COMING EVENTS

BL: UNIVERSAL DESIGN AND ACCESSIBILITY
Wednesday, Nov. 18, 2–3 p.m. (E-210W)

BL: USING BLACKBOARD LEARN TO ENHANCE CLASSES
Monday, Nov. 9–Sunday, Nov. 15 (E-210W)

BLS TOPIC 5: ASSIGNMENTS AND PLAGIARISM
Monday, Nov. 2–Sunday, Nov. 8 (ONLINE)

BLS TOPIC 6: GRADING CENTER AND REPORTS
Monday, Nov. 9–Sunday, Nov. 15 (ONLINE)

BLS TOPIC 7: WORKING WITH GROUPS
Monday, Nov. 16–Sunday Nov. 22 (ONLINE)

BL: BLACKBOARD COLLABORATE I
Thursday, Nov. 19, 3–4 p.m. (E-210W)

CURRICULUM PROCESSES
Thursday, Nov. 5, Noon–12:30 p.m. (E-210E)

GRANTS 101
Wednesday, Nov. 11, 1:30–2:30 p.m. (E-210E)

INTRODUCTION TO 3D PRINTING
Part 1: Monday, Nov. 9, 1:30–3:30 p.m. (E-210W)
Part 2: Monday, Nov. 16, 1:30–3:30 p.m. (E-210W)

Register online at http://www.triton.edu/cte.
New topics may become available, so check the registration system often.
**RUBRICS – NOT SO INTIMIDATING AFTER ALL!**  
By Teri Junge, Faculty Coordinator, Surgical Technology

Do you find the thought of using a rubric intimidating? Do you know what a rubric is? What it does? How it is used? Or how to develop one?

Without realizing it, you are probably already using a type of informal rubric to grade the assignments submitted by your students. For example, you may have already established that you want to have the student submit a two-page paper pertaining to a specific topic that contains no spelling errors and is constructed in a specific format (MLA, APA) or style (persuasive, analytical). But how do you fairly and consistently determine the differences between the qualities of each student’s submission and provide the student with an objective grade? What must the student achieve to earn an A, B, C, etc.? Using a formal rubric can help to eliminate any subjectivity related to grading students’ work.

A rubric is simply a document that is used to provide information about an assignment. The rubric is generally formatted as a grid or table using columns and rows to identify the elements of the assignment and the levels of achievement. Students use the criteria listed on the rubric as instructions to plan for successful completion of the assignment by meeting the objectives set forth in the document. The instructor uses the rubric to assess the students’ work in alignment with the objectives. Information provided by the rubric can be used to provide objective formative or summative feedback to the student.

Prior to creating a rubric, put some thought into which elements of the assignment are critical and weight those areas accordingly. Continuing with the example of the two-page paper previously described, which is the most important element – length, content, format or style, or spelling? That would depend on what type of class you are teaching. If you are teaching about APA format, then that would be the most important element, but if you are teaching an English as a second language course then spelling might be more important, or if you are teaching a science course then content could be the main focus. Once the critical elements are identified and placed in the grid, specify the details related to the levels of achievement for each element. If you chose not to accept any spelling errors for the student to earn a high score for that element, then you would make a determination about how many spelling errors would be allowed to earn an intermediate score, etc.

Figure 1 provides an example of a rubric that could be used to grade the assignment described in the previous example. The rows relate to the content elements and the columns represent the levels of achievement.

**Figure 1 – Sample Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable</th>
<th>Intermediate</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length of Paper</strong></td>
<td>1 page or less (0 Points)</td>
<td>1.5 pages (5 Points)</td>
<td>2 full pages (10 Points)</td>
</tr>
<tr>
<td><strong>Content (60%)</strong></td>
<td>Content is not related to assigned topic (0 Points)</td>
<td>Content is partially related to assigned topic (30 Points)</td>
<td>Content is completely related to assigned topic (80 Points)</td>
</tr>
<tr>
<td><strong>Spelling (20%)</strong></td>
<td>3 or more spelling errors (0 Points)</td>
<td>1-2 spelling errors (10 Points)</td>
<td>0 spelling errors (20 Points)</td>
</tr>
<tr>
<td><strong>Format (10%)</strong></td>
<td>3 or more formatting errors (0 Points)</td>
<td>1-2 formatting errors (5 Points)</td>
<td>0 formatting errors (10 Points)</td>
</tr>
</tbody>
</table>
The rubric allows the instructor to quickly and easily assess the areas of achievement and calculate the grade. If an electronic version of the rubric is used, the grade is automatically calculated and may be spontaneously entered in the gradebook.

