



# **TRITON COLLEGE**

## **FY15-FY21 STRATEGIC PLAN FINAL REPORT**

The final report consists of assessment data across all seven years of the implementation the College's actions and strategic directions. Summaries of outcomes are also provided for each of the three focus areas: *Increasing College Readiness, Improving Completion, and Closing Skill Gaps.*

**TABLE OF CONTENTS**

**Executive Summary .....2**

**Increasing College Readiness.....3**

    Achievements .....3

    Key Performance Indicators (KPIs) .....3

    FY 2021 Initiatives.....4

**Improving College Completion.....5**

    Achievements .....5

    Key Performance Indicators (KPIs) .....5

    FY 2021 Initiatives.....6

**Closing Skill Gaps.....7**

    Achievements .....7

    Key Performance Indicators (KPIs) .....7

    FY 2021 Initiative .....8

**Strategic Plan Leaders.....9**

**KPI Glossary .....10**

# FY15-FY21 STRATEGIC PLAN FINAL REPORT

## EXECUTIVE SUMMARY

Triton College's strategy for fulfilling its mission centered on three focus areas: *Increasing College Readiness*, *Improving Completion*, and *Closing Skill Gaps*. While the strategy concluded its seven-year timeframe on June 30, 2021, the college continues to complete actions focused on improving the key performance indicators (KPIs).

The Focus Area of *Increasing College Readiness* encompassed support for students. The enhanced student ambassador program was revamped, expanded, and launches fall semester, 2021. The dual credit program made substantial gains in expanding its reach to area high schools, while also making mentorship and professional development opportunities available to the high school dual credit instructors.

Key performance indicators (KPIs) of college readiness showed significant improvement (between 14% and 16%) in five of seven areas during the duration of the seven-year strategic plan. Most notably, total college readiness placement increased from 57% in FY15 to 71% in FY21.

Metrics related to the Focus Area of *College Completion* also improved over the duration of the strategic plan. Five of the eight KPIs of college completion increased, with the graduation rate improving from 14% in FY15 to 22% in FY21.

During the strategic plan timeframe, the initial framework for Guided Pathways was developed. A redesigned First-Year Experience (FYE) and expansion of the Peer Mentoring Collaborative (PMC) in the Academic Success Center were also both successful outcomes focused on impacting college retention and completion.

For the Focus Area of *Closing Skill Gaps*, positive outcomes pertaining to student completion rates and the number of degrees and certificates awarded both increased. The number of internships remained relatively unchanged over the duration of the strategic plan, with 31 internships in FY21 compared to 34 in FY15. The number of internships in FY21, however, was impacted due to the effects of the pandemic on area businesses.

KPIs for each focus area for each year of the plan are detailed in this report, followed by a glossary of KPI terms on the last two pages.

## INCREASING COLLEGE READINESS

### Achievements

This focus area showed significant impact of direct interventions for students. College readiness initiatives were successful across the seven-year strategic plan, with the scaling of the Math-Up through iLaunch the most notable. Outcomes of other initiatives implemented to increase college readiness are:

- Remedial math success rates increased over 20%.
- The number of students accelerating from developmental education math courses into credit math courses increased.
- The Dual Credit program increased its course agreements with in-district and-out of-district high school partners by 40%.
- High School transitional program participation increased over 10%.
- Expanded mentoring and implementation of a tutoring component at the Oak Park Library for middle and high school students.
- Partnership meetings increased with local and regional educational institutions.

Specific actions taken during the final year of the strategic plan, FY 2021, to increase college readiness are detailed on the next page.

Collectively, these initiatives impacted KPIs across the seven-year plan and are detailed next.

### Key Performance Indicators (KPIs)

KPIs of college readiness showed significant improvement (between 14% and 16%) in five of seven areas during the duration of the seven-year strategic plan. Most notably, total college readiness placement increased from 57% in FY15 to 71% in FY21.

