

Strategic Plan Semi-Annual Report

Summer Semester 2014



TRITON COLLEGE

October 27, 2014

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Executive Summary

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

Triton's Mission:

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

Implemented on July 1, 2014, the strategic plan is still in the early stages of implementation. Much of the work conducted during the first semester of the plan focused on the creation of a well-defined assessment process designed to feed directly into the institution's annual budgeting process. While this required a significant investment of time and energy from the Action Champions, Core Team, and Steering Committee, these efforts have ensured a sound foundation for Triton College's institutional assessment. This process will only get stronger with time as our historical data increases. The strategic planning assessment process is detailed in the "Strategic Plan Assessment" section of this report, and templates for the various phases of the assessment process are provided in Appendix A. A timeline showing the flow of the strategic plan assessment process into the institution's annual budgeting process is provided in Appendix B.

The strategic plan's Action Champions also dedicated this semester to establishing appropriate outcomes and measures for all of the strategic planning actions. These outcomes and measures provide a strong starting point for Triton College's strategic plan assessment, as well as a baseline for growth and improvement as the institution progresses through its plan. The content of the Action Assessment Plans is summarized in the "Focus Area Updates" section of this report, and the full Action Assessment plans are provided in Appendix C.

We look forward to using the processes and outcomes established this semester to view Triton's institutional progress throughout fiscal year (FY)2015.

Strategic Plan Assessment

Process

Triton College will engage in regular assessment on its strategic plan. The purpose of this assessment is multifaceted:

1. Track Progress

Regular, systematic assessment helps the Action Champions, Advisory Committees, Core Team, and College Council understand the status of its strategic planning initiatives and potential barriers encountered by individuals and departments. Assessment, along with regular communication through the institution's shared governance structure, will provide a strong understanding of the hurdles facing our strategic planning actions and will help individuals, departments, and teams to troubleshoot problems.

2. Measure Results

As important as it is to understand the progress of the actions, it is equally important to understand the impact that the actions have on Triton College's institutional outcomes of increasing college readiness, improving completion, and closing workforce skill gaps. Do the actions demonstrate measurable progress in these areas? Is there a noticeable difference between results before the action and following the action? By understanding the true impact of its initiatives through measurable results, Triton College may take more meaningful action, such as expanding initiatives that prove successful and changing course on initiatives that are not yielding results.

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

- Increase College Readiness
- Improve Completion
- Close Skill Gaps

These areas align with a report by the 21st-Century Commission on the Future of Community College titled "Reclaiming the American Dream."

3. Stay Current

To remain vibrant and relevant, the strategic plan's actions and tactics will need to be reviewed at least once a year to ensure that they continue to serve the institution's outcomes and appropriately reflect the work and priorities of the institution's departments. A regular review of these items will also ensure that the campus community remains familiar with the strategic plan and continues to align departmental goals and outcomes with the institution's objectives of increasing college readiness, improving completion, and closing skill gaps.

4. Align Budgeting

Triton is committed to fully integrating its budgeting, planning, and assessment processes. A meaningful budget process must be data driven to ensure that the institution is allocating resources to initiatives that further Triton College's larger institutional goals.

College Council is the Strategic Plan Steering Committee.

President's Cabinet is the Strategic Plan Core Team.

Each Strategic Plan Action has a designated Action Champion. These individuals are identified in Appendix D of the Strategic Plan.

The assessment process developed by Triton College for its strategic plan is designed to fulfill all four purposes stated above. The process has three primary elements: Action Item Assessment; Strategic Direction Assessment; and Annual Plan Update.

Action Item Assessment is led by the Action Champion and Strategic Direction Assessment is led by the Director of Planning and Accreditation. Action Champions, the Strategic Plan Core Team, and the Strategic Plan Steering Committee all participate in the annual plan update. Each of these items is detailed further in the “Documentation” section below.

Documentation

Triton College established an assessment process that includes clear, concise, and purposeful documentation. This documentation will capture meaningful evaluation of data as the institution analyzes its progress. That analysis will inform the allocation of institutional resources during the institution’s annual budgeting process.

As mentioned above, the assessment process is comprised of three primary elements: Action Item Assessment; Strategic Direction Assessment; and Annual Plan Update. Each of these elements has its own documentation to capture the institution’s progress and reflection.

Action Item Assessment

Action Item Assessment, led by the Action Champions, is captured with two types of documentation: Action Assessment Plans and Action Assessment Reports.

Action Assessment Plans are completed annually by the Action Champions. The plans clearly demonstrate how the action aligns with the institution’s strategic directions and tactics. They also outline the anticipated steps, or “milestones” that will be taken by the institution to achieve its action over the next seven fiscal years. Most importantly, the plans establish clear outcomes and measures for the fiscal year ahead, which the Action Champions will use to conduct their assessment. A sample template for the Action Assessment Plan is provided in Appendix A.

To capture regular assessment of the action item, Action Champions will complete Action Assessment Reports at the conclusion of each academic semester. Action Assessment Reports briefly track progress of completion on milestones, but focus more heavily on the analysis of data collected. Action Champions report the types of data collected, and then reflect upon the implications of that data. Further, reports capture suggested actions that may need to be taken based upon that analysis. The information in these reports will not only inform the Action Champions, departments, and advisory committees as they move forward, but also inform the institution’s annual budgeting process. The data and analysis captured in these forms will be used to support budgetary requests that come forward during the Annual Plan Update. A sample template for the Action Assessment Report is provided in Appendix A.

As this is the first fiscal year of this strategic plan and its assessment process, Action Champions dedicated the first semester to learning and contributing to the development of this assessment process and

establishing their assessment plans. Therefore, Action Champions will complete their first Action Assessment Reports at the conclusion of fall semester 2014.

Strategic Direction Assessment

Strategic Direction Assessment is led by the Director of Planning and Accreditation, but overseen and monitored by the Steering Committee. The two primary elements of Strategic Direction Assessment are the Strategic Plan Snapshot and the Semi-Annual Report.

The Strategic Plan Snapshot provides a high-level overview of the institution's progress at the action level and outcomes at the direction level. The snapshot is designed to fit on a single page front-and-back, be easy to navigate and read, and provide a quick view as to the status of our strategic plan. One snapshot will be created for each focus area (Increase College Readiness, Improve Completion, and Close Skill Gaps). The snapshots will be completed by the Director of Planning and Accreditation at the conclusion of each academic semester, presented to the Steering Committee for review on designated dates, and subsequently made available to the campus community for transparency. A sample template for the Strategic Plan Snapshot is provided in Appendix A.

Semi-annual reports, also completed at the conclusion of each semester, will provide a deeper analysis of our planning progress. These reports will include designated sections for each of the plan's focus areas and will incorporate information and analysis coming forward from the Action Assessment Reports. The report will also provide updates regarding progress on the institution's performance outcomes, as well as changes and improvements that are being made to improve these areas. The report will be prepared by the Director of Planning and Accreditation and presented to the Steering Committee for review on designated dates. Like the Strategic Plan Snapshot, the reports will be made available to the campus community for transparency.

Annual Plan Update

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

The Annual Plan Update is documented via two reports: the Annual Revision Report (Tactics, Actions, and Milestones), hereinafter Annual Revision Report (TAM), and the Annual Revision Report (Budget Review). The Annual Revision Report (TAM) is completed annually in September by the Action Champions. The report provides feedback to the Core Team regarding proposed revisions to the strategic plan content. These revisions are based on the qualitative and quantitative analysis captured by the prior fiscal year's Action Assessment Reports. The Core Team reviews the suggested revisions for conflict, cohesion, and fiscal soundness, and then forwards final recommendations for revisions to the Steering Committee for their November meeting. The Steering Committee will endorse the final changes to the strategic plan by their December meeting. A sample template for the Annual Revision Report (TAM) is provided in Appendix A.

In January, the second half of the annual revision process begins with the completion of the Annual Revision Report (Budget Review). With this report, the Action Champions propose budgetary items for the following fiscal year. The Action Champions use revisions approved by the Steering Committee in

December and data analysis from their Action Assessment Reports to support their requests. These requests are sent to the Steering Committee in February for review, and are subsequently forwarded to the finance department for consideration during the annual budgeting process. A sample template for the Annual Revision Report (Budget Review) is provided in Appendix A.

As demonstrated in Figure 1, the flow of the strategic plan's assessment process is cyclical, each step informing the next throughout the course of the fiscal year. The strategic plan drives action assessment, the results of that assessment inform the budgeting process, the budgeting process determines institutional resource allocation, and resource allocation funds the strategic planning actions. Through this process, the institution engages in meaningful self-evaluation, growth, and improvement. A more detailed Strategic Plan Assessment Calendar is provided in Appendix B.



FIGURE 1: ASSESSMENT AND RESOURCE PLANNING

Establishing Action Assessment Plans

Action Champions began drafting their Action Assessment Plans for FY2015 during the summer semester. Following the creation of the first draft, Action Champions met with the Dean of Research and Institutional Effectiveness to review proposed objectives and measures and to ensure a focus on performance-based outcomes. Following this review, Action Champions revised their plans to demonstrate clear links between the proposed outcomes and Triton's College overall goals of increasing college readiness, improving completion, and closing skills gaps. Assessment plans for each action were finalized in late September. Copies of the finalized Action Assessment Plans for FY2015 are provided in Appendix C. These plans will be used this fiscal year for completion of assessment reports following the fall 2014 term and spring 2015 term.

During the creation of the assessment plans, it was noted that the strategic directions, tactics, and actions contain a significant amount of excess verbiage. These words were included as descriptors during the drafting of the plan; however, they have provided confusion rather than clarity. The descriptors are often interpreted differently by different individuals, and prove difficult to define for the purposes of assessment. This presents serious challenges in establishing accurate measures for action outcomes. Further, the original purpose is often lost within unwieldy language. Based on these observations, the Action Champions, Core Team, and Steering Committee will be evaluating the verbiage of its plan during the annual revision process, paring down unnecessary descriptors, and creating clear definitions for those that remain. This endeavor will make the plan clearer, more concise, and easier to assess.

Focus Area Updates

Increase College Readiness

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

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

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

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

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

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

Action: Alignment with High School Curricula and Common Core

Strategic Direction Alignment: 1; Tactic Alignment: 1A

Projected Timeline: FY2015-2019

Committee Alignment: Curriculum

Action Champion: Ric Segovia - Dean, Arts and Sciences

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

For FY2015, the institution is focusing on increasing college readiness by offering College Readiness courses at local high schools. Through this collaborative effort, Triton College will not only increase student placement in college-ready courses, but grow its educational footprint by establishing stronger presence within the local high schools. Triton College will pilot six sections of one college readiness course in a partnering high school this FY.

Additionally, to improve alignment with high school curricula and Common Core Standards, Triton will pilot five sections of college readiness course COL102 with a revised course outline. Data regarding student grades and completion will be collected to assess and compare the revised courses with current offerings. Following analysis of the data, the institution will create one final revised course.

Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Promote Value of Offerings through Triton Ambassadors

Strategic Direction Alignment: 1; Tactic Alignment: 1A

Projected Timeline: FY2015-2018

Committee Alignment: Strategic Enrollment Management

Action Champion: Corey Williams - Dean, Student Services

The full language of this action is as follows: Promote student, faculty, staff

and alumni to serve as ambassadors in the marketing of the value of Triton programs and services.

For FY2015, the institution will focus on strengthening its students and alumni as ambassadorships, marketing the value of Triton programs and services by raising the profile of the institution through deliberate interactions with all community stakeholders. The goal is to foster a positive institutional image and promote the enrollment of prospective students. These ambassador roles will also strengthen partnerships with high schools, businesses, and other community partners by creating direct personal connections through Triton representatives and individuals within our partner communities. These connections will foster collaborative partnerships that help prepare incoming students for college coursework.

