Triton College Master Plan
2011 – 2013

Fiscal Year 2011

Status Report II
# Table of Contents

- Preface ................................................................................................................. 3
- Executive Summary ............................................................................................ 4
- Goal 1 – Update .................................................................................................. 6
- Goal 2 – Update .................................................................................................. 9
- Goal 3 – Update .................................................................................................. 11
- Goal 4 – Update .................................................................................................. 12
- Goal 5 – Update .................................................................................................. 13
- Goal 6 – Update .................................................................................................. 14
- Goal 7 – Update .................................................................................................. 15
- Appendix A .......................................................................................................... 16
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 1,900 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></td>
<td></td>
</tr>
<tr>
<td>English:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attempt</td>
<td>48%</td>
<td>50%</td>
</tr>
<tr>
<td>Complete</td>
<td>39%</td>
<td>40%</td>
</tr>
<tr>
<td>Math:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attempt</td>
<td>20%</td>
<td>29%</td>
</tr>
<tr>
<td>Complete</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Enrolling from one semester to the next</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall to Spring Retention</td>
<td>67%</td>
<td>71%</td>
</tr>
<tr>
<td>Fall to Fall Retention</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 four months, there continues to be ongoing work that will ultimately lead to meeting the established targets for student success. For each goal established, outcomes are reported based on indicators that will contribute to systemic institutional improvement.

A revised placement policy was approved and mandatory placement testing was implemented for the spring 2011 semester. Data regarding the implementation has been gathered and will be analyzed for process improvement and effectiveness. The developmental education curriculum and organizational structure was reviewed by a committee with feedback from the campus community. A recommendation regarding changes to developmental education was provided to the Student Success (ATD) core and data teams for acceptance. Modifications to the mission statement were made and the vision statement continues to be discussed. The new mission and vision statements will reflect the college’s emphasis on student success. The mandatory placement policy, developmental education review and shared ownership are all strategies developed to increase student success.

A certificate for Sustainable Agriculture Technology and 14 new Continuing Education courses were submitted to the Illinois Community College Board (ICCB). Feasibility studies for two programs were completed and a recommendation was made to proceed with the development of an Independent Contractor curriculum.

Building relationships to facilitate the success of current and future students is the cornerstone of the Community Outreach Plan. The college hosted the following community outreach events: A community Fall Family Fun Fest; an Early College Awareness Program for middle school children; a gathering of Community Based Organizations; and, an Automotive Alumni Reception. Communications to support legislation for community colleges were made to U.S. State Representatives and Senators as well as Illinois State Legislatures.

The Strategic Enrollment Management (SEM) committee and workgroups continued to work on strategies and work product(s) to support enrollment and successful retention of students. Marketing opportunities have been identified to maximize student awareness of services available through Adult Education. The marketing strategies were implemented and baseline data regarding web and facebook traffic is being collected. Career Services and the Center for Access and Accommodative Services purchased an adaptive workstation for students with disabilities. To foster student engagement, the number and types of student clubs and organization have increased by 12.5 percent.

Assessment of academic programs to improve student learning continues with the development of academic assessment plans. Assessment plans for 40 percent of academic programs are on file for this academic year. A new Internal Program Review was crafted that will assess the relevance and currency of academic programs. Once implemented, the college will be able to identify those programs that need revitalization, modification or withdrawal. A draft Institutional Effectiveness plan has been developed to measure effectiveness across major areas of responsibility throughout the college. Effectiveness will be evaluated through measurable outcomes, key performance indicators, internal program reviews and program assessment.

The college continues its systematic replacement of instructional equipment and renovation to the campus. Equipment and technology was purchased for Automotive Technology, Engineering Technology, Hospitality, Horticulture and Nursing. Four science labs were
upgraded to restore functionality to the labs. New furniture options were reviewed to address classroom needs and to create collaborative learning spaces. Twenty public seating areas throughout campus were enhanced to provide students a place to study, discuss class projects and/or to socialize.

Access and usage of the Internet has seen exponential growth and Triton has responded by continuing to offer courses and services that use the Internet. Four hundred and twenty five course shells were created for the Blackboard system to support the delivery of online courses for the spring semester. The Blackboard system maintains a 99.7 percent availability which equals nearly uninterrupted service for the students. The Smartthinking Online Tutoring system has gone from 72 sessions in the fall to 229 since the start of the spring semester. The increase demonstrates that this tutoring system is a benefit for those students needing additional assistance. The implementation of a new scheduling system is progressing and engagement with faculty and staff regarding the conversion continues.

