

# Strategic Plan Semi-Annual Report

Summer/Fall Semester 2015



**TRITON COLLEGE**

December 15, 2015

# Strategic Plan Semi-Annual Report

Summer/Fall Semester 2015

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# Strategic Plan Semi-Annual Report

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Summer/Fall Semester 2015

## 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

In fiscal year 2016, Triton College continues the work it began last fiscal year by moving forward with action items in progress and starting new actions scheduled to begin this year. However, due to internal priorities related to enrollment initiatives and external budgetary issues in the state of Illinois, time and resources are exceptionally short for both the fall 2015 and spring 2016 semesters. These exigencies have affected the institution's ability to make significant headway in a number of areas, including scaling existing support programs, assessing and revising policies to ensure equity, creating a summer bridge program, enhancing tutoring services, and expanding online course offerings. Moving into budgetary planning for fiscal year 2017, the college will need to evaluate its action items and the resources it will have at its disposal to support them in the coming year.

Nonetheless, the institution is seeing positive movement with respect to a number of action items, including the expansion of its College Readiness Math pilot and enrollment growth in the dual credit program. The College Readiness Math pilot completed its first year in May 2015 at East Leyden and West Leyden High Schools, resulting in success rates (C or better) a 84% and 48% respectively. The institution is evaluating the differences in the success rates and has begun efforts to improve them in 2016. Further, the pilot has expanded to include three additional high schools: Proviso East; Proviso West; and Oak Park River Forest. With respect to dual credit, following the first dual credit summit in spring 2015 dual credit enrollments reflected a 50% increase in unduplicated headcount for the fall semester (927 students). The college has obtained a follow-up grant to hold its second dual credit summit in spring 2016.

In fiscal year 2015, the college produced a total of three strategic plan semi-annual reports following the summer, fall, and spring semesters. After evaluating this process, the strategic plan steering committee, College Council, recommended that the reports be reduced to two per year: a Mid-Year Progress Report; and an Annual Report. The reduction in reports will decrease both the repetition in reporting and the burden of the assessment process on the Action Champions. The Mid-Year Progress Update will focus on milestones and operational headway, whereas the Annual Report will focus the achievement of outcomes at the action and strategic direction levels. Additionally, the College Council supported shifting the strategic planning assessment cycle from the fiscal year to the calendar year. This change will allow the strategic planning assessments to support the college's institutional budget process and resource allocation in a timely manner.

# Revisions to the Strategic Plan Assessment and Reporting Process

At its annual retreat in July 2015, the College Council evaluated its strategic planning assessment process and noted some areas that required improvement. Specifically, the college noted that the semi-annual reports (Summer 2014, Fall 2015, and Spring 2015), while comprehensive, contained very similar information. This made it difficult to differentiate between the reports. Additionally, due to the short reporting period between each semi-annual report (three to four months), there often was not substantial progress to share on a number of actions, particularly those that were early in their implementation stage.

Based on this evaluation, the College Council supported changing the semi-annual reporting process from three reports per year to two reports per year. Additionally, the College Council advised that these reports should be differentiated in purpose and content. Finally, the College Council advised that the assessment and reporting process should be purposefully aligned with the college's budgeting process to ensure that the strategic plan assessment results inform institutional resource allocation.

*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 on the Strategic Planning webpage of the Triton College website.*

## Changes to Semi-Annual Reporting

As noted above, the strategic plan will now produce two reports per year. These reports will also be differentiated in purpose and content. The first report, Mid-Year Strategic Plan Progress Report, will be released in June of each year and will focus on the providing specific updates regarding progress made throughout the year on each action item in the strategic plan. The report will focus strongly on milestones and operational headway, as opposed to the achievement of specific outcomes. The second report, Strategic Plan Annual Report, will be released in December each year and will focus on the institution's performance against set metrics and outcomes at the strategic direction level and action item level.

The institution is also currently exploring the reporting capabilities and functionality its newly acquired assessment management system, TK20. The functionality of TK20 may impact the look and structure of the reports provided by the strategic planning area and therefore, may inform the development of these reports as the college heads into the new calendar year.

The first report under this new Strategic Plan Assessment Reporting structure will be produced in June 2016.

## Changes to Assessment Cycle

The College Council's evaluation determined that requiring three assessment reports per year both failed to produce informative updates and overburdened the Action Champions. Therefore, it was agreed that the assessment cycle should be reduced to one assessment report per year. This allows more substantial time between the reporting periods to deliver results on outcomes, as well as more time for thoughtful reflection

and analysis by the action champions in their reports. However, it was also determined that the college should incorporate a progress update halfway through the year to help support the action champions and keep track of the progress of actions. The progress update will focus on the achievement of milestones and operational headway with respect to implementation of action items.

To achieve the College Council's directive with respect to budgeting, it is essential that the institution adjust its strategic plan assessment cycle so that the assessment report on the action outcomes corresponds with the budgeting process. Currently, the budgeting process begins as early as November and December of the preceding year. If the institution continues to assess its plan based on the fiscal year calendar (July 1 – June 30), outcomes will be reported far too late to inform budgeting for the start of the fiscal year on July 1st.

Therefore, the college is adjusting the strategic planning assessment cycle to occur on the calendar year (January 1-December 31). This change ensures that the data produced by the plan's assessment reports (due in October each year) will inform the institutional budgeting process in a timely and purposeful way.

The Revised Strategic Plan Assessment Calendar is attached as Appendix A.

## Focus Area Chart

This chart is designed to provide a quick view regarding the status of the institution's FY2016 action items. This chart does not include any actions from the strategic plan that are scheduled to begin FY2017 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	
<b>Strategic Direction 1:</b> By 2020, increase by 50% the number of students entering college prepared for college-level work.	
	1.1: Collaborate with K-12 partners to ensure curricula alignment
	1.2: Promote value of offerings through Triton ambassadors
	1.3: Create comprehensive dual enrollment
	1.4: Improve and expand partnerships with K-12 and universities
	1.5: Assess and revise policies to ensure equity
	1.6: Reduce Single-Point Services and Campus Silos
Improve Completion	
<b>Strategic Direction 2:</b> Identify and Scale Best Practices	
	2.1: Improve graduate success tracking
	2.2: Scale existing support programs
	2.3: Establish e-services for students
	2.4: Enhance Prior Learning Assessment
	2.5: Develop Accelerated Pathways
	2.6: Develop a research-based First Year Experience (FYE) Model

<b>Strategic Direction 3:</b> Restructure support services with an emphasis on at-risk and low-performing populations and first-year students.	
	<b>3.1: Create professional development on at-risk student needs</b>
	<b>3.2: Create a summer bridge program</b>
	<b>3.3: Enhance tutoring services</b>
	<b>3.4: Comprehensive academic planning</b>
<b>Close Skill Gaps</b>	
<b>Strategic Direction 4:</b> Identify regional and global workforce needs, skills, and credentials and align college programming and curriculum with those needs.	
	<b>4.1: Engage in direct business interaction</b>
	<b>4.2: Increase student internship opportunities</b>
<b>Strategic Direction 5:</b> Develop and implement educational pathways that include accelerated and competency-based approaches.	
	<b>5.1: Streamline curriculum review and approval</b>
	<b>5.2: Identify gaps in career and technical education curricula</b>
	<b>5.3: Develop and implement competency-based curricula</b>
	<b>5.4: Enhance and expand online course offerings</b>

# 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 six distinct actions that fall under this focus area for this fiscal year (FY2016). Each action is in the second year of its estimated timeline. An update on each action is provided below.

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

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



### Action 1.1: Collaborate with K-12 partners to ensure curricula alignment

Strategic Direction Alignment: 1

Projected Timeline: FY2015-2018

Committee Alignment: Curriculum

Action Champion: Ric Segovia - Dean, Arts and Sciences

The full language of this action is as follows: Partner with K-12 institutions 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.

The college's efforts related to this action have been focused on partnering with local high schools to offer College Readiness courses to high school seniors at the high school locations. Through this collaborative effort, Triton College will not only increase student placement in college-ready courses, but grow its educational footprint by establishing stronger presence within the local high schools. In FY2015, the college piloted this program at East and West Leyden High Schools.

For FY2016, the institution articulated three specific outcomes for this action: to expand the current College Readiness pilot program to three schools; to collect data to show completion rates of students who successfully completed the pilot programs; and to revise the COL102 to enhance the transition of students through developmental education.

The college has already exceeded expectations related to the first outcome by expanding its pilot to five local high schools: Proviso East, Proviso West, Oak Park River Forest, East Leyden, and West Leyden. Fall 2015 registration reflects 156 students total in the pilot program. To support the expansion of the program, a full-time Associate Dean of College Readiness and one faculty member (via 6 hours of release time) were added. Additional hands-on support was given to the high schools for set-up, program standards, meeting and mentoring of teachers, delivery of course information, placement test scheduling, and integration of MyMathLab technology.

The college has also begun measuring completion rates. As noted above, East and West Leyden High Schools completed the College Readiness math pilot in May 2015. Both schools offered MAT 096 to seniors at their campuses. Success rates (C or better) were 84% at East Leyden and 48% at West Leyden. The institution is evaluating the differences in the completion rates and has begun efforts to improve them at all locations for FY2016. For example, in spring 2016, the College will enhance the pilot program by integrating visits from Triton admission representatives and program directors in an effort to keep students focused on their goal of completing the course and beginning college. Further, the institution is developing a more aggressive approach and overview of the pilot program model for high schools, highlighting that it is targeted for the “College Potential” student.

Finally, preliminary analysis on the revised COL102 course showed a slight increase in retention and completion. Currently, the institution is in its third semester running pilot courses (5 classes per semester). Results show 86.4% of COL102 pilot students in 2014 fall semester were retained to enroll in one or more credit course in 2015 spring semester. Further, 70.8% of other at risk students retained during this period. The institution hopes to continue this increase through the integration of comprehensive academic planning and common assignments in FY2016.

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

## **Action 1.2: Promote value of offerings through Triton ambassadors**

Strategic Direction Alignment: 1

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 College’s programs and services.

This action is focused raising the profile of the institution through the deliberate interactions of Triton ambassadors with various community stakeholders. The goal is to foster a positive institutional image and promote the enrollment of prospective students. Ambassador roles also strengthen partnerships with high schools, businesses, and other community partners by creating direct personal connections through Triton representatives and individuals within its partner communities. These connections foster collaborative partnerships that help prepare incoming students for college coursework.

For FY2016, the institution articulated two specific outcomes for this action: obtain 15-20 student/staff ambassadors; and implement career pathway program with Guerin Prep in spring 2016 semester. Longer-term goals include implementing career pathway program at other in district high schools in fall 2016.

With respect to the first outcome, the institution has identified more than 15 faculty members, 30 staff, and 35 students serving in the role of student/staff ambassadors through the admission services and individual college departments. Since the spring semester of 2015, they have participated in more than 15 recruitment and community based events. Currently, there are many instances across campus where ambassadors are being asked to market and represent the institution at various community events. Therefore, the college may want to consider consolidation this information in a centralized location that houses contact information of all ambassadors. This location could then funnel requests for representation through a single area.

With respect to the second outcome, the institution's career services and dual credit areas have had several meetings with representatives from Guerin Prep to design a customized cooperative education/dual credit program for the high school. The goal of the program is to develop key skills for high school students well before college, while at the same time, design a pathway for them to learn and experience Triton. This program will include ambassadorships from specific career areas for the pilot programs' students. As a next step, Triton is in development of a specific, customized plan that will meet the needs of Guerin Prep while identifying opportunities for Triton. After meeting with representatives from Guerin, they requested that the program begin during the summer 2016 term to allow their current juniors an opportunity to enter the summer co-operative prior to the beginning of their senior year.

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

### **Action 1.3: Create comprehensive dual enrollment**

Strategic Direction Alignment: 1

Projected Timeline: FY2015-2019

Committee Alignment: Strategic Enrollment Management

Action Champion: Chuck Bohleke - Dean, Business and Technology

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.

For FY2016, the institution articulated three specific outcomes for this action: expand dual credit offerings to the schools in its service region and to Automotive students in the Harper service region; increase local high school participation in its dual credit program by holding the second Dual Credit Summit; and increase the participation from 300 to 500 students engaged in either college-level coursework or in taking developmental courses while still in high school.

With respect to the first outcome, the institution has met with representatives from local schools districts to expand the offerings including several pathways for students to complete a certificate or certificates while still in high schools. Follow-up meetings are planned with the local high school districts and private and parochial schools about including them in the dual credit opportunities.

The institution is also showing positive progress with respect to the second and third outcomes. The college obtained a follow-up grant to hold its second dual credit summit in the spring of 2016. An analysis of dual credit enrollments found an unduplicated headcount of 617 in the fall of 2014 and a 50% increase in unduplicated headcount in the fall of 2015 to 927 (following the first dual credit summit, held in spring 2015). The duplicated headcount for fall 2015 was 999 since some students are taking more than one class.

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

## **Action 1.4: Improve and expand partnerships with K-12 and universities**

Strategic Direction Alignment: 1

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: Facilitate and enhance partnerships with local and regional educational institutions at the K-12 and university level.

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

Triton College aims to initiate two new articulation and/or cooperative agreements that support student completion of degrees and/or certificates. While college has not yet initiated any new agreements, it is on track to complete this outcome as projected in 2016.

The School College Alliance (SCA) has continued its operation. The Project Director was granted additional release time to support the implementation of the last two SCA teams, The English/Language Arts Team and Parent Team. The English/Language Arts Team went live in the fall semester, and the implementation of the Parent Team is in discussion. The Data Team and Math Team are functional and meeting.

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

## **Action 1.5: Assess and revise policies to ensure equity**

Strategic Direction Alignment: 1

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: Assess policies and revise as necessary to ensure equity.

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.

