Members Present: Bill Nedrow, Pat Prentis, Mukesh George, Ric Segovia, Deborah Baness-King, Pat Zinga, Hanan Merhab, Darren Robards, BriAnne Nichols, Reginia Hughes, Bob Greenwald, chair

Members Absent: Julie Gilbert, Lucy Smith, Leslie Hunter, Quincy Martin

The meeting began at 2:04 pm.

Each member was welcomed, and each gave a brief introduction of himself or herself.

Updates on Old Business
Former chair Larry Manno had reported the vote to alter committee representation as proposed by Vice President Latham was in the affirmative. The group’s returning members agreed.

The current chair asked questions about last year’s work on the online focus group, which was deemed complete as far as the members knew. The group will be on on-call status if Julie Gilbert and her committee need further assistance with any academic support issues stemming from the online focus group.

Generation of Ideas for this Academic Year

- We will be on on-call status if Julie Gilbert and her committee need further assistance with any academic support issues stemming from the online focus group.

- Mandatory Placement- we could research and gather information about mandatory placement policies at other institutions to understand the effect that a policy change has had on students and on the institution. Future guests on this topic could be Amanda Turner and Chris Dewey.

- Early Alert- much discussion over this idea.
  BriAnne Nichols, who is temporarily overseeing the system until a new hire is in place, gave an overview of the system; its use by faculty, which seems to be up overall; the poor attendance at training sessions, which may be due to an online training guide; the added function of a Financial Aid route; and the restrictions based on the contact information provided. The link for the Early Alert PowerPoint pdf is the following: http://online2.triton.edu/earlyalertsystenm.pdf

Questions about Early Alert:
-What are faculty using it for?
-Are faculty using it effectively?
-What happens on the counselor’s end when no email is provided?
-What can be asked of counselors through the system? What can be expected?
-Why do messages come with no substantial follow-up?
-Are messages getting directed to the correct areas?
-What are confidentiality’s limitations on the system?
-Is financial aid alerted on any messages that include a reference to a student’s financial situation, including books, paying for school, etc., or is financial aid alerted only when students stop attending?
-Can and does the tutoring center provide a follow-up message if students go to tutoring as a result of an Early Alert reference?
-How does CAAS follow up?
-How can we get better at having proper contact information so that our students, especially those who are struggling, can be contacted at any time?
-Despite its capability to send emails and messages, why is Blackboard not an appropriate substitute for Early Alert?

Suggestions that we will look into in order to improve Early Alert:

1. Create a case map so that all parties can see that students were contacted and the results of that contact. A check box might suffice with terms like “called the student,” “emailed and awaiting response,” or “emailed and got a response.” (Currently, a message is sent back to faculty saying that the student was sent an email or could not be contacted, but no detail is given about responses)
2. Bring concerned parties to a future Committee meeting in order to discuss confidentiality, impact on counselor workload, limitations of the programming, etc.
3. Take a look into how other institutions communicate with students via an institutional or a mandatory form of contact. A long conversation about the state of mandatory email, Triton provided email, email as part of Blackboard, email as part of mandatory orientation, and mandatory orientation itself ensued.
4. Disseminate clarifying information to all parties (faculty, counselors, financial aid, CAAS, tutoring) so that we are directing alerts in the correct directions, using it to its fullest capacity, not overloading the system, etc. BriAnne has offered to visit department meetings to train faculty on Early Alert, but she must be scheduled ahead of time.

Future guests should include Mary-rita Moore, Mike Garrity, Deb Ford, Chris Dewey, and others

Announcement
Pat Zinga- if students are not attending, they must be dropped so that they do not create a negative financial impact on the institution or for themselves.

Adjournment
The meeting was called at 2:50.

The next meeting will be Monday, October 17, 2011, in the CTE.
Quality of Life Committee
Minutes: Sept. 15, 2011

Attendance: Christina Brophy, Bill Decker, Kathi Deresinski, J Hansen, Jeff Sargent, Jennifer Smith

Old Business:

Membership:
Recommendations for revision of committee members has been presented to Academic Senate.

Faculty Handbook: Student Development Committee is almost ready to finalize the revision of the Faculty Handbook on Student Behavior and Disciplinary Procedures. Next step will be to College Council.

Stop Signs: Solar stop Signs have been placed at various locations on campus, proving to be a welcomed by students and staff.

