Introduction

**Triton College Mission, Vision, and Values**

Triton College’s strategic plan is designed to promote and serve the college’s institutional mission and vision. Below are Triton College’s mission and vision statements, which guide the work of the institution, its faculty, and its staff:

**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.

**Vision:** Triton College is a model of teaching excellence and student success. We are a community college that embraces the educational, training, and personal development needs of the diverse communities we serve through innovation in our programs and approach to learning.

The college has also identified five core values: integrity, communication, excellence, teamwork, and service. In conjunction with the strategic directions, tactics, and actions articulated in this plan, these day-to-day organizational values and attributes support the implementation of the college’s mission.

**Holistic Planning**

The 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 the skills gap. The strategic plan is designed to drive and capture the institution’s work in service of these goals and in fulfillment of its mission, vision, and values.
Part I - Plan Development

To create this strategic plan, Triton College engaged in an inclusive, collaborative, multi-perspective process to develop a meaningful and impact-driven seven year strategic plan that aligns with stakeholder’s goals and interests. The data-driven process was designed to foster internal and external participation as a means of furthering the institution’s understanding of the dynamic local, national, and global context, and achieve alignment among stakeholders. The process also focused heavily on accountability and impact for Triton’s students, community, and the institution as a whole.

**Early Plan Development Activities**

With the help of consultants Maher & Maher, the institution established a framework for its plan development process. The strategic plan project was sponsored by President Granados, with College Council serving as the steering committee. The president’s cabinet serves as the strategic plan’s core team.

The core team and steering committee chose to align the structure of its new strategic plan with a report by the 21st-Century Commission on the Future of Community College titled “Reclaiming the American Dream” by focusing on three key strategic goals: increase college readiness, improve college completion rates, and close skill gaps (see Fig. 1).

**Fig. 1**

<table>
<thead>
<tr>
<th>Summary of Planning Focus Areas</th>
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</thead>
<tbody>
<tr>
<td>Focus Area: Increase College Readiness</td>
</tr>
<tr>
<td>Focus Area: Improve College Completion Rates</td>
</tr>
<tr>
<td>Focus Area: Close Skill Gaps</td>
</tr>
</tbody>
</table>

**Environmental Scan: Stakeholder Survey and Economic, Workforce, and Education Data Analysis**

Next, Triton completed an environmental scan. The scan, completed in early 2013, was designed to solicit input from internal and external stakeholders and consolidate data that would provide context to the institution’s regional landscape. The data provided in this scan became one essential tool in the development on the institution’s strategic directions, tactics, and actions.
**Strategic Planning Retreat**

April 3-4 2013, Triton College held a Strategic Planning Retreat designed to engage internal and external stakeholders in discussion and develop strategic directions in the areas of college readiness, college completion, and closing skill gaps. The retreat brought together thought-leaders in the community, including educators, community partners, business leaders, elected officials, and other strategic thinkers. Through interactive, dialogue-driven panel discussions, community leaders helped Triton College define broad directions for the institution and ensure its alignment with the community’s present and long-term needs. Triton’s internal attendees, comprised of representatives from all employee groups, utilized input and information from the environmental scan and strategic planning panel discussions to craft five responsive strategic directions for the college (see Fig. 2).

**Fig. 2**

<table>
<thead>
<tr>
<th>Focus Area: Increase College Readiness</th>
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<tbody>
<tr>
<td><strong>Strategic Direction:</strong> By 2020, increase by 50% the number of students entering college prepared for rigorous college-level work.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus Area: Improve College Completion Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Direction:</strong> Build a culture of completion by identifying our best practices and making them scalable.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Focus Area: Close Skill Gaps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Direction:</strong> 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.</td>
</tr>
</tbody>
</table>

**Strategic Direction:** Collaborate across disciplines to design and implement agile, accelerated curriculum development that includes a competency-based approach, where appropriate.
These directions are broad, guiding principles that are designed to remain the same for the length of plan. Following the retreat, Maher & Maher created a comprehensive post-session report to inform the development of the final strategic plan.

**Post-Retreat Plan Development Activities**

In the fall of 2013, the strategic planning core team used the environmental scan and strategic planning retreat report to articulate 15 distinct strategic tactics underneath the institution’s long-term strategic directions. These tactics are specific objectives for the institution, designed to help Triton College achieve overarching directions. While long-term in nature, the tactics also have flexibility to be modified and changed over time as the institution makes progress or completes its tactical objectives (see Fig. 3).

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**Fig.3**

<table>
<thead>
<tr>
<th>Focus Area: Increase College Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Direction:</strong> By 2020, increase by 50% the number of students entering college prepared for rigorous college-level work.</td>
</tr>
<tr>
<td><strong>Tactic 1A:</strong> Lead a coalition of educational and community partnerships that creates a collaborative educational footprint in the local community.</td>
</tr>
<tr>
<td><strong>Tactic 1B:</strong> Provide entering students with a “first-year experience” that supports, prepares, and encourages students throughout their first academic year.</td>
</tr>
<tr>
<td><strong>Tactic 1C:</strong> Address entrenched, systemic inhibitors that exist in policy or practice which impact student access or equity with respect to services, engagement, or achievement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus Area: Improve College Completion Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Direction:</strong> Build a culture of completion by identifying our best practices and making them scalable.</td>
</tr>
<tr>
<td><strong>Tactic 2A:</strong> Provide students with comprehensive support services that offer start-to-finish guidance from peers, faculty, and staff.</td>
</tr>
<tr>
<td><strong>Tactic 2B:</strong> Create intrusive, interactive, and integrated student communication that utilizes innovative technology.</td>
</tr>
<tr>
<td><strong>Tactic 2C:</strong> Identify and implement strategies that offer accelerated timelines to obtain academic credentials.</td>
</tr>
<tr>
<td><strong>Tactic 2D:</strong> Establish an integrated institutional organizational structure that permits and promotes flexible, collaborative, and adaptive methods of furthering institutional goals.</td>
</tr>
<tr>
<td><strong>Strategic Direction:</strong> Restructure support services with an emphasis on at-risk and low-performing populations and first-year students.</td>
</tr>
<tr>
<td><strong>Tactic 3A:</strong> Close the student achievement gap by identifying needs of at risk and low performing populations and developing specific interventions designed to meet those needs.</td>
</tr>
<tr>
<td><strong>Tactic 3B:</strong> Create integrated academic support solutions that foster interdepartmental collaboration.</td>
</tr>
<tr>
<td><strong>Tactic 3C:</strong> Reevaluate, reimagine, and redesign institutional processes to provide a more permeable, seamless student experience.</td>
</tr>
</tbody>
</table>
Focus Area: 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.

- **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.
- **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.
- **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.

To maintain the inclusive nature of the development process, the steering committee opted to complete the development of the plan through tactic teams comprised of staff and faculty volunteers. In November 2013, the president issued a call of volunteers via all-staff e-mail and “Tactic Teams” were formed from these volunteers (see Appendix A). Tactic Teams worked throughout the spring 2014 semester to develop actionable items/projects under each tactic, prioritize actions, identify resources needed, and identify individuals and departments that would need to be involved in completing the actions. Tactic Teams then forwarded their recommendations to the core team, who reviewed them for conflict, cohesion, and fiscal soundness. Following core team review and input, recommendations were then sent to the College Council for review, feedback, and endorsement.

College Council endorsed Year 1 (FY2015) plan actions in February 2014, and endorsed the final version (V.1) of the strategic plan in June 2014.
Part II - Long-Term View: Actions, Milestones, Timeframes

In support of long-term planning, the strategic plan includes multi-year action items and prioritization of these items through a seven year lens. While it’s understood that flexibility and change will be necessary to maintain a healthy and vibrant plan, this long-term view allows the college to take a thoughtful, measured, and proactive approach to achieving its institutional goals.

To map out timelines for its multi-year actions, tactic teams established some high-level milestones to determine the amount of time required to complete each action effectively. With each fiscal year, these milestones will require refinement; however, the initial view of the milestones has allowed the institution to establish a comprehensive view of its planned projects and their anticipated progress. A matrix outlining the overall timeline for the institutions actions is provided in Figure 4. More detailed information regarding each action’s milestones is provided in Appendix B.

