A DOCUMENT RESUME

ED 239 571

HE 016 995

AUTHOR TITLE Petry, John R.; And Others Evaluation Report on the Austin Peay State University Project: Title III, Strengthening Developing Institution Program.

INSTITÛTION
PUB DATE
GRANT
NOTE
PUB TYPE

Memphis State Univ., Tenn. Coll. of Education. 31 Dec 83

G008001142 280p.

Reports - Evaluative/Feasibility (142) --

Tests/Evaluation Instruments (160)

EDRS PRICE DESCRIPTORS MF01/PC12 Plus Postage.
Ancillary School Services; Business Administration Education; Career Counseling; Computer Oriented Programs; Computer Science Education; Curriculum Development; *Developing Institutions; Developmental Studies Programs; Educational Testing; *Federal Aid; Higher Education; *Institutional Evaluation; Job Placement; Management Information Systems; National Competency Tests; Program Evaluation; Remedial Programs; *State Universities

IDENTIFIERS

*Austin Peay State University TN; *Higher Education Act Title III

ABSTRACT

Results of an external evaluation of the Strengthening Developing Institutions Program (SDID) at Austin Peay State University are presented. This federally-funded Title III SDIP program entailed five activities during 1980-1983: developmental studies program, administrative/operational support systems, career business and professional programs, multi-service career development, and SDIP coordination. Objectives and activities that were undertaken for each of these five program areas are identified. The following benefits of the SDIP program are also identified: it demonstrated the need for remedial training; the program helped the university develop and implement a computer system; the SDIP promoted the revision of curricular offerings, including the development of a computer science degree; the program helped improve the effectiveness of the Testing Center\and the University Placement Services; and the program influenced the university to allocate permanent funding for the four program areas to be maintained after the conclusion of the SDIP. grant. Appendices provide activity evaluation reports and monitoring, reports for each of the original five program areas, along with evaluation data, a job placement manual, and a 1983 directory of teacher education graduates. (SW)

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EVALUATION REPORT ON THE

AUSTIN PEAY STATE UN EVERSITY PROJECT:

TITLE III, STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM,

Grant Number: G008001142 Project Number: 4548H00432

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December 31, 19/3

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I. Introduction

Members of the evaluation team

The external evaluation are Austin Peay State University Title III Strengthening Developing Institutions Program was conducted by personnel from Memphis State University: Dr. John R. Petry, Dr. Fred K. Bellott, and Dr. Harry L., Bowman Bureau of Educational Research and Services, and Dr. Russell E. Thomas, Center for the Study of Higher Education. Dr. Petry was involved in the administration and coordination of the project and the evaluation responsibilities; Drs. Bellott, Bowman, and Thomas, in the evaluation. The only contact that these four persons had with the program was in connection with the evaluation.

B. Data-gathering techniques for the evaluation

The techniques used in gathering data for the evaluation consisted of conducting interviews with program personnel, collecting documentation from the files of information on program activities, and compiling data from records on program activities. The external evaluators met with the personnel involved in the program to dispuss the activities conducted during 1980-83 and the accomplishments of the activities in relation to the project objectives. Selected documents in the program activities were identified and collected for use in the evaluation; in addition, available data about program activities were identified and compiled to provide evaluative information.

The external evaluators spent time on the campus of Austiń Peay State University in performing on-site activities related to the evaluation for 1980-83. The visits were augmented by telephone contacts with program personnel to discuss various aspects of the evaluation. The contacts were supplemented by meetings at Memphis State-University that involved the external evaluators.

C. Amount of Title III funds

The federal funding of the Austin Peay State University Title INI Strenthening Developing Institutions Program totaled \$1,268,700 for the three-year period. In each year, the University increased its participation: from 31.3 percent in 1980-81 to 60.2 percent in 1981-82, to 72.7 percent in 1982-83, or 59.8 percent of the total support of the project, 1980-83.

D. Major program emphases during 1980-83

Frive areas weré delineated in the project: Developmental Studies Program, Administrative/Operational Support Systems, Career Business and Professional Programs, Multi-service Career Development, and SDIP Coordination. The Developmental Studies Program was specifically designed to reach students having a need for (1) skill improvement in academic areas and (2) preparation for career entry and pre-professional courses of study and to provide an individualized system of teaching/learning. The thrust of the program was to assist students in the development of self-confidence and skills necessary for success in their college encounter.

The second major emphasis involved upgrading the computer services to an expanded university clientele; namely, personnel and students. The major thrust was to develop systems for maintaining student records and producing payrolls and financial statements.

The third major program emphasis involved establishing an educational environment of higher quality for upwardly mobile career business and professional students. The major thrust of this area was to develop and maintain a qual Computer 5 or gree that offered upward mobility to disadvantaged students.

The fourth major emphasis was to provide support services through tests and stest interpretations for 9,000 apwardly mobile students and to provide

,

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placement services to all graduating seniors. The major thrust was to create an environment of acceptance of diagnostic results so that students could be effectively counseled about achieving the educational goals.

The fifth major emphasis was coordinating the SDIP project in an efficient and effective manner. The major thrust was to demonstrate the value of the project and to develop strategies for continued funding beyond the funding period.

II. Areas of Involvement

A. Developmental_Studies Program

The objectives of the Developmental Studies Program over the grant period were:

- 1. To sustain the 15% higher retention rate among academically underprepared freshmen as opposed to non-DSP students by continuing a comprehensive developmental program in composition, mathematics, reading, and psychology through June, 1983. (2, 10a, 20a)
- To prepare low-income, academically underprepared DSP students for career entry and pre-professional courses of studies requiring communication and/or mathematics skills by integrating the DSP and career education activities, which will give them the skills necessary to-complete successfully core requirements. (2, 10a, 20a)
- 3. To provide by June, 1983, assistance in communication and/or mathematics skills for all students requesting an individualized / system of teaching/learning. (2, 10a, 20a)

The performance evaluation measures used to rate the level of achievement of each objective and the Activity Monitoring Report are in Appendix A. For all objectives, the level of achievement was 100%.

Objective 1

For objective 1, a review of academic records by the Director of Institutional Research indicated at least a 15% increase in the retention of underprepared freshmen cohorts of a pre- and post-developmental program. The increase was achieved over a three-year period at 5% per annum by decision the attrition rate among the academically underprepared freshman by sustaining a comprehensive developmental program in English composition, mathematics,

reading, and psychology. Table 1 depicts the number of classes offered in these areas.

English Composition

The course in written communication incorporated individualized media and a one-to-one approach to the study of basic language skills required for clear, effective writing. Specific areas of study included pronunciation, spelling, vocabulary, and grammar, and writing sentences, paragraphs, and series of paragraphs. Successful completion of a specifically designed program appropriate for the needs of the individual student involved an understanding of the structure of language, which enabled him to convey ideas and opinions effectively in written forms. Professionals and para professionals were available to assist students who wished to improve their writing, prepare for examinations, or complete outside assignments.

Mathematics'

The developmental component in mathematics focused upon the student's attainment of specific performance objectives. A pretest was given to each student; subtests indicated the particular modules in which the student was deficient. For modules in which proficiency was shown, the student was not required to do further work. For modules the student must complete, assignments were made over the material; proficiency was exhibited by passing a test. Failure to attain the required level resulted in additional assignments, followed by an additional st. This proceed until proficiency was six, and the student was then encouraged to proceed until all of the modules were completed.

Course textbooks were designed to correlate with audio tapes, allowing the student to read and listen to an explanation of the problems and theory. Study

TABLE I
COURSE OFFERINGS FOR INSTRUCTIONAL PROGRAM
BY NUMBER OF SECTIONS BY YEAR

v .		1980	. 198	1		1982	1983	
Course	v	Su Fa	Wi Sp	Su Fa	Wi S	p Su Fa	Wi Sp,	Total
English Composition	110	2 6	6 6	2 6	6	4 2 🚓 6	6 5	57
Arithmetic	110	1 3	2 1	1 2	$\frac{1}{2} \frac{1}{h}$	1 3	1 0	. 17
Elementary Algebra	111	1 4	4 4	1 4	3	4 1 4	4 4	38
Intermediate Algebra	. 112	0 1	2 2	0 1	. 2	1 0 1	2 2	14
Reading Language Skills r College Success	11,	1 4	4 4	0 4	4	3 4 4	2 1**	32
Psychology for College Success	100	1 4	4 -4	1 4	4	4 0 4	5 3**	38
Reading Efficiency ()	200	0 . 0	0 0	0 0	0.	0 0	0 1	2
, , , , , , , , , , , , , , , , , , ,	otal	6 22	22 22	5 21	20 10	3 4 4	20 16	196

exercises allowed the student to check progress. Chalkboard illustrations presented in class were put in the textbook so that students would have a permanent record of the material. The student studied and received a lecture at his own rate.

— Reading

Students who were reading below the tenth-grade level (10.0) were advised to participate in the reading improvement course (Education 101), which was competency based and designed to be largely individualized as well as prescriptive, utilizing material that allowed for a considerable degree of self-pacing and self-instruction. Through frequent evaluation provided in the material and by the instructor, students were kept aware of their progress. Students continued working in reading improvement until they reached 10.0 reading level. The Nelson-Denny Reading test was used as both a pre- and posttest and for exit criteria evaluation.

Psychology

All students taking developmental courses in academic areas were advised to register for the psychology course that was especially designed for developmental students. The course was integrated with the Multi-Services Career Development Activity and the Media Center and was designed to incorporate didactic, experiential learning, and individualized instruction in an effort to build self-concept, develop responsible behavior, and prepare the student for coping with social, academic, financial, or personal problems encountered.

Specific areas of study involved were training in study skills; building self-esteem; interpersonal communication skills; problem-solving techniques; handling stress; career interests; and understanding rules, procedures and policies necessary for everyday living. Successful completion of this course

provided the student with a more positive attitude toward self and others, more positive attitudes toward learning, and more effective means of fulfilling his needs and goals.

Objective 2~

To accomplish objective 2, University personnel prepared students for career-entry and pre-professional courses of study requiring communication and/or mathematics skills by integrating the Developmental Studies Program and career activities, which gave skills necessary to complete successfully core requirements. Over the grant period, underprepared reshmen were advised to enroll in the Developmental Studies Program, and statistics were kept about the number of underprepared students who had successfully enrolled in and completed successfully DSP courses. Students also demonstrated that they attained skills necessary to fulfill core requirements.

Objective 3

Objective 3 was also achieved. Records indicated that the program personnel provided services to all sophomores the requested assistance in either communication and/or mathematical skills at the beginning of the project and for all students requesting an individualized system of teaching and learning by the end of the project.

To aid in achieving all-objectives, a Developmental Skills Center was established in the university library, where a media center, classrooms, counseling and conference rooms, and project offices were located. The provision for independent study areas and the priority of instructors and assistants available for consultation gave students a compact and unified environment designed to reduce learning anxiety and to provide a positive climate for intellectual and social development.

Admissions Policy

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In the fall of 1981, a new, comprehensive admissions policy was adopted that ensured the appropriate advisement and academic placement of all entering freshmen who were underprepared in English, mathematics, reading, and/or study skills. Students who did not have a composite ACT score of 16, or a high school GPA of 2.25, participated in the supplemental testing program administered through the Developmental Studies Program before application for admission was complete. Advice based on test results was given individually to students, by specifically appointed faculty, to register for appropriate developmental courses. To addition these students registered for no more than 15 quarker boars are in the mastered the pasts shills they needed for college agencies.

Grading System

In order to have received an A. F. C. or B by the end of the initial quarter. The student must have met the objectives for the course. If the student did not successfully complete a developmental studies course in three quarters not successfully complete a developmental studies course in three quarters not successfully complete a developmental studies course in three quarters not successfully complete and passes progress, he received a PR (Progress) so to the did not such and passes progress, he received a pR (Progress) so to the second continued from the last objective settle gd the prestour quarter. If the course was not complete the the second quarter had the student continued to make progress, he received a PT experiment enrolled for the course a thord time. It, on the other band, it it ident did not make adequate progress in one or note developmental courses, his class has reviewed by his instructors, counselors, and the furne to incare effort to that the cause of the problem, only after the procedure was required note appropriate reasonable. The student and the Progress's required one status.

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B. Administrative/Operational Support Aystems

. The objectives of the Administrative/Operational Support Systems were:

- 1. To have operational a personnel data base and the personnel/payroll and associated systems through a combised effort of the accountant/ systems analyst, two systems analysts, and two programmers by June 1, 1983. (1a, 5a, 8, 14a)
- 2. To have operational with yearly evaluation, development, and
 - maintenance, the policies, procedures, and computer systems necessary to husband the resources of the University by June 1, 1983, through a combined effort of the Computer Services staff, accountant/systems analyst. Director of Quality Assurance, and the Director of Energy Conservation and Resource Management. (1a; 5a, 6a, 8, 14a, 17a, 18a, 21a)
- 3. To achieve the capability in the Computer Services staff of refining the financial data base, associated financial computer programs, and systems yearly to meet the demands of the PME process conducted by the top management of the University by June 1, 1983. (la. 5a. 6a. 8, 14a, 17a. 18a. 21a)
- the student data base, as occasted computer programs, and systems yearly to meet the demands of the PME process conducted by the top management of the University by June 1, 1983, (1a, 5a, 6a, 8, 40a, 14a, 17a, 18a, 21a)
- 5. To manage the use, of energy and other resources to reduce waste through rehabilitation of facilities and installation of Genergy management systems by June 15, 1983. (5a, 8, 17a)
- 6. To analyze all financial systems and operations to achieve maximum

1.

savings, minimum loss, adequate control, and compliance with state and federal rules and regulations by June 15, 1983. (8, 1a, 5a, 6a, 14a)

The performance evaluation measures used to rate the level of achievement of each objective are listed in Appendix B in the Activity Evaluation Report. For all objectives, the desired levels of achievement were reached. The Director of Institutional Research prepared and circulated SDIP evaluation documents to various groups to ascertain the effectiveness of objectives 1, 2, 3, and 4. Data, which are summarized in Appendix B, were tabulated from the theretype scale ranging from Strongly agree to no opinion.

Ulyssell s 1

to estable the control problective in the evaluation survey document was sent to the major users of both the personnel data base and the personnel/payroll system. Statements included were: (1) essential elements required for administering personnel policies are present in the system, (2) elements are clearly defined, (3) elements may be added/deleted as needed, (4) personnel information may be added or maintained with ease for all employees, (5) system provides for fast and accurate input for either personnel or payroll . (b) is ten theorem an audit trail for personnel/payroll actions on any employee, (7) system leads liself to ad hôt reporting, (8) summary information is obtainable, (9) rederal personnel, reports are contained within the system, (10) reports provided $\ensuremath{\Delta \cos t}$ themsleves to fast and easy analysis of trial runs for payroll, (11) system allows categorizing of employees into groups with similar Annacteristics, (12) time input for employees is fast and efficient, and (13) check, earnings, deduction, and benefits registers provided by the system are useful for other reporting and accounting purposes. A value of 8.1 on a 10-point rating system affirmed the usefulness, effectiveness, timeliness of the personnel data base, the personnel/payroll system, and

associated systems.

Implementation of the Westinghouse personnel option on the DEC VAX was achieved in conjunction with a pilotoproject for the Tennessee State Board of Regents. The new system included the necessary interfaces with existing data bases, which were applied by institutional personnel. Plans to revise the personnel data base and the personnel/payroll base on an annual basis have been made.

Ubjective 2

Objectical was a compliance through a matting the effective utilization of policies, procedures, and computer systems necessar, to husband the nesources of the University by circulating the survey instrument among the administrative staff, faculty, and department chairpersons, which yielded a rating of 85 on a 100-point value system.

Statements included were: (1) sufficient data elements are available in the systems to meet the users needs, (2) reports are received by users in a timely fashion. (3) reports received by users are adequate for reporting to other squartes (4) stems provide users with mechanisms for filling special ad how reporting rips. (3) reports assist users in the detection of errors, (6) errors as the orienter to a their sample. (7) arequate safequards are built into the systems to prevent abuse by unauthorized users, (9) sufficient computer resources are available for users to be able to complete their assigned work, and (10) computer services staff are competent and helpful in assisting users in adapting to the systems.

Respondents perceived that the management and accounting systems for restricted funds, such as grants and contracts, were responsive to and in compliance with changing policies and regulations generated at the state and

féderal levels. Interviews with personnel in accounting, contracts, and student aid verified the questionnaire data. Users of the student records subsystem indicated that programs to authenticate historical grade records to be used for computerized transcripts and academic advisement were in place.

Objective 3

Objective 3 was met according to both oral and written reports and interveews with staff having responsibility in this area. A survey of major users of the financial data base, associated financial computer programs, and associated financial computer scale on the following statements:

(1) Fig. 15 are received and timely fashion to requests for modifications to existing systems to meet new needs, (4) existing hardware lends itself to adaptation required to meet new needs, and (5) existing software contains enough flexibility to allow adaptation for new needs.

