

Trinity Washington University

Preparing for Trinity 2020:

Design for Self-Study for the 2014-2016 Middle States Comprehensive Review

Trinity Washington University enters 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. Having achieved the largest enrollment and strongest financial performance in the university's history, Trinity begins this self-study at a time when the first new academic building in more than 50 years is about to break ground. By the time the visiting team arrives in Spring 2016, the new Trinity Academic Center will be almost ready to open (Fall 2016). The new building is the physical symbol of Trinity's great progress in the last decade and even more ambitious plans for the future.

This Design for Self-Study, *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 2014 is privileged to serve a student body of more than 2,500 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 included a wide embrace of young women 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, graduates of public schools that should have done much better work to prepare these students for collegiate study. At Trinity, these students find the support, encouragement

and direction they need for success. The work is hard, and sometimes frustrating, 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, School of Business and Graduate Programs, School of Education and School of Nursing and Health Professions. 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, just recently, ACOTE (Accreditation Council for Occupational Therapy Education);
- Establishment of additional new programs in Forensic Science, Early Childhood Education, Hospitality Management, 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;
- Achieving total enrollment of more than 2,500 students, with enrollment in the historic women's college (College of Arts and Sciences) rebounding to more than 1,000 students;

- Achieving a strong financial foundation with annual surplus performance, with a balance sheet bottom line now surpassing \$100 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;
- Raising more than \$20 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;
- 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;
- 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;

Even as Trinity has realized success on many fronts, the university has considerable challenges not unlike most institutions of higher education in 2014. 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.

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 an extensive discussion of resources and all of 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 a large online presence, 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, now updated as *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 remediation 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 gateway 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 and major faculty 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 that pervade the university in order to make necessary adjustments to methods and measurements to ensure that Trinity's use of assessment data leads to meaningful programmatic and institutional change;
5. Create baseline data sets for ongoing assessment of activities beyond the self-study moment;

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 list of the committee is attached.

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.

Virtual Document Room:

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

During the self-study period the Steering Committee will align the virtual document room with the Middle States Standards for ease of access for team members. See chart on next page.

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	What do Trinity Students Learn?	3,9

Chapter One: Questions for Consideration:

- What evidence demonstrates that Trinity's mission, vision, and institutional goals are aligned, communicated widely, and operationalized by staff?
- How successfully does the mission/vision influence orientation programs, advising models, curriculum, hiring of staff and faculty, selecting students etc?
- What evidence is there that Trinity's planning process drives decisions, procedures, policies, and practice necessary for it to achieve mission and goals?
- What steps are taken and how is planning conducted to encourage inclusiveness and transparency?
- How effective is Trinity in monitoring internal and external factors and in adapting planning in response?
- What planning issues might Trinity anticipate in the next 5 years?

Chapter One: Alignment with standards:

Standard 1. Mission and Goals

Initial Assessment: Trinity exemplifies this standard. Trinity is extremely strong on mission; mission forms the backdrop for initiatives at every level of the institution, and informs daily conversation and action among campus constituencies.

Evidence:

a) Trinity's student body reflects Trinity's mission commitment to women, to principles of justice and equity, to integration of liberal arts with professional studies, and to the Catholic social justice teachings;

Example: use DC Impact Statement and poverty map

b) Mission guides curriculum and program development:

Examples: New programs in Nursing, Occupational Therapy, Early Childhood Ed
Criminal Justice, Forensic Science
BA/MA Psychology; Master's in Clinical Mental Health
Creation of the Billiard Center for Social Justice
Community Service Programs and Volunteer Hours

c) Mission is part of all faculty and staff interviews and orientation programs

d) Planning documents, annual management plans, program reviews all require evidence of fulfillment of mission as part of routine assessment and reporting requirements

Standard 2: Planning, Resource Allocation and Institutional Renewal

Initial Assessment: Trinity exemplifies this standard as evidenced by our very clearly articulated and mission-centered strategic plan; strategic plan informs our activities at many levels; there is demonstrable buy-in at every level of the institution.

