



TRITON COLLEGE

2018 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

Our fourth year of the strategic plan proved to be a transitional year as the college restructured organizational elements and experienced staffing changes in nearly all divisional areas of the institution. As the year concludes, we find ourselves with an opportunity to evaluate our journey over the past four years and reset institutional intentions, goals, and priorities as we move into the latter half of our strategic plan.

This year, we noted our performance against our pre-established fiscal year benchmarks in all three focus areas generally decreased. Yet, our institutional graduation rates and retention rates, more traditional markers of performance, have improved. As a vibrant institutional strategy, our plan has significantly changed over four years. We adapted to shifts in our internal and external environment and responded to our community's evolving needs. We concluded successful actions and redirected efforts for actions that did not bear fruit.

Despite these changes, our Key Performance Indicators and institutional benchmarks have remained the same. As we move towards FY2020, we should review our Key Performance Indicators to ensure that they are providing us with the most relevant information regarding our progress in the plan, and reevaluate our benchmarks to ensure that they are appropriate and achievable.

The college's performance against its benchmarks is summarized in this report. We also make this data available to our community via our [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).

A transitional year for many areas of the college, 2018 resulted in a holding pattern for some actions. Our educational partnership structure is under evaluation following the retirement of the Associate Vice President of Academic Affairs. Changes to Human Resources staffing slowed work regarding service and professional development. Student-to-student mentorships experienced a delay following staffing changes for TRIUMPH and SURGE. To progress forward in 2019, it will be important to set clear and attainable goals for these actions and ensure that all team members understand institutional priorities.

Institutionally, our performance against our benchmarks in this area is weaker in FY2018 than FY2017. Of note, we saw a dramatic change in our college readiness reading placement rate due to changes in our placement test. With three fiscal years of reporting on these Key Performance Indicators remaining, we recommend reevaluating our benchmarks in this area to ensure that they are achievable and appropriately account for any changes that have occurred since they were originally established.

Institutional Key Performance Indicators

Below are Triton's KPIs for Increasing College Readiness. The values for FY2018 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 |
|-------------------------------------|-------|------|------|------|------|------------|---------|--------------|
| | FY14 | FY15 | FY16 | FY17 | FY18 | FY18 | General | |
| Total College Readiness Placement | 54% | 57% | 55% | 57% | 57% | 68% | 80% | Below Target |
| College Readiness Reading Placement | 81% | 83% | 83% | 80% | 67% | 83% | 85% | Below Target |
| College Readiness Writing Placement | 53% | 55% | 54% | 59% | 63% | 63% | 80% | On Target |
| College Readiness Math Placement | 27% | 26% | 26% | 29% | 35% | 37% | 59% | Below Target |
| Reading Success Rate | 49% | 51% | 49% | 48% | 50% | 53% | 68% | Below Target |
| Writing Success Rate | 68% | 72% | 72% | 74% | 56% | 74% | 78% | Below Target |
| Math Success Rate | 62% | 65% | 66% | 69% | 62% | 66% | 71% | Below Target |

2018 Action Outcomes

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

| Action | 2018 Outcomes | Status |
|--|--|--------------|
| 1.1: College Readiness Coursework in High Schools | Increase number of High School participants by one more high school partner; performance based high school outcomes increase from 7 to 8 schools | Not Complete |
| 1.2: Student-to-Student Mentorship Opportunities | Triton will have a minimum of 150 student, faculty, and staff members (combined) serving as ambassadors in the community | Not Complete |
| 1.3: Dual Credit | One dual credit student cohort will be finalized and offered by Fall 2018 | Not Complete |
| 1.4: Educational Partnerships | The School College Alliance purpose and organizational structure will be realigned through district action to increase college and career success for students towards the 60 by 2025 goal | Not Complete |
| 1.6: Service for Internal and External Constituents | The employee engagement survey will achieve a 75% response rate | Not Complete |
| | Three service workshops will be held and achieve 80% attendance of seat capacity | Not Complete |
| 1.7: Math Up Program | MathUp and iLaunch will merge in fall 2018 and accelerate 60% of participants | Not 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.

