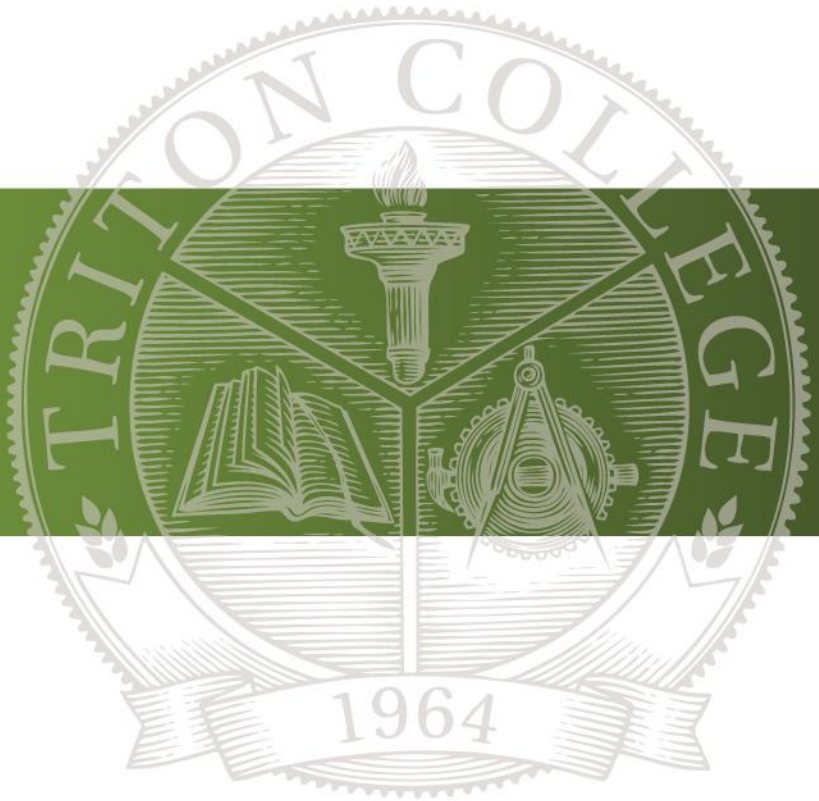


# Spring Faculty Workshop

TRITON COLLEGE

January 20, 2017

**Strengthening Outcomes**



# Our Colleague & Friend



Hot Food Menu	
Hot Dogs	\$.52
Burgers	\$.53
Red Pork	\$.54
	\$.54



# Welcome New Mid-Managers



**Brent Damsz**  
Testing Center Coordinator



**Denise Jones**  
Director of Student Support Services

# Welcome New Mid-Managers



Johnathan Nelson  
Planetarium Educator

# Real Results



Electronic Forms

College Council

Assurance Argument

Fire & Emergency Services Higher Education  
National Recognition

# Real Connections



## TRIUMPH

Student Centered – Service Centered

Diversity Dialogue

# Real Opportunities



College Website

Common Application for Scholarships

Strategic Plan Annual Report

Title V Federal Grant Proposal

Career and College Readiness Standards

# Fiscal Update



- FY 17 Base Operating Grant - \$1,929,184
- FY 17 Adult Education - \$1,473,760
  - Federal - \$552,660
  - State - \$921,100
    - allocated, not appropriated
- FY 17 Monetary Aid Program (MAP)



# Assurance Argument: Collective Campus Input Results

*Faculty Workshop*  
*1/20/17*

## HLC is coming ... *again?*

- **Last Visit - Fall 2013**
  - Part of PEAQ process
  - Wrote a self-study (approx 65,000 words)
- **Upcoming Visit - March 5-6, 2018**
  - Part of new Standard Pathway process (Year 4 Visit)
  - Writing Assurance Argument (35,000 word limit)
- **Preparing Assurance Argument**
  - Conduct an inclusive self-evaluation that identifies strengths and challenges for each criteria and articulates plans for improvement