In FY2016, the college aimed to develop a protocol to assess equity in college policies and practices. Through the work for the Strategic Enrollment Management (SEM) committee, there has been some progress on identifying barriers to enrollment and persistence. However, due to competing priorities and a necessary focus on improving enrollment during peak enrollment periods, the institution has not yet made substantial progress on developing a process for regulator inventory and assessment of college policies and practices.

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

## Action 1.6: Reduce single-point services and campus silos

Strategic Direction Alignment: 1

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, and professional.

For FY2016, the college aimed to identify positions across campus in need of cross training that inhibits the new student enrollment experience. However, multiple discussions with the core team revealed the need to focus on customer service as a critical barrier to enrollment. It was also determined that due to the current logistical layout of the enrollment processes; single point services cannot be wholly eliminated.

Therefore, the recommendation is to replace the current action item with one that is more focused on the improvement of customer service along with the development of a customer service training program. For the calendar year of 2016, the college proposes to implement a pilot customer service training program that results in 75% participation of full-time staff.

The full 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.*

**Strategic Direction 2:** *Identify and scale best practices.*

## 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 ten distinct actions that fall under this focus area, all of which are operational this year (FY2016). An update for each is provided below.

### Action 2.1: Improve graduate success tracking

Strategic Direction Alignment: 2

Projected Timeline: FY2016-2018

Committee Alignment: Student Success Data Team

Action Champion: Kurian Tharakunnel – Executive Director, Institutional Research and Effectiveness

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

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 its graduate success tracking, the college will be able to gather more accurate data regarding its graduates' success, and consequently better measure the strengths and weaknesses of its current services and offerings.

While student services started administering a Graduate Student Survey in spring 2015, it had a very low response rate of only 52 students. For FY2016, the institution aims to enhance the survey and administer it with a 60% response rate. Longer-term goals also include tracking information from multiple sources for graduates in the last three years.

Currently, the institution is making solid progress towards its FY2016 outcome. Research is collaborating with student services to increase the effectiveness of the survey's administration and ensure a higher completion rate. Proposed changes include incorporating the survey into the graduate fair, providing the survey link through Colleague, and a more aggressive promotion of the survey to graduating students.

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

## **Action 2.2: Scale existing support programs**

Strategic Direction Alignment: 2

Projected Timeline: FY2016-2021

Committee Alignment: Academic Support

Action Champion: Debbie Baness-King – Dean, Academic Success

The full language of this action is as follows: Scale existing support programs, including TEAM, Peer Mentoring, and TRiO.

Support programming promotes students engagement, creates a holistic learning experience for students, and provides individualized, intensive services for students. All these areas of promotion have been determined through research to increase persistence and completion rates. By identifying best practices and scaling them to meet Triton students' needs, the institution can leverage its strengths to achieve its goal of improving college completion rates.

For FY2016, the institution is focusing its efforts in this action on the Peer Mentoring Collaborative (PMC). PMC provides College Readiness instructors with student tutors who provide support in the classroom environment. The institution articulated two specific outcomes for PMC this year: Increase successful course completion rates in PMC developmental education courses to 50%; and increase persistence from fall to fall by 5% annually.

The institution has shown some positive progress towards its first stated outcome. Summer 2015 PMC data demonstrates that courses completion rates in PMC developmental education courses exceeded 50%. However, due to budgetary actions, the position responsible for coordinating services for the PMC and subsequently tracking data has been frozen as of September 20, 2015. Therefore, it is uncertain if the college will be able to meet its stated outcomes for FY2016.

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

### Action 2.3: Establish e-services for students

Strategic Direction Alignment: 2

Projected Timeline: FY2015-2018

Committee Alignment: Technology Advisory and Distance Education

Action Champion: Michael Garrity – Associate Vice President, Information Systems

The full language of this action is as follows: Establish e-services for students.

To meet the needs of its student population, Triton must adapt to the changing educational and technological landscape by offering more methods of interaction and support to the student body. Different methods of support increase opportunities for students to engage with Triton's faculty, staff, and student body, and students with higher levels of engagement are more likely to complete their educational goals.

For FY2016, the institution articulated three specific outcomes for this action: increase the number of students that use online services for registration or payment options; increase the number of students that are helped each term by its call center staff; and use the online "ask me" virtual agent to provide analytics on the number and quality of questions that are asked via the online tool.

These outcomes were set for completion at the end of FY2016 (June 2016); therefore, data has not yet been collected with respect to these outcomes. However, progress has been made with respect to enhancing e-services, and this progress will support the achievement of the outcomes. The Triton App is in development with Ellucian and it will include registration. Additionally, the live chat support feature was deployed this fall and is accessible via multiple pages of the website. The college is planning to roll out the access to more pages as the support staff grows more comfortable with the tool. The online version of "Ask Me" also went live at the start of the school year. Informed by initial reports on the volume of usage, the technology department is working with the student affairs area to add more information to the knowledge base and develop ways to clarify the process for users.

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

### Action 2.4: Enhance Prior Learning Assessment

Strategic Direction Alignment: 2

Projected Timeline: FY2015-2019

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 year, the institution established marketing strategies for Prior Learning Assessment (PLA) and created a detailed PLA booklet for students and corresponding webpage. The college is in the process of creating a flier to further market PLA. The college is also establishing baseline data by which it can measure student use of PLA for credit. The institution is still collecting data, but between January 2015 and October 2015,

the institution awarded PLA credit to 154 student via College-Level Examination Program (CLEP), 249 students via Advanced Placement (AP), 14 student via DANTES Subject Standardized Tests (DSST), 2 students via Proficiency Examinations, and 2 students via Portfolio Reviews. The college did not track military experience credits awarded during this period, but will do so in the future.

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

## **Action 2.5: Develop Accelerated Pathways**

Strategic Direction Alignment: 2

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.

For FY2016, the college set two specific outcomes for this action: realigning the curriculum to eliminate excess credits improves the efficiency of programs, while allowing for credential attaining in-time; and create a two-year pathway of degree completion for AS degrees. However, due to budget constraints and enrollment challenges, no significant progress has been made towards the completion of these outcomes yet this year. Additionally, the current action champion is changing positions within the institution in the coming semester and will no longer be able to serve as champion for this action. Therefore, it is unlikely that these outcomes will be met this year.

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

## **Action 2.6: Develop a research-based First Year Experience (FYE) model**

Strategic Direction Alignment: 2

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 (FYE) 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.

For FY2016, the college set two specific outcomes for this action: create a timeline and budget for a FYE program; and develop rollout plan for the FYE program.

This action currently resides primarily with the Enrollment Services department, which has been heavily focused on addressing the institution's enrollment needs for the current and upcoming semester. While the college has made some progress towards these outcomes, the dedication of time and resources towards the completion of these outcomes will depend upon the institution's prioritization of this project during the FY2017 budgeting and planning processes. Areas impacted by the program will include new student orientation, college success, counseling, admissions, student life, and academic success.

The full 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.*

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

### Action 3.1: Create professional development on at-risk student needs

Strategic Direction Alignment: 3

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, the college 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.

For FY2016, the college seeks to offer faculty opportunities to learn instructional and curricular methods to address the needs of at-risk/low performing populations and select model(s) for implementation. Substantial progress has been made towards the completion of this outcome. The Triton Teachers of Power (Tri-TOP) program was implemented in September, 2015 and has enrolled seven instructors. Participants have one full year to complete their chosen level of achievement. A full report on their participation and level of achievement will be available in the next Action Report. As part of that program, this semester's Special Topics related to at-risk/low performing populations include "CAAS Tech for Teachers," "Creating an Accessible Word Document for Instruction," and "BL: Universal Design and Accessibility." Additionally, the Center for Teaching Excellence (CTE) offered "Smart Board – Math Features," facilitated by College Readiness instructors, and "Low Cost/No Cost Textbook Alternatives," co-facilitated by the Instructional Design Specialist and a Librarian. As a result of the latter workshop, one faculty member in the English department will pilot a no-cost textbook alternative for his students in one section of RHT 101 in Spring 2016, and the Student Development Committee has taken up the Low Cost/No Cost Textbook Alternative as their 2015/2016 initiative to mitigate student's accessibility and affordability challenges.

The Professional Development Committee (PDC) has expressed an intention to focus its attention on developing CTE events and Faculty Workshops dedicated to addressing the needs of at-risk students in the classroom. Discussions will continue during FY2016 about how to best carry out this tactic, perhaps by restructuring the committee's SMARTteaching initiative to focus on the topic of teaching at-risk students. However, funds will likely need to be allocated to compensate a coordinator for these events for their continuance.

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

### **Action 3.2: Create a summer bridge program**

Strategic Direction Alignment: 3

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.

For FY2016, the institution aimed to increase successful completion of developmental education courses by participants and compare data from 2014 Jump Start to data collected following 2015 Jump Start to determine whether the institution has met its desired outcomes. However, due to budgetary actions, the position responsible for coordinating services and tracking data for the Jump Start program has been frozen as of September 20, 2015. Therefore, it is uncertain if the institution has met its anticipated outcomes for this year.

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

### **Action 3.3: Enhance tutoring services**

Strategic Direction Alignment: 3

Projected Timeline: FY2016-2021

Committee Alignment: Academic Support

Action Champion: Hanan Merheb, Director, Academic Success Center

The full language of this action is as follows: Enhance tutoring services for the at risk students in high rate failing classes by subject area.

By enhancing tutoring services for courses with a high rate of student failures, the college can target at-risk, low-performing populations with services specifically designed to meet their needs both inside and outside of the classroom, including mentoring, simulated instruction, workshops, and study groups.

For FY2016, the institution aims to increase the number of students serviced by the Academic Success Center (ASC) from high failing classes by 10%. To meet this goal, the ASC is currently researching courses with high failing rates and looking at Persistence and Enrollee Success by course and school. The ASC is also collecting data on student usage of its services using Accutrack. However, it is still in the early stages of collecting this data and does not yet have information to report.

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

### Action 3.4: Comprehensive Academic Planning

Strategic Direction Alignment: 3

Projected Timeline: FY2015-2017

Committee Alignment: Academic Support

Action Champion: Christine Dewey, Program Chair, Counseling

The full language of this action is as follows: Institute comprehensive academic planning for first-year students.

Comprehensive academic planning is a proven best practice for improving student completion. Creating an academic plan provides students with a specific academic goal and a roadmap for the achievement of that goal.

For FY2016, the institution aims for 75% of students who complete COL102 and CSG150 in fall 2015 and spring 2016 semesters to have completed an academic plan prior to the conclusion of the course. To achieve this goal, the college incorporated the completion of an academic plan into the requirements for the COL102 and CSG150 courses and scheduled several program planning workshops throughout semester. Final completion numbers will be available upon the conclusion of the fall semester. The college is currently exploring ways that this initiative could be expanded to reach a wider group of students, such as inclusion in the development of the institution's First Year Experience.

The full 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 seven distinct actions that fall under this focus area, six of which are active this fiscal year. The seventh is scheduled to begin FY2017. An update on the six active actions is provided below.

*Actions within the focus area Close Skill Gaps are categorized within Strategic Directions 4 and 5.*

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



## Action 4.1: Engage in direct business interaction

Strategic Direction Alignment: 4

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.

In June 2015, the college administered its new Employer Satisfaction Survey of organizations that interviewed and/or hired students through the Career Center. The purpose of the survey is to solicit feedback on how to better prepare students for the workforce and to improve services to employers. The survey was distributed to 150 companies and received a response rate of 15%. Survey results were given to the Academic Deans to share at their departmental meetings. Following discussions, faculty recommendations for modifications will be made and Career Services will edit the survey in preparation for conducting it again in June 2016.

The College also conducted its first annual alumni survey in June 2015. This survey was distributed to alumni one year out of college and five years out of college to solicit feedback on how students felt the college prepared them for the workforce or for their next educational institution. The survey was distributed to 1738 alumni, opened by 439, and responded to by 56, which is a 3% response rate. While statistically too small to make generalizations, the survey results were given to the Academic Deans to share at their departmental meetings. Following these discussions, faculty recommendations for modifications will be made and Alumni Affairs will edit the survey in preparation for conducting it again in June 2016.

This year, the college is also working with Deans, Chairs/Coordinators, Career Services, and Program Advisory Committee (PAC) members to discuss how the 225+ PAC members can support the college's students through internships and hiring graduates, and discussing funding mechanisms (such as On the Job Training) available to help defray the cost of training new employees. This will also support the college's activities in the Workforce Innovation and Opportunity Act (WIOA). At the September Chair/Coordinators' Workshop, Career Services and the Academic Deans' Workgroup outlined how PACs could work with Career Services to engage corporate members in providing information on their human resource contacts. Next steps include distributing human resource information request forms to business members of the PACs, requesting contact information for internships and job openings, and adding that information to the Career services district human resources database.

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



## Action 4.2: Increase student internship opportunities

Strategic Direction Alignment: 4

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.

Following an effort last year to identify program offerings that have opportunities for student internships and increase the number of employers providing student internship opportunities through the college, this year the college is focused on identifying employers and/or employment areas with critical manpower shortages and increasing by 50% the opportunities available for students to be placed into internships.

With respect to the first outcome, a number of careers have been identified through analysis of data from the Department of Labor, the Cook County Workforce Board and local employers to focus the development of new curriculum. Several areas of need have already been identified and curriculum developed to meet these needs, including Cybersecurity and Network Assurance, Bookkeeping, Applications Programming and Big Data. Additional data will continue to be analyzed and curriculum developed to meet the changing needs of employers in the service region and the greater Chicago area. Request has been made for access to Burning Glass databases and continued surveying of employers whenever advisory committee meetings or one-on-one meetings occur that presents new opportunities.

With respect to the second outcome, the college is currently in the process of finalizing plans for a grant to provide resources for "European" style apprenticeships and additional traditional internships. The college has also implemented a call for internships at each career and technical education Program Advisory Committee meeting.

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

*Actions within the focus area Close Skill Gaps are categorized within Strategic Directions 4 and 5.*

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

### **Action 5.1: Streamline curriculum review and approval**

Strategic Direction Alignment: 5

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 its 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.

