

ANNUAL REPORT • 2008-2009

Office of Academic Services

Providence College

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Submitted by: Bryan Marinelli, Director of Academic Services, August 13, 2009

~ Mission Statement ~
Office of Academic Services

The Office of Academic Services at Providence College is dedicated to fostering academic excellence and to helping students prepare to become responsible and productive citizens in the greater societal and world communities.

The Office of Academic Services is available to assist all Providence College students through a combination of academic and personal development programming, including individualized and group academic assistance, tutoring, specialized workshops, and outreach. The Office offers unique attention and support to students with disabilities by providing reasonable academic accommodations and advocating for equal access to all services and programs offered to members of the campus at-large. The Office also provides specialized support to student-athletes in light of the unique time demands, responsibilities, and rules governing participation in intercollegiate athletics.

The Office of Academic Services provides all services in a safe, personal environment where academic growth is a priority, personal development and independence are enhanced, and long-term success is nurtured by a staff which models these same commitments.

~ Mission Statement ~
Providence College

Providence College is primarily undergraduate, liberal arts, Catholic institution of higher education. Committed to fostering academic excellence through the sciences and humanities, the College provides a variety of opportunities for intellectual, social, moral and spiritual growth in a supportive environment.

The College actively cultivates intellectual, spiritual, ethical and aesthetic values within the context of the Judaeo-Christian heritage. These values are nurtured by the unique tradition of the Dominican Order which emphasizes quality teaching and scholarship.

Providence College recognizes the unity of the human family that proceeds from its one Creator. It therefore encourages the deepest respect for the essential dignity, freedom and equality of every person and welcomes qualified women and men from all religious, racial and ethnic backgrounds. Providence College prepares its students to be responsible and productive citizens to serve in their own society and the greater world community.

EXECUTIVE SUMMARY

The 2008-2009 year in the Office of Academic Services (OAS) was marked by several important accomplishments:

- ◆ In July 2008 a new Academic/Life Skills Coordinator (Meghan Kiley) was hired;
- ◆ In August 2008 a new Assistant Director for Student-Athlete Services (Jonathan Gomes) was hired;
- ◆ In August 2008 the OAS Director utilized endowment funds to purchase a second e-text production station, allowing the Assistant Director for Disability Services to streamline Daisy Book production;
- ◆ In October 2008 the Office of Academic Services was relocated to a new facility on the second floor of the Phillips Memorial Library;
- ◆ In November 2008 Megan Kiley significantly increased student-athletes' contributions to the *Scholarly Friar*, transforming it into an almost exclusively student-generated publication (Note: this trend continued with the Spring 2009 issue);
- ◆ In December 2008 the OAS staff organized a clothing drive for families associated with Amos House of Providence;
- ◆ In January 2009 Jill Kopicki was appointed to the Associate Director position;
- ◆ In January 2009 Bryan Marinelli was appointed to a dual post as Director of Academic Services/Writing Center Director;
- ◆ In March 2009 the Writing Center collaborated with Patricia Goff (Career Services) and Dr. Carol Crafts (Director of Academic Advising) to offer two very successful workshops on writing cover letters and personal statements for medical school;
- ◆ In March and April 2009, the OAS staff collaborated with Information Technology to launch a new data tracking and reporting system [Academic Information Resources (AIR)];
- ◆ In April 2009 three groups of tutors offered workshop presentations at the New England Peer Tutoring Association's 14th Annual Spring Forum;
- ◆ In May 2009 OAS staff members concluded a successful search for a new Writing Specialist (Marissa Loon), who is scheduled to begin working at the College in July 2009;
- ◆ In May 2009 the Writing Center hosted a meeting of the Rhode Island Writing Center Roundtable, during which eight different institutions were represented;
- ◆ In Spring 2009 the OAS staff collaborated to publish a new Strategic Plan.

This is not an exhaustive list, as many other notable contributions were made in the various OAS units throughout the year. These contributions are detailed throughout this report.

Service numbers during 2008-2009 were mixed, with the majority showing modest increases. Tutorial services increased approximately 4.5% from last year (3,989 in 2007-2008 to 4,169 in 2008-2009); along with this increase, there was a 14% increase in the number of students who came for tutoring (992 in 2007-2008 to 1,131 in 2008-2009). The number of Writing Center sessions also increased by nearly 7% (730 in 2007-2008 to 779 in 2008-2009). Special population student numbers (i.e., students with disabilities) decreased slightly, but service volume increased slightly. More specifically, despite the modest decrease in the number of students with disabilities registered with the OAS (150 in 2007-2008 to 146 in 2008-2009), there was an increase in the number of accommodation requests (1,034 in 2007-2008 to 1,075 in 2008-2009). Meanwhile, the number of students who attended a group and/or individual workshop decreased slightly (312 attendees in 2007-2008 to 300 attendees in 2008-2009).

Overall, the move to our new facility has enhanced the perception of our office and its services. Rather than being a place where most students must go for help or monitoring, many self-select our office as a place for quiet and/or collaborative work. This we know not only from our own observations, but from the many positive comments we have received from the students who visit us on a regular basis. The relocation has also been a source of incredible morale for the staff. We are not only proud of the work that we do, but now, more than ever, proud of the place in which we do it.

With the bustle and novelty of the relocation behind us, we are now poised to take our services and programs to new heights. Already this summer, we are preparing to launch a "bridge program" for some of our most at-risk, incoming student-athletes. The coming academic year promises further innovations, as we begin implementing our new Strategic Plan. These innovations include: determining the efficacy of our current assessment measures and the overall assessment plan; improving the efficiency and efficacy of note taking services for students with disabilities; implementing an objectives-based study hall program for student-athletes; increasing student participation in Writing Center programs; and maximizing the potential of our new facility, especially our new Electronic Seminar Room.

We thank the Administration for its continuing support of our efforts and, in particular, for our beautiful new work space. In the coming year we plan to demonstrate our gratitude through hard work and even higher standards for success.

OVERALL GOALS/INITIATIVES FOR 2008-2009

Office of Academic Services (OAS) • Providence College (PC)

The overall goal of the OAS is to become a model academic support program for undergraduate students, including students with unique needs (students with disabilities) and responsibilities (student-athletes).

MAJOR PROGRAMMING AND/OR ORGANIZATIONAL GOALS OF THE OAS, 2008-2009

1. Revise the OAS Strategic Plan.

Throughout Spring 2009 each unit of the OAS generated a list of strategic goals for the next three to five years. In May 2009 the Director and the Associate Director compiled these goals and published a revised Strategic Plan.

2. Successfully transition to the new OAS facility.

In October 2008 the Office of Academic Services was relocated to a new facility on the second floor of the Phillips Memorial Library. With some exceptions (e.g., remaining furniture and equipment for the Electronic Seminar Room) the office's transition to the new facility is complete. Remaining issues are being addressed throughout the summer of 2009.

3. Transition the Writing Center into a more professionalized student- and faculty-based operation.

Progress toward this goal is ongoing, but some important steps were taken this past year. These include the following:

- In Fall 2008 Bryan Marinelli presented an in-class writing workshop for DWC faculty Team B;
- In Fall 2008 two Writing Fellows programs were launched – the first in SWK 488, the second SWK 360;
- In January 2009 Bryan Marinelli was appointed to a dual post as Director of Academic Services/Writing Center Director;
- In May 2009 OAS staff members concluded a successful search for a new Writing Specialist (Marissa Loon);
- In Spring 2009 Bryan Marinelli collaborated with Dr. Carol Crafts, Director of Academic Advising, to deliver a set of workshops on writing personal statements for medical school;
- In Spring 2009 Bryan Marinelli collaborated with Patricia Goff, Associate Director of Career Services, to deliver a workshop on cover letter writing.

Further steps toward this goal will be taken in the coming year, as outlined in the new Strategic Plan.

4. Streamline provision of disability accommodations, especially texts in alternate format.

In August 2008 the OAS Director utilized endowment funds to purchase a second e-text production station, allowing the Assistant Director for Disability Services to streamline Daisy Book production. And, in April 2009, the office launched AIR (Academic Information Resources), a web-based reporting platform that will streamline tracking of disability services. In the coming year steps must be taken to streamline note taking services, especially now that we have the capacity to deliver notes electronically.

5. Re-assess student-athlete study hall and, if necessary, propose an alternative structure/format.

This goal was not completed, but some important steps were taken. Based on concerns expressed by student-athletes in a Spring 2008 survey, evening study hall was moved from Moore Hall to a classroom in Albertus Magnus. This move afforded students more reliable network access and prompted them to respond more favorably to evening study hall accommodations. In addition, members of the student-athlete support staff experimented with an objectives-based study hall format for select student-athletes. In the coming year the staff plans to utilize the objectives-based approach with a greater number of students.

6. Develop specific strategies to help bring academic progress rates, for non-revenue sports especially, to the 80th percentile or higher.

Efforts to improve academic progress rates for student-athletes are ongoing, and several measures were implemented this year. In August 2008 the OAS Director, the Academic/Life Skills Coordinator and the Academic Skills Specialist collaborated to generate a rubric for use in determining required study hall hours for student-athletes. Coaches referenced this rubric when determining study hall requirements for each member of their team. In addition, during the summer certification period, the OAS staff generated an "eligibility watch list." This list was shared with the Athletics Department and used to actively monitor and support student-athletes whose eligibility status was tenuous (i.e., a 2.25 cgpa or lower). Lastly, select student-athletes from non-revenue sports were invited to participate in the DWC Study Group Program. The student-athlete support staff will expand on these efforts in the coming year.

7. Continue to expand co-curricular initiatives and inter-office collaborations

OAS staff members collaborated on several fronts this year. For example, guest speakers were invited to address the OAS staff during monthly staff meetings. Speakers included Nancy Eagan, Associate Dean of Admissions and Dr. John Hogan, Director of Personal Counseling. In Fall 2008 the OAS Director also collaborated with the Dean's Office and the Personal Counseling Center to offer a CTE-sponsored workshop for new faculty: "The Art of Referral." And, throughout the year, OAS staff members offered several workshops to a variety of audiences including Balfour students, international students and student leaders. These are just a few highlights. For a detailed listing of outreach presentations and collaborations, turn to page 27 of this report.

Major Public Relations/Communications Goals of the OAS, 2008-2009

8. Continue to augment the year-round communication plan and intensify efforts to educate the college community with respect to OAS programs, services and guiding principles/policies.

In addition to its usual array of communication efforts, the OAS added the following:

- Discussion of OAS services and programs with Admissions Counselors (August 2008);
- Presentation of OAS services and programs to new SCE students (September 2008);
- Article in the Parent Newsletter, published by the Dean's Office (October 2008);
- PC Now article featuring news about the office's relocation (October 2008);
- Informational session for transfer students (January 2009);
- Valentine's Day promotion of tutorial services (February 2009).

A complete listing of the office's communication efforts can be found on page 26 of this report.

9. Continue to improve the OAS Web site using the College's content management tool, and utilize Angel more extensively as a conduit for student outreach and academic support.

Major changes to the OAS pages were not deemed necessary, especially with the College moving to re-design the entire web site. Enhancements to Angel sites were also minimal, with a handful of new resources being added to the Write Site. However, it is worth noting that student utilization of the Write Site increased significantly this year. While there were only 45 electronic paper submissions in 2007-2008, there were 130 in 2008-2009. This increase bodes well for the Write Site's long-term sustainability.

10. Continue to strengthen relations with Athletics, in general, and Men's Basketball, in particular.

As mentioned above, several steps were taken to improve the office's working relationship with Athletics (e.g., a rubric to determine required study hall hours and the creation of an "eligibility watch list"). In addition to these measures, OAS staff members were present at each and every Coaches Meeting and Compliance Meeting; this increased visibility facilitated impromptu discussion about issues of mutual concern. In Spring 2009 renovations to the Helen Bert lounge in Alumni Hall were completed; the larger space includes a private office that will be staffed by the OAS in the coming year. Last but not least, with the hiring of a new head coach for Men's Basketball, relations between the program and the OAS have only gotten better. Members of the student-athlete support staff meet with the coaches (including the head coach) regularly, communication is free flowing, and plans for a freshman "summer bridge" program have already been finalized and agreed upon. The coming year promises even further strengthening of relations.

