



TRITON COLLEGE

2017 STRATEGIC PLAN ANNUAL REPORT

Triton College's strategic plan is designed to drive holistic planning at our institution by integrating the college's governance, operations, and budgeting. This report includes our annual assessment data for our strategic planning focus areas and strategic plan action items.

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EXECUTIVE SUMMARY

As we conclude our third full year with this strategic plan, we are seeing some long-term strategies begin to bear fruit, while also struggling to meet increasingly aggressive annual benchmarks. Our Key Performance Indicators (KPIs) depict an institution that is improving but is not yet fulfilling its potential.

Our performance against our benchmarks for Increasing College Readiness is weaker in FY2017 than in FY2016, due in part to increasingly challenging goals. However, it is worth noting that Triton's performance in five of seven measures has improved since the start of the plan. The college has successfully leveraged grant dollars to support the scaling of direct interventions developed under this Focus Area, including the Math Up program and student mentorships.

Our performance against our benchmarks for Improving College Completion has generally improved in FY2017. Five of eight indicators experienced an overall increase from the prior year, two declined, and one (retention) remained static. Institutionally, we must focus on improving our retention rate to remain on target with this KPI. Some successful retention strategies have demonstrated growth, including the Peer Mentoring Collaborative (PMC) and COL102 course, and we are gaining traction with some challenging initiatives, including guided pathways and academic planning.

Triton continues to struggle with the KPI benchmarks for Closing Skill Gaps, with five of seven falling below target. College leadership is leading institutional discussions about refocusing work in this area and we will have new actions focused on soft skill attainment in FY2019.

The college's performance against its benchmarks is summarized in this report. As of this year, it is also made available to the community via its [Institutional Scorecard](#). The scorecard is posted on the Strategic Planning page of the institutional website.

FOCUS AREAS

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

1. Increasing College Readiness
2. Improving College Completion
3. Closing Skill Gaps

INCREASING COLLEGE READINESS

General Analysis

This focus area includes direct interventions for students, including our college readiness coursework in high schools, the Math-Up program, and the student mentorship program. We have successfully leveraged grant funding to grow these programs, including the expansion of Math Up via the Math Lab and growth in student mentorship opportunities via grant funding from AmeriCorps and Institute of Museum and Library Science (IMLS).

Changes instituted to dual credit processes in 2016 are bearing fruit via growth in dual credit enrollment. To sustain its growth, we should focus on strengthening relationships with participating high schools and offering dual credit programming that meets student and district needs. Despite a concerted training push with relation to service, student satisfaction with staff and faculty interaction remains static. Human Resources has expanded the scope of its focus to improving employee satisfaction, as it directly correlates to student satisfaction.

Institutionally, our performance against our benchmarks in this area is weaker in FY2017 than FY2016, despite some improvements with respect to our actual numbers/percentages. This trend will likely continue as our benchmarks become increasingly aggressive year over year. We remain well above target with respect to our Math Success Rate, and on target with respect to Writing Success Rate and Writing Placement. We have fallen below target on the remaining metrics.

Institutional Key Performance Indicators

Below are Triton's KPIs for Increasing College Readiness. The values for FY2017 are highlighted in yellow. If an indicator is one percentage point or less above or below the stated benchmark goal, it is identified as "on target." If an indicator is more than one percentage point above the stated benchmark, it is identified as "above target." If an indicator is more than one percentage point below the stated benchmark, it is identified as "below target."

