

Strategic Plan Semi-Annual Report

Spring Semester 2015



TRITON COLLEGE

June 30, 2015

Strategic Plan Semi-Annual Report

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Executive Summary

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

- Increasing College Readiness
- Improving Completion
- Closing Skill Gaps

The college has several multi-year actions that are designed to contribute to this strategy. The fall semi-annual report reflected the institution's first assessment results for its FY2015 strategic planning actions and included highlights regarding areas of strength and weakness for all three focus areas. Following the publication of that report, the strategic planning core team evaluated the assessment results and made some recommendations to the steering committee regarding improvements for the FY2016 plan. Additionally, action champions contributed their own recommendations for changes via the annual plan update process.

Revisions for FY2016 focus on streamlining, consolidating, and prioritizing elements of the strategic plan. Language within the plan was simplified for clarity of content and better assessment. Additionally, actions with overlapping outcomes were consolidated or removed from the plan, reducing the total number of actionable items in the plan from 33 to 23. Finally, timelines in the plan were adjusted as appropriate with relation to institutional capacity and priorities.

Based on the feedback of internal and external constituents, Triton College also revised its strategic plan format for FY2016. The strategic plan is now designed as a public-facing document that succinctly articulates the institution's strategy for Increasing College Readiness, Improving Completion, and Closing Skill Gaps. Details regarding the institution's plan development, its assessment processes, and its operational details have been removed from this primary document, but will still be available on the strategic planning page of the institution's website. By creating a more inviting and accessible strategic planning document, Triton College hopes to engage more internal and external constituents in its strategy and institutional development.

Budgetary items for the FY2016 strategic plan were also submitted this semester for approval through the institution's budgeting process. Budget requests related to the strategic plan are supported by evidence produced by the action assessment reports and semi-annual reports. The flow of the strategic plan's assessment process is cyclical, each step informing the next throughout the course of the fiscal year. The strategic plan drives action assessment, the results of that assessment inform the budgeting process, the budgeting process determines institutional resource allocation, and resource allocation funds the strategic planning actions. As such, budget requests submitted this spring and approved by the institution will support the institutional efforts related to the strategic plan in FY2016.

Annual Plan Update for FY2016

FY2016 Plan Revision

To remain a healthy and vibrant planning tool, the strategic plan must be a living document that captures improvements, modifications, and changes of course. In the spirit of continuous improvement and growth, the institution has an annual cycle for updating its planning tool. This cycle feeds directly into the institution's annual budgeting process.

Revisions for the FY2016 plan began in fall 2015, when action champions completed their Annual Revision Reports (TAM) and submitted these to the core team for review. These reports provided suggestions to the core team for the consolidation of actions, changes to timelines and milestones, and relocation of action items within the plan's three focus areas. Following the core team's review, initial proposed changes were submitted to the steering committee in December 2014. These initial changes laid the ground work for FY2016 budgetary planning, which began in January 2015. Following the publication of the strategic plan's first assessment results (captured in the [Fall 2014 report](#)), the core team analyzed those results and made further recommendations for improvements to the FY2016 plan. These changes were sent to the steering committee throughout spring semester 2015 and the steering committee issued an endorsement for the finalized FY2016 plan in May 2015.

Changes made to the strategic plan focus on three areas: streamlining; consolidating; and prioritizing.

College Council is the Strategic Plan Steering Committee.

President's Cabinet is the Strategic Plan Core Team.

Each Strategic Plan Action has a designated Action Champion. These individuals are identified in on the Strategic Planning webpage of the Triton College website.

Streamlining

The action champions and core team recognized that need to streamline the plan for clarity. While working with research to establish assessment measures, the action champions found that the plan's vague descriptors and heavy verbiage weighed down the strategic directions, tactics, and actions and made it difficult to set appropriate measures. Further, lack of clear definitions left many areas of the plan open to interpretation. To remedy these issues, the action champions proposed simplified language that cut out unnecessary descriptors. The core team and action champions also worked together to establish clear definitions for set terms within the FY2016 plan.

The core team also noted that the multi-layered nature of the plan, with its focus areas, directions, tactics, and actions, caused confusion by creating a wide distance between the institution's strategy of Increasing College Readiness, Improving Completion, and Closing Skill Gaps and the actions that ultimately execute that strategy. Particularly, the "Tactics" added unnecessary verbiage. These tactics were initially created during the development of the plan to give guidance to teams of employees that created the action items. However, with the plan long out of the development phase, the tactics appeared to have lost a specific purpose within the plan. They were not actionable items themselves and were not measurable for purposes of assessment. Further, the vague verbiage often caused confusion rather than clarity around the institution's goals. Consequently, the core team recommended that tactics be removed from the FY2016 plan. Moving forward, actions will reside directly beneath Strategic Directions and the numbering of the

actions will reflect this adjustment. This change should allow for better alignment between the assessment outcomes of the actions and strategic directions.

Finally, at the recommendation of internal and external constituents, including the institution's Community Advisory Committee, Triton College revised its strategic plan format for FY2016 to create a public-facing document that succinctly articulates the institution's strategy for Increasing College Readiness, Improving Completion, and Closing Skill Gaps. Details regarding the institution's plan development, its assessment process, and operational details have been removed from this primary document, but will still be available on the strategic planning page of the institution's website. By creating a more inviting and accessible strategic planning document, Triton College hopes to engage more internal and external constituents in its strategy and institutional development.

Consolidating

As the college worked to refine its definitions and hone its assessment process for the strategic plan, it became increasingly apparent that there were several actions within the strategic plan where outcomes overlapped or efforts could be combined for a more efficient and effective execution of the goal. Assessment plans and results helped the action champions and core team identify these areas, and proposals for consolidations continued through spring 2015 based on fall 2014 assessment results. For FY2016, the college has reduced its number of actions from 33 to 23 by either combining actions with overlapping outcomes or eliminating actions where its outcomes were effectively covered by other existing actions. These changes include:

- "Expand and Enhance K-12 Partnerships" and "Review and Assess University Partnerships" will be combined into a single action.
- Develop a Holistic Student Experience will be removed as an action from the strategic plan.
- "Enhance Prior Learning Assessment" will include outcomes and milestones related to "Review Triton-CAEL Agreement."
- "Explore Achievement Team Model" will be absorbed by "Reduce Single-Point Services and Campus Silos."
- "Engage in Direct Business Interaction" and "Educate Local Business Community" will become a single action item.
- "Promote Portable, Stackable Certificates" will be eliminated from the FY2016 plan.
- Several actions related to competency-based learning, including "Identify Programs for Piloting," "Develop Competencies, Assessments, and Structure," "Determine Enrollment Services Processes," and "Develop Student Support Structures" will be combined into a single action item.

Specific details about each of these consolidations can be found in their respective sections within the Focus Area Updates provided in this report.

Prioritizing

Based on feedback through the revision process and assessment results from fall semester 2014, the core team recommended some reprioritization, including timeline adjustments, to the following items:

- Due to a delayed start in FY2015, the timeline for "Improve Graduate Success Tracking" has been adjusted from FY2015-FY2017 to FY2016-FY2018.

- Some initial work for “Establish E-services for Students” and “Create Comprehensive Academic Planning” began in FY2015. Therefore, the timelines in the plan have been adjusted to show an FY2015 start.
- Based on institutional needs and priorities, the timeline for “Collaborate with Government and Workforce” has been adjusted from FY2015-FY2017 to FY2017-FY2019.

Specific details about each of these adjustments can be found in their respective sections within the Focus Area Updates provided in this report.

FY2016 Budget Allocations

In January 2015, the action champions completed the Annual Revision Report (Budget Review), in which they proposed budgetary items for FY2016 for the core team’s consideration. Throughout February and early March, the cabinet reviewed the proposed budgetary items by the action champions, provided feedback, and suggested revisions. In March, the steering committee also reviewed the proposed budgetary items and concluded that there were no evident gaps in the funding requests for the action items. At the completion of the review, the budgetary requests were forwarded to the relevant departmental areas for submission to the finance department through the institutional budgetary process.

Budgetary requests related to the strategic plan are supported by evidence produced by the institution’s assessment reports. The flow of the strategic plan’s assessment process is cyclical, each step informing the next throughout the course of the fiscal year. The strategic plan drives action assessment, the results of that assessment inform the budgeting process, the budgeting process determines institutional resource allocation, and resource allocation funds the strategic planning actions.

More information regarding the strategic plan’s FY2016 budgetary requests is provided in Appendix A.

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 focused on increasing college readiness by offering college readiness courses at local high schools. Through this collaborative effort, Triton College aims to increase student placement in college-ready courses and grow its educational footprint by establishing stronger presence within the local high schools. Triton piloted 7 sections of college readiness math (Math 096) at East Leyden High School, exceeding its stated goal of 6 courses. Pilot courses concluded May 2015. Data related to the completion of the courses and enrollment, persistence, and completion at Triton will be tracked in future reports. The institution is in discussion with other area high schools regarding an expansion of the program to their institutions.

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 concluded May 2015. Triton will 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 Spring Assessment Report for this action is provided in Appendix B.



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 sought to strengthen student ambassadorships with East and West Leyden high schools. However, the institution had difficulty finding student ambassadors for this program. After evaluating the lack of participation, the institution has decided to change course for the coming fiscal year.

For FY2016, the institution will partner this action with efforts related to the institution's College Ready program (see Action: Alignment with High School Curricula and Common Core). The institution will seek to pair student ambassadors with high schools participating in the program, including Oak Park River Forest, Proviso East, Proviso West, East Leyden and West Leyden High Schools. Additionally, Health Careers and Admission Services have agreed to be a part of this collaborative and current Triton College students (those that are enrolled in any of the allied health career programs along with those that serve in the role of Student Recruiters) will now be paid an hourly stipend as well as receive free class vouchers for their services as Student Ambassadors.

The full Spring Assessment Report for this action is provided in Appendix B.



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.

This fiscal year, Triton College aimed to create 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, a committee comprised of educational and community high schools reviewed ICCB standards for dual credit, attended the ICCB Dual Credit Summit, and developed a Dual Credit handbook. Triton College also held a Dual Credit Summit during spring 2015 for its secondary school partners. Finally, a review of the College's processes and policies on dual credit will be conducted by an outside reviewer under an ICCB Dual Credit enhancement grant.

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. As an initial step in this process, the institution is expanding the number of courses that will be offered via dual credit.

The full Spring Assessment Report for this action is provided in Appendix B.

