



Trinity Washington University

Middle States Self-Study Report Spring 2026

For Trinity's 2024-2026 Accreditation Review by the
Middle States Commission on Higher Education



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Trinity Washington University

2024-2026 Middle States Self-Study

EXECUTIVE SUMMARY

With pride in the accomplishments documented and aware of the need for continuing improvements, Trinity Washington University presents this 2024-2026 Self-Study to the Middle States Commission on Higher Education.

Quick Profile: Trinity in Fall 2025 includes 2100 students in four academic units: the College of Arts & Sciences as the full-time daytime women's college; and the coeducational professional schools including Nursing and Health Professions, Business and Graduate Studies, and Education. 95% of Trinity students are female; 55% are Black, and 30% are Hispanic; about 60% are Pell grantees; about 10% are undocumented immigrants. About half are residents of the District of Columbia and are graduates of the D.C. Public and Charter schools. Trinity's largest major programs include Nursing, Psychology, Business, the STEM disciplines and Education.

This Self-Study documents Trinity's achievements and challenges through analysis of the seven Middle States standards and through the lenses of Trinity's priorities and lines of inquiry. Following is a summary of key points in each chapter:

Standard I – Mission and Goals: Mission informs Trinity's work each day from curriculum development and pedagogy to student services and co-curricular life. The Strategic Plan goals align with mission expectations and ongoing assessments consider the ways in which programs and services fulfill mission. The Catholic faith tradition and value of social justice animate Trinity's mission within and among a highly diverse population of students, faculty and staff.

Standard II – Ethics and Integrity: Arising from the mission commitments, Trinity's care for ethics and integrity in all aspects of the university is clear and consistent. Academic Freedom is essential, and aligning policies and practices with ethical standards is essential. Trinity manifests a rigorous commitment to racial equity in all phases of institutional life and work.

Standard III – Design and Delivery of the Student Learning Experience: Curricula and pedagogy incorporate inclusive excellence principles, and faculty development opportunities are consistent with goals for continuous quality improvement in teaching. Programs incorporate Trinity's mission values and strategic vision. Assessments are done consistently, with necessary improvements identified for specific programs.

Standard IV – Support of the Student Experience: From admissions and financial aid through advising and student services, Trinity has high expectations for every program and service to work collaboratively to ensure student retention, persistence and ultimate completion; students have many challenges and continuing to improve Trinity's ability to support students through their challenges is a clear institutional priority.

Standard V – Educational Effectiveness Assessment: Trinity sustains a strong culture of assessment supported by data tools that ensure continuous and rigorous assessment analysis. Curriculum mapping is now standardized and reviewed annually, and assessment reporting has been revised and strengthened. Further improvements will occur with more faculty development for assessment and the implementation of the Assessment Handbook.

Standard VI – Planning, Resources and Institutional Improvement: Trinity’s strategic planning process is continuous and embedded in all phases of institutional oversight and management. As a result of strong planning, Trinity has been able to develop significant resources to support fulfillment of strategic goals including goals for diversity, equity and inclusion. With significant needs to continue facilities and technology improvements, improve salary and enlarge faculty and staff resources while continuing support for student needs, Trinity will continue to manage finances strategically and prudently while also seeking new revenue sources.

Standard VII – Governance, Leadership and Administration: Trinity’s Board, executive management and faculty work in a collaborative system of governance to ensure that the university is able to fulfill its goals and responsibilities to students. Strengthening the student role in governance is important, along with ensuring that the governance system can continue to function well and harmoniously in the face of many external pressures.

Steering Committee and Work Groups

Middle States Self-Study Steering Committee

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 Dr. Cynthia DeBoy, Professor of Biology, *Co-Chair*
 Dr. Karen Gerlach, Vice President for Student Affairs
 Mr. Grant Gonzalez, Chief Financial Officer
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 Dr. Christine Carrino Gorowara, Dean of the School of Education
 Mr. Thomas Mostowy, Dean of Professional and Graduate Studies
 Dr. Carrie O'Reilly, Associate Dean NHP, Nursing Program Director
 Dr. Lisa Simmons, Assistant Professor and MOT Program Director
 Dr. Rewa Burnham, Associate Professor of English
 Dr. Steven Gable, Associate Professor of Philosophy
 Ms. Trisha Smith, University Librarian
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Standard 1: Mission and Goals

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Standard II: Ethics and Integrity

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 Ms. Nicole Rouse, Assistant Director of the Center for Student Success

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Standard IV: Support of the Student Experience

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Dr. Deneen Robin, Director of Clinical Training, Graduate Counseling Program
Ms. Annie Cosimano, LCSW, Health and Wellness Center, Social Worker

Standard V: Educational Effectiveness Assessment

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Dr. Nicole Betschman, Director of the MPH Program, Associate Professor of the Practice
Dr. Jennifer Lee, Assistant Professor of Education
Dr. Sonya Cole, Assistant Professor of Business
Dr. Wairimu Mwangi, Assistant Professor of Sociology
Dr. Kaitlin Wellens, Luce Professor of Biology

Standard VI: Planning, Resources, and Institutional Improvement

Mr. Grant Gonzalez, Chief Finance Officer, *Chair*
Mr. Michael Burbach, Vice President and Chief Information Officer
Ms. Cathy Geier, Vice President for Enrollment Services
Ms. Ashley Bianchi, Director of Development
Ms. Trisha Smith, University Librarian

Standard VII: Governance, Leadership, and Administration

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Mr. Vernon Scott, Assistant Professor of Criminal Justice
Dr. Joshua Wright, Associate Professor of Global Affairs
Dr. Rashida Daye-Campbell, Director of the OTA-B Program and Assistant Professor
Mr. Patrick Kellogg, Vice President for Development and Alumnae Affairs

Introduction to the 2024-2026 Trinity Middle States Self-Study

“Dear Mother: I heartily congratulate you on the good news you send me --- that you are about to erect a college for the higher education of Catholic young women in our National Capital, and near the grounds of the Catholic University of America. I hereby give my endorsement, approval and blessing to your noble work, and I pray that it may succeed beyond your most sanguine expectations...Such an institution... will relieve the University authorities from the embarrassment of refusing women admission...”

Excerpt from a letter dated June 21, 1897,
from James Cardinal Gibbons, Archbishop of Baltimore
to Sr. Julia McGroarty, Superior of the Sisters of Notre Dame

At the end of the 19th Century, women had few options for higher education in the United States. The “new” women’s colleges like Smith, Wellesley, Vassar and Bryn Mawr were growing in prominence, awakening a new generation of women who desired collegiate opportunities parallel to those that men enjoyed. Some Catholic women dared to attend the non-Catholic women’s colleges – and some very brave Catholic women even enrolled at the then-coed Columbian College that was the precursor to George Washington University --- but for the most part Catholic women were on the sidelines of higher education.

Enter the Sisters of Notre Dame de Namur, a congregation founded in France in 1804 with a specific mission in education for poor girls. The SNDs conducted a girls’ school in Washington, and with the collaboration and support of Cardinal Gibbons and the leadership at then-new Catholic University, they created Trinity College with a clear and ardent vision that women should have access to a superior collegiate experience at least equal to the quality of education provided at the men’s colleges. Some conservative priests objected to the idea of women’s education as a manifestation of the heresy of “Americanism,” but Pope Leo XIII (a leader in the development of the Church’s social justice teachings) intervened and approved Trinity’s founding. The articles of incorporation were adopted on August 20, 1897.

127 years later, Trinity College is now Trinity Washington University, a multi-dimensional institution of higher education that sustains its historic women’s college in the full-time daytime program while also providing coeducational opportunities in professional and graduate education, as well as early college and dual enrollment programs for high school students. But what is most notable about Trinity in 2025 is its fidelity to the founding idea of making a superior collegiate experience available to women who might otherwise be excluded. In 1897, that chosen market was White, Catholic women of traditional age. Today, Trinity’s chosen market is predominantly low income women, Black and Latina students who have high ambition to elevate their economic conditions and intellectual powers through a great collegiate education. In so doing, they also seek to elevate future opportunities for their children who reap considerable benefits from the educational success of their parents.

Trinity in Fall 2025 has about 2100 students enrolled in four academic units and dual enrollment programs. The student body is 95% female; 55% are Black and 30% are Hispanic. The academic units include the women’s college known as the College of Arts & Sciences (CAS); and three

coeducational units including the School of Nursing and Health Professions (NHP), the School of Professional and Graduate Studies (PGS); and the School of Education (EDU). While CAS remains undergraduate liberal arts, the three professional schools offer both undergraduate and graduate degrees. While the majority of Trinity's degrees are baccalaureate and master's degrees, Trinity also offers associate's degrees and certificates in some disciplines.

Trinity's story is one of remarkable transformation propelled by external forces of change along with the institution's internal determination to work with, rather than resist, those driving forces. Reading the "signs of the times" as part of the Catholic social justice imperative, when Trinity's enrollment declined precipitously in the 1970s and 1980s as the men's universities went coed, rather than choosing full coeducation Trinity turned its attention to the educational needs of women in the District of Columbia. The Sisters of Notre Dame urged Trinity to welcome the "thousands of women at our doorstep" who could reap so many benefits from Trinity's empowering educational methodology.

As Trinity opened her doors wider to D.C. women, the institution also seized opportunities to develop new programs, particularly those focused on local and regional workforce needs in healthcare, education, technology and business. Strategic planning became a continuing modality for the Board and management as new opportunities arose and creative ways to solve old problems emerged. As Trinity moved through the years of change and growth, there were moments of opposition and consternation among traditional constituencies, but the ultimate success of Trinity's "paradigm shift" became a point of pride and satisfaction for the Trinity family. Economic success followed student success as more benefactors came forward to support Trinity's work with historically marginalized populations.

Trinity's journey from a predominantly White, Catholic, residential liberal arts college to a predominantly Black and Hispanic, religiously pluralistic university was chronicled in prior Middle States self-studies. This 2024-2026 Self-Study documents the successes and ongoing challenges of a modestly sized university that has unique characteristics in the modern landscape of higher education: a Catholic institution serving persons of many faiths; a women's college that does not define itself by exclusion but inclusion; a predominantly Black and Hispanic serving university that is proud of its philosophy and pedagogy of social justice and inclusive excellence at a time when those core values of Trinity are being severely tested in the political arena.

The Trinity story is far from complete. As this Self-Study reveals, Trinity remains intensely focused on programs and pedagogies that will increase success and satisfaction for low income students of color. Trinity knows that sustaining excellent programs while supporting a student population with high financial need requires continuing fiscal prudence and fund raising success. Trinity's venerable campus needs continuing modernization; keeping pace with technological developments is essential but expensive. Buoyed by the success of the past decade and emboldened by the ongoing challenges, Trinity is confident in its ability to leverage the results of this Middle States review to continue its transformative work for new generations.

STANDARD I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Introduction

Standard I assesses how well Trinity's mission is clearly defined and centralized to the workings of the institution and its constituents such that Trinity remains committed to racial and social justice within higher education, applies mission-driven strategic planning and invests in student-centered outcomes and achievement and scholarly goals. Standard I also assesses the process by which Trinity ensures that its mission remains relevant and achievable.

Lines of Inquiry:

1. As a Catholic women's institution and designated PBI and HSI, how does Trinity demonstrate commitment to racial and social justice?
2. How well does Trinity's mission guide the institutional strategic planning process?
3. How do Trinity's traditional liberal arts programs influence the professional programs and vice versa?

Addressing lines of inquiry for Standard 1 will provide an examination of the clarity and centrality of Trinity's mission and goals relevant to the first three self-study priorities.

Priority Statement #1: To leverage Trinity's primary identities as a Predominantly Black Institution, a Hispanic Serving Institution, a Catholic university, an undergraduate women's college with coeducational professional and graduate programs, in order to enroll, educate and empower students who can thrive in an environment that is devoted to racial equity and social justice.

Priority Statement #2: To develop and sustain academic and co-curricular programs that are rooted in the values and methods of the liberal arts, embrace the pedagogy of inclusive excellence, and are aligned with current and long-term workforce needs of the greater Washington region, with an emphasis on programs supporting career pathways in healthcare, human services, education, business and communication, science and technology, government and public service.

Priority Statement #3: Through the assessment process, foster continuous improvement.

A. Sustaining Mission Across 125 Years at Trinity

In her October 2022 talk given at the conference on Vatican II and Catholic Higher Education, President Patricia McGuire reminded her audience that historically Catholic colleges have “always been access institutions” (I.1.b.iv). Indeed, Trinity College opened her doors in 1897 to educate those who were not welcome at other Catholic colleges: Catholic women. This decision, born out of a desire for gender justice, also proved a successful business model. By the 1950’s, Trinity was known for graduating well-connected intellectual powerhouses.

After decades of success, Trinity was not prepared for the enrollment declines the institution faced in the eighties and nineties as full coeducation became normative at formerly male institutions, particularly after the enactment of Title IX in 1972 ensuring equal opportunity for women in education. To some, it seemed that the commitment to women’s education that had created and sustained Trinity was too old-fashioned to compete with newly coed schools.

Trinity struggled in the late 1980’s and early 1990’s with increasingly low full-time enrollments and rising concerns about whether the institution had a future. There were some bright spots: a graduate program that began in the 1960’s for teachers was thriving; a Weekend College launched in 1985 for adult working women was growing. But the full-time daytime women’s college was shrinking, down to just about 300 students in 1990. Debate ensued among faculty, alumnae and trustees about whether to move to full coeducation; options to merge with a local university or close entirely were dismissed quickly.

After much deliberation, and with the encouragement of the Sisters of Notre Dame, the Board of Trustees and President McGuire chose to reaffirm Trinity’s historic mission to women while refocusing on welcoming students in the District of Columbia and the Washington region. Proclaiming the mission that first opened Trinity’s doors in the 19th century but to a very new population for this venerable college, Trinity diversified its programs in the late 20th and early 21st centuries, adding programs in Nursing and other health professions, strengthening Business Administration and programs in Education, among others. These programs proved attractive to women who needed to be sure that their investment in higher education would also lead to clear employment and economic benefits. Consequently, a “paradigm shift” in the demographic and economic profile of Trinity’s student body took place; Trinity’s student body today is 55% Black and 29% Hispanic, with more than 60% eligible for Pell grants. About half of Trinity’s 2100 students are residents of the District of Columbia, with the large majority of DC students living in Wards 4,5,7 and 8, the eastern half of the city that suffers high poverty and low educational attainment. 95% of all students are women. About 10% of Trinity students are undocumented.

Some controversy accompanied so much change, but over time Trinity grew stronger, and many critics became supporters. Reflecting on Trinity’s transformation, a 2006 Middle States team commented, “The team recognizes the impressive congruence of Trinity in 2006 with the original vision of Trinity’s founders in 1897. ..The team admires and commends the University’s rejection of the notion that paradigm shift means abandonment of historic mission. ..Rather, we discover in the work and vitality of Trinity [today] , a most obvious continuity with Trinity’s 110 year old mission expressed with a renewed relevance and vigor....” (2006 Middle States Team Report for Trinity, p. 5) (I.1.a.i.)

B. Mission Grounded in Justice

Trinity Washington University Statement of Mission

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.

Trinity's Mission Statement makes clear the institutional commitments to women, to principles of equity and honor, to the integration of liberal and professional learning, and to social justice. Trinity strives to fulfill these values and principles in all of its programs and services.

Reflective of Catholic Social Teaching, Trinity lives out its mission by proclaiming that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society (See Symposium on Social Justice at I.1.c). This belief impels us to see educating our students as an act of justice. As President McGuire reminded the Trinity community in a January 2025 email, "we live by the essential teachings of social justice that begin with upholding the dignity and worth of every person; Trinity remains committed to racial justice, gender equity, inclusion and protection for all persons here of all races, ethnicities, religions, cultures, or gender identities" (I.1.b.v).

In a community survey conducted in 2023 (I.a.iii.), students, faculty, staff and trustees reaffirmed their belief that the Mission Statement accurately reflects the values of the university and our shared commitments. Various respondents to the survey suggested text edits that Trinity is considering for refreshment of the statement at the end of the self-study process.

In fulfillment of mission, Trinity's strategic plan, *Leading Trinity 2025*, identifies local Black and Latinx women, student parents, undocumented students, working adults, and high school

students as Trinity’s primary enrollment markets (I.2.a). Like the women who were excluded from college in 1897, today’s urban women face unique difficulties accessing the education they need to improve their lives. Trinity has so successfully expanded the reach of its mission that the institution occupies a unique national position as both a predominantly Black institution and a Hispanic Serving institution that prioritizes the education of women.

Mission is a continuous theme that threads through planning, meetings of the trustees and senior staff, faculty meetings and communications with students and other Trinity constituencies. President McGuire frequently cites elements of mission in her blogs, speeches and other communications with alumnae and external constituencies. (See “Reading the Signs of the Times” I.1.c.i.) To get routine feedback from Trinity’s diverse campus population, President McGuire hosts a periodic virtual town hall known as a “Campus Conversations,” through which students, faculty and staff can discuss concerns and ideas for improvement. Trinity also conducts campus-wide surveys at least once a semester (I.4.b.i. and I.4.b.ii) and the results of the surveys inform institutional improvement and resource allocation.

C. Strategic Planning Grounded in Mission

Trinity’s strategic planning process (Strategic Plan I.2.a.) is continuous, creating plans in five-year cycles that build on a well-established set of goals that are reviewed continuously by the board and senior executive staff. Senior staff create divisional annual plans that are aligned with the mission and strategic goals (I.1.c.iv.) Enrollment is the #1 goal of the plan since students are Trinity’s priority focus, and having an enrollment sufficient to ensure financial health and programmatic quality is essential. This illustration shows the ten goals with enrollment as the central goal supported by nine other goals:



Annual budgets are aligned with mission and goals (I.1.d. and I.1.d.ii.) Standard VI includes a more extensive discussion of strategic planning and planning reviews. The discussion below

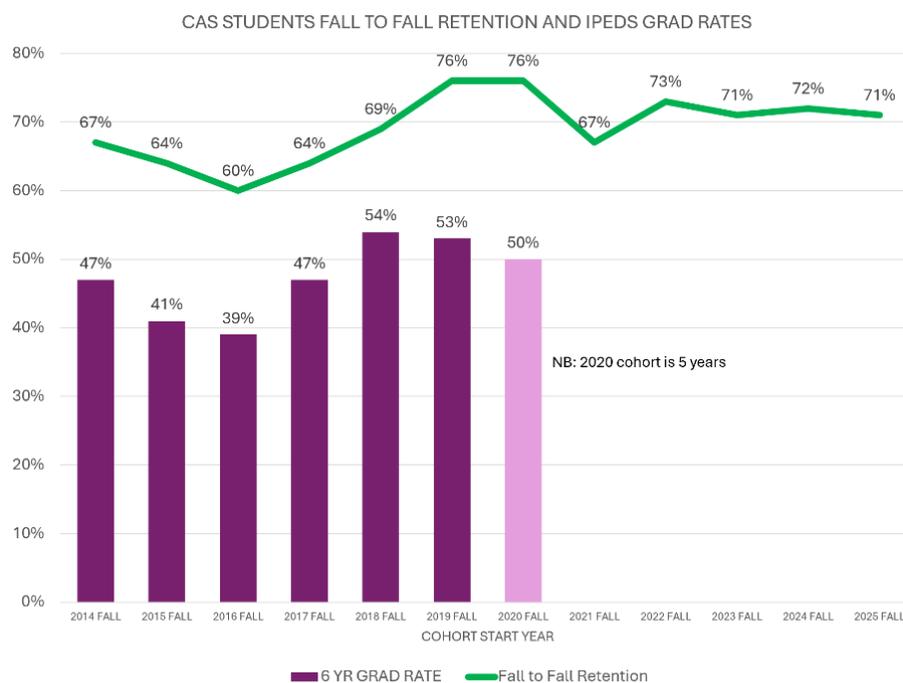
focuses on select substantive issues for strategic planning including student performance, women’s college mission, racial justice, financial stewardship and Catholic identity.

1) Enrollment Goals and Student Success

Trinity chose Enrollment as the #1 goal of the strategic plan because students are the central focus of all work at Trinity, and their success is the real measure of institutional success. A stable-to-growing enrollment is also essential to Trinity’s financial health, which supports institutional and student success.

Enrollment success arises from a combination of factors including new student productivity (Admissions) and student persistence, retention and completion (Student Success). The strategic plan states goals for new students and retention, and the data is adjusted annually. For new students, this report includes a detailed discussion of Admissions practices in Standard 4, along with a discussion of the work of the Center for Student Success.

Regarding persistence, retention and graduation, Trinity pays close and careful attention to student performance in each unit on a semesterly and annual basis (See Management Plans for Academic Affairs and the respective academic units at I.3.a.) The IPEDS graduation rate has been improving consistently for the last three years. The chart below shows first year fall-to-fall retention (green line) in CAS for each cohort starting in 2014 and the IPEDS 6 year graduation rates (purple columns):



Note that we are still assessing the impact of the Covid-19 pandemic on student performance, particularly those who started at Trinity in Fall 2019 and Fall 2020, the years most heavily impacted by the interruption in campus-based instruction. Improving retention and graduation rates for all Trinity students is consistent with our institutional mission rooted in social justice and our value commitment to racial and gender equity. Prior to the Covid-19 pandemic, Trinity

recognized a need for a more aggressive plan and program to improve persistence, especially through the first and second year when students manifest attrition warning signs such as attendance issues, emotional health concerns, competing family demands, hunger and housing challenges, and serious financial stress.

In 2021, coming out of the pandemic, Trinity was able to use part of a grant from the Predominantly Black Institutions program of the U.S. Department of Education to create the Center for Student Success, a new unified academic advising center that focuses on addressing the critical issues that often cause students to stop out on their pathways to degrees (I.1.c.ii). Serving students in all programs, the advisors are cross-trained to ensure that every student can have rapid access to assistance. Many of the advisors are also experienced social workers, and they take a case management approach to every student's needs. CSS works closely with Financial Aid since financial obstacles are a major issue in retention. Trinity also provides a wide range of other student support services including emergency grants, a food pantry, counseling services, health services, tutoring and disability support services. (See summary of student support services assessments in the Student Affairs Annual Plan at I.1.c.v.)

Trinity is also analyzing academic factors in student attrition, notably, the relationship between intended majors at entrance and student persistence. Our data shows that students who intend to major in Nursing, in particular, are at risk of stopping out after one or two semesters if they fail any of the math and science courses that are Nursing prerequisites. (I.3.a.i.) Trinity has developed other degree pathways in the Health Professions (e.g., Health Services, Occupational Therapy, Public Health) and advisors work closely with students on major field choices and long-term career opportunities that they may not have considered at the point of admission.

Students who persist and graduate from Trinity have strong employment track records, thanks largely to the kinds of internships, clinicals and professional mentoring the students receive while in school. Career Services works with the advisors and faculty to be sure that students have access to career preparation advice and employer recruiting programs. (I.3.a.ii.)

2) Women's College Mission

Periodically, as part of review of the strategic plan assumptions, Trinity reviews data on current and historic women's colleges (I.4.a.i.) to evaluate the size, scope, condition and likely future of the sector. President McGuire shares this data periodically with the Board of Trustees, faculty and senior staff. (I.4.a. and I.4.a.ii.) In every study over the years, Trinity learns that its model as a diversified institution with a core women's college and coed graduate and professional programs is consistent with most of the remaining women's colleges, and the diversification provides both programmatic and financial strength to sustain the historic mission. In the 21st Century, Trinity also believes that the women's college mission should not be defined by the absence of men, which is unrealistic, but rather, by the ways in which the university supports the education and advancement of women and all students benefit from this distinctive mission.

Trinity also uses the women's college data as part of the planning process to assess key points in finance, tuition pricing and financial aid, staffing and, most significantly, enrollments in specific academic programs. Trinity's study of women's colleges in the early 2000's, for example,

revealed that those with healthcare programs had stronger enrollments than most, and helped to support Trinity’s move into Nursing and other health professions programs.

3) *Mission in Racial Equity and Justice*

To ensure that the institution is providing comprehensive support for the communities we serve, Trinity introduced Trinity DARE: Driving Actions for Racial Equity program in 2020. Trinity DARE makes explicit our commitment to racial justice and to the success of our students beyond their time at Trinity. The program “*emphasizes actions — specific strategies and tactics that Trinity is taking now, and will enlarge in the future, to promote racial equity for Trinity students and graduates, faculty and staff, as well as for the larger community. In particular, Trinity believes that widening pipelines for our graduates to enter professions where persons of color are under-represented is one of the strongest contributions the university can make to improving the climate for racial equity more broadly*” (I.3.d.).

In addition, the DARE program affirms our Catholic mission by promoting “*racial equity in all areas of institutional life*” (I.3.d). Thus, our hiring processes reflect the goals of our mission. In alignment with DARE, our strategic plan states that the university will “*maintain focus on hiring and promotion of a diverse faculty body that reflects Trinity’s student body diversity. All faculty searches must present candidate pools that include well qualified faculty of color. Trinity strives to sustain a faculty profile that includes faculty of color in all disciplines*” (I.2.a). In the past four years, 77% of new faculty and instructional hires have been people of color (I.3.g). Of those, 88% have been women and 62% have been African American (I.3.g).

4) *Financial Stewardship for Mission*

Since true educational access requires more than good faith, the mission calls us to practice good stewardship to keep costs low for students. Not only is Trinity the lowest priced private university in the DC metropolitan area, ninety-nine percent of full-time students in the College of Arts and Sciences also receive financial support from the university (I.1.d.ii). This level of support is made possible by strategic partnerships with organizations like The Dream.us, which provides scholarships for undocumented students, the Conway family who provides generous support for students pursuing nursing, and local organizations like DC Futures which provides aid for more than 50% of local students (I.1.d.iii).

With generous support from benefactors and careful stewardship of both public and private funds, Trinity is able to reduce the cost burden for students considerably. While the overall cost-of-attendance in 2024-2025 is about \$41,000, Trinity’s net price is \$12,704, the lowest by far among private universities in the region.

In 2021, Trinity used \$1.8 million in federal funds received as part of the American Rescue Plan to forgive the debt of 40% of full-time undergraduates (I.1.d.iv). Further, students with exceptional financial need have access to emergency funds and a food pantry (I.1.c.viii). We work to ensure that students feel equipped to meet the financial demands of college life.

In addition to providing generous financial aid, Trinity budgets support for students in advising, health services and a wide range of student activities, all of which support retention and completion, also supporting Strategic Goal #1 for Enrollment and rooted in mission

5) Support for Catholic and Other Faith Traditions

Financial support opens our doors to many, and the social justice component of our mission compels us to create an environment where students can inhabit the transformational intersection between education and spirituality. Trinity has cultivated a welcoming interdenominational campus community grounded in Catholic Social Teaching- valuing each member and promoting the common good—and drawing on the charism of the Sisters of Notre Dame de Namur which celebrates the goodness of God within our world. (I.1.c.v).

From faith formation towards Confirmation with our local parish to availability of our Muslim Prayer room and meditation moments, we seek to support growth in faith and awareness of society’s pressing needs. In addition, students can satisfy their religious studies general education requirement with courses that reflect the evolution of our mission like “Black Spirituality,” “World Religions,” “Indigenous Religions,” and “Christ, the Church and Social Justice.”

While the Sisters of Notre Dame founded Trinity, from Day One (August 20, 1897) Trinity existed as an independent corporation with its own charter and by-laws. This legal separation proved fruitful over the years as religious life and university life grew in different ways. Trinity remains devoted to the SNDs spiritually, and the SNDs bring many gifts to the relationship. But as the congregation has aged, the SNDs no longer had the personnel to staff Trinity, with the last SNDs retiring in 2025. This story is repeated in many Catholic institutions and like others, Trinity remains highly committed to continuing to teach future generations of students, faculty and staff about the values and mission of the Sisters of Notre Dame de Namur.

D. Integration of Liberal Arts and Professional Programs

Academic programs that promote justice are the heart of the intellectual work at Trinity. While we offer a diverse array of programs, the liberal arts hold a central position in the curriculum. Flagship professional programs such as Nursing, Occupational Therapy, and Journalism require students to begin their academic journeys with the completion of a classic liberal arts curriculum that includes foundational English, Philosophy, Religious Studies and History courses.

Trinity supports a broad range of faculty scholarship and developmental programs to make it possible for faculty to keep pace with developments in their disciplines, and to engage in the kind of interdisciplinary and inter-professional work that Trinity’s curricula demand. (I.1.e.) Trinity also supports student research. From 2013-2014 through 2024-2025, Trinity supported 167 science majors and other students conducting research at Trinity and 30 other institutions (see the full report at I.1.e.i. and other reports on student research at I.1.e.ii. and I.1.e.iii.)

Intersections between programs serve as occasions for innovation. For example, in 2020, the Sociology program began preparing students for health advocacy work by offering a medical sociology minor (I.1.c.iii). The Communication Department expanded in 2015 to include a Journalism and Media Studies major that equips students with skills they need to work as digital

activists (I.1.c.iii). The Data Analytics minor, created in 2021 in cooperation with the Capital CoLab of the Greater Washinton Partnership, is open to all students in all majors to develop technology literacy skills that employers now demand across all industries (I.1.c.ix.). Since 2021, Trinity has been repeatedly awarded generous funding from the Evelyn Y. Davis Foundation to develop “student talents in Journalism and Storytelling across all majors” (I.1.c.vi). As a result, students have learned to expand the reach of their advocacy. The “Enlightened Exchanges” podcast series and Trinity Times news stories like “Queer representation on TV has increased, but Trinity Students say not by enough” serve as powerful examples of students putting mission in action (I.1.c.vi).

