TRITON COLLEGE STRATEGIC PLAN
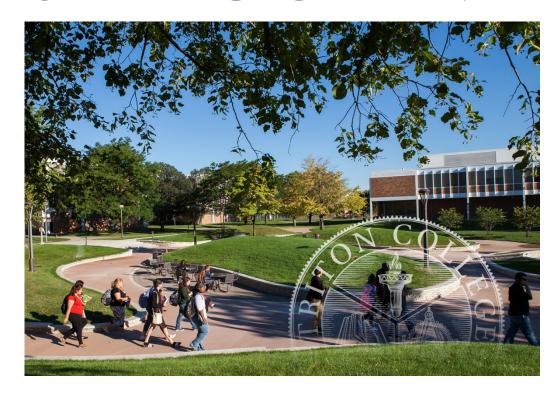
2017 Mid-Year Progress Report

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 2017 Annual Report (expected in December 2017).

Table of Contents

Triton College Strategic Plan

2017 MID-YEAR PROGRESS REPORT

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; and Closing Skill Gaps.

At the conclusion of this fiscal year (FY2017), the college is narrowing its focus by concluding work on three actions within Improving Completion and suspending work on one action within Closing Skill Gaps. With the state of Illinois entering its third year of a budget impasse, the college is choosing to prioritize existing actions within its focus areas, rather than adding new actions or initiatives as others close.

Actions related to Increasing College Readiness show solid progress mid-way through 2017, particularly Triton's college readiness programs and student mentorship efforts. The college's K-12 initiative has already met its stated goal for the year. The college's dual credit action is progressing, but has encountered challenges in achieving its 100% participation rate with district high schools. Targeted outreach to non-participating schools is occurring this summer. The college has also purchased a learning management system for its Professional Development Center, which will allow the institution to offer online trainings and as such, remove some obstacles to its participation goal.

With respect to College Completion, Triton's in-class tutoring program, Peer Mentoring Collaborative (PMC), is expanding with success. The COL102 program is also scheduled for an expansion this fall. IT has partnered with student services to implement an online graduation application, as well as the QLess Student Queue Platform. Partner actions Academic Planning and Guided Pathways are both progressing, but have encountered challenges which have made the work move more slowly than anticipated. Additionally, the college's plan to enhance its graduate success report with employment data from IDES may be delayed one year due to a delay in the data availability from ICCB.

The college continues to struggle in relation to its actions within Closing Skill Gaps. Efforts to partner business community interaction with internship growth have been slowed due to competing institutional priorities and changing leadership. The college continues efforts to enhance and expand online courses through the development of online coursework, but does not currently have an articulated plan for expanding the scope of this development. The college has made progress with respect to linking Career and Technical Education courses to ICCB's Career Pathways, which may reveal opportunities for greater alignment with industry credentials, as well as the development of dual credit feeder programs.

Where available, estimated numbers for the FY2017 Key Performance Indicators are provided in this report. All numbers will be finalized and fully evaluated in the college's Strategic Plan Annual Report.

CHANGES TO PLAN FOR FY2018

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 FY2018 (starting July 1, 2017).

Action Items

Triton College is making three changes to its action items for FY2018.

First, the college is revising its language for Action 1.2. Previously, the action language broadly referenced student, faculty, and alumni ambassadorships. However, over the course of the plan, the action has organically developed a more specific focus on student-to-student mentorship efforts. The revised language is designed to more accurately reflect that focus:

- Previous Language: Develop student, faculty, staff and alumni ambassadors;
- Revised Language: Increase student-to-student mentorship opportunities through programs that target low-performing K-14 populations.

Second, the college is concluding three actions. These actions will be included in the 2017 annual report, but will not set outcomes for 2018. More details about our reasons for concluding these actions are provided in their individual action updates:

- Action 2.3: Establish e-services for students.
- Action 2.4: Enhance Prior Learning Assessment.
- Action 3.2: Create a summer bridge program.

Third, after analyzing the timing of its priorities, the college is temporarily suspending work on Action 5.3: Develop and Implement Competency-Based Curricula while it focuses on further development of a fully online degree program via Action 5.4. The institution will reevaluate the pursuit of this action for its FY2019 plan.