Measure	Value				Benchmarks		Performance
	FY2014	FY2015	FY2016	FY2017	FY2017	General	
Total College Readiness Placement	54%	57%	55%	57%	61%	80%	Below Target
College Readiness Reading Placement	81%	83%	83%	80%	83%	85%	Below Target
College Readiness Writing Placement	53%	55%	54%	59%	59%	80%	On Target
College Readiness Math Placement	27%	26%	26%	29%	32%	59%	Below Target
Reading Success Rate	49%	51%	49%	48%	50%	68%	Below Target
Writing Success Rate	68%	72%	72%	74%	73%	78%	On Target
Math Success Rate	62%	65%	66%	69%	65%	71%	Above Target

2017 Action Outcomes

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

Action	2017 Outcomes	Status
1.1: College Readiness Coursework in High Schools	High School transitional program participation increases by 10%.	Complete
1.2: Student-to-Student Mentorship Opportunities	Expand mentoring and implement a tutoring component at the Oak Park Library for middle and high school students.	Complete
1.3: Dual Credit	District high schools achieve 100% dual credit participation rate.	Not Complete
1.4: Educational Partnerships	Convene a minimum of two partnership meetings with local and regional educational institutions.	Complete
1.6: Service for Internal and External Constituents	Obtain 90% attendance for new non-teaching employees at orientation.	Not Complete
	Student Satisfaction with customer service achieves 86%.	Not Complete
1.7: Math Up Program	MathUP participation increases by 20%.	Complete

ACTION 1.1: PARTNER WITH IN-DISTRICT HIGH SCHOOLS TO OFFER COLLEGE READINESS COURSEWORK TO HIGH SCHOOL STUDENTS

CHAMPION: RIC SEGOVIA

The High School College Readiness Math Program partners with district high schools and targets college potential students. This program serves as an early intervention at the high school level and provides the needed remedial math course work prior to students leaving high school. The program recruits students into developmental math by aligning students with placement requirements.

In FY 17, a total of 24 sections of transitional math courses were offered at 5 district high schools (East Leyden, West Leyden, Oak Park-River Forest, Proviso West, and Riverside Brookfield). Total annual enrollments for FY2017 equaled 322 students, which reflects a 25% increase over FY2016 (257), well exceeding the college's stated goal of 10%. Further, the program achieved a passing rate of 68.5%, exceeding the pass rate of 63% for FY2016.

Based on the success of the math program, we are exploring opportunities to expand the program to developmental reading and writing.

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

CHAMPION: COREY WILLIAMS

This year, Triton aimed to expand student mentoring and implement a tutoring component at the Oak Park Library for middle and high school students. Though we failed to secure our first attempt at funding for this program (the Big Idea grant), we later secured funding through other grant initiatives, including the Institute of Museum and Library Science (IMLS) and Americorps Affiliate grants. This funding allowed the mentoring program (West 40 and Oak Park Library) to expand from 35 Triton students in Spring 2017 to 65 in Fall 2017.

In conjunction with Oak Park Library staff, TRIUMPH and SURGE scholars, TRIO students, and other student leaders facilitate workshops for middle and high school students who congregate at the library. In the spring, a total of 14 workshops were held (8 at West 40 and 6 at Oak Park Library), which served approximately 60 students. In the fall, tutoring hours and workshops were combined and expanded to 4 days per week, Monday – Thursday, 3:00 p.m. to 7:00 p.m., which served approximately 85 students per month at the library, and 40 students total at West 40.

We are continuing to seek grants funds for further expansion of these efforts, with an aim to triple the total number of students currently served by the program.

ACTION 1.3: DEVELOP A COMPREHENSIVE DUAL ENROLLMENT PROGRAM

CHAMPION: CHERYL ANTONICH

While Triton did not meet the goal of 100% district participation rate in its dual credit program, dual credit hours increased from 836 credits in fall 2016 to 1309 credits in fall 2017, reflecting a 43% increase in dual credit hours. Fall 2017 participating high schools included East Leyden, Oak Park/River Forest, Proviso Math and Science Academy, Proviso West, Ridgewood, West Leyden and Elmwood Park. Participating high schools may participate in fall and spring or may only participate in one semester or the other. Riverside Brookfield high school has not yet participated; however, they have expressed interest, which we are pursuing.