Through these ambassador roles, Triton College aims increase the number of college-ready students enrolled from East and West Leyden H.S. by 5% during FY2015. Currently, Triton College enrolls 26% of entering students from East Leyden and 34% from West Leyden, respectively. Of the 26% and 34% enrolled, only 40% from East Leyden and 30% from West Leyden enter college prepared. Triton College also aims to demonstrate higher application and enrollment rate for prospective students from in-district high schools that interact with ambassadors than those that do not. Finally, Triton aims to improve overall retention and completion rates of prospective students through its ambassador program. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Create Comprehensive Dual Enrollment

Strategic Direction Alignment: 1; Tactic Alignment: 1A

Projected Timeline: FY2015-2019

Committee Alignment: Strategic Enrollment Management

Action Champion: Sandra Hughes - Dean, Health Careers and Public Services

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

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

In FY2015, Triton College will focus on creating a pilot program that leads to increased college readiness. Specifically, the institution will identify community college dual credit best practice programs that support dual credit expansion. Longer term goals include increasing dual credit program enrollment by 25% and increasing dual credit completion rates by 10% within the first year of the new dual credit program's implementation. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Expand and Enhance K-12 Partnerships

Strategic Direction Alignment: 1; Tactic Alignment: 1A

Projected Timeline: FY2015-2021

Committee Alignment: Strategic Enrollment Management

Action Champion: Cheryl Antonich – Associate Vice President, Academic Affairs

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

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

In FY2015, Triton College will include two new K-12 partners in the alliance. Further, the college will ensure that the remaining School/College Alliance teams are operational by the start of the 2015/2016 academic year. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Review and Assess University Partnerships

Strategic Direction Alignment: 1; Tactic Alignment: 1A

Projected Timeline: FY2015-2019

Committee Alignment: Not Applicable

Action Champion: Cheryl Antonich – Associate Vice President, Academic Affairs

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

The University Center affords current Triton College students and community residents with opportunities to complete higher education degrees and certificates. In addition to serving college-ready students who are graduates from Triton College, the University Center also affords opportunities to educationally prepare individuals coming directly to the university from the community and/or workforce. Providing higher education programs and services for current students and community residents can lead to stronger enrollment, retention, and completion as more individuals become aware of the scope of services available to them.

In FY2015, Triton College will contribute to the growth of its collaborative educational footprint by convening at least two University Center meetings designed to review current degrees and certificates offered through the Center. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Develop a First Year Experience

Strategic Direction Alignment: 1; Tactic Alignment: 1B

Projected Timeline: FY2015-2018

Committee Alignment: Student Development

Action Champion: Amanda Turner – Dean, Enrollment Services

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

Higher levels of student engagement have been proven to translate to greater levels of student persistence and completion. First-year experience (FYE) programs serve this end by providing early integration for

students in the college community. A clear and comprehensive FYE program will provide entering students with the resources necessary to establish a solid foundation of support within the college community.

In FY2015, Triton College will identify three to five FYE models from other community colleges that may be adapted for Triton's community. Further, the institution will gather student input via qualitative and quantitative research methods to identify areas to include in Triton's FYE. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Develop a Holistic Student Experience

Strategic Direction Alignment: 1; Tactic Alignment: 1C

Projected Timeline: FY2015-2020

Committee Alignment: Human Resources

Action Champion: Quincy Martin – Associate Vice President, Student Affairs

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

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

In FY2015, Triton College will focus on increasing the effectiveness of the student experience through faculty engagement, student integration and connectedness to campus, and services geared towards at-risk populations. The effectiveness of the student experience will be measured through student-focused surveys, including CCSSEE and SENSE. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Assess and Revise Policies to Ensure Equity

Strategic Direction Alignment: 1; Tactic Alignment: 1C

Projected Timeline: FY2015-2017

Committee Alignment: Academic and Scholastic Standards

Action Champion: Quincy Martin – Associate Vice President, Student Affairs

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

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

In FY2015, Triton College will focus on developing a streamlined protocol to assess equity in college policies and practices and increasing the effectiveness of equity in college policies and procedures. Effectiveness will be measured through student, faculty, and staff satisfaction with policies and procedures, and data collection will include results of surveys and focus groups. Supplemental information such as Board policies, procedures, an equity scorecard (or comparable instrument), and related documents will also be collected. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Reduce Single-Point Services and Campus Silos

Strategic Direction Alignment: 1; Tactic Alignment: 1C

Projected Timeline: FY2015-2019

Committee Alignment: Human Resources

Action Champion: Joe Klinger – Associate Vice President, Human Resources

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

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

In FY2015, Triton College will focus on reducing single point services and silos effects by identifying positions across campus in need of cross training. Through this effort, the institution aims to reduce the number of students that are redirected after first point of on-campus contact with college personnel. This will be measured during the open registration period via student survey. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Improve Completion

Another key focus area in Triton's seven-year strategy is to improve college completion rates by identifying and scaling best practices and restructuring support services with an emphasis on at-risk and low-performing populations and first-year students. The institution has eleven distinct actions that fall under this focus area; however, four of these are not scheduled to begin until next fiscal year (FY2016). An update on the seven actions that begin this fiscal year (FY2015) is provided below.

Action: Improve Graduate Success Tracking

Strategic Direction Alignment: 2; Tactic Alignment: 2A

Projected Timeline: FY2015-2017

Committee Alignment: Student Success Data Team

Action Champion: Mary-Rita Moore – Associate Vice President, Strategic Planning

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

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

For FY2015, the institution aims to increase its graduate data collection rate by 10%. Additionally, the institution will identify three new methods (beyond Triton's graduate survey) of collecting graduate success data. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Enhance Prior Learning Assessment

Strategic Direction Alignment: 2; Tactic Alignment: 2C

Projected Timeline: FY2015-2016

Committee Alignment: Academic and Scholastic Standards

Action Champion: Sujith Zachariah - Associate Dean, Enrollment Services

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

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

In FY2015, the institution will focus on establishing baseline data by which it will measure student use of PLAs for credit; specifically, it will measure the number of new and current students granted credit for PLAs for this fiscal year. Additionally, the institution will execute a marketing plan for PLAs to promote its use. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Accelerated Pathways

Strategic Direction Alignment: 2; Tactic Alignment: 2C

Projected Timeline: FY2015-2019

Committee Alignment: Curriculum

Action Champion: Gabe Guzman – Associate Dean, Arts and Sciences

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

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

To further development of accelerated pathways, Triton College will develop three proposals for accelerated pathway models at the institution and identify one accelerated pathway model to pilot in FY2016. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

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

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

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

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

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

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

Action: Redesign Organizational Structure

Strategic Direction Alignment: 2; Tactic Alignment: 2D

Projected Timeline: FY2015

Committee Alignment: Human Resources

Action Champion: Mary-Rita Moore – Associate Vice President, Strategic Planning

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

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

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

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

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

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

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

This action is scheduled for completion this fiscal year (FY2015). During this period, the institution will collect research and analyze models of organizational structures for community colleges, seek input from college employees about redesign opportunities, and make a recommendation of organizational structure redesign to the executive team. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Create Professional Development on At-Risk Student Needs

Strategic Direction Alignment: 3; Tactic Alignment: 3A

Projected Timeline: FY2015-2018

Committee Alignment: Professional Development Committee

Action Champion: Mary Ann Tobin – Director, of Teaching and Learning

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

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

For FY2015, the institution will focus on identifying regional and/or national conferences on innovative, evidence-based best practices in instruction and student support services for at-risk, low-performing,

first-year students, as well as instructional materials and resources for use in the Center for Teaching Excellence (CTE) and Professional Development Center (PDC). Additionally, it will draft a Professional Development Plan for future fiscal years. Finally, it will identify key staff and faculty responsible for creating and maintaining student support services programs, policies and processes, as well as faculty members whose courses/curricula are taken by at-risk students. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Create Summer Bridge Program

Strategic Direction Alignment: 3; Tactic Alignment: 3A

Projected Timeline: FY2015-2021

Committee Alignment: Student Development

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

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

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

Starting FY2015, the institution aims to increase the number of students participating in a summer bridge program each year by 10%, and increase the number of students successfully (C or better) completing at least two developmental courses during the summer semester. The institution also aims to decrease the time to completion for students participating in the summer bridge program annually. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Explore Achievement Team Model

Strategic Direction Alignment: 3; Tactic Alignment: 3A

Projected Timeline: FY2015-2018

Committee Alignment: Student Development

Action Champion: Sujith Zachariah - Associate Dean, Enrollment Services

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

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

In FY2015, the institution will research and develop a proposed Achievement Team model (case load model) and present to services departments for input, with the goal of determining whether this structure is

a feasible student services model at Triton College. Additionally, to help establish a more permeable, seamless student experience, the institution will track number of new and current students that attended a new pilot event titled Campus Kick-off Day. Campus Kick-off Day that will provide workshops for students who have registered to help them succeed. The tracking will establish baseline data for the pilot against which attendance participation can be measured moving forward. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Close Skill Gaps

The final focus area in Triton's seven-year strategy is to close skill gaps in the workforce by partnering with employers to align programming with workforce needs, and designing accelerated and competency-based curricular offerings. The institution has nine distinct actions that fall under this focus area, each of which are scheduled to begin this FY (2015). An update on each of these actions is provided below.

Action: Engage in Direct Business Interaction

Strategic Direction Alignment: 4; Tactic Alignment: 4A

Projected Timeline: FY2015-2021

Committee Alignment: Strategic Enrollment Management

Action Champion: Paul Jensen – Dean, Continuing Education

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

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

In FY2015, the institution will identify and confirm 100 business and industry members that are willing to actively participate in the development and assessment of curriculum and student. Additionally, it will conduct a baseline employer satisfaction survey of organizations which interviewed and/or hired students through the Career Center to solicit feedback on how to better prepare students for the workforce and to improve services to employers. Finally, the institution will conduct baseline surveys of alumni one year out of college and five years out to solicit feedback on how students felt the college prepared them for the workforce or for their next educational institution. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

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

Strategic Direction 4:

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

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

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

Action: Increase Student Internship Opportunities

Strategic Direction Alignment: 4; Tactic Alignment: 4A

Projected Timeline: FY2015-2018

Committee Alignment: Curriculum

Action Champion: Chuck Bohleke – Dean, Business and Technology

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

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

In FY2015, the institution will focus on identifying program offerings that have opportunities for student internships and increasing the number of employers providing student internship opportunities through the college. Additionally, it will assess the need for additional support or personnel for the development of new internship opportunities. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Educate Local Business Community

Strategic Direction Alignment: 4; Tactic Alignment: 4B

Projected Timeline: FY2015-2017

Committee Alignment: Strategic Enrollment Management

Action Champion: Chuck Bohleke – Dean, Business and Technology

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

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

In FY2015, Triton will identify high-demand career areas that offer opportunities for academic program addition or expansion. Further, the institution will create a pool of candidates including politicians, business leaders and academics who are willing to participate in discussions regarding community needs and Triton offerings. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

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

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

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

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

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

Action: Collaborate with Government and Workforce

Strategic Direction Alignment: 4; Tactic Alignment: 4B

Projected Timeline: FY2015-2017

Committee Alignment: Strategic Enrollment Management

Action Champion: Chuck Bohleke – Dean, Business and Technology

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

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

In FY2015, the institution aims to increase faculty and administrative participation in external or internal workforce groups by 25%. Additionally, to further capacity for government and workforce collaboration, it will research other community colleges that serve as models of community integration and create a plan to improve the participation of faculty, staff, and administrators in activities that increase the visibility of the college in the community. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Streamline Curriculum Review and Approval

Strategic Direction Alignment: 5; Tactic Alignment: 5A

Projected Timeline: FY2015-2017

Committee Alignment: Curriculum

Action Champion: Mary Ann Tobin – Director of Teaching and Learning

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

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

In FY2015, the institution will identify opportunities to improve efficiency and effectiveness through reviewing process map and forms, frequency of meetings, and parallel processing.

