Three surveys, one measuring drug and alcohol use by students, one focused on faculty job satisfaction, and one dedicated to instructional technology, were administered this fall to members of the College community.

The Core Alcohol & Drug Survey [CORE] is administered biennially to assess the nature, scope, and consequences of alcohol and drug use on college campuses. The Collaborative on Academic Careers in Higher Education [COACHE] Survey, administered to tenured and tenure-track faculty, addresses workplace experiences, job satisfaction, and career development. The Instructional Technology Committee’s [ITeC] Student Survey is intended to assess students’ preferences for, uses of, and learning related to various forms of instructional technology and associated support services.

COACHE is a collaboration of colleges and universities committed to gathering peer diagnostic and comparative data that institutions use to recruit, retain, and develop faculty members. The central element of COACHE is an electronic survey specially designed for ordinary faculty. The survey asks faculty members to assess their experiences regarding promotion and tenure; the nature of their work, policies and practices; and the general climate, culture, and level of collegiality on their campuses. The survey has a national scope — Providence College is one of more than 200 colleges and universities from across the country that have participated in the survey.

ITeC, a committee of faculty, staff, and students, is charged with reviewing and encouraging the use of emerging instructional technologies and conducting assessments of technology use on campus. ITeC surveys inform ITeC’s planning and technology recommendations.

CORE results and ITeC Student Survey results should be available during the spring 2014 semester. Complete COACHE results are not expected until late-spring or early summer of 2014.

NSSE this spring
During the spring semester, the College will be administering the National Survey of Student Engagement, or NSSE. NSSE, which is administered to first-year students and seniors, focuses on student behaviors related to academic engagement (e.g., writing, reading, formal presentations, work outside of class, meetings with faculty members outside of class, etc.). The results should be available in the summer or fall of 2014.
PC STATISTICAL REVIEW: ALL YOU NEED TO KNOW

Do you know how many of our students make the Dean’s List? How about the number of students who are majoring in the sciences or traditional humanities disciplines? Maybe you want to know how much financial aid our students are receiving.

Whatever answers you are looking for, they can probably be found in the 2012 Providence College Statistical Review, which is available for all members of the College community on the Internal website.

The document is prepared annually by the Office of Institutional Research. It provides comprehensive data on subjects ranging from enrollment and financial aid to salaries and student retention, answers a number of the most frequently asked questions about PC, and provides historical data that can help guide decisions in the future.

As a snapshot of what is included in the annual Statistical Review, we’ve provided a couple of interesting examples.

**Undergraduate Day School Freshman Applicants, Invitees and Enrollees**

Generally speaking, the number of enrolled students has remained fairly consistent since the Class of 2007. On the other hand, the number of students who have applied and been invited has fluctuated over the years. Overall, since the Class of 2007, the invitee pool has risen by about 30%, while the applicant pool has risen by approximately 30%.

**Geography Yield Rate – Class of 2016**

Annually, ‘yield’ is used by colleges across the country to calculate their admission season success. Admission yield is the percentage of admitted students who actually enroll in a college. A related question that is often asked on this campus is “Where do our students come from geographically?” Please refer to the map on the right for the geography yield rates relevant to the Class of 2016.

The Statistical Review is currently being reimagined to improve its timeliness and usability. Longitudinal data will be presented more graphically, material will be prepared in sections with release dates throughout the year, and online access will be expanded and improved.

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FOCUS GROUPS WEIGH IN ON ‘CAMPUS CLIMATE’

Dr. Susan Rankin of Rankin & Associates was engaged to work with PC’s Campus Climate Working Group to facilitate focus groups regarding the campus’ climate for diversity. The focus groups took place on Monday, October 7. Sixteen separate groups, comprised of 129 members of the College community (faculty, staff, and students), participated in the sessions.

The main goals of the project are to identify successful initiatives, uncover any challenges facing members of our community, and develop strategic initiatives to build on the successes and address the challenges.

The results will be presented to the entire College community in early 2014, and the Campus Climate Working Group will present Father Shanley with a series of immediate, intermediate, and long-term action-item recommendations based on the data gathered and the feedback provided by the community.

