

ATTENDEES

Council Members Present:

Mary-Rita Moore, Erica Baffa, Christopher Clem, Dayanne Figueroa, Mike Garrity, Audrey Jonas, Kevin Li, James Malarski, Hilary Meyer, Elise Rapala, Susan Rohde, Shelley Tiwari

Absent: Dr. Michael Flaherty

Others Present: Dr. Susan Campos, Derrell Carter, Margaret Kluza, Dr. Kurian Tharakunnel, Elizabeth Quan Kiu Vazquez, Brenda Jones Watkins

WELCOME

At 10:06 a.m., President Moore welcomed new, continuing and exiting College Council members, and guests to the Retreat. She thanked outgoing Council member Elizabeth Quan Kiu Vasquez for her service. The new Council members are Erica Baffa - Hourly Representative, Kevin Li - Academic Affairs Representative, Jim Malarski - Adjunct Faculty Representative, and Susan Rohde – Human Resources Representative.

Introductions were made around the room, stating role with the College and College Council.

President Moore announced the Triton College Student Association (TCSA) as of last week has a new president Laura Martin Del Campo. The new TCSA President has been asked to identify who will be joining Council as the Student representative in August. President Moore also acknowledged two open Council positions; the Student Affairs Representative to be appointed most likely during the Fall semester and Dr. Purva Rishi, Executive Director Strategic Planning and Accreditation who will join Council as Facilitator in August.

MISSION/VISION STATEMENT COMMUNICATION PLAN

Derrell Carter and Audrey Jonas presented the communication plan for the new Mission and Vision statements. Ms. Jonas provided a recap of the sub-committee work consolidating over 500 comments from the college community, students and employees to the following new statements:

Mission - Valuing the Individual, Educating and Serving the Community

Vision - A Community with Equitable Opportunity for Growth and Success

AVP Carter distributed a copy of the rollout plan (see attached), with implementation beginning on August 1st. Council was invited to provide input regarding the plan and encouraged to consider making this strategy a goal for FY20. The marketing strategy includes presentations at workshops, orientations, Community Advisory Committee, TCSA and to key business and workforce partners. Updates will be made to printed material, Triton websites, documents and report templates, media outreach and TV/radio commercials, along with branded giveaways to help reinforce the new mission and vision statements. Other suggestions by College Council members included: screensavers/desktops, uniform look of signature lines, an inscription on every door, presentations at Union meetings, and updates for institutional handbooks. Ms. Meyer suggested identifying the group or individual that will be responsible for each of the activities on the rollout plan. President Moore asked AVP Carter to expand the Triton 2020 Vision Award to include all employee groups. Mr. Carter thanked Ms. Jonas and the sub-committee for their work and encouraged Council members interested in joining the effort or sharing other ideas to contact them.

GUIDED PATHWAYS INTRODUCTION

President Moore stated we are in the 6th year of the Strategic Plan and one of the goals is to improve student retention/college completion. Currently, the graduation rate is below state and national benchmarks. Our retention rates are flat and the course success rates have not improved. Triton is going to implement Guided Pathways, as a model to direct and assist students in selecting a broad area of interest to ensure planning and support services that guide them. President Moore invited Dr. Campos to share the presentation given at the July Board meeting regarding the College's rollout planned for Spring 2021.

Guided Pathways contains four pillars that create clear curricular pathways to employment and future education, helping students choose and enter their pathway, stay on their path and ensure that learning is happening with intentional outcomes. Dr. Campos shared the (Jackson College, MI) Guided Pathway model. Related degree programs are clustered into Pathways. Programs of study within a pathway may share many introductory courses, core courses and recommended general education courses. Their programs of study are organized into six career pathways:

- Business and Computer Technology
- Health Sciences
- Human Services
- Liberal Arts
- Science, Engineering, and Mathematics
- Skilled Trades and Agriculture

VP Campos stated that with Guided Pathways, students have a clear route to their educational and career goals. Students take just the courses they need, following an education plan that maps out their choices to earning a degree or for a career. VP Campos emphasized that, although there is some room for flexibility in the planning process, this is an institutional initiative and the process will affect all areas, not just academics. To succeed the College needs support from Advising/Counseling and College-wide processes in Business/Financial, Technology and knowledgeable and supportive staff. With pathways in place, we will be able to:

- Map pathways to students and their goals;
- Help students choose and enter a program pathway;
- Help students stay on their path;
- Ensure that learning is occurring with intentional outcomes (more opportunities for scholarships and internships).

Christopher Clem offered to help facilitate workshops on walking through the current student experience of selecting a program and mapping out courses. This was done during learning improvement week and it was an eye-opening experience for the group on the challenge students' face. Council asked questions and had further discussion.

