Assessing Trinity 2010: Periodic Review Report

Submitted to the

Middle States Commission on Higher Education

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Trinity Washington University
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Washington, DC  20017
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Periodic Review Report

Presented by: Trinity Washington University

June 1, 2011

Chief Executive Officer: Patricia McGuire, President

Date of the most recent decennial evaluation team’s visit:
April 2-5, 2006
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Note About Documents Supporting This Periodic Review Report

All documents supporting this Periodic Review Report are available electronically, both on Trinity’s website and on the flash drive that the Reviewer is receiving with this report.

The documents on the website are in the “Virtual Document Room” that is accessible on Trinity’s Accreditation Page.

Instructions to access the Virtual Document Room:

Go to Trinity’s website www.trinitydc.edu/accreditation/

On the right-hand side of that page is a column in blue entitled “Middle States Accreditation” and the first two links are the “2006 Middle States Accreditation Team Report” and the “2006 Self-Study Report.” The third headline/link is “2011 Middle States Periodic Review Report Document Room.”

Click on that link. A dialogue box will ask for a password. The password is trinityweb.

The new page opens showing all documents numbered according to their appearance in the Periodic Review Report sections.

In the body of the PRR, the document references appear in (blue italics) in parentheses, e.g., (2.1) (2.2) etc. Please note that the embedded numerical references DO NOT LINK electronically.

However, on the index page that follows this instruction, the document titles do appear as links to the documents in the Virtual Document Room.

Academic Catalog Link

The Academic Catalog is available at http://www.trinitydc.edu/academic-catalog/
Index to the Virtual Document Room

The Academic Catalog is available at http://www.trinitydc.edu/academic-catalog/

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Executive Summary
And
Certification Statement
Section 1. Executive Summary

Trinity Washington University has continued its remarkable journey through transformation and positive growth in the five years since the last decennial review in 2006. At that time, the visiting team commended Trinity’s fidelity to mission even while experiencing a paradigm shift in the demographics of the students served and programs delivered. Trinity’s historic women’s college (College of Arts and Sciences) continues today as the heart of the university enterprise even as new coeducational programs and academic units serve the needs of working professionals in the Washington region (School of Education; School of Professional Studies; School of Nursing and Health Professions).

There were no recommendations in the 2006 team report that required follow-up reporting.

Trinity’s Strategic Plan, Achieving Trinity 2010, establishes Enrollment Development as Goal #1 with all other goals supporting enrollment. Trinity’s enrollment has grown from 1600 in 2006 to 2300 in Fall 2010, a 42% increase. The women’s college has grown even more, from 526 to 957, an 82% increase. The student body continues to reflect Trinity’s commitment to serving populations of need in the Washington region: more than 80% of Trinity students are African American or Latina, and many more come from a broad diversity of racial, ethnic and cultural backgrounds. 66% of Trinity students receive Pell Grants; the median family income of full-time freshmen in 2010 was $25,000.

Even as Trinity has welcomed increasing numbers of students with high financial need and many academic challenges, Trinity has grown financially stronger, operating in a comfortable surplus position that supports strategic initiatives and capital needs. Trinity’s planning processes have included careful attention to strategic financial ratios as a means of ensuring fiscal discipline.

Trinity’s prior self-studies and periodic review reports in 1996, 2001 and 2006 chronicled the university’s management of change through careful adherence to principles of strategic planning, benchmarking and investments chosen to leverage the institution’s renaissance. Those investments included new programs, more personnel (both faculty and staff), facilities and technology upgrades, and copious amounts of time and resources devoted to assessment practices for both academic and administrative purposes. This 2011 Periodic Review Report provides extensive analysis and background documentation on Trinity’s continuing progress, and now forms the backdrop for the revision of the strategic plan, which will, in turn be the backbone for the 2015-2016 self-study.

Preparation of the Periodic Review Report:

Because Trinity operates in a continuous climate of planning and assessment, much of the documentation for this report is a result of academic and administrative processes that are ongoing throughout the institution. Faculty, management and administrative staff all contributed strategic and operational plans, assessment reports and related analyses that may be found in the Virtual Document Room. The senior management team, faculty and board reviewed the Periodic Review Report guidelines in various meetings during 2009 and 2010, and each group identified the specific types of assessment reports and analyses necessary to support the
Executive Summary

report. Each group reviewed and commented on the report drafts and supporting documentation. This report reflects the entire body of work of Trinity’s professional team and leadership.

Summary of major institutional changes since the decennial accreditation:

Since 2006, Trinity has experienced a 42% increase in overall enrollment. This increase is consistent with enrollment growth anticipated in the strategic plan, and supported by the strategic initiatives of the last five years, including:

- Development of the CCNE-accredited Nursing Program;
- Establishment of the School of Nursing and Health Professions to manage the growth of Nursing and to develop additional programs in Exercise Science, Occupational Therapy, and other allied health professions;
- NCATE accreditation for the School of Education;
- Reformation of General Education and First Year Experience Programs in the College of Arts and Sciences;
- Adoption of the Moodle course management system;
- Significantly increased attention on retention initiatives in all programs;
- Establishment of an associate degree program at THEARC, a new location in southeast Washington;
- Creation of the concept design for the Trinity Academic Center, a new facility that will provide modern classrooms, science and health laboratories, anticipated for construction and completion in the next five years.
- Greater institutional visibility through improved public relations along with stronger marketing, recruiting and admissions strategies.
- Sensitive pricing and financial aid strategies that make it possible for a majority of low income students to choose Trinity.

Abstract of the Highlights of the Periodic Review Report:

1. Enrollment Trends and Plans

Trinity’s Strategic Enrollment Model tracks historic growth and future plans. Trinity’s enrollment has grown as a result of careful attention to strategic initiatives, including the establishment of new academic programs; an intense focus on first year success; new retention initiatives; effective tuition pricing and strong financial aid support; stronger admissions tactics and greater institutional visibility in the Washington region.

In the College of Arts and Sciences (CAS), enrollment has grown largely as a result of the addition of the Nursing Program as well as significant attention focused on first year student success.

Regarding Nursing, while the Nursing major is delivered through the School of Nursing and Health Professions (NHP), students first enter Trinity through one of the two undergraduate units (CAS or SPS, the School of Professional Studies) to complete their general education and prerequisites, and then they apply for admission to Nursing at the end of sophomore year.
The CAS faculty created the new General Education curriculum and First Year Experience in recognition of the fact that many students come to Trinity from local public schools where collegiate preparation is deficient. The new curriculum and related support programs in math, critical reading and collegiate writing have had a significant impact on student progress. CAS year-to-year retention has improved from 68% in Fall 2007 to 76% in Fall 2010, growth largely attributable to improved performance of first year students.

In the School of Professional Studies (SPS), Nursing has also driven enrollment growth as well as significant improvements in retention initiatives. Adult learners have more erratic patterns of attendance, stopping-in-and-out across semesters. These students also need more academic support in critical success areas including math and writing. The dean and faculty of SPS have examined longitudinal data on student enrollment and persistence in SPS toward developing new curricular and support service responses to the needs of this population.

In the School of Education (EDU), an enrollment downturn in 2006-07-08 was largely due to changes in teacher certification providers in the District of Columbia, with more non-academic providers approved to certify teachers. In the last two years, with growth in the Counseling Program in particular, EDU enrollment has grown again.

The School of Nursing and Health Professions (NHP) was only fully established in Fall 2010 so enrollment trend data is not available for this unit.

Going forward, Trinity’s strategic plan continues Enrollment Development as Goal #1. From 2010 to 2015, Trinity anticipates 30% growth from 2300 to 3000 students. The largest part of this growth will be development of programs in NHP, particularly Nursing at the graduate level, Exercise Science and Occupational Therapy. Trinity has strong healthcare partners throughout the Washington region who are devoting clinical space and professional support to program development for the health professions workforce needs.

2. Financial Trends and Plans

Trinity’s financial performance since 2006 has been remarkable with strong surplus performances in the last several years building financial strength. Trinity uses the discipline of Moody’s benchmarks to track financial performance. The five-year proforma financial model uses the strategic enrollment targets as the baseline for financial planning, and makes appropriate assumptions about tuition rate increases, increases in personnel and other resources to support growth.

Trinity’s fiscal discipline is essential to support planning for the next major capital project, the construction of the Trinity Academic Center, which will provide modern classrooms, science and health labs. This new facility will cost in the neighborhood of $55 million. Trinity’s current debt load is $17 million for the Trinity Sports Center, and Trinity is meeting all bond covenants. Trinity’s additional debt capacity in FY2011 is about $25 million. Continuing surplus performance, a successful capital campaign of not less than $30 million, and meeting the enrollment target of 3000 students, will make it possible to finance the Academic Center.
3. Assessing Institutional Effectiveness

Trinity supports a true climate of assessment. All academic programs and administrative departments have plans and assessment processes. The institutional strategic plan, *Achieving Trinity 2010*, is routinely reviewed by the senior management and Board of Trustees.

The Senior Executive Staff (SES), the 18 top managers responsible for all academic and operational departments, create annual management plans with details on goals, tactics, assessments and changes resulting from prior assessments. The SES review these materials at least twice a year in retreats, and the president and provost review the individual plans and progress toward plan with each manager continuously.

The full Periodic Review Report includes excerpts from these plans and assessments, and extensive documentation of the plans is available in the Virtual Document Room.

4. Assessment of Student Learning

Trinity’s faculty and deans oversee extensive processes for student learning assessment, and the related processes of program review and faculty assessment.

The University Committee on Academic Policy (UCAP) directs the program review process. Embedded in the program reviews are the reports on student learning outcomes for each academic discipline, and the PRR summarizes these reports with the full reports available in the Virtual Document Room.

The evidence of student learning assessment clearly shows that programs use assessment data to create programmatic and pedagogical change.

The CAS General Education and First Year Experience programs also create voluminous data and analyses. Reports from the Math, Reading and Writing specialists illuminate the challenges of students coming from local public schools and the success that Trinity can help those students to achieve in foundation courses.

Trinity’s programs in Nursing and Education have CCNE and NCATE accreditation, respectively, and those accreditation reports provide significant evidence of learning assessment and program changes in relation to assessment.

5. Linked Institutional Planning and Budgeting

For 20 years, Trinity’s strategic plans have guided institutional transformation and renaissance, and all initiatives flowing from strategic planning have support in the budget. All budget requests must state how the requests support strategic goals and tactics. Hence, the habit of spending to achieve goals is deeply ingrained in Trinity’s management systems.

Clear evidence of the links between planning and budgeting can be found in these investments:
• Creation of the Nursing Program, and establishment of the School of Nursing and Health Professions, rooted in Goal #3 for Program Development, which supports Goal #1 Enrollment Development;

• Development of the CAS General Education and First Year Experience program, initiatives that eventually cost more than $1 million in new or re-allocated faculty and staff lines and other support;

• Investments in Technology (Goal #4), Human Resources (Goal #5) and Management Capacity (Goal #6) have made it possible for Trinity to manage the increased enrollment and to foster improvements in programs and services that, in turn drive Goal #1;

• Capital budgeting to support renovations and upgrades in Trinity’s historic buildings, while also creating a strong foundation for the Academic Center project, are all part of the strategic work that supports the plan.

As a result of this Periodic Review Report, Trinity will now revise the current strategic plan to create the next version, *Toward Trinity 2015*, which will be the backbone of the next self-study and decennial review.
Certification Statement:

Compliance with MSCHE Requirements of Affiliation and
Federal Title IV Requirements

(Effective October 1, 2009)

An institution seeking initial accreditation or reaffirmation of accreditation must affirm by completing this certification statement that it meets or continues to meet established MSCHE requirements of affiliation and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit. This includes all HEOA-related regulations that became effective between August 2008 and December 31, 2010.

*The signed statement must be attached to the executive summary of the institution’s self-study report.*

If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

Trinity Washington University

(Name of Institution)

is seeking (Check one):  ___ Initial Accreditation  ___X_ Reaffirmation of Accreditation

The undersigned hereby certify that the institution meets all established requirements of affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit, and that it has complied with the MSCHE policy, “Related Entities.”

___ Exceptions are noted in the attached memorandum (Check if applicable)

[Signature]

(Chief Executive Officer)  

5-16-2011  

(Date)

[Signature]

(Chair, Board of Trustees or Directors)  

5-16-2011  

(Date)
Section 2. Summary of Trinity’s Response to Recommendations from the Previous Team Report and Institutional Self-Study

Trinity’s last comprehensive self-study (2.1) and visiting team report (2.2) occurred in 2006. The report of the visiting team in 2006 contained many valuable suggestions but no recommendations, and Trinity had no follow-up items for reporting. The team affirmed recommendations that Trinity made to itself in the self-study process, but none of these items appeared as recommendations for follow-up. Trinity’s planning and assessment processes described in this report encompass virtually all of the internal recommendations that Trinity made to itself at that time.

Trinity did submit and receive approval for substantive change (2.3) in 2010 for Trinity’s program at THEARC in Southeast Washington, and the proposed online programs (RN-to-MSN and Educational Administration). As of this writing, Trinity has not implemented the fully online programs that received substantive change approval.

Section 3. Major Challenges and Opportunities for Trinity: Beyond the Paradigm Shift

Trinity Washington University is a comprehensive institution enrolling 2,300 students in associate, baccalaureate and master’s degree programs. Trinity’s student body in 2011 is 80% African American and Hispanic, with a broad diversity of students of many racial, ethnic, religious, cultural, and economic backgrounds. 66% of the students receive Pell Grants, and virtually all receive financial assistance.

Trinity’s comprehensive institutional self-studies in 1996 and 2006 chronicled the university’s journey through transformation from a relatively small historic Catholic women’s college serving mostly white, traditional-aged Catholic women to an increasingly diverse urban university with coeducational programs as well as the historic women’s college. The theme of “paradigm shift” coursed through those self-studies. The 2006 visiting team noted,

“The team has experienced in Trinity, at every turn, a mission-driven institution....The team commends the Trinity community for its remarkable clarity of understanding of mission and its unswerving devotion to living it out at all levels and in all units. (p. 5)

“The team recognizes the impressive congruence of Trinity in 2006 with the original vision of Trinity’s founders in 1897. The team admires and commends the University’s rejection of the notion that paradigm shift means abandonment of historic mission. Rather, we discover in the work and vitality of Trinity of 2006, a most obvious continuity with Trinity’s 110 year old mission expressed with a renewed relevance and vigor.... (p. 5)

“There is breath-taking achievement chronicled in the self-study: the move to University structure with three schools, the Trinity Center, dramatic improvement of financial results and the financial management systems and processes...Above all, perhaps, is the success of Trinity faculty in curricular and pedagogical change serving the students of the ‘paradigm shift.’” (p. 31)
The paradigm shift that occurred in the course of the last 25 years at Trinity made it possible for Trinity to surmount old challenges (declining enrollment and financial crises) while embracing the risks and opportunities inherent in choosing to serve a remarkably different student population from the historic Trinity profile. In discovering new life for its venerable mission to women who might otherwise be excluded from higher education, Trinity took a page from the wisdom of the College’s founders while charting a course into some of the most provocative issues of higher education in the 21st Century: whether under-prepared urban learners could become successful college graduates; whether a private college with a modest endowment could afford to become a leader in access to higher education for low-income students; whether a historic women’s college that still claimed a strong mission to women could also welcome men into a broad range of programs while retaining its distinctive mission to women’s leadership and educational advancement.

Founded in 1897 to serve women who were then barred from admission to Catholic University and other male-only Catholic institutions, Trinity generated controversy even before it had a campus. When word leaked out that the Sisters of Notre Dame de Namur (SNDs) were planning a new Catholic college for women, opposition swiftly arose to the plan on the grounds that it would ruin women’s traditional roles, and perhaps be close to the heresy of Americanism. Even the Vatican got involved, halting the project for a few months. But Trinity’s Founder Sister Julia McGroarty and the other SNDs persisted and eventually prevailed, winning supporters among priests and lay people alike.

A historian writing about the courageous religious women who pushed for the education of Catholic women in the days when such ideas were viewed as close to heresy had this to say about Sister Julia McGroarty:

“Like most American Catholic women [of that era, 1897], Sister Julia went to great lengths to emphasize that her new endeavors were adaptations of tradition rather than radical departures from the past. ...As she proceeded with plans to open Trinity College after the Vatican lifted its prohibition, however, Sister Julia’s work was complicated by people who had different interpretations of how far she should go in modifying tradition to ‘suit the times.’ On the one side was ... the superior general in Namur, who eventually judged that Sister Julia had gone too far. Taking the opposite view were Trinity’s clerical and lay supporters in Washington, D.C., who believed that Sister Julia’s close ties to Namur prevented her from going far enough.”

A similar passage could have described Trinity’s passage through the years of the paradigm shift in the late 1980s and 1990s as Trinity strove to define its strategic future. As Trinity struggled with issues of change and fidelity to mission, some constituents wanted Trinity to become far more traditional, while others advocated more radical change, even a clean break with the past. Like scores of other women’s colleges, most of which closed, coeducation at the historic men’s colleges had devastated Trinity’s enrollment. Unique to Catholic institutions, the “contributed services” of the religious labor that had sustained the institution also disappeared as women left religious life after Vatican II. Beset by financial hardship and a swiftly disappearing base of traditional students, and with the encouragement of a series of Middle States reports in the late 1970s and 1980s, Trinity reached out to new populations of students in the Washington region: working women who would attend at night and on weekends.