The rubric may be as simple or complex as the assignment dictates and is adjusted by adding or deleting rows and columns. Some best practices for developing effective rubrics include:

- Relate the content levels and areas of achievement as closely as possible to the assignment criteria (be explicit).
- Use appropriate academic language (specific, descriptive terminology) that the students (or other individuals assisting with grading) will understand.
- Structure all rubrics for the course with the same format (for example, rows to represent content elements and the columns to represent the levels of achievement or the highest level of achievement is always placed on the right side of the document, etc.).
- Use similar language and syntax when describing levels of achievement.
- Use as few rows and columns as possible.
- If possible, engage the students in assisting with development of the rubric. When given the opportunity, students will often set high expectations for themselves and hold themselves to the established standard.

One final important element related to the use of a rubric is reflection. The students should reflect on their performance to identify areas of strength and weakness that can be used to improve future performance. The instructor should reflect of the importance of the assignment (did it help the students meet the related course objectives?) as well as the effectiveness of the rubric. If areas of concern are noted, consider making modifications prior to teaching the course again or repeating the same assignment.

Initially, I was intimidated by development and use or rubrics. In one of my simulation lab courses, the students are assessed on their individual performance of nearly 50 skills with each skill having its own rubric. As you can imagine, even in a small class of 15, grading each skill on paper is a logistical challenge and a paperwork management nightmare. Fortunately, with the help of Sara Gallagher, Instructional Design Specialist, electronic rubrics for each skill were developed and a method for the rubrics to be available through Blackboard on my I-Pad was identified. Now I use an I-Pad during class to immediately enter the grade for each student. I can also instantly provide comments that can be used formatively by the student to improve future performance of the skill. The bonus for me is that, because the electronic rubric interfaces with the gradebook in Blackboard, the stack of paperwork after class is eliminated and the extra step of entering the individual grades is avoided. The bonus for my students is that they are able to access the information in real-time, in class!

Here at Triton College, the learning management system that we use is Blackboard, which, in my opinion, is very user friendly. A tutorial demonstrating how to create a rubric in Blackboard (that includes a video) can be found by accessing the following URL: https://en-us.help.blackboard.com/Learn/9.1_2014_04/Instructor/120_Grade_Center/020_Grading/010_Rubrics.

Additional information concerning rubric design can be obtained by attending workshops offered in the CTE or by reaching out to your colleagues for assistance. Creating effective rubrics using best practices can be easy and does not have to be intimidating at all!

REFERENCES
Are you tired of dealing with plagiarism? Looking for a tool to help you and your students? SafeAssign is a tool in Blackboard that identifies unoriginal content in a paper by comparing the submission to a comprehensive database. SafeAssign provides an Originality Report with the results including specific sources where the match is suspected. The files accepted included docx, dox, rtf, ppt, pptx, txt, pdf and html.

Instructors can take advantage of the Direct Submission feature by submitting a paper or by copying and pasting suspicious text. Furthermore, SafeAssign can help students to manage plagiarism by detecting text that needs to be cited before they submit papers for a grade.

If your students need additional support, the Triton College Library offers plagiarism and citation workshops! Email refdesk@triton.edu to schedule a workshop for your class, or encourage your students to attend one of the library’s information literacy events.

Visit the CTE blog for more information about SafeAssign, including a short video and links. For more help with this Blackboard tool and many others, stop by the CTE, send an email to cte@triton.edu or call Ext. 3371.