The college set a goal of increasing its high school partners in this program from 7 to 8. While we fell short of this goal (six local high schools participated in the math transitional program this year), Fall 2018 reported the highest enrollment for the high school transitional math program. A total of 316 students registered for college readiness math, including 11 classes in MAT 055, two classes in MAT 080, five classes in MAT 085; and two technical math classes, which were new Fall semester. Additionally, three rhetoric courses (RHT 099) were offered this semester for a total of 42 students.

As demonstrated below, the program continues to demonstrate solid success rates, even while the program expanded to more students year over year:

Yr 1 2015: 106 starting cohort; 63.2% success rate

Yr 2 2016: 156 starting cohort; 75.8% success rate

Yr 3 2017: 187 starting cohort; 78.1% success rate

Yr 4 2018: 214 starting cohort; 74.8% success rate
Yr 5 2019: 316 starting cohort, success rate to be determined.

This year marks the fifth year for offering college readiness math courses in partnership with the high schools. This year also marks the final year Triton will offer courses in this manner. Beginning Fall 2019, Triton will move the requirements as set out by the state of Illinois in the Postsecondary and Workforce Readiness Act (PWR) Act. Therefore, the college will cease report out on this action one more time in the 2019 mid-year report, and cease reporting on the action for FY2020.

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

CHAMPION: DEBBIE BANESS-KING

This year, Triton aimed to expand student mentoring through its Institute of Museum and Library Services (IMLS) and Americorps Affiliate/AmeriCorps State grants, as well as its TRIUMPH and SURGE programs with a goal of 150 ambassadors. The college started strong with this goal in spring with the placement of 50 student ambassadors; however, various factors slowed progress and the institution fell short of its overall goal. A change in funding dates and structure around the IMLS and Americorps grants required a pause in implementation for summer, and a late resume in fall. Additionally, staff changes in the TRIUMPH and SURGE programs required a transitional period before resuming ambassador placement through these programs.

While the institution has not sent out as many ambassadors to the community as it planned, the college has engaged 40 community members with Triton through the IMLS grant work. In 2019, the college will seek to continue these efforts and resume placement of its student ambassadors.

ACTION 1.3: DEVELOP A COMPREHENSIVE DUAL ENROLLMENT PROGRAM

CHAMPION: TIM NYSTROM

While Triton did not meet the goal of establishing a specific cohort of enrollment in Fall 2018, dual credit increased its fall enrollment headcount by 16%, from 445 in fall 2017 to 516 in fall 2018 (duplicated headcount). Business Technology, Health Careers, and Arts and Sciences all contributed to these gains, with Financial Accounting, Criminal Justice, Allied Health, Nurse Assistant, Education, Rhetoric, and Creative Writing reflecting increased headcount. Since the start of this strategic plan, dual credit duplicated headcount has increased by 32%, from 390 in Fall 2013 to 516 Fall 2018.

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

CHAMPION: TBD

This year, the college sought to realign the purpose and organizational structure of the School College Alliance (SCA) to increase college and career success for students towards the 60 by 2025 goal. In Fall 2018, the President solicited input and feedback from SCA and decided to restructure the partnership. The new structure and direction is currently under consideration by the President's office.

ACTION 1.6: IMPROVE SERVICE FOR INTERNAL AND EXTERNAL CONSTITUENTS

CHAMPION: JOE KLINGER

For 2018, Triton sought to obtain a 75% response rate for an employee engagement survey, as well as hold three service workshops with 80% attendance of seat capacity. Unfortunately, progress on this action item stalled early in the year. The college is evaluating its Human Resources structure and goals to better accommodate the needs in this area.

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

In 2018, the MathUp and iLaunch programs merged, with a goal to accelerate 60% of participants.

iLaunch is a self-accelerated program that seeks to increase college readiness and student enrollment through effective retention. The program allows students to complete more than one level of college readiness math in a single semester via individualized learning. It utilizes software that features testing, knowledge checks, and mastery of content. Additionally, the program features embedded wrap-around services, including academic planning, group advising, registration, and student mindset interventions.

iLaunch is held in Triton's Math Lab, which accommodates 100 students with computers and houses one break out classroom, one testing center room, two projection screens for presentations, two monitors for daily messaging, one student lounge area with monitors and Wi-Fi, four mini white boards for student and tutor usage, and two larger white boards for instructors and tutor usage.