TITLE V QUARTERLY UPDATE

President Moore informed Council with the departure of Debbie Baness-King, Kevin Li will be the project investigator for Title V. She invited Dean Li to provide the Title V quarterly update. Dean Li presented a brief overview of Title V, pointing out that it is all about reimagining the student experience. It is a five-year \$2.8 million grant, awarded to Triton last October and is an institutional grant that supports developing programs of Hispanic-Serving Institutions (HSIs). These grants also enable HSIs to expand and

enhance their academic offerings, program quality, and institutional stability. He also noted that there are specific guidelines that we have to adhere to and specific outcomes that we have to fulfill as an institution. The Internal Monitoring Team (IMT) that is established for the grant plays an essential advisory and liaison role and ensures that the college complies with all the guidelines and regulations regarding systematic monitoring of the grant and provides support, guidance and institutional perspective regarding the progress in meeting goals and objectives. The next steps are to spend down the year 1 grant funds by the end of September 2019, offer a mini Connect2College Summer Bridge program, monitor learning lab progress, and finalize curricular decision from the Math Department. The Title V grant project needs the Council's engagement and support, as well as promotion and awareness to be successful. With a few modifications to the original proposal, we are moving forward.

STRATEGIC PLAN MID-YEAR REPORT

Derrell Carter and Kurian Tharakunnel provided a brief progress update of the Strategic Plan Mid-Year Report regarding actions and focus areas. For the focus area of Increasing College Readiness, measurement included: continued expansion of student and staff mentoring via an IMLS grant and TRIUMPH activities, continuing the iLaunch program including Summer Bridge, and a 16% increase in approved dual credit courses. President Moore reported that the new state law requires all high school districts to adopt transitional math course implementation to help students prepare for postsecondary and career opportunities. Triton had this program in place before the state requirement, so now the College work shifts to providing support to High Schools as they build their programs. More and more high school students choose Triton credit courses (dual credit/dual enrollment); data shows that those students do not choose Triton when they graduate high school.

For the focus area of College Readiness Placement, with increasingly designed aggressive benchmark of 74%, the College fell behind goals for FY18 at 57% and 53% in FY19. In regards to Math, the College has remained flat both FY18 and FY19 at 35%, with a benchmark of 43%.

For the focus area of Improving College Completion, measurements included: expanding tutoring delivery; beginning planning for Guided Pathways; and first-year experience activities have yielded good results. Graduation and retention data are beginning to reflect the work done. Graduation and retention rates have increased one percent in FY18 and FY19.

For the focus area of Closing Skills Gaps, measurements and refocused efforts include: outcomes pertaining to essential employability skills (showing good traction); internships and online programing; and additionally, new WBE (Work-based Education) and ICCB (Illinois Community College Board) grants supporting SURGE (Sisterhood of Undergraduate Representing Great Excellence) job shadowing opportunities.

The College is looking at different ways to connect students with employers and opportunities to partner.

President Moore thanked Derrell and Kurian for sharing this preview of the full report. Once Dr. Rushi is on board, the full report will be disseminated to Council and the community.

ASSESSMENT OF FY 19 GOALS

Christopher Clem and Kurian Tharakunnel led the assessment of goals for FY 19, summarized the discussion, created the draft assessment below and posted on Blackboard for further review from Council.

What were College Council's Goals for the 2018-2019 Academic Year?

1. Mission and Vision Evaluation

Council will engage the campus community in an evaluation of our existing mission and vision statements and propose revised statements based on that evaluation.

2. Higher Learning Commission

Council will monitor the college's progress regarding opportunities for improvement as noted by the HLC visit team in its report, and will support faculty, staff, departmental areas, and committees in preparing for the focus visit regarding student learning assessment.

3. Engagement

Council will focus on sustaining engagement with the campus community by expanding the coworker connect initiative and establishing best practices for communicating with represented groups.

What were College's Results for the 2018-2019 Academic Year?

1. Mission and Vision Evaluation

College Council met this goal. In the Fall of 2018, a subcommittee was formed. The committee planned and executed a comprehensive program to solicit input from multiple stakeholders. More than 500 responses were received. The subcommittee then used an affinity process to distill comments into themes. The subcommittee used these themes to craft a statement. This statement was shared widely to the campus community for feedback. After soliciting feedback, the final version was presented to the Board for approval. Results from the annual College Council Survey indicated that 75% of the respondents were aware that Council was engaged in reviewing the Mission and Vision and that 51% participated in the process.

