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1987 January 26 - Faculty Senate Agenda and Minutes

Faculty Senate, East Tennessee State University

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East Tennessee State University
Box 23534 ETSU Johnson City, Tenn. 37614-0002 (615)929-4112

AGENDA

FACULTY SENATE MEETING

January 26, 1987

Forum Room, Culp Center, 3:30 p.m.

- I. CALL TO ORDER
- II. APPROVAL OF THE MINUTES - December 1, 1986 meeting
- III. TREASURERS REPORT
- IV. ANNOUNCEMENTS
 1. Faculty Senate Executive Committee and Drs. Beller and Alfonso Conference - Tuesday, December 2, 1986 - Bill Fisher
 2. University Council - Thursday, December 4, 1986 - John Taylor
 3. Academic Council - Wednesday, December 11, 1986 - Margaret Hougland
 4. State Board of Regents Meeting - Thursday and Friday, December 11-12, 1986 at Austin Peay State University - John Taylor & Bill Fisher
 5. President's Council - Wednesday, January 14, 1987 - Margaret Hougland
- V. COMMITTEE REPORTS
- VI. OLD BUSINESS
 1. Faculty Senate Resolution of November 17, 1986
 2. 1982 - 1986 Faculty Senate Resolution Review Report
 3. 1987 University Standing Committee Survey Report
 4. Special Committee Activity Faculty Handout Report
- VII. NEW BUSINESS
 1. Dr. Nancy Garland and Mr. General E. Neasman
Minority Faculty Hiring Directives and Procedures
Presentation Scheduling Date
 2. College of Arts and Sciences Advisory Council Tenure Concerns



East Tennessee State University
Box 23534A • Johnson City, Tennessee 37614-0002

MINUTES OF THE JANUARY 26, 1987 FACULTY SENATE MEETING

ANNOUNCEMENTS

Because there was not yet a quorum at 3:30, President Fisher postponed official business and proceeded with announcements.

Dr. Fisher reported that the Senate's Executive Committee meeting with President Beller and Vice-President Alfonso on December 2, 1986, dealt with five items:

- 1) The progress of the committee working on the ETSU faculty evaluation policy which must be completed and in Nashville by May 1. President Beller wants the policy by April 1. Dr. Houglund reported today that a list of questions had been sent by committee members to Dr. Glen Riecken to be presented to the Deans. A meeting was to have been held in January. Dr. Fisher questioned the possible connection between this committee and Dave Logan's work on the Tenure policy.
- 2) The guidelines for pay raises. All faculty (excluding medical school) should have received the July - December portion of the \$250 raise in the December checks. About 26 individuals received additional raises.
- 3) The Faculty Handbook revision. Dave Logan has been given released time to complete the revisions. These will be presented to the Senate soon.
- 4) Computer expenses. There was no further discussion on this.
- 5) Colleges concerns. President Beller was asked to comment on some of the questions raised by colleges or schools on their agenda for Faculty Senate. President Fisher stated that perhaps a retreat is needed for adequate coverage and discussion of these questions.

University Council met December 4, 1986, but there was no report at this time since Dr. John Taylor was absent from today's Senate meeting.

Dr. Margaret Houglund stated that there was nothing major to report from either the Academic Council meeting December 11, 1986 or the President's Council, January 14, 1987.

President Fisher called attention to a hand-out of "Proposed Revision, State Board of Regents, Subject: Appeals and Appearances Before the Board". This document deals with appeals to the Chancellor by students or employees. This policy was adopted on December 12, 1986. It states which type of appeals can go before the Board of Regents in an attempt to restrict the number of appeals.

There was also an extended discussion at the SBR meeting, December 11-12, 1986, on admission requirements for Fall of 1989. A hand-out details the requirements. (See attachment to Library copy of Minutes). Another hand-out gives an "analysis of enrollment of first-time freshmen under 21 years by all Tennessee high schools and all SBR institutions". The number enrolled in developmental classes was quite high. (See attachment to Library copy of Minutes). A senator remarked that a poll taken of U.S. universities showed that about 40% of freshmen were taking remedial courses.

President Fisher announced that the Faculty Sub-Council of SBR met January 23, 1987. The membership discussed degree requirements for graduation (128 hours), clarification of SBR travel policy, guidelines for semester conversion, etc. (See attachment to Library copy of Minutes). On the agenda was the mention of a Two-Year Colleges' Conference. ETSU presented on January 14 at this meeting the experiences of ETSU's conversion to semesters.

