

## APPENDIX B - Support Services

**Issue:** What services are available at URI – Feinstein Providence campus, and what would be needed to accommodate entering traditional-age freshmen?

Process: Ed Ferszt and Kat Quina met or spoke with staff responsible for the following areas on the Providence campus; findings are described by area.

### 1. Instructional Technology (Vince Petronio)

a. Computer access: URI's Providence Campus has made a commitment to providing and maintaining computer laboratories for student use. These computer laboratories have been underutilized during daytime hours, and the influx of students attending CCRI classes, who have access to these laboratories, has not significantly impacted overall staff time. The new freshmen would essentially replace CCRI students in terms of impact, so no significant future impact is anticipated.

b. Audio-Visual equipment: Overhead projectors, screens, VCRs, and monitors are standard equipment in nearly all classrooms. Staff are already present to deliver and set up other equipment as requested. Equipment is currently underutilized during daytime hours, although *significant increases in courses requiring computer projection equipment may place demand for additional equipment.*

c. Multimedia Training: The award-winning television series "Focus on URI" is produced at URI with the assistance of students, and the Multimedia Laboratory and associated coursework enable students to learn a range of skills and applications.

d. Upgrading of equipment, computers, and software, and maintenance of current staffing levels, are essential to continued provision of ITS services.

### 2. Library (Joanna Burkhart)

a. Holdings: Library holdings are actually quite good for the currently proposed majors, Psychology and HDF, as these majors have been offered for some time in Providence. Major journals are available in print form, and a significant number of resources are now available online. New holdings are not required at this time, other than normal acquisitions.

b. Staff: The staff is able to handle the current student levels, which have increased with the addition of CCRI students. However, they are stretched and with increases in the number of URI-based students, an increase in staff is required. *The primary need is for an individual who can spend time teaching students bibliographic search, WebCT, and other basic tasks.* This can be achieved in any of several ways; the least costly would be increased student help, to free up current staff to take over these functions. More

desirable would be a graduate assistant or a recent MLS graduate who would serve in a traineeship for a year or two at a time. Estimated cost \$20-30K.

c. Computer Workstations: Ten existing computers provide students interactive access to the web and bibliographic resources. These stations are constantly in use, and that use has increased with the additional CCRI students in the building, so a similar level of use would be anticipated with full-time freshmen. Furthermore, there are only 2 VCRs and no DVD players in the library. *An estimated 10 computers, as well as additional VCRs and DVD players, would be required to meet additional demand. Since these computers do not carry word processing capabilities, software requirements are minimal, however, database contracts may need to be revised to incorporate these additional stations.*

d. LIB 120: This basic library skills course is currently offered in two sections, which are not filled to capacity. Dr. Burkhardt teaches one section, and a URI MLS graduate, Cathy Poirier, teaches the other. The daytime section could be converted to a 2-day format for incoming freshmen. Incorporating this course into the learning community would also reduce the need for individual help (described in b, above).

e. Space: The library has sufficient space for expansion in line with the above needs, including multiple-computer station- ready rooms.

[See also Library Impact Statement]

### **3. Academic Skills Center** (Tammy Bolotow)

a. Disability Services: The full range of accommodations is available to students, and space and equipment are currently sufficient to accommodate anticipated visual and other major accommodations required.

b. URI's Providence Campus has been fortunate to be the recipient of a donation which funds testing to assess for learning disabilities and other challenges. When such disabilities are identified, appropriate accommodations are made in consultation with the student and the testing center.

c. Writing Center: A specialist is available throughout the week to assist students on an individual basis, and consultants are available for writing-intensive courses, as on the Kingston campus.

d. Tutoring: Tutors are available in math and Spanish on a regular basis, and tutors in other areas can be arranged at no cost to students.

### **4. Student Life** (Anne Caldarella)

a. Career Counseling: A career counselor currently serves 13 hours a week, providing individual assistance and offering workshops and a job fair. *A request to increase that*

*position to full-time is in the works, and is identified as a need for accommodating new freshman.*

b. Student Government: Members of the Student Government are elected each year, and are responsible for distributing student activity fees and making decisions regarding student issues. In addition, they publish a Student Guidebook and a monthly student newspaper, *Downcity*.

c. Activities and Events: Student Government / Student Life hold several activities each year, such as the annual Multicultural Fair, which draws families of students and community members as well as current students. The URI – Providence Campus Artist in Residence, Steven Pennell, has drawn wide praise for his monthly multifaceted exhibitions which are installed on the first and second floors. These themed exhibitions usually incorporate theater, public awareness, and visual arts, involving students and the surrounding diverse communities. URI's Providence campus is a regular stop on the Arts Trolley.

