Triton College Master Plan
2011 – 2013

Fiscal Year 2011

Status Report I
July 1, 2010 – September 30, 2010
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Preface

For fiscal year 2011, the college's Master Plan has been refocused to fully reflect our student success agenda. The seven overarching goals that were created for the initial Master Plan which was implemented in fiscal year 2008 have been modified to support Triton’s ongoing commitment to student learning and success. Each goal identified in the Master Plan will benefit our students by: Helping more students to earn post-secondary credentials; improving student outcomes that are important to a student's academic progress; creating an environment that fosters student success; and by aligning resources, reviewing institutional policies and continuously analyzing data that focuses on student success.

To determine the effectiveness of the college’s Master Plan, student success benchmarks will be used. These benchmarks were established through data that was collected based on a cohort of 1900 students from the fall 2006 semester. The cohort was comprised of those students who were attending the college for the first time. Achieving the Dream Implementation Proposal 2010 provides further details regarding the initial findings and subsequent work plans that have been created. As a result of a quantitative analysis of the data, benchmarks and target improvements for fiscal year 2013 were formulated for the five areas identified in Figure 1 – Student Success Benchmarks. The targets established for fiscal year 2013 will guide the college towards systemic institutional improvement.

Figure 1- Student Success Benchmarks

<table>
<thead>
<tr>
<th>Student Success Benchmarks</th>
<th>Benchmark</th>
<th>2013 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful completion of courses taken</td>
<td>74%</td>
<td>77%</td>
</tr>
<tr>
<td>Advancement from remedial to credit-bearing courses</td>
<td>72%</td>
<td>76%</td>
</tr>
<tr>
<td>Enrolling in and successful completion of gatekeeper courses</td>
<td>English:</td>
<td>English:</td>
</tr>
<tr>
<td></td>
<td>Attempt</td>
<td>Attempt</td>
</tr>
<tr>
<td></td>
<td>48%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Complete</td>
<td>Complete</td>
</tr>
<tr>
<td></td>
<td>39%</td>
<td>40%</td>
</tr>
<tr>
<td>Math:</td>
<td>Attempt</td>
<td>Math:</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>Attempt</td>
</tr>
<tr>
<td></td>
<td>Complete</td>
<td>Complete</td>
</tr>
<tr>
<td></td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Enrolling from one semester to the next</td>
<td>Fall to Spring Retention:</td>
<td>Fall to Spring Retention:</td>
</tr>
<tr>
<td></td>
<td>67%</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td>Fall to Fall Retention:</td>
<td>Fall to Fall Retention:</td>
</tr>
<tr>
<td></td>
<td>51%</td>
<td>53%</td>
</tr>
<tr>
<td>Earning degrees and/or certificates</td>
<td>15%</td>
<td>21%</td>
</tr>
</tbody>
</table>

To view the Master Plan Executive Summary and Working Document for fiscal year 2011, follow the links below:

Master Plan Executive Summary FY2011-13 Vol.III
Master Plan Fiscal Year 2011 Working Document
Executive Summary

During the past three months of this fiscal year, there has been an array of activities that will ultimately lead to meeting the established targets for student success. For each goal that was established, outcomes have been reported based on indicators that will contribute to systemic institutional improvement.

The college started to implement strategies to serve both college readiness and college completion for our students. The current policy regarding placement testing has been reviewed and modifications are being proposed to ensure that students are placed in classes that will help them to succeed. Developmental education structure and curriculum are under review. New curriculum which will meet the diverse and changing needs of our community is currently under development and feasibility studies for additional programs are underway.

To facilitate the success of current and future students, the comprehensive Community Outreach Plan created for this fiscal year is being implemented. The plan reaches out to the college’s external stakeholders through community connections, businesses, educational partnerships with local K-12 school districts and Triton’s University Center. Through these relationships, the college fosters an awareness of the college’s programs and services available to the community.