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 (SCA), 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 aimed to include two new K-12 partners in the alliance. Meetings with potential K-12 partners occurred in the fall 2014 and spring 2015 semester. The institution has witnessed a decrease in attendance at SCA meetings, but there is work occurring to encourage participation and add new members. During the fall 2014, semester one new K-8 partner was added. However, the partner did not attend SCA meetings that occurred during the spring semester. During spring 2015, two new partners were added to the SCA and both attended the last SCA meeting of the academic year.

Further, the college aimed to have the remaining SCA teams operational by the start of the 2015/2016 academic year. As evidenced by the meeting minutes and the updates provided by the SCA Project Director at each 2014/2015 SCA meeting, both the Data Team and Math Team are functional and meeting. However, Triton has delayed implementing the Reading/Writing and the Parent Team until the 2015/2016 academic year due to the work involved in coordinating the functioning teams and rolling out new teams. The Project Director has been recommended for more fall/spring release time to help facilitate the implementation and coordination of the last two SCA teams as a result.

At the recommendation of the core team, the steering committee has decided to combine this action with Review and Assess University Partnerships for the FY2016 plan. Progress on outcomes related to K-12 partnerships will continue to be measured as part of this combined action.

The full Spring Assessment Report for this action is provided in Appendix B.



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 aimed to convene at least two University Center meetings designed to review current degrees and certificates offered through the Center. Two meetings occurred during fall 2014 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.

Additionally, a meeting was held during spring 2015 to plan for the upcoming academic year. Discussion of degrees/certificates occurred with consideration given to adding two degrees to the Southern Illinois University degree offerings, one in Automotive Technology and one in Information Technology. University Center partners struggle each semester to provide enrollment data for each of the programs that they offer on Triton's campus. This will be more fully addressed in the new academic year in keeping with the current agreements on file.

At the recommendation of the core team, the steering committee has decided to combine this action with Expand and Enhance K-12 partnerships for the FY2016 plan. Progress on outcomes related to university partnerships will continue to be measured as part of this combined action.

The full Spring Assessment Report for this action is provided in Appendix B.



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 aimed 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. A student survey has been drafted and will be distributed to students during new student orientation and group advising sessions offered this summer.

The full Spring 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 Community College Survey of Student Engagement (CCSSE) and Survey of Entering

Student Engagement (SENSE).

At the recommendation of the steering committee, the action champion and core team drilled into this action to further define "holistic student experience." While crafting a definition, it was determined that the outcomes of this action are a combination of activities and outcomes captured by other existing outcomes, including Reduce Single-Point Services and Campus Silos, Develop a First-Year Experience, and Create Comprehensive Academic Planning, among others. As a result, the core team determined that this was more of a goal than an executable action item. At the recommendation of the core team, the steering committee endorsed the removal of this action from the FY2016 plan.

The full Spring Assessment Report for this action is provided in Appendix B.

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 focused on developing a streamlined protocol to assess equity in college policies and practices and increasing the effectiveness of equity in college policies and procedures. The Academic and Scholastic Standards Committee has collected and reviewed board policies, and is working with the student services department to develop new and/or strengthen current procedures that support the associated policies that impact student access and equity. Furthermore, all associated procedures will need to be streamlined and centralized in order to be more easily accessible for all interested parties.

The institution also aimed 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 Spring Assessment Report for this action is provided in Appendix B.

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 aimed to reduce single point services and silos effects by identifying positions across campus in need of cross training. There is no progress to report on this item for this semester.

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 a departmental head, hindered these efforts due to lack of necessary research expertise. In spring 2015, Triton College hired additional research personnel, including an Executive Director of Research and Institutional Effectiveness. This individual has been identified as the FY2016 action champion for this item. Based on the start date of the new action champion as well as other new personnel in the research department, the core team and steering committee have agreed to extend the anticipated timeline of this action by one year through FY2018.

The full Spring Assessment Report for this action is provided in Appendix B.

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.



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 focused 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.

Additionally, the institution aimed to promote PLA use in the form of a paper handbook for faculty and staff, as well as an online piece for student reference. The institution is finalizing the prior learning assessment booklet and flier to be used for marketing. Once finalized, the institution will measure the number of inquiries.

The full Spring Assessment Report for this action is provided in Appendix B.



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, including block scheduling, 15 semester credit course loads, and structured academic maps.

Additional research would be needed before these could be implemented on a broad scale. However, there is enough data to support exploring an acceleration model on a smaller scale, which could serve as a proof of concept of the effectiveness of the model towards reducing the time to completion for degree/certificate attainment. Furthermore, the implementation of the three strategies described above could be piloted in a

small cohort (i.e. 20 students), in two programs where curriculum is more deliberate (i.e. there is already a prescribed sequence of courses required for completion).

Two possible programs from the Division of Arts & Sciences, Digital Photography Certificate, and Early Childhood Education AAS degree could render themselves amenable for intervention. Both programs represent a short-term credential (Digital Photography Certificate), and a long-term degree (Early Childhood Education AAS), presenting the opportunity to assess the effectiveness of GPA in both types of programs of study. Both programs have a prescribed sequence of courses and may present the same obstacles that prevent completion in time.

The institution will continue to develop models for these programs through the fall of 2015, with possible implementation in 2016.

The full Spring Assessment Report for this action is provided in Appendix B.



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 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 executive team has thoroughly considered the recommendations and will decide which recommendations to adopt and implement at the start of FY2016.

The full Spring Assessment Report for this action is provided in Appendix B.

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 3.

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.



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 aimed to complete a draft Professional Development Plan for future fiscal years. However, before completing this draft, the Professional Development Committee determined it was necessary to define “at-risk students” in order to develop a professional development plan (PDP) that will help faculty address the instructional needs of such students. The committee reviewed the types of data collected by the Achieving the Dream Data Team, as well as definitions from other institutions of higher education, educational foundations and nationally recognized experts on the topic. Using this information, the committee defines “at-risk students” for the purposes of this action as students of low socio-economic status, first-generation college students, students of color and those who place into one or more

developmental education courses.

Now that this term has been defined, the outcome of completing the draft development plan will be extended into FY2016.

The full Spring Assessment Report for this action is provided in Appendix B.



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 Spring Assessment Report for this action is provided in Appendix B.



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.

This fiscal year, the institution aimed to research and develop a proposed Achievement Team model (case load model) and present it to services departments for input, with the goal of determining whether this structure is a feasible student services model at Triton College.

Upon evaluation of the Fall Semester Semi-Annual Report, the core team noted a significant overlap between the outcomes of this action and Reduce Single-Point Services and Campus Silos. To streamline the campus's efforts towards achieving these outcomes, the core team recommended that this action be absorbed by Reduce Single-Point Services and Campus Silos for FY2016. Therefore, this will no longer be a stand-alone action item in the strategic plan.

The full Spring Assessment Report for this action is provided in Appendix B.

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 aimed to identify and confirm 100 business and industry members that are willing to actively participate in the development and assessment of curriculum and student. With the assistance of department chairs and coordinators, the institution has compiled a list of approximately 225 business and industry members on Program Advisory Committees willing to actively participate in the development and assessment of curriculum and student outcomes. The address lists are being cleaned up at this point and will be ready to share with Career Services, Alumni Relations, and the President's Office in June, 2015.

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 4.

Strategic Direction 4:

Mobilize a coalition of sector-based employers in targeted growth industries and local and regional education and partners to identify current and projected workforce needs, skills, and credentials in order to assess and align college programming and curriculum with regional and global workforce needs.

Tactic 4A: Engage employers and industry leaders in cooperative partnerships that create dynamic educational programming in alignment with global workforce needs.

Tactic 4B: Coordinate a coalition of business, government, and industry leaders that drives regional economic development.

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 will be sent in mid-May and data will be collected over two weeks into the first week of June.

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. The survey is scheduled for distribution on May 15 and data will be collected over the next two weeks.

The full Spring Assessment Report for this action is provided in Appendix B.

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 now formulating a plan with the Jobs Office to standardize internship processes.

The full Spring Assessment Report for this action is provided in Appendix B.

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.

Upon evaluation of the Fall Semester Semi-Annual Report, the core team noted a significant overlap between the outcomes of this action and Engage in Direct Business Interaction. To streamline the campus's efforts towards achieving these outcomes, the core team recommended that this action be combined with Engage in Direct Business Interaction for FY2016. Therefore, this will no longer be a stand-alone action item in the strategic plan.

The full Spring Assessment Report for this action is provided in Appendix B.

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 aimed to increase faculty and administrative participation in external or internal workforce groups by 25%. While the 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. To further capacity for government and workforce collaboration, the college aimed to research 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. While the goal was to develop a plan in the spring and summer of this year for a model at Triton College, the institution has struggled to find an appropriate area for this action to live within the institution's organizational structure.

Based on the recommendation of the core team, the strategic planning steering committee has agreed to modify the timeline of this item from FY2015-FY2017 to FY2017-FY2019. Triton College expects to

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.*

implement some organizational redesign at the start of FY2016. By allowing a year for the organization to adjust to these changes, Triton may find an appropriate area within its structure to house efforts related to this action

The full Spring Assessment Report for this action is provided in Appendix B.

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 identified opportunities to improve efficiency and effectiveness through reviewing process map and forms, frequency of meetings, and parallel processing. As detailed in the Fall Semester 2014 Semi-Annual report, changes made internal processes have decreased the time to internal approval by 50%. Effectiveness of its streamlining efforts is dependent upon the completion of the college's external approval processes (including state and/or accreditor approval, as applicable) from this academic year's submissions. However, initial data from academic year 2014/2015 reflects a high internal approval rate, with the following changes processed internally: 3 new certificates; 45 revised certificates; 13 revised degrees, inclusive of a complete review and revision of the AAS degree; 4 inactive degrees; 1 deleted degree; 14 new courses; 74 revised courses; 8 deleted courses; and 164 total submissions.

The committee is currently viewing demonstrations of Curriculum Management Systems that may enable us to conduct all curriculum review processes and catalog production in a single online platform. The anticipated purchase in FY2016 remains in place.

The full Spring Assessment Report for this action is provided in Appendix B.

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 promoted 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. Topics related to this were 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 aimed 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 developed, including Cybersecurity and Information Assurance, Mobile, Web, and Data Science Application Development, and Bookkeeping.

Based on the recommendation of the core team, this action will conclude this year and will not be included in the FY2016 plan. New program development will continue to be tracked in the action Identify Gaps in Career and Technical Education Curriculum.

