

OAS Assessment Report 2008-2009

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 2008, an evaluation was administered to thirteen (13) students who worked one-on-one with an academic skills counselor (Note: Counselors being evaluated were Jill Kopicki, Assistant Director for Academic Skills/Programs, and Natalie Crawford, Graduate Assistant for Academic Skills/Programs). Ten (10) surveys were returned anonymously. 100% of the students agreed or strongly agreed that their counselor helped them to attain their academic goals (7/10 strongly agreed; 3/10 agreed). 100% of the students agreed or strongly agreed that they had improved academically since the beginning of the semester (9/10 strongly agreed; 1/10 agreed).</p> <p>In Spring 2009, an evaluation was administered to fifteen (15) students who worked one-on-one with an academic skills counselor (Note: Counselors being evaluated were Jill Kopicki, Assistant Director for Academic Skills/Programs, and Andrew O'Connor, Graduate Assistant for Academic Skills/Programs). Nine (9) surveys were returned anonymously. 100% of the students strongly agreed (9/9) that their counselor helped them to attain their academic goals. 100% strongly agreed (9/9) that they had improved academically since the beginning of the semester.</p>	Evaluations of working with OAS staff members continue to be very positive. There are no major concerns at this time. However, more information is needed to determine how students attain their goals and why they improve academically. An online survey for students may yield more responses and valuable information than the paper method currently used. Exit interviews or focus groups might also be used.
	Probation Analyses	<p>In Fall 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 2.49 (n=21) vs. an average term gpa of 2.21 (n=7) for students who did not sign a contract or meet with an OAS staff member consistently.</p> <p>In Spring 2009, 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 2.16 (n=13) vs. an average term gpa of 1.97 (n=5) for students who did not sign a contract or meet with an OAS staff member consistently.</p> <p>Over the past three semesters (Spring 2008 through Spring 2009), 57% (29/51) of students who met regularly with the Assistant Director for Academic Skills/Programs or another OAS staff member ended the probationary term in good standing, compared to 33% (7/21) for those who did not meet regularly. In addition, those who met regularly with the Assistant Director or another OAS staff member earned an average term gpa of 2.37 (n = 51), while those who did not meet regularly earned an average term gpa of 2.09 (n = 21).</p>	<p>Data continue 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.</p> <p>Additionally, focus groups and/or case studies might be useful supplements to assess academic growth among probation students who meet with OAS staff members regularly.</p>
Services Are Needed/Valued	Workshop Evaluations	<p>In Fall 2008, 96% of students (n=101) agreed or strongly agreed that the skills workshops were worthwhile in terms of the time they allocated to them; 99% agreed or strongly agreed that they planned to utilize the strategies discussed in the workshops; and workshop content was rated 4.46/5.00 (on a 1-5 scale, 5 being the highest).</p> <p>In Spring 2009, 98% of students (n=45) agreed or strongly agreed that the skills workshop were worthwhile in terms of the time they allocated to them; 98% agreed or strongly agreed that they planned to utilize the strategies discussed in the workshops; and workshop content was rated 4.54/5.00 (on a 1-5 scale, 5 being the highest).</p>	Evaluations continue to suggest that the workshops are highly valued by those who attend. Continue to track.

Services Are Judged Favorably

Counselor Evaluations

In Fall 2008, an evaluation was administered to thirteen (13) students (three of whom did not return the survey) who worked one-on-one with an academic skills counselor (Note: Counselors being evaluated were Jill Kopicki, Assistant Director for Academic Skills/Programs, and Natalie Crawford, Graduate Assistant for Academic Skills/Programs). All of the students who returned the survey agreed or strongly agreed that their counselor displayed genuine concern for them as students (6/10 strongly agreed; 4/10 agreed). All responders rated their counselor's effectiveness in assisting them as either "excellent" (7/10) or "above average" (3/10).

Attitudes toward working with OAS Staff members continue to be exceedingly positive. Continue to track.

In Spring 2009, an evaluation was administered to fifteen (15) students (6 of whom did not return the survey) who worked one-on-one with an academic skills counselor (Note: Counselors being evaluated were Jill Kopicki, Assistant Director for Academic Skills/Programs, and Andrew O'Connor, Graduate Assistant for Academic Skills/Programs). All of the students who returned the survey strongly agreed that their counselor displayed genuine concern for them as students. All responders rated their counselor's effectiveness in assisting them as either "excellent" (7/9) or "above average (2/9)."

Workshop Evaluations

In Fall 2008, 94% of students agreed or strongly agreed that the skills workshops were meaningful in terms of their educational development (n=101); 96% "agreed" or "strongly agreed" that they would recommend the workshops to another student; and workshop presentations were rated 4.60/5.00 (on a 1-5 scale, 5 being highest).

