TRITON COLLEGE STRATEGIC PLAN

The mid-year progress report contains updates regarding the college's actions and strategic directions, including a summary of the expected outcomes for each and progress or challenges encountered thus far. A full assessment of our results will be provided in the 2019 Annual Report, expected in December 2019.

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Triton College Strategic Plan

2019 MID-YEAR PROGRESS REPORT

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 College's strategy for fulfilling its mission centers on three focus areas: Increasing College Readiness; Improving Completion; and Closing Skill Gaps.

With the conclusion of the fifth fiscal year of the strategic plan, the college continues to narrow its scope of work and prioritize some action items as other items conclude. Changes in college leadership have also led to a number of changes in action champions as we begin FY2020.

Significant changes have been made impacting the Focus Area of *Increasing College Readiness* outcomes. There were many changes to the placement processes in FY19, including a new placement tool and the introduction of multiple measures. The impact of these changes on outcomes in FY19 have made comparison to outcomes of previous years incongruous. To address this significant divergence, the data points for FY19 for this Focus Area are not provided in this report. The data will be provided in future reports once changes are fully implemented.

Actions related to the Focus Area of *College Completion* are progressing well mid-way through 2019. The FY18 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 5 years ago. Efforts to expand Peer Mentoring Collaborative and COL102 course continue to demonstrate success. The college has also been refocusing its efforts related to two challenging actions –Academic Pathways and Academic Planning – by grouping them together in a single action (Guided Pathways). Institution-wide attention on implementing Guided Pathways will increase significantly in the upcoming fiscal year, as faculty and staff begin focused planning.

The college has refocused some of its efforts related to the Focus Area of *Closing Skill Gaps*, and progress has been made. Positive outcomes pertaining to student internships and direct interaction with businesses have been made, but the college faced some time constraints related to introducing Essential Employability Skills (EES).

Data for the FY2019 Key Performance Indicators are provided in this report. All numbers will be finalized and fully evaluated in the college's Strategic Plan Annual Report.

CHANGES TO PLAN IN FY2019

Triton College updates its strategic plan annually to ensure that it remains a dynamic planning tool that accurately reflects our institutional goals and actions. The following changes are effective July 1, 2019.

Action Items

Triton College did not make progress in three action items due to vacancies in leadership for Action Champions. The actions are being assigned to new Action Champions for FY2020. With the new leadership, the three actions will be examined collectively to align objectives and most effectively achieve student readiness and completion goals. Updates will be provided on the strategic planning web site as soon as they are available.

Action	FY2019 Champion	FY2020 Champion
1.2 Increase student-to-student mentorship opportunities by increasing number of ambassadors	Debbie Baness-King	Director of Admissions
2.6: Develop a research-based first year experience	Amanda Turner	Dean of Retention and Student Engagement
3.5: Scale Peer Mentoring Collaborative and COL102	Debbie Baness-King	Dean of Academic Success

MID-YEAR PROGRESS SNAPSHOTS

Status Key	
Action progressing	
Action progressing with challenges	
Action progress stalled	
Action complete	

Focus Area: Increase College Readiness						
Measures	*FY2015*	*FY2016*	*FY2017*	*FY2018*	*FY2019*	*FY19 Benchmark*
Total College Readiness Placement	57%	55%	57%	57%	*	74%
College Readiness Reading Placement	83%	83%	80%	67%	*	84%
College Readiness Writing Placement	55%	54%	59%	63%	*	67%
College Readiness Math Placement	26%	26%	29%	35%	*	43%
Reading Success Rate	51%	49%	48%	50%	*	57%
Writing Success Rate	72%	72%	74%	56%	*	75%
Math Success Rate	65%	66%	69%	62%	*	67%

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

Action	2019 Outcomes	Status
1.2: Student Mentors	Increase number of student mentors.	
1.3: Dual enrollment	80% of On-Campus Dual Credit will complete their course with a "C" grade or higher.	
1.7: Math Up program	Improve course success rate of iLaunch from Spring 2018.	

*Not provided in FY19 due to significant changes in placement processes in tools.

