

OAS Assessment Report 2007-2008

Academic Skills/Programs

<i>Desired Outcome</i>	<i>Assessment Method</i>	<i>Measurement Results</i>	<i>Measurement Actions</i>
Services Improve Academic Performance	Counselor Evaluations	<p>In Fall 2007, an evaluation was administered to 14 students (one of whom did not answer all of the questions) who worked one-on-one with an academic skills counselor (Note: Counselors being evaluated were Dan Kwash, Associate Director; Natalie Crawford, Graduate Assistant for Academic Skills/Programs; and Michelle Hall, Graduate Intern, URI). 100% of the students agreed or strongly agreed that their counselor helped them to attain their academic goals (9/13 strongly agreed; 4/14 agreed). 100% of the students agreed or strongly agreed that they had improved academically since the beginning of the semester (12/13 strongly agreed; 1/13 agreed).</p> <p>In Spring 2008, an evaluation was administered to eleven (11) students who worked one-on-one with an academic skills counselor (Note: Counselors being evaluated were Jill Kopicki, Assistant Director for Academic Skills/Programs; Natalie Crawford, Graduate Assistant for Academic Skills/Programs; and Michelle Hall, Graduate Intern, U.R.I.). 90% (10/11) of the students agreed or strongly agreed that their counselor helped them to attain their academic goals. 100% agreed or strongly agreed that they had improved academically since the beginning of the semester.</p>	Evaluations of working with OAS staff members continue to be very positive. No major concerns at this time. Continue to track.
	Probation Analyses	<p>In Fall 2007, students who signed an academic performance contract and met with an OAS staff member on a consistent basis (i.e., 7 or more times) earned an average term gpa of 2.36 (n=15) vs. an average term gpa of 2.01 for students who did not sign a contract or meet with an OAS staff member consistently (n=5).</p> <p>In Spring 2008, students who signed an academic performance contract and met with an OAS staff member on a consistent basis (i.e., 7 or more times) earned an average term gpa of 2.33 (n=17) vs. an average term gpa of 1.76 for students who did not sign a contract or meet with an OAS staff member consistently (n=9).</p> <p>Over the past seven years (2001/02 -- 2007/08), 56% of students who met regularly with the Assistant Director for Academic Skills/Programs or another OAS staff member (118/209) ended the probationary term in good standing, compared to 25% for those who did not meet regularly (27/107). In addition, those who met regularly with the Assistant Director or another OAS staff member earned an average term gpa of 2.31 (209 students), while those who did not meet regularly earned an average term gpa of 1.80 (107 students).</p>	The preponderance of the evidence continues to suggest that the majority of probationary students who meet regularly with an OAS staff member consistently outperform those who do not sign a contract or meet with a staff member. Continue to track.
	Workshop Follow-Up Survey	In Fall 2007, Natalie Crawford (Graduate Assistant for Academic Skills/Programs) and Michelle Hall (Graduate Intern, U.R.I.) conducted a telephone follow-up survey of students who attended workshops earlier in the semester. This evaluation was designed to assess the overall "sustainability" of the skills workshop experience. Twenty-one (21) students participated in the survey. 90.5% percent (19/21) indicated that the workshop strategies had a "strong positive or "moderately positive" impact in helping to improve their overall academic performance.	In general, the follow-up survey suggests that the workshops offer a "sustainable" learning experience for students. The Assistant Director for Academic Skills/Programs should also attempt to determine which particular workshops tend to be the most "sustainable" for the participants.
Services Are Needed/Valued	Workshop Evaluations	In Fall 2007, 85% of students (n=133) agreed or strongly agreed that the	Overall, evaluations continue to suggest that the workshops are meaningful

skills workshops were worthwhile in terms of the time they allocated to them [Note: These results do not include responses to the writing skills workshops (i.e., "Tea Time"), which were evaluated with a different instrument]; 94% agreed or strongly agreed that they planned to utilize the strategies discussed in the workshops (n=133); and workshop content was rated 4.39/5.00. This was based on a 1-5 scale, 5 being the highest).

in terms of students' educational development. Continue to track.

In Spring 2008, 95% of students (n=22) agreed or strongly agreed that the skills workshops were worthwhile in terms of the time they allocated to them [Note: These results do not include responses to the writing skills workshops (i.e., "Grammar Camp"), which were evaluated with a different instrument]; 100% agreed or strongly agreed that they planned to utilize the strategies discussed in the workshops (n=22); and workshop content was rated 4.35/5.00 (on a 1-5 scale, 5 being the highest).

Workshop Follow-Up Survey

In Fall 2007, Natalie Crawford (Graduate Assistant for Academic Skills/Programs) and Michelle Hall (Graduate Intern, U.R.I.) conducted a telephone follow-up survey of students who attended skills workshops earlier in the semester. This evaluation was designed to assess the overall "sustainability" of the workshop experience. Ninety-five percent (20/21) of respondents indicated that they "often" or "sometimes" continued to utilize the educational strategies that were discussed in the workshops.

The follow-up survey suggests that, in general, the workshops offer a "sustainable" learning experience for students. The Assistant Director for Academic Skills/Programs should also attempt to determine which particular workshops tend to be the most "sustainable" for the participants.

Services Are Judged Favorably

Counselor Evaluations

In Fall 2007, an evaluation was administered to 14 students (one of whom did not answer all of the questions) who worked one on one with an academic skills counselor (Note: Counselors being evaluated were Dan Kwash, Associate Director; Natalie Crawford, Graduate Assistant for Academic Skills/Programs; and Michelle Hall, Graduate Intern, URI). All of the students either agreed or strongly agreed that their counselor displayed genuine concern for them as students (12/13 strongly agreed; 1/13 agreed). All of the students (13/13) rated their counselor's effectiveness in assisting them as either "excellent" or "above average."

Once again, attitudes toward working with OAS Staff members continue to be exceedingly positive. Continue to track.

In Spring 2008, an evaluation was administered to eleven (11) students who worked one on one with an academic skills counselor (Note: Counselors being evaluated were Jill Kopicki, Assistant Director for Academic Skills/Programs, Natalie Crawford, Graduate Assistant for Academic Skills/Programs; and Michelle Hall, Graduate Intern, U.R.I.). All of the students either agreed or strongly agreed that their counselor displayed genuine concern for them as students (10/11 strongly agreed; 1/11 agreed). All of the students (11/11) rated their counselor's effectiveness in assisting them as either "excellent" or "above average."

