TRITON COLLEGE

2016 STRATEGIC PLAN ANNUAL REPORT

Triton College's strategic plan is designed to drive holistic planning at our institution by integrating the college's governance, operations, and budgeting. This report includes our annual assessment data for our strategic planning focus areas and strategic plan action items.

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TRITON COLLEGE STRATEGIC PLAN

EXECUTIVE SUMMARY

Each year, our efforts to measure institutional performance improve. In 2016, we enhanced our Key Performance Indicators (KPIs) and established benchmarks. Our performance against these benchmarks indicates that we have substantial work to do before we achieve our goals.

Institutionally, we are performing more strongly against our benchmarks for Increasing College Readiness than our other focus areas. While we are below target with relation to most of our college readiness placement values, we are on target or above target with our course success targets. This focus area includes some direct interventions with successful student outcomes, including our college readiness coursework in high schools, the Math-Up program, and the West 40 mentorship program. We should look for opportunities to reach more students with these or other interventions.

We are performing moderately against our benchmarks for Improving College Completion. Graduation rate, transfer rate, retention rate, credit completion for part-time students, and gateway math completion are on target. Credit-completion for full-time students, student satisfaction, and Gateway English completion are below target. Under this focus area, we have improved the quantity and quality of the data we collect pertaining to our graduates and have expanded the Peer Mentoring Collaborative. We must find ways to foster collaboration and prioritize actions that are slow to show progress.

We are performing least well against our KPI benchmarks for Closing Skill Gaps. Only three indicators are on target; the remainder are below. For positive gains, we should encourage partnership between our program advisory committee efforts and internship growth, as well as develop a purposeful strategy for the growth or our online course offerings.

FOCUS AREAS

Triton College's strategy for fulfilling its mission centers around three focus areas :

1. Increasing College Readiness

2. Improving College Completion

3. Closing Skill Gaps

MEASURING INSTITUTIONAL PERFORMANCE

November of 2015, the college implemented the Comparative Budgeting Process for fiscal year (FY) 2017 planning. This process is designed to integrate the data collection and analysis from our institutional assessments with our process for institutional budgeting, creating a direct line between the use of this information and our institutional resource allocation.

Strategic Planning data plays a key role in the first phase of the budgeting process (Phase I), which occurs between November and February annually. During this phase, divisional areas present their vision for the next fiscal year to the executive team, the executive team considers the information provided by the various divisions, and then provides feedback to divisional areas for the next step in the budget process.

In March of 2016, we concluded Phase I for our first comparative budgeting process. At this time, we assessed what worked and what did not work in the process, and concluded that we needed more robust Key Performance Indicators (KPIs) for the institution, particularly related to Closing Skill Gaps. Additionally, we determined that we needed to articulate benchmarks against which we could measure our institutional performance year-over-year. The indicators are designed to correspond with our strategic planning actions, as well as with other methods of data collection and reporting that occur within our institution, including Illinois Community College Board (ICCB) reports and Achieving the Dream.

In partnership with Planning and Accreditation, Institutional Research worked with the President's cabinet, as well as the academic and non-academic deans, to develop the new KPIs and their benchmarks. The fruits of this work are provided for each Focus Area in the corresponding sections of this report. The KPIs were finalized prior to the start of FY2018 Comparative Budgeting and were distributed to budget presenters and cost-center managers as part of Phase I guidance materials. This information included data for FY2014 through FY2016 (as reflected in this annual report).

Each indicator has been assigned a general benchmark, which we aim to achieve by the conclusion of our strategic plan in 2022. These benchmarks are typically stretch goals for the institution. Additionally, each indicator for this area has been given a fiscal year benchmark throughout the length of the plan to help the college assess whether it is on track to achieve its general benchmark at the conclusion of the plan.

In 2017, the college will develop an Institutional Scorecard that will provide a consolidated presentation of our KPI data and our institutional performance. This scorecard will be integrated into the college's annual strategic plan report. Additionally, we will explore the use of online dashboards as a way of presenting clear visualizations of the data to our community.

INCREASING COLLEGE READINESS

General Analysis

This focus area includes some newly-developed, direct interventions for students, including our college readiness coursework in high schools, the Math-Up program, and the West 40 mentorship program. These programs demonstrate promising results, but impact a relatively small portion of our incoming student population. Opportunities for growth exist, particularly related to our Math Up program, which has secured grant funding for a new facility that will assist efforts to scale.

While we have made improvements to our dual credit processes, we remain challenged in clearly articulating our current enrollment picture and strategy for growth. We have made a concerted training push with relation to service, but only began to measure student satisfaction in relation to our service this year; therefore, we are not yet able to assess how much impact that training has had on the student experience.

Institutionally, we are performing more strongly against our benchmarks in this area than in the other focus areas. While most of our college readiness placement values are below target, we are on target with our reading and writing success rates, and above target with our math success rate.