3D PRINTING TECHNOLOGY
By Rich Chan, Faculty, Microbiology

One of the newest tools used in health sciences and medicine is 3D printing technology. Surgeons are now capable of reconstructing pathologies such as tumors from MRI and CT images to assist in making pre-operative decisions, thus reducing risks for dangerous complications. Additionally, the technology has been used to create prosthetic limbs as an affordable alternative. But how can this technology be used in the classroom?

After participating in quick and simple training sessions with Gabe Guzman, Associate Dean, Arts & Sciences and Sara Gallagher, Instructional Design Specialist in the CTE, I have been able to construct several instructional aids for my microbiology classroom. Using one of the printers available on campus, I was able to produce a three-dimensional model of a protein. The complexity of protein structure is traditionally a difficult concept for many students to comprehend, and by providing a tactile representation of a protein, students were able to visualize and appreciate the elaborate folds and interactions in polypeptide chains. The model provided tangible means to demonstrate shapes that a two-dimensional image in a textbook or PowerPoint slide were previously unable to show. Interestingly enough, I had several students who were unaware that 3D printing technology existed and were completely blown away.

After the protein model, I started a new project for the next unit in my course, virology. Studying viruses requires an understanding of the intricacies of host cell specificity. Viruses must match their surface proteins perfectly to host cell receptors in order to cause an infection. By building a large-scaled model of human papillomavirus (HPV), my students were able to see the variations in viral proteins which allow them to bind and attack different types of human tissues.

Microbiology is a particularly difficult course due to the fact that students must conceptualize topics that are tiny and difficult to see. After providing my students with multiple 3D-printed models, they have become much more appreciative of the microscopic world around them and it has become tantamount to their learning in the classroom. I am excited to continue creating more models for my classes and I encourage other faculty to experiment with this exciting new technology available at Triton College.

As the VRC moves forward, it envisions offering a streamlined, comprehensive student experience for veterans that assists with their transition to student and civilian life. To fulfill this vision, it will be seeking grant funding to support specific initiatives related to serving veterans, active military, and military family members. In the future, the college also seeks to house the VRC on the second floor of the B building, in close proximity to other Enrollment Services divisions, following the building’s renovations next year.

For more information about the VRC, contact Toni Johnson, Welcome Center coordinator, at tonijohnson@triton.edu or Ext. 3731.
Triton to apply for “Tree Campus USA” status

Kevin Li, Dean, Arts & Sciences is spearheading a project that will allow Triton to certify as a Tree Campus USA school in 2016. The program is operated by the Arbor Day Foundation as a way to “help colleges and universities establish and sustain healthy community forests.” To qualify, we must meet five standards that include: forming a campus tree advisory committee; creating a campus tree care plan; creating a campus tree care program; sponsoring an Arbor Day observance; and engaging students in a service learning project.

So far, the Tree Advisory Committee has been formed, horticulture students are doing a campus tree inventory, and Greening the Campus Committee (GCC) members have begun work on a campus tree plan. Completing this project will require participation by multiple entities across campus; already informed and involved are the Facilities Department, Horticulture Department, Student Program Board, GCC, and Sustainability Center, as well as outside consultation to be provided by the Morton Arboretum.

The Sustainability Center and GCC are already planning the next sustainability-themed Science Lecture/Green Drinks events to be held in early April, 2016. For more information or to suggest a speaker please contact the Sustainability Center at Ext. 3578 or by email adrianfisher@triton.edu.

Greening the Campus Committee welcomes new members

The Greening the Campus Committee (GCC) has been strengthened by an influx of new, sustainability-oriented members. Two things could possibly account for this:

1. GCC is now an official part of the shared governance structure as a subcommittee of the Campus Quality committee, and
2. GCC is widely rumored to be the campus committee that’s most fun to be on!

GCC is open to anyone who would like to come regularly to meetings and get involved with sustainability-related projects on campus. For more information, please email one of the co-chairs, Joe Beuchel at josephbeuchel@triton.edu or Beth Cliffel at bethcliffel@triton.edu.

