Triton College Master Plan
2010 – 2014

Fiscal Year 2010

Status Report III
January 1, 2010 – March 31, 2010
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Executive Summary

The following highlights outcomes achieved this period to support the institutional goals established for fiscal year 2010.

**Goal 1** — Enhance the physical campus to promote and support sound educational environments by updating facilities and creating flexible learning spaces that incorporate state-of-the-art instructional equipment and furniture.

- The Science lab renovations (D-207 and D-310) have been completed. The renovations have provided major upgrades to the organic chemistry and microbiology labs.
- Program-specific equipment to replicate the work environment that students will experience has been purchased. Equipment was purchased for Air Conditioning and Refrigeration, Engineering Technology, Hospitality, Nuclear Medicine and Respiratory Care.
- Since relocating the Educational Technology Resource Center (ETRC) to the Academic Success Center in the A building, the college is seeing the realization of a collaborative learning environment for students. The combined center has created a synthesized approach toward academic support.

**Goal 2** — Develop new and revise existing educational programs and scheduling opportunities based on community and workforce needs within Triton’s district.

- Seven learning communities were implemented at the start of the spring 2010 semester. Of the seven learning communities, five are interdisciplinary in nature and two are intra-disciplinary.
- Based on a program demand analysis completed last period, the college was to pursue the Air Traffic Controller curriculum. Since a partnership with Lewis University has not occurred as planned, the program will no longer be pursued.
• To support the implementation of a new scheduling solution for the college, a scheduling policy has been developed. Once adopted, the policy will positively impact course scheduling.

• The community outreach consultant identified community-based organizations. As a result of the consultants’ outreach to church leaders, she helped to bring church leaders together at the college in March for a dinner to discuss potential partnerships with the college.

• This period a Chamber of Commerce After Hours event was held for the Oak Park, River Forest and Forest Park Chambers.

• Alumni programming expanded to include an employee alumni breakfast. Alumni relations participated in the Student Services facilitated Club Day and disseminated alumni materials to inform current students about the important role of being an active alumni after graduation. A Nursing Alumni Reception was held in February and was attended by 125 guests with alumni from 1968 though 2009.

• The annual Mayor’s Breakfast was held in February and 43 percent of our district villages were represented at the meeting.

• The Community Advisory Committee met and the agenda focused on the Achieving the Dream findings, the President’s Outreach Plan and the second status report on the Master Plan.

• Eight grant applications valued at $161,962 were submitted to private foundations.

Goal 3 – Develop and implement an effective technology plan.

• New network switches and uninterrupted power supplies (UPSs) were purchased.

• The upgrade to the college’s imaging (digitizing records) system is on schedule and will go live in July 2010.

• The redesign of the college’s Web-site is underway and is scheduled to be complete by August 2010.

• Ten mobile audio visual carts were purchased and are in use throughout campus. The carts are equipped with a laptop, Blu-ray player, projector and a document camera.

Goal 4 – Enhance Triton’s virtual campus environment.

• Blackboard (online course system) is now being managed by a hosting environment. The managed hosting is done by Blackboard off-site and will provide guaranteed uninterrupted service for our students. Additionally, support for Blackboard is available 24 hours a day, seven days a week for students through an agreement with Presidium.

• The class and event scheduling solution that has been purchased from CollegeNet is being implemented. To ensure that the data being entered into CollegeNet is correct, all existing space and classroom-related equipment will be inventoried within the next couple of months. This project is scheduled to continue into fiscal year 2011.

• Enhancements were made to several Financial Aid reports that will directly support the delivery of services to students.

• To provide online support that will aid student success, the Academic Success Center entered into an agreement to use “SmartThinking Online Tutoring Services” for online tutoring. The agreement will provide 400 hours of service to students and is scheduled to go live in May for the summer semester.
Goal 5 – Develop and implement a comprehensive strategic enrollment plan to achieve the optimal recruitment, retention and graduation of students.

- An annual Strategic Enrollment Management (SEM) Plan has been completed. Recruitment and retention were identified as the two major focus areas of the plan. SEM workgroups have been identified and each workgroup will create timelines to guide the completion of the strategies developed.
- Thirty General Education Development (GED) and English as a Second Language (ESL) students have been recruited and enrolled in the Illinois Community College Board (ICCB) funded Pre-Health Careers Academy. The Academy will prepare students to transition to a variety of health careers.
- As part of the college’s marketing mix, the college introduced the use of social media this academic year. Facebook and Twitter have been in place for approximately six months and have had a steady increase in fans and followers. This period there was a 62 percent increase in the number of fans who joined Triton’s institutional Facebook. Triton’s Twitter page has seen a 50 percent increase in followers since the last period. The college will continue to strengthen the use of social media for marketing and will be launching a blog in the next period.
- The peer mentoring program continues to expand. A Cultural Diversity Awareness workshop for the peer mentors was held to assist them in their mentoring efforts.
- Three storage carts were purchased to house the laptops for the Laptop Loan Program.
- Career Services has received assistance in purchasing software and equipment for students with disabilities to better access computers and technology.
- To cultivate students to serve in a global society, Student Affairs continues to promote diversity. The Office of Student Life hosted a diversity forum where faculty, staff and students addressed diversity issues, misconceptions and ideas to further promote awareness.
- The Council on Diversity Affairs funded the following projects for this period: Incognito Theatrical Presentation (race and identity); African American College Visit Day; Polish American College Visit Day; and the Financial Aid Community Day.

Goal 6 – Enhance the ongoing evaluation and assessment of processes to promote continuous improvement throughout the college.

- Thirty-two academic programs have submitted program assessment plans. It is expected that by the end of the academic year that an assessment plan will be complete for every program.
- A Healthcare Informatics feasibility study was completed.

Goal 7 – Build upon the institutional framework to promote a highly qualified diverse workforce to support the mission and goals of the institution.

- The college has strategically hired 13 highly qualified independent contractors over the past nine months to offer high demand programming to students in content areas where there was no resident faculty resource. In the first nine months of this academic year, 431
students enrolled in courses offered by these independent contractors and 379 of those students have earned their certificate.

- The Center for Teaching Excellence (CTE) continues to develop and implement high quality programming for faculty in program assessment, curriculum development and pedagogy. During this period the CTE has offered three workshops, two seminars/webinars and two teaching circles.

- To promote and enhance learning within the college community, the Professional Development Center (PDC) provided resources and programs for full-time and adjunct faculty that assisted with their professional development. Eighty six workshops were offered by the Professional Development Center (PDC) with a duplicated headcount of 612 (490 non-duplicated headcount). Also, the PDC received 376 support calls, had 226 individuals use the lab and held 78 one-on-one consultations. The year-to-date numbers indicate an increase of 14.57 percent in the number of workshops, a decrease of 6.54 percent in the duplicated headcount and a decrease of 8.58 in the non-duplicated headcount.

- The Supervisor’s Academy offered one workshop topic attended by 15 supervisors (non-duplicated headcount). The workshop offered was on employee recognition.

- Nineteen new employees were hired. Of the 19, nine employees (26 percent) attended the New Employee Breakfast with the president and the welcome session.

- The New Faculty Resource Network held two events. There was a holiday celebration for all tenure track faculty and a dinner for first year faculty.

- Monthly meetings continue to occur with the members of the Leadership Academy. The professional development sessions focused on “A Day in the Life of an Administrator.” The administrators who were spotlighted were: The president, the vice president of academic affairs, the vice president of business services, the college’s grant specialist and the manager of online technologies.

In summary, at the end of the third reporting period, the college had encumbered or spent $3,514,904. This amount represents an unexpended balance of 54 percent or $4,056,468.
Goal 1 Project Updates

Goal 1 – Enhance the physical campus to promote and support sound educational environments by updating facilities and creating flexible learning spaces that incorporate state-of-the-art instructional equipment and furniture.

