



*Education That Makes a Difference*

## Office of Academic Support

*The place  
where  
learners meet*

# Office of Academic Support

## Divisional Support Program

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# DSP Selection Process

## Divisional Support Program Selection Process

- Deans of the four colleges determine the criteria for admission to the university through the Divisional Support Program.
- Selection is made by the Admissions Office based on a review of the students' high school average, core average in English, Math, Social Studies, and Science, and SAT/ACT scores. Typically, students selected for the program are performing below the regular cut-off range in at least one of these areas.

## Divisional Support Program Communication

- Students are sent a letter from Admissions explaining that they have been admitted to the university through the Divisional Support Program.
- Students also receive a letter and a brochure from the coordinator of the program in May explaining what the program is and that a program advisor will contact them to set up their initial appointment for the fall semester.
- Divisional Support Program advisors send letters and a follow up email to their assigned students explaining when their first appointment has been scheduled for the fall.

# Course and Program Outcome Plan

General Program Goal	Student Learning Goals	Assessment Site and Strategy	Related OAS Goals	Related General Education Goals
Through individualized progress conferencing, the Divisional Support Program (DSP) will provide its students with information and strategies to equip them to manage the academic transition to Niagara University.	Students will analyze course syllabi to determine course requirements	<p>Students will complete a “map” of their course syllabi.</p> <p>Students and their DSP advisor will discuss their course requirements in relationship to their grade goals. These discussions will be documented in the advisor’s notes.</p> <p>Students will respond to end-of-semester survey questions.</p>	<p>Develop competencies vital to their academic success.</p> <p>Demonstrate responsible academic behaviors.</p> <p>Reflect upon their goals and achievements in ways that will support their academic success.</p>	<p>Information Literacy Skills</p> <p>Demonstrated ability to analyze a problem.</p> <p>Demonstrated ability to synthesize a solution.</p> <p>Demonstrated ability to differentiate between facts and popular misconceptions.</p> <p>Demonstrated ability to synthesize a solution.</p>
	Students will monitor their academic performance and will recognize when adjustment is needed in the academic environment.	<p>Students will maintain a course grading form throughout the semester.</p> <p>Students will review progress reports and midterm grades.</p> <p>Students will complete the GPA calculator to determine GPA “to date” as needed throughout the semester.</p> <p>Students and their DSP advisor will discuss their academic progress and outline options to improve their academic performance.</p>	<p>Develop competencies vital to their academic success.</p> <p>Demonstrate responsible academic behaviors.</p> <p>Reflect upon their goals and achievements in ways that will support their academic success.</p>	<p>Information Literacy Skills</p> <p>Demonstrated ability to analyze a problem.</p> <p>Demonstrated ability to synthesize a solution.</p> <p>Demonstrated ability to differentiate between facts and popular misconceptions.</p> <p>Demonstrated ability to synthesize a solution.</p>

# Divisional Support Program

## Student Learning Goals

**General Program Goal:** Through individualized progress conferencing, the Divisional Support Program (DSP) will provide its students with information and strategies to equip them to manage the academic transition to Niagara University.

- **SLG #1:** Students will analyze course syllabi to determine course requirements
- **SLG #2:** Students will monitor their academic performance and will recognize when adjustment is needed in the academic environment.
- **SLG #3:** Students will identify appropriate strategies and/or campus resources that can assist them in improving their academic performance.

# DSP Support Agreement

- **Our goals for you**

1. You will understand the role of the course syllabus in the college environment and will learn to utilize the syllabus to maximize your success at Niagara University
2. You will learn to monitor your academic progress and make adjustments to your academic behaviors as needed.
3. You will learn and utilize academic policies, procedures, and available supports to maximize your success at Niagara University

- **What we can offer you**

1. A commitment to supporting you in a successful transition to college academics
2. A roadmap to help you negotiate your first semester at Niagara University
3. Numerous tools to assist you on your semester journey
4. An introduction to the many supports available at Niagara, such as course tutoring, the Writing Center, counseling, and career services

