios

Are financial resources applied efficiently and effectively to support the mission?

There are many measures that are used to assess this question. From a financial perspective, Trinity measures the financial productivity of each dollar spent in the process of providing a degree to a student. Chart 8.11 depicts Trinity's cost per student ratio.

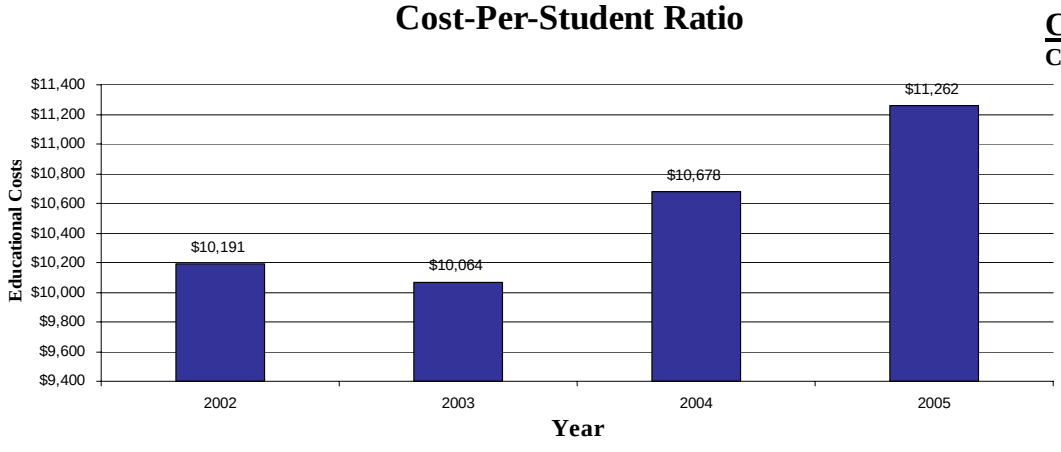


CHART 8.11
Cost Per Student

The trend in this ratio is the result of increasing costs and flat to slightly declining enrollment. Going forward, it is clear that Trinity needs to improve the productivity of these expenses by improving enrollment, analyzing course loads and curricula.

Trinity is the classic small independent college which struggles with susceptibility to economic shock, rising expenses, stagnant or falling enrollment and competition in the marketplace. Trinity's reliance on student revenue makes it ever more vulnerable to these impacts. The assessments indicate that Trinity does not have an expense problem. It has a revenue challenge which tied to enrollment and charitable gift growth. Because many of the expense are fixed, the need to generate funds is acute.

A sound financial strategy is necessary to complement the strategic plan and goals. Through the use of ratio and monthly performance monitoring, Trinity's financial strategy going forward will expand financial resources, optimize net pricing, cut expenses, control debt, build contingency funds and manage a disciplined budget system. The financial strategy to support the new strategic plan is discussed in the final chapter.

II. FUND RAISING: PLANNING THE TRINITY 2010 CAPITAL CAMPAIGN

As the previous financial discussion makes clear, revenue generation is Trinity's clear financial challenge. This section addresses Trinity's fund raising capacity and preparation for a new capital campaign. Full documentation related to Trinity's fund raising history and capacity are available on the website and in the Document Room.

A. Assessment of Fund Raising Capacity

Over the years, Trinity's fund raising efforts have focused mainly on the annual fund, with a few unsuccessful efforts at capital campaigns, up until the Centennial Campaign. At the annual fund level, the receipts generally came in at about $500,000, with a few major donors always carrying a sizeable proportion of the fund. **Chart 8.12** shows the 10-year fund raising experience:

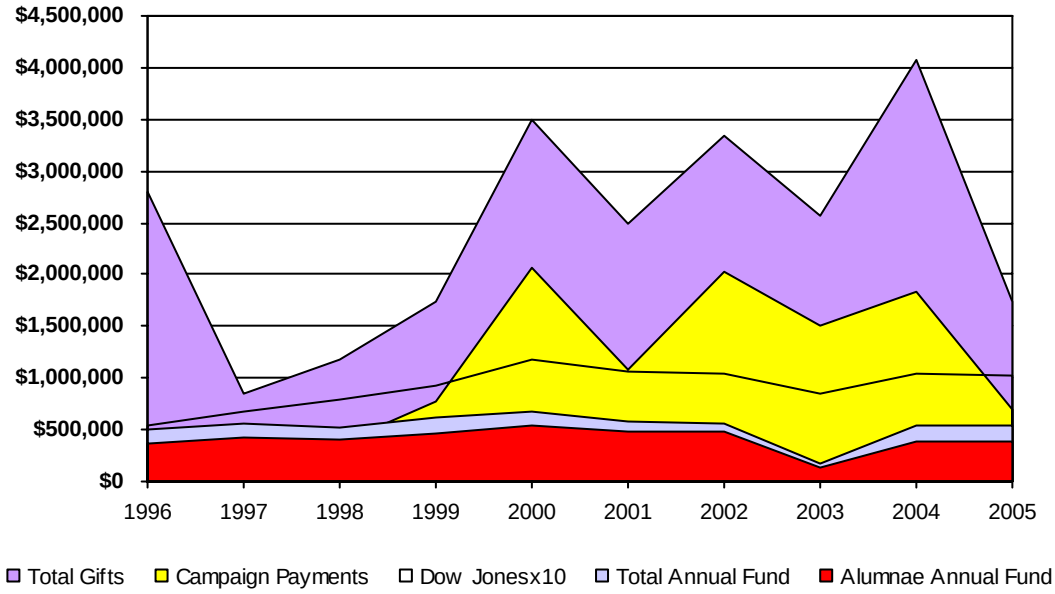


CHART 8.12: 1996 - 2005 Gifts

In this period of time, the volume of total gifts increased in large measure due to the Centennial Campaign (yellow area). At the same time, Trinity received several large grants for academic technology and student scholarships. Trinity received a Kresge Challenge in fall 2001 to complete the campaign. The downturn in Annual Fund results in 2002-2003 shows the effects of the Kresge Challenge as Trinity alumnae joined the effort to secure the Kresge grant.
As Trinity has analyzed the results of the Centennial Campaign, the approach in the new campaign becomes clear: Trinity will focus more intensively on prospective donors at the highest levels, at the same time rebuilding more consistent alumnae support in the annual fund.