Objective 1: To create provisions to allow for the ongoing upgrade, replacement of instructional equipment, and updating of laboratories.

Project A: Select classrooms will be identified for implementation of new/innovative educational technology in order to help identify which new trends in technology should be more fully integrated over time. There will be a systematic effort to update and replace instructional equipment/spaces throughout campus, including but not limited to science lab renovations.

Measurable Outcome: During fiscal year 2010 state-of-the-art and technologically advanced equipment will be purchased for a minimum of four Career and Technical Education Programs.

Project Update: To enhance student learning, program-specific equipment which replicates the work environment that students will be exposed to have been purchased. Equipment includes: A fuel cell trainer for the Air Conditioning and Refrigeration (ACR) program; CNC mill machines and PLC trainers for the Engineering Technology (ENT) program; Food processors, mixers, convection ovens and steamers for the Hospitality (HIA) program; An Anthropomorphic Spelt Phantom with torso, lung and spine for the Nuclear Medicine (NUC) program; and a BiPap Vision Ventilator machine for the Respiratory Care (RSC) program. Additional funds were used to purchase new equipment for other Career and Technical Education (CTE) programs as well. Based on the stated outcome for this project, more than four Career and Technical Education Programs have had equipment purchased to support their program.

The science lab renovations (D-207 and D-310) have been completed. The renovations have provided major upgrades to the organic chemistry and microbiology labs. The new labs will provide the students more flexibility within the classroom. The new work station pods will allow the students to work collaboratively as they learn and still allow for individual work space. The updated learning environments will enhance the learning experience for the students.

Project B: Improve facilities and equipment that support student learning, student involvement and student support services. There are several areas within the Student Affairs division that need upgrading of equipment. These upgrades will provide for current technologies used in the delivery of accommodative services and health services. In addition, there will also be a focus of equipment upgrades for the Athletic area. Replacing equipment in this area will aid in ensuring safety standards are maintained with appropriate athletic equipment.
Measurable Outcome: A refresh equipment plan that is implemented and reflects state-of-the-art facilities/equipment upgrades for at least three Student Affairs departments on an annual basis.

Project Update: Project was completed in the second period of fiscal year 2010.

Objective 2: To create and/or upgrade the general campus environment to be conducive for learning and social interaction.

**Project C:** Renovate learning and social spaces to be adult-friendly and learner-centered. This includes the replacement of carpets, etc. ADA compliance will also be assessed and consistently implemented. Priority will be given to updates that are environmentally friendly (green) and sustainable.

Measurable Outcome:
- Old, unattractive, non-functional vertical blinds will be replaced with the new roller shades.
- Faculty and students will be able to experience the full open view and daylight from windows when shades are open, and complete darkness for effective use of video usage when shades are down. Faculty and student response through word of mouth as well as surveys will help measure outcomes.

Project Update: The recommendation to purchase the new roller shades went to the March board meeting. The production of the shades will take eight weeks with installation beginning mid-May. The installation process will take up to four weeks to complete. Once installed, instructors will have the ability to block light from the outside which will enhance their audio visual presentations.

**Project D:** Improve and enhance facilities outside of the classroom. This is an important aspect that helps contribute to the student’s overall academic experience and supports student engagement and student retention. Our intent is to beautify some of the public spaces and create dynamic areas that foster student interaction and promote campus community. In addition, student organizations are vital to the life of our campus and creating spaces to house the functions of the organization is also essential.

Measurable Outcome: The number of facilities identified outside of the classroom for possible enhancements. Any enhancements made to existing public facilities outside of the classroom.

Project Update: As a result of the Educational Technology Resource Center (ETRC) relocating into shared space with the Academic Success Center, the college is seeing the realization of a collaborative learning environment for students. The combined center has created a synthesized approach towards academic support and has fostered greater interaction among the students. No other facility improvements were completed this period in relationship to this project.
**Project E:** Upgrade classrooms to adult-friendly furniture so that the environment is conducive to student learning, while paying special attention to the functional objectives of specific classrooms.

**Measurable Outcome:**
- Furniture upgrades identified were completed on time and within budget.
- Evaluate student and instructor satisfaction on comfort of classroom furniture through existing surveys produced by the Research Office to students and instructors. Students and instructors satisfaction demonstrated through a 99 percent satisfaction level.

**Project Update:** The installation of the instructor units and chairs that were received for the 18 classrooms and 21 electronic classrooms has been delayed due to a safety issue that was identified during assembly. The manufacturer is sending the components needed to fix the units and once received assembly will be completed. Once installation of all furniture is complete, a survey will be administered to determine both student and faculty satisfaction. The results of the survey will help to guide future purchases of classroom furniture.

**Objective 3:** To maintain the campus infrastructure.

**Project F:** A critical element in a learning environment is a physical environment that is conducive to positive education and social outcomes. Facilities will be maintained and upgraded to keep the campus in optimal condition.

**Measurable Outcome:**
- Long needed improvements to the infrastructure, both physically and mechanically, in areas such as sidewalk repairs, asphalt repairs, fencing replacement, carpet replacement, and switchgear replacement will be completed.
- Improvements will enhance the physical environment in several areas of the campus creating a more desirable and pleasing atmosphere which is more conducive to learning for students. The mechanical improvements will support the sustainability of the college and increase probability of uninterrupted system services.

**Project Update:** The following projects are in progress and will contribute to the improvement of the campus infrastructure: Engineers are being interviewed for the electrical distribution equipment replacement project. Concrete replacement for the walkway west of the A building, walkways and patio area north of the B building and the Pavilion (north side of B building) have gone out to bid and will occur in the spring of 2010. The bid specifications to install new high efficient LED parking lot lighting and to upgrade existing parking lot lighting with the same technology throughout campus have been written. The recommendation for the parking lot lighting will be presented for consideration at the May board meeting and if approved the equipment will be ordered and installed by September 2010.
Due to budget constraints, the following projects were cancelled: Remainder of the asphalt replacement project, carpet replacement, replacement furniture system for G-118 and the fire alarm system upgrade. The projects that will be funded will provide a more esthetically pleasing environment on campus or will address safety issues.

**Objective 4:** To support and improve campus safety and security.

**Project G:** The institution needs to utilize current technologies in providing for a knowledgeable, safe and responsive environment in the event of a crisis situation. An emergency notification system is one tool that will be used in communicating key information to our campus community at an immediate pace. In addition, other ongoing crisis management and campus safety issues will continue to be addressed for the preventative measures and safety of our campus. One of these initiatives includes the expanded use of an integrated access control system.

**Measurable Outcome:** Safety measures are identified, developed and implemented. In the event of a crisis situation, these new measures will provide an increased level of student and employee safety. Testing of these new safety measures will ensure that these new systems are operational and can be counted on in the event of a crisis.

**Project Update:** A cross functional team continues to review the requirements to upgrade the infrastructure to expand the current video surveillance and access control system. The team has determined that the access control and alarm system are the top priority. The team has started an evaluation process and will be making a recommendation for a manufacturer in the spring of 2010. Once the manufacturer is selected, the bid specifications will be compiled and sent out.
Goal 2 Project Updates

Goal 2 – Develop new and revise existing educational programs and scheduling opportunities based on community and workforce needs within Triton’s district.

Objective 1: Identify new academic programs that meet the needs of our community.

**Project H:** Generate new curricula that are inter- and intra-disciplinary in nature and that evidence/research indicates are appropriate to the mission and community needs. Curricular additions and/or enhancements that address issues of globalization and stewardship will be pursued. Programs/curricula that support college wide auxiliary services (e.g., Flower Shop, Bakery, etc) will be aligned. Corporate Education will be expanded. The Continuing Education Center for Healthcare Professionals (CECHP) will be re-established and youth and lifelong learning programs will be expanded and/or enhanced.