Student fees are sufficient to enable clubs to form and to bring in additional activities and events appropriate to the age group. However, there are also a wide range of cultural and artistic events going on in the immediate area, as well as clubs and concerts at other schools. Therefore, accommodation by Student Life for incoming traditional-age students would be information about local activities, and negotiation with the presenters of those activities for URI student discounts.

d. Financial Aid: A part-time financial aid advisor is available, but this position has been fraught with problems in staffing and support. *A full time position is essential to accommodate students.*

A number of scholarships are available at the Feinstein Providence campus. A staff member, Carole Horridge, currently manages applications and adherence to requirements of scholarships, with assistance from faculty and staff who serve on selection committees.

e. Dining and exercise facilities: A student center with a cafeteria are open during day and evening hours. One room is available for exercises, and classes in yoga and aerobics are currently offered on a weekly basis most semesters. This facility is underutilized in the daytime and could be used for formal PE courses as well as informal classes.

f. Child Development Center: While it is not likely that the incoming freshmen of traditional age will be parents of preschool children, the Child Development Center offers scholarships to student-parents and their children ages 2-5 to attend the Center.

g. Peer Counseling: URI – Providence Campus Student Life Office includes a staff of Peer Counselors, student employees trained in specific types of student assistance. This opportunity would be available to traditional-age freshmen who could adapt services to their peers.

h. Personal Counseling: The Acting Director of Student Life, Anne Caldarella, is a trained Counselor, and she does see individual students for short-term therapy and also makes referrals to outside resources. In addition, the Kingston-based Psychological Consultation Center (Department of Psychology Training Clinic) sees a small number of students in Providence each year by individual basis on a sliding fee scale. Some semesters students from the Marriage and Family Therapy program have done internships at the Providence campus.

However, based on discussions with Jim Campbell and data obtained from the URI Counseling Center in Kingston, we can expect that about 5% of a traditional college population will seek counseling for a range of issues each year, across all years of attendance. *A part-time (initially) or full-time (eventually) counselor, most likely through the Counseling Center.*

i. “The Campus Experience”: This is a vague concept, and the kind of experience students attending a nonresidential school desire may not be the same kind as students selecting a residential rural setting. Therefore, *creating ways to address this issue will benefit from needs assessments of students.* However, one idea under consideration is a “Campus Card,” which would offer discounts to local restaurants, clubs, cultural events, museums, and stores. Other schools in the area would be encouraged join in to a multi-campus consortium.

In addition, the learning community format of first-year courses should encourage closer connections between groups of students.

**Issue:** What opportunities are available for **research and field experience** through URI – Feinstein Providence campus, and what would be needed to accommodate entering traditional-age freshmen?

Process: Ed Ferszt and Kat Quina met with the following:

Kathleen Gorman, Psychology / Feinstein Hunger Center / Hunger partnership  
Marilyn Martin, CELS/HDF, instructor of HDF 497 field placement course  
Deborah Morelle , Child Development Center  
Paul Florin, Psychology / Community Research and Services Team  
Vince Petronio, Communications  
Barbara Newman, Human Development

Each identified opportunities for students to participate in research and/or fieldwork related to urban issues including hunger and poverty, substance abuse, community empowerment, preschool child development, educational settings, health and mental health, policy and governance (City Hall is in the next block; the Rhode Island State House is a few blocks away), and journalism (the Providence Journal Company is two blocks away), to name a few. Field experience courses are offered on a regular basis in both Psychology and Human Development, which provide supervision and consultation to students working out in the field. There are additional spaces available in these courses.

At this time, the opportunities are appropriate and sufficient for new students, who would likely seek such placements after their first year.

## Library Impact Statement

New PROGRAM Proposal

Library Questionnaire

Date Library Impact Statement is needed: 10/22/04

(Please allow at least two weeks for the Library to prepare its assessment.)

Faculty Member and Department, College: Ed Ferszt, Associate Dean, ASFCCE

Name of the new program proposed: Freshman Admissions to Providence Campus

Main subject areas to be covered by the new program:

Psychology, Human Development, Communication Studies

On campus or distance learning? Interdisciplinary program? On Providence Campus.

What other departments or Colleges are involved? Communication Studies and Psychology in the College of Arts & Sciences, Human Development and Family Studies in the College of Human Science and Services

What is the projected growth of this program for the future? Please provide a brief summary of courses you anticipate over the next 3 - 5 years.

Eighty to 100 nonresidential students would be admitted to the Providence campus each year, into one of three existing Providence programs. Sufficient general education and major courses will be provided.