If recommendations for streamlining are approved, the number of course disapprovals and the amount of time required between faculty submission of forms to the curriculum committee and implementation will be tracked to compare with past practices. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Promote Portable, Stackable Certificates

Strategic Direction Alignment: 5; Tactic Alignment: 5A

Projected Timeline: FY2015-2016

Committee Alignment: Curriculum

Action Champion: Cheryl Antonich – Associate Vice President, Academic Affairs

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

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

In FY2015, the institution will promote portable, stackable, industry-supported certificates by hosting discussions about such programs at academic department meetings, at the College Curriculum meeting, and at the Academic Senate. Additionally, the institution will develop a minimum of one new certificate that is portable, stackable and industry-based in the 2014/2015 academic year. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Identify Gaps in Career and Technical Education Curriculum

Strategic Direction Alignment: 5; Tactic Alignment: 5A

Projected Timeline: FY2015-2021

Committee Alignment: Curriculum

Action Champion: Cheryl Antonich – Associate Vice President, Academic Affairs

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

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

In FY2015, the institution will conduct a review and assessment of existing CTE curriculum and identify potential new offerings. Additionally, at least two faculty members will participate in professional development opportunities related to the development of competency-based curriculum. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Review Triton-CAEL Agreement

Strategic Direction Alignment: 5; Tactic Alignment: 5B

Projected Timeline: FY2015-2017

Committee Alignment: Academic and Scholastic Standards

Action Champion: Sujith Zachariah - Associate Dean, Enrollment Services

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

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

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

To support the creation competency-based programming, in FY2015 the institution will establish baseline data by which it will measure student use of CAEL's course offerings to evaluate their portfolios. The number of new and current students that used CAEL's portfolio evaluations will be measured through CAEL portfolios and transcripts at the conclusion of each academic semester. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Identify Programs for Piloting

Strategic Direction Alignment: 5; Tactic Alignment: 5B

Projected Timeline: FY2015-2021

Committee Alignment: Curriculum

Action Champion: Sandra Hughes - Dean, Health Careers and Public Services

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

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

In FY2015, the institution will identify competencies that will decrease the skills gap in selected Programs of Study (POS) and choose a best practice assessment method to support the selected POS. Additionally, it will ensure that 100% of faculty and employers in the selected POS agree that the curriculum identified the POS skills and will decrease the skills gap. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Develop Competencies, Assessments, and Structure

Strategic Direction Alignment: 5; Tactic Alignment: 5B

Projected Timeline: FY2015-2021

Committee Alignment: Curriculum

Action Champion: Sandra Hughes - Dean, Health Careers and Public Services

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

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

skills gaps in the local and regional workforce. Developing competencies, assessments, and structure is a critical step in ensuring that the pilot program meets student and employer needs. Successful competency-based programming will also increase student college-level readiness during the first year of the program.

To further these objectives, a committee comprised of faculty across disciplines and administration will design and implement a competency based curriculum where appropriate. In FY2015, the institution will identify competencies that will decrease the skills gap in selected Programs of Study (POS) and select a best practice assessment method to support the selected POS. Additionally, to ensure curriculum alignment with workforce needs, 100% of faculty and 100% of employers in the selected POS agree that the curriculum identified the POS skills and will decrease the skills gap. Finally, the institution will develop self-paced competency curriculum that matches the course outline learning objectives by spring 2015. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Determine Enrollment Services Processes

Strategic Direction Alignment: 5; Tactic Alignment: 5B

Projected Timeline: FY2015-2016

Committee Alignment: Student Development

Action Champion: Amanda Turner – Dean, Enrollment Services

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

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

Following the development of a competency-based pilot curriculum, the institution will identify three options for consideration in the development of a formalized transcript for competency based programs aligned with industry practices. Additionally, the institution will identify steps needed to ensure students' financial aid eligibility for competency-based programs. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Develop Student Support Structures

Strategic Direction Alignment: 5; Tactic Alignment: 5B

Projected Timeline: FY2015-2016

Committee Alignment: Academic Support

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

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

A comprehensive competency-based learning pilot will create a foundation for the creation of a permanent program which fosters collaboration across disciplines and reflects agile, accelerated curriculum.

Developing appropriate student support structures for these programs will be essential to assuring smooth and successful implementations.

Following the development of a competency-based pilot curriculum, Triton College will complete recommendations for adjustments to student services required for competency-based pilot programs. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Action: Enhance and Expand Online Course Offerings

Strategic Direction Alignment: 5; Tactic Alignment: 5C

Projected Timeline: FY2015-2021

Committee Alignment: Technology Advisory and Distance Education Committee

Action Champion: Cheryl Antonich – Associate Vice President, Academic Affairs

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

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

To support the enhancement and expansion of online course offerings, the institution will create a model that describes the structure, function, and resources necessary for a Distance Education Department. Additional information on the action can be located in the Action Assessment Plan, provided in Appendix C.

Strategic Plan Semi-Annual Report

Summer Semester 2014

Appendix A: Strategic Plan Assessment Templates



Strategic Action Assessment Plan Template

FY2015

Today's date:

Action:

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

Tactic __:

Please use the space below to describe how the action supports its associated strategic direction and tactic. Champions and supporting committees may need to revisit purpose of action to strengthen the alignment between it and its associated tactic or strategic direction as part of its assessment process.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

FY2016:

FY2017:

FY2018:

FY2019:

FY2020:

FY2021:

SECTION THREE: OUTCOMES AND MEASURES



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

- Institution-centered outcomes include those outcomes that have more direct benefit to the College than to students, such as generated revenue, program/process efficiency, cost-effectiveness, and impact on promoting professional/public partnerships and campus community among faculty, staff, and administrators.
- Student-centered outcomes encompass those outcomes that pertain more directly to student learning, experience and development, can be assessed collectively or individually, and examined at the institutional or program/process levels.

Please identify at least one outcome (multiple outcomes are encouraged) for the action reported on here. 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 1:

Measure:

Data Collection:

Include 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 2:

Measure:

Data Collection:

Include 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 3:

Measure:

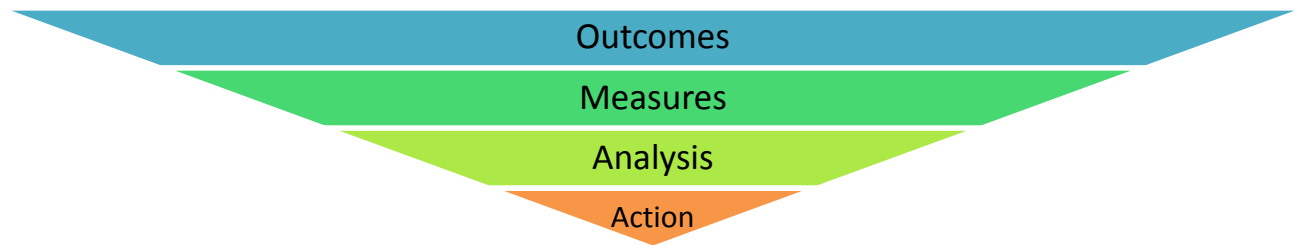
Data Collection:

Include 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.

YOUR ASSESSMENT PLAN IS COMPLETE



Strategic Action Assessment Report Template



Today's date:

Action:

DIRECTIONS:

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

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

Outcome 1:

[Strategic Planning would provide the outcome as stated in the action assessment plan here].

Please indicate whether this action's milestones are currently:

On Track for completion this FY ____

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

Not likely to be completed by end of FYs ____

Outcome 1 Measure:

List the measure for the outcome above as stated in the action assessment plan.

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

Yes ____

No ____

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

Outcome 1 Analysis:

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

With relation to your outcome, does your analysis indicate a:

Upward Trend __

Static Trend __

Downward Trend __

Outcome 1 Action:

*If analysis indicates a **Static Trend or Downward Trend**, state changes that may be made to action milestones or other elements of the action to improve trend:*

Immediate changes (milestones, implementation elements, etc.):

Changes for consideration in next strategic planning revision cycle (action or tactic level):

Outcome 2:

[Strategic Planning would provide the outcome as stated in the action assessment plan here].

Please indicate whether this action's milestones are currently:

On Track for completion this FY ____

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

Not likely to be completed by end of FYs ____

Outcome 2 Measure:

List the measure for the outcome above as stated in the action assessment plan.

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

Yes ____

No ____

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

Outcome 2 Analysis:

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

With relation to your outcome, does your analysis indicate a:

Upward Trend __

Static Trend __

Downward Trend __

Outcome 2 Action:

*If analysis indicates a **Static Trend or Downward Trend**, state changes that may be made to action milestones or other elements of the action to improve trend:*

Immediate changes (milestones, implementation elements, etc.):




Changes for consideration in next strategic planning revision cycle (action or tactic level):

YOUR ASSESSMENT REPORT IS COMPLETE




FOCUS AREA SNAPSHOT: Increase College Readiness

Strategic Direction: By 2020, increase by 50% the number of students entering college prepared for rigorous college-level work.													
Outcomes								Measures					
Progress													
FY2015		FY2016		FY2017		FY2018		FY2019		FY2020		FY2021	
Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal
Tactic 1A: Lead a coalition of educational and community partnerships								Working Group Alignment:					
Actions				Current FY Milestones						Status		Action Champion	
Align w/ HS curricula and Common Core				Review curriculum and Common Core State Standard; Learn about best practices								Ric Segovia	
Student, faculty, staff and alumni ambassadors				Assess ambassador program; Identify stakeholders; Research comparable programs								Corey Williams	
Create comprehensive dual enrollment				Research and assess similar programs; Identify best practices								Sandra Hughes	
Expand and enhance K-12 partnerships				Expand S/C Alliance; Roll out College Alliance teams; Increase K-12 involvement								Cheryl Antonich	
Review and assess university partnerships				Review and update articulation agreements and procedures; Promote use								Cheryl Antonich	
Tactic 1B: Provide entering students with a “first-year experience”								Working Group Alignment:					
Actions				Current FY Milestones						Status		Action Champion	
Develop a research-based FYE model				Research and gather data; visit other first year programs; conduct surveys and focus groups; Subscribe to Journal FYE and Students in Transition; Examine TRiO program								Amanda Turner	
Tactic 1B: Provide entering students with a “first-year experience”								Working Group Alignment:					
Actions				Current FY Milestones						Status		Action Champion	
Develop a holistic student experience				Complete assessment of student needs; Begin comprehensive assessment of all positions								Quincy Martin	
Assess and revise policies to ensure equity				Develop regular assessment process for policies and practices; assess policies related to textbooks, attendance, and late registration and determine which need updating								Quincy Martin	
Reduce single point services and campus silos				Identify staffing areas for employee cross-training; Develop Institutional Succession Plan								Joe Klinger	

PROGRESS KEY:

-  Data indicates upward trend
-  Data indicates static trend
-  Data indicates downward trend

STATUS KEY:

Milestones are on track for completion this FY	
Milestones are in progress, but additional work required to meet FY objectives	
Milestones may not be completed by FY end	