The Sub-Council discussed the SBR Conference on Higher Education, April 5-7, 1987 in Nashville. Twenty individuals from ETSU may go at the school's expense. A meeting of THEA will be April 4.

Committees have been appointed statewide in the areas of foreign languages, fine arts, and social studies.

President Fisher called attention to a hand-out on the clarification of Section II.2 of the SBR General Travel Policy. Because certain items are still not clear, i.e. whether policy applies also to travel not reimbursed, the policy will again be discussed at the Presidents' Council of SBR.

The next meeting of the Faculty Senate will be February 2, 1987, with the College of Medicine setting the agenda. However, President Fisher announced that Ms. Geraldine Holden, ETSU Bookstore, will be present at 4:30 to answer questions relating to textbook ordering.

APPROVAL OF THE MINUTES

At 4:08 a quorum was met and the minutes of December 1, 1986, were approved.

TREASURER'S REPORT

Gordon Ludolf presented the report. (See attachment to Library copy of Minutes)

Before beginning the Committee Reports, Dr. Fisher introduced Dr. Steb Hipple as the replacement for Senator Tom England of the College of Business.

COMMITTEE REPORTS

Dr. John Stone, Chairperson of the Faculty Development and Evaluation Committee, asked for any further comments on the proposals on merit pay and evaluation which will be presented to the committee preparing the ETSU evaluation policy for SBR. He stated that two of the comments he had received dealt with the time-consuming aspect of a point system and the problem of assigning points (how much are certain activities worth?). The Senate had voted earlier to present these proposals as working drafts; they will be given to the committee.

Dr. Anne LeCroy, Chairperson of Concerns and Grievances Committee, repeated that the committee had met in December with Dr. Dorman Stout to review bookstore/textbook problems. No bookstore representative had been present, however. The committee feels that freshmen need time spent with Bookstore personnel to receive explanations on procedures. One solution to the problem of textbooks not arriving on time would be for professors to put one or two copies on reserve in the Library until enough copies arrive.

Dr. LeCroy also announced that President Beller wishes the Promotion Appeals Committee to serve as the official hearing body for the tenure appeals case now occurring. The committee will meet January 29, 1987. A report from the committee is to go to President Beller by February 27.

OLD BUSINESS

The list of Faculty Senate Resolutions of 1982-86 will be ready soon and a report follows.

Sixty-six people have turned in requests for Standing Committees.

The four new special university committees were described in a mailing to all faculty.

NEW BUSINESS

Nancy Garland and Mr. Neasman will be asked to come to the February 16 Senate meeting to discuss minority hiring.

Betsy Williams announced that College of Medicine faculty had requested having minutes sent to them. No other requests were mentioned.

Margaret Hougland requested that the Senate propose a resolution that when classes are delayed because of snow first period begin at the time stated for classes to begin. She feels that since fewer people are affected by afternoon classes, this plan would work. It was decided that this proposal be considered by the Executive Committee.

ADJOURNMENT

The meeting was adjourned at 4:45.

Respectfully submitted,

Carol B. Norris

Carol B. Norris, Secretary

Faculty Senate Meeting
January 26, 1987
Attendance Record

Senators Present

Margaret Hougland
Joseph Mattson
Paul Walwick
Mark Airhart
Etta Saltos
Greg Bishop
Linda Kerley
John Stone
F. Steb Hipple
Karen Renzaglia
Paul Monaco
Mitchell Robinson
David Chi
David Close
Betsy Williams
Al Lucero
Gordon Ludolf
Anne LeCroy
Carol Norris
Bill Fisher

Senators Absent

Peggy Cantrell
Carole Connolly
Glenda DeJarnette
Katherine Dibble
Betty Edwards
Don Ferguson
James Fields
Pat Flaherty
Lester Hartsell
Don Jones
Ruth Ketron (Excused)
James Pleasant
Carol Pullen
Bob Samuels
Bob Stout
John Taylor
Gwen Thomas
Richard Verhegge
Frederick Waage
Eduardo Zayas-Bazan