Workshop Evaluations

In Fall 2007, 91% of students agreed or strongly agreed that the skills workshops were meaningful in terms of their educational development (n=133); 89% "agreed" or "strongly agreed" that they would recommend the workshops to another student; and workshop presentations were rated 4.35/5.00. This was based on a 1-5 scale, 5 being highest.

Evaluations continue to suggest that the workshops are meaningful in terms of students' educational development. Continue to track.

In Spring 2008, 100% of students agreed or strongly agreed that the skills workshops were meaningful in terms of their educational development (n=22); 95% agreed or strongly agreed that they would recommend the workshops to another student (n=22); and workshop presentations were rated 4.45/5.00 (on a 1-5 scale, 5 being highest).

Disability Services

<i>Desired Outcome</i>	<i>Assessment Method</i>	<i>Measurement Results</i>	<i>Measurement Actions</i>
Services Promote Self Efficacy	SWD Exit Survey	<p>In the spring of 2008, graduating seniors with disabilities who had made use of disability services (n=38) were invited to participate in an exit survey. Of those invited, only five (5) responded.</p> <p>Last year the Assistant Director for Disability Services added several new items to this exit interview, seeking to evaluate not just what students thought of the services they had received at the College, but how prepared they were to handle their disability issues in other arenas. Participants responded to these items on a 5-point Likert scale, one (1) being "strongly disagree" and five (5) being "strongly agree." The mean response to the item, "I know what accommodations I will need to succeed as an employee after I leave Providence College" was a 3.80/5.00. The mean response to the item, "I know how and when to discuss needs related to my disability with employers" was a 4.00/5.00. The mean response to the item "I feel comfortable contacting Disability Services if I have employment-related disability questions after I graduate" was a 4.20/5.00.</p>	<p>The response rate to the exit survey was very low. To secure a greater number of responses, the Assistant Director should initiate the exit survey earlier in the spring semester.</p> <p>Given that students with disabilities showed no interest in meeting to discuss career preparation as a group, the Assistant Director for Disability Services will continue to address these issues when meeting with students individually. The Assistant Director has also worked to expand his knowledge of resources off campus for job seekers with disabilities, and can help match students with community resources on an as-needed basis.</p>
Services Improve Academic Performance	SWD Exit Survey	<p>In the spring of 2008, graduating seniors with disabilities who had made use of disability services (n=38) were invited to participate in an exit survey. Of those who were invited, only five (5) responded. These respondents evaluated the disability services they had received during their studies on a 5-point Likert scale, one (1) being "strongly disagree" and five (5) being "strongly agree."</p> <p>The mean response to the item, "The physical testing environment is conducive to success on exams," was 4.00/5.00. Positive comments on this item included: "quiet nature," "flexible," "process was easy," "room was quiet." When prompted for dislikes, students said "room can be crowded" and "professors didn't always follow through on delivering exams."</p> <p>The mean response to the item, "The notes provided by the OAS helped to improve my performance in the classroom and on exams," was 4.60/5.00. Positive comments on this item included: "organized, accessible and efficient" and "glad notes are confidential." When prompted for dislikes, students' comments included: "my notes were better than my notetaker's" and "why not provide the name of the notetaker for recognition from student receiving notes?"</p>	<p>The response rate to the exit survey was very low. To secure a greater number of responses, the Assistant Director should initiate the exit survey earlier in the spring semester.</p> <p>Responses to the quality of the test taking environment continue to be strong, but less than ideal. Next year, when the OAS is relocated to a new facility, it will be easier to provide a testing space that is more spacious and distraction free.</p> <p>Also, while responses to the note taking service are relatively strong, the Assistant Director for Disability Services should consider implementing a system through which students can file complaints about notes throughout the semester. Last year, there was some concern that students would be shy about reporting dissatisfaction with notes, but there must be a mechanism in place that encourages them to do so early and often. For example, a readily available "complaint form" might encourage students who would not otherwise speak up to do so.</p>
	SWD GPA Tracking	<p>At the end of Spring 2008, the cumulative grade point average (cpga) for students with disabilities was 2.89; the cpga for all students was 3.17 (Note: This figure was calculated by the Associate Vice President for Academic Affairs on June 24, 2008). The difference or gap was .28.</p>	<p>Prior to this year, the gap between the cpga of students with disabilities and the cpga of undergraduate, day students had been widening steadily. This year's difference (.28) reverses that trend (Note: The gap at the end of Spring 2008 was .38). There are no concerns at this time. Continue to track.</p>
	SWD Retention Tracking	<p>On October 15, 2005 the Assistant Director for Disability Services established a cohort of students with disabilities in the class of 2009. As of October 15, 2007, 88% of this cohort (23 of 26) were enrolled for the Fall 2007 semester.</p> <p>On October 15, 2006 the Assistant Director for Disability Services established a cohort of students with disabilities in the class of 2010. As of October 15, 2007, 86% of this cohort (18 of 21) were enrolled for the Fall 2007 semester.</p> <p>On October 15, 2007 the Assistant Director for Disability Services established a cohort of students with disabilities in the class of 2011 (n=16). On October 15, 2008 the Assistant Director will check to see how many of</p>	<p>In October of each academic year, the Assistant Director will check enrollment for these cohorts to determine how many students with disabilities have been retained by the College. In addition, the Assistant Director will establish cohorts for each subsequent, incoming class (e.g., 2012, 2013, 2014, etc.) for the purpose of tracking PC's overall retention rate for students with disabilities.</p>

these students are still enrolled for the Fall 2008 semester.

