I. Call to Order
   Present: Paul Bhasin (Chair), T. Olson, J. Cadero, A. Johns, J. Grigalunas, P. Jaswilko, M. George, A. Salzman

II. Announcements
   1. Two new faculty members have joined the committee, Peter Jaswilko and Mukesh George.

III. Agenda Items
   1. Discussion: Subcommittee purpose and scope

   Paul Bhasin reported to the Subcommittee the details discussed at the recent Subcommittee Chairs meeting relating to the Marketing Subcommittee, namely the scope and efficacy of the committee. It was agreed that the committee’s role is confusing, considering we are charged with:

   Marketing Committee
   The Marketing Committee is a standing committee of the Academic Senate specifically responsible for reviewing and recommending methods of coordinating promotional strategies for the college and also reviewing marketing strategies for specific activities.

   Functions:
   1. Review marketing research relating to critical problems facing the college and plan marketing initiatives.

   2. Plan and review institutional, departmental, and special events marketing strategies.

   ....even though our Subcommittee does not review any marketing plans, strategies, or activities before they are put into action. It was also mentioned that the above is too vast a responsibility for an advisory committee – and it was also agreed that if we are to continue as an advisory committee, the full attendance of the prescribed seven faculty members must be present for the purposes of faculty representation.

   After reviewing the Senate By-Laws related to the Marketing Subcommittee, it was agreed a change to the Marketing Subcommittee must be discussed at Senate, or the ability of the Subcommittee to fulfill its charge would continue to be in doubt. College-wide strategies ought to be brought to this Subcommittee for review, rather than ask its members to sit on a variety of other committees to “gather and report back”.

   It was also agreed that the Subcommittee should not be a sounding board for frustrations related to the design/production of marketing pieces. Those frustrations/concerns should follow the chain of leadership (Chair, Dean, VP).

   2) Discussion: should we, and if so, how should we implement program-specific transfer guides?
   1. It was agreed that our various transfer pathways to senior institutions are not universally known among faculty, which hampers efforts to guide students in the classroom and during our conference hours. The Compact Agreement and Dual Admissions Programs are
two examples of these pathways that many faculty are not familiar with. It was agreed that if we develop program specific marketing pieces (and even transfer pathway packets to give to students before they arrive on campus, for obvious course selection reasons) then we stand to make an impact, as a faculty, on our degree completion numbers. Exceptions abound, but the marketing pieces need not be exhaustive summaries (because rules keep changing related to transfer) but rather examples of what is possible in each program area, and helpful staff contact info, resources, www sites to show the student that an AA or AAS can lead to a senior institution with planning and support from Triton College. P. Jaswilk comented that Health Careers already do this with students, but many are not aware of these pathways until they are on campus several weeks, which puts them a semester behind due to ignorance. Designing these pieces would educate faculty as well; faculty know best which schools in the Dual Admission/Compact programs are ideal for their respective programs, and can therefore guide students as to which programs to research with help of enrollment counselors.

IV. Adjournment

Next meeting scheduled: 11/12/10

Triton Academic and Scholastic Standards Committee Meeting
Minutes from September 13, 2010
Members present: Julie Gilbert, Sue Collins, James Whitmer, Pat Prentiss, Jennifer Burkett, Emily Reabe, Tracy Wright

1. Approval of minutes from last meeting
   a. Tracy moved to approve
   b. Jennifer seconded
   c. Unanimous Approval

2. Next Meeting October 4, 2010

3. Educational Psychologist
   a. Would like to present through the CTE
   b. Tracy shared we have the Student Assistance Plan (SAP) and Employee Assistance Plan (EAP), and part of Triton’s contract with Perspectives is for them to offer presentations on campus. Tracy shared it will not be an Educational Psychologist, but a counselor. Tracy will check with Perspectives to request a speaker, and schedule during a brown bag or a college hour.
   c. James will contact his speaker to see if they would like to present to faculty at Triton College. Before James can request the speaker he needs to know when we would need a speaker. Julie asked James to work with Mary Jeans to see if there is time available for a college hour or a brown bag in the Fall ’10 Semester.