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

In Spring 2009, 93% of students agreed or strongly agreed that the skills workshops were meaningful in terms of their educational development (n=45); 93% agreed or strongly agreed that they would recommend the workshops to another student; and workshop presentations were rated 4.71/5.00 (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 Improve Academic Performance	SWD GPA Tracking	At the end of Spring 2009, the cumulative grade point average (cpga) for students with disabilities was 2.92; the cpga for all undergraduate day students was 3.20 (Note: This figure was provided by the Associate Vice President for Academic Affairs on June 11, 2009). The difference or gap was .28.	The gap between the cumulative gpa of students with disabilities and all undergraduate, day students is exactly the same as last year. There are no major concerns at this time. Continue to track.
	SWD Retention Tracking	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, 2008, 88% of this cohort (23/26) were enrolled for the Fall 2008 semester. 85% (22/26) graduated in May 2009 (Note: One student in this cohort is returning for a fifth year). 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, 2008, 86% of this cohort (18/21) were enrolled for the Fall 2008 semester. On October 15, 2007 the Assistant Director for Disability Services established a cohort of students with disabilities in the class of 2011 (n=18). As of October 15, 2008, 89% (16/18) were enrolled for the Fall 2008 semester.	The graduation rate for students with disabilities in the Class of 2009 is slightly higher than the preliminary 4-year rate for the overall class (80.4%, as calculated by Research Analyst Kristen Procopio on July 14, 2009). Although there are no major concerns at this time, rates should be compared again once the final graduation rate for the Class of 2009 has been calculated. Continued tracking is also necessary to determine reliable trends.

On October 15, 2008 a cohort of students with disabilities in the class of 2012 was identified (n=25). On October 15, 2009 the Assistant Director will check to see how many of these students are enrolled for the Fall 2009 semester. He will also establish a cohort for the class of 2013.

SWD Survey

In the spring of 2009, all students who made use of disability services (n=146) were invited to participate in an exit survey. Of those who were invited, fourteen (14) chose to respond. These participants evaluated the disability services they had received during their studies on a 4-point Likert scale, one (1) being "strongly disagree" and four (4) being "strongly agree." The mean response to the item, "The physical testing environment is conducive to success on exams," was 3.22/4.00 (Note: Positive comments on this item included "quiet," "flexible," and "relaxed atmosphere"). The mean response to the item, "The notes provided by OAS helped to improve my performance in the classroom and on exams," was also 3.22/4.00.

Although responses were gathered on a 4-point scale rather than last year's 5-point scale, perceptions of the quality of the test taking environment were statistically similar to last year -- this despite the fact that a new testing room was available. In the survey some students expressed concern about the "tightness" of the testing space during final exams. Next year the AD for Disability Services should consider utilizing multiple testing spaces during the final exam period, especially when the number of students testing simultaneously is ten or more.

Perceptions of the efficacy of notes were statistically lower this year (3.22/4.00 in 2008-2009 vs. 4.60/5.00 in 2007-2008). There are no major concerns at this time, but continued tracking is necessary. It is hoped that a mandatory training workshop for all note takers (as of Fall 2009) will help to improve the overall quality and efficacy of the notes.

Services Are Needed/Valued

SWD Service Numbers

At the conclusion of Spring 2009, there were 146 students with disabilities registered with the OAS (Note: 7 of these students were in the graduate school, and 10 were enrolled in SCE); a total of 1075 accommodations requests were made throughout the 2008-2009 academic year. Over the past ten years (1999/2000-2008/09), accommodations numbers have ranged from a low of 837 (2003/04) to a high of 1553 (2000/01).

It is difficult to aggregate the motives of all students with disabilities, whether they enroll in PC or request services. Therefore, some variation in the number of accommodations requests can be expected. However, the number of students with disabilities registered with the OAS has remained between 145 and 155 for the past five academic years (2004/05-2008/09). There are no major concerns at this time; continue to track.

It is important to note that the Assistant Director for Disability Services speaks to prospective students and their families with a great deal of care and attention. Anecdotal feedback from students and families on these contacts remains very positive.

SWD Survey

In the spring of 2009, all students with disabilities were invited to participate in a survey (n=146). Of those who were invited, fourteen (14) chose to respond. 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, including "I really appreciated the preregistration service" and "great job overall."

This year, as part of an ongoing effort to gather more robust data, the spring survey was expanded from graduating students to all students registered with Disability Services. The survey methodology was changed to accommodate the larger numbers: Rather than the previous in-person interview, students were emailed a link to an on-line survey along with follow-up reminders to complete it. This new approach was only marginally effective in garnering more responses. Next year, in an effort to improve response rates, the Assistant Director for Disability Services will consider new strategies, such as handing out a physical copy of the survey when meeting with each student at the beginning of the spring semester. Incentives may also be offered to encourage students to respond.

Services Are Judged Favorably

SWD Survey

In the spring of 2009, all students with disabilities who had made use of disability services (n=146) were invited to participate in an exit survey. Of those invited, fourteen (14) chose to respond. These participants evaluated the disability services they had received during their studies on a 4-point Likert Scale, One (1) being "strongly disagree" and four (4) 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 3.62/4.00. The mean response to the item, "The process of arranging to take exams in the OAS is clear and efficient," was a 3.46/4.00. And the mean response to the item, "The OAS staff members who handle testing accommodations were welcoming and courteous," was 3.62/4.00. When prompted for dislikes about testing in the OAS, students had some dissatisfaction with crowding and the process by which students sign up to take exams, saying: "sometimes the test taking room was too crowded (especially during finals)"; "setting up a test should be able to be done

Overall, assessment results for testing accommodations are very positive, but there are some concerns that the Assistant Director for Disability Services should address. As stated earlier in this report, using multiple rooms during the final exam period may be necessary. The Assistant Director should also convene a focus group of students with disabilities to see if there are more efficient ways to streamline testing procedures.

