

THE ROBERT & PATRICIA GUSSIN SPIRITAN DIVISION OF ACADEMIC PROGRAMS



REPORTING PERIOD 2015-2016

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Director**

Student of the Year 2015 - 2016: Colby Simpson, Senior in College of Liberal Arts and majoring in Public Relations & Advertising.

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INTRODUCTION

Mission, Goals, Objectives

MISSION

The mission of the Robert and Patricia Gussin Spiritan Division of Academic Programs is teaching, caring, and building futures through a community of excellence. The Division uses intellectual potential as the overriding criterion for University admission and makes available to students a comprehensive network of programs and services to help them develop the academic and social skills required in higher education to be successful learners within their chosen programs of study.

GOALS:

- To provide a holistic approach to learning by addressing both the affective and cognitive needs of division students.
- To offer undergraduates individualized and personalized programs and services in advising, counseling, tutoring and other instructional activities that promote successful completion of courses, skill development, and eventual declaration of majors in various degree programs within schools of the University.
- To provide scholarly and cultural knowledge and to affect successful transitions of first-year students into the life of the University.

OBJECTIVES:

- To identify students' strengths and weaknesses in order to design individual programs, which enable them to realize their full potential as members of the academic community;
- To enhance the academic skills development and self-confidence of students;
- To lend support to the academic achievement of students;
- To stress the value of academic excellence to all students;
- To assist students in their total intellectual and professional development;
- To stress students' self-responsibility in completing their undergraduate education;
- To assist students with identification of a major and selection of courses, which allow them to complete their degree requirements;
- To encourage a love of learning so as to promote the philosophy of life-long education.

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I. ACHIEVEMENT SUMMARY / ANALYSIS

A considerable portion of the Robert & Patricia Gussin Spiritan Division's progress is measured in terms of the academic success of its students. The division exceeded all four of its major goals.

Goal #1: Summer Semester: 90% freshmen will complete the summer semester with a 2.0 QPA; & at least 85% will earn all six credits offered for the term.

Outcome: 90% of earned a QPA of 2.0 or higher & 76% of summer semester students earned the maximum six credits for the term.

Goal #2: Freshman Cumulative QPA: 80% of Division freshmen will complete their first year with a cumulative QPA of 2.0 or higher.

Outcome: 92% of all fall term freshmen earned a cumulative QPA of 2.00 or higher & fall term average QPA was 2.87

Goal #3: Credits earned at the end of the freshman year: At least 50% of Division freshmen will have attained 30 or more University credits

Outcome: 51% (22 of the 43 Traditional Spiritan freshmen) attained 30 or more credits

Goal #4: Dean's List: at least 15% of the incoming freshmen students will attain Dean's List status during the year.

Outcome: 7 students attained Dean's List (16% of the 52 Division freshmen)

II. STUDENT LEARNING OUTCOME

A. STUDENT PROFILE

1. Gender Distribution

- Since inception, the Division has averaged 66% Male, 35% Female (approximately 2 males per female).
- Duquesne University's gender ratio typically averages 36% Male, 64% Female (approx. 1:2 male-to-female ratio).
- Over time, the Division has been trending toward a more balanced gender composition. The trend can be seen in the following six-year interval summary which features a two-year overlap in each group:

<i>Cohorts 1-6</i> = 74% Male	<i>Cohorts 7-13</i> = 67% Male	<i>Cohorts 14-19</i> = 65% Male
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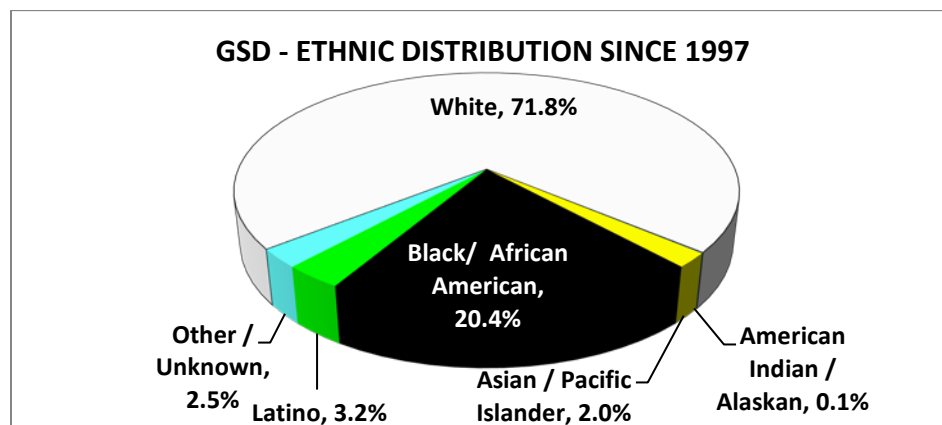
GSD GENDER DISTRIBUTION MAIN TRACKS					
COHORT - YEAR	Male	Female	Total	% Male	% Female
01-1997	13	5	18	72.2%	27.8%
02-1998	17	3	20	85.0%	15.0%
03-1999	24	4	28	85.7%	14.3%
04-2000	24	8	32	75.0%	25.0%
05-2001	74	52	126	58.4%	41.6%
06-2002	55	28	83	66.7%	33.3%
07-2003	22	12	34	64.7%	35.3%
08-2004	30	12	42	73.3%	26.7%
09-2005	21	6	27	77.8%	22.2%
10-2006	31	21	52	59.6%	40.4%
11-2007	36	18	54	66.7%	33.3%
12-2008	34	14	48	70.8%	29.2%
13-2009	43	39	82	52.4%	47.6%
14-2010	34	24	58	58.6%	41.4%
15-2011	31	19	50	62.0%	38.0%
16-2012	43	17	60	71.7%	28.3%
17-2013	34	25	59	57.6%	42.4%
18-2014	35	15	50	70.0%	30.0%
19-2015	32	15	47	68.1%	31.9%
Total	633	337	970	65.3%	34.7%

2. Ethnic Diversity

Strategic Priority #2.2, “The student body will become more diverse and support for human diversity will become a commitment of all students.”

An ongoing aim of the Robert & Patricia Gussin Spiritan Division is to include a high degree of diversity among our student population, faculty and staff. This, in turn, supports Duquesne University’s efforts to provide a more diverse environment. The 2015-16 freshman Cohort of 47 students included a 38.3% ethnic minority; its gender composition was 65% male, 35% female. In addition to a diverse student body, the Division’s staff is well diversified in several areas, including gender, ethnicity, religion, age and national origin. Our support staff includes individuals from Africa and the Middle East. Our tutoring staff includes individuals from Africa, Europe, Asia, and Latin America.

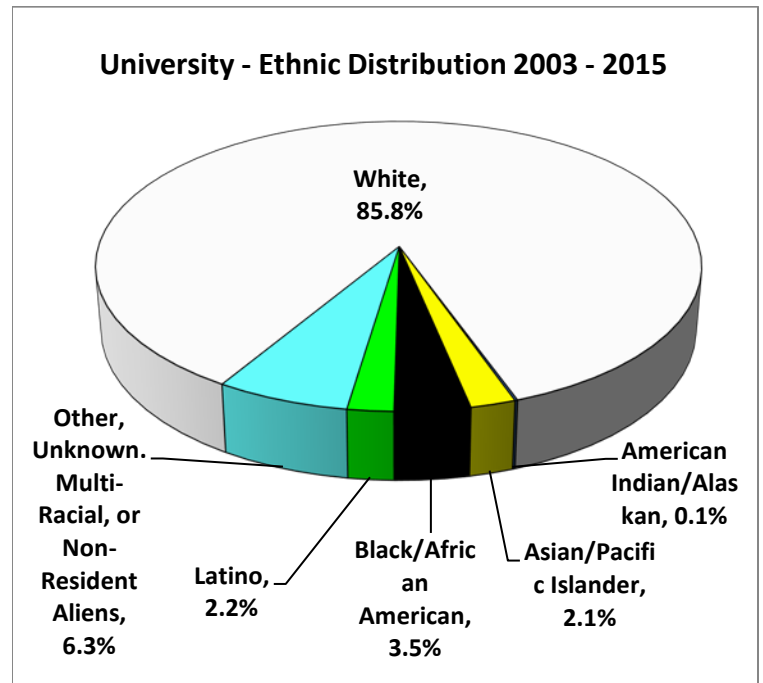
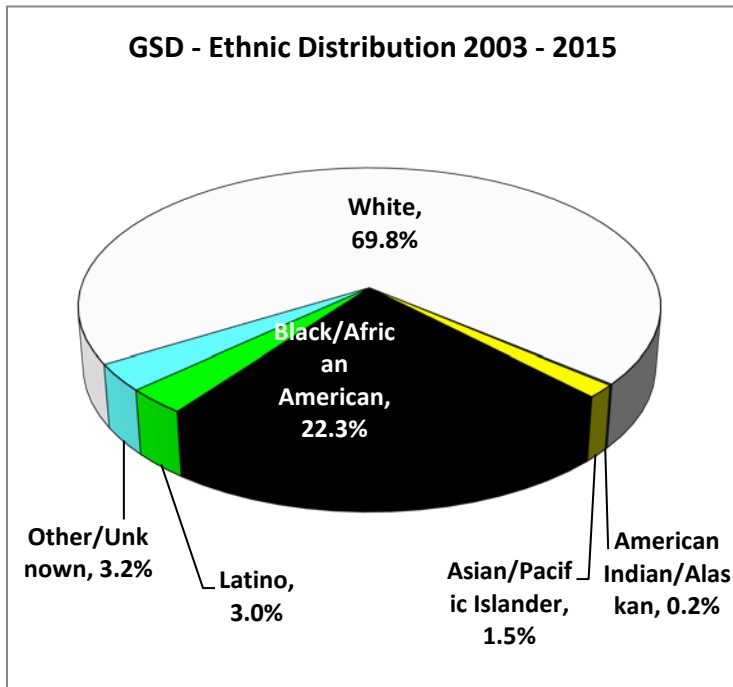
The Robert & Patricia Gussin Spiritan Division has a long history of inclusiveness and diversity. Overall, the Division has had 27.8% minority participation since its inception.



