

A stylized logo consisting of three overlapping, curved green lines that form a circular, swirling shape. The lines are a vibrant lime green color and have a slight shadow effect, giving them a three-dimensional appearance.

reinvention

Chapter 1

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Letter from the Chancellor



I am very honored to have been appointed Chancellor of the City Colleges of Chicago by Mayor Richard M. Daley during this era of unprecedented change in the global economy and here at home. Our mission of educating the students and residents of Chicago has never been more vital.

City Colleges of Chicago was founded as “The People’s College” in 1911, and for nearly 100 years has improved the lives of more than one million alumni and their families through education.

While we are extremely proud of this history, the world is rapidly changing and we must change with it. New technology has created new careers in the sciences, healthcare, IT, and other fields and these technologies demand a more highly skilled workforce. Best practice instruction now extends far beyond the textbook and computer screen to incorporate interactive learning. And the changing economy means students have to make the most of tuition dollars, getting their degrees and credentials as efficiently as possible.

As a graduate of Olive Harvey College, one of the seven City Colleges, I know first-hand how City Colleges can create a pathway to success. I want to strengthen the entire institution to make sure we send more students along that path.

City Colleges Board Chairman Martin Cabrera Jr. and I embrace the challenge laid down by Mayor Daley to better serve the needs of our students and City with nothing short of a reinvented City College system.

In order to be a world-class institution, we must improve every aspect of our college, including our program offerings, student support services, approach to remediation, faculty and staff development, capital investments and our use of technology.

My main goal is simple: increased student success.

When our students complete their program at City Colleges, they must be prepared to move into well-paying jobs, transfer to a 4-year college or advance in their careers.

The following pages document the need for Reinvention, our approach and the measures we will use to define student success.

This is the beginning of a journey for City Colleges and I am proud of the team of dedicated advisors, faculty, staff and students who are helping us reach our destination. I invite you to follow our progress and send your input via our website, www.ReinventingCCC.org.

Reinvention will not happen overnight, but we are confident that together we can ensure students get what they need to succeed in their careers and fully benefit from a reinvented City Colleges of Chicago.

A handwritten signature in black ink that reads "Cheryl L. Hyman".

Cheryl L. Hyman
Chancellor

Statement from Mayor Richard M. Daley



If Chicago is to have a strong economic future, then we must graduate a workforce that is prepared to compete in the ever changing global economy.

That's why I named new leadership for the City Colleges of Chicago – Board Chairman Martin Cabrera, Jr., and Chancellor Cheryl L. Hyman – and challenged them to reinvent the system from top to bottom so that it better prepares our students to meet the economic challenges of today and the future.

More than ever, a skilled workforce is necessary to compete in the global economy and to bring the knowledge and technology based jobs of the 21st century to our city. If our entire education system does not produce that workforce, we can't compete. It is as simple as that.

The new leadership has developed a four-phase reinvention plan that calls for developing and implementing their solutions by the summer of 2012 and then sustaining those solutions for the long-term.

This reinvention is a work in progress. But it is important to stay on the timetable they have set out and to demonstrate to all Chicagoans that there is a new day at City Colleges.

I believe we have the opportunity, under their leadership, to turn the City Colleges of Chicago system into a world-class institution that not only prepares students to move on in higher education, but also ensures that they have the skills that make them employable in a modern, global economy.

No institution in Chicago is better positioned than City Colleges to become the economic engine that prepares a skilled workforce and in so doing, improves the quality of life for every resident of Chicago.

Statement from Chairman Martin Cabrera, Jr.



Our world is dynamic, with new industries and innovations created every day. As an institution charged with preparing students for the demands of today's workforce and higher education, we must change as well.

Reinvention is our plan to lead the City Colleges into the 21st century and beyond. With your partnership, we will transform City Colleges to ensure every student can succeed in the global economy and help to build a strong and vibrant Chicago.

Leading Reinvention

Chancellor Cheryl L. Hyman

Cheryl Hyman was appointed Chancellor of the City Colleges of Chicago by Mayor Richard M. Daley in March 2010. A graduate of the City Colleges herself, she is acutely aware of the difficult circumstances many students must overcome. At the same time, she recognizes lowering standards is simply not an option. Instead, she has chosen to set the bar high and work to rebuild the system so that it ensures that any student who does his or her part can succeed.

A native of Chicago's West Side, Chancellor Hyman faced many challenges growing up, leading her to drop out of high school during her senior year. She eventually secured a job at a fast food restaurant that allowed her to afford a studio apartment, but little else.

It did not take Hyman long to realize that without an education her choices would always be limited. With the support of a neighbor who gave her a place to stay, she was able to go back and graduate from high school.

Shortly after, Hyman moved in with her grandmother, whose message to her was simple: work hard and make a better life for yourself. Hyman set her sights on college. She knew she enjoyed technology and decided that she wanted to attend the Illinois Institute of Technology (IIT).

But first she needed an academic bridge to prepare her for IIT, one which she could afford. She enrolled at Olive-Harvey College, one of the seven City Colleges of Chicago, graduating two years later with an Associate degree. As planned, she went on to earn her Bachelor of Science degree in Computer Science from IIT.

Hyman entered the workforce at ComEd, the major supplier of electrical power to the Chicago region, and built a

successful career that eventually spanned 14 years with positions across the business, including: Development Analyst, Director of Government and Legislative Affairs, and finally, Vice President of Operations Strategy and Business Intelligence.

Hyman never stopped learning. She added to her academic credentials by earning a Master of Arts degree in Community Development from North Park University and an Executive Master of Business Administration degree from Northwestern University's Kellogg School of Management.

While working and continuing her education, Hyman was also very active in giving back to the community. She managed ComEd's community and economic development grants, which provided funding for housing, planning, education, and youth enrichment in the community. She was active in Exelon's African American Members Association (EAAMA) and was instrumental in ComEd's corporate sponsorship of the Black Star Project, which brings EAAMA members to local schools to promote and reinforce the importance of education. She also serves as the Chairman for the Black Star Project Advisory Board.

Hyman was also elected to the Board of Directors for The Night Ministry, an organization aiming to non-judgmentally serve the needs of homeless and runaway youth. She has been sworn in under the State of Illinois as a Court Appointed Special Advocate for abused and neglected children who are wards of the Juvenile Court.

Because of her own experiences as a student and graduate of the City Colleges of Chicago, she will gauge her success as Chancellor by answering one question, "Did the students' lives improve?" That, she believes, is her calling.

Chairman Martin Cabrera, Jr.

Mayor Richard M. Daley appointed Martin Cabrera, Jr. to the City Colleges Board of Trustees in October 2010. Cabrera is the founder and chief executive officer of Cabrera Capital Markets and Cabrera Capital Partners, and has been involved in the financial services industry for more than sixteen years. Cabrera Capital Markets is one of the largest Hispanic financial services firms in the country.

Currently, Cabrera serves on the boards of the New America Alliance and as Co-Chair of the Pension Fund Initiative; the United States-Spain Council; Cabrera has also been a member of several organizations that focus on assisting young people with education and career advancement including: the Young President's Organization (YPO); the Erikson Institute; Roosevelt University; Illinois Legislative Latino Caucus Foundation; The Partnership for New Communities; ECON Illinois Governing Board; ASPIRA Inc. of Illinois; Chicago Summer Business Institute; and the General Woods Boys & Girls Club.

Cabrera is also an active sponsor of the Stock Market Game™, a nationwide program that teaches financial literacy and the operations of capital markets to students in grades 4-12. His involvement enables more than 60,000 students in Illinois, New Mexico, Texas, Philadelphia and New York to participate in the program.

Cabrera recently received the 2010 Latino Leaders Maestro Award for leadership in the category of Professional Achievement and was named one of the "Top 100 Influentials" by Hispanic Business magazine.

Cabrera is a lifelong Chicagoan and attended Eli Whitney and Marquette elementary schools, and Bogan High School.

Cabrera holds a Bachelor of Science in Finance from Northern Illinois University and has studied abroad at the London School of Economics.

Executive Summary

The City Colleges of Chicago has an opportunity to dramatically increase student success, to be the economic engine of our city, and to be at the forefront of a movement to ensure the global competitiveness of our city and nation.

When our students leave City Colleges, they should be prepared to move into well-paying jobs, transfer to a 4-year college or advance in their careers.

To realize this potential, we must build upon the strengths in our system and directly confront our challenges. Reinvention, a four phase process, data-driven and collaborative in nature, will lead us to achieve our goals.

This document outlines the rationale for change, the framework of the Reinvention process and the results from the first phase of work. The success of Reinvention will be measured by the ability to meet four student-centered goals:

- Increase the number of students earning college credentials of economic value.
- Increase the rate of transfer to bachelor's degree programs following CCC graduation.
- Drastically improve outcomes for students requiring remediation.
- Increase the number and share of adult basic education/GED/English as a Second Language (ESL) students who advance to and succeed in college-level courses.

The first phase of Reinvention has demonstrated that there is great need among our students for the education we provide and that there are successful programs across

our system. But the City Colleges still have much to do to ensure students reach their goals, attain a meaningful degree or credential and obtain employment or further education.

The **first phase** of Reinvention identified the following strategic priorities for improvement:

- *Reviewing programs and offerings to increase the economic and educational value of the credentials students earn, better aligning our programs with employer needs, increasing the number of students connecting to employment, and increasing transfers to four-year colleges*
- *Dramatically improving student support, including advising, tutoring, job placement, wrap around services and transfer support to ensure each and every student has the best chance to succeed at City Colleges*
- *Addressing remediation to significantly improve outcomes for students requiring developmental courses by partnering with the Chicago Public Schools and others to identify approaches to move all students needing remediation as quickly as possible into credit programs*
- *Targeting and supporting improvements in faculty and staff development with performance goals, metrics, evaluation methods and development programs*
- *Bringing best-practice operational efficiency to the City Colleges of Chicago to improve the return on investment of non-instructional expenditures and build an investment strategy that supports student success*

The City Colleges of Chicago has an opportunity to dramatically increase student success, to be the economic engine of our city and at the forefront of a national movement

- *Leveraging technology effectively to drive significant improvement in City Colleges' data integrity, instructional technology and non-instructional student support technology*
- *Exploring innovative alternatives to put Adult Education students on the pathway to Baccalaureate completion*
- *Making strategic capital investments to modernize our facilities and ensure we have the resources and technologies to prepare students for success in 21st century careers*

In Reinvention's **second phase**, already underway, each of these priority areas are being reviewed by a task force composed of current City Colleges' faculty, staff, students and administrators supported by external Advisory Councils of Chicago-area academic, business, civic and community leaders. Each task force is assessing their respective area more deeply than in Phase I, identifying best practices and developing recommendations.

During the **third phase**, to begin in mid 2011, the task forces will begin to implement the recommendations.

Finally, a **fourth phase** looks to ensure the sustainability and scalability of solutions and regularly evaluate their effectiveness.

We recognize this work won't be easy, and real change takes time. But we expect Reinvention to lead to a sustained increase in student outcomes and to deliver a vastly improved educational asset for Chicago.

In the spirit of transparency and mutual accountability, we are tracking the progress of Reinvention online at: www.ReinventingCCC.org. We encourage you to follow us, submit your thoughts, and read about the solutions as they are implemented. As you will see, progress is already being made.

"This is the most ambitious effort to remake a system in the service of student success that I've seen in 30 years of working with community colleges."

Davis Jenkins
Senior Researcher
Columbia University's Community College
Research Center

Introduction

The year 2011 marks the City Colleges of Chicago's Centennial which provides an opportunity to celebrate our past and define our future. This document presents to our students, faculty, staff, community partners, business partners, and the residents of Chicago the rationale for our program to Reinvent the City Colleges of Chicago.