Guests

Wilsie Bishop

EAST TENNESSEE STATE UNIVERSITY FACULTY SENATE FINANCIAL REPORT

Budget Categories and Items	Budget 1986-87	Expenses November 1986	Expenses December 1986		Total Expenses To Date 12-31-86	Remaining Balance 12-31-86
I. Travel (3000) In-state travel (3150) Encumbrances	\$2090.00	\$174.00	\$46.00		\$938.00 329.00	\$823.00
II. Operating Expenses (4000) Duplication-Off Campus (4140) Printing by E.T.S.U. (4110) Postage (4230) Data Processing (4420) Supplies (4500)	2100.00					1425.00
		68.00	15.00		675.00	
		67.00	109.00			
		5.00				
			57.00			
III. Scholarships-RWSP (1410)	1000.00	107.00	94.00		375.00	625.00
TOTAL	\$5190.00	\$420.00	\$321.00		\$2317.00	\$2873.00
Respectrully submitted, <i>Gordon W. Ludolf</i> Gordon W. Ludolf Treasurer January 26, 1987						

P R O P O S E D R E V I S I O N

STATE BOARD OF REGENTS

SUBJECT: Appeals and Appearances Before the Board

I. Appeals to the Chancellor

A student or employee of an institution or school in the Board of Regents System may appeal a final decision of the president of an institution or a director of an area vocational-technical school to the Chancellor. Appeals to the Chancellor shall be limited to alleged violations of state or federal law and/or violations of institutional or Board policies or procedures. Except as herein provided, decisions which are not appealable shall include, but will not be limited to:

1. Termination of executive, administrative, professional, clerical, and support employees during or at the end of the initial probationary period or pursuant to the terms of the contract of employment;
2. Non-renewal of a tenure-track faculty appointment during the first four years of the probationary period;
3. Denial of tenure unaccompanied by notice of termination in the fifth year of the probationary period;
4. Non-renewal of a temporary faculty appointment;
5. Salary determinations;
6. Student academic matters, e.g., grade appeals, failure to meet retention policies, etc.;
7. Performance evaluations of faculty or staff; and
8. Residency classification of students for tuition and fee purposes.

Appeals and supporting documents must be submitted in writing to the Chancellor within 20 days following the date of a written decision by the president or director. The appeal must state the decision being appealed, the law and/or policy which is alleged to have been violated and the redress desired. The Chancellor shall review the decision on the basis of the record developed at the institution or school, with any new evidence which for good cause shown was not previously considered. The Chancellor may request a student or employee to appear and present arguments in support of an appeal.

II. Appeals to the Board

A student or employee who is dissatisfied with the decision of the Chancellor on his or her appeal may petition the Board of Regents for permission to appeal the decision of the Chancellor to the Board. The petition must be submitted in writing to the Secretary of the Board within twenty days following the date of the Chancellor's written decision. The petition must state the decision to be appealed, the law and/or policy which is alleged to have been violated and the redress desired. ~~A committee of the Board shall review the decision of the Chancellor on the basis of the record submitted to the Chancellor, with any new evidence which for good cause shown was not previously considered, and determine whether the petition to appeal will be granted. If granted, the committee shall hear the appeal at a regularly scheduled meeting of the committee and may request the person appealing to appear and present arguments on his or her behalf. The committee shall recommend action on the appeal to the Board of Regents. The decision of the Board shall be final and binding for all purposes.~~

the appropriate reviewing committee of the Board as determined by the Chancellor.

III. Record

The record on an appeal to the Chancellor or Board shall consist of all relevant documents, statements, and other materials submitted by the person appealing and by the president or director of the institution or school involved. In the event that the person appealing does not submit sufficient information to allow review of the decision being appealed, the Chancellor or the Board may require the person appealing to furnish any additional information which may be necessary.

IV. Standard of Review

The following provisions shall govern the review by the Chancellor and Board of an appeal under this policy:

1. A decision may be remanded for further consideration upon a finding that it was not made in accordance with applicable Board, institutional, or school procedures; provided, however, that the decision should not be remanded if the procedural error was not material to the decision and therefore constituted harmless error;
2. A decision may be modified or reversed only upon a finding that the decision constituted an abuse of discretion or was made in violation of applicable Board, institutional, or school policies; provided, however, that the decision should not be modified or reversed if the violation of policy was not material to the decision and therefore constituted harmless error;
3. A decision should be affirmed in the absence of a finding of abuse of discretion or material violation of applicable Board, institutional, or school policies or procedures.

Notwithstanding any provision herein to the contrary, any decision may be remanded by the Chancellor or Board for a resolution of the matter which is mutually acceptable to the parties or which is, in the best judgement of the Chancellor or Board, a fair and equitable resolution.

