Triton College Master Plan
Fiscal Year 2012 – 2013
Volume IV

Status Report I

July 1, 2011 – October 31, 2011
## Table of Contents

Preface ............................................................................................................................ 3  
Executive Summary ....................................................................................................... 5  
Goal 1 – Update ............................................................................................................. 11  
  Goal 1 Reporting Documents ....................................................................................... 13  
Goal 2 – Update ........................................................................................................... 14  
  Goal 2 Reporting Documents ....................................................................................... 15  
Goal 3 – Update ........................................................................................................... 16  
  Goal 3 Reporting Documents ....................................................................................... 18  
Goal 4 – Update ........................................................................................................... 19  
  Goal 4 Reporting Documents ....................................................................................... 19  
Goal 5 – Update ........................................................................................................... 20  
  Goal 5 Reporting Documents ....................................................................................... 22  
Goal 6 – Update ........................................................................................................... 23  
  Goal 6 Reporting Documents ....................................................................................... 24  
Goal 7 – Update ........................................................................................................... 25  
  Goal 7 Reporting Documents ....................................................................................... 27  
Goal 8 – Update ........................................................................................................... 28  
  Goal 8 Reporting Documents ....................................................................................... 28  
Appendix A – Student Success Outcomes Definitions ............................................... 29  
Appendix B – Corporate Education New Courses ..................................................... 30  
Appendix C – Curriculum Resources .......................................................................... 31  
Appendix D – ACT Database Data ............................................................................. 32  
Appendix E – Student Learning Assessment Process ................................................ 33  
Appendix F – Classroom/Laboratory Equipment ...................................................... 35  
Appendix G – Technology Refresh Locations ............................................................ 37
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 has been established for the following student success outcomes:

<table>
<thead>
<tr>
<th>Student Success Outcomes</th>
<th>1-Year Performance Changes</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>
</tr>
<tr>
<td>2. Advancement from remedial to gatekeeper courses (within 3 years)</td>
<td>59%</td>
<td>53%</td>
<td>71%</td>
</tr>
<tr>
<td>3. Enrolling in and successful completion of gatekeeper courses (within 3 years)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Attempt</td>
<td>48%</td>
<td>48%</td>
<td>50%</td>
</tr>
<tr>
<td>English Complete</td>
<td>39%</td>
<td>38%</td>
<td>40%</td>
</tr>
<tr>
<td>Math Attempt</td>
<td>20%</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Math Complete</td>
<td>15%</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>4. Enrolling from one semester to the next</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Triton Fall to Spring Retention</td>
<td>67%</td>
<td>67%</td>
<td>71%</td>
</tr>
<tr>
<td>Triton Fall to Fall Persistence</td>
<td>51%</td>
<td>51%</td>
<td>53%</td>
</tr>
<tr>
<td>Triton Transfer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Triton Fall To Spring Transfer</td>
<td>3%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Triton Fall to Fall Transfer</td>
<td>3%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>5. Earning degrees and/or certificates (highest completion)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>5%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Degree</td>
<td>10%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15%</td>
<td>15%</td>
<td>21%</td>
</tr>
<tr>
<td>6. Total Success within 3 years (includes all completions and transfers)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>30%</td>
<td>35%</td>
</tr>
</tbody>
</table>

1 See Appendix A - 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

The purpose of this report is to document progress toward meeting the stated goals in the college’s Master Plan during the months of July through October 2011. During this period, there has been an array of activities that have been started and/or that have been completed that will ultimately lead to meeting the established targets for student success.

For each goal in the Master Plan, activities, performance indicators and targets were established at the onset of the fiscal year with the intention of contributing to systemic institutional improvement. Data was collected regarding the progress of the goals to date and that information has been compiled in this document.

The college demonstrates commitment to student success through academic excellence by providing programs that embrace the educational, training and personal development needs of the community we serve. The Schools of Arts and Sciences, Business and Technology, Health Careers and Public Safety and Continuing Education developed targets this academic year to either create or modify existing programs or to develop new degrees or certificates. Thus far in the academic year, those targets are beginning to be met. However, new degrees and certificates that were to begin in the fall 2011 semester, Independent Building Contractor, Facilities Engineering Technology and Beverage Management did not start. The primary factor that led to the delay of the programs starting in the fall was insufficient lead time provided by the college to allow for program approval from the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE). Forecasted enrollments in the programs affected will not be met this academic year due to this delay. The new degree developed for Digital Photography and the new certificate developed for New Media began this fall; thus far, enrollment has been significantly lower than expected. While the Sustainable Agriculture Technology certificate will not fully launch until the fall of 2014, the first course was offered this fall with 72 percent of the seats taken.

As a result of research completed by the Developmental Education Review Committee in fiscal year 2011, a new division commenced this fiscal year. This division, College Readiness and Academic Engagement, is being led by a dean in collaboration with the Math and English departments and support areas. This division has been tasked with providing specialized support for students underprepared for college work. Modifications in Developmental Math were implemented this fall and fast track Math courses were offered to students who scored high on developmental placement tests.

Adult Education (AE) continues to strengthen the process of transitioning students from non-credit classes to credit or job skills programs through several initiatives. A new initiative called Bridge to Success is aimed at students that are finishing their program courses in English as a Second Language (ESL) and General Education Development (GED) programs. Through Bridge to Success, students will receive information regarding scholarships, financial aid and college admission requirements to prepare them for a seamless transition into credit programs. Further, AE will need to revise their curricula to align program outcomes with standards mandated by the Illinois Community College Board (ICCB).

Strategies and practices to provide long-term support for increased enrollment and successful retention of students continue this fiscal year. To increase the number of students enrolling from fall to fall and to increase the number of students receiving degrees or certificates, the following
institutional initiatives have been implemented: mandatory placement testing, new student orientation, student support services (funded through the SSS-Trio grant) and campus wide initiatives (e.g., Commit to Complete, African-American retention program, etc.). The college continues to provide academic support programs that reflect the needs of students and support the institutional commitment to student success. Data will be collected to determine how these initiatives made an impact on student success and persistence.

The Strategic Enrollment Management (SEM) committee and workgroups continue to work on long-term strategies outlined in the Strategic Enrollment Plan to support increased enrollment and successful retention of students. A key component of the strategic enrollment plan is the development of a comprehensive annual recruitment plan. The Student Outreach and Recruitment (SOR) workgroup of the SEM has identified two basketball games and a Polish community volleyball games as special recruiting events to communicate program information to prospective students. At these events information tables will be set up to promote admissions, financial aid, student life, academic success, career services and other college departments and services.

To enhance the quality of campus life and offerings that foster student engagement, the Office of Student Life is currently assessing student feedback from program evaluations to best determine the effectiveness of extra-curricular offerings. Additionally, Student Life will be gathering data on overall student satisfaction. Based on the results, a comprehensive plan will be developed to address suggested campus life and offerings of extra-curricular activities.

Marketing strategies that complement the Strategic Enrollment Plan thus far have been the distribution of the Fall Schedule and Continuing Education Guide, the Annual Report, three issues of Page One, various projects requested by Enrollment Services and the Office of Student Life to increase student recruitment and engagement, and production of and placement of radio ads promoting fall 2011 registration. To further identify marketing strategies that will complement the Strategic Enrollment Plan, a demographic study of the district was completed in October. Based on the study, a proposal was developed and submitted to the vice president of student affairs for further market research related to perceptions, behaviors and attitudes of students and non-students.