FOCUS AREA SNAPSHOT: Improve Completion

Strategic Direction: Build a culture of completion by identifying our best practices and making them scalable.													
Outcomes								Measures					
Progress													
FY2015		FY2016		FY2017		FY2018		FY2019		FY2020		FY2021	
Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal
Tactic 2A: Comprehensive support services from peers, faculty, and staff								Working Group Alignment:					
Actions				Current FY Milestones						Status		Action Champion	
Improve graduate success tracking				Create and implement exit interview; research and identify additional methods								Mary-Rita Moore	
Scale existing support programs				N/A – Scheduled to begin FY2016								Debbie Baness-King	
Tactic 2B: Integrated student communication that utilizes innovative technology								Working Group Alignment:					
Actions				Current FY Milestones						Status		Action Champion	
Establish e-services for online students				N/A – Scheduled to begin FY2016								Michael Garrity	
Tactic 2C: Accelerated timelines to obtain academic credentials								Working Group Alignment:					
Actions				Current FY Milestones						Status		Action Champion	
Enhance PLA				Review PLA process, CLEP usage and AP scores; develop and implement marketing plan; explore military PLA option								Sujith Zachariah	
Accelerated pathways				Identify stumbling blocks; research and identify methods/groups to accelerate; explore cohort model; create student agreements								Gabriel Guzman	
Tactic 2D: Create integrated institutional organizational structure								Working Group Alignment:					
Actions				Current FY Milestones						Status		Action Champion	
Redesign organizational structure				Research and analyze org models; incorporate other tactic actions; identify areas of improvement and redesign structure; assess and evaluate the workforce capacity; seek input on redesign from college stake holders and modify based on institutional feedback and resource availability								Mary-Rita Moore	




FOCUS AREA SNAPSHOT: Improve Completion

Strategic Direction: Restructure support services with an emphasis on at-risk and low-performing populations and first-year students.														
Outcomes							Measures							
Progress														
FY2015		FY2016		FY2017		FY2018		FY2019		FY2020		FY2021		
Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal	
Tactic 3A: Develop specific interventions for at-risk and low-performing populations								Working Group Alignment:						
Actions				Current FY Milestones				Status		Action Champion				
Prof. dev. plan focused on at-risk needs				Assess prof. dev. and identify improvement areas for at-risk needs training						Mary Ann Tobin				
Summer Bridge Program				Develop HS partnerships; promote program to current, eligible students, increase departmental collaboration; provide orientation						Debbie Baness-King				
Enhance tutoring services				N/A – Does not begin until FY2016						Hanan Merheb				
Tactic 3B: Create integrated academic support solutions								Working Group Alignment:						
Actions				Current FY Milestones				Status		Action Champion				
Comprehensive academic planning				N/A – Does not begin until FY2016						Chris Dewey				
Tactic 3C: Redesign institutional processes to provide a more permeable student experience.								Working Group Alignment:						
Actions					Current FY Milestones					Status		Action Champion		
Explore Achievement Team model (case load model)					Develop the team structure; define roles/expectations							Sujith Zachariah		

PROGRESS KEY:

-  Data indicates upward trend
-  Data indicates static trend
-  Data indicates downward trend

STATUS KEY:

Milestones are on track for completion this FY	
Milestones are in progress, but additional work required to meet FY objectives	
Milestones may not be completed by FY end	

FOCUS AREA SNAPSHOT: Close Skill Gaps




Strategic Direction: Mobilize a coalition of sector-based employers in targeted growth industries and local and regional education and partners to identify current and projected workforce needs, skills, and credentials in order to assess and align college programming and curriculum with regional and global workforce needs.													
Outcomes								Measures					
Progress													
FY2015		FY2016		FY2017		FY2018		FY2019		FY2020		FY2021	
Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal
Tactic 4A: Form industry partnerships that align programming with workforce needs								Working Group Alignment:					
Actions				Current FY Milestones								Status	Action Champion
Direct business community interaction				Host trade show events and quarterly dinner/lunches; identify business association memberships to join									Paul Jensen
Increase student internship opportunities				Identify programs that currently have internships; add Blackboard building blocks; engage faculty									Chuck Bohleke
Tactic 4B: Create coalition of business, government, and industry leaders								Working Group Alignment:					
Actions				Current FY Milestones								Status	Action Champion
Educate local business community				Explore educational opportunities, create participation incentives for businesses									Chuck Bohleke
Collaboration with govt. and workforce				Identify industry hot topics; explore best structures for community outreach/collaboration; research other institutions' models; join local business associations/groups									Chuck Bohleke

Strategic Direction: Collaborate across disciplines to design and implement agile, accelerated curriculum development that includes a competency-based approach, where appropriate.													
Outcomes						Measures							
Progress													
FY2015		FY2016		FY2017		FY2018		FY2019		FY2020		FY2021	
Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal	Current	FY Goal
Tactic 5A: Create flexible programing, incl. stackable cred. and earn-and-learn models.								Working Group Alignment:					
Actions				Current FY Milestones						Status		Action Champion	
Streamline curriculum review and approval				Review process map/forms, meeting freq., and parallel processing to identify efficiency improvements								Mary Ann Tobin	
Promote portable, stackable certificates				Communicate to stakeholders why submissions should include more								Cheryl Antonich	




FOCUS AREA SNAPSHOT: Close Skill Gaps

	stackable industry-recognized certifications		
Identify gaps in existing CTE curriculum	Review existing degrees/certs to identify opportunities to develop new certificates and cease others; provide faculty prof. development		Cheryl Antonich
Tactic 5B: Create competency-based programming		Working Group Alignment:	
Actions	Current FY Milestones	Status	Action Champion
Review Triton-CAEL agreement	Determine whether portfolio-mapped courses will need to map to competencies or be acceptable as is		Sujith Zachariah
Identify programs for piloting	Identify existing degrees and certificates to expand competency-based expression		Sandra Hughes
Develop competencies, assessments, and struc.	Develop competencies, assessments, and skill and proficiency-based assessments for CTE programs; design self-paced structure for competency achievements		Sandra Hughes
Determine enrollment services processes	Develop transcript format, determine requirements for FA eligibility, assess articulation requirements, and develop application process		Amanda Turner
Develop student support structures	Prepare tutors, academic advisors, counselors, completion coaches		Debbie Baness-King
Tactic 5C: Develop and/or modify programs to meet workforce needs		Working Group Alignment:	
Actions	Current FY Milestones	Status	Action Champion
Enhance and expand online course offerings	Research online course management/depts. and develop recommended model		Cheryl Antonich

PROGRESS KEY:

-  Data indicates upward trend
-  Data indicates static trend
-  Data indicates downward trend

STATUS KEY:

Milestones are on track for completion this FY	
Milestones are in progress, but additional work required to meet FY objectives	
Milestones may not be completed by FY end	

Strategic Plan Annual Revision

Tactic, Action, and Milestone Review

Today's date:

Champion:

Tactic/Action #:



DIRECTIONS:

This analysis is being conducted as part of the Strategic Plan's annual review process.

Recommendations provided through this process will guide the institution's annual update to its strategic plan. You will be asked to evaluate a Tactic, an action, and the action's associated milestones, and recommend changes for the next fiscal year.

A small space for each response will be provided on this form, but that is only to keep the initial template brief. You are encouraged to use as much space as you need to provide a detailed description of your recommendations and supporting evidence.

Tactic Reviewed:

List tactic number and full tactic verbiage.

Recommended Revisions:

Provide all recommended revisions to tactic (change of verbiage, removal of tactic, modification of scope, change of purpose, etc.).

Evidence Supporting Recommendations:

Please cite evidence reviewed that supports recommendation (SP assessment reports, etc.).

Action Reviewed:

List full action verbiage.

Recommended Revisions:

If recommending revisions to FY milestones, please provide general justification here, but use the following section to list milestones in detail.

Evidence Supporting Recommendations:

Please cite evidence reviewed that supports recommendation (SP assessment reports, etc.).

Milestones

Complete this section if recommending revisions to action milestones. Please list the recommended milestones for each FY in their entirety (as you would like them reflected in the strategic planning document)

FY2016:

-
-
-

FY2017:

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-
-

FY2018:

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-
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FY2019:

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-
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FY2020:

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-
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FY2021:

-
-
-

Strategic Plan Annual Revision

Budget Review

Today's date:

Champion:

Tactic/Action #:



DIRECTIONS:

This analysis is being conducted as part of the strategic plan's annual review process and as part of the institution's annual budgetary process. Recommendations provided through this process will guide the institution's annual update to its strategic plan, as well as the institution's resource allocation for the next FY.

For each FY, you will be asked to evaluate the milestones and identified resources needed to complete the milestones noted. You will also be asked to provide evidence supporting your request for resources (data analysis, SP assessment reports, etc.)

A small space for each response will be provided on this form, but that is only to keep the initial template brief. You are encouraged to use as much space as you need to provide a detailed description of your recommendations and supporting evidence.

Tactic #:

Action:

FY2016			
Milestone	Resource Needed	Amount Requested (\$)	Evidentiary Support

Evidentiary Support:

FY2017			
Milestone	Resource Needed	Amount Requested (\$)	Evidentiary Support

Evidentiary Support:

FY2018			
Milestone	Resource Needed	Amount Requested (\$)	Evidentiary Support

Evidentiary Support:

FY2019			
Milestone	Resource Needed	Amount Requested (\$)	Evidentiary Support

Evidentiary Support:

FY2020			
Milestone	Resource Needed	Amount Requested (\$)	Evidentiary Support

Evidentiary Support:

FY2021			
Milestone	Resource Needed	Amount Requested (\$)	Evidentiary Support

Evidentiary Support:

Strategic Plan Semi-Annual Report

Summer Semester 2014

Appendix B: Strategic Plan Assessment Calendar

Strategic Plan Annual Calendar



Strategic Plan Semi-Annual Report

Summer Semester 2014

Appendix C: FY2015 Action Assessment Plans



Strategic Action Assessment Plan Template FY2015

Today's date: July 31, 2014

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

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 1A:

Lead a coalition of educational and community partnerships that creates a collaborative educational footprint in the local community.

Please use the space below to describe how the action supports its associated strategic direction and tactic.

The actions taken with college readiness within the High Schools and COL align with preparing our students for college alongside leading our partners in a collaborative educational effort.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Review curriculum and Common Core State Standard
- Attend conferences or visit other model programs to learn about best practices

FY2016:

- Offer training and professional learning for involved faculty
- Collaborate with high schools to revise placement test policy

FY2017:

- Offer training and professional learning for involved faculty

FY2018:

- Offer college readiness courses in high schools

FY2019:

- Offer college readiness course in high schools
- Evaluate student success in early college course to ensure alignment of content and rigor (assessment)
- Make improvements based on assessment

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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

- Institution-centered outcomes include those outcomes that have more direct benefit to the College than to students, such as generated revenue, program/process efficiency, cost-effectiveness, and impact on promoting professional/public partnerships and campus community among faculty, staff, and administrators.
- Student-centered outcomes encompass those outcomes that pertain more directly to student learning, experience and development, can be assessed collectively or individually, and examined at the institutional or program/process levels.

Please identify at least one outcome (multiple outcomes are encouraged) for the action reported on here. 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 1:

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

Measure:

Number sections offered

Number of courses piloted

Number of high schools which host pilot

Data Collection:

Final test results, grades, course evaluations, enrollment numbers

Outcome 2:

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

Measure:

Number of pilot courses

Data Collection:

Data will be collected to assess and compare the revised courses with current courses for the purpose of one final revised course.

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: September 18, 2014

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

**During FY 15 & FY 16 focus on current Triton College students and Alumni as ambassadors*

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 1A:

Lead a coalition of educational and community partnerships that creates a collaborative educational footprint in the local community.

Please use the space below to describe how the action supports its associated strategic direction and tactic.