In addition to the changes above, three actions are being assigned to new Action Champions for FY2018.

Action	FY2017 Champion	FY2018 Champion
1.3. Dual Credit	Chuck Bohleke	Cheryl Antonich
4.2: Increase student internships	Quincy Martin	Rich Williams
5.2. Identify Gaps in CTE curricula	Cheryl Antonich	Paul Jensen

The Action Updates in this report reflect the FY2017 champions. The 2017 Annual Report will reflect the FY2018 champion assignments.

MID-YEAR PROGRESS SNAPSHOTS

Status Key	
Action progressing	
Action progressing with challenges	
Action progress stalled	
Action complete	

Focus Area: Increase College Readiness

Measures	FY2015	FY2016	FY2017	FY2017 Benchmark
Total College Readiness Placement (Strategic Direction 1)	57%	55%	**57%**	61%
College Readiness Reading Placement	83%	83%	**80%**	83%
College Readiness Writing Placement	55%	54%	**59%**	59%
College Readiness Math Placement	26%	26%	**29%**	32%
Reading Success Rate	51%	49%	**48%**	50%
Writing Success Rate	72%	72%	**74%**	73%
Math Success Rate	65%	66%	**69%**	65%

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

Action	2017 Outcomes	Status
1.1: College readiness coursework in HS	High School transitional program participation increases by 10%.	
1.2: Student Mentors	Student mentoring expanded through implementation of tutoring at the Oak Park Library for middle and high school students.	
1.3: Dual enrollment	District high schools achieve 100% dual credit participation rate.	
1.4: I K-12 and university partnerships	A minimum of two partnership meetings are convened with local and regional educational institutions.	
1.6: Improve service	New non-teaching employee orientation achieves 90% attendance rate; Student satisfaction with customer service achieves 86%.	
1.7: Math Up program	MathUP participation increases by 20%.	

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

Focus Area: Improve College Completion

Measures	FY2015	FY2016	FY2017	FY2017 Benchmark
Graduation Rate	14%	13%	**15%**	13%
Transfer-out Rate	26%	26%	**25%**	26%
Retention Rate	63%	58%	**58%**	59%
Credit Completion -Full-time Students	23%	23%	**24%**	25%
Credit Completion -Part-time Students	23%	24%	**20%**	25%
Student Satisfaction	81%	87%	**90%**	90%

Strategic Direction 2: Identify and Scale Best Practices

Action	2017 Outcomes	Status
2.1: Improve graduate success tracking	Graduate Success Report is enhanced with employment data from IDES.	🟧
2.2: Scale existing support programs	COL102 sections are increased to 25; 15 additional PMC faculty are trained; PMC-linked courses increase to 30 college readiness sections and 10 CTE sections.	🟩
2.3: Establish e-services for students	NelnetEntreprise, Online Graduation Application, and QLess Student Queue Platform are implemented.	🟦
2.4: Enhance Prior Learning Assessment	Students' time to completion is decreased.	🟦
2.5: Develop Guided Academic Pathways	AA areas of concentration are revised and sent to College Curriculum Committee for approval.	🟧
2.6: First Year Experience (FYE) Model	FYE program achieves 50% persistence rate; FYE information is provided to all incoming students.	🟧

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

Action	2017 Outcomes	Status
3.1: Professional development focused on at-risk-student needs	Faculty participation rates increase by 20%; the mission, vision and goals of CTE are revised.	🟩
3.2: Create a summer bridge program	Facility structure for Math Up Bridge Program is complete; A program for 80 students is implemented.	🟦
3.3: Enhance tutoring services	The PMC expands to include 5 high enrollment low success course sections; Two student forums are held.	🟩
3.4: Comprehensive academic planning	The total number of students completing an academic plan increases by 5%; At least 2 faculty activities tied to academic planning are held.	🟧

