

Assessing Trinity 2000 - Approaching Trinity 2010

Self-Study for Middle States Accreditation Review

TABLE OF CONTENTS

In front of the Table of Contents:

Eligibility Certification Statement
Guide to Self-Study Fulfillment of Middle States Standards

Immediately following the Table of Contents in front of Tab 1:

<i>Self-Study Executive Summary</i>	<i>i</i>
<i>A Note About the Self-Study Process</i>	<i>v</i>
<i>Liaison Contacts</i>	<i>vi</i>
<i>Self-Study Steering Committee</i>	<i>vii</i>
<i>Board of Trustees</i>	<i>viii</i>
<i>Contact List for Senior Staff and Management Team</i>	<i>ix</i>
<i>Trinity Organization Chart</i>	

CHAPTER ONE: REVISITING THE PARADIGM SHIFT

I.	HISTORICAL CONTEXT.....	1
A.	The Founding Vision.....	1
B.	Growth and Prominence: 1900-1960's.....	2
C.	1960s and 1970s: Major Forces of Change.....	2
D.	Years of Challenge: 1970s and 1980s.....	3
E.	1990s: Strategic Planning, Recovery, Renaissance.....	4
F.	University Organization for a New Millennium: 2000-2005.....	5
	<i>Chart 1.1: Strategic Organization Beyond Trinity 2000</i>	5

CHAPTER ONE (continued...)

II. TRINITY STUDENTS: 1996-2006.....7

Chart 1.2: 1900-2005 Fall Headcount Enrollments.....7
 Chart 1.3: 1995-2005 Fall Headcount Enrollments by School.....8

A. Cohort Group Analysis of Enrollment Trends.....9

Chart 1.4: 1995-2004 Cohort Total Enrollment.....10
 Chart 1.5: 1995-2004 Cohort Race/Ethnicity Profile.....10

B. Demographic Changes and Analysis.....11

Chart 1.6: 1995-2004 Trinity Profile Change-Full-Time Undergrads.....11

 1. Residence.....13

Chart 1.7: 2001-2004 Residence of First Time, First Year Students.....13

 2. International Roots.....13

Chart 1.8: International Origins and Experiences of Trinity CAS Students.....13

 3. Age Bimodality.....14

Chart 1.9: Age Distribution of Undergraduates.....14

C. Financial Condition of Trinity Students.....14

Chart 1.10: 2004 Tuition, Institutional Grant Discount Rate, Based on Full-Time Tuition Discounts.....15

D. The Unique Circumstances of Trinity in the District of Columbia.....15

Chart 1.11: Characteristics of States-2004.....16
 Chart 1.12: Map of DC with flags showing concentrations of Trinity students by zip codes.....17
 Chart 1.13: Fall 2005 Sources of Tuition Contributions for Full-Time Undergraduates Who Are DC Residents.....18

CHAPTER ONE (continued...)

E. Attitudes and Aspirations: Why Do Students Choose Trinity?.....18

 1. Admissions Essay.....19

 2. CIRP Profile Data.....20

Chart 1.14: CIRP Data, First Year Students.....20

Chart 1.15: CIRP Data 2004, Parent Educational Level.....21

Chart 1.16: CIRP Data, Intended Majors.....22

III. RETENTION, PERSISTENCE AND COMPLETION.....22

Chart 1.17: 1997-2004 Cohort, 6-Year Graduation Rates.....23

A. Enrollment Management Team.....24

B. Improving Retention Rates.....24

Chart 1.18: 2004-2005 Retention.....24

IV. STRATEGIC IMPLICATIONS OF THE PARADIGM SHIFT.....25

A. Admissions Processes: College of Arts and Sciences.....26

Chart 1.19: Trinity Full-Time Applications, Acceptances, Enrolled Retrospective 1970-2005.....26

Chart 1.20: Mean SAT Math.....27

Chart 1.21: Mean SAT Verbal.....27

B. Admission Processes: School of Professional Studies and School of Education.....28

CONCLUSION AND RECOMMENDATIONS.....28

CHAPTER TWO: ASSESSMENT OF STUDENT LEARNING.....31

I. INTRODUCTION.....31

II. TRINITY’S STUDENT LEARNING ASSESSMENT PLAN: GOALS AND RATIONALE.....33

A. Student Learning Goals.....33

CHAPTER TWO (continued...)