Institutional Key Performance Indicators

Below are the college's KPIs for Increasing College Readiness. The values for FY2016 are highlighted in yellow. Because the college established KPI benchmarks in the fall of 2016, we do not have benchmarks for FY2016 (which ended June 30, 2016) against which to measure our performance. In light of this, we have used our FY2017 benchmarks to project whether the college is on target, above target, or below target for its FY2017 goal.

Measure	Value			Benchmarks		Performance
	FY2014	FY2015	FY2016	FY2017	General	
Total College Readiness Placement	54%	57%	**55%**	61%	80%	**Below Target**
College Readiness Reading Placement	81%	83%	**83%**	83%	85%	**On Target**
College Readiness Writing Placement	53%	55%	**54%**	59%	80%	**Below Target**
College Readiness Math Placement	27%	26%	**26%**	32%	59%	**Below Target**
Reading Success Rate	49%	51%	**49%**	50%	68%	**On Target**
Writing Success Rate	68%	72%	**72%**	73%	78%	**On Target**
Math Success Rate	62%	65%	**66%**	65%	71%	**Above Target**

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

Action	2016 Outcomes	Status
1.1: College Readiness Coursework in High Schools	Expand the high school college readiness math program to five schools	Complete
1.2: Triton Ambassadors	Develop mentoring program for West 40 at-risk students	Complete
	Implement Guerin pilot in June 2016	Not Pursued
1.3: Dual Enrollment	Add new credit bearing dual credit courses both on-campus and in the high schools	Complete
	Expand the number of high school students earning credits/ credentials	Complete
1.4: K-12 and University Partnerships	Articulate goals for the Data, Math and English/Language Arts teams in the School/College Alliance	Not Complete
	Implement a minimum of two articulation and/or cooperative agreements by December 2016	Not Complete
	Review data related to the University Center degree offerings and identify opportunities for growth	Not Complete
1.5: Equitable Policies	Assess policies related to student admission, academic placement, attendance, registration, and affirmative action, and determine which, if any, require revision to ensure equity	Complete
	Develop process to complete regular inventory and assessment of college policies and practices	Not Pursued
1.6: Improve Service	Implement pilot customer service training program	Complete
	75% participation of full-time staff in a customer service training program	Not Complete
1.7: Math Up Program	Pilot Math Up program in spring 2016	Not Complete

ACTION 1.1: PARTNER WITH IN-DISTRICT HIGH SCHOOLS TO OFFER COLLEGE READINESS COURSEWORK TO HIGH SCHOOL STUDENTS

CHAMPION: RIC SEGOVIA

The High School College Readiness Math Program partners with district high schools and targets college potential students. This program serves as an early intervention at the high school level and provides the needed remedial math course work prior to students leaving high school. The program recruits students into developmental math by aligning students with placement requirements.

The program has demonstrated substantial success, regularly meeting or exceeding its stated targets with respect to partnerships and demonstrating continuous improvement with respect to student success rates and correlative enrollment.

First Year: Class of Spring 2015
This class demonstrated a 63% success rate; 43% enrolled at Triton College for fall 2015. 80% of those enrollees persisted to Fall 2016.

Second Year: Class of Spring 2016
This class demonstrated a 70% success rate; 63% enrolled at Triton College fall 2016.

Third Year: Class of Spring 2017
190 students enrolled for Fall 2016.

To date, six of eight in-district high schools have participated in the High School College Readiness Math Program. We aim to add at least one new district for fall 2017 and will continue to track its correlative enrollment and persistence rates for successful completers of the program.

ACTION 1.2: DEVELOP STUDENT, FACULTY, STAFF AND ALUMNI AMBASSADORS

CHAMPION: COREY WILLIAMS

Triton successfully achieved its goal of developing a mentoring model with West 40 ISC #2 at Proviso East High School through its TRIUMPH program. Monthly workshops are facilitated by TRIUMPH scholars and mentors to approximately 20 at-risk juniors and seniors enrolled in the alternative school to help them navigate many of the struggles that they face. Additionally, these students have been brought to Triton's campus and given information on the programs and services offered. Because this is the first year of the program, we do not yet have data related to the correlative enrollment or subsequent success or persistence rates pertaining to these students.

The college was unable to pursue the implementation of a cooperative work-study program with Guerin Prep. The high school preferred to focus on some issues pertaining to its dual credit offerings.

ACTION 1.3: DEVELOP A COMPREHENSIVE DUAL ENROLLMENT PROGRAM

CHAMPION: CHUCK BOHLEKE

Since FY2014, the college has had a goal to add new non-developmental (credit bearing) dual credit courses both on-campus and in the high schools and to expand the number of students earning credits and credentials while still enrolled in high school.

Below is a view of dual-credit enrollments (duplicated headcount) from Spring 2014 through Fall 2016. These numbers include credit-bearing coursework only (no college readiness coursework):

	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Duplicated Headcount	611 341 731			652 1073		508

The college showed substantial growth between 2014 and 2015, with a growth of 20% from spring to spring and 91% growth from fall to fall. The college continued to demonstrate growth in spring 2016 with 43% growth over the previous year.