# What is the **ulterior** motive?

*Merriam Webster: ulterior motive = a secret reason*

## Our motives are plain:

- Create a strong assurance argument that demonstrates we meet criteria of accreditation
- Conduct a self evaluation that leads to an improved institution
- Come out of the visit with no additional monitoring
  - Only shot of this is to have an **authentic** and **transparent** process by which people contribute to our evaluation

## What did we do to obtain input last semester?

- **Coffee and Conversation** - 18 sessions
- **College Hours** - 2 sessions
- **Committee Meetings** - 18 visits
- **Student Input** - 8 times/locations
- **Written Input** – form on portal, distributed by College Council members and at venues above

***1,179 Comments Received***

# What did we do with all of those comments?

- Needed a **transparent** process by which we used those comments to inform argument while protecting anonymity of contributors
  - **Topic Modeling**
    - Created report to capture process, evaluation, results; will be available internally (also, to HLC!)
- **Topic Modeling**
  - **Organizing Comments**
    - Comments are sorted by HLC's five criteria
    - As much as possible, comments pertaining to a given topic were grouped within the same criteria.
    - Topic Tags were assigned to each comment
  - **Collectively Identified Strengths/Challenges**
    - No more than five collectively identified strengths and challenges for each criterion
    - A topic must have a minimum of five tags in total to qualify as a collectively identified strength or challenge.



# What is reflected in the results?

## Our COLLECTIVE voice

- Results reflect the most commonly expressed opinions
- As an individual, you may not agree with all statements
  - As individual comments in the report reflect, there is a wide range of opinion on all topics
- Collective challenges are not attacks on individuals or departments; they are institutional concerns

A word cloud visualization featuring the following terms: Community, Commitment, Mission, Human Capital, Student Diversity, External Visibility, Mission Visibility, Collaborative Development, Student Success, Human Diversity, Capital, Alumni, Non-traditional Students, Public Perception, Cooperative Budgeting, Community Partnerships, Faculty Diversity, Institutional Alignment, University Partnerships, Local Business, Diversity Initiatives, and Co-Curricular Activities. The words are arranged in a horizontal, overlapping fashion, with 'Community' and 'Commitment' being the largest and most prominent.

Criterion 1: Mission - Strengths

## Criterion 1: Mission - Strengths

### *Community Commitment*

Consensus: As an institution, we have a strong presence in the community and strive to serve our community's needs through our services, offerings, events, and partnerships.

### *Mission*

Consensus: The mission statement clearly articulates our guiding principles, as well as our employees' shared goal of serving students.

### *Human Capital*

Consensus: Our employees are dedicated to the college's mission and truly care about our students.



A word cloud of marketing and communication terms. The largest words are 'Marketing', 'External Communication', 'Community Outreach', and 'Diversity'. Other visible terms include 'Mission', 'Diversity Support', 'Diversity Training', 'Public Perception', 'Student Success', 'Departmental Missions', 'Changing Demographics', 'Hispanic-Serving', 'Mission Review', 'Mission Consistency', 'College Students', 'Diversity Leadership', 'Public Relations', 'Mission: Visibility Recruitment', and 'Serving at risk'.

Criterion 1: Mission - Challenges

## Criterion 1: Mission - Challenges

### *Marketing/External Communication*

Consensus: We need more marketing that emphasizes the quality of our offerings and is specifically targeted towards our district's changing demographics.

### *Community Outreach*

Consensus: We should develop mechanisms for specific and intentional community outreach, both with respect to student recruitment and business/program partnerships.

### *Diversity*

Consensus: We should institutionalize diversity efforts by integrating diversity practices into the institution's culture, for example, through more robust staff and faculty training, targeted support services for our diverse populations, and intentional efforts to increase the diversity of our faculty and staff.





## Criterion 2: Integrity - Strengths

### *Affordable Tuition*

Consensus: As an institution, our affordability provides students with a quality education at low cost.

### *Campus Renewal*

Consensus: The campus renewal projects beautify the campus and demonstrate a commitment to the future of the institution.

