ASSESSMENT *in* ACTION

THE PROVIDENCE COLLEGE ASSESSMENT NEWSLETTER
SPRING 2016

ACADEMIC ADVISING CHANGES RECOMMENDED

Over the past decade, the College has undergone substantial administrative and curricular change. Regrettably, our academic advising structure has failed to keep pace with that change — particularly as it relates to student engagement. In an effort to address faculty advising, the Academic Advising Working Group (AAWG) has spent the past two years developing a proposal that would further the College's strategic goal of "promoting a culture of engaged learning."

Recently, the group identified four hurdles that it believes need to be overcome to fully realize an advising system that advances engaged learning efforts at PC.

These hurdles are:
- an overemphasis on procedural advising that is focused on registration issues, rather than developmental advising that is focused on long-term goals and deepening academic engagement;

- confusion among first-year students, especially around the new core curriculum;

- an unreasonable advising load for faculty in some departments; and

- overly complex procedures for completing basic advising-related tasks.

This overreliance on prescriptive, rather than developmental, advising has been supported by findings from various campus-wide assessment efforts, such as the recent Student Satisfaction Inventory that gauged perceptions related to advising.

The committee will be conducting open discussions with students, faculty, and staff to gather input about our academic advising system and to discuss possible alternatives to our current model. ∎

ACADEMIC ADVISING COMMITTEE

Wanda Ingram
Undergraduate & Graduate Dean's Office (Chair)

Gina DeBernardo
Enrollment Services

Liam Donohoe
Mathematics/Computer Science

William Hogan
Center for Engaged Learning/English

Colin Jaundrill
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Matthew Keane
*Accountancy*

Lynne Ryan
Elementary/Special Education

IMPROVED FACT BOOK AVAILABLE

The Office of Institutional Research (OIR) has recently released a newly designed Fact Book, which can be found at http://internal/assessment/IR/. The Fact Book covers the period from Fall 2014 thru Spring 2015 and also includes five- and 10-year trend data. The Fact Book represents a new and reorganized way to display campus data and includes sections on admissions, student enrollment, employees, degrees awarded, and other relevant data.

