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## **Self –Study Report August 2000 – August 2003**

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## **Section 1**

### **Student Registration in the CAD**

#### **Review of CAD records (Fall 2000 – Spring 2003)**

The CAD has had 2991 student registrations since Fall 2000. The table below records the results obtained by students in CAD courses since the beginning of the program in August 2000. It should be noted that a D grade was accepted as a passing grade up until, and including, the fall session of 2001, after which a decision was taken to introduce compatibility with other core courses, where a D grade requires that the course be repeated.

Results show the majority of students obtaining B grade with a DFW rate (D grade, Fail grade, Withdrawal) of less than 10%.

These records indicate compliance with the evaluation criteria of the Center and indicate that the program discriminates fairly among students, with a minority obtaining the excellence associated with the A grade, and a smaller minority not achieving the basic acceptable standard required.

Since the fall semester of 2002 very few WF grades have been recorded in any CADS course.

Full details of grades obtained can be viewed in the table below.

### CAD Student Records: Fall 2000-Spring 2003

#### Fall 2000

Course	A	B	C	D	F	WF	W	Total
1201	3	54	53	20	4	2	N/A	136
1203	24	89	72	22	7	N/A	1	215
<b>Grand Total</b>	<b>27</b>	<b>143</b>	<b>125</b>	<b>42</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>351</b>

#### Spring 2001

Course	A	B	C	D	F	WF	W	Total
1201	16	64	65	15	7	N/A	2	169
1202	19	64	16	16	8	4	N/A	127
1203	11	55	36	13	3	2	N/A	120
1204	39	57	16	6	2	N/A	N/A	120
1205	37	31	6	1	1	N/A	N/A	76
<b>GT</b>	<b>88</b>	<b>271</b>	<b>139</b>	<b>51</b>	<b>21</b>	<b>6</b>	<b>2</b>	<b>612</b>

#### Summer 2001

Course	A	B	C	D	F	WF	W	Total
1201	0	1	5	1	N/A	N/A	N/A	7
1202	6	27	8	2	N/A	N/A	N/A	43
1204	27	24	7	1	0	2	N/A	61
1205	14	5	1	N/A	N/A	N/A	N/A	20
<b>GT</b>	<b>47</b>	<b>57</b>	<b>21</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>131</b>

#### Fall 2001

Course	A	B	C	D	F	WF	W	Total
1201	17	45	29	6	7	N/A	2	106
1202	3	44	59	10	4	N/A	1	121
1203	40	45	23	5	6	2	2	123
1204	21	52	17	4	2	4	N/A	100
1205	53	64	12	N/A	N/A	N/A	N/A	129
<b>GT</b>	<b>114</b>	<b>250</b>	<b>140</b>	<b>25</b>	<b>19</b>	<b>6</b>	<b>5</b>	<b>579</b>

**Spring 2002**

Course	A	B	C	D	F	WF	W	Total
1201	36	42	17	6	5	6	1	107
1202	15	39	29	7	4	1	2	94
1203	21	49	26	8	5	3	1cre	112
1204	14	31	16	N /A	2	2	4	69
1205	33	55	27	3	2	N/A	1wp	121
<b>GT</b>	<b>119</b>	<b>216</b>	<b>115</b>	<b>24</b>	<b>18</b>	<b>12</b>	<b>9</b>	<b>503</b>

**Summer 2002**

Course	A	B	C	D	F	WF	W	Total
1201	3	4	3	1	1	N/A	N/A	12
1202	2	20	20	1	1	N/A	N/A	44
1203	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1204	15	19	13	N/A	N/A	N/A	N/A	47
1205	20	12	5	N /A	N/A	N/A	N/A	37
<b>GT</b>	<b>40</b>	<b>55</b>	<b>41</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>140</b>

**Fall 2002**

Course	A	B	C	D	F	WF	W	Total
1201	13	31	15	3	3	1	N /A	66
1202	3	38	20	N/A	N/A	N/A	1	62
1203	19	38	26	2	9	3	N /A	97
1204	14	26	18	2	N/A	N/A	N/A	60
1205	34	29	2	1	3	N/A	N/A	69
<b>GT</b>	<b>83</b>	<b>162</b>	<b>81</b>	<b>8</b>	<b>15</b>	<b>4</b>	<b>1</b>	<b>354</b>

**Spring 2003**

Course	A	B	C	D	F	WF	W	Total
1201	7	41	27	5	1	N/A	N/A	81
1202	0	14	13	3	1	1	N/A	31
1203	28	32	12	1	1	1	N/A	74
1204	11	40	10	1	1	N/A	N/A	63
1205	36	26	5	5	N/A	N/A	N/A	72
<b>GT</b>	<b>82</b>	<b>153</b>	<b>67</b>	<b>15</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>321</b>

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## **Section 2 Center for Academic Development and Study Skills – Validation Study**

### **Introduction**

An evaluative investigation into the (predictive) validity of the General Admissions Test (GAT) and the effectiveness of the teaching program of the Center for Academic Development and Study Skills (CADS) was carried out over the period Fall 2000 to Fall 2002. The GAT and the CADS have both been operational since August 2000, so the effects of improved student selection and the new CADS teaching program should start to be felt by teaching faculty at the beginning of the academic year 2002-3.

The academic selection and academic preparation of students are inextricably related. This report therefore examines several aspects and measures of student initial proficiency and aptitude along with courses designed at AUI, particularly within the CADS, to accelerate the development of appropriate learning skills and study strategies in the student body. The report does not purport to evaluate the CADS program in isolation, but rather in the context of these newly adopted student selection (gatekeeping) procedures, the English language study program (Intensive English Program) and the core curriculum. The main target of this paper is thus the evaluation of the academic preparation program taught in the CADS within the context of the new academic admission, preparation and teaching framework established at AUI in the year 2000.

Students selected for admission in August 2000 were identified by a considerably more stringent admissions procedure than that applied to previous cohorts. The General Admissions Test (GAT) was introduced and used to make admissions decisions, in conjunction with the Baccalauréat results and the opinions of an oral interview team. Improved placement procedures for the Language Center English program as well as for required French and Arabic courses were also set up and are investigated below.

This document sets out, firstly, to evaluate the effectiveness of the GAT test in terms of its predictive validity and, secondly, to validate the program of the CADS by comparing results from required courses offered within the Center with results from other programs for which CADS courses are designed as preparation. Thirdly, in section two of this document CADS, courses will be evaluated by student and faculty questionnaire with a view to ascertaining perceived improvement in student performance attributable to the CADS teaching program. Thus, this investigation includes both test-based and questionnaire-based research approaches.

**I) Quantitative (test-based) Evaluation****1) Hypotheses****i) Academic Performance**

The August 2000 and January 2001 admissions cohorts into AUI, having been selected on a much more rigorous basis than previous cohorts, should demonstrate an improvement in overall academic performance, as measured by their GPA, when compared to previous years' intakes.

**ii) General Admissions Test (GAT)**

The GAT should demonstrate a high level predictive validity when correlated with the results of courses in academic programs. The predictive validity study of the GAT must be reinforced by a thorough validation of the test by classical test theory methods (item analysis). Obviously, an unreliable or invalid measure cannot serve as a basis for any meaningful generalizations.

Certain subcomponents of the GAT test will probably correlate more highly than other subtests with the results obtained by students in specific courses; e.g. Math. 1301 should correlate highly with GAT section 4 – Numerical Reasoning; Composition 1301 could correlate highly with the GAT essay section. This would indicate that the admissions test is a reliable predictor of academic success.

**iii) The Baccalauréat, CADS and GPA**

The results of the Moroccan Baccalauréat examination should demonstrate a relationship with the CADS courses and with subsequent GPA. This relationship will be investigated using correlational techniques. Implications for employing the Baccalauréat scores as a gatekeeping measure will be examined. It is anticipated that the Baccalauréat results are unlikely to demonstrate any predictive capacities when studied in conjunction with the University's learning outcomes and quantitative evaluation measures.

**iv) CADS courses**

The individual course grades of students in these cohorts should demonstrate a set of clear and positive correlational links among CADS courses and content courses. These links could imply a causal relationship between the preparatory courses offered by the CADS and the content programs offered by the Schools. This relationship may prove to be stronger in the School of Business Administration and School of Humanities and Social Sciences, where more emphasis is placed on academic writing proficiency, than in the School of Science

and Engineering where more importance is attached to mathematical problem-solving, calculation and computer programming.

## 2) **Methodology**

Data were entered on an Excel spreadsheet and analyzed by SPSS. These data include all GAT subcomponents and overall score, baccalauréat and TOEFL results, placement test results and a wide range of AUI examination data, as well as overall GPA for each member of the cohort under study. Data were entered anonymously. See appendix 1 for specification of the data collected (page 23).

Correlational techniques were used to establish the predictive validity of the GAT and other entry measures, including the baccalauréat results. Regression analysis was used to assess the impact of individual sub-tests of the GAT on academic achievement in various domains.

Similar techniques were used to assess the concurrent validity of evaluation results in the CADS courses in relation to other content courses taught either alongside or immediately following the CADS program. High *r scores* (correlation coefficients) demonstrate a close linear relationship between scores obtained, implying that CADS courses could be helpful in preparing students for academic success in other courses.

29 fields of numerical information for more than 300 students were entered on a spreadsheet and were analyzed using SPSS software. These fields included the Baccalauréat results, GAT scores for all subtests, results for all Language Center courses, English Composition courses, core math and computer science courses as well as placement test results and other core course test results. The first four semesters of GPA and Cumulative GPA, after two years of study, were also entered. For full information on the fields, see appendix I. The initial correlational study employed the Pearson Product Moment formula to produce a correlation matrix for all components of the data. The resulting matrix is added as appendix II.

## 3) **Results – Quantitative study**

### i) **‘Classical Test Theory’ (CTT) analytical Methods - GAT**

The GAT was demonstrated to be a reliable test by Scantron default analysis employing classical test theory methods. KR20 split-half reliability indicators return a value of  $r_{xx'}$   $>0.73$  and  $< 0.85$  consistently, regardless of the test form. Removal of defective test items from the test would undoubtedly raise the reliability to around 0.9, compatible with internationally standardized tests, such as the TOEFL and the SAT. In future

administrations of the test, once an adequate bank of tested items has been established, a higher reliability coefficient is expected by recycling of ‘good’ items. However, test reliability in the context of multi-trait aptitude testing

Inter-test consistency studies, as determined by a comparison of mean scores, assuming statistical homogeneity of populations, have shown that the Arabic version of the test is of comparable difficulty to the French versions. Arithmetic means were used to determine comparability of different test forms. It was thus considered unnecessary to use z-scores to ensure scoring compatibility of the two versions of the test. (The Z-score is a direct indication of the distance that a raw score is from the mean in standard deviation units (Brown, 1996). Assuming homogeneity of population a z score can be used to compare two groups of testees taking purportedly compatible tests whose scoring procedures, format or results appear to differ significantly and where the arithmetical mean scores afford little indication of comparability). Analysis of the arithmetic means of different versions of the GAT tests in both Arabic and French indicate that global difficulty levels are similar regardless of the delivery language. Variation among the means does not exceed 9%. This can be improved upon, however, as the current differences in mean exceed the standard error of measurement (SEM) of the tests, analysis of which returns values of approximately +/- 4 on all forms, using the formula  $SEM = \frac{\text{standard deviation}}{\sqrt{1 - \text{reliability coefficient}}}$  (SEM = S  $\sqrt{1 - (r_{xx})}$ ) (Brown 1996).

Example means (from Summer 2002 administration):

Arabic form 1 (version 311) 8 = 45

Arabic form 2 (version 313) 8 = 39

French form 1 (version 312) 8 = 42

French form 2 (version 314) 8 = 36

Difficulty levels, as determined by mean scores and classical test theory methods, vary more at subtest level than with overall global score. The numerical reasoning and spatial reasoning sections return consistently lower means than the other (verbal) sections. The analogies section (section 3) tends to deviate from general patterns which suggests that this section should be carefully reviewed. An example of this deviation was observed in data from the Summer 2000 administration of the test where the upper quartiles from sections 1, 3, 4, and 7 (verbal reasoning, reading and writing sections) scored badly in the analogies section (section 2), while lower quartiles scored higher. Thus, patterns of reverse discrimination were observed. These patterns are a cause for concern and indicate a need for further study. However, these patterns of discrimination are not consistently abnormal. In another form of the GAT, not analyzed by this study (Summer 2002 administration), the analogies question returned an arithmetic mean of 50% and items displayed acceptable facility values and conventional discriminative properties.

Broadly speaking, individual item analysis according to classical test theory indicate that the majority of items fall within normal boundaries of acceptability. Facility values for

most items fall between 0.3 and 0.75. Discrimination indices of individual items similarly fall within acceptable boundaries when calculated using comparisons of correct answer response rates between upper and lower quartiles of the test takers. (The discrimination indices (ID) are a function of the facility values (IF), according to the following formula:  $(ID = IF_{upper} - IF_{lower})$  where IF is the facility value of the item (the number of incorrect answers encountered divided by the number test takers for a particular item). Returns of  $ID = >0.2$  and  $<0.8$  are treated as acceptable for the purpose of this study in the context of this test.

## ii) Correlational study - GAT

PPM correlations between GAT and GPA were disappointingly low, indicating that the GAT test is not a good predictor of academic success. None of the GAT subscores, nor the final total, correlated at any significant level with any subsequent measure of GPA. For the correlation matrix relating GAT scores to subsequent GPA scores see Fig 1 below. For full information relating GAT scores to all the other fields in this study see the matrix in appendix III. PPM correlation scores vary between  $-0.1$  and  $+0.2$  indicating that there is very little rank correspondence between the scores. The highest correlation observed is one of  $r = 0.2$  (total score with cumulative GPA).

These findings concur with recent studies carried out in the U.S (e.g. Atkinson 2001) that the relationship between academic aptitude tests and academic achievement are at best tenuous. Atkinson's study is based on an examination of the predictive validity of the traditional SAT. Although the AUI GAT is not the SAT it does have similarities in its format and its constructs and some of Atkinson's arguments may be transferable.

**Figure 1 – Correlations between GAT results and GPA**

<i>Section of GAT</i>	<i>GPA 1</i>	<i>GPA 2</i>	<i>GPA 3</i>	<i>CUMULATIVE GPA</i>
1- Writing	0.22	0.07	0.15	0.12
2 – GK	0.1	0.08	0.19	0.13
3– Analogy	0	0	-0.16	0
4 – Sentences	0	-0.06	0.1	0.05
5 – Numerical	0.01	-0.05	0.05	0
6 – Spatial	0.1	0.01	0.05	0.1
7 – Reading	0.04	-0.03	0.02	0.08
TOTAL (exc. Writing)	0.1	-0.02	0.07	0.15
TOTAL	0.17	0.065	0.13	0.2

Correlations significant at  $p < 0.05$

### iii) Correlations – Baccalauréat and GPA.

The University has long suspected the Moroccan Baccalauréat scores as being poor predictors of academic success. Anecdotal experience with students entering AUI has demonstrated that the real discriminatory powers of the Baccalauréat, especially in within the result range of 10-13 (moyenne générale) are suspect. A thorough validation study of the Moroccan baccalauréat has not been carried out and is thus difficult to confirm or refute these intuitions. As the baccalauréat results of most of most of the students applying for places at AUI fall within this range (10-13) a clear need for additional data, on which to base ethical gatekeeping decisions, has been observed.