Overall, students are also generally pleased with note taking services, but the Assistant Director for Disability Services will be taking steps to address their more salient concerns. Efforts will be made next year to better explain the process and improve the competence of note takers. As part of their job, note takers will be required to attend an OAS workshop on successful notetaking strategies. In addition, students receiving notes will be explicitly informed about the means by which notes are delivered to them (e.g., it does take time to hire notetakers for every class each semester, notetakers don't necessarily drop off notes every single day, etc.). This information will help them to understand the intricacies of providing this service; it might also help

online"; "filling out the OAS form for every test is annoying. I think it is possible to do without them"; and "I did not like it when I had to pick up the exam from my teacher at testing time. I did not like other students seeing me take the exam and leave."

them to conceive alternatives and make their own recommendations for improvement.

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 3.22/4.00. Positive comments on this item included: "my notes were easy to access through the folder system" and "I liked that it was private." When prompted for dislikes about the process of receiving notes, students' comments included: "I don't like that notes came in bunches" and "the notes were not always thorough or complete."

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 2008, 94% of students (a slight decrease of 1% from 2007) agreed or strongly agreed (n=54) that they would be more successful on the GRE/GMAT as a result of their participation in the prep course; 95% (an increase of 4% from 2007) agreed or strongly agreed that they would utilize the strategies/techniques discussed in the program; 78.5% (a decrease of 11.5% from 2007) of students agreed or strongly agreed that the course improved their reading comprehension/critical thinking skills; and 67% (a decrease of 3% from 2007) agreed or strongly agreed that it improved their math skills.	<p>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 four 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; 67% agreed or strongly agreed in Fall 2008), students continue to rate the instructor highly. Comments on the evaluation suggest that the rating may have more to do with students' overall confidence in mathematical ability, which is difficult to improve in a short program like this. Comments also suggest that, while the course helped them review material they had forgotten, it did not necessarily help them advance their mathematical competency.</p> <p>The large decline (11.5%) of students' responses to the item, "This program helped me improve my reading comprehension/critical thinking skills," may be due to the fact that our regular instructor for the reading comprehension section lost a friend right before the start of the GRE/GMAT program. This unfortunate event disrupted the instructional coherence of the program (i.e., another instructor was hired to teach the verbal section during the final program meeting). Continued tracking is necessary to ensure consistent quality.</p> <p>Also, because the program places greater emphasis on test taking "strategies" than "skills" per se, the wording of the latter two survey items will be altered to reflect this emphasis.</p>
	GRE/GMAT Post-Test Survey	In December of 2008, 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 five (5) disclosed their test scores. The average score on the overall GRE for the three respondents was 1190 (out of a possible 1600) compared to 1180 in 2007; the average Verbal Section score for the respondents was 548 (out of a possible 800) compared to 530 in 2007; the Analytical Writing Assessment scores averaged 4.87(out of a possible 6.0) compared to 5.75 in 2007; and the Quantitative Math scores averaged 642 (out of a possible 800) compared to 616 in 2007. One-hundred percent (100%) of all survey respondents (8/8) felt that the GRE/GMAT Preparation Program had either a "strong positive impact" or a "moderate positive impact" on their exam performance, compared to 75% (6/8) in December of 2007.	Although most of the test scores appear to be higher than those reported in Fall 2007, the sample size is not adequate enough to make any safe generalizations or determine reliable trends. The Assistant Director for Academic Skills/ Programs should find ways to secure a greater number of post-test survey responses. A more effective approach might include sending an email to all of the participants and informing them that an OAS Staff Member may be calling to ask follow-up questions.

