TRITON COLLEGE STRATEGIC PLAN

2016 Mid-Year Progress Report

The mid-year progress report contains updates regarding the college's actions and strategic directions, including a summary of the expected outcomes for each and progress or challenges encountered thus far. A full assessment of our results will be provided in the 2016 Annual Report (expected in December 2016).

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Triton College Strategic Plan

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EXECUTIVE SUMMARY

Triton College's strategic plan is designed to drive holistic planning at the institution by integrating the college's governance, operations, and budgeting. Triton College's strategy for fulfilling its mission centers around three focus areas:

- Increasing College Readiness
- Improving Completion
- Closing Skill Gaps

At the conclusion of this fiscal year (FY2016) and mid-way through the calendar year, the college is showing steady progress with relation to its goals. Actions related to Improving Completion show the most consistent progress, whereas actions related to Increasing College Readiness and Closing Skill Gaps have encountered some challenges. Now that the college is two years past the initial implementation of its strategic plan, we are also beginning to see some trends related to our institutional goals.

While Increasing College Readiness has demonstrated some modest gains (1 to 2%) related to total college readiness placement, College Readiness Writing Placement, and Math Success Rate over FY2014, College Readiness Reading Placement and Writing Success Rates have remained the same, and College Readiness Math Placement and Readiness Success Rates have declined. After an upward swing in nearly all but one of these categories in FY2015, FY2016 demonstrates a decline in all categories, with the exception of Math Placement, which remained static. Of the 7 actions listed under this focus area, 5 are categorized as progressing "with challenges."

Under Improving College Completion, we have seen a substantial improvement in the college's retention rate, improving from 49% in FY2014 to 58% in FY2015. However, the college's graduation rate, credit completion for full and part-time students, and student satisfaction rates have experienced a decline since FY2014. The transfer-out rate has remained static at 26%. Despite the overall decline since FY2014, both credit completion for part-time students and student satisfaction indicated an upward swing between FY2015 and FY2016. Of the 10 actions in this focus area, 7 are progressing towards the completion of their outcomes as expected in 2016.

The current measures for Closing Skill Gaps are generally reflecting a positive trend, with credit headcount online enrollment, number of completers, and number of degrees and certificates awarded each showing year over year improvement. The total number of online and hybrid courses did decrease between FY2014 and FY2015, which is contrary to the college's goal to expand online courses. FY2016 numbers are not yet available for evaluation. With one action concluding in the focus area in FY2016, that leaves 2 that are progressing as anticipated, 2 progressing with challenges, and 1 that has stalled.

Some of numbers for FY2016 are estimates as of the time of this report; they will be finalized and fully evaluated in the college's Strategic Plan Annual Report.

CHANGES TO PLAN FOR FY2017

Triton College updates its strategic plan annually to ensure that it remains a vibrant planning tool that accurately reflects our institutional goals and actions. The core team and steering committee approved the following changes for FY2017 (starting July 1, 2016).

Strategic Direction 1

Strategic Direction 1 originally read as follows: **By 2020, increase by 50% the number of students entering college prepared for college-level work.** Because the language of the direction focused on the <u>number</u> of students entering Triton, rather than a percentage, the college's overall target with respect to this direction changed with every increase or decrease in enrollment. This fluctuation was detrimental to the college's efforts to consistently measure and evaluate its progress.

To remedy this issue, the college is revising the language to stabilize its target without lessening the aggressive nature of its goal. With this change, the college also seeks to align the language in the goal with that of its institutional Key Performance Indicators (KPIs). The new language for this direction reads as follows: **By 2020, 80% of entering students are prepared for college-level work.** The new language articulates the original intention of the strategic direction more clearly. Triton College defines "prepared for college-level work" as placing into credit-bearing coursework in at least 2 of the following 3 areas: Reading, Writing, Math. This aligns with the college's KPI measurements and with its current practice of placing students with 2 or more developmental education courses into its College Readiness course (COL102).

Action Items

Triton College is making 4 changes to its action items for FY2017. First, the college is dividing Action 1.1 into 2 distinct actions. This change allows us to more accurately capture current efforts and initiatives related to college readiness. The new actions will read as follows:

- Action 1.1: Partner with in-district high schools to offer college readiness coursework to students prior to their graduation from high school; and

- Action 1.7: Implement and scale the Math Up program, a college readiness model designed to decrease the number of semesters that college-readiness students must spend in non-credit coursework.

Second, the college is revising the language in Action 1.6 to reflect the institution's focus on customer service. The new language will read as follows:

- Action 1.6: Improve service for internal and external constituents.

Third, the college is eliminating redundancy and overlap in its planning actions by combining Actions 4.1 and 4.3. The new language will read as follows:

- Action 4.1: Create opportunities for direct interaction with business community to ensure consistent feedback on industry alignment and enhance collaboration with the local occupational community.

Fourth, the college is revising the language in Action 2.5 to more accurately reflect the college's efforts to build pathways to completion in academic degree programs. The new language will read as follows:

- Action 2.5: Research, develop, and implement pathways to completion for academic programs.

More detail regarding these changes is located in Appendix B, where the summary document to the Strategic Plan Steering Committee, College Council, is provided.

MID-YEAR PROGRESS SNAPSHOTS

Status Key	
Action progressing	🟩
Action progressing with challenges	🟧
Action progress stalled	🟥
Action Complete	🟦

Focus Area: Increase College Readiness

Measures	FY2014	FY2015	FY2016
Total College Readiness Placement (Strategic Direction 1)	54%	57%	55%
College Readiness Reading Placement	81%	83%	81%
College Readiness Writing Placement	53%	55%	54%
College Readiness Math Placement	27%	26%	26%
Reading Success Rate	49%	51%	46%*
Writing Success Rate	68%	72%	68%*
Math Success Rate	62%	65%	64%*

Strategic Direction 1: By 2020, 80% of students entering college are prepared for college-level work.