Fig. 4¹

<table>
<thead>
<tr>
<th>Tactic 1A: Educational and community partnerships</th>
<th>Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action: Student, faculty, staff and alumni ambassadors</td>
<td></td>
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<tr>
<td>Action: Create comprehensive dual enrollment</td>
<td></td>
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<tr>
<td>Action: Expand and enhance K-12 partnerships</td>
<td></td>
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<tr>
<td>Action: Review and assess university partnerships</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tactic 1B: First-year experience</th>
<th>Fiscal Year</th>
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<tr>
<th>Tactic 1C: Address inhibitors to student access/equity</th>
<th>Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action: Assess and revise policies to ensure equity</td>
<td></td>
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<tr>
<td>Action: Reduce single point services and campus silos</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tactic 2A: Comprehensive support services</th>
<th>Fiscal Year</th>
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<tbody>
<tr>
<td>Action: Scale existing support programs</td>
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</table>

<table>
<thead>
<tr>
<th>Tactic 2B: Innovative student communication</th>
<th>Fiscal Year</th>
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<table>
<thead>
<tr>
<th>Tactic 2C: Accelerated credential timelines</th>
<th>Fiscal Year</th>
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</table>

¹ For economy of space, tactic and action verbiage has been abbreviated in Fig. 4. For complete tactic verbiage, see Fig. 3. For complete action verbiage, see Appendix B.
<table>
<thead>
<tr>
<th>Action: Enhance PLA</th>
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<tbody>
<tr>
<td>Action: Accelerated pathways</td>
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<tr>
<td><strong>Tactic 2D:</strong> Integrated institutional org structure</td>
<td>2015</td>
<td>2016</td>
<td>2017</td>
<td>2018</td>
<td>2019</td>
<td>2020</td>
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<tr>
<td>Action: Redesign organizational structure</td>
<td></td>
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<tr>
<td><strong>Tactic 3A:</strong> Close the student achievement gap</td>
<td>2015</td>
<td>2016</td>
<td>2017</td>
<td>2018</td>
<td>2019</td>
<td>2020</td>
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<tr>
<td>Action: Prof. development on at-risk student needs</td>
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<tr>
<td>Action: Create summer bridge program</td>
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<tr>
<td>Action: Enhance tutoring services</td>
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<td><strong>Tactic 3B:</strong> Integrated academic support solutions</td>
<td>2015</td>
<td>2016</td>
<td>2017</td>
<td>2018</td>
<td>2019</td>
<td>2020</td>
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<tr>
<td>Action: Comprehensive academic planning</td>
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<tr>
<td><strong>Tactic 3C:</strong> Permeable, seamless student experience</td>
<td>2015</td>
<td>2016</td>
<td>2017</td>
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<tr>
<td>Action: Explore Achievement Team model</td>
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<td><strong>Tactic 4A:</strong> Industry/employer cooperative partnerships</td>
<td>2015</td>
<td>2016</td>
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<td>Action: Direct business community interaction</td>
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<td>Action: Increase student internship opportunities</td>
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<tr>
<td>Action: Educate local business community</td>
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<tr>
<td>Action: Collaboration with govt. and workforce</td>
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<td><strong>Tactic 5A:</strong> Flexible programing</td>
<td>2015</td>
<td>2016</td>
<td>2017</td>
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<td>2019</td>
<td>2020</td>
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<tr>
<td>Action: Streamline curriculum review and approval</td>
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<tr>
<td>Action: Promote portable, stackable certificates</td>
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<tr>
<td>Action: Identify gaps in existing CTE curriculum</td>
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<tr>
<td><strong>Tactic 5B:</strong> Competency-based programing</td>
<td>2015</td>
<td>2016</td>
<td>2017</td>
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<td>2019</td>
<td>2020</td>
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<tr>
<td>Action: Review Triton-CAEL agreement</td>
<td></td>
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<tr>
<td>Action: Identify programs for piloting</td>
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<tr>
<td>Action: Develop competencies, assessments, and struc.</td>
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<tr>
<td>Action: Determine enrollment services processes</td>
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<tr>
<td>Action: Develop student support structures</td>
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<tr>
<td><strong>Tactic 5C:</strong> Programming to meet workforce needs</td>
<td>2015</td>
<td>2016</td>
<td>2017</td>
<td>2018</td>
<td>2019</td>
<td>2020</td>
</tr>
<tr>
<td>Action: Enhance and expand online course offerings</td>
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Part III – Resources Needed

Resource Planning
The strategic plan is also designed to inform the institution’s resource planning and budgeting process.

Annually, the strategic planning steering committee conducts an assessment of the plan’s actions and milestones (this process is described further in Part IV). This assessment includes a review of the resources required to achieve the articulated milestones for the upcoming fiscal year. The outcomes of that assessment are shared with the executive team during the budgeting process to ensure that appropriate resources are allocated to departments that support these initiatives. Figure 5 depicts the flow of this process.

Fig. 5

An assessment of the resources required for the institution’s first year of the plan, FY2015, is provided in Appendix C.
Part IV – Accountability and Transparency in Plan Implementation

Accountability
As a means of ensuring cross communication and joint accountability for the achievement of its institutional goals, the strategic plan is integrated into individual and departmental goal setting as well as the college’s shared governance structure.

First, each action is assigned an Action Champion (see Appendix D). This champion is an individual within the organization’s whose day to day functions closely tie to the achievement of the action. The Action Champion is responsible for coordinating efforts to accomplish this action, with the support of the strategic planning steering committee, College Council. This individual’s annual goals and priorities are informed by the actions assigned.

Second, each action has identified departments that need to be involved in the work required to accomplish the action item (see Appendix D). Departments identified should engage in regular cross-departmental work and communication on the action item. Departmental goals and priorities are also informed by the actions assigned.

Third, strategic tactics are aligned with working groups comprised of specific committees within the shared governance structure (see Appendix D). Actions may also be aligned directly with committees where there is a strong correlation between a specific committee and the work of the action. Committees and working groups serve in an advisory capacity to Action Champions by providing multi-perspective feedback. Champions or other departmental representatives provide updates to committees regarding progress on action items that relate to the committees’ work. While tactics and actions do not dictate committee work, they inform the committees’ annual goals and priorities.

Finally, as the strategic planning steering committee, College Council also serves to facilitate communication on the strategic plan, help overcome stagnation, trouble-shoot issues, and ensure multi-perspective feedback. College Council monitors progress on the strategic plan at its monthly meetings via two methods. First, College Council receives updates on the operational progress of tactics and action items through its Operational Assembly and Academic Senate reports. Second, College Council receives updates on the plan’s reporting process, reporting results, and plan updates from the
Part IV – Accountability and Transparency in Plan Implementation

Director of Planning and Accreditation through a standing Institutional Planning agenda item.

**Transparency**

To maintain inclusivity and promote campus-wide awareness and participation in the plan, communication regarding the plan’s progress is linked to the college’s shared governance structure and its steering committee, College Council. The College Council provides semi-annual strategic plan progress updates on its webpage.

The Strategic Planning department also manages a semi-annual reporting process for the strategic plan. Formal reports are produced in February (Fall Semester update), June (Spring Semester update), and November (Summer Semester update). These reports are designed so that the collection of data for the report corresponds with the conclusion of the academic semester. These reports are also made available to the campus community on the College Council’s webpage.

The strategic plan is updated annually to ensure that it remains a current, vibrant planning document. In the fall semester, tactics and actions are reviewed by appropriate committee members and individuals, who provide their feedback to the core team and to the steering committee, College Council, at the November meeting. College Council reviews recommendations and feedback and adopts appropriate adjustments for the following fiscal year at the December meeting. These changes are distributed to the campus community to ensure that they inform annual goal setting. Budget needs evaluations for the following fiscal year occur during the spring semester. The revised plan is updated and implemented at the start of the new fiscal year.
## Appendix A: FY2014 Tactic Team Members

### Triton College Strategic Plan (Vol. I, FY2015), v.1.1

#### Tactic Team 1A

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown, Richard</td>
<td>College Relations Associate</td>
</tr>
<tr>
<td>Caban, Emilio</td>
<td>Faculty, Sociology</td>
</tr>
<tr>
<td>Frey, Kay</td>
<td>Director, RSVP</td>
</tr>
<tr>
<td>Garcia, Larissa</td>
<td>Faculty, Librarian</td>
</tr>
<tr>
<td>Gawrysiak, Jessica</td>
<td>Director to the VP of Academic and Student Affairs</td>
</tr>
<tr>
<td>Greenwald, Bob</td>
<td>Faculty, English</td>
</tr>
<tr>
<td>Mullany, Jackie*</td>
<td>Faculty, Criminal Justice</td>
</tr>
<tr>
<td>Westley, Lindsey</td>
<td>Chief of Staff</td>
</tr>
<tr>
<td>Wright, Tracy</td>
<td>Faculty, Counselor</td>
</tr>
</tbody>
</table>

#### Tactic Team 1B

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Esperanza, Emmanuel</td>
<td>Director, Testing Center</td>
</tr>
<tr>
<td>Giangrego, Jennifer</td>
<td>Faculty, College Readiness Writing</td>
</tr>
<tr>
<td>Hernandez, Rosa Maria</td>
<td>Administrative Assistant, Adult Education Department</td>
</tr>
<tr>
<td>Krahenbuhl, Gail*</td>
<td>Faculty, College Readiness Reading</td>
</tr>
<tr>
<td>Scalessi, Lisa</td>
<td>Director, Alumni Relations</td>
</tr>
<tr>
<td>Segovia, Ric</td>
<td>Dean, Arts and Sciences</td>
</tr>
<tr>
<td>Sinon-Cohen, Marsha</td>
<td>Assistant Director, ESL</td>
</tr>
<tr>
<td>Zachariah, Sujith</td>
<td>Assoc. Dean, Enrollment Services</td>
</tr>
<tr>
<td>Zavala, Hector</td>
<td>Faculty, Counselor</td>
</tr>
<tr>
<td>Zinga, Pat</td>
<td>Assoc. Dean, Financial Aid</td>
</tr>
</tbody>
</table>

