



TRITON COLLEGE

2019 STRATEGIC PLAN ANNUAL REPORT

The annual report consists of assessment data from 2019 demonstrating progress on the College's actions and strategic directions. Summaries of outcomes are also provided for each of the three focus areas: *Increasing College Readiness*, *Improving Completion*, and *Closing Skill Gaps*.

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EXECUTIVE SUMMARY

Triton College's strategy for fulfilling its mission centers on three focus areas: *Increasing College Readiness*, *Improving Completion*, and *Closing Skill Gaps*. With the completion of 5.5 years of the 7-year strategic plan, the college continues to narrow its scope of work and prioritize some action items as other items conclude. Also, changes in college leadership led to naming of new action champions and delays in implementing certain action items this year.

The Focus Area of *Increasing College Readiness* includes direct interventions for students, including college readiness coursework in high schools, the iLaunch program, and the student mentorship program. Achievements include the expansion of dual credit enrollment and the significant success of course success rates in math due to iLaunch. However, expansion of student-to-student mentorships did not occur due to staff vacancies. The student mentorship program will be re-evaluated by the new Director of Admissions in 2020.

The College's performance in the area of *Increasing College Readiness* decreased by most measures compared to FY18. Success rates in writing and math courses, however, increased significantly (by 6%) from FY18 to FY19.

Actions related to the Focus Area of *College Completion* progressed well in 2019. The FY19 graduation rate (19%), credit completion rate of full-time students (25%), and gateway math completion rate (16%) were all the highest rates achieved since the start of the strategic plan. To further advance college completion and student success, the college started the 2019-2020 academic year refocusing its efforts related to two actions –Academic Pathways and Academic Planning – by merging them into a single initiative: Guided Pathways. Institution-wide resources and focus on implementing Guided Pathways will increase significantly in upcoming years, as faculty and staff collaborate on redesigning the student experience through this multi-year initiative.

The College has refocused efforts related to the Focus Area of *Closing Skill Gaps*, and positive outcomes pertaining to student internships and direct interaction with businesses have been made. Declines, however, occurred in the graduate perception of education preparation for employment, and employer perception of job readiness of Triton College students.

Data for the 2019 Key Performance Indicators (KPIs) are provided both in this report and on the strategic plan website.

INCREASING COLLEGE READINESS

General Analysis

This focus area includes direct interventions for students, including college readiness coursework in high schools, the iLaunch program, and the student mentorship program. Achievements include the expansion of dual credit enrollment and the significant success of course success rates in math due to iLaunch. However, expansion of student-to-student mentorships did not occur due to staff vacancies. The student mentorship program will be re-evaluated by the new Director of Admissions in 2020.

The College’s performance in the area of *Increasing College Readiness* decreased by most measures compared to FY18. Success rates in writing and math courses, however, increased significantly (by 6%) from FY18 to FY19.

Institutional Key Performance Indicators

The KPIs for *Increasing College Readiness* are shown next. The values for FY2019 are highlighted in yellow. If a key performance indicator was one percentage point or less above or below the stated benchmark goal, it was identified as “on target” in the “Performance” column. If an indicator was more than one percentage point above the stated benchmark, it was identified as “above target.” If an indicator is more than one percentage point below the stated benchmark, it is identified as “below target.”

Measure	Value						Benchmarks		Performance
	FY14	FY15	FY16	FY17	FY18	FY19	FY19	General	
Total College Readiness Placement	54%	57%	55%	57%	57%	53%	74%	80%	Below Target
College Readiness Reading Placement	81%	83%	83%	80%	67%	64%	84%	85%	Below Target
College Readiness Writing Placement	53%	55%	54%	59%	63%	57%	67%	80%	Below Target
College Readiness Math Placement	27%	26%	26%	29%	35%	35%	43%	59%	Below Target
Reading Success Rate	49%	51%	49%	48%	50%	52%	57%	68%	Below Target
Writing Success Rate	68%	72%	72%	74%	56%	62%	75%	78%	Below Target
Math Success Rate	62%	65%	66%	69%	62%	68%	67%	71%	Above Target

