



TRITON COLLEGE

2020 STRATEGIC PLAN MID-YEAR REPORT

The mid-year progress report consists of assessment data from FY2020 on progress on 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*.

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2020 STRATEGIC PLAN MID-YEAR REPORT

EXECUTIVE SUMMARY

Triton College's strategy for fulfilling its mission centers on three focus areas: *Increasing College Readiness*, *Improving Completion*, and *Closing Skill Gaps*. With the completion of six years of the seven-year strategic plan, the College continues to complete actions focused on improving the key performance indicators (KPIs).

The Focus Area of *Increasing College Readiness* includes direct interventions for students, including college readiness coursework in high schools, the iLaunch program, and the student ambassador program. Achievements include the expansion of dual credit enrollment and the significant success of course success rates in math due to iLaunch. However, expansion of student ambassador program continues development and will be implemented in fall of 2020.

The total college readiness placement scores improved significantly (by 9%) from FY19 to FY20. College readiness for writing placement also increased (by 6%) as did success rates in math (by 3%).

Actions related to the Focus Area of *College Completion* continue to progress well. The FY20 graduation rate (20%) was the highest rate achieved since the start of the strategic plan. To further advance college completion and student success, the college started the 2019-2020 academic year merging its efforts related to two actions, Academic Pathways and Academic Planning, into a single initiative: Guided Pathways. Set to begin its second year of implementation, Guided Pathways and related work has resulted in a 9% increase in students completing academic plans.

For the Focus Area of *Closing Skill Gaps*, positive outcomes pertaining to student internships and direct interaction with businesses have been made. However, enrollment in online and hybrid sections decreased, as did the number of completers of degrees and certificates.

Data for the FY20 Key Performance Indicators (KPIs) are provided both in this report and on the strategic plan website.

INCREASING COLLEGE READINESS

General Analysis

This focus area showed gains in college readiness placement, but all metrics other than the success rate in math fell below the stated benchmarks. Corresponding to the math success rate, the iLaunch program continues to be successful in increasing course success and acceleration rates.

The enhanced student ambassador program is expected to launch in fall, 2020. The dual credit program did not develop a mentoring program for faculty, but progress was made to connect dual credit high school faculty with the corresponding academic chair or coordinator from the college. Due to complications due to the COVID-19 pandemic, information and data supporting successful outcomes for this action item are not available currently.

Institutional Key Performance Indicators

The KPIs for *Increasing College Readiness* are shown next. The values for FY2020 are highlighted in yellow. If a key performance indicator was one percentage point or less above or below the benchmark goal, it was identified as “on target” in the “Performance” column. If an indicator was more than one percentage point above the stated benchmark, it was identified as “above target.” If an indicator was more than one percentage point below the stated benchmark, it was identified as “below target.”

Measure	Value							Benchmarks		Performance
	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY20	General	
Total College Readiness Placement	54%	57%	55%	57%	57%	53%	62%	80%	80%	Below Target
College Readiness Reading Placement	81%	83%	83%	80%	67%	64%	63%	84%	85%	Below Target
College Readiness Writing Placement	53%	55%	54%	59%	63%	57%	63%	71%	80%	Below Target
College Readiness Math Placement	27%	26%	26%	29%	35%	35%	36%	48%	59%	Below Target
Reading Success Rate	49%	51%	49%	48%	50%	52%	50%	61%	68%	Below Target
Writing Success Rate	68%	72%	72%	74%	56%	62%	60%	76%	78%	Below Target
Math Success Rate	62%	65%	66%	69%	62%	68%	71%	68%	71%	Above Target

2020 Action Outcomes

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

Action	2019 Outcomes	Status
1.2: Student Ambassador Opportunities	Enhance the ambassador program	Progressing
	Increase the number of ambassadors	Progressing
1.3: Dual Credit	Develop mentoring and support system for off-campus dual credit faculty	Not achieved
1.7: iLaunch Program	Improve the course success rate of iLaunch	Achieved
	Continue to refine the program using program assessment data.	Achieved

ACTION 1.2.: ENHANCE THE STUDENT AMBASSADOR PROGRAM

CHAMPION: KEN SMITH

The ambassador program is being developed for the Fall 2020 semester with current students from a diverse representation of the college community. These ambassadors will serve as tour guides and student panelist for various high school group visits to campus and any future open houses events. In addition, the ambassadors will serve as orientation leaders for new incoming first year students. The number of ambassadors will range from 10 to 12 to ensure three to five are available at any given time.

ACTION 1.3: DEVELOP A COMPREHENSIVE DUAL ENROLLMENT PROGRAM

CHAMPION: TIM NYSTROM

As of June 2020, the Dual Credit program has a total of 102 approved dual credit course agreements with its in-district and-out of-district high school partners. This is an overall increase of 6.25% from 2019 and nearly a 26% increase from when the action item was established.