V. Appearances Before the Board on Non-Appealable Issues

Individuals may be allowed to address a committee of the Board of Regents concerning issues which are not appealable but which are of broad concern to an institutional community. Such appearances must be approved by the Chancellor or the Chairman of the appropriate Board committee prior to being placed on a committee agenda. Notwithstanding, the Chairman or Vice Chairman of the Board may authorize appearances before the Board on any matter deemed appropriate for Board consideration. Requests for approval to appear before the Board shall be submitted to the Chancellor 20 days prior to the date that the committee is next scheduled to meet.

Source: Board of Regents Bylaws, as amended; SBR Meeting September 30, 1983; SBR Meeting December 12, 1986

Note: Revised policy approved on September 30, 1983, to be effective on December 16, 1983.

FACULTY SUB-COUNCIL
9:00 a.m., January 23, 1987

Agenda

1. Approval of Minutes (Meeting of October 22, 1986)
2. Editorial Update of SBR Policies 2:01:00:00 and 2:01:00:03
3. Guidelines for Semester Conversion (no mailout)
4. Regents' Conference on Higher Education (no mailout)
5. Two-Year Institutions' Conference (no mailout)
6. Proposed Guideline on Late Registration
7. Collaborative Activities (no mailout)
8. SBR Assessment in Budgets (Dr. Nuell, MTSU)
9. Clarification of SBR Travel Policy (Dr. Kemp, TTU)
10. Issues Raised by Dr. Fisher (ETSU)
 - (a) Date for Submission of Campus Tenure Policy Revisions
 - (b) Tuition Reduction Plan for Faculty Dependents
 - (c) Status of Search for Assistant Vice Chancellor for Human Resources
 - (d) Specified Legal Issues
 - (e) Specified Personnel Issues
11. Old Business
12. New Business
 - (a) Student enrollment in the fall of 1989

Clarification of Section II.2 of the SBR General Travel Policy

I. General Provisions

Section II.2. of the travel policy states that travel which may be authorized, and pursuant to which expenses may be reimbursed, shall be limited to the following:

- a. Travel which is necessary for the proper execution of official System business, or in justifiable pursuit of an institution's or school's educational and research objectives; or
- b. Travel to meetings and conferences of a professional nature which will increase the attending employee's usefulness to the System, provided that travel to such a meeting or conference shall be limited to one trip per fiscal year unless the employee is invited to deliver papers at more than one meeting, or unless the employee is an association officer whose attendance is required at more than one meeting.

II. Clarification Relative to the Travel Policy Provisions

Proper interpretations of the general provisions of section II.2 of the travel policy are illustrated in the following sample questions and responses:

1. Question - Is travel which has been authorized by the appropriate approving authority to attend such functions as Board meetings, faculty and staff development conferences, activities for which the institution requires attendance, or the annual Regents' Conference on Higher Education subject to the limitation of one professional meeting or conference per fiscal year?

Response - Properly authorized travel to functions such as Board committee meetings necessary for the proper execution of official System business is not subject to the limitation of one professional meeting per fiscal year.

If the appropriate approving authority has determined that an employee's travel to functions such as a Regents' Conference on Higher Education or a faculty and staff development conference is in justifiable pursuit of an institution's or school's educational and research objectives, the travel is not subject to the

limitation of attending one conference per fiscal year.

2. Question - Does the limitation of one conference trip per fiscal year apply only to out-of-state travel?

Response - The limitation of one trip per fiscal year to meetings and conferences of a professional nature deemed not necessary for the proper execution of official System business or in justifiable pursuit of an institution's or school's educational and research objectives applies to both out-of-state and in-state conferences.

If an employee has attended such a conference during the fiscal year, he or she would not be eligible to attend another conference of this type until the next fiscal year, regardless of whether the conference attended was held in-state or out-of-state.

3. Question - Does the stipulation of one conference per fiscal year relate to the average number of conferences attended by the faculty at an institution rather than the number of conferences attended per individual faculty member?

Response - The limitation of one conference attendance per fiscal year pertains to each individual faculty member. A faculty member is not justified to attend more than one conference per fiscal year if some of the faculty members of his or her institution do not attend a conference during the fiscal year.

4. Question - What is the purpose of the one-conference-per-year limitation? Is the purpose of the stipulation to limit a faculty member's off-campus leave?

Response - The purpose of the travel policy is to ensure that travel expenses are authorized, reasonable, and incurred for the benefit of the System.