11. Broaden efforts to involve faculty in the development of OAS services and programs.

Although formal programming collaborations with faculty have been limited (e.g., inclusion of Dr. Robert Reeder in our DWC workshop, consultation with DWC faculty to determine the structure and content of Study Group meetings, collaboration with Dr. Carol Crafts to deliver personal statement workshops, etc.), staff members – especially those who are new to the OAS – have worked extremely hard to forge connections with faculty and address issues pertaining to individual students. The new Strategic Plan calls for even more substantive collaboration with faculty at the programmatic level; thus, greater progress toward this goal is anticipated.

STAFF INFORMATION

The OAS full-time staff included the following individuals at the conclusion of the 2008-2009 year:

Andrew Christensen, Assistant Director for Disability Support Services

- Committee(s): Americans with Disabilities Act/504 Advisory Committee; Orientation Committee; Search Committee – Assistant Director for Student-Athlete Services; Search Committee – Writing Specialist
- Professional Membership(s): Association on Higher Education and Disability (National and New England)

Jonathan Gomes, Assistant Director for Student-Athlete Services

- Committee(s): Search Committee – Writing Specialist
- Professional Membership(s): Association of Academic Advisors for Athletes (N4A)

Meghan Kiley, Academic/Life Skills Coordinator for Student-Athletes

- Committee(s): Search Committee – Assistant Director for Student-Athlete Services; Search Committee – Writing Specialist
- Professional Membership(s): National Association of Academic Advisors for Athletes (N4A); Women's Involvement Network of Providence College (WIN); Friars United in Service Helping in Our Neighborhood (FUSION)

Jill Kopicki, Associate Director

- Committee(s): Balfour Center Unity Week; Search Committee – Assistant Director for Student-Athlete Services; Search Committee – Director Multicultural Scholarship Program/Assistant Dean, Balfour Center; Search Committee – Writing Specialist; Verizon Grant Program Committee
- Professional Membership(s): National Association of Student Personnel Administrators (NASPA); American College Personnel Association (ACPA); National Academic Advising Association (NACADA)

Angela Marathakis, Academic Skills Specialist

- Committee(s): Search Committee – Men's Basketball Video Coordinator; Search Committee – Writing Specialist
- Professional Membership(s): National Association of Academic Advisors for Athletes (N4A); Association for Applied Sport Psychology (AASP)

Bryan Marinelli, Director

- Committee(s): Academic Advising and Support Roundtable; Americans with Disabilities Act/504 Advisory Committee; Search Committee – Director Multicultural Scholarship Program/Assistant Dean, Balfour Center; Search Committee – Assistant Director for Student-Athlete Services; Search Committee – Writing Specialist; Undeclared Advisor; Davis Grant Committee; Space Planning Committee for Slavin Center; Verizon Grant Program Committee
- Professional Membership(s): National Council for Teachers of English (NCTE); New England Writing Centers Association (NEWCA); RI Writing Center Roundtable

Jennifer Rivera, Administrative Assistant

- Committee(s): Balfour Center Unity Week; Search Committee – Assistant Director for Student-Athlete Services; Search Committee – Writing Specialist

Sr. Carolyn Sullivan, O.P., Assistant Director for Tutorial Services

- Committee(s): Search Committee – Assistant Director for Student-Athletes Services; Search Committee – Writing Specialist; Steering Committee – National Association for Developmental Education (NADE) ; Steering Committee – New England Peer Tutoring Association
- Professional Membership(s): College Reading & Learning Association (CRLA); National Association for Developmental Education (NADE); New England Peer Tutoring Association (NEPTA)

The OAS Graduate Assistant staff included the following individuals during the 2008-2009 year:

Andrew O'Connor, Graduate Assistant – Academic Skills (Spring semester, first year)

Shannon O'Neill, Graduate Assistant – Writing Center/Tutorial Services (first year)

Brendan Shean, Graduate Assistant – Disability Support Services (first year)

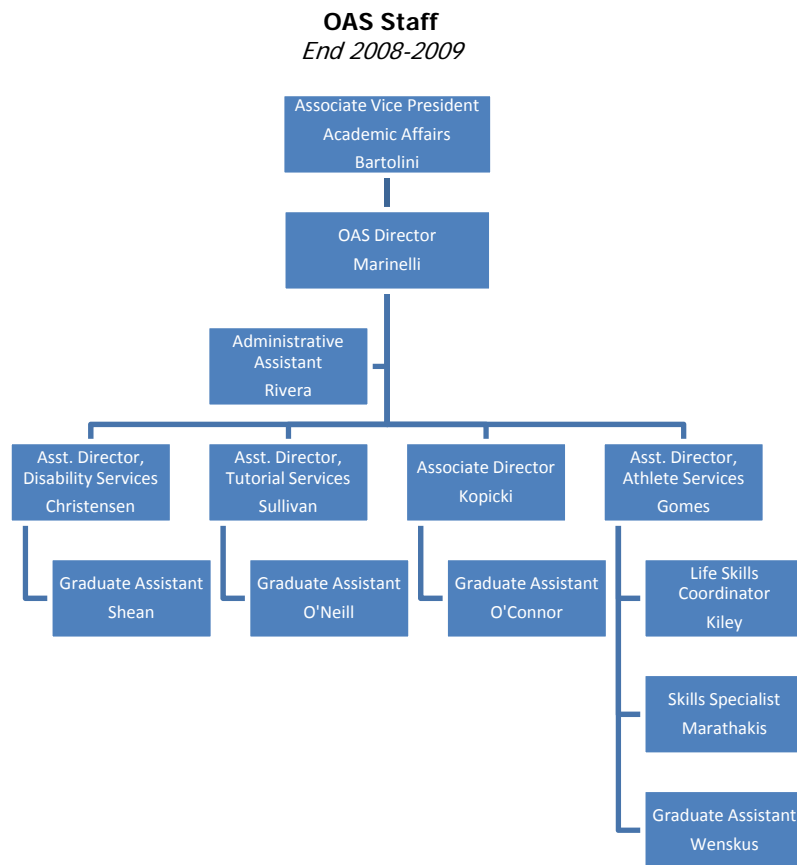
Tom Wenskus, Graduate Assistant – Student-Athlete Services (second year)

The following staff members left the OAS during, or at the conclusion of, 2008-2009:

Natalie Crawford, Graduate Assistant – Academic Skills (graduated)

Michael Walsh, Assistant Director for Student-Athlete Services (left to assume position in the Balfour Center at Providence College in May 2008)

Organizational Flow Chart, 2008-2009 – The Office of Academic Services and the Director of Academic Services/ Writing Center Director reported to Dr. Brian Bartolini, Associate Vice President for Academic Affairs.



- The Director of Academic Services/Writing Center Director managed day-to-day operations of the OAS.
- The OAS Administrative Staff consisted of the Associate Director, the Assistant Director for Disability Services, the Assistant Director for Tutorial Services, and the Assistant Director for Student-Athlete Services.
- The Academic/Life Skills Coordinator for Student-Athletes, the Academic Skills Specialist, and the Graduate Assistant for Student-Athlete Services reported to the Assistant Director for Student-Athlete Services.
- The Graduate Assistant for Academic Skills/Programs reported to the Associate Director.
- The Graduate Assistant for Disability Support Services reported to the Assistant Director for Disability Services.
- The Graduate Assistant for the Writing Center reported to the OAS/Writing Center Director and the Assistant Director for Tutorial Services.

ADMINISTRATIVE PROJECTS AND PROGRAMS

The three major OAS projects conducted during the 2008-2009 academic year were:

- I. Assessment Plan (ongoing)
- II. Relocation of OAS facilities
- III. Strategic Plan Update

- I. **OAS Assessment Plan** – As part of the College’s formal effort to engage in outcomes assessment, the OAS has in place a comprehensive plan for collecting and evaluating data relative to its own performance. The plan is summarized in the table below.

	Administrative Objective/ Expected Results	Means of Assessment & Criteria for Success	Assessment Results	Use of Results
1	Students view those services provided by the OAS as being valuable to their academic growth and development (Services are wanted/needed).	OAS service numbers/reports; Surveys (students, faculty, coaches); Interviews (students, faculty, staff); Research (e.g., CIRP, NCAA Grad Rates, Pegis, Web research/Peer Institutions)	First report – Fall 2001; Reports updated on an annual basis	Continuing (as described in reports)
2	Students are more successful academically (and/or improving specific life skills such as time management, etc.) as a result of OAS services and support (Services improve students’ academic performance).	Grade point average and student data comparisons; Student evaluations (e.g., GRE/GMAT evaluation); Surveys (students, faculty, coaches); Interviews (students, faculty, coaches)	First report – Fall 2001; Reports updated on an annual basis	Continuing (as described in reports)
3	“Constituents” are satisfied with the service(s) they have received through the OAS (Services are judged favorably).	Surveys (students, faculty, staff, coaches); Interviews (students, faculty, staff, coaches); Student evaluations	First report – Fall 2001; Reports updated on an annual basis	Continuing (as described in reports)

Each year a detailed assessment report is submitted to the Office of Academic Affairs. The full 2008-2009 report can also be accessed at <http://www.providence.edu/OAS/Documents/>.

- II. **Relocation of OAS Facilities** – A brighter, more inviting facility became the new home for the Office of Academic Services during the Fall 2008 semester. This new facility, which is located on the second floor of the Phillips Memorial Library, includes a designated area for the Writing Center, a new testing room, and more spacious accommodations for both the Tutorial Center and Student-Athlete Study Hall. It also includes an Electronic Seminar Room, featuring dual projection screens and laptop computers with wireless network connectivity. As part of the transition to the new facility, the OAS Director assumed the added responsibilities of Writing Center Director. A Writing Specialist position was created to assist the Director with these added responsibilities.
- III. **Strategic Plan Update** – In Spring 2009 the OAS staff collaborated to update the OAS Strategic Plan, which was originally drafted in Spring 2005. Major strategic initiatives in the revised plan include the following (Note: The entire plan can be viewed at <http://www.providence.edu/OAS/Documents/>):

(A) Enhancement and Expansion of Assessment Efforts – This initiative includes not only maintaining the rigor of existing assessment efforts, but also:

- (1) Determining the efficacy of current assessment measures and the overall assessment plan;

- (2) Augmenting the current plan (with qualitative measures) or designing a new plan, as deemed necessary or appropriate.

(B) Enhancement and Expansions of Existing Programs and Partnerships – This goal calls for several new and improved programming initiatives, including the following:

- (1) Enhancing the workshop menu and methods of workshop delivery (i.e., “intrusive delivery”);
- (2) Improving the efficiency and efficacy of note taking services for students with disabilities;
- (3) Improving employment prospects for students with disabilities;
- (4) Implementing an objectives-based study hall program for student-athletes;
- (5) Launching a “summer bridge program” for our most at-risk student-athletes;
- (6) Strengthening and/or expanding our study group and supplemental instruction programs;
- (7) Increasing student participation in writing tutorials and Writing Center workshops;
- (8) Collaborating with faculty members and administrators to expand faculty development in writing instruction;
- (9) Becoming a hub for contests that formally and publicly recognize superior writing by undergraduates.

(C) Expanding Usage of Technology to Deliver Services – With our new facility and enhanced technological capacities, the OAS staff will seek to:

- (1) Improve academic skills offerings online;
- (2) Maximize the potential of our new web-based reporting platform (AIR);
- (3) Realize the full potential of our new Electronic Seminar Room;
- (4) Convert the disability services manual to a web-based platform;
- (5) Implement an electronic system to manage tutorial services.

(D) Improve Publicity and Communication Efforts – The Strategic Plan calls for the implementation of some new advertising strategies. Among them are the following:

- (1) Organizing a brownbag luncheon series for the campus community on topics pertaining to academic support;
- (2) Offering a series of workshops to help College employees improve their writing skills;
- (3) Advertising services and programs on PCTV;
- (4) Training tutors to facilitate programs in the residence halls.

(E) Expanding Professional Service Efforts – To enhance the regional and national profile of the OAS as a leader in academic support, the OAS will seek to:

- (1) Conduct more presentations at regional and national conferences;
- (2) Write and publish articles in refereed journals and other professional publications;
- (3) Become a hub of collaborative activity for writing center administrators at other colleges and universities in the state of Rhode Island.