Students, faculty, staff and alumni will serve as ambassadors, marketing the value of Triton programs and services by raising the profile of the institution through deliberate interactions with all community stakeholders. These efforts would be supported further by the coordination of events with the appropriate academic and institutional departments to foster a positive institutional image and promoting the enrollment of prospective students.

These ambassador roles will also strengthen partnerships with high schools, businesses, and other community partners by creating direct personal connections through Triton representatives and

individuals within our partner communities. These connections will foster collaborative partnerships that help prepare incoming students for college coursework.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Assess current ambassador program
- Identify stakeholders
- Research other comparable programs

FY2016:

- Identify and create plan that aligns with the efforts being conducted at East and West Leyden H.S. through the office of the Dean of Arts and Sciences

FY2017:

- Expand program at other in district high schools
- Assess program and make improvements based on assessment

FY2018:

- Assess program and make improvements based on assessment

FY2019:

- Completed

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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- Student-centered outcomes encompass those outcomes that pertain more directly to student learning, experience and development, can be assessed collectively or individually, and examined at the institutional or program/process levels.

Please identify at least one outcome (multiple outcomes are encouraged) for the action reported on here. 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 1:

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

Measure:

Number of college ready applicants received from East and West Leyden High Schools

Data Collection:

Include 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.

1. Review recruitment calendars for the last five years.
2. Collect qualitative data from participants at recruitment events on the perception of the institution.
3. Review annual alumni survey on experiences, employment status, and their willingness to serve as an Ambassador.
4. Review current and or administer another environmental scan or a similar assessment to gauge the community awareness of the College and resources available to the community.

Outcome 2:

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

Measure:

Number of applicants from in-district high schools
Number of enrolled students from in-district high schools

Data Collection:

Include 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.

1. Review contact cards after each event.
2. Verify that applications were submitted via "Recruiter."
3. Annual student focus group data.

Outcome 3:

To improve college completion, we will increase overall retention and completion of prospective students.

Measure:

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

Data Collection:

Include 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.

1. Annual student focus group data.
2. Collect IR data (retention, persistence and completion rates) per semester.
3. Annual student satisfaction survey.

To improve college completion, we will increase overall retention and completion of prospective students.

YOUR ASSESSMENT PLAN IS COMPLETE



Strategic Action Assessment Plan Template FY2015

Today's date: July 2, 2014

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

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

By 2020, increase by 50% the number of students entering college prepared for college-level work.

Tactic 1A:

Lead a coalition of educational and community partnerships that creates a collaborative educational footprint in the local community.

Please use the space below to describe how the action supports its associated strategic direction and tactic.

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

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Research and assess similar programs
- Identify best practices

FY2016:

- Research and assess similar programs
- Identify best practices
- Develop additional dual credit classes in order to increase student access to early college opportunities

FY2017:

- Research and assess similar programs
- Identify best practices
- Develop additional dual credit classes in order to increase student access to early college opportunities
- Create plan

FY2018:

- Create and finalize plan
- Create and implement marketing plan

FY2019:

- Implement and assess plan
- Make improvements based on assessment

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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

- Institution-centered outcomes include those outcomes that have more direct benefit to the College than to students, such as generated revenue, program/process efficiency, cost-effectiveness, and impact on promoting professional/public partnerships and campus community among faculty, staff, and administrators.
- Student-centered outcomes encompass those outcomes that pertain more directly to student learning, experience and development, can be assessed collectively or individually, and examined at the institutional or program/process levels.

Please identify at least one outcome (multiple outcomes are encouraged) for the action reported on here. 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 1:

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

Measure:

Number of dual credit best practice programs identified.

Data Collection:

Include 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.

List of best practice programs

Presentation materials regarding best practice programs

Outcome 2:

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

Measure:

The number of students enrolled in a single class of the dual credit pilot program.

Data Collection:

Dual credit enrollment as recorded in the institution's 10th day report for fall and spring semesters.

Outcome 3:

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

Measure:

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

Data Collection:

Include 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.

Final grades dual-credit program pilot courses.

Outcome 4:

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

Measure:

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

Data Collection:

Include 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.

CCSSE survey results

YOUR ASSESSMENT PLAN IS COMPLETE



Strategic Action Assessment Plan Template FY2015

Today's date: July 21, 2014

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

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 1A:

Lead a coalition of educational and community partnerships that creates a collaborative educational footprint in the local community.

Please use the space below to describe how the action supports its associated strategic direction and tactic.

The School/College Alliance is a network of educational leaders from Triton's district. The focus of the partnership is 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. It is through this collaborative partnership and other activities that we can better assure that students are prepared for college-level work.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Strengthen current relationships with school administrators, faculty and counselors through an expansion of the School/College Alliance
- Create opportunities for additional K-12 partnerships and roll out of College Alliance teams
- Increase awareness at K-12 schools and gain widespread support and involvement

FY2016:

- Strengthen current relationships with school administrators and counselors
- Create opportunities for additional K-12 school partnerships

FY2017:

- Strengthen current relationships with school administrators and counselors
- Create opportunities for additional K-12 school partnerships

FY2018:

- Strengthen current relationships with school administrators and counselors
- Create opportunities for additional K-12 school partnerships

FY2019:

- Strengthen current relationships with school administrators and counselors
- Create opportunities for additional K-12 school partnerships

FY2020:

- Strengthen current relationships with school administrators and counselors
- Create opportunities for additional K-12 school partnerships

FY2021:

- Strengthen current relationships with school administrators and counselors
- Create opportunities for additional K-12 school partnerships

SECTION THREE: OUTCOMES AND MEASURES



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

- Institution-centered outcomes include those outcomes that have more direct benefit to the College than to students, such as generated revenue, program/process efficiency, cost-effectiveness, and impact on promoting professional/public partnerships and campus community among faculty, staff, and administrators.
- Student-centered outcomes encompass those outcomes that pertain more directly to student learning, experience and development, can be assessed collectively or individually, and examined at the institutional or program/process levels.

Please identify at least one outcome (multiple outcomes are encouraged) for the action reported on here. 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 1:

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

Measure:

Number of new K-12 partners in the School/College Alliance by the end of the 2014/2015 academic year

Data Collection:

Include 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.

List of K-12 partners in School College Alliance

Outcome 2:

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

Measure:

100% of the School/College Alliance teams will be operational.

Data Collection:

Include 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.

Meeting minutes from the teams will be collected by fall 2015 to assess what teams are operational.

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 23, 2014

Action: Review and assess current university partnerships.

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 1A:

Lead a coalition of educational and community partnerships that creates a collaborative educational footprint in the local community.

Please use the space below to describe how the action supports its associated strategic direction and tactic.

The University Center affords current Triton College students and community residents with opportunities to complete higher education degrees/certificates. In addition to serving college-ready students who are graduates from Triton College, the University Center also affords opportunities to educationally prepare individuals coming directly to the university from the community and/or workforce. Providing higher education programs and services for current students and community residents can lead to stronger enrollment, retention and completion as more and more individuals become aware of the scope of services available to them.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Review current articulation agreements and procedures
- Promote the use by students of transfer guides, transfer events on campus and off campus, and university table visits
- Update or develop necessary articulation agreements

FY2016:

- Promote the use by students of transfer guides, transfer events on campus and off campus, and university table visits, identify designated staff to coordinate and manage articulation agreements
- Update or develop necessary articulation agreements
- Promote continued collaboration in order to facilitate the transition of the student
- Research and develop additional university partnerships
- Research other types of successful types of partnerships

FY2017:

- Promote continued collaboration in order to facilitate the transition of the student
- Research and develop additional university partnerships
- Research other types of successful types of partnerships

FY2018:

- Create recommendations to improve and enhance partnerships

FY2019:

- Create recommendations to improve and enhance partnerships

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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

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Please identify at least one outcome (multiple outcomes are encouraged) for the action reported on here. 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 1:

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

Measure:

A minimum of two meetings will occur with University Center partners during the 2014/2015 academic year.

Data Collection:

Include 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.

Collect agenda and minutes from scheduled meetings by the end of the spring 2015 semester.

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 18, 2014

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

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 1B:

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

Please use the space below to describe how the action supports its associated strategic direction and tactic.

First-year experience programs have proven to provide early integration for students in the college community. Accordingly, students who are more engaged with an institution are more likely to persist and subsequently attain an academic credential. A clear and comprehensive first-year experience program will provide entering, degree-seeking students with the resources necessary to establish a solid foundation of support within the college community. It will help students to feel more connected to the institution and other students.

Given that the development of a "first-year experience" connects more directly to persistence and completion than to increasing college readiness, it is recommended that Tactic 1B be moved to focus area 2 (improve college completion rates) during the annual revision process.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Research and gather data from internal and external sources
- Attend conferences
- Research and visit other community colleges with successful first year programs
- Conduct surveys and focus groups
- Subscribe to Journal FYE and Students in Transition
- Examine TRiO program

FY2016:

- Develop first year experience model based on data/information gathered in year 1
- Pilot program with a sample cohort of students
- Research funding sources for full scale implementation

FY2017:

- Gather and assess data from pilot
- Make improvements based on results of assessment
- Implement first-year experience program on full scale

FY2018:

- Assess fully-implemented program
- Make improvements based on results of assessment

FY2019:

- Completed

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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Please identify at least one outcome (multiple outcomes are encouraged) for the action reported on here. 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 1:

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

Measure:

Number of first-year programs identified and presented.

Data Collection:

Include 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.

List of programs identified

Presentation materials

Outcome 2:

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

Measure:

Areas identified based on student input

Data Collection:

Include 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.

Questionnaires
Interviews
Document analysis

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 23, 2014

Action: Develop a holistic student experience across campus.

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 1C:

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

Please use the space below to describe how the action supports its associated strategic direction and tactic.

The strategic direction and tactic support the action by showing clear alignment in assuring the student experience is seamless, supportive, and comprehensive by providing structures that support academic and student development while removing barriers that may interfere with student success.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Complete an assessment of student needs specific to Triton
- Begin a comprehensive assessment of all positions across campus

FY2016:

- Continue comprehensive assessment of all positions across campus
- Implement all campus training for customer service and service performance standards that reflect a minimum standard for supporting students

FY2017:

- Design pre-entry process and procedures to identify academic and social needs of each student prior to enrollment
- Design admissions and enrollment processes and procedures to include multiple format and designs to meet diverse needs of students

FY2018:

- Pilot revised procedures and processes
- Assess revised process and make improvements based on assessment

FY2019:

- Fully implement revised procedures and processes

FY2020:

- Assess revised procedures and processes
- Make improvements based on results of assessment

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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Please identify at least one outcome (multiple outcomes are encouraged) for the action reported on here. 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 1:

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

Measure:

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

Data Collection:

Data collection will include, but are not limited to, assessment of student needs and student satisfaction survey (CCSSE, SENSE, etc.). Collection will occur prior to summer 2015.

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 23, 2014

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

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 1C:

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

Please use the space below to describe how the action supports its associated strategic direction and tactic.

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

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Develop process to complete regular inventory and assessment of college policies and practices
- Assess policies related to textbooks, attendance, and late registration and determine which procedures need to be revised, institutionalized, and decentralized

FY2016:

- Implement policy assessment process
- Recommend policy implementation/revision to College Council and Board of Trustees
- Implement policy changes

FY2017:

- Recommend institutional guidelines for procedures that require differentiation

FY2018:

- Completed

FY2019:

- Completed

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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

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- Student-centered outcomes encompass those outcomes that pertain more directly to student learning, experience and development, can be assessed collectively or individually, and examined at the institutional or program/process levels.

Please identify at least one outcome (multiple outcomes are encouraged) for the action reported on here. 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 1:

To identify entrenched, systemic inhibitors that exist in policy or practice, we will develop a streamlined protocol to assess equity in college policies and practices.