Measure	FY15	FY16	FY17	FY18	FY19	FY20	FY21	% Difference from FY15- FY21
Total College Readiness Placement	57%	55%	57%	57%	53%	62%	71%	+14%
College Readiness Reading Placement	83%	83%	80%	67%	64%	63%	71%	-12%
College Readiness Writing Placement	55%	54%	59%	63%	57%	63%	71%	+16%
College Readiness Math Placement	26%	26%	29%	35%	35%	36%	40%	+14%
Reading Success Rate	51%	49%	48%	50%	52%	50%	67%	+16%
Writing Success Rate	72%	72%	74%	56%	62%	60%	67%	-5%
Math Success Rate	65%	66%	69%	62%	68%	71%	79%	+14%

---

## **FY 2021 Initiatives**

---

### **ACTION 1.2: ENHANCE THE STUDENT AMBASSADOR PROGRAM**

*CHAMPION: KEN SMITH*

Student ambassadors will serve as tour guides and student panelists for high school group visits to campus and open-house events. The ambassadors will also assist with new student orientation on campus for first year students. Seven students are being offered the position of ambassador, with the possibility of additional students joining the program before the fall semester. The student ambassadors will be trained over the summer to be ready for their roles by the first day of classes.

### **ACTION 1.3: DEVELOP A COMPREHENSIVE DUAL CREDIT PROGRAM**

*CHAMPION: TIM NYSTROM*

As of June 2021, the Dual Credit program has a total of 113 approved course agreements with its in-district and-out of-district high school partners. This is an overall increase of 2% since the mid-year update, a 18% increase from 2019 and a 40% increase from when this action item was established.

In the Fall 2020 semester, 68 students enrolled in a total of 107 dual credit classes at Triton's campus or online with a Triton instructor. 95 passing grades were awarded for an 89% success rate. In Spring 2021, 65 students enrolled in a total of 99 dual credit classes at Triton's campus or online with a Triton instructor. 84 passing grades were awarded for an 84.8% success rate. The overall success rate for students enrolled in the Triton Campus Dual Credit program in academic year 2020-2021 was 87%.

The Center for Teaching Excellence's Spring 2021 calendar of events was distributed at the beginning of the term and weekly reminders of scheduled events were sent to the high school campus faculty to increase engagement and participation in the professional development opportunities available. Feedback from the fall professional development webinar for high school campus dual credit instructors is being used to develop more events and opportunities for the high school and college faculty to connect in academic year 2021-2022.

## IMPROVING COLLEGE COMPLETION

---

### Achievements

---

This focus area showed notable impact of initiatives to improve completion rates. During the strategic plan timeframe, the initial framework of Guided Pathways was developed. Outcomes of other initiatives implemented to increase college completion are:

- A redesigned First-Year Experience (FYE)
- Expanded Peer Mentoring Collaborative (PMC)
- Increased number of students tutored by the Academic Success Center
- Expanded graduate success tracking
- Increased e-services for students, including self-service for registration
- Increased faculty participation in training on student persistence and completion
- Creation of a summer bridge program for new high school graduates

Specific actions taken during the final year of the strategic plan, FY 2021, to improve college completion are detailed on the next page.

Collectively, these initiatives impacted KPIs across the seven-year plan and are detailed next.

---

### Key Performance Indicators (KPIs)

---

Increases were made over the duration of the strategic plan for five of the eight KPIs, with the graduation rate, in particular, improving from 14% in FY15 to 22% in FY21.

Measure	FY15	FY16	FY17	FY18	FY19	FY20	FY21	% Difference from FY15- FY21
Graduation Rate	14%	13%	15%	18%	19%	20%	22%	+8%
Transfer-out Rate	26%	26%	25%	23%	21%	20%	21%	-5%
Retention Rate	63%	58%	58%	63%	64%	59%	65%	+2%
Credit Completion-Full-time Students	23%	23%	24%	24%	25%	22%	27%	+4%
Credit-Completion Part-time Students	23%	24%	20%	21%	20%	18%	17%	-6%
Student Satisfaction	81%	87%	90%	90%	90%	87%	91%	+10%
Gateway English Completion	27%	27%	26%	28%	27%	23%	21%	-6%
Gateway Math Completion	11%	12%	13%	13%	16%	20%	17%	+6%

---

## **FY 2021 Initiatives**

---

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

*CHAMPION: DENISE JONES*

Triton College's First Year Experience has been redesigned to have an integrated, connected and collaborative experience for students. The Guided Pathways emphasis on student onboarding helped to influence the lens of what a First Year Experience should be for students. The pillar 2 workgroup of Guided Pathways changed the isolated program model to an integrated and connected experience for students. We created a constellation to connect and identify resources and departments that are instrumental to a successful first year for students. Using the constellation as the foundation, a First Year Experience Roadmap was created with semester milestones to provide guidance to students throughout their first year. Student data momentum metrics and learning objectives were also created for assessment purposes.