#### Tactic Team 1C-3C

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Armas, Maxi</td>
<td>Faculty, Spanish</td>
</tr>
<tr>
<td>Baness-King, Debbie*</td>
<td>Dean, Academic Success</td>
</tr>
<tr>
<td>Cadero, John</td>
<td>College Relations Associate</td>
</tr>
<tr>
<td>Craig, Marilyn</td>
<td>Faculty, Speech</td>
</tr>
<tr>
<td>Dugo, Jean</td>
<td>Admissions Call Center Coordinator</td>
</tr>
<tr>
<td>Hernandez, Luisa</td>
<td>Executive Director, Nuevos Horizontes</td>
</tr>
<tr>
<td>Hiller, Geoff</td>
<td>Faculty, Business</td>
</tr>
<tr>
<td>Mitchell, Mary</td>
<td>Faculty, Nursing</td>
</tr>
<tr>
<td>Deresinski, Katherine</td>
<td>Faculty, Physical Education</td>
</tr>
</tbody>
</table>

#### Tactic Team 2A-2B-3B

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blaylock, Andrea</td>
<td>Faculty, Engineering</td>
</tr>
<tr>
<td>Franch, Lourdes</td>
<td>Faculty, Adult Education</td>
</tr>
<tr>
<td>Garrity, Michael</td>
<td>AVP, Information Systems</td>
</tr>
<tr>
<td>Lam, George</td>
<td>Faculty, Economics</td>
</tr>
<tr>
<td>Paonessa, John Paul</td>
<td>Senior Financial Aid Specialist</td>
</tr>
<tr>
<td>Turner, Amanda</td>
<td>Dean, Enrollment Services</td>
</tr>
<tr>
<td>Werner, Jackie</td>
<td>Student Success Strategist</td>
</tr>
<tr>
<td>Williams, Corey*</td>
<td>Dean, Student Services</td>
</tr>
<tr>
<td>Quinn, Susan</td>
<td>Faculty, Adult Education</td>
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</table>
### Appendix A: FY2014 Tactic Team Members

**Tactic Team 2C**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Burlingame, Sherry</td>
<td>Director, Grants</td>
</tr>
<tr>
<td>Guzman, Gabe</td>
<td>Assoc. Dean, Arts and Sciences</td>
</tr>
<tr>
<td>Johnson, DeSaundra</td>
<td>Coordinator, Admissions and Records</td>
</tr>
<tr>
<td>Le'Sure, LaShanta</td>
<td>Faculty, Hospitality</td>
</tr>
<tr>
<td>Martin, Quincy</td>
<td>AVP, Student Affairs</td>
</tr>
<tr>
<td>Schauer, Adam</td>
<td>Student Success Strategist</td>
</tr>
<tr>
<td>Swiniarski, Tina</td>
<td>Faculty, College Readiness Math</td>
</tr>
<tr>
<td>Tolia, Sam</td>
<td>Director, Marketing</td>
</tr>
<tr>
<td>Wester, Leslie*</td>
<td>Faculty, Counselor</td>
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**Tactic Team 3A**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Caputlu, Serpil</td>
<td>Faculty, College Readiness</td>
</tr>
<tr>
<td>Luster, Cora</td>
<td>Secretary, Counseling</td>
</tr>
<tr>
<td>Manni, Daniele</td>
<td>Faculty, Philosophy</td>
</tr>
<tr>
<td>Misra, Sabrina</td>
<td>Faculty, Behavioral Science</td>
</tr>
<tr>
<td>Nichols, Brianne</td>
<td>Director, Student Support Services</td>
</tr>
<tr>
<td>Parker, Neal</td>
<td>Faculty, Social Sciences</td>
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<tr>
<td>Tiwari, Shelley</td>
<td>Faculty, Math</td>
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<tr>
<td>Wright, Renee</td>
<td>Faculty, College Readiness</td>
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<tr>
<td>Zurawska, Izabela*</td>
<td>Director, Admissions Services</td>
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**Tactic Team 2D**

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<tr>
<td>Baker, Deb</td>
<td>Faculty, Ophthalmic Technician</td>
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<tr>
<td>Cabassa-Hess, Virginia</td>
<td>Dean, Adult Education</td>
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<tr>
<td>Carpenter, Alida</td>
<td>Purchasing Director</td>
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<tr>
<td>Hughes, Sandra</td>
<td>Interim Dean, Health Careers</td>
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<tr>
<td>Jeans, Mary</td>
<td>Director, Professional Development Center</td>
</tr>
<tr>
<td>Kennedy, Kevin</td>
<td>AVP, Business Operations</td>
</tr>
<tr>
<td>Moore, Mary-Rita*</td>
<td>AVP, Strategic Planning</td>
</tr>
<tr>
<td>Roberts, Megan</td>
<td>TAA Regional Grant Coordinator</td>
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<tr>
<td>Sculfeld, Rhonda</td>
<td>Faculty, Adult Education</td>
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<tr>
<td>Taylor, Khallai</td>
<td>Faculty, CIS Programming</td>
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**Tactic Team 4A-4B-5C**

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<tr>
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<tbody>
<tr>
<td>Justiz, Bill</td>
<td>EMC, Coordinator</td>
</tr>
<tr>
<td>Lopez, Laura</td>
<td>Program Assistant, Access to Literacy</td>
</tr>
<tr>
<td>Mazzuca-Pesce, Colleen *</td>
<td>Assistant Dean, Continuing Education</td>
</tr>
<tr>
<td>McIntyre, John</td>
<td>Faculty, Social Sciences</td>
</tr>
<tr>
<td>Newton, Benjamin</td>
<td>TAA Grant Coordinator Sustainable Agriculture</td>
</tr>
<tr>
<td>Savage, Nathan</td>
<td>Faculty, Counselor</td>
</tr>
<tr>
<td>Sharris, Antigone</td>
<td>Faculty, Engineering</td>
</tr>
<tr>
<td>Watkins, Brenda</td>
<td>Public Relations Associate</td>
</tr>
<tr>
<td>Zicher, Marie-Ange</td>
<td>Instructional Technologist</td>
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## Tactic Team 5A-5B

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<tbody>
<tr>
<td>Antonich, Cheryl</td>
<td>AVP, Academic Affairs</td>
</tr>
<tr>
<td>Dillow, Robin</td>
<td>Faculty, Geography</td>
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<tr>
<td>Dodt, Lorette</td>
<td>Coordinator, Visual Communications</td>
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<td>Donatelli, Silvia</td>
<td>Faculty, Counselor</td>
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<tr>
<td>Espino, Humberto</td>
<td>AVP, Technology and Innovation</td>
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<tr>
<td>Fisher, Adrian</td>
<td>Sustainability Coordinator</td>
</tr>
<tr>
<td>Gallagher, Sara</td>
<td>TAA Coordinator/Instructional Designer</td>
</tr>
<tr>
<td>Jensen, Paul*</td>
<td>Dean, Continuing Education</td>
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<tr>
<td>Tobin, Mary Ann</td>
<td>Director, Teaching and Learning</td>
</tr>
<tr>
<td>Vogt-Schuller, Michele</td>
<td>Faculty, English</td>
</tr>
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</table>

*Team Leader*
# Appendix B: Action Milestones

## Triton College Strategic Plan: Action Milestones

### 1A **Action:** Coordinate and oversee the successful alignment with high school curricula and Common Core Standards to ensure student placement in credit bearing college courses

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<tbody>
<tr>
<td>• Review curriculum and Common Core State Standard</td>
<td>• Offer training and professional learning for involved faculty</td>
<td>• Offer training and professional learning for involved faculty</td>
<td>• Offer college readiness courses in high schools</td>
<td>• Offer college readiness course in high schools</td>
<td>Completed</td>
</tr>
<tr>
<td>• Attend conferences or visit other model programs to learn about best practices</td>
<td>• Collaborate with high schools to revise placement test policy</td>
<td></td>
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### 1A **Action:** Promote student, faculty, staff, and alumni to serve as ambassadors in the marketing of the value of Triton College’s programs and services

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<tbody>
<tr>
<td>• Assess current ambassador program</td>
<td>• Identify and create plan, create additional student leadership opportunities</td>
<td>• Market program through host of promotional venues, such as social media, Triton website, and other forms of communication</td>
<td>• Assess program and make improvements based on assessment</td>
<td>• Market program through host of promotional venues, such as social media, Triton website, and other forms of communication</td>
<td>Completed</td>
</tr>
<tr>
<td>• Identify stakeholders</td>
<td>• Research other comparable programs</td>
<td>• Assess and make improvements based on assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Research other comparable programs</td>
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### 1A **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