2019 Action Outcomes

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

Action	2019 Outcomes	Status
1.2: Student-to-Student Mentorship Opportunities	Enhance the ambassador program Increase the number of ambassadors	Not Achieved
1.3: Dual Credit	Increase Dual Credit course opportunities at the partnering high school locations by 5% 80% of on-campus Dual Credit to complete course with a “C” grade or higher Develop mentoring and support system for off-campus dual credit faculty	Achieved Achieved Not achieved
1.7: MathUp Program	Improve the course success rate of iLaunch from Spring 2018. Continue to refine the program using program assessment data.	Achieved Achieved

ACTION 1.2.: INCREASE STUDENT-TO-STUDENT MENTORSHIP OPPORTUNITIES THROUGH PROGRAMS THAT TARGET LOW-PERFORMING K-14 POPULATIONS

CHAMPION: KEN SMITH

Ambassador program on hold as new Director of Admissions, who started August 2019, evaluates program. Number of ambassadors will be determined with new Director of Admissions.

ACTION 1.3: DEVELOP A COMPREHENSIVE DUAL ENROLLMENT PROGRAM

CHAMPION: TIM NYSTROM

15 new dual credit courses have gone through the alignment and approval process since the action item was established. This is a 16% increase with the total approved course opportunities increasing from 81 to 96 (not including duplicates between East and West Leyden).

92% of dual credit students completed the course with a “C” or higher in the 2018 Fall semester. The success rate decreased slightly to 88% in the Spring of 2019. The overall student success rate for FY18-19 was 89.2%.

In compliance with the Dual Credit Quality Act the college has developed a Dual Credit Partnership Agreement which each of the high schools is signing. Additionally, the Center for Teaching Excellence (CTE) will provide professional development mixer activities for corresponding department chairs and coordinators and their dual credit high school faculty as part of a mentoring and support system.

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

CHAMPION: RIC SEGOVIA

Fall 19 iLaunch now includes MAT 085 sections for the first term. Since the inaugural term of Spring 18, the course success rate for MAT 045 has risen from 57% (Spring 2018) to 80% in Summer of 2019.

iLaunch provides students the opportunity to bypass multiple developmental education math courses in one semester. With the advent of iLaunch, the acceleration rate hovers around 14% to 21%.

IMPROVING COLLEGE COMPLETION

General Analysis

Actions related to the focus area of *Improving College Completion* progressed well this year. The FY19 graduation rate (19%), credit completion rate of full-time students (25%), and gateway math completion rate (16%) were all the highest rates achieved since the inception of the strategic plan. Additionally, the college started the 2019-2020 academic year refocusing its efforts related to two actions –Academic Pathways and Academic Planning – by grouping them together in a single initiative: Guided Pathways. Institution-wide resources and focus dedicated to implementing Guided Pathways will increase significantly in the upcoming years, as faculty and staff collaborate on redesigning the student experience through this multi-year initiative.

Institutional Key Performance Indicators

Below are the KPIs for *Improving College Completion*. The values for FY2019 are highlighted in yellow. If a key performance indicator was one percentage point or less above or below the stated benchmark goal, it was identified as “on target” in the “Performance” column. If an indicator was more than one percentage point above the stated benchmark, it was identified as “above target.” If an indicator is more than one percentage point below the stated benchmark, it is identified as “below target.”

Measure	Value						Benchmarks		Performance
	FY14	FY15	FY16	FY17	FY18	FY19	FY19	General	
Graduation Rate	14%	14%	13%	15%	18%	19%	15%	18%	Above Target
Transfer-out Rate	26%	26%	26%	25%	23%	21%	28%	30%	Below Target
Retention Rate	49%	63%	58%	58%	63%	64%	63%	70%	On Target
Credit Completion - Full-time Students	25%	23%	23%	24%	24%	25%	29%	35%	Below Target
Credit Completion - Part-time Students	30%	23%	24%	20%	21%	20%	29%	35%	Below Target
Student Satisfaction	89%	81%	87%	90%	90%	90%	90%	90%	On Target
Gateway English Completion	30%	27%	27%	26%	28%	27%	33%	40%	Below Target
Gateway Math Completion	11%	11%	12%	13%	13%	16%	16%	20%	On Target