Triton currently offers MAT 045 and MAT 055 in the lab. In Fall 2018, 564 students registered for iLaunch classes. As of early December 2018, 455 students (81%) were retained, and 239 students (42%) had accelerated to MAT 055 or MAT 085.

IMPROVING COLLEGE COMPLETION

General Analysis

While individual actions within this focus area had varying degrees of progress this year, the impact of Triton's efforts in this area are reflected in the institution's graduation rate, which has improved 4% since the start of the plan, and retention rate, which has improved by 14%. The college's progress with respect to academic planning should help to strengthen efforts to develop guided pathways and further improve institutional performance in these indicators.

With the retirement of the Vice President of Student Affairs in the spring and the hire of a new Vice President of Enrollment Management and Student Affairs this fall, actions related to academic planning and pathways moved forward, but at modest pace. A more holistic and aggressive plan for pathways implementation will be needed if the institution intends to implement pathways for Fall 2020.

We experienced mixed performance against our benchmarks this year. As noted above, the graduation rate and retention rate improved, while the student satisfaction rate remained on target. Credit completion rates and gateway completion remained relatively static, and thus fell below our internal benchmark, which aimed for improvement. As with Increasing College Readiness, we recommend reevaluating our benchmarks in this area to ensure that they are achievable and appropriately account for any changes that have occurred since they were originally established.

Institutional Key Performance Indicators

Below are Triton's KPIs for Improving College Completion. The values for FY2018 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 |
|--|-------|------|------|------|------|------------|---------|--------------|
| | FY14 | FY15 | FY16 | FY17 | FY18 | FY18 | General | |
| Graduation Rate | 14% | 14% | 13% | 15% | 18% | 14% | 18% | Above Target |
| Transfer-out Rate | 26% | 26% | 26% | 25% | 23% | 27% | 30% | Below Target |
| Retention Rate | 49% | 63% | 58% | 58% | 63% | 61% | 70% | Above Target |
| Credit Completion - Full-time Students | 25% | 23% | 23% | 24% | 24% | 27% | 35% | Below Target |
| Credit Completion - Part-time Students | 30% | 23% | 24% | 20% | 21% | 27% | 35% | Below Target |
| Student Satisfaction | 89% | 81% | 87% | 90% | 90% | 90% | 90% | On Target |
| Gateway English Completion | 30% | 27% | 27% | 26% | 28% | 31% | 40% | Below Target |
| Gateway Math Completion | 11% | 11% | 12% | 13% | 13% | 15% | 20% | Below Target |

2018 Action Outcomes

Strategic Direction 2: Identify and Scale Best Practices

| Action | 2018 Outcomes | Status |
|---|---|-------------------------------------|
| 2.1: Graduate Success Tracking | <p>Employment information in the Graduate Success Report is enhanced with data from IDES</p> <p>The Graduating Student Survey and the Alumni Survey achieve 35% and 20% response rates respectively</p> | <p>Complete</p> <p>Not Complete</p> |
| Action 2.5: Guided Pathways | | |
| Action 2.5.a: Academic Pathways | The minimum credit hours required of AA, AGS and AFA will be reduced to 60; the graduation and transfer rates will increase by 2% | Complete |
| Action 2.5.b: Academic Planning | <p>Increase the number of students completing an academic plan by 2% from Fall 2017 to Fall 2018</p> <p>Increase awareness of the academic plan among students, faculty and staff</p> | <p>Complete</p> <p>Complete</p> |
| Action 2.6: Develop a Research-Based First Year Experience | <p>At least 60% of the participants enrolled in fall 2017 will persist in Fall 2018</p> <p>At least 80 entering Fall 2018 students will participate in the First Year Experience (FYE) program</p> | <p>Not Complete</p> <p>Complete</p> |

ACTION 2.1: IMPROVE GRADUATE SUCCESS TRACKING

CHAMPION: KURIAN THARAKUNNEL

In 2018, Triton aimed to enhance the Graduate Success Report with data from IDES. The Illinois Community College Board (ICCB) delayed the roll out and is currently in the process of completing data sharing agreements. The agreement is expected to compete in December 2018, with data available to Triton in Spring 2019. Because of this procedural delay, the college is not be able to include IDES data in the FY18 Graduate Success Report, which is published in December. However, the FY19 report will include IDES data.