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</thead>
<tbody>
<tr>
<td>• Research and assess similar programs</td>
<td>• Research and assess similar programs</td>
<td>• Research and assess similar programs</td>
<td>• Create and finalize plan</td>
<td>• Implement and assess plan</td>
<td>Completed</td>
</tr>
<tr>
<td>• Identify best practices</td>
<td>• Identify best practices</td>
<td>• Identify best practices</td>
<td>• Create and implement marketing plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop additional dual credit classes in order to increase student access to early college opportunities</td>
<td></td>
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</table>

### 1A **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

<table>
<thead>
<tr>
<th>FY2015</th>
<th>FY2016 - FY2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strengthen current relationships with school administrators, faculty and counselors through an expansion of the School/College Alliance</td>
<td>• Strengthen current relationships with school administrators and counselors</td>
</tr>
<tr>
<td>• Create opportunities for additional K-12 partnerships and roll out College Alliance teams</td>
<td>• Create opportunities for additional K-12 school partnerships</td>
</tr>
<tr>
<td>• Increase awareness at K-12 schools and gain widespread support and involvement</td>
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</tbody>
</table>
## Appendix B: Action Milestones

### 1A  Action: Review and assess current university partnerships

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<tbody>
<tr>
<td>• Review current articulation agreements and procedures</td>
<td>• 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</td>
<td>• Promote continued collaboration in order to facilitate the transition of the student</td>
<td>• Research and develop additional university partnerships</td>
<td>• Research other types of successful types of partnerships</td>
<td>• Create recommendations to improve and enhance partnerships</td>
</tr>
<tr>
<td>• Promote the use by students of transfer guides, transfer events on campus and off campus, and university table visits</td>
<td>• Update or develop necessary articulation agreements</td>
<td>• Promote continued collaboration in order to facilitate the transition of the student</td>
<td>• Research and develop additional university partnerships</td>
<td>• Research other types of successful types of partnerships</td>
<td>• Create recommendations to improve and enhance partnerships</td>
</tr>
<tr>
<td>• Update or develop necessary articulation agreements</td>
<td>• Research and visit other community colleges with successful first year programs</td>
<td>• Research and visit other community colleges with successful first year programs</td>
<td>• Research and visit other community colleges with successful first year programs</td>
<td>• Research and visit other community colleges with successful first year programs</td>
<td>• Create recommendations to improve and enhance partnerships</td>
</tr>
<tr>
<td>• Attend conferences</td>
<td>• Conduct surveys and focus groups</td>
<td>• Conduct surveys and focus groups</td>
<td>• Conduct surveys and focus groups</td>
<td>• Conduct surveys and focus groups</td>
<td>• Create recommendations to improve and enhance partnerships</td>
</tr>
<tr>
<td>• Research and visit other community colleges with successful first year programs</td>
<td>• Subscribe to Journal FYE and Students in Transition</td>
<td>• Research and visit other community colleges with successful first year programs</td>
<td>• Research and visit other community colleges with successful first year programs</td>
<td>• Research and visit other community colleges with successful first year programs</td>
<td>• Create recommendations to improve and enhance partnerships</td>
</tr>
<tr>
<td>• Examine TRIO program</td>
<td>• Research and visit other community colleges with successful first year programs</td>
<td>• Research and visit other community colleges with successful first year programs</td>
<td>• Research and visit other community colleges with successful first year programs</td>
<td>• Research and visit other community colleges with successful first year programs</td>
<td>• Create recommendations to improve and enhance partnerships</td>
</tr>
</tbody>
</table>

### 1B  Action: Develop a research-based first year experience model

<table>
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</thead>
<tbody>
<tr>
<td>• Research and gather data from internal and external sources</td>
<td>• Develop first year experience model based on data/information gathered in year 1</td>
<td>• Gather and assess data from pilot</td>
<td>• Assess fully-implemented program</td>
<td>Completed</td>
<td>Completed</td>
</tr>
<tr>
<td>• Attend conferences</td>
<td>• Pilot program with a sample cohort of students</td>
<td>• Make improvements based on results of assessment</td>
<td>• Make improvements based on results of assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Research and visit other community colleges with successful first year programs</td>
<td>• Research funding sources for full scale implementation</td>
<td>• Implement first-year experience program on full scale</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Conduct surveys and focus groups</td>
<td>• Examining the role of student experiences on success of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Subscribe to Journal FYE and Students in Transition</td>
<td>• Examine TRIO program</td>
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<tr>
<td>• Examine TRIO program</td>
<td></td>
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### 1C  Action: Develop a holistic student experience across campus

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<tbody>
<tr>
<td>• Complete an assessment of student needs specific to Triton</td>
<td>• Complete comprehensive assessment of all positions across campus</td>
<td>• Pilot revised procedures and processes</td>
<td>• Fully implement revised procedures and processes</td>
<td>• Assess revised procedures and processes</td>
<td>• Assess revised procedures and processes</td>
<td>• Assess revised procedures and processes</td>
</tr>
<tr>
<td>• Begin a comprehensive assessment of all positions across campus</td>
<td>• Implement all campus training for customer service and service performance standards that reflect a minimum standard for supporting students</td>
<td>• Assess revised process and make improvements based on assessment</td>
<td>• Make improvements based on results of assessment</td>
<td>• Make improvements based on results of assessment</td>
<td>• Make improvements based on results of assessment</td>
<td>• Make improvements based on results of assessment</td>
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<tr>
<td></td>
<td></td>
<td>• Design pre-entry process and procedures to identify academic and social needs of each student prior to enrollment</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Design admissions and enrollment processes and procedures to include multiple format and designs to meet diverse needs of students</td>
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</tbody>
</table>
# Appendix B: Action Milestones

**Triton College Strategic Plan (Vol. I, FY2015), v.1.1**

## 1C: Action: Assess policies and revise as necessary to ensure equity

<table>
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<tr>
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<tr>
<td>FY2016</td>
<td>FY2017</td>
<td>FY2018</td>
<td>FY2019</td>
<td>FY2020 - FY2021</td>
</tr>
<tr>
<td>• Develop process to complete regular inventory and assessment of college policies and practices</td>
<td>• Implement policy assessment process</td>
<td>• Recommend policy implementation/revision to College Council and Board of Trustees</td>
<td>• Recommend institutional guidelines for procedures that require differentiation</td>
<td>Completed</td>
</tr>
<tr>
<td>• Assess policies related to textbooks, attendance, and late registration and determine which procedures need to be revised, institutionalized, and decentralized</td>
<td>• Implement policy changes</td>
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## 1C: Action: Reduce single point services/positions and silo effects across campus

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• Identify staffing areas for employee cross-training (to ensure multiple points of access for students seeking services)</td>
<td>• Implement Institutional Succession Plan</td>
<td>• Assess Succession Plan, and make improvements based on assessment</td>
<td>• Expand “Baseline Knowledge” training program to additional staff/departments</td>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop Institutional Succession Plan</td>
<td>• Develop cross training program for identified employee groups</td>
<td>• Implement cross training for identified employee groups</td>
<td>• Expand “Baseline Knowledge” training program to additional staff/departments</td>
<td>Completed</td>
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<tr>
<td></td>
<td>• 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</td>
<td>• Pilot “Baseline Knowledge” training program</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Assess training programs and make improvements based on assessment</td>
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## 2A: Action: Improve Graduate Success Tracking

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<td>FY2015</td>
<td>FY2016</td>
<td>FY2017</td>
<td>FY2018</td>
<td>FY2019</td>
</tr>
<tr>
<td>• Create graduate exit interview</td>
<td>• Implement comprehensive graduate success tracking plan</td>
<td>• Assess effectiveness of plan</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td>• Implement graduate exit interview</td>
<td>• Assess effectiveness of plan</td>
<td>• Make improvements based on assessment results</td>
<td></td>
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<tr>
<td>• Research other methods of tracking graduate success (other institutions, etc.)</td>
<td>• Make improvements based on assessment results</td>
<td></td>
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<tr>
<td>• Identify additional methods of tracking graduate success</td>
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## 2A: Action: Scale existing support programs, including TEAM, Peer Mentoring, and TRiO

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<td>FY2016</td>
<td>FY2017</td>
<td>FY2018 - FY2021</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>• Assess student needs (what is important for success and completion at college)</td>
<td>• Pilot one program expansion</td>
<td>• Fully implement previous year’s pilot program expansion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Determine order in which we should pilot program expansions</td>
<td>• Assess effectiveness of pilot</td>
<td>• Pilot another program expansion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Determine additional staffing needs for an effective pilot program expansion</td>
<td>• Make improvements based on assessment</td>
<td>• Assess effectiveness of pilot</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Make improvements based on assessment</td>
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</table>
### Action: Establish e-services for the online student population