The Strategic Enrollment Management (SEM) Plan that was completed last year is being implemented. The SEM Plan focuses on recruitment and retention and outlines strategies and work product(s) that will provide long-term support for increased enrollment and the successful retention of students.

Ongoing assessment of academic programs and support services are underway to improve student learning. An Institutional Effectiveness Plan is being developed and will include suggested indicators to measure effectiveness across major areas of responsibility across the institution. Through thoughtful evaluation and assessment of programs and processes, continuous improvement throughout the college will occur.

To create a positive learning and social environment, the college is systematically replacing instructional equipment and renovating the infrastructure of the facility. Collaborative learning spaces are being created and furniture is being selected to create spaces for learning and socializing.

Triton’s virtual campus environment is increasingly becoming a necessity for our students. Online courses have again seen double digit increases in enrollment at the start of this semester. The college continues to provide greater access to technology and monitors technology in place to provide optimal performance. Technology that provides an engaging and interactive method for instructors to deliver their course content was made available in twenty-six classrooms to enhance teaching and learning. To further support the college’s virtual campus, a new website will be implemented this fiscal year.

In order to facilitate our goal to increase student success, the college continues to recruit and develop a highly qualified and diverse workforce. The Professional Development Center (PDC) and the Center for Teaching Excellence (CTE) are jointly addressing professional growth for faculty and staff. For the start of the fall semester, the fall faculty workshop focused on our student success strategies providing opportunities for interactive break-out sessions presented by both the PDC and the CTE.

Overall, work that has started related to each goal has made progress. Further evidence is provided in the remainder of this document to support efforts towards achieving student success. At the end of the first reporting period, the college had encumbered or spent $1,163,864. This amount represents an unexpended balance of 78 percent or $4,218,492. The following pages will further identify progress that has been made during the first reporting period for fiscal year 2011 (July 2010 – September 2010).
Goal 1 – Provide high quality educational programs, curricula and pedagogy that meet the diverse academic needs of our students.

A critical element to student success is ensuring that students are aware of their college readiness level. Therefore, all incoming students seeking a degree or certificate will be tested in the areas of reading, writing and mathematics. A team has been put in place to review and modify the college’s existing placement policy to institute mandatory placement testing and to work out the logistics of implementation. The revised placement policy is scheduled to go to the October board of trustees meeting for approval with immediate implementation commencing for the spring 2011 semester.

To better serve students, the structure and curriculum for developmental education are under review. A review team has been formed and they have started to conduct a literature review of best practices. The initial review of literature is expected to be complete by January 2011. Once the review is complete, the review team will engage the campus in discussions regarding the findings. The expected outcome is to develop and implement a more effective and efficient curriculum that will increase completion rates for students.

Based on research conducted by the college, new curriculum which will meet the diverse and changing needs of our community is being developed. Specifically, three new certificates and three new degrees are under development and will be submitted to the Illinois Community College Board (ICCB). The three certificates are: Mixology (Hospitality Industry Administration), sustainable agriculture (Horticulture) and digital media (Visual Communications). The three degrees are: Health information systems technology, independent contracting and digital photography. Continuing education is also submitting relevant courses to the ICCB that will address caring for the aging, green technologies and social media. While new curriculum is being written, feasibility studies are underway for the following areas: Paralegal, intervention autism specialty, public administration and earth/environmental science. Appendix-A further elaborates on the certificates, programs and courses under development.

To facilitate the success of current and future students, a comprehensive Community Outreach Plan was developed to reach out to the college’s external stakeholders. An Educational Partners Reception was held in August as a celebration of the partnership between Triton, local K-12 school districts and Triton’s University Center. To raise awareness of the college’s programs and to recognize the contributions of the Village of Elmwood Park and its residents, an Elmwood Park Village Honor Day was held in August. As part of the college’s outreach activities, the Alumni Relations Office continues to plan events that will reconnect alumni with the college, faculty and students.