Triton did not meet its aggressive response rate goals for the Graduate Student Survey or the Alumni Survey. The Graduating Student Survey had a response rate of 26.8%, at about the same rate as last

year (27%), and well short of the college's 35% goal. Triton explored embedding the survey as part of the online graduation application process; however, the survey administration tool does not support that feature. The alumni survey had a response rate of 12.6%, below the college's goal of 20%. Nonetheless, this is an improvement from FY17 rate of 11% and FY16 rate of 10%.

The college's graduate success report and the mechanisms for collecting that data have been fully integrated into the college's regular data collection and reporting processes. Therefore, the institution may want to consider concluding reporting on this item in FY2019.

ACTION 2.5: GUIDED PATHWAYS

Action 2.5.a: Academic Pathways

CHAMPION: KEVIN LI

This year, the college sought to reduce the minimum credit hours required for Associate of Arts (AA), Associate of General Studies (AGS) and Associate of Fine Arts (AFA) to 60 in an effort to increase the graduation and transfer rates by 2%. The institution succeeded in this goal, with curriculum revisions to these degrees effective Fall 2018. The college continues discussions around curricular changes, including streamlining offerings and discontinuing redundant or underutilized areas of concentration.

The college should reevaluate its project plan for guided pathways in 2019 to determine how it aligns with changes in institutional structure and priorities.

Action 2.5.b: Academic Planning

CHAMPION: JESSICA RUBALCABA

Triton set a goal of increasing the total number of academic plans created from Fall 2017 to Fall 2018 by 2% (increasing from 4,396 plans created in 2016-2017 to 4484 plans created in 2017-2018). The college well exceeded this goal by creating 5,754 plans during that time. Additionally, the number of counselor or staff created plans nearly doubled from 1,688 to 2,909. Strategies to increase the number of students with academic plans included collaboration with the COL Coordinator to incorporate the academic plan as an assignment, targeted efforts with students enrolled in CTE programs, requiring the completion of an of academic plan for First Year Experience (FYE) participants, and collaboration with academic departments. Currently, the Counseling department is planning academic success workshops for students encountering challenges with meeting the standards of academic progress.

ACTION 2.6: DEVELOP A RESEARCH-BASED FIRST YEAR EXPERIENCE

CHAMPION: AMANDA TURNER

In 2018, Triton aimed for a 60% persistence rate for the First Year Experience (FYE) program from Fall 2017 to Fall 2018. The institution came very close to achieving this goal, retaining 23 students enrolled from the 2017 FYE program, representing 59%. The overwhelming majority of students who did not persist had grade point averages below 2.0. Staff are currently surveying students for additional

insights. The college also aimed to enroll 80 students in FYE for Fall 2018. The institution far exceeded this goal, with 171 students electing to participate.

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

| Action | 2018 Outcomes | Status |
|--|--|--------------|
| Action 3.3: Enhance Tutoring Services | Quality Assurance Surveys will be distributed to students and faculty by Fall 2018 | Complete |
| Action 3.5: Scale Peer Mentoring Collaborative and COL102 | COL 102 offerings increase by 30% and fall to spring retention rate for COL 102 students reach 74% | Complete |
| | COL102 sections paired with TEAM mentors increase by 20% | Complete |
| | PMC paired courses offered increase by 10% over Fall 2017 | Not Complete |

ACTION 3.3: ENHANCE TUTORING SERVICES

CHAMPION: HANAN MERHEB

Triton aimed to distribute Quality Assurance Surveys to students and faculty by Fall 2018. The college met this goal by using Tutortrac to send two surveys, one to students (43 respondents) and one to faculty (73 respondents). Students gave tutoring services an average rating of 4.51 points out of ten 5 related to tutor availability, answering questions, tutor friendliness and professionalism, and grade improvement.

Although the Academic Success Center (ASC) presented Tutortrac training sessions at the Academic Senate and several faculty department meetings in the fall semester, the survey indicated that many faculty are still unaware that the ASC uses Tutortrac as data management system and that they have access to their students’ record of visits. To remedy this, the college is working with the Center for Teaching Excellence (CTE) to include Tutortrac training sessions in the schedule of the Spring 2019 semester.

The findings of the faculty and students surveys will be discussed with Academic Success Center coordinators and staff during spring training events.