To cultivate strategic partnerships that contribute to student success in a continuously changing environment, the college systematically reaches out to external stakeholders through community connections, businesses, educational partnerships and local, state and federal officials. The Community Outreach Plan is used as a long-term guide to build sustainable relationships over time. The Community Advisory Committee (CAC) is one facet of the plan and its purpose is to provide input on our student success work and on the Master Plan. Information continues to be shared with the CAC on key initiatives and new initiatives that move us toward our goals and vision. To develop strong alliances with constituents that will result in partnerships for student success, the college has integrated curriculum with opportunities for students to work within the community through both governmental and business partners. College outreach activities also include alumni relations. Alumni relations has executed several email marketing efforts to engage alumni, including; the distribution of Triton in Touch, the new Alumni/Foundation e-newsletter, invitations and reminders of various events including the Triton/Benedictine Nursing Alumni Reception and the President’s Reception.
Both the Triton College Foundation and Triton’s Grant department continually seek out resource opportunities and assist in securing funding from the public through private and corporate foundations, and local, state and federal agencies. The Foundation is cultivating relationships with several current and potential donors. To increase unrestricted contributions to the Foundation, a direct mail campaign targeting specific households throughout the district is being launched with the first mailing of the series going out in January 2012 (four mailings will follow four to six weeks after each other). Triton’s Grant department has secured $1,855,613 (64 percent) of targeted funding thus far in fiscal year 2012. This funding will support workforce development, increasing course availability in sustainable practices and the development of a Sustainability Center.

To refine and validate assessment of student learning outcomes and other structures for all academic areas that will better facilitate student success, the Academic Assessment Committee has been focusing on revising its assessment handbook, collecting academic assessment reports from fiscal year 2011 and implementing a new online submission process. The Academic Assessment Committee has worked to revise its assessment plan submissions process by utilizing an online system. The committee will produce similar online submission forms and processes for its assessment reports which will better facilitate cyclical assessment strategies and allow faculty to act upon assessment data and improve student learning outcomes.

In fiscal year 2011, an Internal Program Review (IPR) was introduced to assist the process of determining academic program currency and viability. The 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. As scheduled, the IPR process began in the summer and the deans met with each Chairperson/Coordinator to review their IPR. The deans prepared and submitted their summary report of each department to the vice president of academic affairs. Overall, the IPR process proceeded as expected with 100 percent participation by each chairperson/coordinator. A handful of minor issues will be addressed prior to the next cycle.

An Institutional Effectiveness Plan (IEP) is under development and will include suggested indicators to measure effectiveness across major areas of responsibility throughout the college. Through thoughtful evaluation and assessment of programs and processes, continuous improvement is expected to occur. The IEP will validate the success of initiatives and be used to determine the viability of continuous funding for strategic initiatives as outlined in the Master Plan.

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 used in a minimum of five programs and/or academic disciplines will be updated. The established target for equipment replacement this fiscal year is on target. Instructional equipment for Automotive Technology (AUT) and Hospitality (HIA) has been purchased and will be installed by January 2012. Instructional equipment will be purchased for Visual Communications (VIC), Early Childhood Education (ECE), the Science department, Health, Sport and Exercise and Physical Education. Labs for the Radiologic Technology program are being remodeled and equipment is being purchased to upgrade one of the labs. Lab equipment for Continuing Education Center for Health Professionals to support programs has been ordered. Collectively, this equipment will improve student learning within classrooms and laboratories.
An assessment of accommodative equipment for the Center for Access and Accommodative Services (CAAS) was completed. A number of items were selected and will be reviewed for potential purchase. Also, an assessment of the existing athletic equipment and facilities was completed. A list of priority items and facility items were identified and will be requested for future funding.

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. As part of a continuing plan to upgrade the Science labs, two labs are currently being renovated. To expand the testing center to accommodate increased traffic due to mandatory placement testing, A122A, A122B, A122C, and A122D were renovated into a 144 seat flexible testing center. M142 was remodeled to add ceilings to three existing classrooms and five additional classrooms spaces were built within the same area. T156 was cleared of all printing equipment and converted to a large open classroom environment. The swimming pool is in the process of being upgraded to be code compliant with filtration grating and ADA requirements. There was a delay in receiving approval from the Illinois Department of Public Health (IDPH) to complete needed pool repairs which also temporarily delayed upgrades to the swimming pool. The old switchgear is scheduled for construction during the winter holiday break to limit the amount of interruption to student learning.

Several projects have been identified to improve and enhance facilities outside of the classroom which will contribute to the student’s overall academic experience. These include improvements include a facelift to the entrance of the library area, additional collaborative seating in the campus crossroads areas, Faces of Success photo mural campaign and outdoor seating areas. Pricing is being secured on these improvements.

The furniture selection process occurred during fiscal year 2011 and furniture was purchased to upgrade classrooms. There were some delays in the furniture arriving on campus which prevented the furniture to be in place by the start of the fall semester. The furniture is now on campus and is scheduled to be installed during the winter holiday break, to minimize inconvenience for faculty and students.

The college continues to utilize current technologies to support and improve campus safety and security. To achieve this, the college annually renews its’ contract for the Blackboard Connect Emergency Notification System (ENS). In an effort to optimally use the ENS system, students and staff have the ability to go onto either the student or staff portal and update their email and phone information. Other ongoing crisis management and campus safety issues are being addressed to ensure the safety of our campus. One of these initiatives is the expanded use of an integrated access control system. Phase I of the project will include the replacement of all defective door contacts and wiring throughout the campus. Phases II and III will include the expansion and upgrade of the access control and video surveillance systems.

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. In fiscal year 2011, the college began the conversion to Blackboard Learn System 9.1. The conversion was successfully completed and all courses and users were moved to Learn 9.1 for the start of the fall 2011 semester. For the fall 2011 semester, 660 course shells are being held in the Learn system, representing a 66 percent increase from the fall of 2010.
Business support processes that complement a virtual campus include: the class and event scheduling solution - CollegeNet R25, advancements toward the goal of 100 percent digitization of student records and online tutoring. The CollegeNet R25 project is behind schedule due to staffing changes resulting from retirement, resignation and reassignments of key people who were part of the original plan. The implementation schedule has since been adjusted and testing of the system will occur in the summer of 2012. To support the demand for student services on the web, information was collected and reviewed to prepare bid specifications for the outsourcing of the student records. Through a collaborative effort involving Enrollment Services, Business Services and Information Systems a bid request was completed and an award to outsource digitizing student records is anticipated for approval in December. Also, a needs analysis is currently underway to identify areas in Enrollment Services and Business Services that would benefit from the purchase of scanners to support the daily work of digitalization. The greatest success with creating a virtual campus to support the online needs of our students has been demonstrated with the 200 percent increase in the usage of Smartthinking Online Tutoring system.

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 focuses on faculty development related to curricular development, instructional technologies, recognition for teaching excellence, the tenure-track faculty program and adjunct training. The PDC focuses on employee training on technologies and applications and business support processes that support overall student success.

The CTE has seen a 6.7 percent decrease in the actual number of sessions held as compared with the same period last year\(^4\). There has been an increase in participants in CTE events largely due to the increase in faculty attending Blackboard Learn workshops. Adjunct faculty participation has increased 97 percent increase. The non-training usage of the CTE lab (e.g., faculty meetings) also increased 18.9 percent which is more than expected. Based on feedback received from a survey regarding the tenure-track faculty program, changes are being made and all new tenure-track faculty have been paired with a mentor.

