

# TRITON COLLEGE STRATEGIC PLAN



7/11/2018

## 2018 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 2018 Annual Report (expected in December 2018).

**Table of Contents**

[EXECUTIVE SUMMARY](#) ..... 3

[CHANGES TO PLAN FOR FY2019](#) ..... 4

[MID-YEAR PROGRESS SNAPSHOTS](#) ..... 5

[Increase College Readiness](#) ..... 5

[Improve College Completion](#) ..... 6

[Close Skill Gaps](#) ..... 7

[ACTION ITEM UPDATES](#) ..... 8

[Increase College Readiness](#) ..... 8

[Action 1.1](#) ..... 8

[Action 1.2](#) ..... 9

[Action 1.3](#) ..... 9

[Action 1.4](#) ..... 9

[Action 1.6](#) ..... 10

[Action 1.7](#) ..... 10

[Improve College Completion](#) ..... 11

[Action 2.1](#) ..... 11

[Action 2.5](#) ..... 11

[Action 2.5.a](#) ..... 11

[Action 2.5.b](#) ..... 12

[Action 2.6](#) ..... 12

[Action 3.1](#) ..... 13

[Action 3.3](#) ..... 13

[Action 3.5](#) ..... 13

[Close Skill Gaps](#) ..... 15

[Action 4.1](#) ..... 15

[Action 4.2](#) ..... 16

[Action 4.4](#) ..... 16

[Action 5.2](#) ..... 16

[Action 5.4](#) ..... 17

[APPENDIX A: DEFINITIONS FOR FOCUS MEASURES](#) ..... 18

# Triton College Strategic Plan

## 2018 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.

As the college concludes its fourth fiscal year with this strategic plan, it is officially in the latter half of the strategic plan's life. Consequently, the college is narrowing its scope of work and prioritizing existing action items as other items conclude. Changes in leadership due to retirements and resignations have also led to a number of changes in action champions as we move into FY2019.

After a strong year in 2017, progress related to our Increasing College Readiness actions has slowed. This may be in part due to changes in staffing that have impacted four action items, including changes in action leadership for three actions. As such, 2018 may be a transitional year for this focus area. Nonetheless, the college is progressing well with respect to its high school developmental course work and expects reporting on this will conclude next year as the work becomes operationalized across the state of Illinois.

Actions related to College Completion are progressing well mid-way through 2018. The plan to enhance the graduate success report with IDES employment data is coming to fruition due to data availability from ICCB. Professional development for at-risk students has been fully integrated into the Center for Teaching Excellence's mission and trainings. Efforts to expand Peer Mentoring Collaborative and COL102 course continue to demonstrate success. The college has also been refocusing its efforts related to two challenging actions –Academic Pathways and Academic Planning – by grouping them together in a single action (Guided Pathways). Action champions are working together to build a project management plan to guide the institution through this challenging work.

The college has refocused some of its efforts related to Closing Skill Gaps, but it is too early to see the impact of this work. Outcomes pertaining to imbedded soft skills and Essential Employability Skills (EES) show good traction. However, the college faces some challenges related to its goals for student internships and online courses, due in part to retirements in essential roles that champion this work.

Where available, estimated numbers for the FY2018 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 FY2019

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 following changes are effective July 1, 2018.

### Action Items

Triton College is making three major changes to its action items for FY2019. First, the college is grouping together two closely related action items: academic pathways and academic planning. Rather than view these as two separate action items, Triton will now list them both under Develop Guided Pathways (Action 2.5). Their names and numbers will be listed as follows:

- Action 2.5.a – Academic Pathways (previously Action 2.5, Guided Pathways); and
- Action 2.5.b – Academic Planning (previously Action 3.4, Comprehensive Academic Planning)

Second, the college is revising its language for Action 2.2. Previously, the action language broadly referenced scaling support programs. However, over the course of the plan, the action has organically developed a more specific focus on our Peer Mentoring Collaborative and COL102 course. Additionally, the action will be re-categorized into Strategic Direction 3, due to the focus of these efforts on at-risk populations:

- Previous Language: Action 2.2: Scale existing support programs
- Revised Language: Action 3.5: Scale Peer Mentoring Collaborative (PMC) and COL102

Third, the college is concluding one action and adding one action. The concluding action has been operationalized and this will mark its final report. The added action reflects new work upon which the college is embarking within the focus area of Closing Skill Gaps:

- Concluding: Action 3.1, Offer professional development regarding at-risk student needs
- New: Action 4.4, Imbed formal soft skills training into the student experience that is designed to both prepare students for a professional environment and reflect their preparedness to potential employers.