B. Planning the New Capital Campaign: Campaign for Trinity 2010

At their annual planning retreat on September 30, 2005, the Trinity Board of Trustees approved proceeding with serious planning for a new campaign. The full presentation discussing campaign preparation and timetable is in the Document Room. Trinity has already begun the "silent phase" activities for a new capital campaign. Trinity has already retained a consultant to conduct electronic screening of the prospect pool and an audit of Development Office capacity. The chief priority of the new campaign will be support for the University Academic Center. Trinity believes it must continue to achieve the strategic goal for facilities development in order to meet student and faculty expectations, and to remain reasonably competitive with contemporary institutions of higher education.

III. FACILITIES

Given the considerable impact of facilities on Trinity's resources --- not only as the largest single annual expense after salaries, but also as the primary object of campaign planning, and even more important, a critical factor in Trinity's market competitiveness for enrollments --- Trinity has chosen to include the facilities discussion in this chapter on institutional resources. A realistic assessment of facilities needs must be based on a sound and comprehensive analysis of the scope and magnitude of all current and future facilities requirements, along with an equally sound and comprehensive analysis of the scope and magnitude, condition, and suitability of the existing facilities assets. This section of the Middle States report addresses the comprehensive analysis of the existing facilities and the current program to manage these assets. This section also addresses the comprehensive analysis of current and future needs that is occurring through master planning.

A. Existing Facilities Assessment

Trinity's campus includes 27 contiguous acres and eight buildings, including:

Building	***Sq. Ft.***	***Age (Start/Open)***
Main Hall *(multi-purpose: academic, residential, administrative)*	225,000	1898-1910
Notre Dame Chapel *(religious)*	20,925	1922-1924
Alumnae Hall *(dining, residential, office)*	65,700	1927–1929
Science Building *(laboratories, classrooms, offices)*	42,060	1940-1941
Cuvilly Hall *(residence hall)*	71,168	1957-1958
Library *(library, classrooms)*	39,000	1962-1963
Kerby Hall *(residence hall)*	51,980	1964-1965
Trinity Center *(athletics)*	58,164	2000-2003

All of the older buildings in this list need renovation or replacement. Master planning is part of the process to determine whether to renovate or replace.

In 2003, Trinity outsourced the management of its facilities to Aramark. It was clear that given the condition of the existing faculty that a more professional approach to management was necessary. Aramark continuously assesses Trinity's facilities needs, and that ongoing assessment informs budgeting and strategic planning for facilities. As a result of Aramark's work, Trinity now knows that deferred maintenance is about $19 million. Documentation on facilities assessment and deferred maintenance is available in the Document Room.

The chief priorities in the current facilities assessment include stabilization of the exterior shells (primarily roofs), addressing life safety and ADA access, and improving HVAC. As a result of Aramark's ongoing assessment, Trinity's expenditures for facilities maintenance and repair have increased significantly. In Fiscal 2003, 2004 and 2005, expenditures for maintenance and repair were $2.6 million, $2.8 million, and $3 million respectively. This upward trend will continue as Trinity addresses major systems and deferred maintenance progressively in each budget cycle.

In addition to increasing annual expenditures, Trinity is assessing the long-term strategy to address deferred maintenance through the strategic and master planning processes. In some cases, as indicated previously, Trinity would prefer to replace certain buildings rather than invest in expensive but short-term upgrades. However, balancing resources requires Trinity to make a realistic assessment of the most likely timetable for construction. So, for example, Trinity's plan for the University Academic Center includes replacement of the existing library building, or extensive renovation of the interior. However, in 2004-2005, when faced with repeated breakdowns in the Library HVAC system, and knowing that the Academic Center project is still several years away, Trinity invested $500,000 in a creative Library HVAC solution that ensures the building's functionality for the interim period, and that also permits the possibility of re-use of the HVAC chillers in other buildings when the Library is replaced.

B. Facilities Management

For the most part, the discussion of facilities in this report has centered on facility conditions and needs. There is a day-to-day aspect of facilities management which ranges from grounds maintenance to cleaning services to general building maintenance and repair. Trinity has focused on the following questions to guide its assessment of the management of its facilities operation.

- How does Trinity's Facility Services program compare with other institutions?
- Is the facilities budget sufficient and how does Trinity compare to other institutions?
- How does the facilities operation respond to the needs of the institution?

1. Benchmarking

Trinity is able to benchmark its facilities management and Aramark has provided the template for the analysis. For example, in the chart below, Trinity can compare itself to other

institutions on some typical operations measures. The information and statistics on other institutions is referenced from the American School and University Magazine.

Chart 8.13
Facilities Benchmarks

CHART 8.13: Selected Facilities Benchmarks

Medians by Institution

	* All Colleges	* Two Year	* Four Year	Trinity FY 05
Sq. ft of bldg per FTE student	183	118	399	471
Sq. ft maintained per custodial employee	30960	29206	34144	36500
Sq. ft maintained per maintenance employee	70062	70063	69898	83429
Acres maintained per grounds employee	25	33	20	12

* Information and statistics referenced from American School and University Magazine