2019 Action Outcomes

Strategic Direction 2: Identify and Scale Best Practices

Action	2019 Outcomes	Status
Action 2.5: Guided Pathways		
Action 2.5.a: Academic Pathways	Finalize the meta-majors by Fall 2019	Achieved
Action 2.5.b: Academic Planning	Increase the number of first-year students with academic plans by 5%	Not Achieved
Action 2.6: Develop a Research-Based First Year Experience	Develop new first-year experience	Not Achieved

ACTION 2.5: GUIDED PATHWAYS

ACTION 2.5.A: ACADEMIC PATHWAYS

CHAMPION: KEVIN LI

A high-level draft of the proposed programs of study were shared with the Curriculum Committee in Spring 2019. More stakeholders were engaged in Fall 2019; final programs of study will be finalized in Spring 2020 with the involvement of Guided Pathways Steering Committee members.

ACTION 2.5.B: ACADEMIC PLANNING

CHAMPION: JESSICA RUBALCABA

Currently in the Fall 2019 cohort, there were 1,168 first-time students with 81% of the students in this cohort (n=940) adding an academic plan within their first year. In the Fall 2018, there were 1,095 first-time students with 77% of the students in this cohort (n=844) adding an academic plan within their first year. At this point, that is an increase of 4% from Fall 2018. As we are halfway through the academic year, there is a strong opportunity in Spring 2020 to focus on the 19% of students who do not have an academic plan in order to reach at least 1% more of these students and meet, and hopefully surpass, the 5% goal.

some of the activities attributed to this increase include: personalized outreach from advisors to their caseloads encouraging students to complete an academic plan with time spent in appointments working on their plans, advisors were trained and given approval to create and complete plans, and focus of the COL102 assessment plan included completion of academic plans, following new students specifically, with a continuation plan examining the percentage of new students that actually follow their academic plan.

ACTION 2.6: DEVELOP A RESEARCH-BASED FIRST-YEAR EXPERIENCE

CHAMPION: DEAN OF RETENTION AND STUDENT ENGAGEMENT

First-year experience development is on hold due to the vacancy of the position of Dean of Retention and Student Engagement until late Fall, 2019, and the implementation of Guided Pathways.

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

Action	2019 Outcomes	Status
Action 3.3: Enhance Tutoring Services	Expand all tutoring delivery types, in class, in person, in groups and online.	Achieved
Action 3.5: Scale Peer Mentoring Collaborative and COL102	Increase the number of course sections paired with PMC Transition the PMC into the Academic Success Center as standard programming	On hold

ACTION 3.3: ENHANCE TUTORING SERVICES

CHAMPION: HANAN MERHEB

291 study groups, in-class tutoring, and workshops were offered by the Academic Success Center (ASC) during this period. This resulted in a 23.7% increase in the total number of students serviced, reaching 2143 unique students for this period compared to 1732 unique students for the same period last year. Usage of the online tutoring software Brainfuse increased to 927 hours through May, 2019, compared to 674 hours for the last fiscal year.

ACTION 3.5: SCALE PEER MENTORING COLLABORATIVE AND COL102

CHAMPION: DEAN OF ACADEMIC SUCCESS

In Spring 2019, there were 21 sections with Peer Mentors paired. This was an increase from Fall 2018, when there were 13 sections with Peer Mentors paired. That same semester, there were three Peer Mentors who worked with assisting students inside the Academic Success Center (ASC).

The Dean position was vacant in the first half of FY20. This program will be evaluated by the new Dean in 2020.

CLOSING SKILL GAPS

General Analysis

In FY19, the College instituted a new direction for this focus area that centers on essential skills training and attainment coupled with career advising. Enrollment and the number of online and hybrid sections decreased this fiscal year. The number of internships/cooperative work agreements and Advisory Committee engagement increased, however.