(CONTINUED ON NEXT PAGE)
A small group of faculty and staff members are working together on a big issue — assessing whether the Development of Western Civilization Program is fulfilling its mission as laid out in the program’s learning objectives.

The DWC Assessment Task Force is being led by Dr. Vance Morgan, DWC director and professor of philosophy. The other faculty members are Rev. John Allard, O.P., assistant professor of theology, Dr. Robin Greene, assistant professor of history, Dr. Raymond Hain, assistant professor of philosophy, and Dr. Margaret Healy-Varley, assistant professor of English. The staff members on the task force are Dr. Brian Bartolini, associate vice president/chief institutional effectiveness officer, Catherine Gagne, associate director of assessment, and Rachel Haskell, assessment coordinator/analyst.

Initially, the group will focus on students’ reading growth, or “deep reading,” while they were enrolled in DWC — an obvious starting point, Morgan said.

“It was very clear that jumping from no assessment process to assessing all of the DWC objectives was too much to start with,” he said. “We talked about starting with writing, but the committee agreed that if we are going to take reasonable steps, writing would be much more complicated than devising an instrument to track growth in reading over the first three semesters.”

Morgan said that having an evaluative instrument that measures whether DWC students are accomplishing the program's core objectives will be a useful tool.

“The obvious take away is that we will have something to show to those who are part of various accrediting bodies that the College is accountable to,” he said. “A more ‘in-house’ take away is that this will be a productive collaboration between faculty and the administration on an important DWC task.”

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FOCUS GROUPS WEIGH IN ON ‘CAMPUS CLIMATE’ (CONTINUED)

Campus Climate Working Group Members:

- Sean Ahearne ’14, Student Congress President
- Kathleen Alvino, Human Resources
- Sarah Attwood, Campus Ministry
- Brian Bartolini, Academic Affairs
- Adrian Beaulieu, Center for International Studies
- Henrica Bresil ’15
- Robert Ferreira, Institutional Advancement

- Jill La Point, Athletics
- Edgar Mejia, Foreign Language Studies
- Steven Sears, Student Affairs
- Rev. Kenneth Sicard, O.P., President’s Office
- Karen Vargas, Admissions
- Rafael Zapata, Institutional Diversity

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ITHAKA S+R FACULTY SURVEY RESULTS

Thank you to all who participated in the College’s first administration of the Ithaka S + R Faculty survey this past spring. In total, 182 faculty members responded to the survey.

The Ithaka survey, which is in its fifth national cycle, examines faculty attitudes and practices related to teaching and research needs. A summary of the survey results will be featured in the March 2014 issue of Assessment in Action newsletter.

Did You Know?
Digital versions of primary source materials were rated by respondents as more important than physical collections of primary source materials in both their teaching and research.

ASSESSMENT RESOURCES

REGIONAL DATA/INFORMATION
New England Association of Schools and Colleges (NEASC):
cihe.neasc.org/

New England Board of Higher Education:
www.nebhe.org

Rhode Island Board of Governors for Higher Education:
www.ribghe.org

NATIONAL DATA/INFORMATION
Association of American Colleges and Universities:
www.aacu.org/resources/assessment

American Association of Higher Education Accreditation:
www.aacaha.org

Association for the Assessment of Learning in Higher Education:
www.aalhe.org/resource-room

Assessment & Evaluation in Higher Education:
tandfonline.com/toc/caeh20/current

College Board:
professionals.collegeboard.com/educator/higher-ed

Council for Higher Education Accreditation:
www.chea.org/

nces.ed.gov/programs/digest/

Integrated Postsecondary Education Data System (National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education):
nces.ed.gov/programs/ipeds/

nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004013

Quality Approaches in Higher Education:
psq.org/edu/quality-information/journals/

nces.ed.gov/programs/coe/

The Education Trust (Interactive Web tool for comparing graduation rates among colleges/universities):
www.collegeresults.org

PC Internal Assessment Website:
internal.providence.edu/assessment