- **What we expect you will do**

1. Actively participate in your weekly DSP appointment
2. Prepare for and attend all of your classes
3. Complete all of the assignments in your classes
4. Finish the semester in good academic standing by completing a minimum of twelve credit hours and earning a minimum semester grade point average (GPA) of 2.0

# Divisional Support Program

## Week 1

- Introduce student to Divisional Support Program and explain weekly contact to provide support and mentor toward success
- Determine weekly meeting day and time
- Review student schedule and discuss the need for adjustment as needed
- Establish initial focus on academic strategies
- Develop academic goals for the fall semester (e.g. anticipated GPA, needed study strategies)
- Ask student to sign FERPA online

**For next week:** Ask student to bring course syllabi and describe what will be done with them

# Divisional Support Program

## Weeks 2-4

- Review course syllabi: focus on student learning objectives
- Complete grading sheet: focus on weights (%) of assignments and dates
- Build semester map: map out all key assignments, including reading assignments
- Focus on time management: point out crunch times, even spread times, vacation times
- Focus on course policies: attendance, turning in assignments late, participation
- Complete and review LASSI or VARK if appropriate
- Review “checklist of student concerns” and help student identify support resources, including counseling and career services
- Discuss anticipated format of exams, how to study for exams, and how to review notes/textbooks
- Listen as the student takes you on a tour of his/her classes and non-academic experiences to date (e.g., which classes are hard/easy? Why?)

### Each Week:

- Update semester grading form and map
- Diagnose individual needs, including need for academic assistance
- Encourage student to meet with professors and academic advisor

**For Next Week:** Ask student to bring notebook/textbook for any course with an upcoming exam AND review exam format



# Divisional Support Program

## A Sample Assessment Tool

**COURSE:**

Professor:										
Requirements	Date/Weight	Grade	Date/Weight	Grade	Date/Weight	Grade	Date/Weight	Grade	Date/Weight	Grade
EXAM										
EXAM										
EXAM										
EXAM										
QUIZ GRADES										
PAPER										
PAPER										
PAPER										
PAPER										
OTHER										
Participation										
Attendance										
Grade Evaluation										



# Divisional Support Program

## A Sample Assessment Tool

	class #1		class #2		class #3		class #4		class #5	
Requirements	Date/Weight	Grade	Date/Weight	Grade	Date/Weight	Grade	Date/Weight	Grade	Date/Weight	Grade
EXAM	unit #1 CH 1-3 9/30	100	(1) 10/6 1-3	15 82	Final 12/13	15	personal response	5	(1) 10/12	67
EXAM	take home				mc. fill-in matching		RD 9/9	revise B-B+	(2) 11/30	62
EXAM			(2) 11/8 4-8	15 78	12/16 presentation		Narrative RD 9/19	15	(3) Final 12/14	24/25
EXAM	unit #2 CH 4 10/3	44	(3) 12/8 9-11, 13	15 79	50 minute lesson, test		RD 9/28	85 → REV	12/12	
QUIZ GRADES	in-class 50 questions		Final Fri. 12/16 2:10	25	LearnServe Journal 12/8	5	Instructional RD 10/3	10	Assignments 1/2: 9/19	100
PAPER	unit #3 CH. 11 & 12 10/19	102			Diversity Building Exercise CH. 9 9/20	A- 5	RD 10/7	78 → REV	3/4: 10/3	20/25 → 25/25
PAPER	open book		Quizzes 10				Critical Review RD 10/12	10	5/6: 10/17	50 lot
PAPER	unit #4 CH. 13 & 15 11/9	40	(1) 10/22-40				RD 10/17	24	7/8: 10/31	45/50
PAPER	in-class		(2) 10/		Essay 1 10/6	10	Research proposal RD 11/4	10	Book/Lab 1/9/28	100
OTHER	unit #5 CH 5 & 6 11/30	43	HW collects (1) 1/10 (2) 12/25 (3) 2/1/30 (4) 30/30	10	Diversity of Learning 10/8	10	RD 11/11	A-	(2) 10/24	100
	unit #6 CH. 8, 9, 10 11/28	96	Project proposal 10/4	100	Research 10/18	25	Persuasive Research Paper 10 pages RD 11/21	45	(3) 11/21	
	take-home		Mid-semester report 11/3	100	Annotated bib B+		RD 12/7		Deaf experience 12/12	100
Final →	unit #7 CH. 16 & 17 12/15 or 12/19		Final 12/6		Culturally responsive instructional strategy 10/25	20	Presentation (10) 12/16 12:10-2		QUIZ (1) 100 (2) 38/40	
Participation							Reflective essay 5			
Attendance	Thurs					20	meeting 11/30			
Grade Evaluation	70.5 CorC-		80. B-		B		B		? B-	

