

Self-Study Program Review

The Town Hall Education, Arts, and Recreation (THEARC)

December 2015

I. Executive Summary

Trinity is offers college-level courses and other educational services at The Town Hall Education, Arts, and Recreation (THEARC) in Southeast Washington, D.C. Trinity is the only university invited to participate in THEARC's establishment and is now the only private university offering college-level classes east of the Anacostia River since 2006. Currently, students pursue an associate's degree in general studies or an associate's degree in general studies with an emphasis in early childhood education.

The courses within the Associate of Arts program are equivalent to the General Education requirements of the SPS Bachelor's program, the program outcomes were supplemented by the outcomes of the *Student Learning Goals and Objectives of the Core Curriculum*. The program outcomes include:

Oral and Written Communication -

- Write and present research-based information in a clear and concise manner that is suited to the purpose of the communication
- Utilize technology to enhance communication

Critical Thinking -

- Understand and explain written passages
- Apply knowledge to define issues and develop potential solutions
- Analyze information to determine relevance and reliability; describe and explain assumptions contain within the information
- Develop conclusions as a result analysis of information

Information Literacy -

- Research, identify, evaluate, and organize information to support critical thinking, problem solving, and communication

Technology Literacy -

- Utilize technology and software applications to store, manage, and present information
- Communicate effectively and professionally using technology

Scientific and Quantitative Reasoning -

- Explain information contained in charts, graphs, spreadsheets, and formulas
- Utilize numerical data to support decision making and problem solving
- Collect, analyze, interpret, and present data to support critical thinking and communication

Ethics /Social Justice -

- Apply ethical usage of knowledge and information
- Analyze and discuss information in groups to arrive at agreed upon conclusions, while respecting differences in opinions
- To identify and critically discuss sociological, moral, and ethical issues contributing to disparities in society

Global Awareness -

- Communicate orally and written to analyze and discuss key issues that affect the contemporary world
- Understand and identify key environmental, political, sociological and cultural factors shaping the key issues

The Middle States requirements for General Education formed the baseline of these outcomes. All courses and outcomes were created to fall in line with the expected outcomes from the accreditation board. This program was designed to enable students to matriculate into a bachelor's program on the Main Campus, to ensure that these outcomes prepared students to be successful as they continued their studies. Information from area community colleges was considered: Prince George's Community College, Montgomery College, and Northern Virginia Community College. All of the area community colleges have General Studies as their most enrolled major. It was concluded that most students take this major to prepare them for advanced studies towards a Bachelor's degree; similar to the goals of the students within Trinity's associate's degree program.

Challenges

The major challenge in offering courses at THEARC is space. Currently there is no Trinity presence during the day time hours. Additionally, Trinity has no permanent office space within the building. Advising appointments are held after 5:00 PM in the Middle School for Girl's library or an empty classroom. All classes are held utilizing the Middle School for Girls during the evening (Monday through Fridays) and on Saturdays during the day.

Another challenge at THEARC is providing students with onsite resources such as tutoring. Currently there is one tutor supported by work study through Trinity's Academic Service Center.

Recruiting efforts have affected the enrollment of students at THEARC. A change in admission personnel during the 2014-2015 academic years has decreased the number of students recruited and accepted into the program.

Program Profile

- The goal of Trinity at THEARC is to provide a quality education of an associate's degree to the residents residing within and surrounding Wards 7 and 8 communities in Washington, DC.

- **Faculty Teaching and Research**

The faculty of THEARC serve in an adjunct capacity. The only full time faculty member is the Math Specialist who teaches both at THEARC and on the main campus.

- 100% of faculty have master level degrees
- 30% have a terminal degree

- THEARC faculties attend adjunct orientation each semester on the main campus.
- Students assess faculty and courses at the end of each semester