Trinity celebrates the overlaps between our liberal arts tradition and career paths in healthcare, business, and STEM with initiatives like the Teagle Foundation funded “Humanities for Justice” program, a first-year curriculum renewal plan focused on sharpening student literacy skills by emphasizing the relationship between humanities theories and professional practice (I.1.c.vii).

In 2018, the Global Affairs major was created in partnership with the Mellon Foundation with a particular emphasis on engaging students in internships, fellowships and study opportunities for peacebuilding, nuclear nonproliferation, and similar issues of global concern (I.1.c.iii). So far, thirty two students have earned fellowships at the Center for Strategic and International Studies where they study global issues and foreign policy. In addition, twenty students have participated in a fellowship program with the United Nations (I.3.h). In April 2024 and 2025, Trinity hosted the convening of the Model Organization of American States, an organization which allows students to participate in exercises that teach about democracy, human rights, security, and development (I.3.h). Overall, the Global Affairs program provides students with the education necessary to construct value-centered global perspectives.

The Bachelor of Social Work program is Trinity’s response to a request by Catholic Charities to have more social workers from local communities. The major provides students with skills to advocate for social justice while helping people navigate difficult circumstances (I.1.c.iii).

Our Environmental Justice program is at heart a response to Pope Francis’ call to action on the environment in *Laudato Si*. The minor, which prepares students to become environmental justice advocates, exemplifies the idea “that all people, regardless of race, color, ethnicity, or income, have equitable and meaningful involvement in the development, implementation, and enforcement of environmental policies” (I.1.c.iii).

Additionally, Africana Studies offers an interdisciplinary approach to understanding the lives of people of African descent throughout the Americas, Caribbean and Latin America. The Latin American Development minor empowers students to “contextualize the problems facing the region and consider solutions” (I.1.c.iii). These minors empower students to promote social equity while contributing to policy discussions in meaningful ways. Environmental Justice, Africana Studies, and Latin Development minors promote institutional values of human dignity while the Social Work major embodies the integration of good works, liberal arts, and professional credentials.

Trinity also conducts an annual symposium including alumnae, students, faculty and learned guests to discuss topics of importance for Trinity’s mission and programs. Recent symposia

have addressed topics such as Environmental Justice, Artificial Intelligence, Democracy, and Social Justice. (I.1.f. – I.1.f.i. – I.1.f.ii. – I.1.f.iii.)

Health Professions Programs have major academic partnerships with MedStar, Sibley and Children’s National Hospital. These partnerships enable Trinity’s faculty and students to work closely with hospitals so they are responsive to their expectations for quality and specialty preparation. These partnerships also open career pathways for Trinity students.

In the sciences, a robust undergraduate research program promotes exceptional student achievement with many science majors presenting their research projects at national conferences such as ABRCMS, the Annual Biomedical Research Conference for Minoritized Students (I.1.e.ii.), and many students also have summer internships at major labs (I.1.e.i.). With faculty oversight, forty-seven students have earned research fellowships through a NASA-funded program in cooperation with American University. Nine students have participated in a graduate school preparation program funded by the Sloan Foundation in partnership with Johns Hopkins University (I.3.h.ii). These experiences extend mission beyond the classroom by providing students with pathways to graduate school and career opportunities.

At Trinity, we do not recruit women to satisfy diversity, equity, and inclusion quotas. In the spirit of the Sisters of Notre Dame de Namur, we center those marginalized in more “traditional” educational environments and fight alongside them to create a more just world. These women were our primary constituency in 1897; they still are today.

Conclusion

Trinity’s goals are clearly linked to its mission grounded in justice, through strategic planning, and demonstrated by initiatives integrating liberal arts and professional programs. Trinity’s model as a diversified institution with a core women’s college and coed graduate and professional programs creates both programmatic and financial strength sustaining the historic mission. Strategic mission guides financial stewardship, keeping costs low for students and spiritual programming supportive of Catholic and other faith traditions. Trinity integrates traditional liberal arts programs with professional programs creating innovations within academic programs which enrich intellectual work at Trinity and increase opportunities for students with impacts on social justice.

Through this process of self-study, it is evident that a strength is Trinity’s clearly defined mission that is central to decision making, as evident by mission-guided strategic planning and academic program development. Another identified strength is the centrality of the student experience. Along these lines, Trinity uses data and evidence to recognize and respond to the needs of its students and community. Trinity has a demonstrated strong alignment between mission, strategic goals, and diversity, equity, and inclusion principles with a clear connection of mission and goals to support student learning outcomes and achievements.

An area for improvement is to incorporate community survey feedback on revisions to the mission statement.

STANDARD II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Introduction

Standard II addresses institutional climate and the extent to which Trinity's policies and practices result in fair and equitable treatment of its constituents, and an environment that fosters civility and respect.

The work in self-study affirms that Trinity represents itself honestly in its internal and external communications and fulfills its contracts and commitments including the commitment to academic freedom, freedom of expression, and intellectual property rights. The study also affirms that Trinity has documented and disseminated grievance policies; policies and practices to avoid conflicts of interest; to promote fair hiring and promotion practices; to ensure truthfulness in public relations and recruiting materials; to publicize institutional compliance with federal, state, and Commission policies and regulations; and periodic assessment of ethics and integrity policies, processes, practices.

Lines of Inquiry:

1. How well does Trinity engage in a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights?
2. How well does Trinity exhibit a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives?
3. How are Trinity's policies and procedures documented and disseminated to the campus community, e.g., students, staff and faculty (e.g., grievance policies, student code of conduct, harassment, etc.)?

Consistent with its mission commitments, Trinity strives to sustain an environment in which ethics and integrity are paramount values. Respect for every person on campus regardless of identity, role or position is essential for an ethical community. Truthfulness in all matters is the essence of integrity. Trinity's Honor System (II.2.a.) embodies these ideals for students, and faculty and staff uphold the model of the Honor System in their own teaching, research, service to others and work on behalf of Trinity and our students.

As an academic institution devoted to free inquiry and expression, Trinity acts to safeguard the rights of faculty and students to engage in the processes of teaching and learning, research and scholarship without constraint, limited only by the expectations for truthfulness and accuracy across the disciplines. (II.1.a.i.) Trinity encourages the free exercise of speech and expression with an expectation of respect for all persons even amid intense disagreements, along with care for the safety and well being of all.

In its own communications, publications, policies and processes, Trinity strives for truthfulness and accuracy, fairness and respect for all who engage with Trinity. Respecting individual

privacy is part of integrity, and while Trinity strives for transparency as much as possible, Trinity also acts to ensure the confidentiality of individual information and records. In dealing with outside entities --- whether law enforcement or governmental agencies, media or other organizations --- Trinity upholds the privacy of students and employees and, as much as possible, will seek individual permission before disclosing information about them. (II.1.a.viii.)

A. Academic Freedom and Freedom of Expression

Trinity Washington University is firmly committed to academic freedom and freedom of expression. The university's Faculty Handbook contains a section devoted to the importance of this value (II.1.a.i). President McGuire has championed academic freedom and freedom of speech in programs hosted by academic organizations including the AAUP and various articles. (II.1.a.ii and II.1.a.iii). As recently as her August 2025 remarks to the faculty, President McGuire reiterated Trinity's commitment to academic freedom in the face of aggressive public political actions against other universities. (II.1.a.vi.)

Trinity faculty are free to speak, write and publish on any topic of interest to them subject only to the boundaries of truthfulness and accuracy for the subject matter. Faculty members may design courses subject to the approval of the respective Curriculum and Academic Policy Committees. Faculty members are free to invite speakers to their classes without prior administrative approval. Some recent examples include:

- A Chemist on Trinity's faculty conducts research on air pollution for neighborhood groups in DC that oppose the city's plans for a bus garage in an already-marginalized neighborhood;
- A faculty member in Strategic Communication led a panel on the dismantling of DEI during the 2025 National Action Network Convention;
- Faculty members in the Health Professions group routinely take students to Capitol Hill to learn about legislative issues in healthcare access;
- A Faculty Member in Global Affairs annually takes a group of students to the United Nations to participate in the Citizens for Global Solutions forum;
- A Faculty Member whose scholarship focuses on Black women radicals led a day-long academic program on the life of Black activist Assata Shakur, and Trinity defended her right to research, write and teach on this topic despite some intense external criticism (II.1.a.ix. and II.1.a.x.)

1) Students and Academic Freedom

Students also enjoy academic freedom and freedom of speech in numerous ways. Many students are activists working with outside organizations on issues ranging from gun violence and women's rights to the rights of immigrants and undocumented persons.

In 2023 and 2024, Trinity received several major grants from the Evelyn Y. Davis Foundation to create a Newsroom and to revitalize student journalism at Trinity. The Davis Foundation's goal was to open pathways for women of color to enter journalism. The grants revitalized *The Trinity Times* into a virtual news media platform. After only two years of operation, in 2025 the Trinity Times won 29 awards from the Catholic Media Association ---- more than any other Catholic university --- including Best News Organization and Best Journalist. (II.1.a.xii.)

The Technology and Communications policy (II.1.a.iv.) makes clear that all employees must respect the intellectual property rights of the authors of materials found on the internet; students and faculty alike must abide by the rules governing academic honesty while accessing on-line resources. Guidelines for use of copyrighted material are posted on the website (II.1.a.vii.).

B. Student Body Profile

Trinity's student body is highly diverse by race, ethnicity, religion, language, culture, age and academic interests. IPEDS data for Fall 2023 shows the student body profile in this way:

Enrollment by gender, student level, and full- and part-time status: Fall 2023			
<i>SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS</i>			
	Total	Men	Women
All students	1,865	100	1,765
Undergraduate	1,604	75	1,529
Degree/certificate seeking	1,415	32	1,383
First-time	250	0	250
Transfer-ins	136	8	128
Continuing	1,029	24	1,005
Nondegree/certificate seeking	189	43	146
Graduate	261	25	236
Full-time students	1,043	29	1,014
Undergraduate	973	26	947
Degree/certificate seeking	928	11	917
First-time	208	0	208
Transfer-ins	66	1	65
Continuing	654	10	644
Nondegree/certificate seeking	45	15	30
Graduate	70	3	67
Part-time students	822	71	751
Undergraduate	631	49	582
Degree/certificate seeking	487	21	466
First-time	42	0	42
Transfer-ins	70	7	63
Continuing	375	14	361
Nondegree/certificate seeking	144	28	116
Graduate	191	22	169

IPEDS data for 2024-2025 is available in the evidence portal (II.2.b.) The data above reveals that while Trinity has some coeducational programs, women are 95% of all students, a fact that reflects Trinity's still-vibrant mission commitment as a women's college in the undergraduate daytime programs for the College of Arts & Sciences, and Trinity's reputation throughout the metropolitan Washington region as a vital center for women's education at all levels.

IPEDS data also reveals that Trinity's student body is 55% Black and 29% Hispanic, proportions that support Trinity's classification as both a Predominantly Black and Hispanic Serving Institution --- one of only 3 private institutions with both classifications, and the only Catholic institution with PBI status. About half of Trinity students are residents of the District of Columbia, with the large majority of DC students living in Wards 4,5,7 and 8, the eastern half of the city that suffers high poverty and low educational attainment. (II.2.b.i.) Trinity is widely respected as one of the vital DC institutions addressing those social needs effectively through academic programs that build long-term academic success and have good employment outcomes.

Also notable is the fact that about 10% of Trinity students are undocumented, with many supported through scholarships from TheDream.US, the largest scholarship organization in the nation supporting undocumented students. (II.2.b.ii.) These students suffer particular stress in light of the political issues surrounding immigration status, and yet they persist, achieve and graduate at very high rates.

Because Trinity offers a diversity of academic programs serving students at many stages across the lifespan, Trinity's age profile is also remarkable. About 60% of all undergraduates are 24 years old or younger, but fully 40% are 25 or older with a substantial number of adult students in their 40's and beyond. Trinity's program at THEARC in southeast DC is especially attractive to older adults who are seeking to advance their educational levels to improve employment opportunities, especially in Health Services and Early Childhood Education. (II.2.b.iii.)

C. Fostering a Climate of Respect

With so much diversity in the student body, Trinity pays careful attention on a daily basis to campus climate and the clear need to provide opportunities for students, faculty and staff alike to discuss the important issues affecting them personally and as part of the local community in DC and surrounding counties.

Trinity's mission commitments in Social Justice provide the foundation for active support for students of all backgrounds. Trinity DARE is Trinity's policy statement setting forth principles and goals for racial equity and social justice. (II.7.a. and II.7.a.i.) and many donors have stepped forward to support these initiatives.

Trinity also strives to recruit and retain faculty and staff whose characteristics reflect the student body, and whose experience and professional expertise can help students with empathy and respect. The chart below (II.2.c.) shows faculty and staff composition for Fiscal 2025:

ALL FULL-TIME EMPLOYEES AS OF 6/30/2025									
Current Full-Time Workforce as of June 30, 2025	Asian	Black/African American	Hispanic or Latino	Native Hawaiian or other Pacific Islander	White	Two or More Races/ Native American/ Other	No Race Listed	Total	Percent
Staff-Women	4	57	11	1	21	3	1	98	52%
Staff-Men	1	9	6	0	14	0	0	30	16%
Faculty-Women	2	24	3	0	14	2	0	45	24%
Faculty-Men	1	7	1	0	5	1	0	15	8%
TOTAL	8	97	21	1	54	6	1	188	
Percent	4%	52%	11%	1%	29%	3%	1%		
Full-Time Faculty as of 6/30/2025									
Faculty-Women	2	24	3	0	14	2	0	45	75%
Faculty-Men	1	7	1	0	5	1	0	15	25%
TOTAL	3	31	4	0	19	3	0	60	
Percent	5%	52%	7%	0%	32%	5%	0%		

Trinity is committed to creating a campus environment that encourages mutual respect and inclusivity for all of the university's stakeholders. The broad diversity of Trinity's campus population makes it imperative to offer opportunities for dialogue, understanding and collaboration across many different races, religions, nationalities and personal identities. Just four of many examples include:

- With a substantial population of undocumented students, Trinity offers numerous programs and opportunities for dialogue with all campus constituents about the challenges these students face. A dedicated advisor works with this group of students and their sponsoring organization (TheDream.US) to provide advice and support on legal issues, work permits and many related concerns.
- Led by Dr. Kimberly Monroe, Associate Professor of Global Affairs and creator of the Africana Studies minor, the Library has a reading room for Africana Studies described as "...a space of empowerment, belonging, and intellectual freedom, where students can engage with the legacy of the Black radical tradition and imagine new possibilities for the future. It's where community and scholarship meet, and where the spirit of liberation lives on." (II.2.c.iii.)
- Under the direction of University Librarian Trisha Smith, a Family Library in the main library building now offers space where students can bring their young children to play or read while the student parent studies or has group study. Trinity works with the nationally renowned organization Generation Hope to provide support for students who are parents. (II.2.c.ii.)
- Trinity educates more than 300 high school students from D.C. in its Early College Academy and Dual Enrollment programs. These students consistently report that their experience at Trinity makes them feel proud and respected in ways they have not previously experienced in school. (II.2.c.i.)

Trinity's leaders strive to maintain lines of communication with all on campus. President McGuire hosts periodic virtual town halls ("Campus Conversations") for faculty, students, and staff to share their achievements, challenges, and concerns in an open discussion format (II.6.b).

Trinity also conducts periodic surveys to gauge how well the semester is progressing for staff, faculty, and students. The administration routinely summarizes the responses and distributes the results to the members of the campus community. The results of the surveys also allow the administration to formulate responses to areas of concern. (II.2.d. and II.2.d.i.)

D. Grievances, Complaints and Conflicts of Interest

Trinity is committed to addressing the grievances of faculty, staff, and students in a fair and timely fashion. The "Complaints and Grievances Policy" on the website (II.3.a.) provides specific steps for students, with reference to respective unit policies for academic appeals, and other web pages provide additional guidance (II.3.a.i.). The Complaint Management Matrix in the evidence portal is the official record of all complaints filed (II.3.d.)

Each school in the university has published its academic grievance policies in the academic catalogue. For example, every student in the university has access to the specific policy outlining the process for challenging a failing grade (II.3.b.).

The employee handbook sets forth the processes for lodging complaints and grievances including those involving sexual harassment and misconduct. Similarly, the Faculty Handbook includes a grievance policy for faculty. (II.3.a.ii.)

Trinity's website includes the contact information for each of the university's academic accrediting agencies (II.3.c.)

Policies preventing conflicts of interest are published in both the employee and faculty handbooks (II.4.a.i.) Full-time faculty must report any conflicts of interest on their annual Faculty Inventory Forms. (II.4.a.ii.) The Faculty Handbook stipulates that a faculty member must not require that students purchase educational materials that the faculty member has produced, nor may any student work for or receive wages from a faculty member.

On an annual basis, trustees, executive staff (II.4.a.iv) and faculty provide statements concerning any potential conflicts of interest. Trinity's auditors at BrownEdwards annually review the list of outside boards on which President McGuire sits, and the president discloses any potential conflicts to the board as well. (II.4.a.vi.)

The university's Charter and Bylaws prohibit members of the Board of Trustees from entering into a financial relationship that would negatively impact a trustee's ability to exercise his or her independent judgment on behalf of the university (II.4.a.iii.). Trinity does not engage in business transactions with the businesses of trustees, e.g., banks, accounting firms, similar for-profit firms. Some trustees are officials of hospitals or schools in which Trinity students might have clinicals or internships, or whose staff might also be adjunct faculty at Trinity, but these types of relationships have not posed conflicts.

The legal authority of Trinity rests with the Board of Trustees and they have delegated certain authorities to the President of the University for the executive management of affairs. Among those duties delegated to the President is the authority to sign contracts. As such, the *Contracts, Regulations & Legal Authority policy* states that “No one may sign contracts except the president of the College.” (II.4.a.v.). This reduces the number of people who could possibly engage in conflicts of interest involving contracts. As well, Trinity executives and other personnel may not accept any gifts or favors from Trinity contractors. Trinity’s Risk Management policy states this and other rules for personnel conduct. (II.4.a.xi.)

Trinity’s spending policy requires the use of purchase orders for all spending, and the Chief Financial Officer must approve all POs at all levels, with the President’s approval required for expenditures at \$1,000 or higher as well. (II.4.a.vii.)

Employees’ conduct with one another is an area in which there could be a conflict of interest or the appearance of one. To that end, all employees are responsible for knowing and abiding by both the *Policy on Harassment* (II.4.a.viii.) which requires all employees, students, contractors and visitors to exercise their highest level of care in their personal conduct toward each other and the *Title IX Sexual Misconduct Policy*, which addresses incidents of harassment and assault of a sexual nature (II.4.a.ix.).

Should reports of unethical behavior arise, Trinity maintains an *Ethical Conduct and Communications (Whistleblower) Policy* to ensure reporting of such behavior to named authorities, and also to ensure that those reporting receive full protection against any form of retaliation (II.4.a.x.).

Trinity maintains a Protecting Student Privacy webpage that clearly states the university’s commitment to upholding FERPA protections of its students’ academic information (II.1.a.viii). The page discusses the responsibilities of faculty and staff to safeguard student academic data and information. The page also clearly sets forth that violations of FERPA may result in disciplinary action. Enrollment Services student information release forms also clearly reiterate the right of every student to control their academic information (II.1.a.xi.)

Taken together, Trinity has a comprehensive set of policies that give a clear message on how business at Trinity is to be conducted and set the tone that unethical behaviors, including conflicts of interest and more, will not be tolerated. The policies address the different constituencies on campus (faculty, students, staff and vendors) and provide guidance on how allegations should be addressed.

E. Employment Practices

Trinity is committed to fair and equitable practices throughout the employment process from the initial stages of identifying candidates through to employee separations. Policies and procedures are set forth in the Faculty (II.5.a.) and Employee Handbooks (II.5.a.i.). The diversity of Trinity’s faculty and staff manifests the institutional commitment to building a talented, inclusive workforce that can be highly successful in teaching and serving Trinity’s student body.

Trinity's hiring processes include both virtual and on-campus interviews, and as appropriate, meetings with students and personnel who will be working with the new hire. Onboarding processes are tailored to the position and departmental needs, and a group orientation also helps new employees to learn more about Trinity's history, students and policies.

All employees have access to a robust menu of benefits through the online materials on the ADP personnel portal (II.5.a.iii) and as described in the benefits brochure (II.5.a.ii.).

Employee assessment is a participatory process. (II.5.a.vi.) Staff employees have the opportunity to complete a questionnaire that becomes the framework for discussion with supervisors. Faculty assessment is prescribed in the Faculty Handbook and conducted by the deans each year. Faculty promotion and tenure criteria are set forth in the Faculty Handbook and the achievements of faculty in those processes are always cause for celebration (II.5.a.iv.).

Wage increases occur annually, generally about 2% for staff and 3% for faculty. The faculty salaries are set according to a scale that the president distributes annually with the faculty salary letters (II.5.a.vii.). The president also provides reports on faculty salaries to the full faculty (II.5.a.v.). Over time, Trinity has been able to achieve 100% parity with the benchmark cohort of similarly sized institutions (current and historic women's colleges, Catholic colleges) in urban areas.

F. Public Relations and Public Communications

Trinity maintains an unwavering institutional commitment to ethical and transparent communication across all public-facing and internal materials. This commitment extends to university website content, marketing materials, student outreach initiatives, and direct engagement with the campus community. Trinity's communications framework is built upon principles of truthfulness, accountability, and clarity.

The university has established a culture of open dialogue where leadership maintains consistent accessibility to students, faculty, and staff (II.6.b.). This personalized engagement model reinforces Trinity's core institutional value of student-centeredness. The president often seeks to foster open dialogue through the Campus Conversations virtual town halls and also by inviting students to offer comments for publication on her blog on various topics. (II.6.c. – II.6.c.i. – II.6.c.ii.)

Trinity's commitment to transparency is systematically reinforced through its Honor Code, which serves as the foundation of the university's ethical framework (II.2.a.). The Honor Code provides a clear ethical standard for all areas of university operations, including public communications, and emphasizes integrity and mutual trust as foundational institutional values. These values guide how Trinity represents itself to prospective students, families, the general public, and accrediting bodies.

Public-facing communication at Trinity is managed by the university's Creative Services team, which oversees website maintenance and produces all marketing materials. The university website serves as the primary source of public information and undergoes regular updates to ensure accuracy and relevance. Content related to academic programs receives review by

department chairs and academic deans to verify accuracy, while administrative offices maintain responsibility for updating their respective pages. This systematic approach ensures that all website content remains current and aligned with institutional values and program offerings.

Trinity has adopted a strategic approach to marketing that prioritizes cost-effective, internal production capabilities. The university generally does not engage in external publication advertising and does not contract with external public relations or marketing firms. Nearly all print marketing materials are developed and produced in-house. These materials undergo collaborative development with deans and program directors who provide approval regarding accurate representation of Trinity's offerings before materials receive final printing and distribution through the admissions department. (II.6.a. – II.6.a.i. – II.6.a.ii. – II.6.a.iii.).

According to a 2025 analysis conducted by the Business Office, Trinity allocated 0.26% of its total institutional budget to marketing materials and recruiting tools over the preceding four-year period (II.6.d.) This expenditure encompasses essential tools including the Element 451 admissions CRM platform, which manages all admissions-related electronic communications, printing costs for select marketing materials requiring external production (notably the Viewbook for the College of Arts and Sciences), and other materials and software.

Trinity's Creative Services team has focused on optimizing academic program pages through organic search techniques. These pages serve as the most reliable information source for prospective students. The optimization strategy has achieved significant success, with more than two-thirds of academic program pages appearing as the first or second organic search result for key phrases such as "biochemistry Washington DC" and "associate's degree Washington DC."

Trinity maintains an active presence across seven social media platforms, which function as dynamic and responsive channels for public engagement. Creative Services collaborates with departments and offices throughout the campus to ensure content maintains truthfulness, accuracy, mission alignment, and authentic reflection of community achievements.

Trinity Washington University demonstrates a comprehensive and consistent commitment to ethical standards, accuracy, and integrity across all external and internal communications. These established practices ensure that students, faculty, staff, and the broader public receive truthful and reliable information while reflecting the university's foundational values of honesty, equity, and social justice.

G. Admissions, Financial Aid and Cost Transparency

With thousands of students applying for admission to all Trinity programs in any given year, Trinity recruiters, advisors and financial aid specialists must work as a highly integrated team to be sure that every student gets timely, accurate and complete information about the academic programs that they might choose, the requirements, costs and available financial aid.

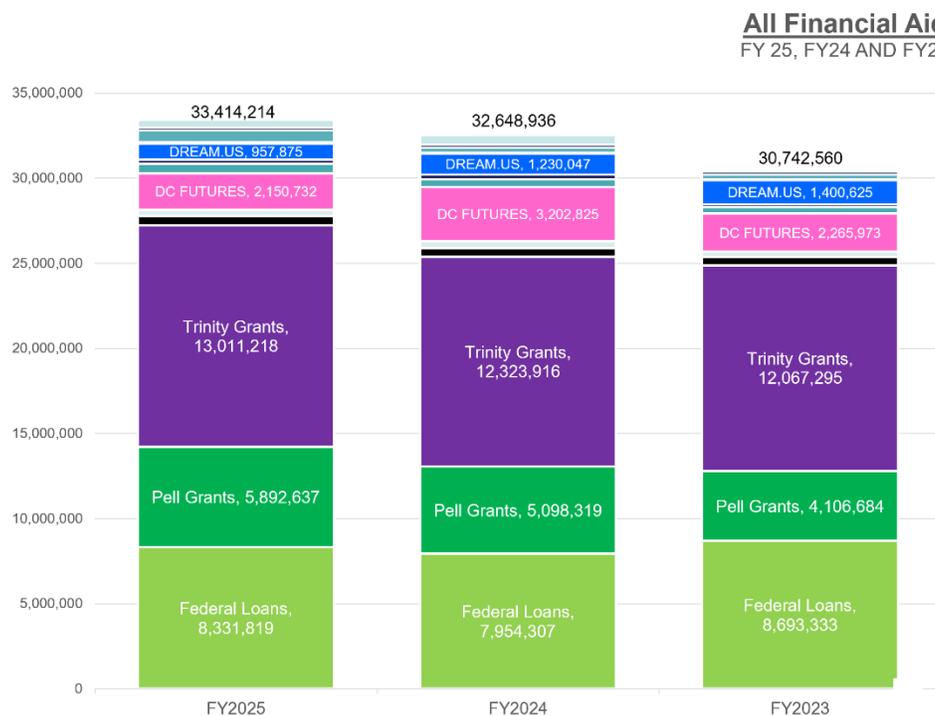
1) Admissions Processes

Admissions at Trinity is centralized under the direct supervision of the president, but Trinity's four academic units also have dedicated recruiting staff who work closely with the academic

deans. The Admissions team also works with Enrollment Services, Financial Aid, the Center for Student Success and Creative Services, and the leaders of all of those teams are part of the Senior Executive Staff that meets weekly. Each academic unit and program has different admissions requirements, and the recruiters are responsible to the deans to be sure the requirements are presented accurately to each candidate for admission. For example, a student seeking admission to the undergraduate programs in the School of Professional Studies might have a GED, experiential learning credit or transfer credits for evaluation whereas a student seeking admission to the College of Arts & Sciences is more likely to be coming directly from high school or transferring from a more recent collegiate experience. All requirements for admission are stated on each program page on the website. Samples of Admissions materials are available in the evidence portal (II.6.a. – II.6.a.i. – II.6.a.ii. – II.6.a.iii.).

2) Financial Aid: Office of Enrollment Services

Money is, by far, the single biggest concern of Trinity applicants to almost all programs, and financial aid is essential to make sure the students can enroll. Trinity strives to keep tuition prices low and to provide generous financial aid packages. The Office of Enrollment Services is responsible for all aspects of financial aid, counseling students about their financial aid packages as well as options for payment of balances, and compliance with all federal financial aid laws and policies. 100% of full-time undergrads get some form of financial aid. The chart below shows the total aid volume and categories of aid for the last three years:



Students are increasingly reluctant to take on loans, especially undergraduates. Very few Trinity students qualify for private loans (only 11 took out private loans in FY25) and very few Parent PLUS loans (36 in FY25). Trinity is fortunate to have generous benefactors providing significant scholarship support, and with that generosity Trinity is able to package a majority of

full-time undergraduates up to the full cost of tuition, with many packages getting close to full cost of attendance. In FY23, for example, 62% of full-time undergraduates in CAS had zero tuition balances after all financial aid. Nevertheless, despite keeping costs as low as possible, many students need additional financial help.

Trinity strives to keep tuition prices low. Annually, before tuition prices are set, management provides the Board with data and information on comparative prices among cohort institutions. (II.7.b.) as well as financial aid data. As evidence of Trinity's efforts to control tuition prices, the chart below shows Trinity's net price in FY23 and FY24 compared to area universities:



On the website, students can access the Net Price Calculator and many tools to help them understand financial aid (II.7.c. – II.7.c.i. – II.7.c.ii. – II.7.c.iii. – II.7.c.iv. – II.7.c.vi.). However, the most important factor for students is the ability to talk directly with the Enrollment Services staff and advisors in the Center for Student Success.

3) *The Center for Student Success*

In 2021, with the assistance of funding through the Predominantly Black Institutions Program of the US Department of Education, and with a sense of urgency to create positive change for students after the pandemic years, Trinity created the Center for Student Success. This Center organizes all academic advisors into a centralized, coordinated unit reporting to the Vice President for Student Affairs working in close cooperation with Enrollment Services and Admissions. The goals of the Center were to improve student satisfaction, retention and persistence, with a longer-term goal to improve graduation rates. (II.7.c.iv.)

Four years into the program, Trinity is realizing significant improvements as a result of the reorganization, improved staff development and accountability for real results.

As a small case study in how the Center for Student Success has contributed to improved retention through collaboration with Enrollment Services, the Vice President for Enrollment Services documented this progress in her 2025 Annual Report: (II.7.c.v.)