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GSD - ETHNIC DISTRIBUTION SINCE 1997 - MAIN TRACKS								
Cohort-Year	American Indian / Alaskan	Asian / Pacific Islander	Black/ African American	Latino	Other / Unknown	White	Total by Cohort	Percent Minority (Excluding "Other/Unknown" category for which no determination can be made)
01-1997			3			15	18	16.7%
02-1998		2	9		1	8	20	57.9%
03-1999		1	7	1		19	28	32.1%
04-2000			8	1	1	22	32	29.0%
05-2001		5	18	7	4	92	126	24.6%
06-2002		2	15	4		62	83	25.3%
07-2003		2	9		1	22	34	33.3%
08-2004		1	6	3	1	31	42	24.4%
09-2005		1	7			19	27	29.6%
10-2006		2	12	3	2	33	52	34.0%
11-2007			16		2	36	54	30.8%
12-2008			18	2		28	48	41.7%
13-2009	1	1	16	5		59	82	28.0%
14-2010			14	1	3	40	58	27.3%
15-2011		1	13	2	4	30	50	34.8%
16-2012		1	7	1	3	48	60	15.8%
17-2013			5	2	1	51	59	12.1%
18-2014			8	1	4	37	50	19.6%
19 -2015		1	17			29	47	38.3%
Total by Ethnicity	1	20	208	33	27	681	970	
Percent of Population	0.1%	2.1%	21.4%	3.4%	2.8%	70.2%	100.0%	27.8%

The following chart shows a comparison of the ethnic composition between Duquesne University's freshman and the Gussin Spiritan Division over the last twelve years.



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The Gussin Spiritan Division served a 27.8% freshman minority population from 2003 to 2015. The population of 969 students included 262 students from an identifiable minority and 27 students classified as “other/unknown.”

Over the same time frame, Duquesne University experienced a 7.9 % freshman minority population (also adjusted to exclude the “Unknown” categories for which no exact ethnic determination can be made.)

3. SAT Scores

As a whole, the students entering the Robert & Patricia Gussin Spiritan Division have SAT scores and high school GPAs lower than both the national average and the average Duquesne University student. The following college entrance exam summaries are calculated based on Division students from the three main tracks for whom we have SAT scores available.

GSD - AVERAGE SAT SCORE COMPARISON: THE MOST RECENT SIX YEARS (2010-2015) vs. AVERAGES FROM 1997 INCEPTION			
	MATH	VERBAL	COMBINED SCORE
<u>Last 6 Cohorts</u> 14 through 19 (2010-2015)	494	501	994
<u>All 17 Cohorts</u> 1 through 18 (1997-2015)	465	473	939
<u>Difference Between 6-Year & All Cohorts Average (Recent SAT Score Increase)</u>	28	28	56

GUSSIN SPIRITAN DIVISION SAT ADMISSION SCORE DATA: 1997 to 2015

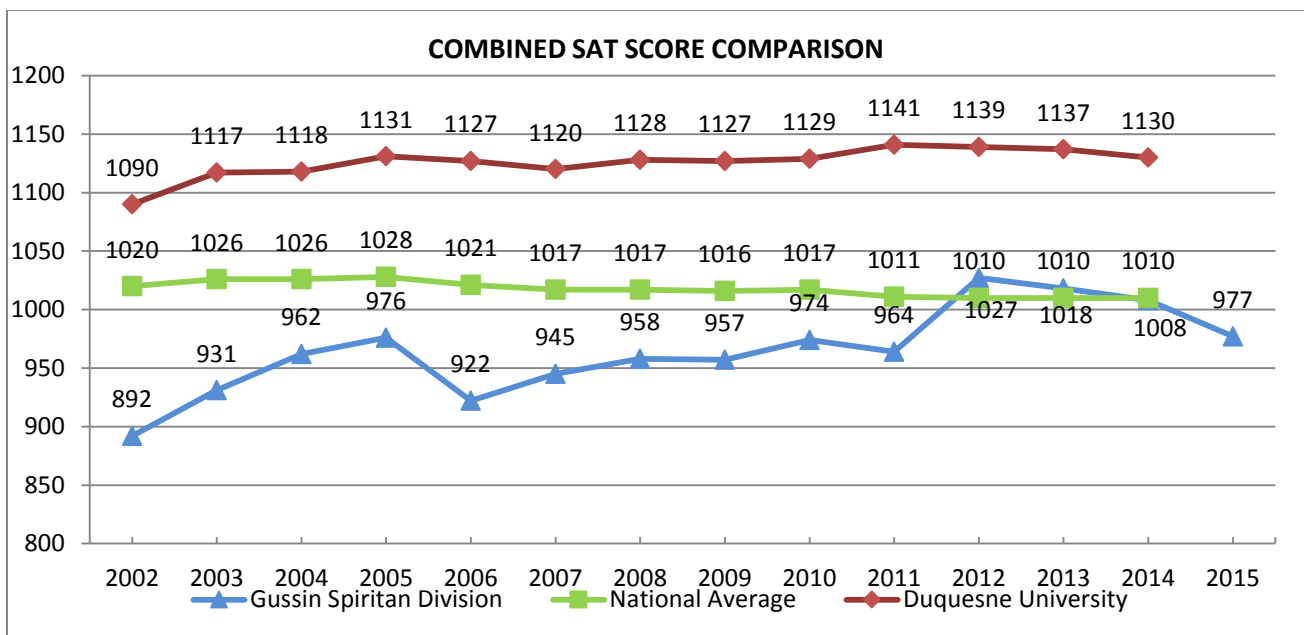
Cohort & Year	AVERAGE SAT MATH	AVERAGE SAT VERBAL	AVERAGE COMBINED SAT SCORES
01-1997	430	426	856
02-1998	392	394	786
03-1999	419	456	875
04-2000	450	447	897
05-2001	450	463	913
06-2002	439	453	892
07-2003	472	459	931
08-2004	475	486	962
09-2005	486	489	976
10-2006	461	461	922
11-2007	461	485	945
12-2008	477	481	958
13-2009	471	487	957
14-2010	483	491	974
15- 2011	477	487	964
16- 2012	515	513	1027
17- 2013	503	513	1016
18 – 2014	499	509	1008
19-2015	484	492	977

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Historically, the Division’s average SAT scores have always been lower than both Duquesne University and the national average. The graph below shows that, over the last ten years:

- Duquesne University’s 13 year average combined SAT score is 1127.
- The national 13 year average combined SAT score is 1017.
- The combined 13 year SAT average for the Division is 965.
- 162 points lower than Duquesne University and
- 52 points below the national average.
- This year the division’s score is less than national average by 29 points

COMBINED SAT SCORE COMPARISON			
Academic Year beginning Fall Term	Gussin Spiritan Division	National Average	Duquesne University
2002	892	1020	1090
2003	931	1026	1117
2004	962	1026	1118
2005	976	1028	1131
2006	922	1021	1127
2007	945	1017	1120
2008	958	1017	1128
2009	957	1016	1127
2010	974	1017	1129
2011	964	1011	1141
2012	1027	1010	1139
2013	1018	1010	1137
2014	1008	1010	1130
2015	977	1006	1130
Annual Averages	965	1017	1127



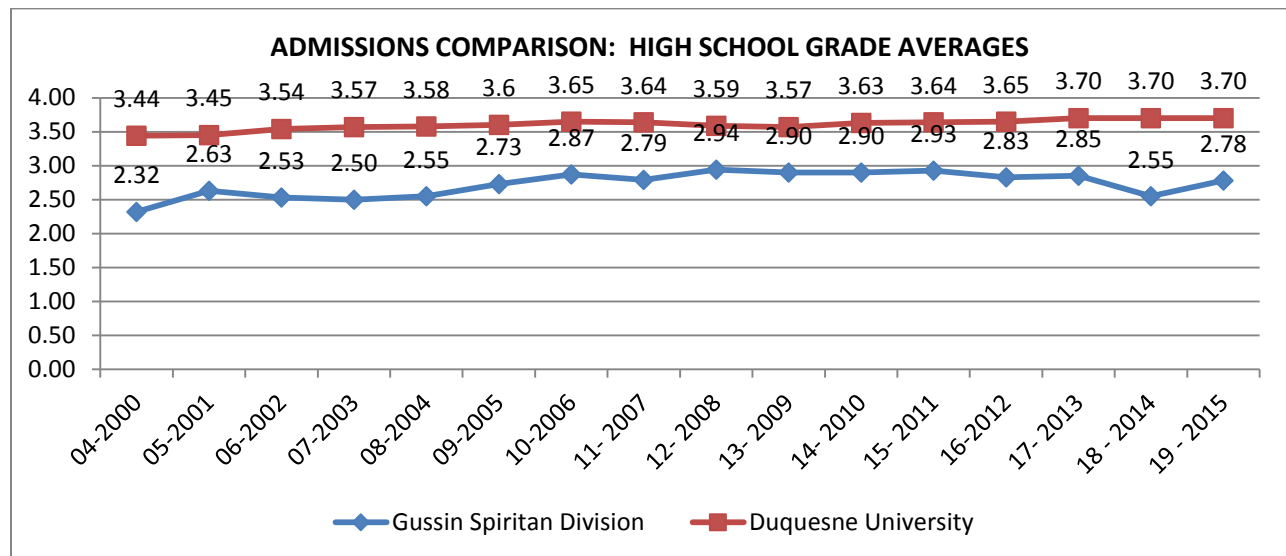
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4. HS QPAs

Not only are the SAT scores of the Robert & Patricia Gussin Spiritan Division students significantly lower than the University as a whole, but the same pattern applies when the Division’s high school grade point averages are compared with those of the University. Historically, the Division’s overall high school grade average has been approximately one full grade below that of typical Duquesne admits. Students in the earlier Division tracks were admitted with significantly lower scores than the more recent ones.