The "At-A-Glance" pages contained in the introduction section provide key data elements on headcount, faculty, retention and graduation rates, undergraduate majors by school, and other salient information for the Fall 2014 and Spring 2015 semesters. These resources are intended to provide data on some of the most frequently asked questions about the College. The OIR is working on updating these pages for Fall 2015 and Spring 2016 and will make them available on the Office of Institutional Effectiveness website soon.
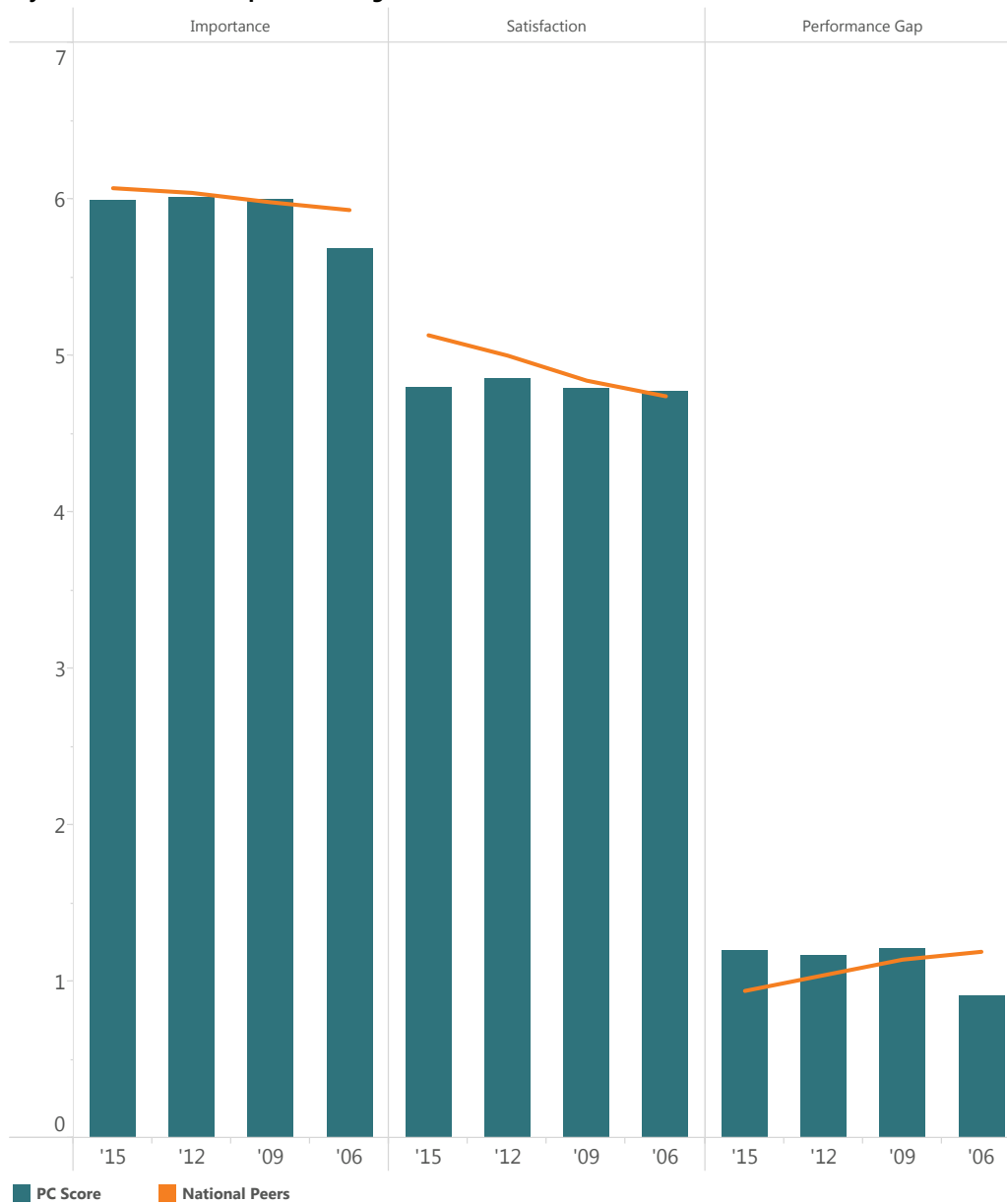
Most sections in the Fact Book begin with an overview, or "profile" page, which presents relevant data points pertaining to that section. For example, on the profile page for the "Student Enrollment" section, there is information on the undergraduate and graduate population disaggregated by school, gender, status, and race/ethnicity. In order to better understand the race and gender composition of students by major, percentages of students of color and female percentages for each major are highlighted. This also applies to the faculty and employee sections of this document.

In lieu of a glossary, the OIR has decided to incorporate brief clarifying statements throughout the Fact Book for ease of reading and understanding. Lastly, in the future, the OIR will incorporate "Departmental Profiles" that will contain specific information on the schools, majors and minors, degrees awarded, faculty, total course enrollments, and student-to-faculty ratios. The Fall 2015 "Department Profiles" will be released as a special report this spring and also will be included in the 2015-16 Fact Book. The publication date for the 2015-16 Fact Book is scheduled for November 1. ■