New Business:
No new business to report.

Other:
Kathi noted that the small turn out for today’s meeting may have been due to the ERP vendors being on campus.

Safety Concerns and Positive Improvements
Jeff Sargent reminded the committee that students, including staff, need to be more aware of their personal belongings. There have been thefts reported because of lack of awareness. Students need to be reminded that they should not leave their cells or books lying around without being guarded. Based on conversation it was recommended that a poster could be developed for classrooms with reminders on safety and theft prevention. It was decided to table this conversation for a future meeting.

Jeff also noted that a number of changes have occurred related to safety, police visibility and police staffing.

- Police department is at full staff. Three (3) new officers graduated from the academy in September.
- Speed monitors have been strategically placed to minimize speeding
- Benches near west campus buildings have been moved to encourage smoking policy within 20 feet of building to be maintained. Police are enforcing 20 ft from building violations, tickets are being written.
- Keeping with going green, another golf cart has been purchased. This purchase allows the campus police to have more accessibility to the internal campus grounds and respond to concerns/emergencies faster.
• Outside lights have been replaced on the entire campus, providing more visibility on the parking lots.
• Parking lot: lines have been striped for better visibility
• Current external and internal security camera system will be upgraded sometime within this fiscal year.

Kathi and Bill Decker raised concerns over electrical boxes (B223) and internet cables (I106) being exposed and possibly creating a safety hazard. Pertaining to I 106, there is an office that adjoins that classroom and the internet cable runs along the floor where the door opens. It poses a trip hazard and a closing the door issue. This lead to a discussion of the value of a safety person who would be responsible for safety related services and evaluations to determine the presence of hazardous conditions.

Meeting adjourned at approximately 3:30 pm

Next meeting: Thursday, October 20, 2011
2:00PM E-209

Professional Development Committee Meeting
Summary Minutes for Academic Senate

Meeting Date: September 27, 2011
Meeting Time: 2:00pm

Attendees:
Liz Brindise, Jean M. Dugo, Gabe Guzman, Mary Jeans, Peggy Murnighan, Preet Saluja, Lucy Smith, Marie-Ange Zicher

The committee discussed the feedback received from the fall faculty workshop. We received a total of 33 feedback forms with more than 100 attendees. We discussed ways to get more replies as well as collecting some demographic information on the feedback forms. A review of the meeting with VP Latham and VP Olson regarding programming for the spring workshop was also covered.

The Chicago Area Faculty Development Network (CAFDN) was an agenda item. The first meeting of the year was at the end of September. At the time of the Professional Development Committee meeting Triton was not a member of CAFDN. The CTE was working on a proposal to join the group. This year’s theme is “The Impact on Technology in Teaching and Learning”.
Lastly, the committee continues to explore partnerships with four-year universities to offer a master’s certificate program or PGU courses on Adult Literacy or Learning Enhancement courses in the CTE.

Next meeting is scheduled for October 27 at 2pm in the CTE.

Assessment Committee
Meeting Minutes

Meeting 2-1:
Location: E-210 from 2 PM – 3:15 PM
Date: Wednesday, October 5, 2011
In attendance: Larry Manno, Mary Ann Tobin, Maxi Armas, Mary Casey-Incardone, Maria Tereza Dyer, Robert Greenwald, Annette Jajko, Carol Lynch, Robin Meade, Sue Rohde, and Faon Grandinetti

Survey
The Assessment Committee sent to all full-time faculty, through Survey Monkey, a survey to gather ideas about assessment and brown bag sessions. The results were received on Wednesday, October 5, 2011. 58 full-time faculty members participated in the survey, and we learned that 21% of those who answered are somewhat knowledgeable about the assessment process at Triton College; 51.7% consider themselves to be active in the assessment process; 32.8% have only attended one brown bag session per semester; and 51.8% will not attend a brown bag session this semester. We also received helpful information about how we, as a committee, could better assist faculty members in performing their assessments.

It was also brought to our attention that certain faculty members may not have received the survey because at one time, they may have opted out of a survey sent by Survey Monkey. If you did not receive a survey and are interested in completing one, please contact Larry so that you could receive a copy.

Student Learning Assessment Process
Based on the results of the survey, the committee created a two-page handout providing recommendations on how to perform assessments of student learning outcomes. The handout also gives information on procedures for submitting forms and due dates for submission. A copy of this handout is provided in these minutes.

