



REINVENTION

Chapter 2 Foundation for Success



Two years into its Reinvention initiative, City Colleges of Chicago is beginning to deliver on the promise of student-centered reforms grounded in real-world recommendations formulated by faculty, staff and students from our newly unified seven-college system.

City Colleges of Chicago

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Table of Contents

From the Chancellor and Chair	2
From Mayor Rahm Emanuel	3
Reinvention Goals	4
Reinvention Process	5
Task Force Membership	6
External Advisory Councils	7-8
Task Force Recommendations	10
From Recommendations to Actions	11
Boosting Readiness	13-16
Boosting Retention.....	18
Boosting Relevance	20-21
Boosting Completion	23-24
Boosting Efficiency	26
Reinvention Refined	28
Task Force Matrix	30
Acknowledgments	31
Map	32
Enrollment by Mission: Fiscal Year 2011	33

From the Chancellor and Chair

City Colleges of Chicago (CCC) is breaking new ground by bringing together administrators, faculty, staff and students around the common goal of boosting access to deliver degrees of economic value to students, whether they seek a certificate, an associate's degree, advancement in their career or to go on to a four-year degree.

Reinvention is grounded in the ambitions of our students and their families but also the overwhelming commitment of those of us who teach them and prepare them for academic and financial success.

It is in this spirit that, one year ago, as CCC readied to mark its centennial, faculty and staff rallied to break the cycle of underachievement.


The challenges were well known, so Reinvention set its sights not only on cataloguing problems but on developing solutions. But we cannot hide from the issues we are tackling. Our common commitment to student-centered educational reforms began by owning up to an unacceptable record: Only 16 percent of CCC students transfer to a four-year institution, and less than half of those students go on to earn a bachelor's degree. City Colleges loses more than half of its degree-seeking students before completion of their first 15 credit hours. For too long, as an educational institution and, more broadly as a society, we have used some of the daunting obstacles many of our students face as excuses for woeful performance. Each challenging life story, each need for remediation and each instance of low confidence is a call for us as educators and neighbors to reach even deeper to deliver on the century-old promise of City Colleges of Chicago: to give each and every Chicagoan the chance to secure knowledge and financial security.

That is not to say students are off the hook for driving their own success. Our contract with them is that we will work for them, but that we will not do the work for them. Reinvention will only succeed when everyone at City Colleges of Chicago pushes beyond the familiar and comfortable to realize our potential.

For the past year, several dozen faculty, staff and students have come every day to a dedicated Reinvention space at the corner of Jackson and Franklin to channel the hopes and aspirations of their colleagues and fellow students, but also of thousands of Chicagoans whom they have never met but whose future they are helping shape. They do not work in a vacuum but in constant consultation with the rest of the institution. The result is a set of initial recommendations grounded in common sense and the everyday experiences of people who are on the front lines of education. These recommendations include aligning programs offered with job market demands; strengthening student advising; instituting performance-driven evaluations; and ensuring remedial, GED or English as a Second Language students move more quickly into college credit courses.

Our Chapter I report documented our challenges and intentions. Chapter II is focused on actions, while new ideas continue to take shape. We look forward to writing the next chapters with the CCC community and the residents of Chicago with a strong focus on tangible outcomes from these decisive actions.

We have outlined a way forward, but there is still a great deal of work ahead. Only through working together will we reach our ambitious goals.



Paula Wolff
Chair
City Colleges of Chicago



Cheryl L. Hyman
Chancellor
City Colleges of Chicago

From Mayor Rahm Emanuel

Throughout its history, Chicago has been committed to ensuring broad access to economic opportunity for all its residents.

This tradition is rooted in a desire to provide opportunities for all Chicagoans to realize their full potential. It is also reflective of a very practical goal: to ensure our city's economic future by empowering individuals and helping our companies compete in an increasingly challenging global marketplace.

For the past century, City Colleges of Chicago has been a key resource in achieving these goals.

Like each of us, City Colleges must adapt to changing and challenging times. Chair Wolff, Chancellor Hyman and I are committed to ensuring City Colleges of Chicago prepares students for the demands of the 21st century economy. This means we must be producing students with the skills our companies are seeking, so they may compete with corporations and workers around the world.

Reinvention requires us to challenge every assumption and embrace innovation at every level, from the budget office to the classroom. The City Colleges of Chicago community is embracing this change and is taking an active role in helping shape not only the Reinvention process, but the very future of the organization.

Chicago is a city that will shape its future, led by a dynamic, vibrant, and evolving workforce that is competitive around the world. The City Colleges of Chicago will be a leader in this effort, helping Chicagoans attain the education and skills that will lead our city to tremendous successes in the years to come.



Rahm Emanuel
Mayor
City of Chicago

Reinvention Goals

To help our students meet the demands of a changing world, we must start anew, focusing on four critical goals.

- Increase number of students earning college credentials of economic value

- Increase rate of transfer to bachelor's degree programs following CCC graduation

- Drastically improve outcomes for students requiring remediation

- Increase number and share of ABE/GED/ESL students who advance to and succeed in college-level courses

Drive greater degree attainment, job placement, and career advancement

**ENSURE
STUDENT
SUCCESS**

Become an economic engine for the City of Chicago

Reinvention Process

Having completed the diagnostic phase of Reinvention, documented in Chapter 1 in the spring of 2011, seven task forces were convened to examine and propose improvements to the City Colleges of Chicago's portfolio of academic programs, student supports, operations, faculty and staff development and use of technology.

TASK FORCE	KEY QUESTION
Adult Education	How do we ensure more of our adult education students transition to and are successful in college-level courses?
Faculty and Staff Development	How do we ensure we have the best faculty and staff serving our students? How do we support our faculty and staff in their efforts to be the best?
Operational Excellence and Optimization	How can CCC improve the return on non-instructional spending across the colleges and ensure taxpayer dollars are used wisely? What can CCC do to improve processes, including registration and procurement?
Program Portfolio Review	How can CCC update its program offerings to ensure all students earn credentials of economic value?
Remediation	How can CCC dramatically improve outcomes for students requiring remediation to move students to college courses quickly?
Student Support and Pathways	How do we build robust student support systems that will help our students achieve the goals established for Reinvention and show clear pathways to the future?
Technology	What are the technology needs to reach the goals identified in each of the task forces? How can we improve CCC data integrity, instructional technology, and non-instructional/support technology?





Task Force Membership

More than 300 faculty, staff and students applied to take part in the process; more than 70 were chosen to serve. All seven City Colleges were represented on each task force, and each task force engaged a mix of staff, faculty and students. Faculty and staff task force members spent an entire semester engaged on this project in lieu of their regular duties.

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Harry S Truman College: TR

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Malcolm X College: MX

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External Advisory Councils

External Advisory Councils consisting of leading employers, civic officials, foundations, academics and community representatives provided guidance to the task forces.

