# Strategic Plan Semi-Annual Report

Fall Semester 2014



**TRITON COLLEGE**

February 23, 2014

# Strategic Plan Semi-Annual Report

## Fall Semester 2014

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## Executive Summary

Triton College's strategic plan is designed to drive holistic planning at the institution by integrating the college's governance, operations, and budgeting. The plan ensures that all facets of the college are prioritizing actions that contribute directly to its larger objectives. Individual effort, departmental goals, committee work, and institutional funding must work together to achieve the college's institutional goals. The strategic plan is designed to drive and capture the institution's work in service of these goals and in fulfillment of its mission.

> **Triton's Mission:**
>
> Triton College is committed to student success through institutional and academic excellence and providing a student-centered, lifelong learning environment for our diverse community.

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

- Increasing College Readiness
- Improving Completion
- Closing Skill Gaps

The college has several multi-year actions that are designed to contribute to this strategy. This semi-annual report reflects the institution's first assessment results for its FY2015 strategic planning actions. These actions were implemented on July 1, 2014 and are still in the early stages of development. Therefore, most of the actions need some time before they can quantitatively reflect impact on the institution's three key focus areas of Increasing College Readiness, Improving Completion, and Closing Skill Gaps. Nonetheless, the information gathered in the first assessment reflects strong progress in some areas, as well as areas that may need changes in order to reflect more progress.

For example, Triton made great strides towards its goal of Increasing College Readiness by partnering with East Leyden High School to offer college readiness coursework as an elective at the high school. The college piloted seven sections of its college readiness math course (Math 096) with the aim of preparing completers to enroll in credit-bearing college coursework immediately upon graduation of high school. Through its partnership with East Leyden, Triton will track student completion rates and other success measures, such as persistence and retention, for those that subsequently enroll at Triton College. Three additional high schools have expressed interest in adding this course to their locations this fall, allowing the institution the opportunity to potentially expand its pilot program.

An Increasing College Readiness area that may require some adjustment is our effort to promote the value for Triton's offerings through ambassadorships. The goal for FY2015 is to actively target East and West Leyden high schools through student ambassadors who are alumni of those institutions. However, Triton has had difficulty identifying student alumni participants. Recruiting efforts continue this semester, but the institution will need to revisit its plan of action if it is not able to generate more student interest.

Triton is also making progress on actions designed to Improve College Completion. For example, this year the institution piloted a summer bridge program, Jump Start. The initial numbers from the program's implementation show a very promising start, with 83% of participants enrolling in the fall semester following the conclusion of the program, and 60% enrolling full-time. Data is currently being collected that reflects student persistence from one semester to the next.

An Improving College Completion area that will require additional attention is our effort to improve graduate success tracking. Lack of capacity in the research department has made it difficult to focus on this initiative while also maintaining the data collection required for state and federal reporting. Triton is actively seeking an Executive Director for the research department, which should help to increase research capacity and provide needed guidance on this initiative.

And finally, the institution is also showing positive movement towards its goal of Closing Skill Gaps. In an effort to be more flexible and responsive to the needs of our environment, the College Curriculum Committee (CCC) has streamlined its curriculum review and approval process by revising its course outline form, making changes to its Technical Review Process and "Consent Agenda Items," and decreasing the number of reads required for internal approval. These changes have already reflected a 50% decrease in the length of time required to obtain internal approval. The CCC will also submit items for approval to the VP of Academic and Student Affairs and the Academic Senate simultaneously, thereby eliminating up to two weeks lag time between approvals. This streamlined process will help the institution respond more quickly to the changing needs of its district's workforce by revising coursework and offering new programs that meet the occupational needs of the community.

The institution also noted that some changes may be required to development timelines for enrollment services and student support structures for competency-based programs. In order to effectively develop these services and structures, the institution must first develop a proposed pilot program so that the services can be built to meet the specific needs of the pilot. Based on this, the expected timeline for this development will likely need to be adjusted to follow the expected development of the pilot, rather than occurring concurrently.

These are just select examples of the progress made by the institution during the fall 2014 semester and possible adjustments that may be made as it moves forward. For a quick view of institutional progress on all FY2015 action items, refer to the Focus Area Updates chart on page 4 of this report. More detailed descriptions for each action item are provided on pages 6-24. Please use the electronic bookmarks provided to assist your navigation through the document.

# Focus Area Chart

This chart is designed to provide a quick view regarding the status of the institution's FY2015 action items. This chart does not include any actions from the strategic plan that are scheduled to begin FY2016 or later.

Please note the key for the color coding in the chart:

| | |
|---|---|
| 🟩 | Action is progressing as anticipated in the most recent version of the strategic plan. |
| 🟧 | Action is progressing, but has encountered some hurdles that may necessitate changes to the action item in the future. |
| 🟥 | Action item has encountered hurdles that will likely necessitate changes to the plan of action. |

| Focus Area Updates | |
|---|---|
| **Progress** | **Action** |
| **Increase College Readiness** | |
| 🟩 | **Alignment with High School Curricula and Common Core** |
| 🟥 | **Promote Value of Offerings through Triton Ambassadors** |
| 🟧 | **Create Comprehensive Dual Enrollment** |
| 🟧 | **Expand and Enhance K-12 Partnerships** |
| 🟩 | **Review and Assess University Partnerships** |
| 🟧 | **Develop a First Year Experience** |
| 🟩 | **Develop a Holistic Student Experience** |
| 🟧 | **Assess and Revise Policies to Ensure Equity** |
| 🟧 | **Reduce Single-Point Services and Campus Silos** |
| **Improve Completion** | |
| 🟥 | **Improve Graduate Success Tracking** |
| 🟩 | **Enhance Prior Learning Assessment** |
| 🟥 | **Accelerated Pathways** |
| 🟩 | **Redesign Organizational Structure** |
| 🟩 | **Create Professional Development on At-Risk Student Needs** |
| 🟩 | **Create Summer Bridge Program** |

| | |
|---|---|
| 🟧 | **Explore Achievement Team Model** |
| | **Close Skill Gaps** |
| 🟧 | **Engage in Direct Business Interaction** |
| 🟧 | **Increase Student Internship Opportunities** |
| 🟧 | **Educate Local Business Community** |
| 🟧 | **Collaborate with Government and Workforce** |
| 🟩 | **Streamline Curriculum Review and Approval** |
| 🟩 | **Promote Portable, Stackable Certificates** |
| 🟩 | **Identify Gaps in Career and Technical Education** |
| 🟩 | **Review Triton-CAEL Agreement** |
| 🟧 | **Identify Programs for Piloting** |
| 🟧 | **Develop Competencies, Assessments, and Structure** |
| 🟥 | **Determine Enrollment Services Processes** |
| 🟥 | **Develop Student Support Structures** |
| 🟧 | **Enhance and Expand Online Course Offerings** |

# Focus Area Updates

## Increase College Readiness

A key focus area in Triton's seven-year strategy is to improve college readiness by increasing the number of students entering college prepared for college-level work. The institution has nine distinct actions that fall under this focus area, each of which are scheduled to begin this fiscal year (FY2015). An update on each action is provided below.

*Actions within the focus area Increase College Readiness are categorized under Strategic Direction 1 and the following associated Tactics.*

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

**Tactic 1A:** *Lead a coalition of educational and community partnerships that creates a collaborative educational footprint in the local community.*

**Tactic 1B:** *Provide entering students with a "first-year experience" that supports, prepares, and encourages students throughout their first academic year.*

**Tactic 1C:** *Address entrenched, systemic inhibitors that exist in policy or practice which that impact student access or equity with respect to services, engagement, or achievement.*

### Action: Alignment with High School Curricula and Common Core

*Strategic Direction Alignment*: 1; *Tactic Alignment*: 1A
*Projected Timeline*: FY2015-2019
*Committee Alignment*: Curriculum
*Action Champion*: Ric Segovia - Dean, Arts and Sciences

The full language of this action is as follows: Coordinate and oversee the successful alignment with high school curricula and Common Core Standards to ensure student placement in credit bearing college courses.

This fiscal year, the institution is focusing on increasing college readiness by offering College Readiness courses at local high schools. Through this collaborative effort, Triton College will not only increase student placement in college-ready courses, but grow its educational footprint by establishing stronger presence within the local high schools. Triton is currently piloting 7 sections of college readiness math (Math 096) at East Leyden High School, exceeding its stated goal of 6 courses. Although the institution is not awarding credit for the courses, it is following dual credit protocol to ensure compliance with state regulatory and accreditation standards. The college is currently tracking student completion rates for the course, and will also track success measures for completers that subsequently enroll at Triton. Data regarding these measures will be provided in subsequent reports.

Additionally, to improve alignment with high school curricula and Common Core Standards, Triton intended to pilot five sections of college readiness course COL102 with a revised course outline. Following further analysis of enrollment and demand, the institution reduced the pilot to 4 courses. These classes are currently running, and the institution will survey students upon completion to determine overall satisfaction with the course. Triton will also track completers to measure the impact of the revised course on persistence and completion. Data regarding these measures will be provided in subsequent reports.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Promote Value of Offerings through Triton Ambassadors

*Strategic Direction Alignment*: 1; *Tactic Alignment*: 1A
*Projected Timeline*: FY2015-2018
*Committee Alignment*: Strategic Enrollment Management
*Action Champion*: Corey Williams - Dean, Student Services

The full language of this action is as follows:  Promote student, faculty, staff and alumni to serve as ambassadors in the marketing of the value of Triton programs and services.

This fiscal year, the institution is focusing on strengthening student ambassadorships with East and West Leyden high schools, with an aim to increase the number of college-ready students enrolled from East and West Leyden H.S. by 5% during FY2015.  Triton College also aims to demonstrate higher application and enrollment rate for prospective students from in in-district high schools that interact with ambassadors than those that do not.  Finally, Triton aims to improve overall retention and completion rates of prospective students through its ambassador program.  The institution currently is actively targeting East and West Leyden through Career Services ambassadors, but has had difficulty identifying student ambassadors that are East and West Leyden alumni who want to participate in the ambassador program.  Recruiting efforts continue this semester, but it is unlikely that the institution will be able to effectively measure data regarding the outcomes noted above by the end of the FY.  Triton expects that these outcomes will carryover from FY2015 to later fiscal years, as they are longer-term goals that require several semesters of comparative data.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Create Comprehensive Dual Enrollment

*Strategic Direction Alignment*: 1; *Tactic Alignment*: 1A
*Projected Timeline*: FY2015-2019
*Committee Alignment*: Strategic Enrollment Management
*Action Champion*: Sandra Hughes - Dean, Health Careers and Public Services

The full language of this action is as follows: Develop a comprehensive dual enrollment program that begins at the start of a student's high school career and follows him or her through successful completion of an associate degree at Triton College.

Dual enrollment is a proven best practice that leads to improved college-readiness.  To create effective dual enrollment programs, the institution will need to partner with local high school administration and faculty.  A committee comprised of educational and community high schools will compare and contrast dual credit program and recommend a robust dual credit program that will prepare students to enter college.

This fiscal year, Triton College is focusing on creating a pilot program that leads to increased college readiness by identifying community college dual credit best practice programs that support dual credit expansion.  In furtherance of this goal, the committee reviewed ICCB standards for dual credit and is in the process of developing survey questions to distribute to high school constituents.  Community Colleges were also surveyed regarding dual credit best practices, and data is currently being collated from that survey.

Information gathered from these tools will assist the committee to identify best practices and develop an appropriate pilot program for Triton College.

Longer term goals, beyond this fiscal year, include increasing dual credit program enrollment by 25% and increasing dual credit completion rates by 10% within the first year of the new dual credit program's implementation. We will begin tracking data related to these goals following the start of the program.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Expand and Enhance K-12 Partnerships

*Strategic Direction Alignment*: 1; *Tactic Alignment*: 1A
*Projected Timeline*: FY2015-2021
*Committee Alignment*: Strategic Enrollment Management
*Action Champion*: Cheryl Antonich – Associate Vice President, Academic Affairs

The full language of this action is as follows: Expand and enhance partnerships with K-12 educational institutions to encourage more in the community to attend college and to promote the value of college readiness, enrollment in college, and student success.

Triton College will focus on building its School/College Alliance, a network of educational leaders from Triton's district, to ensure that students are seamlessly moving through the educational continuum. The Alliance is responsible for ensuring that resources and services are maximized to support student retention, transition, academic preparation, completion, and overall academic success. Through this collaborative partnership, Triton College can better assure that students are prepared for college-level work.

This fiscal year, Triton College aims to include two new K-12 partners in the alliance. Meetings with potential new K-8 partners occurred during the fall 2014 semester, and at the present, the institution has gained the commitment of one new K-8 partner. The college will be meeting with others during the spring 2015 semester with the hope to add one additional new K-8 partner in this fiscal year.

Further, the college aims to have the remaining School/College Alliance teams operational by the start of the 2015/2016 academic year. One SCA team (Data Team) was implemented during summer 2014. The SCA Math Team was implemented in December, 2014. The remaining teams are on track for implementation by the end of the 2015/2016 academic year.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Review and Assess University Partnerships

*Strategic Direction Alignment*: 1; *Tactic Alignment*: 1A
*Projected Timeline*: FY2015-2019
*Committee Alignment*: Not Applicable
*Action Champion*: Cheryl Antonich – Associate Vice President, Academic Affairs

The full language of this action is as follows: Review and assess current university partnerships.

The University Center affords current Triton College students and community residents opportunities to complete higher education degrees and certificates. In addition to serving college-ready students who are graduates from Triton College, the University Center also affords opportunities to educationally prepare

individuals coming directly to the university from the community and/or workforce. Providing higher education programs and services for current students and community residents can lead to stronger enrollment, retention, and completion as more individuals become aware of the scope of services available to them.

This fiscal year, the institution aims to convene at least two University Center meetings designed to review current degrees and certificates offered through the Center. Two meetings occurred this fall with on-campus University Center Partners during which the institutions discussed program, discipline, and course articulation and developed new articulation agreements. Additionally, a procedure for processing articulation agreements was established and is now in use. An electronic articulation agreement database was developed and all deans (Academic and Student Affairs) have access to the database in order to stay up-to-date on the agreements that exist or are newly established. Two additional meetings have been set with University Center Partnerships for the spring semester.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Develop a First Year Experience

*Strategic Direction Alignment*: 1; *Tactic Alignment*: 1B
*Projected Timeline*: FY2015-2018
*Committee Alignment*: Student Development
*Action Champion*: Amanda Turner – Dean, Enrollment Services

The full language of this action is as follows: Develop a research-based first year experience model.

Higher levels of student engagement have been proven to translate to greater levels of student persistence and completion. First-year experience (FYE) programs serve this end by providing early integration for students in the college community. A clear and comprehensive FYE program will provide entering students with the resources necessary to establish a solid foundation of support within the college community.

This fiscal year, Triton College is aiming to identify three to five FYE models from other community colleges that may be adapted for Triton's community. Programs reviewed to date include Central Piedmont Community College, Monroe Community College, Middlesex Community College, and City Colleges of Chicago. Based on a review of these programs, Triton College's program will include a new student orientation, college success courses, and group activities. In coming months, additional institutions will be reviewed to further define components of FYE at Triton College.