In addition to the changes above, 6 actions are being assigned to new Action Champions for FY2019. In some instances, new champions have not yet been identified. Updates will be provided on the strategic planning web site as soon as they are available. The Action Updates in this report reflect the FY2018 champions. The 2018 Annual Report will reflect the FY2019 champion assignments.

| Action   | FY2018 Champion | FY2019 Champion    |
|--|-----------------|--------------------|
| 1.2 Student, faculty, staff and alumni ambassadors         | Corey Williams  | Debbie Baness-King |
| 1.3: Create comprehensive dual enrollment                  | Cheryl Antonich | Tim Nystrom        |
| 1.4: Improve & expand partnerships w/K-12 and universities | Cheryl Antonich | To be determined   |
| 4.2: Increase student internship opportunities             | Rich Williams   | Paul Jensen        |
| 5.2: Identify Gaps in Career and Technical Education       | Paul Jensen     | Debra Baker        |
| 5.4: Enhance and expand online course offerings            | Cheryl Antonich | To be determined   |

## 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 | FY2018 | FY18 Benchmark |
| <a href="#">Total College Readiness Placement</a>  | 57%   | 55%    | 57%    | 57%    | 68%            |
| <a href="#">College Readiness Reading Placement</a>  | 83%   | 83%    | 80%    | 67%    | 83%            |
| <a href="#">College Readiness Writing Placement</a>  | 55%   | 54%    | 59%    | 63%    | 63%            |
| <a href="#">College Readiness Math Placement</a>   | 26%   | 26%    | 29%    | 35%    | 37%            |
| <a href="#">Reading Success Rate</a>   | 51%   | 49%    | 48%    | 50%    | 53%            |
| <a href="#">Writing Success Rate</a>   | 72%   | 72%    | 74%    | 56%    | 74%            |
| <a href="#">Math Success Rate</a>  | 65%   | 66%    | 69%    | 62%    | 66%            |
| <b>Strategic Direction 1:</b> By 2020, 80% of students entering college are prepared for college-level work. |   |        |        |        |                |
| Action   | 2018 Outcomes   |        |        |        | Status         |
| <a href="#">1.1: College readiness coursework in HS</a>  | Triton will have one more high school participant in the program; performance-based student outcomes will improve in seven of eight schools.  |        |        |        |                |
| <a href="#">1.2: Student Mentors</a>   | Triton will have a minimum of 150 student, faculty, and staff members (combined) serving as ambassadors in the community.   |        |        |        |                |
| <a href="#">1.3: Dual enrollment</a>   | One dual credit student cohort will be finalized and offered by Fall 2018.  |        |        |        |                |
| <a href="#">1.4: K-12 and university partnerships</a>  | The School College Alliance purpose and organizational structure will be realigned through district action to increase college and career success for students towards the 60 by 2025 goal. |        |        |        |                |
| <a href="#">1.6: Improve service</a>   | The employee engagement survey will achieve a 75% response rate; Three service workshops will be held and achieve 80% attendance of seat capacity.  |        |        |        |                |
| <a href="#">1.7: Math Up program</a>   | MathUp and iLaunch will merge in fall 2018 and accelerate 60% of participants.  |        |        |        |                |

