MEMO

TO: Dr. Douglas Olson
FROM: S. Campos, M. R. Moore and C. Antonich
DATE: Tuesday, February 07, 2012
RE: College Curriculum Committee Item(s) from December 1, 2011 and February 2, 2012 for Academic Senate on February 14, 2012

CCC Number | Item/Description and Summary
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MAT 170 | Elementary Statistics | Effective Date: 8/26/2012

Proposal Type: Revised Course
Summary: prerequisite to Writing: Assessment test score of 4 or higher; an English ACT score of 20 or higher; or a grade of "C" or better in RHT 095 or RHT 096 or completion of RHT 101 AND Reading: Assessment test score of 4 or higher; a Reading ACT score of 20 or higher; or a grade of "C" or better in RHT 085 or RHT 086 or completion of RHT 101 AND: Intermediate Algebra and Geometry demonstrable through a minimum Triton placement score of 6, or ACT Math score of 23 (within the last two years), or MAT 085 or MAT 096 or MAT 103. A grade of "C" or better is required for all prerequisite math courses

Rationale: All options are now listed to cover options that meet college readiness for reading and writing to avoid students marked UP (unmet prerequisite) on class rosters. The ACT score was increased because Compass, which is owned by ACT, recommends a Math ACT score range of 23-25 for courses with an intermediate algebra prerequisite. ACT has completed extensive research for this recommendation.

HTH 281 | First Aid and CPR | Effective Date: 8/26/2012

Proposal Type: Revised Course
Summary: lecture from 2 to 1; lab from 0 to 2; course description change

Rationale: The lecture hours were adjusted and two hours of lab were added to appropriately address the course content. The providers were changed for CPR and First Aid education, from American Red Cross to American Heart Association, as more medical professionals and service employees require American Heart Association certification.

BUS 134 | Introduction to Industrial Hygiene & Occupational Health | Effective Date: 8/26/2012

Proposal Type: Delete Course
Rationale: Per recommendation of the Business Advisory Committee at the October 19, 2011 meeting, BUS 134 has been deleted, as the course content is covered in other Business courses.
Rationale: Per recommendation of the Business Advisory Committee at the October 19, 2011 meeting, BUS 173 has been deleted, as the course content is covered in other Business courses.

Printed: 2/7/2012

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Academic Support Committee Minutes
February 6, 2012
3:00 pm
CTE


Guest: Marge Stabile

Absent: Julie Gilbert, Reginia Hughes, Quincy Martin, Lucy Smith, Deborah Baness-King, Ric Segovia, Ed Konstanty

I. Approval of November minutes
   - Minutes were approved with no changes (Hunter/Nedrow)

II. Updates on Early Alert
   - Bill, Bob, Jackie met with Mike G. before break to discuss revisions.
   - Revisions are as follows:

As the new ERP implementation is in process, we are unable to make major updates to the Early Alert System. We have, however, made some minor changes that may improve your experience with the system:

1. **There is now an option for a prescribed message.**
   Faculty or support staff can now choose a standardized message explaining their contact with the student.
   For example:
   - Contacted student, informed him/her of what needs to be done in order to be successful in class.
   - Contacted student, he/she plans to make an appointment/utilize our services.
   - Contacted student, he/she is not interested in making an appointment/utilizing our services.
   - Student did not have updated contact information.
   - Contacted student, no answer, left message/sent e-mail.
2. **There is now an option to copy support staff on your alert to the student.**
   In the past, faculty would have to copy and paste the message they wrote to the student in the “Route to Support” section if they wanted support staff to receive the same message. Now, there is an option to click a checkbox (“Check here to include a copy of your student message to support staff”) and it will automatically copy the message to support staff. Faculty then has the option to create a personalized message as well.

3. **When support staff members receive an alert from a faculty member, they get an e-mail encouraging them to log on to the Early Alert System.** This e-mail now also includes a reference number, so support staff knows exactly which alert needs to be addressed.

   - Early Alert training sessions remain in April and by appointment with Jackie Werner.

III. Update on HLC work
   - Marge provided new criteria to research and comment on; she will return in March for feedback. She provided a site (www.ncahlc.org) for clarification.

