Status Report II

November 1, 2011 – February 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 have been 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. Further, the goals reflect our student success agenda and a two year target established for the following student success outcomes:

<table>
<thead>
<tr>
<th>Student Success Outcomes¹</th>
<th>Benchmark²</th>
<th>1-Year Performance Changes³</th>
<th>2013 Target</th>
<th>2014 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Successful Completion of Credits Attempted</td>
<td>69%</td>
<td>68%</td>
<td>75%</td>
<td>77%</td>
</tr>
<tr>
<td>2. Advancement from remedial to gatekeeper courses (within 3 years)</td>
<td>59%</td>
<td>53%</td>
<td>71%</td>
<td>76%</td>
</tr>
<tr>
<td>3. Enrolling in and successful completion of gatekeeper courses (within 3 years)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attempt</td>
<td>48%</td>
<td>48%</td>
<td>50%</td>
<td>55%</td>
</tr>
<tr>
<td>Complete</td>
<td>39%</td>
<td>38%</td>
<td>40%</td>
<td>45%</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attempt</td>
<td>20%</td>
<td>20%</td>
<td>30%</td>
<td>35%</td>
</tr>
<tr>
<td>Complete</td>
<td>15%</td>
<td>16%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>4. Enrolling from one semester to the next</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Triton</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall to Spring Retention</td>
<td>67%</td>
<td>67%</td>
<td>71%</td>
<td>75%</td>
</tr>
<tr>
<td>Fall to Fall Persistence</td>
<td>51%</td>
<td>51%</td>
<td>53%</td>
<td>57%</td>
</tr>
<tr>
<td>Transfer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall To Spring Transfer</td>
<td>3%</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Fall To Fall Transfer</td>
<td>3%</td>
<td>9%</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>5. Earning degrees and/or certificates (highest completion)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>5%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree</td>
<td>10%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15%</td>
<td>15%</td>
<td>21%</td>
<td>27%</td>
</tr>
<tr>
<td>6. Total Success within 3 years (includes all completions and transfers)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
</tr>
</tbody>
</table>

¹ Click [here](#) for Student Success Outcome Definitions
² First-Time Credential Seekers Beginning Fall 2006
³ First-Time Credential Seekers Beginning Fall 2007
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

This report documents progress toward Triton’s commitment to student learning and success for the months of November through February 2012. Through excellence in teaching, program offerings, support services, community engagement, professional development and accountability, the college is furthering student persistence and success. A wide range of academic activities on student success continue 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.

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 will lead College Readiness and develop a new curriculum plan. Curriculum progress has occurred through modifications made in developmental math. Fast track developmental math classes that contextualize math with career technical education courses were offered to students who were on the cusp of testing out of developmental placement. Further, a proposal to combine rhetoric reading and writing into a five-credit hour class is under consideration.

While initiatives are underway to prepare students for success in college, new curricula and updating programs ensure the delivery of high quality programming. The second course for the Sustainable Agriculture Technology (SAT) certificate was offered for the spring 2012 semester and 72 percent of the seats were taken for the course offered. Target enrollments were not met for the Independent Building Contractor program or the Beverage Management Certificate; marketing efforts will be ramped up for the 2012 – 2013 academic year. The Facilities Engineering Technology (FET) program started in the spring 2012 semester with 495 applications exceeding the initial forecast of 20 declared students. The launch of the FET program surpassed enrollment expectations.

Curriculum to appropriately reflect the mission of the college is being achieved by the addition of new certificates, modifying existing degrees, adding new courses or enhancing existing courses. During this reporting period, a Music Technology Certificate was created, the Pre-Profession A.S. degree was revised, twelve course revisions were approved and Corporate Education developed 10 courses for the Continuing Education Center for Health Professionals (CECHP) and Corporate Programming. Moving forward into fiscal year 2012-2013, an Automotive Hybrid Certificate is scheduled to be developed.

Transitioning students from non-credit classes to credit or job skills programs was promoted by Adult Education through a seminar called Bridges to Success; Find out your options after finishing ESL/GED classes! Attendees received information on: Career training in independent contracting, early childhood education career development, health careers, computer skills, communication techniques and scholarship opportunities. Also, Adult Education has started to address the mandated Illinois ESL and ABE/ASE Content Standards by: Creating curriculum committees, reviewing orientation practices, creating workshops on test preparation, standardizing midterm exams and by attending professional development related to advising, testing and assessment.
Strategies and interventions to provide support for the successful retention of students and increased enrollment continue to be top priorities for the college. Thus far, the college has created a retention plan that will impact student success and persistence rates, implemented mandatory placement testing, provide new student orientation and academic planning, and provide support for low-income, first generation college students. Collaboratively, Academic Senate and administration are engaged in discussions on mandatory placement (e.g., policy development, budget, course scheduling) to ensure that students begin their academic coursework at the appropriate levels.

Marketing strategies 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 that will complement the Strategic Enrollment Management (SEM) plan, a marketing research firm (Scientific Verdicts) was selected to conduct telephone survey of residents’ attitudes, perceptions and awareness of Triton College; results are expected by the end of May.

To integrate diversity initiatives throughout the campus community, the College hosted the following events: A meeting for President Obama’s Interfaith and Community Service Campus Challenge; a meeting with the Corporation for National and Community Service and Interfaith Youth Core; in February, a month long celebration of Black heritage; and, a series of open discussion for veterans.

Integral to the community outreach plan is developing an understanding of our community needs and cultivating strategic partnerships. The college continued to engage community 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.

Members of the Community Advisory Committee (CAC) remain engaged by providing input on the college’s student success work and the Master Plan; and, sharing information from the meetings with the community. In addition to involving community members, the college is establishing strong alliances through business partnerships with: Elkay Manufacturing, the Illinois Restaurant Association (IRA), the Community Alliance and Chambers of Commerce and service organizations.

Ongoing work to strengthen governmental relations at the state and national levels and to increase visibility in the public is reflected through participation in weekly statewide legislative conference calls, the Washington Institute, collaborative public relations, dissemination of information provided in legislative updates, reports to the college community and multiple modes of communication with legislators.

Another element of the colleges outreach activities includes alumni relations. A master calendar and work plan are continually utilized to guide the communication strategy of the Alumni
Relations Office. Increasing the percentage of alumni that participate in events and activities continued to be a focus of the Alumni Relations Office. Efforts are continually made to explore strategies for improving participation rates at our larger events.

The Triton College Foundation and Triton’s Grant Department continually seek out resource opportunities to assist in securing funding from the public through private and corporate grants. The Foundation continues to cultivate relationships with several current and potential donors. The President’s Reception held in November and the silent auction surpassed previous year’s earning. To increase contributions to the Foundation, a direct mail campaign targeting specific households throughout the district will be launched in April. Triton’s Grant Department has secured $1,632,036 in funding to date. Grant applications in progress have the potential reward amount of $4,381,424.