| <b>Focus Area: Improve College Completion</b>  |   |        |        |        |                |
|--|---|--------|--------|--------|----------------|
| Measures   | FY2015  | FY2016 | FY2017 | FY2018 | FY18 Benchmark |
| <a href="#">Graduation Rate</a>  | 14%   | 13%    | 15%    | 18%    | 14%            |
| <a href="#">Transfer-out Rate</a>  | 26%   | 26%    | 25%    | 23%    | 26%            |
| <a href="#">Retention Rate</a>   | 63%   | 58%    | 58%    | 63%    | 61%            |
| <a href="#">Credit Completion -Full-time Students</a>  | 23%   | 23%    | 24%    | 24%    | 27%            |
| <a href="#">Credit Completion -Part-time Students</a>  | 23%   | 24%    | 20%    | 21%    | 27%            |
| <a href="#">Student Satisfaction</a>   | 81%   | 87%    | 90%    | 90%    | 90%            |
| <a href="#">Gateway English Completion</a>   | 27%   | 27%    | 26%    | 28%    | 31%            |
| <a href="#">Gateway Math Completion</a>  | 11%   | 12%    | 13%    | 13%    | 15%            |
| <b>Strategic Direction 2: Identify and Scale Best Practices</b>  |   |        |        |        |                |
| Action   | 2018 Outcomes   |        |        |        | Status         |
| <a href="#">2.1: Improve graduate success tracking</a>   | Employment information in the Graduate Success Report is enhanced with data from IDES; the Graduating Student Survey and the Alumni Survey achieve 35% and 20% response rates respectively                            |        |        |        |                |
| <b>2.5: Guided Pathways</b>  |   |        |        |        |                |
| <a href="#">2.5.a: Academic pathways</a>   | The minimum credit hours required of AA, AGS, and AFA will be reduced to 60; the graduation and transfer rates will increase by 2%.   |        |        |        |                |
| <a href="#">2.5.b: Academic planning</a>   | Increase the number of students completing an academic plan by 2% from Fall '17 to Fall '18; increase awareness of the academic plan among students, faculty and staff.   |        |        |        |                |
| <a href="#">2.6: First Year Experience (FYE)</a>   | At least 60% of the participants enrolled in fall 2017 will persist in fall 2018; at least 80 entering fall 2018 students will participate in the First Year Experience (FYE) program.                                |        |        |        |                |
| <b>Strategic Direction 3: Restructure support services with an emphasis on at-risk and low-performing populations and first-year students.</b> |   |        |        |        |                |
| Action   | 2018 Outcomes   |        |        |        | Status         |
| <a href="#">3.1: At Risk Prof. Develop</a>   | No outcome set for 2018 (action wrapped at conclusion of FY2018).   |        |        |        |                |
| <a href="#">3.3: Enhance tutoring services</a>   | Quality Assurance Surveys will be distributed to students and faculty by Fall 2018.   |        |        |        |                |
| <a href="#">3.5: Scale PMC and COL102</a>  | COL 102 offerings increase by 30%; fall to spring retention rate for COL 102 students reach 74%; COL102 sections paired with TEAM mentors increase by 20%; PMC paired courses offered increase by 10% over fall 2017. |        |        |        |                |

| <b>Focus Area: Close Skill Gaps</b>  |  |        |        |        |                           |
|--|--|--------|--------|--------|---------------------------|
| Measures   | FY2015   | FY2016 | FY2017 | FY2018 | FY18 Benchmark            |
| <a href="#">Credit Headcount Online Enrollment</a>   | 4718   | 5321   | 6652   | NYA*   | N/A                       |
| <a href="#">Number of online/hybrid course</a>   | 671  | 677    | 690    | NYA*   | N/A                       |
| <a href="#">Number of Completers</a>   | 1118   | 1218   | 1280   | 1155   | 1311                      |
| <a href="#">Number of Degrees/Certificates Awarded</a>   | 1146   | 1256   | 1335   | 1225   | 1382                      |
| <a href="#">Graduate Perception of Educational Preparation for Employment</a>  | -  | 82%    | 74%    | NYA*   | 90%                       |
| <a href="#">Employer Perception of Job Readiness of Triton Students</a>  | 53%  | 44%    | 71%    | NYA*   | 65%                       |
| <a href="#">Advisory Committee Engagement</a>  | -  | 90%    | -      | NYA*   | 90%                       |
| <a href="#">Total number of internships/cooperative work agreements</a>  | 34   | 34     | 30     | NYA*   | 1% of credit student body |
| <b>Strategic Direction 4:</b> Identify regional and global workforce needs, skills, and credentials and align college programming and curriculum with those needs. |  |        |        |        |                           |
| Action   | 2018 Outcomes  |        |        |        | Status                    |
| <a href="#">4.1: Direct interaction with business community</a>  | Three corporate events will be held on campus; Two HR Roundtables will be held; Employer Feedback from roundtables and events will be shared with faculty in at least two forums.  |        |        |        |                           |
| <a href="#">4.2: Increase student internships</a>  | Data collected for student internships will include all internships, including program internships and clinicals, independent internships, and cooperative work agreements; Total internships will meet or exceed 1% of the credit student population in the fall.                   |        |        |        |                           |
| <a href="#">4.4: Essential Employability Skills</a>  | At least 5 forums with faculty regarding Essential Employability Skills will be held by year end   |        |        |        |                           |
| <b>Strategic Direction 5:</b> Develop and implement educational pathways that include accelerated and competency-based approaches.                                 |  |        |        |        |                           |
| Action   | 2018 Outcomes  |        |        |        | Status                    |
| <a href="#">5.2: Identify gaps in career and technical education curricula</a>   | The Honda automotive program will start by Fall 2018 with a target enrollment of 10 students; The Peripheral Vascular Ultrasound program curriculum will receive internal approvals; The Sterile Processing program will start by Fall 2018 with a target enrollment of 12 students. |        |        |        |                           |
| <a href="#">5.4: Enhance and expand online courses</a>   | 100% of the courses in third semester online development reach v.2.0 co-owned status   |        |        |        |                           |

\*Not Yet Available

## ACTION ITEM UPDATES

These updates focus on actions taken to date to achieve the stated outcomes for the 2018 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 2018 Annual Report (December 2018).