GSD - HIGH SCHOOL GRADE AVERAGES, MAIN TRACKS	
Cohort-Year	Average High School GPA
01-1997	1.83
02-1998	1.83
03-1999	2.22
04-2000	2.32
05-2001	2.63
06-2002	2.53
07-2003	2.5
08-2004	2.55
09-2005	2.73
10-2006	2.87
11-2007	2.79
12-2008	2.94
13- 2009	2.9
14- 2010	2.9
15- 2011	2.93
16-2012	2.83
17-2013	2.84
18 - 2014	2.55
19-2015	2.78
Average Since 1997	2.60

The following table and graph reveals that:



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ADMISSIONS COMPARISON: HIGH SCHOOL GRADE AVERAGES OF ADMITTED FRESHMEN 2000-2012		
Cohort-Year	Gussin Spiritan Division	Duquesne University
04-2000	2.32	3.44
05-2001	2.63	3.45
06-2002	2.53	3.54
07-2003	2.50	3.57
08-2004	2.55	3.58
09-2005	2.73	3.6
10-2006	2.87	3.65
11- 2007	2.79	3.64
12- 2008	2.94	3.59
13- 2009	2.90	3.57
14- 2010	2.90	3.63
15- 2011	2.93	3.64
16-2012	2.83	3.65
17- 2013	2.85	3.70
18 - 2014	2.55	3.70
19-2015	2.78	3.70
Annual Average, 2000-2015	2.73	3.60
Annual Average, Last 6 Years	2.81	3.67

- During the time frame from 2000 to 2015, the Division averaged 0.87 high school grade point average below the University freshmen in general.
- Over the last six years, the Division's high school grade point average has narrowed to 0.82 grade points lower than Duquesne University. (check numbers when Duquesne average 2015 is inputted)

B. DEAN'S LIST

Gussin Spiritan Division students, and those who matriculated as Division students, performed very well academically, attaining Dean's List 38 times throughout the academic year.

GSD DEAN'S LIST FALL 2015 - SPRING 2016					
COHORT	FALL 2015	SPRING 2016	Total Times Dean's List Was Achieved in 2015-16	Students Attending in 2015 - 16	Percent of Attending Division Students Who Attained Dean's List At Least Once in 2015-16
19 (FR)	2	5	7	45	16%
18 (SO)	3	6	9	47	19%
17 (JR)	6	7	13	41	32%
16 (SR)	3	6	9	42	21%
Total	14	24	38	175	22%

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C. FRESHMAN STUDENT

1. Freshman Summer Semester

The Spiritan Division's freshman Summer Semester has been offered by the Spiritan Division continually since 1997. The Summer Semester is designed to offer students participating in the Robert and Patricia Gussin Spiritan Division an orientation to both the University and the Division, and to familiarize them with University policies and resources. Each student's strengths and weaknesses are determined through testing, and individual academic plans are prescribed based on the test results.

Summer Classes: June 29 to July 31, 2015

Special Events: June 28: Orientation
July 30: Awards Ceremony

Special Activities: "Challenge by Choice" Teamwork Activities
Pittsburgh Pirates Game
Kennywood Day

Summer Term 2015 Highlights:

- Number of students originally enrolled in the Summer Program: 49.
- Average QPA at the end of the summer term: 3.12 (essentially a "B" grade average).
- 3 in 7 students (43%) earned 3.50 or higher;
- Almost 6 in 10 (59 %) earned 3.0 or higher.
- Almost 9 of 10 students (88%) earned at least 2.0.
- More than 7 in every 10 students (76%) earned all six credits offered in the Summer Program.

2. Freshman Fall Term

There is always one term that is more challenging to students than the others. This year, it was the fall term that proved to be the most challenging among the three freshman terms for Cohort #19. Often, Division QPAs tend to peak in the range between 2.50 and 4.0. However, the most common term QPA range during fall 2015 was the 2.50-3.00 range; about 31% of Division freshmen fell into that category.

- The fall term grade average was 2.87.
- About 23 in 45 freshmen (51%) earned 3.0 or higher in the fall.
- An additional 31% earned between 2.50 and 2.99 term average higher; i.e., 82% earned 2.50+.
- 41 of the 45 students (91%) earned 2.0 or higher.
- More than nine of ten (95%) term grades met or exceeded the University established freshman retention level of 1.50.
- 67% of Cohort #19 earned 11 to 15 credits by the end of the fall term.
- Two of Cohort #19's students attained Dean's List (4% of the class).

3. Freshman Spring Term

- About 20 of 43 division freshmen (47%) earned a 3.0 term average or higher.
- About 27 (63%) of Division students earned 2.50 or higher.
- 77% percent (33 of every 43) of the students earned 2.0 or higher.
- 77% of the students were in good academic standing.

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2015-16 SUMMARY OF TERM QPAs

FRESHMAN COHORT #19 AVERAGE TERM QPAs 2014-15	
TERM	AVERAGE TERM QPA
SUMMER 2015	3.12
FALL 2015	2.87
SPRING 2016	2.62

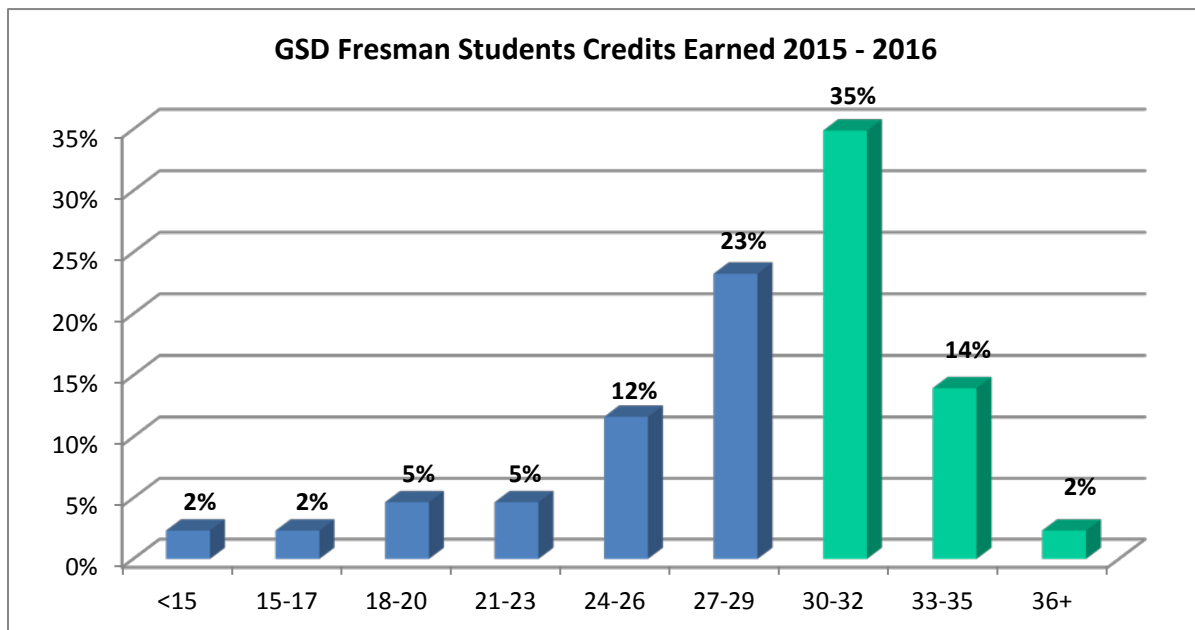
TERM GRADE AVERAGES

GSD - FRESHMAN COHORT 19 TERM QPA DISTRIBUTION 2015-2016			
Term Grade Averages	Summer 2015	Fall 2015	Spring 2016
3.5-4.00	43%	24%	19%
3.00-3.49	16%	27%	28%
2.50-2.99	29%	31%	16%
2.00-2.49	2%	9%	14%
1.50-1.99	4%	4%	9%
< 1.50	6%	4%	14%
Total	100%	100%	100%

TERM AVERAGE BENCHMARKS

GSD - FRESHMAN COHORT 19 TERM QPA Benchmark Achievement 2015-2016			
Term Grade Averages	Summer 2015	Fall 2015	Spring 2016
3.50+	43%	24%	19%
3.00+	59%	51%	47%
2.50+	88%	82%	63%
2.00+	90%	91%	77%
1.50+	94%	96%	86%

FRESHMAN YEAR SUMMARY



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Of the 43 continuing freshmen students who entered the Division in 2015-16:

- 22 (51%) earned 30 or more credits and are now classified as sophomores.
- Almost 23% are within one three-credit course of becoming a sophomore.
- Almost 96% students have completed more than 20 credits.

Cohort #19 Retention:

Of the original 52 Gussin Spiritan Division freshmen who attended the 2015 Summer Semester, 48 students were still attending by the end of the spring 2016 term, resulting in a first-year freshman retention rate of **92%**

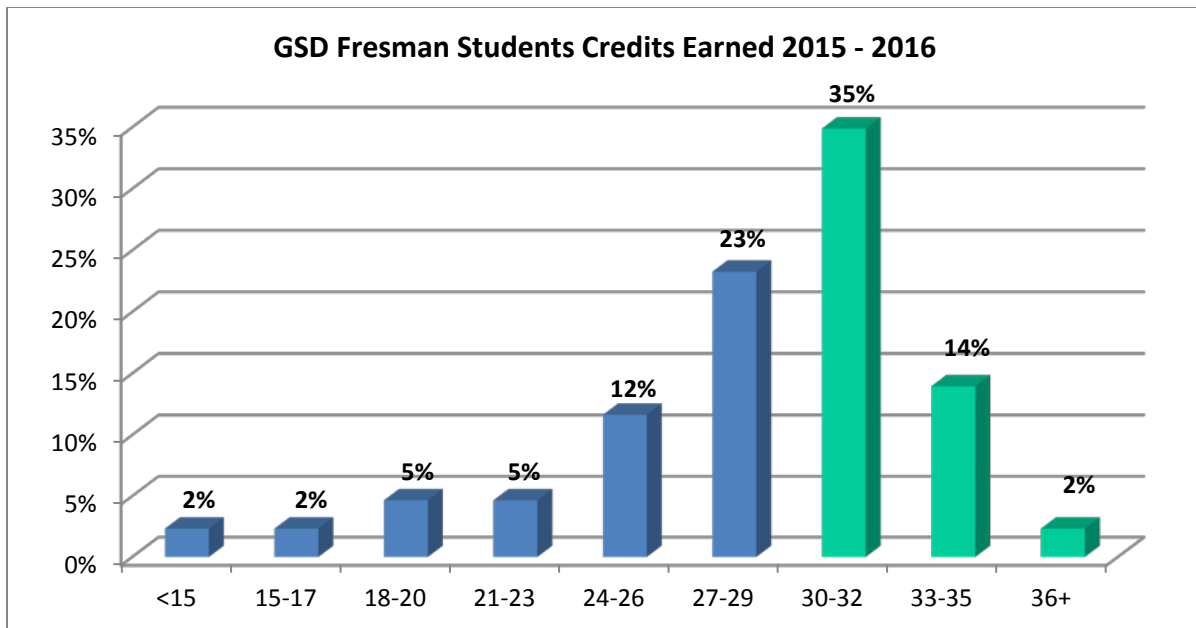
D. DIVISION STUDENT OUTCOME

1. Cumulative QPAs: Students Attending 2015-2016

Gussin Spiritan Division students still attending are progressing very well toward their degrees. An analysis of cumulative QPAs of current 172 undergraduate students (152 upper classmen and 20 freshmen) shows that:

- The average cumulative QPA of those currently attending is 2.86.
- The most common range of cumulative QPAs is between 2.50 and 2.99 (36%)
- At least 9 of every 10 students have a cumulative QPA 2.0 or higher (94%)

2. Cumulative Credits: Students Attending 2015-2016



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Division Graduation: Students Graduating 2015-2016

GSD - GRADUATES, BACCALAUREATE DEGREES SUMMER 2015 TO SPRING 2016, MAIN TRACKS				
Cohort-Year	Summer 2015	Fall 2015	Spring 2016	Total by Cohort
07-2003				
08-2004				
09-2005				
10-2006				
11-2007				
12-2008				
13-2009	1			1
14-2010	1			1
15-2011	2	3	4	9
16- 2012		1	23	24
17-2013			2	2
Total by Term	4	4	29	37

E. FRESHMAN STUDENT ASSESSMENT

The Robert & Patricia Gussin Spiritan Division closely monitors its students on an ongoing basis. The Division's student advisor receives daily class attendance records and instructors provide regular feedback on student progress and classroom performance. Each freshman student is required to meet personally with their Division advisor once every two weeks. During these advisory meetings, issues that need addressed are discussed. The advisor makes appropriate recommendations as necessary to keep each student on the path to academic success. The student is encouraged to bring up any questions or relevant issues that may enhance his or her college experience.

Professional counselors also work with Gussin Spiritan Division students. In the summer semester they administer standardized diagnostic tests to the students, which allow the counselors to evaluate their skill levels in such subjects as writing and mathematics, and to determine their individual learning styles. Students who need their skills strengthened in certain areas are provided with tutoring. They are also placed in specific course levels when appropriate. The counselors also administer standardized tests to suggest suitable career paths for each student, which is especially helpful to those who need help selecting their major.

Division faculty also submits attendance to the advisor following each class period. Grades are used universally to evaluate academic progress. The Gussin Spiritan Division pays special attention to mid-term and end-of-term grades, knowing that early intervention is an essential part of improving academic performance and student retention. The Student Standing Committee meets individually with all students whose grades indicate academic peril, and helps them to return to compliance with the Spiritan Division contract. By evaluating the causes of poor grades, the Committee can provide specific recommendations to help the student improve academic performance. The Committee is composed of key members of our academic and counseling staff and may convene as needed at any time during the school year.

The overall performance of every Division freshman is monitored throughout the year and is tracked by means of a standardized student evaluation form (see copy on the immediately following pages.) Progress is measured in three key areas:

- Academic progress
- Participation in academic support services (e.g., tutoring, study skills coaching, etc.)

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- Self-development.

Students must complete the required first-year curriculum, achieve a cumulative quality point average of at least 2.0, and complete any pre-requisite courses required by the schools to which the students wish to transfer. Of paramount importance, however, is the need to address any deficiencies that students might have that can hinder their academic progress. Such deficiencies must be addressed to help to ensure long-term success for students. Often, students can work on their deficiencies as they also strive to meet curricular requirements of the schools into which they intend to transfer. At times, full focus on deficiencies is necessary to secure a student's academic survival.

ANNUAL STUDENT EVALUATION FORM

F. STUDENTS ASSESSMENT FOR DIVISION

At the end of the academic year, when the Gussin Spiritan Division's Student Standing Committee meets individually with freshmen to review the results of their annual student evaluations, students are asked to provide the Division with honest feedback about their experiences in the Division. Their responses enable us to refine our services for next year's cohort. Most of the questions are open-ended, enabling the students to respond with their own verbal descriptions. Responses to this survey provide the Division with detailed feedback on a broad number of areas. Some of this year's strongest responses are the following:

- From a student perspective, what are the best features of the GSD?
- How can we improve the GSD summer semester?
- How can we improve the GSD fall semester?
- How can we improve the GSD spring semester?
- On a scale of 1-5, with "1" being the lowest and "5" being the highest, rate:
 - English 101
 - English 102
 - Basic Philosophical Quest
 - Biblical and Historical Perspectives
 - E-Portfolio
 - Public Speaking
 - Research and Info Skills
 - Intercultural Communication
 - Academic Strategies
- On a scale of 1-5, with "1" being the lowest and "5" being the highest, rate the GSD faculty. (selecting all that apply)
- What role has the GSD played in your successful completion of your first year of college?

As in last year's survey, we found certain responses to be common among many students:

- By participating in the Summer Semester, students enjoyed the opportunity to establish peer relationships and get acquainted with University life early.
- They appreciated the individual attention they received.
- Instructors were helpful and patient.
- Tutoring services were greatly appreciated and very helpful.
- They appreciated the structured path and the guidance that the Division provided.

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- Most popular course: This year, the response varied and there was no clear winner, though the Intercultural Communications course was slightly ahead of the rest. (Last year, the most popular course was Public Speaking.)
- The opportunity to meet with their advisor regularly.
- Students appreciated the opportunity the Division affords for early course registration.
- The faculty was very professional and supportive.

Most of the individual responses were unique (or typically not mentioned by more than three students at the most). However, their comments did provide interesting suggestions for consideration. For example, this year a student suggested that we implement a tour of the campus for those who are coming to the annual Gussin Spiritan Division Open House held in early June. Beginning in June 2011, we now provide this service for those who wished to participate. Approximately 20 persons participated.

G. ACT 101 (“PENNSYLVANIA ACTS”) ACADEMIC PERFORMANCE

The mission of the Act 101 Program is to provide opportunities for college enrollment and success for students who are economically, educationally, or socially disadvantaged as defined by guidelines established by the Commonwealth of Pennsylvania.

The Act 101 program student group served is derived from two populations at the university: the GSD and the university at large. Students admitted to the Division automatically satisfy the state’s academic criterion. Students’ economic eligibility places them on the Act 101 roster of students served.

The Gussin Spiritan Division as one of the administrative arms and consistent with Division practices proactively contacts and encourages students to avail themselves of division services, including tutoring, counseling, advising, and academic skills coaching. Act 101 staff members make regular contacts with Pennsylvania Acts students throughout the year to review their progress and to offer Act 101 support services.

Act101 program results in a broader range of academic and socioeconomic student diversity throughout Duquesne University. The program designs to retain and assist Pennsylvania-resident college students.

In the 2015-16 academic year, 31 Division students were reported as Act 101 participating and 2 students graduated and earned a degree. Almost 81% of 31 participating students are in good standing according to the university’s policy. The average term GPA for fall 2015 is 2.96 and for spring 2015 is 2.63.

ACT 101 DEAN'S LIST FALL 2015 - SPRING 2016			
Academic Level	FALL 2015	SPRING 2016	Total Dean's List Achieved in 2015-16
Freshman	0	1	1
Sophomore	0	0	0
Junior	2	1	3
Senior	1	2	3
Total	3	4	7

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III. MAJOR ACCOMPLISHMENTS

A. STUDENT ENROLLMENT TO DATE

The table below summarizes the total enrollment of all 965 Gussin Spiritan Division students since the Division's inception in fall, 1997, classified by cohorts and tracks.

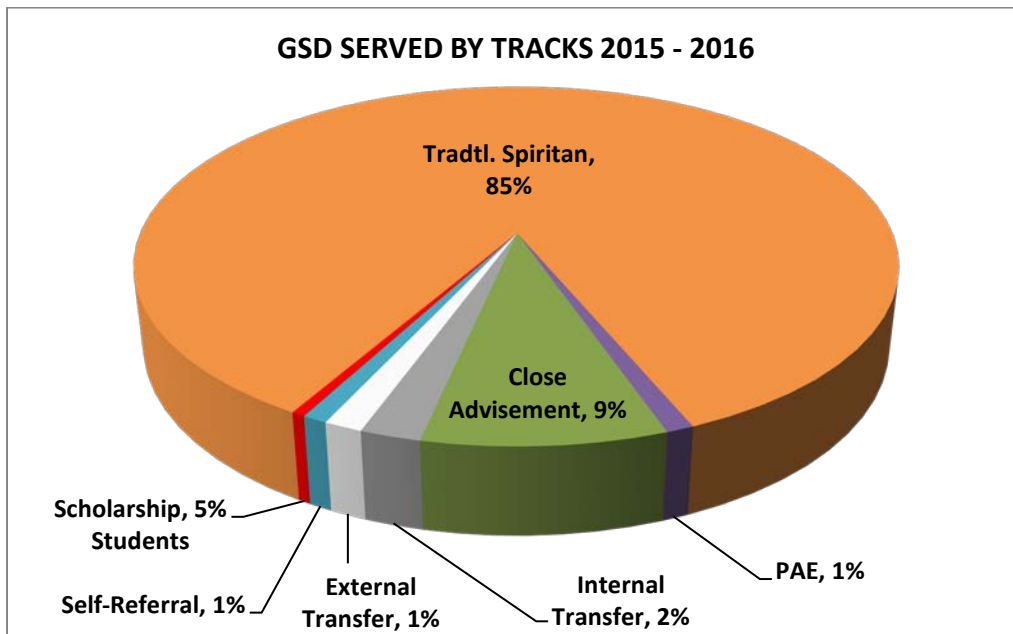
GSD - TOTAL STUDENTS SERVED By Cohort/Year and Track										
Cohort & Year	Tradtl. Spiritan	PAE	Close Advisement	SUB-TOTAL, MAIN TRACKS	Internal Transfer	External Transfer	Self-Referral	Scholarship	Grand Total by Cohort	Cohort Percent of Total Students Served
01-1997	18			18	1				19	1.9%
02-1998	20			20		1			21	2.1%
03-1999	28			28	1				29	2.9%
04-2000	32			32	1	6			39	3.8%
05-2001	45	10	71	126	2	2			130	12.8%
06-2002	60		23	83	2	3	1		89	8.8%
07-2003	30			30	2	1	2		35	3.4%
08-2004	42			42	3	1	1		47	4.6%
09-2005	27			27	4				31	3.1%
10-2006	52			52	3				55	5.4%
11-2007	54			54	2		1		57	5.6%
12-2008	48			48			1		49	4.8%
13-2009	82			82			1		83	8.2%
14-2010	58			58	1				59	5.8%
15- 2011	50			50			2		52	5.1%
16- 2012	60			60					60	5.9%
17- 2013	59			59					59	5.8%
18- 2014	50			50				2	52	5.1%
19- 2015	46			46				3	49	4.8%
Grand Total by Track	861	10	94	965	22	14	9	5	1015	
Percent by Track	<i>85%</i>	<i>1%</i>	<i>9%</i>	95%	<i>2%</i>	<i>1%</i>	<i>1%</i>	<i>0%</i>	<i>100%</i>	