As the college’s financial resources become coupled to performance based outcomes, the college continues to develop comprehensive assessment processes for all levels of the college. The Academic Assessment Committee is leading the charge on academic assessment at the program and course level; general education outcomes are under review to ensure that students are proficient in core competencies before graduation and institutional work processes are being assessed for efficiencies. The Internal Program Review (IPR) results for the first year were discussed with department chairs and coordinators in January. First year implementation indicates a few minor changes needed including the weight of assessment completion, the timeline and needed action steps. The Institutional Effectiveness Plan (IEP) was presented to Triton administrators at the end of January and data will be collected to document the progress of the IEP by June 30th.

The college continued to replace instructional equipment and update academic spaces to improve the student’s learning environment. New lifts were installed for Automotive Technology, a dishwasher was installed for Hospitality Industry Administration, instructional equipment was purchased for Biology, Chemistry, Health, Sport and Exercise Science and Continuing Education Center for Health Professionals; and, the renovation of a lab for the Radiologic Technology program that included new equipment, flooring and wiring. All the equipment is in use for the spring 2012 semester and has provided students with improved equipment and space.

Two Science Labs were renovated and are in use for the spring 2012 semester. The Testing Center project was completed in fall and used for testing in January and February of 2012. The first phase of the replacement of the college’s electrical switchgear was completed successfully. The electrical switchgear project is a multi-year project and will continue into fiscal year 2012. The architectural phase of the H Building Renovation project has commenced. This phase is the foundation for a useful solution of the building and considered the most critical phase of the design process. The design and planning will continue through September 2012 with bidding and construction continuing until August 2014.

To improve emergency preparedness and safety, the college participated in the nationwide Emergency Alert Test conducted by FEMA in November. Students and staff were notified of the Emergency Alert Test through the Blackboard Connect Emergency Notification System (ENS). The college has started the phased replacement of the campus security system including door alarms, video surveillance and access control.
Critical to the success of the college’s virtual campus environment is the infrastructure which supports the development, delivery and assessment of online courses. For the spring 2012 semester, 885 course shells are being held in the Blackboard Learn system. This represents nearly a 74 percent increase in the growth and use of the Blackboard Learn system over the 2011 spring semester. Also, nearly 84 percent of the 2012 spring semester shells held in Blackboard were created to enhance classroom based courses.

To improve workflow efficiencies, the college outsourced the digitization of student records. It is anticipated that digitization will be complete by June 30, 2012. Online delivery of services can best be documented by the astounding increase of usage with the Smartthinking Online Tutoring system. This system has provided an innovative delivery of tutoring services that benefit students.

The Center for Teaching Excellled (CTE) continued developing and implementing high quality programming for faculty development with respect to assessment, curriculum development, pedagogy and instructional technology. The CTE held an Adjunct Faculty In-Service with 402 faculty attending as compared to 50 who attended last year. There has also been significant improvement in the percentage of new adjunct faculty attending the New Adjunct Orientation.

Each year the President’s Leadership Academy selects an institutional project to work on throughout the fiscal year. This year, the Leadership Academy selected two institutional projects; College Readiness and a 50th Anniversary Wall of Fame. The College Readiness project will define a 16 week, intensive college preparedness program for at-risk or high-risk students. The 50th Anniversary Wall of Fame project will work to build upon current alumni efforts and institutional efforts leading towards the 50th anniversary celebration events and activities.

To advance the mission of the college based on technology trends and best practices to support student success, the college has begun the conversion process to an Enterprise Resource Planning (ERP) system. Datatel was chosen as the ERP vendor in November. A Datatel project manager began his work on campus in January. The Datatel hardware has been configured and the software installed. Triton’s technology staff is engaged in technical training for the system and consulting assessment sessions with project teams aligned with this project have begun.

According to the college’s technology plan, student lab and classroom computers are replaced every three years according to best practices. Of the 1,187 computers available for student use, 88 percent are less than three years old. The remaining 12 percent will be replaced by the summer. Of the 64 electronic classrooms, 53 percent are less than three years old. All 30 of the smart board classrooms are under three years old. Computers that were removed from student use and were less than five years old were cascaded to staff and faculty. Of the 930 staff and faculty computers, 77 percent are less than five years old.

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, activities that support the movement toward achieving the goals are on schedule at this point in the fiscal year. Further evidence is provided throughout this document to support efforts
towards achieving student success. At the end of the second reporting period, the college had encumbered or spent $7,183,704\(^4\). This amount represents an unexpended balance of 21 percent or $1,905,871.

\(^4\) As reported by Activity Leaders.
Provide high quality educational programs, curricula and pedagogy that meet the diverse academic needs of our students.

At the core of the college’s student success initiative is preparing students to succeed throughout their college studies. Students must have a solid foundation in developmental coursework to successfully complete subsequent semesters. The college has been addressing student preparedness through systemic institutional improvements.

As one of the college’s student success initiatives, the division of College Readiness was formed. This division’s purpose was to enhance college readiness efforts through curriculum revisions, faculty professional development and student support led by dedicated leadership. This structure faced challenges and was confusing to both faculty and students; as a result, a decision was made to dissolve the division while continuing the focus on college readiness. The leadership position was eliminated and an existing position was upgraded to provide leadership for college readiness. To further support college readiness, a chair of developmental education will be hired in the spring 2012 and will report to the associate dean of arts and sciences. The chair of development education will develop 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. Data provided by the Academic Success Center will be reviewed to determine support services currently used by developmental students.

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.

In February 2012, guest speaker and consultant Kathleen Almy of Rockwell Community College spoke to the math faculty. Ms. Almy introduced “Student Success through Developmental Math Innovations” which promotes re-thinking approaches and strategies to help students placing in developmental education. This model provides an alternative preparation that aligns with its outcome courses. The consultant’s presentation inspired a recommendation for a letter of interest to Carnegie Statway, a similar developmental education model focused on statistics, data analysis and quantitative reasoning.
While initiatives are underway for under-prepared students to succeed in college, the college is simultaneously reviewing new curricula and updating programs to ensure delivery of high quality programming. The following curriculums have been developed and offered this academic year: Digital Photography (A.A.S.) and New Media (Certificate) from the School of Arts and Sciences; Sustainable Agriculture Technology (Certificate), Independent Building Contractor (A.A.S.) and Beverage Management (Certificate) from the School of Business and Technology; Facilities Engineering Technology (A.A.S.) from the School of Continuing Education; and, Nuclear Medicine from the School of Health Careers and Public Safety. The following assesses the effectiveness of the new curriculum to date:

The second course for the Sustainable Agriculture Technology (SAT) certificate was offered for the spring 2012 semester. This course had 72 percent of the seats taken for the course offered as part of the certificate, Horticulture 275. 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). Triton's grant award from the U.S. Department of Labor funded through the Illinois Green Economy Network (IGEN) will complement the work in progress for the SAT certificate.