The PDC is on track to increase participation by five percent over last year with 177 participants in technology training since the beginning of the fiscal year. 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. Two New Employee Breakfasts (welcome session) with the President have taken place since the beginning of the fiscal year. While 64 percent of new hires have attended the sessions, efforts will be increased to reach employees who currently have a difficult time attending.

The Human Resources Functional Committee presented an update on the succession plan to College Council. The update informed the council on the current policy of posting positions internally and externally, ultimately hiring the best qualified candidate. This practice is very slow and inefficient, costing the college both time and potential work hours. Other potential errors can exist with hiring the best qualified candidate; especially if the candidate is external. An external candidate may not assimilate as well to the college culture and experience a longer and steeper

---

\(^4\) 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.
learning curve than an internal candidate. The succession plan update provided two commonly used models: Career ladder and superstar. The career ladder model is not the most ideal fit for the college because of the college’s organizational structure. Many of the positions at the college are singular in nature and all do not have a natural job progression path. The superstar model appears to be a better fit for the college given the fact that it is based on employee performance and potential. Discussions regarding the potential of updating the college’s organizational chart to include all positions will occur next. The modified organizational chart will be designed to identify positions that have the least change. These activities will form the foundation of the succession plan.

As part of succession planning and professional development for employees, the President’s Leadership Academy was reinstated this fiscal year. A total of 23 employees from faculty, classified, mid-management and administration are participating in the Leadership Academy Class of 2012. The exposure that the Leadership Academy provides to our employees directly benefits the college through job promotion, institutional involvement and degree completion.

To increase functionality that will advance the college’s mission based on technology trends and best practices supporting student success, the college has committed to the conversion to a new Enterprise Resource Planning (ERP) system in fiscal year 2011. The conversion will be a long-term process that will improve computer processes that support student success. The campus participated in a review of ERP vendors and the ERP executive committee provided their recommendations regarding their team’s evaluation of the presentations. Based on the recommendations, the college entered into negotiations with Datatel.

The college has an ongoing technology refresh plan that encompasses all campus computers, electronic classrooms and audio visual equipment. Within the technology plan, student lab/classroom computers are to be replaced every three years according to best practices. With this practice as the college’s guide, 500 computers will be replaced this year. Thus far, the college has purchased 200 HP computers, 59 Apple i-Mac computers and 75 laptops. To date, 98 computers have been replaced, 75 laptops have been installed on carts for the new testing center and 40 computers have been cascaded to staff.

The college’s web site content provides essential information to students, community members and staff. The development of a student focused web site began last fiscal year and went live in November. The new web site is student centered and easier to navigate. The Intranet will also be redesigned and launched in the spring of 2012.

Overall, activities that support the movement toward achieving the goals stated in this plan 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 first reporting period, the college had encumbered or spent $4,161,173. This amount represents an unexpended balance of 54 percent or $4,928,401.

\[5 \text{ As reported by Activity Leaders.}\]
Goal 1

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

To enhance curricular offerings, the following curricular additions are being developed: A certificate in Music Technology scheduled for submission to the Curriculum Committee in spring of 2012 with a tentative start date of spring 2013. A new Ophthalmic Technician program curriculum is in the final stage of development from the accrediting body (Commission on Accreditation of Ophthalmic Medical Programs, Joint Commission on Allied Health Personnel in Ophthalmology) and once formalized, changes will be implemented.

In addition to developing new curricular offerings, the college continues to enhance curriculum to appropriately reflect the mission of the college by either adding new courses or enhancing existing courses. These changes are indicated below:

- The Health, Sport and Exercise Science department is modifying curriculum to incorporate nutrition as a component of an existing degree or certificate.
- As a result of reviewing the course’s objectives, a course from the Health, Sport and Exercise Science department and 10 courses from Mathematics have been revised and submitted to the Curriculum Committee.
- New courses have been submitted to the Curriculum Committee:
  - CHN 103  Intermediate Chinese I
  - BIS 114  Microbes and Society
  - PSY 207  Health Psychology
  - HTH 202  Culture and Food

- Corporate Education has developed 10 courses, four for the Continuing Education Center for Health Professionals (CECHP) and six for Corporate Programming (see Appendix B for a list of Corporate Education courses developed). Activities related to generating new curriculum, creating new courses and revising existing curricula are on target for this academic year.

Based on feasibility studies completed in fiscal year 2011, curriculum was developed for Digital Photography (A.A.S.) and New Media (Certificate) from the School of Arts and Sciences; Sustainable Agriculture (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 curriculum implementation. Current enrollment in Digital Photography and New Media is not reflective of the anticipated enrollment. For the fall semester, there was only one student in the Digital Photography degree program. It will take substantial effort on the part of faculty in this area to reach the target enrollments for academic year 2011-2012. Conversely, the Sustainable Agriculture Technology (SAT) certificate which began this fall had 72 percent of the seats taken for the first course offered, Sustainable Landscape Practices. 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 under the National Science Foundation – Advanced Technology Education grant).

First reports regarding the new Nuclear Medicine curriculum are anecdotal for first year students since no major exams have been given to date. Initial indicators have revealed that the Physics prerequisite has assisted students in better understanding the program’s principles. Comparisons of retention rates between first and second year students will further assist with on-going assessment of the Nuclear Medicine curriculum. Due to the rapid proliferation of Medical Assistant programs in the area (last count revealed 13), a feasibility study to determine the job market will be considered and based on those findings, a determination will be made regarding reactivating the program.

The Independent Building Contractor, Beverage Management Certificate and the Facilities Engineering Technology A.A.S. degree were not offered in the fall 2011 semester as planned. The primary factor that led to this delay was insufficient lead time provided by the college to allow for program approval from the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE). Continuing Education has created marketing materials and registration processes to recruit students from the stationary engineers union in November, December and January for the Facilities Engineering Technology degree.

To support curriculum development and modification, resources were requisitioned for the Center for Teaching Excellence (see Appendix C – Curriculum Resources). These resources will support faculty in curriculum development and design with an emphasis on globalization, sustainability and general education. Resources will provide valuable information for faculty to use as professional development tools and serve as a means to augment teaching and learning.

As a result of research completed by the Developmental Education Review Committee in fiscal year 2011, a new division was created in fiscal year 2012 which is dedicated to developmental education. The new division -- College Readiness and Academic Engagement – is led by a dean in collaboration with the Math and English departments and support areas (e.g., Academic Success and Counseling Services). This division has been tasked with providing specialized support to students who are unprepared for college work and various other student success and academic engagement initiatives. To assess the effectiveness of this structural change, student success indicators are being developed to determine pre and post assessment of learning prior to and after the implementation of the new division. This will be implemented in conjunction with the Assessment Committee of Academic Senate. Also included in the analysis of data will be the usage of academic support services by developmental education students.

Modifications in Developmental Math were implemented fall of 2011. Fast track Math (MAT) 045, 055 and 085 courses were offered to students who scored high on developmental placement tests. All students will take a final exam to measure skills learned (or not learned) during the semester. Proposals are underway to offer a course that combines MAT 055 and 085 in one semester and to offer developmental Math in modules. As part of a Career Technology Education (CTE) grant, the MAT 045 curriculum will be contextualized with Culinary Arts or Criminal Justice Administration. There is also a proposal to combine Rhetoric (RHT) reading and writing into one five credit hour class. Planned implementation (pilot) is scheduled for fall 2012. Faculty teaching developmental RHT are planning on designing/writing their own textbooks or teaching
materials to reduce the high cost of publisher textbooks which are sometimes dated and do not necessarily connect to the lives and experiences of students in developmental education.