From VP Geier’s Annual Report 2025:

We began working the Center for Student Success in Fall 2023 by sharing a list of students of concern who had not completed the financial aid process in October. In Fall 2024 we shared the same list in early October and shared regular updates with advisors through mid-November. With this partnership, we were able in Fall 2024 to greatly reduce the number of cases of students who did not complete the financial aid process as of November 1.

- *In Fall 2022, there were 70 students who had not filed a FAFSA by November 1, and 126 other students who had filed a FAFSA but not completed the financial aid process.*
- *In Fall 2023, there were 53 students who had not filed a FAFSA by November 1, and 121 other students who had filed a FAFSA but not completed the financial aid process.*
- *In Fall 2024, there were 25 students who had not filed a FAFSA by November 1, and 19 other students who had filed a FAFSA but not completed the financial aid process.*

Getting students to complete FAFSA and accept their financial aid awards is critical to keeping them enrolled and making progress toward degrees. By working with the CSS advisors, Trinity reduced the number of outstanding FAFSA cases by 75%, a factor that improves retention and will ultimately improve the graduation rate.

H. Communications About Policies, Accreditation and Compliance

Trinity’s fulfillment of ethical expectations includes robust communication about all compliance issues, accreditation, licensure pass rates and policies. Trinity’s website is the primary vehicle for public communication about these topics; the list of web pages includes:

- A complete list of all active policies (II.8.a.ii)
- A complete list of all accrediting agencies including most recent actions and upcoming actions (II.8.b.)
- A specific posting of licensure pass rates and compliance with licensure rules (II.8.a. and II.8.a.i.)
- Federally mandated “Student Right to Know” information (II.8.a.)
- A special web page organizing policies that speak directly to compliance issues (II.8.a.i.)

The Senior Executive Staff review administrative and management policies on at least an annual basis, making changes as necessary to update policies or procedures to conform to changes in law or regulation. (II.9.a.) These reviews occur in almost every meeting, with an emphasis on reviewing major policies prior to the start of each academic year.

The Provost, Deans and Faculty review academic policies routinely, and the faculty committees review and recommend policy changes as necessary (II.9.a.ii.)

J. Periodic Assessment of Ethics and Integrity

Trinity is a learning community whose members are deeply devoted to ethics and integrity in all dimensions of their lives and work at the university. The policies and practices cited in this section and throughout this report are rooted in a collective desire to ensure that Trinity students receive the best possible education, not only in the classroom but through the daily encounters with faculty and staff who share in Trinity's mission and values.

Assessment of ethics and integrity is not an isolated instance reduced to data points, but rather, a continuous process in the forefront of institutional decisions and actions every day. There are several ways to assess the effectiveness of this process:

- The Honor Code (II.2.a.) is a foundational commitment for students at Trinity and an important century-long tradition. New students receive training on the Honor Code at orientation and in their classes. In the Fall, new students sign the Honor Book during the New Student Convocation, a cherished tradition that includes addresses by student leaders, faculty and the president. Disciplinary infractions under the Honor Code are handled through the Dean of Students for non-academic infractions, or through the deans' offices and Academic Honesty Review Board for academic infractions (II.9.a.iii.).
- Trinity's audit firm BrownEdwards conducts annual reviews of internal controls and safeguards against fraud; the auditors report to the Audit Committee of the Board and no negative results have surfaced in these audits; (II.9.a.i.)
- President McGuire, Provost Ocampo, deans and vice presidents are all readily accessible to students, faculty and staff, and they receive and handle complaints and concerns in a timely way; formal processes exist for Title IX and any complaints related to harassment of any kind; (II.3.d.)
- Trinity's risk management policy spells out a wide range of prohibited conduct and this policy is routinely reviewed with personnel; among the many issues covered, the policy prohibits or provides guidance on individual employee financial transactions with students, hiring relatives, conducting events off-campus without approval, management of grant funds and other issues that can pose legal and ethical problems. (II.4.a.xi)
- President McGuire and the Senior Executive Staff review all surveys and feedback data to ascertain not only satisfaction levels but also whether any questionable practices are occurring that might surface in comments or negative ratings; any complaint arising through an anonymous survey still receives senior staff attention and, as possible, investigation with the intention of correcting problems; (II.9.a.)
- Trinity's Purchase Order process requires multiple signatures depending on the spending level, and this kind of review safeguards institutional resources and promotes integrity in spending; (II.4.a.vii.)
- Trinity has had no formal internal grievances raised by faculty or staff in the last five years; the grievance policies are under review to be sure that the processes are accessible,

fair and equitable should grievances arise; the lack of formal claims does not mean an absence of complaints, but rather, the routine resolution of complaints before they rise to the level of a formal claim.

- Similarly, Trinity has no outstanding lawsuits or regulatory complaints or investigations; as with grievances, the absence of formal litigation or investigation is evidence of the effectiveness of a system in which complaints are addressed quickly with an emphasis on early dispute resolution.

Conclusion

Trinity demonstrates a consistent commitment to ethics and integrity in all aspects of institutional life. Embedded into Trinity's culture is a strong commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights. As an institution with a strong social justice mission that is both a Predominantly Black Institution (PBI) and a Hispanic-Serving Institution (HSI), Trinity's ethical framework is deeply rooted in that mission to advance social justice and provide inclusive access to quality education. True to its mission, Trinity exhibits a climate that fosters respect among all. Policies and practices are anchored in fairness, honesty, and respect, ensuring accountability in governance, transparency in communication, and equity in student, faculty, and staff experiences.

The institution's work in this area is guided by the principles of integrity, transparency, respect, and accountability. Integrity ensures decisions are aligned with mission and values.

Transparency fosters trust through open communication and shared governance. Respect affirms the dignity and voices of all members of the community, especially those historically marginalized. Accountability ensures that policies and practices are applied fairly and consistently, with a focus on continuous improvement. Through these guiding principles, Trinity affirms that ethics and integrity are not only foundational expectations but also dynamic commitments that shape institutional culture and decision-making. This creates an environment where students, faculty, and staff thrive in a community built on trust, fairness, and shared responsibility.

Through this self-study process, it has become evident that a strength is Trinity's commitment to academic freedom, embedded within the culture, communicated through policies, and supported through procedures. An additional strength is that Trinity creates a climate of respect with regular campus conversations and surveys used to assess and respond to community concerns. Another strength is the alignment between Trinity's mission and policies, services, and programs which support diversity, equity and inclusion, and financial stewardship for affordability and accessibility.

The university website serves as the primary source of public information and while a process is in place for regular updates to ensure accuracy and relevance, an area for improvement is to develop a more streamlined process for review and revision to continue to display the most up-to-date information as more information continues to be communicated using the website.

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Introduction

The student learning experience is at the core of an institution's purpose, mission, and educational programs, services, and activities. Standard III evaluates how institutions provide rigorous, coherent, and mission-aligned educational experiences, regardless of program modality or student background. Trinity prides itself on centering inclusive excellence, social justice, and the needs of predominantly Black and Hispanic students, 95% women, in all aspects of curricular design and delivery, whether in-person (70% of courses), hybrid (2% of courses), or fully online (28% of courses). Trinity's academic offerings are crafted to meet the needs of a diverse student body and emphasize intellectual and holistic development, leadership, and service.

Lines of Inquiry

The institution identified the following guiding questions for this Standard:

1. In all programs, how well are learning experiences designed and scaffolded for development of knowledge, skills, and values, and support inclusive excellence principles and practices?
2. How well do faculty engage in professional development experiences to impact continuous improvement in designing learning experiences?
3. How well does Trinity assess academic programs and offerings for continuous improvement for programs, curricula, and student learning outcomes?

With a mission centered on teaching, learning, and student achievement, the jewel in Trinity's crown is its innovation and creativity in designing and delivering the student learning experience. Trinity takes pride in strides made in transforming curricula and pedagogy to support student learning, based in assessment of the needs of the students Trinity serves. Trinity's progress in supporting student learning and achievement can be seen in these signature projects:

- Development and continuous improvement of Inclusive Excellence pedagogy;
- Thriving in Nursing and Health Professions, with licensure scores consistently over national benchmarks;
- Integration of Course-Based Undergraduate Research Experiences (CURES) and other high-impact practices (HIPs) for historically excluded student populations;
- Dual enrollment, Early College, and partnership programs that are responsive to and strengthen the communities Trinity serves.

In addition, Trinity continues to craft, assess and improve the first-year experience with relevant coursework that develops foundational knowledge, skills, and values with just-in-time wrap-around support embedded directly into the class experience both in face-to-face labs and via Trinity's learning management system, Moodle. In the graduate programs and professional majors with specialized accreditation, Trinity meets and exceeds expectations and standards as measured by local and national benchmarks. Trinity has garnered acclaim and become a trusted partner of the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Schools (DCPS) for its success in designing and delivering dual enrollment and early college programming.

A. Trinity's Academic Programs

Trinity offers programs leading to degrees at the master, bachelor, and associate levels, as well as certificates, non-degree tracks, and continuing education through the College of Arts and Sciences, the School of Education, the School of Nursing and Health Professions, the School of Professional and Graduate Studies, and the Office of Continuing Education. (III.3.a. List of All Academic Programs)

- The **College of Arts and Sciences (CAS)** is Trinity's historic undergraduate women's college centered in three meta-major areas of study: humanities, social sciences, and STEM disciplines. Students intending to major in a professional degree program (such as nursing or education) first enroll in CAS to complete their general education and prerequisite courses thereby grounding their professional preparation in liberal learning.
- The coeducational **School of Education (EDU)** offers certificate, bachelor, and master degrees in teacher education, education policy (online), and education leadership, and is a strong partner with local K-12 education agencies (LEAs).
- The **School of Nursing and Health Professions (NHP)** offers courses from the non-degree Certified Nursing Assistant (CNA) to the bachelor in nursing, occupational therapy assistant, public health, and social work to graduate degrees in Counseling, Occupational Therapy (hybrid) and Public Health (online). Students in the health professions complete clinical and practica requirements in hospitals and healthcare agencies throughout the DC area, and Trinity nursing graduates find employment at all major local hospitals
- The **School of Professional and Graduate Studies (PGS)** is Trinity's coeducational evening and weekend unit for adult and lifelong learners, who often enter with prior educational experiences and seek a flexible, part-time learning modality. PGS majors are delivered as pathways programs with core learning embedded into the academic plan. PGS also houses the bulk of Trinity's master programs approved for fully online delivery, in business, management, and strategic communication.

The **Office of Continuing Education** offers non-degree credit for teachers and working professionals seeking to maintain certification requirements, obtain continuing education units, or expand career knowledge and mobility potential in collaboration with the academic units.

To promote coherent progression along flexible career pathways, Trinity offers stackable credentials—such as a certificate in community health that can lead to an associate and then bachelor degree, and later articulate into the master of Public Health —allowing students to advance step by step as their lives and careers evolve (III.3.a, III.3.b, III.3.d).

Trinity extends access to higher education through innovative dual-enrollment programs. The Coolidge Early College Academy (CECA) enrolls local high-school students who earn an associate degree while completing their high school diploma, creating a seamless pathway to a bachelor degree. Similarly, the Advanced Technical Center (ATC) is D.C.’s dual enrollment program that offers District high school students a two-year program in career and technical education, preparing them for high-skill, high-wage, and in-demand professions; Trinity offers dual enrollment courses in pre-health professions subjects through ATC. CECA, ATC, and other partnership-based dual-enrollment not only provide students with accelerated academic opportunities but also strengthen enrollment pipelines and funding streams that support Trinity’s academic and professional programs (III.3.a, III.3.b, III.3.d).

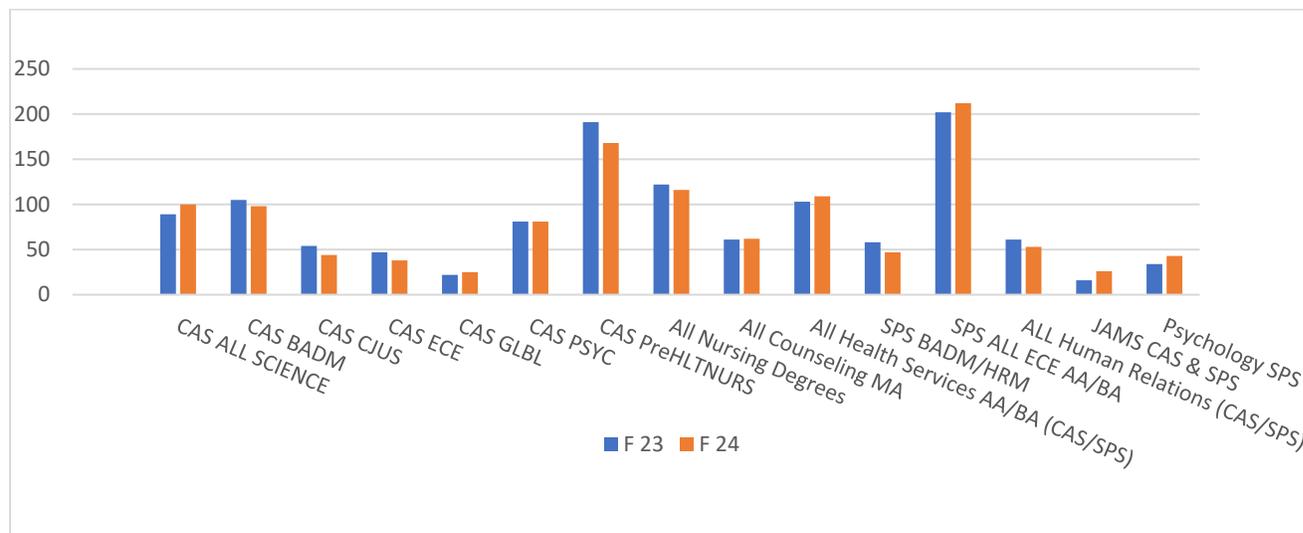
Trinity’s programs are designed, delivered, assessed, and curated by qualified professionals, experts in their fields, who are prized and supported for their curiosity about teaching and learning and how to continuously improve. Through academic governance, the local curriculum and academic policy committees (L-CAPS) continuously review programs and offerings in the academic units. The University Curriculum and Academic Policy Committee (UCAP) oversees overall assessment and improvement in the degree-granting units. All programs are required to create curriculum maps that embed course and program learning goals aligned to institutional learning goals and mission (see Standard V). This oversight ensures coherence, continuity, and currency of programs to contemporary content and standards.

Trinity’s academic programs are clearly and accurately described in the Academic Catalog and all students are provided programs of study maintained and updated semesterly in Starfish by the Center for Student Success (CSS). By accessing these materials, students are able to understand and follow degree and program requirements and expected time to completion. The catalog is reviewed and updated annually in Academic Affairs and cross-checked with academic plan of study documents to ensure consistency prior to publication for the upcoming academic cycle (III.3.a., III.3.b, III.3.c., III.4.a).

Trinity assigns credit hours in accordance with the Carnegie Unit on the semester system, a widely accepted higher education standard. In programs with specialized accreditation, such as teacher education and healthcare, the policy is adapted to reflect student teaching and clinical requirements. Every course—regardless of delivery mode, traditional or distance education—has an approved syllabus that specifies course length, meeting times, assigned credits, and other essential information. Syllabus templates are regularly updated to reflect evolving student and faculty needs (III.4.a, III.4.b, III.4.c, III.4.d, III.4.n, III.4.n.i, III.4.n.iii). Degree program length is determined by type of credential pursued and remains consistent with credit-hour requirements. These policies ensure that all student learning experiences meet program-level learning outcomes and align with the institution’s mission. (III.1.a, III.1.b, III.1.e, III.3.a, III.3.b, III.3.d).

Trinity's largest programs are in nursing, education, business, health services, social sciences (psychology, human relations, criminal justice), counseling, and the combined sciences. Recently added majors on the rise include global affairs and journalism and media studies.

Figure 1: Trinity's Top Growth Majors Fall 2023-Fall 2024



B. Line of Inquiry #1: In all programs, how well are learning experiences designed and scaffolded for development of knowledge, skills, and values, and support inclusive excellence principles and practices?

Trinity embraces the idea that liberal learning, done well, is the essential platform for lifelong intellectual and professional development. Through its academic and co-curricular offerings, Trinity develops knowledge, skills, and values of liberal learning via inquiry and research, critical analysis and effective expression, and numeracy and scientific literacy. These guiding themes are embedded into general education and core curricula, the expression of Trinity's institution learning goals.

The general education and core curricula equip students with essential competencies, including written and oral communication, scientific and quantitative reasoning, critical thinking, and information literacy.

In keeping with Trinity's mission, the curriculum also emphasizes the study of ethics, values, and diverse perspectives, ensuring students are prepared to navigate complexity with integrity and insight. (III.5.a, III.5.c). The General Education program was most recently revised in 2023, when the Curriculum and Academic Policy (CAP) Committee updated curricula and approved new courses to expand offerings (III.5.d, III.5.e).

Table 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*	Civic Knowledge*
College Composition*	Lab Sciences	Ethics/Philosophy	Leadership*
Critical Reasoning and Oral Argumentation*	History/Arts/Humanities		
Quantitative Reasoning*	Foreign Languages		
<i>V. General Education Capstone Seminar*</i>			

*2016-2026 assessment points: foundational skills in data collection; applications in final phase; values and beliefs starting this year; knowledge and inquiry are assessed in the majors, capstone in data collection phase.

In alignment with Trinity’s mission, graduate programs are built on a foundation of liberal learning that prepares students for professional success. Graduate degree programs emphasize research, scholarship, and independent thinking, with a strong focus on applying theory to real-world challenges. Students engage in a wide range of practical learning experiences, including capstone projects, student teaching, advanced seminars, and clinical fieldwork. These opportunities integrate research with experiential learning and prepare students for leadership across fields such as human resource management, public administration, instructional planning, school improvement, media relations, social justice and policy, and clinical practice. (III.6.a, III.6.a.i)

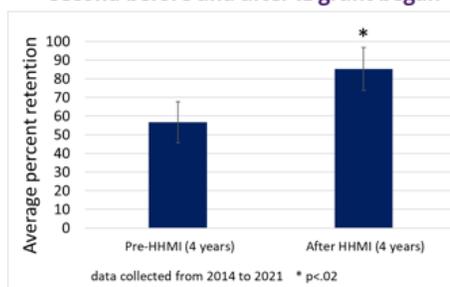
1) CASE STUDY #1: The Impact of Inclusive Excellence Pedagogy

At the time of Trinity’s last self-study, a concern with student persistence in STEM disciplines emerged. During the 2006 accreditation cycle, the combined sciences (biology, biochemistry, chemistry, forensic science) had among the lowest enrollments in CAS – just 25 students across all disciplines. In 2016, that number was not much improved, increasing only to 33. Instead of blaming the students for internal academic deficits, the science faculty reflected on their own pedagogies and practices, examining curricular barriers and inflexible teaching modalities. They asked, “Given the number of students unable to persist in the majors, what can we do better to teach them what they need to know?” The faculty introduced inclusive excellence in curricula and pedagogy to improve science outcomes and set about creating the conditions for change.

In 2017, STEM faculty received a competitive Howard Hughes Medical Institute (HHMI) grant to promote inclusive excellence. The project had five guideposts: 1) evaluate and revise practices and policies to remove barriers; 2) examine faculty and student positionality to reduce bias and increase inclusion; 3) create class environments that empower all voices and value student individuality; 4) situate classwork within students’ own contexts, and 5) foster belonging and career attachment to realize student potential. The key to this model is growth mindset and a shift to talent development, self-directed learning and resiliency, and normalizing seeking support, rather than a focus on student deficits and insufficiencies. Faculty revised the curriculum to minimize exit points and embed a mentoring structure and invested heavily in faculty development to support the redesign.

Figure 2: Increased Retention from First to Second Semester Science Course

Average Retention from first year science course to second before and after IE grant began



The redesign showed almost immediate success. Revamped courses were aligned to new and modified program goals and intentionally sequenced. Retention from first to second year biology courses increased from <60% to >80% after implementation of the new curriculum. Redesigned courses emphasize inquiry-based learning, inclusive teaching practices and mentorship.

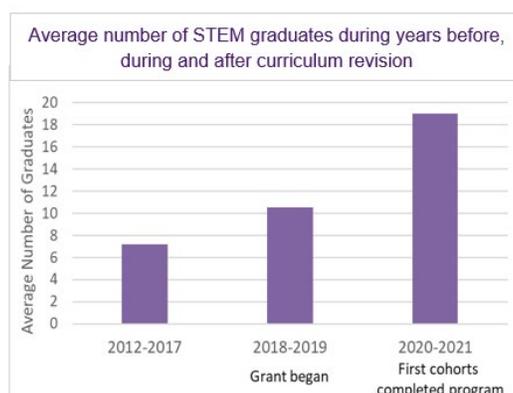
2) Course-Based Undergraduate Research Experiences (CUREs)

Inclusive excellence pedagogy embeds course-based research experiences directly into the curriculum and scaffolds learning around authentic research. CUREs were introduced in the sciences as active, inquiry-based learning, transforming students from passive learners to investigators posing and answering complex questions through empirical study. CUREs projects are situated in students' own contexts: they have conducted chemical assays of neighborhood environmental quality; evaluated toxicity of common household products; investigated diseases that impact their families and communities; examined structural factors in education inequality in the district, and recorded oral histories of Trinity elders. As with other aspects of IE pedagogy, other disciplines across the institution eagerly adopted this high-impact teaching methodology.

Now in its 10th year, Trinity celebrates student work in CUREs through Spring Research Day. Spring Research Day occurs annually and showcases research of Trinity scholars in STEM, social sciences, humanities, education, nursing, and health professions (undergraduate and graduate) via posters, panels, and oral presentations. The sessions provide a professional forum for students to engage with audiences and highlight work that in many cases students build on in their graduate and professional careers. Trinity students extend their research experiences into the summer months: through a Sloan grant, they conduct research in partnership with Johns Hopkins University; Trinity has also expanded summer internships on campus and at many local DC universities and laboratories. Trinity students present annually at peer-reviewed conferences such as the Annual Biomedical Research Conference for Minority Scientists (ABRCMS), the National Council for Undergraduate Research (NCUR), and the Society for Toxicity, among others. (III.4.a.i)

The curricular changes also resulted in an increase in the average number of students earning a C or higher each year in NSCM 499, the science capstone course, and doubling the average number of graduating science majors (see evidence III.xxx). In Spring 2025, Trinity saw 106 enrollments in the combined sciences, more than tripling from 2016. Further, the science graduates go on to impressive post-baccalaureate studies or careers in their fields in high numbers.

Figure 3: Increased Number of Students Graduating with STEM degrees



Other majors and programs across the institution, seeing the successes in the sciences, have adopted inclusive excellence practices. For example, Global Affairs has embedded the mentor moments structure into its curriculum. Academic Affairs embeds inclusive excellence activities into faculty orientations to ensure all faculty understand and embrace the model. Faculty and adjuncts across the institution have engaged in inclusive excellence trainings and have revised program or course level learning goals or activities that relate to inclusive excellence.

3) CASE STUDY #2: Thriving in Nursing and Health Professions

Trinity created the School of Nursing and Health Professions and added the BSN in Nursing in 2010 following significant analysis suggesting that prospective students seek applied majors with clear pathways to careers, such as healthcare. Local health systems were eager to partner with and support Trinity programs dedicated to developing nurses and healthcare providers that come from the communities they serve. Also, nursing and health services are perfectly aligned to Trinity's social justice mission. However, in the early, pre-inclusive excellence years, Trinity struggled with the right teaching alchemy to achieve benchmark learning outcomes. Legacy teaching methodologies did not produce the first-time NCLEX pass rates required to maintain full accreditation. Over the course of several years, Trinity studied the issues and, similar to the sciences, completed a major revision and revamping of courses, pedagogies and curricula. For example, Trinity embedded Assessment Technologies Institute (ATI) materials into all aspects of the program, while providing a variety of academic supports for the students Trinity serves (for whom high-stakes testing produces anxiety and is not the best measure of their learning). This was hard, roll-up-ones-sleeves work, but it produced results. Today, Trinity's board scores are consistently above benchmark and graduates enjoy high rates of employment, often being hired directly by their clinical sites once they've achieved licensure.

As the table below shows, Trinity's healthcare programs today are thriving, with strong outcomes on national board exams in Nursing and Occupational Therapy. Graduates are in high demand—most leave with at least one, and often two or three, job offers. Trinity's reputation across the region is well established, and employers actively recruit even before graduation. Retention is at a record high of 93.7%.

Table 2: Five-Year NHP Dashboard Data

Topic	FY 20	FY 21	FY 2022	FY 23	FY 24	FY 25
Enrollment	FA – 209 SP - 185	FA – 335* SP – 292	FA –320 SP - 270	FA – 284 SP – 228	FA – 247 SP – 226	FA – 278
Fall-to-Fall Retention	All NHP - 77%	All NHP - 82%	All NHP – 76.57%	All NHP – 84%	All NHP – 86.5%	All NHP – 93.7%
National Licensure Exam Results	NCLEX: 100% NBCOT: MOT- 70%	NCLEX: 91.49% NBCOT: MOT-96%	NCLEX: 81.15%* NBCOT: MOT-90%	NCLEX: 83.3% NBCOT: OTA-B- 100% MOT- 91%	NCLEX – 84% NBCOT: OTA-B- MOT- 88%	NCLEX: NBCOT: OTA-B MOT

**On April 1, 2023, the NCLEX format and question types changed, so during this period the curriculum was undergoing rapid transformation. Even so, the NCLEX score remained above the 80% first-time pass rate required by specialized accreditors.*

Delivering high-quality clinical education requires significant coordination and preparation. Faculty and staff work to secure and maintain clinical agreements and insurance certificates, verify student clinical requirements, assign students to appropriate sites, communicate with facilities, and collect and review evaluations from both students and placement sites. Equally important is the network of relationships faculty, staff, and students build with clinical partners throughout the metropolitan region, and nationally for MOT placements. These partnerships are the foundation of Trinity’s success in preparing students for healthcare careers.

These cases, replicated in majors and programs across the institution, highlight Trinity’s commitment to Trinity DARE: Driving Actions for Racial Equity, a five-point strategic platform for campus transformation to support students of color and historically excluded students. The DARE platform calls for 1) Widening Career Pipelines (through internships and career services); 2) Access and Success (grants, scholarships and support); 3) Inclusive Excellence (pedagogical transformation); 4) Research and Education (applying intellectual resources to topics of inequity; and 5) Trinity Self-examination and Change (reflection on Trinity’s history through the lens of racial justice). The inclusive excellence revolution in policies, processes, pedagogies, practices, and teaching methodologies is a strong expression of this platform, and performance indicators indicate advancement in student learning and achievement as compared to the pre-IE days.

C. Trinity’s Library: Intellectual and Resource Hub

Faculty and students require support resources to complete their academic missions. Trinity provides extensive academic resources through the Sister Helen Sheehan Library, which positions itself as the intellectual hub of the community. In 2024, the library opened the Writing and Research Center, created the Family Library, a family-friendly affinity space, hosted many community events, and provided academic support for students and faculty. Library goals are:

- **Goal 1:** Develop and maintain a collection that supports liberal learning, encourages a culture of curiosity, *and gets used*.
- **Goal 2.** Provide engaging instruction that teaches information literacy and writing in a holistic, dynamic way. Provide mission driven co-curricular intellectual enrichment activities.

- **Goal 3.** Increase the use of the library’s many services and supports.
- **Goal 4.** Create community by providing a warm and welcoming environment and programming that cultivates connection.
- **Goal 5.** Ensure the long-term viability of the University by continually evaluating the library and its services to ensure contribution to Trinity’s mission.

Table 3: Library Dashboard: Resource Counts through 2024 and projected goals

Topic	2022	2023	2024	2025	2026
Library Instruction Sessions	47	45	45	47	50
Library Staff Interactions	780	1,120	1,219	1,450	1,620
Library Collection Circulation	132,090	100,018	IP	145,000	147,000
Community Events	6	4	5	7	9

The library offers a wide array of books, journals and electronic resources through its online catalog. Students, faculty, and staff use online databases, eBooks, and streaming videos, many available remotely via the Trinity website—an essential support for online learners. Patrons also access all university libraries through the Washington Research Library Consortium (WRLC), of which Trinity is a member. Trinity is a partner with the DC Public Libraries, periodically offering collaborative programs and services. Many students additionally access the Library of Congress and other Washington, DC, archival materials with the library’s support.

The library delivers workshops on all aspect of writing and research: choosing a topic, searching databases, information synthesis and integration, citation help and plagiarism prevention, and how to appropriately use emerging technologies. Library staff provide in-person and virtual research assistance, while the physical library offers study spaces and computer access to support academic needs of all programs. The library champions Trinity’s OAR (Open Access Resource) project encouraging adoption of peer-reviewed open-access texts to reduce the overall costs of college and make learning accessible. Library staff participate in all new student, faculty, and adjunct orientations to give instruction on the library’s resources. They attend faculty meetings, visit classes, create educational displays, and execute marketing campaigns that include messaging on how to find and use informational resources, including through social media.

D. Line of Inquiry #2: How well do faculty engage in professional development experiences to impact continuous improvement in designing learning experiences?

None of this work could occur without the faculty, the bedrock talent that produces the intellectual and pedagogical resources that nourish student learning and achievement. Trinity’s faculty is highly credentialed; with nearly 80% possessing terminal degrees at the doctoral (or licensed master for professional licensure programs) level. In most cases, full-time appointments at Trinity require a terminal degree or demonstrated commensurate experience.

Historically, Trinity has met its goal of >50% of course units taught by full-time faculty or instructional staff, and part-time faculty retention is consistently high (spring-to-spring P/T

Part-time faculty attend orientation sessions at the start of each semester and are encouraged to participate in all professional development activities available to the full-time faculty.