ACADEMIC SUPPORT

This section of the Annual Report includes an account of the office's primary duties and signature programs that support academic excellence at Providence College: individual meetings with students, skills workshops, the provision of reasonable academic accommodations, tutoring, mentoring and monitoring of student-athletes, etc. Since academic support is the office's primary function, this section of the report is the most extensive.

Academic Skills/Programs

Individual Work with Probationary Students – The OAS contacted all students on academic probation (as designated by the Office of the Dean of Undergraduate Studies), in writing, by email, and/or by telephone. Personalized emails, which included a description of OAS services, were sent to the students by Jill Kopicki, Associate Director (Fall 2008 and Spring 2009). Forty-four (44) students were contacted during the 2008-2009 academic year (26 during Fall 2008 and 18 during Spring 2009). Jill Kopicki and Natalie Crawford (Graduate Assistant – Academic Skills/Programs) worked regularly with 18 of the 26 students on probation during Fall 2008; Jill Kopicki and Andrew O'Connor (Graduate Assistant – Academic Skills/Programs) worked regularly with 13 of the 18 students during Spring 2009 (Note: Jonathan Gomes, Assistant Director for Student-Athlete Services, worked with the student-athletes who were on probation). The following table provides further detail about those meetings:

Semester	# Students	# Appointments Made/Attended	% Appointments Attended
Fall 2008	26	244/204	84%
Spring 2009	18	223/192	86%
Academic Year 2008-09	44	467/396	85%

The academic performance of probationary students is detailed below:

Fall 2008	# Students	Term GPA	Cum GPA	# Good Standing	RAP (2.25 TGPA or Higher)	Dismissed
More than 7 appointments	18	2.50	1.98	13	12	4
Fewer than 7 appointments	8*	2.27	1.93	5	4	3
Spring 2009	# Students	Term GPA	Cum GPA	# Good Standing	RAP (2.25 TGPA or Higher)	Dismissed
More than 7 appointments	13	2.16	1.88	4	6	7
Fewer than 7 appointments	5	1.97	1.69	1	1	4

* Includes 1 student whose midterm grade in the 9th of 13 weeks determined her probationary status.

Note: Reasonable Academic Progress (RAP) category (as defined by the Dean's Office) includes students who received a term grade point average (tgpa) of a 2.25 or higher but still remained on Academic Probation.

Individual Work with Non-Probationary Students – In addition to meeting one-on-one with probationary students, Jill Kopicki, Natalie Crawford, and Andrew O'Connor met with other students who sought or required academic skills mentoring. The table below details those meetings:

Fall 2008 Semester			
Student Group	# Students	# Appointments Made/Attended	% Appointments Attended
Student-Athletes	1	13/13	100%
General Students	2	6/4	67%
Total	3	19/17	89%

Spring 2009 Semester			
Student Group	# Students	# Appointments Made/Attended	% Appointments Made/Attended
Student-Athletes	1	12/7	58%
General Students	2	17/16	94%
Total	3	29/23	79%

Counselor Evaluations – To assess the quality of their work, Jill Kopicki, Natalie Crawford, and Andrew O'Connor administered anonymous counselee/counselor evaluations to nineteen (19) students (10 in Fall 2008; 9 in Spring 2009) with whom they met regularly. In this survey all of the students (19/19) indicated that they had improved academically. 100% (10/10) agreed or strongly agreed that their counselor helped them to attain their academic goals. 100% (19/19) agreed or strongly agreed that their counselor displayed genuine concern for them as students. And 100% rated their counselor as excellent or above average (14/19, excellent; 5/19, above average) in overall effectiveness.

Workshop Menu Series – The goal of the OAS Workshop Menu Series is to provide outreach to all members of the Providence College community via an accessible schedule. In an effort to make workshops more accessible, multiple deliveries of the same workshop were offered throughout each semester (Note: The exception was "Succeeding in DWC" because it included guest presenters). Overall, twenty-four (24) workshops were scheduled (13 workshops in Fall 2008; 11 workshops in Spring 2009). Jill Kopicki coordinated and provided direct instruction for many of the sessions. Workshops were advertised in advance through campus flyers, Providence College's Web Calendar, posters, advertisements in the *S.A.I.L. Digest*, advertisements on Slavin table tents and PCTV, and mass emails to students and faculty. The Fall 2008 "What Type of Student Are You?" workshop was attended by a *Cowl* staff member and received a positive review. The workshop schedule, along with the number of attendees for each session, is outlined below.

Fall 2008 Workshops

Workshop	Type	Date	Time	Presenter(s)	Number Attended
Improving your Time Management	Workshop Menu	9/16	6:00 p.m.	Jill Kopicki	10
What Type Of Student Are You?	Workshop Menu	9/18	3:30 p.m.	Natalie Crawford	4
Improving Your Note Taking Strategies	Workshop Menu	9/29	3:30 p.m.	Jill Kopicki	8
What Type Of Student Are You?	Workshop Menu	10/1	6:00 p.m.	Natalie Crawford	0
Improving Your Test Taking Strategies	Workshop Menu	10/15	6:00 p.m.	Natalie Crawford	0
Succeeding In DWC	Workshop Menu	10/20	4:00 p.m.	Jill Kopicki, Dr. Robert Reeder, Emma Goljan & Emily Keeney	16
Reading to Remember	Workshop Menu	10/30	3:30 p.m.	Jill Kopicki	1
Improving Your Time Management	Workshop Menu	11/3	3:30 p.m.	Jill Kopicki	7
Sharpen Your Memory	Workshop Menu	11/6	4:00 p.m.	Jill Kopicki	11
Improving Your Public Speaking	Workshop Menu	11/12	6:00 p.m.	Natalie Crawford	8
Improving Your Note Taking Strategies	Workshop Menu	11/17	6:00 p.m.	Jill Kopicki	16
Improving Your Test Taking Strategies	Workshop Menu	11/19	6:00 p.m.	Natalie Crawford	8
Preparing For Your Final Exams	Workshop Menu	12/2	6:00 p.m.	Jill Kopicki	16
TOTAL (13 Presentations)					105

Spring 2009 Workshops

Workshop	Type	Date	Time	Presenter(s)	Number Attended
What Type Of Student Are You?	Workshop Menu	1/28	4:00 p.m.	Jill Kopicki	2
Note Taking Strategies	Workshop Menu	2/3	4:00 p.m.	Jill Kopicki	1
Time Management	Workshop Menu	2/12	6:00 p.m.	Jill Kopicki	2
How to Succeed in DWC	Workshop Menu	2/23	4:00 p.m.	Jill Kopicki, Dr. Robert Reeder, Keryn Sartanowicz & Greg Maloney	2
Test Taking Strategies	Workshop Menu	2/26	4:00 p.m.	Jill Kopicki	6
Reading to Remember	Workshop Menu	3/4	6:00 p.m.	Jill Kopicki	3
Sharpen Your Memory	Workshop Menu	3/19	4:00 p.m.	Jill Kopicki	7
Time Management	Workshop Menu	3/24	4:00 p.m.	Andrew O'Connor	4
Improving your Public Speaking	Workshop Menu	4/6	6:00 p.m.	Jill Kopicki	11
Test Taking Strategies	Workshop Menu	4/20	6:00 p.m.	Jill Kopicki	6
Prepare for Final Exams	Workshop Menu	4/28	6:00 p.m.	Jill Kopicki	1
				TOTAL (11 Presentations)	45

Individual Workshops – In addition to these group workshops, fifty-three (53) students saw Jill Kopicki for individual workshop presentations. The breakdown of these workshops is as follows:

Workshop Topics	# Of Workshops – Fall 2008	# Of Workshops – Spring 2009
Test Anxiety	4	2
Test Taking	4	5
Oral Presentations	0	0
Time Management	10	13
Note Taking	2	2
Reading Comprehension	2	1
LASSI	1	0
Study Techniques	4	12
Speed Reading	0	0
Research Paper	0	0
Succeeding In DWC	25	1
Preparing for Finals	1	0
Total	53	36

GRE/GMAT Test Preparation Program – The GRE/GMAT Test Preparation program affords students who are considering graduate study the opportunity to enhance their skills relative to the GRE and/or GMAT examinations. Registration fees were \$120 and included the price of the review books: *Cracking the GRE with CD-ROM* and *Cracking the GMAT with CD-ROM*, published by the Princeton Review.

Dr. Wataru Ishizuka instructed the Math Tutorial/Analytical Reasoning/Data Sufficiency section of the course, while Dr. Diane Kern and Dr. Mark DeFanti taught the Reading Comprehension/Critical Reasoning/Test Strategies component. There were eighty-four (84) total participants (compared to 74 in Fall 2007) for the Fall 2008 installment of the program: 56 for the GRE and 28 for the GMAT. Fifty-four (54) participants submitted program evaluations: Ninety-four percent (51/54 – an increase of 1% from 2007) agreed or strongly agreed that they would be more successful on their GRE or GMAT examination due to their participation in the prep program; ninety-eight percent (53/54 – a 3% increase from 2007) agreed or strongly agreed that they would utilize the strategies/techniques discussed in the program; and ninety percent (48/54 – a 3% decrease from 2007) agreed or strongly agreed that the program was worthwhile in terms of the time they dedicated to it. The overall program was rated 4.15/5.00 (compared with 4.36/5.00 in 2007).

This program is self-supporting. Revenues and expenses for this year were as follows:

Item	Rev/Exp \$
Registration Fees	\$9,800.00
Instructor Salaries	(\$3,600.00)
Books	(\$2,628.15)
Printing/Miscellaneous	(\$324.20)
Net Total	\$3247.65

Provision of Electronic Resources – The OAS continued to provide a variety of electronic learning resources to students with disabilities and the general student population.

- **OAS Computer Lab** – The OAS Computer Lab continued to offer a range of services in 2008-2009. With the move to the upper level of the Library, the OAS Computer Lab now includes ten (10) desktop computers and a network printer. All ten desktop computers are PC lab configured, and all of the specialized software is Microsoft Windows XP compatible. There is one laptop computer specifically configured for students to use Dragon Dictate Naturally Speaking (voice activated software). The specialized software packages for the OAS Computer Lab include: Jaws 10.0, Dolphin EAS Publisher, GRE/GMAT/LSAT Prep Course Software, and E-Text (screen reading software). The Lab was used extensively by students this year. In addition to serving as an overflow area for administering extended time tests and computer-based examinations, it served as peer tutoring space when computers were required. Moreover, student-athletes were afforded routine access to the lab during daytime Study Hall.

- **Learning Assistance and Study Skills Inventory (LASSI)** – Jill Kopicki continued administering the inventory to students as a means of assessing their academic strengths and weaknesses and developing appropriate learning techniques. In addition, students were offered the opportunity to take the LASSI as part of the workshop entitled “What Type of Student Are You?”

Disability Services

The Office of Academic Services offers unique attention and support to students with disabilities by providing reasonable academic accommodations and advocating for equal access to all services and programs offered to members of the campus at-large. Andrew Christensen (Assistant Director for Disability Support Services), Brendan Shean (Graduate Assistant), and Jennifer Rivera (Administrative Assistant) provided the information for this section of the report.