Measure:

Documentation of developed protocol for policies and practices

Data Collection:

Documentation of developed protocol for policies and practices

Outcome 2:

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

Measure:

Student satisfaction with policies and procedures

Faculty and staff satisfaction with policies and procedures

Data Collection:

Include 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.

Data collection will include results of surveys and focus groups. Supplemental information such as College board policies, procedures, equity scorecard (or comparable instrument), and related documents will also be collected in FY 15.

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 31, 2014

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

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 1C:

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

Please use the space below to describe how the action supports its associated strategic direction and tactic.

The decision to attend College is difficult in itself for our students; therefore, the ability to obtain correct information and get enrolled in a timely efficient manner should be fluid. When a prospective student is on campus, this must be seen as a golden opportunity, but an opportunity that can be lost with a single unnecessary roadblock in the new student onboarding process; lost opportunities may never be obtained again, thus inhibiting our ability to increase enrollment. It is imperative that the college have front-line personnel that are diverse, customer-service friendly, professional, and able to provide accurate general information on a broad range of topics related to their departments.

The decision to centralize where information can be obtained and processes can be completed will make the College a more student friendly environment.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Identify staffing areas for employee cross-training (to ensure multiple points of access for students seeking services)
- Develop Institutional Succession Plan

FY2016:

- Implement Institutional Succession Plan
- Develop cross training program for identified employee groups
- Develop a “Baseline Knowledge” employee training program for all staff that ensures any point of contact within the college will be able to assist students

FY2017:

- Assess Succession Plan, and make improvements based on assessment
- Implement cross training for identified employee groups
- Pilot “Baseline Knowledge” training program
- Assess training programs and make improvements based on assessment

FY2018:

- Expand “Baseline Knowledge” training program to additional staff/ departments

FY2019:

- Expand “Baseline Knowledge” training program to additional staff/ departments

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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Please identify at least one outcome (multiple outcomes are encouraged) for the action reported on here. 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 1:

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

Measure:

Identified positions

Data Collection:

Include 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.

List of identified positions

Outcome 2:

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

Measure:

Number of students that are redirected after first point of on-campus contact during open registration

Data Collection:

Student survey

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 25, 2014

Action: Improve graduate success tracking.

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

Build a culture of completion by identifying best practices and making them scalable.

Tactic 2A:

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

Please use the space below to describe how the action supports its associated strategic direction and tactic.

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

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Create graduate exit interview
- Implement graduate exit interview
- Research other methods of tracking graduate success (other institutions, etc.)
- Identify additional methods of tracking graduate success

FY2016:

- Implement comprehensive graduate success tracking plan
- Assess effectiveness of plan
- Make improvements based on assessment results

FY2017:

- Assess effectiveness of plan
- Make improvements based on assessment results

FY2018:

- Completed

FY2019:

- Completed

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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Outcome 1:

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

Measure:

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

Data Collection:

Triton graduate survey results

Outcome 2:

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

Measure:

Number of graduate success tracking initiatives adopted by the research department in FY2015

Data Collection:

Include 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.

List of graduate success tracking initiatives adopted by the research department in FY2015

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 29, 2014

Action: Enhance Prior Learning Assessment opportunities.

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

Build a culture of completion by identifying our best practices and making them scalable.

Tactic 2C:

Identify and implement strategies that offer accelerated timelines to obtain academic credentials.

Please use the space below to describe how the action supports its associated strategic direction and tactic.

Prior Learning Assessments (PLA) will provide opportunities for students to get credits for prior experiences through several assessments such as CLEP, DSST, AP, Proficiency Exams, and Portfolio Reviews. Students who successfully complete PLAs can receive college credits toward their degree which can result in completion of their degree quicker and can save them money. PLAs are beneficial for both recruitment and retention.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Review current PLA process, CLEP usage and AP scores
- Develop and implement marketing plan
- Explore military PLA option

FY2016:

- Develop PLA credentials
- Assess new process

FY2017:

- Completed

FY2018:

- Completed

FY2019:

- Completed

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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Please identify at least one outcome (multiple outcomes are encouraged) for the action reported on here. 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 1:

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

Measure:

Number of new and current students granted credit for PLA

Data Collection:

Include 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.

Type of Data - PLA portfolios and transcripts; Collection – By enrollment services at the conclusion of each academic semester.

Outcome 2:

To enhance PLA opportunities, we will execute a marketing plan for PLA.

Measure:

Completed Marketing Plan and List of Implementation Dates/Activities.

Data Collection:

Include 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.

Type of data: Marketing materials and keep track of their distribution.

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 22, 2014

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

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

Build a culture of completion by identifying our best practices and making them scalable.

Tactic 2C:

Identify and implement strategies that offer accelerated timelines to obtain academic credentials.

Please use the space below to describe how the action supports its associated strategic direction and tactic.

Locally and nationally, too few students graduate on time; only 4% complete and associate degree at a 2-year college within 2 years. With the new performance-funding directive, Triton College must make sure that its graduation rates increase, and that means to also increase completion rates at the course level. Developing and implementing accelerated pathways/programs for students builds a culture of completion because the obstacles that prevent students from obtaining an academic credential are removed. A culture of completion is characterized not only by implementing the necessary mechanisms for course completion (i.e. eliminating late registration, and effective use of early warning systems), but also by implementing the necessary mechanisms for successful semester completion, persistence, and ultimately degree completion (i.e. intrusive advising, block or structured scheduling, and removal of course redundancies across programs). In short, Triton College must make sure to adapt and implement the findings of the Guided Pathways to Success, an initiative that Illinois is already part of, and a road map to improve not only the students college experience, but also to improve its student success metrics, including graduation rates.

A culture of completion involves the effective interaction of all stakeholders, the academic and non-academic units in the college, and cannot be developed unless the processes revolve around student success, not around what is more convenient for the academic or non-academic units. From the moment a new student registers, the processes and practices around him/her should aim to streamline everything from courses, to financial aid (when necessary), to early warning/intervention platforms. When all those services are work around students' needs, instead of institutional convenience, then a culture of completion can be envisioned. Completion, as a culture, affects all areas of the institution, academic and non-academic and entails a shift in the administrative paradigm.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Review average completion length
- Identify stumbling blocks
- Identify methods to accelerate
- Research accelerated offerings
- Identify groups for acceleration
- Explore cohort acceleration model
- Create student agreements

FY2016:

- Realign curriculum
- Create two-year pathways of completion
- Address Year 1 stumbling blocks
- Create student guidelines for accelerated programs
- Pilot program
- Assess pilot

FY2017:

- Continue Pilot
- Assess pilot

FY2018:

- Make improvements to program based on assessment
- Continue or expand program

FY2019:

- Track pilot completers

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES

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Outcome 1:

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

Measure:

Number of proposals developed for accelerated pathway models at Triton College

Data Collection:

Documentation of proposals
Presentation Materials

Outcome 2:

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

Measure:

Number of accelerated pathways models identified for pilot

Data Collection:

Approval of pilot program from academic department and executive team

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 18, 2014

Action: Redesign organizational structure.

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

Build a culture of completion by identifying our best practices and making them scalable.

Tactic 2D:

Establish an integrated institutional organizational structure that permits and promotes flexible, collaborative, and adaptive methods of furthering institutional goals.

Please use the space below to describe how the action supports its associated strategic direction and tactic.

The organizational structure of the college is a key contributor to the campus culture on completion. Ensuring that divisions and departments are allocated, designed and adaptable will enable students, faculty and staff to achieve success.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Research and analyze models of organizational structures for community colleges
- Collaborate with other Tactic Teams to incorporate other tactic actions
- Analyze current college structure for areas of improvement against best practices
- Redesign organizational structure
- Assess and evaluate the workforce capacity of the college
- Disseminate and seek input of organizational structure redesign from college stake holders
- Modify redesign based on institutional feedback and resource availability

FY2016:

- Completed

FY2017:

- Completed

FY2018:

- Completed

FY2019:

- Completed

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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Please identify at least one outcome (multiple outcomes are encouraged) for the action reported on here. 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 1: Institution-Centered

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

Measure:

Organization structure literature obtained;
Samples of community college structures attained and utilized

Data Collection:

Include 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.

Literature search conducted via Library services and Internet: February 2014-March 2014
Samples obtained via college websites and colleague networks: February 2014-March 2014

Outcome 2: Institution-Centered

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

Measure:

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

Data Collection:

Include 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.

Input and feedback solicited and received: April 2014-November 2014

Outcome 3: Institution-Centered

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

Measure:

Recommendation developed and presented.

Data Collection:

Include 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.

Submission of redesign recommendation: September 2014-November 2014

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 29, 2014

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

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 3A:

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

Please use the space below to describe how the action supports its associated strategic direction and tactic.

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

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Assess professional development plan, identify areas for improvement regarding training geared towards at-risk/low performing populations

FY2016:

- Create professional development training targeted specifically to needs of at-risk/low performing populations
- Identify dates/hours for training
- Invite guest speakers

FY2017:

- Implement the enhanced professional development plan
- Explore incentives for faculty to attend workshops/seminars/etc. (PDUs, etc.)
- Research certification organizations to provide official certificates for faculty and staff who attend the seminars
- Assess the effectiveness of the new plan
- Identify faculty who teach classes with historically high failing rates

FY2018:

- Explore an award for faculty voted by the students as the most helpful faculty member
- Assess the effectiveness of faculty who attended the workshops/seminars and how they incorporated the new knowledge and skills in the classrooms.
- Further develop the professional development plan
- Integrate SI to the courses with the high failing rates and faculty who attended workshops

FY2019:

- Completed

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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FY2015:

- Assess professional development plan, identify areas for improvement regarding training geared towards at-risk/low performing populations

Outcome 1: Identify regional and/or national conferences on innovative, evidence-based best practices in instruction and Student Support Services for at-risk, low-performing, first-year students, as well as instructional materials and resources for use in the Center for Teaching Excellence (CTE) and Professional Development Center (PDC).

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

Data Collection:

Include 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.

Number of staff and faculty participating in on- and off-campus professional development opportunities.
Number of staff and faculty making use of on-campus instructional materials and resources.

Outcome 2: Draft Professional Development Plan.

Measure: Timely completion of Professional Development Plan draft.

Data Collection:

Include 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.

Other than timely completion, no data would be collected for this outcome.

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

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

Data Collection:

Include 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.

Number of staff and faculty identified versus those who accept invitation to participate. This number will form the initial cohort upon which to build in future years.

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 1, 2014

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

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 3A:

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

Please use the space below to describe how the action supports its associated strategic direction and tactic.

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.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Develop partnerships with area high schools to identify potential students for enrollment in the Summer Bridge Program
- Promote the Summer Bridge Program to current, eligible Triton College students including TRIO/TEAM students
- Increase departmental collaboration to assist with Summer Bridge Program and provide comprehensive orientation experience for new students

FY2016:

- Pilot Summer Bridge
- Assess pilot and improve based on results

FY2017:

- Continue assessment
- Based on demand, expand number of participants to 100 students
- Assess hiring needs and make recommendations

FY2018:

- Continue assessment
- Based on demand, plan for expansion to 200 students
- Introduce summer bridge program to eligible high school students in start of senior year

FY2019:

- Continue assessment
- Based on demand, plan for expansion to 200 students
- Track persistence/ graduation rates of completers and eligible non-participants

FY2020:

- Continue assessment
- Partner with local 4-year institutions to offer developmental education courses for the summer bridge program and share cost for 2 plus 2 program participants

FY2021:

- Continue assessment
- Begin discussion with local high schools to offer summer programs earlier in high school experience

SECTION THREE: OUTCOMES AND MEASURES



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Outcome 1:

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

Measure:

The number of students participating in the summer bridge program annually.