- *5. Question - Does the policy only apply to reimbursed professional travel or does it also apply to travel during official work time in which the employee is not reimbursed?

Response - The policy applies whenever the travel of an employee is required to be authorized by institutional administrators, regardless of whether the employee will be reimbursed.



East Tennessee State University
Box 23534 ETSU Johnson City, Tenn. 37614-0002 (615)929-4112

January 3, 1987

Dr. Bert C. Bach
Vice Chancellor for Academic Affairs
State Board of Regents
1161 Murfreesboro Road
Nashville, Tennessee 37219

Dear Dr. Bach:

I am taking this opportunity to provide you and the appropriate members of the SBR staff as much time as possible in case detailed research is necessary to investigate the following potential Faculty Sub - Council agenda items for the Friday, January 23, 1987, meeting.

A. Dr. Bach

1. The date when local campus tenure policy statements in keeping with the new policy adopted by the State Board in Memphis as of September, 1986 have to be in your hands so that they may be incorporated into the agenda of the State Board Meeting of June, 1987. It would be extremely helpful if this information was available so that it can be communicated effectively to the faculty on each campus. If possible in writing.
2. The status of the screening and selection process for the SBR Assistant Vice Chancellor for Human Resources Development.

B. Mr. James Vaden

1. The present status of the proposed reciprocal tuition reduction agreement between the UT and SBR systems for faculty dependants for undergraduate programs. It would be highly desirable, if decisions can be reached, to bring this up at the June board meetings of both groups so that any financial commitments can be incorporated into their respective 1987 - 1988 budget recommendations.
2. Supposedly, the requested clarification of the one trip per year per faculty travel policy was to be on the Business Affairs Council meeting agenda last October. I was informed that it was not on the agenda or discussed. Some faculty have state,

regional and national meetings of their disciplines and to limit attendance to only one meeting a year is restrictive professionally. Why not let travel funds available be the determining factor?

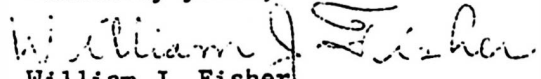
C. Ms. Susan Short

1. Faculty members liability insurance financial limits and the specific categories of coverage.
2. Significance of TCA 49-5-202 and the tenuring non US citizen higher education faculty members.
3. Present SBR higher education administrator age step down policy. Does it exist?
4. Mandatory retirement age policy for higher education faculty.

D. SBR Personnel Coordinator

1. Campus Faculty Sick Leave Bank Donation
Why can't a terminating faculty member on any SBR campus having a faculty sick leave bank and who is under the optional retirement program (TIAA-CREF) donate his/her unused sick leave days to the bank upon their leaving? Those days have no credit value and therefore are just lost for all practical purposes.
2. Why can not any K - 12 school system service time for faculty or staff be counted as an additional basis for higher education longevity credit and extra pay?

Sincerely yours,


William J. Fisher
Faculty Senate President

CONFERENCES, WORKSHOPS, CALLS FOR PAPERS



Academic Assessment:

Uses for Institutional Renewal

Fifth Annual Regents' Conference on Higher Education
Sponsored by the Tennessee State Board of Regents

April 5-7, 1987
Tennessee State University, Downtown Campus
Nashville, Tennessee

■ **A**ssessment is useful when it leads to renewal of the academic life and administrative leadership on a campus. This Conference will emphasize strategies for finding meaningful answers to some challenging questions which face colleges and universities. How are data useful for making decisions? What benefits can we expect from using assessment measures? What procedures best assure that information will be used effectively? What determines the effect of curricular changes on student learning?

■ **O**ver 20 sessions by national leaders, including:

Zelda Gamson
Robert McCabe
Marcia Mentkowski
Peter Ewell
Robert Pace
Ed Morante
William Turnbull
Jerry Cates

■ **R**egistration Fee: \$85.00

■ **F**or more information, write or call:
Regents' Conference on Higher
Education
Tennessee State Board of Regents
1161 Murfreesboro Road
Nashville, Tennessee 37217
(615) 741-4821



East Tennessee State University

College of Business • Department of Management and Marketing • Box 21250A • Johnson City, Tennessee 37614-0002 • (615) 929-4422

CHRONICLE OF HIGHER EDUCATION

January 7, 1987

EAST TENNESSEE STATE UNIVERSITY

University Bookstore Manager

Responsible to the Assistant Comptroller/Director of Auxiliary Services for the overall operation of the University Book and Supply Store. Responsibilities include total operational control of the store with current sales volume exceeding \$2.6 million and 23 full time employees.