ACTION 1.4: IMPROVE AND EXPAND PARTNERSHIPS WITH LOCAL AND REGIONAL EDUCATIONAL INSTITUTIONS AT THE K-12 AND UNIVERSITY LEVEL

CHAMPION: CHERYL ANTONICH

We exceeded our goal of convening two partnership meetings with local and regional education institutions. The School College Alliance met four times (January, March, May, and September), and additional meetings with Oak Park/River Forest High School, Proviso East High School, Ridgewood High School, and Guerin Preparatory High School occurred throughout summer 2017. We also met with our university partners, including Eastern Illinois University (July), Dominican University (September), National Louis University (November), and a University Center Partnership meeting (July). As Triton moves into 2018, we must continue to look for creative ways to improve and expand on local and regional educational partnerships, especially at the K-8 level.

ACTION 1.6: IMPROVE SERVICE FOR INTERNAL AND EXTERNAL CONSTITUENTS

CHAMPION: JOE KLINGER

For 2017, Triton sought to obtain 90% attendance for new non-teaching employees at orientation, as well as achieve a student satisfaction rate (specific to interactions with faculty and staff) of 86%.

While we fell short of our 90% goal, we improved the orientation participation rate from 78% in 2016 to 84% in 2017. We are currently developing an online orientation which should significantly assist in achieving the 90% attendance goal.

For the purposes of this goal, we are evaluating students' satisfaction with their staff and faculty interactions. We utilize student response to one specific question on the student satisfaction survey to measure this satisfaction. Therefore, this measure is narrower than the measure for student satisfaction that is included in our KPIs.

The satisfaction rate with faculty and staff interaction remained static at 82%, falling short of the 86% goal. This year, we held service related workshops on a variety of topics including email etiquette, telephone skills, avoiding the campus run-around, and servicing a multi-generational student body. In addition, we developed and implemented an Employee Wellness Program to assist in improving employee morale and engagement. Employees that feel recognized and important are more productive, and as a result, demonstrate those same attitudes to our students.

To move the needle moving forward, supervisors and administrators must commit significant time to onboarding and training new employees on the day to day responsibilities of their jobs. Faculty training with respect to service inside and outside the classroom remains a challenge. A survey of employee morale/engagement would be beneficial to analyze the correlation between employee engagement and customer service.

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

CHAMPION: RIC SEGOVIA

Triton aimed to increase Math Up participation by 20% in 2017. An analysis of spring enrollments shows that we well exceeded this goal. Enrollments increased from 69 students in Spring 2016 to 126 students in Spring 2017, a growth of more than 83%. We anticipate continued expansion of this program via the Math Lab, which is under construction but will be ready to host classes and students in 2018. For the spring semester, 20 sections of MAT 045 and MAT 055 are currently scheduled in the Math Lab.

Due to an unexpected change in administrative coverage, we are unable to provide acceleration and success data for Spring 2017 or participation data for Fall 2017. We plan to include this information in the 2018 mid-year report.

IMPROVING COLLEGE COMPLETION

General Analysis

Due to the scope and vision of some of the actions in this focus area, progress has at times stalled. However, we are gaining traction in some areas that have previously struggled, including developing guided pathways and academic planning. Focused efforts in these areas are improving both the quality of our efforts and their future scalability.

Additionally, areas that have shown success previously are expanding. The Peer Mentoring Collaborative (PMC) and COL102 demonstrated solid growth in 2017. Adjunct faculty participation in professional development opportunities also increased due to targeted outreach and training.

Institutionally, we improved our performance against our benchmarks in this area between FY2016 and FY2017. We experienced improvement in our Graduation rate, Credit Completion for Full-time Students and Student Satisfaction rate. Transfer Rates and Gateway Math Completion experienced a small decrease and increase respectively, but remain on target with stated goals. Our Retention Rate remained static, but must improve next year in order for the institution to remain on target. Credit Completion for Part-time Students and Gateway English Completion experienced a drop and are below target.

Institutional Key Performance Indicators

Below are Triton's KPIs for Improving College Completion. The values for FY2017 are highlighted in yellow. If an indicator is one percentage point or less above or below the stated benchmark goal, it is identified as "on target." If an indicator is more than one percentage point above the stated benchmark, it is identified as "above target." If an indicator is more than one percentage point below the stated benchmark, it is identified as "below target."