IV. Mandatory Placement
   A. Policy update
      - A draft was discussed. The group will continue to work on this; an email version will be sent to the group.
   
   B. Our role in implementation
      An item from the list of the following ideas will be our next focal point:
      AtD implementation plan (Counseling action plans – major specific and adjustable; appeals process/waiver form assessment; Academic advising tool- online like Career Counseling’s online tool; Assessment of cut-off scores every two years; testing and placement policy as one document?; mandatory orientation before testing takes place)

V. Announcements or Other
   - Musker’s updated Academic Support Services sheet was vetted and sent out.
   - A request to get the summer version out before the end of this semester was heard.

VI. Adjournment
   - The meeting was called at 4 pm (Nichols/Hunter).

Next meeting: Monday, March 5, 3pm- CTE
Academic and Scholastic Standards Committee Minutes  
December 5, 2011  

Members in attendance: Julie Gilbert, Hanan Merheb, Pat Prentis, Ric Segovia, Tracy Wright, Marie-Ange Zicher, Katherine Marcovich, Kristina Kravchenko, Charmi Desai, Lenier Anderson.

1) Housekeeping  
   a) Note taker: Hanan Merheb.  
   b) New member introduced, Dr. Lenier Anderson.  
   c) November Minutes approved.  
   d) Spring semester 2012 meeting dates (first Monday of each month): February 6, March 5, April 2, and May 7.  
      i) Time has to change to 2:30 pm, or 3 pm some members were not able to attend at the 2:00 pm time for spring semester.

2) Old and New Business  
   a) On-line Work Group alignment with On-line Focus Group Workshops – Cheryl Antonich and Marie-Ange Zicher  
      Marie-Ange Zicher shared with the ASSC committee members the work of the Online Focus Group. The Online Focus Group is a subcommittee to the Online Work Group. Mostly faculty, the Online Focus Group has 4 to 5 members and is chaired by Cheryl Antonich. Marie-Ange takes over in her absence. The purpose of the group is to recommend changes to distance education to better orient students. Beginning spring 2012 students can have access, as early as January 10, 2012, on Blackboard to a new student’s orientation. Part of orientation is a quiz with certain score. Students can take the quiz to test their basic technology skills, then download and save a certificate of their results. It is up to the faculty to include the orientation and quiz in their online, hybrid, enhanced courses. Support for students taking Blackboard courses is available in the ETRC and PDC. No support is available at this time for students taking any My “Math” Lab.  
      It was determined that the work of the ASSC’s On-line Focus Group Workshops and the On-line Work Group are in alignment. Therefore, the ASSC’s group will offer future assistance on an “as needed” basis to avoid duplication of efforts.

   b) Comparable Credit (Experiential Education Draft Document) - updates  
      i) Update on DSST demonstration results from Deans (Amanda)  
      Pending results from Amanda Turner regarding the DSST presentation to the deans before the committee can move forward to the Senate. The ASSC members plan to present the document to Academic Senate as soon as possible this spring, perhaps in February or March.  
      Dr Lenier brought up to the discussion table the need for students to apply and pay fees to graduate and receive a certificate. Students may not complete this process
when they have completed the required courses/programs and, therefore, will not be included in the completion rates. This can be damaging to the department’s completion rate, evaluation and funding. This may be a future topic for ASSC committee work.

c) Discussion of ASSC’s role in planning and implementation of the (new) mandatory placement initiative.

The role of the ASSC committee as discussed is to gather information, research, making suggestions and collaborate with other Senate subcommittees in overlapping areas of responsibility, such as with Academic Support and Curriculum Committee. The planning and implementation of the new mandatory placement policy is a large task with a campus wide effect. The ASSC committee members see themselves making recommendations, not setting the policy, in the spirit of shared governance, participative management, and shared ownership.