The Independent Building Contractor (IBC) program and the Beverage Management Certificate received ICCB approval after the start of the fall semester. Seven students enrolled in two IBC courses for the spring 2012 semester (the target enrollment for academic year 2011-2012 was ten students). Marketing efforts continue to increase enrollment for future offerings of IBC. Two courses were offered for the spring 2012 semester for the Beverage Management Certificate; Hospitality Industry Administration (HIA) 117 with 11 students and HIA 217 with 11 students.

The Facilities Engineering Technology (FET) A.A.S. degree and certificate programs were approved by the ICCB in the fall of 2011. Continuing Education created marketing materials and registration processes to recruit students from the stationary engineers union in November, December and January for a spring 2012 start. The college received 495 applications, far exceeding the initial forecast of 20 declared students. The launch of the FET program clearly surpassed expectations.

The college continues to enhance curriculum to appropriately reflect the mission of the college by adding new certificates, modifying existing degrees, adding new courses or enhancing existing courses. Completed activities for Period II follow:

- A Music Technology Certificate is scheduled to be presented to the April Curriculum Committee meeting.
- Collaboratively the Science and Health, Sports & Exercise Science revised the Pre-Profession A.S. degree to include an emphasis in Pre-Nutrition/Dietetics track. The first reading of this revision will occur at the March Curriculum Committee meeting. An articulation agreement for the Pre-Profession A.S. degree is in discussions with Dominican University.
- Twelve course revisions were approved at the Curriculum Committee meetings. These courses include ten courses from Mathematics, Health 281 and Rhetoric 101. Four new courses were approved by the Curriculum Committee: Intermediate Chinese I, Microbes and Society, Health Psychology and Culture and Food. Program revisions were approved by the
Curriculum Committee for the Health, Sport, and Exercise Science degree, Psychology and Personal Trainer.

- Corporate Education developed 10 courses, seven for the Continuing Education Center for Health Professionals (CECHP) and three 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 year have been met.

Moving forward into academic year 2012-2013, an Automotive Hybrid Certificate is scheduled for development. Online courses will be developed for: Business (BUS 141 and BUS 220), Psychology (PSY) 100 and Radiologic Technology (RAS) 253.

To strengthen the process of transitioning students from non-credit classes to credit or job skills programs, Adult Education hosted information sessions on December 7, 2011 called **Bridges to Success; Find out your options after finishing ESL/GED classes!** Students completing their programs in English as a Second Language (ESL) and General Education Development (GED) programs attended an information session to prepare for a seamless transition into credit programs. Attendees received information on career training to become an independent contractor, early childhood education career development, health careers, scholarship opportunities, computer skills and communication for the workforce.

To prepare for the mandated Illinois ESL and Adult Basic Education (ABE)/Adult Secondary Education (ASE) Content Standards, curriculum committees have been created to review the curriculum of ESL and ABE/GED. Faculty involved in the curriculum redesign (ASE/GED/ESL) will collaborate with the directors and dean of Adult Education to evaluate curricula. The redesign will incorporate career exploration and bridge programming components. Faculty development will be evaluated and increased to eight hours (from six hours mandated by the ICCB). Plans to require students in the higher levels to register in COL 101 classes are being explored. The GED math section has been redesigned to provide students with more time to master math literacy and skills. Instructors have attended the math redesign workshop to keep them current with the changes in transfer math.

Orientation will be made mandatory for ESL, ABE and GED students by fall 2012. One strategy that will be tested this summer is to have all students attend an orientation presented by the dean, directors, financial aid and counseling staff to inform students of support services provided. Workshops on test preparation will be offered to GED students who take the test to minimize test anxiety and to manage test-taking time. Faculty advising and the implementation of standardized midterm exams will occur in fall 2012. Prior to implementation, professional development workshops on advising, testing and assessment will be offered prior to the end of this fiscal year. Once the ESL and GED curricula are revised to align program outcomes with the mandated standards, Adult Education (AE) programs will be strengthened and students will become more prepared to transition into credit programs.

**Goal 1 Period II Reporting Documents**

12
Goal 2

Implement a comprehensive strategic enrollment plan to ensure that students have the institutional resources to succeed.

Strategies and interventions to provide support for the successful retention of students and increased enrollment continue to be top priorities for the college. These strategies are embedded in the college’s Strategic Enrollment Management (SEM) plan and the student success shared ownership and college readiness initiatives.

In support of a retention plan that impacts student success and persistence rates, mandatory placement testing, new student orientation, academic planning, student support for low-income, first generation college students (Student Support Services (SSS) TRIO grant\(^5\)) and campus wide initiatives (e.g., Commit to Complete programming, African-American retention program) have occurred.

With mandatory placement testing successfully implemented, the college has embarked on the next step to further prepare students to succeed in college, mandatory placement. The implementation of mandatory testing will make certain that students begin academic coursework at the appropriate levels. Academic Senate and administration are collaborating on the implementation of mandatory placement. The sub-committees of Academic Senate are engaged in discussions regarding topics such as policy development, budget and course scheduling that need to be addressed prior to implementing mandatory placement.

In December and January students were encouraged to participate in Academic Planning, “Student to Graduate” that began in September of 2011. Counselors were available to provide academic planning assistance for more than 400 students who built their academic plan; an important strategy for college completion.

The SSS TRIO grant serves 160 students annually with tutoring, advising and mentoring. The data shows that 97.5 percent of all participants persisted from fall 2010 to fall 2011 or graduated and/or transferred to a four year institution during the academic year.

To increase the number of students receiving degrees or certificates, completion agenda initiatives have been instituted (e.g., TCSA Commit to Complete, African-American retention program). TCSA continued to incorporate completion agenda activities into their events and programs. Faculty, staff and student forums, meetings and activities have been held and will continue to support the African-American retention program. The plan when completed will provide structure for this retention program.

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.

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\(^5\) SSS federal funding to provide academic and other support services to students who meet the program’s low-income requirement, first generation college students, and students with a documented disability to increase student retention and graduation rates and facilitate effective transfer to a four-year college.
The Testing Center, now located in the A building, opened on January 3, 2012. Placement testing for new and returning students, as well as test proctoring for students enrolled in classes, were offered. Testing staff began distributing satisfaction surveys to students. Overall, the surveys have yielded positive results. Further analysis of this survey and future surveys will allow the college to make adjustments to improve the efficiencies of the process. The college has been approved to offer the Test of Essential Academic Skills (TEAS) for pre-nursing students. In March 2012, the college will serve as a local testing site for prospective University of Wisconsin at Madison students. Academic support programs reflective of the needs of students and the institutional commitment to student success continue to be provided.

Marketing strategies have been broadened to emphasize the availability of new courses or programs in addition to coverage of events to cultivate more interest from the media. Marketing generated 92 media clips from November 1 through January 31st compared to 143 in the previous period. This decrease is largely attributed to other types of stories being featured during the holiday season. The new website was launched early in November. Several problems remain and no new pages or features have been added as a result. Additionally, the Google Analytics function is not working correctly; therefore, key visitor data is not available. This has delayed creating a baseline of visitors for future comparisons.

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. Design changes were made to the schedules to allow the reader to easily find key information. The last flight of radio advertising for fiscal year 2012 aired in November through December 2011 to encourage spring registration. This completes radio advertising for the fiscal year.

