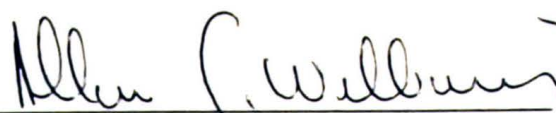


**A COMPARISON OF THE RETENTION AND GRADUATION RATES OF
DEVELOPMENTAL STUDIES STUDENTS AND NON-DEVELOPMENTAL
STUDIES STUDENTS AT AUSTIN PEAY STATE UNIVERSITY**

LORETTA USSERY GRIFFY

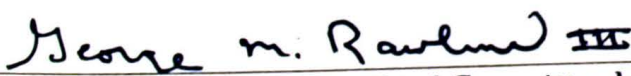
To the Graduate Research Council:

I am submitting herewith a Field Study written by Loretta Ussery Griffy entitled "A Comparison of Retention and Graduation Rates of Developmental Studies Students and Non-Developmental Studies Students at Austin Peay State University". I have examined the final copy of this paper for form and content, and I recommend that it be accepted in partial fulfillment of the requirements for the degree of Educational Specialist, with a major in Administration and Supervision.

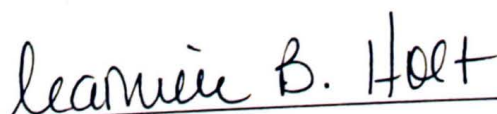

Dr. Allan S. Williams, *Major Professor*

We have read this Field Study
and recommend its acceptance.


Dr. Leon R. Sitter, *Second Committee Member*


Dr. George Rawlins, III, *Third Committee Member*

Accepted for the
Graduate and Research Council


Leanne B. Holt

STATEMENT OF PERMISSION TO USE

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Signature Laura Guffy

Date 1/30/97

**A COMPARISON OF THE RETENTION AND GRADUATION RATES OF
DEVELOPMENTAL STUDIES STUDENTS AND NON-DEVELOPMENTAL
STUDIES STUDENTS AT AUSTIN PEAY STATE UNIVERSITY**

A Field Study

Presented to the

Graduate and Research Council of

Austin Peay State University

In Partial Fulfillment

of the Requirements for the Degree of

Educational Specialist

by

Loretta Ussery Griffy

December 1996

ABSTRACT

This research was conducted in order to determine if the retention and graduation rates of college students attending Austin Peay State University required to enroll in Developmental Studies Program (DSP) courses as a condition of admission to the university are equivalent to the retention and graduation rates of college students attending Austin Peay State University not required to enroll for DSP courses. The academic records of Austin Peay State University students whose first term of enrollment was between the fall semester of 1985 and the fall semester 1992 were examined in regards to retention and graduation. For students in this category required to complete the Academic Assessment and Placement Program (AAPP) testing, 60% who enrolled in college completed the Developmental Studies Program (DSP) course work assigned by their academic record coupled with their AAPP scores. Of those students completing the DSP course work, 53% were retained under the definition of completion of at least 60 semester hours of course work within a three year time period. Of those DSP completer students retained, 60% persisted to graduation. This calculates to a 32% overall graduation rate for DSP completer students. Of those students not required to participate in the AAPP and DSP, 46% were retained under the definition of completion of at least 60 semester hours of course work within a three year time period. Of that percentage, 64% persisted to graduation. This calculates to a 29% overall graduation rate for non-DSP students. This data indicates the Developmental Studies Program faculty and staff at Austin Peay State University have reached their goal of leading at-risk students to the academic readiness level of students prepared for college-level academia.

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CHAPTER 1

Introduction

The Developmental Studies Program (DSP) at Austin Peay State University has been a mandated program for underprepared students since 1985. In that year, the Tennessee Board of Regents (TBR) implemented a statewide program to assist academically underprepared students who enroll in institutions of higher learning in Tennessee. The Tennessee Board of Regents provides a precise definition of underprepared for Austin Peay State University students. A student is considered underprepared if he/she does not earn a minimum score on the Academic Assessment and Placement Program (AAPP) testing. Categories of students who have traditionally been identified as academically at-risk are required to undergo the AAPP testing to assist in the determination of appropriate academic course placement for the student.

A first-time college student under the age of twenty one years must undergo the AAPP testing if he/she has an ACT English, mathematics, or composite score under 19, or equivalent scores on the SAT in each of those areas. A first-time college student of age twenty one years or more must undergo the AAPP. A transfer student with less than sixty hours of traditional college credit must undergo the AAPP unless he/she has transfer credit for composition based college level English and algebra based college level mathematics. Once students in these categories have completed the AAPP testing battery, the AAPP scores and other academic records are holistically examined to determine the most suitable academic placement for the student in the areas of reading, writing, mathematics and study skills. Successful mastery determined by adequate AAPP scores or completion of the courses prescribed by the Developmental Studies Program identifies the student as the

college level ready.

There are eight possible courses an underprepared student may be assigned by the DSP. Successful completion of the prescribed coursework labels the student as a DSP completer, indicating the student has successfully remediated himself/herself to the point of being as academically prepared as the student population that is not considered at-risk. The goal of the Developmental Studies Program is to provide the instruction, guidance and counseling necessary for DSP completer students to succeed in college equally as well as those students not receiving Developmental Studies Program assistance as determined by their admission application materials. A strong measure of success of a program in a university setting is the retention rate of the group of individuals participating in that program. Once it has been determined DSP completer students are succeeding equivalently, studies should be developed for the purpose of discovering the specific practices DSP faculty and staff perform that significantly contribute college student retention.

