

LEADING TRINITY 2025

Strategic Plan for the Period 2020-2025

Approved by the Trinity Board of Trustees

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LEADING TRINITY 2025

Strategic Plan for the Period 2020-2025

Leading Trinity 2025 continues the planning thread that began in the early 1990's with *Toward Trinity 2000*, the plan that guided the 1996 Middle States self-study. In May 2000, the Board of Trustees adopted a revised plan, *Beyond Trinity 2000*, that built upon the earlier plan's statements of vision and values, but with more measurable goals. At the time of the adoption of *Beyond Trinity 2000*, Trinity also adopted a new mission statement, and reorganized into the university structure with three academic schools. *Beyond Trinity 2000* formed the basis for institutional assessment in the 2006 Middle States self-study. Following that accreditation moment, Trinity revised the strategic plan to *Achieving Trinity 2010*, the plan that formed the basis for a successful Periodic Review Report to Middle States in 2011. In 2013 Trinity revised the strategic plan to create *Envision Trinity 2020*, the plan that formed the basis for the 2016 Middle States self-study and successful reaccreditation review.

Continuing the same format as the previous plans, and with the ongoing intention to use the strategic plan as the platform for assessment and self-study, *Leading Trinity 2025* updates the statements of goals that flowed through the prior plans, and builds upon the same statement of mission, providing the basis for the 2025 Middle States Self-Study.

I. MISSION

Trinity's Mission Statement confirms Trinity's historic commitment to women, to liberal learning and to the Catholic faith tradition while articulating those commitments in new ways for new student populations.

Trinity Mission Statement

Trinity is a comprehensive university offering a broad range of educational programs that prepare students across the lifespan for the intellectual, ethical and spiritual dimensions of contemporary work, civic and family life. Trinity's core mission values and characteristics emphasize:

- ❖ *Commitment to the Education of Women* in a particular way through the design and pedagogy of the historic undergraduate women's college, and by advancing principles of equity, justice and honor in the education of women and men in all other programs;
- ❖ *Foundation for Learning in the Liberal Arts* through the curriculum design in all undergraduate degree programs and through emphasis on the knowledge, skills and values of liberal learning in all graduate and professional programs;
- ❖ *Integration of Liberal Learning with Professional Preparation* through applied and experiential learning opportunities in all programs;
- ❖ *Grounding in the mission of the Sisters of Notre Dame de Namur and the Catholic tradition*, welcoming persons of all faiths, in order to achieve the larger purposes of learning in the human search for meaning and fulfillment.

II. VISION AND VALUES

Proceeding from Mission, Trinity is a mid-sized university that aims to make distinctive contributions to the education of citizen leaders across a range of disciplines and occupations, with an emphasis on developing the leadership of women and persons of color in Healthcare and Human Services, Global Affairs, Business, Education, Science and Technology, Media and Communication, Arts and Literature. Trinity continues to have a particular focus on the education of women and students of color from the District of Columbia and metropolitan Washington region.

Trinity's educational hallmarks reflect these core institutional values:

- *A Value-Centered Education* infused with the principles of social justice, honor and integrity that characterize Trinity's learning environment and programs;
- *Ensuring Access to Educational Opportunities* arising from that social justice value center, such that Trinity develops its curricula and programs in ways that provide opportunities for educational attainment for students who might otherwise not have had such opportunities to succeed academically;
- *Respect for Human Dignity* characterizes Trinity's campus life through honoring the broad diversity of races, ethnicities, cultures, languages, abilities, beliefs and interests of Trinity's student body;
- *Academic Excellence and Rigor* are the foundation for the expectations and work of the faculty with all student populations, with a clear focus on educational outcomes that can demonstrate the quality and durability of a Trinity education through many different occupations and life circumstances;
- *Women's Leadership Development* is a distinctive characteristic of all Trinity educational programs;
- *Education for Global Leadership* expects Trinity students and graduates to manifest a broad global perspective in order to be true leaders in contemporary communities, corporations, schools and public arenas;
- *Service to Others* as a key social justice principle sharpens the focus of Trinity's programs and leadership development philosophy;

III. ENVIRONMENTAL SCAN

Trinity has developed Leading Trinity 2025 in the midst of the Covid-19 Pandemic and during a remarkably stressed period for higher education. Predictions about the future of small, under-resourced private colleges are dire, but Trinity has consistently proven to be more resilient and creative than predicted. Nevertheless, this plan takes into account the nationwide concerns and local conditions, and also provides a SWOT analysis to present the most accurate picture of Trinity's environment and planning assumptions.

National Environmental Factors:

- Long-term effects of the Covid-19 pandemic on all educational institutions, student preparedness for college, widening of the opportunity gap, deeply disparate impact on health and economic opportunities in Black and Hispanic communities;
- Intense public focus on racial justice and social equity, rise of the Black Lives Matter movement and backlash in new incidence of white supremacy threats and increased political polarization over race;
- Ongoing political polarization over immigration policy has a negative effect on immigrants and international students in higher education; solution for DACA will help partially, but other challenges remain;
- Long-term decline in number of students graduating from high school with implications for traditional higher education programs;
- Recognition of 35 million+ Americans who started college but failed to complete degrees could be an opportunity for improved adult education programs;
- Government and Employer demands for increased workforce education in select fields, particularly in healthcare, technology;
- Free college movement potential to erode private college enrollments further;
- Greater demand for stackable certificates, badges and alternative credentials;
- Price resistance among consumers;
- Online instructional delivery moves from unusual to central in all programs;
- Massive competitors take larger and larger market share (UMGC, SNHU, etc.)
- Changes in accreditation regulations and practices will support innovation --- but only if federal regulations also change.

Regional and Local Environmental Factors:

- District of Columbia economic recovery from pandemic likely to be slow; office vacancies have grown and whether workforce will return is uncertain, resulting in loss of downtown business, loss of tax revenues, stagnation in economic growth affecting higher education and other nonprofits; economic effect of pandemic widening racial equity gap;
- Pandemic-driven learning loss among students in DC Public Schools likely to be high, and possibly same for Prince Georges County and Montgomery County PS;
- Growth in opportunities to partner with public, charter and private schools for dual enrollment and early college programs, boosting enrollment pathways to Trinity;
- DC laws and policies grow more burdensome and expensive for all institutions;
- Number of universities from outside the region operating branches in DC continues to grow, fostering greater competition especially for graduate and professional education;
- Tech sector in the region will drive much of higher ed innovation in the next decade;
- Demand for increased healthcare workforce will grow throughout the region;

IV. SWOT ANALYSIS AND ASSUMPTIONS

In assessing Trinity's strengths, weaknesses, opportunities and threats, the executive team identified these key issues:

Trinity SWOT Analysis 2019-2020	
STRENGTHS	WEAKNESSES
Commitment to Mission Care for Students Resilience Distinctive Niche Distinguished History Good Outcomes	Small size Chosen market is financially fragile Lack of "clout" at major tables Obscurity Lack of venture capital Modest reputation
OPPORTUNITIES	THREATS
Pandemic forcing strategic rethinking Focus on Racial and Gender Equity Healthcare programs Payden Center laboratories Global Affairs programs Emerging Technology programs Stackable certificates and new credentials DCPS Partnerships	DC lack of financial support for students Declining economic conditions in DC Lag in acquiring major gifts and grants Large, aggressive online competitors Difficulties in hiring/retaining top talent Internal complacency Desultory speed to market

With the environmental scan and SWOT analysis, these assumptions emerge to guide development of the strategic goals and objectives for 2020-2025:

1. **Growth:** goals for enrollment growth must be prudent in light of declining economic and demographic conditions, with the emergence of new competitors in online education combined with the financial fragility of Trinity's primary student markets.
2. **Program Development:** the most likely driver of growth will be the development of new academic programs aligned with workforce demand, particularly in the healthcare arena and information technology, STEM fields and teacher preparation; additionally, reorganization will occur among some existing programs to promote greater interdisciplinarity and engagement with the resources of the nation's capital, e.g., Global Affairs, Environmental Justice.
3. **Multi-Modal Delivery Systems:** Trinity will deliver academic programs in a range of delivery systems appropriate for the students served, including in-person, hybrid, online, executive format and other modes that the faculty may create.
4. **Diversified Credentials:** in keeping with changing public expectations for higher education, Trinity will offer an increasingly diverse range of credentials to engage more students in postsecondary learning, to provide faster pathways to advancement in the workforce, and to encourage continuing education across the lifespan.
5. **Partnerships:** the development of new academic programs will be largely supported through partnerships with the healthcare sector, public and charter schools, tech companies and other organizations that have high demand for innovative new programs or expansion of program capacity.
6. **Reputation for Fostering Success and Promoting Racial Equity:** through Trinity DARE: Driving Actions for Racial Equity and continuing progress in all academic programs leading to improved academic results, Trinity will build its reputation for fostering success for low income students of color and advocacy for racial equity and social justice.
7. **Women's Leadership and Advancement:** Trinity will build upon its historic reputation and mission commitment to women's education through more focused programming on women's leadership and advancement including co-curricular and continuing education programs to include a broader audience in the nation's capital.
8. **Financial Strength:** With sound fiscal management practices focused on building fiscal stability and strength, Trinity will be able to attract additional support for capital projects, scholarships and endowment sufficient to ensure the durability of mission for the future.

V. BENCHMARKS

Trinity has developed benchmarks for performance using a cohort group of similarly sized historic women's colleges and Catholic women's colleges in urban centers. The cohort includes these schools:

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

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

Trinity also conducts ratio analysis to assess the financial health of the institution. Trinity's auditors BrownEdwards also provide critical financial indicators based on the performance of their client group which includes some of the same institutions in Trinity's cohort.

STRATEGIC GOAL 1: ENROLLMENT

By 2025 Trinity will enroll 2500 students (headcount) in degree programs with these ultimate targets, adjusted periodically [**Table 1** at the end of this section shows annual targets]:

- 1070 full-time undergraduate women in the College of Arts and Sciences;
- 825 undergrad/grad students in Professional and Graduate Studies;
- 625 undergrad/grad students in Nursing and Health Professions

Trinity's student population will continue to be remarkably diverse with a substantial majority of women, students of color and students primarily from the metropolitan Washington region, and these student body characteristics will influence strategic programming and services.

OBJECTIVES: In order to meet the strategic goals for enrollment Trinity will take these actions:

1. **Trinity DARE: Driving Actions for Racial Equity (Goals 2,3,8):** through Trinity DARE Trinity will emphasize development of programs, services and resources that promote racial and social equity for all students and graduates.
2. **Academic programs (Goal 3):** Trinity will continue to develop academic programs aligned with market demand with emphasis in healthcare, information technology, STEM fields, global affairs;
 - a) *Delivery Formats:* Trinity will continue to develop new delivery formats for academic programs consistent with market demand, including online, hybrid, executive formats;
 - b) *Credentials:* Trinity will expand the range of credentials offered to include certificates at all levels, expanded continuing education options, and explore the potential for doctorates in select areas where demand indicates market sustainability;
 - c) *Partnerships:* Trinity will continue development of partnerships with K-12 schools as well as employers and industry groups to participate in the creation of new programs and new delivery systems;
3. **Pricing (Goal 2):** Trinity will develop tuition pricing models that are responsive to Trinity's chosen market capacities and expectations;
4. **Scholarship support (Goal 2):** Trinity will make fund raising for scholarship support a capital campaign priority with a goal of no less than \$10 million for general scholarships and \$10 million for Trinity DARE to replace loans with grants in student aid packages; Trinity will develop a more comprehensive strategy for financial aid awards to support enrollment development;

5. Advising/Retention/Completion (Goal 8): Trinity will develop strategies to improve first year persistence, retention and completion in all programs. [Table 2 at the end of this section shows the annual retention targets.]

- a) Creation of the Center for Academic Advising to increase professional advising capacity;
- b) Improved Financial Aid advising and practices to address financial barriers to persistence;
- c) Expansion of Academic Services to ensure effective learning skills support;
- d) Ongoing research and change in first year curricula and pedagogy for improved outcomes.

6. Admissions Goals and Objectives: In order to support the institutional enrollment goal, Admissions will develop measurable objectives to meet the goals for each unit and program every semester according to the new student enrollment targets. [Table 3 at end of this section shows the annual new student targets.]

Pro Forma Data Projection Tables Supporting Goal One

Note: These charts are adjusted at least annually, with the overall goal remaining the same but the semester-by-semester mix of goals changes based on performance.

TABLE 1: OVERALL ENROLLMENT PROGRESSION:

STRATEGIC ENROLLMENT MODEL AS OF 4 1 2021											
	F20	SP21	F21	SP22	F22	SP23	F23	SP24	F24	SP25	F25
CAS	934	817	900	805	960	890	1035	960	1090	1000	1110
NHP	343	338	387	366	462	438	490	465	518	475	530
EDU	103	89	105	125	135	175	185	215	230	240	270
BGS	91	90	90	90	105	140	160	180	205	215	245
SPS	375	381	380	360	380	365	385	365	385	370	385
TOTAL	1846	1715	1862	1746	2042	2008	2255	2185	2428	2300	2540

Note: the table above is based upon calculations for each semester that include calculations for numbers of students graduating each semester, likely retention rate, numbers expected to return, numbers of new student enrollments. These are strategic calculations, not budget targets.

TABLE 2: NEW STUDENT ENROLLMENT TARGETS:

STRATEGIC TARGETS FOR NEW ENROLLMENTS AS OF 4 1 2021											
	F20	SP21	F21	SP22	F22	SP23	F23	SP24	F24	SP25	F25
CAS	264	21	260	40	325	80	325	85	325	100	325
NHP	100	54	155	95	240	155	245	165	270	170	305
EDU	41	13	40	50	50	75	75	80	90	80	125
BGS	29	18	25	25	50	60	60	60	75	60	100
SPS	90	59	90	60	115	75	125	90	140	90	150
TOTAL	524	178	570	270	780	445	830	480	900	500	1005

TABLE 3: RETENTION RATES: ACTUALS AND GOALS TO 2025:

Fall-to-Fall Retention Fall 2014 to Fall 2020								GOALS 2021-2025				
	ACTUALS							PLAN				
F-F:	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Total	71%	72%	71%	72%	74%	74%	80%	80%	80%	82%	82%	83%
CAS	70%	73%	74%	72%	74%	77%	83%	84%	85%	85%	86%	86%
SPS	69%	70%	65%	70%	70%	66%	71%	73%	74%	75%	75%	76%
BGS	82%	79%	73%	82%	78%	70%	78%	80%	82%	84%	85%	86%
EDU	72%	76%	68%	69%	73%	66%	74%	76%	77%	78%	80%	82%
NHP	78%	64%	78%	78%	82%	84%	82%	85%	85%	85%	86%	86%

STRATEGIC GOAL 2: FINANCES

To ensure a sound financial foundation, Trinity will continue to meet or surpass externally benchmarked strategic financial indicators: [See: Annual Financial Ratio Report]

- Composite Financial Index Score of 3 – 4 (FY20 5.50) Goal:4-7
- Primary Reserve Ratio > .40 (FY20 1.32)
- Net Income Ratio 2% - 4% (FY20 2.97%)
- Return on Net Assets 3-4 (FY20 0.40%)
- Viability Ratio 1.25 – 2.00 (FY20 1.85)
- Bond Covenant: Debt Ratio 1.25 to 1 (FY20 2.33 to 10)
- Bond Covenant: Liquidity \$15 million (FY20 \$25.1 million)

OBJECTIVES: In order to ensure fulfillment of the benchmarks, Trinity will develop specific financial action plans including these key components:

- 1. Budget:** Trinity will operate in a way that satisfies the annual bond covenant, produces surplus to build reserves, and funds key strategic initiatives. [5 YEAR PROFORMA to be developed]
- 2. Tuition:** Trinity will develop a pricing model responsive to enrollment market demands. [See: Tuition and financial aid annual report]
- 3. Auxiliary Revenues:** Trinity will develop auxiliary revenues with specific plans for student housing, conferences and Trinity Center. Trinity will seek partnership opportunities for revenue development.
- 4. Fund Raising:** Trinity will develop charitable gift revenue streams including:
 - Annual Fund unrestricted no less than \$1 million
 - Special gifts restricted for operations (\$\$\$)
 - Grant-funded projects (\$\$\$)
 - Capital Campaign (\$50 million) including
 - Scholarships (\$10 million)
 - Trinity DARE (\$10 million)
 - Academic Chairs (\$5 million)
 - Alumnae Hall (\$25 million)
- 5. Endowment:** Trinity will build true endowment from \$21.9 million (FY21) to no less than \$30 million (FY26) through gifts, surplus and investment performance.

STRATEGIC GOAL 3: ACADEMIC PROGRAMS

In keeping with the results of self-study and market Trinity will develop its curricula and programs to support the goals for enrollment growth.

OBJECTIVES: College of Arts and Sciences:

1. Majors: Develop and strengthen key major programs for enrollment growth and stronger career pathways:

- Health-related programs (in coop w/NHP)
- STEM disciplines
- Data and Info Tech
- Global Affairs
- Environmental Studies

2. Pedagogy: Expand emphasis on inclusive excellence pedagogy throughout the curriculum

- By 2025, 100% of first-year faculty will be trained in inclusive excellence and all courses will include inclusive excellence pedagogy.
- By 2025, 100% of CRS 101 (freshman seminar) courses will include trained embedded advisor mentors using the mentor moments model
- Assessments of the first year show 1st year grades strongest predictor of retention. By 2025, first year grades will increase, on average, by one letter grade, first year retention will increase to 85%.

3. Experiential Learning: Expand opportunities for internships and other experiential learning:

- By 2025, 100% of candidate majors will include a required or recommended internship or active learning capstone
- By 2025, all full-time faculty and adjuncts will be offered training opportunities in experiential learning and >75% of syllabi in all programs will include active learning components

4. General Education: Improve general education to ensure that the common learning outcomes support major programs and career pathways

5. High Schools: Enlarge relationships with area high schools to promote a stronger school-to-college pathway, including development of dual enrollment and early college partnerships

6. Career Pathways: Develop a stronger relationship between Career Services, Major Programs and Employers in keeping with the goals of Trinity DARE to widen career pipelines

7. Degrees and Credentials: Develop additional CAS credentials including possible associate degree for students who would benefit from a 2+2 format, master's degrees in select disciplines, and other credentials.

OBJECTIVES: School of Professional and Graduate Studies

1. Undergraduate Adult Education (SPS)

a) Strengthen Adult Focus: broaden postsecondary credential and degree opportunities in SPS, adopt more adult-friendly delivery systems and services that adults need, leverage location at THEARC, expand potential for certificate-AA-BA programs and make pathways more prominent part of marketing

b) Majors: Strengthen Business, Accounting, Criminal Justice, Psychology, to be real pathways to careers

- 100% of PGS majors will include a required or recommended internship or active learning capstone
- >75% of all full-time faculty and adjuncts will undergo training with Career Services on internships and career pathways
- 80% of graduated students will be employed in their degree field

c) Prior Learning Credit (TELL): Revamp the TELL program to make earning credit for prior learning a more prominent and successful part of the program

- By 2025, mechanisms will be in place to identify eligible TELL recipients and match with candidate learning outcomes
- >50% of eligible students will undergo TELL process for one or more course equivalency

2. Graduate Education (BGS)

MBA, SCPR fully on-line

MSA revamp to focus on nonprofit management

3. Teacher Education and School Leadership (EDU)

- Community-school partnerships: All programs
- BA Community Education: International Track
- BA in EC Special Education
- MAT focus on TESOL-Literacy-Reading Specialist
- Ed Policy build-out

OBJECTIVES: School of Nursing and Health Professions

1. Enrollment

- a. Increase enrollment in the MOT program to 80 by fall 2023.
- b. Enroll 15 students in OTA-B in fall 2021. Achieve 50 students per year by 2025.
- c. Increase Health Service enrollment across CAS and SPS to 90 by 2025.
- d. Enroll 15 students in Community Health Worker certificate program by fall 2021. Increase to 40 by 2023.
- e. Enroll 30 students in Health Service Associate degree at THEARC by fall 2023
- f. Enroll 30 MSN/MPH students by 2025.
- g. Achieve 115 prelicensure enrollment annually
- h. Grow MPH program enrollment to 90 by 2025.

2. Career Pathways

- a. Develop stronger relationships with Admissions, Marketing, and Career Services to emphasize career pathway programs
 - i. Community Health Worker Certificate → Health Service AA → Health Service BA → Master of Public Health
 - ii. Psychology BA → Counseling MA
 - iii. RN-BSN → MSN
 - iv. MSN/MPH Dual Degree
- b. Update existing articulation agreements to reflect fully online RN-BSN program.
- c. Refresh Centralized Application System information for RN-BSN recruitment with Admission team
- d. Launch MSN/MPH dual degree program using existing MSN and MPH programs in fall 2021 to increase degree options.
- e. Begin fully online RN-BSN program in fall 2021. Students able to complete the nursing courses within one year.

3. Licensure Pass Rates

- a. Faculty development for Next Generation NCLEX. Faculty expected to revise nursing curriculum according to the new NCLEX blueprint to maintain a 100% first-time NCLEX pass rate.
- b. MOT program achieves at least a 100% overall pass rate annually

4. Accreditation

- a. Nursing RN-BSN online program receives CCNE approval for substantive change by spring 2022.
- b. Submit MOT program reaccreditation self-study in 2022-2023.

- c. MOT program to earn ACOTE 10-year reaccreditation in spring 2023
- d. OTA-B awarded ACOTE candidacy. Self-study due December 2022. Earn ACOTE accreditation by April 2023 and graduate first OTA-B class.
- e. Master of Public Health Program attain Council on Education for Public Health accreditation.
- f. Counseling program earns CACREP reaccreditation in 2027

5. Resources

- a. Hire one COTA for OTA faculty and two more doctorally prepared OT faculty for MOT program to bring OT faculty to seven full-time faculty.
- b. Increase Conway Scholar BSN graduates by awarding 10 Conway scholarships per year to full-time RN-BSN students who meet scholarship criteria

STRATEGIC GOAL 4: TECHNOLOGY

Trinity will sustain a technological environment that promotes academic excellence and innovation; effective, pervasive use of contemporary tools for research, communication and instructional delivery; and operational efficiency and effectiveness.

OBJECTIVES: Technology Services and Infrastructure Excellence

1. Customer Service Excellence

- $\geq 90\%$ overall customer satisfaction

2. Enhance Systems and Services

- Digitization of paper forms through use of DocuSign and PerfectForms.
- Introduce mobile support for student registrations via PowerCampus 9.x / Self-Service 9.x.
- Implement new computer fleet management to allow for greater IT agility.
- Implement new ticketing system in support of improving customer service delivery.
- Develop back feed of Raiser's Edge to PowerCampus on recurring basis.
- Continue deployment of SSO portal for unified login experience across online services.

3. Cyber-Infrastructure Modernization

- Target $> 99.99\%$ system reliability.
- Leverage IaaS / SaaS / cloud technologies where applicable and economical to further modernize the institution's cyber-infrastructure.
- Target upgrades to existing VOIP telephony platform for uninterrupted service.
- Improve wifi service in targeted areas with high density (dormitories).

4. Introduce technology improvements that enable or facilitate student success

- Build-out warehouse with focus on admissions, enrollment and financial data.
- Develop dashboards to aide with improving retention, recruiting and overall reporting of institution-wide metrics.

5. Develop staff capacity to continue technology innovations

- Hire Associate Dir of IT to establish line of succession, facilitate project management and improve speed to deliver on technology innovations.

6. Cybersecurity

- Maintain defense in depth technologies to protect information systems.
- Promote educational offerings and build awareness on current and emerging cyber-threats (phishing, ransomware, etc.).
- Incorporate penetration testing on recurring annual basis

OBJECTIVES: Academic and Instructional Technology**1. Online Learning**

- Develop policy & planning guide with criteria/approval process for on-line programs
- Learn & conform to regulatory & compliance issues in remote learning
- >50% of candidate PGS programs will be available in fully on-line or hybrid formats

2. Moodle Course Management:

- By 2025, Trinity will maintain 100% LMS adoption in all courses
- Update faculty rubrics in 2021: by 2025, 75% of faculty and adjuncts will meet >80% of Level 1 (basic skills) Moodle competencies, 50% will meet >80% of Level 2, and 25% will meet >80% of Level 3 (advanced competencies).

3. Technology in Pedagogy

- 100% of full-time faculty and adjuncts will receive at least one individual, group or asynchronous self-paced training with Instructional designer
- >50% of syllabi in all units will undergo pedagogical revision for LMS optimization
- 100% of new faculty hires will demonstrate LMS skills in teaching interviews

4. Student Academic Support

- Create Center for Advising & Student Support with on-line options; expand Starfish training & promote use
- Explore on-line tutoring as permanent feature

5. Library and Research Resources

- University librarian continues to focus on enhancing “learning commons” model rather than old- fashioned print repository
- Revitalize OER program to support curriculum
- By 2025, on average >50% of syllabi across units will incorporate OER textbooks or course packs
- By 2025, average cost of textbooks will reduce by 50%; mean text price <\$50 across units

OBJECTIVES: Data and Assessment

1. Data-Driven Enrollment Processes: Leverage Tableau and the data warehouse to improve processes at the intersection of Admissions, Enrollment Services, and Academic Affairs.

- 100% of advisors will use Tableau reports to support the enrollment of new and returning students
- Implement tracking of yield and retention numbers each semester by unit, recruiter, and advisor
- Improve processes so all courses submit attendance within a week of classes beginning
- Improve processes so enrollment verification is accurate and complete a week from add/drop
- Improve processes so final grades are submitted within 2-days of grade due deadline
- Improve processes so that schedule adjustments are done within 2-weeks of final grades

2. Standardize Annual Institutional Assessment Metrics: By Summer 2021, fully implement an annual plan of standard Institutional Assessment questions to be answered with accurate up-to-date data, including:

- Semester to semester retention by unit and overall
- Year-to-year retention by unit and overall
- Clearing house persistence and completion rates of FTFT students
- Analysis of attrition patterns and factors
- Analysis of transfer patterns

3. Data-Driven Assessment for All Programs: Build on the culture of assessment to improve the assessment process for non-accredited programs to ensure that all programs submit meaningful annual reports and demonstrate responsiveness to data.

- 100% of programs to develop new data dashboard templates by Summer 2021
- 100% of programs to submit be in active assessment cycles including demonstrating responsiveness to data by Summer 2022

OBJECTIVES: Communications, Website and Social Media

Focus on first-class online communication with strategic audiences --- prospective and current students, alums, benefactors, partner organizations, employers --- to (1) showcase the university's academic excellence and student outcomes, through (2) near-instantaneous delivery of high-impact content that (3) truly engages visitors and followers.

1. Improve Website Content and its Visual Presentation to Increase and Engage Visitors:

- Implement best-practice page templates that discourage text-heavy content and engage the visitor through increased use of visual elements like video and interactive content.
- KPI: Growth of average new monthly traffic (exclusive of internal traffic) and its engagement level. Metrics: Total new visitors per month: Currently 12,600; Target: 15,000
- Bounce rate: Currently 60%; Target: 50%
Time on site: Currently 00:02:29; Target: 3 minutes

2. Improve and Monitor Website Speed and Infrastructure: Upgrade web-hosting infrastructure and implement optimization techniques to deliver web content faster, improving user experience:

- KPI: Meet industry standards for page load time Metrics: Google PageSpeed Score
- Desktop: Current 62/100, Target: 90 Mobile: Current 14/100, Target: 90

3. Improve Target Audience Engagement on Social Media

- Effectively use current and emerging social media platforms to grow Trinity's online reputation for academic excellence and mission-driven accomplishment.
- Continuously evaluate online trends and utilize those consistent with Trinity's reputational and messaging goals.
- Constantly evaluate the landscape of available platforms and deliver the right message to the right audience through the platform used most by that audience.
- KPI: Monthly growth of engagement (likes, comments, clicks, etc.) across all platforms and followers. Metrics: Avg. monthly engagements per month
- Facebook : Currently 7,000/mo, Target 8,000/mo Twitter: Currently 2,100/mo, Target 3,000/mo Instagram: Currently 540/mo, Target 900/mo

STRATEGIC GOAL 5: HUMAN RESOURCE DEVELOPMENT

Consistent with Trinity's enrollment goals and programmatic development expectations, Trinity will develop its human resources to achieve the levels of performance quality in all areas that are necessary for institutional success.

OBJECTIVES: Faculty Personnel

1. Faculty Size: Continuous assessment of faculty size and areas of specialization to ensure that the academic programs have the talent necessary for high quality and student success.

- All programs with specialized accreditation will meet regulations for faculty size
- At least 50% of courses in undergraduate programs will be taught by full-time faculty

2. Adjunct Faculty: 100% of adjunct faculty will be offered professional development activities through Trinity, >75% of adjuncts will complete one or more activities per year.

3. Faculty Diversity: 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

4. Category B Long-Term: Develop a promotion and long-term contract plan for non-tenure track (Category B) faculty to strengthen recruiting and retention.

5. Faculty Compensation: Sustain the faculty compensation plan aligned with external benchmarks to ensure Trinity's ability to recruit and retain talented faculty.

6. Professional Development:

a) Inclusive Excellence: Enlarge focus on inclusive excellence pedagogy professional development for all faculty

- By 2025, 100% of first-year faculty will be trained in inclusive excellence and all courses will include inclusive excellence pedagogy.
- >75% of all fulltime and adjunct faculty will undergo a PD experience in IE per year
- >50% of syllabi will undergo revision to include IE practice

b) Instructional Technology and Online Delivery: Continue development of faculty proficiency in the use of academic technology and online delivery.

- 100% of full-time faculty and adjuncts will receive at least one individual, group or asynchronous self- paced training per year with instructional designer
- >50% of syllabi in all units will undergo pedagogical revision for LMS optimization
- 100% of new faculty hires will demonstrate LMS skills in teaching interviews
- On Trinity rubrics, by 2025, 75% of faculty and adjuncts will meet >80% of Level 1 (basic skills) Moodle competencies, 50% will meet >80% of Level 2, and 25% will meet >80% of Level 3 (advanced competencies).

OBJECTIVES: Staff Personnel

1. **Performance Assessment:** Continue Performance Assessments starting June 2021 for academic and fiscal year 2020-2021. Evaluate process and instrument to ensure effectiveness. Make changes as needed.
 - a) At least 90% of performance assessments completed by end of the period;
 - b) In second year, conduct analysis of performance assessment results to determine the effectiveness of the assessments in guiding staff improvement;
2. **Professional Development:** Expand on-line training to include leadership development, conducting effective searches, and specific skills training. Also identify and implement training that supports the current needs of the virtual workforce and management of the virtual workforce.
 - a) At least 60% of staff should participate in at least one professional development program;
 - b) Feedback from staff concerning professional development will inform the program;
3. **Wage and Salary Plan:** Complete and implement a competitive wage and salary plan that attracts and retains a quality workforce.
 - a) Benchmark institutions and CUPA medians will inform the plan;
 - b) Plan will specify both cost-of-living increases and pathways for promotion;
4. **Organizational Design:** Assess organizational design and collaborate with managers on reorganizations in areas that can achieve more effective results with different staff alignments, e.g., Academic Advising, Academic Services, Enrollment Services, etc.
5. **Metrics for Human Resources outcomes:**
 - Staff retention:
 - Length of hiring process:
 - Internal promotions:
 - Participation in PD:

STRATEGIC GOAL 6: Management Capacity

In order to support the growth of programs and services that this plan requires to meet the enrollment and financial goals, Trinity must continue to develop its management capacity in all units to ensure strategic success.

OBJECTIVES: In order to achieve this goal, Trinity will pursue these actions:

1. **Organizational Design:** Create an institutional management design that provides sufficient talent to support achievement of strategic goals in every department and program; leadership and management talent will be individuals capable of achieving mission and goals in each unit;
2. **Annual Plans Linked to Competencies:** With the leadership of the senior executive staff, every subsidiary division and department will specify in their annual plans the knowledge, skills and competencies necessary to manage each division and department successfully;
3. **Professional Development for Managers:** Supervisors will receive ongoing education in management techniques to improve their ability to focus on achievement of goals and objectives as well as professionally develop and lead their teams in the achievement of goals and objectives;
 - Senior managers and executives will also participate in ongoing education and training to improve their ability to professionally develop supervisors and lead the staff and faculty teams to fulfillment of all goals.
4. **Talent Development:** Encourage managers to identify top talent among current staff to develop to the next level. Have all hiring managers complete a conducting effective searches course, as well as courses around staff development.
5. **Succession Planning:** Every member of the senior executive staff will have a succession plan including at least one subordinate colleague who is able to step into the leadership role as necessary.

STRATEGIC GOAL 7: Informational and Intellectual Resources

As a community of scholars with an emphasis on teaching, Trinity will foster intellectual productivity and leadership in disciplinary and professional arenas, and will encourage faculty, students and staff to engage in scholarly and professional activities beyond Trinity that contribute to the advancement of knowledge within the disciplines as well as contribute to the education of public audiences about critical issues within the larger society.

OBJECTIVES: In order to achieve this goal Trinity will take these actions:

1. **Trinity DARE:** Trinity will contribute to scholarship and public discussion of racial, gender and social equity through research, publication, colloquia and convenings on campus and participation in external conferences and groups engaged in equity promotion.
2. **Faculty Scholarship:** Trinity promotes the “scholarship of integration” that encourages faculty to develop their scholarship in relation to pedagogy and curriculum development to improve student learning outcomes. At least 50% of the full-time faculty should engage in at least one professional development activity each semester, and at least 25% should produce papers of publishable quality or presentations of substance to professional audiences.
3. **Institutional Programming:** Trinity will enlarge capacity for institutional programming on racial and social equity, scholarship and curricular innovation, including topical colloquia and symposia of interest to faculty and students, and special topics of broad interest to the community. Trinity will conduct at least one major program of public interest each semester.
4. **Student Research and Publication:** Trinity will promote and support opportunities for faculty to develop and guide student research projects and the participation of students with faculty in research symposia (e.g., UMBC, ABCRMS) as well as Research Day at Trinity. Trinity will also continue to support student publications, notably The Record literary magazine, and will ask the JAMS program to renew focus on student journalism.
5. **Trinity Library:** The library will create a strategic plan focusing on enlarging its role in several notable areas including:
 - a) as a hub for informational resources both physical and digital
 - b) as the center for development of Information Literacy capacity among students and faculty, with a particular emphasis on the need to promote awareness of “fake news” and understanding of the ways in which social media and internet channel contribute to disinformation and social destabilization;
 - c) as the campus location for a wide range of academic services and support;
 - d) as the location of Trinity Archives (with associated planning for digitization and management of the archives in the future)
 - e) the plan will address future physical facilities needs as well as technology.

STRATEGIC GOAL 8: SERVICES

Trinity will emphasize effectiveness, responsiveness and timely delivery of co-curricular services in order to achieve goals for enrollment development and student success. This goal also supports fulfillment of the goals and objectives of Trinity DARE for racial and social equity for Trinity students and graduates.

OBJECTIVES: In order to achieve this goal, Trinity will pursue these actions:

1. Student Affairs

Student Affairs will continue to improve the services and resources available to assist students in removing the barriers that keep them from being successful.

- ***Residence Life:*** Develop year-round on-campus housing options for students needing additional stability in housing. Implement more flexible Dining Services plans for residents.
- ***Student Leadership:*** Increase the leadership capacity of Student Government and Club leaders to
- impact a more robust level of advocacy and programming.
- ***Health Services:*** Onboard additional Counselor (Jan 2021) in the Health and Wellness Center to expand mental health services for students.
- ***Athletics:*** Athletics will collaborate with the Trinity Center to continue to offer wellness, fitness, recreational, educational and athletics programs to the campus community; Conduct a thorough analysis of the viability of Trinity's Athletics Program.

2. Center for Student Success

Trinity will create the Center for Student Success to coordinate all academic advising services, and to build stronger relationships among

- a) Academic Advising
- b) Enrollment Services
- c) Academic Services
- d) Career Services
- e) Disability Services

3. Enrollment Services

Enrollment Services includes all financial aid, registration and related services, e.g., transcripts, grade reports, Consortium relationship among others, and Enrollment Services is also responsible for Title IV compliance and other compliance reports including IPEDS, DC Licensure, NCAA and related. Enrollment Services working closely with Academic Advising, Admissions, the Business Office and Academic Affairs. Trinity will reorganize the Enrollment Services department to ensure the most effective services for students while ensuring continuing close attention to compliance considerations and strategic management of financial aid resources.

STRATEGIC GOAL 9: Quality Indicators

The quality of Trinity's performance is a significant factor contributing to the achievement of enrollment and financial goals. Hence, establishing goals for quality performance, stated as measurable outcomes, become an important part of institutional assessment.

OBJECTIVES: In order to achieve this goal Trinity will take actions in these areas:

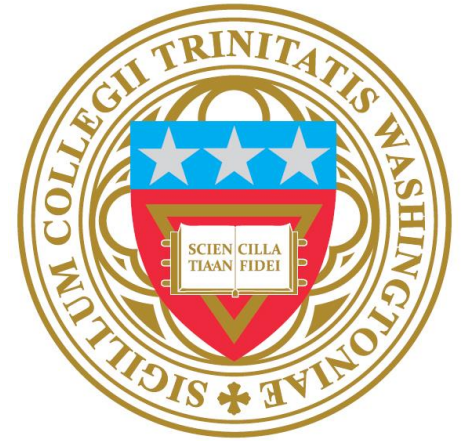
1. **Academic Quality Indicators:** Each academic program will identify at least one significant external quality indicator, e.g., Nursing = 100% first-time pass rate on NCLEX, STEM = student research presentations, etc. We will compile and track these indicators and they will be a basis for public communication about Trinity. Trinity will also identify significant innovations in curricula and pedagogy and promote these innovations through presentations and communications in professional organizations and general media.
2. **Service Quality Indicators:** Major offices will identify key quality indicators as validated by external professional organizations as well as internal surveys of satisfaction.
3. **Alumnae/i Satisfaction Indicators:** Trinity will survey alums more consistently and publish the results of the surveys at least biennially in order to demonstrate the effectiveness of a Trinity education in professional workplaces and lifelong satisfaction.
4. **Employer Satisfaction Indicators:** Trinity will develop and conduct surveys with employers, internship sites and partners to gauge effectiveness and satisfaction, and to strengthen these relationships for students.
5. **Public Relations:** Trinity will strengthen its media outreach and visibility in the public eye, thus improving its reputation and appeal to new student markets.
 - *Focus on Success Stories:* Create Trinity Spotlight on website highlighting achievements of faculty, students, staff and alumnae; Profiles and Trinity Spotlights will support focus on Trinity success stories,
 - *Emphasize Expertise:* Proactively pitch Trinity news, experts, initiatives and trends to media, including strengths in healthcare, STEM, education, business, global affairs, Inclusive Excellence and more,
 - *Showcase Innovation and Commitment to Community:* Continue aggressive media outreach to secure additional coverage of Trinity DARE and track record of educating women of color and preparing them for success in a wide range of careers.
 - *Plan media emphasis for 125th Anniversary:* the 125th is a particularly important opportunity for Trinity to be able to tell our story. Themes include women's leadership, vital importance of liberal arts, political engagement, partnership with K-12 education, formation of public leaders of integrity and conscience, development of global perspectives, contributions to environmental justice, etc.

STRATEGIC GOAL 10: Facilities Development

Sustaining safe, functional and modern campus facilities supports all goals in this plan, particularly enrollment development. Trinity will develop plans for modernization and improvements to all campus facilities occurring in the decade 2020 to 2030.