Focus Area: Improve College Completion

Measures	FY2015	FY2016	FY2017	FY2018	FY2019	FY19 Benchmark
Graduation Rate	14%	13%	15%	18%	19%	15%
Transfer-out Rate	26%	26%	25%	23%	21%	28%
Retention Rate	63%	58%	58%	63%	64%	63%
Credit Completion -Full-time Students	23%	23%	24%	24%	25%	29%
Credit Completion -Part-time Students	23%	24%	20%	21%	20%	29%
Student Satisfaction	81%	87%	90%	90%	90%	None given
Gateway English Completion	27%	27%	26%	28%	27%	33%
Gateway Math Completion	11%	12%	13%	13%	16%	16%

Strategic Direction 2: Identify and Scale Best Practices

Action	2019 Outcomes	Status
2.5: Guided Pathways		
2.5.a: Academic pathways	The minimum credit hours required of AA, AGS, and AFA will be reduced to 60; the graduation and transfer rates will increase by 2%.	🟩
2.5.b: Academic planning	Increase the number of first-year students with academic plans by 5%.	🟧
2.6: First Year Experience (FYE)	Develop a new first-year experience for students.	🟥

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

Action	2019 Outcomes	Status
3.3: Enhance tutoring services	Increase number of students served by tutoring.	🟩
3.5: Scale PMC and COL102	Increase number of course sections paired with PMC.	🟩

Focus Area: Close Skill Gaps

Measures	FY2015	FY2016	FY2017	FY2018	FY19	FY19 Benchmark
Credit Headcount Online Enrollment	4718	5321	6652	4751	4500	None given
Number of online/hybrid courses	671	677	690	689	655	None given
Number of Completers	1118	1218	1280	1155	1265	1498
Number of Degrees/Certificates Awarded	1146	1256	1335	1225	1333	1633
Graduate Perception of Educational Preparation for Employment	-	82%	74%	78%	TBD	None given
Employer Perception of Job Readiness of Triton Students	53%	44%	71%	64%	TBD	None given
Advisory Committee Engagement	-	90%	-	83%	TBD	None given
Total number of internships/ cooperative work agreements	34	34	30	20	38	None given

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
4.1: Direct interaction with business community	Four career connection events will be held on campus with employers, faculty, students, and career services.	
4.2: Increase student internships	Data collected for student internships will include all internships, including program internships and clinicals, independent internships, and cooperative work agreements; Total internships will meet or exceed 1% of the credit student population in the fall.	
4.4: Essential Employability Skills	At least 5 forums with faculty regarding Essential Employability Skills will be held by year end.	

TBD: Data Not Yet Available

ACTION ITEM UPDATES

These updates focus on actions taken to date to achieve the stated outcomes for the 2019 calendar year. Where additional data is available, it may also be provided. A full analysis of the results and achievement of each action's outcomes will be provided in the 2019 Annual Report (December 2019).

The color of the header for each action (green, orange, or red) corresponds with the status indicated in the mid-year snapshot and thus indicates the action's current status.

Increase College Readiness

A key focus area in Triton's 7 year strategy is to improve college readiness by increasing the number of students entering college prepared for college-level work. The institution has 3 distinct actions that fall under this focus area. A progress update on each is provided below.

Strategic Direction 1: By 2020, 80% of entering students are prepared for college-level work	
Action 1.2: Increase student-to-student mentorship opportunities through programs that target low-performing K-14 populations.	**Champion:** Director of Admissions
Outcomes	**Mid-Year Update**
Enhance the ambassador program Increase the number of ambassadors	Ambassador program on hold as new Director of Admissions begins August 26, 2019. Number of ambassadors will be determined with new Director of Admissions.
Action 1.3: Develop a comprehensive dual enrollment program	**Champion:** Tim Nystrom
Outcomes	**Mid-Year Update**
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	1. 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 & West Leyden). Approved list is on file with Institutional Planning Department. 2. 92% of dual credit students completed the course with a "C" or higher in the 2018 Fall semester. That number decreased slightly to an 88% success rate in the Spring of 2019. The overall student success rate for FY18-19 was 89.2%. 3. The mentoring and support system for dual credit faculty has been in discussions. The Office of Dual Credit and corresponding department chairs and coordinators will continue to serve as the primary support system and resource for off-campus faculty until a comprehensive system is developed in partnership with departmental faculty.

Action 1.7: Implement and scale the Math Up program	**Champion:** Ric Segovia
Outcomes	**Mid-Year Update**
Improve the course success rate of iLaunch from Spring 2018. Continue to refine the program using program assessment data.	Fall 19 iLaunch now includes MAT 085 sections for the first term. The Title V commitment on Connect2College presents an opportunity to bring back MathUp and apply it to MAT 085. (This represents the department's goal to continue scaling up promising strategies.) IR delivered the first summative program assessment of iLaunch on 8/19/2019. As a result of iLaunch, some of the most under-prepared students are being propelled to greater success. Since the inaugural term of Spring 18, the course success rate for MAT 045 has continued to rise, from 57% (Sp 18), to 59% (Su 18), to 61% (Fa 18), to 63% (Sp 19), to 80% (Su 19). Lastly, prior to iLaunch, students do not have opportunity to bypass multiple developmental education math courses in one semester. With the advent of iLaunch, the acceleration rate hovers around 14% to 21%.