2015-2016 GCC Membership

CO-CHAIRS:
Joe Beuchel, Faculty, Biology
Beth Cliffel, Faculty, Biology

MEMBERS:
Scott Baker, Faculty, Chemistry
Alexandra Dragin, Faculty, English
Jean Dugo, Decision Support Specialist
Adrian Fisher, Sustainability Coordinator
Bian Jiang, Faculty, Biology
Danielle Manni, Faculty, Philosophy
Amit Shukla, Academic Program Developer, Renewable Energy
Michael Tweed, Faculty, Architecture
Sheldon Turner, Faculty, Environmental Science

Triton enrolls in the AASHE STARS program

Triton is a member of the Association for the Advancement of Sustainability in Higher Education (AASHE), an important national organization whose mission is “to inspire and catalyze higher education to lead the global sustainability transformation.” To that end AASHE offers resources, seminars, and the STARS sustainability benchmarking system. According to AASHE, “the Sustainability Tracking, Assessment & Rating System™ (STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance.” Colleges that enroll in the program earn points for sustainability initiatives in Academics, Engagement, Operations, Planning and Administration, and Innovation. The web-based platform allows for data, narrative information entry and uploading of documentation. Ratings that can be achieved range from bronze through platinum. Documentation typically requires input from nearly every set of campus stakeholders.

Triton has already in the past year earned the Gold level in the Illinois Campus Sustainability Compact, and developed a Sustainability Planning Guide. Now the time seems right for the next big step, which is to demonstrate and document on a national level Triton’s commitment to and implementation of sustainability initiatives. The project is fully supported by our administration, and it will be coordinated and carried out by the Sustainability Center and the GCC. For more information about AASHE visit http://www.aashe.org/. For more information about STARS go to https://stars.aashe.org/.

For more information about what Triton is doing, call the Sustainability Center at Ext. 3578 or email adrianfisher@triton.edu.

“Smart Grid for You” events draw interested students, faculty, staff and members of the public

When Illinois State University’s Dr. Brad Christensen started setting up his smart grid models in the cafeteria on October 7, they attracted a lot of attention. Even before and between the afternoon Science Lecture and evening Green Drinks events, a steady stream of interested observers stopped by to check out the models and ask questions.

The events offered instruction and the opportunity to work with others to create and operate a smart grid connected “neighborhood,” including choosing household appliances and monitoring their energy use. The broad range of attendees included Interim President Mary-Rita Moore. One student was heard to comment that the event was very interesting to her because she had “never really thought about where electricity comes from before.”

The Sustainability Center and GCC are already planning the next sustainability-themed Science Lecture/Green Drinks events to be held in early April, 2016. For more information or to suggest a speaker please contact the Sustainability Center at Ext. 3578 or by email adrianfisher@triton.edu.
FACULTY ACHIEVEMENTS


Larry Manno, Faculty, Chemistry, co-presented “Curriculum is the Key to Faculty-driven Assessment” with Mary Ann Tobin, Director of Teaching and Learning, at the 2015 Assessment Institute in Indianapolis, IN on Oct. 26.

Robert S. Tapia, Adjunct Faculty, Philosophy, has published the biographical novel Rodrigo (iUniverse 2015). The novel is available in print and as an e-book at http://bookstore.iuniverse.com/Products/SKU-001036444/Rodrigo.aspx.

CONFERENCES

8th Annual Conference on Higher Education Pedagogy
Virginia Tech University
Blacksburg, VA
Feb. 10–12, 2016

The 8th Annual Conference on Higher Education Pedagogy is focused on higher education teaching excellence and the scholarship of teaching and learning. The conference showcases the best pedagogical practice and research in higher education today. Sessions address disciplinary and interdisciplinary instructional strategies, outcomes, and research. Ultimately, the conference is an opportunity to demonstrate effective instructional practice and disseminate the latest research aimed at improving the quality of higher education. The conference has grown steadily over the past six years, from 288 participants in 2009 to over 1000 participants in 2015 from 200+ institutions, 48 states, and 50 countries, including community colleges, liberal arts colleges, medical colleges, research universities, and historically black colleges and universities (HBCUs). Join us as we showcase and share our collective growth, innovation, and achievement in teaching and learning. To register, visit http://www.cider.vt.edu/conference/.