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 currently has 6 distinct actions that fall under this focus area. 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  |
| <p>Triton will have one more high school participant in the program; performance-based student outcomes will improve in seven of eight schools.</p> | <p>Six local high schools participated in the math transitional program in FY2018. While that currently falls short of the 8 school target, the total number of sections offered increased from 24 in FY2017 to 32 in FY2018 (16 per semester), and total enrollments increased from 322 to 394. We are not yet able to compare course success outcomes between FY2017 and FY2018 due to the timing of final grades from the high schools, but this information will be provided in the FY2018 annual report.</p> <p>Triton has talked to all of its district high schools and promoted participation in the program. Based on conversations, it is possible but not certain that the college will meet its 8 school target for participation. Additionally, the college plans to pilot reading and writing courses at two participating institutions in Fall 2018.</p> <p>Of note, due to developing ICCB rules and regulations, this program will be mandated on a state-wide level as of Fall 2019. As this program becomes operationalized state-wide, we may consider concluding reporting on this as a strategic planning action at the close of FY2019.</p> |



|   |   |                                  |
|---|---|----------------------------------|
| <b>Action 1.2:</b> Increase student-to-student mentorship opportunities through programs that target low-performing K-14 populations.   |   | <b>Champion:</b> Corey Williams  |
| <b>Outcomes</b>   | <b>Mid-Year Update</b>  |                                  |
| Triton will have a minimum of 150 student, faculty, and staff members (combined) serving as ambassadors in the community.   | Approximately fifty students and staff have served as ambassadors in the community through work with IMLS and West 40. It is anticipated that an additional 50 students and staff will serve as ambassadors in through the summer, with an additional 50 participating in the fall 2018 semester. Currently efforts are being made to secure participation by faculty, which has been limited.  |                                  |
| <b>Action 1.3:</b> Develop a comprehensive dual enrollment program  |   | <b>Champion:</b> Chuck Bohleke   |
| <b>Outcomes</b>   | <b>Mid-Year Update</b>  |                                  |
| One dual credit student cohort will be finalized and offered by Fall 2018.  | <p>The following dual credit cohort certificates were finalized and approved by the DVR Administrative Council and DVR Board of Control during the spring 2018 semester: Group Fitness (7 credit hours); Sports Conditioning (9 credit hours); Sport Manager (8 credit hours).</p> <p>Based on feedback from the dual credit high schools it is unlikely that there will be enough students interested to generate a cohort that would start in the fall 2018 semester. Ongoing collaboration with the high schools and DVR will continue in order to encourage student interest to support a future cohort if a cohort does not start with the fall 2018 semester.</p>   |                                  |
| <b>Action 1.4:</b> Improve and expand partnerships with local and regional educational institutions at the K-12 and university level  |   | <b>Champion:</b> Cheryl Antonich |
| <b>Outcomes</b>   | <b>Mid-Year Update</b>  |                                  |
| The School College Alliance purpose and organizational structure will be realigned through district action to increase college and career success for students towards the 60 by 2025 goal. | <p>The School College Alliance (SCA) purpose and organizational structure is currently under review and will be discussed at the June 2018 SCA meeting. Consideration is being given to consolidating appropriate activities and discussions (that sometimes overlap) under the auspices of the Des Plaines Valley Region (DVR) Board of Control, reducing two meetings down to one meeting. They include:</p> <ol style="list-style-type: none"> <li>1. Dual Credit and Dual Credit Enrollment</li> <li>2. Partner-related items and activities with K-8 and university partners</li> <li>3. College Readiness courses at the high schools</li> <li>4. Triton's Math Up Program and other math related topics and activities i.e. transitional math</li> <li>5. High School Placement Report</li> <li>6. High School Market Share Report</li> <li>7. STEAM Expo</li> <li>8. Scholar's Program</li> </ol> |                                  |

