Triton College Master Plan
2010 – 2014

Fiscal Year 2010

Year End Report for the Period
July 1, 2009 – June 30, 2010
Table of Contents

Executive Summary ........................................................................................................... 3
Goal 1 Outcomes ............................................................................................................... 9
Goal 2 Outcomes .............................................................................................................. 13
Goal 3 Outcomes .............................................................................................................. 21
Goal 4 Outcomes .............................................................................................................. 24
Goal 5 Outcomes .............................................................................................................. 27
Goal 6 Outcomes .............................................................................................................. 34
Goal 7 Outcomes .............................................................................................................. 37
Appendix A – PDC Participation ...................................................................................... 42
Executive Summary

June 30, 2010 marked the end of the second year of the implementation of Triton’s Master Plan. With our mission and vision as our guide, the college developed seven overarching goals to lead us into the future. For each goal established, objectives and measurable outcomes were identified to serve as guides to achieving the stated goal. The following highlights the outcomes achieved to support the institutional goals during fiscal year 2010.

Goal 1 – Enhance the physical campus to promote and support sound educational environments by updating facilities and creating flexible learning spaces that incorporate state-of-the-art instructional equipment and furniture.

- The Science lab renovations (D-207 and D-310) have been completed. The renovations have provided major upgrades to the organic chemistry and microbiology labs.
- Old unattractive shades were replaced with new roller shades in classrooms and offices.
- Program-specific equipment to replicate the work environment that students will experience has been purchased. Equipment was purchased for Air Conditioning and Refrigeration, Engineering Technology, Hospitality, Nuclear Medicine, Respiratory Care, Automotive Technology, Horticulture, Mass Communication, Ophthalmic Technician and Diagnostic Medical Sonography. Additionally, equipment was purchased to upgrade technologies used in the Center for Access and Accommodative Services.
- To improve the facilities and equipment that support the Athletic area, the following upgrades occurred: The warning track on the softball field was upgraded; the windscreens for the baseball and softball were upgraded; to enhance the soccer field, sod was laid; wall padding for the north end of the gymnasium was installed; and a new sound system for the gymnasium was installed.
- The Educational Technology Resource Center (ETRC) was relocated from the M building to the Academic Success Center (ASC) in the A building. The combination of the ETRC and the ASC in the A building has created a synthesized approach toward academic support. Also, enhancements were made to the Learning Communities Lounge.
- Two learning spaces in the G building were converted into surgical technology classrooms.
- Exterior fencing for the Child Care area was replaced.
- Classroom furniture (tables and chairs) were ordered and installed in 18 classrooms.
- Sidewalk repairs, electrical distribution equipment replacement and the replacement of parking lighting to high efficient LCD lighting began in fiscal year 2010 and will continue into fiscal year 2011. Due to budget constraints, the following projects were cancelled: Asphalt replacement, carpet replacement, replacement furniture system for G-118 and the fire alarm system.
- To support and improve campus safety and security, a review of the current video surveillance system and access control (CCTV) system took place in fiscal year 2010. In fiscal year 2011, new technologies (including wireless) will be purchased to enhance the CCTV system.
Goal 2 – Develop new and revise existing educational programs and scheduling opportunities based on community and workforce needs within Triton’s district.

- Based on program demand analyses completed, two new curricula were to be developed: Energy Efficiency Technician and Library Technician. However, due to funding and staff constraints this did not occur.
- The college curriculum committee approved a new Hospitality Industry Administration (HIA) degree in Bakery and Pastry.
- Extensive revisions were made to the Computer Information Systems curriculum which will be in place for the fall 2010 semester.
- Thirteen learning communities were implemented during fiscal year 2010.
- Seventy four program offerings were added for Corporate Education and Continuing Education Center for Healthcare Professionals (CECHP). Added programs focused on sustainability and green technologies, health courses, technology, career enhancements, horticulture, public safety and quality control. Additionally, 22 new youth programs were added.
- To support the implementation of a new scheduling solution for the college, a scheduling policy was developed. Once adopted, the policy will positively impact course scheduling and allow for a schedule that will reflect student needs.
- Five major events were held to reach out to Triton’s community: The Melrose Park Village Honor Day, the Franklin Park Village Honor Day, the Fall Family Fun Fest, the Veterans Celebration and One Book, One Triton. A Chamber of Commerce After Hours event was held for the Oak Park, River Forest and Forest Park Chambers. United Parcel Service (UPS) was honored as Partner of the Year in June.
- A comprehensive Community Outreach Plan was developed for fiscal year 2010. The K-16 partners were brought together to celebrate our partnerships and to discuss the work that all are doing to help students in their educational endeavors. “Meet the Presidents” was a successful event that provided a venue for President Granados and the president of the Triton College Student Association (TCSA) an opportunity to exchange dialogue with approximately 150 students.
- Triton hosted its annual Science Day for fifth and sixth graders. Seventy students participated from school districts 84, 87 and 401.
- To engage our media outlets, a Public Relations Reception was held. The reception provided the college a platform to highlight our involvement with Achieving the Dream, Community Colleges Count.
- Meetings continued with local businesses and community based organizations to develop relationships and future partnerships.
- To strengthen relationships with elected officials, the college has continued to work with the Village of Riverside and the Village of Harwood Heights to allow the Horticulture department to work on landscape projects for those villages.
- Alumni programming included: A Hospitality Industry Administration (HIA) alumni event attended by over 100 alumni, an employee alumni breakfast and a Nursing Alumni Reception attended by 125 guests with alumni from 1968 though 2009. Alumni relations participated in the Student Services facilitated Club Day and the Student Success Fest.
- The annual Mayor’s Breakfast was held and 43 percent of our district villages were represented at the meeting.
• The Community Advisory Committee met quarterly and key agenda items focused on the Achieving the Dream initiative, the President’s Outreach Plan and status reports on the Master Plan.

• As financial support continues to decrease from the state and federal government, the college has been actively seeking out alternative sources of funding. In fiscal year 2010, the college has obtained $1,795,936 in competitive grant funding. $1.6 million of that funding was a grant award that was made available by the American Reinvestment Recovery Act (ARRA) to assist dislocated workers.

• The college wrote over $2.3 million in competitive grants and is awaiting funding decisions from the agencies. A grant for $1.2 million was written for a program called the Pro-Active Recruitment in Science and Math offered through the National Science Foundation. Also, two TRiO Student Support Services applications for a total request of $1,100,000 each over a five year period were submitted.

Goal 3 – Develop and implement an effective technology plan.

• Technology was purchased and installed as outlined in the Technology Plan for fiscal year 2010.

• The storage area network (SAN) and blade server technology were purchased and will be installed in fiscal year 2011.

• New network switches and uninterrupted power supplies (UPSs) were upgraded.

• The new calendaring and scheduling software (Outlook/Pronto) installation was completed.

• The upgrade to the college’s imaging (digitizing records) system is on schedule and will go live in July 2010.

• The redesign of the college’s Web site began and is scheduled to be complete by August 2010. The second phase, which will begin after the redesign is complete, will convert the content of the current site to the new site. It is expected that the new site will go into production by the beginning of 2011.

• New technologies implemented this fiscal year included: The installation of 51 wireless access points, 30 Internet Protocol (IP) phones and the installation of 24 smart classrooms.

• Throughout fiscal year 2010 Information Systems continued to reviewing three options (identifying the pros and cons of each) that would determine the future of the administrative computer system. The three options were: Keep the administrative system status quo; implement a Best of Breed (move some functions to other platforms that link into the current administrative system); or replace the current administrative system with an Enterprise Resource Planning (ERP) system such as Banner, Datatel, CampusVue or CAMS. An analysis of several ERP vendors’ proposals is being conducted to determine more precise costs.

Goal 4 – Enhance Triton’s virtual campus environment.

• Blackboard (online course system) is now being managed by a hosting environment. The managed hosting is done by Blackboard off-site and provides guaranteed uninterrupted service for our students. Additionally, support for Blackboard is available 24 hours a day, seven days a week for students through an agreement with Presidium (Blackboard). Due to the cost, this support will be dropped at the end of the contract (September 2010).
• Utilizing Ed2Go (online third-party courses offered through Continuing Education), there have been 514 registrations that have generated $70,070 in tuition and fees.

• The class and event scheduling solution has been purchased from CollegeNet. The scheduling implementation timeline has been developed and will occur in July. This project will be ongoing through 2011.

• Student and staff portal enhancements and access this year included: Allied Health Admission Intent, online student orientation, editing options for student information, student Google Apps e-mail, student input received via portal survey, addition of Veterans logo on website and a financial aid social network site.

• To provide online support that will aid student success, the Academic Success Center entered into an agreement to use “SmartThinking Online Tutoring Services” for online tutoring.

Goal 5 – Develop and implement a comprehensive strategic enrollment plan to achieve the optimal recruitment, retention and graduation of students.

• An annual Strategic Enrollment Management (SEM) Plan has been completed. Recruitment and retention were identified as the two major focus areas of the plan. The five SEM workgroups began addressing logistics on how to accomplish the strategies that were assigned to each workgroup area. The workgroups are now in full operation and working through the details of accomplishing each of their initiatives.

• The Adult Education (AE) Department was awarded a $25,000 grant from the Illinois Community College Board (ICCB) to create a Pre-Health Careers Academy. Thirty General Education Development (GED) and English as a Second Language (ESL) students have been recruited and enrolled in the Pre-Health Careers Academy. The Academy will prepare students to transition to a variety of health careers.

• As part of the college’s marketing mix, the college introduced the use of social media this academic year. Facebook, Twitter and an institutional Blog were implemented. Another part of the marketing strategy developed for fiscal year 2010 was television and radio commercials. Our television commercials were aired 2,120 times on Comcast on various channels that were selected based on our demographics. Our radio commercials were aired 3,459 times on various radio stations. Additionally, Triton’s television and radio commercials were made available on most of the network’s web pages.