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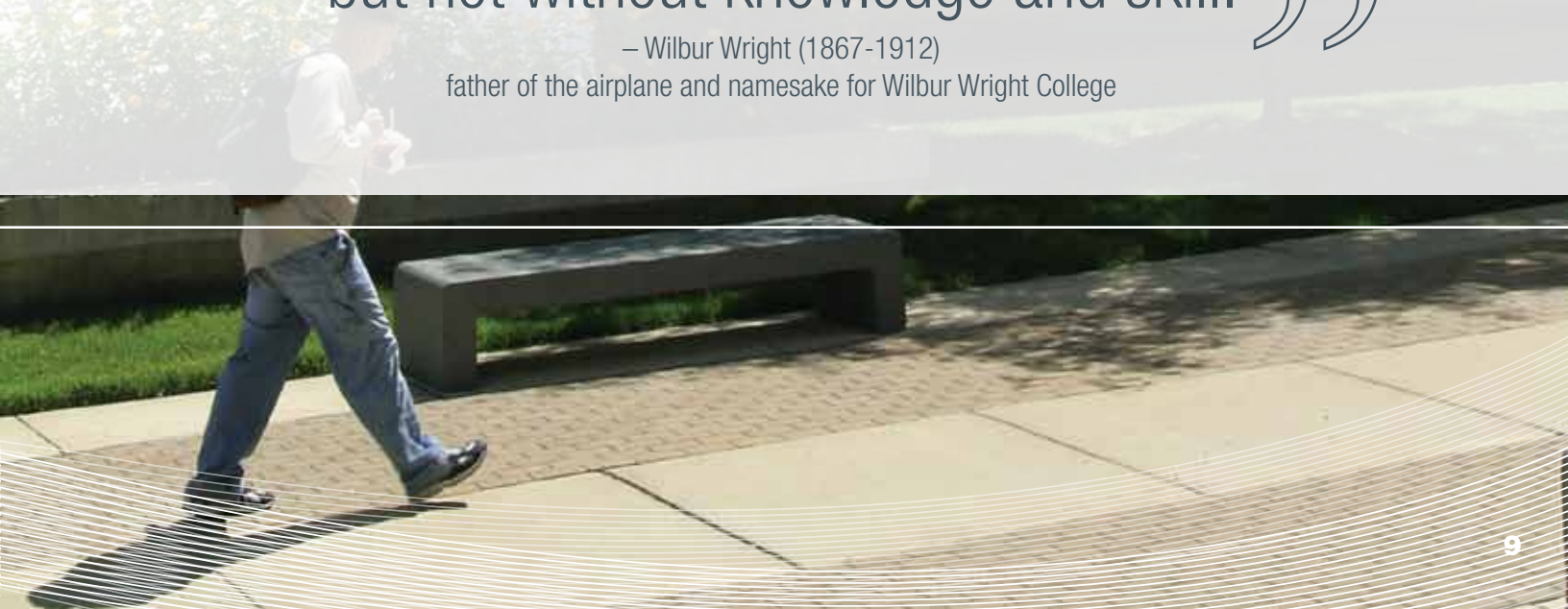
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“ It is possible to fly without motors,
but not without knowledge and skill. ”

– Wilbur Wright (1867-1912)
father of the airplane and namesake for Wilbur Wright College



Task Force Recommendations

BOOSTING READINESS

Students who are not yet ready for college must be brought up to speed more quickly and set on the path to credit courses.

BOOSTING RETENTION

City Colleges of Chicago must more effectively identify at-risk students and address their specific challenges.

BOOSTING RELEVANCE

Programs must be better aligned with industry or higher education needs to ensure CCC credentials deliver true economic value to graduates.

BOOSTING COMPLETION

City Colleges programs must equip students with critical information about their pathway to completion, and lead them to positive outcomes.

BOOSTING EFFICIENCY

Faculty, staff and students are able to deliver their best work and efficiently access the resources they need.

From Recommendations to Actions

Reinvention task force recommendations already have translated into profound changes in the student experience as well as other key operational areas, with more initiatives getting under way to deliver credentials of economic value, more transfers to four-year colleges, and increased job placement.





“ A university which truly seeks to meet the needs of society must be a part of urban life.”

– Richard J. Daley (1902-1976)
former Mayor of Chicago, namesake for Richard J. Daley College

Boosting Readiness

The Challenge

More than ninety percent of students arrive at City Colleges of Chicago requiring remediation in core subjects, and many lack the social and organizational foundation to thrive in a post-secondary setting. Adult Education programs, which target those without a high school diploma and English language learners, are for the most part not linked to preparatory or credit coursework.

Recommendation for Action

Students who are not yet ready for college must be brought up to speed more quickly and set on the path to credit courses, not only over the period between their high school completion and the beginning of their credit courses but much earlier through ongoing, sustained initiatives during their high school years. We must optimize the effectiveness of developmental education, and adult education courses must also serve as possible transition points into credit coursework. Moreover, we must link students directly from their pre-college experience to a specific transfer or career opportunity, providing them with a clear educational pathway.

Actions

Department of College Readiness

CCC is laying the groundwork for a Department of College Readiness to sharpen the organizational focus on this seminal issue and serve as an umbrella for the various initiatives discussed here, as well as future programs.

Expansion of Dual Enrollment

City Colleges of Chicago has set aside 2,100 seats per year, (100 per college per semester), to provide free college-credit classes to eligible Chicago Public Schools (CPS) high school juniors or seniors. The CPS students earn credit they can then apply towards a degree at City Colleges or many other universities across the country, boosting their confidence and chances of academic success, and speeding their way to a degree. Recruitment is ongoing and interested high school students are advised to talk to their high school counselor about the opportunity.

Transfer Academy

CCC is in the process of creating a Transfer Academy that will offer students several clearly defined academic pathways, linking them to a specific post-City Colleges transfer or job opportunity.

The Academy will begin before students embark on college through pre-college summer readiness courses combining a math and English refresher with college success skills. As a result of the refresher and increased placement options, more students will be able to skip to college-level courses with additional supports.

Developmental education coursework will incorporate learning communities, mandatory tutoring and advising, automatic enrollment in initial classes, and increasingly contextualized learning. Soft-skill development will be a focus through internships, job shadowing and career conversations.

Each structured pathway will be paired with a receiving partner institution or employer to ensure students make a seamless transition to further education or employment.

Level UP

CCC is helping position students for early success by offering preparation for the COMPASS placement exam.

In partnership with Chicago Public Schools, members of the Reinvention task forces developed a summer program to prepare recent high school graduates to move more quickly through pre-credit courses. Level UP is a free 5-week quick-start program to provide students with refresher courses in math and English to prepare for the City Colleges COMPASS placement exam. By all measures, the program was a success. Initial Level UP results include:

- On average, participating students in Level UP were able to reduce their time spent in remediation by 1.2 semesters.
- Each Level UP student was able to save an average of approximately \$485 (including tuition and textbooks).
- Overall, 94% of participants experienced at least one level gain in English (reading or writing) and 57% of students were able to experience level gains in math.
- Level UP enhanced students' perceptions of their own abilities, and by the end of the five-week period, students better understood how English and math are critical to their academic and professional success.