Action	2016 Outcomes	Status
1.1: College readiness coursework in HS	Expand the High School College Readiness Math program to 5 schools ; Revise and scale up COL102	🟩
1.2: Triton ambassadors	Develop mentoring program for West 40 at-risk students; Implement Guerin pilot in June 2016	🟧
1.3: Dual enrollment	Add new credit bearing dual credit courses both on-campus and in the high schools (HS); Expand the number of HS students earning credits/ credentials	🟧
1.4: I K-12 and university partnerships	Articulate goals for the Data, Math and English/Language Arts teams in the School/College Alliance; Implement a minimum of 2 articulation and/or cooperative agreements by December 2016; Review data related to the University Center degree offerings and identify opportunities for growth	🟧
1.5: Equitable policies	Assess policies related to student admission, academic placement, attendance, registration, and affirmative action, and determine which, if any, require revision to ensure equity; develop process to complete regular inventory and assessment of college policies and practices	🟧
1.6: Improve service	Implement pilot customer service training program; 75% participation of full-time staff in a customer service training program	🟧
1.7: Math Up program	Pilot Math Up program in spring 2016	🟩

*Estimate; Finalized Data will be reported in the annual report

Focus Area: Improve College Completion

Measures	FY2014	FY2015	FY2016
Graduation Rate	14%	14%	13%
Transfer-out Rate	26%	26%	26%
Retention Rate	49%	63%	58%
Credit Completion -Full-time Students	25%	23%	23%*
Credit Completion -Part-time Students	30%	23%	26%*
Student Satisfaction	89%	81%	87%

Strategic Direction 2: Identify and Scale Best Practices

Action	2016 Outcomes	Status
2.1: Improve graduate success tracking	Graduate tracking data from multiple sources available; Graduating Student Survey administered by Student Services achieves 60% response rate	🟩
2.2: Scale existing support programs	Increase the implementation of the Peer Mentoring Collaborative (PMC) in college readiness courses	🟩
2.3: Establish e-services for students	Increase student self-service for registration by 5%; purchase and pilot a non-emergency text notification platform and fully implement the text notification	🟩
2.4: Enhance Prior Learning Assessment	Decrease students' time to completion; Establish baseline data to measure the effectiveness of PLA marketing	🟧
2.5: Develop Guided Academic Pathways	Determine the scope, model, and student populations to pilot guided pathways; Finalize program curriculum to pilot	🟩
2.6: First Year Experience (FYE) Model	Formalize the structure of the FYE program; Implement pilot first year experience program in fall 2016; Assess student satisfaction during pilot of FYE program	🟩

Strategic Direction 3: Restructure support services with an emphasis on at-risk and low-performing populations and first-year students.

Action	2016 Outcomes	Status
3.1: Professional development focused on at-risk-student needs	Offer serving at-risk students workshops in the Center for Teaching Excellence (CTE); Hold College Hour and Academic Senate presentation; Conduct Serving At-risk Students Survey;	🟩
3.2: Create a summer bridge program	Increase the number of participants for the Jump Start summer bridge program	🟧
3.3: Enhance tutoring services	Increase the number of students serviced by the ASC from High failing classes increase by 10%; Hold a minimum of 3 meetings with the campus community to discuss options and solicit feedback on enhancing tutoring	🟧
3.4: Comprehensive academic planning	Determine an impactful student population to pilot academic plan; Implement academic plan pilot in fall 2016; Increase the number of students completing an academic plan by 5% from fall 2016 to fall 2017	🟩

*Estimate; Finalized Data will be reported in the annual report

Focus Area: Close Skill Gaps

Measures	FY2014	FY2015	FY2016
Credit Headcount Online Enrollment	3,286	4718*	NYA**
Number of online/hybrid course	691	671*	NYA**
Number of Completers	1,043	1,118	1,145*
Number of Degrees/Certificates Awarded	1,070	1,146	1180*

Strategic Direction 4: Identify regional and global workforce needs, skills, and credentials and align college programming and curriculum with those needs.

Action	2016 Outcomes	Status
4.1: Direct interaction with business community	Career Services will develop a database of PAC company HR professionals and mine for internships and job opportunities; Increase the response rate for the 2016 Alumni survey from 3% in 2015 (56 out of 1738) to 6%; Increase the response rate for the 2016 Employer Surveys from 15% in 2015 (22 out of 150) to 25% in 2016	🟩
4.2: Increase student internships	Bring the Career Services office into Advisory meetings to help to promote the relationships for future internship opportunities; Develop additional potential program areas by analysis of data and communications with employers in the service region and recruit employers for internships	🟥

Strategic Direction 5: Develop and implement educational pathways that include accelerated and competency-based approaches.

Action	2016 Outcomes	Status
5.1: Streamline curriculum review/approval	Simplify curriculum submission and review process	🟦
5.2: Identify gaps in career and technical education curricula	A minimum of 2 new program recommendations submitted to the Vice President of Academic and Student Affairs; Launch 2 new academic programs by fall 2016	🟩
5.3: Competency-based curricula	Receive approval for and develop a CBE pilot for launch 2017	🟧
5.4: Enhance and expand online courses	Complete first semester online peer review of CJA 181, CJA 201, CIS 220, AHL 102, and ECO 170	🟧

*Estimate; Finalized Data will be reported in the annual report

**NYA= Data Not Yet Available

ACTION ITEM UPDATES

These updates focus on actions taken to date to achieve the stated outcomes for the 2016 calendar year. Where additional data is available, it may also be provided. A full analysis of the results and achievement of each action's outcomes will be provided in the 2016 Annual Report (December 2016).