Evidence:

- *College Council Minutes*
- *Board of Trustees Minutes*
- *Subcommittee Report and Addendum*
- *College Council Annual Survey Results*
- *President's Corner*
- *Triton Today*
- *Chair-Coordinator and Dean's Meetings*

2. Higher Learning Commission and Engagement

College Council has been actively engaged in this multi-year endeavor. College Council monitored and advised the faculty-led Assessment Committee's ongoing efforts to address the HLC's focused visit. Council was updated 3 times during the course of the academic year,

and the Board of Trustees once. In addition, the College Council Facilitator and the Student Success representative were instrumental in facilitating the professional development of the faculty through multiple trainings, 2 workshops and the week-long events of Learning Improvement Week. Since this goal is intended to support these continuing efforts through April 2020 when the site visit occurs, Council will continue to be engaged with this goal.

Evidence:

- *College Council Minutes*
- *Board of Trustees Minutes*
- *Center for Teaching Excellence Catalog*
- *Learning Improvement Week Workshop materials*
- *128 Program Outcomes updated by 58 faculty partners*

3. Engagement

College Council formed a subcommittee to explore the scale-up of the Coworker Connect initiative. The subcommittee planned and executed 2 coworker events, one in the Fall and one in the Spring: Coworker Trivia and Coworker Connect Luncheon. Both events were well attended by more than 40 employees each time. College Council Survey results demonstrated that 61% of employee respondents were aware of the events and a quarter of them participating. Additionally, each activity had its own survey; results indicated that more than 90% of participants enjoyed the activity and would participate again. Insights from the feedback obtained from the survey were shared with the Council and will be incorporated into future initiatives.

Evidence:

- *College Council Minutes*
- *Coworker Connect Fliers*
- *Triton Today*
- *President's Corner*
- *Coworker Connect Survey*
- *College Council Survey*

DEVELOPMENT OF FY 20 GOALS

Hilary Meyer and Shelley Tiwari lead the discussion on the FY 20 goals. Ms. Meyer began by reviewing the College Council's purpose:

"The College Council is an advisory body to the College President that provides multiple viewpoints on college-wide initiatives, including strategic planning, accreditation, and student success. As the College's central shared governance committee, Council members facilitate communication on institutional matters across its represented employee groups."

Ms. Meyer and Ms. Tiwari also introduced the concept of SMART goals to help College Council set FY20 goals. The SMART goals acronym - Specific, Measurable, Achievable, Realistic and Timely provides a

framework for setting goals that can be measured at the end of the goal year. President Moore suggested that for FY20 goals Council may want to consider establishing long-term goals. An example is the FY19 accreditation goal; with the HLC visit scheduled for April 2020, that goal could have been set for two years. Council discussed what could be modified to be included in this year's goals and what could be accomplished. Ms. Meyer and Ms. Tiwari summarized the conversation, prepared the following draft of the FY20 goals, sharing them in Blackboard for further discussion.

FY20 High-Level Goals:

1. **Engage**
 - Build awareness of the new mission and vision by integrating them in all campus communications
 - Establish guidelines or expectations for Council representatives' communications with their constituents
2. **Assess**
 - Prepare the campus community for the HLC focused visit on assessment of student learning
 - Ensure that all committees included in the shared governance structure are assessing their work
 - Build a culture of assessment across campus
3. **Advise**
 - Monitor and support the Guided Pathways initiative and Title V work

President Moore requested Christopher, Kurian, Hilary, and Shelley to post the consolidated discussion of FY19 Assessment goals and the Draft FY20 goals on Blackboard for continued dialogue.

NEXT MEETING

President Moore thanked everyone for their attendance and participation. The retreat concluded at 2:06 p.m. The next meeting of College Council is August 26, 2019, 2:00 – 4:00 p.m. in B-204/210.

/jf



Mission and Vision Rollout

Derrell Carter, Associate Vice President of Communications & Institutional Advancement

Audrey Jonas, Director of Public Affairs and Community Relations

New Mission and Vision Statements



Mission

Valuing the individual, educating and serving the community

Vision

A community with equitable opportunity for growth and success

Implementation – August thru December

- Faculty Workshop
- Business cards
- New Employee Orientation
- Documents & templates
- Social media
- Connect newsletter
- Annual Report



MISSION STATEMENT
Valuing the individual, educating and serving
the community.
VISION STATEMENT
A community with equitable opportunity
for growth and success.