B- (82) 45%

Blackboard 25/20% C

Blackboard A 50%

40% (B)

Blackboard C- (50%?) from pro.

# Study Decisions

## WHAT WILL THE EXAM BE LIKE?

A. On what information sources will this exam be based? Place a check mark beside each source that applies.

Where possible, estimate the percentage of the exam that each will contribute.

\_\_\_\_ Notes from class lecture

\_\_\_\_ Textbook: study all assigned readings

\_\_\_\_ Textbook: study only readings covered in lecture

\_\_\_\_ Other: videos, group activities, guest lecturer, etc.

B. What will be the format of the exam? Estimate the number of each type of question that will appear on the exam

\_\_\_\_ Multiple Choice

\_\_\_\_ True/False

\_\_\_\_ Fill-in

\_\_\_\_ Short Answer

\_\_\_\_ Essays

\_\_\_\_ Matching

\_\_\_\_ Other (Describe)

C. What types of information are particularly important for this exam?

## WHAT STUDY TECHNIQUES WOULD BE USEFUL FOR THIS EXAM?

Review the list below and mark the study approaches that you plan to use for this exam. Explain on the reverse side of the sheet why you think these choices are well fitted to this particular exam

\_\_\_\_ Memorization of facts (cue cards, mnemonics, self-quizzes, etc.)

\_\_\_\_ Focus on concrete examples of the definitions and concepts

\_\_\_\_ Develop and answer possible test questions

\_\_\_\_ Develop and answer study questions that make sense of the material

\_\_\_\_ Organize the material to show patterns, categories, groups, or how pieces fit together to form a larger picture

\_\_\_\_ Use a diagram to organize information visually. Use a table, grid, flow chart, or relational map

\_\_\_\_ Understand concepts in both your own words and the terminology of the text book

\_\_\_\_ Explain material to another person (Be able to teach it to someone else)

\_\_\_\_ Thoughtfully practice problems. Practice techniques and understand which rules/practices/procedures apply

\_\_\_\_ Other: describe other approaches not listed here



# Checklist of Student Concerns

## ACADEMIC CONCERNS:

- |   |  |
|---|--|
| <input type="checkbox"/> Reading textbooks                      | <input type="checkbox"/> Studying for tests            |
| <input type="checkbox"/> Taking notes in class                  | <input type="checkbox"/> Preparing group projects      |
| <input type="checkbox"/> Organizing class handouts/notes        | <input type="checkbox"/> Writing papers                |
| <input type="checkbox"/> Participating in class discussions     | <input type="checkbox"/> Communicating with professors |
| <input type="checkbox"/> Getting homework done                  | <input type="checkbox"/> Choosing a major/minor        |
| <input type="checkbox"/> Memorizing course material             |  |
| <input type="checkbox"/> Getting help with a class              |  |
| <input type="checkbox"/> Spending too much time on the computer |  |