Twenty six classrooms have SMART brand technology that faculty can use to present class materials. Seventy-two percent of all active student and lab computers have been replaced and are less than three years old. To enhance the functionality and accessibility to data from the administrative computer system, the college will be implementing a new Enterprise Resource Planning system (ERP) to replace the current system. The conversion to the ERP will occur over the next five years.

The college continues to provide professional development opportunities for all employees. Data gathered suggests that while there is an increase in the number of workshops offered, attendance data shows a decrease. However, support calls and one-on-one consultations have increased. The Professional Development Center (PDC) and the Center for Teaching Excellence (CTE) will continue to address professional growth for faculty and staff that will contribute to the success of our students. The Human Resource and Succession plans continue to be developed.

Overall, progress has been made towards the college’s commitment to promoting positive change that will meet the shifting needs of students to increase their success. Further evidence is provided in the remainder of this document to support efforts towards achieving student success. At the end of the second reporting period, the college had encumbered or spent $2,961,662. This amount represents an unexpended balance of 55 percent or $2,420,694.
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. A revised placement policy was approved by the Board of Trustees and was implemented during the spring 2011 registration period. The revised policy requires all incoming students seeking a degree or certificate to be tested in the areas of reading, writing and mathematics. Implementation logistics included: facility accommodations, technology enhancements and establishing appropriate exceptions to the policy. Data regarding the placement testing with an emphasis on compliance was gathered and will be analyzed.

The Developmental Education Review Committee held multiple meetings over the past four months to analyze curriculum and organizational structure for developmental education. Through academic departmental meetings, individual conversations and a college hour, opportunities were provided for the campus community to provide feedback regarding the committee’s work. The committee presented their final list of initial recommendations to the Student Success (ATD) core and data team in December. Also, a self-assessment of developmental education during the spring semester will be conducted. Overall, the Developmental Education Review Committee is on schedule with the established work plan.

As part of the ongoing work of the College Curriculum Committee, the following highlights noteworthy actions taken during the fall semester: All Associate in Arts Teaching (AAT) degree descriptions were modified to include a new state standard of “C” or better in all course work. A Sustainable Agriculture Technology certificate was submitted to the ICCB with a scheduled start date of fall 2011. This new certificate, with classes in Horticulture, Sustainability and Biology, will position the college to develop a full two-year program if funding is received from the National Science Foundation (NSF) grant. All relevant Marketing courses were moved to the Business department as a result of the withdrawal of Marketing. A new course in Computer Information Systems (CIS) on social networking is being offered this spring. Continuing education submitted 14 new courses to the Illinois Community College Board (ICCB). Continuing education courses cover Real Estate, Retirement, Benefits Management, Quality Control and courses for Camp Triton. Appendix A provides a complete list of the Continuing Education courses submitted.

The Academic Planning workgroup of the Strategic Enrollment Management (SEM) committee continued to review potential curricula and timelines for analysis and development. Feasibility studies for Paralegal Studies and Independent Contractor were completed and reviewed. Based on the review of the feasibility studies, a recommendation was made to proceed with the development of the Independent Contractor curriculum. A decision is still pending as to whether the college will proceed with the development of the Health Information Technology curriculum. Currently, there is no faculty that has the needed qualifications for curriculum development. A feasibility study for a Behavioral Intervention Autism Specialist will not be pursued at this time due to the following: Limited programs offer an Associate in Arts Science (AAS) degree in this specialty; the ICCB did not have a corresponding program code; findings confirmed that this program would need to fall under Early Childhood Education rather than the hybrid approach (Health Careers and Education) that the college was considering; and job availability was not found.

As part of the comprehensive Community Outreach Plan, the Fall Family Fun Fest was held in October. With over 1,000 community members visiting the event, the Fall Family Fun Fest was a huge success. The event included participation by academic areas and services and a
variety of free activities including a pumpkin patch, corn maze and a straw maze. Community members expressed their appreciation for having an event that was both affordable and enjoyable. The relationships developed with our local villages and community organization assisted with the promotion of the Fall Family Fun Fest. Riverside, Melrose Park, Harwood Heights, LaGrange Park and the West Central Municipal conference helped to promote the event. A pre-event press release was printed by the Pioneer Press and a post event article was included in the Trib Local.