Objects e +

to a time it is a computer program and spiter is spotfed to the evaluation most uncert on the fortowing scatements. (1) reports are received in a timely fashion, (1) reports received are adequate for reporting to other agencies, (3) computer services staff members react in a timely and cooperative fashion to requests for modifications to existing systems to meet new needs, (4) existing hardware lends itself to adaptation required to meet new needs, and (5) existing software contains enough flexibility to allow adaptation for new needs. The average response to items about effectiveness of the computer programs and systems was 8.8 on a 10-point scale.

 $\mathbf{V}_{\mathbf{p}^{\prime}}^{\prime\prime}$.

Previously, in 1981, an evaluation was made of the optical scan based subsystem for academic processing through a survey of the registrar and the staff of the registrar's office, and a random sample of faculty. Interviews substantiated that the survey results were positive. Also, an evaluation was made of the revised student registration procedures of a random sample of users; the student data base was integrated into the system.

Documentation, reports, and interviews with users of the student records sub-system affirmed that programs were developed to authenticate historical grade records to be used for computerized transcripts and academic advisement.

and administrative configuration of the newly developed student financial and accounting patterns of a random sample of student clients and involved administrative configuration. In 1983, a questionnaire was reacted to on this objective. The development of the subsystem and its full implementation were verified by observation, documentation, and interviews.

Another use of the computer for student records involved a system for tracking students from admissions through graduation. A questionnaire was circulated to administrative staff and faculty concerned with student records to a scretain the effections. If the species is the respondents deemed the system to be effective and the period of it to to rule, implemented. An evaluation of the studence and trackert's aspect and raculty advisors and counselers was positive.

Objective 5

Objective 5 was accomplished by installing an energy management system. Some faculty modification has been made through the awareness of energy requirements, including the rearrangement of space usage.



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Objective 6

An external evaluation of objective 6 revealed that the work accomplished in the analysis, procedures, and practices put into effect to analyze all financial systems and operations to achieve maximum savings, minimum loss, adequate control, and compliance with state and federal rules and regulations was positive. Inferences drawn from the SDIP Evaluation forms confirm this rating. Previous revision of the financial systems and financial data base on an annual basis to remain current with new and available equipment was effective.

Various Buyliles, and Photosalphal Frogram

The Initial listing of objectives for all the first included by some compacting. In the constant being the grant period.

1. To develop and maintain an educational environment of higher quality in which American Assembly of Collegiate Schools of Business (AACSB) standards are met and upward mobile students are able to immediately color the mainstream of society

To do cloy and maintain a quality computer a ronce degree that will for upon a mobility to all an eaged atquents.

Journal control of each abjective (see Appendix C for PEMs and the Activity Manutoring Report.) They surpassed the levels necessary for success.

Objective 1

The achievement of objective I was established by comparing the standards required by AACSB with the characteristics of APSU business faculty, library foldings, and curriculum requirements of the various options of the College of Business of the University.



To achieve this rating of nearly 100% on all six measures, several events took place. Course, syllabi were rewritten to include greater emphasis on computer, utilization, and appropriate hardware and software were made available to students in various courses. Programs were expanded to better prepare disadvantaged students so that they would be upwardly mobile, specifically by improving their understanding of types of business communications. Weaknesses in written and oral communications were identified and remediated. Students with low Act alones in mathematics or language skills were counseled into appropriate declarated courses.

Students majoring in business management were required to pass a minimum off one business communications course emphasizing the types of communications used by mildule and executive level managers. Practice was given in dictating into the less characteristic of word processing departments.

or polled

In order the entand objective 2, other events took prace. a quarity computer science scaff was acquired to teach courses, students demonstrated use of the PP/I compiler, computer science courses were revised, local user facilities users manuals were prepared, additional equipment (VAX) was purchased, local interest groups were involved in computer science activities and were featured in the local newspapers, and computer terminals were added in the College of Arts and Sciences.

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D. <u>Multi-Service Career Development Program</u>

The objectives of the Multi-Service Career Development Program over the three-year grant period were:

- 1. To provide academic support services through testing and test interpretations to over 9,000 "upward mobile" individuals by June 15, 1983
- Z To provide effective Placement Services to over 95% of all graduating sentors by June 15, 1983

Performance evaluation measures outcompetitied to assess the level of this venient of each objective (see Appendix ν) one, one of the 13 specific measures did not reach the 100x achievement revel

Ubjective 1

According to the annual reports submitted by the Director of the Counseling and Lesting Center, this objective has been completely met; that is, if one assumes that all persons serviced were "upwardly mobile." Notably, the Testing Center reports after the following figures for the respective periods: 3,1/3 persons tested 1980-81, 2,938, 1961-82, and obver 3,000, 1982-83. Thus, the leating Center appears to have served more students in its initial period of operation than an either or the their two periods. Perhaps the Center is operating at peak afficiency in serving around 3,000 persons each year.

Testing Programs

Scheduled group tests. The Testing Center offered a number of standardized tests, designed to meet the varying needs of APSU students, prospective APSU students, and adults in the surrounding area. This part of the program was administered on a year-round schedule and included such tests as the:



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/例。 作》 American College Test (ACT)

American College Test-Proficiency Examination Program (ACT-PEP)

Graduate Record Examination (GRE)

National Teacher Examinations (NTE) :

Graduate Management Admissions Test (GMAT)

General Education Development Tests (GED) for the High School Equivalency

Diploma

College Level Examination Program (CLEP)

Callfornia Achievement fest (CAI) (required for the teacher education program).

the wide range of testing demands and varied requests from students, staff, and professional organizations in the community, the Testing Center also administered the following instruments:

Miller Analogies Test (MAT)

Retakes of the General Education Development lest

Retakes of the California Achievement lest

Alcohol and brug Counselor Certification lest

Real Estate Licensure Examination

Strong-Campbell Interest Inventory (SCII)

Survey of Study Habits and Attitudes (SSHA)

Various interests, personality, and ability measures

Associated with the administration of interest, study habits, personality, and ability (intelligence) measures were many group and individual interpretation sessions.

The lesting Center was involved in the administration of academic ability measures in English, mathematics, and reading as a part of the admissions



policy. All entering students who did not have a composite ACT score of 16 or a high school GPA of 2.25 had to take these tests for placement purposes. Much of this testing occurred during the summer orientation periods. Also, many Revisidual ACT instruments were administered during summer months.

Testing Support Programs

The Testing Center offered two major programs targeted at those experiencing difficulties associated with tests: a skill workshop on test-taking and relaxation training with some accention given to test-anxiety reduction. Though the humbers of student participating were not large, there were indications that the near was present and was met through these efforts. Perhaps included publicit, in strategic campus rocations, to academic personnel, and at critical times during each term would have increased the number of participants.

Information Dissemination to Students

consecting and leading conter.

University tollists character

Workshop tiyers

Postéd schadules

Guest speaking engagements on-and off-campus

Presentations to head residents and resident advisors

Domnitory presentations

Through such efforts, the Center maintained a fairly consistent level of activity over the grant period. This suggests that these publicity efforts have been successful.

Objective 2

14

The information available indicated that the objective was partially achieved based on an estimated 70% of the 1983 graduating, seniors having utilized the Placement Services. While this percentage was considerably Tower than the 95% specified in the objective, the evaluators suggest that the percentage may have been set unrealistically high in the objective. The rationale for this suggestion is that a majority of the APSU students are from the local area and find employment in the local area through personal contacts and acquaintances, therefore non requiring job procement services. In addition, approximately 10% of the graduating seniors enroll in graduate school, whereas about the enter the military services, according to secent annual surveys of graduates conducted in September of each year.

Information Dissemination to Students

Several activities were conducted to inform students of the services available through the Office of Placement Services. During each year of the Chrice year grant period, letters were sent to all seniors describing the Place ment stripes and communications and communications and area newspapers. Published eggins to the amplies excepaper feature Stories and placement announcements were published in the alumnit publications and area newspapers. Formal and informal meetings were held in Many departments and with campus clubs and organizations to explain the placement services available. Quarterly meetings were conducted with student teachers to discuss teaching opportunities and placement.

In addition, a Directory of Current Job Openings was maintained for student use in the Office of Placement Services. The directory listings were organized by major field of study related to the available positions. A





monthly bulletin was prepared and distributed to all seniors and alumni listed in the active placement files. A recruitment schedule was included with the monthly bulletin. A file on major industry employers was available and in the process of being catalogued to facilitate use by students. A resource library was developed to assist students in their job searches and interview skill development.

rublications

the office of the control of the control of the dob the dob the ment of the control of the dob the dob the ment of the control of the control of the dob to sente students and new facult, members. The annual <u>Directory of Teacher Education Graduates</u> (Appendix D) was prepared in the spring of each year for distribution to Potential employers of teacher education graduates.

Promotion of Recruitment

the meetings of the Tennessee College Placement Association and the Southern College Placement Association resulted in recruitment invitations to many employer representatives. These efforts contributed to an increase in the number of interviews arranged through, Placement Services from approximately 200 to 2,000 annually.

In an effort to publicize Placement Services, letters were mailed periodically to area business leaders soliciting their support by hiring current

ness leaders were established and maintained. The local media--newspapers and radio--were also used to publicize the operation of Placement Services.

Professional Enhancement

The start of the Placement Services engaged in several activities to remain current in their knowledge of placement procedures and career oportunities. Membership was maintained in the state, multi-state regional, and nutlonal college placement organizations. At least one staff member attended annual meetings of the state and regional organizations. In addition, visits were made to the placement offices of seleral universities: Middle Tennessee State University, University of Tennessee-chattanooga, Vanderbilt University, Lennessee Lechnological University, University of Houston, and Memphis State University. These visits were conducted to identify effective ways of delivering placement services.

following study of Graduates

In september of each law a first up attal, was conducted of the period. The first the precious, at an aurice, four Soli Iteo information on the liege paper attall a right ment autice and further addication plans of each graduate. The return rates for the three groups of graduates were 30% of the 1979-80 group, 20% of the 1980-81 group, and 46% of the 1981-82 group. The responses were compiled and presented in an annual report. Comparative data were included on employment status and salary ranges to reveal trends and changes on a multi-year basis.

Career Fair

The Office of Placement Services held a Career Fair once each year during the grant period--in the Spring Quarter of 1980-81 and the Winter Quarter of



1981-82 and 1982-83. The purpose of the fair was to provide the opportunity for students, especially seniors, to talk with a variety of prospective employers about career opportunities. The number of participating employers was 45 in 1980-81, 63 in 1981-82, and 65 in 1982-83.

Job-Seeking Skills Seminars

Seminars on job-seeking skills were planned and conducted each year by the Placement Services staff. These seminars were organized around the process and techniques used in identifying job opportunities, applying for desired positions, and using effective follow-up procedures. The number of seminars conducted was one in 1980-81, seven in 1981-82, and seven in 1982-83. In addition, small scale versions of the seminar were presented to students in classes, organizational meetings, and teacher education group meetings.

Placement Program Evaluation

The evaluation of the Placement Program was performed primarily through the preparation of annual management-by-objectives progress reports that were compiled internally. The report contained a listing of each objective/activity (including the grant program objectives), the estimated degree of accomplishment, and comments. Evaluative data were derived from the annual graduate follow-up study records in the Office of Placement Services, and information obtained informally from contacts with students, faculty members, and recruiters.

E. SDIP Cordination

The objectives of the SDIP Coordination Program over the grant period. Were:

1. To manage the SDIP grant in an efficient and effective manner utilizing EDGAR and yearly approved budgets and Report 2 to achieve



grant objectives.

2. To develop with the President effective implementation strategies for fund replacement strategies of the four activities to be maintained after the conclusion of the SDIP grant.

A performance evaluation measure rating was used to note the level of achievement of each objective (see Appendix E.). The range of achievement was from 75-100%.

Objective 1

A review of the Activity Evaluation Report indicated that the SDIP grant was managed in an efficient and effective manner. The coordinator (1) acquired a total sense of the program's thrust, (2) established effective communication with the president, (3) developed an effective evaluation system to: measure total program development, (4) assisted in the recruiting of project personnel, (5) informed all persons involved with the project about project progress, (6) coordinated the activities of the four program components to ensure maximum use. of personnel and other resources, (7) assessed the utilization of SDIP financial resources to ensure fiscal responsibility and maintained fiscal control of each activity's resources, (8) interpreted the grant's purposes to institutional personnel and publics, and (9) assisted in the preparation of final reports. One objective, to assist the President in employing the assisting agency was written out, and another, to assist the President in employing external evaluation, was changed to a summative evaluation. A performance evaluation measure, to achieve a rating of the 85th percentile on EDGAR compliance, was written out because of the decision not to employ an assisting agency.

Objective 2

The tompletion of this objective was attained within the grant period

through the provision of funding of the four activities in the 1983-84 fiscal year, which began the day after this grant period terminated. The project director achieved this goal over a three-year period by beginning in July 1980 to work with the President of the University in providing university funds for a continued institutional development program. Though funded for 1983-84 at a level approximating two-thirds of the grant level, the four program areas will be continued as an integral part of the institution's académic program. The level of success of each component justified the conclusion that the project's activities that effected change on behalf of high-risk students be offered to students who continued in the University and to those who entered it for the first time.

III. Findings

General findings related to the Developmental Studies Program were:

- (1) an increase of 165% was achieved in the retention of underprepared freshmen cohorts of the pre- and post-developmental program
- (2) students repeated tasks in basic skills until they demonstrated proficiency and completed all basic skills modules
- (3) individualized systems of teaching and learning were provided for all students making request for them
- (4) a Developmental Skills Center was established in the unfversity library for student use
- (5) a comprehensive admissions policy was developed and begun that ensured the appropriate advisement and academic placement of all entering freshmen underprepared in basic subjects and study skills
- (6) grading procedures were modified to allow the achievement of course objectives

Findings related to the Administrative/Operational Support Systems were:

- (1) a personnel data base and a personnel/payroll system became operational
- (2) resources of the University were husbanded by setting in operation the policies, procedures, and computer systems necessary to achieve this task
- (3) the Computer Services staff achieved the capability of refining the financial data base, associated computer programs, and systems to meet the demands of the performance evaluation measures processes
- (4) the Computer Services staff achieved the capability of refining the student data base, associated computer programs, and systems to meet the demands of the performance evaluation measures processes



- (5) energy management systems were installed to reduce waste
- (6) the ability to analyze all financial systems and operations was achieved

Other findings related to the Career Business and Professional Programs were:

- (1) syllabi for computer courses were rewritten for student usage
- (2) a 25% increase in student understanding of oral and written business communication was achieved
- (3) word processing equipment was acquired by the University so that students could have hands-on experiences with it
- (4) computer science course offerings were revised, and eleven new courses were added to the program
- (5) computer terminals were added in the College of Business and College of Arts and Sciences to serve student needs

Additional findings related to the Multi-Service Center Development Program were:

- $^{-}(1)$ the Testing Center administered several types of tests to over 9,000 persons during the grant period
- (2) the Test Center offered a skill workshop on test-taking to students experiencing test
- (3) a large percentage of graduating seniors used the University

 Placement Services
- (4) information about the Office of Placement Services was communicated to students in local news media
- (5) a directory of job openings was maintained in the Office of Placement Services
- (6) placement publications were updated or prepared for student use



- (7) the number of on-campus interviews held by businesses increased from 200 to 2,000
- (8) a follow-up study was made of graduates of DSP courses to ascertain employment status
- (9) the Office of Placement Services sponsored 15 seminars on job-seeking skills, such as identifying possible jobs and applying for a position

Several findings related to SDIP coordination were:

- (1) an evaluation system was developed to measure total program development
- (2) the activities of the four program components were coordinated to ensure maximum use of personnel
- (3) financial resources were controlled to assure fiscal responsibility
- (4) the publics involved in the grant were kept informed about progress in each area of activity
- (5) funds for continuance of the four activities in the program were allocated in the 1983-1984 budget



IV. Conclusions

All of the objectives of the program were completed during the project year with the exception of the ones that involved a formative evaluation, which were written out of the project.

The three-year SDIP project served as a catalytic agent in changing policies at the University by aiding faculty and administrators to conclude that remedial training for low achieving students produced the type of gain that enabled the students to achieve academic success; that is, provision was made for underprepared students to become upwardly mobile by their achieving competencies in numerous instructional areas.

It was the means—whereby the University developed and brought into operation computer systems dealing with data relating to students and institutional personnel, and with the analysis of the University financial systems.

SDIP was the vehicle for delivering the revision and adoption of University curricular offerings and in securing instructional equipment for experiential learning. It was highly influential in increasing the effectiveness of both the Testing Center and the University Placement services and in emphasizing the importance of job-seeking skills.

The program was instrumental in influencing the University to allocate permanent funding beyond the grant period for the four program areas. Evidence from faculty and students participating in the project and from complete sets of records attest to the high degree of competency of the administrators of the project and to its short-range and long-range impact on educational practice at Austin Peay State University.