## LIFESTYLE / PERSONAL CONCERNS:

- |   |  |
|---|--|
| <input type="checkbox"/> Loneliness                           | <input type="checkbox"/> Illness                     |
| <input type="checkbox"/> Separation from family               | <input type="checkbox"/> Pregnancy                   |
| <input type="checkbox"/> Dating/relationships                 | <input type="checkbox"/> Sexual health               |
| <input type="checkbox"/> Roommate/s                           | <input type="checkbox"/> Smoking                     |
| <input type="checkbox"/> Making/maintaining friendships       | <input type="checkbox"/> Self Image                  |
| <input type="checkbox"/> Getting in bed at a healthy time     | <input type="checkbox"/> Eating habits               |
| <input type="checkbox"/> Getting out of bed at a healthy time |  |
| <input type="checkbox"/> Boredom                              | <input type="checkbox"/> Sexual Harassment / Assault |
| <input type="checkbox"/> Stress/Anxiety                       | <input type="checkbox"/> Abuse / Violence            |
| <input type="checkbox"/> Anger                                | <input type="checkbox"/> Alcohol/Drug Use            |
| <input type="checkbox"/> Discouragement / Frustration         | <input type="checkbox"/> Discrimination / Racism     |
| <input type="checkbox"/> Depression                           |  |
| <input type="checkbox"/> Family Concerns / Responsibilities   |  |
| <input type="checkbox"/> Managing Money / Paying Bills        |  |
| <input type="checkbox"/> Managing Time / Procrastination      |  |

## OTHER:

# Tour of Classes

SEMESTER:

STUDY PLAN & TEST PREPARATION

DATE	Course:	Course:	Course:	Course:	Course:
	Prof:	Prof:	Prof:	Prof:	Prof:
	____/10	____/10	____/10	____/10	____/10
	Goal:	Goal:	Goal:	Goal:	Goal:

# Divisional Support Program

## Weeks 5-9

- Discuss anticipated format of exams, how to study for exams, and how to review notes/textbooks
- Analyze graded exams with “Learning from an Exam” (Why were points lost? How did student prepare? What strategies can be used to improve performance next time?)
- Review progress reports if available
- Midterm ends—Complete “Mid-Term Self Evaluation” and complete GPA Calculator
- Remind students of last date for course withdrawal without permission and the last day to request a tutor
- Review academic goals for the semester

### Each Week:

- Update semester grading form and map
- Diagnose individual student needs, including need for academic assistance (e.g., tutoring)
- Encourage student to meet with professors and academic advisor

**For Next week:** Ask student to bring notebook/textbook for any course with an upcoming exam AND review exam format

# Learning from a Graded Exam

## Learning from a Graded Exam

1. Read through this list of common reasons for test mistakes.
2. When a test is returned to you, use this list to determine exactly why you made the mistakes you did.
3. Write the number of each test question that you missed in the appropriate blank. Note: you may have to mark more than one reason for missing the question.

### Insufficient Information

- \_\_\_\_\_ I did not read the textbook or other required readings thoroughly.
- \_\_\_\_\_ The information was not in my notes.
- \_\_\_\_\_ I studied the information but could not remember it.
- \_\_\_\_\_ I knew the general idea but needed a deeper understanding of the material.
- \_\_\_\_\_ I knew the information but could not apply it.
- \_\_\_\_\_ I studied the wrong information.
- \_\_\_\_\_ I could recognize concepts but could not recall detailed information.

### Test Anxiety

- \_\_\_\_\_ I felt so much pressure that I froze.
- \_\_\_\_\_ I experienced mental block.
- \_\_\_\_\_ I spent too much time daydreaming.
- \_\_\_\_\_ I was so tired I could not concentrate.
- \_\_\_\_\_ I was so hungry I could not concentrate.
- \_\_\_\_\_ I panicked.

### Lack Of Test Skills

- \_\_\_\_\_ I carelessly marked a wrong choice.
- \_\_\_\_\_ I did not eliminate grammatically incorrect choices.
- \_\_\_\_\_ I did not choose the *best* choice.
- \_\_\_\_\_ I did not notice limiting words.
- \_\_\_\_\_ I changed a correct answer to a wrong answer.
- \_\_\_\_\_ I misread the directions.
- \_\_\_\_\_ I misread the question.
- \_\_\_\_\_ I made poor use of the time provided.
- \_\_\_\_\_ I wrote poorly organized responses.
- \_\_\_\_\_ I wrote incomplete responses.
- \_\_\_\_\_ I didn't know how to work through or reason out the answer.