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<tbody>
<tr>
<td>N/A</td>
<td>• Implement text message alerts&lt;br&gt;• Develop a “Triton App” that includes app alerts</td>
<td>• Pilot “Triton App”&lt;br&gt;• Assess effectiveness of “Triton App”&lt;br&gt;• Make improvements based on assessment&lt;br&gt;• Develop a “live chat” help environment for students</td>
<td>• Fully implement “Triton App”&lt;br&gt;• Pilot “live chat” help environment for students&lt;br&gt;• Assess “live chat” and make improvements&lt;br&gt;• Develop an online version of “ask me”</td>
<td>• Fully implement “live chat” help environment for students&lt;br&gt;• Pilot online version of “ask me”&lt;br&gt;• Assess “live chat” and make improvements&lt;br&gt;• Develop online appt. scheduling</td>
<td>• Fully implement online version of “ask me”&lt;br&gt;• Pilot online appointment scheduling&lt;br&gt;• Assess effectiveness of online appt. scheduling and make improvements</td>
<td>• Fully implement “live chat”&lt;br&gt;Purchase, install, and implement org-sync software</td>
</tr>
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</table>

### Action: Enhance Prior Learning Assessment opportunities

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<th>FY2017 - FY2021</th>
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</thead>
<tbody>
<tr>
<td>• Review current PLA process, CLEP usage and AP scores&lt;br&gt;• Develop and implement marketing plan&lt;br&gt;• Explore military PLA option</td>
<td>• Develop PLA credentials&lt;br&gt;• Assess new process</td>
<td>Completed</td>
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### Action: Research and develop accelerated pathways/programs for students

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<tbody>
<tr>
<td>• Review average completion length&lt;br&gt;• Identify stumbling blocks&lt;br&gt;• Identify methods to accelerate&lt;br&gt;• Research accelerated offerings&lt;br&gt;• Identify groups for acceleration&lt;br&gt;• Explore cohort acceleration model&lt;br&gt;• Create student agreements</td>
<td>• Realign curriculum&lt;br&gt;• Create two-year pathways of completion&lt;br&gt;• Address Year 1 stumbling blocks&lt;br&gt;• Create student guidelines for accelerated programs&lt;br&gt;• Pilot program&lt;br&gt;• Assess pilot</td>
<td>• Continue Pilot&lt;br&gt;• Assess pilot</td>
<td>• Make improvements to program based on assessment&lt;br&gt;• Continue or expand program</td>
<td>• Track pilot completers</td>
<td>Completed</td>
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### Action: Redesign organizational structure

<table>
<thead>
<tr>
<th>FY2015</th>
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<tbody>
<tr>
<td>• Research and analyze models of organizational structures for community colleges&lt;br&gt;• Collaborate with other Tactic Teams to incorporate other tactic actions&lt;br&gt;• Analyze current college structure for areas of improvement against best practices&lt;br&gt;• Redesign organizational structure&lt;br&gt;• Assess and evaluate the workforce capacity of the college&lt;br&gt;• Disseminate and seek input of organizational structure redesign from college stakeholders&lt;br&gt;• Modify redesign based on institutional feedback and resource availability</td>
<td>Completed</td>
</tr>
</tbody>
</table>
## Appendix B: Action Milestones

### 3A Action: Create Professional Development Plan focused on needs of at-risk populations

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</thead>
<tbody>
<tr>
<td>• Assess professional development plan, identify areas for improvement regarding training geared towards at-risk/low performing populations</td>
<td>• Create professional development training targeted specifically to needs of at-risk/low performing populations</td>
<td>• Implement the enhanced professional development plan</td>
<td>• Explore an award for faculty voted by the students as the most helpful faculty member</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>• Identify dates/hours for training</td>
<td>• Explore incentives for faculty to attend workshops/seminars/etc. (PDUs, etc.)</td>
<td>• Assess the effectiveness of faculty who attended the workshops/seminars who who attend the seminars</td>
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<tr>
<td></td>
<td>• Invite guest speakers</td>
<td>• Research certification organizations to provide official certificates for faculty and staff who attend the seminars</td>
<td>• Assess the effectiveness of the new plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify faculty who teach classes with historically high failing rates</td>
<td>• Further develop the professional development plan</td>
<td></td>
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<td></td>
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<td></td>
<td>• Integrate SI to the courses with the high failing rates and faculty who attended workshops</td>
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</table>

### 3A Action: Create Summer Bridge Program to better prepare the upcoming students for college level courses and to ensure successful transition to college

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</thead>
<tbody>
<tr>
<td>• Develop partnerships with area high schools to identify potential students for enrollment in the Summer Bridge Program</td>
<td>• Pilot Summer Bridge</td>
<td>• Continue assessment</td>
<td>• Continue assessment</td>
<td>• Continue assessment</td>
<td>• Continue assessment</td>
<td>• Continue assessment</td>
</tr>
<tr>
<td>• Promote the Summer Bridge Program to current, eligible Triton College students including TRIO/TEAM students</td>
<td>• Assess pilot and improve based on results</td>
<td>• Based on demand, expand number of participants to 100 students</td>
<td>• Based on demand, plan for expansion to 200 students</td>
<td>• Partner with local 4-year institutions to offer dev ed courses for the summer bridge program and share cost for 2 plus 2 program participants</td>
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</tr>
<tr>
<td>• Increase departmental collaboration to assist with Summer Bridge Program and provide comprehensive orientation experience for new students</td>
<td></td>
<td>• Assess hiring needs and make recommendations</td>
<td>• Introduce summer bridge program to eligible high school students in start of senior year</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>• Begin discussion with local high schools to offer summer programs earlier in high school experience</td>
</tr>
</tbody>
</table>
## Appendix B: Action Milestones

### 3A  Action: Enhance tutoring services for the at risk students in high rate failing classes by subject area

|--------|--------|--------|--------|--------|--------|--------|
| N/A    | • Research courses with high failing rates  
• Assess hiring needs  
• Assess facilities space  
• Explore opportunities for faculty members to tutor; develop a survey for faculty to see if there is an interest  
• Research tutoring hiring process best practices | • Assess knowledge of students of academic services and use of tutoring and other support services and ask for student recommendations  
• Enhance online tutoring options and market existing services | • Restructure Tutoring services by increasing the number of tutors and the supplemental instructions based on students’ needs  
• Assess success of SI/Peer Mentoring program and make adjustments to services as needed | • Assess needs of tutoring for developmental courses  
• Assess locations for additional tutoring areas in addition to tutoring in A building  
• Increase and enhance developmental education academic support (if needs survey shows this as a need).  
• Purchase supplies for tutors in other areas other than A building to ensure success of tutoring sessions | |

### 3B  Action: Institute comprehensive academic planning for first-year students

|--------|--------|--------|--------|--------|-----------------|
| N/A    | • Create new structure for counselor/student interaction  
• Mandate counseling for first-year students  
• Assess effectiveness  
• Make improvements based on assessment | • Create multiple measures for placing students (non-test takers)  
• Determine measures  
• Identify timeline for implementation and enforcement  
• Tools in place to measure effectiveness | • Assess effectiveness  
• Make improvements based on assessment | Completed | |

### 3C  Action: Explore an Achievement Team model (case load model) for each individual student to provide support from start to completion

|--------|--------|--------|--------|-----------------|
| • Develop the team structure and define roles and expectations  
• Pilot Case Model or Achievement Team Model for student success  
• Explore Go Week and Mid-Semester Advisement Day | • Assess pilot  
• Make improvements based on assessment | • Expand pilot | Completed | |

### 4A  Action: Create opportunities for direct interaction with business community to ensure more consistent feedback on program offerings and industry alignment

<table>
<thead>
<tr>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017 - FY2021</th>
</tr>
</thead>
</table>
| • 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 | • Continue trade show events and quarterly dinner/lunches  
• Identify additional business association memberships to join  
• Establish professional network with regional employers | • Continue trade show events and quarterly dinner/lunches  
• Identify additional business association memberships to join  
• Further develop professional network with regional employers |
## Appendix B: Action Milestones

### 4A  Action:  Enhance relationships with business through increased student internship opportunities

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</thead>
<tbody>
<tr>
<td>• Identify programs that currently have internships</td>
<td>• Build relationships with clinical, business, and organizations for curriculum mapping with internships tied into the programs</td>
<td>• Build relationships with clinical, business, and organizations for curriculum mapping with internships tied into the programs</td>
<td>• Continue marketing</td>
<td>completed</td>
</tr>
<tr>
<td>• Add Blackboard building blocks</td>
<td>• Develop new marketing materials</td>
<td>• Engage faculty</td>
<td>• Networking with coordinators</td>
<td></td>
</tr>
<tr>
<td>• Engage faculty</td>
<td>• Develop plan of action and target market for each division of the campus</td>
<td>• Identify key note speakers for events on campus to bring businesses here</td>
<td>• Award ceremony with partners and students</td>
<td></td>
</tr>
</tbody>
</table>