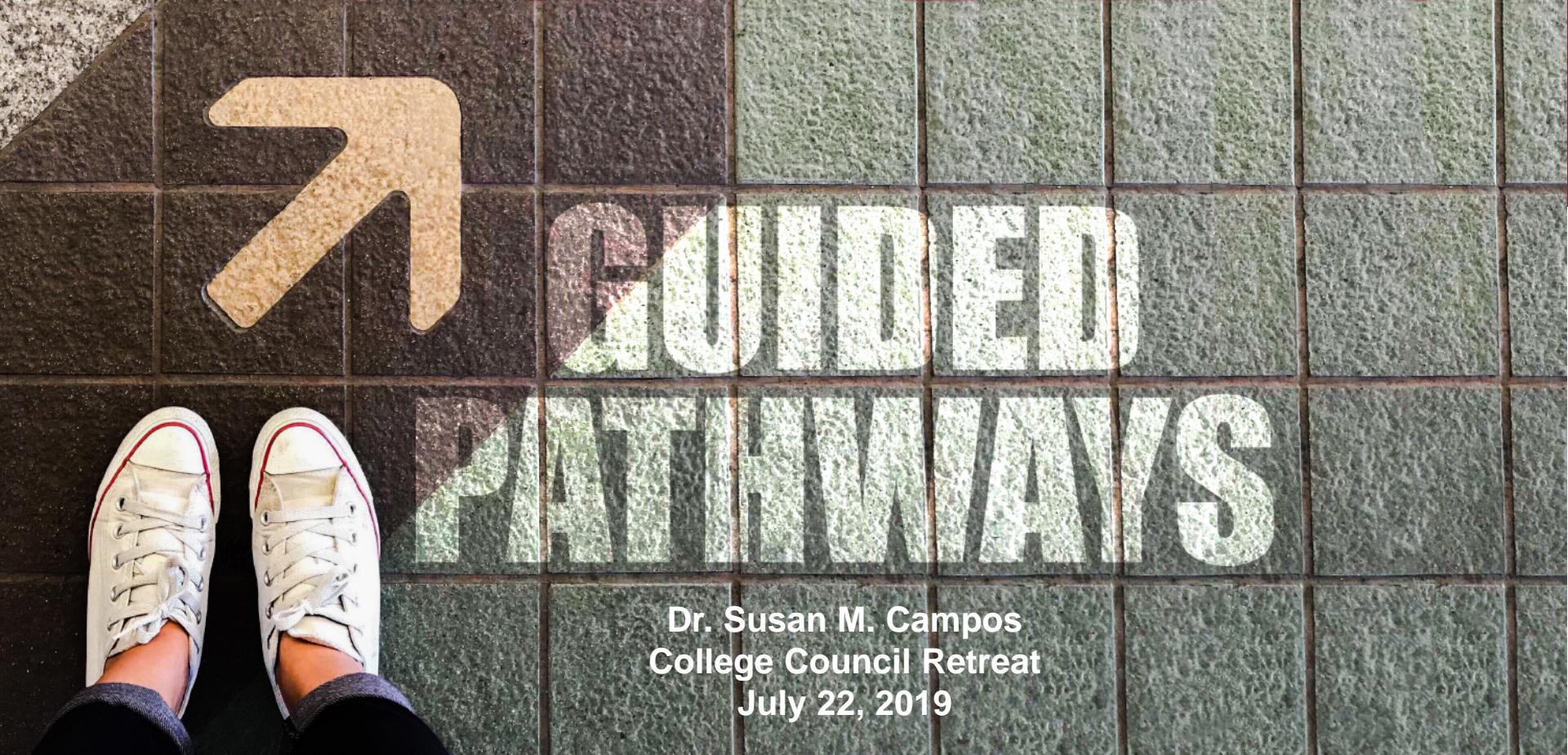
MISSION STATEMENT
Valuing the individual, educating and serving
the community.
VISION STATEMENT
A community with equitable opportunity
for growth and success.



Triton College New Mission and Vision Rollout

Communications Activities

Activity	Timing
Business Cards	<ul style="list-style-type: none">• Aug. 1
New Student Orientation	<ul style="list-style-type: none">• Beginning in August
New Employee Orientation	<ul style="list-style-type: none">• Beginning in August
Campus signage/Bus Shelters	<ul style="list-style-type: none">• Throughout August
New Faculty Orientation	<ul style="list-style-type: none">• Week of Aug. 5
Update document and report templates	<ul style="list-style-type: none">• Week of Aug. 5
Email signatures	<ul style="list-style-type: none">• Week of Aug. 5
College Catalog & Fall Schedule	<ul style="list-style-type: none">• Week of Aug. 5
Community Advisory Committee	<ul style="list-style-type: none">• Aug. 8 meeting
Faculty Workshop	<ul style="list-style-type: none">• Week of Aug. 12
Social media posts	<ul style="list-style-type: none">• Week of Aug. 19
Update Facebook pages	<ul style="list-style-type: none">• Week of Aug. 19
Update Triton.edu	<ul style="list-style-type: none">• Week of Aug. 19 (replace across entire site, update hero image)
Triton Today	<ul style="list-style-type: none">• Week of Aug. 19
Media Outreach	<ul style="list-style-type: none">• News release and pitching week of Aug. 19
Newsable	<ul style="list-style-type: none">• Week of Aug. 26
TCSA	<ul style="list-style-type: none">• Hold info sessions with TCSA week of Aug. 26 (invite all current students)
Fall Fest	<ul style="list-style-type: none">• Provide information booth
Community mailer	<ul style="list-style-type: none">• Distribute early September
Connect	<ul style="list-style-type: none">• September edition
Triton 2020 Vision Award	<ul style="list-style-type: none">• Announce in October Issue of Moore About Triton. Allow employees to nominate two peers who exemplifies new vision. Accept nominations Oct. – Dec., with recipients awarded during spring faculty workshop.
New Triton lapel pin	<ul style="list-style-type: none">• Announce competition in early September. Accept designs through November, announce winning design in December. New pins available early spring.
TV/radio commercials	<ul style="list-style-type: none">• Targeted run September – December
Annual Report	<ul style="list-style-type: none">• December
Community leader update	<ul style="list-style-type: none">• “Moore About Triton” Roadshow: President Moore/Public Affairs/Workforce Development visit key business/workforce partners, community chambers, mayor offices to provide update on Triton activities and statistics specific to their locale.