To strengthen the process for transitioning students from non-credit classes to credit or job skills programs, Adult Education (AE) has been working on several initiatives. For example, mandatory orientations for returning and new students are being revised to improve program information provided to students and to obtain their commitment to complete their studies. Students will sign a Complete Program Agreement during the mandatory orientations before enrolling for the spring 2012 semester. This activity is linked to the institutional “Commit to Complete” initiative launched on October 26, 2011.

Another new initiative in AE is **Bridges to Success** which will be launched on December 7, 2011. Students who are finishing their programs in English as a Second Language (ESL) and General Education Development (GED) programs will attend an information session and receive information on Bridge opportunities, scholarships, financial aid and college admission requirements to prepare students for a seamless transition into credit programs. GED Students will also receive information and/or assistance in registering for the official GED Test. Additionally, the **Bridges to Success** initiative will encourage students to participate in the respective, annual ESL or GED Commencement ceremonies and transition into credit certificate/degree programs for the next academic year.

The Illinois Community College Board (ICCB) recently released a mandate for all Illinois Adult Education (AE) Programs to conform to Illinois ESL and ABE/ASE Content Standards. To meet this mandate, both the ESL and GED curricula are being revised to align program outcomes with those standards. This curriculum alignment will further strengthen AE programs and result in students being better prepared to transition into credit programs.
Implement a comprehensive strategic enrollment plan to ensure that students have the institutional resources to succeed.

Strategies and practices to provide long-term support for increased enrollment and successful retention of students continue this fiscal year. To increase the number of students enrolling from fall to fall and to increase the number of students receiving degrees or certificates, the following institutional initiatives have been implemented: mandatory placement testing, new student orientation, Student Support Services grant and campus wide initiatives (e.g., Commit to Complete programming, African-American retention program, etc.). The Center for Access and Accommodative Services (CAAS) facilitated training sessions with departments in enrollment services (financial aid and admissions) to provide general knowledge on how to assist students in registering for and utilizing CAAS services. Data will be collected to determine how these initiatives made an impact on student success and persistence.

To address the need for additional space as a result of mandatory placement testing, a comprehensive Testing Center was constructed in the lower level of the A building (Testing Center will be used for the spring 2012 registration period). A survey will be administered to assess the student’s perception of the testing environment, testing preparation and communication with staff. The Testing Center will offer two additional assessment services for students and community members. Currently, testing center staff is exploring the opportunity to become a testing site for assessment tools from Prometrics and Assessment Technologies: Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Tests (DSST) and the Test of Essential Academic Skills (TEAS). The DSST is generally used by military members and their spouses; the TEAS is generally used for pre-admission into nursing programs.

The college continues to provide academic support programs reflective of the needs of students and the institutional commitment to student success. To expand the support available for apple products on campus, planning for additional ipad and touch-table technology is in progress.

Marketing strategies that complement the Strategic Enrollment Plan have been developed and have or will be implemented. Deliverables have been the distribution of the Fall Schedule and Continuing Education Guide, Annual Report, three issues of Page One, various projects requested by Enrollment Services and the Office of Student Life to increase student recruitment and engagement (includes a revision of the Viewbook), and the production of and placement of radio ads promoting fall 2011 registration. To further identify marketing strategies to complement the Strategic Enrollment Plan, a demographic study of the district was completed in October. Based on the study, a proposal was developed and submitted to the vice president of student affairs for further market research related to perceptions, behaviors, and attitudes of students and non-students.

From the start of the fiscal year, the college has generated 190 clips in external media as a result of intentional publicity initiatives. This number will be the baseline for future results. The launch of the student-focused website occurred in early November. Marketing will now have the capacity to measure website visitors and establish a baseline for future comparison in website traffic.

A key component of the college’s strategic enrollment plan is the development of a comprehensive annual recruitment plan that includes enrollment growth potential and target markets. To achieve
this, the Student Outreach and Recruitment (SOR) workgroup of the Strategic Enrollment Management (SEM) committee identified three special recruiting events to communicate program information to prospective students. The events include two Trojan basketball home games and one Polish Student Association community volleyball fundraising tournament. Information tables will be set up to promote admissions, financial aid, student life, academic success, career services and other college departments and services.

The SOR workgroup identified online tools to increase the effectiveness of reaching prospective students. The committee will focus on virtual appointments this fiscal year and purchase webcams for departments such as admissions, financial aid, adult education and continuing education. The SOR workgroup used Barcode QR Technology to create a Triton barcode to gain instant mobile access to the college’s website using an android phone or apple iphone. The barcode will be used on marketing materials, business cards for admissions staff and at college fairs and events.

To enhance the quality of campus life and offerings that foster student engagement, the Office of Student Life is assessing student feedback from program evaluations to determine the effectiveness of extra-curricular offerings. The Office of Student Life will also be working with institutional research to gather data on overall student satisfaction. Based on the results, a comprehensive plan will be developed to address suggested campus life and offerings of extra-curricular activities.

The Council on Diversity Affairs was created to represent, advocate and assume responsibility for infusing the diversity plan into the college. Activities and support provided through the Council on Diversity Affairs directly impacts the quality of campus life for students and employees. The Council on Diversity Affairs discussed their future and alignment with other institutional committees. Members agreed that they would make an official recommendation to College Council to become a functional committee with the intention of increasing visibility and institutional support of diversity initiatives and awareness. A formal recommendation will go to the College Council at the November 13, 2011 meeting with a revised purpose statement. The alignment of the Council on Diversity Affairs with College Council will provide a greater institutional awareness and gain more institutional support and ownership.
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.

The Community Advisory Committee (CAC), a representative of constituents within our community, continues to meet to provide input on emerging community needs, review progress towards the college’s long term plan and to assess the college’s responsiveness to community needs. The Community Advisory Committee met in July and October. At least 10 CAC members attended each meeting. Members of the CAC remain very engaged, providing input on student success work and on the Master Plan. Information continues to be shared on key initiatives and new initiatives that move the college toward our goals and vision. CAC members have toured campus facilities providing them with more knowledge of the work done for our students and community. CAC members share this information throughout the community and in some cases link us to other initiatives in the community. This connection creates a greater awareness of the tremendous resource Triton is for their community. The CAC represents a segment of the overall community outreach plan.

An additional strategy of the community outreach plan is establishing strong alliances with constituents that result in partnerships for student success. Success of this strategy includes integration of curriculum with opportunities for the students to work within the community through both governmental and business partners. This work requires consistent communication with partners and potential partners as the college looks to expand its reach to areas throughout the district. Additionally, we have learned that it takes several years to build sustainable partnerships. A number of meetings have been held this year with potential new business partners and new leads are consistently being explored. The partnership work that is currently underway will provide the college with opportunities to increase the college’s visibility in the community and state level, as well as providing stories that are more newsworthy.

As with the CAC, the college’s student success agenda is shared with all potential partners and is discussed at educational partnership and legislative meetings. Communications are tailored toward the audience (business, community, education and legislators). Over the last several months more intentional focus has been placed on our communication with state and federal legislators that will again increase awareness and expand the support for community college education and legislative priorities.