Evidence:

- a) All administrative units have annual plans tied to the institutional strategic plan, and these departmental plans include protocols for assessment;
- b) Strategic plan is the backbone for all departmental planning, budgeting and assessment

Examples: New program proposals must satisfy enrollment targets; investments in new programs secure approvals based on the likely return on the investments; recent examples include Nursing, Occupational Therapy, Early Childhood Education, Forensic Science

Existing programs must demonstrate contributions to fulfillment of strategic goals; requests for new funding in existing programs must demonstrate pathways to improved outcomes

- c) Trinity's financial management discipline has enabled the university to meet or exceed financial benchmarks while also funding critical initiatives for growth and improvement

d) Trinity's relatively small size and limited resources lead to a comprehensive understanding of planning and strategy across all divisions and departments, leading to more collaborative and efficient solutions for new investments

Example: The new Trinity Academic Center addresses longstanding needs for modern academic and instructional facilities, laboratories and classrooms, with an integrated design that encourages interdisciplinarity and thoughtful collaboration among all disciplines

CHAPTER TWO. Trinity Students: Contemporary Profile and Prospects for the Future

Standards: 8. Student Admissions and Retention
6. Integrity

Strategic Goals: 1. Enrollment
8. Service to Students and the Community
9. Quality, Outcomes and Key Performance Indicators

This section will present a complete contemporary profile of Trinity students including patterns of enrollment, retention, persistence, completion and alumnae/i outcomes. The purpose of this section is to provide a context for the subsequent sections on assessment of student learning, general education, academic program assessments, related educational programs and student services.

Materials: Enrollment Data Charts
Retention and Persistence Charts
Completion and “Success Rate” Analyses
Enrollment Data by Academic Unit and Program
Financial Aid Data
Career Services Data
Alumnae/i Outcomes
Admissions Data
Entrance Characteristics (can we get accuplacer data analyzed here?)
Admissions and Marketing Materials

Writing Team for this chapter:

Dr. Ocampo (Data and analysis)
Dr. Gerlach (Student Services)
Ms. Kelly Gosnell (Admissions)
Dr. Kimberly LaBoone (Accuplacer Data Analysis)
Ms. Cathy Geier (Financial Aid)
Ms. China Wilson (Career Services)
Ms. Ann Pauley (Alumnae/i Outcomes)

Chapter Two: Questions for Consideration

- How has the profile of Trinity’s student body changed over time and what implications do these changes present for mission, strategic planning, academic programming and support services?
- What are the challenges inherent in Trinity’s student profile for achievement of performance benchmarks?
- How does Trinity assess retention, persistence, completion and long-term alumnae/i outcomes?

- How do Trinity's programs and services use data on retention, persistence, completion and long-term outcomes to effect program change?
- How does Trinity provide services to the diverse student populations and how does Trinity measure the effectiveness of the services and student satisfaction?
- How does Trinity communicate programs, services, outcomes and various market data information points to prospective students?
- How successful is Trinity's enrollment management plan, including recruiting strategies and admissions goals?

Chapter Two: Alignment with Standards

Standard 8: Student Admissions and Retention

Initial Assessment: Trinity fulfills the standard. Trinity also recognizes that the challenges inherent in serving a population of historically marginalized students create expectations for ongoing analysis and action to address the financial, social, health and academic risks that can impede retention and timely completion.

Evidence:

- a) Admissions websites, materials and practices in recruiting present clear and consistent information about Trinity's programs, policies and expectations for students;
- b) Reports from deans, advisors and specialists concerning student performance and retention in first year will demonstrate initiatives to improve retention and persistence;
- c) CAS First Year Experience and learning communities provide the best example of Trinity's response to challenges; while assessment of this program is for a later chapter, the marker can occur in this chapter as well
- d) Analysis of performance of transfer students varies by academic unit, and this analysis for NHP led to significant decisions about the applicability of transfer credit to prerequisites;
- e) Partner Schools and Programs: Trinity works with a broad range of college access programs in DC, partner schools (e.g., KIPP, Cristo Rey) and employers for graduate and professional program recruiting, and the assessment of these initiatives will also provide important evidence of the fulfillment of this standard.