- The first three tracks (Traditional Spiritan, PAE, and Close Advisement) most closely represent the primary focus and overall progress of the Robert & Patricia Gussin Spiritan Division. They are referred to collectively in this document as the “main tracks” because these tracks participate in the Gussin Spiritan Division’s Summer Semester and follow the Division’s academic program in its entirety. Ninety-five percent (95%) of the Division’s students entered the Division through one of these three tracks.
- Students in the two transfer tracks (Internal and External Transfer) entered the Division with prior college experience, either from within Duquesne University (Internal Transfer) or from other universities (external transfer). They are typically sophomores and students in higher class levels. They do not normally participate in the summer program as do the freshmen in the main tracks. They receive the Division’s academic support and receive its benefits and guidance, but they

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remain in the Division only as long as necessary to satisfy their particular needs. Then they continue their course of study independently in their school of choice.

- Students in the Self-Referral track are students who met Duquesne University’s normal admissions requirements and were accepted directly into the schools of their choice, but they personally chose to begin their freshman academic studies through the Robert & Patricia Gussin Spiritan Division, they are not obligated to follow the Division’s prescribed course of study in its entirety. These students tend to participate in the program “a la carte,” selecting those Division programs which best benefit them and meet their individual needs.



Population Assessment: As of Spring 2016

- A total of 1015 Students participated in Division since 1997.
- Of these, 965 (95%) belonged to one of the three main tracks (Traditional Spiritan, PAE, and Close Advisement). These three main tracks are the tracks through which the students first enter the Division as a freshman and then follow the entire program established by the Division from the very beginning of their college career. Most of these students (85%) participate in the “Traditional Spiritan” track.
- There is one freshman cohort each academic year; therefore, 19 cohorts have been served to date, up to and including the 2015-2016 academic years.

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B. RETENTION

1. First to Second Year Freshman Retention

Because the first year experience is so critical to a student’s subsequent academic success at in college, establishing a good first-to-second-year retention record is important, which the Robert and Patricia Gussin Spiritan Division has accomplished.

GSD - First to Second Year Retention History						
Cohort-Year	STUDENTS WHO RETURNED FOR THE SECOND YEAR				Original Student Count, Main Tracks	Percent First-To-Second Year Division Freshman Retention
	Traditional Spiritan	PAE (Act 101-LSP)	Close Advisement	Total Freshmen Returned for their Second Year, Main Tracks		
01-1997	14			14	18	78%
02-1998	19			19	20	95%
03-1999	20			20	28	71%
04-2000	29			29	32	91%
05-2001	33	10	59	102	126	81%
06-2002	52	3	14	66	77	86%
07-2003	28	4		28	30	93%
08-2004	35	3		35	42	83%
09-2005	21			21	27	78%
10-2006	40			40	52	77%
11-2007	42			42	54	78%
12-2008	37			37	48	77%
13-2009	64			64	82	78%
14- 2010	51			51	58	88%
15- 2011	42			42	50	84%
16- 2012	50			50	60	83%
17- 2013	45			45	60	75%
18-2014	47			47	50	94%
Overall First-To-Second Year Freshman Retention	669	20	73	752	914	83%

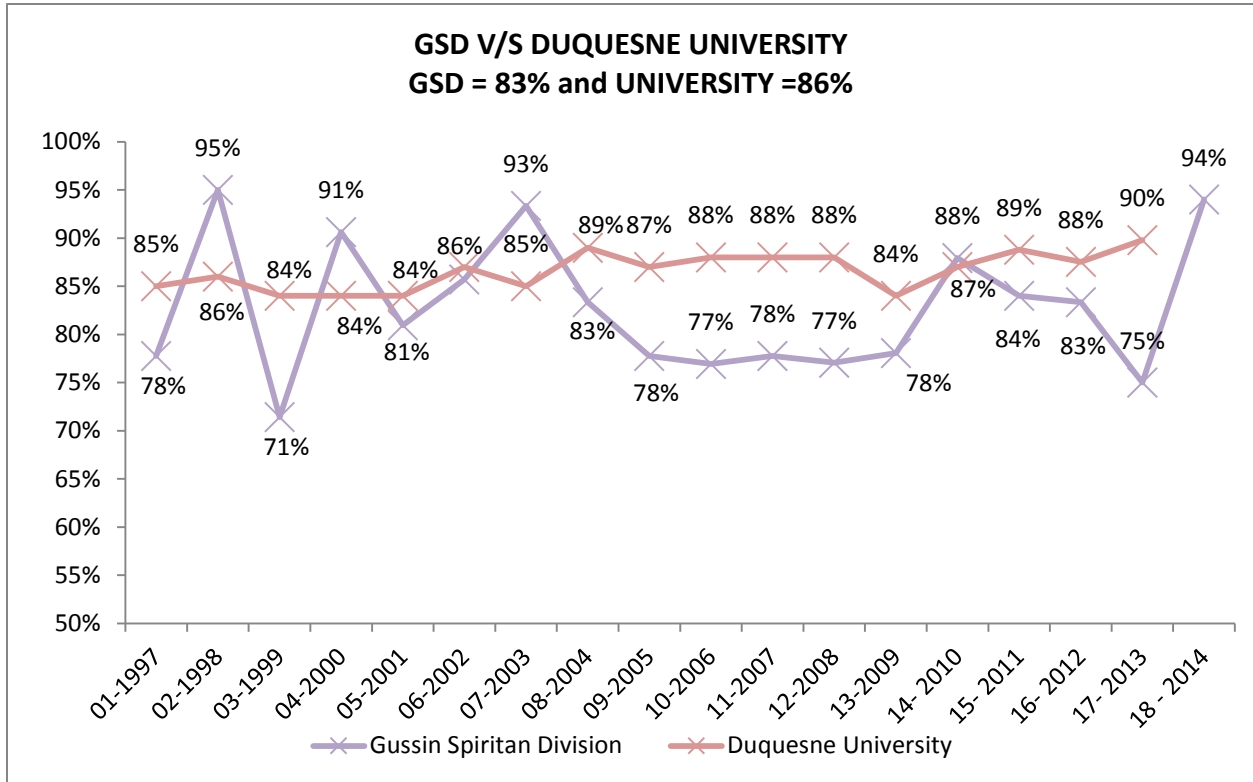
First to second year Retention.

- The Division’s first-to-second year retention rate is 83% for all students from Cohorts #1 through #16. (Because Cohort #18 has just completed the current freshman year and has not yet experienced a second year, they are excluded from these figures.)
- In four individual years, the Spiritan Division’s main tracks (Traditional Spiritan, PAE/Act 101-LSP, and Close Advisement) had a first-to-second-year retention rates exceeding the 90% level.
- The Robert & Patricia Gussin Spiritan Division currently maintains an overall retention rate of 83% which is only 3% less than that of Duquesne University’s 86% retention rate since the Division’s inception in 1997.
- The Division averaged 82% first-to-second year retention over the last five years, which is 6% less that of Duquesne University’s last five-year freshman retention rate of 87%.

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- Freshmen enrolled in the Gussin Spiritan Division are guaranteed two years of academic retention. At the end of that time period, they must have earned a 2.0 cumulative QPA or higher and must declare a major and transfer into the appropriate school of choice.

GUSSIN SPIRITAN DIVISION vs DUQUESNE UNIVERSITY



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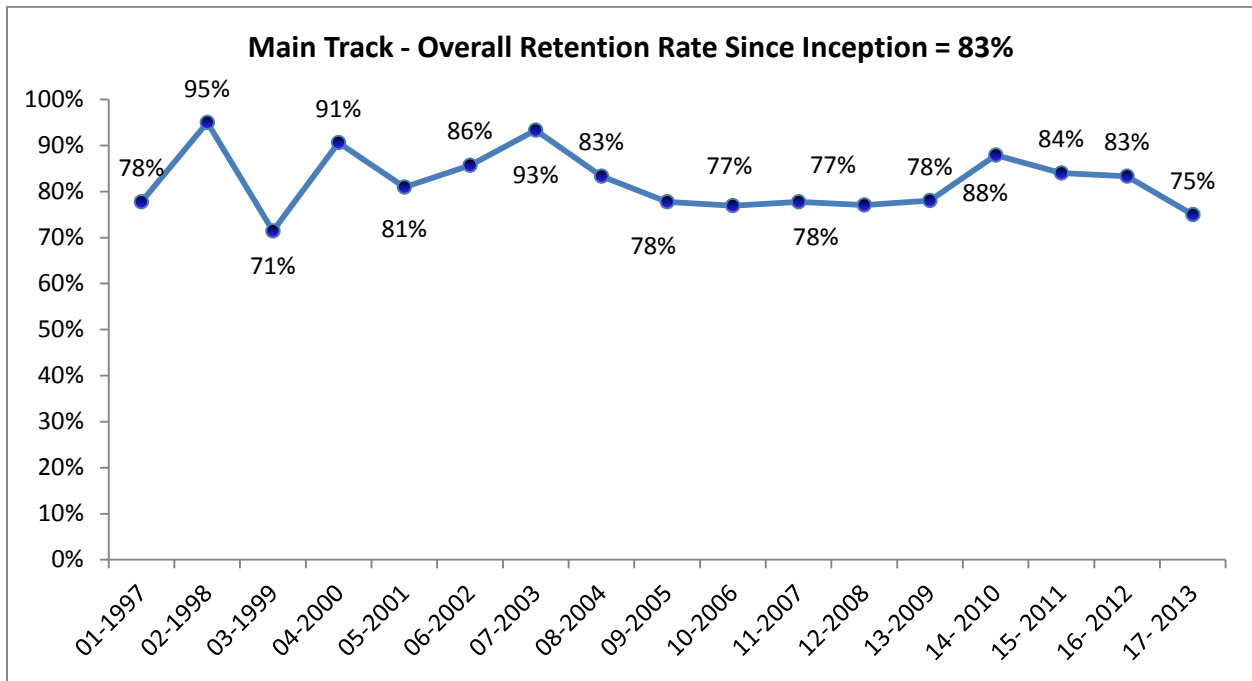
3. Current Retention