Throughout FY2015, the institution made various changes made internal processes that decreased the time to internal approval by 50%. Changes include conducting the first read of curricula as part of the Technical Review Committee and more immediate votes on agenda items. In FY2016, the decrease in review time has been sustained, allowing more time to be spent on discussing larger curricular issues at curriculum committee meetings.

The expected outcomes for this action have been met; therefore, it is recommended that this action conclude in FY2016.

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



### **Action 5.2: Identify gaps in career and technical education curricula**

Strategic Direction Alignment: 5

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.

For FY2016, the institution aims to develop and implement two new accelerated CTE Programs of Study developed and implemented by fall, 2016. Positive progress has been made towards this goal. On September 18, 2015, the Illinois Community College Board (ICCB) approved a new Associate of Applied Science degree. Marketing and recruitment is currently under way in order to recruit and attract students into the new programs of study. Materials (program brochures ~~UX~~ <sup>UX</sup> ~~films~~) have been developed. Additionally the new programs have been discussed with high school and university partners.

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



### **Action 5.3: Develop and implement competency-based curricula**

Strategic Direction Alignment: 5

Projected Timeline: FY2015-2021

Committee Alignment: Curriculum

Action Champion: Paul Jenson - Dean, Continuing Education

The full language of this action is as follows: Develop and implement competency-based curricula

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.

In FY2016, the college aims to submit two certificate programs in a Competency-Based Education format to the Higher Learning Commission (HLC) for approval, with the aim of implementing a pilot program in Fall 2016. To meet this outcome, the completion of the HLC “Competency-based Education Program Substantive Change Application” is underway. The college will follow the course/credit-based approach and will focus on completing the Business Management Certificate as the pilot and follow with the Cybersecurity Certificate. The Department of Education and Higher Learning Commission have not completely agreed on the process whereby the accreditor will approve competency based education applications and modifications are still being made. As a result, the HLC may not be able to approve the application within the anticipated window and/or the college may need to modify the application based on the evolution of their discussion.

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

#### **Action 5.4: 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.

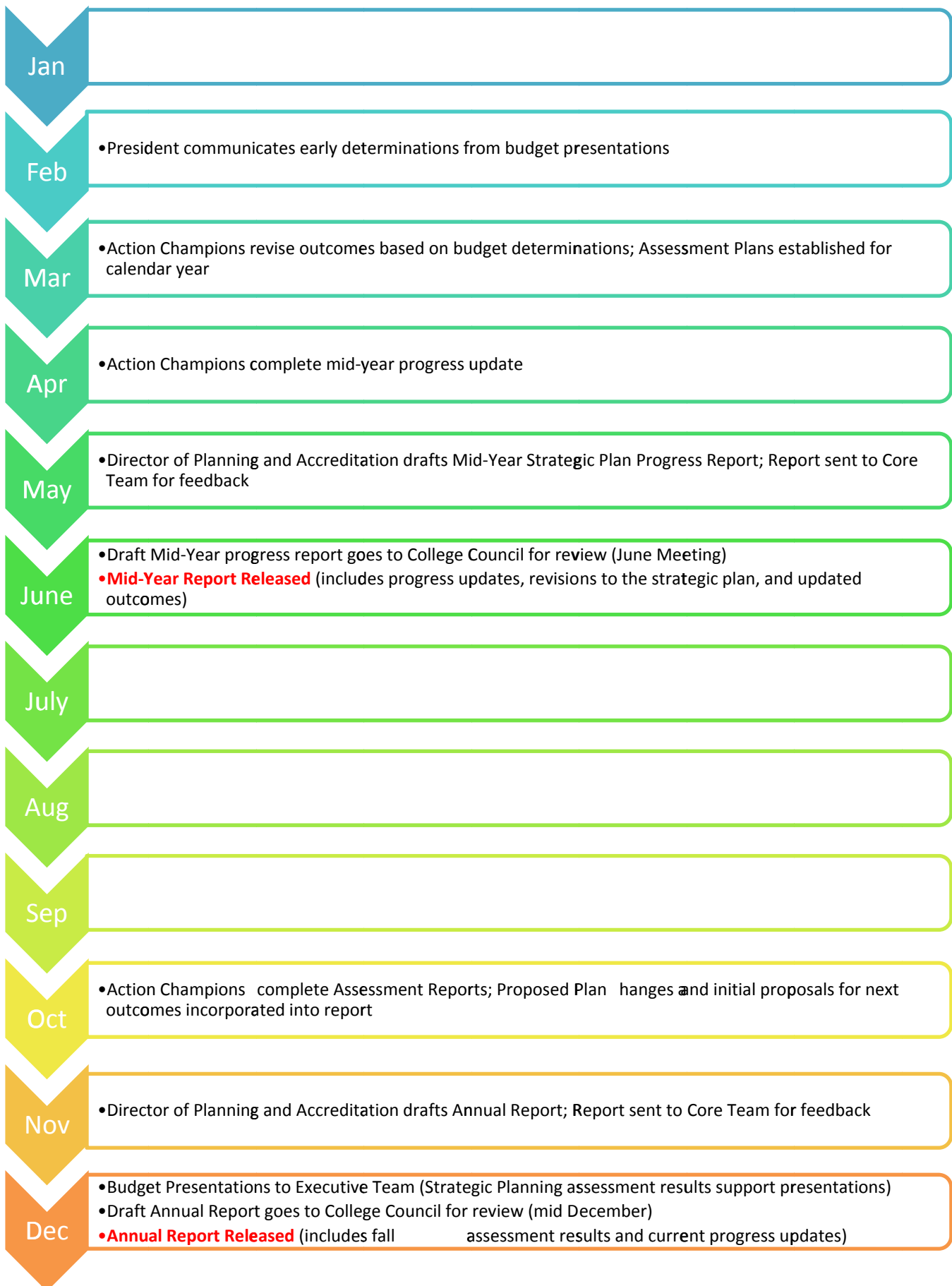
Triton College can help meet the current regional and global workforce needs by providing online educational opportunities to students who do not reside in the Triton’s district. To do this, the institution must enhance current online courses and develop new online courses. This effort will require collaboration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

During FY2015, the college explored the possibility of centralizing distance education within a Distance Education Department, which was supported by the recommendations from Tactic Team 2D. However, it has been determined that creating a new department would require personnel, funding, equipment and other resources are not be feasible at this time due to budgetary issues with the state of Illinois, declining enrollment, and other competing institutional priorities. More critical discussion is needed to identify other approaches that would effectively consolidate and manage the current components in order to expand online learning.

The college also aimed to develop three online courses beginning with the fall 2015 semester. Currently, two courses are in the third and final semester of development (CIS107 and RHY102), with three more in their first semester of development (BUS107, PHL105, and PSY210).

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

## Strategic Plan Annual Assessment and Reporting Calendar



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

**Action 1.1:** 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.

**Action Champion:** Ric Segovia

## **SECTION 1: FY2016 Outcomes and Analysis**

*For each outcome listed on your Strategic Action Assessment Plan, indicate 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 should be made based on your analysis of the outcomes. You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes will expand as you type.*

**Outcome 1:** Expand our current pilot program from one (1) school to three (3) schools.

**Measure:** End of year increase would be measured.

**Analysis:** This program increased to five (5) schools in fall 2015. Our fall 2015 registration is 156 students. The schools include Proviso East, Proviso West, OPRF, East Leyden, and West Leyden.

### **Action:**

Additional strategies and processes were implemented to the program this semester to strengthen the delivery of dev ed math courses at the high schools. One full time Associate Dean and one faculty (6 hours release) were added to support the program. This allows for more opportunities to assist with set up and delivery of course, including process and agreement. Additional hands-on support was given to the high schools for set-up, program standards, meeting and mentoring of teachers, delivery of course information, placement test scheduling, and integration of MyMathLab technology. We expect that students will transition into Math 085 or 080. Additionally, spring 2016 will see more integration of Triton admission representatives and program directors at the high schools.

**Outcome 2:** Collect data to show completion rates of students who successfully completed dev ed math at the High Schools.

**Measure:** Completion rates will be measured by number of students who passed with a "C" or better, making them eligible to continue credited math courses.

**Analysis:** East and West Leyden High Schools completed the Developmental Math pilot in May 2015. Both school offered MAT 096 to seniors at their campuses. Success rates (C or better) were 84% at East Leyden and 48% at West Leyden.

**Action:**

Changes to this program will bring on a more aggressive overview of the program. Identifying the “model of the program” has become quite necessary. A more aggressive approach and overview of this model needs to be communicated to the high schools. This model is targeted at the “College Potential” student. In spring 2015, we will add a second program phase to include recruitment and admission discussions with students at the high schools.

**Outcome 3:** In collaboration with our institutional student success initiative and ATD (and other institutional data) provide divisional leadership to address a work plan for the enhancement and transition of students through developmental education. This includes the enhancement of COL102.

**Measure:** Measure retention and persistence rate of students.

**Analysis:** Our Preliminary Analysis on Success of COL102 Pilot Program showed success in retention and students completing their semester courses. Currently we are in our third semester running pilot courses (5 classes per semester). 86.4% of COL102 pilot students in 2014FA were retained to enroll in one or more credit course in 2015SP. 70.8% of other at risk students retained during this period.

**Action:** Targeted students who take two or more dev ed classes. We tracked students for two previous semesters and have (a first) data showing a Preliminary Analysis on Success of COL102 – all showing a [slight] increase in retention and completion of courses. Additionally, COL102 was redesigned and revised to include comprehensive academic planning and common assignments.

## **SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

*Considering your analysis of the 2015 outcomes and recommended changes in Section 1, provide at least two proposed outcomes, measures, and data collection methods for your action for the next calendar year (2016). Please note: you will have the opportunity to revise your outcomes should funding our resources that you request via the budgeting proposal process be denied. Therefore, please base your proposed outcomes assuming budgetary items requested will be approved (you will use these outcomes to support your budget proposal).*

**Outcomes:**

There is a broad range of important outcomes that assessment efforts can address. They may be divided into two general categories: **Progress Outcomes** and **Performance-based Outcomes**.

- **Progress outcomes** describe what activity we want to complete in the year (for example, implement pilot program by August 2016). They are shorter term measures (2016 calendar year only), and are often qualitative measurements
- **Performance-Based Outcomes** describe what are we trying to accomplish with the completion of the task (for example, improve completion rates by 5%). Use the strategic direction and the focus areas to help clarify your outcome. These outcomes may be longer term in nature (a few years of data collection) and are often quantitative measurements.

Please identify at least one progress outcome and one performance-based outcome for this action. For each outcome identified, please include at least one assessment measure, including what types of data will be collected, as well as how and when it will be collected. If no data is to be collected, please explain why and describe plans/timing for future data collection, if appropriate.

<u>Outcome</u>	<u>Measure</u>	<u>Data Collection Method</u>
Pilot expansion	Increased number of pilot schools from 1 to 5 and increased student count	Registration method
Pilot student success	Success rates were 84% and 48% at two schools. Data supported.	Data supports this information
COL 102 success	Student retention and completion	Data
Coming: New pilot for spring 2016 Math Up Program		

**YOUR ASSESSMENT REPORT IS COMPLETE**

**Today's date:** October 15, 2015

**Action 1.2:** Promote student, faculty, staff, and alumni to serve as ambassadors in the marketing of the value of Triton College's programs and services.

**Action Champion:** Corey Williams

## SECTION 1: FY2016 Outcomes and Analysis

*For each outcome listed on your Strategic Action Assessment Plan, indicate 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 should be made based on your analysis of the outcomes. You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes will expand as you type.*

**Outcome 1:** Obtain 15-20 student/staff ambassadors

**Measure:** Review data available upon completion of first year following the start of the ambassador pilot

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

In reviewing data collected from Admission Services and individual college departments, we have identified more than 15 faculty members, 30 staff, and at least 35 students currently serving in the role of student/staff ambassadors. Since my last report, they have participated in more than 15 recruitment and or community based events.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

Since there are many instances across campus whereby Ambassadors are being asked to market/represent the institution at various community events, create one centralized location

That houses the contact information of all Ambassadors and funnel any requests for representation through that vehicle.

**Outcome 2:** Implement career pathway program with Guerin Prep in spring 2016 semester

**Measure:** The number of dual credit students from Guerin Prep taking classes at Triton College

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

Triton College Career Services and the Dual Credit Department have had several meetings with representatives from Guerin Prep to design a customized cooperative education/dual credit program for the high school. The goal of the program is to develop key skills for high school students well before college, while at the same time, design a pathway for them to learn and experience Triton. As a next step, Triton is in development of a specific, customized plan that will meet the needs of Guerin Prep while identifying opportunities for Triton.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

Initially, program implementation was scheduled for the spring 2016 semester. After meeting with representatives from Guerin, they requested that the program begin during the summer 2016 term to allow their current juniors an opportunity to enter the summer co-operative prior to the beginning of their senior year.

## **Outcome 3:** Implement career pathway program at other in district high schools in fall 2016

**Measure:** Increase the number of dual credit students from other in district high school taking classes at Triton College

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

Limited progress has been done as the Guerin Prep model was to be used as a pilot to present to other in district high schools. Initial discussions have been had with counselors at East Leyden H.S. but key decision makers need to be brought to the table in order to make a decision.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

Present the initiative to the School College Alliance to gain buy-in from area superintendents.

## **SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

*Considering your analysis of the 2015 outcomes and recommended changes in Section 1, provide at least two proposed outcomes, measures, and data collection methods for your action for the next calendar year (2016). Please note: you will have the opportunity to revise your outcomes should funding our resources that you request via the budgeting proposal process be denied. Therefore, please base your proposed outcomes assuming budgetary items requested will be approved (you will use these outcomes to support your budget proposal).*

**Outcomes:**

There is a broad range of important outcomes that assessment efforts can address. They may be divided into two general categories: **Progress Outcomes** and **Performance-based Outcomes**.