The institution is also aiming to gather student input via qualitative and quantitative research methods to identify areas to include in Triton's FYE. This data collection is set to begin during the spring semester.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Develop a Holistic Student Experience

*Strategic Direction Alignment*: 1; *Tactic Alignment*: 1C
*Projected Timeline*: FY2015-2020
*Committee Alignment*: Human Resources
*Action Champion*: Quincy Martin – Associate Vice President, Student Affairs

The full language of this action is as follows: Develop a holistic student experience across campus.

By removing unnecessary barriers that interfere with student success and providing students with a seamless experience, Triton College can improve access and equity with respect to services, engagement, or achievement, leading to improved college readiness and greater completion.

This fiscal year, Triton College is focusing on increasing the effectiveness of the student experience through faculty engagement, student integration and connectedness to campus, and services geared towards at-risk populations. The effectiveness of the student experience will be measured through student-focused surveys, including CCSSEE and SENSE.

As it is early in the age of this multi-year action, the institution is still working on collecting data to assess any improvements in student experience. The Survey of Entering Student Engagement (SENSE) (last administered in 2013) helps colleges focus on students' experiences in the critical first few weeks of college. Grounded in research about what works in retaining and supporting entering students, SENSE collects and analyzes data about institutional practices and student behaviors. The Community College Survey of Student Engagement (CCSSE) (last administered in 2014) provides information on student engagement, a key indicator of learning and of the quality of colleges. The survey, administered to college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. The Triton College Student Satisfaction Survey (last administered in 2014) assessed students' satisfaction with their college experience. The goal of this survey is to improve the quality of Triton's educational experience by helping the administration determine what areas need improvement.

The result of the aforementioned instruments is very beneficial in assessing the needs of students to determine next steps in creating a holistic student experience. More qualitative measures and analysis will be included as this action develops.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Assess and Revise Policies to Ensure Equity

*Strategic Direction Alignment*: 1; *Tactic Alignment*: 1C
*Projected Timeline*: FY2015-2017
*Committee Alignment*: Academic and Scholastic Standards
*Action Champion*: Quincy Martin – Associate Vice President, Student Affairs

The full language of this action is as follows: Reduce single point services/positions and silo effects across campus.

Triton College can remove barriers to student enrollment and persistence, particularly within their first year at Triton College, by streamlining college policies and practices to ensure an equitable and improved student experience. Removing these barriers will increase college readiness by providing students with better and more immediate access to the college's support services.

This fiscal year, Triton College is focusing on developing a streamlined protocol to assess equity in college policies and practices and increasing the effectiveness of equity in college policies and procedures. Meetings began last semester to clarify roles, responsibilities, and next course of action. An initial plan is currently being developed to provide to at least one stakeholder group (academic and scholastic committee) as well as the needs and tasks to accomplish this action. Once vetted by the committee, feedback will be received to strengthen and implement the plan.

The institution also aims to increase the effectiveness of equity in college policies and procedures. Although some preliminary work has begun, this action requires the expertise and input of the research area to assist in the development and facilitation of structured surveys, focus groups, etc. Due to competing priorities and a personnel gap in the research area, it is anticipated work will begin to gain momentum once the research area receives more support. In the meantime, drafts of instruments utilized for the collection of data can be developed until vetted through research.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Reduce Single-Point Services and Campus Silos

*Strategic Direction Alignment*: 1; *Tactic Alignment*: 1C
*Projected Timeline*: FY2015-2019
*Committee Alignment*: Human Resources
*Action Champion*: Joe Klinger – Associate Vice President, Human Resources

The full language of this action is as follows: Reduce single point services/positions and silo effects across campus.

Triton College can remove barriers to student enrollment and persistence by ensuring a fluid enrollment process that provides students with timely and accurate information. To achieve this, the college must have front-line personnel that are diverse, customer-service friendly, professional, and able to provide accurate general information on a broad range of departmental and institutional topics.

This fiscal year, Triton College will focus on reducing single point services and silos effects by identifying positions across campus in need of cross training. To date, a review of all positions has been conducted and frontline positions, those with job responsibilities that make for high interaction with students during the registration process, have been identified. Following the finalization of this list, the institution will focus on developing and implementing a cross-training program for these positions.

Through this effort, the institution aims to reduce the number of students that are redirected after first point of on-campus contact with college personnel. This will be measured following the implementation of the cross-training program via student survey during the open registration period.

The full Fall Assessment Report for this action is provided in Appendix A.

# Improve Completion

Another key focus area in Triton's seven-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 eleven distinct actions that fall under this focus area; however, four of these are not scheduled to begin until next fiscal year (FY2016). An update on the seven actions that began this fiscal year (FY2015) is provided below.

## Action: Improve Graduate Success Tracking

*Strategic Direction Alignment*: 2;  *Tactic Alignment*: 2A
*Projected Timeline*: FY2015-2017
*Committee Alignment*: Student Success Data Team
*Action Champion*: Shelley Tiwari – Director, Data Analytics for Student Success

The full language of this action is as follows: Track Graduate Success.

Providing students with comprehensive student support services that guide the student from start to finish is an identified best practice for improving student completion.  By improving our graduate success tracking, we will be able to gather more accurate data regarding our graduates' success, and consequently better measure the strengths and weaknesses of our current services and offerings.

At the start of this fiscal year, the institution aimed to increase its graduate data collection rate by 10% and identify three new methods (beyond Triton's graduate survey) of collecting graduate success data. However, unexpected vacancies in the research department, including the Dean of Research, have hindered these efforts due to lack of necessary research expertise.  The institution is seeking candidates for research vacancies, and in the interim, the Student Success Data Team is assisting with this action.  However, it's unlikely that the outcomes set at the start of this fiscal year will be met by year end.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Enhance Prior Learning Assessment

*Strategic Direction Alignment*: 2; *Tactic Alignment*: 2C
*Projected Timeline*: FY2015-2016
*Committee Alignment*: Academic and Scholastic Standards
*Action Champion*: Sujith Zachariah - Associate Dean, Enrollment Services

The full language of this action is as follows: Enhance Prior Learning Assessment opportunities.

Prior Learning Assessments (PLAs) will provide students with opportunities to earn academic credit for prior experiences through several assessments such as CLEP, DSST, AP, Proficiency Exams, and Portfolio Reviews.  Students who successfully complete PLAs may receive college credit to apply toward their degree, which may result in faster degree completion.  As such, PLAs are beneficial for both recruitment and retention.

This fiscal year, the institution is focusing on establishing baseline data by which it will measure student use of PLAs for credit; specifically, it will measure the number of new and current students granted credit for

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*Actions within the focus area Improve Completion are categorized within Strategic Directions 2 and 3 and their associated Tactics.  Below is information regarding Strategic Direction 2.*

**Strategic Direction 2:** *Build a culture of completion by identifying our best practices and making them scalable.*

**Tactic 2A:** *Provide students with comprehensive support services that offer start-to-finish guidance from peers, faculty, and staff.*

**Tactic 2B:** *Create intrusive, interactive, and integrated student communication that utilizes innovative technology.*

**Tactic 2C:** *Identify and implement strategies that offer accelerated timelines to obtain academic credentials.*

**Tactic 2D:** *Establish an integrated institutional organizational structure that permits and promotes flexible, collaborative, and adaptive methods of furthering institutional goals.*

PLAs for this fiscal year.  Data is scheduled to be collected at the end of June for fiscal year 2015 for the different prior learning assessments offered at the Testing Center.

Additionally, the institution is aiming to promote PLA use in the form of a paper handbook for faculty and staff, as well as an online piece for student reference.  All the information for the marketing material has been collected, and the institution is currently making final revisions before submitting to marketing for print.  This is on track for completion this fiscal year.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Accelerated Pathways

*Strategic Direction Alignment*: 2; *Tactic Alignment*: 2C
*Projected Timeline*: FY2015-2019
*Committee Alignment*: Curriculum
*Action Champion*: Gabe Guzman – Associate Dean, Arts and Sciences

The full language of this action is as follows: Research and develop accelerated pathways/programs for students.

A culture of completion is characterized not only by the necessary mechanisms for course completion, but also by persistence semester to semester and degree/credential completion. Accelerated educational pathways contribute to a culture of completion by removing obstacles that prevent students from obtaining an academic credential.

This fiscal year, the institution is aiming to develop three proposals for accelerated pathway models at the institution and identify one accelerated pathway model to pilot in FY2016. To date, three models have been identified, but additional research is needed to understand student and community demand for these models, as well as their likelihood of success in our market.  Because this information must be gathered and analyzed before a model can be selected for piloting, it is unlikely that the outcomes projected for this fiscal year will be met by year end.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Redesign Organizational Structure

*Strategic Direction Alignment*: 2; *Tactic Alignment*: 2D
*Projected Timeline*: FY2015
*Committee Alignment*: Human Resources
*Action Champion*: Pamela Perry, Director, Planning and Accreditation

The full language of this action is as follows: Redesign organizational structure.

The organizational structure of the college is a key contributor to the campus culture of completion. Ensuring that divisions and departments are appropriately allocated and designed will help breakdown campus silos and remove unnecessary barriers encountered by students, staff, and faculty.

This action, scheduled for completion this fiscal year (FY2015), has concluded.  Tactic Team 2D researched and analyzed information regarding community college structures locally and nationally.  The team then evaluated various areas of the institution's organizational structure (president's office, business services, and

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

*Tactic 3A:* Close the student achievement gap by identifying needs of at risk and low performing populations and developing specific interventions designed to meet those needs.

*Tactic 3B:* Create integrated academic support solutions that foster interdepartmental collaboration.

*Tactic 3C:* Reevaluate, reimagine, and redesign institutional processes to provide a more permeable, seamless student experience.

academic and student affairs) to compare its structure with others, and evaluated how the current structure met or did not meet institutional needs. As part of this process, the team collected information regarding additional positions and departments that were suggested during the development of the strategic plan and met individually with the team leaders that proposed these changes to obtain more detail and evidence regarding these recommendations. The team prepared a written summary of its recommendations which was reviewed and commented on by the core team and executive team. These recommendations were also endorsed by the college council for further exploration.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Create Professional Development on At-Risk Student Needs

*Strategic Direction Alignment*: 3; *Tactic Alignment*: 3A
*Projected Timeline*: FY2015-2018
*Committee Alignment*: Professional Development Committee
*Action Champion*: Mary Ann Tobin – Director of Teaching Learning

The full language of this action is as follows: Create Professional Development Plan focused on needs of at-risk populations.

Closing the achievement gap that exists for at-risk and low-performing students depends upon close collaboration between faculty and student support staff to maximize existing services while improving their quality and availability. Therefore, we must develop a Professional Development Plan to inform faculty and student support staff about existing services while also seeking out and implementing innovative student support and instructional strategies.

This fiscal year, the institution is focusing on identifying regional and/or national conferences on innovative, evidence-based best practices in instruction and student support services for at-risk, low-performing, first-year students, as well as instructional materials and resources for use in the Center for Teaching Excellence (CTE) and Professional Development Center (PDC). A list of these resources is currently in development and is on track for completion this year. Additionally, the college is drafting a Professional Development Plan for future fiscal years. Following the execution of the plan, the institution will collect data pertaining to the number of staff and faculty participating in on and off campus professional development opportunities, as well as the number of staff and faculty making use of on-campus instructional materials and resources.

Following development of the plan, the institution will need to devise a means of measuring attendee's satisfaction with the effectiveness of the opportunities and tracking initiatives that have been implemented at Triton as a result. The institution must also measure whether or not those initiatives improve retention and academic success of at-risk students. This may be built into outcomes and measures for future fiscal years.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Create Summer Bridge Program

*Strategic Direction Alignment*: 3; *Tactic Alignment*: 3A
*Projected Timeline*: FY2015-2021
*Committee Alignment*: Student Development
*Action Champion*: Debbie Baness-King – Dean, Academic Success

The full language of this action is as follows: Create Summer Bridge Program to better prepare the upcoming students for college level courses and to ensure successful transition to college.

The creation and implementation of a summer bridge program is an identified best-practice for supporting at-risk, low-performing, and first-year students. Additionally, summer bridge programming that supports the completion of two or more developmental courses has been demonstrated through research to decrease time to completion. Decreasing time to completion through summer bridge programming is a proven strategy for closing the achievement gap for all students, but especially for students from at risk and low performing populations.

Starting FY2015, the institution aims to increase the number of students participating in a summer bridge program each year by 10%, and increase the number of students successfully (C or better) completing at least two developmental courses during the summer semester. This year, 18 students completed 2014 Jump Start (the first year of the program), 15 of which enrolled for the fall 2014 semester (83%). Additionally, 60% of the 2014 Jump Start students enrolled full-time during the fall 2014 semester. Data is currently being collected that reflects student persistence from one semester to the next. More detailed information regarding student performance has also been collected, and the differences and averages between pre and post compass exam scores has also been calculated for each course.

Next fiscal year, the institution will compare data from 2014 Jump Start to data collected following 2015 Jump Start to determine whether the institution has met its desired outcomes.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Explore Achievement Team Model

*Strategic Direction Alignment*: 3; *Tactic Alignment*: 3A
*Projected Timeline*: FY2015-2018
*Committee Alignment*: Student Development
*Action Champion*: Sujith Zachariah - Associate Dean, Enrollment Services

The full language of this action is as follows: Explore an Achievement Team model (case load model) for each individual student to provide support from start to completion.

Providing support services geared toward at-risk and low-performing populations and first-year students is an identified best practice for improving college completion rates. Further, persistence rates will improve by eliminating unnecessary barriers in our student-facing processes. One way to remove these barriers is by breaking down institutional silos and creating a cooperative student-services model where different departments and areas partner to meet student needs. One potential model for this partnership as an Achievement Team model or case-load model.

This fiscal year, the institution is focusing on researching and developing a proposed Achievement Team model (case load model) and presenting it to services departments for input, with the goal of determining whether this structure is a feasible student services model at Triton College. Currently, the action champion is researching possible models to present to the Student Development committee for review and feedback; an appropriate model for Triton has not yet been identified.

Additionally, to help establish a more permeable, seamless student experience, the institution is tracking the number of new and current students that attended a new pilot event titled Campus Kick-off Day, which provides workshops for students who have registered to help them succeed. The tracking will establish baseline data for the pilot against which attendance participation can be measured moving forward. In fall 2014, approximately 80 students attended Campus Kick Off Day. Attendance experienced a decline in spring 2015, with 22 students attending. Participants filled out a survey and evaluated the sessions and the event overall, which yielded positive results. Data related to the impact of Campus Kick-off Day on student retention is not yet available.

The full Fall Assessment Report for this action is provided in Appendix A.

## Close Skill Gaps

The final focus area in Triton's seven-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 nine distinct actions that fall under this focus area, each of which is scheduled to begin this FY (2015). An update on each of these actions is provided below.

### Action: Engage in Direct Business Interaction

*Strategic Direction Alignment*: 4; *Tactic Alignment*: 4A
*Projected Timeline*: FY2015-2021
*Committee Alignment*: Strategic Enrollment Management
*Action Champion*: Paul Jensen – Dean, Continuing Education

The full language of this action is as follows: Create opportunities for direct interaction with the business community to ensure more consistent feedback on program offerings and industry alignment.

By creating diverse, intentional opportunities for faculty and business community interaction, the institution will encourage workforce input into the design and assessment of curricula. This input will ensure currency and relevancy in relation to workforce needs. Additionally, such opportunities support the assessment of students following job placement, which will provide the college with a better understanding of how well students are equipped to succeed following graduation.