Standard 6: Integrity

Initial Assessment: This chapter considers the Integrity standard in relation to Admissions. Trinity fulfills this standard well.

Evidence: Trinity's website provides comprehensive data and information on all required topics. Trinity's longstanding institutional practice includes publication of accreditation reports on the website and communication of information as quickly as possible to students.

CHAPTER THREE. What Do Trinity Students Learn?

Standards: 14: Assessment of Student Learning

Strategic Goals: 3: Program Development
9: Quality, Outcomes

This chapter will describe the overall plan for assessment of student learning outcomes, and establish the context for that assessment within each academic unit, each degree level and each academic program.

Materials: Student Assessment Plans and Reports
(Large volume of reports available on network drive, will upload to data room)

Writing Team for this chapter:

Associate Provost Dr. Ocampo
Dean Pamela Barnett (CAS)
Dean Telaekah Brooks (SPS)
Dean Mary Romanello (NHP)
Dean Janet Stocks (EDU)
Dean Jeannette Frett (BGS)

...with the input of Faculty Chairs of the CAP Committees in each unit

Chapter Three: Questions for Consideration

Note: these general questions for consideration will be tailored to each academic unit and degree level and the final design for self-study will reflect more nuance for the many different student populations and programs

- What are Trinity's plans for student learning assessment in all programs at all levels? How do these plans articulate to Trinity's mission and strategic goals, and to disciplinary standards in higher education?
- What do the results of the assessment plans tell us about student learning outcomes at all programs and levels? What changes have occurred in programs and courses as a result of these assessments? Have these assessments led to other institutional changes?
- What has Trinity learned about assessment methodology that informs change and improvement in student learning assessment methodology?
- How does Trinity educate and empower faculty for continuous improvement in student learning assessment?
- How are co-curricular and experiential learning opportunities aligned with the educational mission of Trinity and assessed?

Standard 14: Assessment of Student Learning

Initial Assessment: Trinity meets the standard.

Evidence:

- a) All course syllabi and all academic programs have clearly stated student learning outcomes aligned with collegiate unit goals and mission which are also aligned with institutional mission; all program documents and course syllabi clearly state the learning outcomes so that students can know expectations;
- b) All academic programs have a systematic and documented process to evaluate student learning outcomes and to make changes for improvement based on the results.
- c) All academic programs use a summative final assessment process to ensure that students have mastered the learning goals of the program prior to approval for graduation.
- d) Trinity has created an Associate Provost for Assessment to oversee all academic assessment activities in all units;
- e) In academic governance, the University-wide Curriculum and Academic Policy Committee (UCAP) and the CAP committees of the respective units are responsible to oversee implementation of assessment plans.

CHAPTER FOUR. Foundation for Learning in General Education & Academic Support

Standards: 12: General Education
 13: Related Educational Activities – Academic Support Services

Strategic Goals: 3: Program Development

This chapter will present the background and current assessment of the General Education curriculum in both CAS and SPS, and will also address the CAS First Year Experience Program.

Because the General Education programs depend heavily on the work of the specialists in Math, Critical Reading and Writing, and the work of the Academic Services Center is an integral part of the assessment, this section will provide assessments of those programs and services in relation to the General Education discussion.

Materials: General Education Assessment Plans and Reports
 Plans and Reports from the respective support service groups

Writing team for this chapter:

Ms. Sarah Wilson, Director of Academic Administration
Dean Pamela Barnett (CAS) and CAS CAP Committee Chair
Dean Telaekah Brooks (SPS) and SPS Committee Chair
Instructional Specialists for Math, Critical Reading and Writing
Dr. Kimberly LaBoone, Director of Academic Services

Chapter Four: Questions for Consideration

Note: Trinity has general education programs in both the full-time daytime college (CAS) as well as the part-time evening/weekend program (SPS). This final design for self-study in this section will have more nuance and specificity for each undergraduate population.