Another element of the colleges outreach activities includes alumni relations. To facilitate regular communication with our alumni, an alumni database continues to be expanded. Updates to the alumni ACT database and alumni email lists in Constant Contact are made continually. The ACT database contains 10,927 alumni contacts and Constant Contact contains 3,529 alumni email addresses. These numbers reflect a slight growth from the baseline data of 10,000 contacts in ACT and 3,500 email contacts in Constant Contact since fiscal year 2011. The growth in alumni include collecting contact information at college events, including a “Join My Mailing List” button on the alumni website, a facebook page and gathering submissions to the contact form on the alumni website. See Appendix D – ACT Database Data.
A master calendar and work plan were created to guide the communication strategy of the Alumni Relations Office. Constant Contact is used for email marketing efforts that include: the distribution of Triton in Touch, the new Alumni/Foundation e-newsletter, invitations and reminders of various events including the Triton/Benedictine Nursing Alumni Reception and the President’s Reception. Segments of alumni have been contacted through print communication including: save the dates and invitations for the Triton/Benedictine Nursing Alumni Reception, the upcoming Criminal Justice Administration (CJA) Alumni Reception along with a postcard inviting alumni to join our email lists for the e-newsletter. Follow this link for Alumni email metrics.

Efforts to increase the percentage of alumni that participate in events and activities hosted by Alumni Relations occurred in a variety of ways. For the Triton/Benedictine Nursing Reception, alumni received a save the date and a letter describing the event in detail to encourage attendance. Alumni received an e-reminder one week before RSVP’s were due. These efforts contributed to an attendance rate of 21 percent (nine alumni attendees out of 42 alumni invitees). The 21 percent attendance rate is a significant improvement over the average rate of 7 percent participation in fiscal year 2011. This event was much smaller compared to previous alumni receptions. A more accurate reflection of movement toward the fiscal year 2012 target of 12 percent participation will be compiled after the larger CJA and Allied Health Alumni Receptions hosted in December and April. Other efforts executed to increase alumni participation include the insertion 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.

Efforts to promote the growth of the Alumni Association include the drafting of bylaws for the association, gathering information to develop a marketing plan to encourage association membership, revisiting the benefits of association membership and scheduling a meeting of an alumni advisory group to gather feedback of alumni on campus. Further information will be provided once the plans outlined above are implemented.

The Alumni Relations Office and the Foundation have been planning two joint events that will take place during fiscal year 2012. The first joint event will be a wine tasting at Lynfred Winery on February 9, 2012. A meeting was held with the events coordinator at Lynfred to gather information for planning the event. The second event option includes a day at the races at Maywood Park. These events will help to strengthen relationships with alumni and the community-at-large and cultivate partnerships that will contribute to the success of students and the college.

Both the Triton College Foundation and Triton’s Grant Department continually seek out resource opportunities and assist in securing funding from the public through private and corporate foundations, and local, state and federal agencies. The Foundation is cultivating relationships with several current and potential donors. The Foundation completing an application to Bank of America Foundation (for the Hospitality Industry Administration (HIA) program) that is expected to be completed and submitted in November and an application to the Dr. Scholl Foundation is still pending ($25,000 for the HIA Program). Currently, the restricted income for the Foundation is higher than the same time period in the prior year, $67,759 as compared to $79,962. To increase unrestricted contributions to the Foundation, a direct mail campaign targeting specific households throughout the district is being launched with the first mailing of the series going out in January 2012 (four mailings will follow four to six weeks after each other). A special event was held with
the first Fine Arts Reception in October; however, the response was very low (500 invitations were sent out to donors and prospective donors). A Foundation board member is taking the lead with a planned giving program and once the initial meetings with his colleagues (financial planners) are complete, the Foundation will move forward on the development and hosting of several Continuing Education courses for estate planners. Income is currently less in unrestricted contributions from the same time period in the prior year, $5,484 as compared to $7,021.

Triton’s Grant Department has secured $1,184,536, 64 percent of targeted funding to date. The awards include: Cook County Works new cycle of competitive funding to support workforce development activities and training through the Triton Retraining Assistance Center (TRAC), $250,000. As part of the U.S. Department of Labor’s consortium award to the College of Lake County, Triton was awarded $859,536 (Triton’s three year budget) to increase course availability in sustainable practices that will support the development of the green economy in Illinois. Contracts to the college for training delivery received by other community agencies: Triton College will receive $30,000 for contractual training provided to Proviso Leyden Council for Community Action (PLCCA) as a result of an award from the Illinois Department of Commerce and Economic Opportunity (DCEO) to the PLCCA. Training delivered will teach weatherization skills to two cohorts of 20 participants (40 trainee’s total). Triton received $45,000 from the Illinois Green Energy Network (IGEN) as base funding for the development of a Sustainability Center.

A grant application to support the expansion of the child development center is under development. This grant has a potential award value of $5,000,000. Collaboratively, the Grants Office is working with the associate vice president of facilities and the director of the child development center to develop the narrative for the grant from the Capital Development Board. Other applications in progress: A grant application for $30,000 to the Illinois Board of Higher Education to support student internships through Career Services; $300,000 in funding through IGEN to participate in the Energy Equipment Group Purchasing program, funded through a grant from DCEO; and in partnership between Continuing Education, the Ophthalmic Department and the Illinois Ophthalmic Association an application to create and deliver an Eye Care Assistant training program in Quang Tri province, Vietnam (the Illinois Ophthalmic Association is the lead applicant and reached out to Triton in partnership and support to plan and prepare a $100,000 application to the United States Agency for International Development).
Enhance and expand existing evaluation and assessment processes to promote continuous improvement throughout the college.

The Academic Assessment Committee is focusing on revising its handbook, collecting academic assessment reports from fiscal year 2011 and implementing a new online submission system. Changes in personnel left four programs without liaisons to file plans or reports and the chairperson of the Academic Assessment Committee is working to fill those positions.

The Academic Assessment Committee continues to revise its handbook using a Blackboard shell. As part of that process, the committee worked with institutional research to revise its assessment plan submissions process by utilizing an online process through Survey Monkey (Assessment Plan Fall 2011). The committee will produce similar online submission forms and processes for its assessment reports and assessment implementation form, the latter of which was designed to better facilitate cyclical assessment strategies that enable faculty to act upon assessment data and improve student learning outcomes, as opposed to merely reporting that data. The committee has revised its timeline: Implementation reports from previous years and assessment plans for future years are now due on or about November 15th each year; assessment reports are due on or about May 15th each year. See Appendix E – Student Learning Assessment Process which was shared with the Academic Senate on October 18. As a result of the orderly withdrawal of five programs in fiscal year 2010, the total number of programs responsible for submitting assessment plans and reports has decreased to 40.

To affect institutional improvement for academic programs, an Internal Program Review (IPR) was introduced in fiscal year 2011 to assist the process of determining academic program currency and viability. The 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 each individual Internal Program Review. During early October, the deans prepared their summary report of each department for the vice president of academic affairs. The completed IPRs for each department were submitted to the vice president of academic affairs on October 20, 2011 as scheduled. Overall, the IPR process proceeded as expected with 100 percent participation by each chairperson/coordinator. Individual faculty participation varied across departments and many chairs/coordinators commented that they would like to have received more input from their faculty. There are a handful of minor issues that will be addressed prior to the next cycle. A few of the criteria will need to be assessed for their validity and several of the benchmarks need to be examined for their relevance. A discussion of the timeline may also need to occur. This debriefing will include the deans and the vice president of academic affairs and will occur early in 2012.