For this fiscal year, the institution was aiming to identify and confirm 100 business and industry members that are willing to actively participate in the development and assessment of curriculum and student. However, as this project developed, the timeline was adjusted to reflect a conclusion in February 2016, rather than May 2015. This will allow the institution to conduct quantitative assessment consisting of names, contact information, business or industry represented, and academic program in which they are currently participating. Ensuring robust information collection is essential to the long term maintenance of these relationships and ongoing assessment.

Additionally, the institution is seeking to conduct a baseline employer satisfaction survey of organizations which interviewed and/or hired students through the Career Center to solicit feedback on how to better prepare students for the workforce and to improve services to employers. This is on track for completion this fiscal year. The survey draft has been completed and distributed for feedback. The institution is aiming to administer the survey in April 2016.

The institution is also seeking to conduct baseline surveys of alumni one year out of college and five years out to solicit feedback on how students felt the college prepared them for the workforce or for their next educational institution. The survey has been written and distributed to chairs, coordinators, deans, AVP Academics, and Assessment Committee and Student Success staff. It will be administered in March 2016.

The full Fall Assessment Report for this action is provided in Appendix A

## Action: Increase Student Internship Opportunities

*Strategic Direction Alignment*: 4; *Tactic Alignment*: 4A
*Projected Timeline*: FY2015-2018
*Committee Alignment*: Curriculum
*Action Champion*: Chuck Bohleke – Dean, Business and Technology

The full language of this action is as follows: Enhance relationships with business through increased student internship opportunities.

Engaging in cooperative partnerships with industry leaders and employers is essential to effectively understanding the needs of the regional workforce and tailoring the institution's educational offerings to meet those needs. Using these partnerships to provide students with more internship opportunities helps the institution fill specific workforce needs within the community while also enhancing the students' working and learning experience. This type of mutually beneficial relationship will help the institution close skill gaps in the regional workforce.

This fiscal year, the institution is focused on identifying program offerings that have opportunities for student internships and increasing the number of employers providing student internship opportunities through the college. To date, the institution has identified all programs with internships, cooperative education classes and clinical experiences, and plans to conduct some additional follow up to identify courses with embedded clinicals. Additionally, the need for additional sites for internships has been addressed at all advisory committee meetings held in the fall 2014 semester. The institution is currently working with faculty impacted areas to build stronger committees to develop additional opportunities. Data has not yet been collected regarding the number of additional opportunities identified.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Educate Local Business Community

*Strategic Direction Alignment*: 4; *Tactic Alignment*: 4B
*Projected Timeline*: FY2015-2017
*Committee Alignment*: Strategic Enrollment Management
*Action Champion*: Chuck Bohleke – Dean, Business and Technology

The full language of this action is as follows: Educate local business community about Triton's offerings.

Engaging in cooperative partnerships with industry leaders and employers is essential to effectively understanding the needs of the regional workforce and tailoring the institution's educational offerings to meet those needs. By strengthening its relationships with regional business, government, and industry leaders, Triton College has the opportunity to drive regional economic development by providing services and programming that open businesses to new growth opportunities. To create this mutually beneficial relationship between the regional workforce and the institution, Triton College must actively educate the local business community about its offerings.

Currently, the institution is working to build a quarterly round table that can address major employment trends and needs in the community as well as working through the current advisory committee structure. The first meeting is anticipated for spring 2015 semester. There is a consensus that this group should include some individuals from our existing advisory committee structure augmented with some other though leaders in the service region as well as experts in employment trends such as from the state employment agency and local search firms.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Collaborate with Government and Workforce

*Strategic Direction Alignment*: 4; *Tactic Alignment*: 4B
*Projected Timeline*: FY2015-2017
*Committee Alignment*: Strategic Enrollment Management
*Action Champion*: Chuck Bohleke – Dean, Business and Technology

The full language of this action is as follows: Enhance collaboration with government and workforce partnerships.

Identifying and garnering input on the direction of programs is critical to aligning support for the direction of the college and the strategic plan. Collaborating with government and business provides resources and expertise that the institution lacks and enables it to capitalize on the resources of the greater community.

This fiscal year, the institution aims to increase faculty and administrative participation in external or internal workforce groups by 25%. While goal has been addressed in numerous meetings with faculty and funding has been made available to some to expand their participation, any increase in participation is not yet quantifiable. Additional data will be collected through the spring 2015 semester and summer 2015 to quantify the increase in participation.

Additionally, to further capacity for government and workforce collaboration, the college is researching other community colleges that serve as models of community integration and creating a plan to improve the participation of faculty, staff, and administrators in activities that increase the visibility of the college in the community. To date, discussions have been held with other colleges about how they have increased the

visibility of the institution and how they have been successful in reaching out to the community, and a plan is in development for discussion in the spring and summer of this year.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Streamline Curriculum Review and Approval

*Strategic Direction Alignment*: 5; *Tactic Alignment*: 5A
*Projected Timeline*: FY2015-2017
*Committee Alignment*: Curriculum
*Action Champion*: Mary Ann Tobin – Director of Teaching and Learning

The full language of this action is as follows: Streamline curriculum review and approval process.

Stackable credentials and earn-and-learn models will close workforce skill gaps by providing students with opportunities to work prior to degree attainment and incrementally add credentials while they work. They also improve completion by shortening the length of time required to obtain a credential.  In order for the institution to move quickly and build this type of programming for our students and workforce, Triton College will need a streamlined curriculum review and approval process that will allow courses to move through development to implementation more quickly.

This fiscal year, the institution is identifying opportunities to improve efficiency and effectiveness through reviewing process map and forms, frequency of meetings, and parallel processing.  Recommendations for streamlining the College Curriculum Committee's (CCC) processes are complete and were submitted to AVP Strategic Planning on July 29, 2014. The CCC's Course Outline form has been revised to incorporate IAI and ICCB requirements in order to reduce the frequency of disapproval notifications. The form currently is being used by faculty for submission to the CCC beginning September 2014.

Additionally, in November 2014, the College Curriculum Committee (CCC) voted to streamline its processes in a number of ways.  First, voting and resource members will participate in the Technical Review Process and post their questions there. Faculty will no longer be required "to defend" their submissions at the CCC meeting unless the committee requests their presence to answer questions or when it deems more discussion is warranted.  Second, "Consent Agenda Items" will be voted as part of the Technical Review Process. The definition of "Consent Agenda Items" are those that feature only minor changes in course design, forms and course descriptions that have no impact upon curricula in other areas. The process for dealing with these items will be established in Spring 2015.  Third, new courses and curricula now require only one read, instead of two as had previously been the case, thereby decreasing the time to internal approval by 50%.  And finally, the CCC will submit items

*Actions within the focus area Close Skill Gaps are categorized within Strategic Directions 4 and 5 and their associated Tactics.  Below is information regarding Strategic Direction 5.*

**Strategic Direction 5:** *Collaborate across disciplines to design and implement agile, accelerated curriculum development that includes a competency-based approach, where appropriate.*

**Tactic 5A:** *Create flexible programing, including stackable credentials and earn-and-learn models.*

**Tactic 5B:** *Create competency-based programming that fosters collaboration across disciplines.*

**Tactic 5C:** *Develop and/or modify existing programs to meet regional and global workforce needs.*

for approval to the VP of Academic and Student Affairs and the Academic Senate simultaneously, thereby eliminating up to two weeks of lag time between approvals. Moving forward, the institution will assess the effectiveness of these changes by tracking the completion of the external review process from last semester.

Changes to frequency of meetings were explored; however, it is unlikely to change at this time due to the fact that the full-time faculty are not obligated to be on campus during the summer, which means that the College Curriculum Committee cannot guarantee a quorum during those months. The institution is also exploring potential software for parallel processing for possible inclusion in the FY2016 budgeting processes.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Promote Portable, Stackable Certificates

*Strategic Direction Alignment*: 5; *Tactic Alignment*: 5A
*Projected Timeline*: FY2015-2016
*Committee Alignment*: Curriculum
*Action Champion*: Cheryl Antonich – Associate Vice President, Academic Affairs

The full language of this action is as follows: Promote portable, stackable, industry-supported certificates.

Portable, stackable, industry-based certificates are designed to support student time-to-completion in order to move into the workforce. They also close workforce skill gaps by providing students with opportunities to work prior to degree attainment and incrementally add credentials while they work.

This fiscal year, the institution is promoting portable, stackable, industry-supported certificates by hosting discussions about such programs at academic department meetings, at the College Curriculum meeting, and at the Academic Senate. Thus far, topics related to this have been included on departmental, curriculum committee, and Academic Senate agendas. The institution has verified discussion at the curriculum committee, but has yet to assess and verify department level discussions and Academic Senate Committee discussions.

The institution also aims to develop a minimum of one new certificate that is portable, stackable and industry-based in the 2014/2015 academic year. Three such programs were submitted to ICCB for approval in December 2014: Architecture Certificate, AAS Cyber and Information Security degree, and corresponding Cisco and Database Certificates. At the present time, the institution is waiting for verification of approval by the ICCB.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Identify Gaps in Career and Technical Education Curriculum

*Strategic Direction Alignment*: 5; *Tactic Alignment*: 5A
*Projected Timeline*: FY2015-2021
*Committee Alignment*: Curriculum
*Action Champion*: Cheryl Antonich – Associate Vice President, Academic Affairs

The full language of this action is as follows: Identify gaps in existing CTE curriculum.

To develop curriculum that meets regional and local workforce needs, Triton must assess its existing offerings and identify gaps that may exist. Following the identification of these gaps, deans and faculty will collaborate across disciplines to create flexible programs, degrees, and credentials that lead to employment.

This fiscal year, the institution is conducting a review and assessment of existing CTE curriculum and identifying potential new offerings. This review is likely to continue year over year. The review is supported by internal and external data sources, and the New Program Development Plan will be updated as needed. The most current update to the plan occurred in summer/fall 2014. The plan includes new degrees/certificates recommended for development in 2016-2017. Academic Deans have, or are, in the process of requesting feasibility studies to support approval for development of the recommended degrees/certificates.

Another goal for this fiscal year is to have at least two faculty members participate in professional development opportunities related to the development of competency-based curriculum. However, submitted faculty travel requests and dean approval to date do not yet reflect attendance at a conference/workshop specific to the process for development of competency-based curriculum.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Review Triton–CAEL Agreement

*Strategic Direction Alignment*: 5; *Tactic Alignment*: 5B
*Projected Timeline*: FY2015-2017
*Committee Alignment*: Academic and Scholastic Standards
*Action Champion*: Sujith Zachariah - Associate Dean, Enrollment Services

The full language of this action is as follows: Review Triton-CAEL agreement.

Competency-based programming is designed to ensure that students acquire skills needed by the workforce in the field of study. This direct link between skills acquired in education and employer needs will close skills gaps in the local and regional workforce.

Ensuring that students can receive credit for competencies mastered prior to enrolling in the program is an essential element of competency-based programs. Triton has partnered with CAEL to provide students with support to evaluate their portfolios for credit. Portfolio evaluation is a prior learning assessment tool that students may use to earn credit for life experiences, which they may apply to degree completion.

This fiscal year, the institution is focusing on establishing baseline data by which it will measure student use of PLAs for credit; specifically, it will measure the number of new and current students granted credit for PLAs for this fiscal year. Data is scheduled to be collected at the end of June for fiscal year 2015 for the different prior learning assessments offered at the Testing Center.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Identify Programs for Piloting

*Strategic Direction Alignment*: 5; *Tactic Alignment*: 5B
*Projected Timeline*: FY2015-2021
*Committee Alignment*: Curriculum
*Action Champion*: Sandra Hughes - Dean, Health Careers and Public Services

The full language of this action is as follows: Identify programs for piloting.

Competency-based programming is designed to ensure that students acquire skills needed by the workforce in the field of study. This direct link between skills acquired in education and employer needs will close skills gaps in the local and regional workforce. Identifying pilot programs will allow the institution to test competency-based learning on a small population of students, led by faculty that are excited to apply this type of learning to their classrooms. A committee comprised of faculty across disciplines and administration will identify appropriate programs for piloting agile and accelerated curriculum that includes competency based curriculum design.

This fiscal year, Triton College is seeking to identify competencies that will decrease the skills gap in selected Programs of Study (POS) and choose a best practice assessment method to support the selected POS. In furtherance of this goal, the institution has identified its program of study – a business degree – and adjunct faculty volunteered to develop competencies for the program. The college is also in the process of identifying a seminar for faculty to attend that defines and explains the benefits of competency-based curriculum with the aim of gaining faculty support.

Longer term goals include improving completion rates in the program through competency-based education. This will be measured following the implementation of the first pilot program.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Develop Competencies, Assessments, and Structure

*Strategic Direction Alignment*: 5; *Tactic Alignment*: 5B
*Projected Timeline*: FY2015-2021
*Committee Alignment*: Curriculum
*Action Champion*: Sandra Hughes - Dean, Health Careers and Public Services

The full language of this action is as follows: Develop competencies, assessments, and structure.

Competency-based programming is designed to ensure that students acquire skills needed by the workforce in the field of study. This direct link between skills acquired in education and employer needs will close skills gaps in the local and regional workforce. Developing competencies, assessments, and structure is a critical step in ensuring that the pilot program meets student and employer needs. Successful competency-based programming will also increase student college-level readiness during the first year of the program.

To further these objectives, a committee comprised of faculty across disciplines and administration will design and implement a competency based curriculum where appropriate. In FY2015, the institution will identify competencies that will decrease the skills gap in selected Programs of Study (POS) and select a best practice assessment method to support the selected POS. In furtherance of this goal, the institution has identified its program of study – a business degree – and adjunct faculty volunteered to develop competencies for the program. The college is also in the process of identifying a seminar for faculty to

attend that defines and explains the benefits of competency-based curriculum with the aim of gaining faculty support.

## Action: Determine Enrollment Services Processes

*Strategic Direction Alignment*: 5; *Tactic Alignment*: 5B
*Projected Timeline*: FY2015-2016
*Committee Alignment*: Student Development
*Action Champion*: Amanda Turner – Dean, Enrollment Services

The full language of this action is as follows: Determine enrollment services processes.

Competency-based programming is designed to ensure that students acquire skills needed by the workforce in the field of study. This direct link between skills acquired in education and employer needs will close skills gaps in the local and regional workforce. Ensuring a smooth enrollment services process for competency based programs is essential to making sure that students understand how such programs can prepare them for additional academic credentials and employment. Additionally, evidence of prior-learning must be appropriately applied to student transcripts. Lastly, Triton College must ensure that students have a seamless financial aid application experience.

Following the development of a competency-based pilot curriculum, the institution will identify three options for consideration in the development of a formalized transcript for competency based programs aligned with industry practices, as well as steps needed to ensure students' financial aid eligibility for competency-based programs. The institution has begun investigating different types of transcripts and how competency might be reflected on a student's transcript. However, the competency based program will need to be further defined before it can accurately determine what may be needed for a particular career field. While competency-based curriculum is currently in development (see Action: Identify Programs for Piloting), the timeline for development and approval of curriculum is likely to push this particular action out to later fiscal years. The institution will gauge the timing of this action based on the anticipated completion and implementation of the first competency-based Program of Study.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Develop Student Support Structures

*Strategic Direction Alignment*: 5; *Tactic Alignment*: 5B
*Projected Timeline*: FY2015-2016
*Committee Alignment*: Academic Support
*Action Champion*: Debbie Baness-King – Dean, Academic Success

The full language of this action is as follows: Develop student support structures.