OBJECTIVES: Trinity will take these actions to achieve this goal:

- 1. Campus Environmental Sustainability:** Trinity will develop a plan to achieve sustainability measures for the campus by the Year 2035. All of the projects indicated below will have sustainability measures included. [Would like to include specific language and references here to the most likely measurements in DC and nationally]
- 2. Alumnae Hall:** With a concept design developed in 2020, Trinity will develop an action plan and timetable to move into design development in 2022-2023 along with fund raising in the 125th Anniversary campaign.
- 3. Library:** concept developed for renewal or replacement of the library building according to the future idea of the library as the resource hub and center for academic innovation and services
- 4. Residential:** plan developed for renewal or replacement of Cuvilly and Kerby Halls
- 5. Historic Preservation:** improvements to Main Hall continuous with components identified that will have historic preservation impact (e.g. windows, energy issues, fire safety)
- 6. Notre Dame Chapel:** with the air conditioning project and sound system improvements in 2021, the Chapel project will move into the next phase which includes refurbishment of the interior spaces and stained glass windows, and development of a plan for restrooms.
- 7. Athletic/Recreational:** By 2025 the sports center will be 25 years old and in need of refreshment, perhaps in tandem with the Alumnae Hall project, and consideration also given to upper field development depending upon the sports that Trinity will support



Leading Trinity 2025

Strategic Plan 2020-2025

BACKGROUND DATA AND
ILLUSTRATIONS

Leading Trinity 2025 is the name of the latest update for Trinity's strategic plan, building on plans that started in the Year 2000 with Beyond Trinity 2000 and extended to Achieving Trinity 2010 and Envision Trinity 2020. The material in this slide deck provides background and data in support of the revision of the plan document that will be presented to the Board of Trustees for final approval in Spring 2021.

Note that the plan is reviewed annually and updated with the most recent available data, and changes may occur among individual targets. Executive staff prepare annual reports and plans that are the basis for annual revisions, and those documents are incorporated by reference into the overall body of strategic plan materials.

Trinity's strategic plans form the backbone for Middle States self-study and other accreditation reviews. Trinity's [Middle States Self-Study Document Room](#) on the website provides previous materials including copies of self-studies and team reports.

We have a continuous planning process at Trinity; every year we review the different parts of planning and achievement metrics, and we assess how to adjust the goals accordingly; most of this work is done through the senior executive staff with reports to the board on the various sections at each board meeting.



Strategic Plan Structure

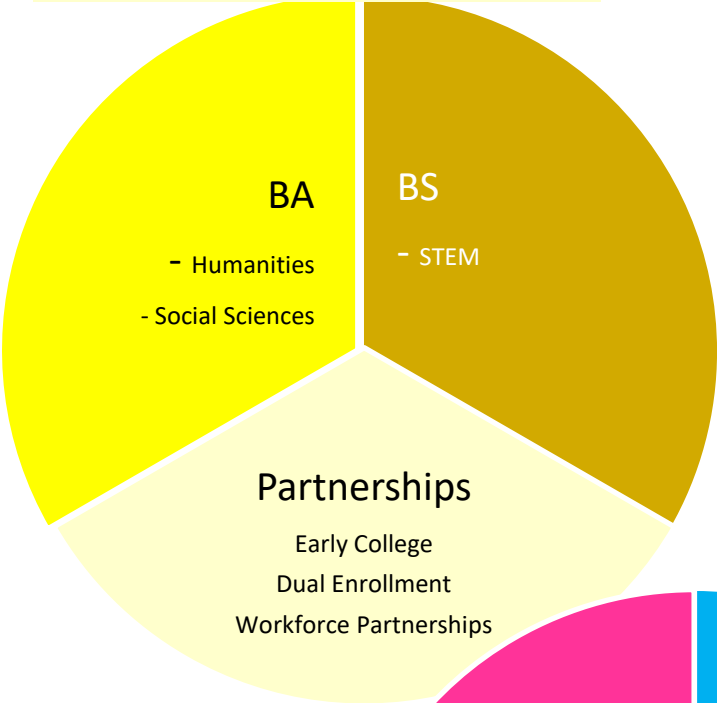
Enrollment is the #1 and central goal, with all other goals creating the conditions for improved enrollment



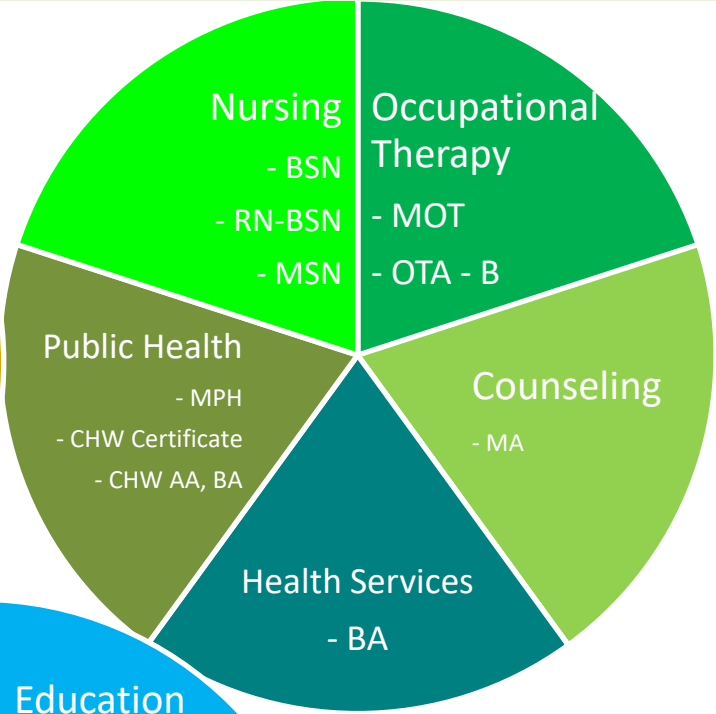
Organizational Illustrations

Next three pages show Trinity's organizational design in 2021 and the academic and institutional organization charts.

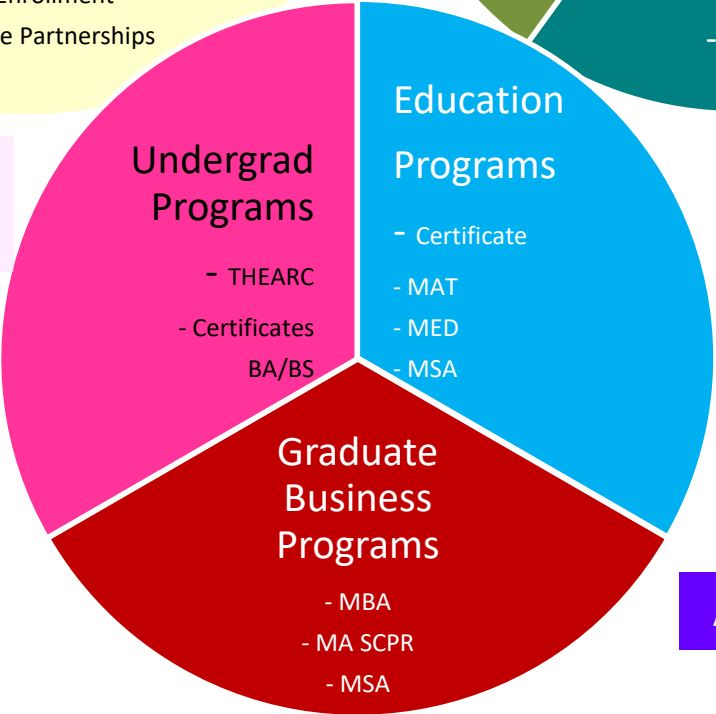
College of Arts & Sciences



School of Nursing and Health Professions



School of Graduate and Professional Studies

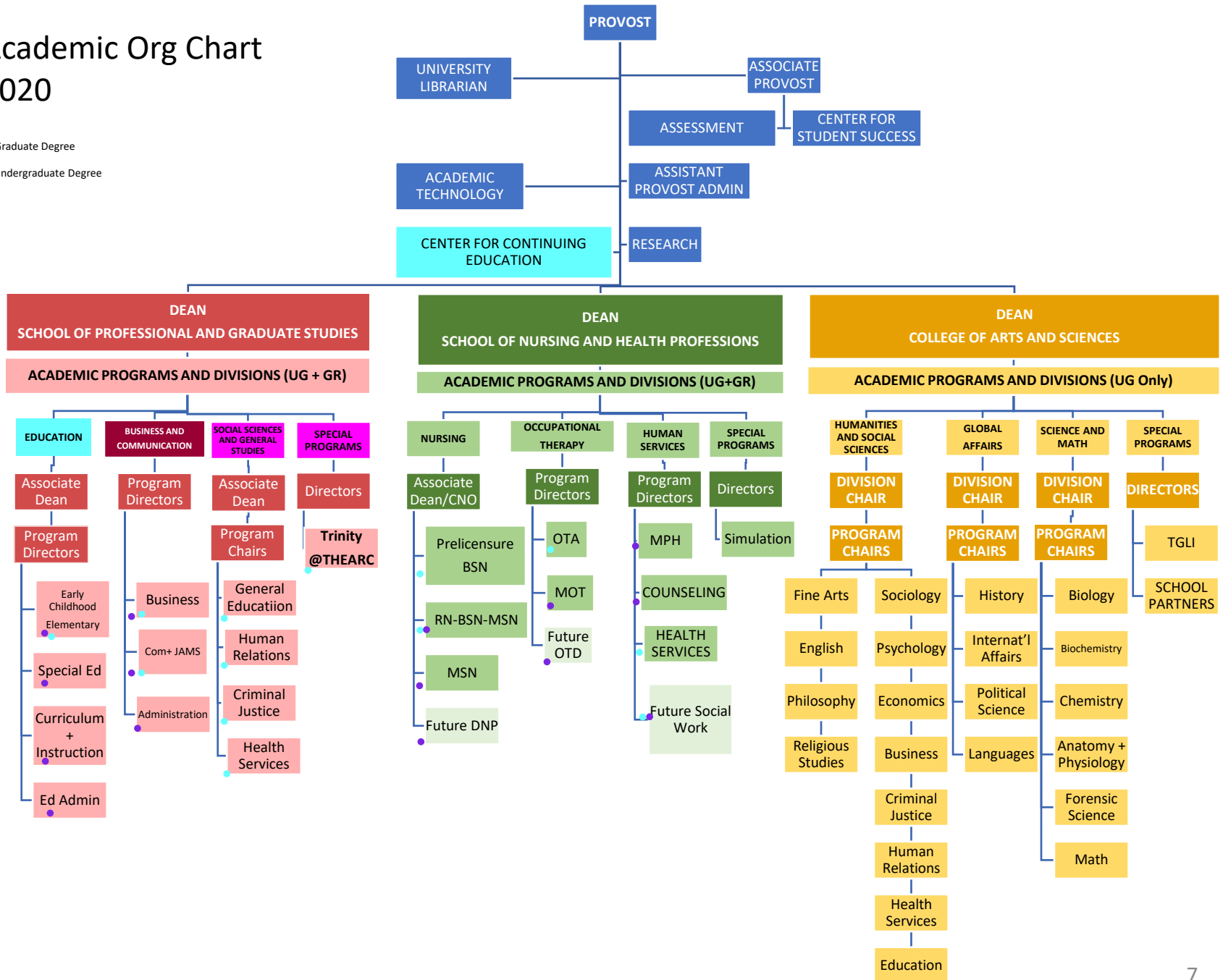


Academic Organizational Design

Academic Org Chart

2020

- Graduate Degree
- Undergraduate Degree

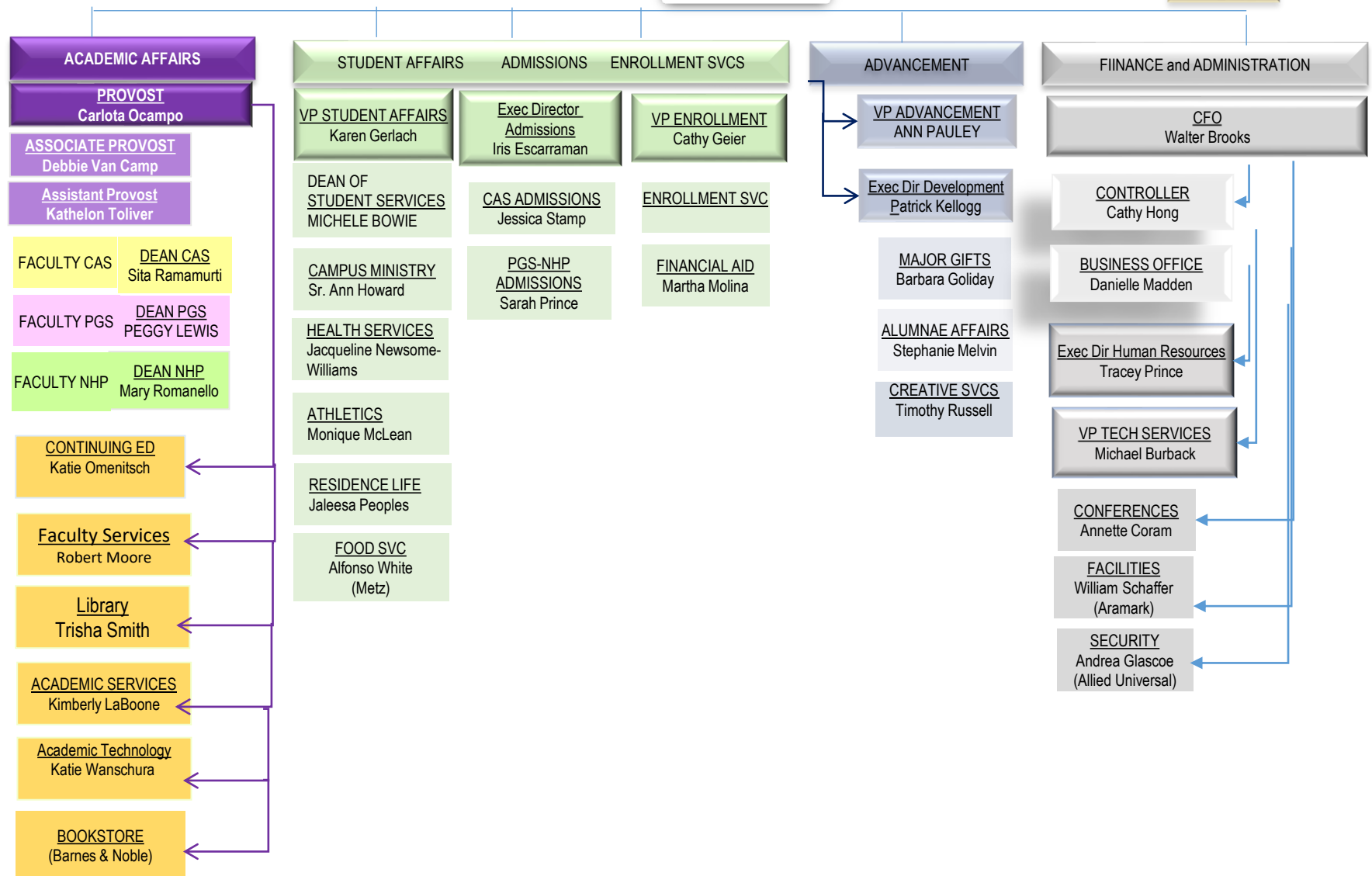


Trinity Organization Chart (10/2020)

BOARD OF TRUSTEES

**PRESIDENT
PAT MCGUIRE**

**General Counsel
Sarah Phelps**



Enrollment Data

Charts and graphs on the following pages illustrate Trinity's plans for enrollment growth and the basis for enrollment analysis in retention, individual program enrollments, and related data.

Trinity Enrollment Patterns 1900 to 2020

Trinity's enrollment history shows many periods of growth and downturns, with specific factors affecting each period. The rapid growth from 2010 to 2014 was largely fueled by the introduction of nursing prelicensure, but the inability of the graduates of the BSN program to pass NCLEX forced Trinity to pull back on aggressive admissions and limit growth, which was the primary factor for the large downturn especially in adult undergrad programs in SPS. Careful faculty attention to ensuring NCLEX success led to the achievement of a 100% first-time pass rate on NCLEX in 2019-2020 and the BSN program is growing again, along with other healthcare programs, and this also supports growth in other undergraduate enrollments.

The downturn in graduate programs is a result of a soft market for the MBA program and a significant loss in the MAT and MSA programs for teachers and principals as the local school systems, especially DC, prefer non-academic providers for certification and licensure. New leadership for these programs and new partnerships with schools are opening opportunities for building new pathways for credentials and enrollments.

On this chart:

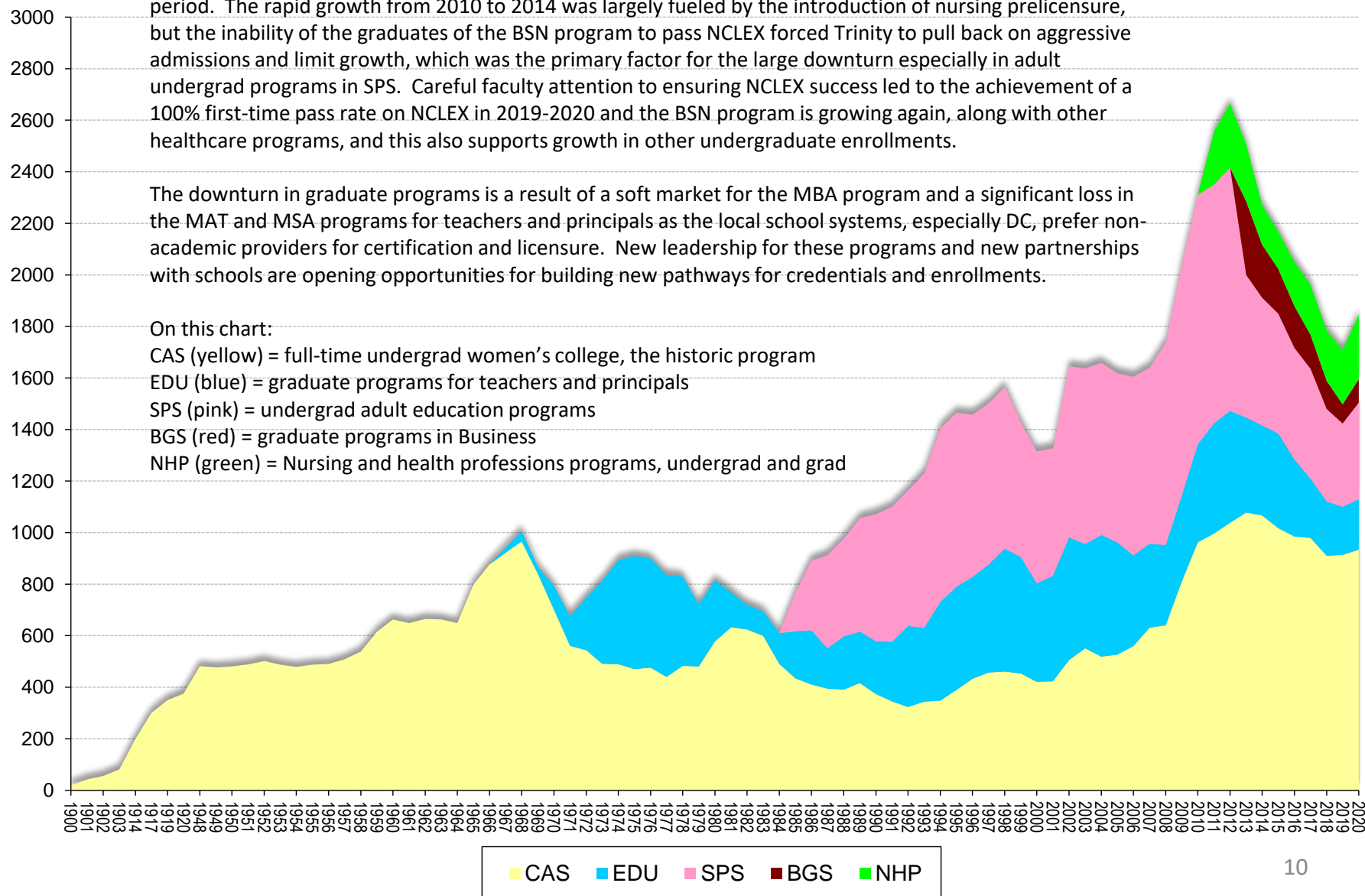
CAS (yellow) = full-time undergrad women's college, the historic program

EDU (blue) = graduate programs for teachers and principals

SPS (pink) = undergrad adult education programs

BGS (red) = graduate programs in Business

NHP (green) = Nursing and health professions programs, undergrad and grad



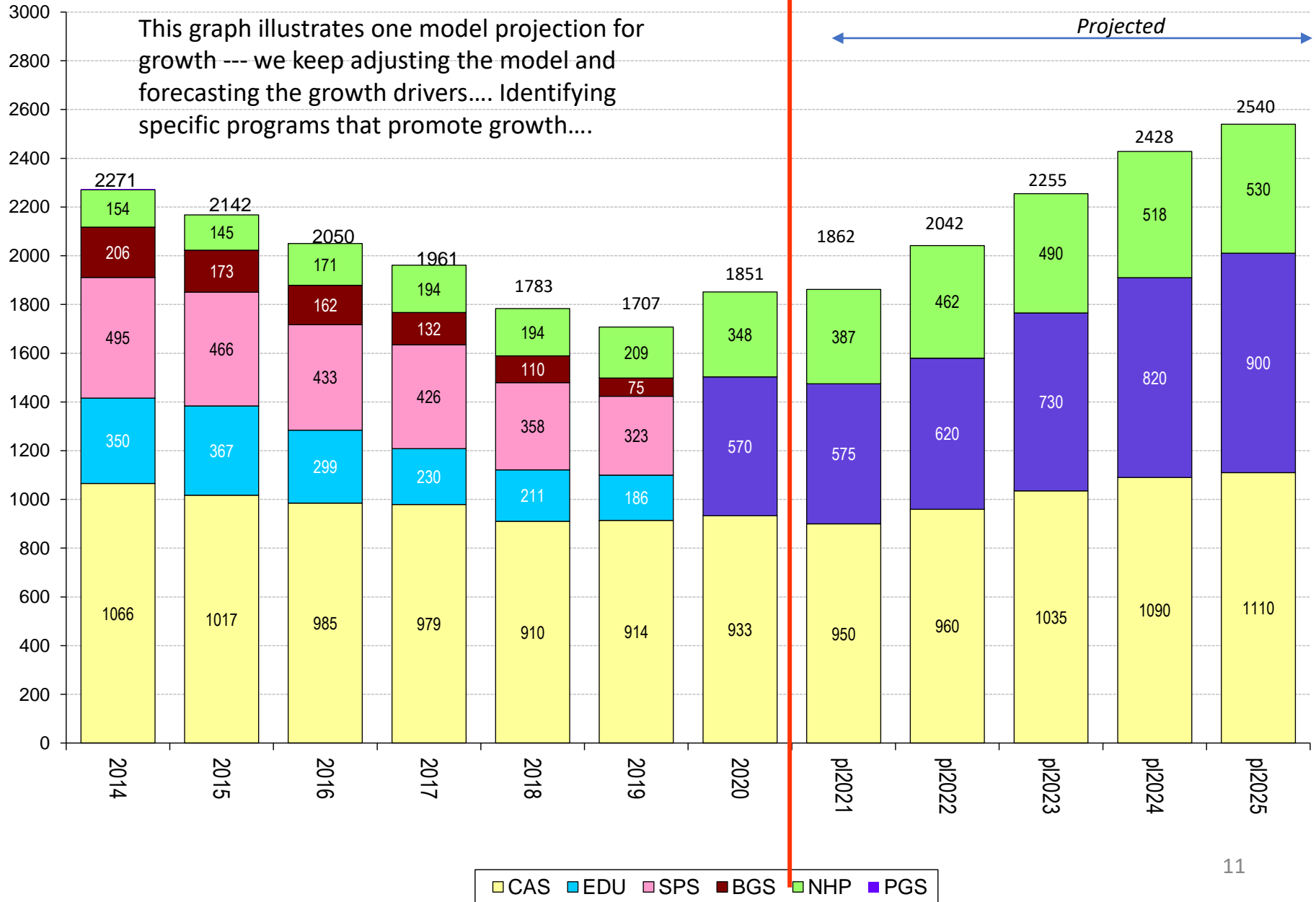
FALL ENROLLMENT Actuals and Projected to 2025 Showing New Structure

(as of 4/1/2021)

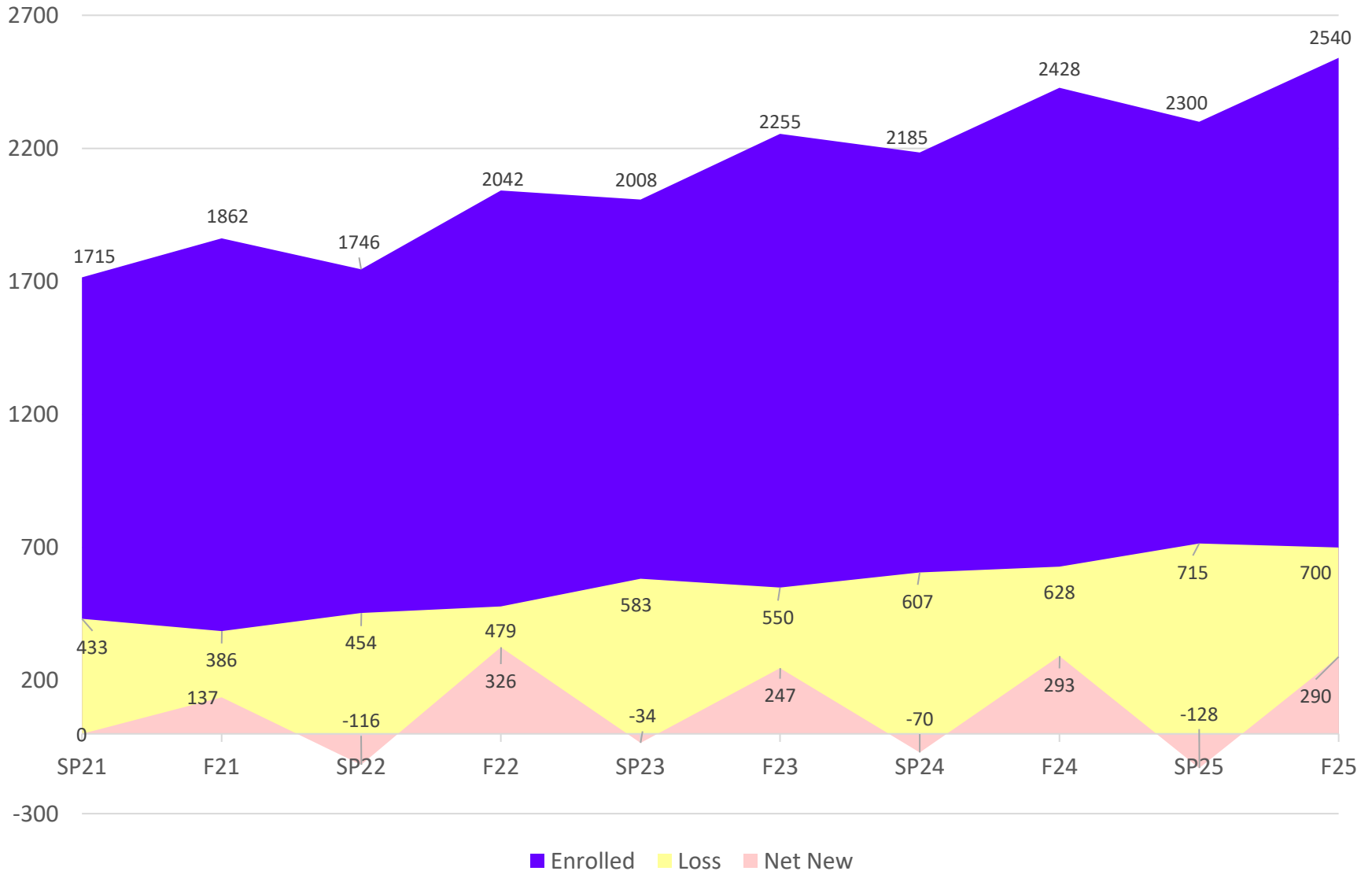
NUMBER OF STUDENTS

This graph illustrates one model projection for growth --- we keep adjusting the model and forecasting the growth drivers.... Identifying specific programs that promote growth....

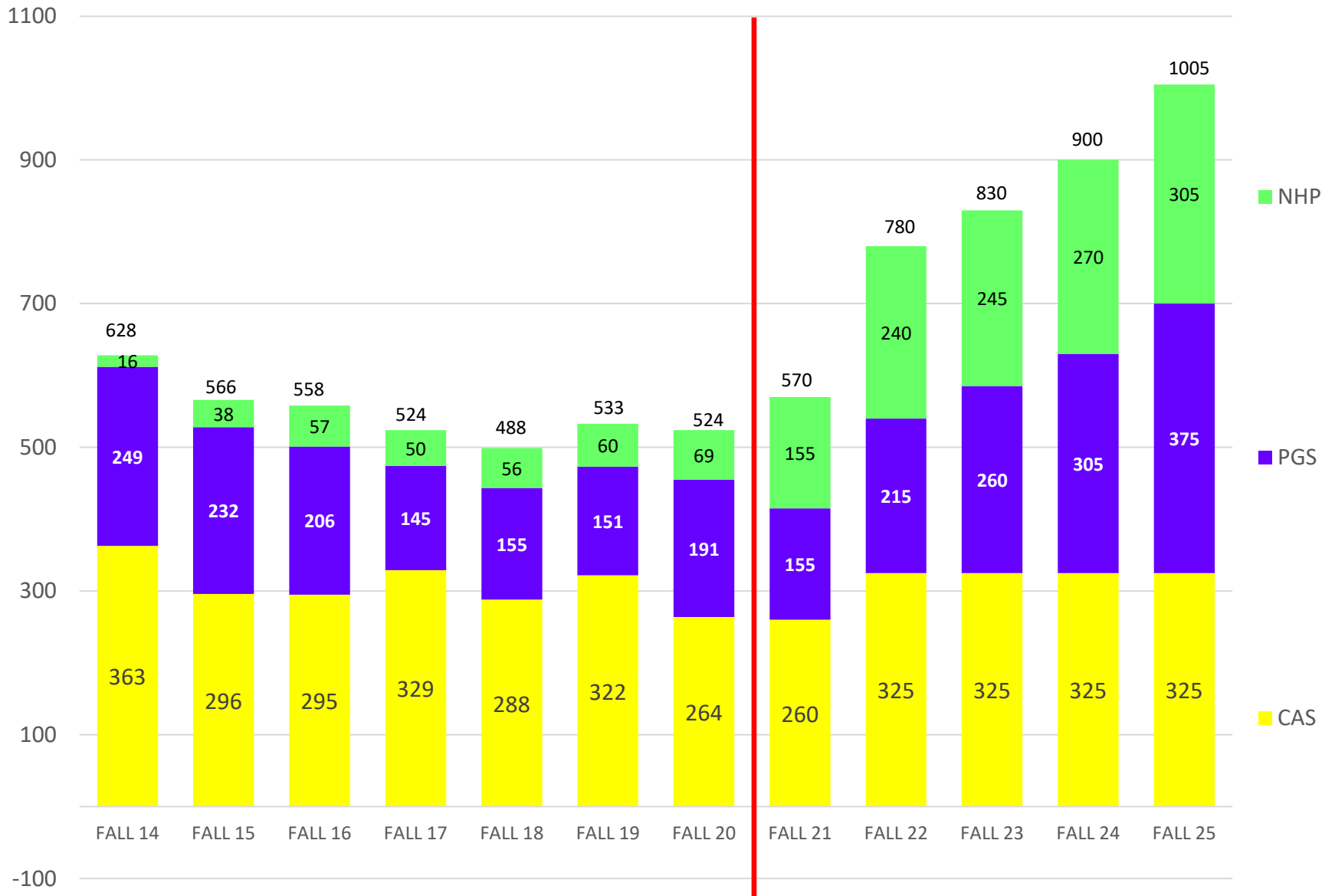
← Projected →



Strategic Enrollment Growth Model 2021-2025 By Semester
Showing Losses Due to Graduation and Attrition
And Net New Students (New-Loss)



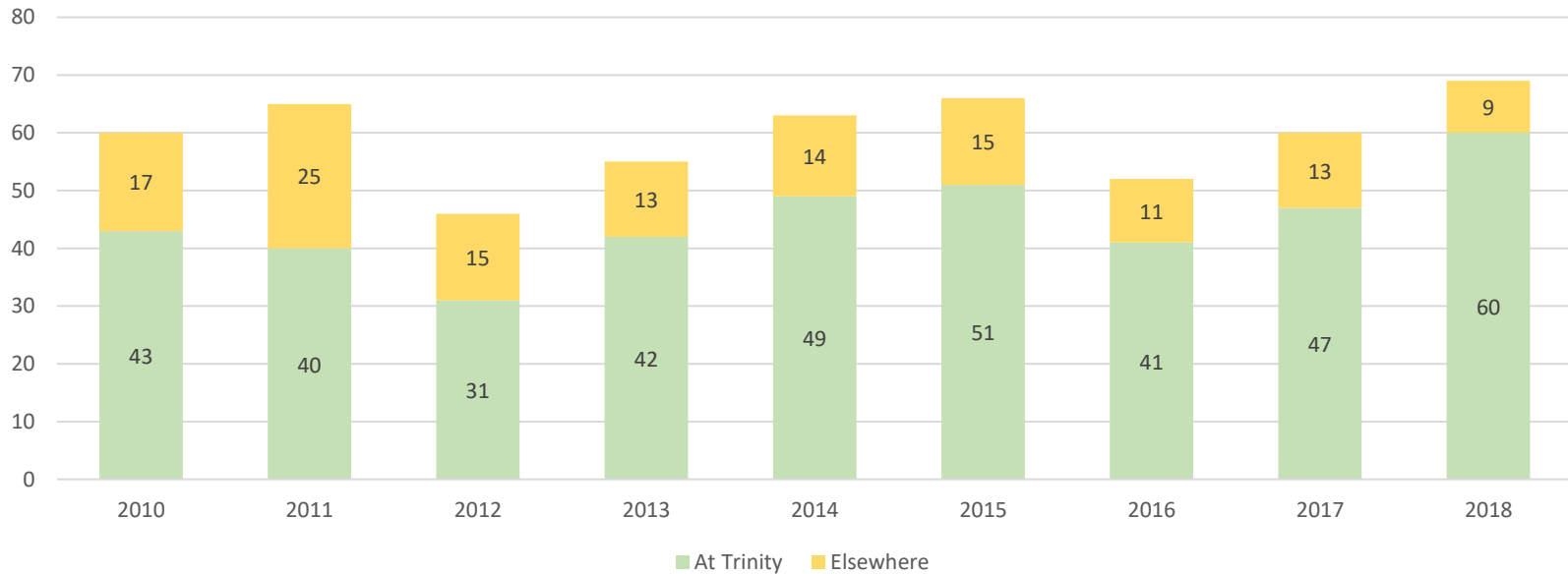
New Student Enrollments Fall 2011 to Fall 2025



Fall-to-Fall Retention Fall 2014 to Fall 2020								GOALS 2021-2025				
	ACTUALS							PLAN				
F-F:	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Total	71%	72%	71%	72%	74%	74%	80%	80%	80%	82%	82%	83%
CAS	70%	73%	74%	72%	74%	77%	83%	84%	85%	85%	86%	86%
SPS	69%	70%	65%	70%	70%	66%	71%	73%	74%	75%	75%	76%
BGS	82%	79%	73%	82%	78%	70%	78%	80%	82%	84%	85%	86%
EDU	72%	76%	68%	69%	73%	66%	74%	76%	77%	78%	80%	82%
NHP	78%	64%	78%	78%	82%	84%	82%	85%	85%	85%	86%	86%

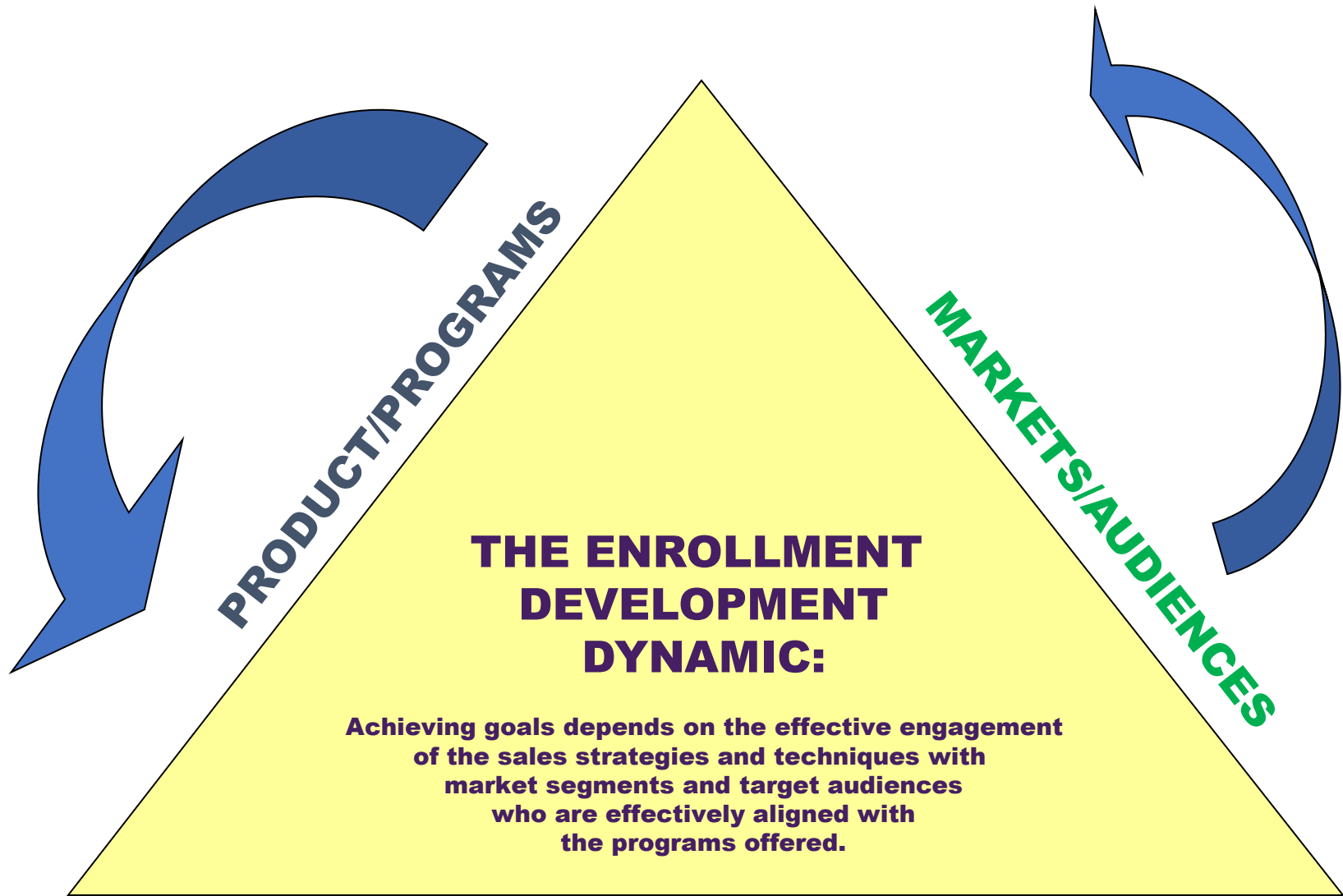
Total Graduation or Persistence Cohorts 2010 to 2018

Source: Dr. Debbie Van Camp Study of National Clearinghouse Data December 2020 – Full Report in the Document Room Materials

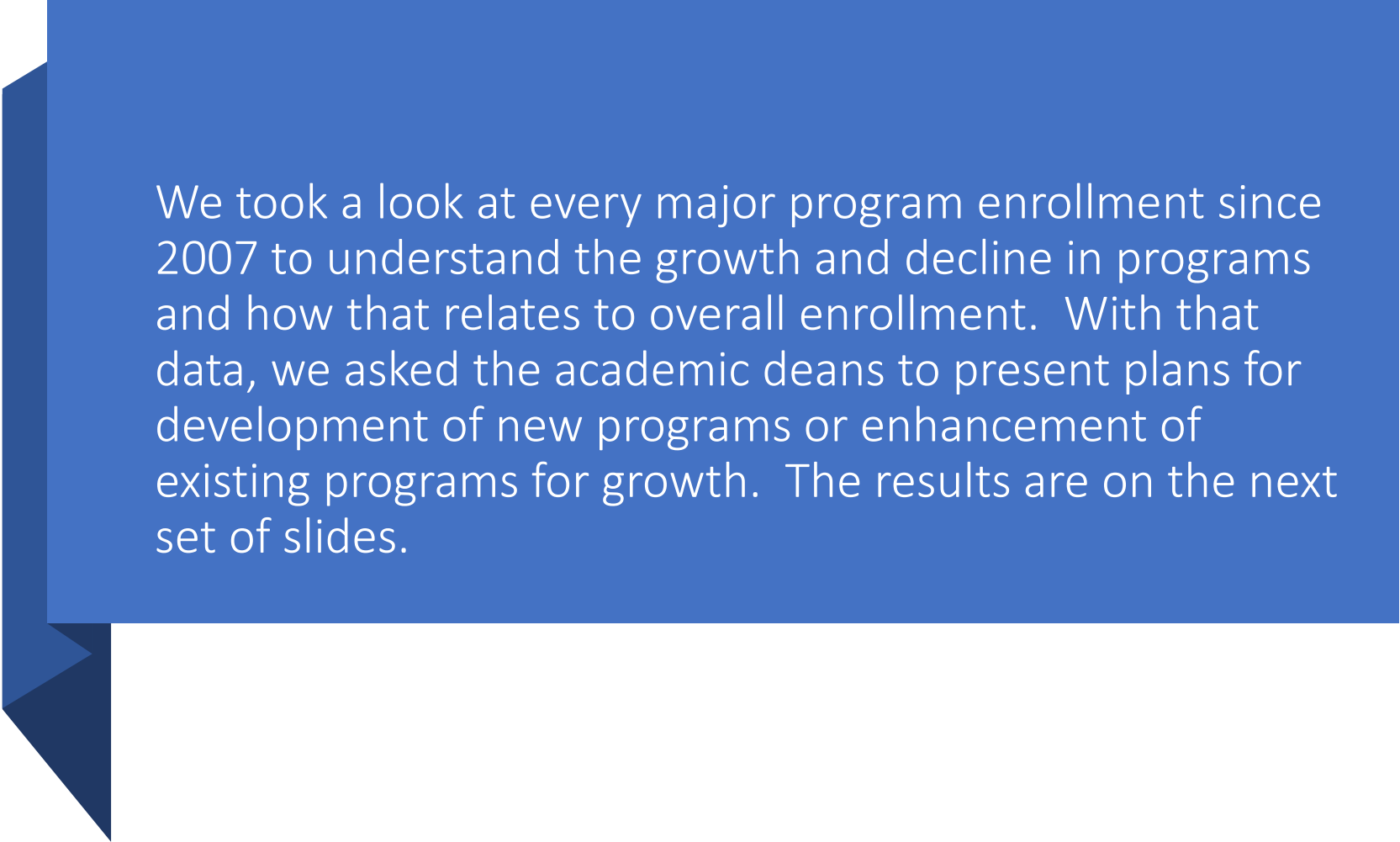


Goal Three: Strategic Program Initiatives

Having the right programs aligned with target markets and delivered in modalities that appeal to the markets and audiences is essential for enrollment success. The programmatic areas that are key drivers of enrollment include Health Professions, Business, Education, Science and Technology, Global Affairs. Deans and faculty are developing initiatives designed to attract new enrollments with new topical areas, new credentials and greater use of multi-modal delivery systems.