Services Are Needed/Valued	GRE/GMAT Course Evaluations	In Fall 2008, 90% of students (a decrease of 3% from 2007) agreed or strongly agreed that the GRE/GMAT program was worthwhile in terms of the time they allocated to it (n=54).	Results continue to suggest that students value the GRE/GMAT program. However, in the future it will be important to include time for practice tests on a computer. This modification will help students better prepare for actual testing conditions.
	GRE/GMAT Post-Test Survey	In December of 2008, a follow-up evaluation was emailed to GRE/GMAT Program participants to measure the "sustainability" of the learning experience. Eight (8) program participants responded. 100% 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 ways to secure a greater number of post-test survey responses. A more effective approach might include sending an email to all of the participants and informing them that an OAS Staff Member may be calling to ask follow-up questions.
Services Are Judged Favorably	GRE/GMAT Course Evaluations	In Fall 2008, students ranked the overall GRE/GMAT Test Prep Course a 4.15/5.00.	The Fall 2008 rating of the overall program (4.15) was consistent with ratings over the last three years (4.36/5.00 in Fall 2007, 4.05/5.00 in Fall 2006, 3.94/5.00 in Fall 2005). However, this program should ideally be rated 4.5 or higher. Arrangements will be made with the GRE/GMAT instructors and OAS prior to next fall's program to discuss potential program improvements.
	GRE/GMAT Post-Test Survey	In December of 2008, a follow-up evaluation was emailed to GRE/GMAT Program participants to measure the "sustainability" of the learning experience. After taking the exam, 100% (8/8) 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 2007 was 88% (7/8)].	Results continue to be positive, but the Assistant Director for Academic Skills/ Programs should find ways to secure a greater number of post-test survey responses. A more effective approach might include sending an email to all of the participants and informing them that an OAS Staff Member may be calling to ask 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 2009 student-athletes were given the opportunity to evaluate their experience in daytime study hall. In their survey responses 60% (15/25) "agreed" that their "time spent in daytime study hall [was] a contributing factor in [their] academic success." 32% (8/25) said they were "not sure"; only 8% (2/25) "disagreed." Among the more favorable comments were the following: "The quiet, studious environment usually keeps me focused on my studies"; and "the new location of the OAS is convenient -- the noise level is also favorable for studying."	Despite the move to a new facility with more technology, responses to this item are only slightly better than last year. Efforts must be made in the coming year to enhance students' engagement in study hall (i.e., the implementation of objectives-based study hall, encouraging student-athletes to utilize tutorial services during study hall hours, etc.) and, hence, the perception that daytime study hall contributes in meaningful ways to their academic performance.
	DWC Grades Comparison	In Fall 2008, 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 2012 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 average DWC grade for study group program participants was compared to the average grade for the other students in their respective course sections. The results of this comparison were as follows: in the study group comprised of MBB and WBB student-athletes, SAs earned an average grade of 2.0 compared to an average grade of 2.88 for the rest of the class; in the study group comprised of MIH student-athletes, SAs earned an average grade of 2.61 compared to an average grade of 2.62 for the rest of the class; in one of two study groups comprised of WIH student-athletes, SAs earned an average grade of 2.25 compared to an average grade of 2.80 for the rest	On the surface these grades suggest that the DWC Study Group Program is not making a significant difference in the academic performance of at-risk student-athletes. However, the OAS sees fewer failing grades (both mid-term and final) within this at-risk population than we have seen in the past. Student-athletes also continue to respond very favorably to the program content and format. The student-athlete support staff should continue to track and compare grades, but place them within the context of other measures when gauging the overall success of the program.

of the class;

in the second WIH study group, SAs earned an average grade of 2.6 compared to an average grade of 2.80 for the rest of the class.

Evening Study Hall Survey	In Spring 2009 student-athletes were given the opportunity to evaluate their experience in evening study hall. In their survey responses 46.6% (14/30) "agreed" or "strongly agreed" that their "time spent in evening study hall [was] a contributing factor in [their] academic success." 16.6% (5/30) said they were "not sure" and 36.6% (11/30) "disagreed" with this statement.	Responses to this item are much improved, as only 10% of those surveyed in Spring 2008 "agreed" with this item. These results reflect the improvements made to evening study hall from the previous year. Many of the student-athletes' concerns about computer/internet access and comfort were addressed by relocating evening study hall to the Albertus Magnus. Even still, the overall response is not ideal. Efforts must be made in the coming year to enhance students' engagement in evening study hall and, hence, the perception that it contributes in meaningful ways to their academic performance.
SA GPA Tracking	At the end of Spring 2009, the cumulative grade point average (cpga) for student-athletes was 2.94 (Note: This average does not include practice players); the cpga for all PC undergraduate, day students was 3.20 (Note: This figure was calculated by the Associate Vice President for Academic Affairs on June 11, 2009). The difference or gap was .26.	The gap between the cpga of student-athletes and the cpga of all undergraduate, day students decreased by almost 50% this year (Note: The gap in Spring 2008 was .51). This decrease is encouraging, but continued tracking is necessary to ensure that the academic performance of student-athletes remains comparable to that of the overall student population.
Skills Specialist Caseload Grades	In Spring 2009 the student-athletes who were assigned to the Academic Skills Specialist (Angela Marathakis) and who worked with her on a regular basis (at least 3 times a week) had an average term gpa of 3.51. The student-athletes who were assigned to the Specialist and who did NOT meet with her on a regular basis had an average term gpa of 1.95.	Results indicate that students who meet/work with the Academic Skills Specialist (Angela Marathakis) on a regular basis outperform those who do not meet regularly. Efforts must be made in the coming year to ensure that ALL students in the Skills Specialist's caseload meet with her regularly.
Skills Specialist Evaluation	In Spring 2009, 100% of all of the student-athletes (MBB, WBB, SB) who worked with the Academic Skills Specialist on an ongoing basis (n=17) "agreed" or "strongly agreed" that "the Skills Specialist helped [them] in attaining [their] academic goals." 100% "agreed" or "strongly agreed" that "meeting with the Skills Specialist regularly helped [to improve their] academic performance."	Results are extremely positive. Continue to track.
Study Group Survey	In Fall 2008, the study group 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. 90% (17/20) of the student-athletes (a 13% increase from 2008) who responded to this survey "agreed" or "strongly agreed" that "the study group program helped (them) to improve (their) overall performance in DWC."	The results are very favorable. Based on this encouraging feedback, the OAS should implement DWC study group sessions for other athletic squads (and other at-risk groups). As successful as the program has been, the OAS staff has observed that participants still tend to rely on tutors to (re)teach the material. To maximize student-athlete engagement in group sessions, the student-athlete support staff should collaborate with Assistant Director for Tutorial Services to offer training in group dynamics. This training should help the tutors to promote more active (as opposed to passive) learning within the groups.
Services Are Needed/Valued	Daytime Study Hall Survey In Spring 2009 student-athletes were given the opportunity to evaluate their experience in daytime study hall. In their survey responses 44% (11/25) "disagreed" or "strongly disagreed" with this statement: "Mandatory daytime study hall hours are necessary for me to manage my competing academic and athletic commitments." 20% (5/25) said they were not sure.	The responses indicate a modest improvement in student-athletes' perception of mandatory daytime study hall hours. However, results are still less than ideal. An alternative study hall model (i.e., objectives-based study hall) should be implemented, especially for those student-athletes who might need or value greater flexibility. In addition, based on the apparent demand for study hall time after 4:30 p.m., the Assistant Director for Student-Athlete Services should consider extending daytime study hall hours, even if only on select weekdays.

