Spring 2011 Task Force Recommendations

For comment

Wednesday, August 03, 2011
## Recommendation Overview FAQ

1. **What is the purpose of this document?**

   • To begin to express the work in progress of the over 60 faculty, staff, and students representing all seven City Colleges that worked on developing the first set of Reinvention recommendations from January to June 2011.
   
   • To get feedback from all who care about the lives of the students of the City Colleges on these recommendations in order that they can be modified and strengthened from where they are today.

2. **What will I be reading in this document?**

   • You will be reading an overview of the process of Reinvention and a set of recommendations written in a presentation format by the task force members (faculty, staff, and students) from all seven City Colleges.
   
   • Additionally, the task forces are working on a whitepaper format of these recommendations for publication in early Fall that will provide the full narrative behind these findings.
   
   • You will also learn more about what each task force was charged with exploring—these slides are at the start of each section, which are organized by task force.
   
   • You will find some of the supporting data behind the recommendations. The full set of key pieces of data behind the recommendations will be released shortly, likely in July.

3. **What will happen with these recommendations?**

   • **All recommendations will continue to be shaped by the feedback and suggestions made by all those who read this document,** therefore, no recommendation here should be considered “final”. Additionally the task forces are presenting these recommendations on an ongoing basis to both internal and external audiences and will continue to do so into the fall.

   • Some recommendations that have high potential to help students immediately, such as the Level Up program to help students needing remediation before coming to CCC and increasing the number of articulation agreements, are already being implemented in pilot form. Task forces working on those recommendations being implemented now are still open to feedback and modification based on suggestions.

For other questions not addressed here, please go to [http://reinventingccc.org](http://reinventingccc.org) and/or write us at Reinvention@ccc.edu.
To help our students meet the demands of a changing world, we must focus on four critical goals

**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

**Reinvention Vision**

Drive greater degree attainment, job placement, and career advancement

Ensure student success

Become an economic engine for the City of Chicago

---

1Since there are economic (as well as social and personal) returns to a college credential and since higher level credentials have higher value, a credential of "economic value" is one that: a) Prepares students to succeed at the next level of education (including maximizing the number of credits that transfer where applicable), whether that be the associate degree program (for certificates) or bachelor’s degree programs, thereby increasing their potential lifetime earnings; b) Enables career and technical education program students to advance in the labor market either by moving up in their current job or securing a better job.

2ABE is Adult Basic Education, courses are for students testing at the 1st through 8th grade levels, GED is General Educational Development for students to prepare for high school equivalency, ESL is English as a Second Language, courses provide instruction for non-native English speakers.
7 task forces, each focused on a distinct question that drove the work

**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?
- What can CCC do to improve processes, including registration?

**Program Portfolio Review**
- How can CCC update its program offerings to ensure all students earn credentials of economic value?

**Remediation**
- How can CCC drastically improve outcomes for students requiring remediation?

**Student Support and Pathways**
- How do we build robust student support systems that will help our students achieve the goals established for Reinvention?
- What are the technology needs required 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?
Each task force consisted of a mix of faculty, staff and students

### Adult Education

- Ann Darnton, Assistant Dean-Adult Education, Truman College
- Celestine Collins, Administrative Assistant, Malcolm X College
- Francisco Torres, Adult Education Manager, Olive-Harvey College
- Georgina Bravo-Segura, College Clerical Assistant, Harold Washington College
- Kevin Scavuzzo, Adult Educator, Daley College
- Kimberly Swise, Adult Educator, Truman College
- Lillian Paniagua, Student, Wright College

### Program Portfolio Review

- Anita Kelly, Full-time Faculty, Harold Washington College
- Dave Hanson, Workforce Institute, Harold Washington College
- Floyd Bednarz, Lecturer, Harold Washington College
- Mark Arncellia, Lecturer, Harold Washington College
- Rochelle Robinson-Dukes, Full-time Faculty, Olive-Harvey College
- Sasha Smith, Student, Truman College
- Sonia Ramirez, Full-time Faculty, Daley College
- Yasmin Butt, Student, Truman College

### Student Support and Pathways

- Arica Mohammed, Student, Malcolm X College
- Barbara Griffin, Full-time Faculty, Olive-Harvey College
- Benjamin Heimer, Student, Truman College
- Brad Elwood, College Advisor, Daley College
- Daniel Borzutzky, Full-time Faculty, Wright College
- Kim Bowens, Project Coordinator, Harold Washington College
- Lauren Belcher, College Advisor, Kennedy-King College
- Roberta Bole, Lecturer, Harold Washington College

### Operational Excellence and Optimization

- David Sanders, Director-Auxiliary Services, Kennedy-King College
- Jennifer Alexander, Full-time Faculty, Daley College
- Jeremy Shine, Student, Malcolm X College
- Lorelei Paradise, Student, Truman College
- Steven Seidman, Lecturer, Harold Washington College
- Teresa Jones, College Bursar Assistant, Truman College
- Tiffenay Dunbar, Student, Wright College

### Remediation

- Alyssa Rosado, Student, Wright College
- David St John, Full-time Faculty, Malcolm X College
- Jared Klaeysen, Student, Harold Washington College
- Jewel Younge, Full-time Faculty, Olive-Harvey College
- Kimberly Steffen, Full-time Faculty, Truman College
- Rose Jackson, Full-time Faculty, Kennedy-King College
- Rowena Misayah, Full-time Faculty, Daley College
- Theresa Carlton, Full-time Faculty, Harold Washington College