Number of Students with Disabilities by Graduation Year/Type

Grad Year	2009	2010	2011	2012	SCE	GRAD	Total
Semester	FA08/ SP09	FA08/ SP09	FA08/ SP09	FA08/ SP09	FA08/ SP09	FA08/ SP09	FA08/ SP09
LD	24/20	6/6	12/11	11/12	5/4	3/3	61/56
ADD/ADHD	8/7	8/10	5/7	6/7	1/1	0/0	28/32
LD & ADD/ADHD	3/3	4/4	0/1	1/1	1/1	0/0	9/10
HI	2/2	0/0	0/0	1/1	0/0	1/0	4/3
VI	1/1	2/2	0/0	0/0	0/0	0/0	3/3
MD	6/5	10/10	7/7	6/7	3/2	3/4	35/35
PH	0/1	0/0	0/0	0/0	0/0	1/0	1/1
TBI	1/1	0/0	0/0	0/0	1/2	0/0	2/3
TD*	0/0	0/1	0/2	0/0	1/0	0/0	1/3
Total	45/40	30/33	24/28	25/28	12/10	8/7	144/146

LD = Learning Disabled
 ADD = Attention Deficit Disorder
 HI = Hearing Impaired
 VI = Visually Impaired

MD = Medical Disability (includes Psychiatric)
 PH = Physical Disability
 TBI = Traumatic Brain Injury
 TD = Temporary Disability

**Note: Although PC is not federally mandated to provide accommodations for students with temporary disabilities, the College attempts to assist students by providing accommodations, such as use of a computer or scribe for exams and note takers, when appropriate.*

Number of Requests for Accommodations by Type – The table below represents the number of requests for accommodations made by students with disabilities in each of their classes (e.g., a student requesting extended time, use of a computer, and a note taker for the semester in **one** class counts as **three** separate accommodations requests):

Type of Accommodation	Fall 2008	Spring 2009
Extended Time/Alternate Exam Setting	287	263
Use of Computer for Tests	91	87
Reduced Course Load	5	6
Tape Recorded Lectures	15	12
Note Taking Services	109	82
Sign Language Interpreter	5	4
CART Services	0	1
Books on Tape	36	32
Alternate Test Format	0	0
Other (Captioned Videos, Large Font, Flexible Deadlines)	18	22
Total	566	509

Note: This table reflects the number of accommodations requests made by students at the beginning of each semester, not the number of times that students actually utilized the accommodations for which they were eligible.

Further Detail Regarding Selected Accommodations

• **Number of Exams Proctored** – The OAS provided an alternate setting in which students with disabilities could take exams with extended time. A breakdown of the actual number of exams proctored by the OAS during 2008-2009, and in accordance with federal disability laws (Section 504/ADA), is outlined in the table below:

Semester	# Exams During Semester	# Final Exams	Total # of Exams
Fall 2008	239	131	370
Spring 2009	214	99	313
AY 2008-09	453	230	683

• **Note Taking Services** – The OAS hired note takers to provide supplemental notes to students with documented disabilities. A summary of note taking services provided during 2008-2009 is outlined in the table below:

Semester	# Requests	# Note Takers	Approximate Cost
Fall 2008	109	98	\$11,110.00
Spring 2009	82	74	\$8,370.00
AY 2008-09	191	172	\$19,480.00

• **Sign Language/Oral Interpreters** – The OAS hired sign language/oral interpreters and CART services to provide services to students who are deaf or have hearing impairments. A summary of interpretation services provided during 2008-2009 is outlined in the table below:

Semester	# Students Undergrad/Grad	# Courses Undergrad/Grad	Approximate Cost
Fall 2008	1/0	5/0	\$25,080.00
Spring 2009	1/0	5/0	\$17,491.00
AY 2008-09	1/0	10/0	\$42,571.00

• **Pre-Registration** – In addition to those accommodations listed above, the disability support staff coordinated the Fall 2008 and Spring 2009 pre-registration process for students with documented disabilities in conjunction with the Office of Enrollment Services. Forty-three (43) students with disabilities pre-registered for the Spring 2009 semester; thirty-four (34) students with disabilities pre-registered for the Fall 2009 semester.

Grade Information – The OAS has developed systems to track the semester/cumulative grade point averages of students with disabilities. These systems allow the OAS to compare grade point averages between these cohorts and the overall student body. Select 2008-2009 grade point averages are listed in the table below:

Population	Fall 2008 TGPA	Spring 2009 TGPA	CGPA-End Spring 2009
Students with Disabilities	2.92	3.07	2.92
PC Undergraduates (Day)	3.26	3.29	3.20

Legend: TGPA – The total term grade point average for all students who ended the term with graded courses; CGPA – The total cumulative grade point average for all students who ended the spring term with graded courses.

Over the past decade, grade point averages are as follows:

Semester	SWD	PC
Fall 1999 – TGPA	2.93	3.14
Spring 2000 – TGPA	2.98	3.18
CGPA – End Spring 2000	2.87	3.08
Fall 2000 – TGPA	2.92	3.16
Spring 2001 – TGPA	2.94	3.18
CGPA – End Spring 2001	2.91	3.09
Fall 2001 – TGPA	2.70	3.13
Spring 2002 – TGPA	2.99	3.19
CGPA – End Spring 2002	2.91	3.07
Fall 2002 – TGPA	2.70	3.04
Spring 2003 – TGPA	2.87	3.03
CGPA – End Spring 2003	2.88	3.04
Fall 2003 – TGPA	2.84	3.07
Spring 2004 – TGPA	2.90	3.16
CGPA – End Spring 2004	2.88	3.10
Fall 2004 – TGPA	2.82	3.10
Spring 2005 – TGPA	2.99	3.18
CGPA – End Spring 2005	2.86	3.10
Fall 2005 – TGPA	2.88	3.13
Spring 2006 – TGPA	2.93	3.19
CGPA – End Spring 2006	2.86	3.11
Fall 2006 – TGPA	2.85	3.19
Spring 2007 – TGPA	2.93	3.25
CGPA – End Spring 2007	2.84	3.15
Fall 2007 – TGPA	2.92	3.20
Spring 2008 – TGPA	3.08	3.29
CGPA – End Spring 2008	2.89	3.17
Fall 2008 – TGPA	2.92	3.26
Spring 2009 – TGPA	3.07	3.29
CGPA – End Spring 2009	2.92	3.20

Student-Athlete Services

The Office of Academic Services (OAS) provides specialized support to student-athletes in light of the unique time demands, responsibilities and rules governing participation in intercollegiate athletics. Jonathan Gomes (Assistant Director for Student-Athlete Services), Angela Marathakis (Academic Skills Specialist), Meghan Kiley (Academic/Life Skills Coordinator), and Tom Wenskus (Graduate Assistant) were also responsible for providing academic services during the 2008-2009 academic year.

Compliance/Continuing Eligibility (NCAA) – During the summer of 2008, certification forms were prepared, reviewed, and signed by the OAS Director (Bryan Marinelli), the Academic/Life Skills Coordinator (Meghan Kiley) and the Associate Dean of Enrollment Services (Lucille Calore). The Associate Athletic Director for Compliance & Business (Jessica Hegmann) also reviewed the forms during the 2008-2009 certification cycle. The Office of Academic Services continues to monitor full-time enrollment status on a daily basis for student-athletes.

Academic Orientation (Freshmen) – Meghan Kiley coordinated a one-hour orientation session for all first-year student-athletes on Sunday, September 7th, 2008. Student-athletes received an OAS Student-Athlete Handbook, which details OAS services, College policies, and NCAA rules. Kiley reviewed handbook details and described study hall rules and expectations.

Academic Support (Intensive) – The student-athlete support staff conducted individual, weekly meetings with approximately one-hundred ten (110) “at risk” student-athletes as identified in consultation with each team’s coach. Factors such as grade point average, SAT scores, strength of high school curriculum, and graduation year were considered in identifying those at-risk. At each mid-semester date, the staff contacted those student-athletes who had grades below “C” in any class in order to recommend appropriate support and/or referrals. Student-athletes were also contacted based on unsatisfactory progress reports returned by faculty members (progress reports were sent once per semester). One hundred twenty-six (126) progress reports were returned by faculty members during the Fall 2008 semester (compared to 157 in the Fall 2007); eighty-six (86) reports were returned in the Spring 2009 semester (compared to 153 in Spring 2008). Regular communication was maintained between the staff, coaches, and appropriate sport administrator(s). Reports distributed by the staff contained academic information (e.g., progress report summaries), study hall attendance, and a variety of special tables (e.g., undeclared sophomore student-athletes, student-athletes with holds, etc.).

Student-Athlete Study Groups – In an effort to better serve student-athletes who are underprepared for the academic rigors of Providence College, the Office of Academic Services continued a study group program within the Development of Western Civilization program. All first-year student-athletes from the four (4) major athletic teams (Men’s Basketball, Women’s Basketball, Men’s Ice Hockey and Women’s Ice Hockey) participated in this initiative. 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 Fall 2008 semester, a survey was distributed to assess the program. 90% of the student-athletes who responded to the survey (18/20) agreed or strongly agreed that “the study group program helped [them] to improve [their] overall performance in DWC.” 90% of the student-athletes who responded to the survey (18/20) also agreed or strongly agreed that “the time spent during the study group meetings was worthwhile.” And 100% of the respondents 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.” Based on results that remain favorable, the study group program will continue.

Grade Information – The OAS has systems to track the semester/cumulative grade point averages of student-athletes. These systems allow the OAS to compare grade point averages between these cohorts and the overall student body. Select 2008-2009 grade point averages are listed in the table below:

Population	Fall 2008 TGPA	Spring 2009 TGPA	CGPA-End Spring 2009
Student-Athletes (S-A)	2.95	3.04	2.94
PC Undergraduates (Day)	3.26	3.29	3.20

Legend: TGPA – The total term grade point average for all students who ended the term with graded courses; CGPA – The total cumulative grade point average for all students who ended the spring term with graded courses.

Over the past decade, grade point averages are as follows:

Semester	S-A	PC
Fall 1999 – TGPA	2.92	3.14
Spring 2000 – TGPA	2.99	3.18
CGPA – End Spring 2000	2.94	3.08
Fall 2000 – TGPA	2.99	3.16
Spring 2001 – TGPA	3.01	3.18
CGPA – End Spring 2001	2.97	3.09
Fall 2001 – TGPA	2.87	3.13
Spring 2002 – TGPA	2.99	3.19
CGPA – End Spring 2002	2.97	3.07
Fall 2002 – TGPA	2.83	3.04
Spring 2003 – TGPA	2.88	3.03
CGPA – End Spring 2003	2.90	3.04
Fall 2003 – TGPA	2.84	3.07
Spring 2004 – TGPA	2.91	3.16
CGPA – End Spring 2004	2.85	3.10
Fall 2004 – TGPA	2.86	3.10
Spring 2005 – TGPA	2.96	3.18
CGPA – End Spring 2005	2.88	3.10
Fall 2005 – TGPA	2.86	3.13
Spring 2006 – TGPA	2.94	3.19
CGPA – End Spring 2006	2.92	3.11
Fall 2006 – TGPA	2.88	3.19
Spring 2007 – TGPA	2.99	3.25
CGPA – End Spring 2007	2.87	3.15
Fall 2007 – TGPA	2.91	3.20
Spring 2008 – TGPA	3.04	3.29
CGPA – End Spring 2008	2.78	3.17
Fall 2008 – TGPA	2.95	3.26
Spring 2009 – TGPA	3.04	3.29
CGPA – End Spring 2009	2.94	3.20

In Fall 2008, 17.1% of all student-athletes (57/332) made the Dean's list; in Spring 2009 18% (58/321) earned the same distinction. At the conclusion of Fall 2008, 59% (196/332) of student-athletes had earned a term grade point average (TGPA) of 3.0 or higher, and 44.8% (149/332) maintained a cumulative grade point average (CGPA) of 3.0 or higher. At the conclusion of Spring 2009, those percentages were slightly improved: 61.9% (199/321) earned a TGPA of 3.0 or higher, and 46.4% (149/321) maintained a CGPA of 3.0 or higher. A breakdown of grade information by sport appears on the following page:

Life Skills Events – As part of the Champs/Life Skills program, OAS staff members helped to coordinate the following events for student-athletes in 2008-2009.