We begin this paper with a **Snapshot** of the City Colleges of Chicago that describes at a high level who and what we are. Next, we present the **Context for Change**, providing a global and strategic context in which we operate. During Phase I of Reinvention, we developed a **Vision of a New System**, which describes our four goals for student success. We will achieve these four goals through the **Reinvention Plan**, where we discuss the results of Phase I and how we plan to address these issues in subsequent phases. We conclude with an explanation of **How to Get Involved**.

If you are reading this document, you are most likely one of our many stakeholders invested in the success of our students. We welcome your comments and suggestions on how we can better achieve our goals for Reinvention, and we look forward to working with many of you as we build a key part of the economic engine of Chicago.

City Colleges of Chicago: A Snapshot

City Colleges of Chicago has always represented hope, knowledge and opportunity for people across our city.

Nearly a hundred years ago, progressive social reformers in Chicago demanded access to higher education for the city's underserved communities. At the same time, local educators were urging the creation of a two-year "junior college" to prepare students to succeed at the city's distinguished universities.

These two interests aligned, leading to the creation of the "People's College" in 1911, the schools which would later become the City Colleges as we know them today. The "People's College" quickly became popular with Chicagoans looking to make a better life for themselves and their families.

The mission of the new school was vigorously debated however. The progressive reformers, including Jane Addams and John Dewey, thought it needed to offer technical and vocational education to prepare the city's immigrants and poor for employment. The academics, led by William Rainey Harper of the University of Chicago, thought it should offer an abbreviated baccalaureate program. The academics won out. It took another 50 years before the technical and vocational education component was added. The debate over how the Colleges can best serve students continues—a central question we hope to answer through Reinvention.

A Broad Scope & City-Wide Reach

Today, the City Colleges of Chicago, officially known as Community College District 508, is one of the nation's largest community college districts and the largest in Illinois. Almost six thousand faculty and staff help prepare more than 120,000 students each year to enter the workforce, pursue higher education and advance their careers.

Stretching from the far Northwest Side to the city's southern border, City Colleges' reach is expansive. The District serves students on seven campuses and seven satellite sites. It also oversees two restaurants, five child care centers, a trade school, a pastry school, a center for distance learning, a workforce institute, the WYCC TV Channel 20 public television station, and WKKC 89.3 FM radio station.

City Colleges Campuses & Satellite Sites

Campuses

- Harold Washington College
- Harry S Truman College
- Kennedy-King College
- Malcolm X College
- Olive-Harvey College
- Richard J. Daley College
- Wilbur Wright College

Satellite Sites

- Arturo Velasquez Institute
- Lakeview Learning Center
- Humboldt Park Vocational Education Center
- Dawson Technical Institute
- South Chicago Learning Center
- West Side Learning Center
- Truman Technical Center

Other Assets

- Washburne Trade School
- French Pastry School
- Parrot Cage Restaurant at the South Shore Cultural Center
- Sikia Restaurant
- Child Development Centers
- Center for Distance Learning
- Workforce Institute
- WKKC 89.3 FM
- WYCC TV Channel 20



Preparing a Diverse Student Body for the Workforce, Higher Education, and Career Advancement

The City Colleges of Chicago serves a population of more than 120,000 students, of which nearly 60,000 are undergraduates. Given this size, we have the potential to have a greater impact on undergraduate post secondary education than any other institution in Illinois.

Demographically, one-third of our students are Hispanic and one-third are African-American. Nearly two-thirds are enrolled part-time and more than one-third are working while they attend school. A fifth are parents. More than one-third are first-generation college students and the same percentage live below the poverty line.

To meet the needs of such a diverse set of students, City Colleges offers four educational missions, encompassing hundreds of different programs. These programs serve our students' unique needs whether they are seeking to enter the workforce, pursue a four year degree, advance in their career or seek personal enrichment.

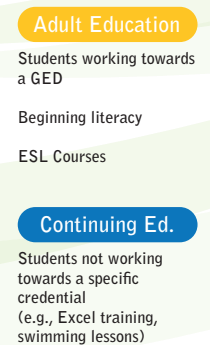
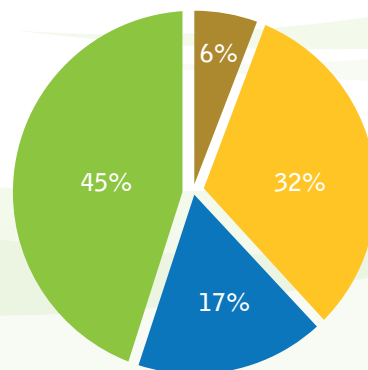
"As a working mother looking to finish my degree, I appreciate City Colleges for its convenience and value."

Kim Davis-Ambrose,
Continuing Education student,
Kennedy-King College

Educational missions

- **Associate degree programs** prepare students for entry into a career or transfer to a four-year college. 65% of these students finished high school within the past three years.
- **Certificate programs** prepare students for immediate entry into their chosen careers and provide in-house employee training programs for local corporations, institutions, and government entities.
- **Adult Education programs**, including English as a Second Language (ESL), Adult Basic Education (reading, writing, and math for adult students), and high school equivalency (GED), offer critical fundamental skills that are the gateway for further education. The average age of students in these programs is ~29 years old.
- **Continuing Education** serve students looking to improve their skills to secure employment, advance in their current job, or to pursue personal enrichment.

percent of total headcount (127,505)



16% of Associates are in specific workforce development Associates programs
SOURCE: Based on unduplicated CCC headcount enrolled in the specific programs as of July 2010 (total of 127,505); 2007 cohort analysis

Model Programs Inspire Reinvention

As we started the Reinvention journey, we found City College programs that serve as models of student success. For example:

- *Wright College's Radiography Program graduates consistently pass the national registry exam at a rate higher than the national average*
- *Truman College's Transitional Bilingual Learning Community (TLBC) has garnered numerous awards and completers have a retention rate of 90%*
- *Washburne Culinary Institute has 85% of its students completing the advanced certificate and places its alumni in top positions city-wide*
- *Malcolm X College's Nephrology/Renal Technology Program has 98% job placement and a 100% pass rate on the certification exam for past four years*

We commend the faculty, staff, and students who are involved with these and other exemplary programs. We will use what they have done to build and sustain positive student outcomes to inform Reinvention.

With the capacity to serve the needs of a broad range of students and employers, the City Colleges of Chicago has an important role to play in the region's economy and in the lives of students and communities. Now is the time to build off the system's distinctive legacy as a gateway of opportunity and create pathways to success for all of our students.

"...If you love to teach, this is the right place for you. It's all about the student, the teacher, and the classroom."

**Bill O'Donnell,
Child Development Program Director,
Malcolm X College**

"As a refugee in the US, my primary goal was education. The City Colleges first taught me English so I could let people know what was going on in my country, and then set me on a path to higher education."

**John Dut,
Lost Boy of Sudan**

Threatened by genocide in his home of Sudan, John Dut was forced to leave in 1987, living for many years in refugee camps in Ethiopia and Kenya. Finally, in 2001, he was granted asylum in the US and landed in Chicago. The City Colleges learned about Dut and other Lost Boys of Sudan and invited them to enroll. Earning his Associate degree at Truman College, John went on to Northeastern Illinois University, from which he received a bachelor's degree in accounting. He is now at Robert Morris College in Chicago working towards his MBA.

A Changing Context

Today we live in a global economy where a post-secondary education is required for upward mobility, financial stability and success in life.

Mayor Daley's goal for CCC is that it produces the skilled workforce necessary to compete in the global economy and to get the highest possible return on the taxpayers' investment to ensure Chicago's economic future.

Through Reinvention, we will build on the strengths of the system and change what needs to be changed.

The New Economic Reality: Advanced Skills, Higher Education Required

In this age of unparalleled information accessibility, the ability to analyze, interpret, and use information is critical to success in the workplace. Meanwhile, the presence of a workforce with the skills to innovate is key to establishing our competitive advantage as a city and a nation.

It is estimated that by 2018, more than 60% of jobs in the United States will require some post-secondary education. Jobs requiring an Associate degree are projected to grow twice as fast as those that don't require college experience.

The benefits of a degree are quantifiable. Those with at least an Associate degree garner a higher income and have a greater chance for employment than their non-degreed peers. For example, a person who has attained an Associate degree will earn on average 24% more than a

high school graduate and have an unemployment rate that is nearly 38% lower. In these challenging economic times, the Associate degree is an important step towards financial stability.

If we don't prepare residents with the skills to match the growing opportunities, it will mean that tens of thousands more residents could miss what is increasingly their only chance of reaching the middle class. If that happens, the economic base of our region could be undermined.

With the increasing demand for higher education and specialized skills, the City Colleges' convenience, affordability, and flexibility make it an ideal place to prepare Chicago's workforce for the jobs of today and tomorrow.

By 2018, **64%** of jobs in Illinois, or **4.4 million**, will require some form of post-secondary education. **1.5 million** of these jobs will require an Associate degree.

By 2020, Chicago will need...

...approximately **75,000** more health care practitioners than we currently have and **over one-third** of those positions will be for holders of Associate degrees.

...almost **18,000** newly educated registered nurses.

...nearly **10,000** new workers with Associate degrees in Computer Science.

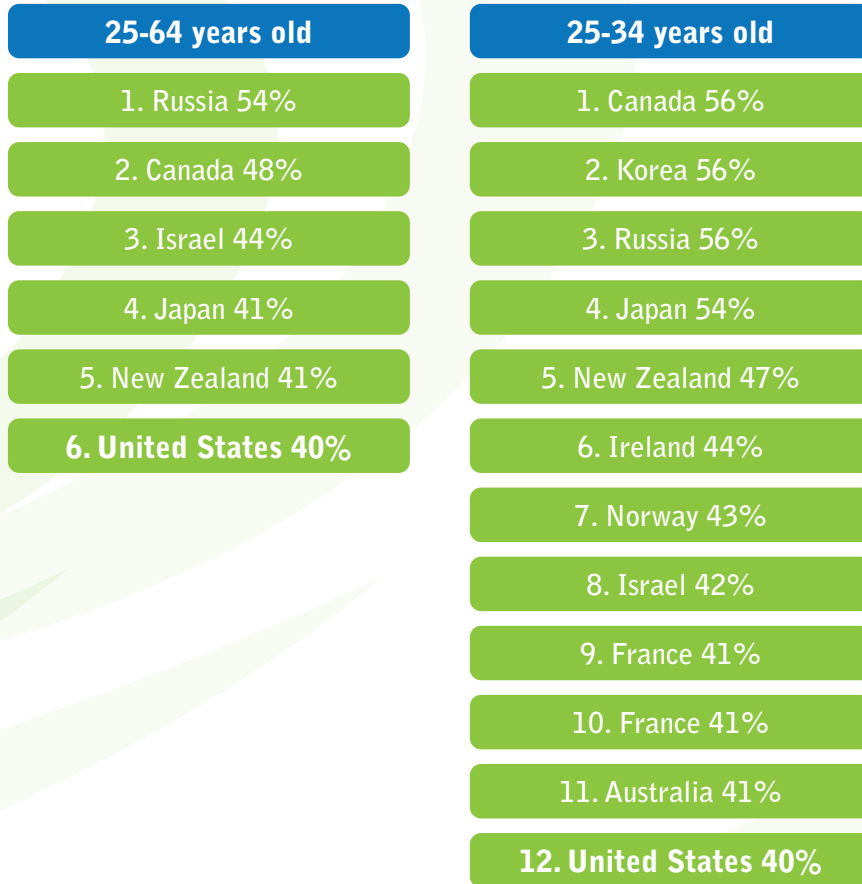
...and **4,000** new truck drivers.