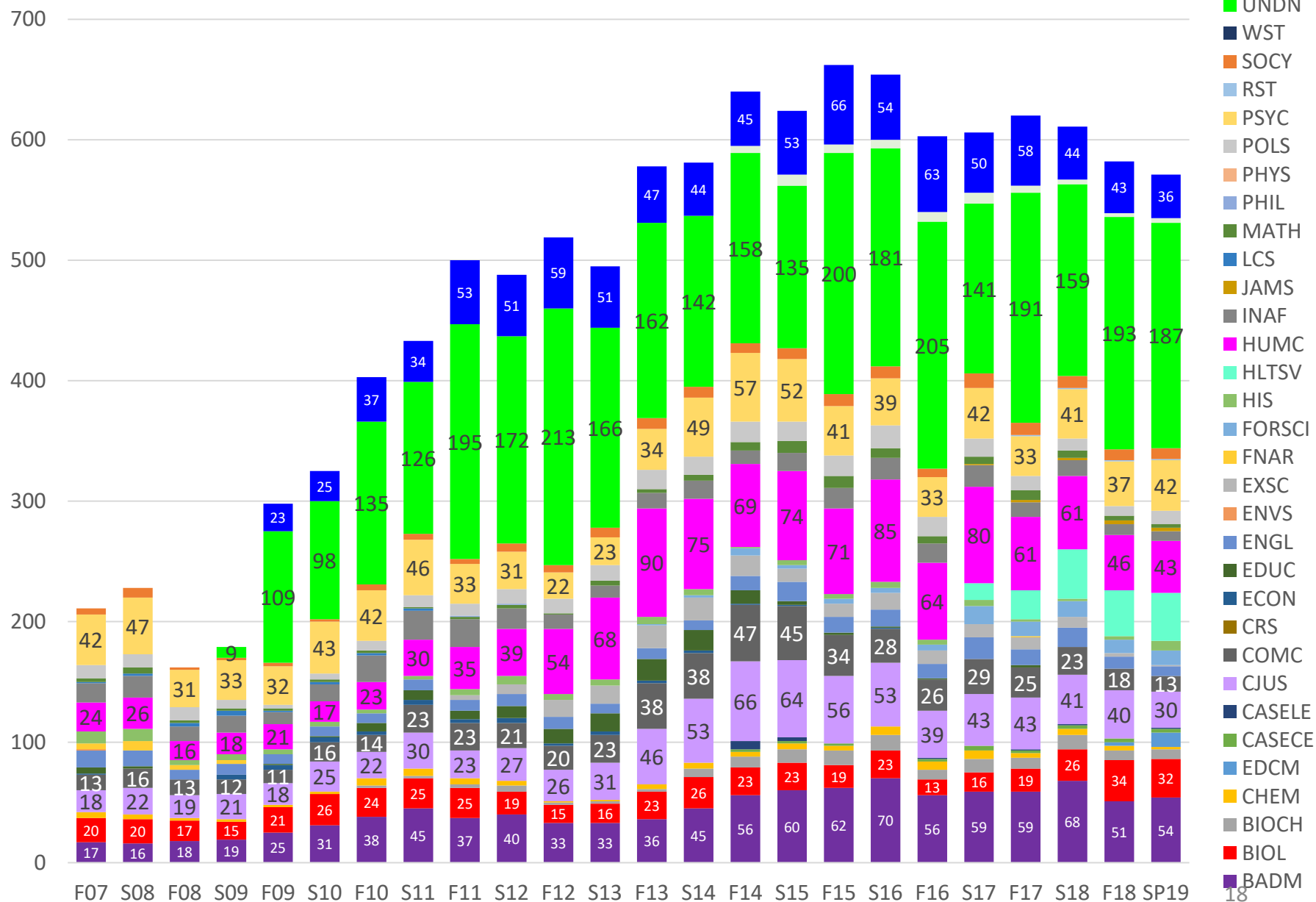


Management focuses continuously on the “enrollment development dynamic” that brings together a clear understanding of markets aligned with programs and services and the strategies needed to attract and retain students

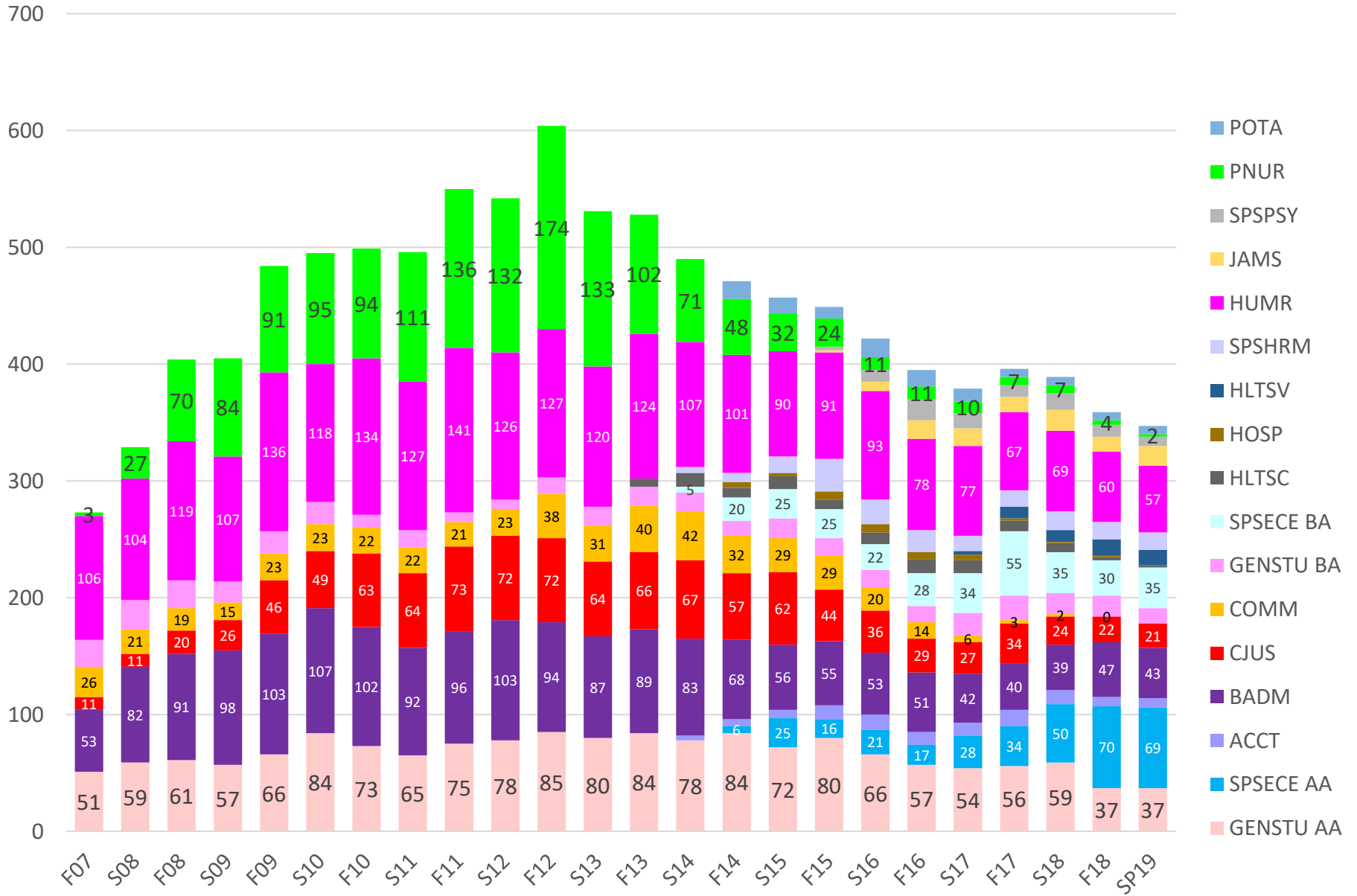


We took a look at every major program enrollment since 2007 to understand the growth and decline in programs and how that relates to overall enrollment. With that data, we asked the academic deans to present plans for development of new programs or enhancement of existing programs for growth. The results are on the next set of slides.

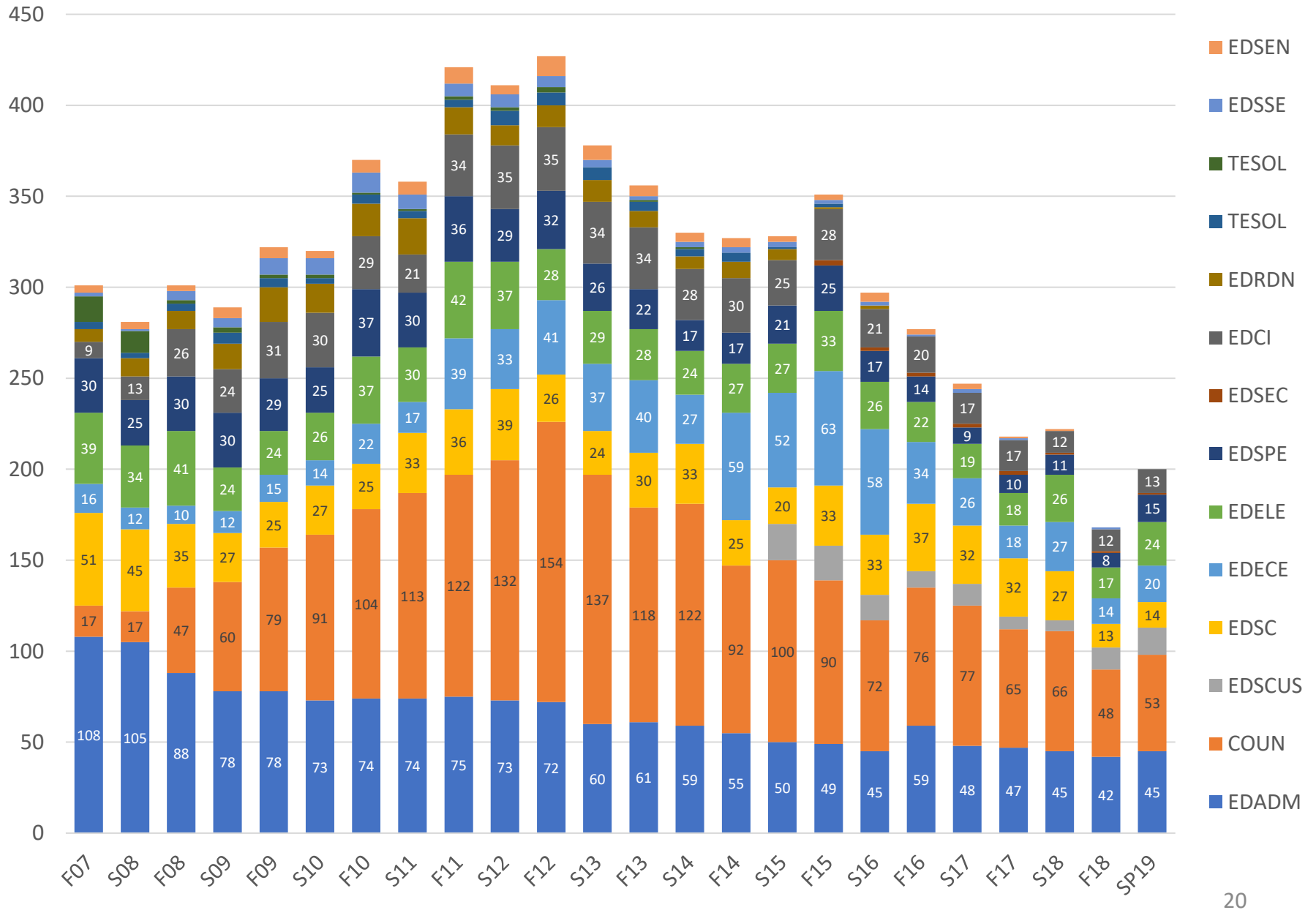
CAS MAJORS F07 TO SP19



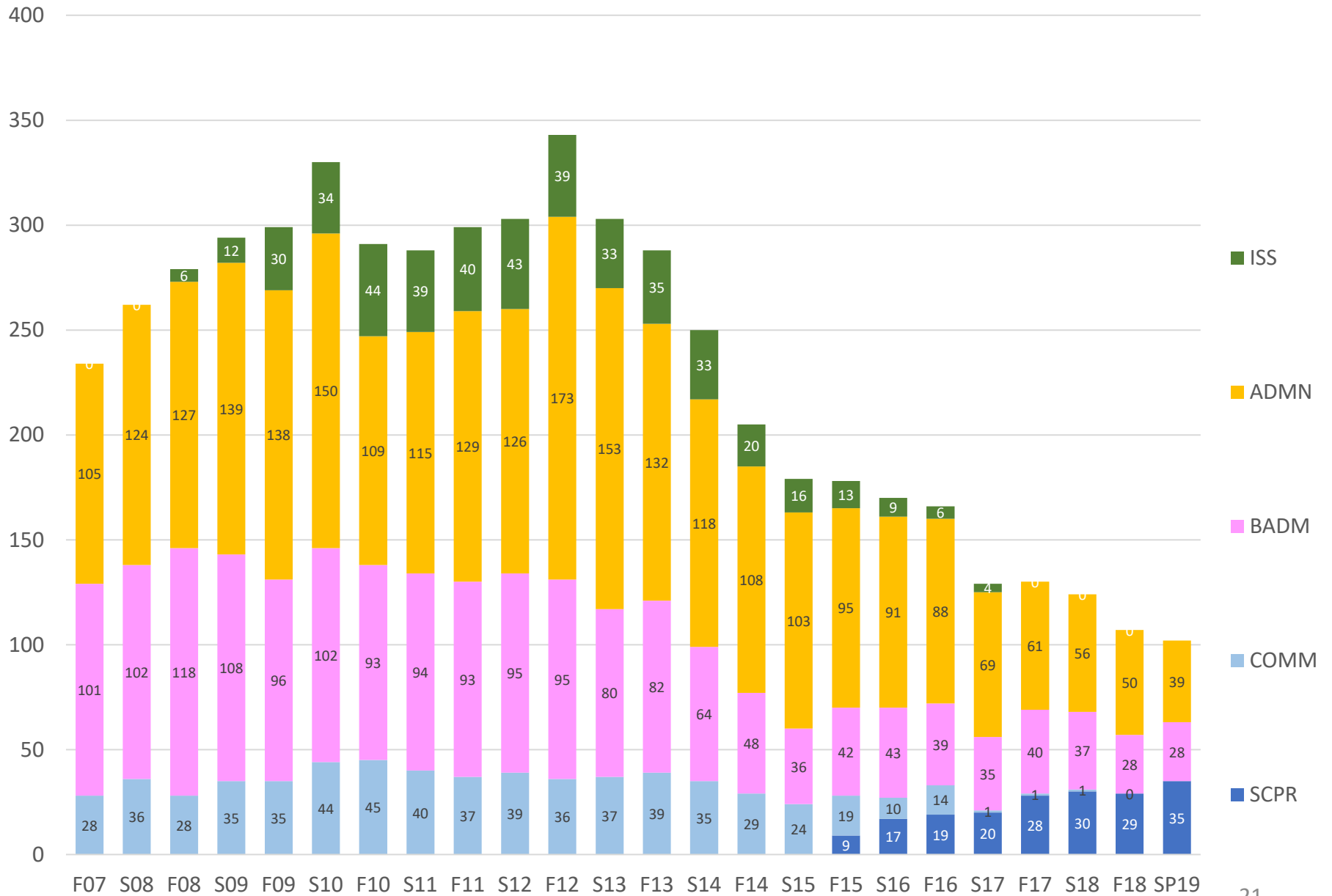
SPS MAJORS F07 TO SP19



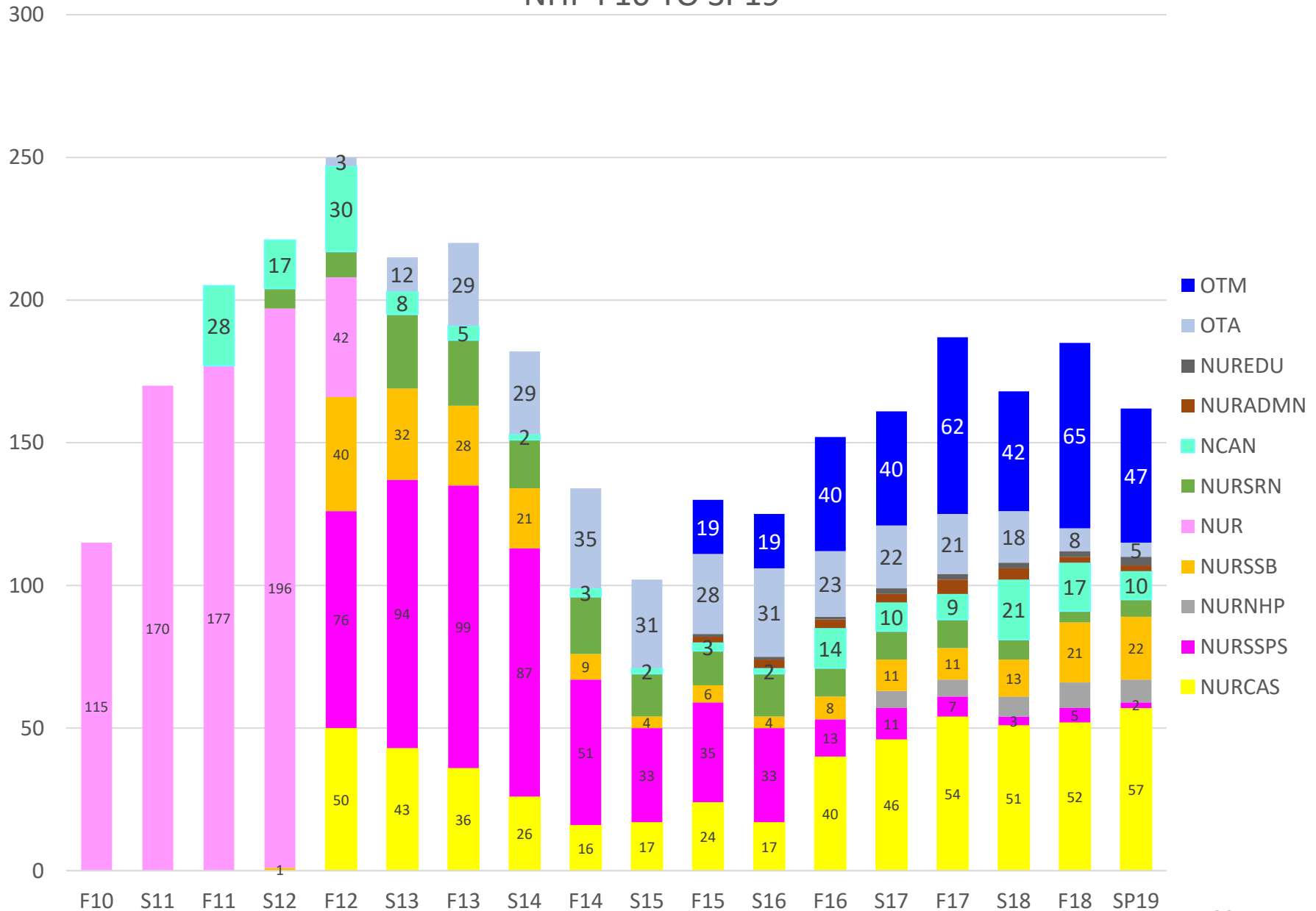
EDU MAJOR ENROLLMENTS F07 TO SP19



BGS ENROLLMENTS F07 TO SP19



NHP F10 TO SP19



Goal 3: Strategic Program Initiatives			
Initiative/Program	Delivery System	Market/Audience	Strategic Outcome By 2025
Health and Human Services			
OTA-Baccalaureate	Multi-modal	Students seeking OT path Hospitals/Rehab Centers Skilled Nursing Facilities	100 students across 4 yrs
OT Doctorate	Multi-modal	Students seeking licensure	50 students across 2 years
MSN/MBA	Online	Nurses seeking to move into management	25 students across 2 years
MSN/MPH	Multi-modal	Nurses with focus on community health	25 students across 2 years
Medical Informatics	Multi-modal	Students seeking healthcare technology career options	25 students across 2 years
Social Work	Multi-modal	Students seeking social work licensure	50 students across 4 years
Certificate: Community Health Worker	Multi-modal	Students seeking to improve the health of their community	Begin spring 2021 25 students across 2 years Courses stackable to health services B.A. degree program
Certificate: Health Care Simulation Operations	Multi-modal	Students seeking healthcare technology career options	20 students across 2 years
Certificate: Healthcare Curriculum and Instruction	Online	Licensed healthcare providers seeking to add teaching to their portfolio	20 students across 2 years
Continuing Education BLS CPR	Multi-modal	Allied health students	60 per year

Goal 3: Strategic Program Initiatives

Initiative/Program	Delivery System	Market/Audience	Strategic Outcome By 2025
Science and Technology			
Bioinformatics	Multi-modal	Health Service and STEM majors seeking to be trained in using computational tools in biological applications	50 students across 4 years
Information Technology: Data Analytics	Multi-modal	Greater Washington Partnership (GWP) Students across all majors seeking in-demand digital literacy skills; HS dual enrollment students is another cohort that will benefit from this pathway	50 students across 4 years
Information Technology: Cloud Computing	Multi-modal	Amazon Web Services (AWS) Partnership Students seeking careers with employers who leverage cloud-based services	50 students across 4 years
Environmental Studies	Multi-modal	Partnership with Anacostia Watershed Society, Chesapeake Bay Fdn Students across all majors seeking interdisciplinary training and field experiences to understand and solve environmental problems	50 students across 4 years

Goal 3: Strategic Program Initiatives

Initiative/Program	Delivery System	Market/Audience	Strategic Outcome By 2025
EDUCATION			
MAT in TESOL (Teaching English to Speakers of Other Languages)	Multi-modal	Designed to prepare educators and education professionals to work with speakers of other languages in both the United States and international contexts.	20 students a year
MEd	Multi-modal	New track in Ed. Policy and rebranding of the MEd appeals to those looking to work in school administration, educational non-profit, or state agencies.	20 students a year
Continuing Ed	Multi-modal	Teachers with provisional licenses and those needing CEU credits. Partnerships with DCPS and PGCPs to provide Praxis Prep and Teacher Education courses.	200-300 students a year
<u>Post-baccalaureate Certificates</u> Certificate in Special Education Certificates in Early Childhood Foundations and Elementary Foundations Certificate in Education Policy	Multi-modal	Teachers seeking specialized training and associated licensure endorsement. Local area priority. Teachers working on emergency license who are seeking this alternative route licensure. MSDE area of need. Education professionals wishing to take an initial step towards working in policy and/or to supplement educational credentials for career advancement.	45 students a year Stacks into MAT 30 students a year Stacks into MAT 15 students a year Stacks into MEd

Goal 3: Strategic Program Initiatives

Initiative/Program	Delivery System	Market/Audience	Strategic Outcome By 2025
Education			
Post-secondary Certificates	Multi-modal		
Certificate in Child Development		Early childhood workers in DC who now require a CDA credential. Partnership with American University and Martha's Table.	100 students a year Stacks into AA
Certificate in Professional Technical Education		For industry professionals seeking to work as a skilled technical workforce teacher. MSDE area of need.	20 students a year Stacks into licensure and non-licensure BA
Certificate in TESOL (Teaching English to Speakers of Other Languages)		Teachers seeking specialized training and associated licensure endorsement. Local area need.	20 students a year Stacks into new MAT in TESOL
Trauma Informed Early Childhood Education Leadership		Professionals who want to serve in leadership roles in early childhood setting. Local area priority.	20 students a year Stacks into non-licensure BA
Early Childhood Special Education		Teachers seeking specialized training and associated licensure endorsement. Local area priority.	20 students a year Stacks into non-licensure BA

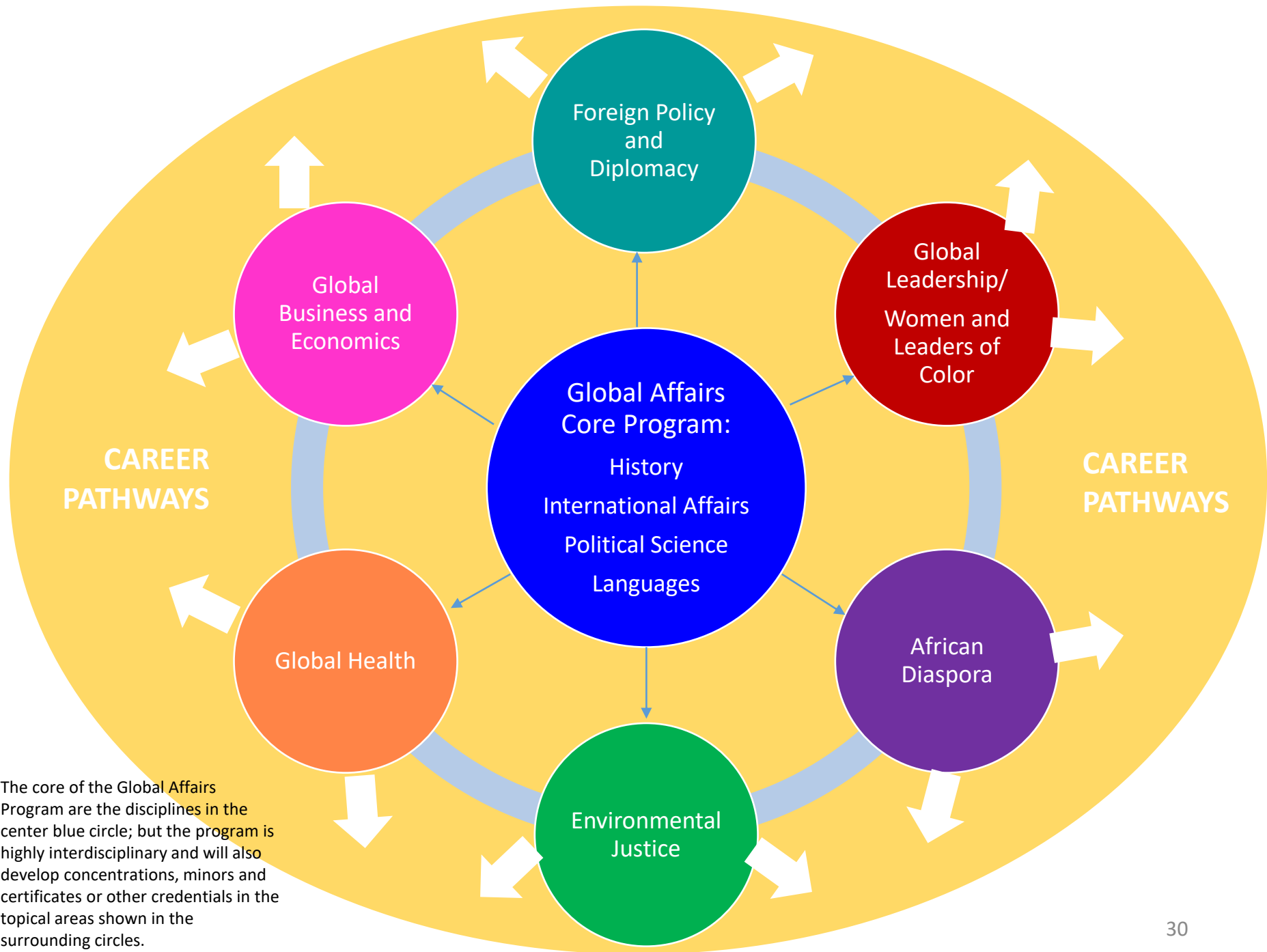
Goal 3: Strategic Program Initiatives

Initiative/Program	Delivery System	Market/Audience	Strategic Outcome By 2025
Strategic Communication, Journalism and Media Studies			
Post-baccalaureate Certificate in Public Relations Campaigns	Online	Federal government workers and non-profit professionals working in communication and media campaigning	15 student per year and pathway to SCPR MA
Business			
MBA w/Global Emphasis	Online	Mid-level managers seeking to move up/change jobs	50 students per year
B.S. in Business Entrepreneurship	Online	Black women are starting businesses at six times the national average. This degree targets women with work experience who want to start their own businesses and move out of lower skilled service jobs.	10 students per year/pathway from the A.A. and to the MBA
AA in Business Administration at THEARC	Online	Addresses the repeated requests from women in Ward 7 and 8 and Southern Prince Georges County who want to get a business degree.	10 – 20 students per year/Pathway to B.S. in Business
Post-secondary Certificates:	Online		
Business Management		Career changers and those seeking a credential to advance in their current position.	10 student per year Stackable into BA
Entrepreneurship		Small business owners and those working in the gig-economy.	10 student per year Stackable into BA
Accounting		Employees with new roles requiring them to deepen their knowledge of analysis and reporting.	10 student per year Stackable into BA
Human Resource Management		Professionals positioning themselves for promotion. Certificate courses provide core knowledge that new or aspiring	10 student per year Stackable into BA

Goal 3: Strategic Program Initiatives			
Initiative/Program	Delivery System	Market/Audience	Strategic Outcome By 2025
Global Affairs			
Global Health: BA/MPH path	Multi/modal	Trinity students seeking a complete pathway	25 students
Global Environmental Justice	Multi/Modal	Trinity students majoring in STEM, Health Services, Social Sciences, and Global Affairs (INAF, HIS, POLS) seeking a focused study on sustainability and environmental justice issues	50 students across 4 years
Foreign Affairs and Diplomacy	Multi/Modal	CSIS Partnership Trinity Fellows in the CSIS program and students majoring in Business and Global Affairs (INAF, HIS, POLS) seeking a focused study on global peace and security issues	50 students across 4 years
African Diaspora	Multi/Modal	Trinity students majoring in English, Sociology and Global Affairs (INAF, HIS, POLS) seeking a focused cross-cultural study about art, history, literature, and social issues	50 students across 4 years
Global Business and Economics	Multi/Modal	Trinity students majoring in Business, Health Services, and Global Affairs (INAF, HIS, POLS) seeking a focused study on current issues and trends in the globalizing world economy	50 students across 4 years
Honors Program			
Refreshed CAS Honors Program	Face-to-Face and multi-modal	Talented high school students recruited to Trinity for a special program tailored to their interests and talents	30 students per year

Determining ways to sustain academic disciplines while developing new major programs that are more clearly aligned with career pathways is an important goal for current academic planning. An example is the Global Affairs Program, built upon History, Political Science and International Affairs and drawing upon many other majors. With the support of a major grant from the Mellon Foundation, Trinity's faculty is re-imagining the idea of Global Affairs to incorporate the relevant disciplines, open new pathways for students and provide dynamic new field experiences in the Washington region that will open more career pathways.

The next slide shows the conceptual model for the development of Global Affairs.



The core of the Global Affairs Program are the disciplines in the center blue circle; but the program is highly interdisciplinary and will also develop concentrations, minors and certificates or other credentials in the topical areas shown in the surrounding circles.

Gender and racial equity and opportunity are central to Trinity's mission commitment. With a student body that is 65% African American, 30% Latina, 95% female, more than 70% recipients of Pell Grants, Trinity is committed to advocacy and action to ensure that our students and graduates have access to the best possible career and lifetime opportunities.

[Trinity DARE: Driving Actions for Racial Equity](#), is a new program that seeks to widen career pathways and secure the funding necessary to reduce student debt burden so that Trinity graduates can enter professional fields with confidence and economic security.

The next page provides a brief outline of Trinity DARE which has a more complete presentation on Trinity's website.

TRINITY DARE

Driving Actions for Racial Equity

- [Trinity DARE](#) aims to project Trinity's work in racial equity into the marketplace in order to attract the support of employers and funders for our students with the goal of widening the career pipeline for students of color into professions where they have been historically under-represented
- Program elements include:
 - Creating a formal mentor program
 - Enhancing Career Services
 - Enlarging scholarship resources to reduce loan burdens and widen access to college
 - Support faculty pedagogical development for inclusive excellence
 - Support student research and internships to gain the professional experience necessary to enter professional pipelines
 - Support faculty research on racial equity issues



Goal 2: Finances

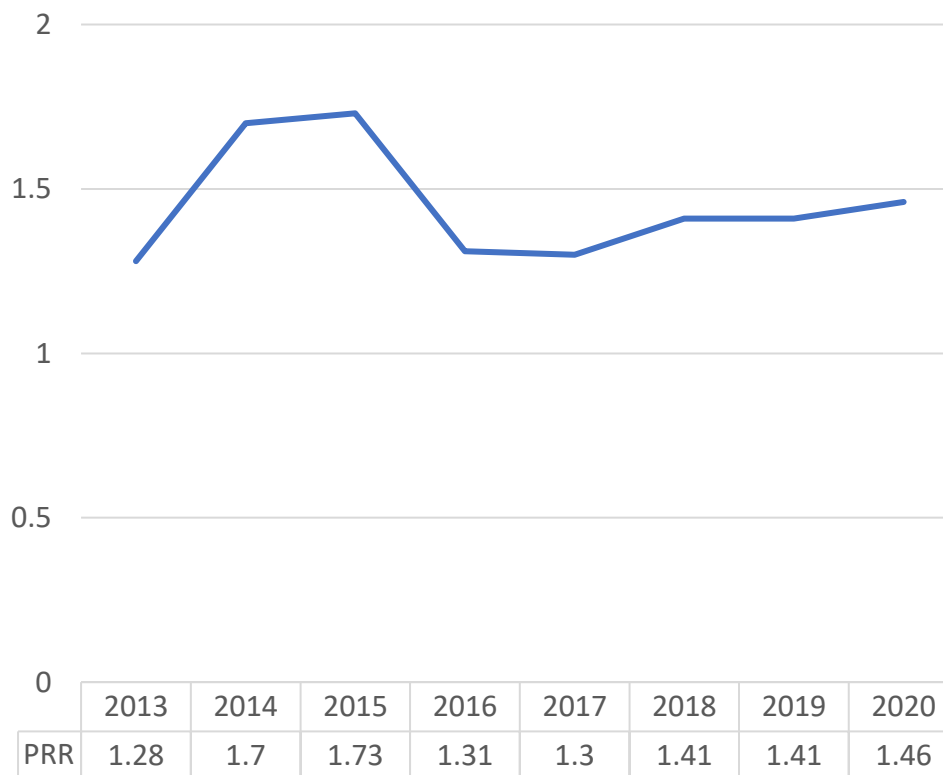
Trinity monitors financial performance continuously using standard financial benchmarks and careful budget management. Budgeting is tied to strategic goals --- every manager must demonstrate how the work of their departments and budget requests will contribute to plan achievement. The metrics demonstrate the fact that during capital campaigns, the infusion of cash from charitable gifts improves the overall financial position of the institution. A new capital campaign is underway in Fall 2020 in anticipation of the 125th Trinity Anniversary in 2022-2025.

