



Trinity Washington University

Preparing for Trinity 2020: 2016 Middle States Self-Study

**Trinity Washington University
125 Michigan Avenue, NE
Washington, DC 20017
www.trinitydc.edu**



Trinity

Office of the President

Trinity Washington University

125 Michigan Avenue NE, Washington, DC 20017

v 202-884-9050 f 202-884-9056

president@trinitydc.edu www.trinitydc.edu

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Welcome to Trinity's 2016 Middle States Self-Study. This document summarizes more than two years of community-wide study, analysis, discussion and development of Trinity's planning and assessment practices as we strive to ensure the best possible environment for student success. Planning and assessment have been ongoing dynamic forces at Trinity for more than a decade. The self-study moment is an opportunity to summarize the results of those processes as a basis for making necessary changes to programs and services, and adapting the institutional strategic and operational plans based on assessment results.

This self-study and all related documents are available digitally in the [2016 Middle States Document Room](#) on Trinity's website. The self-study and documents are available for all members of the community to read and we invite ongoing comments even as we prepare for the accreditation team visit.

Trinity looks forward to welcoming the Middle States Visiting Team on March 20-23, and we thank the members of the team for their time and talent in the process of accreditation.

Many thanks as well to all members of the Trinity community who contributed so much to this report, and to the ongoing vitality of Trinity's mission on behalf of our students.

Sincerely,

Patricia McGuire
President

Links to Required Documents

[Trinity Certification Statement 2016](#) (also enclosed with the executive summary)

[Academic Catalog 2015-2016](#)

[Trinity 2014-2015 Middle States Institutional Profile](#)

[Five-Year Financial Plan](#)

[2015, 2014 and 2013 Audited Financials and Management Letters](#)

[Trinity IPEDS Finance Report 2014-2015](#)

[Trinity IPEDS Finance Report 2013-2014](#)

[Trinity IPEDS Finance Report 2012-2013](#)

[All Institutional Policies and Handbooks](#)

[Organization Chart](#)

Current, Retrospective and 5-Year Enrollment Plan Data are included in Chapters 2, 9 and 10 of the Self-Study

Glossary of Key Acronyms

CAS:	College of Arts & Sciences, the undergraduate women's college
EDU:	School of Education, coeducational graduate programs in teacher education, school leadership and counseling
NHP:	School of Nursing and Health Professions, coeducational unit with Nursing and Occupational Therapy programs, undergraduate and graduate
SPS:	School of Professional Studies, coeducational undergraduate unit for working professionals
BGS:	School of Business and Graduate Studies, coeducational graduate unit with business-focused degrees
U-CAP:	The university-wide Curriculum and Academic Policy Committee, responsible for oversight of academic assessment throughout all units; local CAP committees in each unit are responsible for academic policies and curriculum development

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Trinity Washington University
2016 Middle States Self-Study
Executive Summary

Trinity Washington University presents this 2016 Middle States Self-Study with a strong sense of institutional accomplishment for all that has occurred since the last self-study in 2006, as well as a realistic understanding of present challenges and deep confidence in Trinity's future. Framed by Trinity's Strategic Plan *Envision Trinity 2020* and rooted in Trinity's continuous practices of planning and assessment, the self-study process provided numerous opportunities for the Trinity community to reflect and analyze academic and administrative practices, measure results, and engage creatively with the changes necessary for continuous improvement.

Students are the center of Trinity's life. Student animate the whole idea of Trinity's mission, and give deep meaning to the work of the professional community throughout the university. As Trinity's student body changed across the last two decades --- from predominantly middle-class white Catholic women to predominantly low income students of color from many religious backgrounds, the "paradigm shift" in demographics and economic profile described in prior Middle States reports --- Trinity focused on learning how to teach and serve this new population of students successfully. The 2006 Middle States Team recognized the "incalculable contribution to the American higher education enterprise" in the ways that Trinity embraced the imperative of access for new populations; at the same time, that team urged Trinity to intensify efforts to reform general education, programs and services to ensure success for these students.

Trinity's 2016 self-study demonstrates that the spirit of reform is vibrant at Trinity, and that changes in general education, academic and co-curricular programs and university services occur routinely in the planning and assessment process. This document also candidly acknowledges the ongoing challenges for student success in measures of retention and completion; academic preparation; student financial need; student performance in academic assessments from first year courses through senior comprehensives and into post-graduate professional licensure exams; fluctuating enrollment patterns; and the ever-present need to keep renovating campus physical and technological infrastructures while also continuing to ensure Trinity's fiscal strength. The new Trinity Academic Center that will open in June 2016, integrating laboratories for sciences and nursing along with classrooms for all disciplines, is a symbol both of Trinity's current fiscal strength and ambition for the future.

Chapters One (Mission) and Two (Students) of this self-study focus on the ways in which Trinity has revitalized its historic mission while expanding the reach of its programs to students who can thrive with the support they receive at Trinity. Trinity's historic women's college has more than doubled in size in the last ten years as more women from the city find at Trinity a place that supports their needs and ambitions. At the same time, Trinity has become a modern university with graduate and professional programs welcoming men as well as women in evening and weekend formats. Trinity's Catholic sense of social justice pervades the institutional commitment to student success, and this same sensibility supports the intentional integration of liberal learning with professional studies to be sure that Trinity students are able to participate in the workforce in ways that provide economic security for themselves and their families.

Chapter Two presents a great deal of data on Trinity's analysis of student enrollment, persistence and completion patterns, and identifies both the challenges as well as supports necessary to keep improving the ultimate student outcomes.

Chapters Three (Student Learning) Four (General Education) and Five (Academic Programs) all focus on the continuous thread of academic assessment. The work of Trinity's faculty in assessment is quite voluminous, so these chapters present case studies and samples of reports that highlight the rich and deep work that is ongoing across the disciplines and at all degree levels. The document room materials include some of the more extensive reports and faculty papers on assessment. As Chapter Three also notes, Trinity's programs in the School of Education (EDU) and School of Nursing and Health Professions (NHP) have specialized accreditation (NCATE, CCNE, ACOTE) that also requires significant student assessment and those reports are all linked in the document room.

As indicated in these three central academic chapters, the work of academic assessment at Trinity is truly a faculty-driven enterprise with the University-wide Curriculum and Academic Policy Committee (U-CAP) directing assessment practices across all academic units. The individual unit CAP committees provide further oversight according to each degree level and program. Trinity's mission statement provides the basis for university-wide learning goals that then frame the specific learning goals for general education at the undergraduate level and goals for academic programs in all units and across all degree levels.

Chapter Four on General Education also reveals that in keeping with Trinity's continuous effort to ensure student success, the faculty in the College of Arts & Sciences (CAS) have been engaged in an ambitious effort to revise the General Education program based on assessment results that have indicated that students need to engage in content courses immediately, not just skills courses, and this finding is consistent with national findings on foundational education. In particular, the faculty in Mathematics has revised the first year course sequence to engage students more quickly in the mathematics they will need for their major programs. Similar work is underway with critical reading and writing, supported in part by a Mellon grant.

Chapter Five on the Assessment of Academic Programs provides extensive evidence of the true "culture of assessment" that the faculty have embraced across disciplines. A series of case studies in program review shows how the faculty have made changes to programs as a result of assessment. The document room includes the entire body of work in program assessment for all academic programs.

Chapter Six provides a snapshot of Trinity's faculty, faculty assessment processes and faculty development opportunities. Given the considerable expectations at Trinity for the active engagement of faculty in pedagogical innovation and assessment work, the support for faculty development in these areas continues to grow.

Chapter Six also presents evidence about the library and library programs to promote information literacy. Development of Trinity's "library of the future" will be a major topic in the next round of campus master planning beginning in Fall 2016.

Chapter Seven on Academic and Student Support Services documents in part the rather extensive network of support services available for all students at Trinity. The administrative leaders of these services work collaboratively to ensure a strong safety net for students who need help. Academic advisors across all five units also rely heavily on these core academic and student support services. Additionally, the academic deans also work with Student Services to promote student engagement in student government, organizations and campus activities.

Chapter Eight on Leadership and Institutional Effectiveness discusses the overall administrative framework of Trinity and particulars about the board, president and senior staff. While examples of comprehensive institutional assessment are embedded throughout the self-study, Chapter Eight provides several key examples of ways in which Trinity has tackled specific problems to achieve better results.

Chapter Nine on Resources reveals the financial strength of Trinity, one of the university's signature accomplishments in the last decade. With the leadership of the board and a strong financial management team, Trinity has built a platform for long-term fiscal stability that will help the university to manage prudently through downturns as well as in growth periods. The five-year financial plan, updated every year along with the strategic enrollment model, keeps management's focus on what is necessary to ensure ongoing stability.

Chapter Nine includes a brief discussion of the Trinity Academic Center, the first new academic building on Trinity's campus in more than 50 years, and a necessary replacement for the 80 year-old science building. This new facility will have a dramatic impact on Trinity's longer-term ability to grow the programs in the STEM disciplines and health professions, in particular.

Chapter Nine also provides evidence of the kind of continuous institutional assessment that occurs in all divisions. The senior executive staff all develop annual plans and assessment reports that are linked in the document room, and Chapter Nine provides some examples of the plans for Human Resources, Technology Services, Facilities and General Administration.

Finally, Chapter Ten returns to *Envision Trinity 2020*, the strategic plan that is the essential framework for Trinity's ongoing work in assessment and change. The plan is in a state of continuous review and updating based on annual results. Chapter Ten provides insight into Trinity's best current thinking of the ways in which goals are likely to develop in the future.

Throughout the self-study, Trinity notes areas where improvements must still occur, where assessment evidence can spark even greater change. Because planning and assessment are so deeply embedded in Trinity's academic and management culture today, Trinity does not see these as recommendations frozen in time for this document, but rather the natural commitments to keep growing and changing to meet the needs of each new group of students, and to learn from each assessment cycle so that programs and services can remain fresh and effective.

The Trinity community is eager to share this work with the visiting team, and thanks the team for your generous sharing of time and talent to help Trinity continue to make progress for the sake of our students.



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680

Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement:

Compliance with MSCHE Requirements of Affiliation

[For use by institutions addressing the Accreditation Standards in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)*

Effective August 1, 2015

(Name of Institution)

is seeking (*Check one*): Initial Accreditation
 Reaffirmation of Accreditation through Self Study
 Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)*.

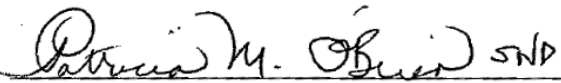
If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

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



(Chief Executive Officer)

____1/20/2016_____
(Date)



(Chair, Board of Trustees or Directors)

____1/20/2016_____
(Date)

Trinity Washington University

Preparing for Trinity 2020:

2016 Trinity Middle States Self-Study

Introduction

Trinity Washington University completes the 2014-2016 Middle States Self-Study period with a great sense of institutional confidence and pride in Trinity's progress across the last decade. Trinity's performance indicators across the last ten years are strong, and a culture of planning and assessment pervades the institution both academically and administratively. Trinity undertook this self-study at a time when the first new academic building in more than 50 years is nearing completion. By the time the visiting team arrives in March 2016, the new Trinity Academic Center will be almost ready to open (Fall 2016). The new building is the physical symbol of Trinity's progress in the last decade and even more ambitious plans for the future.

Preparing for Trinity 2020 tells the compelling story of Trinity's continuing assessment of the paradigm shift in students and programs that informed the self-studies in 1996 and 2006, and interim reports. Today's national conversation about collegiate access for low income students is Trinity's story and ongoing mission. Trinity's experience also suggests that the story is never complete, and that each generation of students pose challenges and opportunities for deeper understanding and more creative responses to the needs that historically marginalized students bring to the university enterprise.

In the next decade, Trinity must seize the opportunities inherent in this mission to create even stronger models for success for students who often have multiple risk factors impeding success but very strong ambition to surmount those challenges. Understanding how all dimensions of the university must come together to ensure that these students have all academic and co-curricular tools and supports necessary for success is a theme in this self-study and an imperative for Trinity's next decade.

Trinity in 2015-2016 is privileged to serve a student body of more than 2,100 students across a broad range of ages, life experiences, professional interests and personal challenges. Trinity sustains the historic women's college at the core of the university, now known as the College of Arts and Sciences (CAS), and that unit has grown by 150% in the last ten years --- surely a record for any women's college in the 21st Century. That growth is not happenstance; Trinity's embrace of the idea of the "paradigm shift" in student populations, documented in prior Middle States reports, includes a wide embrace of low income women of color from the District of Columbia and the Washington region who are the first in their families to attend

college, sometimes young mothers or sisters with significant family responsibilities. At Trinity, these students find the support, encouragement and direction they need for success. The work is hard and often daunting, and this report documents the challenges as well as successes.

Even as Trinity has experienced remarkable growth in the historic women's college, Trinity has also expanded coeducational programs for professional women and men in the School of Professional Studies (SPS), School of Business and Graduate Programs (BGS), School of Education (EDU) and School of Nursing and Health Professions (NHP). These professional academic units offer undergraduate and graduate degrees to women and men who work in the major industries of Washington --- from the federal agencies, Congress and the White House through the local governments, private businesses, nonprofits, advocacy groups, law and accounting firms, hospitals and healthcare agencies, public and private schools. These students are parents and often the first role models in their families for academic success, and that responsibility weighs heavily on their desire to succeed. Ensuring success for part-time working students with many responsibilities is also a theme that this self-study will explore.

As more professional students come to Trinity to complete baccalaureate degrees or to pursue advanced degrees, Trinity's menu of programs and services continues to grow to meet the regional workforce demand. Trinity works closely with the regional communities of business, K-12 education, healthcare and nonprofit advocacy and service to develop the programs necessary for future managers and leaders. This self-study is also an opportunity to assess the ways in which Trinity engages curricular development to serve the larger community as well as the students who depend on these programs for advancement in the workplace.

In 2006, the Middle States visiting team recognized Trinity's fidelity to historic mission while embracing the paradigm shift, and encouraged Trinity to stay focused on mission even while adapting to changing conditions in students and programs. Trinity has kept that good advice in mind during the last decade as the university has moved in important new directions.

Some of Trinity's most significant achievements since 2006 include:

- Establishment of programs in Nursing and Occupational Therapy, leading to the creation of the School of Nursing and Health Professions and specialized accreditation through CCNE (Commission on Collegiate Nursing Education) and, more recently, ACOTE (Accreditation Council for Occupational Therapy Education); Trinity is also now a candidate for accreditation with CACREP (Council for the Accreditation of Counseling and Related Educational Programs) for the master's Counseling program;
- Establishment of additional new programs in Forensic Science, Early Childhood Education, Clinical Mental Health Counseling, and other areas that demonstrate Trinity's mission commitment to integrate liberal learning and professional studies to ensure that Trinity students and graduates are able to engage with the Washington area economy as executives and leaders of the workplace and community;

- Development of undergraduate research programs in the sciences and social sciences, demonstrating the vital importance of active student engagement in research as a means to ensure student success;
- Achieving a strong financial foundation with annual surplus performance, with a balance sheet bottom line now surpassing \$115 million, meeting and surpassing critical financial benchmarks and laying the foundation for the university's ability to proceed with plans for the Trinity Academic Center; as well, raising more than \$25 million to date toward a \$30 million goal in the Second Century Campaign;
- Receiving the largest gift in Trinity's history, \$10 million from an alumna who recognizes the significance of this moment to propel Trinity's academic future with the creation of the Trinity Academic Center; additionally, receiving a \$2.8 million gift from local benefactors to create a scholarship program for Nursing students, thus recognizing the vital importance of this program for Trinity's future; and another \$2 million gift from an anonymous donor;
- Establishing the Billiard Center for Social Justice, named for the founder of the Sisters of Notre Dame St. Julie Billiard, as a permanent active reminder of the vital importance of Trinity's Catholic mission and commitment to social justice;
- In 2015, the Carnegie Corporation recognized Trinity and President McGuire with the prestigious Academic Leadership Award in recognition of Trinity's work in transforming the collegiate model to serve new populations of students.

Even as Trinity has realized success on many fronts, the university has considerable challenges not unlike most institutions of higher education in 2015. Embracing a high-need population of students comes with acceptance of challenges in academic preparation, social and behavioral readiness, economic need and irregular attendance patterns impacting retention and completion. Such challenges and how Trinity responds to them are the core of this report.

Enrollment remains a challenge despite large gains in the last decade. At the time of this report, total enrollment has declined from a high of 2,600 in Fall 2012 to 2,100 in Fall 2015. While enrollment in the full-time undergraduate women's college (CAS) remains strong at more than 1,000, the graduate and professional schools have struggled with enrollment challenges documented in this report. Trinity is taking steps to address the downward trends in the professional programs.

Trinity also faces challenges imposed by the rising plethora of federal and local regulation that drive up the cost of university operations even as Trinity tries to keep tuition low and to provide significant institutional financial aid. At a time when Trinity has succeeded in gaining the financial stability that was so elusive for so many decades, the additional cost burdens of regulatory impositions are gravely disappointing. This report includes a discussion of resources and the strategies that Trinity uses to ensure fiscal stability far into the future as well as documenting the required compliance record.

Other challenges are also familiar to higher education: the impending retirement of the Baby Boom generation and the new expectations of new faculty and staff generations; the appropriate balance of full-time and part-time faculty at a time when pressure builds to hold the line on costs; the question of whether a campus-based university can or should engage online learning, and how the campus-based courses and programs might use technology more effectively; when and how to tackle the large and expensive renovation costs of aging infrastructure once the new academic center opens. Each chapter of this report tackles different dimensions of these questions.

Trinity's strategic plan [*Envision Trinity 2020*](#) lays out the necessary institutional strategies to address these and other issues. As in past accreditation reports, the plan is both the backbone of self-study and also the basis for the concluding chapter analysis to point the way to future actions in planning, assessment and institutional renewal.

Goals of the 2014-2016 Self-Study:

Through the self-study process, Trinity will:

1. Assess the overall growth and development of the university as a means to inform strategic directions for organizational design, curricula, programs and services of the next decade;
2. Analyze and assess Trinity's model for serving under-served student populations, toward strengthening the model and contributing more effectively to the national conversation on access and success, with special emphasis factors that foster student success including:
 - a) Analysis of student characteristics at admission, college readiness and the need for significant academic supports in Math, Critical Reading and Writing;
 - b) Effectiveness of First Year Experience and Transitions programs in creating pathways for college success for under-prepared students, particularly in foundation courses in Math, Critical Reading and Writing;
 - c) Effectiveness of co-curricular support services in Academic Advising, Academic Services, Health Services and all related Student Services;
 - d) Identification and analysis of the key risk factors to retention, persistence and completion, including college readiness, family responsibilities, financial condition, work schedules, health and other personal conditions that impede college persistence;
 - e) Effect of engagement with major programs on persistence and completion;
 - f) Career outlook and employment during school and after graduation as factors influencing college persistence.
3. In relation to the strategic analysis of the student populations stated above, assess the quality and effectiveness of all academic programs and administrative services, at all degree

levels and in all departments, particularly in relation to the needs of the student body and the larger community that Trinity graduates serve;

4. Assess the quality and effectiveness of the processes for planning and assessment to ensure that Trinity's use of assessment data leads to meaningful programmatic and institutional change;
5. Create baseline data sets for ongoing assessment;
6. Provide the assessment results and data analysis necessary for adjustments to the strategic plan *Envision Trinity 2020*.
7. Demonstrate fulfillment of all Middle States standards for accreditation.

Steering Committee:

The self-study steering committee includes the senior staff managers responsible for all major administrative areas as well as the faculty chairs of faculty committees. The steering committee membership list is at the end of this section on p. 7

Incorporation of Existing Processes:

This self-study is based upon the ongoing work in planning and assessment conducted through all academic and administrative programs and departments. To the greatest extent possible, the work of self-study is not "extra" work, but rather, a moment for synthesis of the planning and assessment efforts that are ongoing.

Cohort Institutions for Benchmarks:

For many years, Trinity has developed benchmarks for performance using a cohort group of similarly sized historic women's colleges (some now coed) and Catholic women's colleges in urban centers. The cohort includes these schools:

Alverno College, Milwaukee, WI	Marymount Manhattan, New York, NY
Carlow University, Pittsburgh, PA	Marymount University, Arlington, VA
Cedar Crest College, Allentown, PA	Meredith College, Raleigh, NC
Chatham University, Pittsburgh, PA	Mount Saint Mary's, Los Angeles, CA
Chestnut Hill College, Philadelphia, PA	Notre Dame of Maryland Univ., Balt.MD
Col. of New Rochelle, New Rochelle, NY	Rosemont College, Rosemont, PA
College of St. Benedict, St. Cloud, MN	Sage Colleges, Albany, NY
College of Saint Elizabeth, Morristown, NJ	Salem College, Winston-Salem, NC
Emmanuel College, Boston, MA	Simmons College, Boston, MA
Hood College, Frederick, MD	Stevenson University, Stevenson, MD
Immaculata University, Immaculata, PA	Univ. of Saint Joseph, West Hartford, CT
Lesley University, Cambridge, MA	Ursuline College, Pepper Pike, OH
Manhattanville College, Purchase, NY	

References to benchmarks throughout this planning document usually use benchmarks derived from a cluster of all or some of these institutions unless otherwise noted.

Organization chart:

Trinity's master organization chart is at the end of this section on p. 8

Virtual Document Room:

The self-study has a virtual document room at <http://www.trinitydc.edu/2014-2016-self-study-document-room/> (Password = **trinityweb**)

NOTE: Trinity has developed the self-study as a natural progression from the presentation of mission and analysis of the student populations through chapters on academics and outcomes, then co-curricular services and programs, with administrative topics following, and a final chapter tying the self-study analysis to ongoing strategic planning considerations. Because this format does not follow the Middle States standards seriatim, the chart below shows the alignment from the Middle States Standard to the Self-Study Chapter and strategic goals.

Trinity Self Study Alignment of Chapters, Middle States Standards and Strategic Goals				
Middle States Standard	Standard Title	Trinity Self-Study Chapter	Chapter Title	Chapter Aligns with Strategic Goals
1	Mission and Goals	1	Introduction: Retrospective on the Paradigm Shift	1,2,10
2	Planning, Resource Allocation and Institutional Renewal	1	Introduction: Retrospective on the Paradigm Shift	1,2,10
3	Institutional Resources	9	Resources to Support Trinity's Mission	2,4,5,10
4	Leadership and Governance	8	Assessment of Leadership and Institutional Effectiveness	5,6
5	Administration	8		5,6
6	Integrity	2	Trinity Students	1,8,9
6	Integrity	7	Student Services	1,8,9
7	Institutional Assessment	8	Assessment of Leadership and Institutional Effectiveness	5,6
8	Student Admissions and Retention	2	Trinity Students	1,8,9
9	Student Support Services	7	Student Services	8
10	Faculty	6	Faculty Resources	5,7
11	Educational Offerings	5	Assessment of the Academic Programs	3
12	General Education	4	Foundation for Learning in General Education and Academic Support	3
13	Related Educational Programs	4	Foundation for Learning in General Education and Academic Support	3
13	Related Educational Programs	5	Assessment of the Academic Programs	3
14	Assessment of Student Learning	3	Assessment of Student Learning	3

**2014-2016 Trinity Middle States Self-Study
Steering Committee**

Co-Chairs

Dr. Carlota Ocampo, Provost
Dr. Karen Gerlach, Vice President for Student Affairs

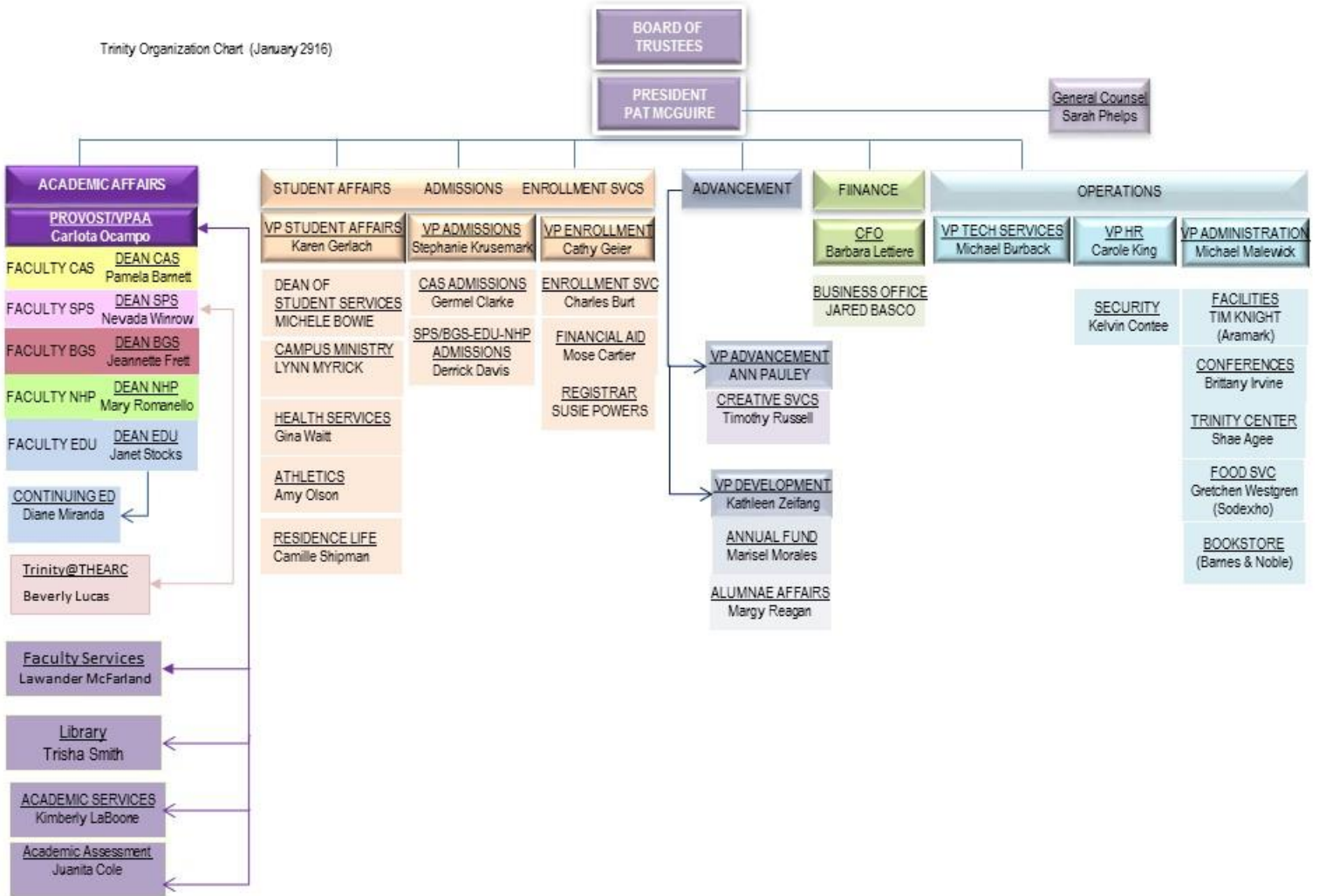
Steering Committee Members

Dr. Pamela Barnett, Dean of the College of Arts & Sciences (CAS)
Dr. Mary Romanello, Dean of the School of Nursing and Health Professions (NHP)
Dr. Janet Stocks, Dean of the School of Education (EDU)
Ms. Jeannette Frett, Dean of the School of Business and Graduate Studies (BGS)
Dr. Nevada Winrow, Dean of the School of Professional Studies (SPS)

Dr. Noel Voltz, Co-Chair, University Curriculum and Academic Policy Committee (U-CAP)
and Assistant Professor of History (CAS)
Dr. Kelley Wood, Co-Chair, U-CAP and Assistant Professor of Business (BGS)
Dr. Stacey Baugh, Chair, Faculty Welfare Committee and Associate Prof. of Psychology
(CAS)
Dr. Christopher Bishop, Chair, Professional Development Committee
and Associate Professor of Psychology (CAS)

Ms. Barbara Lettiere, CFO
Mr. Jared Basco, Controller
Mr. Michael Burbach, VP Information Technology
Ms. Carole King, VP Human Resources
Mr. Michael Malewicki, VP Administration
Ms. Ann Pauley, VP Advancement
Ms. Cathy Geier, VP Enrollment Services

Trinity Organization Chart (January 2916)



CHAPTER ONE: MISSION, GOALS, PLANNING: RETROSPECTIVE ON THE PARADIGM SHIFT

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

Standard 1: Mission and Goals

Standard 2: Planning, Resource Allocation and Institutional Renewal

At Trinity's May 2015 Commencement ceremony, Speaker Patty Stonesifer, CEO of Martha's Table, asked the graduates who were the first in their families to earn a college degree to stand. Almost the entire graduating class stood up. She then asked all of those to stand who worked while they were in school; the few remaining in seats also stood up. She then asked graduates to wave who had children, who attended part-time, who juggled responsibilities at work and in families as well as attending school; hundreds of hands waved high.

That moment crystallized the essence of who Trinity students are today: whether just starting college at age 18 or finishing at age 58, whether just beginning a professional career or planning to make a mid-career move, Trinity students are virtually all the "first" in their families, self-supporting to a large extent, students who struggle to earn and learn all at the same time. They are mostly women and some men for whom earning a degree is a life-changing experience, not only for themselves but also for their children and families. They are predominantly African American and Latina, young and middle-aged, often single parents who have no other sources of support beyond their own grit and determination to succeed.

Key Indicators for Trinity Students:

- 2,142 total enrollment in Fall 2015, including 1017 undergraduate women in CAS; other enrollments include 466 (SPS); 367 (EDU); 173 (BGS) and 145 (NHP) (Chapter Two includes significantly more detail on enrollments);
- 82% of first year CAS students and 65% of all undergraduates receive Pell Grants; 100% of CAS undergraduates receive some form of financial aid;
- \$25,000 = median family income for first time CAS students; 25% report family incomes below \$10,000 ([DR 1.1: 2015 CIRP Trinity First Year Survey](#))
- All students: 67% African American; 14% Hispanic; 4% White; 93% female.
- 52% of Trinity undergraduates are residents of the District of Columbia, most graduating from the D.C. Public Schools or D.C. Charter Schools. 30% are from public or charter schools in nearby Prince Georges and Montgomery Counties.

This is the profile of a truly mission-drive institution.

A. The Paradigm Shift at Trinity: 1996 to 2016

American higher education in 2015-2016 confronts numerous questions about accountability, effectiveness, affordability and competition from new delivery systems. Ultimately, the national conversation on higher education is all about institutional change, and in many ways, Trinity exemplifies key elements of the change movement. Historically a deeply traditional, very elite Catholic liberal arts college for women, in the last 25 years Trinity has experienced a transformation into a broad access university welcoming a diverse population of students who are predominantly low income African American and Latina students --- still predominantly female, but with a small population of male students in graduate and professional programs. This transformation --- the “paradigm shift” in the student population at Trinity --- was the central theme of prior Middle States Self-Studies in 1996, 2006 and 2011.

This transformation has made Trinity economically strong and also affirmed mission in some surprising ways. The transformation made it possible for Trinity’s women’s college to double in size, reaching its largest-ever enrollment as a result of Trinity’s focus on the educational needs of women in the city. The transformation also made it possible for Trinity to become a more inclusive and innovative institution by diversifying the institutional model to develop multi-dimensional academic units tailored to the needs of each student population.

Trinity managed change and growth across the last two decades by rooting strategic plans, budgets and programmatic initiatives in a deep understanding of mission, cultivating a clear philosophy of the difference between timeless mission values and the more temporal ways an academic institution must adapt to modernity in its programs, delivery systems and populations served. Trinity continues the undergraduate liberal arts college for women (CAS) while also offering a broad range of coeducational professional programs through the School of Professional Studies (SPS), School of Nursing and Health Professions (NHP), School of Education (EDU), and School of Business and Graduate Studies (BGS). **Chart 1.1** shows the conceptual model for Trinity’s contemporary academic organization with five academic units.

Chart 1.1



Trinity’s contemporary strategic academic design with five distinct units ensures that students have the curricula and programs, faculty and support services that are appropriate for each population and degree level. Each unit has a dean, advisors, administrative staff and faculty appropriately credentialed and focused on the needs of the students enrolled in that unit’s programs. Broad institutional structures and services undergird the core academic design, with the expectation that centralized administrative services (e.g., Student Affairs, Enrollment Services, Academic Support Services, Admissions) will meet the needs of each student population. Subsequent chapters of this report document the ways in which core institutional services work together with each academic unit to ensure effective outcomes for all students. (See [DR 1.2: Master Organization Chart](#) and [DR 1.3: Strategic Organizational Design](#) chart)

“Paradigm shift” is a phrase that Trinity first used in the 1996 Middle States Self-Study to capture the changes then underway in the student body, faculty, curricula and programs. Now, two decades after that first report, Trinity continues reflection on the still-dynamic process of paradigm shift as one of the most essential forces driving the commitment of all faculty and staff to Trinity’s mission and institutional renewal and vitality.

B. Mission and Goals

Trinity’s Mission Statement articulates the clear values and characteristics of the university:

Trinity 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.

Quite intentionally, the mission statement incorporates the kind of balanced approach to mission characteristics that enabled Trinity to incorporate changes in populations, programs and services across the years while remaining deeply faithful to the fundamental elements of mission. Hence, the commitment to women's education as a primary mission characteristic remains, but Trinity also welcomes men in the four professional schools. Trinity does not view the presence of men as antithetical to the purpose of a primary mission commitment to women. Trinity believes deeply that a 21st Century women's college should not be defined by the absence of men, but rather, by the affirmative encouragement of women's leadership and advancement, and adherence to principles and practices that promote gender equity.

1. Commitment to the Education of Women

At various times in the last two decades, Trinity has reviewed the data on women's colleges (see [DR 1.4: Women's Colleges and Institutional Innovation](#) web page) and made affirmative decisions to continue the College of Arts and Sciences as a women's college. Several important factors led to Trinity's reaffirmation of historic mission: first, Trinity's women's college enrollment has grown more than 150% in the last 15 years due largely to the increased focus on low income women of color in the city, along with creation of more professionally-focused programs like Nursing, Occupational Therapy and Criminal Justice. Moreover, Trinity's study of the data about women's colleges and historic women's colleges that went coed revealed that academic programs and student body diversity had significant influence on institutional health and resilience. About 100 of the historic women's colleges continue to operate as coeducational institutions, with an average enrollment of about 2,600 and populations that are nearly 70% female. After considering the data and Trinity's market position in Washington, with a large number of coed universities in relatively close proximity, and the substantial unmet educational needs of low income women in the region, Trinity determined that its mission should remain focused primarily on women's education, albeit with coeducational opportunities as well in the graduate and professional programs.

The 2006 visiting Middle States Team noted that Trinity found a way to sustain historic mission through embracing the paradigm shift in students and programs. The team report stated, "The team recognizes ... 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." ([2006 Middle States Team Report](#), p. 5)

2. Liberal Arts and Professional Preparation

Trinity embraces the idea that a liberal arts education is not agnostic about the important goals that all students have today to join the workforce, but rather, liberal learning done well is the essential platform for lifelong professional development. By promoting the fundamental knowledge, skills and values of liberal learning in the inquiry and research processes, critical analysis and effective expression, numeracy and scientific literacy, Trinity promotes the ability of students to become lifelong learners able to adapt to changing circumstances across the numerous career pathways their lives will follow.

Trinity's integration of the goals for liberal learning as the foundation for professional preparation becomes even clearer in the ways in which programs in Education, Business, Nursing and Health Professions incorporate liberal arts principles. The faculties in each of the professional units engage with the faculty in the College of Arts and Sciences to ensure appropriate integration of learning goals and effective pedagogies across all units.