A comprehensive competency-based learning pilot will create a foundation for the creation of a permanent program which fosters collaboration across disciplines and reflects agile, accelerated curriculum. Developing appropriate student support structures for these programs will be essential to assuring smooth and successful implementations.

Following the development of a competency-based pilot curriculum, Triton College will complete recommendations for adjustments to student services required for competency-based pilot programs.

While competency-based curriculum is currently in development (see Action: Identify Programs for Piloting), the timeline for development and approval of curriculum is likely to push this particular action out to later fiscal years. The institution will gauge the timing of this action based on the anticipated completion and implementation of the first competency-based Program of Study.

The full Fall Assessment Report for this action is provided in Appendix A.

## Action: Enhance and Expand Online Course Offerings

*Strategic Direction Alignment*: 5; *Tactic Alignment*: 5C
*Projected Timeline*: FY2015-2021
*Committee Alignment*: Technology Advisory and Distance Education Committee
*Action Champion*: Cheryl Antonich – Associate Vice President, Academic Affairs

The full language of this action is as follows: Enhance and expand online course offerings.

Triton College can help meet the current regional and global workforce needs by providing online educational opportunities to students who do not reside in the Triton's district. To do this, the institution must enhance current online courses and develop new online courses. This effort will require collaboration across disciplines and programs, and may also require consideration of a competency-based approach to curriculum development.

This fiscal year, the institution is seeking to create a model that describes the structure, function, and resources necessary for a Distance Education Department. This goal was also supported by the recommendations from Tactic Team 2D (see Action: Redesign Organizational Structure), which suggest that Distance Education should be restructured. In the fall semester, information on Distance Education Department models was acquired. The institution will be conducting a more comprehensive review of models and further discussion is necessary before creating a model.

The full Fall Assessment Report for this action is provided in Appendix A.

# Strategic Action Assessment Report Template
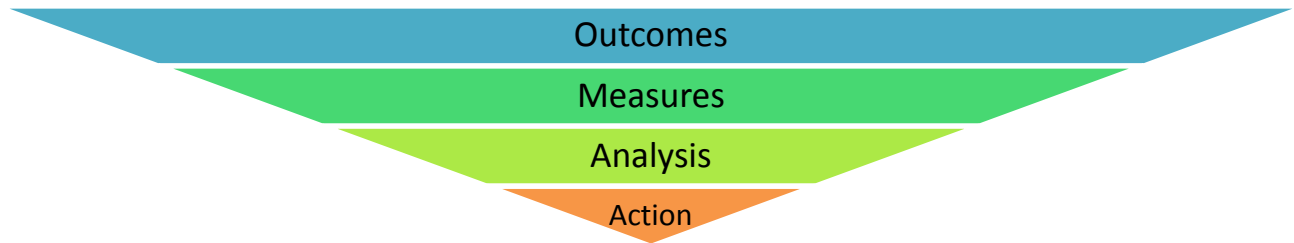


**Today's date:** February 5, 2014

**Action:** Coordinate and oversee the successful alignment with high school curricula and Common Core Standards to ensure student placement in credit bearing college courses.

## DIRECTIONS:

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

---

**Outcome 1:**
To increase college readiness and ensure student placement in credit bearing college courses, we will pilot six sections of one college readiness course in a local high school.

***Please indicate whether this action's milestones are currently:***

On Track for completion this FY _*X*__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
Number sections offered
Number of courses piloted
Number of high schools which host pilot

***Has data been collected for this measure (pursuant to the Action Assessment Plan)?***

Yes _X__

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

N/A

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

Triton is currently piloting 7 sections of college readiness math (Math 096) at East Leyden High School. Although the institution is not awarding credit for the courses, it is following dual credit protocol to ensure compliance with state regulatory and accreditation standards. The college is currently tracking student completion rates for the course, and will also track success measures for completers that subsequently enroll at Triton. Data regarding these measures will be provided in subsequent reports.

**Outcome 2:**
To improvement alignment with high school curricula and Common Core Standards, we will pilot five sections of COL 102 with a revised course outline in spring 2015.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

**Outcome 2 Measure:**
Number of pilot courses

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes _X__

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*
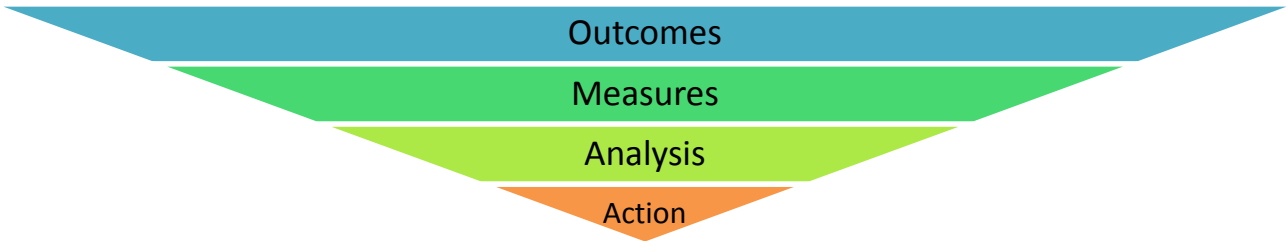
N/A

**Outcome 2 Analysis:**

*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

The institution is currently piloting 4 courses of COL102 with a revised course outline. The institution will survey students upon completion to determine overall satisfaction with the course, and will also track completers to measure the impact of the revised course on persistence and completion. Data regarding these measures will be provided in subsequent reports.

**YOUR ASSESSMENT REPORT IS COMPLETE**

# Strategic Action Assessment Report Template



**Today's date:** February 1, 2015

**Action:** Promote student, faculty, staff and alumni to serve as ambassadors in the marketing of the value of Triton programs and services.
*During FY 15 & FY 16 focus on current Triton College students and Alumni as ambassadors*

## DIRECTIONS:

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

---

**Outcome 1:**
To help build a collaborative educational footprint in the local community, we will increase the number of college ready students enrolled from East and West Leyden H.S. by 5%. Currently Triton College enrolls 26% of entering students from East Leyden and 34% from West Leyden, respectively. Of the 26% and 34 % enrolled, only 40% form East Leyden and 30% from West Leyden enter college prepared.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs __X__

---

**Outcome 1 Measure:**
Number of college ready applicants received from East and West Leyden High Schools

*Has data been collected for this measure (pursuant to the Action Assessment Plan)? No*

Yes ___

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

Since the gathering and analyzing of retention rates will require several terms, this too is a longer term outcome.

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

N/A

**Outcome 2:**
To help promote the value of Triton's offerings, we will demonstrate a higher application and enrollment rate for prospective students from in-district high schools that interact with ambassadors than those that do not.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs _X_

**Outcome 2 Measure:**
Number of applicants from in-district high schools
Number of enrolled students from in-district high schools

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _X_

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

While data for fall 2014 has been collected, this is a longer term outcome and will require one full year to gather and analyze additional data.

**Outcome 2 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

N/A

**Outcome 3:**
To improve college completion, we will increase overall retention and completion of prospective students.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs <u>X</u>

**Outcome 3 Measure:**
Retention and persistence rates of students that enroll full-time and interact with Triton ambassadors during their first year.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _X_

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*
Since the gathering and analyzing of retention rates will require several terms, this too is a longer term outcome.
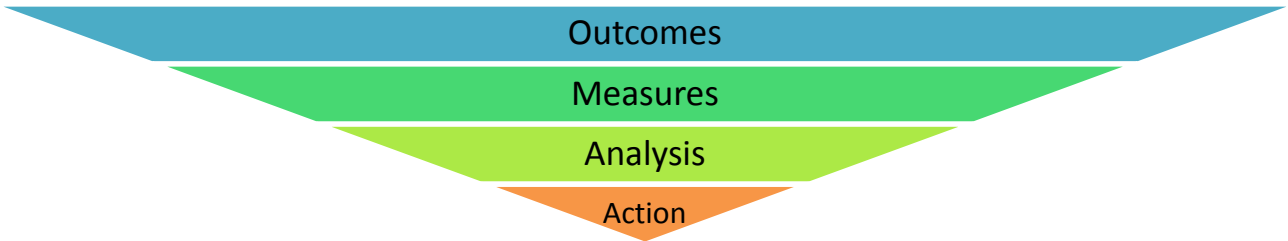
**Outcome 3 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

N/A

**YOUR ASSESSMENT REPORT IS COMPLETE**

# Strategic Action Assessment Report Template



**Today's date:** January 1, 2015

**Action:** Develop a comprehensive dual enrollment program that begins at the start of a student's high school career and follows him or her through successful completion of an associate degree at Triton College.

## DIRECTIONS:

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

---

**Outcome 1:**
To create a pilot program that leads to increased college readiness, we will identify community college dual credit best practice programs that support dual credit enrollment expansion.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives _X__

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
Number of dual credit best practice programs identified.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes _x__

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

Data collected is the best practice of Dual Credit as defined by ICCB. The committee reviewed the ICCB Dual Credit standards and is developing survey questions to be distributed to HS constituents.

**Outcome 2:**
To support the goal of increasing the number of students entering college prepared, the dual credit program will increase enrollment by 25% within the first year of the dual credit program implementation.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs _x__

**Outcome 2 Measure:**
The number of students enrolled in a single class of the dual credit pilot program.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _x__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

The focus is on best practice of Dual Credit at community colleges. Collecting data as to the organizational structure of Dual Credit and Workforce best practices.

**Outcome 2 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

Still in the process of developing a survey and collating the community college survey related to organizational structure and workforce best practices.

**Outcome 3:**
To support the goal of improving college completion, the dual credit program will enhance student success by increasing completion rates by 10% within the first year of dual credit program implementation.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs _x__

**Outcome 3 Measure:**
Rate of students successfully completing courses within the pilot program with a grade of C or higher at the conclusion of each academic semester

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _x__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

For 2014 the focus was identifying best practices;

**Outcome 3 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

Data was collected on ICCB Dual Credit standards and reviewed by committee.
Survey is being developed to question HS constituents to identify Dual Credit needs.
Community Colleges were surveyed and data is still be collated related to Dual Credit best practices.

**Outcome 4:**
To support the goal of improving college completion and increasing college readiness, student satisfaction in dual credit courses will increase 10% one year post implementation of new dual credit program.

***Please indicate whether this action's milestones are currently:***

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives _x__

Not likely to be completed by end of FYs ___

**Outcome 4 Measure:**
Student satisfaction results specifically tied to dual credit as reported by the Community College Survey of Student Engagement (CCSSE).

***Has data been collected for this measure (pursuant to the Action Assessment Plan)?***

Yes ___

No _x__

***If no, please explain why and describe plans/timing for future data collection, if appropriate****.*

Will collect data after best practices are identified.
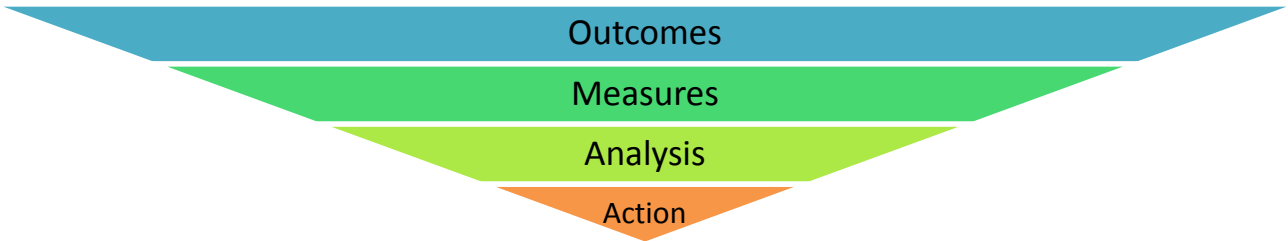
**Outcome 4 Analysis:**
***Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.***

Not completed to date
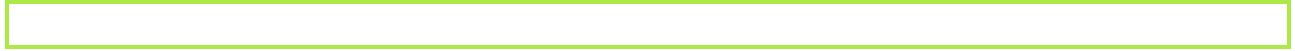
**YOUR ASSESSMENT REPORT IS COMPLETE**

# Strategic Action Assessment Report Template

| Outcomes |
| Measures |
| Analysis |
| Action |

**Today's date:** January 13, 2015

**Action:** Expand and enhance partnerships with K-12 educational institutions to encourage more in the community to attend college and to promote the value of college readiness, enrollment in college, and student success.

## DIRECTIONS:

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

---

**Outcome 1:**
To expand and enhance partnerships with K-12 educational institutions, we will include two new K-12 partners in the School/College Alliance by the end of the 2014/2015 academic year.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY 2015 objectives _X__

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
Number of new K-12 partners in the School/College Alliance by the end of the 2014/2015 academic year

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes __X_

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

N/A

---

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

The database of K-12 partners exist and is available. Meeting minutes and attendance sheets are also available. Meetings with potential new K-8 partners occurred during the fall 2014 semester. At the present time we have gained the commitment of one new K-8 partner and will be meeting with others during the spring 2015 semester with the hope to add one additional new K-8 partner in this fiscal year.

---

**Outcome 2:**
To further Triton's collaborative education footprint, the remaining School/College Alliance teams will be operational by the start of the 2015/2016 academic year.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives _X__

Not likely to be completed by end of FYs ___

---

**Outcome 2 Measure:**
100% of the School/College Alliance teams will be operational.

*Has data been collected for this measure pursuant to the Action Assessment Plan?*

Yes _X__  Data that reflects the addition of two new teams is available.

No ___

*If no, please explain why and describe plans/timing for future data collection.*

**Outcome 2 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

One SCA team (Data Team) was implemented during summer 2014. The SCA Math Team was implemented in December, 2014. The remaining teams are on track for implementation by the end of the 2015/2016 academic year.


**YOUR ASSESSMENT REPORT IS COMPLETE**

# Strategic Action Assessment Report Template

| | Outcomes | |
| --- | --- | --- |
| | Measures | |
| | Analysis | |
| | Action | |
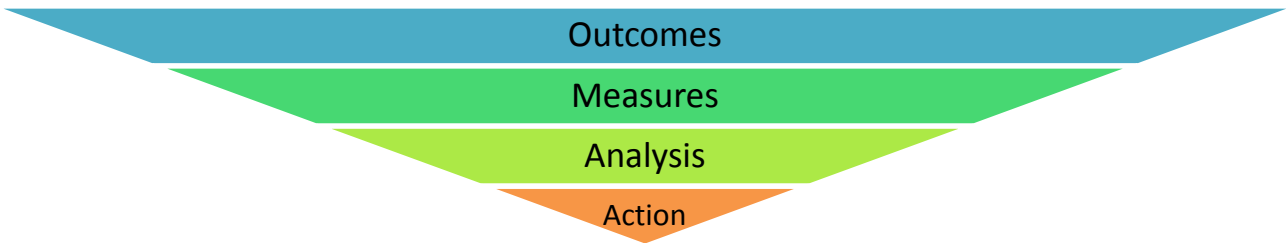
**Today's date:** January 13, 2015

**Action:** Review and assess current university partnerships.

**DIRECTIONS:**

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

---

**Outcome 1:**
To further the creation of a collaborative educational footprint, we will convene University Center meetings during the fall 2014 and spring 2015 semester in order to review current degrees/certificates offered through the Center.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _*X*__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
A minimum of two meetings will occur with University Center partners during the 2014/2015 academic year.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes _X__

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*
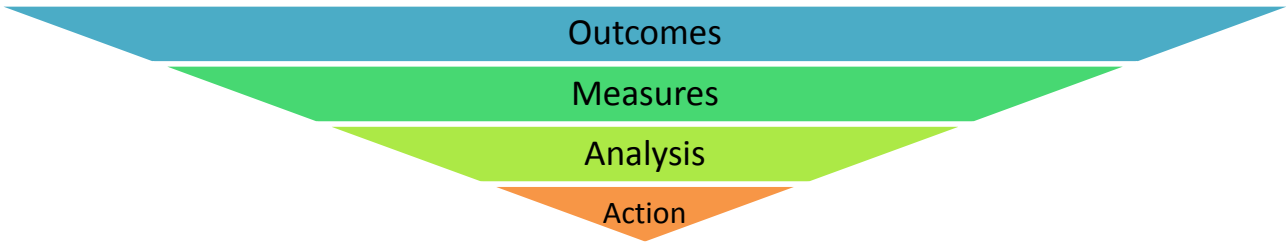
N/A

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

Outcome 1 was met in fall 2014. The meeting agendas and minutes are available that reflect the 2 meetings that occurred during fall 2014 with on-campus University Center Partners. Two meetings with on-campus University Center partners are also scheduled during spring 2015. Additionally, meetings for purposes of program/discipline/course articulation occurred during fall 2014 and those meetings resulted in the development of new articulation agreements. A procedure for processing articulation agreements was established and currently in use. An electronic articulation agreement database was developed and all deans (Academic and Student Affairs) have access to the database in order to stay up-to-date on the agreements that exist or are newly established.