Statement of the Problem

The problem investigated in this study was the retention and graduation rate of students whose first term of enrollment was between the fall semester of 1985 through the fall semester of 1992 who were required to complete the Developmental Studies Program at Austin Peay State University as determined by the Tennessee Board of Regents policy as compared with the retention and graduation rate of students enrolling for their first term between the fall semester of 1985 through the fall semester of 1992 who . For the purposes of this study, a student is retained if he/she has earned junior level status at the

university within three years of their first date of enrollment.

Hypothesis

Null Hypothesis One: The retention rate of developmental studies students as compared with college-ready students is non-significantly different.

Null hypothesis Two: The graduation rate of the retained developmental studies students as compared with college-ready students is non-significantly

Definition of Terms

Academically at-risk students - Students required to enroll in DSP courses.

Developmental Studies Program - A state-mandated program designed to prepare students for college level coursework.

FOCUS - A computer programming language used to create and compile reports of student academic records.

Retention - The degree to which a student maintains enrollment. For the purpose of this study, a student is retained if 60 semester hours of credits have been earned within three years from the first date of enrollment.

Student Information System - The computerized record management system used by higher education institutions in the Tennessee Board of Regents system.

Importance of the Study

Institutions of higher education due to budgetary and political pressures are becoming increasing accountable for their programs and course offerings. The programs that produce data indicating they are successfully assisting students travel through their college careers are more favorable than those who cannot. For the purpose of self-

evaluation and justification of DSP, this study was conducted to determine the resulting equality between successfully remediated students and the general college population. Since Developmental Studies Programs assist students who are underprepared for college work, it is often assumed these students cannot be successful with scholarly activity and thus skew the university's retention and graduation rates. This study is important because it empowers the university faculty and officials to support a program that is not only beneficial to individual students but to the university community.

Limitations of the Study

The review of literature for this study was limited in that most of the information was obtained from the Felix G. Woodard Library at Austin Peay State University and its inter-library loan system. Further, the data for this study was limited to Austin Peay State University student records from the fall semester of 1985 to the fall semester of 1996. The data collected may prove to be too small to make definitive conclusions concerning the future retention of students at Austin Peay State University or to extend to other institutions of higher learning.

CHAPTER 2

Review of the Literature

Successfully retaining students in institutions of higher education is a goal of every institution. Institutional effectiveness is often measured by retention rates. Since all administrators wish to increase institutional effectiveness, studies of contributing factors and the degree to which these factors have influence have been conducted in many institutions.

Under the Student Right to Know and Campus Security Act 1991, universities are required to disclose retention rates. There is not a universal measure for retention rate. From study to study, the specific definition of retention is not constant. This may result in misleading reports of retention. Astin (1993) conducted a comprehensive study of students from 129 universities and found the retention rates to be deceptive. It is imperative for universities to clearly define and maintain the given definition of retention rate throughout a study of retention of its students.

Gerdes and Mallinckrodt (1994) found, after a six year study based on surveys and academic records of students, emotional and social factors are at least as reliable as academic constructs in identifying students subject to attrition. This outcome encourages colleges to cater to entering students' emotional as well as academic need. Higher education institutions should educate the student as a whole person. The education within the student's academic discipline must have first priority, but it should be coupled with opportunity for emotional and personal growth.

Polansky, Horan, and Hanish (1993) identified academically at-risk students and

randomly assigned these students to study skills training or career counseling. Study skills training was found as a significant contributor to these students' successful retention for the following two semesters. Of the students participating in the study skills training, 88% earned grade point average of 2.0 or above. These results indicate attention to study skills may contribute to higher retention.

Indiana Wesleyan University reviewed their developmental program retention through comparing the retention of students requiring reading remediation with those who did not. The researcher, Dixon (1993), found that retention of students completing the reading course during the 1990/1991 academic year were retained at a rate of 65% as compared to their counterpart who did not receive reading remediation at rate of 36%.

Burley (1994) reports that 95% of all institutions of higher learning offer a type of remedial or developmental course work. An example of the growth over time can be found in the percentage of colleges offering reading remediation in 1960 as compared to 1984. During that period of time, the percentage of reading remediation courses rose from 10% to 84%. Burley's (1994) meta-analysis of the existing research studies provided the quantitative data to conclude that remedial/developmental programs implemented in colleges and universities were successful and therefore beneficial to the institutions including these programs in their curriculum.

Bogart and Hirshberg (1993) presented a paper at the Midwest Regional Reading and Study Skills Conference titled "A Holistic Approach to Student Retention." This paper included nine constructs identified as vital to a college's retention rate. Of those nine constructs, three of them pertained to remedial and developmental education.

The academic progress of developmental students at Laramie County Community College produced an assessment of their program using data collected from the fall semester of 1993 through the spring semester of 1995. The Office of Assessment and Improvement was responsible for the development of the project. Several conclusions were uncovered, including the system of course placement effective in identifying at-risk student's academic vulnerabilities, the academic success of developmental students equating to that of non-developmental students and stronger retention rates for developmental students than for non-developmental students.

As higher education institutions implement programs to assist students, these institutions much justify the program's existence. Haeuser (1993) conducted descriptive research of Anne Arundel Community College as it related to retention of students. A student was considered retained in this study if the student was enrolled or graduated. It was concluded that at-risk students in need of remedial and developmental assistance were persisting at rates equivalent to the college-ready students enrolling at that institution. This study also included an example of the funding model for the college that contained a significant construct of retention. Haeuser (1993) was able to form a strong quantitative argument against the popularly held philosophy that remedial/developmental programs are replicating the appropriate functions of high schools in Maryland and scarce state funding should be directed to programs more prestigious than the remediation of adults.