ACTIVITY EVALUATION REPORT AND ACTIVITY MONITORING REPORT
FOR THE DEVELOPMENTAL STUDIES PROGRAM, 1980-83

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Form approved Page 1 of 9 Pages REPORT 2 - ACTIVITY EVALUATION REPORT PEDAC No. 40 STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM App. Exp. 07/80 Name of Institution: 2. Period Covered: 3. Date Submitted: 4. Activity Title: To: Aust in Peay State University 7/1/80 6/30/81 Refinement of a Bevelopmental Studies Program 5. Specific Objectives and Related 6. Specific Performance Evaluation 7. Level of Institutional Goals ' Measurés Achievement Over the SDIP Grant Period: 6a. Over the SDIP Grant Period: 7a. Performance To sustain the 15% higher retention rate among 1. A review of academic records by the Direc-Evaluation academically underprepared freshmen as opposed tor of Institutional Research will indi-Measures to non-DSP students by continuing a comprecate at least a 15% increase in retention Rating hensive developmental program in composition, of underprepared freshmen cohorts of a prdmathematics, reading, and psychology through and post-developmental program. June, 1983. (2,10a,20a) 5b. Over the SDIP Grant Year: 6b. Over the SDIP Grant Year: 🗽 To decrease by 5% the attrition rate among By June, 1981, a review of academic reacademically underpropared freshmen by suscords by the for of Institutional 100 taining a comprehensive developmental program Research wil. ...ct at least 5% dein composition, mathematics, reading, and crease in the crition rate of underpsychology by June, 1931. (2,10a,20a) prepared fres. who participated in the DSP compared a the attrition rate of underprepared shmen in the previous three-year period (1977-1980). 2. To prepare low-income, academically under-2. By June, 1981, a review of academic reprepared DSP students for career entry and cords by the Director of Institutional 100 pre-professional courses of studies requiring Research will reflect at least 5% increas communication and/or mathematics skills by in the number of low-income, academically integrating the DSP and career education underprepared freshmen selecting career-7b. Summary activities, which will give them the skills entry and pre-professional courses of Rating 101 OE Form 1049-7 (7/79)
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1. Name of Institution: 2. Period Covered: 3. Date Submitted: 4. Activity Tide: 7/1/80 To: 6/30/81 Refinement of a Developmental Studies Austin Peay State University 6. Scheduled Completion 5. Activity Ulentoan Pariod IL ist activity milestone's in col. St., Identily milestones undertaken in coopera-1. Remarks tion with an assisting institution or agency, by placing an * in col. 6 a.) 2 1 the Developmental Studies Program, the Mudia Center, and Counseline and Placement $(f.\dot{y}, 1, 2 \& 3)$ Ò *Complete mid-term progress reports A for all developmental students (i,y, 1, 2 & 3)*Assign part-time paraprofessionals . Same as Winter, 1980 A or Spring quarter based on preregistration statistics (f.y 1, 2 & 3) *Examine coordinated activities of Ş Counseling and Placement, the Media A Center, and Developmental Studies Program (f.y. 1, 2 & 3) *Assisting agency will conduct a for-Kin. Δ mative evaluation with support and recommendations for improvement (f.y. 1, 2 & 3) *Administer post-tests and post-ques-A tlennaires in all academic components and complete evaluation of overall statistics of pre- and post-tests in academic components for Winter quarter (f.y. 1, 2 & 3)pre- and past tests have been revised for Fall *Evaluate pre- and post-tests and prein English, Math and Reading and post-questionnaires from all

OE Form 1049-2 LEGEND Ito be entered in appropriate Coarter!

A represents planned milestone activity.

 $A + completed inflestanes; \Delta = - - \Delta$ or $\Delta = - >$ represents roscheduled

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Page 6 of 12 Pages

REPORT 1 - ACTIVITY MONITORING REPORT STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM

Form approved FEDAC No. 40 App. Exp. 07/80

4. Activity Tide: 1. Date Submitted: 2 Pariod Covered: 1. Name of Institution: 7/1/80 To: 6/30/81 Refinement of a Developmental Studies Austin Peay State University A. Scheduled Completion L Activity Medistanes Pariod 7. Remarks (List activity milestone's in col. bb. Identify milestones undortaken in cooperation with an assisting institution or agency by placing an * in col. Sa.) 5 components In progress, Completion by April 1, 1981 *Complete progress and retention Δ reports of all developmental students for Winter quarter (grades) (f.y. 1-3) Momplete internal evaluation of academic In progress, Completion by April 1, 1981 A components based on Winter quarter statistics (i.y. 1-3) *Administer pre-tests and pre-ques-Δ tionnaires to all students enrolled in Developmental Studies courses and complete evaluation of pre-tests; for appropriate assessment of developmenta students' academic profile (f.y. 1-3) .*Attend National Developmental Studies À ·Conference: location to be announced *Complete mid-term progress reports Δ for all developmental students (f.y. 1. 2 4 3) *Assisting agency will conduct a for-Δ mative evaluation with support and recommendations for improvement (f.y. 1, 2 & 3) *Administer post-tests and post-ques-

OE Form 1049-2 LEGENO. No be entered in appropriate Quarter | A represents planned milestone activity; A * completed milestones, A --- A or A --> represents teacheouled milestones.

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tionnaires to all students enrolled in

Page 7 of 12 Pages

REPORT 1 - ACTIVITY MONITORING REPORT STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM Form approved FEDAC No. 40 App. Exp. 07/80

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110 5a	on with an assisting institution or agency	by placing an " in col, 5 e.)	1	?	2 3 4			
	DSP and complete evaluatistics of pre- and	_					1	
	academic components (grades) (f.y. 1, 2 &	• •						
	*Evaluate pre-tests a					A		
	naires (f.y. 1, 2 &3)				١			^
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	SDIP objectives (f.y.					·	·	
	*Submit Year 1 report dinator and Dean of t	;			, ,	A		
	and sciences (i.y. 1	2 6 3)	1				,	
	*Refine duties and re DSP faculty and staff	•				A	s	
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4. Activity Title: 9,080

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tio 51	n with an assisting institution or ⇒incy by place \$5	ng an " in cul. ball	1	2	/3	4	
	Provide the SDIP Coordina Il plan: (Grant Period 1,			(),	. \		This milestone will be completed after 10/16/8 when there will be a meeting with Dr. Sawrey,
	Participate in Summer Fre tation (Grant Period 1, 2	shmen Orien-	A				Dr. Nixon, Mr. Carter, Mr. Gentry, and the Director of the Developmental Studies Program
 	Complete new testing proc screeniar for all entering	edures and	A				regarding various aspects of the BSF.
	2 & 3)						
47	Administer projects at and passives to 11 this atgreen	ore-question- celled in Devi	Δ.			*	
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Form approved FEDAC No. 40 App, Exp, 07/80

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Page 11 of 12 Pages

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B. C. C. William

APPENDIX B

ACTIVITY EVALUATION REPORT FOR THE ADMINISTRATIVE/OPERATIONAL SUPPORT SYSTEMS, 1980-83, AND SDIP EVALUATION DATA, 1983





Paga 1 of 10 Pagan

RESPOND 2 " ACTIVITY EVALUATION BUPOND STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM

Form approved FEDAC No. 40 App. Emp. 07/00

1. . we of Institution:

Auntin Peay State University

2. Pariod Covared: 7-1-80 To: 6-30-81

J. Duto Submitted:

4. Activity vitlo:

Improvement of Administrative/Operational Suppor

5. Specific Objectives and Related Institutional Goals

6. Specific Performance Evaluation >

7. Level of Achievement

56 Own the SDIP Grant Portod.

1. It have operational a personner data base and can per onnel paytorl and appointed syst ma.

The plan combined client of the acc untant/ partons a first, the syst me margate, and the profession of the land that the lan

oa. Over the SDIP Grant Portod:

An evaluation survey document prepared and circulated by the Director of Institutional Research to the major users of the personnel data base and the personner payroll system will judge the data base and personnel/payroll a value of 8 or higher on a 10-point rating system as to its usefulness, effectiveness and rimelfiness by June 15, 1983.

7a. Parformance Evaluation Measures Rating

5b. over the off mont your.

 replecent a personnel data base by July, leel, through a combined effort of the Busi was Manager, systems analysts and programmera 6b. Over the SUIP Grant Year:

1. The personnel/payfoll system will be driven by the personnel data base, therefore, major users will respond to a a survey questionnaire developed and circulated by the Director of Institution Research on the uselubess and timeliness of the personnel/payroll system and not the data base. The questionnaire will receive an average response of 80 or better on a 100 point evaluation system.

b, the Director of Institutional Research to major users of the personnel/payroll system will respond at the 80 or better

7b. Summary
Rating

dea basis by Jaly, 1931, through a comblact effort of the business manager, systems analysman fragrencers.

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. News of Institution:	STREETING DEVI	ELOPING HALLMATICH GERUSC ELOPING HALLMATICH GERUSC ELOPING HALLMATICH GERUSCH	Juan (SEII)	n otherway
Austin Peav State Univers	2. Period Covered: 1cy 7/1/80 To: 6/30	. 3. Date Submitted:	4. Activity Title:	. Е.р. 07/80
Specific Objectives and Ro. Institutional Goals	lated	6. Specific Performan	Systems Ca Evaluation	nistrative/Operationa
. Over the SUIP want Ported	1.		The second secon	7. Leval of Achievement
To have operational with y development and maintenance codures and computer system the resources of the University of Lange and constitution of Lange and Quarity Assurance Lange, Conservation and (La Sa, 6a, 8, 14a, 17a, 18a, 21a)	c. the policies, p. so necessary to mabada rosty by June 1 1983 of the Comput r /s, stems analys. nee and the Director Proposed	An evaluation of the of the resources of the description of the Research and airculative staff and factore department chairpairs, will provide a non-a 100-point value is	effective actilization of the University constitutional among the administrative down through versons by June 15, rating of 85	Measures Rating
over the SDIP Grant Year:		6b. Grar the SDIP Gran average score on a 100 system.	t Year: -point total value	•
To desat p. b., July 1901 maccounting systems in rest continues, student and, etc. pointing is and in supliance, proteins and regulations gos in literar revels as an on- periodicity the accounting indicator of quality control, and program etc.	ricted funds (process), that will be respected at the changing at tater at the concess to at/ayscem and st	dajor asors when responsite propared and cir of Institutional Research and accounting tricted grants and research of 80 or better devaluation scale.	culated by the Dire The as to the min Systems for res Ponsibilities to	\ . \ \
o develop programs for substate historical grade record in 1043-2 (7/79)	Wall no. 1	dajor users of historic of students will evalua	al grade records	7b. Surmary

1. Name of Institution:

Austra Peay State University

2. Period Covered;

7/1/80

6/30/81

3. Dato Submitted: 4. Activity Title:

Improvement of Administrative/Operational support systems

5. Specific Objectives and Rolated Institutional Goals

6. Specific Performence Evaluation Maasures

7. Level of Achievement

7a. Performance

Evaluation

Measures

Rating

5a. Over the SDIP Grant Period:

- 3. To achieve the capability in the Computer Services staff of refining the Timencial data base, associated financial computer programs , and systems yearly to meet the demands of the PME process conducted by the top management. of the University by June 1, 1983. (la,5a,6a,8, . 14a,17a,18a,21a)
 - To achieve the capability by the Computer Services staff of refining the student data base ussuciated computer programs and systems yearly
- 55. Over the SDIP Grant Year:

be used for computerized transcripts and academic adv sement through a combined effort of the registrar and staff, Eystem analysts and progranters by July, 1981.

- ., To provide by July, 1981, support staff to minage and conserve the resources of the University.
- To implement an optical scan based subsystem for 6. academic grades processing by July, 1981.

64. Over the SDIP Grant Period: A survey of the major users of the financial data base and systems by June 15, 1983, conducted by the Director of Institutional Research, will provide an average score of

9 on a 10-point scale of the ability to change the data base and systems to meet the demands of the PME process.

4. A survey of the main users of the student data base and systems by June 15, 1983, conducted by the Director of Institutional

6b. Over the SDIP Grant Year:

the programs and subsystems developed on a questionnaire developed and circulated by the Director of Institutional Research and the average response, will be 80 or better on a 100-point evaluation system.

- Activity coordinators in their year-end an 85%+ satisfaction with the currently employed staff.
- An evaluation of the optical scan based subsystem for academic grade processing will be obtained through a survey of the registrar, staff of the Registrar's Office

7b. Summary Rating

evaluation of staff members will indicate

E Fora 1049-2 (7/79)

Page 4 of 10 Pages REPORT 2 - ACTIVITY EVALUATION REPORT Form approved STRENCTIONING DEVELOPING INSTITUTIONS PROGRAM FEDAC No. 40 1. Hams of Institution: App. Exp. 07/80 2. Period Covered: 3. Data Submitted: 4. Activity Title: Austin Peay State University 6/30/81 7/1/80 Improvement of Administrative/Operational 5. Epocifile Objectives and Related Support Systems Institutional Goals 6. Specific Performance Evaluation 7. Level of Measures Achievement Sa. Over the SDIP Grant Period: 6a. Over the SDIP Grant Period: to meet the demands of the PME process con-7a. Performance dusted by the top management of the University Research, will provide an average score of Evaluation by June 1, 1983. (1a,5a,6a,8,10a,14a,17a,18a,21a) 8 or better on a 10-point scale for the Measuren ability to change the data base and systems Rating to meet the demands of the PME process. 5. To manage the use of energy and other resources By June 15, 1983, a survey conducted by to reduce waste through rehabilitation of facian external energy resource team will. lities, and installation of energy management score an overall rating of 8 or better on systems by June 15, 1983. (5a,8,17a) a 10-point system for the improvements to the management of energy and other physica plant resources. Over the SDIP Grant Year: 6b. Ovar the SDIP Grant Year: and random sample of faculty, will provide on average response of 8 or better on a 10point scale for improvement of grade reporting when conducted by June 25, by the Director of Institutional Research To revise student registration and student data base through a combined effort of the registrar, 7. An evaluation of the currency of the student systems analysts and programmers on an annual registration system conducted by the bash to remain current with need and available . Director of Institutional Research of a equipment by July, 1981, through a combined "random sample of users (faculty, staff and effort of systems analysts, programmers, account int/ 100-point scale by June 30, 1981. students), will average 75 or better on a system analyst, director of quality assurance,

and the academic administration and staff.

registrar and staff, business manager and staff,

7b. Summary Rating

- Remo of Institution:	2/ Paul - 1		CONTROLLAR ALL	RT Gran	FORTH APPORT	, 60
Austin Peay State Universit		6/30/8	3. Date Submitted:	4. Activity Tit	let	, ,
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Over the SDID Grant Poriods. To analyze all financial sy to achieve maximum savings, quate control and compliance federal rules and regulatio (8, vla, 5a, 6a, 14a)	vstems and operations minimum loss, ade-	p] pr	n. Over the SDIP Gr external evaluati ished in the analy- actices put into e Il report a rating stem on achievement	on of the work a sis and procedur ffect by June 15	ccom-	Achievement Achievement Achievement Achievement Berformance Evaluation Measures Rating
Over the TOIP Grant Year: To revise the financial syst data base on an annual basts with need and available equinough a combined effort of	to remainscurrent	thr	Ovor the SDIP Gran andom sample of the ough the department el will provide an	e administrative	staft	
inrough a combined effort of programmers, accountant/systomers and the staff.	the systems analyst	s, 8 o r for whe	el will provide an r better on a 10-po the currency of the surveyed by the Dional Research befo	average rating of wint value scale we financial syst	of ems	
n 1049-2 (7/79)		, g			70. 51	TOTAL TY

Page 6 of 10 Pages STR	THE DEVELOPING THE THE THOUSE PROCESS	OPPZOVED C 150, 40 150p, 07/90
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Institutional Coals 5a. Over the SDIP Grant Period:	6. Epocific Porformance Evaluation	7. Level of Achievement
priod;	6a. Cvar the SDIP Grant Period:	7a. Performance Evaluation * Massuras Rating
UI (C)		
To implement an optical scan based advergistration subsystem by November, 19, a combined effort of the registrar and systems analysts and programmers.	advanced registration subsystem conducted upon a random sample of students, faculty, and staff by the Director of Institutional Research will propose and average rating of 75% or better on improvement when compared with the pre-grant system of advanced registration.	
To fully implement the personnel/payrol through a combined effort of the busine manager, director of quality assurance, analysts and programmers by July, 1982. Forth 1049-2 (7/79)	l system 10. An evaluation of the fully implemented personnel/payroll system conducted by the Director of Institutional Research of the business office staff, and the administrative staff through the staff thr	

kaga 7 of 10 Pagas STREAM	INDEPTED 2 - ACTI	PLNI DISTRIBUTIONS PROG PLNI DISTRIBUTIONS PROG	Form appropriate to the second	10	
1. Here of Institution: Austin Pear State University 7/1/81	od Curarod: To: 6/\$0/82	3. Dato Swaittadi	4. Activity Tit	le:	
5. Specific Objectives and Related Institutional Goals		6. Specific Performan	Cuctomo	1	Leval of Achievement
So: Over the SDIP Grant Period:		6a. Ovar the EDIP Gr	ont Period:	7a	Performance Evaluation Noasures Rating
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υ O	e				
11. To develop a student financial aid account system by July, 1982, through a combined of the business manager and staff, dire student financial aid and staff, account systems analyst, director of quality assaystems analysts and programmers.	effort conting 11. A conting c	An evaluation of the lentyfinancial aid action descend by the Director Research on a random sellents, and involved will provide a rating a 10-point value system for June 30, 1982.	newly developed counting system of Institution sample of studen administrative of 8 or better em conducted in	con- lal t staff on or	i i
12. To revise the personnel data base and perpayroll systems on an annual basis to recurrent with need and available equipment July, 1982, through a combined effort of analysts, programmers, accountant/systems director of quality assurance and the busing form 1049-2 (7/79)	t by t systems a sanalyst 1 siness p	devaluation by involudinistrative staff of the personnel/payroll in average response of O-point evaluation so repared and distributional-Research 0, 1982.	of the currency system will pro 8 or better on ale to a question by the Direc	of vide a onnaire7b, s	Summary
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o. Over the CDIP Grant Period:		61	. Over the SDP Gri	ant Period:		7a. Porforman Evaluació Moasures Rating	oce .
Court by com-		4			,	9	
To fully implement the student first accounting system by June 30, 198 combined effort of the business mustaff, director of student financial staff, accountant/systems analyst, quality assurance, systems analyst programmers.	3, through a anager and lal aid and director of and	de de ch pa ado door an bet	Over the MDIP Gram evaluation of the pt financial aid acrough the use of a red and circulated stitutional Research in sample of student average positive reter on a 100-point e 30, 1983.	fully operable counting system questionnaire properties by the Director has to involved members and a rachients, will p	n ore- of an- rovide		
o develop admission subsystems for hose persons having applied for achrough graduation by February, 1980 ombined effort of the registrar and parn 1049-2 (7/79)	mission	-tic dev	evaluation of the todents from admission, will be conducted eloped and circulated the todent	ons through grad using a quest	dua-	. Summary Rating	