After two years of university study for the cohort under review the baccalauréat correlated at 0.35 with cumulative GPA ( $p < 0.001$ ). This calls into question the usefulness of using baccalauréat scores as predictors of subsequent achievement.

It should be noted, however, that it would be unfair to condemn the baccalauréat as a whole on the basis of this experience. The sample in the study is highly truncated, excluding almost all scores in excess of 13 and all scores under 10 (moyenne générale). There is evidence, again anecdotal, to suggest that baccalauréat scores in excess of 13 do indeed act as reliable predictors of academic success. Students with such scores tend to apply to AUI only rarely, however, preferring to enroll in state-sponsored programs in Moroccan or French ‘Grandes Ecoles’ and Universities where the costs incurred by the student are minimal or non-existent.

The results are recorded in the table below.

Figure 2: Baccalauréat and GPA – Correlations (2000-2001 Intake)

	GPA (1 sem)	GPA (2 sem)	GPA (3 sem)	GPA (4 sem)	Cumulative GPA
Bac	0.38	0.29	0.26	0.34	0.35

All correlations significant at 99% confidence ( $p < 0.001$ ).

### iv) Correlational study - CADS courses

Correlations between CADS courses and measures of GPA indicate that CADS courses act as consistent predictors of success in academic study. For example, SSK1201 Skills for Learning and Research correlates consistently at around  $r = 0.45$  with all measures of GPA (excluding GPA of the first semester of study of which SSK1201 is an integral component and therefore correlates deceptively more highly at  $r = 0.54$ ). All the other four CADS courses return  $r$  values of between  $r = 0.4$  and  $0.6$  with the exception of SSK1202 (Critical Reading and Problem Solving) which returns slightly lower values

(between  $r = 0.25$  and  $r = 0.47$ ). All correlations were found to be significant at 99% confidence ( $p < 0.01$ )

Care must be exercised when interpreting these coefficients. Although it is highly unlikely that results are fortuitous ( $p < 0.001$ ) there is no certainty that a causal relationship exists between these courses and academic success. The values returned by the analysis imply, however, that a student who scores well in his CADS courses is likely to score well in his other core courses at the University. In statistical terms, a correlation of  $r = 0.5$  between two fields indicates that 25% of the variance in the score obtained in the second course (the independent variable) is attributable to factors contained in the first (the dependent variable). The other 75% of the variance is attributable to other (unspecified) factors. Thus, the *null hypothesis* that there is no relationship between achievement in CADS courses and achievement in GPA can be rejected.

Other courses which correlate relatively highly with GPA measures are:

- 1) Core Math courses. Math 1301, for example, correlates with GPA at  $r = 0.7$  at 99% level of confidence ( $p < 0.01$  – two-tailed).
- 2) Academic writing courses, such as those offered by the Language Center, correlate with GPA at approximately  $r = 0.4$  at 99% level of confidence ( $p < 0.01$  – two-tailed).
- 3) Composition courses offered by the School of Humanities correlate at 0.55 (approx. mean value of two courses at  $p < 0.01$ )
- 4) The basic computer science course (CSC1400) also appears to act as a predictor of success, correlating at  $r = 0.6$  with cumulative GPA after four semesters ( $p < 0.01$ ).

For full details the correlation matrix in appendix II should be examined. Interestingly, although measures of writing proficiency in English correlate highly with GPA, other measures of writing ability in other languages (such as the measures of French and Arabic writing skills in the GAT) do not show a tendency to correlate with subsequent test scores and results in core courses.

## **5) Observations and Discussion - Quantitative Study**

### **i) Correlations between Tests and Course Results**

The fact that high correlations were observed between English tests, French tests and Arabic tests may imply that the cognitive and organizational skills involved in the production of written assignments are similar to those which lead to success in other domains. Furthermore, when the language used is English the correlation becomes higher than when the language in use is French or Arabic. This suggests that the actual language used for writing, as well as the ability to construct academically well-organized text with considered intellectual content, is a factor contributing to academic success.

The basic Computer Science course (CSC1400) also appears to act as a predictor of success, correlating at  $r = 0.6$  with cumulative GPA after four semesters.

Other course with apparent predictive validity include all the SSK courses taught in CADS, whose correlations with cumulative GPA vary between 0.4 and 0.7. English composition also appears to predict elements of subsequent academic success, correlating at approximately 0.4. Strength in mathematics similarly correlates relatively highly 0.47.

Language courses, as numerous other studies have shown, demonstrate predictive validity at around  $r = 0.35 - 0.4$ , though several inconsistencies were unearthed by this investigation. Not surprisingly, the academic reading and writing courses ARW1 and ARW 2 (Academic Reading and Writing) have the highest coefficients, though GAC 2 (Grammar in an Academic Context – module 1) correlates at 0.52 with Cumulative Grade Point average after four semesters. Before attaching any significance to this unusually high result, I would prefer to examine the results from another cohort of students to confirm or refute the finding.

Numerous other studies have returned similar findings: Graham, J.C (1987) summarizes these studies and Cotton and Conrow (1998), Kerstjens and Nery (2002) revive the issue in more recent publications. It seems that over the years the predictive validity of measures of language proficiency has remained consistently low.

## **ii) Limitations on the Interpretation of Data**

It should be noted that some of the correlations between certain courses and GPA results in this study could be misleading for the following reason. If the result of a course is correlated with GPA for the same semester during which the course was taken by the students of the population in the study the correlation will be unrealistically high. As an extreme example, in their first semester of study some students take only one credit course – SSK 1203 Computer Skills for Independent Learning (A CADS course). Thus their first semester GPA will be a reflection of their grade in this course only and will obviously correlate at 1.0. Such data has been deleted from the database, but other less extreme examples of this tendency have not been removed due to problems of identification. Thus when reviewing the correlation matrix this factor should be borne in mind. Later calculations of GPA (third and fourth semester of study) will be free of the numerical influence of CADS course grades and the data analysis will thus be more meaningful.

## **iii) TOEFL**

The institutional TOEFL scores vary at random with all other measures of proficiency employed at AUI, be these general academic measures (GPA) or language specific tests and courses (Language Center IEP, SHSS English Composition etc.). TOEFL scores cannot therefore serve as a predictive measure of the performance of students entering AUI in any area. The courses where closest correlations could be expected are the

Language Center IEP courses but no correlations exceeded  $r = 0.2$ , with the exception of Academic Speaking and listening (module 1) where  $r = 0.6$  ( $p < 0.01$ ).

As might be expected TOEFL did correlate at a slightly higher level ( $r = 0.4$  ( $p < 0.01$ )) with the French placement test.

#### **iv) Observations and discussion**

Little past evidence, either at AUI or anywhere else, has been found to support the view that English language proficiency can predict academic success. Clearly, a very low level of English precludes University study but students have been known to achieve good results with minimal proficiency, particularly in courses where demand for English language skills is low. By way of a general guideline, most studies have found that measures of language proficiency correlate with measures of academic achievement at around 0.4. This is to say that the score variance in language achievement proficiency measures accounts for 16% (the square of the correlation index) of the score variance in measures of academic proficiency, the other 84%+ being attributable to other unidentified factors.

Here at AUI similar patterns have emerged, though, significantly, a closer relationship has been observed between measures of academic writing ability and academic success.

## **II Qualitative (questionnaire-based) Evaluation**

A qualitative evaluation of the CADS program was carried out by questionnaire, the format of which was designed in the CADS. The questionnaires are addended as appendix III, IV (for students) and V (for faculty).

### **1) Hypotheses**

Students who have

- a) been pre-selected by the GAT and
- b) been trained in study and research techniques in the CADS program

will be perceived by their professors as better prepared academically than previous cohorts for the demands imposed by the degree program they have opted to follow.

These students will also recognize, post facto, the benefits devolving from an intensive program of study, research and computer skills such as that offered in the CADS.

## 2) Methodology

Four similar questionnaires were designed and administered to faculty and students.

### i) Questionnaires I and II: Students pre- and post-program inquiry.

Questionnaire I, was administered as an *a priori*, pre-program assessment of students' perceptions of their own abilities prior to embarking on the CADS program of study.

Questionnaire II, identical in format, was administered later, *post posteriori*, to students who had taken all the CADS courses with a view to establishing whether, in their opinion, the CADS program had achieved its objectives.

These questionnaires were divided into four sections, each targeting different aspects of academic competence.

Section 1 addresses the issue of information literacy.

Section 2 investigates computer literacy.

Section 3 deals with critical thinking, cognitive skills and elements of research paper production.

Section 4 reviews interpersonal skills.

The questions relate specifically to the intended learning outcomes of the CADS courses.

Section 1 relates mainly to SSK1201 Skills for Learning and Research.

Section 2 relates mainly to SSK1203 Computer Skills for Independent Learning.

Section 3 relates mainly to SSK1202 Critical Reading and Problem Solving.

Section 4 relates mainly to SSK1205 Interpersonal Skills and Social Interaction.

All of the above categories had previously been identified, on consultation with professors, as areas of weakness in the AUI student population. The deficiencies were identified by a needs analysis study at the set-up stage of the remediation program. The perceived weaknesses were confirmed by reports from employers of AUI graduates who also informed the University of their concerns following enquiries from the University administration.

The questionnaires can be viewed in appendices III and IV to this document. It was anticipated that students would rate themselves lower on each of the questions before following their courses in the CADS than after completing their program of study. Extrapolations could then be made as to how effective the CADS courses have been in improving student perceptions of their own abilities in the target domains. This is a self-rating study using Likert-style scaling and conclusions drawn from quantitatively expressed improvements observed in the overall rating tallies should be viewed accordingly.

It should be noted, however, that questions 13 and 15 in section 1 are not included with a view to demonstrating improvement:

*Memorize course content in preparation for exams*

*Understand that published information is usually a reliable source*

These two questions were included to check whether respondents were thinking carefully about their responses rather than answering mechanically. Students who claim to have improved rote-learning skills as a result of their CADS program are probably not giving the question the attention it deserves and other answers should therefore be treated with caution. Similarly, students whose belief in the unquestionable objectivity and validity of the printed word, even after the CADS program, are either responding carelessly, or have completely missed the point of the critical thinking aspects of the courses.

## **ii) Control Groups**

No control group was available in this study as no suitable coherent body of students to act as such could be identified. All students entering the university after August 2000 followed the CADS Academic Preparation program so the investigation was unable to compare a similar population, which was not subject to the ‘treatment’. Interpretation of the results will have to take this into consideration.

## **iii) Questionnaire III – Faculty pre- and post-program enquiry.**

These questionnaires (see appendix V) were administered to faculty with a view to investigating improvements in student academic aptitude and study/learning strategies as perceived by their professors. Professors who have experience of working with AUI students prior to the implementation of the GAT and the CADS were selected as primary respondents.

Questionnaires III and IV will also target professors who have never taught a CADS-trained or GAT-selected student. These students still form the majority of the student body at AUI (August 2002).

## **iv) Categories of respondent**

There are three categories of respondent and the respondent category will be considered when interpreting results.

Category 1 – Faculty with experience of AUI students who have not studied in the CADS. These students are currently (in the summer semester of 2002) 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> year students at AUI.

Category 2 – Faculty who have experience teaching students who have studied in the CADS as well as students who have not. These are professors who have taught first year students this year (2002).

Category 3 – Faculty who have experience ONLY of teaching students who have studied or are studying CADS courses. There are few professors in this category.

The format of the faculty questionnaire is similar to the format of the student questionnaire and the categories of investigation the same. This enables the self-report of the student to be compared easily with faculty perceptions of student abilities in the target areas of the study. In this way student perceptions of their own improvement can be investigated concurrently with faculty perceptions of the target skills and abilities of the same students.

### **3) Results - Qualitative Study**

#### **i) Student Questionnaires.**

Student responses to the questionnaires demonstrated a clear improvement in self-rating in all categories.

#### **Section 1 – Information Literacy**

The overall rating rose from 2.89 to 4.11 with particularly high improvements recorded in Library related skills – search techniques, card catalogue use etc. (questions 1, 2, 3, 8). These improvements ranged numerically from 1.3 to 1.9.

Question 13 (Use appropriate techniques to avoid plagiarizing) recorded a particularly high improvement of +1.72, which is encouraging.

The two ‘trick’ questions in this section recorded interesting results. Question 12 (Memorize course content in preparation for exams) recorded an increase of only 0.28 indicating that students had realized that this skill is no longer highly valued under their current regime of study, in contrast with that of their secondary school education. However, question 14 (Understand that published information is usually a reliable source) with an improvement of 1.14 indicates that students are not yet convinced of the unreliability of many printed sources and still find it difficult to overcome their prejudices in favor of the validity of printed word. This result raises the issue of whether critical thinking / critical reading techniques have been adequately addressed by CADS courses.

All other questions indicate that learning and study skills in this category have improved over the three semesters of study at the University, but it cannot be claimed that this

improvement is entirely due to instruction in the CADS in the absence of an convincing control group.

## **Section 2 – Computer Literacy**

The overall rating rose by 1.37, with particularly high improvements recorded for questions 22, 23 and 24 relating to terminology, document formatting and PowerPoint presentations. The Electronic mail question (19) recorded the smallest numerical improvement (0.7) implying that many students feel confident using email systems before attending the university. Encouragingly, the ‘catch’ question relating to cut-and-paste plagiarism ( 15 –I can cut and paste information from the Internet directly into my assignments) recorded a low increase of 0.61, though a decrease in perceived ability to perform such operations would have been preferable.

## **Section 3 - Critical Thinking, Cognitive Skills and Documentation**

The mean improvement in this section was 1.61.

The highest improvements were recorded on questions 29, 30 and 32, all of which relate to familiarity with document formatting (little relevance to critical thinking), of which students had virtually none before attending CADS courses. Most students appear to recognize ongoing weaknesses in critical thinking and critical reading skills. Question 24 (Evaluate a text for bias and subjectivity) returns a particularly low improvement rating of only 0.8, indicating that students feel there is still work to be done in this area. On the basis of this observation, the CADS has a clear mandate to develop instruction and practice in this area.

## **Section 4 – Interpersonal Skills**

The mean improvement for this section was 1.06, the lowest of the four sections of the questionnaire. The improvements in the ratings for each question were fairly consistent and within the range 1.03 – 1.07, with the exception of Question 38, I can listen effectively and attentively in a discussion, which returned a lower improvement rating of 0.62.

However, this section of the questionnaire demonstrated the highest pre-test ratings of all the four sections implying that the students had a clearer initial understanding of what the target skills of this section of the curriculum were and felt more confident within this area. Interestingly, the course which addresses these issues, SSK 1205 Social and Interpersonal Skills and Social Interaction, proved immensely popular with freshman student-s in contrast with the other SSK courses where teachers had to work hard to justify the relevance of the syllabus to the students. It would appear that the popularity of this course may have been partly due to the perceived accessibility of the course content?. Students felt they could achieve the objectives of this course and therefore approached the program with more confidence.