Fall 2008 Semester

- “Ultimate Road Trip” – mandatory time management program (September 7)
- Alcohol Education Workshop – “Improbable Performers” (October 6)
- Call for nominations – NCAA Ethnic Minority and Women’s Enhancement Scholarships
- Call for nominations – NCAA Internship Program
- *Life Skills Fall Newsletter* dissemination (September and January)
- Student-Athlete Advisory Board meetings (bi-monthly)
- Student-Athlete Career Prep Night (October 21)
- Student-Athlete Career Night (October 28)
- Call for nominations – NCAA fall season post-grad scholarships
- *The Scholarly Friar*, Fall 2008 issue (November)
- Fall Letter Winner Society Ceremony (December 4)

Spring 2009 Semester

- Student-Athlete Advisory Board meetings (bi-monthly)
- Resume Writing Review Sessions with the Career Center (January 22, January 26, February 11, February 24)
- Sport Psychology Workshop – Dr. Sullivan (February 26)
- Student Athlete Academic Achievement Ceremony and Chi Alpha Sigma inductions (March 30)
- Dissemination of 2009 *Student Athlete Resume Book* (March)
- *Life Skills Newsletter* dissemination (March)
- Final Student-Athlete Advisory Board meeting and dinner (April 20)
- *The Scholarly Friar*, Spring 2009 issue (April)
- Winter/Spring Letter Winner Society Ceremony (April 29)
- Friar Team Cup – a contest that awards points based on success in academics, team performance, and community service – was organized by two student-athlete representatives for the NCAA Division I Regional Leadership Conference, SAAB, Meghan Kiley, and Jessica Hegmann. The winning team – Women’s Swimming – was awarded \$1000 and the Friar Team Cup trophy. The table below outlines the final standings:

Team	Total Points	Team	Total Points
Women’s Swimming	8,800	Women’s Soccer	6,500
Women’s Softball	8,750	Men’s Cross Country	6,350
Field Hockey	8,500	Women’s Ice Hockey	5,650
Volleyball	7,900	Men’s Soccer	5,250
Cheerleading	7,850	Men’s Basketball	4,850
Women’s Basketball	7,200	Men’s Lacrosse	4,800
Women’s Cross Country	6,950	Women’s Tennis	4,800
Men’s Swimming/Diving	6,650	Men’s Ice Hockey	4,000

Pre-Registration – The student-athlete support staff coordinated the Fall 2008 and Spring 2009 student-athlete pre-registration process in conjunction with the Office of Enrollment Services.

Study Hall – Monitored study hours were available for student-athletes during daytime (OAS offices, Monday thru Friday, 8:30 a.m. to 4:30 p.m.) and evening hours (Alburtus Magnus 137, Sunday thru Thursday, 7:00 p.m. to 9:00 p.m.). One-hundred eleven (111) student-athletes were required to attend study hall until the end of the Fall 2008 semester, and seventy-one (71) were required to attend until the end of the Spring 2009 semester. The number of required Study Hall attendees by sport was as follows (Note: these are end-of-semester numbers; actual sport totals vary during each term):

Men's Sport	# Req (Fall/Spring)	Women's Sport	# Req (Fall/Spring)
Basketball	0/0	Basketball	10/8
Ice Hockey	15/7	Field Hockey	13/10
Lacrosse	26/14	Ice Hockey	15/11
Soccer	13/10	Soccer	11/8
Swimming/Diving	0/0	Softball	8/3
XC/Track & Field	0/0	Swimming/Diving	0/0
		Tennis	0/0
		XC/Track & Field	0/0
		Volleyball	0/0
Total	54/31	Total	57/40

The Study Hall completion rates for required attendees, by sport, were as follows:

Men's Basketball

Total Fall Hours Required	Total Fall Hours Completed	Percent	Total Spring Hours Required	Total Spring Hours Completed	Percent
0.00	0.00	NA	0.00	0.00	NA

Men's Ice Hockey

Total Fall Hours Required	Total Fall Hours Completed	Percent	Total Spring Hours Required	Total Spring Hours Completed	Percent
1550.00	1097.42	70.8%	1248.00	592.53	47.5%

Men's Lacrosse

Total Fall Hours Required	Total Fall Hours Completed	Percent	Total Spring Hours Required	Total Spring Hours Completed	Percent
2418.00	2154.25	89.1%	1456.00	750.75	51.5%

Men's Soccer

Total Fall Hours Required	Total Fall Hours Completed	Percent	Total Spring Hours Required	Total Spring Hours Completed	Percent
1352.00	723.79	53.5%	780.00	443.15	56.8%

Men's Swimming/Diving

Total Fall Hours Required	Total Fall Hours Completed	Percent	Total Spring Hours Required	Total Spring Hours Completed	Percent
0.00	0.00	NA	0.00	0.00	NA

Men's XC/Track & Field

Total Fall Hours Required	Total Fall Hours Completed	Percent	Total Spring Hours Required	Total Spring Hours Completed	Percent
0.00	0.00	NA	0.00	0.00	NA

Women's Basketball

Total Fall Hours Required	Total Fall Hours Completed	Percent	Total Spring Hours Required	Total Spring Hours Completed	Percent
780.00	759.46	97.4%	624.00	568.54	91.1%

Women's Field Hockey

Total Fall Hours Required	Total Fall Hours Completed	Percent	Total Spring Hours Required	Total Spring Hours Completed	Percent
1014.00	635.42	62.6%	624.00	300.00	48.1%

Women's Ice Hockey

Total Fall Hours Required	Total Fall Hours Completed	Percent	Total Spring Hours Required	Total Spring Hours Completed	Percent
1170.00	1575.00	134.6%	936.00	1034.00	110.4%

Women's Soccer

Total Fall Hours Required	Total Fall Hours Completed	Percent	Total Spring Hours Required	Total Spring Hours Completed	Percent
858.00	601.34	70.0%	624.00	895.00	143.4%

Women's Softball

Total Fall Hours Required	Total Fall Hours Completed	Percent	Total Spring Hours Required	Total Spring Hours Completed	Percent
702.00	915.86	130.5%	780.00	836.00	107.2%

Women's Swimming/Diving

Total Fall Hours Required	Total Fall Hours Completed	Percent	Total Spring Hours Required	Total Spring Hours Completed	Percent
0.00	0.00	NA	0.00	0.00	NA

Women's Tennis

Total Fall Hours Required	Total Fall Hours Completed	Percent	Total Spring Hours Required	Total Spring Hours Completed	Percent
0.00	0.00	NA	0.00	0.00	NA

Women's XC/Track & Field

Total Fall Hours Required	Total Fall Hours Completed	Percent	Total Spring Hours Required	Total Spring Hours Completed	Percent
0.00	0.00	NA	0.00	0.00	NA

Women's Volleyball

Total Fall Hours Required	Total Fall Hours Completed	Percent	Total Spring Hours Required	Total Spring Hours Completed	Percent
0.00	0.00	NA	0.00	0.00	NA

Total of Fall 2008 and Spring 2009 Study Hall Hours

Total Fall Hours Required	Total Fall Hours Completed	Percent	Total Spring Hours Required	Total Spring Hours Completed	Percent
9844.00	8462.54	85.9%	7072.00	5419.97	76.6%

Summer Academic Support – NCAA legislation (effective Summer 2002) permits select student-athletes to begin their studies during the summer prior to full-time matriculation and receive athletically-related financial aid. Four (4) student-athletes took advantage of the new legislation in the summer of 2008. OAS staff members made weekly contact with each individual; and all members of the group were required to attend study hours. Regular contact was made with course instructors in an effort to monitor students' academic progress. Coaches were updated on a daily/weekly basis.

Support Meetings – The following regular meetings were held during the 2008-2009 academic year:

- Jonathan Gomes met weekly with Jill LaPoint, Associate Athletic Director;
- Angela Marathakis met weekly with Cary Collins, Coordinator of Operations for Men's Basketball, and Bethany Ellis, Coordinator of Operations for Women's Basketball;
- Meghan Kiley met weekly with Jill LaPoint, as well as Jessica Hegmann and the Student Athlete Advisory Council (SAAC).

Tutorial Center

Service Numbers – Overall, tutorial service **hours** were up 4.5% from **3,989** in 2007-2008 to **4,169** in 2008-2009. A breakdown of the total number of tutoring hours (by subject area) is provided in the following table:

Fall 2008	Tutor Hours	Spring 2009	Tutor Hours
Accounting	43	Accounting	54
Biology	18	Biology	3
Chemistry	481	Chemistry	316
Computer Science	25	Computer Science	41
DWC	733	DWC	584
Economics	55	Economics	29
Finance	56	Finance	15
GRE	0	GRE	7
History	0	History	4
Honors	22	Honors	8
Management	30	Management	7
Marketing	2	Marketing	0
Mathematics	954	Mathematics	390
Modern Languages	32	Modern Languages	28
Natural Science	7	Natural Science	16
Philosophy (Ethics/Logic)	10	Philosophy (Ethics/Logic)	34
Physics	68	Physics	55
Psychology	23	Psychology	13
Theology	1	Theology	5
Total	2,560	Total	1,609

Note: For the fall semester, regularly attending tutees (those who came to 7 or more tutoring sessions) accounted for 76.5% of the tutoring hours (181 students coming for 1,960 of the 2,560 total sessions.)

For the spring semester, regularly attending students (those who came to 7 or more tutoring sessions) accounted for 60.8% of the tutoring hours (90 students coming for 979 of the 1,609 sessions.)

This year the number of **students** who received tutorial assistance increased by 14%, from 992 (2007-2008) to 1,131 (2008-2009). The following table provides a breakdown (by graduation year) of the number who received tutoring:

Fall 2008	#	Spring 2009	#
Class of 2012 (Freshmen)	458	Class of 2012 (Freshmen)	250
Class of 2011 (Sophomores)	151	Class of 2011 (Sophomores)	90
Class of 2010 (Juniors)	66	Class of 2010 (Juniors)	52
Class of 2009 (Seniors)	26	Class of 2009 (Seniors)	19
SCE	5	SCE	10
Graduate students	2	Graduate students	2
Total	708	Total	423

Group Tutoring – Group study initiatives were once again a significant factor in tutorial service numbers. For group study initiatives, the **Fall 2008** semester data show the following:

Subject	# of Meetings	# of Student Contact Hours
DWC	82	362
Math	28	90
Chemistry	50	260
Physics, psychology, economics, biology	10	30
Total	170	742

For group study initiatives, the **Spring 2008** semester data show the following:

Subject	# of Meetings	# of Student Contact Hours
DWC	68	297
Math	17	34
Chemistry	34	228
Physics, accounting, economics	10	33
Total	129	592

Note: Group hours are included in the overall tutoring hours reported above.

Of special note are the ongoing chemistry groups organized by Dr. John Breen and Sister Carolyn Sullivan. Throughout the 2008-2009 academic year, OAS tutors continued to provide group workshops for students enrolled in the General Chemistry course. One peer tutor was assigned to each of the General Chemistry sections (5 in both Fall 2008 and Spring 2009) and was responsible for leading weekly review sessions. Faculty provided problem sets and other materials for these sessions. Now in its fourth year, the chemistry group initiative is a staple of the office's peer tutoring program.

In addition to the group workshop program for General Chemistry, the DWC (Development of Western Civilization) study group program for at-risk student-athletes (previously mentioned on page 16 of this report) was continued. Based on favorable results and positive feedback from the student-athletes involved, the Tutorial Center will expand this program in Fall 2009 to include members of additional athletic teams. The Center will also intensify efforts to involve students from the general population, encouraging them to form study groups with a tutor-facilitator.

Evaluations of One-on-One Sessions – For the Fall 2008 semester, 1490 session evaluations (81.9%) were submitted after the 1,818 individual tutoring sessions. 66.8% (996/1490) of students who filled out tutoring evaluations rated their improvement in understanding after a session as "excellent"; 31% (458/1490) rated their improvement in understanding after a session as "very good"; and 2% (30/1490) rated their session as "generally helpful."

In Spring 2009, 741 session evaluations (72.8%) were submitted after the 1,017 individual tutoring sessions. 68% (506/741) of students who filled out tutoring evaluations rated their sessions as "excellent -- I very definitely understand the material better"; 29% (215/741) rated their sessions as "very good -- I understand the material better"; and 2.4% (18/741) rated their sessions as "average -- generally helpful."

Evaluations for Group General Chemistry Sessions – During the fall of 2008, evaluations were requested three times during the semester. Seventy (70) were returned. When asked if the group study bettered their understanding of the content, 51 respondents (72.8%) said "definitely" and 19 (27%) said "somewhat." When asked if the group study gave them more confidence in class and on exams, 48 (68.5%) said "definitely" and 22 (31.4%) said "somewhat."