Another key venue for information sharing is the Community Advisory Committee (CAC) meetings led by President Granados. The CAC met at the beginning of fiscal year 2011 to review the college’s Master Plan and their role in supporting the Community Outreach Plan. Members of the committee will partner with the college to reach out to the targeted audiences of the plan through their community and affiliations. This year, the CAC will build their knowledge of the college’s programs, services and activities by touring designated areas throughout campus.
To support quality education and support services, the college continues to identify resources to secure funding. Earlier in this section, it was mentioned that the Hospitality Industry Administration is developing a new certificate in Mixology. To create the lab environment for that certificate, the Triton College Foundation funded Phase I of the HIA program expansion. Phase I included the build out of a new classroom space that will eventually be renovated to a sophisticated culinary lab that will include a demonstration kitchen and a mixology lab. To support the sustainable agriculture certificate, a grant application is currently in process to the National Science Foundation to assist with the funding required to implement this certificate. The college has also received additional funding from the ICCB for one year which will be used to increase college readiness by providing services to developmental students and other special populations.
Goal 2 – Implement a comprehensive strategic enrollment plan to ensure that students have the institutional resources to succeed.

To support academic programs that address the needs of our students, the Strategic Enrollment Management (SEM) Plan that was completed in fiscal year 2010 is being implemented. The SEM Plan focuses on recruitment and retention and outlines strategies and work product(s) that will provide long-term support for increased enrollment and the successful retention of students.

The Survey of Entering Student Engagement (SENSE), an initiative of the Center for Community College Student Engagement, was administered to first time students at the college early in the fall semester. The survey results will assist the college in discovering why some entering students persist and succeed and why others do not. This data will be used to implement strategies for improvement which will help students succeed.

Over the past three months, an emphasis has been placed on transitioning students from non-credit classes to credit programs or job skill programs. Posters and flyers have been produced in Spanish, Polish and Ukrainian to promote the transition program.

Marketing strategies that incorporate elements of both push and pull marketing have been utilized for the fall registration period. Marketing is gathering data to assess the effectiveness of the online strategies implemented. During this fiscal year, data will be gathered and used as a benchmark to determine the effectiveness of the following: Email blasts to current and perspective students, YB (YellowBook) – WebReach, social media (e.g., institutional Facebook, Twitter, Blogs). During the upcoming months, Marketing will be gathering student testimonials to incorporate into video and print pieces. Data gathered through statistics provided by online marketing efforts, economic trends and surveys will guide the institutional marketing campaign for fiscal year 2012.

Retention efforts are being addressed both in and outside of the classroom. The Peer Mentoring Program continues with the peer mentors receiving training in cultural diversity awareness. The peer mentors are matched with students by majors or interests and they provide support outside of the classroom.

Fostering student engagement is a key factor in the academic success of our students. Through Welcome Back Week and student appreciation activities (e.g., Student Life corn roast), the Office of Student Life has initiated recruitment efforts to increase the number and types of student clubs and organizations to meet the diverse needs of our students. By the end of this fiscal year, the goal is to increase the number of student clubs and organization by 25 percent.

Recognizing the diverse needs of our students, the Career Services department is in the process of installing an adaptive workstation for students with disabilities. To further analyze the types of services needed and the number of students who need these services, Career Services and the Center for Access and Accommodative Services (CAAS) are studying the data provided from the Community College Survey of Student Engagement (CCSSE) survey. This survey provides data which assesses institutional practices and student behaviors that correlate to student learning and retention.
Goal 3 – Enhance and expand existing evaluation and assessment processes to promote continuous improvement throughout the college.

Program assessment is underway for the fall 2010 semester. At the end of the 2009-2010 academic year, of the 46 programs that conducted independent program assessments on student learning, 89 percent had their articulated program goals on file, 80 percent had their program outcomes on file, 72 percent had their program outcomes mapped to their courses and 70 percent had a program assessment plan on file. Since that time, one additional program assessment plan and one assessment program outcome report was submitted bringing the percent on file to 72 percent and 83 percent respectively.