Trinity Washington University Balance Sheet Fiscal 2020

	6/30/2020	6/30/2019	\$ Change	% Change
Assets				
Cash and cash equivalents	\$11,404,907	\$9,030,923	\$2,373,984	26.29%
Accounts receivable, net	5,016,687	3,730,814	1,285,873	34.47%
Investments	44,485,425	44,863,896	(378,471)	(0.84%)
Beneficial interest in investments held by third party trustees	11,383,711	11,983,867	(600,156)	(5.01%)
Contributions receivable, net	1,310,769	1,358,702	(47,933)	(3.53%)
Student loans receivable, net	1,283,429	1,580,296	(296,867)	(18.79%)
Property, plant and equipment	50,328,080	50,988,047	(659,967)	(1.29%)
Other assets	265,462	320,088	(54,626)	(17.07%)
Total Assets	125,478,470	123,856,633	1,621,837	1.31%
Liabilities and net assets				
Liabilities				
Accounts payable & accrued expenses	1,934,573	1,489,155	445,418	29.91%
Interest Rate Swap	2,637,543	1,293,806	1,343,737	103.86%
Accrued wages and benefits	553,107	481,108	71,999	14.97%
Student deposits	164,188	143,700	20,488	14.26%
Deferred revenues and deposits	1,663,911	1,296,379	367,532	28.35%
Refundable loan programs	1,395,222	1,451,038	(55,816)	(3.85%)
Capital lease payable	9,832	23,316	(13,484)	(57.83%)
Asset retirement obligation	1,539,007	1,467,118	71,889	4.90%
Bonds payable and other debt	25,651,897	26,670,413	(1,018,516)	(3.82%)
Total Liabilities	35,549,280	34,316,033	1,233,247	3.59%
Net assets				
Unrestricted net assets	57,929,798	57,489,592	440,206	0.77%
Temporarily restricted net assets	11,229,037	10,738,516	490,521	4.57%
Permanently restricted net assets	20,770,357	21,312,490	(542,133)	(2.54%)
Total net assets	89,929,192	89,540,598	388,594	0.43%
Total Liabilities and Net Assets	125,478,472	123,856,631	1,621,841	1.31%

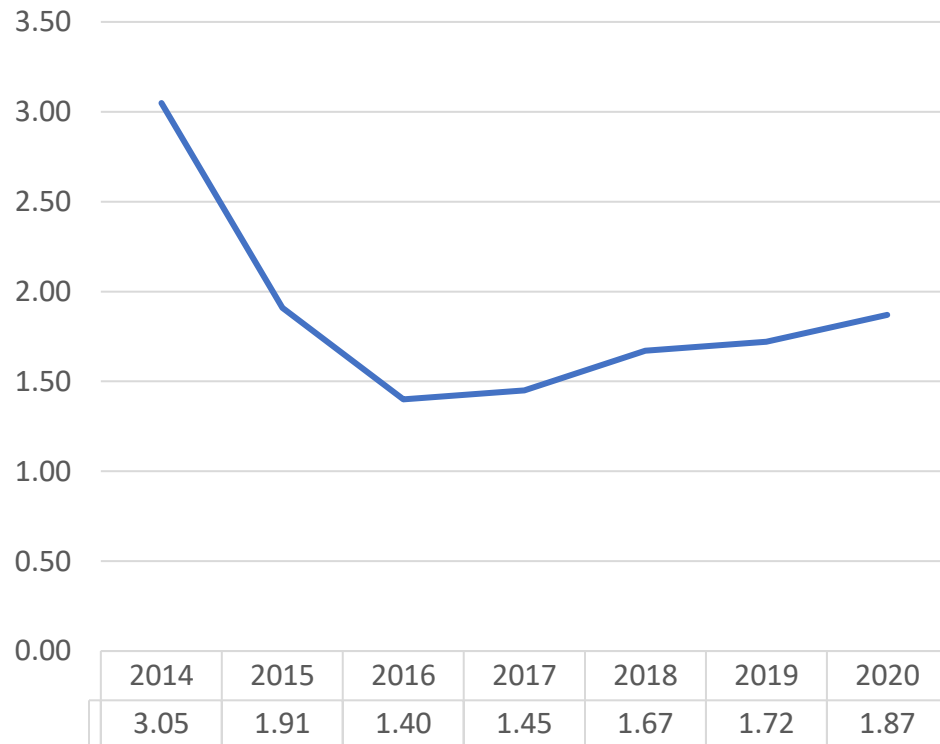
Primary Reserve Ratio

- Measures how long the institution could operate on expendable net assets without relying on additional net assets generated by operations.
- A primary reserve ratio of .40x would represent moderate financial health.



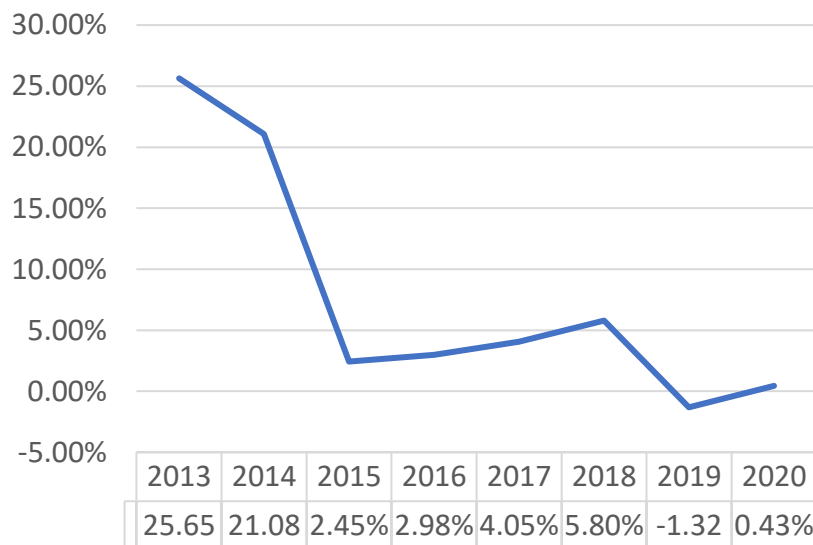
Viability Ratio

- Viability Ratio measures the availability of expendable net assets to cover debt should the institution need to settle its obligations as of the balance sheet date.
- A ratio of 1.0 or > indicates that an institution has enough expendable net assets to cover its debt obligations.



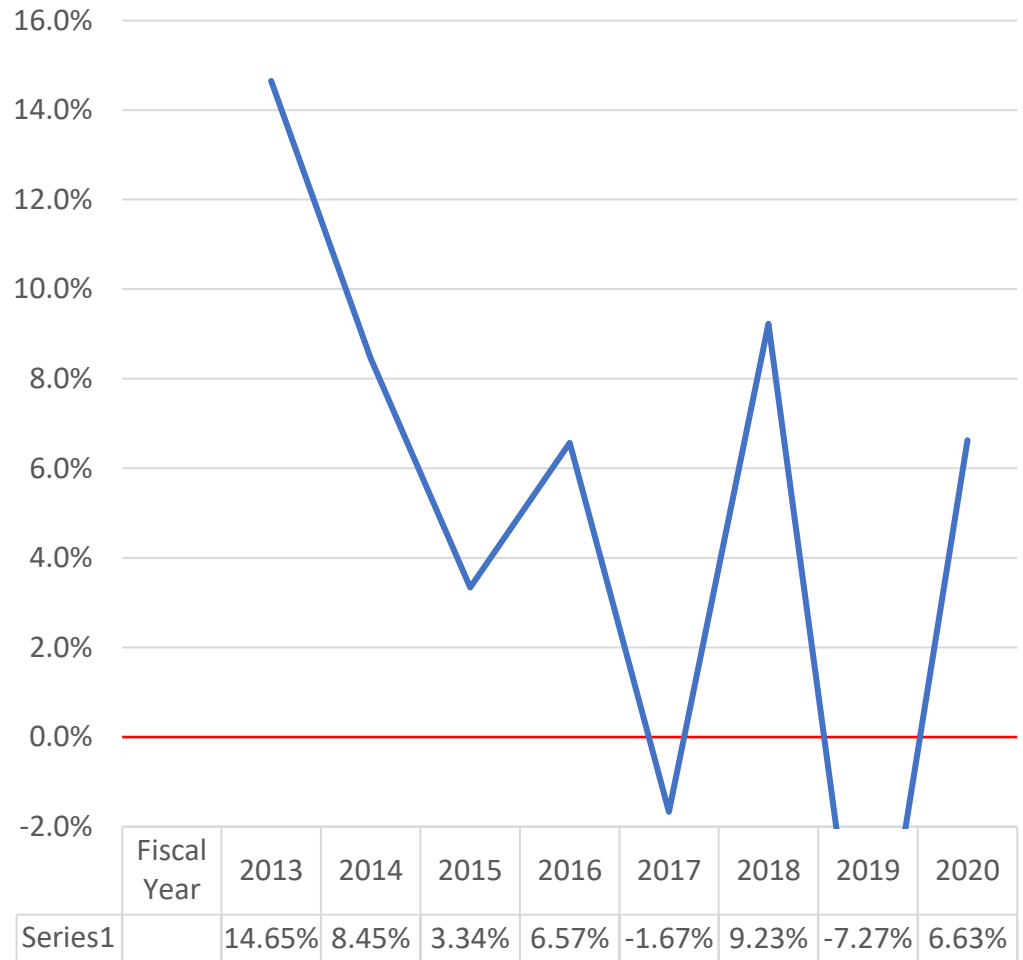
Return on Net Assets

- Return on Net Assets measures the change in net assets that occurred as a result of the operations of the institution.
- The Return on Net Assets should be positive and have an improving trend.



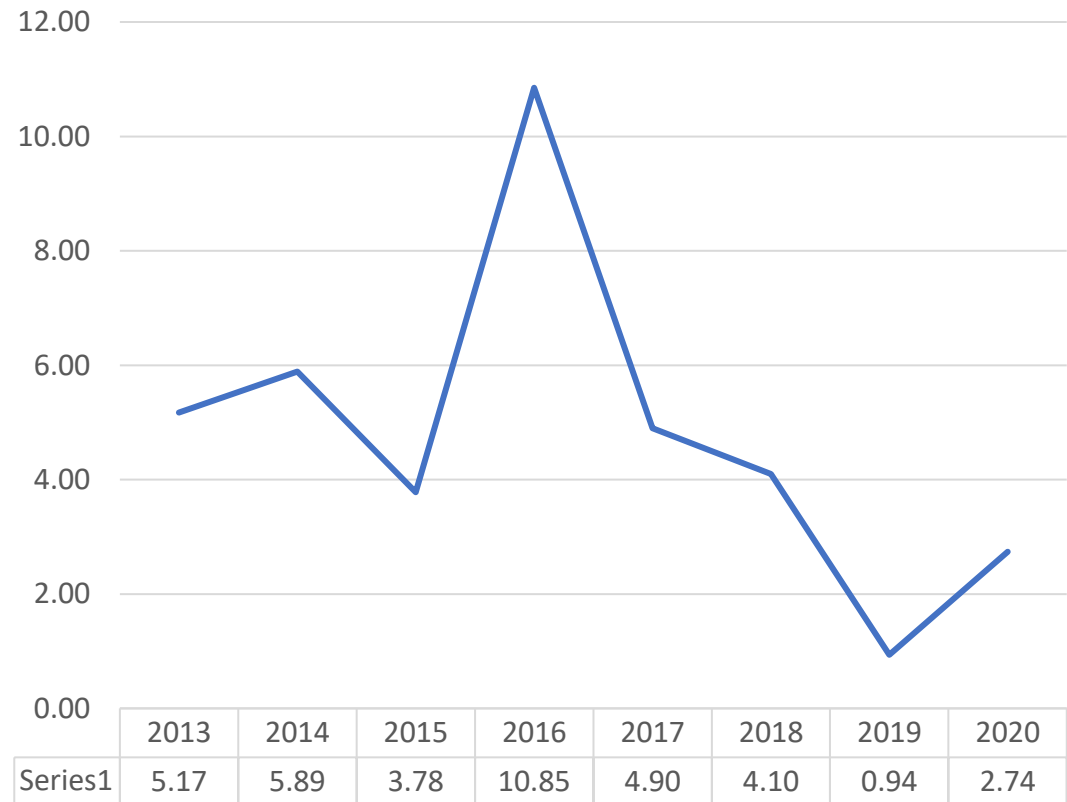
Annual Operating Margin

- Annual Operating Margin measures the extent to which current-year internally generated resources have contributed to the overall financing of the institution's operations.
- The Annual Operating Margin should be positive and have an improving trend.



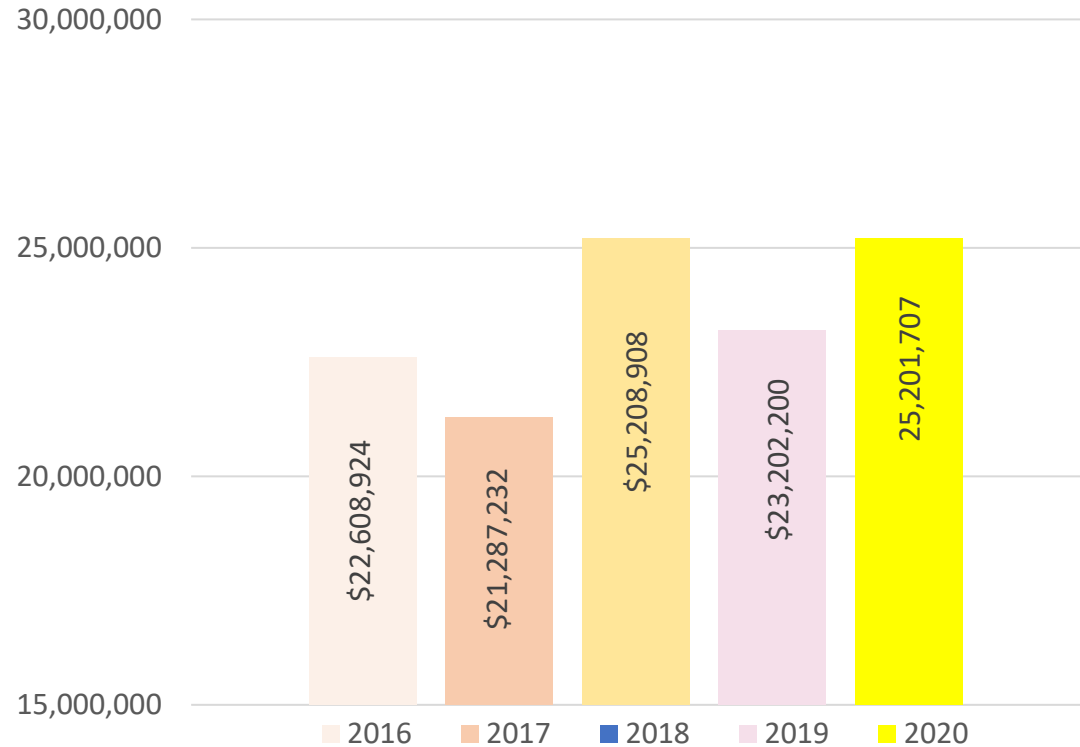
Cash Flow to Debt Service (Bond Covenant)


- Measures actual margin of protection for annual debt service payments from annual operations.
- Agreement requires that Trinity maintain a minimum ratio of 1.10:1.00 for fiscal years ending June 30, 2014 through June 30, 2016, and 1.25:1.00 thereafter.



Unencumbered/ Unrestricted Liquidity (Bond Covenant)

- Agreement requires Trinity maintain a minimum balance of unrestricted cash of \$11,000,000, as of the end of the second and fourth fiscal quarters for fiscal years ending June 30, 2014 through June 30, 2016, and \$15,000,000 thereafter.
- Unrestricted cash represents reserves that are available for any purpose immediately.

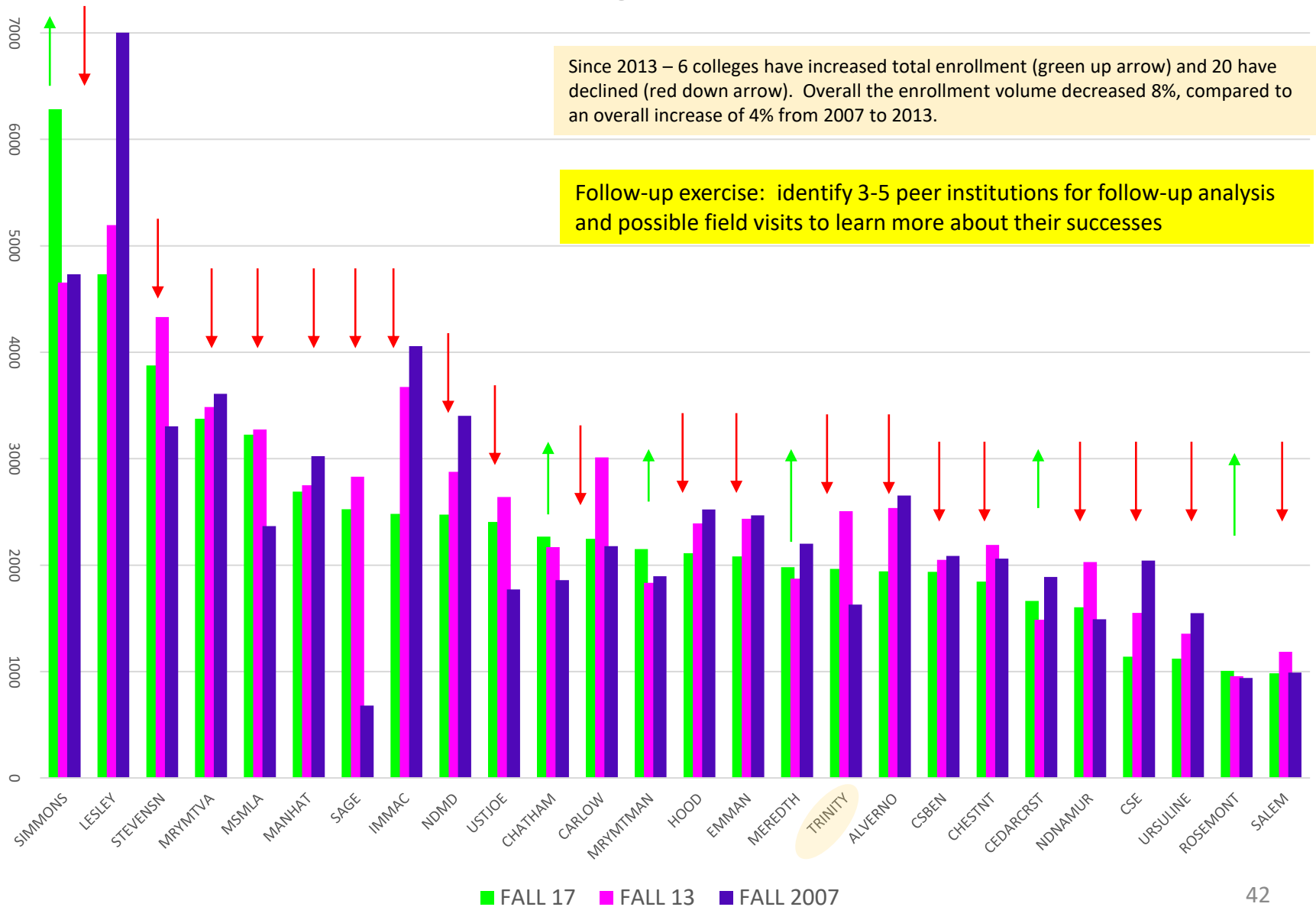


A blue ribbon graphic with a 3D effect, featuring a dark blue shadow on the left and bottom edges, framing the text.

August 2019 Senior Staff Retreat Benchmark Cohort Data

Trinity Benchmark Cohort

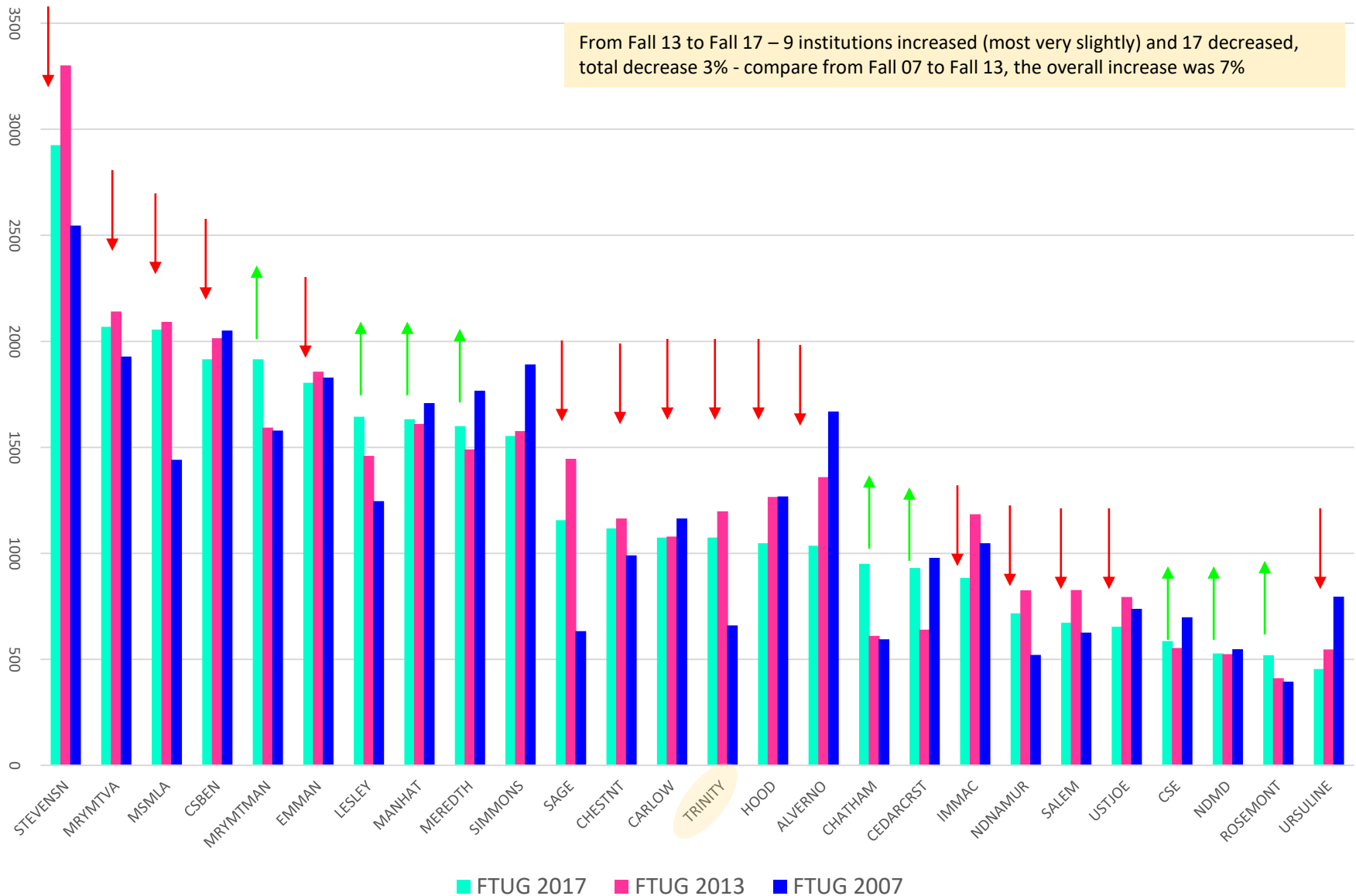
Total ALL Enrollment Change 2007 to 2017 Fall IPEDS Data



Trinity Benchmark Cohort

Full-time Undergrad Enrollments Fall 2017-2013-2007

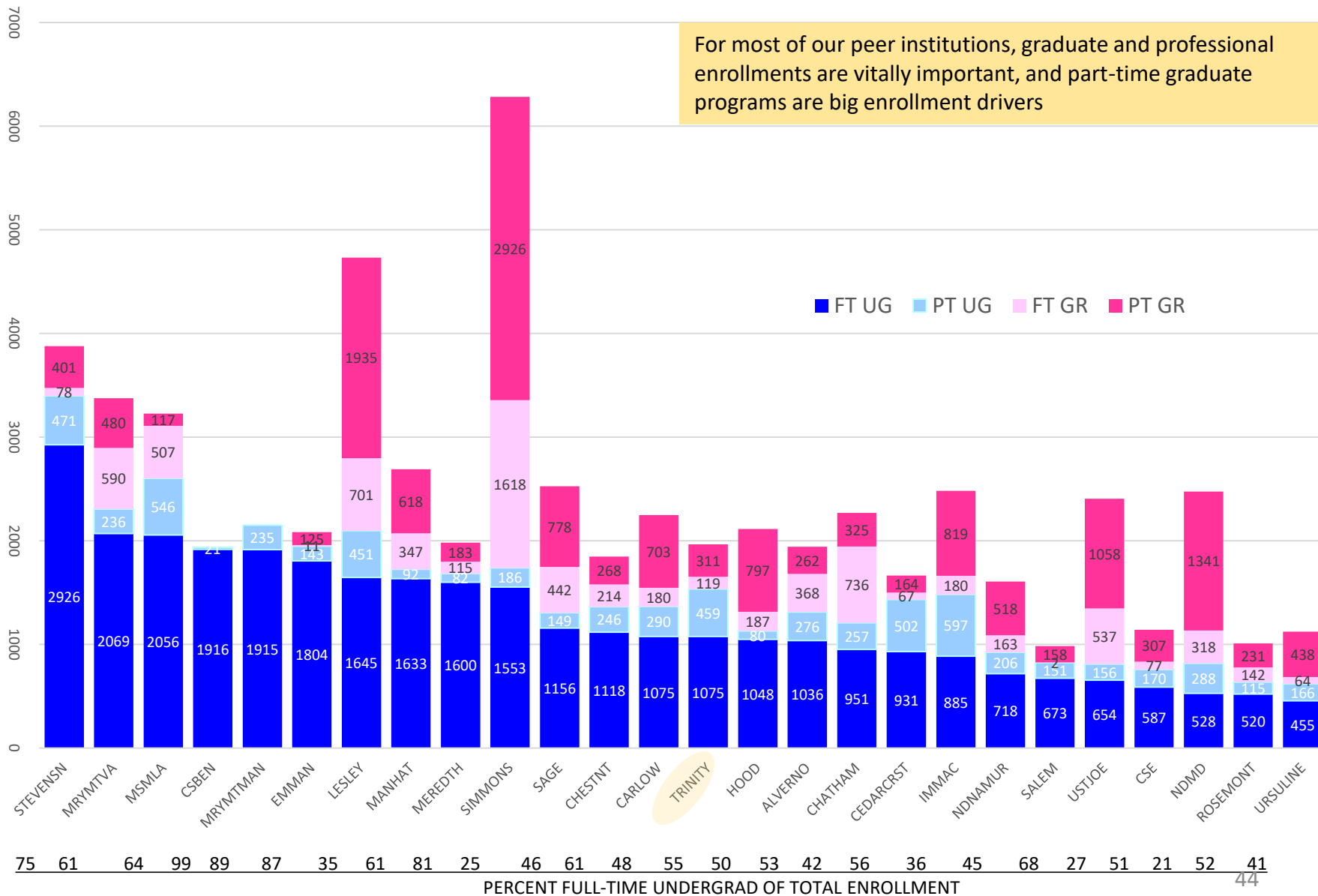
From Fall 13 to Fall 17 – 9 institutions increased (most very slightly) and 17 decreased, total decrease 3% - compare from Fall 07 to Fall 13, the overall increase was 7%



Trinity Benchmark Cohort

Fall 2017 FT/PT for UG and GR Enrollments

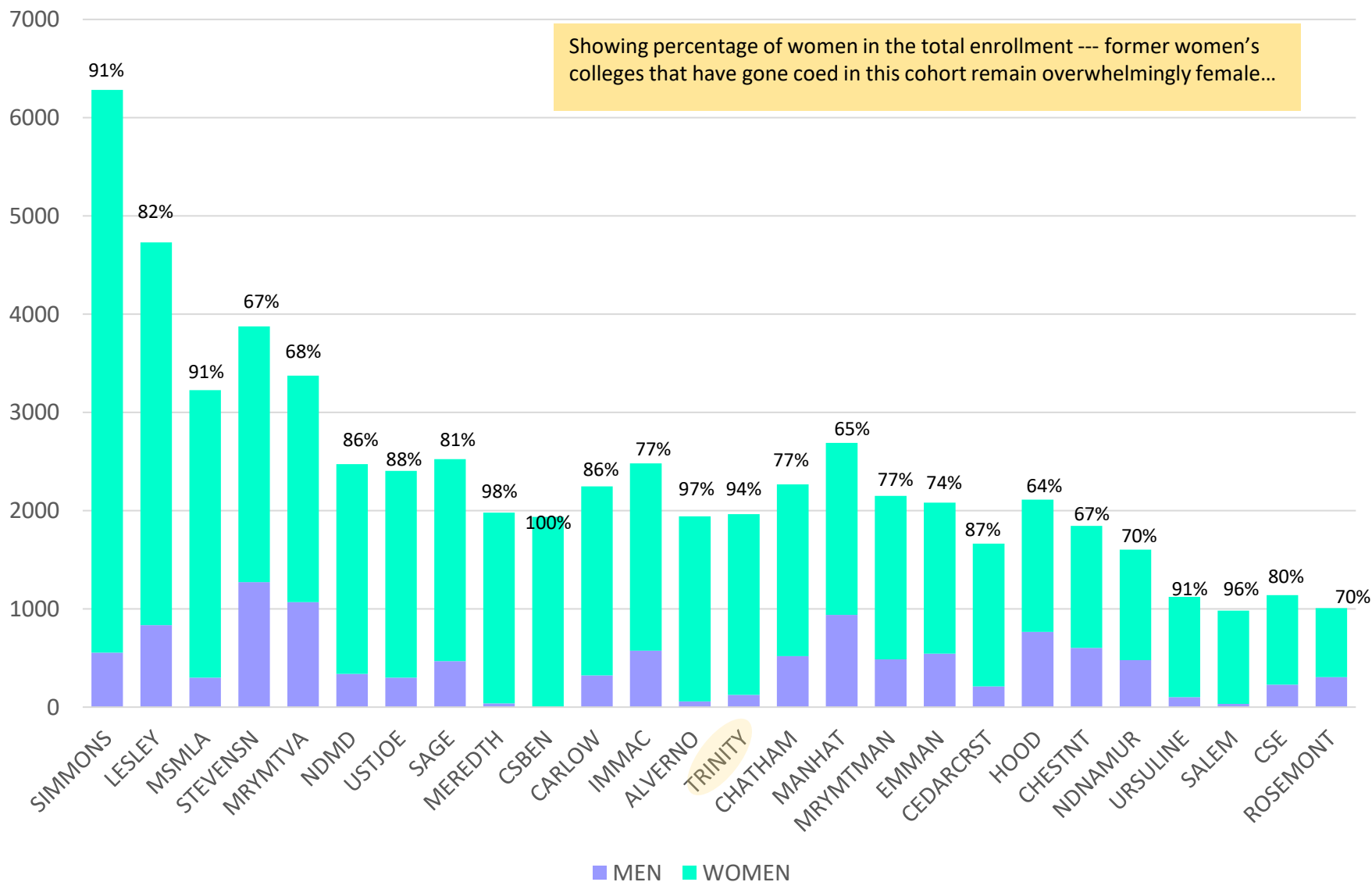
For most of our peer institutions, graduate and professional enrollments are vitally important, and part-time graduate programs are big enrollment drivers



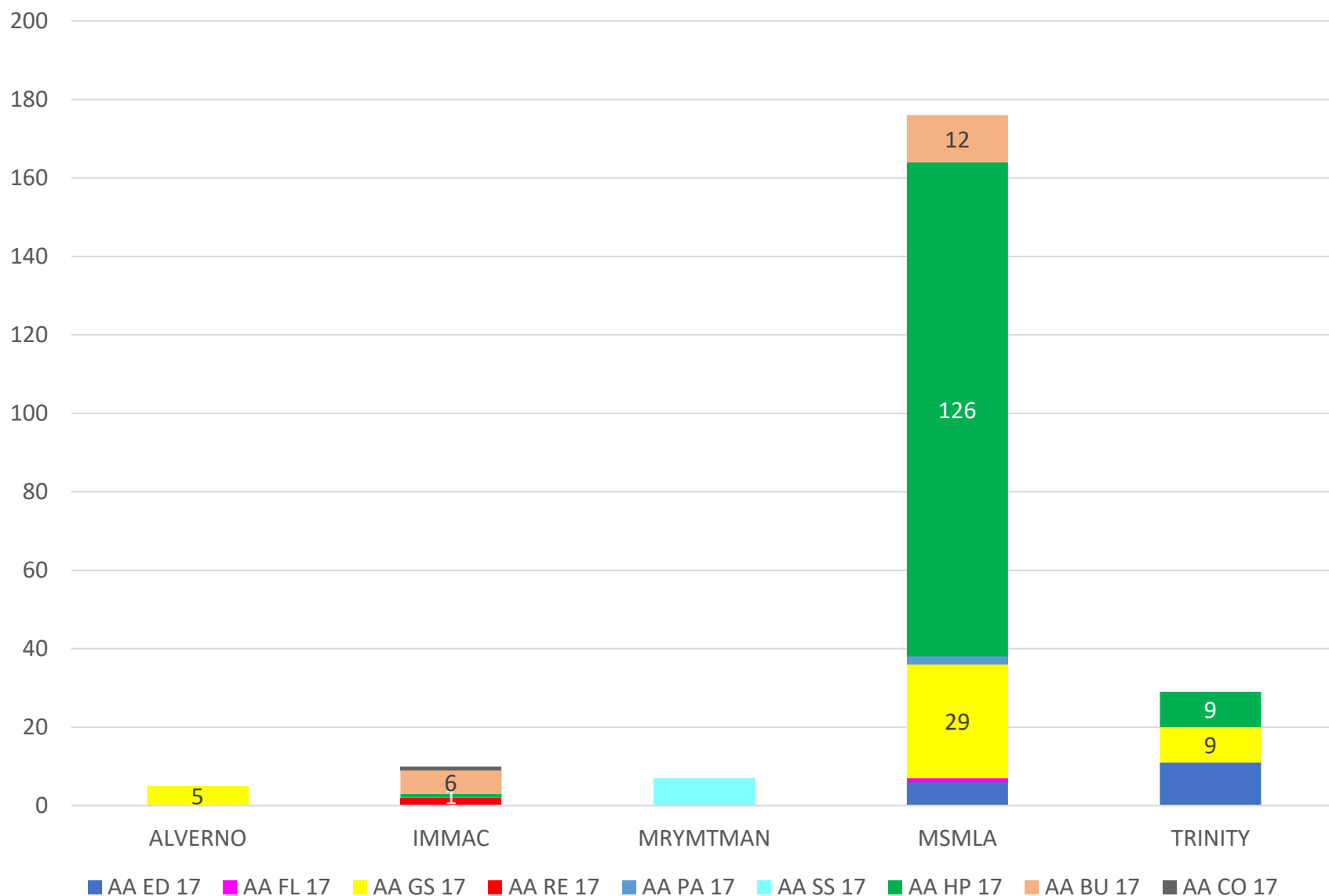
Trinity Benchmark Cohort

Enrollment of Men and Women – All Students Fall 2017

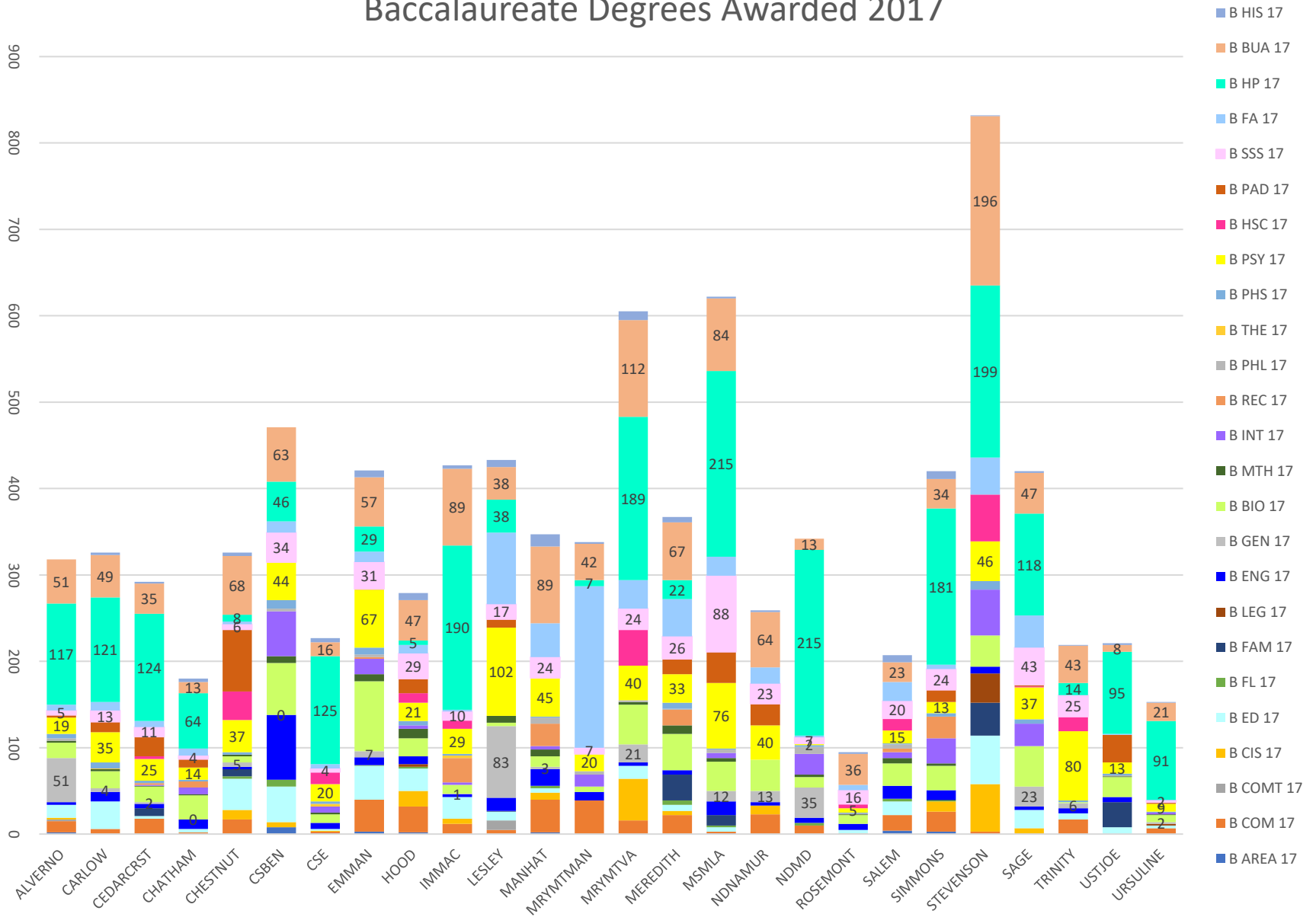
Showing percentage of women in the total enrollment --- former women's colleges that have gone coed in this cohort remain overwhelmingly female...