3. Grounding in the Mission of the Sisters of Notre Dame and Catholic Faith

Trinity's faith dimension also reflects the institutional ethic of inclusion. From the start, Trinity's founders, the Sisters of Notre Dame de Namur, did not limit admission to Catholics only, although Catholic students were the majority until the 1990's. As the demographic characteristics of the student body changed, the religious affiliation of students also changed, and Trinity sought ways to welcome a broadly ecumenical and interfaith population.

Social Justice is a central tenet of the Catholic faith and the animating value of the Sisters of Notre Dame (SNDs) and Trinity. Students, faculty and staff of many faith traditions also resonate with the commitment to action for social justice. In many ways, Trinity's paradigm shift is a manifestation of this deep institutional commitment to social justice. By welcoming a large population of students of color from the city who have great economic needs, Trinity embodies the principles of Catholic Social Teaching to protect human life and dignity, to act in solidarity with the human community and to take special care to address the needs of the poor and vulnerable.

[DR 1.5: Trinity's DC Impact Statement](#) illustrates the ways in which Trinity serves some of the neediest populations in the District of Columbia.

As Trinity's campus population has become religiously diverse, SNDs on the faculty and living at Trinity have worked with the faculty, staff and students to create programs to educate the campus community about Trinity's faith dimension and the real meaning of social justice. For example, the Billiard Center for Social Justice, named for the founder of the Sisters of Notre Dame, St. Julie Billiard, conducts a lecture series open to all students and faculty, as well as other events to engage campus constituents in service for social justice. ([DR 1.6: Billiard Center Report](#)) As well, Campus Ministry is a vital center of campus life, spearheading community service projects, developing worship and spirituality programs for all faiths, supporting the ecumenical Gospel Choir and leading the Alternative Spring Break program.

For more on Trinity's integration of faith commitments with institutional change see [DR 1.7: "Civic Virtue Starts at Home: Faith and Freedom for Institutional Transformation,"](#) McGuire remarks to the Lilly Fellows Conference in Scranton, 2013.

C. Planning, Resource Allocation and Institutional Renewal

Trinity's very clear understanding of mission drives all planning and resource allocation, and these processes have made institutional renewal a continuous source of strength and vitality.

Strategic planning at Trinity has been a dynamic process since the early 1990's. The current Strategic Plan *Envision Trinity 2020* ([DR 1.8: Strategic Plan](#)) continues the thread of prior plan documents in its emphasis on developing enrollments through strategic program initiatives and other investments in technology, human resources and facilities. **Chart 1.2** illustrates the design of the strategic plan with ten goals. The primary goal is enrollment development, and the other nine goals support that primary goal.

Chart 1.2



Like prior institutional plans, *Envision Trinity 2020* is the foundation for annual plans of the academic units and administrative departments cited throughout this self-study. The institutional plan as well as the individual departmental plans undergo continuous review at the Board, Senior Staff and departmental levels to assess progress toward goals. These plans are the basis for annual budgeting.

Several examples illustrate the integral dynamic of mission, planning, resource allocation and institutional renewal at Trinity.

1. Development of Nursing and Health Professions Programs

Historically, despite requests from the Washington Hospital Center decades earlier, Trinity had been reluctant to develop a Nursing program because, "We are a liberal arts college, we don't do applied studies." But by 2006, when the Washington Hospital Center asked again, Trinity was educating a majority population from the District of Columbia and had reorganized into the comprehensive university model based on the 2000 mission statement that embraced the

integration of professional studies and liberal arts. As documented in prior Middle States reports, the journey to that point was long and fraught, but the destination proved very fruitful.

Trinity received a planning grant for Nursing, and launched the first Nursing Program, the RN-BSN in 2007. The pre-licensure program began in 2010, and the MSN began in Fall 2015. Trinity also launched the Occupational Therapy Assistant Program in 2013, and launched the MOT in Fall 2015.

All new programs proposed at Trinity require a plan that ties the program to the institutional strategic plan and spells out costs and benefits. Each of these health professions programs began with a plan that spelled out the investments necessary and likely returns, and each had to satisfy the very stringent requirements of specialized accreditors and licensure agencies.

Nursing is a natural mission-fit for Trinity in many ways. As Trinity developed a more distinctive focus on educating women from the city, the obvious potential for a pipeline from neighborhoods to local healthcare providers became clear, and those providers eagerly worked with Trinity on clinical placements, equipment and faculty needs. Nursing and the later addition of Occupational Therapy programs (OTA, MOT) also align well with Trinity's mission commitment to social justice.

The addition of Nursing and Occupational Therapy to Trinity's academic portfolio had an unanticipated and astoundingly positive effect on the traditional liberal arts: enrollments grew rapidly, placing heavy demands on previously under-enrolled courses. Most pronounced, enrollments in the sciences skyrocketed. Suddenly, the old science laboratories were bursting at the seams, and the need to repurpose space for new labs as well as to acquire new technologies and provide more faculty education became urgent.

Trinity invested considerable resources in developing the first wave of laboratories, technologies, personnel and related equipment and materials necessary to launch the health professions programs. As enrollments grew, Trinity at long last was also able to begin planning the long-desired new academic center incorporating new science and nursing laboratories and new classrooms.

2. The Trinity Academic Center

The new [Trinity Academic Center](#) is a good example of the ways in which new programs arising from mission and planning stimulate achievement of other strategic goals. This project would not have been possible without the growth and revitalization of the sciences that Nursing and Health Professions sparked.

Chapter Nine on Resources discusses the Academic Center in more detail. For this chapter, the development of the Academic Center is used as an example of the dynamic interplay of mission, strategic planning and careful investment of resources that guide Trinity's decision-making every day.

As with all major projects and initiatives, Trinity's development of the academic center is rooted in the institutional strategic plan and the allocation of resources for this project is informed by the strategic plan. The size of this project --- 80,000 square feet, \$35 million --- is informed by Trinity's goals for enrollment development and financial management. The financial plan for the project includes \$20 million in charitable gifts (\$19 million achieved toward that goal to date) and \$15 million in a loan from SunTrust bank.

The Trinity Academic Center will open in Fall 2016. All disciplines in all units will benefit from these new facilities, with Science and Nursing programs obviously reaping the greatest benefits from this investment. As happened with the development of the Trinity Center for Women and Girls in Sports in 2002, Trinity also anticipates additional enrollment development opportunities as a result of opening the new academic building.

3. Other Examples:

Other examples of the ways in which mission, planning, resource allocation and institutional renewal animate Trinity's work can be found in these initiatives:

- *Early Childhood Education:* responding to local and national demands for improved pre-K education, and consistent with its historic mission-driven initiatives in teaching and school leadership, Trinity has added associate and baccalaureate degree opportunities for teacher aides and teachers in pre-K along with strengthening its existing M.A.T. program in early childhood education, and also adding a track for early childhood center administrators in the M.S.A. school administration program;
- *Trinity at THEARC:* in 2007, at the invitation of a group of service and educational partners who had come together on a new center in Ward 8, the most economically under-served area in the city, Trinity opened the first and still-only degree program "east of the river" at THEARC (Town Hall Education, Arts and Recreation Campus); Middle States approved this location in 2010; this program serves about 85 adults each semester with an associate degree program in general studies, and also a program for teacher aides in early childhood centers;
- *Undergraduate Research Focus:* with the leadership of Clare Boothe Luce Professors in the sciences, and soon joined by faculty in Education, Psychology and other social sciences who are active in the Council for Undergraduate Research, Trinity is developing a distinctive focus on the use of undergraduate research opportunities as a means to engage students in exciting pedagogies and to help students to build portfolios that will strengthen their transition to graduate school and work; as a result of this initiative, Trinity students have been able to give research presentations at professional conferences, and have secured summer research internships at sites including the Harvard School of Public Health, Johns Hopkins Medical Center, the National Institutes of Health, Georgetown University and other locations; in Fall 2015, the CAS faculty received a Mellon grant which will help to expand undergraduate research in Arts & Humanities disciplines;

Conclusion to Chapter One

In the contemporary landscape of higher education, Trinity may be a relatively small institution, but its dynamic embrace of the elements of mission, planning, resource allocation and institutional renewal make it a good model for other private colleges and universities contemplating the change imperative. Trinity demonstrates that new articulations of historic mission can help an institution to thrive through a dynamic plan and well-chosen allocation of resources to stimulate maximum growth and effectiveness.

20 years after first describing the paradigm shift, Trinity is still moving with the dynamic processes of institutional change and renewal. Trinity has learned how to adapt to new demands and changing circumstances, and the strong planning and assessment discipline of the institutional managers makes it possible to cope with cycles of uncertainty or downturns without a sense of crisis.

Not all of the plans and processes turned out as envisioned, as the subsequent chapters of this report illustrate. Nursing propelled a great enrollment boom, but disappointing results on the NCLEX exam among graduates of the first few years of Nursing slowed growth as the dean and faculty retooled the program to improve performance. Since 2014 a downturn in graduate and professional enrollments, documented in the next chapter, have slowed progress toward the strategic goals in the professional schools. The regulatory climate imposes new burdens on innovation (e.g., state approval requirements make extensive investment in online programs less likely for Trinity in the near future). However, Trinity has learned to offset slowdowns and missed cues with other opportunities.

Recommendations:

- Remaining faithful to mission while finding new ways to reach new audiences who will profit from this education is one of Trinity's great strengths and will serve the institution and its students well in the future.
- Continuing to exemplify mission through programs and services will remain a hallmark of Trinity's core values and fidelity to the vision of the Sisters of Notre Dame.

CHAPTER TWO: TRINITY STUDENTS: ACCESS AND SUCCESS

Characteristics of Excellence:

Through this chapter Trinity will demonstrate compliance with:

Standard 8: Student Admissions and Retention

Standard 6: Integrity

Enrollment Development is Trinity's #1 strategic goal, making Trinity an intensely student-centered institution. All other strategic goals and daily operations focus on the elements necessary to ensure enrollment growth and student success.

Trinity once thought a small enrollment was a way to ensure quality. From 1900 to 1960, Trinity held enrollment to fewer than 500 students in order to ensure excellence, a disposition that earned Trinity a reputation as one of the elite women's colleges. But that no-growth strategy meant that Trinity did not develop the kind of institutional capacity in finances or other resources necessary to compete in the heady era of higher education's expansion in the 1960's and 1970's. Trinity had a brief enrollment boom in the mid-1960's, but soon experienced catastrophic decline when Georgetown and other men's colleges went coed.

As stated in Chapter One, Trinity studied strategic options over the years, including full coeducation, and determined that it would sustain the core women's college with a more distinctive focus on the educational needs of women in the city as part of a strategy for programmatic diversification that also included building coeducational graduate and professional units. As one Middle States reviewer noted in reflecting on one of Trinity's many reports over the years, choosing to sustain the women's college with the emphasis on urban women proved to be more radical than if Trinity had gone coed.

A. Trinity's Enrollment History

CHART 2.1: Trinity Headcount Enrollment 1900 to 2015

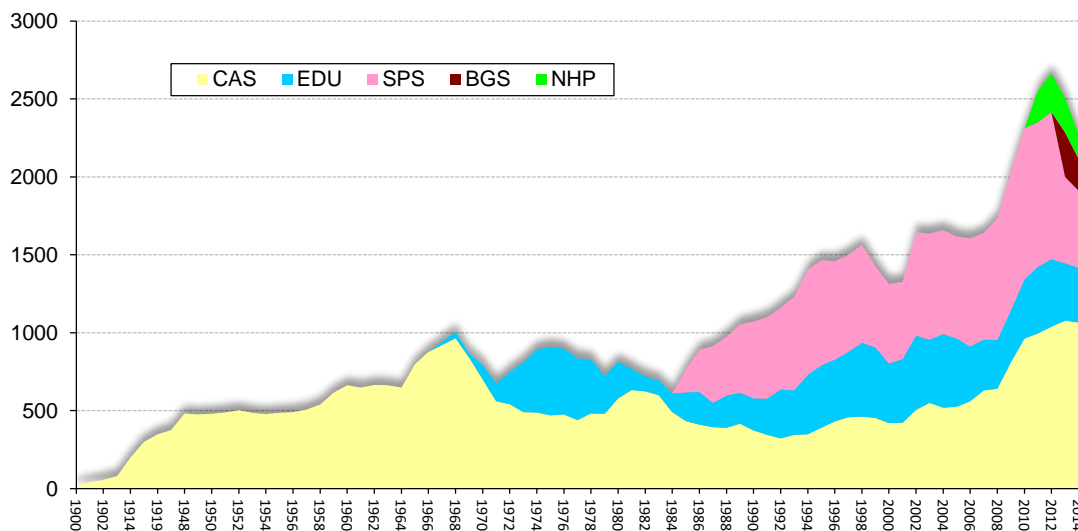


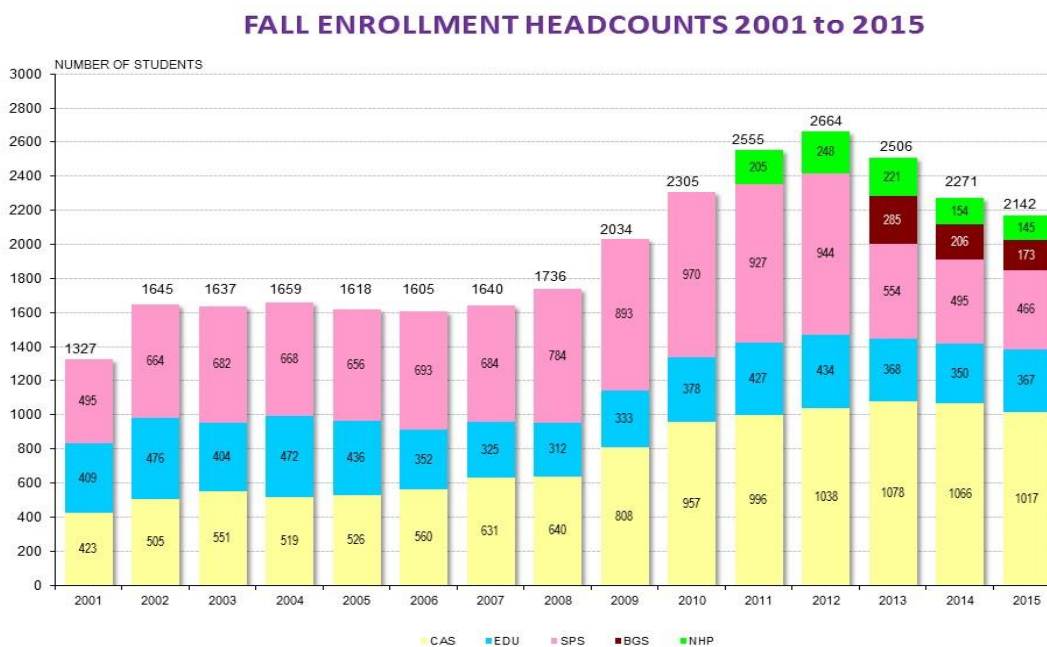
Chart 2.1, above, shows Trinity’s enrollment history. The yellow area on the bottom of the chart is the historic undergraduate women’s college, now known as the College of Arts and Sciences (CAS). Enrollment in that unit peaked at a high of nearly 1,000 in 1968, then declined precipitously when Georgetown and other men’s colleges went coed. Enrollment in that unit dipped to a low of just about 300 in 1989, rebounding to more than 1,000 in 2014. CAS offers only baccalaureate degrees.

The blue area shows the School of Education (EDU) that began as an M.A.T. program in 1966. The unit has always been coeducational and graduate-level, offering master’s degrees.

The pink area is the School of Professional Studies (SPS) that began as a Weekend College for adult working women in 1985; the unit is now coeducational. SPS offers associate as well as baccalaureate degrees. The burgundy area is the relatively new School of Business and Graduate Studies (BGS) that took the graduate programs originally in SPS into a new partner unit in order to provide those students and faculty with administrative services and focus appropriate for graduate education.

The green area is the School of Nursing and Health Professions, starting in 2010. NHP is coeducational and offers associate, baccalaureate and master’s degrees in Nursing and Occupational Therapy.

CHART 2.2 shows enrollments from 2001 to 2015 for the fall semesters:



As **Chart 2.2** clearly shows, Trinity enjoyed substantial enrollment increases from Fall 2008 to Fall 2012. Starting in Fall 2013, enrollment decreases have occurred. The following discussion analyzes these decreases and action steps to address them.

B. Enrollment Fluctuations and Action Steps

Several significant factors contributed to Trinity's enrollment gains from 2008 to 2012:

- Implementation of the Nursing pre-licensure program was the single greatest contributor to enrollment growth in CAS and SPS, as well as NHP, since students intending to major in Nursing enter Trinity through one of the undergraduate programs;
- A new First Year Experience Program in CAS emphasized mastery of skills necessary for collegiate success with the goal of boosting retention and graduation rates;
- New undergraduate programs in Criminal Justice, Forensic Science, Early Childhood Education and other fields attracted new enrollments, and programs related to health professions also grew, e.g., Psychology at the undergraduate level, Clinical Mental Health Counseling at the graduate level;
- Trinity's visibility and reputation in the District of Columbia grew increasingly strong through partnerships with college access providers like the D.C. College Success Foundation, D.C. College Access Program, the Girl Scouts and other organizations.

Starting in Fall 2013, Trinity began to experience enrollment declines in several key programs, and the reasons for these declines are relatively clear:

- Graduates of the Nursing pre-licensure program were unable to pass the NCLEX exam at sufficiently high rates to meet the D.C. Board of Nursing standard; consequently, Trinity immediately pulled back on Nursing enrollments in order to give the dean and faculty time to address the issues effectively. The turn-around process has taken some time, but 2015 results to date are promising. Chapter 8 of this Self-Study provides more details on Nursing in the institutional effectiveness section, and the Nursing program review and related documents on the website.
- Enrollment in graduate programs has declined severely as a result of several factors:
 - New providers for teacher and principal licensure have taken considerable market share in the Washington region, resulting in downturns in enrollment at Trinity and other Schools of Education, as well as nationally.
 - The popularity of MBA degrees diminished considerably for a time (more recently growing again), a situation aggravated in the Washington region by the effects of the federal sequestration.

Beyond these factors of markets and programs, Trinity's enrollment patterns also vary because of student conditions that affect persistence, retention and completion. These conditions are a direct result of the factors that affect the populations that Trinity chooses to serve as a matter of mission. The following discussion includes a profile of Trinity students and factors influencing their persistence and success.

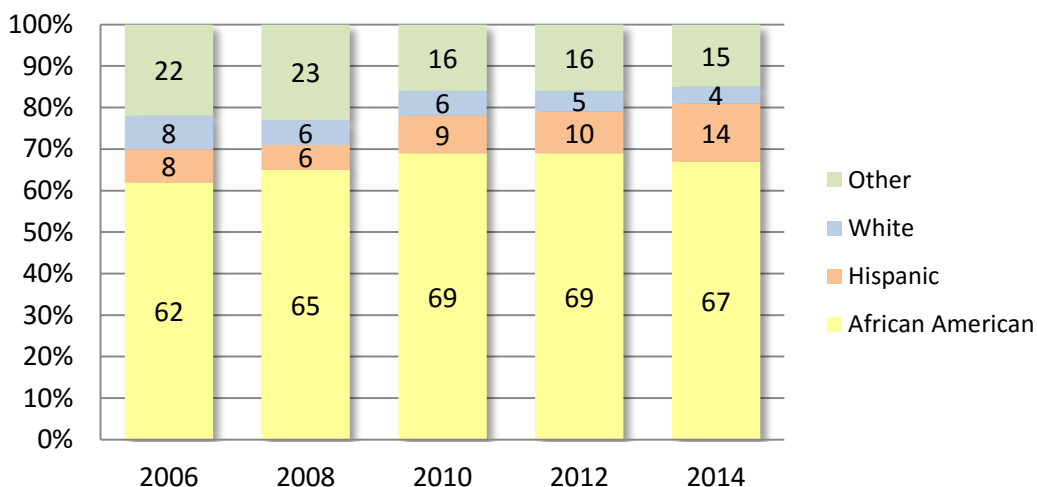
C. “Thousands of Women At Trinity’s Doorstep”

In the early 1990’s, as Trinity’s Board of Trustees debated elements of the strategic plan, one of the Sisters of Notre Dame grew exasperated with the discussion of how to “reclaim” the past of Trinity. “Why are we trying so hard to ‘reclaim’ something that is gone,” she exclaimed, “when there are literally thousands of women at our doorstep who need this education.” She went on, “The Sisters of Notre Dame founded Trinity because women did not have access to higher education in 1897, and many women still do not have access. Trinity should be the college that provides access to women who have been excluded.” The Trustees heard the call to action, and from that moment forward, Trinity made a radical commitment to the education of women in the city. Choosing to pursue mission among previously excluded women changed the demographic, economic and academic profile of the student body in ways that have had a significant impact on curricula and programs, services and finances.

1. Demographic Profile

Trinity today is a Minority Serving Institution (MSI), predominantly Black with a growing Hispanic population. **CHART 2.3** shows the evolution of Trinity’s racial composition during the last decade:

CHART 2.3: Race of Trinity Students 2006 to 2014
Fall Data (IPEDS)



Trinity’s growing Hispanic population is due in part to excellent Admissions relationships with Hispanic-serving schools and organizations in the D.C. region, as well as a partnership with TheDream.US on a scholarship program for undocumented students (Dreamers).

Trinity new students in CAS participate in the annual CIRP (Cooperative Institutional Research Program) data collection program. (See [DR 2.1 2015 CIRP Trinity First Year Survey](#)) CIRP reports compare Trinity first year students to the same cohort of women at other Catholic colleges and universities. **Chart 2.4**, below, shows some key comparisons:

Chart 2.4: FALL 2015 CIRP DATA: KEY DATA POINTS		
Comparing First Year Women at Trinity v. Other Catholic Colleges		
	Trinity	Catholic Colleges
Black or Hispanic Identity	94%	23%
White Identity	>1%	57%
Age 19 or younger at start of college	94%	99%
Language Other than English	29%	10%
Will Need Help with Math in College	67%	35%
Will Need Help with Writing in College	46%	19%
Parents Divorced or Living Apart	60%	26%
57% of Family Income Estimated At or Below	\$25,000	\$100,000
Family Income Estimated Above \$100,000	7%	41%

In Fall 2015, 58% of the new students in CAS are residents of the District of Columbia, with most coming from public or charter schools. (See [DR 2.2 CAS New Student Profile](#))

Trinity students in all academic units have high aspirations at entrance. While the majority of students enrolling in the College of Arts and Sciences are full-time first-time students, with some transfers, in the School of Professional Studies the majority of new undergraduates have prior college credit, some dating back many years.

2. Financial Profile

Trinity students across all academic units have considerable financial challenges. Predominantly low income women of color, many single parents, these students are largely self-supporting and working a considerable number of hours to pay for school while supporting their families. CIRP data reveals that the median family income for Trinity freshmen is \$25,000, with fully 26% reporting family incomes below \$10,000.

Even among traditional-aged freshmen and sophomores, the number of young mothers and students who work 40 hours a week or more is considerable. Students often struggle with books, transportation, food and housing, and Trinity extends support services as much as possible to aid students who find these expenses daunting.

Trinity strives to keep tuition prices affordable. Tuition increases have averaged no more than 2-3% annually for the last decade. With a full-time tuition of \$22,390 in 2015-2016, Trinity is the least expensive private university in the Washington region as well as among Trinity's cohort institutions. The average discount is 40% of tuition. A complete presentation on Tuition and Financial Aid is available in the document room ([DR 2.3 Tuition and Financial Aid 2015 Presentation to the Board of Trustees](#)).

3. Academic Preparation

Decades of academic failures in the D.C. Public Schools and other urban school systems have a devastating impact on the readiness of most public school graduates for college, and many charter school graduates have similar characteristics. ([DR 2.4: 2015 DC PARCC High School](#))

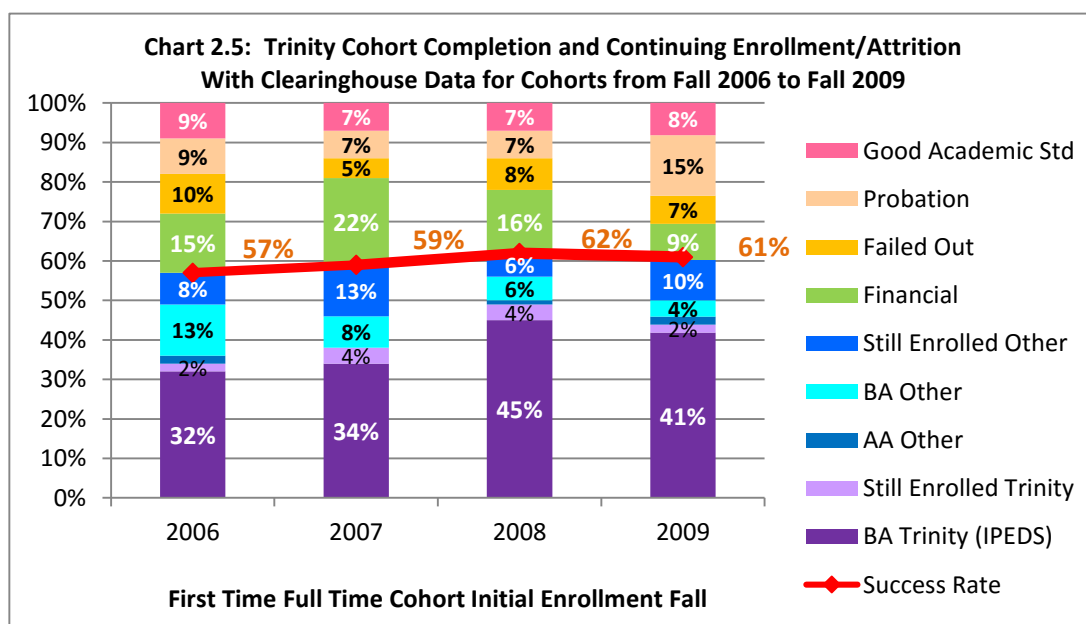
[Test Scores](#)) Trinity believes deeply that its mission in social justice demands that such students have an opportunity to change the course of their academic lives, to learn how to grow and succeed intellectually despite prior learning deficiencies. As a women’s institution, Trinity also believes in the essential imperative of educating mothers in order to improve the long-term opportunities for children to learn well. Consequently, Trinity students from D.C. and nearby Maryland counties often arrive with significant preparatory challenges that tend to elongate time toward degree, and sometimes contribute to years of stopping out. Other chapters in this self-study document the ways in which Trinity’s academic programs and academic services support the ability of students to overcome preparatory deficiencies to become successful college students.

D. Persistence, Retention and Graduation Rates

Trinity uses multiple measures of student performance and persistence to assess individual and institutional success. Data from the U.S. Department of Education indicates that about 75% of all undergraduates today have non-traditional characteristics. All Trinity students are “non-traditional” by some measure --- not only by age, but by the amount of time spent working outside of school, by parenthood or other family obligations.

The IPEDS graduation rate, a traditional straight-line measure frequently cited in popular media and by policymakers as a surrogate for institutional quality, is a weak indicator of educational effectiveness for an institution like Trinity whose student body is largely non-traditional, and where the students have multiple risk factors. Trinity’s IPEDS 6-year graduation rate for the cohort that entered in Fall 2008 is 45%, a substantial increase from the Fall 2007 rate of 34%, and very strong performance for a student body that has a high percentage of Pell Grant students, and extraordinarily low income students. Poverty is one of the greatest risk factors for academic success, along with having children, working many hours, and health problems. Trinity students have all of these risk factors.

To provide a more complete picture than IPEDS allows, Trinity has developed a “success rate” profile similar to the Student Achievement Measure (SAM) used at other universities. **CHART 2.5** shows Trinity’s “success rate” for 6-year cohorts for Fall 2006 to 2009:



Observations on **Chart 2.5**:

- Because the cohorts are relatively small, the IPEDS “graduation rate” (dark purple on bottom) fluctuates across the years from as low as 32% for the Fall 2006 cohort to a high of 45% for the Fall 2008 cohort.
- The Trinity “success rate” (the red line with red percentages alongside the columns) shows the percentage of students in the cohort who are *still enrolled or have graduated at Trinity or another college* and this line tends to be more stable than the IPEDS rate.
- The “success rate” includes students who transfer and remain enrolled or who complete at other colleges; unlike IPEDS, Trinity does not view transfer as a failure.
- Financial holds (green bar) as a reason for not graduating appear to have abated, illustrating the results of work done by the Financial Aid team to address financial concerns; academic reasons for not graduating (gold and pink) fluctuate with cohorts.

[DR2.5: Graduation and Success Rates 2006-2011](#) provides more detail, as well as Chapter Eight of this self-study in the section on Institutional Effectiveness.

E. Enrollment Management

Given Trinity’s intense focus on enrollment issues, the entire process of enrollment management from inquiries through graduation is a major component of the daily work of all senior executives and management teams. The full Enrollment Management Team, led by the president, meets weekly as part of the Senior Executive Staff meetings. This team monitors weekly enrollment reports, examines trends in retention and persistence, reports from academic advising, identifies risk factors for attrition, and collaborates in planning initiatives to improve enrollment performance. (See [DR 2.6: Strategic Enrollment Analysis](#) as one example of many presentations for discussion at Enrollment Team meetings.)

1. Retention Trends

Chart 2.6 below shows fall-to-fall retention rates overall and for each unit:

Chart 2.6: Fall-to-Fall Retention Rates Fall 2007 to Fall 2015										GOALS	
F-F	2007	2008	2009	2010	2011	2012	2013	2014	2015	2015	2016
Total	70%	71%	72%	75%	73%	72%	70%	71%	72%	78%	80%
CAS	68%	67%	72%	76%	73%	71%	69%	70%	73%	78%	80%
SPS	67%	73%	71%	73%	68%	66%	64%	69%	70%	72%	75%
BGS	73%	80%	76%	77%	76%	76%	74%	82%	79%	82%	85%
EDU	73%	73%	68%	75%	74%	74%	74%	72%	76%	82%	85%
NHP					94%	85%	77%	78%	64%	90%	92%

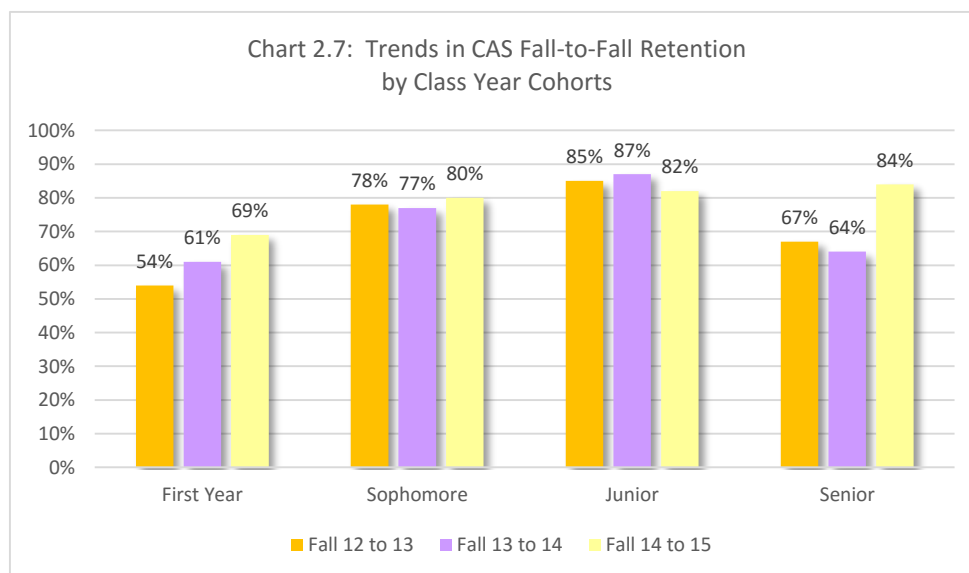
The Enrollment Management Team examines retention data continuously; the academic deans are responsible to provide analyses of retention/attrition factors for their students. The Enrollment Management Team reviews this data on a continuous basis, and directs actions to address factors that cause attrition or promote retention. The primary risk factors driving attrition across all academic units at Trinity include financial stress, academic stress, health challenges and family responsibilities including child care and care for siblings or elders.

Aware of these risk factors, the Enrollment Management Team, working through the academic units and Enrollment Services group, has taken these initiatives:

- With the leadership of the CAS dean and faculty, redevelopment of the CAS First Year Experience and General Education to improve student engagement, reduce time spent in developmental courses, and promote persistence into second year.
- With the leadership of the deans of each academic unit, assessment of academic advising practices that foster retention and completion, or that discourage students from persisting, e.g., eliminating an advising practice that limited many first year students to 12 credits per semester.
- Identifying and eliminating “small barriers to retention” such as requiring appointments in offices where students should be able to get help on a walk-in basis;
- Recognizing the profound impact of deep poverty on many students, Trinity also strives to provide a web of personal support services ranging from maintaining a food pantry for hungry students to providing Metro cards for transportation to expanding the use of open source materials to reduce textbook costs; Chapter 7 of this Self-Study provides more detail on the resources available through Student Services.

2. CAS Retention Early Success Indicators

CAS retention improvement during the last three years is an example of the ways in which Trinity’s practices of assessment lead to institutional change and improvement. **Chart 2.7** below shows improvement in fall-to-fall retention for each CAS class year for the last three years:



Based on Trinity's analysis of the 32-34% graduation rates for the Fall 2006 and 2007 cohorts, the CAS dean and faculty began intensive work on restructuring the first year experience. However, for the cohort that started in Fall 2012 (the 54% first year retention rate shown on the far left of the graph above), the results indicated that further change was imperative. Consequently, the dean and faculty added even stronger academic supports as well as significant improvements in the capacity of the CAS advising team. Additionally, Student Affairs collaborated with the CAS team to strengthen co-curricular supports. As a result, the fall-to-fall retention rate for first year students improved to 61% for freshmen starting in Fall 2013, and 69% for freshmen starting in Fall 2014.

Improved advising and a more intentional effort to get students to completion also led to improved retention of upperclass students, notably a large increase in retention of students from junior to senior year. The work on first year retention improvement and later year persistence and completion initiatives is ongoing.

F. Enrollment Development (Admissions)

Enrollment Development (*aka* Admissions) at Trinity is a centralized administrative function that serves all academic units. The vice president for Enrollment Development supervises the team of admissions directors and recruiters serving each academic unit who work collaboratively while also developing expertise in the markets and requirements for each academic unit and program. The team also includes data services and other centralized support staff. The cross-functional nature of the team ensures that all prospective students receive full service while also making sure that admissions materials, presentations and decisions are carefully aligned with the requirements of each program.