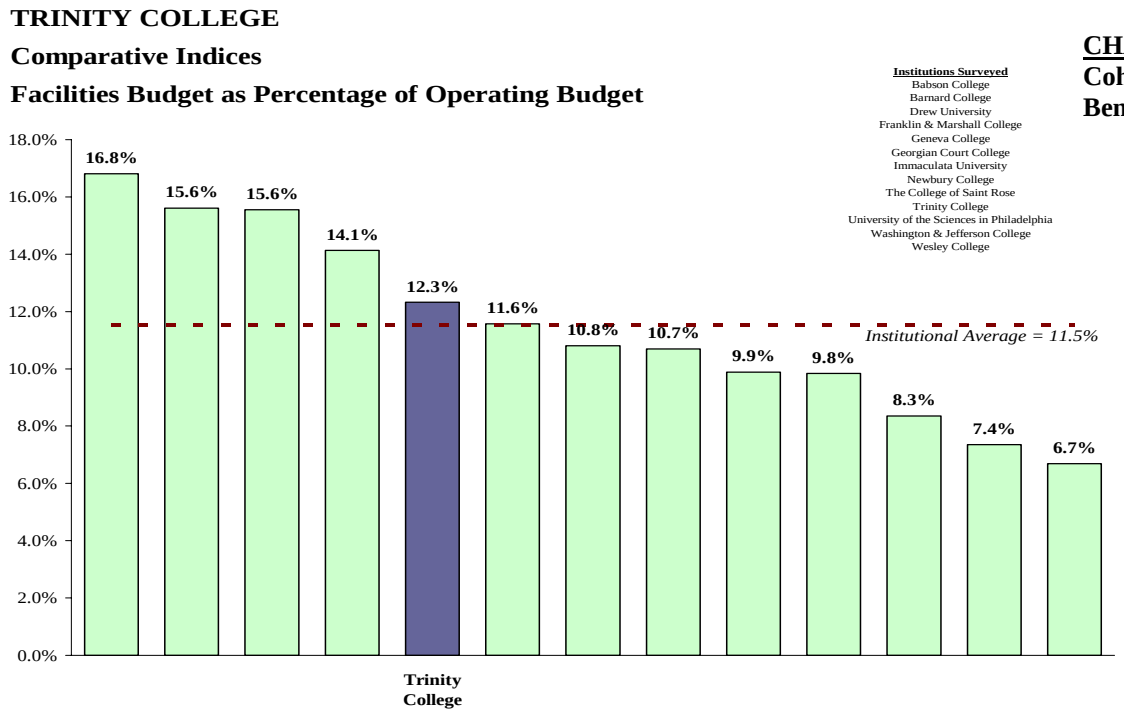
** Information and statistics compiled from Trinity University 2005 O&M budgets

Trinity's square foot of building per FTE is 471, compared to 399 square feet at other four year institutions. This is the result of not only a low FTE, but also a function of the fact that much of the space cannot be used. For example, Main Hall makes up approximately 25% of all square footage on campus and has a great deal of unused space to do the size of its corridors.

2. Budget

In this analysis, Trinity gets its data from American School and University's Annual Maintenance and Operations Survey with results typically published in its April edition. While the study allows for comparisons between similar institutions within fairly generic categories, it doesn't allow for specific comparisons of all peer group institutions. Nevertheless, the data shows that Trinity's facilities expenditures are close to the average.

CHART 8.14
Cohort Facilities Benchmarks



C. Future Facilities Development: The Master Plan

Trinity has undertaken the master planning process in order to comply with campus planning requirements of the District of Columbia, which includes 10-year renewal of campus plans. Trinity's current campus plan received Board of Zoning Adjustment approval in 1996. Trinity will submit its new master plan to the Zoning Commission in late 2006.

The 1996 Master Plan, and all documents in preparation for the 2006 Master Plan, are available in the Document Room.

Trinity has retained and updated as many elements of the current master plan as possible, while addressing new needs consistent with the Strategic Plan. The significant major project in the 1996 plan, the Trinity Center for Woman and Girls in Sports, was completed in 2003. A housing project anticipated in the 1996 plan has not started, but Trinity wishes to continue to retain the housing concept from the 1996 plan. No other new buildings were anticipated in 1996.

In the 2006 plan, the most significant new concept will be the addition of the University Academic Center (UAC) on space currently occupied by Trinity's Library and Science Building. Trinity's 2006 Master Plan updates the assumptions, findings, and concepts of the 1996 Master Plan in line with Trinity's Strategic vision for the university's future development.

Central to Trinity's strategic vision is growth. Growth, through improved enrollment, however, is heavily dependent upon facilities and technology. Like many under-capitalized institutions, Trinity faces the chicken-egg dilemma of how to build capacity in order to attract more volume while at the same time, it needs the volume in order to build. The master planning process is a key component of Trinity's strategic analysis of its current capacity and the most likely timetable for growth aligned with facilities improvement. The strategic vision emerging in Trinity's current assessment and planning process includes these key goals:

- Total enrollment to 3000 by 2010.
- Online and web-enhanced instruction pervasive
- New programs in nursing and allied health professions.
- Greater presence of men on campus in various programs.
- Greater accommodation of adult and commuter students n 24/7/365 formats.
- Expanded partnerships with area businesses.

Trinity's Master Plan addresses these goals with proposed additional new facilities. In particular, the major faculty projects include:

- University Academic Center (UAC)
- New Housing
- Alumnae Hall/Campus Center Renovations

1. The University Academic Center (UAC)

The UAC in its component parts has been the part of the two strategic plans that have guided Trinity's development of the last twelve years. Both called for development of sciences and classroom and library facilities. The current concept reflects an evolution of Trinity's thinking about its needs, contemporary academics facility designs and uses, and the urgency of the timetable tempered by fiscal realities. This concept includes:

- A library facility reflecting the most contemporary thought about the nature of libraries far into the 21st century, including the idea of the learning commons, the student-centered spaces, the instructional areas and technological capacity that are normative in today's library facilities;

- A facility for teaching the sciences that also reflects contemporary thinking on the pedagogy of science instruction, with sensitivity to Trinity's development of programs for health professions;

- A state-of-the-art technology center with classrooms designed and equipped to ensure university-level instruction, research and communication;

- Classrooms, open spaces, social commons and other spaces that tie the academic center together into a thriving learning commons for all students and faculty;

- Sensitivity to the relationship of the academic center to Main Hall and its classrooms and faculty offices, anticipated the ultimate renovation of the academic spaces in Main as well;

- Consideration of the role and place of Fine Arts at Trinity, perhaps included within the spaces in the academic center, as well as on the agenda for renovated and improved space in the O'Connor wing of Main.