• The peer mentoring program continues to expand. A Cultural Diversity Awareness workshop for the peer mentors was held to assist them in their mentoring efforts.

• Career Services has received assistance in purchasing software and equipment for students with disabilities to better access computers and technology.

• Ninety-eight laptop computers were purchased for use throughout campus to expand the Laptop Loan Program.

• To support student success, the college hosted a nationally recognized expert on student success data and initiatives, Dr. Kay McClennen.

• The Council on Diversity Affairs approved the funding of the six projects: Safe Zone/Safe Space Training for students and employees; Incognito Theatrical Presentation (race and identity); Veterans Day Celebration, African American College Visit Day, Polish American College Visit Day, the Financial Aid Community Day and Latino College Visit Day.
To cultivate students to serve in a global society, Student Affairs continues to promote diversity. The Office of Student Life hosted a diversity forum where faculty, staff and students addressed diversity issues, misconceptions and ideas to further promote awareness.

Goal 6 – Enhance the ongoing evaluation and assessment of processes to promote continuous improvement throughout the college.

- Thirty-two academic programs have submitted program assessment plans.
- Seventeen (37 percent) academic programs have submitted assessment reports.
- The college contracted with the Hanover Research Council to provide high-level research reports. During this fiscal year, Hanover Research Council completed two program demand analyses: Renewable Thermal Energy Technician and Energy Efficiency Technician and an updated Environmental Scan. Also, they are working on an Enrollment Projection Model.
- The process to develop an institutional effectiveness plan has begun and will continue into fiscal year 2011.

Goal 7 – Build upon the institutional framework to promote a highly qualified diverse workforce to support the mission and goals of the institution.

- The college strategically hired 17 highly qualified independent contractors to offer high demand programming to students in content areas where there was no resident faculty resource. In fiscal year 2010, 551 students were enrolled in 23 multiple-section courses provided by independent contractors. Of these 498 students who were enrolled in certificate programs, 477 earned their certificate. The remaining 21 certificate students are still working to complete their programs.
- The Center for Teaching Excellence (CTE) continues to develop and implement high quality programming for faculty in program assessment, curriculum development and pedagogy.
- Resources and programs were made available to all employees to assist with their professional development. The Professional Development Center (PDC) provided training to 2,465 individuals (26 percent soft skills, 12 percent supervisory and management skills, 6 percent technology, 38 percent instructional technology, and 18 percent teaching and learning) in 474 workshops during fiscal year 2010. This represents a increase of 13.4 percent in the number of workshops offered and an increase of 2.5 percent in the attendance figures from fiscal year 2009.
- The Supervisory Academy offered 17 programs during fiscal year 2010. The academy was well attended with 83 percent of all supervisors participating in at least one workshop and 35 percent of all supervisors completing eight or more hours of supervisory training. In addition to fourteen workshop programs, three online professional development program courses were introduced for the college’s supervisory staff with 39 percent of all supervisors completing at least one of these workshops and 29 percent of all supervisors completing more than one online workshop.
- A New Adjunct Faculty Orientation Program was implemented for the fall 2010 semester. The agenda was redesigned to include syllabus requirements, adjunct faculty responsibilities, student issues/discipline, classroom management, sexual harassment, Library/ASC/ETRC and crisis management basics. This program was held twice at the beginning of each term,
with a total of seventy new part-time faculty attending representing a 100 percent participation rate increase from fiscal year 2009.

- The comprehensive New Employee Orientation program was implemented at the beginning of fiscal year 2010. Fifty percent of all new employees hired have attended the Welcome Session. With the majority of the new hires in fiscal year 2010 being hourly employees, it has been challenging to get hourly employees to attend orientation.

- Five Tenure Track Professional Development Programs were held in fiscal year 2010 with an average of fifteen faculty attending each session. Topics at these sessions ranged from Teaching and Learning to Instructional Technology. Also, seven New Faculty Resource Network events were held in fiscal year 2010.

- A preliminary Human Resources plan to identify openings that may occur due to potential retirements of incumbents within the next five years was completed.

- The President’s Leadership Academy completed its third year with fifteen employees participating from various employee groups. The participants selected a group project to promote awareness of the college in the communities served. The project involved the creation and displaying of banners that promote Triton in the surrounding communities. The banners were unveiled on May 20, 2010 at a ceremony held at the campus entrance on Hemingway Drive and Fifth Avenue. Also, banners have been placed at high traffic intersections in Melrose Park and in River Grove. This project will continue into next fiscal year with additional banners being hung in other communities as funds are raised. The participants developed a professional development plan and were given the opportunity to meet individually with the president. Additionally, professional development activities were provided through the PDC.

In summary, the second year of the plan was estimated to cost approximately $7.5 million. Based on expenditures, nearly $4.3 million was spent on the implementation of the second year of the Master Plan. The $3.1 million unexpended was largely due to construction projects that were started but not completed and changes in priorities of projects.
**Goal 1 Project Updates**

**Goal 1** – Enhance the physical campus to promote and support sound educational environments by updating facilities and creating flexible learning spaces that incorporate state-of-the-art instructional equipment and furniture.

**Objective 1:** To create provisions to allow for the ongoing upgrade, replacement of instructional equipment, and updating of laboratories.

**Project A:** Select classrooms will be identified for implementation of new/innovative educational technology in order to help identify which new trends in technology should be more fully integrated over time. There will be a systematic effort to update and replace instructional equipment/spaces throughout campus, including but not limited to science lab renovations.

**Measurable Outcome:** During fiscal year 2010 state-of-the-art and technologically advanced equipment will be purchased for a minimum of four Career and Technical Education Programs.

**Project Update:** To enhance student learning, program-specific equipment which replicates the work environment that students will be exposed to have been purchased. Equipment purchased included: A fuel cell trainer for the Air Conditioning and Refrigeration (ACR) program; CNC mill machines and PLC trainers for the Engineering Technology (ENT) program; food processors, mixers, convection ovens and steamers for the Hospitality (HIA) program; an Anthropomorphic Spelt Phantom with torso, lung and spine for the Nuclear Medicine (NUC) program; and a BiPap Vision Ventilator machine for the Respiratory Care (RSC) program. Additional funds were used to purchase new equipment for Automotive Technology (AUT), Horticulture (HRT), Mass Communication – Multimedia (MCM), Ophthalmic Technician (OPH), Diagnostic Medical Sonography (DMS) and the Center for Access and Accommodative Services. Based on the stated outcome for this project, more than four Career and Technical Education Programs have had equipment purchased to support their program.

The science lab renovations (D-207 and D-310) have been completed. The renovations have provided major upgrades to the organic chemistry and microbiology labs. The new labs will provide the students with more flexibility within the classroom. The new work station pods will allow the students to work collaboratively as they learn and still allow for individual work space. The updated learning environments will enhance the learning experience for the students.

**Project B:** Improve facilities and equipment that support student learning, student involvement and student support services. There are several areas within the Student Affairs division that need upgrading of equipment. These upgrades will provide for current technologies used in the delivery of accommodative services and health services. In addition, there will also be a focus of equipment upgrades for the Athletic area. Replacing equipment in this area will aid in ensuring safety standards are maintained with appropriate athletic equipment.
Measurable Outcome: A refresh equipment plan that is implemented and reflects state-of-the-art facilities/equipment upgrades for at least three Student Affairs departments on an annual basis.

Project Update: Project was completed in the second period of fiscal year 2010.

Objective 2: To create and/or upgrade the general campus environment to be conducive for learning and social interaction.

Project C: Renovate learning and social spaces to be adult-friendly and learner-centered. This includes the replacement of carpets, etc. ADA compliance will also be assessed and consistently implemented. Priority will be given to updates that are environmentally friendly (green) and sustainable.

Measurable Outcome:
- Old, unattractive, non-functional vertical blinds will be replaced with the new roller shades.
- Faculty and students will be able to experience the full open view and daylight from windows when shades are open, and complete darkness for effective use of video usage when shades are down. Faculty and student response through word of mouth as well as surveys will help measure outcomes.

Project Update: The new roller shades were purchased and have been installed throughout campus. Instructors now have the ability to block light from the outside which will enhance their audio visual presentations.

Project D: Improve and enhance facilities outside of the classroom. This is an important aspect that helps contribute to the student’s overall academic experience and supports student engagement and student retention. Our intent is to beautify some of the public spaces and create dynamic areas that foster student interaction and promote campus community. In addition, student organizations are vital to the life of our campus and creating spaces to house the functions of the organization is also essential.

Measurable Outcome: The number of facilities identified outside of the classroom for possible enhancements. Any enhancements made to existing public facilities outside of the classroom.

Project Update: To further enhance the collaborative learning environment created by moving the Educational Technology Resource Center (ETRC) into shared space with the Academic Success Center and enhancing the Learning Communities lounge, additional technologies were purchased with Title III funds. Collaborative computer tables, laptops and a smartboard have been ordered. These new technologies and equipment will be installed and operational by the start of the fall 2010 semester.
Project E: Upgrade classrooms to adult-friendly furniture so that the environment is conducive to student learning, while paying special attention to the functional objectives of specific classrooms.

Measurable Outcome:
- Furniture upgrades identified were completed on time and within budget.
- Evaluate student and instructor satisfaction on comfort of classroom furniture through existing surveys produced by the Research Office to students and instructors. Students and instructors satisfaction demonstrated through a 99 percent satisfaction level.

Project Update: The final phase of the classroom furniture upgrades for fiscal year 2010 was the installation of instructor units/desks in the following classrooms: D 312; E 205, 207, 209, 307; F 110, 303, 315; M 118, 124; T 130, 132 and 152. A survey will be administered to determine both student and faculty satisfaction. The results of the survey will help to guide future purchases of classroom furniture.

Objective 3: To maintain the campus infrastructure.

Project F: A critical element in a learning environment is a physical environment that is conducive to positive education and social outcomes. Facilities will be maintained and upgraded to keep the campus in optimal condition.