ACTION 3.5: SCALE PEER MENTORING COLLABORATIVE AND COL102

CHAMPION: DEBBIE BANESS-KING

Student enrollment in COL102 increased 28% between Fall 2017 (274) and Fall 2018 (351) and 16% between Spring 2017 (183) and Spring 2018 (212). The college nearly met its retention rate goal with a Fall to Spring (2017-2018) retention rate of 72.5% for COL102 students.

Triton Employees As Mentors (TEAM) was not pursued in the Fall 2018 semester. COL 102 faculty interest in this effort was low, which created challenges related to mentor placement in course sections. Additionally, employee availability has become more limited over the past year, which has impacted implementation and growth. At this time, it is recommended that TEAM be dissolved and resources released to Peer Mentoring, Retention Alert, and other promising pilot projects.

The Peer Mentoring Collaborative (PMC) experienced a staffing vacancy during the Spring 2018, effecting the program's ability to meet its 10% expansion goal. This was largely due to the lack of programming during the summer months due to the vacancy. To address this concern, it is recommended that collaborative efforts be strengthened with the Academic Success Center (ASC) to blend the PMC into day-to-day activities within the ASC. This will allow for a seamless transition if vacancies occur in the future. Efforts are already underway between area leaders to train and update each other on the progress of the programs. Additionally, efforts are being made to utilize ASC tutors as Peer Mentors, assigning time in the ASC for walk-in appointments when not providing services to PMC linked-course students.

CLOSING SKILL GAPS

General Analysis

In 2018, we instituted a new direction for this focus area that specifically focuses on soft skills training and attainment, along with career advising. The college also established a new administrative position, Associate Vice President for Academic Innovation and Workforce Education, which will help tie the actions in this area to our efforts related to Increasing College Readiness and Improving College Completion.

The actions in this focus area have undergone the most significant level of changes since the implementation of our strategic plan, and yet our indicators have remained the same. As a result, a number of our measures are not connected to specific actions in this focus area and may not be strong indicators of our progress. We recommend reevaluating the Key Performance Indicators for this focus area in 2018, culling those that are no longer relevant to institutional actions and adding indicators that will provide us with relevant information as we move forward.

Institutional Key Performance Indicators

Below are Triton's KPIs for Closing Skill Gaps. The values for FY2018 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 |
|---|-------|-------|------|------|------|------------|--------------------|--------------|
| | FY14 | FY15 | FY16 | FY17 | FY18 | FY18 | General | |
| Credit Headcount Online Enrollment | 3,286 | 4718 | 5321 | 6652 | 4751 | N/A | 22% growth (6,492) | Below Target |
| Number of Online/Hybrid Course Sections | 691 | 671* | 677 | 690 | 689 | N/A | 22% growth (827) | Below Target |
| Number of Completers | 1,043 | 1,118 | 1218 | 1280 | 1155 | 1405 | 1778 | Below Target |
| Number of Degrees/Certificates Awarded | 1,070 | 1,146 | 1256 | 1335 | 1225 | 1507 | 2010 | Below Target |
| Graduate Perception of Educational Preparation for Employment | DNA* | DNA* | 82% | 74% | 78% | 90% | 90% | Below Target |
| Employer Perception of Job Readiness of Triton Students | DNA* | 53% | 44% | 71% | 64% | 65% | 65% | On Target |
| Advisory Committee Engagement | DNA* | DNA* | 90% | - | 83% | 90% | 90% | Below Target |

| | | | | | | | | |
|---|----|----|----|----|----|---------------------------|---------------------------|---------------------|
| Total Number of Internships/Cooperative Work Agreements | 29 | 34 | 34 | 30 | 20 | 1% of credit student body | 1% of credit student body | Below Target |
|---|----|----|----|----|----|---------------------------|---------------------------|---------------------|