Trinity's investment in faculty growth is evident in the scholarship and professional activity table in the evidence inventory, which highlights ongoing research, publications, and professional engagement (III.2.o). Recent distinguished accomplishments include several books, including *The Student Debt Crisis: America's Moral Urgency* (Broadleaf Books) and *Norman Cousins: Peacemaker in the Atomic Age* (Hopkins University Press) by the chairs of Strategic Communication and Global Affairs, respectively. Recent awards include a Proud Shoes Book Fellowship Award and two NASA Robert H. Goddard Honor Awards (the latter to a long-time mathematics adjunct). In 2024, Trinity's Director of Public Health was appointed to the DC Public Health Association. The Trinity Times won an astounding 29 awards at the Catholic Media Association's annual conference, a testament to the Newsroom Director's effectiveness.

Full-time faculty and instructors are assessed within their units via faculty professional development plans submitted to their dean annually at the start of each academic cycle; at the close of the year, they reflect on progress toward the goals. These plans build on each other, and for those on the tenure track or a promotion pathway, they scaffold into the formative third-year review process, which helps prepares the tenure portfolio. The Rank and Tenure Rubric, supplied to each new category A faculty member in their first year, clearly states expectations for tenure and promotion in the categories of teaching, scholarship, and service. (III.2.n.). Adjuncts are formally assessed once every four semesters via self-assessment, class observation, and the adjunct evaluation inventory. Students also assess courses electronically via Smartevals. Trinity's new device-friendly course evaluation software. Response rates continue to climb, with nearly 40% of students assessing courses in Fall 2024.

At present, about 30% of Trinity degree courses are offered online, most in the six graduate programs approved for fully-online delivery with the remainder in the undergraduate PGS programs where students can choose online or face-to-face offerings. As Trinity shifted to on-line teaching and learning during COVID, it committed to providing meaningful professional development and training for all faculty, including adjuncts, in partnership with Quality Matters, an internationally recognized leader in on-line course quality assurance. In summer 2020, 195 faculty instructors completed professional development training for a total of 447 unique training experiences supported by Trinity. (III.4.k.iii).

Quality Matters remained available to faculty through 2023, at which point the Office of Instructional Technology assumed continuing professional development and education. In 2024, the Office delivered twice monthly trainings on topics including Getting Started with Moodle: Course Setup and Management; Navigating Academic Technology Tools; Making Your Videos Interactive using H5P; Facilitating Active Learning with Moodle's Discussion Forum, and more.

E. Line of Inquiry #3: How well does Trinity assess academic programs and offerings for continuous improvement for programs, curricula, and student learning outcomes?

Assessment is central to continuous improvement of student learning and effective teaching. Each academic program submits assessment reports, evaluated by rubric; programs in CAS, those with specialized accreditation, and professional programs that align to industry standards demonstrate strong assessment. PGS's core curriculum shows areas for improvement; PGS-CAP is adapting models from CAS to strengthen review processes, particularly embedded rubrics in core courses to measure student learning outcomes (III.2.h, III.2.j, III.2.k.i, III.2.k.ii, III.2.k.iii).

Trinity has implemented embedded assessments into Moodle courses to facilitate instructor evaluation of student learning outcomes (SLOs) each semester. Rubrics are in place for foundational skills courses (CRS, MATH, ENGL, COM/PHIL) and capstone seminars; annual reports analyze results and guide improvements. Work is underway to expand to the Applications area (civic knowledge and leadership) of the general education curriculum. Pass rates for CRS and MATH are monitored annually to identify trends and inform strategies. Offices in Academic Affairs collect and analyze course evaluation data to further inform teaching and program development (III.5.a, III.5.b, III.5.d, III.8). Trinity's culture of assessment routinely examines SLOs leading to continuous improvement in curricula, programs and pedagogy (*See Standard V for a full discussion of educational effectiveness assessment at Trinity*).

Students complete course evaluations each semester, offering feedback on learning experiences, course content, and instructional effectiveness. In collaboration with faculty, Instructional Technology recently redesigned the evaluations to be mobile-friendly while still providing meaningful data. Between 2019 and 2024, Trinity's course evaluation response rate increased by 14 percentage points—from 25% to 39%—surpassing the generally accepted 30% threshold for valid results. Still, increasing response rates remains a priority.

Academic Affairs reviews program assessment and course evaluation data annually to inform faculty development, assess learning, and guide curriculum revision. This analysis supports academic decision-making for program growth and student success. Trinity educates a diverse population of students with the goal of improving learning and life outcomes, in turn impacting their families and their communities. By evaluating learning experiences, sharing results with stakeholders, and applying findings to continuous improvement, Trinity can better understand how well Trinity is meeting its educational mission and learning goals and outcomes.

Conclusion

Trinity's commitment to designing and delivering learning experiences in alignment with mission and the needs of its diverse student population is evident in Standard III review. In each of the collegiate units, students are provided scaffolded learning opportunities that build upon liberal learning for professional preparation. Curricula, pedagogy, and support services are aligned with Trinity's goals of dismantling barriers to student success and preparing graduates to be leaders who advance equity in their communities and professions. Commitment to both access and excellence is reflected in Trinity's intentional support of first-generation, underrepresented, non-traditional, and historically excluded students so that each learner is positioned to thrive academically and professionally.

Academic programs are aligned with clearly defined learning outcomes, grounded in the liberal

arts and professional preparation, and respond to regional and national workforce needs. For example, the Dean of the College of Arts and Sciences joined the regional Greater Washington Partnership to add data analytics and information technology to Trinity's offerings. Faculty qualifications and support structures ensure that students benefit from student-centered, culturally responsive, and academically rigorous instruction. Faculty and instructors receive professional development support both internally and externally. Trainings on inclusive excellence pedagogy have produced measurable outcomes that show students feel valued, can participate fully, and have access to materials that fit their learning needs, leading to improved academic engagement, understanding, and achievement for diverse learners. Trinity's self-study highlights areas of strength and of growth that will allow deepening coherence across programs, strengthen systems for assessing and using evidence of student outcomes, and expand pathways for career readiness, student success, and lifelong learning.

Strengths

- Academic programs intentionally reflect Trinity's mission and identity.
- Commitment to equity, access, and social justice is embedded in curricula, pedagogy, and student support.
- Faculty employ inclusive and culturally relevant teaching strategies.
- General education curricula balance liberal arts grounding with preparation for professional success.
- Trinity fosters strong mentoring and advising relationships, particularly for first-generation and underrepresented students.
- Rich experiential opportunities—internships, service-learning, and community-based projects—connect learning to real-world impact.

Areas for Growth

- Keep working to enhance systematic assessment of learning outcomes, particularly in the PGS core, utilizing the Director of Research and Assessment for support.
- Continue streamlining plans of study to ensure clear pathways from entry to completion for transfer and non-traditional learners, utilizing the Starfish advising platform to facilitate this project.
- Embedded mentoring in the sciences has shown remarkable outcomes. Keep working to ensure access to mentoring across academic programs.
- Continue to build bridges between academic programs and community/industry partners that open career pathways for women, Black, Hispanic, and first-generation students, Goal One of Trinity DARE.
- Add to robust faculty development with workshops on grant-writing skills, collaboration with external colleagues, and opportunities for faculty to design and facilitate programs in areas of their strength.

These continuous improvement strategies will enable Trinity to further its mission of developing knowledge, skills and values through the design and delivery of effective student learning experiences. By addressing these areas, the institution will reinforce its mission-driven commitment to access, equity, and excellence in its academic programs.

Standard IV - Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Introduction

Standard IV addresses Trinity's commitment to student retention, persistence, completion, and success through a coherent and effective student support system. Trinity's professionals in advising, academic services and co-curricular services enhance the quality of the learning environment, contribute to the educational experience, and foster student success. Guided by data-informed decision-making, Trinity tracks retention and persistence trends disaggregated by race/ethnicity, Pell-eligibility, and first-generation status. The evidence provides examples of Trinity's success as well as steps for improvement that support Trinity's mission. Trinity's Student Support Services are appropriate to student needs, reflective of institutional mission, consistent with student learning expectations, and available regardless of place or method of delivery. This section includes:

- Student life services and co-curricular activities, including athletics, Campus ministry, student government, Trinity Times and other relevant programs;
- Enrollment Management processes from Admissions through Advising and the Center for Student Success, orientation programs and academic services to support student success;
- Accurate and comprehensive information on financial aid and processes for advising students on financial aid options and implications;
- Quality and effectiveness of transfer student services;
- The processes of review and assessment of student support services across all educational schools, levels and programs.

Lines of Inquiry:

1. How well does Trinity's Center for Student Success and Academic Services Center support student success?
2. How effective are Trinity's services for transfer, commuter, and graduate students?
3. How effectively does Trinity's co-curricular programming support the holistic student experience?

A. Commitment to Justice, Equity and Integrity in Admissions Practices

Consistent with mission, Trinity is deeply committed to equity, access, and justice in higher education. For 125 years Trinity has pursued its primary mission to ensure access for students who have often suffered marginalization in education and opportunities for economic advancement. Enrollment management is a continuous topic of attention for the president and senior management. (IV.1.a.iii.)

1) Admissions Data, Processes and Partnerships

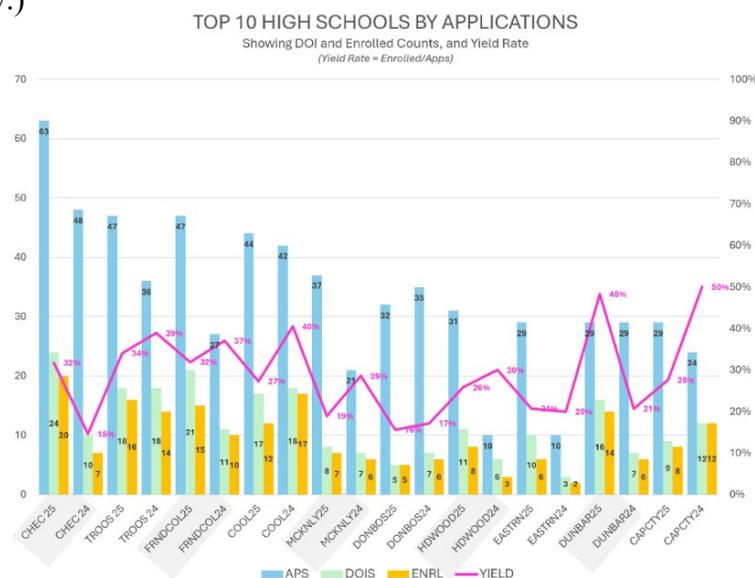
Trinity recruits students from under-resourced high schools in the Washington region, employers, community-based organizations, and transfer pipelines with community colleges that serve Black, Hispanic, and first-generation students. The Admissions Office works closely with Student Affairs and the Center for Student Success (CSS), in addition to Academic Affairs ensuring that students receive complete information from their earliest contacts. (Admissions Policy Manual IV.1.a.) (Admissions manual here)

Trinity Admissions is a centralized operation reporting to the president with recruiters assigned to the respective academic units working in cooperation with the provost and deans to ensure that all prospective students are well-informed about academic program requirements and are evaluated according to the standards for each unit and program. (IV.1. a.i.) The primary data system for Admissions is the Element 451 CRM that facilitates applications and credential uploads, communications and scheduling of events for prospective students.

Trinity also uses Tableau for a wide variety of management purposes and the data visualization features of Tableau are particularly helpful for Admissions data. On a daily basis, all personnel with enrollment responsibilities can see the “Admissions Pipeline” report (sample below) that tracks applications, declarations of intent (DOIs, Trinity uses instead of deposits) and enrollments. The illustration below is one small snapshot of the larger Tableau report (IV.1.a.ii.).



For the College of Arts and Sciences, Admissions recruiting focuses on high schools with a secondary emphasis on transfer students from community colleges and other schools. An analysis of high school data over time shows that two-thirds or more of Trinity full-time undergraduates come from about 30 high schools in any given year, most in DC and nearby Maryland. The chart below shows applications, DOIs and enrollments for the top 10 schools in 2025 and 2024: (IV.1.a.v.)



CAS Admissions recruiters are assigned to the various schools and the Associate Vice President for Admissions supervises their work with the schools. Trinity has strong and continuous partnerships with the leadership of the D.C. Public Schools, Prince Georges County and Montgomery County Public Schools, as well as charter schools and Catholic schools. The team also conducts on-campus events for prospective students and works with the Center for Student Success and Enrollment Services to ensure accurate academic advising and financial aid counseling. (CAS Strategic Recruitment Plan IV.1.a.vi.)

Admissions recruiters for the professional schools work with employers and community organizations. Many of the professional programs have specific admissions criteria that require the recruiters to work closely with deans and program directors, particularly for programs in the School of Nursing and Health Professions, and School of Education where licensure and accreditation requirements must be followed with great care. The web pages for each program and academic unit also set forth the admissions criteria. (Professional School Recruiting Plan Samples IV.1.a.vii.)

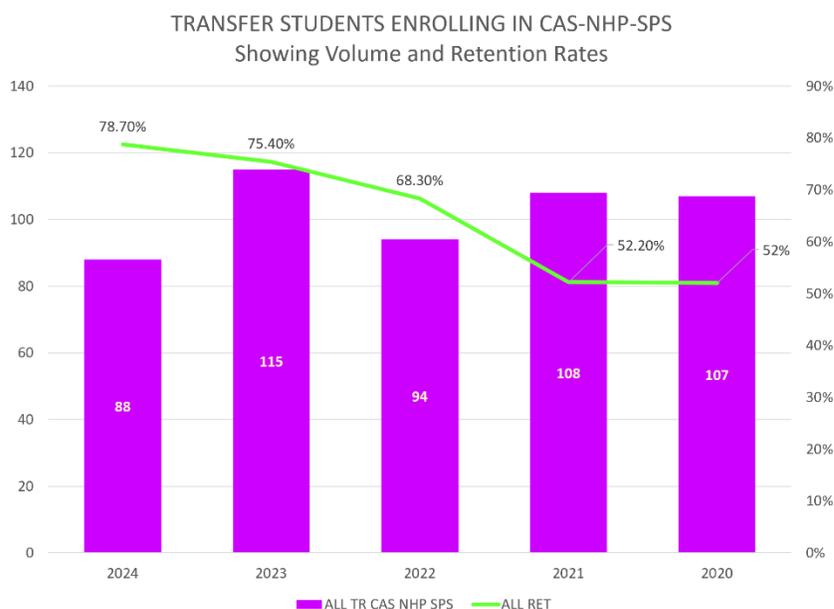
Trinity also maintains important partnerships that open up special programmatic pathways. Examples of these partnerships include:

- Early College Academy partnership with Coolidge High School and the D.C. Public Schools, now in its fourth year, through which nearly 50 talented high school students enroll in the associate degree program at Trinity during their junior year in high school; this program has proven to be very successful with a high completion rate; (IV.1.a.viii.)

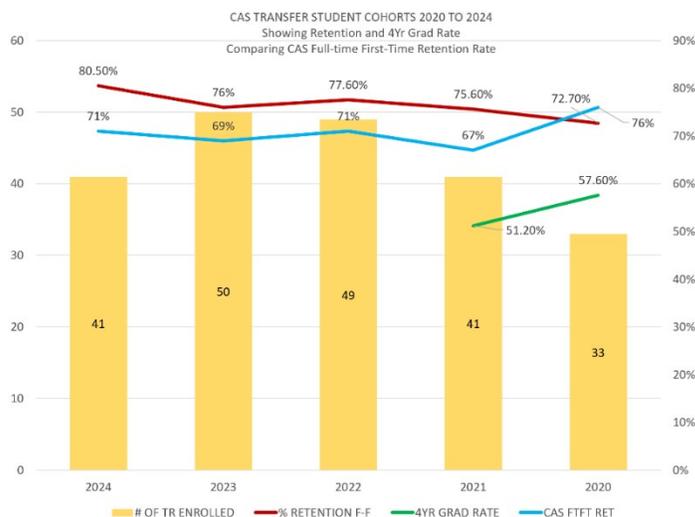
- Dual enrollment partnership with the Office of the State Superintendent of Education (OSSE) through which DC high school students take Trinity courses focused on preparation for health professions majors; (Dual Enrollment MOU samples in IV.1.a.x.)
- Partnership with the DC Department of Employment Services to offer mid-career healthcare workers the opportunity to advance in the workplace through earning certificates and degrees that can support promotion at work; (IV.1.a.xi.)
- Partnership with the DC Department of Health preparing certified nursing assistants and patient care technicians for expanded health services in southeast DC; (IV.1.a.xii.)
- Partnership with OSSE, American University and Martha’s Table (a community organization) to offer associate degree opportunities for workers in Early Childhood Education to help them meet a DC requirement for licensure; (IV.1.a.xv.)
- Partnerships with MedStar Health for a radiology program and with Sibley Memorial Hospital for a Student Nurse Bridge Program to prepare well qualified junior and senior nursing students with a pathway into nursing careers and residencies at Sibley. (IV.1.a.xiii.) and (IV.1.a.xiv.)

2) Transfer Students and Transfer Processes

Trinity has transfer and articulation agreements with a number of community colleges (IV.2.a.iii.) and these agreements facilitate the transfer of credit. Trinity’s website includes expansive information about transfer partnerships (IV.2.a.i.) including the key institutional partnerships, a link to the transcript evaluation service, as well as an extensive FAQ list to help prospective transfer students get the answers they need. The Academic Catalog includes policy statements on the transfer of credit for every academic unit (IV.2.a.ii.) Trinity’s Admissions team includes a full-time director of transfer recruitment (IV.2.a.). The charts below show the total volume of transfer students enrolled each fall since 2020, and their persistence Fall-to-Fall and Fall-to-Spring. Note the lower rates in the pandemic years 2020 and 2021.



We took a closer look at transfer students who enrolled in the College of Arts and Sciences. The chart below shows that the last four cohorts of transfer students in CAS retained at higher rates than CAS full-time first-time students, and the graduation rates of the cohorts of transfer students that entered CAS in 2020 and 2021 are also higher than the overall CAS rates.



3) Enrollment Services: Effective Financial Aid Practices

Standard II includes a detailed discussion of student financial aid. Data below is from IPEDS:

Student Financial Aid, Academic year 2022-23		
	Percent awarded aid	Average amount of aid awarded
Degree/certificate-seeking undergraduate students		
Any grant or scholarship aid	92	17,791
Pell grants	59	4,859
Federal student loans	45	6,578
Full-time, first-time, degree/certificate-seeking undergraduate students		
Any student financial aid	98	-
Grants or scholarship aid	98	21,814
Federal grants	67	6,009
Pell grants	67	5,494
Other federal grants	16	2,181
State or local grants and scholarships	45	8,575
Institutional grants and scholarships	98	13,743
Student loan aid	44	4,891
Federal student loans	44	4,726
Other student loans	2	4,805

National Center for Education Statistics - IPEDS

The Board considers tuition pricing every February, and as part of the tuition discussion the Board also considers financial aid. (Sample excerpts of Board materials on tuition and financial aid at IV.1.a.xvi.) Trinity students have very high need. The median family income for full-time students in the College of Arts & Sciences is about \$30,000 per annum. With strong financial aid packages, more than 60% of CAS students have zero tuition balances in any given year. Yet, with the cost of attendance adding \$10,000-\$15,000 or more to the tuition price depending on the student’s living arrangements, providing financial aid up to the total cost of attendance becomes urgent for many students.

Enrollment Services provides a great deal of information online (IV.1.a.xvii.) including the Net Price Calculator. However, from experience, Trinity knows that there is no substitute for direct person-to-person counseling and coaching to help students to understand their financial aid options and responsibilities. Enrollment Services staff are continuously available, both in-person and virtually, to talk with students about financial issues.

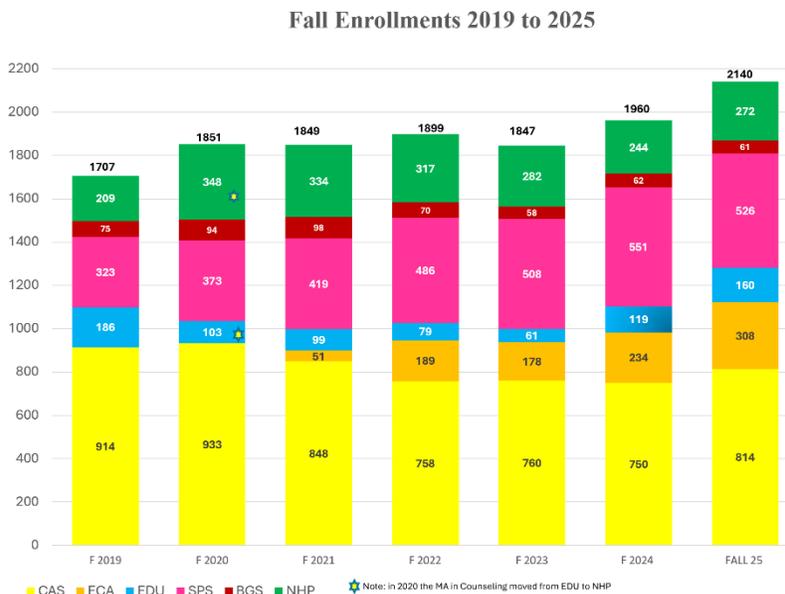
Because money is such a big issue for Trinity students, management also determined that discussion about money could not be limited to financial aid staff alone. A collaborative model is now in place that trains personnel in Admissions, Enrollment Services and the Center for Student Success to help talk with students about finances; all financial aid decisions remain with Enrollment Services.

B. Support for Trinity Students

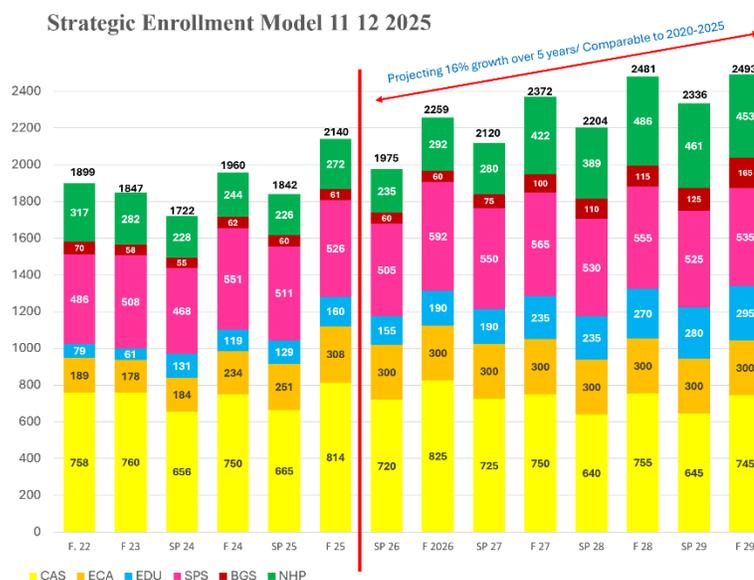
A hallmark to Trinity’s structure is that virtually all faculty and staff members at Trinity deliver student services every day. Trinity’s academic schools are supported by centralized administrative services in Student Affairs, Enrollment Services, Academic Support Services and Admissions. Trinity’s organizational design provides extensive student support services within the academic units and in centralized units as well. The Vice President for Student Affairs and the Provost work with the Academic Deans to ensure integration of student services.

1) Enrollment Planning

The graph below shows Trinity’s total enrollment by year for each fall since 2019:



Enrollment is Goal #1 of Trinity's Strategic Plan, and strategic enrollment planning is a continuous process engaged directly by the president, CFO, provost, deans and senior staff. The strategic enrollment goals are updated every semester based on actual performance and projected forward five years. The projections are based on historic and current data about (a) likely numbers of graduates in each program each semester, (b) retention projections based on prior performance, and (c) likely new student enrollment based on prior performance and opportunities for growth given market conditions for each program. Every effort is made to keep the projections realistic while also embedding an expectation for growth. (IV.1.a.xvi.) The enrollment model below is based on calculations of likely graduation, attrition and new student enrollment over time:



The strategic enrollment model also considers the impact of new programs. The strategic model is more aggressive than the financial planning model that is used for budget projections. While the strategic model aims for modest continuing growth, the financial model aims for stability. The Board and senior staff discuss both models routinely along with adjustments for actual performance.

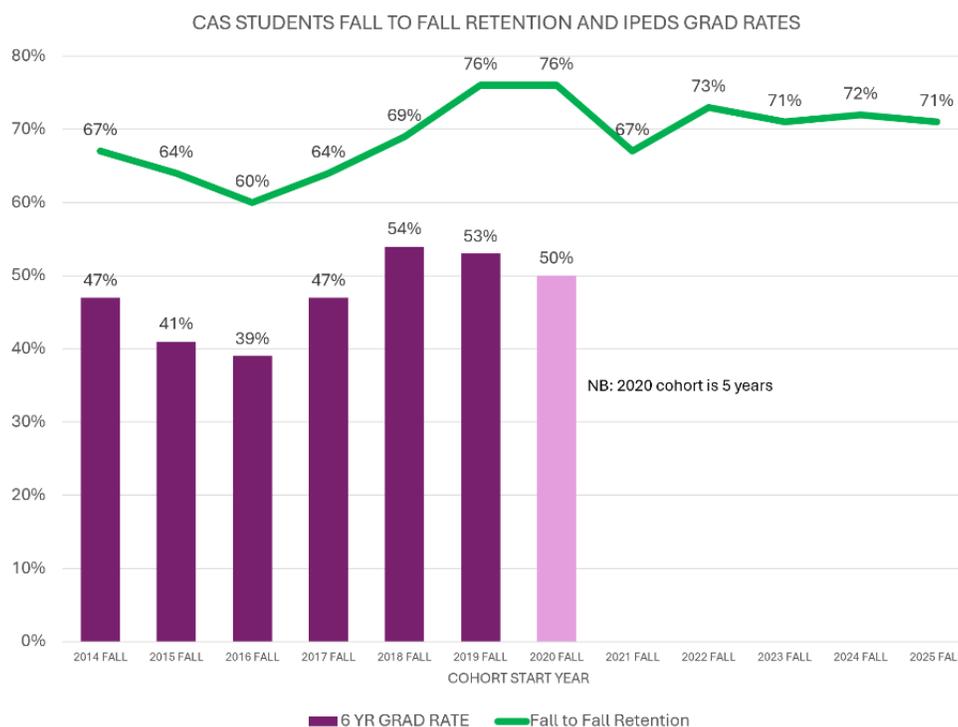
2) Orientations

Orientation programs take place for every cohort of new students in each academic unit. The largest and most extensive program is the Fall orientation for new CAS students with a broad range of activities across a full week before classes begin. A highlight of each year's CAS orientation is the New Student Convocation during which the students sign the Honor Book and receive their Trinity medals as symbols of their entrance into the Trinity community.

Orientation is a collaboration among the advisors in the Center for Student Success, Enrollment Services and the respective deans. For CAS, the week long program includes sessions on academic, co-curricular and student life topics. An example of the CAS program from Fall 2025 is in the evidence portal (IV.1.c.i.) Attendance data shows that, for the week-long CAS orientation program, about 75% of all new students participate. At the end of the program, a survey collects satisfaction data (IV.1.c.ii.) that contributes to revising the program for the future.

3) Retention and Completion

Trinity's IPEDS graduation rates are slowly improving. Our goal is to get the rate over 50% consistently. This data is also presented in the Student Right-to-Know data published on Trinity's website (IV.1.c.iii.) The population that Trinity chooses to serve does not follow timed pathways that traditional expectations for student "success" have enshrined into federal regulations. Traditional notions of how students should progress through college do not serve our students well, but nevertheless, we must work with those measurements including the IPEDS graduation rate. Improving graduation rates starts with improved retention, especially in the first year. Over time, Trinity has been able to achieve some modest first year year-to-year retention improvement as this chart shows:



Trinity has taken steps to improve retention and graduation rates. (IV.1.a.xviii. Report to Board Academic Affairs Committee.) Over time, the six-year graduation rate has moved from the high 30's to the mid-50's, a result of changes in retention management, including:

- A clearer focus on attendance in first year classes, since attendance is a success marker, and first year success is a large factor in the ultimate graduation rate;
- Improved financial aid counseling and support, since money is one of the most frequently cited reasons why students stop out;
- Enlarged support for student life challenges --- emergency grants, food pantry, Metro cards --- because our experience tells us that even the smallest setback (a car breakdown, a missed rent payment) can become a reason why the student stops out; (Report on Emergency Grants IV.6.a.vii.)

- Use of the VitaNavis assessment tool for first year students to help them to identify appropriate career pathways aligned with their talents and interests; (IV.6.a.xii.)
- Improved academic advising along with options for major program pathways when the pathway the student first chose does not work out, particularly for Nursing;
- Adoption of inclusive excellence pedagogy among the faculty broadly that focuses on empowering students to become successful with more insightful pedagogy and mentoring.

An important financial change that Trinity made during the pandemic was ending a rigid requirement about balance paydowns before re-enrollment each semester. A study we made immediately before the pandemic revealed that several thousand Trinity students stopped out in the prior decade largely because they went into “financial hold” which meant they could not register for the next semester; they never came back, nor did they pay down their balances. Financial holds proved to be a driver of both rising attrition and rising student receivables.

During the pandemic, with HEERF funds, Trinity was able to pay down more than \$1.8 million in student balances (IV.1.d.). This action had the effect of slowing attrition. At the same time, the pandemic conditions inspired private benefactors to contribute emergency funds that continue today, and with ongoing private micro-grants, Trinity has been able to keep students enrolled and making progress toward degrees.