GSD GRADUATION-RETENTION RATES FALL 1997 TO SPRING 2016

Cohort & Year	Graduated Summer 2015	Graduated Fall 2015	Graduated Spring 2016	Total Graduates, Main Tracks, Summer 2015 through Spring 2016	Plus Prior Graduates	Equals Total Graduates, Main Tracks, Fall 1997 to Spring 2016	Plus Students Who Attended 2015-16	Equals Total Student Retention	Original Population, Main Tracks	Current Retention Rates, Main Tracks, Cohorts 1-18 (1997-2016)
01-1997				0	5	5		5	18	28%
02-1998				0	7	7		7	20	35%
03-1999				0	8	8		8	28	29%
04-2000				0	17	17		17	32	53%
05-2001				0	18	18		18	33	55%
06-2002				0	38	38		38	52	73%
07-2003				0	19	19		19	28	68%
08-2004				0	29	29		29	45	64%
09-2005				0	16	16		16	27	59%
10-2006				0	30	30		30	52	58%
11-2007				0	28	28	1	29	54	54%
12-2008				0	23	23		23	48	48%
13-2009	1			1	50	51		51	82	62%
14-2010	1			1	33	34		34	56	61%
15- 2011	2	3		5	22	27	5	32	54	59%
16- 2012(SR)		1		1	0	1	41	42	60	70%
17- 2013(JR)				0	0	0	41	41	60	68%
18- 2014(SO)				0	0	0	47	47	50	94%
RETENTION SINCE INCEPTION, MAIN TRACKS	4	4	0	8	343	351	135	486	799	60.8%
<i>Retention Rate, Last Six Years</i>	<i>4</i>	<i>4</i>	<i>0</i>	<i>8</i>	<i>105</i>	<i>113</i>	<i>134</i>	<i>247</i>	<i>362</i>	<i>68.2%</i>

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Overall Retention to Graduation since Inception 1997



- Overall Graduation-Retention rate is 83% since inception
- The Last six-year retention rate is 55.5%

C. GRADUATION

Spiritan Division students have demonstrated that they can succeed in college, and the Robert and Patricia Gussin Spiritan Division has been the open door that provides the opportunity.

Cohort	Total, Graduates, Main Track (Traditional Spiritan / PAE / Close Advisement)	Total Students by Cohort	Percent Graduated, Main Tracks
01-1997	5	18	27.8%
02-1998	7	20	35.0%
03-1999	8	28	28.6%
04-2000	17	32	53.1%
05-2001	70	126	55.6%
06-2002	51	83	61.4%
07-2003	20	34	58.8%
08-2004	29	45	64.4%
09-2005	16	27	59.3%
10-2006	28	52	53.8%
11-2007	27	54	50.0%
12-2008	23	48	47.9%
13-2009	51	82	62.2%
14-2010	34	58	58.6%
15-2011	24	52	46.2%
Total Graduates from Main Tracks through end of Spring 2016	410	759	54.0%

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DIPLOMAS AWARDED BY DEGREE LEVELS - MAIN TRACK STUDENTS	
Baccalaureate Degrees	441
First-Professional Degrees (Pharm.D.)	4
Total First Degrees	445
Additional Masters Degrees	27
Total Degrees - Main Tracks	472

- Three of these Division graduates were enrolled in a five- or six-year course of study and earned their Pharm.D. (Doctor of Pharmacy) degree. This is classified as a “First Professional” degree because no degree is issued to pharmacy students at the end of four years.
- 27 Division graduates continued on in Duquesne University’s graduate schools and earned an additional Masters’ degree.

GSD - GRADUATES, BACCALAUREATE DEGREES SUMMER 2015 TO SPRING 2016, MAIN TRACKS				
Cohort-Year	Summer 2015	Fall 2015	Spring 2016	Total by Cohort
13-2009	1			1
14-2010	1			1
15-2011	2	3	4	9
16- 2012		1	23	24
17-2013			2	2
Total by Term	4	4	29	37

- Within the past academic year, 37 Division students earned their Baccalaureate Degree (August 2014 through May 2016).

GSD GRADUATION RATE			
Cohort	Total, Graduates, Traditional Spiritans	Total Students by Cohort	Percent Graduated, Main Tracks
01-1997	5	18	27.8%
02-1998	7	20	35.0%
03-1999	8	28	28.6%
04-2000	16	32	50.0%
05-2001	18	45	40.0%
06-2002	38	60	63.3%
07-2003	19	30	63.3%
08-2004	25	42	59.5%
09-2005	16	27	59.3%
10-2006	28	52	53.8%
11-2007	27	54	50.0%
12-2008	23	48	47.9%
13-2009	51	82	62.2%
14- 2010	34	58	58.6%
15- 2011	31	50	62.0%
16-2012	24	60	40.0%
17-2013	2	60	3.3%
Total Spiritan Graduates through end of Spring 2016	370	706	52.4%

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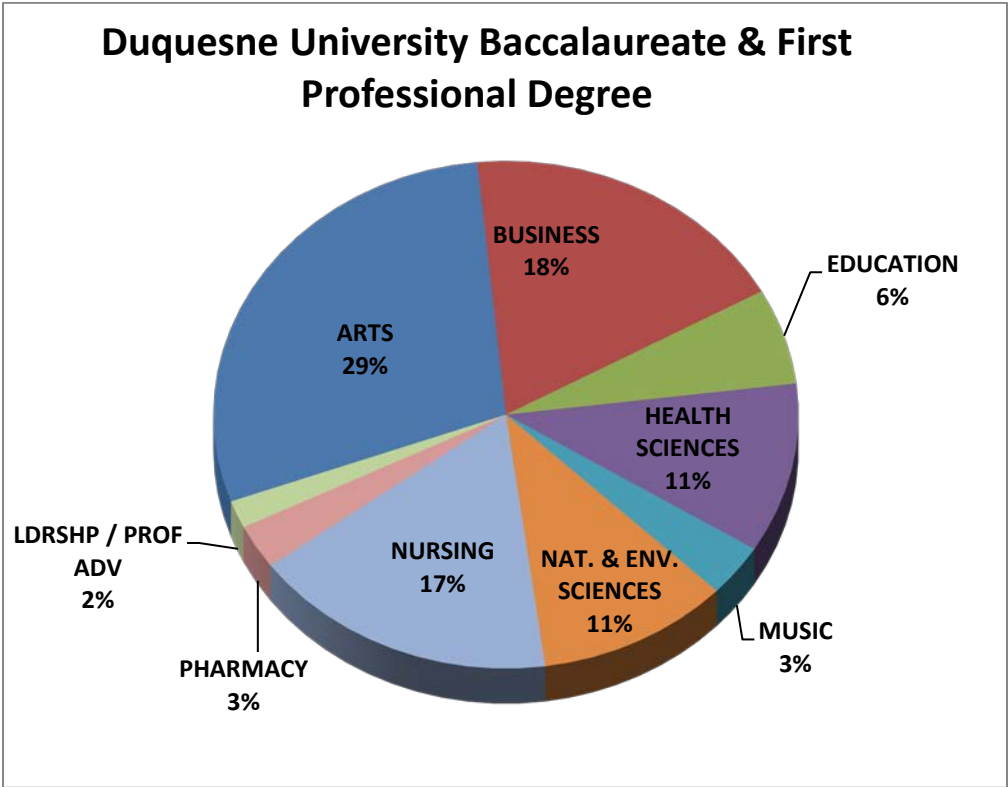
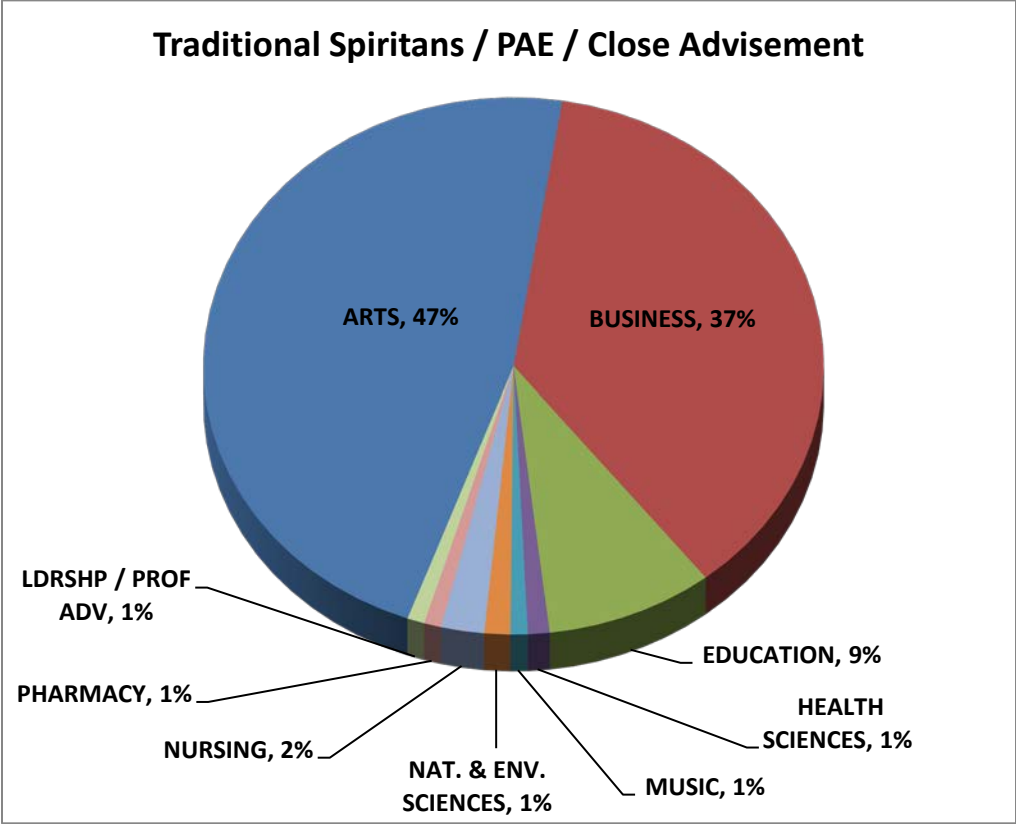
GSD - GRADUATES TO DATE BY TRACK, FALL 1997 TO SPRING 2016									
Cohort-Year	Tradtl. Spiritan	PAE	Close Advisement	<i>Sub-Total, Main Tracks</i>	Internal Transfer	External Transfer	Self-Referral Total	Scholarship	Total, All Graduates, by Cohort
01-1997	5			5					5
02-1998	7			7		1			8
03-1999	8			8					8
04-2000	16	1		17		4			21
05-2001	18	8	44	70	1	2			73
06-2002	38	3	10	51		2			53
07-2003	19	1		20		1	2		23
08-2004	25	4		29	1		1		31
09-2005	16			16					16
10-2006	28			28	5				33
11-2007	27			27	2		1		30
12-2008	23			23					23
13-2009	51			51		1	1		53
14-2010	34			34	1				35
15-2011	31			31			1		32
16-2012	24			24					24
17-2013	2			2				1	3
Total Graduates by Track	372	17	54	443	10	11	6	1	471