During the spring of 2009, evaluations were again requested. Thirty-seven (37) were returned. When asked if the group study bettered their understanding of the content, 27 students (73%) said "definitely" and 10 (27%) said "somewhat." When asked if studying in the groups gave them more confidence in class and on exams, 29 (78.3%) said "definitely" and 8 (21.7%) said "somewhat."

Other Important Statistics Regarding the Tutorial Center – A total of 44 peer tutors worked during the fall of 2008, and 50 worked during the spring of 2009. The Tutorial Center provided 68 days of tutoring in Fall 2008 and 78 days in Spring 2009, between the hours of 8:30 a.m. and 9:00 p.m., Monday–Thursday, and between 8:30 a.m. and 4:30 p.m. on Friday. In the spring especially, additional tutoring hours were offered by ten tutors on Sunday afternoons and evenings, and we found that this change was embraced by students at large.

Writing Center

Bryan Marinelli, Director of Academic Services, was given the added responsibilities of Writing Center Director in January 2009. Under his direction Shannon O'Neill, Graduate Assistant, managed day-to-day operations (i.e., scheduling, record keeping, etc.). Hours of operation were Monday through Thursday, 8:30 a.m. – 9:00 p.m., and Fridays, 8:30 a.m. – 4:30 p.m. Thirteen (13) writing tutors were employed throughout the year. Three (3) of the thirteen (13) tutors were also DWC tutors. Two new Writing Tutors joined the staff in Fall 2008. Bryan Marinelli and Shannon O'Neill conducted ongoing, intensive training throughout the fall semester with the two new tutors. Shannon O'Neill provided the statistics for this section of the report.

Service Numbers – The Writing Center conducted 779 writing conferences during 2008-2009, representing an increase of 6.7% from the 730 sessions held in 2007-2008. Of the 779 sessions, 649 were face-to-face, and 130 were conducted online. The table below provides a breakdown of the total number of sessions:

Graduation Year	Session Type	# Sessions
2012 (Freshmen)	Appointment	344
2011 (Sophomores)	Appointment	123
2010 (Juniors)	Appointment	59
2009 (Seniors)	Appointment	94
SCE/GRAD	Appointment	29
	Online Submissions	130
	Total	779

Evaluations – During the 2008-2009 academic year, evaluations were gathered from 530 of the 649 students who came to the Writing Center for tutoring. 88% (464/530) felt that their understanding of how they could improve their paper after their session was "excellent" or "very good." 98% (520/530) said that they "would recommend the Writing Center to a friend." Several students commented on how the Writing Center helped them to improve their paper content, their organizational skills, their knowledge of grammatical rules, and the overall coherence and cohesion of their writing.

Writing Fellows Programs – 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. In their evaluations of the program, 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." 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 issues. Students also expressed great frustration with the difficulty that they had arranging meetings with their Fellows. 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." Therefore, the program will resume in Fall 2009. When the program resumes, the Fellows will need to be supported in their efforts to promote more substantive revision. The OAS/Writing Center Director and the faculty members must also address logistical concerns to reduce students' frustration.

In Fall 2008 a Writing Fellows program was also 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. In their evaluations of the program, 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 statement. In the section of the survey that asks for qualitative feedback, several students commented positively on the Fellows' efficient use of time. Results of this program were very positive, especially when combined with Dr. Grossman's testimony that the papers were the best that she has ever received in this course. This program will also resume in Fall 2009.

Write Site – During its second full year of service to students, the Writing Center's online writing lab, The Write Site, grew substantially. Students submitted a total of 130 papers throughout the academic year, representing a 188% increase in forty-five (45) submissions from 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. 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. In 2009-2010 the Writing Center aims to expand utilization of this service and solicit more feedback from students who submit their papers.

Writing Workshops – During Fall 2008 and Spring 2009, the Writing Center presented its own series of writing workshops. The workshop schedule, along with the number of attendees for each session, is outlined below:

Workshop Title	Date	Time	Presenter(s)	Number Attended
Writing: The Cure for Writer's Block	10/7/08	3:00 p.m.	Bryan Marinelli	0
From Working Thesis To Thesis That Works	10/15/08	4:00 p.m.	Bryan Marinelli	1
I Have My Quotes – Now What?	10/22/08	3:00 p.m.	Andy Christensen	0
Writing Effective Introductions and Conclusions	10/28/08	4:00 p.m.	Andy Christensen	4
The "Which Hunt": Techniques for Self-Editing	11/4/08	4:00 p.m.	Sister Carolyn	1
Eat(s), Shoots and Leaves	11/12/08	3:00 p.m.	Bryan Marinelli	0
Beating the Clock: Writing Essay Exams with Time to Spare	2/9/09	7:00 p.m.	Bryan Marinelli	4
How Stylish Are You?	2/24/09	7:00 p.m.	Bryan Marinelli	0
Selling the Sizzle: Crafting Effective Cover Letters	3/25/09	7:00 p.m.	Bryan Marinelli & Patricia Goff	12
Writing Personal Statements for Medical School Part I	3/26/09	5:00 p.m.	Bryan Marinelli & Dr. Carol Crafts	21
To Cite Or Not To Cite: Using Research Skillfully and Responsibly	3/31/09	7:00 p.m.	Bryan Marinelli	6
Writing Personal Statements for Medical School Part II	4/15/09	5:00 p.m.	Bryan Marinelli	12
			TOTAL	61

Clearly, the spring workshops were in higher demand. Workshops with the strongest attendance were those involving collaboration with another department/program and/or those designed to meet an immediate student need (e.g., writing personal statements for medical school). In the coming year the Writing Center should actively seek "pockets of need" on campus and collaborate with faculty/staff to offer programming to fill those "pockets."

Writing Matters Newsletter – In Fall 2008 and Spring 2009, the Writing Center published and distributed issues of *Writing Matters*, a new newsletter for faculty. The fall issue not only contained information about Writing Center Services and programs, but also offered faculty members information about how writing tutors are trained. The spring issue of the newsletter included an interview with the Dean of Undergraduate and Graduate Studies, the Reverend Mark Nowel, regarding plagiarism and academic integrity on campus. The Writing Center plans to publish the fifth and sixth issues of *Writing Matters* in Fall 2009 and Spring 2010 respectively.

CAMPUS OUTREACH

This section of the OAS Annual Report includes not only the Office's marketing efforts, but also those instances when staff members contributed their time and professional or personal expertise to programs sponsored by other departments.

Marketing Efforts

August – December 2008

- Discussion of OAS services and programs with Admissions Counselors (August 2008)
- Presentation at New Faculty Orientation (August 2008)
- Standard OAS advertisement sent to DWC Team Leaders for inclusion in course syllabi (August 2008)
- Presentation of OAS services and programs to new SCE students (September 2008)
- Distribution of bookmarks containing information about tutorial services (September 2008)
- Publication and distribution of *Writing Matters* (September 2008)
- Mailing/Emails/Flyers – OAS Workshop Menu (mailing in September; email notices and flyers for each workshop)
- OAS Workshop Advertisements in the *S.A.I.L. Digest* (weekly throughout Fall 2008 semester)
- Distribution of flyers and posters to advertise the office's new location (October 2008)
- *PC Now* article featuring news about the office's relocation (October 2008)
- Publication of *Tutors' Corner* in November 2008 (*Note: Recent history of *Tutors' Corner* is outlined below)
- Presentation and information table at Parents' Weekend (November 2008)
- Annual OAS Open House (December 2008)
- Email to faculty regarding tutorial services and take-home final examinations (December 2008)

January – May 2009

- Standard OAS advertisement sent to DWC Team Leaders for inclusion in course syllabi (January 2009)
- Distribution of bookmarks containing information about tutorial services (January 2009)
- Informational session for transfer students (January 2009)
- Mailing/Emails/Flyers – OAS Workshop Menu (mailing in January; email notices and flyers for each workshop)
- OAS Workshop Advertisements in the *S.A.I.L. Digest* (weekly throughout Spring 2009 semester)
- Valentine's Day promotion of tutorial services (February 2009)
- Publication and distribution of *Writing Matters* (February 2009)
- Publication of *Tutors' Corner* in April 2009 (*Note: Recent history of *Tutors' Corner* is outlined below)
- Resource table at PC Family Day (April 2009)
- Informational tour of the OAS for Residential Assistants (May 2009)

***Tutors' Corner** – *Tutors' Corner* (formerly the *OAS Reader*) is published twice yearly. Articles are generally contributed by Peer Tutors.

Semester	Publication Date	Volume/ Issue	Editor	Topic
Fall 2002	November 2002	V4, I1	Erica Carlson	Winter Holiday Traditions
Spring 2003	April 2003	V4, I2	Erica Carlson	Preparation for Final Exams
Fall 2003	November 2003	V5, I1	Monica Lucey	PC Family Style
Spring 2004	April 2004	V5, I2	Monica Lucey	Places To Go and Things To See in Rhode Island
Fall 2004	November 2004	V6, I1	Monica Lucey	Best Kept Secrets on the Providence College Campus
Spring 2005	March 2005	V6, I2	Monica Lucey	Best Academic Experience at Providence College
Fall 2005	November 2005	V7, I1	Alison McCrillis	The Things We Wish We'd Known
Spring 2006	April 2006	V7, I2	Alison McCrillis	Best Academic Experience at Providence College
Fall 2006	November 2006	V8, I1	Katie Boyle	Most Memorable Moments at Providence College
Spring 2007	April 2007	V8, I2	Katie Boyle	Great Professors and Classes at Providence College
Fall 2007	November 2007	V9, I1	Katie Boyle	"Hidden Spots" at PC and in Rhode Island
Spring 2008	April 2008	V9, I2	Katie Boyle	Best Academic Experience at Providence College
Fall 2008	November 2008	V10, I1	Shannon O'Neill	Unsung Heroes at Providence College
Spring 2009	April 2009	V10, I2	Shannon O'Neill	Summer Reading Recommendations

Outreach Presentations, 2008-2009

Workshop	Event	Date	Presenter(s)	Number Attended
Getting Acclimated to Providence College	International Student Orientation	8/26/08	Jill Kopicki	12
Peer Mentoring Workshop	Balfour Center	9/1/08	Jill Kopicki & Natalie Crawford	6
The Art of Referral	CTE Presentation for New Faculty	10/16/08	Bryan Marinelli	8
Crafting a Formal Argument	In-Class Writing Workshop for DWC Faculty Team B	11/14/08	Bryan Marinelli	180
Icebreakers	Breakfast of Champions	2/4/09	Bryan Marinelli	20
Basic Tutoring Skills	Feinstein Public Service Learning Program	2/17/09	Sister Carolyn Sullivan, Jacquie DeSisto, & Andrew Dallas	9
Overview of Writing Center Mission and Services	ENG 101 Class – Taught by Marie Henneidy	3/3/09	Shannon O'Neill	18
Time Management	Breakfast of Champions	3/4/09	Jonathan Gomes & Meghan Kiley	20
Overview of Plans to Support Men's Basketball	Year-End Meeting for Men's Basketball	3/26/09	Bryan Marinelli	15
Awards Presentation	Academic Ceremony for Student-Athletes	3/30/09	Bryan Marinelli, Jonathan Gomes & Meghan Kiley	50
Tutoring Services Panel	RA Academic Programming	4/10/09	Panel of Peer Tutors	15
Learning Styles	EXPLORE Program	4/16/09	Bryan Marinelli & Jill Kopicki	30
<i>Total</i>			<i>12 presentations</i>	<i>383</i>

Other Outreach Initiatives

In addition to the workshops listed above, OAS staff members contributed their time and expertise to several other on-campus programs and initiatives:

- Jill Kopicki and Jennifer Rivera served on the Unity Week Committee, contributing to the planning of Unity week activities and offering OAS space for film viewings and discussions;
- Meghan Kiley served as co-advisor to the Student-Athlete Advisory Board (SAAB);
- Angela Marathakis met several times with the Black Studies Department to discuss how to integrate minorities on the Providence College campus;
- Angela Marathakis met with and informed the Social Work Department of the academic support offered to student-athletes;
- Members of the student-athlete support staff met with prospective student-athletes in 2008-2009 as part of the recruits' official/unofficial visits to campus.