Paga 9 of 10 Pagas RESCRI 2 - RETRYIT CURLULARIN CEPORT. Four appropriat STRENGTED THE DEVISION DAY INSTITUTIONS PROGRAM FIDIC No. 40 Arm. Don # 07/80 1. Hemp of Institution: 2. Period Covered: 3. Data Sulmitted: 4. Activity Title: Austin Peay State University 6/30/83 7/1/82 Improvement of Administrative/Operational Support Systems 5. Specific Objectives and Related Institutional Goals 6. Specific Performance Evaluation 7. Level of Manauros Achievement 54. Over the SDIP Great Period: Ga. Over the SDIP Grant Period: 7a. Performance Evaluation Measures Rating, Over the coir Grant Teer; 6b. Over the EDIP Grant Year! President of Academic Affairs and staff, systems administrative staff and faculty conanalysts, Vice President of Student Affairs and cerned with student records and a favorable staff, and programmers. response of 80% or better on an 100-point evaluation scale will be recorded on or before June 30, 1983. 15. To fully implement admassion tracking sub-An evaluation of the tracking system of systems by June 30, 1983, through a combined students from admission through graduation effort of the registrar, and staff, systems will be conducted using a questionnaire analysts, and programmers. developed and effculated by the Director of Institutional Research to all administrative staff and faculty concerned with student records and a favorable response of 80% or better on a 100 point evaluation. Summary scale will be recorded on a before June OE Porn 1049-2-47/79) Rating

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form 1049-2 (7/79)					/	1	76.	Summary Rating:	

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SDIP FVALUATION:

The following questions have been prepared to evaluate specific objectives of the SDIP grant period. Please indicate your level of agreement/disagreement with the statements made by placing an "X" in the spaces provided. Return the completed questionnaire to the Director of Institutional Research.

OBJECTIVE: To have operational a personnel data base and the personnel/payroll and associated systems through a combined effort of the accountant/systems analyst, two systems analysts, and two programmers by September 30, 1983.

1. Essential elements required for administering personel polities are present in system. 2. Elements are clearly defined. 3. Elements may be added/deleted as needed. 4. Personnel information may be added or maintaine with ease for all employees 5. System provides for fast and accurate input for either personnel or payroll use. 6. System insures an audit trail for personnel/payroll actions on any employee. 7. System lends itself to ad hoc reporting.	NGLY E
3. Elements may be added/deleted as needed. 4. Personnel information may be added or maintaine with ease for all employees 5. System provides for fast and accurate input for either personnel or payroll use. 6. System insures an audit trail for personnel/payroll actions on any employee.	80
4. Personnel information may be added or maintaine with ease for all employees 5. System provides for fast and accurate input for either personnel or payroll use. 6. System insures an audit trail for personnel/payroll actions on any employee.	82
maintaine with ease for all employees 5. System provides for fast and accurate input for either personnel or payroll use. 6. System insures an audit trail for personnel/payroll actions on any employee.	82
for either personnel or payroll use. 6. System insures an audit trail for personnel/payroll actions on any employee.	t 84
personnel/payroll actions on any employee.	_ 84
7. System lends itself to ad hoc reporting.	= 84
	_ • 13
8. Summary information is obtainable.	_ 82

		اد	NO OPINION	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	
19.	Federal personnel reports are contained within the system.		<u> </u>	Y	1	HII	 ""	12
10.	Reports provided lend themselves to fast and easy analysis of trial runs for payroll.		<u></u>		<u>//</u>	MIL		14
11.	System allows categorizing of employees into groups with similar characteristics.	•	<u> </u>	4		MIL		87
12.	Time input for employees is fast and efficient.	,	1	 ,`		MIL		84
13.	Check, earnings, deduction, and benefits registers provided by the system are useful for other reporting and accounting purposes			-		W. III.	#	15

Overall = 81

8.1 on 10.0

5ca/e

SDIP EVALUATION

The following questions have been prepared to evaluate specific objectives of the SDIP grant period. Please indicate your level of agreement/disagreement with the statements made by placing an "X" in the spaces provided. Return the completed questionnaire to the Director of Institutional Research.

OBJECTIVE: To have operational with yearly evaluation, development and maintenance, the policies, procedures and computer systems necessary to husband the resources of the University by June 1, 1983, through a combined effort of the Computer Services staff, accountant/systems analyst, Director of Quality Assurance and the Director of Energy Conservation and Resource Management.

\		NO OPINION	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	. ,
1.	Sufficient data elements are available in the systems to meet the users needs.	•			IKIL	Ш	82
2.	Reports are received by users in a timely fashion.			<u>, </u>	iil	MT	84
3.	Reports received by users are adequate for reporting to other agencies.	<u></u>		1 A	Щ		78
4.	Systems provide users with mechanisms for filling special ad hoc reporting requests.	Ш		<u></u>	Ш_	Ш	83
5.	Reports assist users in the detection of errors.	 •	•	-	M	THI	.91
6.	Errors may be corrected in a timely manner.			<u></u>	KL		84
7.	Adequate safequards are built into the systems to detect errors.	· .		1 _	M	ויאָן	06
್ರೆ.	Adequate safeguards are built into the systems to prevent abuse by unauthorized users.	1	•	<u>L</u>	THT.	J.H.	84
9.	Sufficient computer resources are awailable for users to be able to complete their assigned work.				<u> </u>	mt	87
10.	Computer services staff are competent and helpful in assisting users in adapting to the systems.	· ·	· · · · · · · · · · · · · · · · · · ·	۰ 	11	Mill	196
<u>C</u> .		,	, ' 8	000	erall.	- 01	K

Total

SDIP EVALUATION

The following questions have been prepared to evaluate specific objectives of the SDIP grant period. Please indicate your level of agreement/disagreement with the statements made by placing an "X" in the spaces provided. Return the completed questionnaire to the Director of Institutional Research.

OBJECTIVE: To achieve the capability by the Computer Services staff forrefining the student data base, associated computer programs, and systems yearly to meet the demands of the PME process conducted by the top management of the University by June 1, 1983. STRONGLY

		٠	OPINION	DISAGREE	DISAGREE	AGREE,	AGREE	
1.	Reports are received in a timely fashion.	, '				WI	IN	8
2.	Reports received are adequate for reporting to other agencies.		<u></u>	TR.	1	MI	Ш	8"
3.	Computer services staff members react in a timely and cooperative fastron to requests for modifications to existing systems to meet new needs.		, 		<u>L</u>	ШL	, INFIT	88
4.	Existing hardwa. Ends itself to adaptation required to meet to w needs.	. ,	<u></u>	,	·	ر. TI (ال	<u> </u>	37
5.	Existing software contains enough flexibility to allow adaptation for new needs.		 ,	•	#	MŢI	THE	88

Overall :

STRONGLY

SDIP EVALUATION

The following questions have been prepared to evaluate specific objectives of the SDIP grant period. Please indicate your level of agreement/disagreement with the statements made by placing an "X" in the spaces provided. Return the completed questionnaire to the Director of Institutional Research.

OBJECTIVE: To achieve the capability in the Computer Services staff of refining the financial data base, associated financial computer programs and systems yearly to meet the departs of the PME process conducted by the top management of the University by June 1, 1983.

A		'NO OPINION	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	
1.	Reports are received in a timely fashion.		_4	1	1	M.	39
2.	Reports received are adequate for reporting to other agencies.	· <u> </u>	`	1	H	1	7
3.	Computer services staff members react in a timely and cooperative fashion to requests for modifications to existing systems to meet new needs.	. /			<u>`Ш</u> ,	IKIT.	94
4.	Existing hardware lends itself to adaptation required to meet new needs.		·		M_	<u>III .</u>	88
5.	Existing software contains enough flexibility to allow adaptation for new needs.	62-1	•	·	<u> </u>	THE .	9
		S ()	d				

Overall: 90

9.0 on .10.0 scale APPENDIX C

ACTIVITY EVALUATION REPORT AND ACTIVITY MONITORING REPORT FOR CAREER BUSINESS AND PROFESSIONAL PROGRAMS, 1980-83

Page 1 of 18 Pages	NEPORT 2 ~ ACTIV	VITY EVALUATION REPURS	7,-7,	A approved NC No. 40 Exp. 07/80	
1. Name of Institution:	2. Period Covered:	3. Date Submitted:	4. Activity Titlo:	4, ·	
Austin Peay State University	7/1/80 6/30/8	,		Business & Professional	
5. Specific Objectives and Polatel Institutional Coals		6. Specific Performan Measures	Programs ce Evaluation	7. Level of (Achievement	
Sa. Over the SDIP Grant Period. 1. To develop and matrix in an education of high quality in sinich of Callegrate theological fasting dards are not and appending other beam society. (6)	ational environ- I merican Assembly as (AA/SB) stan astudents are	faculty, library no requirements of the College of Business standards required and a follow-up standards.	of the APSU business ldings and curricul m various options in the will be compared with ron AACSB certification by to dutermine the mainers will		
2. To a a provided that wike offer 5b. Over the SUIP Grant Year: 1. To strengthen the educational to greater emphasis on the utilization puters and compaters related to:	opward abliged only by placing 1. * tion of com=' tware. (b)	greater emphasis on and appropriate soit be made available to courses. Students with the course. At the students will providing tructor on the actions of th	be rewritten to Include computer utalization, ware and hardware will students in varrous of the made aware of the course, a feedback to the complishment will	100. was a series of	
2. i j	3 o 1s1 e area			7b. Summary Rating 100	

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Form approved Page 2 of 18 Pages , REPORT 2 - ACTIVITY EVALUATION REPORT FEDAC No. 40 SURENGTHENING DEVELOPING INSTITUTIONS PROGRAM App, Exp, 07/80 1. Name of Institution: 2. Period Covered; 3. Date Submitted: 4. Activity Title: Austin Peav State University 7/1/80 6/30/81 Expansion of Career Business & Professional Programs 5. Specific Objectives and Related 6. Specific Performance Evaluation 7. Level of Institutional Goals Measures \ Achievement Over the SDIP Grant Period: 6a. Over the SDIP Grant Period: Ja. Performance to disadyantaged students. (6) 2. 90% of the graduates of the Computer Evaluation Science degree programs will express a Measures rating of 8 or better on a 10-point scale Rating of their satisfaction for the upward mobility provided by the completion of the degree when surveyed one year after gradua tion by the Director of Institutional Research. 5b. Over the SDIP Creat Year: 6b. Over the SDIP Grant Year: by expanding existing programs to better pro-2. Through a refined advisement procedure, a 'pare disadvantaged students, (ϕ) 10% increase in students with low ACT scores in mathematics and/or language skills will be identified and counseled into appro-100 priate developmental courses. The advisor will ascertain satisfactory completion of these courses before advising the student into the regular curriculum by June 15, 198 3. To pro 11 go ter applace materies to some To determine student understanding of various prepared scudents within the APSC stavice area types of communications and their function by improving the understanding of types of in the business organization, students will business communications. (6) be given a pre-test. Weaknesses will be identified and appropriate instruction will 7b. Summary be given in business letter writing, report Rating writing, and in oral communications. The OE Form 1049-2 (7/79)

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Page 3 of 18 Pagus	report 2 - acti strencthening develor	VITY EVALUATION REPUR	I	Form approved FEDAC No. 40 App. Exp. 07/80
1. Name of Institution:	7. Period Covered:	3. Date Submitted:	4. Activity Titl	0:
Austin Peay State University	7/1/80 To: 6/30/8		Expansion of C	greer Business & Professional
5. Specific Objectives and Related Institutional Goals		6. Specific Performant		7. Level of Achievement
5a. Over the SDIP Grant Period.		6a. Over the SDIP G	ant Period:	7a Performance Evaluation Measures Rating
Sh. Ang the Co.			n e e e e e e e e e e e e e e e e e e e	
5b. Over the obla drawit rear.	a a	6b. Over the SDIP Gr derstanding of these post-test. A 15% in ne 15, 1981.	ant Year: e will be measure ncrease will occu	r by
4. To provide specific upward mobil prepared students within the AF by developing competency in probusiness communications electrons.	SU service area buncessing written the find the first transfer of	e role of modern tecsiness information we communications couulpment will be acquil be given hands-or velopment of competer anscription. A 15% anding modern technole 15, 1981.	vill be stressed irses. Appropriatived, and studen experience for ency in electronic increase in unde	in te ts the c / 0 0
5. 10 pt. 11. 0, 11. upw 11. prepared students within the AP OF Form 1049-2 (7/79)	Arry to a dat		The second secon	7b. Summary Rating

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Page 4 of 18 Pages	REPORT 2 STRENGTHENING D	- ACTIVI	TY EVALUATION REPUR	T Gram	Form and FEDAC W		AM PERSON WATER
Name of Institution:	2. Period Covered		3. Date-Submitted:	4. Activity Tit			· ·
Austin Peav State Universi	7/1/80 Toi	/30/81	1	Expansion of (Career B	usiness &	Profess
Specific Objectives and Rala Institutional Goals	nted ^	6	Specific Performan	Programs nce Evaluation		7. Level	
Over the SDIP Grant Period.		6	a. Over the SDIP Gr	rant Perlod:		7a. Perfo Evalu Measu Rating	ation res
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				ß			
Over the SDIP Grant Year:	هي ريين رد سدماهد مستحمه	6t	Over the SDIP Gr	ant Year:		,	
by providing instruction in technologically sophisticat processing equipment than i accessible. (6)	ted communications	and dev tra cur cou thi	d processing equipments whose can elopment of competenscription will be revises can be adapted s competency which rease in understanding by June 15, 19	reer goal is the ency in mechanic identified. The vised so that se d for developmen will provide a ding in predand	al e lected t of	. /U.S.	Parago
to provide appoint posts prepared students within the	e APSU scrvice area	6 All fie	students majoring lds will be require	in business-rela	ited	100	-
by improving communications preparing themselves for ma	training for those	of (one business commun Lemphasize the typ	ications course	which 7	b. Summary Rating	w

Form approved Page 5 of 18 Pages REPORT 2 - ACTIVITY EVALUATION REPURT FEDAC No. 40 STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM App. Exp. 07/80 Name of Institution: 2. Period Covered: 3. Date Submitted: 4. Activity Title: Tor Austin Peay State University 6/30/81 7/1/80 Expansion of Career Business & Professional Programs 5. Specific Objectives and Related 6. Specific Performance Evaluation 7. Level of Institutional Goals Measures Achievement Over the SDIP Grant Perion. 6a. Over the SDIP Grant Period: 7a. Performance Evaluation Measures Rating 5b. Over the Suit crant tear 6b. Over the SDIP Grant Year: in industry and business organizations. Students will be given practice in dictating into mechanical devices characteristic of modern word processing departments by June 15, 1981. 7. To obtain a quality example of each state by the chairman of the department housing the Computer Science Program will evaluate June 15, 1901. (6) the staff as of June 15, 1981, and will express an 80% satisfaction with the faculty evaluation of the computer science personnel. 10) 8. Arabaka a maka Student records of programs complied in A. Sta Chapara for use in C Cl 208 by March 30, 1981. (6) April, 1981, will demonstrate the use of 7b. Summary the PL/I compiler. Rating ,00OE Form 1049-2 (7/79)