Services Are Needed/Valued	SWD Exit Survey	In the spring of 2008, graduating seniors with disabilities were invited to participate in an exit survey. Of those who were invited, five (5) responded. One survey item asked, "What other disability services would you like to see available in the OAS?" Responses to this item all indicated general satisfaction with disability services.	Responses were favorable, but in subsequent years, the exit survey could be expanded to provide students with more in-depth prompts. Also, the response rate to the exit survey was very low. To secure a greater number of responses, the Assistant Director should initiate the exit survey earlier in the spring semester.
	SWD Service Numbers	At the conclusion of Spring 2008, there were 150 students with disabilities registered with the OAS (Note: 5 of these students were in the graduate school, and 7 were enrolled in SCE); a total of 1,034 accommodations requests were made throughout the 2007-2008 academic year. Over the past ten years (1998/99-2007/08), accommodations requests have ranged from a low of 837 (2003/04) to a high of 1553 (2000/01). During that same time period, there has been a 35% decrease in the number of students with disabilities who have registered with the OAS (232 at the conclusion of Spring 1999 v. 150 at the conclusion of Spring 2008).	The steady decline in the number of students with disabilities at PC warrants considerable attention. Anecdotal responses of students and their parents suggest that PC is considered to be a supportive institution for students with disabilities; but the Assistant Director for Disability Services must do research to determine whether or not the steady decline in the number of students with disabilities is consistent with enrollment trends at peer institutions.
Services Are Judged Favorably	SWD Exit Survey	In the spring of 2008, graduating seniors with disabilities who had made use of disability services were invited to participate in an exit survey and interview. Of those invited, five (5) chose to respond. These participants evaluated the disability services they had received during their studies on a 5-point Likert Scale, one (1) being "strongly disagree" and five (5) being "strongly agree." In the section of the survey that focused on testing accommodations, the mean response to the item, "I had a positive overall test taking experience in the OAS" was a 4.80/5.00. The mean response to the item, "The process of arranging to take exams in the OAS is clear and efficient," was a 3.60/5.00. And the mean response to the item, "The OAS staff members who handle testing accommodations were welcoming and courteous," was an impressive 5.00/5.00. In the section that focused on note taking accommodations, the mean response to the item, "The notes provided by the OAS were ample and thorough," was a 3.67.	It is important to note that the response rate to the exit survey was very low. Thus, one negative response can drastically affect the overall student satisfaction rate. With that caveat in mind, assessment results for test and note taking accommodations were quite positive. However, to secure a greater number of responses and obtain a more reliable measurement in the future, the Assistant Director should initiate the exit survey earlier in the spring semester.

GRE/GMAT Program

<i>Desired Outcome</i>	<i>Assessment Method</i>	<i>Measurement Results</i>	<i>Measurement Actions</i>
Services Improve Academic Performance	GRE/GMAT Course Evaluations	In Fall 2007, 95% of students (a slight decrease of 1% from 2006) agreed or strongly agreed (n=43) that they would be more successful on the GRE/GMAT as a result of their participation in the prep course; 95% (a decrease of 1% from 2006) agreed or strongly agreed that they would utilize the strategies/techniques discussed in the program; 90% (a decrease of 1% from 2006) of students agreed or strongly agreed that the course improved their reading comprehension/critical thinking skills; and 70% (a decrease of 11% from 2006) agreed or strongly agreed that it improved their math skills.	All four of the survey items designed to measure the impact of the prep course on students' performance suggest that it has a positive influence on their preparation for the GRE/GMAT. Although students' responses to the item, "This program helped me improve my math skills," have declined over the last three years (83% agreed or strongly agreed in Fall 2005; 71% agreed or strongly agreed in Fall 2006; 70% agreed or strongly agreed in Fall 2007), there is no real cause for concern at this time because the math instructor's evaluation history has been very strong overall. Continued tracking is necessary to ensure consistent quality.
	GRE/GMAT Post-Test Survey	In December of 2007, a follow-up evaluation was emailed to GRE/GMAT Program participants to measure the effectiveness of the course after the GRE and/or GMAT were taken. Only eight (8) program participants responded to the survey, and of those eight, only three (3) disclosed their test scores. The average score on the overall GRE for the three	Although the test scores appear to be lower than those reported in December of 2006, the sample size is not adequate enough to make any safe generalizations or determine reliable trends. Entry in a gift card raffle was offered as an incentive for students to complete the post-test survey, but the rate of return was even lower than last year. The Assistant Director for

respondents was 1180 (out of a possible 1600) compared to 1248 in 2006; the average Verbal Section score for the respondents was 530 (out of a possible 800) compared to 571 in 2006; the Analytical Writing Assessment scores averaged 5.75 (out of a possible 6.0) compared to 5.4 in 2006; and the Quantitative Math scores averaged 616 (out of a possible 800) compared to 677 in 2006. Seventy-five percent (75%) of all survey respondents (6/8) felt that the GRE/GMAT Preparation Program had either a "strong positive impact" or a "moderate positive impact" on their exam performance, compared to 100% (10/10) in December of 2006.

Academic Skills/ Programs should find other ways to secure a greater number of post-test survey responses. For example, a more effective approach might include sending an email to all of the participants and informing them that an OAS Staff Member will be contacting them by phone to ask some follow-up questions.

Services Are Needed/Valued

GRE/GMAT Course Evaluations

In Fall 2007, 93% of students (an increase of 6% from 2006) agreed or strongly agreed that the GRE/GMAT program was worthwhile in terms of the time they allocated to it (n=43).

Results are even more favorable than the previous year's. No major concerns at this time. Continue to track.

GRE/GMAT Post-Test Survey

In December of 2007, a follow-up evaluation was emailed to GRE/GMAT Program participants to measure the "sustainability" of the learning experience. Eight (8) program participants responded. One-hundred percent of the respondents (8/8) indicated that they either "often" or "sometimes" applied the strategies that they learned to the GRE/GMAT test.

Results continue to be positive, but the Assistant Director for Academic Skills/ Programs should find other ways to secure a greater number of post-test survey responses. Entry in a gift card raffle was offered as an incentive for students to complete the post-test survey, but the rate of return was even lower than last year. A more effective approach might include sending an email to all of the participants and informing them that an OAS Staff Member may be contacting them by phone to ask some follow-up questions.

Services Are Judged Favorably

GRE/GMAT Course Evaluations

In Fall 2007, students ranked the overall GRE/GMAT Test Prep Course a 4.36/5.00.

The ratings of the overall program have continued to improve over the past three years (4.36/5.00 in Fall 2007 compared to 4.05/5.00 in Fall 2006 and 3.94/5.00 in Fall 2005). No major concerns at this time. Continue to track.

GRE/GMAT Post-Test Survey

In December of 2007, a follow-up evaluation was emailed to GRE/GMAT Program participants to measure the "sustainability" of the learning experience. After taking the exam, eighty-eight percent (7/8) of the respondents maintained that the program was either "very helpful" or "somewhat helpful" in preparing them for the GRE/GMAT [Note: The comparable rate for December 2006 was 100% (10/10)].