The color of the header for each action (green, yellow, or red) corresponds with the status indicated in the mid-year snapshot and thus indicates the action's current status.

Increase College Readiness

A key focus area in Triton's 7 year strategy is to improve college readiness by increasing the number of students entering college prepared for college-level work. The institution has 7 distinct actions that fall under this focus area for FY2016 and FY2017 (combined). Action 1.5 is concluding in FY2016, and Action 1.7 is new for FY2017. A progress update on each is provided below.

Strategic Direction 1: By 2020, 80% of entering students are prepared for college-level work	
Action 1.1: Partner with in-district high schools to offer college readiness coursework to high school students	**Champion:** Ric Segovia
Outcomes	**Mid-Year Update**
Expand the High School College Readiness Math program to 5 schools Revise and scale up COL102	Participating high schools for the 2015-2016 academic year include East Leyden, West Leyden, Proviso West, Proviso East, and Oak Park River Forest. Of the 155 students enrolled in fall Math 055, 81% passed and rolled into Math 085 in the spring. At this time, the college is still waiting for final grades from the high schools. An Info Session was held along with the Dual Credit Summit this year to encourage participation in the program from in-district schools. Recruitment will continue through the summer. New plans for COL 102 include a scale up to better develop new student non-cognitive skills based on a non-cognitive assessment. The ATD Student Financial Empowerment Project Grant will provide assistance for scaling up COL 102 over the next 2 years. General project plans for this scale up include enhancing the financial literacy module, developing assessments, and training new faculty each semester for the next 2 years. Plans for sustainability and scale up include data collection, reporting, and information sharing to facilitate the creation of financial empowerment strategies toolkit. The outcome related to COL102 is also linked to Action 2.2.

Action 1.2: Develop student, faculty, staff and alumni ambassadors		**Champion:** Corey Williams
Outcomes	**Mid-Year Update**	
Develop mentoring program for West 40 at-risk students Implement Guerin pilot in June 2016	Triton College has held several meetings with West 40 Regional Safe School and HARBOR Academy regarding the creation of a mentoring model similar to the TRIUMPH program. West 40 serves students who are referred from school districts like Mannheim where the majority of students are minorities (80% Hispanic) from low income households (83%) and where the composite scores on standardized assessments reflect a 14% achievement gap between White and Hispanic students and an18% gap between white and African American students. The college has written and submitted grant proposals to 8 organizations, including State Farm, RGK Foundation and The Max and Victoria Dreyfus Foundation in order to fund the initiative. After several meetings with Guerin Prep representatives, Guerin has opted to build a dual credit program with Triton College before developing a cooperative work-study program. As of May, Guerin requested more time to develop and finalize their dual credit, thereby delaying our partnership with the work-study program. We are now anticipating the launch of the program during the spring 2017 semester.	

Action 1.3: Develop a comprehensive dual enrollment program		**Champion:** Chuck Bohleke
Outcomes	**Mid-Year Update**	
Add new non-developmental (credit bearing) dual credit courses both on-campus and in the high schools Expand the number of students earning credits and credentials while still enrolled in high school	In 2016, the college hired a full-time Director of Dual Credit and held the second annual dual credit summit, which was well attended by representatives of all of the public high schools served in the college's service region and 1 private school that is considering dual credit opportunities. Unfortunately, accurate dual credit enrollment pictures for in spring 2016 and prior are challenging to produce because current data can only be pulled by course, and courses may include both standard enrollments and dual credit enrollments. The college is working to remedy this issue and should have more accurate data to produce for fall 2016. Anecdotal indications are that dual credit enrollment is steadily increasing and there is interest from the high schools to expand. Meetings have been held with the high schools to create new pathways for students to earn a certificate or certificates while they are still in high school in the following areas: Automotive, Computer Information Systems, Ophthalmic Technician, and Exercise Training. The college has made courses in these program areas available to high school students to take on campus, with the opportunity to expand to off campus offerings. To better measure the success of this initiative, Institutional Research will generate needed enrollment data	

on an ongoing basis every semester.	
Action 1.4: Improve and expand partnerships with local and regional educational institutions at the K-12 and university level	**Champion:** Cheryl Antonich

Outcomes	Mid-Year Update
Articulate goals for the Data, Math, and English/Language Arts teams in the School/College Alliance Implement a minimum of 2 articulation and/or cooperative agreements by December, 2016 Review data related to the University Center degree offerings and identify opportunities for growth	The Math and English Language Arts Alliance teams have documented purpose statements and goal(s) that align with the overall purpose of the School/College Alliance (SCA). The Data team is currently developing a purpose statement and goals, which will be fully developed and refined this fall. Additionally, 1 articulation agreement was approved with Concordia College of Business for the AS and AAS in Business in spring 2016. Due to differences between each University Center process, collecting data and information has been particularly difficult. Enrollment data for spring was collected and the Research Office is reaching out to each University Center partner to collect further data that will assist in assessing degrees currently offered. Several of the partners' Memorandums of Understanding are also being assessed to ensure that the partnerships effectively serve Triton College students and the community.