Assessment Plans
The committee discussed the creation of an assessment plan form that may be completed and submitted online. After receiving input from several members of the committee, the form was redesigned. The committee agreed to hold a supplemental meeting to finalize the assessment plan form.

Meeting 2-2:
Location: E-210 from 2 PM – 3 PM
Date: Wednesday, October 12, 2011
In attendance: Larry Manno, Mary Ann Tobin, Maria Tereza Dyer, Robert Greenwald, Carol Lynch, Sue Rohde, Faon Grandinetti, and Cheryl Antonich

The committee finalized the virtual assessment plan. It was also suggested that an e-mail be established for the Academic Assessment Committee under assessment@triton.edu. Larry contacted the help desk to set this up.

Student Learning Assessment Process
(Updated October 12, 2011)

This document was created by the Academic Assessment Committee to assist faculty members with performing their assessments. It provides recommendations on how to perform assessments of student learning outcomes, and it gives important dates and deadlines concerning assessments. If you have any questions, please contact Larry Manno, Academic Assessment Committee Chair, at X3003 or lmanno@triton.edu.

Assessment of Student Learning:
The process begins at the level of learning goals and outcomes, which could be found in the program description or individual course outlines. The outcomes will be assessed to determine if learning has occurred and what could be done to improve the learning process for a particular program or course. A meaningful assessment occurs only if it is planned, directed, and performed by the college’s faculty.

Assessment Plan:
The Academic Assessment Committee recommends that assessment plans be created at the beginning of each Fall semester. We recommend that faculty from a specific program meet with each other to determine the learning outcome to be assessed for the upcoming academic year. Faculty may choose to assess a learning outcome for the entire program, or they may choose to assess a learning outcome for a specific course within the program. Once the learning outcome has been identified, an assessment plan should be completed. The plan should specify the outcome to be assessed, the course/program being assessed, when the assessment will occur, how the assessment will occur (activity), and the means of collecting data. The Assessment Committee will e-mail to you a link to access the assessment plan. The assessment plan may then be completed and submitted online. All assessment plans should be completed and submitted by November 15 of each year.

Assessment Report
Once the plan has been developed, it is time to administer the assessment activity. After you gather the data, it is time to check out the results and complete an assessment report. The report should include a summary of the assessment activity and data collected as well as a conclusion drawn from the data analysis. It is also important to include a plan of action, which specifies what will be done based on the results from the assessment. The Assessment Committee will e-mail to you a link to access the assessment report. You may then complete and submit this
report online. All assessment reports should be completed and submitted by June 15 of each year.

*Please note: If your program has its own accreditation process and reports need to be submitted according to a different time frame, please contact Larry Manno so the committee knows when to expect your reports.

Assessment Implementation Report
This portion of the process is critical to the completion of the assessment cycle in order to demonstrate how the information gathered during the assessment process has been implemented. The assessment implementation report should include a detailed description of efforts used to improve student learning based on the previous year’s assessment report. Some suggestions include, but are not limited to, changes in course content, teaching methodologies, textbooks, course delivery methods (hybrid, online, traditional), particular assessment methods, classroom instructional materials (Smart Boards, clickers, labs, etc.). You may complete and submit this report online. All assessment implementation reports should be completed and submitted by November 15 of each year.

Sample Timeline (using the 2011-2012 academic year as an example)

<table>
<thead>
<tr>
<th>Action</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Plan for 2011-2012</td>
<td>November 15, 2011</td>
</tr>
<tr>
<td>Assessment Plan for 2012-2013</td>
<td>November 15, 2012</td>
</tr>
</tbody>
</table>
Learning Community

Meeting Minutes

In attendance: Renee, Ric, Izabela, Mary Ann, Kim, Carol, Sandra

1. **Review learning community proposal form**
   It was agreed that the proposal form will be changed. Since we aren’t bond by Title 3 requirements only the department chair and dean signatures will be required going forward. The form will be modified in a similar format to Kirkwood Community College examples presented at meeting. The documents will be placed on the LCCT webpage and LCCT Blackboard shell.

2. **Website**
   a. We will work with Kurt to get student friendly videos on the site from our work last year. Izabela has reached out to Kurt and he’s agreed to look at the collection to determine usability. If we can’t use what we have perhaps a new video can be shot.
b. We are in the process of trying to add the collaboration information to the site. This is proving a difficult task due to the transition. Hopefully the information can be posted before the end of the month. I received information from Carol already.