**Dr. Susan M. Campos
College Council Retreat
July 22, 2019**

What is the most satisfying part work of working at a community college such as Triton?



Typically most associate degrees require 66 credits



Looking at 2018 graduates:

- 37% of graduates with associate degrees had 80 or more credits at graduation
- 39% of graduates took four or more years to complete their associate degree



Equity gaps in student success

**Looking at first-time, full-time degree seeking students,
the three year graduation rate in 2018:**

- 9% African-American students
- 18% Hispanic students
- 25% White students

*70% of students in the above group are students of color.

Measurable strides can only be made when graduation rates improve for students of color.



Our students are deserving of and all stakeholders
are expecting better student outcomes





What is Guided Pathways?

Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.

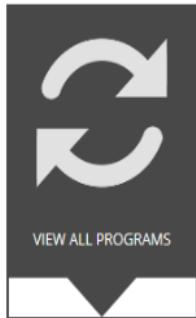


Ensure that learning is happening with intentional outcomes.

What is Guided Pathways?



Programs of Study



*Taken from Jackson Community College



What is Guided Pathways?

Map pathways to student end goals

- Triton will create clear maps for every program we offer, developed by faculty and advisors
- Accessible on websites
- Show students a clear pathway to completion, transfer opportunities or employment
- How long completion will take

Help students choose and enter a program pathway

- Triton will help new students explore programs, possible careers, and develop complete academic plans
- Undecided students narrow their options by choosing from program of studies aligned with their interests
- Enable students in college ready courses to enroll more quickly in college-level courses in their field, keeping them engaged

Help students stay on their path

- Provide a robust advising process, rooted and ongoing in the pathway experience
- Support with appropriate technology
- Offer predictable schedules, monitor student progress, and intervene when students go off track.

Ensure that learning is occurring with intentional outcomes

- Program-level learning outcomes are aligned with the requirements for success in employment or transfer to desired 4 year institute
- Ensure incorporation of effective teaching practice throughout the pathways

What is Guided Pathways?



Not just academics...

- Robust onboarding
- Advising /Counseling
- College wide Processes
 - Business / Financial
 - Technology
 - Knowledgeable / supportive staff

Guided Pathways provides

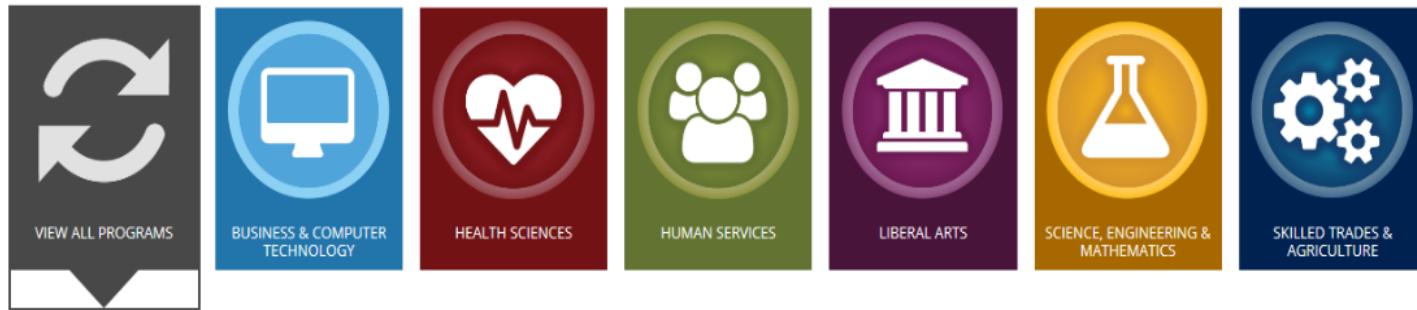


- Transformational change
- More holistic approach
- Far reaching impact rather than initiatives aimed at a subgroup of students
- Streamlines student experience that sets them up for success in transfer or a career