Based on the strong and immediate results, plans are under way to scale this up to benefit students across the system.

COMPASS Placement Exam

Overall, there was a decrease in the remedial math and English needed.



Numbers above reflect students who placed into each of the respective remedial need categories.

Developmental Education Initiative

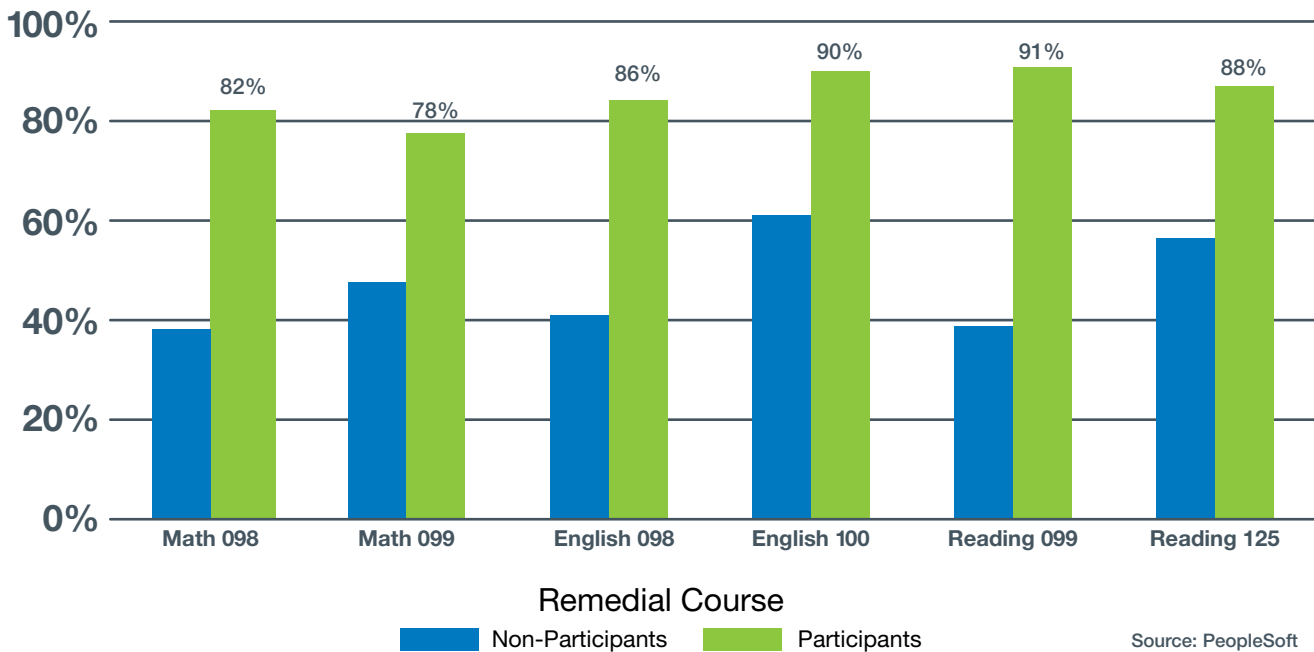
Developed at Daley College in the spring of 2011, the Developmental Education Initiative supplements regular remedial coursework by grouping students into small learning cohorts, offering tutoring and online learning reinforcement, and providing an intrusive case management approach to academic advising.

Program participants did significantly better at the end of their spring coursework than non-participants:

- For English 98, 85 percent of program participants were successful (earned a C or above) versus only 42% of non-participants.
- For English 100, 90 percent of program participants were successful versus only 62% of non-participants.
- For Math 98, 82 percent of program participants were successful versus only 39% of non-participants.
- For Math 99, 78 percent of program participants were successful versus 49% of non-participants.
- For Reading 99, 91 percent of program participants were successful versus only 40% of non-participants.
- For Reading 125, 88 percent of program participants were successful versus 57% of non-participants.

Daley College expanded the program in the fall semester of 2011. Results are being evaluated and are helping to shape the ongoing development of a larger, more integrated solution to the developmental education issue to be introduced to other colleges across the district.

**Spring 2011 Dev. Ed. Initiative Participants vs. Non-Participants
Relative Success Rates ("C" or above at End of Term)**



Gateway to City Colleges Program

The Gateway to City Colleges Program, launched by the Reinvention Adult Education task force, builds on the successful Truman College Incentive Program to support Adult Education students in their transition to credit courses. The program offers academic support, career planning, and tuition assistance to high-level ESL and GED students in an effort to support their successful transition to college.

Truman College students account for 45 percent of all Adult Education students across the City Colleges' system who transition to the credit program. From Fall 2007, when more comprehensive tracking was implemented, to Spring 2011, Truman College saw a steady upward trend of students who continued their college studies even after completing the Incentive Program. Program participants' grades and course completion rates surpassed those of the overall credit population. Incentive students earned A's in 51 percent of all the credit courses they took in Fall 2008 and Spring 2009, while the Truman credit population overall earned "A's" in 29 percent of their courses during the same period. Through Gateway, the model program expanded to two more colleges in Fall 2011 with work already underway to expand to a fourth college in Spring 2012.

In similar fashion, CCC's GED College Prep Program now introduces students to college programs and student services to encourage and facilitate the transition to post-secondary education.

Accelerated Learning

Among students requiring remediation, there are students who are "closer to the line" of credit courses and could more quickly move into credit coursework.

Accelerated Learning is designed for remedial students who almost test into college-level math or English courses. They are placed into the college-level course and into a corresponding remedial course, English 101, for example. Students do the college-level work, supported by remedial work where needed. They also benefit from smaller class sizes.

Accelerated Learning programs in English are in place at Truman College and Harold Washington College. Members of the Reinvention task force are working to develop sections in English for all colleges. Daley College is planning a math section for Spring 2012.

Chicago Public Schools Preparation

CCC is expanding dual credit courses offered on Chicago Public Schools high school campuses. Starting in Spring 2012, the program will roll out to five high schools. It will also offer high school teachers access to and professional development on use of City Colleges placement testing. In the coming years, CCC will expand from math offerings to other general education offerings.

CCC is strengthening its relationship with CPS to encourage high school seniors to enroll in a fourth year of math designed to minimize the need for remedial coursework at the college level.


Accelerating Opportunities

For the typical adult education student or English Language Learner, it takes many years to gain the skills necessary to make the transition to college credit or career certification. In fact, there are few who actually earn a GED credential and move on to higher learning.