## **Overall Conclusions**

## **Student questionnaires**

Despite an initial reluctance to accept CADS preparatory courses, the majority of students appear to have recognized that they have made significant improvements in the target skill areas of the courses that they have taken at the Center. Whether these improvements are attributable to the program of study or to some other unidentified external factors cannot be determined in the absence of an adequate control group, though it would appear reasonable to assume that the program has made a significant contribution to the development of the learning skills addressed in the five courses.

The questionnaire, however, only questioned respondents on whether observable improvements in student performance had been made in connection with the program and intended learning outcomes of the CADS program. A weakness of this approach is that the questionnaire results only identify changes in perceived levels of proficiency in behavioral and performance objectives which are identified as learning outcomes of CADS courses. The results may be used to validate the courses themselves but more work needs to be done to establish which additional skills may be required to achieve academic success and to what extent CADS courses can be expected to target these. Without identifying these skills and incorporating them into the program and its evaluation they clearly cannot be evaluated.

A small number of student respondents returned questionnaires containing extremely derogatory comments and low self-evaluations indicative of a continuing undercurrent of resentment towards the CADS program among approximately ten per cent of the student population. Many of these responses were considered ‘spoiled’ by this study as the questions were not answered with any degree of consistency, and the Likert scale responses frequently contradicted the additional comments. By way of example, one student rated him/herself consistently at 1 (no knowledge) throughout the questionnaire, yet commented that s/he was totally conversant with all the target skills before even beginning the program. Where data was tolerably consistent it was entered and formed part of the analysis, though an unsubstantiated value judgement had to be made as to what exactly constituted ‘spoiled’ responses.

## **ii) Faculty Questionnaires**

The questionnaire was administered anonymously to faculty in August 2000 before the implementation of the CADS teaching program and again in December 2002. The second (post-CADS) questionnaire was issued only to teaching faculty who had experience of working with students who had passed through the CADS program of instruction and it was made clear that the questionnaire related to those students only. The results of the two administrations were then compared. The questionnaire is attached as appendix V. Professors were asked to answer questions regarding student study skills and learning strategies on a five point Likert scale. The scores for each question were then totaled

and an arithmetical mean score for each question calculated. An overall arithmetical mean score was also calculated.

There were 26 respondents to the pre-CADS questionnaire and 28 respondents to the post-CADS, representing approximately 50% of the total teaching faculty on both occasions. It should be pointed out that the respondents in August 2000 were not the same individuals as the December 2002 respondents, due to normal faculty turnover

The results of the faculty questionnaire are less positive than the student questionnaire results. Although there was a slight increase in the overall mean score of user ratings on the Likert scale, this increase of 0.1 can hardly be considered significant. (The overall mean rose from 2.9 to 3.0, indicating that, overall, professors did not perceive a significant improvement in student study habits in the period between August 2000 and December 2002). Certain questions produced negative results, indicating that students were in fact deteriorating in certain domains. Results are detailed in full below.

## **Section 1 – Information Literacy**

Differenced between pre- and post-CADS means on individual questions varied between 0.5 and – 0.9.

Questions 1,2 and 3 and 7 referring to library use (locate books in the library by specific topics, use the library card catalogs, find information using reference books, use the library effectively as a resource) reflected a clear improvement in student ability to exploit library resources effectively. Mean ratings for these questions rose 0.5 from c. 2.5 to 3.0 (exact figures can be viewed in appendix V b – results).

Other questions yielded inconclusive results; for example, the pre and post mean scores of the question “students can relating to plan and organize of personal timetables” showed no change in teacher perceptions. Similarly, the questions “understand and use different components of a textbook”, “know how to take an active role in discussion” indicated that improvement in these domains was not perceived.

Interestingly, two questions which demonstrated clear improvements in the ratings were “memorize course content in preparation for exams” (+1.3 in mean score) and “understand that published information is usually a reliable source” (+0.7). As these are two ‘skills’ which are not taught in the CADS, being thought of as undesirable attributes, there should have been no perceived improvement, yet improvements on these domains were among the highest observed.

Another disappointing result was observed for question 13 “Use appropriate techniques to avoid plagiarism” (-0.9), indicating that, in spite of the CADS drive to reduce student

plagiarism, dishonesty in academic practices is seen by AUI professors to be getting worse.

## **Section 2 – Computer Literacy**

Again results were very disappointing, indicating that professors see student computer skills as inadequate. The only questions for which where improvements were observed were “Students can cut and paste information from the internet” (+ 0.6) and “Students can present a project using PowerPoint” (+ 0.3) and students can use electronic mail systems (+ 1.3).

Other questions produced negative results. Student ability to use spreadsheet software, to format assignments, to use computer terminology, to use web browsers were rated lower in the post questionnaire than in the pre.

## **Section 3 - Critical Thinking, Cognitive Skills and Documentation**

Again the first five questions of this section indicate that there is no perceived improvement over the period under review:

Use critical thinking skills to solve problems (0)  
Evaluate a text for bias and subjectivity (-0.1)  
Apply the principles of collaborative learning (-0.2)  
Evaluate accurately the quality of my own work (0)  
Evaluate the validity of information found on the Internet (0)

Particularly disappointing is the apparent lack of improvement in critical thinking skills as this has been a key focus of the CADS teaching program since August 2000.

Other questions yielded more positive results. Questions related to the use of APA formatting, citation and referencing indicate substantial improvement (0.6) while other writing related abilities fare reasonably well (0.2 - 0.4).

## **Section 4 – Interpersonal Skills**

Again the difference between the pre-CADS questionnaire and the post-CADS were insignificant, indicating that improvements, if there have been any, have not been perceived by professors. The greatest difference was observed on question 35 (“Students can resolve interpersonal conflicts diplomatically”) with a negative value of -0.3. After students have followed a course focusing largely on conflict resolution and avoiding confrontation avoidance strategies these results are similarly disappointing.

## Overall Conclusions – Faculty questionnaires

The results obtained by the pre- and post-CADS faculty questionnaires were disappointing. In general, faculty do not share the students' positive perspective on improvements made to learning strategies and study habits since the beginning of the CADS program of instruction in August 2000. While students recognize, for the greater part, a clear improvement in the target skills over the period under review, professors tend not to share their opinions.

Broadly speaking the sample of professors responding to the questionnaire on August 2000 rated students similarly on the Likert scale to the (different) sample of professors responding in December 2002. Perhaps the picture would have been different had the sample consisted of the same individuals, but, as many professors from the original sample had moved away, this was impossible.

The anathema of plagiarism remains, in the eyes of professors, a continuing issue. According to the results of the questionnaire the problem is getting worse and not better in spite of the efforts of the CADS program to eradicate the problem at its source – i.e. student attitudes towards cheating and academic dishonesty. CADS courses address the issue of academic honesty directly to the point that no student can emerge from CADS instruction program without a clear understanding of what plagiarism means, and what strategies can be used to avoid accusations of academic dishonesty. No student can pretend ignorance of the issue, or profess uncertainty as to the exact nature of academic dishonesty. Additionally, students are trained to approach their professors if in any doubt. It can therefore only be assumed that attempts at plagiarism after the CADS program of instruction are deliberately dishonest and should be subject to disciplinary procedures. CADS must continue to take steps to convince students of the futility of plagiarism, addressing the issue at its psychological source.

The asymmetry observed between the findings of the student and the professor questionnaire conflicts with oral reports from the teaching faculty regarding observable improvements in the quality of students. Faculty having experience of AUI students before and after the initiation of the CADS recognizes significant and observable improvements in student attributes. Improvements in understanding of citation, referencing, formatting of term papers, library use, computer literacy are all areas of recorded and observable improvement. However, these are surface issues. Higher-order skills, such as critical thinking, evaluative ability, reflective and analytical skills are significantly more challenging to address pedagogically and improvements in these areas much more difficult to observe and quantify.

## Review of Hypotheses - Summary

The analysis of the data in this study led to the following conclusions with respect to the initial hypotheses presented on page 5.

### Hypothesis i) – Academic Performance

The evolution of the mean GPA score at the University since 1995 is as follows. The tendency is for the GPA to remain a constant regardless of who the students are or what their academic ability may be. The consensus of opinion among AUI faculty is that students were of a higher intellectual standard in 1995 and 1996 than they were in the following two years. After 2000 and the introduction of the improved admissions procedures and the Center for Academic Development standards rose again. The following table represents the mean GPA scores of all the students by year since the 1996-7 academic year.

Mean GPA of AUI students by year (at end of Spring semester)

1998	1999	2000	2001	2002	2003
3.0					

The data indicates that professors issue grades of consistent value regardless of the achievement of their students. That is to say the measures which they use to evaluate tend towards norm-referencing procedures rather than a firmly established criterion referenced, diachronically consistent system. Students are evaluated by comparison with each other rather than with reference to any external, pre-determined criteria. This is understandably common practice, but may not be the ideal way to conduct evaluation procedures.

On the positive side, however, no tendency towards relaxation of evaluation criteria (as would be evidenced by inflationary tendencies in the GPA) is apparent.

### Hypothesis ii - GAT and GPA

The General Admissions Test fails to correlate to any significant level with other the measures in the study indicating that the test is not a predictor of subsequent academic success. This calls into question its validity as a measure of academic aptitude.

### Hypothesis iii - Baccalauréat, CAD and GPA

The Baccalauréat scores, surprisingly, correlated significantly with measures of GPA. CAD courses returned higher indices indicating a closer linear relationship with

subsequent academic achievement; i.e. the program has predictive validity, accounting for approximately 25% of the variance in subsequent measures of GPA.

### **Hypothesis iv – CAD Courses**

The correlations of CAD courses with GPA do not appear to vary according to specialization, or school. There is no significant difference between the correlations referring to students of the School of Science and those of the students from the School of Business. There are too few students from the School of Humanities and Social Sciences in the data to obtain a significant correlation for this School. This is unfortunate, as higher correlation coefficients could have been expected in this field of study which, previous studies have shown, tends to value more highly developed language skills than other areas of study.

### REFERENCES

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## Appendix 1 – Correlation matrix – 2000-1 student Intake (011S and 012S)

### Key to Fields of Data entered

#### Data Fields – General Admissions Test

Field 13	(GEN)	General knowledge section of General Admissions Test
Field 3	(AN)	Analogies section of General Admissions Test
Field 21	(SEN)	Sentence completion section of General Admissions Test.
Field 19	(NUM)	Numerical reasoning General Admissions Test.
Field 22	(SPT)	Spatial reasoning section of General Admissions Test.
Field 20	(RDG)	Reading section of General Admissions Test
Field 29	(TOT-W)	Total score of General Admissions Test without writing component
Field 31	(WRI)	Writing section of General Admissions Test
Field 30	(TOT+W)	Total score of General Admissions Test including writing component
Field 28	(TOEFL)	Entry level TOEFL scores
Field 10	(FRENCHPL)	French Placement Test

#### Data Fields - Language Center Courses

Field 4 (ARW1)	Academic Reading and Writing (module 1)
Field 5 (ARW2)	Academic Reading and Writing (module 2)
Field 11 (GAC1)	Grammar in an Academic Context (module 1)
Field 12 (GAC2)	Grammar in an Academic Context (module 2)
Field 1 (ALS1)	Academic Listening and Speaking (module 1)
Field 2 (ALS2)	Academic Listening and Speaking (module 1)

#### Data Fields - CAD courses

Field 23 (SSK1201)	Study Skills I – Skills for Learning and Research
Field 24 (SSK1203)	Computer Skills for Independent Learning
Field 25 (SSK1202)	Study Skills 2 – Critical reading and Problem Solving
Field 26 (SSK1204)	Applied Independent Learning Methods
Field 27 (SSK1205)	Social and Interpersonal Skills and Social Interaction

#### Data Fields – Core courses

Field 8 (ENG1301)	English 1301 – Composition 1
Field 9 (ENG1302)	English 1302 – Composition 2
Field 6 (CSC1401)	Introduction to Computer Science
Field 18 (Math 13XX)	Introductory Mathematics Program (various courses).

**Data Fields -Grade Point Averages**

Field 14 (GPA1)	GPA after one semester of regular study
Field 15 (GPA2)	GPA after two semesters of regular study
Field 16 (GPA3)	GPA after three semesters of regular study
Field 17 (GPA4)	GPA after four semesters of regular study
Field 7 (CUMGPA)	Cumulative GPA after five semesters of regular study







## Appendix II – Correlation matrix – 2001-2 student Intake (021S and 022S)

### Key to Fields of Data entered

#### Data Fields – General Admissions Test and placement instruments

Field 12	(GENKN)	General knowledge section of General Admissions Test
Field 3	(ANALG)	Analogies section of General Admissions Test
Field 18	(SENT)	Sentence completion section of General Admissions Test.
Field 16	(NUM)	Numerical reasoning General Admissions Test.
Field 19	(SPATIAL)	Spatial reasoning section of General Admissions Test.
Field 17	(READ)	Reading section of General Admissions Test
Field na	(TOT-W)	Total score of General Admissions Test without writing component
Field 26	(WRIT)	Writing section of General Admissions Test
Field na	(TOT+W)	Total score of General Admissions Test including writing component
Field 8	(BAC)	Baccalauréat scores
Field 25	(TOEFL)	Entry level TOEFL scores
Field na	(FRENCHPL)	French Placement Test

#### Data Fields - Language Center Courses

Field 4	(ARD1)	Academic Reading (module 1)
Field 5	(ARD2)	Academic Reading (module 2)
Field 6	(AWT1)	Academic Writing (module 1)
Field 7	(AWT2)	Academic Writing (module 2)
Field 10	(GAC1)	Grammar in an Academic Context (module 1)
Field 11	(GAC2)	Grammar in an Academic Context (module 2)
Field 1	(ALS1)	Academic Listening and Speaking (module 1)
Field 2	(ALS2)	Academic Listening and Speaking (module 1)

#### Data Fields - CAD courses

Field 20	(SSKI201)	Study Skills I – Skills for Learning and Research
Field 22	(SSK1203)	Computer Skills for Independent Learning
Field 21	(SSK1202)	Study Skills 2 – Critical reading and Problem Solving
Field 23	(SSK1204)	Applied Independent Learning Methods
Field 24	(SSK1205)	Social and Interpersonal Skills and Social Interaction

#### Data Fields -Grade Point Averages

Field 13	(GPA1)	GPA after one semester of regular study
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Field 14 (GPA2) GPA after two semesters of regular study  
Field 15 (GPA3) GPA after three semesters of regular study  
Field 9 (CUMGPA) Cumulative GPA after five semesters of regular study





**Appendix III a – Student Questionnaire.**

**Questionnaire administered to students prior to taking the CADS program.**

**Center for Academic Development and Study Skills  
(CADS)  
Student Survey**

This information is being gathered to help delineate the role of CADS at Al Akhawayn University. This information is anonymous and confidential.