B.	Rationale.....	34
	<i>Chart 2.1: Composition Placement Results by Academic Year.....</i>	<i>35</i>
	<i>Chart 2.2: Mathematics Placement Results by Academic Year.....</i>	<i>35</i>
	<i>Chart 2.3: Skill Needs by Academic Year, Percentage Table.....</i>	<i>35</i>
C.	Assessment Questions.....	36
III.	CURRENT AND PROJECTED DATA COLLECTIONS.....	36
A.	Current Data Collection.....	36
	1. General Education.....	37
	2. Course and Program-Level Assessment.....	37
	3. Institution-Wide Surveys.....	38
B.	Areas for Improvement in Data Collection and Assessment.....	39
IV.	RESULTS OF STUDENT LEARNING ASSESSMENT.....	40
A.	Establishing a Baseline: Entrance Assessments.....	40
B.	Student Learning Outcomes: Writing Skills.....	41
	1. Student Self-Assessment: Course Evaluation Data.....	42
	<i>Chart 2.4: Student Perceptions of Improvements In Writing: Percentage Responding “Very Much” in 100-Level Courses.....</i>	<i>42</i>
	<i>Chart 2.5: Student Perceptions of Improvements In Writing: Percentage Responding “Very Much” in All Courses.....</i>	<i>43</i>
	2. Faculty Assessment of Student Writing: Interview and Course-Embedded Data.....	43

CHAPTER TWO (continued...)

C. Student Learning Outcomes: Quantitative Skills.....45

1. Student Self-Assessments.....46

Chart 2.6: Improved Understanding of Quantitative Information from Graphs and Charts in Textbooks, Popular Media; Percentage Responding “Very Much”46

Chart 2.7: Improved Ability to Evaluate Credibility and Accuracy of Numerical or Scientific Information: Percentage Responding “Very Much” (CAS).....46

2. Faculty Assessment of Student Quantitative Skills Development.....47

D. Student Learning Outcomes: Information Literacy Skills.....47

E. Writing, Quantitative and Information Literacy Skills: The Need for Summative Assessment.....49

1. Graduates’ Perceptions of Proficiency.....49

Chart 2.8: Graduating Students’ Self-Rating of Skill Levels.....50

Chart 2.9: Graduating Students’ (Enrolled Since First Year) Rating of Current Skill Level as Compared to Entering Ability.....50

2. Senior Assessment Data.....50

Chart 2.10: Senior Seminars and Capstones: Student Performance 2000-2005.....51

CONCLUSION AND RECOMMENDATIONS.....52

CHAPTER THREE: ASSESSMENT OF GENERAL EDUCATION.....	54
I. INTRODUCTION.....	54
II. DESIGN AND GOALS OF GENERAL EDUCATION CURRICULA.....	55
A. The Foundation for Leadership Curriculum.....	55
1. Design and Goals.....	55
2. Articulation of Requirements and Expected Learning Outcomes.....	56
3. Sufficiency, Breadth and Coherence of Curricula.....	58
B. The Core Curriculum in the School of Professional Studies.....	61
1. Design and Goals.....	61
2. Articulation of Requirements and Expected Learning Outcomes.....	62
3. Sufficiency, Breadth and Coherence of Curricula.....	62
C. Core and FLC Design and Delivery: Comparable Rigor.....	64
III. ASSESSING STUDENT LEARNING IN GENERAL EDUCATION CURRICULA.....	65
A. Student Evaluations of General Education Learning Outcomes.....	65
B. Course-Embedded Assessment of General Education Learning Outcomes.....	66
1. Clarifying Learning Expectations.....	66
2. Developing Study Skills.....	67
3. Promoting Student Engagement.....	67
4. Mutually-Reinforcing Skill Development.....	70
C. Program Reviews and General Education Learning.....	71
CONCLUSION AND RECOMMENDATIONS.....	72

CHAPTER FOUR: ASSESSMENT OF EDUCATIONAL OFFERINGS.....	74
I. INTRODUCTION.....	74
II. PROFILE OF TRINITY’S ACADEMIC PROGRAMS.....	75
<i>Chart 4.1: Fall 2005 Total Course Enrollments by Program.....</i>	<i>76</i>
<i>Chart 4.2: Fall 2005 Proportion of Undergraduate and Graduate Course Enrollments.....</i>	<i>76</i>
<i>Chart 4.3: Fall 2005 Net Earnings by Program.....</i>	<i>77</i>
<i>Chart 4.4: 2004 Completions (IPEDS) for Trinity’s Cohort.....</i>	<i>78</i>
<i>Chart 4.5: 2004 and 2005 Trinity Completions by Degree and Level.....</i>	<i>79</i>
<i>Chart 4.6: 2004 Cohort Completions.....</i>	<i>79</i>
<i>Chart 4.7: 2005 Declared Majors.....</i>	<i>80</i>
III. PROGRAM ASSESSMENT DESIGN.....	81
A. The Program Assessment Cycle.....	81
B. Program Assessment Protocols.....	81
C. Program Assessment Activities.....	82
1. Ensuring Timeliness.....	82
2. Assessing Student Learning.....	82
3. Assessing Programmatic Goals.....	84
D. Evaluation of Program Assessments.....	85
E. The Results of Program Assessment: Implementation.....	86

CHAPTER FOUR (continued...)