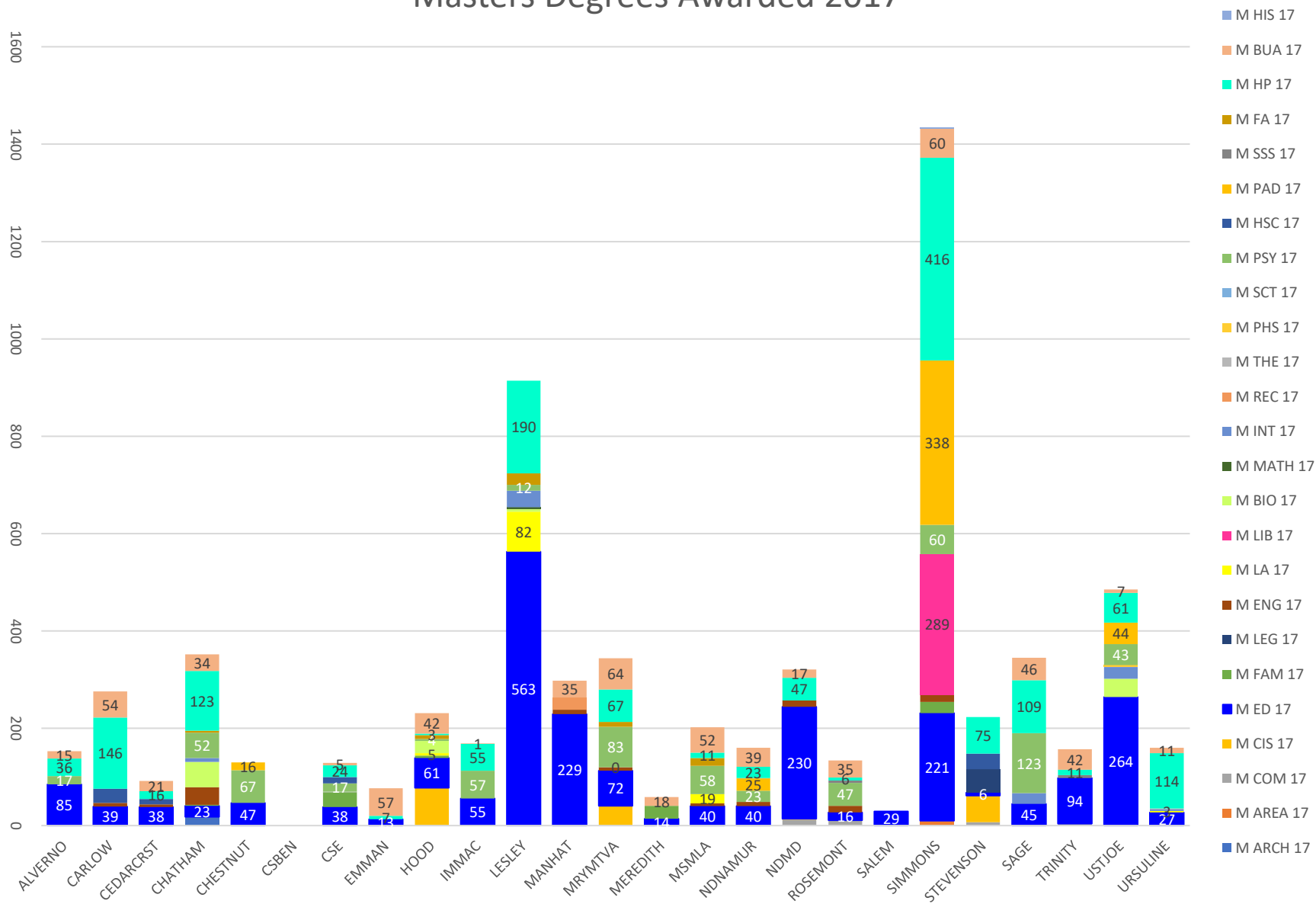
Trinity Benchmark Cohort Associate Degrees Awarded 2017



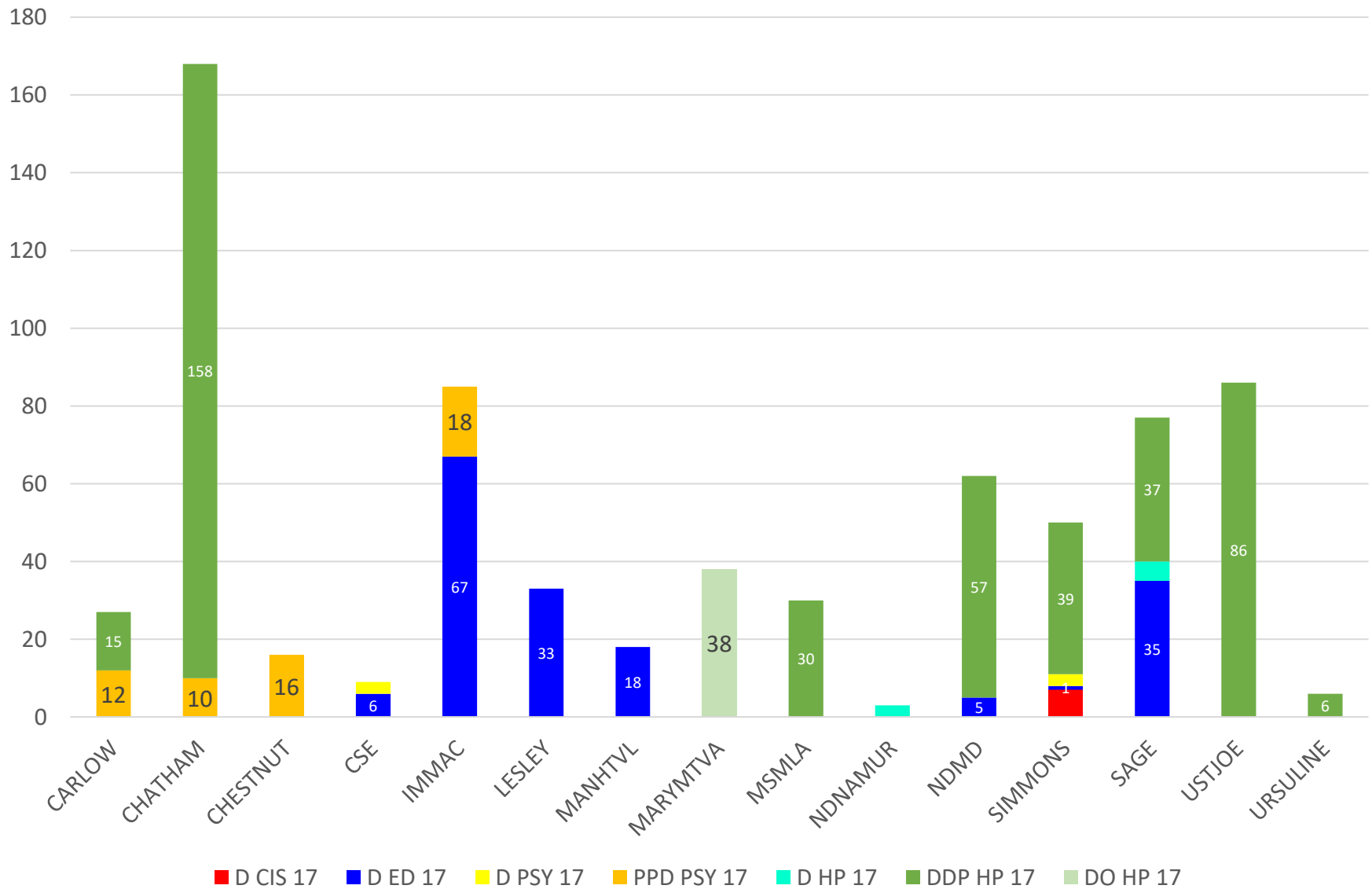
Trinity Benchmark Cohort Baccalaureate Degrees Awarded 2017



Trinity Benchmark Cohort Masters Degrees Awarded 2017



Trinity Benchmark Cohort 2017 Doctoral Degrees Awarded

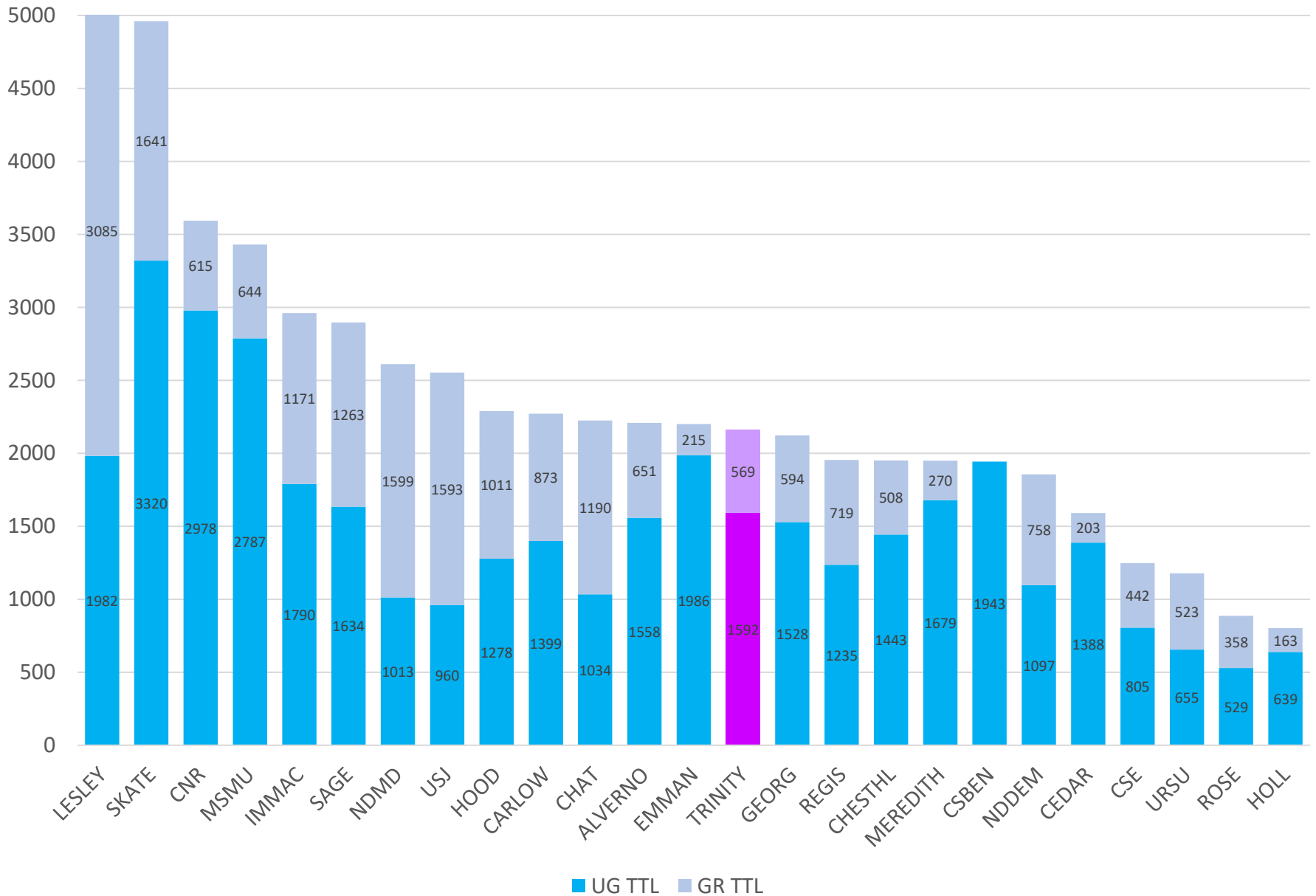


Strategic Cohort Analysis

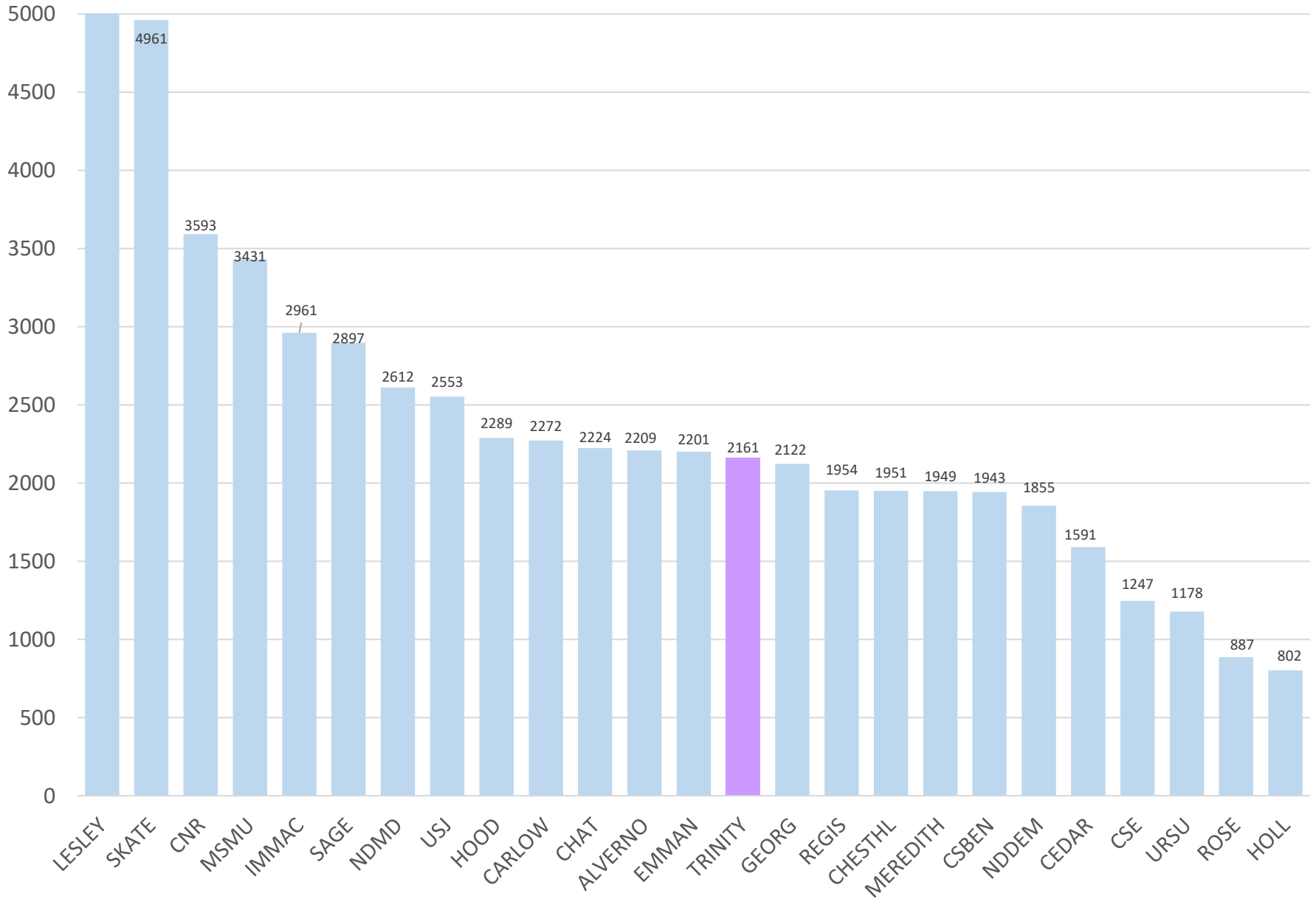
IPEDS DATA FALL 2015

Envision Trinity 2020 Update Spring 2017

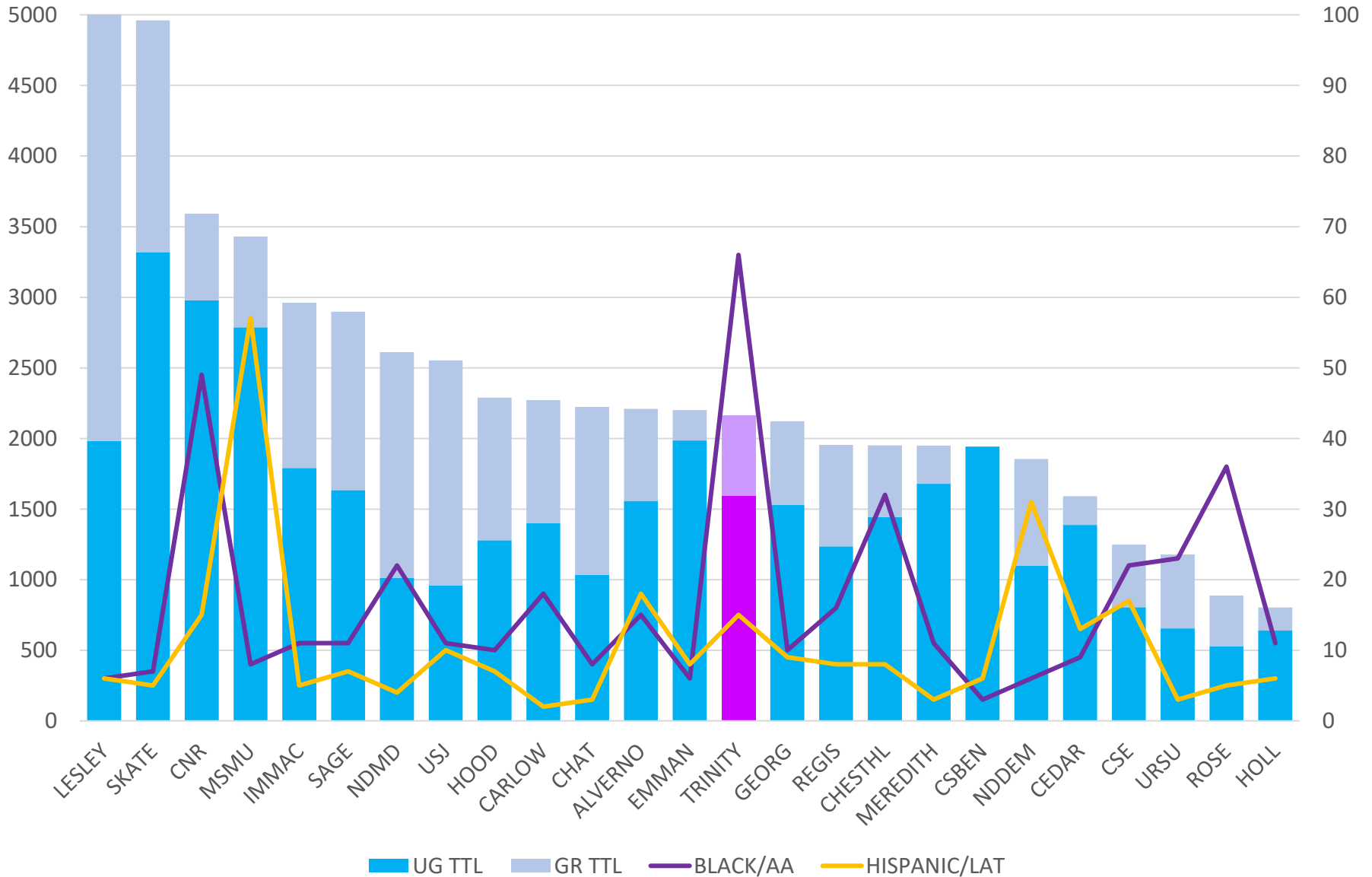
IPEDS FALL 2015 ENROLLMENT UG/GR



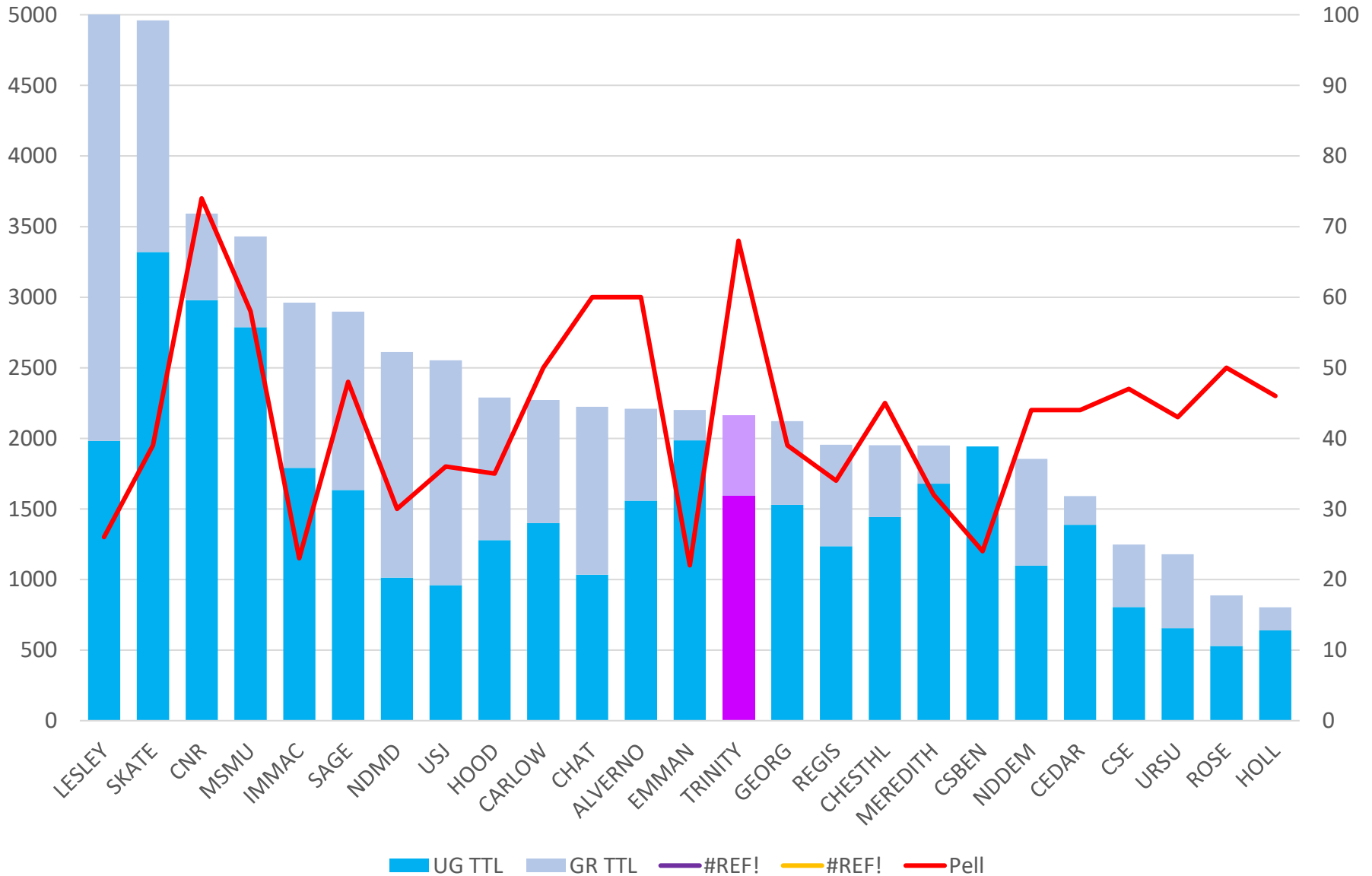
IPEDS FALL 2015 ENROLLMENT UG/GR



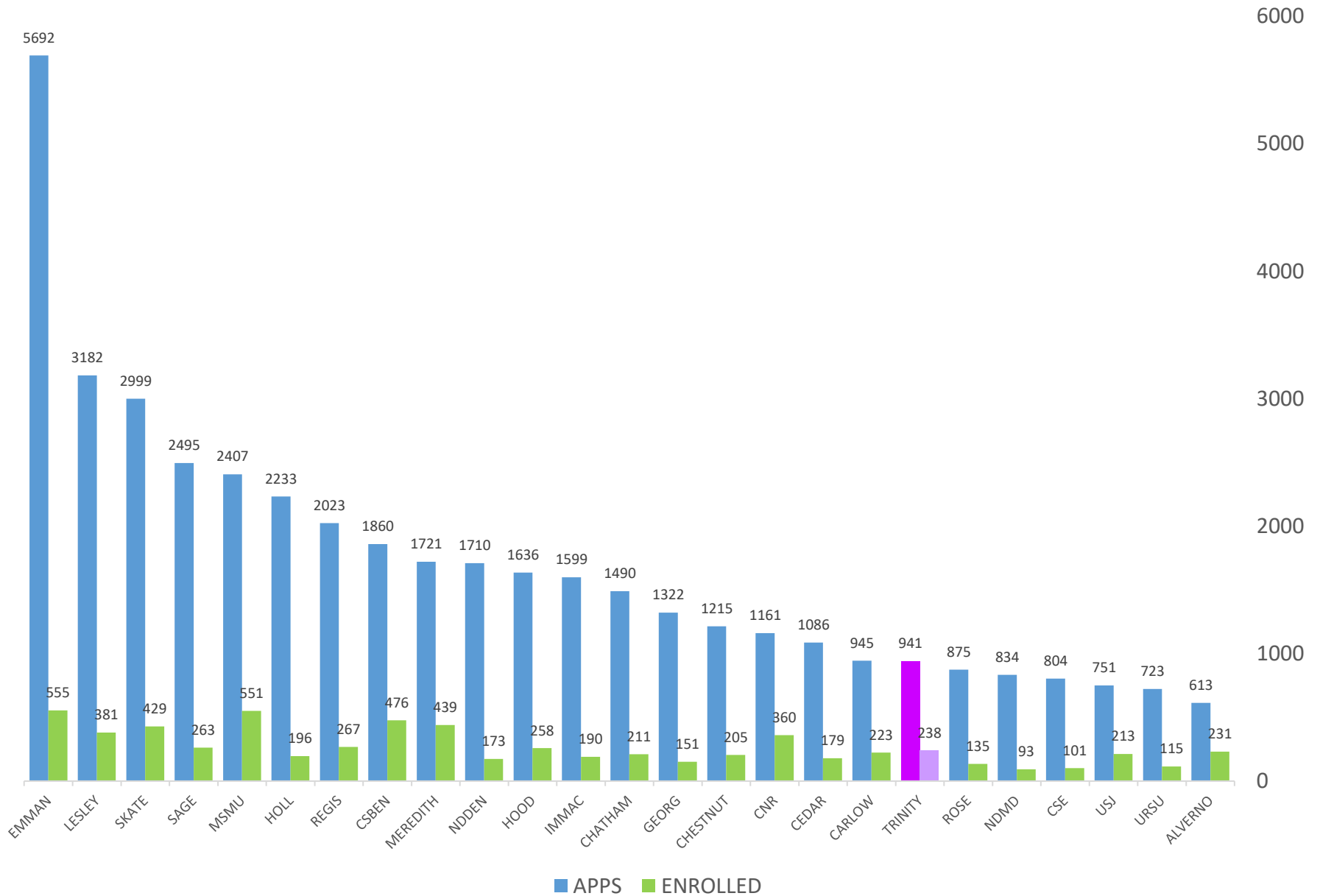
IPEDS FALL 2015 ENROLLMENT UG/GR with percent Black, Hispanic



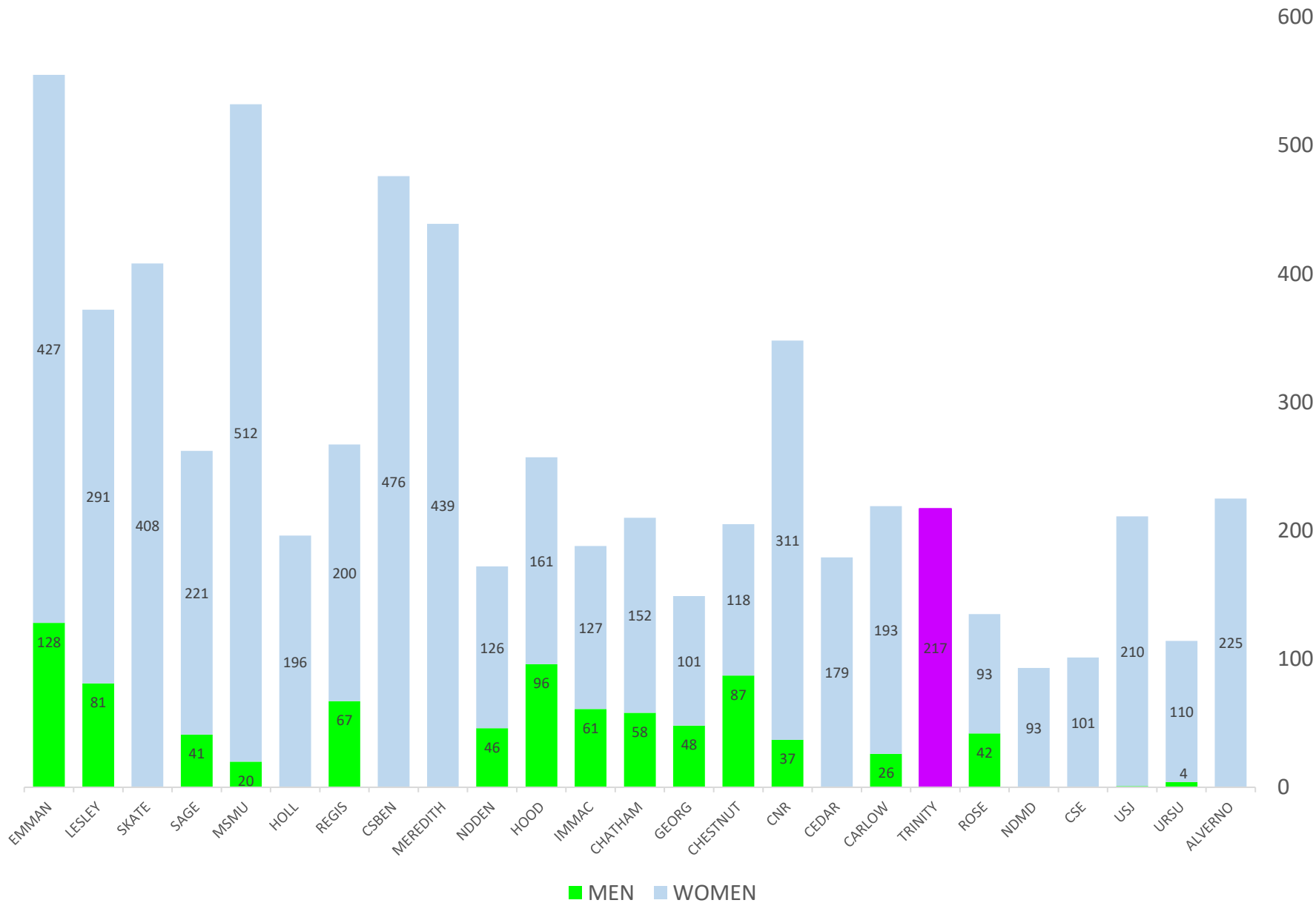
IPEDS FALL 2015 ENROLLMENT UG/GR with percent Pell



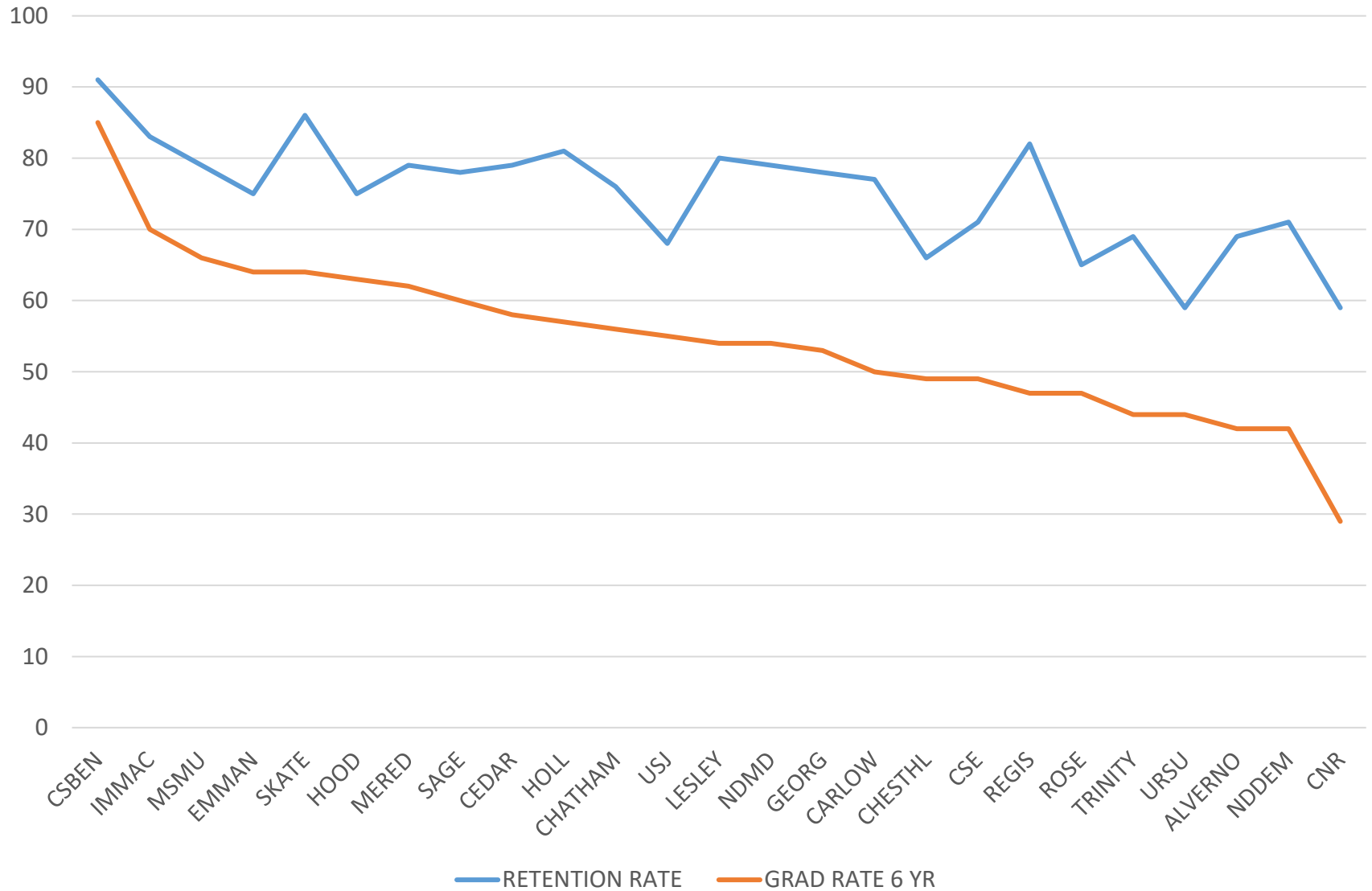
APPLICANTS and NEW FULL-TIME UG ENROLLED IPEDS FALL 2015