Action 1.5: Assess and revise policies to ensure equity	**Champion:** Quincy Martin

Outcomes	Mid-Year Update
Assess policies related to student admission, academic placement, attendance, registration, and affirmative action; and, determine which, if any, require revision to ensure equity Develop process to complete regular inventory and assessment of college policies and practices	The Academic and Scholastic Standards Committee assessed the following Board policies to determine if inequities existed that required correction: 5101 Student Admission; 5101.3 Admission Requirements for Nursing and Allied Health Programs; 5102 International Student Admission; 5103 High School Admission; 5107 Affirmative Action; 5111 Registration; 5112 Application for Admission; 5118 Graduation Requirements; 5201 Academic Placement; and 5206 Class Attendance. The committee reached consensus that the existing policies were equitable. While the college anticipated concluding this action in FY2016, the institution needs some additional time to formalize a process for the annual review of policies and practices. The college expects to conclude reporting on this item in its 2016 annual report.

Action 1.6: Improve service for internal and external constituents	**Champion:** Joe Klinger

Outcomes	Mid-Year Update
Implement pilot customer service training program	In January 2016, the college organized a campus wide meeting for all supervisors to review the performance standards and core values of the institution, reiterate the obligation to lead by example, and inform them that they must support training and accountability. The

75% participation of full-time staff in a customer service training program	Professional Development Center (PDC) implemented mandatory orientation for all new employees where the importance of customer service is discussed and the performance standards and core values are reviewed. The PDC also offered 7 distinct courses pertaining to service excellence throughout the year, with a total of 11 sessions and 119 total participants from different employee groups (approximately 25% of full-time staff).
	The PDC will now work to assess which formats and sessions were deemed most beneficial and develop a Fall pilot program that can be suitable for both frontline personnel and managing supervisors. Upon review of the participation rates, it is clear that defining service excellence, as well as identifying topics and training opportunities for full-time faculty, will prove to be challenging. The service provided by faculty is quite different than non-teaching personnel. The ability to reach 75% participation is viable; however, to increase the participation rates of full-time faculty, further research regarding service excellence within the classroom and why it is beneficial for both the instructor and students needs to be conducted.
	No data or benchmarks exist with regards to the quality of service and interactions between students and college personnel. To remedy this lack of data, customer service related questions have been integrated into the annual student satisfaction survey, which will allow for an annual review of progress made on our improvement efforts.

Action 1.7: Implement and scale the Math Up program	**Champion:** Ric Segovia

Outcomes	**Mid-Year Update**
Pilot Math Up Program in spring 2016	Four (4) Math 045 classes were piloted in Spring 2016 with 69 students. Students entering Math 045 were given 4 weeks of intensive review sessions and the opportunity to advance their math studies depending on the mastery of the contents, learning attitude, and classroom behaviors. The goal is to move forward to Math 055 or 085 within the same semester. The pilot program also represents the college's first attempt in utilizing multiple measures to place students, using placement test scores, percentage of mastery by topics, and instructors' assessment of students.
	The preliminary outcomes of the Math Up Program are encouraging. After 4 weeks of intensive review, 49% placed 1 level higher, and 3% skipped 2 levels of developmental math.
	End of semester (spring 2016) success rates of each section with a percentage of C or higher are as follows: MAT 045 at 25%, MAT 055 at 58%, and MAT 085 at 89%.

Improve College Completion

Another key focus area in Triton's 7 year strategy is to improve college completion rates by identifying and scaling best practices and restructuring support services with an emphasis on at-risk and low-performing populations and first-year students. The institution has ten distinct actions that fall under this focus area, all of which are operational in FY2016 and FY2017. An update for each is provided below.

Strategic Direction 2: Identify and scale best practices	
Action 2.1: Improve graduate success tracking	**Champion:** Kurian Tharakunnel
Outcomes	**Mid-Year Update**
Graduate tracking data from multiple sources available Graduating Student Survey administered by Student Services achieves 60% response rate	The college is developing an integrated report using the results of the Alumni Survey, Graduating Student Survey, and National Clearing House. The Alumni Survey is currently underway and is expected to be completed by the end of June, 2016. The Clearing House data will become available by the end of September, 2016, leaving 1 month for the preparation of the integrated Graduate Success Tracking Report by the end of October, 2016. Graduating Student Survey for FY16 graduates has been completed and the results compiled. The survey achieved a response rate of 29% (382 graduates). Though this is far below the target of 60% response rate, this is a marked improvement from last year, when only 52 graduates responded to the survey. One of the reasons for a lower response rate may be that the new survey when administered in April - May, the Summer and Winter graduates received it several months after their graduation. For FY17, the survey is being planned to be administered to graduates in all 3 terms close to their graduation time. This will hopefully improve the response rate.
Action 2.2: Scale existing support programs	**Champion:** Debbie Baness-King
Outcomes	**Mid-Year Update**
Increase the implementation of the Peer Mentoring Collaborative (PMC) in college readiness courses	In 2016, the college aims to implement PMC in 50% of all college readiness courses offered in the summer 2016 and fall 2016 semesters. Of the 27 College Readiness sections being offered summer 2016, 14 (52%) will be linked to the PMC. Additionally, the PMC has trained 18 of the College Readiness faculty scheduled to teach summer College Readiness courses. Plans are currently in place to train all remaining College Readiness faculty for implementation of the PMC in 50% of fall 2016 courses. It is anticipated that this goal will be exceeded and that the PMC will be linked to over 50% of all College Readiness courses in fall 2016.