A full-page ad ran in a special February Education supplement published by the Sun-Times, Oak Leaves and Elmwood Park Leaves newspapers that promoted the college and its University Center partners. This ad was intended to give Triton stronger awareness and credibility through its affiliation with four-year schools. The ad was possible through cost sharing with the universities.

The Marketing department implemented an ongoing schedule of outdoor marquee and plasma screen messages to provide up-to-date alerts for the campus community. With the hiring of a Digital Media Marketing Specialist, Marketing regularly posts on Triton’s Facebook page and has sent two HTML e-mails to our current students. Touch screen (information) kiosks will be installed to provide students with real time information throughout campus. Meetings were held with Enrollment Services, Marketing and Information Systems to determine the placement of kiosks and information that will be made available.

A marketing strategy that complements the Strategic Enrollment Management (SEM) plan includes surveying resident’s attitudes, perception and awareness of Triton College. To accomplish this, a marketing research firm (Scientific Verdicts) was selected to conduct telephone surveys. The agreement with Scientific Verdict will commence in March with results expected late in May.

Another element of the college’s SEM plan is the development of a comprehensive annual recruitment plan including enrollment growth potential and target markets. The Student Outreach and Recruitment (SOR) workgroup of SEM 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. Current Triton students have been identified to be featured in a transfer student testimonial brochure. The brochure will provide awareness to high school students of the advantages of attending a community college prior to transferring to a university and information regarding transfer options.

The SOR workgroup also identified online tools to increase the effectiveness of reaching prospective students. The committee is focusing on virtual appointments and identified potential webcams to be purchased for the admissions, financial aid, adult education and continuing education departments.

Over the years, Triton has had significant changes in the demographics of the community we serve. This diversity is recognized in the college’s mission statement, student success agenda and celebrated through multi-cultural events that foster a climate of inclusiveness. The Council on Diversity Affairs was created to provide leadership and guidance to the college on diversity affairs including emerging diversity focused initiatives. To create more visibility for diversity affairs, The Council on Diversity Affairs became a functional committee of College Council in November. Since that time, Diversity Affairs has been working on developing improved communication methods to inform students and staff about diversity and related events. The following on campus diversity events were successfully marketed through the web and other communication vehicles:

- **Interfaith and Community Service Challenge:** The College hosted a meeting for President Obama’s Interfaith and Community Service Campus Challenge on December 7th. Representatives from the White House, the Department of Education, the Corporation for National and Community Service and Interfaith Youth Core meet with Triton and other participating institutions from the Chicago area for discussion regarding this initiative.

- **Black History Month:** In February, the college recognized and celebrated Black History Month. During this month, to honor the rich diversity of our community, Triton held a series of events in celebration of Black heritage. The Black Heritage Council, in collaboration with West Suburban PADS (Public Action to Deliver Shelter), participated in a community service project and collected donations for the organization.

- **Veterans:** In February, Triton’s counselors began a series of open discussions with veterans called, “Challenges from Combat to College”. Veterans were also recognized in a halftime presentation at the men’s basketball game in February called Salute to our Veterans.
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.

Integral to the community outreach plan is developing an understanding of our community needs and cultivating strategic partnerships. To achieve this, the college has partnerships, committees and taskforces to address the continuously changing educational needs of our community. 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. The Community Advisory Board, departmental advisory boards and the Education Taskforce view the college from different lenses on how to make institutional improvements for the benefit of a diverse population. Further, legislative actions taken at the state and federal level impact partnerships and those legislative actions are continuously monitored through the President’s office. The college’s student success agenda is shared with all potential partners and is discussed at educational partnership and legislative meetings.

In November, the Early College Awareness Program (ECAP) was held on campus. The program provided an opportunity for 100 middle school students from local school districts to experience various aspects of higher education focusing on strengthening the goals of young students, including college preparation and readiness. Triton’s K-8 partnership is moving forward with a new faculty-to-faculty connection. Triton math and science faculty and K-8 math and science faculty will come 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 our K-8 partnership.

In our ongoing efforts to support student success at the primary grades of education, the Education Taskforce has been meeting to determine next steps in addressing educational needs of at-risk youth in our district. Research regarding national best practices has been considered as well as reviewing existing services in the western suburbs and the Chicago area. The taskforce determined that targeting students entering high school below grade level in core subjects was the best approach to help at-risk youths. This recommendation will be submitted as a recommendation to Triton’s Board this spring.

President Granados continues to strengthen relationships with our 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.

The members of the Community Advisory Committee (CAC) met once during this period. The meeting was held in the Cernan Space Center and included presentations on the college’s Geology and Astronomy programs, student success initiatives and the Master Plan. Tours of campus facilities provides more knowledge of the work done for our students and community to members of CAC. Members continue to share information from the meetings with the community and in some cases CAC members have linked Triton to other initiatives in the community.
An important strategy of the community outreach plan is the establishment of strong alliances with constituents that result in partnerships for student success. Partnerships continue to expanded and have resulted in new and innovative learning opportunities which benefit students. Communication and interaction with governmental partners and community liaisons has increased resulting in recognition and a greater understanding of programs, services and priorities of the college. Relationships being cultivated with new partners have led to opportunities for continuing education and corporate outreach, academics and student affairs. Through the development of business relationships, several members from the business community are now serving on program advisory committees, some are exploring internship opportunities for Triton students and additional resources and materials for academic programs have been received. Specific examples follow:

- **Elkay Manufacturing**: Meetings with Elkay began in the summer of 2011 with the CEO of the company. Since then, there have been follow up meetings in the fall of 2011. Elkay came to Triton and was provided an opportunity to interact with the Hospitality Industry Administration students and faculty, tour our facilities and to meet administration. Incumbent worker training is under consideration through Continuing Education and Elkay has expressed interest in providing internships and serving in an advisory capacity for academic programming.

- **Rivers Casino**: A meeting with Rivers Casino took place in fall 2011 and led to a follow up meeting with the Illinois Restaurant Association (IRA). The IRA will be attending a School College Partnership meeting in March to discuss scholarship and program opportunities for both high school and Triton students.

- **Community Alliance**: The Community Alliance is a local volunteer coalition of community based organizations, local governments, schools, community members and churches working together in strengthening support services for community members within Melrose Park, Maywood, Bellwood, Northlake and Stone Park. In November, the Youth subcommittee of the Community Alliance hosted a PATH (Providing Access to Higher Education) to Success Conference on campus to promote college awareness and readiness. The Community alliance contributes to increasing educational attainment in our district and has a positive impact on the success of students throughout our community.

- **Chamber of Commerce/Service Organizations**: Leadership and presence within the local community continues to be a priority for the college. Reassignments have recently been made for the administrators to area chambers and service organizations. This renewed focus on chambers of commerce will provide opportunities to build partnerships with local business and industry that could contribute towards student success.