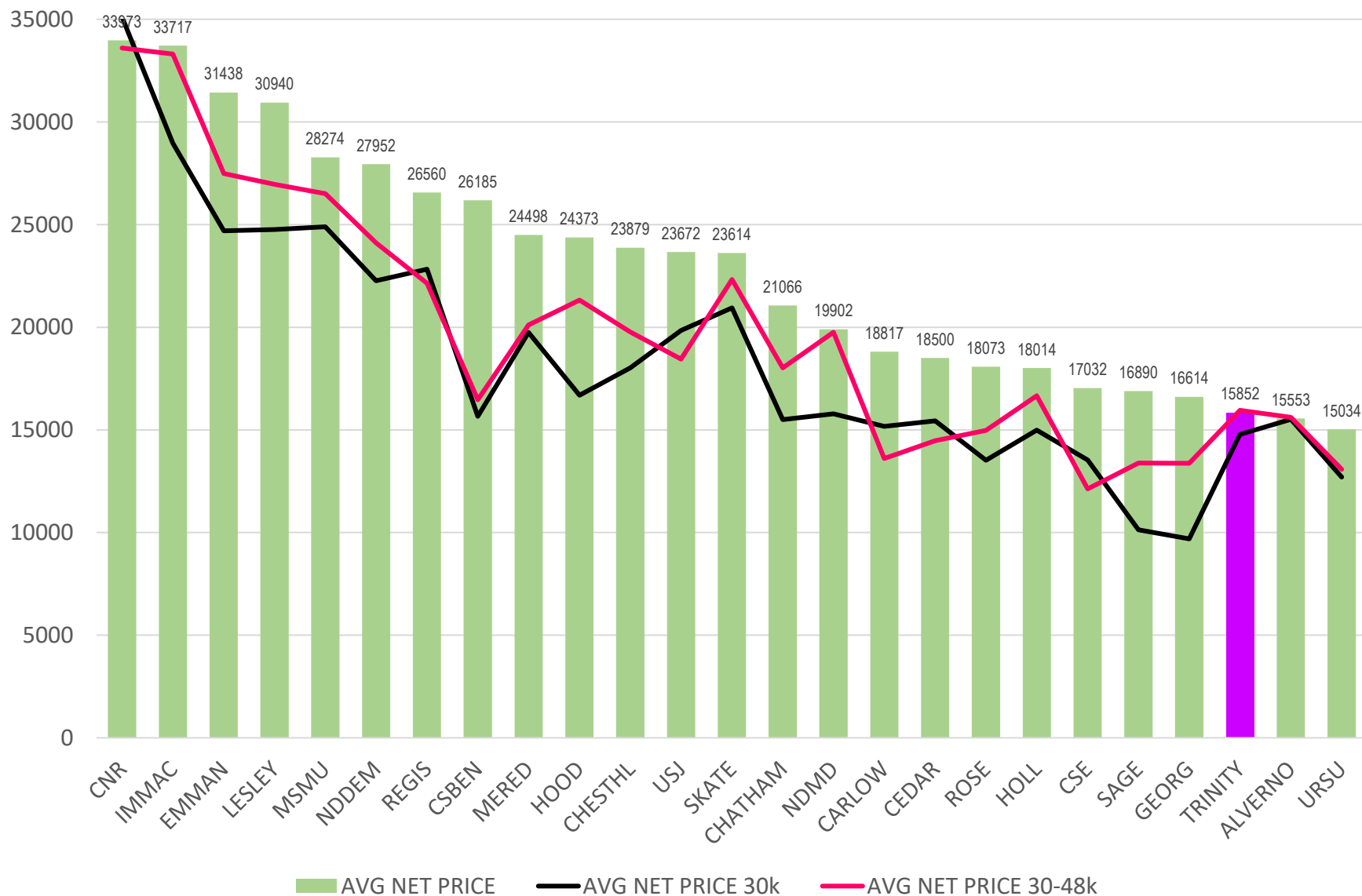
NEW FT UG ENROLLMENT, MEN AND WOMEN IPEDS FALL 2015



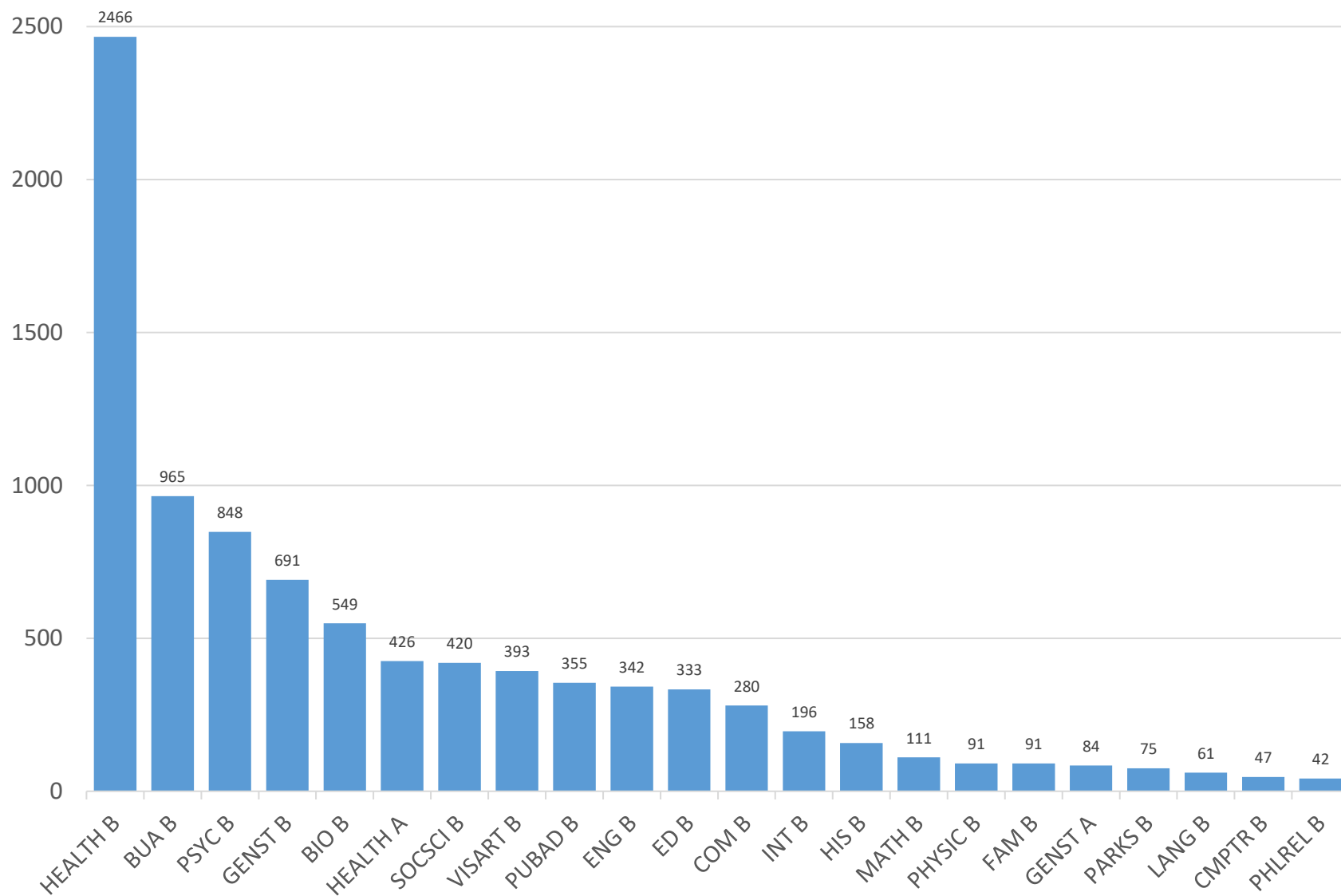
IPEDS RETENTION AND GRADUATION RATES



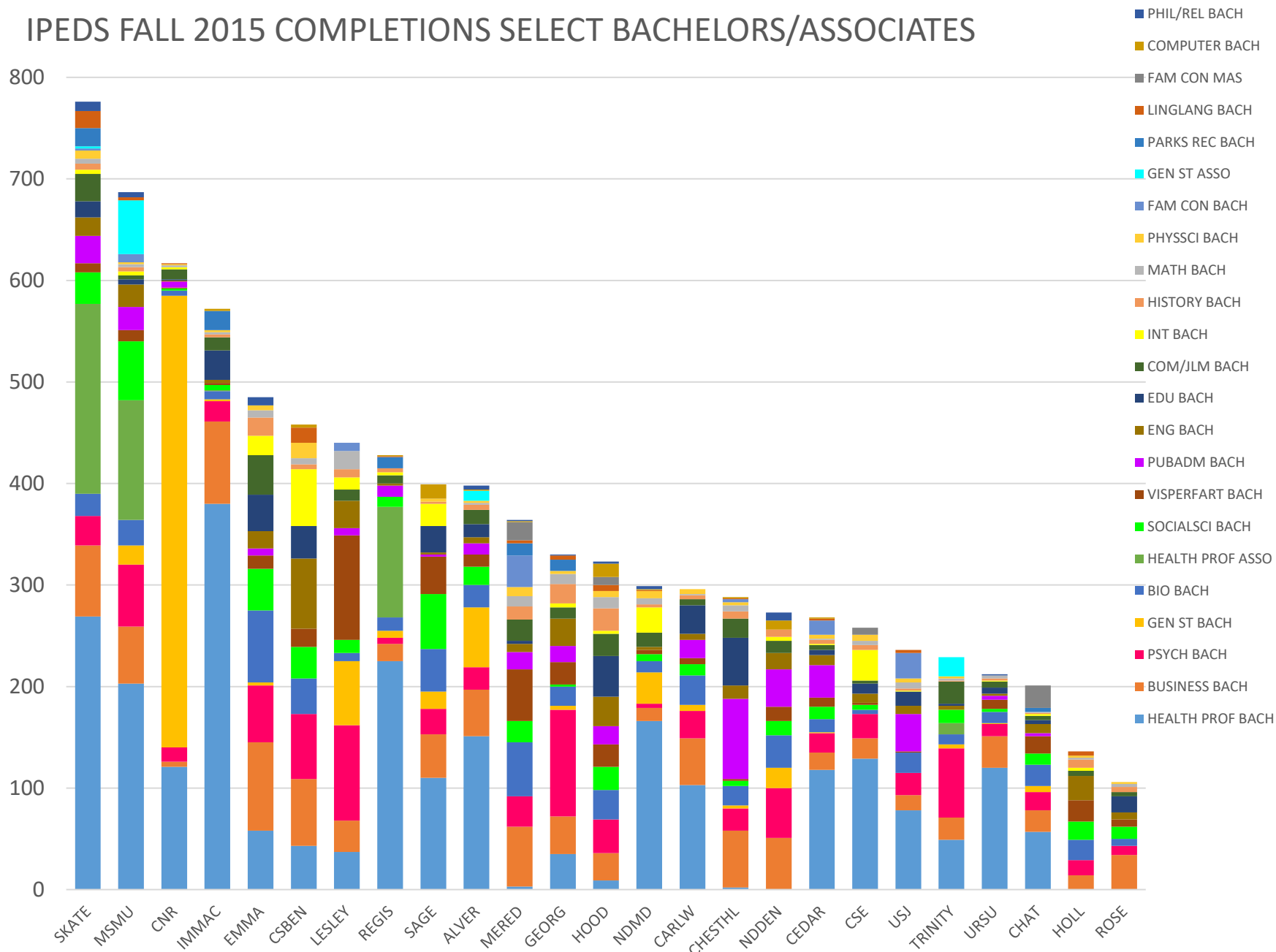
IPEDS FALL 15 AVG NET PRICE, OVERALL + BY FAMILY MEDIA INCOME



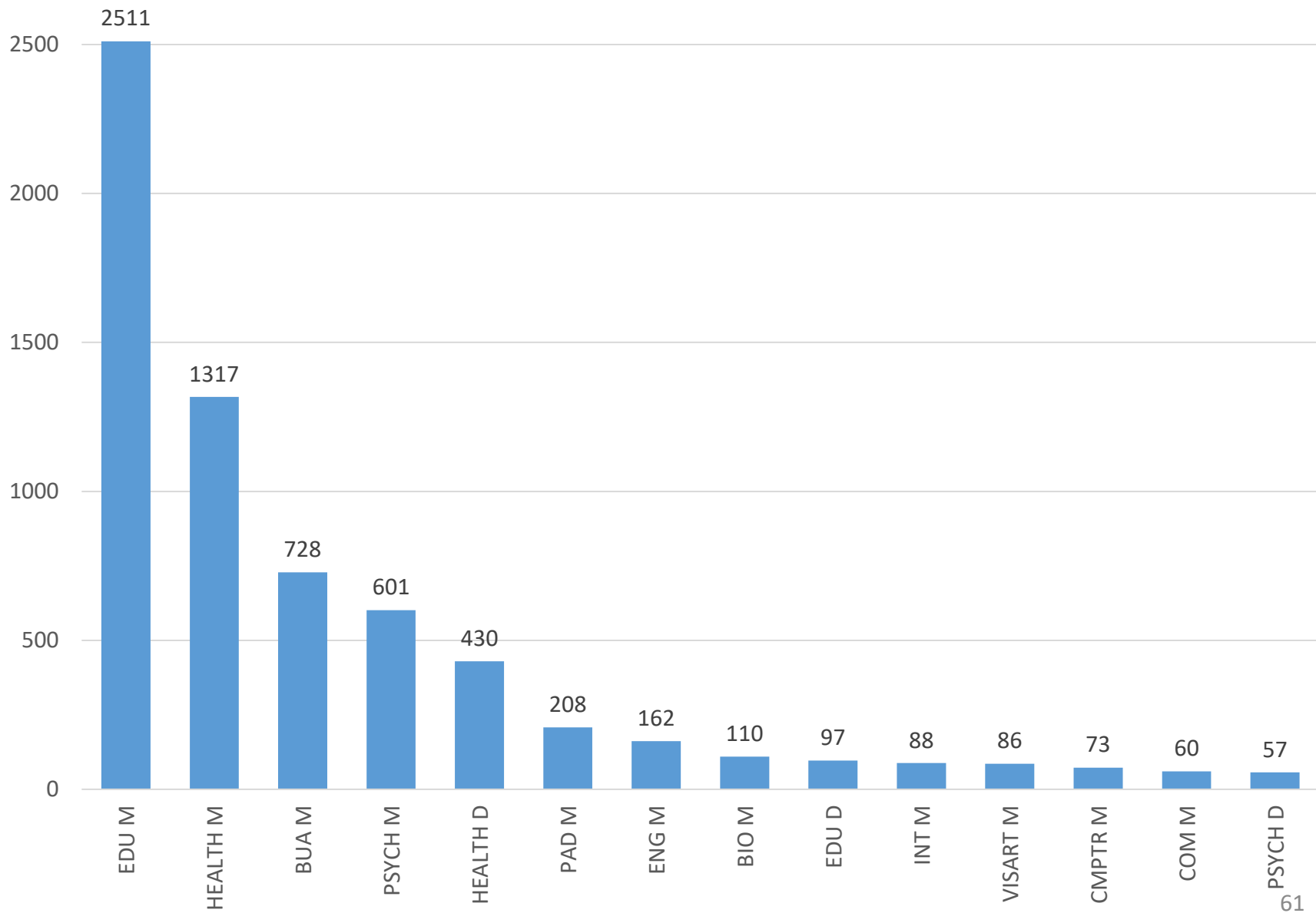
IPEDS FALL 2015 COHORT TOTAL UNDERGRAD DEGREES BY DISCIPLINE



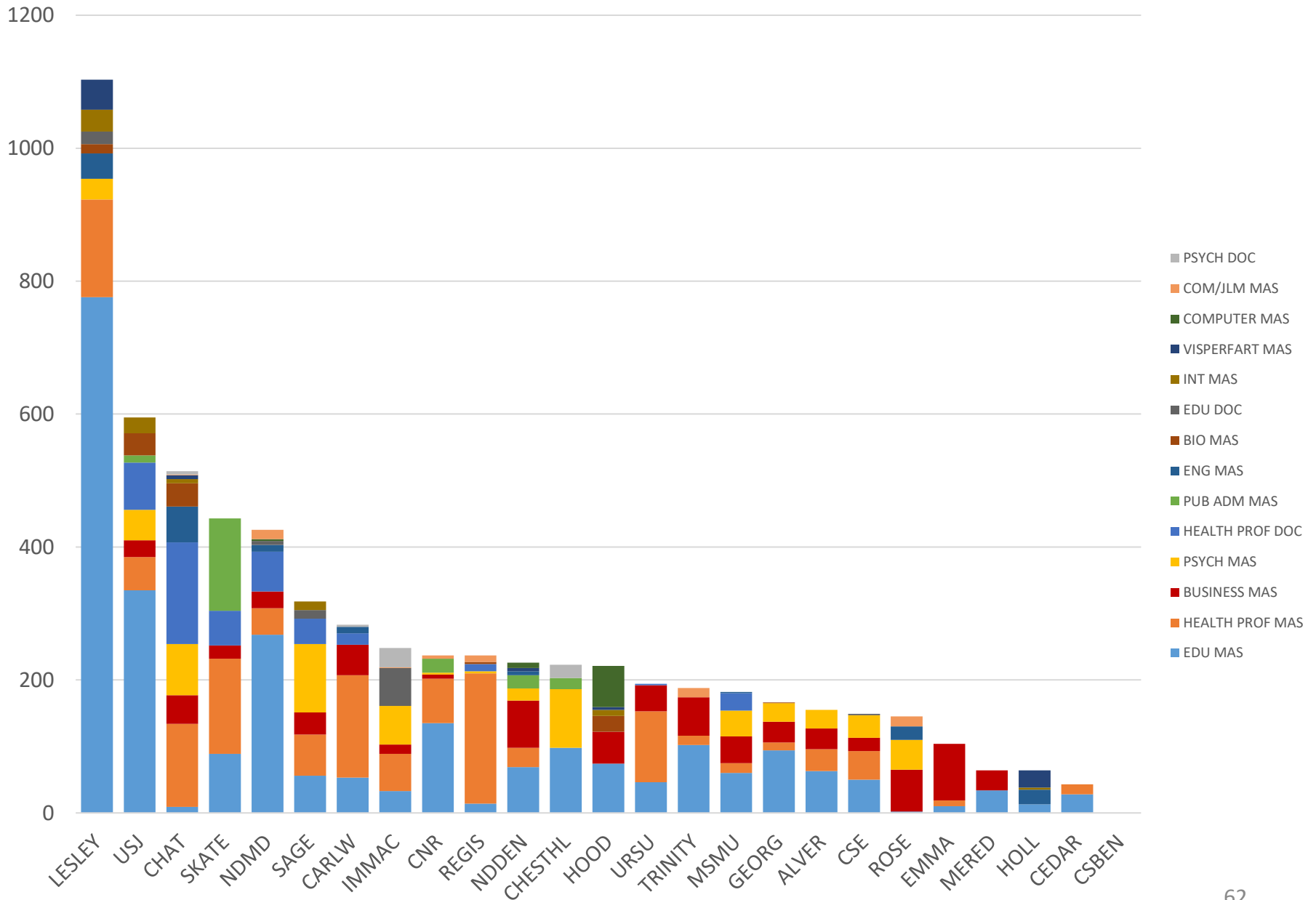
IPEDS FALL 2015 COMPLETIONS SELECT BACHELORS/ASSOCIATES



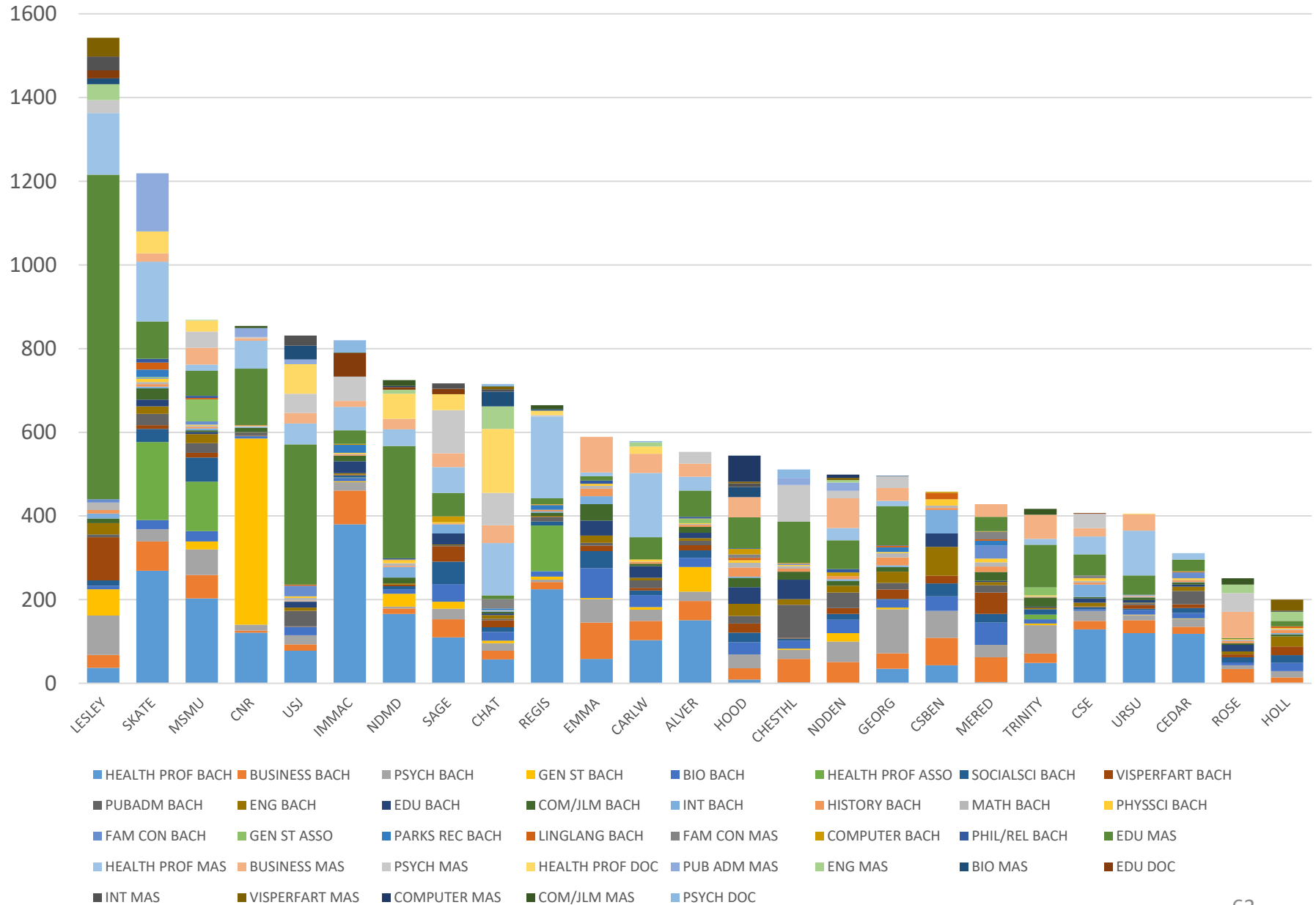
IPEDS FALL 2015 COHORT GRAD DEGREES BY DISCIPLINE



IPEDS FALL 2015 COMPLETIONS SELECT MASTERS/DOC

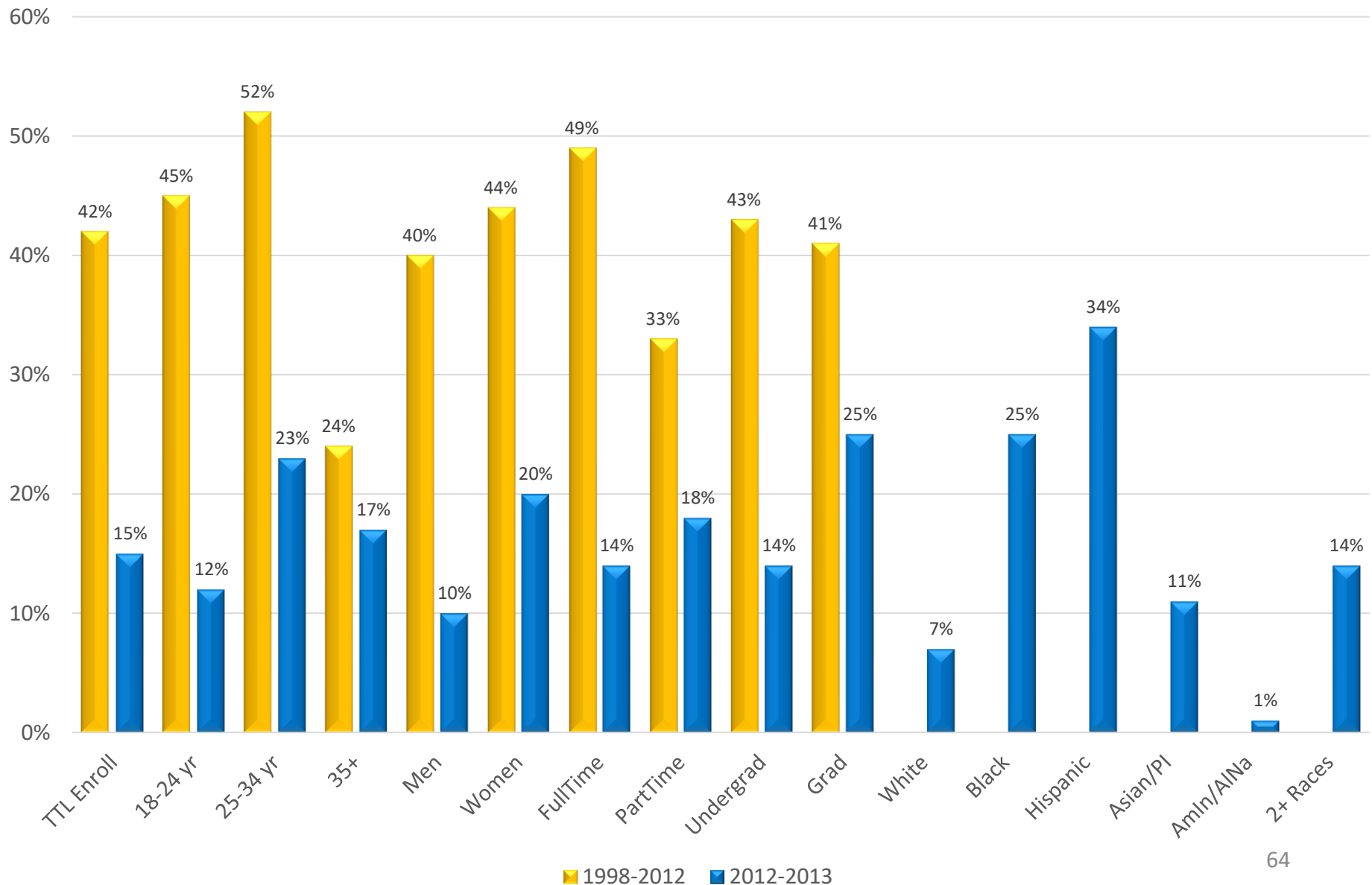


IPEDS FALL 2015 COMPLETIONS ALL SELECT ASSO/BACH/MAS



Changes in College Enrollment Rates of Growth Comparing 1998-2012 to Projected 2012-2023

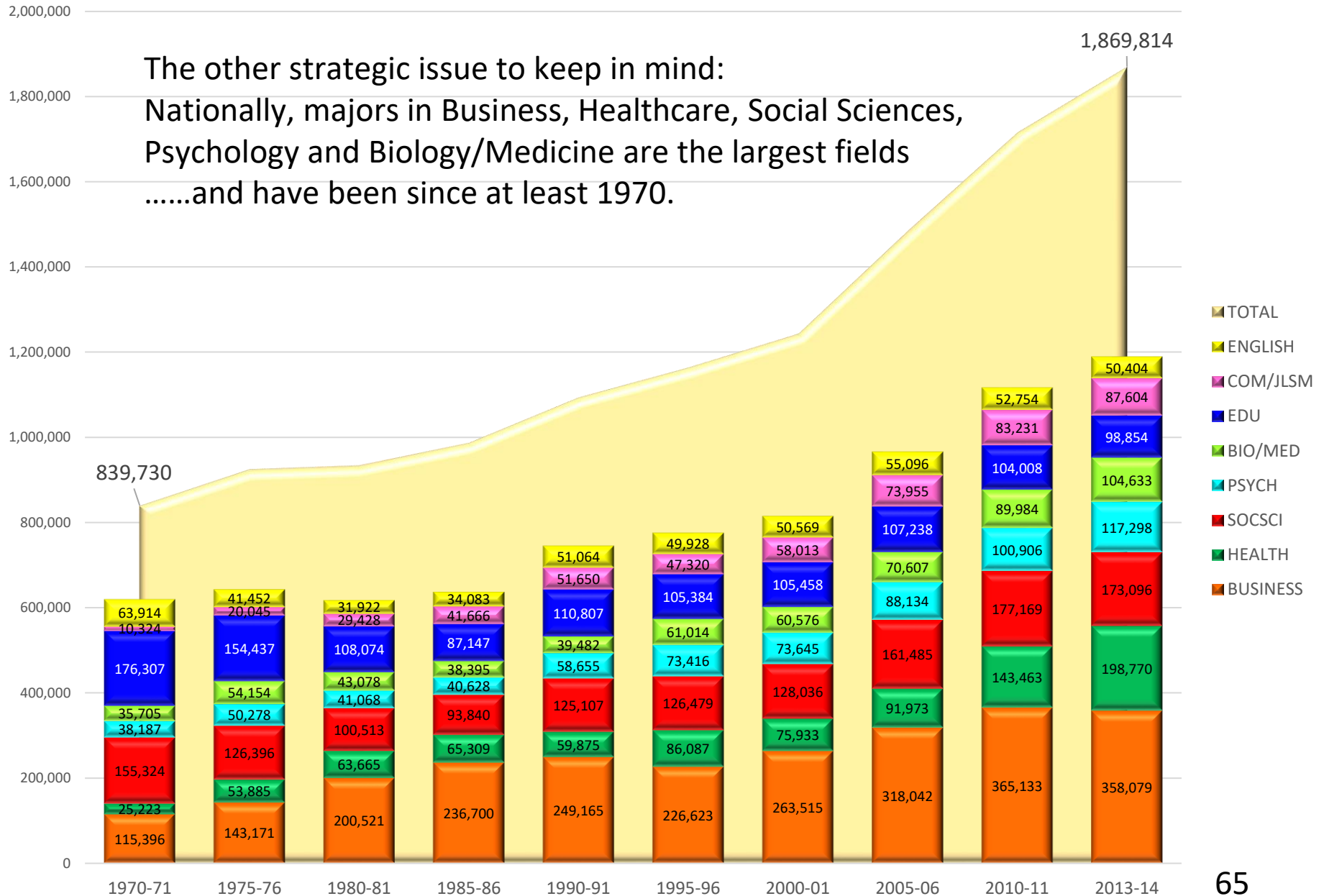
Source: USDE, NCES, [Projections of Education Statistics to 2023](#)



National Bachelors Degrees 1970-71 to 2013-2014

Source: NCES 2016 Digest of Ed Stats

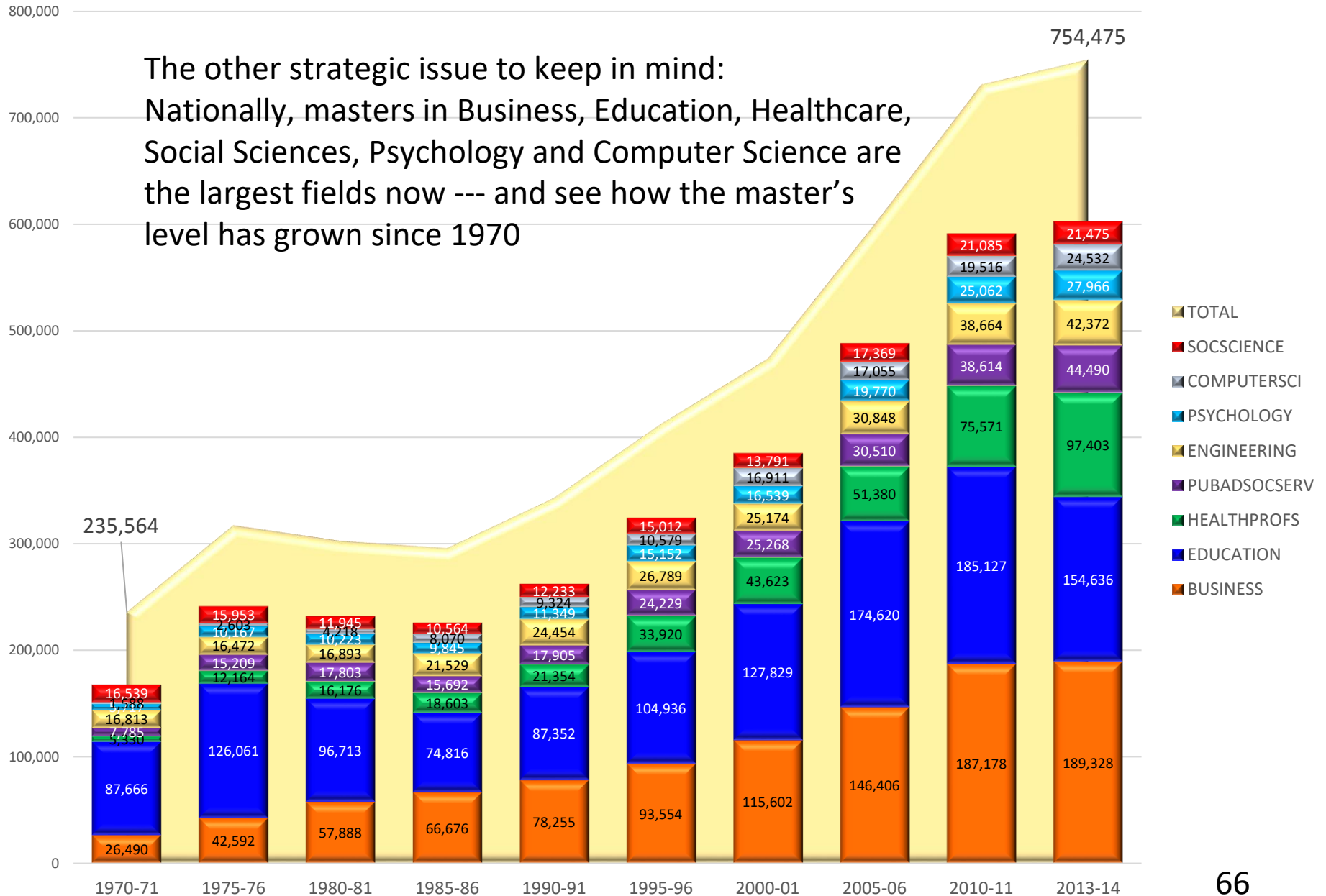
The other strategic issue to keep in mind:
Nationally, majors in Business, Healthcare, Social Sciences,
Psychology and Biology/Medicine are the largest fields
.....and have been since at least 1970.

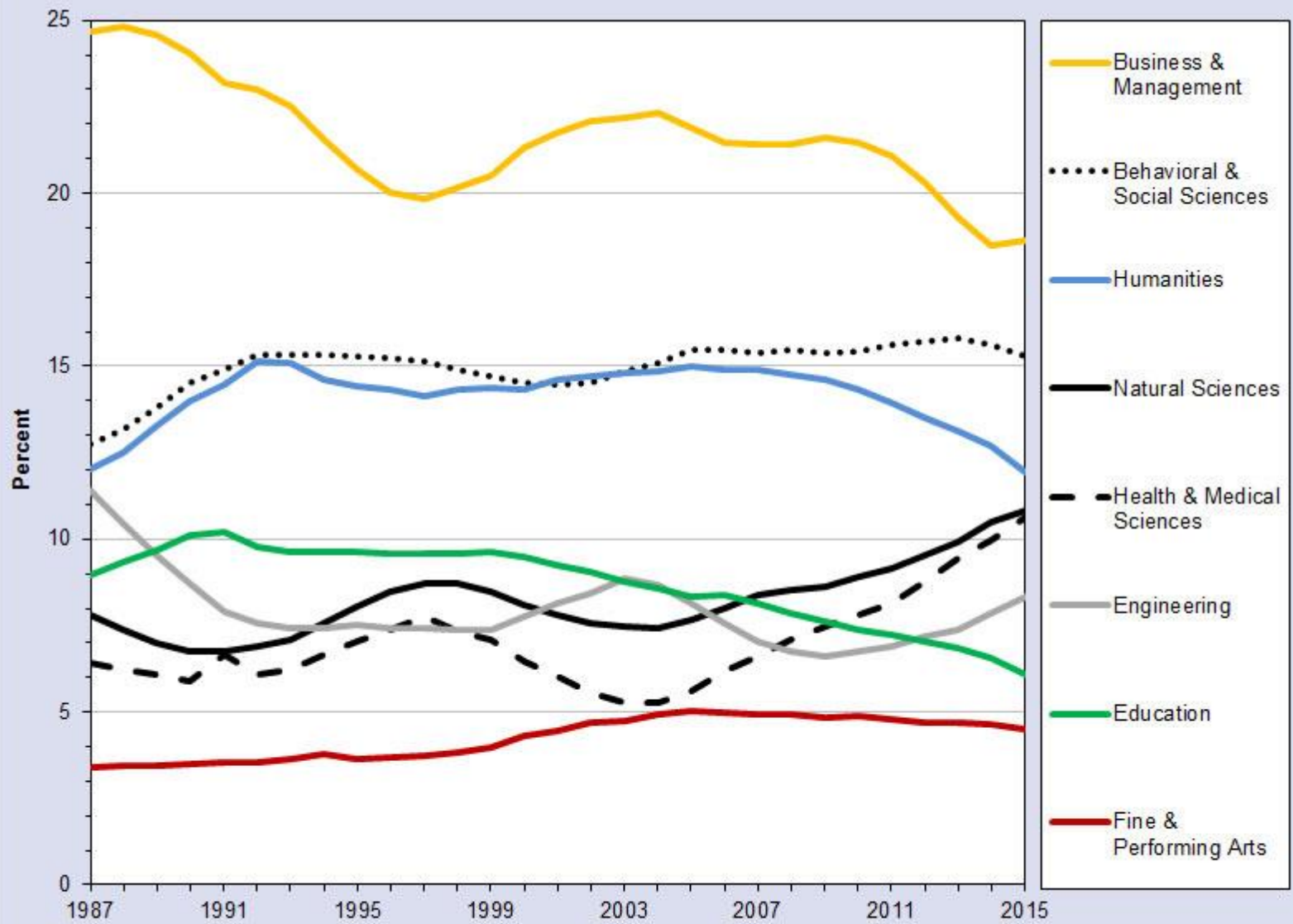


National Masters Degrees 1970-71 to 2013-2014

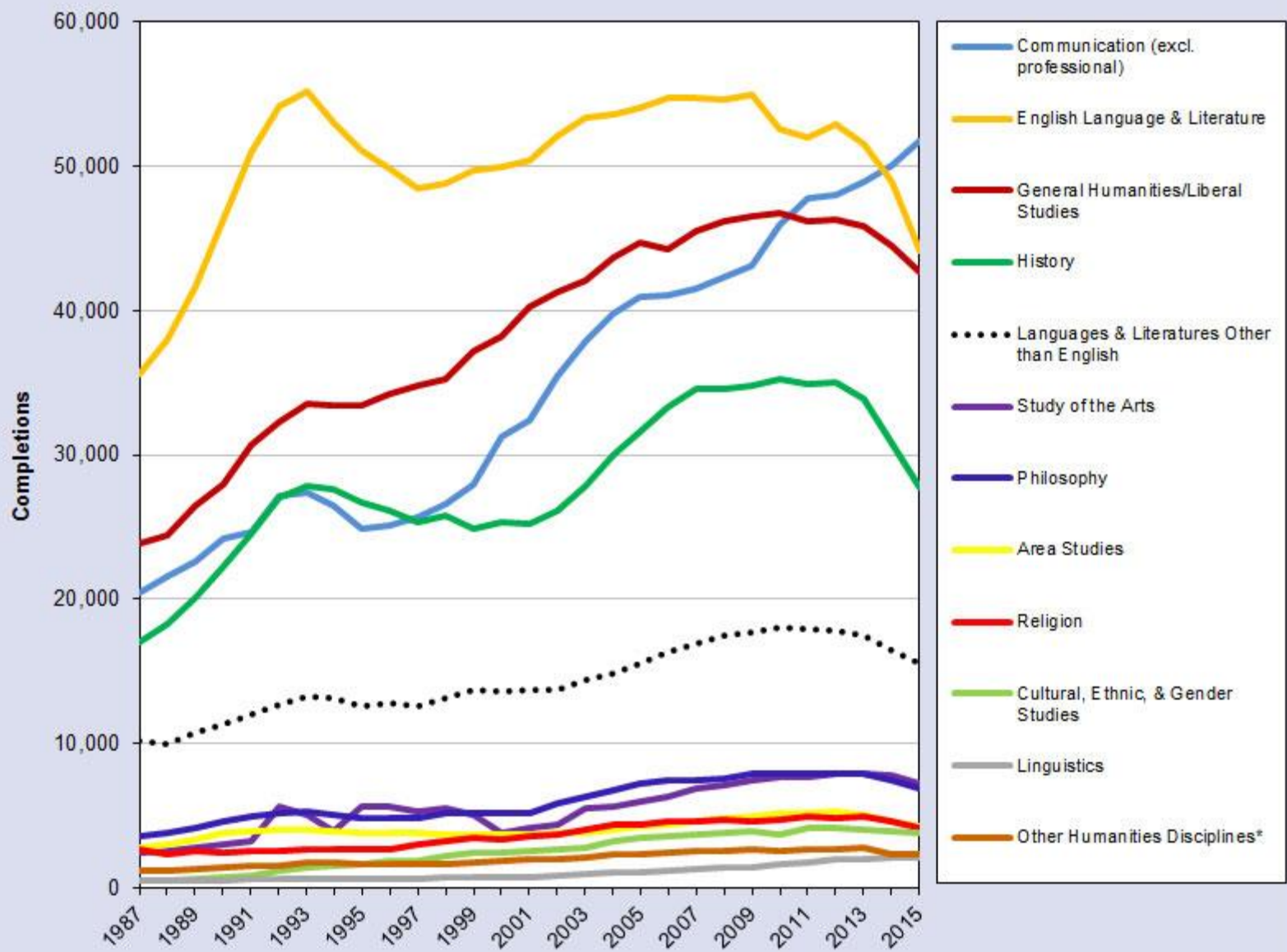
Source: NCES 2016 Digest of Ed Stats

The other strategic issue to keep in mind:
Nationally, masters in Business, Education, Healthcare,
Social Sciences, Psychology and Computer Science are
the largest fields now --- and see how the master's
level has grown since 1970





Humanities Indicators, 2017 · American Academy of Arts & Sciences

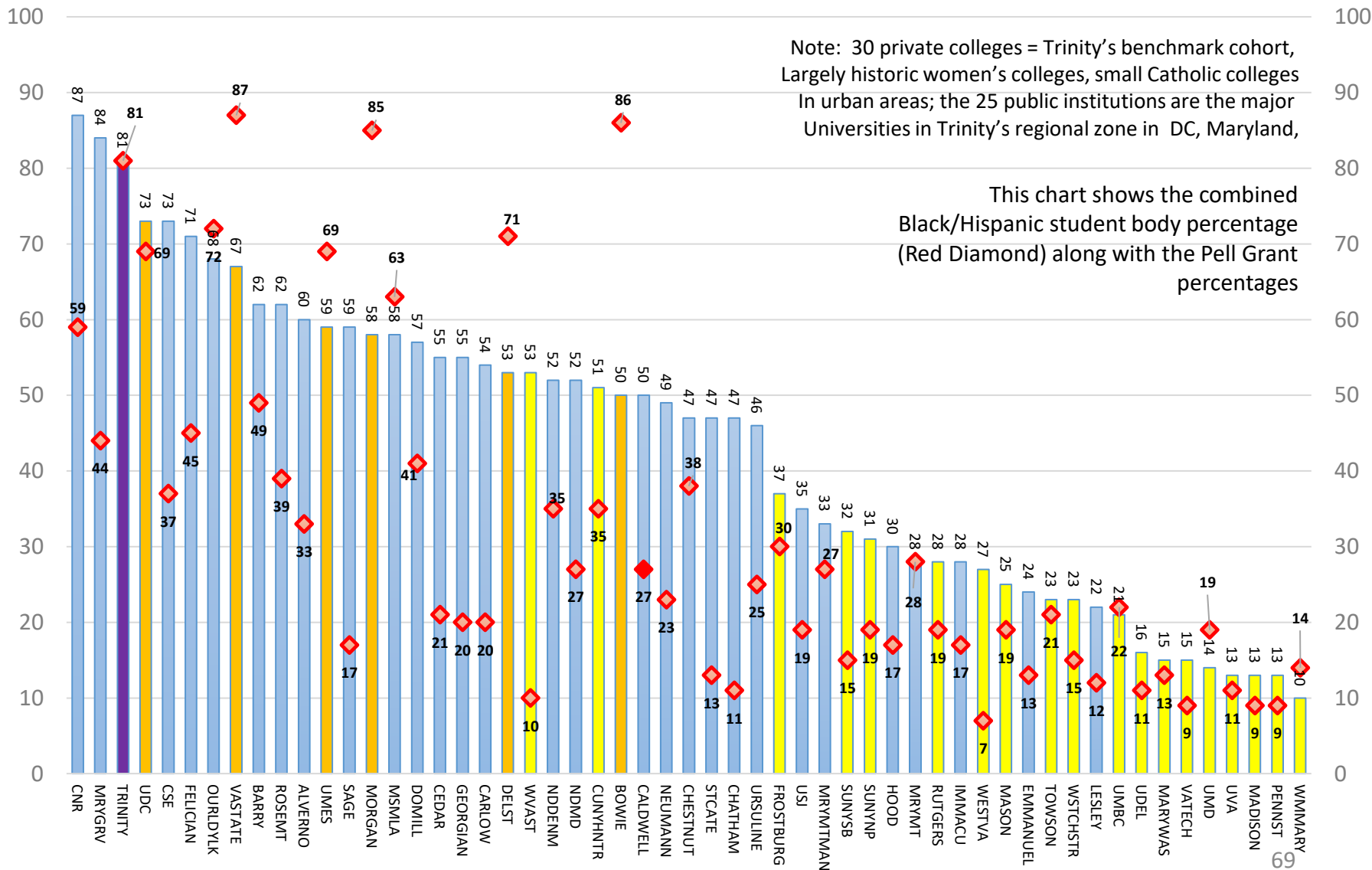


Humanities Indicators, 2017 · American Academy of Arts & Sciences

Diversity + Pell % 1st Yr FT: 2015 IPEDS Data

Comparing 30 Small Private Colleges (Blue)

with 25 Public Universities (Yellow - Orange = Public HBCU)



Current and Historic Women's Colleges

Review of Most Current Enrollment Data Fall 2015 IPEDS Data

For November 10, 2017 Trinity Board Meeting

CONFIDENTIAL: Material in this presentation is for the Trinity Board of Trustees only and not for circulation. Data sets prepared by President Patricia McGuire using publicly available data from the IPEDS system of the U.S. Department of Education.