**Measurable Outcome:**
- Programs/curricula tied to auxiliary services will be evaluated and revised if necessary to ensure that students’ theoretical and practical training opportunities are realized. Products created by students for auxiliary programs will reflect curricular principles.
- Corporate Education will experience a growth of at least 5 percent. CECHP programming will be expanded and preparations will be made for establishing a more visible location on campus in the following year (move to current University Center). Youth and lifelong learning programming will expand its offerings by 10 percent.

**Project Update:** Interdisciplinary approaches to learning are occurring through the college’s work with developing and implementing learning communities. Seven learning communities were implemented at the start of the spring 2010 semester. They are: Geography and History, Psychology and Philosophy, Visual Communications and Physical Science, Speech and Philosophy, Construction and Rhetoric, Biology and Biology, and Rhetoric and Rhetoric. Of these seven learning communities, five are interdisciplinary in nature and two are intra-disciplinary. The Geography and History learning community addresses issues of globalization.

Based on a program demand analysis completed last period, the college was to pursue the Air Traffic Controller curriculum. The original intent was to develop a partnership with Lewis University to develop this curriculum. Despite several attempts to contact Lewis University, they have not responded and as a result the program will no longer be pursued.

The following courses have been added to expand program offerings for Corporate Education and the Continuing Education Center for Healthcare Professionals (CECHP):

- **Green Classes**
  - Introduction to Building Efficiency
  - Introduction to Residential Technologies
  - Green Purchasing Fundamentals
  - Sustainability 101
  - Green Transportation
Carbon Strategies
Green Supply Chain Management

- **Health Courses**
  - Medical Careers Prep I – Bridge
  - Math for Meds – Bridge

- **Technology Course**
  - Basic Locksmith

- **Business Course**
  - Customer Service

- **Public Safety Courses**
  - Public Defender Investigator Training
  - Preventing Terrorist Acts

- **Computer Information Systems Courses**
  - Excel I (revised)
  - Excel II (revised)
  - Basic Internet (revised)
  - PowerPoint (revised)
  - Word I (revised)
  - Word II (revised)

- **Horticulture Courses**
  - Gorgeous Container Gardening
  - Growing Vegetables in a Small Space
  - Starting from Seed
  - “Green” Lawn Care

Additionally, the following youth programming was added: ¡Witaj! Beginning Polish, The World of Astronomy, ¡Bienvenido! Beginning Spanish II, ¡Benvenuti! Beginning Italian II, CSI Triton College, Teen Cooks Culinary Institute, Creative Paper Arts, The Dodgeball Challenge, Fun with Jewelry Making, Junior Cooks Culinary Camp, and Web Design with FrontPage.

**Objective 2:** Develop alternate scheduling options to be flexible for all learners.

**Project I:** Increase alternative scheduling opportunities such as Weekend College, Accelerated College, Fast Track programs and interim courses.

**Measurable Outcome:** During fiscal year 2010 undergo a detailed analysis of the steps involved in building the college’s class schedule and begin to refine the process so that it is more efficient and timely, better understood and truly reflective of student course needs.

**Project Update:** This project is linked to Project S which will determine a new class and event scheduling solution. CollegeNet25 has been selected as the new scheduling solution for the college. To support the implementation of the new scheduling solution, a scheduling policy was developed. The scheduling policy has been shared with the College Council and with Academic Senate. Once adopted, the new policy will positively impact course scheduling and the implementation of the new scheduling solution. Efforts still continue to refine the process for developing a schedule reflective of student needs is in progress.
Objective 3: Develop and strengthen partnerships.

Project J: Develop a comprehensive Community Outreach Plan to reach out to Triton’s community and create strong alliances with our stakeholders with a goal of providing better college access to target populations and increase overall student success. With the assistance of a community outreach consultant, increase the visibility of the college and its leadership within the community by providing sponsored lecture programs, community forums and events that target our underserved populations. Establish strategic partnerships that engage community businesses and industry to bring needed resources to campus to meet the future needs of our students, support services and academic program needs.

Measurable Outcome:
- Evaluate the Community Outreach Plan and community outreach consultant based on the strength of alliances and increase of college access to target populations by demonstrating a seven percent increase in college enrollment within our target audiences and a five percent increase in community attendance at events.
- Community members surveyed to capture awareness and attitudinal level on response regarding the college service to community needs and initiatives demonstrated through positive increases each year.
- Ten media outlets will seek out further information about initiatives emanating from the Office of the President and run follow up stories.
- Make at minimum six contacts per potential business partnership that were identified in the Fiscal Year 2010 Outreach Plan as demonstrated through on-campus meetings, site visits and follow-up literature and phone calls.

Project Update: The community outreach consultant continued to identify community-based organizations (CBOs) including veterans, seniors and youths. These relationships will help to formulate the Fiscal Year 2011 Outreach Plan. In fiscal year 2011, the community outreach plan will be concentrated on senior and youth community CBOs. Listed below is a summary of the CBOs contacted by category and the interest expressed in future collaboration with the college:

<table>
<thead>
<tr>
<th>CBO Category</th>
<th>Total # Contacted</th>
<th># Indicating High Interest</th>
<th># Indicating Medium Interest</th>
<th># Indicating Low Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior</td>
<td>28</td>
<td>12</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Youth</td>
<td>30</td>
<td>6</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Veteran</td>
<td>15</td>
<td>3</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

Additionally, the community outreach consultant focused on reaching out to churches. A dinner for the church leaders was held on Thursday, March 11. Seventeen individuals were scheduled to attend representing a 70 percent increase in responses compared to last year. Due to budget constraints, the work of the community outreach consultant came to an end at the end of March.
During this period a Chamber of Commerce After Hours event was held for the Oak Park, River Forest and Forest Park Chambers. Fifty-three chamber members attended the event. Based on the attendance from the January 2009 event there was a 71 percent increase in attendance. As a result of the event, the college was able to secure a spot on the West Cook YMCA board for one of the Fiscal Year 2010 Leadership Academy members. Also, a follow up meeting was held with the CEO of the West Cook YMCA to discuss future collaboration and opportunities for the YMCA and Triton College.

The college has been working with a public relations consultant and as a result of that relationship the college received publicity on the Fall Family Fun Fest, the Alumni Career Services Open House and the Employee Alumni Breakfast. Due to budget constraints, the public relations consultant contract came to end at the beginning of March.

**Project K:** Provide hourly support to the Alumni Relations Office that will assist with the development of a database that can be used to regularly communicate with our alumni to build a loyal following and support for the institution. Develop events and activities for alumni that will reconnect them with the college, faculty and students. Encourage alumni to serve in a variety of capacities such as advisory committee members, guest lecturers in the classroom and keynote speakers in order to engage them in the future success of the college.

**Measurable Outcome:**
- One-hundred percent increase in the number of accurate records in our database demonstrated through a comparison of entries from June 2009 to June 2010.
- Consistent communication through print and electronic communication that spotlights two alumni per month, promotes campus news and alumni activities quarterly. Demonstrate continuous increase in the access of information available by our alumni and increased awareness of alumni gatherings.
- Expand the current alumni programming with a 100 percent increase in attendance at overall alumni events as demonstrated by comparison of event attendance lists from fiscal year 2009 to fiscal year 2010.

**Project Update:** The Alumni Relations staff continues to participate in technology training specifically for the purpose of the development and maintenance of the alumni database and alumni outreach. The Web-site for alumni has been enhanced to automatically send alumni a welcome letter when the contact information is entered. The Web-site is continuously updated to display alumni activities and news. The Alumni Relations Coordinator attended a newly formed cohort that is designed to provide support and knowledge regarding best practices for alumni programs (Northern Illinois Community College Alumni Programming Cohort).