**Background Information:** Check all that apply.

**SSK1201: Study Skills I**

completed    haven't taken    currently taking

If completed, what was your grade:  A    B    C    D    F

Professor for course:  Dr. Dechesne    Dr. Rathbun    Dr. Leeman    Dr. Bland

Dr. Hottel    Dr. Malki    Mr. Hardcastle    Ms. Owens    Ms. Wilson

**SSK1202 Study Skills II: Critical Reading and Problem Solving**

completed    haven't taken    currently taking

If completed, what was your grade:  A    B    C    D    F

Professor for course:  Mr. Burgess    Dr. Bland    Ms. Owens    Ms. Wilson

**SSK1203 Computer Skills for Independent Learning**

completed    haven't taken    currently taking

If completed, what was your grade:  A    B    C    D    F

Professor for course:  Dr. Dechesne    Dr. Rathbun    Ms. El Maghraoui    Mr. Abid

Mr. Hardcastle    Ms. Owens    Ms. Wilson    Mr Burgess    Mr. Bancroft

**SSK1204 Applied Independent Learning Methods**

completed    haven't taken    currently taking

If completed, what was your grade:  A    B    C    D    F

Professor for course:  Dr. Dechesne    Dr. Rathbun    Dr. Leeman    Dr. Bland

Mr. Hardcastle

**SSK1205 Interpersonal Skills and Social Interaction**

completed    haven't taken    currently taking

If completed, what was your grade:  A    B    C    D    F



Use the library effectively as a resource 5 NA	1	2	3	4
Take effective notes from a chapter in a textbook 5 NA	1	2	3	4
Critically interpret data presented in graphic form (tables, graphs, charts) 5 NA	1	2	3	4
Know how to take an active role in a group discussion in English 5 NA	1	2	3	4
Demonstrate exam taking strategies for a variety of exam types (essay, multiple-choice, short answer) 5 NA	1	2	3	4
Memorize course content in preparation for exams 5 NA	1	2	3	4
Use appropriate techniques to avoid plagiarizing 5 NA	1	2	3	4
<b>Comments:</b>				

Cut and paste information from the Internet directly into my assignments and papers 5 NA	1	2	3	4
Use word processing software 5 NA	1	2	3	4
Use spread sheet software 5 NA	1	2	3	4
Use search engines/web browsers to find information 5 NA	1	2	3	4
Evaluate the validity of information found on the Internet 5 NA	1	2	3	4
Use electronic mail systems 5 NA	1	2	3	4
Use appropriate English terminology when talking about computers 5 NA	1	2	3	4
Format typed assignments so that they have a neat general appearance 5 NA	1	2	3	4
<b>Comments:</b>				

Use critical thinking skills to solve problems 5 NA	1	2	3	4
Evaluate a text for bias and subjectivity 5 NA	1	2	3	4
Apply the principles of collaborative learning 5 NA	1	2	3	4
Evaluate accurately the quality of my own work 5 NA	1	2	3	4
Evaluate accurately the quality of my peers' work 5 NA	1	2	3	4
Use APA/MLA referencing for the reference section of a research paper 5 NA	1	2	3	4
Cite sources using APA/MLA within the text of the paper 5 NA	1	2	3	4
Write a research paper of more than 5 pages 5 NA	1	2	3	4
Use APA/MLA style to format a research paper 5 NA	1	2	3	4
Develop an outline before beginning a project 5 NA	1	2	3	4
Present a project using PowerPoint 5 NA	1	2	3	4
Gather direct information using an instrument such as a survey, questionnaire, or interview 5 NA	1	2	3	4
Understand that published information is usually a reliable source 5 NA	1	2	3	4
<b>Comments:</b>				

Resolve interpersonal conflicts diplomatically 5 NA	1	2	3	4
Argue a point constructively without being aggressive 5 NA	1	2	3	4
Understand both sides of an argument (even if you disagree) 5 NA	1	2	3	4
Listen effectively and attentively in a discussion 5 NA	1	2	3	4
Offer criticism without causing offence 5 NA	1	2	3	4
<b>Comments:</b>				

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Understand and use different components of a textbook 5 NA (index, preface, appendix, table of contents)	1	2	3	4
Use the library effectively as a resource 5 NA	1	2	3	4
Take effective notes from a chapter in a textbook 5 NA	1	2	3	4
Critically interpret data presented in graphic form 5 NA (tables, graphs, charts)	1	2	3	4
Know how to take an active role in a group discussion in English 5 NA	1	2	3	4
Demonstrate exam taking strategies for a variety of exam types 5 NA (essay, multiple-choice, short answer)	1	2	3	4
Memorize course content in preparation for exams 5 NA	1	2	3	4
Use appropriate techniques to avoid plagiarizing 5 NA	1	2	3	4
Understand that published information is usually a reliable source 5 NA	1	2	3	4
<b>Comments:</b>				

## II – Computer Literacy

Cut and paste information from the Internet directly into their assignments and papers 5 NA	1	2	3	4
Use word processing software 5 NA	1	2	3	4
Use spread sheet software 5 NA	1	2	3	4
Use search engines/web browsers to find information 5 NA	1	2	3	4
Use electronic mail systems 5 NA	1	2	3	4
Use appropriate English terminology when talking about computers 5 NA	1	2	3	4

Format typed assignments so that they have a neat general appearance	1	2	3	4
5 NA Present a project using PowerPoint				
1 2 3 4 5 NA				
<b>Comments:</b>				

### III – Critical Thinking and Cognitive Skills

Use critical thinking skills to solve problems	1	2	3	4
5 NA				
Evaluate a text for bias and subjectivity	1	2	3	4
5 NA				
Apply the principles of collaborative learning	1	2	3	4
5 NA				
Evaluate accurately the quality of their own work	1	2	3	4
5 NA Evaluate the validity of the information found on the Internet			1	2
3 4 5 NA				
Evaluate accurately the quality of their peers' work	1	2	3	4
5 NA				
Use APA/MLA referencing for the reference section of a research paper	1	2	3	4
5 NA				
Cite sources using APA/MLA within the text of the paper	1	2	3	4
5 NA				
Write a research paper of more than 5 pages	1	2	3	4
5 NA				
Use APA/MLA style to format a research paper	1	2	3	4
5 NA				
Develop an outline before beginning a project	1	2	3	4
5 NA				
Gather direct information using an instrument such as a survey, questionnaire, or interview	1	2	3	4
5 NA				
<b>Comments:</b>				

### Section 4 - Interpersonal Skills

Resolve interpersonal conflicts diplomatically	1	2	3	4
5 NA				
Argue a point constructively without being aggressive	1	2	3	4
5 NA				
Understand both sides of an argument (even if they disagree)	1	2	3	4
5 NA				

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Listen effectively and attentively in a discussion	1	2	3	4
5 NA				
Offer criticism without causing offence	1	2	3	4
5 NA				
<b>Comments:</b>				

Please return to CADS or to the Assistant to the Director of your school.

## Appendix V b – Faculty Survey Results – Pre- and post-CADS program administration

Questions	Section 1 – Information Literacy	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	W	
1	Locate books in the library by specific topics	3	4	3	2	4	3	3	4					2	2	3	3	3	3			5	3	
2	Use the library card catalogs		4	2			4	3	4					1	2	3	2					5	3	
3	Find information using reference books	3	4	3	2		4	4	4		3		3	3	2	3	2					5	2	4
4	Understand the North American university system	2	3	2	3	4	3		4	2	3	3	3	2	3	3	1	3	2	2			2	
5	Plan and organize my personal timetable	3	3	3	3	3	4	4	4	5	3		3	2	3	3	2	3	1	2			5	
6	Understand and use different components of a textbook	3	4	4	2	4	4	4	3	4	3	3	3	3	2	3	2	4	2	3		4	2	
7	Use the library effectively as a resource	2	4	3	2	3	3	4	4		3	2	3	1	2	3	1	4	4			3	2	
8	Take effective notes from a chapter in a textbook	3	3	3	3	4	1	4	3		3	2	2	2	2	3	1	3	3	2		3	2	5
9	Critically interpret data presented in graphic form	3	3	2	2	3	3	4	3		3	3	4	3	2	3	3	4	3			3	2	4
10	Know how to take an active role in a group discussion in English	3	3	4	4	4	4		4	2	3		5	1	3	3		3				3	1	
11	Demonstrate exam taking strategies for a variety of exam types	3	3	3	4		4	4	4		3	1	4	2	2	3		3	1	3		3	1	5
12	Memorize course content in preparation for exams	4	4	4	4	4		4	4		3		3	3	4	3		4	3	3		4		
13	Use appropriate techniques to avoid plagiarizing	3	3	4	2	4	3	4	3	2	3	2	4	2	3	3	1	4	2			2	1	3
14(34)	Understand that published information is usually a reliable source	3	3	4	2	4	4	3	4	5	3	4	3	1	3	3	1	3	2	4			2	
	<b>Section 2– Computer Literacy</b>																							
15	Cut and paste information from the Internet directly into my assignments	4	5	3	5		4	4	4	2	4	4	4	4	5	4	4	4	4					
16	Use word processing software	4	4	4	3	4	5	3	4	5	3	4	4	1	3	4	3	5	4					
17	Use spreadsheet software	3	4	4	1			3	4			3		2	3	3	4	4				4		
18	Use search engines/web browsers to find information	3	5	4	3	5	4	3	4		3	3	4	4	2	4	3	4	3	4		3		
19	Use electronic mail systems		3	4		4	4	4	4		4		4	3	3	4	4	5	3	4		4		
20	Use appropriate English terminology when talking about computers	3	3	4	2		4		4	3	3		4	2	3	3		5	3	4		2	3	
21	Format typed assignments so that they have a neat general appearance	2	3	4	3	5	4	3	4	3	3	3	4	3	2	3	2	5	4			3	2	
22(32)	Present a project using powerpoint	2	4	4	3	4	5	4	4	3	3	4	5	3	5	3	4	5	3	4		3	3	
	<b>Section 3 - Critical Thinking, Cognitive Skills and documentation</b>																							
23	Use critical thinking skills to solve problems	4	3	3	2		3	4	3	5	3	2	4	3	3	2	2	4	2	3		3	2	2
24	Evaluate a text for bias and subjectivity	2	3	3	2	4	3		2	5	3		3	2	3	2	1		3			3	1	
25	Apply the principles of collaborative learning	3	2	3		2	4	3	2		3	3	4	3	1	3	2	3	1	3		3	1	3
26	Evaluate accurately the quality of my own work	2	2	3	1	4	3	4	3		3	1	4	2	3	3	1	3	1	2		3	1	3
27	Evaluate the validity of information found on the Internet	2	2	2	1	2	4	4	3		3	1	3	3	3	2	1	4	2			3	1	
28	Evaluate accurately the quality of my my peer's work		4	2	3	3	4	4	3		3	2	5	4	2	3	1	3	2			3	1	
29	Use APA/MLA referencing for the reference section of a research paper	2		4	2	4	3	4	3	2	3	2	3	3	1	3	1					3	1	
30	Cite sources using APA/MLA within the text of a paper	2	3	4	2	3	2	3	3	2	3	2	3	4	1	3	1					3	1	
31	Write a research paper of more than 5 pages	3		4	2	4	4	4	4	5		3	3	5	3	3	1					3	2	
32	Use APA/MLA style to format a research paper	2	3	4	2		3		3	2		2	3	4	1	3	1		2			3	1	
33	Develop an outline before beginning a project	3	2	2	1	4	3	3	3			1		3	1	3	1					3	1	
34	Gather direct information using an instrument such as a survey,,,,,	3	2	2	2	4	2	3	4						4	3	1						1	
	<b>Section 4 – Interpersonal Skills</b>																							
35	Resolve interpersonal conflicts diplomatically	3	2	2	3	3	3	3	3		3		4	2	4	3			1	2		3	4	
36	Argue a point constructively without being aggressive	2	3	2	3	4	4	3	3	5	4		3	3	3	3	3	4	1	3		3	2	4
37	Understand both sides of an argument	2	4	2	1	4	5	4	3	5	3	2	3	4	2	3	2	4	1	3		3	1	3
38	Listen effectively and attentively in a discussion	2	3	2	2	4	4	3	3	5	3	2	3	3	3	3	3	4	1	2		3	1	4

39	Offer criticism without causing offence	2	3	2	3	4	4	3	4	5	3	4	5	2	3	3	4	1	3	2	3	2	4
	2																						

**Section 3 – Mid-Semester Course Evaluation**

A mid-semester course evaluation is administered after the sixth week of study for each course every semester. The aim of the evaluation is to identify problems and difficulties as perceived by the students with a view to taking corrective measures for the remainder of the semester. The questionnaire attempts to unearth difficulties being experienced by students which may otherwise pass unnoticed.

The questions are tabulated below along with the numerical analysis of the results.

The aim of this investigation is to chart the progress of the evaluations for one of the CAD courses (SSK 1202) over a period of five semesters, from Spring 2002 until Summer 2003, inclusive. Along with other elements of the CAD program, this particular course initially had problems of credibility in the eyes of the students, and attracted a number of complaints. One of the main misunderstandings appeared to be a perceived lack of clarity in course objectives and their achievement. Students were confused as to the purpose of the CAD program in general and with this course in particular. This course was thus selected as a representative sample of the CAD program and the results of the data analysis can be deemed generalizable to other CAD courses.

In Spring 2002 the questionnaire results indicated that 34% of students were unclear as to the objectives of the course in spite of the fact that the intended learning outcomes were clearly posted on the course website. Similarly, 34% of students indicated a lack of clarity in the evaluation procedures for the course. 35% of students felt the evaluation procedure to be unfair. 30% felt the workload to be excessive.

The following semester student concerns were similar. Furthermore, 33% of students were still recorded as feeling that the teacher was only “usually enthusiastic” about his/her teaching. 28% of students felt that the teacher was not always prepared for class and one in five questioned teacher responsiveness to student needs.

In the Fall of 2002, levels of discontent began to subside as teachers of the course became more aware of the issues which were worrying students. Spring 2003 saw significant improvements in student attitudes, with only 12% claiming not to understand course objectives. 16% of students were still claiming not to understand the testing criteria for the course.

It was not until the Summer session of 2003 that these problems were finally laid to rest. Of the 40 students polled at this time, only one individual was unclear about the course objectives, while two students were still unclear about grading criteria and evaluation

procedures. Additionally, a vast majority of those polled felt that the teachers of the course were fully committed and always enthusiastic.

Thus, this latest administration of the evaluation yielded results which should be the norm. Measures must now be taken to ensure that these standards of clarity are maintained.

SSK1202 Critical Reading and Problem Solving is a research based inductive learning program involving collaborative research projects and heuristic, experiential learning methods. The results obtained by the questionnaires have demonstrated that heuristic learning procedures can generate confusion with Moroccan students, for whom deductive, teacher-centered methodology is the classroom norm. Other CAD courses have drawn similar negative reactions from students, probably for similar reasons. Mid-semester course evaluation reports have demonstrated similar tendencies for all CAD courses, with the exception of SSK1205: Interpersonal Skills and Social Interaction.

The information obtained from these questionnaires appear to demonstrate that students are developing a clearer picture of what it is that CAD courses are aiming to instill. The initial confusion over objectives and resistance to independent learning strategies felt by students entering AUI are now being overcome. Faculty will have to ensure that course objectives remain clear among the student body. Results from these evaluations may help teachers to guard against this.