Stutz (1994) in his report of student retention and graduation for the University System of Georgia identifies success in student retention as having significant and lasting benefits for the student as well as the state. A student persisting through graduation has a

direct financial benefit to the institution because that student's tuition is retained.

Retention also contributes to an institution's enrollment growth which is a figure used in most state institutions funding formula for an academic year. States recognize other financial benefits from retention through graduation. The state will see a better-educated, more adaptable citizenry that is prepared to make a greater contribution to the work force and hold a more enriched life through exposure to education.

CHAPTER 3

Methodology

This research was conducted to determine the retention and graduation rates of students completing the coursework prescribed by the Developmental Studies Program and of student not required to complete this coursework as determined by adequate admission application at Austin Peay State University. For this study, a student is considered retained if he/she reached junior level status within three calendar years of their first date of enrollment. The data was collected for DSP and non-DSP students enrolling for the time period beginning with fall semester of 1985 and ending with the fall semester of 1992. The data was compiled using a programming language, FOCUS, and Austin Peay State University's computerized record holdings on the Student Information System (SIS). Three pieces of information were collected: first, of the students required to participate in the DSP by TBR policy, the percent who completed the prescribe coursework; second, of the students who completed the prescribed coursework, the percent who were retained at the university; third, of the students retained at the university, the percent who persisted to graduation to date (see Appendix C and D). The information collected in this study reflects that data concerning DSP students and their retention and graduation rate is equivalent to the students not requiring the completion of the DSP as a condition of their admission.

Description of the Subjects

The study involved all students enrolling for their first semester at Austin Peay State University between the fall of 1985 and the fall of 1992. Of those enrolling 4,575

were required to participate in the DSP and 7,975 were not required to participate in this program due to adequate admission documents.

Research Procedures

Written permission to conduct the study was obtained through Austin Peay State University from the Director of Records and Registration and the Dean of Student Affairs (see Appendix A). The collection of the data did not employ the use of any record of student name and confidentiality and anonymity of students' and records' were maintained. Computer programs were written in FOCUS language to pull the information for each semester included in this study from the Student Information System using an algorithm based on the constraints determined by the definitions of retention and graduation.

CHAPTER 4

Results

Of the 4,575 students enrolling as academically at-risk, indicated by their application materials under the definition provided to Austin Peay State University by TBR, 60% completed their Developmental Studies Program requirements. Of those students completing the DSP requirements (see Figure 1), 53% were identified as retained under the constraints of earning 60 semester hours of credit within three calendar years. This compares to a 46% retention rate of students not having to complete DSP requirements (see Figure 2). Of the students retained, 60% of the developmental students graduated by fall semester of 1996 and 64% of the non-developmental students graduated by fall semester of 1996 (see Figure 3).

The overall graduation rate as of fall semester 1996 of students enrolling at Austin Peay State University from fall semester 1985 through fall semester 1992 without respect to the definition of retention in this study is as follows. Developmental Studies Program completer students graduated at a rate of 32% as compared to non-DSP students graduated at rate of 29%.

The number of students retained and graduated drop sharply for the students enrolling for fall 1992 semester. Excluding this semester of enrollees, brings the graduation rate of DSP completer students to 35% while the non-DSP students are retained at 30% (see Appendix B).