Measure	Value				Benchmarks		Performance
	FY2014	FY2015	FY2016	FY2017	FY2017	General	
Graduation Rate	14%	14%	13%	15%	13%	18%	Above Target
Transfer-out Rate	26%	26%	26%	25%	26%	30%	On Target
Retention Rate	49%	63%	58%	58%	59%	70%	On Target
Credit Completion - Full-time Students	25%	23%	23%	24%	25%	35%	On Target
Credit Completion - Part-time Students	30%	23%	24%	20%	25%	35%	Below Target
Student Satisfaction	89%	81%	87%	90%	90%	90%	On Target
Gateway English Completion	30%	27%	27%	26%	29%	40%	Below Target
Gateway Math Completion	11%	11%	12%	13%	13%	20%	On Target

2017 Action Outcomes

Strategic Direction 2: Identify and Scale Best Practices

Action	2017 Outcomes	Status
2.1: Graduate Success Tracking	<p>Administration of Graduating Student Survey and Alumni Survey are institutionalized within the Research Office and they achieve significant response rates (40% for Graduating Student Survey and 25% for Alumni Survey).</p> <p>The annual comprehensive Graduate Success Report is enhanced with employment data from IDES (Illinois Department of Employment Security).</p>	<p>Not Complete</p> <p>Not Complete</p>
2.2: Scale Support Programs	<p>COL102 sections are increased to 25 for the Fall 2017 semester.</p> <p>The number of full-time and part-time faculty trained in Peer Mentoring Collaborative (PMC) methodology is increased by 15.</p> <p>The number of PMC-linked courses is increased to 30 college readiness sections and 10 Career and Technical Education sections by Fall 2017.</p>	<p>Not Complete</p> <p>Complete</p> <p>Complete</p>
Action 2.3: E-services for Students	<p>NelnetEnterprise is implemented.</p> <p>Online Graduation Application is implemented.</p> <p>QLess Student Queue Platform is implemented.</p>	<p>Complete</p> <p>Complete</p> <p>Complete</p>
Action 2.5: Develop Guided Academic Pathways	<p>Revisions of the Associate of Arts degree areas of concentration are completed.</p> <p>Revised AA degree Areas of concentration are sent to the College Curriculum Committee for approval.</p>	<p>Not Complete</p> <p>Not Complete</p>

Action 2.6: Develop a Research-Based First Year Experience	<p>At least 50% of participants in First Year Experience (FYE) program will enroll in the following semester.</p> <p>Information about FYE program is sent to all incoming students.</p>	<p>Not Complete</p> <p>Complete</p>

ACTION 2.1: IMPROVE GRADUATE SUCCESS TRACKING

CHAMPION: KURIAN THARAKUNNEL

In 2017, Triton aimed to achieve a response rate of 40% for the Graduating Student Survey (GSS) and 25% for the Alumni Survey (AS).

While both surveys have been effectively integrated into the annual Research calendar, we did not experience the targeted increase in response rates. The GSS response rate decreased slightly from 29% in FY2016 to 27% in FY2017. To increase the response rate, we must find ways to reach students beyond e-mail distribution. Research is exploring the option of incorporating the Graduate Survey as part of the application process in order to capture more respondents, with plans to implement in Spring 2018.

The AS response rate also fell short of its 25% goal, but showed a slight increase from 10% in FY2016 to 11% in FY2017. Persuading alumni who graduated five years prior to complete the survey remains a challenge. The survey's low response rate produces less reliable results. The lack of complete data on alumni may be partially mitigated by the inclusion of IDES data. Unfortunately, this data was not available via ICCB in 2017 as originally anticipated. We are monitoring the state's progress with respect to the data and its availability.