IV. ASSESSMENT OF RELATED EDUCATIONAL ACTIVITIES.....89

A. Internships and Practica.....89

 1. Internships.....89

 2. Internships Regulations and Requirements: CAS and SPS.....90

 3. Assessment of Student Learning Outcomes in Internships: CAS and SPS.....90

 4. Internships in the School of Education.....91

B. Service Learning.....91

C. Intelligence Center for Academic Excellence.....92

D. Other Educational Activities.....92

V. LIBRARY AND INFORMATION SERVICES.....92

CONCLUSION AND RECOMMENDATIONS95

CHAPTER FIVE: FACULTY RESOURCES.....97

I. PROFILE AND CREDENTIALS OF TRINITY’S FACULTY IN 2005.....97

Chart 5.1: 2005 Full-Time Faculty by Rank and Gender.....97

Chart 5.2: 2005 Full-Time Faculty by Race/Ethnicity.....97

Chart 5.3: 2005 Faculty Profile.....98

II. FACULTY WORKLOAD AND DEPLOYMENT.....98

A. Overall Deployment of Faculty.....99

Chart 5.4: Deployment of Faculty by School, Fall 2005 and Fall 2004.....99

Chart 5.5: Fall 2005 Full-Time and Part-Time Faculty by Discipline.....100

Chart 5.6: Deployment of CAS Faculty in CAS and SPS Liberal Arts Courses.....100

CHAPTER FIVE (continued...)

B.	Student Loads and Scheduled Time.....	101
	<i>Chart 5.7: Fall 2005 Full-Time Faculty. Number of Students Taught.....</i>	<i>102</i>
	<i>Chart 5.8: Full-Time Faculty Student Loads. Three Semesters Total. Total Volume Fall 04-SP05-Fall 05.....</i>	<i>102</i>
	<i>Chart 5.9: Fall 2005 Faculty Scheduled Teaching Days.....</i>	<i>103</i>
III.	FACULTY COMPENSATION.....	104
	<i>Chart 5.10: Faculty Salaries-Improvement Against Cohort 1990-2005.....</i>	<i>105</i>
	<i>Chart 5.11: Faculty Salaries FY90-FY06.....</i>	<i>105</i>
IV.	FACULTY CLASSIFICATION, DEVELOPMENT AND ASSESSMENT, RANK, AND TENURE.....	106
A.	Faculty Classifications.....	107
B.	Faculty Development and Assessment.....	107
C.	Rank and Tenure Processes.....	108
V.	FACULTY SCHOLARSHIP AND PROFESSIONAL ACTIVITIES.....	109
VI.	FRAMEWORK FOR ACADEMIC GOVERNANCE.....	111
VII.	FACULTY HANDBOOK.....	113
	CONCLUSION AND RECOMMENDATIONS.....	114
CHAPTER SIX: ASSESSING STUDENT SUPPORT SERVICES.....		116
I.	INTRODUCTION.....	116
II.	ACADEMIC SUPPORT AND CAREER SERVICES.....	117

CHAPTER SIX (continued...)

A.	Academic Advising.....	117
1.	Advising Models and Goals.....	117
2.	Assessment and Improvement of Advising.....	119
B.	Entrance Assessment.....	119
1.	Goals and Design of Entrance Assessment.....	119
2.	Evaluation of Entrance Assessment.....	120
C.	Tutorial and Learning Support Services.....	121
D.	Disability Services.....	122
1.	Responding to Growing Need.....	122
2.	Assessing and Improving Disability Support.....	122
E.	Future Focus.....	123
1.	Program Design and Goals.....	123
2.	Program Assessment and Improvement.....	123
F.	Career Services.....	124
1.	Goals and Programs.....	124
2.	Results and Improvements.....	125
III.	DIVISION OF STUDENT SERVICES.....	125
A.	Health and Wellness.....	126
1.	Goals and Programs.....	126
2.	Assessment and Results.....	127
3.	Residence Life and Student Activities.....	127
4.	Campus Ministry.....	128
5.	Athletics.....	129
6.	Student Government, Co-Curricular Programming, Student Handbook.....	129
	CONCLUSION AND RECOMMENDATIONS.....	130