- How has Trinity determined the content of the General Education Program in both CAS and SPS and how does general education relate to the majors and also to industry standards?
- How has the addition of licensed professional programs in healthcare and education affected demand for general education courses?
- How does the General Education Program incorporate Trinity's mission values?
- How does Trinity assess the outcomes of general education for students in each unit?
- What do the outcomes reveal about student preparatory deficiencies and how do those outcomes contribute to change in the General Education Program?
- What experiential learning opportunities does Trinity provide and require, and how does Trinity evaluate the effectiveness of such programs?
- What partnerships does Trinity maintain for educational purposes and how are those partnerships assessed for effectiveness?

- How does Trinity assess the effectiveness of the Academic Services Center including services for learning skills, tutorials for math and other disciplines, the Writing Center, and other academic services?

Standard 12: General Education

Initial Assessment: Trinity meets the standard.

Evidence:

a) All General Education courses have annual assessments;

Examples: Math, Writing and Reading courses have detailed assessment reports

b) CAP committees in each unit oversee the assessment of general education; UCAP oversees assessment of programs which includes assessment of the relationship between general education and major requirements, or, where programs only serve general education, an examination of the program outcomes for general education.

c) A Writing in the Disciplines project now extends assessment of writing competence from general education through major programs.

Standard 13: Other Educational Offerings

Initial Assessment: For those parts of this standard that apply to Trinity, Trinity meets the standard.

Evidence:

a) Trinity assesses all students at entrance using Accuplacer and the results of the assessment determine the initial placement of students in gateway courses and support services;

b) Trinity provides extensive academic support services for under-prepared students;

c) Trinity's first year experience program provides support in courses and co-curricular services for students who present at-risk characteristics;

CHAPTER FIVE. Assessment of the Academic Programs

Standards: 11: Educational Offerings
 13: Related Educational Programs

Strategic Goals: 3: Program Development

This section will address the assessments of all academic programs in all schools and at all degree levels.

This section will also address partnerships, CED program and other topics included under Standard 13.

Materials: Academic Program Review Reports and Analyses

Writing team for this chapter:

Associate Provost Ocampo
 Ms. Sarah Wilson, Director of Academic Administration
 Chair of UCAP
 Program Chairs
 Deans

Chapter Five: Questions for Consideration

Note: as in the last two chapters, this chapter will have more segmentation and nuance for the respective academic units and degree levels.

- What is the plan for regular assessment of the academic programs?
- How do the academic programs articulate to the mission and strategic plan?
- How do the academic programs articulate to external disciplinary standards?
- How do the academic programs assess the quality of student learning outcomes?
- How do the plans developed in the academic programs inform planning and budgeting for institutional support, e.g., facilities (labs, studios, classrooms), technology, equipment, library acquisitions, etc.?
- How do the plans developed in the academic programs inform faculty development?
- How do the academic programs participate in information literacy?
- How do the academic programs participate in transfer credit evaluation?
- How do the graduate programs incorporate advanced standards for students?

Standard 11: Educational Offerings

Initial Assessment: Trinity meets this standard.

Evidence:

- a) All academic programs participate in a periodic program review process that gathers evidence for assessment including enrollments, requirements, graduations, program changes, program outcomes, recommendations for change;
- b) Trinity is beginning to collect more robust alumnae/i outcomes information and this will inform program reviews in the future;
- c) Programs leading to professional licensure (Nursing, Occupational Therapy, Teacher Education, Educational Administration, Clinical Mental Health Counseling) have specialized accreditation that provides specific disciplinary alignment to external standards; other programs also use external alignments as available;

Standard 13: Other Educational Offerings

Initial Assessment: For this chapter, Standard 13's rules for Experiential Learning, Non-Credit Offerings, Distance Learning and Additional Locations apply. Trinity meets the standard.