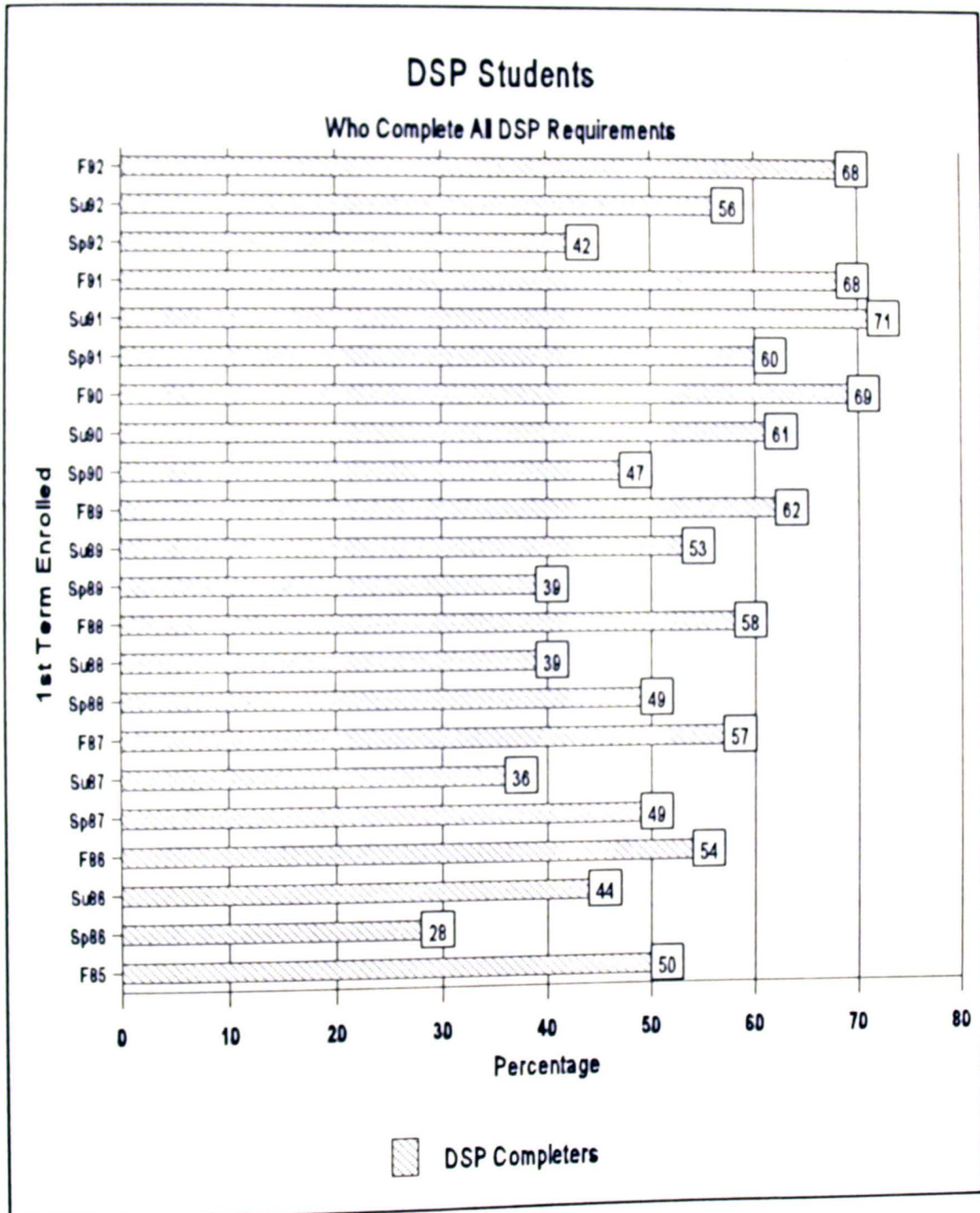


Figure 1: DSP Students Completing All Requirements

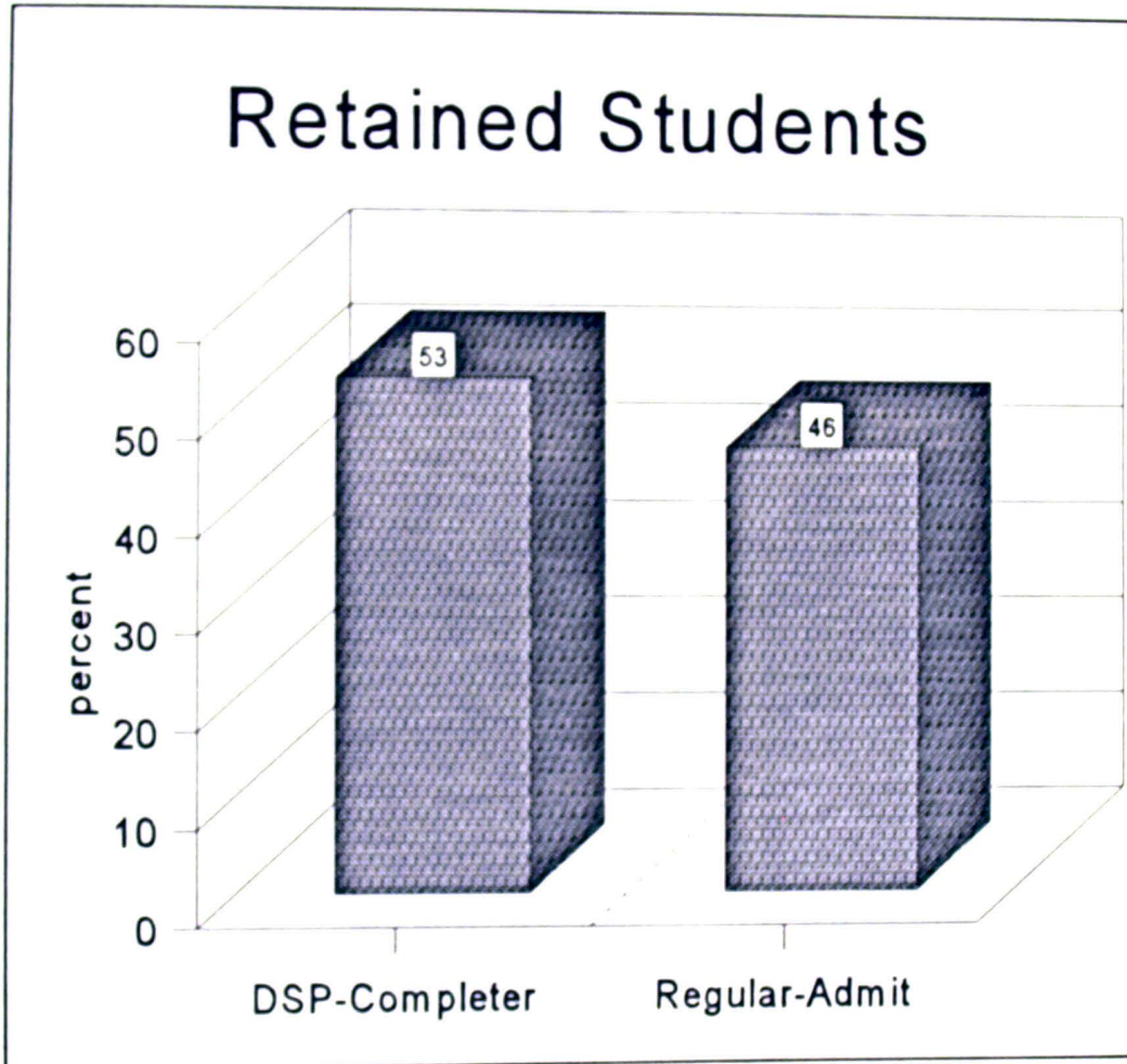


Figure 2: Retained Students

Graduated Students

Of the Students Retained

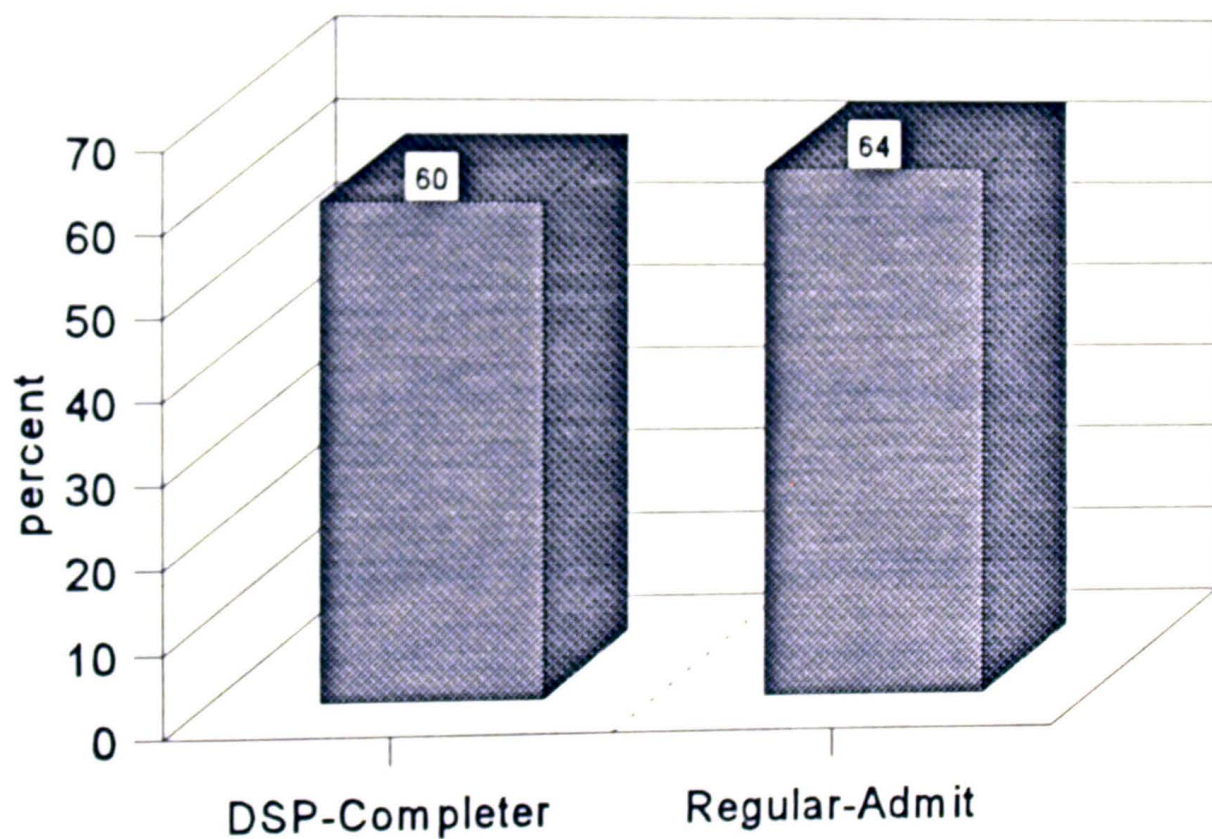


Figure 3: Graduated Students

CHAPTER 5

Summary, Conclusions and Recommendations

Summary

Remedial and developmental programs are in existence in some form in the majority of institutions of higher education in the United States. The level of involvement of the programs in each state vary as determined by the college's and university's governing bodies. The Tennessee Board of Regents System implemented a state-wide mandatory remedial/developmental program in its colleges and universities in 1985. Therefore Austin Peay State University included in its College of Arts and Sciences the Developmental Studies Program charged to administer the Academic Assessment and Placement Program and to provide the academic as well as study skill instruction necessary to prepare at-risk students for the world of college level academia. It is the goal of this program to remediate the academically at-risk students to the scholastic level their collegiate counterparts not in need of remediation have accomplished at the point of admission to the university.

A means of measuring this goal is through collecting data concerning retention and graduation of DSP students. From the data collected from academic records of students entering the university between the fall semester of 1985 through the fall semester of 1992, it can be concluded that the Developmental Studies Program has been successful in reaching its goal. Students completing the Developmental Studies Program prescription as assigned are retained and graduated at rated comparable to non-DSP students.

Conclusions

Retention and graduation rates of students completing the Developmental Studies Program are analogous to students not required to complete this program. The hypotheses in this study were both accepted based on the data collected. The structure of the program at Austin Peay State University is succeeding in respect to the constraints of retention and graduation. Developmental Studies Programs across the state are being called to justify themselves to college administrators as well as legislative policy makers. Many administrators and policy makers are philosophically opposed to remedial and developmental instruction at the college level. Programs that continue to show their value to the state will be the programs that will continue to receive funding from the state. This study shows that seemingly academically at-risk students at Austin Peay State University are able to succeed and persist to graduation at equivalent rates to college-ready students.