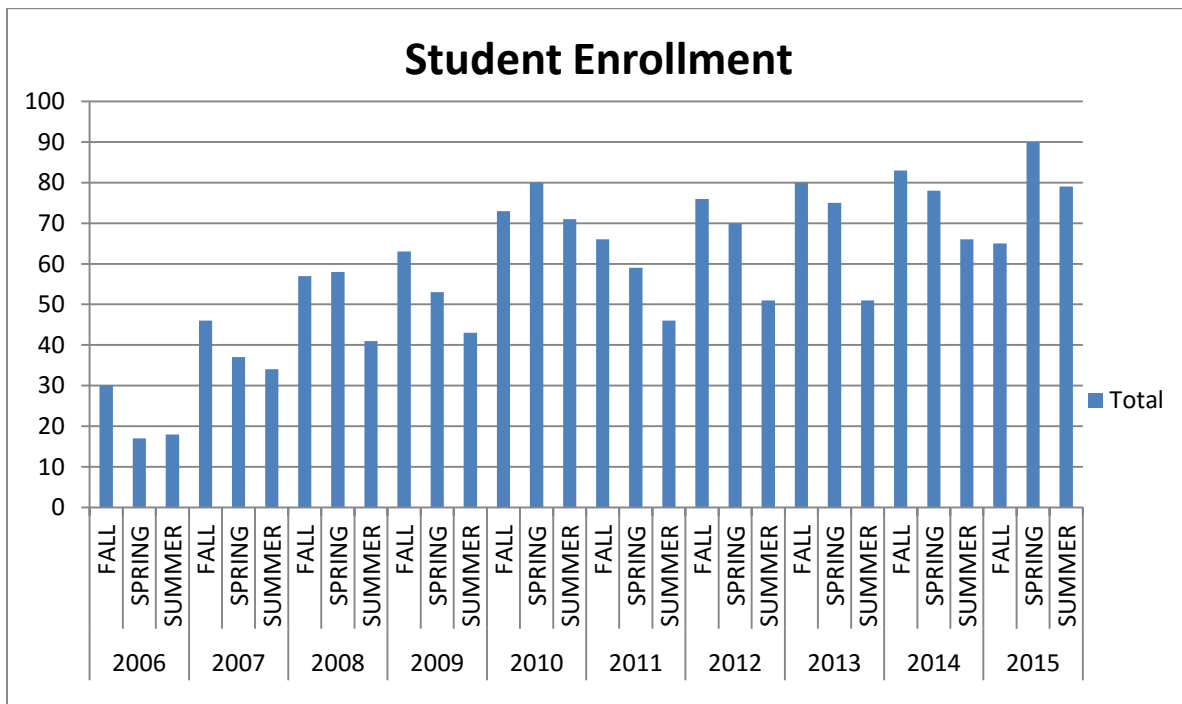
Faculty Summary and Profile

LAST NAME	FIRST NAME	DEGREE	AREA	COURSE	COURSE TITLE	COURSE	COURSE Title	COURSE	COURSE Title
Atkins	Shayla	M.A. English Language – ABD AA Literature	English	ENGL 106	Writing for Academic & Professional Success			BADM 250	Principles of Marketing
Black	Reginald	M.S. Natural Resource Management	Science	ENVS 102	Science of the Environment				
Burrell	Olu	M.S. Organization Dev/ B.A. English	English	ENGL 060	Composition Skills				
Cork	Marcia	M.A. Public Communication	Communications	COM 224	Cross Cultural Communication				
Davis	Renetta	M.Ed. Administration and Policy	Early Childhood Education	EDCC 206	Developing Oral Language in Early Childhood				
Dawkins	Beth	Ph.D. Education	Early Childhood Education	EDCC 204	Child, Family and Community	EDCC 206	EDCC 212		Obsv/Desri Mesrment Growth in EC
Erhard	Kurt	M. Div. Theology - ABD Philosophy	Philosophy	PHIL 101	Logic and Problem Solving	PHIL 252	Practical Ethics		
Grimes	Lauren	M.P.P. Public Policy	Government Administration	POLS 102	Politics and Citizenship				
House	Anton	M.A. US History - ABD History	History	GST 102	Introduction to Humanities				
Johnson	Kevin	M.S. Mathematics	Math	Math 111	Finite Mathematics				
Kondo	Zak	Ph.D. History	History	HIS 134	American Civilization				
Scipio	Kia	J.D.	Law and Administration	INT 113	Academic Achievement				
Smith	Irene	M.A. Religious Education	Religion	RST 289	Comparative Religions				
Thomas	Monee	M.A. Social Work	Social Work	HUMR 212	Introduction to Counseling				
Tobler	Cheryl	Ph.D. Ethnomusicology	Fine Arts	FNAR 248	Music and Culture	FNAR 222	Architecture, Cities and Society		
Tongue	Arlette	M.B.A.	Business	BADM 100	Fundamentals of Business	BADM 230	Marketing Theory & Practice		
Toye	Ricardo	M.B.A.	Business	BADM 100	Fundamentals of Business	SOCY 101	Social Issues		
Young	Sophia	M.A. Administration - M.A. Government	Government Administration	INT 117	Introduction to Information Literacy	INT 290	Capstone		