- **Progress outcomes** describe what activity we want to complete in the year (for example, implement pilot program by August 2016). They are shorter term measures (2016 calendar year only), and are often qualitative measurements
- **Performance-Based Outcomes** describe what are we trying to accomplish with the completion of the task (for example, improve completion rates by 5%). Use the strategic direction and the focus areas to help clarify your outcome. These outcomes may be longer term in nature (a few years of data collection) and are often quantitative measurements.

Please identify at least one progress outcome and one performance-based outcome for this action. For each outcome identified, please include at least one assessment measure, including what types of data will be collected, as well as how and when it will be collected. If no data is to be collected, please explain why and describe plans/timing for future data collection, if appropriate.

<u>Outcome</u>	<u>Measure</u>	<u>Data Collection Method</u>
Implement Guerin Pilot in June 2016	Number of pilot sections implemented	Number of pilot sections implemented
Measure impact that the implementation is having at Triton College	Enrollment data	Comparative data between enrollment of students enrolled in program and those that are not (data would not be collected until 2017).

**YOUR ASSESSMENT REPORT IS COMPLETE**

**Today's date:** November 7, 2016

**Action 1.3:** 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.

**Action Champion:** Chuck Bohleke

## **SECTION 1: FY2016 Outcomes and Analysis**

*For each outcome listed on your Strategic Action Assessment Plan, indicate 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 should be made based on your analysis of the outcomes. You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes will expand as you type.*

**Outcome 1:** To expand the level of student commitment into college-level work and thus provide students with a deeper understanding of the level of work needed for college success, we will expand dual credit offerings to the schools in our service region and to Automotive students in the Harper service region.

**Measure:** Number of courses dual credit courses offered to schools in Triton's service region;  
Number of automotive courses offered to students in the Harper service region

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

We have accomplished a review of internal processes and procedures including meetings with IT services regarding better identifying the courses and students in dual credit and preventing students that are not dual credit students from being enrolled into those classes. We have also met with representatives from the DVR-EFE and local schools districts to expand the offerings including several pathways for students to compete a certificate or certificates while still in high schools. We have also obtained a follow-up grant from the DVR-EFE to hold another dual credit summit in the spring of 2016. A number of high school instructors have applied to teach dual credit in their home schools and those applications and associated credentials are currently being assessed as to their feasibility based on current HLC credentialing guidelines. We are also currently interviewing applicants for the Dual Credit Coordinator position that will assist with the expansion. We have also revised the current offerings of dual credit available on campus as found at:

<http://www.dvr-efe.org/wp-content/uploads/2015/03/March-2015-Triton-Campus-Approved-Dual-Credit-List.pdf>

Additional follow-up meetings are planned with the local high school districts to further expand opportunities in the high schools. We are also getting inquiries from many of the private and parochial schools about including them in the dual credit opportunities. Some additional classes are already planned for the spring of 2016. Another review of the dual credit handbook is

planned as well as a handbook for the high school instructors along with training to input grades and attendance to eliminate the cumbersome paper-based processes used in the past.

An analysis of dual credit enrollments found that we had an unduplicated headcount of 617 in the fall of 2014 and a 50% increase in unduplicated headcount in the fall of 2015 to 927. The duplicated headcount for fall 2015 was 999 since some students are taking more than one class.

Additionally meetings have been held involving the Institutional Research area, IT Services and the academic and enrollment areas to better define the processes and to enable a much more accurate count of dual credit enrollments for state reporting and to track the growth of dual credit at the college.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

No changes are anticipated in the goals

**Outcome 2:** To increase local high school participation in our dual credit program, we will hold the second Dual Credit Summit.

**Measure:** Number of dual credit summits held in FY2016.

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

The dual credit summit will be held in the spring at days that meet the availability of the greatest number of districts/administrators.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

There are no anticipated changes to the measure.

**Outcome 3:** To increase college readiness, we will increase the participation from 300 to 500 students engaged in either college-level coursework or in taking developmental courses while still in high school.

**Measure:** Number of high school students that also enroll in dual credit courses or developmental courses in FY2016.

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

The College has created a new position of Associate Dean of College Readiness and begun offering courses in some of the feeder schools in the district and discussions are underway to add them at other schools. The college has expanded the numbers substantially with current numbers being greatly expanded. There is substantial interest in this continued expansion particularly in districts that serve a high proportion of economically disadvantaged students who often struggle to finish high school and rarely continue their education after high school as a mechanism for encouraging completions.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

Although the goal is not currently met it is anticipated that no revision of the goal is needed.

## **SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

*Considering your analysis of the 2015 outcomes and recommended changes in Section 1, provide at least two proposed outcomes, measures, and data collection methods for your action for the next calendar year (2016). Please note: you will have the opportunity to revise your outcomes should funding our resources that you request via the budgeting proposal process be denied. Therefore, please base your proposed outcomes assuming budgetary items requested will be approved (you will use these outcomes to support your budget proposal).*

## Outcomes:

There is a broad range of important outcomes that assessment efforts can address. They may be divided into two general categories: **Progress Outcomes** and **Performance-based Outcomes**.

- **Progress outcomes** describe what activity we want to complete in the year (for example, implement pilot program by August 2016). They are shorter term measures (2016 calendar year only), and are often qualitative measurements
- **Performance-Based Outcomes** describe what are we trying to accomplish with the completion of the task (for example, improve completion rates by 5%). Use the strategic direction and the focus areas to help clarify your outcome. These outcomes may be longer term in nature (a few years of data collection) and are often quantitative measurements.

Please identify at least one progress outcome and one performance-based outcome for this action. For each outcome identified, please include at least one assessment measure, including what types of data will be collected, as well as how and when it will be collected. If no data is to be collected, please explain why and describe plans/timing for future data collection, if appropriate.

<u>Outcome</u>	<u>Measure</u>	<u>Data Collection Method</u>
Additional developmental and non-developmental courses both on-campus and in the high schools will be added	Data of what courses are added and the type of course will be collected to compare with current data on a year over year basis	A survey of courses offered
Expand the number of students earning credits and credentials while still enrolled in high school	The progress of students taking courses for dual credit will be monitored and benchmarks developed to measure progress	Student progress will be tracked by the personnel involved in dual credit
Strategies will be developed and assessed to ensure student completion	Additional methods will be used to encourage students to complete a credential that are effective in retention of students	Students starting in dual credit classes will be tracked and surveyed to ensure that we are utilizing the most effective tools and methods to encourage completion

**YOUR ASSESSMENT REPORT IS COMPLETE**

**Today's date:** November 4, 2015

**Action 1.4:** Facilitate and enhance partnerships with local and regional educational institutions at the K-12 and university level.

**Action Champion:** Cheryl Antonich

## **SECTION 1: FY2016 Outcomes and Analysis**

*For each outcome listed on your Strategic Action Assessment Plan, indicate 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 should be made based on your analysis of the outcomes. You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes will expand as you type.*

**Outcome 1:** By 2020 increase by 50% the number of students prepared for college-level work.

**Measure:** Percentage of new high school students entering Triton College placed into college-level courses in reading, writing, and math; Percentage of new high school students entering Triton College who took dual credit/dual enrollment courses prior to high school graduation; Percentage of new high school students entering Triton College who participated in a Bridge Program; Percentage of new high school students entering Triton College who qualified for financial aid.

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

Data for this measure has not yet been collected. Data will be collected by December 31, 2015. The data collected will be used as a benchmark for future analysis of progress on this measure.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

No changes

## **SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

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### **Outcomes:**

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<b><u>Outcome</u></b>	<b><u>Measure</u></b>	<b><u>Data Collection Method</u></b>
Initiate articulation and/or cooperative agreements that support student completion of degrees/certificates.	Initiate a minimum of two agreements by December, 2016	Executed agreements
Percentage of high school students entering Triton College who placed into college level reading, writing and math; percentage of high school students entering Triton College who took dual credit/dual enrollment courses prior to high school graduation; percentage of high school students entering Triton College who participated in a Bridge Program; percentage of entering high school students who qualified for financial aid	A minimum of a two percent increase over 2015 benchmark results	Report generated by the Triton College Research Office.

**YOUR ASSESSMENT REPORT IS COMPLETE**

**Today's date:** 10.19.2015

**Action 1.5:** Assess policies and revise as necessary to ensure equity.

**Action Champion:** Quincy Martin

## **SECTION 1: FY2016 Outcomes and Analysis**

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**Outcome 1:** Streamline and develop a protocol to assess equity in college policies and practices

**Measure:** The effectiveness of equity in college policies and procedures will be measured through user surveys and focus groups.

**Analysis:** Provide a brief summary of your analysis of the data collected or progress for this measure.

The action champion has been working with the academic and scholastic standards committee (ASSC) of the academic senate to determine various levels of responsibility, specific roles (advisory group versus working group) and devise an action plan to ensure activities are moving forward to accomplish Action 1.5. For this particular action, there was some clarity needed in reference to specific language of the action prior to moving forward (i.e. policy vs process and procedures, how the institution defines equity in the case of this particular action, etc.). The action champion did a put together a draft of an action plan to keep all activities on task which was endorsed by the ASSC. Unfortunately, since the ASSC is an advisory committee and not a working committee, most of the work has fallen on the action champion to complete during peak enrollment times for the institution; hence, all of the performance targets have not been met.

However, through the work of the SEM committee (co-led by the action champion), there has been movement on identifying barriers to enrollment and persistence (as stated in the charge for actin 1.5). It is likely the SEM will be able to contribute to the momentum of addressing this action moving forward.

Accordingly, the action champion will revise the action plan to be more aggressive and present to the academic and scholastic standards committee for endorsement.

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**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any “additional resources” stated here, you will also need to complete the budget proposal process.*

The FY2015 milestones were started, but have not yet been completed. These milestones can be folded in with the FY2016 milestones. Accordingly, this will ensure the action is completed in FY 2017 as initially envisioned.

## **SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

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### **Outcomes:**

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<b><u>Outcome</u></b>	<b><u>Measure</u></b>	<b><u>Data Collection Method</u></b>
Develop process to complete regular inventory and assessment of college policies and practices	Faculty, staff, and student satisfaction with policies and practices	Documentation of developed protocol for policies and practices
Assess policies related to textbooks, attendance, and late registration and determine which procedures need to be revised, institutionalized, and decentralized	Faculty, staff, and student satisfaction with policies and procedures	Research and retrieve policies and procedures

**YOUR ASSESSMENT REPORT IS COMPLETE**

**Today's date:** November 17, 2015

**Action 1.6:** Reduce single point services/positions and silo effects across campus.

**Action Champion:** Joe Klinger

## **SECTION 1: FY2016 Outcomes and Analysis**

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**Outcome 1:** Identify positions across campus in need of cross training that inhibits the new student enrollment experience.

**Measure:** Measure how many students are redirected after first point of on-campus contact with College personnel

**Analysis:** After multiple discussions amongst the President's Cabinet it was decided that the more critical issue to address as a barrier to student enrollment is the customer service provided by frontline personnel. To further this decision, it was determined that based on the current logistical layout of the enrollment process, single point services cannot be eliminated.

Therefore, the recommendation is to replace the current action item with one that is more focused on the improvement of customer service along with the development of a customer service training program.

**Action:** Change the focus of the Action Item to the improvement of customer service along with the development of a customer service training program.

**SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

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<u>Outcome</u>	<u>Measure</u>	<u>Data Collection Method</u>
Implement pilot customer service training program	N/A	N/A
75% participation of full-time staff in a customer service training program	Attendance	PDC Registration System

**YOUR ASSESSMENT REPORT IS COMPLETE**

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

**Action 2.1:** Improve Graduate Success Tracking

**Action Champion:** Kurian Tharakunnel

## **SECTION 1: FY2016 Outcomes and Analysis**

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**Outcome 1:** Graduating Student Survey created and administered with 60% response rate achieved

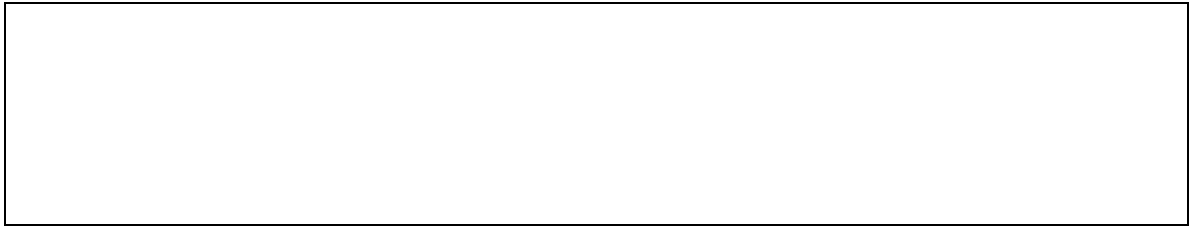
**Measure:** response rate achieved in Graduating Student Survey

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

Student Services started administering a Graduating Student Survey in spring 2015. Only 52 graduating students responded to this survey in spring.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

Plans to make the graduating student survey administration more effective are being worked out in collaboration with Student Services. Proposed changes include making the survey as part of the graduate fair, providing the survey link through Colleague, and more ways of promoting the survey.



**Outcome 2:** Tracking information available for 60% of our graduates in the last three years

**Measure:** Number of graduates tracked through Graduating Students Survey, National Student Clearinghouse, and other tracking methods implemented as part of the comprehensive tracking plan.

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

This outcome was planned for FY17. With the change in the reporting period, this outcome now will be for the calendar year 2017.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any “additional resources” stated here, you will also need to complete the budget proposal process.*

Under this action item, some existing or planned methods for tracking graduates were identified. They include Alumni Survey planned under Action item 4.1, National Clearinghouse data for tracking graduates who continued their studies at other institutions, and Employer Survey administered by Career Services. Using Unemployment Insurance data from Illinois Department of Employment Security (IDES) is also being explored.