### 4B  Action:  Educate local business community about Triton’s offerings

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<tbody>
<tr>
<td>• Explore educational opportunities, such as HR roundtables,</td>
<td>• Continue business participation initiatives</td>
<td>• Develop plan of action and target market for each division of the campus</td>
<td>• Assess effectiveness of implemented actions</td>
<td>completed</td>
</tr>
<tr>
<td>• Create personal touch w/ participation incentives for businesses</td>
<td>• Identify key note speakers for events on campus to bring businesses here</td>
<td></td>
<td>• Make improvements based on assessments</td>
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</tr>
</tbody>
</table>

### 4B  Action:  Enhance collaboration with government and workforce partnerships

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</thead>
<tbody>
<tr>
<td>• Explore what is changing in the industry/hot topics</td>
<td>• Collaborate with chairs and coordinators to have specific people identified for professional networks</td>
<td>• Establish business consortium that has local businesses pay the college for an annual membership to be associated with Triton College</td>
<td></td>
<td>completed</td>
</tr>
<tr>
<td>• Explore best structures for community outreach/collaboration</td>
<td>• Develop new marketing materials</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Research other institutions’ models</td>
<td>• Join additional associations</td>
<td></td>
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<tr>
<td>• Join local business associations/groups (i.e. Franklin Park Manufacturing group)</td>
<td>• Join additional associations</td>
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### 5A  Action:  Streamline curriculum review and approval process

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<tbody>
<tr>
<td>• Identify opportunities to improve efficiency and effectiveness through reviewing process map and forms, frequency of meetings, and parallel processing</td>
<td>• Purchase curriculum management system and integrate into the process</td>
<td>• Implement changes</td>
<td></td>
<td>completed</td>
</tr>
<tr>
<td>• Communicate to stakeholders why submissions should include more stackable industry-recognized certifications</td>
<td></td>
<td>• Assess process and make improvements based on assessment</td>
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</tbody>
</table>

### 5A  Action:  Promote portable, stackable, industry-supported certificates

<table>
<thead>
<tr>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017</th>
<th>FY2018</th>
<th>FY2017 - FY2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communicate to stakeholders why submissions should include more stackable industry-recognized certifications</td>
<td></td>
<td>• Assessment and modification of process as required</td>
<td></td>
<td>completed</td>
</tr>
</tbody>
</table>
## Appendix B: Action Milestones

<table>
<thead>
<tr>
<th></th>
<th>Action: Identify gaps in existing CTE curriculum</th>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017 - FY2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>5A</td>
<td>• Review existing degrees and certificate to identify opportunities to develop new certificates and cease others and provide professional development for faculty</td>
<td>• Review existing degrees and certificate to identify opportunities to develop new certificates and cease others and provide professional development for faculty</td>
<td>• Program agency or association accreditations pursued where applicable (i.e. Business, Automotive). Professional development provided for faculty.</td>
<td>• Program agency or association accreditations pursued where applicable</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>5B</td>
<td>• 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)</td>
<td>• Assessment and modification of process as required</td>
<td>• Re-evaluate whether applicant portfolios should continue to be assessed by CAEL or moved in house</td>
<td>Completed</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Action: Identify programs for piloting</th>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017 - FY2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>5B</td>
<td>• Led by self-identified interested faculty, identify existing degrees and certificates to expand competency-based expression</td>
<td>• Pilot 3 competency-based degree programs</td>
<td>• Begin training new faculty to develop 3 new programs</td>
<td>• Each year, pilot 3 new competency-based degree programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Action: Develop competencies, assessments, and structure</th>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017 - FY2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>5B</td>
<td>• Develop competencies matched to course outline learning objectives and develop assessments to test achievement of competency</td>
<td>• Send faculty to CAEL annual Chicago conference to learn best practices</td>
<td>Completed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Develop skill and proficiency-based assessments for CTE programs</td>
<td></td>
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<tr>
<td></td>
<td>• Design self-paced structure for competency achievements which include access to faculty moderators, online and/or face-to-face</td>
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</tbody>
</table>

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<thead>
<tr>
<th></th>
<th>Action: Determine enrollment services processes</th>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017 - FY2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>5B</td>
<td>• Develop transcript format, determine requirements for financial aid eligibility, assess articulation requirements, and develop application process for competency-based programs</td>
<td>• Assessment and modification of process as required</td>
<td>Completed</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Action: Develop student support structures</th>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017 - FY2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>5B</td>
<td>• Prepare tutors, academic advisors, counselors, completion coaches</td>
<td>• Assessment and modification of process as required</td>
<td>Completed</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix B: Action Milestones

#### Triton College Strategic Plan (Vol. I, FY2015), v.1.1

<table>
<thead>
<tr>
<th>Action: Enhance and expand online course offerings</th>
<th>FY2015</th>
<th>FY2016</th>
<th>FY2017 - FY2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Research online course management/departments at other institutions and develop recommended model for creation of virtual campus at Triton</td>
<td></td>
<td>• Implement changes required for recommended online course management/development</td>
<td>• Grow online course offerings</td>
</tr>
</tbody>
</table>
## Appendix C: FY2015 Resource Estimations

### Triton College Strategic Plan: FY2015 Resource Estimations

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
</table>
| 1A | **Action:** Coordinate and oversee the successful alignment with high school curricula and Common Core Standards to ensure student placement in credit bearing college courses | • Review curriculum and Common Core State Standard  
• Attend conferences or visit other model programs to learn about best practices  
• 2 local conferences, 4 travelers/conference  
• Professional development/training/resources in Common Core and curriculum  
• Early college high school visit, 4 people | $12,320  
Professional Development  
(Faculty/Departmental) | |
| 1A | **Action:** Promote student, faculty, staff and alumni to serve as ambassadors in the marketing of the value of Triton programs and services | • Assess current ambassador program  
• Identify stakeholders  
• Research other comparable programs | No additional resources needed | -  
- |
| 1A | **Action:** Develop a comprehensive dual enrollment program that begins at the beginning of a student’s high school career and follows him or her through successful completion of an associate degree at Triton College | • Research and assess similar programs  
• Identify best practices  
• 2 best practice sites tour, 4 travelers/site tour  
• 2 conferences, 1 local, 1 national | $8,400  
Professional Development  
(Faculty/Departmental) | |
| 1A | **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 | • 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  
• Staff support - Project Director  
• Travel  
• Meeting support for teams - approximately 6 teams, 9 meetings per year | $30,810  
Project Director – Arts and Sciences  
Department; Travel and Meeting Support – Special Initiatives | |
| 1A | **Action:** Review and assess current university partnerships | • 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 | No additional resources needed | -  
- |
### Appendix C: FY2015 Resource Estimations

**Triton College Strategic Plan (Vol. I, FY2015), v.1.1**

<table>
<thead>
<tr>
<th>1B</th>
<th><strong>Action:</strong> Develop a research-based FYE model</th>
<th><strong>Resources Needed</strong></th>
<th><strong>Allocation</strong></th>
<th><strong>Location in Budget</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>FY2015 Milestones</strong></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>• Review average completion length</td>
<td>• Webinars</td>
<td>$5,000</td>
<td>Professional Development (Faculty/Departmental)</td>
<td></td>
</tr>
<tr>
<td>• Identify stumbling blocks</td>
<td>• First Year Experience Conference</td>
<td></td>
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<tr>
<td>• Identify methods to accelerate</td>
<td>• Local visits</td>
<td></td>
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<tr>
<td>• Research accelerated offerings</td>
<td>• Student focus groups</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Attend workshops</td>
<td>• Publications</td>
<td></td>
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<tr>
<td>• Identify groups for acceleration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Explore cohort acceleration model</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Create student agreements</td>
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<table>
<thead>
<tr>
<th>1C</th>
<th><strong>Action:</strong> Develop a holistic student experience across campus</th>
<th><strong>Resources Needed</strong></th>
<th><strong>Allocation</strong></th>
<th><strong>Location in Budget</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FY2015 Milestones</strong></td>
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<tr>
<td>• Complete an assessment of student needs specific to Triton</td>
<td>No additional resources needed</td>
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<tr>
<td>• Begin a comprehensive assessment of all positions across campus</td>
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<table>
<thead>
<tr>
<th>1C</th>
<th><strong>Action:</strong> Assess policies and revise as necessary to ensure equity</th>
<th><strong>Resources Needed</strong></th>
<th><strong>Allocation</strong></th>
<th><strong>Location in Budget</strong></th>
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<tbody>
<tr>
<td><strong>FY2015 Milestones</strong></td>
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<td></td>
</tr>
<tr>
<td>• Develop process to complete regular inventory and assessment of college policies and practices</td>
<td>No additional resources needed</td>
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<tr>
<td>• Assess policies related to textbooks, attendance, and late registration and determine which procedures need to be revised, institutionalized, and decentralized</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1C</th>
<th><strong>Action:</strong> Reduce single point services/positions and silo effects across campus</th>
<th><strong>Resources Needed</strong></th>
<th><strong>Allocation</strong></th>
<th><strong>Location in Budget</strong></th>
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<tbody>
<tr>
<td><strong>FY2015 Milestones</strong></td>
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<tr>
<td>• Identify staffing areas for employee cross-training (to ensure multiple points of access for students seeking services)</td>
<td>No additional resources needed</td>
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<td></td>
</tr>
<tr>
<td>• Develop Institutional Succession Plan</td>
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<table>
<thead>
<tr>
<th>2A</th>
<th><strong>Action:</strong> Track Graduate Success</th>
<th><strong>Resources Needed</strong></th>
<th><strong>Allocation</strong></th>
<th><strong>Location in Budget</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>FY2015 Milestones</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Create graduate exit interview</td>
<td>No additional resources needed</td>
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<td>-</td>
<td></td>
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<tr>
<td>• Implement graduate exist interview</td>
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<tr>
<td>• Research other methods of tracking graduate success (other institutions, etc.)</td>
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<td></td>
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<tr>
<td>• Identify additional methods of tracking graduate success</td>
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</tbody>
</table>
## Appendix C: FY2015 Resource Estimations