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

Focus Area: Close Skill Gaps

Measures	FY2015	FY2016	FY2017	FY2017 Benchmark
Credit Headcount Online Enrollment	4718	5321	**NYA****	N/A
Number of online/hybrid course	671	677	**NYA****	N/A
Number of Completers	1118	1218	**1272**	1311
Number of Degrees/Certificates Awarded	1146	1256	**1327**	1382
Graduate Perception of Educational Preparation for Employment	DNA**	82%	**NYA****	90%
Employer Perception of Job Readiness of Triton Students	53%	44%	**NYA****	65%
Advisory Committee Engagement	DNA**	90%	**NYA****	90%
Total number of internships/cooperative work agreements	34	34	**NYA****	1% of credit student body

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

Action	2017 Outcomes	Status
4.1: Direct interaction with business community	Processes for PAC employer member engagement in gap analysis, curriculum development, and internship development are standardized.	
4.2: Increase student internships	A new model to build a stronger network for student success is created; "Career Meet-Ups" is initiated; Strong relationships with 75 hiring employers in the area are developed.	

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

Action	2017 Outcomes	Status
5.2: Identify gaps in career and technical education curricula	Career and Technical Education (CTE) programs that link to industry recognized credentials are identified and connected to Career Pathways.	
5.4: Enhance and expand online courses	90% of the courses approved for online development reach v.2.0 co-owned status.	

*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 2017 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 2017 Annual Report (December 2017).

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 6 distinct actions that fall under this focus area for FY2017 and FY2018 (combined). 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**
High School transitional program participation increases by 10%.	Academic Year 2016-2017 marked the third year of the High School College Readiness Program. In Fall 2016, the program enrolled 187 students in Math 055, with 87% completing with a C or better and progressing to Math 085. Final outcomes for the spring 2017 semester are pending and will be included in the annual report. Participating schools include East and West Leyden, Riverside Brookfield, and Proviso West. In Fall 2017, Ridgewood High School will join the program and the college will expand its offerings to MAT080 and RHT099
Action 1.2: Increase student-to-student mentorship opportunities through programs that target low-performing K-14 populations.	**Champion:** Corey Williams
Outcomes	**Mid-Year Update**
Student mentoring expanded through implementation of tutoring at the Oak Park Library for middle and high school students.	In February 2017, TRIUMPH scholars began to facilitate workshops at Oak Park Library for middle and high school students. The workshops cover skills relevant to academic, career, and college success and are attended by approximately 40 to 60 students each. Additionally, Triton has identified students from the Brooks Middle School and Oak Park River Forest High School to participate in the tutoring component of this initiative. These students, who are experiencing academic challenges, will be paired with Triton Student mentors beginning in summer 2017.

Action 1.3: Develop a comprehensive dual enrollment program	**Champion:** Chuck Bohleke
Outcomes	**Mid-Year Update**
District high schools achieve 100% dual credit participation rate.	In spring 2017, 90% of the district public high schools participated in dual credit. Elmwood Park, Oak Park/River Forest, Leyden East, and Leyden West participated in both on-campus and off-campus dual credit offerings. Additionally, Proviso Math and Science Academy, and Ridgewood High School participated in off-campus offerings only, and Proviso East and Proviso West participated in on-campus. Meetings are occurring during summer 2017 to identify why the remaining 10% of high schools choose not to participate in dual credit and to agree on strategies that will support their participation. While efforts will be made throughout the fall 2017 semester to attract participation in dual credit by all district high schools, it is unlikely that the 100% outcome will be met by November 1, 2017.

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**
A minimum of two partnership meetings are convened with local and regional educational institutions.	The college has already met this outcome, convening three meetings of the School/College Alliance (SCA) in Spring 2017 (January 23, March 20, and May 15). Additionally, the SCA is scheduled to meet twice this fall (September 25 and November 20). Meetings with University partners (Benedictine University, Dominican University, Eastern Illinois University, Governors State University, National Louis University, and Southern Illinois University) will occur during the fall 2017 semester, but have not yet been scheduled. A signing ceremony is also scheduled for July 11, 2017 between Elmhurst College and Triton College in support of recently executed dual enrollment and guaranteed admission agreements.

