As the end of the semester approaches and we prepare for Commencement on Tuesday, December 18, I want to personally thank each of you for all of your time and effort on the many initiatives you have supported at the College this fall, many of which are highlighted below. We would not be the leader institution we are without the dedication and expertise of our exceptional faculty. Your passion for student success is obvious. I am so grateful and honored to work with and represent you in all of the College's work. This is the perfect time of year to appreciate the meaningfulness of our work, how we impact students and the community we serve, and to appreciate each other. I am very grateful.

I wish you a peaceful and enjoyable holiday break!

Again, thank you for all you do!

My best,

Karen

End of Term Grading

I would like to direct your attention to a few helpful reminders concerning End of Term grading.

- All final grades must be submitted online by 4:00pm on December 18, 2018. If grades are submitted by this deadline, students can view their grades beginning December 19. Any late grades submitted after December 18th will prohibit students from viewing their grades until early January 2019.
Late grade submissions will hold up certain financial aid processes as well as graduation audits.

A final grade of “F” must include the last date of attendance (LDA). The LDA is the last time the student attended your course or submitted course work. **Failure to provide an LDA will prevent the entry of your final grade.**

If you have students on your roster that need to be reported as Never Attended, please report them in Attendance Tracker before the last day of the semester.

- Students reported late for attendance or never reported for attendance causes confusion for end of term assessment for financial aid, academic standing, and prerequisite checking, and may cause a balanced owed.

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**Faculty Colloquium**

The 15th Annual Faculty Colloquium is on Tuesday, January 8, 2019 at the Westshore Campus at Corporate College West. This year, the College is honored to commemorate the contributions of Robert L. Lewis, who created the first iteration of Faculty Colloquium, known as the Faculty Symposium, from 1983-2003. For a combined 35 years, the Faculty Symposium and Colloquium have provided a venue for faculty to showcase their scholarship, leadership, and best teaching practices with one another. For more details about the event, please visit [www.tri-c.edu/facultycolloquium2019](http://www.tri-c.edu/facultycolloquium2019).

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**Help is Here - Suicide Prevention**
With recent high profile deaths by suicide in the news, it is important to remind all within the Tri-C community that suicide is preventable and that there are a number of resources available to promote mental health and wellness to aid in time of crisis. Recognizing the College community’s need for more information, Tri-C’s Counseling Faculty have established the Help Is Here web page: www.tri-c.edu/helpishere and mobile app. You will find this web page contains information and resources such as: warning signs and risk factors, crisis phone numbers, links to mobile apps, and general mental health and wellness information.

Get the App

ALEKS PPL

Beginning in March of 2019, the College will be moving from Accuplacer to ALEKS PPL for the placement tool for mathematics. This change will not affect placement testing for English or ESL placement.

The math placement tool is a much more robust instrument that provides faculty with more diagnostic information while providing students with personalized learning modules that can be used to improve their initial placement scores. The efforts to move to this different placement model is supported by a College-wide team including faculty and campus staff.

Accreditation Site Visits /Program Handbook

The College-wide Accreditation and Healthcare Initiatives office wants to acknowledge the hard work of the following programs for their commitment to
quality education as they prepared for and hosted reaccreditation visits this fall: Engineering, EMT, Early Childhood Education and Diagnostic Medical Sonography. All four programs received positive feedback from their accreditors during their site visits. Congratulations to these departments for their accreditation results, and a sincere thank you to those faculty who were a part of the process.

I would also like to recognize the work of the Program Handbook Committee. Over the past several months, this team developed a College-wide academic program handbook template that integrates recommended language, hyperlinks to academic information and a glossary. The team created a very collaborative and inclusive template than can be used by any academic program, allowing content to be organized within a common structure that can be used by both health careers and non-health careers programs. Additionally, using this template will allow our various academic disciplines to provide better guidance and information to their students.

Curriculum Review

The offices of Curriculum and Learning Outcomes Assessment have been in touch with counterpart chairs as preparations are underway for counterpart group meetings in January. While assigning outdated curriculum for review remains a top priority, other important outcomes include discussions of course or program level assessment including the collection and faculty assessment of artifacts and any new or upcoming TAG/OTM course submissions.

Curriculum and Learning Outcomes Assessment also continues to work with the top ten enrolled courses to pilot course level assessment for the HLC’s Assessment Academy. Kudos to the faculty teams from BADM, BIO, CHEM, ENG, IT, MATH, SOC, and COMM for their active participation!

PLA Advisory Board

The Prior Learning Assessment (PLA) Advisory Board was launched this fall. Members, consisting of faculty and administration from a variety of areas at the College, will provide guidance in the development and
implementation of prior learning methods such as individualized portfolio-based assessments; standardized exams (CLEP, AP, DSST, and IB); customized exams created by disciplines; and published credit recommendation guides. The overarching goal of this advisory board aligns with the Ohio Department of Higher Education’s desired outcomes of PLA credit:

- Increased motivation to graduate
- Increased persistence in a degree program
- Lessened time-to-degree
- Increased institutional course credit earned
- Cost savings to students

If you are interested in learning more about PLA, or becoming a part of the project, please contact Lindsay English.

**Online Syllabus Tool**

Earlier this fall, faculty and administrators reviewed and tested Concourse, an online syllabus development tool. While Concourse was the initial product explored, we are beginning the procurement process to identify other software that may meet the desired technical needs that were noted by faculty during sandboxing sessions. We will continue to keep you updated as we look to find a solution that allows us to more easily manage standardized compliance language and promote academic freedom in the syllabus development process.