Page 6 of 18 Ragon	STREET 2	- KTIVI	IN EVALUATION EXPUR	TRAN ,	FORM opproved FIGURE BO, 40 App. Exp., 97/80	7
Austin Peay State University	2. Period Covere 7/1/80	⊴i 6/30/81	3. Date Submitted:	4. Lotivity Tit	ile:	
5. Specific Objectives and Rolated Institutional Goals	6.		. Specific Performan	רו טעוגדעטון	Career Business & Profe	ssic
So. Over the SDIP, Grant Period:		ē 6.	a. Over the SDIP Gr	•	7a. Performance Evaluation Measures Rating	
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9. To expand the use of computers to ciplines by June 15, 1981. (6)	·	wi th in	Over the SDIP Grau o disciplines other ll acknowledge in t e use of computer t their departmental , 1981.	than computer s heir annual repo	ort 1/10	,
10. To revise and improve the course Computer Science by June 15, 1982	offerings in		partmental proceeds cording and submiss computer science of	ion of rovious		
OE Rosen A is a AR Isi			· · · · · · · · · · · · · · · · · · ·		7b. Summary Rating 10 d	-44,

Page 7 of 18 Pages	STRINGRICHM DEVEL	TIVITY EVALUATION REACH OF INC. INSTITUTIONS PROC	el entroped elc No. 40	
1. Ilams of institution:	2. Period Covered:	3. Date Submitted:	ľ	. Exp. 07/80
Austin Peav State University	7/1/81 fo : 6/30	1	d. Activity Title:	2
5. Specific Objectives and Related	0100	/8¥-	Expansion of Care	er Business & Professio
Institutional Goals		6. Specific Performan	· rrovrame	7. Level of Achievement
5a. Over the SDIP Grant Period:		Ea. Over the SDIP Gr	ant Period:	7a. Performance Evaluation Heasures Rating
			•	Natarity
	·	,		
5b. Over the SDIP Grent Year: 1. To strengthen the educational tegreater emphasis on the utilizate puters and computer-related sof	ion of com- tware. (6)	Course syllabi will be clude greater emphasis zation, and appropriate hardware will be made in various courses. made aware of the objectures as they relate at the beginning of the end of the course, stated back to the instruction of the objecture of the objectu	s on computer utili- s on computer utili- te software and available to studer Students will be ectives of the e to computer usage he course. At the udents will provide uctor on the accom-	75 John Wash
OE Parts 1049-2 (7/79)				7b. Submury 76

Puga 8 of 18 Pages	STRENGTHEING	- actin	THE INSTITUTIONS PROG	'Raw	FORM SPI FROM NO App. Ext	2.70yed 2.40 2.07/80
Austin Peay State University	2. Period Covers 7/1/81	6/30/82	3. Date Submitted,	4. Activity Titl	1 0.	
5. Specific Objectives and Palar Institutional Goals			6. Specific Performan	Expansion of Ca Programs control	ireer Bu	7. Level of Achievement
5a. Over the SDIP Grant Period:	•		Ea. Over the SDIP Gra	ant Period:		Ta. Performance Evaluation Measures Rating
			, ' 4			طمي
To provide general upward mobine pared students within the APSI expanding existing programs to disadvantaged students. (6)	Diservice area by better prepare	2. The 15 in the de as the in 19	b. Over the SDIP Grant nrough a refined advisor increase in student mathematics and/or identified and country elopmental courses. Certain satisfactory ese courses before a to the regular currings.	isement procedure tts with low ACT kanguage skills seled into appro The advisor wi completion of dvising the stude culum by June 15	scords will priate ll	100
pared students within the APSU improving the understanding of communications. (6)	carulas and 1	var fur stu nes	determine student un rious types of communication in the busines udents will be given assess will be identifications will be given the siven assess will be given the siven to be given as the siven to be given as the siven to be given	nications and the ess organization, a pre-test. Wea	1k- 7b.	100 Summary Rating /00

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Page 9 of 18 Pages	KETORT 2 - 1 STRENGTHENING DEV	ACTIVITY EVALUATION REPORT	PED.	n approved MC No. 40
1. Name of institution: Austin Peay State University	2. Period Covered:		4. Activity Title:	Exp. 07/80
5. Specific Objectives and Related Institutional Coals		6. Specific Performing Keasures		7. Level of Achievement
5a. Over the SDIP Grant Period:		6a. Over the SDIP Gra	nt Period:	7a. Performance Evaluation Measures Rating
		1	+	
To provide specific upward mobiling prepared students within the APSU by developing competency in process business communications electronic DE Form 1049-2 (7/79)	service area	writing, report writing munications. The under will be measured by a increase will occur, by the role of modern technology. The role of modern technology in the role of modern technology is a standing modern technology. A 20% standing modern technology is a standing modern technology.	ng, and in oral com- erstanding of these post-test. A 20% June 15, 1982. Chnology in processicall be stressed in Appropriate ired, and students experience for the ncy in electronic	n sthe

Page 10 of 18 Pages REPORT 2 STRENGTHENING	- ACTIVITY EVALUATION REPORT DEVKLOPING INSTITUTIONS PROGRAM	Form approved FEDAC No. 40 App. Exp. 07/80
1. Name of Institution: 2. Period Covered To: Austin Peay State University. 7/1/81 6	I a anna perimetriadi I d'	Activity Title: Expansion of Career Business & Profession
5. Specific Objectives and Related Institutional Goals	6. Specific Performance 1 Measures	Programs
5a. Over the SDIP Grant Period:	6a. Over the SDIP Grant	Period: 7a. Performance Evaluation Measures Rating
	\	
 5b. Over the SDIP Grant Year: 5. To provide specific upward mobility for underprepared students within the APSU service area by providing instruction in the use of more technologically sophisticated communications processing equipment than is presently accessible. (6) 	6b. Over the SDIP Grant 5. Word processing equipm to be used; students w the development of com transcription will be curriculum will be rev selected courses can b lopment of this compet provide a 25% increase in pre- and post-testin 1982.	ent will continue hose career goal is petency in mechanical identified. The ised so that e adapted for develoncy which will in understanding
6. To provide specific upward mobility for under- prepared students within the APSU service area by improving communications training for those preparing themselves for management in business Of Forts 1049-21 (7/79)	6. All students majoring fields will be required mum of one business communications used by mindevel managers	nmunications course 7b. Summary ne types of com- Rating

Page 11 of 18 Pages Porm approved REPORT 2 - ACTIVITY EVALUATION REPORT PEDAC NO. 40 STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM App, Exp, 07/80 Il Name of Institution: 2. Period Covered: 3. Date Submitted: 4. Activity Title: To: Austin Peay State University 7/1/81 6/30/82 Expansion of Career Business & Professiona Programs Specific Objectives and Related 6. Specific Performance Evaluation Institutional Goals 7. Level of Measuras Achievement Over the SDIP Grant Period: 61. Over the SDIP Grant Period: 7a. Performance Evaluation Measures Rating Over the SDIP Grant Year: 6b. Over the SDIP Grant Year: in industry and business organizations. Students will be given practice in dictating into mechanical devices characteristic of modern word processing departments by June 15, 1982. 7. To prepare two local user facilities users Departmental proceeding. manuals by March 15, 1982. (6) _11 record the introduction and use of 50 least two local users manuals by March i. 1982. 8. To purchase VAX equipment to expand the course Invoices will be present in the APSU Busiofferings in the Computer Science Program by ness Office for the purchase of computer 100 June 15, 1982. (6) equipment by the close of the fiscal year. 7b. Summary Rating OE Form 1049-2 (7/79)

Page 12 of 18 Pages	REPORT 2 -	- ACTIV	TIY EVALUATION REPORT ING INSTITUTIONS PROG	LEDIC I	DAC No. 40 P. Exp. 07/80		
1. Name of Institution:	2. Period Covered ty 7/1/81 6/	!! 30/82	3. Date Suimitted: v		le:		
5. Specific Objectives and Re Institutional Goals			6. Specific Parforman Measures	Programs	Jareer B	7. Level of Achievement	
5a. Over the SDIP Grant Perio	d:		Ea. Over the SDIP Gra	int Period:		7a. Performance Evaluation Measures Rating	
· ·	•	-1					
5b. Over the SDIP Grant Year: 9. To expand the Computer Scie involving local interest gr (6)	ence activities by coups by June 15, 1982.	9. 1 : : :	b. Over the SDIP Granted Newspaper articles winvolvement of local the computer programmental files will constitutes by June 15,	ill indicate th interest group, s at APSU. Dep, ntain at least:	s in w	No 0	
10. To revise and improve the c Computer Science by June 15	ourse offer igs , 1982. (6		Volume i North William	l ded in	cur	100	
OE Porm 1049-2 (7/79)					77	b. Summary Rating 166	
,					70	tal 92.5%	

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Page 13 of 18 Pages REPORT 2 - ACTIVITY EVALUATION REPORT LORN SPLEDANT STRENGTHENING DEVELOFING THISTITUTIONS PROGRAM PEDAC No. 40 App. Exp. 07/80 1. News of institution: 2. Period Covered: 3. Date Submitted: 4. Activity Title: Austin Peay State University To: 7/1/82 6/30/83 Expansion of Career Business & Profession. 5. Specific Objectives and Related Programs 6. Specific Performance Evaluation Institutional Goals 7. Level of (Measures Achievement 5a. Over the SDIP Grant Period: Ea. Over the SDIP Grant Period: 7a. Performance Evaluation Measures Rating 5b. Over the SDIP Grant Year: 6b. Over the SDIP Grant Year: 1. To strengthen the educational tools by placing 1. Course syllabi will be rewritten to ingreater emphasis on the utilization of comclude greater emphasis on computer utiliputers and computer-related software. (6) zation, and appropriate software and hardware will be made available to students in various courses. Students will be made aware of the objectives of the courses as they relate to computer usage at the beginning of the course. At the end of the course, students will provide feed. back to the instructor on the accomplishment of the objectives and a 70% accomplishment will be achieved by June 15, 1983 7b. Summary OE Form 1049-2 (7/79) Rating

-	Page 14 of 18 Pages	FEFORT 2 - STRENCIMENTIC U	- ACTI	VITY EVALUATION REPURC	DAM	Form app	proved
	1. Now of institution: Austin Peay Scate University	2. Period Covered		3. Date Submitted:	4. Activity Tit	App. Em	07/80
j -	Specific Chjectives and Relat Institutional Goals			E. Specific Performant	FEREIGUS	Career B	7. Level of Achievoment
, <u>"</u>	Over the SDIP Grant Period: Over the SDIP Grant Period: Over the SDIP Grant rea. In provide grantal appears and		**	ts. (wer the SOIP Green		A	Performance Evaluation Measures Rating
\ ,3,	by expanding existing program pite disadvantaged students. Is precise specific appared no prepared students within the by improving the understanding	hPSU service irea as to better pre- (6)	2	b. Over the SDE Grand hough a religion advisores in student cores in mathematics kills will be identified advisor will ascerbe advisor will ascerbe advisor will ascerbe advisor will ascerbe published into the result of the first student into the resulting in the student without types of communications types of communications in the student without types of communications and types of the student without types of communications and types of ty	iscment procedurats with low ACF and/or language lied and counsel lopmental course tain satisfacto ourses before advegular curriculum derstanding of nications and the	ed s. ry visin; um	Mc Queen
oz i	business communications (n)		ne	metion in the busine udents will be given assess will be identified that the control of the cont	a pre-test. We	rak 75.	Surmary Rating

(t;

letter writing, report writing, and in oral communications. The understanding of these will be measured by a post-test. A 25% increase will occur by June 15, 198. 4. The role of modern technology in processing business information will be stressed in the communications courses. Appropriate equipment will be acquired, and students will be given hands-on experience for the development of competency in electronic transcription. A 25% increase in understanding modern technology will occur by June 15, 198.	Paga 15 of 18 Pagus	STRENGTHENING DEN	ACTIVITY EVALUATION REPORT	7004	om approved EDAC No. 40
5. Specific Chjertives and Related Institutional Goals 6. Specific Performance Evaluation 7. Level of Achievement 8. Over the SDIP Grant Perfod: 8. Performance Dealustion Measures Rating 9. Dealustion Measures Rating 1. Level of Achievement 1. Level of Achievement 1. Level of Source Rating 1. Dealustion Measures Rating 2. Dealustion Measures Rating 3. Dealustion Measures Rating 3. Dealustion Measures Rating 3. Dealustion Measures Rating 3. Dealustion Measures Rating 4. Dealustion Measures Rating 4. Dealustion Measures Rating 5. Dealustion Measures Rating 6. Specific P	•	Toi		4. Activity Title	:
To provide specific operard mobility for underprepared students, within the APSU service area by developing competency in processing written business commanifications electronically. (6) The role of modern technology in processing written business commanifications are commanifications of communications appropriate equipment will be acquired, and students within the APSU service area by developing competency in processing written business commanifications courses. Appropriate equipment of communications courses. Appropriate equipment of communications courses are the development of competency in electronic transcription. A 252 increase in understanding modern technology will occur by the development of competency in electronic transcription. A 252 increase in understanding modern technology will occur by the development of competency in electronic transcription.	5. Specific Objectives and Rolat Institutional Goals	-	6. Specific Performan	Programs	7. Level of
letter writing, report writing, and in oral communications. The understanding of these will be measured by a post-test. A 25% increase will occur by June 15, 198. 4. The role of modern technology in processing business information will be stressed in the communications courses. Appropriate equipment will be acquired, and students will be given hands-on experience for the development of competency in electronic transcription. A 25% increase in understanding modern technology will occur by June 15, 198.	Sa. Over the SDIP Grant Period:		(a. Over the SDIP Gr	ant Period:	Evaluation Measures
Rating	To provide specific upward me prepared students within the by developing competency in business communications elec	APSU service area	oral communications. of these will be mean A 25% increase will of The role of modern to ing business informat in the communications equipment will be acquilible given hands—of development of compet transcription. A 25% standing modern techn	rt writing, and in The understandingured by a post-term occur by June 15, echnology in procession will be stression will be stression will be stression experience for the ency in electronic increase in under the ency in electronic increase in the ency in electronic in the electronic in the ency in the electronic in the electron	8 st. 198 . Outurn 18 sed rial e ts the company 7h. Summary

Page 16 of 18 Pages	REPORT 2 - Strengthening de	VELOT	PITY EVALUATION REPURC	Form entroyed FEDAC No. 40 App. Exp. 07/80			
1. Name of institution:	2. Period Covered:	!	J. Date Submitted:	4. Activity Tit			
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Page 18 of 18 Pages REPORTAL - ACTIVITY EVALUATION REPORT som sbirosog STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM PEDIC NO. 40 App. Emp. 07/80 1. Name of institution: 2. Pariod Covered; 3. Date Submitted: 4. Activity Title: Toi Austin Peay State University 7/1/82 6/30/83 Expansion of Career Business & Professional 5. Specific Objectives and Related Programs Institutional Coals 6. Specific Performance Evaluation 7. Level of Measuros Achievement 5a. Over the SDIP Grant Period: Ea. Over the SDIP Grant Period: 7a. Performance Evaluation Keasures Rating 50. Over the obsermant scat: bu, ever the SULP Grant Year: 9. To expand the Computer Science Program to Records in the local newspaper will conattract theincerest of local groups by June tinue to record at least four articles 15, 1983. (6) per year regarding local interest in the Computer Science Program at APSU by June 15, 1983. э The Survey Rating

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FORM approved FEDAC No. 40 App. Exp. 07/80

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REPORT 1 - ACTIVITY MONITORING REPORT STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM

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. Coordinator review evalu	uation and con-				OFFICE
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ctivity progress for sub t SDIP Coordinator (5b)	omission to 1,2,3,4,5,6)				

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Page 7 of 14 Pages

REPORT 1 - ACTIVITY MONITORING REPORT STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM

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	Integrate microcomputer laboratory int the course syllabus for CSCI 341 (5b10	\$		Δ					
	Investigate the feasibility of obtaini local area business cooperation in			Δ					
	establishing a summer Computer Science internship program for upper level								
	students (569)						ALT VA		
	Procure and install two additional terminals in student terminal room,			Δ			MAR OF		
	CL 232 (568)					4	APSII		
	Write and print local facilities users manual fer students in CSC & 205			Δ			SUIP OFFICE		
	(5b7)								
	Integrate GPSS into course syllabus fo CSCI 420 (5610)			Δ					
	Investigate procurement of new disk drive (RPO6) on the VAX (5b10)			Δ			(
*	Ass. Iting agency conducts formative evaluation making recommendations pro-	,	14	Δ			,		
	viding support information and other recommendations (561,2,3,4,5,6)								
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REPORT 1 - ACTIVITY MONITORING REPORT STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM

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	Integrate microcomputer 1a course syllabus for CSCI 4					Δ	Delayed one year due to equipment failure problen
	Install new disk drive on 568)	the VAX				Δ	
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	Implement summer internshi (5510)					Δ	Delayed one year due to poor economic conditions
	Department Chalipersons an evaluator conduct internal	d internal evaluation				A	1
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REPORT 1 - ACTIVITY MONITORING REPORT STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM

Form approved FEDAC No. 40 App. Exp. 07/90

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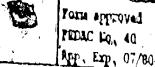
APPENDIX D

ACTIVITY EVALUATION REPORT FOR THE MULTI-SERVICE CAREER DEVELOPMENTAL PROGRAM, 1980-83, JOB PLACEMENT MANUAL, AND 1983 DIRECTORY OF TEACHER EDUCATION GRADUATES

Page 1 of 17 Pages REPORT 2 - ACTIVITY EVALUATION REPORT tom sitraned STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM PROJEC NO. 40 App. Dop. 07/80. 1. Here of institution: 2. Period Covered: 3. Date Submitted: 4. Activity Title: Austin Peay State University 7/1/80 6/30/81 Improvement of a Multi-Service Career 5. Specific Objectives and Related Development Program 6. Specific Performance Evaluation Institutional Goals 7. Level of Masures Achievement Sa. Over the SDIP Grant Period: 6a. Over the SDIP Grant Period: to provide academic support services through 7a. Performance The logs of students tested at the APSU testing and test interpretations to over 9,000 Evaluation Testing Center will Indicate over 4,000 "upward mobile" individuals by June 15, 1983. Measures individuals have completed one or more Rating tests by June 15, 1983. 100 I go the affective the amount of these to over Graduating sent in our ray, by the Direction 95. at all graduating seniors by Jane 15, 1983 of Institutional E. Starch wall indicate at least 05% utilized the services of the Place ert Center with an 85% expressed satistaction with service by June 15, 1983 5b. Over the SUIP Grant Year: 6b. Over the SDIP Grant Year: 1. To coordinate the flow of information to inform Meeting with new students during "Orientaall APSU students of the services available to tion Week;" writing letters to all stuthem through the Office of Placement Services. dents describing the services available (4.10)through the Office of Placement Services; utilizing the campus newspaper--"The All State;" and scheduling meetings with cam pus clubs, faculty, and student groups. A grant to the passes our tree a 90 cm and Am August review of the Placement files oc fers by August, 1981 (4 Iva) will indicate the percentage of students requesting Placement Services Same to the section of the contract of the con New ords from the APSU Admissions office and to contact and new tacalt during the following Personn. 1 Office will provide an accurace du 1 ter. (−10-) The Summary list of seniors and new faculty. The Job LE PORT 1049-2 (7/19) Rating Placement Manuals will be reprinted during the summer and will be distributed to the 100% groups described above at the beginning of each Fall Quarter.