CHAPTER SEVEN: MEASURING INSTITUTIONAL EFFECTIVENESS.....	131
I. BOARD OF TRUSTEES.....	131
1. Board Composition.....	132
2. Board Process.....	132
3. Oversight of President and Management Team.....	132
4. Legal Counsel, Risk Management and Compliance Oversight.....	133
II. ORGANIZATION AND EXECUTIVE MANAGEMENT.....	133
<i>Chart 7.1: Trinity Organization Chart. Spring 2006.....</i>	<i>133</i>
III. ASSESSMENT OF HUMAN RESOURCES.....	134
A. Profile of Trinity Personnel.....	135
<i>Chart 7.2: 2001-2005 Faculty and Staff Profile (Race/Ethnicity, Gender).....</i>	<i>136</i>
<i>Chart 7.3: Trinity Full-Time Personnel Demographics 2001-2005.....</i>	<i>136</i>
B. Employee Performance Assessment.....	137
C. Professional Development and Training.....	137
D. Wage and Salary Plan.....	139
E. Employee Handbook and Institutional Policies.....	139
IV. TECHNOLOGY SERVICES.....	139
A. Maintain and Enhance Information Technology Accessibility.....	140
B. Provide Technology Enhanced Education.....	141
C. Improve College Business Operations.....	142
D. Telecommunications.....	142
V. THE TRINITY CENTER FOR WOMEN AND GIRLS IN SPORTS.....	142
CONCLUSION AND RECOMMENDATIONS.....	143

CHAPTER EIGHT: INSTITUTIONAL RESOURCES.....147

I. FINANCIAL RETROSPECTIVE AND CURRENT BUDGET ENVIRONMENT.....147

Chart 8.1: 1995-2005 Balance Sheet Growth.....147

A. Resource Allocation and Budget Process.....147

Chart 8.2: 2005 and 2006 Budgets.....148

B. Strategic Financial Assessment.....149

Chart 8.3: Moody's Medians.....149

Chart 8.4: Expendable Net Assets (Viability Ratio).....150

Chart 8.5: Return on Net Assets.....151

Chart 8.6: Direct Debt to Total Cap.....151

Chart 8.7: Debt Service to Operations.....152

Chart 8.8: Annual Operating Margin.....152

Chart 8.9: Cushion Ratio.....152

Chart 8.10: Expense Ratios.....153

Chart 8.11: 1996-2005 Gifts.....153

FUND RAISING: PLANNING THE TRINITY 2010 CAPITAL CAMPAIGN.....154

A. Assessment of Fund Raising Capacity.....154

Chart 8.12: 1996-2005 Gifts.....154

B. Planning the New Capital Campaign: Campaign for Trinity 2010.....155

III. FACILITIES.....155

A. Existing Facilities Assessment.....155

B. Facilities Management.....156

1. Benchmarking.....156

Chart 8.13: Facilities Benchmarks.....157

2. Budget.....157

Chart 8.14: Cohort Facilities Benchmarks.....157

C.	Future Facilities Development: The Master Plan.....	158
1.	The University Academic Center (UAC).....	159
2.	New Housing.....	159
3.	Campus Center/Alumnae Hall Renovations.....	159
	CONCLUSIONS AND RECOMMENDATIONS.....	160

CHAPTER NINE: ACHIEVING TRINITY 2010-STRATEGIC PLANNING.....161

I.	MISSION.....	161
II.	VISION.....	163
III.	ENVIRONMENTAL SCAN AND ASSUMPTIONS.....	164
IV.	STRATEGIC GOALS.....	165
	<i>Strategic Goal 1: Enrollment Development.....</i>	<i>165</i>
	<i>Strategic Goal 2: Financial Performance.....</i>	<i>166</i>
	<i>Strategic Goal 3: Program Development.....</i>	<i>166</i>
	<i>Strategic Goal 4: Technology.....</i>	<i>168</i>
	<i>Strategic Goal 5: Human Resource Development.....</i>	<i>169</i>
	<i>Strategic Goal 6: Management Capacity.....</i>	<i>170</i>
	<i>Strategic Goal 7: Intellectual and Informational Resources.....</i>	<i>171</i>
	<i>Strategic Goal 8: Service to Students and the Community.....</i>	<i>172</i>
	<i>Strategic Goal 9: Quality and Key Performance Indicators.....</i>	<i>173</i>
	<i>Strategic Goal 10: Facilities and Campaign Planning.....</i>	<i>174</i>

APPROACHING TRINITY 2010: CONCLUSION OF THE SELF-STUDY.....175