In the Fall 2019 semester, 91 of the 104 Triton Campus dual credit students completed their course(s) with a grade “C” or higher which is an 87% pass rate. In the Spring 2020 term, 74 of the 94 Triton campus dual credit students completed their courses(s) with a grade “C” or higher which is a 78% pass rate and slightly below projection. For FY20, the pass rate for all Triton Campus dual credit students was 83%.

Efforts were made throughout the school year to connect dual credit high school faculty with the corresponding academic chair or coordinator from the college. High school dual credit faculty were given the CTE events catalogs for the Fall and Spring semesters and were encouraged to attend and engage in professional development opportunities with the college. Triton chairs and coordinators were given the contact information for all high school dual credit faculty in their area and were asked to reach out to the instructors periodically for support and resources. Due to complications due to the COVID-19 pandemic, information and data supporting successful outcomes for this action item are not available currently.

ACTION 1.7: IMPLEMENT AND SCALE THE ILAUNCH PROGRAM

CHAMPION: RIC SEGOVIA

In Spring 2020, the course success rate for MAT 045 was 69%, compared to 63% in Spring 2019 and 58% in Spring 2018. Similar increases were seen for iLaunch MAT 055 where the team achieved a success rate of 70% in Spring 2020, compared to and 57% in Spring 2019 and 56% in Spring 2018.

The iLaunch developmental education MAT class success rates also outpaces the rates of non-iLaunch classes in most cases. For example, Spring 2020 MAT 055 iLaunch classes achieved a success rate at 70% while the non-iLaunch MAT 055 rate was 43%. Similarly, iLaunch MAT 085's success rate was 91%, while the non-iLaunch MAT 08 rate was 59%.

The acceleration rate (students' ability to skip math course levels) for the iLaunch Spring 2020 classes is also impressive. In Spring 2020, all iLaunch classes produced an overall acceleration rate at 15.08%, compared to the acceleration ration rates of 11.15% in Spring 2019 and 7.17% in Spring 2018.

The team attributes the improved outcomes to three major factors: (1) allowing the iLaunch program coordinator more conversations, collaborations, and tighter procedures within the program, (2) overall, the faculty continue to improve their pedagogies as the program matures, and (3) Inclusive Access helps iLaunch students to lessen their financial burden, yielding substantial savings in their instructional materials and allowing more students to be retained and progress toward the finish line.

IMPROVING COLLEGE COMPLETION

General Analysis

Most actions in the focus area of *Improving College Completion* did not meet stated benchmarks. Two notable exceptions to the performance results were the FY20 graduation rate and the completion rate of gateway math courses. At 20% each, the rates were the highest rates of the last six years.

The benchmark of students who completed academic plans was surpassed. Areas of Study were also finalized, representing continued progress in the implementation of Guided Pathways. Further, there was an increase in usage of 24/7 online tutoring support by 41% over the same period last year.

Institutional Key Performance Indicators

Below are the KPIs for *Improving College Completion*. The values for FY2020 are highlighted in yellow. If a key performance indicator was one percentage point or less above or below the benchmark goal, it was identified as “on target” in the “Performance” column. If an indicator was more than one percentage point above the stated benchmark, it was identified as “above target.” If an indicator is more than one percentage point below the stated benchmark, it was identified as “below target.”

Measure	Value							Benchmarks		Performance
	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY20	General	
Graduation Rate	14%	14%	13%	15%	18%	19%	20%	16%	18%	Above Target
Transfer-out Rate	26%	26%	26%	25%	23%	21%	20%	29%	30%	Below Target
Retention Rate	49%	63%	58%	58%	63%	64%	59%	65%	70%	Below Target
Credit Completion -Full-time Students	25%	23%	23%	24%	24%	25%	22%	31%	35%	Below Target
Credit Completion -Part-time Students	30%	23%	24%	20%	21%	20%	18%	31%	35%	Below Target
Student Satisfaction	89%	81%	87%	90%	90%	90%	87%	90%	90%	Below Target
Gateway English Completion	30%	27%	27%	26%	28%	27%	23%	36%	40%	Below Target
Gateway Math Completion	11%	11%	12%	13%	13%	16%	20%	18%	20%	Above Target

2020 Action Outcomes

Strategic Direction 2: Identify and Scale Best Practices

Action	2019 Outcomes	Status
Action 2.5: Guided Pathways		
Action 2.5.A: Academic Pathways	Finalize Areas of Study by end of Spring, 2020	Achieved
Action 2.5.B: Academic Planning	Increase the number of first-year students with academic plans by 5%	Achieved
Action 2.6: Develop a Research-Based First Year Experience	Develop new first-year experience	Progressing

ACTION 2.5: GUIDED PATHWAYS

ACTION 2.5.A: ACADEMIC PATHWAYS

CHAMPION: GUIDED PATHWAYS STEERING COMMITTEE

The final Areas of Study were finalized in Spring 2020 with the involvement of faculty and Guided Pathways Steering Committee members.