Page 2 of 17 Ragon

REPORT 2 - ACTIVITY EVALUATION REPORT STREETHENING DEVILOPING INSTITUTIONS PROGRAM



1. Name of institution:

2. Period Coversii

3. Date Submitted:

4. Activity Title:

Austin Peav State University

Institutional Goals

Specific Objectives and Related

7/1/80

6/30/81

Improvement of a Multi-Service Career

Development Program

6. Specific Performance Evaluation

7. Level of Achievement

a. Over the SDIP Grant Period;

6a. Over the SDIP Grant Period:

7a Performance Evaluation Measures Rating

- Sb. Over the SDIP Frent Year:
- 4. To attract a wider variety of representation of business, industry, education, and other occupational groups to the campus for the purpose of recruiting students. (4-10)

To stay abreast of current trends in career opportunities (4-104)

- 6b. Over the SDIP Grant Year:
- Letters will be written to members of the local area Chamber of Commerce members, news releases and public service radio announcements will be prepared for area radio stations, and prospective employers identified through the College Placement Annual, faculty and student requests, and through numerous other sources will be contacted.
- 5. Staff members will hold membership in local and regional Placement organizations; such as-Tennessee College Placement Association Southern College Placement Council, and the College Placement Council. They will also be enemitaged to uttoud moutings

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7b. Summary Rating

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Poin approved Page 3 of 17 Pages REPORT 2 - ACTIVITY EVALUATION REPORT PEDAC NO. 40 STRENGTHENING DEVELOPING DISTIPUTIONS PROGRAM. Mp. Exp. 07/80 1. Hame of Institution: 2. Period Covered: 3. Date Submitted: 4. Activity Title: To: Austin Peay State University 7/1/80 6/30/81 Improvement of a Multi-Service Career Development Program 5. Specific Objectives and Related 6. Specific Performance Evaluation Institutional Goals 7. Level of Masures Achievement 5a. Over the SDIP Grant Period: · Ea. Over the SDIP Grant Period: 7a. Performance Evaluation Measure · Rating 5b. Over the SDIP Grant Year: 6b. Over the SDIP Grant Year: sponsored by these organizations and to 100% visit the Placement operations of other area universities. 6. To conduct a follow-up study of graduates each 6. 'In September of each year, a follow-up 100% year. (4-10a) survey form will be mailed to all students graduating during the previous academic year. 7. To publish a Directory of Teacher Certified This directory, containing the names, Gradua for distribution to all Tennessee 100% addresses, and areas of certification of and nearby Kentucky school system. (4-10a) teacher certified graduates will be printed and mailed in June of each year. 7b. Summary Rating OE Form 1049-2 (7/79)

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 5b. Over the SDIP Grant Year: To plan a "Career Day" to be held Quarter. (4-10a) To conduct a minimum of one "Job Seminar" each quarter. (4-10a) 	\$\tau_{\tau}	8. A minimum of 100 prospers from all phases of humindustry, and government to participate. 9. Seminars will be scheen	pective employer siness, educatio ent will be invi	n, /00% ted /00%			
0. To evaluate the effectiveness of Program (4-10a)	the Placement	and will be open to al alumni 10. Information will be co graduate follow-up sur	llected from the	20%			
Of Form 1049-2 (7/79)		questionnaires and Pla	vey rorms, tacu cement Committee	7b. Summary			

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18.

Form approved Page 6 of 17 Pages report 2 - activity evaluation report PEDAC No. 40 STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM App. Exp. 07/80 Name of Institution 2. Period Covered: 3. Date Sulmitted: 4. Activity Title: To Improvement of a Multi-Service Career Develop-<u> Austin Peav State University</u> 7/1/81 6/30/82 ment Program 5. Specific Objectives and Related 6. Specific Performance Evaluation 7. Level of Institutional Goals wat Measures Achievement Over the SDIP Grant Period: 6a. Over the SDIP Grant Period: 7a. Performance Evaluation Measures Rating 5b. Over the SDIP Grant Year: 6b. Over the SDIP Grant Year: 1. To coordinate the flow of information to 100% Meeting with new students during "Orieninform all APSU students of the services availtation Week;" writi∉ letters to all stuable to them through the Office of Placement dents describing the services available Services. (4-10) through the Office of Placement Services; utilizing the campus newspaper--"The All State; and scheduling meetings with campus clubs, faculty, and student groups. To provide Placement Services to 90% of the An August review of the Placement files seniors by August, 1982. (4-10a). will indicate the percentage of students requesting Placement Services. 3. To reprint and distribute Job Placement Manuals 3. Records from the APSU Admissions Office to seniors, and new faculty during the Fall 7b. Summary and Personnel Office will provide an Quarter. (4-10a)accurate list of seniors and new faculty. Rating The Job Placement Manuals will be reprin OR Form 1049-2 (7/79)

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Page 11 of 17 Pages	STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM		FORM API FEDAC 14 App, Kir			
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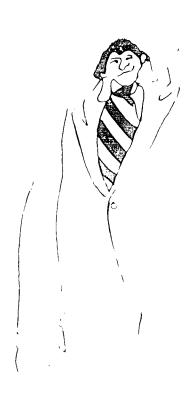
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Job Placement Manual



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ORGANIZATION AND PLACEMENT FUNCTIONS

Austin Peay State University maintains a placement service for two purposes. The first purpose is to serve the students and alumni of the University by informing them about available positions, by instructing them in making effective applications, by helping them to recognize and observe good professional procedures, and by giving them related information which will help them to secure career positions and succeed in them. The second purpose is to aid the representatives of business, industry, government, and education in finding qualified candidates for their organizations.

FUNCTIONS OF THE OFFICE OF PLACEMENT SERVICES

To fulfill the purposes of the Office of Placement Services at Austin Feay State University, the following seven statements have been developed:

- I to provide services for all students and alumnit of Austin Peay State University who are seeking assistance in locating career employment.
- 2. To keep in close touch with all alumni and to be in a position to recommend qualified, experienced candidates to employing officers.
- To give the employing officials the very best possible service in securing employees for their businesses.
- To recommend candidates for jobs at which they have the best opportunity to succeed.
 - sers tring candidates to recommend for positions."
- of the services available through the Office of Placement Services.
- 7. To cooperate with other placement offices and with state and national placement associations in promoting more effective service to Austir Peav graduates, to business, industry, and government.

WHO MAY BEGISTER?

Anyone who has completed or is completely the work for a degree at Austin Peay State University is eligible to use the Placement Bervice.



WHY REGISTER WITH PLACEMENT SERVICE?

Although persons may not need placement services at this time, they may at a future date when it may be difficult, perhaps impossible, to assemble recommendations. Often employing officials write asking for information concerning persons not registered; when such information cannot be furnished, both the applicant and the Placement Service suffer. Many companies automatically contact the University Placement Office for gredentials whenever an APSU student or former student applies for a job. All graduates should be sure their placement files are in order before they leave the campus!

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Full Text Provided by ERIC

THE JOB SEARCH

Where do I go from here? How do I begin looking for a job? Questions! Questions! Questions! Well, learning how to get hired is your responsibility. However, the Office of Placement Services can assist you in conducting a job search, but no office of the University can guarantee you a job. Therefore, you must take the initiative in beginning early and following through on what. could be a time consuming process.

Begin with a careful self-evaluation of your strengths, weaknesses, interests, and preferences. You must know what you want before you can determine how to get it.

Find out which company or agency seeks your skills, what job titles are given these skills, and the name of the contact person who determines need for these skills.

rearn how to conduct yourself during inter lews how to write a letter of inquiry or application, and how to prepare a resume.

The APSO Office of Placement Services can help on all of the above.

HINTS ON CONDUCTING YOUR JOB SEARCH

- 1. Register with the APSU Office of Placement Services.
- Complete a professional resume.
- Become familiar with letters of inquiry, letters of application, and follow-up letters.
- been listed to determine the on campus interview schedule, to review Employment Service Job Bank microfiche, and to review literature available on companies, schools, and government agencies. Job vacancy notices are posted on the University Center bulletin boards (outside the Post Office area) and are also maintained in the <u>Directory of Current Job Openings</u> located at the University Center Information Desk and in the Office of Placement Services. Schedules of on-campus recruiters are also maintained at both of these locations.
- 5. Identify potential businesses, schools, industries, and government agencies to contact with a letter of inquiry and resume.
- 6. Develop job interview techniques
- 7. Use newspaper want ads. Remember, those are immediate openings.
- 8. Use telephone directories to identify employers and where they are located.

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- 9. Use professional journals and other library material; i.e., Dunn and Bradstreet, Standard and Poor's, etc.
- 10. Talk to family, friends, and faculty about potential employers.
- 11. Solidify your job objectives.
- 12. Check personal grooming. Have a neat, clean appearance. Dress appropriately.

In summary, when investigating the job market, it is essential to use all possible resources in your job search. Don't become discouraged by a number of rejections. Follow up on all leads in a business-like manner. Don't miss out on opportunities because of sloppy letters, resumes, or interview techniques. If you are job hunting, you are involved in trying to pass one of the toughest tests of your career. The job you are seeking may turn up when you least expect it, but you can't wait for it to come to you -- you must be aggressive and go after it.

APPLYING FOR THE JUB

The student or experienced alumnus who is applying for a position will profit by reading carefully the instructions included in this division of this manual. The help secured here may keep the applicant from making mistakes that may harm his chances of securing the position that he desires.

Information regarding vacancies may be secured in many different ways. Most notifications of vacancies will be received from Placement Service. Some vacancies will be found by the registrants of Placement. Others will develop from the many rumors of openings and will be verified by writing a letter of inquiry to the employing official of the business or industry. With the present job situation as it is there seems to be no "best way" to secure a position. You may want to use the following suggestions, or telephone or contact the employing officials as you see fit.

CAMPUS INTERVIEWS

Many companies have recruiting programs. A representative from the company comes to campus to recruit employees for the company. The information regarding such visits can be found in the Placement Office, on campus bulletin boards, at the University Center Information Desk, and in The All State. You should check the Interview Schedule in the Placement Office frequently and sign up immediately for an appointment with a company in which you are interested. A person who interviews on campus will be more able to determine the type of position he desires.

WRITING A LETTER OF INQUIRY

You should try to locate the best position for yourself in terms of your professional qualifications and desires and plan your career and seek positions for which



you are qualified. There is fundamentally nothing unethical or improper about submitting your qualifications for consideration if they fit the position.

What will your letter communicate about you as a potential candidate for a position? Can you sell yourself?

The letter should clearly indicate that this is an inquiry and should include such information as position desired, degree and/or date of completion, major and minor fields, and other qualifications based on education and experience. A resume may be attached. Mention that credentials are on file and available by contacting the APSU Office of Placement Services. (See Appendix A, page 11.)

WRITING YOUR LETTER OF APPLICATION

Writing a suitable application letter that will attract attention and give you an opportunity to interview employers is the first step in securing a position. The application letter is only one of the vital steps, but it may create the first impression of your ability to communicate and may determine whether you are considered for employment. The first impression may be either favorable or unfavorable. From your letter the employer may learn many things about you so, keep him, his interests, and his needs in mind as you write. Construct your letter so that it reflects your abilities and works for you. Employers look for creativity and originality in the people they, employ. Your letter should reflect these qualities.

Good-quality stationery is essential in writing any business letter. White business paper, usually bond, $8\frac{1}{2}$ by 11", and an envelope of standard size is appropriate. A typewritten one-page letter with the writer's complete address and an ink signature is recommended. After you write the letter, study it carefully to make sure the content is clear and concise and that spelling, English usage, and punctuation are correct. Determine whether the letter appears neat, clean, and correctly spaced. Does the letter sound like you, not someone else? Have an adviser review your letter, suggest improvements, and make corrections. Keep in systematic of declaration copies of letters you write since you will need this information for future reference.

The full name of the firm, correctly spelled, should be used. The <u>College</u> <u>Placement Annual</u>, available at the Office of Placement Services, has the name of the director of personnel for many companies. When your letter requests a reply, enclose an addressed, stamped envelope.

The content of the letter should be clear and concise with an opening paragraph that includes a statement of your reason for writing the letter, the type of position for which you are applying, and the source of the information that a vacancy exists. Write short paragraphs for ease in reading. Give brief statements about your qualifications, major and minor fields, work experience, military status, and any other experiences that qualify you for the position. Always include personal data, giving facts rather than generalizations about yourself. (See Appendix B, page 12) Avoid requesting a certain salary.

In your application you may present items that reveal your human side. Discuss prior experience, if any, and tell about your interests and hobbies. Mention that your credentials are available and give the complete address of the Office of Placement Services.

If at all possible make yourself available for a personal interview. If the place is some distance away, state when you can most conveniently travel to the community. Often interviews are scheduled during vacations or week-ends. (See Appendices B and C, pages 12-and 13)

FOLLOW-UP OR THANK YOU LETTER

To follow up on previous communications, including on-campus interviews, candidates need to write letters. To thank the interviewer for his time and for the opportunity of being interviewed, the candidate usually writes a letter within a week and restates his interest in the position. Briefly reviewing his qualifications for the type of position in which he is interested is helpful. Any additional information not mentioned during the interview may be included. This effort aids in keeping the employer interested in you as a candidate. If the firm supplied you with an application form, complete and mail it with this letter. All suggestions about exercising care in writing letters also apply to the application form. (See Appendix D, page 14.)

ACCEPTANCE LETTER

An offer of a position should be acknowledged promptly by writing a letter of acceptance, provided you are convinced that this is the position you desire. Generally the terms of the agreement are restated in the letter to make sure that there is mutual understanding; include the position title, effective date, place, and salary. If the firm has enclosed other instructions, read them very carefully. Note deadline dates in the instructions so that the forms you are to return will reach the employer's office before the dates specified.

-DELAY LETTER

Sometimes a candidate 1. and 1. ady to accept an offer but, if there is a delay, a clear statement of the reason for it should be given. The request may be for a time extension beyond the two-week deadline stated in the job offer. Or a candidate may wish more information about the firm, the community, or the assignment. In some cases several offers are being considered simultaneously and additional time is desired. Some firms will not give time extensions, so the candidate must reach a decision regarding the offer at once. This may be the time to use the telephone to discuss the matter with the official making the offer and to seek assistance by consulting a placement counselor.

REJECTION LETTER

Rejecting an offer of a position requires a tactful letter expressing appreciation for the offer and for the firm's confidence in you. Clearly state that the



position offered is not being accepted. The reason for rejection may or may not be given, depending on circumstances causing the candidate to refuse the position. A positive statement to keep the door open for future consideration is always wise. The employer may at some future date be in a location where you will want to apply for a vacant position.

Be sure to return the contract or the agreement if you are refusing the position.