Reclaiming First Place

The U.S. currently ranks 6th in the world in the percentage of population with an Associate degree or higher among people 25 to 64 years of age and 12th in the world among younger people from 25 to 34. In fact, experts say this may be the first generation of Americans who will not be as well-educated or as well-off as their parents.

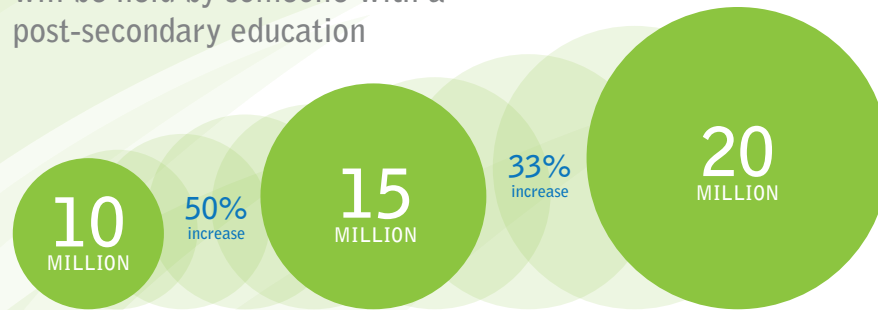
President Obama has challenged our nation to again become the most educated on earth by producing more two and four year college graduates, on a per capita basis, than any other nation by 2020. To do so, our country must graduate eight million more degree-earning students by the end of the decade. Five million of those will by necessity come from community colleges.

Percent of People with an Associate degree or higher



SOURCE: College Board's College Completion Agenda 2010 Progress Report

By 2018, 62% of jobs in the United States will be held by someone with a post-secondary education



Number of jobs held by Associate degree completers 1992-2018
Jobs in millions, National

Increasing Accountability in Education

With the need for a skilled workforce, more attention is being paid to the institutions that are preparing our students for the world. The federal government has made it a priority to set high standards for education institutions receiving federal funds, and has made it clear there will be increasing scrutiny and higher standards of accountability for student success. These requirements may include:

- Disclosing job placement rates and tying aid to “gainful employment”
- Increasing oversight on the quality of programs as measured by students’ success
- Making outcome data more comprehensible and actionable for the public

The Higher Learning Commission (HLC), which accredits institutions of higher education in our region, also asks schools to report outcomes for students.

The City Colleges not only welcomes this oversight as we strive for greater student success, we aim to take the lead in defining comprehensive measures of performance.

While we currently publish student outcome data through IPEDS, the federally mandated database on higher education, we plan to expand the metrics that are tracked and improve sharing of this information with key stakeholders and the public.

The City Colleges of Chicago welcomes the increased standards and greater accountability, and through Reinvention, will measure and report on our impact on student success.

“No institution in Chicago is better positioned than City Colleges to become the economic engine that prepares the skilled workforce of tomorrow.”



Mayor Richard M. Daley

Remarks at Daley College, Chicago, IL
November 18, 2010

“...More than half of all students who enter community college to earn an Associate degree, or transfer to a four-year school to earn a bachelor’s degree, unfortunately fail to reach their goal. That’s not just a waste of a valuable resource, that’s a tragedy for these students.

Often times they’ve taken out debt and they don’t get the degree, but they still have to pay back the debt. And it’s a disaster for our economy.

So we’ll fund programs that track student progress inside and outside the classroom. Let’s figure out what’s keeping students from crossing that finish line, and then put in place reforms that will remove those barriers... ”



Remarks by President Barack Obama on the
American Graduation Initiative

Macomb Community College, Warren, MI
July 14, 2009

The Vision for City Colleges: What is Possible?

We have a long legacy of providing life-changing opportunities to residents of Chicago's most underserved communities. Unfortunately, far too few students are meeting their goals today. We are committed to becoming an institution which ensures student success.

We have made student success the centerpiece of Reinvention, but what does "student success" mean, and how will it be measured?

What Success Looks Like

Our work will not be complete until we ensure that every student who enters our doors leaves with the skills they need to achieve their goals. Our students often balance many responsibilities and face significant challenges in their lives, but we are firmly committed to helping them succeed. Success will look different for each student, but in the end, we envision an institution which will drive far greater:

- **Completion attainment**, for those seeking to earn a certificate or Associate degree, and ultimately a Bachelor's degree at a transfer institution for all students who want to pursue this
- **Job placement**, for those students looking to begin a new career right out of school
- And **career advancement** for those students looking to CCC to help them develop skills or knowledge in a specific area that enables them to be more valuable in the workplace

By ensuring student success in these ways, we will fulfill a second part of our vision: **becoming an economic engine for the City of Chicago**. We define this role as being a trusted and valuable source of talent and training for employers in the region and an asset that helps attract new employers to the city.

To hold ourselves accountable for achieving this vision, we have developed four quantifiable strategic goals for Reinvention:

- Increase the number of students earning college credentials of economic value
- Increase the rate of transfer to bachelor's degree programs following CCC graduation
- Drastically improve outcomes for students requiring remediation
- Increase the number and share of adult basic education (ABE), high school equivalency degree (GED), and English as a second language (ESL) students who advance to and succeed in college-level courses

Each of these goals and the means by which we will reach them are described in the next section.

Reinvention Vision

Drive greater degree attainment, job placement, and career advancement

Ensure student success

Become an economic engine for the City of Chicago

Reinvention 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

Benefits to Our Key Stakeholders

Reinvention will benefit our **students** by ensuring they receive a relevant, cost-effective education, providing them with a diploma or certificate that will help them gain meaningful employment or graduate to a four-year college to pursue their bachelor's degree. Any credential students earn at City Colleges will have real economic value and meaning to local employers.

Our **faculty and staff** will have opportunities to focus their energy on students, to help them reach their educational and career goals and spend less time on redundant, administrative and non-essential activities. Faculty and staff will be encouraged to collaborate and share best practices across the system.

Chicago-area employers will have access to graduates with skills and credentials that will enable them to go to work and contribute right away. In addition, City Colleges' business and industry services will become the preferred partner for local businesses that need to train current or new employees.

Four-year colleges will benefit from a pipeline of college-ready students who are prepared to pursue their bachelor's degrees and beyond.

The **Chicago Public Schools** will find a partner committed to ensuring Chicago students are prepared for college level work.

Communities will benefit with educational assets that offer their residents a high quality education and connect them to higher education or a career.

The quality of life of all residents of Chicago will be improved by a City Colleges system that better educates its students and better trains them for the jobs of the future.

Plan for Reinvention

With the mandate from Mayor Daley, we have developed a process to reinvent the City Colleges into a best-in-class institution that provides students with an education of economic value.

The Reinvention Timeline

Reinvention is a data-driven and collaborative process that involves identifying our challenges, devising solutions and implementing those solutions. These three phases of the process will take place over the next year and a half, and will lead to a fourth, longer phase of work, aimed at building a sustainable culture of student success.

Phase I: Diagnostic Priorities Identified (Summer-Fall 2010)

In the first phase, we undertook a diagnostic assessment of our current practices and developed priority areas for improvement. We leveraged invaluable pro-bono consulting support from the Civic Consulting Alliance to begin to assemble a picture of our challenges and opportunities. At the same time, we designed a task force and advisory structure that is guiding solution development in the second phase.

Phase II: Collaborative Problem Solving (Winter 2010-Spring 2011)

The second phase of Reinvention takes us deeper into the challenges we face at the City Colleges and looks to models of excellence within our system and best practices around the nation to recommend solutions.

This phase is being led by task forces composed of faculty, staff and students, guided by staff from the City Colleges' Office of Strategy and Institutional Intelligence. The task forces will consider the priority areas for improvement developed in phase one, and ultimately make prioritized recommendations. In developing their recommendations, the task forces consult with external advisory councils representing academia, business, the community, civic organizations, foundations, and capital planning experts.

Concurrent with the task forces' work, we are establishing a performance management team to build an evaluation system.

Meanwhile, we are not waiting to make changes, and have taken the opportunity to immediately improve outcomes for students wherever possible.

Phase III: Implementing Recommendations (Summer 2011-Summer 2012)

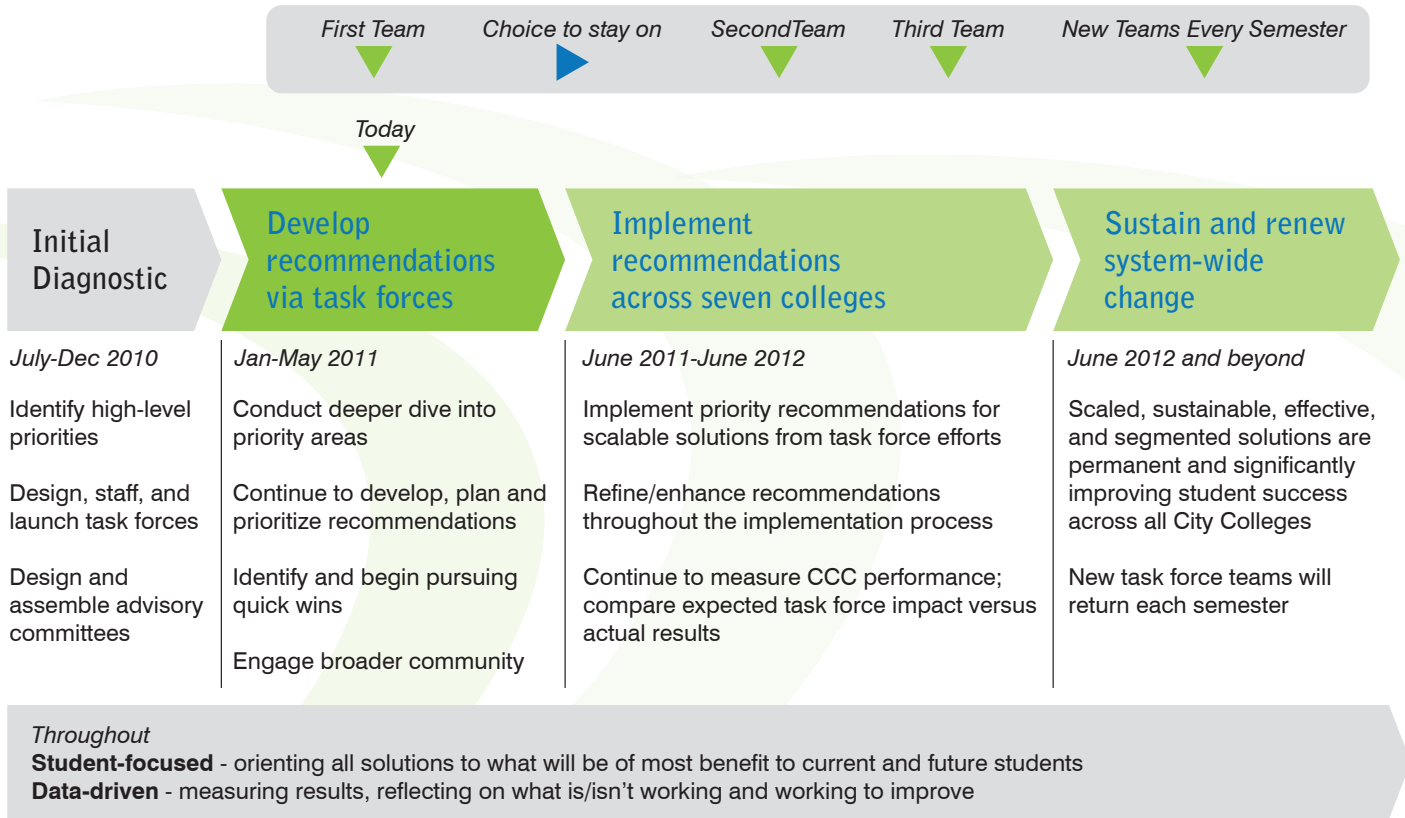
This third phase will focus on implementing the task force recommendations, and will involve amassing and organizing internal and external resources to affect meaningful change. As task forces implement recommendations, the performance management team will track outcomes and publish results. New task force teams will continue to develop, plan and prioritize new recommendations.