The full Spring Assessment Report for this action is provided in Appendix B.



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. An update to the existing New Program Development Plan occurred in fall 2014. The Plan (not yet finalized or presented) recommends new program development in the following potential areas (this is not an exclusive list): Health Information Technology (Strengthen existing Programs); Environmental Monitoring (Strengthen existing Programs); Forensic Accounting (Strengthen existing Programs); Mortuary Science (Niche Program); Synthetic Biology (Positioning Program); and Bioinformatics (Positioning Program).

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. Based on the submission of out of radius travel documents and conferences approved by the Board of Trustees in spring 2015 two administrators and one faculty traveled to Philadelphia, Pennsylvania to attend “*Developing and Managing Competency-Based Education*”.

The full Spring Assessment Report for this action is provided in Appendix B.

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.

Due to the significant overlap between the outcomes of this action and “Enhance Prior Learning Assessment,” the core team recommended to the steering committee that this action be absorbed into the former for FY2016. The steering committee endorsed this recommendation; therefore, this item will no longer be a standalone action for FY2016.

The full Spring Assessment Report for this action is provided in Appendix B.

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. Three faculty champions have stepped forward and agreed to learn more about competency-based education (CBE) to assess whether or not psychology, business (Bill Griffin, faculty), and computer science programs can be modified for CBE. As we improve our understanding of the processes involved, we may change programs or modify the number we are moving forward into development.

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.

At the suggestion of the strategic planning core team, the steering committee has decided to consolidate this action with three others: Develop Competencies, Assessments, and Structure; Determine Enrollment Services Process; and Develop Student Support Structures. Each of these discrete actions contributes to the larger action of developing and implementing competency-based programming. As a result, there is significant overlap between these four actions' outcomes and timelines. Combining these overlapping actions into a single action will streamline the institution's efforts related to competency-based program development.

The full Spring Assessment Report for this action is provided in Appendix B.

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.

At the suggestion of the strategic planning core team, the steering committee has decided to consolidate this action with three others: Identify Programs for Piloting; Determine Enrollment Services Process; and Develop Student Support Structures. Each of these discrete actions contributes to the larger action of developing and implementing competency-based programming. As a result, there is significant overlap between these four actions' outcomes and timelines. Combining these overlapping actions into a single action will streamline the institution's efforts related to competency-based program development.

The full Spring Assessment Report for this action is provided in Appendix B.

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.

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.

At the suggestion of the strategic planning core team, the steering committee has decided to consolidate this action with three others: Develop Competencies, Assessments, and Structure; Identify Programs for Piloting; and Develop Student Support Structures. Each of these discrete actions contributes to the larger action of developing and implementing competency-based programming. As a result, there is significant overlap between these four actions' outcomes and timelines. Combining these overlapping actions into a single action will streamline the institution's efforts related to competency-based program development.

The full Spring Assessment Report for this action is provided in Appendix B.

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.

At the suggestion of the strategic planning core team, the steering committee has decided to consolidate this action with three others: Develop Competencies, Assessments, and Structure; Determine Enrollment Services Process; and Identify Programs for Piloting. Each of these discrete actions contributes to the larger action of developing and implementing competency-based programming. As a result, there is significant overlap between these four actions' outcomes and timelines. Combining these overlapping actions into a single action will streamline the institution's efforts related to competency-based program development.

The full Spring Assessment Report for this action is provided in Appendix B.



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 sought 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. Information on models has been acquired and preliminary discussions have occurred; however, more comprehensive review of models is necessary. This will be an ongoing activity throughout the fall 2015 and spring 2016.

The full Spring Assessment Report for this action is provided in Appendix B.

Triton College Strategic Plan: FY2016 Resource Allocations					
Focus Area: Increase College Readiness					
Strategic Direction 1: By 2020, increase by 50% the number of students entering college prepared for college-level work.					
1.1	Action: Partner with K-12 institutional to address preparation and expectations that support the Common Core and PARCC Assessments; oversee successful alignment with high school curricula and Common Core Standards to ensure that students are accurately identified as ready for college work and early college credit opportunities. <u>Projected Timeline:</u> FY2015-2019 <u>Committee Alignment:</u> Curriculum <u>Action Champion:</u> Ric Segovia - Dean, Arts and Sciences				
FY2016 Milestones		Resources Needed	Allocation	Location in Budget	Notes
Adopt College and Career Readiness as a guide placement.		N/A	-	Arts and Sciences	No additional funding requested for FY2016 beyond standard departmental budgeting
Review entry-level courses to align with CCR expectations.		N/A	-	Arts and Sciences	No additional funding requested for FY2016 beyond standard departmental budgeting
Align teacher preparation programs to expectations of standards.		School College Alliance Teams	-	Academic Affairs	see Tactic 1A, Action 4
Work with K-12 to develop collaborative opportunities for interventions accelerated learning.		Release time for faculty to train/support HS faculty at pilot schools	\$4,896 (3 hours of release time per school per semester x 4 schools x 2 semesters)	Arts and Sciences	-
1.2	Action: Promote student, faculty, staff, and alumni to serve as ambassadors in the marketing of the value of Triton College’s programs and services <u>Projected Timeline:</u> FY2015-2019 <u>Committee Alignment:</u> Strategic Enrollment Management <u>Action Champion:</u> Corey Williams - Dean, Student Services				
FY2016 Milestones		Resources Needed	Allocation	Location in Budget	Notes
Identify and create plan that aligns with the efforts being conducted at East and West Leyden H.S. through the office of the Dean of Arts and Sciences.		Time allocation for completion of this milestone from existing staff.	-	Student Services	No additional funding requested for FY2016 beyond standard departmental budgeting

Appendix: FY2016 Resource Allocations

1.3	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 <u>Projected Timeline:</u> FY2015-2019 <u>Committee Alignment:</u> Strategic Enrollment Management <u>Action Champion:</u> Chuck Bohleke, Dean, Business and Technology				
FY2016 Milestones		Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Research and assess similar programs		Travel for three to attend the national and statewide NACEP conferences to learn for the best models nationally. Travel is also included for the ICCB Dual Credit conference.	\$6,450.00	Academics	NACEP Membership = \$450, included in departmental budgeting
Identify best practices		Visit other colleges with strong programs to learn from their models	\$1,000.00	Academics	-
Develop additional dual credit classes in order to increase student access to early college opportunities		Hire a Director of Dual Credit	\$50,000 per year including benefits	Academics	-
1.4	Action: Improve and expand partnerships with local and regional educational institutional at the K-12 and university level <u>Projected Timeline:</u> FY2015-2021 <u>Committee Alignment:</u> Strategic Enrollment Management <u>Action Champion:</u> Cheryl Antonich – Associate Vice President, Academic Affairs				
FY2016 Milestones		Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Promote the use by students of transfer guides, transfer events on campus and off campus, and university table visits, identify designated staff to coordinate and manage articulation agreements		N/A	-	Academic Affairs	No additional funding requested for FY2016 beyond standard departmental budgeting
Update or develop necessary univ. articulation agreements		N/A	-	Academic Affairs	No additional funding requested for FY2016 beyond standard departmental budgeting
Promote continued collaboration in order to facilitate the transition of the student		Funding for University Center Partnership Activities.	\$3,500.00	Academic Affairs	-
Research and develop additional university partnerships		N/A	-	Academic Affairs	No additional funding requested for FY2016

Appendix: FY2016 Resource Allocations

				beyond standard departmental budgeting
Research other types of successful types of univ. partnerships	N/A	-	Academic Affairs	No additional funding requested for FY2016 beyond standard departmental budgeting
Strengthen current relationships with school administrators and counselors	Funding	\$5000.00	Academic Affairs	-
Create opportunities for additional K-12 school partnerships	Funding	\$1,500.00	Academic Affairs	-
1.5	Action: Assess policies and revise as necessary to ensure equity <u>Projected Timeline:</u> FY2015-2017 <u>Committee Alignment:</u> Academic and Scholastic Standards <u>Action Champion:</u> Quincy Martin – Associate Vice President, Student Affairs			
FY2016 Milestones	Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Implement policy assessment process	NA	-	Student Affairs	No additional funding requested for FY2016 beyond standard departmental budgeting
Recommend policy implementation/revision to College Council and Board of Trustees	NA	-	Student Affairs	No additional funding requested for FY2016 beyond standard departmental budgeting
Implement policy changes	NA	-	Student Affairs	No additional funding requested for FY2016 beyond standard departmental budgeting
1.6	Action: Reduce single point services/positions and silo effects across campus <u>Projected Timeline:</u> FY2015-2019 <u>Committee Alignment:</u> Human Resources <u>Action Champion:</u> Joe Klinger – Associate Vice President, Human Resources			
FY2016 Milestones	Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Implement Institutional Succession Plan	N/A	-	Human Resources	No additional funding requested for FY2016 beyond standard departmental budgeting

Develop cross training program for identified employee groups		N/A	-	Human Resources	No additional funding requested for FY2016 beyond standard departmental budgeting
Develop a "Baseline Knowledge" employee training program for all staff that ensures any point of contact within the college will be able to assist students		N/A	-	Human Resources	No additional funding requested for FY2016 beyond standard departmental budgeting
Focus Area: Improve College Completion					
Strategic Direction 2: Identify and scale best practices					
2.1	Improve Graduate Success Tracking <u>Projected Timeline:</u> FY2015-2018 <u>Committee Alignment:</u> Academic Success <u>Action Champion:</u> Shelley Tiwari – Director of Data Analytics, Student Success				
FY2016 Milestones		Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Implement comprehensive graduate success tracking plan		Executive Director of Research and IE	-	Strategic Planning	No additional funding requested for FY2016 beyond standard departmental budgeting
Assess effectiveness of plan		N/A	-	Research	No additional funding requested for FY2016 beyond standard departmental budgeting
Make improvements based on assessment results		N/A	-	Research	No additional funding requested for FY2016 beyond standard departmental budgeting
2.2	Action: Scale existing support programs, including TEAM, Peer Mentoring, and TRiO <u>Projected Timeline:</u> FY2016-2021 <u>Committee Alignment:</u> Student Development <u>Action Champion:</u> Debbie Baness-King – Dean, Academic Success				
FY2016 Milestones		Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Assess support programs/services for expansion staffing structure, budget, resources, training, other needs		N/A	-	Division of Academic Success	No additional funding requested for FY2016 beyond standard departmental budgeting