Results continue to be positive, but the Assistant Director for Academic Skills/ Programs should find other ways to secure a greater number of post-test survey responses. Entry in a gift card raffle was offered as an incentive for students to complete the post-test survey, but the rate of return was even lower than last year. A more effective approach might include sending an email to all of the participants and informing them that an OAS Staff Member may be contacting them by phone to ask some follow-up questions.

Student-Athlete Services

<i>Desired Outcome</i>	<i>Assessment Method</i>	<i>Measurement Results</i>	<i>Measurement Actions</i>
Services Improve Academic Performance	Daytime Study Hall Survey	In Spring 2008 student-athletes were given the opportunity to evaluate their experience in daytime study hall. In their survey responses 57% (8/14) "agreed" that their "time spent in daytime study hall [was] a contributing factor in [their] academic success." 36% (5/14) said they were "not sure"; 7% (1/14) "disagreed." Among the primary reasons cited for positive responses were the ability to focus better during daytime hours and the ability to bring structure to one's day. For example, one student-athlete said, "I focus better than at night study hall and get the majority of my work done." Another said that daytime study hall "manages my time so I actually do work; [it] helps me to structure my day around my practice schedule."	When compared with evaluations of evening study hall (cited elsewhere in this report), these responses suggest that time spent in daytime study hall may contribute more positively to students' academic success than time spent in evening study hall (see responses to evening study hall survey below). This finding may be attributable to variations in the overall atmosphere and the availability of resources (e.g., computers). Further tracking is necessary to determine reliable trends, especially when the OAS is relocated to its new facility.
	DWC Grades Comparison	In Fall 2007, the student-athlete study group program was continued in the Development of Western Civilization course. First-year, high-profile student-athletes (MBB, WBB, MIH, WIH) in the class of 2011 were co-registered for the same section of DWC 101. Groups of student-athletes in the same section of DWC then met once a week with an OAS peer tutor to review course materials and prepare for exams. At the end of the semester, the	Results look very positive with the modifications that have been made to the study group program, but continued tracking is necessary to determine reliable trends.

average DWC grade for study group program participants was compared to the average grade for study group participants in the previous cohort (i.e., DWC 101 grades for high-profile student-athletes in the class of 2010). Student-athletes who participated in the Fall 2007 program earned an average grade of 2.39 in DWC, compared to an average of 1.90 for Fall 2006 program participants.

Evening Study Hall Survey

In Spring 2008 student-athletes were given the opportunity to evaluate their experience in evening study hall. In their survey responses 71% (15/21) "disagreed" or "strongly disagreed" that their "time spent in evening study hall [was] a contributing factor in [their] academic success." 19% (4/21) said they were "not sure" and only 10% (2/21) "agreed" with this statement. Among the primary reasons cited for the negative responses were: lack of computer access/internet connectivity in Moore Hall, the inability to spread work materials out and get comfortable, and difficulty focusing in a large lecture hall.

Many of the student-athletes' concerns about computer/internet access and comfort might be addressed by relocating evening study hall to the new OAS facility, which is scheduled to open in Fall 2008. The Assistant Director for Student-Athlete Services should also consider implementing alternatives (e.g., objectives-based study hall) for those student-athletes who demonstrate or express the need for greater flexibility.

Some student athletes expressed strong opinions about being forced to work during evening hours. For example, one student-athlete commented, "I like to do my school work on my time. Evening study hall [is] bad in my opinion because I [have] to rush from practice to dinner and then study hall without taking a shower. I would rather work at the library at a time convenient to me." Another wrote, "Most of the time I already have my work completed even before I get to [evening] study hall." Still another wrote, "I study better in more comfortable settings. Evening study hall is like detention."

SA GPA Tracking

At the end of Spring 2008, the cumulative grade point average (cpga) for student-athletes was 2.78 (Note: This average does not include practice players); the cpga for all PC undergraduate, day students was 3.17 (Note: This figure was calculated by the Associate Vice President for Academic Affairs on June 2, 2008). The difference or gap was .39.

It is a concern that the cumulative gpa for student-athletes has dropped below 2.85 for the first time since the OAS started tracking in Spring 2000 -- this despite the fact that student-athletes earned a term gpa of 3.04 in Spring 2008. Continued tracking is necessary to ensure that the academic performance of student-athletes remains comparable to that of the overall student population.

Of special note is that fact that student-athletes earned a term gpa of 3.04 for the Spring 2008 semester (Note: This figure was calculated by the Assistant Director for Student-Athlete Services on June 2, 2008). The entire campus community should work to build upon this notable achievement.

Skills Specialist Evaluation

In Spring 2008, 100% of the student-athletes who had worked with the Academic Skills Specialist on an ongoing basis (n=14) "agreed" or "strongly agreed" that "the Skills Specialist helped [them] in attaining [their] academic goals." 93% (13/14) "agreed" or "strongly agreed" that "meeting with the Skills Specialist regularly helped [to improve their] academic performance."

Results look positive, but in the coming year the Skills Specialist should attempt to correlate student-athletes responses on this survey with their actual performance (i.e., their final grades).

Study Group Survey

In Fall 2007, the study group pilot program was continued in the Development of Western Civilization. First-year student-athletes from the four high-profile sports (MBB, WBB, MIH, WIH) were co-registered for the same section of DWC. Groups of student-athletes in the same section then met with a peer tutor once a week to review course materials and prepare for exams. At the end of the semester, a survey was distributed to assess the program. 77% of the student-athletes who responded to the survey (n=22) agreed or strongly agreed that "the study group program helped [them] to improve [their] overall performance in DWC."

Results are generally favorable, but some individuals said that they would have appreciated more frequent meetings. Others expressed resentment toward the group program, saying that they would have preferred to study on their own.

Ongoing or periodic assessment of the program throughout the semester is necessary to determine whether the group format is meeting the needs of all student-athletes involved. The program must allow for the fact that group study is not appropriate for all learners.

Services Are Needed/Valued

Daytime Study Hall Survey

In Spring 2008 student-athletes were given the opportunity to evaluate their experience in daytime study hall. In their survey responses 57% (8/14) "disagreed" or "strongly disagreed" with this statement: "Mandatory daytime study hall hours are necessary for me to manage my competing academic and athletic commitments." 36% (5/14) said they were not sure. Among the primary reasons cited for negative responses were strong objections to the

As stated earlier in this report, these results are based on a small sample; but the responses do underscore the importance of considering and/or implementing an alternative study hall model (i.e., objectives-based study hall), especially for those student-athletes who demonstrate or express the need for greater flexibility.

very idea of mandatory study hours. For example, one student-athlete commented, "As a student I would be able to find motivation to go to the library on my own and get my work done." Another simply wrote, "I can manage without [mandatory hours]."