### *Institutional Policies*

Consensus: We have articulated policies for key areas that are available in a single location, and revisions have recently been made to some of these policies in accordance with HLC's requirements.

A word cloud of university-related terms. The most prominent words are 'Public Transparency' and 'Internal Transparency', both in a large, dark red font. Other significant words include 'Academic Honesty', 'Academic Freedom', 'Institutional Processes', 'Website', 'FERPA', 'Online Verification', 'Maternity Leave', 'Accountability', 'Tipping', 'Board', 'Policy Review', 'Admin-Union Relationships', 'Process Consistency', 'Institutional Process', 'Policy Revision', 'Construction', 'IRB', 'Campus Renewal', 'Policy Training', and 'Institutional Policies'. The words are arranged in a somewhat circular pattern, with 'Public Transparency' and 'Internal Transparency' at the top and 'Admin-Union Relationships' at the bottom.

Academic Honesty  
Academic Freedom  
Institutional Processes  
Public Transparency  
Website  
FERPA  
Internal Transparency  
Online Verification  
Accountability  
Tipping  
Maternity Leave  
Board  
Policy Review  
Admin-Union Relationships  
Process Consistency  
Institutional Process  
Policy Revision  
Construction  
IRB  
Campus Renewal  
Policy Training  
Institutional Policies

Criterion 2: Integrity - Challenges

## Criterion 2: Integrity - Challenges

### *Internal Transparency*

Consensus: We must improve our internal transparency efforts through more effective communication, increased shared information, and clearer lines of accountability.

### *Public Transparency*

Consensus: Information related to our contracts, agreements, and procedures need to be more readily available and accessible online.

### *Institutional Processes/Process Consistency*

Consensus: We should have clearly articulated processes that are consistently applied and enforced.





## Criterion 3: Teaching and Learning: Quality, Resources, and Support - Strengths

### *Faculty*

Consensus: We employ highly qualified faculty who engage students in the classroom and are invested in their success.

### *Support Services*

Consensus: We provide a number of support services to aid students in the successful completion of their academic and career goals.

### *Library*

Consensus: Our library provides a welcoming environment for students with knowledgeable faculty/staff and ample resources.



## Criterion 3: Teaching and Learning: Quality, Resources, and Support - Challenges

### ***Counseling/Academic Planning***

Consensus: Our current model combines the role of counselor and academic advisor, which presents challenges to effectively serving students and meeting our academic planning goals.

### ***Professional Development***

Consensus: We need dedicated resources and an intentional approach to the professional development of faculty that emphasizes current trends in teaching and curricula.

### ***Faculty Numbers***

Consensus: We have decreased our number of full-time faculty in recent years and have a high adjunct-to-full-time ratio (6:1), which directly affects the success of students.

### ***Online Education***

Consensus: More structure is needed around the operation of our online courses to encourage innovation, ensure compliance, and improve students' success rates.

### ***Tutoring***

Consensus: While tutoring is a great resource for students, we need to increase student use, tutor availability, and collaboration between our tutors and professors.



Criterion 4: Teaching and Learning:  
Evaluation and Improvement - Strengths

## Criterion 4: Teaching and Learning: Evaluation and Improvement - Strengths

### ***Institutional Improvement***

Consensus: We have made progress on creating a culture of assessment by increasing our institutional focus on assessment tools and training and expanding systematic assessment processes beyond academic affairs.

### ***Academic Assessment***

Consensus: Supported by the work of the Assessment Committee, we have improved the quality and quantity of our assessment in academic areas.

### ***Prior Learning Assessment (PLA)***

Consensus: We have established processes that enable us to award credit for prior learning while also ensuring quality.

### ***Internal Program Review (IPR)***

Consensus: The Internal Program Review (IPR) process is designed to support the ICCB review process and continuous institutional improvement.