## **SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

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### **Outcomes:**

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<b><u>Outcome</u></b>	<b><u>Measure</u></b>	<b><u>Data Collection Method</u></b>
Graduating Student Survey administered by Student Services achieves 60% response rate	Percentage of graduating students completing the Graduating Student Survey	Collected directly from survey tool (Survey Monkey)
Graduate tracking data from multiple sources available	An integrated report of results from Graduating Student Survey and National Student Clearinghouse prepared	The integrated graduate tracking report made available in fall 2016.

**YOUR ASSESSMENT REPORT IS COMPLETE**

**Today's date: 10-15-15**

**Action 2.2:** Scale existing support programs, including TEAM, Peer Mentoring, and TRiO

**Action Champion:** Debbie Baness-King

## **SECTION 1: FY2016 Outcomes and Analysis**

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**Outcome 1:** Increase successful course completion rates in PMC developmental education courses to 50%.

**Measure:** Number and percentage of students in a PMC developmental education course that complete the course with a grade of C or better.

**Analysis:** Summer 2015 PMC data demonstrates that courses completion rates in PMC developmental education courses exceeded 50%.

**Action:** Due to budgetary actions the position responsible for coordinating services for the PMC and subsequently tracking data, has been frozen as of 9/30/15. Future funding for this position is uncertain and therefore, the future of PMC is also uncertain.

**Outcome 2:** Increase persistence from fall to fall by 5% annually.

**Measure:** Enrollment status of students that participated in at least on PMC course at the 10<sup>th</sup> day of each semester.

**Analysis:** Due to changes allocated positions this information is not currently available.

**Action:**  
Due to budgetary actions the position responsible for coordinating services for the PMC and subsequently tracking data, has been frozen as of 9/30/15. Future funding for this position is uncertain and therefore, the future of PMC is also uncertain.

## **SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

*Considering your analysis of the 2015 outcomes and recommended changes in Section 1, provide at least two proposed outcomes, measures, and data collection methods for your action for the next calendar year (2016). Please note: you will have the opportunity to revise your outcomes should funding our*

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## Outcomes:

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\*\*It is not possible to set outcomes, measure and data collection methods for this Action Item at this time. Due to hiring freezes it has yet to be determined how these programs will move forward or what programming will replace these efforts.

<u>Outcome</u>	<u>Measure</u>	<u>Data Collection Method</u>

**YOUR ASSESSMENT REPORT IS COMPLETE**

**Today's date:** 10/12/2015

**Action 3.2:** Establish e-services for the student population

**Action Champion:** Michael Garrity

## **SECTION 1: FY2016 Outcomes and Analysis**

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**Outcome 1:** An increase in the number of students that use online services for registration or payment options.

**Measure:** The number of either head count or credit hours registered for in person versus online is data that should be readily available. Making these online services more accessible should cause an increase in the online registration numbers and a decrease in the in person registration numbers. Online payment statistics should increase as well.

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

This fiscal year has been a year of implementation of activities, and the results have not been reviewed yet.

The Triton App is still in development with Ellucian. It will include registration when it is deployed, but doesn't currently include app alerts.

**Action:** State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any “additional resources” stated here, you will also need to complete the budget proposal process.

The milestone should be updated to reflect that the Triton App will not include App Alerts, but we are looking into other platforms for texting for academic needs.

**Outcome 2:** An increase in the number of students that are helped each term by our call center staff.

**Measure:** The measure would be a number of total students assisted by the call center. The number will be expected to increase over the current totals because of the option for both phone support as well as online chat support.

**Analysis:** Provide a brief summary of your analysis of the data collected or progress for this measure.

This fiscal year has been a year of implementation of activities, and the results have not been reviewed yet.

The live chat support feature has been deployed as of this fall, and is accessible via multiple pages of our website. We are planning to roll out the access to more pages as the support staff grow more comfortable with the tool.

**Action:** State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any “additional resources” stated here, you will also need to complete the budget proposal process.

N/A

**Outcome 3:** The online “ask me” virtual agent will be able to provide analytics on the total number of questions that are asked via the online tool, and will help to show which information is hardest to find or most confusing to students.

**Measure:** The total number of questions asked, and the amount of times a specific topic is asked about.

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

This fiscal year has been a year of implementation of activities, and the results have not been reviewed yet.

The Online Version of “Ask Me” went live at the start of the school year as well. We have initial reports of the volume of usage and are working with the student affairs area to add more information to the knowledge base as needed based on the search results. We are also considering ways to help clarify the process and make it more apparent to users.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any “additional resources” stated here, you will also need to complete the budget proposal process.*

N/A

## **SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

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<b><u>Outcome</u></b>	<b><u>Measure</u></b>	<b><u>Data Collection Method</u></b>
Move the develop, Pilot and implement Text Message Alerts from FY 2018 up to Calendar Year 2016.	The increased sharing of information to the student body through the messaging platform.	The analytics of the messaging platform will track messages sent and received.
Increase student self service for registration by 5%.	We intend to continue to increase e-services available to the students. With new self service and online options available to the students we want to increase the volume of students taking advantage of these services.	We will capture this data through the Ellucian Colleague SIS. We will be able to track the usage changes for services done in person versus online.

**YOUR ASSESSMENT REPORT IS COMPLETE**

**Today's date:** 10-16-2015

**Action 2.4:** Enhance Prior Learning Assessment opportunities

**Action Champion:** Sujith Zachariah

## **SECTION 1: FY2016 Outcomes and Analysis**

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**Outcome 1:** Establish baseline data by which we can measure student use of PLA for credit.

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

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

Numbers as Between Jan-Oct. 2015:

Clep – 154

AP – 249

DSST – 14

Proficiency – 2

Portfolio Review – 2

Records haven't tracked military experience credits awarded. We will track that for future.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

No changes are needed because we have to establish a baseline number first and then can analyze our progress in the future according to that number.

**Outcome 2:** Establish baseline data by which we can measure the effectiveness of PLA marketing.

**Measure:** Number of fliers that were distributed and the number of students who visited PLA website.

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

No data have been collected at this time. Marketing strategies were established and we have created a detailed Prior Learning Assessment book with all the different types of assessments students can get credit for their previous experiences and knowledge. A webpage was created with all the information online. We are in the process of creating a flier that can be used to market PLA. We will be able to start collecting data once the fliers are distributed to establish a baseline number.

**Action:** State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.

No changes need to be made at this time. Marketing materials and PLA website have been created. Once the fliers are done, we will start marketing it and at the end of the year, we can collect data on how many fliers were distributed and the number of students who visited the PLA website. We need to establish a baseline number first and then can analyze our progress in the future according to that number.

## SECTION 2: Proposed Outcomes/Measures for Next Calendar Year

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Outcome	Measure	Data Collection Method
Develop flier for PLA marketing	Increase the number of students	Collect the number of fliers that

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<u>by November 2015.</u>	<u>who are interested in PLA.</u>	<u>were distributed and how many students visited the website.</u>
<u>Improve the number of students who utilizes PLA.</u>	<u>Increase the number of students who does PLA by 3% each year.</u>	<u>Collect the number of students who took PLA from Testing Center, Records, and CAEL.</u>

**YOUR ASSESSMENT REPORT IS COMPLETE**

**Date:** October 20, 2015

**Action 2.5:** Research and develop accelerated pathways/programs for students

**Action Champion:** Gabriel Guzman

## **SECTION 1: FY2016 Outcomes and Analysis**

*For each outcome listed on your Strategic Action Assessment Plan, indicate 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 should be made based on your analysis of the outcomes. You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes will expand as you type.*

**Outcome 1:** Realigning the curriculum to eliminate excess credits improves the efficiency of programs, while allowing for credential attaining in-time.

### **Measure:**

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

*Number of excess credits to be removed from programs of study and degree curricula.* The most recent ICCB approved revisions of the Associate of Science degree (approved in September 2015) makes it even more important to realign curricula, not only to be in compliance but also to reduce the time of completion of an AS degree. Since faculty will be involved in the implementation of the new model, their effort could be linked to a revision of the curricula with the objective of eliminating excess credits that may delay the time of completion.

*Number of total credits for degree/certificate completion as a result of eliminating excess credits.* A research request was generated to estimate the number of credits that students had taken at the time of graduation. A preliminary report generated by the Office of Institutional Research revealed that, in 2014, 40% of graduates had taken 80 credits or more. This confirms that Triton College is following the same national trend of students taking too many credits before graduating, thus delaying their completion time. A more detailed report will be generated that will reveal if the trend is the same also for students enrolled in certificate programs, and to identify areas, degrees or programs of study where students are taking excess credits.

*Number of credits taken per semester.* The most recent report from the Office of Institutional Research (10<sup>th</sup>-Day Report –spring 2015) revealed that Triton College students take, on average, a maximum of 8 credits per semester. That has not changed in the past 5 years. With a credit load this low, it is unlikely to complete a degree in three years, and virtually impossible to complete a degree in two years as they are supposed to.

**Action:** State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any “additional resources” stated here, you will also need to complete the budget proposal process.

The institution could better signal its constituency that completion is just as important as enrolling new students. For example, it would help if improving completion rates would be the theme of the year, and announce it that way during the faculty workshops, and plan the workshop around that theme. That alone places the topic in everybody’s mind. Specific and focused presentations would follow to cement the idea. There are not many opportunities where the faculty body is a captive audience; workshops to explain that the Guided Pathways are did not attract any attendance, and the spots for college hours in fall 2015 were already taken.

The milestones for FY2016 should change to the following:

- Conduct a focus-group based KAP (knowledge and perceptions) study among students, counselors and faculty to identify potential obstacles to implementing the Guided Pathways to Success (GPS), raise awareness, and create the necessary conditions for change.
- Realign curriculum
- Create two-year pathways of completion
- Identify one program to pilot the GPS

The milestones for FY2017 should change to the following:

- Pilot initiative
- Assess pilot

The milestones for FY2018 should change to the following:

- Continue pilot
- Final assessment pilot
- Make improvements to program based on assessment
- Plan scaling up strategy
- Track pilot completers

The milestones for FY2019 should change to the following:

- Implement scaling up strategy

**Outcome 2:** Create a two-year pathway of degree completion for AS degrees.

**Measure:**

**Analysis:** Provide a brief summary of your analysis of the data collected or progress for this measure.

The office of Research and Institutional Effectiveness produced a report of the number of Degree/Certificate Awards in 2014, used to identify the list of the most common programs of study where students enroll. Associate Degrees in Arts and Associate Degrees in Science were the degrees most awarded in 2014. More data is being generated to estimate the number of students enrolled in degree programs/certificates. It is anticipated that an accurate count may not be possible because students do not necessarily stay in the program they choose at the moment of registration. Given the fact that AA and AS are the most awarded degrees, it makes sense to focus first on curriculum alignment in those degrees. Since a schedule to adopt the new AS model, as required by ICCB, has already been established, then it would seem that curriculum alignment in the AS degree could be completed taking advantage of the effort that will be placed into implementing the new model required by ICCB.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any “additional resources” stated here, you will also need to complete the budget proposal process.*

The necessary changes have been listed above.

## **SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

*Considering your analysis of the 2015 outcomes and recommended changes in Section 1, provide at least two proposed outcomes, measures, and data collection methods for your action for the next calendar year (2016). Please note: you will have the opportunity to revise your outcomes should funding our resources that you request via the budgeting proposal process be denied. Therefore, please base your proposed outcomes assuming budgetary items requested will be approved (you will use these outcomes to support your budget proposal).*

### **Outcomes:**

There is a broad range of important outcomes that assessment efforts can address. They may be divided into two general categories: **Progress Outcomes** and **Performance-based Outcomes**.

- **Progress outcomes** describe what activity we want to complete in the year (for example, implement pilot program by August 2016). They are shorter term measures (2016 calendar year only), and are often qualitative measurements
- **Performance-Based Outcomes** describe what are we trying to accomplish with the completion of the task (for example, improve completion rates by 5%). Use the strategic direction and the focus areas to help clarify your outcome. These outcomes may be longer term in nature (a few years of data collection) and are often quantitative measurements.

Please identify at least one progress outcome and one performance-based outcome for this action. For each outcome identified, please include at least one assessment measure, including what types of data

will be collected, as well as how and when it will be collected. If no data is to be collected, please explain why and describe plans/timing for future data collection, if appropriate.

<u>Outcome</u>	<u>Measure</u>	<u>Data Collection Method</u>
Realigning the curriculum of the AS degree to comply with new ICCB requirements and to eliminate excess credits	No. of credits taken at the time of graduation, broken down by areas, programs or study or degrees.	Data mining by Research Office
Create a two-year pathway of degree completion for AS degrees.	No. of two-year AS degree pathways with aligned curriculum.	No data collection is needed. Curriculum alignment would happen through meetings with faculty, Deans, and Department chairs. A draft of the realigned curricula could be completed by the end of the spring.

**YOUR ASSESSMENT REPORT IS COMPLETE**

**Today's date:** October 20, 2015

**Action 2.6:** Develop a research-based First Year Experience model

**Action Champion:** Amanda Turner

## **SECTION 1: FY2016 Outcomes and Analysis**

*For each outcome listed on your Strategic Action Assessment Plan, indicate 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 should be made based on your analysis of the outcomes. You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes will expand as you type.*

**Outcome 1:** In preparation for the FY2017 budget cycle, we will develop a position description and submit for a request for the Director of First-Year Programming.

**Measure:** Development of the position description; Rationale for the position description

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

Collection of position descriptions for Directors/Coordinators of FYE is in progress.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

None

**Outcome 2:** To support the strategic recruitment of prospective students for participation in the pilot program, we will develop outreach plan outlining recruitment procedures.

**Measure:** Creation of timeline and budget; Identification of marketing needs; Number of participants in pilot

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

Creation of the timeline and proposed budget is in progress.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

None

**Outcome 3:** Develop rollout plan for first year experience program.

**Measure:** Areas impacted by first year experience program; marketing plan; proposed assessment tools

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

Development of the plan is in progress. Areas impacted by the program will include new student orientation, college success, counseling, admissions, student life, and academic success.