Measurable Outcome:
- Long needed improvements to the infrastructure, both physically and mechanically, in areas such as sidewalk repairs, asphalt repairs, fencing replacement, carpet replacement, and switchgear replacement will be completed.
- Improvements will enhance the physical environment in several areas of the campus creating a more desirable and pleasing atmosphere which is more conducive to learning for students. The mechanical improvements will support the sustainability of the college and increase probability of uninterrupted system services.

Project Update: The following projects are in progress and will contribute to the improvement of the campus infrastructure: Engineers were selected for the electrical distribution equipment replacement project and cost negotiations are now taking place as required by the ICCB professional services selection process (this project will continue into fiscal year 2011). Concrete replacement began starting with the walkway west of the A building, walkways and patio area north of the B building and the Pavilion (north side of B building); however due to a strike (Local 105/150), the work was not completed by the end of June as scheduled. The bid specifications to install new high efficient LED parking lot lighting and to upgrade existing parking lot lighting with the same technology throughout campus has been written (this project will continue into fiscal year 2011 – project will utilize Life Safety funds).

Due to budget constraints, the following projects were cancelled for fiscal year 2010: Remainder of the asphalt replacement project, carpet replacement, replacement furniture
system for G 118 and the fire alarm system upgrade. The projects that will be funded will provide a more esthetically pleasing environment on campus or will address safety issues.

**Objective 4:** To support and improve campus safety and security.

**Project G:** The institution needs to utilize current technologies in providing for a knowledgeable, safe and responsive environment in the event of a crisis situation. An emergency notification system is one tool that will be used in communicating key information to our campus community at an immediate pace. In addition, other ongoing crisis management and campus safety issues will continue to be addressed for the preventative measures and safety of our campus. One of these initiatives includes the expanded use of an integrated access control system.

**Measurable Outcome:** Safety measures are identified, developed and implemented. In the event of a crisis situation, these new measures will provide an increased level of student and employee safety. Testing of these new safety measures will ensure that these new systems are operational and can be counted on in the event of a crisis.

**Project Update:** A cross functional team continues to review the requirements to upgrade the infrastructure to expand the current video surveillance and access control system. The team has determined that the access control and alarm system are the top priority. The team has reviewed infrastructure upgrades needed to expand the current system. The project will upgrade the access control system that is antiquated and allow for future expansion to other areas on campus. Also, new technology exists that allows for the easy addition of cameras including wireless offerings that can be used in temporary problem areas. The associate vice president of Information Systems will be providing the final bid specifications to purchasing by the end of June. The timeline to release the bid is in July with implementation to follow sometime in September (this project will continue into fiscal year 2011 - project will utilize Life Safety funds).

This project addresses the need to maintain a safe environment for our students. The security and safety of our students are a top priority and the upgrade to the video surveillance and access control systems will contribute to a sound educational environment.
Goal 2 Project Updates

Goal 2 – Develop new and revise existing educational programs and scheduling opportunities based on community and workforce needs within Triton’s district.

Objective 1: Identify new academic programs that meet the needs of our community.

Project H: Generate new curricula that are inter- and intra-disciplinary in nature and that evidence/research indicates are appropriate to the mission and community needs. Curricular additions and/or enhancements that address issues of globalization and stewardship will be pursued. Programs/curricula that support college wide auxiliary services (e.g., Flower Shop, Bakery, etc) will be aligned. Corporate Education will be expanded. The Continuing Education Center for Healthcare Professionals (CECHP) will be re-established and youth and lifelong learning programs will be expanded and/or enhanced.

Measurable Outcome:
- Programs/curricula tied to auxiliary services will be evaluated and revised if necessary to ensure that students’ theoretical and practical training opportunities are realized. Products created by students for auxiliary programs will reflect curricular principles.
- Corporate Education will experience a growth of at least 5 percent. CECHP programming will be expanded and preparations will be made for establishing a more visible location on campus in the following year (move to current University Center). Youth and lifelong learning programming will expand its offerings by 10 percent.

Project Update: Regarding curricular development, the college is implementing inter- and intra-disciplinary approaches through learning communities. Seven learning communities were implemented at the beginning of the spring 2010 semester: Geography and History, Psychology and Philosophy, Visual Communications and Physical Science, Speech and Philosophy, Construction and Rhetoric, Biology and Biology, and Rhetoric and Rhetoric. Of these seven learning communities, five are interdisciplinary in nature and two are intra-disciplinary. The Geography and History learning community addressed issues of globalization. All of the learning communities noted above successfully ran for the duration of the spring 2010 semester.

Additionally, six learning communities were developed during this last period for implementation during the summer 2010 sessions. They are: Math 045 and Math 055, Math 055 and Math 085, Rhetoric and Rhetoric and three learning communities for College Orientation and Rhetoric. However, due to low enrollment the three College Orientation and Rhetoric learning communities were unlinked and ran as independent courses. Further analysis is necessary to determine why these pairings did not successfully attract students.

During this last reporting period, learning communities transitioned from the Title III grant to Triton’s Learning Community Coordination Team (LCCT). The LCCT is responsible for soliciting new learning communities and instructors, evaluating proposals, and coordinating the development of newly proposed learning communities.
The following courses have been added to expand program offerings for Corporate Education and the Continuing Education Center for Healthcare Professionals (CECHP) and general Continuing Education professional development and lifelong learning:

- **Career Enhancements**
  - A+ Certification Prep
  - Shop Physics
  - Critical Systems
  - Customer Service
  - Accounting Fundamentals II
  - Project Management (PMP)
  - Project Management (CAPM)
  - MS Office Refresher
  - Pharmacy Technician (revision)
  - MS Office Refresher

- **Public Safety Courses**
  - Preventing Terrorism

- **Quality Control**
  - LEAN Manufacturing
  - Overall Equipment Effectiveness (OEE)
  - 5S/Workplace Organization for Overall Equipment Effectiveness
  - LEAN Leadership/Management
  - Quick Changeover for Overall Equipment Effectiveness
  - Standardized Work for Overall Equipment Effectiveness
  - Total Productive Maintenance (TPM) for OEE
  - Value Stream Management
  - Value Stream Mapping

- **Horticulture Courses**
  - Flower Arranging Made Simple
  - Fall Door Floral Decorations
  - Decorating a Live Christmas Wreath
  - Spring Flowering Bulbs
  - Succulent Container Gardening
  - Gardeners Guide to Plant Propagation
  - Soils – resubmitted to ICCB

Additionally, the following youth programming was added: Basketball, Soccer, Gardening, Computer Detectives, Web design, Little Picassos, Acting and Tennis.

Even though new curricula was added and/or revised this fiscal year, we were not successful in getting new credit curricula developed due to funding and staffing constraints. Unfortunately, budget constraints also caused us to consolidate and even eliminate some programs.
Objective 2: Develop alternate scheduling options to be flexible for all learners.

Project I: Increase alternative scheduling opportunities such as Weekend College, Accelerated College, Fast Track programs and interim courses.

Measurable Outcome: During fiscal year 2010 undergo a detailed analysis of the steps involved in building the college’s class schedule and begin to refine the process so that it is more efficient and timely, better understood and truly reflective of student course needs.

Project Update: This project is linked to Project S which will create a new class and event scheduling solution for the college. CollegeNet25 has been selected as the new scheduling solution for the college. To support the implementation of the new scheduling solution, a scheduling policy was developed. The scheduling policy has been shared with the College Council and with Academic Senate. Additional language for the policy has been recommended by CTE faculty and is currently under consideration. The final version of the policy should go to the board for approval in July. Implementation of the scheduling policy will positively impact course scheduling and the implementation of the new scheduling solution. Efforts continue to refine the process for developing a schedule reflective of student needs is in progress.

Objective 3: Develop and strengthen partnerships.

Project J: Develop a comprehensive Community Outreach Plan to reach out to Triton’s community and create strong alliances with our stakeholders with a goal of providing better college access to target populations and increase overall student success. With the assistance of a community outreach consultant, increase the visibility of the college and its leadership within the community by providing sponsored lecture programs, community forums and events that target our underserved populations. Establish strategic partnerships that engage community businesses and industry to bring needed resources to campus to meet the future needs of our students, support services and academic program needs.

Measurable Outcome:
- Evaluate the Community Outreach Plan and community outreach consultant based on the strength of alliances and increase of college access to target populations by demonstrating a seven percent increase in college enrollment within our target audiences and a five percent increase in community attendance at events.
- Community members surveyed to capture awareness and attitudinal level on response regarding the college service to community needs and initiatives demonstrated through positive increases each year.
- Ten media outlets will seek out further information about initiatives emanating from the Office of the President and run follow up stories.
- Make at minimum six contacts per potential business partnership that were identified in the Fiscal Year 2010 Outreach Plan as demonstrated through on-campus meetings, site visits and follow-up literature and phone calls.
**Project Update:** During the reporting period, a meeting was held with two editors and two reporters from Pioneer Press. The purpose of public relations outreach is to establish an effective working relationship with the media so the college can better manage the content that is being reported. A representative from Pioneer Press was in attendance at the recent Franklin Park Village Honor Day. An article and photos of the Franklin Park Village Honor Day were included in the newspaper. In total there were approximately nine follow up articles published by local media outlets in relation to events/partnerships established within the Office of the President. Work within this area slowed a bit in the spring semester with the elimination of the public relations consultant. There is continued work to develop a plan for our public relations efforts for fiscal year 2011.

In April 2010, the President’s Office partnered with the Adult Education department on the annual Adult Education Fair. New to the fair this year was a focus on the transition of students to credit courses at the college. Over 300 adult education students attended the two day fair. Participants had the opportunity to: Learn about academic programs; receive information about Admissions, Financial Aid and Scholarships; learn about the transition from Adult Education courses to credit courses; visit a showcase of books, writings, handcrafts, art and exhibits; listen to live music and performances and to participate in the sights and sounds of many cultures and talents on display.