	Evening Study Hall Survey	In Spring 2009 student-athletes were given the opportunity to evaluate their experience in evening study hall. In their survey responses 60% (18/30) "agreed" or "strongly agreed" with this statement: "Mandatory evening study hall hours are necessary for me to manage my competing academic and athletic commitments." 20% (6/30) said they were "not sure." Only 13% (4/30) "disagreed" or "strongly disagreed" with this item.	It is important to note that, in Spring 2008, 57% of those surveyed "disagreed" or "strongly disagreed" with this statement. The improved results may be attributable to a variety of factors, which include: the new, improved evening study hall location; the new process by which student-athletes are assigned to and excused from mandatory study hall; and/or the fact that fewer student-athletes are being "forced" into evening study hall by coaches. Regardless, the results are encouraging. Continued tracking is necessary to determine reliable trends.
	Study Group Survey	In Fall 2008, the study group 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. 90% (17/20) of the student-athletes who responded to the survey "agreed" or "strongly agreed" that "the time spent during the study group meetings was worthwhile." Only 10% (2/20) reported that they were "not sure."	Results are very favorable, but continued tracking is necessary.
Services Are Judged Favorably	Daytime Study Hall Survey	In Spring 2009 student-athletes were given the opportunity to evaluate their experience in daytime study hall. In their survey responses 68% (17/25) "agreed" or "strongly agreed" that "the environment in daytime study hall [was] conducive to getting [their] school work done." One student-athlete expressed her favorable view of daytime study hall as follows: "People are very good about being quiet, and the resources I need are always available."	Results are generally favorable and are based on a larger sample size than the previous year. Continued tracking is necessary to determine reliable trends, especially as the student-athlete support staff experiment with means (e.g., objectives-based study hall) to enhance student engagement during study hall time.
	Evening Study Hall Survey	In Spring 2009 student-athletes were given the opportunity to evaluate their experience in evening study hall. In their survey responses 50% (15/30) "agreed" or "strongly agreed" (only 10% agreed in 2008) that "the environment in evening study hall [was] conducive to getting [their] school work done." 20% (6/30) were "not sure." 30% (9/30) "disagreed" or "strongly disagreed."	These responses affirm the decision to relocate evening evening study hall to Albertus Magnus. Even still, the results are less than ideal. In the coming year efforts should be made to determine how the study hall environment can be made even more conducive to productivity (e.g., adding more print and/or electronic resources).
	Skills Specialist Survey	In Spring 2009, 100% of the student-athletes who worked with the Academic Skills Specialist on an ongoing basis (n=17) "strongly agreed" that "the Skills Specialist had a genuine concern for [them] as [students]."	Perceptions of the Skills Specialist look very positive. Continue to track. Note: The Student-Athlete Support Staff should look to design and implement a standard survey for all three staff members (Gomes, Kiley, Marathakis) to be evaluated.
	Study Group Survey	In Fall 2008, a study group 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. 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]."	Results are extremely 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 Participant Grades	In the Spring 2009 semester, thirteen (13) students came for group tutoring in general chemistry more than seven times. The final grade in chemistry for	Results look positive, but in 2009-2010 grades should be compared to those of students who did not attend (or who stopped attending) group sessions on