In November, the Office of the President and Enrollment Services held an Early College Awareness Program (ECAP) for students who attend middle schools in our district. Over 90 students from five schools attended. Interactive sessions were set up to provide students a forum to begin thinking about college and their future careers. ECAP resulted from Triton’s K-8 School Partnership. The K-8 partnership is proving to be a collaborative process that will help children to look towards future educational achievements and prepare them to be ready to succeed when they enter college.

Triton has continued to strategically reach out to local community based organizations that focus their work on youth and senior populations. Nineteen individuals from 14 organizations attended a Community Based Organization (CBO) meeting that was facilitated by Triton in January. As an outcome of this event, Triton will lead the facilitation of a community resource guide for the CBO’s. Another meeting will be scheduled to discuss next steps in this collaborative effort.

To further shape strategic outreach with local, state and federal officials, communications have occurred with U.S. State Representatives and Senators regarding proposed legislation. Also, there has been communication with Illinois State Legislators who represent Triton’s district regarding legislative action to support community colleges.

Another component of the college’s outreach activities includes alumni relations. To engage individuals in college activities and campaigns, the Alumni Relations Office and the Triton College Foundation continued to send out printed and electronic correspondence utilizing the growing alumni database. To gain insight into how to enhance engagement of alumni in the future, the alumni database will be used to administer an alumni survey. In collaboration with the Triton College Foundation on fundraising and friend-raising efforts, a joint newsletter is under development. Both the Alumni Office and the Foundation will collaborate on an employee alumni breakfast and a graduation picnic. The graduation picnic will represent a celebration of the achievements of Triton’s graduates.

Web and social media is being used by the Alumni Office to strategically reach out to alumni. The Alumni website has proven to be a useful tool to gather alumni contact information. The website also provides alumni with the opportunity to learn about alumni benefits, career services and ways to give back to the college through the Foundation. The “Spotlight on Alumni” series on the website allows current students, future students and alumni to learn about the achievements and successes of Triton alumni. The Alumni facebook page is used as a communication tool to update alumni and other fans about alumni news, campus events and inspirational alumni success stories utilizing videos of the alumni.

In October, an Automotive Alumni Reception was held and provided an excellent venue for alumni to connect with current students and automotive faculty. Automotive faculty discussed current automotive programs at Triton and provided tours of the facilities. An alumni reception is being planned for Visual Performing and Communication Arts graduates in April. These
events provide a way to engage alumni by returning them to the college. The Alumni Office is also working to form partnerships to support students by: Participating in a Continuing Education day for Diagnostic Medical Sonographers in February; collaborating with Career Services to offer workshops for alumni; and working with Benedictine University on an event to honor the graduates of both Triton and the Benedictine University Nursing Cohort.

The college continues to identify resources to secure funding. Funding in the amount of $60,000 to support robotics experiential learning to middle and high school teachers was awarded (League of Innovation and the Stevens Institute for Technology) to Triton. The award will support the innovation of programs in Science, Technology, Engineering and Math (STEM) programs. Support was provided to School District 89 in their successful application to the Cook County Public Health Department’s Model Communities Program (award value to District 89 - $69,500). Triton will provide customized training to district staff associated with the funded program.
Goal 2 – Implement a comprehensive strategic enrollment plan to ensure that students have the institutional resources to succeed.

To provide long-term management and coordination of the functions that directly affect the recruitment, admission, financial decisions and retention of students, the Strategic Enrollment Management Plan focuses on factors that: Influence enrollment; the establishment of a good student-Triton match in recruiting and admission; an orientation that facilitates the students’ transition into the college; adequate counseling; an attitude of service to students; and promotion of an overall responsive educational environment.

Marketing is developing two student focused videos to assist with recruitment and student success. The first video will highlight student success and will be posted on Triton’s Student Success (ATD) website when complete. The students chosen for the video represent the diversity of Triton and their desire to improve their lives through education. The second video will focus on early college awareness. The video will document the middle schools (Elm Middle School located in Elmwood Park, Hester Jr High located in Franklin Park, Hillside School, Macarthur Middle School located in Berkley, Union Ridge School located in Harwood Heights) that attended ECAP held on campus in November.