|  |   |
|--|---|
|  | <p>9. High School Counselor related activities at the college<br/>           10. Other College and Career Readiness topics and activities related to Postsecondary and Career Expectations (PaCE), College and Career Pathway Endorsements on High School Diplomas, and Competency-based high school graduation requirements.</p> <p>To support ongoing partnership with K-8's, Private High School and University partners, separate recognition and/or Salute to Partnership meetings may occur one/two times per year, however, that is still to be determined</p> |
| <p><b>Action 1.6:</b> Improve service for internal and external constituents <span style="float: right;"><b>Champion:</b> Joe Klinger</span></p>                 |   |
| <p><b>Outcomes</b></p>   | <p><b>Mid-Year Update</b></p>   |
| <p>The employee engagement survey will achieve a 75% response rate.</p> <p>Three service workshops will be held and achieve 80% attendance of seat capacity.</p> | <p>Progress on this action item has stalled due to lack of staffing in the Professional Development Center. Human Resources is evaluating its staffing to better accommodate the needs in this area.</p>  |
| <p><b>Action 1.7:</b> Implement and scale the Math Up program <span style="float: right;"><b>Champion:</b> Ric Segovia</span></p>                                |   |
| <p><b>Outcomes</b></p>   | <p><b>Mid-Year Update</b></p>   |
| <p>MathUp and iLaunch will merge in fall 2018 and accelerate 60% of participants.</p>  | <p>Spring 2018 course success rates for the iLaunch pilot showed strong improvement over Spring 2017 (Math Up program). Success rates for MAT045 increased from 63% to 74% and MAT055 course success rates increased from 60% to 69%. However, acceleration rates for MAT045 and MAT055 fell well below target, with 23% for MAT045, and only 4 students total in MAT055 accelerating. We will continue to evaluate the programs course success rates and acceleration rates through the summer and fall terms.</p>   |

## 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 seven actions that fall under this focus area, one of which is concluding FY2018. An update for each is provided below.

| <b>Strategic Direction 2: Identify and scale best practices</b>  |  |                                     |
|--|--|-------------------------------------|
| <b>Action 2.1: Improve graduate success tracking</b>   |  | <b>Champion:</b> Kurian Tharakunnel |
| <b>Outcomes</b>  | <b>Mid-Year Update</b>   |                                     |
| <p>Employment information in the Graduate Success Report is enhanced with data from IDES (Illinois Department of Employment Security);</p> <p>The Graduating Student Survey and the Alumni Survey achieve 35% and 20% response rates respectively.</p> | <p>Illinois Community College Board (ICCB) has started providing IDES data to colleges. We should be able to include IDES data in the 2018 Graduate Success Report</p> <p>After checking the technical feasibility of including Graduating Student Survey as part of the online graduation application, it was found that Survey Monkey doesn't support automatic collection of credentials from the graduation application form which is critical for respondent identification and processing of survey data. Workarounds on this issue will be explored in the coming months but if there is none available this proposal will not be implemented.</p> <p>The Alumni Survey is planned for June 2018.</p>   |                                     |
| <b>Action 2.5: Develop guided pathways</b>   |  |                                     |
| <b>Action 2.5.a: Academic pathways</b>   |  | <b>Champion:</b> Kevin Li           |
| <b>Outcomes</b>  | <b>Mid-Year Update</b>   |                                     |
| <p>The minimum credit hours required of AA, AGS, and AFA will be reduced to 60;</p> <p>The graduation and transfer rates will increase by 2%.</p>  | <p>The AA, AGS, and AFA degrees, along with their associated areas of concentration, have been reduced to a minimum of 60 credit hours, effective Fall 2018. Curriculum revisions for the areas of concentration under the AA degree will continue in Fall 2018.</p> <p>The team is putting forth a project management plan for guided pathways due to its comprehensiveness and multi-layered components. The 3-stage timelines span across three years: Phase 1 includes finalizing meta-major groups and listing of co-curricular strengths, challenges, and gaps by December 2018; Phase 2 includes designating course sequences and co-curricular requirements for each meta-major grouping, clearly specify career and transfer opportunities and requirements for all programs, and establishing technical support required for guided pathways/course sequences by November 2019; and Phase 3 includes updating marketing/enrollment materials for students by April 2020.</p> |                                     |