ACTION 2.5.B: ACADEMIC PLANNING

CHAMPION: DENISE JONES

In the Fall 2019 cohort, there were 1,168 first-time students with 81% of the students in this cohort (n=940) adding an academic plan within their first year. At the conclusion of Spring 2020, the Fall 2019 cohort consisted of 1,180 first-time students and 86% of the students in this cohort (n=1015) added an academic plan within their first year. The goal of 5% for this year was surpassed and a 9% increase was made from the Fall 2018 cohort.

Some of the activities attributed to this increase include: personalized outreach from advisors to their caseloads encouraging students to complete an academic plan with time spent in appointments working on their plans, advisors were trained and given approval to create and complete plans, and focus of the COL102 assessment plan included completion of academic plans, following new students specifically, with a continuation plan examining the percentage of new students that actually follow their academic plan compared to completion.

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

CHAMPION: DENISE JONES

Planning and redesigning of the First-year Experience is currently still ongoing. The Onboarding Subcommittee of Guided Pathways is using the framework and research to structure the design and implementation of a First-year program/course.

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

Action	2019 Outcomes	Status
Action 3.3: Enhance Tutoring Services	Expand all tutoring delivery types, in class, in person, in groups and online.	Achieved
Action 3.5: Scale Peer Mentoring Collaborative and COL102	Increase the number of course sections paired with PMC	Achieved
	Transition the PMC into the Academic Success Center as standard programming	Progressing

ACTION 3.3: ENHANCE TUTORING SERVICES

CHAMPION: HANAN MERHEB

2812 students were serviced by the Academic Success Center (ASC) from November 1, 2018 through October 31, 2019, a 2% increase from the number of students serviced last year (2754).

Usage of 24/7 online tutoring support, provided by Brainfuse, increased 41% (1647 vs. 1166 hours) over the same period last year.

ACTION 3.5: SCALE PEER MENTORING COLLABORATIVE AND COL102

CHAMPION: HILARY MEYER

Fall 2019 Peer Mentors were placed in the following courses: BIO240, CHM140, CHM141, MAT110, MAT134, RHT101, and SOC100. In Spring and Summer 2020, the new Dean of Academic Success and new Student Success Strategist embarked on multiple initiatives to scale the Peer Mentoring Collaborative, including partnering with the BES Department on a research project and exploring alternative funding sources.

CLOSING SKILL GAPS

General Analysis

Enrollment in, and the number of, online and hybrid sections decreased this fiscal year. The number of completers and number of degrees and certificates conferred also decreased. The number of internships and cooperative work agreements, however, continues to increase but remains below the stated benchmark.

Institutional Key Performance Indicators

Below are the KPIs for *Closing Skill Gaps*. The values for FY2020 are highlighted in yellow. If a key performance indicator was one percentage point or less above or below the benchmark goal, it was identified as “on target” in the “Performance” column. If an indicator was more than one percentage point above the stated benchmark, it was identified as “above target.” If an indicator is more than one percentage point below the stated benchmark, it was identified as “below target.”

Measure	Value							Benchmarks		Performance
	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY20	General	
Credit Headcount Online Enrollment	3,286	4718	5321	6652	4751	4500	4350	None given	22% growth (6,492)	N/A
Number of Online/Hybrid Course Sections	691	671*	677	690	689	655	637	None given	22% growth (827)	N/A
Number of Completers	1043	1118	1218	1280	1155	1265	1173	1498	1778	Below Target
Number of Degrees/ Certificates Awarded	1070	1146	1256	1335	1225	1333	1243	1633	2010	Below Target
Total Number of Internships/ Cooperative Work Agreements	29	34	34	30	20	38	51	None given	1% of credit students	Below Target

2020 Action Outcomes

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

Action	2019 Outcomes	Status
Action 4.2: Increase Student Internship Opportunities	Increase the number of Career Services Cooperative Work Experiences by 50%	Not Achieved

ACTION 4.2: INCREASE STUDENT INTERNSHIP OPPORTUNITIES

CHAMPION: PAUL JENSEN

In 2019-2020 there were 51 student internships for a 34% increase over the last school year. Career Services received grant funding to support Work-Based Learning (WBL) through a renewed ICCB CTE (Career and Technical Education) grant. Career Services' "Internship Advantage Program" is increasingly promoted in classrooms now and has started expanding beyond CTE positions into College of Arts and Sciences internships as well. The internships provide experience that allows students to synthesize and apply what they have learned to real-world situations, and through this acquire new learning as well. The ultimate goal remains employment/a faster path to employment based on the student's experience and exposure.