The ongoing work to strengthen governmental relations at the state and national levels and to increase visibility in the public is reflected through participation in weekly statewide legislative conference calls, the Washington Institute, collaborative public relations in addition to the compilation and dissemination of information provided in legislative updates, reports to the college community and multiple modes of communication with legislators. The *Community College Journal* February/March 2012 issue featured an article that included Triton specific information submitted by the Office of the President regarding relationships with unions. The article served as
a means to highlight an institutional approach in college relations and to enhance the college’s image nationally. These outreach strategies have resulted in better informed and engaged internal and external constituents and have contributed to the continual development of relationship-building with legislators and the community.

Over the last several months more intentional focus has been placed on communication with state and federal legislators. The President’s office has been following legislation that can impact, both positively and negatively, community colleges. Through various levels of communication, important legislative updates have been provided to the college. The following highlight communications provided that has the potential to affect funding and revenue flows for the College:

- State legislation regarding performance based funding. Performance based funding will be implemented in fiscal year 2013. At the federal level, legislative activity regarding community colleges includes ensuring minimum cuts to student aid (Pell grants).
- A panel of state legislators has been created to review and make recommendation on the funding of the state’s pension systems. If the cost to fund pensions is shifted to the college, this could negatively impact funding of services and programs.
- A Committee on Measures of Student Success, mandated by Congress, approved recommendations to improve data related to community college performance. The recommendations include the provision of a single graduation and transfer rate (completion) for two-year college students (students who receive degrees and certificates and those who enroll in another higher education institution). The student success measures will also include part-time, degree seeking students in IPEDS (federal data system) and data collection on federal student aid recipients and developmental education students. These recommendations represent a significant change and are expected to contribute to a clearer picture of community college performance.

As we execute strategies today and plan for the future, the college must consider the potential impact of governmental priorities on the work of the college. Accountability is at the forefront of how colleges will be measured and funded. This will be further discussed in Goal 4.

Colleges outreach activities includes alumni relations. Updates to the alumni ACT database and alumni email lists in Constant Contact are made on an ongoing basis. The ACT database contains 11,559 alumni contacts and Constant Contact contains 3,481 alumni email addresses. The number of alumni contacts in the ACT database reflects slight growth from the fiscal year 2011 baseline data of 10,000 contacts and movement toward the fiscal year 2012 target of 15,000 contacts. The number of alumni email contacts in Constant Contact has slightly decreased from 3,529 email contacts to 3,481 email contacts due to a recent cleanse of the email lists. Additional steps are being taken to ensure this information is collected to reach the fiscal year 2012 target of 5,250 email contacts in Constant Contact. Activities that have contributed to increasing the alumni contacts and email addresses include collecting contact information at college events, including a “Join My Mailing List” button on the alumni Facebook page, gathering submissions to the contact form on the alumni website and working with Information Systems and Harris Connect to update a batch of contact information from various groups of graduates. Click here for ACT Database Data.
A master calendar and work plan are continually utilized to guide the communication strategy of the Alumni Relations Office. To date, the Alumni Relations Office has reached out to various groups of alumni on eight different occasions through print and email communication. Constant Contact is used for e-mail marketing efforts including the distribution of Triton in Touch, the Alumni/Foundation e-newsletter, invitations and reminders of upcoming events and emails to broaden awareness about the upcoming launch of the Alumni Association. Constant Contact will be used over the next month to conduct an email survey of alumni to guide decision-making related to programs and initiatives. Segments of alumni have been contacted through print communication including save the dates and invitations for the Allied Health Alumni Reception and an Alumni Association recruitment mailer. These efforts reflect movement toward meeting the fiscal year 2012 target of 10 touch points with alumni throughout the fiscal year. Click here for metrics for Triton in Touch, the Alumni/Foundation e-newsletter.

Increasing the percentage of alumni that participate in events and activities continued to be a focus of the Alumni Relations Office. After hosting two events in fiscal year 2012 (Triton/Benedictine Nursing Reception and CJA Alumni Reception), the average alumni percentage rate of participation was 11.75 percent. This reflects movement toward the fiscal year 2012 target of 12 percent participation at events; however, there have been higher participation rates at our smaller scale events compared to our larger events. Efforts are continually made to explore strategies for improving participation rates at our larger events.

Activities that contributed to increasing alumni participation at events and activities included utilizing a multi-channel marketing approach for the events that included print and email communication, events calendar on the Alumni website and notifications posted on our social media outlets, namely Facebook. Other efforts to increase alumni participation at events included the inclusion of a calendar of upcoming events in the Alumni/Foundation e-newsletter and sending follow up emails to attendees after alumni events to encourage further engagement with the college and attendance at future events. These efforts contribute to strengthening opportunities for alumni to foster a vibrant alumni community by providing various opportunities for face-to-face engagement.

The Alumni Relations Office continued to move toward the fiscal year 2012 target of 25 new members of the Alumni Association. Activities included the drafting of an Alumni Association Outreach and Communications plan that will guide the marketing and recruitment efforts for the Alumni Association. An Alumni Association recruitment mailer was created through collaboration with the Marketing Department. This piece will be distributed by the beginning of March to a group of 3,800 in-district alumni whom we have previously had contact with. This group will also be invited to an Alumni Social that will serve as a kick-off event for the Alumni Association and an opportunity to recruit members and individuals interested in serving on the Alumni Association Advisory Council.

Alumni Relations and Foundation staff continually explore ideas for collaboration to engage alumni, donors and friends of the college. After initial research into a wine tasting event at Lynfred Winery, it was decided to forgo this event to pursue other options in or near our district. Additional research is required to meet the fiscal year 2012 target of hosting two joints events that engage alumni, donors and friends of Triton. An alumni survey will be distributed in April to guide our decisions regarding collaborative events of interest to our alumni and friends.
In the college's continuing effort to secure funding from the public through private and corporate grants, the Triton College Foundation and Triton’s Grant Department continually seek out resource opportunities to assist in securing funding from the public through private and corporate grants.

The Foundation is cultivating relationships with several current and potential donors. Additional scholarship dollars cultivated include a donation from the Adreani Foundation for $15,000 and additional cohorts of students have been included in the Westlake Foundation nursing program. A number of applications are underway for the Culinary Education Center campaign and Retired Senior Volunteer Program (RSVP) program. Currently, restricted income for the Foundation is higher than the same period in the prior year, $271,042 as compared to $189,883.

The President’s Reception was held in November and the silent auction surpassed previous year’s earning of over $7,000. The Foundation’s investments have provided better than anticipated projections which has positively impacted the unrestricted income. To increase unrestricted contributions to the Foundation, a direct mail campaign targeting specific households throughout the district will be launched in April. Income is currently up in unrestricted contributions compared to the same period in the prior year, $89,630 as compared to $58,688.

The Grant Department has secured $1,632,036 (88 percent) of targeted funding to date. $400,000 has been awarded from the Illinois Green Energy Network (IGEN) for Triton’s participation in the Energy Equipment Group Purchasing program. RSVP received continued funding from the Corporation for National and Community Service in the amount of $46,000. As part of a competitive renewal funding, $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.