- Last four-year Graduation rate for GSD is 56%, for the University 65% as of Fall 2014
- Last six-year Graduation rate for the GSD is 54%, for the University 76% as of Fall 2014.

Three schools that the Division students have graduated from account for 93% of all Division graduates:

School of Liberal Arts (42%), School of Business (41%), School of Education (10%)

In contrast, the most common colleges at Duquesne University represented among Bachelor's and First Professional Degrees are: Liberal Arts (29%); Business (18%); Nursing (17%).



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D. PROGRAM & ACTIVITIES

This year's annual activities included the Freshman Summer Semester, the 19th Annual Gussin Spiritan Division Recognition Dinner, a graduation and honors dinner, and an Open House event.

Preview Day (Open House):

The Division's annual Open House now called as Preview day was held on Sunday, April 6, 2015, 11 weeks prior to the Summer Semester. New and prospective students and their parents had an opportunity to meet the staff personally for the first time. They were able to receive information directly from the Division staff in a friendly, informal atmosphere at the office of the Division.

Summer Semester:

The Gussin Spiritan Division's seventeenth cohort officially began the annual freshman Summer Semester on June 29, 2015 with an orientation and luncheon for 52 students and their parents. Classes began on Monday, June 30th. Four of the courses (English 101, Intro to University Success, Research and Information Skills, and Academic Strategies) carried college credit, enabling each participating student to earn up to six credits. Extracurricular activities were also provided, including the annual "Challenge by Choice" student teamwork activities, an enjoyable evening at Kennywood Park, and a Pirates baseball game. The Spiritan Division Program concluded on July 31 with a dinner and awards ceremony.

Spiritans Division Recognition Dinner:

The seventeenth Spiritan Division Reception, an event held annually to recognize and award students for their excellent work, occurred on Friday, February 20, 2016. The event began with a Mass in the University Chapel. Dr. Janie Fritz, Associate Professor in the Department of Rhetorical Studies, served as the Master of Ceremonies for the formal occasion that followed in the Power Center Ballroom. More than 200 guests in attendance were welcomed by Dr. Timothy Austin, Provost and Vice President for Academic Affairs. Rev. Dan Walsh, C.S.Sp conveyed the Spiritan Congregational message and Rev. William Christy, C.S.Sp. delivered the invocation. Mr. Mark Dunn and Don Crawford shared their parent and student perspectives and the benefits of participating in the Gussin Spiritan Division program. Dr. Judith R. Griggs, Director of the Gussin Spiritan Division, awarded the Michael P. Weber Memorial Scholarship to Ellen Sanin, Jamie Bird and Don Crawford. Former Spiritan Student of the Year John Foster presented the Student of the Year 2014 Award to Maximillian Heinauer. The evening concluded with a benediction provided by Rev. Gregory Olikenyi, C.S.Sp.

Robert & Patricia Gussin Act 101/Spiritans Division Advisory Board

The Robert & Patricia Gussin Act 101/Spiritans Division Advisory Board met only once in the past year, in June 2015 to go over the whole academic year's progress. Comprised of various University faculty and administrative personnel and outstanding community leaders, the Board provides a broad spectrum of talents, contacts, and ideas that benefit the Spiritan Division, Duquesne University, and our students. Topics covered included an update on the progress of the Division, current events within the Division, a discussion of the status of the Pennsylvania Acts (Act 101) Program, and a review of the upcoming student curriculum and activities planned for the 2015 Summer Semester. It is decided to have the advisory board meeting twice a year as it was in past. The next meeting is scheduled in December 2015.

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E. BUDGETARY INFORMATION – REVENUE

Tuition Revenue for the Academic Year 2015 - 2016

	<u>Part-Time</u>	<u>Full Time</u>	<u>Total</u>
Summer 2015 (excluding new summer freshmen)	\$ 5,886		5,886
Fall 2015		3,073,798	3,073,798
Spring 2016		2,955,575	2,955,575
Sub-Total, Regular Tuition	\$ 5,886	6,029,373	6,035,259
2015 Freshman Summer Semester Program Tuition			125,146
Total Tuition Receipts	\$ 5,886	6,029,373	6,160,405
<u>Grants</u>			
ACT 101 “Pennsylvania Acts” Equal Opportunity for Higher Education			118,555
TOTAL: REVENUE:			\$6,278,960
<u>Scholarships Administered</u>			
Gussin's Endowed Scholarship			\$1,750,000

IV. CHALLENGES & NEEDS

Act 101 (the “Pennsylvania Acts” Program)

The Act 101 program, referred to at Duquesne University as “Pennsylvania Acts,” was significantly affected by state budget cuts in 2009-10. Before that academic year, the Commonwealth of Pennsylvania provided sufficient funding to Duquesne which enabled us to serve 175 students who were specifically identified as being both economically disadvantaged and academically at risk. The Division applied for Act 101 funds this year on a competitive basis with other universities. We were successful in receiving funding grants to continue providing services under the program. However, the Commonwealth allowed funding for slightly fewer than 90 students this year. As a result of the budget cuts and funding reduction, our staff had to be reduced by three employees. Two employees were subsequently re-hired. Nevertheless, the Act 101 staff met the challenge and the program is still only staffed by two full time employees. Work was redistributed and the Division staff continued to actively reach out to students by providing student support services in the areas of counseling, advising, tutoring and academic coaching. In the final analysis, the program once again this year ultimately served more students than the state required.

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V. EXECUTIVE SUMMARY

A. DESCRIPTION OF THE SPIRITAN DIVISION RETENTION MODEL

The Robert and Patricia Gussin Spiritan Division of Academic Programs (GSDAP), a full service department, enrolls annually a freshman cohort of students whose SAT scores and GPA'S are significantly below their peers in the entering freshman classes. After completing the Division's one-year curriculum and meeting the eligibility criteria of their chosen schools, students may opt to remain in the Division for a second year or transfer to their schools of choice.

Through a systematically executed tent of services, the Division proactively combats academic performance and retention issues through implementation of its comprehensive service model. The model's core phases of readiness, accountability, and achievement (the RAA model) are the driving retention forces. While each strand is woven throughout the delivery system, there are services and programs specifically designed to address these forces. Description of the RAA model's core system ensues.

Readiness Core Phase

The major readiness core is the five-week, residential Summer Passage Program which prepares students; parents; and Division counselors, tutors, faculty and administrators to participate in the Division's support community. This phase begins before the Summer Passage Program with students' receiving an agreement signed by the Provost, Director of Admissions, and Director of the Division along with their acceptance letters. The agreement details services the Division provides; and students' signatures confirm their participation.

Research suggests that students who leave college before graduation often lack a sense of belonging; membership in a learning community can give them that feeling of security that anchors them to the institution, and such is accomplished through the Summer Passage Program.

The Summer Passage Program readies students through the following system:

1. Parent-Student Orientation: Focuses—in small group question and answer sessions led by staff—on how the Division works.

2. Summer curriculum: Includes four courses totaling six credits

- Part of the Division's 24-credit freshman-year curriculum and preparation for fall classes through experiencing college level course rigor.
- Three-credit freshman English and one-credit Computer Literacy—part of the University's core curriculum.
- Academic Strategies and Introduction to University Success (1 credit each), also count toward graduation—focus on learning strategies and thinking through social and academic situations.

3. Evening Tutorials: Required labs for English and computer research courses. Faculty coordinate with tutors to ensure that needs identified in class are addressed.

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4. Skills Assessment:

- Determined through a test battery, course work, tutorial performance, and course grades.
- Results form the basis of individualized, tutor-delivered, student services implemented during academic year.

5. Activities: Students, faculty, and staff attend plays, sporting events, and participate in outdoor team building programs designed to build community.

6. Faculty Award Ceremony: At the end of the Summer Passage, parents and staff celebrate student achievement with faculty awards. Two endowed book scholarships are awarded to the most improved students.

During the Summer Passage Program, support teams are formed, six credits earned and students:

- Develop the attitudes, behaviors, skills, work ethic needed for college success.
- Build intellectual confidence and establish solid academic records.

Accountability and Achievement Core Phases

The accountability and achievement cores are major foci during freshman year and work hand-in-hand. During the summer, students learn the importance of developing collegial relationships with teachers, attending and participating in class; and completing assignments on time.

Accountability is reciprocal: both the student and the Division must deliver—the Division, its support network, and the students, their best efforts. To encourage students to do their best, the Division's tentacles of service are both proactive and strategic.

The major proactive accountability services include -

- daily monitoring of class attendance: to call and email those who missed;
- faculty-written progress reports three times per semester: to trigger student-staff contact.
- three faculty meetings per semester: to share insights, discuss teaching methods, and other techniques to better assist students;
- weekly meeting with adviser: to monitor progress and individualized skill development plans.