Action 2.3: Establish e-services for students	**Champion:** Michael Garrity
Outcomes	**Mid-Year Update**
Increase student self-service for registration by 5% Purchase and pilot a nonemergency text notification platform during calendar year 2016 and fully implement the text notification platform during spring 2017	To increase student self-service registration, the college has added the self-service option to the portal for credit students in order to make registration, payments, and academic planning readily available to students online. This summer, the college plans to release the Ellucian Mobile app which will give students the same functionality but in the simplicity and convenience of a mobile app. The college is also aims to have Instant Enrollment available this fall for non-credit students to have the convenience of online registration as well. Regroup, a non-emergency text notification platform, was used for this first time during spring 2016 for 2 notifications. The first notified financial aid students of assistance available to them, and the second targeted all current and prospective students regarding summer registration. In addition to the Regroup platform, the Ellucian Mobile app is in the process of being finalized for distribution in apple and android app stores. The mobile app will allow the possibility of sending notifications to list of students inside of the app directly.
Action 2.4: Enhance prior learning assessment	**Champion:** Sujith Zachariah
Outcomes	**Mid-Year Update**
Decrease students' time to completion Establish baseline data by which we can measure the effectiveness of PLA marketing	The college completed new marketing materials for PLA at the end of 2015. It is currently gathering data regarding past and current PLA use so that it can analyze the impact of the marketing efforts in the 2016 annual report.
Action 2.5: Develop guided academic pathways	**Champion:** Kevin Li
Outcomes	**Mid-Year Update**
Determine the scope, model, and student populations to pilot guided pathways Finalize program curriculum to pilot guided pathways	Through guided pathways, the college aims to reduce "excessive" credit hours earned for program graduates and increase completion rates for programs. The action champion started conversations about developing guided pathways with the chairs of the School of Arts and Sciences in Spring 2016. The matter was also discussed at the College Curriculum Committee and Academic Senate. The School of Arts and Sciences plans to discuss the framework in Summer 2016 and engage more full-time faculty in Fall 2016 to embark on this work. By November 2016, the team should be able to report on the framework, scope, model, and student populations to pilot.

Action 2.6: Develop a research-based first year experience	**Champion:** Amanda Turner
Outcomes	**Mid-Year Update**
Formalize the structure of the FYE program; Implement pilot first year experience program in fall 2016 Assess student satisfaction during pilot of FYE program	The proposed components of the first year experience program include new student orientation, academic planning, college success course, first year student mentoring, campus activities/workshops, and parent orientation. A team of individuals has met to discuss implementation and components of the pilot program to begin in Fall 2016. The pilot program will include new student orientation, academic planning, and COL 102. Initially, the program will be marketed to students during new student orientation and through interactions with counseling staff. The planning for the implementation of the FYE program is in place. We will begin marketing the program to students during new student orientation. It is expected that the program will continue to evolve during the initial semester of implementation.

Strategic Direction 3: Restructure support services with an emphasis on at-risk and low-performing populations and first-year students

Action 3.1: Offer professional development regarding at-risk student needs	**Champion:** Mary Ann Tobin
Outcomes	**Mid-Year Update**
Offer serving at-risk student workshops in the Center for Teaching Excellence (CTE) Hold College Hour and Academic Senate presentation Conduct Serving At-risk Students Survey	In this reporting period, the CTE offered 7 workshops (3 non-duplicated titles) targeted at helping at-risk students: "Low Cost/No Cost Textbook Alternatives;" "Low Cost/No Cost Textbook Alternatives at Triton College;" and "What is Academic Tenacity & Why Is It Important?" All of these workshops count toward completion of the Tri-TOP program. The Professional Development Committee announced that it will focus on working with at-risk students during 2016/2017 year, beginning with the Fall Faculty Workshop, where they will introduce the topic, perhaps with a guest speaker. They continue with this them by resuming SMARTteaching events in the CTE, potentially on the following topics: Students of Color; First-Year Experience; First-generation College Students; Adult Learning Styles/Tips; and, Low/No-cost Textbooks. The Spring Faculty Workshop will feature Triton faculty presenting on strategies they use in their classrooms. The Professional Development Committee will also survey faculty regarding serving at-risk students as part of the Fall Faculty Workshop.

	On April 21, a College Hour called "Faculty Advising Pilot" took place, which was designed to gauge faculty interest in a potential faculty advising model, and facilitators introduced several successful models employed elsewhere and elicited input from faculty regarding the key components of a pilot faculty advising model here. The College Hour attracted 24 attendees, made up of 6 full-time faculty, 2 librarians, 2 counselors, 3 part-time faculty, 7 administrators, 1 classified and 2 mid-managers.

Action 3.2: Create a summer bridge program		**Champion:** Debbie Baness-King
Outcomes	**Mid-Year Update**	
Increase the number of participants for the Jump Start summer bridge program	In 2016, the college aims for 50 students with 2 or more college readiness course requirements to complete the Jump Start project. Currently, the college is in the middle of recruiting for the 2016 Jump Start program, and 25 spots have been filled. Recruitment for the program has been impacted by a delay in receiving placement test results. A list of over 200 students with 2 or more developmental course needs was distributed on June 7, 2016 and is being used to recruit students.	

Action 3.3: Enhance tutoring services		**Champion:** Hanan Merheb
Outcomes	**Mid-Year Update**	
Increase the number of students serviced by the ASC from High failing classes increase by 10% Hold a minimum of 3 meetings with the campus community, to discuss options and solicit feedback on enhancing tutoring	This year, the college has offered study groups and workshops targeting students from high failing classes such as Anatomy & Physiology and Chemistry. Additionally, the Academic Success Center is exploring the expansion of the Peer Mentoring Collaborative, PMC, to high enrollment low success courses. Meetings between English, Math faculty and ASC staff have occurred on a monthly basis. As a result of those meetings, a proposal was drafted to reintroduce appointment based services for the highest need students, based on faculty referrals using the Early Alert system. We will continue to meet in the new academic year, with the same group of faculty from English and Math Departments and with all other academic areas on campus.	