CONCLUSION '

Your letter may or may not help you secure the desired position that is open. To achieve your goal, the appearance of your letter and its contents must sell the employer on the idea that you will be a successful person. The Placement Office has personnel to help you if you have special problems in communicating with employers. Effective communication depends upon the reader's receiving the message you intend to convey in your letter. By following the above suggestions regarding letter writing, by being as original as possible, and by establishing a friendly relationship with employers, you will aid yourself in advancing professionally. You may want to use the following guidelines to evaluate your letters:

Letters should be:

- -- Individually typed on good quality paper.
- --Slanted toward what you can offer an employer, not what you think they should be offering you.
- -- Addressed, whenever possible, to an individual using his correct title.
- -Correct spelling and punctuation.
- Hand-signed over typed signature
- -- Brief, concise and to the point.
- Closed with a direct request for agricum,

I allers should not be.

- Gramicky in an attempt & the frigulation in
- -- Repetitive, containing information covered in your resumme.
- -- Lofty in tone -- indicating you will be doing the emptoyer some great favor by "considering" a position.
- -- Loaded with constant use of "I".
- -- Heavy on salary demand if you are a beginner.

THE PROFESSIONAL RESUME OR DATASHEET (To accompany the Letter of Application)

A resume is your representative; it is you when you aren't there. It's a summary of your personal data, your educational background and training, your business or professional experience and qualifications, your achievement highlights, and your objective. Your resume should be a word picture of you. It should give a potential employer your factual data. It should create an impression of your desirability for him and stimulate action on his part toward setting up an interview. Be concise, no long paragraphs. "White space" makes your resume



easier to read. Your resume, by itself, will not get you a job. You have to do that yourself. It should show what you want to do, how your past experience is applicable to that goal, and all the other pertinent things about you. At all times, think and write through the eyes of the employer.

PROFESSIONAL RESUME

IDENTIFYING INFORMATION

Your name, address and telephone number; possibly some of the items from your Personal Data ...

CAREER OBJECTIVE

A statement indicating the type of position you are seeking; may include both short-range and long-range goals.

EDUCATIONAL BACKGROUND

List of schools attended (in reverse order), dates, degrees, diplomas, and certificates with emphasis on highest level achieved and special training pertinent to your career objective.

EXPERIENCE OR WORK HISTORY

a summary of your work experience emphasizing the most recent or most important job relevant to your stated career objective. Describes the nature of your work, the title of your position, name of employer, dates, and earnings. List in reverse order.

PERSONAL DATA

An extension of the Identifying Information giving such vital statistics as age (if you think it is an asset), height, weight, marital status, number of children, early background (if it is significant), hobbies and other activities.

REFERENCES

Usually you need only state that references will be supplied on request.

DATE, STATEMENT OF AVAILABILITY, AND PHOTOGRAPH

These items are optional; but it is desirable to date each resume as you distribute it and to mention when you are available for work. (See Appendices E and F, pages 15-17.)

¹ Illinois State University Placement Service, Book of Instructions, p. 14.





When a candidate has made either an oral or a written agreement with the personnel office of a company, the obligation is just as legally and ethically binding as any contract to pay a financial debt when due or to meet personal and contractual obligations to a business concern. A resignation from such an agreement is unethical and is frowned upon by professional organizations.

Our advice to all candidates is DO NOT BREAK AGREEMENTS. If you do not respect your part of a contract, then an employer should have the same right. You will soon find yourself in a serious situation if you do not abide by established professional ethics regarding agreements. The University does not sanction breaking agreements.

If you find that you must ask to be released from an agreement the only ethical (and legal) action to take is to ask for a release. This should be done only when a very definite and considerable professional benefit to you is involved. You should make yourself well informed on the provisions in the company's agreements.

ASKING FOR A RELEASE

Situations do arise when an employee has good and valid reasons for wanting to be released from an agreement. Such situations may be due to the health of the candidate, family responsibilities, financial problems, professional advancements, or for many other good and valid reasons. Under such circumstances the proper and ethical thing to do is to ask for a release. This may be done orally, but is usually done by letter.

SUGGESTIONS FOR WRITING THE LETTER

Have your letter in proper form. At the very start of the letter mention that you have an oral or written agreement with them for a particular position. Then mention that situations have arisen since you made the agreement that make it necessary or advisable for you to ask for a release. If you are asking for a release because you wish to accept the offer of another position, mention such items as how much increase in salary you will receive, that the salary schedule promises definite increases for future years, that you will be located near a university where you can do graduate work in evening or Saturday classes, or any other. good reasons for wanting to accept the new position. It is your obligation to justify asking for a release.

In your last paragraph, ask for a release in question form. Enclose a stamped, self-addressed envelope for a reply. If it is urgent that you know immediately whether the release will be granted, you may call the employer on the telephone after he/she has had plenty of time to receive your letter.

REMEMBER -- KEEP THE PLACEMENT SERVICE INFORMED

It is your duty to keep Placement Service informed regarding your plans at all times. We cannot give you good service unless you do so. This means that you should inform us at once:



- 1. Of any change of address.
- 2. Of any change of name.
- 3. Any change in your employment needs.
- 4. When you accept a position.

If you receive a message to call the Office of Placement Services, please do so at <u>once</u>. We may wish to arrange for an interview for you with an employer or tell you about a particular position in which we feel you might be interested.

DEFINITIONS OF TERMS

Terms used in Placement Service that should be understood by all students who are attempting to secure a position are below. In order to be certain that we are all talking about the same thing, we have listed a few of the terms used in our work.

- ACTIVE STATUS Registrants (students or alumni) with credentials on file who are actively seeking employment and request assistance from the Placement staff. Placement credentials are placed in the active file.
- INACTIVE STATUS Students and alumni who are not actively seeking employment or assistance from the Placement Service. Placement credentials are on file, but no current employment information is disseminated to these individuals. Upon request from the individual, an inactive file is placed in the active file.
- CREDENTIALS Placement credentials include a data sheet and for resume, a transcript, faculty rating sheets, and letters of recommendation.

 These credentials are forwarded to prospective employers upon the request of: you, prospective employers, or the Placement Service.
- <u>UPDATING CREDENTIALS</u> Revising your data sheet and/or resume and possibly adding recent letters of recommendation to your file. You should request an update packet of materials from the Office of Placement Services.
- OFFICIAL TRANSCRIPT OF CREDITS This is a copy of your courses, grades, and credit hours. One copy of your transcript should be placed on file in the APSU Office of Placement Services. Additional copies of your transcript may be obtained by contacting the APSU Admissions Office. The Office of Placement Services does not forward transcripts to prospective employers. Copies must be requested from the APSU Admissions Office.



Sample Business Letter of Inquiry

Appendix A ,

468 Rivermont Drive Clarksville, Tennessee 37040 March 3, 1978

Mr. Thomas J. Burns, Employment Supervisor Union Paper Company 220 East 35th Street New York, NY 10017

Dear Mr. Burns:

Paragraph No. 1 -- An attention-getting first paragraph that entices the reader and makes him want to read your letter in its entirety.

Paragraph No. 2 -- List significant accomplishments in general terms and in such a way as to create appeal for each.

Paragraph No. 3 -- Educational training must be brief. Detail will be on resume.

Paragraph No. 4 -- Phone number. When you can be reached by phone. Include-availability for interview.

Sincerely,

I. Nita Job



Sample Letter of Application Education Majors

Appendix B

504 Fifth Street Clarksville, Tennessee 37040 March 15, 1978

Dr. James L. Lewis, Superintendent Hartford City School System 609 Washington Street Hartford, Tennessee 38775

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Dear Dr. Lewis:

Paragraph No. 1 -- Introductory, telling how you learned of (or inquiring about) the vacancy and definitely stating that you wish to be an applicant for the position.

Paragraph No. 2 -- Call attention to the amount of your training, when you expect to complete work for your degree, or when you received it if already completed. If applying for high school position, mention teaching fields or subjects for which you are qualified by state accrediting standards. You may also wish to mention in what courses you did your student teaching and supervising teacher(s). If enclosing a resume with your letter, mention that you are doing so.

Paragraph No. 3 -- Teaching experience or work experience should be mentioned. If the position calls for a bandling of extracurricular activities (or you are able to direct or assist), you should stress any related experiences in school or in previous positions.

Paragraph No. 4 -- (This will probably be your last paragraph.) Offer to go for a personal interview at the reader's convenience. Inform him that he may feel free to telephone you at your expense and/or also mention that you are enclosing an addressed, stamped envelope for his reply. In closing, express appreciation for consideration of your application.

Sincerely,

J. Nita Job



Sample Business Letter of Application

(INCLUDE COPY OF RESUME)

Appendix C

351 Allenfield Drive Clarksville, Tennessee 37040 April 2, 1978

Mr. Joseph G. Burgess, Personnel Manager Union National Bank Room 416 Century Building Houston, Texas 77309

Dear Mr. Burgess:

Paragraph No. 1 -- Identify the position you are applying for and how you learned of it. Indicate that you wish to be an applicant for the position.

Paragraph No. 2 -- Indicate why you are applying for this particular position.

Paragraph No. 3 -- Describe your qualifications. Major, grade point average (if better than average), and work experience would be key points to highlight here.

Paragraph No. 4 -- Refer the reader to the enclosed resume. Indicate a desire to interview at the reader's convenience. Include your area code and telephone number and when you might be reached by phone. In closing, express your appreciation for consideration of your application.

Sincerely,

I. Nita Job

Enclosure



Sample Thank You Letter

Appendix D

619 East Fork Drive
Clarksville, Tennessee 37040
April 17, 1978

Mr. Allen Blake
Personnel Manager
Zepher Textile Corporation
Post Office Box 956A
Mobine, Kansas 52914

Dear Mr. Blake:

Paragraph No. 1 -- Thank the interviewer and/or express appreciation for the courtesy and consideration extended to you. State the position for which you were interviewed, date of interview, and place where the interview was conducted.

Paragraph No. 2 -- Reaffirm your interest in the position. Mention anything you feel may be important that you may have forgotten in the initial interview. You may wish to mention additional qualifications or work experiences not included in your credentials.

Paragraph No. 3 -- Show willingness to provide any additional clarifying data or statements and submit any further information you may want to add to your application.

Paragraph No. 4 -- Close with a suggestion for further action or that you will be available for additional interviews at the interviewer's convenience.

Sincerely,

I. Nita Job



SAMPLE PROFÉSSIONAL RESUME

RESUME OF JOHN J. JONES

CURRENT ADDRESS

HOME ADDRESS

808 South Main, Apt. 23 Clarksville, Tennessee 37040 (615)648-0152

415 Sherwood Nashville, Tennessee 37219 (615)459-3256

PERSONAL

Physical Status: Marital Status: Height: Weight: BY LAW YOU ARE NOT REQUIRED TO GIVE INFORMATION PERTAINING TO RACE, SEX, RELIGION, NATIONAL ORIGIN OR MARITAL STATUS. IF YOU CHOOSE TO PROVIDE THIS INFORMATION, YOU DO SO VOLUNTARILY.

CAREER OBJECTIVÉ

Present objective is to obtain a position in data processing or finance, preferably within the banking industry. Long-range career goals include returning to college to earn a master's degree in Business Administration in preparation for higher levels of management, data processing, or finance.

EDUCATION

6/75 to 5/78

Austin Peay State University, Clarksville, TN 37040 May, 1978

B.S. in Business Administration

,FMPLOYMENT

10/76 to present:

Employed part-time, 15 to 25 hours per week, as a stock clerk for Kroger Foods (Allied Grocers Corp.), Clarksville, Tennessee. Duties included: stocking grocery items and updating trends in product prices. Achieved knowledge in retail management, and developed the ability to work with others in employee relations and customer service.

Mr. Robert Johnson, Manager.

1976 (Summer):

Employed full-time in park and golf course maintenance for Metro Park District, Nashville, Tennessee. Experienced working with others and the responsibility of maintaining care of equipment.

Mr. Al Johnson, Supervisor.

1975 (Summer): .

Employed full-time in a grounds and building maintenance position for South Central Bell Telephone Company, Nashville, Tennessee. Assisted in building grounds upkeep and maintenance of equipment.

Mr. Carl Samms, Supervisor.

EXTRA-CURRICULAR ACTIVITIES

Member, Alpha Kappa Psi Fraternity; Pi Kappa Alpha Social Fraternity; Political Studies Association, President.

REFERENCES

Available upon request from APSU Office of Placement Services, Emerald Hill Alumni Center, Clarksville, Tennessee 37040.



Appendix F

SAMPLE PROFESSIONAL RESUME

Susan A. Webb

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Local:

3122 Hovey Ave., Apt. 1

Clarksville, TN 37040

BY LAW YOU ARE NOT REQUIRED TO GIVE INFORMATION PERTAINING TO RACE, SEX. RELIGION. NATIONAL ORIGIN OR MARITAL STATUS, IF YOU CHOOSE TO PROVIDE THIS INFORMATION. YOU DO SO VOLUNTARILY.

Home:

1300 James Avenue

Cumberland City, TN 37050

<u>OBJECTIVE</u>

Present objective is to secure a position with a social service agency which will enable me to apply my interest and skills in the behavioral sciences, with the hope of obtaining increased responsibilities in such a setting.

EDUC ATION

B.S. in Sociology, May, 1977, Austin Peay State University, Clarksville, TN. Minor in Psychology.

Diploma, 1973, W.T. Thomas High School, Cumberland City, TN 37050

PREVIOUS EXPERIENCE

Recreation Leader	Montgomery County Parks and Recreation Clarksville, Tennessee 37040	6/75-8/7:
Tennis & Pool Attendant	APSU Campus Recreation Clarksville, Tennessee 37040	6/75-8,/75
Usher	APSU Union Auditorium Clarksville, Tennessee 37040	6,/73-5/75
Tutor (volunteer)	Burt Junior High School Clarksville, Tennessee 37040	8/73-12/73
Day Care Worker (volunteer)	Montgomery County Day Care Center Clarksville, Tennessee 37040	9/73-12/73
Waitress	Cumberland View Restaurant Cumberland City, Tennessee 37050	6/71-8/71

INTER ESTS

Tennis, Swimming, Plants, Sewing

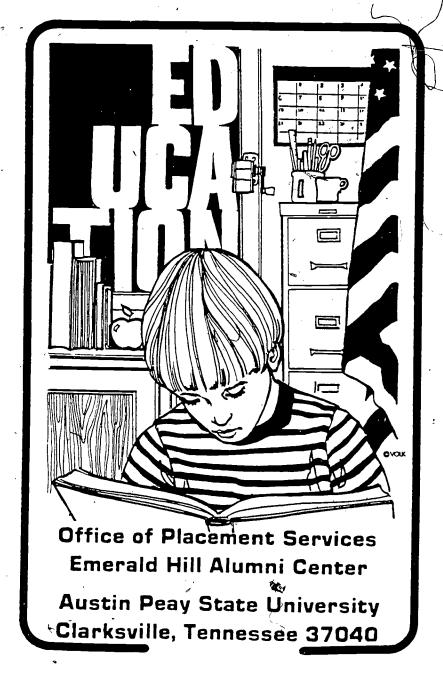
CREDENTIALS

Available upon request from APSU Office of Placement Services, Emerald Hill Alumni Center, Clarksville, Tennessee 37040.



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DIRECTORY of TEACHER EDUCATION GRADUATES





Clarksville, Tennessee 37040

Office of Placement Services

615-648-7896

Dear Employer:

Austin Peay State University would like to extend to you an invitation to visit our campus. Our recruiting season will begin in the Fall Quarter and we feel that APSU has graduates to satisfy many of your employment needs.

This office would like the opportunity of arranging on-campus interviews between representatives of your system and APSU job applicants. However, if came in no asour office will be happy to provide your applicants.

Also, we maintain a <u>Directory of Current Job Coencas</u> containing listings of all position vacancies reported to this office. We would appreciate the opportunity to include vacancy notices from your system in this directory as well as the opportunity to place them on bulletin boards located in areas of heavy student traffic throughout the University.

We will be glad to assist you in any way possible. If we can be of further assistance, please let us hear from you.

Sincerely

Douglas R. Barber

Associate Director of Placement

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and University Services

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Major(s): Art Education	Minor(s):	. Marketing
NAME: Linda K. Furroughs	Degree(s):	•
Present Address: Box 336 121 Cent	ter Pt. Pd. :	Gendersonville mi
		P24_9897
Permanent Address: Same		-
	Telephone:	Same
* * ***********		
Major(s): Sculpture & Art Educati	on Minor(s):	Ceperal Fine Brts
		PPA Sculpturo & 2rt 74
Present Address: .1977 Craignont P		
	Telephone:	
Permanent Address: Same		
<u></u>	Telephone:	Samo
y		75
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Major(s): General Business	Minor(s):	- "cno"
NAME: James Steven Corrells	Degree(s):	
Present Address: P.O. Pon (592)	tin hoay	
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Permanent Address: D.O. Pow 305 Gree	orphich we de	\$73
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Major(s): Business : ministration	Minor(s):	None +
NAME: (James Stoven Servella	Degree(s):	BEVM C
Present Address: D.O. Por 6502 1.D	•S•V• Clasico vá	
	Telephone:	
Permanent Address: p.A. 70:: 375 Crass	mbrian maga	
	Telephone:	(
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138		227



Major(s):	Business Fducation	Minor(s):	n/a
NAME:	Cindy Lee Daniel	Degree(s):	PPA with certification
Present Ad	dress: 317A East Coll	ece Street	
		Telephone:	615-441-1512
Permanent .	Addres <u>s: 317A East Coll</u>	ece Street. D	jekson, m
		Telephone:	same
*****	*****		*****
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<pre>Major(s):</pre>	Chemistry	_Minor(s):	Allied Sciences/Yath
NAME:	Alissa E. Harrison	Degree(s):	PS'with certification/
Present Add	dress: 13122 Verner	Park Fort Cam	pbell
		Telephone:	675-431-5074
Permanent A	Address: same		
- b		Telephone:	same.