4) The Center for Student Success

Beginning in 2017, with support from a grant through the Predominantly Black Institutions Program of USDE, Trinity began a move toward fully professional advising through the Center for Student Success (CSS Annual Report IV.6.a.i.). This coordinated advising system pairs students with both faculty and professional advisors throughout their academic careers. While faculty are retained as major program mentors, the professional advisors assist with identifying best-fit majors, track academic plans, review and approve course schedules, trouble-shoot and triage issues, and provide wrap-around referrals to all support services. As a one-stop shop for all student needs, advisors, or student support specialists, are integrated with enrollment services and financial aid and are cross-trained to unpack difficult situations and provide immediate service in support of resolution. Additionally, while the support specialists have a caseload in an area of specialization, the specialists are also cross-trained to advise or refer in all majors and programs. These services are delivered in-person and virtually to ensure equitable access.

a) Case Management Approach

Starfish is a retention software platform that allows for a clear collaborative effort among faculty, advisors, administrators, and staff. The Starfish platform serves as a case management tool that provides the team with insight into student data, enabling Student Success Advisors to detect early signs of academic distress and provide targeted intervention strategies for identified at-risk students. One prominent use of Starfish is that Trinity deploys an early alert system, used by faculty and staff, that flags both academic and psychosocial concerns. These signs of student

risk assist student support services in targeting how to better meet the needs of our students. (Starfish Partnership November 2025 Summary Report IV.6.a.xi.)

By leveraging the Starfish Progress Reports for both undergraduate and graduate student populations, instructors can provide feedback for multiple students during key points in the term. This feedback is delivered via automated communication when the alert, kudo or referral is released. In the 2023-2024 academic year, 533 surveys were completed, resulting in 7,131 tracking items being initiated. Tracking items allow Student Success Advisors to take action and serve students proactively, and positively impacting retention.

5) Supporting Students with Basic Skills Needs

Following its last self-study, Trinity undertook broad first-year experience (FYE) reform as part of general education review and assessment. Previously, Trinity's practices included using Accuplacer to place incoming undergraduates into pre-foundational skills courses, then a common approach to skills remediation across higher education. However, in examining attrition data, Trinity found that these legacy courses (intended to prepare students for success) actually created barriers to academic progress, encouraged early exits, and added to student financial burden. Additionally, professors shared that students emerging from remedial courses did not show better ability to engage with major coursework. These outcomes aligned with a growing national movement away from remedial courses and toward college-level embedded skills, meta-major disciplinary pathways, and inclusive excellence pedagogies, all of which Trinity adopted.

Trinity initiated evidence-based curricular revision by embedding critical reading, writing, and numeracy directly into general education courses. Reforms include expanded credit hours in critical reading and math, built-in skills labs for just-in-time support, meta-major pathways that center on careers, differentiated instruction with CSS referrals, and embedded tutoring.

Trinity's measurable goal is to improve FY persistence, a strong marker for success and completion. Outcomes encourage cautious optimism: in 2017-18, Trinity's first-year retention was 66%; in 2023-2024, it was 71%, a 5-percentage point increase. First-year student learning outcomes are assessed via rubrics embedded in Moodle; these are discussed in Standard III. (See the Standard III evidence inventory for continuous improvement data and outcomes.)

C. Academic Assistance and Support

Trinity provides a range of services to support students academically and personally. The major service providers include:

- **Academic Services:** this service center, located on the first floor of the Library for easy access to all students, provides tutoring and one-on-one support for students who experience academic difficulties, particularly those on probation; (IV.6.a.xiv.)
- **Disability Support Services:** Disability Support Services (DSS) is committed to facilitating the development and attainment of educational goals for Trinity students with disabilities by ensuring equal access to university programs and services as well as promoting student self-advocacy and campus-wide disability awareness. The director of

DSS conducts meetings with students using an interactive and individualized process to capture individual student access barriers, to assign and provide student-focused formal accommodations and/or other guidance. The case load of students within DSS continues to increase and the office works collaboratively with the Center for Student Success advisors to ensure students are accessing and utilizing services. (IV.6.a.xiii.)

- **Research and Writing Center:** this center provides support for students and faculty in all academic programs for papers, essays and a range of issues about writing and research. In addition to providing in-person consultations, the center offers an online service through which members of the community may submit writing for critique and suggestions for improvement at any time.
- **Career Services:** Career Services provides support and oversight for internships as well as employer recruiting. Career Services organized a number of employer sessions on campus and maintains active relationships with leading employers in Washington. The center also administers the First Destination survey for recent graduates. (Career Services Annual Report IV.6.a.ix.)

D. Student Life Services and Student Activities

Student engagement with services and activities has a direct impact on student success. This chart shows the GPA averages for CAS students according to select engagements:

CAS Students – Average GPA	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Student Organization Leader (CAS)	3.713	3.472	3.669	3.54	3.72
Student Athletes (CAS)	N/A *COVID	2.76	2.84	2.93	3.13
Resident Students (CAS)	3.27	3.06	3.19	3.11	3.10
Commuter Students (CAS)	2.83	2.80	2.73	2.71	2.72

Through Student Affairs, Trinity offers a range of services designed to support student needs and engage students in co-curricular activities. The annual plan of the vice president for Student Affairs (IV.4.a.) documents the data, goals, assessments and future plans for the many programs that operate under the Student Affairs aegis.

1) Health Services

The Health Center (Health Services Report IV.6.a.iv.) provides comprehensive mental health and physical health care. Services include medical advising and treatment, vaccination compliance monitoring, COVID-19 testing, and ongoing efforts to promote a safe, healthy campus environment. In addition to offering a full range of medical and counseling services, the Center spearheads numerous initiatives to engage, educate, and empower students in their personal health journeys. Programs focus on self-care, stress management, mental health awareness, and preventive health practices.

This academic year, the health team launched two new initiatives. The weekly *Wellness Wednesday Tips*, was launched to provide consistent, accessible wellness advice throughout the year. *Mental Health 101 – First Tuesdays* was also launched to provide monthly opportunities for students to come into the health and wellness center to discuss any topic of their choice or just to escape their daily stressors.

2) Parenting Students

Responding to the need to provide more holistic support to our parenting students, Trinity engaged in a two-year working group called Family U (a project of Generation Hope) to engage with colleagues, other campuses and experts to become stronger advocates for our parenting students. Overall, about 24% of the entire Trinity student body are parenting students (Fall 2023). Through partnership with the University Librarian and a grant received as a result of completing our Family U cohort project, we opened the Family Library in Fall 2023. This designated room has become a safe and quiet space, where student parents may study with their children. (Parenting Student Resources IV.6.a.x.)

3) Athletics and the Trinity Center for Women and Girls in Sports

Trinity offers Division III women's sports in soccer, basketball, volleyball, tennis and lacrosse. The Athletics Student Handbook in the evidence portal includes the philosophy, mission statement and regulations for athletics (IV.4.a.i.) About 65 students annually participate on one or more teams (counts in the Athletics Annual Report IV.4.a.ii). Trinity does not require prior experience in the sport, and one of the advantages of Athletics at Trinity is that a student who wants to learn and enjoy playing a new sport can do so under the leadership and guidance of the coaches. The statement of Athletics philosophy is consistent with Trinity's mission:

The Athletics Department at Trinity seeks to support the goal of providing an empowering environment for all students by integrating the college resources that enrich all aspects of living and learning. The overall goals of the department are compatible with the values of a liberal arts education which asserts that the college experience should include development in all areas: mental, physical, social, emotional, and spiritual. Trinity provides the student-athlete with the opportunity and encouragement to progress toward a degree of her own choice together with the opportunity to develop athletic abilities in an environment consistent with high standards of academic scholarship, sportsmanship, leadership, and loyalty. (Trinity Athletics Philosophy Statement)

Trinity is NCAA Division III, therefore, does not award athletics scholarships. Athletes are eligible for regular financial aid including private scholarships and grants, Trinity grants and local and federal aid as they may be eligible. Trinity's financial aid reports to the NCAA are available in the evidence portal (IV.4.a.iii. and IV.4.a.iv.)

The facilities at the Trinity Center for Women and Girls in Sports provide modern, comfortable spaces for fitness as well as competitive sports. All students in all programs may use the facilities without any additional fees, a distinct advantage that Trinity offers when compared to many other universities. (IV.4.a.v.)

4) Residence Life

Four residence halls provide opportunities for students to live on campus, with singles as well as doubles available. About 200 students live on campus in any given year, a number that Trinity hopes to increase in the future. Residence on campus provides a safe, relatively quiet and healthy environment that supports students personally and academically. However, many students who might otherwise choose campus residence prefer to stay home and commute to campus largely due to cost. (Campus Housing Report IV.6.a.ii.)

Trinity has identified the cost of meal plans as the single greatest barrier to student choice about campus residence. With the renovation of the main dining hall taking place over the next two years, Trinity is also seeking a food service partner that can provide a more creative approach to pricing than the traditional meal plans offer.

5) Campus Ministry

Providing religious, spiritual and service opportunities to all on campus in Trinity's religiously diverse community, Campus Ministry cultivates a welcoming interdenominational community grounded in Catholic Social Teaching- valuing each member and promoting the common good— and drawing on the charism of the Sisters of Notre Dame de Namur which celebrates the goodness of God within our world. Accompaniment of students throughout their years at Trinity, inviting them to service projects to experience the joy of outreach to those in need, and directing students to worship experiences through Mass and Bible Study and Gospel Choir and, in some cases, Sacramental faith formation sessions- OCIA- within in the Archdiocese of Washington, is the broad scope of Campus Ministry. Campus Ministry includes relationship building with God and one another, and oneself, through invitation to join activities on campus and by invitation in the District. (Campus Ministry Annual Report IV.6.a.iii.)

6) Student Government and Student Activities

Reporting to the Vice President for Student Affairs, the Dean of Students oversees the student government organizations for each academic unit along with a range of student activities programming. Student government and the various clubs and organizations develop and deliver many events throughout the year. (Student Activities Report IV.6.a.vi.)

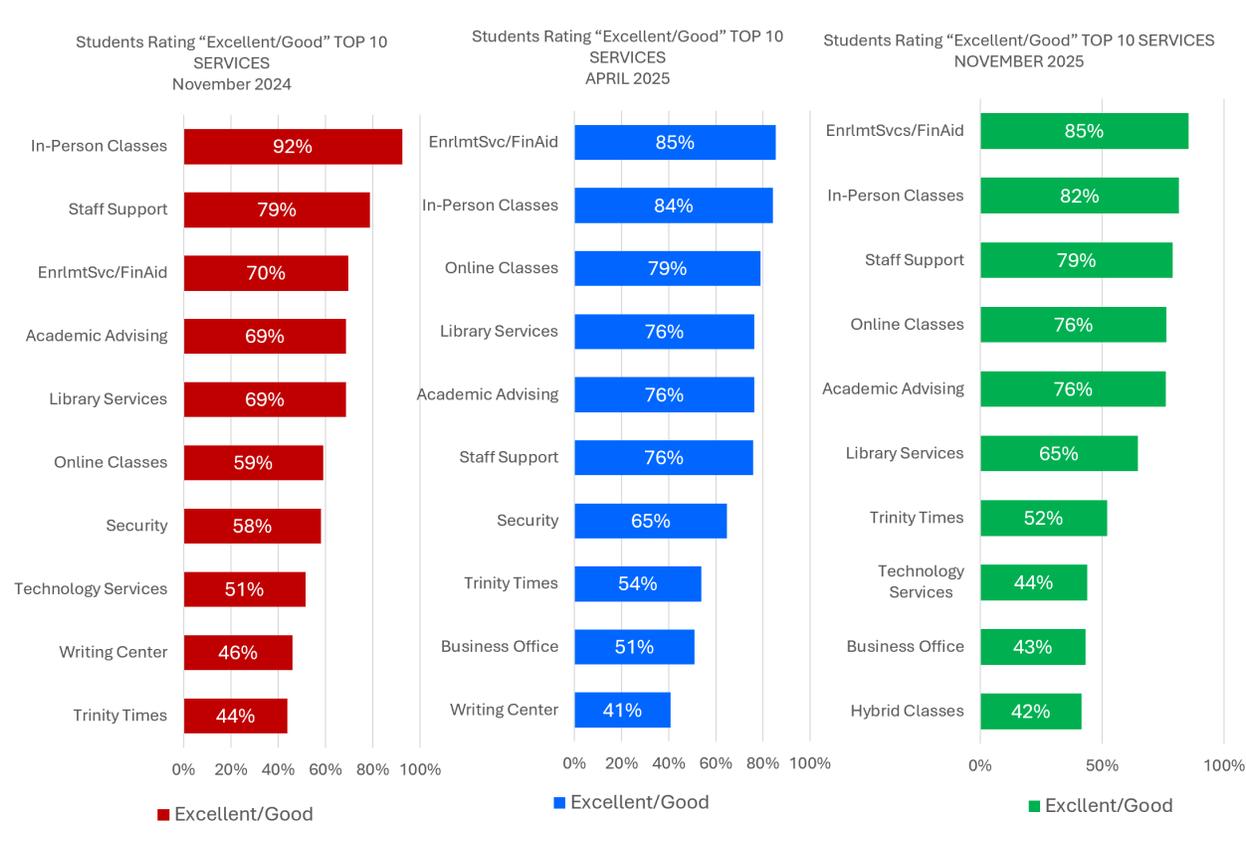
Participation and engagement are challenges for Trinity because of the many commitments of our students beyond campus. Almost all Trinity students work off-campus for some part of each week, with many working almost full-time. Many students also have family responsibilities for their siblings and elders, as well as their own children. These time constraints mean that Trinity's student life staff must find ways to develop programming at times and on topics that are truly accessible to students.

E. Assessment of Student Services

Many departments contribute to student success --- or raising barriers for students. Trinity's management team has long insisted on identifying and eradicating "small barriers to student success" that have a tendency to crop up even with careful oversight. Manual processes can

foster many barriers, and the management team has moved progressively to eliminate paper-driven processes with multiple signatures. The use of online forms that provide more immediate processing of requests has improved communication and responsiveness, and much of Trinity's student support environment relies on both virtual and in-person services to deliver the most timely and effective results.

Trinity's community surveys, conducted at least once each semester, provide important data measuring student satisfaction with services. (IV.6.a.xv. and IV.6.a.xvi.) The illustration below is a snapshot of the "Top 10 Excellent or Good" services according to students in surveys taken in November 2024, April 2025 and November 2025:



The results of the 3 surveys across 12 months in two different academic years show remarkable consistency about services that appear to generate high degrees of student satisfaction: Enrollment Services and Financial Aid teams get high marks, as do the in-person class experience and staff support generally. Academic Advising (aka the Center for Student Success) and Library Services also score well. Comments that accompany the data results reveal that students appreciate the assistance they receive from faculty and staff.

Not all services score well, of course. The largest areas of criticism in every survey across time include Dining Services, Parking, Residence Life and Student Activities. Complaints about Residence Life are largely about facilities issues; the Facilities Department tried to respond to residence hall complaints as quickly as possible, but some issues linger due to vendor issues. For example, elevator failures sometimes take weeks to resolve, and Trinity is now searching for a new elevator service vendor. Regarding Dining Services, Trinity has undertaken a major project

to modernize the dining hall and that project includes changes in food service menus and delivery of services that will address the dissatisfaction.

Assessments of the individual Student Services departments cited throughout this chapter are included in the departmental annual reports in the evidence portal (IV.6.a.through IV.6.a.xvi.) and in the consolidated Student Affairs Annual Report (IV.4.a.).

Conclusion

This chapter has outlined Trinity's commitment to comprehensive student success. Our student success is inextricably linked to our values, social justice mission, and our identity as a women's college, Predominantly Black and Hispanic Serving institution grounded in the Catholic faith tradition. Those characteristics are all challenging and essential to who Trinity serves and how we construct our community. We recognize that supporting the student experience is not a singular program but a comprehensive, mission and data-driven ecosystem. Through intentional, culturally sustaining practices, we foster a thriving student body where each student is equipped, empowered, and embraced—academically, personally, and spiritually—on the path to completion and transformative leadership.

Through this self-study, we have identified some notable successes in supporting our students:

- An admissions program centered on Trinity's mission values in social justice, opening educational opportunities to women and students of color in the Washington region and beyond;
- A significant effort to create a new model for collaboration among advising, financial aid, admissions and academic affairs through the Center for Student Success;
- Development of a holistic range of support services to meet students where they are in order to mitigate barriers and raise up their levels of academic achievement.

Emboldened by the success stories, Trinity also knows --- as this self-study reveals --- that we must redouble our efforts every single day to address ongoing challenges for our students:

- Retention, persistence and graduation rates need constant attention, and Trinity needs to do more to document factors that inhibit success on these measures;
- Collaboration among the many departments intersection in the Center for Student Success is good, but more work is necessary to make this initiative a true success story and model for others;
- Development of a stronger, more engaging program in residence life and student government is essential to engage more students, improve enrollment and Trinity's overall reputation and effectiveness.

Standard V: Educational Effectiveness Assessment

The institution assesses student learning and achievement comprehensively and uses the results of those assessments to improve educational effectiveness.

Introduction

Standard V focuses on how institutions assess student learning and use assessment findings to improve educational quality. As a predominantly women's institution with a dual designation as a Predominantly Black (PBI) and Hispanic-Serving Institution (HSI), Trinity is committed to fostering educational equity, academic rigor, and continuous improvement. Guided by Trinity's mission to educate and prepare a diverse student body for leadership, service, and social change, academic programs and faculty view assessment of student learning not simply as a compliance measure, but as a transformative tool to close opportunity gaps and ensure academic success through inclusive pedagogy, culturally responsive teaching and meaningful outcomes.

Lines of Inquiry

1. Are Trinity's student learning outcomes clearly stated at all institutional and degree/program levels, and linked to mission, programmatic goals, and objectives?
2. Does Trinity engage in systematic assessment to effectively evaluate student achievement at institutional, programmatic, and course levels?

Trinity Washington University has a strong history and practice of assessment for educational effectiveness and of using results for improving programs, curricula, courses, and learning outcomes, with the goal of meeting student achievement objectives. Since the last self-study, in which Trinity was found to have met all characteristics of excellence, Trinity has continued to work diligently to articulate and systematize its culture of educational assessment and continuous improvement. Above all, assessment must be meaningful and lead to improved outcomes. This chapter will holistically describe Trinity's ethos, principles, and processes of ongoing assessment and improvement. But first, this chapter presents examples of academic assessment that led to program, policy, and curricular improvement, resulting in increased student outcomes.

A. Examples of Closing the Loop

In the College of Arts and Sciences, a multi-year, multi-modal program and course assessment in the combined sciences led to curricular transformation that more than doubled enrollment and completion in the majors, from fewer than 40 enrollments in 2015 to over 100 enrollments in 2025. Program improvements included embedding experiential learning directly tied to career pathways into the curricula; as discussed in Standard I, science students have conducted over 150 research projects either at Trinity or at one of Trinity's institutional partners, and have garnered many awards (see I.1.e.i. Student Research Compendium 2013 to 2025). The process of assessment and improvement pioneered by the sciences is described extensively in the evidence document "*Chapter 4: 'I Belong Here': How a Science Faculty Started an Inclusive Excellence Revolution and Revitalized its Majors*" (V.5.5). The science faculty have been published and widely recognized for their expertise in learning outcomes assessments to drive transformative, student-centered curricular revitalization.

The success in the sciences has inspired programs across the university to adopt these “Inclusive Excellence” principles and embed them in their curricula. For example, programs in the humanities and social sciences now place greater emphasis on experiential learning; the Global Affairs program embeds Mentor Moments courses – designed as a result of the assessment and revision - into its new curricula in global affairs and politics and policy.

Another example of closing the loop is found in a collaborative assessment and revision process between the School of Education (EDU) and the School of Professional and Graduate Studies (PGS) (V.5.4). The EDU faculty, in analyzing Praxis certification test sub-scores as part of the Early Childhood Education program assessment, identified mathematics performance as an area of weakness. As the fundamental math skills upon which the education courses build had been delivered in PGS, this finding led to collaborative revision of MATH 115: Mathematics for Educators specifically for the target population of Early Childhood Education majors. The dean of EDU worked with the MATH 115 specialist in PGS to revise the course to better align with the topics and questions on both the Early Childhood Education Praxis test as well as the Elementary Education: Mathematics Praxis test. These revisions were presented to PGS-CAP. The programs will next monitor P/F/W analyses of course outcomes and continue granular assessment of the topics in which students need most support.

The School of Nursing and Health Professions (NHP) and the College of Arts and Sciences (CAS) likewise present many examples of collaboration on assessment and revision in the pre-health to nursing and other health major pathways. For example, the biology faculty in CAS work continuously with the NHP instructional specialist for health sciences to assess outcomes in prerequisite courses that help align Introductory Biology to the needs of the Anatomy and Physiology courses in NHP. CAS has designed and revised Chemistry and Microbiology courses specifically for pre-health students to strengthen their performances in nursing and other health majors, based on performance data.

In order to improve the NCLEX predictive test scores (the nursing licensure exam students take after they graduate), NHP faculty analyzed learning outcomes of graduating students and implemented testing within the each of the Nursing courses (V.5.3). Students must now receive a passing score of 77% on their Nursing course ATI exams (each Nursing course has an ATI exam), and then in their final semester, they take an exam that predicts a first-time pass rate on the NCLEX (NURS 491). They must receive a 94% predictive score on this exam. If they do not achieve that, after 3 attempts, they do not graduate and must retake the course. Since this curricular change was instituted, Trinity nursing students have consistently performed above the 80% national benchmark for first-time NCLEX pass rates.

For a comprehensive view of multi-year assessment of student achievement outcomes with improvement plans and evidence of closing the loop, please see the Supplemental Information Report on Student Achievement (V.5.7).

As these examples demonstrate, assessment is a key component of all endeavors at Trinity. Educational effectiveness and student achievement outcomes are overseen by leadership at all levels, from the Academic Affairs Committee of the Board to the president to deans, program directors and faculty. Student learning outcome and academic program assessment is overseen by faculty through the shared academic governance structure in coordination with deans,

program chairs, and instructors (V.2.d). Trinity expects all assessment to result in continuous improvement of programs, services, and achievement metrics, and monitors closing the loop on emerging findings via the office of the Deans, university and unit curriculum and academic policy committees (CAPS), and at program levels.

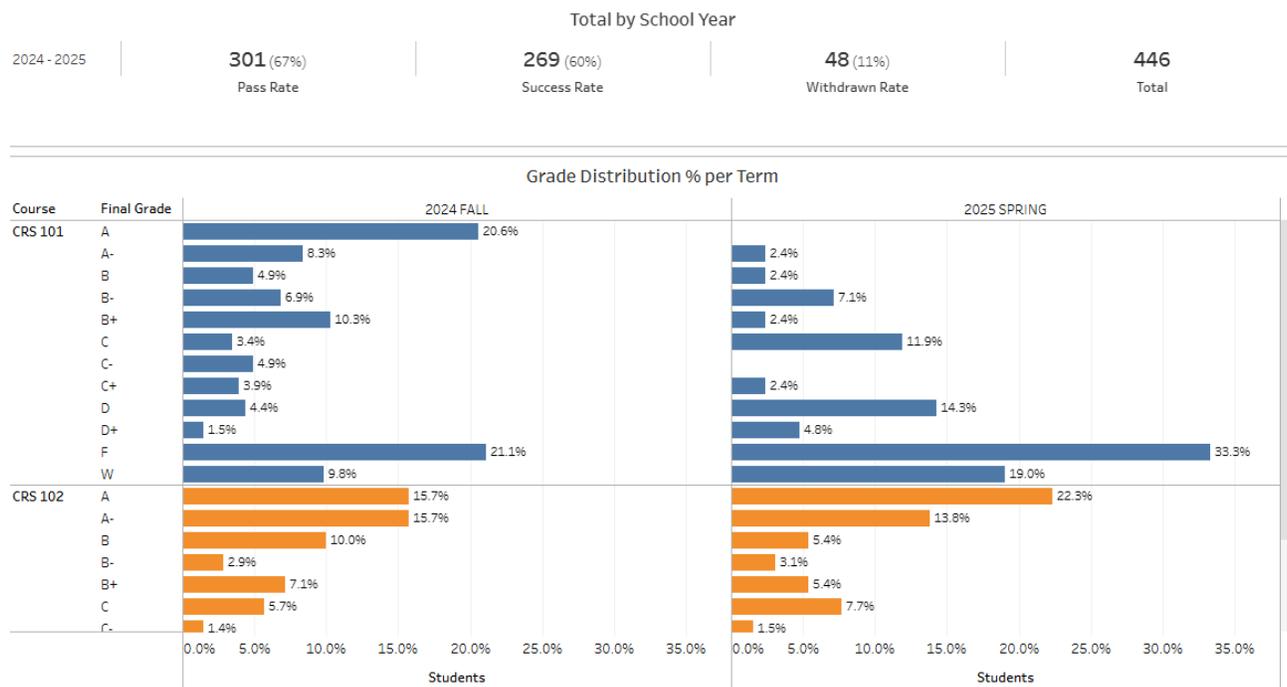
Academic affairs, the library, and all academic services submit annual performance reports including narratives and data tied to unit goals that connect to institutional, shared and discussed at Senior Staff meetings (V.2.c). The primary aim and outcome of representing, discussing, and planning around weekly, semesterly, and annual data is continuous improvement of educational and student achievement goals. Annual reports enable year-over-year tracking and closing the loop on initiatives to improve. (V.2.c, V.5.6a-c)

Table 1: Sample: Academic Affairs' Annual Data Dashboard for Year 2024-2025

	BENCHMARK	ACTUAL	NOTES	TARGET
Success Rate (SAM)* *(Graduated or still enrolled any institution)	62% (2018 cohort persistence rate, Natl. Clearinghouse)	64% (2018 cohort SAM measure, Clearinghouse data)	Above national benchmark	70%
First Year Retention & Persistence	77.5% (NCES rate for post-secondary institutions)	71% (IPEDS most recent report)	Below benchmark and target	75%
Student Attainment of Learning Outcomes	NCLEX: 88.56% NBCOT: 93% (2024) PRAXIS II: Citywide pass rate 81% (22-23)	NCLEX: 84.78% NBCOT: 92% (MOT) PRAXIS II: 1 st time pass rate 85% (22-23)	NCLEX first-time pass rate NBCOT calendar year rate PRAXIS best score	NCLEX: >80% 1 st time NBCOT: >80% 3-year avg PRAXIS: >80% 1 st time
Student Teacher Evaluations	>30 rate of response	39.04% (F 2024)	Exceeds benchmark	>50 rate of response
Graduation Rate (IPEDS)	61% – IPEDS Cohort institution rate)	49% (2018 cohort)	IPEDS graduation rate poor measure for high PELL students	60%

Recent campus software upgrades have included the Tableau platform, which permits the construction of custom reports that allow access and visualization of key performance indicators in real-time. The chart on the next page (**Figure 1**) is one example of the many reports now available in Tableau. The chart shows a 67% 2024-2025 pass rate for students enrolled in Trinity's first-year critical reading seminars, key courses in the persistence and success of first-year students. The report allows immediate comparison with over ten years of course data; 2024-2025 rates are similar to pass rates in 2023-2024 (66%), and show improvement over 2022-2023 pass rates at 62%. Curriculum developers are able to consult these data in real time as they improve course design. For example, revisions to first-year courses under the Teagle Humanities for Justice grant consider pass rates along with observations of learning styles of current students and other assessment data as they create initiatives such as the "Humanities for Justice" Digital Institute which will prepare faculty to integrate digital humanities into their Trinity courses.

Figure 1: Academic Success Report Showing Pass and Success Rates in Trinity's First Year Critical Reading Seminars, CRS 101 and 102, by Year



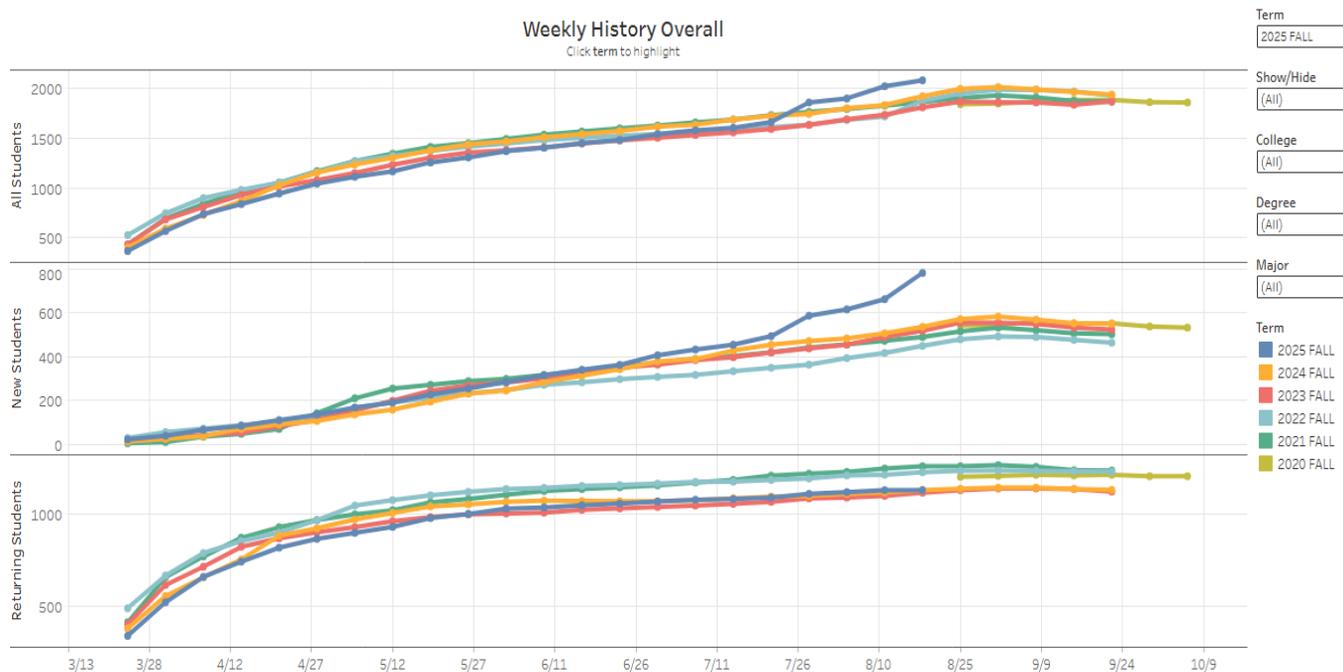
New reports are added to Tableau as the need for additional assessment points emerge. For example, Trinity recently expanded an enrollment report in tableau to include school, degree, and program levels and display granular, disaggregated program enrollment numbers.