		these thirteen (13) was the same or higher than their midterm grade.	a regular basis.
	Tutoring Analyses	<p>In Spring 2009, the midterm gpa for courses in which students received regular tutoring (i.e., 7 or more sessions) was 2.10 and the final gpa was 2.49.</p> <p>86.4% of regular tutees had the same or higher final grade in the course for which they received tutoring. 76.7% also had the same or higher final grade in the courses for which they did not receive tutoring.</p> <p>60.8% had a higher final grade than mid-term grade in the course for which they received tutoring, whereas only 38.5% had a higher final grade than mid-term grade in the courses for which they did not receive tutoring.</p>	<p>Assessment continues to indicate that most "regular" tutees 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.</p> <p>Perhaps more important than the number of tutoring sessions that students attend is what actually occurs during those sessions. In order to assess the degree to which we are helping students progress from dependency to interdependency, the Tutorial Center will need to supplement with new measures (e.g., focus groups with "regular" tutees at the beginning of the Spring 2010 semester).</p>
Services Are Needed/Valued	Chem Group Attendance	In both semesters of the 2008-2009 academic year, OAS tutors and General Chemistry faculty collaborated to continue formal group workshop study sessions. Five peer tutors, responsible for leading weekly group-study sessions, were assigned to each of the five General Chemistry sections in the fall and the spring. Student attendance increased by 24% in 2008-2009 to 488 student hours, compared with 393 student hours for 2007-2008.	The increase in the number of tutoring hours suggests that the group sessions are needed/valued by students. Continue to track attendance.
	Chem Group Evaluations	<p>In 2008-2009 OAS tutors and faculty collaborated to continue group tutoring for the General Chemistry course. One peer tutor who was responsible for leading weekly group-study sessions was assigned to each of five General Chemistry sections in the fall and spring semesters.</p> <p>Three times during each semester, evaluations were distributed. Student responses suggested that they judge the service favorably. Several saw group study as a forum to "increase confidence" and "to have someone personally explain concepts." Other favorable comments included: "the tutor spends as much time as we need on concepts"; "I learn from tutors how to sum up chapters in my own words"; "I leave feeling confident"; "tutors patiently go over every question"; "the tutors take time to break down problems into parts and then explain"; and "the tutors show us how to make awesome study sheets for chapters."</p>	<p>Evaluations indicate that students found groups to be a source of confidence and enrichment for them.</p> <p>That said, the Tutorial Center needs to establish a more systematic way of gathering evaluations. For example, the Assistant Director for Tutorial Services could create an instrument to be distributed in class at the end of the semester, glean information not only from those who attended group sessions but also from those who "stopped out" or chose not to attend. Findings from this survey could be used to make the program more attractive to all students.</p>
	Tutoring Service Numbers	In 2008-2009, total tutorial hours were 4,169, representing an increase of 4.5% compared to the 3,989 sessions in 2007-2008. Group study sessions accounted for approximately thirty-two percent (32%) of the 4,169 tutorial hours. There was a 37% decrease in hours when comparing Spring 2009 to Fall 2008 (Note: This percentage is consistent with the decline from fall to spring in previous years). Lastly, the number of students who received tutorial assistance in 2008-2009 increased to 1,131 – a 14% increase compared to 992 in 2007-2008.	<p>Except for 2007-2008, tutoring hours have increased steadily since 2004-2005:</p> <p>3,296 hours in 2004-2005 3,693 hours in 2005-2006 4,201 hours in 2006-2007 3,989 hours in 2007-2008 4,169 hours in 2008-2009.</p> <p>A goal for the coming year will be to meet and exceed the 4,201 hours recorded in 2006-2007.</p>
	Undergraduate Research Project	A student group (Note: An OAS tutor was part of this group) project for PSC 419: Public Program Evaluation examined the relationship between tutoring, gender and GPA. The group's findings suggest that the Center "might need to fight harder to get students from the lower GPA levels to attend." The group also found that advertisements for OAS were "more effective for women than men, who respond better to personal invitations rather than more subtle advertising." This finding challenges the Tutorial Center to "find a better means to attract male tutees."	The Tutoring Center could respond to these findings by tracking the number of male and female students who come for tutoring. The Center might also respond by establishing personal contact with professors of "historically difficult" courses. If these professors are more aware of tutoring, they may personally encourage students (some of whom will surely be male) to avail themselves of the service.
Services Are Judged Favorably	Tutoring Center	During Fall 2008, 1,490 evaluations were gathered for 1,818 individual	Tutorial Services continue to be judged very favorably by students. Continue

Evaluations sessions (82% return rate). 67% (996/1490) of students who filled out tutoring evaluations rated their sessions as "excellent; I very definitely understand the material better"; 31% (458/1490) rated their sessions as "good; I understand the material better"; 2.0% (30/1490) rated their sessions as "average; not sure if my understanding really increased, but session was generally helpful." No responders indicated a poor outcome or experience on their evaluations.

to track.

Tutors must continue to be diligent in collecting evaluative feedback from tutees after each session. This will help to ensure that the Center's service is consistently high in quality.

During Spring 2009, 741 evaluations were gathered for 1,017 individual sessions (73% return rate). 68% (506/741) of students who filled out tutoring evaluations rated their sessions as "excellent; I very definitely understand the material better"; 29% (214/741) rated their sessions as "good; I understand the material better"; 2.4% (18/741) rated their sessions as "average; not sure if my understanding really increased, but session was generally helpful." There were only two students who rated their sessions as "not helpful at all."