The college experienced its first decline in dual credit enrollment in Fall 2016, with a 22% decrease from fall of 2015. This decrease may be attributed to the disqualification of several long-time dual credit instructors in the Arts and Sciences area following an internal audit prompted by our ICCB recognition visit. This audit occurred shortly prior to the start of the fall semester. While strict instructor qualification requirements can create challenges with respect to transfer courses, recent changes from our institutional accreditor and state regulatory agencies regarding faculty credentialing may in fact assist the college's expansion efforts as they relate to career education, since they allow the opportunity supplement educational credentials with professional qualifications.

Related to these efforts, additional Career and Technical Education classes were added in 2016, including hospitality and engineering courses in Leyden High School. Unfortunately, efforts to assist students in completing full certificates at area high schools have been delayed due to administrative challenges at the local schools. The most likely pathways may be in the Automotive program, where there are multiple certificates that students can obtain on their way to the completion of the Associate's degree. It is worth nothing that if 50% or more of any program, including a certificate, is completed at the high school, we must have that school approved as an Additional Location through our accreditor, the Higher Learning Commission.

In 2016, the college also focused efforts on resolving some data reporting issues with respect to dual credit enrollments. Meetings between Institutional Research area, IT Services, and the academic and enrollment areas are occurring to better define the processes and to enable more accurate data for internal and external reporting purposes.

We have also been implementing efforts to fold as many dual credit processes into our regular institutional processes as possible. The dual credit faculty onboarding will now mirror that of adjunct faculty to ensure that faculty files in human resources are complete and maintained. As of Fall 2016, dual credit faculty have access to the portal to input both mid-term and final grades. Additionally, we have begun student orientations and professional development opportunities for the high school dual credit faculty.

ACTION 1.4: IMPROVE AND EXPAND PARTNERSHIPS WITH LOCAL AND REGIONAL EDUCATIONAL INSTITUTIONS AT THE K-12 AND UNIVERSITY LEVEL

CHAMPION: CHERYL ANTONICH

In 2016, the college aimed to articulate goals for the Data, Math and English/Language Arts teams in the School/College Alliance. While all teams have documented purpose statements, only the Data team submitted goals for the 2016/2017 academic year. The Math and ELA teams are revisiting the academic goals identified in the previous academic year and will be making changes based on review.

While the institution fell short of its goal to implement a minimum of 2 articulation and/or cooperative agreements by December 2016, it did have one articulation agreement approved between Concordia

College of Business and the Triton College (Business Department) for the AS and AAS in Business, and currently has a Joint Cooperative Agreement with Elgin Community College in-progress.

Finally, the college engaged in discussions with three university partners related to degree offerings. Based on these discussions, the Bachelors and Masters in Fire Science and Homeland Security (Southern Illinois University) will no longer be offered as of February 1, 2017, and the Master's degree in Criminal Justice (Governors State University) is undergoing review to confirm its continued status as a degree offering. The Bachelor's degree(s) in Health Administration and Health Science in Community Health (Governors State University) will no longer be offered as of February 1, 2017. One university partner is engaging in discussion about adding a new degree to its current offerings. Assessment of university partner degree offerings is an ongoing action.

ACTION 1.5: ASSESS AND REVISE POLICIES TO ENSURE EQUITY

CHAMPION: QUINCY MARTIN

This action had one outstanding outcome from FY2016, related to the formalization of a process for an annual review of policies and practices. At the time of the mid-year report, it was believed that there were no specific procedures in place for Board Policy #1110, which states: "The policy manual will be reviewed annually." However, since that time, an existing process by which this review occurs has been identified; therefore, the outcome to develop a new procedure was not pursued.

This concludes all reporting on this action.

ACTION 1.6: IMPROVE SERVICE FOR INTERNAL AND EXTERNAL CONSTITUENTS

CHAMPION: JOE KLINGER

In 2016, the college aimed to implement a pilot customer service training program and achieve 75% participation of full-time staff in the program.

The college successfully implemented this training, which included a campus-wide supervisor's meeting in January, mandatory orientation for all new employees, and distinct courses pertaining to service excellence. Topics of the sessions included: What is good customer service; Providing Excellent Customer Service; Improving Customer Service; Managing for Service Excellence; Terrific Telephone Skills; Corrective Action for Supervisors; Succeeding as Supervisors; and Building Strong Customer Relationships. In total, 165 front-line employees participated in a service-related training session. While a sound accomplishment, this falls short of the 75% participation rate that was the institution's goal.

In 2016, it was noted that no data benchmarks existed regarding to the quality of service and interactions between students and college personnel. To remedy this, service-related questions were integrated into the annual student satisfaction survey to allow for an annual review of our service

progress. The results from the first service-related question included in the Student Satisfaction Survey indicate that 58.96% are very satisfied with their interactions with college staff and faculty.