**Action:** State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any “additional resources” stated here, you will also need to complete the budget proposal process.

None

## **SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

Considering your analysis of the 2015 outcomes and recommended changes in Section 1, provide at least two proposed outcomes, measures, and data collection methods for your action for the next calendar year (2016). Please note: you will have the opportunity to revise your outcomes should funding our resources that you request via the budgeting proposal process be denied. Therefore, please base your proposed outcomes assuming budgetary items requested will be approved (you will use these outcomes to support your budget proposal).

### **Outcomes:**

There is a broad range of important outcomes that assessment efforts can address. They may be divided into two general categories: **Progress Outcomes** and **Performance-based Outcomes**.

- **Progress outcomes** describe what activity we want to complete in the year (for example, implement pilot program by August 2016). They are shorter term measures (2016 calendar year only), and are often qualitative measurements
- **Performance-Based Outcomes** describe what are we trying to accomplish with the completion of the task (for example, improve completion rates by 5%). Use the strategic direction and the focus areas to help clarify your outcome. These outcomes may be longer term in nature (a few years of data collection) and are often quantitative measurements.

Please identify at least one progress outcome and one performance-based outcome for this action. For each outcome identified, please include at least one assessment measure, including what types of data will be collected, as well as how and when it will be collected. If no data is to be collected, please explain why and describe plans/timing for future data collection, if appropriate.

<u>Outcome</u>	<u>Measure</u>	<u>Data Collection Method</u>
Implement pilot program in fall 2016	Number of students participating	Applications/student information documents
Assess student satisfaction during pilot	Satisfaction score	survey

**YOUR ASSESSMENT REPORT IS COMPLETE**

**Today's date:** Oct. 15, 2015

**Action 3.1:** Create Professional Development Plan focused on needs of at-risk populations

**Action Champion:** Mary Ann Tobin

## SECTION 1: FY2016 Outcomes and Analysis

*For each outcome listed on your Strategic Action Assessment Plan, indicate 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 should be made based on your analysis of the outcomes. You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes will expand as you type.*

**Outcome 1:** Faculty learn instructional and curricular methods to address the needs of at-risk/low performing populations and select model(s) for implementation.

**Measure:** Number of faculty facilitating and/or satisfactorily participating in the seminar.

### **Analysis:**

The Triton Teachers of Power (Tri-TOP) program was implemented in September, 2015. 6 instructors enrolled at the Watt level and 1 at the Kilowatt level. Participants have one full year to complete their chosen level of achievement. A full report on their participation and level of achievement will be available in the next Action Report. As part of that program, this semester's Special Topics related to at-risk/low performing populations include "CAAS Tech for Teachers," "Creating an Accessible Word Document for Instruction," and "BL: Universal Design and Accessibility." Additionally, the CTE offered "Smart Board – Math Features," facilitated by College Readiness instructors, and "Low Cost/No Cost Textbook Alternatives," co-facilitated by the Instructional Design Specialist and a Librarian. As a result of the latter workshop, one faculty member in the English department will pilot a no-cost textbook alternative for his students in one section of RHT 101 in Spring 2016, and the Student Development Committee has taken up the Low Cost/No Cost Textbook Alternative as their 2015/2016 initiative to mitigate student's accessibility and affordability challenges.

The new chair of the Professional Development Committee (PDC) has expressed her intention to focus the committee's attention on developing CTE events and Faculty Workshops dedicated to addressing the needs of at-risk students in the classroom. Discussions will continue during FY2016 about how to best carry out this tactic, perhaps by restructuring the committee's SMARTteaching initiative to focus on the topic of teaching at-risk students. However, no funds have been allocated to compensate a coordinator for these events, so their continuance seems doubtful.

**Action:** State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.

No changes.

**Outcome 2:** Action Champion surveys and elicits individual commitments to addressing the needs of at-risk/low performing populations.

**Measure:** Identification of faculty interested in classroom implementation and which model(s) they consider viable.

**Analysis:** Provide a brief summary of your analysis of the data collected or progress for this measure.

No progress has yet been made on this outcome.

**Action:** State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.

- 1) Action Champion will work with the Professional Development Committee to develop a survey for distribution along with the Spring Faculty Workshop agenda.
- 2) Action Champion will work with the Academic Assessment Committee, Professional Development Committee and Student Affairs Assessment Team to organize an Academic Affairs/Student Affairs Assessment Summit in which to explore ways to incorporate Supplemental Instruction and/or other student support functions into the classroom.
- 3) The CTE will continue to include similar Special Topics in its Tri-TOP and regular offerings.

**Outcome 3:** Action Champion elicits institutional and commitment to addressing the needs of at-risk/low performing populations at one College Hour and one Academic Senate meeting.

**Measure:** Positive or negative feedback, suggestions and comments gathered from College Hour attendees and Academic Senators.

**Analysis:** Provide a brief summary of your analysis of the data collected or progress for this measure.

No progress has yet been made on this outcome.

**Action:** State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.

Action Champion will work with the Academic Assessment Committee, Professional Development Committee, and Student Affairs Assessment Team to organize a College Hour and Academic Senate presentation.

## **SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

Considering your analysis of the 2015 outcomes and recommended changes in Section 1, provide at least two proposed outcomes, measures, and data collection methods for your action for the next calendar year (2016). Please note: you will have the opportunity to revise your outcomes should funding our resources that you request via the budgeting proposal process be denied. Therefore, please base your proposed outcomes assuming budgetary items requested will be approved (you will use these outcomes to support your budget proposal).

### **Outcomes:**

There is a broad range of important outcomes that assessment efforts can address. They may be divided into two general categories: **Progress Outcomes** and **Performance-based Outcomes**.

- **Progress outcomes** describe what activity we want to complete in the year (for example, implement pilot program by August 2016). They are shorter term measures (2016 calendar year only), and are often qualitative measurements
- **Performance-Based Outcomes** describe what are we trying to accomplish with the completion of the task (for example, improve completion rates by 5%). Use the strategic direction and the focus areas to help clarify your outcome. These outcomes may be longer term in nature (a few years of data collection) and are often quantitative measurements.

Please identify at least one progress outcome and one performance-based outcome for this action. For each outcome identified, please include at least one assessment measure, including what types of data will be collected, as well as how and when it will be collected. If no data is to be collected, please explain why and describe plans/timing for future data collection, if appropriate.

<u>Outcome</u>	<u>Measure</u>	<u>Data Collection Method</u>
Serving At-risk Students Survey	Survey results	Survey
Academic Affairs/Student Affairs Assessment Summit	Attendance and statements of interest	Feedback form
College Hour and Academic Senate presentation	Attendance and statements of interest	Feedback form
Serving At-risk Students workshops in CTE	Attendance and statements of interest, Tri-TOP completion rates, reports of classroom incorporation	Feedback form, CTE Annual Satisfaction Survey

**YOUR ASSESSMENT REPORT IS COMPLETE**

**Today's date:** 10-15-15

**Action 3.2:** Create Summer Bridge Program to better prepare the upcoming students for college level courses and to ensure successful transition to college

**Action Champion:** Debbie Baness-King

## SECTION 1: FY2016 Outcomes and Analysis

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**Outcome 1:** Increased successful completion of developmental education courses by participants.

**Measure:** Course grades at the midterm and end of the semester.

**Analysis:** Due to recent hiring freezes this information is not currently available.

**Action:** Due to budgetary actions the position responsible for coordinating services for Jump Start and subsequently tracking data, has been frozen as of 9/30/15. Future funding for this position is uncertain and therefore, the future of Jump Start is also uncertain.

**Outcome 2:** Increased persistence rates of participants from fall to fall semesters.

**Measure:** Enrollment reports for each semester taken at 10<sup>th</sup> day.

**Analysis:** Due to recent hiring freezes this information is not currently available.

**Action:** Due to budgetary actions the position responsible for coordinating services for Jump Start and subsequently tracking data, has been frozen as of 9/30/15. Future funding for this position is uncertain and therefore, the future of Jump Start is also uncertain.

## SECTION 2: Proposed Outcomes/Measures for Next Calendar Year

*Considering your analysis of the 2015 outcomes and recommended changes in Section 1, provide at least two proposed outcomes, measures, and data collection methods for your action for the next calendar year (2016). Please note: you will have the opportunity to revise your outcomes should funding our resources that you request via the budgeting proposal process be denied. Therefore, please base your proposed outcomes assuming budgetary items requested will be approved (you will use these outcomes to support your budget proposal).*

**Outcomes:**

There is a broad range of important outcomes that assessment efforts can address. They may be divided into two general categories: **Progress Outcomes** and **Performance-based Outcomes**.

- **Progress outcomes** describe what activity we want to complete in the year (for example, implement pilot program by August 2016). They are shorter term measures (2016 calendar year only), and are often qualitative measurements
- **Performance-Based Outcomes** describe what are we trying to accomplish with the completion of the task (for example, improve completion rates by 5%). Use the strategic direction and the focus areas to help clarify your outcome. These outcomes may be longer term in nature (a few years of data collection) and are often quantitative measurements.

\*\*It is not possible to set outcomes, measure and data collection methods for this Action Item at this time. Due to hiring freezes it has yet to be determined how these programs will move forward or what programming will replace these efforts.

Outcome	Measure	Data Collection Method

**YOUR ASSESSMENT REPORT IS COMPLETE**

**Today's date:** 10/13/2015

**Action 3.3:** Enhance tutoring services for the at risk students in high rate failing classes by subject area

**Action Champion:** Hanan Merheb

## SECTION 1: FY2016 Outcomes and Analysis

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**Outcome 1:** Increase the number of students serviced by the ASC from high failing classes by 10%

**Measure:** Number of students attending the ASC.

**Analysis:** The ASC is researching courses with high failing rate, looking at Persistence and Enrollee Success by course and School. Collecting data on student usage of the ASC services using Accutrack.

**Action:** State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.

## **SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

*Considering your analysis of the 2015 outcomes and recommended changes in Section 1, provide at least two proposed outcomes, measures, and data collection methods for your action for the next calendar year (2016). Please note: you will have the opportunity to revise your outcomes should funding our resources that you request via the budgeting proposal process be denied. Therefore, please base your proposed outcomes assuming budgetary items requested will be approved (you will use these outcomes to support your budget proposal).*

### **Outcomes:**

There is a broad range of important outcomes that assessment efforts can address. They may be divided into two general categories: **Progress Outcomes** and **Performance-based Outcomes**.

- **Progress outcomes** describe what activity we want to complete in the year (for example, implement pilot program by August 2016). They are shorter term measures (2016 calendar year only), and are often qualitative measurements
- **Performance-Based Outcomes** describe what are we trying to accomplish with the completion of the task (for example, improve completion rates by 5%). Use the strategic direction and the focus areas to help clarify your outcome. These outcomes may be longer term in nature (a few years of data collection) and are often quantitative measurements.

Please identify at least one progress outcome and one performance-based outcome for this action. For each outcome identified, please include at least one assessment measure, including what types of data will be collected, as well as how and when it will be collected. If no data is to be collected, please explain why and describe plans/timing for future data collection, if appropriate.

<b><u>Outcome</u></b>	<b><u>Measure</u></b>	<b><u>Data Collection Method</u></b>
Increase the number of students serviced by the ASC from high failing classes by 10%	Number of students attending the ASC	Accutrack

**YOUR ASSESSMENT REPORT IS COMPLETE**

**Today's date:** October 8, 2015

**Action 3.4:** Institute comprehensive academic planning for first-year students

**Action Champion:** Christine Dewey

## **SECTION 1: FY2016 Outcomes and Analysis**

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**Outcome 1:** 75% of students who complete COL102 and CSG150 in fall 2015 and spring 2016 semesters will have completed an academic plan prior to the conclusion of the course.

**Measure:** Number of COL102 and CSG150 students who completed an academic plan by the conclusion of the fall 2015 and spring 2016 semesters.

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

At this time, we are in the process of collecting the data from the COL & CSG courses. The final number will not be available until the courses finish. Attached is a schedule of counselor's visits to the COL classes.

In addition, counselors have scheduled several program planning workshops this fall with their curricula. Only one has occurred, 6 more are scheduled for this month, and next.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

No changes need to be made at this time, as we are progressing on schedule.

**Outcome 2:** 90% of students who complete COL102 and CSG150 in fall 2016 and spring 2017 semesters will have completed an academic plan prior to conclusion of the course.

**Measure:** Number of COL102 and CSG150 students who completed an academic plan by the conclusion of the fall 2016 and spring 2017 semesters.

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

No data analysis has been completed at this time, as we are still collecting data.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

No changes at this time.

**Outcome 3:** Counseling services will increase the total number of students who meet with counselors to create academic plans by 5% in FY2017.

**Measure:** The number of students meeting with counselors to discuss academic plans in FY2017 compared to FY2016.

**Analysis:** Provide a brief summary of your analysis of the data collected or progress for this measure.

We are in the process of collecting data for FY 2016 that we will use to compare to data from 2017.

**Action:** State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any “additional resources” stated here, you will also need to complete the budget proposal process.

No changes will be needed at this time.

## **SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

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### **Outcomes:**

There is a broad range of important outcomes that assessment efforts can address. They may be divided into two general categories: **Progress Outcomes** and **Performance-based Outcomes**.

- **Progress outcomes** describe what activity we want to complete in the year (for example, implement pilot program by August 2016). They are shorter term measures (2016 calendar year only), and are often qualitative measurements

- Performance-Based Outcomes describe what are we trying to accomplish with the completion of the task (for example, improve completion rates by 5%). Use the strategic direction and the focus areas to help clarify your outcome. These outcomes may be longer term in nature (a few years of data collection) and are often quantitative measurements.

Please identify at least one progress outcome and one performance-based outcome for this action. For each outcome identified, please include at least one assessment measure, including what types of data will be collected, as well as how and when it will be collected. If no data is to be collected, please explain why and describe plans/timing for future data collection, if appropriate.