Writing Center

<i>Desired Outcome</i>	<i>Assessment Method</i>	<i>Measurement Results</i>	<i>Measurement Actions</i>
Services Improve Academic Performance	Student Essay Assessment	During Spring 2009, the Writing Center collected papers from 16 students who had worked with a Writing Center tutor. Each student submitted a pre-tutoring and post-tutoring draft in order to assess improvement after the tutoring session. Over the summer of 2009, two readers (the Writing Skills Specialist and the Writing Center Intern) evaluated each of the drafts based on two separate rubrics. Rubric #1 was based on a 40-point scale, and comprised of eight detailed categories (introduction, clarity, thesis, content, etc.). Rubric #2 consisted of a 15-point scale, including three categories (content, organization, and mechanics). For Rubric 1, the average increase between pre- and post-tutoring drafts was 6 points. Drafts showed an average increase in numerical grade equivalent from 63% to 81%. For Rubric 2, the average point increase was 2.1, with an increase in grade equivalent from 64% to 79%.	Results are positive and suggest that several facets of students' writing improve after working with a Writing Center tutor. The goal in 2009-2010 is to gather a larger sample of student papers to better gauge student improvement and Writing Center efficacy.
	WC Tutee Evaluations	During the 2008-2009 academic year, evaluations were gathered from 530 out of 649 students who utilized the Writing Center's appointment-based tutoring. 88% (464/530) felt that their understanding of how they could improve their paper after their session was "excellent" or "very good."	Evaluation results continue to look positive, but the Writing Center was slightly less consistent in gathering evaluations from tutees (Evaluations were gathered for 84% of the sessions in 2008/2009 vs. 90% of the sessions in 2007-2008). The goal in 2009-2010 is to ensure that consistency is maintained.
	Write Site Evaluations	Fall 2008 marked the second year of The Writing Center's online writing lab, The Write Site. Throughout the year 130 papers were submitted for feedback, representing a 188% increase in submissions from 2007-2008 (45 in 2007-2008 vs. 130 in 2008-2009). Those who submitted papers were encouraged to fill out an online evaluation of the service; however, only sixteen (16) students opted to evaluate their Write Site responses. Ten (10) of the sixteen (10/16 or 62.5%) respondents said that The Write Site was "very" useful in helping them improve their paper, five (5) said it was "somewhat helpful" and one (1) responded that it "wasn't very helpful."	More Write Site evaluations were gathered in 2008-2009 than in 2007-2008, and these evaluations look positive; but a larger sample is necessary for reliable measurement. The Writing Center needs to devise better ways to solicit student evaluations.
	Writing Fellows Survey for SWK 360	During the fall of 2008, a Writing Fellows program was launched in SWK 360: Social Policy, taught by Dr. Susan Griffith Grossman. Through this program three OAS Writing Tutors were formally integrated into the course. The Tutors were to meet with designated students at least twice during the semester to discuss working drafts of their policy papers. In their evaluations of the pilot, 94% of the students (15/16) agreed or strongly agreed that working with the Writing Fellow "led to significant improvements in [their] final project." Only 6% (1/17) said they were "not sure" in response to this	Results are very positive, especially when combined with Dr. Grossman's testimony that the papers were the best that she has ever received in this course. Continue to track in Fall 2009.

statement.

Writing Fellows Survey
for SWK 488

During the fall of 2008, a Writing Fellows program was launched in SWK 488: Theory/Practice Capstone, taught by Professors Susan Griffith Grossman and Katherine Krantz. Through this program three OAS Writing Tutors were formally integrated into the two sections of the course. The Tutors were to meet with designated students at least twice during the semester to discuss working drafts of their thesis proposal. In their evaluations of the pilot, only 29% of the students (6/21) agreed or strongly agreed that working with the Writing Fellow "led to significant improvements in [their] final project." 33% (7/21) of the students were "not sure"; 29% (6/21) disagreed; and 9% (2/21) strongly disagreed.

While students' perceptions of the program were not very favorable, Professors Grossman and Krantz were both very satisfied with the results and decided to continue the program in Fall 2009. In fact, Dr. Grossman called the Director of Academic Services/Writing Center Director to say that the writing in her second batch of papers was "perfect." In the areas of the survey that asked students for qualitative feedback, many expressed concern that the responses from their Writing Fellows focused too much on low-order concerns. If we are to continue the program next fall, then the Fellows will need to be supported in their efforts to promote more substantive revision. The objectives of the program must also be articulated more clearly to the students by the faculty.

Students also expressed great frustration with the difficulty that they had arranging meetings with their Fellows. The OAS Director and the faculty members must address these logistical concerns before the program resumes next fall.

Services Are Needed/Valued

WC Service Numbers

The Writing Center conducted 779 sessions during 2008-2009, exceeding the 730 sessions held in 2007-2008. Of the 779 sessions, 649 were appointment based, and 130 were online submissions. Of those who handed in evaluations for appointment-based sessions (n=530), 66% (351/530) indicated that they were attending the Writing Center for the first time. 27% (141/530) indicated that they had come to the Center for a follow-up session. 73% (475/649) of the appointment-based sessions were scheduled by freshmen and sophomores. There were twenty-nine (29) appointment-based sessions scheduled by SCE students.

The increase in the number of sessions is positive, but the combination of our new space and our new Writing Specialist position should yield a minimum of 1000 sessions in the 2009-2010 academic year. Moreover, since the Writing Center is a resource for all students at Providence College, staff members must continually work to enhance the perception that anyone can come for feedback on his/her writing, regardless of ability level.

Write Site Evaluations

As stated previously, the second year of The Writing Center's online writing lab, The Write Site, saw a significant increase in student participation (130 submissions in 2008-2009 vs. 45 submissions in 2007-2008). Students who submitted papers were encouraged to fill out an online evaluation of the service; however, only sixteen (16) students opted to evaluate their Write Site responses. Of those sixteen, fifteen (15) said they would use the service again.

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 SWK 360

During the fall of 2008, a Writing Fellows program was launched in SWK 360: Social Policy, taught by Dr. Susan Griffith Grossman. Through this program three OAS Writing Tutors were formally integrated into the course. The Tutors were to meet with designated students at least twice during the semester to discuss working drafts of their policy papers. In their evaluations, 94% of the students (15/16) agreed that "the number of meetings with [their] Writing Fellow was sufficient" [6% (1/16) of the students disagreed with this statement]. 88% (14/16) agreed or strongly agreed that they "would recommend continuation of the Writing Fellows program in future sections of SWK 360" [12% (2/16) said they were "not sure"]. Only 38% (6/16) agreed or strongly agreed that "The Writing Fellows program should be implemented in other courses at PC" [62% (10/16) said they were "not sure"].