Appendix: FY2016 Resource Allocations

Determine which support programs/services are appropriate	N/A	-	Division of Academic Success	No additional funding requested for FY2016 beyond standard departmental budgeting
Identify three areas of expansion	N/A	-	Division of Academic Success	No additional funding requested for FY2016 beyond standard departmental budgeting
Develop a 3 year plan for expansion that includes a timeline	N/A	-	Division of Academic Success	No additional funding requested for FY2016 beyond standard departmental budgeting
Ensure appropriate allocation of resources through the budget planning process	N/A	-	Division of Academic Success	No additional funding requested for FY2016 beyond standard departmental budgeting
2.3 Action: Establish e-services for the student population <u>Strategic Direction Alignment:</u> 2; <u>Tactic Alignment:</u> 2B <u>Projected Timeline:</u> FY2015-2018 <u>Committee Alignment:</u> TADEC <u>Action Champion:</u> Michael Garrity – AVP, Information Technology				
FY2016 Milestones	Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Fully Implement the Triton App that includes App Alerts	Triton App Funding	\$0 (included in Ellucian annual maintenance)	Information Technology	-
Fully Implement the Live chat help Environment for students	Funding	\$2,000	Information Technology	-
Fully Implement an Online Version of “Ask Me”	Funding	\$27,500 Annual Cost	Information Technology	-
Define Scope for text message alerts. Alerts of what kind from what platform?	N/A	-	Information Technology	No additional funding requested for FY2016 beyond standard departmental budgeting
Define Scope for online appointment scheduling	N/A	-	Information Technology	No additional funding requested for FY2016 beyond standard departmental budgeting

Appendix: FY2016 Resource Allocations

2.4	Action: Enhance Prior Learning Assessment opportunities <i>Projected Timeline:</i> FY2015-2016 <i>Committee Alignment:</i> Academic and Scholastic Standards <i>Action Champion:</i> Sujith Zachariah - Associate Dean, Enrollment Services				
FY2016 Milestones		Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Implement a marketing plan for the developed Prior Learning Assessments		Marketing Materials – Brochures, Fliers, Manuals, etc.	\$1500	Enrollment Services	-
Establish a baseline as to the number of students who used PLA to receive college		None	-	Enrollment Services	No additional funding requested for FY2016 beyond standard departmental budgeting
2.5	Action: Research and develop accelerated pathways/programs for students <i>Projected Timeline:</i> FY2015-2019 <i>Committee Alignment:</i> Curriculum <i>Action Champion:</i> Gabe Guzman – Associate Dean, Arts and Sciences				
FY2016 Milestones		Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Realign curriculum		Faculty	-	Academic Affairs	No additional funding allocated beyond standard dept. budget
Create two-year pathways of completion		Faculty - Counselors	-	Academic Affairs	No additional funding allocated beyond standard dept. budget
Create student guidelines for accelerated programs		Faculty-Counselors	-	Academic Affairs	No additional funding allocated beyond standard dept. budget
Pilot program		N/A	-	Academic Affairs	No additional funding allocated beyond standard dept. budget
Assess pilot		N/A	-	Academic Affairs	No additional funding allocated beyond standard dept. budget
2.6	Action: Develop a research-based First Year Experience model <i>Projected Timeline:</i> FY2015-2018 <i>Committee Alignment:</i> Student Development <i>Action Champion:</i> Amanda Turner – Dean, Enrollment Services				

Appendix: FY2016 Resource Allocations

FY2016 Milestones		Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Develop first year experience model based on data/information gathered in year 1		Staffing Marketing	\$48,000 \$2,000	Enrollment Services	-
Pilot program with a sample cohort		Programming	\$5000	Enrollment Services	-
Research funding sources for full scale implementation		N/A	-	Enrollment Services	No additional funding requested for FY2016 beyond standard departmental budgeting
Strategic Direction 3: Restructure support services with an emphasis on at-risk and low-performing populations and first-year students.					
3.1	Action: Create Professional Development Plan focused on needs of at-risk populations <u>Projected Timeline:</u> FY2015-2018 <u>Committee Alignment:</u> Professional Development Committee <u>Action Champion:</u> Mary Ann Tobin – Director of Teaching Learning				
FY2016 Milestones		Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Create professional development training targeted specifically to needs of at-risk/low performing populations		Webinars and books (Instructional Supplies)	\$2,500.00	Center for Teaching and Learning	-
Identify dates/hours for training		N/A	-	Center for Teaching and Learning	No additional funding requested for FY2016 beyond standard departmental budgeting
Invite guest speakers		Guest Speakers (Other Contractual Services)	\$3,000.00	Center for Teaching and Learning	-
3.2	Action: Create Summer Bridge Program to better prepare the upcoming students for college level courses and to ensure successful transition to college <u>Projected Timeline:</u> FY2015-2021 <u>Committee Alignment:</u> Student Development <u>Action Champion:</u> Debbie Baness-King – Dean, Academic Success				
FY2016 Milestones		Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Expand the FY15 Summer Bridge pilot from 20 to 50 students		FT Coordinator PT Peer Mentors (3)	Coordinator: \$47,900 Peer Mentors: \$58,800	Academic Success	-
Assess program and improve based on results		N/A	-	Academic Success	No additional funding requested for FY2016 beyond standard departmental budgeting
Assess staffing needs for program expansion		N/A	-	Academic Success	No additional funding requested for FY2016

Appendix: FY2016 Resource Allocations

				beyond standard departmental budgeting
Ensure appropriate Resources allocation through budget planning process	N/A	-	Academic Success	No additional funding requested for FY2016 beyond standard departmental budgeting
3.3	Action: Enhance tutoring services for the at risk students in high rate failing classes by subject area <u>Projected Timeline:</u> FY2016-2021 <u>Committee Alignment:</u> Academic Support <u>Action Champion:</u> Hanan Merheb – Director, Academic Success Center			
FY2016 Milestones	Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Research courses with high failing rates	Dedicating tutors time for the research	-	Academic Success	No additional funding requested for FY2016 beyond standard departmental budget
Assess hiring needs	Work with HR for hiring needs	-	Academic Success	No additional funding requested for FY2016 beyond standard departmental budget
Assess facilities space	Working with Facilities on accessing space	-	Academic Success	No additional funding requested for FY2016 beyond standard departmental budget
Explore opportunities for faculty members to tutor; develop a survey for faculty to see if there is an interest	Working with Faculty to explore the possibilities	-	Academic Success	No additional funding requested for FY2016 beyond standard departmental budget
3.4	Action: Institute comprehensive academic planning for first-year students <u>Projected Timeline:</u> FY2015-FY2017 <u>Committee Alignment:</u> Academic Support <u>Action Champion:</u> Christine Dewey – Program Director, Counseling			
FY2016 Milestones	Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Continue student outreach	Faculty (volunteer) time FEF training	-	Counseling	No additional funding requested for FY2016 beyond standard departmental budgeting

Appendix: FY2016 Resource Allocations

Revise the counselor's role in New Student Orientation	Counselor time Computer Lab time	-	Counseling	No additional funding requested for FY2016 beyond standard departmental budgeting
Implement use of program planning tool for financial aid students on academic appeal	Additional part-time counseling budget (to free up full-time counselor availability to assist students with FA appeals during open registration).	\$2,000	Counseling	-
Focus Area: Close Skill Gaps				
Strategic Direction 4: Identify regional and global workforce needs, skills, and credentials and align college programming and curriculum with workforce needs.				
4.1	Action: Create opportunities for direct interaction with business community to ensure more consistent feedback on program offerings and industry alignment <u>Projected Timeline:</u> FY2015-2021 <u>Committee Alignment:</u> Strategic Enrollment Management <u>Action Champion:</u> Paul Jensen – Dean, Continuing Education			
FY2016 Milestones	Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Capture data on program modifications made based on employer/alumni survey data	Program-specific information submitted by chairs and coordinators	-	Continuing Education	No additional funding requested for FY2016 beyond standard departmental budgeting
Explore opportunities to bringing business and industry members on campus	Catering, printing, marketing and honoraria for quarterly business breakfasts w/guest speakers	\$5,000	Continuing Education	-
Conduct annual Employer Satisfaction Survey of orgs that hire thru Career Center	Professional research firm to conduct survey	\$9,700	Continuing Education	-
Conduct annual One Year Out and Five Years Out Survey of Employed Alumni	Professional research firm to conduct survey	\$9,700	Continuing Education	-
Continue business participation initiatives	Additional expertise	-	Continuing Education	No additional funding requested for FY2016 beyond standard departmental budgeting
Develop plan of action and target market for each division of the campus	Discussions have begun with other divisions	-	Continuing Education	No additional funding requested for FY2016

Appendix: FY2016 Resource Allocations

				beyond standard departmental budgeting
Develop new marketing materials	Time and monetary support	\$1,200.00	Continuing Education	-
Identify key note speakers for events on campus to bring businesses here	Honorariums and thank you gifts for speakers	\$1,000.00	Continuing Education	-
4.2	Action: Enhance relationships with business through increased student internship opportunities <u>Projected Timeline:</u> FY2015-2021 <u>Committee Alignment:</u> Curriculum <u>Action Champion:</u> Chuck Bohleke – Dean, Business and Technology			
FY2016 Milestones	Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Identify the programs at the college that currently have internships or clinical experiences for students	N/A	-	Academics, Business and Technology	No additional funding requested for FY2016 beyond standard departmental budgeting
Benchmark other college's efforts to better integrate the community into the decision-making at the college	N/A	-	Academics, Business and Technology	No additional funding requested for FY2016 beyond standard departmental budgeting
Begin to utilize existing structures and relationships to create a cross-disciplinary group to meet the needs of the college with feedback from faculty, staff and administration	Additional personnel time	\$3,000.00	Academics, Business and Technology	-
Begin a yearly appreciation breakfast for the groups involved in the tactic and advisory committees	Space and monetary support	\$2,250.00	Academics, Business and Technology	-
4.3	Action: Enhance collaboration with government and workforce partnerships			
FY2016 Milestones	Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
N/A	N/A	N/A	N/A	N/A
Strategic Direction 5: Develop and implement educational pathways that include accelerated and competency-based approaches.				
5.1	Action: Streamline curriculum review and approval process <u>Projected Timeline:</u> FY2015-2017 <u>Committee Alignment:</u> Curriculum <u>Action Champion:</u> Mary Ann Tobin – Director of Teaching and Learning			
FY2016 Milestones	Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Purchase curriculum management	Curriculum Management	\$50,000	Center for Teaching and	-