Improve College Completion

Another key focus area in Triton's 7 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 four actions that fall under this focus area. An update for each is provided below.

Strategic Direction 2: Identify and scale best practices		
Action 2.5: Develop guided pathways		
	Action 2.5.a: Academic pathways	**Champion:** Kevin Li
	Outcomes	**Mid-Year Update**
	Finalize the meta-majors by Fall 2019 Improve completion	A high-level draft of the proposed Meta-Majors were shared with the Curriculum Committee in Spring 2019. The plan is to engage more stakeholders in Fall 2019 to finalize the meta-majors for the college.
	Action 2.5.b: Academic planning	**Champion:** Jessica Rubalcaba
	Outcomes	**Mid-Year Update**
	Increase the number of first-year students with academic plans by 5%	In Fall 2017, there were 1,209 first-time students with 77% of the students in this cohort (n=927) adding an academic plan within their first year. In 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. Therefore, the number of first-year students with academic plans stayed at 5%.
Action 2.6: Develop a research-based first year experience		**Champion:** Dean of Retention and Student Engagement
Outcomes	**Mid-Year Update**	
Develop new first-year experience	First-year experience development is on hold until position of Dean of Retention and Student Engagement is filled.	
Strategic Direction 3: Restructure support services with an emphasis on at-risk and low-performing populations and first-year students		
Action 3.3: Enhance tutoring services		**Champion:** Hanan Merheb
Outcomes	**Mid-Year Update**	
Expanding all tutoring delivery types, in class, in person, in groups and online.	291 study groups, in-class tutoring and workshops were offered by the 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 last fiscal year.	

Action 3.5: Scale Peer Mentoring Collaborative and COL102	**Champion:** Dean of Academic Success
Outcomes	**Mid-Year Update**
Increase the number of course sections paired with PMC Transition the PMC into the Academic Success Center as standard programming	Fall 2018, there were 13 sections with Peer Mentors paired, and Spring 2019, there were 21 sections with Peer Mentors paired. There were 3 Peer Mentors who worked with assisting students inside the Academic Success Center for Spring 2019.

Close Skill Gaps

The final focus area in Triton's 7 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 3 actions that fall under this focus area. An update for each is provided below.

Strategic Direction 4: Identify regional and global workforce needs, skills, and credentials and align college programming and curriculum with those needs	
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:** Colleen Rockafellow
Outcomes	**Mid-Year Update**
Host four career connection events on campus with employers, faculty, students and career services	As of 7/3/2019, 4 Career Fair Events were held in the Spring semester for a total of 194 students. This exceeded the goal of 120 students.
Action 4.2: Increase student internship opportunities	**Champion:** Paul Jensen
Outcomes	**Mid-Year Update**
Increase the number of Career Services Cooperative Work Experiences by 50%	Career Services has applied for and received grant funding to support Work-Based Education (WBE) in 2019. An ICCB CTEI 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 our goal is to move a number of those students into internships at the conclusion of their WBE experience. Due to staffing issues, SURGE recruiting is at approximately 50% of goal but WBE activities are proceeding as planned. To support the internships for SURGE students (and others) we have also applied for an IBHE Cooperative Work Study grant to reimburse employers for the expenses incurred with a Triton student internship. The College was awarded the IBHE grant in the amount of $15,895. Part of this is dependent on moving to full Career Services staffing ASAP. An additional Mid-Management position for Career Services was approved in the Spring semester, and we are looking to hire later in 2019.

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
Outcomes	**Mid-Year Update**
Essential Employability Skills will be introduced to 80% of PAC committees	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." Although EES by necessity had to take a back seat to Assessment last year and this YTD, we will work with the CTE to schedule more of this training for faculty and revisit the timeline for introducing the concept to the CTE advisory committee. Steering committee member Shelley Tiwari conducted three PDC activities for faculty relating to the value of EES to build awareness among the faculty. The Illinois Center for Specialized Professional Support (ICSPS) from ISU has also conducted workshops on campus through the CTE to support the EES initiative.