Enrollment Changes at Historic and Current Women's Colleges 2005 - 2015

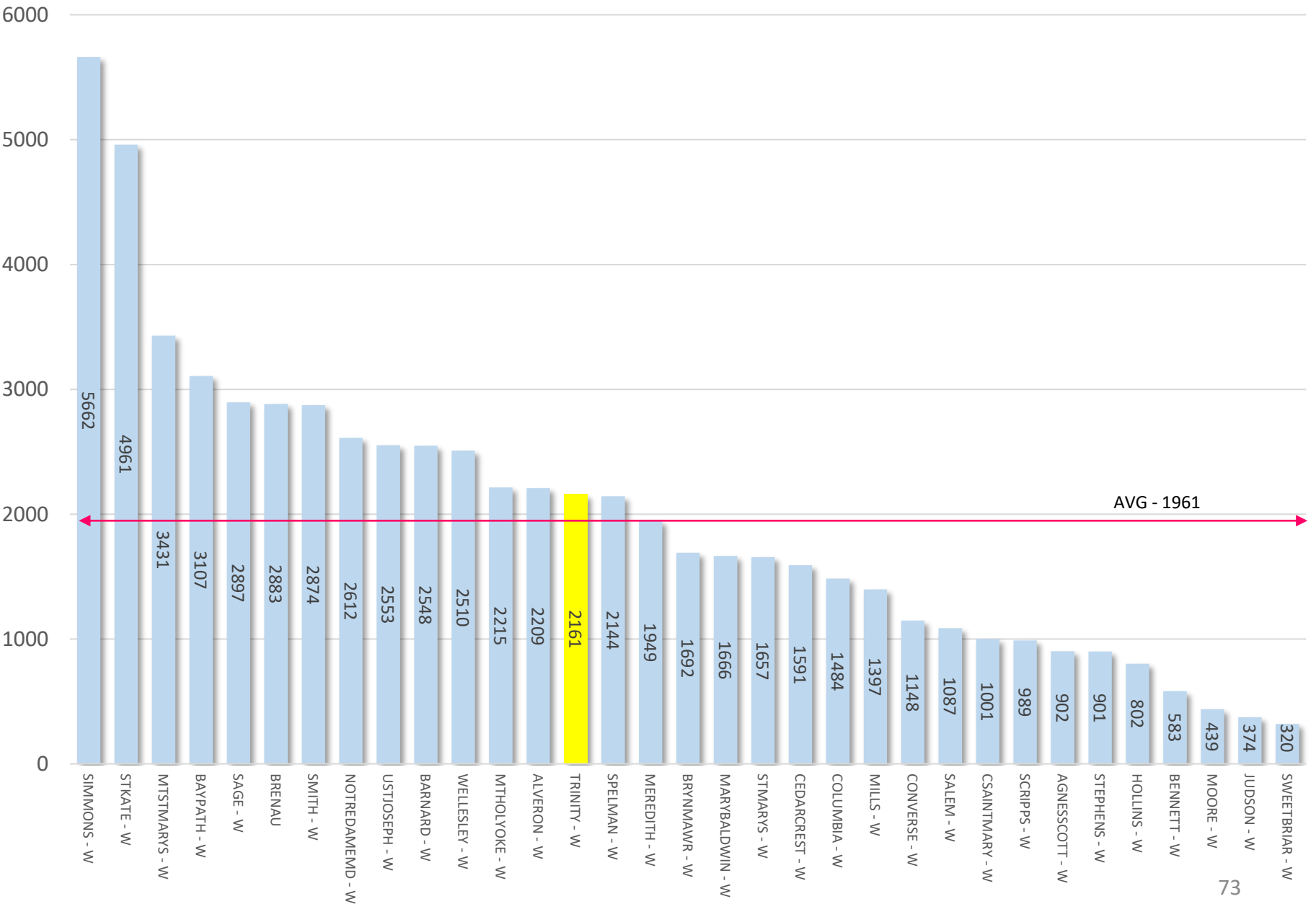
(Averages Stated; Source: IPEDS Data - U.S. Dept. of Education)

ENROLLMENT	2015	2005	# change	% change	
136 Colleges and Universities					
Historic + Current Women's Colleges	2067	2103	-35	-2%	decline
Growth = 70 of 136 (51%)	2192	1747	445	28%	growth
Same = 5 of 136 (4%)	1885	1891	-6	0	same
Decline = 62 of 136 (46%)	1943	2517	-573	-20%	decline
34 Women's Colleges	1961	1831	130	10%	growth
Growth = 18 of 34 (53%)	2323	1850	473	33%	growth
Decline = 16 of 34 (47%)	1553	1810	-256	-15%	decline
102 Historic WC Now Coed	2103	2194	-90	-3%	decline
Growth = 51 of 102 (50%)	2146	1710	435	26%	growth
Decline = 51 of 102 (50%)	2060	2677	-617	-19%	decline
Gender Composition - Historic and Current Women's Colleges					
ENROLLMENT	2015 TTL	Men	Women		
Historic WC Now Coed	2092	623/30%	1469/70%		
Women's Colleges	1961	134/6%	1827/94%		

Observations About the Data on Current and Historic Women's Colleges

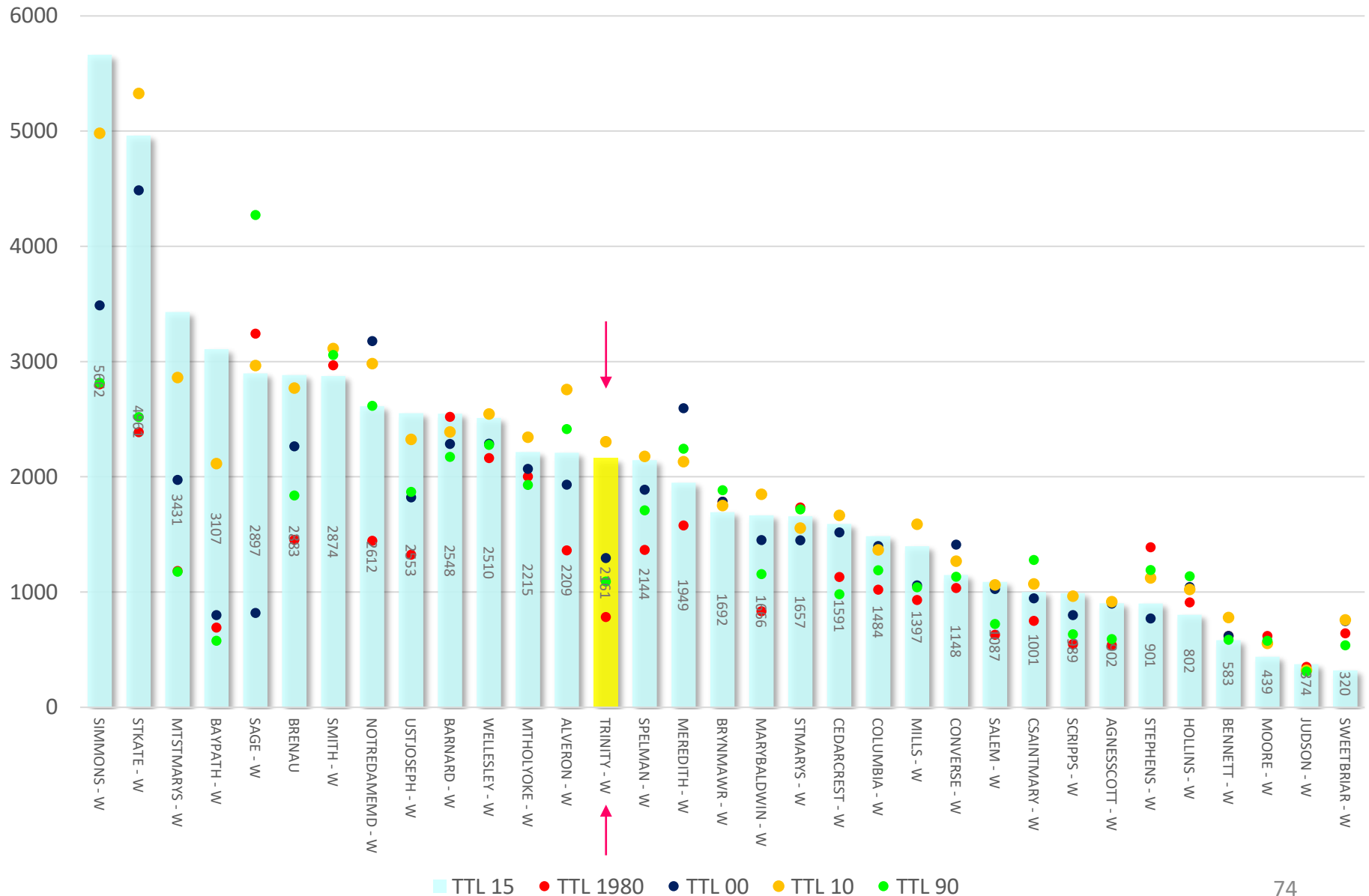
- Current women's colleges and historic women's colleges now coed are approximately the same size on average, with outliers on both ends, but the majority in the middle look very similar;
- In both groups, half have grown since 2005 and half have stagnated or declined;
- 54% of the continuing women's colleges enroll only women, and these tend to be institutions that are only full-time undergraduate liberal arts colleges;
- While Trinity has experienced enrollment decline in the last five years for reasons we have analyzed, Trinity is still among those with good overall growth over the last decade;
 - None of the reasons for Trinity's enrollment decline are attributable to the women's college mission itself;
 - in fact, Trinity's women's college is relatively strong and that enrollment is stable;
- All of the institutions on the list, single-gender and coed, face larger enrollment challenges as private institutions facing consumer resistance over price, size, program offerings, delivery systems;
 - Diversified institutions have better enrollment profiles than those that have only one or few academic products and revenue streams;
- Women remain 70% of the student populations in the coeducational institutions;
- "Going Coed" does not solve enrollment challenges;
 - The cost of full coeducation is considerable, the long-term return on investment modest;
 - Some historic women's colleges report that the enrollment of women students increased significantly after coeducation, but the enrollment of men lags not only in these institutions but throughout higher ed

WOMEN'S COLLEGES ENROLLMENTS FALL 2015 (IPEDS TOTAL ENROLLED)



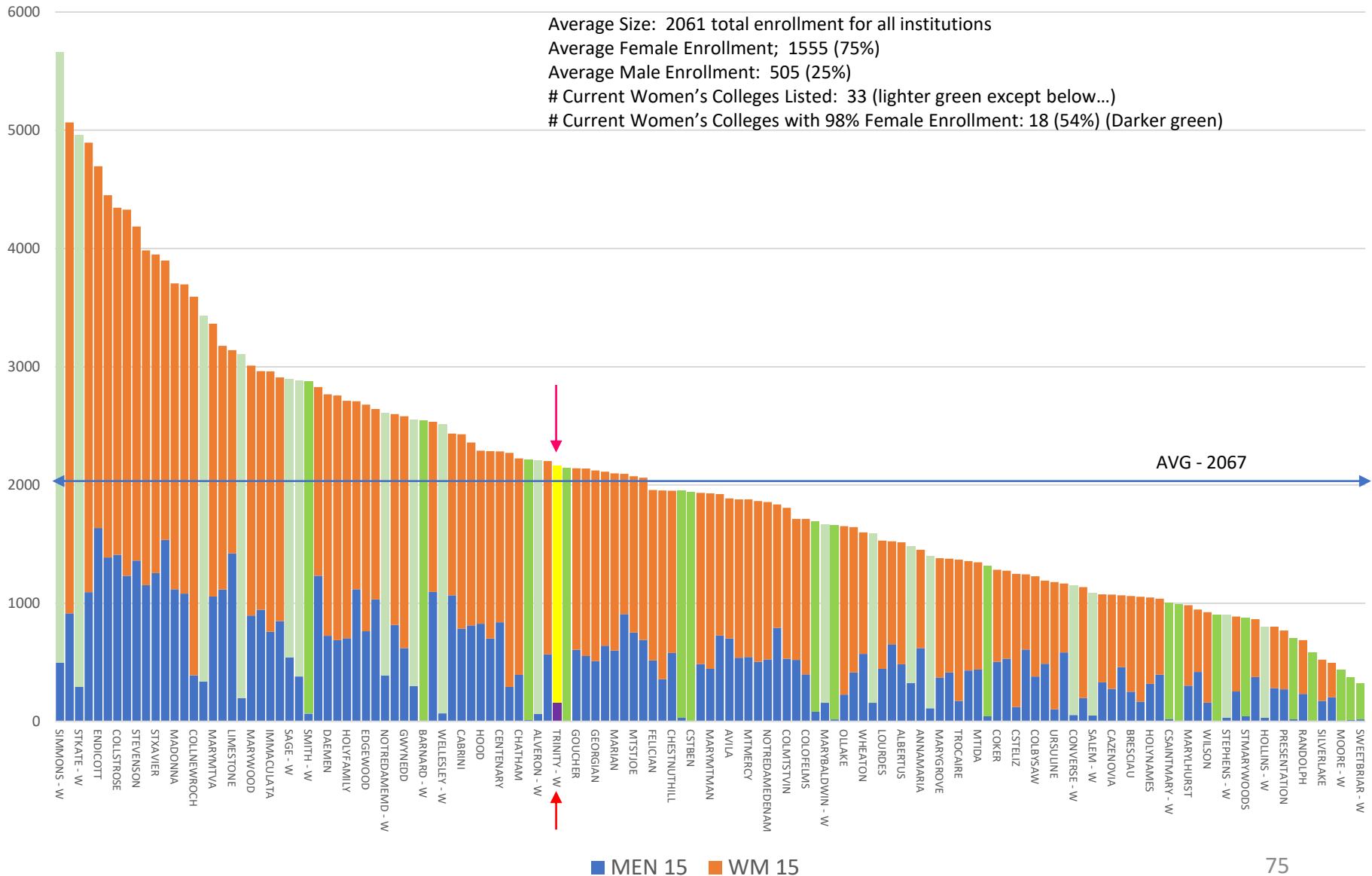
WOMEN'S COLLEGES ENROLLMENTS FALL 2015

WITH MARKERS FOR 2010, 2000, 1990, 1980 (IPEDS TOTAL ENROLLED)



FALL 2015 WOMEN'S COLLEGES AND HISTORIC WOMEN'S COLLEGES SHOWING ENROLLMENT OF WOMEN AND MEN (IPEDS 2015)

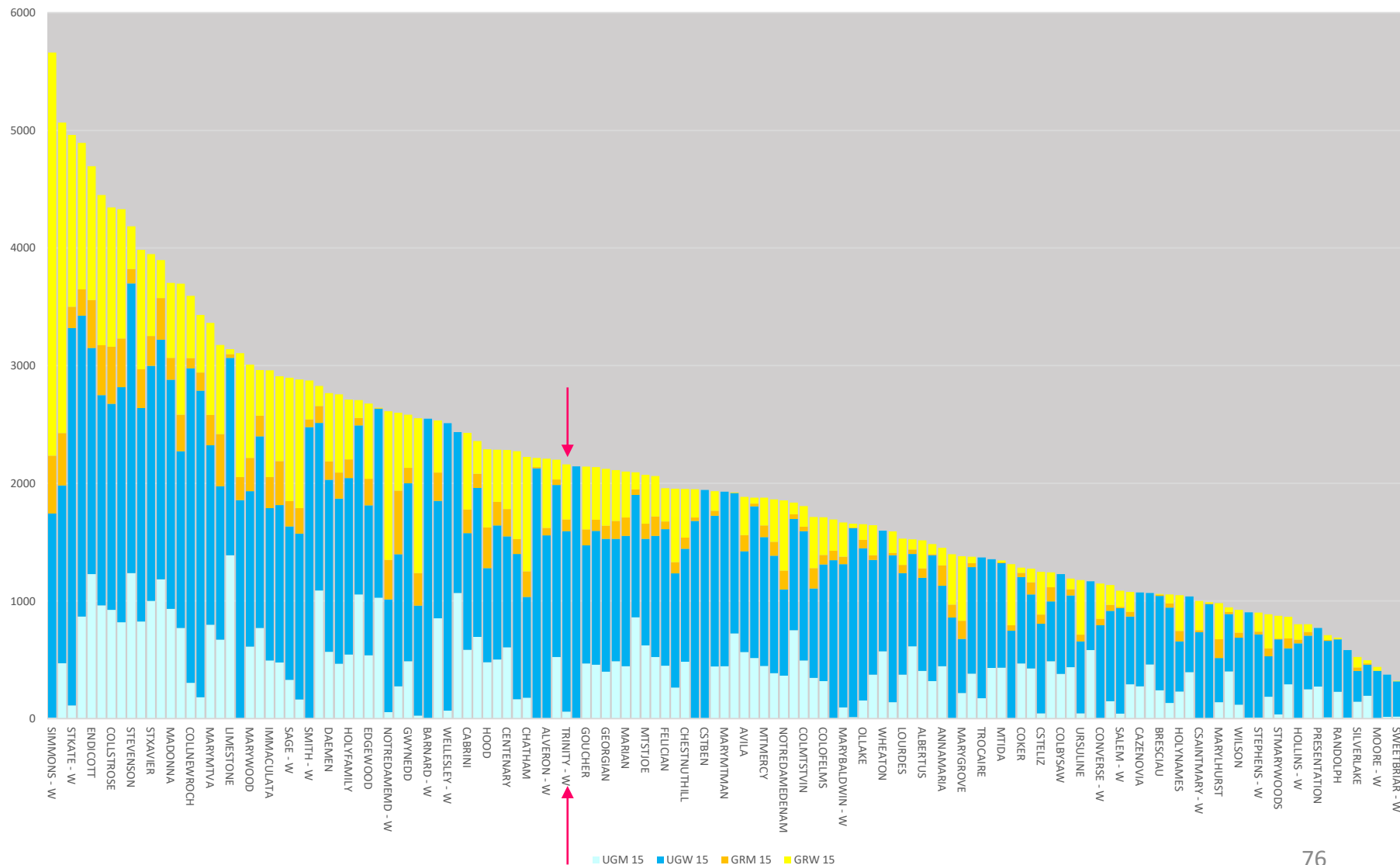
(Note: Chart excludes Webster and Mercy as size outliers)



2015 WOMEN'S COLLEGES AND HISTORIC WOMEN'S COLLEGES

UG AND GR ENROLLMENTS BY GENDER (IPEDS 2015)

(Blues = UG, Yellows = GR)



Percentage Change in Enrollment 2005 to 2015

Historic and Current Women's Colleges (IPEDS)

(Excludes Sage as outlier)

After two decades of steady enrollment growth across most of the sector from 1985 to 2005, from 2005 to 2015 about half of the sector lost enrollment:

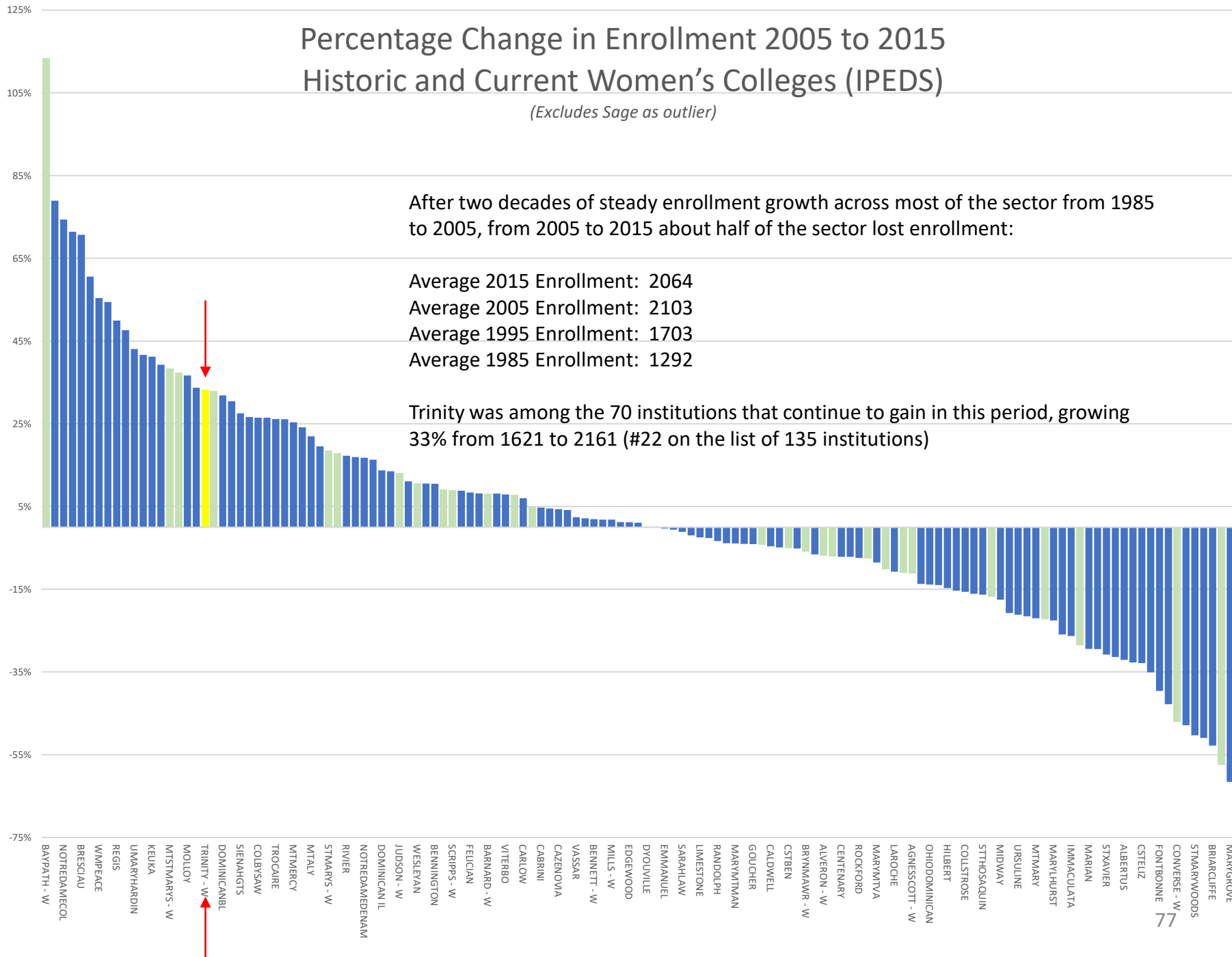
Average 2015 Enrollment: 2064

Average 2005 Enrollment: 2103

Average 1995 Enrollment: 1703

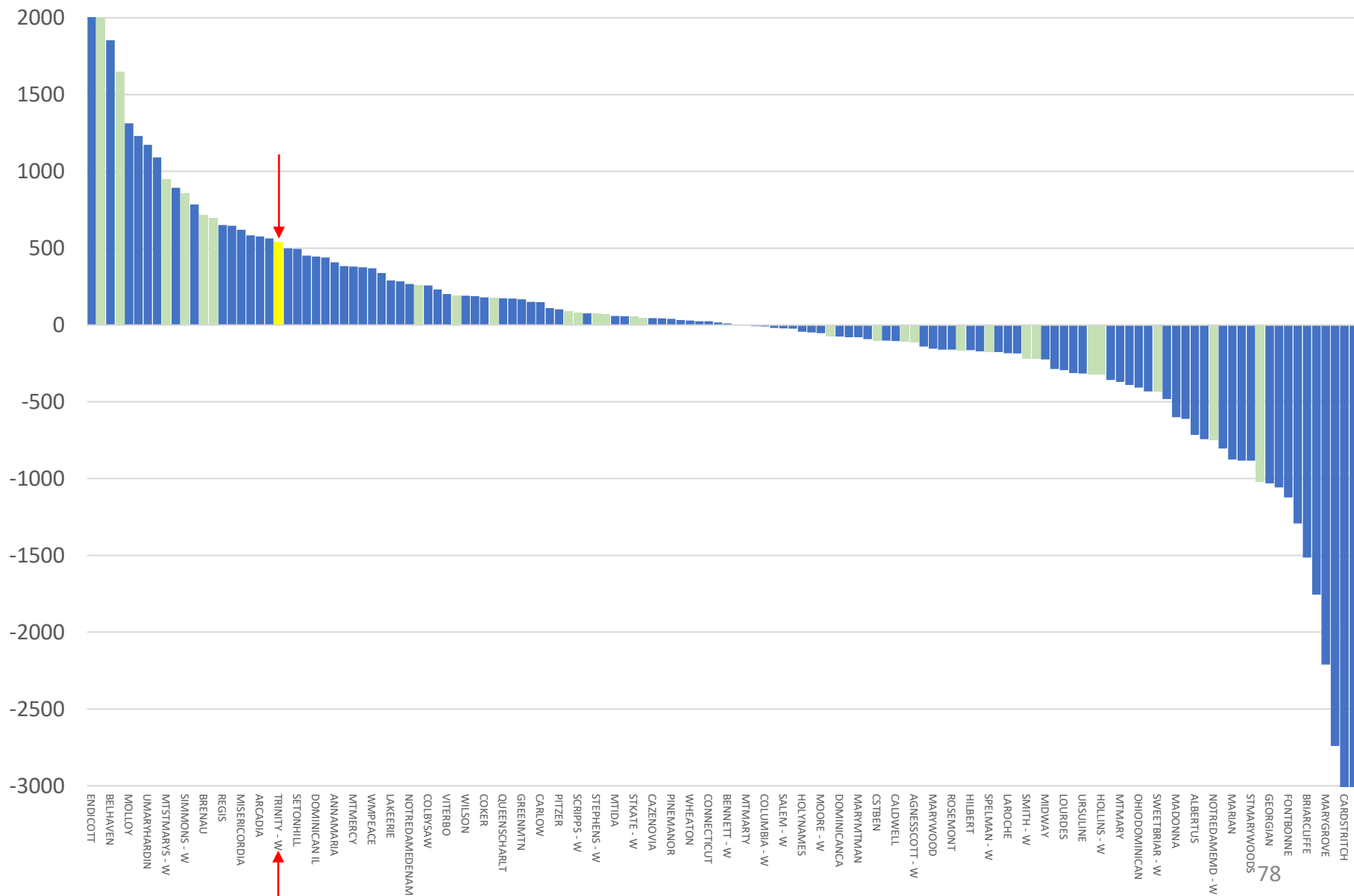
Average 1985 Enrollment: 1292

Trinity was among the 70 institutions that continue to gain in this period, growing 33% from 1621 to 2161 (#22 on the list of 135 institutions)



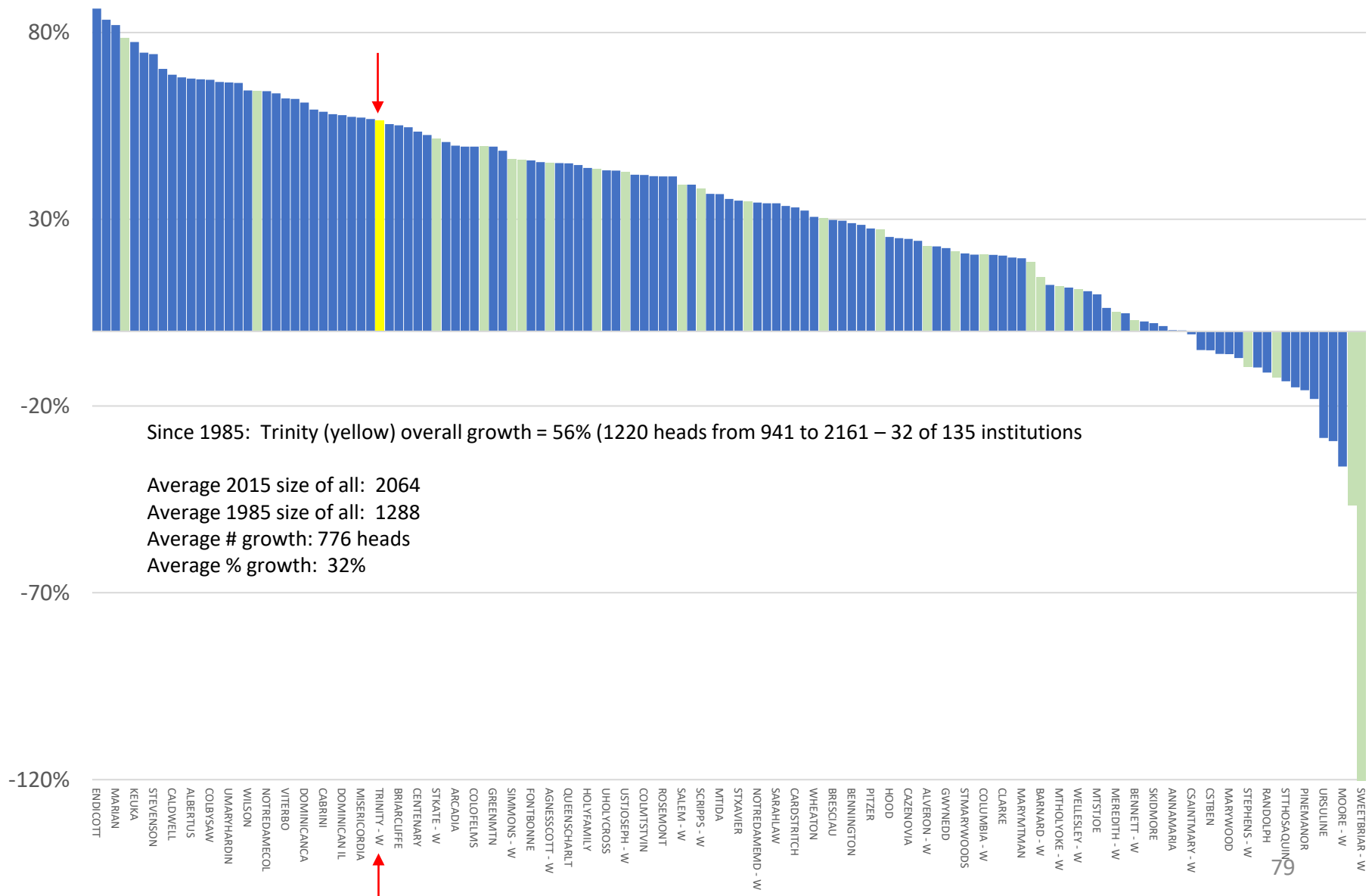
Actual Numerical Changes in Enrollment 2005 to 2015

Current and Historic Women's Colleges (IPEDS)

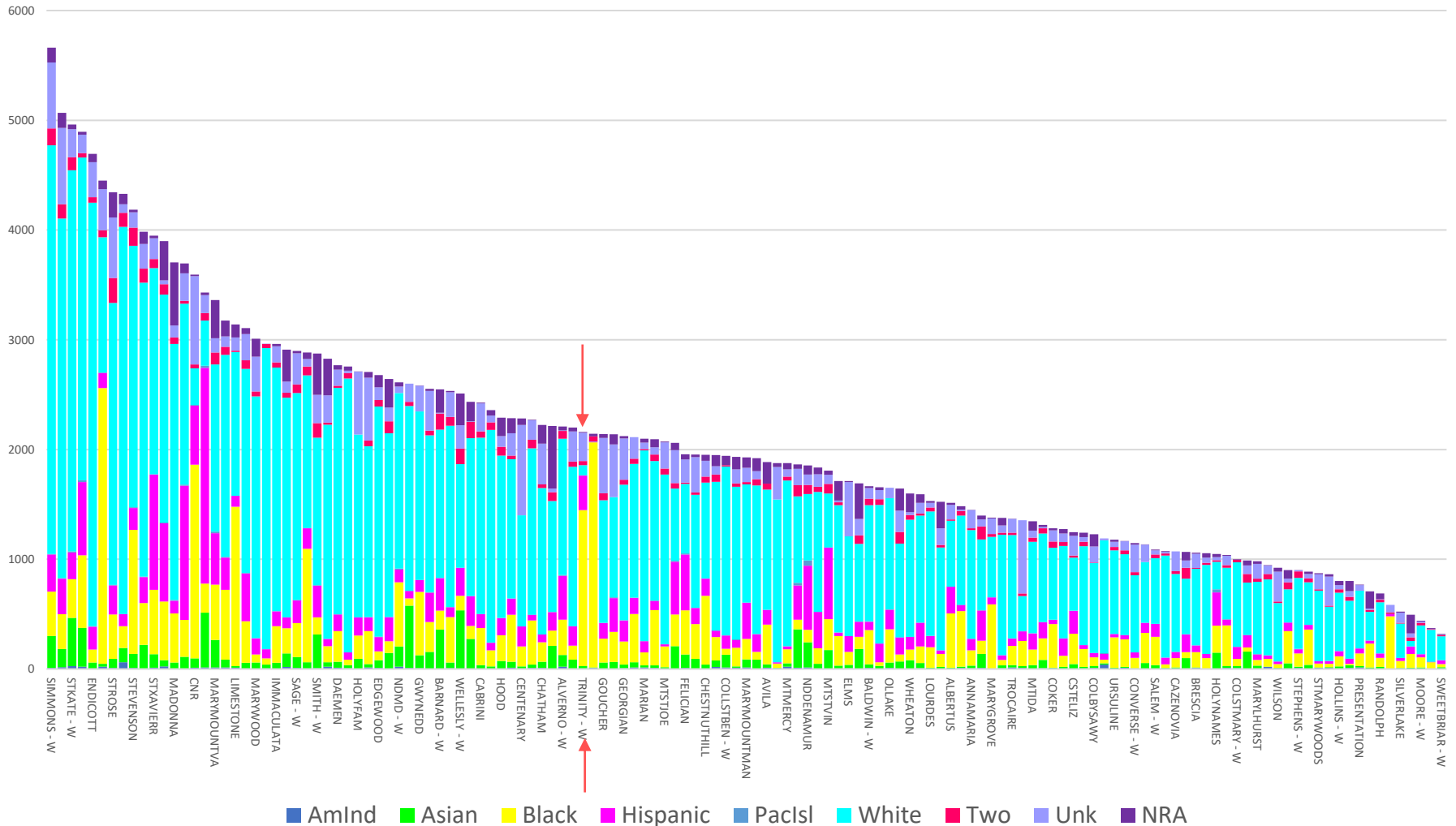


Percentage Growth 1985 to 2015

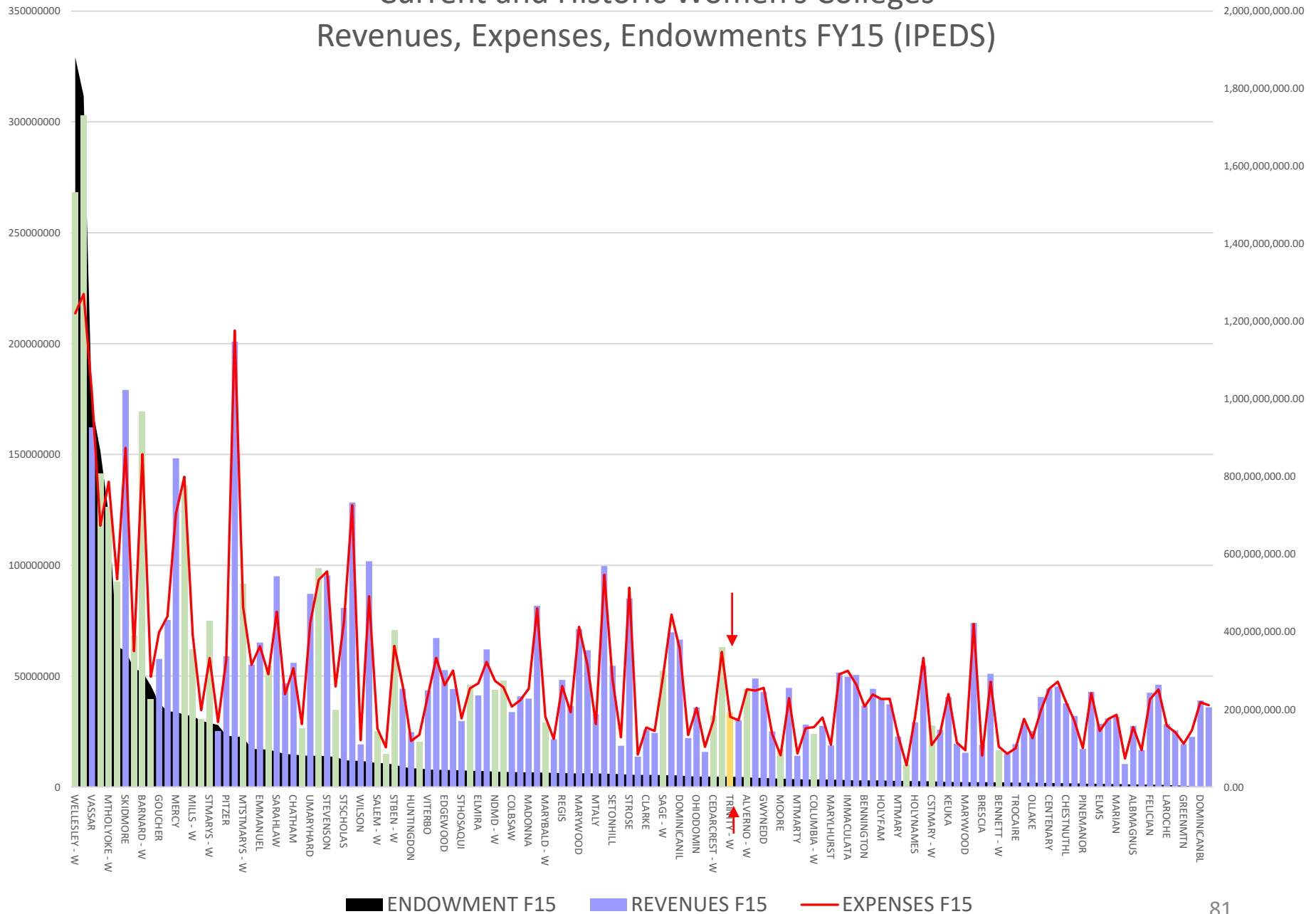
Current and Historic Women's Colleges (IPEDS)



Current and Historic Women's Colleges – 2015 Race/Ethnicity (IPEDS) Arrayed by Total Enrollment Fall 2015



Current and Historic Women's Colleges Revenues, Expenses, Endowments FY15 (IPEDS)

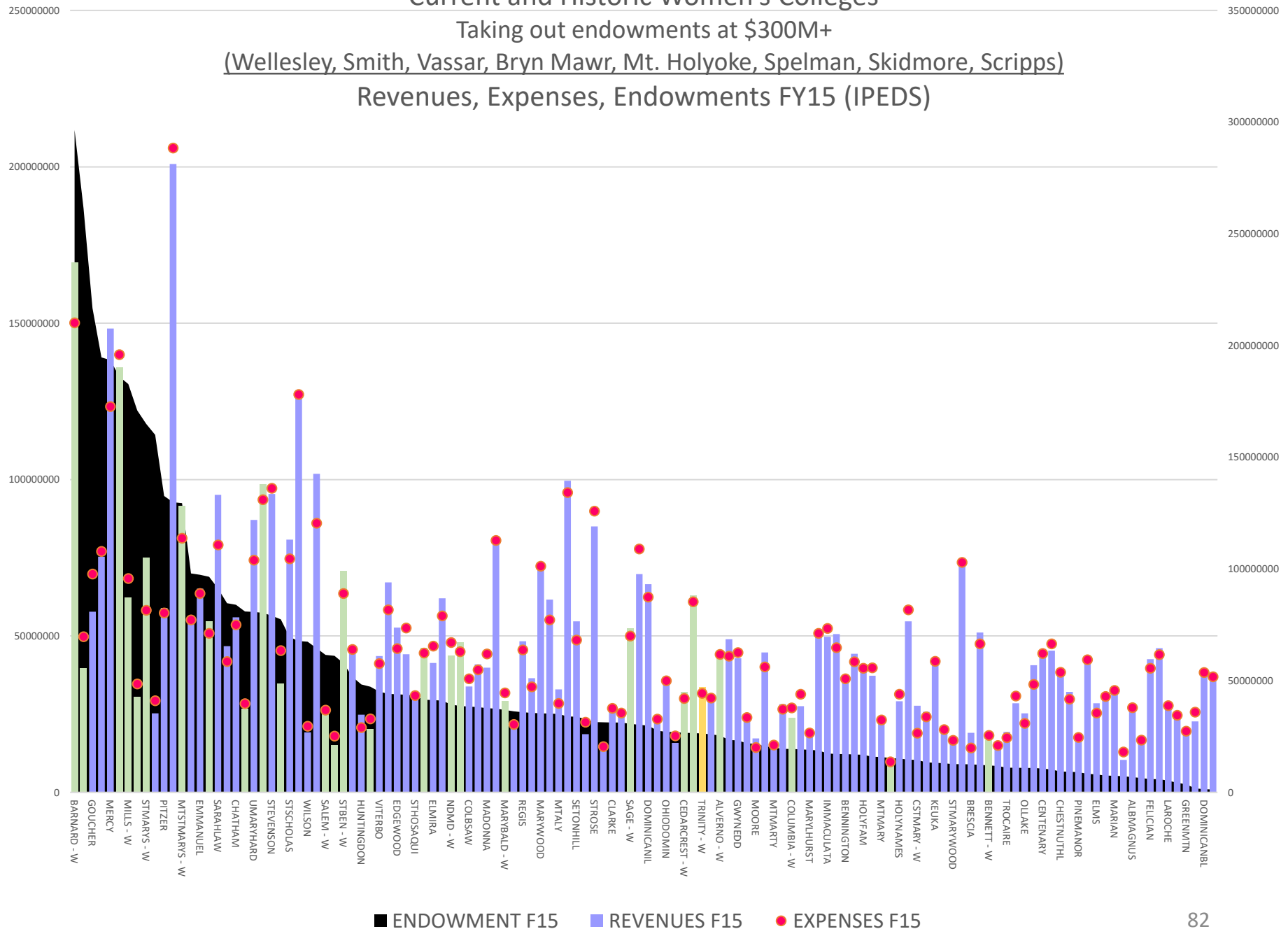


Current and Historic Women's Colleges

Taking out endowments at \$300M+

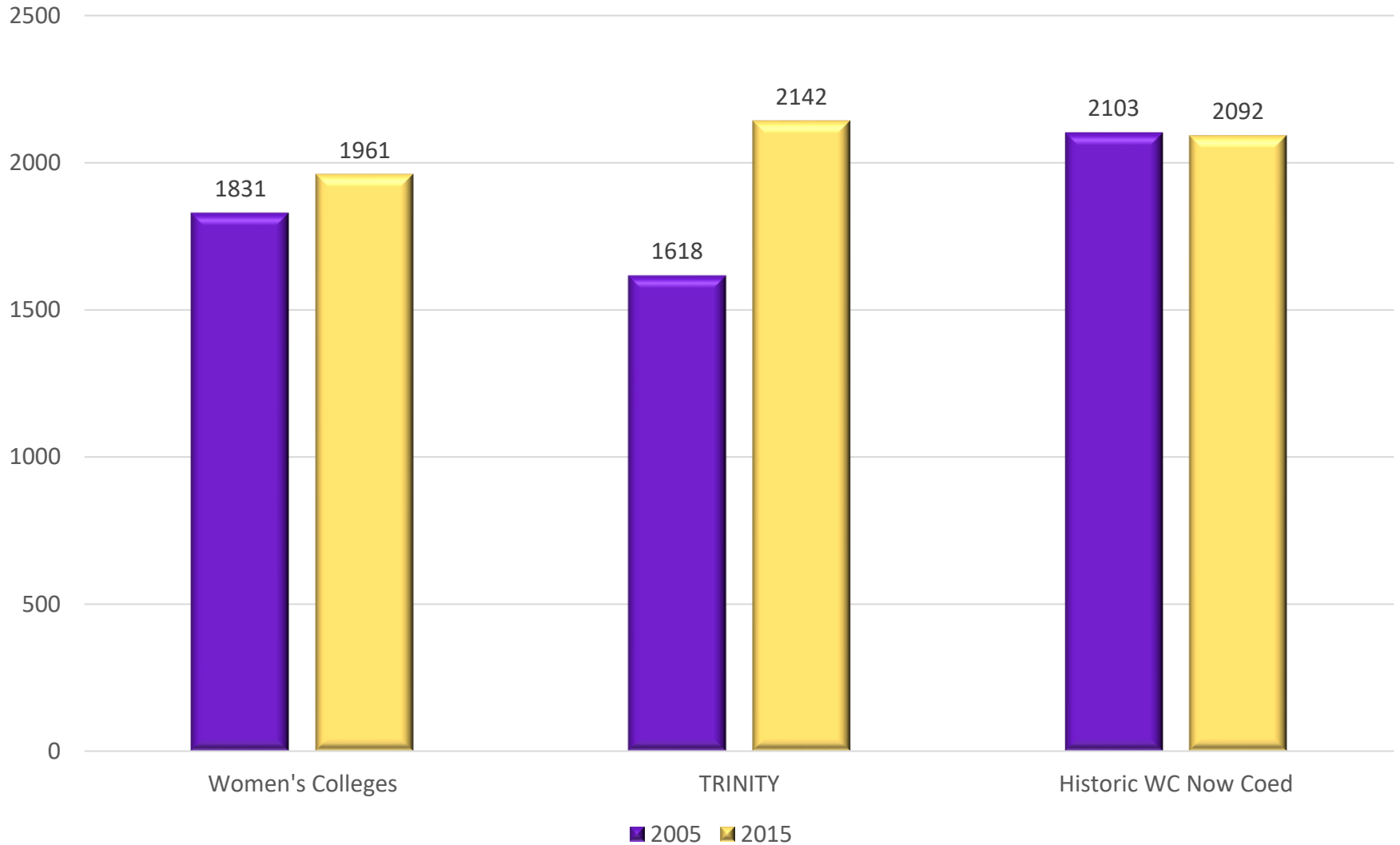
(Wellesley, Smith, Vassar, Bryn Mawr, Mt. Holyoke, Spelman, Skidmore, Scripps)

Revenues, Expenses, Endowments FY15 (IPEDS)



Enrollment Changes 2005 to 2015

*Comparing Women's Colleges, Trinity
and Historic Women's Colleges Now Coed*
(Source: IPEDS Data)



The background of the slide features a large, faint, yellow circular seal of Trinity University. The seal contains the text "LACII TRINITATIS" at the top and "SCIENTIA FIDES CARITAS" at the bottom. In the center is a shield with three stars and a cross.