Recommendations

The collection of data indicate that students whose previous academic record coupled with assessment scores categorize the student as not college-ready does not indicate not college-capable. The following recommendations are presented as a result of this study:

1. That replication of this study be administered across all TBR institutions;
2. That the specific interventions and instruction DSP faculty and staff are providing students be identified and determined as significant or non-significant to student success;

3. That a comparison of retention and graduation rates of DSP programs in 4-year institutions be conducted with 2-year institutions.

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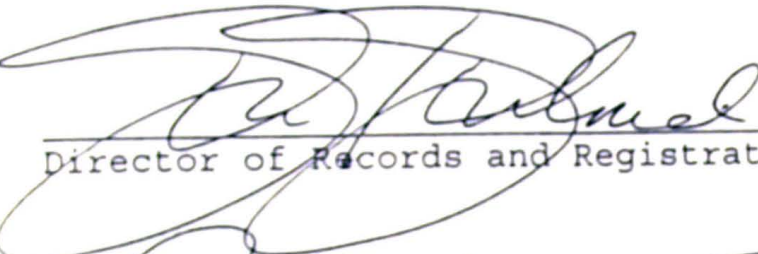
APPENDICES

Appendix A

Student Record Access Permission Letter

Austin Peay State University
Student Information System
Approval Request

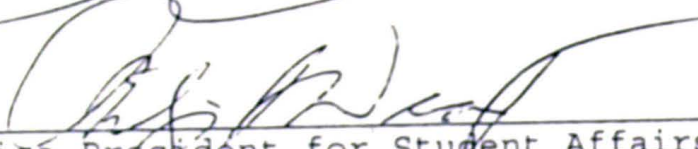
Loretta Ussery Griffy is granted permission to use her access to Austin Peay State University's Student Information System to compile student records for the purpose of completing her field study, in partial fulfillment for the Ed.S. program. A specific student record will NOT be used, but data will be compiled for use in statistical analysis.



Director of Records and Registration

10/27/85

Date



Vice President for Student Affairs

10/27/85

Date

Appendix B

Charts of Organized Data

Developmental Studies Student Data

Entering Term	# DSP Enrolled	# DSP Complete	% DSP Complete	# DSP Complete Retained	% DSP Complete Retained	# DSP Complete Retained Graduated	% DSP Complete Retained Graduated
862	388	195	50%	98	50%	80	82%
864	25	7	28%	2	29%	1	50%
868	18	8	44%	4	50%	3	75%
872	361	194	54%	96	49%	65	68%
874	47	23	49%	9	39%	5	56%
878	19	7	36%	3	43%	1	33%
882	405	230	57%	113	49%	74	65%
884	39	19	49%	6	32%	3	50%
888	18	7	39%	3	43%	1	33%
892	485	280	58%	151	54%	106	70%
894	111	43	39%	22	51%	15	68%
898	123	65	53%	23	35%	16	70%
902	414	256	62%	148	58%	104	70%
904	117	55	47%	21	38%	11	52%
908	51	31	61%	16	52%	9	56%
912	459	315	69%	175	56%	124	71%
914	131	79	60%	40	51%	21	53%
918	34	24	71%	16	67%	9	56%
922	599	407	68%	217	53%	119	55%
924	161	67	42%	44	66%	23	52%
928	63	35	56%	22	63%	10	45%
932	557	378	68%	214	57%	60	28%
TOTAL	4575	2725	60%	1443	53%	860	60%

Non-Developmental Studies Student Data

Entering Term	# Non-DSP Retained	# Non-DSP Enrolled	% Non-DSP Retained	# Non-DSP Retained AND Graduated	% Non-DSP Retained who Graduated
862	276	598	46%	205	74%
864	30	90	33%	17	57%
868	22	97	23%	11	50%
872	303	639	47%	215	71%
874	28	409	26%	14	50%
878	31	134	23%	14	45%
882	332	649	51%	239	72%
884	28	70	40%	0	0%
888	40	107	37%	19	48%
892	427	1120	38%	294	69%
894	101	242	42%	64	63%
898	49	198	23%	28	57%
902	389	732	53%	282	72%
904	115	236	49%	67	58%
908	46	211	22%	23	50%
912	390	656	59%	265	68%
914	84	181	46%	46	55%
918	60	194	31%	35	58%
922	370	656	56%	238	64%
924	88	195	45%	49	56%
928	69	187	37%	45	65%
932	415	674	62%	190	46%
TOTAL	3693	7975	46%	2360	64%

Appendix C

Computer Program Samples for DSP Data

Focus Program: DSP_NON_COMPLETERS

-* Program Name: DSP_NON_COMPLETERS

-* Authors: Loretta Griffy & Cindy Dougherty

-* Written: Spring 1996/Summer 1996

_*

-* This program identifies the students who enrolled in DSP but failed to complete

-* the program for the term entered by the program operator. To compile multiple

-* terms of data, run this program for each term (###).