1. CAS Admissions Data and Strategies

CAS Admissions performance has improved considerably in the last decade, but the enrollment environment remains challenging. **Chart 2.8** below is an analysis of application and enrollment data since 2005:

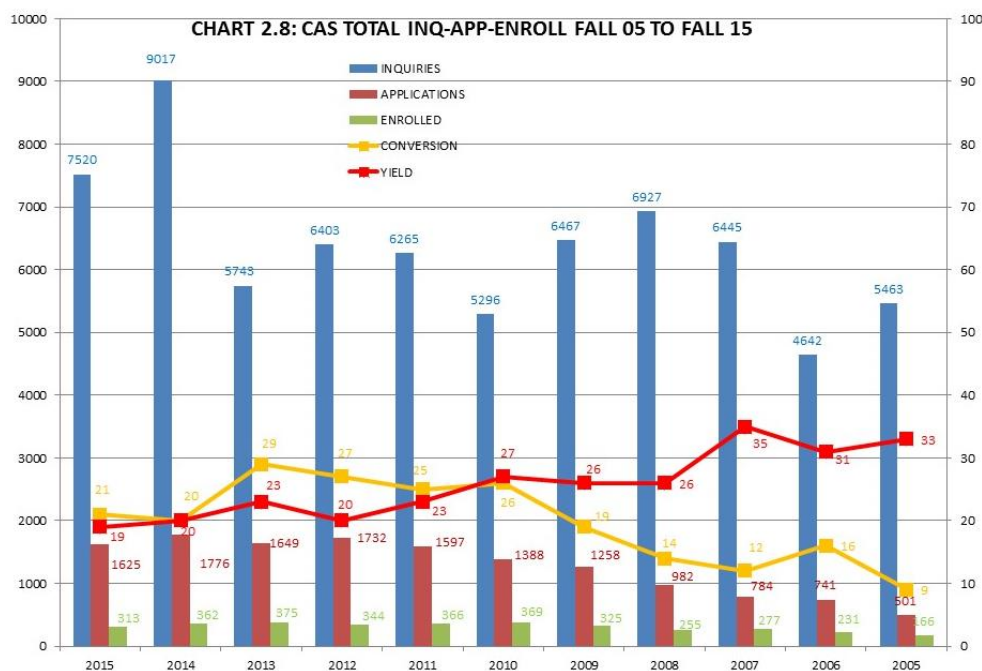
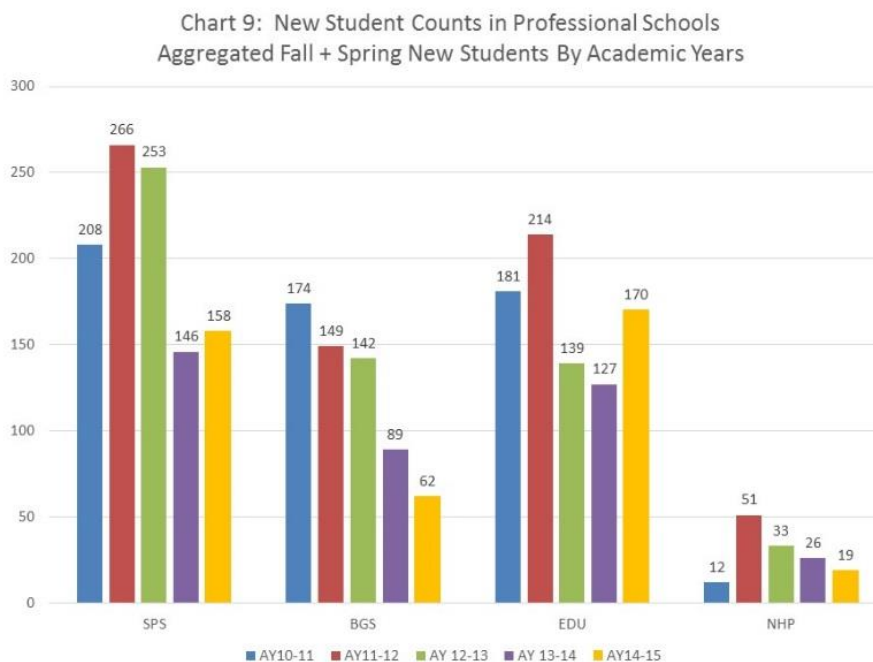


Chart 2.8 shows that while inquiries and applications have increased in recent years, conversion (inquiry-to-application) and yield (application-to-enrollment) rates are falling. The Enrollment Development Team has established goals for improving the quality and rating of the inquiry pool; improving the proportion of completed applications (currently 25-30% of applications remain incomplete in any given cycle); and improving yield management tactics to ensure fulfillment of goals. Other strategies to improve CAS Admissions performance include:

- Development of a new online inquiry and application system that will streamline data capture and analysis, improve staff responsiveness with applicants, and provide greater ease of interface between applicants and Trinity in ways that will increase satisfaction, and ultimately, the yield rate; all units will benefit from the new online application which is being pilot tested for CAS in 2015;
- Adoption of new College Board search tools to improve development of the prospect pool through more targeted marketing that emphasizes alignment of academic programs with prospective student interests;
- Improved focus on the “top 25” feeder schools where Trinity has strong partnership relationships and excellent historic enrollment performance.
- Improved collateral materials in print and online, revamped campus visit programs and streamlined processes for yield management from acceptance through enrollment.

2. Marketing, Recruiting and Admissions for Professional Students

Recruiting students for the four professional schools – SPS, BGS, EDU and NHP – is located in the central Enrollment Development Office under the leadership of an executive director who reports to the vice president. The recruiting teams work closely with deans and program directors to ensure that professional students have the requisite qualifications for admission.



New student enrollment in the professional schools has declined in the last five years due to a number of circumstances. **Chart 2.9**, above, shows the decline for each school. Trinity's analysis of the reasons for new student enrollment declines in the professional schools include these factors:

- As indicated in several places in this report, poor NCLEX score results for Nursing graduates led to conditional approval by the DC Board of Nursing which, in turn, caused Trinity to slow down the pace of admissions not only for Nursing proper but also for part-time adult students entering pre-nursing through the School of Professional Studies. Consequently, the downturns in both SPS and NHP are largely a result of the NCLEX issues. SPS needs to rebuild enrollment with greater emphasis on other programs and stronger employer relationships. NHP is focusing on improving NCLEX results and adding other programs.
- Graduate student enrollments in the MBA, MSA and MA programs in BGS experienced a downturn largely as a result of softening markets for master's degrees in the Washington region as a result of federal sequestration and concerns about the value of master's degrees and their earning power. BGS recruitment is focusing on building stronger employer relationships to open new markets through partnerships.
- Graduate student enrollments in the School of Education are affected by the negative climate for teacher education generally, and the fact that the District of Columbia has recognized many non-traditional providers for teacher and principal licensure. Recruiters are focusing on new markets for teacher candidates outside of traditional schools, e.g., career changers, partnerships with charter and private schools.

New leadership and recruiters also will benefit from new lead pool development strategies, particularly a partnership with a firm that specializes in online marketing which has not previously been a source of strength for Trinity. Additionally, the new online application will also provide a more responsive tool for professional school marketing and recruiting.

G. Integrity

Marketing and recruiting activities also receive support from the Advancement Team that manages all advertising, print and online materials, websites, social media channels and other specialized outreach materials and activities. Trinity's Creative Services Department developed the "Discover Your Strength" campaign that includes videos, banners, posters, social media snapshots and a wide range of activities devoted to promoting Trinity.

The Enrollment Services Team --- including Financial Aid and Registration Services --- works closely with the Admissions team as well, particularly for financial aid presentations, packaging and registration. The Vice President for Enrollment Services supervises all institutional data management and is responsible for IPEDS and other regulatory reports.

All members of this collaborative team exert a great sense of responsibility for integrity and accuracy in all activities, including print and digital materials, "live" presentations and

individual advising conversations with prospective students. All pages of the website, along with print materials, receive routine review from the responsible managers, and the Senior Executive Staff routinely review these materials as well.

Trinity complies with federal requirements for the publication of “Student Right to Know” data, the Net Price Calculator, and other compliance expectations, and all required information and notices are on Trinity’s website. Trinity’s website posts prior [accreditation reports](#), [financial reports and 990’s](#). Trinity’s website also provides an extensive page of [policies](#), and a page devoted to federal [compliance](#) reports.

Conclusion to Chapter Two

Ensuring student success is a relentless focus of the faculty and administrative teams at Trinity. The professional workforce at Trinity is deeply committed to Trinity’s mission, particularly manifesting the ideal of social justice through improving educational opportunity for historically marginalized students. Trinity students present multiple risk factors for persistence and completion as a result of the financial, familial, social and other personal stress points in their lives. While never quite done with the analysis, Trinity has increasingly demonstrated competence in assessing these risk factors and designing academic and co-curricular programs responsive to student needs. Subsequent chapters of this self-study document the ways in which Trinity’s faculty and staff work together to ensure academic and personal success for these students.

Recommendations:

- Continue improving analysis of student risk factors in order to tailor responsive programs and services even more carefully to improve student persistence;
- Continue improving academic advising as the front line for the diagnosis of student conditions and coordinating service delivery depending upon each student profile;
- Develop additional sources of scholarships in light of the large role that financial need continues to play in student attrition;
- Develop additional solutions for child care and family pressures, hunger and homelessness, mental health and domestic violence, including working with community partners with expertise in these areas;
- Improve new student recruiting for all academic units so that Trinity can meet enrollment goals that are the basis for Trinity’s ability to provide a robust and high quality menu of programs and services to the students that Trinity serves as a matter of mission.

CHAPTER THREE: WHAT DO TRINITY STUDENTS LEARN?

Characteristics of Excellence: Through this chapter Trinity will demonstrate compliance with these standards:

Standard 14: Assessment of Student Learning Outcomes

This chapter will demonstrate that Trinity’s “students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals (Standard 14)” and that Trinity’s “educational offerings display academic content, rigor, and coherence appropriate to its higher education mission.”

Trinity’s mission and educational philosophy recognize that students come from many walks of life, all levels of preparedness, and with varied and unique backgrounds, cultures and experiences. This wide diversity deeply informs the Trinity educational experience. For each student, Trinity’s mission requires an institutional commitment to quality learning experiences and access to just-in-time educational and support services: in short, a commitment to student success. Trinity’s assessment strategies test a variety of pedagogical approaches that enhance these learning outcomes for a Trinity’s diverse student body.

In order to ensure success for each student in every program, Trinity has developed a culture of assessment that examines learning performance and outcomes routinely, and that leads to changes in curricula, programs and pedagogy on a continuous basis. In the College of Arts & Sciences (CAS), formal and systematic assessment points include pre-assessment, First-Year assessment, General Education capstone assessment, senior seminar assessment, and graduation surveys. Similar practices guide assessment of adult student learning in the School of Professional Studies (SPS). In the graduate and professional school programs for healthcare (NHP), education (EDU) and business (BGS), specialized accreditation requires systematic assessment, and the programs without specialized accreditation align with professional standards.

Trinity faculty produce published scholarship on the assessment of student learning in their disciplinary journals on teaching and learning; many examples of this scholarship are posted at [DR 3.1: Faculty Publications on Assessment](#). Faculty use embedded assessments in individual courses to examine achievement of university and collegiate unit-wide learning goals; they attend workshops on academic assessment, program review, and general education assessment, and they intentionally design courses and curricula with institutional and program level-learning goals as guides. Trinity’s faculty, administrators, and staff then use the data they discover to inform curricular revision at the course, program, collegiate unit, and university levels.

A. Learning Assessment Oversight and Processes

Assessment at Trinity is faculty-driven in collaboration with key academic administrators and integrated across academic units. The University Committee on Academic Policy (UCAP) oversees the assessment processes in all academic units. Faculty representatives from each unit form UCAP’s voting body, under direction of a faculty chair, and the deans and other academic administrators contribute ex-officio. The committee also maintains the “UCAP Resource Page”

in Moodle, Trinity's learning management system, providing members of the Trinity community access to assessment work occurring across schools, programs and courses. (Trinity will provide Moodle access for the visiting team.)

Under the Provost's direction, all deans and faculty in the collegiate units at Trinity are engaged in continuous assessment of student learning outcomes at the course, program, and collegiate unit levels ([DR 3.2: Program Review Schedule](#)). Assessment work is part of a faculty member's regular workload, whether the faculty person is full or part time, and regardless of category. Recognizing that adjunct engagement in the assessment process is key in ensuring academic integrity across the institution, Trinity deans and administrators have worked hard to lay the groundwork for adjunct participation in continuous assessment. For example, the Academic Affairs Professional Development series offers numerous workshops on learning outcome assessment for both full and part-time faculty, and has expanded offering times to more easily allow adjunct participation ([DR 3.3: Sample Assessment Workshop Materials](#)). Schools have developed easy-to-use assessment templates and guides to facilitate adjuncts acceptance of and contribution to this important work ([DR 3.4: Sample Unit Goal Assessment Template EDU](#)).

Consistent with Standard 14, Trinity expects faculty in all collegiate units to develop clearly articulated general education, academic program and course level student learning outcomes statements that explain what the student will know, be able to do, and come to value at the successful completion of a course ([DR 3.5 Sample Syllabus Guidelines CAS](#)). Trinity promotes a culture in which courses, programs and academic activities are then backwards-designed (meaning designing the course syllabus to meet the actual learning outcomes) to produce thoughtful and intentional learning opportunities that empower students to achieve the articulated knowledge, skills and values goals. These outcomes are expected to be meaningfully assessed using direct and indirect measures, and the resulting data feed back into course and curricular design to improve teaching and learning. Trinity provides numerous opportunities for faculty training on backwards course design both through its professional development series and through special events such as Dr. Dee Fink's two-day, hands-on workshop on "Designing Courses for Significant Learning," in May 2015, attended by more than 60 full-time faculty, instructional specialists and adjunct professors ([DR 3.6: Dee Fink on Designing Courses](#)).

In two of Trinity's professional schools, the School of Nursing and Health Professions and the School of Education, specialized accreditation requires stringent, rigorous assessment of learning outcomes that occurs on a timetable and in response to specific and measurable goals. The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE, now Council for the Accreditation of Educator Preparation, or CAEP), including Trinity's teacher preparation programs, counseling programs, and educational administration programs. All programs offered by the School of Education are also approved by the DC State Education Agency (OSSE) and meet requirements for state certification. Trinity is considering CACREP candidacy status for the master's in Counseling program which prepares both school counselors and licensed practitioners.

The Trinity Nursing Program is accredited by the Commission on Collegiate Nursing Education (CCNE) and has conditional approval from the D.C. Board of Nursing (D.C. BON); the last CCNE on-site evaluation took place in spring 2012.

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (A.C.O.T.E.) of the American Occupational Therapy Association (A.O.T.A.). At the Master's level, the entry-level occupational therapy master's degree program has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

The School of Professional Studies (SPS) and the School of Business and Graduate Studies (BGS) are equally committed to systematic, rigorous, student-centered learning outcomes assessment in their courses curricula and programs. SPS General Education and major programs align with CAS learning goals and objectives, tailored appropriately for adult students. BGS continues the process of updating its Master of Business Administration and Master of Science in Administration degrees to align the program learning objectives with professional standards in the various fields of practice.

B. Trinity Student Learning Goals and Outcomes

Consistent with Middle States Standard 1: Mission and Goals, Trinity's educational goals are derived from its mission statement, and each program must demonstrate alignment of university level educational goals, collegiate unit learning goals, and institutional mission. Trinity's university level educational goals are:

Trinity Washington University Educational Goals

Consistent with Trinity's Statement of Mission, the university's educational goals for all programs are:

- To prepare students intellectually, ethically, and spiritually for work, civic, and family life by infusing the curriculum with the knowledge, skills, and values that characterize liberal learning (links Mission Statement to Liberal Arts Competencies in Gen Ed and Programs)
- To prepare students intellectually, ethically, and spiritually for work, civic, and family life by infusing the curriculum with principles of equity, justice, and honor (links Mission Statement to Ethics Goals in Gen Ed and Programs)
- To prepare students intellectually, ethically, and spiritually for work, civic, and family life by emphasizing integration of liberal learning with professional preparation (links Mission Statement to Applications goals in Gen Ed and Programs)

As an example of how an academic program aligns its learning goals with the university-wide goals, see the Economics Program goals statement at [DR 3.7 Aligning Goals](#).

Arising from the university-wide educational goals, the College of Arts & Science and the School of Professional Studies have identified the eight learning outcomes for students in the undergraduate programs.

Trinity Washington University

*Expected Learning Outcomes for Undergraduate Students
in the College of Arts and Sciences and School of Professional Studies*

- **Foundational Skills** (First-Year Experience Goals)
 - GOAL 1: Students will develop their abilities to read, understand, and analyze texts
 - GOAL 2: Students will develop their abilities to communicate effectively in speech and writing
 - GOAL 3: Students will develop their abilities to understand and use quantitative reasoning to solve problems
 - GOAL 4: Students will develop their abilities to locate, evaluate, and synthesize information in the construction of knowledge

- **Knowledge and Inquiry** (General Education Goals)
 - GOAL 5: Student will begin to explore and connect fields of knowledge in the liberal arts
 - GOAL 6: Students will begin to apply diverse modes of inquiry to the study of human societies and the natural world

- **Values & Beliefs** (General Education Goals)
 - GOAL 7: Students will develop facility for moral reasoning and examine the moral and religious dimensions of human experience

- **Applications: Turning knowledge into action** (Capstone Level Goals)
 - GOAL 8: Students will develop capacities for responsible citizenship and leadership in diverse communities

Chapter 4 on General Education discusses the specific objectives associated with these goals. These goals also align carefully with the areas of proficiency stated in Middle States Standard 12: “The institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least *oral and written communication* (Goals 1 and 2), *scientific and quantitative reasoning* (Goals 3 and 6), *critical analysis and reasoning* (Goals 5 and 7), and *technological competency* (Goal 4).”

C. Framework for Continuous Student Learning Outcomes Assessment

Faculty and academic staff collect and analyze student learning outcome assessment data at the following points during a student's undergraduate tenure at Trinity: 1) Pre-Assessment; 2) First-Year Experience Assessment; 3) General Education/Capstone Assessment; 4) Senior and Experiential Learning Assessment.

The following section presents an account of the multi-modal strategies used to assess learning outcomes on an on-going basis, explains the collaborative and cross-collegiate nature of Trinity's assessment processes and procedures, and provides results from select assessment projects at each data point. The section demonstrates Trinity's approach to student learning outcome assessment: measures and indicators include course pass rates as a function of placement test scores; rubric-derived assignment grades related to increasingly complex, scaffolded writing skills; use of pre-and-post-test *My Math Lab* assessment data; pre-post-test college-level learning goal rubrics in Knowledge & Inquiry and Values & Beliefs courses; student survey data and writing across the curriculum analyses in applications courses; senior assessments and faculty/supervisor assessment of college-level learning outcomes in experiential learning (internships and practica). [DR 3.8: Specialist Reports in Reading, Writing and Math](#) is a web page with detailed reports from the first year instructional specialists since 2009.

1. Pre-assessment: Accuplacer and its Use at Trinity

Since, year 2008, all incoming first-year undergraduate students have taken the Accuplacer assessment in critical reading, writing and mathematics. Advisors utilized these scores to guide student placement in first-year skills based courses, but they also provided a baseline for first-year outcomes assessment. Trinity's first-year faculty worked diligently to analyze the scores each year and to redesign the curricula to address specific challenges any new class presented. (Note: with curricular revisions in the first year, starting in Fall 2016 Accuplacer will not be used for course placement, but will still have a role in first year assessment.) As an example of this work **Chart 3.1: Target Topic A - CRS 100s Outcomes by Accuplacer Reading Score Range (2012-2013)** demonstrates the first-year faculty and instructional specialist's annual and on-going evaluation of student outcomes as a function of Accuplacer assessment. CRS 100S was Trinity's initial skills course in critical reading strategies, taken by many students in preparation for the cohorted First-Year Seminar in Critical Reading (CRS 101).

Chart 3.1: Target Topic A - CRS 100s Outcomes by Accuplacer Reading Score Range

CRS 100 Outcome	No. Fall 2012	Accu-placer below 35	Accu-placer below 40	Accu-placer 40 and above	No. Spring 2013	Accu-placer below 35	Accu-placer below 40	Accu-placer 40 and above
Passed	25	2 (8%)	10 (40%)	15 (60%)	6	1 (17%)	1 (17%)	5 (83%)
Failed	20	8 (40%)	10 (50%)	10 (50%)	10	5 (50%)	6 (60%)	4 (40%)
Withdrew	22	9 (41%)	12 (55%)	10 (45%)	6	3 (50%)	4 (67%)	2 (33%)
Abandoned	13	2 (8%)	4 (31%)	9 (69%)	10	4 (40%)	5 (50%)	5 (50%)
Failed/Honor Violation	0	n/a	n/a	n/a	2	1 (50%)	1 (50%)	1 (50%)

Analysis of the above data shows that of the students who passed CRS 100s in academic year 2012-2013, 65% earned an Accuplacer reading score of 40 or above. Of the 80 students who enrolled in CRS 100s in fall 2012, 21 (26%) earned initial Accuplacer reading scores below 35. Only two of the 21 (10%) passed CRS 100s in the fall. The first year faculty were cautiously encouraged that the data supported Trinity's skill level benchmarks; however, pass rates and similar results from Math and Writing analyses strongly informed the 2014-2015 first-year curriculum committee's recommended revisions to first year coursework, including extensive revision in CRS 101 and the addition of CRS 102 to further strengthen students' critical reading skills (see Chapter 4, Foundation for Learning in General Education and Academic Support).

2. First-Year Experience Assessment in CAS and SPS

Since 2008, Trinity's reading, writing and math specialists in CAS and SPS have prepared annual reports that assess student outcomes in foundational skills goals 1, 2 and 3. These courses are designed to provide foundations for student learning outcomes in two key general education areas: writing and numeracy. The data these reports produce reveal strengths and weaknesses of first-year critical skills instruction, and are used for curricular and course revision that occurs each summer. The following two examples show use of first year student learning assessment data to identify student learning outcome strengths and weaknesses in writing and math courses. In both cases the data are more granular than the pass rates data in the previous reading score example; these analyses illustrate the accomplishment of skills related to specific writing objectives (scaffolding skills-building from one-paragraph descriptive essays through two-paragraph comparison-contrast to five-paragraph argumentative essays).

Chart 3.2: Target Topic - Grade Progress in ENGL 105/105S, spring 2013

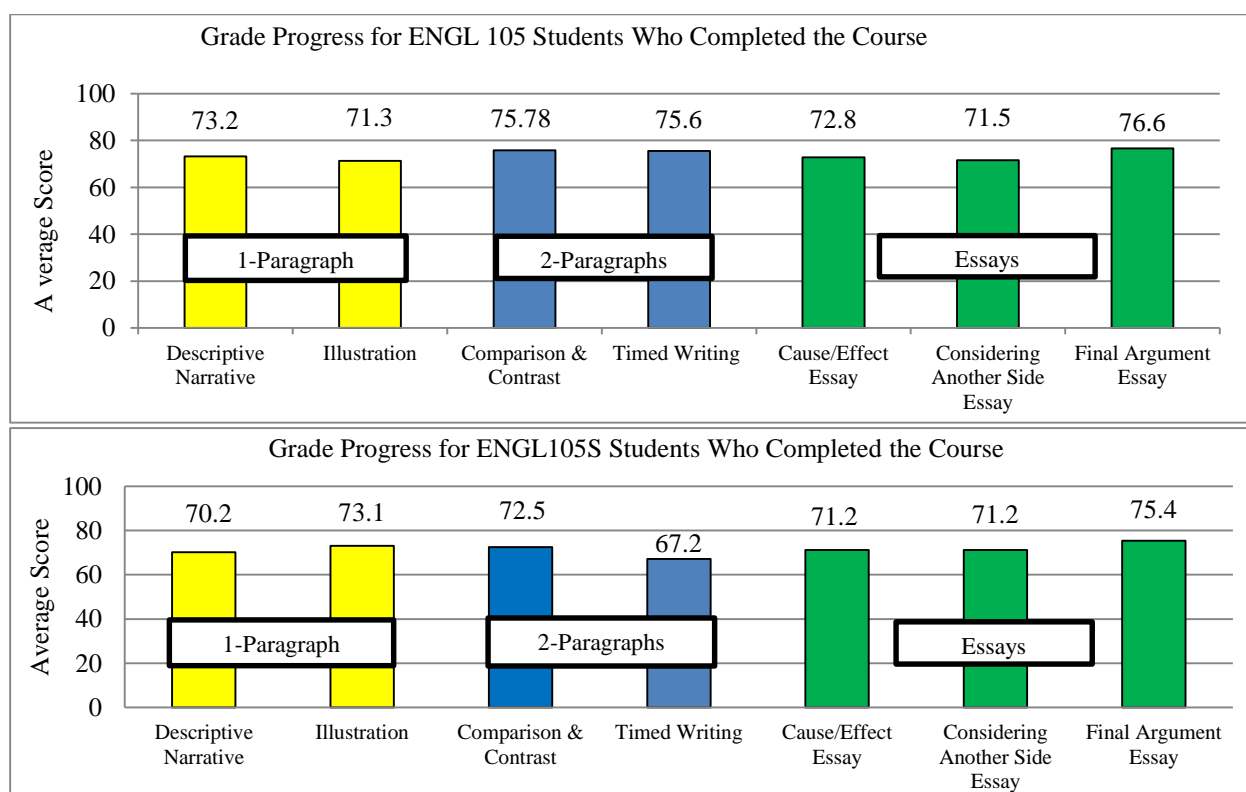
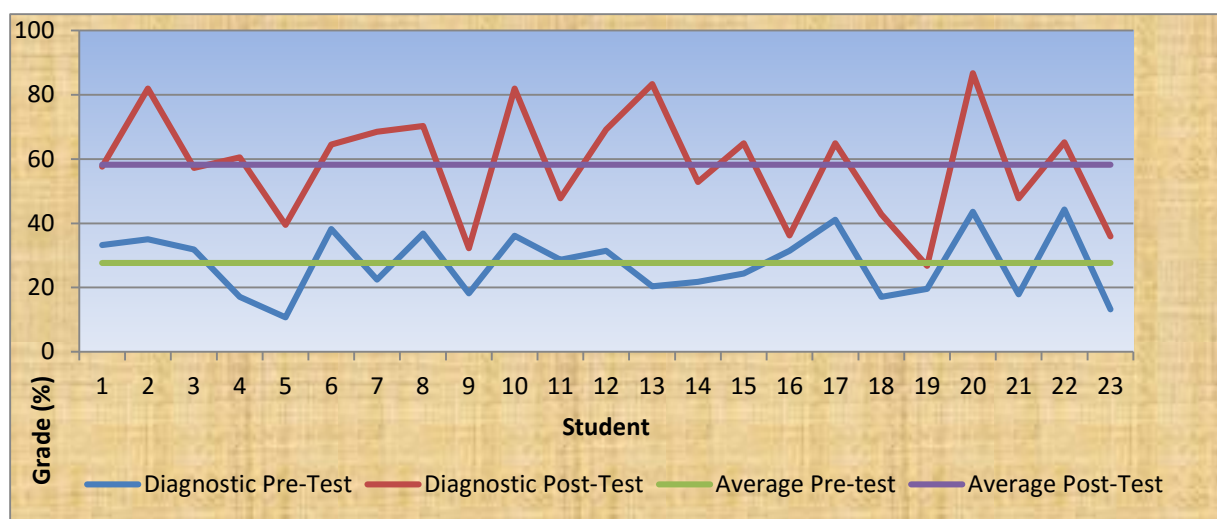


Chart 3.2, above, illustrates the grade progress for all students who completed ENGL105/105S in spring 2013. Students who attempted all of the assignments maintained a consistent level of performance even as they moved into more complex essays and into argumentation, which is required of them in the next sequential course (ENGL 107). In ENGL105S, students on average moved from a 70.2, or a C-, on the first assignment to a 75.4, or C, on the final essay. In ENGL105, students moved from an average 73.2, or a C, on the first assignment to an average 76.6, or a C+, on the final essay.

After making structural changes to the course scaffold in spring 2013, the data revealed more consistent student mastery of course concepts even as assignments increased in rigor, length and complexity: the spring 2013 syllabus called for three essays rather than two, and required inclusion of specific source material. In previous semesters, ENGL105S students usually showed declines on the final paper, while ENGL105 students maintained a consistent level of performance. The noted improvement ENGL105S students' final papers indicated that curricular changes were producing increased student outcomes in foundational writing.

An example from the math program demonstrates yet another methodology for measuring student outcomes; pre- and post-test *My Math Lab* data for Math 102: Intermediate Algebra.

Chart 3.3: MyMathLab Pre- and Post-Test Result Based on Differentiated Instruction – Math 102



These 2014 data clearly show that the use of differentiated instructional methods and MyMathLab were successful; each student made significant progress in their mathematical abilities regardless of entry point into the course. By the semester's end, nearly all students had exceeded the base standard, and the average for all students in Math 102 rose 30.6%. Math instruction at Trinity produces demonstrable learning outcomes, and all members of the Math faculty continue to engage in using assessment work to inform course and curriculum design as a matter of course.

3. General Education/Capstone Assessment: College-Level Learning Outcomes

The College of Arts & Sciences Curriculum and Academic Policy Committee (CAS-CAP) has made General Education assessment a top priority. Programs involved in this effort, and the courses they chose to assess, include Economics, Undecided-Nursing (UNDN-Biology), Physics, Math, Fine Arts, Religious Studies and Theology, Philosophy, Psychology, Business Administration and Women's Studies ([DR 3.9: General Education Assessment Courses](#)).

Below is a case study that exemplifies this assessment work in PHIL 253: Business and Professional Ethics (Values & Beliefs: Ethics; CAS learning goals 1,7).

➤ *CASE STUDY: Does PHIL 253 improve students' critical reading and analysis skills?*

The goal of the PHIL 253 Assessment Project was to determine whether students acquire and enhance skills in critical reading, analysis, and ethical reasoning during the course of a semester. The project investigated students' effectiveness in detailing essential elements of a business ethics dilemma (critical reading, CAS learning goal 1) and arguing a resolution (critical analysis and ethical reasoning, CAS learning goal 7).

Students first analyzed a business case, which asked them to identify the central ethical dilemma and to argue for a possible solution. The instructor developed a rubric to evaluate students' abilities to focus on key information vital to an accurate understanding of the dilemma and to incorporate ethical theory into their proposed solutions. One month after the first critical analysis was completed and evaluated, and after instructional intervention, students completed a second analysis of a fresh case. The instructor subsequently evaluated the second submission utilizing the same rubric, and collected grading data for comparison with the first submission. In total, the instructor analyzed data from 105 individual students over the course of four semesters. The two sets of data were used to measure the effectiveness of current pedagogical practices in the course. As the ultimate outcome of the project, the instructor will utilize the data and analysis to formulate new pedagogical strategies and refine of existing classroom practices to further enhance students' abilities in these essential academic skills.

Outcomes for the two data points, critical reading and ethical analysis, are in **Chart 3.4**:

Chart 3.4: Critical Reasoning Outcomes, PHIL 253: Business & Professional Ethics*

	Case Study #A1: Critical Reading	Case Study #B1: Critical Reading		Absolute Increase	Percent Increase	N of Observations
Average Score	4.283	4.385		.102	2.38%	105
	Case Study #A2: Ethical Reasoning	Case Study #B2: Ethical Reasoning				
Average Score	3.716	4.144		.428	11.52%	105

*Final Course Grade: 3.28 (correlation with Case Study B2 [4.144] = .25)

The data show that for critical reading, students showed a small (2.38%) increase on the second case compared to the first. Ethical reasoning, though, showed a more dramatic 11.52% increase,

with scores increasing, on average, by close to half a point. The data indicate that instructional intervention is having some effect on students' abilities to improve ethical reasoning.

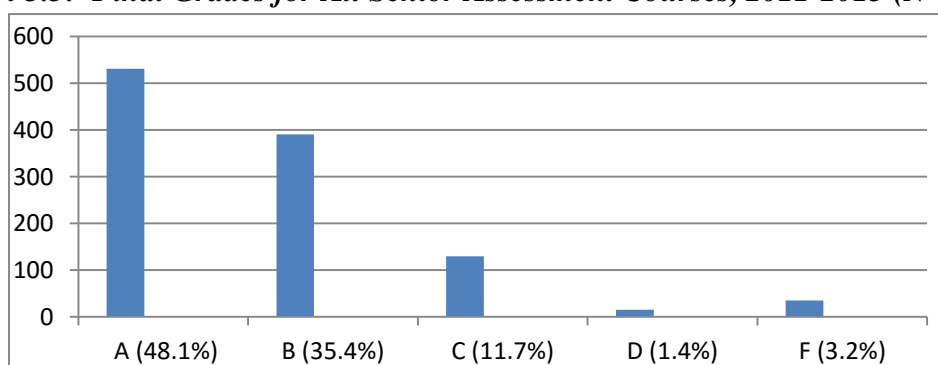
Interestingly, scores on case study B2 (mean score=4.14), a later assignment in the semester, were only mildly correlated (.25 corr.) with final grades in this sample (mean final grade=3.716). As a result of this analysis, the PHIL 253 syllabi will be adjusted to incorporate more complex reading items (students are already performing at a high reading level, but can go further) and pedagogies will build on successes in increasing ethical reasoning capacity.

4. Senior and Experiential Learning Assessment

All majors and graduate programs at Trinity culminate in a senior or capstone assessment as a summative measure of learning outcomes across a Trinity degree program. Students must successfully complete this assessment as a requirement for graduation, and program faculty are responsible for evaluating and auditing student knowledge, skills and values as they complete their degrees. Major and graduate programs assess this learning using a variety of program-specific methodologies: oral and written comprehensive exams, senior seminar and senior thesis courses, capstone course projects, comprehensive portfolios, research projects, poster presentations, and colloquia are among the most common methods of assessment.

While a primary goal of the senior assessment is to measure students' mastery of discipline-specific materials, programs at Trinity use interdisciplinary rubrics and methodologies to measure proficiencies in collegiate unit learning goals ([DR 3.10: Sample Senior Assessment Portfolio Rubrics](#)). Therefore, while understanding that grades alone do not necessarily assess all learning, the faculty believe that grades in senior seminar, capstone and thesis courses can indirectly assess student achievement of collegiate level learning goals. **Chart 3.5** displays percentages of final grades for all senior assessment courses offered at Trinity during this period.

Chart 3.5: Final Grades for All Senior Assessment Courses, 2011-2015 (N=1104)



Nearly 50% of Trinity students earned an A in a senior assessment course, and the large proportion – 83.5% - earned a B- or better (in almost all cases, students must achieve a C or better in their senior assessment course in order to graduate), indicating that Trinity seniors have gained the knowledge, skills and values embedded in Trinity's learning experience.

With regard to experiential learning, many major programs require an internship as part of the capstone experience. Hence, the academic programs developed an electronic, rubric based assessment to measure students learning outcomes in internships. The assessment group deemed

the measurement of learning outcomes in the pre-professional setting the best proxy for the application of knowledge, skills and values to their future professional experiences.

Chart 3.6: Quantitative Outcomes on Collegiate-Unit Learning Goals in Internships, Practica and Experiential Learning Courses: 2014-2015 (N=53)

Semester	Oral Comm	Written Comm	Teamwork	Interpersonal Skills	Computer Skills	Problem Solving	Work Ethic	Mean Score
Spring 2014 (Pilot)	4.00	3.40	4.60	4.60	4.60	4.40	4.80	4.34
Fall 2014	3.86	3.64	4.29	4.36	3.64	3.64	4.00	3.66
Spring 2015	3.97	3.91	4.56	4.50	3.09	3.94	4.34	4.34
Average across semesters	3.94	3.65	4.48	4.49	3.78	3.99	4.38	4.11

Legend of Scores 1 = Poor 2 = Fair 3 = Satisfactory 4 = Good 5 = Excellent

The above data suggest that in their senior or capstone internship placements, Trinity students overall perform at a satisfactory or better level on several important college learning outcomes that predict future professional experiences. Trinity students score lowest on writing, followed by computer skills, and highest on interpersonal skills and ability to work on teams (arguably related skills, so this question may be measuring the same dimension). Trinity's faculty continues focusing on how the assessment results, particularly on writing and technological skills, must continue to inform curricular revisions.

Conclusion to Chapter Three

Trinity has made great strides in systematizing broad, integrated learning outcome assessment using both direct and indirect measures across all courses, curricula, and collegiate units. Assessment at Trinity is faculty-driven, interdisciplinary and collaborative, as well as mission-driven and student-centered. Assessment informs program development from micro to macro levels of the academic enterprise.

Student learning outcome assessment data are collected at numerous points across students' Trinity experience: 1) Pre-Assessment; 2) First-Year Experience Assessment; 3) General Education/Capstone Assessment; 4) Senior and Experiential Learning Assessment. The assessment data, as summarized in this report and demonstrated in the multiple assessments in the document room, are clear: Trinity's students achieve good learning outcomes.