APPENDIX A: DEFINITIONS FOR FOCUS AREA MEASUREMENTS

Focus Area: Increase College Readiness	
Measures	*Definitions*
Total College Readiness Placement (Strategic Direction 1)	Number of new students placed into credit-bearing coursework in at least 2 of the following 3 areas: Reading, Writing, Math + Number of new students received a waiver/(Number of new Students tested for placement + Number of new students received a waiver)
College Readiness Reading Placement	(Number of new students placed into college level courses after testing + Number of new students received a waiver)/(Number of new Students tested for placement + Number of new students received a waiver)
College Readiness Writing Placement	(Number of new students placed into college level courses after testing + Number of new students received a waiver)/(Number of new students tested for placement + number of new students received a waiver)
College Readiness Math Placement	(Number of new students placed into college level courses after testing + Number of new students received a waiver)/(Number of new students tested for placement + number of new students received a waiver)
Reading Success Rate	Number of new credit students enrolled in fall semester and placed into a Reading developmental course and attempted a Reading developmental course during their first year (fall/spring) and successfully completed the course (grade A, B or C) divided by number of new credit students enrolled in fall semester and placed into a Reading developmental course and attempted a Reading developmental course during their first year (fall/spring)
Writing Success Rate	Number of new credit students enrolled in fall semester and placed into a Writing developmental course and attempted a Writing developmental course during their first year (fall/ spring) and successfully completed the course (grade A, B or C) divided by number of new credit students enrolled in fall semester and placed into a Writing developmental course and attempted a Writing developmental course during their first year (fall/ spring)
Math Success Rate	Number of new credit students enrolled in fall semester and placed into a Math developmental course and attempted a Math developmental course during their first year (fall/spring) and successfully completed the course (grade A, B or C) divided by number of new credit students enrolled in fall semester and placed into a Math developmental course and attempted a Math developmental course during their first year (fall/spring)

Focus Area: Improve College Completion

Measures	Definitions
Graduation Rate	Percentage of first-time full-time degree-seeking students completing an associate degree in 3 years (150% of the normal time required for an associate degree). The average graduation rate over the last 4 years is provided for each Fiscal Year. For example, FY2014 includes cohort years 2008-2011; FY2015 includes cohort years 2009-2012. This is known as the Student's Right to Know graduation rate as used by IPEDS.
Transfer-out Rate	Percentage of first-time full-time degree-seeking students who have transferred out of Triton without completing a degree in 3 years (150% of the normal time required for an associate degree). The average transfer-out rate over the last 4 years is provided for each Fiscal Year. For example, FY2014 includes cohort years 2008-2011; FY2015 includes cohort years 2009-2012. This is known as the Student's Right to Know graduation rate as used by IPEDS.
Retention Rate	Percentage of first-time full-time degree-seeking students of the Fall cohort from that fiscal year retained in the subsequent fall (for example, FY2014 would include the Fall 2013 cohort retained in Fall 2014).
Credit Completion -Full-time Students	Percentage of full time students (attempted 12 or more credits in both fall and spring) who earned 30 or more credits across both terms.
Credit Completion -Part-time Students	Percentage of part time students (less than 12 credits in both fall and spring) who earned 15 or more credits across both terms.
Student Satisfaction	Percentage of students responded with "Very Satisfied" or "Satisfied" to the question "How Satisfied Are You With Your Triton College Experience?" in the survey administered in spring of the fiscal year indicated.
Gateway English Completion	Percentage of first-time credit students entering in fall semester successfully completing RHT 101 in the first year.
Gateway Math Completion	Percentage of first-time credit students entering in fall semester successfully completing one of the first college level math course in the first year.

Focus Area: Close Skill Gaps

Measures	Definitions
Credit Headcount Online Enrollment	Unduplicated headcount of students enrolled in Online credit courses during the fiscal year.
Number of online/hybrid course	Number of Online and Hybrid courses offered during the fiscal year.
Number of Completers	The unduplicated headcount of graduates receiving Degrees/Certificates (completers) during the fiscal year.
Number of Degrees/Certificates Awarded	Total number of Degrees and Certificates awarded during the fiscal year.
Graduate Perception of Educational Preparation for Employment	Percentage of students responded with "Very Well" or "Adequately" to the question "How well did the education you received at Triton prepare you for your current Job?" in the Alumni Survey administered in spring of the fiscal year.
Employer Perception of Job Readiness of Triton Students	Percentage of employers responded with "Well Prepared" or "Exceptionally Prepared" to the question "How prepared are Triton students to perform the assigned Job/task?" in the Employer Survey administered in spring of the fiscal year.
Advisory Committee Engagement	Average percentage of respondents who responded "yes" to PAC committee engagement questions 4 to 10 on annual PAC survey.
Total number of internships/ cooperative work agreements	Total number of students placed in internships/cooperative work study during FY.