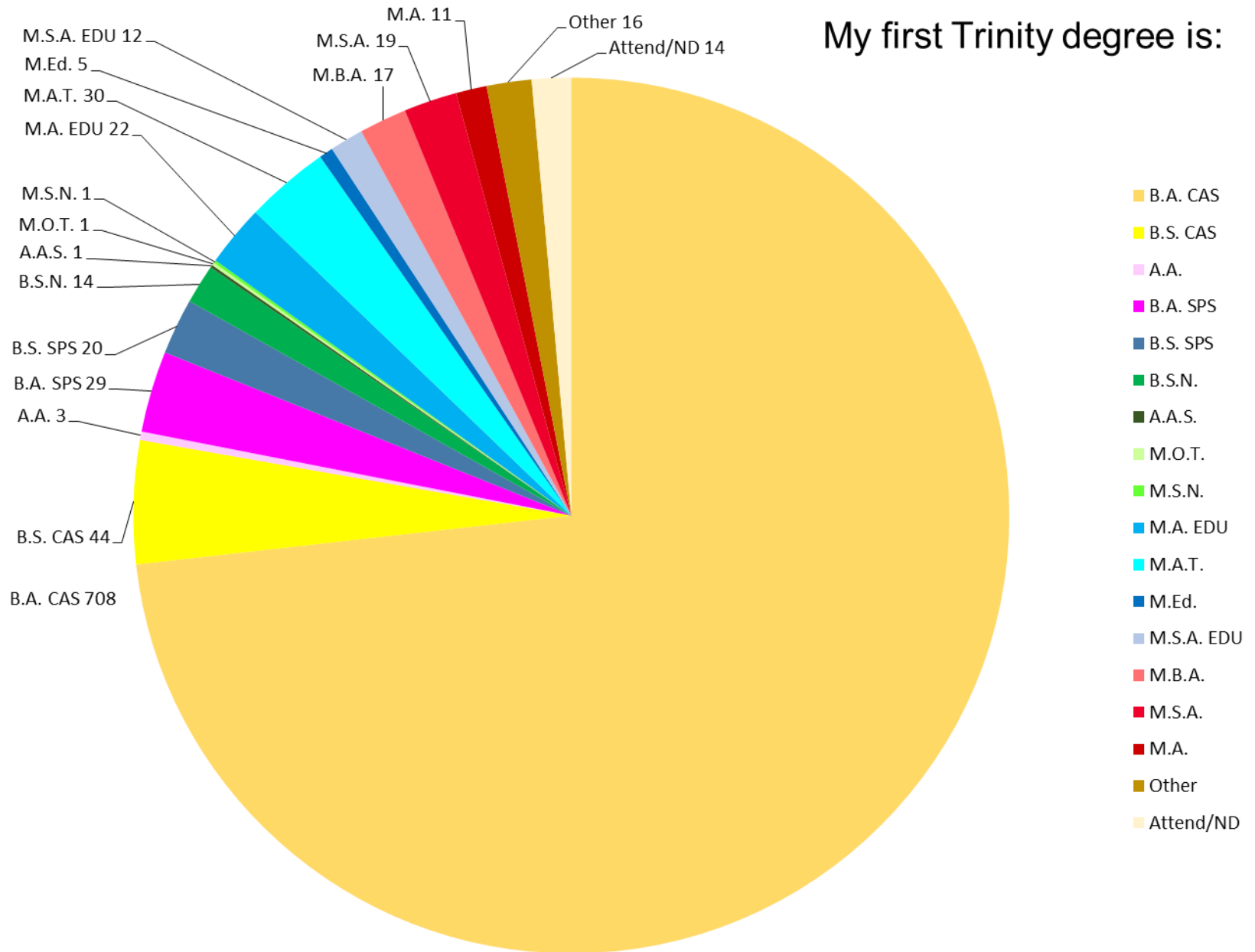
2019 Trinity Alumnae and Alumni Survey

Conducted September 2019

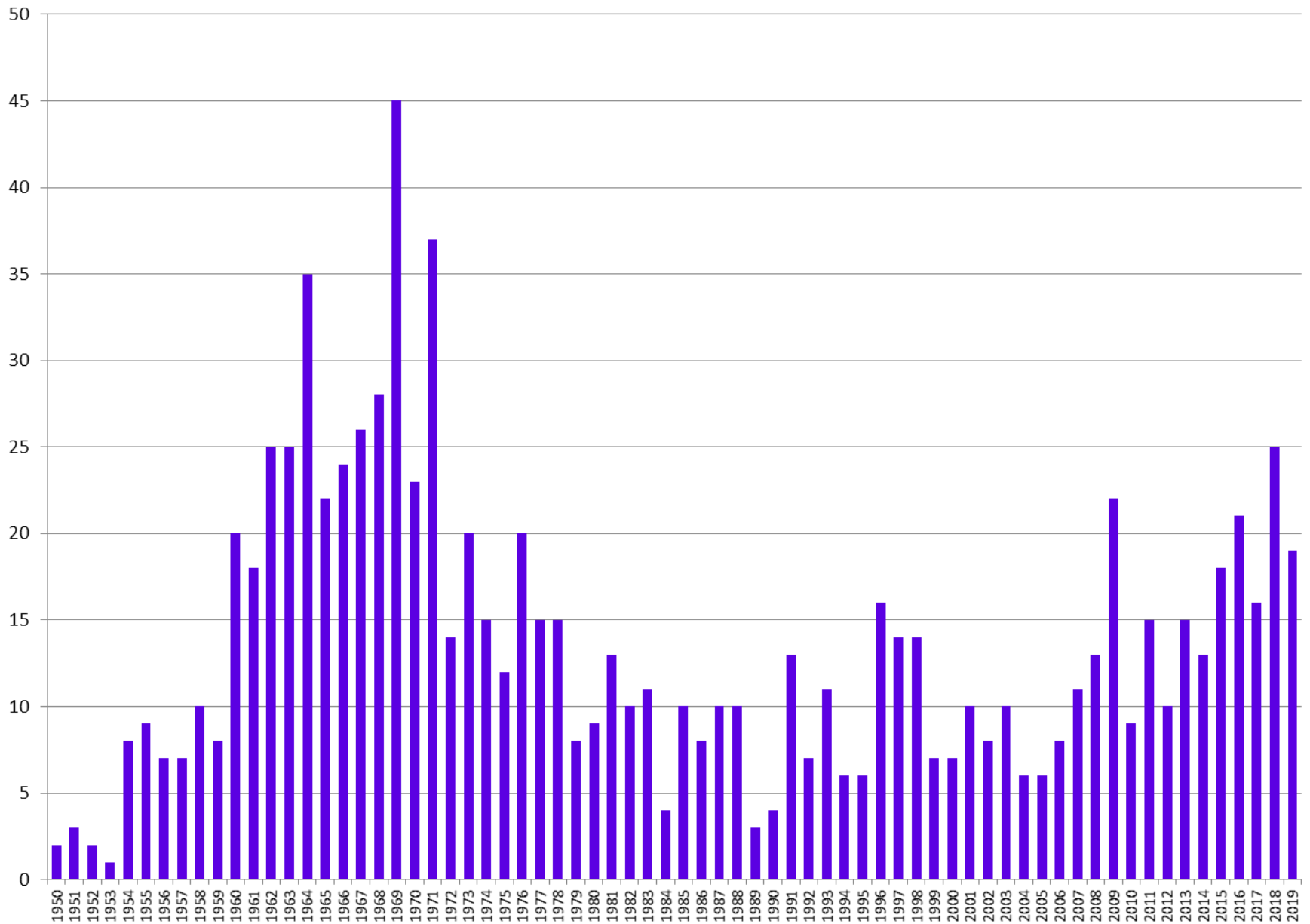
11,000 email invitations

982 responses

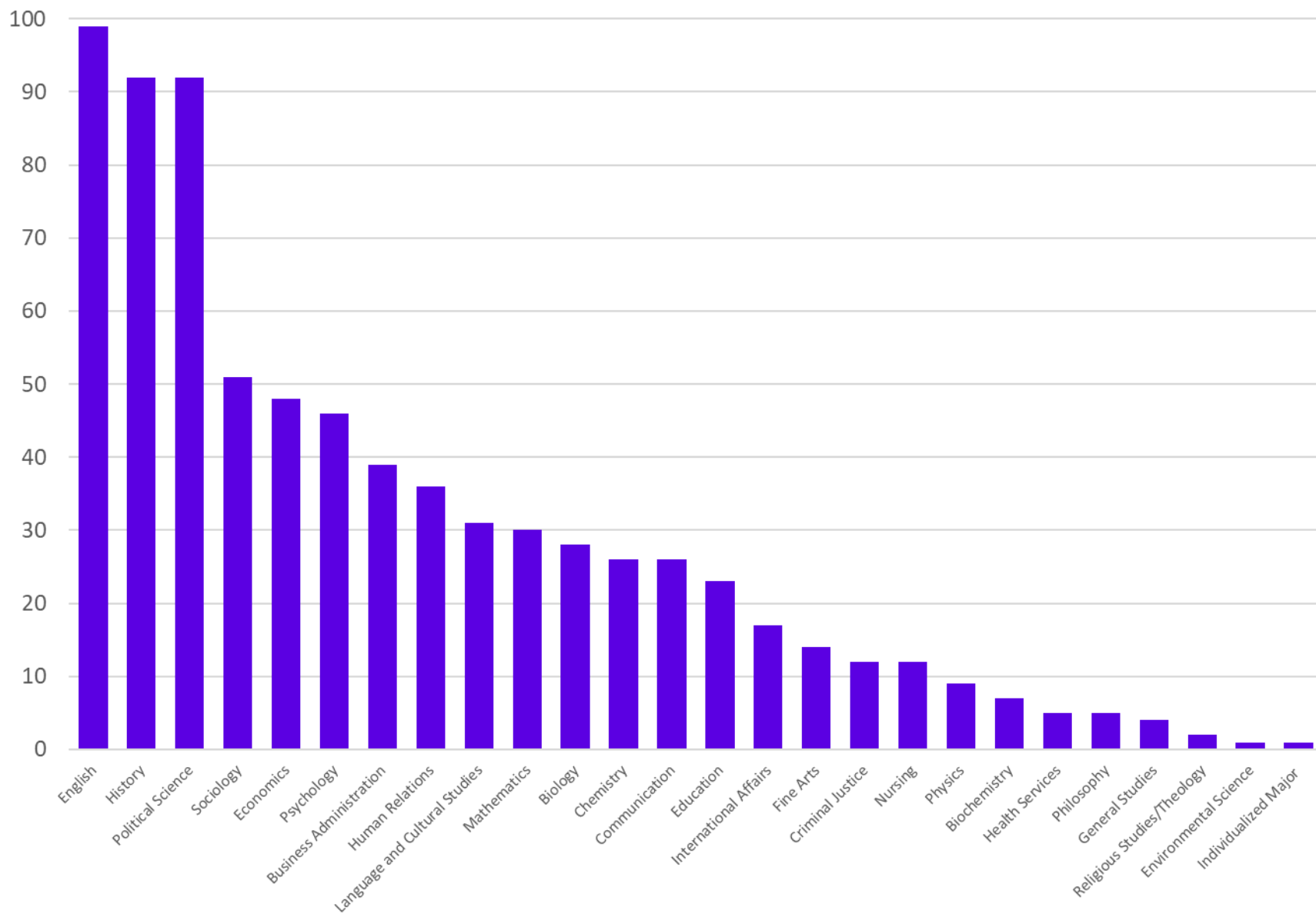
My first Trinity degree is:



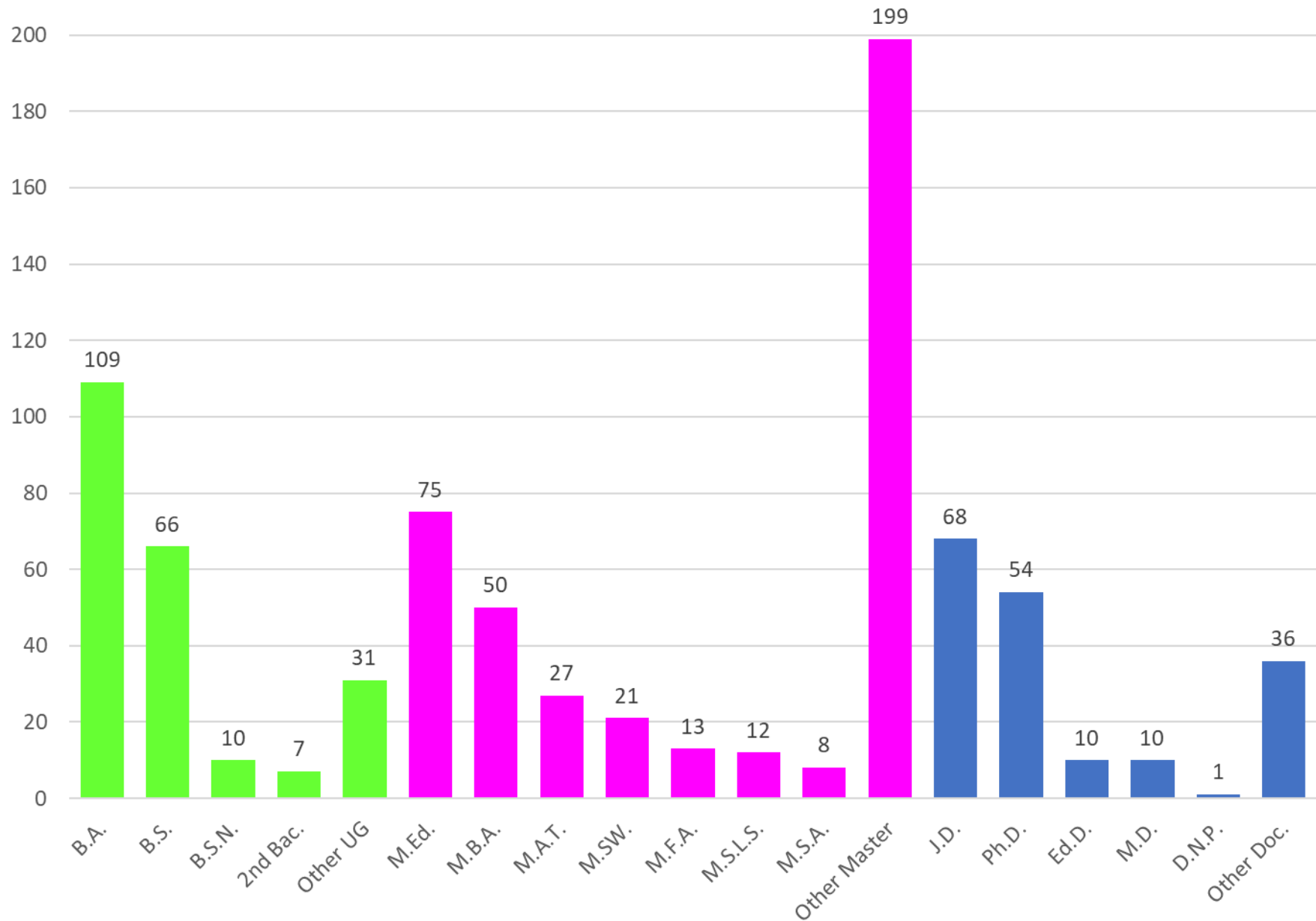
Date of First Graduation: I earned my first Trinity degree in this year:



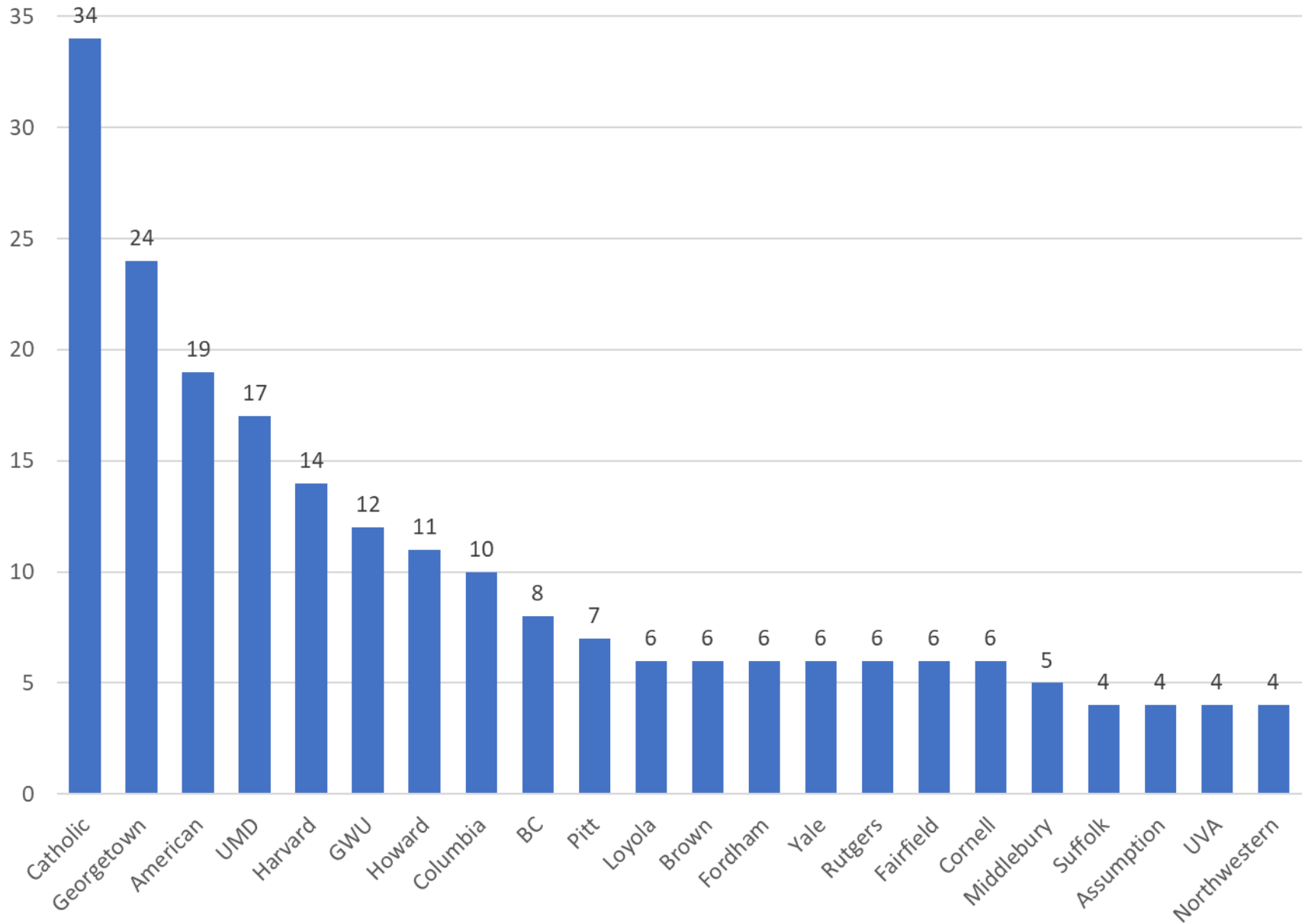
Undergraduate Majors, Respondents to 2019 Alum Survey



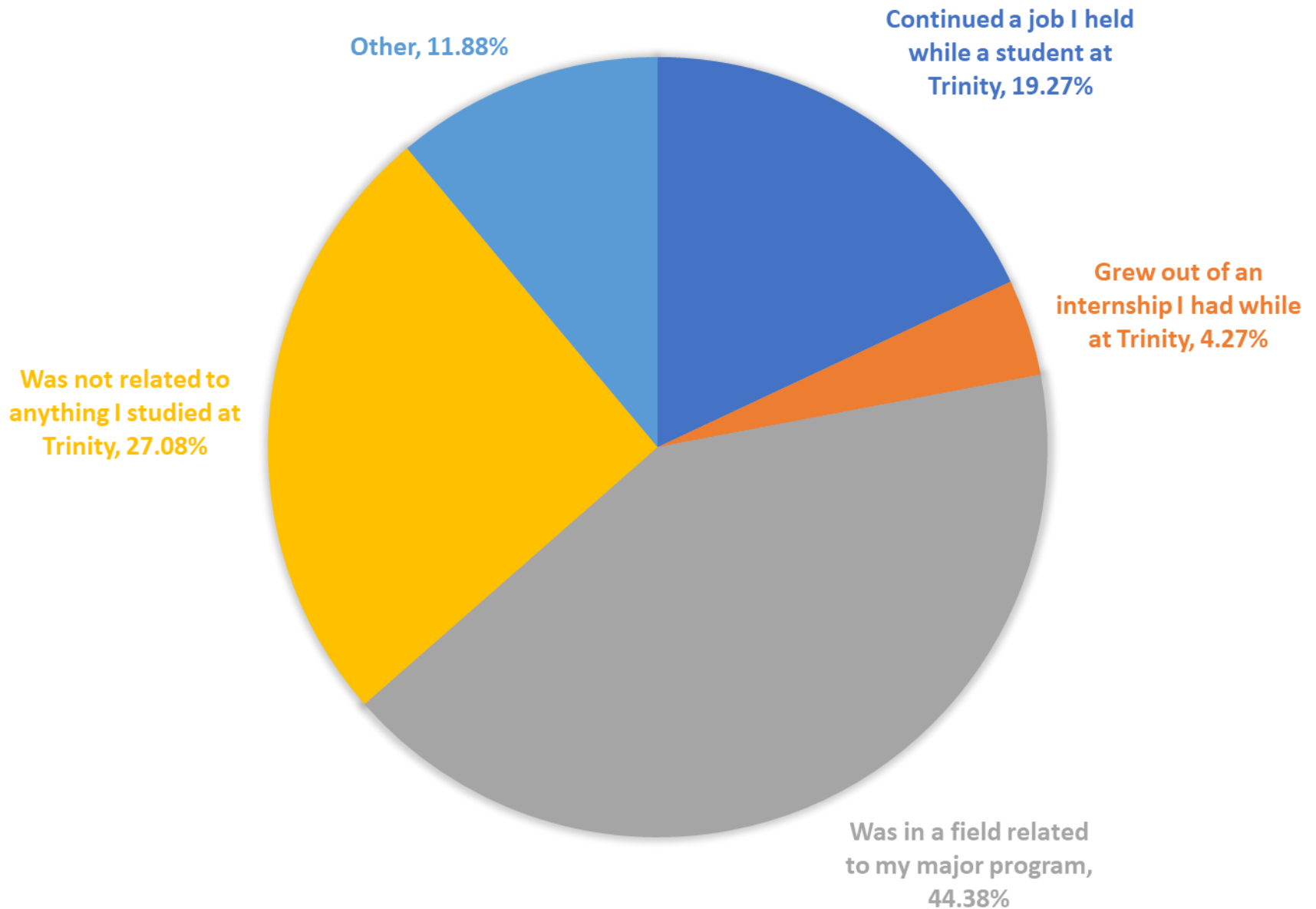
2019 Trinity Alum Survey – Degrees Earned at Other Institutions



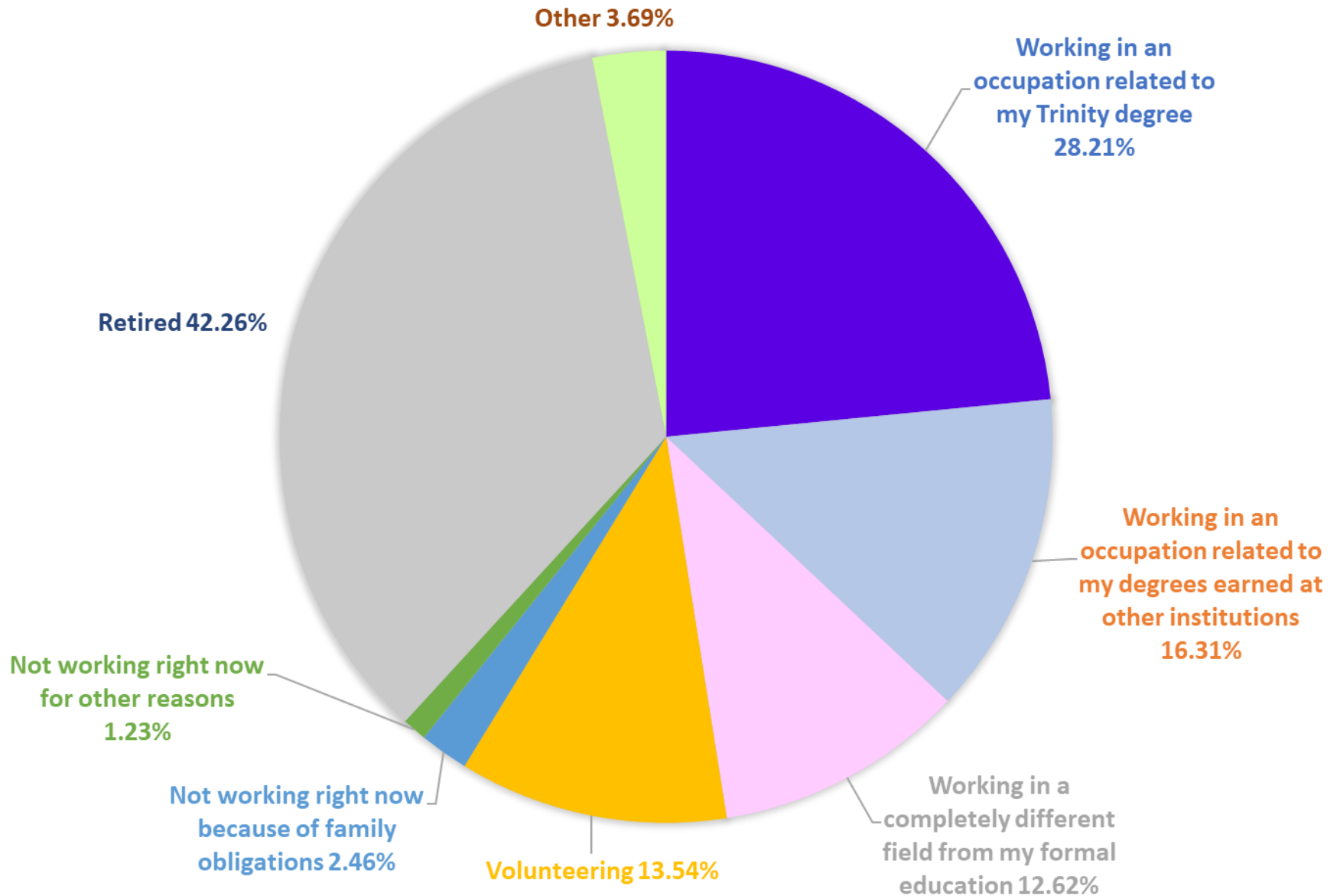
2019 Alum Survey – Top Universities for Advanced Degrees



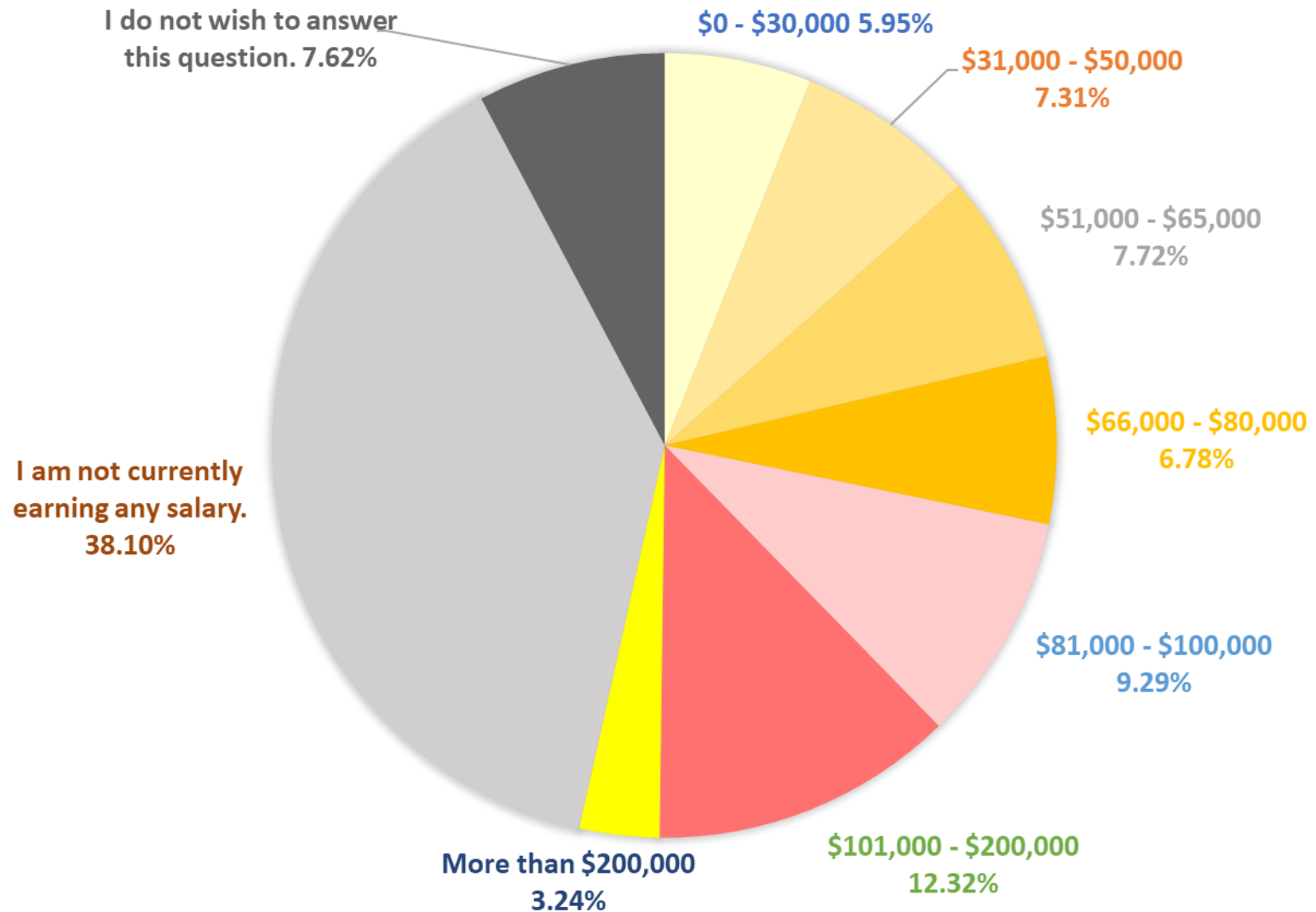
2019 Alum Survey: First professional job after graduation from Trinity



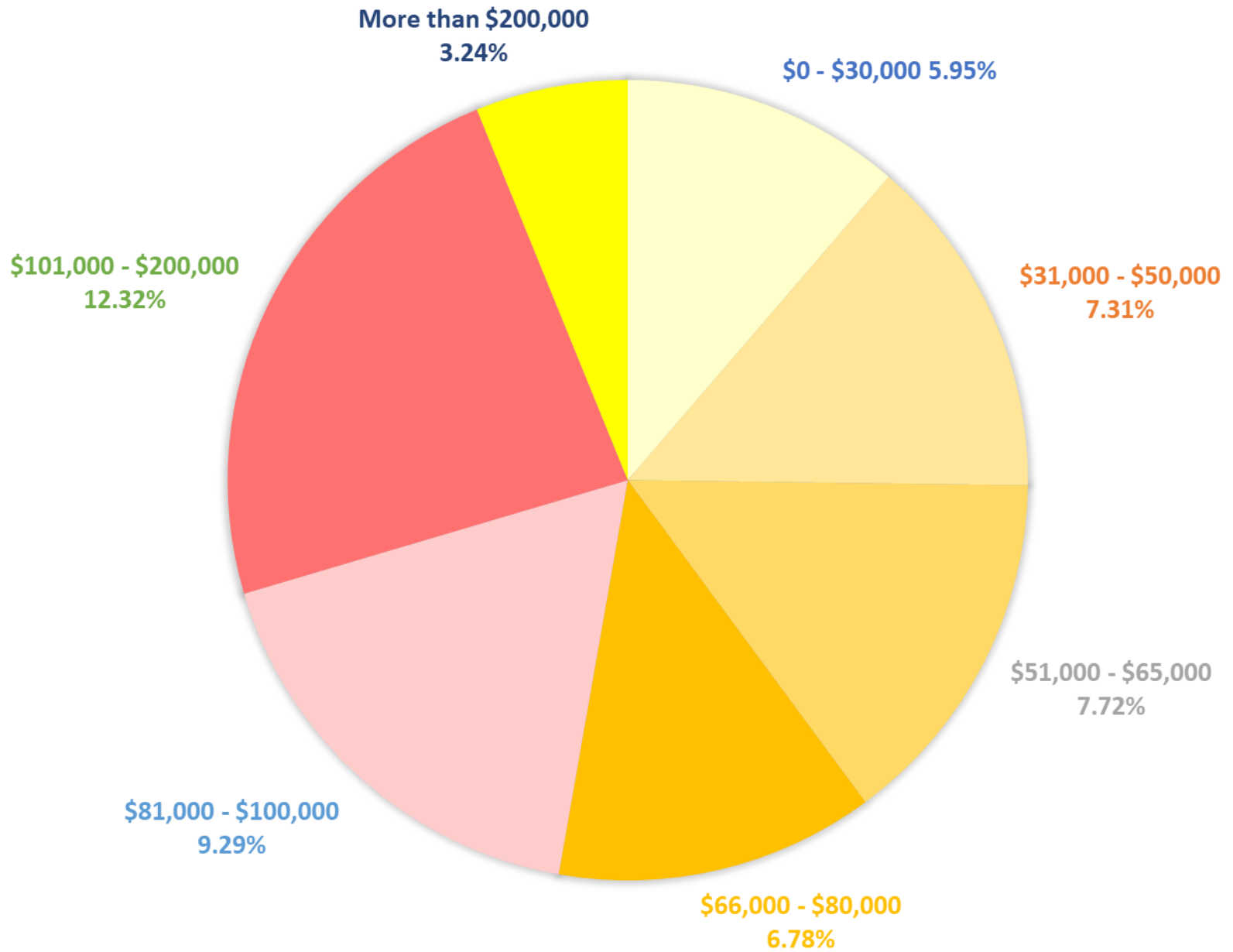
Your current employment status:



The federal government is creating data sets about how much college graduates earn. If you are willing to share the range of your current earnings, that will be very helpful for Trinity's responses to the regulatory questions about post-graduate earnings. (958 replies/438 not earning or no answer)



Current Earnings – Same as Prior Slide Without Non-Earners (504 replies)



Please indicate your satisfaction level with your Trinity education:

