Triton College Master Plan
Fiscal Year 2012 – 2013
Volume IV

Status Report III

March 1, 2012 – June 29, 2012
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Preface

Triton College is responsive to the educational needs of its community. With our mission and vision as our guide, the college’s Master Plan demonstrates our commitment to meeting these needs well into the future. Fiscal year 2012 is the fourth year of the rolling Master Plan. The goals stated for the Master Plan were crafted to proactively address the changing needs of students in order to increase their success and remove barriers that limit their access to a successful academic experience. The chart below has been updated to include the third cohort for first-time credential seekers beginning in fall 2008.

<table>
<thead>
<tr>
<th>Successful Completion of Credits Attempted</th>
<th>Benchmark</th>
<th>1-Year Performance Changes</th>
<th>2-Year Performance Changes</th>
<th>2013 Target</th>
<th>2014 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Time Credential Seekers Beginning Fall 2006</td>
<td>69%</td>
<td>68%</td>
<td>73%</td>
<td>75%</td>
<td>77%</td>
</tr>
<tr>
<td>First-Time Credential Seekers Beginning Fall 2007</td>
<td>59%</td>
<td>53%</td>
<td>68% (English)</td>
<td>71%</td>
<td>76%</td>
</tr>
<tr>
<td>First-Time Credential Seekers Beginning Fall 2008</td>
<td>39%</td>
<td>38%</td>
<td>40% (Math)</td>
<td>40%</td>
<td>45%</td>
</tr>
</tbody>
</table>

| Advancement from remedial to gatekeeper courses (within 3 years) | English | 48% | 48% | 45% | 50% | 55% |
| | Math | 39% | 38% | 37% | 40% | 45% |
| | | 20% | 20% | 20% | 30% | 35% |
| | | 15% | 16% | 15% | 20% | 20% |

| Enrolling in and successful completion of gatekeeper courses (within 3 years) | Triton | 67% | 67% | 66% | 71% | 75% |
| | Fall to Spring Retention | 51% | 51% | 49% | 53% | 57% |
| | Fall to Fall Persistence* | 3% | 5% | 10% | 6% | 7% |
| | Transfer | 3% | 9% | 2% | 11% | 13% |

| Earning degrees and/or certificates (highest completion) | Certificate | 5% | 5% | 5% | 5% |
| | Degree | 10% | 10% | 10% | 10% |
| | Total | 15% | 15% | 13% | 21% | 27% |

| Total Success within 3 years (includes all completions and transfers) | 25% | 30% | 27% | 35% | 40% |

1 The fall 2008 cohort data definition changed based on the Achieving the Dream (ATD) Criteria.
Objectives for each goal in the Master Plan were formulated to focus the activities needed to be accomplished to systemically benefit our students by promoting positive change and student empowerment. The intended long-term results of this plan are to help more students earn post-secondary credentials; improve student outcomes; create an environment that fosters student success by aligning resources; reviewing institutional policies; and, continuously analyzing data that focuses on student success.

To view the Master Plan Executive Summary and Working Document for fiscal year 2012, follow the links below:

Master Plan Executive Summary FY2012-13 Vol. IV
Master Plan Fiscal Year 2012 Working Document
Executive Summary

During fiscal year 2012, activities were established to support the stated goals for the college that will ultimately lead to meeting the established targets for student success. For each goal, activities, performance indicators and targets were established at the onset of the fiscal year with the intention of contributing to systemic institutional improvement. Qualitative and Quantitative data was collected regarding progress and that information is compiled in this document. A wide range of academic activities on student success continued to occur inside and outside of the classroom. Likewise, non-academic areas have been involved in community outreach and improving operational efficiencies that will contribute to the colleges’ mission and vision for the future.

Curriculum development and new and updated courses met most of the targets set for fiscal year 2012. The new degree developed for Digital Photography and the new certificate developed for New Media began in fall 2012, enrollment was significantly lower than expected. While the Sustainable Agriculture Technology certificate will not fully launch until the fall of 2014, courses offered this academic year had 72 percent of the seats taken. Target enrollments were not met for the Independent Building Contractor program or the Beverage Management Certificate; marketing efforts will be ramped up for academic year 2012 – 2013. The Facilities Engineering Technology (FET) program started in spring 2012 with 495 applications exceeding the initial forecast of 20 declared students. The launch of the FET program surpassed enrollment expectations. The Pre-Profession A.S. degree was revised and many courses were revised and/or added.

At the core of the college’s student success initiative is preparing students to succeed throughout their college studies. Addressing student preparedness through systemic institutional improvements can be demonstrated in several initiatives currently in progress. The Associate Dean of Arts & Sciences with support from the Chair of Developmental Education are leading College Readiness and developing a new curriculum plan.

Adult Education (AE) continued to strengthen the process of transitioning students from non-credit classes to credit or job skills programs. “Bridges to Success; Find out your options after finishing ESL/GED classes!” provided students from non-credit classes information on credit or job skills programs to prepare them for a seamless transition into credit programs. Further, AE began to revise their curricula to align program outcomes with standards mandated by the Illinois Community College Board (ICCB).

Strategies and interventions to provide support for the successful retention of students and increased enrollment continued to be top priorities for the college. The college created a retention plan that will impact student success and persistence rates, implemented mandatory placement testing, provided new student orientation and academic planning, and provided support for low-income, first generation college students (funded through the SSS-Trio grant). With retention plans in place, the targeted percentages for persistence are not being met; however, actualizing the persistence percentage is not a short-term activity and modifications will be made to address the conditions that underlie the causes.

To accommodate increased usage as a result of mandatory placement testing, four rooms in the A building (A122A, A122B, A122C, and A122D) were renovated to create a 144 seat flexible testing center. The renovated Testing Center now accommodates increased usage as a result of mandatory
placement testing. Survey results indicate positive perceptions of the new area. In academic year 2012-2013, the survey will be administered again to further assess services.

To build campus community and extra-curricular offerings to complement student success, there was an increase in collaborative awareness activities and community events on campus. Extra-curricular offerings included: Remembering 9/11, National Coming Out Day, Dare to Face Your Future Anti-Smoking Campaign, HIV and AIDS Awareness, Finals Frenzy, Triton Talent Show, Movie on the Mounds, annual Corn Roast and the annual Student Success Fest. More than 100 students attended most of the events and the annual Corn Roast and Student Success Fest yielded over 1000 participants.

Marketing efforts were broadened to emphasize the availability of new courses or programs in addition to coverage of events which appears to cultivate more interest from the media. The spring and summer course schedules were reformatted to provide a clearer delineation between credit and non-credit courses and to present more program-specific features, articles and advertising to draw attention to specific offerings. To further marketing strategies, a community survey was completed by a marketing research firm who conducted a telephone survey of residents’ attitudes, perceptions and awareness of Triton College. The results will be used to implement changes regarding community perception as indicated which will in turn address decreasing enrollment trends.

Strengthening relationships that will cultivate strategic partnerships with the community is an ongoing process that will continue to be developed over time. The community outreach plan engages community members, K-16 schools, businesses and government. Integral to the community outreach plan is developing an understanding of our community needs and cultivating strategic partnerships. The college engaged K-16 partners through the following events or activities: The Early College Awareness Program (ECAP); faculty-to-faculty connections for math and sciences with Triton’s K-8 partners; and, relationship building with the college’s University Center partner. Triton’s K-16 partnership is critical for the seamless transition and preparedness of students from kindergarten through the completion of a baccalaureate degree.

The Community Advisory Committee (CAC) membership continued to be diverse and dynamic in fiscal year 2012. Members embody diverse areas of the college’s district and represent an array of organizations reflective of the community the college serves. CAC met four times during fiscal year 2012 (July, October, January and April). Various areas of the college were highlighted and toured by CAC members during the quarterly meetings. Based on the knowledge gained from the tours, CAC members have a deeper appreciation of the college’s resources and challenges which will enable them to provide informed input on community needs.

There continued to be proven success in the college’s work with existing and new partners. The college’s existing partnerships have continued to see growth and movement as they expand and enhance their relationship with the college. These relationships have benefited students through new and innovative learning opportunities. The work with community partners and organizations can move slowly at times; however, the college’s continued commitment and focus on public and community relations is beginning to make an impact through increased awareness of the college and unique learning opportunities for students.
The development of a growing presence for the college among the public and the various constituencies of the college is being achieved and is an ongoing priority through outreach and communication. Institutional programs and services and special initiatives are consistently presented and have become integral to formal and informal channels of communication as evidenced by: The development of the American Association of Community Colleges (AACC) Community College Spotlight on Triton, the Spring Legislative Event on campus and participation in the Illinois Community College Trustee Association (ICCTA) Lobby Day in Springfield. National exposure for the college in the AACC spotlight is being utilized to increase visibility at the local level through the Community Connections E-newsletter and community organizations.

The alumni database allows for consistent communication and development of renewed relationships between alumni and the college. The alumni database contains 15,000 alumni contacts which met the target for this fiscal year. A master calendar and work plan are utilized to guide the communication strategy of the Alumni Relations Office. Alumni have been contacted through a variety of channels throughout fiscal year 2012 that included the use of social media, print and electronic communication. Increasing the percentage of alumni participating in events and activities continued to be a focus of the Alumni Relations Office. The Alumni Relations Office will continue to utilize a multi-channel approach when promoting events that includes social media, email, print mail and the Alumni website to increase participation rates at alumni events.

The college continued efforts to secure funding from the public through private and corporate grants. The Triton College Foundation and Triton’s Grant Department continually sought out resource opportunities to assist in securing funding. Foundation events for this fiscal year included the President’s Reception and silent auction held in November and the annual Foundation Golf Outing held in June. While the value of grant awards did not reach the target established for this fiscal year, the potential awards for fiscal year 2013 is in excess of $4 million. These potential awards are based upon applications submitted in fiscal year 2012.

As the college’s financial resources become coupled to performance based outcomes, the college continued to develop comprehensive assessment processes for all levels of the college. Academic assessment has been reinvigorated with the addition of online tools for reporting. The full cycle of the new academic assessment process has yet to be completed to measure the effectiveness of the process; however, next year at this time a full cycle will be completed and assessed. The Internal Program Review (IPR) was implemented during this academic year and process improvements will be made to improve the overall efficiency. Programs in Static or In Decline will need to make improvements to stay as viable programs. The Institutional Effectiveness Plan (IEP) report, when compiled, will provide benchmark data on institutional performance and bring the college one step closer to making operational improvements based on data.

As a continuous process to improve the student’s learning environment, the college regularly replaces instructional equipment and updates academic spaces. This fiscal year, classroom and laboratory equipment were updated. Instructional equipment was purchased for Automotive Technology (AUT), Hospitality (HIA), Visual Communications (VIC), Early Childhood Education (ECE), the Science department, Health, Sport and Exercise and Physical Education, Continuing Education Center for Health Professionals and labs for the Radiologic Technology program were remodeled. The Center for Access and Accommodative Services (CAAS) received adaptive equipment and athletes received a new batting/pitching cage. Collectively, this equipment will
improve student learning within classrooms and laboratories and create a campus environment that promotes student success.

In accordance with the college’s facility plan, which is intended to maintain the campus infrastructure, improvements were strategically chosen based on the need to upgrade the specific area(s). As part of a continuing plan to upgrade the Science labs, two labs were renovated. T156 was cleared of all printing equipment and converted to a large open classroom environment. The electrical switchgear project is a multi-year project and will continue into fiscal year 2013. The architectural phase of the H Building Renovation project has commenced. The design and planning will continue through September 2012 with bidding and construction continuing until August 2014.

Creating collaborative students areas in the library was a key focus this fiscal year. Enhancements were made to the library’s main entrance by shifting the computer bays to interior areas of the library which created an open environment at entry. Hardwood flooring was installed and new furniture was purchased to create a softer, more welcoming environment. New classroom furniture was installed in 26 classrooms. Since fiscal year 2009, there have been 57 classrooms that received new furniture. The purchase of adult friendly furniture has made a noted difference in the classroom. Evidence supports the continuation of upgrading classrooms with adult friendly furniture which will contribute to student learning and success.

The college continued to utilize current technologies to support and improve campus safety and security. In November, the college participated in the nationwide Emergency Alert Test conducted by FEMA to test the college’s emergency preparedness. The college has started a phased replacement of the campus security system which includes door alarms, video surveillance and access control.

Critical to the success of the college’s virtual campus environment is to create and maintain an infrastructure which will support the development, delivery and assessment of online courses. The Blackboard Learn (online course delivery system) conversion was successful with minimal problems. By engaging adjunct faculty, more courses were enhanced through the use of Blackboard Learn course shells. Enrollment Services realized 100 percent digitization of student records. Records will now be scanned immediately upon receipt which in turn will eliminate the need to manually file paper records. Online tutoring has proven its potential and success by increasing usage 237 percent over fiscal year 2011. These activities demonstrate how the effective use of technology supports paperless and efficient processes.

Professional development opportunities to reinforce professional and team-orientated behavior for new and existing employees are offered by the Center for Teaching and Excellence (CTE) and the Professional Development Center (PDC). The CTE saw significant increases in adjunct faculty participation primarily due to contractual language in the adjunct faculty agreement. However, the adjunct participation rate for eligible adjunct attending adjunct orientation marginally increased. Offerings at the PDC were increased but participation rates did not increase to the targets established. The President’s Leadership academy continued to be successful with a 95 percent retention rate, consistent attendance at monthly leadership meetings and career advancement and movement amongst member of the academy. The activities are developing a qualified and diverse workforce which will move the institution into the future.
To increase functionality that will advance the college’s mission based on technology trends and best practices supporting student success, the college began the conversion to a new Enterprise Resource Planning (ERP) system. The timelines for the conversion and related activities has kept pace with projections and the first phase of the conversion went live on July 1st (general ledger). Necessary infrastructure upgrades, network upgrades and increased speed for the Internet were implemented. The technology plan to replace student computers is on track. Ten Smart Boards were installed late in June to enhance student learning in the classroom. The college’s web site was successfully converted and issues are being addressed as they arise; however, the Intranet has not successfully been converted. The scheduling optimization software has been configured but will not be utilized until the new ERP scheduling module goes into production. Technology that promotes and supports effective teaching and learning continued to be introduced throughout the college this fiscal year.

Many of the activities in the Master Plan are intended to expand several years to fully achieve long-term results for institutional improvements. Systemically, positive change and student empowerment is measured through the success of activities related to goals within the Master Plan. Overall, progress has been made towards the college’s commitment to promoting positive change that will meet the shifting needs of students to increase their success. Approximately 79 percent of activities planned for fiscal year 2012 were completed and/or started. Further evidence is provided in the remainder of this document to support efforts towards achieving student success. At the end of fiscal year 2012, the college had encumbered or spent $8,593,350\(^2\). This amount represents an unexpended balance of 5.46 percent or $496,225.

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\(^2\) As reported by Activity Leaders.
Goal 1

Provide high quality educational programs, curricula and pedagogy that meet the diverse academic needs of our students.

Enhancing College Readiness

To support college readiness efforts, a chair of developmental education was hired in spring 2012 and reports to the associate dean of arts and sciences. The chair of development education is developing a new curriculum plan utilizing student success indicators based on results of pre- and post-assessments of learning to determine the effectiveness of the curriculum. This initiative will continue into the next fiscal year.

Modifications in developmental math were implemented fall of 2011. Fast track Math 045, 055 and 085 courses were offered to students on the high end of developmental placement. All students took a final exam to measure skills learned (or not learned) during the semester. Proposals are under development to offer a course that combines Math 055 and 085 in one semester and offering developmental math in modules. As part of the Career Technical Education (CTE) grant, the Math 045 curriculum will be contextualized with career technical education courses.

A proposal to combine rhetoric reading and writing into a five-credit hour class is under consideration. Planned implementation of this course is scheduled for fall 2012. Faculty teaching developmental rhetoric are planning on authoring their own textbooks or teaching materials to reduce the high cost of publisher textbooks. Publisher textbooks are sometimes dated and don’t connect to the lives and experiences of students in developmental education.

New Curriculum and Curriculum Updates

The college continued to enhance curriculum by adding new certificates, modifying existing degrees, adding new courses or enhancing existing courses. To support faculty in curriculum development and design, resources were purchased and are available in the Center for Teaching Excellence (CTE). New or modified curriculum for this academic year follows:

Arts & Sciences: Curriculum development in Arts & Sciences focused on four areas: New certificate development, new program enrollment, degree revision and updated/new courses.

I. New certificate development: A performance indicator for Arts & Sciences was the development of a Music Technology Certificate; however, due to staffing challenges within the Music department, the timeline for developing the certificate was moved to spring 2013.

II. New program enrollment: Current enrollment in Digital Photography (A.A.S.) and New Media (Certificate) did not meet established targets when developed. Faculty has reached out to high schools to increase interest in the certificate and program for future enrollment. Evaluation of enrollment will continue into academic year 2012-2013.

III. Degree revision: The Health, Sports & Exercise Science department in collaboration with the Science Department completed the revision of the Pre-Profession A.S. degree to include an emphasis in Pre-Nutrition/Dietetics track. Discussions continue with Dominican University on an articulation agreement for this program.
IV. Updated and new courses: Arts & Sciences developed five new courses and updated/revised an additional 21 courses. The targets established for this year was achieved.

Business and Technology: Curriculum development in Business and Technology focused on two areas during this academic year: New program enrollment and updated/new courses.

I. New program enrollment: The Sustainable Agriculture Technology – SAT (Certificate), Beverage Management (Certificate) and Independent Building Contractor (A.A.S.) each had established targets of enrolling ten students. The first course for the SAT Certificate Sustainable Landscape Practices (Horticulture 270) enrolled 13 students in fall 2011. The second course for the certificate, Innovations in Sustainability (Horticulture 275), enrolled 13 students in spring 2012. The target established for this certificate was met for this academic year. The SAT certificate will not grow in enrollment other than course takers until the full program is launched in the fall of 2014 (certificate is being developed through the National Science Foundation – Advanced Technology Education grant).

Two courses were offered in spring 2012 for the Beverage Management Certificate; Hospitality Industry Administration (HIA) 117 and HIA 217 each with 11 enrolled students. The target enrollment of 10 students for the Beverage Management Certificate was met for this academic year.

The Independent Building Contractor (IBC) program enrolled seven students in spring 2012. The IBC program fell short of the established target and marketing efforts will continue to increase enrollment for future offerings of IBC.

II. Updated and new courses: Business and Technology reviewed and/or updated more than 10 courses during academic year 2011-2012. Courses were from the Business, Computer Information Systems, Criminal Justice Administration and other Business & Technology programs. The target established for this year was achieved.

Health Careers and Public Safety: Curriculum development in Health Careers and Public Safety focused on two areas during this academic year: New program enrollment and accreditation.

I. New program enrollment: New curriculum for Nuclear Medicine was offered in fall 2011. First year student retention related to academic performance from the fall and spring semester of academic year 2010-2011 was compared to academic year 2011-2012 with noted improvements. There was 100 percent retention for academic year 2011-2012 when compared to the retention rate of 86 percent for the previous academic year. It is believed that the curriculum revision positively impacted retention based on the comparison of the two classes. Second year totals from the first year students who matriculated to the second year of the program will be tracked in academic year 2013-2014.

II. Accreditation: The new Ophthalmic Technician (OPH) curriculum essentials required from the accrediting organization (CoA-OMP) for this program were approved later than anticipated. With the essentials now released, the OPH program will begin the process of
initiating the revisions for implementation in academic year 2013-2014. The Diagnostic Sonography Program is currently working on their self study (summer 2012) and a site visit is anticipated in academic year 2012-2013.

**Continuing Education:** Curriculum development in Health Careers and Public Safety focused on two areas during this academic year: New program enrollment and updated/new courses.

I. **New program enrollment:** The Facilities Engineering Technology (FET) A.A.S. degree and certificate programs were offered in spring 2012. The college received 495 applications with 434 students actually enrolling. The target of enrolling minimally 20 students was vastly exceeded for the FET programs.

II. **Updated and new courses:** Corporate Education developed 33 courses, 14 for Continuing Education Center for Health Professionals (CECHP) and 19 for Corporate Programming (click here a list of Corporate Education courses developed). Activities related to generating new curriculum, creating new courses and revising existing curricula targets for this academic were met. The target was defined as 10 new or revised CECHPs or Lifelong Learning programs and/or courses and 10 new or revised Corporate or Professional Development programs and/or courses.

**Online courses developed:**

- Business (BUS 141 and BUS 220),
- Psychology (PSY) 100,
- Radiologic Technology (RAS) 253,
- Mass Communication (MCM) 150

In the academic year 2012-2013, the following curriculum has been recommended for development: Environmental Science, A.S. degree; Science Lab Technician Certificate; Automotive Hybrid Certificate; Sustainable Architecture/Construction Certificate; Sustainable Landscape Practices, A.S. degree (grant funded); Sustainable Agriculture Technology, A.S. degree (grant funded); Mechatronics (grant funded); Crisis Management for Healthcare Certificate – Continuing Education; and, a Certificate in Health and Safety – Continuing Education.

**Adult Education**

To prepare for the mandated Illinois ESL and Adult Basic Education (ABE)/Adult Secondary Education (ASE) Content Standards, curriculum committees were created to review the curriculum of ESL and ABE/GED. To increase student retention rates in ESL and GED, mandatory orientation was implemented, curricular reviews and redesigns are underway and professional development increased to eight hours from six hours with certain topics required. Mandatory orientation will continue to be improved to increase attendance as well as ongoing curriculum revisions. Professional development for ESL and GED will include theoretical framework and foundations of Adult Education, ESL and GED. To increase student persistence, mandatory faculty professional development will continue and be reported to the ICCB.

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3 Potential for future A.A.S. development
Level 4 and 5 curricula for ESL are being redesigned to use contextualized curricula in partnership with Allied Health (AHL) and Career to Education (CTE). These bridge classes will be offered in fall 2012 and spring 2013. The academic bridge program started in June for the summer semester. By spring of 2013, all Level 4 ESL/GED classes will have career explorations component. By fall of 2013, all Level 5 ESL and GED classes will be CTE /Academic/AHL bridge classes. Additionally, a tuition based academic ESL will be started.

While the GED testing office hoped to use the Testing Center for GED testing, additional planning is needed to address staffing and funding requirements. Regardless of where the test will be held, GED students will need to be prepared for the electronic GED exams (implementation in 2014). This will be accomplished by installing GED Testing for Adult Basic Education (TABE) testing access (software). Evening High school classes for students 21 and younger was discontinued and refocused on increasing the number of participants who are older than 21 years old.

A database regarding the number of Adult Education students who transitioned to credit classes were not created as planned. The creation of this database is under discussion with the ERP teams to establish a process to integrate the data from the currently system (Data and Information Systems Illinois - DAISI). Until such time that the integration occurs, Adult Education is documenting those students transitioning to bridge classes off line. It is anticipated that in fiscal year 2013 a new database will be created to record those students who are in CTE/AHL and ESL/GED bridge programs.

Overall, Goal 1 has made some progress with an estimated 60 percent of planned activities completed. Curriculum development and new and updated courses met most of the targets set for fiscal year 2012. In some cases, anticipated enrollments in new curriculum were not as favorable and efforts are in place to increase interest in those programs. To support college readiness a chair was hired and some movement has occurred. Further, the delay in progress for this goal may be attributable to: An assessment of the newly formed division of college readiness which determined that it would be more effective to eliminate the division and place the functions under Arts & Sciences. With this change in effect, more progress should be seen in fiscal year 2013. Further, turnover in leadership in Business and Technology, Arts & Sciences, College Readiness and Adult Education may have slowed progress. In fiscal year 2013, with renewed leadership, progress should occur.
Implement a comprehensive strategic enrollment plan to ensure that students have the institutional resources to succeed.

**Retention and Completion**

Although mandatory placement testing, new student orientation, academic planning, student support for low-income, first generation college students (Student Support Services (SSS) TRIO grant) and campus wide initiatives (e.g., Commit to Complete programming, African-American retention program) were instituted in academic year 2011-2012, the results did not yield increased institutional enrollment. Assessment activities were not fully developed to determine their contributions and effectiveness to the stated retention goals and degree and certificate completion. The results follow:

A. *Increase in students enrolling from fall to spring by 4.7 percent*

   There was a 3.3 percent decrease in students enrolling from fall to spring (fall 2011 enrollment was 15,632 students and spring 2012 enrollment was 15,124). This target was not successfully achieved.

B. *Increase in students enrolling from fall to fall by 1.2 percent*

   There was a 4.8 percent decrease in students enrolling from fall 2010 to fall 2011 (fall 2010 enrollment was 16,432 students and fall 2011 enrollment was 15,632 students). This target was not successfully achieved.

C. *Increase number of students receiving degrees or certificates by 2.5 percent*

   There was a 1.65 percent decrease in the number of students receiving degrees or certificates in academic year 2012; therefore, this target was not successfully achieved. Completed certificates and degrees for academic year 2009-2010, 2010-2011, and 2011-2012 follow:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Degrees</th>
<th>Certificates</th>
<th>Total</th>
<th>% Increase or Decrease from Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>924</td>
<td>489</td>
<td>1413</td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td>1009</td>
<td>547</td>
<td>1556</td>
<td>9%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>1064</td>
<td>467</td>
<td>1531</td>
<td>-1.65%</td>
</tr>
</tbody>
</table>

The Center for Access and Accommodative Services (CAAS) continued to facilitate training sessions with campus departments to promote its services and provide general knowledge to assist students in registering for and utilizing CAAS services. During academic year 2011-2012, CAAS experienced a decrease in registered students who used their services. In academic year 2010-2011, there were 461 total registered students and in academic year 2011-2012 there were 445 total registered students. This represents a 3.5 percent decrease in registered students using CAAS services (the target was to increase registered students by 15 percent).

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4 Note that these are duplicated completions, not the headcount of graduates (which would be lower).
Testing Center
Four rooms in the A building (A122A, A122B, A122C, and A122D) were renovated to create a 144 seat flexible testing center to accommodate increased usage as a result of mandatory placement testing. In January 2012, a comprehensive testing center was established and combined testing services offered in the divisions of Academic Success and Enrollment Services. Services offered include placement testing, Ability to Benefit, test proctoring, CLEP exams, Nursing Assistant certification exams and ASSET (pre-nursing admission). Additionally, the Testing Center has expanded services to include the Test of Essential Academic Skills (TEAS) for nursing program admission and testing for the University of Wisconsin. Agreements are in place to offer the Comprehensive Adult Student Assessment Systems (CASAS) and Dantes Standardized Subjects Test (DSST) in academic year 2012-2013. Key staff members are certified to proctor the Ability to Benefit (ends June 30, 2012), TEAS, CASAS and CLEP exams. The plan to earn certification for selected services will expand next year to prepare for certification standards established by the National College Testing Association.

To assess services, students were asked to complete a satisfaction survey. More than 1,100 students completed the survey. Overall, the results indicated that users were pleased with the testing center, the staff and services provided. In academic year 2012-2013, the survey will be amended to address more specific services provided.

The Testing Center staff has collaborated with internal and external partners to offer testing in the community. In partnership with Continuing Education, the Testing Center offers onsite testing for students in the Facilities Engineering Technology (FET) program. Also, testing for Oak Park-River Forest High School juniors is offered.

Marketing and Public Relations
Marketing strategies were broadened to emphasize the availability of new courses or programs in addition to coverage of events to cultivate more interest from the media. The spring and summer course schedules were reformatted to provide a clearer delineation between credit and non-credit courses and to present more program-specific features, articles and advertising to draw attention to specific offerings. The Marketing department implemented an ongoing schedule of outdoor marquee and plasma screen messages to provide up-to-date alerts for the campus community.

A. Community Needs Study
A community needs study was conducted to assess the community's awareness, attitudes and usage with respect to Triton College. The study was conducted with 440 residents in March-April 2012. Respondents to the telephone survey included traditional and non-traditional students who were currently enrolled at the college, individuals who had applied to the college but did not enroll, in-district high school juniors, parents of district high school students and adults who were thinking of returning to school.

Highlights of the survey results include the following:
➤ District residents are well aware that Triton is the community college serving their area and recall advertising for the college at rates four times as frequent as the closest competitors (Dominican, DePaul and University of Illinois-Chicago).
Respondents are aware that they receive newsletters, flyers, catalogs and course schedules from the school and would like to continue to receive these for information.

One-quarter of the respondents could think of nothing that Triton was known for.

The attributes of a community college that residents considered most important included:

- A safe environment
- Offer courses and Associate degrees which transfer directly to four-year schools
- Prepare students for getting jobs after program completion
- Have the latest technology available for students
- Has a campus that encourages and respects diversity
- Maintains tuition at competitive levels
- Offers high-quality, innovative educational programs
- Has a wide variety of classes and programs
- Faculty gives students individualized attention
- Faculty has real-world experience
- Offers career technical programs designed to meet community needs in a rapidly changing environment
- Demonstrates personal attention for counseling, advising, and financial aid assistance
- Offers help and tutoring to all students

The largest gaps between important and perceived performance relate to preparing students for getting jobs, teaching a work ethic to students and individualized attention.

The key implications and recommendations that are driven by the survey results include:

- Triton must do more to maximize the experience of all campus visitors and make every interaction a positive information delivery option.
- All members of the Triton community must use every opportunity to "sell" the school by emphasizing its strengths and key attributes.
- Triton-sponsored events should be held on the main campus grounds so visitors can view the academic buildings, welcome center, library and other key locations on campus.
- Current and former students should be utilized wherever possible to engage visitors in discussions about the school, answer questions, etc. since they are positive influencers and examples of the school's "success stories."
- A high percentage of non-traditional, prospective students are interested in enrolling but have a high degree of fear about the process involved in returning to school. Triton needs to consider the special needs of this target group and put appropriate services in place to provide the necessary degree of "hand-holding" they are looking for.

This data will be presented to various groups across campus to share the results and encourage reflection and discussion about action steps to address the findings.

B. Website/Digital Marketing

Initial efforts to gain momentum in developing enhanced content for the website and e-mail marketing campaigns were temporarily hindered due to a staff transfer. A new employee will be working this summer on a variety of micro-sites for the academic areas and to support e-mail marketing campaigns for upcoming recruitment events.
C. **FY2013 Go-to-Market Plan**

A Go-to-Market plan for fiscal year 2013 was created to outline the major marketing and public relations initiatives to be implemented. The plan includes objectives related to increasing enrollment, strengthening the Triton brand and supporting retention. This plan aligns with the Enrollment Services event calendar and includes numerous tactical programs that will be employed to generate awareness of and attendance at these recruitment events. Among the strategies that will be used is a comprehensive media plan incorporating cable and network TV, radio advertising and ethnic newspapers/radio and an increase in the publication schedule of Page One (community newsletter) from six to eight issues.

D. **Program-Specific Marketing**

Marketing developed and executed new marketing strategies and materials to support enrollment in the Triton College Scholars Program, the new Criminal Justice Administration (CJA) Stress Management in Law Enforcement course and the Child Development Center Lab School.

E. **Branding**

The Marketing Department completed the development of a standard information packet to provide consistent information to key visitors, stakeholders and meeting attendees.

**Student Outreach**

A comprehensive annual recruitment plan was implemented to reach out to prospective students. The Student Outreach and Recruitment (SOR) workgroup promoted two Trojan basketball games as special recruiting events to communicate program information to prospective students. Information tables were set up at these events to promote admissions, financial aid, student life, academic success and career services. Thirty-three people attended the games. Promotional items were provided to those attending the event.

The SOR workgroup identified online tools to increase the effectiveness of reaching prospective students. Ten webcams are now available to promote virtual communication for students regarding departments on campus. Areas that will use the webcams for virtual appointments include: Admissions, financial aid, adult education and continuing education.

Another touch point to reaching prospective students is using social media; specifically, facebook. At the end of fiscal year 2012, the Admission’s facebook page had 109 friends/followers representing a 50 percent increase from fiscal year 2011.

**Campus Community and Extra-Curricular Offerings**

To continue to build campus community and extra-curricular offerings to complement student success, there was an increase in collaborative awareness activities and community events on campus. These extra-curricular offerings included:

<table>
<thead>
<tr>
<th>Event</th>
<th>Event Date</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering 9/11</td>
<td>9/06/11</td>
<td>Approx. 200</td>
</tr>
<tr>
<td>National Coming Out Day</td>
<td>10/19/11</td>
<td>Approx.200</td>
</tr>
<tr>
<td>Dare to Face Your Future Anti-Smoking</td>
<td>11/02/11</td>
<td>Approx. 150</td>
</tr>
<tr>
<td>Event</td>
<td>Event Date</td>
<td>Attendees</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>HIV &amp; AIDS Awareness</td>
<td>12/01/11</td>
<td>Approx. 70 attendees were tested for HIV &amp; AIDS</td>
</tr>
<tr>
<td>Finals Frenzy</td>
<td>12/12-15/11</td>
<td>Approx. 25</td>
</tr>
<tr>
<td>Triton Talent Showcase</td>
<td>04/27/12</td>
<td>Approx. 150</td>
</tr>
<tr>
<td>Movie on the Mounds</td>
<td></td>
<td>350 students and community members</td>
</tr>
<tr>
<td>Annual Corn Roast</td>
<td></td>
<td>Approx. 1000+</td>
</tr>
<tr>
<td>Annual Student Success Fest</td>
<td></td>
<td>Approx. 1000+</td>
</tr>
<tr>
<td>Events, programs, and activities to support veterans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Due to a void and transition in leadership in the office of student life, the assessment and compilation of student feedback from program evaluations was not completed. With an interim director of student services in place, the office of student life will continue to assess student feedback from program evaluations to determine the effectiveness of extra-curricular offerings. Student services will work with the Research office to gather data on overall student satisfaction. Based on those results, a comprehensive plan will be developed.

Outreach efforts continued through forums such as the CTE newsletter, flyers, student life listserv, facebook, presentations, student life events, cafeteria visits and new student orientations to promote advisor involvement and the establishment of new student clubs and organizations. In academic year 2011-2012 seven new clubs were added.

**Diversity Affairs**

There was a transition in leadership of the Diversity Affairs Functional Committee and new members added. With these changes in place, the committee will refocus its’ efforts by conducting a discovery and investigation phase to reanalyze the diversity initiatives, events and efforts that are taking place throughout the campus. Since diversity efforts are decentralized throughout the institution, it is difficult for the committee to have a holistic understanding of all the activities that take place. Understanding the diversity efforts of the institution will help the committee to support the institution and make future recommendations.

Over the next year, the committee will host a College Hour. The College Hour will facilitate informing the campus community about the role of the Diversity Affairs Functional Committee. The committee hopes to inform the college about various diversity facts, figures and issues that will impact the college. The College Hour will provide an opportunity to highlight some of the new professional development opportunities for faculty and staff to further support student success. For diversity events held in fiscal year 2012 click [here](#).

**Expansion of Academic Support Technology**

iPad’s are used by students in the Academic Success Center to expand the resources available to support classroom learning. iPad’s are being used in collaboration with the Science department courses to support student learning in the classroom. Additional iPad2’s were
purchased and will be added to circulation in the Academic Success Center in academic year 2012-2013. Staff is working with faculty to maximize the iPad’s capabilities as a teaching and tutoring tool inside and outside of the classroom.

Touch screen kiosks will be implemented in fiscal year 2013. The kiosks will provide immediate, accurate information to current and potential students regarding all aspects of the college campus. The kiosks will contribute to student success by reducing the “run around” effect that students often experience when trying to locate offices, meetings or areas on campus. The kiosks will also provide on-going updates regarding student services and engage students in campus announcements.

Goal 2 has made progress with an estimated 76 percent of activities completed. The renovated Testing Center now accommodates increased usage as a result of mandatory placement testing. Survey results indicate positive perceptions of the new area. With retention plans in place, the targeted percentages for persistence are not being met; however, actualizing the persistence percentage is not a short-term activity and modifications will be made to address the conditions that underlie the causes. Marketing has developed program-specific branded marketing pieces and implemented the fiscal year 2012 Go-To-Market plan. While the new website is running, marketing is still working to develop enhanced content for the website. A community survey was conducted and results will be used to implement changes regarding community perception as indicated which will in turn address decreasing enrollment trends. Progress was also made in student outreach, building campus community, extra-curricular offerings, diversity awareness and support for students through the Academic Support Center.

Goal 2 Final Reporting Documents
Strengthen relationships with the local community to cultivate strategic partnerships that contribute to student success and to ensure that the college is prepared to meet the educational needs of a continuously changing environment.

**K-16 Partnerships**

Triton’s K-16 partnership (includes private and public schools and universities) is critical for the seamless transition and preparedness of students from kindergarten through the completion of a baccalaureate degree. In November, the Early College Awareness Program (ECAP) was held on campus and provided an opportunity for 100 middle school students from local school districts to experience various aspects of higher education focusing. Triton’s K-8 partnership moved forward with a faculty-to-faculty connection. Triton math and science faculty and K-8 math and science faculty came together to discuss issues relevant to both groups. With college readiness at the forefront of discussions, faculty-to-faculty dialogue is essential to the success of the K-8 partnership.

President Granados continued to strengthen relationships with the college’s University Center partner schools by discussing current program successes and future programming opportunities; collaborative efforts to support the center and student success; and, facility planning assessment and needs. In February, a second meeting was held to further the dialogue on the structure and partnership to increase the impact on student success.

**Community Advisory Committee (CAC)**

The CAC membership continued to be diverse and dynamic in fiscal year 2012. Members embody diverse areas of the college’s district and represent an array of organizations reflective of the community the college serves. CAC met four times during fiscal year 2012 (July, October, January and April). Meeting attendance averaged 46 percent in fiscal year 2012, an increase of 5 percent from fiscal year 2011; the maximum participation at a meeting was 56 percent.

Various areas of the college were highlighted and toured by CAC members during the quarterly meetings. The tours included: Health Careers, Automotive and Engineering, the Cernan Space Center and the architecture building. The tours provided CAC members with information regarding the college’s programs and facilities. Based on the knowledge gained from the tours, CAC members have a deeper appreciation of the college’s resources and challenges which will enable them to provide informed input on community needs.

The final meeting concluded with presentations and discussions on: Student success updates, Master Plan input, the Higher Learning Commission Self-Study and the role of the Community Advisory Committee, the fiscal year 2013 Community Outreach Plan, sustainability updates, Nuevos Horizontes survey, Veterans outreach activities and the STEM Fair. The meeting concluded with a tour of the architectural facility, including the architecture studio. Stimulating conversations occurred regarding the Nuevos Horizontes survey and the possibility of moving the center to Triton’s campus and on the STEM Fair. Members asked if it would ever be expanded to include home-schooled students and other districts. An end of year recognition dinner followed the meeting. Members reflected on the benefits of forming close relationships with community members and the college. Information sharing with the committee proved to be very positive this fiscal year.
Community Outreach
There continues to be proven success in the college’s work with existing and new partners. The college’s existing partnerships have continued to see growth and movement as they expand and enhance their relationship with the college. These relationships have benefited students through new and innovative learning opportunities. The work with community partners and organizations can move slowly at times; however, the college’s continued commitment and focus on public and community relations is beginning to make an impact through increased awareness of the college and unique learning opportunities for students.

A. Village of Riverside
The relationship with the Village of Riverside began in the summer of 2009. Since that time, communication and interactions with village leadership has consistently increased. Through this relationship, several opportunities have emerged for the college. In spring 2010, conversations regarding student internship opportunities for our students began, specifically for students in the Horticulture (HRT) program. While no students signed up for the opportunity, the communication and commitment from the college and village remained.

In fall 2011, adjunct faculty members worked directly with the village President and provided hands on learning opportunities for our students. Students interacted with the village President, explored the unique history and design of Riverside and developed plans to expand a Youth Center in the village. Students presented their design plans to the village board providing students with real world experience.

Recently, Triton’s Landscape Design class participated in the Riverside Celebration of Frederick Olmstead on April 26, 2012. Students designed and planted three oversized terra cotta planters in front of the Riverside Water Tower (American Water Landmark). These pots will be auctioned for charity in August 2012. An architecture student from the college is interning for the Riverside Arts Weekend and will help to plan and execute the annual event.

This spring, Triton honored the Village of Riverside. The event raised awareness of Triton’s programs and acknowledged the contributions of the village and its residents. The Riverside Honor Day Event was well attended and provided a great opportunity to highlight partnership initiatives involving students from the college’s Landscape Design Program and Architectural Design Program with the village.

B. Community Based Organizations
A suggestion from the Community Advisory Committee meeting in spring 2010 resulted in outreach efforts to local community based organizations. In January 2011, a group began to meet and identified community organizations that focus on local youth and seniors. The group continues to meet on a quarterly basis. Through active participation within the community, the college can better serve the local youth and seniors while developing potential relationships for future initiatives.

C. Community ON
The Community ON meeting group, comprised of local organizations, has been collectively addressing social and educational issues within our district. The focus is on planning the “Make a Difference Day” which will occur in fall 2012. The event will bring together youths
and seniors to provide service to the community. Currently, different parks and public areas of the community that may be in need of clean-up and painting are being proposed. The event will require collaborative efforts from our partners and will assist in increasing awareness of Triton and positively impacting the community we serve.

D. **Triton’s Presence Local, State and National**

The development of a growing presence for Triton among the public and the various constituencies of the college is being achieved and continued as an ongoing priority through outreach and communication. Institutional programs and services and special initiatives are consistently presented and have become integral to formal and informal channels of communication as evidenced by: The development of the American Association of Community Colleges (AACC) web Community College Spotlight on Triton, the Spring Legislative Event on campus and participation in the Illinois Community College Trustee Association (ICCTA) Lobby Day in Springfield. National exposure for the college in the AACC spotlight is being utilized to increase visibility at the local level through the Community Connections E-newsletter and community organizations. Legislators during both events received pertinent college information and engaged in meaningful discussions regarding community college education. Meetings with Congressman Mike Quigley and staff from U.S. Senator Durbin’s office resulted in a greater understanding of institution-specific programs in relation to current state and national priorities. Congressional leaders have communicated their interest in visiting the college’s campus with an opportunity to engage with students; these campus visits are under consideration for fiscal year 2013.

E. **Public Relations**

A public relations packet with college information was created for use in business, governmental and community engagement on campus. A social media presence was initiated and web information further enhanced for the Office of the President to provide more frequent communication regarding major initiatives and to further engage the college and community. Participation in the Oak Park River Forest cultivation event coordinated by Triton’s Foundation and outreach to private school K-8 principals within the college’s district have created opportunity for visibility and engagement, facilitating important steps toward stronger relationships and potential future collaboration. Triton’s significant role in providing quality education for the community is continually emphasized and embraced.

Over the past several years, the college has steadily progressed in outreach and communication to the community. The evidence of this progress is demonstrated in the frequency of contacts pursued, active engagement with government officials, increase in advocacy efforts, participation in a broader range of community events, development and enhancement of communication materials and the receptivity expressed by constituents. These long-term strategies will continue into fiscal year 2013.

**Alumni**

The alumni database allows for consistent communication and development of renewed relationships between alumni and the college. The alumni database contains 15,000 alumni contacts which meets the target for this fiscal year and Constant Contact contains 4,014 alumni email addresses (due to a high bounce rate, the target set for 5,250 alumni email addresses will not be met this fiscal year). The number of alumni contacts in the alumni database reflects growth of 10,000 contacts from the established baseline data from fiscal year 2011. Activities that have
contributed to increasing the alumni contacts and email address included working with Research, Information Systems and Harris Connect Data Services to acquire and update alumni contact information in addition to collecting contact information at alumni and college events and using returned mail to cleanse and update the alumni database. This activity will continue into future fiscal years.

A master calendar and work plan are utilized to guide the communication strategy of the Alumni Relations Office. Alumni have been contacted through a variety of channels throughout fiscal year 2012 that included the use of social media, print and electronic communication. Alumni have been contacted on 14 separate occasions throughout the fiscal year through the e-vites, an electronic survey and an e-newsletter distributed three times throughout the academic year using Constant Contact. To supplement this communication, alumni were contacted on nine occasions through with print pieces promoting alumni events, the new e-newsletter and the Alumni Association. Alumni connected to Triton through facebook and LinkedIn receive weekly updates about the Alumni Relations Office and the college through social media. The fiscal year target of 10 touch points with alumni has been reached through the creation and implementation of procedures for communicating with alumni through print and electronic media which has strengthened opportunities for engagement for alumni through multiple communications throughout the year.

Increasing the percentage of alumni participating in events and activities continued to be a focus of the Alumni Relations Office. Alumni participation in events and activities was 5.2 percent in fiscal year 2012 compared. The target set for fiscal year 2012 was 12 percent participation and was not met due to less than expected attendance at two large-scale alumni events hosted this year. Participation rates were higher for the small-scale events hosted throughout the year which has informed the strategy of the Alumni Relations Office to incorporate more small-scale events for fiscal year 2013. The Alumni Relations Office will continue to utilize a multi-channel approach when promoting events that includes social media, email, print mail and the Alumni website to increase participation rates at alumni events.

The Alumni Association grew its membership to 80 new members since the Association was established at the beginning of fiscal year 2012. The established target of 25 initial members was surpassed as a result of a number of activities promoting the benefits of membership which included the mailing of a recruitment piece, the hosting of an alumni social and the promotion of the Association by the Alumni Advisory Committee also established this year.

Alumni Relations and the Foundation worked to inform and involve alumni and donors with the college. Alumni Relations has encouraged alumni attendance at Foundation events and also invited Foundation Board members to attend alumni events to cultivate alumni donors. The target of hosting two joint events for fiscal year 2012 was not met due to poor responses to events that had been planned. A decision was made to conduct further research into events that would both inform alumni about philanthropy through the Foundation and involve them as alumni donors for future success of students and the college. This activity will continue once research is conducted on how to best inform and involve alumni as donors to the college. These activities will contribute to building a loyal following and support for the institution among alumni.
**Foundation/Grants**

The college continued efforts to secure funding from the public through private and corporate grants, the Triton College Foundation and Triton’s Grant Department continually sought out resource opportunities to assist in securing funding.

Foundation events for this fiscal year included the President’s Reception and silent auction held in November and the annual Foundation Golf Outing held in June. To increase unrestricted contributions to the Foundation, a direct mail campaign targeting specific households throughout the district was launched.

The Grant Department secured $1,632,036 (88 percent) of targeted funding.

- $400,000 has been awarded from the Illinois Green Energy Network (IGEN) for Triton’s participation in the Energy Equipment Group Purchasing program.
- $46,000 was received from the Corporation for National and Community Service for Retired Seniors Volunteer Program (RSVP).
- $1,500 was received from the Fabricators and Manufacturer’s Association Foundation to support the GADgET summer camp (STEM concepts in robotics and manufacturing) for high school girls.
- $250,000 - Cook County Works new cycle of competitive funding to support workforce development activities and training through the Triton Retraining Assistance Center (TRAC).
- $859,536 – Triton’s share (3 year award amount) from the U.S. Department of Labor’s consortium (Trade Adjustment Act – TAA) award to the College of Lake County to increase course availability in sustainable practices that will support the development of the green economy in Illinois.
- $30,000 - Contracts to the college for training received by other community agencies: Triton College provided to Proviso Leyden Council for Community Action (PLCCA) consultative services to teach weatherization skills to two cohorts of 20 participants (40 trainee’s total).
- $45,000 - The Illinois Green Energy Network (IGEN) as base funding for the development of a Sustainability Center.

Grant applications in progress have the potential reward amount of $4,481,461 (funding would be awarded in fiscal year 2013). They are: TAA – Round 2 $600,000; Perkins $482,610; Adult Literacy $35,000; RSVP $25,351; and, Capital Development Board (CDB) $3,338,500 (Early Childhood Center). An application to the National Science Foundation is currently being prepared to the Scholarships in STEM program. The planned budget for the Scholarships in STEM is $600,000 to support five cohorts (140 students) who would receive financial assistance through the program.

Goal 3 has made substantial progress with approximately 80 percent of activities completed. Over the past several years, the college has steadily progressed in outreach and communication to the community. Strengthening relationships that will cultivate strategic partnerships with the community is an on-going process that will continue to be developed over time. The community outreach plan engages community members, K-16 schools, businesses and government. The evidence of progress has been demonstrated in the frequency of contacts pursued, the active engagement with government officials, the increase in advocacy efforts, participation in a broader
range of community events, development and enhancement of communication materials and the receptivity expressed by constituents. The Alumni Relations Office continues to utilize multi-channel approaches when promoting events including: Social media, email, print mail and the Alumni website to increase participation rates at alumni events. While the value of grant awards did not reach the target established for this fiscal year, the potential awards for fiscal year 2013 is in excess of $4 million. These potential awards are based upon applications submitted in fiscal year 2012.

Goal 3 Final Reporting Documents
Goal 4
Enhance and expand existing evaluation and assessment processes to promote continuous improvement throughout the college.

With state funding coupling performance based outcomes to the college’s funding, it is critical that a comprehensive assessment process for all levels of the college be implemented. Similarly, the accreditation process (Higher Learning Commission) for colleges was restructured placing more emphasis on teaching and learning (e.g., quality, resources, support, evaluation and improvement). The college has addressed this challenge through several key venues: The Academic Assessment Committee, institutional planning, the implementation of an Internal Program Review (IPR) for academic programs and the implementation of the Institutional Effectiveness Plan (IEP).

Academic Assessment Committee
The Academic Assessment Committee completed restructuring its policies and procedures. Click here to see those policies and procedures. These policies and procedures are published on the committee's web site. As part of the restructure, there will no longer be assessment liaisons; rather, the committee chair will forward all information regarding procedures directly to department chairs and program coordinators. The committee will be more proactive in engaging faculty in the assessment process in academic year 2012-2013. As an example, October 2012 will be Assessment Month, where committee members will attend department meetings to assist faculty in implementing assessment results and developing new plans and special workshops will be offered in the Center for Teaching Excellence. The revision of the committee’s web site to include access to the committee’s archives is nearly complete.

The Academic Assessment Committee documented and shared with faculty the college’s assessment of student learning outcomes process. The Academic Assessment Committee handbook and timeline was updated, the assessment plan form was revised and an assessment report form was created. The assessment implementation form (due in November) and the online submission tool can be found at the assessment web site. Links to submitted academic year 2011-2012 Assessment Plans can be found on the assessment web site. Assessment Reports were due on June 15, 2012. Click here for the most recent status report on academic assessment.

The Academic Assessment Committee held six Brown Bags in academic year 2011-2012. In addition to Brown Bags, the Center for Teaching Excellence (CTE) offered webinars and workshops on the following assessment topics: Assessment Basics, Blackboard Learn Seminar Topic 4: Assessments; Creating Tests that Assess Higher Order Thinking; Keys to a Culture of Assessment: Value and Respect; and Tips for Effective Rubrics. In academic year 2011-2012, there was a 256 percent increase in events from last academic year.

Internal Program Review (IPR)
The Internal Program Review (IPR) assesses the overall performance of academic programs, including the degree to which the program aligns with student success efforts such as retention, engagement, assessment and curricular updates. During the month of September, the deans met with each Chairperson/Coordinator to review individual Internal Program Reviews. In early October, the deans prepared their summary report of each department and submitted them to the vice president of academic affairs. From November 2011 to December 2011, the vice president of academic affairs reviewed the deans’ submitted summaries. In January 2012 the deans conducted individual meetings with each chairperson and coordinator to share the summary comments and
program scores. Those meetings were completed by January 31st, 2012 with 100 percent participation. Individual faculty participation varied across departments and many chairs/coordinators commented that they would like to have received more input from their faculty. Overall, 49 programs were reviewed and given the following status:

- 22 Programs Vital
- 14 Programs Viable
- 6 Programs Static
- 7 Programs In Decline

The findings from the internal review process will be used to enhance program strengths and correct program weaknesses. Programs that rated as Static or In Decline will be expected to move up one level within one year. Programs rated as Static or In Decline that rate the same or lower in the next academic year will be subject to the orderly withdrawal process, consolidation within other program areas, reallocation of resources or other appropriate remedial measures.

First year implementation indicates a few minor changes are needed in the document including the weight of assessment completion, the timeline and needed action steps for programs in STATIC or DECLINE. The due date for the assessment reports will be reviewed to align with the due dates of the data required for the IPR.

**General Education**

Work began in January to re-evaluate the college’s current General Education Outcomes. These outcomes identify what students should be able to achieve, demonstrate or know upon completion of their degrees. To discuss the General Education Outcomes, the deans held a College Hour in the spring semester.

**Institutional Effectiveness Plan (IEP)**

As stated previously, federal and state performance measures continue to create a climate of greater accountability; therefore, the college needs to understand how effectively areas are performing throughout the college. The Institutional Effectiveness Plan was presented to college administrators at the end of January. Since that time, data has been collected regarding each strategic function of the college (Learning, Teaching and Staff Effectiveness, Enrollment Services, Marketing and Public Relations, Personal and Professional Development, Financial Management, Facilities, Human Resource Management, Information Systems and Research and Institutional Effectiveness). The data will be measured against outcomes established for Learning Center, Community Resource, Community Service and Operational Effectiveness. From the data, a report will be prepared in July that will include benchmarks for future institutional effectiveness actions.

By careful analysis of data provided by academic assessments, IPR and IEP, systemic institutional improvement will be achieved. The data provided will be integral in future planning as the college moves forward with its student success agenda.

Goal 4 has made progress with approximately 71 percent of activities completed. Academic assessment has been reinvigorated with the addition of online tools for reporting. The full cycle of the new assessment process has yet to be completed to measure the effectiveness of the process; however, next year at this time a full cycle will be completed and assessed. The IPR was put into
action this academic year and process improvements will be made to improve the overall efficiency and programs in Static or In Decline will need to make improvements to stay as viable programs. The IEP report, when compiled, will provide benchmark data on institutional performance and bring the college on-step closer to making operational improvements based on data.

*Goal 4 Final Reporting Documents*
Goal 5

Enhance campus environment to promote student success.

Classrooms, instructional equipment, labs, social areas and facilities continued to be updated. Improvements that have occurred follows:

Instructional Equipment

A. School of Business and Technology: The Business and Technology division installed four new Automotive Technology (AUT) lifts and replaced the Hospitality (HIA) dishwasher. With the addition of the new auto lifts, the Auto program increased class size from 16 to 20 students in various classes for spring 2012. The dishwasher is operational and in use by the Hospitality Industry Administration program.

B. School of Arts & Sciences: Instructional equipment was purchased for Biology (BIS), Chemistry (CHM), Health, Sport and Exercise Science (HTH/PED) and for faculty in the Science and English departments. Funds were used to purchase anatomical models for Anatomy and Physiology courses, a water filtration system and instructional equipment for Microbiology, instructional equipment for Chemistry, fitness equipment for HTH/PED students and iPads for faculty to pilot future instructional use. Additionally, classroom furniture was purchased for Visual Communications (VIC), Early Childhood Education (ECE) and the Child Development Center (CDC). Equipment and furniture purchased and or repaired will improve student learning within classrooms and laboratories.

C. School of Health Careers and Public Service: The Radiologic Technology Program completed the renovation of one of its labs with the purchase of new equipment and installation of new flooring and wiring. The equipment was used in spring 2012 and provided students with an improved practice environment prior to clinical rotations. Student comments have been very positive. Two transducers for Diagnostic Medical Sonography and a pediatric Vital-sim mannequin for Nursing were purchased.

D. School of Continuing Education: Lab equipment ordered for Continuing Education Center for Health Professionals (CECHP) has been received and is in use. Programs benefiting from the new equipment: Pharmacy Technician, Phlebotomy Technician, Dialysis Technician, RN Refresher, EKG technician, Dental Assistant and Physical Therapy Aide. This equipment has improved the classroom experience for students and provides hands-on experience in their areas of practice.

See Appendix A – Classroom/Laboratory Equipment for a complete list of equipment for the areas listed above.
E. *Center for Access and Accommodative Services (CAAS)*: CAAS completed an assessment of existing equipment available to students with disabilities. Through this assessment, it was determined that some equipment needed to be replaced and or upgraded. A review of new and emerging disability related equipment and resources that are trending and available on the market was completed by CAAS staff. Looking at existing equipment replacement needs and newly available equipment, CAAS staff drafted a listing of what the area would need for the future. Through funding from the ICCB Student Success grant, nearly all the equipment that was needed was purchased; including, upgrades to existing equipment, software, iPads, adaptive equipment and laptops.

F. *Athletics*: To ensure that the safety of our athletic equipment remains optimal for student athletes, items for the Athletic area were purchased. A new batting/pitching cage was replaced. The old batting/pitching cage was in bad condition with extreme wear and tear due to its’ continuous use. The new cage is reliable and creates a safe condition for the athletes to practice in. The cage is the focal point of our student athlete training for a number of sports and is used both internally and externally to provide year-round practice. A number of other items for the athletic area were also purchased; including, the replacement of the removable wall structure in the gymnasium.

To create greater notoriety and team spirit for the college’s athletic teams and college mascot, the Trojan, a Trojan emblem was installed in the foyer of the entrance to the R building. This has created greater awareness at the front door of our main athletic area.

Labs/Facilities Updates

A. The following improvements were *completed* during this fiscal year:

- Renovation of M142 into a flexible learning space for instruction.
- The Science Labs in D204 and D208 were renovated.
- The Testing Center project (relocation and renovation) was completed and opened for testing in January.
- Code compliant pool upgrades were completed (suction system modification and filter medication). The Man Lift for the pool was installed in March 2012.
- T156 was renovated into usable classroom space.
- The University Center Renovation (move to B building) and Welcome Desk Seating are projects that were scheduled for fiscal year 2013 but were completed in fiscal year 2012.
B. The following improvements began in fiscal year 2012 and will continue into fiscal year 2013:

- Due to the scope of replacing the campus’s original high voltage electric switchgear equipment a multi-year implementation plan is in place.
  - Phase 1a of the electrical switchgear replacement was completed in December 2011. Phase 1b was completed in March 2012.
  - Phase 2 of the electrical switchgear replacement will begin construction in the late summer of 2012.

- The architectural phase of the H Building Renovation included research and problem-solving to identify, examine and expand upon the needs underlying the project design. This phase is the foundation for a meaningful and useful solution and is considered the most critical phase of the design process. Meetings were throughout spring with collaboration and discussion among faculty and staff from the Nursing, Diagnostic Medical Sonography, Chemistry, Anatomy/Physiology, Surgical Tech, Nuclear Medicine departments and Student Services. The design and planning will continue through September 2012 with bidding and construction continuing through August 2014.
Learning Spaces Outside of the Classroom

Creating collaborative students areas in the library was a key focus this fiscal year. Enhancements were made to the library’s main entrance by shifting the computer bays to interior areas of the library which created an open environment at entry. Hardwood flooring was installed and new furniture was purchased to create a softer, more welcoming environment.

External areas extending immediate adjacent to the library and the A building were identified for enhancing the outdoor student areas. Outdoor furniture (tables, seating, umbrellas) were ordered and delivered but have not yet been installed (should occur in July). This furniture will provide outdoor collaborative areas on the balcony on the west side of the A building and patio seating for the terrace area located on the west side of the A building. The development of the above mentioned areas will create collaborative environments that are conducive to student learning.

Classroom Furniture

New classroom furniture was installed in 26 classrooms this fiscal year. Since fiscal year 2009, 57 classrooms received new furniture. To gauge student and faculty satisfaction with the furniture, a survey was administered fall 2012 with a follow up survey in spring 2012 to determine the satisfaction level with the furniture. The number of students and faculty who participated in the surveys declined from fall 2011 to spring 2012 as shown below:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>206</td>
<td>191</td>
</tr>
<tr>
<td>Faculty</td>
<td>26</td>
<td>10</td>
</tr>
</tbody>
</table>

The decline in participants is attributable to the sample size and the timing of the installation of the furniture (installation occurred over the winter break); the same students and instructors did not take both surveys.

Below are excerpts from the report based on survey results that addressed the satisfaction levels of the furniture. The full report covers responses on quality, comfort, attractiveness and perceived helpfulness to student learning.

- After the new furniture was installed, a majority of students and faculty perceived the furniture as high quality and comfortable. This outcome was an improvement over perceptions prior to the installation of the furniture. However, comments on the post-survey illustrated some students felt the furniture was hard and too small.
- Post-survey results revealed that a majority of students and faculty members felt the w furniture supported their learning and teaching, which was an improvement over the perceptions prior to new furniture installation. Furthermore, once the furniture was installed,
a majority in both groups believed the classroom itself supported their learning and teaching as well.

- In comparison to the students, a higher percentage of instructors believed the furniture provided an appropriate amount of desk space.
- After the furniture was installed, a majority of students and faculty members felt the classrooms were in good condition. This result illustrates a 20 percent increase over perceptions of classroom condition prior to the installation of the furniture.
- There was a significant increase in the percentage of students and faculty who found the classrooms attractive after the furniture was installed.
- A majority of students perceived Triton classrooms with this furniture to be better than or equal to classrooms in other schools they have attend

In conclusion, the purchase of adult friendly furniture made a noted difference in the classroom. The findings support the continuation of upgrading classrooms with adult friendly furniture which will contribute to student learning and success.

**Campus Security**

The college continues to utilize current technologies to support and improve campus safety and security. In November, the college participated in the nationwide Emergency Alert Test conducted by FEMA to test the college’s emergency preparedness. The college has started a phased replacement of the campus security system which includes door alarms, video surveillance and access control. The first phase of the project, perimeter security, was addressed in fiscal year 2012. This phase included fixing bad wiring and door alarms throughout campus. New security panels were installed and associated training was provided by Convergint Technologies - Campus Security. Convergint Technologies will continue to meet with Information Systems, the Police Department and other Business Services areas to determine specifics for video surveillance and access control.

Goal 5 has made excellent progress with approximately 90 percent of the activities completed. New instructional equipment was purchased, labs and facilities were upgraded on time and within budget, CAAS received needed adaptive equipment, athletes received a new batting/pitching cage, collaborative student areas were created in the library, outdoor student area furniture was purchased and adult friendly furniture for 26 classrooms was installed. The implementation of the campus security system upgrades began and is slightly lagging behind established timelines. Overall, the activities achieved this year are contributing to creating a campus environment that promotes student success.
Goal 6

Enhance Triton’s virtual campus environment.

**Blackboard Learn Usage**
During fiscal year 2012, the Blackboard Learn (online course delivery) system was converted to a new version. All course shells from the previous version (includes academic year 2010-2011 and summer of 2011 - first semester for academic year 2011-2012) were converted; however, not all of the course shells converted properly. Some course shells are still being restored.

The use of Blackboard Learn continues to grow. In fiscal year 2012, 1,750 total course shells were created in the Blackboard system. This represents a 53 percent increase in the use of the Blackboard Learn system as compared to fiscal year 2011 when 1,144 total course shells were held in the Blackboard Learn System.

While the number of fully online courses offered remained static, there were 85 percent more enhanced course shells in Blackboard Learn as compared to fiscal year 2011. Additionally, 78.3 percent of all shells held in Blackboard Learn were created to enhance classroom based courses as compared to 65 percent in fiscal year 2011. The increase in course shells is primarily due to the requirement that all adjunct faculty use Blackboard Learn to enhance their courses.

Although there is not an exact percentage of Blackboard Learn enhanced shells being used by the instructors, course views per week in Blackboard Learn average 10,832 course views per week since the conversion to the new version.

**Online Delivery of Services**
The college continued to digitize student records to improve workflow efficiencies. The digitization of historical student records was completed. The digitization process was divided into three phases: Phase I included 60,124 pages of active student records; Phase II included 34,982 pages of active student; and, Phase III included scanning historical grade sheets (Phase III was possible since the records staff did an excellent job of preparing the records to be scanned). Records related to Phase III scanning will be delivered to the college in July, 2012.

The digitization project has allowed Enrollment Services to go paperless. Scanners were purchased that allows student documents to be scanned as they are received. A total of 12 scanners were purchased for offices throughout the Enrollment Services area. Staff will be able to scan transcripts, applications, general petitions, evaluations and all other documents directly into the student’s electronic record without having to store paper documents. The records office is now scanning all new documents to the Filebound system on a daily basis. These scanners were essential for maintaining a fully digitized records office as a result of the digitization of historical records. Staff training has occurred and will continue as needed.

With the completion of the digitization of student records, Enrollment Services has begun to identify campus departments that will need access and training. Once identified, training will be provided.
Business Services received two scanners and workstations for the payroll and accounts payable area. One or two applications for each area will be piloted. Once the applications are determined, the scan galleries will be set up and scanning will commence. Initially, the plan was to have these two systems up and running in the spring of 2012; however, with the “go live” dates of July 1st for the Finance system and January 1st for the payroll system (new ERP system); there is currently no staff available to take on this initiative. It should be noted that there is a possibility that the college will be purchasing a new imaging system that will be compatible with the new ERP system. If this occurs, the new scanners will be implemented as part of the new system.

**Online Tutoring**

The Smarthinking Online Tutoring system continues to show tremendous growth. The chart below compares by calendar year sessions and hours used since Smarthinking was introduced. Student use in fiscal year 2012 increased significantly (fall 2010 compared to fall 2011 = 237 percent increase and spring 2011 compared to spring 2012 = 22 percent increase). The use of Smarthinking continues to grow and sessions used increased 230 percent in fiscal year 2012 from fiscal year 2011. This is 20 times higher than the target growth rate for this activity.

<table>
<thead>
<tr>
<th>MONTH</th>
<th>2012 SESSIONS</th>
<th>2012 HRS USED</th>
<th>2011 SESSIONS</th>
<th>2011 HRS USED</th>
<th>2010 SESSIONS</th>
<th>2010 HRS USED</th>
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</thead>
<tbody>
<tr>
<td>January</td>
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<td>17.98</td>
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<td>February</td>
<td>129</td>
<td>86.02</td>
<td>139</td>
<td>64.55</td>
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<tr>
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<td>68.43</td>
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<td>67.57</td>
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<td>102.82</td>
<td>150</td>
<td>90.9</td>
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<tr>
<td>May</td>
<td>98</td>
<td>61.65</td>
<td>50</td>
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<tr>
<td>Subtotal Spring Semester</td>
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<td>336.9</td>
<td>478</td>
<td>260.2</td>
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<tr>
<td>June</td>
<td>78</td>
<td>43.5</td>
<td>112</td>
<td>63.58</td>
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<tr>
<td>July</td>
<td>277</td>
<td>173.72</td>
<td>9</td>
<td>3.72</td>
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<tr>
<td>August</td>
<td>79</td>
<td>40.58</td>
<td>13</td>
<td>3.63</td>
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<td></td>
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<tr>
<td>Subtotal Summer Semester</td>
<td>78</td>
<td>43.5</td>
<td>468</td>
<td>277.88</td>
<td>22</td>
<td>7.35</td>
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<td>September</td>
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<td>91.17</td>
<td>24</td>
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<td>October</td>
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<td>86.1</td>
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<td>Subtotal Fall Semester</td>
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<td>1408</td>
<td>840.52</td>
<td>229</td>
<td>130.37</td>
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</table>

Goal 6 has made excellent progress with approximately 94 percent of activities completed. The Blackboard Learn conversion was successful with minimal problems. By engaging adjunct faculty, more courses have been enhanced through the use of Blackboard Learn course shells which contributed to creating a virtual learning environment for students. Enrollment Services realized 100 percent digitization of student records and will now be able to scan records immediately upon receipt which in turn will eliminate the need to manually file paper records. Online tutoring has proven its potential and success by increasing usage 237 percent over fiscal year 2011. These activities demonstrate the effect use of technology has on creating an environment that supports paperless – efficient processes.

*Goal 6 Final Reporting Documents*
Recruit and develop a highly qualified and diverse workforce to support the mission and goals of the institution.

Center for Teaching Excellence (CTE)
The CTE continued to: Develop and implement high quality programming for faculty development with respect to curriculum development, pedagogy, instructional technology, the assessment of for-credit, academic programs, student learning and recognition for teaching excellence; refine and implement a three-year program for tenure-track faculty that included a general orientation to the college, mentoring, networking opportunities and forums on various topics related to teaching and learning; and, refine, strengthen and implement adjunct in-service, adjunct faculty orientation and non-tenure track orientation.

In fiscal year 2012, the CTE scheduled 256 events and facilitated or hosted 195 events with an attendance of 1,838 (840 non-duplicated) participants. This is a 9 percent decrease in the actual number of events held when compared with fiscal year 2011. However, there has been a 38 percent increase in the total number of participants in CTE events and a 65 percent increase in the unduplicated number of participants in CTE events when compared with fiscal year 2011. This represents a 81 percent increase in the total number of professional development hours achieved for administrators, full-time faculty and adjunct faculty. These percentages largely reflect the increase in adjunct faculty attending the Adjunct Faculty In-service, which drew an attendance of 404 faculty as compared to 50 last year. Another contributing factor was the large number of adjunct faculty requiring Blackboard training per the negotiated Adjunct Faculty Contract.

The Blackboard Learn conversion and the requirement that all adjunct faculty enhance classroom based instruction with Blackboard Learn, resulted in a 186 percent increase in the number of support calls and consultations. The non-training usage of the CTE lab increased 17 percent during fiscal year 2012.

Six tenure track professional development programs were held in fiscal year 2012 with an average of 7.7 tenure track faculty attending each session. This represents an 87 percent participation rate or an increase of 110 percent when compared with fiscal year 2011. Topics at these sessions ranged from student success initiatives through instructional technology. A survey to gauge support services offered was conducted at the end of the spring semester. With 100 percent of the tenure track faculty reporting, the programs were rated from “Adequate Support” to “A Lot of Support” (inclusive of orientation, mentoring and forums).

Revisions to the forms and processes of the tenure track and adjunct faculty mentoring programs were implemented. Three new tenure track faculty have been paired with mentors; and, in 10 out of 12 departments with new adjunct faculty, 42 adjunct faculty were paired with mentors. Mentees’ satisfaction rate were surveyed and results show 66.7 percent were “Highly Satisfied” and 33.3 percent were “Somewhat Satisfied” with their mentor partnerships.

The overall percentage of new adjunct faculty attending the new adjunct orientation has slightly improved by .4 percent as compared to fiscal year 2011. The CTE has begun aggressively marketing

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5 Note: The fiscal year 2011 comparison statistics are based on a restated benchmark transferring appropriate PDC workshops to the CTE as part of a departmental reorganization
the new adjunct orientations for the fall and hopes to see increased participation rates. The CTE developed an Adjunct Faculty Handbook distributed at the New Adjunct Faculty Orientation. Finally, the number of eligible employees attending the spring faculty workshop remained flat between the two fiscal years.

**Professional Development Center**

The Professional Development Center (PDC) offerings and participation increased by five percent in fiscal year 2012 as compared to last fiscal year. Expansion of PDC offerings contributed to increased attendance while providing the campus community with information on emerging topics of interest such as greening our campus, serving returning Veterans, Diversity training (Sex Gender Diversity) and Operations and Maintenance Compliance Training. Although participation in the Supervisors’ Academy exceeded stated target of 61 percent participation, the completion rate failed to reach the anticipated 5 percent increase. An analysis of the mandatory completion will take occur in fiscal year 2013 to evaluate the relevancy of completing the entire academy. Support was provided for the Administrators’ Retreat, Classified and Mid-Managers in-services, Leadership Academy and the New Administrators’ Cohort.

An Employee Recognition brochure was developed and made available in December. To gauge the effectiveness of the Employee Rewards and Recognition program, a survey was sent to all employees in February. The annual spring survey on rewards and recognition showed that although awareness of employee rewards and recognition had grown but participation did not grow at an equal rate and dropped from 38 percent in fiscal year 2011 to 34.4 percent. Partly as a consequence of that rating and due to evidence presented by a lower number of nominations, the program was put on hold until improvements are made. Other recognition events included the Holiday Celebration, the Retirement and Recognition Dinner, external training for two employees and Employee Recognition rewards.

Participation in the new employee orientation sessions, specifically, the New Employee Breakfast with the President has grown to 89 percent (67 of 75 eligible new employees). However, work continues on determining how best to present information from the session to those on shifts other than first and to Spanish-speaking employees. There are currently three other training modules (Ethics, Crisis Management and FERPA) that will be made accessible.

**President’s Leadership Academy**

The President’s Leadership Academy class of 2012 had a 95 percent retention rate. The group met monthly, October 2011 through May 2012. Professional development topics over the year included personal productivity, time management, conflict management, dealing with difficult people, running effective meetings, Robert’s Rules of Order, emotional intelligence and a leadership panel. The topics addressed feedback and comments received from the retreat evaluations. The monthly meeting schedule varied to accommodate schedules; particularly, those by faculty members who have classroom and student responsibilities. Overall the attendance for the meetings averaged 20.

In March 2012, all classes of the Leadership Academy came together to share experiences gained through the academy. Ninety individuals from the college have participated in the academy since 2008 with a total retention rate of 87.7 percent. Of those 90 people, 66 attended the gathering. The gathering provided time for all academy members to continue to build relationships with their
colleagues by networking. A lesson learned from the academy is that collaboration on ideas creates greater impact and positive results for the college. Many members of the leadership classes have returned to school to further their education. This fiscal year, two members of the academy have completed their doctorate degrees and one has completed a master degree. Additionally, five individuals are currently pursuing degrees. Many others continue their professional development journey. Since the Leadership Academy’s inception five years ago, 22 academy members have advanced their career at the college and five of those individuals have advanced more than once.

The May 2012 End of Year Gathering for the group provided an opportunity to reflect collectively and individual of the year’s journey. Each member’s growth and development within the last year was recognized and celebrated. At the meeting, the members shared meaningful experiences and discussed future plans for their group projects, which include a 50th Anniversary Commemorative Wall and a College Excellence Program as a college readiness strategy. Continued work on these projects is extremely important, not only to the Leadership Academy group, but to the entire college.

Goal 7 has made progress with approximately 72 percent of the activities completed. The CTE saw significant increases in adjunct faculty participation primarily due to contractual language in the adjunct faculty agreement. However, the adjunct participation rate for eligible adjunct attending adjunct orientation marginally increased. Offerings at the PDC were increased but participation rates did not increase to the targets established for the fiscal year. Employees are aware of the award and recognition program but survey results show that participation in the program has not grown. The President’s Leadership academy continue to be successful with a 95 percent retention rate, consistent attendance at monthly leadership meetings and career advancement and movement amongst member of the academy. The activities are developing a qualified and diverse workforce which will move the institution into the future.

Goal 7 Final Reporting Documents
Provide technology that promotes, supports and sustains effective teaching and learning.

**ERP Conversion**

Based on technology trends and best practices to support student success, the college made the decision to convert to an Enterprise Resource Planning (ERP) system that will replace the current administrative system. The conversions to the ERP (Datatel) system started in January 2012. The college completed the readiness phase of the conversion late in January which overlapped the implementation phase. A project manager from Datatel has been assigned to the college and has been working directly with the college and will continue until the project is completed.

Several tasks related to the ERP conversion have started. First, the hardware and software required to run the new ERP system was installed and configured. Second, an upgrade to the network was completed over spring break. Third, a training area was created in the M building to support the ERP conversion. Triton’s technology staff has been engaged in technical training for the system and consulting assessment sessions with project teams aligned with this project are in progress. The Information Systems development and operations staff are working to clean up the current administrative system, on the migration of the data and on bringing the new ERP system “to life.” Information Systems will continue to maintain the current administrative system and work on required updates to that system since both systems will be running in parallel for approximately 18 months. The college went live with the general ledger on July 1st and it is anticipated that this will create a busy schedule in the fall for Information Systems and all staff affected by the first phase of the conversion.

Information regarding the conversion is a top priority and has been shared with the campus to ensure campus awareness and involvement. To achieve campus awareness and involvement, there was a College Hour, presentations at College Council and Academic Senate and a network shared drive created to provide more detail regarding the conversion. This conversion has significantly impacted everything that Information Systems has recently done and plans to do in the future. The implementation of the ERP system will change the flow of work and ultimately lead to efficiencies in the operation of the college.

**Infrastructure Upgrade**

The network upgrade spanned several months in planning, purchasing and configuration with the actual upgrade occurring during spring break. Ninety-five switches were replaced throughout campus as well as two main catalyst switches; these catalyst switches are the core of the network. Additionally, nearly 5,000 patch cables were replaced during the upgrade. The network upgrade was overdue and critical to the success of the ERP conversion. The upgrade will serve as the backbone for major campus network changes.
Increase Internet Speed
The speed of the Internet was increased in October of 2011. The speed of the Internet has increased from 30, to 50, to 100 megabytes over the past three years. With the combination of the increase in bandwidth and the network upgrades, the network is operating far better than it ever has; however, the college continues to consume bandwidth at an increasing rate. As the college continues to fully utilize the bandwidth available to the campus with new technology, this will necessitate further changes in the future. To proactively address this issue, more efficient processes will be put in place by using traffic shaping, prioritizing and organizing data utilization.

Network Services has received training from American Digital related to the new network, load balancing, data storage, backup and Student Information Systems related hardware. The network will have redundancy added to proactively address equipment failure; this will limit network failure. Fiber redundancy will also be considered for the catalyst switches and controller redundancy for the college’s wireless network.

Technology Refresh Plan
The college has an ongoing technology refresh plan that encompasses all campus computers, electronic classrooms and audio visual equipment. The technology refresh plan is essential to the classroom as various technologies enhance teaching and learning. The technology plan states that student lab and classroom computers are replaced every three years.

The college has purchased a total of 400 HP computers, 50 HP monitors, 63 Apple i-Mac computers and 107 laptops. Two hundred and fifty-two computers for classrooms were replaced, 19 computers in electronic classrooms were replaced, 63 Apple i-Mac computers were installed in three classrooms, 75 laptops have been installed on carts for the testing center, 23 laptops for the Audio Visual department have been replaced and 225 computers were cascaded to staff. See Appendix B – Technology.

In addition to the computer refresh cycle, equipment for ten additional Smart Board Classrooms were purchased and installed – see Appendix B – Technology.

College Web Site and Intranet
The college’s web site content provides essential information to students, community members and staff. The new website went live in November but the Intranet conversion did not occur. The new website was well received but flaws existed. A large number of changes, updates and enhancements to the website have occurred over the past seven months. These improvements include content synchronization automation, system email capability, content approval capabilities, website analytics, encryption on applications, form creation and reverse synchronization related to form data. Due to several major projects in progress for the main website, continued work on the Intranet conversion has significantly slowed down. The Intranet migration may need to be outsourced similarly to the Internet migration for the project to be completed in a reasonable period of time.
There are a number of larger projects that the college will need to use Internet development services. The projects are: Upgrade to a new software release level, which will require an additional server and further configuration; change to the master template to allow proper formatting of forms; and, to create a new structure for the college’s online directory and link it Active Directory (new network software). Information Systems attempted to contract some of these services during the spring semester; however, Ektron (vendor who did all of our development for the Internet) has removed themselves from the development side of the business. The college must now find a new partner capable of Ektron development. A company has been identified (WSOL- hosting company of the college’s website) and the contract is under legal review.

**Scheduling Optimization (R25)**

The scheduling optimization software (R25) has been populated with facility information and the file creation for course population has been completed. However, with the implementation of the new ERP system, a decision was made to stop further development to have R25 and the current administrative system “talk to each other,” rather; R25’s rollout will coincide with the scheduling rollout as part of the new ERP conversion. Training will occur in fiscal year 2013 for the scheduling staff to simultaneously go live with R25 and the new ERP scheduling software.

Goal 8 has made excellent progress with approximately 92 percent of the activities completed. Most of the progress is attributable to the ongoing conversion to a new ERP system. The timelines for the conversion and related activities has kept pace with projections and the first phase of the conversion went live on July 1st (general ledger). Necessary infrastructure upgrades, network upgrades and increased speed for the Internet were implemented. The technology plan to replace student computer is on track. Ten Smart Boards were installed late in June to enhance student learning in the classroom. The college’s web site was successfully converted and issues are being addressed as they arise; however, the Intranet was not successfully converted. The scheduling optimization software has been configured but will not be utilized until the new ERP scheduling module goes into production. Technology that promotes and supports effective teaching and learning continued to be introduced throughout the college this fiscal year.

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**Goal 8 Final Reporting Documents**
Appendix A – Classroom/Laboratory Equipment

School of Arts & Sciences

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Equipment Purchased/Repaired</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS</td>
<td>Piano Repair</td>
</tr>
<tr>
<td>VIC</td>
<td>Computer laboratory tables</td>
</tr>
</tbody>
</table>
| HTH/PED | Fitness equipment  
          | CPR mannequins                                               |
| BIS   | Anatomical Models  
          | Microbiology lab equipment  
          | Water filtration system                                      |
| CHM   | Chemistry laboratory equipment                                |
| ECE   | Classroom equipment                                           |
| CDC   | Furniture for lab school classrooms                           |
| SAS   | iPads for faculty in Science and English departments to pilot use in the classroom |

School of Health Careers and Public Service

Equipment for the School of Health Careers and Public Service has been received and is in use.

- 500 mA control, transformer
- Floor mount tube stand, 180 degrees column movement, transverse tube arm travel
- Floor to wall mounted or free standing 84” counterbalanced column with grid tray
- Ceiling mount 4-way float top table
- Computed Radiography (CR) table top system
- Small footprint, low energy requirements
- CR cassettes (35X43 and 24X30)
- CR cart
- Single cassette feed
- Appropriate software that includes storage of images and transfer to classroom computer
- 42” minimum TV monitor, cables, video card and integration of CR to TV
- 2 transducers for DMS
- A pediatric Vital-sim mannequin for Nursing

School of Continuing Education (CECHP)

Pharmacy Technician

- Pharmacy medicine misplay units and work counter.
- Portable Balances (scales) 300g, 120mm.

Phlebotomy Technician

- IV hands, Master IV Hand Skills and Venipuncture Training Hands
- Advanced IV Training Arms
• Adult IV Arm for Comprehensive Training
• Deluxe IV Training Arm
• Pediatric Injection and Training Arms
• DVD/Basic Venipuncture/Preventing Pre-analytical Error
• Ultra 8 Centrifuge
• Newborn mannequin

Dialysis Technician
• Kidney with adrenal gland 2 parts
• Chest mannequin

RN Refresher
• Kidney with adrenal gland 2 parts
• Patient Service Console PCA Recessed
• Kangaroo ePump
• Skeleton - Mounted

EKG technician
• 3 Lead EKG Series
• 4 Part Heart Anatomy w/ Bypass

Dental Assistant
• Oral Hygiene set with tongue
• Diseased Teeth & Gums
• Classic Skull Model with Open Lower Jaw

Physical Therapy Aide (Equipment received and in use.)
• Spinal Column Flexible
• Wheelchair with elevating footrests
• Folding/adjustable walker
• Aluminum crutches
Appendix B – Technology

The following areas were upgraded during in fiscal year 2012:

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<thead>
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<th>Area Code</th>
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*Apple computers

Computers bought with fiscal year 2012 funds

(Areas to be deployed summer 2012)

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<th>Area Code</th>
<th>Area Code</th>
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<tbody>
<tr>
<td>A134</td>
<td>E146</td>
<td>M142E</td>
<td>NH115</td>
</tr>
<tr>
<td>D209</td>
<td>F202</td>
<td>M114</td>
<td>T121</td>
</tr>
<tr>
<td>E143</td>
<td>F311</td>
<td>M137</td>
<td></td>
</tr>
<tr>
<td>E145</td>
<td>G212</td>
<td>N200</td>
<td></td>
</tr>
</tbody>
</table>

Age of Computers after Refresh Cycle for Phase One

<table>
<thead>
<tr>
<th>Student Computers</th>
<th>Total</th>
<th># &lt; Three Years Old</th>
<th>% &lt; Three Years Old</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Lab Computers</td>
<td>1237</td>
<td>1023</td>
<td>83%</td>
</tr>
<tr>
<td>Electronic Classrooms</td>
<td>68</td>
<td>65</td>
<td>96%</td>
</tr>
<tr>
<td>Smart Board Classrooms</td>
<td>40</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff Computers</th>
<th>Total</th>
<th># &lt; Five Years Old</th>
<th>% &lt; Five Years Old</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Lab Computers</td>
<td>930</td>
<td>771</td>
<td>83%</td>
</tr>
</tbody>
</table>
### Smart Boards Classroom Locations (installed in June 2012)

<table>
<thead>
<tr>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>E316</td>
</tr>
<tr>
<td>F307</td>
</tr>
<tr>
<td>B217</td>
</tr>
<tr>
<td>G312</td>
</tr>
<tr>
<td>G212</td>
</tr>
<tr>
<td>F110</td>
</tr>
<tr>
<td>T123</td>
</tr>
<tr>
<td>D121</td>
</tr>
<tr>
<td>R214</td>
</tr>
<tr>
<td>R221</td>
</tr>
</tbody>
</table>