Evening Study Hall Survey	<p>In Spring 2008 student-athletes were given the opportunity to evaluate their experience in evening study hall. In their survey responses 57% (12/21) "disagreed" or "strongly disagreed" with this statement: "Mandatory evening study hall hours are necessary for me to manage my competing academic and athletic commitments." 14% (3/21) said they were "not sure." 29% (6/21) "agreed" or "strongly agreed." Several of those who disagreed or strongly disagreed with this statement expressed strong objections to the very idea of mandatory study hall for college students. For example, one student-athlete wrote, "We are too old to be registered when it comes to study hall hours. If we cannot maintain passing grades on our own, maybe a GED would suffice for those people." Another commented, "I am very task oriented; when I have work that I know must be completed, I get it done right away. Study hall is more of a hassle for me because I like to just work in my personal space." Another commented, "I think that we (the students) should be able to manage our time by ourselves." Still another commented that (s)he disliked having "to be in there even on nights I don't have much work." Others who disagreed or strongly disagreed, along with those who "agreed" or "strongly agreed," reiterated concerns about the lack of resources (i.e., computers, internet connectivity) in the evening study hall space.</p>	<p>These responses indicate that the Assistant Director for Student-Athlete Services should consider implementing alternatives (e.g., objectives-based study hall) for those student-athletes who demonstrate or express the need for more flexible study hall parameters. Meanwhile, the student-athletes' concerns about computer/internet access might be addressed by relocating evening study hall to the new OAS facility, which is scheduled to open in Fall 2008.</p>
Study Group Survey	<p>In Fall 2007, a study group pilot program was continued in the Development of Western Civilization. First-year student-athletes from the four high-profile sports (MBB, WBB, MIH, WIH) were co-registered for the same section of DWC. Groups of student-athletes in the same section then met with a peer tutor once a week to review course materials and prepare for exams. At the end of the semester, a survey was distributed to assess the program. 82% of the student-athletes who responded to the survey (n=22) agreed or strongly agreed that "the time spent during the study group meetings was worthwhile."</p>	<p>Results are generally favorable, but a few individuals expressed concern about the pace at which their groups proceeded. For some the pace was too slow, and others were frustrated by their group's tendency to wander off topic. These comments suggest that the peer tutors may need additional training in group dynamics and strategies for leading effective meetings.</p>
Services Are Judged Favorably	<p>Daytime Study Hall Survey</p> <p>In Spring 2008 student-athletes were given the opportunity to evaluate their experience in daytime study hall. In their survey responses 86% (12/14) "agreed" or "strongly agreed" that "the environment in daytime study hall [was] conducive to getting [their] school work done." One student-athlete summarized prevailing sentiments about daytime study hall perfectly: "The environment is quiet, has computers for internet access, and has comfortable work space, allowing me to get work done."</p>	<p>Again, these findings are based on a small sample; but they do suggest that daytime study hall is judged more favorably than evening study hall. Further tracking is necessary to determine reliable trends, especially when the OAS is relocated to its new facility.</p>
Evening Study Hall Survey	<p>In Spring 2008 student-athletes were given the opportunity to evaluate their experience in evening study hall. In their survey responses 57% (12/21) "disagreed" or "strongly disagreed" that "the environment in evening study hall [was] conducive to getting [their] school work done." 33% (7/21) were "not sure." Only 10% (2/21) "agreed." Among the primary reasons cited for unfavorable responses were the following: lack of technological resources, inability to spread work out on the small desk tops in Moore Hall, difficulty focusing in a large lecture hall environment, and the general discomfort of the furniture.</p>	<p>Once again, these responses confirm the desirability of relocating evening study hall to the new OAS facility, where there will be more computer resources and more functional study space.</p>
Skills Specialist Evaluation	<p>In Spring 2008, 100% of the student-athletes who had worked with the Academic Skills Specialist on an ongoing basis (n=14) "agreed" or "strongly agreed" that "the Skills Specialist had a genuine concern for [them] as [students]."</p>	<p>Results look very positive. Continue to track.</p>

Study Group Survey

In Fall 2007, a study group pilot program was launched in the Development of Western Civilization. First-year student-athletes from the four high-profile sports (MBB, WBB, MIH, WIH) were co-registered for the same section of DWCC. Groups of student-athletes in the same section then met with a peer tutor once a week to review course materials and prepare for exams. At the end of the semester, a survey was distributed to assess the program. 100% of the student-athletes who responded to the survey agreed or strongly agreed that "the study group leaders/tutors had a genuine interest in [their] success as [students]." 91% of the respondents also agreed or strongly agreed that "the study group leaders/tutors encouraged participation from each study group member and helped [them] build confidence in [their] ability to succeed."

Results are positive. Continue to track.