Recommendation:

- Trinity can improve its teaching and learning endeavors in the areas of writing and information literacy across all degree levels. These data are already used in general education reform at the undergraduate levels. Chapter Four of this report will discuss general education assessment and reform in even greater detail.

CHAPTER FOUR: FOUNDATION FOR LEARNING IN GENERAL EDUCATION

Characteristics of Excellence: Through this chapter Trinity will demonstrate compliance with these standards:

Standard 12: General Education
Standard 11: Educational Offerings
Standard 14: Assessment of Student Learning

Trinity’s commitment to the education of women, learning in the liberal arts, integration of liberal learning with professional preparation, and grounding in the values of the Catholic faith and the Sisters of Notre Dame de Namur – the four pillars of Trinity’s institutional mission – establish the university’s framework for general education. In both the College of Arts & Sciences and the School of Professional Studies, “The institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency” (*Middle States Characteristics of Excellence, Standard 12*).

Faculty CAP (Curriculum and Academic Policy) committees oversee general education in the undergraduate programs in the College of Arts & Sciences and School of Professional Studies. Deans and faculty work together to articulate the common general learning goals that inform curriculum development. The CAS-CAP and SPS-CAP committees also consult with the CAP committees of the professional schools (NHP, EDU, BGS) to ensure that the goals and courses for general education support the learning goals of the professional programs. The University CAP committee (UCAP), whose members comprise representatives from all academic units, meets monthly to exercise final academic authority over general education and assessment.

Through the standing curricular committees, Trinity’s faculty manage the development, assessment, and evolution of the general education curriculum and work to ensure clear, comparable and consistent outcomes in each school. While the population of students in the two undergraduate schools differs in some respects (CAS students are more likely of traditional age; SPS students more likely have extensive professional experience) the essential learning outcomes must be equivalent in both units. Through frequent consultation on review, assessment and revision, faculty and administrators in the two schools work diligently to ensure equivalency in the general educational experiences shared by each and every Trinity undergraduate.

As Chapter Three on student learning outcomes indicates, Trinity’s faculty have articulated university-wide learning goals aligned with Trinity’s mission statement. [DR 4.1: Mission and Goals](#) links to the web page with the statements of mission and goals. The university-wide U-CAP Committee supervises the overall implementation of these goals. The university-wide learning goals serve as the framework for General Education, Core, and disciplinary curricula in all academic units.

In fall 2015, Trinity's Office of Academic Affairs launched a campus-wide Syllabus Project to ensure that all syllabi present student learning objectives and effectively measure outcomes using measures that explicitly connect objectives to college learning goals. Results showed that most units do appropriately incorporate learning outcomes (in EDU and NHP, 100% of syllabi listed explicit learning goals) but that CAS lags behind (88% of CAS syllabi listed learning goals, compared to 94% of syllabi in both BGS and SPS). Faculty, program chairs and administrators responsible for CAS general education have a new goal: 100% compliance for spring 2016.

Trinity faculty are continuously engaged in assessment and revision of the general education program. In undertaking curricular assessment and revision, the faculty utilizes assessment data from multimodal sources including course enrollment and retention reports, academic standing, advising and learning community data, examination of course exit competencies and cohort outcomes, capstone course assessment, "barrier" course reports, transcript credit audits and waiver analyses, and internal and external placement tests, in addition to direct measures of learning, such as rubric-scored embedded assessment [DR4.2: Data Sources for Curricular Assessment](#). This background and methodology provide the context for Trinity's continuous assessment and curricular improvement in general education. The next section of this report will illustrate and describe Trinity current general education structure in CAS and SPS.

A. General Education in the Undergraduate Units: 2006-2015

The general education curricula in CAS and SPS support the goals of liberal learning, professional preparation, and equity, justice and honor by providing a developmental sequence of coursework designed to prepare students for leadership in every sphere of intellectual, civic and family life. CAS and SPS general education goals are aligned across both units. These goals are set forth in Chapter 3 on student learning outcomes and are also set forth on the [Mission and Goals](#) web page. The goals respond to Middle States' expectation that the foundation for learning in general education must, at minimum, address learning in the areas of oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

As an additional external benchmark and educational quality indicator, Trinity's learning goals also map onto the Association of Colleges & Universities [LEAP \(Liberal Education and America's Promise\) essential learning outcomes](#), which the AAC&U synthesized through a data-driven process examining national core outcomes, student experiences, and employer ratings of post-graduate hires. LEAP identifies the following essential learning outcomes for college graduates with a four-year degree: Knowledge of Human Cultures and the Physical and Natural World; Intellectual and Practical Skills including critical thinking, communication, and quantitative and information literacy; Personal and Social Responsibility, and Integrative and Applied Learning.

General education has experienced two periods of reform since the 2006 Middle States self-study. Following that accreditation moment, Trinity undertook significant reform of general education programs and assessment processes. This reform produced a structured curriculum with clear learning goals designed to meet students at all ability levels, prepare them for increasingly challenging coursework, and provide them with the knowledge, skills and values of

a liberal arts education. The reform encompassed the crucial First-Year Experience, in which prescriptive sequencing of foundational coursework (including skills development in writing, numeracy, information literacy, critical analysis, and communication) was intended to guide students through prerequisites and into courses they needed to ensure success in upper division majors. The reform also developed intermediate and senior year assessment processes to measure whether foundations laid in the general education program were integrated and synthesized with major program outcomes. As the next chapter of this report will demonstrate, major programs were also asked to identify specific, measurable objectives that mapped general education goals such as writing, oral communication, and quantitative analysis onto major program outcomes.

The intention of the 2006 general education reform was to enhance student success, retention, and persistence to degree completion. Subsequently, a result of assessment of the general education curriculum in preparation for the 2016 Self-Study, the data revealed that the foundational sequencing extended time-to-completion and drove attrition. Consequently, the CAS faculty began a new era of general education reform to meet the needs of a new cohort of learners, with particular focus on the First-Year experience. Trinity will no longer require placement assessments, instead assessing incoming student knowledge and abilities as baseline data points. All students will be enrolled in general education content courses with wrap-around labs that deliver embedded, just-in-time skills support as students acquire the reading, writing, numeracy, critical analysis and communication competencies essential to college success.

Foundational mathematics provides an example of this new process. After examining the first year sequences of math courses (where some students took as many as five courses to satisfy requirements), revision began with the fall 2015 entering students to streamline and align the math sequence more carefully with major and career pathways. For example, STEM majors will take MATH 102 as the basis for future success in the calculus sequence; Social Science and Humanities majors will take MATH 109 which is the basis for future success in statistics coursework.

A CAS faculty cohort is piloting sections of a newly designed foundational reading course in fall 2015, and other CAS colleagues will work in 2015-16 to develop new foundational courses which will integrate reading and writing and be taught for the first time in Fall 2016.

These curricular reforms are served by a significant change in academic advising; first year students are now directly connected with a full-time professional advisor who is available every day to consult on academics and provide support when students encounter challenges. Professional advisors are focused first and foremost on first to second year retention, but also help Trinity address the issues of course sequencing identified in the assessment of Capstone courses.

The changes underway in CAS also inform a parallel reform process in SPS. [DR 4.3: SPS General Education Multi-year Assessment Plan](#) provides more details of this process.

B. Structure of General Education and the CAS First-Year Experience

The CAS faculty engage in continuous review of the First-Year Experience and general education effectiveness, guided by the goals of general education design. The CAS faculty also determined that students in the First-Year Experience should acquire skills for academic success, including the ability to manage time efficiently, study effectively, and take responsibility for their own learning.

CAS designed a first year program with curricular and co-curricular programming that includes first-year cohorts for seminar coursework in critical reading and analysis. The seminar design includes meta-majors, just-in-time academic skills training both embedded in foundational coursework and available through academic services, and proactive, professional advising. Faculty, staff and administrators work closely together to ensure that each of the three prongs of student experience – coursework, academic success services, and proactive advising – are maximally effective through strong communication, consultation and coherence among responsible offices. Trinity's number one strategic goal is enrollment and retention; to help meet this goal, Trinity delivers seamless student wrap-around services in the first year, which the institution recognizes as the critical period in retention and persistence.

CAS general education goals and objectives are organized around four units, which roughly correspond to the first four or five semesters of a student's undergraduate tenure. In the first year, foundational coursework in critical reading and reasoning, writing and communication, and quantitative literacy develops students' capacities to engage and learn from a broad introduction to the liberal arts manifest in the Knowledge & Inquiry sequence. Values and beliefs, ethics and professional preparation are introduced in the second year with Values & Beliefs, Applications and Capstone experiences (**Chart 4.1** illustrates this sequence). The Capstone seminar is designed as a natural exit point, allowing for broad assessment of student learning outcomes in general education.

Chart 4.1: CAS General Education Curriculum Structure			
<i>I. Foundational Skills</i>	<i>II. Knowledge & Inquiry</i>	<i>III. Values & Beliefs</i>	<i>IV. Applications</i>
Critical Reading Seminar*	Social Sciences*	Religious Studies & Theology*	Civic Knowledge*
College Composition*	Science/Math*	Ethics*	Leadership*
Communication	History/Arts/Humanities*		
Quantitative Reasoning*	Foreign Language		
Critical Reasoning			
<i>V. General Education Capstone Seminar*</i>			

*2006-2015 assessment points

[DR 4.4: General Education Goals and Measurable Objectives](#) provides a complete schedule of the general education goals & specific objectives that demonstrate acquisition of the learning goals.

The following case studies illustrate ways in which assessment results have led to general education curricular reform. In each case, direct and indirect measures of student learning outcomes are key data points informing curricular revision. In assessing general education, faculty and administrators ask the following question: how effectively does Trinity's general education program meet college-level learning goals in fulfillment of Trinity's institutional mission?

- *CASE STUDY: Intended-Nursing (UND-N) cohort outcomes and how Trinity's Sciences programs are closing the loop and ensuring improved student learning*

This case study illustrates a collaborative effort in the sciences to improve student learning outcomes among students in the College of Arts and Sciences who engage with the general education curriculum on their pathways to apply to the nursing program. This account will illustrate Trinity's commitment to the goals of liberal learning in all disciplines, including the professional schools; demonstrate collaboration across units; and communicate how Trinity engages the cohort model as a tool in assessment of student learning outcomes.

Anatomy and Physiology I (BIOL 121) is the most common first science course taken by students in the College of Arts and Sciences "Undecided-Nursing" (hereafter UND-N) curriculum at Trinity Washington University. The nursing program has set a required passing grade of "C" as the benchmark criterion in this general education and nursing-prerequisite course. Assessment data collected between 2009 and 2012 indicated that 65.57% (80 of 122 students) of this cohort did not pass BIOL 121 the first time it was taken. This pass rate suggests that the General Education Knowledge & Inquiry: Science and Mathematics cluster was not meeting CAS and SPS learning goals 3 and 6: understand and use quantitative reasoning and apply diverse modes of inquiry to the natural world.

The deans, assistant provost for the Sciences, Biology program chairs and faculty, in collaboration with the School of Nursing and Health Professions, undertook a large-scale assessment to measure and improve learning outcomes in this key gateway course. First, faculty and administrators developed an internal anatomy and physiology placement test, based on Trinity's internal student data and placement cut-off scores, and piloted the test to determine student preparedness prior to enrollment in BIOL 121. This placement test includes content in the math, biology and chemistry materials essential to success in BIOL 121. The team proposed that students who did not place into BIOL 121 directly should take BIOL 101 to prepare.

In 2013, the science team conducted a study to assess the predictive value of the placement test and to determine the minimum score that should be required for placement into BIOL 121. They collected assessment data across two sections of BIOL 121, taught by different instructors, from a total of 24 students. In both classes, students took the placement test at the beginning of the course, and these initial scores were compared to final course performance for each student. A Pearson's correlation between the pretest score and final course grade produced an R value of 0.79 and 0.73 for each section, respectively. These results suggest a strong positive correlation between performance on the placement test and performance in BIOL 121.

To assess whether student outcomes improved after taking BIOL 101, students took the assessment test at the beginning of BIOL 101 and again at the end of the semester. The average percent improvement on the post-test was 48%. Only 5% of the students scored above 50% on the exam at the beginning of the semester while 50% of the students scored above 50% at the end of the semester. These data collectively suggest that there is a strong positive correlation between performance on the placement exam and performance in BIOL 121, and that students taking BIOL 101 improve performance on the placement exam.

To close the loop, the Trinity science program implemented a requirement such that students must earn a 40% on the placement exam before they may take BIOL 121. If students earn less than a 40% on the placement exam, they are required to earn a C or better in BIOL 101 prior to taking BIOL 121. The next phase of ongoing assessment is to evaluate pass rates in BIOL 121 and to correlate student pass rates in BIOL 121 after taking BIOL 101. Preliminary data suggest that the placement test and BIOL 101 requirement are strengthening students' abilities related to CAS learning goals 3 and 6. This curricular recommendation, based on faculty-driven, internal assessment of student learning, is improving outcomes for students who intend to major in nursing, and therefore retention and persistence.

➤ *CASE STUDY: Revising the First Year Foundational Course Sequence*

For about the last 8 years, Trinity has used Accuplacer assessments to place CAS and SPS students into foundational skills courses in math, critical reading and writing. This sequence was intended to ensure student success in both general education and major programs. However, in examining attrition data, Trinity's academic leaders came to the conclusion that the courses originally intended to help students be successful in college actually created barriers to success and encouraged early exits, a finding supported by a preponderance of literature on foundational courses.

In the years 2013-2014 Trinity undertook a thorough and searching assessment of student learning outcomes in the foundational course sequence. The assessment found that students repeated preparatory courses and their subsequent foundational pairings in fairly high numbers: undergraduates have a 12-28% chance of needing to repeat at least one of these courses. These data suggest that Trinity's prerequisite sequencing did not meet learning goals of engaging students or preparing them for their general educational coursework.

Informed by the internal assessment and a review of relevant research on successful models for advancing underprepared students, the CAS dean organized a curriculum revision initiative with an ad hoc faculty committee focusing on first year curriculum reform. The committee was charged with improving Trinity's approach to foundational education by empowering students to build critical reading, writing and inquiry skills through engagement with the liberal arts. Built on research-based practices, the committee recommended a new course sequence intended to reduce exit points by engaging students directly with general education coursework in the disciplines, tailoring support to the specific reading and writing demands of the courses, and integrating reading and writing instruction. Trinity anticipates that the increased student engagement opportunities embedded in this design will improve persistence in first year and improve the first-to-second year retention rate which is a strong marker for ultimate degree

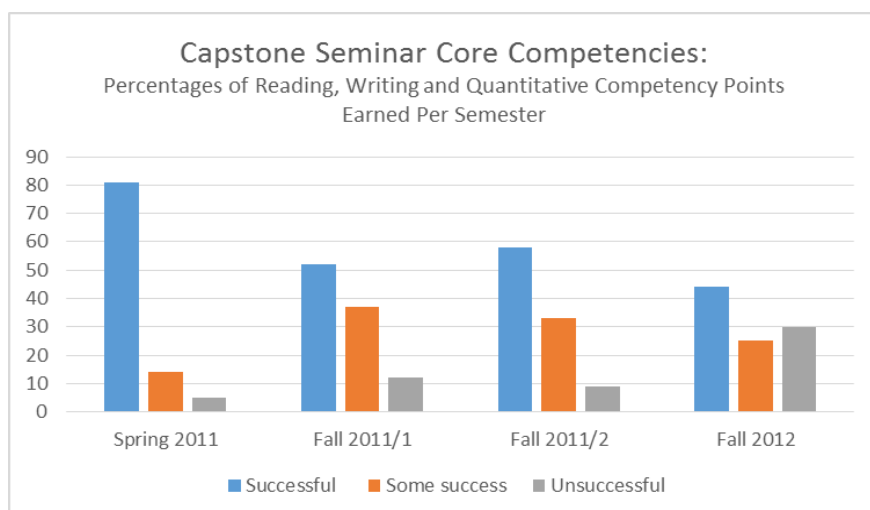
attainment. Early returns on first-to-second semester retention (fall 2015-spring 2016) point to success: Trinity's enrollment of expected-to-return first year students had increased to a remarkable 72% in late November 2015, as compared to 63% at the same time in 2014.

➤ *CASE STUDY: The Capstone Seminar Assessment Project*

The CAS General Education Capstone Seminar (as distinct from the Senior Seminar course taken in the major) provides students an opportunity to integrate the knowledge, skills and values acquired across their two years of general education coursework. Ideally, students take the General Education Capstone Seminar in late sophomore or early junior year; at this point, the faculty expect students to be grounded in the core competencies (reading, writing, quantitative analysis) which they must synthesize in their capstone seminar work. The faculty intended the capstone as a transition point from the foundational liberal arts curriculum into the majors.

As part of the on-going general education assessment plan, the College of Arts & Sciences Curriculum and Academic Policy Committee (CAS-CAP) decided to assess core competency outcomes in the Gen Ed Capstone seminars. CAS-CAP envisioned this multi-year assessment plan in 2010, collected data for four semesters (through Fall 2012), analyzed the data in 2013, and presented it to the faculty, at which point course the faculty discussed and instituted course and curricular revision. CAS-CAP first developed a pilot rubric to assess core competency success in the Capstone Seminars ([DR 4.5 Presentation to Faculty with Assessment Rubric](#)). CAS-CAP asked instructors to rate each student's final project on reading comprehension, written communication, and quantitative reasoning (among other selected measures). Instructors also assessed students' final projects for "ability to integrate the skills, knowledge and understanding gained in earlier Gen Ed courses" as well as "broad and intellectual inquiry." The rubric included grades on the final project and in the course as data points. In subsequent semesters, CAS-CAP expanded the rubric to include students' oral communication skills, information about each student's earlier foundational class success, and number of credits completed prior to Gen Ed Capstone enrollment. In total, the project assessed 11 individual courses across four semesters from a variety of disciplines including humanities, communication, psychology, fine arts and interdisciplinary studies. ([DR 4.6: CAS-Spring 2013 Capstone Report](#)). See sample findings for one course in **Chart 4.2** below:

Chart 4.2: Two-Year Assessment of Four Sections of PSYC 365: Human Sexuality



The above example shows that although a majority of PSYC 365 students was successful or showed some success on core competencies of quantitative analysis, writing, and reading, student success decreased rather than increased over time. A granular analysis of outcomes suggested that some students struggled to apply the skills taught in foundational courses to the lengthy paper required in the Gen Ed Capstone Seminar. In addition, instructors noted that student performances on the final project and the overall course grade did not correlate.

CAS-CAP presented the findings of this assessment to the CAS faculty in Spring 2013; the faculty addressed deficits by engaging in extensive course redesign in the 2013-2014 academic year. For instance, in PSYC 365, the instructor enhanced instruction in the process of writing, and provided more detailed project support. The faculty also decided to retire completely an outlier course, INT 250: Writing for Social Change, in which students were unable to demonstrate competencies successfully. In 2016-2017 (now that the courses have been taught for a semester or two), CAS-CAP plans to reassess the seminars to determine if new and revised processes support students in successfully meeting the intended goals of the course.

While engaged in this project CAS-CAP also learned that students were taking the Gen Ed capstone out of sequence, either earlier or later than intended. They also learned that some students in the course were not prepared: they either had not completed their foundational courses, or had not done well in them. As a result, several new Capstones were added to the academic schedule to provide more opportunities for students to take the course in the intended sequence; and the committee also conveyed these findings to advising. Professional advisors utilized the data to revise course mapping protocols and academic plans. Though the assessment findings revealed Gen Ed Capstones were not fully meeting intended goals, particularly with regard to integrative writing, the valuable data gleaned through this project informed course development and revision – as well as student advising protocols.

Many other examples of general education assessment and curricular improvements are available in reports in the document room. See [DR 4.7: CAS General Education Reports](#) and [DR 4.8: SPS General Education Reports](#).

Conclusion to Chapter Four

The knowledge, skills and values that come through a strong general education program in the liberal arts are the foundation for student success in all major programs, and later on in graduate education and professional life. Trinity's faculty in the undergraduate programs in both CAS and SPS have worked continuously to assess the effectiveness of general education.

Recommendations:

- In 2015-2016, the faculty will start a new round of assessment to determine the effectiveness of changes particularly in the Math sequence and the Writing courses.
- A more incisive assessment of the effectiveness of general education for adult students in SPS will pave the way for changes in the courses offered to ensure that adults in the workforce develop strong general education knowledge and skills.

CHAPTER FIVE: ASSESSMENT OF THE ACADEMIC PROGRAMS

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

Standard 11: Educational Offerings
 Standard 13: Related Educational Activities
 Standard 14: Assessment of Student Learning

Quality and excellence in academic programming are the essential elements of the Trinity learning experience. Trinity's mission is the foundation on which this programming rests. Trinity offers degree programs at the associate, baccalaureate and master's levels that are entirely consistent with institutional mission and that are responsive to local, regional, and national educational needs. **Chart 5.1** displays the programs by unit:

Chart 5.1: Trinity Undergraduate Programs 2015-2016

CAS		SPS			NHP	
BA	BS	AA	BA	BS	AAS	BSN
Business Admin.	Biochemistry	General Studies	Communication	Accounting	Occupational Therapy Asst.	Prelicensure
Communication	Biology	Early Childhood	Early Childhood	Business Admin.		RN-BSN
Criminal Justice	Chemistry		Human Relations	Criminal Justice		
Early Childhood Ed.	Exercise Science		Media Studies	Health Science		
Education	Forensic Science		Psychology			
Elementary Ed.	Mathematics					
English						
History						
Human Relations						
International Affairs						
Political Science						
Psychology						
Sociology						

Trinity Graduate Programs 2015-2016

NHP		EDU				BGS		
MSN	MOT	MAT	MED	MA	MSA	MA	MSA	MBA
Nurse Admin	OT	Early Childhood	Educating for Change	Clinical Mental Health	Ed. Administration	Strategic Com & PR	Concentrations:	Bsns Admin
Nurse Education		Elementary Ed.		School Counseling		International Security Sds	Human Resource Mgmt.	
		Secondary Ed.					Non-Profit Mgmt.	
		Special Ed.					Org Development	
							Public & Community Health	
							Federal Program Mgt.	

This chapter demonstrates that Trinity's "educational offerings display academic content, rigor, and coherence appropriate to its higher education mission" and that "the institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings." (Standard 11) Trinity's faculty cultivate practices of continuous assessment to ensure that programs are meeting students' educational needs, achieving stated learning outcomes, and conforming to mission. Trinity has identified four factors that impact the effectiveness of academic program assessment: conceptual design must provide a coherent framework for assessment; assessment activities must engage thorough data collection and analysis; evaluation mechanisms must provide timely and relevant feedback; and finally, implementation of findings – closing the loop – must be the outcome of each assessment project. This chapter illustrates how Trinity's faculty accomplishes program assessment on a continuous basis.

A. The Major Programs

[DR 5.1: Majors and Minors](#) is a spreadsheet showing all major and minor program enrollments by semester from Fall 2007 to Fall 2015. CAS offers BA and BS degrees in a range of liberal arts disciplines, and also prepares students for entry into the Nursing BSN program in NHP. The suite of majors in NHP also includes both the associate degree for Occupational Therapy Assistant as well as the master's degree in Occupational Therapy which leads to licensure in the profession. NHP also offers the RN-BSN program for licensed nurses, and the MSN program for nurses who want to go on in Nurse Administration or Nurse Education.

SPS offers undergraduate degrees including the AA, BA and BS in a number of academic fields. The associate degree is offered on Trinity's main campus as well as at THEARC (Town Hall Educational and Arts Resource Center) in southeast DC. Section D, below, provides more detail on Trinity at THEARC. EDU and BGS are exclusively master's-level programs, with EDU offering the suite of majors for teachers, school leaders and counselors. BGS specializes in master's degrees for business professionals.

Almost all of Trinity's academic programs are delivered in classroom formats; while SPS and BGS offer a few on-line courses, these are minimal and available face-to-face as well (offering in both formats allows alignment of course goals and outcomes). Some graduate and professional courses occur in hybrid formats, with both classroom and online instruction; in NHP, for example, the OTA and MSN occur in hybrid formats.

Chart 5.2 below shows Trinity's top growth majors from academic years 2007 through 2015. The majors represented in this list underscore what today's Trinity students are looking for: majors that clearly articulate to careers, yet remain grounded in the values of liberal learning.

Chart 5.2: Top Growth Majors AY07-AY15

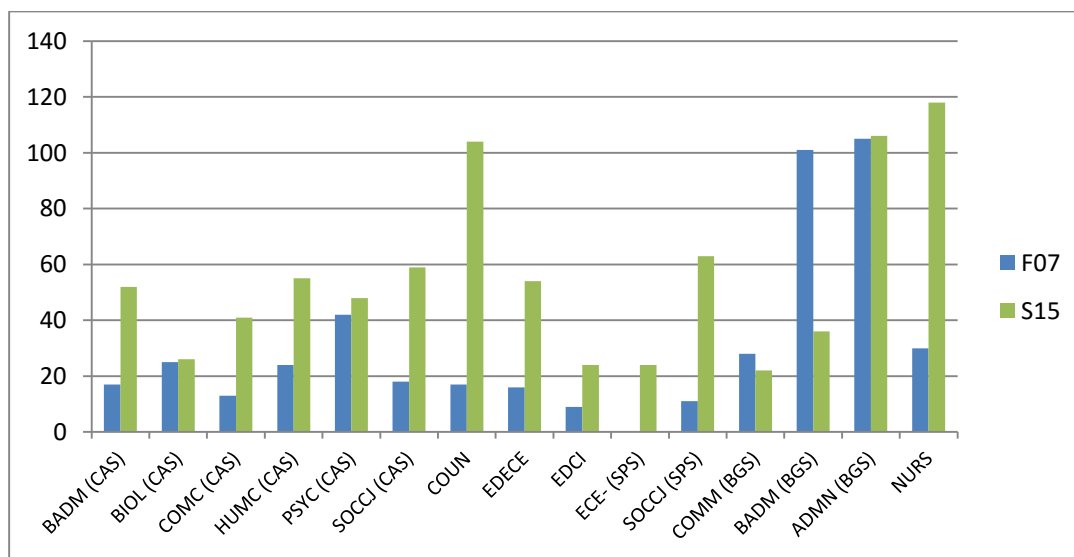


Chart 5.2 shows that fifteen of Trinity's academic major areas experienced robust growth over the last ten years. All major areas represented above showed promising growth, notably

Biology, Biochemistry and Chemistry (CAS undergraduate, here collapsed as BIOL), Education (CAS and SPS undergraduate - ECE), Human Relations, Psychology and Counseling (CAS and SPS undergraduate – HUMC and PSYC, EDU graduate - COUN). Trends indicate overall strength in a majority of major areas in CAS, SPS, EDU and NHP.

However, not all majors experienced this robust growth – and some are due for an overhaul. In CAS humanities and general social sciences, several majors either lost students or showed no significant change over time. And while graduate enrollments held steady or began to grow in EDU and NHP, BGS programs experienced enrollment declines as many students graduated but Admissions did not replace the numbers, similar to other programs in the marketplace.

As an example of responsiveness to workforce demands and enrollment changes, the School of Business and Graduate Studies reviewed the MA in Communication. BGS has developed a new market-responsive major which replaces the traditional program in Communication with an MA in Strategic Communication and Public Relations (SCPR). SCPR provides an excellent example of grounding in liberal learning while integrating professional preparation. In the same vein, for undergraduate students in the School of Professional Studies, a similar assessment of the traditional Communication major led to the creation of the Journalism and Media Studies (JAMS) program to align traditional liberal arts skills and knowledge more carefully with modern media workforce demands.

B. Assessing and Ensuring Rigor in the Academic Programs

Trinity has a long history of formal academic program assessment, curricular review, and use of findings to improve student learning outcomes. Trinity’s CAS and SPS undergraduate academic programs, and graduate BGS programs, participate in a five-year assessment process on a continuing basis. In the School of Education and the School of Nursing and Health Professions, program review is mandated by external specialized accrediting agencies that oversee licensure programs according to the timetable specified by each accreditor.

Program assessment cycles are staggered, so that in any given year, each program is engaged in a particular phase of the assessment process. This model allows for cyclical workload for the faculty, administrators and committees responsible for program review and forms natural cohorts of programs in similar stages of the cycle. In addition, programs which have completed tasks may act as consultants with valuable insight for programs in a different phase of the process.

During the first three years of the assessment cycle, Trinity’s programs examine their mission and learning goals, design their assessment methodology and select instruments, and analyze findings. In the final two years, the academic programs implement the goals, objectives, and recommendations that result from the assessment process, in anticipation of further assessment in the next cycle. [DR 5.2 Program Review Schedule](#) provides a snapshot of each program’s current placement in the assessment cycle and progress timeline.

The program assessment process is driven by faculty collaboration and peer review with strong support from the Provost’s Office. The University Curriculum and Academic Policy Committee (UCAP), a committee that includes faculty and administrators from all five of Trinity’s academic

units, supervises and mentors all programs in the assessment process. The deans, associate deans, and records and research offices in Enrollment Services also provide necessary support, consultation, and data. **Chart 5.3** below provides an overview of the assessment process:

Chart 5.3: Program Assessment Process Overview	
Year 1	Outline Mission and Develop Assessment Plan <ul style="list-style-type: none"> • Develop program mission, goals, and objectives • Generate questions that can be answered with measurable outcomes • Identify appropriate sources of data and describe method for data collection
Year 2	Carry out assessment plan designed in Year 1 <ul style="list-style-type: none"> • Collect all qualitative and quantitative data needed for assessment • Use multi-modal methods (direct and indirect) to assess student learning outcomes at entry, intermediate and exit points in the major
Year 3	Analyze data collected during Year 2; develop formal assessment report, which includes strategies for furthering program objectives and goals. <ul style="list-style-type: none"> • Draft report and present findings to UCAP Committee • Discuss findings and identify areas of success and challenge
Years 4 & 5	Close the Loop <ul style="list-style-type: none"> • Implement findings • Begin to review mission, goals and objectives for next cycle

[DR 5.3: Protocols for Program Assessments](#) in the First, Second and Third Years provides a comprehensive outline of the program review process. The balance of the [Chapter 5 Document Room](#) contains the individual program reviews for all programs in all academic units.

To facilitate consistency, Trinity defines relevant terms in the program review process as follows. The **mission** of an academic program, which states what the program's purpose or aim is within the context of its school, must be aligned with the University's mission. The mission statement identifies the contribution of the program as related to all relevant constituencies --- major and non-major students, program and university faculty, post-graduate stakeholders (i.e., future employers). Trinity asks programs to imagine their ideal graduate, and determine the following: what should the successful graduate know (knowledge base)? What should the graduate be able to do (skills base)? And what should the graduate care about (values base)?

The knowledge, skills and values of the ideal graduate must inform the program's mission, goals, objectives, and most importantly, learning outcomes. Program **goals** specify the contribution that the program intends to make as a result of its knowledge, skills and values focus; **objectives** are operationalized as measurable benchmarks that guide the next phase - developing questions and assessment instruments for self-study. **Objectives** are also directly related to the program's stated **student learning outcomes**.

The resulting research questions frame the assessment process and allow the program to identify and define the learning outcomes data that it will collect. Overall, each program's assessment is grounded in this broad research question: how successful is the program in meeting its identified objectives (student learning outcomes)? Trinity asks programs to assess not only perceived strengths, but particularly areas that might need to be improved.

In designing assessment plans, programs determine sources of data. To measure academic rigor, programs may draw external comparisons to cohort and regional institutions by examining structures of the major, credit hours, course distributions and sequences, introductory and capstone activities, assessment strategies, and pedagogical techniques. Programs also align their curricula to the national recommendations of their respective professional organizations; for example, Trinity's psychology curriculum is aligned with the American Psychological Association's [Guidelines for the Undergraduate Psychology Major](#).

Common data sources for the measurement of specific learning outcomes include both direct and indirect measures, such as content analysis of portfolios, papers, or capstone assessments, grade distribution analyses, student and alumnae surveys, course pre-and post-tests, embedded assessments, and national test outcomes such as NCLEX exam results.

In addition, the Offices of the Provost and Enrollment Services provide programs with data such as student-teacher evaluations, program faculty (including part-time faculty) curriculum vitae, analyses of teaching load and course sequences, student enrollment data, etc. As part of the review, Trinity also expects programs to create a curriculum matrix which maps the program's learning outcomes at increasingly sophisticated cognitive levels as a student progresses through the curriculum. The curriculum map allows visual examination of coherence in a particular major's academic plan, including sequence of courses with prerequisites.

In the third year of the cycle, programs submit a draft assessment report to the University Curriculum and Academic Policy Committee (UCAP). Trinity has established evaluation criteria for third-year reports which analyze how well programs have met their own goals and objectives. UCAP is responsible for providing feedback and ensuring that programs "close the loop" using what they've learned from the assessment process.

UCAP assigns two faculty members from different schools and disciplines as peer reviewers of each submitted review. These peer reviewers often provide rich and varied feedback, all of which include essential elements. In responding to the program assessments, reviewers consider whether programs clearly tie results of data collection to programmatic goals and correspondent course goals. They ensure that programs have analyzed all collected quantitative and qualitative data, and that programs identify other notable results. Reviewers consider whether the report describes to what extent programmatic goals and objectives have been achieved, discusses how the results will be used to improve the program, and articulates a specific plan for program changes, based on the conclusions of the analysis.

C. Case Studies in Program Review

Over the last decade, Trinity's approach to assessment evolved from a pro-forma exercise to a vibrant and vital form of research to maintain currency and quality in academic programs. Faculty endorsement of assessment work underscores Trinity's excellence in program review. The following case studies illustrate how program review at Trinity achieves strong outcomes.

➤ *Case Study #1: Sociology Program Assessment Plan, Year 2, 2014-2015*

Trinity's Sociology Program is a prime example of this shift in assessment culture. In the past, although reluctantly engaged in assessment tasks, the Sociology Program was resistant to the review process and thought it superfluous. In embarking on its most recent review, the associate provost and the program chair decided to create a meaningful assessment that would ignite Sociology's interest in whether students were learning essential concepts in Sociology.

The program faculty reflected that their students were not developing "sociological imagination", a core competency in Sociology, and decided to focus their review around this concept. Once they identified a learning goal that piqued their interest, the Sociology faculty threw themselves into the assessment process with intentionality and gusto. Below are excerpts from the Sociology Program's assessment plan; the program is currently in phase 2, data collection:

Excerpt from the Sociology Program Assessment: The Sociology Program is in the second year of implementing our assessment plan. In the first year, 2013-2014, we developed the plan which is centered on helping students develop an understanding of sociology. In Fall 2014, we began data collection...utilizing the concept of the sociological imagination developed by C. Wright Mills, a sociological theorist, as a measure of how well students can articulate a sociological perspective. The sociological imagination is widely acknowledged to be a cornerstone of the discipline. In four sections of SOCY 101, including one honors course, students are introduced to the sociological imagination through readings, class discussions and written assignments. We designed several measures to evaluate the ability of students to define, summarize and analyze social issues using the sociological imagination [by applying a rubric to exam questions and written assignments]. Below is a specific list of goals we hope students will achieve:

GOALS: Students should understand and articulate the sociological imagination as an essential component of sociology so that the student will be able to

1. define and identify the sociological imagination.
2. apply the sociological imagination to a specific social issue or experience.
3. use other sociological concepts in conjunction with the sociological imagination to display an understanding of the overarching sociological perspective and articulate the value of the sociological imagination in their lives beyond the classroom.

Rubric and Evaluation Method:

1. **Sociological Imagination:** Student recognizes that an individual is impacted by and exists within a social context (meets goals 1)
2. **Vocabulary:** Student demonstrates use (application) of sociological terms and vocabulary to describe, and/or comment on the social context of questions asked: (meets goal 2)
3. **Application of the Sociological Imagination:** Student demonstrates appropriate and accurate application of sociological ideas, concepts, vocabulary, and theory in describing, identifying and analyzing relationships among elements in a social context, i.e., has developed a sociological perspective (meets goal 3)

EVALUATION: In each of the above areas the measure will include the following ratings:

0: Poor—Does not use sociological concepts

1: Fair—Sociological concepts infrequently used or frequently misused or inappropriately applied

- 2: Good—Sociological concepts are applied with reasonable accuracy and frequency
- 3: Very Good—Sociological concepts are consistently applied with accuracy and clarity of use
- 4: Excellent—Especially strong understanding and application of sociological concepts

As Trinity’s program assessment protocol requires, the Sociology Program followed a three-year cycle. In 2013-2014, the Sociology program developed the assessment plan. In 2014-2015, the program collected data to measure the goals articulated above, using the sample rubric. In 2015-2016, the program analyzed findings and is closing the loop. The Sociology Program submitted the program’s final report in December, 2015 ([DR 5.4: Sociology Program Assessment](#)). In the Spring 2016 semester, the program begins the work of curricular revision. As the program report states: “Measures used to evaluate student understanding of the sociological imagination demonstrate that students were able to identify the concept and define it, especially in objective assessments, but were less successful in applying the concept [in written work]. There is more the program can do to increase students’ understanding of and application of the sociological imagination, thus giving them a tool to use throughout their lives:

- “1. The program should continue to provide consistent and varied measures to test comprehension and application of the sociological imagination in the introductory course.
- “2. The program must increase the direct emphasis of the sociological imagination in introductory courses, and reinforce through the semester.
- “3. The program will bring the sociological imagination more explicitly into upper level courses so as to reinforce the concept as an analytical tool. Students studying focused areas of sociology, especially social inequality, theory and research methods should become comfortable with its application.”

The program also noted: “Experience with this assessment process has reinforced the program’s commitment to teaching in the broadest possible way the basic tenets of sociology, the centerpiece of which is the sociological imagination ... [Students can use] the sociological imagination as an analytical tool so that they can be empowered to face their futures with confidence long after they leave Trinity.”

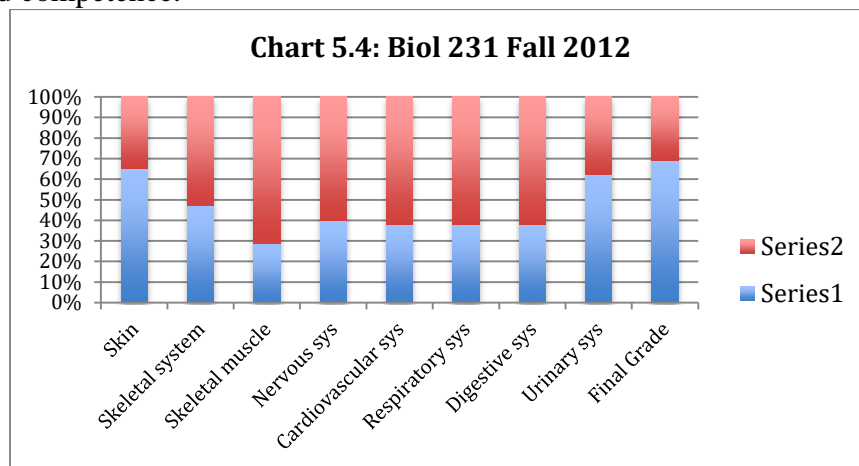
➤ *Case Study #2: Biology Program Assessment*

Biology is a model program for the use of assessment data to improve student learning outcomes. In its 2014 assessment plan, Biology modified its program goals to be aligned with an external benchmark, the 2011 “[AAAS Report: Vision and Change in Undergraduate Biology Education: A Call to Action](#)” and selected two overarching goals for review: 1) concepts for biological literacy and 2) competencies for the process of science. Utilizing a multi-method design, the program collected data from courses ranging from the 100 level, BIOL 101, to senior seminar, NSCM 499. The program uses the data effectively to inform curricular revision. Below is an example from the Biology program’s most recent review:

BIOL 231 Comparative Vertebrate Anatomy

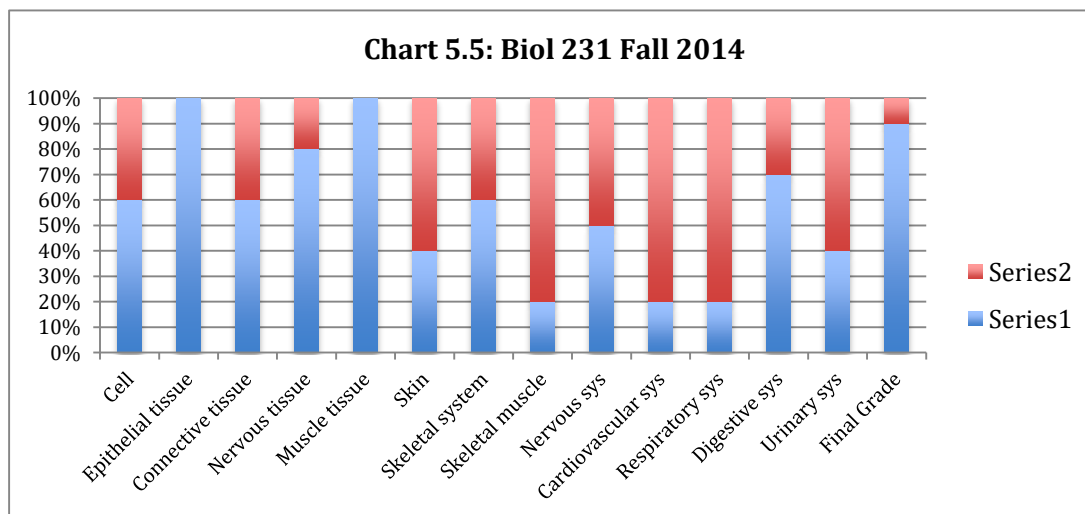
Goal 1.2 Concepts for Biological Literacy: Structure/Function

The following graphs for BIOL 231 are based on the percentage of questions answered correctly in a given topic area. The graph demonstrates the percentages of students that passed (correctly answered 60% of the questions – indicated in blue) for a given area in anatomy and physiology compared to the percentages of students that correctly answered fewer than 60% (red). **Chart 5.4** provides scores from Fall 2012 for comparison to scores in **Chart 5.5** for similar areas of knowledge and competence.



70% of students correctly answered questions related to structure-function (blue) on the final exam. In Fall 2012, skeletal muscle was the area with lowest scores. These findings informed course revision with the intention of increasing concept knowledge in low-performing areas.

Compare the **Chart 5.4** results above to the results in **Chart 5.5** below, in which similar data were tracked for students enrolled in 2014. Overall student outcomes greatly improved compared to Fall 2012. 90% of students correctly answered questions related to structure-function on the final exam (blue). This is a 20% improvement in course outcomes. However, skeletal muscle scores were still lower than other topics. As a result of this analysis and data from other anatomy courses, the biology program invested in the purchase of clay models that allow students to build skeletal muscles; a future assessment will determine whether this hands-on, active pedagogy will improve student learning outcomes in this key area of competency.



[DR 5.5: Biology Program Assessment 2011-2015](#) provides significantly greater depth on the total program assessment for majors and service courses. An important outcome of Biology program assessment is a movement by the faculty to increase the use of undergraduate research opportunities as a means to improve student outcomes.

➤ *Case Study #3: Master of Science in Administration, BGS*

Trinity has offered the Master of Science in Administration for professional managers for many years. The School of Education offers the MSA for principals and school leaders, and that program is accredited through NCATE (now CAEP) and is aligned with requirements for the School Leadership Licensure Assessment (SLLA). In the School of Business and Graduate Studies, the MSA program has concentrations for students who are professional managers in the federal government, nonprofit and public organizations and private businesses. While these programs do not have specialized accreditation, the faculty of BGS has undertaken alignment of these programs with professional association standards in the respective areas of concentration, including:

- MSA in Federal Program Management now aligns with the competencies of the Project Management Institute's Program Manager's Certification (PgMP) as well as the competencies outlined in the National Association of Contract Managers' (NACM) Body of Knowledge.
- MSA in Organizational Development aligns with the Organizational Development Network's competencies of leaders of change.
- MSA in Human Resources Management aligns with the Society of Human Resources Management (SHRM) competencies and learning outcomes for the HR profession. This alignment enables graduates of the program to apply for HR certification.

Achieving these alignments required curricular review, the addition or reformulation of several courses, and redevelopment of course syllabi to ensure that the professional guidelines flow through the courses and that the faculty are appropriately trained to satisfy the competencies.

➤ *Case Study #4: Occupational Therapy Assistant Program*

In summer 2014, the relatively new OTA program analyzed student feedback provided on course evaluations, graduate surveys, and accreditation standards against the curriculum, course syllabi, and student performance outcomes. Students noted they felt unprepared to implement intervention strategies during their fieldwork experiences. They recommended more skill analysis and in-class activities to practice interventions.

The OTA faculty revised the occupational performance thread to begin with activity analysis and progress in intensity as occupational performance is analyzed through the lifespan. The Occupational Performance curricular thread, replacing OTA Skills Labs, now includes "Analysis and Performance of Occupations across the Lifespan", "Occupational Performance I" and "Occupational Performance II. They revised the intervention thread to "Intervention and Tools

in Pediatrics”, “Interventions and Tools in Behavioral Health and Psychosocial Rehabilitation”, and “Interventions and Tools in Physical Rehabilitation”. Each intervention course increased to 4 credits to incorporate more hands-on laboratory time and fieldwork experiences.

D. Trinity at THEARC

Responsive to Standard 13 on Related Educational Activities, this section describes Trinity’s work at an additional location at THEARC in southeast DC. Middle States approved a substantive change request for this location in 2009. Through the School of Professional Studies, Trinity offers the associate degree at THEARC in southeast Washington, in a neighborhood severely under-served by educational, arts and recreational programming. [THEARC \(Town Hall Education, Arts and Recreation Center\)](#) is an innovative partnership that includes major educational and cultural organizations including the Washington Ballet, Children’s Hospital National Medical Center, Levine Music, the Washington School for Girls, and the Boys and Girls Clubs, among others. Trinity was the only university invited to participate in the partnership to serve the educational needs of residents of communities east of the river. THEARC is located in a major new building constructed specifically to house the activities of the partners.

[Trinity at THEARC](#) is truly mission-driven; the associate degree programs offer adult students who have been out of school for a while an opportunity to advance educationally and at work. Trinity offers the associate’s degree in general studies, and one with an emphasis on early childhood education to enable teacher aides to earn the credentials necessary to stay employed in Pre-K educational centers in DC. 85% of the students are eligible for Pell Grants, and the teacher aides are also eligible for DC TEACH grants, and many also receive employer tuition benefits. Trinity’s program director at THEARC reports to the dean of SPS, and the SPS-CAP Committee oversees the program in the same way as other SPS programs. Most of the faculty who teach at THEARC are adjuncts, and they have a deep commitment to the students there.

Approximately 80 students attend Trinity’s program at THEARC in any given semester, and since the program’s inception, nearly 400 students have enrolled. 85 students have earned the associate’s degree, and 38 have gone on to Trinity’s main campus in baccalaureate programs, and others have gone on to baccalaureate education in other institutions. Several have also entered master’s programs. [DR 5.6: Trinity at THEARC](#) is an assessment report with more details about the faculty and students at THEARC, and identifies future goals.

E. Experiential Learning

This section is responsive to Standard 13: Related Educational Activities on the topic of Experiential Learning. Trinity conducts different forms of experiential learning activities appropriate to the degree programs, including:

1. Internships and Practica

Nearly all major programs require or encourage internships or different kinds of field experiences. The Office of Career Services and Experiential Learning works with the provost,

deans and faculty to supervise and assess these experiences. Chapter Seven on Student Services discusses this work in more detail.

2. Clinical Experiences

Licensure programs in Nursing, Occupational Therapy, Teaching, Counseling and School Leadership all require clinical experiences and the faculty of those programs supervise these experiences carefully. [DR 5.7: NHP Clinical Affiliations List](#) and [DR 5.8 EDU Clinical Agreements](#) illustrate the types of placements.

3. TELL: Trinity Experiential Lifelong Learning

Supervised by the dean and faculty of the School of Professional Studies, [TELL](#) is a program to recognize credit for professional experience. The program is structured according to national standards for prior learning assessment, and it requires substantial portfolio development along with participation in the TELL seminar conducted by a member of the faculty trained in experiential learning assessment.

Trinity also accepts credits approved through CLEP, DANTES and ACE, and a student may earn up to 30 prior learning credits through a combination of TELL and the other sources.

Conclusion to Chapter Five

Program review is a vital process at Trinity and provides the opportunity to demonstrate educational effectiveness to students, institutional stakeholders, accrediting agencies, and other external audiences. Program review is a faculty-governed process that produces objective information, useful for decision making at every level—departmental, collegiate, and to the university as a whole.

Recommendations:

- Going forward, the program review process will continue to develop even more sophisticated methods to assess student learning in the major disciplines and to measure effective outcomes beyond graduation. Toward that end, Trinity will augment program review in these ways:
 - Improve methods for assessing effectiveness of general education in relation to requirements of the major disciplines for critical reasoning, advanced writing, quantitative and technological skills to improve student learning outcomes;
 - Improve alignment of major discipline goals and evaluation metrics with external standards for the disciplines and professional associations in related workforce areas;
 - Develop a systematic method for collecting data from Trinity graduates and their employers to assess the long-term effectiveness of the programs in preparing Trinity students for participation and leadership in the workforce and civic life.

CHAPTER SIX: FACULTY AND LIBRARY RESOURCES

Characteristics of Excellence: Through this chapter Trinity will demonstrate compliance with these standards:

Standard 10: Faculty Resources

Standard 11: Educational Offerings

Trinity's faculty consistently manifest great devotion to institutional mission, along with high expectations for excellence and rigor in all courses and programs. Trinity provides comprehensive developmental and assessment support for faculty excellence in teaching, scholarship and service, with an emphasis on teaching. Chapters Three, Four and Five focus on student learning outcomes, the general education curriculum, and effectiveness of academic programs – the core of the teaching and learning endeavor. The key resource in Trinity's success is a well-qualified, carefully prepared and deeply dedicated faculty with the intellectual expertise and academic strengths to fulfill its educational mission. In Chapter Six, Trinity will demonstrate that “the institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals” as Standard 10 requires. This chapter also provides evidence in fulfillment of Standard 11's expectations on library resources.

Faculty personnel and governance policies are laid out in the *Faculty Handbook* and the *Framework for Academic Governance*. Both documents have undergone revisions to conform the language to Trinity's five-school structure. Additionally, the adjunct faculty voted in summer 2015 to form a union through SEIU and contract negotiations are underway.

The cardinal characteristic that distinguishes Trinity's faculty is commitment to mission, student achievement and success. Trinity's faculty is remarkable for its determination to meet students where they are and transport them to where they need to be as college-educated citizens and leaders. To support this work on a continuous basis, Trinity sets faculty development and assessment standards and helps faculty meet them in four primary ways: through the Academic Affairs' Professional Development series ([DR 6.1: Faculty Professional Development Series Spring 2016](#)); through the monthly Faculty Salon scholarly reflection series organized by the Faculty Welfare Committee; through professional development funding; and through continuous assessment and development in the deans' offices.

Trinity's Office of Academic Affairs tracks and measures several key faculty data points to inform strategic planning and goal setting, including:

- tracking retention of full- and part-time faculty (benchmark: retain over 90% of colleagues who prove to be strong educators);
- compiling part-time faculty credentials (benchmark: >50% of part-time colleagues will hold terminal degrees in their disciplines, a correlate of academic quality);
- assessing the percentage of courses taught by full- and part-time faculty (benchmark: >50% of courses taught by full-time faculty);

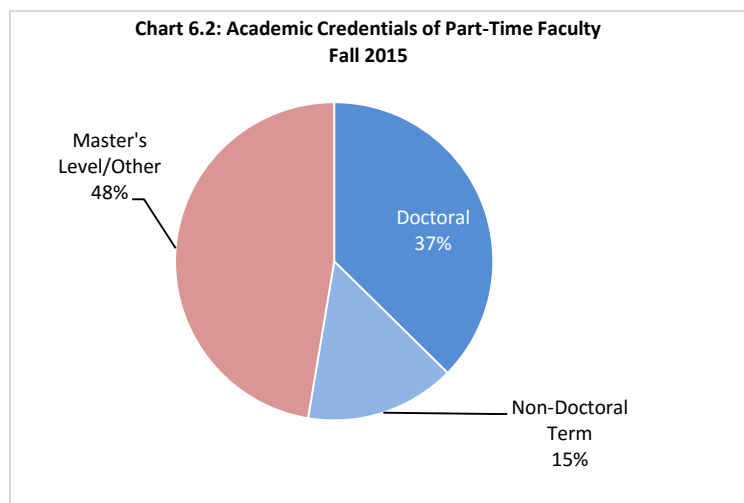
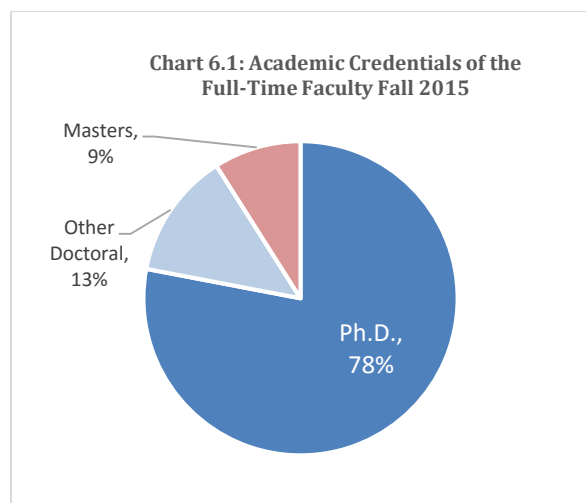
- staffing courses in a timely manner (benchmark: ensuring faculty have > 6 weeks to prepare courses, a correlate of academic quality);
- promoting learning management technology and course evaluations online (benchmark: increase response rate for student course evaluations to over 30%);
- offering multiple forms of orientation and professional development for all full- and part-time faculty (benchmark: 80% participation in opportunities in a given semester)

This chapter provides more details on these goals and benchmarks.

A. Faculty Profile

In Fall 2015, Trinity employed 75 full-time faculty and instructional specialists and 180 adjunct faculty. The faculty offered 534 courses, with 49% taught by full-time faculty and 51% taught by part-time faculty. Proportions vary by academic unit; in CAS, full-time faculty teach about 60% of all courses in any given semester. In the professional units, adjuncts teach the majority of courses with the largest adjunct proportions in SPS and BGS. Trinity has set an overall institutional strategic goal to increase the size of the full-time faculty, over time, to staff at least 60% of all courses with full-time faculty. The enrollment fluctuations of the last four years have slowed progress toward achievement of this goal.

Trinity emphasizes strong academic backgrounds and appropriate credentials for all faculty. **Charts 6.1 and 6.2** below show proportion of credential for full-time and part-time faculty:



All faculty curricula vitae are available at [DR 6.2: Faculty and Instructional Staff Curricula Vitae](#).

1. Faculty Hiring

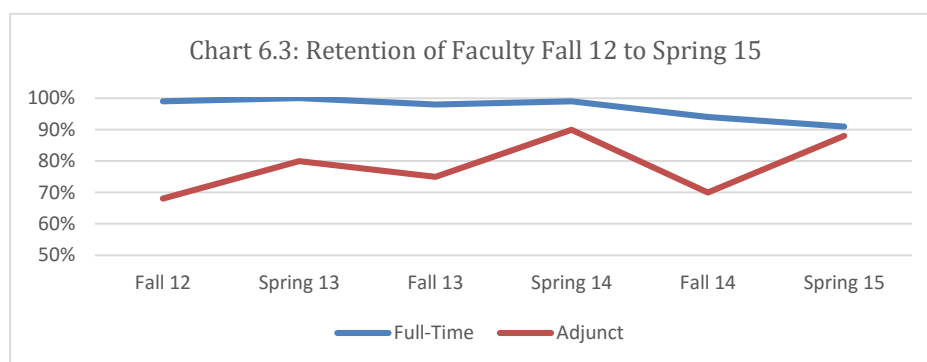
Trinity has established a clear set of criteria for recruiting, hiring and orienting full and part-time faculty, consistent with professional standards in higher education. Trinity has well-established processes for review of faculty candidates; the provost and deans work with program chairs and faculty committees on initial candidate screening. Before hiring, the provost systematically

reviews the credentials of all part-time faculty candidates; the president reviews the credentials and meets with all full-time faculty finalists prior to hire.

Trinity faculty searches begin with an analysis of the needs of the programs and identification of likely vacancies, additions or changes in staffing patterns. The provost oversees this analysis with the deans of each academic unit, and discusses the staffing needs with the president. The annual budget process includes consideration of the need to add faculty lines, as well as faculty salary increases overall. The analysis also includes consideration of instructional needs that vary by program, and that require different types of positions; e.g., for foundation courses, the CAS first year program may be more likely to hire staff instructional specialists who also engage in tutoring, curriculum development, and student learning outcome assessment activities for first-year courses in reading, writing, math, and science. Nursing and other healthcare programs may focus more specifically on faculty who can fulfill both didactic and clinical needs, while the graduate programs may need program directors whose portfolios include both administrative and teaching duties. While all units hire full-time and adjunct faculty, the balance among tenure-track and non-tenure track positions is different among the units and disciplines. CAS hires predominantly tenure-track (Category A) positions for full-time faculty, with some non-tenure track (Category B) and staff specialists; CAS faculty positions are all ten-month appointments. EDU hires predominantly tenure-track with twelve-month appointments. In NHP, SPS and BGS, the full-time faculty are all non-tenure track in the professional disciplines, and all are twelve-month appointments since those programs run all year.

2. Faculty Retention

Trinity seeks to retain full and part-time faculty members who are strong educators and has set a benchmark of >90% retention across semesters. **Chart 6.3** below shows strong retention of full-time faculty across semesters; in each semester Trinity met the >90% benchmark for full-time faculty retention (data include instructional staff). Note that the attrition of full-time faculty is largely due to several retirements in recent years (in all cases in which program review supports the appointment, new faculty have been hired). For part-time faculty, Trinity met the benchmark for Spring and Summer 2014, and trended toward 90% in Spring 2015. Overall, from Fall 2012 (68% part-time faculty retention) to Summer 2015 (86% part-time faculty retention), part-time faculty retention shows an average yearly increase. These data suggest that Trinity overall meets the goal for faculty retention, yet more work is necessary to ensure recruitment, retention and development of part-time colleagues who are strong educators.



B. Promoting Faculty Excellence

Trinity seeks to recruit, hire, and retain exceptional teaching scholars who develop innovative pedagogies, encourage student success, model the highest standards for scholarship and achieve national and regional prominence. Trinity has multiple processes for acknowledging, promoting and assessing faculty success. Faculty achievements are widely disseminated through faculty meetings, the “faculty salon” series, and on Trinity’s public media sites such as the webpage and electronic publications.

In 2014-2015 the Academic Affairs team offered an increased number of faculty development opportunities across a range of important pedagogical and institutional topics. [DR 6.3: Faculty Professional Development Series 2014-2015](#) In the same time span, Academic Affairs materially supported twenty-five individual professional development requests. Trinity’s College of Arts Sciences (CAS) hired an associate dean for Faculty Affairs whose primary responsibilities include enhancing faculty development. In the service of the university, this associate dean welcomes faculty from all colleges to participate in developmental programs and activities.

Adjunct faculty also have opportunities for professional development through a robust orientation program each semester as well as other professional development programs through the year. For example, adjunct faculty are invited and welcome to attend the Academic Affairs professional development series along with their full-time counterparts, and Academic Affairs is expanding its on-line orientation module offerings in order to reach adjunct faculty wherever they are with just-in-time support. As an example, see the “Moodle 101” online resource for adjuncts [DR 6.4: Adjunct Resources Moodle 101](#) and [DR 6.5: Adjunct Resources](#) web page.

1. Faculty Scholarship and Professional Development

In keeping with its core mission as a teaching university, Trinity’s Faculty Professional Development Committee has adopted the Boyer Model as described in [“Scholarship Reconsidered”](#). In 1990, Boyer proposed that the definition of scholarship be reimaged to include works and efforts in the following categories: 1) scholarship of discovery, including original research (traditional model); 2) scholarship of integration, which includes interdisciplinary synthesis; 3) scholarship of application, in which theories and methodologies are tested in real-world settings (also known as scholarship of engagement); and 4) scholarship of teaching and learning, which includes pedagogical investigation and, at Trinity in particular, the assessment of student learning outcomes.

This latter form of scholarly activity is highly prized at Trinity; documents supporting Chapter 3 on Assessment of Student Learning ([DR 3.1: Faculty Publications on Assessment](#)) confirm that Trinity’s faculty regularly and meaningfully engage in the assessment of student learning outcomes as a function of pedagogical advancement. Recent years have brought a major paradigm shift in higher education with focus shifting towards learning through inquiry, integrating undergraduate research into the curriculum and interdisciplinary teaching and learning. Trinity’s faculty have adapted to this shift by broadening their scholarship activities to include implementation of these teaching and learning modalities throughout the curriculum, particularly in the sciences and social sciences, but also in the arts and humanities. The flexibility

and adaptability of the Trinity faculty in leveraging these principles is reflected in faculty curricular development and scholarship from 2005 to 2015. [DR 6.6: Report of the Committee on Professional Development 2011-2015](#)

[DR 6.7 Faculty Scholarship](#) provides numerous links to current scholarship of Trinity faculty.

All Trinity full-time faculty develop annual professional development plans that are the basis for their continuing education. Trinity provides monetary and other support to faculty for professional development. Typically, individual faculty may request up to \$1000 in funding annually to present at professional conferences or in support of other scholarly and research-related activities. The Clare Booth Luce faculty in the sciences receive additional generous funding from the Luce foundation for professional development, research, and travel support. In Fall 2015, a Mellon Grant provided additional funding for faculty professional development in CAS for strengthening the first year curriculum, particularly in Arts and Humanities, and undergraduate research. Also in 2015, Trinity received a substantial Carnegie Academic Leadership Award that will also be used to support faculty development for pedagogical and curricular transformation.

2. Faculty Assessment

Because the faculty's role in Trinity's mission is so central, Trinity is very intentional with regard to faculty assessment in both the full-time and part-time teaching corps. For the full-time faculty, deans oversee the faculty formative and summative assessment processes. For the tenure-track faculty, the rank and tenure processes set forth in the *Faculty Handbook* provide additional benchmarks for summative assessments.

The deans and program faculty also engage in routine assessment of part-time faculty, providing feedback on best teaching modalities, and ensuring that part-time instructors (many of whom are professionals in the fields they teach) teach effectively. The faculty has consistently used rubrics for these assessment activities, giving transparency and structure to this process.

The annual faculty professional development plans are the basis for continuous faculty assessment. Deans review the plans and provide feedback to foster professional growth. In prior years, this process has been spotty, and the provost and deans have identified a clear need for more routine and systematized feedback on the annual professional development plans. In Fall 2015, CAS hired an associate dean for faculty development, and through the work associated with that position, more systematic processes and rubrics are being formulated that will assist faculty and deans across the institution.

The Faculty Handbook describes both formative and summative assessment processes, and in the revisions currently underway for the Handbook, more definitive application of these processes to the different classifications of faculty will emerge. For example, faculty in programs that now have specialized accreditation must have particular kinds of development and assessment, and the Handbook must reflect this. Similarly, Trinity's faculty is more diversified by full-time and part-time, tenure-track and non-tenure-track, and staff specialists, and the development of assessment procedures and rubrics must account for this diversity.

At present, the Category A tenure-track faculty have the most systematized assessment process. Cat A faculty are 70% of the full-time faculty. These faculty participate in Third Year Review which entails a self-reflective narrative, identification of areas for additional professional development, structured written feedback from the dean, identification of faculty mentors as well as an external peer reviewer. Category B faculty may also participate in Third Year Review but this opportunity has not yet occurred for any Cat B faculty member.

Subsequent to Third Year Review, the Cat A faculty member proceeds into the tenure process. The tenure application process includes a full portfolio, reflective narrative, evidence of effective teaching and scholarship, peer review and letters of recommendation. The Faculty Committee on Rank and Tenure makes a recommendation to the president, who then makes a recommendation to the Board of Trustees. The Board makes the final determination about awarding tenure.

Post-tenure assessment is also an expectation, with a three-year cycle of assessment outlined in the Faculty Handbook. At present, 43% of all full-time faculty have tenure. Here again, the application of the process has been spotty, but with direction from the provost and president, the deans and faculty are paying greater attention to post-tenure review.

In addition to the formal processes and professional development programming described above, the university prioritizes special assessment initiatives to promote effective teaching and learning practices across the faculty. One way Trinity has advanced is by reflecting on and revising rubrics for evaluating teaching effectiveness. In 2014-15, the Dean of the College of Arts and Sciences led that college's faculty in a semester long process to articulate a common set of standards to be reflected in a rubric for evaluating part-time faculty's teaching effectiveness. In 2015-2016, this rubric is expanded to full-time faculty, and includes a more structured approach to classroom observations as well as assessment of other evidence. Working with the dean, faculty synthesized dominant themes in the scholarship of engaged teaching and learning and used an iterative process to reach a consensus on common components of teaching excellence.

Student course evaluations are another way to inform faculty of student responses to their pedagogy and overall course organization. In moving from paper to electronic course evaluations several years ago, Trinity experienced a decline in student participation. In recent semesters Academic Affairs has undertaken a review of the course evaluation process and participation rates to develop a more effective plan for student participation. [DR 6.8: Course Evaluations Analysis](#). In Fall 2014, Academic Affairs piloted an initiative encouraging course evaluations in the Term 1 session. The on-line course evaluation pilot project increased survey response rates from an average of 30% to 56% for Fall 2014 Term 1 courses. This approach increased the overall number of course evaluations completed by students, and in fact the Fall 2014 semester saw the highest percentage of evaluations completed across the institution in twelve semesters – 33.4%.

In the course of this project, the Office of Instructional Technology identified sub-optimal interface with the evaluation forms on hand-held devices, a factor that discourages student compliance. Based on this identification, the Office of Instructional Technology is engaged in a

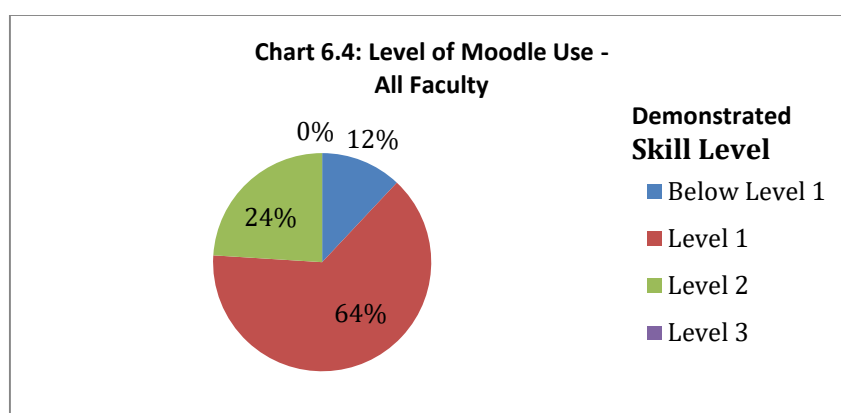
Student-Teacher Course Evaluation revision project to improve the evaluation interface on mobile devices, and will continue to incorporate methods of promoting survey compliance.

Of note, and in keeping with best practices in educational research and measurement, Trinity considers student-teacher evaluations primarily as indirect measures of student satisfaction, and not direct measures of teaching excellence, which are collected using the assessment rubrics detailed above. However, STE trends over time can help identify faculty responsiveness to student feedback by adjusting courses following consistent suggestions, feedback or complaints.

C. Developing Faculty Technological Proficiency

Moodle is Trinity’s learning management system. In Academic year 2014-2015, Academic Affairs created the “Everybody on Moodle” project ([DR 6.9: Everybody on Moodle](#)) to assess, evaluate, develop and promote the use of Trinity’s on-line learning management system as a major faculty development initiative. The goal of “Everybody on Moodle” is for *every* Trinity course to have, at minimum, basic Moodle presence, including a syllabus, assessable learning goals, and a regularly updated gradebook. Academic Affairs will incorporate Moodle standards into faculty assessment procedures and will continue to ensure that faculty complete Moodle 101, Trinity’s on-line professional development course for Moodle usage.

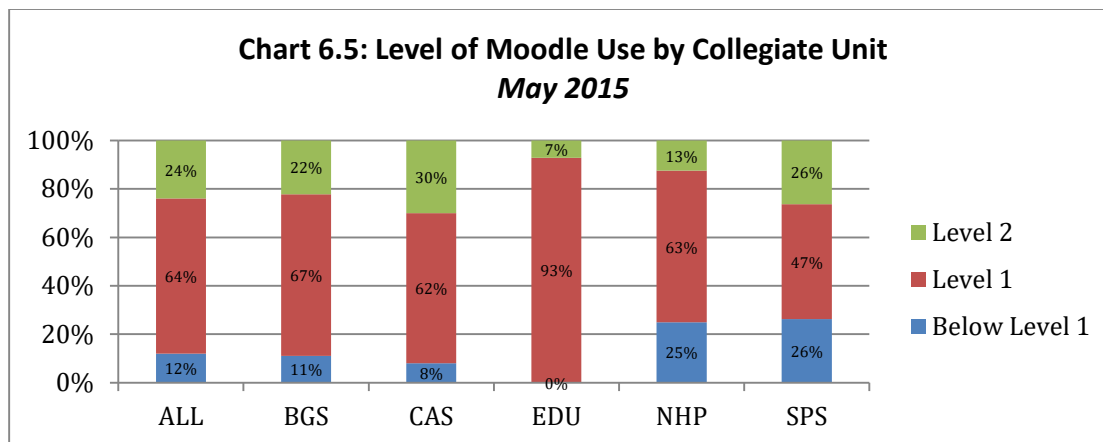
To benchmark faculty engagement and competency with “Everybody on Moodle”, in Fall 2014-Spring 2015, the Office of Instructional Technology undertook an assessment of faculty Moodle use and technological competency (**Chart 6.4** below). Sixty-four percent of faculty used Moodle at Level 1 (basic skills) and 24% of faculty used Moodle at Level 2 (intermediate skill level). Twelve percent of faculty members used Moodle with Below Level 1 skills; that is, the faculty member met less than 50% of Level 1 Moodle competencies. No faculty member in the representative sample met at least 50% of the Level 3 or advanced competencies. Level of Moodle usage was fairly consistent across academic units. Nineteen percent of part-time faculty use Moodle at Below Level 1 as compared to 4% of their full-time colleagues.



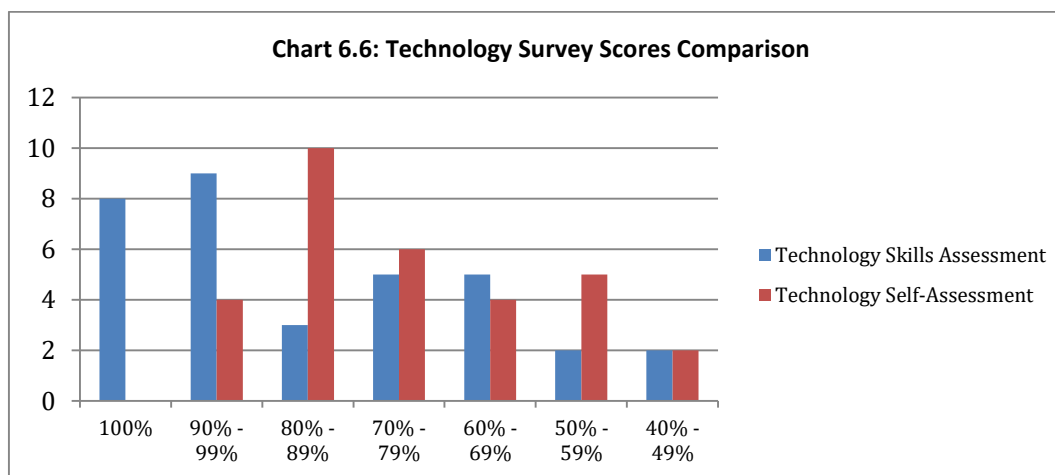
*See also [DR 6.10: Instructional Technology Report](#)

Overall, six years after the adoption of the Moodle learning management system, 88% of faculty members demonstrate competencies in basic and intermediate Moodle use. The School of Education (EDU) demonstrated full Moodle adoption with 100% of the courses surveyed demonstrating Level 1 or 2 skills. SPS has the highest percentage of users below Level 1;

however, this unit also had the second highest percentage of intermediate users. The Office of Academic Affairs continues to focus on the development of faculty Moodle skills, particularly for part-time faculty in SPS and NHP who score the lowest on Moodle proficiency, per **Chart 6.5** below. (See also [DR 6.10: Instructional Technologies Report](#))



In addition to assessing faculty Moodle Usage, the Office of Instructional Technology directly assessed faculty technology skills, accompanied by a survey on faculty perceptions of their technological competence. This assessment yielded an extraordinarily interesting finding, which can be viewed on **Chart 6.6** below:



Overall, the average score for the Technology Skills Assessment was 80.6%, while the average score for the Technology Skills Self-Assessment was 75.9%: faculty members are actually better at using technology than they think they are. The scores on the Technology Skills Assessment showed that 64.7% of the scores were 75% or greater, while user confidence reported in the Technology Self-Assessment showed only 45.2% of users marked themselves at a 75% or greater level. Moving forward, in addition to specific skill sets, Academic Affairs will develop processes to improve faculty self-efficacy in the use of new and existing technologies.

D. Library Resources

The Sr. Helen Sheehan Library is the university center for academic scholarship and information services with resources including 200,000 items in the physical collection, access to 42 databases (totaling over 30,000 publications), and membership in the Washington Research Library Consortium. Librarians and other staff are dedicated partners in the teaching and learning process who create physical, social and virtual spaces where ideas, learning, and innovation connect. The library at Trinity is continuously working to improve its collaboration with academic faculty, its development of specialized resources, and its creation of content specific reference supports for students in their major programs.

Chart 6.7, below, compares the Sheehan Library's resources with those of a select number of Trinity's Middle States cohort institutions. This chart shows that Trinity is almost exactly at the average for number of print books and of computers as compared to cohort institutions, and is on the low end (but not far from the mean) in electronic and print journal holdings. Trinity will examine its database and ebook holdings, as these are unknown or below cohort mean.

Chart 6.7: Benchmarks: Sr. Helen Sheehan Library and Middle States Cohort

INSTITUTION	PRINT BOOKS	ELECTRONIC AND PRINT JOURNALS	DATABASES	EBOOKS	COMPUTERS
Trinity	200,000	39,056	42		59
Carlow	77,990	16,800	50	118,000	✓
College of Saint Elizabeth	110,000	40,000+	100+		16
Manhattanville	206,000	66,000+	100+	138,300	✓
Marymount	237,000	✓	140	✓	✓
Notre Dame of Maryland	425,000	56,500	130		100+
Sage Colleges	250,000	✓	60,000	80,000	✓
AVERAGE	204,000	43,671+	94+*	112,100	58

✓ = Institution Library does have the materials or service, quantity is unknown

● = Outlier removed

Additional materials at [DR 6.11: Library Assessment Materials](#)

➤ *Case Study: Developing Information Literacy - The Library Instruction Class*

On average, the library provides thirty-one information literacy classes per semester, known as “one shot” classes, upon instructor request. The overall goal of these teaching sessions is to infuse tailored, just-in-time instruction on library research and other services in the context of a particular class or assignment. In a fall 2014 brief assessment, library instruction staff asked

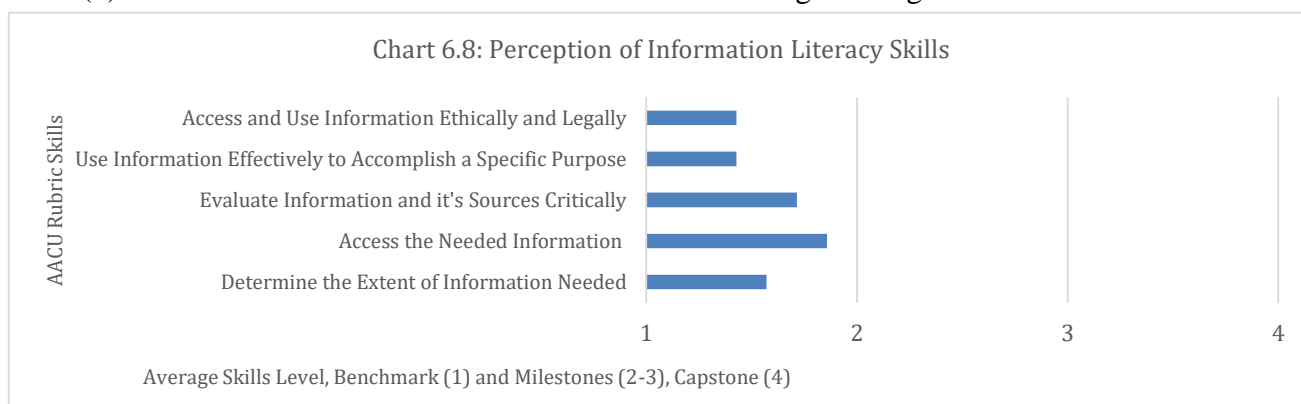
students to recall one point of information that they learned during the class. The most common skills students reported learning about were using the Washington Research Library Consortium, emailing articles, renewing materials, how and when to use Google, and citing sources.

In July, 2015 the newly appointed library director created an ad-hoc committee to use this initial assessment to develop a more robust information literacy program at Trinity. The AACU has created Information Literacy benchmarks, milestones, and a capstone to designate student skill levels. Drawing on their experience working with Trinity students at the reference desk, the working group found students at Trinity score at benchmark and milestones on the Information Literacy Rubric. The library's goal is to support students in meeting capstone proficiency.

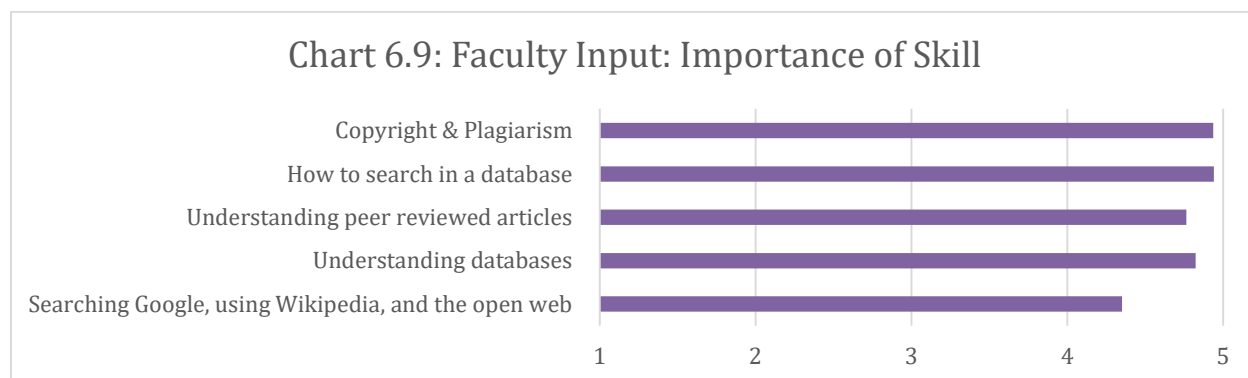
In the summer of 2015, the library formed a special task force to create an information literacy outline for librarians visiting classes. The purpose of the ad hoc group was to standardize instruction, increase success in student outcomes, and improve students' use of resources. The task force asked the following questions: 1) How should the curriculum be designed; 2) What are the best pedagogical practices in teaching information literacy material; and 3) How should the information be made available for student access (i.e., modes of delivery). To answer the first question, the committee created two surveys. The first asks librarians, faculty and academic support staff to assess their perceptions of students' information literacy skills. The second survey collects information on perceptions of "most important topics" for the literacy lessons conducted by librarians visiting classes.

a) Qualitative Surveys & Findings

To assess perceptions of students' information literacy skills, survey #1 asked a pool of librarians, library workers, academic support staff, and faculty to rate Trinity students' information literacy skill levels, using the AACU standards, benchmarks, and milestones. The survey asked participants the extent to which students were able to: (1) determine what information they needed, (2) access the needed information, (3) critically evaluate information, (4) use information effectively, and (5) access and use information ethically and legally. Survey results (**Chart 6.8**) revealed that the evaluators, all of whom work directly with students, perceive students to fall on average between the benchmark and first milestone of the AACU Information Literacy Value Rubric. Using language from the rubric, this means (1) students have difficulty defining the scope of their research, (2) types of information (sources) do not relate or partially relate to the research question, (3) students access information randomly or using simple search strategies, (4) students choose a few information resources using limited or basic criteria, (5) when students communicate information from sources it is fragmented or not yet synthesized, and (6) students use one or two of the information use strategies designated in the rubric.



Survey #2 administrators asked seventeen faculty and supporting staff to rate the relative importance of knowledge and skills topics that could be taught in the library instruction class: plagiarism & copyright policies, database searching, understanding peer review, understanding databases, and searching the open web. The respondents rated all skills as very important, rating them on average 4-5, 5 being most important, see **Chart 6.9**:



To assess student learning outcomes of the information literacy classes and sessions, the committee created a pre-and post-test survey to examine students' information literacy skills both before and after the class is given. The survey is paper based, with 5-6 questions per quiz that assess whether students' knowledge and skills increase as a result of the class session. After completion of the fall 2015 semester, the committee will begin to compile quiz results and will continue to enhance its role in the information literacy program on campus.

b) Closing the Loop

Using the AACU Rubric, the survey's findings, and the committee's expertise in library services the ad hoc group has begun to create various materials to support immediate information literacy needs of students. These include a standard class outline, a physical handout with research guidance to compliment the class, and a plan to slowly add videos and tutorials covering information literacy and research skills. These videos will be segmented so that students can easily find on demand instruction based on their needs. The committee also used the outline to develop workshops at the library: the library added new workshops on Google Searching, Library Research, and Citation Help to its repertoire of instructional sessions. The success of the Information Literacy Ad Hoc Group led the library to organize a more formal Information Literacy committee as a resource and work group. To the library's excitement, faculty are now approaching the library, wanting to be more involved in the information literacy program and hoping to collaborate with the committee.

The committee meets on a monthly basis, adding ad-hoc meetings as needed as a platform for continuous analysis and examination of methods to increase the information literacy skills of the Trinity community. The committee has identified website resources as a top priority for the next academic cycle. The library's current goal is to reformat all research guides and associate each with its relevant academic program. This project is set for target completion at the end of the spring 2016 semester.

Conclusion to Chapter Six

Trinity continues to hire and develop faculty who are “appropriately credentialed and qualified for the positions they hold”; faculty retention remains high across time (at or near 90%). Trinity continues its strong record of faculty achievement and support for faculty professional development opportunities, notably in the scholarship of teaching and learning. Appropriate formative and summative assessment and evaluation procedures are in place for faculty, with timely delivery of information and feedback loops that enable faculty to make just-in-time adjustments that enhance their success on Trinity’s metrics of teaching, scholarship and service.

The Library has print resources appropriate for its size and provides significant assistance to faculty and students in developing information literacy skills as well as for research.

Recommendations:

- Trinity must continue to work toward the goal of reaching at least 60% of all courses staffed by full-time faculty.
- Ensuring that the faculty development and assessment processes are equally available to all faculty regardless of classification or full-time/part-time status is a high priority going forward.
- Developing the vision and plan for the “Trinity Library of the Future” will be a top priority in the next phase of strategic and campus master planning.

CHAPTER SEVEN: ACADEMIC AND STUDENT SERVICES

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

- Standard 6: Integrity
- Standard 9: Student Support Services
- Standard 11: Educational Offerings
- Standard 13: Related Educational Activities

Student Support Services encompasses all student populations through the collaborative work of departments in Academic Affairs and Student Affairs. Through Academic Affairs, the respective academic deans' offices deliver academic advising, while other academic support services are part of the Provost's Office: Academic Support and Tutoring, Disabilities Services and Career Services. The Vice President for Student Affairs supervises Athletics, Campus Ministry, the Health and Wellness Center, Residence Life, Student Activities and Student Government. Disciplinary processes also span both Academic and Student Affairs; the Provost supervises academic honesty cases while Student Affairs handles non-academic disciplinary matters.

As discussed in Chapter One, the strategic design of the five academic units is supported by the centralized administrative services including Student Affairs, Enrollment Services, Academic Services, Finance, Operations and Admissions. Trinity's organizational design provides extensive student support services within the academic units as well as through the centralized departments. Co-location of many offices for Academic and Student Affairs facilitates cooperation and communication across a range of activities supporting students.

A. Academic Services

1. Academic Services Center (ASC)

With a primary location in the library to facilitate access for all student populations across a range of hours, the Academic Services Center (ASC) includes Accuplacer and other testing support; Math and Tutoring support; the Writing Center; and Career Services. The Office of Disabilities Services in Main Hall coordinates with other Academic Services to ensure excellent student support. Academic Services aims to increase retention by offering academic support programs that focus on maintaining students' good academic standing as well as helping students who are not in good academic standing increase their grade point averages.

Taking into account learning differences, academic deficits and individual challenges, Trinity works to provide wrap around services to sustain its students academically and, where possible, emotionally and socially. In 2011 the ASC, in consultation with the collegiate units, launched a Math/Tutoring Center that saw immediate use and that continues to be in relative demand, thus facilitating student success. Tutoring targets general education courses and prerequisite courses to support CAS and SPS students. The Center also incorporates technology that includes Pearson's My Math Lab and My Stat Lab. The goals of tutoring are to help students attain and

improve content knowledge and gain confidence in their ability while developing independent learners. In turn, student performance increases and impacts course grades, GPA and retention.

The staff of the ASC focus their assessments on improving student academic performance and retention of students who use the services provided. In a study of academic performance for students on probation who used the services of the ASC, the data reveal that those probationary students who visit the ASC four or more times a semester have a noticeable increase in their overall grade point averages. **Chart 7.1** illustrates the findings for 2014-2015:

Chart 7.1: GPA Change for Probationary Students Using the ASC 2014 - 2015

	n (%)	GPA Range	Fall GPA	Spring GPA	Difference
0 contacts	205 (83)	0 – 1.99	1.766	1.897	.131
1 contacts	15 (6)	.5 – 1.918	1.836	2.141	.305
2 contacts	7 (3)	0 – 1.96	1.672	2.134	.462
3 contacts	7 (3)	1.546 – 1.976	2.329	2.132	-.197
4 or more	12 (5)	.761 – 1.995	1.664	2.386	.722
Total/Overall*	246 (100)	0 – 1.99	1.801	2.009	.208

[DR 7.1 Academic Services](#) includes the annual reports and assessments for Academic Services since 2011.

2. Office of Career Services and Experiential Learning

Also located in the Academic Services Center in the Library, the Office of Career Services and Experiential Learning fulfills multiple objectives in assisting Trinity students and graduates with career planning, internships and job attainment. The Director of Career Services also serves as Trinity's Title IX Coordinator, a role discussed later in this chapter. [DR 7.2 Career Services, Experiential Learning and Title IX Reports](#) provides more detailed data on the topics summarized below.

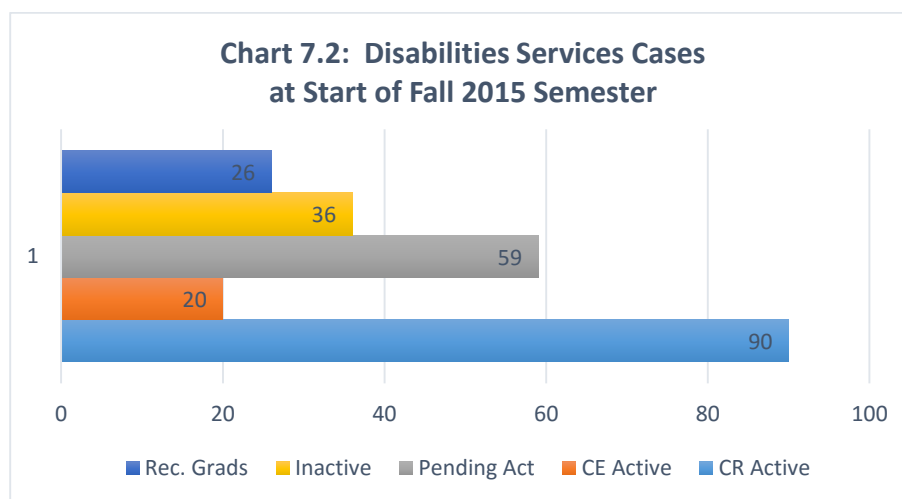
A key goal for the Office of Career Services and Experiential Learning is to capture and measure workforce readiness through an evaluation of student learning outcomes for credited internships. As a result, a new internship approval system was introduced in the fall of 2012 and is now required for all students participating in any type of internship. Once a student identifies an internship, the student must work with a faculty supervisor and Career Services to complete the Internship Learning Agreement form. The agreement form requires a job description on company letterhead outlining duties and responsibilities of the internship. The agreement also specifies learning outcomes using the [Learning Outcomes Skill List](#) created by the Office of Career Services, grounded in skill sets desired by employers through the National Association of Colleges and Employers (NACE). As a result of this reorganized internship program, approval and collection of student internships for credit increased to 499 agreements on file compared to a count of 60 in 2012.

In 2013-2014, Career Services piloted the university's first post-internship student evaluation, and after fine-tuning the assessment with help from faculty the evaluation was fully

implemented academic year 2014-15. The objective is to assess student learning outcomes and workforce readiness based on the student's internship experience and the learning outcomes listed on the internship approval form. The analysis of this assessment yielded both qualitative and quantitative outcomes. The qualitative outcomes indicate students who completed an internship for credit during AY 2014-2015 advanced in critical thinking skills and work ethic, while areas of improvement were writing, communication, time management and ambition. Weaknesses in writing, communication, and time management are synonymous outcomes for other assessment areas across campus, which support the ongoing development of cross-departmental partnerships and collaborations to increase student success.

3. Disability Support Services

Trinity's has experienced a tremendous increase in the number of students who self-identify as needing accommodations for disabilities. About 10% of the student body requires some form of accommodation at any given time. The Office of Disability Services has managed approximately 230 cases in the last year. **Chart 7.2: Disabilities Services Cases Fall 2015** reveals that of the 230 cases in the Disabilities Services portfolio at the start of Fall 2015, 26 were students who recently graduated, 36 students stopped out, 59 were pending documentation at the time of the report, 20 cases arose in the Continuing Education program, and 90 cases arose in the in the academic units.



Disability Support Services provides support to all enrolled students. Students receiving accommodations have been diagnosed with a broad array of disabilities. Students with learning disabilities constituted the single largest group of students with identified disabilities, followed by students with physical disabilities. Continuing Education students are most likely to request interpreters for hearing disabilities. Several students are receiving accommodations for multiple diagnoses.

See the complete [DR 7.3: Disabilities Services Assessment](#) in the document room.

4. Removing Small Barriers to Student Success

To support and encourage continuous student enrollment, retention, persistence and success, Academic Affairs initiated the *Removing Small Barriers to Student Success* campaign. Academic Affairs undertook an audit of processes and procedures that hinder rather than advance student progress, and made changes in a number of areas. Examples include:

- *Customer service:* Academic advising, academic support, and college unit administrative offices moved to a no-appointment, “walk-in hours” model. Under this model, no student was turned away; any student seeking an appointment could see a service provider or sign in to be seen by the next available service provider in that office. Academic Affairs directed all offices in its portfolio to develop a plan to eliminate appointment, electronic or paper barriers in their service processes. In the Department of Disability Services, for example, eliminating small barriers resulted in a 33% increase in student meetings as compared to the previous year.
- *Controlling Textbook Purchasing:* The cost of textbooks can be a significant barrier to student academic success; too many students find they must choose between purchasing textbooks or paying rent, buying food and feeding their children. The Provost has led an initiative to ensure that faculty are making wise choices with regard to requiring textbooks versus identifying quality open source materials.

B. Division of Student Affairs

The Division of Student Affairs is a comprehensive and collaborative unit on campus that includes the functional areas of Athletics, Campus Ministry, Dean of Student Services, Health and Wellness Center, Residence Life, Student Activities and Student Government. [DR 7.4: Student Affairs Reports](#) includes the annual reports for all departments in Student Affairs. Consistent with Middle States Standard 9 Student Support Services, Student Affairs supports the mission of the university by improving student engagement and retention through meaningful contributions to the emotional, physical and intellectual development of Trinity students. Student Affairs is committed to providing appropriate support for every student, in all academic units.

1. Enhancing Student Engagement Through Student Activities and Student Government

Student Affairs is actively focused on fostering students’ connectedness through enriched program offerings, University-wide traditions and spirit initiatives. Student Affairs recognizes and supports student clubs and student government organizations for all Trinity students. Student Engagement objectives are to foster communication, collaboration, and leadership skills as well as the values of responsibility and self-efficacy.

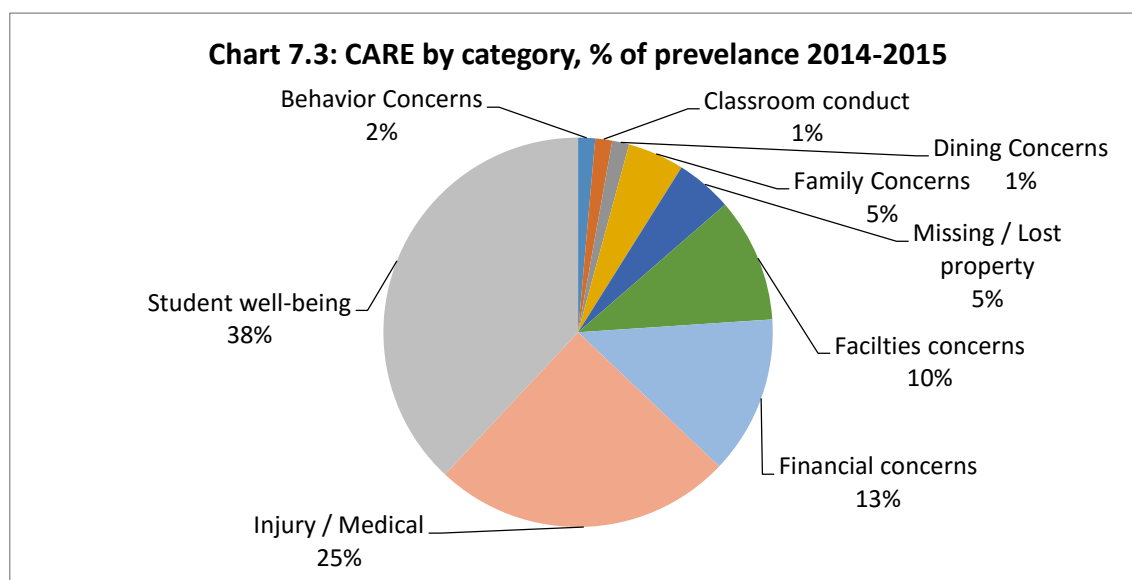
Student Affairs supports the efforts of all Trinity students in the formation of [Student Government Councils](#) and [student clubs](#). These opportunities are available to all students, in all five schools and are available to encourage student leadership, student initiated programming and to serve as a mechanism for student advocacy.

The number of Student Clubs, their membership and programming has grown over the past five years, and during the 2014-2015 academic year, 94 events were held by student clubs and organizations. One of Trinity's most active student clubs, the Women's Student Action Coalition (WSAC) hosted several events focusing on women's empowerment, domestic violence awareness including the Clothesline project and the annual Take Back the Night. The most rapidly growing student club at Trinity is the Dreamers Alliance, hosting events including a discussion about Faith, church involvement and the immigrant community. Ladies Fierce in Research, Science and Technology (Ladies F.I.R.S.T.) is a math and science student club at Trinity that is dedicated to promoting the interest of students in STEM disciplines. Members recently presented at the 2015 Annual Biomedical Research Conference for Minority Students (ABRCMS) in Seattle, WA and at the 2015 Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) National Conference in Washington, D.C.

2. CARE Team

The Division of Student Affairs employs a case management approach and related strategies to ensure that students with significant medical, mental health, socialization, and behavioral needs, and students at risk for poor academic performance, receive appropriate interventions to improve their health, safety and academic success. In the fall of 2013, Student Affairs launched the CARE team (Crisis Assessment, Response and Education), a cross-functional behavioral intervention team designed to immediately address students experiencing personal or academic difficulties. This team identifies and culls reports of students of concern, and establishes intervention and outreach plans for students in need. The data analysis identifies areas of programming need as well as any process / policy change that may be a barrier to student success.

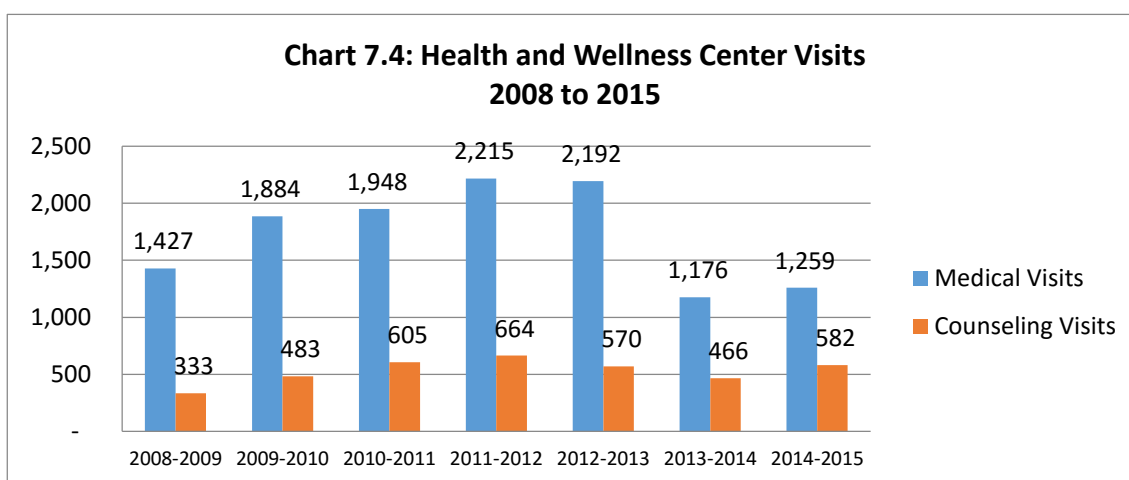
In 2014-2015 Student Affairs responded to 213 CARE reports for students of concern; identified trends and needs for education programs, support, guidance and other interventions and partnerships with community resources. **Chart 7.3 CARE Reports** summarizes the types of interventions.



The top 3 presenting reasons were (1) student well-being, (2) injury/medical and (3) financial concerns. Behavior concerns significantly decreased from the previous year as a result of proactive interventions, particularly with residential students. Additionally, as noted in [DR 7.4: Student Affairs Annual Report](#), the number of non-academic disciplinary Code of Conduct violations has decreased by -37.62%.

3. Health and Wellness Center

The overall goal for the Health and Wellness Center is to meet increased demand for patient visits and measure student satisfaction of the Health and Wellness Center. As **Chart 7.4** reveals, the Health and Wellness Center experienced a 12.12% overall increase in medical and counseling visits for 2014-2015 (total visits 1841 compared to 1642 in 2013-14).



This increase was primarily due to staffing changes and provider availability. There was a 7% increase in medical and a 25% increase in mental health visits this year. In years prior to 2013-14 administrative visits were included in the visit totals (i.e. questions pertaining to insurance, making appointments, picking up prescriptions was counted in the medical visits data). The data from 2013 forward only includes patient visits with providers.

The data shows that only 34.18% of the students who have access to the Health and Wellness Center actually use the services. More analysis needs to be done to identify and remove any barriers to service that may exist. The Nurse Practitioners had 1,259 patient visits in 2014-2015. The three most common reasons for visits to the Health and Wellness Center were gynecological (40%), immunizations (26%), and respiratory issues (12%). During the 2014-15 school year the Counselor conducted 428 individual sessions. The top three diagnoses for these students were: depression (35%), trauma (23%) and stress/anxiety (19%).

In April 2015, the Health and Wellness Center solicited student feedback using a short survey. While not fully comprehensive, the survey provided a great deal of insight into the students' overall perception of the Wellness Center. The results demonstrated that students were satisfied with the care they received from providers (87.76%), and that they learned how to improve their health as a result of the care they received (67.27%). These are strengths of the Health and Wellness Center that need to be carried forward. Areas that were found to be of concern from

the students were patient wait times and the overall sense of welcoming to the Health and Wellness Center. These two areas are the improvement goals for the 2015-16 school year.

4. Residence Life

Residence Life works with residential students to develop their social skills and life skills, and assist in addressing the personal and emotional well-being of students. Staff members strive to provide attention and nurturing while developing students' self-confidence, self-reliance, and problem-solving abilities. Through creating an environment that is supportive and confidence-building, Residence Life contributes to students' success at Trinity and beyond.

Goals for Residence Life include increasing the number of students living on campus by 10%; maintaining overall occupancy at 85% or higher; keeping spring semester occupancy level within 3% of fall semester level; having 40% of the first year class living on campus; measuring student satisfaction with campus residence. Occupancy goals for Campus Housing were exceeded due to increased marketing, outreach and programming for residential students. Achievements include 17.24% increase in total campus residents (from 290 to 340); occupancy at 91.30% at close of academic year; 48.78% of first year students living on campus and decrease of less than 5% (2.33%) from Fall to Spring. Campus Housing Occupancy contributes to Trinity's strategic goal for student retention. **Chart 7.5** shows overall occupancy and First Year student occupancy for the last four years.

Chart 7.5: Average Occupancy per Academic Year

	2011-2012	2012-2013	2013-2014	2014-2015
Average Occupancy	285	254	290	340

First Year Student Fall Occupancy Comparison

	Fall 2012	Fall 2013	Fall 2014
CAS FT New Students	345	363	361
First Year Residential Students	97	141	158
% First Year CAS Students Residents	28.12%	38.84%	43.78%

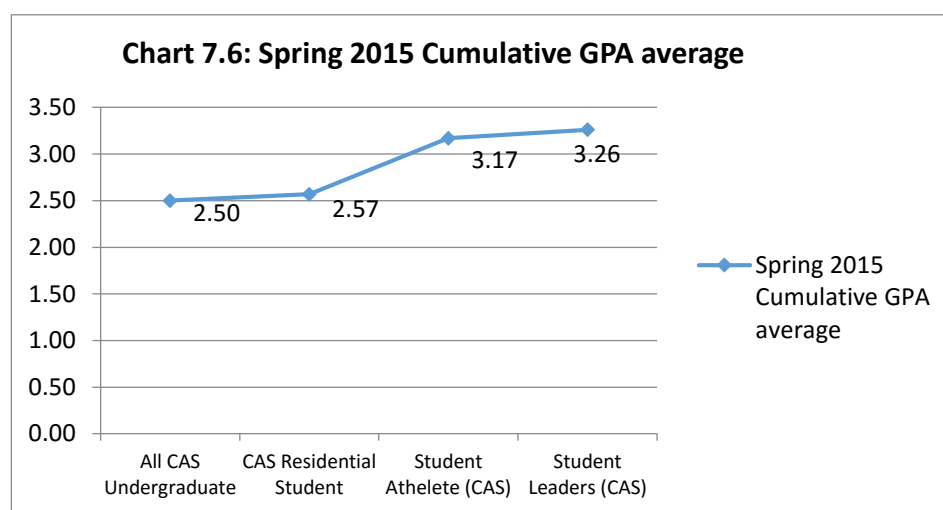
The average occupancy rate increased by 50 students (17.24%) between the 2013-2014 and 2014-2015 academic years. Fall 2014 had a peak of 344 residents in on campus housing, a 15.05% increase in residential occupancy from Fall 2013 (299 residents). The goal for Fall to Spring housing was a loss of under 3%. This goal was met, and surpassed. There was only a 2.33% decrease from Fall 2014 to Spring 2015; a total loss of 8 students. Overall occupancy remained higher than previous years at 336 residents. Utilization percentages against current occupancy plan are strong. Fall 2014: 93.48% occupancy and Spring 2015: 91.30% occupancy.

The Residence Life Survey (see [DR 7.4: Student Affairs Report](#) for the Campus Housing Report) identified students' perceived strengths of their floor/residence hall/living on campus. The top three strengths reported are: respect for each other (38%); sense of community (34.9%); and convenience (14.3%). The survey also identified the top three challenges for on campus

residents as: facility concerns (39.77%); noise and disruptions (22.7%); and the cleanliness and hygiene of fellow students (15.9%).

5. Assessment of Student Engagement Impact on Academic Performance

Student Affairs reviewed the relative academic performance of students engaged in different activities compared to the overall CAS population. Through academic focused programming (mandatory study hall for athletes, tutoring in the evening in Cuvilly Hall, and co-sponsored/promoted advising workshops), the average GPAs for students engaged in specific activities was higher than the overall CAS average in Spring 2015 as depicted in **Chart 7.6:**



In comparison to the overall all CAS Undergraduate cumulative GPA(2.50) at the end of the Spring 2015 semester, the subpopulations of CAS Residential student (N=318), Student Athletes (N=48), and Student Leaders (N=35) all had higher cumulative GPA's. The difference in the Residential Students was not nearly as significant as anticipated given the availability of tutoring in the Residence Halls, and access to services for residents, and this will require further analysis. The outcomes for Athletes and Student Leaders are evident in their strong overall academic performance.

6. Campus Ministry and Alternative Spring Break

Campus Ministry embraces and sustains Trinity's heritage, which is rooted in the Sisters of Notre Dame de Namur and the Catholic tradition. Trinity welcomes persons of all faiths in the pursuit of the larger purposes of learning and the human search for meaning and fulfillment. Campus Ministry provides ongoing service opportunities, social justice programming, alternative break trips and a vibrant gospel choir. The complete annual report for Campus Ministry is included in [DR 7.4: Student Affairs Report](#).

For the last three years, 10 students have traveled to Selma, Alabama as part of the annual Alternative Spring Break service trip sponsored by Campus Ministry. This trip demonstrates learning outcomes on one learning domains for Student Affairs: Social Responsibility. Student participants who participate in Student Affairs programs, activities and services will demonstrate

an understanding of and commitment to social justice and apply that knowledge to create safe, healthy, equitable, and thriving communities. Students and faculty report significant levels of engagement and satisfaction as a result of this learning opportunity.

7. Athletics

The intercollegiate athletics program at Trinity strives to develop students' knowledge of and skill ability in sport; to cultivate leadership skills as well as the skill of cooperation necessary for effective team play; to develop time management skills necessary for meeting the demands of academic and athletic pursuits; to improve the overall health of the student-athlete; to foster a desire for lifetime fitness through athletic participation; to provide an avenue for advancement through competition and to ensure academic growth and staying on track for graduation. Varsity sports include soccer, volleyball, basketball, tennis, and softball. The complete Athletics report is included in [DR 7.4: Student Affairs Report](#).