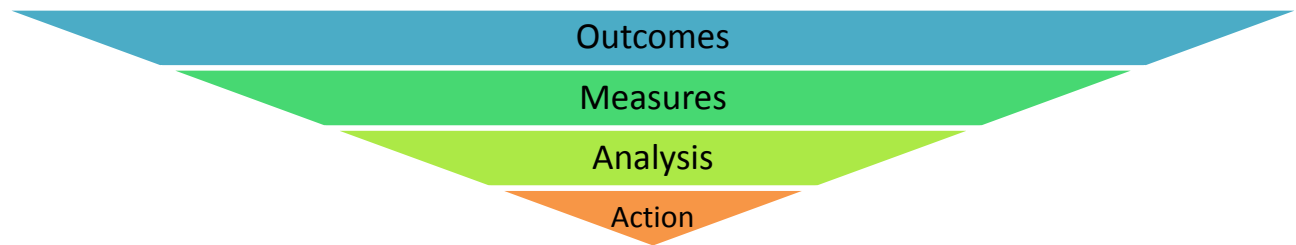
Appendix: FY2016 Resource Allocations

system and integrate into the process		System		Learning	
5.2	Action: Identify gaps in existing Career and Technical Education curriculum <u>Projected Timeline:</u> FY2015-2021 <u>Committee Alignment:</u> Curriculum <u>Action Champion:</u> Cheryl Antonich – Associate Vice President, Academic Affairs				
FY2016 Milestones		Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Program agency or association accreditations pursued where applicable (i.e. Business, Automotive). Professional development provided for faculty.		Funding is included in specific programmatic budgets to support ongoing programmatic accreditation (Health Careers, Business & Technology). The School of Business is in “candidacy status” for accreditation. Faculty professional development funding is per negotiated agreements and included in appropriate program personnel budgets.	-	Academic Affairs	No additional funding requested for FY2016 beyond standard departmental budgeting
Research other types of successful types of partnerships		N/A	-	Academic Affairs	No additional funding requested for FY2016 beyond standard departmental budgeting
5.3	Action: Develop and Implement Competency-Based Curricula <u>Projected Timeline:</u> FY2015-2021 <u>Committee Alignment:</u> Curriculum <u>Action Champion:</u> Paul Jensen, Dean, Continuing Education				
FY2016 Milestones		Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Develop competencies matched to course outline learning objectives and develop assessments to test achievement of competency		Join the CAEL (Council for Adult and Experiential Learning), “Statewide Portfolio Assessment System” network led by Harper College.	CAEL annual institutional membership (\$675); estimated contribution to network annual service fee (\$2,500).	Continuing Education	-

Appendix: FY2016 Resource Allocations

Develop skill and proficiency-based assessments for CTE programs	Triton faculty trained and certified by CAEL as certified assessors of student portfolios, targeted for specific disciplines. Also send faculty to CAEL annual conference to learn best practices.	Training cost ranges from \$500-\$1,000 depending on number of participants (\$3,000); CAEL annual conference (\$2,500 or \$500 pp).	Continuing Education	-
Design self-paced structure for competency achievements which include access to faculty moderators, online and/or face-to-face	Triton faculty and staff champions attend national conferences on the development of competency-based structures.	Four individuals attend national Competency-based Learning conferences (\$11,000).	Continuing Education	-
5.5	Action: Enhance and expand online course offerings <u>Projected Timeline:</u> FY2015-2021 <u>Committee Alignment:</u> Technology Advisory and Distance Education Committee <u>Action Champion:</u> Cheryl Antonich – Associate Vice President, Academic Affairs			
FY2016 Milestones	Resources Needed	Requested Allocation	Approval/ Dept. Budget	Notes
Implement changes required for recommended online course management/development	Personnel and funding Clerical Support Copier Office Supplies Other Contractual Services Non-contractual Extra Duty	\$71,500 (staff) \$33,500 (office budget) \$60,000 (online course development)	Academic Affairs	-
Total Allocations Requested: \$546,071		Total Allocations Approved: TBD		

Strategic Action Assessment Report Template



Date: May 26, 2015

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: 7

Number of courses piloted: 1 course; MAT 096

Number of high schools which host pilot: 1 high school, East Leyden High School; no data at this time

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.

Waiting for course to reach completion. Seven (7) courses taught at East Leyden HS. Semester has not reached completion at the time of this report.

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 will be collected.

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 FY15 ☒

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: 5 courses

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.

At the time of this report, we are waiting for data report.

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.

Waiting for data to report *Relationship* of success (i.e., grade earned) in developmental courses with success (i.e., grade earned) in college level course(s) (i.e., grade earned).

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes ☒ X ☐

No ☐

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

- * Persistence through course college-level courses
- * Number of credit hours earned
- * Retention through subsequent term(s)
- * Completion rates

(* Possible comparison groups)

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 15, 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)?

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 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 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 the 2015 academic 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.

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 X

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.

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes X

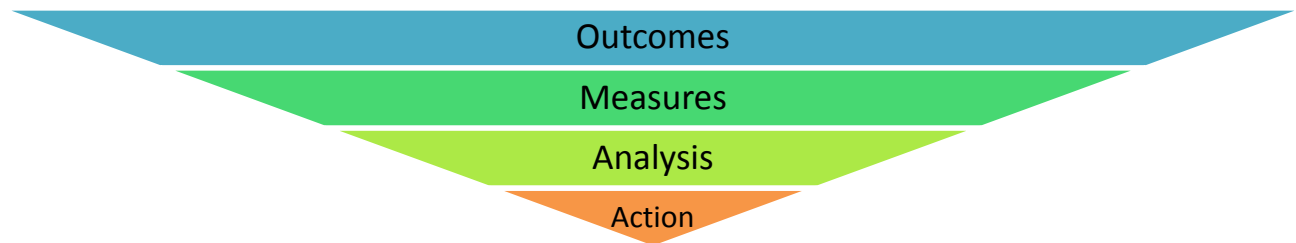
No

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

We are changing directions based on the current results. Rather than solely working with East and West Leyden High Schools, the focus will now shift to working with those high school partners that have indicated interest in the developmental education programs. Those area high schools include: Oak Park River Forest, Proviso East, Proviso West, East Leyden and West Leyden High Schools. Additionally, Health Careers and Admission Services have agreed to be a part of this collaborative and current Triton College students (those that are enrolled in any of the allied health career programs along with those that serve in the role of Student Recruiters) will now be paid an hourly stipend as well as receive free class vouchers for their services as Student Ambassadors.

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 15, 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 _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:

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.

We have examined a number of other college's plans, attended the ICCB Dual Credit Summit and developed a Dual Credit handbook that was distributed to the secondary partners at a Dual Credit summit held in the spring of 2015.

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 analysis was of the policies and procedures of other peer institutions and recommendations have been made in this regard to reexamine the placement testing policy, to revise the Dual Credit handbook and to start the creation of a dual credit faculty handbook. Additionally, a review of the College's processes and policies on dual credit will be conducted by an outside reviewer under an ICCB Dual Credit enhancement grant.

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 X__

Not likely to be completed by end of FYs ____

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 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.

We have expanded a number of courses that are still being input at the time of the writing of the report that will expand our enrollments from less than 100 to several hundred and more students in the fall of 2016.

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 __16__

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

Not likely to be completed by end of FYs ____

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.

Since the dual credit has been very limited over the last few years there has been very little data to measure. As we are adding additional classes going forward this data will be collected.

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.

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 _16__

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.

Since almost 100% of the students in dual credit classes are under the age of 18, which is the minimum age limit for the CCSSE, it is impossible to utilize the CCSSE for this purpose. The survey will have to be done by regular student evaluations of instruction.

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.

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes X

No

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

The measure for outcome 4 will need to be changed to a measure based on students perceptions of instruction rather than based on the CCSSE since the minimum age for the CCSSE is 18 years old and almost all students are less than 18 while in high school.

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 18, 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 __X__

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

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.

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.

Meetings with potential K-12 partners occurred in the fall 2014 and spring 2015 semester. While we have witnessed a decrease in attendance at School/College Advisory Council meetings there is work occurring to encourage participation and add new members. During the fall 2014 semester one new K-8 partner was added, however, the partner did not attend SCA meetings that occurred during the spring semester. During spring 2015 two new partners were added to the SCA and both attended the last SCA meeting of the academic 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 ____

Not likely to be completed by end of FYs __X__

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__

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.

As evidenced by the meeting minutes and the updates provided by the SCA Project Director at each 2014/2015 SCA meeting, both the Data Team and Math Team are functional and meeting. However, we have delayed implementing the Reading/Writing and the Parent Team until the 2015/2016 academic year due to the work involved in coordinating the functioning teams and rolling out new teams. The Project Director has been recommended for more fall/spring release time to help facilitate the implementation and coordination of the last two SCA teams as a result.

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes X

No

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

The last two SCA teams will be rolled out during the upcoming academic year.

At the recommendation of the core team, the steering committee has decided to combine this action with Review and Assess University Partnerships for the FY2016 plan. Progress on outcomes related to K-12 partnerships will continue to be measured as part of this combined action.

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 15, 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.

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 two meetings that occurred during fall 2014 with on-campus University Center Partners. One additional meeting with the University Center partners occurred on May 8, 2015 to discuss planning for the upcoming academic year. Discussion of degrees/certificates occurred with consideration given to adding two degrees to the Southern Illinois University degree offerings, one in Automotive Technology and one in Information Technology. University Center partners struggle each semester to provide enrollment data for each of the programs that they offer on Triton's campus. This will be more fully addressed in the new academic year in keeping with the current agreements on file.

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes ☒ X ____

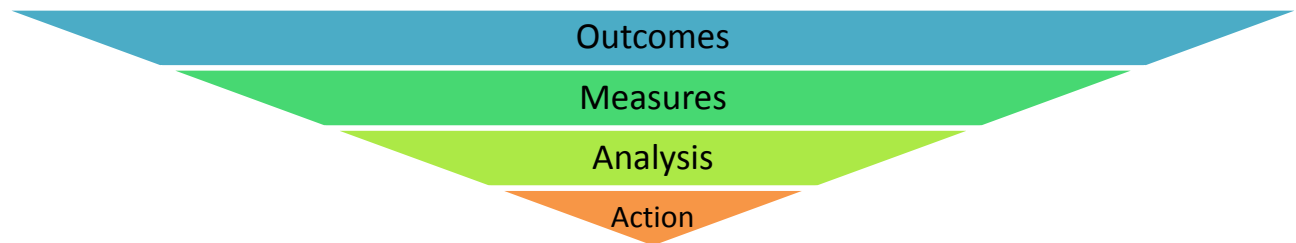
No ____

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

At the recommendation of the core team, the steering committee has decided to combine this action with Expand and Enhance K-12 Partnerships for the FY2016 plan. Progress on outcomes related to university partnerships will continued to be measured as part of this combined action.