For each of your errors in the objective section of the test, highlight the place in your notes where that information is included (or should have been included)

You should also think about what study approaches, if better employed, might have enabled you to get more correct answers; if you lost any points on an essay, how you could have avoided that; what other factors may have affected your performance on this test; and how you feel about your grade on this exam. Make sure to correct your answers and save the exam. Corrected exams are great review for cumulative finals.

*This exercise not only helps you recognize the specific reason(s) why you missed a question, but also helps you identify patterns of weakness that you can strengthen. Source: From Class (1987), Atkinson and Longman, West Publishers.*

Adapted from <http://www.cas.lsu.edu/>



# Repeat Filled Out Grading Form

	Class #1	Class #2	Class #3	Class #4	Class #5					
Requirements	Date/Weight	Grade	Date/Weight	Grade	Date/Weight	Grade	Date/Weight	Grade	Date/Weight	Grade
EXAM	Unit #1									
EXAM	CH 1-3 9/30	100	(1) 10/6	15	Final 12/13	15	Personal Response	5	(1) 10/12	C7
EXAM	take home		1-3		MC, Fill-in matching		RD 9/9	revise B → B+	(2) 11/30	C2
EXAM			(2) 11/8	15	12/Co presentation		9/14	9/28 15	(3) Final	
EXAM	Unit #2	44	4-8		50 minute lesson test		Narrative RD 9/19	85 → rev	12/14	24/25
QUIZ GRADES	CH 4 10/3		(3) 12/8	15	Learn Serve Journal 12/8	5	Instructional RD 10/3	78 → rev	12/12	
	in-class 50 questions		9-11.13				10/7		Assignments	
PAPER	Unit #3	102	Final Fri. 12/16 2:10	4	Diversity Building Exercise CH. 9 2/20	A- 5	Critical Review RD 10/12	10	1A: 9/19	100
PAPER	CH. 11 & 12 open book		Quizzes 10				10/17 = 24		3A: 10/3	20/25 → 25/25
PAPER	Unit #4	40	(1) 10/22 = 40		Essay 1 did wrong revise? re-do C+ 10/10	10	Research Proposal RD 11/4		5/6: 10/17	50 lot
PAPER	CH. 13 & 15 in-class		(2) 10/		Diversity of Learning Research 10/18	10/18 25	11/11 A-		7/8: 10/31	45/50
OTHER	Unit #5	43	HW collects (1) 1/10 (2) 12/25 (3) 2/130 (4) 30/30		Annotated bib B+	B+	Persuasive Research Paper 10 pages RD 11/21	45	Book/Lab	
	Unit #6	96	Project proposal 10/4	100	Culturally responsive instructional strategy 10/25	20	12/7 [Presentation (10)] 12/16 12:10		(1) 9/28	100
	CH. 8, 9, 10 take-home	11/28	Mid-semester report 11/3	100			Reflective Essay 5		(2) 10/24	100
Final →	Unit #7		Final 12/6				meeting 11/30		(3) 11/21	
Participation	CH. 16 & 17 12/15 or 12/19								Deaf experience 12/12	11/29 The Pub
Attendance	Thurs								Quiz (1) 100 (2) 38/40	
Grade Evaluation	70.5 C or C-		80. B-		B		B		?	B-
	B- (82) 45%		Blackboard 25/200 C		Blackboard A 50%		40% (B)		Blackboard C (50%?)	from pro.



# GPA Calculator

GPA Calculation Worksheet				Name:	
Targeting A GPA for the Current Semester					
Number of semester hours you are currently attempting					16
Class	Name	Cr edit Hrs.	Grade		Quality Points
Class 1	PSY	3	2.33	=	6.99
Class 2	SOC	3	3.33	=	9.99
Class 3	WRT	3	2.67	=	8.01
Class 4	NUB	1	3.67	=	3.67
Class 5	MAT	3	3.00	=	9.00
Class 6	THR	3	4.00	=	12.00
Class 7				=	0.00
Class 8		0		=	0.00
Total quality points earned for current semester					49.66
GPA for current semester					3.10