The Alumni Relations office adopted a more efficient format to gather highlights and achievements of alumni to be used as spotlights on the alumni website. Alumni interviews are being scheduled on a continuous basis and will be posted as relevant to particular campus or college related events as they occur. The list of potential alumni spotlights has increased 100 percent. Due to the elimination of the public relations consultant, alumni spotlights must continue to be a focus of the institution. In conjunction with the Marketing
The number of completed and posted spotlights should see an increase in the next period.

Alumni programming expanded to include an employee alumni breakfast that was held on January 12, 2010. Faculty and staff from various employee groups were represented and recognized as Triton alumni. On January 27 and 28 alumni relations participated in the Student Services facilitated Club Day. Club Day provided the opportunity for the Alumni Relations office to disseminate alumni materials and to inform current students about the important role of becoming active as an alumni after graduation. In collaboration with the Nursing department, the Alumni Relations office planned and implemented a Nursing Alumni Reception on February 10, 2010. The event was attended by 125 guests with alumni from the graduating classes of 1968 through 2009. Overall, attendance at alumni events in fiscal year 2010 well exceeded the events hosted in fiscal year 2009.

**Project L:** Strengthen relationships with local, state and federal elected officials and offices for the purpose of informing them of the value of community colleges, and in particular Triton College. The ongoing communications and events will allow for advocacy from stakeholders for the college’s mission with the goal of securing financial support.

**Measurable Outcome:**

- Forty percent increase in the local government participation at the annual district mayor meeting as demonstrated by a comparison of the attendance lists from fiscal year 2009 to fiscal year 2010.
- One hundred percent participation by new local government elected officials in meetings with the president as demonstrated by a comparison of the yearly new mayoral lists and meeting attendance records.
- Thirty percent increase in state government participation at the annual fall and spring events demonstrated by a comparison of the event attendance lists from fiscal year 2009 to fiscal year 2010.
- Produce two communication vehicles annually for legislators in conjunction with local, state and federal lobbying events and efforts.
- Evidence that state officials serve as advocates for Triton College and address the college’s concerns and financial needs as expressed through the annual meetings.

**Project Update:** The annual Mayor’s Breakfast was held on February 23, 2010. Approximately 43 percent of our district villages were represented at the meeting. Agenda items included: A summary of the K-16 community forum, the Student Success/Achieving the Dream national initiative, business outreach efforts, village initiatives and financing in higher education. Several follow up items are moving forward in response to the meeting. A few of those follow up items include marketing opportunities for the college at minimal or no cost.

Following the president’s outreach to newly elected mayors during the summer, conversations are ongoing to further develop those relationships. The Village of Riverside is eager to work with the college to collaborate on a community project which relates to landscape and landscape design. Currently, the dean of business and the village manager are working to finalize the details.
The annual Legislative Dinner in Springfield is scheduled for the evening of April 27, 2010. The Legislative Dinner provides an opportunity for the board of trustees and members of the executive team to discuss funding needs for the college with legislators who represent our district in Springfield.

**Project M:** Maintain a dynamic community advisory committee representative of constituents within our community. Quarterly meetings will be held for the purpose of soliciting input on emerging community needs, informing them of progress towards our long-term plan and assessment of the college’s responsiveness to community needs.

**Measurable Outcomes:**
- Community Advisory Committee maintained with a representative membership in order to gain feedback on Triton College programs and services. Quarterly meetings held with participation of 75 percent of members.
- Community Advisory Committee members surveyed to capture satisfaction level on college’s response to community needs and initiatives incorporated into the Master Plan.

**Project Update:** The Community Advisory Committee met on January 12, 2010. The items on the agenda focused on the following key items: Achieving the Dream findings, input on the President’s Outreach Plan and comments on the second status report on the Master Plan. Based on input received from a previous meeting, members discussed the Community Advisory Committee’s (CAC) role in community outreach. Members were interested in the variety of outreach activities that the college is involved in. Additionally, the CAC supported and encouraged the college to have a presence at events within the communities.

The meeting schedule for fiscal year 2011 will alternate between afternoon and early morning timeframes. Alternating the meeting times should help to meet the needs of the participants. Two new members have joined the Community Advisory Committee. One is from the technology industry and another represents the hospitality industry. An invitation has been extended to a large business located in the western region of our district.

**Project N:** Identify resource opportunities and assist to secure funding with private and corporate foundations; and local, state, and federal agencies.

**Measurable Outcome:**
- Conduct funding prospect research on at least six private/corporate foundations monthly to identify foundation program alignment with needs identified in the Triton College Master Plan.
- Refer at least two private/corporate foundation funding opportunities to area vice presidents to pursue with letters of inquiry/intent or full applications. Update to Strategic Funding Plan.
- Identify at least 10/state/federal funding opportunities quarterly to refer to area vice presidents and update to Strategic Funding Plan.
- Contact all institutional funders at least once each semester.
Project Update: During this reporting period, eight grant applications valued at $161,962 to private foundations were submitted. These applications were to the following foundations: AAUW Foundation, Motorola Foundation, Dollar General Foundation, Kelly Foundation, Crown Family Philanthropies, Chicago Foundation for Women, A. Montgomery Ward Foundation and Kaplan Family Foundation. While efforts are being made to connect with private foundations, the success rate has not been positive. Due to the economic downturn, many funders are not accepting applications for new programs or projects from organizations that do not have an existing relationship with the funder.

The Grants Office will continue to identify and analyze agency and foundation funding opportunities and communicate potential funding alignment with programmatic and instructional areas within the college.
Goal 3 Project Updates

Goal 3 – Develop and implement an effective technology plan.

Objective 1: Implement technologies that support the availability and effectiveness of campus systems and applications.

Project O: Operational effectiveness will be monitored and optimized to increase the speed, reliability and availability of the Internet, network services and the administrative computer system.

Measurable Outcome: Maintain the currently installed technologies, and install and make operational new, planned technologies that enhance reliability and availability. At the end of fiscal year 2010 compare budgeted amounts to actual expenditures to deduce quantity and footprint of new equipment deployed.

Project Update: To increase operational effectiveness of campus computer systems, new network switches and uninterrupted power supplies (UPSs) have been purchased. Due to budget constraints, implementation of security hardware for the network racks has been placed on hold. The storage area network (SAN) and blade server technology project is on schedule. The upgrade of network related technology that is being implemented will positively contribute to the students’ ability to access computer resources.

The upgrade to the college’s imaging (digitizing records) system will go live in July 2010. The redesign of the college’s Web-site is scheduled to be completed by August 2010. At that point there will be a second phase which will convert the content for the current site to the new site.

Objective 2: Develop and execute a technology refresh plan that adheres to industry best practices.

Project P: Technology will be replaced based on the refresh plan established at the onset of the fiscal year. The refresh plan will encompass all campus computers, electronic classrooms and audio visual equipment.

Measurable Outcome: Expend all allocated resources to replace technologies based on the established refresh plan. At the end of fiscal year 2010 compare budgeted amounts to actual expenditures to deduce quantity and footprint of new equipment deployed.

Project Update: Technology continues to be purchased and equipment is being installed. Thirty-nine computers, 30 laptops, 13 projectors and other miscellaneous audio visual equipment have been purchased in addition to the equipment purchased last period. Replacing outdated technology must occur to provide students with the computing capacity they need to support their studies.
Objective 3: Continue to introduce new technologies and functionality to advance the mission of the college.

Project Q: Based on technology trends and best practices, new technology will be introduced to remain relevant in today’s computing environment. These technology trends include the continuation of the implementation of curb-to-curb wireless, Internet-based phones, 24 high-level electronic classrooms, economical print solutions and software solutions that will maximize user productivity.