2. New Housing

Trinity's current residential housing is antiquated by any modern measures. Because maintaining a residential student body as some portion of overall enrollment is an important factor in Trinity's overall approach to its mission and education philosophy, Trinity believes it is important to address the student housing issues. The 1996 Master Plan included a placeholder for housing and Trinity works to continue with that placeholder while also testing its assumptions in relation to enrollment and examining other financing options for locating housing on the campus.

3. Campus Center/Alumnae Hall Renovations

The 2006 master planning process will re-examine opportunities inherent in the relationship of Alumnae Hall and the Trinity Center with an edge toward expansion of

sports/fitness/recreation space into Alumnae Hall, as well as development of the Campus Center concept in other parts of Alumnae Hall.

The Master Plan process also considers the best management of the food service and dining hall functions and space, the concept of the Campus Center, and the use of the upper floor of Alumnae Hall for conferencing.

CONCLUSIONS AND RECOMMENDATIONS

Trinity's financial challenge is not a matter of controlling expenses. Indeed, Trinity may well operate as one of the most efficient institutions in higher education. With an operating budget of just about $20 million net of unfunded institutional aid to students, Trinity conducts a remarkably broad range of programs and services for thousands of degree students, non-degree students, conference participants, visitors, Trinity Center patrons and neighbors in the Washington area.

Trinity must continue to focus even more keenly on the development of revenues. Trinity's Strategic Financial Model (available in the Document Room and discussed in Chapter 10) illustrates the potential for Trinity to reach a healthy surplus position if Trinity is able to meet the enrollment goals. With an annual surplus, Trinity will have the margins necessary to address the facilities and technology needs of the institution, to improve salaries and the size of faculty and staff, and to build reserves to improve overall institutional strength.

The last two strategic plans have recognized fund raising as leverage to accomplish the facilities projects necessary to build enrollments. The Trinity Center was only the first of a sizeable list of facilities projects that must be addressed. Hence, going forward, Trinity must continue to focus on these key financial objectives:

- Improving fund raising capacity to launch a $50 million campaign to support the facilities agenda;

- Continuing to focus on achievement of financial benchmarks to improve borrowing capacity for major facilities projects;

- Annual facilities planning to address critical deferred maintenance in order to improve environments and conditions essential for student enrollments to grow, e.g., improvements in residence halls, classrooms, common areas in Main Hall.

CHAPTER 9: *ACHIEVING TRINITY 2010 – STRATEGIC PLANNING*

Characteristics of Excellence:

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

Standard 1: Mission and Goals
Standard 2: Planning and Resource Allocation

Through the self-study process, and as this report reflects, Trinity has assessed its mission, fulfillment of strategic, operational and curricular goals, and identified recommendations for action based on that assessment. Such self-knowledge and planning for change is the heart of the accreditation process for Middle States, and Trinity has engaged this process with energy, openness and a large vision for the future.

With the results of the self-study captured not only in this document but also in the myriad reports, recommendations, dialogues and data sets that are the underpinnings of the report, Trinity now concludes the self-study period with the development of the next strategic plan, *Achieving Trinity 2010.*

This final self-study chapter presents the *draft* goals for *Achieving Trinity 2010* in reflection on the work of self-study. Completion and adoption of the final strategic plan document will occur after Trinity receives the report of the visiting team and can incorporate the final reflections of the team and campus community into the plan.

Achieving Trinity 2010 continues the planning thread that began in the early 1990's with *Toward Trinity 2000*, the plan that guided the 1996 self-study. *Beyond Trinity 2000* built upon the earlier plan's statements of vision and values, but with more measurable goals. At the time of the adoption of *Beyond Trinity 2000*, Trinity also adopted a new mission statement, and reorganized into the university structure with three academic schools.

Achieving Trinity 2010 continues the same format and goal titles of *Beyond Trinity 2000*, and builds upon the same statement of mission. Trinity believes that this self-study reveals that Trinity's mission and strategic plan framework is sound, and that dramatic change in that platform would not serve the institution well at this time. Trinity's biggest challenge has been and continues to be to implement an operational plan in all dimensions of the institution's work to ensure fulfillment of the strategic goals. Such implementation requires an even greater focus on the plans, programs, services and techniques required to fulfill the goals.

I. MISSION

Trinity's Mission Statement, adopted in the Year 2000, confirms Trinity's historic commitment to women, to liberal learning and to the Catholic faith tradition while articulating those commitments in new ways for new student populations. The Mission Statement reads:

Trinity Mission Statement
Adopted May 2000

Trinity is a comprehensive university offering a broad range of educational programs that prepare students across the lifespan for the intellectual, ethical and spiritual dimensions of contemporary work, civic and family life. Trinity's core mission values and characteristics emphasize:

- *Commitment to the Education of Women* in a particular way through the design and pedagogy of the historic undergraduate women's college, and by advancing principles of equity, justice and honor in the education of women and men in all other programs;
- *Foundation for Learning in the Liberal Arts* through the curriculum design in all undergraduate degree programs and through emphasis on the knowledge, skills and values of liberal learning in all graduate and professional programs;
- *Integration of Liberal Learning with Professional Preparation* through applied and experiential learning opportunities in all programs;
- *Grounding in the mission of the Sisters of Notre Dame de Namur and the Catholic tradition*, welcoming persons of all faiths, in order to achieve the larger purposes of learning in the human search for meaning and fulfillment.

The first sentence of this statement affirms Trinity's commitment to lifelong learning for broad social, personal and economic purposes. The statement of values and characteristics continues Trinity's historic commitments while extending those values in new ways to new populations. Hence, integral to the commitment to the education of women is the commitment to equity and justice, and from that commitment Trinity also believes it appropriate to extend its educational opportunities to men as well as women in various programs. Liberal learning remains the bedrock philosophy of Trinity's intellectual community, but Trinity also acknowledges the necessary relationship between liberal learning and the professional lives of Trinity students and alums. Catholicism, particularly as known through the charism of the Sisters of Notre Dame, infuses and informs Trinity's spiritual and communal life, but with a large openness to the broad community of believers of many faiths.