Deep dives into enrollments disaggregated by program help Trinity build on strengths while analyzing and adjusting to improve program performance where indices are not at benchmark (V.3.6). Recently added reports supporting assessment and improvement include academic success metrics such as persistence and retention, faculty teaching history, advising caseload, and more.

The next graph (**Figure 2, next page**) is another Tableau report that academic administrators can access daily to assess real-time progress in key student indicators. This graph shows enrollment and retention trends for all new and returning students across a six-year span, from 2020 to 2025. The blue line shows a 2025 increase in new student enrollment, and the concurrent increase in overall enrollment in comparison to prior years. The graph also identifies a need for outreach to returning students.

In closing the loop on this data point, advisors and enrollment managers used additional tools, such as Starfish, to elucidate granular factors in retention performance, which may be academic, programmatic, financial, or related to external barriers impacting student progress. Immediate access to data allows for just-in-time analysis and improvements to programs and processes to maximize achieving goals.

Figure 2: Sample Tableau Report Showing Real-time Year-over-Year Enrollment/Retention Data



These reports allow disaggregation of data by factors of interest and support a culture of assessment and data-driven programming. Institutional and educational effectiveness data, achievement outcomes, and examples of closing the loop are threaded throughout each chapter of Trinity's self-study report.

Trinity's culture of assessment is evident throughout the institution, with emphasis on student achievement and learning outcomes. Trinity's institution-wide learning goals (ILOs), grounded in the mission, guide program development, educational experiences, and pedagogies in all units. Trinity's academic programs are designed to meet eight institutional learning goals, which are clearly articulated in the Academic Catalog (V.1.b) and other institutional documents, such as the curriculum map template utilized by all programs (V.1.c). As a result of their educational experiences, Trinity graduates will be able to:

1. Read, understand, and analyze texts
2. Communicate effectively in speech and in writing
3. Understand and use quantitative reasoning to solve problems
4. Locate, evaluate, and synthesize information in the construction of knowledge
5. Explore and connect fields of knowledge in the liberal arts, and connect these to professional preparation
6. Apply diverse modes of inquiry to the study of human societies and the natural world
7. Develop facility for moral reasoning and examine the moral and religious dimensions of human experience
8. Develop capacities for responsible citizenship and leadership in diverse communities

Trinity's general education and core curricula are specifically designed around these learning goals, such that any student who completes an undergraduate degree at Trinity will have these

goals mapped onto their liberal arts and foundational curricula. Graduate programs likewise are required to incorporate these goals into their curricular maps. A sample general educational curriculum plan cross-walked to the institutional learning goals (V.1.b) is in the evidence portal.

The learning goals embed mission-driven outcomes into unit, general education, program and course goals through curriculum mapping and academic assessment processes. Required curriculum map templates align Trinity’s mission to institutional learning goals to program curricula to course-level goals where outcomes are assessed. Note that the general education plan of study also includes options for career pathways, such as pre-health, sciences, education, or humanities while still embedding the appropriate learning goals. For example, a pre-health student may take a humanities course in “Literature of Sickness and Health” to meet goals 5 and 6; while a pre-education major could choose “Classroom Management” to meet goal 8. Students who complete their general education requirements and capstone are equipped with knowledge, skills and values that prepare them for the majors, where this learning is honed and extended.

B. Line of Inquiry #1: Are Trinity’s student learning outcomes clearly stated at all institutional and degree/program levels, and linked to mission, programmatic goals, and objectives?

Figure 3 shows the curriculum map template (V.1.c) that ensures student learning outcomes at the institution and degree/program levels are interrelated with one another, support relevant educational experiences, and connect to the institution’s mission. All programs complete this template, which includes the crosswalk linking Trinity’s student learning outcomes and institutional learning goals to the mission statement. This process allows greater systemization of assessment of goals at all levels. Completed maps by program are available to view in the evidence inventory (V.1.a – V.1.a.i).

Figure 3: Trinity’s curriculum map template linking mission, institutional learning goals, program goals, and student learning outcomes (V.1.c).

Trinity University Curriculum Map Template as of 2025

University Mission	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.	
Institutional Learning Goals ILG	Locate, evaluate, and synthesize information in the construction of knowledge	Apply diverse modes of inquiry to the study of human societies and the natural world	Read, understand, and analyze texts	Communicate effectively in speech and in writing	Understand and use quantitative reasoning to solve problems;	Explore and connect fields of knowledge in the liberal arts, and connect these to professional preparation	Develop facility for moral reasoning and examine the moral and religious dimensions of human experience	Develop capacities for responsible citizenship and leadership in diverse communities
Program Goals	Goal 1		Goal 2		Goal 3		Goal 4	
Student Learning Outcome	1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2
Core courses:								

Please map where the goal is I= Introduced/ Developed= D/ Mastered= M

*The assessments selected for APA does not have to be from courses where the goal is Mastered

Student learning outcome and program assessment is faculty-driven. The University Curriculum and Academic Policy Committee (UCAP), elected from across all academic units, sets standards linking academic program assessment to course-level outcome expectations. The ultimate responsibility for overseeing SLO assessment rests with UCAP in collaboration with Deans and program chairs. UCAP requires a curriculum map with program goals for every degree program. Programs with specialized accreditation (Counseling, Education, Nursing, Occupational Therapy, and Social Work) produce maps and SLO evidence as required by their accreditors.

At the time of this writing, nearly all bachelor's and master's programs have a map on file. The General Studies degree in the School of Professional Studies had not renewed its map since its last revision, and two new programs had not yet completed their maps. As a result of self-study, these programs are now articulating their learning goals and assessment points via the campus-wide template. The self-study review also surfaced a process issue: the New Program Rollout process did not include instructions to create a curriculum map. Self-study review corrected this oversight; all new programs are now required to submit their maps prior to roll-out.

Figure 4: Dynamic Forms New Program Application Including Requirement for Curricular Maps

	Item	Reports	Reported to
<input type="checkbox"/>	Proposal finalized, including a checklist for any accreditation requirements	Program Chair	Program, Dean, Provost
<input type="checkbox"/>	President and Provost receive a formal request for approval	Dean	President, Provost
<input type="checkbox"/>	Local CAP approves the program: U-CAP approves if appropriate.	Dean	Program, Academic Affairs
<input type="checkbox"/>	Program creation started, including proposal docs, checklist, and curriculum maps shared to X: drive	Dean/Academic Affairs	Academic Affairs, Program Chair, Enrollment Services, Admissions, Advancement, Program Faculty

Another systematic correction Trinity made as a result of self-study relates to the requirement to align program goals to university goals. While curriculum maps (V.1.a) with program goals were on file for almost all programs, many had not been updated in several years. Historically, Trinity's curricular template did not overtly require visual alignment of program and university goals, though this was tacitly understood. Review of extant documents, however, suggested the need for greater standardization. As a result, in 2024-2025 the University Curriculum and Academic Policy Committee (UCAP), Deans and academic stakeholders, and the Director of Institutional Research and Assessment took the decision to reset all programs (excepting those with specialized accreditation) to Steps 1, 2, and 3 of academic program review.

Figure 5. Steps in the refreshed Annual Assessment Reporting process



In fall 2024, the Annual Assessment Reporting (AAR) process began with updating goals and systematically reformatting curriculum maps. All programs submitted aligned goals on a new universal template along with refreshed assessment plans detailing how they collect, analyze, and make data-driven decisions to continuously improve. These steps encourage team discussions and integration of new field standards while programs updating SLOs. The Director of Institutional Research and Assessment was also charged by UCAP to develop a Trinity Assessment Handbook detailing new curriculum mapping and the AAR process (V.5.1, V.5.2). This manual, which will be presented to UCAP in Spring 2026, will provide a step-by-step instructional guide for program and school/unit assessment plans and data engagement.

1) Assessment of the Assessment: Standardized Curriculum Mapping Template

As Trinity assessed its academic assessment processes, stakeholders found that historically, while evidence of rich assessment was found, assessments varied in quality and effectiveness. To standardize the process, in AY 24-25 Trinity implemented the university-wide Curriculum Map template, requiring alignment of the university mission to unit goals, program goals, and student learning outcomes (SLOs). Student-centered SLOs are then mapped to core courses in each program. Trinity's mapping codes are: I=introduced, D=developed, and M=mastered. Each row does not need to have an I, D, or M, but each learning goal (column) should have at least one I, D, and M to indicate the scaffolding of the goal/concept.

2) Assessment of the Assessment: Revised AAR Process for Assessing Student Performance

The revised AAR is designed to provide programs' opportunities to examine all SLOs in an eight-year reporting cycle. This is a change from the historic process that involved a three-year study of one SLO. Though straightforward, this timeline was found restrictive in allowing meaningful collection and analysis of data for measurable program improvement. The 2023-2024 revision laid the groundwork for programs' rigorous orientation to the updated AAR in fall 2025. The process requires five years of program AARs that roll up into Unit Performance Review self-study, resulting in comprehensive review of unit student performance over five years, a description of accomplishments and areas for improvement, and strategic plans for the next reporting cycle. As it has done historically, UCAP will review, provide feedback on, and monitor "closing the loop" implementation of emerging recommendations. The cycle is timed to coincide with the new MSCHE 8-year accreditation cycle; completed reports can be utilized by self-study workgroups for university accreditation. N.B.: This improved process is contiguous to the prior program and student learning outcomes assessment reporting protocol. The evidence inventory has samples of academic assessment reports produced during prior three-year cycles (V.2.a-b-c).

The revised AAR process will evaluate how student performance meets program and institutional goals to inform continuous improvement over an 8-year cycle. The process includes planning, data collection and analysis, taking action for improvement, and assessing the assessment. Each phase is accompanied by a form that requires faculty to provide specific information describing how the assessment is conducted according to the phase. To assess the assessment, programs must also report how effective the previous year's actions plans were. These data and outcomes will be important evidence of continuous improvement for school/ unit self-studies. Table 2 presents the revised AAR Cycle as approved by UCAP in AY24-25.

Table 2: Trinity’s Upcoming AAR Cycle Calendar Approved by UCAP

2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Review	Report	AAR 1	AAR 2	AAR 3	AAR 4	AAR 5	APR	Review	Report
Current MS Cycle		Next MS Cycle							
Work groups review assessment as part of self-study	All curricular maps on file; all programs oriented to new AAR	Programs use at least two data points to analyze student learning goals from the curriculum map (5 goals will be recommended for new CMs to allow programs to cycle through all goals each MS cycle).					Schools review AARs and Action Plans; implement recommendations	Work groups review assessment as part of self-study	Programs begin new AAR for new cycle
Program updates to SLOs & CMs. Develop program level assessment plans	Programs oriented to new AAR process and report on one assessment	Programs provide annual AARs for a direct and indirect assessment for one SLO. Each year programs will select a new SLO with the intention of cycling through the SLOs on the program curriculum map.					Programs work with deans by providing data and narratives for a school self-study	Faculty & work-groups assess assessment for self-study	Programs review & update SLOs, curricular maps, and assessment plans.

Phase I: UCAP and the Director of IR and Assessment will launch the AAR process annually for each academic year. Programs first complete and submit all three sections of the Phase I form to the Director and to UCAP. Sections One and Two of the “Assessment Plan- Phase I” form require explanation of how the direct and indirect assessments selected address the SLOs under evaluation for the AY cycle. Programs describe their plan for measuring student success on the given outcome. The third section of the Phase I form is designed to collect assessment data on the action plan in the subsequent AY. This will allow Trinity to monitor the reporting cycle while including an evaluation of continuous improvement/action plans. All programs are currently engaged in Phase I of the revised process.

Phase II: In Phase II, programs share the findings from the assessment and analysis of student learning in relation to the selected SLOs. Based on the outcomes, programs write an action plan for improving how the program delivers the content for the SLO. These plans can be as simple as giving an assessment later in the semester or in a different core course, or may require deeper revision of pedagogy or curricular mapping. It is expected that the plan will be implemented the next AY and the programs will assess the quality of the revision(s). While UCAP recently formalized this process, aspects had already been undertaken by the science programs in their most recent curricular revision and improved learning outcomes (discussed earlier in this chapter as a “closing the loop” example).

3) Program Assessment History Showing Systematic Assessment over Time

Prior to its last self-study, Trinity Washington University developed a program assessment (V.2.a) process overseen by UCAP and reporting to Academic Affairs and the Provost. Trinity instituted a three-year assessment protocol, revised in 2013. Under this protocol, program chairs submitted assessments to UCAP, where a subgroup of committee members was assigned to each

report for review and presentation of initial findings back to UCAP and to the program. In November 2015, a Program Assessment Rubric was developed to better formalize the feedback that UCAP provided (V.2.d). Though no formal follow-up to the 2016 Middle States visit was required, in the intervening academic cycle UCAP made the following modifications to better address Standard V:

- Updates to the rubric to evaluate Annual Program Assessment Reports
- Development of a more comprehensive system to track annual program assessments to keep programs on a regular assessment and implementation cycle
- In coordination with Academic Affairs, a professional development series using *Assessment clear and simple: A practical guide for institutions, departments, and general education (2nd ed.)* (Walvoord, 2010) was offered; copies of the text were also distributed and made available in the Faculty Lounge to both full-time and adjunct faculty. The faculty professional development committee held workshops for faculty training on the revised system
- Updates to the Program Assessment Timeline tracking spreadsheet were posted to the UCAP resource page in Moodle
- Development of the Program Assessment Reporting structure was proposed and begun:
 - A proposed Program Assessment Report scaffold was developed and presented
 - The Program Assessment Report process was approved
 - The new Program Assessment Report form/rubric was placed on the UCAP resource page
 - Process guidelines for the new Program Assessment Form were developed by UCAP.

In 2018, an Associate Provost for Academic Assessment (this role is now held by the Director for Institutional Research and Assessment) joined Academic Affairs with a charge to outreach to program directors and chairs to provide information and training on revisions to the assessment reporting process. Program Assessment Form and timeframe changes were approved so that one section of the report was due from each program every year. The Associate Provost and UCAP determined that all program assessment submissions would be tracked through the Associate Provost's office; the Associate Provost assumed responsibility for Program Assessment Timeline tracking, program compliance with assessment, and ongoing support for program leadership. This historic process is presented for continuity as the new AAR system is now implemented.

C. Line of Inquiry #2: Does Trinity engage in systematic assessment to effectively evaluate student achievement at institutional, programmatic, and course levels?

Programs at Trinity are systematically assessed in one of two ways: (a) via specialized accreditors, or (b) via the UCAP system described above. Most programs in the School of Education (EDU) and in the School of Nursing and Health Professions (NHP) are accredited by agencies recognized by the United States Department of Education and/or the Council of Higher Education Accreditation. These programs adhere to the standards of their accreditors, with full review cycles of between five and eight years and requirements for annual reports in interim years (V.2.b). The accredited programs and their specialized accreditors are listed in Table 3.

Table 3: Trinity Programs Undergoing Specialized Accreditation

Degree Program	Degree	Unit	Accreditor	Current Accreditation Status
Occupational Therapy	MOT	NHP	Accreditation Council for Occupational Therapy Education	Accredited through 2032-2033
Occupational Therapy Assistant - Baccalaureate	OTA-B			Accredited through 2029-2030
Pre-licensure Bachelor of Science in Nursing	BSN	NHP	Commission on Collegiate Nursing Education	Accredited through December 2027
Registered Nurse to Bachelor of Science in Nursing	BSN			Accredited through December 2027
Second Degree Bachelor of Science in Nursing	BSN			Accredited through December 2027
Clinical Mental Health Counseling	MA	NHP	Council for Accreditation of Counseling and Related Educational Programs	Accredited through March 2027
School Counseling	MA			Accredited through March 2027
Radiography	AAS	NHP	Joint Review Committee on Education and Radiologic Technology	Accredited @ MedStar WHC
Radiography	BS			Accredited @ MedStar WHC
Social Work (<i>CSWE candidacy status</i>)	BSW	NHP	Council on Social Work Education	CSWE Candidacy status
Early Childhood Education	BA	EDU	Council for the Accreditation of Educator Preparation	Accredited through December 2027
Elementary Education	BA			
Early Childhood Education	MAT			
Elementary Education	MAT			
Special Education	MAT			
Inclusive Ed Dual Licensure	MAT			
Educational Administration	MSA			

All programs without specialized accreditation are assessed via UCAP. UCAP maintains records of annual report submissions on Trinity's learning management system, Moodle. From 2018 through 2024, UCAP maintained assessment folders for each year (except 2021 and 2022, when the process was disrupted due to the COVID pandemic). Review indicates that of the 31 non-

accredited bachelor's and master's programs, 28 submitted annual reports at least once, and on average programs submitted three times. As with the curriculum maps, those not submitting were the two newer programs and the General Studies BA in the School of Professional and Graduate Studies. These programs have now entered the assessment cycle.

UCAP did not archive feedback until 2023. In that year, they responded with 10 feedback reports to 13 of the 18 programs that submitted annual reports (some for combined programs). The feedback reports include seven items, each rated from 1 (Initial) to 4 (Highly Developed). Feedback reports show the highest-rated items were for Quality of Learning Outcomes (average 3.13) and Methods of Assessment (3.10), while the lowest-rated were Communication/Closing the Loop (2.10) and Use of Evidence (2.50), suggesting that overall, programs set up assessment well but were less able to show utilizing findings effectively.

Table 4: Average Ratings on UCAP Feedback Rubric Items (1-4 scale)

Quality of Program Learning Outcomes	3.13
Methods of Assessment	3.10
Completeness	3.00
Quality of Evidence	2.88
Quality of Measuring Instruments	2.50
Use of Evidence	2.50
Evidence of Collaboration and Communication/Closing the Loop	2.10

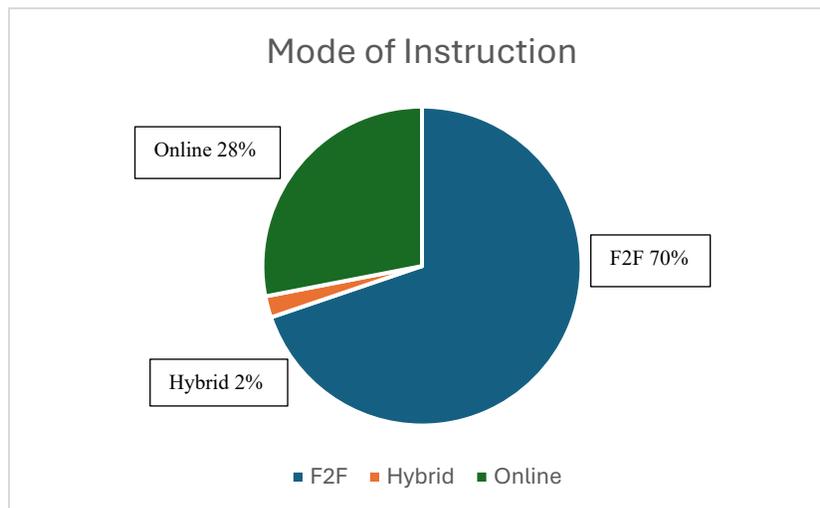
To close the loop, Academic Affairs is using these results to bolster program chair and faculty development on documenting application of evidence to improve student learning outcomes, as well as how to improve on all rated measures. The Director of Institutional Research and Assessment will offer a series of assessment workshops to improve these finding.

1) Assessment of On-Line Learning

Fully online, hybrid, and mixed-delivery programs must complete the same rigorous student learning outcome and program assessment processes to demonstrate continuous improvement. Trinity has been fully accredited to offer distance learning since 2016; the university offers six programs in fully-online format, all at the graduate level. These programs were converted from primarily in-person during the pandemic and were reported to Middle States through substantive change screening processes. During conversion, all program chairs were required to work closely with Trinity's Office of Instructional Technology and in particular the instructional designer to ensure equivalency of syllabi and learning outcomes as adapted to the new environment. Undergraduate courses are generally offered both online and in-person through EDU, PGS, and NHP, and must show equivalency in course learning goals, objective, and outcomes. (As a general rule CAS does not offer fully online courses.) Online and in-person courses are often

taught by the same instructors, who are able to maintain consistency in course quality and assessment. When new course offerings are added to programs, online courses must demonstrate equivalency and are reviewed and approved by the respective CAPS under the same requirements, regardless of modality. In fall 2024, 28% of Trinity courses were offered in fully online modality, and 2% hybrid.

Figure 6: Fall 2024 Mode of Instruction at Trinity



In addition, the Office of Instructional Technology conducts annual assessments of LMS utilization across the institution, and creates professional development modules based on outcomes. To close the loop on these assessments, areas for improvement are in mandatory Moodle attendance reporting for enrollment verification and in setting up Moodle gradebooks. This assessment directly impacts students online and overall university experience. Office of Instructional Technology Annual Reports can be found as appendices to the Academic Affairs Annual Reports (V.5.6a-c).

2) General Education Assessment

Trinity assesses general education via embedded rubrics in first-year experience courses and general education capstone course assessment overseen by the curriculum and academic policy committee. Please see the Standard III chapter for discussion and evidence.

3) Assessing the Assessment System

While Trinity has many examples of its process of assessing the assessments, a role formally bestowed on the University and Academic Policy Committee with a charge to regularly review and update policies and academic assessments in partnership with stakeholders, this report highlights two instances. In the first instance, the Director of Institutional Research, in partnership with UCAP, undertook a large-scale assessment and overhaul of the program assessment process, resulting in a new system now in place.

The second instance has occurred as a result of this self-study investigation. While stakeholders and academic leaders understood the alignment of institutional mission to university learning

goals to program and course level learning goals and outcomes, this understanding was more implicit than explicit. Any member of the community could identify and discuss it, but it was not reflected in documentation. Following self-study, UCAP adopted new curricular map templates that visually clarified this alignment, better supporting programs in demonstrating how their goals and outcomes reflect mission. Discussion of these processes and supporting evidence are referenced above.

Conclusion

Trinity's commitment to the systematic assessment of student learning reflects its mission and values as an historic women's college as well as both a Predominantly Black (PBI) and Hispanic-Serving Institution (HSI). Assessment practices are intentionally mission-driven, ensuring that measures of student achievement are grounded in Trinity's dedication to academic excellence, equity, and social justice. Through well-defined learning outcomes and cycles of measurement, the university emphasizes continuous improvement, using assessment not as a static requirement but as a dynamic tool for strengthening teaching, learning, and student support. Trinity believes it has a solid structure in place to facilitate program assessment and demonstrates history of an increasingly effective assessment system. Since prior to its last self-study, Trinity has had an assessment system that requires each degree program to identify program goals, create curriculum maps, assess goals, submit reports on those assessments, and receive feedback from UCAP.

Faculty and staff have a major role in developing, implementing, and interpreting assessment activities, reflecting the guiding principle of collaborative engagement. Their expertise ensures that findings are meaningful and that actions taken are relevant to student needs across diverse programs and disciplines. In alignment with Trinity's multiple identities, Trinity leverages assessment as a means of promoting equity and inclusion, identifying barriers to success, and implementing strategies to close achievement gaps. Additionally, Trinity reviews program assessment process periodically and makes improvements based on the evidence, including revisions to the process and faculty development following the 2016 Middle States accreditation visit, centralized support and tracking with the Academic Assessment office (now the office of the Director of Institutional Research) in 2018, and the development of the Trinity Assessment Handbook and Manual in AY 2024 continuing through the self-study process.

Equally important is the principle of transparency and accountability. The institution communicates assessment results openly via the CAPS and uses results to inform planning, budgeting, and resource allocation. This intentional integration reinforces a culture of evidence-based decision-making, where assessment findings translate into actionable strategies that enhance institutional effectiveness.

This review has identified some areas for improvement, as all processes undergo continuous improvement. As new programs are launched, the rollout process must explicitly require identification of program goals aligned to ILO's, standardized curriculum maps, and effective assessment plans that articulate continuous improvements. Furthermore, faculty can benefit from additional support to assist in identifying actionable assessments and using assessment data to

improve academic programs and curricula. As a result of self-study, Trinity has put/will put in place the following actions:

- Standardized curriculum mapping aligning institutional and program goals and SLO's (completed Fall 2025)
- A revised AAR reporting cycle with more time to implement outcomes (in process Fall 2025)
- A university-wide Trinity Assessment Handbook with step-by-step guides (in draft; will be presented to UCAP for approval in Spring 2026)
- Enhance professional development for faculty and staff to deepen assessment expertise and expand use of innovative tools
- Strengthen consistency of assessment practices across programs and delivery modalities to ensure equity in data quality and use, via UCAP
- Improve longitudinal tracking of student learning outcomes to better capture developmental progress over time, via Tableau, Starfish, and other tools
- Expand the integration of co-curricular assessment to highlight the full range of student learning experiences (in planning 2025-2026)

In sum, assessment at Trinity is mission-driven, equity-focused, collaborative, transparent, and dedicated to continuous improvement. These guiding principles ensure that student learning remains at the center of institutional priorities and that Trinity remains responsive to the evolving needs of its community while sustaining a culture of excellence and accountability.

Standard VI: Planning, Resources and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Introduction

Standard VI of the Middle States Commission on Higher Education (MSCHE) requires institutions to demonstrate that planning processes, resources, and structures are aligned to support and strengthen the mission and goals of the institution, while also ensuring long-term sustainability. This standard emphasizes that effective planning and resource management are essential to fulfilling institutional commitments to academic excellence, student success, equity, and continuous improvement.

At Trinity Washington University the integration of planning, budgeting, assessment, and improvement has been essential to sustaining our mission, a primarily women's institution, with a strong social justice mission that is inclusive. Through a culture of shared governance, data-informed decision making, and transparent resource allocation, Trinity maintains a strategic focus on student learning, faculty development, and institutional effectiveness.

This chapter of the Self-Study will provide evidence that the institution:

- Engages in ongoing planning and evaluation processes that are clearly aligned with mission and strategic priorities.
- Employs fiscal and human resources responsibly to ensure the sustainability of academic and co-curricular programs.
- Aligns resource allocation with institutional goals, particularly those supporting underserved student populations as a Predominantly Black Institution (PBI) and Hispanic-Serving Institution (HSI).
- Uses data and assessment results to inform planning and improvement initiatives at every level of the institution.
- Maintains governance structures that promote accountability, transparency, and collaboration among stakeholders.

In demonstrating compliance with Standard VI, Trinity will highlight how planning and resource allocation are not merely operational practices but also reflect mission-driven commitments to student access, equity, and academic excellence. This narrative will also underscore how we position ourselves to meet future challenges with resilience and strategic foresight.

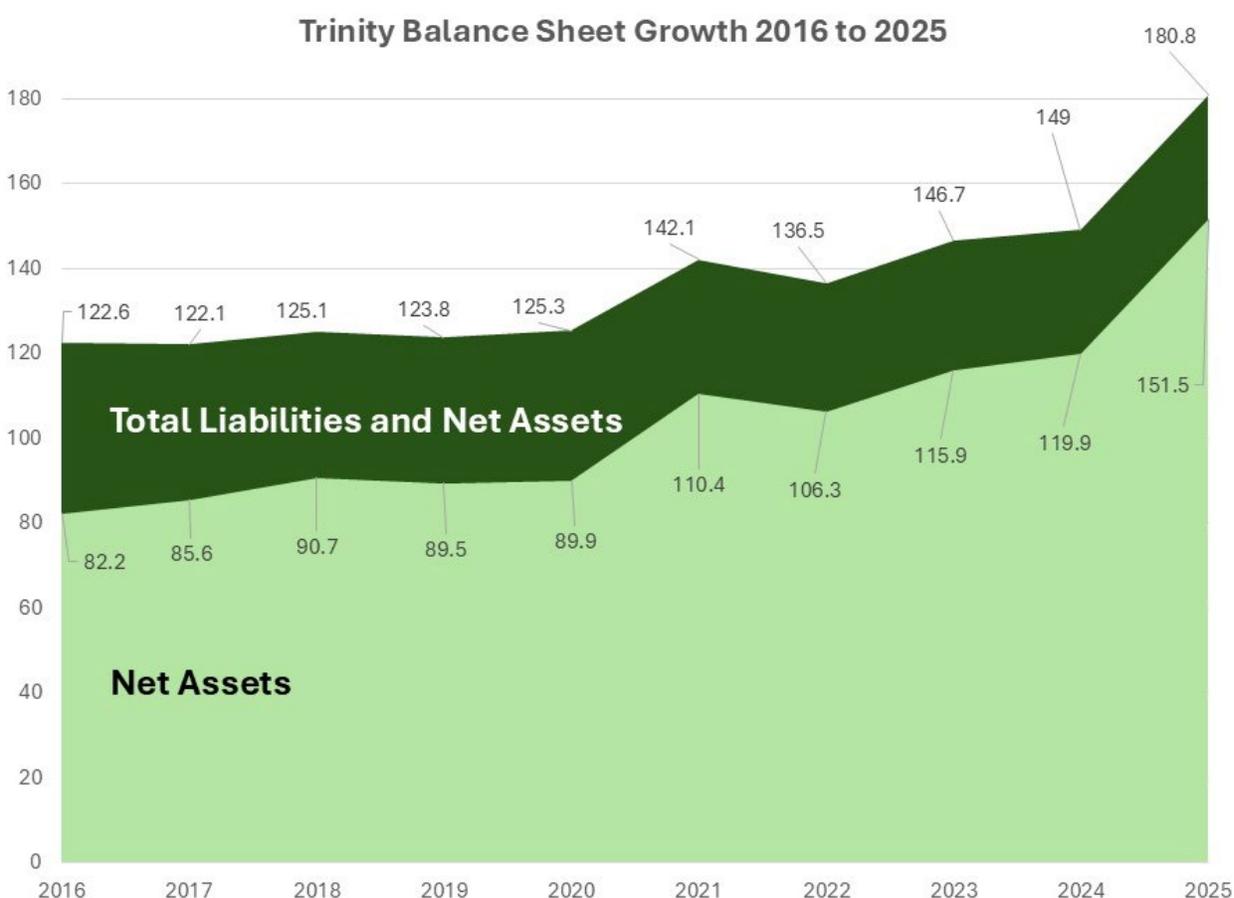
Lines of Inquiry:

1. How well does the strategic financial plan support the institutional mission, strategic goals and institutional priorities?
2. How well does Trinity allocate resources to support continuous assessment?