Phase IV: Sustainability (Summer 2012—onward)

The fourth phase of Reinvention reflects our intention to institutionalize best practices and create an organizational culture of continual improvement focused on student success. It is here that we will develop the next phase of initiatives, assess the actual results of implemented solutions against their expected outcomes and make adjustments as required. We will establish a governance model that encourages all of our stakeholders, internal and external, to build an institution that is continually driving towards student success. New task force teams will return each semester to create a permanent mechanism for change at CCC.

The following sections describe each stage in greater depth.

Reinvention Timeline



Phase 1: Diagnostic Priorities Identified

In June of 2010, Chancellor Hyman launched a first-pass diagnostic of the City Colleges. In it, we aimed to understand how the district was performing in a number of key areas. Some of the questions asked were:

- Are we delivering a quality education to students?
- Are students finding value from their programs when they leave CCC?
- How is CCC doing compared to 2 year institutions similar to ourselves—and to those that are dissimilar but are succeeding where we are not?
- What are the underlying reasons behind the dynamics being observed?

Our findings suggest a clear case for changing the fundamental way we serve students.

Six key findings from Phase 1

- 1 CCC enrollment has declined by ~30% from 1998 to 2008 while jobs requiring post-secondary education are growing steadily
- 2 On average, only 7% of CCC students who come for a credential earn it; this is one-sixth the rate of best-in-class peers
- 3 CCC loses 54% of degree-seeking students in their first six months and struggles to support them throughout
- 4 More than 90% of our incoming credit students need remediation and those with significant needs are one-third as likely as those without remediation needs to receive a credential or transfer
- 5 Roughly 80% of programs graduate fewer than 45 people per entering class and many of the programs are not tied to employer demand
- 6 Only 35% of Adult Education students meet their stated goals annually



CCC enrollment has declined by ~30% from 1998 to 2008 while jobs requiring post-secondary education are growing steadily

Student population trends not keeping up with peers

Our student population declined from 180,000 students in 1998 to 120,000 in 2008, rebounding slightly as a result of the recent recession to about 127,000 today. This is counter to the national trend where growth has been in the double digits. Some of this dynamic can be explained by internal permanent changes, including the closing of a major service offering. Demographic and population shifts explain another portion of the drop. These dynamics, however, do not by themselves account for the entire decline. The fact is students are choosing to attend institutions other than the City Colleges of Chicago.

Simultaneously, the need for our students to achieve post-secondary degrees is growing rapidly. Projections indicate that by 2018, 63% of jobs in the United States will be held by someone with post-secondary education. The projected demand by employers for the Associate degree specifically will also grow at a rapid pace. The average expected lifetime earnings

for a graduate with an Associate degree are \$1.6 million, about \$400,000 more than a high school graduate earns.

CCC enrollment has declined from 180,000 to 127,000 over the last decade, while community college enrollment overall has been growing

As we observed these trends we asked why, as the lowest cost post-secondary option in Chicago, are we not serving more students, especially when our students need these degrees and credentials to arm themselves for a better future?

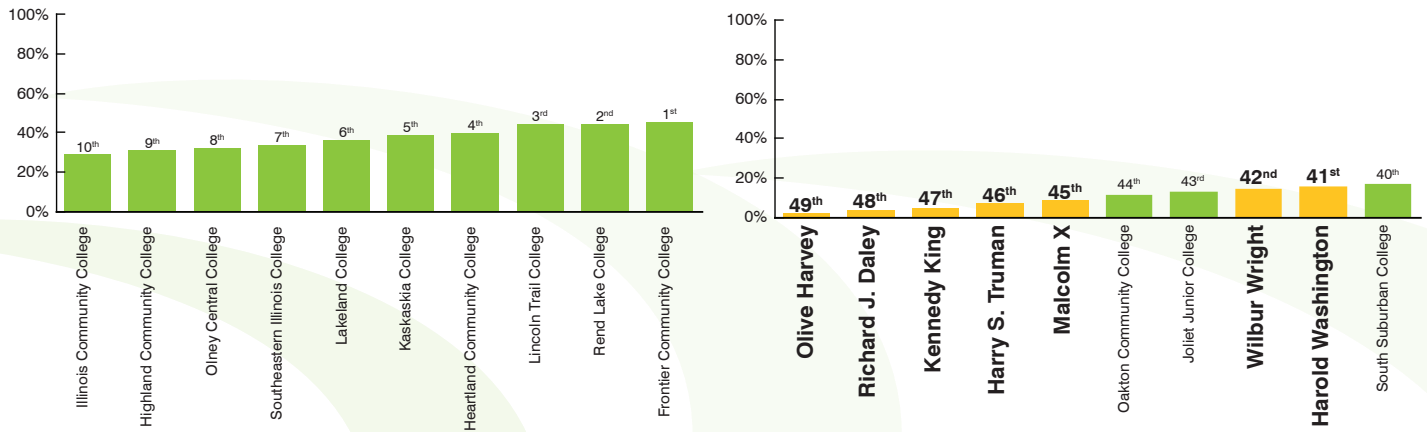


On average, only 7% of CCC students who come for a credential earn it; this is one-sixth the rate of best-in-class peers

Too few students leave CCC with the degree they intended

Completion is a challenge for community colleges nationwide. It is also a challenge to collect data on the topic in a way that people can agree upon. The Integrated Post Secondary Data System (IPEDS for short), the federally mandated database on higher education, focuses on first-time, full-time students, and tracks them for 150% of the time that it would take to earn their degree (e.g., 3 years in the case of an Associate degree). The first-time, full-time students make up less than 50% of the fall entering freshmen in the United States, and less than 35% of the entering freshmen at CCC.

Illinois 2-year public institution graduation rate for Associate/Credential students



SOURCE: IPEDS 2008 Graduation Rate Survey (Fall 2005 Cohort). 49 Illinois 2-year public institutions submitted data.

As reported by the National Center for Education Statistics, where IPEDS is housed, out of all two year institutions, less than a third of students graduate. Only 22% graduate from public 2-year institutions.

When we turn to our own data at CCC, as reported nationally through the IPEDS database, only 7% of first-time, full-time students graduate. To understand how this figure stacks up, we created a custom peer group of institutions across the country—with similar size, degree offerings, student ethnicity, and socioeconomic standing. This peer group graduates just 22% of its students (coincidentally, the same as the national public average), while the best-in-class (90th percentile) of this peer group graduates 42% of its students.

We also compared our rates of graduation to two-year public institutions in Illinois and found that all of our campuses rank in the lowest quintile (see chart to the right for comparison).

Addressing concerns about the completion rate

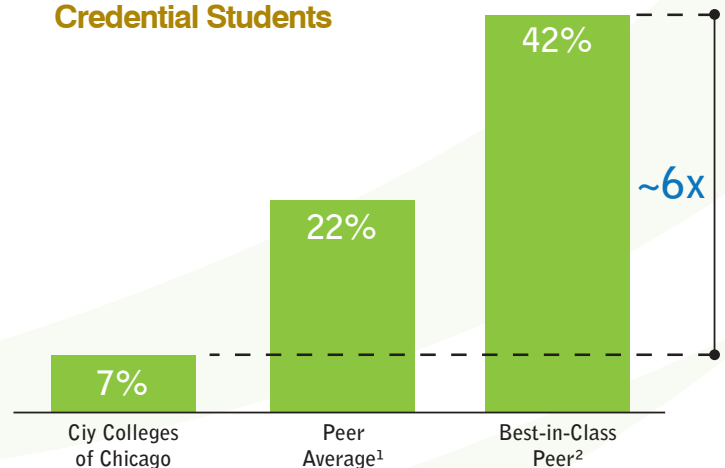
As we have begun a community-wide discussion among our faculty, staff and students about these critical analyses, we have confronted a number of concerns about the completion rate.

Given the limitations of IPEDS, and in response to early criticism of the 7% rate, we looked deeper into the numbers, but found nothing to contradict the original analysis.

1. Argument: Adding part-time students to the first-time, full time rate of 7% will change it significantly.

Adding both full- and part-time students to the graduation rate did not change the rate meaningfully (up one percentage point to 8%), as roughly the same proportion of part-time students completes as do the first-time, full-time students tracked in IPEDS.

CCC Graduation Rate for Associate/Credential Students



¹ Based on 2006 IPEDS national benchmarks vs. peers of similar size, degree/certificate offerings. Includes urban and suburban institutions, Allowed for 150% of recommended time to completion

² 90th percentile institution in peer group in IPEDS graduation rate.

SOURCE: Fall 2005 entering cohort reported to IPEDS; team analysis

2. **Argument:** The time period for completion used in the analysis is too short—we have many students that are successful after 6, 7, and even 8 years.

There are some community college leaders who say community college students should have a 6 year time frame to complete. When students are given six years to graduate, the CCC calculated graduation rate increased to 13%. This graduation rate is still very low compared to other community colleges nationally. Our contention is that students, especially first-time, full-time students, should be completing as quickly as possible given the pressure of today's economy.

3. **Argument:** Perhaps students are just successfully transferring without completing a degree.

We added transfers to competing 2-year institutions and transfers within the CCC system, and got a transfer rate around 30%. The more desirable goal, however, is transfer to a 4-year university, and in this case, the transfer rate is 16%. We also looked at those students' success rates in achieving the bachelor's degree 6 years after they began at CCC, and found only 25% to 33% actually did, which is 4-5% of the total.

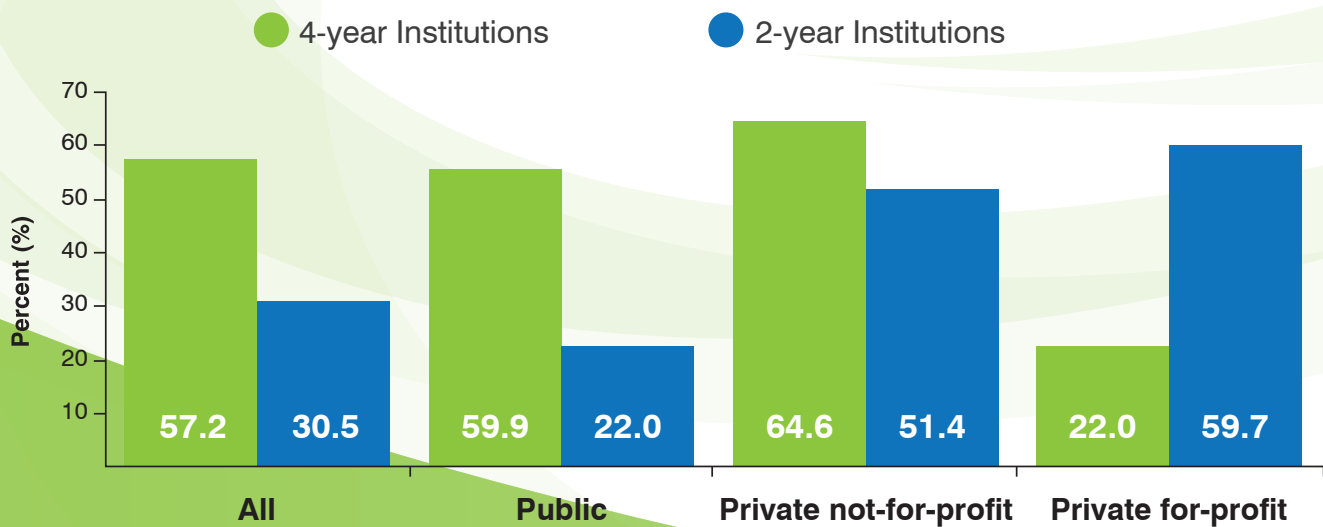
4. **Argument:** What about course takers? Some people aren't here to complete.