Example of Guided Pathway Model

Programs of Study by Pathway

Chart a course for a successful future with the variety of academic programs available! Jackson College offers 74 associate, certificate and baccalaureate programs plus transfer disciplines, skill sets, and concentrations. Programs are arranged into Pathways, designed to create a clear path to an academic degree or certificate, concentration or skill set.



Taken from Jackson Community College [website](#)

U.S Dept. of Education
Title V:
“Achieving Equity In
Educational Outcomes for
Hispanic and
Low-Income Students”

Update to College Council
July 22, 2019

Kevin Li
Dean of Arts and Sciences



Grant Basics

- **Project Period:** October 1 , 2018 –September 30, 2023 (5 years)
- **Amount:** \$2,748,698

- **Key Deliverables:**
 - 1) Increase college readiness
 - 2) Integrated course completion
 - 3) Associate degree completion
 - 4) Transfer to four-year institutions for Hispanic and other low-income students.

Project Scope

Title V: Developing Hispanic-Serving Institutions Program

The Developing Hispanic-Serving Institutions (DHSI) Program provides grants to assist HSIs to expand educational opportunities for, and improve the attainment of, Hispanic students. These grants also enable HSIs to expand and enhance their academic offerings, program quality, and institutional stability.

Modifications to Original Proposal

Original

- Connect2College Summer Bridge
- Math Up
- Writing 4 Student Success (W4SS)
- Transfer Center

Modification

- Connect2College Summer Bridge
- Gateway Math
- Co-Requisite Reading & Writing
- Transfer Center

Project Components

Reimagining the Student Experience

Early College Support/Success

- English Co-Reqs
- Math Pilot
- Early Career Advisement
- Connect2College

Transfer Center

- Transfer Center Development
- Academic Planning
- Guided Pathways
- Articulation Agreements

Guided Pathways

Project Objectives

- ❖ College readiness for math increase as a result of the pre-fall Connect2College pilots
 - At least 60% of first entering underprepared students (n=70) in C2C are college ready in math by fall 19
- ❖ Course Completions for Gateway Math and Co-Requisite Reading/Writing increase as a result of pilot courses
 - At least 50% of pilot students will complete the course with a C or higher by end of Yr#2
- ❖ Matriculate to the next college-level course at the result of the pilot courses
 - At least 40% of students in all pilot courses will matriculate to the next college-level course by Yr#5
- ❖ Degree completion and transfer within three years increases as a result of Guided Pathways pilots
 - At least 65% of the first-year cohort (n=300) participating in Guided Pathways pilot will return the following fall (Yr#2)
 - At least 70% of the first year pilot cohort (n=300) will be on track to complete a degree within 150% of time and have a transfer plan (Yr#3)

Project Staffing Positions

- ✓ **Transfer Center Director (Hired):** Oversee the day-to-day implementation of the Transfer Center, Guided Pathways initiatives and C2C.
- ✓ **Learning Specialist (Interviews Concluded):** Provides support, training, and coordination of development for gateway math and co-requisite writing integrated courses and assist with Connect2College pilot for summer months.
- ✓ **Guided Pathways/Transfer Support Specialist (October 2019):** Assist Director with all aspects of programming within the Transfer Center and Guided Pathways initiatives including C2C activities.

Next Steps

1. Spend down the Year 1 grant fund by September 30, 2019
2. Possibility of offering a “mini” Connect2College Summer Bridge this August
3. Monitor Learning Lab progress
4. Final curricular decision from the Math Department

Project Support Roles



YOU:

Title V is an INSTITUTIONAL project which needs the support of all areas of the College to be successful. Your expertise, experience and insight are vital to the development of the project pilots, the assessment of the pilots effectiveness, and the continuous improvement of the pilots.

You are needed to help enhance the educational experiences of our Hispanic and other Low-Income students and develop a learning environment that inspires success for all.



2019 Strategic Plan Mid-Year Report

Derrell Carter, Associate Vice President of Communications & Institutional Advancement

Kurian Tharakunnel, Executive Director, Research and Institutional Effectiveness

Increasing College Readiness



Actions

- **1.1: College Readiness Coursework in High Schools**
- **1.2: Student Mentors**
- **1.3: Dual Enrollment**
- **1.4: K-12 and University Partnerships**
- **1.6: Improve Service**
- **1.7: Math Up Program**

- Continued expansion of student and staff mentoring via IMLS grant and TRIUMPH activities.
- Completing sixth year of college readiness math program.
- Continuing iLaunch program, including summer Bridge.
- 16% increase in approved dual credit courses.