In Chapter 1, the self-study alludes to moments in the transformation of Trinity's student body when various constituents questioned whether the changes that were occurring were faithful to mission. "You've changed the mission" was a statement often heard in reference to the shift in the demographics and religious profile of the student body. Trinity's firm response was, and continues to be, that mission is not defined by race, income, test scores or denomination of the student. In fact, Trinity was founded because women were denied access to higher education in 1897, and Trinity has continued that original mission with great fervor and success into the 21st century. The students for whom that mission is a reality today are quite different, but the difference in the students only reinforces the importance of the mission in its potential to improve the lives and livelihoods of students.

Trinity has broadened its mission to include men in the Schools of Professional Studies and Education. However, women remain more than 90% of Trinity's total student population.

The most significant economic and strategic question about Trinity's mission is this: is the women's college, the College of Arts and Science, a sustainable model for the future? Or,

should Trinity reconsider how it fulfills its commitment to the education of women? In short, should Trinity abandon the single-gender model in CAS, and could it do so while retaining its mission commitment to women's education in new ways?

To answer the question, as part of self-study, Trinity considered the experience of former women's colleges who went coed, compared to the remaining women's colleges. The data sets for this research are available in the Document Room. In short, Trinity learned through this research that, of 210 former women's colleges that changed status between 1960 and 2005, 91 no longer exist, and 119 still operate as coeducation institutions. Of those 119 coeducational institutions:

- 69% is the *average* female full-time undergrad enrollment;
- 87% of the institutions are *more than* 60% female;
- 47% are *more than* 70% female;
- 78% have *fewer than* 2000 total headcount enrollment.

These data suggest that coeducation alone does not necessarily improve an institution's total enrollment volume. Additionally, Trinity looked at growth indicators for the 51 institutions that constitute the Women's College Coalition. Those indicators are, from 1990 to 2004 (using IPEDS data):

- 76% of the women's colleges grew by an average rate of 21% since 1990;
- 27% grew by more than 50%, including Trinity;
- 65% grew in first-time full-time enrollment;
- 18% was the *average* gain in first-time full-time enrollment;
- 112% was *Trinity's* gain in first-time full-time enrollment.

This data indicates that the women's college model is certainly sustainable and not necessarily at a disadvantage compared to the coed group. Along with this data, other considerations inform Trinity's market position in Washington. As the only woman-centered institution in the region, Trinity has a distinctive market niche that it should continue to claim and affirm perhaps even more robustly. Adult women as well as traditional-aged women in the Washington region seek Trinity out for its strong reputation for producing strong women leaders, and sustaining the women's college at the heart of the enterprise reinforces this reputation.

As a result of this research, Trinity has reaffirmed the women's college model for CAS, as well as its ongoing commitment to women's education and advancement. Trinity believes as well that the contemporary commitment to women's education does not require an isolated, single-gender experience in all programs, but rather, an inclusive model that focuses on learning and leadership development in both single-gender and coeducational classrooms.

II. VISION

Proceeding from mission, Trinity's vision anticipates developing the institution as a mid-sized university (3,000 students) with a distinctive focus on the educational needs of the citizens of the Washington region generally and the District of Columbia in particular. Given the

characteristics of the Washington region, this regional focus is not narrow or parochial; Washington is one of the most international communities in the nation, and has a broad diversity of race, ethnicity, socio-economics, languages, cultures, corporate and civic interests.

In particular, Trinity's vision includes these important principles and values:

- *A Value-Centered Education* infused with the principles of social justice, honor and integrity will continue to characterize Trinity's learning environment and programs;

- *Ensuring Access to Educational Opportunities* will continue to arise from that social justice value center, such that Trinity will continue to develop its curricula and programs in ways that provide opportunities for educational attainment for students who might otherwise not have had such opportunities to succeed academically;

- *Respect for Human Dignity* will continue to characterize Trinity's campus life through honoring the broad diversity of races, ethnicities, cultures, languages, abilities, beliefs and interests of Trinity's student body;

- *Academic Excellence and Rigor* will continue to characterize the expectations and work of the faculty with all student populations, with a clear focus on educational outcomes that can demonstrate the quality and durability of a Trinity education through many different occupations and life circumstances;

- *Women's Leadership Development* will continue to be a distinctive characteristic of all Trinity educational programs;

- *Education for Global Leadership* will continue as Trinity's theme to signify the global perspective that Trinity expects its students and graduates to manifest in order to be true leaders in contemporary communities, corporations, schools and public arenas;

- *Service to Others* will continue as a strong focus of Trinity's programs and leadership development philosophy;

- *Educating Children Well* will continue to be a particular emphasis of a Trinity education, not only in the School of Education but through all programs that lay the foundation for successful teaching, parenting and role modeling for the next generations of citizen leaders.

III. ENVIRONMENTAL SCAN AND ASSUMPTIONS

As part of developing the new strategic plan, Trinity is developing a new statement of internal and external assumptions. Along with that statement, Trinity has conducted an environmental scan with the assistance of George Dehne and Associates. The assumptions and environmental scan report are available in the Document Room.

IV. STRATEGIC GOALS

Arising from the Mission and Vision, Trinity articulates the following strategic goals for *Achieving Trinity 2010.* (Note: At the bottom of each goal is a notation for "Key Performance Indicators" and a reporting timetable.)

▶ Strategic Goal 1: Enrollment Development

By the Year 2010 Trinity University will enroll 3000 students in *degree programs* as follows:

- 600 undergrad students in the College of Arts and Sciences
- 750 graduate students in the School of Education
- 1,650 students in the School of Professional Studies including:
    - 200 in Associate Degree Programs
    - 200 in Health Professions Programs
    - 800 in general baccalaureate Program
    - 200 in the MBA Program
    - 250 in other graduate programs

The box below indicates the five-year projection for fulfillment of these goals. A more detailed model with specific projections for programs, retention and new student productivity is part of the support documentation for this plan.