The total enrollment projections for the next 5 years are:

2005: 80

2006: 144

2007: 220

2008: 260

2009: 300

No new courses are anticipated, however, additional sections of existing courses will be offered during daytime hours to accommodate these students, particularly in the first two years (general education and major courses).

Will your students be conducting research in the program? Yes

At what level of intensity? Term Papers in years 3-5, possibly independent research

What are the critical journals, monographs and electronic resources in the field that we must have in order to support this course or program? These are already available in the library -- e.g., major APA journals, Human Development, Communications.

## LIBRARY IMPACT STATEMENT

### LIBRARIANS' ASSESSMENT

Program: Freshman Admissions to Providence Campus

Department, College: URI Providence Campus; Communication Studies and Psychology in the College of Arts & Sciences, Human Development and Family Studies in the College of Human Science and Services

Faculty Member: Ed Ferszt, Associate Dean, ASFCCE

Date returned to Faculty: 10-19-04

Librarian Completing Assessment: Joanna M. Burkhardt, Head Librarian, Providence Campus Library, Michael Vocino, Collection Development Officer, University Library

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Assessment of:

- \* the suitability of existing resources;
- \* the new resources required to support the program;
- \* the information skills education required by the students; and
- \* the funds needed for library materials and services.

1. Summary of existing library holdings in relevant subject categories, including supporting collections from HELIN. Amount of money now allocated in the program area.

In reviewing the collections in the areas of Communications, Psychology, and HDF, I have found that there are adequate resources for students doing research in those areas. The critical journals, monographs and electronic resources to support the program already exist. While the monograph collection is small, it can be supplemented through the HELIN consortium holdings.

2. Does URI have the essential journals as noted in the Faculty Questionnaire?

Yes

3. What new resources are required to support the program (including media, computing, or other nonprint materials)?

The major impacts on the library in support of the additional students in this program will be twofold: Library instruction and access to technology.

As these new students will be pursuing general education courses as well as subject specific courses, they will require instruction in both general acquisition and use of information as well as subject specific research skills. This will require additional personnel. The PROVIDENCE CAMPUS Library has one professional librarian, 2 classified librarians and one library technician. We currently teach 25-35 library instruction sessions per semester. During the past two years we have also been asked to service the 800 CCRI students on this campus. While all four staff members participate in instruction, we also have our other work to accomplish as well. Additional staff will be necessary to take on the additional needs of the new incoming students. Initially, adding student labor money to the budget would allow us to hire a graduate library school student to take on some of the general work. This would allow other staff more time for instruction. However, by 2007 we will require an additional full time position to accommodate the increasing number of students. This position might be a library internship or an instructor level position. In addition, if new sections of LIB 120 will be offered as part of a learning community for these new students, new instructors will be needed. New technological needs (see below) may require additional personnel to maintain library computing and printing.

To instruct both existing and new students it is essential that the library have uninterrupted access to its teaching space in Room 118. The library cannot provide instruction to its students without internal control of the scheduling of the room.

The library currently has 10 computers. At current levels of enrollment, we do not have enough computers. The computers we do have receive increasing wear and tear as they receive more and more use. When the money is available the 10 computers are replaced, on average, every 4-5 years. Clearly additional computers will be required to service additional students. The PROVIDENCE CAMPUS Library has space and connections for 10 more PC workstation computers. We have wired individual carrels in the reading areas and in the study rooms as well. I anticipate that we would need 10 additional PC workstations immediately, and additional computers (perhaps laptops that could be checked out from the desk) as the number of new students grows.

4. What information mastery sessions will be required for the students?

All students are required to have some contact with the library to fulfill the requirements of URI 101. In addition, one component of the seven competencies for General Education courses is information literacy. Most new students come

to the library for at least one general library instruction session. Many General Education classes include a library instruction session. All students would be expected to receive at least two instruction sessions in the library.

It is essential that teaching space be available in the library to assure that all PROVIDENCE CAMPUS students receive the required instruction.

5. What is the approximate cost to acquire the materials necessary? Which of these will be continuing costs?

Initially, additional costs for personnel would be approximately \$10,000 for graduate student labor. Later, when a full-time position is needed, the cost would need to meet the Rhode Island Standards for library jobs as well as the URI pay scale for the job title. This would also be an ongoing cost.

The initial cost of computers would be approximately \$15,000. The computers would need to be replaced at least as often as every 4-5 years. An additional \$15,000 would be needed in 2007 or 2008. As computers must be replaced on a regular basis this would be an ongoing cost.