Data Highlights

- College Readiness Placement
 - Total
 - FY2018 – 57%
 - FY2019 – 53%
 - 2019 Benchmark – 74%
 - Math
 - FY2018 – 35%
 - FY2019 - 35%
 - FY2019 Benchmark – 43%

Improving College Completion



Actions

- **2.1: Improve Graduate Success Tracking**
- **2.5: Guided Pathways**
 - a. Academic Pathways
 - b. Academic Planning
- **2.6: First Year Experience (FYE) Model**
- **3.3: Enhance tutoring services**
- **3.5: Scale COL102 and Peer Mentoring Collaborative**

- Expanding tutoring delivery.
- Beginning planning for Guided Pathways.
- First Year Experience activities yielding good results.
- Graduation and Retention Data beginning to reflect fruits of labor.
- Data Highlights
 - Graduation Rate
 - FY2018 – 18%
 - FY2019 – 19%
 - Retention Rate
 - FY2018 – 63%
 - FY2019 – 64%

Closing Skill Gaps



Actions

- **4.1: Direct interaction with business community**
- **4.2: Increase student internships**
- **4.4: Essential Employability Skills**
- **5.2: Identify gaps in career and technical education curricula**
- **5.4: Enhance and expand online courses**

- Refocused efforts related to Closing Skill Gaps.
- Outcomes pertaining to Essential Employability Skills (EES) show good traction.
- Challenges remain with respect to internships and online programming.
- New WBE and ICCB grants supporting SURGE job shadowing opportunities.

ANNUAL ASSESSMENT: College Council | FY2019

Committee Purpose Statement:

The College Council is an advisory body to the President that provides multiple viewpoints on college-wide initiatives, including strategic planning, accreditation, and student success. As the College's central shared governance committee, Council members facilitate communication on institutional matters across its represented employee groups.

What were College Council's Goals for the 2018-2019 Academic Year?

1. Mission and Vision Evaluation

Council will engage the campus community in an evaluation of our existing mission and vision statements and propose revised statements based on that evaluation.

2. Higher Learning Commission

Council will monitor the college's progress regarding opportunities for improvement as noted by the HLC visit team in its report, and will support faculty, staff, departmental areas, and committees in preparing for the focus visit regarding student learning assessment.

3. Engagement

Council will focus on sustaining engagement with the campus community by expanding the coworker connect initiative and establishing best practices for communicating with represented groups.

What were College's Results for the 2018-2019 Academic Year?

1. Mission and Vision Evaluation

College Council met this goal. In the Fall of 2018, a subcommittee was formed. The committee planned and executed a comprehensive program to solicit input from multiple stakeholders. More than 500 responses were received. The subcommittee then used an affinity process to distill comments into themes. The subcommittee used these themes to craft a statement. This statement was shared widely to the campus community for feedback. After soliciting feedback, the final version was presented to the Board for approval. Results from the annual College Council Survey indicated that 75% of the respondents were aware that Council was engaged in reviewing the Mission and Vision and that 51% participated in the process.

Evidence:

- *College Council Minutes*
- *Board of Trustees Minutes*
- *Subcommittee Report and Addendum*
- *College Council Annual Survey Results*
- *President's Corner*
- *Triton Today*

Date: July 22, 2019

ANNUAL ASSESSMENT: College Council | FY2019

- *Chair-Coordinator and Dean's Meetings*
- 2. Higher Learning Commission and Engagement**
- College Council has been actively engaged in this multi-year endeavor. College Council monitored and advised the faculty-led Assessment Committee's ongoing efforts to address the HLC's focused visit. Council was updated 3 times during the course of the academic year, and the Board of Trustees once. In addition, the College Council Facilitator and the Student Success representative were instrumental in facilitating the professional development of the faculty through multiple trainings, 2 workshops and the week-long events of Learning Improvement Week. Since this goal is intended to support these continuing efforts through April 2020 when the site visit occurs, Council will continue to be engaged with this goal.

Evidence:

- *College Council Minutes*
- *Board of Trustees Minutes*
- *Center for Teaching Excellence Catalog*
- *Learning Improvement Week Workshop materials*
- *128 Program Outcomes updated by 58 faculty partners*

3. Engagement

College Council formed a subcommittee to explore the scale-up of the Coworker Connect initiative. The subcommittee planned and executed 2 coworker events, one in the Fall and one in the Spring: Coworker Trivia and Coworker Connect Luncheon. Both events were well attended by more than 40 employees each time. College Council Survey results demonstrated that 61% of employee respondents were aware of the events and a quarter of them participating. Additionally, each activity had its own survey; results indicated that more than 90% of participants enjoyed the activity and would participate again. Insights from the feedback obtained from the survey were shared with the Council and will be incorporated into future initiatives.