3. Faculty developer proposal development
   a. After more than a year in development, we aren’t going to pursue at this time.

4. Marketing
   a. Spring 2012 learning community pairing information has been given to Anna in marketing for placement in the course schedule. Flyers will not be made at this time.
   b. We will change the layout of the current flyer design for Fall 2012 which will clearly indicate the learning community focus.
   c. Request made to marketing to see if there is a way to list LC next to courses in the catalog (similar to "EX" notation).

5. Fall 2012 proposals:
   a. RHT096/RHT101 - Alpha McMath & Bob Greenwald: both courses will be capped at 22 students. Enrollment criteria will include Triton Compass score of 3 and an ACT score of 17-19.
   b. Specialized Basic Skills Cohorts - students testing in at 2 developmental courses will participate in this course pairing. Modeled after LaGuardia Community College FYE Academy this cohort will specialize in contextualized curriculum model or curriculum with a common theme. We will recruit faculty participants as well as post requests for collaboration on the LCCT website.
      • collaborations can include 2 or 3 dev ed courses/COL101 or 1 or 2 dev ed courses/COL101 with a gateway course.
      • enrollment criteria will be students testing in the lower portion of the placement range, such as a student testing in to RHT085 with a Compass score below 30 or receiving a Compass score of 1 for RHT095. The math department chair and dev ed dean will need to establish the threshold scores.
      • A research request will be completed to determine student course taking habits in order to develop contextualized content. Not sure of report turnaround time.
   c. It was agreed that proposals would be accepted using a 'split' enrollment model (similar to Summer 2010).
   d. An email went out to past learning community instructors, department chairs, coordinators, and Deans to collaborate on possible learning community opportunities going forward. To date, 3 individuals have responded.
6. **Next Steps:**
   a. finalize Fall 2012 proposals before November 30th.
   b. reach out to developmental faculty to develop the Basic Skill cohort
   c. revise website and put new information up
   d. other

7. **Next Meeting:**
   a. It seems Friday worked so let's try for the dates below, location to be determined (hopefully the CTE).
   - November 4th @ 2:00
   - December 2nd @ 2:00

Student Development Committee  
September 26, 2011
B-130C

Minutes
In attendance: Mary Casey-Incardone, chairperson; Sylvia Sztark, Bob Greenwald, Pat Knoll

1. Old Business
   a. Student Development Handbook
   The status of the handbook was discussed. All of the sections have been updated/re-written…thank you to everyone for your valuable assistance. The updated document will be sent to all committee members for final reviews…please send any additional corrections to Mary Casey-Incardone by Friday October 7. The document will then be forwarded to Dean Mary-Rita Moore and she will submit it to the Student Affairs Functional Committee. From there, it will be sent to the full College Council. We are hoping to meet their deadline for the October 2011 meeting.

2. New Business
   a. Student Discipline Handbook
   The committee is very pleased with the work they have done to update the handbook. The chapters are concise and the goal is
for the document to be uploaded to the Triton College website so that all faculty members can access it quickly and efficiently. The document has been written and saved as individual chapters for easier uploading to the internet and contains all supporting documents within the chapter, so multiple “clicks” to access information will not be needed.

b. Goal Setting for FY 2012
The committee has two ideas for projects/partnerships for the current school year. Firstly, we want to be involved in the TCSA project entitled, “Commit to Complete”. This is a nationwide campaign to assist students in fulfilling their personal plans to work towards and earn an associate degree. The committee will contact the TCSA and explore partnership opportunities.

Secondly, the committee would like to partner with the academic areas of allied health and/or hospitality to put on a “Career Expo” in the spring 2012 semester. Research suggests that students who begin their studies with an end purpose in mind tend to be degree completers. The purpose of the event is to gather persons who are interested in these careers into a single place and provide an overview of the degree and certificate programs offered by Triton College in these areas. Then, students will be lead to view the classroom/laboratory areas and given demonstrations of the facilities. Faculty members, counselors and staff members will also be present to answer questions about careers in these areas. The committee will contact the academic departments to determine the feasibility of the event and begin event planning.

The meeting was adjourned at 3:00pm.
Next meeting will be held on Monday 10/24/2011 at 2pm in B-130C