Evidence:

- a) Internships and Partnerships: Trinity has an extensive network of internships and partnerships and routinely evaluates their effectiveness by program and academic unit;
- b) Trinity at THEARC is an additional approved location offering an associate degree for working adults; Trinity assesses this program through the assessment processes of the School of Professional Studies;
- c) Trinity offers a non-degree Continuing Education Program through the School of Education for teachers and principals. Assessment of these CE courses occurs routinely;
- d) Trinity offers a limited number of online courses through CE and also through graduate studies in SPS.

CHAPTER SIX. Faculty Resources

Standards: 10: Faculty

Strategic Goals: 5: Human Resource Development
7: Intellectual and Informational Resources

This section will provide a comprehensive overview and assessment of Faculty resources.

Materials: Faculty Statistics
Faculty Profile by Unit
Faculty Development Programs
Faculty Projections

Writing team for this chapter:

President McGuire
Ms. Sarah Wilson
Associate Provost Ocampo
Chair of Faculty Welfare Committee
Deans

Chapter Six: Questions for Consideration

Note: this section will also address faculty issues by academic unit and degree level and program type

- How has Trinity's faculty grown and changed in relation to the changing student profile and organizational design?
- What do the data about faculty deployment across the course schedule suggest about areas where faculty resources need improvement?
- How does the recruitment process identify faculty who are able to share Trinity's mission, goals and expectations effectively for Trinity students?
- What professional development opportunities are available for faculty?
- How do Trinity's faculty use technology and what opportunities are available for their growth in the use of technology?
- What is the faculty assessment plan and what do the results suggest for improvement?
- What intellectual and programmatic values do Trinity's faculty contribute through presentations and publications to their disciplines and to higher education?
- How does Trinity balance full-time and part-time faculty in the units and programs and to what extent will Trinity rebalance this distribution in the future?
- What is the profile of the adjunct faculty and what forms of orientation, development and assessment does Trinity use to ensure the quality of the adjunct faculty?

Standard 10: Faculty

Initial Assessment: Trinity meets the standard.

Evidence:

a) Trinity's full-time faculty profile reveals a significant core of well-qualified and highly dedicated faculty across the disciplines and units; faculty choose Trinity with enthusiasm;

b) Trinity's part-time faculty are well-qualified professionals who share a portion of their professional lives in the teaching mission;

c) Trinity provides professional development opportunities in myriad ways --- support for individual faculty and participation in conferences, group programs on campus, Third Year Review for tenure-track faculty, etc.; Trinity plans to hire an Associate Provost for Faculty Personnel to advance the faculty development program;

d) All courses have Moodle websites and faculty receive routine training in the use of Moodle and instructional technologies;

e) Academic freedom is a cherished Trinity value and faculty publications and engagement reveal a broad range of activities.

CHAPTER SEVEN. Student Services

Standards: 9: Student Support Services
6: Integrity

Strategic Goals: 8: Service to Students and the Community

This section will provide a comprehensive overview and assessment of student services including the range of services identified in Standard 13 as well as Standard 9.

Materials: Student Services Reports
Residential Reports
Athletics Reports
Health Services Reports
Campus Ministry Reports
Academic Services Reports

Writing Team for this chapter:

Dr. Karen Gerlach, Vice President for Student Services
Dean Michele Bowie
Sr. Mary Ellen Dow
Athletics Director
Health Services Director
Residence Life Director

Chapter Seven: Questions for Consideration

- How sufficient are the resources (including human capital) provided by Trinity to ensure that students can succeed from admission through graduation?
- Given the broad diversity of Trinity's student body, how has student services grown and changed to be able to meet the needs of students across many ages and life circumstances?
- What evidence exhibits the effectiveness of advising processes?
- How well are student support needs being met?
- How does Trinity demonstrate the implementation of reasonable procedures to address student complaints and grievances?
- How effective are the mechanisms for retention collaboration among Academic Affairs/Student Affairs/Administration and Finance?
- How effective are support services for specific student populations i.e. students with disabilities, athletes, commuter and graduate students?
- What incentives and barriers either promote or hinder student success?

Standard 9: Student Support Services

Initial Assessment: Trinity meets the standard.

