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<th>Department Name:</th>
<th>Office of Graduate Student Life</th>
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<tr>
<td>Program or Service:</td>
<td>Dissertation Bootcamp</td>
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<td>Brief description of program or service:</td>
<td>Dissertation Boot Camp is a three-day writing workshop designed to help students progress through the difficult writing stages of the dissertation process and towards its completion.</td>
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<td>Date:</td>
<td>6/1/2016</td>
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1. State the formal learning and/or operational outcomes for the program, service, or department:
   By participating in Dissertation Boot Camp, students will:
   - Outline a step by step process to writing their thesis after the camp
   - Describe their writing behaviors and how it is impacted by their life style
   - Determine at least one way they can adjust their writing strategy, including but not limited to developing realistic writing goals

2. Where are these learning outcomes published? Be specific. (Where are the department’s learning expectations accessible to potential students: on the web or in your department’s handouts?):
   Published on Graduate Student Life website. Additionally, students attending the camp are introduced to the goals at the beginning of Day 1.

3. What data/evidence is used to determine whether participants have achieved the stated outcomes? (What method did you use? What were you measuring?):
   A series of surveys is administered over the course of three days.
   Surveys measure:
   - If students were able to identify behaviors that hinder their writing process
   - If the program assisted the student in making progress on their dissertations
   - If students were able to identify reachable writing goals
   - The students' satisfaction with the overall program including the length, reflections, environment, and helpfulness of the speakers.

4. Who collects and interprets the evidence? When and how often does this occur? Who assists in interpreting and analyzing the data?:
   Office of Graduate Student Life staff review and analyze the data after the 3 day program is complete. Data and recommendations are presented to program stakeholders.

5. Individuals with whom the data is shared (list Stakeholders:)
   Office of Graduate Student Life staff
| primary and secondary stakeholders and narrative as to why): | - Director, Assistant Director  
- Plan and implement the program each year  
- Graduate assistants  
- May assist with some program planning  
- Student input  
- Program presenters/instructors  
- Might tweak presentations in following years to better suit needs of students  
- Associate Vice President of Student Affairs  
- Oversees OGSL department  
- Future attendees  
- Manage expectations about program  
- Understand what program will offer |

6. What changes have been made as a result of using the data/evidence? (What was the change? What data led you to make that change?) If no change, indicate why: |

| 2016 | 87% of participants agreed that:  
- DBC helped them make meaningful progress on their dissertation  
- they met their personal writing goals  
- the DBC was a supportive environment, and a motivational experience  
- they found value in meeting and working with other doctoral students  
- they feel more confident in their ability to complete their dissertation  
- they would recommend DBC to a friend/classmate/colleague |

The previous year, a recommendation was made to help make the first learning outcome (by participating in DBC, students will outline a step-by-step process to writing their dissertation after the camp) more concrete. As a direct result of this recommendation, students were given the opportunity to submit a detailed outline of steps they planned to take over the next 30 days to continue their writing momentum. The participants were asked to develop SMART goals as a framework for outlining their writing plan beyond DBC.

In response to learning outcome #2 (describe their writing behaviors and how it is impacted by their lifestyle), the application for DBC specifically asked prospective participants to describe their current writing behaviors. This information was shared with guest speakers in advance of DBC so that they might tailor their remarks to address some of the participant writing behaviors that might be counterproductive.

In response to learning outcome #3, (determine at least one way they can adjust their writing strategy, including but not limited to developing realistic writing goals) participants were specifically asked to provide at least one way the planned to address this issue.

| 2015 | Evidence from surveys showed:  
- 100% of participants agreed that the program was good use of their time  
- 100% of participants made meaningful progress on their dissertations  
- 100% of participants agreed that the environment was supportive and there was value in working with other doctoral students  
- 100% of participants agreed that the experience was motivational  
- 85% of participants felt more confident in their ability to successfully complete their dissertations  
- 62% of participants met their goals for the weekend |

Overall, data shows that DBC is meeting its learning outcomes and no changes were made in the last year. Only small tweaks will be made for the coming year. Future programs should continue to emphasize realistic goal setting. Small tweaks for DBC 2015 might include:
- Requirement of students to hand in their outlines (for assessment purposes)
- Discussion of ways to continue momentum after the workshop has ended, which some students were concerned about being able to do.

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<th>7. How do you know that the changes have resulted in improved learning outcomes? (continuous improvement evidence):</th>
<th>2016</th>
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<td>By directly asking students to respond to questions related to the learning outcomes, we are able to gain a better understanding of students’ perspectives on what they believe they are actually learning as a result of participating in the program. <strong>Recommendation for next year:</strong> Participants have consistently asked for additional writing opportunities throughout the year. One idea would be to organize shorter (3-4 hour) writing sessions at the library, Murray Graduate Student Center, or a classroom that would occur at regular intervals (i.e. several Thursday evenings during the fall semester) and made available to any graduate student working on a writing project (i.e. dissertation, thesis, qualifying paper, term paper, etc.). This type of offering would provide a structured, It would be interesting to see how students would respond to such opportunities and who actually commits to attending.</td>
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2015
We have consistently seen that the program is meeting its learning outcomes, and only minor changes are needed to make improvements. No significant changes were made.