2018 Action Outcomes

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

| Action | 2018 Outcomes | Status |
|---|---|--------------|
| Action 4.1: Direct Interaction with Business Community | Three corporate business events will be held on campus for corporate representatives, including one Fall Kick Off event (academic areas and career services will solicit participation from corporate representatives, including PAC members) | Complete |
| | Two HR Roundtables will be held to gain employer feedback regarding Triton programs and offerings, including one regarding the introduction of Essential Employability Skills | Complete |
| | Employer Feedback from roundtables and events will be shared with faculty in at least two forums by year end | Complete |
| Action 4.2: Increase Student Internship Opportunities | Data collected for student internships will include all internships, including internships and clinicals in academic program areas, independent internships, and cooperative work agreements | Not Complete |
| | The total number of student internships and cooperative work agreements will meet or exceed 1% of the credit student population in the fall | Not Complete |
| Action 4.4: Imbed formal soft skills training into the student experience | At least 5 forums/meetings with faculty regarding Essential Employability Skills will be held by year end | 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 achieved its goal of holding three corporate business events, including two HR roundtables. On March 20, 2018, the college held an HR Roundtable with representatives from companies that hire Triton graduates to obtain direct feedback on students' technical and soft skills and to engage them in conversation beyond a simple survey. On June 6, 2018, the Bellwood, Maywood, Broadview and Melrose Park Chambers of Commerce hosted their annual Proviso Township Joint Chambers of Commerce annual scholarship and awards banquet on Triton's campus. On October 23, 2018, the college held an HR Roundtable with President Moore attending. Cook County Works

Partnership staff presented at the forum. A fall "Thank You" event for all non-Triton advisory committee members was tabled due to challenges obtaining broad representation from the college's Program Advisory Committee (PAC) members.

Employer feedback from the HR Roundtable events was shared at the September 6, 2018 curriculum committee, along with two CTE Workshops ("Enhancing Student Soft Skills" on October 26, 2018 and "Essential Employability Skills" on November 27, 2018).

ACTION 4.2: INCREASE STUDENT INTERNSHIP OPPORTUNITIES

CHAMPION: PAUL JENSEN

This action fell short of its articulated outcomes for 2018 due to a critical staff retirement (Director of Career Services) in July 2018. The area of Career Services is currently undergoing a transitional period as it moves from division of student services to the division of academic affairs. The area is collaborating with leadership to develop new goals and measures for the department as it moves into 2019.

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

CHAMPION: PAUL JENSEN

Triton met its goal of holding five forums/meetings with faculty regarding Essential Employability Skills (EES) by year end. At the January 1, 2018 Faculty Workshop, the EES packet was distributed with workshop materials and a breakout workshop presented by Deb Krukowski and Kristi Reece. On September 6, 2018, Julianne Murphy led a discussion regarding EES with Curriculum Committee (see Action 4.1 above), followed by a September 26, 2018 discussion led by Leslie Wester, Julianne Murphy and Lauren Kosrow at the fall Chair/Coordinator meeting. On October 26, 2018, Deb Krukowski and Kristi Reece led an "Enhancing Student Soft Skills" workshop in the CTE that was attended by 20 faculty members. On November 27, 2018, 15 faculty members attended "Essential Employability Skills Framework" presented by Dr. Aime'e Julian, ISU, which has held in the CTE. The planned College Hour and additional discussions for this fall were postponed when the determination was made to focus faculty attention and work on Assessment in preparation for the 2020 HLC visit.

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

| Action | 2018 Outcomes | Status |
|---|--|--------------|
| Action 5.2: Identify Gaps in Career and Technical Education Curriculum | The Honda automotive program will be implemented by Fall 2018 with a target enrollment of 10 students | Not Complete |
| | The Peripheral Vascular Ultrasound program curriculum will receive internal approvals (curriculum, Academic Senate, and Board of Trustees) | Complete |
| | The Sterile Processing program will be implemented by Fall 2018 with a target enrollment of 12 students | Complete |
| Action 5.4: Enhance and Expand Online Course Offerings | 100% 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: DEBRA BAKER

The Honda rollout was delayed one year due to challenges finding faculty. We are currently aiming for a Fall 2019 implementation, with faculty on board by June 2019. The college has received the needed equipment for the program, including cars and the lift.

The Sterile Processing was implemented in fall 2018 as projected, with a total enrollment of 12 students. The Peripheral Vascular Ultrasound program curricula received all necessary approvals and is slated for a Spring 2019 start. As of December 2018, 10 students were enrolled in the program.

ACTION 5.4: ENHANCE AND EXPAND ONLINE COURSE OFFERINGS

CHAMPION: TBD

Following the retirement of the Associate Vice President of Academic Affairs, this action was not reassigned. The college does not currently have a defined plan for the expansion of online coursework. Unless reprioritized, this may no longer be an appropriate action item to continue into FY2020.