#### Sample results - Mid-semester student course evaluations for course SSK1202: Critical Reading and Problem Solving

Questions about the course Spring 2002	N° Ss	N° Yes	N° No	Too High	Acceptable	Too Low
1- Course objectives are clear	70	37	24	N/A	N/A	N/A
	%	<b>52%</b>	<b>34%</b>			
2- Course objectives are being met	70	51	19	N/A	N/A	N/A
	%	<b>72%</b>	<b>27%</b>			
3- Course materials are well presented	70	61	8	N/A	N/A	N/A
	%	<b>87%</b>	<b>11%</b>			
4- The testing and grading procedure is clear	70	45	23	N/A	N/A	N/A
	%	<b>64%</b>	<b>32%</b>			
5- The testing procedure is fair	70	39	25	N/A	N/A	N/A
	%	<b>55%</b>	<b>35%</b>			
6- The course workload is	70	N/A	N/A	21	40	3
				<b>30%</b>	<b>57%</b>	<b>4%</b>

Questions about the teacher Spring 2002	N°Ss	N° Always	N° Usually	N° Sometimes	N° Never
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7- The teacher is enthusiastic about this course	70	41	27	2	0
	%	<b>58%</b>	<b>27%</b>	<b>2%</b>	<b>0%</b>
8- The teacher is well prepared when s/he come to class	70	49	18	2	1
	%	<b>70%</b>	<b>25%</b>	<b>2%</b>	<b>1%</b>
9- The teacher is responsive to students' needs	70	45	21	4	0
	%	<b>64%</b>	<b>30%</b>	<b>5%</b>	<b>0%</b>
10- The teacher is available for student consultations	70	47	22	1	0
	%	<b>67%</b>	<b>31%</b>	<b>1%</b>	<b>0%</b>

**SSK 1202 - Summer 2002**

<b>Questions about the course Summer 2002</b>	N° Ss	N° Yes	N° No	Too High	Acceptable	Too Low
1- Course objectives are clear	45	43	2	N/A	N/A	N/A
	%	<b>95%</b>	<b>4%</b>			
2- Course objectives are being met	45	38	7	N/A	N/A	N/A
	%	84%	15%			
3- Course materials are well presented	45	43	2	N/A	N/A	N/A
	%	<b>95%</b>	<b>4%</b>			
4- The testing and grading procedure is clear	45	33	12	N/A	N/A	N/A
	%	<b>73%</b>	<b>26%</b>			
5- The testing procedure is fair	45	34	11	N/A	N/A	N/A
	%	<b>75%</b>	<b>24%</b>			
6- The course workload is	45	N/A	N/A	21	23	1
	%			46%	51%	2%

<b>Questions about the teacher Summer 2002</b>	N°Ss	N° Always	N° Usually	N° Some-times	N° Never
7- The teacher is enthusiastic about this course	45	29	15	1	0
	%	<b>64%</b>	<b>33%</b>	<b>2%</b>	<b>0%</b>
8- The teacher is well prepared when s/he come to class	45	31	13	1	0
	%	<b>68%</b>	<b>28%</b>	<b>2%</b>	<b>0%</b>
9- The teacher is responsive to students' needs	45	33	9	2	0
	%	<b>73%</b>	<b>20%</b>	<b>4%</b>	<b>0%</b>
10- The teacher is available for student consultations	45	37	8	0	0
	%	<b>82%</b>	<b>17%</b>	<b>0%</b>	<b>0%</b>

**Fall 2002**

<b>Questions about the course Fall 2002</b>	N° Ss	N° Yes	N° No	Too High	Acceptable	Too Low
1- Course objectives are clear	44	33	11	N/A	N/A	N/A
	%	<b>75%</b>	<b>25%</b>			
2- Course objectives are being met	44	32	12	N/A	N/A	N/A
	%	<b>72%</b>	<b>27%</b>			
3- Course materials are well presented	44	35	9	N/A	N/A	N/A
	%	<b>79%</b>	<b>20%</b>			
4- The testing and grading procedure is	44	34	9	N/A	N/A	N/A

clear	%	<b>77%</b>	<b>20%</b>			
5- The testing procedure is fair	<b>44</b>	23	16	N/A	N/A	N/A
	%	<b>52%</b>	<b>36%</b>			
6- The course workload is	<b>44</b>	N/A	N/A	14	24	0
	%			<b>31%</b>	<b>54%</b>	<b>0%</b>

<b>Questions about the teacher Fall 2002</b>	<b>N°Ss</b>	<b>N° Always</b>	<b>N° Usually</b>	<b>N° Some-times</b>	<b>N° Never</b>
7- The teacher is enthusiastic about this course	<b>44</b>	26	14	2	2
	%	<b>59%</b>	<b>31%</b>	<b>4%</b>	<b>4%</b>
8- The teacher is well prepared when s/he come to class	<b>44</b>	29	10	3	2
	%	<b>65%</b>	<b>22%</b>	<b>6%</b>	<b>4%</b>
9- The teacher is responsive to students' needs	<b>44</b>	21	14	7	2
	%	<b>47%</b>	<b>31%</b>	<b>15%</b>	<b>4%</b>
10- The teacher is available for student consultations	<b>44</b>	26	14	2	2
	%	<b>59%</b>	<b>31%</b>	<b>4%</b>	<b>4%</b>

### Spring 2003 - SSK 1202

<b>Questions about the course Spring 2003</b>	<b>N° Ss</b>	<b>N° Yes</b>	<b>N° No</b>	<b>Too High</b>	<b>Acceptable</b>	<b>Too Low</b>
1- Course objectives are clear	<b>25</b>	22	3	N/A	N/A	N/A
	%	<b>88%</b>	<b>12%</b>			
2- Course objectives are being met	<b>25</b>	22	3	N/A	N/A	N/A
	%	<b>88%</b>	<b>12%</b>			
3- Course materials are well presented	<b>25</b>	24	1	N/A	N/A	N/A
	%	<b>96%</b>	<b>4%</b>			
4- The testing and grading procedure is clear	<b>25</b>	19	4	N/A	N/A	N/A
	%	<b>76%</b>	<b>16%</b>			
5- The testing procedure is fair	<b>25</b>	20	2	N/A	N/A	N/A
	%	<b>80%</b>	<b>8%</b>			
6- The course workload is	<b>25</b>	N/A	N/A	8	17	0
	%			<b>32%</b>	<b>68%</b>	<b>0%</b>

<b>Questions about the teacher Spring 2003</b>	<b>N°Ss</b>	<b>N° Always</b>	<b>N° Usually</b>	<b>N° Some-times</b>	<b>N° Never</b>
7- The teacher is enthusiastic about this course	<b>25</b>	19	5	1	0
	<b>%</b>	<b>76%</b>	<b>20%</b>	<b>4%</b>	<b>0%</b>
8- The teacher is well prepared when s/he come to class	<b>25</b>	22	3	0	0
	<b>%</b>	<b>88%</b>	<b>12%</b>	<b>0%</b>	<b>0%</b>
9- The teacher is responsive to students' needs	<b>25</b>	20	2	3	0
	<b>%</b>	<b>80%</b>	<b>8%</b>	<b>12%</b>	<b>0%</b>
10- The teacher is available for student consultations	<b>25</b>	18	7	0	0
	<b>%</b>	<b>72%</b>	<b>28%</b>	<b>0%</b>	<b>0%</b>

#### Summer 2003 - SSK 1202

<b>Questions about the course Summer 2003</b>	<b>N° Ss</b>	<b>N° Yes</b>	<b>N° No</b>	<b>Too High</b>	<b>Acceptable</b>	<b>Too Low</b>
1- Course objectives are clear	<b>39</b>	38	1	N/A	N/A	N/A
	<b>%</b>	<b>97%</b>	<b>2%</b>			
2- Course objectives are being met	<b>39</b>	37	2	N/A	N/A	N/A
	<b>%</b>	<b>94%</b>	<b>5%</b>			
3- Course materials are well presented	<b>39</b>	38	0	N/A	N/A	N/A
	<b>%</b>	<b>97%</b>	<b>0%</b>			
4- The testing and grading procedure is clear	<b>39</b>	32	2	N/A	N/A	N/A
	<b>%</b>	<b>82%</b>	<b>5%</b>			
5- The testing procedure is fair	<b>39</b>	33	4	N/A	N/A	N/A
	<b>%</b>	<b>84%</b>	<b>10%</b>			
6- The course workload is	<b>39</b>	N/A	N/A	16	23	0
	<b>%</b>			<b>41%</b>	<b>58%</b>	<b>0%</b>

<b>Questions about the teacher Summer 2003</b>	<b>N°Ss</b>	<b>N° Always</b>	<b>N° Usually</b>	<b>N° Some-times</b>	<b>N° Never</b>
7- The teacher is enthusiastic about this course	<b>39</b>	31	8	0	0
	<b>%</b>	<b>79%</b>	<b>20%</b>	<b>0%</b>	<b>0%</b>
8- The teacher is well prepared when s/he come to class	<b>39</b>	34	5	0	0
	<b>%</b>	<b>87%</b>	<b>12%</b>	<b>0%</b>	<b>0%</b>

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9- The teacher is responsive to students' needs	<b>39</b>	30	8	1	0
	<b>%</b>	<b>76%</b>	<b>20%</b>	<b>2%</b>	<b>0%</b>
10- The teacher is available for student consultations	<b>39</b>	31	8	0	0
	<b>%</b>	<b>79%</b>	<b>20</b>	<b>0%</b>	<b>0%</b>

## Section 4 Faculty Issues

- a) Student Evaluation of Faculty
- b) Faculty turnover
- c) Faculty Qualifications

### a) Student Evaluation of Faculty

An important aspect of any academic program is the way its teachers are perceived by their students. CADS follows the normal procedures for faculty evaluation by students as established by the University administration in consultation with faculty and first implemented in 1996. These student evaluations are both summative and formative in nature in that they offer feedback to the individual professors on their perceived teaching performance (formative), and additionally result in a quantitative evaluation of their teaching (summative). The information collected by this evaluation forms part of the teacher's performance file, which is reviewed by the Faculty Evaluation Committee when considering whether to suggest contract renewal or promotion for any given teacher.

Evaluation data has been collected since then fall semester of 2000, when the Center opened and is presented in tabular form on page xxx of this document.

The CADS has employed a total of 19 professors since the fall of 2000. In the majority of cases evaluations have been good. Where evaluations have been defective, measures have been implemented to address the difficulties identified by advising, training and consultation. Such measures have generally proved successful.

The general pattern observed in faculty evaluation by students is one of improvement. The semester means (averages) of the quantitative evaluation of faculty by students has shown a tendency to improve since 2000. The mean score (all faculty) in fall 2000 was 3.8 (out of a possible maximum of 5) and has now stabilized around a score of 4.4 (fall 2002).

Thus, a general improvement in the quality of faculty, as perceived by students, has been observed and quantified. The Center will continue to strive to maintain this standard of performance.

**b) Faculty turnover**

The Center for Academic Development and Study Skills has employed 14 full time teachers since August 2001. The full-time faculty complement is 7 to 8 teachers. There have been 5 resignations and 1 non-renewal of contract at the decision of the Center. The CADS has been functional for 7 complete semesters (including Summer semesters) at the time of writing of this document. Annual turnover of faculty, therefore, runs at approximately 20%. This is an acceptable figure though there is room for improvement.

**c) Faculty qualifications**

Of the faculty employed by the Center since 2000 the following patterns have emerged:

Ph. D. holders:	7 Assistant Professors
M.A. holders:	11 Lecturers
B.A. holders:	2 Lecturers

A Master's Degree (or equivalent) in a relevant field is deemed to be the minimum acceptable qualification for employment in the Center, though in certain cases other factors, such as a documented record of teaching excellence, can be considered.

Fields of specialization prevalent among faculty include Education, Teaching English as a Foreign Language, Applied Linguistics, Educational Technology, Testing and Evaluation. All faculty are required to demonstrate commitment to teaching excellence and a background of expertise in at least one aspect of education. The CAD focuses very much on teaching excellence so it is important that its faculty have clearly demonstrated expertise and considerable experience in this field.

### CADS faculty Evaluations - Fall 2000 through Spring 2003

<b>Faculty Name</b>	<b>Employment Date</b>	<b>Fall 2000 Means</b>	<b>Spring 2001 Means</b>	<b>Summer 2001 Means</b>	<b>Fall 2001 Means</b>	<b>Spring 2002 Means</b>	<b>Summer 2002 Means</b>	<b>Fall 2002 Means</b>
Teacher 1	Spring 1995	4.27 4.16	4.90		4.83	4.85	N/A	4.62
Teacher 2	Fall 2000	4.19 4.56 4.52 4.51	4.63 4.94 4.29 4.33	4.55	N/A	N/A	N/A	N/A
Teacher 3	Fall 2000	2.42 3.63 2.77 2.21	2.38 3.74 3.23 2.19	4.28	N/A	N/A	N/A	N/A
Teacher 4		2.96	N/A	N/A	N/A	N/A	N/A	N/A
Teacher 5	Summer 1999	2.12 2.64	N/A	N/A	N/A	N/A	N/A	N/A
Teacher 6		4.91	N/A	N/A	N/A	N/A	N/A	N/A
Teacher 7		4.45 4.17	4.27 4.54	N/A	N/A	N/A	N/A	N/A
Teacher 8	N/A				N/A	N/A	N/A	N/A
Teacher 9	Oct.2000	4.10 4.39 3.59	4.39 3.93 3.92 4.65	4.07	4.43 4.77 4.51 4.48	4.85 4.35 4.29 4.66	3.99	4.12 4.45 4.54 4.36
Teacher 10	Fall 2001	_____	3.22 3.64 3.77	4.26	4.22 4.49 4.29 4.59	4.50 4.11 4.65 4.11	4.45	4.24 4.46 4.19 4.33
<b>Faculty Name</b>	<b>Employment Date</b>	<b>Fall 2000 Means</b>	<b>Spring 2001 Means</b>	<b>Summer 2001 Means</b>	<b>Fall 2001 Means</b>	<b>Spring 2002 Means</b>	<b>Summer 2002 Means</b>	<b>Fall 2002 Means</b>
Teacher 11	Fall 2001	N/A	4.10 4.46 4.42 4.82	4.12	3.98 3.83 4.41 3.71	4.16 4.31 4.13 3.79	4.26	4.47 4.17 4.51
Teacher 12	Spring 2001	4.27 4.85 4.76		4.21 4.64				
Teacher 13	Spring 2001	N/A	4.86 4.70 4.7 4.59	4.75	4.73 4.68 4.84 4.54	4.61 4.79 4.37 4.32	4.52	

Teacher 14	Spring 2001	N/A	2.71 2.69 2.67 2.06 2.97	3.69	N/A	N/A	N/A	N/A
Teacher 15	Fall 2001	N/A	N/A	N/A	3.23 3.20 3.34 2.86 3.92	4.62 3.65 4.64 4.50 4.55	4.30	
Teacher 16	Fall 2001	N/A	N/A	N/A	4.26 4.15 4.48 4.00 4.23	4.60 4.86 4.48 3.96	4.46	4.10 4.50 4.41
<b>Faculty Name</b>	<b>Employment Date</b>	<b>Fall 2000 Means</b>	<b>Spring 2001 Means</b>	<b>Summer 2001 Means</b>	<b>Fall 2001 Means</b>	<b>Spring 2002 Means</b>	<b>Summer 2002 Means</b>	<b>Fall 2002 Means</b>
Teacher 17	Fall 2001	N/A	N/A	N/A	4.36 4.14 4.66 4.66	4.55 4.65 4.69 4.30	4.21	4.62 4.37 4.62 4.38
Teacher 18	Fall 2001	N/A	N/A	N/A	3.76 3.69 4.37 4.15	4.41 4.30 4.43 4.39	N/A	N/A
Teacher 19	N/A	N/A	N/A	N/A	N/A	N/A	4.40	N/A
Teacher 20	Fall 2002	N/A	N/A	N/A	N/A	N/A	N/A	4.32 4.82 4.40 3.48
Teacher 21	Fall 2002	N/A	N/A	N/A	N/A	N/A	N/A	4.00 incomplete report
Overall Mean Value	N/A	3.79	3.62	4.34	3.96	4.45	4.32	4.33

## Section 5

### Student Perceptions of the Utility of CADS courses

Following reports of unsolicited negative feedback from certain students regarding the CADS teaching program, a short study was implemented with the purpose of investigating the depth of this discontent. Some students were reported as feeling that the courses were of little interest and of no academic value. This brief study was carried out to examine the prevalence of this view among CADS and ex- CADS students.