|  |  |                                    |
|--|--|------------------------------------|
| <b>Action 2.5.b:</b> Academic planning   |  | <b>Champion:</b> Jessica Rubalcaba |
| <b>Outcomes</b>  | <b>Mid-Year Update</b>   |                                    |
| <p>Increase the number of students completing an academic plan by 2% from Fall 2017- Fall 2018 by implementing 2-3 targeted strategies</p> <p>Increase awareness of the academic plan among students, faculty and staff.</p> | <p>To meet the college’s goal of a 2% increase in the completion of an academic plan, the advising team has implemented two strategies. First, they are targeting student-created, unapproved plan students for revision and completion, and second, they are targeting undecided students.</p> <p>Between Aug. 1, 2017 and June 4, 2018, 4,053 plans have been created and 6,253 plans have been changed. To meet our strategic goal of a 2% increase from Fall 2017 (8/1/16 - 7/31/17) to Fall 2018 (8/1/17 - 7/31/18), 431 more plans will need to be completed by July 31, 2018.</p> <p>We continue to work with institutional research to refine and improve the data gathering and presentation. However, it has been discussed that it may be impossible to reach static percentage goal because students may have left the institution. In the future, we will set outcome targets based on current enrollment, which will provide more realistic targets and allow us to better focus our outreach efforts on student populations most in need of planning assistance.</p> <p>In the spring semester, the advising team made intentional efforts to increase awareness among students and utilized student leaders to champion the importance of having an academic plan among their peers. Academic planning with a counselor has been incorporated into Commit to Complete and improved outreach to students, utilizing data provided from research, is underway. The team also establishing consistent terminology for academic planning across the portal, publications, and other communication channels. In addition, there has been an expansion of the FEF (faculty enrollment facilitator) role to assist with academic planning throughout the year, including more faculty and staff in the process.</p> |                                    |
| <b>Action 2.6:</b> Develop a research-based first year experience  |  | <b>Champion:</b> Amanda Turner     |
| <b>Outcomes</b>  | <b>Mid-Year Update</b>   |                                    |
| <p>At least 60% of the participants enrolled in fall 2017 will persist in fall 2018;</p> <p>At least 80 entering fall 2018 students will participate in the First Year Experience (FYE) program.</p>                         | <p>Thirty-five students returned for the spring 2018 term. Each of the students completed an academic plan with an anticipated return in the fall 2018 term. Communications are currently being sent to all applicants for the fall 2018 term. Additionally, staff has expanded language about the FYE program in new student orientation sessions, and provided an overview of the program during high school testing. Beginning in mid-June, a communication will be sent to students in the targeted population to garner interest.</p>   |                                    |

| <b>Strategic Direction 3: Restructure support services with an emphasis on at-risk and low-performing populations and first-year students</b>   |   |
|---|---|
| <b>Action 3.1:</b> Offer professional development regarding at-risk student needs   |   |
| <b>Champion:</b> Shelley Tiwari   |   |
| <b>Outcomes</b>   | <b>Mid-Year Update</b>  |
| No outcome set for 2018 (action wrapped at conclusion of FY2018).   | <p>The CTE offered a total of 11 workshops focused on at-risk students' needs during 2018. A total of 90 participants (unduplicated headcount) attended these workshops (28 full-time faculty, and 55 part-time faculty).</p> <p>The Center for Teaching Excellence (CTE)'s mission broadly reflects the focus on professional development on at-risk and underserved student needs. Furthermore, CTE has truly embraced this focus in its programming and will continue to reflect it in CTE's annual goals each year. Consequently, we have determined that this action has been fully operationalized and no longer requires regular reporting via the strategic plan. This report will conclude reporting on this action.</p> |
| <b>Action 3.3:</b> Enhance tutoring services  |   |
| <b>Champion:</b> Hanan Merheb   |   |
| <b>Outcomes</b>   | <b>Mid-Year Update</b>  |
| Quality Assurance Surveys will be distributed to students and faculty by Fall 2018  | <p>We are on track to meet this outcome by November 2018. Currently, we are working with faculty and staff to generate two surveys to be distributed in the Fall 2018. TutorTrac, the ASC data capture and management system, enables students to provide feedback at the end of the tutoring session and allows faculty access to the students' comments. We are exploring the possibility of using TutorTrac as a platform to generate and implement the two Quality Assurance surveys.</p>   |
| <b>Action 3.5:</b> Scale Peer Mentoring Collaborative and COL102  |   |
| <b>Champion:</b> Debbie Baness-King   |   |
| <b>Outcomes</b>   | <b>Mid-Year Update</b>  |
| <p>COL 102 offerings will increase by 30%;</p> <p>Fall to spring retention rate for COL 102 students will reach 74%;</p> <p>The number of COL102 sections paired with TEAM mentors will increase by 20%; and</p> <p>The number of PMC paired courses offered will increase by 10% over fall 2017.</p> | <p>In fall 2017, the Board approved a new policy that mandated enrollment in COL102 for all students who placed in Success Navigator's Red Retention index. Operational challenges prevented the college from fully implementing the policy in the fall. However, as the college resolves these issues, we should easily meet the 30% growth goal simply by placing the red retention index students into COL102. While the retention rate for fall 2018 is not yet known, those who took COL102 in fall 2017 were retained at a 72.5% rate (compared to 55% of those who did not take COL102 but placed in the red retention index).</p> <p>TEAM has been undergoing a redesign that included the</p>                            |