A primary strategic service is in the work of the student standing/intervention committee which functions in part in reaction to faculty progress reports. Students experiencing difficulty meet with the intervention committee to develop success strategy. In compliance with FERPA, parents are sometimes in attendance. Responding to mid-term reports, the committee directs students to contact professors for ways to improve their status. Using the Progress Agreement Form, students detail agreements reached with the faculty and return it to the advisor. The agreement informs ongoing discussions during students'

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weekly meetings with their advisor.

Specific Goals and Objectives of the Retention Model

The overriding goal of the Division is to help our students demonstrate their ability to compete academically with direct admit students by providing:

- **Required, signed student/Division agreement:** promotes students' ownership of academic and personal development.
- **Division-selected faculty:** ensures commitment to Division's goal of student success.
- **Required early start:** awards credit for Summer Passage Program.
- **Development of individual service prescriptions:** includes unlimited course tutoring, based on assessments and course performance.
- **Weekly meetings with academic advisor and/or counselor:** promotes early intervention.
- **Tracking class attendance:** determines intervention; confirms compliance
- **Early registration status:** gives advantage in course selections.
- **Core English I and II courses supplemented with lab session:** reinforces skill development.
- **Weekly common-hour seminar:** strengthens development of the student community.
- **Credited-bearing University courses:** comprises Division curriculum to underscore Division students' "belongingness" in the University community
- **Option of staying or transferring:** provides sophomore students the option to remain in the Division or transfer to the University school of choice.
- **Instructors' pre-midterm, mid-term, and pre-finals reports:** provides feedback for Student Standing/Intervention Committee's student meetings to address performance, including attendance and tardiness, before failure becomes inevitable.

B. MISSION

The mission of the Robert and Patricia Gussin Spiritan Division of Academic Programs is teaching, caring, and building futures through a community of excellence. The Division uses intellectual potential as the overriding criterion for University admission and makes available to students a comprehensive network of programs and services to help them develop the academic and social skills required in higher education to be successful learners within their chosen programs of study.

OVERRIDING GOALS OF THE SPIRITAN DIVISION:

- To provide a holistic approach to learning by addressing both the affective and cognitive needs of division students.

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- To offer undergraduates individualized and personalized programs and services in advising, counseling, tutoring and other instructional activities that promote successful completion of courses, skill development, and eventual declaration of majors in various degree programs within schools of the University.
- To provide scholarly and cultural knowledge and to affect successful transitions of first-year students into the life of the University

A considerable portion of the Robert & Patricia Gussin Spiritan Division's progress is measured in terms of the academic success of its students. Highlights for 2015-16 include the following:

Goal #1: Summer Semester: 90% freshman will complete the summer semester with a 2.0 QPA; & at least 85% will earn all six credits offered for the term.

Outcome: 91% of earned a QPA of 2.0 or higher & 76% of summer semester students earned the maximum six credits for the term.

Goal #2: Freshman Cumulative QPA: 80% of Division freshmen will complete their first year with a cumulative QPA of 2.0 or higher.

Outcome: 92% of all fall term freshmen earned a cumulative QPA of 2.00 or higher.

Goal #3: Credits earned at the end of the freshman year: At least 50% of Division freshmen will have attained 30 or more University credits.

Outcome: 51% (22 of the 43 Traditional Spiritan freshmen) attained 30 or more credits

Goal #4: Dean's List: at least 15% of the incoming freshmen students will attain Dean's List status during the year.

Outcome: 7 students attained Dean's List (16% of the 48 Division freshmen)

C. DIVISION STUDENT PROFILE, PERFORMANCE, RETENTION, AND GRADUATION ANALYSIS

Profile

Since 1997, a total of 1015 students have enrolled at the University as Spiritan Division students comprising to date 19 freshman cohorts. Review of the student profiles of Division students compared to their freshmen counterparts in the schools provides an important context from which to view their performance and retention records.

Historically, the Division's average SAT scores have been lower than both Duquesne University and the national average. Over the last eleven years—

- Duquesne University's eleven years average combined SAT score is 1127.
- The national eleven years average combined SAT score is 1017.

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- The combined eleven years year SAT average for the Division is 965.
- 162 points lower than Duquesne University
- 52 points below the national average.
- This year the Division's score is lower than national average by 29 points

Relative to Division students' high school QPA history, over a nineteen-year period (2000-2015), the QPA average of entering Division freshmen is 2.73 while the average QPA of University freshman classes during that same period is 3.59.

Even though the SAT scores and high school QPA'S of Division students are significantly lower than students admitted to the schools, the reason for their enrollment in the Division, the performance and retention data have consistently been strong. A look at the performance and retention of the 2015-16 freshman class and of the 196 students who entered the University as a member of one of the Division's cohorts and were enrolled as upperclassmen in 2015-16 will support this contention.

Performance

Review of the performance and retention records of cohort #19 reveals the following:

- Average cumulative QPA at the end of the spring term is 2.62.
- Almost two in six Division freshmen (47%) earned a cumulative QPA 3.0 or higher.
- 63% earned a cumulative QPA of 2.50 or higher.
- 77% maintained a satisfactory cumulative QPA of 2.0 or higher.
- 86% met the basic minimum freshman retention level QPA of 1.50.
- Of the original 49 Gussin Spiritan Division freshmen who attended the 2015 Summer Semester, 43 students were still attending by the end of the spring 2016 term, resulting in a first-year freshman retention rate of **88%**.

Concerning the performance of the 152 upperclassmen from the various Division cohorts, they continue to make steady progress toward their degrees. An analysis of cumulative QPA'S of current undergraduate students shows that

- The average cumulative QPA of those currently attending is 2.86.
- The most common range of cumulative QPA'S is between 2.50 and 2.99 (36%)
- At least 9 of every 10 students have a cumulative QPA 2.0 or higher (94%)

Cohort # 19 in addition to the 152 upperclassmen attained Dean's List 38 times throughout the academic year: 14 students in the fall and 24 in the spring, 22% of the total.

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Retention

The Division's first-to-second year retention data is impressive as shown below:

- The first-to-second year retention rate is 83% for all students from Cohorts #1 through #18 which is only 3% less than that of Duquesne University's 86% retention rate since the Division's inception in 1997.
- In four individual years, the Division had first-to-second-year retention rates exceeding the 90% level.
- The Division averaged 83% first-to-second year retention over the last five years, which is 94% that of Duquesne University's last five-year freshman retention rate of 87%.

A total of 37 students who began their education at Duquesne as Spiritan Division students graduated during the 2015-2016 academic year. The Division's graduation rate from inception is 54.4%. The graduation rate for the last six year is 53.5%

Act 101 Program

The mission of the Act 101 Program is to provide opportunities for college enrollment and success for students who are economically, educationally, or socially disadvantaged as defined by guidelines established by the Commonwealth of Pennsylvania. The Act 101 program student group served is derived from two populations at the university: the GSD and the university at large. Students admitted to the Division automatically satisfy the state's academic criterion. Students' economic eligibility places them on the Act 101 roster of students served.

In the 2015-2016 academic year, 31 Division students were reported as Act 101 participating and 2 (6%) graduated and earned their degrees. Almost 68% of the 31 participating students are in good standing according to the university's academic standing policy. The Average term GPA for fall 2015 is 2.96 and for spring 2016 is 2.63.

D. ASSESSMENT

1. PROGRAM ASSESSMENT

Programs sponsored by the Robert & Patricia Gussin Spiritan Division are evaluated internally using a variety of methods, including:

1. Discussions at staff, faculty, and committee meetings.
2. Discussions with students and parents.
3. Statistical analysis based on data available to the Division.
4. Questionnaires when appropriate.
5. Written feedback from students during their annual student evaluation in the spring term.

The available information is reviewed by all appropriate staff members and the necessary recommendations are implemented. Our programs are assessed on an ongoing basis and modified as needed.

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2. FACULTY ASSESSMENT

Faculty members are assessed through Duquesne University's "SES" (Student Evaluation Surveys). These questionnaires are distributed to all students near the end of each semester, and the results are submitted to the Assistant to the Dean of Graduate School. The results are processed and then returned to the Division for review. Appropriate feedback is provided regarding strengths and suggested improvements to the instructor, and the survey results can be used as a factor when considering faculty rehire.

New faculty applicants are first interviewed by the Division's Associate Director. Candidates meeting the initial requirements for the position are then asked to prepare and present a sample lesson before the full administrative staff. Staff members review the teaching demonstration and share their viewpoints in order to obtain a general consensus and establish a hiring recommendation. Factors commonly taken into consideration include subject knowledge, the ability to present course materials in an interesting manner and at an appropriate level, classroom management style, overall teaching expertise and effectiveness, and the likelihood that the candidate will relate well to college students.

Likewise, the faculty has opportunities to provide the Division with feedback from their perspective regarding our classes and programs. One such avenue of approach, which has been in use for many years, is through discussion at the regularly scheduled faculty meetings. Typically, faculty meetings are held prior to the start of the term, shortly after the midterm exams, and shortly after the term ends. The faculty also completes a questionnaire that enables the Division to evaluate our programs and courses. This year's questionnaire included seven questions, allowing us to obtain feedback from instructors in the following areas:

- (1) The interaction with the Gussin Spiritan Division Staff;
- (2) The tasks the instructor feel were performed well during the past semester;
- (3) The Most noteworthy achievements as a faculty member;
- (4) The greatest challenges as a faculty member;
- (5) How can the Division improve its services to the faculty?;
- (6) How can the Division improve its services to the students?;
- (7) Additional comments.

Positive feedback included "Watching the light bulbs go off in the students," "Developed student enthusiasm," "Assisting students with learning difficulties to function at a higher level."

Suggested areas of improvement included: reduce amount of paperwork; clinics could be segmented into smaller groups as dictated by specific students' needs or habits/styles of working and writing; and, group extracurricular activities occasionally reduced the amount of time students had available to do assignments.

E. REVENUE

An Act 101 "Pennsylvania Acts" Equal Opportunity for Higher Education grant was obtained in the amount of \$118,555. The Spiritan Division freshman class of 2015-2016 paid \$6,278,960 in tuition for their registrations summer, fall, and spring semesters.