Grant applications in progress during this period have the potential reward amount of $4,381,424. In collaboration with IGEN, a Department of Commerce for Economic Opportunity (DCEO) application for $25,000 to acquire and install a Food Dehydrator and Composter in the commercial kitchen area to support greening the campus was submitted. Grant application in the amount of $30,600 from the Illinois Board of Higher Education (IBHE) to support paid internships with district employers through Triton’s Career Services Cooperative work study program was submitted. A grant application (competitive renewal funding) in the amount of $1,075,824 to support Adult Education was completed. Fiscal year 2013 represents the first competitive application process that the ICCB has held for almost a decade for Adult Education funding. A grant application is in progress for Title V funding for a total of $3,250,000 over several years if awarded. The college is eligible for Title V funding since our Hispanic population has crossed the threshold of 25 percent.
Enhance and expand existing evaluation and assessment processes to promote continuous improvement throughout the college.

As the college’s funding from the state becomes coupled to performance based outcomes, it is imperative that a more robust and comprehensive assessment process for all levels of the college be implemented. The Academic Assessment Committee has been leading the charge on academic assessment at the program and course level; general education outcomes are under discussion and institutional work processes are being assessed for their efficiencies. In order to accomplish these assessments, data are being used to identify progress at all levels of the college.

The Academic Assessment Committee has continued to restructure its policies and procedures. Three new programs have named Assessment Liaisons (Developmental Reading, Developmental Writing and Developmental Math), bringing the total number of participating programs to 43. Assessment Liaisons for Adult Education’s ABE and ESL departments are being sought after.

The Academic Assessment Committee has documented and shared with faculty the college’s assessment of student learning outcomes process. Further, the Academic Assessment Committee revised its assessment plan form and implemented a new online submission process using a survey tool. Continued steps in the process will focus on revising the assessment report, assessment implementation report forms and processes and the academic assessment handbook. Assessment implementation reports from previous years and assessment plans for future years will be due on November 15th each year. Currently, assessment reports are due on June 15. Click here for the most recent status report on academic assessment.

The Academic Assessment Committee held four of the six Brown Bags scheduled for this academic year. In addition to Brown Bags, the Center for Teaching Excellence (CTE) offered webinars and or workshops on the following assessment topics: Assessment Basics, Blackboard Learn Seminar Topic 4: Assessments; Keys to a Culture of Assessment: Value and Respect; and Tips for Effective Rubrics. To date, there has been a 65 percent increase in events from last academic year.

The Director of Teaching and Learning and the Assessment Committee chair met with the dean and faculty of Health Careers and Public Service to request that the division’s accreditation and certification standards be included in the academic assessment process. Faculty indicated that they will submit their assessment plans and reports in the prescribed format and will adhere to the committee’s due dates.

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. From November 2011 to December 2011, the vice president of academic affairs reviewed the deans’ submitted summaries. In January 2012, the vice president of academic affairs directed the deans to conduct 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. Further discussion about any changes to the process or document will continue with the chairs and coordinators. 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.

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. This work will continue for the balance of this academic year.

As federal and state performance measures continue to create a climate of greater accountability, as a college we need to understand how effectively we perform at all levels. The Institutional Effectiveness Plan (IEP) measures the effectiveness of the following strategic functions: 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. Each strategic function will be measured against outcomes established for four areas: Learning Center, Community Resource, Community Service and Operational Effectiveness. The IEP was presented to Triton administrators at the end of January and the director of institutional effectiveness will develop a method to collect the data required for the plan. A report documenting progress of the IEP will be completed by June 30th.

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 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:

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 the 2012 spring semester. The dishwasher is operational and in use by the Hospitality Industry Administration program.

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. See Appendix C – Classroom/Laboratory Equipment for a complete list of equipment.

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 is in use for the spring 2012 semester and provides students with an improved practice environment prior to clinical rotations. Further, the remaining funds will be divided between Diagnostic Medical Sonography (two transducers), Nursing (a pediatric Vital-sim mannequin) and Nuclear Medicine (wall built to create a small lab within the classroom for its orbiter camera). See Appendix C – Classroom/Laboratory Equipment for a complete list of equipment.

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 will improve the classroom experience for students and provide hands-on experience with the equipment found in their areas of practice. See Appendix C – Classroom/Laboratory Equipment for a complete list of equipment.

In accordance with the college’s facility plan, the following improvements have been completed during this period. The Science Labs in D204 and D208 were renovated and available for the beginning of the 2012 spring semester. The project exceeded scheduled target dates. The Testing Center project 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 has been purchased and will be installed in March.
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 is scheduled to be completed in March. Phase 2 of the electrical switchgear replacement is in the design phase with construction to tentatively take place in late summer of 2012.

The architectural phase of the H Building Renovation project has commenced. The architectural phase of the project includes 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 held in February 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.

New classroom furniture was installed in 18 classrooms in December. Approximately nine more classrooms are under consideration for furniture upgrades this fiscal year. To gauge student and faculty satisfaction with the furniture, a survey was administered in fall of 2012. A follow up survey will be administered prior to the end of the spring semester to determine the satisfaction level with the new furniture.

The college continues to utilize current technologies to support and improve campus safety and security. To test the college’s emergency preparedness, the college participated in the nationwide Emergency Alert Test conducted by FEMA in November. Students and staff were notified of the Emergency Alert Test through the Blackboard Connect Emergency Notification System (ENS). The college has started the replacement of the campus security system including door alarms, video surveillance and access control.
Enhance Triton’s virtual campus environment.

In support of Triton’s virtual campus environment, 885 total course shells are now held in the Blackboard Learn system for the 2012 spring semester. This represents a 74 percent increase in the growth and use of the Blackboard Learn system over the 2011 spring semester (509 total course shells were held in the Blackboard Learn System). The increase in course shells is primarily due to the requirement that all adjunct faculty use Blackboard Learn to enhance their courses. Nearly 84 percent of the 2012 spring semester shells held in Blackboard Learn were created to enhance classroom based courses.

The college continues to digitize student records to improve workflow efficiencies. A vendor was chosen to complete the digitizing of student records. The records staff prepared and checked all files for accuracy prior to releasing them for scanning in February. A six week turnaround time is expected before the next batch of student records are sent out. It is anticipated that digitization will be complete by June 30, 2012. The dean of enrollment services discussed with other student and academic affairs areas training needs and access to students records needed after the digitization is completed.

During this period a needs analysis was conducted to identify areas in enrollment services that would benefit from the purchase of scanners to support the daily work of digitalization. Based on the needs analysis, scanners were purchased. The scanners are currently being installed in the identified enrollment services departments. Training is expected to occur in March. Business Services also received two scanners and workstations for the payroll and accounts payable area. One or two applications for each area will be piloted.

