

Triton College  
Academic & Scholastic Standards Committee  
Minutes, March 11, 2019

**Call to Order:** Beth Dunn called the regular meeting of the Academic and Scholastic Standards Committee (ASSC) to order on March 11 at 2:30pm.

**Present:** David Anderson, Henry Bohleke, David Bowen, Beth Dunn, Egi Kica, Kevin Li, Victor McCullum, Lessly Salas, Ric Segovia, Amanda Turner.

**Housekeeping**

- The February 2019 minutes were approved.
- Due to conflict with the curriculum meetings, A&SSC will meet at 1:30pm on April 4 and May 2. Both meetings will be in E-216.
- The A&SSC will focus on the syllabus policy until the end of this semester. Dean Li pointed out that our committee is action oriented. The committee believes that some of the changes in the syllabus policy could have an impact on the number of W grades as a result of the last day to withdraw date and a detailed attendance policy requirements.

**Updates/Discussion Points**

1. Change of Grade Policy- update: The policy was voted on at Senate. The Senate unanimously voted to send the proposed change in policy to VP Baker. There has been no information shared with the committee.
2. Do we need separate task force/subcommittees to deal with the syllabus policy? As related to comment above, how do we effectively encourage change and improvement? We meet once a month for an hour, we need more time. As mentioned above under “Housekeeping” the committee decided to focus on the syllabus until the end of the semester.
3. Withdrawal Policy: Committee members were asked to bring their top three changes in policy that could impact the W rate in a positive way. This discussion was tabled until fall semester.
4. Syllabus Policy  
Should we have a master syllabus? Beth shared the Harper example template and checklist. See [Harper's Policy](#). Many members shared their concern that faculty will be resistant to a master syllabus. Faculty may consider it a violation of academic freedom. However, there already is a syllabus policy in place. The current policy already requires “course content covered each week.” Despite this, Beth received a lot of negative feedback from faculty at the February Senate meeting and via email from Elizabeth Collins and Pat Knoll. Beth’s interpretation of the emails is that they believe a detailed weekly list of content will compromise student success. One email in particular

indicated a misconception of what changes we may suggest. Dean Li offered that to counter the objections we need to explain why we need to require certain elements. IAI rejects many Triton syllabi for curriculum changes. He indicated the submission rate is poor. He shared some of the comments from IAI rejections, they all start with the phrase "The panel requires a detailed weekly topical outline/schedule that goes beyond chapter numbers and titles to include topics being discussed, etc.

The committee discussed that a template or detailed list of requirements on the syllabus makes it easier for instructors. We discussed a common list of statements including a common statement of academic honesty and accommodative services. Our student representatives shared that most of their syllabi do show the weekly list of topics. All agreed that faculty need to be educated. A common syllabus prevents curriculum drift, keeps adjunct focused. The students offered that they like seeing the schedule and how their grades are calculated. A recommended list of required elements may be better received than a template.

4. Placement Update Dean Turner reported on the placement policy update and implementation. The goal is to have the policy in place for Fall 2019, so Dean Turner has set April 15<sup>th</sup> as the date to finalize the policy. A link to the documents is included at the end of the minutes.

**Next Meeting: Thursday, April 4<sup>th</sup> at 1:30 in E-216**

**The meeting was adjourned at 3:00pm**

Minutes respectfully submitted by Beth Dunn

#### **Student Accommodations Statement from D. Kaczmarek**

Students needing academic accommodations due to a medical condition/ disability must make their request at the Center for Access and Accommodative Services (CAAS).

Students will be given a CAAS card that lists the accommodations they have been approved for. Students are required to show each of their instructors their CAAS card Every Semester within the first week of when classes begin. Students taking on-line classes must scan both sides of their CAAS card and email it to the instructor to inform them of the accommodations they have.

Instructors are not required to provide accommodations until the student presents their CAAS card to them.

CAAS is located in Room A 125

Notes from Dean Turner:

## ICCB Multiple Measures Placement Options (effective for entering 2019FA)

Recommended Placement Option	Triton College – Status Updates
PARCC score of 4 or 5, in the subject area	<ul style="list-style-type: none"> <li>Accept recommendations; no schools in the Triton district have used PARCC scores</li> </ul>
ACT score of 22 in mathematics	<ul style="list-style-type: none"> <li>Currently used; no change</li> </ul>
ACT score of 19 in English	<ul style="list-style-type: none"> <li>Currently 20</li> <li>Will change to 19 for the entering 2019FA class</li> </ul>
SAT score of 530 in mathematics	<ul style="list-style-type: none"> <li>Currently used; no change</li> </ul>
SAT score of 480 in English	<ul style="list-style-type: none"> <li>Currently used; no change (480 in Evidence-based Reading and Writing)</li> </ul>
Placement tests (ACCUPLACER <sup>1</sup> , ALEKS, writing assessment, etc.) with appropriate scores	<ul style="list-style-type: none"> <li>Currently use ACCUPLACER for placement</li> </ul>
<b>High school cumulative GPA of 3.0 or higher on an unweighted 4.0 scale for placement into college-level English.</b>	<ul style="list-style-type: none"> <li>When using the high school GPA, the date of measure will be considered the graduation date.</li> <li>The 7<sup>th</sup> semester transcript will be accepted for students applying prior to the completion of high school.</li> <li>The high school GPA will continue to be used as a part of the MM model for new students who graduated more than 3 years ago for placement in English.</li> <li><b>Additional discussion may be necessary for admission into the dual credit admission. Faculty are identify cut scores for placement in the college readiness level Reading and Writing courses.</b></li> </ul>
<b>High school cumulative GPA of 3.0 or higher on an unweighted 4.0 scale with a successful completion of a 4th year of math for placement into college-level Math.</b>	<ul style="list-style-type: none"> <li>When using the high school GPA, the date of measure will be considered the graduation date.</li> <li>The 7<sup>th</sup> semester transcript will be accepted for students applying prior to the completion of high school as long as it demonstrates completion of 4 years of math.</li> <li>The high school GPA will continue to be used as a part of the current MM model for new students who graduated more than 18 months for placement in Math.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Additional discussion may be necessary for admission into the dual credit admission.</b></li> </ul>
<b>An appropriate high school transition course in mathematics or English with a grade of C or higher,</b>	<ul style="list-style-type: none"> <li>• Beginning in 2019FA, the transitional math course will be offered in area high schools. The team accepted the expiration date of 18 months.</li> </ul>
<b>A GED score of 165 or comparable score on other high school equivalency tests.</b>	<ul style="list-style-type: none"> <li>• <b>The GED score of 165 will be used.</b></li> <li>• <b><i>Possible HiSET scores of 15 in Reading and Writing will place a student in college level English and 15 in Math for college level Math (pending confirmation from Dean Lynch).</i></b></li> </ul>
Successful completion of an appropriate developmental course in mathematics or English at another regionally accredited college or university.	<ul style="list-style-type: none"> <li>• MAT 080/085 or RHT 099 level</li> <li>• <b><i>Grade of "C" or better? Need to determine as certain courses (e.g., MAT 111) require a grade of "B" in the pre-requisite class</i></b></li> </ul>
Other methods that colleges may use to award college credit to students, (AP, CLEP, IB, dual credit, etc.)	<ul style="list-style-type: none"> <li>• Currently use AP, IB, Seal of Biliteracy, CLEP, and completion of college level English/Math course</li> <li>• (Most) students complete placement exam prior to enrolling in dual credit classes.</li> </ul>

Next steps:

- Finalize SAT scores needed for college readiness courses in Reading and Writing
- Draft recommended changes to the Board Policy 5201: Academic Placement to reflect new procedures
- Outline a communication plan for campus community
- Work with IT/Decision Support and impacted departments to implement programming in Colleague and provide training for team members
- Finalize HiSET scores needed for college-level placement
- Determine if any additional information is needed

**BOARD OF TRUSTEES, DISTRICT 504**

**STUDENT AFFAIRS**

**ACADEMIC PLACEMENT**

**POLICY 5201**  
**ADOPTED: 04/23/91**  
**AMENDED: 04/21/93**  
  
**AMENDED: 06/20/95**

**AMENDED: 06/20/00**

**AMENDED: 08/17/04**

**AMENDED: 10/19/10**

**AMENDED:**

As a comprehensive community college, Triton College has a fundamental responsibility to provide educational opportunities for community residents able to benefit from college-level instruction.

In accordance with this goal/commitment objective, the institution expects all students to either possess at the time of admission or acquire through appropriate developmental coursework the basic reading, writing, and mathematical skills that are necessary for success in the course or program of study chosen by the student.

Therefore, the institution requires all new students enrolling in credit courses to complete assessments for academic placement prior to enrolling in their first course at the College. Academic placement may be determined using multiple measures including but not limited to: institutional placement tests, standardized test scores, high school grade point average, non-cognitive assessments, or successful completion of college level coursework in English and/or Math with a grade of "C" or better at a regionally accredited institution. Exceptions may be granted by a College Dean or designee. ~~take institutional placement tests in mathematics, reading, and writing; prior to enrolling in their first course at the College. The following exemptions are permitted: prescribed ACT and/or SAT scores within the last two years in English, Reading, and/or Math; approved documentation of college level coursework in English and/or Math with a grade of "C" or better from a regionally accredited institution; or exceptions granted by an appropriate College Dean or designee.~~

**The placement test results are valid for two calendar years.** Measures used to place students are valid for three calendar years in English and eighteen months in Math. Students may ~~are~~ ~~allowed to~~ retake the placement test once each year, after waiting at least seven days after the first administration. ~~; they must allow a one-week waiting period before completing the first retest. A retesting fee will be charged for each subject area test.~~ If students are currently enrolled in the discipline, they will only be allowed to retest after completion of the course in which they are enrolled. The highest scores will be used for placement.

Students scoring in the developmental range in ~~on the~~ English or Math are strongly encouraged to enroll in the appropriate development course during the first semester of enrollment and each subsequent semester until they attain the college-level course required for degree or certificate completion. ~~placement test must enroll in appropriate college reading and/or writing courses prior to registering for 12 or more academic credit hours.~~

Upon instructor recommendation, a student may be referred to the Counseling or Advising departments for other assessment of academic skills. Based upon a basic skills assessment, the counselor or advisor may require the student to withdraw or take appropriate developmental courses.

~~Students who do not possess a high school diploma or equivalent, may not receive financial aid unless they meet until the "ability to benefit" testing requirement is fulfilled. These guidelines are in accordance with the Department of Education's "ability to benefit" regulations.~~