4. Academic Support Collaboration
   a. Had a brown bag to discuss ideas for student success. The committee discussed the concept of a mandatory quiz for on-line courses. We are not able to have a mandatory quiz for on-line learning since on-line teaching is a mode of instruction
   b. Larry Manno and Julie Gilbert would like to have a brown bag to discuss best practices for on-line courses including creation of an optional on-line quiz available to instructors with fulltime and adjunct faculty.
c. Marie-Ange is offering brown bags through the PDC for Blackboard this semester—she is looking at Wednesdays at 12:30pm, so unfortunately Larry Manno's schedule does not permit him to be available at this time.

d. Julie Gilbert would like to present with Larry Manno in February, and if Larry's schedule does not permit him to be available during a brown bag then Julie will look to change to a college hour

5. Comparable Credit
   a. Julie received a new comparable credit document form Amanda Turner
   b. As a committee we started going through the document and asking questions
      i. One of the major questions was Should Triton accept 42 credit hours of comparable credit?
      ii. DSST: Do we want Triton to be a test site? Committee felt we would need to check with Dean Mary-Rita Moore and Anna Pullara.
      iii. What is the maximum amount of credit: Should we say 50% of degree requirements to receive a degree or certificate?
   c. Julie would like for Amanda, Emily, and Julie to sit down to go over the document prior to the next committee meeting
   d. Julie will sent document via email to all active committee members
   e. Julie asked the committee to email suggestions and questions regarding the comparable credit to her, Amanda and Emily. After the meeting with Amanda and Emily, Julie will send an updated draft of the comparable credit document to the committee members for review prior to the October meeting.
   f. Jennifer brought up International Baccalaureate (I.B.) and if Triton was looking to accept I.B. credit. Do we need to add I.B. to the policy? We will need to check with Mary-Rita Moore to see if Triton is considering accepting I.B. credits.

6. Other
   a. Julie asked if the committee knew of anyone who would like to be a member due to members leaving the committee
   b. We need 2 PTK students to be on our committee, so Julie will work with Bill Griffin to contact PTK students to see if anyone is interested

7. Adjournment
   a. Tracy moved to adjourn
   b. Sue seconded
   c. Unanimously approved

Academic Assessment Committee
September 1, 2010 2:00 pm
CTE - E-210

MINUTES

Attending Members: Maria Tereza Dyer, Susan Collins, Sue Rohde, Maxi Armas, Tom Porebski, Jose Delgado, Susan Collins, Mary Casey-Incardone, Will Edwards, Mary Ann Tobin, Maureen Musker
**Attending Guests:** Sylvia Sztark

A. May meeting minutes approved (Maxi Armaas/ Sue Rohde)

B. New CTE Director - Mary Ann Tobin, our interim CTE Director was introduced to the committee. We briefly discussed plans for easing her into her role in our program assessment efforts. It was agreed that at least for the Fall 2010 semester, instead of one-on-one meetings to review plans and reports, attendance at Brown Bags will be encouraged. Committee members will follow-up with program contacts per a sign-up list. Members will also be divided into two groups, assigned to attend every other Brown Bag as mentors. In addition, we are developing rubrics for assessing plans and reports through the committee.

C. Professional Development - Maureen Musker shared information on upcoming webinars and conferences. She will email this information to all committee members.

D. HLC Report / Response - The bulk of our discussion revolved around the HLC response to our report and our subsequent action plan. The concepts that most caught our attention in the HLC response were comprehensiveness and integration.

1) Comprehensiveness - To make academic assessment more comprehensive, we discussed two major ideas: increased participation in current program assessment and including general education outcomes in the process.

   **Action Plan:**

   - While meaningful assessment is the ultimate goal, the committee will work on “default” assessment that can be used by programs across the board if lack of time and resources are preventing participation in the process.
   - The assessment review cycle will include deans in the process.
   - Increase awareness of the resources already available that simplify the process, especially those on the committee web page, where all program assessments are posted.

2) Integration of academic assessment into the budgeting and planning cycle.

   **Action Plan:**

   - Invite those involved in these processes to the October meeting, specifically VP Stabile and VP Latham along with President Granados.
   - Contact our HLC representative and find out what kind of guidance and support is available from them.
Work toward programs developing five-year assessment plans that correspond to the ICCB program review.

3) As noted above in section "B" we also have a plan in place for working with the CTE Director on continuing and strengthening the Program Assessment cycle that has already been established.

Our dates for meetings this year are:

10/6/10; 11/3/10; 12/1/10; 2/2/11; 3/2/11; 4/6/11; 5/4/11

Next Meeting - October 6, 2010 from 2-3 pm in the CTE.

Submitted by Maureen Musker.