In 2014-2015 there were 49 athletes participating in 5 varsity sports for Trinity. As part of their involvement athletes participate in study hall, orientation with the Athletic Director and Trainer, develop specific sport skill sets, focus on health and wellness and general life skills like teamwork, discipline and healthy competitiveness.

C. Campus Safety and Sexual Assault Education

Ensuring the safety and security of every student, employee and visitor on Trinity's campus is the highest priority for Trinity's management. Trinity devotes considerable resources to Campus Safety, and improvements to the environment for safety and security are ongoing.

Trinity's [Annual Safety and Security Report](#) (Clery Act Report published on Trinity's website) indicates a low incidence of crime on campus. Trinity maintains this strong track record for campus safety through ongoing training of staff, faculty and students; continuous communication about safety protocols; and delivery of specific programs and services designed to heighten campus awareness of good safety practices. Trinity also maintains a strong relationship with the Metropolitan Police Department and is also a member of the Consortium of Universities Campus Safety group.

Trinity's campus safety practices are enhanced by policies that support good security: the campus has no major cross roads through Trinity's premises, and access via the driveways requires IDs and sign-in for visitors. IDs and sign-in are also required in all buildings. Visitors must have escorts. Additionally, residence hall visitation is limited; no 24-hour visitation occurs. Trinity is a dry campus and alcohol and drugs are strictly prohibited.

1. Sexual Assault Awareness, Training and Title IX/VAWA Compliance

As an institution with a particular mission to women, Trinity has a heightened awareness of the risks and vulnerabilities that women face every day in many places they pass through each day. While Trinity's on-campus track record on sexual assault shows zero offenses, Trinity students face threats in their neighborhoods and communities.

Trinity's Title IX Coordinator receives and documents reports of sexual assault and misconduct, and works with Health Services on victim support and advocacy, and campus training programs. (See [Sexual Assault Resources](#) on the website.) Trinity pays particular attention to orientation of new students as well as continuing education for all members of the campus community.

In Spring 2015, the Title IX Coordinator reported three cases of sexual assault or domestic violence off campus and one pregnancy requiring support per the Title IX requirements. In Fall 2014 the Title IX Coordinator reported three cases of domestic violence off campus and one case in which a student reported a domestic violence incident involving a family member.

In all cases, the Title IX Coordinator, working with Health Services and Student Affairs, coordinates victim support services, follow-up assistance with class absence excuses or other needs, and additional reporting as necessary.

Trinity also is part of the D.C. Coalition Against Domestic Violence and Trinity staff have been active participants in programming with that organization. Trinity also participates with the Consortium in the [U Ask DC](#) assault services mobile app program.

Conclusion to Chapter Seven

Providing a robust environment for student service and support is a cross-functional effort at Trinity involving Academic Affairs, Student Affairs, Campus Safety and many operational departments. The collaborative nature of Trinity's administration creates a strong safety net for students in all programs.

Recommendations:

Trinity constantly seeks improvements in the network of services for students, and in future plans, Trinity will be addressing these issues:

- Increased support mechanisms to proactively address student needs including mental health concerns and transition to collegiate life;
- Develop more systematic assessment of learning outcomes for Student Affairs programs;
- Develop a more structured leadership development programs for all students;
- Closer collaboration of Student Affairs and Academic Affairs on first year experience programming.

CHAPTER EIGHT: ASSESSMENT OF LEADERSHIP AND INSTITUTIONAL EFFECTIVENESS

Characteristics of Excellence: Through this chapter Trinity will demonstrate compliance with:

Standard 4: Leadership and Governance

Standard 5: Administration

Standard 6: Integrity

Standard 7: Institutional Assessment

Trinity maintains an intense focus on comprehensive institutional assessment and effectiveness through a multi-layered governance system that engages the Board of Trustees and executive leadership, management, faculty and staff within and among the academic units and administrative divisions of the university. The Board of Trustees exercises comprehensive oversight, using the strategic plan as the template for ongoing assessment of institutional progress, and the Board vests the president with the daily executive authority to ensure strategic progress, assessment, effectiveness and compliance in all programs and services.

The By-laws of Trinity College establish the legal framework for institutional governance; the Charter and By-laws are available on Trinity's website ([DR 8.1: Trinity Charter and By-Laws](#)). [DR 8.2 Framework for Academic Governance](#) defines the roles and relationships, powers and duties of the Board, president, provost, deans and faculty for all academic matters, including the oversight scope of the faculty within and among the academic units for curricular and academic policy matters. The Senior Executive Staff (SES), including all vice presidents and deans, meet weekly to oversee and discuss all aspects of university management. The Senior Executive Staff reviews progress on the strategic plan routinely, and also reviews and amends administrative policies and processes. The Senior Staff routinely assess areas that need improvement, and direct change as necessary. ([DR 8.3: Master Organization Chart](#))

Trinity maintains a robust and transparent environment for policies and procedures affecting students, faculty, staff and visitors to campus. All [policies](#) are available on Trinity's website, linked on one page for ease of access.

A. Board of Trustees

Trinity's [Board in 2015-2016](#) has 18 members including the president, who is a voting member, and one Trustee Emerita who is non-voting. The current membership includes 8 lay alumnae/i of Trinity and 4 Sisters of Notre Dame, one of whom is an alumna. (Trinity's by-laws express a preference for "no less than five" alumnae and SNDs.) 6 members of the board are "public" members who do not otherwise have a specific alum or SND affiliation.

Board expertise includes 9 members with academic experience, including two high school principals and 6 in higher education; some of those 9 also have significant professional experience in business and finance, law, academic technology, government relations, accreditation and corporate governance. 9 members of the Board have primary professional

experience in finance and business, corporate communications and public relations, philanthropy, law and nonprofit management.

Trinity's Board routinely meets four times annually, once as a day-long retreat and three business meetings. The Board also conducts business from time to time by telephone and email. The president routinely updates the Board on issues at Trinity.

Board Committees include Finance, Audit, Academic Affairs, Development/Institutional Advancement, Nominations, and Enrollment/Student Interests. The Finance Committee meets between Board meetings by telephone and at other times as necessary. Audit, Development and Nominations also meet between meetings or at other times as necessary. The Audit Committee includes three independent trustees, and those three trustees also meet with the Auditors without management present during the annual presentation of the audited financial report. The Committee on Academic Affairs meets prior to each Board meeting, and those meetings include the faculty representatives and other members of the faculty depending upon the agenda. The Board also meets with students on each Board meeting day.

The Board conducts a periodic assessment of its effectiveness. In 2015, the Board conducted a survey of its members; results are available in the document room ([DR 8.4: Board Survey](#)). Consistent with findings of prior surveys, the 2015 Board Survey indicated that Trinity Trustees are generally satisfied with the format of meetings, quality and consistency of materials and information shared with the board, and level of engagement of board members. Areas for improvement include enhancing the work of various committees, ensuring that board members are familiar with Trinity's compliance reports, and ensuring that succession planning is ongoing.

B. The President

Guided by the By-laws of Trinity College, the Board vests the president with the day-to-day executive management of the affairs of the university. The Board oversees the work of the president through the reporting structure inherent in each Board meeting, which includes a formal written report from the president to the Board, and other written and oral reports as needed throughout the year.

The Board conducts a formal evaluation of the president every three years, and that evaluation is the basis for contract renewal. The Board also routinely reviews executive compensation data as part of establishing the president's compensation and reviewing compensation for other senior executives. The confidential compensation data report will be available to the visiting team along with other board materials (minutes, resolutions, presentations and reports) that are maintained on a confidential board web site. Trinity will provide the team reviewers with the password to the board website.

C. The Senior Executive Staff

The Senior Executive Staff (SES) include the president's direct reports and other senior managers whose participation is essential to managing the affairs of the university. In 2015-2016, the SES includes:

Trinity Senior Executive Staff	
Direct Reports	Other Senior Managers
President Provost Chief Financial Officer General Counsel Vice President for Administration Vice President for Enrollment Development/Admissions Vice President for Enrollment Services Vice President for Institutional Advancement Vice President for Development Vice President for Human Resources Vice President for Student Services Vice President for Technology Services	Deans of the College of Arts and Sciences Dean of the School of Education Dean of the School of Nursing/Health Professions Dean of the School of Professional Studies Dean of the School of Business/Graduate Studies Dean of Student Services Controller Director of Facilities Services

The SES meets weekly with a standing agenda that includes review of enrollment reports, budget, human resources issues, other administrative and operational issues. The SES also routinely reviews administrative and compliance policies and status reports, and from time to time recommends change in those reports. From time to time the SES also reviews risk management protocols. Each senior executive is responsible for a major institutional functional area, and each executive is responsible to develop, supervise and assess annual plans for the areas of his or her responsibility. Each executive also maintains complaint files and routinely reviews complaints to determine any need for change in policies or staff training.

The members of the SES who are directly responsible for enrollment also form the Enrollment Management Team referenced in Chapter 2 on Trinity Students. This includes the president, provost, academic deans and VPs for Admissions, Enrollment Services and Student Affairs.

D. Conflicts of Interest

Trinity's By-laws include a conflicts-of-interest policy for Board members, and the trustees submit annual conflicts-of-interest statements. Trinity has maintained a fairly rigorous practice of not doing business with any company affiliated with a trustee.

The president discloses all outside boards and potential conflicts-of-interest as part of the annual preparation of the Form 990 for the auditors, and that information is available for Audit Committee review. The president does not accept fees or honoraria from any company that does business with Trinity.

The [Faculty Handbook](#) includes a section on conflicts-of-interest for faculty, and the faculty disclose all potential conflicts-of-interest on the annual faculty inventory form collected with annual contracts. The Provost reviews any instance in which a faculty member may wish to use a textbook that earns royalties for the faculty member.

The [Employee Handbook](#) includes a section on conflicts-of-interest for staff, and the senior staff disclose potential conflicts-of-interest on periodic statements. All staff are specifically prohibited from accepting fees, gifts or personal services of value from any vendors that do business with Trinity.

E. Integrity: Policies and Compliance

Trinity maintains a robust environment for fairness, equity and transparency in the dissemination and application of all policies. The [policies page](#) on Trinity's website is comprehensive. The SES reviews the policies annually, and makes changes as necessary.

Trinity maintains a web page that links to all [Student Right to Know](#) information and policies related to compliance with federal laws and regulations.

Beyond simply stating the policies and procedures, Trinity maintains an environment of active care and concern for due process, student protection and fairness in all matters. The president and senior staff establish a tone of high expectations for respect for all students and individuals on campus, fair treatment and honest behavior in all matters. Trinity's environment of respect for every person is grounded in the mission in social justice, and aligns with Middle States Standard 6 on Integrity.

F. Comprehensive Institutional Assessment

Dimensions of comprehensive institutional assessment flow throughout this Self-Study report. While this section summarizes and illustrates some of these assessment practices, Trinity believes that the best evidence of a complete "culture of assessment" appears in every chapter. Both the 2006 team report and the 2011 PRR reviewer's report commended Trinity for its assessment practices.

Prior sections of this report discuss and illustrate Trinity's practices in academic assessment --- student outcomes, general education, academic programs, and faculty. The Student Affairs section illustrates assessment for those departments. The following chapter on resources provides further illustration of specific assessment practices.

Administrative and operational assessment practices are embedded in the ongoing work of every senior executive, manager and staff of all departments.

All administrative and operational departments conduct annual planning and assessment, rooted in the institutional mission and strategic plan, and these reports are available in the document room ([DR 8.5: Management Annual Plans and Assessments](#)). The president oversees the planning and assessment processes along with the Senior Staff. In January each year, the president issues a memo to the SES outlining expectations for planning and assessment, and these expectations are tied to the institutional strategic plan. In June each year, each executive submits a report on planning and assessment for the departments within his or her area of responsibility. The reports include:

- Data dashboards providing snapshots of progress in key performance areas over time;
- Statements of progress toward fulfillment of departmental goals, aligned with institutional strategic goals;
- Synopsis of assessment activities tailored to select issues;
- Statements of new goals for the subsequent years.

The president reviews all annual plans and provides feedback to the senior executives for plan revision and improvement in performance. The SES conducts an annual August retreat to review the highlights of each plan with the full management team. Individual members of the SES also have opportunities to present their plans and provide updates throughout the year.

Following are examples of the ways in which the annual planning and assessment processes have led to change and improvements in various departments and administrative procedures:

1. Enrollment Services: Understanding Student Enrollment Patterns

This discussion elaborates on material presented in Chapter 2 on the “success rate” and student attendance patterns.

Trinity serves a population of student with well-known risk factors for persistence and completion. Across the years, Trinity has observed that the primary risk factors include student financial conditions, family responsibilities including young child bearing or caring for siblings/elders, physical and mental health issues, poor academic preparation, a lack of understanding of the academic requirements for certain careers, e.g., nursing. Trinity provides a great deal of financial aid support to address the financial conditions, a broad range of counseling and health services for the social needs, and deep academic supports for the preparatory issues.

Nevertheless, many students stop out, transfer to less expensive public institutions, or decide to attend part-time, which delays completion. Like low income first generation students around the nation, many Trinity students “swirl” through multiple institutions, sometimes starting at Trinity and going elsewhere, only to come back later in life; or starting elsewhere and landing at Trinity after collecting a basket full of credits at other schools.

Trinity is one of the institutions nationally that believes that the IPEDS completion rate is a poor indicator of student or institutional success. Because it only measures full-time first-time students who stay and graduate from the same institution in six years, the IPEDS rate excludes a large proportion of students who are actually still in school but attending in a different pattern from the traditional pathway. Institutions like Trinity that serve populations of students for whom the term “traditional” no longer applies need to understand student persistence and completion in entirely new ways in order to tailor programs and services to their needs.

Through the annual planning and assessment process, the vice president for Enrollment Services, who is also responsible for the student information system and annual data reports, organized a study of attendance and persistence patterns of Trinity students across multiple institutions. This study is still in the early stages, but already the study reveals some important data.

Looking at only first-time full-time students (hence, still using the IPEDS baseline), the study took data not only from Trinity’s records but also from the National Student Clearinghouse. While Trinity is not a member of the Student Achievement Measure (SAM) group yet, this study is very similar to SAM studies at other universities. The Clearinghouse data is important because it tracks students across multiple institutions. What the study revealed is that a significant proportion of students not counted in the IPEDS graduation rate actually are still

enrolled or have graduated from Trinity or other institutions on a different timetable or different pathway to completion.

Chart 8.1 below shows this data from the Fall 2006 cohort through the Fall 2011 cohort.

Chart 8.1: Trinity "Success Rate" Still Enrolled or Graduated Trinity/Elsewhere Cohorts Fall 2006 to Fall 2011												
Time since starting: Starting Cohort Semester:	8 years		7 years		6 years		5 years		4 years		3 years	
	2006	2006	2007	2007	2008	2008	2009	2009	2010	2010	2011	2011
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Earned AA at another Inst	3	2%	1	0%	3	1%	5	2%	1	0%	2	0%
Earned AA at Trinity	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%
Earned BA at another Inst	22	13%	18	8%	11	6%	11	4%	1	0%	0	0%
Earned Cert at another Inst	0	0%	0	0%	0	0%	2	1%	2	1%	0	0%
Earned a BA at Trinity (IPEDS rate)	56	32%	75	34%	88	45%	99	41%	34	13%	0	0%
Still Enrolled at another Inst	14	8%	28	13%	12	6%	24	10%	27	14%	68	26%
Still Enrolled at Trinity	4	2%	9	4%	9	4%	5	2%	87	32%	111	42%
Still Enrolled or Graduated ALL	99	57%	131	59%	123	62%	146	61%	154	57%	181	69%
Left not in good academic standing	18	9%	12	5%	16	8%	17	7%	18	7%	20	8%
Financial Hold	26	15%	48	22%	31	16%	23	9%	31	11%	26	10%
Left on academic probation	16	10%	15	7%	14	7%	35	15%	46	17%	22	8%
Left in good standing	15	9%	16	7%	13	7%	19	8%	19	7%	14	5%
Total Left/Not Enrolled Elsewhere	75	43%	91	41%	74	38%	94	39%	114	42%	82	31%
TOTAL Cohort	174	100%	222	100%	197	100%	240	100%	268	100%	263	100%

What the data reveals is that for the full-time first-time cohorts starting in Fall 2006, the overall academic progress through college is significantly greater than the IPEDS rate for Trinity would reveal. This table shows the difference across the three years --- 2006-2007-2008 – for which Trinity has completed IPEDS rates in this study:

Cohort Start Year:	2006	2007	2008
Trinity IPEDS Rate	32%	34%	45%
Total "Success" Rate	57%	59%	62%

Why is this important? Trinity believes it is important for colleges and universities that serve low income first generation students to take a broad, non-competitive view on what it takes to ensure long-term student success. Student swirling, or transferring among many institutions, is a typical behavior in this group. The reality is that this population of students is less likely to care about "brand loyalty" and more eager to enroll according to convenience, flexibility, services and course availability. Students enroll as they have money and time. This population is also less focused on the traditional four-year timetable for college, caring more about fitting continuing enrollment into busy lives that must include work, child care and other non-traditional student obligations.

Money is a significant issue for many students who leave Trinity and enroll elsewhere. The current study shows that the majority of students who transfer go to less expensive nearby public universities and community colleges, including the University of the District of Columbia, Montgomery College, Prince Georges Community College, and Bowie State University. Sometimes, students take some courses at these universities and then return to complete at

Trinity, sometimes completing as part-time students in Trinity's School of Professional Studies. "Swirling" takes many forms.

The current study, like the IPEDS completion rate, itself, does not track students who transfer into Trinity. This is the next phase of Trinity's study. A complete understanding of student persistence and success patterns must include all students, not just the full-time first-time cohorts.

2. Enrollment Services: Reducing Financial Holds and Improving the Default Rate

A review of the "success rate" data presented above also shows that a financial hold is the single biggest reason why students do not persist. Trinity provides generous financial aid packages, and yet, quite often, students find it hard to satisfy even a small balance before registering for a new semester. Students who have to stop out because of even small balances become risks for attrition and even default on student loans.

As part of its annual plan and assessment, the Office of Enrollment Services is examining tactics to reduce financial holds in order to encourage more students to stay enrolled, with the aim to improve the graduation rate and also protect against defaults.

3. Improving Performance on the NCLEX Licensure Exam for Nursing Graduates

As indicated earlier in this report, after starting the Nursing pre-licensure program in 2010, Trinity faced a serious challenge when Nursing graduates did not pass the NCLEX licensure exam at the first-time pass rate required by the District of Columbia. The D.C. Board of Nursing requires program first-time pass rates to be within 5% of the national average, which is usually 80-85%. Unfortunately, after a strong performance in the first year of the program, Trinity's first-time pass rate declined precipitously in 2012 (53%) and 2013 (42%).

Immediately upon discerning this very serious problem, Trinity took a number of action steps to address the problem, with the result that first time pass rates improve in late 2014 and early 2015. Among many action steps, these proved most essential to addressing the issue:

- A deep dive into the student performance data revealed that Trinity Nursing graduates were waiting too long after graduation to take the test, in some cases more than six months; national data shows that first-time test takers are more likely to pass the test within 60 days of graduation; a change in approval procedures to take the test has accelerated student testing closer to the date of graduation;
- The data also revealed that part-time students entering the Nursing program through the School of Professional Studies were more likely to fail the test than full-time students who entered through the College of Arts and Sciences; consequently, Trinity decided to end the part-time pathway and to require any student wishing to enter Nursing to do so through the CAS pathway;

- The data also revealed that students were not taking the test preparation instructions seriously, and were skipping important parts of the NCLEX readiness process; the faculty in Nursing agreed to restructure the curriculum and requirements using ATI tools to embed the NCLEX methodology into every course, to require passage of the ATI comprehensive predictor as a requirement for graduation, and to offer additional test preparation opportunities after graduation;
- A new chief nursing officer has added additional oversight to the admissions pathway, including examination of TEAS data for entrance to Nursing, and more extensive faculty development to ensure alignment of pedagogy and content with the NCLEX expectations.

As a result of this analysis and action steps, Trinity is confident that the NCLEX scores will improve to meet the DC standards, and that the Nursing Program will be more effective in producing high quality nurses to meet the healthcare workforce needs of the Washington region.

4. Institutional Advancement: Improving Trinity's Online Presence

Social media and online marketing tools have become increasingly important for Trinity's student recruiting initiatives, fund raising, and overall communications with all constituencies. Over the last decade, Trinity's Institutional Advancement Team has focused intensely on migrating staff work from exclusively print and paper communications to a highly sophisticated online presence using many platforms.

Online tools give the Advancement Team robust data to use in making decisions about marketing and communication tools. Website visitor data provides one baseline: from 2011 to 2015, traffic to Trinity's website rose from 350,000 visitors annually to more than 435,000, and visitors to the Admissions website increased from 51,000 to 73,000. While the volume of visitors is increasing, the team recommended moving more advertising to Facebook and other online ads to drive even more Admissions business to the website.

The team has also discerned a need to improve the functionality of the website, particularly the way in which visitors access and navigate pages for the academic programs. Improving the academic program pages aims to increase admissions inquiries as well as improve total customer satisfaction with the website. Along with improving the program pages, the team improved the accessibility of the pages for mobile devices, particularly smartphones, ensuring that students, faculty, staff, visitors and prospective students can get the most important information about Trinity in an attractive and highly functional interface on all devices.

The Creative Services Team, the group within the Advancement Team that does graphic design for print and virtual platforms and analyzes performance of all media, also developed and delivered a number of videos posted on Trinity's website and Trinity's YouTube channel, keeping Trinity's message vibrant and interesting for many audiences.

As another example of the use of online data and information to improve Trinity's public interface, analysis of declining numbers of completed online applications convinced the team that a complete overhaul of the online application interface was necessary in order to improve

performance of that vital tool for Admissions. After soliciting bids and choosing a partner, Embark, Trinity is moving ahead with an entirely new online application tool that will provide a significantly better experience for applicants to all programs while also improving data access and analysis for internal users. Demonstrating the kind of partnership that is emblematic of the Advancement Team, the team organized a cross-functional work group including members from Admissions, Technology Services and Academic Affairs to collaborate on design and implementation of the new online application.

Additionally, Admissions and the Creative Services Team have joined forces on new student search tools that make extensive use of online communication and web presence. Adoption of the College Board Search tools with fully online interfaces for data analysis will provide opportunities to align marketing materials more carefully with target populations. In the same way, adoption of a more robust online marketing program for adult and professional students will enlarge those prospect pools for Admissions.

Conclusion to Chapter Eight

Trinity's Board, leadership and management practice continuous planning and assessment in all phases of their work. Board meetings use the strategic plan as an organizing tool for setting agendas that focus on institutional improvements and resource allocation. The Senior Executive Staff engage in continuous planning and assessment activities as a means to ensure the best use of resources and to measure performance toward goals.

Recommendations:

Through the Self-Study process Trinity has identified these areas for ongoing development in its leadership development, planning and assessment practices:

- Developing improved administrative capacity for planning and assessment, including more managerial training on how to collect and analyze data for workflow improvement;
- Engaging more mid-level staff in assessment processes to enhance planning and outcomes in the respective subsidiary departments;
- Creating more opportunities for the executive team and staff to share best practices and results cross-functionally among the various administrative teams, and with faculty.

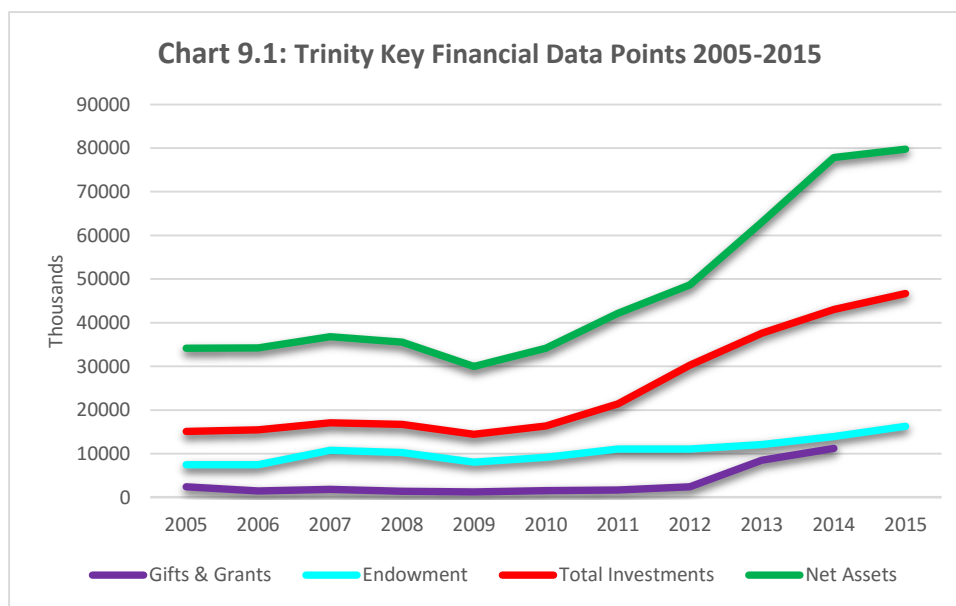
CHAPTER NINE: RESOURCES SUPPORTING MISSION AND PROGRAMS

Characteristics of Excellence: Through this chapter Trinity will demonstrate compliance with:

Standard 3: Institutional Resources

Trinity operates in a highly disciplined financial environment in which the Board and management make prudent financial decisions to invest in those resources that reap the most benefits for students and the academic enterprise. While Trinity is frugal, Trinity spends money where it counts --- faculty and staff salaries and benefits have improved continuously; technology acquisitions are constant; and facilities upgrades are ongoing. Trinity meets the expectation of Middle States Standard 3 that, “The human, financial, technical, facilities, and other resources necessary to achieve an institution’s mission and goals are available and accessible.” As well, Trinity conducts ongoing assessments of all phases of institutional work to ensure “the effective and efficient uses of the institution’s resources” consistent with mission.

During the last decade, Trinity has been able to build stronger financial margins as a result of strong enrollment performance and fund raising, and the financial discipline to produce healthy surplus results. This performance has made it possible to invest in the new academic center that will provide the first truly modern academic spaces in more than half a century. While more recent enrollment declines have slowed this growth, Trinity’s overall strength continues. **Chart 9.1** below shows how Trinity’s key financial data points have progressed in ten years:



The graph shows the growth in net assets (top green line) due largely to the development of the Trinity Academic Center supported by strong surplus performance (driving total investment growth, the red line) and fund raising (the bottom purple line). Endowment growth is shown separately (aqua); note that endowment is also included in total investments (red line). Later in this chapter, the strategic financial ratio analysis will provide more context for these results including the impact of recent enrollment declines on net tuition and financial margins.

A. The Trinity Academic Center

Opening in time for the Fall 2016 semester, the Trinity Academic Center ([DR 9.1: Academic Center website](#)) is a powerful example of Trinity's commitment to providing the resources necessary for contemporary instruction. The new 80,000 square foot academic center will include 8 science laboratories, four nursing labs, and 22 classrooms of varying sizes as well as common spaces. The building will house the information technology hub of the campus, and will have state-of-the-art technology throughout. Trinity's current academic facilities include the classrooms and faculty offices in Main Hall, a century-old massive 225,000 square foot granite building that has had upgrades over the years but no substantial systems renovation; a Science Building planned in the early 1930's and opened in 1940; and a Library that opened in 1963. (The Facilities section at the end of this chapter discusses other campus buildings.)

Planning for the academic center began in 2005, and the Campus Master Plan of 2006 ([DR 9.2: Campus Master Plan 2006](#)) identified the location of the new building and approximate size. In 2010, the Board of Trustees approved proceeding with the concept design phase ([DR 9.3: 2010 Concept Design](#)). As part of the concept design process, Trinity asked the architects to evaluate both the Science Building and the Library structure. While the final report indicated that both structures eventually should be replaced, a consensus emerged that a new laboratory building with classrooms was an urgent priority, and that the library would be a future project that depended, in part, on more contemporary thinking and planning for what a library space should actually entail in the mid-21st Century and beyond. Planning the future of the library will be a central consideration of the new campus master planning process that will begin in late 2016.

In 2011, Trinity launched the Second Century Campaign with a goal to raise \$30 million for the new building and scholarships by 2016. In 2013 a donor came forward with a \$10 million pledge (now fully paid) for the building project. Other pledges and gifts followed, and the total amount raised in the campaign to date is \$26.2 million, with \$20 million for the building.

The Board approved moving forward with the project in 2013 ([DR 9.4: Board Presentation 2013 Concept Design](#)). With the design/build team of Clark Construction and EYP Architects, a revised concept design emerged in 2013-2014 ([DR 9.5: 2013 Concept Design](#)). With Board approval, the project proceeded through the Zoning Commission ([DR 9.6: DC Zoning Commission Presentation](#)). Groundbreaking took place on May 31, 2014. With strong value engineering, the total cost of the building is \$36.2 million for design and construction; legal and zoning fees are additional. In addition to the \$20 million for the building raised through the capital campaign, the Board approved the financial plan including issuance of \$15 million in debt and also approved the selection of SunTrust Bank as the financing partner.

The financing proceeded as follows: Trinity had a DC Series 2001 Revenue Bond that was used to finance the construction of the Trinity Center for Women and Girls in Sports. On June 2, 2014 this Bond was paid back in full using the proceeds of the newly issued Series 2014 A bonds. The DC Series 2014 A bonds bear interest at variable rates. This debt is subject to an interest rate swap agreement with SunTrust Bank. The amount of the bond is \$15.3M. At the same time the old debt was refinanced, Trinity also issued DC Series 2014 B bonds in the amount of \$15M. Proceeds have been drawn down and used entirely to fund the construction of

Trinity's new Academic Center. These bonds have a variable rate and are subject to an interest rate swap agreement with SunTrust Bank. Both Series A and B bonds have a twelve year term and are being amortized over a 25 year period.

Construction has proceeded on time and on budget. The schedule calls for substantial completion in April 2016, with move-in following through the summer, and the building will be open for use in Fall 2016. The Vice President for Administration is Trinity's chief manager for this project.

B. Financial Resources

Trinity's ability to construct the academic center is a result of years of fiscal discipline and prudent management. In the five years since Trinity's [2011 Periodic Review Report](#), which included a favorable [financial review](#), Trinity has built financial strength and has earned favorable reports from the BrownEdwards auditors. Favorable financial results including strong surplus performance have improved the balance sheet considerably. **Chart 9.2** below shows operating performance and balance sheet growth since 2010:

Chart 9.2: Trinity Financial Snapshot Fiscal 2010 to Fiscal 2015						
	FY10	FY11	FY12	FY13	FY14	FY 15
Total Operating Revenues	\$29,056,328	\$32,287,938	\$35,988,929	\$36,311,193	\$34,013,169	\$32,759,139
Total Expenses	\$26,252,051	\$27,392,062	\$29,361,365	\$30,787,792	\$31,384,883	\$31,665,464
Net Income	\$2,804,277	\$4,895,876	\$6,627,564	\$5,523,401	\$3,780,831	\$624,339
Total Assets	\$58,573,525	\$66,464,778	\$72,960,840	\$86,170,872	\$101,479,444	\$116,200,882
Total Liabilities	\$24,433,342	\$24,289,184	\$24,272,886	\$23,154,959	\$23,616,312	\$36,409,034
Total Net Assets	\$34,140,183	\$42,175,594	\$48,687,954	\$63,015,913	\$77,863,132	\$79,791,848

The growth in total net assets is largely a result of the surplus performance, capital campaign and construction of the new academic center. As noted in Chapter 2, Trinity has kept tuition prices very modest compared to other private universities in Washington; Trinity's tuition discount averages 40%. Trinity's overall fiscal growth and capital improvements, while benefitting students in many ways, have not imposed higher costs on students.

Trinity takes pride in having clean audits with no substantial comments in the management letters across the last decade. Trinity's auditors BrownEdwards provide to the Board Audit Committee a financial analysis report with benchmarks along with the audit presentation. The auditors always have a private meeting with the independent trustee members of the Audit Committee without management present. These meetings consistently demonstrate strong financial management with excellent internal controls. ([DR 9.7: Audited Financials](#))

Trinity is mindful that the enrollment decline of the last three years is a financial risk. Through 2015, Trinity has managed the downturn with discipline and focus, continuing to produce a surplus to meet bond covenants.

1. Key Financial Ratios

Led by the Chief Financial Officer and Controller, and with strong oversight by the Board Finance Committee, Trinity's financial team conducts continuous analysis of fiscal performance and makes adjustments as necessary for financial conditions. Annual reporting of financial ratios enable management and the Board to understand clearly the financial position of Trinity at each review moment, and to make strategic decisions accordingly.

Chart 9.3 below shows the key financial ratios that Trinity uses to benchmark financial performance.

Chart 9.3: Trinity Strategic Financial Ratios						
	2010	2011	2012	2013	2014	2015
Actual Debt Service Coverage	3.79	5.11	5.88	5.17	5.89	3.61
Primary Reserve Ratio	0.59	0.81	0.98	1.13	1.7	1.73
Composite Financial Index	4.59	6.24	6.44	7.76	9.06	8.10
Annual Operating Margin %	8.04%	14.87%	17.61%	14.65%	8.45%	3.34%
Viability Ratio	0.8	1.2	1.57	2.42	3.05	1.91
Return on Net Assets	12.94%	21.06%	14.33%	25.17%	21.08%	2.37%

[DR 9.8: Strategic Financial Ratios](#) includes board presentations on the ratios FY 2012 to 2015.

Changes in the ratios across the last several years reflect (a) the Second Century Campaign, (b) the commencement of construction and payments on the academic center, and (c) the enrollment variances. In general, as the composite financial index score indicates, Trinity's financial position is strong, and Trinity is meeting all debt covenants.

2. Five-Year Financial Projection

Trinity's financial team maintain a continuous five-year financial projection. The projection is adjusted annually based on the latest audited financial statements, enrollment performance and changes in enrollment projections.