A follow up meeting was held with the senior vice president from the Dr. Pepper/Snapple Group. This relationship was first explored during the fall semester. An opportunity that is being considered is to have Triton students from the Business and Accounting programs participate in a manager in training program. A pilot model is currently being developed by faculty at the college to present to Dr. Pepper/Snapple during the fall 2010 semester.

In May 2010, a meeting was held with two local businesses and community based organizations that have a strong link to the college’s behavioral science programs. As a result of this meeting, potential opportunities for customized training, internship opportunities for students and observation hours for students in the Education program have occurred. Overall, in fiscal year 2010 we have been able to secure meetings with five of our local businesses to develop relationships and to begin to think about future partnership opportunities.

To build relationships with district schools and encourage local children to explore sciences, Triton hosted its annual Science Day for fifth and sixth grade students. This year 70 students participated from Districts 84, 87 and 401. Students were given the opportunity to interact with college faculty and students, view chemistry demonstrations, visit with reptiles, explore birds of prey and watch a show at the Cernan Earth and Space Center.

An Honor Day for the Village of Franklin Park was held this period and had good attendance numbers. As mentioned previously, the event was covered in the Pioneer Press newspaper. The Partner of the Year event was held on June 16, 2010 honoring United Parcel Service (UPS). These events help Triton bring local residents to the college to highlight our exceptional programs, faculty and partnerships. For those outreach events that have been repeated from fiscal year 2009 to fiscal year 2010, the table below indicates percent change in attendance.
<table>
<thead>
<tr>
<th>EVENT</th>
<th>% Change from FY09 to FY10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Partners</td>
<td>81%</td>
</tr>
<tr>
<td>Meet the Presidents</td>
<td>0%</td>
</tr>
<tr>
<td>Honor Days</td>
<td>100%</td>
</tr>
<tr>
<td>o FY09 (Broadview and Forest Park)</td>
<td></td>
</tr>
<tr>
<td>o FY10 (Melrose Park and Franklin Park)</td>
<td></td>
</tr>
<tr>
<td>Chamber of Commerce</td>
<td>71%</td>
</tr>
<tr>
<td>o FY09 (Bellwood, Broadview and Maywood)</td>
<td></td>
</tr>
<tr>
<td>o FY10 (Forest Park, Oak Park, River Forest)</td>
<td></td>
</tr>
<tr>
<td>Church Leaders</td>
<td>70%</td>
</tr>
</tbody>
</table>

When looking at the enrollment participation rates by village in the fall 2009 and spring 2010 10th Day Enrollment Reports the data reflects an overall -2 percent change for both semesters. During fiscal year 2010 the community was not surveyed, however, this will be encompassed within the Strategic Enrollment Management (SEM) plan. The Public Relations/Marketing Workgroup is currently working to develop an overall research plan to assist our efforts and will be presented at the July SEM committee meeting. It has been identified that there needs to be more monetary resources put towards market research. Preparation for the fiscal year 2011 President’s Outreach plan has taken place during the last several months. The plan is complete and will be presented to appropriate departments and groups. Many of the initiatives that are within the plan were originally identified through the work of the community outreach consultant.

**Project K:** Provide hourly support to the Alumni Relations Office that will assist with the development of a database that can be used to regularly communicate with our alumni to build a loyal following and support for the institution. Develop events and activities for alumni that will reconnect them with the college, faculty and students. Encourage alumni to serve in a variety of capacities such as advisory committee members, guest lecturers in the classroom and keynote speakers in order to engage them in the future success of the college.

**Measurable Outcome:**
- One-hundred percent increase in the number of accurate records in our database demonstrated through a comparison of entries from June 2009 to June 2010.
- Consistent communication through print and electronic communication that spotlights two alumni per month, promotes campus news and alumni activities quarterly. Demonstrate continuous increase in the access of information available by our alumni and increased awareness of alumni gatherings.
• Expand the current alumni programming with a 100 percent increase in attendance at overall alumni events as demonstrated by comparison of event attendance lists from fiscal year 2009 to fiscal year 2010.

**Project Update:** The Alumni Relations Office developed an office management plan for data related to alumni. Electronic files are a central component of the plan and will be structured to organize records and to make data more accessible. Existing data on current alumni and new data entries are being uploaded into a database. Approximately 3,300 updated records are currently being added to the database. The Alumni Relations Coordinator attended the Northern Illinois Community College Alumni Programming Cohort on April 9, 2010 and obtained specific information regarding the analysis and productive use of alumni data.

Although we are not at the point of posting two spotlights per month on Alumni on the Web site, a procedural process for the Spotlight on Alumni has been finalized in collaboration with the Marketing department. Alumni interviews have been conducted on a continuous basis and the list for potential interviews will expand in fiscal year 2011. Featured alumni include currently employed Triton faculty and staff who have completed Triton certificates and degrees. Additionally, the SEM Committee has incorporated this into a strategy for the overall SEM plan. The Public Relations/Marketing workgroup will continue to work out a process for nominations and postings throughout the next fiscal year.

The Alumni Relations Office has maintained a regular presence on Facebook with frequent postings and responses during the last two months. Staff has posted articles, event information, shared student success stories and engaged alumni in the chat room. The interaction and response has clearly demonstrated that Facebook is a useful tool in keeping alumni connected to the college. The development of an alumni brochure and video of alumni testimonials is in progress with anticipated completion by the end of June.

Alumni activities included the Student Success Fest hosted by Student Services on May 5, 2010. The Alumni Relations staff provided an information table and encouraged current students to complete their programs of study and to join the Alumni Association. Students were further encouraged to spread the word to alumni in their communities concerning ways that graduates can stay involved and connected to the college.

The commencement on May 23, 2010 provided the Alumni Relations staff an opportunity to congratulate graduates as new Triton alumni and to award the alumni pins, which were proudly displayed on their graduation robes.

Alumni Relations held two major events during fiscal year 2010 compared to one event held in fiscal year 2009. Overall, the Alumni Office has been able to bring back approximately 225 alumni to campus in fiscal year 2010 as compared to 100 in fiscal year 2009.

Alumni Relations will participate in the Golf Outing on June 24, 2010 to support the Triton Foundation in an effort to build collaboration for future events. A congratulatory note will be sent to 12 former Triton students who are graduating June, 2010 from Governors State University, an institutional partner of Triton's University Center.
Project L: Strengthen relationships with local, state and federal elected officials and offices for the purpose of informing them of the value of community colleges, and in particular Triton College. The ongoing communications and events will allow for advocacy from stakeholders for the college’s mission with the goal of securing financial support.

Measurable Outcome:

- Forty percent increase in the local government participation at the annual district mayor meeting as demonstrated by a comparison of the attendance lists from fiscal year 2009 to fiscal year 2010.
- One hundred percent participation by new local government elected officials in meetings with the president as demonstrated by a comparison of the yearly new mayoral lists and meeting attendance records.
- Thirty percent increase in state government participation at the annual fall and spring events demonstrated by a comparison of the event attendance lists from fiscal year 2009 to fiscal year 2010.
- Produce two communication vehicles annually for legislators in conjunction with local, state and federal lobbying events and efforts.
- Evidence that state officials serve as advocates for Triton College and address the college’s concerns and financial needs as expressed through the annual meetings.

Project Update: Triton continues to work with the Village of Riverside and the Village of Harwood Heights to work out logistics so the Horticulture department can work on landscape and landscape design projects for those villages. These projects would provide our students with internship opportunities and real world projects. As a follow up to the February 2010 mayors meeting, a budget position paper was prepared and sent to the district mayors. The paper provided the area leadership with details on our financial situation as well as steps we are taking to offset the lack of state funding. Forty-three percent of our district leadership was represented at our fiscal year 2010 meeting compared to 44 percent participation in fiscal year 2009. Regarding our outreach to new district mayors, there was a 75 percent participation rate in individual meetings with President Granados.

The annual Legislative Dinner was held on April 27, 2010. Several Triton administrators and board of trustees members traveled to Springfield to discuss the state’s financial situation and the impact that funding has on community colleges. Triton representatives were able to meet with approximately 80 percent of our state representatives in fiscal year 2010 compared to a 68.75 percent participation rate in fiscal year 2009. Triton received notification in May 2010 that the Governor released $2 million from the fiscal year 2010 appropriation for the first phase of the rehabilitation of the H building. The first phase is the design phase and includes the selection of an architect and the conceptualization and required engineering for the rehabilitation of the building into a Science and Health building.

Project M: Maintain a dynamic Community Advisory Committee (CAC) representative of constituents within our community. Quarterly meetings will be held for the purpose of soliciting input on emerging community needs, informing them of progress towards our long-term plan and assessment of the college’s responsiveness to community needs.
Measurable Outcomes:

- Community Advisory Committee maintained with a representative membership in order to gain feedback on Triton College programs and services. Quarterly meetings held with participation of 75 percent of members.
- Community Advisory Committee members surveyed to capture satisfaction level on college’s response to community needs and initiatives incorporated into the Master Plan.

Project Update: The CAC met on April 13, 2010. The key items on the agenda focused on the following: Achieving the Dream strategies for student success, soliciting input from the committee members on the President's Outreach Plan for fiscal year 2011 and the Master Plan Status Report III. Committee members discussed the outreach plan with a focus on serving the youth in our community. In the discussion about the Master Plan, CAC members provided input on partnering with our students to accomplish initiatives as they learned of the new student success focus of the plan.

President Granados shared the challenging times the State of Illinois is facing which affects the college's funding and the erroneous news report of the college's possible closing. In their role as ambassadors for the college, the CAC members will help spread the word that the college is not closing as they interact in the community.

New members joined the CAC, one from a large business in the Western region of our district and one individual who grew up in the area. With six individuals joining over the past year, the committee is now has 15 active members. A revitalized membership and modified meeting schedule has increased attendance at CAC meetings, with 70 percent of members in attendance at our last meeting.

Project N: Identify resource opportunities and assist to secure funding with private and corporate foundations; and local, state, and federal agencies.