Seventeen percent of students are "coursetakers." These students have been excluded from the analyses on graduation rates to avoid counting them when there was never an intent to complete the degree.

5. **Argument:** Schools in the peer group and in the Illinois state comparison don't "look" like CCC.

In terms of the peer group, schools were chosen that were similar to CCC colleges in size, economic need, and demographics, but not geography—both urban and suburban schools were included. (See Peer Group Exhibit on p. 38.) For the Illinois comparison, many of the schools in the top 10 may have student populations that have a significantly different socioeconomic and demographic profile, and their students may have different needs.

2008 Graduation Rates



Source: Based on data from the National Center of Education Statistics (numbers in %)

CCC loses 54% of degree-seeking students in their first six months and struggles to support them throughout

Given our low completion rates, we conducted a life-cycle analysis to understand when students departed City Colleges. We lose more than 50% of degree-seeking students in their first 6 months and continue to lose students along the way.

Need to bolster student support and pathways

We hypothesize that one way to improve our retention rates is through a robust set of student supports, something that we are striving to put into place.

Academic support, one part of the support students require, has room for improvement. Our benchmarks show that a 1 to 300 advisor to student ratio is average among our peers. Our own ratio was 1 advisor to 920 students in Fall 2010. We believe every student has the power to overcome their circumstances, with the right kind of help, and giving that help is core to our mission.

What students and faculty say about advising

Currently, many students' main contact with advisors is during a seven-minute registration session.

"Advisors just suggest courses, but don't connect them to my program or graduation requirements." (CCC student)

"Students frequently take classes that are not tied to completion because no one stops them." (CCC student)

Even after registration however, the strain shows:

As an advisor, "I only spend 10% of my time on interactions that are truly advising based on a student's situation... [those conversations] make my week!" (Student Advisor)

"I stopped taking courses because my credits don't transfer to the 4-year colleges I want to attend in the future—wish I knew that before!" (CCC student)

We have found students with excellent mentors and advisors, among faculty and staff, and these relationships are invaluable. But on the whole, we can be more deliberate about guiding our students to get the most out of their CCC education.

What We Are Doing Today

- **Investing in advisors, mentors and tutors:** CCC has hired an additional 20 advisors and 120 tutors and mentors. The new advisors reduced the student to advisor ratio by 25%.
- **Exploring the case management approach to advising:** A pilot program in the Spring 2011 semester has given 2,100 students a dedicated advisor with a case load of 300 students each. Each advisor is charged with contacting his or her students on multiple occasions during the semester. The pilot is being monitored to determine its impact.
- **Partnering with Chapin Hall:** Many of our students face challenges outside the classroom that have profound effects on their chances to complete. Working with Chapin Hall, we will identify student support partners with expertise in healthcare, finances, psychological and social services to help scores of students succeed at City Colleges.
- **Olive-Harvey College launched the Early College Start program:** The program allows high school seniors to take a College Success Seminar course to provide them with college exposure and readiness skills. Reinvention will identify more programs like this one that will help us move students needing remediation into credit programs more quickly and effectively.



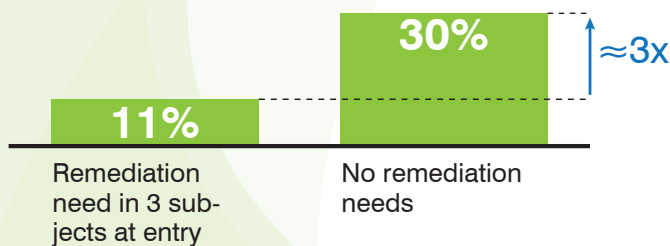
More than 90% of our incoming credit students need remediation and those with significant needs are one-third as likely as those without remediation needs to receive a credential or transfer

The challenge of remediation

Remediation, like almost every other issue that we face at CCC, is a national problem that can only be solved in partnership with the K-12 system. Nationally, the cost of remediation, because of inadequate preparation for college or work in high school, is estimated to be more than \$3.7 billion a year. \$1.4 billion of this cost comes from providing remedial education to students who have recently completed high school. The remaining \$2.3 billion is the cost to the economy because of the increased likelihood of the student dropping out and reducing their earning potential.

CCC spends more than \$30 million in direct costs to remediate our students. If the national ratio holds true here in Chicago, the estimated loss to our regional economy is an additional \$50 million. Part of the reason for these costs is that, regardless of where students come from, more than 90% of incoming students need remediation in one or more courses. And the reality is that if a student at CCC needs help in three or more subjects, they have a 1 in 10 chance of earning a degree or credential.

Percentage of students attaining a credential or transferring

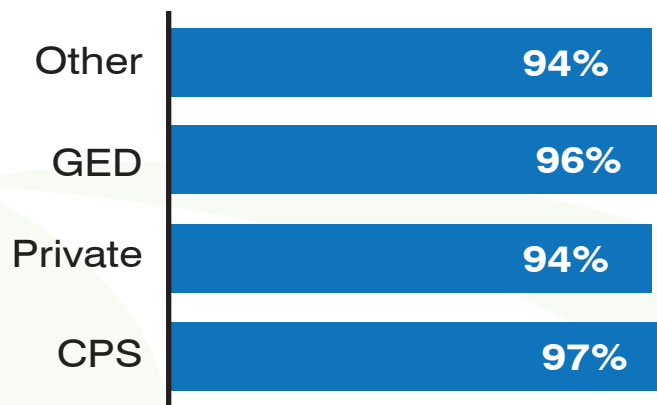


If there was no remediation need, our graduation rates could be as high as 30%, as evidenced by our current students who have no remediation needs. This would be better than 22%, the average of our peer group and the nation.

SOURCE: 2007 CCC student data; CCC analysis

Clearly more can and must be done with students who require remediation, and it will need to be done in partnership with K-12 institutions across the city and the region. With 55% of students on campus at any one time enrolled in some form of remediation, it is a core portion of the value we need to provide students today. We know there is no silver bullet to this problem, but getting a deeper understanding of the issues for students at CCC will be a big part of the solution.

Remediation need by source



SOURCE: 2007 CCC student data; CCC analysis

What We Are Doing Today

Innovating to stay ahead of the curve: With support from the Gates Foundation to implement a cutting-edge math remediation program, CCC is taking advantage of committed faculty and staff who want to bring the best to their students. If the pilot goes well, CCC will strongly consider replicating this effort.

Partnering with CPS to understand remediation needs earlier and more broadly across many of the feeder schools. If we can understand the level of need prior to students coming to our doors, we can be in a better position to help them. Team members from both institutions have already begun working together to come up with solutions to improve education on both sides of the post-secondary divide.

5

Roughly 80% of programs graduate fewer than 45 people per entering class and many of the programs are not tied to employer demand

Programs aren't aligned with the demands of the workforce

In our program review, we have begun to analyze the needs of businesses in the Chicago area and have found a troubling trend—some of our programs do not tie to employer demand—a disservice to our students, and to the business community.

The initial results of the review are plotted in the graph on p. 27. The circles represent our programs and their corresponding industries. The x axis is job growth in these fields and the y axis is earnings potential. If you look at the areas where well-paying jobs are growing, you see some usual suspects—information technology and business, for example.

In business, we see that both job growth and earnings potential are high. Yet, CCC had only 508 students starting in the program in 2007. If all 508 students graduated, CCC would be contributing to the economy along with the other business schools, but the chance of that is slim.

Another example of the need for better ties to the marketplace is transportation, where nearly 50% of the 1,870 credentials awarded to the 2007 cohort were in the taxi driver licensure program. This program does an excellent job preparing these students for employment in an area that can provide income right away. However, we could be offering more in transportation, including logistics, a field in growing demand in today's economy.

We are working closely with members of our business advisory council in a review of our programs to ensure they are equipping students with the skills needed to be career-ready. We are working to understand why more students aren't choosing programs in high-growth and high earnings fields, and plan to provide resources to expand them, and ensure that more students complete them.

What We Are Doing Today

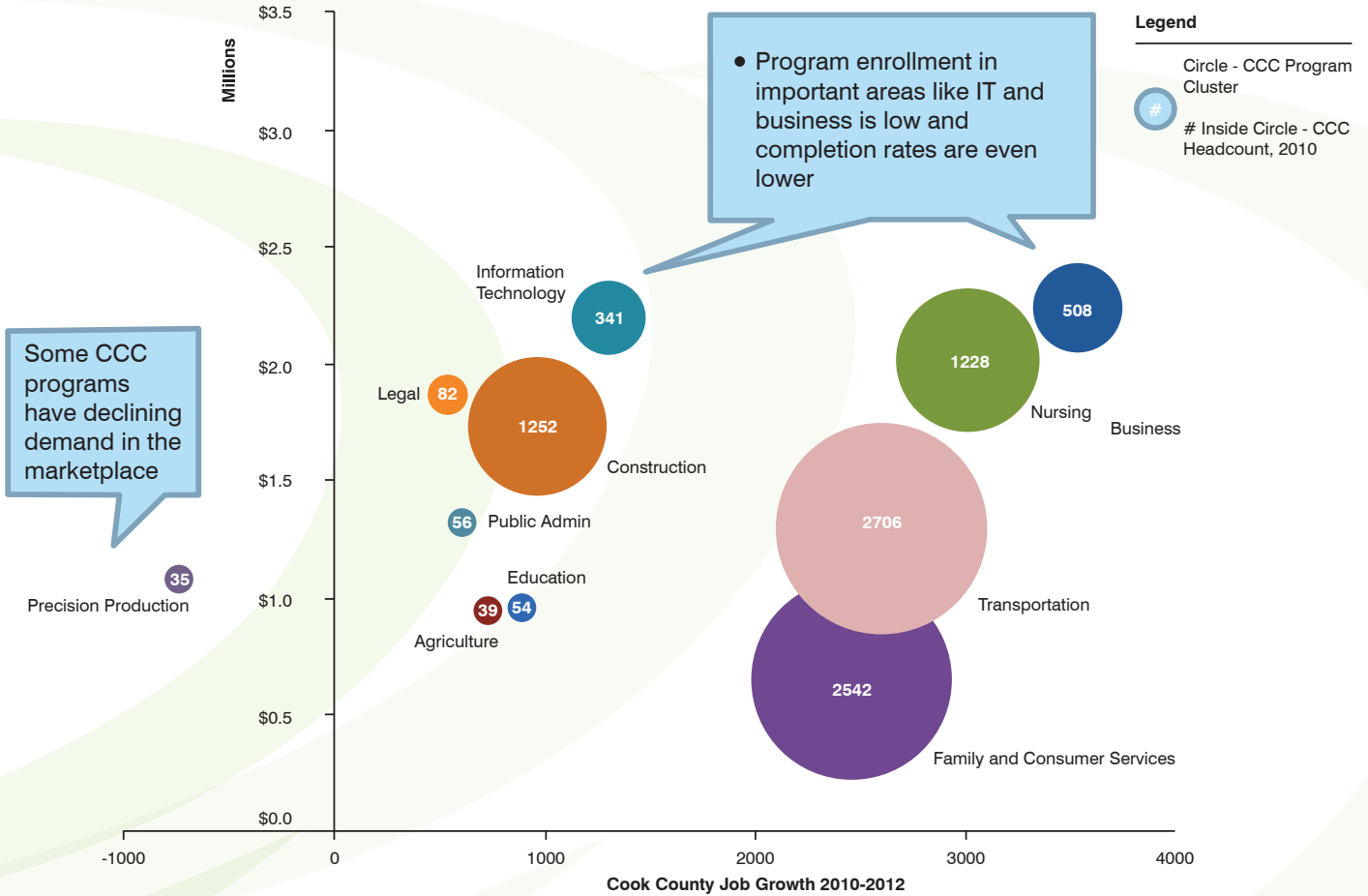
After seeing the low number of completers in many program clusters, we have engaged in a comprehensive look at programs and already found areas where we may be able to improve:

1. In response to market demand, Olive Harvey College is already strengthening and expanding their transportation and logistics offerings and we are looking for partners to help us with this.
2. Business programs are growing rapidly in the region, both from a student demand point of view as well as employer demand. However, CCC only has ~3% of all students in the area. Starting with a pilot mentoring program, we are working to make this area stronger.
3. We have created a single department that is accountable for aligning students with valuable careers and are committed to major improvements in this area.