ACTION 1.7: IMPLEMENT AND SCALE THE MATH UP PROGRAM, A COLLEGE READNIESS MODEL DESIGNED TO DECREASE THE NUMBER OF SEMESTERS THAT COLLEGE READINESS STUDENTS MUST SPEND IN NON-CREDIT COURSEWORK

CHAMPION: RIC SEGOVIA

In fall 2016, the pilot was expanded from 69 students to 100 students. These students, entering Math 045, were given four weeks of intensive review sessions and the opportunity to advance their math studies depending on the mastery of the contents, learning attitude, and classroom behaviors.

Acceleration results from both semesters are as follows:

	Remained in 045	Accelerated to 055	Accelerated to 085
Spring 2016	38%	49%	13%
Fall 2016	29%	59%	12%

While success rates for Fall 2016 were not available at the time of this report, students whole accelerated to 055 or 085 during the spring semester showed higher than average success rates, with 58% achieving a C or better for accelerated 055 students and 89% achieving a C or better for accelerated of 085 students.

The promising results of this innovative program have yielded a one million dollar grant that will contribute to building a new Math Lab in 2017 for students. This lab will allow the college to enhance its college readiness efforts and scale this program to reach more students.

IMPROVING COLLEGE COMPLETION

General Analysis

The college has big ideas for improving student completion, including guided academic pathways, first year experience, and comprehensive academic planning. However, we have had difficulty coalescing as individuals and departments around these initiatives. While all initiatives progressed in 2016, challenges with communication and collaboration across departmental and divisional areas have slowed progress.

That said, the institution has demonstrated measurable success in some areas. We have improved the quantity and quality of the data we collect pertaining to our graduates. Additionally, we have successfully expanded the Peer Mentoring Collaborative (PMC), which improves course success and persistence rates for students in those classes.

Institutionally, we are performing moderately against our benchmarks in this area. Our graduation rate, transfer rate, and retention rate remain on target with our FY2017 benchmarks, though this will become more challenging to achieve year over year as we move towards our general benchmarks/stretch goals. Credit completion for part-time students and Gateway Math completion are also considered on target (one percentage value below our FY2017 benchmark goal). Credit-completion for full-time students, student satisfaction, and Gateway English completion are below target.

Institutional Key Performance Indicators

Below are the college's KPIs for Increasing College Readiness. The values for FY2016 are highlighted in yellow.

Because the college established KPI benchmarks in the fall of 2016, we do not have benchmarks for FY2016 (which ended June 30, 2016) against which to measure our performance. In light of this, we have used our FY2017 benchmarks to project whether the college is on target, above target, or below target for its FY2017 goal.

Measure	Value			Benchmarks		Performance
	FY2014	**FY2015**	**FY2016**	**FY2017**	**General**	
Graduation Rate	14%	14%	13%	13% 18%		**On Target**
Transfer-out Rate	26%	26%	26%	26% 30%		**On Target**
Retention Rate	49%	63%	58%	59% 70%		**On Target**
Credit Completion -Full-time Students	25%	23%	23%	25% 35%		**Below Target**
Credit Completion -Part-time Students	30%	23%	24%	25% 35%		**On Target**
Student Satisfaction	89%	81%	87%	90% 90%		**Below Target**
Gateway English Completion	30%	27%	27%	29% 40%		**Below Target**
Gateway Math Completion	11%	11%	12%	13% 20%		**On Target**

Strategic Direction 2: Identify and Scale Best Practices

Action	2016 Outcomes	Status
2.1: Improve Graduate Success Tracking	Graduate tracking data from multiple sources available	Complete
	Graduating Student Survey administered by Student Services achieves 60% response rate	Complete
2.2: Scale Existing Support Programs	Increase the implementation of the Peer Mentoring Collaborative (PMC) in college readiness courses	Complete
	Revise and scale up COL102	Not Complete
2.3: Establish E-services for Students	Increase student self-service for registration by 5%	Not Complete
	Purchase and pilot a non-emergency text notification platform and fully implement the text notification	Not Complete
2.4: Enhance Prior Learning Assessment	Decrease students' time to completion	Not Complete
	Establish baseline data to measure the effectiveness of PLA marketing	Complete
2.5: Develop Guided Academic Pathways	Determine the scope, model, and student populations to pilot guided pathways	Not Complete
	Finalize program curriculum to pilot	Not Complete
2.6: First Year Experience (FYE) Model	Formalize the structure of the FYE program	Complete
	Implement pilot first year experience program in fall 2016	Complete
	Assess student satisfaction during pilot of FYE program	Complete

ACTION 2.1: IMPROVE GRADUATE SUCCESS TRACKING

CHAMPION: KURIAN THARAKUNNEL

The college has achieved its goal of ensuring that graduate tracking data would be available to the institution from multiple sources by the end of 2016. A draft report that integrates this data, titled Graduate Success Report FY 16, is available on the research portal as of November 2016. This report compiles results from the Graduating Student Survey and Alumni Survey, as well as data from National Student Clearinghouse.