Measurable Outcome:

- Conduct funding prospect research on at least six private/corporate foundations monthly to identify foundation program alignment with needs identified in the Triton College Master Plan.
- Refer at least two private/corporate foundation funding opportunities to area vice presidents to pursue with letters of inquiry/intent or full applications. Update to Strategic Funding Plan.
- Identify at least 10/state/federal funding opportunities quarterly to refer to area vice presidents and update to Strategic Funding Plan.
- Contact all institutional funders at least once each semester.

Project Update: During this reporting period, the Grants Specialist was reassigned to the president’s office. As a result, there were no applications made to any private or corporate foundations. The Grants Office continues to identify and analyze agency and foundation funding opportunities and communicate potential funding alignment with programmatic and instructional areas within the college.
Goal 3 Project Updates

Goal 3 – Develop and implement an effective technology plan.

Objective 1: Implement technologies that support the availability and effectiveness of campus systems and applications.

**Project O:** Operational effectiveness will be monitored and optimized to increase the speed, reliability and availability of the Internet, network services and the administrative computer system.

**Measurable Outcome:** Maintain the currently installed technologies, and install and make operational new, planned technologies that enhance reliability and availability. At the end of fiscal year 2010 compare budgeted amounts to actual expenditures to deduce quantity and footprint of new equipment deployed.

**Project Update:** To increase operational effectiveness of campus computer systems, new network switches and uninterrupted power supplies (UPSs) were purchased. Due to budget constraints, implementation of security hardware for the network racks has been placed on hold. The storage area network (SAN) and blade server technology project will be implemented in July 2010. The upgrade of network related technology that is being implemented will positively contribute to the students’ ability to access computer resources.

The upgrade to the college’s imaging (digitizing records) system will go live in July 2010. The redesign of the college’s Web site is scheduled to be completed by August 2010. At that point there will be a second phase which will convert the content for the current site to the new site. The site launch is scheduled for the end of 2010 or the beginning of 2011.

Objective 2: Develop and execute a technology refresh plan that adheres to industry best practices.

**Project P:** Technology will be replaced based on the refresh plan established at the onset of the fiscal year. The refresh plan will encompass all campus computers, electronic classrooms and audio visual equipment.

**Measurable Outcome:** Expend all allocated resources to replace technologies based on the established refresh plan. At the end of fiscal year 2010 compare budgeted amounts to actual expenditures to deduce quantity and footprint of new equipment deployed.

**Project Update:** Technology has been purchased and all equipment with the exception of 60 personal computers and 28 screens that have not yet been installed. The following summarizes technology purchases made this fiscal year:

- 264 personal computers
- 366 (17”) monitors
- 21 CAD stations
- 21 (22”) monitors
Replacing outdated technology must occur to provide students with the computing capacity needed to support their studies.

**Objective 3:** Continue to introduce new technologies and functionality to advance the mission of the college.

**Project Q:** Based on technology trends and best practices, new technology will be introduced to remain relevant in today’s computing environment. These technology trends include the continuation of the implementation of curb-to-curb wireless, Internet-based phones, 24 high-level electronic classrooms, economical print solutions and software solutions that will maximize user productivity.

**Measurable Outcome:** Continue to introduce new technologies and applications to the college with the potential to increase productivity. This will be measured by documenting the list of technologies upgraded, expanded, replaced or introduced.

**Project Update:** New technologies implemented this fiscal year included the installation of 51 wireless access points with another 45 scheduled to be installed in fiscal year 2011 (follow this link to see the available WiFi Zones on campus), 30 Internet Protocol (IP) phones and the installation of 24 smart classrooms. The new calendaring and scheduling software (Outlook/Pronto) installation was completed in fiscal year 2010.

The electronic grade submission project was completed. The new purchasing system, the web-based financial aid system and a new accounts payable system were cancelled due to the decision to move forward with an Enterprise Resource Planning (ERP) system. In September of 2008 Triton College’s Technical Advisory Committee began discussing the pros and cons of three strategies for modernizing the College’s primary academic and administrative system. While the administrative system is stable and reliable, the functionality, user friendliness and flexibility have been areas of concern. Although there have been many enhancements to the system since it first went live in 1979, the underlining code cannot easily be changed to enable more robust features that are standard in newer platforms. Three high-level strategies were analyzed. The first included keeping the administrative system intact but changing its underlying code to allow for more robust features. The second involved keeping the administrative system as is for data purposes but moving its functionality to best-of-breed products. The third strategy was to replace the administrative system with one of the standard Higher Education Enterprise Resource Systems (ERP) such as Banner, Datatel, CampusVue or CAMS.

Currently, an analysis of several ERP vendors’ proposals is being conducted in order to determine more precise costs. The college conducted several discovery sessions with potential vendors. During the Discovery sessions the vendors asked questions so they could
better understand our requirements and workflow. The vendors will use this information to configure their systems for product demonstrations and proposals.
Goal 4 Project Updates

Goal 4 – Enhance Triton’s virtual campus environment.

Objective 1: Create an infrastructure to support the development, delivery, and assessment of online courses.

Project R: Increase the number of high-quality online, blended, and Web-enhanced courses (which have a shell for use in course management). In addition, there will be rapid noncredit course expansion through partnerships with third-party providers. Online options for GED completion will also be enhanced.

Measurable Outcome:
- Create reports to assess the percentage change in course sections placed online compared to the number of course sections online from the previous term year.
- Identify percentage of new online sections evaluated for quality through online protocol procedures.
- List partnerships and applications utilized for online noncredit growth and GED completion.

Project Update: To guarantee that the Blackboard system (online course system) remains online at all times, the Blackboard system is being managed by a hosting environment. With Blackboard hosting, the college received 99.7 percent guaranteed up time for the Blackboard system. Since our move to this hosting environment early in January, the guaranteed up time for Blackboard availability has been met. Blackboard has released Service Pack 4 for our current version and the college will upgrade to this before the start of the fall 2010 semester. The service pack includes product fixes and security enhancements.

Earlier in fiscal year 2010, the college entered into a user support agreement with Presidium for Blackboard. The agreement provided our Blackboard students and faculty access to support 24 hours a day, seven days a week. Due to cost, this support will be dropped at the end of the contract (September 2010). While working with Presidium all calls were tracked and a frequently asked question section was developed based on student needs and will be posted on the web. A transition of general Blackboard student support will be developed with the ETRC to handle inquiries and an escalation procedure will be developed.

To advance online learning and to remain current with Blackboard updates, an upgrade to Blackboard Learn 9.1 will be scheduled. A migration plan is being developed with an anticipated completion date of summer 2011.

Objective 2: Increase and create business support processes that complement a virtual campus.

Project S: Adopt/implement a class and event scheduling solution (software and maintenance) that includes facility rentals.
**Measurable Outcome:** Project management team will develop a project implementation plan/steps, timeline and will assess/evaluate a minimum of two scheduling solutions in support of adopting/implementing a class and event scheduling solution (software and maintenance).

**Project Update:** The project management team for the new scheduling software has been meeting weekly since the beginning of the spring 2010 semester. The class and event scheduling solution has been purchased from CollegeNet. Individuals have been chosen to attend training on the new scheduling solution. A scheduling policy has been developed and reviewed by the College Council and the Academic Senate. The scheduling implementation timeline has been developed, a form for completing an inventory of all existing space and classroom related equipment has also been developed and the inventory is currently underway. Scheduling training will occur July 13 through July 15, 2010. This project will be ongoing through 2011.

**Project T:** Access to student records and process improvement. In an effort to support the on demand student services via the Web, an effort needs to be made to enhance some of our existing processes and utilize technology to provide access to student records. A Web-based financial aid solution will be explored to allow for greater access and process improvement with the Financial Aid area. In addition, student records will be digitized which will allow for a more efficient access to key data. There will also be new modifications to the student/staff portal that would address additional services for students and staff at this point of entry. One of these new additions will include the ability for faculty to submit mid-term and final grades online which will allow for greater efficiency. These initiatives will help support the online delivery of our services.

**Measurable Outcome:**
- Identify and implement six new modifications to the student and staff portals.
- Digitize all historical student records and develop a staff training component to utilize access to these student records.

**Project Update:** During this period there were several improvements made in financial aid reports that will support the delivery of services. The financial aid awarding code in the administrative system was updated to exclude veterans’ educational benefits as resources when calculating Title IV Program eligibility to comply with new legislation (H.R.1777).

The AIDOVVR trancode was enhanced to accommodate the movement of bookstore purchases between fiscal years in the summer cross-over payment period. This enhancement will ensure an accurate and concise audit trail with the new Year-Round Pell Program.

The Pell Validation field was updated to ensure that data is stored on the administrative system using the same codes as the Department of Education. Enhancements are in process to facilitate the required conversion to Direct Lending. With this conversion, student loan checks will be created on automated check runs and mailed to students creating greater efficiencies in the process. The digitization of student’s records has progressed. All Triton graduates are now available through this format as well as 40 percent of current students.
Student and staff portal enhancements and access this year include: Allied Health Admission Intent; online student orientation; editing options for student information; student Google Apps e-mail; student input received via portal survey; addition of veterans logo on Web site and financial aid social network site. Currently in progress is an upgrade to access midterm/final grades on the staff portal.

The web-based financial aid solution has been put on hold due to budget constraints.

**Project U:** To support process improvement for business and support areas of the college, a plan to digitize and automate processes will be created and implemented. The solutions will incorporate Web-based business processes, electronic filing (digitizing records) and podcasting at an institutional level.

**Measurable Outcome:** Support processes are identified, developed and implemented. These new processes will provide enhanced student and employee satisfaction. Employee and student satisfaction will be measured through Web-based surveys that focus on ease of use, increased productivity and increased availability of data.

**Project Update:** The Business Office is working with Information Systems to upgrade the current imagining system (digitizing records). The upgrade will provide functions and security features that the current system does not have. The new system is scheduled to be installed in the spring.