Data Collection:

Student application forms, enrollment verification statements, final grades – to be collected throughout each summer semester.

Outcome 2:

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

Measure:

The number of students participating in the summer bridge program that receive a “C” or better in their developmental courses during the project period.

Data Collection:

Student application forms, enrollment verification statements, final grades – to be collected throughout each summer semester.

Outcome 3:

Decrease the time to completion for students participating in the summer bridge program annually.

Measure:

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

Data Collection:

Annual transcript review for summer bridge participants

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 29, 2014

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

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 3C:

Reevaluate, reimagine, and redesign institutional processes to provide a more permeable, seamless student experience.

Please use the space below to describe how the action supports its associated strategic direction and tactic.

Providing support services geared toward at-risk and low-performing populations and first-year students is an identified best practice for improving college completion rates. Further, persistence rates will improve by eliminating unnecessary barriers in our student-facing processes.

One way to remove these barriers is by breaking down institutional silos and creating a cooperative student-services model where different departments and areas partner to student needs. One potential model for this partnership as an Achievement Team model or case-load model.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Develop the team structure and define roles and expectations

FY2016:

- Pilot Case Model or Achievement Team Model for student success
- Explore Go Week and Mid-Semester Advisement Day

FY2017:

- Assess pilot
- Make improvements based on assessment

FY2018:

- Expand pilot

FY2019:

- Completed

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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

- Institution-centered outcomes include those outcomes that have more direct benefit to the College than to students, such as generated revenue, program/process efficiency, cost-effectiveness, and impact on promoting professional/public partnerships and campus community among faculty, staff, and administrators.
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Please identify at least one outcome (multiple outcomes are encouraged) for the action reported on here. 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 1:

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

Measure:

Proposed Team Structure

Data Collection:

Include 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

Research materials

Presentation materials

Outcome 2:

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

Measure:

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

Data Collection:

Include 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.

Types of Data: Check-in table at the event to determine number of attendees and administer survey to both staff and students who attended to determine effectiveness of workshops; Collection-By enrollment services at the end of the event.

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 15, 2014

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

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 4A:

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

Action 1:

Create opportunities for direct interaction with business community to ensure consistent feedback on program offerings and greater alignment with industry needs.

The action supports the Strategic Direction and Tactic 4A by designing and implementing an array of diverse, intentional opportunities for faculty to engage in ongoing dialogue with members of the business community to:

- seek their assistance in the design and assessment of curricula in order to ensure currency and relevancy in relation to workforce needs
- seek their assistance in the assessment of our students once they are placed in order to receive feedback on how well they were equipped to succeed on the job

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Host trade show events
- Host quarterly dinner/lunches with CEO's and President/Board members with follow up plan of business relationship, potentially enhancing CAC membership
- Identify which business association memberships we should join

FY2016:

- Pilot Case Model or Achievement Team Model for student success
- Explore Go Week and Mid-Semester Advisement Day

FY2017:

- Continue trade show events and quarterly dinner/lunches
- Identify additional business association memberships to join
- Establish professional network with regional employers

FY2018:

- Continue trade show events and quarterly dinner/lunches
- Identify additional business association memberships to join
- Further develop professional network with regional employers

FY2019:

- Continue trade show events and quarterly dinner/lunches
- Identify additional business association memberships to join
- Further develop professional network with regional employers

FY2020:

- Continue trade show events and quarterly dinner/lunches
- Identify additional business association memberships to join
- Further develop professional network with regional employers

FY2021:

- Continue trade show events and quarterly dinner/lunches
- Identify additional business association memberships to join
- Further develop professional network with regional employers

SECTION THREE: OUTCOMES AND MEASURES



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Three outcomes are suggested for year one that will help us:

- identify appropriate members of the business community to partner in this strategy
- learn the business community's opinion of our graduates' preparation (baseline)
- learn our students' opinion of their preparation for the workforce (baseline)

Outcome 1

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

The Program Advisory Committee guidelines for the college were revised in the spring of 2014 as part of a related project led by the President's Office. The revision includes emphasis on engaging business and industry members and increasing their focus on development and assessment activities.

Business and industry members will be identified and their input sought on the following:

- Program-level Student Learning Outcomes and their assessment
- Quality, condition, and relevancy of instructional equipment
- Performance of graduates
- Changes in workforce
- Emerging trends (5-10 years)
- Articulation efforts

Measure:

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

Data Collection:

Business and industry member contact information will be solicited and collected from Program Advisory Committees as their FY15 advisory meetings are held between August 2014 and May 2015. In addition, external members will each be asked to identify HR personnel at their respective companies

who would be willing to serve as central points of contact for the college as we seek industry guidance from their employees for different purposes (i.e. recruitment, grant partners, career fairs, etc.). These HR contacts will be leveraged to develop outreach plans in the following years.

Outcome 2:

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

This outcome aligns with a Career Center goal of assessing our services to the business community and aligns with the HLC’s recommendation to assess our students’ performance post-graduation to understand how well their education prepared them for their careers/educational tracks.

Employer Satisfaction Surveys are also part of Noel-Levitz’s standard feedback mechanism for the college’s business community.

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.

Data Collection:

An Employer Satisfaction survey will be developed and distributed by Career Services as a written and/or online instrument and distributed to organizations hiring our students.

Outcome 3:

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

This outcome aligns with Alumni Relations’ plan to conduct annual alumni surveys and aligns with the HLC’s recommendation to assess our students’ performance post-graduation to understand how well their education prepared them for their careers/educational tracks. The one year out survey would be an indicator as to how well their core courses served them and the five years out survey would be an indicator as to how well their general education courses served them.

Alumni Satisfaction Surveys are also part of Noel-Levitz’s standard feedback mechanism.

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.

Data Collection:

Two alumni surveys will be developed with Alumni Relations and distributed online in the spring of 2015 with the assistance of Institutional Research.

YOUR ASSESSMENT PLAN IS COMPLETE



Strategic Action Assessment Plan Template FY2015

Today's date: July 23, 2014

Action: Enhance relationships with business through increased student internship opportunities.

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 4A:

Engage Employers and industry leaders in cooperative partnerships that create dynamic educational programming in alignment with global workforce needs.

Please use the space below to describe how the action supports its associated strategic direction and tactic.

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 fills 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.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Identify programs that currently have internships
- Add Blackboard building blocks
- Add additional full-time employee to career services
- Engage faculty

FY2016:

- Build relationships with clinical, business, and organizations for curriculum mapping with internships tied into the programs

FY2017:

- Build relationships with clinical, business, and organizations for curriculum mapping with internships tied into the programs

FY2018:

- Continue marketing
- Assessment
- Networking with coordinators
- Award ceremony with partners and students

FY2019:

- Completed

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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Please identify at least one outcome (multiple outcomes are encouraged) for the action reported on here. 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 1:

Identify program offerings that have opportunities for student internship

Measure:

Number of current programs or developing programs identified

Data Collection:

Include 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.

List of identified programs

Outcome 2:

Increase number of employers providing student internship opportunities through Triton College

Measure:

Number of employers partnering with Triton College to offer student internships

Data Collection:

Include 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.

List of employers partnering with Triton College

Outcome 3:

Assess the need for additional support or personnel for the development of new internship opportunities.

Measure:

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

Data Collection:

Include 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.

Student and employee surveys

YOUR ASSESSMENT PLAN IS COMPLETE



Strategic Action Assessment Plan Template FY2015

Today's date: July 23, 2014

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

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 4B:

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

Please use the space below to describe how the action supports its associated strategic direction and tactic.

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

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Explore educational opportunities, such as HR roundtables, conferences and other data sources to build the group that will advise the institution.
- Create personal touch w/ participation incentives for businesses

FY2016:

- Continue business participation initiatives
- Develop plan of action and target market for each division of the campus
- Develop new marketing materials
- Identify key note speakers for events on campus to bring businesses here

FY2017:

- Assess effectiveness of implemented actions
- Make improvements based on assessments

FY2018:

- Completed

FY2019:

- Completed

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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Outcome 1:

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

Measure:

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

Data Collection:

Include 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.

List of potential new program offerings for the institution that are based on local, regional, or industry growth trends

Outcome 2:

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

Measure:

Number of individuals who have agreed to participate

Data Collection:

Include 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.

List of individuals who have agreed to participate

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: September 15, 2014

Action: Enhance collaboration with government and workforce partnerships.

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 4B:

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

Please use the space below to describe how the action supports its associated strategic direction and tactic.

The importance of identifying and garnering input on the direction of programs is critical to aligning support for the direction of the college and the strategic plan. The mere knowledge of what we are attempting to do as an institution can provide support and assistance that might not have been possible otherwise. The inclusion of the college into such a group can provide resources and expertise that we, as an institution lack, and enable us to capitalize on the resources of the greater community.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Explore what is changing in the industry/hot topics
- Explore best structures for community outreach/collaboration
- Research other institutions' models
- Join local business associations/groups (i.e. Franklin Park Manufacturing group)

FY2016:

- Collaborate with chairs and coordinators to have specific people identified for professional networks
- Join additional associations

FY2017:

- Establish business consortium that has local businesses pay the college for an annual membership to be associated with Triton College
- Join additional associations

FY2018:

- Completed

FY2019:

- Completed

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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Outcome 1:

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

Measure:

Number of faculty members and administrators participating regional workforce groups
Number of regional workforce group activities attended per year by faculty members and administrators

Data Collection:

Include 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.

List of meetings attended by faculty members and administrators, collected per semester.

Outcome 2:

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

Measure:

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

Data Collection:

Include 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.

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

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 29, 2014

Action: Streamline curriculum review and approval process.

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 5A:

Create flexible programing, including stackable credentials and earn-and-learn models.

Please use the space below to describe how the action supports its associated strategic direction and tactic.

Creating stackable credentials and earn-and-learn models supports the development of agile and accelerated curricula because such programs allow students to procure employment before completing an Associate's Degree. Such programs reduce the amount of time between matriculation and employment and/or certificate completion while offering students the opportunity to incrementally add credentials while they work. Flexible programing allows students to schedule their classes around their work schedules.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Identify opportunities to improve efficiency and effectiveness through reviewing process map and forms, frequency of meetings, and parallel processing.

FY2016:

- Purchase curriculum management system and integrate into the process.

FY2017:

- Implement changes
- Assess process and make improvements based on assessment

FY2018:

- Completed

FY2019:

- Completed

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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FY2015:

- Identify opportunities to improve efficiency and effectiveness through reviewing process map and forms, frequency of meetings, and parallel processing.

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

Measure: Recommendations for streamlining the College Curriculum Committee's (CCC) processes are complete and were submitted to AVP Strategic Planning on July 29, 2014.

The CCC's Course Outline form has been revised to incorporate IAI and ICCB requirements in order to reduce the frequency of disapproval notifications. The form currently is being used by faculty for submission to the CCC beginning September 2014.

Data Collection:

Include 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.

If recommendations are approved, the process map and CCC Handbook will be revised and the amount of time required between faculty submission of forms to the CCC and implementation will be tracked to compare with past practices.

The number of course disapprovals will be tracked and compared with those submitted under past practices.

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

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

Data Collection:

Include 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.

If recommendations are approved, the amount of time required between faculty submission of forms to the CCC and implementation will be tracked to compare with past practices.

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 23, 2014

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

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 5A:

Create flexible programming, including stackable credentials and earn-and-learn models.

Please use the space below to describe how the action supports its associated strategic direction and tactic.