Trinity has grown and thrived across recent decades thanks to a strong strategic planning process that drives budgeting, fund raising and institutional performance. As a result of planning, Trinity

has diversified programs and revenue streams that, in turn, contribute to building enrollment which is the first strategic goal in the plan. With a sound plan, Trinity has been able to budget support for strategic initiatives including new and revised academic and co-curricular programs as well as improved technological and physical infrastructure.

Trinity's success has attracted significant external financial support from private benefactors, corporate and foundation sources, and local and federal grants. Consequently, Trinity's endowment and general reserves have grown; as of June 30, 2025, total investments stand at \$99.8 million including \$44 million in endowment and general reserves of \$55.7 million; by contrast, in 2016, at the time of Trinity's last Middle States review, total investments were \$34.5 million including \$19 million in endowment. This chart shows the growth in Trinity's balance sheet bottom line (Audits 2021 to 2025 at VI.8.a.i. to v.) across the decade since the last Middle States review:



A. Strategic and Operational Planning and Assessment

Trinity's institutional Strategic Plan *Leading Trinity 2025* [URL 2 Strategic Plan] is built upon several key assumptions:

- The centrality of enrollment in driving institutional stability and success, which is the reason why Enrollment is Goal #1 in the plan;

- An essential foundation of consistently strong financial performance, making Finances Goal #2 of the institutional plan;
- Developing and sustaining the academic programs that are the core of the university’s mission and reason for being, ensuring programmatic quality and contemporary relevance in ways that also drive enrollment, making Goal #3 on Strategic Program Development a key driver of the strategic plan;
- Having the necessary resources --- human, physical infrastructure, technological --- to ensure fulfillment of the goals for enrollment, academic innovation and financial strength, addressed in Goals 4 through 10 in the plan.

Trinity’s organizational design and governance structure support strategic planning across the institution (IV.1.a.). Trinity’s strategic planning process has been continuous over a period of years, with each plan developed in five-year segments. Goals remain consistent across the years while data measuring progress toward goals are updated regularly. Annual departmental operational plans (IV.1.a.ii and IV.1.a.iii.) are tied to the institutional strategic goals and document assessment of progress toward goals with data dashboards highlighting the most important areas of strategic focus. Budgets are rooted in the strategic plan goals.

Leading Trinity 2025 is the current strategic plan with the next plan *Achieving Trinity 2030* emerging from the assessments and results of this self-study.

Trinity’s strategic plans are consistently designed around ten goals represented in this illustration:



Enrollment development is the primary goal of the plan, with the nine surrounding goals all supporting the achievement of enrollment goals. The enrollment goal sets targets for growth in each academic unit, and also addresses student success measures such as retention, persistence

and completion goals. The goals are supported by both internal and comparative external data, and the data-driven nature of the plan makes assessment clear and realistic.

The Board of Trustees maintains a continuous focus on elements of the strategic plan, particularly focusing on enrollment, finances, academic program development, fund raising and facilities. At each Board meeting, management reviews elements of the plan and progress toward goals with the Board, and that review points the Board toward additional review and analysis. (VI.3.a.ii. Excerpts from Board presentations 2021 to 2025)

The Senior Executive Staff are responsible for the review and implementation of the elements of the strategic plan, and each executive prepares an annual plan for their departments, all aligned with the institutional strategic goals. The operational plans include assessment of the prior year's progress and projections for the next year. (VI.1.a.ii. and iii. Management Annual Plans) After submission of the annual plans, each executive presents their plan in senior staff meetings and other members of the executive team critique the plan, offer suggestions and ways they can support each plan. Periodically, the senior staff also engage in retreats to provide a full day or two of focus on planning, and the retreats are also a time to review the assumptions, SWOT analysis and goals of the strategic plan. (VI.1.a.iv. and v. Excerpts from Senior Staff Retreats)

The Faculty, Provost and Deans are responsible for academic planning (Goals 3 and 8) in each collegiate unit as well as throughout the academic administration. They also play a major role in addressing the strategic goal for quality improvement and reputation (Goal 9) and the creation of intellectual resources (Goal 7). President McGuire provides to the faculty annual reviews of progress toward strategic goals, (VI.3.a.i. President's Reports to the Faculty 2019 to 2025)

1) Organizational Design

Trinity's organizational design includes four academic units, including:

- a) **College of Arts & Sciences**, the full-time daytime undergraduate women's college
- b) **School of Nursing and Health Professions**, undergraduate and graduate, coed
- c) **School of Education**, undergraduate and graduate, coed
- d) **School of Professional and Graduate Studies**, undergraduate and graduate, coed

Each unit has faculty dedicated to the disciplines in the unit, and deans administer the affairs of the units under the supervision of the Provost. The Provost and Academic Deans are part of the Senior Executive staff who report to the President, and that body includes the Vice Presidents and major department heads. (VI.1.a. Organization Charts and Governance Structure) The discussion in Standard VII provides further explanation of the governance roles and relationships.

2) Key Performance Indicators

Trinity maintains a set of Key Performance Indicators to measure institutional progress in a number of areas. (VI.3.c.) The Board and Senior Executive Staff review the KPIs annually.

The individual departmental plans include more granular data and performance indicators. The executives responsible for each plan present their results twice a year at senior staff meetings.

3) *Community Input*

Trinity also conducts routine surveys of the campus community that include opportunities for students, faculty and staff to provide assessments of various campus services. (VI.2.a. and VI.2.a.ii. Community Surveys 2020 to 2025) The Senior Executive Staff discuss the survey results and develop responses to improve performance or address specific areas of community concern. President McGuire also conducts a periodic community-wide virtual town hall meeting (“Campus Conversation”) that includes discussion of survey results and a focus on topics of concern to the community.

B. Diversity, Equity and Inclusion

As illustrated throughout this report, Trinity has a deep commitment to principles of diversity, equity and inclusion. Trinity’s unique combination of identities --- a women’s college, a Catholic university, a Predominantly Black and Hispanic Serving Institution --- create expectations and opportunities for programs and services that operationalize Trinity’s commitments to women and students of color, many of whom hail from marginalized backgrounds. This commitment is rooted in Catholic social justice which is integral to Trinity’s identity. Despite current political issues around DEI, Trinity believes that its mission and daily work must continue to create opportunity for women and persons of color, especially those who have suffered historic marginalization.

With a student population that is about 55% Black, the U.S. Department of Education classified Trinity as a Predominantly Black Institution in 2016, and Trinity has been fortunate to receive some grant funding from that program prior to its elimination in the Trump era. Hispanic students now comprise about 29% of Trinity’s student body, also qualifying Trinity for Hispanic Serving Institution status. Trinity’s student body includes about 125 students who are undocumented, and many more are immigrants.

Trinity DARE: Driving Actions for Racial Equity (VI.4.a.), is Trinity’s policy statement on racial equity with an emphasis on five goals: widening career pipelines for persons of color; broadening access to education; practicing inclusive excellence in pedagogy; conducting research into inequality and practices to achieve equity; and examining Trinity’s own history and practices around issues of race, gender and inclusion. With the enthusiastic contributions of many private benefactors, Trinity has developed resources to support the goals of Trinity DARE. Examples of this funding appear in the fund raising section below.

C. Financial Planning and Budgeting

Trinity’s careful attention to sound financial planning and responsible budgeting has made it possible for the university to fund a number of key initiatives for growth while also building a strong financial foundation for the future. Generous benefactors and strong fund raising results have supplemented careful budget management. Since 2019, the endowment has more than doubled from about \$19 million to nearly \$45 million, and net assets have grown by \$68.7 million from \$82.8 million to \$151.5 million. These results have strengthened Trinity’s ability to invest in new programs, personnel, technology and facilities improvements.

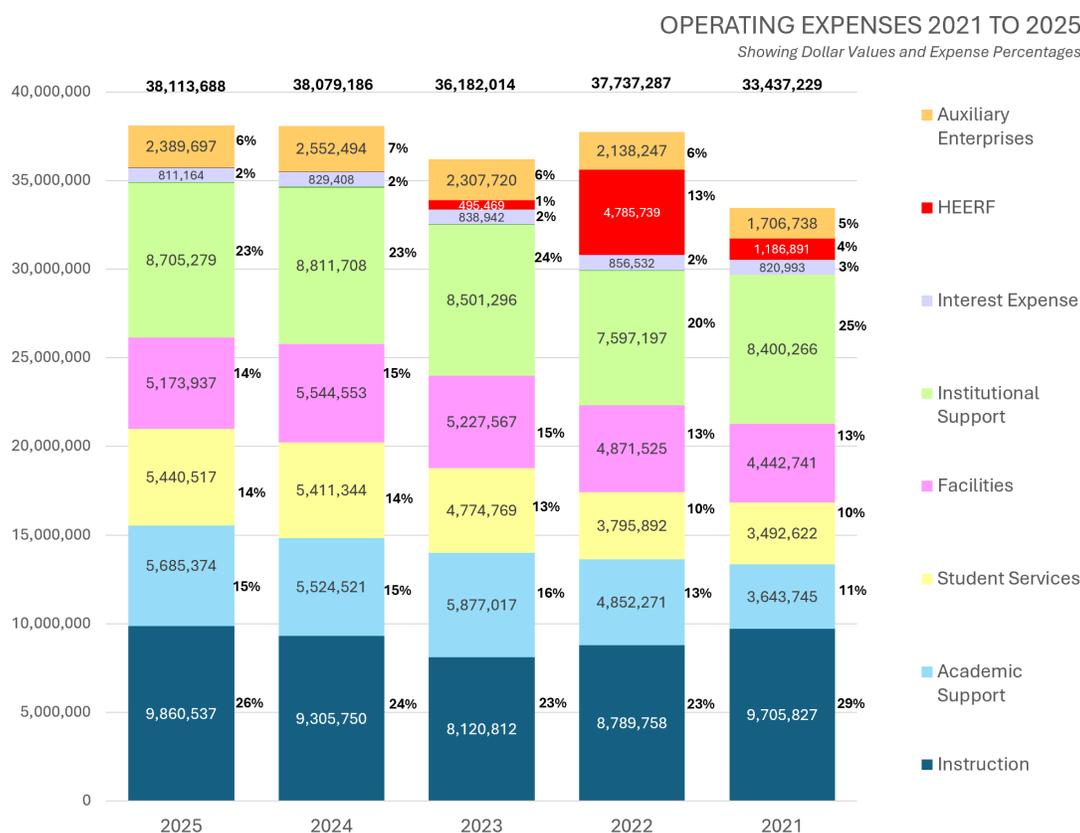
1) Strategic Financial Plan

Arising from the institutional strategic plan, the Strategic Financial Plan (VI.5.b. and VI.5.b.i.) includes the 5-year proforma budget and develops scenarios for revenue and expense growth with an emphasis on testing enrollment growth goals since those drive tuition revenue streams. The financial assessment of enrollment, in turn, informs adjustment of Strategic Goal #1 for Enrollment. Elements of the plan include:

- Benchmark ratios to set goals and measure performance;
- Assurance of the satisfaction of debt covenants in each budget cycle;
- Revenue and expense targets for operational planning with an emphasis on funding initiatives aligned with strategic goals while also ensuring a balanced budget;
- Capital budgets for facilities and technology;
- Fund Raising goals including unrestricted annual, special and capital gifts;
- Investments including management of the endowment and general reserve;
- Debt service and debt capacity assessment.

2) Expense Analysis

Trinity’s expenses remain relatively stable over time as the chart below reveals. The proportion of expenditures in each category has little variance from year to year (VI.6.a.vii.). The only notable difference is the pandemic-related HEERF expense (red) in Fiscal Years 2021-22-23.



Note that Trinity calculates its instructional expense per credit hour at \$502 in Fiscal 2025.

3) Tuition and Financial Aid

Trinity's Board approves tuition levels every February for the subsequent academic year. The calculation for tuition increases include estimates of likely enrollment increases and increases in expenses. Trinity's tuition increases have been about 2% in recent history as management focuses on strategic enrollment growth to improve revenues rather than relying on price increases. Management's presentations to the Board on tuition recommendations include market data, cohort benchmark comparisons, and a detailed analysis of financial aid. (VI.5.a.i.) (See VI.11.a. to e. for Title IV compliance documentation).

4) Budget Process

Following the tuition increase decision, Trinity's annual budget preparation process starts each February with a discussion of budget priorities (VI.5.a.iii.) with the president, CFO and senior staff, along with the CFO's overview of the process (VI.5.a.) for budget preparation. The top priorities consistently are:

- Meet all debt covenants
- Produce a balanced budget
- Provide for wage increases for faculty and staff (3% and 2% annually)
- Support strategic initiatives that grow enrollment or meet other strategic goals

The CFO meets with each budget manager to discuss new or revised budget requests for the next fiscal year. All budget requests must include justifications for how the request relate to institutional mission and strategic goals.

Following the review with managers, the CFO reviews the budget plan with the president and then presents the plan to the Finance Committee of the Board of Trustees (VI.5.c.i.). The Finance Committee makes the final recommendation to the Board. Thereafter, the CFO monitors the budget on a weekly and monthly basis, with adjustments as necessary and a forecast for year-end. The Finance Committee reviews quarterly results.

Certain increased expenses are a necessary part of every budget. External goods and services all have annual increases (e.g., health insurance, vendor contracts for Facilities and Security, etc.). Trinity has also adopted a position to improve wages every year in order to be able to recruit and retain talent.

Over time, faculty salaries, in particular, have improved to 100% of the benchmark cohort (VI.5.a.iv. President's Report to Faculty on Faculty Salaries) with staff salaries also favorably comparable to external benchmarks.

5) Alignment of Enrollment and Budget Management

Enrollment drives the revenue budget, and forecasting enrollment revenues is the first task of the CFO each year. Based on current enrollment, prior performance and strategic considerations like new program rollouts, the CFO plots revenue-by-semester-by-unit-by-degree to arrive at the budget estimate for tuition revenues (VI.5.a.ii. Tuition Analytic)

Since the budget is forecast in the spring, well before fall enrollments are finalized, the CFO also makes revenue forecast adjustments in the fall after the enrollment window closes, and again in the spring. Expenses are also adjusted accordingly.

6) Deficit Reduction Plan

Trinity starts each fiscal year with an approved balanced budget. In some years, however, enrollment shortfalls mean that Trinity faces a deficit position. In consultation with the president and Board, the CFO responds to potential deficit results in several ways:

- *Vacancy management:* postponing new hires is a traditional response to a looming deficit and this often helps Trinity to close the gap significantly.
- *Other expense reductions:* Trinity's budget is already slender, so reductions beyond vacancy management do not produce much by way of gap-closing; however, to the extent that major expenses can be postponed, management will do so.
- *Improving revenues:* while controlling expenses is one response to a deficit position, in fact, the best remedy is to improve revenues through improved performance on enrollment management, auxiliary revenues, and gifts and grants.

7) Financial Ratios

Trinity tracks key expense ratios and financial ratios, and Trinity's auditors provide annual analysis of how Trinity compares to similarly sized private institutions. (VI.7.c. and VI.7.c.i.)

Financial Ratios 2025

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Bond Covenant A-1 Min: \$10,000,000	\$30,571,279	N/A	\$61,787,908	\$62,852,829	\$58,060,413
Bond Covenant A-2 Minimum: 1.08	7.03	N/A	4.87	1.50	1.27
Primary Reserve Ratio (Min: 0.40)	1.79	1.45	1.66	1.67	1.72
Viability Ratio (Min: 1.25-2.00)	2.57	2.34	2.65	2.85	3.08
Annual Operating Margin % (Net income ratio)(Min: 2-4%)	19.21%	-0.84%	-6.40%	-10.14%	-7.82
Return on Net Assets (min: 3-4% plus CPI)	20.51%	-3.76%	8.65%	3.34	24.38
Composite Financial Index (Min: 3-4)	8.66	4.97	5.68	4.78	6.97

8) Debt Service:

Trinity has \$22.5 million in D.C. bond debt for the construction of the Trinity Center for Women and Girls in Sports in 2002, and the Payden Academic Center in 2016. The bonds were refinanced in 2023 with a very favorable rate of 3.62%. The debt service payments have been:

2023	\$550,672.66
2024	\$815,811.36
2025	\$1,256,164.38
2026	\$1,257,561.48

Full debt service schedule in the evidence portal (VI.7.b.)

9) Tuition Discount Rate

Like many private institutions, Trinity strives to control its discount rate while also enrolling a sufficient number of students to meet its goals. While Trinity enrolls a significantly low-income population of students, its discount rate is actually less than many other colleges with wealthier student. The graphic below illustrates Trinity's discount rate (avg. 47% over 5 years) compared to a group of similar institutions that are clients of our audit firm BrownEdwards: (VI.7.b.i.)

FINANCIAL STATEMENTS - HIGHLY SUMMARIZED OVERVIEW, CONTINUED

- **Tuition and fees discounting** is favorable compared to the BE median.



10) Annual Audit

The audit firm BrownEdwards conducts Trinity's annual financial audits and benefits audit, and prepares the 990 tax return, and the firm also provides an annual financial analysis and summary with benchmarking data. BrownEdwards reports to the Audit Committee of the Board of Trustees which is comprised of three independent trustees. Across the last decade, all Trinity audits have been clean with no remarkable comments. Audits for the last five years are in the evidence portal (VI.8.a.ii. through v.)

BrownEdwards provides an annual overview of the audit for the Board, sample presentation is in the evidence inventory (VI.8.b.) and also a comprehensive financial analysis (VI.7.c.)

11) *Compliance with Title IV Regulatory Requirements*

Trinity is in full compliance with all Title IV requirements. Required information is available publicly on the Student-Right-to-Know page of the website (VI.11.e.). These documents are in the evidence portal:

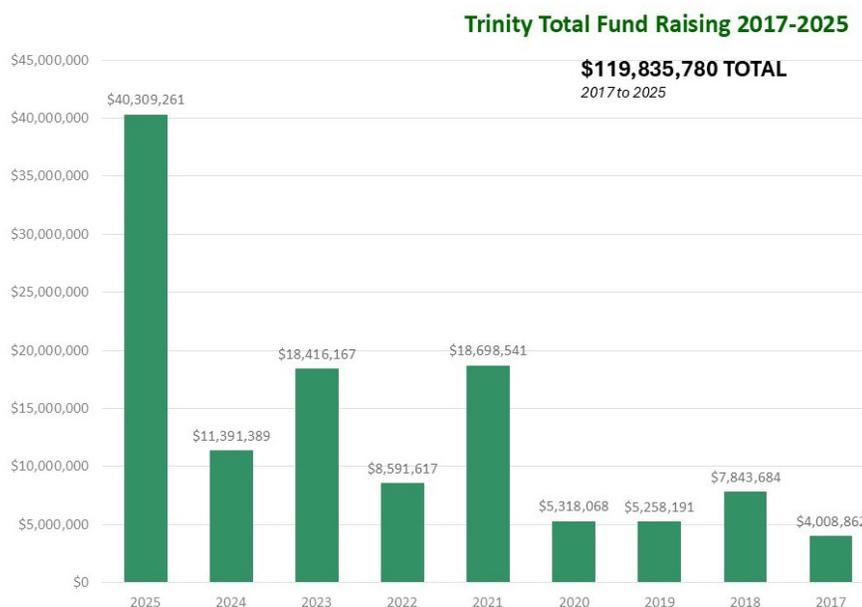
PPA: the Program Participation Agreement is subject to renewal on 12/31/2025, the application was submitted in a timely way prior to September 30, 2025. (VI.11.a.);

ECAR: the ECAR is current (VI.11.c);

Trinity's auditors BrownEdwards conduct the annual A-133 audit, and Trinity has filed all required audits with the U.S. Department of Education. (VI.8.a.vi.)

D. Fund Raising

Generous benefactors have made it possible for Trinity to fulfill many strategic goals across the years. The chart below illustrates the annual fund raising volume since 2017:



Trinity has been able to fund a number of key strategic initiatives through successful fund raising. For example:

- The current campaign for the modernization of Alumnae Hall (discussed in more detail in the “Facilities” section, below) has raised more than \$40 million as of this writing;
- A local benefactor in D.C. has contributed nearly \$30 million in the last decade to support Nursing students and faculty and has committed an additional \$30 million through 2032.;

- \$1 million in grants from two different D.C. foundations to support success and completion strategies for D.C. students;
- \$250,000 from the Teagle Foundation to support the “Humanities for Justice” Program to ensure that students in all majors learn to apply the methods and perspectives of the Humanities across all disciplines including professional programs;
- During and after the pandemic, many benefactors contributed several hundred thousand dollars to emergency funds for students; the Class of 1969, alone, contributed nearly \$500,000 as part of their 50th Reunion gift to support completion grants for seniors.

Trinity has also received substantial gifts and grants to support diversity, equity and inclusion initiatives, including:

- A \$1 million Howard Hughes Medical Institute (HHMI) grant to create an inclusive excellence program designed to encourage young women of color to persist in science majors; as a result of this grant and the subsequent work on inclusive excellence pedagogy, nearly 100 students now major in the STEM disciplines at Trinity, and all participate in undergraduate research program with many making presentations and winning awards at national conferences;
- A \$250,000 grant from the Sloan Foundation for science majors to participate in the “Equitable Pathway” program focusing on encouraging science majors of color to pursue graduate school;
- \$4 million in grants from the U.S. Department of Education Predominantly Black Institutions Program that supported many resource needs including acquisition of instrumentation for science labs, creation of the simulation lab for Nursing, development of the Center for Student Success, and similar programs to ensure success for Black American students at Trinity;
- \$5 million in grants from the Evelyn Y. Davis Foundation to encourage women of color to consider career in journalism and media; as a result of this grant, Trinity was able to hire a professional Newsroom director and build out the student media program engaging students in majors across the campus; as one indicator of success, in 2025 the revitalized online student media outlet *Trinity Times* won 29 awards at the Catholic Media Association including Best Student Newspaper and Best Journalist;
- More than \$6 million in gifts from a private benefactor to support DC students and also to support undocumented students; undocumented students also receive significant scholarship support from TheDream.US, a partner organization;
- A \$1 million gift from a private benefactor to support undocumented students;
- Trinity also was a partner along with American University in the \$5 million JP Morgan “Advancing Cities” program to support several hundred Early Childhood Educators in southeast DC to secure their associate degrees as required by the city.

While Trinity has done well with fund raising, the larger challenge is to develop a successful approach to motivating more recent graduates to participate consistently. A study of giving by alumnae and alumni reveals --- no surprises here --- that the graduates of the historic women's college (CAS, the College of Arts and Sciences) give the most and older alumnae have the highest gift averages and participation levels.

As Trinity's demographic profile changed, and more graduate and professional students became part of the Alumnae Association, Trinity has learned that the factors that motivated prior generations to participate in the Annual Fund do not resonate with 21st Century graduates who have many different characteristics from the past, including higher levels of student loan debt and less family wealth than older generations. Developing new strategies to keep more recent alumnae and alumni engaged, including professional school graduates, is a top priority for the Office of Development and Alumnae Relations.

E. Human Resources

Goal #5 of Trinity's institutional strategic plan identifies development of the human resources necessary to achieve fulfillment of the plan goals for enrollment and program development, with an emphasis on performance quality. The Office of Human Resources at Trinity strives to fulfill this goal through improved staff and faculty hiring processes, performance assessment and ongoing staff development. (VI.6.a. – VI.6.a.i. – VI.6.a.ii. – HR Plans and Data)

The size of Trinity's staff does not vary much from year to year. The Fall 2023 census as reported in IPEDS reveals that Trinity had a total of 452 personnel including 179 Full-time and 273 Part-time, with the latter being largely adjunct faculty.

Occupational category	Total	Full-time	Part-time
All staff (excludes graduate assistants)	452	179	273
Instructional Staff	316	68	248
Librarians, Curators, and Archivists	12	5	7
Archivists, Curators, and Museum Technicians	1	1	-
Librarians	4	4	-
Library Technicians	7	-	7
Student and Academic Affairs and Other Education Services	18	17	1
Management	9	9	-
Business and Financial Operations	14	14	-
Computer, Engineering, and Science	9	9	-
Community Service, Legal, Arts, and Media	35	28	7
Healthcare Practitioners and Technical	8	4	4
Service Occupations	7	5	2
Sales and Related Occupations	9	9	-
Office and Administrative Support	15	11	4

Talent recruiting and retainment is a top priority for Human Resources at Trinity. Among strategies to promote talent retention, Human Resources focuses on improving benefits and providing valuable professional and personal development programming on topics ranging from

retirement planning and financial management to improving skills in the workplace. The Executive Director of Human Resources works with all senior staff and department heads to implement the annual staff assessment plan.

F. Technology Infrastructure

Sustaining a sophisticated technology environment that supports the demands of academic instruction and research, campus communications and administrative functionality, as well as public marketing and outreach is a top priority for Trinity and Goal #4 in the institutional strategic plan. This matrix illustrates the spread of technology responsibility:

Unit	Operational Oversight	Software Oversight
Office of Technology Services	All Campus Hardware Campus Network and Connectivity WiFi Classroom Equipment Telephony (VOIP) Email Cybersecurity Access Control Helpdesk Support to all technology on campus	Power Campus (Student Info System) Self-Service Tableau (data warehouse) Dynamics Forms Dynamics Great Plains (Finance) Microsoft Office Suite PowerFails (Financial Aid) RaisersEdge (Development) Starfish (Advising)
Academic and Instructional Technology	Instructional Design Faculty Development Faculty Technical Support	Moodle (LMS) SmartEvals (course evaluation)
Nursing and Health Professions	Simulation Center – Hi Fidelity Manikins ATI Testing and Data Management Clinical Placements (Nursing, Coun,OT)	LLEAP ATI Suite EXAAT
Newsroom	Website, Podcast and Studio journalism	Adobe Creative Suite
Creative Services	Website Social Media	Adobe Creative Suite WordPress
Admissions	Prospective Student Information Marketing/Recruiting Outreach	Element 451 (CRM) Tableau
Development and Alumnae Relations	Alumnae/i Relationship Management Fund Raising and Gift Accounting	Raiser's Edge
Business Office	Accounting and Financial Management	Great Plains
Financial Aid/Enrollment Services	Federal Aid Management Private Grants and Scholarships	PowerFails
Registrar	Student Information Management	PowerCampus
Center for Student Success	Academic Advising	Starfish
Health Center	Electronic Student Records	PyraMED
Trinity Sports Center	Membership Management	EZFacility
Office of Human Resources	Personnel Records Management Benefits Management Talent Recruiting	ADP Website

With an emphasis on customer satisfaction and ensuring Trinity's competitive quality in higher education, the Technology Services team plays the leading role on campus to keep all systems and software up to date, to adopt new technologies that make sense, to refresh hardware on a

schedule and to plan replacement of software as required. Tech Services also conducts periodic tests and assessments of Trinity's workforce ability to maintain good cybersecurity practices. (VI.10.c. IT Annual Plan) (VI.6.a.iv. IT Presentation to Senior Executive Staff)

Note that because Ellucian support for the PowerCampus software expires in 2027, Trinity is currently engaged in a process to procure new software to replace PowerCampus and the GreatPlains financial system. Trinity anticipates selecting the new system by June 1, 2026.

G. Facilities Infrastructure

Trinity's campus is one of Washington's important historic places, and its venerable buildings illustrate the architectural and collegiate preferences of each era of Trinity's 127-year life. The monumental Main Hall, started in 1898 and completed in 1910, speaks to the grand vision and courageous persistence of the Founders among the Sisters of Notre Dame --- they did not think small! From the solemn beauty Notre Dame Chapel to the elegance of Alumnae Hall to the mid-20th-Century styles of residence halls and the library, the campus architecture tells a story of vision, aspiration, and, at times, financial challenge.

From the opening of Kerby Hall in 1965 to the early 2000's, no significant building or renovation occurred at Trinity as enrollments declined in the era when the men's colleges (notably Georgetown and Catholic University) embraced coeducation. In 2002, Trinity completed and opened its first new building in nearly 40 years --- the Trinity Center for Women and Girls in Sports, the first complete athletic facility on campus. The new sports center helped to stabilize enrollment, but more important, it provided a space to develop programming that supported community needs and led to significant growth in Trinity's auxiliary revenues. About 40,000 visitors come to Trinity's campus each year for the programs at the Trinity Center.

Payden Academic Center: As enrollment grew in the 2000's, Trinity was able to start planning for the urgently needed academic center with stage-of-the-art laboratories and robust technology. With a major gift from Trinity Alumna Joan Payden '53, and significant additional support, Trinity was able to open the Payden Academic Center in 2016. This beautiful new academic space replaced an outmoded science building (razed) and improved classroom capacity.