ACTION 2.2: SCALE EXISTING SUPPORT PROGRAMS

CHAMPION: DEBBIE BANESS-KING

While we did not meet our goal of offering 25 sections of COL102, Triton's implementation mandatory placement in COL102 based on non-cognitive skills testing resulted in 16 sections of COL102 in Fall 2017, with a total of 161 students enrolled. This represents a substantial increase over Fall 2016, in which 50 students enrolled in COL102.

Meanwhile, 50 faculty members were trained for the college's Peer Mentoring Collaborative (PMC) program in 2017, well exceeding the stated goal of 15. This training facilitated the growth of the program from 21 sections in Fall 2016 (20 college readiness and 1 career and technical education course) to 40 in Fall 2017 (22 college readiness, 15 career and technical education, and 3 high enrollment/low success courses), which reflects a growth of 90%.

On average, over an 11-semester period, PMC-linked courses have persistence rates that are an average of 4.7% higher than non-PMC-linked courses. Over the same period, PMC-linked courses have course success rates that are 8.1% higher.

Evaluating the breakout data, rhetoric courses have not been as successful a match with PMC as math courses. However, the most recent data indicates a shift that may be the result of our expanded faculty/Peer Mentor training program implemented during the spring 2017.

ACTION 2.3: ESTABLISH E-SERVICES FOR STUDENTS

CHAMPION: MICHAEL GARRITY

We achieved each of our goals for this action. Nelnet Enterprise and the Graduation Application went live in April 2017. Nelnet Enterprise provides a cleaner, more informative interface that offers more flexibility to students. The graduation application allows students to apply online and finalizes the elimination of the graduation application fee.

The QLess platform is also fully deployed. Students may join a queue in person, through the website, or by mobile device. The site is fully advertised on the website and in social media. Students receive automatic notifications and updates regarding their place via mobile devices. They can request an update at any time, as well as delay their arrival or leave a queue.

While Triton will always be developing new mechanisms for enhancing the student experience via technology, it has met the outcomes that were articulated for this action when it was developed with the strategic plan. Therefore, this will conclude reporting on this action.

ACTION 2.5: DEVELOP GUIDED ACADEMIC PATHWAYS

CHAMPION: KEVIN LI

At the start of 2017, Triton set goals to revise its Associate of Arts (AA) concentrations and send them to the Curriculum Committee for approval. However, we changed course on this item in order to economize our workload and reduce duplicative efforts.

Rather than simply revise concentrations, Arts and Sciences proposed reducing the minimum credit hours for the AA, Associate of General Science (AGS) and Associate of Fine Arts (AFA) to 60 credit hours, which would match Triton's newly revised requirements for the Associate of Science (AS) degree. There is general institutional and faculty support for the proposal, which is designed to increase completion rates, improve education affordability, and safeguard transfer credit hours. We will revise the concentrations in tandem with the reduction of credit hours.

The first revisions to degrees will be submitted to the Curriculum Committee in December 2017 and will continue throughout Spring 2018. It is estimated that state approval will be issued four to six months following the approval of the Academic Senate.

ACTION 2.6: DEVELOP A RESEARCH-BASED FIRST YEAR EXPERIENCE

CHAMPION: AMANDA TURNER

In 2017, Triton aimed for a 50% persistence rate (semester to following semester) of participants in First Year Experience (FYE). It also had a goal that information about the FYE program would be sent to all incoming students.

We achieved the latter of the two goals by including information about FYE in the acceptance packet for all new students and in the new student orientation (face to face and online). Additionally, all new applicants have the opportunity to request more information about the FYE program via the new student application. A communication is then sent to students as a part of the communication plan.

Students are directed to the FYE webpage and the Success Strategist follows up with each student individually throughout the semester.

In the spring of 2017, students self-selected into FYE. Consequently, less than 10 students participated. The target population for the program was narrowed for the fall to include only first time, full time students under the age of 22. More outreach was conducted with this population, including 2 information sessions. As a result, participation increased to 40 students for Fall 2017. Of those 40 students, 15 have registered for the spring 2018 term, which is 5 students shy of the 50% goal. However, the registration period is still open. We will be able to better assess whether we met the goal of 50% after the start of the spring term.