Tutorial Center

<i>Desired Outcome</i>	<i>Assessment Method</i>	<i>Measurement Results</i>	<i>Measurement Actions</i>
Services Improve Academic Performance	Chem Group Evaluations	During 2007-2008 OAS tutors and General Chemistry faculty collaborated to continue supplemental instruction for the General Chemistry course. One peer tutor was assigned to each of six General Chemistry sections in the fall (with 29 regularly attending tutees) and the four sections in the spring (with 38 regularly attending). Tutors were responsible for leading weekly group-study sessions. Evaluations of the group sessions were requested twice during each semester. Forty-six (46) evaluations were returned for the fall semester, and sixty-eight (68) evaluations were returned for the spring semester. Sixty-five percent (65% -- 30/46) of the fall evaluations indicated that the sessions "really helped" students to learn the material while thirty-five percent (35% -- 16/46) indicated that the sessions "made some difference" in their ability to improve. Seventy-four percent (74% -- 50/68) of the spring evaluations indicated that the sessions "really helped" students to learn the material while twenty-six percent (26% -- 18/68) indicated that the sessions "made some difference" in their ability to improve.	<p>Evaluation results look positive, and faculty members continue to be pleased with the results of this supplemental instruction program. In fact, there was even better "buy-in" on the part of faculty this year, as evidenced by their regular meetings with tutors to prepare the group sessions.</p> <p>That said, the Tutorial Center should make a concerted effort to gather a greater number of evaluations, especially from those students who "stop out" of group sessions or who withdraw from the General Chemistry course. A larger, more consistent sample will help the Tutorial Center to get a more accurate assessment of the program's effectiveness. This information can be used to enhance training for the chemistry tutors.</p>
	Tutoring Analyses	In Spring 2008, the Assistant Director for Tutorial Services did a comparison of mid-term and final grades for "regular" tutees (i.e., those who came for tutoring 5 times or more). 82% (95/116) of "regular" tutees had the same or higher final grade in the course for which they received tutoring. Only 18% (21/116) of "regular" tutees had a lower final grade than mid-term grade in the course for which they received tutoring. 62% (13/21) of these students fell below by only one grade. 98% (106/108) of students who received regular tutoring are continuing as students at PC (Note: Retention rates were determined by looking at "regular" tutees who were registered for the Fall 2008 semester as of June 2, 2008. The rate does not include students enrolled in the School of Continuing Education, graduate students or students who graduated in Spring 2008).	Assessment continues to indicate that most "regular" tutees do tend to achieve the same or higher final grades in courses for which they receive tutoring. This consistent outcome suggests that regular tutoring does help students to maintain or improve their academic performance. But perhaps more important than the number of tutoring sessions students attend is what actually occurs during those sessions. For some students a single tutoring session may help to clear up difficult concepts, while for others multiple sessions may be necessary. In order to assess the degree to which we are helping students to grow from dependent to interdependent learners, the Tutorial Center should implement measures (e.g., interviews with "regular" tutees after the fall semester) to learn more about the pedagogies that are most effective in promoting sustainable, interdependent learning.
Services Are Needed/Valued	Chem Group Attendance	In both semesters of the 2007-2008 academic year, OAS tutors and General Chemistry faculty collaborated to continue formal group tutoring or supplemental instruction for General Chemistry 101 and 102. One peer tutor, who was responsible for leading weekly group-study sessions, was assigned to each of six (6) General Chemistry sections in the fall and four (4) sections in the spring. Twenty-nine (29) students participated in the groups on a regular basis in the fall; and thirty-eight (38) students participated on a regular basis in the spring (Note: "Regular basis" is defined as having attended at least half of the sessions offered). In the fall there were 40 group sessions for a total of 223 student contact hours; in the spring there were 44 group sessions for a total of 238 student contact hours. It is significant that although there were fewer students enrolled in the second half of the general chemistry course (4 sections instead of six), the number of regular attendees rose from 29 (fall) to 38 (spring).	Results look very positive; the chemistry groups (well encouraged by professors) continue to attract significant numbers of students. Continue to track.

Tutoring Service Numbers	In 2007-2008 total tutorial hours were 3,989, a decrease of roughly 5% compared to the 4,201 sessions in 2006-2007. Group study sessions accounted for approximately thirty percent (30%) of the 3,989 tutorial hours. There was a 36.2% decrease in hours when comparing Spring 2008 to Fall 2007 (Note: This decrease is slightly higher than the average 30% decrease in hours from Fall to Spring). Lastly, the number of students who received tutorial assistance in 2007-2008 increased by 4.6% (992 in 2007-2008 compared to 948 in 2006-2007).	Over the previous three academic years, tutoring had increased by over 27% (3,296 sessions in 2004-2005; 3,693 sessions in 2005-2006; 4,201 sessions in 2006-2007). The 5% decrease this year cannot be readily explained. The Center will be challenged to reverse this curve with new advertising initiatives, especially in light of the relocation of the Tutoring Center and the prospect of an innovative group study initiative focusing on "historically difficult" courses.
Services Are Judged Favorably	Chem Group Evaluations Throughout the 2007-2008 academic year, OAS tutors and General Chemistry faculty collaborated to continue providing supplemental instruction for the General Chemistry course. One peer tutor was assigned to each of the General Chemistry sections (6 in Fall 2007; 4 in Spring 2008) and was responsible for leading weekly group-study sessions. Faculty provided problems sets and other materials for these sessions. Twice during each semester, evaluations were requested from students who attended regularly (Note: "regularly" is defined as having attended at least half of the sessions offered). In these evaluations students commented that the groups were a great supplement to the fast-paced lectures and that they benefited from going through the problems slowly and methodically with the tutors and their classmates. Students appreciated the fact that the tutors patiently empowered them to do the problems themselves, which increased their self-confidence. Students also commented that the group sessions took some of the stress out of studying for exams. Not only did it help them to hear that other students had similar difficulties, but it also helped them to see how peers solved the same problems in different ways.	Results look very positive overall. Students' comments on the evaluations can tell us a great deal about the efficacy of group tutoring and/or supplemental instruction. The Assistant Director for Tutorial Services can (and should) use qualitative feedback from these evaluations to develop tutor training workshops (or tip sheets) that focus on best practices for group tutoring. These workshops (and/or tip sheets) will be especially vital as the Tutorial Center expands group tutoring and supplemental instruction initiatives this coming year.
	Tutee Evaluations In Fall 2007, 50.8% (575/1133) of students who filled out tutoring evaluations rated their sessions as "excellent"; 36.7% (416/1133) rated their sessions as "very good"; 11.1% (126/1133) rated their sessions as "average." In Spring 2008, 72% (434/605) of students who filled out tutoring evaluations rated their sessions as "excellent -- I very definitely understand the material better"; 26% (159/605) rated their sessions as "very good -- I understand the material better"; and nearly 2% (12/605) rated their sessions as "average -- generally helpful."	Tutorial services continue to be judged very favorably by students. Sr. Carolyn and her tutoring staff should be commended for service that is consistently high in quality from year to year, despite frequent turnover in personnel. However, for the value of assessment reporting, tutors need to be more diligent in requesting evaluative feedback from tutees after each session. This will help to ensure that the Center's service is consistently high in quality.