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Trinity’s Periodic Review Report reader in 1991 noted that enrolling significant numbers of adult working women at Trinity was as provocative as if Trinity had gone coed. Not only did this new population demand different academic programs --- Business Administration suddenly challenged the hegemony of the liberal arts majors --- these new students also drove other changes with profound sociological implications: predominantly African American students, no longer majority Catholic, women with children and jobs and homes elsewhere than the dorms.

Trinity embraced the necessary era of change while finding the philosophical root of its paradigm shift in the founding mission of access to higher education as a matter of social justice, a central value of the SNDs and the Catholic faith tradition. Trinity chose to sustain its historic women’s college in recognition of the considerable barriers that many women, especially in the urban center, continue to face in their quest for educational advancement and economic empowerment. Such women today are largely women of color, self-supporting women who often live on the economic edge while searching for better lives for their children.

But figuring out how to sustain the women’s mission was no longer enough. Trinity needed a more robust organizational model through which new programs generating new revenue streams could serve significantly broader populations of students, including men. Through the planning processes of the 1990s (see the current Strategic Plan, Achieving Trinity 2010 (3.1)), Trinity developed a clear philosophy that its historic mission of access for women once excluded from higher education could also extend to men who could benefit from Trinity’s programs in graduate and professional education. Believing that modern women’s colleges should eschew their outmoded exclusive images in favor of a more inclusive approach to contemporary education, Trinity developed an organizational model that gave new life to the old women’s college while including men in new academic units designed for the demands of today’s workforce. In this way, the old college model gave way to the new university design. In 2004, Trinity College became Trinity Washington University.

Embracing the historic mission of access for women as an opportunity to serve new populations proved to be a strategy fraught with great risk and tremendous reward. The risk, at first, was opposition, not unlike what the founders faced in 1897: why should these students go to this college? But over time, as the 2006 self-study reported, the opposition fell away when Trinity’s historic success in education took root again in the success of the new populations of students. Even as conflict over the new direction of Trinity faded with evidence of clear success, new, more pragmatic risks emerged: how could Trinity afford to educate a substantial number of low-income students? What must Trinity do to educate under-prepared students from the local public schools effectively? Who would teach these students, in what programs and what kinds of professional development would the faculty and staff need to ensure success? And, if Trinity realized true success in all of this, how could it accommodate the burgeoning population in venerable buildings created for an entirely different era in higher education?

Over the course of the last ten years, Trinity’s work in strategic and operational planning, budgeting, assessment and renewal --- all grounded in mission and Middle States standards --- has made it possible for the institution to grow and change in successful response to these challenges. Consistent with Middle States Standard 1, Trinity’s mission statement is the guiding force for all planning, budgeting, assessments and the life of the university.
This 2011 Periodic Review Report provides an updated report for Middle States on Trinity’s continuing embrace of these risks and the rewards that Trinity has achieved as the university has developed a successful model for the education of new populations. The figure below is a capsule summary illustrating some of the key change factors at Trinity --- the area chart behind the flags shows the growth in Trinity’s enrollment during this time. This report expands on these symbols to tell the still-unfolding story of Trinity through the first decade of the 21st Century.

Trinity Washington University Mission Statement

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.
A. Trinity’s Strategic Paradigm

Understanding Trinity today must start with the strategic paradigm that shapes the operation of the university:

Trinity’s four academic schools began with the historic women’s college, now known as the College of Arts and Sciences (CAS) and still bearing the official name of Trinity College. CAS in Fall 2010 reached 957 students, a remarkable turn-around for the college that had just about 300 students in 1989.

The three professional schools are all coeducational.

The School of Education (EDU) began as the M.A.T. program in 1968. Today, this unit offers a range of master’s degrees for teachers, counselors and administrators, and also conducts a robust continuing education program for teachers needing recertification.

The School of Professional Studies (SPS) started as the Weekend College in 1985. Today, SPS offers the associate’s, bachelor’s and master’s degrees in a broad range of professional disciplines. The students in this unit attend at night and on weekends. SPS is also the unit through which Trinity offers an associate degree program at THEARC in southeast Washington.

The School of Nursing and Health Professions (NHP) is Trinity’s newest unit, starting in Fall 2010. Nursing began at Trinity in 2006 and has grown quickly to become one of the largest undergraduate majors. Undergraduate students seeking to enter the health professions first enter CAS or SPS for their general education and prerequisites, and then gain admission to NHP.
B. Trinity Achievements 2006-2011

Since the report of the Middle States visiting team in 2006, Trinity has enjoyed these achievements:

- Overall enrollment has grown from 1618 to 2305, a 42% increase;
  - Enrollment in CAS, the historic women’s college, has grown from 526 to 957, an 82% increase;

- Nursing, a new program since 2006, has received CCNE accreditation and is growing rapidly;

- To accommodate the high demand for even more health programs, the School of Nursing and Health Professions was established in Fall 2010;
  - NHP plans additional programs in Exercise Science, Occupational Therapy, and other allied health professions in the next several years;

- The School of Education received its first NCATE accreditation in summer 2006 and has recently successfully completed its five-year NCATE review;

- Reflecting the respect and success that Trinity has throughout the District of Columbia, and upon the invitation of a group of community partners, Trinity established its first off-site location at THEARC in southeast Washington, offering an associate’s degree program for working adults in a neighborhood that has limited educational opportunities;

- Trinity’s faculty embraced the course management system known as Moodle, and by the 2010-2011 academic year virtually all courses have Moodle pages and many courses in the professional schools are available in hybrid formats;

- The concept design for the Trinity Academic Center was completed in Fall 2010;

- Trinity has launched the Second Century Campaign to support the new academic center and priorities for scholarships and endowment;

- Trinity weathered the recession of 2008-2010 very well, with enrollment increases and budget surpluses in years that other universities experienced declines;

- Trinity today operates in a surplus position and is well positioned for the fiscal challenge of a new building program.

C. Trinity’s Challenges and Opportunities 2011-2015

As with the previous accreditation moments of 1996, 2001 and 2006, this Periodic Review Report process is part of Trinity’s ongoing dynamic of strategic planning and assessment. The strategic plan is a living document that undergoes regular review and updating (3.2). Central to the planning process is an assessment of risks and opportunities in the external as well as internal
environment. During the last decade, Trinity has grown more astute in its ability to forecast and assess risks even as the external environment has grown more volatile.

In 2011, Trinity’s risk management review includes these factors as posing the most significant external risks to Trinity’s continuing progress:

- Regulatory and compliance challenges that increase liabilities, add considerable expense, or limit program growth, such as:
  - New regulations on registration of online programs in all states, while deferred for a time, have already slowed Trinity’s readiness to launch approved online programs;
  - Credit-hour regulations that could require substantial change in the accelerated program formats that adult students demand, thus reducing adult enrollments;
  - New facilities regulations arising through ADA or local regulatory authorities that create new liabilities or impose new retrofitting requirements;
  - New campus security regulations imposing new liabilities or requiring significant additional expenditures for compliance.

- Reduction in available federal and state funding for the neediest students, especially limits on Pell Grants, poses risks for Trinity’s student population which is 66% Pell eligible;

- Backsliding in the District of Columbia’s economic condition, which had been improving, potentially endangering local grant funding for D.C. residents;

- Continuing economic uncertainty restrains potential donors at a time when Trinity seeks to launch the largest capital campaign in its history;

- Increasingly onerous debt requirements in the credit industry could constrain Trinity’s ability to issue the kind of new debt necessary to support building plans.

Internally, the most prominent internal risks that Trinity faces include:

- Ironically, growth --- after decades of struggling to meet enrollment goals, Trinity now faces the challenge of growth. At 2,300 --- likely to hit 2,500 in the next academic year --- the size of Trinity’s student body is pushing the limits of Trinity’s venerable campus. Managing growth while sustaining quality and fiscal stability is Trinity’s greatest internal challenge today;

- Recruiting and retaining top talent: always a challenge in Washington, which is one of the most expensive labor markets in the nation, Trinity’s growth requires even more highly talented faculty and staff than ever before;
• Aging physical plant: to accommodate growth and new academic programs, and to be ready to meet potential regulatory risks;

• Capital development: whether Trinity’s constituencies have the resources and incentive to ensure the success of the largest capital campaign in Trinity’s history, to support the creation of the Trinity Academic Center.

These challenges drive Trinity’s strategic thinking and provoke even more concerted action to seize opportunities that will offset the challenges. The most prominent among the opportunities on Trinity’s agenda in 2011 is the opportunity to create the new Trinity Academic Center that will support continuing enrollment growth; make it possible to fulfill strategic goals for new programs, technologies, services, quality and reputation; and make it possible to relieve older buildings, especially Main Hall, in order to begin the future phase of renovation in those facilities.

D. The Trinity Academic Center: Creating Opportunity for Trinity’s Second Century

In Fall 2010, the Board of Trustees approved the concept design for the $55 million Trinity Academic Center (3.3), the first new academic facility on Trinity’s campus since the current Library opened in 1963. The Trinity Academic Center will include:

• Modern science laboratories replacing the current science facilities;
• Health professions laboratories for Nursing and Occupational Therapy;
• 24 new classrooms of varied sizes and configurations, all with modern technology;
• 22 faculty offices;
• A modern 400-seat auditorium;
• Student lounges, computer labs and other amenities to accommodate the large diversity of Trinity’s student body today.
The site plan for the front of the campus, below, shows the location of the new academic center alongside Main Hall and the current library.

Trinity’s current academic facilities include Main Hall, built in the early 1900s. The Science Building opened in 1941. The Library opened in 1963. Consistent with the prudent frugality of the Sisters of Notre Dame, Trinity never over-built. (Not shown on this site plan are the fields and residence halls that comprise the back half of the campus.)

Main Hall, with 225,000 net square feet, is a monumental building that serves as Trinity’s primary academic and administrative building, and also has modest residential capacity. While Trinity has maintained Main Hall wisely, substantial renovation of this historic structure is impossible without first providing other space for a large part of the academic operation.

Trinity’s current Science Building, opened in 1941, has served the university well for 70 years, but is inadequate to support the university’s growing needs for laboratories for the sciences and health professions.

Trinity’s 2007 Campus Master Plan (3.4) included a space utilization study that indicated that only 9% of all space on campus was actually used for instructional purposes. While the Academic Center has been a topic included in strategic plans since 1993, the results of the 2007 master planning process indicated the urgency of the project.

Trinity’s last major building project was the Trinity Center for Women and Girls in Sports, a comprehensive athletic and recreational complex in the heart of the campus. Opened in 2003, the Trinity Center was the first new building on Trinity’s campus in nearly 40 years. Since its opening, the Trinity Center has proven to be a great success. Designed to support not only Trinity’s needs for intercollegiate sports and campus recreation, but also to serve the community...
and provide auxiliary enterprise function space, the Trinity Center now hosts more than 30,000 visitors annually for a wide variety of programs, contributing to Trinity’s overall enrollment growth by raising the university’s visibility and introducing prospective students to campus amenities such as the fitness center.

The Trinity Academic Center will create similar opportunities to continue Trinity’s overall enrollment growth, reputation for modernity and campus accessibility, and hospitality for community organizations. Most important, with 24 new classrooms, as well as new science and health professions laboratories, the Trinity Academic Center will ensure Trinity’s long-term academic quality, innovative spirit and ability to meet all other strategic goals.

Financing the Academic Center project is both a challenge and an opportunity for Trinity. The section of this report on financial planning, below, provides details about the financial planning for the Academic Center.
Section 4: Enrollment and Finance Trends and Projections

Enrollment development and financial stability are Trinity’s #1 and #2 strategic goals, and a consistently close and careful focus on the factors that build enrollment has ensured Trinity’s growing fiscal stability and strength. (See Strategic Plan, Achieving Trinity 2010 (3.1))

A. Enrollment Trends and Plans

At the time of Trinity’s last comprehensive self-study, the Fall 2005 enrollments were the official data of record. Total enrollment then stood at 1618, with 526 in Trinity’s historic undergraduate women’s college, formally known as the College of Arts and Sciences (CAS), 656 in the School of Professional Studies (SPS) both undergraduate and graduate, and 436 in the graduate School of Education (EDU).

By contrast, Trinity’s enrollment as of Fall 2010 was 2305, a 42% total increase since 2005. Most gratifying of all, the undergraduate women’s college (CAS) grew to 957 students in this period, an 82% increase, a rare growth spurt for a contemporary women’s college. At the same time, SPS grew to 970 students, a 48% increase. On the other hand, EDU declined from 436 to 378, a 13% decline. This report analyzes these enrollment patterns in detail below.

The Strategic Enrollment Model (4.1) is a tool that Trinity uses regularly to track and plan enrollments. Chart 1 depicts Trinity’s enrollment history from 1900 to 2010:

**CHART 1: TRINITY HISTORIC ENROLLMENT HEADCOUNTS 1900-2010**

Chart 1 depicts Trinity’s growth and change from an undergraduate liberal arts college (the yellow area is the historic women’s college, now known as CAS) to a comprehensive multi-dimensional university (blue is EDU, red is SPS). The change began in the late 1960s with the development of the coeducational graduate degree program in Education for teachers, principals and school counselors. In 1985, Trinity began the Weekend College for adult working women...
that later became the coeducational School of Professional Studies. (NHP, the newest unit, is not recognized on this chart; those enrollments will start showing in Fall 2011.)

**Chart 2** provides a detailed look at Trinity’s enrollment growth since 2001:

### Chart 2: Enrollment Headcounts Since Fall 2001

- **2001**: 423
- **2002**: 409
- **2003**: 476
- **2004**: 419
- **2005**: 472
- **2006**: 436
- **2007**: 352
- **2008**: 325
- **2009**: 312
- **2010**: 333
- **2011**: 378
- **2012**: 495
- **2013**: 682
- **2014**: 668
- **2015**: 656
- **2016**: 693
- **2017**: 684
- **2018**: 784
- **2019**: 893
- **2020**: 970

Analysis of Trinity’s Enrollment Trends 2005-2010

Goals 3 through 10 of Trinity’s strategic plan support Goal #1 for Enrollment Development and Goal #2 for Financial Performance, which depends upon enrollment success. The relationship among these goals is expressed in **Chart 3**:

**Chart 3** Strategic Planning Design
Hence, the strategic plan anticipates enrollment growth as a result of goals and tactics for program development (Goal 3), technological advances (Goal 4), enlarged human resources and management capacity (Goals 5 and 6), improved services, institutional reputation and intellectual productivity (Goals 7, 8 and 9), and facilities development (Goal 10).

Trinity’s strategic plans and the processes related to planning have a firm foundation in benchmarking, both internal and external. The 2006 self-study provided significant material on the external cohort group used for benchmarking, and select examples of the benchmarks that Trinity uses to measure its progress and potential. For example, a study of comparable institutions shaped Trinity’s strategic thinking about the most likely size (3000 headcount) and mix of programs (especially health care programs) that would ensure institutional stability and quality. Trinity updates the benchmarks routinely. A sample presentation on the benchmarks is in the Virtual Document Room (VDR) (4.2).

A later section of this Periodic Review Report discusses the annual assessment of progress toward each strategic goal as well as the revision of the plan for the period 2011-2016 (see also VDR (3.2)). Trinity’s management team has a disciplined focus on tactics supporting these goals, with each weekly senior staff meeting starting with enrollment review, and all unit and departmental plans articulating to the institutional strategic plan.

Among the many strategies and tactics that Trinity has implemented to foster enrollment development, Trinity generally and through the departments and academic units focuses on these universally important enrollment drivers:

- **Academic programs aligned with market demand;**
  - The creation and implementation of the Nursing Program in 2006 spurred significant enrollment increases in both CAS and SPS;
  - New programs in Criminal Justice at the undergraduate level and International Security Studies at the graduate level have also propelled enrollment increases in CAS and SPS;

- **Affordability, focusing on pricing and financial aid strategies that astutely align Trinity’s tuition and aid packages with the needs of the chosen market;**
  - Full-time undergraduate tuition is dramatically lower than that of other private universities in the Washington region and the benchmark group, with tuition increases at less than 3% for more than a decade; (see Tuition and Financial Aid reports in the VDR (4.3))
  - Trinity’s institutional discount rate is held to 40% or less on the full-time tuition volume, a remarkable achievement in light of the clear financial need of the student population;
Trinity leverages external support carefully to maximize aid for all students, including Pell Grants, D.C. Tuition Assistance Grants and other external grants;

Trinity’s part-time tuition rates in all academic units compare favorably to those of regional universities, and Trinity leverages employer tuition benefits plans to enroll adult and professional students;

Beyond providing excellent financial aid packages, Trinity’s Office of Enrollment Services provides continuous and careful personal financial counseling services to all students who need help with financial planning for college.

- Program delivery systems appropriate for different target markets;
  - Adoption of the Moodle course management system for all courses has improved student satisfaction and led to more effective utilization of technology tools in pedagogy;
  - With Moodle, more courses in SPS have hybrid formats;

- Retention management strategies that include:
  - Emphasis on effective advising from admission through the student’s entire academic career;
  - Emphasis on assessment of student abilities at entrance to ensure the most effective pathway to student success;
  - Early intervention when attendance, academic or personal challenges appear to jeopardize student success;
  - Co-curricular support services to ensure that students have opportunities to receive additional academic support, tutoring, health services and other forms of assistance while in school;
  - Consolidated Enrollment Services in a central location make it possible for students to access information about financial aid, student accounts, registration, transcripts and various requirements in one location with a staff trained to provide multi-disciplinary assistance.

- Improved Marketing, Recruiting and Admissions Strategies and Tactics:
  - Admissions teams for all four academic units are housed together as a central administrative office, working at the direction of the president and vice president for admissions, and coordinating closely with each dean and faculty in the academic units as well as the Institutional Advancement team for publicity and marketing, and the Enrollment Services team for financial aid and registration.
Beyond these specific strategies and those discussed below in the sections on enrollment in the academic units, Trinity’s enrollment has also grown as a result of its increasingly strong reputation as a high quality academic provider for students in the District of Columbia. Trinity educates more D.C. residents (more than 1,000 in Fall 2010) than any other private university in the nation. Trinity serves primarily the D.C. populations in Wards 4, 5, 7 and 8, the most impoverished sections of the city. These students are able to attend Trinity as a result of the D.C. Tuition Assistance Grants, D.C. College Access Grants, D.C. Achievers Scholarships, and other outside grant programs, Pell Grants, and Trinity’s own institutional aid. (See President McGuire’s testimony before D.C. Council on Trinity’s service to D.C. (4.4) )

The following sections discuss the ways in which key elements in this plan have fostered enrollment development in each of the academic units.

**College of Arts and Sciences**

Trinity’s historic undergraduate women’s college, the College of Arts and Sciences, has experienced tremendous growth in the last ten years, and particularly since the last Middle States report was written in 2005, from 526 students in Fall 2005 to 957 in Fall 2010, an 82% increase depicted in Chart 4, below:

![Chart 4: CAS Enrollment Headcounts Since Fall 2005](chart)

Trinity’s CIRP (Cooperative Institutional Research program) reports (4.5) (4.6) provide an important profile of this population. Several factors in CAS have contributed to this enrollment increase:

1. **Program Development**

Goal #3 of Trinity’s strategic plan calls for program development to generate opportunities for new enrollments. The growth of CAS illustrates the effectiveness of this goal.

*Nursing* is the program with the most pronounced impact on CAS enrollments. Trinity’s Nursing program began in 2006 with the RN-to-BSN program that attracted predominantly adult students in SPS. With the addition of the full prelicensure program in Fall 2008, CAS also began
to welcome increasing numbers of new students seeking the BSN degree. As of Spring 2011, 39 CAS students declared Nursing majors and received acceptance into Nursing, and 126 additional CAS students have indicated their intention to pursue Nursing.

While the Nursing major is delivered through the NHP unit (School of Nursing and Health Professions), full-time daytime women first enroll in CAS to complete their general education and prerequisites, and upon successful completion of those courses, usually at the end of second year, they apply for admission to Nursing. Along the way, students receive careful advising, and if it appears that a student will not be able to gain admission to Nursing, the CAS advising process helps her to focus on other majors.

*Criminal Justice* became a baccalaureate major in 2008, quickly becoming one of the top intended majors among new students, and now enrolling 30 majors.

*Business Administration* underwent program revision and became a more attractive major for CAS students, experiencing a 150% increase in majors (from 18 to 45) in just 3 years.

*Psychology* remains the top major program in CAS, enrolling 46 students as of Spring 2011, and the addition of a track in Forensic Psychology helped to boost this enrollment.

*Chart 5*, below, shows all CAS majors since Fall 2008, and the trend lines are clear:

![Chart 5: CAS Major Enrollments Fall 2008 to Spring 2011](chart.png)
2. Retention Emphasis: First Year Experience and New General Education

One of the most important collegial suggestions in the 2006 visiting team report, supporting an initiative in the early planning stages at that time, urged Trinity to expand its successful “Future Focus” program for first year students with learning issues to include all students. Along with creating a new, comprehensive First Year Experience (FYE) Program, the dean and faculty in the College of Arts and Sciences also created a new General Education curriculum emphasizing first year skills for collegiate success and more sequential requirements through the student’s academic career. (See VDR (4.7) Child and Parsons, “Improving Retention and Learning for High Risk Students Through Curriculum Reform,” presentation to the Consortium for Retention Data Exchange.)

As a result of these initiatives, since 2006 Trinity’s retention of first-year full-time undergraduates from first year to second year has improved from 60% in 2005-2006 to 74% in 2009-2010. A 14% increase in this retention measure is remarkable evidence of the success of Trinity’s FYE and General Education program. The overall performance of CAS on fall-to-fall retention (Chart 6) has improved as well, from 68% in the 2006-2007 performance to 76% in the 2009-2010 performance since the introduction of the new FYE and General Education program:

Fall-to-Spring (Chart 7) retention reinforces this positive upward trend. CAS achieved 90% fall-to-spring retention from Fall 2010 to Spring 2011 for the first time, and given the larger overall student body, this bodes well for the ability of CAS to sustain its enrollment at the strategic goal level.
Some of the key elements of the FYE program that also are critical tactics promoting retention in CAS include:

- Learning communities: beginning in Fall 2007, all new first-year students have been assigned to a course in which their instructor is also their faculty advisor. This structure promotes a much deeper understanding of the student’s abilities and challenges on the part of the advisor and also helps break down the reticence of some new students to seek advising. The advising relationship that originates in the Learning Community is intended to last for at least one full academic year and often lasts longer, depending on when the student declares her major.

- Emphasis on advising:
  - Intensive advising services are offered to all students who are deemed to be particularly vulnerable academically. These include all students on academic probation, who must meet with a professional advisor over the summer and in between the Fall and Spring semesters to discuss academic success resources and strategies, as well as schedule adjustments as needed. (See Gonzales, Academic Probation Outcomes (4.8))
  - Intrusive advising occurs when students are flagged through “early alert” data collection and/or midterm grades. Advisors pro-actively contact students and meet with them to review their academic status, set academic goals, and map out a timetable for staying on track and focused on academic success.
  - The Triage Program: CAS instituted a program in Fall 2009 to offer advising support to students who face a serious health, family, or other personal issue during the course of the semester. The fulltime advising staff serve as a liaison between the student and her professors, working with the student to make sure that she has the resources she needs to make up missed work. Enrollment in the program has surged this year; the semester completion rate of Triage participants is high, typically over 80%. (See Hunter, Triage Program Results (4.9))

- Math instruction: With the hiring of expert instructors to deliver developmental math courses, Math instruction has been expanded beyond the classroom to include “Math Success Sessions” which consist of intensive problem-solving workshops led by Math Specialists, faculty, and/or trained tutors. Because these are group sessions and whole classes are urged to attend, students who feel stigmatized by one-on-one tutoring have a useful and productive alternative.

- Critical reading instruction: Requiring all new students to take an intensive reading course in their first semester at Trinity has proven a helpful method of both improving student proficiency in reading, and also helping students to acculturate to what is still a primarily text-based academic culture.
• Writing support: As with Math, the hiring of experts in developmental writing in the form of Writing Specialists has helped retain students both through direct instruction and also through the Writing Specialists’ role as a faculty resource.

3. The CIRP Profile of Trinity First Year Students in CAS

In addition to the many internal data points and scans that inform Trinity’s enrollment and retention efforts, Trinity also participates in the Cooperative Institutional Research Program (CIRP) (4.5) (4.6).

The CIRP data reveals the many challenges that CAS students present when first enrolling at Trinity. CAS programming often speaks very directly to these challenges. For instance, when compared to other students in a cohort of all-women’s Catholic colleges, Trinity enrolls a higher percentage of students for whom English is a second language. Trinity’s entrance assessments, its writing program initiatives and Writing Center, therefore, play an important role in ensuring that these students find appropriate instructional support for their writing.

Further, given that a significant majority of Trinity’s students report that they are first-generation students, the intensive and intrusive advising programs, coupled with Trinity’s dedicated 10-day orientation program, reaches out to ensure that students for whom college provides a new “language” – the lexicon of higher education – have a robust support system. Whether through meeting with learning community advisors or through working with the triage program that provides just-in-time support as well as proactive initiatives for student success, CAS meets students at the place(s) where data tells us they may need most assistance.

As is evident both in the CIRP data as well as in other reports cited here, that assistance most typically comes in the form of financial aid. Indeed, Trinity’s students often have profound financial need, particularly when compared to students in similar institutions. The Fall 2010 CIRP data reveals that new CAS freshmen estimate their median family income at $25,000, and this is both consistent with prior years’ data and generally consistent with the data available through financial aid.

A complete analysis of Trinity’s financial aid assistance is available in the VDR (4.3).

Recognizing the challenges this poses, CAS continues to work with Enrollment Services to ensure programming about financial aid during orientation, to follow up with all students to ensure payment arrangements are in place throughout the year, and to ensure that all students have equal access to necessary supports such as health care, tutoring, disability services, and other facets of collegiate life that emerge as essential for students stressed in multiple ways.

All of these supports, informed by local and national scans and consistently part of assessment feedback loops, speak to the significant physical, fiscal, and human resources CAS devotes to ensuring every student’s strongest opportunities for collegiate success.
School of Professional Studies

Enrollment in the School of Professional Studies has also increased since 2005, from 656 to 970, a 48% increase over time, depicted in Chart 8 below:

As with CAS, the enrollment trend has moved upward because of new program development and a focus on retention management.

1. Program Development in SPS

Consistent with Strategic Goal #3, SPS has developed new programs to attract new enrollments. Some of these programs are similar to those driving enrollment in CAS, but appealing to the target market of adult and professional learners. The key new programs include:

Nursing: SPS was the first unit to house the Nursing Program before NHP evolved as a separate unit. While the enrollments are still shown in SPS, starting next year the actual declared nursing majors will appear as NHP enrollment. Nursing began in SPS as the RN-to-BSN program, and today SPS enrollment includes both RN-to-BSN students and those in the BSN prelicensure program. As of Spring 2011 SPS Nursing includes 101 majors (both RN-to-BSN and BSN) and 111 students who say they intend to major in Nursing.

Criminal Justice has also become a large major program in SPS, growing from 20 to 64 students in just three years.

At the graduate level, the master’s in Communication has growth significantly, and a new master’s degree in International Security Studies is also growing.

Additionally, in 2007 Trinity opened its first associate’s degree program at THEARC in southeast Washington. This program has become a feeder program for enrollment in the baccalaureate program in general studies.
Chart 9 depicts changes in enrollment in SPS major undergraduate and graduate programs since Fall 2008:

CHART 9: SPS Major Enrollments Fall 2008 to Spring 2011

2. Retention Management in SPS

Retention strategies for students in the School of Professional Studies are necessarily different from those in CAS because the students are older, working full-time for the most part and managing families, children, careers and even aging parents while trying to complete degrees. The patterns of attendance --- enrolling, stopping out, re-enrolling, etc. --- are much harder to track than those of younger full-time students.

Even acknowledging the differences in populations, SPS is also showing progress in retention management across both its undergraduate and graduate populations, Chart 10, below:
The SPS analysis of retention and attrition patterns identified these issues:

- Although new retention and student services efforts should positively impact enrollment and retention patterns, further analysis of spring-to-summer and summer-to-fall patterns may reveal areas of weaknesses:
  - They may be a correlation between UG Fall to Fall and Spring to Fall retention and poor passing rates in pre-foundational math and English during past summer semesters;
  - Students at both levels who choose to sit out the summer semester may have a harder time reengaging in their studies;
  - Students who begin their program in the summer, when services are less defined, may have less success;
  - It seems that there may be an increased percentage of GR students that are not typically following a three semester schedule;
  - More graduate students seem to begin their programs in spring and/or summer and graduate faster.

- Next Steps
  - Spring-to-summer and summer-to-fall retention and enrollment numbers will be examined for weaknesses;
  - Several new advising related high touch initiatives have begun and their impact will be measured and assessed. Academic advisors (staff and faculty) will be trained to implement new standards for customer service and student retention in Summer 2011.
School of Education

Trinity’s School of Education experienced a downturn in enrollment in 2005-2008, but trend has been modestly upward in the last two years, Chart 11, below:

Several key factors conflated to drive the enrollment downturn from 2005 to 2008 in the School of Education. Trinity went through its first NCATE accreditation review in 2005-2006, receiving NCATE accreditation in 2006, and as part of that process, the faculty in the School of Education strengthened admission requirements along with adopting a more rigorous retention policy. Among other factors, EDU began to require passing Praxis I as a requirement for admission. As a result, fewer candidates were admitted and more students were dismissed for academic deficiencies. Changing dynamics for the teaching profession, particularly in the District of Columbia, also emerged as a significant challenge to Trinity’s teacher preparation programs. Under the leadership of Chancellor Michelle Rhee, the D.C. Public Schools changed teacher credentialing requirements to allow new service providers (Teach for America, the New Teacher Project, New Leaders for New Schools) to send personnel directly to the schools without graduate-level education credentials. Trinity’s population of aspiring D.C. teachers and school administrators declined precipitously during this time.

1. Program Development in EDU

The rise in EDU enrollment following 2008 is largely a result of a change in the Counseling program to broaden the curriculum beyond school counseling to fulfill requirements for licensed professional counselors. As a result, the M.A. in Counseling grew from 47 to 113 students from Fall 2008 to Spring 2010, a 140% increase. Chart 12 shows EDU major enrollments:
In spring 2011, Trinity’s School of Education had a very successful five-year NCATE review, and with the results of this most recent self-study and team report, EDU is now engaging in a new strategic planning process to identify the programs and services most likely to achieve Trinity’s strategic goals in the future.

2. Retention Management in EDU

As with enrollment generally, EDU retention has experienced retention challenges during the last five years, see Chart 13, below, but some of this challenge is a direct result of the NCATE-driven strengthening of the academic requirements. EDU faculty take a rigorous approach to student academic performance and professionalism. Trinity also has a firm policy on plagiarism which includes the penalty of expulsion for graduate students. The combined force of more rigorous academic requirements and a firm stance on plagiarism means that more students leave the EDU programs before completion.
Enrollment Forecast 2011-2015

Trinity’s revised strategic plan for the period 2010-2015 will continue enrollment development as Strategic Goal #1.

Trinity’s overall enrollment grew 42%, from 1618 to 2305, from Fall 2005 to Fall 2010.

In the next five years, Trinity’s forecast is for total enrollment to grow 30% to achieve the 3000 student mark that the strategic plan has anticipated for the last ten years, per Chart 14, below. The long-anticipated goal of 3000 students is essential for the financial model required to support the development of the new Trinity Academic Center discussed in more detail below.

While the overall forecast is for 30% growth, the year-to-year growth forecasts are more modest:

The green bands in the enrollment chart above represent the addition of new programs in the School of Nursing and Health Professions (NHP), Trinity’s newest academic unit. NHP enrollments have not appeared on prior enrollment charts, obviously, because the unit is new. Consistent with the design of Trinity’s strategic plan, enrollment growth will occur through the introduction of new programs, primarily in NHP, where the overall enrollment forecast is for growth to 535 students by 2015 in a variety of programs, including:

- Nursing: additional growth in the BSN and addition of MSN programs including online MSN, RN-MSN
• Exercise Science: added first as a CAS major, which will drive CAS enrollment, this baccalaureate major will become a platform for future master’s-level majors in allied health professions;

• Occupational Therapy: NHP will add programs in OT at both the associate degree and master’s degree levels;

• Other new programs for NHP will emerge as a result of partnerships with the National Rehabilitation Hospital and other healthcare providers in the Washington region.

From the beginning of the Nursing Program in 2006, Trinity has enjoyed excellent support and encouragement among the major hospitals and healthcare providers in the Washington region. Trinity is located just three blocks away from the Washington Hospital Center, which is the largest hospital in the region; President McGuire serves on the board of WHC. WHC is part of Medstar, a healthcare group that includes the National Rehabilitation Hospital (on the same campus as WHC), Georgetown Hospital and four hospitals in Baltimore, as well as clinics throughout the region. Also immediately adjacent to the WHC campus is Children’s National Medical Center and the Veterans’ Administration Hospital. Providence Hospital is a short distance away. Trinity’s location in a part of Washington that has such a heavy emphasis on healthcare providers makes Trinity an ideal location for building health professions programs, and these providers have been very supportive in helping Trinity to develop the program concepts. Additionally, these providers are immediate sources of students as personnel at the various hospitals seek to upgrade their degree levels and credentials.

The growth in the health professions programs will drive undergraduate enrollments in both CAS and SPS since those two units are gateways for full-time daytime and part-time evening/weekend students who ultimately will matriculate into the health professions majors, as is currently the case with the BSN.

The Strategic Enrollment Model includes specific targets for the development of individual programs related to the overall goals. These specific targets have further detailed plans for new student enrollment and retention of students over time. Trinity continuously assesses the Strategic Enrollment Model to be sure it is realistic and achievable. Changes in professional requirements, competition in the region, economic conditions or other factors can cause the exact numbers in the plan to change over time, but the overall goals remain consistent.

Note: As of May 20, 2011, the Fall 2011 new student reports from admissions exceed the Fall 2010 results by a significant margin on the week-to-week comparison in all academic units, and performance is on track to meet the strategic enrollment targets for Fall 2011. At the same time, the performance of continuing students completing registrations for Fall 2011 exceeds prior year same-time results by a considerable margin, and is on track to meet or exceed budget targets. Overall, in light of the strong new student and returning student trends, Trinity is confident that it will meet or beat the enrollment forecast in the Strategic Enrollment Model for FY2012.
B. Financial Analysis and Financial Planning

Goal #2 of Trinity’s strategic plan emphasizes continuous financial planning and performance according to benchmarks. Trinity has a five-year financial plan, Chart 15, below that is tied to the enrollment projections above.

For the last seven years, Trinity has used a set of standard Moody’s benchmarks for annual financial review and continuous planning (4.10) (4.11) (4.12). These benchmarks compare Trinity to Baa institutions on key ratios that demonstrate overall financial position, operating performance, debt position/leverage and liquidity. Satisfaction of Trinity’s debt covenants is also part of the annual strategic financial review. Additionally, Trinity’s auditors Brown Edwards provide an annual report on Trinity’s performance in relation to the composite financial index for higher education.

Trinity’s Board of Trustees reviews the financial indicators annually through meetings of the full board, Finance Committee and Audit Committee, and the Finance Committee engages in continuous review of annual and quarterly financial performance.

1. Five-Year Financial Plan Chart 15:

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<td>349,050</td>
<td>349,050</td>
<td>349,050</td>
<td>349,050</td>
</tr>
<tr>
<td><strong>Net Tuition and fees</strong></td>
<td><strong>22,817,153</strong></td>
<td><strong>22,572,517</strong></td>
<td><strong>24,782,083</strong></td>
<td><strong>27,839,350</strong></td>
<td><strong>30,624,675</strong></td>
<td><strong>32,322,642</strong></td>
</tr>
<tr>
<td>Gifts &amp; Private Grants</td>
<td>1,060,574</td>
<td>750,000</td>
<td>750,000</td>
<td>750,000</td>
<td>750,000</td>
<td>750,000</td>
</tr>
<tr>
<td>Auxiliary Enterprises Revenue</td>
<td>3,244,353</td>
<td>3,336,602</td>
<td>3,436,689</td>
<td>3,538,791</td>
<td>3,645,088</td>
<td>3,755,771</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>254,487</td>
<td>260,550</td>
<td>266,854</td>
<td>273,410</td>
<td>280,228</td>
<td>287,320</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>27,952,825</strong></td>
<td><strong>27,497,925</strong></td>
<td><strong>29,811,883</strong></td>
<td><strong>32,977,807</strong></td>
<td><strong>35,876,248</strong></td>
<td><strong>37,691,990</strong></td>
</tr>
<tr>
<td>Net Assets Released From Restriction</td>
<td>559,720</td>
<td>559,720</td>
<td>559,720</td>
<td>559,720</td>
<td>559,720</td>
<td>559,720</td>
</tr>
<tr>
<td><strong>Total revenue, gains and other</strong></td>
<td><strong>28,512,545</strong></td>
<td><strong>28,057,645</strong></td>
<td><strong>30,371,603</strong></td>
<td><strong>33,537,527</strong></td>
<td><strong>36,435,968</strong></td>
<td><strong>38,251,710</strong></td>
</tr>
<tr>
<td>Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>13,923,323</td>
<td>14,629,596</td>
<td>15,386,111</td>
<td>16,197,282</td>
<td>17,067,945</td>
<td>18,003,399</td>
</tr>
<tr>
<td>Benefits</td>
<td>1,522,626</td>
<td>1,657,660</td>
<td>1,805,337</td>
<td>1,966,877</td>
<td>2,143,622</td>
<td>2,337,043</td>
</tr>
<tr>
<td>Utilities</td>
<td>1,474,888</td>
<td>1,622,376</td>
<td>1,784,614</td>
<td>1,963,075</td>
<td>2,159,383</td>
<td>2,375,321</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>7,566,938</td>
<td>7,927,983</td>
<td>8,309,909</td>
<td>8,714,413</td>
<td>9,143,406</td>
<td>9,599,034</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td><strong>24,487,772</strong></td>
<td><strong>25,837,616</strong></td>
<td><strong>27,285,971</strong></td>
<td><strong>28,841,649</strong></td>
<td><strong>30,514,355</strong></td>
<td><strong>32,314,797</strong></td>
</tr>
<tr>
<td>Change in unrestricted net assets from operating activities</td>
<td><strong>4,024,773</strong></td>
<td><strong>2,220,029</strong></td>
<td><strong>3,085,632</strong></td>
<td><strong>4,695,879</strong></td>
<td><strong>5,921,613</strong></td>
<td><strong>5,936,913</strong></td>
</tr>
</tbody>
</table>

The full financial forecast model (4.13) as well as the enrollment model (4.1) (4.14) are available in the VDR. The forecast above includes these assumptions:
• On the revenue side:
  o Enrollment assumptions come from the Strategic Enrollment Model (4.1) described in the prior section;
  o Tuition increases planned at 3% consistent with historic tuition increases;
  o Discount rate of 38% on CAS tuition volume;
  o Annual Fund gift levels held at $750,000, below FY10 level, because of the possible impact of a capital campaign on annual gifts;
  o Auxiliary enterprise revenues held in a steady state reflecting external economic conditions for conferences.

• On the expense side:
  o Administrative salaries increased at a rate of 3% annually;
  o Faculty salaries increased at a rate of 10% annually to include necessary new positions to support enrollment growth plus continuing salary adjustments;
  o Benefits increasing at 10% annually largely as a result of increased health insurance costs and increased size of faculty;
  o Utilities increasing at 10% annually reflecting experience in D.C.;
  o All other expenses increasing 3-5% based on experience.

2. Financial Performance

In order to support Trinity’s Strategic Goals, Trinity’s financial team has focused on these strategic priorities:

  • Generate financial surplus to improve Trinity’s financial foundation;
  • Strengthen the balance sheet to position Trinity for an investment grade rating.

Annual departmental plans supported these priorities in the following ways:

  • Aggressive cost control through improved online purchase order approval process;
  • Continued emphasis on receivables management and student receivables turnover;
  • Utilizing a detailed budget process that relates expenditures to strategic priorities and ensures a financial surplus;
  • Creating a five year financial model and analyzing strategic financial ratios on a regular basis for benchmarking purposes;

As a result of emphasizing these priorities, Trinity realized the following achievements in relation to the priorities, and these have had an impact on Trinity’s strategic goals in the ways described.

  • Trinity generated a net operating revenue surplus of $676K in 2009, $3.823 million in 2010, and a projected net operating surplus of $4.445 million in 2011. This has represented a very positive trend, which has greatly helped improve Trinity’s financial foundation.
- Trinity’s balance sheet has seen great increases in asset values from 2009 – March 31, 2011. At 6/30/09, assets were $54.2 million. At 6/30/10, assets were $58.6 million. At 3/31/11, assets were $68.5 million. Almost entirely these increases were seen in the areas of cash and investments. These increases demonstrate a profound strengthening of Trinity’s balance sheet, specifically related to liquidity.

The chart below shows Trinity’s progress from 2006 to 2010 on the strategic financial ratios:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actual Debt Service Coverage</strong></td>
<td>Measures actual margin of protection for annual debt service payments from annual operations</td>
<td>Annual operating surplus (deficit) plus interest, FIN47 accrual, bond amortization and depreciation expense, divided by actual principal and interest payments</td>
<td>3.792</td>
<td>1.156</td>
<td>1.000</td>
</tr>
<tr>
<td><strong>Actual Debt Service to Operations</strong></td>
<td>Measures actual debt service burden on the annual operating budget</td>
<td>Actual annual debt service divided by total operating expenses</td>
<td>4.37%</td>
<td>4.15%</td>
<td>4.44%</td>
</tr>
<tr>
<td><strong>Annual Days Cash on Hand</strong></td>
<td>Measures liquidity by indicating the number of days' expenses that could be covered by operating cash.</td>
<td>Concentration Account + Campaign Account * 365 Divided by Total Expenses Less Depreciation Expenses</td>
<td>182</td>
<td>140</td>
<td>139</td>
</tr>
<tr>
<td><strong>Annual Liquidity to Demand Debt</strong></td>
<td>Measures an institution's ability to repay its demand debt from its annual liquidity</td>
<td>Concentration Account+Campaign Account/Debt</td>
<td>71.9%</td>
<td>51.9%</td>
<td>47.8%</td>
</tr>
<tr>
<td><strong>Annual Operating Margin %</strong></td>
<td>Indicates the excess margin or (deficit) by which annual revenues cover operating expenses</td>
<td>Adjusted total unrestricted revenues less unrestricted operating expense/adjusted total unrestricted revenues</td>
<td>8.04%</td>
<td>-2.95%</td>
<td>-3.83%</td>
</tr>
<tr>
<td><strong>Cushion Ratio</strong></td>
<td>Cash +Short Term Investments + Unrestricted Long Term Investments/Principal and Interest payments</td>
<td>8.041</td>
<td>5.742</td>
<td>5.641</td>
<td>5.955</td>
</tr>
<tr>
<td><strong>Direct debt to total capitalization</strong></td>
<td>Measures portion of the Balance Sheet funded by debt</td>
<td>Direct debt divided by total net assets plus direct debt</td>
<td>0.338</td>
<td>0.374</td>
<td>0.341</td>
</tr>
<tr>
<td><strong>Expendable financial resources to direct debt (Viability)</strong></td>
<td>Measures coverage of direct debt by financial resources that are expendable in the long run</td>
<td>Total unrestricted and temporary restricted net assets less net investment in plant plus direct debt, divided by direct debt</td>
<td>0.802</td>
<td>0.586</td>
<td>0.761</td>
</tr>
<tr>
<td><strong>Return on net assets</strong></td>
<td>Indicates direction and degree to which an institution has improved its total resource base</td>
<td>Increase (decrease) in total net assets, divided by average total net assets (the sum beginning and ending net assets divided by two)</td>
<td>12.94%</td>
<td>17.02%</td>
<td>-3.37%</td>
</tr>
</tbody>
</table>

The complete sets of the strategic financial ratios for 2010 (4.10) as well as 2009 (4.11) and 2008 (4.12) are in the VDR.
3. Financial Controls

Trinity’s financial management team wins consistently high praise from the Brown Edwards auditors for firm adherence to budgets and financial plans and a strong emphasis on modern financial controls. In the last five years Trinity’s chief financial officer and team have added or strengthened these processes and controls to ensure fiscal accountability:

- Purchase orders are now electronic, and the payables process is managed very carefully. All PO’s are reviewed by the CFO, and the president reviews those in excess of $1000. The purchase order policy is promulgated regularly, and no budget managers may incur expenses without following the PO policy.
- Credit cards are limited and carefully controlled through the PO process as well.
- The CFO and controller review the monthly trial balance in detail and review the monthly income statement with the president, providing specific analysis on various financial trends.
- Attention focused on receivables management and analysis has ensured significantly improved receivables performance.

As evidence of the effectiveness of the financial controls, Trinity has had clean audits throughout the last five years, and there were no management letter comments in FY10, with very few comments in prior years.

4. Financial Planning for the Trinity Academic Center

As part of the Board of Trustees review of the concept design for the new Trinity Academic Center, and in anticipation of a new capital campaign to support that project, the chief financial officer created a “stress test” (4.15) to determine Trinity’s likely debt capacity and financing options for the new project.

The key assumptions of financial planning for the Academic Center are:

- Trinity’s current debt is $17.1 million on the Trinity Sports Center, and Trinity is satisfying all debt covenants;
- Trinity’s financial performance indicates that Trinity could have an additional $25 million in debt capacity at present;
- The 2010 estimated cost of Phase One of the Academic Center project is $55 million;
- The enrollment target of 3,000 students by 2015, according to the strategic enrollment model, is the baseline enrollment necessary to support new borrowing;
- Capital gifts of $30 million will support the Academic Center project, with no less than $15 million cash-in-hand from capital gifts prior to securing financing, and the balance of the pledges will be paid over no more than five years;
• Assuming the enrollment and fund raising targets described above are successful, Trinity would borrow $40 million to support construction of the Academic Center. The stress test model provides additional details about annual debt service and the interest rate.

After receiving this financial analysis, Trinity’s Board of Trustees approved the commencement of the capital campaign in November 2010 (4.16) (4.17). The nucleus phase is underway with the cultivation and solicitation of lead gifts. The capital campaign timetable, below, anticipates having significant lead gifts in hand by early 2012. The board and president are firm that the capital campaign must meet its targets as a requirement for proceeding with the rest of the financial plan for the building project.

### Trinity Capital Campaign Schematic and Early Timetable

**CONCEPT DESIGN**

- Financial Analysis, Lender Cultivation, Rating Agency Visits

**ARCHITECT SELECTION**

- Schematic Design
- Contractor Selection

**BOND ISSUE PREPARATION**

**NUCLEUS PROSPECT CULTIVATION/SOLICITATION**

- Checkpoints/Targets
- $5m...$10m...$10m...$15m...$20m...$20m

**MAJOR GIFTS PHASE**

- Go-forward decision

**STAFF AND SYSTEMS UPGRADES**

- PROSPECT CULTIVATION FOR MAJOR AND PUBLIC PHASES

5. Other Financial Reports

The Virtual Document Room includes all other financial reports that must accompany the Periodic Review Report, including:

- IPEDS 2010 Financial Report (4.27)
- IPEDS 2009 Financial Report (4.28)
Section 5: Organized and Sustained Processes to Assess Institutional Effectiveness and Student Learning

In fulfillment of all of the Middle States Characteristics of Excellence, and with a special emphasis on fulfillment of Standard 7 on Institutional Assessment and Standard 14 on Assessment of Student Learning, Trinity’s faculty and administration have developed routine academic and administrative assessment processes that ensure a pervasive culture of assessment across the campus at the institutional, departmental and programmatic, course and service levels.

A. Institutional Effectiveness

1. Assessing Institutional Effectiveness: Platform in the Strategic Plan

Consistent with Standards 1 and 2, Trinity’s strategic plan is rooted in mission and provides the framework for all planning, resource allocation and assessment at Trinity. Trinity’s current Strategic Plan, Achieving Trinity 2010 (3.1) presents ten comprehensive goals that establish the framework for measuring Trinity’s progress across the institution. The Board of Trustees established the original strategic plan in 1992 after institution-wide processes that created Trinity’s first strategic plan. Since that time, the plan has undergone annual review (3.2) and periodic changes, and has formed the backbone of operational planning and budgeting. As mentioned previously in this report, the strategic planning process also uses a broad set of benchmarks (4.2) derived from publicly available data (e.g., IPEDS) on a cohort group of sixteen other similar institutions. Trinity’s successive strategic plans have also formed the backbone of Middle States self-studies in 1996 and 2006, receiving positive endorsements from the visiting teams in each decennial review, and creating the foundation for updated strategic plans.

Achieving Trinity 2010 is the strategic plan that emerged from the 2006 self-study process, and the visiting team reviewed and affirmed the plan. The completion of this 2011 Periodic Review Report will lead to the formulation of an updated strategic plan that will then form the backbone of the 2015-2016 self-study and comprehensive accreditation review.

Trinity’s management team reviews progress toward the strategic goals in formal retreats twice a year, and the Board of Trustees receives an annual review of progress toward the strategic goals. The VDR includes samples of the annual strategic plan review reports to the board (3.2).

The strategic plan provides the framework for annual plans across all operating departments, and these plans must also include assessments. The following section discusses this management planning and assessment process and results. The Virtual Document Room includes these management planning and assessment reports related to this section:

- 2010-2011 Master Set of Management Plans and Assessments (5.1)
- January 2011 Review of Progress Toward 2010 Management Goals (5.2)
- 2009-2010 Master Set of Management Plans and Assessments (5.3)
- 2008-2009 Master Set of Management Assessments (5.4)
- 2007-2008-2009 Summary of Management Plans and Results (5.5)
2. Assessing Institutional Effectiveness: Management Planning and Assessment

Trinity assesses institutional effectiveness in several ways:

- **Per discussion in Section 4, above, on Enrollment**, Trinity’s management and board engage in close and careful continuous assessment of the effectiveness of institutional strategies to build enrollment, responsive to Strategic Goal #1 and supported through subsequent strategic goals, and this includes:
  
  - Review of enrollment progress and analysis of retention patterns is the first agenda item for every weekly senior staff meeting;
  
  - Deans include retention management as action items in their annual plans and assessments;

  - The Enrollment Management Team, consisting of the leaders of Admissions, Enrollment Services, Student Services, the academic deans, provost and president, meets periodically as a whole group or in respective academic unit teams to review and assess the effectiveness of enrollment development strategies including marketing and recruiting tactics, admissions results, financial aid considerations, student services factors, retention patterns and factors driving retention or attrition;

  - The Board of Trustees reviews and assesses the effectiveness of enrollment management at every board meeting and at the annual board retreat.

- **Financial Assessment**, responsive to Strategic Goal #2, occurs through annual benchmarking against Moody’s medians as described in Section 4 above, as well as the CFI review of the auditors, and the monthly and quarterly performance reviews conducted by management and the Board of Trustees.

- **Management Assessment** of the performance of administrative departments, programs and services, keyed to the strategic goals, occurs in a continuous process of planning and assessment, as follows:
  
  - By June 1 of each year, every administrative department, under the direction of the senior staff member responsible for that function, creates or updates the annual operational plan (5.1) (5.3) (5.4) (5.5) that is responsive to Trinity’s strategic plan, and defines the departmental goals and objectives for the year ahead; these plans present analysis of the prior year’s performance against plan and assessment results, so that the new goals and objectives are a result of the analysis and assessment.

  - Management (the senior staff) reviews these plans comprehensively at senior staff retreats held at least twice a year (5.2) (5.5), and the president also meets
individually with each manager to review the plan for consistency, conformance to assessment expectations and responsiveness to strategic goals.

- Member of the senior staff periodically report progress against plans at the senior staff meetings that take place weekly.

- In January of each year, management reviews six-month progress toward goals in the plans, and this review forms the basis for the next round of planning and assessment, due June 1.

- The January management review of progress toward plans also forecasts the likely new resource needs for the following plan year, and these forecasts then flow into the budget planning process that takes place in February through April. Hence, the June 1 plans incorporate the budget items already anticipated through the iterative plan review processes.

All of these processes for planning and assessment are also responsive to Middle States expectations for the board and leadership (Standard 4) and the administration (Standard 5). While the VDR contains some illustrations of the planning and assessment processes, the overall documentation is voluminous since all departments participate. Below are examples of key management goals, assessments and changes resulting from this process; each department cited has full plans in the Master Set of Management Plans and the brief summaries below have more complete exposition in specific documents cited next to each departmental heading.

a) Academic Affairs

As one example of many in the plans of the Academic Affairs division: the provost has this overall goal addressing transformative change for students:

- *Develop an identity as an institution committed to promoting transformative change for students, particularly as such change is linked to the curriculum (e.g., First-Year Experience, Health Care Education) and as such change responds to local, national, and global needs. (Trinity Goals 1, 2, 3, 7, and 8)*

The provost then identified the departments responsible to operationalize this goal:

- *All four collegiate units have worked collaboratively with Academic Services and the Library to provide support designed to transform students and their ability to acquire, retain, and use information.*

The provost worked with the academic deans and managers of the academic services departments in developing and assessing the specific tactics to fulfill these expectations. Following is an example of assessment results from this process:

- *Academic Services, in consultation with the collegiate units, launched a Math Center pilot that saw immediate use and that continues to be in relative demand,*
thus facilitating student success. The Center incorporates technology that includes Pearson’s MyMathLab. This initiative complements others in Academic Services, including Disability Services, the Writing Center, Tutoring, and Career Services. Located in the Library, these Services have the value-added attraction of direct access to information literacy resources and thus enhance the Library’s visibility and support services. (Strategic Goals 4 and 8)

- The Schools of Education and Professional Studies have implemented new initiatives supporting student success in writing and transitioning to university expectations. These programs are in pilot phase and show initial promise as the schools partner with Academic Services and the Library staff to facilitate success, including the specific goal of decreasing plagiarism and increasing information literacy. Additionally, the Writing Center is developing an online arm with a specific focus on assisting graduate students enrolled in the School of Education’s writing initiative. (Strategic Goals 3, 4, 7, and 8)

b) Advancement (5.7)

As an example of planning and assessment in Advancement, following is an excerpt from the Advancement report concerning Development:

Development established these goals, among others:

- In order to support Trinity’s Strategic Goals, the Development Office has focused on these strategic priorities:
  - Raising the goal for the Trinity Annual Fund beyond $1 million (Strategic Goal II: Financial Performance)
  - Increasing participation rates for alumnae giving (Strategic Goal II: Financial Performance)

Development implemented these tactics to achieve the goals:

- Implemented a consistent, targeted mailing schedule that directs appeals to specific groups, including Top and Strong donors, LYBUNT/SYBUNTS, Reunion classes and Bump-Ups (asking for a second gift to bring donors to a higher giving club level).

- Developed greater use of online communication for appeals and stewardship. These initiatives included Christmas emails, birthday e-cards, student profile messages with link to online donation page and “thank-you” email messages from students that give donors a “face” to put with Trinity and personalize the gift impact. The Development Office also oversees a monthly email newsletter to all alumnae and friends that also serves as a stewardship tool for donors.
The Development Office realized the following achievements that have had an impact on Trinity’s strategic goals:

- **Despite the challenges of the economic crisis, the Trinity Annual Fund has achieved a consistently strong performance over the past three years through targeted messaging and appeals.** Final figures for the Annual Fund rose from $842,728 in FY2009 to $1,054,671 in FY2010, a 25% increase. As of December 31, 2010, the Trinity Annual Fund was up 34% over the same time the previous year ($757,396 vs. $563,458). As of April 15, the FY2011 Trinity Annual Fund has surpassed the $1 million mark, and we are targeting $1,250,000 for our final goal.

- **The size of the average gift to the Trinity Annual Fund has increased over the last three years, from $482 in FY2009 to $580 in FY2010 (a 20% increase), and $727 in the current FY2011 (a 25% increase).**

- **Overall participation for alumnae remains a priority, as we need to increase our participation from 16% to 20%.**

c) **Enrollment Services (5.8)**

As an example of planning and assessment in Enrollment Services, following is an excerpt from the department’s report:

- **In order to support Trinity’s Strategic Goals, the Office of Enrollment Services has focused on these strategic priorities:**
  - Streamlining the new student enrollment process
  - Trying to reduce the number of students who leave for financial reasons

The Enrollment Services department then identified and implemented these tactics:

- **Working with Admissions, Academic Affairs, the College of Arts and Sciences, Residence Life and Student Services, Enrollment Services created a simplified enrollment process for new CAS students. Students are automatically assigned a course schedule after taking their assessments, and Enrollment Services sends out a welcome letter and complete financial statement that includes pending awards as well as next steps to complete the financial aid process.**

- **Enrollment Services made a concerted effort to contact CAS students without a payment arrangement during the fall 2010 semester. This included visiting students in their residence halls and classrooms, in addition to the usual phone calls and emails.**

As a result of emphasizing these priorities, Enrollment Services realized the following achievements and impacts on Trinity’s strategic goals:

- **The percentage of the incoming class enrolled by August 1 has more than doubled since 2007, from 27% to 62%.**
Impact on goals: Students who are enrolled by August 1 have more time to finalize their financial arrangements without taking time away from important orientation activities. During this time, Trinity has seen a measurable increase in new student retention after the first year.

- The percentage of students on financial hold at the opening of Fall Registration has decreased from 10.7% in 2010 to 9% in 2011.
  - Impact on goals: Enrollment is Trinity’s number one strategic goal. Reducing the number of students on financial hold who are able to register again has a direct impact on Trinity’s success in increasing enrollment.

Reflecting on performance, the Enrollment Services report acknowledges work that remains to be done:

- Enrollment Services continues to emphasize these priorities through annual plans and assessments. Although the data has shown some relative improvement in the areas assessed, the focus must remain on these challenges:
  - Increase the percentage of new students enrolled by August 1 to 80%.
  - 50% of new students who are registered by August 1 should also have a finalized payment arrangement.
  - Conduct an assessment of our loan counseling practices and Trinity’s default and repayment rates in order to understand how Trinity can reduce student debt and maintain a low default rate.

**d) Health Services (5.9)**

Health Services is part of the Dean of Student Services management group. Following is an excerpt from the Health Services report that demonstrates the planning and assessment that occurs in this department:

- Health Services goals include:
  - Ensure adequate access to Mental Health services for Trinity students.
  - Ensure adequate access to Women’s Health Services.
  - Ensure adequate referral resources for services not provided at Trinity.

Those goals led to these Health Services tactics and actions:

- 300 medical records of incoming students were audited. The goal of the audit was to identify health related areas that may impact academic performance and retention.

- Mental Health Service hours were expanded. The manner by which students make appointments was streamlined. Daily walk-in hours for mental health visits or screenings were added.

- Health Education programs focused on Women’s Health and Mental Health were offered in the residence halls and dining hall, as well as in Main for commuter students.
Faculty Education programs were offered and completed to address ways that faculty may recognize troubled students earlier and make more rapid referrals to the health center.

As a result of these actions, Health Services reports these outcomes:

- **The audit outcome has provided information that is useful for orientation and training programs.**
  - 43% of incoming students admit to chronic medical problems that will likely impact performance, attendance and retention.
  - 5% of incoming students have given birth and will have parenting responsibilities while attending school.
  - 30% of incoming students are overweight or obese.

- **The data was used to create program changes that are more responsive to the anticipated needs of the current students. In addition, this data will direct the orientation programming. New incoming student records will be audited again this year.**

- **Medical and nursing services are just about at capacity, with a 5% increase in visits during this academic year-to date. Mental Health visits are 24% ahead of last year’s visits, and this will be the maximum that can safely be offered with current staff.**

- **Staff positions for a part time nurse and part time counselor have been approved for FY12.**

- **Easier access to Women’s Health and STD and HIV testing. These services can now be accessed during walk-in hours without waiting for a scheduled appointment. STD Screening has increased by 20%.**

- **Monthly weight management activities have been offered, including 12-week Biggest Loser Programs. Programs include working with the athletic trainer on exercise programs and walking events.**

e) **Human Resources (5.10)**

As an example of planning and assessment for Human Resources, following is an excerpt from the HR report:

In order to support the Trinity strategic goals, the Office of Human Resources has focused on these strategic priorities, which support the strategic goals:

- **Hire, Engage and Retain Superior Talent for a Quality Workforce**

Human Resources tactics to support this goal:

- **Hire, Engage and Retain a Quality Workforce**
o Improve candidate screening and selection; provide training to hiring managers; involve HR from the beginning to manage search and reduce risk.

o Engage new hires early by connecting them to the University before “Day 1”

As a result of this plan, the Office of Human Resources realized the following achievements:

- **Hire, Engage and Retain a Quality Workforce**
  - The economic climate during 2007-2009 contributed to a decline in Trinity hiring. However, in 2010, an upsurge in hiring occurred. Forty one new employees (26 staff and 15 faculty) were hired in support of growing programs. (Goal #5 – Human Resources Development). Nine full-time staff members have been hired in 2011 through March 31st.
  - Trinity has seen a significant decline in overall turnover from 2006 to 2010. In 2006, turnover was at 23%. It dropped to 14% in 2010. In April 2011, YTD turnover is slightly down over last year at 1% compared to April 2010 when turnover was just under 2%.

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Active FT Employees</th>
<th>Total Turnover</th>
<th>Percent Turnover</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>189</td>
<td>43</td>
<td>23%</td>
</tr>
<tr>
<td>2007</td>
<td>192</td>
<td>44</td>
<td>23%</td>
</tr>
<tr>
<td>2008</td>
<td>171</td>
<td>42</td>
<td>25%</td>
</tr>
<tr>
<td>2009</td>
<td>178</td>
<td>32</td>
<td>18%</td>
</tr>
<tr>
<td>2010</td>
<td>182</td>
<td>25</td>
<td>14%</td>
</tr>
<tr>
<td>2011ytd</td>
<td>183</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>

f) **Technology Services (5.11)**

As an example of planning and assessment for Technology Services, following is an excerpt from that department’s report:

- In order to support Trinity’s Strategic Goals, the Information Technology Services department has focused on these strategic priorities:
  - Support Trinity’s PowerCAMPUS student information systems and peripheral financial applications, ensuring releases are tested, implemented and maintained in a timely manner.
  - Monitor and anticipate for increased demand on information systems as a result of enrollment growth.
  - Improve customer service through better intradepartmental efficiency.

Annual departmental plans supported these priorities in these ways:
- Information Technology Services led a concerted effort across multiple collegiate units and departments to launch the online Self-Service portal, which replaced IQ.Web as a platform for course management, online payments, advising functions.

- Information Technology Services proactively benchmarked and evaluated information systems to make data-driven decisions on infrastructure investments supporting the University.

- Information Technology Services assessed helpdesk ticket trends to pinpoint systemic issues and establish a baseline of services provided. Using this analysis, ITS planned, developed and implemented several solutions to reduce response times and improve service delivery to students.

As a result of emphasizing these priorities, the Information Technology Services department realized the following achievements in relation to the priorities, and these have had an impact on Trinity’s strategic goals in the ways described:

- Self-Service was launched in Summer 2010 with much success. Through improvements and expansion of Self-Service’s course management, online payments and advising workflows, Self-Service increased inter-activity to support Trinity’s strategic goals for increasing enrollment.

- Hardware acquired in July 2010 increased Trinity’s server cluster capacity by 33% to support all information systems across the board (Figure 1). Similarly, investments were made into Trinity’s networked storage filers in anticipation of increased demand for storage. By the end of Summer 2010, information systems accounted for approximately 5 Terabytes of data. As of Spring 2011, information systems now account for 5.6 Terabytes of data. Part of this growth is attributed to the increasing usage of the Moodle learning management system, which has quadrupled its storage requirements since its 2009 launch.

g) Other Operations

All other operating departments provide routine plans and assessments to ensure continuing quality programs and services. Some of the notable reports that are available in the VDR include:

- Sodexo Dining Services (5.12) conducts regular consumer satisfaction surveys and has been a major leader in addressing health, wellness and fitness issues in the campus population;

- Aramark Facilities Management (5.13) is a data-driven enterprise with high quality reports on preventive and corrective maintenance and longitudinal analysis of utilities, deferred maintenance solutions and related concerns for facilities management;
- Campus Services (5.14) includes the Trinity Center, Athletics, Conferences, Campus Housing and other auxiliary enterprises, and this team provides regular data-rich reports on all of these operations.

Progress reports from Financial Affairs (5.15), Admissions (5.16) and the four academic units (College of Arts and Sciences (5.17), School of Professional Studies (5.18), School of Education (5.19), School of Nursing and Health Professions (5.20) ) reflect data and analysis presented more extensively elsewhere in this report.

Developing the habits of data collection and analysis in all phases of administrative life has fostered the climate for continuous planning and assessment that has improved Trinity’s overall performance, enhanced student satisfaction, and elevated the university’s public profile.

3. Assessing Institutional Effectiveness: Leadership and Governance, Administration

As previously indicated, and consistent with Standard 4 (Leadership and Governance) and Standard 5 (Administration), Trinity’s board, president, senior executives and administrative managers all engage in routine review of the strategic plan, management plans and assessment activities. The board, president and provost also routinely review the academic assessment activities described in the next section.

The Board of Trustees also engages in periodic assessment of its own effectiveness (5.21). The Board also conducts a periodic assessment of the president, and reviews executive compensation annually. The president conducts assessment of the senior management team, and all managers and staff participate in routine personnel assessments. All of these assessments help to inform the governance and management style, organizational structure, qualifications of personnel and consistency of policies and practices expected in the Middle States accreditation standards.

Consistent with Standard 6 (Integrity) Trinity also routinely promulgates policies and procedures to ensure fairness and due process for all constituents. Trinity’s website includes a full menu of institutional policies at www.trinitydc.edu/policies. The Senior Executive Staff and others responsible for the policies review them annually for necessary revisions.
B. Assessment of Student Learning

Assessment of Student Learning at Trinity necessarily encompasses not only Standard 14, but the other Middle States standards specifically related to academic affairs, including Standard 11 on Educational Offerings, Standard 12 on General Education, Standard 10 on Faculty, and Standard 13 on Related Educational Activities.

Since the decennial visit, Trinity has taken many opportunities to assess student learning outcomes, mindful of the important progress made through 2006 and simultaneously aware of how such assessment must be a guiding force in programmatic and institutional review and, when relevant, reform. The provost, deans and faculties of the respective academic units are responsible for the academic assessment system that links Trinity’s institutional mission with unit mission statements, goals for learning in general education and academic programs, and the program review process that supports the student learning outcomes assessment process. The ultimate baseline for student learning assessment resides in the work of individual faculty in courses, and the work of the faculty in student assessment is tied to program, unit and institutional goals.

1. UCAP: Framework for Program Review and Learning Assessment

Note: this section provides one example using the Mathematics Program. The complete set of assessments for all programs is available in the VDR.

Trinity’s macro approach to student learning outcomes assessment and review (SOAR) illustrates a commitment to the unique character of all four schools while also working within a designated institutional framework. Each dean leads her collegiate unit in assessing student learning outcomes (SLO) and using the results for curricular reform. Simultaneously, the faculty-chaired committee for University Curriculum and Academic Policy (UCAP) takes assessing programmatic efficacy (and, thus, student learning) as a major focus. With faculty representatives from each collegiate unit, with the deans and provost serving ex officio, UCAP contributes to assessment by scheduling structured program reviews; designing templates and matrices that illustrate connections between strategic goals, objectives, and outcomes at the collegiate, programmatic, and even course level (5.22); developing university-wide workshops in specific response to assessment initiatives and in light of any challenges voiced in the assessment process; and finally assigning mentors to all program chairs undertaking the programmatic review process.

Within UCAP’s framework, Trinity’s academic program review lies within the four collegiate units, reflecting a fact the visiting team noted in 2006: “[t]he program review process across all programs 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.”

To that end, while certain parameters pertain across all four collegiate units (such as a focused attention on ensuring that course, program, and collegiate goals align with Trinity’s goals), each collegiate unit takes a distinct approach to ensuring that the unit meets its students’ needs as well
as institutional needs and (when pertinent) those of outside accrediting agencies (i.e., NCATE and CCNE for the Schools of Education and Nursing and Health Professions, respectively).

UCAP, working with the president, provost, and deans, has developed a framework (5.22) that begins with identifying the learning goals that emerge from Trinity’s institutional mission, leading to the mission statements and learning goals for the academic units, and then mission statements and learning goals for the individual programs. To illuminate this point, the matrix below is a brief excerpt of the assessment framework for the Mathematics Program in CAS (the full matrix is much larger, see (5.23); this is just one goal set):

<table>
<thead>
<tr>
<th>Trinity Goals (derived from its Mission)</th>
<th>CAS Goals (derived from its Mission)</th>
<th>MATH Program-level Goals (derived from its Mission)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectually, ethically, and spiritually preparing students for work, civic, and family life by infusing the curriculum with the knowledge, skills, and values that characterize liberal learning (Link to Liberal Arts Competencies in Gen Ed and Programs)</td>
<td>1. Read, understand, and analyze texts 2. Communicate effectively in speech and in writing 3. Understand and use quantitative reasoning to solve problems 4. Locate, evaluate, and synthesize information in the construction of knowledge 5. Explore and connect fields of knowledge in the liberal arts 6. Apply diverse modes of inquiry to the study of human societies and the natural world 7. Develop facility for moral reasoning and examine the moral and religious dimensions of human experience; 8. Develop capacities for responsible citizenship and leadership in diverse communities.</td>
<td>I. Introduce students to mathematics as an important area of human thought (All General Education Mathematics Courses). II. Offer a broad selection of mathematics courses that can be tailored to diverse student and college needs supporting the study of liberal arts (Intermediate Algebra, Mathematical Problem Solving, Foundations of Mathematics, Pre-Calculus, Mathematics for Allied Health). III. Help students appreciate the beauty and scope of mathematics and statistics (Foundations of Mathematics and Introduction to Statistics). IV. Provide a foundation for critical thinking by developing skills in logic and problem solving (Mathematical Problem Solving, Foundations of Mathematics).</td>
</tr>
</tbody>
</table>

Flowing from the goals thus established, the academic programs then develop courses, course syllabi, pedagogies and assessment methods that reflect the plans. The programs then prepared review reports for UCAP. The full set of reports is in the VDR as follows, with the Math Program report (5.33) summarized on the next page as an example of the assessment methods:

(5.24) Business Administration – CAS
(5.25) Communication – CAS
(5.26) Criminal Justice – CAS
(5.27) Economics – CAS
(5.28) English – CAS
(5.29) History – CAS
(5.30) Human Relations – CAS
(5.31) International Affairs
(5.32) Language and Cultural Studies
(5.33) Mathematics – CAS
(5.34) Political Science - CAS
(5.35) Psychology – CAS
(5.36) Sociology - CAS

(5.37) Business Administration – SPS
(5.38) Criminal Justice – SPS
(5.39) General Studies - SPS
(5.40) Nursing – NHP
(5.40a) Nursing Appendix
(5.41) Education – EDU NCATE
The program developed objectives to meet the above goals and identified the courses that would meet these objectives. A worksheet aligning the mathematics program goals with course objectives and with courses is included in the appendix.

Assessment strategies used by the math instructors in the courses offered by the program are based on the student learning outcomes, the course content, the pedagogical methods in the classroom and the specific purpose of evaluation. These strategies include quizzes, homework assignments, in-class tests, final exams, oral presentations, computer projects, brief writing assignments and written thesis. These various course embedded assessment practices used by the instructors have proven to be valuable in assessing student achievement. Students differ in their perception, skills and thinking styles. It is crucial therefore to give students the opportunity to demonstrate their individual potential. Many students come into our courses feeling anxious about mathematics and a single type of assessment may frustrate many of them. Using a variety of sources such as written work including quizzes, tests, homework, oral presentations, group discussions or a combination of these gives us the advantage of continuously monitoring student’s understanding of the concepts presented to them. These tools measure whether the students have acquired certain process and content related knowledge. The assessment methods mentioned above and specific learning objectives assessed by them are given below:

- Student’s ability to solve problems - methods: small group discussions, evaluation of tests, homework assignments
- Student’s ability to communicate - methods: computer simulation exercises, evaluation of the clarity, precision and appropriate use of mathematical terms and symbols in written work
- Student’s ability to conceptualize - methods: real-life problem solving exercises and written project reports
- Student’s mathematical attitude - methods: evaluation of class participation, observations focusing on how the student asks and answers questions in class and oral presentations

Having established the assessment methods, the Math Program then identified the required data sets for assessment, conducted the analysis and made observations for change:

### IV. DATA

Course embedded assessment was used as the assessment tool during the Fall 2010 semester by Drs. Chiang, Luse and Ramamurti to collect data from the following courses to measure student competencies: MATH 109 (Sections 1, 5 & 6), MATH 110 (Sections 1 & 3), MATH 123, MATH 125, MATH 210, MATH 301 and MATH 431. All three faculty members administered two in-class exams during the fall 2010 semester and these instruments were used to collect evidence about the extent to which we are meeting our goals. A copy of the instrument including the course objectives tested on the exam and the data collected is included in the appendix for each of the above courses.

### V. ANALYSIS

#### MATH 123: PreCalculus

**Observations on data collected from Test 1**

The data collected on student performance in Test 1 show the following:

(i) 63% of students in the class scored below 65% on the ‘find the domain for functions defined by formulas’ objective.

(ii) 79% of students in the class scored below 65% on the ‘find the domain for functions defined by graphs’ objective.

(iii) 53% of students in the class scored below 65% on the ‘evaluate functions at given domain values and simplify expressions’ objective.

(iv) 58% of students in the class scored below 65% on the ‘find the slope from the equation of a line and sketch its graph’ objective.

(v) 58% of students in the class scored below 65% on the ‘find the maximum or minimum value of the function’ objective.

**Response to the observations**

Observations (i) and (ii) clearly show that a majority of students were not competent in the skill of identifying domains of functions. We addressed this issue in the subsequent spring 2011 semester by making modifications in both the pedagogy and the assessment strategy. We created worksheets of domain problems that were worked on together in the class and developed an extra quiz based solely on these problems to test student confidence. Observations (iii) and (iv) show that more than half the class was not sufficiently skilled in algebra to simplify expressions and modify linear equations to find the slope. We addressed this issue by talking to the math specialist teaching the algebra classes and agreed to devote a little extra time on these two concepts in the introductory algebra class. We responded to observation (v) by assigning a few more problems related to applications of functions on the homework so that students practice more on the two different ways of computing the maximum and minimum value of a function.

**Observations on data collected from Test 2:**

Students performed better overall on the second test than the first. Expectations were not met on only two of the eight course objectives. The data show

(i) 53% of students in the class scored below 65% on the ‘find the inverse of the function’ objective.

(ii) 89% of students in the class scored below 65% on the ‘Use the trigonometric function definitions and core identities to verify a given identity’ objective.

**Response to the observations**

Based on the success of the changes we made in response to the data analysis on Test 1 we expect to make a similar modification in the pedagogy and assessment strategy to address student competency in the two concept areas of ‘inverse of a function’ and ‘verification of trigonometric identities.’ Discussions are underway in the program on the benefits of potentially using an additional online resource such as MyMathLab in the future for the Precalculus course.
2. Assessment and Change

A basic expectation of a good assessment system is the way in which data and information gleaned from assessment promote change and institutional renewal.

All of the program reviews available in the VDR include clear statements of goals and assessment methodologies, and sections focusing on particular assessments of student learning outcomes. From those assessments, the program faculty provide final comments indicating program changes that might occur based on the results.

The program review for Criminal Justice in the School of Professional Studies (5.38) illustrates the results that can occur with thoughtful assessment. Criminal Justice (CJ) first developed as a concentration in the Sociology Program offered in CAS. When CJ became a major in SPS with its own faculty leadership, and serving a new student population, the need for change arose:

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From the introduction to the SPS Criminal Justice Program Review (5.38):

The School of Professional Studies has offered a major in Criminal Justice [which] was revised in 2008 to emphasize the social justice aspects of the criminal justice system, in keeping with the mission of Trinity, and to provide students the opportunity to pursue more specialized major concentrations within the study of criminal justice. Prior to 2008, the Criminal Justice Program provided a single path to completion, with all courses in the major required for all students, no matter what their interests or career goals. The major had grown out of the Sociology Department, and had a heavy emphasis on Criminological theory. The program was revised to offer a more diverse and practical option to career-oriented, adult students, while retaining the theoretical courses as an option for students interested in that area of criminal justice. The concentrations were chosen based on a survey of Criminal Justice students during the 2008-2009 academic year, and the professional certification standards of the Academy of Criminal Justice Sciences (ACJS).

While still a relatively new program with many students in progress in lower-level courses, for the 2010-2011 program review the program director examined learning outcomes for the upper-level course in Evidence that all CJ majors must take. His analysis of 3 years worth of results, below, illustrates the ways in which assessment of learning outcomes produces evidence that can suggest changes in course methods and content.
Spring 2010: 89% (17/19) of students taking the final exam met or exceeded expectations. Of the two students who did not meet expectations, one did not take the exam and one did not respond to the 2nd part of the exam. Among the 17 students who completed the exam, only two deviated from his/her overall quiz score by more than 10 points (-13, Exam = 77, Quiz = 90), while seven deviated by 5-10 points (four students -5 to 10, three students +5 to 10). Thus the Final Exam in CRJ 309 for fall 2010 showed that all the students who completed the exam met or exceeded expectations for the assessment, and their scores were reflective of their learning over the entire course, with one exception.

Spring 2010: 87% (13/15) of students taking the final exam met or exceeded expectations. Of the two students who did not meet expectations, one did not take the exam and one missed the satisfactory score of 73 by just two points, scoring 71. Among the 14 students who completed the exam, only two deviated from his/her overall quiz score by more than 10 points (+14, Exam=87, Quiz=73 and +19, Exam=84, Quiz=65), while four others deviated by 5-10 points (three students -5 to 10, one +5 to 10). Thus the Final Exam in CRJ 309 for fall 2010 showed that all the students who completed the exam met or exceeded expectations for the assessment, and their scores were reflective of their learning over the entire course, with two exceptions.

Spring 2009: 68% (17/25) of students taking the final exam met or exceeded expectations. Of the eight students who did not meet expectations, one missed the satisfactory score by only one point, and all received passing scores of 63 or above. Of the 25 students taking the exam, four deviated from their quiz grades by more than 10 points (-13, Exam 64, Quiz 77; -15, Exam 64, Quiz 79; -18, Exam 68, Quiz 86; and -13, Exam 69, Quiz 82), while 11 others deviated by 5-10 points (10 students -5 to 10, one +5 to 10). A couple of points from this data stand out: 1. A large percentage of students who did not meet expectations for the final (albeit while still earning a passing grade), and 2. The fact that all the deviations, except one, were negative. In fact, only 4 students matched or exceeded their quiz scores on the Final Exam. Possible explanations for these results include:

1. This was the first time this class was offered in the revised Criminal Justice major. It is possible that the course was not presented by the instructor as well as it was in subsequent terms, especially in regard to clearly tying class activities and discussions to the course outcomes. These were upper-level students taking a newly-designed, 300-level, class from a new instructor. It is likely that the lack of familiarity between the students and instructor had a negative impact on the ability to communicate course outcomes and expectations.

2. It is also possible that the assessment rubric was not correctly aligned with the course presentation, and was not as effectively communicated to the students, or that the scoring of the exam itself was based on higher expectations than warranted.

3. Finally, a technical change was made in the delivery of the Final Exam to the students between spring of 2009 and spring of 2010. The expanded use of the Moodle course management system allowed for most of the course assessments to be delivered online, rather than in the classroom. In 2009, students took the Final Exam in the traditional manner, in the classroom, writing long-hand into blue-books. By spring of 2010, the Exam was taken online via Moodle, with students given a window in which to complete and submit their exams. This allowed students to review and revise answers prior to submission, something which is much harder to do in a blue-book.

Despite the issues raised by the assessment in the initial course offering, subsequent iterations of the course have resulted in assessments that indicate a satisfactory grasp of the exit-level competencies and goals supported by the Evidence course by nearly all of the students who completed the exam, and that students’ achievement on the exit-level competency generally reflect their grasp of the foundational competencies, as measured by earlier assessments. Assessment data from CRJ 309 is attached as Appendix 6.

Conclusion:

The Criminal Justice program was designed to allow students in the program to be introduced to the ideas, concepts, policies and issues addressed by the American criminal justice system in the introductory (100-level) classes. Those themes are built upon, and explored in greater detail in specific areas of criminal justice in the other foundational (200-level) classes. Foundational competencies are assessed in these courses. The 300 and 400 level courses provide the opportunity for students to concentrate on their area of interest in the criminal justice system, and acquire the exit-level competencies essential for criminal justice professionals. Finally, the Senior Seminar measures the essential research and communications skills required for success in the field. The programs goals and competencies are also closely aligned with Trinity University’s emphasis on social justice, citizenship and lifelong learning.

Based on the limited data available at his writing, the program has been successful in communicating an understanding of the foundational competencies required of criminal justice majors in the introductory course (CRJ 100 – Introduction to Criminal Justice). This bodes well for students’ ability to master the exit competencies from the upper-level courses in the future. In addition, the one upper-level course for which there is significant data available indicates that students are meeting the expectations for the exit-level competencies assigned to that course. As more students graduate from the program, and significant data becomes available for other upper-level courses and the Senior Seminar, that data will be analyzed and tracked back through the foundational courses to ensure that the path to completion ensures the acquisition of the expected skills and competencies at each level of the program.
3. Assessment of General Education

The 2006 visiting team commended Trinity for deciding to “review and revis[e] . . . [the] current general education programs in order to allow it to meet the needs of its students more effectively. Consistent with its mission, Trinity’s general education programs contain a strong emphasis on the study of values, ethics, and diverse perspectives, and assure that students are proficient in oral and written communication, scientific and quantitative reasoning, technological capabilities, information literacy, critical analysis and reasoning.”

Since that time, Trinity’s faculty have revised the general education requirements (Gen Ed) in both the College of Arts and Sciences (CAS) and the School of Professional Studies (SPS), following up on the commitments articulated in the 2006 self-study. Taking student success data as a guiding force, collegiate deans and faculty reformed the foundational curriculum to ensure that all students have, as a starting point, demonstrated competency in oral, written, and quantitative literacy; information literacy is also threaded throughout the curriculum in CAS and holds a central place in the SPS curriculum as a stand-alone course.

Both collegiate units review grades as well as results from specific instruments that include pre- and post-tests which faculty score and for which inter-rater reliability is determined, fine-tuning curricula as appropriate and building in additional bridge courses so that students have the opportunity to remediate skills that may have lain more dormant prior to the students’ return to an academic setting. This report discusses the collegiate units’ responses to assessing foundational courses, below.

Clearly, assessing general education involves more than looking at select foundational courses in reading, writing, critical thinking, mathematics, and information literacy, and to that end, both collegiate units with general education programs (CAS and SPS) have developed matrices that illustrate how the results of each Gen Ed course inform the college’s overall assessment of student learning outcomes (See (5.42) for an example from the English Program and (5.43) for an example from the Writing course). Since both colleges now have four years of indirect and direct data regarding student success in the new general education curricula, the deans work directly with the faculty to use the results and sculpt both the curriculum generally and particular courses specifically to ensure programmatic growth and student success.

4. Assessment of Student Learning in Foundation Courses

As noted in above, Trinity’s undergraduate students’ success in Gen Ed can rest on the foundational courses offered in both CAS and SPS. Because of Trinity’s mission commitment to serving a large population of students from the District of Columbia, Prince Georges County, and other regions where public education produces students who are severely under-prepared for college, Trinity places a large emphasis on building foundation skills for collegiate success in the first year. The revisions to the Gen Ed and First Year Experience in CAS illustrate sensitivity to the need to provide considerable support for Mathematics, Critical Reading and Writing competencies so vital to student success.
Assessment of student learning begins, in fact, before students enroll in Trinity’s classes, enabling Trinity to tailor a schedule to meet a student’s academic interests (including placing her in a discipline-specific learning community in CAS) as well as any learning challenges. All students who enter Trinity’s undergraduate programs in either CAS or SPS take the Accuplacer© or other instruments that the faculty have determined are appropriate to measure the student baselines in key skills areas (e.g., TEAS© scores for those wishing to major in Nursing; those matriculating in Education as undergraduates must pass the PRAXIS I©.).

Instructional staff specialists have worked with the deans and faculty to ensure that all students have appropriate placements and academic support, and that the coursework is appropriate for facilitating student success. They also provide semesterly analytical reports that are rich with student learning outcomes data that Trinity uses as a basis for further curriculum development and investment in more learning resources.

a) *Math Assessments*

The full Math Assessment Report for the foundation courses in Fall 2010 is available in the VDR (5.44). This report includes data from Math 101S – Introduction to Algebra, and Math 102 – Intermediate Algebra.

A high-level summary of this very detailed and data-rich report provides these conclusions:

- Almost every student showed some level of progress in developmental math, but
- Pass rates in the developmental math courses are dropping, suggesting that
- Students have increasingly poor entering math skills and lack the acculturation to factors that promote collegiate success, including attendance, since the analysis also shows a high rate of success among students who attend all class sessions.

Key recommendations emerging from this report are below:

- Consider developing a Math 100 course paired with MyMathLab and a Lab component
- Analyze benchmark data derived from Accuplacer and other instruments
- Develop Math courses that will focus on the skills students need to succeed in pre-professional majors such as Allied Health fields and Education (implemented Spring 2010 for EDU; in discussion for NHP
- Mandate the Study Plan Feature in MyMathLab©
- Proper Placement
- Implement the “R”grade for Math 101S
- Add a Lab component to Math 102 and track students to Math 123

b) *Reading Program Assessment*

Trinity’s General Education Curriculum includes CRS 101 and 101S (Critical Reading Seminar) to satisfy the foundational skills requirement in critical reading. The goal of the CRS course is to develop the skills and habit of reading actively in order to understand and analyze texts. CRS 101 courses are taught by full-time faculty from various disciplines and carry three credits. CRS 101S, taught by the reading specialist, carries 4 credits and includes a 50-minute supplemental
lab session in addition to two 75-minute class sessions each week. All students participate in reading assessment at entrance and are placed accordingly.

The entire Reading Program Assessment report is available in the VDR (5.45). Key recommendations emerging from this report are below:

- Hire a second reading specialist. (This recommendation is included in the FY12 budget.)
- Implement a Developmental Reading course pre-requisite to CRS.
- Align the proposed Reading Foundations course with other pre-foundational courses (Math 101S and ENGL 105) in the following ways:
  - Upon successful completion of the Reading Foundations course (passing with C or better) students can move to CRS 101.
  - Incorporate My Reading Lab or a similar platform which can provide technologically generated practice activities and external assessment measures to gauge student learning and mastery of reading objectives.
  - Carefully monitor reading placement.
  - Conduct a diagnostic during the first week of classes to make adjustments and recommendations regarding student placement.
- Institute the re-enroll or equivalent designation for students enrolled in the foundations courses.

c) Writing Program Assessment

The Writing Program specialist provides a similarly detailed report to those prepared by the math specialists and critical reading specialist. The key findings emerging from the Writing Program report (5.46) include:

- Students who regularly attended ENGL 105S, the developmental English class with supplementary instruction, had an 85% chance of passing the class.
- The data suggest that the new ENGL 105 S syllabus is helping students write better sentences, paragraphs, and essays, as evidenced by the fact that students showed an average 15-point increase in MyWritingLab scores at the end of the semester.
- In contrast to the beginning of the semester, ENGL 105S students on average outscored ENGL 105 students on the Diagnostic Post-Test in every category.
- Of concern and meriting further study is the fact that Accuplacer scores lacked a consistent correlation with final grades. Also, a few students were not placed correctly based on the Accuplacer scores.

As a result of these findings, the Writing specialist recommends:

- CAS should offer more ENGL 105 S sections and fewer sections of ENGL 105 without supplemental instruction; CAS should analyze the implications of transforming all developmental composition classes to the supplementary instruction model, as has been done with Math.
- CAS should consider hiring a second Writing Specialist.
CAS should adopt an R (or “re-enroll”) grade to encourage students to remain in the course for the whole semester.

- The impact of the new pre-foundational attendance policy on grades in Spring 2011 should be tracked.
- Standardize ENGL 105S and ENGL 105 more fully, particularly around goals and objectives, assignment structures, and grading.

**d) Math and English Assessment in the School of Professional Studies**

As a result of the successful implementation of the FYE and General Education program in CAS, with significant support for foundation skills, the School of Professional Studies (which serves primarily adult working students) continues to review its first-year programs and to develop a more consistent response to the foundation skills needs of adult learners, which are not dissimilar to those of full-time undergraduates, particularly in math and writing skills – even when students bring prior collegiate experience with them to Trinity.

Like CAS undergraduates, SPS new students also participate in entrance assessments. Until recently, however, the use of entrance assessment results was less systematic in SPS, and these students could progress into programs without clearly demonstrating skill mastery in lower level courses. Recognizing particularly the increased numbers of students determined to major in health professions and other fields with nationally-normed assessments and licensing tests, SPS has put even more emphasis on skills necessary for long-term collegiate and professional success.

In early Spring 2011, the SPS dean completed an initial analysis of trends in SPS Math and Writing courses. The foundation math course analysis shows this trend in pass/fail rates, noting that overall enrollment increases in 2009 and 2010 made enrollment in this course higher:

**SPS Trends in Foundation Math**

Consequently, the SPS Math report recommended:

- Addition of full-time math specialist for SPS parallel to specialists in CAS (this is in the FY12 budget);
• Discontinue offering pre-foundational math in the summer so that students can have the more formal structure and support available in the fall and spring semesters (effective Summer 2010);
• Implement better advising so that students begin Math within their first two semesters at Trinity (effective Fall 2009);
• Adopt MyMathLab to provide additional assistance, assessment, and tutoring to students (effective Fall 2009);
• Adopt MATH 101S to provide additional instructional hours for those students needing more time and exposure to the content (effective Fall 2010).

The SPS faculty and dean also examined student performance in English 105, the foundation course in Writing. The pass/fail trend appears as follows:

SPS Trend in Foundation Writing

Recommendations arising from analysis of the SPS Foundation Writing results have been implemented, reflecting the dedication to success in the Gen Ed and its foundation and including:

• As with math, hiring a full-time writing instructor for SPS (effective Fall 2010);
• Discontinue offering pre-foundational English in the summer (effective Summer 2010);
• Better advising for students to begin their English within their first two semesters (ongoing, effective implementation Fall 2009);
• Adopt MyWritingLab® to provide additional assistance, assessment, and tutoring (effective Summer 2011);
• Adopt ENGL 105S to provide additional instructional hours for those students needing more time and exposure to the content (effective Spring 2011).

5. Assessment of Student Learning in Individual Collegiate Units

While the previous sections of the PRR speak to Trinity’s general framework for assessing student learning (Standard 14) and the assessment of general education (Standard 12), Trinity recognizes the distinct fabric of each collegiate unit and the ways in which that fabric must wrap students’ learning to facilitate success at every level. Below is an overview of assessment as integral in all four collegiate units.
• **College of Arts and Sciences (CAS)**

As the College of Arts and Sciences (CAS) has reviewed its programs, with a Dean committed to assessment protocols and student success, CAS has strived to discern both how well individual programs are meeting their stated goals and how effectively the revised Gen Ed (launched in Fall 2007) is serving Trinity’s students (See Dean Child’s presentation on General Education and Student Success). As noted above and as delineated in the reports in the VDR, the College has dedicated considerable time and energy to assessing and revising, when appropriate, its foundational courses in writing and mathematics. Additional revisions continue to be underway in foundational courses for critical reading and thinking, as noted above.

As a result of the College’s analysis, for instance, the English and Mathematics programs have adopted Pearson’s “MyMathLab”© and “MyWritingLab”© in response to a clear student need for real-time support in mastering fundamentals for math and English. The College has also recognized the need to revise its supplemental curriculum for Reading, English, and Mathematics courses, offering separate lab sessions for these courses rather than integrating supplemental instruction throughout the curriculum.

Program reviews for the major programs in CAS illuminate some of the challenges that the foundational courses must help students overcome. For example, two members of the Economics faculty presented a paper at the Economics Teaching Conference in October 2010 on their decision to reform the gateway course for Economics, which is also the only general education course in the discipline, to make the subject more accessible to Trinity students who have math challenges.

In another example, data from HIS 138 (a course that is part of the Gen Ed) indicate the challenges students display with critical thinking skills as well as with thesis-driven papers and suggests the professor’s concrete effort to address these head-on.

On the other hand, some data suggest strong success in particular areas, such as the results derived from MATH 123 (a mathematics course that is part of the Gen Ed) which indicate relative student facility in some areas. Other data from this same class suggest the significant communication flow from entry-level to upper-level courses: for instance, upon noting that “more than half the class was sufficiently . . .skilled to simplify expressions and modify linear equations,” the Math faculty worked as a team to devote more time to such concepts in the lower-level courses. This kind of feedback loop indicates the strong communication among and between colleagues as well as between faculty and administrators determined to promote student learning across the curriculum.

While there are very clear pockets of excellent practices in assessing student learning outcomes (see, for instance, the Mathematics Program Report and the CAS Human Relations Program Report, which illustrate how specific results have led to changes in the curriculum and a revision of pedagogy), Trinity recognizes the need to implement a more delineated set of expectations for all programs, and to use the common themes that emerge from program reviews to identify and address core challenges for students. Trinity’s review of its Gen Ed capstone courses (all of which now employ the same rubric to evaluate final seminar projects)
and its subsequent curricular modifications based on this assessment speak to a deep understanding of the need to assess learning outcomes at key moments in a student’s academic life and to reform curricula accordingly.

For example, review of the initial outcomes assessment for Gen Ed capstone seminars offered in Spring 2010 by the CAS Curriculum and Academic Policy Committee revealed that some faculty were not aware that all capstones should have a quantitative component, allowing students to synthesize the quantitative reasoning skills acquired earlier in the curriculum with other foundational skills like reading, writing, oral communication, and critical thinking skills. As a result, CAS CAP revised the outcomes rubric (available in the VDR) to be clearer and more directive about the institutional expectations for capstone course content and methods. The rubric also was expanded to facilitate the collection of longitudinal data.

<table>
<thead>
<tr>
<th>Summary of Spring 2010 CAS Capstone Assessment</th>
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<tbody>
<tr>
<td><strong>Key Findings</strong></td>
</tr>
<tr>
<td>• Most of the Capstone courses did not include or emphasize a quantitative element.</td>
</tr>
<tr>
<td>• Some professors did not fully understand what assessment data was being requested.</td>
</tr>
<tr>
<td>• Some students appear to be taking their Capstone course too early in their general education rotation.</td>
</tr>
<tr>
<td><strong>Actions</strong></td>
</tr>
<tr>
<td>• Guidelines for what needed to be included in a Capstone seminar were revised and circulated to Spring 2011 Capstone instructors with an emphasis placed on the required quantitative component.</td>
</tr>
<tr>
<td>• The guidelines for the data collection were revised.</td>
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<tr>
<td>• The rubric was revised to clarify the skills being assessed. An assessment of oral communication was added.</td>
</tr>
<tr>
<td>• Capstone professors were invited to attend a CAS/CAP meeting to receive further clarification on the data collection expectations.</td>
</tr>
<tr>
<td>• Additional information has been requested for each student including information about success in foundational courses and other relevant general education courses. This will allow CAS/CAP to audit whether the 40 credit requirement is being adhered to as well as determine whether there is a relationship between student performance in earlier courses and their performance on the Capstone final project.</td>
</tr>
</tbody>
</table>

In fact, all major programs faculty understand the importance of aligning course, program, and collegiate and university goals, as evidenced in the sample matrices in the VDR and as discussed above. Clearly, CAS programs are at various stages of implementing assessment that uses analyzed data to form new models of teaching that facilitate stronger student learning outcomes. Using the benefit of peer review as well as incorporating dedicated institutional support for these initiatives will continue to be a focus for 2011-2015.

- **School of Professional Studies (SPS)**

This same variation among programs and their organized approach to assessing student learning is evident in the School of Professional Studies, which has a strong commitment to assessing foundational skills but is very early in its efforts to assess all learning outcomes. Some important changes, however, have been initiated based on indirect evidence such as students’ grades in foundational English and Math courses; student course evaluations; analysis of retention and time to degree statistics; and conversations with students.
The reorganization of the School’s administration and the influence of a new dean committed to assessment bode well for future results and reflect dedicated assessment that will inform curricular design. Recognizing a high failure rate in foundational English and Math courses, for instance, as noted previously in this report, and noting that many students were stopping out early in their college career, SPS implemented another level of English and Math courses to provide a firmer foundation in basic skills.

SPS’s full-time staff also designed and began teaching an Introduction to College Success Skills course required of any student who places into courses that reinforce fundamental skill levels. Using these curricular reforms, SPS is now analyzing time-to-degree and success rates as well as results from rubrics administered across the curriculum to see whether these additional courses are positively impacting student success.

Further, recognizing the challenges in having the foundational courses staffed primarily by adjuncts, in Fall 2010 Trinity assigned full-time specialists in mathematics and writing to SPS. These specialists are versed in outcomes assessment and work with the Dean to collect data that inform curriculum design. As with CAS, SPS students also take advantage of supplemental instructional supports like MyMathLab©, MyWritingLab©, and Trinity’s own Math and Writing Centers. Noting the decennial team’s collegial suggestion about designing support systems for working professionals, we see these systems as advantageous to learners needing access to supports in their own “real time” – time, that is, that works to their advantage.

SPS has also committed resources to program review in the School’s four major programs at the undergraduate level and its four graduate-level programs. Although the MSA and MA in ISS programs have undergone reform in response to local market scans and (in the case of ISS) to environmental scans including other universities’ offerings, none of the programs has yet implemented a thorough programmatic review assessing student learning in light of the designated outcomes. Fortunately, a mechanism for such assessment is readily available in the graduate thesis each program requires as well as in the mandatory gateway courses each program includes.

Beyond the review of foundational courses as cited, Trinity must pay similar attention to undergraduate learning as evidenced in SPS’s specific majors. Program reviews for General Studies (5.39), Business Administration (5.37) and Criminal Justice (5.38) suggest varying degrees of success in assessing and responding to student learning outcomes. The commitment of full-time resources to overseeing student learning outcomes in the School is essential in serving SPS and its students well.

- **School of Education (EDU)**

The School of Education’s assessment methods are embedded in its NCATE reports. The Institutional Report (5.41) suggests the depth of how student learning outcomes are assessed, ranging from commonly-used rubrics to comprehensive examinations and nationally-normed tests, and how such assessment has driven curricular reform in the school. (Note that the NCATE institutional report document room is at [http://www.trinitydc.edu/ncate/](http://www.trinitydc.edu/ncate/) and the password is NCATE2011 if the Middle States Reviewer wishes to see those materials.)
EDU has identified a need to provide more support for students entering the teacher preparation programs. In 2006, EDU launched a Transitions course for all incoming students that has provided a sea change in the way Trinity helps students thrive while ensuring steady support for those who may have been underserved in previous educational experiences.

As an example of the constant assessment and feedback loops that benefit this program, EDU recognized in 2010 that the Transitions course alone was not sufficient to ensure quality graduate-level writing. Consistently, annual data from EDU’s writing assessment indicates that 20 percent of incoming students would benefit from increased support in producing graduate level writing. Based on results gathered from common rubrics as well as rich dialogue with local education leaders including the DCPS system administrators, the Education Council (comprised of colleagues and stakeholders representing the region), full-, and part-time faculty, EDU implemented a three-credit writing intensive course in Spring 2011. Students take the course depending on the results of a common writing instrument (cross-grading to ensure inter-rater reliability is also used). All graduate school faculty subsequently use a common rubric to assess writing across the curricula in the school, and data will suggest the efficacy of this course in promoting both written and information literacy at the graduate level.

Another measure of student learning in EDU is national program recognition, a process by which NCATE–accredited institutions submit programmatic data, including assessments and assessment data, to NCATE for review by a team of national experts. All EDU licensure programs have been nationally recognized through this process, except Counseling, which was recognized by the state through a similar process.

An important component of student learning in EDU is the measurement of professional dispositions, which include critical characteristics of successful educators such as professional ethics and behaviors, reflection on professional decisions, willingness and ability to work with students from diverse educational and cultural backgrounds, and advocacy on behalf of students. EDU measures professional dispositions as students are observed and evaluated at the beginning, near the middle, and at the end of their clinical practice using a common rubric. For 2010, average scores during the last observation ranged from 2.5 to 2.8 on a scale of 1-3. These average scores are significantly higher than they are during the initial observations, suggesting growth as students become aware of expectations and alter their professional behaviors accordingly.

EDU also measures student learning using comprehensive exams. The exams are divided into seven categories; students must score at least 80 percent in each category to pass. One-hundred percent of the 120 students who took comprehensive exams in initial teacher education between 2008 and 2010 successfully completed them, though some students were not successful on the first attempt. The successful completion of the exam is a pre-requisite for clinical practice and excellent preparation for licensing exams.