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

Action	2017 Outcomes	Status
Action 3.1: Offer Professional Development Regarding At-Risk Student Needs	Faculty participation rates for professional development trainings regarding improving persistence and completion of underserved students increase by 20%.	Complete
	The mission, vision and goals of Center for Teaching Excellence are revised to include a focus on professional development opportunities regarding at-risk and underserved students' needs.	Not Complete
Action 3.3: Enhance Tutoring Services	The Peer Mentoring Collaborative (PMC) is expanded into 5 high enrollment low success course sections.	Complete
	Two students forum to solicit feedback regarding tutoring services are hosted.	Complete
Action 3.4: Implement Comprehensive Academic Planning	The total number of students completing an academic plan increases by 5% from fall 2016 to fall 2017.	Complete
	Engagement efforts with faculty are strengthened by at least 2 activities tied to academic planning.	Not Complete

ACTION 3.1: OFFER PROFESSIONAL DEVELOPMENT REGARDING AT-RISK STUDENT NEEDS

CHAMPION: SHELLEY TIWARI

For 2017, Triton set a goal to increase faculty participation in training regarding persistence and completion by 20%. We well exceeded this goal, with an increase from 10 participants in Spring 2016 to 54 participants in Spring (over 400%) and in increase from 21 participants in Fall 2016 to 63 participants in Fall 2017 (over 200%).

We also set a goal to revise the mission, vision and goals of Center for Teaching Excellence (CTE) to include a focus on professional development opportunities regarding at-risk and underserved students' needs. However, discussions with faculty led to the decision to keep the existing mission, as it broadly reflects this area through the incorporation of "diverse learning environment" in its language. Professional development focus on at-risk and underserved students is something that CTE has

embraced in its programming and will continue to commit to in the future. This continued focus will be reflected in CTE's annual goals.

ACTION 3.3: ENHANCE TUTORING SERVICES

CHAMPION: HANAN MERHEB

Triton set a goal to expand the Peer mentoring Collaborative (PMC) into 5 high enrollment/low success course sections in 2017, as well as host two student forums to solicit feedback regarding tutoring services.

While the PMC expanded to 3 high enrollment/low success courses, short of the stated goal, the total number of sections participating in the program increased by over 90% (see Action 2.2), including 22 college readiness sections and 15 career and technical education sections. Participating programs include Nursing, Visual Communications, Engineering Technology, Nuclear Medicine Technology, Radiologic Technology, Hospitality Industry Administration, Diagnostic Medical Sonography and Speech.

Survey sheets assessing tutoring services were distributed to students at the Annual Corn Roast on September 13, 2017. Tutortrac also provides students the option to rate their visit, indicate if their goals were accomplished, and provide remarks. Surveys will also be distributed during finals week to collect feedback from the students, and the results will be shared with the Academic Success Center staff during the Spring 2017 in-service training.

ACTION 3.4: IMPLEMENT COMPREHENSIVE ACADEMIC PLANNING

CHAMPION: JESSICA RUBALCABA

Triton set a goal of increasing the total number of academic plans created from Fall 2016 to Fall 2017 by 5%. We actually experienced a slight decline in the total number of plans created from 4910 in Fall 2016 to 4396 in Fall 2017. However, the data suggests that the quality of the plans created during 2017 improved over the prior year. Specifically, the number of student created, unapproved plans decreased by 46% (from 3112 to 1688), while the number of plans created by counselors or staff increased by 96% (from 1235 to 2424).

To improve completion moving forward, we are engaging in targeted student outreach that encourages the completion of an academic plan. A video tutorial on the academic planning tool is being developed to share with students and faculty. During the fall 2017 semester, 17 workshops on academic planning were offered at various times for both general and targeted student populations. Program planning sessions were organized with the coordinator of COL102 to align planning with class assignments. The Counseling Chair also presented the academic planning tool at a Chairs & Coordinators Meeting and an expansion of the Faculty Enrollment Facilitator (FEF) role is in the works. The FEF is a paid position currently used during open enrollment, and the institution is exploring the possibility of expanding the position beyond to assist with academic planning throughout the year.