PROFESSIONAL DEVELOPMENT AND PROFESSIONAL SERVICE

Professional Development

Members of the OAS professional staff participated in many meetings, on-campus workshops, professional conferences, and team building activities during the 2008-2009 academic year:

Regularly Scheduled Office Meetings:

- All-Staff Meetings, monthly (meeting minutes are archived)
- Administrative Staff Meetings, minimum of one per semester
- Individual Staff Meetings (Re: goals, etc.), minimum of one per semester

Team Building Activities:

- Celebration of Commemorative Days (e.g., birthdays, etc.) throughout the year
- Monthly "Cookie and Cupcake Days" for Peer Tutors
- Bosses Day Celebration, Friday, October 17, 2008, 9:00 a.m., OAS Offices
- Holiday "Pot Luck" Supper for Student Workers, Sunday, November 23, 2008, 5:00 p.m., OAS Offices
- Staff Christmas Party, Monday, December 15, 2008, 12:00 p.m., OAS Offices
- National Secretaries Day Party, Wednesday, April 22, 2009, 12:30 p.m., OAS Offices
- Tutor Appreciation Dinner, Thursday, April 23, 2009, 6:30 p.m., Writing Center (OAS)
- Staff End-of-Year Lunch, Tuesday, May 12, 2009, 12:30 p.m., Twin Oaks (Cranston, RI)

On-Campus Workshops/Training Sessions – A list of on-campus training opportunities attended by OAS staff members is provided in the table below:

Workshop Title	Date	Attendee(s)
Creating an Active Environment for Learning	September 2008	Jill Kopicki
Stress Management	November 2008	Bryan Marinelli
ANGEL Session – Queries, Surveys & Reports	May 2009	Sister Carolyn Sullivan, O.P.
Wiki Workshop	April 2009	Jill Kopicki
Teaching Students Who Are New to College	June 2009	Jill Kopicki
Microsoft 2007 Excel, Word, Access	Fall and Spring	Jill Kopicki, Angela Marathakis & Sister Carolyn Sullivan, O.P.
"Just Lunch" Series	Fall and Spring	Sister Carolyn Sullivan, O.P., Meghan Kiley & Jill Kopicki

Fall Tutor Orientation (Aug. 26th – Aug. 29th, 2008) – Sr. Carolyn Sullivan coordinated this annual event with members of the Tutor Cabinet. The Cabinet members ably conducted the events of the four days for the entire staff of new and returning tutors (including Writing Center tutors). In addition to exercises for building community, the agenda included sessions on the philosophy of our tutoring center, NCAA rules and regulations pertaining to student-athletes, differences in learning styles, ethical dilemmas in tutoring, and using the tutoring cycle as a tool. Tutors also met in discipline-specific groups for more in-depth discussion of trouble shooting and advertising.

Spring Tutor Orientation – A three-hour, spring-semester orientation was held on Friday, January 23, 2009. All peer tutors attended, and the Tutor Cabinet once again took a leading role in planning and facilitation. The tutors had the opportunity to hear an overview of services from Fall 2008, as well as a summary of goals for the Spring 2009 semester. Immediately following, the President of Providence College, Father Brian Shanley, gave a talk on the importance of tutoring. Following Father Shanley's talk, tutors met in discipline specific groups to focus on goals for the spring semester and to

explore potential workshop topics for the New England Peer Tutoring Association's Annual Spring Forum, to be held at Bristol Community College on Saturday, April 4, 2009.

Ongoing Tutor Development Activities – In addition to orientation activities, peer tutors took advantage of other development opportunities throughout the academic year. Many attended sessions offered through the OAS Workshop Menu Series as well as presentations that were part of the “Tea Time for Writers” series offered through the Writing Center.

Conference Attendance – A list of professional conferences attended by OAS staff members in 2008-2009 is provided in the table below:

Conference Title	Location	Date(s)	Attendee(s)
AHEAD Conference	Reno, NV	July 2008	Andrew Christensen
Change Management	Bryant University	October 2008	Bryan Marinelli
Foundations of Management	Bryant University	March-April 2009	Jonathan Gomes & Jill Kopicki
New England Peer Tutoring Association's Spring Forum	Bristol Community College	April 2009	Sr. Carolyn Sullivan, O.P., and 25 Peer Tutors
Big East Compliance Conference	Orlando, FL	May 2009	Angela Marathakis

Professional Service

The OAS also made some notable contributions to the academic support profession in 2008-2009:

- In August 2008 the OAS published its 2007-2008 Annual Report and its 2007-2008 Assessment Report on the web;
- In September 2008 Jill Kopicki reviewed fifteen conference proposals for the NASPA conference in Seattle, WA;
- In February 2009 Jill Kopicki participated in a Conference Interview Simulation for graduate students in the University of Rhode Island's College Student Personnel Program;
- Sr. Carolyn Sullivan remained on the New England Peer Tutoring Association's Steering Committee and helped to organize the 14th Annual Spring Forum (held at Bristol Community College on April 4, 2009). Ten (10) of Sr. Carolyn's Peer Tutors collaborated to make three (3) presentations at the Forum. These included: “Staying on the Yellow Brick Road When You Have to Tutor Dorothy, Scarecrow, Tin Man, and the Cowardly Lion – All at the Same Time”; “Taking Math and Science Tests Under ‘Wicked’ Pressure: Beating the Hourglass and Keeping Your Ruby Slippers”; and “Helping the Cowardly Lion Begin before Starting: How to Effectively Use Pre-Writing Techniques”;
- Angela Marathakis consulted with several schools from the Big East, SEC, CUSA, and OVC conferences on how to handle academic and motivational challenges among student-athletes;
- Angela Marathakis participated in a student research project at the University of Tennessee by filling out surveys, keeping a journal and phone conferencing to determine how sports psychology can be utilized in academic mentoring;
- Meghan Kiley attended meetings for the Women's Involvement Network (WIN) of Providence College throughout the academic year.

AWARDS AND DISTINCTIONS

This section of the OAS Annual Report includes any awards that the OAS, or individuals (including student workers) within the Office, may have received for their contributions to the College or the academic support profession. It also includes honors or recognition earned by students within special populations (i.e., student-athletes) served by the Office.

CRLA Certification

At the annual OAS Student Appreciation Dinner held on April 23, 2009, twenty (20) tutors were awarded Regular/Level I certificates; four (4) tutors received Advanced/Level II certificates; and four (4) received Master/Level III certificates.

Regular Certification	Advanced Certification	Master Certification
Allison Wise	Jacqueline DeSisto	Allison Michaud
Andrew Hayes	Kathleen Foote	Andrew Dallas
Annmarie Blodgett	Kathleen McMicken	Evan Shanley
Rebecca Racine	Meghan Shea	Emily Mannix-Slobig
Corey Plante		
Dan Ford		
Elizabeth Roscillo		
Emily Keeney		
Emma Goljan		
Joanna Scimeca		
John Butler		
John King		
Kaitlin Searfoss		
Kara Cook		
Kate Moylan		
Katherine Lee		
Keryn Sartanowicz		
Michael Turk		
Neil Francisco		
Patricia Osmolak		

Other Peer Tutor Distinctions

- Allison Michaud was selected as PC Student Leader of the Month in January 2009.
- Jacqueline DeSisto and Kathleen Foote were inducted into *Dirigo*, the PC Leadership Honor Society, on February 14, 2009.
- At the annual OAS Student Appreciation Dinner, Andrew Dallas was awarded "Tutor of the Year" honors.
- Five senior tutors (out of 22 graduating tutors) graduated *summa cum laude* on May 16, 2009. Nine (9) of the 25 graduating tutors graduated either *cum laude* or *magna cum laude*.

Scholarships/Nominations/Awards for Student-Athletes

Conference Academic Distinctions – The staff successfully nominated, or assisted in the nomination of, several student-athletes for scholarships and/or awards, including the following:

FIRST NAME	LAST NAME	SPORT	AWARD
Bobby	Labadini	Men's Lacrosse	MAAC Academic All-Star
Ryan	Riedl	Men's Lacrosse	MAAC Academic All-Star
Colin	Reposa	Men's Lacrosse	MAAC Academic All-Star
Evan	Helda	Men's Lacrosse	MAAC Academic All-Star
Katy	Beach	Women's Ice Hockey	Hockey East Academic All-Star
Danielle	Ciareletta	Women's Ice Hockey	Hockey East Academic All-Star
Erin	Normore	Women's Ice Hockey	Hockey East Academic All-Star
Mari	Pehkonen	Women's Ice Hockey	Hockey East Academic All-Star
Brittany	Simpson	Women's Ice Hockey	Hockey East Academic All-Star
Arianna	Rigano	Women's Ice Hockey	Hockey East Academic All-Star
Alyse	Ruff	Women's Ice Hockey	Hockey East Academic All-Star
Amber	Yung	Women's Ice Hockey	Hockey East Academic All-Star
Lauren	Covell	Women's Ice Hockey	Hockey East Academic All-Star
Christie	Jensen	Women's Ice Hockey	Hockey East Academic All-Star
Breanna	Schwarz	Women's Ice Hockey	Hockey East Academic All-Star
Kyle	Laughlin	Men's Ice Hockey	Hockey East Academic All-Star
Nick	Mazzolini	Men's Ice Hockey	Hockey East Academic All-Star
Ryan	Simpson	Men's Ice Hockey	Hockey East Academic All-Star
Matt	Germain	Men's Ice Hockey	Hockey East Academic All-Star
Ben	Farrer	Men's Ice Hockey	Hockey East Academic All-Star
Paul	Golden	Men's Ice Hockey	Hockey East Academic All-Star
Kyle	MacKinnon	Men's Ice Hockey	Hockey East Academic All-Star
Andy	Balysky	Men's Ice Hockey	Hockey East Academic All-Star
Robert	Maloney	Men's Ice Hockey	Hockey East Academic All-Star
Nellie	Poulin	Women's Field Hockey	NFHCA Division I National Academic Squad
Jeanette	Toney	Women's Volleyball	Division I National Independent All-Academic Team
Christopher	Badinet	Men's Basketball	Big East Scholar-Athlete Sports Excellence Award
Ryan	Clark	Men's Swimming	Big East Scholar-Athlete Sports Excellence Award
Meghan	Gilroy	Women's Tennis	Big East Scholar-Athlete Sports Excellence Award
Ryann	Dillon	Women's Swimming	Big East Scholar-Athlete Sports Excellence Award
Caitlin	Lawrence	Women's Track	Big East Scholar-Athlete Sports Excellence Award
Andrew	Brown	Men's Soccer	Big East Scholar-Athlete Sports Excellence Award
Katelyn	Revens	Softball	Big East Scholar-Athlete Sports Excellence Award
Emily	Cournoyer	Women's Basketball	Big East Scholar-Athlete Sports Excellence Award
Adrienne	Marios	Field Hockey	Big East Scholar-Athlete Sports Excellence Award
Catherine	Vincent	Women's Soccer	Big East Scholar-Athlete Sports Excellence Award
Alan	Pandiani	Men's Track	Big East Scholar-Athlete Sports Excellence Award
Christopher	Baudinet	Men's Basketball	Big East Academic All-Stars
Clark	Kellogg	Men's Basketball	Big East Academic All-Stars