_*

JOIN SUBKEY_RT IN RTFILE TO ROOT_KEY IN AAFILE AS RTAA JOIN

IF TERM EQ '###'

IF _1ST_TERM_GRADED EQ '###'

IF DEVELOPMENTAL_STUD EQ 'C '

PRINT _FIRST_TERM_GRADED
DEVELOPMENTAL_STUD

COMPUTE STUDENT_ID/109 = IF STUD_ID NE LAST STU_ID THEN
1 ELSE 0;

BY STU_ID

ON TABLE COLUMN-TOTAL STUDENT_ID

END

Focus Program: DSP_ENROLLMENT

- * Program Name: DSP_ENROLLMENT
- * Authors: Loretta Griffy & Cindy Dougherty
- * Written: Spring 1996/Summer 1996
- *
- * This program identifies the students who enrolled in DSP and completed
- * the program for the term entered by the program operator. To compile multiple
- * terms of data, run this program for each term (###).
- *

JOIN SUBKEY_RT IN RTFILE TO ROOT_KEY IN AAFILE AS RTAAJOIN

IF TERM EQ '###'

IF _1ST_TERM_GRADED EQ '###'

IF DEVELOPMENTAL_STUD EQ 'A '

PRINT _1ST_TERM_GRADED
DEVELOPMENTAL_STUD

COMPUTE STUDENT_ID/109 = IF STUD_ID NE LAST STU_ID THEN
1 ELSE 0;

BY STU_ID

ON TABLE COLUMN-TOTAL STUDENT_ID

END

Focus Program: DSP_RETAINED

- * Program Name: DSP_RETAINED
- * Authors: Loretta Griffy & Cindy Dougherty
- * Written: Spring 1996/Summer 1996
- *
- * This program identifies the students who completed DSP and were retained
- * under the definition of completion of a minimum of 60 credit hours with in three
- * calendar years of the first date of enrollment for the term entered by the program
- * operator. To compile multiple terms of data, run this program for each term
- * (###).
- *

JOIN SUBKEY_RT IN RTFILE TO ROOT_KEY IN AAFILE AS RTAAJOIN

DEFINE FILE RTFILE

DSP COUNT/I09 = IF DEVELOPMENTAL_STUD EQ 'A ' THEN 1 ELSE 0;
END

TABLE FILE RTFILE

IF _1ST_TERM_GRADED EQ '###'
IF DEVELOPMENTAL_STUD EQ 'A '
WHERE CLASS_LEVEL EQ 'JR' OR 'SR';

PRINTTERM

_1ST_TERM_GRADED
DEVELOPMENTAL_STUD
CLASS_LEVEL
CLASS_HOURS
DSPCOUNT
CURR_UJ_GPA

COMPUTE STUDENT_ID/I09 = IF STU_ID NE LAST STU_ID THEN
1 ELSE 0;

BY STUD_ID

ON TABLE COLUMN-TOTAL STUDENT_ID
ON TABLE COLUMN-TOTAL DSPCOUNT

WHERE TERM EQ '###';
END

Focus Program: DSP_GRADUATED

- * Program Name: DSP_GRADUATED
- * Authors: Loretta Griffy & Cindy Dougherty
- * Written: Spring 1996/Summer 1996
- *
- * This program identifies the students who completed DSP and were retained
- * under the definition of completion of a minimum of 60 credit hours with in three
- * calendar years of the first date of enrollment and graduated prior to Fall 1996 for
- * the term entered by the program operator. To compile multiple terms of data,
- * run this program for each term (###).

JOIN SUB_KEY IN RTFILE TO ROOT_KEY IN AAFILE AS RTAAJOIN

DEFINE FILE RTFILE
STUDENT_ID/I09 = IF STU_ID NE LAST STU_ID THEN 1 ELSE 0;
END

TABLE FILE RTFILE

PRINT _1ST_TERM_GRADED
DEVELOPMENTAL_STUD
TERM
CLASS_LEVEL

BY STU_ID

IF DEVELOPMENTAL_STUD EQ 'A '
IF STUDENT_ID EQ 1
WHERE _1ST_TERM_GRADED EQ '###'
WHERE TERM EQ '###'

WHERE CLASS_LEVEL EQ 'JR' OR 'SR';

ON TALBE HOLD AS RTAA

JOIN STU_ID IN RTAA TO STU_ID IN RAFILE AS RTAARA

DEFINE FILE RTAA
STUDENT_ID/I09 = IF STU_ID NE LAST STU_ID THEN 1 ELSE 0;
END

Focus Program: DSP_GRADUATED (continued)

TABLE FILE RTAA

PRINT _1ST_TERM_GRADED
DEVELOPMENTAL_STUD
TERM
CLASS_LEVEL
REQ_COMPLETED_TERM

COMPUTE GRAD_TOTAL/109 = IF STU_ID NE LAST STU_ID THEN 1
ELSE 0;

BY STU_ID

IF REQ_COMPLETED_TERM LE '972'
IF STUDENT_ID EQ 1
ON TALBE COLUMN-TOTAL GRAD_TOTAL

END

Appendix D

Computer Program Samples for Non-DSP Data

Focus Program: NON_DSP_ENROLLMENT

- * Program Name: NON_DSP_ENROLLMENT
- * Authors: Loretta Griffy & Cindy Dougherty
- * Written: Spring 1996/Summer 1996
- _*
- * This program identifies the students who not required to complete DSP and
- * were retained under the definition of completion of a minimum of 60 credit
- * hours with in three calendar years of the first date of enrollment for the term
- * entered by the program operator. To compile multiple terms of data, run this
- * program for each term (###).