Writing Center

<i>Desired Outcome</i>	<i>Assessment Method</i>	<i>Measurement Results</i>	<i>Measurement Actions</i>
Services Improve Academic Performance	WC Tutee Evaluations	During the 2007-2008 academic year, evaluations were gathered from 597 out of 664 students who utilized the Writing Center's appointment-based tutoring. 90% (538/597) felt that their understanding of how they could improve their paper after their session was "excellent" or "very good." Several students commented on how the Writing Center helped them to improve their paper content, their knowledge of grammatical rules, and the overall coherence and cohesion of their writing.	Evaluation results look very positive. In addition, the Writing Center did an excellent job of gathering evaluations from tutees on a more consistent basis this year (Evaluations were gathered for 90% of the sessions in 2007/2008 vs. 81% of the sessions in 2006-2007). Continue to track.
	Write Site Evaluations	In Fall 2007 The Writing Center launched its online writing lab, The Write Site, campus wide. Throughout the year 46 students submitted their papers to the site for feedback. Those who submitted papers were encouraged to fill out an online evaluation of the service; however, only four (4) students opted to evaluate their Write Site responses. All four respondents said that The Write Site was "very" useful in helping them improve their papers.	The few evaluations that were gathered look positive, but a larger sample is necessary to get a reliable measurement. The Writing Center needs to devise better ways to advertise The Write Site and encourage students to evaluate their online tutors' responses.

	Writing Fellows Survey for ARH 498	During the fall of 2007, the Writing Fellows program was continued in ARH 498: Principles of Research. Through this program Ryan Donnelly, an OAS Writing Tutor, was formally integrated into the course. Ryan met with Dr. Thomas Strasser's students at least three times during the semester to discuss drafts of their final course project. In their evaluations of the program, 100% of the students (5/5) agreed or strongly agreed that working with the Writing Fellow "led to significant improvements in [their] final project"; 100% (5/5) also agreed or strongly agreed that working with a Fellow "helped [them] to develop skills that are transferable to other writing tasks."	Students' evaluations of this program have improved with each subsequent installment. No major concerns at this time. Continue to track.
	Writing Fellows Survey for MGT 210	During the fall of 2007, the Writing Fellows program was continued in MGT 210: Business Communications, taught by Professor Robert Costello. Through this program four OAS Writing Tutors were formally integrated into the course. The Tutors were to meet with Professor Costello's students at least twice during the semester to discuss working drafts of their final course project. In their evaluations of the pilot, 61% of the students (14/23) agreed or strongly agreed that working with the Writing Fellow "led to significant improvements in [their] final project." 26% (6/23) of the students disagreed and 13% (3/23) were not sure.	The 61% approval rating is a bit misleading. Although the instructor set deadlines for drafts and meetings with the Writing Fellows, drafts were not graded, and students tended to take draft deadlines lightly. Some groups had trouble finding times to meet with their Writing Fellows. These factors impaired the Fellows' overall effectiveness. If the program continues in the fall of 2008, the instructor should definitely factor drafts and meetings with the Fellows into students' final grades.
Services Are Needed/Valued	"Grammar Camp" Workshop Evaluations	In Spring 2008 the Writing Center introduced a new series of workshops with an emphasis on low-order writing concerns (e.g., sentence variety, punctuation, usage, etc.). A total of twenty-three (23) students attended the six (6) workshops offered throughout the spring semester. In response to the item, "What did you find most helpful about this session?", students expressed appreciation for the facilitators' concise, clear explanations of grammar concepts. They also appreciated the opportunity to test their knowledge of concepts through independent practice and structured grammar exercises. In response to the item, "What did you find least helpful about this session?", very few significant, negative comments were offered. A few students observed that the grammar jargon could be a bit confusing at times, but overall, most students utilized this survey item to reiterate positive perceptions of the presentations.	Results look very positive. Continue to track.
	"Tea Time" Workshop Evaluations	In Fall 2007 the Writing Center introduced a new series of workshops with an emphasis on high-order writing concerns (e.g., invention, thesis development, organization, coherence, etc.). A total of thirty-seven (37) students attended the six (6) workshops offered throughout the fall semester. In response to the item, "What did you find most helpful about this session?", students made frequent reference to the helpfulness of the tips and examples offered by the facilitators. Students also expressed great appreciation for the interactive format of the workshops, as well as the opportunity to apply the tips to simulated writing exercises. In response to the item, "What did you find least helpful about this session?", some students suggested that the exercises might have been even more helpful if they centered around actual writing situations -- that is, if the participants could apply some of the workshop tips to their ongoing paper assignments. Several students also observed that a few of the sessions seemed a bit short for the amount of material being covered.	Overall, the results look very positive. When planning the workshop series for Fall 2008, facilitators should consider building in exercises that allow students to apply workshop content to their ongoing paper assignments. Facilitators should also work to ensure that they have the proper amount of material for the time allotted.
	WC Service Numbers	The Writing Center conducted 730 sessions during 2007-2008, representing a decrease of 12% from the 825 sessions held in 2006-2007. Of the 730 sessions, 664 were appointment based, 46 were online submissions, and 20 were drop-in sessions in the Library's e-classroom. 364 students visited the Writing Center during the academic year. Of those who handed in evaluations for appointment-based sessions (n=597), fifty-seven percent (341/597) indicated that they were attending the Writing Center for the first time. Twenty-six percent (156/597) indicated that	The decrease in the total number of sessions might be attributed to a variety of factors, including the switch from walk-in to an appointment-based tutoring system and the absence of any Writing Fellow pilots during the Spring 2008 semester. Advertising could also be a factor, but the same advertising measures used in 2006-2007 were employed. Regardless, the Writing Center must improve efforts to publicize its various services and build partnerships, especially once the Center is relocated to its new space on the second floor of the Library. Since the Writing Center is a resource for all students at Providence College, staff members must continually work to

they had come to the Center for a follow-up session. Eighty percent (80%) of the appointment-based sessions were scheduled by freshmen and sophomores. Thirty-two SCE or Graduate Students used the appointment-based tutoring.

enhance the perception that all students can come for feedback on their writing, regardless of ability level. The Center should easily conduct a minimum of 1000 sessions each academic year.

It is also important to note the sizable increase in the number of SCE/Graduate Students who came for tutoring (32 came for tutoring in 2007-2008 whereas none came in 2006-2007). This increase may be attributed to the office's participation in the SCE orientation at the beginning of the year.

Write Site Evaluations

In Fall 2007 The Writing Center launched its online writing lab, The Write Site, campus wide. Throughout the year 46 students submitted their papers to the site for feedback. Out of the 46 students who submitted their papers, five (5) students used the service on multiple occasions. Students who submitted papers were encouraged to fill out an online evaluation of the service; however, only four (4) students opted to evaluate their Write Site responses. All four respondents that they would definitely continue to use The Write Site in the future.

