ASSESSMENT *in* ACTION

THE PROVIDENCE COLLEGE INSTITUTIONAL EFFECTIVENESS NEWSLETTER
FALL 2016

NEASC ACCREDITATION UPDATE

The College's NEASC/CIHE comprehensive reaccreditation process is well underway. This effort is being led by a steering committee that is co-chaired by Dr. Brian Bartolini, associate vice president for academic affairs/chief institutional effectiveness officer, and Dr. Licia Carlson, associate professor of philosophy.

In addition to the steering committee, "standards teams" consisting of faculty, staff, and students are charged with assessing the College against the nine new NEASC/CIHE Standards for Accreditation.

Those standards are:
- Mission and Purposes;
- Planning and Evaluation;
- Organization and Governance;
- The Academic Program;
- Students;
- Teaching, Learning, and Scholarship;
- Institutional Resources;
- Educational Effectiveness; and
- Integrity, Transparency, and Public Disclosure.

There are three phases of the reaccreditation process.
- The self-study commenced in earnest in August and is engaging our community "in structured analysis, self-reflection, and planning."
- The second phase is an external, on-site evaluation, "which brings discipline and perspective to the process through the observations and judgments of a visiting committee of peers from other schools and colleges." This phase commences in October 2017.
- The final phase includes a visiting team report and a decision letter from the commission. The decision letter is expected in spring 2018.

Moving forward, regular updates on the reaccreditation process will be sent to community members via email. A reaccreditation resource site is available here (including Standards for Accreditation, previous PC self-studies/reports, previous NEASC decision letters, etc.). If you have any questions regarding NEASC reaccreditation, do not hesitate to contact Licia Carlson at acarls01@providence.edu or ext. 1357 or Brian Bartolini at bbartoli@providence.edu or ext. 1554. ∎

REVAMPED INSTITUTIONAL EFFECTIVENESS WEBSITE ON THE MyPC PORTAL

The internal Institutional Effectiveness website has been migrated to the new MyPC portal, which allows for remote, authenticated access. The site is a resource for faculty and staff members to stay up to date with the latest effectiveness activities at the College.

This continuously updated site features:
- NEASC accreditation-related reports
- Data/results related to PC alumni surveys
- Data/results related to campus-wide assessment activities
- Information and templates related to the Continuous Improvement Program (CIP)
- Institutional Research data that can be found in the Common Data Set and the Fact Book
- Updates and progress reports related to strategic planning
- Information and resources related to the Student Course Ratings Program

Links to Institutional Effectiveness-related publications also can be found on the website. The site can be accessed by going to: https://friarsprovidence.sharepoint.com/institutional-effectiveness. ∎

RESIDENT ASSESSMENT PROVES VALUABLE

This past spring, Providence College undertook the Association of College and University Housing Officers–International (ACUHO-I/EBI) Resident Assessment. Administered to all undergraduate day school students who live in one of the campus residences, the assessment measures 20 factors that pertain to satisfaction, learning, and overall program effectiveness.

The assessment allows for benchmarking against three comparative groups. The first external benchmarking group is the "Select 6," which includes six peer and aspirant institutions. For the spring 2016 administration, this group was comprised of Catholic University of America, John Carroll University, Marist College, Fordham University, Loyola University of Maryland, and Roger Williams University. The second group of institutions included those in the College's Carnegie Class, "Master's Colleges and Universities: Larger Programs," which was comprised of 87 participating institutions. The third external benchmark was the combination of all participating institutions — totaling nearly 300 this year.

Jana L. Valentine, PC director of residence life, praised the "valuable feedback" the assessment provided on "aspects of residence life that have an impact on our students' satisfaction and learning experiences."

For instance, Valentine was pleased with several improvements made since the last assessment in 2013, including students' satisfaction with resident assistants and programming. And, while "overall satisfaction" with residence life offerings was positive, Valentine found value in the feedback that focused on areas the office has worked to improve — namely, the room assignment and change processes.

"This is an area that is improving for us, so we know that we are moving in the right direction," she said. "But, more improvement is needed, and we are working toward that."