Qualifications: Bachelor's degree in Business Administration, Marketing and Management or related area of concentration or equivalent experience required in form of training program. Five to seven years' experience in a retail management setting required.

Salary is competitive commensurate with qualifications. Application review will begin January 1, 1987 and will continue until the position is filled. Applications should be sent to:

Mr. David Collins
Assistant Comptroller/
Director of Auxiliary Services
P. O. Box 24,460A ETSU
Johnson City, Tennessee 37614

East Tennessee State University is an Equal Opportunity,
Affirmative Action Employer.

How do high school courses affect admission to college?

IMPORTANT INFORMATION ABOUT STATE BOARD OF REGENTS INSTITUTIONS NEW ADMISSIONS POLICIES EFFECTIVE FALL, 1989

If you are thinking about attending a university or community college governed by the State Board of Regents (SBR) following high school graduation, there are some new admissions policies that you need to understand. If you are now a ninth grader, you should graduate from high school in the spring of 1989. Beginning with the fall, 1989 term:

- All SBR universities will require that undergraduate freshmen have the high school subject units listed below for regular admission.
- All SBR community colleges will recommend, but not require, the same subject units for freshmen admitted to programs designed for transfer to baccalaureate schools. Students admitted without these subjects must remove the deficiencies with college courses, for elective credit only, before receiving an associate degree.

<i>Subject Area</i>	<i>Required Units</i>
English	4
Visual and/or Performing Arts, including a survey course or participation in one or more of the arts (music, dance, theatre, visual arts)	1
Algebra I and II	2
Geometry or other advanced math course with Geometry as a major component	1
Natural/Physical Sciences, including at least one unit, with lab, of biology, chemistry, or physics	2
Social Studies, including history, government, geography, sociology, psychology, economics, or anthropology	1
United States History	1
A single Foreign Language	2

In addition to these, an additional unit in the arts, in mathematics, and in foreign languages is recommended. Different requirements may exist for some freshman applicants (e.g., GED, early admission, international students, or students who graduated from high school more than five years prior to applying for college admission). Applicants who attended high schools not offering the required courses may be admitted to a university, but must remove the deficiencies during the first 64 semester (or 96 quarter) hours. Transfer students must remove any deficiencies prior to regular admission. Courses required to remove deficiencies can be used to satisfy elective credit only.

Do you need more information?

HERE'S HOW TO CONTACT STATE BOARD OF REGENTS INSTITUTIONS

The units listed on this sheet will be minimum requirements for regular admission at all SBR universities, and a particular campus or program may have additional requirements. Contact the **Admissions Office** at any of the campus addresses or phone numbers listed below for more information.

Universities:

Austin Peay State University Clarksville TN 37044	(615) 648-7661
East Tennessee State University Johnson City TN 37614	(615) 929-4213
Memphis State University Memphis TN 38152	(901) 454-2390
Middle Tennessee State University Murfreesboro TN 37132	(615) 898-2111
Tennessee State University Nashville TN 37203	(615) 320-3420
Tennessee Technological University Cookeville TN 38505	(615) 528-3888

Community Colleges:

Chattanooga State Technical Community College Chattanooga TN 37406	(615) 697-4401
Cleveland State Community College Cleveland TN 37311	(615) 472-7141 1-800-826-0023
Columbia State Community College Columbia TN 38401	(615) 388-0120
Dyersburg State Community College Dyersburg TN 38024	(901) 285-6910
Jackson State Community College Jackson TN 38301	(901) 424-3520
Motlow State Community College Tullahoma TN 37388	(615) 455-8511
Roane State Community College Harriman TN 37748	(615) 354-3000
Shelby State Community College Memphis TN 38104	(901) 528-6707
Volunteer State Community College Gallatin TN 37066	(615) 452-8600 (615) 741-3215
Walters State Community College Morristown TN 37814	(615) 581-2121

REPORT 1
 ANALYSIS OF ENROLLMENT OF FIRST-TIME FRESHMEN UNDER 21 YEARS
 BY ALL TENNESSEE HIGH SCHOOLS AND ALL SBR INSTITUTIONS
FALL, 1985