Action 1.6: Improve service for internal and external constituents	**Champion:** Joe Klinger
Outcomes	**Mid-Year Update**
New non-teaching employee orientation achieves 90% attendance rate. Student satisfaction with customer service achieves 86%.	Attendance at New Employee Orientation continues to be a mandatory requirement in the new hire process. Inhibitors to this include 2nd and 3rd shift employees that are unable to attend because orientation is not during their standard work schedule and additional compensation is not provided. To resolve this issue, a new learning management system has been purchased to upload the development of an online orientation.

	The importance of customer service remains an integral part of the new employee orientation process. In addition, various workshops and seminars pertaining to customer service are offered through the Professional Development Center with individual department requests also increasing. The implementation of the learning management system also provides a wide variety of web-based courses pertaining to customer service, FERPA, supervisor trainings, and other relevant topics to develop more skilled employees.
Action 1.7: Implement and scale the Math Up program	**Champion:** Ric Segovia
Outcomes	**Mid-Year Update**
MathUP participation increases by 20%.	The MathUp program is in its third semester of operation. Through program assessment and evaluation, several key refinements have been made to the program. The team fine-tuned the acceleration criteria and revised the test times, content, and topics. Communication strategies were also improved to better motivate students. Accuplacer was also added as a first-time testing tool in spring 2017. As a result of these changes, the program acceleration rate continues to improve. In Fall 2016, 71% of students accelerated, compared to 62% in spring 2016. Data for spring 2017 is still being compiled and will be included in the annual report. Additionally, in Spring 2017, the college added Math 055 to the program (in addition to Math 045). The college saw a total enrollment of 126 students in the spring semester.

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, three of which are concluding 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**
The annual comprehensive Graduate Success Report is enhanced with employment data from IDES (Illinois Department of Employment Security).	The Graduate Student Survey and the Alumni Survey are being administered as planned, and the data for the Graduate Success Report will be available at the end of July. Also, in August, the Research department will be able to obtain transfer data from National Student Clearinghouse. The ICCB project for providing institutional IDES data is behind schedule. Therefore, there is some uncertainty about including IDES data in this year's Graduate Success Report. If the data does not become available from ICCB in time for this year's report, the college will fold IDES as a data source into the 2018 report.
Action 2.2: Scale existing support programs	**Champion:** Debbie Baness-King
Outcomes	**Mid-Year Update**
COL102 sections are increased to 25 for the Fall 2017 semester. The number of full-time and part-time faculty trained in Peer Mentoring Collaborative (PMC) methodology is increased by 15. The number of PMC-linked courses is increased to 30 college readiness sections and 10 Career and Technical Education sections by Fall 2017.	Currently, there are 25 COL102 sections available for the Fall 2017 semester. The total number of courses that are filled is contingent on the implementation of Success Navigator. The PMC successfully linked to 20 College Readiness and 5 Career and Technical Education course sections for the Spring 2017 semester, and is on track to increase to 30 college readiness sections and 10 Career and Technical Education courses in Fall 2017. The PMC has also successfully trained over 40 faculty members as of June 1, 2017, well exceeding its stated goal of 15.
Action 2.3: Establish e-services for students	**Champion:** Michael Garrity
Outcomes	**Mid-Year Update**
NelnetEntreprise is implemented.	Nelnet Enterprise provides students with a clean, informative, and flexible self-service interface for payment plans. With this new service, students have the ability to adjust their down payment, adjust their payment method while on the plan, and have an additional month to make payments. The Nelnet Enterprise implementation is complete and went live on 4/24/2017 for the summer and fall terms