CCC programs are not always aligned with the demands of the marketplace, especially in high-growth areas

Selected CCC programs by Cook County job¹ growth and estimated lifetime earnings

Estimated Lifetime Earnings (Cook County Avg. \$1.8m)



Note (1) Programs included had a job growth or decline of 500 jobs over a 2 year time period

Source: EMSI Occupational Growth for Cook County, June 2010 CCC Headcount



Only 35% of Adult Education students meet their stated goals annually

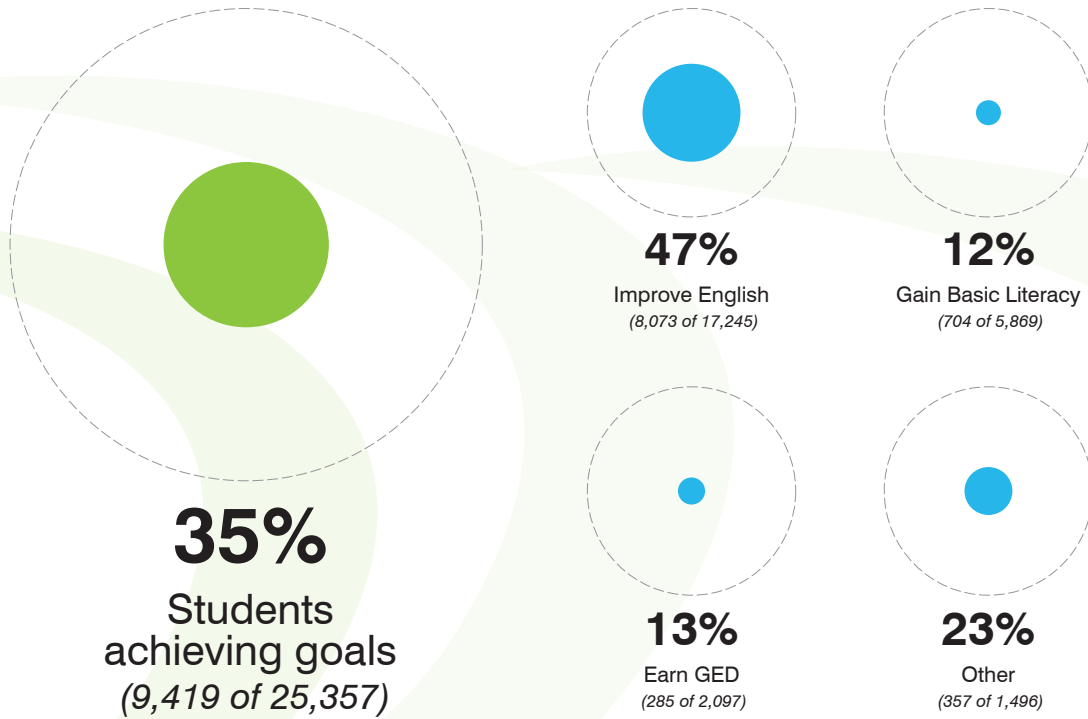
Adult Education students comprise 32% of City Colleges' enrollment, our second largest population. For many of our students, completing an Adult Education program is the first step to pursuing an Associate degree, a certificate, or a transfer to a 4-year institution. For most of these students the challenge is great—they may have completed their previous education years in the past, and may have multiple obligations and responsibilities currently that make school a challenge. On the other hand, the drive and courage that these students exhibit in coming back to the classroom and striving to achieve their goals is inspirational, and CCC has a proud tradition of serving these students on our campuses and also at our satellite sites across the city.

There are indications however that we may be able to do a better job with Adult Education students. According to our own survey data, only 35% of CCC's Adult Education students achieve their stated goals annually, and only 14% of students who state that they want to obtain a GED actually achieve that goal. Even more telling, over 50% of adult education students aspire to a certificate, or college credit in the form of an Associate or bachelor's degree, but only approximately 3% transition to credit programs in a 2 year timeframe.

What can we do to ensure more students complete their Adult Education programs in a timely manner, and how can we help more of them achieve their goals of moving on to complete college level coursework? Clearly, we can be doing more, and will look to do so in the future.

Over 50% of adult education students aspire to a certificate, Associate or bachelor's degree but only 3% transition to college credit programs in a 2 year timeframe.

Achievement of Stated Adult Education Goals



SOURCE: FY 2009 DAISI; CCC analysis

How can we best help our students

Again, like community colleges nationwide, CCC has many areas in which we can help our students achieve their dreams of success in college and in life. Our many challenges can be summed into one: to provide students with the life-changing educational experience that they deserve, from the moment they enter our institution to the point when they leave for a four year program or employment.

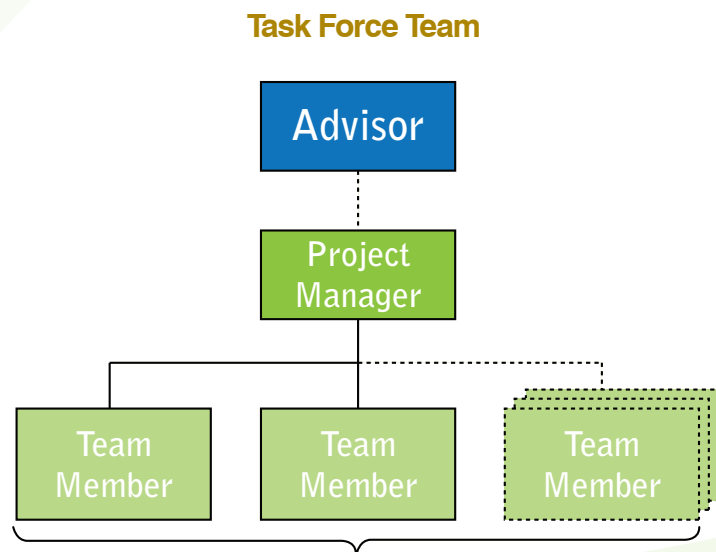
The results of Phase I of Reinvention highlighted many areas of improvement from providing programs that align with the marketplace, to advising, to remediation and adult education. What follows is an explanation of our process for addressing those challenges in a manner that we believe will be successful for our students and our community as a whole.

Phase II: Collaborative Problem Solving Addressing Key Challenges through the Task Force Structure

Reinvention is being carried out by collaborative teams of faculty, staff and students, paired with committees of local leaders and experts, who are working together to address the main challenges facing CCC. By making faculty, staff and students central to the Reinvention process, CCC is tapping into their on-the-ground insights, building institutional knowledge and skills on how to diagnose problems and implement solutions, and is engaging the broader CCC community in the improvement effort.

Each task force team consists of an Advisor (College President, Vice President, or Vice Chancellor), a full-time Project Manager from CCC's Office of Strategy and Institutional Intelligence, and team members of at least one faculty member, one staff member, and one student. Each task force has a representative from each of the seven colleges or seven satellite facilities to ensure the teams are reflective of our diverse community.

- 1 Program portfolio design
- 2 Remediation
- 3 Adult Education
- 4 Student support & pathways
- 5 Faculty & staff development
- 6 Operational excellence and optimization
- 7 Technology
- 8 Capital planning



Each task force includes:

- Faculty member(s)
- Staff member(s)
- Student(s)
- Size/composition vary by team

First Task Forces Launched

More than 60 task force members out of 300 applicants selected for the initial six month problem solving phase began work in January 2011. They were chosen and assigned to their respective task force based on their identified interest as well as a need to ensure distribution of faculty, staff and students and representation from all colleges.

Faculty and staff are compensated for their time on the task force and have been relieved of their day-to-day academic and administrative duties. Students work no more than 20 hours per week so they can continue to pursue their studies. Applicants who do not serve as task force members may have the opportunity to contribute as frequent collaborators, who are experts called upon as needed by the task forces for feedback and guidance on their respective topics.

New task force teams will return every semester and create a permanent mechanism for improvement at CCC.



The Faculty and Staff Development task force meets to discuss their workstreams.



Task force members interview a student in an effort to improve the registration process.

Leveraging Best Practices

The task forces are learning from best practices at the City Colleges and similar institutions across the country. We have specifically focused on peer institutions that serve a population similar to our own and demonstrate “best-in-class” outcomes for students. Among those successful community college systems that inform our efforts are:

- City University of New York
- Miami Dade
- Ivy Tech
- Maricopa Community Colleges
- Northern Virginia Community College
- Everett Community College
- Foothill College
- Maryland Community College
- Saint Paul College
- Wisconsin Indianhead Technical College
- Valencia Community College

A complete list of the institutions from which we hope to draw model practices can be found in the Appendix of this paper.

Advisory Councils Ensure Responsiveness to External Stakeholders

Five external Advisory Councils consisting of local employers, civic leaders and foundations, academics, community representatives and capital planners provide guidance to the task forces. We are fortunate to have some of the region’s most experienced and engaged leaders involved in our Advisory Councils.

The Advisory Councils enable the task forces to stay connected and be responsive to the ideas and needs of our most important external stakeholders. The External Advisory Councils will become a permanent part of the City Colleges’ operating model to ensure the sustainability of reform.



External Advisory Council Co-Chairs

Business Council	Academic Council	Community Advisory Council	Civic/Foundation Council	Capital Planning and Facilities Experts
<p>Gerald Roper, President and CEO, Chicagoland Chamber of Commerce</p> <p>Omar Duque, President and CEO, Illinois Hispanic Chamber of Commerce</p>	<p>Brian Fabes, CEO, Civic Consulting Alliance</p> <p>Jesse Ruiz, Chairman, Illinois State Board of Education</p>	<p>Martin Castro, CEO and President, Castro Synergies, LLC</p> <p>Phillip Jackson, Executive Director, Black Star Project</p>	<p>Lester McKeever, Managing Principal, Washington, Pittman, and McKeever</p> <p>Whitney Smith, Program Manager, Joyce Foundation</p>	<p>James Frankenbach, Chief Operating Officer, City Colleges of Chicago, Former President, Rush NorthShore Medical Center</p> <p>Elzie Higginbottom, President and Founder, East Lake Management and Development Corp.</p>

Measuring Results & Making Change

Each task force is using a systematic data-driven approach to problem solving, which includes: a review of data, research into best practices, the development and testing of hypotheses, the creation of pilot projects, with the goal of developing recommendations for scalable and sustainable solutions.