**YOUR ASSESSMENT REPORT IS COMPLETE**

# Strategic Action Assessment Report Template

Outcomes

Measures

Analysis

Action

**Today's date:** January 27, 2015

**Action:** Develop a research-based first year experience model.

## DIRECTIONS:

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

---

**Outcome 1:**
To further development of a first-year experience for Triton College, we will identify and present 3-5 first year models from other community colleges that may be adapted for Triton's community.

***Please indicate whether this action's milestones are currently:***

On Track for completion this FY *x*

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
Number of first-year programs identified and presented.

***Has data been collected for this measure (pursuant to the Action Assessment Plan)?***

Yes x

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

---

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

We have started a review of first year experience programs offered at community colleges, but have not yet narrowed the list down to the top 3-5. To date, programs reviewed include: Central Piedmont Community College, Monroe Community College, Middlesex Community College, and City Colleges of Chicago. Based on a review of these programs, the program will include new student orientation, college success courses, group activities, and more. Additional institutions will be reviewed in the spring semester to further define components of FYE at Triton College.

---

**Outcome 2:**
To further development of a first-year experience for Triton College, we will use student input gathered via qualitative and quantitative research methods to identify areas to be included in a first-year experience model.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives _x

Not likely to be completed by end of FYs ___

---

**Outcome 2 Measure:**
Areas identified based on student input

*Has data been collected for this measure pursuant to the Action Assessment Plan?*

Yes ___

No _x_

*If no, please explain why and describe plans/timing for future data collection.*

Due to staffing shortages and competing priorities, data have not yet been collected. Student input will be collected during the spring semester.

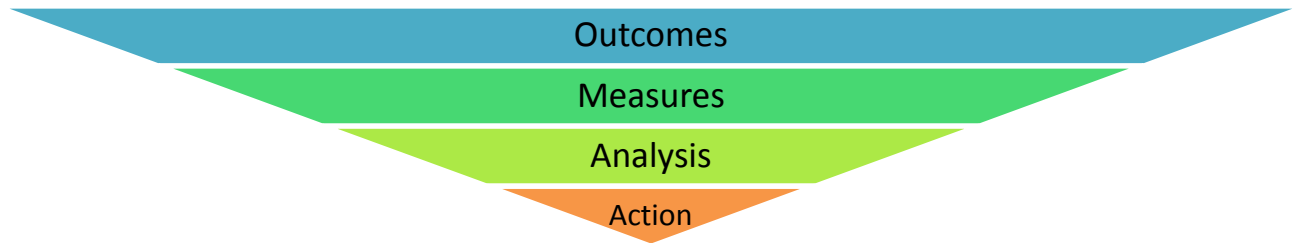**Outcome 2 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

N/A

**<u>YOUR ASSESSMENT REPORT IS COMPLETE</u>**

# Strategic Action Assessment Report Template



**Today's date:** January 16, 2015

**Action:** Develop a holistic student experience across campus.

## DIRECTIONS:

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings.  Also indicate the current status of the action.  Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

---

**Outcome 1:**
Increase the effectiveness of the student experience (i.e., through faculty engagement, student integration and connectedness to campus, cater to at-risk students, etc.)

***Please indicate whether this action's milestones are currently:***

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives _X__

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
The measures will be determined by the type and effectiveness of current student needs and the effectiveness and number of students satisfied with their Triton College experience.  Instruments that include, but are not limited to, CCSSE, SENSE, etc. will be used to measure the outcome.

***Has data been collected for this measure (pursuant to the Action Assessment Plan)?***

Yes _X__; however, more information and data may be needed based on meetings with stakeholders involved in this tactic

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

---

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

The Survey of Entering Student Engagement (SENSE) (last administered in 2013) helps colleges focus on students' experiences in the critical first few weeks of college. Grounded in research about what works in retaining and supporting entering students, SENSE collects and analyzes data about institutional practices and student behaviors.
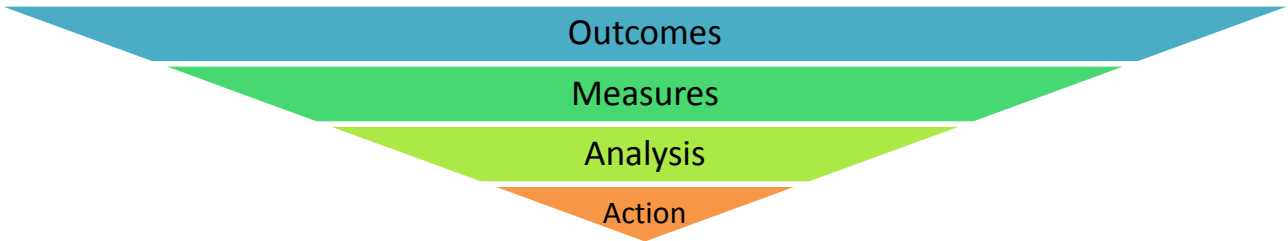
The Community College Survey of Student Engagement (CCSSE) (last administered in 2014) provides information on student engagement, a key indicator of learning and of the quality of colleges. The survey, administered to college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention.

The Triton College Student Satisfaction Survey (last administered in 2014) assessed students' satisfaction with their college experience. The goal of this survey is to improve the quality of Triton's educational experience by helping the administration determine what areas need improvement.

The result of the aforementioned instruments is very beneficial in assessing the needs of students to determine next steps in creating a holistic student experience. More qualitative measures and analysis will be included as this action develops.

## YOUR ASSESSMENT REPORT IS COMPLETE

# Strategic Action Assessment Report Template

| Outcomes |
| Measures |
| Analysis |
| Action |

**Today's date:** January 16, 2015

**Action:** Assess policies and revise as necessary to ensure equity.

## DIRECTIONS:

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

---

**Outcome 1:**
To address inhibitor that impact student access of equity.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives _X__

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
Documentation of developed protocol for policies and practices

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _X__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

Meetings began last semester to clarify roles, responsibilities, and next course of action. An initial plan is currently being developed by AVP Martin to provide to at least one stakeholder group (academic and scholastic committee) the needs and tasks to accomplish this action. Once vetted by the committee, feedback will be received to strengthen and implement the plan.

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

**Outcome 2:**
To identify entrenched, systemic inhibitors that exist in policy or practice, we will increase the effectiveness of equity in college policies and procedures.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives _X__

Not likely to be completed by end of FYs ___

**Outcome 2 Measure:**
Student satisfaction with policies and procedures
Faculty and staff satisfaction with policies and procedures

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _X__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

Although some preliminary work has begun, this action requires the expertise and input of the research area to assist in the development and facilitation of structured surveys, focus groups, etc. Due to competing priorities and a large personnel gap in the research area, it is anticipated work will begin to gain momentum once the research area receives more support. In the meantime, drafts of instruments utilized for the collection of data can be developed until vetted through research.

**Outcome 2 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*


**YOUR ASSESSMENT REPORT IS COMPLETE**

# Strategic Action Assessment Report Template
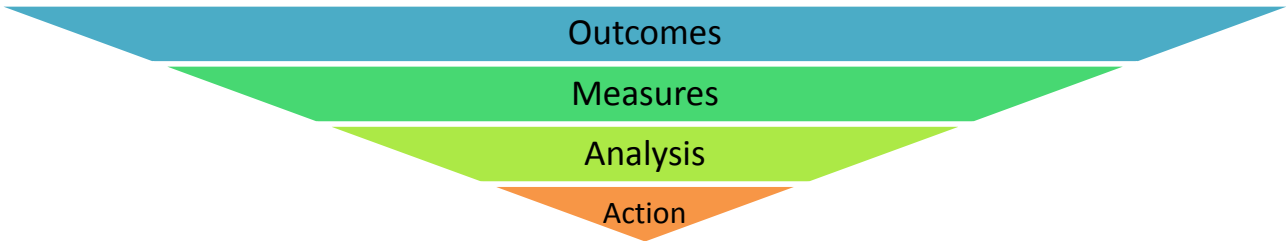


**Today's date:** January 30, 2015

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

## DIRECTIONS:

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

---

**Outcome 1:**
To reduce single point services/positions and silo effects across campus, we will identify positions across campus in need of cross training that inhibits the new student enrollment experience.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _X__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
Identified positions

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _X__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

Data has not been collected; however, frontline customer service positions have been identified

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

A review of all positions took place and frontline positions, those with job responsibilities that make for high interaction with students during the registration process, were identified.

**Outcome 2:**
To reduce single point services/positions and silo effects across campus, we will reduce the number of students that are redirected after first point of on-campus contact with College personnel.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs _X__

**Outcome 2 Measure:**
Number of students that are redirected after first point of on-campus contact during open registration

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _X__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

Until the position list from Outcome 1 is finalized and approved, and a cross-training program is developed and implemented, the decrease in the number of students that are redirected after first-point of contact cannot be measured.
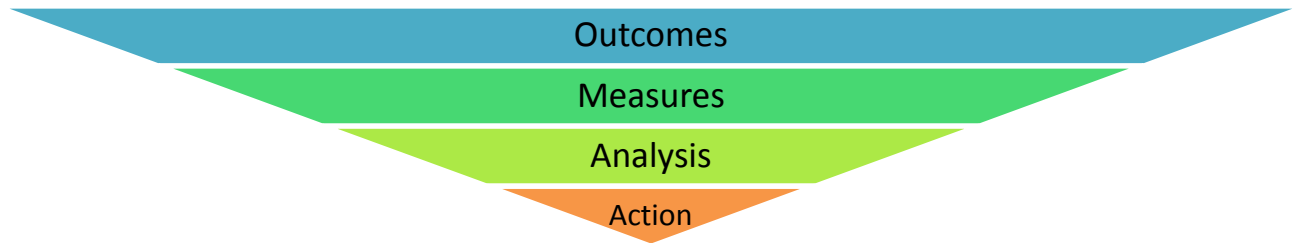
**Outcome 2 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

N/A

**YOUR ASSESSMENT REPORT IS COMPLETE**

# Strategic Action Assessment Report Template



Outcomes
Measures
Analysis
Action

**Today's date:** January 27, 2015

**Action:** Enhance Prior Learning Assessment opportunities.

**DIRECTIONS:**

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

---

**Outcome 1:**
To enhance PLA opportunities, we will establish baseline data by which we can measure student use of PLA for academic credentials.

***Please indicate whether this action's milestones are currently:***

On Track for completion this FY _X__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
Number of new and current students granted credit for PLA

***Has data been collected for this measure (pursuant to the Action Assessment Plan)?***

Yes ___

No _X__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

Data will be collected at the end of June for fiscal year 2015 for the different prior learning assessments offered at the Testing Center.

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

None

**Outcome 2:**
To enhance PLA opportunities, we will execute a marketing plan for PLA.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _*X*__

In progress, but additional work may be required to meet FY objectives ____

Not likely to be completed by end of FYs ____

**Outcome 2 Measure:**
Completed Marketing Plan and List of Implementation Dates/Activities.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ____

No _X__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

This will be a paper handbook for faculty and staff as well as an online piece for students to refer to. All the information for the marketing material has been collected and revised. Making final revisions before submitting to marketing for print.
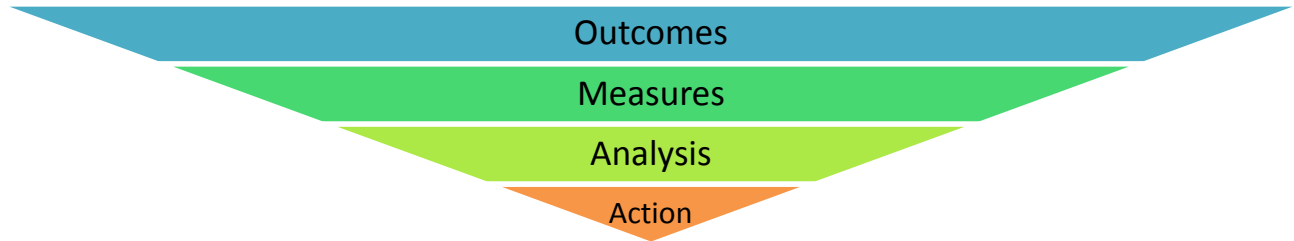
**Outcome 2 Analysis:**

*Provide a brief summary of your analysis of the data collected for this measure.  If assessment is based on non-quantitative measures, please provide qualitative analysis.*

None

**YOUR ASSESSMENT REPORT IS COMPLETE**

# Strategic Action Assessment Report Template



**February 17, 2015:** February 3,2015

**Action:** Research and develop accelerated pathways/programs for students.

**DIRECTIONS:**

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

---

**Outcome 1:**
To further development of accelerated pathways for Triton students, we will develop three (3) proposals for accelerated pathway models at Triton College.

***Please indicate whether this action's milestones are currently:***

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives _X__

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
Number of proposals developed for accelerated pathway models at Triton College

***Has data been collected for this measure (pursuant to the Action Assessment Plan)?***

Yes _X__

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

The proposed pathway of acceleration is the implementation of the Guided Pathways to Success (GPS) strategies that include 1) establishing innovative course scheduling, 2) establishing a new level of full-time status by increasing the number of credits to 15 per semester, and 3) establishing structured academic maps towards successful degree completion. To that end, graduation rates, completion and credit load per semester data has been extracted from reports published by Triton's Research Office, as well as reports publicly available from Complete America (www.completecollege.org), Illinois Public Agenda (www.1Illinois.org), and the Illinois Board of Higher Education (www.ibhe.org/masterplanning).

In summary:
- Only 6% of Triton College full-time students complete their Associates degree in 2 years, and only 15% complete their certificate in 1 year. The number is much lower for part-time students, with only 2% completing their Associate in either 3 or 4 years (Complete America).
- Only 15-20% of Triton College students complete their Associates degree in 3 years, and only 19% complete their certificate in 2 years. If they remain in college, only 27% complete their Associate degree in 4 years (Complete America, Illinois Public Agenda)
- Triton College students do not take enough credits/semester to complete in 2 years; the average credit load was 8 in spring 2014 (Triton College 10th Day Report, spring 2014).