Campana and Web Advisor Tips for Faculty
M Building, Room M-142B
Wednesday, Nov. 4, 1–2 p.m.
Tuesday, Nov. 17, Noon–1 p.m.
Monday, Nov. 30, 1–2 p.m.

Learn how Triton’s Data Standards impact you and how to support students with changing demographics. Also includes Web Advisor Tips, Midterm Reporting, and Final Grade Submission procedures.

20th Annual Illinois Community College Assessment Fair
Harper College
Palatine, IL
Friday, Feb. 26, 2016

The 20th Annual Illinois Community College Assessment Fair will be held at Harper College’s Wojcik Conference Center. The keynote will be delivered by Dr. Peter Ewell, Vice President at the National Center for Higher Education Management Systems (NCHEMS), a research and development center founded to improve the management effectiveness of colleges and universities. He has consulted with over 400 colleges and universities and twenty-seven state systems of higher education on topics including assessment, program review, accreditation, and student retention, and he is the co-author of Using Evidence of Student Learning to Improve Higher Education (2015). A call for papers and posters, as well as registration information, will be available in November 2015.

“Our Camelot Moment: A New Day for Community Colleges” 96th American Association of Community Colleges (AACC) Annual Convention
Chicago, IL
April 9–12, 2016

The AACC annual meeting is among the largest and most dynamic gatherings of educational leaders, attracting over 2,000 community college presidents, senior administrators and faculty, as well as international educators, representatives of business/industry, and federal agencies. The 2016 Annual Convention program will focus on seven tracks that are a part of the association’s 21st-Century Initiative or “The Next Big Things.” The selection of these tracks supports the continued advancement of improving student access, success and completion. Diversity, inclusion, and equity, and fundraising are themes that should be embedded into the culture of an institution, and as such are a part of each convention track listed.

- Structured Pathways
- College Readiness
- Creating and Sustaining a High-Performance Culture in the Community College
- Institutional Transformation
- Developmental Education Redesign
- Leadership Development
- Industry and Workforce Competency

For information about the AACC and its convention, visit http://www.aacc.nche.edu/newsevents/Events/convention2/Pages/default.aspx.

CAMPUS ANNOUNCEMENTS

Colleague and Web Advisor Tips for Faculty
M Building, Room M-142B
Wednesday, Nov. 4, 1–2 p.m.
Tuesday, Nov. 17, Noon–1 p.m.
Monday, Nov. 30, 1–2 p.m.

Learn how Triton’s Data Standards impact you and how to support students with changing demographics. Also includes Web Advisor Tips, Midterm Reporting, and Final Grade Submission procedures.
**THEATRICAL EVENT**

*Collected Stories*  
by Donald Margulies  
Directed by Amy V. Fenton  
Nov. 13–15 and 20–22, 2015  
Fridays and Saturdays, 7:30 p.m.  
Sundays, 2 p.m.  
Cox Auditorium -  
Fine Arts Building  
(J Building, Room 108)  
$12 general admission; $10 students, faculty/staff and seniors

*In Collected Stories,* prominent short-story writer Ruth Steiner takes on a new student, Lisa Morrison. The women are teacher and student both in academy and in life, and they come from different social milieus. Ruth’s student eventually becomes her confidante and ultimately, her competitor. For her first novel, Lisa cannibalizes Ruth’s experiences, including her youthful, shattering affair with a famous poet. Literate and intellectually stimulating, *Collected Stories* confronts the great age-old topic: the conflict between the established artist and the adulatory fan who becomes a protégé, disciple, colleague and friend—and finally threatening rival.

"This is probably Margulies’ best play to date…” —NY Post.  
"... an affecting character study and a well-drawn portrait of the insular world of fiction writers, demonstrating his gift for sharply written and incisive dialogue." – Hollywood Reporter.