CLOSING SKILL GAPS

General Analysis

This focus area has struggled from a lack of clear direction and institution-wide understanding. Consequently, as actions conclude or are put on hold, new actions have not been added and progress has stalled. To address this issue, we are developing a new direction for this focus area that specifically focuses on soft skills training and attainment, along with career advising. This is informed by feedback from Triton’s Program Advisory Committees and data from the employer survey, which indicate that our graduates perform well with respect to technical skills attainment but fall short on the soft skills required for employment. New actions will be developed and added to the plan for FY2019 to achieve these goals. These actions will also tie into other actions and work that support Increasing College Readiness and Improving Completion.

Institutionally, we have seen some positive movement in our indicators in this area, with both Credit Headcount in Online Enrollment and Employer Perception of Job Readiness moving Above Target. However, five indicators remain below target, which is the most of any focus area. Additionally, we failed to gather data this year for one Key Performance Indicator (Advisory Committee Engagement) by missing the annual window for completion of the survey.

Institutional Key Performance Indicators

Below are Triton’s KPIs for Closing Skill Gaps. The values for FY2017 are highlighted in yellow. If an indicator is one percentage point or less above or below the stated benchmark goal, it is identified as “on target.” If an indicator is more than one percentage point above the stated benchmark, it is identified as “above target.” If an indicator is more than one percentage point below the stated benchmark, it is identified as “below target.”

Measure	Value				Benchmarks		Performance
	FY2014	FY2015	FY2016	FY2017	FY2017	General	
Credit Headcount Online Enrollment	3,286	4718	5321	6652	N/A	22% growth (6,492)	Above Target
Number of Online/Hybrid Course Sections	691	671	677	690	N/A	22% growth (827)	Below Target
Number of Completers	1,043	1,118	1218	1280	1311	1778	Below Target
Number of Degrees/Certificates Awarded	1,070	1,146	1256	1335	1382	2010	Below Target
Graduate Perception of Educational Preparation for Employment	DNA*	DNA*	82%	74%	90%	90%	Below Target

*Data Not Available

Employer Perception of Job Readiness of Triton Students	DNA**	53%	44%	71%	65%	65%	Above Target
Advisory Committee Engagement	DNA**	DNA**	90%	-	90%	90%	
Total Number of Internships/Cooperative Work Agreements	29	34	34	30	1% of credit student body	1% of credit student body	Below Target

2017 Action Outcomes

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

Action	2017 Outcomes	Status
Action 4.1: Direct Interaction with Business Community	Processes for Program Advisory Committee (PAC) employer member engagement in gap analysis, curriculum development, and internship development are standardized.	Not Complete
Action 4.2: Increase Student Internship Opportunities	A new “Customized Connections & Communities” model is created to build a stronger network for student success and “Career Meet-Ups,” informal events involving students, faculty, alumni, businesses, counselors and Career Services, are implemented. Strong relationships are developed with 75 hiring employers in the area, through a range of tactics: Career/Job Fairs (6 for year), On-Campus Recruitment Events (50), and the Cooperative Work Experience Program.	Complete Complete

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

CHAMPION: PAUL JENSEN

This year, Triton failed to administer its PAC survey, resulting in a lack of data for our correlating KPI, Advisory Committee Engagement. This occurred as the college attempted to move administration of both the employer survey and PAC survey away from the champion of this action and into departmental areas. The goal was to institutionalize the execution of these surveys so that they would continue beyond the sunset of this action. The employer survey was successfully executed by the Career Services area of the institution, in tandem with Research. However, the PAC survey, which was intended to be managed by Academic Affairs, fell through the cracks. For 2018, we will need to set clear lines of accountability for the execution of the survey within the Academic Affairs in order to ensure that data is captured.