Although there is sufficient regional data to support the implementation of the GPS strategies at Triton College, there is still insufficient data on the knowledge/attitudes/perceptions (KAPs) from Triton's students and the surrounding communities with respect to how such acceleration pathway would impact their commitment to complete their degree in two years, as opposed to 3-5 years, as it is currently the case. The question is not *if* the GPS strategies should be implemented. In June 2014, the Illinois Board of Higher Education approved a resolution encouraging community colleges and universities to examine and consider the implementation of GPS strategies insofar as these efforts are consistent with the Illinois Public Agenda. Therefore, a KAPs analysis is vital not to establish if GPS strategies will accelerate degree attainment, but to involve all stake holders in their implementation in the best way possible.

**Outcome 2:**
To further development of accelerated pathways for Triton students, identify one (1) accelerated pathway model to pilot in FY2016.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives __X_

Not likely to be completed by end of FYs _X__

**Outcome 2 Measure:**
Number of accelerated pathways models identified for pilot

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes __X_

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

**Outcome 2 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

The identified pathway model is the Guided Pathway to Success (GPS). Quantitative and qualitative data on Guided Pathways to Success (GPS) have been collected from publicly available sources, and three main strategies have been identified for potential piloting:

- Establishing structured schedules, also known as 'block scheduling'. According to data from Complete America, part-time students rarely graduate, even when given twice the time. One of the reasons is the lack of predictability in their class schedules. Block scheduling, designed as five-day-a-week structures in morning or afternoon blocks — for example, 8:00 a.m. to noon or 1:00 p.m. to 5:00 p.m., enables more students to go full time. This level of predictability makes life easier to manage for working students and students with children. Implementation of block scheduling has the potential of increasing three times the graduation rates.
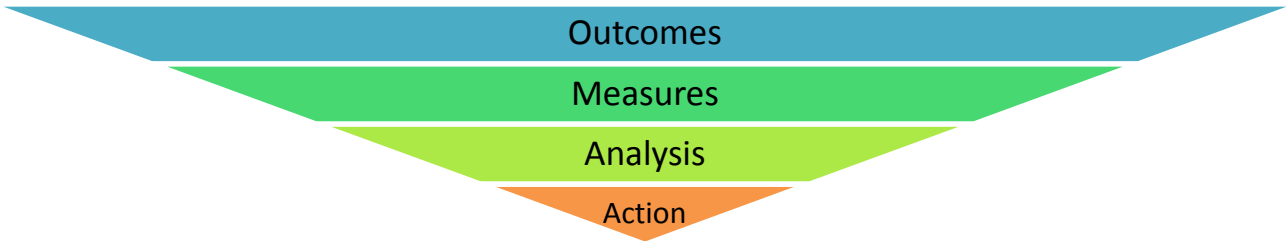- Establishing 15 credits as full-time. To finish on time, full-time enrollment should mean 15 credits per semester. Structured schedules within programs of study should be constructed to contain at least 15 credits. To shorten time to degree, incentives must be created to increase the number of students who enroll in 15 credits or more each semester. Incentives can be as simple as preferred parking on campus and as substantial as financial aid policies that reward credit accumulation. To be successful, this strategy must also rest on block scheduling to increase the probability of students of finishing on time. The five-day structure of well-designed block schedules makes accomplishing this much more possible. By creatively offering incentives to increase credit load to 15 per semester, the percentage of part-time students with full-credit load status could potentially increase by 11-20% in the first year.
- Establishing structured academic maps. Excess credits is one of the main reasons why completing on time is difficult. According to data from Complete America, the average number of credits taken by students before completing an Associate degree is 80, when it should be 60. Excess credits that do not

lead to a degree must be eliminated by both realigning curriculum to create academic (degree) maps, and by improving advising practices so that students are monitored in their completion of milestone courses, and intervened when necessary to redirect their academic pathway ('intrusive' advising). The six states that have implemented degree maps as part of the GPS strategies (AZ, FL, GA, NY, TN, TX), have seen increases in their retention and graduation rates of 74-85%.


**<u>YOUR ASSESSMENT REPORT IS COMPLETE</u>**

# Strategic Action Assessment Report Template



Outcomes
Measures
Analysis
Action

**Today's date:** January 22, 2015

**Action:** Redesign organizational structure.

**DIRECTIONS:**

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings.  Also indicate the current status of the action.  Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

---

**Outcome 1:**
To further the creation of an integrated institutional organizational structure, we will collect research and analyze models of organizational structures for community colleges.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _X__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
Organization structure literature obtained;
Samples of community college structures attained and utilized

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes _X__

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

Tactic Team 2D researched and analyzed information regarding community college structures locally and nationally. The team then evaluated various areas of the institution's organizational structure (president's office, business services, and academic and student affairs) to compare its structure with others, and evaluated how the current structure met or did not meet institutional needs.

**Outcome 2:**
To ensure the proposed model promotes flexible, collaborative, and adaptive methods of furthering institutional goals, we will seek input from other Tactic Teams and employees about redesign opportunities.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _X__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

**Outcome 2 Measure:**
Ideas and input received from various campus groups including: tactic teams, chairpersons/coordinators, administrators

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes _X__

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

**Outcome 2 Analysis:**

*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

Tactic Team 2D collected information regarding additional positions and departments that were suggested during the development of the strategic plan. The team then met individually with the team leaders that proposed these changes to obtain more detail and evidence regarding these recommendations.

**Outcome 3:**
To further the adoption of an integrated institutional organizational structure, we will make recommendation of organizational structure redesign.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _*X*__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

**Outcome 3 Measure:**
Recommendation developed and presented.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes _X__

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*
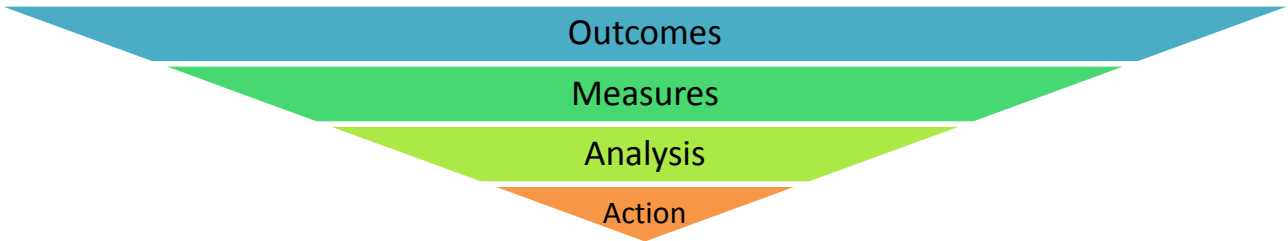
**Outcome 3 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

Tactic Team 2D prepared a written summary of its recommendations which was reviewed and commented on by the core team and executive team. These recommendations were also endorsed by the college council for further exploration.

**YOUR ASSESSMENT REPORT IS COMPLETE**

# Strategic Action Assessment Report Template



**Today's date:** January 16, 2015

**Action:** Create Summer Bridge Program to better prepare the upcoming students for college level courses and to ensure successful transition to college.

**DIRECTIONS:**

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings.  Also indicate the current status of the action.  Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

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**Outcome 1:**
Increase the number of students participating in a summer bridge program each year by 10%.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _*15*__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
The number of students participating in the summer bridge program annually.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes _X__

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure.  If assessment is based on non-quantitative measures, please provide qualitative analysis.*

A list of Jump Start students, their final grades, and COMPASS exam scores has been collected, and the difference and averages between the pre and post compass exam scores has also been calculated for each course. Students who were enrolled in the highest level of the developmental courses were not required to retest as they are eligible for college level classes as they all passed the courses.  As another goal of Jump Start is to prepare for the COMPASS placement test in all areas, we encouraged students to retake the portion of the placement test that did not correspond to a course they completed in summer.

Of the 18 students completing 2014 Jump Start, 15 enrolled for the fall 2014 semester (83%).

**Outcome 2:**
Increase the number of students successfully (C or better) completing at least two developmental courses during the summer semester.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _*15*__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

**Outcome 2 Measure:**
The number of students participating in the summer bridge program that receive a "C" or better in their developmental courses during the project period.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes _X__

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

**Outcome 2 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

100% of the 2014 Jump Start students received a "C" or better in their developmental RHT courses during the project period. 88.88% (16/18) of the 2014 Jump Start students received a "C" or better in their developmental MAT courses during the project period. Please see data above.

**Outcome 3:**
Decrease the time to completion for students participating in the summer bridge program annually.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _*18*__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

**Outcome 3 Measure:**
The number of students participating in the summer bridge program that complete degrees/certificates in a 3-yr period.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes _X__

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*
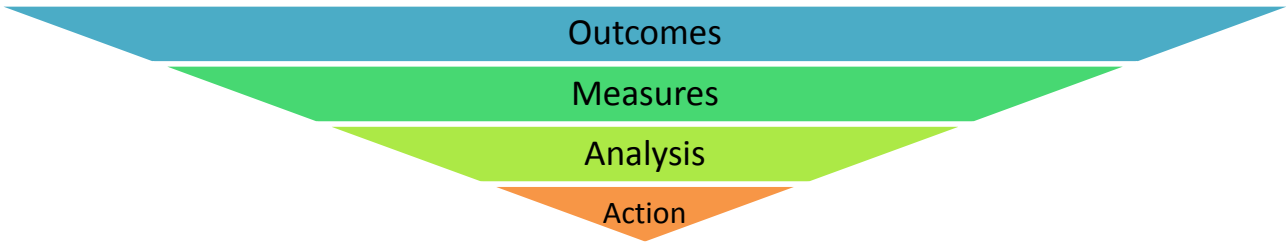
**Outcome 3 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

Data is currently being collected that reflects student persistence from one semester to the next. At this time 83% of 2014 Jump Start students continued enrollment for the fall 2014 semester. Additionally, 60% of the 2014 Jump Start students enrolled full-time during the fall 2014 semester. Continuous enrollment and full-time status contribute to a decrease in time to completion.

**YOUR ASSESSMENT REPORT IS COMPLETE**

# Strategic Action Assessment Report Template



**Today's date:** January 12, 2015

**Action:** Create Professional Development Plan focused on needs of at-risk populations.

## DIRECTIONS:

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

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**Outcome 1:**

Identify regional and/or national conferences on innovative, evidence-based best practices in instruction and Student Support Services for at-risk, low-performing, first-year students, as well as instructional materials and resources for use in the Center for Teaching Excellence (CTE) and Professional Development Center (PDC).

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _X_

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**

Lists of regional and/or national conferences.
Lists of instructional materials and resources for on-campus use.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No __X__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

When Professional Development Plan is executed we will collect the following data.
      1) Number of staff and faculty participating in on- and off-campus professional development opportunities.
      2) Number of staff and faculty making use of on-campus instructional materials and resources.

We will also need to devise a means of measuring attendees' satisfaction with the effectiveness of those opportunities, as well as how the best practices encountered are implemented at Triton (or not) and if they improve the retention and academic success of at-risk students.

---

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

N/A

---

**Outcome 2:**
Draft Professional Development Plan.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY __X__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ____

---

**Outcome 2 Measure:**
Timely completion of Professional Development Plan draft.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ____

No __X__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

Professional Development Plan must be executed before we can report on its timely completion.

**Outcome 2 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

N/A

**Outcome 3:**
Identify key staff and faculty responsible for creating and maintaining Student Support Services programs, policies and processes, as well as faculty members whose courses/curricula are taken by those students.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives __X_

Not likely to be completed by end of FYs ___

**Outcome 3 Measure:**
Completed list of key staff and faculty responsible for creating and maintaining student support services programs, policies and processes, as well as faculty members whose courses/curricula are taken by those students.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

The list must be executed before we can report on its timely completion.
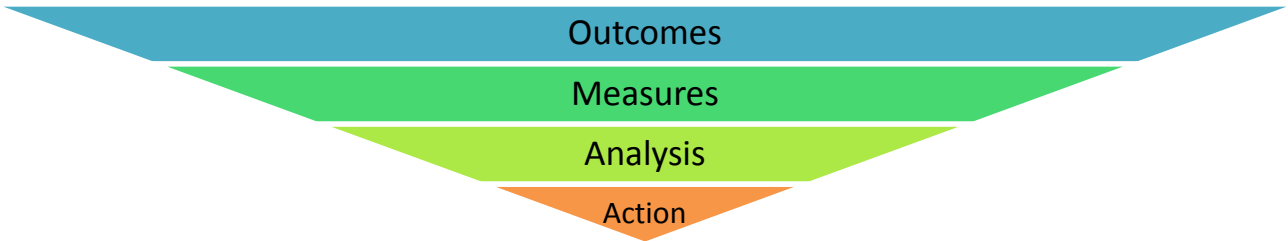
**Outcome 3 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

N/A

**YOUR ASSESSMENT REPORT IS COMPLETE**

# Strategic Action Assessment Report Template



**Today's date:** January 27, 2015

**Action:** Explore an Achievement Team model (case load model) for each individual student to provide support from start to completion.

## DIRECTIONS:

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

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**Outcome 1:**
To determine whether an Achievement Team model (case load model) is a feasible student services model at Triton College, we will research and develop a proposed team structure and present to services departments for input.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _ __

In progress, but additional work may be required to meet FY objectives _X__

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
Proposed Team Structure

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _X__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

Currently doing some research to present to the committee to review and get feedback on different models.  We can then determine which model would best fit for us at Triton College.

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure.  If assessment is based on non-quantitative measures, please provide qualitative analysis.*

None

**Outcome 2:**
To help establish a more permeable, seamless student experience, we will establish baseline data for a pilot event called Campus Kick-off Day that will provide workshops on different topics from different student services area to help students succeed.  This event will specifically be for those students who have registered for classes.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _*X*__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

**Outcome 2 Measure:**
Number of new and current students that attended Campus Kick-off Day.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes _X__

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*
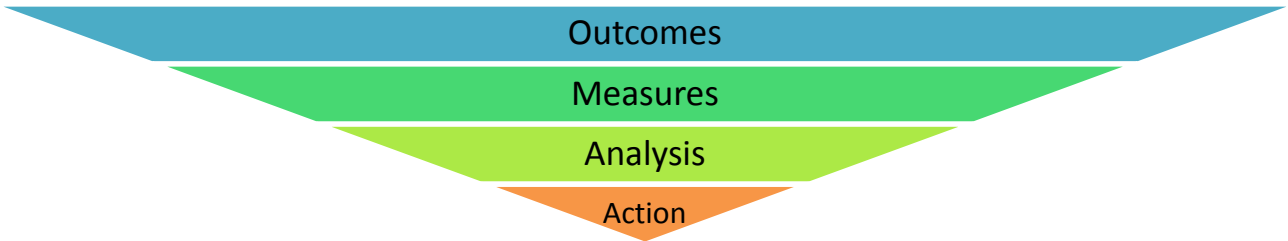
**Outcome 2 Analysis:**

*Provide a brief summary of your analysis of the data collected for this measure.  If assessment is based on non-quantitative measures, please provide qualitative analysis.*

Campus Kickoff event was held in Fall 2014 and Spring 2015 with workshops that included several different topics that can help students succeed.  In Fall 2014, there were about 80 students that attended.  In Spring 2015, the numbers were lower at 22 students who attended the event.  Participants filled out a survey and evaluated the sessions and the event overall.  The results were very positive overall and the participant's found the sessions very useful.