Major(s):	Elementary Education	Mimor(s):	
NAME:	Kimberly Raggett Taylor	Degree(s):	Early Childhood Education
Present Add	dress: 120 Malibu Prive	APT#D-1. Clar	rksville, mr
\	<u> </u>	Telephone:	552-0515
Permanent A	Address: Foute 1 Pox 342	Cunningham, T	И
	·	Telephone:	387-3965
	•		
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Major(s):	Elementary Education 4	Minor(s):	Farly Childhood
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122 02 (03)		Minor(s):		v
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Permanent Addres <u>s:</u>	Suite States	Tolopha	same	* *
· ·		Telephone:	DUNIE .	
******	*****	*****	*****	*********
Major(s): Elementary	y Education	Minor(s):	,	
Major(s): Elementary NAME: Deborah K	y Education aye Blanton	Minom(s): Degree(s):	BS in Ed. w/cer	
Major(s): Elementar NAME: Deborah K	y Education	Minor(s): Degree(s):	BS in Ed. w/cer	
Major(s): Elementar NAME: Deborah Ka Present Address:	y Education aye Blanton	Minom(s): Degree(s):	BS in Ed. w/cer	
Major(s): Elementary NAME: Deborah K	y Education aye Planton 226 Clearview	Minor(s): Degree(s): Drive Telephone:	BS in Ed. w/cer	
Major(s): Elementary NAME: Deborah Kannament Address: Permanent Address:	y Education aye Planton 226 Clearview same	Minor(s): Degree(s): Drive Telephone:	BS in Ed. w/cer	t.
Major(s): Elementar NAME: Deborah K Present Address: Permanent Address:	y Education aye Planton 226 Clearview same ***********************************	Minor(s): Degree(s): Drive Telephone:	BS in Ed. w/cer	t.
Major(s): Elementar NAME: Deborah K Present Address: Permanent Address: **********************************	y Education aye Planton 226 Clearview same ***********************************	Minor(s): Degree(s): Drive Telephone: ***********************************	BS in Ed. w/cer	t. *****
Major(s): Elementar NAME: Deborah K Present Address: Permanent Address: ********* Major(s): Elementar NAME: Sherry Cou	y Education aye Planton 226 Clearview same ***************** *Education /ington	Minor(s): Degree(s): Drive Telephone: ************ Minor(s): Degree(s):	BS in Ed. w/cer 645-2275 same ************** Early Childhood BS w/certificat	t. *****
Major(s): Elementar NAME: Deborah K Present Address: Permanent Address: ********* Major(s): Elementar NAME: Sherry Cou	y Education aye Planton 226 Clearview same ***********************************	Minor(s): Degree(s): Drive Telephone: ************ Minor(s): Degree(s):	BS in Ed. w/cer 645-2275 same ************** Early Childhood BS w/certificat	t. *****
Major(s): Elementar NAME: Deborah K Present Address: Permanent Address: ********* Major(s): Elementar NAME: Sherry Cou	y Education aye Planton 226 Clearview same ***************** *Education /ington	Minor(s): Degree(s): Drive Telephone: ************ Minor(s): Degree(s):	BS in Ed. w/cer 645-2275 same ************** Early Childhood BS w/certificat	t. *****
Major(s): Elementar NAME: Deborah K Present Address: Permanent Address: ********* Major(s): Elementar NAME: Sherry Cou	y Education aye Planton 226 Clearview same ***************** *Education /ington	Minor(s): Degree(s): Telephone: Telephone: ********** Minor(s): Degree(s): Okinsville, YY	BS in Ed. w/cer 645-2275 same ************** Early Childhood BS w/certificat	t. *****
Major(s): Elementary NAME: Deborah Kannent Address: Permanent Address: ********** Major(s): Elementary NAME: Sherry Cover Present Address:	y Education aye Planton 226 Clearview same ************* **Education vington 216 Andrew Hop	Minor(s): Degree(s): Telephone: Telephone: ********** Minor(s): Degree(s): Okinsville, YY	BS in Ed. w/cer 645-2275 same ************** Early Childhood BS w/certificat	t. *****
Major(s): Elementary NAME: Deborah Kannent Address: Permanent Address: ********** Major(s): Elementary NAME: Sherry Cover Present Address:	y Education aye Planton 226 Clearview same ************* **Education vington 216 Andrew Hop	Minor(s): Degree(s): Telephone: Telephone: ********** Minor(s): Degree(s): Okinsville, :: Telephone: Telephone:	BS in Ed. w/cer 645-2275 same ************* Early Childhood BS w/certificat (502) 986-7405	t. *****

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<pre>Major(s):</pre>	Elementary Education	Minor(s):	Science
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	and the state of t	Telephone:	semo
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Magor(s):	Ulementary Education	Minor(s):	
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Major(s):	111 montage " wation	Minor(s):	Trly/distance
NAME:	Mary Teresa Lechatter	Degree(s):	nope o
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Permanent	Address: Tone		
		[Telephone:]	Cepe



Major(s):	Dlementar Dlucation	Minor(s):	<u> Parabologi</u>
NAME:	Elizabeth Arme Lankford	Degree(s):	
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*****	******	*****	********
Major(s):	Elementary Towasien	Minor(s):	Farly Childhood
NAME:	Marula Mobiley	Degree(s):	ng ·
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******	<u>*****************</u>	****	· · · · · · · · · · · · · · · · · · · ·
Major(s):	Flementary Education	Minor(a):	
NAME:	Whonda Midden	Degree(a):	·
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K . c. A	Additusti Sara	`\	
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NAME:	Louise Feach Cooke	Degree(s):	PA-Inglish "1-Prglish
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	57			***********
<u>Major(s):</u>	Snglish-	Frecial Education	Minor(s):	"emeconomics
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, relumnienc	Address:	•	¥	1
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		. 9	Telephone:	<u>Camo</u>
*****	*****	******	- 3⇔`* *************	· ***********
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Major(s):	Wistor; (Secondary Fleren.	Minor(s):	
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			Telephone: 2	
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Major(s):	HISTORY			_ ' '
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	. ;		Terephone:	1 10 3300 %
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<u> Major(s):</u>	History	Discributive	Minor(s):	Foonomics & Ceography
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<u> Major(s):</u>	History		Minor(s):	English
		/		
NAME	iir Garr	T Cannut	Degree(s).	BO
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a Present A	ddress: V		S.U. Ielephone: et	<u>c48_7559</u>
a Present A	ddress: V	P.O. POR 6377 A E	S.U. Ielephone: et	<u>c48 7559</u>
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Present A	ddress: \ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	P.O. Box 6377 A :	felephone: telephone: Telephone:	<u>.48 7559</u> 388-cco
A Present A	ddress: \ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	P.O. Pox 6377 A :	Telephone: ********** Minor(s):	<u>.48 7559</u> 388-cco
******** Major(s):	ddress: \ \11.\25. ******	P.O. PGK 6377 A E	Telephone: ********* Minor(s):	<u>648 7559</u> 388-6600 • •***********
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******* Major(s):	ddress: \ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	P.O. Box 6377 A E 120 Westview Stre ********* (Dist.) Cocyraphy Political Science x Kirkham 2122 Pest Pead, C	Telephone: Telephone: ******** Minor(s): Degree(s):	<u>048 7559</u> 389-000 *********************************
******* Major(s): NAME: Present A	ddress: \(\frac{1135.}{2}.\) ******** **istory Carol Co ddress:	P.O. Box 6377 A E 120 Westview Stre ********* (Dist.) Ceography Political Science * Kirkham 2122 Pest Pead, C	Telephone: Telephone: ******** § Minor(s): Degree(s): Telephone:	<u></u>
Present A ****** Major(s): NAME: Present A	ddress: \(\frac{1135.}{2}.\) ******** **istory Carol Co ddress:	P.O. Box 6377 A : 120 Westview Street	Telephone: Telephone: ******** Mimor(s): Degree(s): Larksville, "" Telephone:	<u>048 7559</u> 389-000 *********************************



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****	*****	*****	****
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	,	
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Major(s): Wealth & Phys. Educ (Pist	•	tho.
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	<u>nysical m. (7-12)</u>	<u>minor(s):</u>	Mealth/Trivers Education
Dana Blu	menfeld	Degree(s):	PS, (k-5) PG
ddress:			,
	TN		645_5654
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Physical	. <u>Edwatic</u>	Minor(s):	<u>"ealth</u>
Karen Er	east <u>Cert I</u>	Degree(s):	ng enication Ma
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ldiess.	<u>2386 Old Ast.la.d C</u>	Mry 22. Clar	deville, m
		<u> relephone:</u>	(C) A() (
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~*******		Telephone:	(FOC) 530-C423
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A******* Eistribut	t*************************************	Telephone: ******* Minor(s): Degree(s):	(FOO) 530-C423 A************************************
A******* Eistribut	*************** tive "calth & DT "iller	Telephone: ******* Minor(s): Degree(s):	(FOO) 530-C423 ***********************************
A******* Eistribut	tive Wealth & DT "iller Pox 142-F Pt. 2 C1	Telephone: ******* Minor(s): Degree(s): arksville, TM	(FOO) 530-C423 ***********************************
	Address: Address: Address: Address: Address: Health & Beverly	Address: J 78 Glendale 7ma TN Address: Same Physical Education Haren Brown Cheul diress: 417 Linda Crive, 3 Address: Care Address: Care Beverly Lawton diress: 2386 old Ast.land G	TN Telephone: Address: Same Telephone: Minor(s): Engen Brown Cecil Degree(s): diress: 417 Linda Lrive, Forkinsvirle, Telephone: Address: Same Telephone:



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Permanent	Address: Same	<i>ب</i> ه	
}		Telephone:	Sane
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<u>Major(a):</u>	Healt, & P.E.	M1nor(5):	, manada ga
NAME:	Beverly Mae Suemaga	Degree(a).	26
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		Telephone:	431-3006	_
Permaner	nt Address: <u>Same</u>	·	·	_
	paid	Telephone:	Same	_ 🗳
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[[a]01(a)	: Special Education	Minur(s):	Psychology	_
NAME:	Jean Arm Yr.cwis	<u>Degree(s):</u>	ES	<u> </u>
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		Telephone:	647-7093	_
Permanen	it Addres <mark>s: Same</mark>		_/	
	· 	Telephone:	Same	_
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	•		**********	٠ .
<u> Najor(5)</u>	: Special Education	Minor(s):	Psyhology	_
NAME:	Hope M. Lucius	Degree(s):	BS , PS	_
Present	Address. 4814 G. Iee Vill	апе 🦺		-
		[elephone:	439-1892	-
1	i Addies <mark>s: Same</mark>			_
		Telephone:	Same	_
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*****	*********	*********	*****	•
<u>Major(s)</u>	: Special Education/ Flom. Education	Minor(s):	<u> </u>	-
NAME:	Sandra Penee Paymer	Degree(s):	RS/N C	-
Present	Address: <u>Pt. 2. Joelton.</u>	37080		-
	1	Le lephone:	746-3433	-
Permanen	t Address: <u>Same</u>			_
		Telephone:	Sarre	
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Major(s): Earth Science	Minor(s):	Computer Science
NAME: James L. Dunning	Degree(s):	<u> </u>
Present Address: 170 Taft Drive, Cl	arksville, TM	37040
	Telephone:	647-9044
Permanent Address: Route 1, Eddyville	, MY 420 3 8	
8	Telephone:	388-7245
************	. * * * * * * * * * * * * * * * * * *	*********
Major(s). Special Ed./Elementary Fd.	$\underline{Minor(s)}:$	
NAME. Jennifer C. Fanasiewičz	Degree(s):	PS/M C
Present Address: Mooldridge Fd.	Mopkinsville	, IY
	Telephone:	(502) 985-5290
recmanent Address: Same		
· · · · · · · · · · · · · · · · · · ·	Telephone:	Same
-A Adjor(5): Special Education	Minor(s):	•
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Present Address: <u>Rt. 1. Mt. Juliet</u> ,	<u>1N 37122</u>	
	Telephone:	754-5253
terman, c. Address: Samo		·
	Telephone:	Same
** ** ***********	******	*********
Major(s): Special Education	Minor(s):	Psychology
NAME: Cary Suc Gwynn	Degree(s):	Bachelor Decree/ V.C
Present Address: P.O. Box 6169 APSU	• 7	
·	Telephone	648-7820
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ZT:	Telephone:	(901) 635-1293



<u>Major(s)</u>	: Special	Education	Minor(s):	
NAME:	Till Po	binson (Degree(s):	PS
Present .	Address:_	2650 Old Matthew	s Poad, Mashvil	le, M
	. –	<u>:</u>	Telephone:	223-5466
Permanen	t Addres <u>s</u>	: 1051 %. 7th Stre	et, Kemphis, TM	·
	_		Telephone:	526-7060
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****	*****	*****	******	****************
Major(s)	: Special	Iducation	Minor(s):	Psychology
NAME:	Tequita	Poper	pagree(s):	Bachelor Degree/W C
Present a	Address:_	Emerald Hill Apt	t 4-F	·
			Telephone:	648-7703
Permanent	t Addres <u>s</u>	: Poute 4 Box 110	McKenzie, TN	
	· -		Telephone:	(901) 352-2892
	•			*******
Major(s)	: Special	l Dducation	Minor(s):	Dsychology
NAME:	<u>lrgela</u>	Marie Stewart	Degree(s):	38
Present /	\ddress:_	P.C. Pox 4954 N	DCU	· · · · · · · · · · · · · · · · · · ·
			Telephone:	C49-7985
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			Telephone:	792-5494
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Major(s):	Cpecia	1 Förmation:	Minor(s):	Psicholog:
NAME:		uise Thom, son	Degree(s):	75/:-
Present A	wddress:	P.O. Dox 7733 :	por:	
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	_		Telephone:	22n-5773



Major(s):	Special Education	Minor(s):	Sociology & Psychology
NAME:	Nelda Weatherspoon	Degree(s):	· :
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•		Telephone:	446-2713
Permanent	Address: Same		
		Telephone:	Sate
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-		Minor(s):	
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Present A	ddress: 708 Madison Stree		••
		Telephone:	647-0793
Permanent	Address: Rt. 1. Dox 448		*
		Telephone:	647-0129
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APPENDIX E

ACTIVITY EVALUATION REPORT FOR SDIP COORDINATION, 1980-83

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Page 1 of 16 Pages form entroyed REPORT 2 - ACTIVITY EVALUATION REPURT STRENGTHENING DEVELOFING INSTITUTIONS PROGRAM PEDAC NO. 40 App. Exp. 07/80 1. Name of institution: 2. Period Covered: 3. Date Submitted: 4. Activity Title: Austin Peay State University fo: 6/30/81 7/1/80 SDIP Coordination & Development of Fund 5. Specific Objectives and Related Replacement 6. Specific Performance Evaluation Institutional Goals 7. Level of Meagures Achievement 50. Over the SDIP Grant Period: Ea. (wer the SDIP Grant Period: 1. To manage the SDIP grant in an efficient and ?a. Performance 1. The milestone completion of the SDIP grand effective manner utilizing EDGAR and yearly Evaluation will indicate a 90+% successful completion approved budgets and Report 2 to achieve grant Manures by June 15, 1983. objectives. Rating 100 2. To develop with the President effective imple-On June 15, 1983, the four activities to mentation strategies for fund replacement " be continued will be listed in the APSU strategies of the four activities to be mainbudget for 1983-84 to ensure this as total 100 tained after the conclusion of the SDIP grant. funding by APSU to ensure their continuation. Sb. Offer the SDIP Grant Year: 65. Over the SDIP Grant Year: * 1. To acquire a total sense of the program's 1. A 85+% of stated milestones will be thrust by September, 1980, (8, 1A, 181, 21A) achieved in 1980-81 which will indicate 100 the Coordinator's ability to gain a total sense of the program's thrust. 2. The establish effective communication with the Effective communication betweenth entr President to email that the program's opera-Coordinator and the President will be tion is consistent with goals of the overall determined by a score of 80 or above on 100 institutional decolorment by July, 1980. a 100 point possible scale on a survey (8, 2A, 3A)instrument developed by the Director of Institutional Research and circulated to the SDIP activity coordinators to measure

their perceived impression of the level

support of the project.

of effective communication and President 576. Summary

CE Para 1049-2 (7/79)

Rating



OE PORT 1049 2 (7/79)

and the President by providing regular feedback

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The Summary

Rating

a rating of 75 or better in terms of

to keep all affected parties informed.

effective feedback from the SDIR Coordinator

8. The bid and contract documents will be

prepared and approved by the SDIP

for bids and contract documents.

Coordinator as indicated on the request

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8. To assist the President in employing the

assisting agency. (8, 3A, 6A).

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