Goal 4 Reporting Documents
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 used in a minimum of five programs and/or academic disciplines will be updated. Thus far, the following has occurred:

**School of Business and Technology:** Instructional equipment for Automotive Technology (AUT) and Hospitality (HIA). Four new lifts for AUT and a replacement dishwasher for HIA will be purchased. The dishwasher is expected to be purchased and installed by January 2012. The four new AUT lifts, three for T101 and one for T107 are also expected to be purchased and installed by January 2012.

**School of Arts & Sciences:** Instructional equipment will be purchased for Visual Communications (VIC), Early Childhood Education (ECE), Health, Sport and Exercise and Physical Education. Funds will be used to purchase Science amp models, a water filtration system and instructional equipment for Chemistry and Microbiology. Equipment purchased will improve student learning within classrooms and laboratories. For a complete list of equipment to be purchased, see Appendix F – Classroom/Laboratory Equipment.

**School of Health Careers and Public Service:** The Radiologic Technology Program remodeled its labs and purchased equipment to upgrade one of the labs. The equipment will be installed for the spring 2012 semester and will provide students with an improved practice environment prior to clinical rotations. See Appendix F – Classroom/Laboratory Equipment for a complete list of equipment.

**School of Continuing Education:** Lab equipment for Continuing Education Center for Health Professionals to support the following programs has been ordered: 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 types of equipment they will find in their areas of practice. For a complete list of equipment see Appendix F – Classroom/Laboratory Equipment.

As part of a continual assessment process to provide current technologies used in the delivery of accommodative services and health services, an assessment of accommodative equipment for the Center for Access and Accommodative Services (CAAS) was completed. A number of items were selected and will be reviewed for potential purchase. Items under consideration include upgraded voice dictation software, ipads, translation equipment, Braille displays and reader capture systems. An assessment of the existing athletic equipment and facilities was completed. A list of priority items and facility items were identified. While some funds will be available to address a portion of the equipment needs this fiscal year, additional funds will be needed in future years for longer term facility needs.

In accordance with the college’s facility plan, which is intended to maintain the campus infrastructure to provide a physical environment conducive to positive educational and social
outcomes, the following improvements were strategically chosen based on the need to upgrade the specific area.

Two Science labs are being renovated. The project is on schedule and expected to be complete by the start of the spring 2012 semester. To expand the testing center to handle increased traffic due to the mandatory placement testing, A122A, A122B, A122C, and A122D was renovated into a 144 seat flexible testing center. The project completed on time and successfully met all of the scheduled target dates. M142 was remodeled to add ceilings to three existing classrooms and five additional classrooms were built within the same area. The project is complete and successfully met all of the scheduled target dates. T156 was cleared of all printing equipment and converted to a large open and safe classroom environment. The swimming pool is in the process of being upgraded to be code compliant with filtration grating and ADA requirements. This project is ongoing and as a result did not meet the set target date of completion (October 1, 2011). The delay was caused by the college not receiving Illinois Department of Public Health (IDPH) approval on time as the approval process took several months.

Due to the scope of replacing the campus’s original high voltage electric switchgear equipment, this project is a multi-year implementation. The timing of replacing the old switchgear needs to be coordinated to limit the amount of interruption to student learning. Phase I of the switchgear project has met all of the established targets and is scheduled for construction during the winter holiday break (last week of December).

Several projects have been identified to improve and enhance facilities outside of the classroom that will contribute to the student’s overall academic experience. These include a facelift to the entrance of the library area, additional collaborative seating in the campus crossroads areas, Faces of Success photo mural campaign and outdoor seating areas. Pricing is being secured on these improvements.

The furniture selection process occurred during fiscal year 2011 and furniture was purchased to upgrade classrooms. There were delays in the furniture arriving on campus which prevented the furniture to be in place by the start of the fall semester. The furniture is now on campus and is scheduled to be installed during the winter holiday break to minimize inconvenience for the students and faculty. A survey has been developed to gauge students’ pre-satisfaction levels with the current furniture and is scheduled to go out by the end of the fall 2011 semester. The post survey will go out during the spring 2012 semester.

The college continues to utilize current technologies to support and improve campus safety and security. To achieve this, the college annually renews its’ contract in the Blackboard Connect Emergency Notification System (ENS). In an effort to optimally use the ENS system, students and staff have the ability to go onto either the student or staff portal and update their email and phone information. Other ongoing crisis management and campus safety issues are being addressed to ensure the safety of our campus. One of these initiatives is the expanded use of an integrated access control system. After evaluation of our current access control system, it was determined that a phased in approach would be used. The first of three phases has been bid and is currently underway. This phase addresses cabling and basic infrastructure issues related to door alarms. Phase I of the project includes the replacement of all defective door contacts and wiring throughout the campus. Phases II and III will include the expansion and upgrade of the access control and video surveillance systems.
Goal 5 Reporting Documents
Enhance Triton’s virtual campus environment.

To sustain an infrastructure that supports the development, delivery and assessment of online courses, the conversion to Blackboard Learn System 9.1 began in fiscal year 2011. A few courses were selected to go live in a pilot of Learn 9.1 this past summer. All other courses were to remain on the older version until moved beginning fall 2011. The conversion was successfully completed and all courses and users were moved to Learn 9.1 for the start of the fall 2011 semester. For the fall 2011 semester, 660 course shells are being held in the Learn system, representing a 66 percent increase from the fall of 2010.

To increase and create business support processes that complement a virtual campus, several initiatives have been in progress since fiscal year 2011. A class and event scheduling solution called CollegeNet R25 continues to be implemented. This project is behind schedule due to staffing changes resulting from retirement, resignation and reassignments of key people who were part of the original plan. The building and facility information has been loaded into the system and course records are being updated in the administrative system before they are imported into R25. Information Systems is working with scheduling to define rules to use a program to automate many of the updates to save time. After the course information is loaded into R25, which should take place this fall, there will be significant time spent on configuration inside of the system and running tests for comparison against the administrative system. The configuration and testing should take place in the spring of 2012 with the completion of the testing occurring in the summer of 2012.

To support the demand for student services on the web, advancements have been made toward the goal of 100 percent digitization of student records. Information was collected and reviewed to prepare bid specifications for the outsourcing of the student records. Through a collaborative effort involving enrollment services, business services and information systems a bid request was completed and an award to outsource digitalizing student records is expected in December. A needs analysis is underway to identify areas in enrollment services and business services that would benefit from the purchase of scanners to support the daily work of digitalization.