### **ACTION 3.5: SCALE PEER MENTORING COLLABORATIVE**

*CHAMPIONS: HILARY MEYER & CHRISTINA HUNT*

Spring 2021 Peer Mentors were placed in the following courses: MAT 131, SOC 100, PSY 100, and BIS 150. The Peer Mentoring Collaborative (PMC) program consisted of four new peer mentors and two returning peer mentors that supported eight sections for spring. There was a 17% increase in student success rates and 11% increase in student retention rates for sections supported by a peer mentor. To scale the PMC initiative, the program continues to use funding through the Perkins grant and was also allocated \$56,654 from the Governor's Emergency Education Relief fund.

The Student Success Strategist (SSS) has submitted a proposal for additional grant funding for FY22 to scale the program. The SSS now oversees the Virtual Navigator program, creating synergy between the two in-class support programs. This fall, the SSS will host a one-day training for peer mentors and will utilize the Academic Success Center as peer mentors begin to return to campus.



## CLOSING SKILL GAPS

### Achievements

This focus area centered on improving students' readiness for jobs and increasing online enrollment.

Student completion rates and the number of degrees and certificates awarded both increased. This is particularly noteworthy due to declines in enrollment over the duration of the seven-year strategic plan. Outcomes of other initiatives implemented to close skill gaps are:

- Growth in online and hybrid course sections (excluding impacts of the pandemic).
- Career Services developed a database of area companies' human resources professionals for job and internship contacts.
- Two new academic programs were launched: Medical Assistant and Biotechnology Laboratory Technician

Specific actions taken during the final year of the strategic plan, FY 2021, to close skill gaps are detailed on the next page.

Collectively, these initiatives impacted KPIs across the seven-year plan and are detailed next.

### Key Performance Indicators (KPIs)

KPIs will be made available in July and October, respectively, for all but one measure. The measure of internships is reported and remained relatively unchanged over the duration of the strategic plan. The number in FY21, however, was impacted due to the effects of the pandemic on area businesses.

Measure	FY15	FY16	FY17	FY18	FY19	FY20	FY21	% Difference from FY15-FY21
Credit Headcount Online Enrollment	4718	5321	6652	4751	4500	4350	Data in July	
Number of Online/Hybrid Course Sections	671	677	690	689	655	637	Data in July	
Number of Completers	1,118	1218	1280	1155	1265	1173	Data in July	
Number of Degrees/Certificates Awarded	1,146	1256	1335	1225	1333	1243	Data in July	
Graduate Perception of Educational	DNA*	82% (N=195)	74% (N=219)	78% (N=284)	73% (N=201)	76% (N=208)		



Preparation for Employment							Data in Oct	
Employer Perception of Job Readiness of Triton Students	53%	44% (N=27)	71% (N=21)	64% (N=11)	57% (N=14)	67% (N=3)	Data in Oct	
Advisory Community Engagement	DNA*	90%	DNA*	83%	89%	87% (N=129)	Data in Oct	
Total Number of Internships/ Cooperative Work Agreements	34	34	30	20	38	51	31	-3 students

\*DNA= Data not available

---

## FY 2021 Initiative

---

### **ACTION 4.2: INCREASE STUDENT INTERNSHIP OPPORTUNITIES**

*CHAMPION: PAUL JENSEN*

Interest in internships on both the employer and student side increased significantly during the second half of FY21. In support, Career Services staff hosted virtual information sessions for students and worked with faculty to visit 22 classes. Internship opportunities posted to Triton's Career Link between January and June 2021 increased 73% compared to the first half of FY21. A total of 31 students completed internships in FY21.

---

## FY15- FY 21 STRATEGIC PLAN LEADERS

---

With the conclusion of the FY15- FY21 Strategic Plan on June 30, 2021, initiatives to increase college readiness, improve college completion, and close skill gaps have become operationalized across the college. The outcomes of these three focus areas over the last seven years were successful due to the leadership of the following:

Michael Garrity  
Christina Hunt  
Paul Jensen  
Denise Jones  
Joe Klinger  
Kevin Li  
Hanan Merheb  
Hilary Meyer  
Tim Nystrom  
Jessica Rubalcaba  
Ric Segovia  
Ken Smith  
Kurian Tharakunnel  
Shelley Tiwari

The college extends appreciation to all of the leaders and contributors of the strategic plan.