## YOUR ASSESSMENT REPORT IS COMPLETE

# Strategic Action Assessment Report Template

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**Today's date:** January 12, 2015

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

## DIRECTIONS:

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

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**Outcome 1:**
Identify and confirm 100 business and industry members willing to actively participate in the development and assessment of curriculum and student outcomes and share this information with college stakeholders. This will be completed by the end of May, 2015.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY \_\_\_

In progress, but additional work may be required to meet FY objectives \_X\_\_
*\*information is coming in but not sure we will receive 100 names*

Not likely to be completed by end of FYs \_\_\_

---

**Outcome 1 Measure:**
Contact information for 100 business and industry members collected and shared with stakeholders in Career Services, Alumni Relations, and the President's Office to develop targeted, business-facing contact lists.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _X__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

Information is being collected in the spring semester and anticipated completion is the end of February 2016.

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

While information has not yet been collected, assessment will be quantitative consisting of names, contact information, business or industry represented, and academic program in which they are currently participating.

**Outcome 2:**
Conduct a baseline Employer Satisfaction Survey of organizations which interviewed and/or hired students through the Career Center to solicit feedback on how to better prepare students for the workforce and to improve services to employers. This information will be shared with Chairs and Coordinators to guide curriculum development. This survey will be conducted by the end of May, 2015.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _X__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

**Outcome 2 Measure:**
A minimum of 200 surveys will be distributed and collected at the average 10-15% general survey response rate. Information will shared with the Chairs and Coordinators as feedback to inform their curriculum development and maintenance decisions. The responses will serve as a baseline for annual surveys to follow.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _X__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

Survey draft being completed and distributed to stakeholders for feedback. Survey will be administered in April, 2016.

**Outcome 2 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure.  If assessment is based on non-quantitative measures, please provide qualitative analysis.*

Information has not yet been collected.

**Outcome 3:**
Conduct baseline surveys of alumni one year out of college and five years out to solicit feedback on how students felt the college prepared them for the workforce or for their next educational institution and share this information with college stakeholders. This will be completed by the end of May, 2015.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _X__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

**Outcome 3 Measure:**
A minimum of 5,000 surveys will be distributed and collected at the average 10-15% general survey response rate. Information will be shared with stakeholders in Career Services, Alumni Relations, and Chairs and Coordinators as feedback to guide discussions on curriculum as well as career placement and alumni services. The responses will serve as a baseline for annual surveys to follow.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _X__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

Survey has been written and distributed to chairs, coordinators, deans, AVP Academics, and Assessment Committee and Student Success staff. It will be administered in March 2016
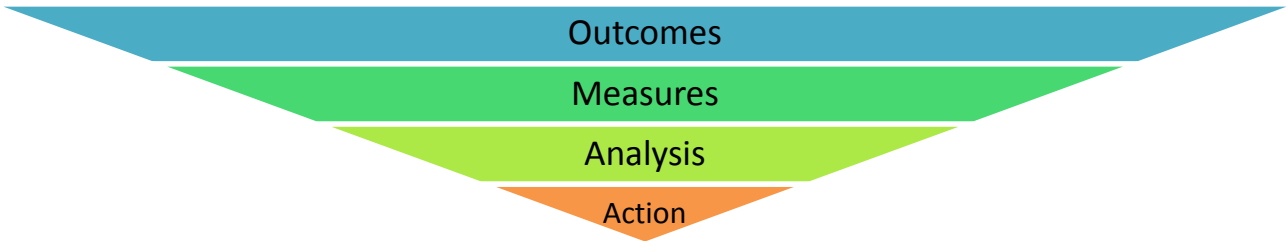
**Outcome 3 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

Information has not yet been collected.

## YOUR ASSESSMENT REPORT IS COMPLETE

# Strategic Action Assessment Report Template



Outcomes

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**Today's date:** January 30, 2015

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

## DIRECTIONS:

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

---

**Outcome 1:**
Identify program offerings that have opportunities for student internship

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _*X*__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
Number of current programs or developing programs identified

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes _X_

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

We have identified all programs with internships, cooperative education classes and clinical experiences although some additional follow up will be done since some courses have clinicals embedded that cannot be ascertained from the course number or description.

**Outcome 2:**
Increase number of employers providing student internship opportunities through Triton College

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives _X__

Not likely to be completed by end of FYs ___

**Outcome 2 Measure:**
Number of employers partnering with Triton College to offer student internships

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _X__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

**Outcome 2 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

The need for additional sites for internships has been addressed at all advisory committee meetings held in the fall 2014 semester. We are currently working with faculty in those areas impacted to build stronger committees to develop additional opportunities.

**Outcome 3:**
Assess the need for additional support or personnel for the development of new internship opportunities.

***Please indicate whether this action's milestones are currently:***

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives _X__

Not likely to be completed by end of FYs ___

**Outcome 3 Measure:**
Number of students seeking internships, anticipated growth of internship opportunities, number of career services individuals, and amount of work associated with developing additional opportunities

***Has data been collected for this measure (pursuant to the Action Assessment Plan)?***
***No data has been collected other than the list. Additional data will be obtained from the Career Services office.***

Yes ___

No _X__

***If no, please explain why and describe plans/timing for future data collection, if appropriate***.
I have met with some individuals engaged in the formation of the tactic regarding the additional personnel, but still need additional feedback from others regarding the justification of the additional personnel.
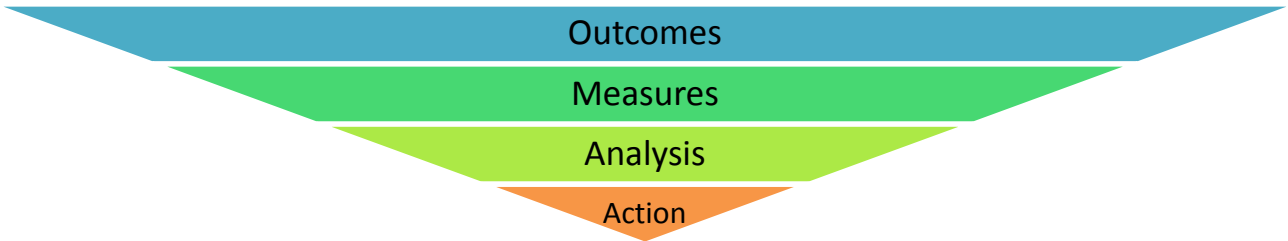
**Outcome 3 Analysis:**
***Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.***

The initial interviews with those on the tactic team does not reveal a justification for the additional personnel. Additional feedback is needed to provide a rationale for adding a new position. Although still in progress it may be a wiser course to utilize the program advisory committees to build demand before we add additional personnel.

**YOUR ASSESSMENT REPORT IS COMPLETE**

# Strategic Action Assessment Report Template

| | |
|---|---|
| Outcomes | |
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| Action | |

**Today's date:** January 30, 2015

**Action:** Educate local business community about Triton's offerings.

**DIRECTIONS:**

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

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**Outcome 1:**
To help align Triton College's offerings with industry needs and drive regional economic development, we will identify high-demand career areas that offer opportunities for academic program addition or expansion.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives _X__

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
Number of potential new program offerings for the institution that are based on local, regional, or industry growth trends

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes _X__

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

We have identified some high demand program areas and we are investigating some additional ones. We are also working to build a quarterly round table that can address major employment trends and needs in the community as well as working through the current advisory committee structure.

**Outcome 2:**
To further educate local business community about Triton's offerings, we will create a pool of candidates including politicians, business leaders and academics who are willing to participate in discussions regarding community needs and Triton offerings.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives _X__

Not likely to be completed by end of FYs ___

**Outcome 2 Measure:**
Number of individuals who have agreed to participate
Paul Jensen, Randy Barnett, Bill Griffin and I are working to create the quarterly meeting. We are identifying individuals that can assist us by providing feedback on the needs of the community now and in the future.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _X__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*
We are still in discussions of what the composition of this group should be, but we are anticipating holding the first meeting in the spring 2015 semester.

**Outcome 2 Analysis:**
***Provide a brief summary of your analysis of the data collected for this measure.  If assessment is based on non-quantitative measures, please provide qualitative analysis.***

There is a consensus that this group should include some individuals from our existing advisory committee structure augmented with some other though leaders in the service region as well as experts in employment trends such as from the state employment agency and local search firms.


**YOUR ASSESSMENT REPORT IS COMPLETE**
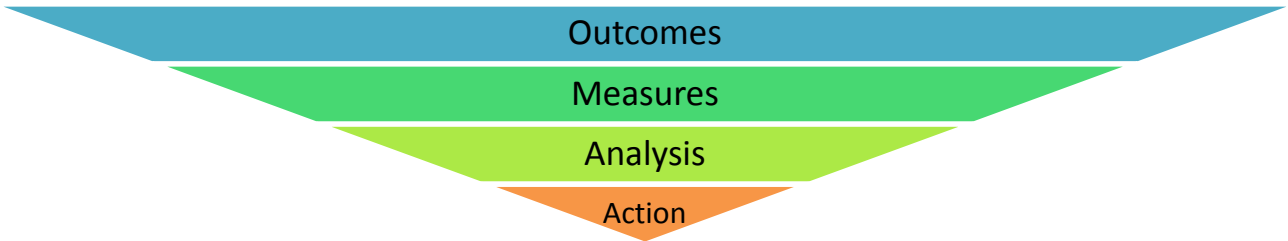
# Strategic Action Assessment Report Template

Outcomes

Measures

Analysis

Action

**Today's date:** January 30, 2015

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

**DIRECTIONS:**

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

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**Outcome 1:**
Increase faculty and administrative participation in external and/or internal workforce groups by 25%.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives _X__

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
Number of faculty members and administrators participating regional workforce groups
Number of regional workforce group activities attended per year by faculty members and administrators

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _X__

**If no, please explain why and describe plans/timing for future data collection, if appropriate**.

While this has been a focus of much discussion and there has been an increase in participation the increase has been limited. Additional work and resources may be required to focus others on this critical tactic.

**Outcome 1 Analysis:**
**Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.**

This has been addressed in numerous meetings with faculty and funding has been made available to some to expand their participation, but while some have availed themselves of the opportunities there are some who have not done so as of yet. It is not yet quantifiable, but additional data will be collected and opportunities made available through the spring 2015 semester and summer 2015.

**Outcome 2:**
To further our capacity for government and workforce collaboration, we will research other community colleges that serve as models of community integration and create a plan to improve the participation of faculty, staff and administrators in activities that increase the visibility of the college in the community.

**Please indicate whether this action's milestones are currently:**

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives _X__

Not likely to be completed by end of FYs ___

**Outcome 2 Measure:**
A documented plan to improve the participation of faculty, staff and administrators in activities that increase the visibility of the college in the community

**Has data been collected for this measure (pursuant to the Action Assessment Plan)?**

Yes _X__

No ___

**If no, please explain why and describe plans/timing for future data collection, if appropriate**.

**Outcome 2 Analysis:**

*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

Discussions have been held with other colleges about how they have increased the visibility of the institution and how they have been successful in reaching out to the community. The plan will be discussed in future meetings over the spring and summer and a request for funding to develop these opportunities will be submitted later.

**YOUR ASSESSMENT REPORT IS COMPLETE**

# Strategic Action Assessment Report Template
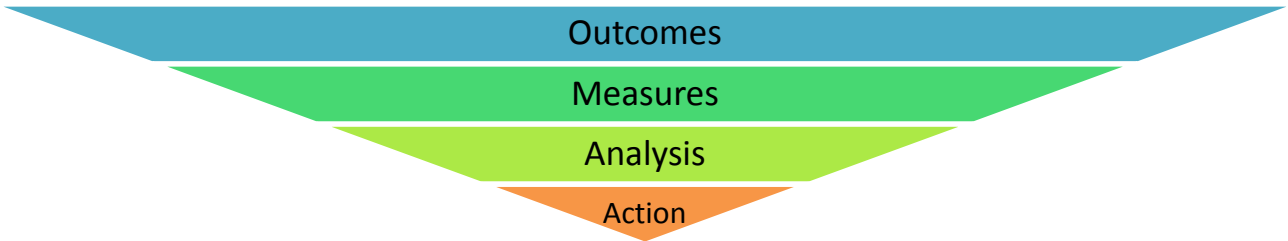


**Today's date:** January 13, 2015

**Action:** Promote portable, stackable, industry-supported certificates.

**DIRECTIONS:**

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings.  Also indicate the current status of the action.  Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

---

**Outcome 1:**
To promote portable, stackable, industry-supported certificates, we will host discussions about portable, stackable, industry-based certificates at Academic department meetings, at the College Curriculum meeting, and at the Academic Senate meeting(s).

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives _X__

Not likely to be completed by end of FYs ___

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**Outcome 1 Measure:**
A topic is included on Department, Curriculum Committee and Academic Senate Agendas.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes _X__

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

N/A

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure.  If assessment is based on non-quantitative measures, please provide qualitative analysis.*

The data has not yet been analyzed.  Discussions have occurred at the College Curriculum Committee meeting, however, data needs to be assessed to verify department level discussions and Academic Senate Committee discussions.

**Outcome 2:**
To further the creation of flexible programming, we will develop a minimum of (1) new certificate that is portable, stackable and industry-based in the 2014/2015 academic year.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _*X*__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

**Outcome 2 Measure:**
A minimum of one new certificate is approved by the Illinois Community College Board prior to fall 2015.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes _X__

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

N/A

**Outcome 2 Analysis:**

*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

The following curriculums (as evidenced by the College Curriculum Committee agendas and minutes and documentation submitted to the ICCB) were submitted to the ICCB for approval in December 2014: Architecture Certificate, AAS Cyber and Information Security degree and corresponding Cisco and Database Certificates. At the present time we are waiting for verification of approval by the ICCB.

**YOUR ASSESSMENT REPORT IS COMPLETE**

# Strategic Action Assessment Report Template

| Outcomes |
| Measures |
| Analysis |
| Action |
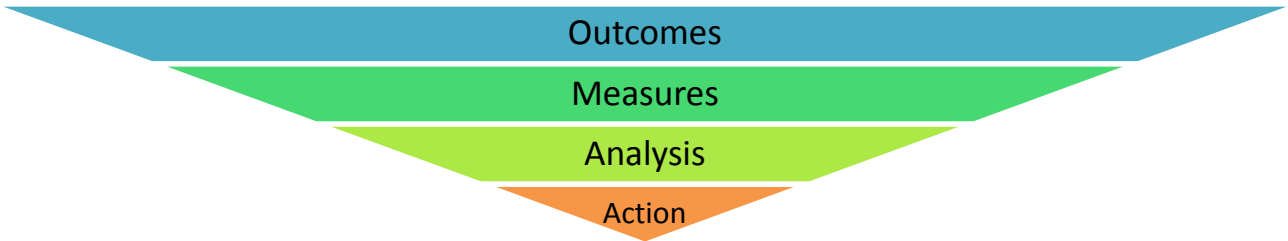
**Today's date:** January 13, 2015

**Action:** Identify Gaps in Career and Technical Education Curriculum

## DIRECTIONS:

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

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**Outcome 1:**

To identify gaps in existing CTE curriculum, a review and assessment of existing CTE curriculum will be conducted in 2015 and potential new offerings will be identified.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _*X*__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**

A list of projected new degrees and certificates that fill identified gaps.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes _X__

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

N/A

**Outcome 1 Analysis:**
***Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.***

The review of existing curriculum to identify gaps will be ongoing each year. The review is supported by internal and external data sources. As a result the New Program Development Plan will be reviewed and updated as needed. The most current update to the Plan occurred in summer/fall 2014. The Plan includes new degrees/certificates recommended for development in 2016-2017. Academic Deans have, or are, in the process of requesting feasibility studies to support approval for development of the recommended degrees/certificates.