**Objective 3:** Develop an online student support services platform.

**Project V:** As the demand for online services continues to grow, the institution needs to position itself to support the online needs of our students. Several initiatives will occur to enhance the foundation of our virtual environments and provide additional virtual support mechanisms that aid in student success.

**Measurable Outcome:** All funded subtasks will be completed on time and within budget.

**Project Update:** To provide online support that will aid student success, the Academic Success Center will implement online tutoring, “SmartThinking Online Tutoring Services” during the summer 2010 semester. This service will provide our students with high quality academic assistance accessible through the student portal.
**Goal 5 Project Updates**

**Goal 5** – Develop and implement a comprehensive strategic enrollment plan to achieve the optimal recruitment, retention and graduation of students

**Objective 1:** Explore, develop and implement strategies and practices that support long-term enrollment growth.

**Project W:** Utilize external consulting services for expertise in developing a comprehensive strategic enrollment management review, including enrollment strategies, retention analysis, enrollment projection planning tools, and optimization of enrollment services.

**Measurable Outcome:** The development of a strategic enrollment plan that encompasses measures that will increase long-term enrollment.

**Project Update:** During this past reporting period, the focus was to strengthen the implementation process for the Strategic Enrollment Management (SEM) plan. The five SEM workgroups began addressing logistics on how to accomplish the strategies that were assigned to each workgroup area. The workgroups are now in full operation and working through the details of accomplishing each of their initiatives. A monthly status update is now in place at all SEM meetings.

A key area that SEM chose to address in the immediate future is communication of SEM activities to the campus community. A broader communication plan is being developed that will allow the SEM committee to share progress and strategies and gain campus support. Additionally, the SEM committee is in the process of developing a research agenda for all of the SEM workgroup activities. Some additional SEM accomplishments and focuses include the delivery of online student orientation, enhancements in financial aid promotion, processes automation and integration and utilization of data contained in the Community College Survey of Student Engagement (CCSSE).

**Project X:** Strengthen process for transitioning students from noncredit classes to credit programs or job skills programs. Title III grant monies will assist with this effort.

**Measurable Outcome:**
- Identify marketing options that maximize potential student awareness of services available through AE. (Increase enrollment.)
- Identify staff to take on the role of retention specialist/case manager to decrease percentage of students leaving program before semester completion. (Improve retention.)
- Provide GED testing scholarships for students unable to pay the increased fees. (Increase graduation.)
- Identify and allocate funds specifically for tuition reimbursement of students enrolled in AE classes and credit or certificate programs. (Increase transition.)
- Provide one semester scholarships for graduating students to attend Triton College credit or certificate courses.
**Project Update:** Thirty General Education Development (GED) and English as a Second Language (ESL) students were recruited and enrolled in the Illinois Community College Board (ICCB) funded Pre-Health Careers Academy. The Academy will prepare students to transition to a variety of health careers. While taking their GED or ESL classes, 22 students completed courses offered through Continuing Education (CE) including Math for Meds, Anatomy and Physiology and Medical Terminology. Twenty two students enrolled in and successfully completed College Success 101 during the spring 2010 semester.

Additional students have begun the next series of courses in Medicare Driver or Financial Services Specialists. These transition programs were first offered in the spring 2009 semester. An additional 19 students enrolled in the Pre-Computer Technician Career Academy which began late in May and will continue through mid-September.

A funding request was made to Dollar General Literacy Foundation to support the expansion of the Career Academies to include training to learn how to be an electrician and how to perform electronic repairs. The college was not funded. Regardless, the Pre-Electronics Repair Academy began on May 24th and will run for four months. Students will begin with a three credit hour Continuing Education course (ELT E05) and then transition to a college credit course (CIS 201). Students who complete the series will then be eligible to take the A+ certification test.

Work began on implementing the Westlake Hospital Foundation grant that will provide tuition, books and other services to GED and ESL students pursuing a Health Careers degree. A project director has been hired and student requirements are being established. Students for the Pre-Health Careers Academy have applied for acceptance into this program and are currently being interviewed and evaluated for the Westlake Foundation scholarship approval.

**Project Y:** Technology solutions exist that will allow us to manage our customer relations and inquiries. These solutions provide strategies that assist in the admission outreach and marketing efforts of turning prospective students into enrolled students. These solutions utilize systems to automate communication efforts and track the progress of our contacts. Having systems in place like the Customer Relations Management (CRM) will allow for greater strategic enrollment management opportunities.

**Measurable Outcome:** To identify technology solutions through Web research, seminars, and other college admissions staff that will produce reports in real time to track student status and progression from inquiry to start and then to graduation. By end of April 2010, a recommendation to the college will be made to the type of software and funding necessary to achieve these goals.

**Project Update:** Project on hold will the new ERP system is being evaluated.

**Project Z:** Identify and implement marketing strategies that will complement the Strategic Enrollment Plan based on data supporting the needs of our district and the demographics served.
Measurable Outcome:

- Introduce new online marketing strategies including social networking applications and create a benchmark of effectiveness for fiscal year 2010.
- Establish return on clicks for online advertising.
- Create advertising campaigns that align with the fiscal year 2010 GoToMarket Plan.

Project Update: During this period, marketing strategies have been implemented as outlined in the GoToMarket Plan for fiscal year 2010. The college piloted a new magazine called Career Focus. Although Career Focus was a nice piece, the lack of feedback and the cost of producing the magazine led to the decision not to continue it in fiscal year 2011. The implementation of SmartCatalog began in June and will continue into fiscal year 2011. SmartCatalog will provide a searchable online catalog that will be more user friendly than the static version that is currently available.

As a part of the Web site marketing strategy developed, the use of Facebook, Twitter and a blog has been institutionalized. At the end of fiscal year 2010, the institutional Facebook page had 953 fans which is nearly a 28 percent increase since the last period. Facebook is now sending weekly usage statistics that will assist in evaluating our Facebook page. The Triton Twitter page went live in the last period and to date there are 47 followers which is nearly a 15 percent increase since the last period. The Triton blog spot was launched and 40 stories were posted. The college will continue to strengthen its presence on social networking sites in fiscal year 2011.

In addition to creating a presence on social networking sites, the college entered into an agreement with Google AdWords. Through the campaign, Triton was moved to the top of search pages by selecting several key words and phrases. While this campaign provided statistics on how many click throughs were made, the college was not able to control the number of internal searches added to that number. In fiscal year 2011, the college will be contracting with Yellowbook - WebReach that will allow us to control internal click throughs that are added to the statistics. Also, WebReach will give us access to Yahoo and Bing search engines in addition to Google and provide more meaningful usage statistics. As the Internet continues to grow as a place to find information regarding education, the college needs to continue to pursue this type of advertisement.

Another part of the marketing strategy developed for fiscal year 2010 was television and radio commercials. Our television commercials were aired 2,120 times on Comcast on various channels that were selected based on our demographics. Three thousand two people watched Triton’s video that was placed on Comcast Video on Demand. Our radio commercials were aired 3,459 times on various radio stations (B96, Clear Channel Traffic, ESPN, KISS, LOVE, Q101, The Drive, The Loop, Univision, US99, WGCI, WGN and WLIT). Additionally, our television and radio commercials were made available on most of the networks web pages.
Objective 2: Develop a retention plan to increase completion and/or transfer rates.

Project AA: Continue and improve Peer Mentoring Program and expand and institutionalize student learning communities and service-learning components across the curriculum.

Measurable Outcome:
- Peer mentors will demonstrate at least a 25 percent increase in their knowledge and understanding of issues related to cultural diversity, including impact on learning and interpersonal skills.
- Peer mentors will assist students during open registration and new student orientation. Results of the Enrollment Services online satisfaction survey will be used as a tool to measure if students were more satisfied with the intake process after working one on one with their peers. As a result the student satisfaction will increase by 10 percent based on online student satisfaction surveys designed by Enrollment Services.
- Five percent of the students participating in the Peer Mentoring Program will be previous and current Title III learning community students.
- Ten percent of the peer mentees will be selected from the Title III learning communities.

Project Update: Outreach to students conducted by the Retention Initiatives/Activity (RIAC) Coordinator continued throughout the campus for the purpose of expanding the Peer Mentoring Program. The program is promoted through Student Life, instructors, early alert trainings and by the current peer mentors. The RIAC and the peer mentors provided information about the program at the GED & ESL Transition Fair held on March 31 and April 1 and during the Student Success Fest on May 5, 2010. The Peer Mentoring Program has been implemented in the New Directions Program and the Summer Learning Communities.

Twenty four peer mentors have been identified and have been trained for the 2010 Summer Peer Mentoring Program to assist students in the Learning Communities that started on June 1. Approximately, nine mentors are working during the first five week session and the remaining 15 mentors will work with mentees during the eight week session. The new peer mentors received additional training in June as preparation for assisting with the New Student Orientation Program which began on June 22, 2010. In addition, all 24 new peer mentors received training in cross cultural communication in support of Title III initiatives and the institutional commitment to cultural diversity.

Currently, 21 mentees are paired with peer mentors for the summer 2010 semester. The mentees were identified during two Learning Community class presentations.

Project AB: Retention efforts need to be addressed both in and out of the classroom. Academic support and access to technology, as well as to the institution, are vital elements that will aid in student success. Expanding the resources in the Academic Success Center, implementing supplemental instruction, and increasing access points to technology are important aspects that will be addressed. In addition, transportation connections to the institution have also proven to be beneficial and will continue to be cultivated.
Measurable Outcome:

- Expand Laptop Loan Program by 10 units in each current location (Student Life/Library) and expand program to include the T Building with six units.
- Expand Quick Check Station Program by four units (two computers and garage table each) in the A Building and the T Building.

**Project Update:** Ninety-eight laptop computers have been purchased for use throughout campus: T Building (6), Student Services area (26) and in the Division of Academic Success (66). The expansion of the Laptop Loan Program outcome of this project has been met and exceeded. The laptops have not yet been made available for circulation to the students as the units are being reimaged. It is expected that the units will be available by May.