Trinity 2005 – 2010 Enrollment Projections By School					
	2005 (F06)	2006 (F07)	2007 (F08)	2008 (F09)	2009 (F10)
CAS	495	*525*	*550*	*575*	*600*
SPS	*696*	*805*	*975*	*1240*	*1650*
EDU	*407*	*475*	*550*	*650*	*750*
GRAND TOTAL ENROLLMENT	*1598*	1805	2075	2465	3000

By the Year 2010 Trinity will enroll 6,000 students in non-degree *continuing education programs,* including

- 4000 students in EDU Professional Development
- 1500 students in SPS Business Professional Development Programs
- 500 students in general continuing education

In order to achieve these goals, Trinity will create and will update periodically a five-year operational plan with specific annual goals and objectives that specify:

- Strategies for enrollment of <u>new</u> students in each program
- Strategies for <u>retention</u> of continuing students
- Strategies to improve <u>completion rates</u>

Goal 1: Key Performance Indicators:	Semester-by-Semester Progress Toward Goals Stated
Reporting Cycle:	Wkly Enrollment Reports; Final Semester Enrollments; Quarterly Board Reports

▶ Strategic Goal 2: Financial Performance

Coordinate with Strategic Goal 1 – Enrollment, Trinity has created a five-year financial model with analytical detail on revenues and expenses related to the enrollment goals. This model is a companion document to this strategic plan.

Trinity will use the Critical Financial Monitoring System to benchmark financial performance against these strategic financial goals for Trinity 2010:

Measure	Benchmark
Annual Operating Margin	Greater than 2% (Moody's)
Return on Net Assets	Greater than 8% (Moody's)
Viability Ratio	Greater than 1% (Moody's)
Direct Debt to Total Capitalization	Less than .3
Cushion Ratio	Not less than 4.0 (Bond Covenant)
Debt Service Coverage	Not less than 1.0 (Bond Covenant)
Bad Debt	Not to Exceed 2.5% of Receivables
Receivables Ratio	5% improvement per year
Tuition Dependence	Not greater than 80%

Goal 2: Key Performance Indicators:	Quarterly Progress Toward Goals Stated
Reporting Cycle:	Quarterly Board Reports

▶ Strategic Goal 3: Program Development

In keeping with the results of self-study and market research, Trinity will develop its curricula and programs to support the goals for enrollment growth as follows:

- *College of Arts and Sciences:*
  - Reform of general education (FLC) content and pedagogy to ensure the knowledge, skills and competencies required for new generations of students and contemporary needs of the workforce;

- Development of a more rigorous focus on demonstrable outcomes of undergraduate education for urban learners as a means of demonstrating Trinity's success and competitive market posture, with a particular emphasis on developing Trinity's reputation for excellence in writing, quantitative skills, information and technological literacy, global perspective and communication abilities;

- A more distinctive expression of Trinity's commitment to developing women's leadership abilities through the women's college model, with an emphasis on transformational leadership modalities learned through service and applied learning in the co-curriculum, including development of a leadership transcript with learning objectives in student government, community service, athletics, publications and other student co-curricular learning;

- Development of key programs that can serve as organizing forces for multiple disciplines: Intelligence Studies, Health Professions, Psychology and Human Relations, Business and Economics, Communication;

- Development of key curricular and co-curricular programs of great interest to specific market segments: Honors Program; Athletics; Women's Leadership;

- Incorporation of web-enhanced instruction and other new pedagogies that can enhance student learning and improve student success.

o *School of Professional Studies:*

- Development of a more distinctive focus on undergraduate education for adult professional learners, including reform of general education and pedagogy to align learning goals in that curriculum with the totality of the student's learning objectives for professional advancement;

- Development of a comprehensive network of student services particularly designed for adult learners, with an emphasis on the use of technology to deliver advising and services via web tools and other access points that enhance convenience for the students;

- Development of key programs that will build enrollments in the professional disciplines and with credentials for working students, including:

    - Nursing and Health Professions
    - Sports-related Academic Programs
    - Information Technology

- Business Administration
- Associate Degree Programs
- Master's Programs

▪ Development of off-site and employer-based programs, including increased programming in southeast Washington at THEARC, establishing locations in downtown Washington, and exploring site potential in Maryland and Virginia.

o *School of Education:*

▪ Development of a more distinctive focus on the preparation of teachers leaders for urban school settings;

▪ Creation of an online master's degree for teachers, and development of online and web-enhanced capacity for teacher professional development;

▪ Further development of the Educational Technology Leadership Institute with a specific focus on developing credentials (certificate and degree) for master teachers in the field of educational technology;

▪ With NCATE accreditation, expansion of the market for students in EDU beyond the immediate school systems (DC, Prince Georges, Montgomery County) to recruit teachers and administrators from other jurisdictions;

▪ To enhance more regional and national recruiting, development of executive-format summer and weekend programming in select topics to provide convenient formats for target populations.

Goal 3: Key Performance Indicators:	Program Speed-to-Market; Achievement of Program Enrollment Goals
Reporting Cycle:	Biweekly Senior Staff and Dean's Reports; Quarterly Board Reports

▶ Strategic Goal 4: Technology

To support enrollment growth and programmatic innovation, and to improve Trinity's ability to manage its data and fiscal resources more effectively, Trinity will maintain a "state of the art" campus technological environment, including:

o To support the curricula and academic programs: increasing the availability and use of new technology in the learning environment to enhance the educational experience, including expansion of online and web-enhanced learning, and further development of Smartrooms and other academic technologies;

o Development of the Library and Information Resource plan with a greater reliance on the use of technological tools for learning and research;

- Improvement and expansion of the Trinity website and web tools to increase communication and inter-activity to support enrollment, advising services, instructional delivery, marketing and communication among all constituencies;

- Maintaining a central depository for all organizational units and continue to enhance the system capabilities for growth and promotion of the institution; sustaining and modernizing the current data center infrastructure to account for the increased demand for information and to ensure data integrity;

- Development of faculty and staff educational opportunities to keep the workforce apace with technological developments.