The Smartthinking Online Tutoring system continues to show tremendous growth. A total of 1,000 hours were purchased at the start of the fall 2011 semester to support the online tutoring needs of students. The chart below compares September, October, November and December of 2011 (fiscal year 2012) to the same months in fiscal year 2011. As demonstrated, student use in fiscal year 2012 has increased significantly. The use of Smarthinking continues to grow and will exceed 200 percent from fiscal year 2011 to fiscal year 2012. This is 20 times higher than the target growth rate for this activity.

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<tr>
<th></th>
<th>2011</th>
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<th>2010</th>
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<tbody>
<tr>
<td></td>
<td>SESSIONS</td>
<td>HRS USED</td>
<td>SESSIONS</td>
<td>HRS USED</td>
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<tr>
<td>September</td>
<td>150</td>
<td>91.17</td>
<td>24</td>
<td>11.5</td>
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<tr>
<td>October</td>
<td>128</td>
<td>86.1</td>
<td>72</td>
<td>42.72</td>
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<tr>
<td>November</td>
<td>116</td>
<td>77.25</td>
<td>71</td>
<td>45.82</td>
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<tr>
<td>December</td>
<td>68</td>
<td>47.92</td>
<td>40</td>
<td>22.98</td>
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Recruit and develop a highly qualified and diverse workforce to support the mission and goals of the institution.

The Center for Teaching Excelled (CTE) continued developing and implementing high quality programming for faculty development with respect to assessment, curriculum development, pedagogy and instructional technology. In this reporting period, the CTE scheduled 68 events and facilitated or hosted 53 (35 non-duplicated) events with an attendance of 856 (626 non-duplicated) participants. This is a 1.9 percent decrease in the actual number of events held as compared with the same reporting period in academic year 2010-2011 when 54 (45 non-duplicated) of 66 scheduled events were held in the CTE. However, there has been an 82.1 percent increase in the total number of participants in CTE events, from 470 to 856 participants, and a 111.4 percent increase in the unduplicated number of participants in CTE events, from 296 to 626. This also represents a 121.9 percent increase in the total number of professional development hours achieved for administrators, full-time faculty and adjunct faculty (2,619 hours compared to 1,180 hours during the same timeframe last year). These figures mainly reflect the increase in adjunct faculty attending the Adjunct Faculty In-Service that had an attendance of 402 faculty as compared to 50 last year.

The Blackboard Learn conversion along with the requirement that all adjunct faculty enhance classroom based instruction with Blackboard has attributed to a 159.9 percent increase in the number of support calls and consultations (855 to 329 in the same timeframe last year). The non-training usage of the CTE Lab also increased slightly, from 516 to 691 users or 33.9 percent during the second four reporting months of fiscal year 2012 as compared to the same time period last year.

Two Tenure Track Faculty Forums were held and both received favorably feedback. Participants were pleased with the choice of topics and more frequent and regular communications than in the previous years. Although there is a 28.6 percent decrease in the number of faculty who are currently eligible to participate in the tenure-track forums, there has been a 73 percent increase in the percentage of eligible participants who have attended both events. Participants’ satisfaction rate will be measured utilizing a survey at the end of the Spring 2012 academic term.

Revisions to the forms and processes of the Tenure Track and Adjunct Faculty Mentoring programs have been implemented. The three new tenure-track faculty have been paired with mentors. Ten out of 12 departments with new adjunct faculty, 42 adjuncts in total, were paired with mentors. Mentees’ satisfaction rate will be measured utilizing a survey at the end of the spring 2012 semester.

Significant improvements have been made with the New Adjunct Orientation. For this period, 80 percent of new adjuncts (based on adjunct faculty hired between October through December) attended the new adjunct faculty orientations. Additionally, 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.

\[\text{Note: The academic year 2011 comparison statistics are based on a restated benchmark transferring appropriate PDC workshops to the CTE as part of a departmental reorganization}\]
The Professional Development Center (PDC) is on track to increase participation by five percent for this fiscal year. Exclusive of technology, the PDC has provided Operations and Maintenance Compliance Training, the New Administrators' Cohort and an Employee Service Day in addition to the workshops the college is accustomed to having, (e.g., the Supervisors Academy and the new employee workshops). Diversity training for the spring semester included: Sex Gender Diversity and Understanding Our Returning Veterans. To date, PDC offerings, exclusive of technology is 477 participants. The Supervisors Academy has had 42 participants to date, with 23 unduplicated attendees. The eligible population for the Supervisors Academy is 75; reaching the five percent increase for this year may be challenging. Two additional Supervisors Academy offerings are scheduled for the remainder of the spring semester.

An Employee Recognition brochure was developed by the PDC and made available in December. Individuals are encouraged to nominate staff who exhibit excellence in service. To gauge the effectiveness of the Employee Rewards and Recognition program, a survey was sent to all employees in February. The survey showed that 59.9 percent of 152 respondents were aware of the Employee Recognition Program, compared with 38 percent of 99 respondents from last fall’s survey.

The PDC continues to build upon the new employee orientation program to effectively transition non-teaching employees into our culture of shared responsibility for student success. Four of these events have taken place since the beginning of the fiscal year. To date, 57 of 70 eligible new employees have attended, or 81 percent. To reach out to new employees who cannot attend the New Employee Breakfast/Orientation, the President’s welcome will be taped, the PowerPoint presentation will be voiced over and quizzes will be used to ensure active viewing.

The new administrators’ cohort began in September 2011 and they have met each month since. The topics cover a wide range of topics of interest to most administrators. Attendance has been nearly perfect for the group’s 10 participants. Books have been purchased to enable the cohort to share a common reading experience that supports their roles as community college administrators.

Progress on completion of the beginning stages of the development of a Succession Plan is taking place as demographic data of the College workforce is analyzed along with the collection of critical position turnover rates. This data will identify potential problematic positional vacancies that may interrupt the continued stable operations of the College and will single out positions requiring extra training and support to reduce the constant change in personnel.

The first period report identified that there are two standard models for succession planning: Career Ladder and Superstar. It was stated that the Superstar model, based on employee performance and potential, was the best fit for the College. However, with the recent organizational restructuring and the personnel changes that followed, the Career Ladder model will be reevaluated as a potential framework for the College’s succession plan. The organizational restructuring also brought two new challenges: The first challenge is the development of a current organizational chart and the second challenge is the development of new positions and identifying the importance of their roles within the College. Therefore, once the new organizational chart is in place and a detailed analysis of the collected data is completed, it is expected that a model will be chosen and work will continue in detailing the plan.
Each year the President’s Leadership Academy selects an institutional project. This year, the Leadership Academy selected two institutional projects: College Readiness and a 50th Anniversary Wall of Fame. The college readiness project will define a 16 week, intensive college preparedness program for at risk or high risk students to promote student success. The college preparedness program will be modeled after a proven model through the National Academic Centers on Excellence (ACE). Once the program and model are adapted for the college, the group will work to present findings and collaborate with faculty for adaptation into current curriculum. The 50th Anniversary Wall of Fame project will build upon current alumni efforts and institutional efforts leading towards the 50th Anniversary celebration. Fifty of Triton’s most notable alumni will be sought out to celebrate our past and acknowledge our success throughout the district to inspire our current and future students. The group is finalizing the criteria and selection process and searching for vendors to develop a budget.