Evidence:

a) Trinity's organizational design provides extensive student support services within the academic units and centralized as well. The Vice President for Student Affairs and the Provost work with the deans to ensure horizontal and vertical integration of student services.

b) All Trinity students in all units have access to the core services including Academic Services, Enrollment Services, Career Services, Health Services (fee-based for some services), Campus Ministry, and programming in student activities and student government. Academic advising is provided through each academic unit. While intercollegiate athletics is limited to CAS students, all students have access to the Trinity Sports Center for individual and group fitness programs;

c) Athletics conducts routine outcomes assessment and the data indicates that athletes have stronger academic performance and better retention than the student body at-large;

d) Residence life conducts routine assessments.

Standard 6: Integrity

Initial Assessment: Trinity meets the standard.

Evidence:

a) Policies governing student conduct and other student matters are readily available on the website and are reviewed annually for compliance and effectiveness;

b) Student adjudication processes are fair and impartial; students accused of policy breaches have opportunities for hearings and appeals from adverse decisions;

c) Student financial policies are widely promulgated and students may appeal adverse financial decisions;

d) Student complaints are managed fairly and as quickly as possible.

CHAPTER EIGHT. Assessment of Leadership and Institutional Effectiveness

Standards: 4: Leadership and Governance
 5: Administration
 7: Institutional Assessment

Strategic Goals: 5: Human Resource Development
 6: Management Capacity

This section will include the administrative design and report on the work documented in the annual departmental plans and assessments.

Materials: All annual administrative plans and reports
 Senior Staff Profile
 Board Profile
 Policies List
 Charter and By-Laws
 Board assessment and related board materials

Writing team for this chapter:

President McGuire
 Ms. Carole King, Vice President for Human Resources
 Ms. Sarah Phelps, General Counsel
 Sr. Patricia O'Brien, Board Chair

Chapter Eight: Questions for Consideration

- Does the governance process fulfill Middle States standards?
- Is the conflicts of interest policy effective?
- What is the board selection and assessment process?
- What is the president's assessment process?
- What is the role of the senior staff in fulfilling institutional mission and goals?
- What is the profile of the senior staff?
- What is the process for routine assessment of administrative programs and services?
- Are institutional policies readily available for public review?

Standard 4: Leadership and Governance

Initial Assessment: Trinity fulfills this standard.

Evidence:

a) Trinity has an extensive and public set of policies and by-laws readily available on the website;

b) Trinity's Board of Trustees includes a cross-section of public members, alumnae and Sisters of Notre Dame who understand their fiduciary duty to Trinity; the chair of the board is a trustee who is *not* the CEO;

c) Trinity's Board, senior staff and faculty routinely provide written disclosure statements concerning conflicts of interest;

d) Trinity's president is appointed by the governing board and routinely assessed.

Standard 5: Administration

Initial Assessment: Trinity fulfills this standard.

Evidence:

a) Trinity's senior administrators have the experience and credentials necessary to lead the institution effectively;

b) Trinity's organizational design has grown and developed to keep pace with the changing student body;

c) The Senior Staff meet weekly to review progress toward goals, review policies and to address outstanding issues affecting institutional effectiveness.

Standard 7: Institutional Effectiveness

Initial Assessment: Trinity fulfills this standard.

Evidence:

a) Trinity's management team participates in an annual process of written plans and assessments, and these relate to the institutional mission and strategic plan while articulating unit goals and objectives for measurement;

b) Trinity's planning and assessment processes use quantitative as well as qualitative measures, and where applicable plans also use external benchmarks derived from industry sources (e.g., Moody's benchmarks) or cohort benchmarks derived from Trinity's selected peer institutions;

c) Trinity also uses student satisfaction surveys and other measures of effectiveness;

d) Annual planning and budgeting process takes into account the changes that assessment results suggest for improvement.

CHAPTER NINE. Resources To Support Trinity’s Mission, Programs & Services

Standards: 3: Institutional Resources

Strategic Goals: 2: Finances
4: Technology
5: Human Resource Development
10: Facilities

This section will provide an overview and assessment of Trinity’s finances, facilities and technology.