establishment of an advisory committee. Through committee work it was determined that TEAM mentors should be matched with COL102 courses to implement course-based mentoring which would allow more students to be served. The new concept was piloted in fall 2017 with 4 mentors and 6 sections and again in spring 2018 with 4 mentors and 4. TEAM remains a top priority for implementation in the fall with 10 sections targeted for integration which will exceed the goal of a 20% increase.

Efforts are on-going to identify faculty in High Enrollment/Low Success faculty and CTE faculty that are interested in integrating the Peer Mentoring Collaborative (PMC). Several areas have been identified for expansion including Anatomy & Physiology. This work will continue throughout the summer to ensure an increase in the number of sections linked to the PMC.

## 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 actions that fall under this focus area, including one new action item for FY2019. An update for each is provided below.

| Strategic Direction 4: Identify regional and global workforce needs, skills, and credentials and align college programming and curriculum with those needs   |  |
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| <b>Action 4.1:</b> Create opportunities for direct interaction with business community to ensure consistent feedback on industry alignment and enhance collaboration with the local occupational community   | <b>Champion:</b> Paul Jensen   |
| Outcomes   | Mid-Year Update  |
| <p>Three corporate business events will be held on campus for corporate representatives, including one Fall Kick Off event (academic areas and career services will solicit participation from corporate representatives, including PAC members);</p> <p>Two HR Roundtables will be held to gain employer feedback regarding Triton programs and offerings, including one regarding the introduction of Essential Employability Skills;</p> <p>Employer Feedback from roundtables and events will be shared with faculty in at least two forums by year end.</p> | <p>Three activities are under discussion, including a Fall "Thank You" event for all non-Triton advisory committee members, a Chamber of Commerce event following established "Business After Hours" format, and a Career Services Roundtable discussion with representatives from companies that hire our employees to get direct feedback on their technical and soft skills in order to engage them in conversation beyond a simple survey. The roundtable was completed in March 2018. A budget for the remaining two events was not defined during planning period, so an evaluation of available funds is needed.</p> <p>A faculty steering committee on Essential Employability Skills (EES) was created, and the group agreed that EES is an institutional priority. Challenges include understanding how to “teach” two of the main framework skills of Personal Ethic and Work Ethic - in particular integrity, respect, and dependability. All employers agreed that dependability was a huge issue, reflected in showing up on time, reporting in sick or late days, etc. Weak employability skills undermine technical skills the students brought to their jobs. The first HR Roundtable was completed on March 20, 2018. The Career Services' Employer Survey is scheduled to open in early June. The results will be shared with faculty in the Assessment committee and Curriculum committee discussions planned for this fall.</p> |

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| <b>Action 4.2:</b> Increase student internship opportunities   |  | <b>Champion:</b> Rich Williams |
| <b>Outcomes</b>  | <b>Mid-Year Update</b>   |                                |
| Data collected for student internships will include all internships, including internships and clinicals in academic program areas, independent internships, and cooperative work agreements<br><br>The total number of student internships and cooperative work agreements will meet or exceed 1% of the credit student population in the fall. | Career services has not yet collected data pertaining to program-level internships and clinicals. While the area articulated a plan to gather the information this summer, the Director of Career Services (and action champion for this item) is retiring in early July, with a replacement not yet identified. With this in mind, it is likely that we will be challenged to meet this objective by the close of the assessment period (November 2018). Additionally, without this data, the college will continue to fall well below its 1% target.   |                                |
| <b>Action 4.4:</b> Embed formal Soft Skills Training into the student experience that is designed to both prepare students for a professional environment and reflect their preparedness to potential employers  |  | <b>Champion:</b> Paul Jensen   |
| <b>Outcomes</b>  | <b>Mid-Year Update</b>   |                                |
| At least 5 forums/meetings with faculty regarding Essential Employability Skills will be held by year end  | The Faculty Steering Committee has identified 5 forums for the discussion of EES:<br>- Forum #1: 1/19/18 Faculty Workshop. EES packet distributed in FTF materials and breakout workshop presented by Deb Krukowski and Kristi Reece.<br>- Forum #2: Leslie Wester, Julianne Murphy and Lauren Kosrow will present at one of the fall Chair/Coordinator meetings<br>- Forum #3: Julianne Murphy planning to lead discussion with Curriculum Committee for fall<br>- Forum #4: Lauren Kosrow planning to lead discussion with Assessment Committee for fall<br>- Forum #5: VP Baker approving dedicated EES faculty-led College Hour for fall |                                |