In 2017, there is an opportunity to expand our success data through a new data source. ICCB has indicated that they would start sharing IDES employment data of graduates starting summer 2017. This data would provide us better employment information of our graduates.

The college also had a stretch goal of achieving a 60% response rate on its Graduating Student Survey. While the college fell short of this goal with a 29%, it showed a marked improvement in participation, with 382 graduates responding in 2016 compared to 52 in 2015.

The lower response rate may result in part from the timing of its administration (April – May); summer and winter graduates receive it several months after their graduation and may be less likely to respond.

For FY17, the survey will be administered to graduates in all three terms, close to their graduation time, in an effort to improve the response rate.

ACTION 2.2: SCALE EXISTING SUPPORT PROGRAMS

CHAMPION: DEBBIE BANESS-KING

The college fulfilled its aim to increase the implementation of the Peer Mentoring Collaborative (PMC) in 2016.

PMC was implemented in all of the daytime College Readiness Math and RHT courses offered in Summer 2016. As of Fall 2016, 19 faculty were trained and the PMC was expanded to 21 sections. This includes 20 sections of College Readiness (22% of total College Readiness Courses) and 1 section of ENT. PMC-linked courses have course success (C or better) rates 14% higher than those not linked to PMC, and 9% higher persistence rates over courses not linked to PMC.

Additionally, the PMC Advisory Committee (PMCAC) was established in fall 2016. Co-chaired by Tina Mote and Deborah Baness King, PMCAC includes three student affairs staff and 12 faculty members.

Plans are currently in place to develop an alternate hiring practice that includes volunteer peer mentors compensated through tuition credit. It is anticipated that the PMC will be linked to a minimum of 30 College Readiness courses and 10 career and technical education courses for the Spring 2017 semester. Additionally, it is anticipated that 22 more faculty will be trained through PMC by the end of FY17.

Another institutional goal is to scale the college's COL102 course. The college has taken steps towards achieving this goal, including securing the ATD Student Financial Empowerment Project Grant to assist with faculty training and curricular enhancements and implementing the Success Navigator tool. However, a significant expansion of enrollment in this course has not yet occurred.

ACTION 2.3: ESTABLISH E-SERVICES FOR STUDENTS

CHAMPION: MICHAEL GARRITY

The goal for calendar year 2016 was to increase e-services available to students and to increase self-service for registration by five percent for this year as compared to 2015.

The college accomplished its goal of making the e-services available during 2016, starting with the Ellucian mobile app. The college also purchased and piloted a non-emergency text notification platform, Regroup. Regroup was used for this first time during spring 2016. The initial notification targeted financial aid students and notified them of available assistance available. The second notification targeted all current and prospective students and provided a link for summer registration.

The institution fell short of its five percent self-service registration goal. In the spring semester, self-service registration increased from rom 34% of credit hours to 36%. However, the college experienced

a drop in the fall from 28% to 27%.   The technology to support a self-service registration increase is in place; stronger promotion is expected to result in an increase in self-service registration for spring 2017.

ACTION 2.4: ENHANCE PRIOR LEARNING ASSESSMENT

CHAMPION: SUJITH ZACHARIAH

In 2016, the college aimed measure the effectiveness of Prior Learning Assessment (PLA) marketing and decrease students' time to completion through the use of PLA.

The college saw a 22% increase in the number of students who were awarded PLA credit via College-Level Examination Program (CLEP), Advanced Placement (AP), DANTES Subject Standardized Tests (DSST), and Proficiency Examinations, from 421 students in 2015 to 513 students in 2016. The college also awarded military credit to 96 students in 2016. Unfortunately, we do not have data from 2015 against which to compare military credit awarded.

Portfolio Review is the only individual assessment area that did not experience an increase in use in 2016. Beginning 2015, the institution approved using CAEL to review portfolios and award credits instead of individual departments. CAEL's process is more rigorous and requires students to go through a thorough presentation of skills before they award the credit. This may have had an impact on the number of students that chose to utilize portfolio review.

The college is not yet able to assess the impact of PLA credit awards on completion.

ACTION 2.5: DEVELOP GUIDED ACADEMIC PATHWAYS

CHAMPION: KEVIN LI

In 2016, the college's goal was to determine the scope, model, and student populations to pilot accelerated pathways. In service of this goal, a team of Arts and Sciences faculty, chairs, and coordinators administered an initial survey to garner input and discussed the results at a meeting on October 25, 2016. The team decided to go with the direction of pursuing/refining the areas of concentration instead of developing meta-majors.

The team administered two rounds of Delphi survey in the Fall 2016 semester, and is currently finalizing the scope, model, and directions we will take.

ACTION 2.6: DEVELOP A RESEARCH-BASED FIRST YEAR EXPERIENCE

CHAMPION: AMANDA TURNER

In 2016, the college sought to formalize the structure of the first year experience (FYE) program, implement a pilot, and assess student satisfaction following the pilot.