Action 3.4: Implement comprehensive academic planning		**Champion:** Jessica Rubalcaba
Outcomes		**Mid-Year Update**
Determine an impactful student population to pilot academic plan for launch in fall 2016 Implement academic plan pilot		The Action Champion and Counseling Chair met throughout the spring semester to bridge communication efforts, maintain a cohesive operation, and establish a plan for increasing the number of academic plans. In March, data was presented at the Counseling Department meeting to help select the pilot group. Counselors

Increase the number of students completing an academic plan by 5% from fall 2016 to fall 2017	inquired about additional local and national information that was obtained from research, meetings with Achieving the Dream Coaches and other experts, and conference sessions that was then shared back to the counselors through the Counseling Chair.
	Following these sessions, a pilot population including every first year credit student (FT and PT) that receives financial aid in the first semester was selected for target in fall 2016, for a total pilot population of approximately 700 students. An implementation plan is being developed and will be sent to the executive team this summer.
	In collaboration with Research, the college is developing a tool through Colleague that will generate a monthly report on academic plan tracking, including breakdowns by program area, plans created with a counselor versus online, and other useful student data.

Close Skill Gaps

The final focus area in Triton's 7 year strategy is to close skill gaps in the workforce by partnering with employers to align programming with workforce needs, and designing accelerated and competency-based curricular offerings. The institution has 6 distinct actions that fall under this focus area, 1 of which is concluding in FY2016, and the remainder of which continue into FY2017. An update on the 6 active actions is provided below.

Strategic Direction 4: Identify regional and global workforce needs, skills, and credentials and align college programming and curriculum with those needs	
Action 4.1: Create opportunities for direct interaction with business community to ensure consistent feedback on industry alignment and enhance collaboration with the local occupational community	**Champion:** Paul Jensen
Outcomes	**Mid-Year Update**
Career Services will develop a database of PAC company HR professionals and mine for internships and job opportunities Increase the response rate for the 2016 Alumni survey from 3% in 2015 (56 out of 1738) to 6% Increase the response rate for the 2016 Employer Surveys from 15% in 2015 (22 out of 150) to 25% in 2016	The PAC HR survey was distributed to 261 individuals, received 61 responses, and provided 39 names for Career Services to follow up regarding jobs and internship opportunities. This increases the size of the PAC HR database from 20 to 59. The Alumni Survey was retooled by Research and distributed May 23, 2016. As of the first 2 weeks, there were 156 responses with 2 weeks remaining. The employer survey has also been updated. Career Services and Research believe the response rate will improve if the survey is conducted in September; therefore, it has been delayed until that time. Chairs and coordinators will be provided with the data from the alumni and employer surveys to inform changes to curricula.
Action 4.2: Increase student internship opportunities	**Champion:** Chuck Bohleke
Outcomes	**Mid-Year Update**
Bring the Career Services office into Advisory meetings to help to promote the relationships for future internship opportunities Develop additional potential program areas by analysis of data and communications with employers in the service region and recruit employers for internship	Career Services personnel have attended most of the advisory committee meetings in the CTE areas to solicit internship opportunities. Additionally, the Dean of Business and Technology has attended a number of job fair events on campus to speak directly to employers regarding internships and to inquire about internship opportunities that might exist in their organizations. The Business and Technology division is also working with the German-American Chamber of Commerce through a grant to implement a European-style apprenticeship program in the Advanced Manufacturing area that would allow employers to pay for the students' college in exchange for a guaranteed service from the employee for a period of time. A number of careers have been identified through analysis of data from the Department of Labor, the Cook County Workforce Board and local employers to focus the development of new curriculum, including Cybersecurity and Network Assurance, Bookkeeping, Applications Programming, and Big Data. Additional data will

continue to be analyzed and curriculum developed to meet the changing needs of employers in the service region and the greater Chicago area. Request has been made for access to Burning Glass databases and continued surveying of employers whenever advisory committee meetings or one-on-one meetings occur that presents new opportunities. Requests have also been made through Institutional Research to provide feasibility studies on potential careers and the academic preparation required for those fields. Meetings have also been held with the Cook County Workforce Partnership and the Maywood Workforce Center as well as ongoing portions of advisory committee meetings to query the various stakeholders regarding the employment shortages and career fields on the horizon.

The college has not able to demonstrate a significant growth or change in the number of internships available to students prior to 2016. The lack of available data on this item has made it difficult to fully evaluate the impact of the efforts in 2016.

Strategic Direction 5: Develop and implement educational pathways that include accelerated and competency-based approaches	
Action 5.1: Streamline curriculum review and approval	**Champion:** Mary Ann Tobin
Outcomes	**Mid-Year Update**
Simplify curriculum submission and review process	In the first year of this strategic planning action, the institution identified opportunities to improve efficiency and effectiveness through reviewing process map and forms, frequency of meetings, and parallel processing. Recommendations for streamlining the College Curriculum Committee's (CCC) processes are complete and were submitted to AVP Strategic Planning on July 29, 2014 and approved for implementation. The CCC's Course Outline form was also revised to incorporate IAI and ICCB requirements in order to reduce the frequency of disapproval notifications. Additionally, the CCC voted to streamline its processes in a number of ways. First, voting and resource members now participate in the Technical Review Process and post their questions there. Faculty are no longer be required "to defend" their submissions at the CCC meeting unless the committee requests their presence to answer questions or when it deems more discussion is warranted. Second, "Consent Agenda Items" are now voted as part of the Technical Review Process. The definition of "Consent Agenda Items" are those that feature only minor changes in course design, forms and course descriptions that have no impact upon curricula in other areas. Third, new courses and curricula now require only 1 read, instead of 2 as had previously been the case. Finally, the CCC now submits items for approval to the VP of Academic and Student Affairs and the Academic Senate simultaneously, thereby eliminating up to 2 weeks of lag time

between approvals.

