

Academic Support Center

Prior to fall 2007, students entering APSU with academic deficiencies enrolled in non-university level developmental courses. In fall 2007, APSU eliminated developmental mathematics and writing courses and students with deficiencies now enroll in “enhanced” sections of the core Mathematics and English courses. The “enhanced” sections combine the same content as the ‘non-enhanced” sections of the course with Structured Learning Assistance workshops which address the students’ mathematics and writing deficiencies.

Desired Outcome	The number for students removing their mathematics deficiency will increase.
Baseline	53.3% (2005-2006)
Results	73.0% (2007-08)
Discussion	<p>Population Description: Students who entered the university in fall '05, who enrolled in either a DSPM 0800 or DSPM 0850 course that semester, were used for the base-line (pre-redesign) population. (Prior to the redesign, students were required to address their mathematics deficiency the first semester they were enrolled.)</p> <p>Students who entered the university in fall '07, who enrolled in an enhanced mathematics course either in the fall or spring semester, were used for the post-redesign population. (Since the redesign, students are required to address their mathematics deficiency within their first 30 hours.)</p> <p>Data for two academic years was reviewed for both sample populations.</p>

Desired Outcome	The number for students earning core mathematics credit will increase.
Baseline	30.2% (2005-2006)
Results	67.3% (2007-08)
Discussion	<p>Population Description: Students who entered the university in fall '05, who enrolled in either a DSPM 0800 or DSPM 0850 course that semester, were used for the base-line (pre-redesign) population. (Prior to the redesign, students were required to address their mathematics deficiency the first semester they were enrolled.)</p> <p>Students who entered the university in fall '07, who enrolled in an enhanced mathematics course either in the fall or spring semester, were used for the post-redesign population. (Since the redesign, students are required to address their mathematics deficiency within their first 30 hours.)</p> <p>Data for two academic years was reviewed for both sample populations. Post-redesign students were only considered to have completed their core mathematics if they also removed their mathematics deficiency.</p>

Desired Outcome	The number for students removing their writing deficiency will increase.
Baseline	71.5% (2005-2006)
Results	75.5% (2007-08)

Discussion	<p>Population Description: Students who entered the university in fall '05, who enrolled in either a DSPW 0800 course that semester, were used for the base-line (pre-redesign) population.</p> <p>Students who entered the university in fall '07, who enrolled in an enhanced English course, were used for the post-redesign population.</p> <p>Data for two academic years was reviewed for both sample populations.</p>
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Desired Outcome	The number for students earning core English credit will increase.
Baseline	54.4% (2005-2006)
Results	75.5% (2007-08)
Discussion	<p>Population Description: Students who entered the university in fall '05, who enrolled in either a DSPW 0800 course that semester, were used for the base-line (pre-redesign) population.</p> <p>Students who entered the university in fall '07, who enrolled in an enhanced English course, were used for the post-redesign population.</p> <p>Data for two academic years was reviewed for both sample populations.</p>

Desired Outcome	The fall-to-fall retention rate for students entering the university with a mathematics deficiency will increase.
Baseline	59.9% (2006-2007)
Results	63.6% (2007-2008), 61.84% (2008-2009)

Desired Outcome	The fall-to-fall retention rate for students entering the university with a writing deficiency will increase.
Baseline	52.3% (2006-2007)
Results	62.1% (2007-2008), 64.6% (2008-2009)