Results look positive, but a larger sample is necessary to get a reliable measurement. The Writing Center needs to devise better ways to advertise The Write Site and encourage students to evaluate their tutors' responses.

Writing Fellows Survey
for ARH 498

During the fall of 2007, the Writing Fellows program was continued in ARH 498: Principles of Research. Through this program Ryan Donnelly, an OAS Writing Tutor, was formally integrated into the course. Ryan met with Dr. Thomas Strasser's students at least three times during the semester to discuss drafts of their final course project. In their evaluations of the program, 80% of the students (4/5) agreed that "the number of meetings with the Writing Fellow was sufficient" [1 was "Not Sure," stating that "it was hard to coordinate schedules"]. 100% (5/5) agreed or strongly agreed that they "would recommend continuation of the Writing Fellows program in future sections of ARH 498." 100% (5/5) also agreed or strongly agreed that "The Writing Fellows program should be implemented in other courses at PC."

Students' evaluations of this program have improved with each subsequent installment. No major concerns at this time. Continue to track.

Writing Fellows Survey
for MGT 210

During the fall of 2007, the Writing Fellows pilot program was continued in MGT 210: Business Communications, taught by Professor Robert Costello. Through this program four OAS Writing Tutors were formally integrated into the course. The Tutors were to meet with Professor Costello's students at least twice during the semester to discuss working drafts of their final course project. In their evaluations of the pilot, 78% of the students (18/23) agreed that "the number of meetings with [their] Writing Fellow was sufficient" [3% (1/23) of the students disagreed and 17% (4/23) were not sure]. 74% (17/23) agreed or strongly agreed that they "would recommend continuation of the Writing Fellows program in future sections of MGT 210" [9% (2/23) disagreed, and 17% (4/23) were not sure]. Lastly, 61% (14/23) agreed or strongly agreed that "The Writing Fellows program should be implemented in other courses at PC" [9% (2/23) disagreed, and 30% (7/23) were not sure].

Results are somewhat positive, but they could be much stronger. As stated earlier in this report, although the instructor set deadlines for drafts and meetings with the Writing Fellows, drafts were not graded, and students tended to take draft deadlines lightly. Some groups had trouble finding times to meet with their Writing Fellows. These factors impaired the Fellows' overall effectiveness. If the program continues in the fall of 2008, the instructor should definitely factor drafts and meetings with the Fellows into students' final grades.

Services Are Judged Favorably

"Grammar Camp"
Workshop Evaluations

In Spring 2008 the Writing Center introduced a new series of workshops with an emphasis on low-order writing concerns (e.g., sentence variety, punctuation, usage, etc.). A total of twenty-three (23) students attended the six (6) workshops offered throughout the spring semester. In their evaluations of the workshops, all twenty-three students said that they "would recommend [the workshops] to other PC students."

Results look very positive. Continue to track.

"Tea Time" Workshop
Evaluations

In Fall 2007 the Writing Center introduced a new series of workshops with an emphasis on high-order writing concerns (e.g., invention, thesis development, organization, coherence, etc.). A total of thirty-seven (37) students attended the six (6) workshops offered throughout the fall semester. In their evaluations of the workshops, all thirty-seven students said that they "would recommend [the workshops] to other PC students."

Results look very positive. Continue to track.

WC Tutee Evaluations	During the 2007/2008 year, evaluations were gathered from 597 students who utilized the Writing Center's appointment-based tutoring. 98% (586/597) said that they "would recommend the Writing Center to a friend."	Results look extremely positive; continue to track.
Write Site Evaluations	<p>In Fall 2007 The Writing Center launched its online writing lab, The Write Site, campus wide. Throughout the year 46 students submitted their papers to the site for feedback. Students who submitted papers were encouraged to fill out an online evaluation of the service; however, only four (4) students opted to evaluate their Write Site responses. All four respondents said that they would definitely "recommend The Write Site to a fellow PC student."</p> <p>In response to the item, "What aspects of the feedback from your Write Site tutor were most helpful to you?", one student praised the tutor for encouraging her to look at her argument from a different perspective. Two students praised the tutors for addressing the specific concerns that they had articulated in the submission form. Another student praised the tutor for constructive feedback regarding her thesis statement. Conversely, one student expressed concern that the comments from the tutor on the actual subject matter were not beneficial; despite the fact that The Write Site is built primarily to address high-order concerns, she expressed a preference for sentence-level editing. Another student commented that grammatical assistance would have been helpful and suggested that the online tutors use a "digital red pen."</p>	<p>The Write Site was judged favorably by the students who responded, but a larger sample is necessary to get a reliable measurement. The Writing Center needs to devise a better way to advertise The Write Site and encourage students to evaluate their online tutors' responses.</p> <p>Moreover, despite ongoing efforts to make it clear that The Write Site exists to provide more global (i.e., not sentence-level) feedback, some students submitted papers with the expectation that the online tutors would "edit" their work. Efforts to clarify the purpose of The Write Site should be enhanced and sustained.</p>
Writing Fellows Survey for ARH 498	During the fall of 2007, the Writing Fellows program was continued in ARH 498: Principles of Research. Through this program Ryan Donnelly, an OAS Writing Tutor, was formally integrated into the course. Ryan met with Dr. Thomas Strasser's students at least three times during the semester to discuss drafts of their final course project. In their evaluations of the pilot, 100% (5/5) of the students agreed or strongly agreed that "the time spent during [their] meetings with the Writing Fellow was well used."	Students' evaluations of the Writing Fellows in this program continue to be very positive. No major concerns at this time. Continue to track.
Writing Fellows Survey for MGT 210	During the fall of 2007, the Writing Fellows program was continued in MGT 210: Business Communications, taught by Professor Robert Costello. Through this program four OAS Writing Tutors were formally integrated into the course. The Tutors were to meet with Professor Costello's students at least twice during the semester to discuss working drafts of their final course project. In their evaluations of the pilot, 87% (20/23) agreed or strongly agreed that "the time spent during [their] meetings with the Writing Fellow was well used" [13% (3/23) were not sure].	Despite the fact that the logistics of this program still need to be improved, it is encouraging that 87% percent of the students who responded to the survey felt that their time with the Writing Fellows was worthwhile. This finding suggests that the Fellows were well prepared for their meetings with the students. It also lends support to the contention that when meetings with Fellows actually do occur, they can be very beneficial.