The college began to position itself to support the online needs of students with the successful implementation of Smarthinking Online Tutoring system last fiscal year. Data shows that when usage was compared to the same period last year there has been a tremendous growth in usage. The following chart compares the first three months of fiscal year 2012 to the same months in fiscal year 2011. As demonstrated, student use in fiscal year 2012 has increased significantly. As of October 1, 2011, students had already used 67 percent of the total fiscal year 2011 usage. It is anticipated that the growth in Smarthinking use will exceed 200 percent from fiscal year 2011 when compared to fiscal year 2012. This is twenty (20) times higher than the target growth rate for this activity.
Smartthinking Usage

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2011</th>
<th>2010</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SESS</td>
<td>HOURS USED</td>
<td>SESS</td>
<td>HOURS USED</td>
</tr>
<tr>
<td>July</td>
<td>277</td>
<td>173.72</td>
<td>9</td>
<td>3.72</td>
</tr>
<tr>
<td>August</td>
<td>79</td>
<td>40.58</td>
<td>13</td>
<td>3.63</td>
</tr>
<tr>
<td>September</td>
<td>150</td>
<td>91.17</td>
<td>24</td>
<td>11.5</td>
</tr>
<tr>
<td>Y.T.D</td>
<td>506</td>
<td>305.47</td>
<td>46</td>
<td>18.85</td>
</tr>
</tbody>
</table>

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

To provide professional development opportunities to reinforce professional and team-orientated behavior for new and existing employees, the Center for Teaching and Excellence (CTE) and the Professional Development Center (PDC) were restructured in fiscal year 2011. The CTE has been focusing on: Developing and implementing high-quality programming and resources that focus on pedagogy, curricular development, instructional technologies and the assessment of for-credit, academic programs, student learning and recognition for teaching excellence; the refinement and implementation of a three-year program for tenure-track faculty that includes a general orientation to the college, mentoring, networking opportunities and forums on various topics related to teaching and learning; and refining, strengthening and implementing adjunct in-service, adjunct faculty orientation and non-tenure track orientation. The PDC has been focusing on employee training on technologies and applications and business support processes that support overall student success.

The CTE continues developing and implementing high quality programming for faculty development with respect to assessment, curriculum development, pedagogy and instructional technology. Thus far in fiscal year 2012, the CTE scheduled 117 events and has facilitated or hosted 97 (44 non-duplicated) events with an attendance of 773 (483 non-duplicated) participants. This is a 6.7 percent decrease in the actual number of events held as compared with the same period last year when 104 (57 non-duplicated) of 146 scheduled events were held in the CTE6. There has been a 23.7 percent increase in the total number of participants in CTE events, from 625 to 773 participants and a 42.9 percent increase in the unduplicated number of participants in CTE events, from 338 to 483. This represents a 56.1 percent increase in the total number of professional development hours achieved for full-time and adjunct faculty, from 86,130 hours in 2010 to 134,415 hours in 2011. These figures largely reflect the increase in faculty attending Blackboard Learn workshops due to the contractual requirement that all adjunct faculty have a Blackboard shell to enhance their classroom courses beginning in spring 2012. The unduplicated adjunct faculty accounted for 327 participants in the current reporting period as compared to 166 participants in the prior year. This is a 97 percent increase in attendance. Support calls and consultation have increased 132.4 percent, from 420 in fiscal year 2011 to 976 in fiscal year 2012 during the same time period largely due to the Blackboard Learn conversion. The non-training usage of the CTE Lab also increased more than expected, from 550 to 654 users or an 18.9 percent increase during the first four months of fiscal year 2012 as compared to the same four month period in fiscal year 2011. Finally, the percentage of the number of eligible employees attending the fall faculty workshop has remained flat between the two fiscal years.

Changes have been made to the tenure-track faculty program based on feedback received from a survey that was conducted toward the end of fiscal year 2011. During September and October of 2010 and 2011 two tenure-track forums were held. Although there is a 28.6 percent decrease in the number of faculty who are eligible to participate in the tenure-track forums, there has been a 7.9 percent increase in the percentage of eligible participants who have attended both events. The satisfaction rate for the participants will be analyzed at the end of the spring 2012 semester when

---

6 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.
another survey will be conducted. The mentoring programs have been refined for clarity at the beginning of this fiscal year. All new tenure-track faculty have been paired with a mentor.

There has also been significant improvement in the percentage of new adjunct faculty attending the New Adjunct Orientation. In fiscal year 2012, 70.5 percent of new adjuncts (based on adjunct faculty hired between April-August) attended the New Adjunct Orientations. This represents a 18.9 percent increase in the percentage of eligible adjunct faculty attending the orientation as compared to fiscal year 2011 when 51.5 percent of the eligible adjunct faculty attended the orientation.

A new staff technology trainer joined the PDC on July 25th and has made an impact by training staff on Ektron (new website content tool), the new telephones and on Microsoft Office products. The PDC is on track to increase participation by five percent over last year with 177 participants in technology training since the beginning of the fiscal year. Exclusive of technology, the PDC has provided Operations and Maintenance compliance training, facilitating the New Administrators Learning Community, continued the Supervisors Academy and the new employee workshops. To date, PDC offerings, exclusive of technology, has had 244 participants. Of those participants, the Supervisors Academy has had 42 participants, with 23 unduplicated attendees. Surveys will be administered to before and after training to measure the level of participant satisfaction on the workshops’ objectives.

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. Two New Employee Breakfasts (welcome session) with the President have taken place since the beginning of the fiscal year. The first session was attended by 23 new employees. The second was attended by 13 new employees. While 64 percent of new hires have attended the sessions, efforts will be increased to reach employees who currently have a difficult time attending. Plans are being made to record the welcome session in English and Spanish.

In August 2011, the Human Resources Functional Committee presented an update on the succession plan to College Council. The update informed the council that the college has a policy of posting positions internally and externally, ultimately hiring the best qualified candidate. This practice is very slow and inefficient, costing the college both time and potential work hours. Other potential errors can exist with hiring the best qualified candidate; especially if the candidate is external. An external candidate may not assimilate to the college culture nor demonstrate the same loyalty to the college as an internal candidate. The learning curve with an external candidate is longer and steeper than an internal candidate. Factors as mentioned, demonstrate the importance many organizations are placing on having a robust succession plan to ensure continued operation when vacancies should occur.

The succession plan update provided two commonly used models: Career ladder and superstar. The career ladder model is not the most ideal fit for the college because of the college’s organizational structure. Many of the positions at the college are singular in nature and all do not have a natural job progression path. An up-to-date organization structure has not been created for some time and should an organizational structure be created, it would ultimately be outdated in a short period of time. Therefore, the superstar model appears to be a better fit for the college given the fact that it is based on employee performance and potential. A framework is already in place
since all employees have a supervisor and have evaluations; both of which can immediately be used to identify the high performance and high potential employees.

While problems and pitfalls were outlined with the career ladder model and retiree data, this information cannot be ignored because of its value. An organizational structure is critical to understanding the layout and potential problem areas. All levels within the college have critical positions that need to be identified and prepared to fill. Statistics show that employees closer to retirement are more likely to leave an organization than their counterparts. For example, an employee may be eligible to retire but not have plans to retire in the immediate future. However, that employee also cannot work forever. These numbers are extremely important in providing an indicator of where the college stands and view of the demographics of the immediate workforce. Therefore, an updated potential retiree list is being compiled based on age and years of service. While knowing that this information is not perfect, it will provide a snapshot of where the college’s workforce currently stands. This report will also help identify potential openings in the coming years and put these positions on a “yellow or red” alert if deemed critical to the organization. Discussions will begin on the idea of forming an updated organizational structure broken down to the lowest level of the college that has the least change. These two activities will form the foundations of the succession plan. Follow this link to see the full Succession Plan Proposal.

As part of succession planning and professional development for employees, the President’s Leadership Academy was reinstated this fiscal year. A total of 23 employees from faculty, classified, mid-management and administration are participating in the Leadership Academy Class of 2012. The academy participants attended a pre-retreat session where they had an opportunity to get to know one another, to review materials and ask questions prior to the three day retreat. Academy participants partook in sessions that focused on change management, community colleges, leadership, institutional overviews, budgeting, planning and communication at the retreat. These sessions were intended to: motivate employees to grow within their own roles; expand their awareness of college policies and procedures; network amongst employee groups; and, network with employees that they otherwise do not have the opportunity to interact. Academy participants interacted with the college’s leadership and community college leaders throughout the state. The exposure that the Leadership Academy provides to employees is a direct benefit through job promotion, institutional involvement and degree completion.