### 2A. Action: Scale existing support programs, including TEAM, Peer Mentoring, and TRiO

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

### 2B. Action: Establish e-services for the online student population

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 2C. Action: Enhance Prior Learning Assessment opportunities

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Workshop/conference expenses</td>
<td>$1,500</td>
<td>Professional Development (Faculty/Departmental)</td>
</tr>
<tr>
<td>• Review current PLA process&lt;br&gt; • Review CLEP usage and AP scores&lt;br&gt; • Develop and implement marketing plan&lt;br&gt; • Explore military PLA option</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Review average completion length&lt;br&gt; • Identify stumbling blocks&lt;br&gt; • Identify methods to accelerate&lt;br&gt; • Research accelerated offerings&lt;br&gt; • Identify groups for acceleration&lt;br&gt; • Explore cohort acceleration model&lt;br&gt; • Create student agreements</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### 2D. Action: Research and develop accelerated pathways/programs for students

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Workshop/conference expenses</td>
<td>$1,500</td>
<td>Professional Development (Faculty/Departmental)</td>
</tr>
<tr>
<td>• Review average completion length&lt;br&gt; • Identify stumbling blocks&lt;br&gt; • Identify methods to accelerate&lt;br&gt; • Research accelerated offerings&lt;br&gt; • Identify groups for acceleration&lt;br&gt; • Explore cohort acceleration model&lt;br&gt; • Create student agreements</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2D. Action: Redesign organizational structure

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meeting expenses&lt;br&gt; Workshop/conference expenses&lt;br&gt; Consulting services&lt;br&gt; Print Materials</td>
<td>$8,000</td>
<td>Strategic Planning</td>
</tr>
<tr>
<td>• Research and analyze models of organizational structures for community colleges&lt;br&gt; • Collaborate with other Tactic Teams to incorporate other tactic actions&lt;br&gt; • Analyze current college structure for areas of improvement against best practices&lt;br&gt; • Redesign organizational structure&lt;br&gt; • Assess and evaluate the workforce capacity of the college&lt;br&gt; • Disseminate and seek input of organizational structure redesign from college stake holders&lt;br&gt; • Modify redesign based on institutional feedback and resource availability</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 3A Action: Create Professional Development Plan focused on needs of at-risk populations

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assess professional development plan, identify areas for improvement</td>
<td>• Guest Speakers</td>
<td>$2,000</td>
<td>Center for Teaching Excellence</td>
</tr>
<tr>
<td>regarding training geared towards at-risk/low performing populations</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 3A Action: Create Summer Bridge Program to better prepare the upcoming students for college level courses and to ensure successful transition to college

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop partnerships with area high schools to identify potential students</td>
<td>No additional resources needed</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>for enrollment in the Summer Bridge Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Promote the Summer Bridge Program to current, eligible Triton College students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>including TRIO/TEAM students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Increase departmental collaboration to assist with Summer Bridge Program and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>provide comprehensive orientation experience for new students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 3A Action: Enhance tutoring services for the at risk students in high rate failing classes by subject area

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## 3B Action: Institute comprehensive academic planning for first-year students

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## 3C Action: Explore an Achievement Team model (case load model) for each individual student to provide support from start to completion

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop the team structure and define roles and expectation</td>
<td>No additional resources needed</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

## 4A Action: Create opportunities for direct interaction with business community to ensure more consistent feedback on program offerings and industry alignment

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Host trade show events</td>
<td>• Marketing to companies for internship opportunities</td>
<td>$4,000</td>
<td>Marketing</td>
</tr>
<tr>
<td>• Host quarterly dinner/lunches with CEO’s and President/Board members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with follow up plan of business relationship, potentially enhancing CAC membership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify which business association memberships we should join</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 4A Action: Enhance relationships with business through increased student internship opportunities

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify programs that currently have internships</td>
<td>• Trade shows</td>
<td>$6,000</td>
<td>Academics</td>
</tr>
<tr>
<td>• Add Blackboard building blocks</td>
<td>• Quarterly business luncheons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Add additional full-time employee to career services</td>
<td>• Association membership fees</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix C: FY2015 Resource Estimations

**4B Action:** Educate local business community about Triton’s offerings

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explore educational opportunities, such as HR roundtables</td>
<td>• Marketing plan for target market</td>
<td>$11,500</td>
<td>Marketing, Academics</td>
</tr>
<tr>
<td>• Create personal touch w/ participation incentives for businesses</td>
<td>• Identify businesses that fit with new academic plan and create multi-level touch points</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Speaker fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Webpage update with business connection</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Connect with all chamber executives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Food cost</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4B Action:** Enhance collaboration with government and workforce partnerships

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explore what is changing in the industry/hot topics</td>
<td>• Association fees/dues</td>
<td>$6,000</td>
<td>Academics, Professional Development (Faculty/Departmental)</td>
</tr>
<tr>
<td>• Explore best structures for community outreach/collaboration</td>
<td>• AACC Workforce Conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Research other institutions’ models</td>
<td>• Visits to other institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Join local business associations/groups (i.e. Franklin Park Manufacturing group)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**5A Action:** Streamline curriculum review and approval process

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify opportunities to improve efficiency and effectiveness through reviewing process map and forms, frequency of meetings, and parallel processing</td>
<td>No additional resources needed</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**5A Action:** Promote portable, stackable, industry-supported certificates

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communicate to stakeholders why submissions should include more stackable industry-recognized certifications</td>
<td>• Two guest speaker events</td>
<td>$2,125</td>
<td>Center for Teaching Excellence</td>
</tr>
<tr>
<td></td>
<td>• Three webinars</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**5A Action:** Identify gaps in existing CTE curriculum

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review existing degrees and certificate to identify opportunities to develop new certificates and cease others and provide professional development for faculty</td>
<td>• Two national best practice conferences</td>
<td>$13,000</td>
<td>Conferences - Professional Development (Faculty/Departmental); Association Fees, AVP Academic Affairs</td>
</tr>
<tr>
<td></td>
<td>• Association fees/dues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Action: Review Triton-CAEL agreement

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
</table>
| • 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) | • CAEL cost  
• Instructor stipends  
• Books | $6,500 | AVP Academic Affairs |

### Action: Identify programs for piloting

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Led by self-identified interested faculty, identify existing degrees and certificates to expand competency-based expression</td>
<td>• Stipends for faculty development due to new development process for competency, requested and approved through R&amp;D committee requests</td>
<td>$9,000</td>
<td>VP Academic and Student Affairs</td>
</tr>
</tbody>
</table>

### Action: Develop competencies, assessments, and structure

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
</table>
| • 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 | • Send faculty to CAEL annual conference to learn best practices | $2,500 | Professional Development (Faculty/Departmental) |

### Action: Develop student support structures

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prepare tutors, academic advisors, counselors, completion coaches</td>
<td>No additional resources needed</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Action: Enhance and expand online course offerings

<table>
<thead>
<tr>
<th>FY2015 Milestones</th>
<th>Resources Needed</th>
<th>Allocation</th>
<th>Location in Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Research online course management/departments at other institutions and develop recommended model for creation of virtual campus at Triton</td>
<td>No additional resources needed</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
## Appendix D: Responsible Parties