Data was obtained by questionnaire, an example of which is addended to this section. Respondents were not identified by name, but were asked to state whether they had completed or were completing CADS courses. The sample of 50 respondents was chosen randomly. Interviews were conducted by telephone and face to face. They were conducted by a student researcher and not by a professor or instructor, as it was assumed that answers would thus be more open and honest.

Respondents were asked to choose among three descriptions for each CADS course. The three choices were

- 3) The course was interesting and useful – I needed it
- 2) The course was useful, though not very interesting. I needed it.
- 1) The course was neither necessary nor useful. I did not need it.

One choice was made for each of the five courses taught at the Center.

The courses are:

SSK 1201—Skills for Learning and Research  
SSK 1202 – Critical Reading and Problem Solving  
SSK 1203 – Computer Skills for Independent Learning  
SSK 1204 - Applied Independent Learning Methods  
SSK 1205 – Social and Interpersonal Skills and Social Interaction

SSK1201 had an element of disapproval with 14 out of 49 responding in category 1 (28%). The majority of responses were in the 2 and 1 categories (35 out of 49 or 71%).

SSK1202 saw a majority responding in category 2 (useful, though not very interesting) with a larger number of dissatisfied students responding at category 1. 13 out of 42 respondents found the course “neither interesting nor useful” (31%).

SSK1203 The results indicated that only a very small minority felt that SSK1203 was “neither necessary nor useful” (two respondents). The vast majority (36 out of 49, 73%) of respondents answered in the third category (interesting and useful – I needed it).

SSK1204 . Eight respondents (19%) found the course ‘useless and uninteresting’, though 33 out of 41 students (80%) responded positively. The positive responses divided evenly between response categories 2 and 3.

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SSK1205 – 23 out of 42 students found the course interesting and useful. 9 found it uninteresting and useless, while 10 responded in the second category – “useful, though not very interesting. I needed it”.

## **Conclusions**

This was a quick and simple collection of data and a more detailed investigation is required to establish the causes of the adverse responses. Inevitably, certain students will be discontent, but the data collected indicates a level of dissatisfaction higher than ideal.

Further investigations will be carried out to identify causes of the dissatisfaction of the discontents, though it is encouraging to note that the vast majority of students see CADS course s positively and recognize the benefits derived from them. It is more than likely that the discontented students are the ones who feel that the courses are too difficult, that the workloads are too heavy or that the credits are not transferable to other institutions. Although fail rates in CADS courses are very low, WF rates are higher than acceptable. It is probable that failing or withdrawing students constitute the majority of those expressing dissatisfaction.







## Section 7 – The Writing Center

The Writing Center is a component of the CADS services and aims to help students improve their writing skills. For this purpose, it offers a variety of writing-related services. Trained tutors work one-to-one with students on essays, research papers, technical reports, research proposals, presentations, dissertation chapters, or any kind of writing assignment for any class and at any stage of the students' writing.

The Center's free instructional services are available during fall, spring, and summer semesters. Students can either schedule a 60-min consultation by calling or by sending an email, or they can just walk in without an appointment.

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### Operation of the Writing Center: Spring 2002

- Opening Hours: Monday through Friday from 09:00 to 01:00 and 02:30 to 06:30, except Tuesday from 04:30 to 05:30, Wednesday from 12:00 to 01:00 and Friday from 04:30 to 06:30 due to shortage of tutors.
- Number of tutoring sessions offered: 36 hours a week (instead of 40) for a total  $\approx 36 \times 15$ , i.e., 540 sessions.
- Number of tutors : 17 (13 faculty, 2 graduate students, 1 undergraduate student, 1 staff).

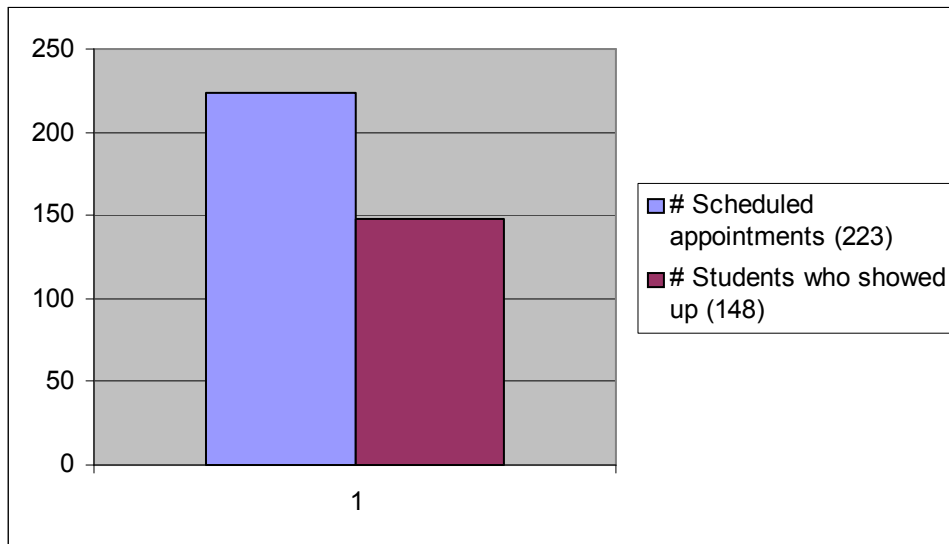
### Means Used to Publicize the Writing Center Among Students and Faculty

- Individual letters left in 1000 students' accommodation at the very beginning of the semester.
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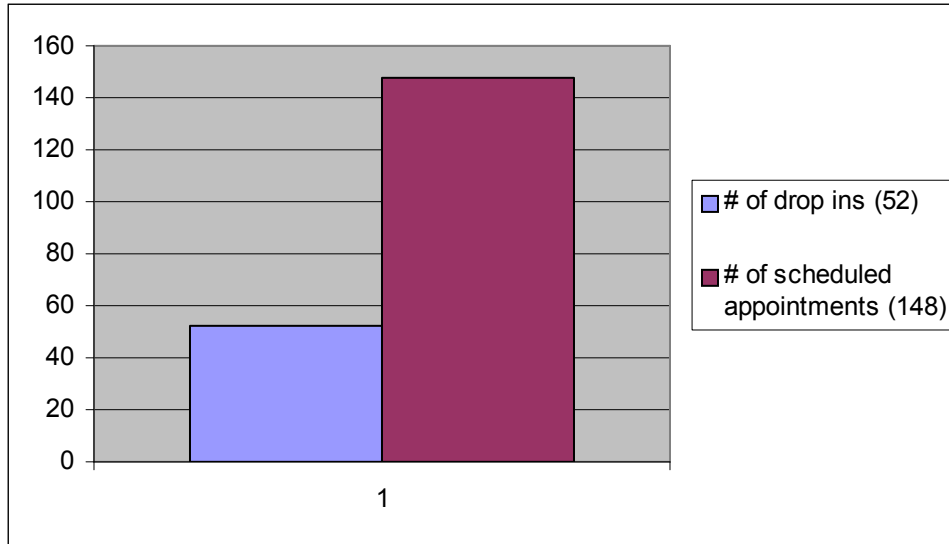
- Organization of workshops.

### Description of Students' Visits From January 21<sup>st</sup> to May 10<sup>th</sup> 2002

- Number of scheduled meetings: 223
- Number of broken appointments: 75
- Number of drop ins: 52
- Number of students who benefited from the Writing Center: 200 (SHSS= 123, CADS= 42, LC= 26, SBA= 2, SSE= 0, Other= 7).
- Number of officially referred students: 7
- Number of non-referred students: 193



**Figure 1. Scheduled appointments**



**Figure 2. Scheduled appointments vs. drop ins**

As illustrated in figures 1 and 2, the number of students who walked in without an appointment is 52, and out of the 223 students who had scheduled a meeting 148 students attended their tutoring session and 75 broke their appointment. Out of these 200 students, 7 students only were officially referred by their professors. In other words, referred students brought to the tutoring session a referral form whereby their professors noted the writing aspects that they wanted tutors to focus on. This shows that despite the weekly e-mails sent to professors to refer their students, most students tended to seek help from the Writing Center on their own initiative.

**Figure 3. Distribution of students' attendance per school/center**

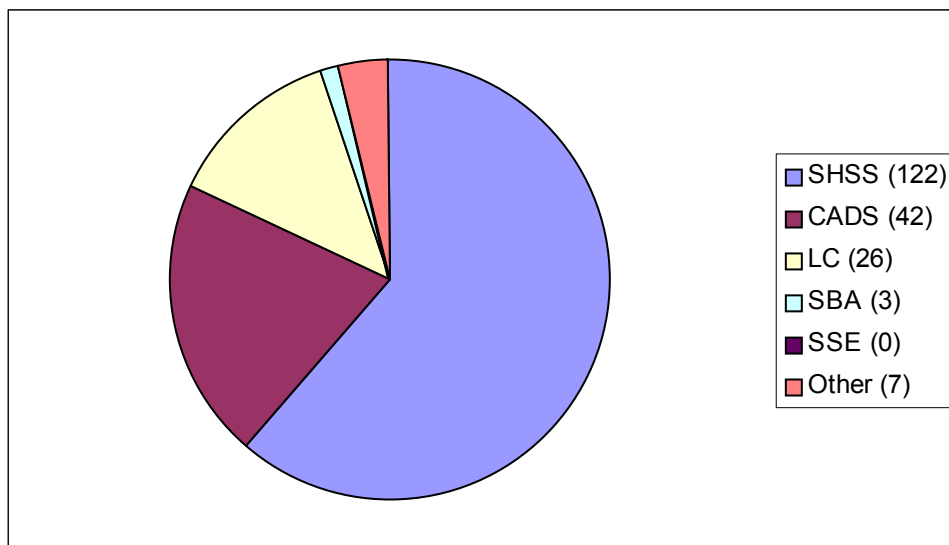
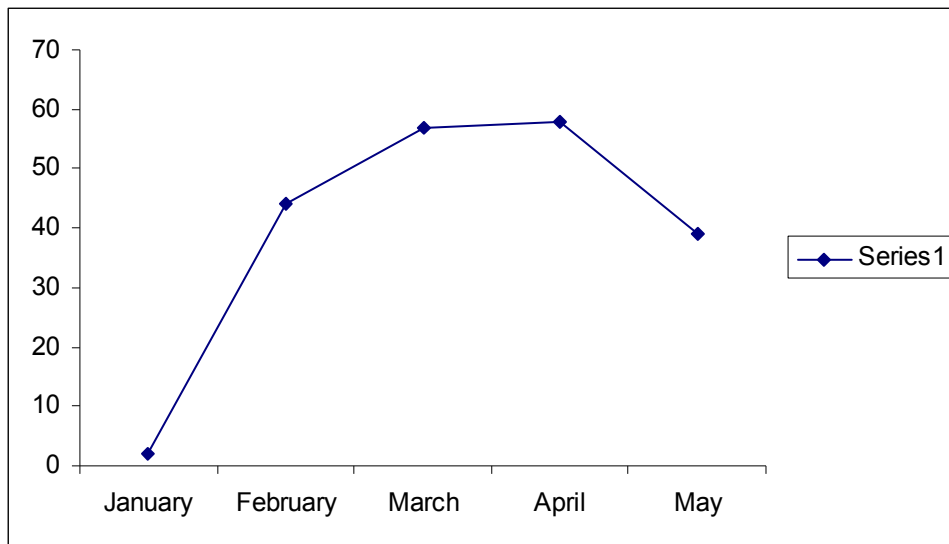


Figure 3 shows that out of the 200 students who benefited from the Writing Center, 122 students came from SHSS, 42 students from CADS, followed by LC 26, then SBA 3 students. 7 students needed help with their non-academic writing, namely CVs, cover letters and e-mail to apply for jobs and internships; as no report was sent to any professor in any school, these students are referred to as "other".

Considering the peak periods in the Writing Center, the number of students' visits per month is as follows:

- January: 2
- February: 44
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**Figure 4. Attendance pattern**

As expected, students used the Writing Center mostly in mid-semester and just before the exam.

## **Types of Assignments**

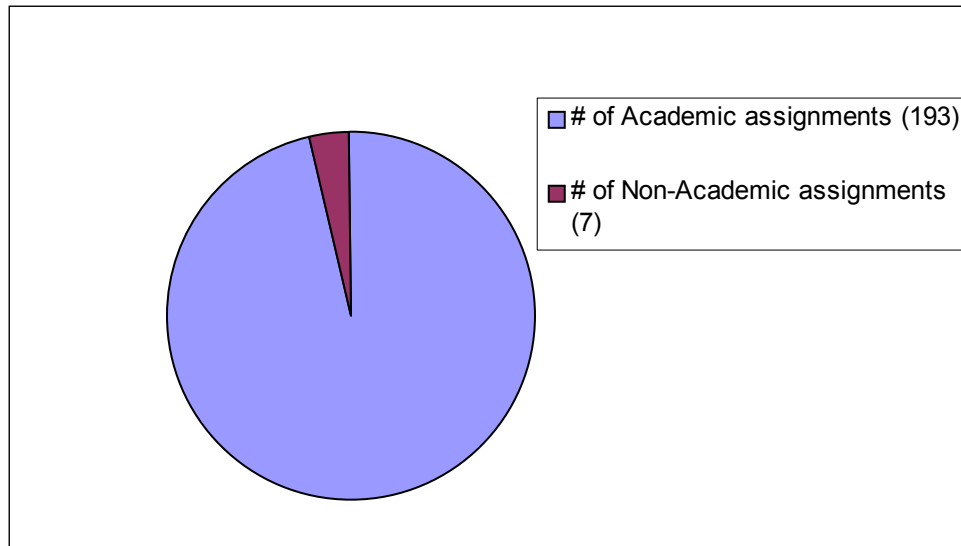
Throughout the semester, all AUI students were sent e-mails encouraging them to seek help from the Writing Center for any kind of writing, be it academic or non-academic.

**Academic: 193 students**

- **Writing:** Primarily essays (Composition I and II, literature: SHSS), group projects (CADS), paragraphs (LC), research papers (history, philosophy, international studies: SHSS), MA dissertations (international studies: SHSS).
  - Referencing: MLA and APA documentation.