The Accelerating Opportunities initiative, in the early stages of implementation at Daley College in manufacturing certification programs, moves students more quickly into college credit and occupational education opportunities by teaching basic skills in the context of real world occupational settings.

Two instructors in the classroom provide opportunities for the students to learn basic skills through the lens of an occupational application.





“Some men see things as they are
and say why. I dream things that
never were and say why not.”

– U.S. Senator Robert Kennedy (1925-1968)
co-namesake of Kennedy-King College

Boosting Retention

The Challenge

Students often drop out because they are overwhelmed academically or organizationally, or they lack a clearly defined pathway that allows them to work efficiently toward their goal. As a result, one in two City Colleges students drops out before completing two semesters.

CCC faculty members often know two to three weeks into the semester which students are struggling to keep up with class instruction and course work. But currently there is no consistent system in place to flag at-risk students and get them the appropriate help to turn things around. Likewise, there is no system in place that allows faculty to keep and share notes on students' advising history or on the campus services the student finds helpful.

Recommendation for Action

City Colleges of Chicago must better identify at-risk students and deploy a broad array of resources to support and guide them through the critical early part of their CCC career.

Actions

Early Alert and Appointment Management System

A new early alert and appointment management system is being adopted to help identify at-risk students and target them for faculty and staff support, from advising to tutoring, which can mean the difference between swimming and sinking.

Students who are at risk of failing will be flagged early in the semester so that college faculty and staff are aware of the challenge and need for action.

The system will keep track of advising services the student receives, as well as track the student's use of other campus services, so that help can be monitored and re-directed as needed.

The system will support the ability of students to schedule appointments with advisors, tutors, and instructors, and the student will receive reminders via alerts on his or her preferred social media sites.

Expansion of Wellness Centers

Building off the successes of the Wellness Centers at Harold Washington College, Olive-Harvey College and Kennedy-King College, City Colleges is creating a Wellness Center at each one of its colleges. The Wellness Centers provide critical supports for students, including one-on-one counseling, referrals to social service providers, and support groups that, combined with enhanced advising capabilities, help students overcome the challenges that could otherwise lead them to drop out or underachieve.

Intrusive Advising Model

From the time they enroll, students must work with advisers to define success for their educational experience, and work with them to chart their educational plan toward that success. A seminal decision was made not to rely on students seeking such support, but to provide it proactively on an ongoing basis in what we call "intrusive advising."

More than fourteen advisors have been added across the seven colleges and are being supported by two assistant vice chancellors charged with ensuring students make informed choices in terms of both their goals and the courses they choose to achieve them. With a commitment to bolstering advising support City Colleges of Chicago will have cut its average student-to-advisor ratio in half, from 920:1 in 2010 to 450:1 in 2012.

In addition, recruiting staff is being added to relieve advisors of enrollment-related duties and allow them to focus on advising current students.

Revamping Registration

All seven City Colleges re-tooled their open registration processes for the fall 2011 semester to not only improve the student experience, but also help support positive educational outcomes by facilitating enrollment in needed and desired courses.

Comparison of Fall 2011 and Spring 2011 surveys showed a 38-percent increase in students rating open registration as "Far Exceeded" expectations, with a 56 percent decrease in students "Dissatisfied" with the process.

Work continues on improvements to the overall registration process, including the abilities to register early and online.



“Business as usual will not be
accepted by any part of this city.”

– Harold Washington (1922-1987)
former Mayor of Chicago, namesake of Harold Washington College



Boosting Relevance

The Challenge

Many of City Colleges' occupational programs teach students skills that are necessary but not always sufficient to align with the needs of employers. Some occupational programs do not teach the skills needed in the modern workforce because the industry has evolved faster than the academic program. Similarly, some occupational programs result in a terminal associate's degree when the industry has moved to require a bachelor's degree. The terminal Associate of Applied Science does not articulate well to four-year institutions and students suffer from credit loss by having to retake courses.

Recommendations for Action

City Colleges credentials must correspond to marketplace demand and prepare those students who transfer to do so without losing credits. City Colleges must involve employers in evaluating the pathways created by each of our occupational programs. Employer input provides insight into whether the academic program, an industry certification, or actual work experience through internships or other programs provides the best labor market signal of a student's skills and knowledge. Further, ongoing employer input allows programs to adjust to the evolution of the industry.

Where an industry has evolved to require a bachelor's degree, City Colleges must partner with four-year institutions and employers to create viable pathways to the bachelor's degree that minimize cost and time for the student.

Actions

College to Careers

Under the leadership of Mayor Rahm Emanuel, City Colleges of Chicago has launched an innovative program called "College to Careers" to ensure Chicago residents are ready for jobs in high growth industries - jobs that are available today but remain unfilled because of a skills gap. The program will forge partnerships among City Colleges, corporations and organizational partners to drive the creation of jobs in growing fields and help increase the competitiveness of Chicago's companies.

This comprehensive strategy will draw upon the partners' industry expertise and knowledge of business demand to develop the definitive standard in industry credentials for respective fields. The partnerships will initially focus on two fields, healthcare and transportation, distribution and logistics, and will grow to include programs in other high-demand sectors.

Over the next ten years, the Chicago area will have approximately 84,000 job openings for health care practitioners and 110,000 job openings in the transportation, distribution and logistics field over the next decade.

The partnerships will bring corporations and City Colleges together in at least three ways:

1) CURRICULUM DESIGN & CREATION OF CERTIFICATE PROGRAMS: Industry experts will inform the creation of best-in-class industry training programs that align with national standards, garner industry certification, and equip students with the skills they will need to be successful in growing fields.

2) CURRICULUM DELIVERY: Partnerships will engage industry experts as teacher-practitioners to deliver a real-world perspective in City Colleges' classrooms.

3) ACCESS TO INTERNSHIPS, INTERVIEWS, AND FACILITIES: Partnerships will provide City Colleges students with direct access to top-notch facilities for training purposes and give students the opportunity to secure internships and job interviews.

Models will vary by employer based on the skills gap in the respective industry and employer capacity and interest.

The healthcare partnership will take advantage of Malcolm X College's proximity to the Illinois Medical District and build upon its strong and growing allied health programs. The transportation and logistics industry partnership will focus on enhancing existing programs and developing new offerings predominantly found at Olive-Harvey College.

Partners in the respective fields include:

Transportation, Distribution & Logistics: Coyote Logistics, UPS, AAR Corporation, Schneider Finance, CenterPoint Properties, Canadian National Railway, BNSF Railway, United Airlines, and Chicago Transit Authority.

Healthcare: Rush University Medical Center, Northwestern Memorial Hospital, University of Chicago Hospitals, John H. Stroger Jr. Hospital of Cook County, Advocate Health Care, Accretive Health, GE Healthcare, Allscripts, University of Illinois at Chicago, Jesse Brown VA, Walgreens, CVSCaremark, Baxter, and Metropolitan Chicago Healthcare Council.