OFFICE OF INSTITUTIONAL RESEARCH

PROVIDENCE COLLEGE
FACT BOOK
2014 ⚜ 2015
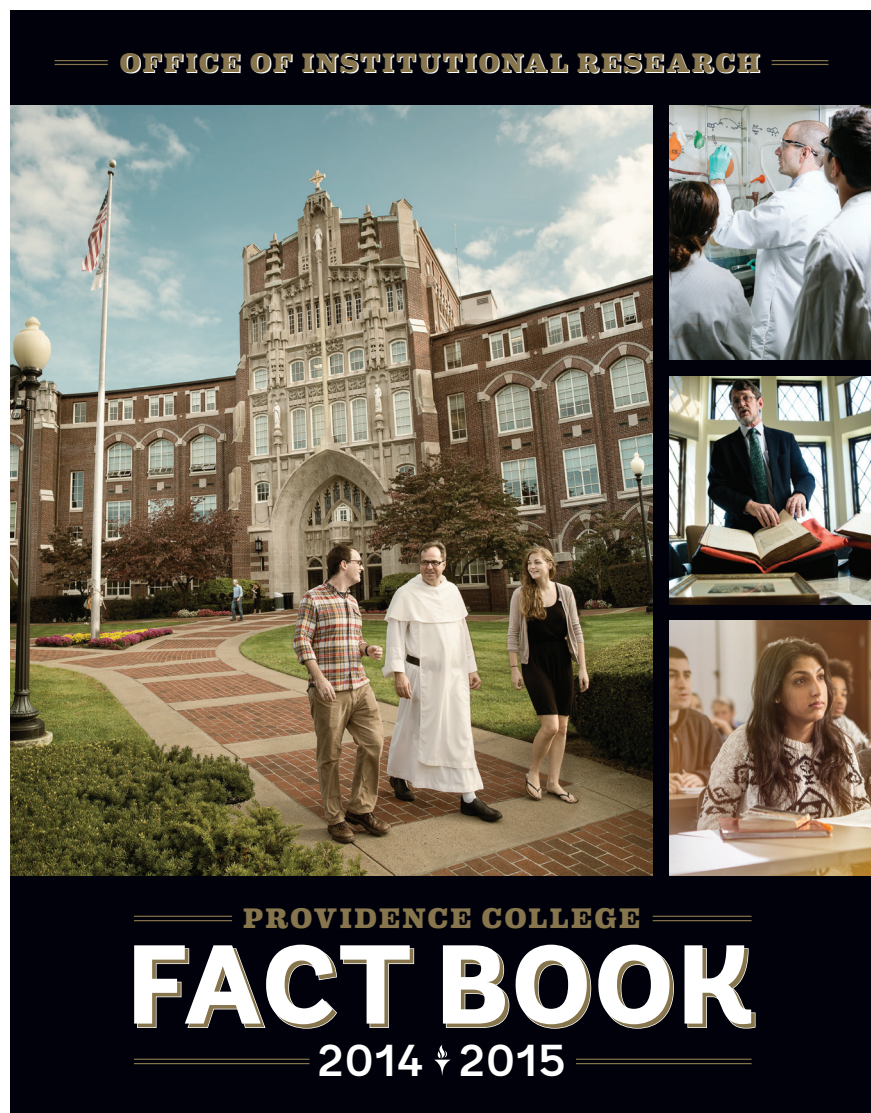
My academic advisor helps me to set goals to work toward.

| | Importance | Satisfaction | Performance Gap |

Note: Most recently, in 2015, PC students were significantly less satisfied than their nat'l peers on this item.

Importance on scale 7 (very important) - 1 (not important at all)
Satisfaction on scale 7 (very satisfied) - 1 (not satisfied at all)
Comparison Group ("National Peers") = National Four-Year Privates

Legend: PC Score, National Peers

PRESIDENTIAL ELECTION VOTING ONE STEP IN CIVIC ENGAGEMENT ASSESSMENT

One of the mission-related learning goals of the core curriculum is that students should demonstrate a commitment to civic engagement and service to others — informed by Catholic social teaching. The Institutional Effectiveness staff recently completed a special analysis report on civic engagement. The report includes results from the Cooperative Institutional Research Program (CIRP), the National Survey of Student Engagement (NSSE), the National Study of Learning, Voting, and Engagement (NSLVE), and the PC Alumni One-Year Out Survey.

According to the NSLVE, approximately half of the eligible students voted in the 2012 presidential election while attending PC, which was similar to comparison group voting rates. Following graduation, two-thirds of the Alumni One-Year Out Survey Class of 2014 respondents reported having voted in the last general election. When compared with other recent alumni survey results, fewer alumni have reported voting in the last general election over time. ■

ASSESSMENT BRIEFS

College Reaccreditation Process Gets Underway

The College's NEASC/CIHE comprehensive reaccreditation process has begun in earnest. The comprehensive evaluation visit will be scheduled for late-October/early-November 2017. We'll provide regular community updates as the process unfolds.

Oral Communication Proficiency Assessment Extended

In Spring 2015, the Assessment Program, Core Curriculum Committee, and the Development of Western Civilization Program gathered evidence of students' ability to speak in a clear, coherent, and well-informed manner. The study involved gathering evidence related from students' oral presentations in DWC colloquia, Core Curriculum oral proficiency courses, and senior "capstone-type" courses across majors. Instructors in these courses used a common rubric to score the presentations and all results were tabu-lated. The study is running again in the Spring 2016 semester. Important developments and results will continue to be shared with the campus community as the project evolves. ∎

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/resource-room/

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 2020 (National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education):
http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011026

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

PC Internal Institutional Effectiveness Website:
http://internal.providence.edu/assessment/

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