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 22, 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 ____

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 ☒ ____

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.

No update

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.

The survey has been drafted. Once finalized, it will be distributed to students during new student orientation and group advising sessions offered this summer.

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

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes ☒ ___

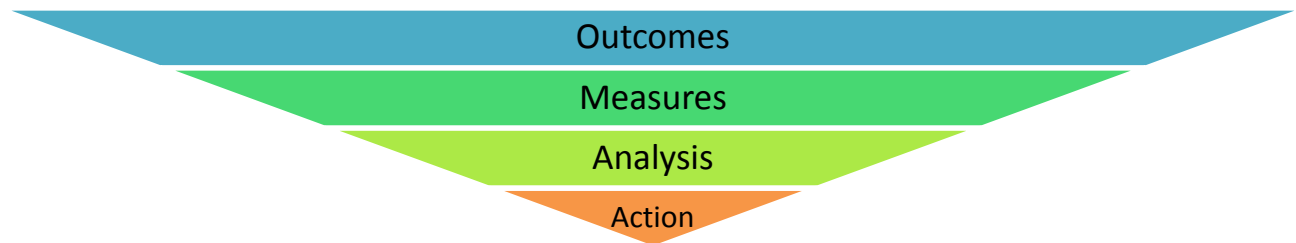
No ☐ ___

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

Item was moved to align with Strategic Direction: Improve College Completion.

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 19, 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 ____

Not likely to be completed by end of FYs X__

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 ____

No ☒__

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

Please review improvements/changes section

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.

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes ☒__

No ____

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

Based on the recommendation of the strategic planning core team, this action has been eliminated. All of its outcomes are covered by other actions that already exist in the plan.

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 19, 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 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.

Appropriate Board policies have been collected and reviewed. Based on the collected policies, a determination has been made to develop new and/or strengthen current procedures that support the associated policies that impact student access and equity. Furthermore, all associated procedures will need to be streamlined and centralized in order to be more easily accessible for all interested parties.

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.

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes ____

No X__

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 15, 2015

Action: Improve graduate success tracking.

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:

The institution will increase its student success data collection rate by 10%.

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:

The number of graduates about which the institution gathers data regarding employment or educational persistence

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.

At the time this measure was set, the institution expected to have a Dean of Research in place to lead this effort. The lack of this expertise has hindered the institution's ability to move forward with this action.

An Executive Director of Research and Institutional Effectiveness has been hired, and this individual will serve as action champion for FY2016.

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 further the improvement of graduate success tracking, the institution will identify three additional methods (beyond Triton's graduate survey) of collecting graduate success data.

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 graduate success tracking initiatives adopted by the research department in FY2015

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.

At the time this measure was set, the institution expected to have a Dean of Research in place to lead this effort. The lack of this expertise has hindered the institution's ability to move forward with this action. An Executive Director of Research and Institutional Effectiveness has been hired, and this individual will serve as action champion for FY2016.

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

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes ☒ _ ☐ _

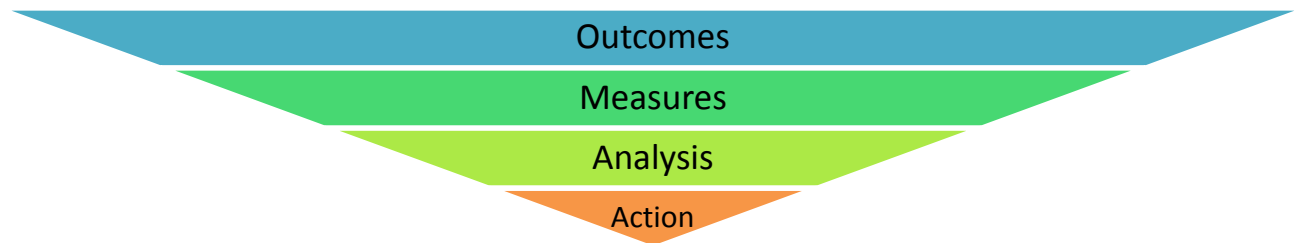
No ☐ _

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

This action has been assigned to the Executive Director of Research and Institutional Effectiveness, who was hired by the institution in spring 2015. Based on the start date of the new action champion as well as other new personnel in the research department, the core team and steering committee have agreed to extend the anticipated timeline of this action by one year.

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: **05-15-2015**

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 ☒ ___

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 ☐ ___

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.

As of now, we have the following numbers for students who took prior learning assessments: CLEP – 157, DSST – 23, AP – 258, Proficiency – 5. We do not have any students who have currently done the Portfolio Review through CAEL.

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.

Currently still finalizing the prior learning assessment booklet and flier to be used for marketing. Once finalized, we can determine the number of inquiries.

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.

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

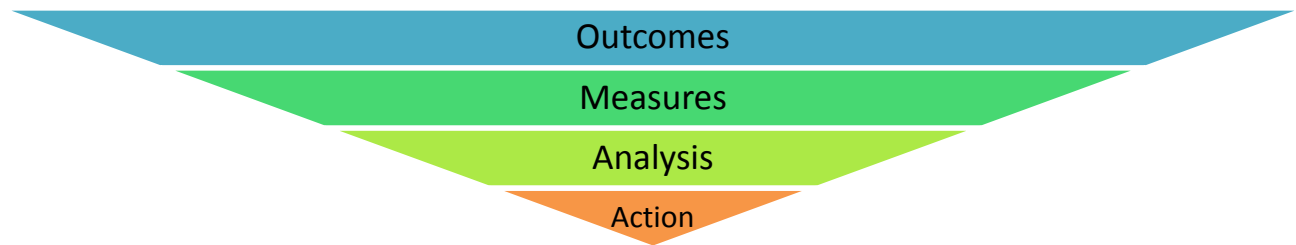
Yes ____

No X

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Date: May 19, 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 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 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 2015).

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.

The core team, however, did not consider a budgetary priority to include funds for a KAP study. Therefore, the only information available will not be acquired directly from our constituency, but will be based largely on national and/or regional data.

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 ____

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:

1. 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.
2. Establishing 15 credits as full-time commitment. 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.

3. 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%.

Without the information that could be gathered through a KAP study, and basing assumptions on national/regional data, there are still possible to explore an acceleration model at a smaller scale, in fact a proof of concept of the effectiveness of GPS to reduce the time to completion for degree/certificate attainment. Furthermore, the implementation of the three strategies described above could be piloted in a small cohort (i.e. 20 students), in two programs where curriculum is more deliberate (i.e. there is already a prescribed sequence of courses required for completion).

Two possible programs from the Division of Arts & Sciences, Digital Photography Certificate, and Early Childhood Education AAS degree could render themselves amenable for intervention. Both programs represent a short-term credential (Digital Photography Certificate), and a long-term degree (Early Childhood Education AAS), presenting the opportunity to assess the effectiveness of GPS in both types of programs of study. Both programs have a prescribed sequence of courses and may present the same obstacles that prevent completion in time.

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes ☒_X_

No ☐_

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

Of the milestones projected to be completed during FY 2015, only three were not completed: Identification of groups for acceleration, Exploration of an acceleration Model, and the Creation of Student Agreements. Therefore, those three milestones need to be redefined and included in the milestones for FY 2016.

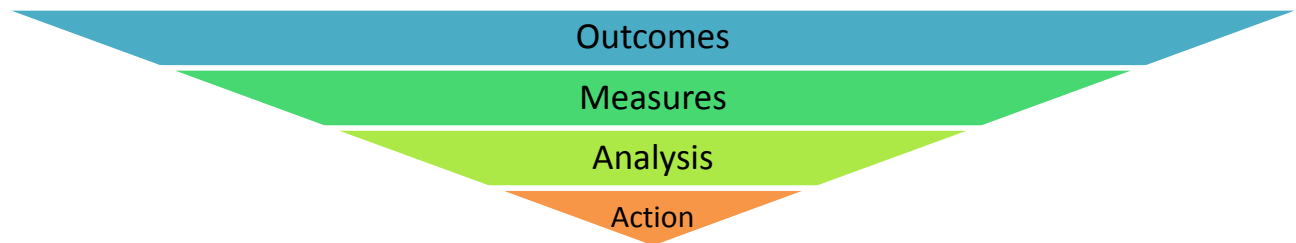
During the fall of 2015, and in collaboration with the Chairs/Coordinators, and faculty from the respective programs, an in-depth analysis of the respective curricula will be conducted to:

- 1. Identify excess credits, if any, that may delay completion of the degree/certificate (strategy #3 'Establishing academic maps').*
- 2. Re-align the curriculum in the best way possible so that students can maximize the amount of credits they will take per semester, aiming at 15 credits per semester (strategy #2 'Establishing 15 credits as full-time commitment').*
- 3. Redesign the schedule of classes in a block-schedule fashion so that students can commit to intensive, 3 ½-week long, every-day, block schedule, taking only one course at the time until they complete their degree/certificate (strategy #1 'Establishing structured schedules'. The aim is for students to take 4 courses every semester (1 course every block of 3 ½ weeks, with 4 days of recess between blocks). That way, students will concentrate in only one course at the time, reducing stress, anxiety and competing priorities between courses perceived by students as 'difficult'.*
- 4. Develop a monitor system to track students' performance every semester, based on three specific metrics: GPA, completion of gateway courses (usually general education courses), and completion of program/certificate- specific courses).*
- 5. Develop an assessment plan to identify obstacles and evaluate the effectiveness of the intervention.*

Should these milestones be completed during the fall of 2015, a potential pilot could start in the spring of 2016, with expected outcomes assessed in the fall of 2016 (Digital Photography Certificate), and fall of 2017 (Early Childhood Education AAS degree).

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 15, 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.

The recommendations have been given to the executive team, who will now decide which recommendations to adopt and how to implement those actions. Therefore, this action has concluded (as scheduled) this fiscal year.