The college's FYE program includes new student orientation, academic planning, a college success course, first year student mentoring, campus activities/workshops, and parent orientation. In Fall 2016, the college implemented a pilot program that included some, though not all, components of the full FYE. First-time students were required to complete new student orientation. Based on pre-identified criteria, such as undecided status or college readiness placement, students were encouraged to enroll in COL 102: Learning Frameworks for Success or CSG 150: Career/Life Planning. At least 66 first year students completed new student orientation and one of the courses. Students were also encouraged to complete an academic plan.

The Student Success Strategist has been working with the Marketing and IT departments and the FYE Advisory Team to finalize the materials for distribution to new students. Additionally, content has been developed for inclusion in the communication plan to applicants and new students.

The Research office has provided some data on new student orientation participation rates, and COL 102 and CSG 150 completion rates. These data will be used to establish a baseline for success of students participating in FYE activities. In Fall 2016, 73% of all new credit students completed new student orientation.

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

Action	2016 Outcomes	Status
3.1: Professional development focused on at-risk-student needs	Offer serving at-risk students workshops in the Center for Teaching Excellence (CTE)	Complete
	Hold College Hour and Academic Senate presentation; Conduct Serving At-risk Students Survey	Not Pursued
3.2: Create a summer bridge program	Increase the number of participants for the Jump Start summer bridge program	Complete
3.3: Enhance tutoring services	Increase the number of students serviced by the ASC from High failing classes increase by 10%	Complete
	Hold a minimum of 3 meetings with the campus community to discuss options and solicit feedback on enhancing tutoring	Complete
3.3: Academic Planning	Determine an impactful student population to pilot academic plan	Complete
	Implement academic plan pilot in fall 2016	Complete
	Increase the number of students competing an academic plan by 5% from fall 2016 to fall 2017	Not Complete

ACTION 3.1: OFFER PROFESSIONAL DEVELOPMENT REGARDING AT-RISK STUDENT NEEDS

CHAMPION: MARY ANN TOBIN/SHELLEY TIWARI

As reported in the mid-year report, the Professional Development Committee is focusing on working with at-risk students during FY 2017 year. Under this goal, the Fall 2016 faculty workshop offered two

robust sessions on Student Mindset Interventions and Teaching and Working with Men of Color.

Based on the assessment of the sessions, 78% of faculty for the first session and 45% for the second session found them to be very useful or useful. From the assessment data, the committee felt that it was well received but that we need create avenues to have deeper dialogue about this subject. The committee created and emailed a survey to faculty requesting volunteers to employ the retention strategies presented at the Fall 2016 workshop and report back at the spring workshop via small group discussion. The committee received 6-7 volunteers for Spring 2016 workshop. Other relevant topics being explored for spring workshop include disaggregated data specific to Triton on student withdrawal.

The Center for Teaching Excellence has scheduled workshops in Fall 2016 on topics such as culturally and socially responsive teaching, in-class retention strategies, low cost/no cost textbook alternatives, and information sessions on how to support at-risk students such as first generation, low income through scholarship programs.

ACTION 3.2: CREATE A SUMMER BRIDGE PROGRAM

CHAMPION: DEBBIE BANESS-KING

Our goal for 2016 was to increase the number of participants for the Jump Start summer bridge program. A total of 35 students were recruited to participate in Jump Start in the summer 2016, and 34 completed. Of these 34 students, 29 successfully completed at least one of the College Readiness courses (85%) and 25 (74%) were retained for the fall 2016 semester.

Despite promising success rates, it has proven difficult to successfully expand the program. The delay in testing and requirement for high school transcripts creates challenges with recruiting eligible students in a timely manner. While we review our processes for recruitment and eligibility requirements for Jump Start, we are having concurrent conversations with Math Up (Action 1.7) to determine opportunities for collaborations. The deans have indicated a desire to collaborate for the implementation of the ICCB grant which is designed to create a summer bridge program within the Math Up structure. The outcome of recent meetings has resulted in a agreement to have Jump Start coordinate the logistical aspects of supporting the Math Up summer bridge program. Further discussions are needed to flush out the details of this joint venture.

ACTION 3.3: ENHANCE TUTORING SERVICES

CHAMPION: HANAN MERHEB

In 2016, the college aimed to increase the number of students serviced by the Academic Success Center from high failing classes by 10%. To achieve this goal, the tutoring center focused on students in Biology and Chemistry courses, serving 353 unique students from these courses compared to 320 in 2015. The tutoring center collaborated with science faculty, visiting the classes at the beginning of the semester and providing the students with more anatomy models. Additionally, they increased the number of workshops in Biology and Chemistry from four per semester to about one workshop every

week. Consequently, the number of students attending the workshops increased to 80 students for spring and summer 2016, compared to 24 students attended in the previous year. Many of the workshops coincided with the classroom lecture. The tutoring center is assessing the workshops and exploring areas for future growth and continued collaboration with academics.