The Leadership Academy presented their strategic planning exercise resulting from the retreat in September to the Board of Trustees in January and February. These presentations were interactive and many of the ideas presented to the Board are now being explored at the institutional level.

Goal 7 Period II Reporting Documents
Goal 8

Provide technology that promotes, supports and sustains effective teaching and learning.

Based on technology trends and best practices to support student success, the college started the conversion process to an Enterprise Resource Planning (ERP) system. Datatel was chosen as the ERP vendor in November. Information regarding the acquisition and the implementation of the ERP system continued to be shared with the college (e.g., College Hour, College Council and Academic Senate). The college completed the readiness phase of the conversion late in January which overlaps with the implementation phase scheduled to be completed by June 30, 2012. A Datatel project manager began work on campus in January. The Datatel project manager will work directly with the college over the next two years.

Several tasks related to the ERP conversion are underway. The Datatel hardware has arrived and has been configured and the software installed. An upgrade to the network is in progress with the actual cutover to the new hardware planned for over the spring break. A technical training plan for staff has been created and an implementation timeline finalized. A training area has been created in the M building to support the ERP conversion. Triton’s technology staff is engaged in technical training for the system and consulting assessment sessions with project teams aligned with this project have begun. Information will continue to be shared with the campus to ensure campus awareness and involvement. The implementation of the ERP system will definitely change the flow of work and ultimately lead to efficiencies in the operation of the college.

The college has an ongoing technology refresh plan that encompasses all campus computers, electronic classrooms and audio visual equipment. This technology refresh plan is essential to the classroom as various technologies enhance teaching and learning. Within the technology plan, student lab and classroom computers are replaced every three years. With this practice as the college’s guide, the following schedule was created to replace 500 computers:

<table>
<thead>
<tr>
<th>Year</th>
<th>Schedule</th>
<th>Action</th>
</tr>
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<tbody>
<tr>
<td>2011</td>
<td>Summer-Fall 1</td>
<td>Replace 125 units</td>
</tr>
<tr>
<td></td>
<td>Fall – Spring 2</td>
<td>Replace 125 units</td>
</tr>
<tr>
<td>2012</td>
<td>Summer-Fall 2</td>
<td>Replace 125 units</td>
</tr>
<tr>
<td></td>
<td>Fall- Spring 2</td>
<td>Replace 125 units</td>
</tr>
</tbody>
</table>

The college has purchased a total of 400 Hewlett Packard computers, 50 Hewlett Packard monitors, 48 Apple i-Mac computers and 75 laptops. As part of the Summer-Fall 1 schedule above, 98 computers were replaced, 75 laptops were installed on carts for the testing center, 23 laptops for the Audio Visual department were replaced and 130 computers were cascaded to staff. Projectors have been replaced in 17 areas throughout the A, M and G buildings. See Appendix D – Technology Refresh Locations and Age of Computers.

The college’s web site content provides essential information to students, community members and staff. As stated in Goal 2, the website went live in November but the intranet conversion did not occur. The migration for the intranet will begin during the spring semester. The new intranet should go live by the end of the spring 2012 semester.
The scheduling project (R25) is at crossroads. The programming was finished to automate the updates for categorizing room types with combined efforts from scheduling. However, there are discussions regarding whether or not time should be spent on making further connections to the current administrative system while simultaneously working on the ERP project.

**Goal 8 Period II 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

Remaining funds will be used to purchase the following equipment:

- DMS which is requesting 2 transducers;
- Nursing which is requesting a pediatric Vital-sim mannequin;
- Nuclear Medicine which will have a wall built to create a small lab within the classroom for its orbiter camera.

**School of Continuing Education (CECHP)**

- Pharmacy Technician
  - Pharmacy medicine misplay units and work counter. (Equipment ordered and some has been received.)
  - Portable Balances (scales) 300g, 120mm (Equipment received and in use).
Phlebotomy Technician (All equipment has been received and is in use).
- IV hands
- Master IV Hand Skills
- Venipuncture Training Hands
- Advanced IV Training Arms
- Adult IV Arm for Comprehensive Training
- Deluxe IV Training Arm
- Pediatric Injection and Training Arms
- Ultra 8 Centrifuge
- Newborn mannequin

Dialysis Technician (Equipment received and in use.)
- Kidney with adrenal gland 2 parts
- Chest mannequin

RN Refresher (Equipment received and in use.)
- 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 (Equipment received and in use.)

Dental Assistant (Equipment received and in use.)
- 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 Refresh Locations and Age of Computers

The following areas were upgraded during the first reporting period:

<table>
<thead>
<tr>
<th>Location</th>
<th>Location</th>
<th>Location</th>
<th>Location</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>A106</td>
<td>B215</td>
<td>F315</td>
<td>G212</td>
<td>I106</td>
</tr>
<tr>
<td>A112</td>
<td>F206</td>
<td>D210</td>
<td>G309</td>
<td>M123B</td>
</tr>
<tr>
<td>A141</td>
<td>F306</td>
<td>D306</td>
<td>E135</td>
<td>R127</td>
</tr>
<tr>
<td>A215</td>
<td>F311</td>
<td>E204</td>
<td>G311</td>
<td>T120</td>
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</tbody>
</table>

The following areas were upgraded during the second reporting period:

<table>
<thead>
<tr>
<th>Location</th>
<th>Location</th>
<th>Location</th>
<th>Location</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>A104</td>
<td>F107</td>
<td>J112</td>
<td>R207</td>
<td></td>
</tr>
<tr>
<td>A111</td>
<td>F109</td>
<td>J214</td>
<td>R314</td>
<td></td>
</tr>
<tr>
<td>A100E</td>
<td>J101</td>
<td>R131</td>
<td>R317</td>
<td></td>
</tr>
</tbody>
</table>

The following areas will be done by the end of the next reporting period:

<table>
<thead>
<tr>
<th>Location</th>
<th>Location</th>
<th>Location</th>
<th>Location</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>A100D</td>
<td>E145</td>
<td>J203*</td>
<td>M135</td>
<td>T133*</td>
</tr>
<tr>
<td>A314</td>
<td>E146</td>
<td>M114</td>
<td>M137</td>
<td></td>
</tr>
<tr>
<td>D209</td>
<td>F202</td>
<td>M123</td>
<td>NH115</td>
<td></td>
</tr>
<tr>
<td>E143</td>
<td>J116</td>
<td>M142B</td>
<td>T121</td>
<td></td>
</tr>
</tbody>
</table>

*Apple computers

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>1187</td>
<td>1048</td>
<td>88 %</td>
</tr>
<tr>
<td>Electronic Classrooms</td>
<td>64</td>
<td>34</td>
<td>53 %</td>
</tr>
<tr>
<td>Smart Board Classrooms</td>
<td>30</td>
<td>30</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>719</td>
<td>77 %</td>
</tr>
</tbody>
</table>