Measurable Outcome: Continue to introduce new technologies and applications to the college with the potential to increase productivity. This will be measured by documenting the list of technologies upgraded, expanded, replaced or introduced.

Project Update: To continue the implementation of curb-to-curb wireless, bids are being prepared for new wireless access points throughout campus. Additionally, bids are being prepared to purchase Internet Protocol (IP) phones. The new calendaring and scheduling software (Outlook/Pronto) installation is complete.

The electronic grade submission project is on schedule. The new purchasing system has been cancelled due to the decision to move forward with an Enterprise Resource Planning (ERP) system.

Ten newly acquired mobile audio visual carts have been purchased and are in use throughout campus. The mobile audio visual carts are each equipped with a laptop, Blu-ray player, projector and a document camera. Twenty-four smart classrooms are scheduled to be installed prior to the start of the spring semester. The technology enhancements to the second floor of the B building are still being assessed.
Goal 4 Project Updates

Goal 4 – Enhance Triton’s virtual campus environment.

Objective 1: Create an infrastructure to support the development, delivery, and assessment of online courses.

**Project R:** Increase the number of high-quality online, blended, and Web-enhanced courses (which have a shell for use in course management). In addition, there will be rapid noncredit course expansion through partnerships with third-party providers. Online options for GED completion will also be enhanced.

Measurable Outcome:
- Create reports to assess the percentage change in course sections placed online compared to the number of course sections online from the previous term year.
- Identify percentage of new online sections evaluated for quality through online protocol procedures.
- List partnerships and applications utilized for online noncredit growth and GED completion.

**Project Update:** To guarantee that the Blackboard system (online course system) remains online at all times, the Blackboard system is now being managed by a hosting environment. Managed hosting is done by Blackboard off-site and will provide guaranteed uninterrupted service for our students.

The Blackboard user support agreement with Presidium has been in place for over three months. The agreement has provided our Blackboard students and faculty access to support 24 hours a day, seven days a week. This enhancement to the online learning environment is contributing to student success by providing on-demand support.

To advance online learning and to remain current with Blackboard updates, an upgrade to Blackboard Learn 9.1 will be scheduled. A migration plan will be established to move to the new version by summer of 2011.

Objective 2: Increase and create business support processes that complement a virtual campus.

**Project S:** Adopt/implement a class and event scheduling solution (software and maintenance) that includes facility rentals.

Measurable Outcome: Project management team will develop a project implementation plan/steps, timeline and will assess/evaluate a minimum of two scheduling solutions in support of adopting/implementing a class and event scheduling solution (software and maintenance).

**Project Update:** The project management team continued to meet this period to discuss the implementation of the class and event scheduling solution. The class and event scheduling solution has been purchased from CollegeNet. Individuals have been chosen to
attend training on the new scheduling solution. The timeline for implementing the scheduling solution has been developed and a form to complete an inventory of all existing space and classroom-related equipment has been developed. The inventory process will begin in April or May. This project will continue into fiscal year 2011.

**Project T:** Access to student records and process improvement. In an effort to support the on demand student services via the Web, an effort needs to be made to enhance some of our existing processes and utilize technology to provide access to student records. A Web-based financial aid solution will be explored to allow for greater access and process improvement with the Financial Aid area. In addition, student records will be digitized which will allow for a more efficient access to key data. There will also be new modifications to the student/staff portal that would address additional services for students and staff at this point of entry. One of these new additions will include the ability for faculty to submit mid-term and final grades online which will allow for greater efficiency. These initiatives will help support the online delivery of our services.

**Measurable Outcome:**
- Identify and implement six new modifications to the student and staff portals.
- Digitize all historical student records and develop a staff training component to utilize access to these student records.

**Project Update:** During this period there were several improvements made in financial aid reports that will support the delivery of services. The weekly Financial Tracking Verification (FTV) report now includes fields to capture the students email and home address. This data will assist the Financial Aid department in compiling communication data to be used for the financial aid awareness strategy.

The new auto-pay through program that was completed during the last period successfully ran for the entire financial aid population at the start of the spring semester. This program will continue to be used at the start of each term, after the add/drop period, at that start of the second seven week courses and at other times as needed. This auto-pay program will save hours of staff time as the financial aid population grows.

As a result of the new year-round Pell Grant regulations, the following enhancements were made: Screens used on the administrative system to calculate offers have been revised to accommodate the awarding, payment and disbursement of more than one scheduled Pell award in a year and it will track second awards for reporting to the Department of Education. A new report was developed to assist in ensuring that proper awards are made during cross-over payment periods (summer). Other reports needed to be modified to accommodate for four potential terms of awards in one fiscal year. Accounting enhancements were implemented to accommodate summer entries reported into two fiscal years.

The Institutional Student Information Record (ISIR) interface project that will provide connectivity between the college’s administrative system and the Department of Education is ongoing. This project is extensive and the target is to have a functioning interface by the fall 2010 semester.
The web-based financial aid solution has been put on hold due to budget constraints.

**Project U:** To support process improvement for business and support areas of the college, a plan to digitize and automate processes will be created and implemented. The solutions will incorporate Web-based business processes, electronic filing (digitizing records) and podcasting at an institutional level.

**Measurable Outcome:** Support processes are identified, developed and implemented. These new processes will provide enhanced student and employee satisfaction. Employee and student satisfaction will be measured through Web-based surveys that focus on ease of use, increased productivity and increased availability of data.

**Project Update:** The Business Office is working with Information Systems to upgrade the current imagining system (digitizing records). The upgrade will provide functions and security features that the current system does not have. The new system is scheduled to be installed in the spring.

**Objective 3:** Develop an online student support services platform.

**Project V:** As the demand for online services continues to grow, the institution needs to position itself to support the online needs of our students. Several initiatives will occur to enhance the foundation of our virtual environments and provide additional virtual support mechanisms that aid in student success.

**Measurable Outcome:** All funded subtasks will be completed on time and within budget.

**Project Update:** To provide online support that will aid student success, the Academic Success Center has entered into an agreement with a service for online tutoring called “SmartThinking Online Tutoring Services.” This service will provide our students with high quality academic assistance and is scheduled to go live in May for the summer semester.
Goal 5 Project Updates

Goal 5 – Develop and implement a comprehensive strategic enrollment plan to achieve the optimal recruitment, retention and graduation of students

Objective 1: Explore, develop and implement strategies and practices that support long-term enrollment growth.

**Project W:** Utilize external consulting services for expertise in developing a comprehensive strategic enrollment management review, including enrollment strategies, retention analysis, enrollment projection planning tools, and optimization of enrollment services.

**Measurable Outcome:** The development of a strategic enrollment plan that encompasses measures that will increase long-term enrollment.

**Project Update:** The Strategic Enrollment Management (SEM) Plan has been completed. Recruitment and retention were identified as the two major focus areas of the plan. Both areas have underlying goals established. Specific strategies and work products have been developed and finalized under each of the goals. Strategies have been assigned to each of the five SEM workgroups. The SEM workgroups have created timelines to guide the completion of the strategies. Implementation of the plan is now underway.

**Project X:** Strengthen process for transitioning students from noncredit classes to credit programs or job skills programs. Title III grant monies will assist with this effort.

**Measurable Outcome:**
- Identify marketing options that maximize potential student awareness of services available through AE. (Increase enrollment.)
- Identify staff to take on the role of retention specialist/case manager to decrease percentage of students leaving program before semester completion. (Improve retention.)
- Provide GED testing scholarships for students unable to pay the increased fees. (Increase graduation.)
- Identify and allocate funds specifically for tuition reimbursement of students enrolled in AE classes and credit or certificate programs. (Increase transition.)
- Provide one semester scholarships for graduating students to attend Triton College credit or certificate courses.