## Glossary of Key Performance Indicators (KPIs)

Measure	Definition
<b>Increasing College Readiness</b>	
Total College Readiness Placement	Number of new students placed into credit-bearing coursework in at least 2 of the following 3 areas: Reading, Writing, Math + Number of new students received a waiver / (Number of new Students tested for placement + Number of new students received a waiver )
College Readiness Reading Placement	(Number of new students placed into college level courses after testing + Number of new students received a waiver) / (Number of new Students tested for placement + Number of new students received a waiver)
College Readiness Writing Placement	(Number of new students placed into college level courses after testing + Number of new students received a waiver) / (Number of new students tested for placement + number of new students received a waiver)
College Readiness Math Placement	(Number of new students placed into college level courses after testing + Number of new students received a waiver) / (Number of new students tested for placement + number of new students received a waiver)
Reading Success Rate	Number of new credit students enrolled in fall semester and placed into a Reading developmental course and attempted a Reading developmental course during their first year (fall /spring) and successfully completed the course (grade A, B or C) divided by number of new credit students enrolled in fall semester and placed into a Reading developmental course and attempted a Reading developmental course during their first year (fall /spring)
Writing Success Rate	Number of new credit students enrolled in fall semester and placed into a Writing developmental course and attempted a Writing developmental course during their first year (fall /spring) and successfully completed the course (grade A, B or C) divided by number of new credit students enrolled in fall semester and placed into a Writing developmental course and attempted a Writing developmental course during their first year (fall /spring)
Math Success Rate	Number of new credit students enrolled in fall semester and placed into a Math developmental course and attempted a Math developmental course during their first year (fall /spring) and successfully completed the course (grade A, B or C) divided by number of new credit students enrolled in fall semester and placed into a Math developmental course and attempted a Math developmental course during their first year (fall /spring)
<b>Improve College Completion</b>	
Graduation Rate	Percentage of first-time full-time degree-seeking students completing an associate degree in 3 years (150% of the normal time required for an associate degree). The average graduation rate over the last 4 years is provided for each Fiscal Year. For example, FY2014 includes cohort years 2008-2011; FY2015 includes cohort years 2009-2012. This is known as the Student's Right to Know graduation rate as used by IPEDS.
Transfer-out Rate	Percentage of first-time full-time degree-seeking students who transferred out of Triton without completing a degree in 3 years (150% of the normal time required for an associate degree). The average transfer-out rate over the last 4 years is provided for each Fiscal Year. For example, FY2014 includes cohort years 2008-2011; FY2015 includes cohort years 2009-2012. This is known as the Student's Right to Know graduation rate as used by IPEDS.

Retention Rate	Percentage of first-time full-time degree-seeking students of the Fall cohort from that fiscal year retained in the subsequent fall (for example, FY2014 would include the Fall 2013 cohort retained in Fall 2014).
Credit Completion -Full-time Students	Percentage of full-time students (attempted 12 or more credits in both fall and spring) who earned 30 or more credits across both terms.
Credit Completion -Part-time Students	Percentage of part time students (less than 12 credits in both fall and spring) who earned 15 or more credits across both terms.
Student Satisfaction	Percentage of students responded with "Very Satisfied" or "Satisfied" to the question "How Satisfied Are You With Your Triton College Experience?" in the survey administered in spring of the fiscal year indicated.
Gateway English Completion	Percentage of first-time credit students entering in fall semester successfully completing RHT 101 in the first year
Gateway Math Completion	Percentage of first-time credit students entering in fall semester successfully completing one of the first college level math course in the first year
<b>Close Skill Gaps</b>	
Credit Headcount Online Enrollment	Unduplicated headcount of students enrolled in Online credit courses during the fiscal year.
Number of online/hybrid course	Number of Online and Hybrid courses offered during the fiscal year.
Number of Completers	The unduplicated headcount of graduates receiving Degrees/Certificates (completers) during the fiscal year.
Number of Degrees/ Certificates Awarded	Total number of Degrees and Certificates awarded during the fiscal year.
Graduate Perception of Educational Preparation for Employment	Percentage of students responded with "Very Well" or "Adequately" to the question "How well did the education you received at Triton prepare you for your current Job?" in the Alumni Survey administered in spring of the fiscal year.
Employer Perception of Job Readiness of Triton Students	Percentage of employers responded with "Well Prepared" or "Exceptionally Prepared" to the question "How prepared are Triton students to perform the assigned Job/task?" in the Employer Survey administered in spring of the fiscal year.
Advisory Committee Engagement	Average percentage who responded "yes" to PAC committee engagement questions 4 to 10 on annual PAC survey
Total number of internships/cooperative work agreements	Total number of students placed in internships/cooperative work study during FY