JOIN SUBKEY_RT IN RTFILE TO ROOT_KEY IN AAFILE AS RTAAJOIN

IF TERM EQ '###'

IF _1ST_TERM_GRADED EQ '###'

IF DEVELOPMENTAL_STUD EQ ' ' OR 'T ' OR 'D '

PRINT _1ST_TERM_GRADED
DEVELOPMENTAL_STUD

COMPUTE STUDENT_ID/I09 = IF STUD_ID NE LAST STU_ID THEN
1 ELSE 0;

BY STU_ID

ON TABLE_COLUMN-TOTAL STUDENT_ID

END

Focus Program: NON_DSP_RETAINED

- * Program Name: NON_DSP_RETAINED
- * Authors: Loretta Griffy & Cindy Dougherty
- * Written: Spring 1996/Summer 1996
- *
- * This program identifies the students who where not required to complete DSP
- * and were retained under the definition of completion of a minimum of 60 credit
- * hours with in three calendar years of the first date of enrollment for the term
- * entered by the program operator. To compile multiple terms of data, run this
- * program for each term (###).
- *

JOIN SUBKEY_RT IN RTFILE TO ROOT_KEY IN AAFILE AS RTAAJOIN

DEFINE FILE RTFILE

NONCOUNT/I06 = IF DEVELOPMENTAL_STUD EQ 'D' OR 'T' OR ' ' THEN 1 ELSE 0;

END

TABLE FILE RTFILE

IF _1ST_TERM_GRADED EQ '###'
IF DEVELOPMENTAL_STUD EQ 'D' OR 'T' OR ' '
WHERE CLASS_LEVEL EQ 'JR' OR 'SR';

PRINTTERM

_1ST_TERM_GRADED
DEVELOPMENTAL_STUD
CLASS_LEVEL
CLASS_HOURS
DSPCOUNT
CURR_UJ_GPA

COMPUTE STUDENT_ID/I09 = IF STU_ID NE LAST STU_ID THEN
1 ELSE 0;

BY STUD_ID

ON TABLE COLUMN-TOTAL STUDENT_ID
ON TABLE COLUMN-TOTAL NONCOUNT
WHERE TERM EQ '###';
END

Focus Program: NON_DSP_GRADUATED

- * Program Name: NON_DSP_GRADUATED
- * Authors: Loretta Griffy & Cindy Dougherty
- * Written: Spring 1996/Summer 1996
- *
- * This program identifies the students who where not required to completed DSP
- * and were retained under the definition of completion of a minimum of 60 credit
- * hours with in three calendar years of the first date of enrollment and graduated
- * prior to Fall 1996 for the term entered by the program operator. To compile
- * multiple terms of data, run this program for each term (###).

JOIN SUB_KEY IN RTFILE TO ROOT_KEY IN AAFILE AS RTAAJOIN

DEFINE FILE RTFILE
STUDENT_ID/I09 = IF STU_ID NE LAST STU_ID THEN 1 ELSE 0;
END

TABLE FILE RTFILE

PRINT _1ST_TERM_GRADED
DEVELOPMENTAL_STUD
TERM
CLASS_LEVEL

BY STU_ID

IF DEVELOPMENTAL_STUD EQ 'D' OR 'T' OR '
IF STUDENT_ID EQ 1
WHERE _1ST_TERM_GRADED EQ '###'
WHERE TERM EQ '###'

WHERE CLASS_LEVEL EQ 'JR' OR 'SR';

ON TALBE HOLD AS RTAA

JOIN STU_ID IN RTAA TO STU_ID IN RAFILE AS RTAARA

DEFINE FILE RTAA
STUDENT_ID/I09 = IF STU_ID NE LAST STU_ID THEN 1 ELSE 0;
END

Focus Program: NON_DSP_GRADUATED (continued)

TABLE FILE RTAA

PRINT _1ST_TERM_GRADED
DEVELOPMENTAL_STUD
TERM
CLASS_LEVEL
REQ_COMPLETED_TERM

COMPUTE GRAD_TOTAL/109 = IF STU_ID NE LAST STU_ID THEN 1
ELSE 0;

BY STU_ID

IF REQ_COMPLETED_TERM LE '972'
IF STUDENT_ID EQ 1
ON TALBE COLUMN-TOTAL GRAD_TOTAL

END

Appendix E

Remedial and Developmental Course Descriptions

Remedial and Developmental Course Descriptions for Austin Peay State University

EDUC 0710: Basic Reading

Intended to eliminate deficiencies in basic reading skills. Focuses on vocabulary, dictionary use, and literal and inferential reading skills.

EDUC 0820: College Reading Skills

Uses text selections and other readings to develop skills in literal, inferential, critical and study reading as well as to introduce the user of reference materials.

ENG 0710: Basic Writing

Intended to eliminate deficiencies in basic writing skills for minimum proficiency. Focuses on spelling, mechanics, grammar and usage in the context of sentences and paragraphs.

ENG 0820: Introduction to Expository Writing

Acquaints students with the writing process, presents a review of usage and mechanics, and introduces work with primary and secondary source material.

MATH 0710: Basic Mathematics

Main topics are whole numbers, fractions, decimals, percents, statistics and graphs; measurements; geometry; temperature; integers linear equations in one variable; word problems.

MATH 0820: Elementary Algebra

Provides algebraic skills equivalent to one year high school algebra. Main topics are properties of real numbers; linear equations and inequalities; operations with polynomials; special products and factoring; rational expressions; applications.

MATH 0830: Intermediate Algebra

Main topics are functions, relations and graphs; systems of linear equation and inequalities, rational and irrational numbers; quadratic equations and inequalities; complex numbers; conic sections.

PSY 0820: Developmental Study Skills

Focuses on the improvement of skills and attitudes necessary for college success. Group activities encourage development in problem solving, coping with stress and understanding University policies. Activities also aid in improvement of self-esteem and in the exploration of career goals.