Also, three storage carts have been purchased to house the laptops for the Laptop Loan Program. The Quick Check Stations will not be purchased due to budget constraints.

The Success Express van which provides free transportation from North Avenue to Triton’s campus continued its operation during the past period. Funds are being expended on schedule for salaries and lease costs.

Objective 3: Enhance opportunities for personal enrichment and lifelong learning.

**Project AC:** Student engagement is a primary factor in the academic success of a student. Building campus community and offering extracurricular programs will aid in successful student engagement opportunities. The Health Services area will explore and integrate wellness programs that will help educate student about health issues and provide a greater understanding of well-being. The Career Services area will integrate programs for specialized groups within student population. We will also create leadership opportunities and cultivate students to serve in a global society.

**Measurable Outcome:** Assess the number of personal enrichment and lifelong learning opportunities available and increase those opportunities by 3 percent annually.

**Project Update:** Career Services has received assistance in purchasing software and equipment for students with disabilities to better access computers and technology. This software continues to assist and provide access to student with disabilities.

In collaboration with Phi Theta Kappa, the Office of Student Life offered significant assistance in providing support and resources to ensure the success of the Mission I’m Possible leadership conference designated to provide leadership skills and knowledge to local high school and Triton students.

As a result of the Council on Diversity funding and collaborations with other departments (e.g., Dean of Student Services, Counseling, etc.) in the second and third reporting period, specialized training and programming were afforded to offer awareness of Lesbian, Gay, Bisexual, and Transgender (LGBT) issues. The student club that supports LGBT initiatives
continues to create awareness and is supported through the Dean of Student Services office and the Office of Student Life.

In meeting the efforts of student success, the associate dean of enrollment services and dean of student services continue to exploring avenues to attain funding to support the retention of African-American male students. Other special populations (e.g., adult students, targeted minority groups, etc.) continue to be integrated into the programming and activities schedule of the college.

Due to budget constraints, the following have been put on hold: Student Leadership Institute, assessing and enhancing the Health Services offerings and developing a comprehensive wellness program.

**Project AD:** Implement the Diversity Plan to create a welcoming environment for all students and employees to create awareness, understanding and appreciation for others. Integrate diversity into all aspects of learning which will aid student success. The plan is supported by all members of the college. The decentralized plan's activities will be monitored and assessed by the Council on Diversity and a coordinator will facilitate its implementation.

**Measurable Outcome:**
- Evaluate the effectiveness of the Diversity Plan by holding monthly Council on Diversity meetings to monitor the effectiveness of the plan’s activities demonstrated through a quarterly review of meeting minutes.
- One hundred percent reporting rate by responsible parties semi-annually to report on the progress of the Diversity Plan implementation.
- Accomplishment of 100 percent of all activities outlined in the Diversity Plan for that given year.
- Climate Survey on diversity conducted by Research Office demonstrates high satisfaction with diversity appreciation.

**Project Update:** During fiscal year 2010, the Council on Diversity Affairs set due dates of December 2009 and May 2010 for progress reports. For the December 2009 reports, the Council received a total of 92 percent of the progress reports. As the Council reviewed the reports and accomplishment of activities outlined in the reports, it was apparent that the reports were not encompassing all diversity activities taking place on campus. Also, there was minimal change in the content of the reports from May 2009 to December 2009. After further discussion, the Council on Diversity Affairs held an Open Forum on May 20, 2010 in lieu of the May 2010 Progress Reports. The purpose of the meeting was to receive feedback on the progress of the Diversity Plan and to assess the future of the Council on Diversity Affairs. There were a total of 36 individuals in attendance including faculty, staff and one student representative. The following questions were the focus of the forum;

  - What are you doing at the divisional and departmental level to address the 3As: Appreciation, Adaptation and Achievement?
Are our policies reflective of diversity and inclusiveness? Are policies being reviewed on a regular basis to make sure that the language is representing a welcome environment?

Do you feel that the College needs a Council on Diversity Affairs? If so, what do you see the role and purpose of the Council?

What should be the College’s future focus as it relates to diversity?

How do you currently assess your division and departments diversity aims?

The Council will meet in July 2010 to review the information collected at the forum and decide on a new format and purpose for the Council on Diversity Affairs. Once a final decision has been reached, the Council will inform the college community.
Goal 6 Project Updates

Goal 6 – Enhance the ongoing evaluation and assessment of processes to promote continuous improvement throughout the college.

Objective 1: Develop and validate program outcomes and assessment structures for all academic areas.

Project AE: Develop and refine continuous cycle of program assessment including the completion of program outcomes for all program areas, and consistent faculty-driven assessment of these outcomes. Also continue ongoing evaluation of program currency to determine which programs are no longer viable as well as which programs should be revitalized or added.

Measurable Outcome:
- Program Assessment Cycle: The Triton Assessment Committee will have on file a program assessment plan for every program. The Triton Assessment Committee will have on file from every program a program assessment report that describes the full cycle of assessment of at least one program outcome.
- Program Evaluation: The number of programs stipulated by ICCB will be evaluated in accordance with the criteria specified by ICCB.

Project Update: Systematizing the assessment process for all programs through a program assessment plan will allow for structured documentation and accountability resulting in greater access to the useful information garnered through assessment by different stakeholders. Access to this information will make it easier for interested stakeholders to make more informed decisions with respect to improving student success.

In the last period it was reported that 32 (10 percent) programs had submitted program assessment plans. As of June 7th, no additional program assessment plans were submitted. The Curriculum/Instructional Designer has met with representatives from five of the 14 programs with outstanding plans and had made arrangements with them to submit their plans with their assessment reports. He will continue to communicate with the other programs with outstanding plans to facilitate their submission.

Seventeen (37 percent) programs have submitted assessment reports. These are currently being reviewed by the Curriculum/Instructional designer. Once reviewed, feedback will be provided to program assessment liaisons as to how the reports and overall assessment process can be improved. The Curriculum/Instructional Designer will also be contacting programs that have yet to submit an assessment report.

Project AF: There are a number of academic-related testing services that the institution will explore with the possibility of becoming a testing site within our district to offer college entrance exam opportunities.
Measurable Outcome:

- Identify one to three potential locations to offer centralized testing services on Triton College campus.
- Evaluate the costs associated with serving as a testing site within the district to offer college entrance exam opportunities, including personnel and facilities.
- Develop a clear proposal for providing testing services to students and community members.
- Conduct a pilot testing of the COMPASS eWrite to determine the tool’s usefulness in assessing students’ writing skills.
- Identify and begin implementation of at least two measures to increase test security and integrity.

Project Update: A plan was completed earlier in the fiscal year that addressed how the college would provide testing services to the students and community members. Currently, the college is identifying ways to efficiently utilize current resources to achieve the plan.

The initial administration of the pilot study of Compass eWrite was completed. Compass eWrite assesses students’ writing skills. Now that the pilot study is complete, an analysis of the results based on the two scoring methods will be distributed to the original team members and next steps will be determined.

To increase testing security and integrity, Information Systems has secured a quote for the cameras to be used in the testing area. Additionally, a document has been drafted that includes an explanation of the placement exam and testing center rules. This document has been posted in all areas of the testing center. Due to budgetary constraints, the purchase of cameras and lockers for the testing center has been postponed.

Three potential locations were identified for a testing center; however, due to budget constraints this project has been placed on hold.

Objective 2: Implement a continuous process improvement plan for all areas of the institution.

Project AG: Establish an assessment plan to evaluate the effectiveness of business and support processes to ensure optimal usage of resources. This continuous process improvement plan will be supported and validated by a culture of evidence based on data collected by the institution.

Measurable Outcome:

- Monitor the rate of report generation by the Hanover Research Council; at a minimum, one report a month.
- Evaluate the reports for content and applicability to the needs of Triton’s faculty and the reports’ ability to engage said faculty in new curriculum development processes.
- Assess applicability of the “off-the-shelf” Hanover Research Council reports to Triton’s needs for institutional effectiveness.
- Complete feedback on submitted draft for the Library Technical Assistant (LTA) and Air-Traffic Controller feasibility studies by September 15, 2009.
• Obtain environmental scan for Triton’s mission and district by the end of calendar year 2009.

**Project Update:** During this period the Hanover Research Council began an enrollment projection model for the college. It is uncertain if Hanover Research can complete the model due to a lack of adequate data to populate the model.

The process to develop an institutional effectiveness plan has begun and will continue into fiscal year 2011. To start the process, a chart was drafted that incorporates key processes and initiatives for the college. The chart includes the criteria for accreditation, a group of work processes, Triton College and Achieving the Dream student success definitions, Triton’s mission and vision statements, the Illinois Public Agenda for Career and College Success goals and the Master Plan’s goals. The chart provides a framework that the college’s business and support processes should incorporate into their departmental mission statements and goals as outlined in the budget booklet.
Goal 7 Project Updates

Goal 7 – Build upon the institutional framework to promote a highly qualified diverse workforce to support the mission and goals of the institution.

Objective 1: Develop and implement a strategic process for recruiting top talent.

Project AH: Identify highly qualified independent contractors to provide instruction in our Continuing Education area.

Measurable Outcome: Achieve a minimum 20 percent return on investment as measured by the total tuition and fees generated by Continuing Education courses taught by highly qualified independent contractors.

Project Update: Over the past four periods, 17 highly qualified independent contractors were hired to offer high demand programming to students in content areas where there were no resident faculty resources. These contractors contributed to student success by providing vocational training opportunities leading to occupation upgrades and career mobility for participants. In fiscal year 2010, 551 students were enrolled in 23 multiple-section courses provided by independent contractors. Of these 498 students who were enrolled in certificate programs, 477 earned their certificate. The remaining 21 certificate students are still working to complete their programs.

Objective 2: Expand and enhance professional development opportunities.

Project AI: Develop and implement high-quality programming and resources for the newly established Center for Teaching Excellence that focus on pedagogy, curricular development and the assessment of teaching practice.