At every stage in the process the task force members are testing their ideas with faculty, staff, and students across CCC and internally across the task force teams. The senior leadership of the district, including the college presidents and vice-chancellors, are responsible for evaluating and shaping the ideas in each one of the task forces that they are leading as well.

The task forces are evaluating their initial hypotheses on an impact/feasibility grid (see chart below) with the intention

of narrowing their recommendations and laying out a time table for implementation. Those hypotheses identified as quick wins will be projects CCC aims to undertake immediately.

Ultimately, the CCC leadership will evaluate the task forces' recommendations based on the likelihood of ensuring student success in a scalable and sustainable manner. This evaluation will include a thorough review of the qualitative and quantitative evidence assembled by the task forces and be iterative, meaning that the leadership will undertake multiple reviews and give feedback to task forces to revise proposals before a final decision is made.

An internal performance management team is also being created to design an ongoing evaluation approach for Reinvention, including CCC's ability to deliver on the four goals for student success over the long-term.

Impact/Feasibility Grid

Dramatic Impact	Future Phase [Reinvention Task Force]	Immediate Focus [Reinvention Task Force]
Significant Impact	Parking Lot	Quick Win [Department Initiatives]
Marginal Impact	Do not address	Potential Quick Win

Initiatives closer to top right corner are more likely to be pursued

- 1. Initiatives scored on criteria including:**
 - Student Success
 - Operational Improvement
 - Impact to Student Satisfaction
 - Expected Cost to Achieve
- 2. Based on the score, we will recommend one of the following paths for each initiative:**
 - Reinvention to take on the initiative in current phase
 - Reinvention to take on in subsequent phase
 - Department to take on
 - Initiative to be placed in parking lot for future consideration
 - Potential quick wins for further evaluation
 - Do not address

For examples of how these grids are being shaped by the task force work, go to www.reinventingccc.org.

Phase III: Implementing Recommendations

New task force teams will return each semester to tackle new challenges and, with support from CCC's Office of Strategic and Institutional Intelligence, work to put approved recommendations into practice.

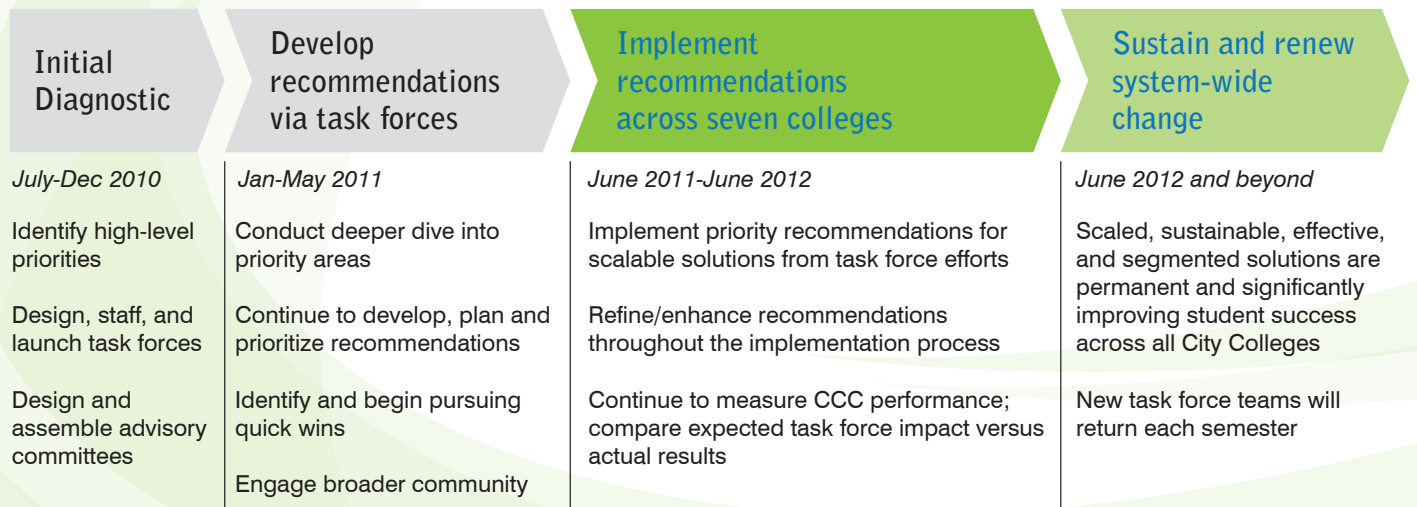
At each stage, the teams will establish priorities for the recommendations, galvanize support from internal and external stakeholders to implement the high-priority recommendations, and assess the early outcomes, refining and enhancing them as needed.

Throughout this period, the Office of Strategy and Institutional Intelligence will measure City College's performance, comparing the expected impact of task force recommendations against their actual results.

The Office of Strategic and Institutional Intelligence includes a team of professional researchers with a combined 50 years of experience in higher education and managers with experience in academic, operational, and organizational change which lead the task forces and build strategic partnerships.

While we are defining this phase as one year, we expect recommended solutions to some of our most complex problems will continue to be developed in the fourth and ongoing phase of Sustainability & Renewal. Solutions will be scalable across CCC's seven colleges, sustainable, effective, and segmented to meet the diverse needs of our students.

Reinvention Timeline



Throughout

Student-focused - orienting all solutions to what will be of most benefit to current and future students

Data-driven - measuring results, reflecting on what is/isn't working and working to improve

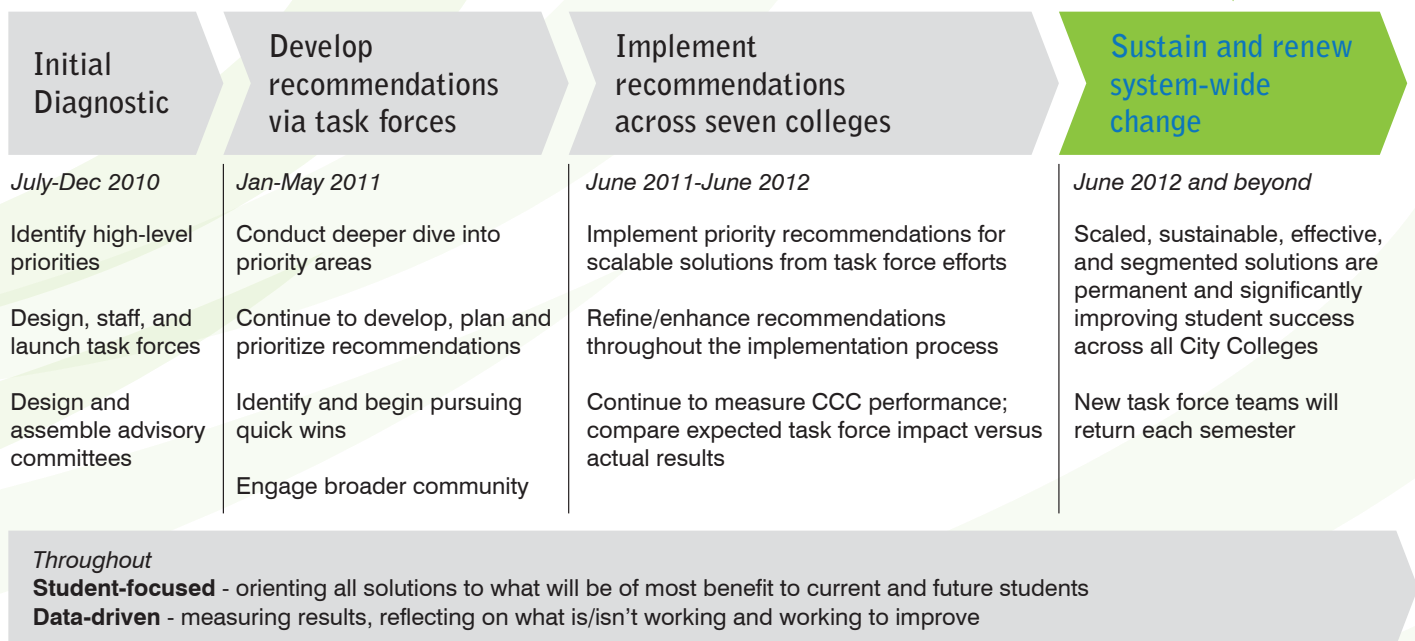
Phase IV: Sustainability & Renewal

The key to ensuring student success in the long-run will be our ability to sustain the initiatives that are working and to continue to make changes as needed.

The final phase of Reinvention does not have a set end point. Instead, it signifies our intention to create a culture within the City Colleges of ongoing reflection, evaluation and improvement focused on student success. This will likely involve structural changes, including permanently

integrating the External Advisory Councils and formalizing the performance management function established to track Reinvention. The Office of Strategy and Institutional Intelligence will be responsible for ensuring these structural changes are successful and that performance management metrics are continually refreshed and used to inform strategy going forward.

Reinvention Timeline



How to Get Involved with Reinvention

Our intent with this document is to equip you with the context, case, and direction for change. We welcome your suggestions and hope that many of you will work with us to Reinvent the City Colleges of Chicago.

For CCC community members

We recognize and are counting on the fact that Reinvention will only achieve the goal of heightened student success through the active engagement of faculty, staff, students and critical external stakeholders. There are three major ways for CCC faculty, staff, students, to engage –

- By applying to become a working member on one of the Task Forces
- Becoming involved on an ad-hoc basis in campus-level committees, surveys, etc. as a “Frequent Collaborator”
- Participating as a “Valued Contributor” by sharing knowledge of a specific area considered through Reinvention via email or the website.

New task force members and frequent collaborators will be selected by application in the semester prior to their service.

To learn more about any of these roles, please contact the Office of Strategy and Institutional Intelligence via email at: reinvention@ccc.edu.

For the general public: Follow, interact, and engage with us to Reinvent CCC

Anyone can follow along with Reinvention on the web at www.ReinventingCCC.org. There we will provide an overview of the effort, updates on our progress, and allow you to share your ideas and recommendations.

Just the beginning...

City Colleges is an important and storied institution. We have been educating people for nearly 100 years and if we are to be successful for the next 100 years, we must take this opportunity to change in order to better respond to students’ needs.

This is just the beginning of our Reinvention journey—Chapter 1 of a story that we believe will lead to truly exceptional educational experiences for students, and a tangible, positive impact on Chicago’s families, communities, and local businesses. We invite you to join us in our quest to reinvent the City Colleges of Chicago into an institution that ensures student success.

