

Triton College
Academic & Scholastic Standards Committee
Minutes, February 4, 2020

Call to Order: Beth Dunn called the regular meeting of the Academic and Scholastic Standards Committee (ASSC) to order on February 4 at 2pm.

Present: David Bowen, Renee Cuevas, Jennifer Davidson, Beth Dunn, Joyce Fritz, Denise Jones, Pamela Harmon, Kevin Li, Jennifer Linderman, Ken Smith, Linda Wilkins, Tracy Wright, Belkis Torres-Capeles

Housekeeping

- The December Minutes were approved
- The Spring 2020 semester meetings will be held the first Wednesday of the month at 2pm in E-216 (Feb 4, Mar 4, Apr 1, May 6)

Updates/Discussion Points:

- Placement Testing
Background: Current BOT Policy 5201 requires all new students to take a placement test. This is interfering with enrollment of Dual Credit students, students that are pursuing certificates that do not require math or English, and students wishing to take continuing education courses. The committee discussed this at length last year, and made some revisions. The topic was tabled because ICCB was recommending multiple measures be used for placement. As a result of all of this, and the recommendations of both VP Campos and VP Koslow-Martin, the committee has decided to revisit this topic. Several members presented research from other institutions. Some are behind in implementing the ICCB multiple measures recommendation. Triton has a placement policy in place but the board policy needs to be updated to reflect this. There was a lot of discussion and the committee agreed that the policy needs to be simplified and allow for changes.

The ASSC's initial policy proposal was:

All new degree-seeking students, or those planning to take a course with placement prerequisites, must take a placement exam or have an alternative testing measure on file with the college. (The current placement measures can be found on Triton's website.)

Students scoring in the developmental range in 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.

This policy was approved by ASSC and then sent to Senate. After receiving feedback from Dr. Flaherty, it was changed to:

All new degree-seeking students, or those planning to take a course with placement prerequisites, must take a placement exam or have an alternative testing measure on file with the college. (The current placement measures can be found on Triton's website.)

*Students scoring in the developmental range in English or Math are ~~strongly encouraged~~ **required** 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.*

An email discussion indicated that NOT every member of the committee was on board with these changes. This revised version was sent to senate, but the committee decided that we do not all support it and therefore it will not be voted on at the February senate meeting.

The committee discussed all concerns at length. Here is a summary of the concerns:

Counseling was concerned that there be enough College Readiness courses available for students to take since we are now requiring them to take them. The Dean of Arts and Sciences stated emphatically that there will be enough courses offered.

Dr Belkis Torres-Capeles, the Dean of Continuing Education provided the following evidence pertaining to the FET program: "Spring 2020 had over 900 students enrolled in the program. We have designed preparatory coursework to help students meet their general education requirements of the program. When placement scores did not meet with requirement to place into MAT122, a 12-hour Math Review program was designed and offered utilizing developmental education faculty (Tuan Dean). Since Fall 2017, five Math Review classes have been held. Sixty-eight students have benefitted from these classes, with 100% of students advancing to MAT122. Of those sixty-eight students, we have seen a 92% success rate. The FET program boasts one of the highest success rates in the college (86% in Fall 2018) with a nearly identical general education coursework success rate at 85% as of fall 2019."

The co-chair of the math department offered that this evidence further supports mandating that students complete their dev – ed work in sequence. The success of the FET students indicates that the remediation was beneficial. It also indicates that the placement test to determine the readiness of the students worked.

In addition, the dean of continuing ed discussed the lens impacting workforce development and the career pathway currently in place for FET students. Moreover, Policy 5201 will negatively impact enrollment in the program because students will not have the option to be immediately placed with employers early in the program. Similar to an apprenticeship model -- students take industry-specific classes upfront (now 4-6 courses), get placed in their fields, and continue with coursework.

The Dean of Health Careers and the Dean of Business and Careers wanted the language in the second paragraph to indicate that if a student did not need to take math that they need not take the dev- ed courses. It was suggested that the second paragraph be changed to:

Students scoring in the developmental range in English or Math are required to enroll in the appropriate developmental course during the first semester of enrollment and each subsequent semester until they attain the college-level course (with developmental Math or English prerequisites) required for degree or certificate completion.

Here is an excerpt from the current policy:

Students scoring in the developmental range on the English placement test must enroll in appropriate college reading and/or writing courses prior to registering for 12 or more academic credit hours.

Is this policy enforced?

If yes, how is it enforced?

If no, why not? Is it possible to enforce it?

The last concern was regarding the impact of this policy on part-time students because if a part time student places into Dev-ed math AND English, according to this policy, they are required to take dev ed English and math in their first semester. The Director of admissions, and others think this may deter students from coming to Triton and therefore hurt our enrollment. Others think it is important for students that place into dev ed to complete their dev ed sequence(s) as soon as possible because when they delay, the dev-ed courses become a barrier to them enrolling in college level courses. Should there be a distinction between what is required of part time vs full time students? Should there be a list of degrees or certificates which are exempt from the policy?

Lastly, there was a brief discussion about allowing deans to grant exceptions.

Dean Li suggested that everyone submit their own revision to the policy and that we come to an agreement at the next meeting. The chair of ASSC will distribute the packet to everyone at the March meeting.

The meeting was adjourned at 3:05pm.

The minutes are respectfully submitted by Beth Dunn.