Institutional Key Performance Indicators

Below are the KPIs for *Closing Skill Gaps*. The values for FY2019 are highlighted in yellow. If a key performance indicator was one percentage point or less above or below the stated benchmark goal, it was identified as “on target” in the “Performance” column. If an indicator was more than one percentage point above the stated benchmark, it was identified as “above target.” If an indicator is more than one percentage point below the stated benchmark, it is identified as “below target.”

Measure	Value						Benchmarks		Performance
	FY14	FY15	FY16	FY17	FY18	FY19	FY19	General	
Credit Headcount Online Enrollment	3,286	4718	5321	6652	4751	4500	None given	22% growth (6,492)	Below Target
Number of Online/Hybrid Course Sections	691	671*	677	690	689	655	None given	22% growth (827)	Below Target
Number of Completers	1043	1118	1218	1280	1155	1265	1498	1778	Below Target
Number of Degrees/Certificates Awarded	1070	1146	1256	1335	1225	1333	1633	2010	Below Target
Graduate Perception of Educational Preparation for Employment	N/A	N/A	82% (N=195)	74% (N=219)	78% (N=284)	73% (N=201)	None given	90%	Below Target
Employer Perception of Job Readiness of Triton Students	N/A	53%	44% (N=27)	71% (N=21)	64% (N=11)	57% (N=14)	None given	65%	Below Target
Advisory Committee Engagement	N/A	N/A	90%	-	83%	89%	None given	90%	Below Target
Total Number of Internships/Cooperative Work Agreements	29	34	34	30	20	38	None given	1% of credit students	Below Target

2019 Action Outcomes

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

Action	2019 Outcomes	Status
Action 4.1: Direct Interaction with Business Community	Host four career connection events on campus with employers, faculty, students and career services	Complete
Action 4.2: Increase Student Internship Opportunities	Increase the number of Career Services Cooperative Work Experiences by 50%	Not Complete
Action 4.4: Imbed Formal Soft Skills Training into the Student Experience	Essential Employability Skills will be introduced to 80% of PAC (Advisory Committees) committees	Complete

ACTION 4.1: CREATE OPPORTUNITIES FOR DIRECT INTERACTION WITH BUSINESS COMMUNITY TO ENSURE CONSISTENT FEEDBACK ON INDUSTRY ALIGNMENT AND ENHANCE COLLABORATION WITH THE LOCAL OCCUPATIONAL COMMUNITY.

CHAMPION: PAUL JENSEN

Four Career Fair Events were held in the Spring semester of 2019 with a total of 194 students attending. This exceeded the goal of 120 students.

ACTION 4.2: INCREASE STUDENT INTERNSHIP OPPORTUNITIES

CHAMPION: PAUL JENSEN

Student internships increased to 38, the highest since inception of the plan. Career Services received grant funding to support Work-Based Education (WBE) in 2019. An ICCB CTE grant allows us to work with SURGE students to provide job shadowing experiences, employer panel discussions, and provide direct interaction with employers in their career areas, and the goal is to move a number of those students into internships at the conclusion of their WBE experience.

ACTION 4.4: IMBED FORMAL SOFT SKILLS TRAINING INTO THE STUDENT EXPERIENCE THAT IS DESIGNED TO BOTH PREPARE STUDENTS FOR A PROFESSIONAL ENVIRONMENT AND REFLECT THEIR PREPAREDNESS TO POTENTIAL EMPLOYERS.

CHAMPION: PAUL JENSEN

With the adoption of the Essential Employability Skills (EES) Framework in Illinois, training is needed for faculty. According to the ICCB, "...For SFY20 [State Fiscal Year], postsecondary (Perkins) recipients will be required to describe in their local plans how they will integrate employability skills into their CTE programs." Three activities for faculty relating to the value of EES were conducted in the Professional Development Center (PDC) to build awareness among the faculty. The Illinois Center for Specialized Professional Support (ICSPPS) from ISU has also conducted workshops on campus through the CTE to support the EES initiative.