**ART GALLERY EVENTS**

All art gallery events are free! All art gallery events are free! All take place in the Fine Arts Gallery, Room J-108.  
For more information call Ext. 3506.  
Wednesdays and Fridays - 11 a.m.-5 p.m.  
Tuesdays and Thursdays - 12:15-1:45 p.m.

Berwyn Art League  
Oct. 18 through Nov. 20, 2015  
Public reception for the artists Nov. 20, 7 p.m.  
Our friendly neighbors return. The Berwyn Art League are our neighbors to the south. Their annual show presents a diverse body of work in many media with great accomplishments in each. The warm and cordial reception atmosphere makes visitors feel welcome and at home. Help us welcome them back to Triton College in 2015.

Fall Student Art Show  
Nov. 30 through Dec. 11, 2015  
Public reception for the artists Dec. 9, 6 to 8 p.m.

This is Triton’s 51st year serving our communities. Our student artists have been exciting our viewers all that time. Help us start the second 50 years of Triton Art by joining us at the reception. Many artworks have been sold out of the show by art enthusiasts filling up their holiday wish lists, so come early!

**MUSIC EVENTS**

*World Music Series*  
Allos Musica, Middle Eastern Ensemble  
Nov. 4, 2015, Noon  
Parachutes Lounge (B-130)

Founded in 2006 by James Falzone and featuring the oud (an ancient Arabic lute), voice, accordion, clarinet, and percussion instruments from around the world, Allos Musica explores the intersection of divergent streams of contemporary classical, jazz, and traditional music from the Middle East and Europe. "Though the Arabic influence is unmistakable," writes Peter Margasak of the Chicago Reader, "the music’s emotional clarity and lyrical grace is universal." This concert will be preceded by a workshop at 11 a.m. in the same location.  
Website: [www.allosmusica.org](http://www.allosmusica.org)

*Concert Choir*  
Joann Cho, director  
Nov. 20, 2015, 7:30 p.m.

The Triton College Concert Choir performs a program of choral repertoire ranging from the Renaissance to the 21st Century.

*Community Band*  
Josh Hernday, director  
Dec. 4, 2015, 7:30 p.m.

Warm up this holiday season with the Triton College Community Band! In this concert, the band performs contemporary repertoire as well as a selection of holiday favorites.

*Jazz Ensemble*  
James Davis, director  
Dec. 10, 2015, 7:30 p.m.

The Triton College Jazz Ensemble presents an evening of swing and bop as well as Latin classics and contemporary standards. Soloists from the Triton Jazz Band as well as visiting guests from the Chicago jazz scene will be featured on this concert.

*For more Visual, Performing and Communication Arts events go to: www.triton.edu/entertainment*
EVALUATING ONLINE TEACHING: IMPLEMENTING BEST PRACTICES
BY THOMAS J. TOBIN, B. JEAN MANDERNACH AND ANN H. TAYLOR
WILEY, 2015 (304 PAGES)

Evaluating Online Teaching is the first comprehensive book to outline strategies for effectively measuring the quality of online teaching, providing the tools and guidance that faculty members and administrators need in order to improve teaching and learning, student success, and institutional results. The authors address challenges that colleges and universities face in creating effective online teacher evaluations, including organizational structure, institutional governance, faculty and administrator attitudes, and possible budget constraints. Readers gain access to rubrics, forms, and worksheets that they can customize to fit the needs of their unique institutions and come to understand the online teaching evaluation life cycle.

CENTER FOR TEACHING EXCELLENCE
Liberal Arts Building, Rooms E-210E and E-210W
CONTACT: (708) 456-0300, Ext. 3371 • cte@triton.edu • www.triton.edu/cte
HOURS: Monday through Thursday – 8:30 a.m.–6 p.m. and Friday – 8:30 a.m.–4 p.m.

The Center for Teaching Excellence at Triton College helps members of its community to create, explore, and collaborate on innovative, high-quality, student-centered teaching methods in a diverse learning environment that fosters lifelong learning and student success.

Register online at http://www.triton.edu/cte. New topics may become available, so check the registration system often. Follow us at http://tritoncollegeecte.blogspot.com/ and http://twitter.com/cte_triton.