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes ____

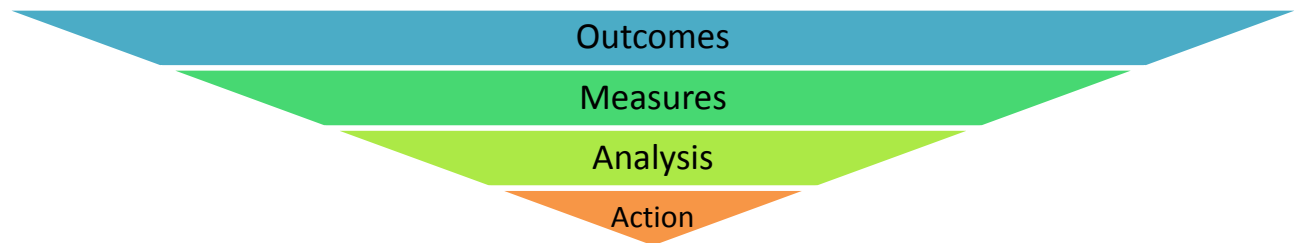
No _x_

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

This action has concluded and will therefore not be providing updates in future FYs.

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 11, 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.

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 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 lists of conferences, instructional materials and resources for on-campus use have been started and additions will continue to be made as such resources are advertised. Some resources have already been purchased for the CTE Library.

Outcome 2:

Draft Professional Development Plan.

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:

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.

See below.

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 Professional Development Committee believed it necessary to define "at-risk students" in order to develop a professional development plan (PDP) that will help faculty address the instructional needs of such students. The committee reviewed the types of data collected by the Achieving the Dream Data

Team, as well as definitions from other institutions of higher education, educational foundations and nationally recognized experts on the topic. Using this information, the committee discussed the topic at several of its meetings and agreed upon a definition for the purposes of the PDP associated with this tactic. The committee defines “at-risk students” as, but not limited to, students of low socio-economic status, first-generation college students, students of color and those who place into one or more developmental education courses. The committee strongly believes that such a definition would benefit the college as a whole. Therefore, the committee will forward this definition to the Academic Senate along with a recommendation that a senate sub-committee or task force be convened to develop a campus-wide definition.

Discussions will continue during FY2016 about how to best carry out this tactic, either by

- 1) developing a separate PDP for an entirely new committee initiative;
- 2) restructuring the committee’s SMARTteaching initiative to focus on the topic of teaching at-risk students;
- 3) developing a separate CTE Seminar on the topic; or
- 4) including the topic as part of the CTE’s newly created Tri-TOP program (pending VP approval).

Depending on which route is chosen, it may not be necessary to complete a PDP. Instead, a program or seminar proposal would be drafted.

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: N/A (see outcome 3 measure)

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 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 X

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

This outcome is not applicable. We believe it was included in error, since it does not appear to relate to the purpose and scope of this tactic.

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

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes X

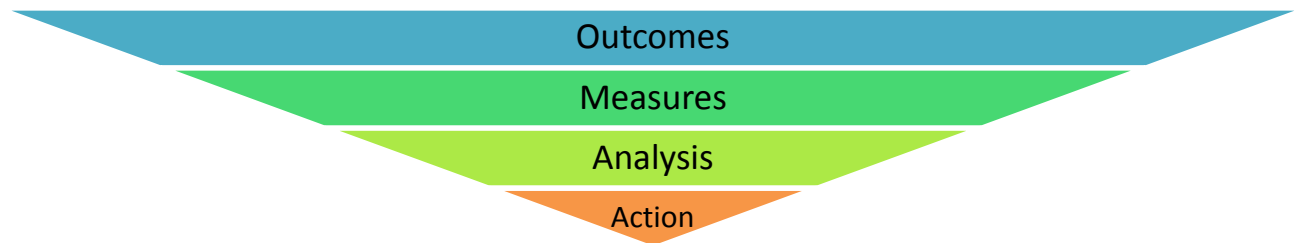
No

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

For the reasons indicated above, Outcome 3 should be deleted.

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 19, 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.

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 (Data is collected with each annual cohort – data on new cohorts will not be available until 8/15)

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.

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_ (Data is collected with each annual cohort – data on new cohorts will not be available until 8/15)

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.

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 the time of this report the spring semester was still in session so no new data can be reported.

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes _X__

No ____

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

Proposed Milestone Adjustments have been submitted for consideration through the SEM Committee as well as AVP Quincy Martin-

FY2015	FY2016	FY2017
<i>Milestone</i>		
<i>Expand the FY15 Summer Bridge pilot from 20 to 50 students</i>	<i>Expand the FY16 Summer Bridge pilot to 100 students</i>	<i>Expand the FY17 Summer Bridge pilot to 200 students</i>
<i>Assess program and improve based on results</i>	<i>Assess program and improve based on results</i>	<i>Assess program and improve based on results</i>
<i>Assess staffing needs for program expansion</i>	<i>Assess staffing needs for program expansion</i>	<i>Assess staffing needs for program expansion</i>
<i>Ensure appropriate Resources allocation through budget planning process</i>	<i>Ensure appropriate Resources allocation through budget planning process</i>	<i>Ensure appropriate Resources allocation through budget planning process</i>

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 15, 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.

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 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:

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.

This strategic action is no longer an action on its own and has been combined with the action “Reduce Single Point Services and Campus Silos.”

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 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

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 new and current students that attended Campus Kick-off Day.

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.

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.

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes X

No

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

This action is no longer a stand-alone action of the strategic plan and has been combined with the action "Reduce Single Point Services and Campus Silos."

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 13, 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.

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 X

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

**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 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.

With the assistance of department chairs and coordinators we have compiled a list of approximately 225 business and industry members on Program Advisory Committees willing to actively participate in the development and assessment of curriculum and student outcomes. The address lists are being cleaned up at this point and will be ready to share with Career Services, Alumni Relations, and the President's Office in June, 2015.

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 be 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.

The questions have been developed and are with IR for distribution as a survey instrument but the final email address list is in the process of finalization by Career Services and they wanted to wait until after the spring Job Fair to complete their work. The survey will be sent in mid-May and data will be collected over two weeks into the first week of June.

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.

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.

The questions have been developed and reviewed by the deans, chairs and coordinators. The survey is scheduled for distribution via MyEmma May 15 and data will be collected over the next two weeks.

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.

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes ____

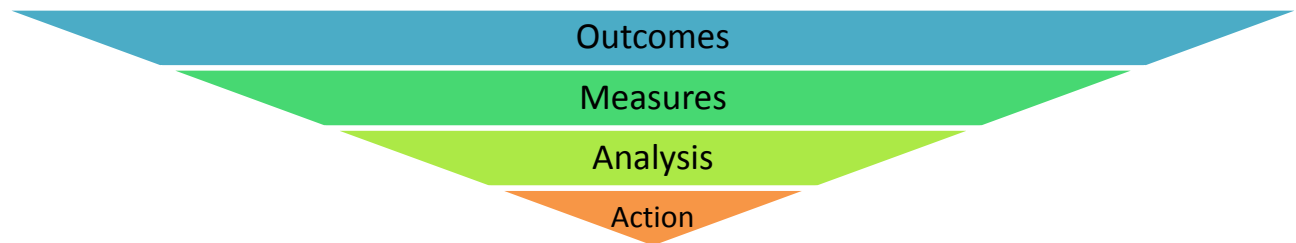
No X

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

Maintain support for project funding per request in winter 2015 report.

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 15, 2015

Action: Increase Student Internship 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:

Identify program offerings that have opportunities for student internship

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:

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 of the programs that utilize internships and are examining how these are handled at the college. We are currently formulating a plan with the Jobs Office to standardize the processes since some programs are currently handling the internships at the department level rather than working with the Jobs Office.

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 _17__

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 _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 compilation of a list is difficult since the employers vary semester to semester and are sometimes the student's current employer. We are working to develop a number of employers that will consistently utilize students semester after semester rather than on an ad hoc basis.

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 _17__

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)?

Yes ____

No _X__

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

We have not had sufficient growth in internships at present to justify the addition of additional personnel. The analysis of this will have to be done when we see the fruits of the efforts to expand internships.

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.

No data available

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes ____

No X

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 15, 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:

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 _17__

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.

We are still struggling with a mechanism to gather this data since there is no central repository. This will probably take the form of a survey.

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 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 _17__

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.

Some other colleges have been examined to determine their processes for engaging the community, but it has been limited and much of the data is not applicable to Triton since the institutions are in rural areas where the college is the only one present and they are not in an urban or suburban setting.

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

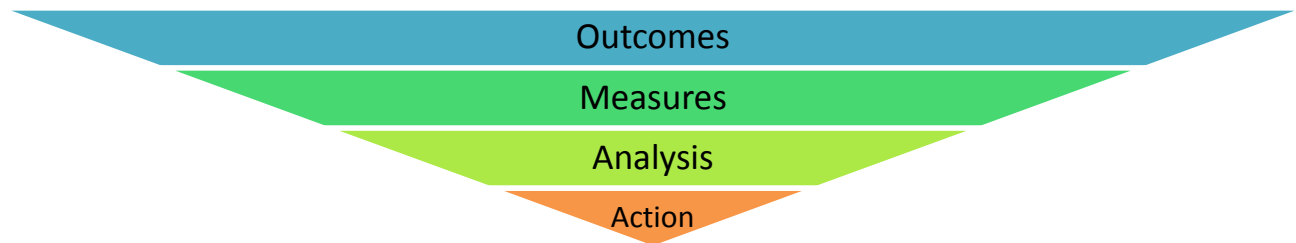
Yes ____

No X

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 11, 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.

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.

All CCC voting and resource members now participate in the Technical Review Process and post their questions there. Therefore, second reads are no longer required for new courses or curricula, and these items are called for a vote at the meeting in which they appear for the first time. Consequently, we are heartened by the speedy internal and external approval of C407S Cybersecurity & Information Assurance, which was approved at the December 4, 2014 CCC meeting and submitted to the ICCB on Dec. 12. We received notice of approval on Feb. 3, 2015, which means it will appear in the Fall 2015 College Catalog. Following our previous processes, this new certificate would have required two reads, so it would not have been eligible for submission to the December 2015 meeting, and its implementation would have been delayed for at least six months.

The process for designating "Consent Agenda Items" as part of the Technical Review Process must still be created, the anticipated start date for which is Fall 2015. 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. Once this process is established, faculty submitters of "Consent Agenda Items" 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.