**Instructions:**  
All grey boxes may be changed

Grade Conversions		
A+	=	4.33
A	=	4.00
A-	=	3.67
B+	=	3.33
B	=	3.00
B-	=	2.67
C+	=	2.33
C	=	2.00
C-	=	1.67
D+	=	1.33
D	=	1.00
D-	=	0.67
F	=	0.00

# Divisional Support Program

## Weeks 10-12

- Begin pre-advisement and review registration for spring semester
- Remind students to follow placement recommendations as needed
- Follow up on student registration results
- Remind students of last date for course withdrawal without permission and the last day to request a tutor
- Evaluate semester performance and goals
- Complete final evaluation
- Review final exam schedule and discuss preparation
- Establish goals for spring semester

### Each Week:

- Update semester grading form and map
- Diagnose individual needs, including need for academic assistance (e.g. tutoring)
- Encourage student to meet with professors and academic advisor

# Student Survey

## Niagara University Divisional Support Program Survey

Advisor: Virginia Pasceri

This questionnaire has been developed to allow students to evaluate their time in the Divisional Support Program. Your opinions and answers are important to us.

1) How did you learn of your acceptance to Niagara University through the Divisional Support Program? Circle one answer below

Admissions Letter	Letter/DSP brochure from Patricia G. Kinner, after you fee paid.
Letter from my DSP Advisor in August.	Call or email from my DSP Advisor
Contact from my Dean's Office	Other (please explain):

2) How often have you met with your Divisional Support Program Advisor this semester? Please check.

Weekly    Bi-weekly    Monthly    A few times    Once    Not at all

3) Printed below is a list of topics that you may have discussed or activities that you may have completed with your DSP advisor this semester. Please place a check mark next to each item that you discussed and/or completed.

### Course Syllabi / Academic Requirements:

- ☐ Analyzed course syllabi and listed course requirements on the purple course grading form (e.g., number of exams, quizzes, papers, projects, etc., due dates, weight of each requirement).
- ☐ Mapped out course requirements on a semester calendar.
- ☐ Discussed both personal and academic goals for my first semester.

### Academic Performance:

- ☐ Updated purple course grading form regularly.
- ☐ Reviewed progress reports and midterm grades
- ☐ Completed GPA Calculator
- ☐ Discussed academic progress
- ☐ Discussed and/or used options to improve academic performance such as:
 

Professor(s)	Drop-in assistance for accounting
Math Lab in Dunleavy	Writing Center
Friend(s)	Family member(s)
Office of Academic Support Peer Tutor(s) – if so, which class(es): ____	
Other: _____	

4) How did the Divisional Support Program help you manage your academic life? (the above-mentioned activities/discussion topics may have impacted you)

Based on monitoring my academic performance, I recognized what strategies and campus resources I could utilize to improve my academic performance such as:

- ☐ Checklist to help me identify academic and/or personal concerns.
- ☐ Learning styles inventory such as LASSI or VARK to help me understand how I learn.
- ☐ Time management activity to help me understand how I spend my time.
- ☐ Exam study plan to help me understand how best to prepare for exams (e.g., effective use of textbook, factual vs. analytical exam questions, study strategies).
- ☐ Review of a completed exam to help me understand how to improve my performance next time.
- ☐ Career Development Center
- ☐ Counseling
- ☐ Health Services
- ☐ Records
- ☐ Academic Advisor
- ☐ Considered course withdrawal and was referred to Financial Aid / Student Accounts
- ☐ Other: \_\_\_\_\_

### Policies and Procedures:

- ☐ Discussed relevant academic policies/procedures/options to address my needs such as:

Last day to add/drop a course (end of the second week of the semester)  
 Last date to withdraw without permission (end of the 10<sup>th</sup> week of the semester).  
 "F to R" policy (repeating a course)  
 Advisement and registration procedures and relevant deadlines.

### Pre-academic Advisement / Registration:

- ☐ Reviewed my curriculum card to understand general education and major requirements.
- ☐ Reviewed course suggestions for spring registration and questions to be discussed with my academic advisor.
- ☐ Updated my personal profile on MyNU before registration.
- ☐ Discussed/role played scenarios in preparation for meetings with their professors, advisors, and other staff.
- ☐ Met with my academic advisor for spring registration.