**Non-academic : 7 students**

- Resumé : 3
- Cover letter : 3
- E-mail : 1



**Figure 5. Types of assignments**

### **Common Types of Students' Writing Problems and Frequency of their Occurrence**

The following is a list of the common writing problems observed by tutors in the Writing Center. The numbers provided refer to the occurrence of each type once in each assignment.

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- Diction: 14
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As observed, the most common types of writing problems encountered by students are word choice (68), followed by sentence structure (60), then tense use (56) and finally agreement (53) and organization (52). This means that students need help with these writing aspects that professors should focus on in class.

### **Feedback Received from Faculty**

Throughout the semester a number of e-mails and phone calls were received from some professors about the incompetence of some specific tutors. The professors were not happy with the quality of tutoring their students were receiving in the Writing Center. The types of problems pointed out by these professors include:

- Dealing with superficial aspects of some students' writing instead of focusing on the strategies/parts specified by the referring professor.
- Using material and books different from the ones used in class by the professor. This is the case of Composition courses and MLA documentation.
- Sending professors a very short or incomplete report about a tutoring session. Some professors needed to know the exact aspects of writing that were covered in a session and how much help their students received because they used this information for grading.

### **Problems Encountered**

#### **Procedural**

Some tutors neglected to complete all parts of the appointment form as required. Many times the name of the professor was missing and a copy of the report could not possibly be sent to the professor.

Other useful information such as the type of appointment (scheduled or drop in) as well as the list of writing problems dealt with were not completed. This information is crucial to get complete and reliable statistics. E-mails were sent repetitively to all tutors reminding them to complete all parts of the referral forms.

Some tutors were provided with blue and black pens so that they could refrain from completing the appointment/referral form using a green or red pen, especially that such pen colors did not enable us to keep a decent copy of the reports for our own records.

### **Logistical**

As the responsibility of scheduling appointments was assigned to two individuals instead of one, overlap occurred a number of times.

In addition, the only machine used to schedule appointments is in the Writing Center, which caused interruption and disturbance to both students and tutors during the tutoring sessions.

### **Meetings**

When a meeting was organized at the very beginning of the semester with all persons involved in tutoring, many faculty members and students did not attend. The aim of the meeting was to talk about general procedure, some new things that were planned and introduced in the Writing Center, the textbooks to be used by tutors in certain subjects, and so on. Those who missed the meeting did not bother to get in touch with the Center at a later stage and many problems occurred as a result.

### **Training**

Some tutors refused to get trained because they had already received some training in the previous semester with someone else. As a result, some professors complained about the quality of their help and tutoring which could have been avoided had they accepted to receive a proper training in Spring semester.

### **Writing Center Confidentiality**

**Some faculty tended to penalize their students for getting help from the Writing Center** and students asked us not to send a report to their professors as a result. An e-mail was sent to all faculty members explaining to them that they should encourage their students visit the Writing Center, but we received no response. We continued receiving students who were reluctant to let us inform their professors, and we had no choice but honor their wish.

### **Tutor reliability**

Some tutors did not show up without informing the Center in advance.

Some tutors would come to the Center during their time slot and instead of waiting for an hour in case somebody would walk in they just disappeared after 10 minutes because a student broke his/her appointment.

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## **Recommendations**

Problems reported by myself to the Director about the incompetence of some tutors, the inefficiency in completing a report, and the unreliability of some tutors could not be dealt with efficiently because:

- a) Many tutors were volunteers.
- b) Concern was expressed for getting volunteers who were reliable and committed to attend their session regardless of whether they were competent or not.

Therefore, when recruiting tutors in future, both competence and reliability should be considered together as complementary, and all student tutors should be paid for doing a tutoring job. In addition, faculty members, such as CADS or LC professors, should devote one of their office hours to the Writing Center, and this way their contribution to the Writing Center will not be considered as voluntary; when tutors are officially involved in the Writing Center, they can be told directly what to do and how to improve the service.

All meetings and training sessions should be taken seriously by all tutors regardless of whether they had experience in working in the Center or not. Frequent meetings should take place in order to discuss problems encountered in the Writing Center, feedback received from professors, and find ways of improving. Many tutors do not take e-mails seriously.

Considering the feedback received from some professors, there is a perceived need to offer an in depth, intensive tutor training in the future, especially in the areas of MLA and APA documentation and the use of textbooks.

## **Conclusion (Writing Center)**

Despite the problems encountered and the complaints received, the Writing Center was appreciated by faculty and students who availed themselves of the services. We managed to attract many students and offer our services to a large number of them. The Writing Center is a very useful and contributes a great deal to the learning process of students; therefore, it should be considered as important as any other center in the university. There is room for improvement for sure, and we should all try to contribute to its development.

### **CADS Plans for 2002–3**

With a view to developing its services the CADS is proposing the following improvements for the academic year 2002-3.

#### **The Multimedia Laboratory (10/101)**

In conjunction with the Language Center, a full-time technician will be recruited to maintain the multimedia laboratory in fully serviceable condition. It is hoped that current problems (viruses, access to the student server, functionality of electronic mail, vandalism of configurations, unauthorized downloading) can be brought under control by such an appointment. The technician will be expected:

- a) to maintain a presence in the Multimedia Laboratory for eight hours per day from 8.30 a.m. until 5.30 p.m. (lunch break from 1.00 p.m. – 2.00 p.m.) .
- b) to ensure all computers are fully functional and virus free.

- c) to ensure that all computers are consistently configured and to return reconfigured machines immediately to the standard configuration pattern.
- d) to report any misuse of the machines to the CADS or LC Director.
- e) to ensure that students respect the rules of the MM Laboratory at all times.
- f) to install computer software on MM Lab. machines at the request of the LC or CADS Director.
- g) to maintain the Language Center analogue laboratories in good functioning order.
- h) to assist CADS and Language Center Faculty with solving computer-related problems.
- i) to carry out housekeeping duties on the MM Lab. server.
- j) to ensure consistent accessibility of the LAN from student computers in the MM Lab.

### **Student Overload and Planning of the Core Curriculum**

There is a strong feeling among students that CADS courses are at times overly demanding. This is good. However, all faculty agree that a course load of six courses, which is currently mandated by the university for incoming freshmen, is excessive. Next year a maximum of five courses will be imposed on all freshmen. Thus, four Language Center courses and one CADS course will become the norm for freshmen, instead of four LC and two CADS which has turned out to be excessive. Rather than impeding student progress, this decision should in fact allow students to progress more rapidly through their preparatory courses without the detrimental effects of course overload. It was felt that far too many students were failing and / or

withdrawing from CADS courses this year due to an excessively heavy workload.

The following regulations for freshman registration in CADS courses have been approved and will be implemented next semester (Aug 2002):

- 1) Language Center AWT 1002 AND ARD 1002 are prerequisites (or co-requisites) for SSK1202 and SSK1204.
- 2) SSK1204 is a pre- or co-requisite for ENG1302 (a decision already taken but not fully applied).
- 3) Students obtaining a grade of D in an SSK course will have to repeat that course (a decision already taken but not written down in the catalogue).
- 4) Summer School should be limited to TWO courses, not seven credits. (Especially when non-credit LC Summer School courses start next summer.)
- 5) No freshman student may take more than FIVE courses of which at least one must be an SSK course - e.g. four LC and one SSK. This applies to both freshman semesters.
- 6) Students must register for AT LEAST one SSK course per semester (preferably 2) until they have completed the CADS requirements. A regular student should aim to complete the CADS requirement in a maximum of FOUR semesters.
- 7) SSK1201 and SSK 1203 are BOTH prerequisites for SSK1202 and SSK1204
- 8) For students placed into LC module(s) only, LC ALS2 is a pre- or co-requisite for SSK 1205 as this course demands a reasonable level of oral fluency. Students who are exempt from ALS 2 by placement or by TOEFL can take SSK1205.

Graduate students

A number of graduate students have approached the Center for help. Many students accepted into the post-graduate program show deficiencies in the skill areas taught in the CADS, especially in computer skills. Some graduate students have opted to audit SSK1203 (Computer Skills for Independent Learners). It may be time to review the “No CADS for Grads.” policy and offer services or courses to graduate students in addition to those currently offered by the Language Center and the Writing Center.

#### Faculty Development Services

<http://mail.alakawayn.ma/~A.Cads/services.html#facdev>

CADS has established a Faculty Development Service Webpage in conjunction with the Dept. of Academic Affairs. CADS hopes to develop its input into this program and continue to actively participate in the development of the teaching effectiveness workshops.

Areas warranting further attention are deemed to include:

Designing out Plagiarism.

Assessment and Evaluation – Outcomes and Evidence.

Instructional Technology.

Web-based Course Design.

Distance Learning: Using the www.

CADS currently has the expertise available to contribute to the design and implementation of workshops in the above areas.

#### **Extension Services (internal)**

CADS has been assuming a consultative role for faculty wishing to extend their computer skills and apply them to their teaching and administrative duties. Well-attended workshops have been organized at the Center in the multimedia laboratory. These workshops have focused on:

The design and use of course websites.

The application of MS Excel to course management.

Other workshops will be proposed next semester.

#### **Extension Services (external)**

CADS has received invitations to deliver faculty development workshops outside AUI in a Moroccan government university. If this service could be developed as a contribution to the Moroccan educational community it would have a positive effect on the reputation of AUI. Contributing faculty should be drawn from the AUI teaching body as a whole – not exclusively the CADS. These workshops would have to be conducted in French.

#### **Executive Education Center – Casablanca**

The CADS has been requested to establish a presence in the EEC Casablanca. Two contributions are currently under consideration:

- 1) The CADS course SSK 1203 Computer Skills for Independent Learning will be offered in Casablanca for prospective AUI students. It will be necessary to invest in a number of computers for this course to run. A reliable link into the AUI LAN will also have to be provided. Access to the course will be limited to students who have been accepted into AUI, but whose entry-level TOEFL scores and language placement tests place them in FOUR module 1 Language Center courses.
- 2) CADS will contribute to a language support program for the executive MBA program, if required. This contribution will take the form of instruction in the APA formatting and production of an academic paper. Instruction in web search and website evaluation strategies will

also be offered. EEC professors have reported deficiencies in study habits of these mature students and CADS can assist in addressing this problem.

### **Remedial Action for Graduating Students**

CADS can provide some remedial support for graduating students who have been identified as needing additional help with meeting graduation requirements, as specified by the new format exit test. The Writing Center could be of particular help here, though at the time of writing the Center has not been successful in its search for a new Writing Center Coordinator, following the resignation of Dr. Elmortaji.

### **General Admissions Test (GAT)**

CADS assisted with the production and implementation of the GAT in the spring semester 2002 and is willing to continue to do so. CADS has recruited a young Moroccan professor with a specialization in testing and measurement from Urbana-Champaign with a view to supporting the GAT validation and development project currently under way.

### **Teaching Facilities**

Most of CADS courses now depend on the availability of a networked classroom with data projection facilities. CADS has one such classroom (10/108) in regular use with permanently installed hardware. Two other classrooms have been networked and equipped for the summer semester with CADS hardware and have functioned effectively. CADS would like to see more classrooms provided with such facilities, though appreciate that such equipment is expensive and vulnerable to breakdown and theft. The cost of installation of this hardware should be examined and a number of classrooms should be equipped. Much of the University's teaching facility is outdated and we should be considering modernization. In our experience, classrooms can be adequately equipped for 50,000 to 100,000 MAD per unit, depending on the services provided.

## Summary

The CADS intends to refine its program of five courses further next academic year. These courses are constantly under review, as any teaching program should be, and teachers are always looking for ways to develop and improve. Students no longer consistently feel that CADS courses are a “waste of time”, or should only be taught “to uneducated bildi people who don’t know how to read and write”. Mid-semester course evaluations are largely positive, and student evaluation of faculty is similarly positive (no CADS professor received an evaluation lower than 4 this semester). CADS has reached a high level of credibility with both the student body and with faculty. The Center hopes to build on this next year by improving and increasing its contribution to the undergraduate degree plan as well as to the faculty development program (teaching effectiveness workshops) in conjunction with all other elements of the academic community.