Marketing continues to gather and assess data regarding the effectiveness of the online marketing strategies that have been implemented. Online marketing strategies included: Email blasts within the district for spring registration; Email blasts to currently enrolled students; Yellow Book – WebReach, a search engine marketing tool; Triton’s institutional facebook page; Twitter; the TribLocal; and, a blog.

Traditional marketing included: Radio commercials for the spring semester; a live on-campus broadcast with Power 92; the production and distribution of the spring 2011 schedule for credit and non-credit classes for spring registration; the delivery of Page One to district residents in December and January; new bus shelter designs and placement in several communities; and various flyers to promote activities (e.g., Future Focus, Alumni, Student Activities and Student Success).

An online catalog was completed and is now posted on the Internet. The catalog is no longer a static file and can be easily searched. While the desire is to phase out the hard copy of the catalog, it is not feasible at this time.

As part of retention, Marketing continues to gather student testimonials to incorporate into marketing pieces. To provide data that will better inform the GoToMarket plan, research developed a survey to measure alumni perception of the college. The survey will go out in the next reporting period. The compilation of the GoToMarket plan for fiscal year 2012 is currently under development.

To strengthen the process for transitioning non-credit students to credit programs or job skills programs, Spanish media were contacted. As a result, they have sent out press releases to promote courses offered in Spanish. Posters and flyers have been produced in Spanish, Polish and Ukrainian to promote the transition program.

Recognizing the diverse needs of our students, Career Services and the Center for Access and Accommodative Services (CAAS) are in the final stages of installing an adaptive workstation for students with disabilities. The adaptive workstation uses software that
specializes in providing reading and writing software to assist those who are blind or partially sighted or who have learning disabilities.

Fostering student engagement is a key factor in the academic success of our students. The number and types of student clubs and organization have increased by 12.5 percent and continues to meet the needs of the students. To date there are now 24 student clubs and organizations as compared to last year when there were 21 student clubs and organizations. The Office of Student Life, who provides these student engagement opportunities, continues to strive to meet their annual goal of increasing clubs and organizations by 25 percent.

Health Services is piloting health and wellness activities and initiatives that will begin this spring. Internal and external collaborations, sponsorships and partnerships are being created to strengthen the program.

To inform the campus community on Triton’s diverse community, the Council on Diversity Affairs has reviewed ways to strengthen cultural awareness. Conservations continue on how the Council of Diversity Affairs can better serve as a resource to the campus. A revised meeting schedule has provided an opportunity for more work to occur between meetings by council members. A calendar that covers a variety of special awareness months has been developed and will be made available at the council’s website. Facts regarding special populations throughout various awareness months have been included in the President’s Corner on the Intranet.
Goal 3 – Enhance and expand existing evaluation and assessment processes to promote continuous improvement throughout the college.

The continuous cycle of program assessment all academic program areas has made some progress. The Academic Assessment Committee is reviewing its membership, policies and procedures. The Assessment Committee will be collaborating with the Director of Teaching and Learning and the Director of Institutional Effectiveness on: How to make more actionable use of the current assessment model – Plan Execute Analyze and React (PEAR) beyond data collection; ways to adapt PEAR to assess the college’s adopted General Education outcomes; and, how to close the loop on the cycle of assessment.

Every academic year, program assessment plans for every program should be updated and/or created. As of November 29, 2010, 17 program assessment plans or 40 percent of programs submitted assessment plans. The target for this academic year is to have all programs (42 in total) submit assessment plans.

The Internal Program Review (IPR) has been introduced to facilitate the process of determining program currency and viability. The IPR is a comprehensive process that evaluates several factors that will determine the effectiveness of an academic program. The IPR replaces the High Cost/Low Enrollment report that was previously used for orderly withdrawal of programs. It is anticipated the IPR will be placed into action by the end of February.

The following steps have been taken to improve the security and satisfaction in the testing center: Five cameras, 27 lockers and 20 locking bank bags have been ordered. The cameras will be installed by the end of the spring semester. Based on the feedback from students on the use of the lockers, they appear to be pleased with this security measure. A formal survey will be developed to gather feedback by the end of the next reporting period.