FIRST NAME	LAST NAME	SPORT	AWARD
Connor	Heine	Men's Basketball	Big East Academic All-Stars
Luke	Burchett	Men's Basketball	Big East Academic All-Stars
Raymond	Hall	Men's Basketball	Big East Academic All-Stars
Adrienne	Marois	Field Hockey	Big East Academic All-Stars
Alexandra	Shover	Field Hockey	Big East Academic All-Stars
Ali	Kornfeld	Field Hockey	Big East Academic All-Stars
Ashley	Mulkey	Field Hockey	Big East Academic All-Stars
Chanelle	Poulin	Field Hockey	Big East Academic All-Stars
Jaime	Lipski	Field Hockey	Big East Academic All-Stars
Julie	Ruggieri	Field Hockey	Big East Academic All-Stars
Kathryn	Myers	Field Hockey	Big East Academic All-Stars
Kelly	Grogan	Field Hockey	Big East Academic All-Stars
Mary Catherine	Ott	Field Hockey	Big East Academic All-Stars
Megan	Montecalvo	Field Hockey	Big East Academic All-Stars
Meghan	Holden	Field Hockey	Big East Academic All-Stars
Rachel	Chamberlain	Field Hockey	Big East Academic All-Stars
Sara	Casey	Field Hockey	Big East Academic All-Stars
Stephen	Hankinson	MCC, MTI, MTO	Big East Academic All-Stars
Corey	Brunelle	MCC,MTI,MTO	Big East Academic All-Stars
David	McCarthy	MCC,MTI,MTO	Big East Academic All-Stars
Niall	Tuohy	MCC,MTI,MTO	Big East Academic All-Stars
Philip	Divino	MCC,MTI,MTO	Big East Academic All-Stars
Richard	Yeates	MCC,MTI,MTO	Big East Academic All-Stars
Thomas	Webb	MCC,MTI,MTO	Big East Academic All-Stars
Zachary	Hoagland	MCC,MTI,MTO	Big East Academic All-Stars
Brian	Silva	Men's Swimming	Big East Academic All-Stars
Jordan	Emerick	Men's Swimming	Big East Academic All-Stars
Mathew	Card	Men's Swimming	Big East Academic All-Stars
Nicolas	Trilla	Men's Swimming	Big East Academic All-Stars
Owen	Hughes	Men's Swimming	Big East Academic All-Stars
Philip	McGovern	Men's Swimming	Big East Academic All-Stars
Ryan	Clark	Men's Swimming	Big East Academic All-Stars
Stephen	Zapf	Men's Swimming	Big East Academic All-Stars
Stephen	Lynch	Men's Swimming	Big East Academic All-Stars
Timothy	Reilly	Men's Swimming	Big East Academic All-Stars
Alan	Pandiani	MTI,MTO	Big East Academic All-Stars
Charles	Dewey	MTI,MTO	Big East Academic All-Stars
Frank	Gassert	MTI,MTO	Big East Academic All-Stars
Mitchell	Barker	MTI,MTO	Big East Academic All-Stars
Nicholas	Berluti	MTI,MTO	Big East Academic All-Stars
Phillip	Connaughton	MTI,MTO	Big East Academic All-Stars
Stephen	Justus	MTI,MTO	Big East Academic All-Stars
Thomas	Manglaviti	MTI,MTO	Big East Academic All-Stars
Joseph	Carnevale	MTO	Big East Academic All-Stars

FIRST NAME	LAST NAME	SPORT	AWARD
Michael	Anderson	MTO	Big East Academic All-Stars
Andrew	Brown	Men's Soccer	Big East Academic All-Stars
Bryan	Minogue	Men's Soccer	Big East Academic All-Stars
Bryon	Regester	Men's Soccer	Big East Academic All-Stars
Michael	Pereira	Men's Soccer	Big East Academic All-Stars
Michael	Daly	Men's Soccer	Big East Academic All-Stars
Nathan	McKeever	Men's Soccer	Big East Academic All-Stars
Sean	Bakhtiari	Men's Soccer	Big East Academic All-Stars
Timothy	Murray	Men's Soccer	Big East Academic All-Stars
Jennifer	Abrams	Softball	Big East Academic All-Stars
Alicia	Grosso	Softball	Big East Academic All-Stars
Ava	Pandiani	Softball	Big East Academic All-Stars
Christiane	Becker	Softball	Big East Academic All-Stars
Gina	Rossi	Softball	Big East Academic All-Stars
Jenna	Garcia	Softball	Big East Academic All-Stars
Jennifer	Maccio	Softball	Big East Academic All-Stars
Julie	Fowler	Softball	Big East Academic All-Stars
Justine	Stratton	Softball	Big East Academic All-Stars
Katelyn	Revens	Softball	Big East Academic All-Stars
Kathryn	Sullivan	Softball	Big East Academic All-Stars
MaryRose	Sheehy	Softball	Big East Academic All-Stars
Teresa	Bertels	Softball	Big East Academic All-Stars
Brittany	Dorsey	Women's Basketball	Big East Academic All-Stars
Emily	Cournoyer	Women's Basketball	Big East Academic All-Stars
Jessica	Clark	Women's Basketball	Big East Academic All-Stars
Trinity	Hull	Women's Basketball	Big East Academic All-Stars
Amie	Schumacher	WCC,WTI,WTO	Big East Academic All-Stars
Christina	Conley	WCC,WTI,WTO	Big East Academic All-Stars
Katherine	Schock	WCC,WTI,WTO	Big East Academic All-Stars
Kathleen	DiCamillo	WCC,WTI,WTO	Big East Academic All-Stars
Katie	Elliot	WCC,WTI,WTO	Big East Academic All-Stars
Mary	Champagne	WCC,WTI,WTO	Big East Academic All-Stars
Sarah	Morgan	WCC,WTI,WTO	Big East Academic All-Stars
Susanne	Huet	WCC,WTI,WTO	Big East Academic All-Stars
Caitlin	Hostetler	Women's Soccer	Big East Academic All-Stars
Caitlin	Walker	Women's Soccer	Big East Academic All-Stars
Catherine	Vincent	Women's Soccer	Big East Academic All-Stars
Christina	Gent	Women's Soccer	Big East Academic All-Stars
Courtney	Collins	Women's Soccer	Big East Academic All-Stars
Jennifer	Wunder	Women's Soccer	Big East Academic All-Stars
Jill	Camburn	Women's Soccer	Big East Academic All-Stars
Jillian	Schott	Women's Soccer	Big East Academic All-Stars
Katelin	Blaine	Women's Soccer	Big East Academic All-Stars
Kelly	Determan	Women's Soccer	Big East Academic All-Stars

FIRST NAME	LAST NAME	SPORT	AWARD
Kelly	Pettersen	Women's Soccer	Big East Academic All-Stars
Kimberly	Pine	Women's Soccer	Big East Academic All-Stars
Marra	Whaley	Women's Soccer	Big East Academic All-Stars
Megan	Mancarella	Women's Soccer	Big East Academic All-Stars
Nicole	Benko	Women's Soccer	Big East Academic All-Stars
Victoria	Neff	Women's Soccer	Big East Academic All-Stars
Alexis	Fatigati	Women's Swimming	Big East Academic All-Stars
Caroline	Caliri	Women's Swimming	Big East Academic All-Stars
Erica	Devine	Women's Swimming	Big East Academic All-Stars
Melanie	Dubois	Women's Swimming	Big East Academic All-Stars
Sara	Riley	Women's Swimming	Big East Academic All-Stars
Allison	Pelle	Women's Swimming	Big East Academic All-Stars
Carrie	Lamb	Women's Swimming	Big East Academic All-Stars
Christine	Bonagura	Women's Swimming	Big East Academic All-Stars
Elizabeth	Kelly	Women's Swimming	Big East Academic All-Stars
Meghan	Glynn	Women's Swimming	Big East Academic All-Stars
Patricia	Osmolak	Women's Swimming	Big East Academic All-Stars
Ryann	Dillon	Women's Swimming	Big East Academic All-Stars
Alexandra	Wegner	Women's Tennis	Big East Academic All-Stars
Ashley	Rissolo	Women's Tennis	Big East Academic All-Stars
Ayushi	Sinha	Women's Tennis	Big East Academic All-Stars
Courtney	Fuller	Women's Tennis	Big East Academic All-Stars
Elizabeth	Gillis	Women's Tennis	Big East Academic All-Stars
Jennifer	Cusack	Women's Tennis	Big East Academic All-Stars
Kathleen	Scullin	Women's Tennis	Big East Academic All-Stars
Meghan	Gilroy	Women's Tennis	Big East Academic All-Stars
Caitlin	Lawrence	WTI,WTO	Big East Academic All-Stars
Caitlin	Plunkett	WTI,WTO	Big East Academic All-Stars
Jenna	Raymond	WTI,WTO	Big East Academic All-Stars
Julie	Wolf	WTI,WTO	Big East Academic All-Stars
Meaghan	Marci	WTI,WTO	Big East Academic All-Stars
Shannon	Gombos	WTI,WTO	Big East Academic All-Stars
Margaret	Vannname	WTI,WTO	Big East Academic All-Stars

Chi Alpha Sigma Honors Society – Founded at DePauw University on May 17, 1996, Chi Alpha Sigma is a nonprofit organization established to recognize college student-athletes who earn a varsity letter in at least one sport while maintaining a 3.4 or higher cumulative GPA throughout their junior and senior years. Through the efforts of OAS staff members, Providence College established a charter with Chi Alpha Sigma in March 2004. In the six years that the College has been affiliated with Chi Alpha Sigma, there have been sixty-four (64) inductees – sixteen (16) in 2004, twelve (12) in 2005, five (5) in 2006, five (5) in 2007, nine (9) in 2008 and seventeen (17) in 2009. The following student-athletes were formally inducted into Chi Alpha Sigma during the February 2009 Student-Athlete Academic Achievement Ceremony: Andrew Brown (Men's Soccer), Mathew Card (Men's Swimming), Jennifer Cusack (Women's Tennis), Ryann Dillon (Women's Diving), Christie Gent (Women's Soccer), Carrie Lamb (Women's Swimming), Caitlin Lawrence (Women's Track), Abigail Majewski (Women's Volleyball), Adrienne Marois (Women's Field Hockey), Bryan Minogue (Men's Soccer), Patricia Osmolak (Women's Swimming), Tim Reilly (Men's Swimming), Katelyn Revens (Women's Softball), Ashley Rissolo (Women's Tennis), Jeanette Toney (Women's Volleyball), Catherine Vincent (Women's Soccer) and Jenny Wunder (Women's Soccer).

COMMUNITY SERVICE ACTIVITIES

This section of the Annual Report details OAS contributions to the betterment of Providence College's surrounding community.

OAS Staff Community Projects

- **Clothing Drive:** In conjunction with the OAS Open House, the office collected clothing for individuals associated with Amos House of Providence (Fall 2008).
- **Turkey Trot:** Angela Marathakis donated and participated in the organization of a Providence road race coordinated by a student-athlete's marketing class (Fall 2008).
- **Relay for Life:** Sister Carolyn Sullivan and ten peer tutors made up a team to walk in the Relay for Life. The amount raised for cancer research was \$1046.00 (Spring 2009).
- **Neighborhood Tutoring:** Eight tutors responded to requests made for college students who would be willing to assist elementary and high school students in various subject areas. Tutors helped on a weekly basis throughout the year in pre-algebra, geometry, physics, biology, and elementary math (Fall 2008 and Spring 2009).
- **Breast Cancer Walk:** Angela Marathakis donated and participated in the walk held in Providence with the Athletics Department (Spring 2009).
- **Field Hockey Frenzy:** Jonathan Gomes, Meghan Kiley and Angela Marathakis participated in a fundraiser held by the Providence College field hockey team (Spring 2009).
- **PC Fusion:** Meghan Kiley participated in a community service project to build a local playground with undergraduate students and alumni of the college (Spring 2009).

Life Skills Projects

As part of the Life Skills program, OAS staff members helped to coordinate the following community service activities for student-athletes in 2008-2009:

- **Toiletries Drive:** Student-athletes collected toiletries from hotels while traveling. In Fall 2008 and Spring 2009, members of the Student Athlete Advisory Council (SAAC) delivered a laundry basket filled with toiletries to Amos House;
- **Baby Shower:** The Student-Athlete Advisory Council collected baby products for mothers in need (Fall 2008);
- **"We CAN Do It!" Can Drive:** The PC Student-Athlete Advisory Council collaborated with the URI Student-Athlete Advisory Council to collect canned goods for the RI Food Bank and Johnny Cake Center (Fall 2008);
- **New Orleans Animal Shelter:** Members of the Women's Basketball Team went to clean cages and play with homeless animals (Fall 2008);
- **Reading Week:** Athletic teams volunteered to read to local area school children (Spring 2009);
- **Project Providence:** Members of the Women's Basketball Team spoke to area school children about health-related issues (Spring 2009);
- **Olney Park Clean-Up:** Members of the Women's Volleyball Team went to clean and remove trash (Spring 2009);
- **Relay for Life:** Members of the Women's Field Hockey Team raised money for cancer research (Spring 2009);
- **Pink Zone:** Members of the Women's Basketball Team raised money to promote breast cancer awareness (Spring 2009).