Outcome	Measure	Data Collection Method
75% of students who complete COL102 and CSG150 in spring 2016 semester will have completed an academic plan prior to the conclusion of the course.	Number of COL102 and CSG150 students who completed an academic plan by the conclusion of the spring 2016 semester.	Type of data will be the number of students who are enrolled in COL 102 and CSG 150 courses at the end of the semester. Data analysis will include comparing number of students enrolled at the end of each semester to those who have completed an academic plan. Data will be collected at the conclusion of the spring 2016 semester and will be analyzed at the end of the spring 2016 semester.
90% of students who complete COL102 and CSG150 in fall 2016 and spring 2017 semesters will have completed an academic plan prior to conclusion of the course.	Number of COL102 and CSG150 students who completed an academic plan by the conclusion of the fall 2016 and spring 2017 semesters.	Type of data will be the number of students who are enrolled in COL 102 and CSG 150 courses at the end of each semester. Data analysis will include comparing number of students enrolled at the end of each semester to those who have completed an academic plan. Data will be collected at the conclusion of the fall 2016 and spring 2017 semesters and will be analyzed at the end of the spring 2017 semester.
Counseling services will increase the total number of students who meet with counselors to create academic plans by 5% in FY2017.	The number of students meeting with counselors to discuss academic plans in FY2017 compared to FY2016.	Type of data will be the number of students meeting with counselors to create an academic plan. Data will be collected using the "Appointment Plus" scheduling tool used by each counselor in the Department and by tracking

		students who attend walk-in and workshops for the purpose of creating an academic plan. Data analysis will include comparing the number of students who meet with a counselor to create an academic plan in FY 2016 to FY 2017. Data will be collected at the conclusion of the spring 2016 and spring 2017 semesters and will be analyzed at the end of the spring 2017 semester.
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**YOUR ASSESSMENT REPORT IS COMPLETE**

# Strategic Plan Action Report **2015**

Course	Instructor	Meeting Schedules	Course Title	Visit Date	Counselor
COL-102-012	H. Merheb	10/20/2015-12/17/2015 Tuesday, Thursday 06:00PM - 08:45PM, F - Room 305	Learn Framewrk for Coll Succes		<b>Sylvia Sztark</b> <a href="mailto:sylviasztark@triton.edu">sylviasztark@triton.edu</a> (708) 456-0300, Ext. 3618
COL-102-011	J. Geary	09/22/2015-12/17/2015 Tuesday, Thursday 12:30PM - 02:05PM, F - Room 313	Learn Framewrk for Coll Succes		<b>Silvia Donatelli</b> <a href="mailto:silviadonatelli@triton.edu">silviadonatelli@triton.edu</a> (708) 456-0300, Ext. 3277
COL-102-017	N. Buras	09/15/2015-12/17/2015 Tuesday, Thursday 09:30AM - 10:55AM, N -Police Station, Room 205	Learn Framewrk for Coll Succes		<b>Oliver Camacho</b> <a href="mailto:olivercamacho@triton.edu">olivercamacho@triton.edu</a> (708) 456-0300, Ext. 3644
COL-102-006	M. Demos	09/14/2015-12/16/2015 Monday, Wednesday 02:00PM - 03:25PM, N -Police Station, Room 203	Learn Framewrk for Coll Succes		<b>Hector Zavala</b> <a href="mailto:hectorzavala@triton.edu">hectorzavala@triton.edu</a> (708) 456-0300, Ext. 3673
COL-102-013	K. Mallett	08/27/2015-12/17/2015 Thursday 07:00PM - 09:50PM, F - Room 207	Learn Framewrk for Coll Succes		<b>Nathan Savage</b> <a href="mailto:nathansavage@triton.edu">nathansavage@triton.edu</a> (708) 456-0300, Ext. 3046
COL-102-007	S. Berryhill	08/26/2015-12/16/2015 Wednesday 06:00PM - 08:45PM, F - Room 305	Learn Framewrk for Coll Succes	complete	<b>Sandra Berryhill</b> <a href="mailto:sandraberryhill@triton.edu">sandraberryhill@triton.edu</a> (708) 456-0300, Ext. 3369
COL-102-009	R. Giovenco	08/25/2015-12/17/2015 Tuesday, Thursday 09:30AM - 10:45AM, F - Room 115	Learn Framewrk for Coll Succes		<b>Mary Casey-Incardone</b> <a href="mailto:marycasey@triton.edu">marycasey@triton.edu</a> (708) 456-0300, Ext. 3828
COL-102-010	J. Geary	08/25/2015-12/17/2015 Tuesday, Thursday 11:00AM - 12:15PM, F - Room 302	Learn Framewrk for Coll Succes		<b>Christine Dewey</b> <a href="mailto:christinedewey@triton.edu">christinedewey@triton.edu</a> (708) 456-0300, Ext. 3807
COL-102-016	J. Geary	08/25/2015-12/15/2015 Tuesday, Thursday 09:30AM - 10:45AM, F - Room 211	Learn Framewrk for Coll Succes		<b>Tracy Wright</b> <a href="mailto:tracywright@triton.edu">tracywright@triton.edu</a> (708) 456-0300, Ext. 3567
COL-102-001	F. Zewde	08/24/2015-12/16/2015 Monday, Wednesday, Friday 09:00AM - 09:50AM, F - Room 307	Learn Framewrk for Coll Succes		<b>Leslie Wester</b> <a href="mailto:lesliewester@triton.edu">lesliewester@triton.edu</a> (708) 456-0300, Ext. 3257
COL-102-002	F. Zewde	08/24/2015-12/16/2015 Monday, Wednesday, Friday 10:00AM - 10:50AM,	Learn Framewrk for Coll Succes		<b>Leslie Wester</b> <a href="mailto:lesliewester@triton.edu">lesliewester@triton.edu</a>

# Strategic Plan Action Report **2015**

		F - Room 310			(708) 456-0300, Ext. 3257
COL-102-005	J. Giangregio	08/24/2015-12/16/2015 Monday 12:00PM - 01:15PM, F - Room 211 Wednesday 12:00PM - 01:15PM, Room F-202.	Learn Framewrk for Coll Succes	Complete	<b>Leslie Wester</b> <a href="mailto:lesliewester@triton.edu">lesliewester@triton.edu</a> (708) 456-0300, Ext. 3257
COL-102-014	C. McMullen	08/24/2015-12/16/2015 Monday, Wednesday, Friday 11:00AM - 11:50AM, Room F-308	Learn Framewrk for Coll Succes		<b>Dr. Magalene Sudduth</b> <a href="mailto:magalenesudduth@triton.edu">magalenesudduth@triton.edu</a> (708) 456-0300, Ext. 3654

**Today's date:** October 20, 2015

**Action 4.1:** Create opportunities for direct interaction with business community to ensure more consistent feedback on program offerings and industry alignment.

**Action Champion:** Paul Jensen

## SECTION 1: FY2016 Outcomes and Analysis

*For each outcome listed on your Strategic Action Assessment Plan, indicate 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 should be made based on your analysis of the outcomes. You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes will expand as you type.*

**Outcome 1:** Work with Deans, Chairs/Coordinators, Career Services, and Program Advisory Committee members to discuss how the 225+ P.A.C. members can support our students through internships and hiring graduates, and discussing funding mechanisms (such as On the Job Training – OJT) available to help defray the cost of training new employees. This will also support the college's activities in the Workforce Innovation and Opportunity Act (WIOA).

**Measure:** Information will be distributed and presentations will be made for the CTE advisory committees during the fall of FY16.

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure*

Career Services was engaged to discuss their role in outreach to the Chairs/ Coordinators and PAC business members. As a result Rich Williams from CS made a presentation to the Academic Deans' Workgroup and at the September Chair/Coordinators' Workshop to outline how the PACs could work with CS to engage corporate members in providing information on their HR contacts.

Next steps will be to distribute HR information request forms to business members of the PACs requesting contact information for internships and job openings, then add that information to the CS district HR database and begin outreach.

**Action:** State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.

No changes requested at this time. Information will be collected by the Career Center regarding the number of PAC members/member companies responding to the college with internship and employment opportunities during FY16.

**Outcome 2:** Conduct 2<sup>nd</sup> annual 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, 2016.

**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.

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

Survey was developed in June 2015, distributed to 150 companies, and received a response rate of 15%. While the *n* is small, it accurately reflects the number of employers currently working with the college. Survey results were given to the Academic Deans to share at their departmental meetings. Following these discussions, faculty recommendations for modifications will be made and Career Services will edit the survey in preparation for conducting it again in June 2016.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

Changes to improve:

Resubmit January 2015 budget request for funds to engage a professional research firm to conduct the survey. Est. \$9700 based on Oakton Community College project.

**Outcome 3:** Conduct 2<sup>nd</sup> annual 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 beginning of June, 2016.

**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.

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

The survey was developed in June 2015, distributed to 1738 alumni, opened by 439, and responded to by 56 (3% response rate). While statistically too small to make generalizations, the survey results were given to the Academic Deans to share at their departmental meetings. Following these discussions, faculty recommendations for modifications will be made and Alumni Affairs will edit the survey in preparation for conducting it again in June 2016.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

Changes to improve:

Resubmit January 2015 budget request for funds to engage a professional research firm to conduct the survey. Est. \$9700 based on Oakton Community College project.

## **SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

*Considering your analysis of the 2015 outcomes and recommended changes in Section 1, provide at least two proposed outcomes, measures, and data collection methods for your action for the next calendar year (2016). Please note: you will have the opportunity to revise your outcomes should funding our resources that you request via the budgeting proposal process be denied. Therefore, please base your proposed outcomes assuming budgetary items requested will be approved (you will use these outcomes to support your budget proposal).*

### **Outcomes:**

There is a broad range of important outcomes that assessment efforts can address. They may be divided into two general categories: **Progress Outcomes** and **Performance-based Outcomes**.

- **Progress outcomes** describe what activity we want to complete in the year (for example, implement pilot program by August 2016). They are shorter term measures (2016 calendar year only), and are often qualitative measurements
- **Performance-Based Outcomes** describe what are we trying to accomplish with the completion of the task (for example, improve completion rates by 5%). Use the strategic direction and the

focus areas to help clarify your outcome. These outcomes may be longer term in nature (a few years of data collection) and are often quantitative measurements.

Please identify at least one progress outcome and one performance-based outcome for this action. For each outcome identified, please include at least one assessment measure, including what types of data will be collected, as well as how and when it will be collected. If no data is to be collected, please explain why and describe plans/timing for future data collection, if appropriate.

<u>Outcome</u>	<u>Measure</u>	<u>Data Collection Method</u>
Update Employer Surveys to reflect faculty question change requests and resubmit to employers.	Surveys will be distributed and collected at the average 10-15% general survey response rate.	In June 2016 an Employer Satisfaction online survey will be developed and distributed by Career Services to organizations hiring our students.
Information will be shared with the Chairs and Coordinators as feedback to inform their curriculum development and maintenance decisions.	Survey results will be discussed in school and departmental meetings.	Meeting agendas will reflect discussions.
Update Alumni Surveys to reflect faculty question change requests and resubmit to employers.	Surveys will be distributed and collected at the average 10-15% general survey response rate.	In June 2016 an Alumni Relations online survey will be developed and distributed to alumni out 1 year or 5 years.
Information will be shared with the Chairs and Coordinators as feedback to inform their curriculum development and maintenance decisions.	Survey results will be discussed in school and departmental meetings.	Meeting agendas will reflect discussions.
Career Services will develop a database of PAC company HR professionals and mine for internships and job opportunities.	Career Services will approach company HR representatives identified by PAC members to secure internship and job listings.	By May 2016 Career Services will secure internship opportunities and job listings from the PAC HR members.

**YOUR ASSESSMENT REPORT IS COMPLETE**

**Today's date:** November 7, 2015

**Action 4.2:** Enhance relationships with business through increased student internship opportunities

**Action Champion:** Chuck Bohleke

## SECTION 1: FY2016 Outcomes and Analysis

*For each outcome listed on your Strategic Action Assessment Plan, indicate 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 should be made based on your analysis of the outcomes. You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes will expand as you type.*

**Outcome 1:** To close skill gaps, we will use research and advisory committee feedback to identify employers and/or employment areas with critical manpower shortages.

**Measure:** Number of employers and/or employment areas with critical manpower shortages identified.

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

A number of careers have been identified through analysis of data from the Department of Labor, the Cook County Workforce Board and local employers to focus the development of new curriculum. Several areas of need have already been identified and curriculum developed to meet these needs including Cybersecurity and Network Assurance, Bookkeeping, Applications Programming and Big Data. Additional data will continue to be analyzed and curriculum developed to meet the changing needs of employers in the service region and the greater Chicago area. Request has been made for access to Burning Glass databases and continued surveying of employers whenever advisory committee meetings or one-on-one meetings occur that presents new opportunities.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

The major change that is required is the expansion of access to resources and time to truly explore the needs of employers. The structure of the School of Business and Technology and the School of Health Careers and Public Service Programs with a single administrator presents challenges to the amount of time that can be spent cultivating these resources and directly contacting employers beyond the traditional advisory structure. Although budgets are tight at

present the expansion of travel budgets would aid in the process as difficult choices often need to be made due to tight budgets. These requests will be put into the 2016-2017 budget proposals.

**Outcome 2:** To close skill gaps, we will increase by 50% the opportunities available for students to be placed into internships.

**Measure:** Number of internship opportunities available to students in FY2016 compared to FY2015

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

We are currently in the process of finalizing plans for a grant that was developed to provide resources for “European” style apprenticeships and the development of additional traditional internships is currently underway. One of the current issues is helping students understand the importance of an internship to future job opportunities as some bypass the opportunity by taking additional classes or fail to use their current employer as an internship opportunity. We need to spend some additional time and possibly financial resources such as developing and printing resources for students regarding internships and their importance in future job placement.