5) Are you planning on returning to Niagara University next semester?    Yes    No

Why or why not (availability of major, finances, family, friends, availability of on-campus housing, other)?

6) Please give at least two specific suggestions for changes/improvements to the program.

Thank you for your response!

# Divisional Support Program

## Fall 2006 Student Assessment

	Mapped Syllabi	Vark	LASSI	Time Mngt	Study Plan	Study Decisions	Learning from an Exam	Grading System	GPA Calc	Midterm Eval	EAP Reports	Curriculum Card	Pre Advise ment	Update MyNU Profile	Checklist of Student Concerns	Total # of Appoin tments	GPA FA 06	
Student 1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	9	2.67	Graduate
Student 2	1		1	1	1	1		1	1	1	1	1	1	1	1	9	1.58	Graduate
Student 3	1															2	1.25	Withdrew
Student 4	1		1		1	1	1	1		1	1	1	1	1	1	11	3.06	Graduate
Student 5	1			1	1	1	1	1	1	1	1	1	1	1	1	13	2.75	Graduate
Student 6	1		1	1		1	1	1	1	1	1	1	1	1	1	10	2.53	Graduate
Student 7	1			1				1	1	1	1	1	1	1	1	8	3.67	Graduate
Student 8	1		1		1				1	1	1	1	1	1	1	8	1.08	Withdrew
Student 9	1			1				1		1	1		1	1	1	7	0.66	Graduate
Student 10	1		1	1	1	1	1	1	1	1	1	1	1	1		7	2.46	Graduate
Student 11	1		1			1		1		1	1	1			1	7	2.75	Graduate
Student 12	1		1	1	1				1		1				1	4	2.8	Graduate
Student 13	1		1	1	1	1	1	1	1	1	1	1	1	1	1	13	2.11	Graduate
Student 14	1		1		1	1		1	1	1	1	1	1	1	1	12	1.51	Graduate
Student 15	1				1			1	1	1	1	1	1	1		5	2.11	Graduate

# Divisional Support Program

## 2010 Outcome Report

Records show that there is a six year correlation between the number of sessions a DSP student attended and the grade point average of the DSP population:

Number of Meetings FA 05	1-3	4-6	7-10	11+	Average by GPA
GPA < 1.0	2	0	1	0	4.7
GPA 1.0-1.99	2	1	4	3	8.4
GPA 2.0-2.99	0	3	11	11	10.1
GPA 3.0-4.0	1	2	6	10	10.6
<b>Meetings FA 06</b>					
GPA < 1.00	1	5	0	0	4.83
GPA 1.0-1.99	2	4	8	2	8
GPA 2.0-2.99	4	6	19	15	8.36
GPA 3.0-4.0	1	2	9	8	9.05
<b>Meetings FA/ 07</b>					
GPA < 1.00	1	0	4	0	6.6
GPA 1.0-1.99	4	4	6	2	6.3
GPA 2.0-2.99	3	6	31	24	9.97
GPA 3.0-4.33	0	0	11	16	10.92
<b>Meetings FA/ 08</b>					
GPA < 1.00	2	4	1	1	5.5
GPA 1.0-1.99	4	3	11	7	7.56
GPA 2.0-2.99	4	3	19	6	7.81
GPA 3.0-4.33	2	2	20	6	8.76
<b>Meetings FA/ 09</b>					
GPA < 1.00	0	1	2	0	7
GPA 1.0-1.99	1	8	11	3	7.52
GPA 2.0-2.99	4	12	23	14	8.37
GPA 3.0-4.33	0	0	9	6	9.8
<b>Meetings FA/ 10</b>					
GPA < 1.00	2	3	2	0	4.8
GPA 1.0-1.99	3	5	8	2	7.5
GPA 2.0-2.99	1	6	24	9	8.67
GPA 3.0-4.33	3	0	7	9	9

# What's Next for DSP?



*The place  
where  
learners meet*