Key assumptions of the 5-year financial projection include:

- Enrollment growth plotted according to the strategic enrollment model
- Tuition price growth at no more than 3% annually
- Wage & salary growth at no more than 2% annually
- Facilities costs
- Technology costs
- Other

Chart 9.4 on the next page illustrates the five year financial projection for FY2015 to FY2020: (See the complete [DR 9.9: 5 Year Financial Pro Forma](#) in the document room)

Chart 9.4 Trinity 5-Year Financial Planning Model FY2016 to FY2020

Statement of Changes in Unrestricted Net Assets						
Base = For the Twelve Months Ending June 30, 2015						
		2016	2017	2018	2019	2020
	BASE YEAR	Forecast	Forecast	Forecast	Forecast	Forecast
	6/30/2015	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition & Fees	35,240,956	35,289,657	38,649,904	42,496,690	46,216,839	48,810,158
College Funded Student Aid	8,688,600	8,113,312	8,876,019	9,708,963	10,334,699	10,884,464
Student Aid	1,336,941	1,338,650	1,338,650	1,338,650	1,338,650	1,338,650
Net Tuition and fees	25,215,415	25,837,695	28,435,235	31,449,076	34,543,490	36,587,044
Government Grants & Contracts (offsets student aid)	422,601	422,601	420,037	420,037	420,037	420,037
Gifts & Private Grants	768,171	750,000	800,000	800,000	800,000	800,000
Auxiliary Enterprises Revenue	3,663,356	3,436,391	3,503,536	3,572,919	3,644,617	3,718,708
Trinity Center Revenue	384,789	384,789	449,972	449,972	449,972	449,972
Other Revenue	315,752	326,734	326,734	338,856	351,463	364,574
Operating Investment Income	100,156	225,000	225,000	225,000	225,000	225,000
Total Operating Revenue	30,870,240	31,383,210	34,160,514	37,255,860	40,434,579	42,565,335
Net Assets Released From Restriction (0% annual increase from budget)	1,888,896	1,250,000	1,250,000	1,250,000	1,250,000	1,250,000
Total revenue, gains and other	32,759,136	32,633,210	35,410,514	38,505,860	41,684,579	43,815,335
Expenses						
Salaries	18,474,824	18,779,958	19,678,819	20,624,056	21,618,289	22,664,297
Benefits	2,052,264	2,159,473	2,355,260	2,569,215	2,803,055	3,058,664
Utilities	1,471,143	1,615,000	1,736,125	1,866,334	2,062,299	2,278,841
Operating Expenses	8,097,330	9,220,309	9,769,695	10,370,526	11,040,985	11,761,007
Contingency Funds	-	13,900	200,000	200,000	200,000	200,000
Academic Center Related Operating Charges						
Insurance	-	55,000	56,650	58,350	60,100	61,903
Security	-	180,000	187,200	194,688	202,476	210,575
Facilities	-	515,000	530,450	546,364	562,754	579,637
Total expenses	30,095,562	32,538,640	34,514,199	36,429,533	38,549,958	40,814,923
Change in unrestricted net assets from operating activities	2,663,575	94,571	896,315	2,076,327	3,134,621	3,000,413
Non-Operating activities						
Gifts & Private Grants	209,369	268,577	268,577	268,577	268,577	268,577
Net Assets Released from Restriction	-	-	-	-	-	-
Investment Return and Interest Income	60,648	250,000	250,000	250,000	250,000	250,000
Change in FV of Swap	(739,353)	(700,000)	(100,000)	(50,000)	-	-
Depreciation and FIN47 Accretion Expense	(1,113,060)	(1,047,784)	(990,093)	(1,693,470)	(1,696,987)	(1,700,653)
Change in unrestricted net assets	1,081,179	(1,134,636)	324,799	851,434	1,956,211	1,818,337
Net assets as of June 30	35,165,309	36,246,488	35,111,851	35,436,650	36,288,084	38,244,296
Interest expense from model)	36,246,488	35,111,851	35,436,650	36,288,084	38,244,296	40,062,632
Existing Interest Expense on Bonds	(456,842.06)	(700,079.55)	(1,122,815.07)	(1,181,712.50)	(1,143,887.50)	(1,105,000.00)
Existing Principal Payments on Bonds	(580,000.00)	(680,000.00)	(1,235,000.00)	(890,000.00)	(915,000.00)	(945,000.00)
Bottom Line After Debt Service	44,337	(2,514,716)	(2,033,016)	(1,220,278)	(102,676)	(231,663)

This model is built with conservative estimates of enrollment derived from the strategic enrollment model and further reduced to ensure fiscal planning prudence. In addition, on the expense side, Trinity made certain assumptions regarding the operating costs of the new building. These are also conservative estimates. Trinity is confident that the deficits in the early years of the planning period can be reduced by operational improvements in Admissions to grow tuition revenue, along with further analyses of the overall cost structure and the cost of operating the Academic Center.

3. Annual Budget Process

Consistent with Middle States expectations, Trinity's annual budget process is aligned with the strategic plan. The annual departmental planning process incorporates institutional strategic plan goals, creating operational goals and tactics that support budget requests. Across the last decade, major budget initiatives tied to strategic goals include:

- Support for academic program initiatives such as Nursing and Occupational Therapy;
- Continuing improvements in faculty salaries;
- Technology initiatives including a new VOIP telephone system, major expansion of wifi access throughout campus and upgrades or addition to the administrative software;
- Facilities upgrades including Main Hall restrooms, elevators and other projects;
- Funding for the concept design and planning for the new academic center.

Each annual budget process begins with a memo from the president to the CFO specifying budget priorities for the new fiscal year. The president's priorities consistently start with improvement in faculty salaries, fulfillment of bond covenants, new positions to support strategic initiatives, and progress on capital projects. The CFO and controller then issue the call for budget requests, and new project requests must align to strategic goals.

4. Business Office Projects and Priorities

The CFO and Controller collaborate on projects that improve Business Office performance on everything from cash management to receivables turnover to improved customer service. The Business Office Annual Plan reports several key progress areas. One of the major changes that clearly benefits students is the initiative to deliver student loan refunds electronically.

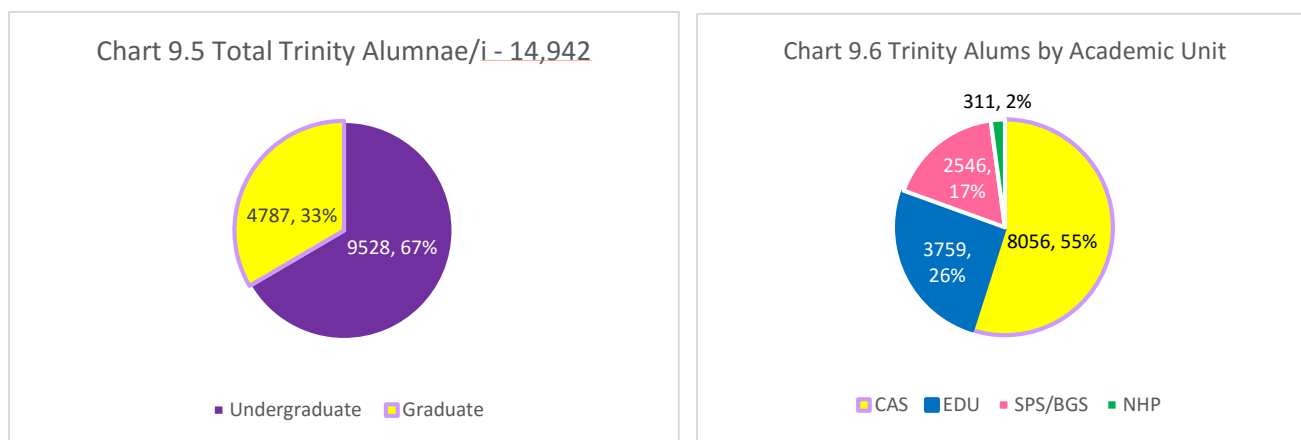
Historically, Trinity delivered refunds manually on a given day, and the manual processing, combined with the "live and in person" refund check event grew cumbersome as thousands of refund checks became the norm. In 2012, Trinity partnered with NelNet to create an electronic refund process, and over the course of the last five years Trinity has moved from just 22% of refunds delivered electronically to more than 60% in Fiscal 2015. Trinity will still deliver manual checks to students who wish them, but the move to the ETF system has greatly improved services, responsiveness and accuracy in the refund process.

C. Development and Alumnae Affairs

Improving Trinity's financial resources through a strong Development program is an important priority for Trinity. The success of the Second Century Campaign demonstrates the loyalty and support of many of Trinity's most generous alumnae and friends. With more than \$26.2 million raised to date toward a \$30 million goal, Trinity aims to complete the campaign by the close of Fiscal 2016. The amount raised to date includes \$20 million for the new academic center, and \$6 million for scholarships. ([DR 9.10: Development and Institutional Advancement Reports](#)) Even as the campaign moves to conclusion, the Development Office has established a clear priority to strengthen the Annual Fund. As Trinity's student body has changed in the last 25 years, both the Alumnae/i Affairs Program and the Annual Fund have needed to change to reflect

Trinity's contemporary realities. Among other initiatives, FY16 Annual Fund appeals have been segmented with volunteers from each academic unit signing the letters and lending support to campaigns targeted to each population. As of the end of December the Annual Fund has realized a 30% increase over FY2014.

As part of developing a more robust Annual Fund program, Trinity is evaluating the profile of the nearly 15,000 graduates of Trinity in order to develop more effective programs and services to engage this diverse population well beyond graduation day. While Trinity Alumnae Affairs programming was traditionally organized around baccalaureate graduates, the data reveals that one-third of alums are graduates of the master's degree programs:



Graduates of the College of Arts and Sciences, Trinity's historic women's college, are still the majority population among the academic units, but they are now just 55% of all graduates. This early data assessment suggests changes that must occur to improve communication, programs and services with Trinity graduates, all of which will also create a stronger platform for improved Annual Fund performance and long-term support for Trinity.

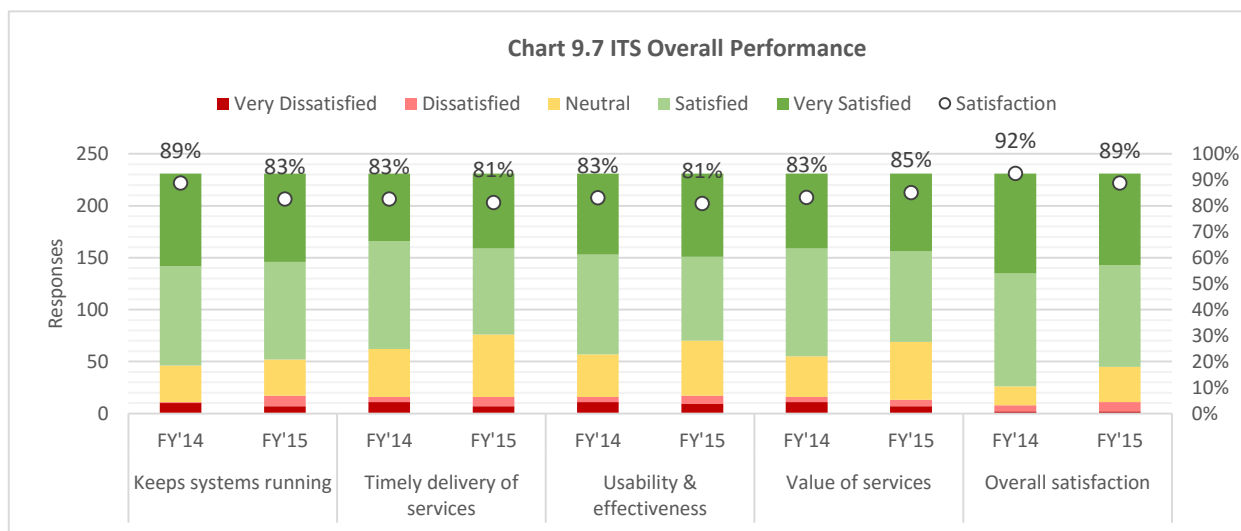
D. Technology Resources

Trinity maintains a modern technological infrastructure supporting all customary forms of technology for a modern academic institution. Major technology resources at Trinity include:

- PowerCampus, the central administrative information system including student and alumnae databases
 - Self-Service customer interface for online registration, advising information
 - Great Plains financial management software and PowerFaid for Financial Aid
- Microsoft Outlook email, calendar, telephony; student email through Google mail;
- Moodle learning management system for all courses and academic interfaces
- All classrooms with projection technology, Internet access, Apple Air Play
 - New academic center classrooms and laboratories all built with pervasive tech
 - Nursing simulation lab with advanced simulation technologies

- Library membership in the Washington Research Library Consortium which includes access to the WRLC library system, and the library also maintains access to OCLC and numerous online databases
- Website development and management through Trinity’s Creative Services Team with off-site servers to ensure uninterrupted service
- Pervasive WiFi in offices, common spaces, residence halls;
- Standard desktop equipment for all faculty and staff, shared printing capacity
- Printing support for students in designated campus locations
- Support for mobile devices across many platforms
- AlertLogic intrusion detection and off-site storage for disaster recovery

Trinity’s Technology Services Team makes excellent customer service a top priority. With so many systems and so much hardware and software to manage in a 24/7 user environment, and with innovations crowding the market each day, maintaining high standards for customer service and satisfaction is a significant achievement. The Tech Services Team tracks work orders and time to fulfillment, and on an annual basis surveys customers for satisfaction. **Chart 9.7** below illustrates overall performance and satisfaction on key issues comparing the last two years:



[DR 9.11 Technology Services Annual Reports](#) includes satisfaction and usage reports, plans and analysis of actions to address various issues in campus technology.

To ensure great customer service and satisfaction, Tech Services places a high priority on the continuous upgrade of systems, software and equipment to meet contemporary needs and demands. Migration of telephony to a VOIP system (Microsoft Lync) in 2014-2015 is an example of Tech Services initiatives to improve reliability and functionality university-wide. Tech Services works with the Creative Services team on small customer interface issues (e.g., creation of a web app “Find My Classroom” to eliminate bulletin boards with classroom lists) as well as large issues (e.g., user interface with Self-Service, the online registration portal) to ensure maximum accessibility and clear navigation for user access to online information.

In Fall 2015, Tech Services is working with a team including Creative Services, Admissions, Enrollment Services and Academic Affairs to adopt a new online application that will facilitate speedier review of admissions data across departments and allow applicant data to flow into PowerCampus seamlessly. This major improvement in the application process through improved technology will improve both admissions and advising processes.

Academic technology support requires a team approach across many institutional departments. The Director of Instructional Technology in the Provost's Office has primary responsibility for faculty training and assessment of the use of Moodle and related instructional resources. The Provost's annual report includes a report on Instructional Technology that reveals a continuing need for faculty training and assessment of faculty use of technological tools. The Creative Services Team works with the provost and deans to manage the academic web pages, catalog, faculty profiles and other relevant academic information on the website.

E. Human Resources

Sustaining a high-quality university with great student services is a labor-intensive enterprise, and of all resources essential for maintaining Trinity's progress, human resources are the most important. In 2015, Trinity employs more than 500 full-and-part-time professionals to support all academic and operational dimensions of the university. [DR 9.12 Human Resources Reports](#) provides many details; **Chart 9.8** below shows the snapshot of personnel growth:

Chart 9.8: Personnel Census	FY2011	FY2012	FY2013	FY2014	FY2015
Total Active Employees	456	478	518	549	495
Full-Time Faculty	63	60	68	67	63
Adjunct Faculty*	245	272	274	289	261
<i>(*Includes all adjuncts who taught during the fiscal year. Not all adjuncts teach each semester or each academic year.)</i>					
Full-Time Staff	123	125	140	145	131
Part-Time Staff (not including students)	25	21	36	48	40

Trinity's staff is diverse by race and ethnicity: 59% of all staff, and 52% of full-time faculty, are African American, Hispanic or Asian. Reflecting Trinity's historic mission as a woman-centered institution, 78% of all employees, and 74% of full-time faculty, are women.

Consistent with Trinity's goals for Human Resources and Management Capacity, as well as aligned with Middle States standards on Resources and Administration, the Office of Human Resources has undertaken a number of important initiatives to ensure the quality and sustainability of Trinity's human resources to support institutional mission and goals. These initiatives include:

- The Trinity Institute: a continuing education program designed for all personnel
- A major study of staff retention and improved hiring practices
- A new HRIS system to improve responsiveness and access to employee information

1. The Trinity Institute

The [Trinity Institute](#) is the institutional staff development and professional continuing education program for all staff levels; faculty may also participate in some sessions, but faculty development opportunities also occur through the Provost's Office.

The major topics covered in the Trinity Institute include all risk management areas including emergency management, discrimination, harassment and sexual assault training; skills training programs particularly related to the use of technology; communication and personnel management topics; and personal topics like eldercare, financial and retirement planning.

In 2014-2015, the Trinity Institute offered 70 workshops to 412 participants. Fifty percent of the workshops covered technology topics, and 85% of participants taking technology sessions indicated that they are more effective and efficient in their jobs because of their new or enhanced technology knowledge, citing the ability to produce better reports, graphs, charts or effective publications and presentation slides. Twenty percent of the workshops offered covered communication topics, and 90% of participants taking these workshops indicated they changed or modified a communication approach or behavior which improved their communication skills.

2. Staff Retention

As part of annual planning, the Office of Human Resources tracks employee retention. Patterns have emerged over time that cause concern. **Chart 9.9** below provides the snapshot of employee retention by category since 2011:

Chart 9.9 Employee Retention	2011	2012	2013	2014	2015
Overall Retention	83%	84%	79%	78%	79%
Faculty - Full Time	83%	83%	97%	93%	98%
Full-Time Executive Exempt Staff	100%	88%	95%	90%	90%
Full-Time Exempt Staff	86%	81%	75%	77%	64%
Full-Time Non-Exempt Staff	76%	66%	82%	76%	73%

Human Resources has begun to analyze the serious drop in retention for full-time exempt staff, most of which seems to occur at the mid-level manager level. In confidential exit surveys, the key reasons offered for the staff departures are a lack of professional growth opportunities, and various levels of tension with managers, e.g. a lack of communication or perception that the employee could not discuss problems with the manager.

Regarding management performance as a cause for employee attrition, Human Resources takes several approaches. First, the individual managers receive counseling and additional training through the Trinity Institute where problems arise because of poor management communication. Second, for all managers, the Trinity Institute offerings have increased on topics related to personnel management.

Regarding attrition due to a lack of promotion opportunity, because Trinity has a relatively small workforce with a flat hierarchy, in fact promotion opportunities are less robust than at larger universities. At the same time, 36% of new staff positions filled in 2014 and 2015 were filled by existing staff, reflecting Trinity's commitment to try to hire from within. Some of the staff attrition arises from changing personal circumstances. Family demands, travel times, spouse relocations and similar personal issues are large factors in many cases.

3. Improving the Hiring Process

Analysis of the retention data also indicates a need for improvements in the hiring process to ensure a good fit for both the staff member and for Trinity. The Office of Human Resources has analyzed the length of time it takes to fill position, and has set goals to reduce the length of searches. Training managers to conduct effective interviews and careful analysis of credentials is another area for improvement through the Trinity Institute.

F. Facilities Resources

Managing Trinity's facilities effectively is a significant challenge given the age of the buildings and changing environment for accessibility, life safety, functionality and general comfort. More than a decade ago, Trinity retained the Aramark company as a partner to help manage the physical plant. This partnership has proven to be Trinity's most durable and effective vendor relationship, making it possible for Trinity to address deferred maintenance and necessary upgrades on a progressive basis while also handling all of the routine corrective and preventive maintenance tasks that flow through the system daily. ([DR 9.13 Facilities Services Reports](#))

1. Trinity Campus Overview

When the Sisters of Notre Dame de Namur purchased a parcel of land from Glenwood Cemetery in Washington in 1897, the northeast quadrant of the city was considered "country" and major roads were few. Trinity's growth and development through the years paralleled the development of this part of the District of Columbia. While a quiet residential neighborhood for most of the last 50 years, more recently Trinity's neighborhood in the Edgewood/Brookland part of the city has become "hot" for real estate developers, with an influx of new residents and many new residential projects and amenities. These developments become important as Trinity considers the future shape of the campus through campus master planning.

Trinity has never built more than what was absolutely essential in each era. When completed, the new Trinity Academic Center (described earlier in this report) will be the 8th major building on Trinity's campus --- but one building, the old Science Building, will be demolished. The inventory of buildings and their opening dates includes:

Main Hall	(1900-1910)	Classrooms, Offices, Residential
Notre Dame Chapel	(1924)	Worship
Alumnae Hall	(1929)	Dining Hall, Residential
Science Building	(1940)	Laboratories (to be demolished 2016)
Cuvilly Hall	(1958)	Residential

Library	(1963)	Academic
Kerby Hall	(1965)	Residential
Trinity Sports Center	(2003)	Sports and Recreation
Trinity Academic Center	(2016)	Academic, Laboratories (replaces Science)

A new campus master planning process will begin in late 2016, with a goal to have a new master plan before the Zoning Commission by February 2017, ten years after the last plan was approved. The new master planning process will necessarily consider important questions about the future development of Trinity's campus in relation to trends in higher education as well as neighborhood economic development trends. Priority issues in the new master planning process will most likely include the future of the library; residence halls; and historic preservation.

2. Facilities Management

Even as Trinity is preparing to engage a new campus master planning process, and also preparing to open the new Academic Center, Facilities Services strives to sustain great customer service while managing thousands of work requests each year. The Aramark team tracks the service requests, type of request, time to completion and other data necessary to ensure high quality performance consistently.

Major projects to upgrade existing facilities continue even with the academic center construction underway. Some of the most important projects that occurred during the last five years include:

- Installation of new restrooms in Main Hall, first and second floors;
- Installation of a new Main Hall elevator on the south end;
- Main Hall classroom upgrades with new furniture, carpets, lighting;
- Refurbishing Main Hall dome due to earthquake damage;
- Major repairs in the roof and drainage system for Notre Dame Chapel;
- Oversight of a major repair to the cornice of Main Hall after ice damage;
- Ongoing ADA improvements;
- Ongoing electrical and HVAC improvements.

G. Auxiliary Enterprises and General Administration

The Vice President for Administration oversees auxiliary enterprises including the Trinity Center for Women and Girls in Sports and Conferences, and manages the major outsourced services including Food Service (Sodexo), Facilities (Aramark) and the Bookstore (Barnes & Noble). The VP Administration has also served as Trinity's primary manager for the construction of the new academic center. [DR 9.13: Operations Annual Report](#) provides detailed assessments on these administrative areas.

Auxiliary revenues through the Trinity Center and Conferences provide important additional support for Trinity's overall financial health. The programs hosted through the Trinity Center and Conferences leverage existing assets in space and facilities while attracting thousands of individuals to Trinity's campus for educational, health, fitness and recreational programs. The Trinity Center's community outreach and programming strengthens partnerships with numerous

organizations such as the Girl Scouts, D.C. Public Schools, Charter Schools, Catholic Schools, youth and amateur sports associations, and neighborhood groups providing broad services. Trinity estimates that nearly 40,000 individuals visit the campus each year through events and programs of the Trinity Center, enlivening the campus and providing excellent marketing opportunities for Trinity.

Conclusion to Chapter Nine

Trinity is a fiscally disciplined institution that operates in an environment that carefully balances frugality with prudent investment in those resources that will contribute to strategic growth. Over the last decade, as enrollment grew Trinity conserved surplus in order to build the margins that were essential to plan the new academic center and to fund strategic program initiatives.

Trinity's board and management team work constantly to make sure that the resources necessary for a high quality academic institution are present, notably, the human resources, technology and facilities that are essential for a modern university operation. Trinity's strategic plans continuously aim for growth in order to ensure the resources necessary for quality.

Recommendations:

- In the years ahead, Trinity needs to continue to focus on growth in enrollment, solving the short-term enrollment shortfalls while building stronger market appeal in key programs for the future.
- Trinity must also continue to grow the non-tuition sources of revenue through charitable gifts, grants and contracts, and auxiliary income.

CHAPTER TEN: ENVISION TRINITY 2020

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

Standard 1: Mission and Goals

As has been the case for prior Middle States Self-Study moments at Trinity, the years spent in self-study for the 2016 accreditation review have provided numerous opportunities to assess the quality and effectiveness of Trinity's planning processes, to revise the strategic plan and to set institutional sights on goals for the future. This concluding chapter of the 2016 Self-Study summarizes Trinity's strategic goals and assessment of progress toward goals, and closes the loop of fulfillment of Middle States standards by returning to Standard 1: Mission and Goals.

[*Envision Trinity 2020*](#) is the latest iteration of the strategic plan that began in the late 1990's with *Beyond Trinity 2000*, and continued through *Achieving Trinity 2010*. (Prior plans linked on the [Strategic Plan page](#) on Trinity's website.)

These plans have guided Trinity's enrollment and financial growth through the years, and have set the stage for innovation and expansion in academic programs, technology, human resources, student services and facilities. Working with and through the goals and objectives of these plans, Trinity has also enlarged its management capacity and has strengthened its reputation for quality and effectiveness, particularly in serving a student population that presents both challenges and opportunities for all of higher education.

The goals and objectives of *Envision Trinity 2020* flow through all institutional plans and processes, and this Self-Study report accurately reflects both fulfillment of the plan and areas where additional plan revisions or reconsideration of strategies and tactics are necessary. The Board of Trustees, Senior Executive Staff, Enrollment Management Team and administrators from the president, provost and CFO through all deans and department heads review and assess progress toward the strategic goals on a continuing basis, and this review is evident in annual plans and meeting materials.

Following is a brief synopsis of the areas of success and challenge that Trinity will address in making plan adjustments in the years to come; see [*Envision Trinity 2020*](#) for the actual text of each goal.

❖ **Goal One: Enrollment Development**

Because students are the center of Trinity's mission, and also because a critical mass of students in any given academic unit or program is essential for quality and financial strength, Trinity's strategic plans across the last decade have made enrollment development the first goal. Enrollment development drives all other goals, and is supported by those goals, including program development, human resource capacity, technological and physical campus development, and other services.

Implementation of the enrollment development requires laser-like focus not only on new student productivity, but even more important, on student persistence and retention.

Trinity maintains a strategic enrollment model that management recalculates after every enrollment period. The model takes into account the fluctuations in enrollment due to attrition, graduation and new enrollments. The model is strategic; the actual numbers that go into budgeting are more conservative, including the enrollment basis for the [five-year financial pro forma](#), where the enrollment forecast included with that spreadsheet is more conservative.

Chart 10.1 below shows the summary strategic enrollment model as of Fall 2015:

Chart 10.1: STRATEGIC ENROLLMENT MODEL AS OF 10/2/2015															
	FISCAL 2014		FISCAL 2015		FISCAL 2016		FISCAL 2017		FISCAL 2018		FISCAL 2019		FISCAL 2020		FY 2021
	F13 ACT	SP 14 ACT	F14 ACT	SP 15 ACT	F2015 ACT	SP 16	F2016	SP 17	F2017	SP 18	F2018	SP 19	F2019	SP 20	F2020
CAS	1078	978	1066	955	991	895	1110	990	1180	1050	1165	1030	1170	1085	1215
SPS AA	83	78	86	96	81	85	80	75	80	75	75	70	80	75	90
SPS UG	471	426	409	375	385	365	370	355	355	370	410	375	375	360	425
BGS GR	207	186	157	145	131	135	190	205	255	300	340	370	425	425	460
BGS MBA	78	69	49	36	42	50	60	65	90	95	120	115	145	130	135
NHP NRS	192	157	116	84	81	85	95	100	120	110	115	115	125	120	152
NHP OTA	29	29	38	36	36	35	37	25	34	27	50	45	45	35	73
NHP MOT					24	26	47	35	40	35	50	45	45	35	73
NHP MSN					4	23	45	60	85	85	105	95	140	150	165
EDU	368	340	350	325	367	325	345	350	350	370	380	385	410	390	425
TOTAL	2506	2263	2271	2052	2142	2024	2379	2260	2589	2517	2810	2645	2960	2805	3213

A more detailed analysis supports these summary figures, taking into account forecasts for graduation, attrition and new student enrollments each semester through Fall 2020. Trinity has continued ambitious goals for enrollment development to keep sights high even though, at various moments, enrollment has taken downturns as discussed in Chapter Two of this report. Trinity's experience is that downturns need not be permanent setbacks to goal fulfillment --- IF management succeeds in responding nimbly and creatively to the conditions causing the downturn.

❖ Goal Two: Financial Performance

Trinity's financial goals are reflected in the five-year pro-forma as well as the strategic financial ratios that management updates and the board reviews annually, all of which are presented in Chapter Nine of this Self-Study. Trinity is financially strong and continues to perform well against benchmarks. Continuing this performance depends on reversing the enrollment decline of recent years, and strengthening Annual Fund performance to provide improved charitable gift revenue streams when the current capital campaign is over. Development and Alumnae Affairs are engaged in a study of alumnae and alumni demographics and other characteristics as a basis for new programs and services to improve alum affiliation, particularly among graduates of the

last two decades. Additionally, at the conclusion of the Second Century Campaign later this year, Trinity will analyze the results toward creating a new timeline for the next campaign.

❖ Goal Three: Strategic Program Development

Aligning programs with the demands of the marketplace is a major driver of enrollment growth. Hence, Trinity's third strategic goal emphasizes program development in the respective academic units as well as university-wide. Trinity has implemented a number of new and revitalized academic programs in recent years, and all of these changes contribute to enrollment strength. Even in cases where the new program has experienced start-up challenges (e.g., Nursing, Occupational Therapy), the long-term growth potential is strong given the workforce demands of the Washington region. **Chart 10.2** shows examples of some of the key strategic initiatives in the academic units:

Chart 10.2: STRATEGIC GOAL 3: STRATEGIC PROGRAM INITIATIVES	
COLLEGE OF ARTS AND SCIENCES	<ul style="list-style-type: none"> • Mellon Grant Faculty Development for First Year Reading/Writing Improvement • Undergrad Research Initiatives • Psychology/Human Relations articulation to MA in Counseling • Revitalization of International Affairs and Politics, Study Abroad Initiatives
SCHOOL OF NURSING AND HEALTH PROFESSIONS	<ul style="list-style-type: none"> • NCLEX PERFORMANCE IMPROVEMENT • Revitalize RN-BSN program including online and articulation agreements • MSN and MOT development and expansion • OTA-to-baccalaureate track • Other Allied Health opportunities & partnerships
SCHOOL OF EDUCATION	<ul style="list-style-type: none"> • Analysis of competitive risks with changing credentialing requirements • Educational Policy new degree program • CACREP Accreditation for MA in Counseling • Expansion of continuing education opportunities
SCHOOL OF PROFESSIONAL STUDIES	<ul style="list-style-type: none"> • Streamline transfer and articulation • Improve academic advising and support • Online and Off-Site Opportunities and Partnerships • Develop Business Programs in tandem with BGS • Relaunch JAMS in more target markets
SCHOOL OF BUSINESS AND GRADUATE STUDIES	<ul style="list-style-type: none"> • Strengthen/revitalize existing master's degrees especially MBA and MSA • Improve academic advising and support • Relaunch Strategic Communications and Media Studies • Career Support and Employer Network

In certain areas, Trinity needs to improve speed-to-market and creative thinking to distinguish Trinity programs from others. This is a particular need for business programs (baccalaureate and masters) since so many area universities have the same degrees. Trinity serves a very different market, and distinguishing the ways in which Trinity's programs leverage student and graduate professional attainment must be an even more urgent focus for program development and marketing. Trinity will continue to develop and revitalize programs in healthcare professions, communications, education and related behavioral sciences/human development fields. These broad disciplinary areas are Trinity's historic major strengths. Trinity also has capacity to grow in undergraduate STEM education for women, particularly with the new academic center.

❖ **Goal Four: Technology**

As indicated in Chapter Nine, Trinity has a robust technological environment for a relatively small institution. Ensuring the quality, security and durability of core systems is a top priority. In the next 5-8 years, Trinity must consider replacing the central administrative software (PowerCampus) or find ways to ensure that this software can adapt to increased user demands for ease-of-interface to support growth goals.

Trinity must also find ways to improve faculty capacity for using technological tools, as indicated in Chapter Six. Whether Trinity moves more aggressively into an online presence beyond the current use of Moodle for routine course support is an objective that Trinity will assess in the next planning cycle.

❖ **Goal Five: Human Resource Development**

Trinity is a relatively lean institution with a strong core staff and faculty who are adept at delivering high quality programs and services. A strong and devoted body of adjunct faculty also support the curriculum. One of Trinity's greatest financial challenges in the years to come will be how to grow faculty and staff resources in ways that are sustainable. Enrollment growth is essential to ensure enlargement of human resources. In the meantime, continuing to strengthen the talent base through excellent continuing education and professional development opportunities is a high priority for both faculty and staff.

❖ **Goal Six: Management Capacity**

As Trinity grew and diversified in the last decade, the core management team also grew and diversified to ensure appropriate management capacity for each new academic unit and each department. In 2015, with the enrollment downturn, Trinity must assess the current state of management capacity and whether revisions are necessary for the future. This analysis will also consider the current institutional design and ways to streamline operations to promote efficiency as well as effectiveness. Additionally, related to both Goal Five on Human Resources and Goal Six on Management Capacity, Trinity must develop a more systematic plan to ensure strong succession management across all senior management positions.

❖ **Goal Seven: Intellectual and Informational Resources**

This goal has two major purposes: to ensure that Trinity has the library and information resources necessary to support the academic enterprise, and, at the same time, to stimulate a climate for innovation and production of Trinity's own intellectual resources to share broadly. Trinity's faculty development and assessment practices have encouraged more innovative scholarly and pedagogical work, and the growing body of faculty publications is contributing to Trinity's strength in this area.

Library development is high on Trinity's agenda for the future, not only in terms of the physical building, but more urgently in terms of the future of the collection and Trinity's relationship to online resources. Whether and how to replace or renovate the existing library structure depends

heavily on the imaginative reconceptualization of the library for the future university. This is a clear priority for the next phase of campus master planning as well as strategic planning that will be the basis for the next capital campaign.

Developing Trinity's intellectual resources --- the work products of faculty and staff across the full range of institutional endeavors --- also enhances institutional reputation and builds capacity to grow. Ensuring an environment for innovation and creativity continues is a strategic imperative for Trinity.

❖ **Goal Eight: Service to Students and the Community**

Trinity is a good neighbor and community leader well beyond Michigan Avenue. While making sure that student services on campus are excellent, Trinity also believes its future is integrally tied to the partnerships that have helped Trinity to develop new programs and that provide clinical education and service learning opportunities in the field.

How to manage partnerships well, how to develop additional opportunities that will help Trinity to meet its institutional goals while also serving the city are topics that loom large for the next phase of strategic planning. As an example, whether and how to grow Trinity's programs "east of the river" beyond the current location at THEARC is a strategic question.

❖ **Goal Nine: Quality, Outcomes and Key Performance Indicators**

Trinity has a strong reputation for serving historically marginalized populations of students. However, in the current era of scorecards and massive algorithms pulling data from IPEDS and the IRS, factoids can wind up discouraging and undermining the mission of service to at-risk students. Trinity's work on "success rate" measures of ultimate degree attainment is one way to address this challenge, and Trinity looks for other ways to establish the right performance benchmarks that demand quality but also take into account the real institutional profile.

Trinity seeks to work more closely with the Student Achievement Measure group, Lumina and other organizations that are working on similar initiatives to determine how to measure real success when the students served are different from traditional populations.

❖ **Goal Ten: Facilities**

Cutting the ribbon on the Trinity Academic Center in June 2016 will cap nearly two decades of planning for this long-desired building. While the temptation may be to set aside cranes and shovels for a while, in fact, the creation of the academic center raises new opportunities and challenges for Trinity's facilities program. A new campus master plan will be developed in late 2016 to set the parameters for campus development for 2016-2026. The plan must go before the D.C. Zoning Commission in 2017.

Moving many classes into the Academic Center will take pressure off Main Hall, and repurposing and renovating space in Main will be a clear priority going forward. Determining the future of the Library is essential, but whether an entirely new building is necessary remains to be

seen. The first important task is to envision the library of the future for Trinity, and then to determine what is the best way to house that entity.

Beyond academic facilities, the question of whether, when and how to renew student residential facilities is also an ongoing priority.

Conclusion to Chapter Ten and the Self-Study

Trinity is one of the most interesting ongoing stories in higher education today. Far from finished, the Trinity story is just entering a new chapter in which the opening of the academic center may well drive important new ideas for the future of all academic programs.

The 2014-2016 period of Self-Study has been a time of serious analysis of performance, reflection and recommitment to Trinity's most important purposes, which are those deeply embedded in mission. Proud of all that Trinity has achieved, this academic community continues to strive to find ways to welcome students who can thrive in this environment, women and men who might never have had great educational opportunities previously, future citizen leaders whose experience at Trinity will transform their lives and the lives of their children and families.

The results of the assessments reflected in this Self-Study form the basis for ongoing revision of the Strategic Plan and subordinate plans throughout the university, and those revisions also lead to curricular and programmatic changes in the years ahead. Trinity has made various recommendations to itself throughout this report, but more importantly, Trinity has developed a culture in which responding to assessment results, new data and changed circumstances is a continuous process of analysis leading to improvement. Trinity's experience suggests that the future always holds new opportunities not known at the time of any given plan or report, and developing institutional nimbleness and capacity to change is an ongoing strategic imperative.

While never quite finished with planning and assessment, and always striving for institutional improvement, the Trinity community reaffirms the commitment of its Founders each day to make a great higher education accessible to those students who will find in Trinity sources of strength, wisdom and hope.