The final measure of student learning in EDU is the percentage of students who perform successfully on state licensing exams. The exams measure the extent to which students have mastered the content of their fields, as identified in local and national standards. Overall, 94.5 percent of the 91 EDU graduates who took exams for teacher licensure between 2007-2009, the
latest dates for which test data are available, successfully completed the exams and were licensed. For EDU graduates in fields such as educational administration and counseling, 86.6 percent of the 150 students who took state or national exams successfully completed them.

- **School of Nursing and Health Professions (NHP)**

Trinity’s newest collegiate unit – the School of Nursing and Health Professions (NHP) – has its underpinnings in assessing student learning, for without dedicated and proven assessment models, the School cannot ensure its graduates’ success. The most immediate indicator of such success lies in the fact that 100% of Trinity’s first graduating BSN class passed the NCLEX-RN examination, a testament to the kind of learning and assessing undertaken at every step of the BSN program.

Meeting national benchmarks and even enjoying 100% success rates in “snapshots” such as this, however, are not enough: as the Nursing Program’s review (5.40) suggests, the faculty have assessed some of their students’ challenges and are responding appropriately and trenchantly, with particular rigor in using assessment instruments that yield clear and on-point data. As the result of data gathered in classes, the Nursing faculty have identified the difficulties inherent in test-taking for some students and thus continue to teach test-taking skills and to use the results of standardized testing through the Assessment Technologies Institute (ATI) to work with students on enhancing their skill sets.

With a select pilot in Fall 2010 and a school-wide launch Spring 2011, the NHP faculty have begun using ATI’s testing package to help assess achievement of the 15 expected student outcomes with which the curriculum aligns and which dovetail with the collegiate unit’s goals, in turn linking back to institutional goals and mission. Guided by results from the computer-based ATI tests, internal rubrics and other assessment instruments, faculty continue to refine syllabi and course goals so that students’ skill sets develop accordingly. Since the December 2010 graduates passing the NCLEX-RN test also benefited from instruction and feedback informed by ATI results, Trinity infers a positive correlation between this kind of dedicated instruction and student success at the national testing level.

In another example of NHP’s sensitivity to its population and their needs, faculty have noted the challenges writing poses to all students, particularly when English is a second language. This difficulty first becomes clear in analyzing students’ entrance Test of Essential Academic Skills (TEAS) scores in writing and is also evident when faculty assess writing projects. NHP is considering employing a common writing rubric such as EDU uses for assessment and such as CAS employs in its Gen Ed capstone seminars. In Spring 2011, the faculty began discussions about offering an ESL-specific workshop, paralleling proposals about infusing more writing in the nursing curriculum in order to facilitate NHP students’ success in this area.

This kind of assessment-driven curricular design is also evident in discussions about the need for a mathematics course designed specifically for NHP students. Data from the TEAS tests as well as from the dosage calculation and mathematics proficiency tests given in the gateway course NURS117 and follow-up data from various didactic courses (e.g., NURS 461) indicate a clear need to prepare students intending to major in nursing more adequately in math skills.
Nursing faculty and administration are working with the CAS decanal team to consider what such a course might look like and how it could be used in the curriculum.

6. Assessing Student Learning: Going Forward

As noted in forecasting Trinity in 2011-2015 (Section 3 of the PRR), opportunities as well as challenges inevitably and ironically accompany growth. In seeing significant enrollment in CAS, the launch of NHP, NCATE accreditation as well as a boom in EDU’s Counseling program and its enrollment, and re-trenched efforts including new programs such as ISS in SPS, Trinity has responded by building in assessment models and using results to inform curricular development. This is evident in the General Ed reform in CAS and SPS; programmatic design and assessment throughout CAS, with particular focus in refining the College’s fastest-growing programs (BADM, CJ, and PSYC); the use of nationally-normed tests as well as internal benchmarks in Nursing for NHP and the development of programmatic outcomes for all new programs in Nursing as well as Exercise Science and Occupational Therapy; the model use of assessment results to drive and refine programming in EDU; and the build-out of new foundational programming as well as new graduate-level programs that take assessment feedback loops as fundamental building blocks.

Trinity’s clear commitment to assessment carries with it a determination to use the past five years’ results in refining institutional energies towards student learning outcomes, their assessment, and review (SOAR). For Trinity to, in fact, “soar” institutionally, the university must deploy concentrated resources at the institutional level to model best practices and implement them for general education as well as collegiate-level initiatives.

UCAP’s peer mentoring will complement the kind of trenchant assessment Trinity continues to implement – assessment that takes local, regional, and national benchmarks in responding to each of the University’s Strategic Goals, whether driving enrollment (Goal #1), developing programs (#3), strengthening management capacity (#6), developing significant intellectual capacity (#7), or responding to student and community needs (#8). Threaded through these responses is the alignment of financial resources linked to planning, whether through providing more instructional support for foundational courses, additional faculty to maintain the low student-instructor ratio vital to and required for accreditation in NHP’s programs, budgeting more professional development support for faculty across the institution so that best practices from afar can become localized at Trinity and so that the university can confront head-on the challenges of retaining top academic talent in the District, or building out Academic Services that complement programming in foundational and gateway courses in all four collegiate units.

Ultimately, a measure of Trinity’s success lies in the ability of students to take flight and then to soar academically and professionally, both while they are with Trinity and after. As Trinity assesses student learning at the institutional, collegiate, programmatic, and course levels, Trinity will receive recognition as a university that models best practices in assessment in order to give all students access to academic excellence and achievement.
7. Faculty Development and Assessment: Foundation for Great Teaching and Outcomes

Trinity’s successful paradigm shift in education, and the hard work in learning outcomes assessment outlined above, required a significant investment of faculty time, talent and the resources necessary to ensure the ability of the faculty to adapt to new learners, new pedagogies and new expectations for accountability through assessment. Trinity’s faculty responded to these challenges with enthusiasm, creativity and unstinting hard work and dedication to student success.

This section of this Periodic Review Report provides just a brief overview of faculty development and assessment at Trinity, consistent with Standard 10 on Faculty.

Trinity’s faculty and instructional personnel include (as of Spring 2010):

- 62 Full-Time Regular Teaching Faculty
- 10 Staff Instructors (Math, Writing, Reading)
- 172 Adjunct Faculty

The size of Trinity’s faculty keeps growing in relation to the growth in the student body, from 51 full-time faculty in Fall 2009 to 57 in Fall 2010 to 62 in Spring 2011. An additional 8 faculty slots are anticipated in the Fiscal 2012 budget, thus bringing the full-time faculty roster to 70.

The majority of full-time faculty are in the College of Arts and Sciences; the School of Professional Studies employs the largest number of adjunct faculty. Trinity is fortunate to be in a professional region, Washington, where a large number of well-qualified working professionals enjoy teaching on the adjunct faculties of all local universities. The adjuncts who teach at Trinity are superb professionals, and many have a longstanding teaching relationship with Trinity.

While fortunate in having a well-qualified pool of adjuncts to draw upon, Trinity is also aware of the need to maintain a healthy balance in between full-time and adjunct faculty. Overall, the full-time faculty teach 51% of all courses and all students, with significantly larger percentages of full-time faculty teaching in CAS (70%) and NHP (80%).

With the support of their collegiate dean, who in turn works directly with the provost, all full-time faculty engage in formative and summative assessment. Annually, each faculty member submits a professional development plan (PDP) (see sample PDP and teaching narrative for Dr. Watts (5.49) (5.50)) that directly addresses the four areas Trinity has designated critical for faculty success (genuine and sustained excellence in teaching; significant scholarly or professional attainment; significant contributions to the intellectual, the collegial, and the community life of Trinity; and consistent commitment to Trinity, its mission, and its students), all of which support Trinity’s strategic goals. The faculty member and the dean subsequently meet to discuss the PDP, which becomes part of the faculty’s electronic portfolio, housed on Trinity’s Moodle site.
Trinity’s faculty and administrative leadership have undertaken a project to enhance faculty assessment through the use of rubrics. The “Rubrics Project” began in the 2009-2010 academic year with a template for discussion among faculty in the collegiate units and committees. The template uses the language of the tenure criteria for teaching, research and service to establish benchmarks for faculty at the early, mid-career and later stages of the faculty career. The rubrics are now in final draft stages with implementation targeted for Fall 2011.

Course evaluations provide indirect evidence of instructional quality. In Spring 2009, Trinity piloted the use of Moodle for online course evaluations. A goal for 2011-2012 is to develop another pilot designed to ensure at least 75% rate of return for evaluations for all courses, thus providing some indirect evidence and feedback for faculty who regarding teaching efficacy and outcomes.

While the faculty’s professional development draws on feedback around pedagogy and specific courses, it also depends on the scholarship of integration, which aligns with Trinity’s mission of supporting lifelong learning and ensuring that experience informs theory. To that end, all full-time faculty articulate specific scholarship goals in their PDP and link those to their teaching.

Trinity provides professional support for these endeavors in multiple ways. Faculty may receive funding for professional development activities. Since 2006, Trinity has increased the funding for such projects by 300%. Trinity’s Alumnae Association also makes a $4000 grant annually ($1000 for each collegiate unit) to support faculty development. In 2010-2011, Trinity provided funding for 100% of the professional development requests (a total of 35 individuals, duplicated headcount, participating in 28 forums). 64% of those funded were invited presenters at the forums, which included regional as well as national and international events. By comparison, in 2009-2010, Trinity funded 97% of requests, allowing 49 individuals to participate in professional development activities: 29% of those receiving support were invited presenters at the forums (again, representing regional and national as well as international events). Trinity showcases faculty scholarship on its website, see http://www.trinitydc.edu/academic-affairs/faculty-scholarship-news/

Trinity also facilitates the faculty’s ability to present scholarship on campus. For example, in 2010, as a result of her participation in an external workshop on using case studies in scientific settings, a biology professor gave a presentation to Trinity’s faculty entitled “How Do We Use Case Studies and Promote Team Learning to Engage Students.” This presentation was part of Trinity’s 2010-2011 “How Do We . . .” series, a program offered through Trinity’s Center for Teaching and Learning Excellence, a project of the Office of Academic Affairs, the primary vehicle on-campus for faculty development.

Faculty also provide continuing education and discussion of best practices in various presentations throughout the year. For example, a team from Mathematics gave a presentation to the faculty on “Best Practices in Assessment” in January 2011.

In response to a desire to help pre-tenure faculty prepare more effectively for the tenure review process, Trinity developed a Third Year Review program that provides more structured formative assessment and feedback to faculty who are beginning tenure preparation. The process
includes external peer review as well as specific review and feedback from the faculty member’s dean and senior faculty throughout the third and fourth years, prior to the creation and submission of the tenure portfolio in the fifth year. Given the benefits of this more structured process for pre-tenure faculty (officially classified as Category A faculty), Trinity will also extend the process to non-tenure-track faculty (officially classified as Category B faculty) who will prepare for long-term contract review after their fifth year of service.

Such assessment and such professional development are not limited to full-time faculty, of course. Each semester, Trinity depends upon part-time faculty to deliver quality instruction consonant with strong learning outcomes. Trinity provides both assessment of and professional development for its part-time faculty. As with full-time faculty assessment, effective Fall 2011, all four collegiate units will use the same base rubric for peer and administrative observation of all part-time faculty (5.56). This includes a self-assessment as well as written feedback from the observer. Part-time faculty have access to course evaluations and are invited to participate in all professional development programs offered by the Center for Teaching and Learning Excellence as well as the Trinity Institute.

Recognizing the significant role part-time faculty play, particularly in the professional schools in which their role as field practitioners is essential to delivering pedagogy informed by practice, Academic Affairs has worked with the deans and other campus entities to ensure robust programming for all part-time faculty, including a mandatory day-long orientation each semester and voluntary participation in subsequent faculty development workshops.

In Fiscal 2012, Trinity will add capacity to support faculty development and assessment through the addition of a member of the provost’s team directly responsible for working with the deans on faculty development. Additionally, Trinity will reform the current Center for Teaching and Learning Excellence to provide even more active and regular programs to support teaching. The name of the center will change to the Center for Transformative Teaching to emphasize transformative change for learners.

**Section 6. Linked Institutional Planning and Budgeting Processes**

Trinity’s Fiscal 2011 budget and forecast, and the Fiscal 2012 budget approved by the Board of Trustees on May 6, 2011 are in the VDR along with the CFO’s standard memo to the board discussing the financial results. A similar memo goes along with the financial statements to the Finance Committee and to the Board prior to each Finance Committee meeting.

As indicated throughout this report, Trinity’s Strategic Plan, *Achieving Trinity 2010*, is the basis for all operational planning and budgeting at the university. The annual budget cycle expects all department heads to express resource needs in relation to strategic goals and tactics.

The budget process at Trinity always begins with a memorandum from the president to the chief financial officer stating the priorities for the new budget year. The practice of this memorandum has been in place for most of the last decade, and for the last four years, the framework for the budget priorities has been the same:
1) Maintain a balanced budget;  
2) Continue to meet all debt covenants;  
3) Produce a surplus sufficient to ensure coverage of debt covenants;  
4) Produce a surplus that offsets some portion of depreciation;  
5) Continue investment in strategic priorities;  
6) Continue investment in plant and technology.

These six budgeting objectives are deeply rooted in the strategic plan’s expectation for fiscal stability and enrollment growth. Priorities 1 through 4 support the achievement of financial goals (Strategic Goal #2) in ways that increase investor and donor confidence in the institution. Priority #5 measures the ways in which direct costs for personnel, goods and services support strategic goals for program development, human resources and management capacity, quality services and reputational improvement. Priority #6 directly supports strategic goals for technological improvement and facilities development. All of these priorities both depend upon success in enrollment growth (Strategic Goal #1) and help to support that goal.

Salaries and benefits comprise more than 65% of Trinity’s budget, so requests for new personnel lines must clearly support strategic initiatives, especially for enrollment. Enrollment growth certainly demands additional personnel. So, for example, the Fiscal 2012 budget includes 12 additional academic positions, faculty and instructional staff, to support increased enrollment.

Other examples of the ways in which Trinity’s budget management process has supported institutional planning and the results of assessment include:

- The creation of the new FYE and General Education programs in CAS consumed approximately $1 million in new or re-allocated resources according to a study that Trinity did with support from the Lumina Foundation. Additional personnel such as the Math, Reading and Writing Specialists as well as re-allocation of faculty and other administrative time are part of that estimate. The successful results of this investment are clear in the dramatic improvements in CAS first year retention and academic performance documented earlier in this report.

- The creation of the Nursing Program, and, subsequently, the School of Nursing and Health Professions, were a direct result of program development investments related to Strategic Goal #3, which, in turn, has clearly contributed to fulfillment of Strategic Goal #1 for enrollment development.

- Investments in faculty and staff development are responsive to Strategic Goal #5 for Human Resources and #6 for Management Capacity. A more comprehensive approach to faculty development includes a revised Faculty Travel Policy that more equitably supports requests for financial support for conferences. The Center for Teaching and Learning Excellence provides opportunities for a broad variety of faculty development activities on campus. The Trinity Institute provides similar programs for administrative staff and management.
Thanks to the improvement in enrollments and, consequently, enhanced tuition revenue streams, Trinity is now able to create and manage a capital budget that addresses major projects in the older buildings. For Fiscal 2012, this will include installing a second elevator in Main Hall, a long-desired project that will be a capital expense of $1 million. Additionally, Trinity has embarked on long-term capital improvements in restrooms and plumbing, and is in the final stages of a major repair project on the drainage system of the historic Notre Dame Chapel.

The capital budget process also supports a more aggressive program of continuous technological upgrades to ensure that Trinity’s technology infrastructure keeps pace with academic demands.

Faculty and staff who wish to seek funding for new programs need to make the case with explicit reference to strategic priorities. The website includes a policy statement on new programs that states this expectation explicitly [http://www.trinitydc.edu/policies/outline-for-new-program-funding-proposals/](http://www.trinitydc.edu/policies/outline-for-new-program-funding-proposals/) and budget requests must also demonstrate the alignment to strategic priorities (6.3).

Budgeting at Trinity is not a once-a-year static process. Rather, through continuous review of revenues and careful management of expenses, combined with astute monthly cash flow analysis, the financial team is able to be more responsive to various needs as they arise, particularly in facilities and technology supporting the academic enterprise.

CONCLUSION

This periodic Review Report summarizes Trinity’s serious and thoughtful attention to the kind of planning, budgeting, implementation, assessment and change that the Middle States Characteristics of Excellence expect across all dimensions of the university. The work of the faculty, staff and board in preparing this report now positions Trinity to update the strategic plan. Toward Trinity 2015 will continue Trinity’s emphasis on building enrollment and financial capacity in order to sustain this unique educational enterprise for generations to come.

Trinity looks forward to receiving the Reviewer’s comments as part of the university’s ongoing quest to improve quality and ensure accountability for Trinity students, graduates and the many communities that Trinity’s mission serves throughout the Washington region, nation and world.