The academic Assessment Committee is hosting “Brown Bag” sessions in the Center for Teaching Excellence to provide insights and assistance with the assessment process. Members of the Assessment Committee are serving as mentors at these “Brown Bag” sessions. Also, the Assessment Plan Rubric and Assessment Report Rubric that was developed is under review by the Assessment Committee. These rubrics are a systematic process for the assessment of all programs through a program assessment plan and report that will allow for structured documentation and accountability.

The college continues to have a number of academic related testing services. To facilitate a centralized testing site, measures are being taken to improve the satisfaction with the current testing conditions. Procedures that are being reviewed include: Implementing cameras for the testing center, installing software to lockdown Internet access while students are taking a test and determining if lockers are available on campus for those taking the test to secure their property during the test.

An Institutional Effectiveness Plan is being developed and will include suggested indicators to measure effectiveness across major areas of responsibility across the institution. The overall goals of the Institutional Effectiveness Plan will be to align with the student success initiative with retention serving as the primary indicator.
Goal 4 – Enhance campus environment to promote student success.

Fostering a positive learning and social environment involves updating facilities. The college replaces instructional equipment systematically to update learning spaces. This fiscal year, the lab fume hoods for the science area continue to be upgraded to new high technology code compliant systems. Four labs have been selected to have the lab fume hoods replaced for this fiscal year and the purchasing process has started with an anticipated completion date by the start of the spring 2011 semester.

To improve the student’s perception of the overall condition of the campus, new environmentally friendly and sustainable products are being reviewed for a new carpet standard. Collaborative learning spaces were created in the Educational Technology Resource Center (ETRC). Furniture is being purchased to develop collaborative pods at several strategic locations throughout campus. Once installed, these flexible spaces will provide students the opportunity to meet before or after class and discuss class projects and/or participate in study groups.

A committee has been formed to review and adopt classroom furniture standards. This committee will review different furniture types (e.g., desk and chair separate, adult friendly table arm chairs) that would be suitable as a campus standard. A showcase for the campus is being coordinated to physically review the options available.

In addition to classroom modifications and furniture for learning and socializing, there are a number of projects that are underway to maintain the campus infrastructure. The projects are as follows: Replacement of the electrical switchgear; Fine Arts building floor replacement, first floor washroom upgrades and main vestibule replacement; R building window replacement and second floor carpet replacement; R building carpet and locker replacement in four locker rooms; T building re-cladding; A building exterior steel work; and A building second floor ceiling/grid/lighting upgrade. Bid documents and project timelines have been developed. These projects are all needed to keep the campus in optimal condition.

Campus safety and security that will provide a healthy and safe environment for students, faculty and the community continues to be a priority for the college. The college maintains its licensing for the emergency notification system which can alert students and staff via text and phone messages when there is a situation that they must be made aware of. Infrastructure upgrades are being reviewed to include additional video surveillance cameras and/or access control systems.
Goal 5 – Enhance Triton’s virtual campus environment.

Triton’s virtual campus environment is increasingly becoming a necessity for our students. Having a reliable online environment for students to access information is essential to their success. This fall semester, 397 course shells have been created for the Blackboard system that supports the delivery of online courses. Also, the Blackboard system has consistently maintained 99.7 percent availability which translates into nearly uninterrupted service to our students.

To support the online needs of our students, the Smarthinking Online Tutoring system went live for the fall 2010 semester. During this phase of implementation, an assessment of the services will be conducted to determine the effectiveness of the online tutoring system.

An important online support process that is being implemented is a software product that will maximize facility usage for class and event scheduling. Several venues have been used to create an awareness and discussion regarding the new class and event scheduling solution. A benchmark survey will be administered this fall to determine campus awareness, perception and knowledge of the new system. A second survey will be administered in spring of 2011 to determine if the open forums and discussion groups that will be held throughout the fall semester contributed to a greater comprehension of the new software and the implementation timeline. Appendix-B provides a list of events that have or will be held in the fall semester to discuss the new scheduling solution.