Appendix

Data Sources Used in Our Analysis

The data utilized to build our case for change comes from the following sources:

Internal CCC data

- Self-reported demographic and socioeconomic characteristics
- Enrollment information
- Testing and placement
- Course information and grades
- Certificate and associate degree completion
- Student financial aid

The Integrated Post-secondary Education Data System (IPEDS)

- Annual survey collecting information including enrollment, completions, student demographics, human resources, and financial information for higher education institutions
- Allows for direct comparison among user-selected peer institutions
- Calculates graduation rates

Illinois Community College Board (ICCB)

- Data and Information System Illinois (DAISI), ICCB's data collection system for adult education that provides information on student demographics, pre- and post- test information, enrollment, progress, and completion of different adult education levels in ABE, ESL, GED programs
- ICCB data book which provides information on enrollment, completions, faculty/staff, student demographics, institutional finances, and facilities for Illinois higher education institutions

National Student Clearinghouse

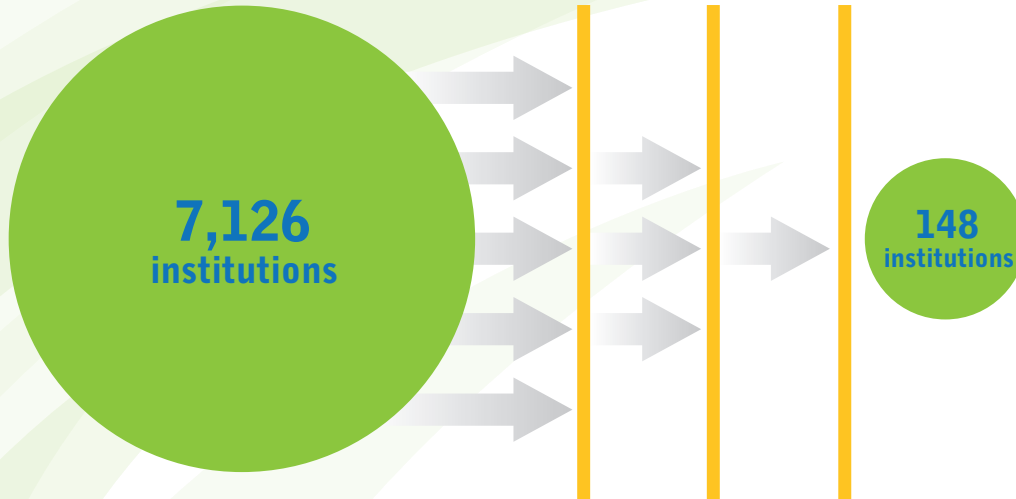
- Provides transfer and degree completion information for students in participating institutions

Federal and state agencies

- Bureau of Labor Statistics
- Illinois Board of Higher Education (IBHE)
- Illinois Department of Employment Security (IDES)
- U.S. Department of Education
- U.S. Census

If you would like more information about the data sources used in our research, please go to the Reinvention website at www.reinventingccc.org.

Peer Group: Graduation Rate Analysis



Description	Between 2,000-10,000 12-month FTE ¹	Primarily awards AA degrees and certificates ²	>38% of students are non-white
Remaining Institutions	1,436	372	148

1 Remaining student equivalents based on 12-month instructional hours
 2 At least 80% of credentials awarded are AA degrees and certificates
 SOURCE: IPEDS 2006, team analysis

Peer Group: Graduation Comparison

Rank	Name of Institution	Location	Enrollment	Graduation Rate
1	Lincoln College of Technology	Florida	1,521	83
2	Kaplan College-Modesto Campus	California	565	73
3	Florida Career College	Florida	3,952	67
4	California School of Culinary Arts	California	1,550	67
5	University of Northwestern Ohio	Ohio	3,312	64
6	Western Career College-Sacramento	California	1,005	61
7	TESST College of Technology-Beltsville	Maryland	639	61
8	Florida National College	Florida	2,158	61
9	Bates Technical College	Washington	5,463	59
10	ECPI College of Technology	Virginia	8,122	57
11	National College-Lexington	Kentucky	2,851	55
12	Kaplan College-Sacramento Campus	California	495	53
13	TESST College of Technology-Towson	Maryland	532	53
14	Foothill College	California	18,132	51
15	National College-Salem	Virginia	4,147	48
16	Saint Paul College - A Community and Technical College	Minnesota	4,990	39
17	Piedmont Community College	North Carolina	2,575	36
18	Huertas Junior College	Puerto Rico	1,667	34
19	Allan Hancock College	California	13,176	33
20	Skyline College	California	8,359	33
21	ATI Career Training Center	Texas	878	33
22	Las Positas College	California	8,024	32
23	Everest College-Phoenix	Arizona	552	31
24	East Central Community College	Mississippi	2,281	31
25	Seminole Community College	Florida	12,745	30
26	Mira Costa College	California	10,682	29
27	Everett Community College	Washington	7,674	28
28	Seattle Community College-North Campus	Washington	5,856	28
29	Santiago Canyon College	California	14,085	28
30	San Diego Miramar College	California	10,650	27

Rank	Name of Institution	Location	Enrollment	Graduation Rate
31	College of the Sequoias	California	11,697	27
32	West Valley College	California	11,210	27
33	Citrus College	California	11,467	26
34	Golden West College	California	13,354	26
35	Ohlone College	California	11,083	26
36	Edmonds Community College	Washington	8,435	26
37	College of the Desert	California	8,597	25
38	Napa Valley College	California	7,169	25
39	College of San Mateo	California	10,516	25
40	Meridian Community College	Mississippi	3,543	25
41	College of Alameda	California	5,979	24
42	Cabrillo College	California	15,114	24
43	Cypress College	California	13,592	24
44	Laney College	California	11,745	24
45	Mission College	California	8,832	24
46	Wayne Community College	North Carolina	2,988	24
47	Texas State Technical College-Harlingen	Texas	4,957	24
48	Pierce College at Fort Steilacoom	Washington	7,504	24
49	Lawson State Community College-Birmingham Campus	Alabama	3,320	23
50	Gavilan College	California	6,049	23
51	Yuba College	California	9,904	23
52	Elgin Community College	Illinois	9,613	23
53	Waubensee Community College	Illinois	8,731	23
54	East Mississippi Community College	Mississippi	4,012	23
55	Vance-Granville Community College	North Carolina	4,135	23
56	Southside Virginia Community College	Virginia	5,255	23
57	Yakima Valley Community College	Washington	4,354	23
58	Rio Hondo College	California	21,041	22
59	Columbus Technical College	Georgia	3,604	22
60	Seattle Community College-South Campus	Washington	6,664	22

Rank	Name of Institution	Location	Enrollment	Graduation Rate
61	Arizona Western College	Arizona	6,953	21
62	Central Arizona College	Arizona	4,951	21
63	Pueblo Community College	Colorado	5,063	21
64	Crafton Hills College	California	5,382	20
65	Reedley College	California	12,158	20
66	San Jose City College	California	9,805	20
67	Victor Valley College	California	10,149	20
68	Minneapolis Community and Technical College	Minnesota	9,188	20
69	Victoria College	Texas	4,002	20
70	Shoreline Community College	Washington	5,581	20
71	Chabot College	California	13,229	19
72	Cosumnes River College	California	12,967	19
73	Cuyamaca College	California	9,358	19
74	Los Angeles Trade Technical College	California	13,194	19
75	Oxnard College	California	6,803	19
76	Morton College	Illinois	5,057	19
77	Copiah-Lincoln Community College	Mississippi	2,144	19
78	Wharton County Junior College	Texas	5,892	19
79	Contra Costa College	California	7,147	18
80	Porterville College	California	3,773	18
81	Chattahoochee Technical College	Georgia	6,264	18
82	Texas Southmost College	Texas	12,395	18
83	Cochise College	Arizona	4,133	17
84	GateWay Community College	Arizona	6,874	17
85	Merced College	California	10,890	17
86	Community College of Aurora	Colorado	4,885	17
87	South Suburban College	Illinois	6,260	17
88	Eastern New Mexico University-Roswell Campus	New Mexico	3,917	17
89	Aiken Technical College	South Carolina	2,529	17
90	Coastal Bend College	Texas	3,196	17

Rank	Name of Institution	Location	Enrollment	Graduation Rate
91	Southwest Texas Junior College	Texas	4,716	17
92	Estrella Mountain Community College	Arizona	5,973	17
93	College of Lake County	Illinois	16,010	16
94	Triton College	Illinois	15,658	16
95	Wake Technical Community College	North Carolina	12,238	16
96	Piedmont Technical College	South Carolina	4,880	16
97	Lee College	Texas	5,856	16
98	Phoenix College	Arizona	11,097	15
99	West Los Angeles College	California	9,975	15
100	Prairie State College	Illinois	5,507	15
101	Laredo Community College	Texas	7,831	15
102	Northland Pioneer College	Arizona	4,686	14
103	South Mountain Community College	Arizona	4,254	14
104	Los Angeles Mission College	California	8,493	14
105	Merritt College	California	6,944	14
106	Durham Technical Community College	North Carolina	5,170	14
107	Pulaski Technical College	Arkansas	8,768	13
108	Canada College	California	5,764	13
109	Berkeley City College	California	5,287	13
110	Bainbridge College	Georgia	2,661	13
111	San Bernardino Valley College	California	12,839	12
112	Guilford Technical Community College	North Carolina	10,571	12
113	Cedar Valley College	Texas	4,834	12
114	Bunker Hill Community College	Massachusetts	8,806	11
115	San Juan College	New Mexico	6,991	11
116	Nashville State Technical Community College	Tennessee	7,077	11
117	Odessa College	Texas	4,580	11
118	Community College of Denver	Colorado	8,359	10
119	City Colleges of Chicago-Malcolm X College	Illinois	6,031	10
120	Florence-Darlington Technical College	South Carolina	3,956	10

Rank	Name of Institution	Location	Enrollment	Graduation Rate
121	El Centro College	Texas	6,680	10
122	Thomas Nelson Community College	Virginia	9,368	10
123	El Camino College-Compton Center	California	3,641	9
124	Los Angeles Southwest College	California	6,095	9
125	City Colleges of Chicago-Wilbur Wright College	Illinois	10,993	9
126	Oakton Community College	Illinois	10,805	9
127	Fayetteville Technical Community College	North Carolina	9,063	9
128	J Sargeant Reynolds Community College	Virginia	12,557	9
129	City Colleges of Chicago-Kennedy-King College	Illinois	6,140	8
130	Saint Louis Community College-Florissant Valley	Missouri	6,250	8
131	Santa Fe Community College	New Mexico	3,963	8
132	Midlands Technical College	South Carolina	10,706	8
133	College of the Mainland	Texas	3,521	8
134	Mountain View College	Texas	7,009	8
135	North Lake College	Texas	9,835	8
136	Delaware Technical and Community College-Stanton-Wilmington	Delaware	7,519	7
137	City Colleges of Chicago-Richard J Daley College	Illinois	9,679	7
138	Metropolitan Community College-Penn Valley	Missouri	4,540	7
139	Saint Louis Community College-Forest Park	Missouri	7,230	7
140	Brookhaven College	Texas	11,059	7
141	Del Mar College	Texas	11,167	7
142	Eastfield College	Texas	10,653	7
143	City Colleges of Chicago-Olive-Harvey College	Illinois	4,078	6
144	City Colleges of Chicago-Harry S Truman College	Illinois	11,354	6
145	Central Carolina Technical College	South Carolina	3,283	6
146	Ivy Tech Community College-Northwest	Indiana	4,742	5
147	Southwest Tennessee Community College	Tennessee	10,617	5
148	Delgado Community College	Louisiana	13,210	1

City Colleges of Chicago at a Glance

Enrollment by Mission (FY 2010)

Baccalaureate/Transfer	42,831	34%
Workforce Development	32,969	26%
Adult Education	42,782	34%
Continuing Education	8,914	7%

Ethnicity (FY 2010)

Asian/Pacific Islander	9,244	7%
Black	46,427	36%
Hispanic	44,566	35%
White	22,468	18%
Other/Unknown	4,812	4%

Age (FY 2010)

Median Age of Student	27
Baccalaureate/Transfer	23
Workforce Development	31
Adult Education	30
Continuing Education	34

Gender

Male	54,461	43%
Female	73,056	57%

Enrollment Status (Fall 2009)

Full-time	24,746	7%
Part-time	45,272	65%

Family Status (FY 2010)

Married	22,069	17%
Single	100,988	79%
Have Children	37,402	29%
Single Parents	22,729	18%
Students Below Poverty	25,385	36%
First-Generation College Students	46,448	36%

Employment Status (FY 2010)

Employed Full Time	15,188	22%
Employed Part Time	10,770	15%
Unemployed	21,753	31%
Other/unknown	22,307	32%

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