



TRITON COLLEGE

2020 STRATEGIC PLAN ANNUAL REPORT

The annual progress report consists of assessment data from 2020 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*.

TABLE OF CONTENTS

Executive Summary.....3

Increasing College Readiness4

 General Analysis4

 Institutional KPIs.....4

 2020 Action Outcomes5

 Strategic Direction 1.....5

 Action 1.25

 Action 1.35

Improving College Completion7

 General Analysis7

 Institutional KPIs.....7

 2020 Action Outcomes8

 Strategic Direction 2.....8

 Action 2.68

 Strategic Direction 3.....8

 Action 3.58

Closing Skill Gaps.....9

 General Analysis9

 Institutional KPIs.....9

 2020 Action Outcomes10

 Strategic Direction 4.....10

 Action 4.210

2020 STRATEGIC PLAN ANNUAL 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*. Currently in the final year 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* encompasses support for students. The enhanced student ambassador program has been delayed and is now expected to launch in fall, 2021. The dual credit program has made progress on a mentoring program for faculty. Notably, online teaching practices were shared between dual credit high school faculty and Triton College academic chairs and coordinators.

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%).

Metrics 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. The development of the redesigned First-Year Experience (FYE) and the incorporation of the Peer Mentoring Collaborative (PMC) into the Academic Success Center have been delayed and will occur after a full return to campus.

For the Focus Area of *Closing Skill Gaps*, positive outcomes pertaining to student internships have been stalled due to the pandemic. In response, the College is leading a consortium of our District high schools in evaluating virtual internship software programs.

Enrollment in online and hybrid sections decreased, as did the number of completers of degrees and certificates.

Data for the 2020 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 in FY20, but all metrics other than the success rate in math fell below the stated benchmarks.

The enhanced student ambassador program has been delayed and is now expected to launch in fall, 2021. The dual credit program has made progress on a mentoring program for faculty. Notably, online teaching practices were shared between dual credit high school faculty and Triton College academic chairs and coordinators. Further, the dual credit program now has 111 approved course agreements with its in-district and-out of-district high school partners. This represents a 15.6% increase from 2019 and a 37% increase from when this action item was established seven years ago.

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	2020 Outcomes	Status
1.2: Student Ambassador Opportunities	Enhance the ambassador program	Delayed
	Increase the number of ambassadors	Delayed
1.3: Dual Credit	Develop mentoring and support system for off-campus dual credit faculty	Not achieved

ACTION 1.2.: ENHANCE THE STUDENT AMBASSADOR PROGRAM

CHAMPION: KEN SMITH

The ambassador program has been postponed for development until the spring 2021 semester. The goal is to recruit the ambassadors during the spring semester and provide training during this period. For the fall 2021 semester, the ambassadors will serve as tour guides and student panelists for various high school group visits to campus and any future open houses events. The ambassadors will also assist with new student orientation on campus for first year students. The number of ambassadors will range from 10 to 12 to ensure three to five are available at any given time for appointment-based tours.

ACTION 1.3: DEVELOP A COMPREHENSIVE DUAL CREDIT PROGRAM

CHAMPION: TIM NYSTROM

As of November 2020, the Dual Credit program has a total of 111 approved course agreements with its in-district and-out of-district high school partners. This is an overall increase of 8% since the June update, a 15.6% increase from 2019 and a 37% increase from when the action item was established.

Final grade reports for the Fall 2020 semester are due on December 17th, and data supporting successful outcomes for this action item will be available in January.

Progress was made in developing dual credit faculty mentoring and support systems. The Center for Teaching Excellence's Fall 2020 calendar of events was distributed at the beginning of the term and weekly reminders of scheduled events have been sent out to the high school campus faculty to increase engagement and participation in the professional development opportunities available. On November 18th, a professional development webinar entitled "Shared Best Practices for Online Teaching" was co-hosted by the Center for Teaching Excellence and Office of Dual Credit for high school campus faculty.

Two CTE Faculty Coordinators presented on best practices for online teaching, engagement, and retention and participants included 17 dual credit faculty, and four Triton departmental chairs and coordinators. A survey was distributed for feedback to develop future events.

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 seven years.

The development of the redesigned First-Year Experience (FYE) for students continues, with a tentative implementation of Fall 2021. Due to COVID-19, Peer Mentors are supporting students virtually this academic year. The incorporation of the Peer Mentoring Collaborative (PMC) into the Academic Success Center will occur after a full return to campus.

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	2020 Outcomes	Status
Action 2.6: Develop a Research-Based First Year Experience	Develop new first-year experience	Progressing

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

CHAMPION: DENISE JONES

Planning and redesigning of the First-Year Experience (FYE) continues and is based on the Council for the Advancement of Standards in Higher Education (CAS) framework and research. The tentative launch of the redesigned First Year Experience will now be Fall 2021.

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

Action	2020 Outcomes	Status
Action 3.5: Scale Peer Mentoring Collaborative and COL102	Transition the PMC into the Academic Success Center as standard programming	Progressing

ACTION 3.5: SCALE PEER MENTORING COLLABORATIVE AND COL102

CHAMPION: HILARY MEYER

Fall 2020 Peer Mentors were placed in the following courses: SOC 101, SOC 100, CHEM 141, PSY 216 and MAT 131. The Peer Mentoring Collaborative (PMC) consisted of three new peer mentors and two returning peer mentors for the Fall. The program successfully secured additional funding through the Perkins grant. The Student Success Strategist (SSS) is collaborating with the Title V Embedded Tutors program to scale the PMC program. The SSS is also now overseeing the Virtual Navigator program and working to ensure synergy between the new Virtual Navigator program and the PMC program. Due to COVID-19, Peer Mentors are supporting students virtually this academic year. The incorporation of the Academic Success Center will occur after a full return to campus.

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	4530	None given	22% growth (6,492)	Below Target
Number of Online/Hybrid Course Sections	691	671*	677	690	689	655	637	None given	22% growth (827)	Below Target
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
Graduate Perception of Educational Preparation for Employment	N/A	N/A	82% (N=195)	74% (N=219)	78% (N=284)	73% (N=201)	76% (N=208)	None given	90%	Below Target
Employer Perception of Job Readiness of Triton Students	N/A	53%	44% (N=27)	71% (N=21)	64% (N=11)	57% (N=14)	N/A (low response)	None given	65%	Below Target

Advisory Committee Engagement	N/A	N/A	90%	N/A	83%	89%	87%	None given	90%	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	2020 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

There has been a marked decrease in internships and Work-based Learning since the College moved to a remote environment in March. For the current fall semester, there have been nine student internships. Many employers have been hesitant to accept students in their workplaces while they cope with staffing and location issues due to COVID-19. In response, the College is leading a consortium of our District high schools also experiencing this problem in evaluating virtual internship software programs.