As a result of these changes, time to internal approval decreased by 50%. In FY2016, the decrease in review time was sustained, allowing more time to be spent on discussing larger curricular issues at curriculum committee meetings.

Changes to frequency of meetings were explored; however, it is unlikely to change at this time due to the fact that the full-time faculty are not obligated to be on campus during the summer, which means that the College Curriculum Committee cannot guarantee a quorum during those months.

The expected outcomes for this action have been met; therefore, this action concludes in FY2016 (June 30, 2016). Consequently, this action will not appear in the 2016 Annual Report.

Action 5.2: Identify gaps in career and technical education curriculum		**Champion:** Cheryl Antonich
Outcomes	**Mid-Year Update**	
A minimum of 2 new program recommendations submitted to the Vice President of Academic and Student Affairs Launch 2 new academic programs by fall 2016	Academic Affairs received the last 3 program feasibility studies recently, for a total of 12 feasibility studies that will assist in determining new program recommendations. All 12 feasibility studies have been reviewed and the Academic Deans are currently formulating their new program recommendations for submission to the VP of Academic Affairs by the end of June 2016. The Medical Assistant program, previously scheduled to launch at the beginning of fall 2016, launched at the beginning of the spring 2016 semester upon approval of the ICCB. The Biotechnology Laboratory Technician program was approved by the ICCB in spring 2016 and will launch at the beginning of the fall 2016 semester.	

Action 5.3: Develop and implement competency-based curricula		**Champion:** Paul Jensen
Outcomes	**Mid-Year Update**	
Receive approval for and develop a CBE pilot for launch 2017	In February 2016, a team of faculty and staff connected with Sinclair Community College in Ohio to learn about their competency-based education (CBE) programs. Sinclair converted their fully online degree programs into a CBE format with the regular semester model (rather than open entry/exit), and they manage the programs within their Blackboard system. A Triton faculty member has agreed to develop an online course section in a CBE format this fall, which will allow the college to evaluate the Blackboard mechanism for Triton's primary CBE delivery system. The college will also explore the development of a fully online certificate program that is stackable into a degree in a program area that is conducive to CBE, such as business or technology. However, the pilot launch of a CTE program in 2017 may be delayed, depending on the amount of time required	

to fully develop an online certificate program.	
Action 5.4: Enhance and expand online course offerings	**Champion:** Cheryl Antonich
Outcomes	**Mid-Year Update**
Complete first semester online peer review of CJA 181, CJA 201, CIS 220, AHL 102, and ECO 170	The first semester development for CJA 181, CJA 201, CIS 220, BIS 113 (contingent on ICCB new course approval), AHL 102 and ECO 170 begins at the start of the fall 2016 semester. Additional courses have been approved for online course development beginning with the spring 2017 semester: They include: AHL 101 and PHL 113. The following courses are pending approval for online course development beginning spring 2017: ECO 102, ECO 103 and PSY 100.

APPENDIX A: DEFINITIONS FOR FOCUS AREA MEASURES

Focus Area: Increase College Readiness	
Measures	*Definitions*
Total College Readiness Placement (Strategic Direction 1)	Number of new students placed into credit-bearing coursework in at least 2 of the following 3 areas: Reading, Writing, Math + Number of new students received a waiver/(Number of new Students tested for placement + Number of new students received a waiver)
College Readiness Reading Placement	(Number of new students placed into college level courses after testing + Number of new students received a waiver) /(Number of new Students tested for placement + Number of new students received a waiver)
College Readiness Writing Placement	(Number of new students placed into college level courses after testing + Number of new students received a waiver) /(Number of new students tested for placement + number of new students received a waiver)
College Readiness Math Placement	(Number of new students placed into college level courses after testing + Number of new students received a waiver) /(Number of new students tested for placement + number of new students received a waiver)
Reading Success Rate	Number of new credit students enrolled in fall semester and placed into a Reading developmental course and attempted a Reading developmental course during their first year (fall /spring) and successfully completed the course (grade A, B or C) divided by number of new credit students enrolled in fall semester and placed into a Reading developmental course and attempted a Reading developmental course during their first year (fall /spring)
Writing Success Rate	Number of new credit students enrolled in fall semester and placed into a Writing developmental course and attempted a Writing developmental course during their first year (fall /spring) and successfully completed the course (grade A, B or C) divided by number of new credit students enrolled in fall semester and placed into a Writing developmental course and attempted a Writing developmental course during their first year (fall /spring)
Math Success Rate	Number of new credit students enrolled in fall semester and placed into a Math developmental course and attempted a Math developmental course during their first year (fall /spring) and successfully completed the course (grade A, B or C) divided by

	number of new credit students enrolled in fall semester and placed into a Math developmental course and attempted a Math developmental course during their first year (fall /spring)

Focus Area: Improve College Completion	
Measures	*Definitions*
Graduation Rate	Percentage of first-time full-time degree-seeking students completing an associate degree in 3 years (150% of the normal time required for an associate degree). The average graduation rate over the last 4 years is provided for each Fiscal Year. For example, FY2014 includes cohort years 2008-2011; FY2015 includes cohort years 2009-2012. This is known as the Student's Right to Know graduation rate as used by IPEDS.
Transfer-out Rate	Percentage of first-time full-time degree-seeking students who have transferred out of Triton without completing a degree in 3 years (150% of the normal time required for an associate degree). The average transfer-out rate over the last 4 years is provided for each Fiscal Year. For example, FY2014 includes cohort years 2008-2011; FY2015 includes cohort years 2009-2012. This is known as the Student's Right to Know graduation rate as used by IPEDS.
Retention Rate	Percentage of first-time full-time degree-seeking students of the Fall cohort from that fiscal year retained in the subsequent fall (for example, FY2014 would include the Fall 2013 cohort retained in Fall 2014).
Credit Completion -Full-time Students	Percentage of full time students (attempted 12 or more credits in both fall and spring) who earned 30 or more credits across both terms.
Credit Completion -Part-time Students	Percentage of part time students (less than 12 credits in both fall and spring) who earned 15 or more credits across both terms.
Student Satisfaction	Percentage of students responded with "Very Satisfied" or "Satisfied" to the question "How Satisfied Are You With Your Triton College Experience?" in the survey administered in spring of the fiscal year indicated.