Student Demographics

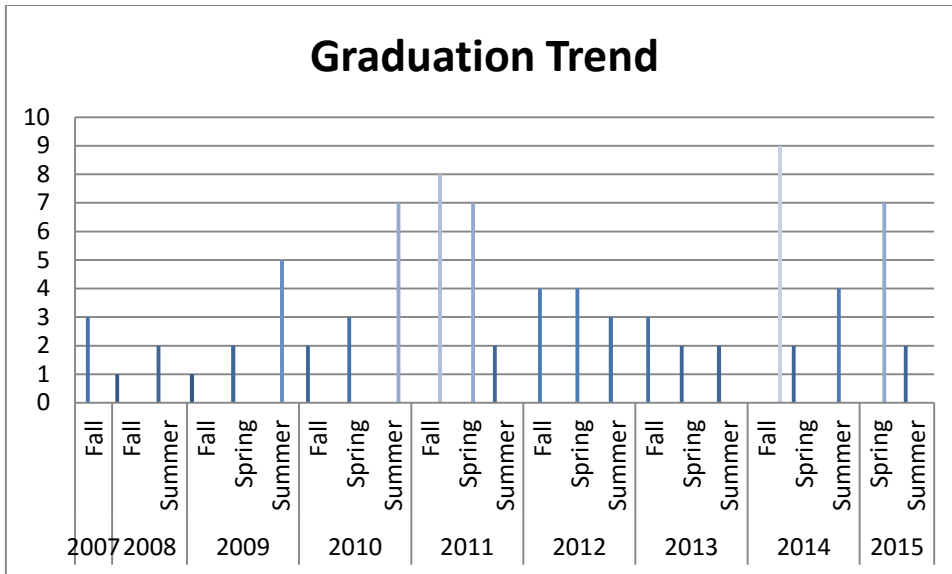
- 98% of THEARC students are African American
- The average class size is 15 students
- The average age of the students is 30
- Accuplacer Placement test scores vary from 0 to 7
- Approximately 65% of all students reside in Wards 7 and 8
- 85% of students are eligible for full or partial PELL Grant. Other aid includes: employee assistance/reimbursement and T.E.A.C.H. Early Childhood DC scholarship funding

Student Enrollment Trend



- THEARC also experienced its highest graduation in the Fall 2014. There were 9 students cleared for the December 2014 graduation. Of the nine students, 6 (67%) transferred to Trinity's Main campus to obtain a Bachelor of Science or Bachelor of Arts Degree.

Since 2006, 391 students have attended at least one semester at THEARC (Associate Degree specific). Trinity has offered other courses and programs at THEARC throughout the nine years. Some of these programs include: MSA and Continuing Education courses.



As of 2015, there have been a total of 85 graduates. Of the 85, 38 have transferred to Trinity’s main campus to pursue a bachelor degree. Four students have reportedly transferred to other four-year institutions.

Alumni

There is no alumni data to survey employment gains or higher academic placement

Program Relevance to the Labor Market

The associate’s degree is relevant to the labor market. Students report that their places of employment are requiring further education beyond a high school diploma. In addition, the DC Expansion Act of 2008, states:

RESOLVED, BY THE COUNCIL OF THE DISTRICT OF COLUMBIA, That this resolution may be cited as the “Pre-K Acceleration and Clarification Congressional Review Emergency Declaration Resolution of 2011.”

In May 2008, the Council of the District of Columbia unanimously passed the Pre-k Expansion and Enhancement Amendment Act of 2008 (“the Pre-k Act”) to ensure that 35 all children 3 and 4 years of age in the District of Columbia have access to high-quality pre-k by September 1, 2014.

(b) To meet the emerging workforce demands of a new high-quality 1 pre-k system, the Pre-k Act required the Office of the State Superintendent of Education to convene a District-based consortium of colleges and universities and launch higher education incentive grant and scholarship programs. But as the District’s public university, with a federally recognized, high-performing system for early childhood education professional development and training, the University of the District of Columbia was the appropriate entity to convene and coordinate District colleges and universities.”

Offering the associates degree with the emphasis in early childhood education reflects the need of the District of Columbia.

Future Issues

THEARC is not filled to capacity. Staff must work collaboratively with admissions to discuss and implement a recruitment effort. This effort should include visit to community based organizations, day care centers and businesses within Wards 7 and 8.

Many students have inquired as to whether they can pursue a bachelor's degree at THEARC as opposed to transferring to main campus. A transfer to main campus takes them out of their neighborhood (one of the very reasons why they enrolled) and the tuition is 70% higher. Many students have concerns about taking out loans to pursue further education.

The Boys and Girls Club

The Boys and Girls Club of Greater Washington is housed in THEARC. The afterschool program ends at 7:30 PM. Trinity will be setting up meetings to discuss the possibility of the Club expanding its hour so that the students attending courses can have adequate day care for their children. The Club currently has funding (Century 21) they may be able to allocate for this effort.