Healthcare

City Colleges will focus on better aligning its allied health programs with market demand to prepare students to seize the 84,000 health-care job openings in Chicagoland over the next decade. A new \$251 million Malcolm X College campus will capitalize on the college's proximity to the Illinois Medical District to provide students exposure to industry leading practitioners, facilities, internships, job interviews and a modern, relevant healthcare curriculum.

Malcolm X College will offer seamless pathways of stackable credentials that allow students to build off a common healthcare core program to ultimately pursue a wide variety of health careers. Programs will include: nursing (licensed practical and registered nursing), pharmacy tech, dental hygiene, dialysis technician, renal technology, respiratory therapy, occupational therapy assistant, medical lab technician, radiography, surgical technology, health information technology, community health worker, EMT paramedic, and medical billing and coding. *See chart below.*

Rush University Medical Center serves as the lead College to Careers healthcare partner among a distinguished group that also includes: Northwestern Memorial Hospital, University of Chicago Hospitals, John H. Stroger Jr. Hospital of Cook County, Advocate Health Care, Accretive Health, GE Healthcare, Allscripts, University of Illinois at Chicago, Jesse Brown VA, Walgreens, CVSCaremark, Baxter, and Metropolitan Chicago Healthcare Council.

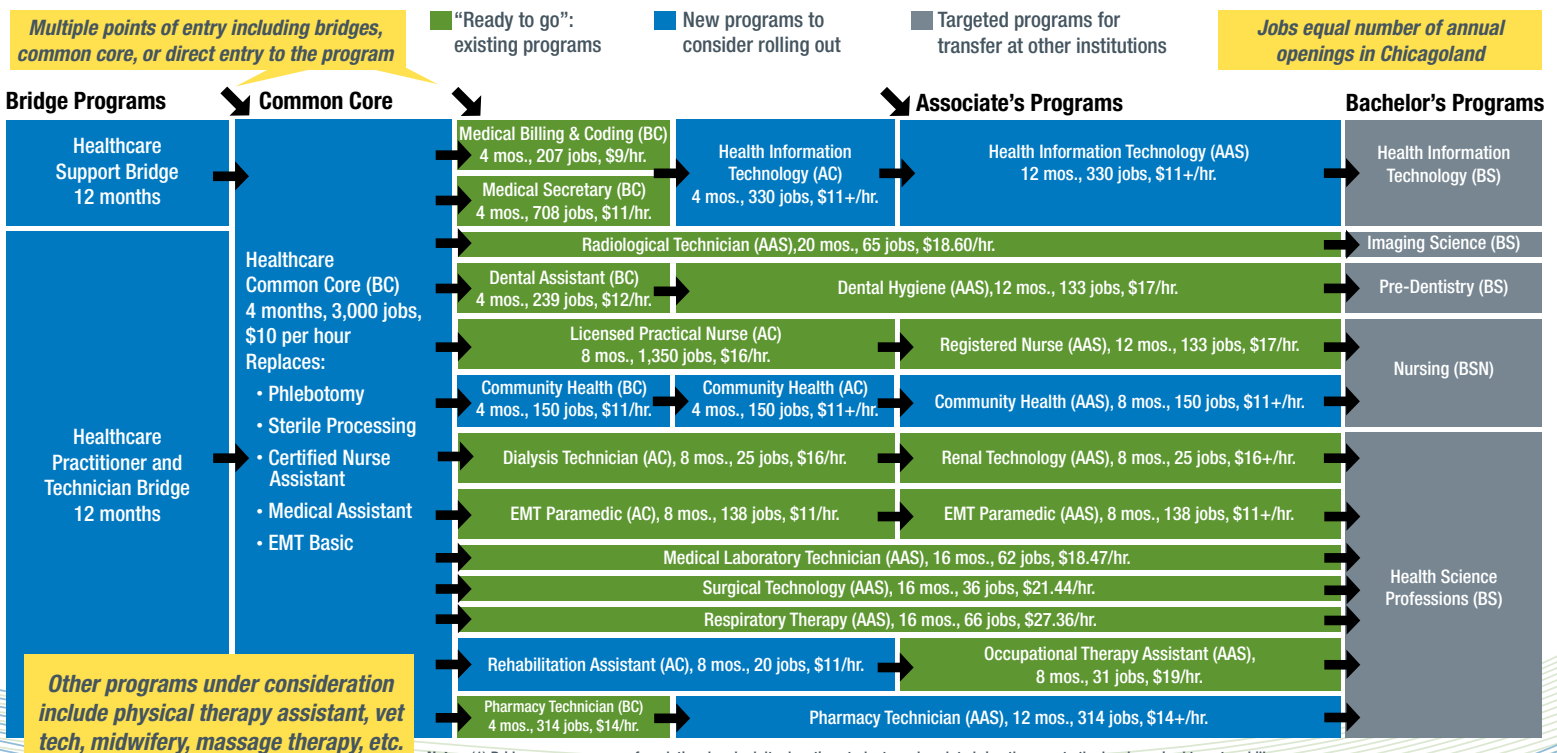
Malcolm X College health sciences students already have access to Rush's facilities via clinical rotations in Radiology, Respiratory Care, Surgical Technology, Nursing, Emergency Medicine and use of its cadaver lab. Rush University faculty members serve as guest lecturers at City Colleges of Chicago and Rush has donated health science equipment to modernize classrooms. Rush also holds an annual job fair at Malcolm X College that allows City Colleges of Chicago students to apply directly for job opportunities in the field.

Transportation, Distribution & Logistics

Due to the strength of its existing transportation programs and its unique location near the transport nexus at the Illinois-Indiana border, Olive-Harvey College will offer enhanced transportation, distribution and logistics programs through the College to Careers initiative.

To support this effort, City Colleges will build the first comprehensive TDL education center in the state at Olive-Harvey, preparing students for in-demand careers in ground, air, and rail transport, multi-modal distribution and logistics. The \$42 million, 200,000 square foot building is expected to be LEED certified and will incorporate a high-tech warehouse environment, laboratories, workshops, classrooms, and virtual reality simulation facilities. The Center is made possible by \$31.6 million in funding comes from the State of Illinois and the remainder from City Colleges. Construction is expected to start in Spring 2013 and be completed in Spring 2015 and yield at least 300 construction jobs.

Healthcare Pathways: Stackable Credentials Chart



Notes: (1) Bridge programs serve foundational and adult education students and seek to bring them up to the level required to enter skills programs
(2) Where wages are shown with a plus sign, either the industry is trending towards requiring this credential for entry level employment or the credential is necessary as a stepping stone to the next level of wage increase. These determination are based on industry interviews and qualitative research on industry trends.



“ It is our dream...that some day the moral and creative intelligence of our united people will pick up the chalice of wisdom and place it upon the mountaintop of human integrity.”