We have also implemented the addition of the call for internships to each CTE program advisory committee meeting as a call to the community for additional opportunities for our students.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any “additional resources” stated here, you will also need to complete the budget proposal process.*

The plan included the implementation of broader participation that has been difficult due to a lack of personnel and ever more demanding schedules that prevent the Dean from spending the time needed to develop the relationships with the employers beyond the time spent in advisory meetings. While some faculty have been very effective in developing these relationships others have not been as effective. The previously planned Associate Dean of the area would greatly facilitate the development of this strategic initiative.

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## **SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

*Considering your analysis of the 2015 outcomes and recommended changes in Section 1, provide at least two proposed outcomes, measures, and data collection methods for your action for the next calendar year (2016). Please note: you will have the opportunity to revise your outcomes should funding our resources that you request via the budgeting proposal process be denied. Therefore, please base your proposed outcomes assuming budgetary items requested will be approved (you will use these outcomes to support your budget proposal).*

### **Outcomes:**

There is a broad range of important outcomes that assessment efforts can address. They may be divided into two general categories: **Progress Outcomes** and **Performance-based Outcomes**.

- **Progress outcomes** describe what activity we want to complete in the year (for example, implement pilot program by August 2016). They are shorter term measures (2016 calendar year only), and are often qualitative measurements
- **Performance-Based Outcomes** -describe what are we trying to accomplish with the completion of the task (for example, improve completion rates by 5%). Use the strategic direction and the focus areas to help clarify your outcome. These outcomes may be longer term in nature (a few years of data collection) and are often quantitative measurements.

Please identify at least one progress outcome and one performance-based outcome for this action. For each outcome identified, please include at least one assessment measure, including what types of data will be collected, as well as how and when it will be collected. If no data is to be collected, please explain why and describe plans/timing for future data collection, if appropriate.

<b><u>Outcome</u></b>	<b><u>Measure</u></b>	<b><u>Data Collection Method</u></b>
Develop additional potential program areas by analysis of data and communications with employers in the service region and recruit employers for internships	Development or examination of new potential programs and certificates and the internship opportunities that arise	Advisory committee meeting minutes and added opportunities as developed and administered
Bring the Career Services office into Advisory meetings to help to promote the relationships for future internship opportunities	Include the Career Services area on future communications about dates and times of advisory committee meetings	Advisory committee meeting minutes and added opportunities as developed and administered

**YOUR ASSESSMENT REPORT IS COMPLETE**

**Today's date:** Oct. 15, 2015

**Action 5.1:** Streamline curriculum review and approval process

**Action Champion:** Mary Ann Tobin

## **SECTION 1: FY2016 Outcomes and Analysis**

*For each outcome listed on your Strategic Action Assessment Plan, indicate 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 should be made based on your analysis of the outcomes. You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes will expand as you type.*

**Outcome 1:** Simplified curriculum submission and review process.

**Measure:** Speed and efficiency of processing submissions to the College Curriculum Committee (CCC), ICCB, IAI and HLC based upon changes made to those processes in FY2015.

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

This outcome has been largely accomplished. The CCC now conducts its first read as part of the Technical Review Committee and votes on agenda items at its meetings without requiring faculty to present their submissions. Barring additional questions from the committee, votes are immediately cast upon the calling of the agenda items, significantly decreasing the amount of time spent on these items while allowing for more time to be spent on discussing larger curricular issues, like how to go about implementing the ICCB's new AS requirements. "Consent Agenda Items" are possible, but due to the rarity of curricular changes affecting only one department, the committee does not anticipate the frequent presentation of such items. The Office of Curriculum & Assessment will continue to monitor the success of these process revisions.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

The final piece of this accomplishing this outcome is related to the purchase of a Curriculum Management System. A Task Force submitted its recommendation to VP Olson in June, 2015 to extend the current agreement with Smart Catalog IQ to continue the licensing of its Catalog module and to purchase of the additional license for its Curriculum Management module. While the current agreement expires in 2017, we are exploring the possibility of moving forward with the new agreement in Summer 2016.

## **SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

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### **Outcomes:**

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Please identify at least one progress outcome and one performance-based outcome for this action. For each outcome identified, please include at least one assessment measure, including what types of data will be collected, as well as how and when it will be collected. If no data is to be collected, please explain why and describe plans/timing for future data collection, if appropriate.

N/A – This action is complete.

<b><u>Outcome</u></b>	<b><u>Measure</u></b>	<b><u>Data Collection Method</u></b>

**YOUR ASSESSMENT REPORT IS COMPLETE**

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

**Action 5.2:** Identify gaps in existing Career and Technical Education curriculum

**Action Champion:** Cheryl Antonich

## **SECTION 1: FY2016 Outcomes and Analysis**

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**Outcome 1:** Develop CTE Programs of Study for students to acquire the knowledge and skills that lead to employment in recognized "middle-skill" occupations.

**Measure:** Two new accelerated CTE Programs of Study developed and implemented by fall, 2016.

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

This outcome is on track for completion by fall 2016. To date the following CTE Programs of Study have been developed/reactivated, and/or are awaiting approval by the ICCB.

Cybersecurity & Information Assurance AAS – approved by the ICCB September 18, 2015  
Biotechnology Laboratory Assurance Technician AAS – currently awaiting approval by the ICCB  
Both scheduled for implementation in Fall 2016

Additionally the following Health Career Program is awaiting reactivation approval by the ICCB:

Medical Assistant Certificate – scheduled for implementation spring 2016.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

The above new programs will require budgets/funding for FY 2017. Budget information and funding requirements will be identified through the FY 2017 budget process.

*Funding categories include: faculty/coordinator, part-time, faculty, instructional supplies/software, office supplies, faculty professional development, meeting expense, travel expense, equipment, printing, copier charge, publications and dues.*

**Outcome 2:** Students will enroll and complete each accelerated Program of Study.

**Measure:** A minimum of 15 students each will enroll and complete each accelerated Program of Study

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

Marketing and recruitment is currently under way in order to recruit and attract students into the new programs of study. Materials (program brochures, flyers) have been developed. Additionally the new programs have been discussed with high school and university partners.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

No changes needed at this time.

## **SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

*Considering your analysis of the 2015 outcomes and recommended changes in Section 1, provide at least two proposed outcomes, measures, and data collection methods for your action for the next calendar year (2016). Please note: you will have the opportunity to revise your outcomes should funding our resources that you request via the budgeting proposal process be denied. Therefore, please base your proposed outcomes assuming budgetary items requested will be approved (you will use these outcomes to support your budget proposal).*

### **Outcomes:**

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- **Progress outcomes** describe what activity we want to complete in the year (for example, implement pilot program by August 2016). They are shorter term measures (2016 calendar year only), and are often qualitative measurements
- **Performance-Based Outcomes** describe what are we trying to accomplish with the completion of the task (for example, improve completion rates by 5%). Use the strategic direction and the focus areas to help clarify your outcome. These outcomes may be longer term in nature (a few years of data collection) and are often quantitative measurements.

Please identify at least one progress outcome and one performance-based outcome for this action. For each outcome identified, please include at least one assessment measure, including what types of data will be collected, as well as how and when it will be collected. If no data is to be collected, please explain why and describe plans/timing for future data collection, if appropriate.

<b><u>Outcome</u></b>	<b><u>Measure</u></b>	<b><u>Data Collection Method</u></b>
Identify new programs of study for future development and implementation.	3-5 programs identified, recommended and approved for development.	Feasibility Studies Employment Outlook Collected spring 2016
Contribute to future program enrollment rates.	Enroll a minimum of 20 students in new programs once developed.	Enrollment Reports 10 Day Report Registration Information Data collected in first semester of student enrollment in the new program(s).

**YOUR ASSESSMENT REPORT IS COMPLETE**

**Today's date:** November 6, 2015

**Action 5.3:** Develop and Implement Competency-Based Curricula

**Action Champion:** Paul Jensen

## **SECTION 1: FY2016 Outcomes and Analysis**

*For each outcome listed on your Strategic Action Assessment Plan, indicate 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 should be made based on your analysis of the outcomes. You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes will expand as you type.*

**Outcome 1:** The Higher Learning Commission approves the college offering two certificate programs in a Competency-Based Education format.

**Measure:** Paperwork and study based on milestones and required for HLC "Substantive Change Application" are submitted and approved.

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

Completion of the HLC "Competency-based Education Program Substantive Change Application" is underway. We will not submit under Direct Assessment but rather follow the Course/Credit-based approach, and as a result will focus on completing the Business Management Certificate as the pilot and follow with the Cybersecurity Certificate.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

The Department of Education and Higher Learning Commission have not completely agreed on the process whereby the accreditor will approve CBE applications and modifications are still being made. As a result the HLC may not be able to approve the application within our window, or we may need to modify the application based on the evolution of their discussion.

## **SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

*Considering your analysis of the 2015 outcomes and recommended changes in Section 1, provide at least two proposed outcomes, measures, and data collection methods for your action for the next calendar year (2016). Please note: you will have the opportunity to revise your outcomes should funding our resources that you request via the budgeting proposal process be denied. Therefore, please base your proposed outcomes assuming budgetary items requested will be approved (you will use these outcomes to support your budget proposal).*

### **Outcomes:**

There is a broad range of important outcomes that assessment efforts can address. They may be divided into two general categories: **Progress Outcomes** and **Performance-based Outcomes**.

- **Progress outcomes** describe what activity we want to complete in the year (for example, implement pilot program by August 2016). They are shorter term measures (2016 calendar year only), and are often qualitative measurements
- **Performance-Based Outcomes** describe what are we trying to accomplish with the completion of the task (for example, improve completion rates by 5%). Use the strategic direction and the focus areas to help clarify your outcome. These outcomes may be longer term in nature (a few years of data collection) and are often quantitative measurements.

Please identify at least one progress outcome and one performance-based outcome for this action. For each outcome identified, please include at least one assessment measure, including what types of data will be collected, as well as how and when it will be collected. If no data is to be collected, please explain why and describe plans/timing for future data collection, if appropriate.

<b><u>Outcome</u></b>	<b><u>Measure</u></b>	<b><u>Data Collection Method</u></b>
Launch CBE pilot "Business Management Certificate" by August 2016	Courses scheduled and opened	Information collected and confirmed through Scheduling
Complete initial year of CBE pilot with ongoing student enrollment	Students enrolled and making Satisfactory Academic Progress (SAP) in program	Daily enrollment reports

**YOUR ASSESSMENT REPORT IS COMPLETE**

**Today's date:** November 4, 2015

**Action 5.4:** Enhance and Expand Online Offerings

**Action Champion:** Cheryl Antonich

## **SECTION 1: FY2016 Outcomes and Analysis**

*For each outcome listed on your Strategic Action Assessment Plan, indicate 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 should be made based on your analysis of the outcomes. You may use as much space as you need to provide a detailed analysis of performance on your assessment measures. The boxes will expand as you type.*

**Outcome 1:** Identify the organizational structure to support a centralized School of Distance Education.

**Measure:** By May 31, 2016 a draft organizational structure for the School of Distance Education will be developed and approved.

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

Progress on this measure is not on target for completion by May 31, 2016. Centralizing Distance Education within cohesive structure that requires personnel, funding, equipment and other resources may not be feasible at this time due to other priorities that require resources. More critical discussion is needed to identify approaches to effectively consolidate and manage the current components in order to expand online learning.

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

Recommend that Outcome 1 be removed from the Strategic Plan

**Outcome 2:** Develop a minimum of three online courses beginning with the fall, 2015 semester.

**Measure:** Three online courses fully developed and offered by May 31, 2016.

**Analysis:** *Provide a brief summary of your analysis of the data collected or progress for this measure.*

The following courses are in the third and final semester of development:

1. CIS 107
2. RHT 102

The following courses are in the first semester of development:

1. BUS 107
2. PHL 105
3. PSY 210

**Action:** *State changes that we should make to action milestones or other elements of the action to improve trend (examples: changes to milestones, implementation elements, or focus of action item; removal of or change to action item in the strategic plan; additional resources, such as positions, release time, funding, etc.) Please note that for any "additional resources" stated here, you will also need to complete the budget proposal process.*

*No changes needed*

## **SECTION 2: Proposed Outcomes/Measures for Next Calendar Year**

*Considering your analysis of the 2015 outcomes and recommended changes in Section 1, provide at least two proposed outcomes, measures, and data collection methods for your action for the next calendar year (2016). Please note: you will have the opportunity to revise your outcomes should funding our resources that you request via the budgeting proposal process be denied. Therefore, please base your proposed outcomes assuming budgetary items requested will be approved (you will use these outcomes to support your budget proposal).*

### **Outcomes:**

There is a broad range of important outcomes that assessment efforts can address. They may be divided into two general categories: **Progress Outcomes** and **Performance-based Outcomes**.

- **Progress outcomes** describe what activity we want to complete in the year (for example, implement pilot program by August 2016). They are shorter term measures (2016 calendar year only), and are often qualitative measurements
- **Performance-Based Outcomes** describe what are we trying to accomplish with the completion of the task (for example, improve completion rates by 5%). Use the strategic direction and the focus areas to help clarify your outcome. These outcomes may be longer term in nature (a few years of data collection) and are often quantitative measurements.

Please identify at least one progress outcome and one performance-based outcome for this action. For each outcome identified, please include at least one assessment measure, including what types of data will be collected, as well as how and when it will be collected. If no data is to be collected, please explain why and describe plans/timing for future data collection, if appropriate.

<u>Outcome</u>	<u>Measure</u>	<u>Data Collection Method</u>
Increase number of online courses approved for development	A minimum of 5 online courses identified for development by April, 2016	Online Course Proposal Requests collected and approved by May , 2016
Reintroduce discussions with appropriate individuals related to the vision for Distance Education at Triton College	Determinations/decisions made as a result of further discussions	If applicable meeting agendas and minutes

**YOUR ASSESSMENT REPORT IS COMPLETE**