SBR Institution: All
 High School: All

<u>No. of first-time freshmen</u>	<u>7122</u>	
Mean ACT COMPOSITE SCORE	14.8	
Mean High School GPA	2.72	
<u>No. enrolled in no Remedial or Developmental Courses</u>	<u>2250</u>	
% enrolled in no Remedial or Developmental Courses	31.5	
<u>No. enrolled in 1 or more Remedial or Developmental Course</u>	<u>4872</u>	
% enrolled in 1 or more Remedial or Developmental Course	68.4	
No. enrolled in Remedial Reading	1519	
% enrolled in Remedial Reading	21.3] READING 50.1%
No. enrolled in Developmental Reading	2051	
% enrolled in Developmental Reading	28.8	
No. enrolled in Remedial Writing	806	
% enrolled in Remedial Writing	11.3] WRITING 44.6%
No. enrolled in Developmental Writing	2232	
% enrolled in Developmental Writing	31.3	
No. enrolled in Remedial Arithmetic	1856	
% enrolled in Remedial Arithmetic	26.0] MATH 57.8%
No. enrolled in Developmental Algebra I	1459	
% enrolled in Developmental Algebra I	20.4	
No. enrolled in Developmental Algebra II	816	
% enrolled in Developmental Algebra II	11.4	
No. enrolled in Remedial Study Skills	810	
% enrolled in Remedial Study Skills	11.3] STUDY SKILLS 47.0%
No. enrolled in Developmental Study Skills	2548	
% enrolled in Developmental Study Skills	35.7	

TENNESSEE STATE BOARD OF REGENTS ACADEMIC ASSESSMENT AND PLACEMENT PROGRAM

STUDENT INFORMATION BULLETIN

WHAT IS THE PURPOSE OF THE AAPP?

The Tennessee State Board of Regents Academic Assessment and Placement Program (AAPP) is designed to help you succeed in your college studies. The AAPP will provide you and your academic advisor with important information about your individual skills, about your preparation for the program or degree that you wish to pursue, and about your special educational needs. This information will assist your academic advisor in placing you in the courses and sections most suited to your preparation and needs. In short, the AAPP is your first step toward success in achieving your educational goals.

WHO MUST PARTICIPATE IN THE AAPP?

The Regents of the State University and Community College System require that, beginning in Fall 1985, all freshman students seeking regular admission to a technical institute, community college, or university within the State Board of Regents System (SBR) must participate in the AAPP as a condition of enrollment.

The institution to which you have applied for admission will provide you with more specific details about this requirement. In general, however, the State Board of Regents requirement means that:

- all freshman applicants for regular admission who are twenty (20) years of age or younger must submit an official ACT or SAT score as part of the application for admission;
- all freshman applicants for regular admission who have not taken the ACT will be required to do so at their own expense prior to enrollment;
- all freshman applicants for regular admission who are twenty-one (21) years of age or older must take the special AAPP test prior to registering for courses;
- all freshman applicants for regular admission who are twenty (20) years of age or younger and who have a composite ACT score of 15 or less must take the special AAPP test prior to registering for courses;
- all students who after enrollment are found to be deficient in one or more basic academic skills must be referred for further academic assessment and placement.

The requirements described above are minimums. The institution to which you have applied may have more stringent requirements than these. An institution may, for

example, require that — in addition to freshmen — transfer students will also participate in the AAPP. Consult the catalog of the institution you wish to attend for more specific details, or call the Admission Office of that institution for additional information.

WHAT DOES THE AAPP TEST MEASURE?

The AAPP test has four (4) components designed to measure your readiness for college-level courses. The four components are: Writing, Reading Comprehension, Mathematics, and Logical Relationships. A brief description of each of these components follows, and sample questions are given below.

1. Writing You will be given 20 minutes to write an essay on an assigned topic. The purpose of this portion of the AAPP test is to measure your ability to use Standard Written English.

2. Reading Comprehension You will have 30 minutes to complete the 35 questions in this section. The test contains several short passages, each followed by a number of multiple choice questions. The Reading Comprehension test is designed to measure how well you understand what you read and your ability to draw inferences from what you read.

3. Logical Relationships You will have 30 minutes to complete the 50 multiple choice questions in this test. The test is designed to measure how well you can see relationships between words, between sentences, and between ideas.

4. Mathematics Skills There are three (3) separate tests in this section. You should take only one (1) of the three (3). The test that you take will depend on the mathematics courses that you completed in high school. Read the descriptions below to determine which of the mathematics tests you should take:

Basic Arithmetic: Take this test if you had less than one (1) full year of algebra in high school.