— Milton B. Olive, in a letter to President Lyndon Johnson upon learning of his son, Milton L. Olive (1946-1965), co-namesake of Olive-Harvey College, being awarded the Medal of Honor for sacrificing his life to save fellow soldiers during the Vietnam War.

Boosting Completion

The Challenge

Even if they are retained past the critical first two semesters, students often fail to attain a meaningful credential because they lack well-defined pathways that clearly identify the courses required to achieve their goal. With countless educational options, many students wander through the CCC system, randomly taking classes without a plan for how to most efficiently complete their degree.

In a Reinvention survey, many students said they would welcome more advising and guidance at the start of the semester. Partly as a result of these dynamics, only 16 percent of CCC students transfer to a four-year institution, and less than half of those students go on to earn a bachelor's degree.

Recommendation for Action

City Colleges of Chicago must help students clearly identify the path that leads to transfer or a career that will prepare them for the rigors of the global economy, and must provide timely and consistent support for students to get on and stay on their chosen path to completion.

This includes ensuring that occupational programs offer skills relevant to the modern workplace and enable advancement within their industry; and developing a clearer path to baccalaureate transfer, including aggressively establishing transfer agreements with four-year institutions.

Actions

Stackable credentials as building blocks for success

No credential conferred by City Colleges of Chicago should be a dead end, but must instead open the door to further educational attainment as desired.

City Colleges of Chicago has revamped such academic programs as Information Technology and is working to institute core coursework requirements in fields like health care so as to generate stackable degrees that allow recipients to seamlessly enter the workforce or pursue further degrees. *See Healthcare Pathways Chart on page 21.*

Beyond the immediate academic benefit, this initiative gives students early “wins” that boost their confidence to continue with their education and go on to succeed in the workplace.

For instance, a student might take the one-semester core program and graduate with a basic certificate allowing them to practice phlebotomy or be a certified nurse assistant then return for another semester and get an advanced certificate that allows them to move up to being a licensed practical nurse, then return for a year to become a registered nurse.

Block or “predictable” scheduling

Currently, students run the risk that classes in their chosen pathway will be unavailable, and scheduling courses individually can be difficult if they have to fit in college around a set work schedule, family and other life circumstances potentially postponing degree attainment.

Under CCC's planned “predictable” scheduling, which is being rolled out over the next few semesters, students will be able to register for blocks of classes pre-selected to deliver on their chosen academic goals.

Each class will be chosen for them by faculty and scheduled for a set time of day. A student will have the option of signing up for a given block under which, for example, all their classes would meet from 7:15 a.m. to 2:15 p.m. Mondays and Wednesdays. This would leave them free to meet their other life obligations and curb the difficult juggling that often stands in the way of academic success, without worrying about full classes or taking unnecessary coursework.

Wright College's paralegal program and Daley College's manufacturing program offer block classes, though students must still register for individual courses. Refinement and expansion of this approach is underway.

Transfer Agreements

City Colleges of Chicago has established district-wide transfer agreements so that students have the opportunity to fully transfer their credits to a four-year institution, and enter that institution without loss of credit and time thanks to well-defined course requirements while at CCC.

Agreements have recently been signed with the Illinois Institute of Technology, the University of Illinois at Chicago, DePaul University and Lewis University, in addition to a dozen partnership agreements already in place with other Illinois colleges and universities. Highlights include:

- The Presidential Scholarship at Illinois Institute of Technology offers qualifying CCC transfer students substantial financial support, including an annual tuition scholarship award up to \$23,500, renewable for up to three years, as well as a \$5,000 stipend for undergraduate research and a \$5,000 annual housing award.
- The DePaul Admissions Partnership Program (DAPP) offers CCC students access to DePaul University counselors who can provide guidance on class selection and majors while students are still enrolled at City Colleges of Chicago. DAPP guarantees that students' bachelor's degree-completion requirements will not change for three years after joining the program.
- The Guaranteed Admissions Transfer (GAT) program with the University of Illinois at Chicago (UIC) allows CCC students to apply for guaranteed admission to UIC as early as their second semester at the community college level.

As a result of these and other partnership initiatives, City Colleges of Chicago is seeing steady growth in its students transferring into 4-year degree programs; the number of students transferring from CCC to Illinois Institute of Technology, for example, increased from 26 to 80 students in the last five years. At DePaul University, the number of transferring CCC students has more than doubled during roughly the same period – going from 750 CCC transfers to 1,600.

College Pathways Program

Harold Washington College has developed a Pathways team, administered by the Harold Washington College Career and Transfer Center, that links faculty and advisors together to develop semester-by-semester plans for degree attainment. One-sheet semester-by-semester plans are outlined and allow the student to select degree pathways in sequence.

In addition, the Pathways one-sheet includes extracurricular activities to help students explore their degree interests and reinforce learning in the classroom. These guides also serve as critical advising and degree completion tools for the advisor and the student.

The advising tools are set for implementation for the Spring 2012 registration period, and replication at our other colleges will be evaluated based on the best practices established as part of this program.

Degree Audit and Educational Planning System for Students

CCC is in the process of seeking vendors to deliver a degree audit and educational planning system to allow students to track electronically what classes they've taken and what classes they still need to take in order to complete a certificate or degree. The software will, in effect, help chart the student's academic pathway, eliminating guesswork and unnecessary courses.

This system will drastically and immediately improve student outcomes and increase the number of students earning college credentials of economic value.



“Intelligence plus character— that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate.”

— Reverend Martin Luther King, Jr. (1929-1968)
co-namesake for Kennedy-King College

Boosting Efficiency

The Challenge

Institutional structure does not always foster best-practice sharing among educators or administrators, and inadequate infrastructure and procedures can hinder the creation of an environment conducive to effective learning.

Recommendation for Action

We must facilitate communication and best-practice sharing among faculty and staff, while removing the administrative, physical and technological hurdles that can keep students, faculty and staff from working efficiently and being able to focus as exclusively as possible on the tasks of teaching and learning.

Ensuring that faculty and staff are able to deliver their best work and efficiently access the resources they need requires improving human capital selection, development and management processes, dramatically streamlining the procurement process, and comprehensively assessing campus policing and safety strategies.

Actions

Center for Teaching and Learning

Based on a recommendation developed by one of the Spring 2011 task forces, a Reinvention faculty member launched a Center for Teaching and Learning at Truman College. The Center offers faculty opportunities to network, share ideas, access resources on teaching, higher education, and use of technology in the classroom. Through the Center, faculty may also participate in workshops, brown-bag lunch discussions and a voluntary peer observation program called Teaching Squares. CCC is studying duplication of the program district-wide.

Student Productivity Suite

Through a new student e-mail and productivity suite, City Colleges of Chicago has given students free access to online versions of Microsoft Word, Excel, OneNote and Powerpoint and 25GB of online storage capacity. The technology offers students a robust set of tools that enable them to communicate and collaborate more effectively with faculty and fellow students, as well as gain skills recognized in the workforce by mastering programs that are used by businesses around the world.