Campus Master Planning: As required by the District of Columbia, Trinity creates a campus master plan every 10 years (VI.10.a.). In 2016, as Trinity completed the Payden Academic Center and also the new master plan, D.C. officials expressed interest in Trinity's plans to preserve and improve its historic infrastructure. Trinity's current major project, the modernization of Alumnae Hall, is responsive to this expectation. The next master plan will be developed in 2027-2028.

Modernizing Alumnae Hall: Trinity chose Alumnae Hall as the first major modernization project of this era because that facility houses the dining halls and kitchen as well as student residence rooms. Starting in 2025, the modernization of Alumnae Hall will create a true campus center for Trinity with dining services to accommodate all campus populations, improved lounge and gathering spaces, and modernized student rooms. The project has a likely total cost of close to \$52 million with most of that cost supported by private gifts and grants. (VI.6.a.vi.)

Conclusion

Through continuous attention to planning and prudent fiscal management, Trinity has been able to develop the resources required to achieve institutional goals and priorities. Since the last Middle States review in 2016, Trinity has achieved these important goals:

- Improved balance sheet net assets by 84%, or almost \$70 million, from \$82.2 million to \$151.5 million;
- Improved the endowment from \$19 million to \$45 million;
- Completed the \$36 million Payden Academic Center with new classrooms and state-of-the-art laboratories and technologies for science and nursing;
- Raised charitable gifts in excess of \$119,000,000 over a ten-year period to support a range of strategic goals and objectives including:
 - developed new scholarship resources in the millions for Trinity students to achieve the racial and social equity objectives of Trinity DARE;
 - with support from private benefactors, invested in new and expanded programs for Nursing, Occupational Therapy, Public Health, Social Work, Global Affairs, Journalism and Media Studies, Humanities, Environmental Justice and other sciences;
 - with support from public sources, launched the Early College Academy, the dual enrollment program, new programs in healthcare, Early Childhood Education, Math for Educators and other disciplines supporting workforce needs in D.C.;
 - Raised \$40 million to launch the modernization of Alumnae Hall for improved campus dining, residential and co-curricular opportunities.

As Trinity looks to the future, in order to continue the progress documented in this self-study, Trinity will seek improvements in its fiscal, operational and fund-raising capacity in order to:

- Continue progressive development of facilities and technologies to support the academic and co-curricular life of the campus community;
- Continue improving salaries and benefits to ensure that Trinity has the talent necessary to meet the future needs of the university's students and programs;
- Develop new programming to engage more recent graduates in fund raising and leadership support for Trinity's future;
- Continue building financial reserves to provide the foundation that is essential to achieve goals for campus infrastructure and human resource development.

Standard VII: Governance, Leadership and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with a related entity, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Introduction

Standard VII addresses the University's overall governance structure and administrative organization, the role and responsibilities of the Board of Trustees, president and executive leadership, faculty and staff. The self-study review includes:

- Board of Trustees: assurance that the Board is independent, appropriately constituted in its membership, and consistent in fulfilling its fiduciary duty and the specific duties set forth in the Charter and By-laws;
- President: assurance that the President is appropriately credentialed, has the authority necessary to discharge the duties set forth in the institutional by-laws;
- Administration: assurance that the administrative team is appropriately credentialed, of adequate size and has the expertise to execute the specific functions required for effective fulfillment of mission, goals, priorities and programs;
- Faculty and Academic Governance: assessment of the system of shared governance and accountability in light of mission, goals and priorities.

Lines of Inquiry:

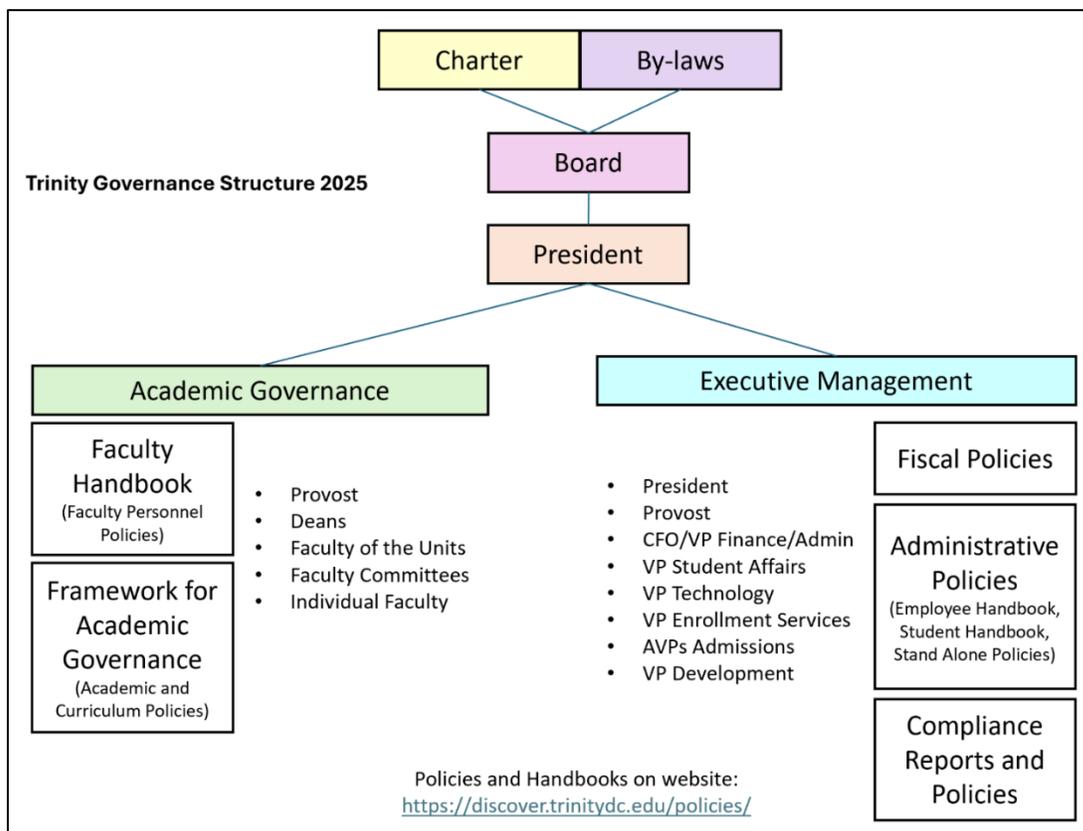
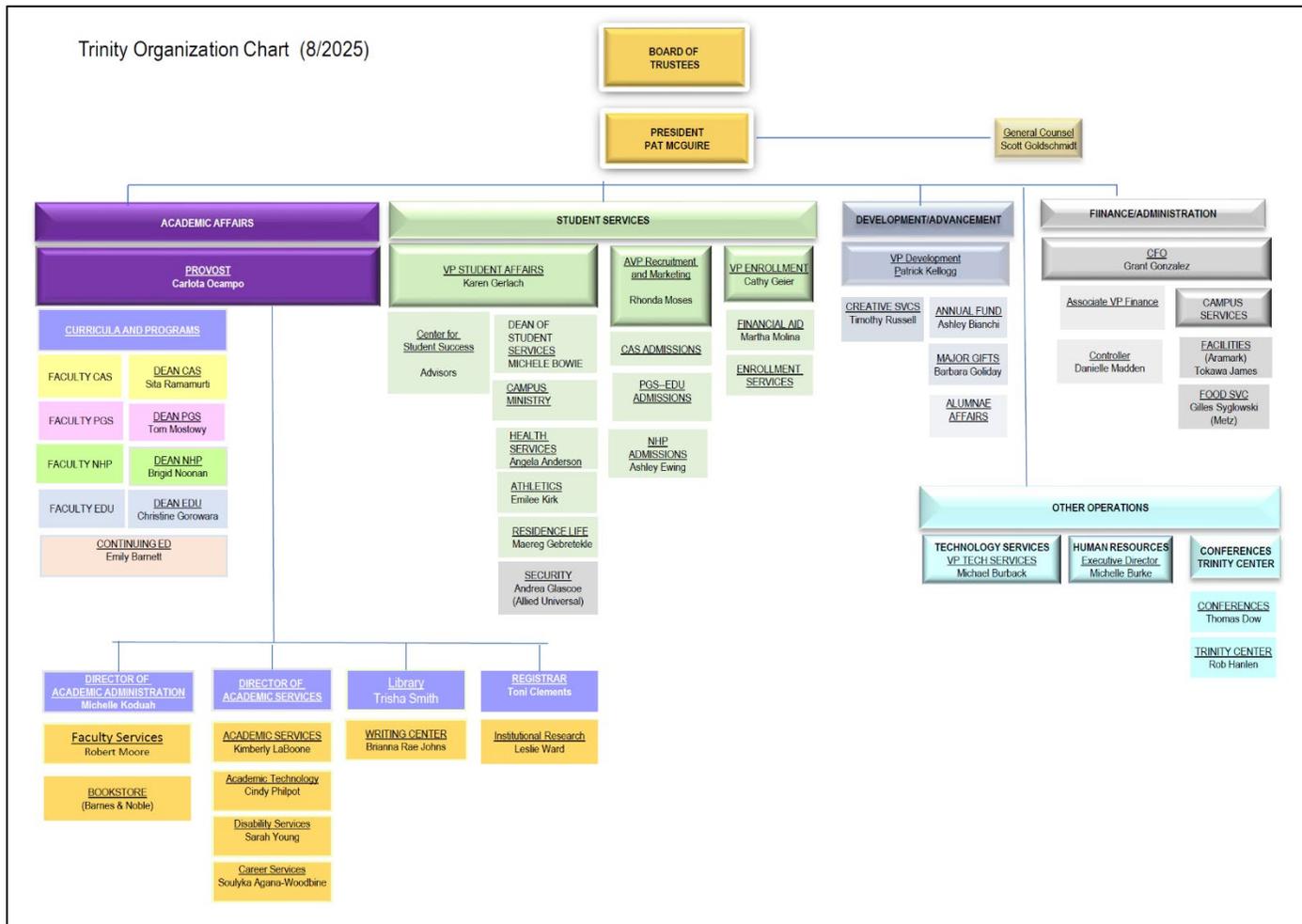
1. How well does Trinity's governance structure support the inclusion of the stakeholders/constituents' interests?

A. Structures and Policies for Governance

Trinity's organizational design is appropriate for the size of the university and the programs and services provided.

Trinity's governance structure supports the inclusion of the stakeholders and constituents' interests through a multi-layered governance system that engages the Board of Trustees, executive leadership, management, faculty and staff within and among the academic units and administrative divisions of the university. Two charts below provide an overview of the organization and governance structure. (VII.1.a.i. and VII.1.a. ii.)

Trinity Organization Chart (8/2025)



The Charter and By-laws of Trinity College (VII.1.a.iii.) establish the legal framework for institutional governance and state the powers and duties of the Board and president.

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 Framework for Academic Governance (VII.1.a.iv.) 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. This Framework is reviewed and updated to adapt to Trinity's growth as an institution and changes in institutional needs.

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. As part of routine assessment, the leaders of each academic and administrative unit submit annual reports to the president reviewing the accomplishments of the previous academic year, identifying areas for improvement and identifying strategic plans for the coming year. (VII.5.a.i – VII.5.a.ii. – VII.5.a.iii. Management Plans and Assessments)

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. Policies are reviewed regularly and updated as needed.

B. Board of Trustees

Trinity's Board in 2025-2026 has 19 voting members (list at VII.2.a.) including the president; three other trustees emerita are non-voting. The Board composition in 2025 is:

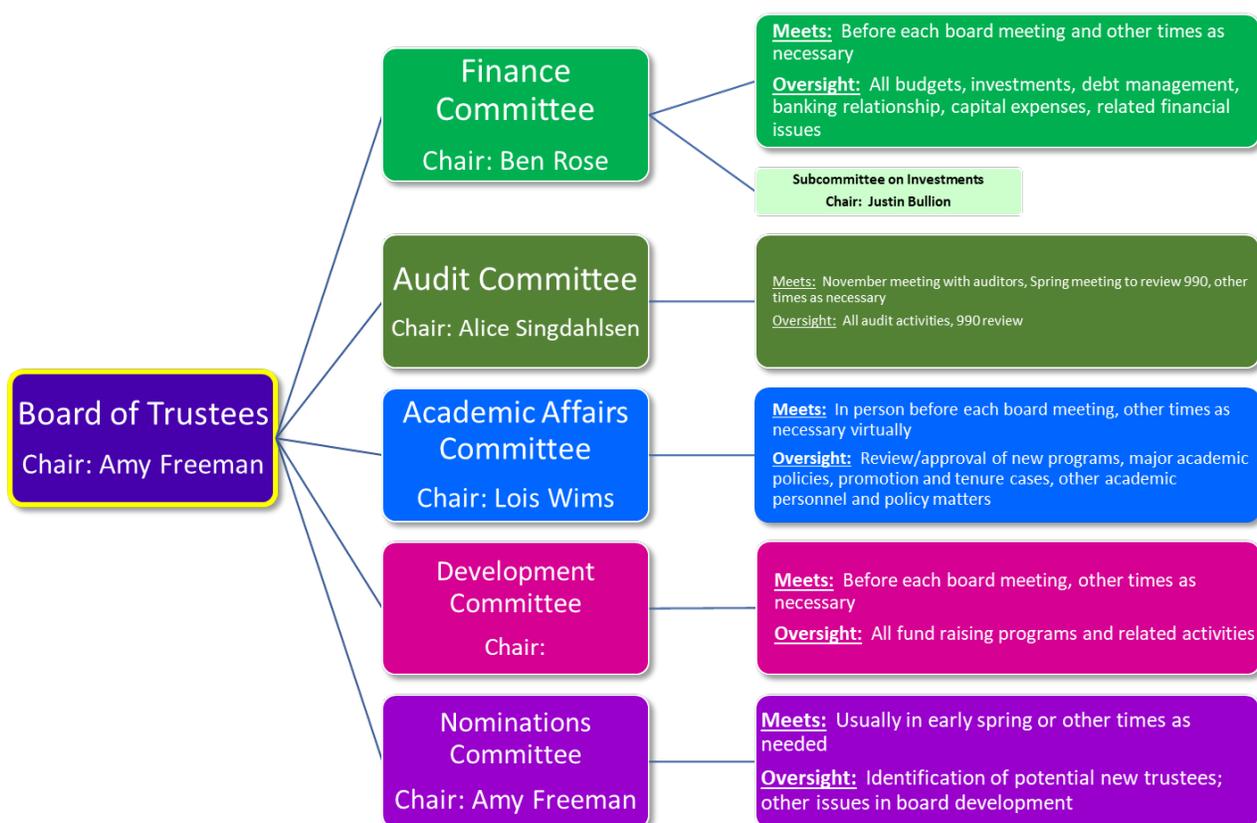
Trinity Board 2025 Composition	
Members	
Voting	19
Emeritae (non-voting)	3
Gender	
Women	13
Men	6
Race/Ethnicity	
Black	6
Hispanic	2
White	11
Relationship	
Alumnae/i	3
SNDs	2
Public Members	14

Board expertise includes 8 members with academic experience, including high school and higher education; some of those 8 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. (VII.2.a.i.)

Trinity's Board meets four times annually, once as a day-long retreat and three business meetings. Every Board meeting includes substantial material addressing issues in strategy, finances and related issues (VII.2.a.iii). While most meetings are in-person, on occasion the Board meets virtually, and committee meetings are often virtual. Board minutes from November 2021 to May 2025 are available in the evidence portal (VII.2.a.ii.)

1) Board Committees

The Board conducts much of its routine business through committees. Board Committees include Finance, Audit, Academic Affairs, Development/Institutional Advancement, Nominations, and Enrollment/Student Interests. The chart below shows the current board committees. As part of its assessment process, the Board is considering some changes in the committee structure to be more aligned with the strategic needs of Trinity.



The Finance Committee meets between Board meetings at least once, sometimes more as business requires. The Finance Committee routinely reviews the strategic financial plan, all

financial statements, the annual budget and quarterly budget performance, and must approve any debt financing. The Finance Committee also discusses capital needs for facilities and technology projects and continuously discusses with the CFO and president the priorities and funding sources for capital projects. The CFO provides staff support to the committee and gives a comprehensive overview of Trinity's finances at every meeting. (VII.2.e.iii.)

The Subcommittee on Investments reviews endowed and general reserve funds, directing changes to investment policies in consultation with our investment advisor at FEG. (VII.2.e.iv.)

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. Members of the Finance Committee sometimes join the Audit Committee. Trinity's auditors at BrownEdwards provide a comprehensive presentation with ratios that the full Board receives. Audited Financial Statements (VII.2.e.i.) and Audit Presentations (VII.2.e.ii.)

The Committee on Academic Affairs meets prior to each Board meeting, and those meetings include the Provost, Deans and faculty representatives, as well as other members of the faculty depending upon the agenda. This committee reviews new programs and receives updates on current programs, and considers enrollment issues related to strategic program development. (VII.2.e.v. Academic Affairs Committee Sample Reports)

The Committee on Academic Affairs also meets from time to time in executive session to consider faculty personnel matters, notably, promotion and tenure cases for recommendation to the Board for final action.

The Board also meets with students on each Board meeting day. Students sometimes participate in the meetings of the Committee on Academic Affairs. Given student schedules, it became difficult to sustain a Student Interests Committee that was also representative of all of Trinity's many student populations. How to include students in the future is an important topic on the Board's assessment agenda.

The Committee on Nominations and Trustees recruits new trustees and proposes slates for election to the full board. New trustees participate in orientation programs (VII.4.a.v.) and receive the "Responsibilities of Trusteeship" document (VII.2.a.iv.) that outlines processes and policies of the Board.

2) Board Assessment

The Board conducts a periodic assessment of its effectiveness (VII.2.a.vi.) The Board's most recent assessment, conducted with the assistance of external consultation, identified some distinctive strengths of the Board and areas for improvement. Through a survey, personal interviews and discussion, the Board identified its strengths including devotion to Trinity's mission and a strong desire to make sure that Trinity's success will continue. Areas that the Board identified for ongoing focus and improvement include its committee structure and ability to engage with the president and executive leadership in strategic development. The Board is mindful of its responsibility to lead and manage succession planning for itself and senior

management. The Board of Trustees will discuss the Board assessment and recommendations with the Middle States team when the team visits in March 2025.

3) 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 (VII.2.i). Trinity has maintained a rigorous practice of not doing business with any company affiliated with a trustee.

The president discloses all of her 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; 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.

C. The President

President McGuire (VII.3.a.) has been in office since August 1, 1989. A Trinity graduate (1974), she holds the J.D. from Georgetown University Law Center (1977). Given the president's long tenure, succession planning is an obvious issue, and for several years the Board has engaged with the president in succession planning discussions that consider not only presidential planning but also board and senior leadership succession. The Board of Trustees will discuss details of succession planning for the president and Board leadership when the team visits in March.

Guided by the by-laws, 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 comprehensive written report from the president before each Board meeting, and other written and oral reports as needed throughout the year. The president speaks often with the Board chair and other Board members, and relationships are open, collegial and constructive.

The Board conducts a formal evaluation of the president every three years, and that evaluation is the basis for contract renewal. The most recent evaluation occurred in 2024. 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 confidential board materials not included in the evidence portal.

D. Administration

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. (Evidence portal includes the Organization Chart (VII.4.a.i.), Senior Staff cv's (VII.4.b.i.), and a chart with Senior Staff appointment year and highest degrees (VII.4.c.i.)

SENIOR EXECUTIVE STAFF	
President	Dean of the School of Nursing and Health Professions
Provost	Dean of the School of Professional and Graduate Studies
Chief Financial Officer	Dean of Student Services
Vice President for Enrollment Services	Executive Director of Human Resources
Vice President for Development	Associate Vice President for Admissions
Vice President for Student Affairs	Associate Vice President for Creative Services
Vice President for Technology Services	
Dean of the College of Arts and Sciences	
Dean of the School of Education	

The president is attentive to succession planning for senior leadership including plans for alternative management of duties and responsibilities should a senior leader be absent for a period of time. A chart listing the succession plan for senior positions is in the evidence portal (VII.4.b.ii.)

The SES meets weekly with a standing agenda that includes review of enrollment reports, budget, human resources issues, risk management issues and other administrative and operational issues. (VII.4.f.iii) The SES also routinely reviews administrative and compliance policies (VII.5.a.viii.) and recommends changes. The SES also reviews the results of community surveys and recommends changes to policies and procedures in light of survey responses.

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. The president assesses senior staff members in conjunction with her review of their annual plans and assessments for their departments, which are also part of strategic assessment as well.

The members of the SES who are directly responsible for enrollment also form the Enrollment Management Team. This includes the president, provost, academic deans and VPs for Admissions, Enrollment Services and Student Affairs. The Enrollment Team considers Admissions and Financial Aid issues, related concerns of advising and retention, and works with the respective staff leaders to develop responses to the many challenges inherent in enrollment management. The team also considers admissions and marketing strategies with input from the staff responsible for those areas (VII.4.f.iv.).

E. Faculty and Academic Governance

The faculty are responsible for development, oversight and assessment of all academic policies, curricula and programs, and student learning outcomes. They discharge this responsibility through the structures and practices laid out in the Framework for Academic Governance. Subsidiarity is a key value in academic governance at Trinity. Vesting faculty in each academic unit with the authority and responsibility to make decisions for their own programs is central to effective academic governance. In the early 2000's, as Trinity evolved from a uni-dimensional liberal arts college into a multi-dimensional university, the faculty agreed that the old model of one faculty making decisions for all could no longer work, especially given the many different student populations served by the four academic units. Hence, subsidiarity became a guiding principle of the framework, resulting in the creation of the Curriculum and Academic Policy Committees (CAP Committees) for each unit. Those committees have the authority to make routine decisions for the unit programs.

The faculty also realized that certain major policy or curricular changes do require a higher level of scrutiny with university-wide implications. Hence, the creation of the U-CAP (University-wide Curriculum and Academic Policy Committee) became important to review and confirm major decisions.

The faculty in the four units also retain authority as faculties, and they convene on a monthly basis to receive reports from their CAP committees and other committees, as well as from the deans and provost. They also take up issues such as artificial intelligence, student service needs, internships and clinicals, and the host of related academic topics germane to each unit.

Faculty committees beyond the CAP committees also have important roles to play in professional development, technology, and the work of rank and tenure. The Faculty Welfare Committee also stewards the Faculty Handbook.

The Academic Executive Committee serves as the crossroads for all of the many different committees and activities of the units. The deans and provost work with all of the committees and the emphasis on collegial shared governance to arrive at the best results for Trinity.

F. Assessment of the Effectiveness of Governance, Leadership and the Administration

Trinity continuously evaluates each of its departments with a emphasis on implementing its mission and strategic plan by sustaining and increasing enrollments, improving the student experience in all areas, and systematically evaluating academic programs. This is accomplished through annual reports and evaluation of each department along with annual reviews of administrative and academic programs and policies. Key assessment activities include:

1) Annual Senior Executive Management Assessment Reports

The primary assessment tools is the annual report that every member of the Senior Executive Staff prepares and presents to the president and leadership team. All plans must align with the institutional mission and strategic plan. These reports include all sub-departments reporting to

each executive. The evidence portal includes all reports since 2022 (VII.5.a., VII.5.a.i., VII.5.a.ii.). The format for the reports is standardized and includes these key elements:

- Overview of the Department and Organizational Chart
- Data dashboard showing key performance indicators retrospective and prospective goals
- Assessment of each unit's prior goals and progress toward achieving the goals
- Statement of new goals for the subsequent year
- Objectives and Actions to achieve goals

The annual plans are submitted to the president in June of each year, and the Senior Executive Staff devote their meetings in the Fall semester to presentations and analyses of the plans (VII.5.a.vi.). The group discussions promote cross-functional cooperation and insights into opportunities for re-engineering some of the work of the various departments. In the Spring semester, a second review of the plans takes place with a focus on data updates and identification of significant variances to the plans. In both the Fall and Spring semesters, the president also follows-up with individual discussions with each key manager to discuss progress, problem solving and opportunities for growth.

2) Review of Results of Community Surveys

These surveys take place at least once a semester and they provide important feedback from students, faculty and staff on the quality of services and effectiveness of the administration (VII.5.a.iv., VII.5.a.v.). The SES reviews the surveys with cohort-by-cohort analysis, and identifies issues that need correction and follow-up planning. Examples of the impact of the community survey results include:

- Dining Services: consistently receives low marks, results that support a major initiative to overhaul dining on campus in tandem with the modernization of the dining hall known as Alumnae Hall;
- Timeliness of Staff Responses to queries: surveys identify a lack of timely responses as a significant irritant for students, with the result that the senior managers have agreed to establish a more stringent form of oversight of responses to calls and emails;
- Facilities: surveys identify issues with maintenance and cleanliness in certain areas, and leadership shares the results with the facilities team (Aramark is Trinity's vendor for facilities) with discussion of service improvement.

Some student concerns identified in the community surveys raise issues of academic practices either by individual faculty or faculty in major programs. The provost and deans review these concerns with their faculty groups as appropriate.

3) Assessment of Policies and Documents

The Senior Executive Staff review policies on a continuous basis (VII.5.a.vi. and VII.5.a.viii.). The provost and her team review the academic catalog is reviewed every summer as are all student and academic policies

4) *Strategic Plan Assessment and Updates*

Trinity also maintains and updates its five-year strategic plan on a continuous basis using the annual reports and data collected through the various departments and evaluated in the context of community needs and our target student population. This Self-Study will also inform revision of the plan for the next five years.

Trinity's governing structure has been consistent for over 125 years in honoring and executing the vision of its founders and its mission, while adapting to the changing needs of its students, its community and the changing educational landscape. Through its evolution from a liberal arts college exclusively, to a university with three professional schools in addition to the original women's college, Trinity has policies and governance that has remained transparent, accessible and consistent with its founding vision and its mission.

CONCLUSION

At a time when higher education is roiled by so much strife, including major challenges to traditional governance roles and structures from political sectors as well as private influencers, Trinity is confident in the stability and effectiveness of its own governance structure and practices. Some of the important features of Trinity's governance that make it flexible and responsive include:

- All persons with roles to play in the governance system are deeply devoted to mission and to the success of Trinity students; no other reward exists except student progress and success;
- As a relatively small institution, all persons with governance responsibility can get to know each other and everyone's needs and interests fairly well, and the respect and sense of collegiality across sectors on campus is vital to ensuring the effectiveness of governance;
- The principle of subsidiarity is also important to ensure that faculty feel empowered to make good decisions for their programs in light of their own knowledge of disciplinary expectations and the needs of the students in the units.

Self-study also reveals areas that need continuing focus for improvement, and these include:

- How to strengthen student engagement with governance, since the diversity of student programs and complexity of their lives often makes it difficult for students to participate in more traditional student government roles;
- Ensuring a more strategic approach to governance at every level to advance Trinity's longer-term needs, not just short-term projects;
- In these turbulent times, ensuring that Trinity's governance systems and structures remain stable, collegial and harmonious with all of the different constituencies who depend on these systems for institutional endurance and excellence.

Conclusion to the Self-Study

When the last Middle States team left Trinity in Spring 2016, the university was on the verge of opening the Payden Academic Center, a state-of-the-art instructional facility that proved to be a true “game changer” for Trinity’s academic life. With remarkable new laboratories for instruction, research and simulation, and exceptional technological capacity in all classrooms, Trinity’s faculty and students were able to teach, learn, discover and innovate at increasingly impressive levels. Undergraduate research became pervasive pedagogy in the STEM disciplines, NCLEX scores rose dramatically for nursing, and the idea of inclusive excellence pioneered by the Science faculty with an HHMI grant soon became a universal feature of Trinity’s academic philosophy. These successes inspired benefactors to increase their generous support for scholarships and programs while employers welcomed Trinity graduates in greater numbers.

Trinity’s achievements across the last decade are all the more remarkable in light of Trinity’s student population, predominantly women of color, often the first in their families to attend college, many from impoverished neighborhoods. Among the many collegiate institutions in the Washington region, Trinity is the rare university that embraces a mission to serve a large majority of students who come to college with significant challenges arising as a result of historic marginalization due to gender, race, ethnicity, citizenship status and other identities that too often result in forms of discrimination that raise barriers to their success. Trinity’s mission aims to equip students with the talents and confidence they must have to surmount those barriers to achieve economic security and lifelong intellectual satisfaction.

A self-study is an opportunity for critical reflection on institutional programs and services, policies and processes, and a way to assess both successes and challenges. Trinity has welcomed this opportunity to study the results of our work and to identify areas for necessary improvement. As we have engaged in self-study across the last two years, we also realize that we could not have imagined, in 2016, the challenges that all of higher education now confront in 2026: a hostile political environment, a public increasingly skeptical of the value of a college education, a future that offers a radically different demographic and economic profile than what once sustained most American colleges and universities.

Through this self-study, Trinity has identified many pragmatic topics for ongoing discussion and improvement. But well beyond the routine assessments that drive operational change, this self-study has reinforced Trinity’s essential commitment to sustain the mission grounded in Catholic social justice that has empowered the work of this university for 125 years. At a time when students of color wonder if they are even welcome in the academy, Trinity will welcome them with even more fervor. At a time when women who are undocumented wonder if they can achieve their dream of a college degree, Trinity will continue to welcome and support them. Undaunted by the risks of this era, at a time that demands change in higher education, Trinity will continue to innovate programs that serve our community well while also refusing to compromise the fundamental values of our mission and purpose. Trinity will continue to proclaim our core mission commitment to justice through education as the best way to improve the lives of our students, their children, families and communities.

Trinity is grateful to colleagues on the visiting team and at Middle States for supporting our work in self-study and continuous improvement.