Materials: Strategic Financial Ratios Reports
Facilities Reports
Technology Reports
Human Resources Reports
Development and Advancement Reports

Trinity Academic Center Plans

Writing team for this chapter:

Ms. Barbara Lettiere, CFO
Mr. Eric James, Controller
Mr. Michael Malewicki, VP Administration
Mr. Michael Burbach, Director of IT Services
Ms. Carole King, VP Human Resources
Ms. Ann Pauley, VP Advancement

Chapter Nine: Questions for Consideration

- Is Trinity meeting the debt covenant ratios?
(Covenant Ratios)
- Are Trinity’s resources sufficient and flexible enough to support the mission?
(Primary Reserve Ratio)
- Are resources, including debt, managed strategically to advance the mission?
(Viability Ratio, Debt Service Coverage)
- Does asset performance and management support the strategic direction?
(Return on Net Assets ratio, Age of Facilities Ratio)
- Do operating results indicate the institution is living with available resources?
(Net Operating Revenue Ratio)
- What are Trinity’s plans for technology improvements?
- What are Trinity’s plans for facilities improvements?
- How does Trinity’s human resource development and assessment program contribute to the ongoing quality and capacity of the university in managing a broad diversity of students and programs?

- How do Trinity's Development and Advancement programs contribute to development of new resources for Trinity?
- What capacity will the new Trinity Academic Center contribute to the university?

Standard 3: Institutional Resources

Initial Assessment: Trinity meets the standard.

Evidence:

- a) Strategic Financial Ratios and Audit Reports;
- b) Budget process tied to strategic goals and assessments;
- c) Campus master plan and facilities assessment reports;
- d) Trinity Academic Center plan and program;
- e) Technology Services plan;
- f) Human Resources plan;
- g) Capital Campaign results and Development/Advancement plans.

CHAPTER TEN. Envision Trinity 2020: Strategic Planning for the Next Decade

Standards: All

This section will pull the entire report together and focus back on the idea introduced in the first chapter that strategic planning is the backbone of Trinity's ongoing transformation and renewal.

This section of the plan will incorporate *Envision Trinity 2020*, the new strategic plan, and will point to the ways that the new plan will address suggestions arising through the Middle States process to ensure Trinity's continuing renewal and excellence through the next decade.

Materials: Strategic Plan and related materials

Writing team for this chapter:

President McGuire
Senior Staff

Chapter Ten: Questions for Consideration

- a) What is the theory of the strategic plan and how has the plan changed as a result of the self-study process?
- b) What new assessment methodologies will the strategic plan incorporate as a result of experience with assessment in the last several years?
- c) How will Trinity incorporate a more specific set of intermediate benchmarks to measure progress toward goals each year?
- d) What will Trinity look like by 2020? How has the self-study process illuminated that vision?

Summarize specific suggestions related to All Standards

Recommended Institutions for Composition of the Visiting Team:*Trinity's Cohort Institutions:*

Carlow University, Pittsburgh, PA
Cedar Crest College, Allentown, PA
Chatham University, Pittsburgh, PA
Chestnut Hill College, Philadelphia, PA
College of New Rochelle, New Rochelle, NY
College of Saint Elizabeth, Morristown, NJ
Georgian Court University, Lakewood, NJ
Hood College, Frederick, MD
Immaculata University, Immaculata, PA
Manhattanville College, Purchase, NY
Marymount Manhattan, New York, NY
Mercy College, Dobbs Ferry, NY
Notre Dame of Maryland University, Baltimore, MD
Rosemont College, Rosemont, PA
Sage Colleges, Albany, NY
Stevenson University, Stevenson, MD

Other Comparable Institutions:

Holy Family University, Philadelphia, PA
Lincoln University, PA
Mercy College, Dobbs Ferry, NY
Mercyhurst University, Erie, PA
Molloy College, Rockville Centre, NY
Neumann University, Aston, PA