Streamlining Procurement

Chancellor Hyman approved a plan developed by KPMG on a pro-bono basis to dramatically overhaul City Colleges' procurement services, including:

- Reducing approval steps from seven to three, thereby reducing purchase order cycle time by 33-42 percent and estimated purchase order approval cost by 40 percent
- Increasing use of blanket/annual purchase orders to avoid approximately \$110k-\$240k in effort per year
- Redefining IT consulting requirements and negotiating rates to potentially save approx. \$0.78-\$1.20 million (20-30 percent) per year
- Redefining bookstore requirements and negotiating rates to achieve significant savings for students, and
- Automating the procurement process.

Business Intelligence System

CCC is seeking providers of business intelligence software that will allow users quick access to data that captures key information about the institution and their own work. System users will gain broader access to student data and be able to pinpoint, for example, where money is being spent, or if investments are bearing fruit.

Room and Event Scheduling System

CCC is taking steps to implement an automated room and event scheduling system that allows faculty and staff to view all meeting room availability in real-time, and choose the appropriate space based on fit, convenience and technical resources. Instruction and information sharing can be more efficiently accomplished in a room that best fits the users' needs. The system will enable CCC to reduce power consumption in under-utilized rooms and the more efficient use of space and resources will result in cost savings that could lead to the system paying for itself in time.

More Strategic Technological Improvements

City Colleges has strategically leveraged technology to improve operational efficiency and support student engagement in a number of other ways, including: enhanced online registration capacity, the creation of more than fifty new smart classrooms, and the institution of online processes for residency verification and tax document distribution, to name a few.



“A college graduate with the right sort of instruction should find at his graduation that he is only at the door of knowledge.”

– U.S. President Harry S Truman (1884-1972)
namesake for Harry S Truman College



Next Steps: Reinvention Refined

Fall 2011 saw the restructuring of the Reinvention task forces to be even more effective at addressing the multiple and overlapping issues at hand.

The first modification was to clearly distinguish between the continued work of the task forces and the need to conduct implementation. To that end, efforts have been divided into Discovery and Delivery.

Discovery (idea generation) will continue to be the work of the task forces. Their charter is to:

- Continue to discover City Colleges' biggest challenges and propose a path forward
- Continue refinement of ideas proposed thus far
- Lead general problem solving and strategy conversations across the district, and
- Work on communicating findings to internal and external groups.

Delivery (implementation) teams will be responsible for:

- Taking implementation-ready ideas and driving them to completion
- Preparing project plans, milestones, resource requirements, etc.
- Providing ongoing updates on a status of project delivery, and
- Focusing more narrowly on portfolio of "Delivery" projects rather than whole scope of CCC issues.

The Enhanced Structure

On the Discovery side, a new set of task forces each have a more synthesized area of focus, including:

- Career & Academic Program Pathways
- Teaching & Learning
- Student Services & Support
- Processes, Operations & Governance

In addition to the task forces, there are five service areas which span across all four task forces. These service areas allow for increased participation and collaboration between the task forces and internal and external stakeholders. Additionally, they improve cross-task force collaboration. The service areas of concentration are:

- Adult Education
- Transfer
- Occupational
- Remediation
- Organization

Creating a culture of change

Furthermore, task force members will become ambassadors of change within the institution as City Colleges works to create a culture of continual improvement.



“Education is our passport to the future,
for tomorrow belongs to the people
who prepare for it today.”

— Civil Rights activist Malcolm X (1925-1965)
namesake for Malcolm X College

Task Force Matrix

The four discovery task forces are structured as a matrix, corresponding to both the type of challenge and service area.

Adult
Education

Transfer

Occupational

Remediation

Organization

Career & Academic Program Pathways: Addresses both how our offerings provide value to students and what newly designed programs and offerings could look like. It is responsible for programs encompassing multiple courses, and includes Program Portfolio Review work in occupational programs plus bridge programs for Adult Education and Developmental Education.

Teaching & Learning: Focuses on our course delivery options and faculty professional development. For example, accelerated/different strategies for remediation are contained in this task force, in addition to the faculty development initiatives and the faculty portion of Faculty and Staff Development.

Student Services & Support: Articulates how we can best help students complete their educational goals, includes getting on, staying on, and completing a pathway as well as supports outside core advising such as Wellness Centers.

Process, Operations, & Governance: Determines how we can improve the underlying operations and structure of our colleges to ensure that we don't endanger our academic missions. It incorporates the Operational Excellence and Optimization task force and some Faculty and Staff Development initiatives.

FOR MORE DETAIL ON RECOMMENDATIONS AND TASK FORCE ACTIVITIES

The recommendations generated by the Spring 2011 semester task forces that formed the basis for this report, as well as the fact finding that led to the recommendations, are available for review on the Reinvention website, www.reinventingccc.org.

Please visit the site for more detail on current plans and activities and more specific linkages between task force recommendations and action on the ground across City Colleges of Chicago.

Continue to engage with us online, including a revamped Reinvention blog "Talk to Us" at talk2uscoe.wordpress.com.



Acknowledgments

The City Colleges would like to acknowledge the following partners in its work:

The Searle Funds at the Chicago Community Trust

The Joyce Foundation

The Bill and Melinda Gates Foundation

The Civic Consulting Alliance is playing a critical role in supporting our efforts and has recruited a number of professional services firms who are contributing to our efforts on a pro bono basis. Firms providing pro bono support include:

Accenture

Lantern Partners

Chapin Hall at the University of Chicago

KPMG

CDW

McKinsey & Company

Community Collaborators

The City Colleges would like to recognize the community-based organizations who have worked closely with the task forces to dramatically improve outcomes for CCC students:

Alivio Medical Center*

Institute of Puerto Rican Arts & Culture**

ASPIRA Inc. of Illinois**

Instituto del Progreso Latino*

Association House*

Jane Addams Hull House Association

Centers for New Horizons

Jobs for Youth

Central States SER

Kenwood-Oakland Community Organization (KOCO)

Chicago Jobs Council

Logan Square Neighborhood Association

Chicago Citywide Literacy Coalition

Manufacturing Works**

Chinese American Service League (CASL)

Mujeres Latinas en Accion

Community Organizing for Family Issues (COFI)

National ABLE Network

Developing Communities Project (DCP)

Pilsen Neighbors Community Center*

Digital Workforce Education Society**

Primera Engineers*

Dr. Pedro Albizu Campos High School**

Puerto Rican Cultural Center**

Erie Neighborhood House*

Sargent Shriver National Center on Poverty Law

Goodwill Industries of Metropolitan Chicago, Inc.