Peter Hardcastle

Director, Center for Academic Development and Study Skills

July 2002

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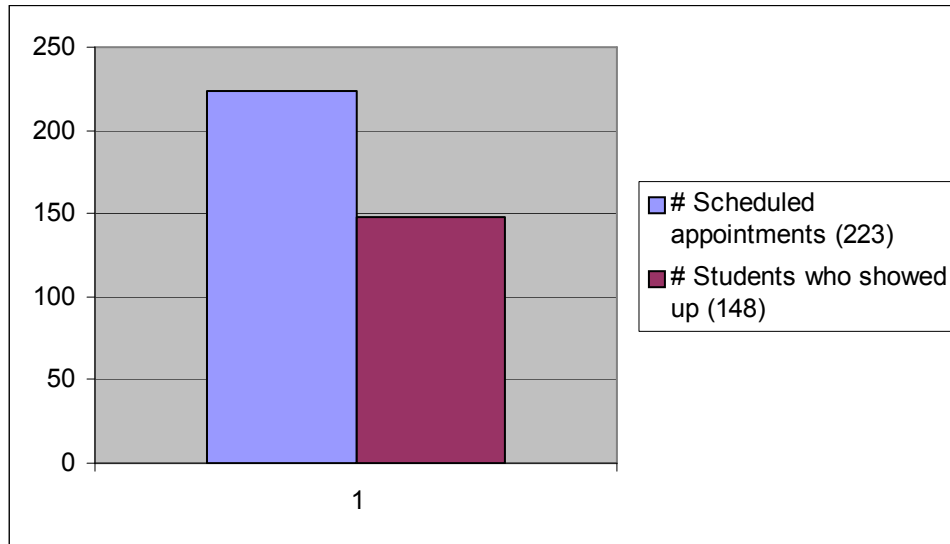
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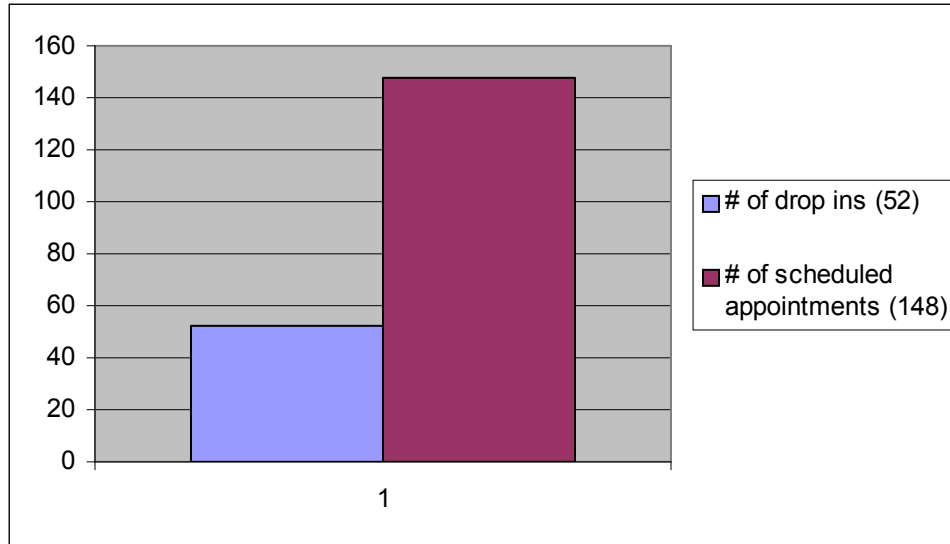
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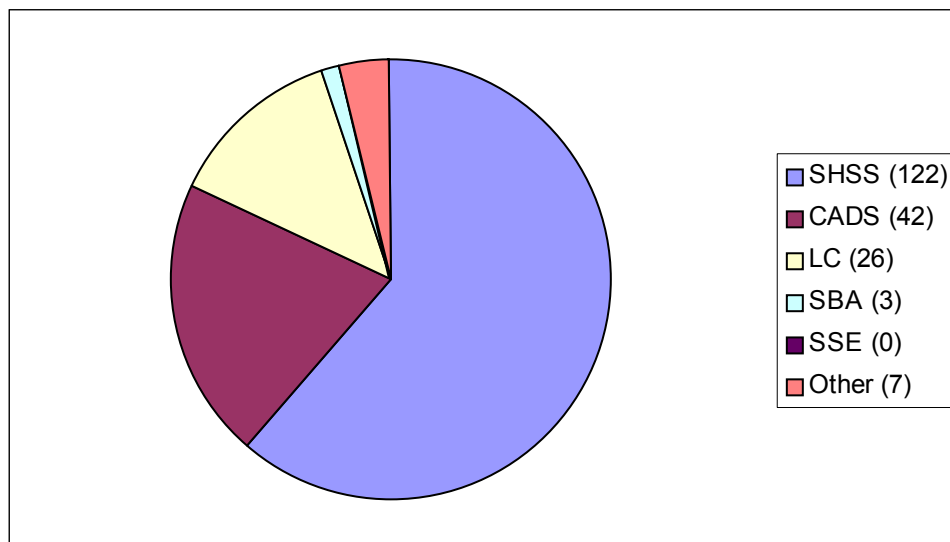
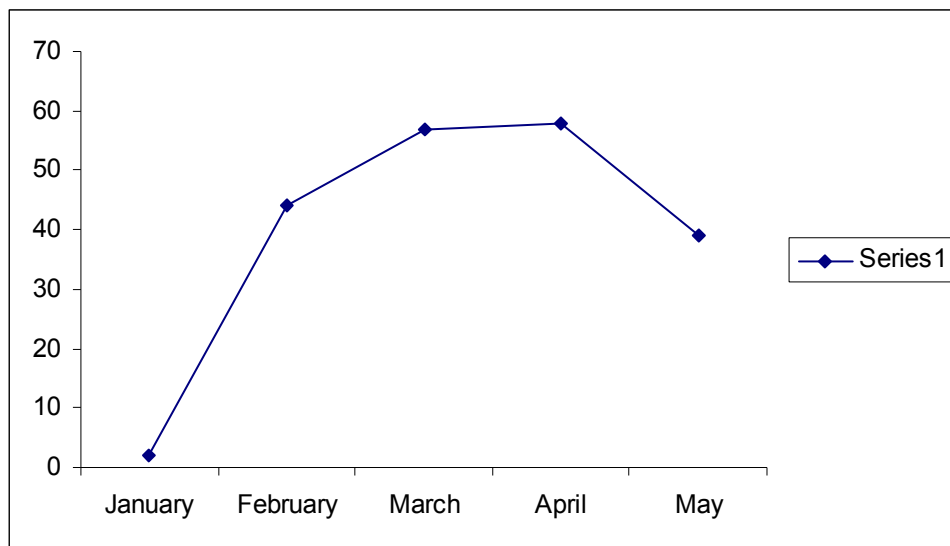


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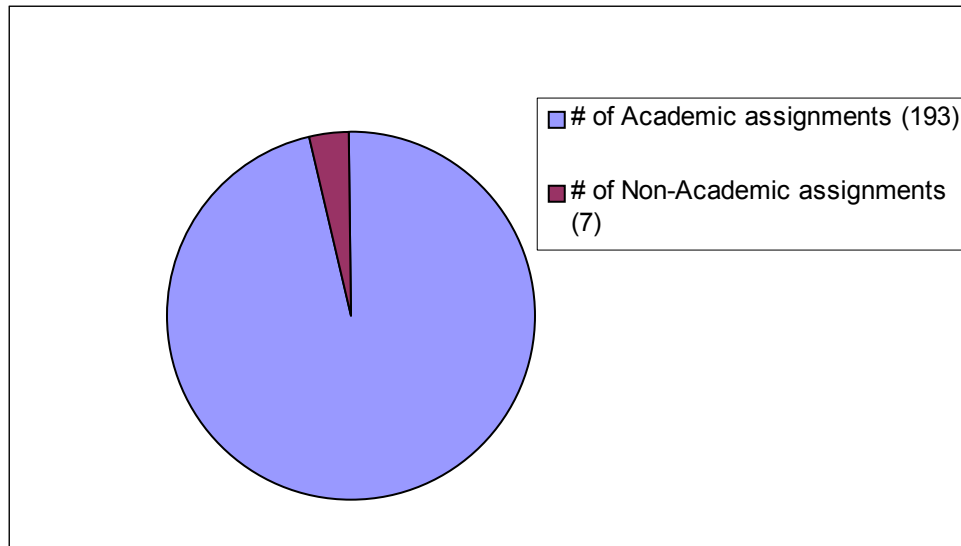
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## **Problems Encountered**

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Some tutors refused to get trained because they had already received some training in the previous semester with someone else. As a result, some professors complained about the quality of their help and tutoring which could have been avoided had they accepted to receive a proper training in Spring semester.

### **Writing Center Confidentiality**

**Some faculty tended to penalize their students for getting help from the Writing Center** and students asked us not to send a report to their professors as a result. An e-mail was sent to all faculty members explaining to them that they should encourage their students visit the Writing Center, but we received no response. We continued receiving students who were reluctant to let us inform their professors, and we had no choice but honor their wish.

### **Tutor reliability**

Some tutors did not show up without informing the Center in advance.

Some tutors would come to the Center during their time slot and instead of waiting for an hour in case somebody would walk in they just disappeared after 10 minutes because a student broke his/her appointment.

### **Recommendations**

Problems reported by myself to the Director about the incompetence of some tutors, the inefficiency in completing a report, and the unreliability of some tutors could not be dealt with efficiently because:

- c) Many tutors were volunteers.
- d) Concern was expressed for getting volunteers who were reliable and committed to attend their session regardless of whether they were competent or not.

Therefore, when recruiting tutors in future, both competence and reliability should be considered together as complementary, and all student tutors should be paid for doing a tutoring job. In addition, faculty members, such

as CADS or LC professors, should devote one of their office hours to the Writing Center, and this way their contribution to the Writing Center will not be considered as voluntary; when tutors are officially involved in the Writing Center, they can be told directly what to do and how to improve the service.

All meetings and training sessions should be taken seriously by all tutors regardless of whether they had experience in working in the Center or not. Frequent meetings should take place in order to discuss problems encountered in the Writing Center, feedback received from professors, and find ways of improving. Many tutors do not take e-mails seriously.

Considering the feedback received from some professors, there is a perceived need to offer an in depth, intensive tutor training in the future, especially in the areas of MLA and APA documentation and the use of textbooks.

### **Conclusion (Writing Center)**

Despite the problems encountered and the complaints received, the Writing Center was appreciated by faculty and students who availed themselves of the services. We managed to attract many students and offer our services to a large number of them. The Writing Center is a very useful and contributes a great deal to the learning process of students; therefore, it should be considered as important as any other center in the university. There is room for improvement for sure, and we should all try to contribute to its development.

### **CADS Plans for 2002–3**

With a view to developing its services the CADS is proposing the following improvements for the academic year 2002-3.

#### **The Multimedia Laboratory (10/101)**

In conjunction with the Language Center, a full-time technician will be recruited to maintain the multimedia laboratory in fully serviceable condition. It is hoped that current problems (viruses, access to the student server, functionality of electronic mail, vandalism of configurations, unauthorized downloading) can be brought under control by such an appointment. The technician will be expected:

- k) to maintain a presence in the Multimedia Laboratory for eight hours per day from 8.30 a.m. until 5.30 p.m. (lunch break from 1.00 p.m. – 2.00 p.m.) .
- l) to ensure all computers are fully functional and virus free.
- m) to ensure that all computers are consistently configured and to return reconfigured machines immediately to the standard configuration pattern.
- n) to report any misuse of the machines to the CADS or LC Director.
- o) to ensure that students respect the rules of the MM Laboratory at all times.
- p) to install computer software on MM Lab. machines at the request of the LC or CADS Director.
- q) to maintain the Language Center analogue laboratories in good functioning order.

- r) to assist CADS and Language Center Faculty with solving computer-related problems.
- s) to carry out housekeeping duties on the MM Lab. server.
- t) to ensure consistent accessibility of the LAN from student computers in the MM Lab.

### **Student Overload and Planning of the Core Curriculum**

There is a strong feeling among students that CADS courses are at times overly demanding. This is good. However, all faculty agree that a course load of six courses, which is currently mandated by the university for incoming freshmen, is excessive. Next year a maximum of five courses will be imposed on all freshmen. Thus, four Language Center courses and one CADS course will become the norm for freshmen, instead of four LC and two CADS which has turned out to be excessive. Rather than impeding student progress, this decision should in fact allow students to progress more rapidly through their preparatory courses without the detrimental effects of course overload. It was felt that far too many students were failing and / or withdrawing from CADS courses this year due to an excessively heavy workload.

The following regulations for freshman registration in CADS courses have been approved and will be implemented next semester (Aug 2002):

- 1) Language Center AWT 1002 AND ARD 1002 are prerequisites (or co-requisites) for SSK1202 and SSK1204.
- 2) SSK1204 is a pre- or co-requisite for ENG1302 (a decision already taken but not fully applied).
- 3) Students obtaining a grade of D in an SSK course will have to repeat that course (a decision already taken but not written down in the catalogue).

- 4) Summer School should be limited to TWO courses, not seven credits. (Especially when non-credit LC Summer School courses start next summer.)
- 5) No freshman student may take more than FIVE courses of which at least one must be an SSK course - e.g. four LC and one SSK. This applies to both freshman semesters.
- 6) Students must register for AT LEAST one SSK course per semester (preferably 2) until they have completed the CADS requirements. A regular student should aim to complete the CADS requirement in a maximum of FOUR semesters.
- 7) SSK1201 and SSK 1203 are BOTH prerequisites for SSK1202 and SSK1204
- 8) For students placed into LC module(s) only, LC ALS2 is a pre- or co-requisite for SSK 1205 as this course demands a reasonable level of oral fluency. Students who are exempt from ALS 2 by placement or by TOEFL can take SSK1205.

#### Graduate students

A number of graduate students have approached the Center for help. Many students accepted into the post-graduate program show deficiencies in the skill areas taught in the CADS, especially in computer skills. Some graduate students have opted to audit SSK1203 (Computer Skills for Independent Learners). It may be time to review the “No CADS for Grads.” policy and offer services or courses to graduate students in addition to those currently offered by the Language Center and the Writing Center.

#### Faculty Development Services

<http://mail.alakhawayn.ma/~A.Cads/services.html#facdev>

CADS has established a Faculty Development Service Webpage in conjunction with the Dept. of Academic Affairs. CADS hopes to develop its input into this program and continue to actively participate in the development of the teaching effectiveness workshops.

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Areas warranting further attention are deemed to include:

Designing out Plagiarism.

Assessment and Evaluation – Outcomes and Evidence.

Instructional Technology.

Web-based Course Design.

Distance Learning: Using the www.

CADS currently has the expertise available to contribute to the design and implementation of workshops in the above areas.

### **Extension Services (internal)**

CADS has been assuming a consultative role for faculty wishing to extend their computer skills and apply them to their teaching and administrative duties. Well-attended workshops have been organized at the Center in the multimedia laboratory. These workshops have focused on:

The design and use of course websites.

The application of MS Excel to course management.

Other workshops will be proposed next semester.

### **Extension Services (external)**

CADS has received invitations to deliver faculty development workshops outside AUI in a Moroccan government university. If this service could be developed as a contribution to the Moroccan educational community it would have a positive effect on the reputation of AUI. Contributing faculty

should be drawn from the AUI teaching body as a whole – not exclusively the CADS. These workshops would have to be conducted in French.

### **Executive Education Center – Casablanca**

The CADS has been requested to establish a presence in the EEC Casablanca. Two contributions are currently under consideration:

- 2) The CADS course SSK 1203 Computer Skills for Independent Learning will be offered in Casablanca for prospective AUI students. It will be necessary to invest in a number of computers for this course to run. A reliable link into the AUI LAN will also have to be provided. Access to the course will be limited to students who have been accepted into AUI, but whose entry-level TOEFL scores and language placement tests place them in FOUR module 1 Language Center courses.
- 2) CADS will contribute to a language support program for the executive MBA program, if required. This contribution will take the form of instruction in the APA formatting and production of an academic paper. Instruction in web search and website evaluation strategies will also be offered. EEC professors have reported deficiencies in study habits of these mature students and CADS can assist in addressing this problem.

### **Remedial Action for Graduating Students**

CADS can provide some remedial support for graduating students who have been identified as needing additional help with meeting graduation requirements, as specified by the new format exit test. The Writing Center could be of particular help here, though at the time of writing the Center has not been successful in its search for a new Writing Center Coordinator, following the resignation of Dr. Elmortaji.

### **General Admissions Test (GAT)**

CADS assisted with the production and implementation of the GAT in the spring semester 2002 and is willing to continue to do so. CADS has recruited a young Moroccan professor with a specialization in testing and measurement from Urbana-Champaign with a view to supporting the GAT validation and development project currently under way.

### **Teaching Facilities**

Most of CADS courses now depend on the availability of a networked classroom with data projection facilities. CADS has one such classroom (10/108) in regular use with permanently installed hardware. Two other classrooms have been networked and equipped for the summer semester with CADS hardware and have functioned effectively. CADS would like to see more classrooms provided with such facilities, though appreciate that such equipment is expensive and vulnerable to breakdown and theft. The cost of installation of this hardware should be examined and a number of classrooms should be equipped. Much of the University's teaching facility is outdated and we should be considering modernization. In our experience, classrooms can be adequately equipped for 50,000 to 100,000 MAD per unit, depending on the services provided.

### **Summary**

The CADS intends to refine its program of five courses further next academic year. These courses are constantly under review, as any teaching program should be, and teachers are always looking for ways to develop and improve. Students no longer consistently feel that CADS courses are a "waste of time", or should only be taught "to uneducated bildi people who don't know how to read and write". Mid-semester course evaluations are largely positive, and student evaluation of faculty is similarly positive (no CADS professor received an evaluation lower than 4 this semester). CADS has reached a high level of credibility with both the student body and with faculty. The Center hopes to build on this next year by improving and increasing its contribution to the undergraduate degree plan as well as to the faculty development program (teaching effectiveness workshops) in conjunction with all other elements of the academic community.

Peter Hardcastle

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Director, Center for Academic Development and Study Skills  
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