# Closing Loop

Assessment Personnel  
Dual Credit  
Sharing Info  
Retention  
IPR  
Graduate Tracking  
PLA  
COL102  
Anecdotal Decisions  
Scaling Up

Criterion 4: Teaching and Learning:  
Evaluation and Improvement - Challenges



## Criterion 3: Teaching and Learning: Evaluation and Improvement- Challenges

### ***Closing the Loop***

Consensus: Though we have improved in the quantity and quality of our assessments, we still struggle with using the data produced by those assessments to inform and enact meaningful change to academic and non-academic areas of the college.

### **Internal Program Review (IPR)**

Consensus: While we have a program review process in place, we are still having difficulty using institutional data related to this process, both within the evaluation process itself and after the results of the IPR process are produced.



Criterion 5: Resources, Planning, and Institutional Effectiveness - Strengths

## Criterion 5: Resources, Planning, and Institutional Effectiveness - Strengths

### ***Comparative Budgeting***

Consensus: Our comparative budgeting process intentionally integrates the use of assessment data, long-term planning, and institutional resource allocation.

### ***Fiscal Management***

Consensus: We have navigated the financial challenges presented by the state budget impasse through sound fiscal management.



Criterion 5: Resources, Planning, and Institutional Effectiveness - Challenges

## Criterion 5: Resources, Planning, and Institutional Effectiveness - Challenges

### ***Staff Training***

Consensus: Management must prioritize training for staff that provides detailed content knowledge for new employees and emphasizes service skills.

### ***Campus Culture***

Consensus: We must build trust between employee groups and promote a work culture where employees are encouraged to engage without fear and feel respected and valued.

### ***Departmental Collaboration***

Consensus: Across the institution, we need to build relationships between departmental areas and increase our effectiveness by encouraging collaborative work and processes.

### ***Internal Communication***

Consensus: We need thoughtful, intentional, and targeted communication plans that share information on critical initiatives between departmental areas and across employee groups.

### ***Adjunct Inclusion/Communication***

Consensus: We must make stronger efforts to provide our adjunct community with information about the institution and our services, as well as offer opportunities for adjunct faculty to engage with their departments and peers.



# What's Next?

- **Spring 2017 - Address Collectively Identified Challenges/Draft Argument**
  - Form **Criterion Teams**
    - Small teams of faculty and staff for each criterion
    - Each team will be led by a faculty/staff partnership
  - **Criterion Team's Role**
    - Review and discuss collective challenges identified
    - Propose plans of action for addressing these challenges
    - Review drafts of the criterion chapter for the Assurance Argument

*Interested in serving on a team?*

Contact me! ([pamelaperry@triton.edu](mailto:pamelaperry@triton.edu))

- **Summer 2017 – Revising Argument/Linking Evidence**
- **Fall 2017 – Finalizing Argument/Submitting to HLC**
- **Spring 2018 – Visit preparation/Visit (March 5-6 Visit)**



MyTriton > Employee



## President's Corner

Tuesday, January 17, 2017 1/17/2017 8:06 AM

With the start of credit classes just one week away, we need our very best efforts to increase enrollment and to ensure student success! **Campus Kick Off** is today so, please plan to share this opportunity for students to attend workshops on a range of topics, designed to provide helpful information. Click [here](#) for more details regarding today's schedule.

I would like to recognize Enrollment Services and all those who participated and volunteered at *Super Saturday* this past weekend. Thank you for your work in support of student success!

- Human Resources
- Business Services
- Marketing
- Staff Services Photocopy Request
- Technology
- PDC (Professional Development Center)
- Center for Teaching Excellence
- Facilities
- Accreditation
- Career Services
- Title IX
- Student Affairs Assessment

Weather  
 39°  
 30°  
 theweather.com +info

**Announcements**

**Spring 2017 Full-Time Faculty Workshop**

The Full-Time Faculty Workshop for the Spring 2017 semester will be held on **Friday, January 20, 2017** in the **R-Building Auditorium**. Any materials for distribution at the workshop should be delivered to Qeauna McDonald, Office of the Vice Presidents, Room A-311, no later than **Friday, January 13, 2017**. Please provide **165** copies.