A draft Institutional Effectiveness Plan has been developed and includes suggested indicators to measure effectiveness across major areas of responsibility throughout the college. The elements of the plan identify three components to measure and improve the effectiveness of the institution: The Master Plan (serving as the strategic direction of the college), functional performance (functional areas of the college) and student learning (academic areas of the college). Effectiveness will be evaluated through measurable outcomes, key performance indicators, internal program review (IPR) and program assessment.

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1 This number was decreased from 46 to 42 in fiscal year 2011 due to the orderly withdrawal of four programs.
Goal 4 – Enhance campus environment to promote student success.

Four science labs were upgraded to new high technology code compliant systems. All exhaust ductwork with new heat fused plastic lined corrosive resistant steel were installed. Lab fume hoods were replaced to match the standard used in the science lab renovations from last fiscal year. Classes are now using the remodeled labs.

As part of the systematic plan to purchase\textsuperscript{2} instructional equipment for Career and Technical Education (CTE) programs to keep equipment and technology current, the following was purchased: Alternator starter r-Tester for Automotive Technology; solar panels for Engineering Technology; refrigerator and freezer for Hospitality; safety cabinet, display tags, and the demolition of the old shed for Horticulture, wall mounted consoles for Nursing.

To improve the student’s perception of the overall condition of the campus, new environmentally friendly and sustainable products were selected for the new carpet standard. Seating for public areas throughout campus was purchased and placed throughout campus. Twenty areas now provide locations for students to gather and meet before or after class to discuss class projects, participate in study groups and/or to socialize.

A committee was formed to review furniture options to address classroom needs. Furniture types reviewed were desk and chair separates and adult friendly tablet chairs with stackable and foldable options. All furniture that was showcased is capable of creating collaborative learning areas. The showcase of the furniture was on display for faculty review and comments. Feedback is being collected and a recommendation will be made by the end of spring 2011.

Infrastructure upgrades are under review to expand the current video surveillance cameras and/or access control systems. As part of the review, new wireless technologies for temporary problem areas will be included. Technical specifications have been completed and will go through the purchasing process.

\textsuperscript{2} Purchased with grant funds (Perkins).
Goal 5 – Enhance Triton’s virtual campus environment.

A reliable online environment for students to access information is essential for their success. For the spring semester, 425 course shells were created to support the delivery of online courses. The online courses (Blackboard) have consistently maintained 99.7 percent availability which translates into nearly uninterrupted service. Since moving away from Presidium (external student support), student support can no longer be tracked via student question volume per month. Collaboration is occurring with the Educational Technology Resource Center (ETRC) to answer and maintain the online documentation to support new questions as they arise.

The Smartthinking Online Tutoring system went live in the fall 2010 semester. Initially, Smarthinking usage was low; however, usage increased consistently throughout the fall 2010 semester reaching a peak of 72 sessions. Since the start of the spring 2011 semester, there have been 229 student sessions equating to 130.37 hours. The average session was 34 minutes. The Academic Success Center (ASC) is in the process of renewing the contract with Smarthinking. Strategies to increase student awareness and usage of the online tutoring program are underway.

Following the communication schedule for the new scheduling solution, a College Hour was held in November that provided further information about the new system and its capabilities. At the end of January, a survey was sent to all staff that asked the following: Overall satisfaction of current system, awareness of the new system and comments on how room scheduling can be improved. The results will be compiled and will be used to inform decisions regarding the new system during implemented. This project will continue into the summer of 2012.

The conversion from the current imaging system to another system will not take place. It is anticipated that the current imaging system will be upgraded to allow more access to digitizing records. Current access is available but new document imaging is limited. To date, approximately 50 percent of the Enrollment Services staff have access and have completed training. Student portal surveys are reviewed as received and monthly reports on topics and/or issues are compiled and reviewed by the Dean of Enrollment Services.
Goal 6 – Recruit and develop a highly qualified and diverse workforce to support the mission and goals of the institution.

To increase student success, the college continues 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.