Goal 4 Key Performance Indicators:	TBD in Tech Plans: Tech Services, Academic Tech, Library, Website
Reporting Cycle:	Monthly Management Reports; Quarterly Board Reports

▶ Goal 5: Human Resource Development

Consistent with Trinity's enrollment goals and programmatic development expectations, Trinity will develop its human resources to achieve the levels of performance quality in all areas that are necessary for institutional success.

For the Faculty:

- Alignment of the size of the full-time and part-time faculty in each school to the size of enrollments in programs, consistent with disciplinary standards and industry benchmarks for program staffing;

- Continuing improvement in full-time faculty compensation aligned with benchmarks;

- Creation of a compensation plan for adjunct faculty that recognizes and sustains academic talent;

- Development of a more comprehensive faculty development program to provide continuous education in pedagogy, curriculum reform, classroom management techniques, research and scholarship, use of technological tools, and ongoing professional enhancements for the faculty;

- Development of the *Faculty Handbook* policies in relation to contemporary realities for workload, delivery systems, technological innovation and professional development.

For the Staff:

- Continuing development of the staff performance assessment system including production of management data based on assessments that provide targets for staff development and compensation planning;

- Continuing development of the staff professional development programs to improve staff knowledge, skills and competencies in supervision and management, technology and applications, teamwork and project planning, and related skill sets;

- Development of the Wage and Salary Plan to provide greater flexibility in the recognition of staff performance tied to goals;

- Promotion of a climate for innovation and cross-functional teamwork among all administrative departments, and with faculty, to improve Trinity's ability to recruit and retain students successfully.

Goal 5: Key Performance Indicators:	TBD: Academic Personnel Plan; Staff Development Plan
Reporting Cycle:	Weekly Senior Staff Report; Quarterly Board Report

▶ Strategic Goal 6: Management Capacity

In order to support the growth of programs and services that this plan requires to meet the enrollment and financial goals, Trinity must continue to develop its management capacity in all units to ensure strategic success. Accordingly, Trinity will:

- With the leadership of each academic dean, a plan for the development of academic advising and other services to support each academic unit will specify the additional knowledge, skills and competencies necessary to manage the units successfully in fulfillment of unit performance goals;

- With the leadership of the senior executive staff, every subsidiary division and department will specify in their annual plans the knowledge, skills and competencies necessary to manage each division and department successfully in fulfillment of performance goals;

- Supervisors will receive ongoing education and training in management techniques to improve their ability to focus on achievement of goals and objectives;

- Senior managers and executives will also participate in ongoing education and training to improve their ability to lead the staff and faculty teams to fulfillment of all goals.

Goal 6: Key Performance Indicators:	Unit Plans; Senior Management Plan
Reporting Cycle:	Biweekly Senior Staff; Quarterly Board

▶ Strategic Goal 7: Intellectual and Informational Resources

As a community of scholars with an emphasis on teaching, Trinity must pay close attention to the ongoing climate for intellectual productivity and leadership in disciplinary and professional arenas for both faculty and staff. The "teaching college" paradigm that Trinity cherishes should manifest itself in a broad variety of scholarly and professional activities that will enhance Trinity's reputation while also contributing to the knowledge base --- at Trinity and in higher education generally --- in all fields, and particularly with regard to the education of students who mirror Trinity's profile. Trinity has the potential to make significant contributions to programmatic and pedagogical models throughout education at all levels. In this way, Trinity produces as well as uses intellectual resources.

Accordingly, Trinity will increase its attention to scholarly and professional productivity in these ways:

- Using web-based tools, and on a voluntary contribution basis, establishment of a clearinghouse for faculty and staff access to the scholarly and professional development work of colleagues, including works in progress as well as completed materials;

- Creation of a more distinctive focus on the importance of active contributions to the knowledge base, including establishment of appropriate symbols to recognize and reward exemplars --- prizes and awards, dinners and luncheons, lectures and displays, all focused on ideas, papers, projects, publications and contributions of Trinity faculty and staff;

- Identification of specific incentives to improve intellectual productivity, including grants, professional development funds, compensation recognition, and other forms of tangible recognition.

Along with promoting the development of intellectual resources broadly, Trinity will also enhance institutional focus on the development of the informational resources necessary to support the teaching and learning enterprise. This focus will occur in tandem with the development of the University Academic Center described in Goal 10.

- With the leadership of the Librarian and Vice President for Academic Affairs, Trinity will establish an annual operational plan for the acquisition, maintenance and use of library and informational resources, and general collection development;

- With the leadership of the Librarian, Vice President and President, Trinity will develop a strategic plan for the development of the Library and its resources that reflects the best thinking of contemporary academic libraries, and this plan will guide the development of the University Academic Center's library and information resource components.

Goal 7: Key Performance Indicators:	Publications and Substantive Participation in External Professional Groups
Reporting Cycle:	Continuous on web; Semester Summary; Annual Report

▶ Strategic Goal 8: Service to Students and the Community

In fulfillment of Trinity's mission to educate students across the lifespan, Trinity will continue to develop innovative educational services and programs for students enrolled at Trinity as well as for citizens of the larger Washington community, including:

- Through the program in Community Based Learning (CBL) as well as through the service programs sponsored by Campus Ministry, Trinity will extend its educational and service talent to children, families and adults in neighborhoods, schools, civic organizations and other locations in the District of Columbia and the Washington Region. Trinity will develop a specific annual plan with measurable goals for institutional outreach through the CBL and Campus Ministry programs;

- Through the Trinity Center for Women and Girls in Sports, Trinity will continue to offer wellness, fitness, recreational, educational and athletics programs and services to the larger Washington community as well as to the campus community; the annual plan for the Trinity Center includes measurable goals for these services;

- For the campus community, Trinity will create annual plans with measurable goals for service delivery and effectiveness, and customer satisfaction, in these areas for all schools and programs:

    - Academic Advising
    - Learning Skills support
    - Career Services
    - Disability Support Services
    - Health Services
    - Campus Ministry
    - Residence Life
    - Student Government
    - Student Activities
    - Student Financial Services
    - Registration Services
    - Food Service
    - Bookstore
    - Facilities Services
    - Complaint Management

Goal 8: Key Performance Indicators:	TBD According to Unit Plans
Reporting Cycle:	Weekly Senior Staff; Annual Report; Board Quarterly

▶ Strategic Goal 9: Quality, Outcomes and Key Performance Indicators

The quality of Trinity's performance is a significant factor contributing to the achievement of enrollment and financial goals. Hence, establishing goals for quality performance, stated as measurable outcomes, become an important part of institutional assessment.