Because of the complexity of the submission deadlines for the CCC, Academic Senate and Board of Trustees, attempts at simultaneously submitting items for approval to the VP of Academic and Student Affairs and the Academic Senate was determined to be of no consequence in streamlining the internal approval process. Therefore, the VP directed the Office of Curriculum & Assessment to revert to its prior practice of submitting separate summaries to the Academic Senate and to the Board of Trustees according to their published deadlines.

The revised Course Outline form continues to be well received by faculty, who consider it a more complete and thorough means of course review and curriculum mapping. However, IAI review panels continue to request actual instructors' syllabi along with the Course Outline. Thus, this tactic was only a partial, but important, success.

Having only one semester upon which to judge the efficacy of its streamlining efforts, we await the completion of our external approval processes from this academic year's submissions to judge the effectiveness of these changes. However, we can report that in academic year 2014/2015, the CCC reviewed and processed the following numbers and types of documents.

3 New Certificates

C407S Cybersecurity & Information Assurance
C407T Mobile, Web and Data Sci App Development
C416A Bookkeeping

45 Revised Certificates

13 Revised Degrees, inclusive of a complete review and revision of the AAS degree

4 Inactive Degrees

1 Deleted Degree

14 New Courses

74 Revised Courses

8 Deleted Courses

164 Total Submissions, exclusive of items that did not make it to the CCC after TRC review.

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 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:

Due to the limitations set by the current 9-month faculty appointments and the CCC members' other job-related commitments, it is highly unlikely that the frequency of meetings will increase.

The committee is currently viewing demonstrations of Curriculum Management Systems that may enable us to conduct all curriculum review processes and catalog production in a single online platform. The anticipated purchase in FY2016 remains in place.

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.

N/A

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes ____

No X

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 15, 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 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 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.

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.

All curriculum (degrees and certificates – stackable and otherwise) are codified in Curriculum Committee and Academic Senate agendas and meeting minutes throughout the academic year. Discussions of curriculum degrees and certificates occur at the academic deal level and within academic departments, however, those discussions may not be included on agendas or within minutes.

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.

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 curriculum actions occurred in academic year 2014/2015:

3 New Certificates that include:

C407S Cybersecurity & Information Assurance

C407T Mobile, Web and Data Sci App Development

C416A Bookkeeping

Additionally, 45 existing Certificates were revised.

The above new Certificates have been submitted to the ICCB for final approval and will be submitted to the Higher Learning Commission for approval if they meet the standard for submission to the HLC.

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes ☒ X ☐

No ☐

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

Due to the overlap of this action's outcomes with the action "Identify Gaps in Career and Technical Education Curriculum", this action will conclude this year and will not be included in the FY2016 plan. New program development will continue to be tracked in the action noted above.

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 18, 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.

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.

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 is ongoing each year. An update to the existing New Program Development Plan occurred in fall 2014. The Plan (not yet finalized or presented) recommends new program development in the following potential areas (this is not an exclusive list):

Health Information Technology (Strengthen existing Programs)
Environmental Monitoring (Strengthen existing Programs)
Forensic Accounting (Strengthen existing Programs)
Mortuary Science (Niche Program)
Synthetic Biology (Positioning Program)
Bioinformatics (Positioning Program)

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.

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 the submission of out of radius travel documents and conferences approved by the Board of Trustees in spring 2015 two administrators and one faculty traveled to Philadelphia, Pennsylvania to attend "Developing and Managing Competency-Based Education".

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

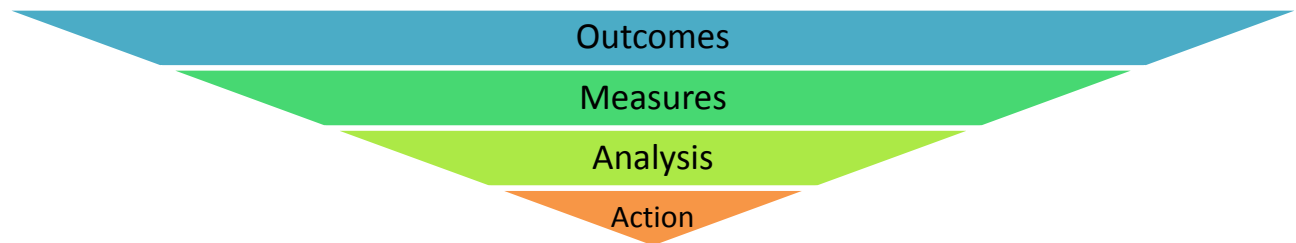
Yes ____

No X__

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 15, 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.

There has not been any portfolio reviews done as of now by CAEL. Once marketing for CAEL portfolio review is done, we may have some 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.

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes X

No

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

Due to the significant overlap in outcomes between this action and "Enhance Prior Learning Assessment Opportunities," they will be combined into a single action in the strategic plan for FY2016.

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 15, 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 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 pilot programs identified for competency-based pilot.

Currently evaluating three programs for CBE expressions: - Psychology (Lore Carvajal, faculty), Business (Bill Griffin, faculty), Computer Science (Valeria Scarlata, CS program developer)

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.

Three faculty champions have stepped forward and agreed to learn more about CBE to assess whether or not they can be modified for CBE. As we improve our understanding of the processes involved, we may change programs or modify the number we are moving forward into development.

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 ____

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.

Programs have not been developed or launched. I would not expect students to be enrolled before some time in mid to late 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.

NA

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 ____

Not likely to be completed by end of FYs X

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.

No faculty workshops were scheduled in 2015. Discussion was had in Chairs/Coordinators meeting and with Academic Senate members.

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.

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 ____

Not likely to be completed by end of FY 2015

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.

No faculty workshops were scheduled in 2015. Discussion was had in Chairs/Coordinators meeting and with Academic Senate members.

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.

NA

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes X ____

No ____

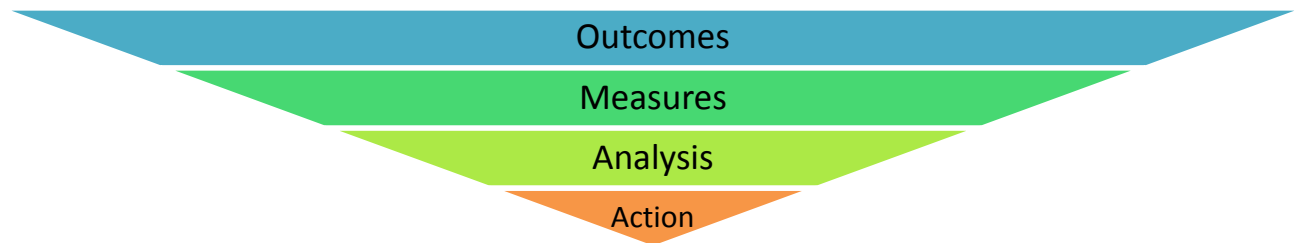
If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

FY16 milestones will be modified to reflect different stages in CBE program development, CAEL engagement, and faculty training

FY17 milestones will be modified to reflect CBE program launch delivery issues and academic support services

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 22, 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 ____

Not likely to be completed by end of FYs _x

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.

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 action item has been merged with Action 5.3 and is on hold pending further determination of the competency based program offered.

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 x____

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.

This action item has been merged with Action 5.3 and is on hold pending further determination of the competency based program offered.

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

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes ☒ X

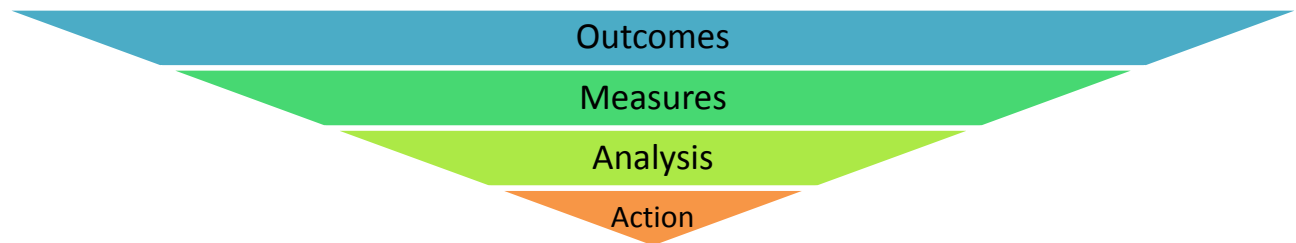
No ☐

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

This action item has been merged with Action 5.3 for FY2016. We are working with the Dean of Continuing Education to determine how the College might be able to combine efforts related to prior learning assessment and competency-based programming.

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 15, 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.

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.

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes X

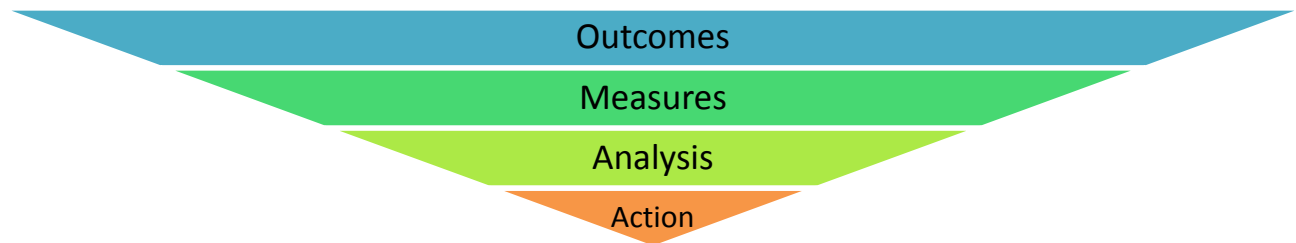
No

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

Proposed changes have been made to collapse this Action Item into the primary Action Item of developing competency based programming.

YOUR ASSESSMENT REPORT IS COMPLETE

Strategic Action Assessment Report Template



Today's date: May 18, 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.

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 ____

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:

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 suggested that Distance Education should be restructured. Information on models has been acquired and preliminary discussions have occurred, however, more comprehensive review of models is necessary. This will be an ongoing activity throughout the fall 2015 and spring 2016.

Improvements/Changes Made to Action Plan Based on FY2015 Assessments:

Based on this action's outcomes analysis for this fiscal year, will changes be made to the action or its plan for FY2016?

Yes ☒X

No ☐

If yes, briefly state the changes that will be made to the action milestones or other elements of the action for FY2016 that will improve action progress and outcomes:

Extend the timeline for completion of Outcome 1 to May, 2016.

YOUR ASSESSMENT REPORT IS COMPLETE