From October 1st to December 31st, the PDC and CTE have provided training to a duplicated headcount of 534 faculty and staff (227 non-duplicated headcount) in 93 workshops. For the same period in 2009, the PDC and CTE had a duplicated headcount of 579 (274 non-duplicated headcount) in 105 workshops. This represents a decrease of 11.4 percent in the number of workshops offered and a 7.8 percent decrease in the duplicated headcount (17.2 percent non-duplicated headcount) during the same period in Fiscal Year 2010. Twelve percent of the faculty and staff attended workshops on soft skills, 5.8 percent on supervisory and management skills, 19.9 percent on technology, 20.8 percent on instructional technology, 8.8 percent on teaching and learning and 32.6 percent on student success. Year-to-date numbers indicate an increase of 21 percent in the number of workshops offered, a decrease of 2.3 percent in the duplicated headcount and a decrease of 19.2 percent in the non-duplicated headcount.

Additionally, during the reporting period, the PDC received 178 support calls, had lab usage of 441 and conducted 39 one-on-one consultations. During the same period in 2009, the PDC received 220 support calls, had lab usage of 201 and held 33 one-on-one consultations. This represents a decrease of 19 percent in the number of support calls, an increase of 119.4 percent in lab usage and an increase of 18 percent in one-on-one consultations. Year to date figures indicate an increase of 35.6 percent in the number of support calls, an increase of 115 percent in lab usage and an increase of 65.7 percent in one-on-one consultations.

This data suggests that the PDC and CTE are increasing the number of workshops offered and there has been an increase in support calls and consultations provided by the PDC. The data also suggests that the PDC and CTE are not reaching as many people as demonstrated by the decrease in both the duplicated and non-duplicated attendance data. The largest area of attendance has been in workshops focusing on the topic of Student Success, followed by Instructional Technology and Technology.

A Human Resources and Succession Plan continues to be developed. Projected retirements by position and employee group and single incumbent positions have been identified. Talent pools will be identified and a cross training strategy will be proposed. The talent pool will consider the potential for both upward and lateral movement for employees.

The Human Resources Functional Committee has developed a cross training survey that will go out to all staff. The intent of the survey is to identify career goals of employees and match them with future opportunities at the college. Based on those results, the college will be able to design and provide employees with the necessary training, skills and experience to move into positions when they arise in their areas of interest.
Goal 7 – Provide technology that promotes, supports and sustains effective teaching and learning.

To support the availability and effectiveness of campus technology, Information Systems continues to focus on the network infrastructure. The speed of the college’s Internet was nearly doubled by upgrading the college’s connection from 30Mb to 50Mb. With an increase in the amount of external devices brought to campus with Wi-Fi connections and use of internal based applications, the Internet connection at 30Mb was over loaded during peak use times. Information Systems continues to use network report logs to follow and report on network availability and analyze our network for adjustments.

Projects have been underway to update campus desktop computers and classroom technologies. Twenty six classrooms were updated with SMART brand technology. Based on the desktop computer replacement plan, 72 percent of all active student and lab computers have been replaced and are less than three years old. Of the active staff and department computers, 64 percent have been replaced and are less than five years old.

New and enhanced functionality is being provided to the administrative computer system and the student and staff portals. Nearly 50 projects were completed to date. An upgrade to the administrative computer system was completed; however, this spring there will be a shift in focus. The focus will be on the implementation of a new Enterprise Resource Planning system (ERP) to replace the current administrative system. To facilitate progress towards the conversion, non-state and federally required modifications to the current administrative system will come to an end. Information Systems will continue to work on other large projects including the scheduling software project and the introduction of the college’s new website. The timeline established for implementation of the ERP will begin with the conversion of Finance and Accounts Payable.
Appendix A – Continuing Education Courses Submitted to the ICCB

<table>
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<tr>
<th>Course Number</th>
<th>Description</th>
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<tr>
<td>CMP C40</td>
<td>Film Makers: Film Development and Editing</td>
</tr>
<tr>
<td>CMP C41</td>
<td>Digital Photography and Editing with Photoshop</td>
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<tr>
<td>RES E16</td>
<td>Real Estate Broker Post-License Course (90 hour)</td>
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<td>RES E17</td>
<td>Managing Broker Pre-License Course</td>
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<td>Real Estate Broker Pre-License Course I (45 hour)</td>
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<td>Overview of Design of Experiments</td>
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