Online Graduation Application is implemented. QLess Student Queue Platform is implemented.	of calendar year 2017. The online graduation application provides students with the ability to apply for graduation remotely through their student portal, with no paper submission required. The application went live in the student portal on April 10, 2017. This application also supports the colleges change to no graduation application fee. The QLess Student Queue platform allows students to add themselves to Queues online or via mobile device, as well as to check wait times and receive notifications via mobile device. As of April 2017, the platform is live and being used in the B Building for four service areas. Different student interfaces are being rolled out in phases. While the college will always be developing new mechanisms for enhancing the student experience via technology, it has met the outcomes that were articulated for this action when it was developed with the strategic plan. Therefore, we will conclude reporting on this action in the 2017 annual report.
Action 2.4: Enhance prior learning assessment	**Champion:** Sujith Zachariah
Outcomes	**Mid-Year Update**
Students' time to completion is decreased.	The conclusion of FY2017 marks the conclusion of this action's third year. By revising the college's Prior Learning Assessment (PLA) materials and enhancing its marketing, the college has increased the use of PLA by 22%, as indicated in the 2016 annual report. Due to the longer-term nature of completion data, the college has not yet been able to effectively assess its impact on completion. With diminishing institutional resources and the need to prioritize its completion efforts, the college is choosing to conclude reporting on this action as of this report.
Action 2.5: Develop guided academic pathways	**Champion:** Kevin Li
Outcomes	**Mid-Year Update**
Revisions of the Associate of Arts degree areas of concentration are completed. Revised AA degree Areas of concentration are sent to the College Curriculum Committee for approval.	Faculty members in the School of Arts and Sciences worked throughout the spring semester to revise areas of concentration. That work included identifying instructional gaps, duplications, and outdated curricular paths. As part of this work, COL102 is highly recommended as a suggested elective in all curricular paths. Additionally, the curricular paths are being modeled to mirror the most popular transfer destination to allow for smooth transfer of coursework. The intention is to create semester-by-semester academic road maps for each area of concentration. About 65-70%

of the revised pathways were submitted to the dean's office by the end of the Spring 2017 semester. Due to the smaller number of faculty available in the summer, the remaining work will be delayed until fall.

Each pathway submission will require detailed matching to the ICCB required general education curricula to ensure that it meets the state requirement. This work will likely require multiple rounds of revisions and fine-tuning, either through the Academic Dean's office, or through the college's curriculum committee. As noted above, the work is progressing, but not at the aggressive pace originally articulated in the action's outcomes.

Action 2.6: Develop a research-based first year experience	**Champion:** Amanda Turner
Outcomes	**Mid-Year Update**
At least 50% of participants in First Year Experience (FYE) program will enroll in the following semester. Information about FYE program is sent to all incoming students.	Information about First Year Experience (FYE) is included in the acceptance packet for all new students and in new student orientation (face-to-face and online). All new applicants also have the opportunity to request more information about the FYE program via the new student application. Students are directed to the FYE webpage and the Success Strategist follows up with each student individually throughout the semester. Currently, students self-select into FYE; it is not required. Consequently, less than 10 students participated in the spring semester. More marketing is in progress to increase the number of participants for the fall 2017 term. Data regarding program participation and persistence will be included in the annual report.

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:** Shelley Tiwari
Outcomes	**Mid-Year Update**
Faculty participation rates for professional development trainings regarding improving persistence and completion of underserved students increase by 20%.	Center for Teaching Excellence (CTE) is coordinating faculty training(s) through CORA (Center for Organizational Responsibility and Advancement) on Teaching Men of Color in the Community Colleges during summer 2017, and the trained faculty will then present on this topic as a CTE talk on a regular basis each semester. As for the participation rates, adjunct faculty participation in general has improved in spring 2017 (compared to previous years) in part because of a new adjunct faculty focused professional development

	program called Adjunct Teaching, Learning and Success (ATLAS) which was implemented in spring 2017. Data discussions on at-risk students' success and strategies for improving their success, engagement and retention were a part of the ATLAS program and will continue to be so in future. Additionally, topics such as "Culturally Responsive Teaching", and "Cross-cultural Communication in the classroom" were discussed and will also become regular CTE talks beginning fall 2017. The CTE aims to expand this program to include adjunct faculty from all areas beginning fall 2017.
The mission, vision and goals of Center for Teaching Excellence are revised to include a focus on professional development opportunities regarding at-risk and underserved students' needs.	Mission statements from CTE of other 2-year institutions have been researched along with the Achieving the Dream website. These findings will be discussed with the upcoming faculty coordinators of CTE and other key stakeholders. Based on those dialogs, the mission and vision of the CTE will be revised to more accurately reflect our focus on this particular area. The FY 2018 CTE goals already reflect Center's commitment to providing training opportunities for faculty to be able to work more effectively with at-risk and underserved students.