The ASSC committee recommends:

i) Revisit the findings of Triton’s Developmental Education task force.

ii) Research policies from other comparable schools (community colleges) especially national leader schools from Achieving The Dream.

iii) Avoid duplicating work by forming a “Mandatory Placement Committee” with chairs from each Senate subcommittee, faculty, administration, and staff from affected areas across campus.

iv) Specific classes/degrees/certificate requirements would be decided by the department dean, chair/coordinator and faculty with collaboration/guidance from Curriculum Committee and Academic Support.

v) Gather input and feedback from across campus
   1) College hours, one in the morning and one in the afternoon (in response to HLC Challenges/Recommendations Report of problems with some employees’ ability to attend College Hour).
   2) Faculty Workshop
   3) Make sure students are aware of the effect of the placement test.

vi) Have late start classes

vii) Take into consideration the number of students and the availability of faculty, rooms, facilities, and funds.

d) HLC accreditation self-study – mapping of ASSC’s role or purpose into (Summary Chart of) Strengths, Challenges and Recommendations.

   Julie requested from all ASSC committee members to jot down ideas on the summary chart and submit them by email.

e) ASSC website outdated
The website of the ASSC committee is dated back to 2005. It needs to be updated with new information. Tracy Wright is willing to update the site if she gets webpage editing permission.

3) Adjournment

**Academic and Scholastic Standards Committee Minutes**

*February 6, 2012 – 2:30 pm*

Members In Attendance – Jennifer Burkett, Julie Gilbert, Sue Collins, Rick Segovia, Tracy Wright, Marie-Ange Zicher, Charmi Desai, Kathy Marcovich

- December minutes were approved (motioned: Kathy; 2nd: Tracy)

- Tracy had volunteered at the December meeting to update the ASSC Website. Julie had completed the necessary form to grant Tracy access to the website. As IT has contacted Tracy with some questions, the details of that will be ironed out by Julie with IT so that Tracy can make the necessary changes to the site. Julie provided an updated listing of the current committee membership.

- Meeting time is now set for 2:30 pm. We will be in the CTE again in May but will be either in the parachute lounge (B130-A) or a classroom near the CTE for March and April.

- Discussion regarding the status of the DSST portion of the Comparable Credit draft document was tabled as Amanda was not present to report feedback from the presentation to the deans. Julie will follow up with Amanda about where we are in the process with comparable credit and DSST specifically. The committee hopes to present the updated Comparable Credit draft document to Senate in March or April.

- The HLC self study is now with VP Stabile. We will wait to hear back from her regarding any future information needs from our committee.

- Julie reported on the discussion at December’s Academic Senate meeting regarding the Mandatory Placement Policy. ASSC will contribute in a research role. Ric has provided an eNewsletter from Achieving the Dream which includes the names of the new leader community colleges. The committee agreed to divide up the work of researching the AtD schools and other local community colleges to learn more about their approaches to mandatory placement. Additionally we will also review the policy previously recommended by Triton’s Developmental Education Task Force. The committee discussed the information to be gathered and Jennifer will design a template that can be used to collect the data. Julie will compile the research for presentation at Senate.

The meeting was adjourned at 3:15 pm

Respectfully submitted, Jennifer Kumi Burkett

The meeting began at 2 PM in room E-210. The following three topics were discussed:

**Committee Membership**

The current membership was examined. The committee voted and unanimously agreed to the following membership:

- A minimum of nine (9) full-time faculty members, three (3) from each of the following areas: Arts and Sciences, Business and Technology, and Health Careers and Public Services Programs
- One (1) adjunct faculty from each of the following areas: Arts and Sciences, Business and Technology, and Health Careers and Public Services Programs
- One (1) representative from Research and Institutional Effectiveness
- One (1) counselor
- Two (2) academic deans
- The director of Teaching and Learning
- One (1) representative from Continuing Education
- One (1) representative from Adult Education

**Assessment Plan Form Survey**

The committee created a survey that will be used to gather thoughts about the online assessment plan form. This form was used by faculty members to create their 2011-2012 assessment plans. The survey will be sent out to all full-time faculty members.

**Assessment Report Form**

The committee began to create an online assessment report form. This will be used to report the findings of this year’s assessment. The completed form will be sent out online to all faculty members in May. The assessment report form is due on June 15, 2012.

The meeting was adjourned at 3:15 PM.