### Triton College Strategic Plan: Responsible Parties

<table>
<thead>
<tr>
<th>Tactic</th>
<th>Working Group Alignment</th>
<th>Action Champion</th>
<th>Departments Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tactic 1A: Educational and community partnerships</strong></td>
<td>Campus Community/Academic Programs</td>
<td><strong>Action</strong>: Align w/ HS curricula and Common Core</td>
<td><strong>Action Champion</strong>: Ric Segovia</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Committee Alignment</strong>: Curriculum</td>
<td></td>
</tr>
<tr>
<td><strong>Action</strong>: Student, faculty, staff and alumni ambassadors</td>
<td>Student Life, Student Services, RSVP Program, Alumni Office, Academics</td>
<td><strong>Action Champion</strong>: Corey Williams</td>
<td><strong>Departments Involved</strong>: Academics, Enrollment Services, Counseling, Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Committee Alignment</strong>: Strategic Enrollment Management</td>
<td></td>
</tr>
<tr>
<td><strong>Action</strong>: Create comprehensive dual enrollment</td>
<td></td>
<td><strong>Action Champion</strong>: Sandra Hughes</td>
<td><strong>Departments Involved</strong>: Academics, School-College Alliance, President’s Office</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Committee Alignment</strong>: Strategic Enrollment Management</td>
<td></td>
</tr>
<tr>
<td><strong>Action</strong>: Expand and enhance K-12 partnerships</td>
<td></td>
<td><strong>Action Champion</strong>: Cheryl Antonich</td>
<td><strong>Departments Involved</strong>: Academics, President’s Office, Counseling, Admissions</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Committee Alignment</strong>: Strategic Enrollment Management</td>
<td></td>
</tr>
<tr>
<td><strong>Action</strong>: Review and assess university partnerships</td>
<td></td>
<td><strong>Action Champion</strong>: Cheryl Antonich</td>
<td><strong>Departments Involved</strong>: Academics, Enrollment Services, Marketing, Academics, Records, Student Life</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Committee Alignment</strong>: Student Development</td>
<td></td>
</tr>
<tr>
<td><strong>Tactic 1B: First-year experience</strong></td>
<td>Student Support</td>
<td><strong>Action</strong>: Develop a research-based FYE model</td>
<td><strong>Action Champion</strong>: Amanda Turner</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Committee Alignment</strong>: Student Development</td>
<td></td>
</tr>
<tr>
<td><strong>Tactic 1C: Address inhibitors that impact student access or equity</strong></td>
<td>Student Support/Business Services</td>
<td><strong>Action</strong>: Develop a holistic student experience</td>
<td><strong>Action Champion</strong>: Quincy Martin</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Committee Alignment</strong>: Human Resources</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix D: Responsible Parties

#### Action: Assess and revise policies to ensure equity
- **Action Champion:** Quincy Martin
- **Committee Alignment:** Academic and Scholastic Standards
- **Departments Involved:** All

#### Action: Reduce single point services and campus silos
- **Action Champion:** Joe Klinger
- **Committee Alignment:** Human Resources
- **Departments Involved:** Human Resources, PDC, CTE, Enrollment Services, Student Life

#### Tactic 2A: Comprehensive support services

- **Working Group Alignment:** Student Support

#### Action: Improve Graduate Success Tracking
- **Action Champion:** Kristy Lisle
- **Committee Alignment:** Student Success Data Team
- **Departments Involved:** Research, Student Services, Enrollment Services

#### Action: Scale existing support programs
- **Action Champion:** Debbie Baness-King
- **Committee Alignment:** Academic Support
- **Departments Involved:** Academic Success, Student Services

#### Tactic 2B: Innovative student communication

- **Working Group Alignment:** Campus Community

#### Action: Establish e-services for online students
- **Action Champion:** Michael Garrity
- **Committee Alignment:** Technology Advisory and Distance Education Committee
- **Departments Involved:** IT, Strategic Planning

#### Tactic 2C: Accelerated timelines to obtain academic credentials

- **Working Group Alignment:** Student Support/Academic Programs

#### Action: Enhance PLA
- **Action Champion:** Sujith Zachariah
- **Committee Alignment:** Academic and Scholastic Standards
- **Departments Involved:** Research, Enrollment Services, Marketing, Academics, Records, Student Life

#### Action: Accelerated Pathways
- **Action Champion:** Gabriel Guzman
- **Committee Alignment:** Curriculum
- **Departments Involved:** Research, Student Life, Enrollment Services, Academics
## Appendix D: Responsible Parties

<table>
<thead>
<tr>
<th>Tactic</th>
<th>Description</th>
<th>Working Group Alignment</th>
<th>Action Champion</th>
<th>Departments Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tactic 2D</strong>: Integrated institutional organizational structure</td>
<td></td>
<td>Business Services</td>
<td>Mary-Rita Moore</td>
<td>Strategic Planning, Tactic Team D, Executive Team</td>
</tr>
<tr>
<td>Action</td>
<td>Redesign organizational structure</td>
<td></td>
<td>Human Resources</td>
<td></td>
</tr>
<tr>
<td><strong>Tactic 3A</strong>: Close the student achievement gap</td>
<td></td>
<td>Campus Community /Student Support</td>
<td>Mary Ann Tobin</td>
<td>Center for Teaching Excellence, Academics</td>
</tr>
<tr>
<td>Action</td>
<td>Prof. development plan targeting at-risk student needs</td>
<td></td>
<td>Professional Development</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>Create summer bridge program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>Enhance tutoring services</td>
<td></td>
<td>Student Success, Academics</td>
<td></td>
</tr>
<tr>
<td><strong>Tactic 3B</strong>: Create integrated academic support solutions</td>
<td></td>
<td>Student Support</td>
<td>Chris Dewey</td>
<td>Counseling, Enrollment Services</td>
</tr>
<tr>
<td>Action</td>
<td>Comprehensive academic planning</td>
<td></td>
<td>Academic Support</td>
<td></td>
</tr>
<tr>
<td><strong>Tactic 3C</strong>: Provide a more permeable, seamless student experience</td>
<td></td>
<td>Student Support</td>
<td>Sujith Zachariah</td>
<td>Enrollment Services, Counseling, Academics, Student Life, Academic Success</td>
</tr>
<tr>
<td>Action</td>
<td>Explore Achievement Team model</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tactic 4A</strong>: Engage industry and employers in cooperative partnerships</td>
<td></td>
<td>Campus Community/Academic Programs</td>
<td>Paul Jensen</td>
<td>Academics, Chairs and Coordinators, President's Office, Career Services, Alumni Relations</td>
</tr>
<tr>
<td>Action</td>
<td>Direct business community interaction</td>
<td></td>
<td>Strategic Enrollment Management</td>
<td></td>
</tr>
</tbody>
</table>
# Appendix D: Responsible Parties

<table>
<thead>
<tr>
<th>Action</th>
<th>Action Champion</th>
<th>Departments Involved</th>
<th>Committee Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student internship opportunities</td>
<td>Chuck Bohleke</td>
<td>Academics, Chairs and Coordinators, Career Services, Alumni Relations</td>
<td>Curriculum</td>
</tr>
<tr>
<td><strong>Tactic 4B: Coordinate a coalition of business, government, and industry leaders</strong></td>
<td><strong>Working Group Alignment:</strong> Campus Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educate local business community</td>
<td>Chuck Bohleke</td>
<td>Academics, Marketing, President’s Office, Career Services, Alumni Relations</td>
<td></td>
</tr>
<tr>
<td>Enhance collaboration with govt. and workforce</td>
<td>TBD</td>
<td>Academics, President’s Office, Career Services, Alumni Relations</td>
<td>Strategic Enrollment Management</td>
</tr>
<tr>
<td><strong>Tactic 5A: Create flexible programing, including stackable credentials and earn-and-learn models</strong></td>
<td><strong>Working Group Alignment:</strong> Academic Programs /Campus Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Streamline curriculum review and approval</td>
<td>Mary Ann Tobin</td>
<td>Academics, Curriculum and Instruction</td>
<td>Curriculum</td>
</tr>
<tr>
<td>Promote portable, stackable certificates</td>
<td>Cheryl Antonich</td>
<td>Academics, Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>Identify gaps in existing CTE curriculum</td>
<td>Cheryl Antonich</td>
<td>Academics, Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Tactic 5B: Create competency-based programming that fosters collaboration across disciplines</strong></td>
<td><strong>Working Group Alignment:</strong> Academic Programs/Student Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review Triton-CAEL agreement</td>
<td>Sujith Zachariah</td>
<td>Academics, Research, Enrollment Services</td>
<td>Academic and Scholastic Standards</td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td><strong>Identify programs for piloting</strong></td>
<td><strong>Action Champion:</strong></td>
<td>Sandra Hughes</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td><strong>Develop competencies, assessments, and structure</strong></td>
<td><strong>Action Champion:</strong></td>
<td>Sandra Hughes</td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td><strong>Determine enrollment services processes</strong></td>
<td><strong>Action Champion:</strong></td>
<td>Amanda Turner</td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td><strong>Develop student support structures</strong></td>
<td><strong>Action Champion:</strong></td>
<td>Debbie Baness-King</td>
</tr>
<tr>
<td><strong>Tactic 5C:</strong></td>
<td><strong>Develop and/or modify existing programs to meet regional and global workforce needs</strong></td>
<td><strong>Working Group Alignment:</strong></td>
<td>Academic Programs</td>
</tr>
<tr>
<td><strong>Committee Alignment:</strong></td>
<td>Technology Advisory and Distance Education</td>
<td></td>
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</tbody>
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