Elementary Algebra: Take this test if you had at least one year of algebra but less than two full years.

Intermediate Algebra: Take this test if you had two full years or more of algebra in high school.

WHAT ARE THE AAPP TEST QUESTIONS LIKE?

Some sample questions for each of the AAPP test com-

ponents are given below. You may want to practice doing each of them.

• **WRITING**

Directions: You will have 20 minutes to plan and write an essay on the assigned topic. Spend a few moments considering the topic and organizing your thoughts before you begin writing. Take care to express your thoughts clearly and exactly and to make them of interest to the reader. Support your ideas with specific examples and illustrations. **WRITE ONLY ON THE ASSIGNED TOPIC. AN ESSAY ON ANOTHER TOPIC IS NOT ACCEPTABLE.**

Sample Topic:

Each of us assumes a personality to fit in with the group into which we enter; i.e., we do not act at home precisely as we act at school or at work; we do not act the same way with friends our own age as we do with younger people or older people.

What accounts for our changing behavior? Is there something false in these changes, or are they reasonable, or are they a bit false and a bit reasonable? Make clear your view of this matter and support your view with examples from your reading, study, or observation.

• **READING COMPREHENSION.**

Directions: The passage below is followed by questions based on its content. Answer all questions following the passage on the basis of what is stated or implied in that passage.

During the '50s, each TV season offered 39 weeks of new shows, and 13 weeks of repeats. Slowly, the ratio has reversed. The ultimate goal may be a one-week season, 50 weeks of repeats, and one week off for good behavior.

1. The main point the writer is making is that
 - (A) television shows are being repeated more often than ever
 - (B) shows must be repeated to allow time to prepare new shows
 - (C) repeated shows are used to gain good ideas for new shows
 - (D) repeating shows cuts down costs
2. What does the writer most probably think of the situation in television that he or she is telling about?
 - (A) It is better than it was before
 - (B) It cannot be helped
 - (C) It may soon improve
 - (D) It is becoming ridiculous

• **ARITHMETIC SKILLS TEST**

Sample Questions:

1. $431 - 175 =$
(A) 256 (B) 266 (C) 344 (D) 356
2. $1/6 + 1/8 =$
(A) $1/24$ (B) $2/14$ (C) $2/7$ (D) $7/24$
3. $15.4 + 44 =$
(A) 0.28 (B) 0.35 (C) 2.8 (D) 3.5
4. What is 3% of 300?
(A) 9 (B) 90 (C) 100 (D) 900
5. Karen bought a cola and 2 hamburgers for \$2.03. If the cola was \$0.25, how much did each hamburger cost?
(A) \$0.89 (B) \$0.95 (C) \$0.99 (D) \$1.78

• **ELEMENTARY ALGEBRA SKILLS TEST**

Sample Questions:

1. $-8 - (-7) =$
2. $x^2y - xy^2 =$
(A) $xy^2(x - 1)$ (B) $xy(x - y)$ (C) $x^2y(1 - y)$
(D) $y(x^2 - y^2)$
3. In the equation $5x - 2y = 30$, if $y = 0$, then $x =$
(A) -15 (B) 6 (C) 10 (D) 25

• **INTERMEDIATE ALGEBRA SKILLS.**

Sample Questions:

1. $(9x^4)^{3/2} =$
(A) $3^5x^{5/2}$ (B) $6x^{8/3}$ (C) $9x^6$ (D) $27x^6$
2. Which of the following are the roots of $3x^2 - 2x - 5 = 0$?
(A) $-5/3$ and -1 (B) -1 and 1 (C) $5/3$ and -1
(D) $5/3$ and 1
3. If a line has slope -4 and contains the point $(2, 3)$, then of the following which is an equation of the line?
(A) $y + 4x = 11$ (B) $y + 4x = 14$
(C) $y - 4x = -5$ (D) $y - 4x = -10$

HOW WILL THE AAPP TEST SCORES BE USED?

While you should strive to do your best on this test, it is important to keep in mind that there is no passing or failing score. The results will NOT be used for admission, and the scores will NOT affect your course grades. Instead, your scores will help you and your advisor to select the courses that are best suited to your present skills.

Once you have completed the test, your essay booklet and your answer sheet will be scored. Your college will communicate your test scores to you as soon as possible (in many instances, on the same day). You will receive a separate score for each section of the test. Scores will also be shared with your advisor who will help you interpret them and make the proper course selection.