**Project Update:** Thirty General Education Development (GED) and English as a Second Language (ESL) students were recruited and enrolled in the Illinois Community College Board (ICCB) funded Pre-Health Careers Academy. The Academy will prepare students to transition to a variety of health careers. While these students are taking their GED or ESL classes, students also attend courses offered through Continuing Education (CE) including Math for Meds, Anatomy and Physiology and Medical Terminology. In March, the students enrolled in College Success 101.
Additional students have begun the next series of courses in Pharmacy Technician, Medical Billing and Coding, Medicar Driver or Financial Services Specialists.

A funding request was made to Dollar General Literacy Foundation to support the expansion of the Career Academies to include training in becoming an electrician and electronics repair. The notification of awards will be made in May.

Work began on implementing the Westlake Hospital Foundation grant that will provide tuition, books and other services to GED and ESL students pursing a Health Careers degree. A project director has been hired and student requirements are being established. Students for the Pre-Health Careers Academy will be encouraged to apply for acceptance into this program.

**Project Y:** Technology solutions exist that will allow us to manage our customer relations and inquiries. These solutions provide strategies that assist in the admission outreach and marketing efforts of turning prospective students into enrolled students. These solutions utilize systems to automate communication efforts and track the progress of our contacts. Having systems in place like the Customer Relations Management (CRM) will allow for greater strategic enrollment management opportunities.

**Measurable Outcome:** To identify technology solutions through Web research, seminars, and other college admissions staff that will produce reports in real time to track student status and progression from inquiry to start and then to graduation. By end of April 2010, a recommendation to the college will be made to the type of software and funding necessary to achieve these goals.

**Project Update:** Project on hold as reported in status report II.

**Project Z:** Identify and implement marketing strategies that will complement the Strategic Enrollment Plan based on data supporting the needs of our district and the demographics served.

**Measurable Outcome:**
- Introduce new online marketing strategies including social networking applications and create a benchmark of effectiveness for fiscal year 2010.
- Establish return on clicks for online advertising.
- Create advertising campaigns that align with the fiscal year 2010 GoToMarket Plan.

**Project Update:** During this period, marketing strategies have been implemented as outlined in the GoToMarket Plan for fiscal year 2010. The implementation of SmartCatalog was approved and will begin when the 2010/2011 catalog is completed. The 2010/2011 catalog is scheduled to be complete in April.

As a part of the Web-site marketing strategy developed, the use of Facebook and Twitter has been institutionalized. As of March, the institutional Facebook page had 747 fans which is nearly a 62 percent increase since the last period. Facebook is now sending weekly usage statistics that will assist in evaluating our Facebook page. The Triton Twitter page went live...
in the last period and to date there are 40 followers which is nearly a 50 percent increase since the last period. During this past period, we have begun to tailor a blog spot for additional presence on the web.

**Objective 2:** Develop a retention plan to increase completion and/or transfer rates.

**Project AA:** Continue and improve Peer Mentoring Program and expand and institutionalize student learning communities and service-learning components across the curriculum.

**Measurable Outcome:**
- Peer mentors will demonstrate at least a 25 percent increase in their knowledge and understanding of issues related to cultural diversity, including impact on learning and interpersonal skills.
- Peer mentors will assist students during open registration and new student orientation. Results of the Enrollment Services online satisfaction survey will be used as a tool to measure if students were more satisfied with the intake process after working one on one with their peers. As a result the student satisfaction will increase by 10 percent based on online student satisfaction surveys designed by Enrollment Services.
- Five percent of the students participating in the Peer Mentoring Program will be previous and current Title III learning community students.
- Ten percent of the peer mentees will be selected from the Title III learning communities.

**Project Update:** The Retention Initiatives/Activity Coordinator (RIAC) has reached out to students and has been able to recruit mentors and mentees. Program display cards were posted throughout the campus inviting new students to be a part of the peer mentoring program. The program was promoted during the January spring registration period, at the College’s Club Day and during a Phi Theta Kappa (PTK) and Triton College Student Association (TCSA) meeting. Peer mentors and mentees were also recruited from the Title III learning communities.

To date, 24 qualified peer mentors were identified; however, only 15 have completed all the requirements and submitted contracts. An additional five new mentors are scheduled to complete their training before spring break. The RIAC will work to identify the remaining four mentors needed to reach the program goal. The RIAC led a Cultural Diversity Awareness workshop for the peer mentors as part of the required Title III training. Peer mentors also received training for the volunteer hours associated with the New Student Orientation program.

Currently, 30 mentees have been identified for the spring semester. All mentees have been paired with a mentor and matched by majors or interests. The RIAC is working with the Office of Student Life to identify additional students that may benefit from a mentor due to a low GPA. Approximately 15 to 20 student mentees will be identified through the Office of Student Life.
The RIAC has been reaching out to developmental education instructors to identify potential mentees. The RIAC will attend three developmental Rhetoric courses to discuss the benefits of the program.

**Project AB:** Retention efforts need to be addressed both in and out of the classroom. Academic support and access to technology, as well as to the institution, are vital elements that will aid in student success. Expanding the resources in the Academic Success Center, implementing supplemental instruction, and increasing access points to technology are important aspects that will be addressed. In addition, transportation connections to the institution have also proven to be beneficial and will continue to be cultivated.

**Measurable Outcome:**

- Expand Laptop Loan Program by 10 units in each current location (Student Life/Library) and expand program to include the T Building with six units.
- Expand Quick Check Station Program by four units (two computers and garage table each) in the A Building and the T Building.

**Project Update:** Ninety-eight laptop computers have been purchased for use throughout campus: T Building (6), Student Services area (26) and in the Division of Academic Success (66). The expansion of the Laptop Loan Program outcome of this project has been met and exceeded. The laptops have not yet been made available for circulation to the students as the units are being reimaged. It is expected that the units will be available by May.

Also, three storage carts have been purchased to house the laptops for the Laptop Loan Program. The Quick Check Stations will not be purchased due to budget constraints.

The Success Express van which provides free transportation from North Avenue to Triton’s campus continued its operation during the past period. Funds are being expended on schedule for salaries and lease costs.

**Objective 3:** Enhance opportunities for personal enrichment and lifelong learning.

**Project AC:** Student engagement is a primary factor in the academic success of a student. Building campus community and offering extracurricular programs will aid in successful student engagement opportunities. The Health Services area will explore and integrate wellness programs that will help educate student about health issues and provide a greater understanding of well-being. The Career Services area will integrate programs for specialized groups within student population. We will also create leadership opportunities and cultivate students to serve in a global society.

**Measurable Outcome:** Assess the number of personal enrichment and lifelong learning opportunities available and increase those opportunities by 3 percent annually.

**Project Update:** Career Services has received assistance in purchasing software and equipment for students with disabilities to better access computers and technology. Key Career Services staff has facilitated bilingual (Spanish) meetings at Nuevos Horizontes.
To cultivate students to serve in a global society, Student Affairs continues to promote diversity. The Office of Student Life hosted a diversity forum where faculty, staff and students addressed diversity issues, misconceptions and ideas to further promote awareness. The associate dean of enrollment services and the dean of student services are currently exploring avenues to attain funding to support the retention of African-American male students. Other special population, e.g., adult students and targeted minority groups, continue to be integrated into the programming and activities scheduled at the college.

Due to budget constraints, the following have been put on hold: Student Leadership Institute, assessing and enhancing the Health Services offerings and developing a comprehensive wellness program.

**Project AD:** Implement the Diversity Plan to create a welcoming environment for all students and employees to create awareness, understanding and appreciation for others. Integrate diversity into all aspects of learning which will aid student success. The plan is supported by all members of the college. The decentralized plan’s activities will be monitored and assessed by the Council on Diversity and a coordinator will facilitate its implementation.

