

## Triton College Strategic Plan FY2019 Operational Summary

Triton College's Strategic Plan focuses on three key strategies:

- Increasing College Readiness
- Improving College Completion
- Closing Skill Gaps

In support of long-term planning, each of these strategies contains strategic directions and multi-year action items prioritized through a seven year lens. While it's understood that flexibility and change is necessary to maintain a healthy and vibrant plan, this long-term view allows the college to take a thoughtful, measured, and proactive approach to achieving its institutional goals.

Below is a summary of the Strategic Directions and Actions for the FY2018 version of the strategic plan.

Triton College Strategic Plan: Long Term View Matrix							
<b>Focus Area: Increase College Readiness</b>							
<b>Strategic Direction 1:</b> By 2020, eighty percent of entering students are prepared for college-level work.							
Action	FY15	FY16	FY17	FY18	FY19	FY20	FY21
1.1: Partner with in-district high schools to offer college readiness coursework to high school students							
1.2: Student mentors							
1.3: Create comprehensive dual enrollment							
1.4: Improve & expand partnerships w/ K-12 and universities							
1.5: Assess and revise policies to ensure equity							
1.6: Improve service for internal and external constituents							
1.7: Implement and scale the Math Up program							
<b>Focus Area: Improve College Completion Rates</b>							
<b>Strategic Direction 2:</b> Identify and scale best practices.							
Action	FY15	FY16	FY17	FY18	FY19	FY20	FY21
2.1: Improve graduate success tracking							
2.2: Scale existing support programs							
2.3: Establish e-services for students							
2.4: Enhance Prior Learning Assessment							
2.5: Guided pathways							
2.6: Develop a research-based First Year Experience model							
<b>Strategic Direction 3:</b> Restructure support services with an emphasis on at-risk and low-performing populations and first-year students.							
Action	FY15	FY16	FY17	FY18	FY19	FY20	FY21
3.1: Prof. development on at-risk student needs							
3.2: Create summer bridge program							

3.3: Enhance tutoring services							
3.4: Comprehensive academic planning							
<b>Focus Area: Close Skill Gaps</b>							
<b>Strategic Direction 4:</b> Identify regional and global workforce needs, skills, and credentials and align college programming and curriculum with those needs.							
<b>Action</b>	<b>FY15</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>
4.1: Direct business community interaction							
4.2: Increase student internship opportunities							
<b>Strategic Direction 5:</b> Develop and implement educational pathways that include accelerated and competency-based approaches.							
<b>Action</b>	<b>FY15</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>
5.1: Streamline curriculum review and approval							
5.2: Identify gaps in Career and Technical Ed Curriculum							
5.3: Develop and Implement Competency-Based Curricula							
5.4: Enhance and expand online course offerings							

## Definitions

**Best practices** – National and institutional initiatives that are proven by evidence to be successful.

**Community partnerships** - Partnerships with community-based organizations, including not-for-profit organizations, local and regional business foundations, and state or federal initiatives.

**Credential** - a document issued by Triton certifying the academic achievement of completing an educational program requiring an academic plan, including degrees and certificates.

**Earn and Learn Models** – Programs of student designed in collaboration with local employers who offer their employees tuition reimbursement while pursuing job-related degrees or certificates along with opportunities for advancement upon successful completion. Examples include apprenticeships, internships, Cooperative Work Experience programs, educational partnerships with corporations and/or labor unions and state and/or federal joint educational and workforce initiatives.

**Inhibitors** – Unnecessary barriers that exist in policy or practice

**Educational Footprint** = Triton off-campus presence in regional area, including local high schools, community meetings, educational associations and coalitions, and community-based organizations.

**Scale** – Expand or reduce capacity in accordance with student and institutional demand

**Stackable credentials** – Credentials that allow student to seamlessly accrue college credit and acquire credentials while following a program of study that leads from a certificate to associate, bachelor, master, and/or doctoral degrees. Students may exist and re-enter the program at multiple points. At each exit point, they can immediately enter the workforce that the appropriate level of attainment.