Southwest Organizing Project (SWOP)

Goodwill Workforce Connection Center

Southwest Youth Collaborative (SWYC)

Greater Humboldt Park Community of Wellness**

Target Area Development Corporation

Illinois Coalition for Immigrant & Refugee Rights (ICIRR)

Teamwork Englewood

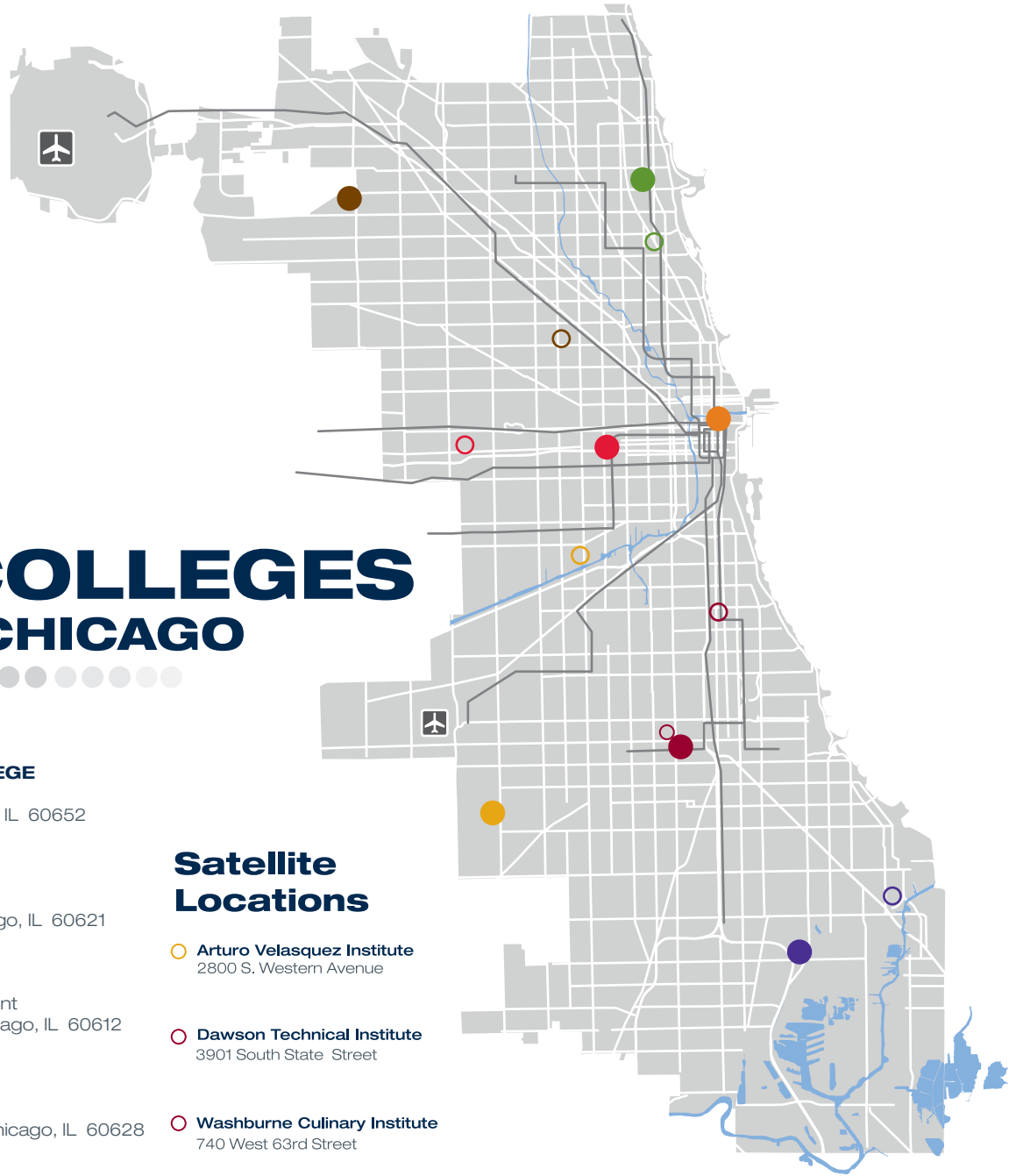
Illinois Education Foundation

Women Employed

* via Richard J. Daley College

** via Humboldt Park Vocational Educational Center

Map



CITY COLLEGES OF CHICAGO



RICHARD J. DALEY COLLEGE
Dr. Jose Aybar, President
7500 S. Pulaski Road, Chicago, IL 60652
(773) 838-7500

KENNEDY-KING COLLEGE
Dr. Joyce C. Ester, President
6301 S. Halsted Avenue, Chicago, IL 60621
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MALCOLM X COLLEGE
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OLIVE-HARVEY COLLEGE
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HARRY S TRUMAN COLLEGE
Dr. Reagan Romali, President
1145 W. Wilson Avenue, Chicago, IL 60640
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HAROLD WASHINGTON COLLEGE
Donald J. Laackman, President
30 East Lake Street, Chicago, IL 60601
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WILBUR WRIGHT COLLEGE
James Palos, President
4300 N. Narragansett Avenue, Chicago, IL 60634
(773) 481-8200

Satellite Locations

Arturo Velasquez Institute
2800 S. Western Avenue

Dawson Technical Institute
3901 South State Street

Washburne Culinary Institute
740 West 63rd Street

West Side Learning Center
4624 W. Madison Street

South Chicago Learning Center
3055 E. 92 Street

Lake View Learning Center
3310 North Clark Street

**Humboldt Park Vocational
Education Center**
1645 N. California Avenue

Enrollment by Mission

Fiscal Year 2011

MISSION (FY 2011)	N	%
Baccalaureate/ Transfer	44,818	38%
Workforce Development	30,485	26%
Adult Education	35,624	30%
Continuing Education	8,521	7%
TOTAL	119,449	100%
MEDIAN AGE (FY 2011)	IN YEARS	
Baccalaureate/ Transfer	24	
Workforce Development	31	
Adult Education	32	
Continuing Education	35	
TOTAL	28	
EMPLOYMENT STATUS (FY 2011)	N	%
Full-time	22,942	19%
Part-time	16,751	14%
Homemaker	2,628	2%
Unemployed	36,230	30%
Unknown	40,898	34%
FAMILY STATUS (FY 2011)	N	%
Single	93,654	78%
Married	19,362	16%
Have Children	33,438	28%
Single Parents	20,773	17%
Students Below Poverty	40,809	34%
First-Generation College Students	45,614	38%
ENROLLMENT STATUS (FALL 2011)	N	%
Full-time	27,838	42%
Part-time	38,442	58%
GENDER (FY 2011)	N	%
Male	49,212	41%
Female	70,237	59%
ETHNICITY (FY 2011)	N	%
Asian/Pacific Islander	8,362	7%
Black	44,197	37%
Hispanic	41,808	35%
White	21,501	18%
Other/Unknown	3,581	3%