**Measurable Outcome:**

- Evaluate the effectiveness of the Diversity Plan by holding monthly Council on Diversity meetings to monitor the effectiveness of the plan’s activities demonstrated through a quarterly review of meeting minutes.
- One hundred percent reporting rate by responsible parties semi-annually to report on the progress of the Diversity Plan implementation.
- Accomplishment of 100 percent of all activities outlined in the Diversity Plan for that given year.
- Climate Survey on diversity conducted by Research Office demonstrates high satisfaction with diversity appreciation.

**Project Update:** The Council on Diversity Affairs continues to meet monthly and will assess the effectiveness of the monthly meetings. The following requests were granted funding in the third period: Incognito Theatrical Presentation (race and identity); African American College Visit Day; Polish American College Visit Day; and the Financial Aid Community Day. Due to budget constraints, the Afrocaribe Music and Dance and the Disability Awareness Campaign could not be funded and were cancelled.
Goal 6 Project Updates

**Goal 6** – Enhance the ongoing evaluation and assessment of processes to promote continuous improvement throughout the college.

**Objective 1:** Develop and validate program outcomes and assessment structures for all academic areas.

**Project AE:** Develop and refine continuous cycle of program assessment including the completion of program outcomes for all program areas, and consistent faculty-driven assessment of these outcomes. Also continue ongoing evaluation of program currency to determine which programs are no longer viable as well as which programs should be revitalized or added.

**Measurable Outcome:**
- **Program Assessment Cycle:** The Triton Assessment Committee will have on file a program assessment plan for every program. The Triton Assessment Committee will have on file from every program a program assessment report that describes the full cycle of assessment of at least one program outcome.
- **Program Evaluation:** The number of programs stipulated by ICCB will be evaluated in accordance with the criteria specified by ICCB.

**Project Update:** During the past period, 32 programs have submitted program assessment plans. This represents an increase of 700 percent from last period. The Curriculum/Instructional Designer continues to meet with representatives from the programs that have not yet submitted a program assessment plan. By the end of the fourth period, it is expected that an assessment plan for every program will be complete. Programs are not expected to submit a program assessment report to the Assessment Committee until April 19, 2010. However, there are four assessment reports that are completed and on file.

**Project AF:** There are a number of academic-related testing services that the institution will explore with the possibility of becoming a testing site within our district to offer college entrance exam opportunities.

**Measurable Outcome:**
- Identify one to three potential locations to offer centralized testing services on Triton College campus.
- Evaluate the costs associated with serving as a testing site within the district to offer college entrance exam opportunities, including personnel and facilities.
- Develop a clear proposal for providing testing services to students and community members.
- Conduct a pilot testing of the COMPASS eWrite to determine the tool’s usefulness in assessing students’ writing skills.
- Identify and begin implementation of at least two measures to increase test security and integrity.
**Project Update:** During the last reporting period three potential locations were identified, however, due to budget constraints this project has been placed on hold. The initial administration of the pilot study of Compass eWrite was completed. Compass eWrite assesses students’ writing skills. Now that the pilot study is complete, an analysis of the results based on the two scoring methods will be done to determine the next steps.

To increase testing security and integrity, Information Systems has secured a quote for the cameras to be used in the testing area. Additionally, a document has been drafted that includes an explanation of the placement exam and testing center rules. This document will be provided to each student and after they have read it they will be asked to sign the document to verify that they understand the rules.

**Objective 2:** Implement a continuous process improvement plan for all areas of the institution.

**Project AG:** Establish an assessment plan to evaluate the effectiveness of business and support processes to ensure optimal usage of resources. This continuous process improvement plan will be supported and validated by a culture of evidence based on data collected by the institution.

**Measurable Outcome:**

- Monitor the rate of report generation by the Hanover Research Council; at a minimum, one report a month.
- Evaluate the reports for content and applicability to the needs of Triton’s faculty and the reports’ ability to engage said faculty in new curriculum development processes.
- Assess applicability of the “off-the-shelf” Hanover Research Council reports to Triton’s needs for institutional effectiveness.
- Complete feedback on submitted draft for the Library Technical Assistant (LTA) and Air-Traffic Controller feasibility studies by September 15, 2009.
- Obtain environmental scan for Triton’s mission and district by the end of calendar year 2009.

**Project Update:** During this period the Hanover Research Council completed a Healthcare Informatics feasibility study. During the next reporting period, Hanover Research Council will be completing an enrollment projection model.

The process to develop an institutional effectiveness plan has begun. To start the process, a chart was drafted that incorporates key processes and initiatives for the college. The chart includes the criteria for accreditation, a group of work processes, Triton College and Achieving the Dream student success definitions, Triton’s mission and vision statements, the Illinois Public Agenda for Career and College Success goals and the Master Plan’s goals. The chart provides a framework that the college’s business and support processes should incorporate into their departmental mission statements and goals as outlined in the budget booklet.
Goal 7 Project Updates

**Goal 7** – Build upon the institutional framework to promote a highly qualified diverse workforce to support the mission and goals of the institution.

**Objective 1:** Develop and implement a strategic process for recruiting top talent.

**Project AH:** Identify highly qualified independent contractors to provide instruction in our Continuing Education area.

**Measurable Outcome:** Achieve a minimum 20 percent return on investment as measured by the total tuition and fees generated by Continuing Education courses taught by highly qualified independent contractors.

**Project Update:** Over the past three periods, 13 highly qualified independent contractors were hired to offer high demand programming to students in content areas where there were no resident faculty resources. These contractors contributed to student success by providing vocational training opportunities leading to occupation upgrades and career mobility for participants. In the first nine months, 432 students were enrolled in 14 courses provided by these independent contractors. Of these 432 students who were enrolled in certificate programs, 379 earned their certificate. The remaining 53 certificate students are still working to complete their programs. Continuing Education has achieved a 133 percent return on investment as measured by the total tuition and fees generated by courses taught by these highly qualified independent contractors.

**Objective 2:** Expand and enhance professional development opportunities.

**Project AI:** Develop and implement high-quality programming and resources for the newly established Center for Teaching Excellence that focus on pedagogy, curricular development and the assessment of teaching practice.

**Measurable Outcome:** Through voluntary written surveys, Triton College faculty who used the CTE will express their level of satisfaction with the resources/programs offered by the CTE and will suggest additional resources/programs that are needed.

**Project Update:** The Center for Teaching Excellence (CTE) continues to develop and implement high quality programming for faculty development regarding assessment, curriculum development and pedagogy. Since January 2010, the CTE has offered three workshops, two seminars/webinars and two teaching circles. Also, 19 meetings were hosted and held by various groups on campus. Over 170 people have participated in an event in the CTE with an average attendance of seven people per event.

One hundred percent of the survey participants who attended a faculty development activity strongly agreed that the faculty development activity was valuable and 86 percent strongly agreed that the faculty development activity would help their teaching. These results strongly suggest that the CTE is moving in the right direction based on the stated objective. By increasing the number and quality of faculty development opportunities, the CTE is
helping faculty develop skills that will enhance the quality of classroom instruction. As time goes on, more faculty will recognize and develop their particular strengths with respect to assessment, curriculum and pedagogy which will facilitate student success.

During this past period, a greater emphasis has been put on recruiting faculty to host workshops and teaching circles. Two workshops and two teaching circles were hosted by faculty which is slightly less than the number offered last period. The CTE continues to survey faculty to determine what types of professional development opportunities they are seeking. By understanding the needs of faculty, the CTE expects to increase the participation rate thereby fostering greater faculty development which will facilitate student success.

**Project AJ:** Provide professional development to all employees on appropriate technologies and applications and business support processes based on an assessment of employees needs. Professional development activities will include training for supervisors and a reward and recognition program.