The complete results of the ACUHO-I/EBI Resident Assessment are available on the Institutional Effectiveness website. ■

SERVICE DATA COLLECTION PROCESS IMPROVED

A partnership between the President's Standing Committee on Service (Service Board), the Office of Institutional Research (OIR), and the Office of Information Technology (IT) has resulted in an improved process that facilitates the collection of student service data by several campus departments. While PC has tracked curricular and co-curricular service data for many years, the new process allows for a more accurate and campus-wide picture of student involvement in service.

Previously, the Feinstein Institute reported aggregated data on student service, often with not as much detail from campus departments as was desired. After several meetings between OIR, IT, and representatives from the Service Board, it was decided that a new database application would be developed to capture unique student data that could then be disaggregated and used to study the impact of student service as it relates to student engagement and student outcomes.

The new data collection process began in September 2015 and required training of those responsible for entering data in the new database. The departments that participated included the Feinstein Institute, Campus Ministry, Athletics, Career Education, Residence Life, Student Activities, the Office of the Dean of Undergraduate and Graduate Studies, and Off-Campus Living.

Reports are in development in OIR and will include the total number, as well as the percentage, of students completing service, number of hours volunteered, and descriptions of the organizations and events at which students volunteered. Since data are entered at the student level, other data, including demographic information such as gender, ethnicity, major, and class level, can be linked. This will allow for holistic and comprehensive reporting.

On a related note, OIR also developed an online faculty and staff survey in conjunction with the Feinstein Institute that captures information about employees performing community service. The second survey administration was scheduled for November 2016. ■

NEWS BRIEFS

Assessment of Diversity/Inclusiveness

In Spring 2017, along with peers from the Higher Education Data Sharing (HEDS) Consortium, the College will administer The Campus Living, Learning, and Working Environment Survey to assess the attitudes, behaviors, and experiences of students, faculty, and staff regarding inclusiveness. This important work is part of a more comprehensive plan of assessment with respect to diversity/inclusiveness taking place in the spring. Critical developments and results will be shared with the campus community as the work progresses.

Deep Reading Results

The DWC Assessment Task Force, comprised of members of the DWC and Institutional Effectiveness programs, created a quiz to assess students' "deep reading." The instrument was administered in the fall 2014 and 2015 semesters to selected groups of DWC 101 students and DWC 201 students.

For each administration, DWC 101 students were quizzed at the beginning of the semester and DWC 201 students toward the end of the semester. On average, DWC 101 students correctly answered 7.36 (out of a possible 14) questions and DWC 201 students correctly answered 8.45 questions. DWC 201 students' scores demonstrated some improvement over DWC 101 students' scores. The DWC Program plans to hold discussions on these data to best put them to use.

To view the complete results, along with selected data pertaining to students' reading skills from the National Survey of Student Engagement (NSSE) and the ETS Proficiency Profile (EPP), please see the Deep Reading — Summary of Findings.

Class of 2015, First Destination Results Summary

Alumni survey and LinkedIn data are now being used to construct the annual first destination summaries, which report recent alumni employment and educational status data. In 2015, 94% of respondents reported being employed, attending school, and/or participating in full-time volunteer service within six months of graduation. Of those who reported working full-time, 93% were working in their desired fields.

Among the most popular fields of employment were financial marketing/consulting/sales, health care/health policy/health administration, marketing/advertising, education and accounting. Nearly two-thirds of those attending graduate school were studying business, education, or a medical-related field.

To view the complete report, including results broken out by school, please visit: https://friarsprovidence.sharepoint.com/institutional-effectiveness/Shared%20Documents/graduates/first-destination-2015.pdf. ■

RESOURCES

REGIONAL DATA/INFORMATION

New England Association of Schools and Colleges (NEASC):
https://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.aahea.org

Association for the Assessment of Learning in Higher Education:
http://www.aalhe.org/

Assessment & Evaluation in Higher Education:
http://www.tandfonline.com/toc/caeh20/current#.VRQkxpWBGJA

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

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

Digest of Educational Statistics (National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education):
http://nces.ed.gov/programs/digest/

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

Projection of Education Statistics to 2024 (National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education):
https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016013

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

The Condition of Education (National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education):
http://nces.ed.gov/programs/coe/

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

INTERNAL INFORMATION

PC Internal Institutional Effectiveness Portal:
https://friarsprovidence.sharepoint.com/institutional-effectiveness