In order to promote portable, stackable industry -supported certificates, we need to first develop more curriculums. While the current curriculum approval process is effective there is room to improve the length of time it takes to move curriculum through the process in order to roll out new curriculum. Portable, stackable, industry-based certificates are designed to be flexible in order to support student time-to-completion in order to move into the workforce.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Communicate to stakeholders why submissions should include more stackable industry-recognized certifications

FY2016:

- Assessment and modification of process as required

FY2017:

- Completed

FY2018:

- Completed

FY2019:

- Completed

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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Outcome 1:

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

Measure:

Topic is included on Department, Curriculum Committee and Academic Senate Agendas.

Data Collection:

Include 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.

Agendas and meeting minutes will be collected at the end of the 2014/2015 academic year to assess that discussions occurred.

Outcome 2:

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

Measure:

A minimum of one new certificate is approved by the Illinois Community College Board prior to fall 2015.

Data Collection:

Include 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.

Documented ICCB approval of the new curriculum will be collected and filed within the Curriculum Office by fall 2015.

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 23, 2014

Action: Identify gaps in existing CTE curriculum.

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 5A:

Create flexible programming, including stackable credentials and earn-and-learn models.

Please use the space below to describe how the action supports its associated strategic direction and tactic.

In order for curriculum development to occur an assessment of existing curriculum and gaps in what is currently offered is necessary to support the need for new curriculum. Once assessment and feasibility studies support the need for new programs then dean's and faculty can collaborate across disciplines to create flexible programs, degrees and credentials that lead to employment. The "action" is one of the first steps in the overall process of curriculum development.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Review existing degrees and certificate to identify opportunities to develop new certificates and cease others and provide processional development for faculty

FY2016:

- Program agency or association accreditations pursued where applicable (i.e. Business, Automotive). Professional development provided for faculty.

FY2017:

- Program agency or association accreditations pursued where applicable

FY2018:

- Program agency or association accreditations pursued where applicable

FY2019:

- Program agency or association accreditations pursued where applicable

FY2020:

- Program agency or association accreditations pursued where applicable

FY2021:

- Program agency or association accreditations pursued where applicable

SECTION THREE: OUTCOMES AND MEASURES



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

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Please identify at least one outcome (multiple outcomes are encouraged) for the action reported on here. 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 1:

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

Measure:

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

Data Collection:

Include 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.

A list of projected degrees/certificates, collected Spring 2015

Feasibility studies, collected Spring 2015

Outcome 2:

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

Measure:

Number of faculty that attend a conference or workshop on the process for development of competency-based curriculum

Data Collection:

Include 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.

Requests for Travel and Conference Attendance, collected Spring 2015

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 29, 2014

Action: Review Triton-CAEL agreement.

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 5B:

Create competency-based programming that fosters collaboration across disciplines.

Please use the space below to describe how the action supports its associated strategic direction and tactic.

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

Ensuring that students can receive credit for competencies mastered prior to enrolling in the program is an essential element of competency-based programs. Triton has partnered with CAEL to provide students support to evaluate their portfolios for credit. Portfolio evaluation is a prior learning assessment tool that can be used to give students credit for their life experiences. These experiences can provide them with college credit for degree completion.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Review CAEL agreement to determine whether portfolio-mapped courses will need to map to competencies or be acceptable as is (CAEL 1/2 day workshop on developing competency-based programming)

FY2016:

- Assessment and modification of process as required

FY2017:

- Re-evaluate whether applicant portfolios should continue to be assessed by CAEL or moved in house

FY2018:

- Completed

FY2019:

- Completed

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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Outcome 1:

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

Measure:

Number of new and current students that used CAEL's portfolio evaluations

Data Collection: Include 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.

Type of Data - CAEL portfolios and transcripts; Collection – By enrollment services at the conclusion of each academic semester.

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 2, 2014

Action: Identify programs for piloting.

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

Collaborate across disciplines to design and implement curriculum development that includes a competency-based approach, where appropriate.

Tactic 5B:

Create competency-based programming that fosters collaboration across disciplines.

Please use the space below to describe how the action supports its associated strategic direction and tactic.

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

Identifying pilot programs will allow the institution to test competency-based learning on a small population of students, led by faculty that are excited to apply this type of learning to their classrooms. A committee comprised of faculty across disciplines and administration will identify appropriate programs for piloting agile and accelerated curriculum that includes competency based curriculum design.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Led by self-identified interested faculty, identify existing degrees and certificates to expand competency-based expression

FY2016:

- Pilot 3 competency-based degree programs
- Begin training new faculty to develop 3 new programs

FY2017:

- Each year, pilot 3 new competency-based degree programs
- Assess existing competency-based degree programs and modify as necessary

FY2018:

- Each year, pilot 3 new competency-based degree programs
- Assess existing competency-based degree programs and modify as necessary

FY2019:

- Each year, pilot 3 new competency-based degree programs
- Assess existing competency-based degree programs and modify as necessary

FY2020:

- Each year, pilot 3 new competency-based degree programs
- Assess existing competency-based degree programs and modify as necessary

FY2021:

- Each year, pilot 3 new competency-based degree programs
- Assess existing competency-based degree programs and modify as necessary

SECTION THREE: OUTCOMES AND MEASURES



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Outcome 1:

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

Measure:

Number of pilot programs identified for competency-based pilot.

Data Collection:

List of programs identified for competency-based pilot.

Outcome 2:

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

Measure:

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

Data Collection:

Include 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.

Final grades for competency-based program pilot courses.

Outcome 3:

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

Measure:

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

Data Collection:

Include 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.

The data is the spring 2015 seminar attendance.
Summative workshop survey results.

Outcome 4:

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

Measure:

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

Data Collection:

Include 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.

The data is the spring 2015 seminar attendance.
Summative workshop survey results.

YOUR ASSESSMENT PLAN IS COMPLETE



Strategic Action Assessment Plan Template FY2015

Today's date: July 15, 2014

Action: Develop competencies, assessments, and structure.

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

Collaborate across disciplines to design and implement curriculum development that includes a competency-based approach, where appropriate.

Tactic 5B:

Create competency-based programming that fosters collaboration across disciplines.

Please use the space below to describe how the action supports its associated strategic direction and tactic.

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

Developing competencies, assessments, and structure is a critical step in ensuring that the pilot program meets student and employer needs. Successful competency-based programming will also increase student college-level readiness during the first year of the program.

To further these objectives, a committee comprised of faculty across disciplines and administration will design and implement a competency based curriculum where appropriate.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Develop competencies matched to course outline learning objectives and develop assessments to test achievement of competency
- Develop skill and proficiency-based assessments for CTE programs
- Design self-paced structure for competency achievements which include access to faculty moderators, online and/or face-to-face

FY2016:

- Send faculty to CAEL annual Chicago conference to learn best practices

FY2017:

- Completed

FY2018:

- Completed

FY2019:

- Completed

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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Outcome 1:

Identify competencies that will decrease the skills gap in selected Programs of Study (POS).

Measure:

List of competencies identified.

Data Collection:

Include 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.

List of competencies identified.

Outcome 2:

To decrease skill gaps by establishing continuous review and improvement of the program, we will select a best practice assessment method to support the selected POS.

Measure:

Documentation of best practice assessment method selected.

Data Collection:

Include 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.

Documentation of best practice assessment method selected.

Outcome 3:

To ensure curriculum alignment with workforce needs, 100% of Faculty in the selected POS agree that the curriculum identified the POS skills and will decrease the skills gap.

Measure:

Percentage of program faculty within selected POS

Data Collection:

Include 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.

Faculty surveys

Outcome 4:

To ensure curriculum alignment with workforce needs, 100% of employers in the selected POS will agree that the curriculum identified the POS skills and will decreased the skills gap.

Measure:

POS employers within district

Data Collection:

Include 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.

Employer surveys or focus groups

Outcome 5:

To decrease skill gaps, we will develop self-paced competency curriculum that matches the course outline learning objectives by spring 2015.

Measure:

Number of initial submissions to curriculum committee by fall 2015;

Number of submissions incorporating Technical Review feedback into curriculum meeting by fall 2015

Data Collection:

Include 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.

Curriculum committee submission materials

Curriculum committee minutes

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template

FY2015

Today's date: July 21, 2014

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

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 5B:

Create competency-based programming that fosters collaboration across disciplines.

Please use the space below to describe how the action supports its associated strategic direction and tactic.

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

Ensuring smooth enrollment services process for competency based programs is essential to making sure that students understand how such programs can prepare them for additional academic credentials and employment. Additionally, evidence of prior-learning must be appropriately applied to student transcripts. Lastly, we need to ensure that students have a seamless financial aid application experience.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Develop transcript format, determine requirements for financial aid eligibility, assess articulation requirements, and develop application process for competency-based programs

FY2016:

- Assessment and modification of process as required

FY2017:

- Completed

FY2018:

- Completed

FY2019:

- Completed

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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Outcome 1:

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

Measure:

Number of transcript options identified

Data Collection:

Include 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.

AACRAO guidelines and transcript samples from other institutions that offer competency based programs.

Outcome 2:

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

Measure:

Steps needed to ensure students' financial aid eligibility for competency-based programs.

Data Collection:

Include 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.

Federal and state guidelines related to competency based programming and financial aid

Document analysis of federal and state guidelines
Procedures at institutions currently offering competency based programming

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 9, 2014

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

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 5B:

Create competency-based programming that fosters collaboration across disciplines.

Please use the space below to describe how the action supports its associated strategic direction and tactic.

Researching and recommending a comprehensive competency-based learning program across all disciplines supports the strategic direction and tactic by providing a foundation for the creation of a permanent program which fosters collaboration across disciplines and reflects agile, accelerated curriculum. Developing appropriate student support structures for these programs will be essential to assuring smooth and successful implementations.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Prepare tutors, academic advisors, counselors, completion coaches

FY2016:

- Assessment and modification of process as required

FY2017:

- Completed

FY2018:

- Completed

FY2019:

- Completed

FY2020:

- Completed

FY2021:

- Completed

SECTION THREE: OUTCOMES AND MEASURES



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Outcome 1:

Completed recommendation for adjustments to student services required for competency-based pilot programs

Measure:

Documented and dated recommendation before FY16.

Data Collection:

Completed plan submitted to the College President.

YOUR ASSESSMENT PLAN IS COMPLETE





Strategic Action Assessment Plan Template FY2015

Today's date: July 23, 2014

Action: Enhance and expand online course offerings.

SECTION ONE: Alignment w/ Strategic Direction and Tactic



Strategic Direction:

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

Tactic 5C:

Develop and/or modify existing programs to meet regional and global workforce needs.

Please use the space below to describe how the action supports its associated strategic direction and tactic.

Enhancing current online courses and developing new online courses will 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. This effort will require collaboration across disciplines and programs and may also require consideration of a competency-based approach to curriculum development.

SECTION TWO: Action Milestones



Milestones describe the steps taken towards the achievement of the action, along with estimated timelines for completion. Because this is a multi-year plan, milestones may extend beyond this fiscal year.

Identify the milestones for completion as currently envisioned.

FY2015:

- Research online course management/departments at other institutions and develop recommended model for creation of virtual campus at Triton

FY2016:

- Implement changes required for recommended online course management/development

FY2017:

- Grow online course offerings

FY2018:

- Grow online course offerings

FY2019:

- Grow online course offerings

FY2020:

- Grow online course offerings

FY2021:

- Grow online course offerings

SECTION THREE: OUTCOMES AND MEASURES



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Outcome 1:

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

Measure:

A draft model completed by the end of the fall 2015 semester

Data Collection:

Include 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.

A copy of the model will be collected by the end of the spring 2015 semester

YOUR ASSESSMENT PLAN IS COMPLETE