Academic Assessment Committee
October 6, 2010 2:00 pm
CTE - E-210

MINUTES

Attending Members: Maria Tereza Dyer, Ric Segovia, Liz Brindise, Maxi Armas, Tom Porebski, Annette Jajko, Carol Lynch, Mary Casey-Incardone, Will Edwards, Mary Ann Tobin, Maureen Musker

Attending Guests: President Granados, VP Latham, VP Stabile

A. September meeting minutes approved (Tom Porebski/ Mary Ann Tobin)

B. Discussion of HLC response

For the duration of the meeting, we discussed how to move forward regarding academic assessment as well as the role the committee should play in those efforts. Some key points included:

- Tying program assessments more closely to the budgeting process
- Strengthening the links between the program and institutional levels
- Analyzing patterns that may result from program assessments
- Dealing with program assessments that do not fall within the boundaries of our current system
- Establishing a common focus for program assessments in a given academic year, a focus that would correspond to the Master Plan
- Enlisting deans and chairs in the effort and keeping them in the loop
- Using data we already collect
- Including IS in the linking process
- Bringing more programs onboard
Action items:

- At the next meeting, discuss the establishment of a sub-committee-to-look-strengthening the links
  - Go through Criteria #3
  - Extract key initiatives from the Master Plan for links
  - Review the Executive Summary of the Master Plan
- Develop assessment options for programs, some of which may lead to cohorts
  - Review General Education outcomes
  - Create "default" templates to simplify the process
  - Establish more information sharing mechanisms

Next Meeting - November 3, 2010 from 2-3 pm in the CTE.

Submitted by Maureen Musker.
1. **Spring Faculty Workshop** recommendations for speakers/activities were provided.
   - **Activity:** a webinar-based breakout session
   - **Potential Speakers:**
     Universal Instructional Design – Jean Higbee
     Universal Instructional Design – Bimonte (Oakton Community College)
     Smart Thinking – Allison Rossett – San Diego State
     Brain Research to Enhance & Energize Instructions – Janet Zadina (Tulane Med School) addresses principles of instruction based on brain research
     Rita Smilkstein - Western Washington University – an expert on brain-compatible teaching; using the brain’s natural learning process to develop curricula

2. **Goal Development 2010-2011**
   - Lucy volunteered to forward the Outstanding Faculty Award winner list to the Marketing Department
   - Team was asked to review the Master Plan Goal 6 (and Goal 5?) projects for possible modification with emphasis/focus on student success

3. **CTE Programming: Professional Development Committee possible contribution**
   - Learning Communities
     Lucy mentioned the success of the chair coordinator faculty learning community (FLC), now in its 5th year
     Ideas for new learning communities were mentioned
     - Grant writing
     - Tenure track
   - Newsletter contribution
   - Marketing events in CTE ex., upcoming workshop: Veterans and PTSD
   - promote and market various employee recognition programs including Employee of the Semester, Employee rewards cabinet and
     wow@triton.edu to communicate recognition information directly to President Granados
Minutes: Professional Development Committee Summary for the Academic Senate

Meeting: September 21st, 2010 2:00pm
Attendees: Liz Brindise, Jean Dugo, Gabriel Guzman, Angelee Johns, Pat Knol, Peggy Murningham, Preet Saluja, MaryAnn Tobin

1. **Fall Faculty Workshop Surveys/Evaluations** were reviewed, and potential improvements for upcoming meetings based on this feedback, were discussed.

2. **Committee meeting dates** were reviewed and confirmed, and will be forwarded to M. Flaherty

3. **Bylaws for the Professional Development Committee** were reviewed for potential revision. The only change recommended: add the CTE/TLC director to the standing membership.

4. **Focus on Student Success: what does that mean with regard to our Committee?** Member response: Professional Development programming, in-services and workshops directly impact the quality of student learning, and student success.

5. **Goal Development for 2010-2011** was discussed briefly. Assist in coordinating OneBook One Triton, Common Read with the CTE, contribute Faculty spotlight articles to CTE Newsletter, support SEM Marketing efforts by providing faculty profiles.

Minutes: Professional Development Committee Summary for the Academic Senate

Meeting: October 14th, 2010 2:00pm
Attendees: Liz Brindise, Jean Dugo, Gabriel Guzman, Angelee Johns, Peggy Murnigham, Preet Saluja, Lucy Smith, MaryAnn Tobin, Renee Wright, Marie-Ange Zicher