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| <b>Strategic Direction 5: Develop and implement educational pathways that include accelerated and competency-based approaches</b>   |   |                              |
| <b>Action 5.2:</b> Identify gaps in career and technical education curriculum   |   | <b>Champion:</b> Debra Baker |
| <b>Outcomes</b>   | <b>Mid-Year Update</b>  |                              |
| The Honda automotive program will be implemented by Fall 2018 with a target enrollment of 10 students;<br><br>The Peripheral Vascular Ultrasound program curriculum will receive internal approvals (curriculum, Academic Senate, and Board of Trustees); | We will be delayed on meeting our stated outcome for the Honda program, with a Spring 2019 implementation rather than Fall 2018. Curriculum has been completed and we are currently seeking the designated faculty member. Current automotive faculty are also in process training at the Honda Training Center in Hoffman Estates. Honda has begun sending cars and the lift is scheduled to arrive in late August or early September.<br><br>The Sterile Processing curriculum is complete and minor lab additions have been added to the Surgical Technology suite |                              |



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| <p>The Sterile Processing program will be implemented by Fall 2018 with a target enrollment of 12 students</p>                           | <p>in the H building. Recruitment for fall is ongoing with 8 students enrolled at this time and interest in the program is growing evidenced by increased attendance at Info Sessions and email requesting information. Therefore, we are hopeful that we will meet this outcome.</p> <p>We have already met the stated outcome for the Peripheral Vascular Ultrasound program curriculum. It has passed through the Curriculum Committee, Academic Senate, and Board of Trustees. It will next be sent to ICCB for approval.</p>   |
| <p><b>Action 5.4:</b> Enhance and expand online course offerings <span style="float: right;"><b>Champion:</b> Cheryl Antonich</span></p> |   |
| <p><b>Outcomes</b></p>   | <p><b>Mid-Year Update</b></p>   |
| <p>100% of the courses in third semester online development reach v.2.0 co-owned status.</p>   | <p>The following third semester online courses were peer reviewed between May 7-11, 2018:</p> <ul style="list-style-type: none"> <li>AHL 101 - Essentials of Medical Terminology</li> <li>ECO 102 - Macroeconomics</li> <li>ECO 103 - Microeconomics</li> <li>RHT 101 - English Rhetoric and Composition I</li> <li>CIS 105 - A+ PC Hardware and Software</li> </ul> <p>All five courses were approved and released to v.2.0 co-owned status by the online peer review committee.</p> <p>While this outcome has been met, the Associate Vice President of Academic Affairs and action champion for this item is retiring at the end of June, and a replacement as not yet been identified. Additionally, we do not currently have a defined plan for the expansion of online coursework. Therefore, progress on this action may stall in the latter half of the year.</p> |

## APPENDIX A: DEFINITIONS FOR FOCUS AREA MEASURES

| <b>Focus Area: Increase College Readiness</b>                |  |
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| <i>Measures</i>  | <i>Definitions</i>   |
| Total College Readiness Placement<br>(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  |

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|  | placed into a Math developmental course and attempted a Math developmental course during their first year (fall /spring) |
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**Focus Area: Improve College Completion**

| <i>Measures</i>                       | <i>Definitions</i>   |
|---------------------------------------|--|
| 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.  |
| Gateway English Completion            | Percentage of first-time credit students entering in fall semester successfully completing RHT 101 in the first year   |
| Gateway Math Completion               | Percentage of first-time credit students entering in fall semester successfully completing one of the first college level math course in the first year  |

| <b>Focus Area: Close Skill Gaps</b>                           |   |
|---|---|
| <i>Measures</i>   | <i>Definitions</i>  |
| 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   |