Action 3.2: Create a summer bridge program		**Champion:** Debbie Baness-King
Outcomes	**Mid-Year Update**	
The facility structure to support a Summer Math Up Bridge Program for students is completed.

The Math Up Summer Bridge Program for 80 students during the summer 2017 is implemented. | As reported in the 2016 annual report, this initiative has been collaborating with Action 1.7 with the goal of leveraging our existing summer bridge resources to specifically support the Math Up program. The scalability of the program and its ties to Math Up are linked to the creation of the college's Math Lab, which is targeted for completion in Spring 2018.

Due to the strong ties between this work and the college's Math Up program, we are concluding our reporting on this program as a separate action. However, we will continue to provide updates on the creation of the Math Lab and the summer bridge program through Action 1.7. | |

Action 3.3: Enhance tutoring services		**Champion:** Hanan Merheb
Outcomes	**Mid-Year Update**	
The Peer Mentoring Collaborative (PMC) is expanded into 5 high enrollment low success course sections.

Two students forum to solicit feedback regarding tutoring services are hosted. | Through the Academic Support Committee and the Peer Mentoring Collaborative Advisory committee (PMCAC), the Academic Success Center (ASC) met with faculty on a monthly basis to assess the needs of high enrollment low success courses. The college is on track to expand PMC into 5 high enrollment low success course sections in the fall 2017 semester.

In collaboration with the Office of Student Life and Program Board, | |

	the ASC hosted one student forum in the month of April. In May, Survey sheets were also distributed to students during the Student Success Fest. Students were asked to provide feedback about the strengths and the weaknesses of the tutoring services, as well as suggestions for improvements and changes to the services provided. The ASC will host another student forum in the fall 2017 semester.
Action 3.4: Implement comprehensive academic planning	**Champion:** Jessica Rubalcaba
Outcomes	**Mid-Year Update**
The total number of students completing an academic plan increases by 5% from fall 2016 to fall 2017. Engagement efforts with faculty are strengthened by at least 2 activities tied to academic planning.	From August 1, 2015 through July 31, 2016, a total of 4,910 plans were created. To meet the strategic goal of increasing the number of plans created for the following year by 5% of the number of plans created in the previous year, a total of 5,156 plans need to be created within that time period (4,910 x 1.05). As of June 7, 2017, a total of 3,890 plans had been created, leaving a total of 1,266 plans that still need to be created by July 1, 2017 (5,156 – 3,890). Also, the Degree Audit Counselor has worked to reach out to students and increase the number of academic plans through a phone campaign. There is an ongoing effort with research, IT, and other key stakeholders to obtain more accurate information on the back-end to enhance the data gathering process.

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 5 distinct actions that fall under this focus area; however, as noted on page 4 of this report, Action 5.3 is temporarily on hold while the college focuses on Action 5.4. An update on the 4 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**
Processes for Program Advisory Committee (PAC) employer member engagement in gap analysis, curriculum development, and internship development are standardized.	The college is developing a form to distribute for Career and Technical Education (CTE) coordinators to complete following each Program Advisory Committee (PAC) meeting to identify curricular changes and equipment purchases discussed, any gaps in student preparation identified, and responses to requests for internships and/or job listings. Academic Deans will remind coordinators to submit completed forms after each PAC meeting in an effort to drive these conversations with employer representatives. The college intended to partner this action with Action 4.2 for calendar year 2017. However, competing priorities for both academic affairs and student affairs in spring of 2017, along with changing leadership for Action 4.2, temporarily shifted attention away from this collaboration. The opportunity to develop a cohesive and collaborative strategy with Action 4.2 remains, but institutional prioritization of this initiative will be necessary for such a strategy to be successful.
Action 4.2: Increase student internship opportunities	**Champion:** Quincy Martin
Outcomes	**Mid-Year Update**
A new "Customized Connections & Communities" model is created to build a stronger network for student success. "Career Meet-Ups," informal events involving students, faculty, alumni, businesses, counselors and Career Services, is implemented.	New Customized Connections & Communities model has been implemented. The first event took place on April 27th between Mass Mutual and the Triton Accounting Club involving more than 25 students. Two representatives from Mass Mutual were on hand to discuss their organization as well as opportunities for club members. Three additional events are slated to take place during the fall 2017 semester. Since January, the college has developed relationships with 98 employers: 25 at the Hospitality Job Fair; 36 at the Engineering Job Fair; 27 through on-campus recruiting events; and 10 from