Measurable Outcome: Through voluntary written surveys, Triton College faculty who used the CTE will express their level of satisfaction with the resources/programs offered by the CTE and will suggest additional resources/programs that are needed.

Project Update: The Center for Teaching Excellence (CTE) continues to develop and implement high quality programming for faculty development with respect to assessment, curriculum development and pedagogy. Since April of 2010, the CTE has offered six workshops, and seven seminars/webinars. The CTE hosted 15 meetings held by various groups on campus. Over 125 people have participated in an event in the CTE. This translates to, on average, approximately five people per event. Through written surveys, it has been established that 100 percent of the survey participants who attended a faculty development activity agreed that the faculty development activity was valuable. One hundred percent of them agreed that the faculty development activity would help them in their teaching. These results strongly suggest that the CTE is heading in the right direction in expanding and enhancing professional development opportunities.

By increasing the number and quality of faculty development opportunities, the CTE is helping faculty develop skills which will enhance the quality of their classroom instruction.
As time goes on, more faculty will recognize and further develop their particular strengths with respect to assessment, curriculum and pedagogy, thus facilitating student success. This will allow us to build upon the institutional framework to promote a highly qualified diverse workforce to support the mission and goals of the institution.

The CTE is proud of the fact that this semester we were able to host an external speaker (Dr. Margaret Stetz) who conducted a diversity seminar related to feminist pedagogy. We hope to bring more external speakers on campus in future semesters, provided that enough funds are allocated to the CTE budget.

The Center for Teaching Excellence received Title III funding in fiscal year 2010 to purchase resources and equipment. In the future, it is expected that institutional funds will be needed to maintain and increase our level of resources (e.g., periodical subscriptions) and programs offered.

**Project AJ:** Provide professional development to all employees on appropriate technologies and applications and business support processes based on an assessment of employees needs. Professional development activities will include training for supervisors and a reward and recognition program.

**Measurable Outcome:**
- Demonstrate a 10 percent growth in the number of employees participating in professional development programs offered by the Professional Development Center based on an analysis of attendance records and the number of programs offered during the year.
- Evaluate the effect of the Supervisor’s Academy through analysis of data gathered in surveys administered in December and in May.
- Demonstrate a 20 percent growth in participation in the Employee of the Semester Program based on analysis of the number of nominations received each semester.

**Project Update:** Resources and programs were made available to all employees to assist with their professional development. The Professional Development Center (PDC) provided training to 2,465 (26 percent soft skills, 12 percent supervisory and management skills, 6 percent technology, 38 percent instructional technology, and 18 percent teaching and learning) in 474 workshops during fiscal year 2010. This represents an increase of 13.4 percent in the number of workshops offered and an increase of 2.5 percent in the attendance figures from fiscal year 2009. Additionally, 223 individual consultations occurred and 1,029 support calls were answered (see Appendix A – PDC Participation).

This suggests that the face-to-face workshop may not be the most effective way to provide professional development and that individual assistance is preferred over group workshops. Further analysis of the data suggests large shifts related to faculty. The number of full-time faculty engaged with the PDC has sharply declined. One might conclude that this is a direct result of the opening of the Center for Teaching Excellence; however, CTE data does not support this assumption. This leads to a question as to why full-time faculty are not seeking professional development on campus this fiscal year. There has been a sharp increase in the number of part-time faculty engaged with the PDC. This 156 percent increase demonstrates
success in enhancing opportunities for our part-time faculty.

The college continues to assess the professional development needs of existing employees with mid-management and classified employees being surveyed during the in-service meetings held in the spring 2010 semester. The data has been analyzed and changes to existing PDC programs are being considered.

The Supervisory Academy offered seventeen programs during fiscal year 2010. The academy was well attended with 83 percent of all supervisors participating in at least one workshop and 35 percent of all supervisors completing eight or more hours of supervisory training. In addition to fourteen workshop programs, three online professional development program courses were introduced for the college’s supervisory staff with 39 percent of all supervisors completing at least one of these workshops and 29 percent of all supervisors completing more than one online workshop.

The Employee of the Semester program has not shown any growth in the participation for nominees. The PDC will continue to promote the program through supervisors with the start of this new fiscal year. At the beginning of May, two new Employee Recognition programs were announced: “Wow the President” and “Employee Rewards Store.” By continuing to encourage employee recognition, the PDC hopes to increase the visibility of the Employee of the Semester program.

**Project AK:** Continue to build upon the new employee orientation program to effectively transition these employees into their role at the college. As part of the new employee orientation program, a three-year program for tenure-track faculty will be provided. The program includes: a general orientation to the college, mentoring, forums on various topics related to teaching and learning, and networking opportunities. Additionally, new adjunct faculty orientation will continue to be strengthened.

**Measurable Outcome:**
- Eighty percent of all new Triton College employees will participate in the New Employee Orientation Program as demonstrated by a comparison of new hire lists and welcome session attendance records.
- Evaluate the effect of the Tenure Track Professional Development Program through analysis of data gathered from orientation evaluations, forum evaluations, an end-of-year survey and participation rates.
- Demonstrate the strengthening of the New Adjunct Faculty Orientation based on a comparison of program agendas and participation rates from the previous year.

**Project Update:** The comprehensive New Employee Orientation program was implemented at the end of fiscal year 2009. Fifty percent of all new employees hired have attended the Welcome Session. With the majority of the new hires in fiscal year 2010 being hourly employees, it has been challenging to get hourly employees to attend orientation. Some of the attendance issues are related to when the employee begins their shift; therefore, alternative orientation programs and/or times will be reviewed for fiscal year 2011. The New Administrators Learning Community has had excellent (100 percent) participation.
Due to the reduction in the number of new administrators, the New Administrator Learning Community has been expanded to include other administrators.

Five Tenure Track Professional Development Programs were held in fiscal year 2010 with an average of fifteen faculty attending each session. Topics at these sessions ranged from Teaching and Learning to Instructional Technology. In addition, seven New Faculty Resource Network events were held in fiscal year 2010. These opportunities strengthen communication between the faculty and President Granados.

A New Adjunct Faculty Orientation Program was implemented in the fall 2010 semester. The agenda was redesigned to include syllabus requirements, adjunct faculty responsibilities, student issues/discipline, classroom management, sexual harassment, Library/ASC/ETRC and crisis management basics. This program was held twice at the beginning of each term, with a total of seventy new part-time faculty attending representing a 100 percent participation rate increase from fiscal year 2009.

The expansion and enhancement of these programs demonstrate that progress is being made toward this objective. Increased participation in these programs will further support this objective.

**Objective 3:** Implement a human resources and succession plan program that fosters growth, motivation and retention.

**Project AL:** Develop a Human Resources Plan.

**Measurable Outcome:** A Human Resources Plan will be developed and submitted to the vice president of Business Services by May 2010 for inclusion to the Master Plan.

**Project Update:** A preliminary Human Resources plan to identify openings that may occur due to potential retirements of incumbents within the next five years was submitted to President Granados and vice president of Business Services for review. The plan lists all full time positions and provides a projected retirement date for current incumbents. This forms the basis for a succession plan.

The next step is to identify positions that are critical to college operations and determine the skill set needed by the incumbent to perform the job. Following that, a succession review will take place to determine if there are current employees who can fill the critical openings and then determine what type of training these employees would need to successfully perform the duties. From that point a training and succession plan will be developed.

**Project AM:** A succession plan model will be developed to include staff forecasting based on programs and services, and mentoring. As part of succession planning and professional development for employees, a President’s Leadership Academy will be offered each year to 25 employees from various employee groups.
Measurable Outcome:

- Create and implement a succession plan model that is appropriate to the needs of the college. The model will be developed by December 2009 and implementation will begin in January 2010.
- Evaluate the effect of the President’s Leadership Academy through analysis of data gathered through formal surveys and informal discussions with participants throughout the year.

Project Update: Documentation from the succession plan implemented in 2006 has been discovered and will be used in conjunction with the draft Human Resources plan as the foundation for the development of an in-house succession plan model in collaboration.

The President’s Leadership Academy completed its third year with fifteen employees participating from various employee groups. The participants selected a group project to promote awareness of the college in the communities served. The project involved the creation and displaying of banners that promote Triton in the surrounding communities. The banners were unveiled on May 20, 2010 at a ceremony held at the campus entrance on Hemingway Drive and Fifth Avenue. Also, banners have been placed at high traffic intersections in Melrose Park and in River Grove. This project will continue into next fiscal year with additional banners being hung in other communities as funds are raised. The participants developed a professional development plan and were given the opportunity to meet individually with the president. Additionally, professional development activities were provided through the PDC.
### Appendix A – PDC Participation
(July 1, 2010 – June 30, 2010)

<table>
<thead>
<tr>
<th></th>
<th>Workshops</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Duplicated</td>
</tr>
<tr>
<td>Workshops</td>
<td>474</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>2465</td>
<td>1680</td>
</tr>
<tr>
<td>FT Faculty</td>
<td>491</td>
<td>373</td>
</tr>
<tr>
<td>PT Faculty</td>
<td>941</td>
<td>484</td>
</tr>
<tr>
<td>Administrator</td>
<td>252</td>
<td>181</td>
</tr>
<tr>
<td>Mid-Management</td>
<td>237</td>
<td>165</td>
</tr>
<tr>
<td>Classified</td>
<td>284</td>
<td>225</td>
</tr>
<tr>
<td>Hourly</td>
<td>257</td>
<td>224</td>
</tr>
</tbody>
</table>

**Previous Year:**

<table>
<thead>
<tr>
<th></th>
<th>Workshops</th>
<th>Attendance (Duplicated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops</td>
<td>418</td>
<td>2406</td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td>1644</td>
</tr>
</tbody>
</table>

- **% Change - Workshops:** 13.40%
- **% Change - Attendance (Duplicated):** 2.45%
- **% Change - Attendance (Non-Duplicated):** 2.19%