Evidence:

- *College Council Minutes*
- *Coworker Connect Fliers*
- *Triton Today*
- *President's Corner*
- *Coworker Connect Survey*
- *College Council Survey*

What are Areas of Improvement/Changes to Consider for FY2020?

- [Potential Improvement Area 1]
- [Potential Improvement Area 2]
- [Potential Improvement Area 3]

Date: July 22, 2019

College Council Development of FY20 Goals

College Council Purpose

The College Council is an advisory body to the President that provides multiple viewpoints on college-wide initiatives, including strategic planning, accreditation, and student success. As the College's central shared governance committee, Council members facilitate communication on institutional matters across its represented employee groups.

Creating goals...

SMART GOALS

Specific

S
G

What
do you want
to do?

Measurable

M
O

How will you
know when
you've
reached it?

Achievable

A

Is it in your
power to
accomplish it?

Realistic

R
L

Can you
realistically
achieve it?

Timely

T
S

When exactly
do you want to
accomplish it?

What is a SMART Goal?

Goals are part of every aspect of business/life and provide a sense of direction, motivation, a clear focus, and clarify importance. By setting goals for yourself, you are providing yourself with a target to aim for. A SMART goal is used to help guide goal setting. SMART is an acronym that stands for Specific, Measurable, Achievable, Realistic, and Timely. Therefore, a SMART goal incorporates all of these criteria to help focus your efforts and increase the chances of achieving that goal.

Specific

Achievable

Timely

Measurable

realistic

SMART

SMART goals are:

- **Specific:** Well defined, clear, and unambiguous
- **Measurable:** With specific criteria that measure your progress towards the accomplishment of the goal
- **Achievable:** Attainable and not impossible to achieve
- **Realistic:** Within reach, realistic, and relevant to your **life purpose**
- **Timely:** With a clearly defined timeline, including a starting date and a target date.
The purpose is to create urgency.

SMART Goal – Specific

Goals that are specific have a significantly greater chance of being accomplished. To make a goal specific, the five “W” questions must be considered:

1. Who: Who is involved in this goal?
2. What: What do I want to accomplish?
3. Where: Where is this goal to be achieved?
4. When: When do I want to achieve this goal?
5. Why: Why do I want to achieve this goal?

For example, a general goal would be “I want to get in shape.” A more specific goal would be “I want to obtain a gym membership at my local community center and work out four days a week to be healthier.”

SMART Goal – Measurable

A SMART goal must have criteria for measuring progress. If there are no criteria, you will not be able to determine your progress and if you are on track to reach your goal. To make a goal measurable, ask yourself:

1. How many/much?
2. How do I know if I have reached my goal?
3. What is my indicator of progress?

For example, building on the specific goal above: I want to obtain a gym membership at my local community center and work out four days a week to be healthier. Every week, I will aim to lose one pound of body fat.

SMART Goal - Achievable

A SMART goal must be achievable and attainable. This will help you figure out ways you can realize that goal and work towards it. The achievability of the goal should be stretched to make you feel challenged, but defined well enough that you can actually achieve it. Ask yourself:

1. Do I have the resources and capabilities to achieve the goal? If not, what am I missing?
2. Have others done it successfully before?

SMART Goal – Realistic

A SMART goal must be realistic in that the goal can be realistically achieved given the available resources and time. A SMART goal is likely realistic if you believe that it can be accomplished. Ask yourself:

1. Is the goal realistic and within reach?
2. Is the goal reachable given the time and resources?
3. Are you able to commit to achieving the goal?

SMART Goal – Timely

A SMART goal must be time-bound in that it has a start and finish date. If the goal is not time constrained, there will be no sense of urgency and motivation to achieve the goal.

Ask yourself:

1. Does my goal have a deadline?
2. By when do you want to achieve your goal?

For example, building on the goal above: On August 1, I will obtain a gym membership at my local community center. In order to be healthier, I will work out four days a week. Every week, I will aim to lose one pound of body fat. By the end of August, I will have realized my goal if I lose four pounds of fat over the course of the month.

The Importance of SMART Goal Setting

Often, individuals or businesses will set themselves up for failure by setting general and unrealistic goals such as “I want to be the best at X.” This goal is vague with no sense of direction.

SMART goals set you up for success by making it specific, measurable, achievable, realistic, and timely. The SMART method helps push you further, gives you a sense of direction, and helps you organize and reach your goals.

FY 2020 High-Level Goals

1.

2.

3.