The tutoring center also accomplished its goal of soliciting feedback from the campus community. Meetings with faculty occurred on a monthly basis during spring and summer of 2016. These efforts resulted in a one-on-one tutoring pilot. In Fall 2016, the college offered 20 appointments in Math and 20 appointments in English weekly, which are given to students based on faculty recommendation using the Early Alert system. Since the beginning of Fall 2016, the college has scheduled 10 appointments; six were attended by students, two were missed and two were canceled. This service is provided to the students in addition to walk in one-on-one tutoring, online tutoring, workshops and group studies.

Starting Fall 2016, the monthly meetings with faculty were folded into the Academic Support Committee (ASC), as most faculty from the monthly meetings are part of ASC. The ASC has provided Tutortrac training for Math and English faculty to give them easy access to their students, academic support center visits, and reports.

ACTION 3.4: IMPLEMENT COMPREHENSIVE ACADEMIC PLANNING

CHAMPION: JESSICA RUBALCABA

This year, the college's sought to implement an academic planning pilot in Fall 2016. The selected population for the pilot was every first year credit student (full-time and part-time) that receives financial aid in the first semester. The estimation was that this would achieve a pilot population of approximately 700 students.

As part of the Fall 2016 pilot implementation, the college engaged in counselor training, marketing/outreach to students, faculty outreach and training, an audit of students' accurate active credit programs, and the implementation of academic program planning days.

Reporting of pilot group outcomes will be conducted periodically throughout the upcoming year and student surveys in pilot population will be also occur (December 2016-September 2017). Upon the conclusion of the Fall 2016 semester, data will be compiled to use for benchmarking and analysis will be conducted and shared.

CLOSING SKILL GAPS

General Analysis

To achieve its goal of Closing Skill Gaps in the occupational community, Triton College must partner closely with business and industry within its district and beyond, as well as offer flexible educational pathways that allow for learning outside of the traditional campus-based classroom.

Some of the our activities in this area include developing clear guidelines for the college's Program Advisory Committees, increasing the response rate of alumni and employers to our institutional surveys, and developing new program opportunities such as the Medical Assistant and Biotechnology Laboratory Technician program. However, we have been challenged in our efforts to grow our online course offerings and develop educational programming using competency-based learning. We have also struggled to articulate clear goals for growing our internship offerings, though we have taken concrete steps to improve this in 2016 by establishing a related measure and benchmark within our institutional Key Performance Indicators.

Of the three focus areas, the key performance indicators for Closing Skill Gaps are performing least well against their relevant benchmarks. Five indicators are below target: number of online/hybrid course sections; number of degrees/certificates awarded; graduate perception of educational preparation for employment; employer perception of job readiness; and total number of internships/cooperative agreements. The remaining three are currently on target. Credit headcount for online enrollment does not have an FY2017 benchmark, but is on a growth trajectory towards its general goal. Number of completers and Advisory Committee Engagement are also on target with their FY2017 benchmarks.

Institutional Key Performance Indicators

Below are the college's KPIs for Increasing College Readiness. The values for FY2016 are highlighted in yellow.

Because the college established KPI benchmarks in the fall of 2016, we do not have benchmarks for FY2016 (which ended June 30, 2016) against which to measure our performance. In light of this, we have used our FY2017 benchmarks to project whether the college is on target, above target, or below target for its FY2017 goal.

Measure	Value			Benchmarks		Performance
	FY2014	FY2015	FY2016	FY2017	General	
Credit Headcount Online Enrollment	3,286	4718	5321	N/A	22% growth (6,492)	**On Target**
Number of online/hybrid course sections	691	671*	677	N/A	22% growth (827)	**Below Target**
Number of Completers	1,043	1,118	1218	1311	1778	**On Target**
Number of Degrees/Certificates Awarded	1,070	1,146	1256	1382	2010	**Below Target**
Graduate Perception of Educational Preparation for Employment	DNA**	DNA**	82%	90%	90%	**Below Target**
Employer Perception of Job Readiness of Triton Students	DNA**	53%	44%	65%	65%	**Below Target**
Advisory Committee Engagement	DNA**	DNA**	90%	90%	90%	**On Target**
Total number of internships/cooperative work agreements	29	34	34	1% of credit student body	1% of credit student body	**Below Target**

2016 Action Outcomes

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

Action	2016 Outcomes	Status
4.1: Direct interaction with business community	Career Services will develop a database of PAC company HR professionals and mine for internships and job opportunities	Complete
	Increase the response rate for the 2016 Alumni survey from 3% in 2015 (56 out of 1738) to 6%	Complete
	Increase the response rate for the 2016 Employer Surveys from 15% in 2015 (22 out of 150) to 25% in 2016	Complete
4.2: Increase student internships	Bring the Career Services office into Advisory meetings to help promote the relationships for future internship opportunities	Complete
	Develop additional potential program areas by analysis of data and communications with employers in the service region and recruit employers for internships	Not Complete

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

In 2016, the college sought to develop a database of Program Advisory Committee (PAC) companies and their corresponding human resources professionals that Career Services could mine for internships and job opportunities. To accomplish this goal, a PAC Human Resources survey was distributed to 261 individuals. This survey received 61 responses and provided 39 names for Career Services to follow up regarding jobs and internship opportunities. The effort increased the size of the PAC Human Resources database from 20 to 59.