The college has temporarily suspended the efforts of digitizing student, support areas and business documents until a decision is made regarding the future of the administrative computer system (replacement of the entire administrative computer system to an Enterprise Resource Planning system, best of breed system or enhancements to current administrative platform). Once that decision is made, scanning of various records throughout campus will commence again.
Goal 6 – Recruit and develop a highly qualified and diverse workforce to support the mission and goals of the institution.

In order to facilitate our goal to increase student success, it is imperative that the college continue to recruit and develop a highly qualified and diverse workforce. To reinforce professional and team-oriented behavior, the Professional Development Center (PDC) and the Center for Teaching Excellence (CTE) are jointly addressing professional growth.

The CTE continues to develop and implement high quality programming for faculty development with an emphasis on assessment, curriculum development and pedagogy. Programming will be offered through seminars, teaching circles, webinars and workshops. The CTE is working to increase attendance this year by 5 percent from fiscal year 2010. Thus far this fiscal year, the CTE has offered 13 non-duplicated workshops attended by 30 non-duplicated participants. For this same period last year, this represents an increase of 8.7 percent in the number of workshops offered but a decrease in 152 percent in attendance.

The CTE is attempting to increase attendance in several ways. Currently, there are 31 events (13 non-duplicated) scheduled for the Fall 2010 term on a variety of topics. Additionally, the CTE has distributed a catalog of offerings via e-mail, developed a new brochure and is publishing a bi-semester newsletter. A survey, developed to gauge faculty availability to participate in CTE events, is being distributed to all faculty. Finally, faculty who attend a total of four workshops in the CTE or PDC and use the Early Alert System by a specific date will be eligible for a stipend.

The PDC continues to make resources and programs available to all employees to assist with their professional development. During the past three months, the PDC has provided training to 513 faculty and staff (9 percent soft skills, 6 percent supervisory and management skills, 15 percent technology, 34 percent instructional technology, and 36 percent teaching and learning) in 93 workshops. This represents an increase of 15 percent in the number of workshops offered and a 0.6 percent increase in the attendance figures from the same period in Fiscal Year 2010. Additionally, 61 individual consultations occurred, and 191 support calls were answered during the same period of time.

The PDC is continuing new initiatives that were started last fiscal year but will be making changes to programs based on data from recent surveys. The PDC will be continuing the New Employee Orientation programs (e.g., New Employee Breakfast with the President and the Administrator’s Boot Camp) and will be replacing the Administrator’s Learning Community with a new program that will pair administrators with an experienced administrator for conversation and guidance. The New Adjunct Orientation for the fall semester was successful with 81 percent of new Adjunct Faculty hired in July and August attending. Through the Employee Recognition programs the PDC will continue to recognize those employees who go above and beyond their required tasks to help the college achieve its mission and goals. Two new employee recognition programs have been implemented. The programs are “Wow the President” and the “Employee Rewards Store.” These programs recognize the day to day efforts of employees that exceed the status quo.

The CTE and PDC will be working on a joint webinar series that will support the student success initiative. Collaborative efforts between the two centers will provide continuous professional development opportunities for our highly diversified workforce.
A Human Resources and Succession Plan continues to be developed. An initial staff forecasting model was created based on employees years of service. The forecasting model projects retirements by position and employee group. Single incumbent positions have also been identified but will need to be revisited frequently. Talent pools will be identified next and a cross training strategy will be proposed.

As part of succession planning and professional development for employees, the President’s Leadership Academy continues to meet. Although a new group of individuals were not selected for the academy this fiscal year due to financial limitations, the president continues to meet with participants of the three previous years to continue their professional development and group projects.
Goal 7 – Provide technology that promotes, supports and sustains effective teaching and learning.

Student success is also linked to greater access to technology. To support the availability and effectiveness of campus technology, information systems continues to focus on the network infrastructure. The colleges’ network is the foundation for which all technology relies on both internally and externally. Network reports monitor network availability and performance. Based on those reports, network improvements are made as needed.