ACTION 4.2: INCREASE STUDENT INTERNSHIP OPPORTUNITIES

CHAMPION: RICH WILLIAMS

Triton met its goal of creating a new “Customized Connections & Communities” model to build a stronger network for student success and implementing “Career Meet-Ups,” informal events involving students, faculty, alumni, businesses, counselors and Career Services. Customized Connections & Communities” is an umbrella program connects employers, students and faculty members through four key tactical programs: Career Meet Ups, Employer Recruitment/Hiring Events, Customized Job Fairs and Cooperative Work Study. Implemented in Spring 2017, the model’s first event between Mass Mutual and the Triton Accounting Club involved 25 students, exceeding our goal of 15. Of the students participating, two were offered interviews for full-time career opportunities with Mass Mutual. Three additional events are being planned for Spring 2018, including a Career Meet Up with the Accounting Club and one for the Engineering Technology Department.

We also sought to develop strong relationships with 75 hiring employers in the area, through a range of tactics: Career/Job Fairs (6 for year), On-Campus Recruitment Events (50), and the Cooperative Work Experience Program. Since January, we have developed relationships with 98 employers, including 25 at the Hospitality Job Fair, 36 at the Engineering Job Fair, 27 through on-campus recruiting events; and 10 from cooperative education.

Noting that Triton’s performance against its KPI pertaining to cooperative work agreements and internships is well below target, we are working on developing activities, outcomes, and improved data collection for 2018 that will specifically target increases in this area. These include more aggressive marketing of the program to students, more direct involvement from program chairs, coordinators, and other faculty, and better leveraging of our existing job fairs and recruiting events. Additionally, the college recently received funding of more than \$24,000 from the Illinois Board of Higher Education Illinois Cooperative Work Study Grant, effective January 1, 2018. The grant benefits employers, who may receive up to \$1,200 in salary reimbursement per student and per semester. This will attract smaller employers who would not otherwise be able to pay students for internships.

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

Action	2017 Outcomes	Status
Action 5.2: Identify Gaps in Career and Technical Education Curriculum	Career and Technical Education (CTE) programs that link to industry recognized credentials are identified and connected to Career Pathways.	Not Complete
Action 5.4: Enhance and Expand Online Course Offerings	90% of the courses approved for online development reach v.2.0 co-owned status.	Complete

ACTION 5.2: IDENTIFY GAPS IN CAREER AND TECHNICAL EDUCATION CURRICULUM

CHAMPION: PAUL JENSEN

At the start of 2017, Triton set the goal of linking Career and Technical Education (CTE) programs to industry recognized credentials are identified and connected to Career Pathways. However, as discussed in the “General Analysis” section above, the college is now investigating new paths forward related to soft skills training and attainment. The Vice Presidents are jointly engaging all action champions and various institutional departmental areas in an institutional conversation focused on curricular and structural changes at the college to support this change in direction.

ACTION 5.4: ENHANCE AND EXPAND ONLINE COURSE OFFERINGS

CHAMPION: CHERYL ANTONICH

In 2017, Triton sought for 90% of the courses approved for online development to reach v.2.0 co-owned status. We have 18 courses in this cycle; to reach 90%, 16 courses would have needed to reach co-owned status. The institution fell short of this goal, with seven released as v.2.0 co-owned courses (PHL 105, PSY 210, AHL 102, CJA 181, CJA 201, ECO 170 and BIS 113). Two additional courses are "on hold" (REN 100 and REN 200). These two courses will move forward in the process if another developer is identified. Additionally one course (PHL 113) did not run as a second semester course in fall 2017 due to low enrollment. This course will undergo second semester peer review in spring 2018 if the course has sufficient enrollment.

A persistent challenge with respect to this action is the number of internally qualified faculty available to teach online coursework, due to the multi-year ION certification process. We are developing an alternative training for faculty, the first portion of which was approved by the college’s Technical Advisory and Distance Education Committee in December.