	cooperative education.
Strong relationships are developed with 75 hiring employers in the area, through a range of tactics: Career/Job Fairs (6 for year), On-Campus Recruitment Events (50), and the Cooperative Work Experience Program.	This action has had challenges due to the changing leadership of the action, as well as the way the college's internships and cooperative work experiences are dispersed and managed separately between academic departments and Career Services. The disparate nature of the college's internship management presents challenges in gathering complete data for this action.

Strategic Direction 5: Develop and implement educational pathways that include accelerated and competency-based approaches	
Action 5.2: Identify gaps in career and technical education curriculum	**Champion:** Paul Jensen
Outcomes	**Mid-Year Update**
Career and Technical Education (CTE) programs that link to industry recognized credentials are identified and connected to Career Pathways.	The college is working with the academic deans and their Career and Technical Education (CTE) coordinators to identify which of Triton's certificates/ credentials are industry recognized. As the programs are identified, the college will connect them with the appropriate Career Pathways within ICCB's Illinois Career Cluster Model, which will help to better market and explain them to students. This effort will also help identify additional stackable credentials within degrees. Once programs are connected to the appropriate career pathways, Triton aims to partner with high schools to create dual credit opportunities that directly feed into the college's CTE programs.
Action 5.4: Enhance and expand online course offerings	**Champion:** Cheryl Antonich
Outcomes	**Mid-Year Update**
90% of the courses approved for online development reach v.2.0 co-owned status	The following courses were peer reviewed (third semester/final semester of development) in fall 2016 and released by the peer review committee as v.2.0 courses, jointly owned by the college and the online course developer: PHL105 World Religions and PSY 210 Psychology of Personality.

The following courses were in the first semester of development in fall 2016: AHL 102 Ethics and Law for Allied Health Professionals, CJA 181 Juvenile Delinquency and the Law, CJA 201 Criminology, ECO 170 Stats for Business and Economics, and BIS 113 Introduction to General Biology. All courses were peer reviewed at the end of the fall 2016 semester and moved into the second semester of development in spring 2017. All of these courses were reviewed in |

spring 2017 and were approved by the peer review committee to move into the final semester of development in fall 2017. They are all on track for joint ownership v.2.0 at the end of the fall semester 2017.

The following courses were in the first semester of development in spring 2017: AHL101 Essentials of Medical Terminology, PHL 113 Environmental Ethics, ECO 102 Macroeconomics, ECO 103 Microeconomics, RHT 101 English Rhetoric and Composition I, CIS 105 A+ PC Hardware and Software, REN (Renewable Energy) 100 and REN (Renewable Energy) 200. All courses were peer reviewed at the end of the spring 2017 semester. With the exception of REN 100 and REN 200 all other spring 2017 courses are moving into the second semester of development in fall 2017. They are all on track for joint ownership at the end of the spring 2018 semester. The course developer for REN 100 and REN 200 is no longer employed at Triton College so both courses are on hold until such time another qualified individual is identified to assume development.

CJA 111 Introduction to Criminal Justice was approved for online course development beginning in fall 2017. The course will be reviewed by the peer review committee at the end of the fall 2017 semester.

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.
Graduate Perception of Educational Preparation for Employment	Percentage of students responded with "Very Well" or "Adequately" to the question "How well did the education you received at Triton prepare you for your current Job?" in the Alumni Survey administered in spring of the fiscal year.
Employer Perception of Job Readiness of Triton Students	Percentage of employers responded with "Well Prepared" or "Exceptionally Prepared" to the question "How prepared are Triton students to perform the assigned Job/task?" in the Employer Survey administered in spring of the fiscal year.
Advisory Committee Engagement	Average percentage of respondents who responded "yes" to PAC committee engagement questions 4 to 10 on annual PAC survey
Total number of internships/cooperative work agreements	Total number of students placed in internships/cooperative work study during FY