Again, the results are very positive, especially when combined with Dr. Grossman's overall assessment of the papers. The program might be further enhanced if Social Work seniors -- that is, students who have already taken SWK 360 -- were hired to be the Writing Fellows for this course. The students found their Fellows quite helpful, but somewhat deficient in their knowledge of Social Work as a discipline. Consider hiring rising seniors to be the Fellows for this course.

Writing Fellows Survey
for SWK 488

During the fall of 2008, a Writing Fellows program was launched in SWK 488: Theory/Practice Capstone, taught by Professors Susan Griffith Grossman and Katherine Krantz. Through this program three OAS Writing Tutors were formally integrated into the two sections of the course. The Tutors were to meet with designated students at least twice during the semester to discuss working drafts of their thesis proposal. In their evaluations, 81% of the students (17/21) agreed that "the number of meetings with [their] Writing Fellow was sufficient" [5% (1/21) of the students

Results show that the students in SWK 488 did not value the Writing Fellows Program very highly. In fact, many felt that mandatory participation in the program was a burden -- another requirement on top of the many requirements that they already have. However, as stated above, the professors were both very satisfied with the results. Therefore, the program will continue in Fall 2009.

In the meantime, the OAS Director should work with the faculty to make the

disagreed and 14% (3/21) were not sure]. Only 19% (4/21) agreed or strongly agreed that they "would recommend continuation of the Writing Fellows program in future sections of SWK 488" [19% (4/21) were not sure; 52% (11/21) disagreed; and 10% (2/21) strongly disagreed]. Lastly, only 28% (6/21) agreed or strongly agreed that "The Writing Fellows program should be implemented in other courses at PC" [33% (7/21) were not sure; 33% (7/21) disagreed, and 5% (1/21) strongly disagreed].

program more appealing to the students. One common complaint among the students was the difficulty in arranging meetings with their Fellows. Next year, the Fellows might consult with the students early on in the semester and find blocks of time that are mutually convenient. Or, rather than meeting with students in person, the Fellows might respond online. Either way, the OAS Director, the faculty and the new Fellows will need to find means to reduce students' frustration with scheduling.

Services Are Judged Favorably

WC Tutee Evaluations

During the 2008-2009 academic year, evaluations were gathered from 530 students who utilized the Writing Center's appointment-based tutoring. 98% (520/530) said that they "would recommend the Writing Center to a friend."

Results are extremely positive; continue to track.

Write Site Evaluations

One-hundred thirty (130) students submitted their papers to the Write site for feedback during the 2008-2009 academic year. Students who submitted papers were encouraged to fill out an online evaluation of the service; however, only sixteen (16) students opted to evaluate their Write Site responses. All sixteen respondents said that they would "recommend The Write Site to a fellow PC student." Thirteen (13) students said they would continue to use the site.

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 continue to find innovative ways to advertise and encourage students to evaluate their online tutor's responses. 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 still submit papers with the expectation that the online tutors will "edit" their work. Efforts to clarify the purpose of The Write Site should be enhanced and sustained.

In response to the item, "What aspects of the feedback from your Write Site tutor were most helpful to you?", one student said it was "how to better organize my thesis statement. My tutor helped me to make it more clear about what I'm writing about." Another student appreciated that her tutor "answered [her] concerns clearly so [she] could understand what [to] look at and fix." Conversely, the aspect that was least helpful to two students was the grammar assistance. For example, one student expressed that she "was really looking for someone to edit [her] paper, and look for errors."

Writing Fellows Survey for SWK 360

During the fall of 2008, a Writing Fellows program was launched in SWK 360: Social Policy, taught by Dr. Susan Griffith Grossman. Through this program three OAS Writing Tutors were formally integrated into the course. The Tutors were to meet with designated students at least twice during the semester to discuss working drafts of their policy papers. In their evaluations, 94% (15/16) agreed or strongly agreed that "the time spent during [their] meetings with the Writing Fellow was well used" [6% (1/16) were not sure].

In the section of the survey that asks for qualitative feedback, several students commented positively on their Fellow's efficient use of time. For example, one student wrote, "We stuck to the point and efficiently got work done." This kind of feedback is very encouraging, as it reflects the Fellows' ability to diagnose salient problems and help students prioritize them. This skill is highly emphasized in the writing tutor training program. Results are positive. Continue to track.

Writing Fellows Survey for SWK 488

During the fall of 2008, a Writing Fellows program was launched in SWK 488: Theory/Practice Capstone, taught by Professors Susan Griffith Grossman and Katherine Krantz. Through this program three OAS Writing Tutors were formally integrated into the two sections of the course. The Tutors were to meet with designated students at least twice during the semester to discuss working drafts of their thesis proposal. In their evaluations, 57% (12/21) agreed or strongly agreed that "the time spent during [their] meetings with the Writing Fellow was well used" [19% (4/21) were not sure; 19% (4/21) disagreed; and 5% (1/21) strongly disagreed].

In general, the students in the program liked their Fellows and found them to be courteous and capable. However, as stated above, many expressed concern that the responses from their Writing Fellows focused too much on low-order concerns. If we are to continue the program next fall, then the Fellows will need to be supported in their efforts to promote more substantive revision. In addition, and as mentioned above, the OAS Director, the faculty and the new Fellows will need to find means to reduce students' frustration with scheduling conflicts.