Technology used in the classrooms and support areas are updated according to the Technology Plan. Seventy-two percent of all active student and lab computers have been replaced and are less than three years old. Sixty-four percent of all staff and department computers have been replaced and are less than five years old.

Essential to the classroom are the technologies used to enhance teaching and learning. Prior to the start of the fall semester, 26 classrooms were updated with new SMART brand technology. SMART brand technology incorporates an internet ready computer, a document camera, a clicker response system and an interactive white board. This technology provides an engaging and interactive method for instructors to deliver their course content.

New and enhanced functionality is being provided to the administrative computer system and the student and staff portals. Projects that will be addressed this year include the online grade submission system, the scheduling software project, and bringing the administrative system up to a new software release level on an improved hardware platform. Additionally, in this fiscal year, the launch of the college’s new website will occur.
**Appendix A – Programs, Certificates and Courses Under Development**

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
<th>Tentative Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality Industry Administration</td>
<td>Certificate in Mixology</td>
<td>Fall 2011 or Spring 2012</td>
</tr>
<tr>
<td>Horticulture</td>
<td>Certificate in Sustainable Agriculture (certificate consists of courses from Arts and Sciences, Biological Sciences, three existing Horticulture classes and two new courses focusing on sustainable agriculture)</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>Business</td>
<td>Revision to AA in Global Studies and International Business</td>
<td>n/a</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>Working with Allied Health area on new two year degree in Health Information Systems Technology</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>Engineering Technology, Business and Architecture</td>
<td>Working to develop new AAS in Independent Contractor.</td>
<td>n/a</td>
</tr>
<tr>
<td>Visual Communications</td>
<td>AAS in Digital Photography and a Certificate in Digital Media</td>
<td>n/a</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>HME C18 - End of Life Care; HME C19 - Family Caregiver Workshop; HME C20 - Alzheimer's and Other Dementias; JRN E02 - Wikis, Podcasts, and Facebook; BUS E07 - Dealing with Difficult People; CIS E45 - Intermediate Word 2007; GRN E08 - Going Green in the Workplace; TDR E24 - Rigging and Lifting; HTH E34 - Physical Therapy Aide; HTH E38 - EKG Technician; HTH E31 - Dental Assistant; and CKG C99 - Delicious Meals in a Hurry.</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Appendix B – Communication of New Scheduling Solution

Since the fall of 2009 the following communication activities have occurred to better facilitate faculty and staff knowledge, awareness and perceptions of the new scheduling solution.

- The Scheduling and Event Committee held meetings in September, previewed four products (NetSimplicity, Ad Astra, EMS Scheduling, CollegeNet R25) in early October and selected the new system (CollegeNet R25) by the end of October, 2009. The new system was procured in December of 2009.

- Two subcommittees of the larger committee met to map the scheduling process and develop a scheduling policy.

- The scheduling process was mapped and the mapping subcommittee was disbanded.

- The draft scheduling policy was presented to the College Council on February 15, 2010. Discussions of implementation of the new scheduling and event system occurred.

- The draft scheduling policy was presented to the Academic Senate on April 13, 2010 and discussions of implementation of the new scheduling and event system occurred.

- The draft scheduling policy was reviewed and discussed at the Joint Chairs/Coordinator meeting on April 19, 2010.

- The scheduling policy subcommittee finalized the language in the policy in collaboration with CTE faculty on June 23, 2010 as a result of concerns expressed at the April 13, 2010 Academic Senate meeting and the April 19, 2010 Joint Chairs/Coordinator meeting.

- Discussion about the new scheduling and event solution occurred at the Academic Senate meeting on September 7, 2010 and participants received documentation that described the scheduling and event solution initiative statement, and answered questions related to “where we have been”, “where we are now”, and “what’s next”.

- The President’s Cabinet was updated on current implementation of the new scheduling and event system on September 9, 2010.

- A College Hour is scheduled for November 30, 2010 to provide further information about the new scheduling and event solution and system capabilities and a meeting between TCSA and scheduling and event committee will be scheduled for late fall or early spring 2011 semester.