**Outcome 2:**
To further the creation of flexible programming, at least two (2) faculty members will participate in professional development opportunities related to the development of competency-based curriculum.

***Please indicate whether this action's milestones are currently:***

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs __X_

**Outcome 2 Measure:**
Number of faculty that attend a conference or workshop on the process for development of competency-based curriculum

***Has data been collected for this measure (pursuant to the Action Assessment Plan)?***

Yes _X__

No ___

***If no, please explain why and describe plans/timing for future data collection, if appropriate.***
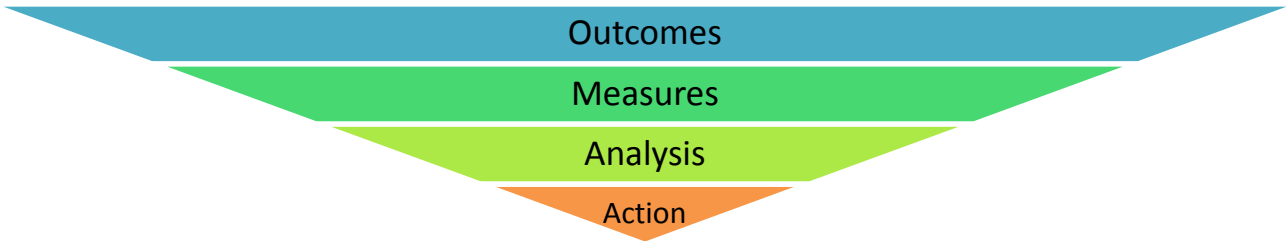N/A

**Outcome 2 Analysis:**

*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

Based on submitted faculty travel requests and dean approval there is no evidence to support that faculty travel was for attendance at a conference/workshop specific to the process for development of competency-based curriculum.

**YOUR ASSESSMENT REPORT IS COMPLETE**

# Strategic Action Assessment Report Template

| Outcomes |
| Measures |
| Analysis |
| Action |

**Today's date:** January 12, 2015

**Action:** Streamline curriculum review and approval process.

**DIRECTIONS:**

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

---

**Outcome 1:**
Identify opportunities to improve efficiency and effectiveness through reviewing process map and forms.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _X_

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
Recommendations for streamlining the College Curriculum Committee's (CCC) processes are complete and were submitted to AVP Strategic Planning on July 29, 2014.
The CCC's Course Outline form has been revised to incorporate IAI and ICCB requirements in order to reduce the frequency of disapproval notifications. The form currently is being used by faculty for submission to the CCC beginning September 2014.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _X_

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

In November 2014, the College Curriculum Committee (CCC) voted to streamline its processes in the following ways.

1) Voting and resource members will participate in the Technical Review Process and post their questions there. Faculty will no longer be required "to defend" their submissions at the CCC meeting unless the committee requests their presence to answer questions or when it deems more discussion is warranted.
2) "Consent Agenda Items" will be voted as part of the Technical Review Process. The definition of "Consent Agenda Items" are those that feature only minor changes in course design, forms and course descriptions that have no impact upon curricula in other areas. The process for dealing with these items will be established in Spring 2015.
3) New courses and curricula now require only one read, instead of two as had previously been the case, thereby decreasing the time to internal approval by 50%.
4) CCC will submit items for approval to the VP of Academic and Student Affairs and the Academic Senate simultaneously, thereby eliminating up to 2 weeks lag time between approvals.

We await the completion of our external approval processes from last semester's submissions to judge the effectiveness of these changes.

**Outcome 1 Analysis:**
***Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.***

N/A

**Outcome 2:**
Identify opportunities to improve efficiency and effectiveness through frequency of meetings and parallel processing.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs _X_

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

Software for parallel processing is currently under investigation for possible inclusion in the FY2016 budgeting processes.

**Outcome 2 Measure:**

A survey of Illinois and other community colleges was conducted to learn their practices. The results of that survey were compiled and submitted to AVP Strategic Planning in early July, 2014. This survey was used to inform the Recommendations for streamlining the College Curriculum Committee's (CCC) processes, including the frequency of meetings and possibility for parallel processing, submitted to AVP Strategic Planning on July 29, 2014.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _X_

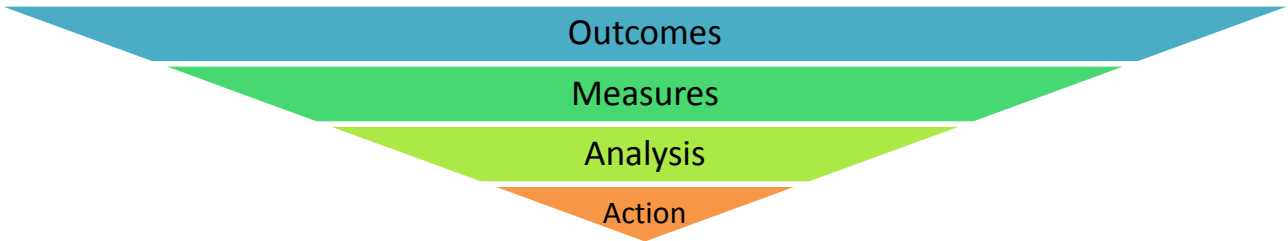*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

N/A

**Outcome 2 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

## YOUR ASSESSMENT REPORT IS COMPLETE

# Strategic Action Assessment Report Template



**Today's date:** January 27, 2015

**Action:** Review Triton-CAEL agreement.

## DIRECTIONS:

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

---

**Outcome 1:**
To help create competency-based programming that fosters collaboration across disciplines, we will establish baseline data by which we can measure student use of CAEL's course offerings to evaluate their portfolios.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _X__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
Number of new and current students that used CAEL's portfolio evaluations

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _X__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

Data will be collected from CAEL end of June to determine how many students signed up for portfolio evaluation.
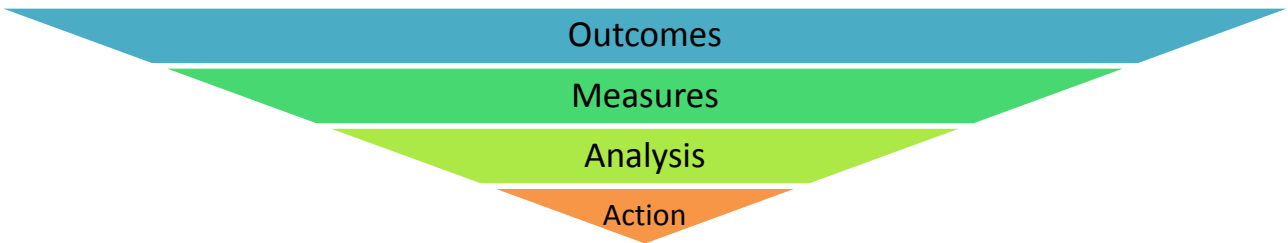
**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

None

## YOUR ASSESSMENT REPORT IS COMPLETE

# Strategic Action Assessment Report Template

Outcomes

Measures

Analysis

Action

**Today's date:** January 1, 2015

**Action:** Identify programs for piloting.

## DIRECTIONS:

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

---

**Outcome 1:**

To further the creation of cross-discipline competency-based programming, self-identified faculty and administration will identify at least 2 existing certificate and/or degree programs to pilot competency based curriculum. The implementation of this curriculum will serve to close skill gaps in the local and regional workforce.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives _x__

Not likely to be completed by end of FYs _2015__

---

**Outcome 1 Measure:**

Number of pilot programs identified for competency-based pilot.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes __x_

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

Identified business degree – adjunct faculty volunteered to develop competencies.

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

Qualitative Data – continue with investigating seminar that presents to the faculty competency based curriculum.

**Outcome 2:**
Completion rates in both pilot Programs of Study (POS) will increase by 10% one year following implementation of curriculum.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives __x_

Not likely to be completed by end of FYs _2015__

**Outcome 2 Measure:**
Rate of students successfully completing courses within the pilot program with a grade of C or higher at the conclusion of each academic semester.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _x__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

No program developed to measure outcomes

**Outcome 2 Analysis:**
***Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.***

Identifying a seminar to inform faculty of the benefits of competency based curriculum

---

**Outcome 3:**
80% of Faculty who attend the workshop will agree that competency based curriculum will lead to higher completion rates.

***Please indicate whether this action's milestones are currently:***

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives _x__

Not likely to be completed by end of FYs ___

---

**Outcome 3 Measure:**
Number of faculty in attendance at Triton College's spring 2015 faculty workshop that agree that competency-based curriculum will lead to higher completion rates.

***Has data been collected for this measure (pursuant to the Action Assessment Plan)?***

Yes ___

No x___

***If no, please explain why and describe plans/timing for future data collection, if appropriate***.

This is a future goal and outcome

---

**Outcome 3 Analysis:**
***Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.***

In the process of identifying a seminar for faculty to attend and one to have on campus.

**Outcome 4:**
80% of Faculty who attend the workshop will agree that competency based curriculum will decrease the skills gap.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives _x__

Not likely to be completed by end of FYs ___

**Outcome 4 Measure:**
Number of faculty in attendance at Triton College's spring 2015 faculty workshop that agree that competency-based curriculum will decrease the skills gap.

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _x__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*
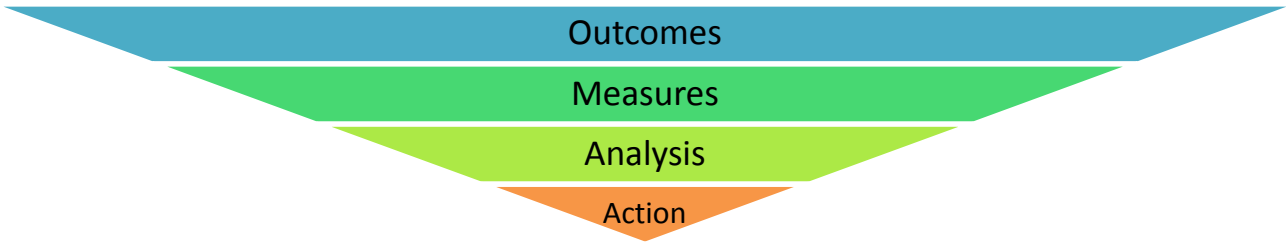
In process

**Outcome 4 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

In process of identifying seminar to attend and/or on campus that defines and explains the benefits of Competency Based Curriculum.

**YOUR ASSESSMENT REPORT IS COMPLETE**

# Strategic Action Assessment Report Template



**Today's date:** January 27, 2015

**Action:** Determine enrollment services processes (for competency based programs)

**DIRECTIONS:**

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

---

**Outcome 1:**
To further the creation of competency-based programming, we will identify 3 options for consideration in the development of a formalized transcript for competency based programs aligned with industry practices.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives _x__

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
Number of transcript options identified

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes ___

No _x__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

Data collection has started. I have begun investigating different types of transcripts and how competency might be reflected on a student's transcript. One method is to use a grade of "P" to indicate proficiency. The competency based program will need to be further defined before we can accurately determine what may be needed for a particular career field. Additional information will need to be gathered.

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

**Outcome 2:**
To further the creation of competency-based programming, we will identify steps needed to ensure students' financial aid eligibility for competency-based programs.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY ___

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

**Outcome 2 Measure:**
Steps needed to ensure students' financial aid eligibility for competency-based programs.

*Has data been collected for this measure pursuant to the Action Assessment Plan?*

Yes ___

No _x__

*If no, please explain why and describe plans/timing for future data collection.*

I have read a few articles on financial aid for competency based programs. We will investigate best practices through the National Association of Student Financial Aid Administrators, and hopefully, identify a way to award financial aid that will align with industry standards.

**Outcome 2 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

**YOUR ASSESSMENT REPORT IS COMPLETE**

# Strategic Action Assessment Report Template



**Today's date:** January 16, 2015

**Action:** Develop student support structures (for competency based programs)

**DIRECTIONS:**

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

---

**Outcome 1:**
Completed recommendation for adjustments to student services required for competency-based pilot programs

***Please indicate whether this action's milestones are currently:***

On Track for completion this FY _*16*__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
Documented and dated recommendation before FY16.

***Has data been collected for this measure (pursuant to the Action Assessment Plan)?***

Yes ___

No _X__

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

Limited progress has been made in regards to establishing competency-based programs through parallel action items.  This Action Item was originally scheduled to begin in FY16 due to the dependence on the progress of other strategic action items.  Until a plan is in place regarding how and which competency-based programs will be established it is difficult to complete this outcome.
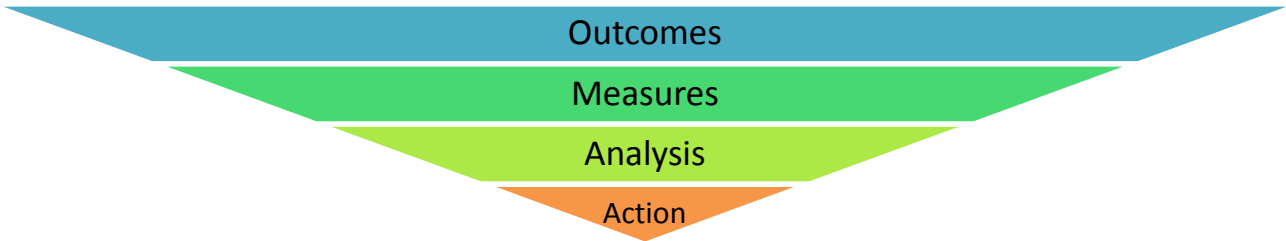
**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure.  If assessment is based on non-quantitative measures, please provide qualitative analysis.*

None

**YOUR ASSESSMENT REPORT IS COMPLETE**

# Strategic Action Assessment Report Template



**Today's date:** January 16, 2015

**Action:** Enhance and expand online course offerings.

## DIRECTIONS:

For each outcome listed on your Strategic Action Assessment Plan, indicate in the boxes below whether performance met targets, and discuss the factors that you believe contributed to the findings. Also indicate the current status of the action. Finally, identify any changes that could be made to improve performance of outcomes demonstrating downward trends.

You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes below will expand as you type.

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**Outcome 1:**
To support the enhancement and expansion of online course offerings, we will create a model that describes the structure, function and resources necessary for a Distance Education Department.

*Please indicate whether this action's milestones are currently:*

On Track for completion this FY _X__

In progress, but additional work may be required to meet FY objectives ___

Not likely to be completed by end of FYs ___

---

**Outcome 1 Measure:**
A draft model completed by the end of the fall 2015 semester

*Has data been collected for this measure (pursuant to the Action Assessment Plan)?*

Yes _X__

No ___

*If no, please explain why and describe plans/timing for future data collection, if appropriate.*

**Outcome 1 Analysis:**
*Provide a brief summary of your analysis of the data collected for this measure. If assessment is based on non-quantitative measures, please provide qualitative analysis.*

Recommendations from Tactic Team 2D suggest that Distance Education should be restructured. Information on Distance Education Department models has been acquired, however, more comprehensive review of models and further discussion is necessary before creating a model.

**YOUR ASSESSMENT REPORT IS COMPLETE**