Each of the previous eight goals includes a box at the bottom to identify Key Performance Indicators, which are overall targets by which quality performance can be measured. The boxes also indicate a timetable for reports to different groups on progress toward the goal. Consistent reporting of results on a regular timetable will enhance Trinity's ability to focus on improving outcomes.

Beyond the specific unit-by-unit and goal-by-goal statements of outcomes and key performance indicators, Trinity will also establish overall institutional plans and quality goals in these areas:

- Creation of a nationally-recognized First Year Program for the successful development of first year students who present preparatory challenges at entrance;

- Establishment of a model program for student learning outcomes assessment that links general education and major program goals effectively;

- Development of an Enrollment Management model that focuses on improving retention and completion rates through sophisticated analysis of and programming for factors that promote retention and completion and those that cause attrition and delays in the educational timetable;

- Implementation of a longitudinal assessment system that is able to track alumnae/i outcomes over time and link those outcomes to specific curricular goals;

- Creation of a service response system for all departments that improves Trinity's reputation among all constituencies for the quality, timeliness and effectiveness of service delivery;

- Promotion of a more vigorous public image for Trinity through more effective use of media to report the accomplishments of faculty, students, staff and alumnae.

Goal 9: Key Performance Indicators:	Establishment of Goals and External Benchmarks for Performance
Reporting Cycle:	Monthly in Senior Staff Meeting; Quarterly Board; Annual Summary

▶ Strategic Goal 10: Facilities and Campaign Planning

By the Year 2010 Trinity will realize these facilities goals:

- Construction of the University Academic Center will be underway and nearing completion. This facility will include:
    - New classrooms and instructional spaces
    - Renovated/New Library and Information Resources space;
    - Common areas, study and group rooms, performance space;
    - Pervasive Technology;
    - New/renovated Science facilities
- Construction of new/renovated residential facilities will be underway;
- Facilities upgrades for fire and life safety purposes will be continuous;
- Improvements in Main Hall infrastructure will be continuous;
- Completion of the Alumnae Hall Campus Center Project will be on the drawing board.

In order to achieve the University Academic Center and other facilities goals, Trinity will plan a major capital campaign to raise no less than $50 million in support of facilities projects during the period 2007 – 2012.

Goal 10: Key Performance Indicators:	Facilities Timetable TBD; Campaign Plan TBD
Reporting Cycle:	Monthly Facilities Reports; Master Plan Filing; Quarterly Board

Comparing *Achieving Trinity 2010* with *Beyond Trinity 2000*

A report will be available in the Document Room with more analysis of Trinity's performance against the specific goals of *Beyond Trinity 2000* and showing a side-by-side comparison of those goals with *Achieving Trinity 2010* outlined above. The framework of both plans is the same, with some small changes in titles of some goals. The goals themselves have been restated as indicated in the text above. Moreover, the new plan calls for more regular reporting with more measurable performance indicators, and this will ensure even closer attention to fulfillment of the goals on a sustained basis.

Approaching Trinity 2010: Conclusion of the Self-Study

So much has already been said in this document that the conclusion will be quite brief. The peer review process of accreditation is a wonderful opportunity for an institution to examine its achievements and challenges closely, and then to invite colleagues from other institutions to test that review according to the accreditation standards, and to make suggestions and recommendations for improvement.

Trinity has embraced this self-study process with enthusiasm and a genuine desire to learn how to grow and flourish for many years to come. Of necessity, this self-study addresses the considerable challenges that Trinity faces, which are not unlike challenges that confront other relatively small, under-resourced institutions serving populations of great need. But nothing in this self-study should be construed as doubt on Trinity's part in the university's ability to continue to thrive for the sake of its students. Trinity is quite realistic about its challenges, and quite confident in its ability to meet them effectively.

Trinity is proud of the myriad ways in which the university and its many constituencies have engaged the transformation of the last two decades. The students have challenged faculty and staff to increasingly high levels of creative teaching and service to the new populations. The faculty and staff have responded with a zeal that is remarkable in higher education today. These women and men from many diverse backgrounds, including many religious backgrounds, have joined together with the fervor of Trinity's founders to pursue a mission that is rare, difficult, complicated and extremely challenging each day. They are successful because, in spite of the stresses and occasional conflicts of the days, they believe deeply in the essential goodness of this work in teaching students who desire to learn so very much.

In 1897, when SND Provincial Leader in Boston Sr. Julia McGroarty was doubting whether Trinity could ever surmount the poverty and conflict of its founding to become a real college serving women who had been denied access to higher education, her "woman on the scene" in Washington Sr. Mary Euphrasia Taylor wrote her an extraordinary letter, part admonishment of her superior, part cheerleading manifesto, part testament of blind faith in the enterprise. Of Trinity she wrote, "The project is so grand…. the incentives so great… We *shall succeed*." And so they did, those courageous women of 1897. Nearly 110 years later, Trinity still knows those occasional moments of poverty and the conflict that can arise when those who do not share the mission sometimes misunderstand what Trinity is doing. But above all else, Trinity has retained the Founders' great vision and conviction in the worth of this enterprise. *We Shall Succeed* is the daily pledge of each person at Trinity each day.

Trinity is grateful to colleagues at Middle States and on the visiting team for reading this report. We welcome your advice and insights as we continue our quest to achieve *Trinity 2010.*