Goal 7 Reporting Documents
Goal 8

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

To increase functionality to advance the mission of the college based on technology trends and best practices to support student success, the college has committed to the conversion to an Enterprise Resource Planning (ERP) system in fiscal year 2011. The conversion will be a long-term process that will improve computer processes that support student success. The campus participated in a review of ERP vendors and the ERP executive committee provided their recommendations regarding their team’s (team’s were established based on work functions within the college) evaluation of the presentations. Based on the recommendations, the college entered into negotiations with Datatel. This negotiated contract will go to the November board meeting with project implementation beginning in January of 2012.

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/classroom computers are replaced every three years according to best practices. With this practice as the college’s guide, 500 computers will be replaced during the following time frames:

<table>
<thead>
<tr>
<th>Year</th>
<th>Time Period</th>
<th>Action</th>
</tr>
</thead>
<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 200 HP computers, 59 Apple i-Mac computers and 75 laptops. As part of phase I under the Summer-Fall 1 schedule above, 98 computers have been replaced, 75 laptops have installed on carts for the new testing center and 40 computers have been cascaded to staff. See Appendix J – Technology Refresh Locations.

The college’s web site content provides essential information to students, community members and staff. The development of a student focused web site began last fiscal year went live in November. The new web site is student centered and easier to navigate. The Intranet will also be redesigned and launched in the spring of 2012.
Appendix A – Student Success Outcomes Definitions

1. **Successful Completion of Credits Attempted** = Total Credits Attempted/Total Credits Completed (among first-time credential seekers, within 3 years from beginning coursework at Triton)

2. **Advancement from Remedial to Gatekeeper Courses** = Number of Successful Completions of Gatekeeper/Number of Successful Completions of Remedial, by subject (among first-time credential seekers, within 3 years from beginning coursework at Triton)

3. **Attempt Gatekeeper Coursework** = Number of Students attempting Gatekeeper courses/Number of Students (among first-time credential seekers, within 3 years from beginning coursework at Triton)

   **Complete Gatekeeper Coursework** = Number of Students receiving an A through C grade in Gatekeeper courses/Number of Students (among first-time credential seekers, within 3 years from beginning coursework at Triton)

4. **Enrolling at Triton from One Semester to the Next** = Number enrolled in Spring or Fall/Number enrolled in first term (among first-time credential seekers)

   **Transferring from One Semester to the Next** = Number enrolled in another higher education institution/Number enrolled in first term (among first-time credential seekers, calculated by subtracting “Enrolling at Triton from One Semester to the Next” from “Persistence”, the latter of which includes retention and transfer)

5. **Highest Completion** = Number of students whose highest completion is a certificate or degree/Number of Students (among first-time credential seekers, within 3 years from beginning coursework at Triton)

6. **Total Success** = Number of Students who completed and/or transferred/Number of Students (among first-time credential seekers, within 3 years of beginning coursework at Triton)
### Appendix B – Corporate Education New Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHLC28</td>
<td>Physical Activity I</td>
</tr>
<tr>
<td>AHLC29</td>
<td>Physical Activity II</td>
</tr>
<tr>
<td>AHLC26</td>
<td>Nutrition and Healthy Eating I</td>
</tr>
<tr>
<td>AHLC27</td>
<td>Nutrition and Healthy Eating II</td>
</tr>
<tr>
<td>BUS E32</td>
<td>Compensation Concepts and Principles</td>
</tr>
<tr>
<td>BUS E34</td>
<td>Executive Compensation (Human Resource series)</td>
</tr>
<tr>
<td>CIS E49</td>
<td>Office Technology</td>
</tr>
<tr>
<td>ENT E61</td>
<td>Fundamentals of Fabrication Systems I</td>
</tr>
<tr>
<td>ENT E62</td>
<td>Fundamentals of Fabrication Systems II</td>
</tr>
<tr>
<td>TDR E25</td>
<td>Fundamentals of Rigging and Lifting</td>
</tr>
</tbody>
</table>
Appendix C – Curriculum Resources

International Studies in the Next Millennium: Meeting the Challenge of Globalization


Integrated General Education: New Directions for Teaching and Learning, N.121

Supplemental Instruction: New Visions for Empowering Student Learning: New Directions for Teaching and Learning

The Excellent Online Instructor: Strategies for Professional Development

The Department Chair’s Role in Developing New Faculty into Teachers and Scholars

The Academic Portfolio: A Practical Guide to Documenting Teaching, Research and Service

Educating Nurses: A Call for Radical Transformation

Effective Instruction for STEM Disciplines: From Learning Theory to College Teaching

Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do

Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education

Sustainability Education: Perspectives and Practice Across Higher Education
Appendix D – ACT Database Data

Number of alumni contacts decreased from September 2011 to October 2011 due to the removal of incorrect addresses from CJA mailings.

<table>
<thead>
<tr>
<th>ALUMNI CONTACTS</th>
<th>Jul-11</th>
<th>Aug-11</th>
<th>Sep-11</th>
<th>Oct-11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10981</td>
<td>11310</td>
<td>11310</td>
<td>10927</td>
</tr>
</tbody>
</table>

![ALUMNI CONTACTS Graph]
Appendix E – Student Learning Assessment Process

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

Assessment of Student Learning:

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

Assessment Plan:

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

Assessment Report

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

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

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

Sample Timeline (for 2011-2012 academic year)

<table>
<thead>
<tr>
<th>Action</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Plan for 2011-2012 academic year</td>
<td>November 15, 2011</td>
</tr>
</tbody>
</table>
Appendix F – Classroom/Laboratory Equipment

School of Arts & Sciences

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Equipment to be purchased</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPCA</td>
<td>Piano Repair (MUS) and ART instructional equipment.</td>
</tr>
<tr>
<td>VIC</td>
<td>Computer laboratory equipment and/or studio equipment.</td>
</tr>
<tr>
<td>PED</td>
<td>Health fitness equipment</td>
</tr>
<tr>
<td></td>
<td>CPR mannequins</td>
</tr>
<tr>
<td>BIS</td>
<td>Anatomical Models</td>
</tr>
<tr>
<td></td>
<td>Microbiology lab equipment</td>
</tr>
<tr>
<td></td>
<td>Water filtration system</td>
</tr>
<tr>
<td>CHM</td>
<td>Chemistry laboratory equipment</td>
</tr>
<tr>
<td>ECE</td>
<td>Classroom equipment</td>
</tr>
<tr>
<td>CDC</td>
<td>Classroom equipment</td>
</tr>
<tr>
<td>SAS</td>
<td>Other equipment purchases for other Arts &amp; Sciences department</td>
</tr>
</tbody>
</table>

School of Health Careers and Public Service

- 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
- 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

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, 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
- DVD/ Basic Venipuncture/Preventing Pre-analytical Error, 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
  • Spinal Column Flexible
  • Wheelchair with elevating footrests
  • Folding/adjustable walker
  • Aluminum crutches
Appendix G – Technology Refresh Locations

The following areas were upgraded during the first reporting period:

A106  D306
A112  D210
A141  E135
A215  E204
F206  I106
F311  R127
F315  T120
F306  B215
G212  M123B
G309
G311

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

J203*
T133*
F109
J112

*Apple computers