Focus Area: Close Skill Gaps

Measures	Definitions
Credit Headcount Online Enrollment	Unduplicated headcount of students enrolled in Online credit courses during the fiscal year.
Number of online/hybrid course	Number of Online and Hybrid courses offered during the fiscal year.
Number of Completers	The unduplicated headcount of graduates receiving Degrees/Certificates (completers) during the fiscal year.
Number of Degrees/Certificates Awarded	Total number of Degrees and Certificates awarded during the fiscal year.

APPENDIX B: FY2017 CHANGES TO STRATEGIC PLAN

The enclosed summary document was provided to the Strategic Plan's Steering Committee, College Council, who endorsed the proposed changes on April 25, 2016.

Triton College updates its strategic plan annually to ensure that it remains a vibrant planning tool that accurate reflects our institutional goals and actions.

Following a review of FY2016 semi-annual reports and the action outcomes that have been established for our 2017 assessments, the Planning and Accreditation department asks the core team to consider the following changes for our FY2017 planning documents.

Action 1.1:   Partner with K-12 institutional to address preparation and expectations that support the Common Core and PARCC Assessments; oversee successful alignment with high school curricula and Common Core Standards to ensure that students are accurately identified as ready for college work and early college credit opportunities.

Action Champion: Ric Segovia

Reason for Change: Action language does not reflect our focus within the action: developmental education initiatives.

Proposed Revision: Delineate our current efforts within this action by creating two actions that specifically articulate our current initiatives related to college readiness. Proposed language:

Action 1.1: Partner with in-district high schools to offer college readiness coursework to students prior to their graduation from high school.

Action 1.7: Implement and scale the Math Up program, a college readiness model designed to decrease the number of semesters that college-readiness students must spend in non-credit coursework.

*Focus on K-12 remains in the strategic plan via Action 1.4: Improve and expand partnerships with local and regional educational institutions at the K-12 and university level.

Action 1.6: Reduce single point services/positions and silo effects across campus

Action Champion: Joe Klinger

Reason for Change: Action language does not reflect our focus within the action: improving service.

Proposed Revision: Revise language to more accurately reflect our service focus. Proposed language:

Action 1.6: Improve service for internal and external constituents.

Action 4.1: **Create opportunities for direct interaction with business community to ensure more consistent feedback on program offerings and industry alignment; and**

Action 4.3: **Enhance collaboration with government and workforce partnerships**

Action Champions: Paul Jensen (4.1) and Chuck Bohleke (4.3)

Reason for Change: As demonstrated below, the milestones within the action demonstrate substantial overlap and duplication between these two actions.

Action 4.1 Milestones:
- Host trade show events
- Host quarterly lunches dinners w/ local business
- Identify business associations to join
- Use employer/alumni data to inform program modifications
- Explore opportunities to bring business and industry member on campus

Focus of Current Work in Action 4.1:
- Strengthen Program Advisory Committee membership
- Use employer/alumni survey data to inform program modifications

Action 4.3 Milestones:
- Explore industry changes
- Explore best structures for community outreach/collaboration
- Research other institution's models
- Join local business associations
- Collaborate w/ chairs and coordinators to have specific people identify professional networks
- Establish business consortium that has local businesses pay the college for an annual membership to be associated with Triton College

Focus of Current Work in Action: N/A; this action has a projected FY2017 start.

Proposed Revision: Revise language to more accurately reflect the action's focus by combining into single action. Proposed language:

Action 4.1: Create opportunities for direct interaction with business community to ensure consistent feedback on industry alignment and enhance collaboration with the local occupational community.

Action 2.5: Research and develop accelerated pathways/programs for students

Action Champion: Kevin Li

Reason for Change: Our focus within this action is building pathways to completion in academic degree programs, which will help more students complete within a standard time frame for an associate degree. Therefore, the word "accelerated" may not accurately represent the work by the college.

Proposed Revision: Revise language to more accurately reflect the action's focus. Proposed language:

Action 2.5: Research, develop, and implement pathways to completion for academic programs.

Strategic Direction 1: By 2020, increase by 50% the number of students entering college prepared for college-level work.

Reason for Change: As currently worded, the strategic direction poses problems with appropriately measuring our progress. The focus on the # of students means that each change in enrollment moves our overall target.

Proposed Revision: Modify our language without substantially lessening the aggressive nature of our goal. We should also align the language in the goal with that of our KPIs. Proposed language:

By 2020, eighty percent of entering students are prepared for college-level work.

- *Note: We would define "prepared for college-level work" as placing into credit-bearing coursework in at least two of the following three areas: Reading, Writing, Math. This aligns with our KPI measurements and with our current practice of placing students with two or more developmental education courses into our College Readiness course (COL102).*

Sample Language	Benchmark	Target
By 2020, eighty percent of entering students are prepared for college-level work.	FY2014: 54%	FY2020: 80%