**Measurable Outcome:**
- Demonstrate a 10 percent growth in the number of employees participating in professional development programs offered by the Professional Development Center based on an analysis of attendance records and the number of programs offered during the year.
- Evaluate the effect of the Supervisor’s Academy through analysis of data gathered in surveys administered in December and in May.
- Demonstrate a 20 percent growth in participation in the Employee of the Semester Program based on analysis of the number of nominations received each semester.

**Project Update:** For this reporting period, 86 workshops were offered by the Professional Development Center (PDC) with a duplicated headcount of 612 (490 non-duplicated headcount). During this same period last year, the PDC offered 88 workshops with a duplicated headcount of 602 (422 non-duplicated headcount). This represents a 2.27 percent decrease in the number of workshops and a 1.66 percent increase in the duplicated headcount. The year-to-date numbers indicate an increase of 14.57 percent in the number of workshops offered, a decrease of 6.54 percent in the duplicated headcount and a decrease of 8.58 percent in the non-duplicated headcount (see Appendix A).

Also, during this reporting period the PDC received 376 support calls, had 288 individuals use the lab and held 79 one-on-one consultations. During this same period last year, the PDC received 248 support calls, had 226 individuals use the lab and held 78 one-on-one consultations. This represents an increase of 52 percent in the number of support calls, an increase of 27 percent in lab usage and an increase of one percent in one-on-one consultations. Year-to-date numbers indicate that an increase of 48 percent in the number of support calls, an increase of 15 percent in lab usage and an increase of 17 percent in one-on-one consultations.

The data regarding workshops offered and the services provided by the PDC suggests mixed results. While there have been significant increases in the number of workshops offered, the
number of support calls received, lab usage and consultations; workshop attendance has sharply decreased. This suggests that the face-to-face workshop may not be the most effective way to provide professional development and that individual assistance is preferred over group workshops. Further analysis of the data suggests large shifts related to faculty. The number of full-time faculty engaged with the PDC has sharply declined. One might conclude that this is a direct result of the opening of the CTE; however, CTE data does not support this assumption. This leads to asking the question as to why full-time faculty are not seeking professional development on campus this fiscal year. It should be noted that there has been a sharp increase, 137 percent, in the number of adjunct faculty engaged with the PDC. The increase in participation rates for the adjunct faculty demonstrates success in enhancing opportunities for this group of employees.

The Supervisor’s Academy offered one workshop topic during this period that was attended by 15 supervisors. The workshop was on employee recognition. Twenty five percent of supervisors have completed the required eight contact hours of Supervisor Academy training. Twenty-five percent of the supervisors need to complete the training.

Nominations for The Employee of the Semester program for spring 2010 is underway.

**Project AK:** Continue to build upon the new employee orientation program to effectively transition these employees into their role at the college. As part of the new employee orientation program, a three-year program for tenure-track faculty will be provided. The program includes: a general orientation to the college, mentoring, forums on various topics related to teaching and learning, and networking opportunities. Additionally, new adjunct faculty orientation will continue to be strengthened.

**Measurable Outcome:**
- Eighty percent of all new Triton College employees will participate in the New Employee Orientation Program as demonstrated by a comparison of new hire lists and welcome session attendance records.
- Evaluate the effect of the Tenure Track Professional Development Program through analysis of data gathered from orientation evaluations, forum evaluations, an end-of-year survey and participation rates.
- Demonstrate the strengthening of the New Adjunct Faculty Orientation based on a comparison of program agendas and participation rates from the previous year.

**Project Update:** During this reporting period, 19 new employees were hired. Of the 19, nine employees (26 percent) attended the New Employee Breakfast with the president and the welcome session. Year-to-date, 70 new employees were hired and 36 employees (51 percent) attended the New Employee Breakfast with the president and the welcome session. The majority of new hires this fiscal year have been hourly employees which makes it more challenging to have them attend orientation. Some other challenges relate to the shift that the new employees work; therefore, an online orientation program should be considered to better accommodate second and third shift employees.

The tenure track faculty face-to-face meeting in February was a session on active learning facilitated by the Curriculum/Instructional Designer from the CTE. Thirteen tenure track
faculty attended each meeting. Post workshop evaluations indicated that 100 percent strongly or somewhat agreed that their understanding of the main concept was better (67 percent strongly agreed, 33 percent somewhat agreed) and that 100 percent strongly or somewhat agreed that the workshop was valuable (92 percent strongly agreed; eight percent somewhat agreed).

The New Faculty Resource Network held two events during this past period. The first was a holiday celebration for all tenure track faculty in December and the second was a dinner for first year faculty in February. The dinner provided the president the opportunity to discuss the budget situation with new faculty and possible implications for them. These gatherings help to strengthen communication with new faculty.

The spring 2010 New Adjunct Faculty Orientation was held in January and was attended by 35 newly hired adjunct faculty. The sessions were well received and appreciated by the new adjuncts. The spring 2009 New Adjunct Faculty Orientation was attended by 11 newly hired adjunct faculty. The significant increase in attendance demonstrates a growth in the program as it continues to be enhanced to meet the needs of the newly hired adjunct faculty.

Objective 3: Implement a human resources and succession plan program that fosters growth, motivation and retention.

Project AL: Develop a Human Resources Plan.

Measurable Outcome: A Human Resources Plan will be developed and submitted to the vice president of Business Services by May 2010 for inclusion to the Master Plan.

Project Update: The gathering of data to support the Human Resource Plan is underway. The data includes a listing of full-time positions, names of incumbents and dates of hire. The data once compiled will then be used to approximate and provide a reasonable projection of full-time positions that may become vacant within the next three to five years. When the positions are identified, a review of the skills needed to perform the jobs will be completed. This will then become criteria for the assessment of training needs and succession planning.

Project AM: A succession plan model will be developed to include staff forecasting based on programs and services, and mentoring. As part of succession planning and professional development for employees, a President’s Leadership Academy will be offered each year to 25 employees from various employee groups.

Measurable Outcome:

- Create and implement a succession plan model that is appropriate to the needs of the college. The model will be developed by December 2009 and implementation will begin in January 2010.
- Evaluate the effect of the President’s Leadership Academy through analysis of data gathered through formal surveys and informal discussions with participants throughout the year.
**Project Update:** Due to budget constraints, it has been determined that a consultant to develop a succession plan model will not be hired. However, documentation from the succession plan that was started in 2006 by the college will be used as a foundation for the development of an in-house succession plan model in collaboration with Human Resources. Also, the job study has been completed and the results of that study will contribute to the development of the succession plan.

Two professional development sessions focusing on “A Day in the Life of an Administrator” occurred during the President’s Leadership Academy monthly meeting in January and February. In January, the academy was joined by President Granados and Vice President Latham for a discussion about the role of president and vice president of academic affairs. In February, the academy was joined by Vice President Sullivan, Darren Robards and Crystal Saunders for a discussion about the roles of the vice president of business services, the manager of online technology and the grants specialist. In each session, academy participants were engaged in the discussion and asked questions of the panelists. The sessions were well received by the academy.
Appendix A – PDC Participation

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% Change - Workshops: 57.69%
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| % Change - Attendance (Dup) | -37.67% |
| % Change - Attendance (Non-Dup) | -31.40% |</p>
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% Change - Workshops: -2.27%
% Change - Attendance (Dup): 1.66%
% Change - Attendance (Non-Dup): 16.11%
## Year to Date

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### % Change

- **14.57%**  \(\text{% Change - Workshops}\)
- **-6.54%**  \(\text{% Change - Attendance (Dup)}\)
- **-8.58%**  \(\text{% Change - Attendance (Non-Dup)}\)

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Master Plan Fiscal Year 2010 – Status Report III
April 2010

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