**My Week** **My To Do** **Campus Events**

Today's Date: Tuesday, January 17, 2017

January 2017						
S	M	T	W	T	F	S
25	26	27	28	29	30	31
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Tuesday, January 17

**WebAdvisor**

- WebAdvisor for Students
- WebAdvisor for Faculty
- WebAdvisor for Employees

**Quick Links**

- Colleague UI (On Campus Only, You May Be Asked to Sign In)
- Ektron Login
- Research Requests
- Triton College
- Microsoft Discount
- VP of Academic & Student Affairs Forum
- Employee Telephone Directory

**My Team Sites**

- Expand All Collapse All
- Other



Status: My personalized view of the page

MyTriton > Employee Resources > Accreditation

## Welcome to Planning and Accreditation!

**Pamela Perry**  
Director of Planning and Accreditation  
pperry13@triton.edu  
708.456.0300 x 3415

### Accreditation

Triton College is accredited by the Higher Learning Commission; member, North Central Association.

For more information regarding our institutional accreditation, please visit our accreditation webpage at: [www.triton.edu/accreditation](http://www.triton.edu/accreditation).

Documentation regarding our institutional accreditation may be found in the "Documents" section below, in the folder titled "Higher Learning Commission."

### Planning

Through the collaboration of faculty, staff, and the local community, the institution developed a seven-year strategic plan (FY 2015-2021) that focuses on key three strategic goals:

- 1. Increase College Readiness**
- 2. Improve College Completion**
- 3. Close the Skills Gap**

Whether teaching microbiology, improving our facilities and grounds, advising students regarding financial aid, greeting students at the welcome desk, or undertaking any other of filled by faculty and staff, the daily work and collaboration of Triton College's employees drive the achievement of the above strategic goals and further our mission of student success.

For more information regarding our strategic plan, please visit our planning webpage at: [www.triton.edu/strategicplanning](http://www.triton.edu/strategicplanning)

Documents
<input type="checkbox"/> Name
Document Type : Documentation or Reference Material (6)
<b>Document Type : Higher Learning Commission (12)</b>
Document Type : Strategic Plan - Master Versions (2)
Document Type : Strategic Plan - Semi-Annual Report (2)

Additional Info

Through the collaboration of faculty, staff, and the local community, the institution developed a seven-year strategic plan (FY 2015-2021) that focuses on key three strategic goals:

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2. Improve College Completion
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Whether teaching microbiology, improving our facilities and grounds, advising students regarding financial aid, greeting students at the welcome desk, or undertaking any other of the countless roles filled by faculty and staff, the daily work and collaboration of Triton College's employees drive the achievement of the above strategic goals and further our mission of student success.

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**Documents**  
 Name  
Document Type : Documentation or Reference Material (6)  
Document Type : Higher Learning Commission (13)  
Summary of Findings - HLC Wrap-Up  
FINAL - Triton College Self-Study 2013  
Self-Study 2013 Appendix A  
Self-Study 2013 Appendix B  
College Hour Presentation - HLC Visit Preparation (9-26-13)  
HLC Visit Schedule (updated 10-17-13)  
HLC 2013 Comprehensive Visit - Final Report 3 4 14  
Monitoring Report A, Full Draft 8-2015  
 HLC IL Budget Letter 2-4-16  
Triton College State Budget Impasse Report - 2-18-16  
Assurance Argument Outline (DRAFT)  
Assurance Argument Input - General (Revised)  
**Collective Campus Input- Consolidated Document (FINAL) NEW**  
Document Type : Strategic Plan - Master Versions (2)  
Document Type : Strategic Plan - Semi-Annual Report (2)  
[+ Add document](#)

**Additional Info**  
 Title  
There are no items to show in this view of the "Additional Info" list. To add a new item, click "New".  
[+ Add new announcement](#)



**FAQ**  
 Question  
How HLC  
What Accre  
Will I on th

**Resources/L**  
Higher Learnir  
Triton College  
Triton College



THANK YOU!



Committed to Working Together