Additionally, the college aimed to update alumni surveys based on the input of faculty members and redistribute it to employers. To achieve this, the Alumni Survey was retooled by Institutional Research and distributed May 23, 2016.

In 2017, this action seeks to partner with Action 4.2 to create a symbiotic relationship between the college's PACs and its internship opportunities through Career Services.

ACTION 4.2: INCREASE STUDENT INTERNSHIP OPPORTUNITIES

CHAMPION: CHUCK BOHLEKE/QUINCY MARTIN

In 2016, the Career Services office sought to attend Program Advisory Committee (PAC) meetings to help to promote the relationships for future internship opportunities and develop additional potential program areas by analysis of data and communications with employers in the service region and recruit employers for internships. Although no specific targets were identified, the Career Services office attended three advisory board meetings in 2016: Health, Sports and Exercise Sciences; Computer Science; and Biotech and Renewable Energy.

In 2017, the outcomes for this goal will be re-developed to include specific targets, student learning outcomes, and goals and objectives. Additionally, this action seeks to partner with Action 4.1.

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

Action	2016 Outcomes	Status
5.2: Identify gaps in career and technical education curricula	A minimum of two new program recommendations submitted to the VP of Academic and Student Affairs	Complete
	Launch 2 new academic programs by fall 2016	Complete
5.3: Competency-based curricula	Receive approval for and develop a CBE pilot for launch 2017	Not Complete
5.4: Enhance and expand online courses	Complete first semester online peer review of CJA181, CJA201, CIS220, AHL102 and ECO170	Complete

ACTION 5.2: IDENTIFY GAPS IN CAREER AND TECHNICAL EDUCATION CURRICULUM

CHAMPION: CHERYL ANTONICH

The college aimed to submit a minimum of two new program recommendations submitted to the Vice President for consideration in 2016. This was achieved through the submission of an updated New Program Development Plan that recommended the development of the following programs: Advanced Manufacturing, Geographic Information Systems (GIS), and Pharmacy Technician. Additional programs for consideration include Anesthesia Technician, Central Sterile Processing and Magnetic Resonance Imaging and Computerized Tomography (MRI/CTO).

The college also sought to launch two new academic programs by Fall 2016. The Medical Assistant program previously scheduled to launch at the beginning of Fall 2016 semester actually launched at the beginning of the spring 2016 semester upon approval of the ICCB. The Biotechnology Laboratory Technician program was approved by the ICCB in Spring 2016 and launched Fall 2016 semester.

ACTION 5.3: DEVELOP AND IMPLEMENT COMPETENCY-BASED CURRICULA

CHAMPION: PAUL JENSEN

At the beginning of 2016, the college aimed to receive approval for and develop a Competency-Based Education (CBE) pilot for launch 2019. However, challenges arose throughout the year that required the institution to reevaluate its goals. Research into other community colleges implementing CBE has shown that the most efficient and effective path towards CBE programming is to convert one fully-online program into CBE expressions. Triton does not currently have an inventory of online programs and is in the process of prioritizing those that will be moved fully online. Once developed, this new portfolio would serve as the source of programs to be offered as CBE. Additionally, two members of the CBE team - Mary Ann Tobin and Lore Carvajal – have left the college and no additional members of the team have been identified.

There is a movement within some of the high schools to move forward with CBE, but that market is currently very small. The institution may want to look towards the conversion of short dual-credit certificate as our first step. That said, there may not be enough enrollment generated to support the investment required to develop such a program unless all the superintendents agree to support a single certificate option within their schools.

Based on the above, the institution may wish to table this action while to focuses on Action 5.4.

ACTION 5.4: ENHANCE AND EXPAND ONLINE COURSE OFFERINGS

CHAMPION: CHERYL ANTONICH

In 2016, the college sought to complete first semester online peer review of CJA 181, CJA 201, CIS 220, AHL 102, and ECO 170. This was achieved for all stated courses. Additionally, BIS 113 was released for peer reviewed on November 30, 2016.

Despite its articulation as an action, the college has not yet experienced substantial growth in its online course offering; in fact, while its online enrollment has steadily increased, the number of course sections offered online as declined since FY2014, and the college is below target for meeting its general benchmark, which is a conservative growth goal compared to its peer institutions.

Part of the reason for the slow growth has been the college's requirements that all online instructors be ION certified, which is a lengthy training process. The Technical Advisory and Distance Education Committee (TADEC) is exploring new in-house training options for employees who wish to teach online. This may assist growth in 2017.

Additionally, to further the college's opportunities for development in competency-based education, the institution may wish to focus on developing online coursework that would move a certificate and/or degree fully online in areas that are conducive to competency-based learning, such as business and technology.