### Faculty and Staff Development

- Alicia Anzaldo, Full-time Faculty, Wright College
- Edgar Gonzalez, Student, Harold Washington College
- Franklin Reynolds, Full-time Faculty, Truman College
- Irene Castaneda, Testing Specialist, Harold Washington College
- Jackie Smith, Coordinator, Malcolm X College
- Lynnel Kiely, Full-time Faculty, Harold Washington College
- Michael Long, Senior Human Resources Analyst, District Office
- Qeshawnda Haynes, Student, Kennedy-King College
- Rashid Carter, Full-time Faculty, Olive-Harvey College

### Technology

- Adriana Martinez, Student, Daley College
- Constance Fullilove, Lecturer, Wright College
- Elizabeth Roeger, Dean of Instruction, Truman College
- Ewa Bejinarowicz, Assistant Dean-Information Tech, Harold Washington College
- Ian McGhee, Student, Olive-Harvey College
- Martha Madkins, Associate Dean-Instruction, Kennedy-King College
- Sandra Heredia, Manager End User Services, Malcolm X College
The task forces engaged in a problem solving process with four critical steps:

**Critical step 1: Define / Refine**
- Debate and agree on core problem definition as a team
- As new research is done and feedback received, refine problem definition as appropriate
- **Why**: Allows team to be fully aligned around problem and methodology

**Critical step 2: Structure**
- Identify the best problem solving approach
- Decide when to diverge and when to converge
- Prioritize and target key issues
- **Why**: Bring the right approach

**Critical step 3: Analyze**
- Use the most appropriate analytic tools
- Ensure analytic rigor is applied to the process
- **Why**: Improper use of advanced analytic tools can create confidence in incorrect answers

**Critical step 4: Synthesize**
- Synthesize key findings and develop recommendations
- Engage and leverage additional stakeholders/advisors
- **Why**: Build momentum around recommendation

“Engagement” refers to the process by which teams meet with numerous colleagues at CCC, external stakeholders such as community-based organizations, academic experts, etc. to develop the recommendations.

Note that this process is iterative, allowing for reflection, learning and refinement of process.
The focus of the task forces has been refined through evaluation of impact and feasibility.

1. Initiatives evaluated on criteria including:
   - Student Success
   - Operational Improvement
   - Impact on Student Satisfaction
   - Expected Cost to Achieve

2. Based on the evaluation, we will recommend one of following paths for each initiative:
   - Reinvention to take on initiative in current phase
   - Reinvention to take on in future phases
   - Department to take on
   - Initiative to be placed in parking lot for future consideration
   - Potential quick wins for further evaluation
   - Do not address

Initiatives closer to top right corner are more likely to be pursued in the near term.
Five advisory councils staffed by leaders in the community are helping to guide the work.
The task forces learned from institutions with national reputations to improve outcomes for our students...

<table>
<thead>
<tr>
<th>Sample institutions that the teams researched for best practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valencia Community College</td>
</tr>
<tr>
<td>Maricopa Community Colleges</td>
</tr>
<tr>
<td>Miami-Dade Community College</td>
</tr>
<tr>
<td>CUNY-affiliated Community College</td>
</tr>
<tr>
<td>Everett Community College</td>
</tr>
<tr>
<td>Northern Virginia Community College</td>
</tr>
</tbody>
</table>

SOURCE: CCC Center for Operational Excellence analysis, Washington Monthly
...and also looked to organizations leading change in education to understand what could help students at CCC

Example organizations and sample researched conclusions they drew

Question: Why does CCC lose 54% of students in the first semester?

Education Northwest hypotheses on “dropout prevention”

1. High motivation in students is linked to reduced dropout rates and increased levels of student success

2. Certain types of schooling practices may promote or hinder motivation, such as features of the classrooms, peer groups, tasks, and instructional practices-for example, challenging, relevant instruction helps to engage students.

3. Another way to increase motivation is through positive connections to others, such as mentors and role models

Gates Foundation hypotheses on “dropout prevention”

According to a recent Gates funded study, the top 2 things that would have allowed a student who dropped out to make college graduation feasible:

1. Make it possible for part-time students to be eligible for more financial aid

2. Offer more courses in the evening and on weekends so they can continue working while taking classes

Wednesday, August 03, 2011
Reinvention is part of a sustained effort to improve CCC student success.

1. **Initial diagnostic**
   - Develop scalable solutions via task forces
   - ~ July-Dec 2010
   - Identify high-level priorities
   - Design, staff, and launch task forces
   - Design and assemble advisory committees

2. **Implement scalable solutions across all 7 colleges**
   - Conduct deeper dive into priority areas
   - Develop, plan, and prioritize solutions
   - Identify and begin pursuing quick wins
   - Engage broader community
   - ~ Jan 2011-May 2011

3. **Sustain and renew system-wide change**
   - Implement priority recommendations for scalable solutions from task force efforts
   - Refine/enhance solutions throughout the implementation process
   - Continue to measure CCC performance; compare expected task force recommendation impact vs. actual results
   - ~ June 2011-June 2012

4. **Scaled, sustainable, effective, and segmented solutions are permanent and significantly improving student success across all City Colleges**
   - June 2012 and beyond

**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

**Choice to stay on**
- 1st team
- 2nd team
- 3rd team
- New teams every semester

Wednesday, August 03, 2011
Reinvention Task Forces

1. Program Portfolio Review
2. Remediation
3. Adult Education
4. Student Support & Pathways
5. Operational Excellence & Optimization
6. Faculty & Staff Development
7. Technology
The key questions that the Program Portfolio Task Force seeks to answer:

1. What programs does CCC offer and how should we evaluate them?
   A. **Occupational Programs** – Spring 2011 through Spring 2012 Focus
   B. Baccalaureate/Transfer Programs – Spring 2012 Focus – Transfer Rate
   C. Adult Education Programs – Fall 2012 Focus – Transition Rate
   D. Continuing Ed/Workforce Programs – Fall 2012 Focus – Need/Impact

2. What Occupational Program credentials offer economic value to the student – Spring 2011 - Spring 2012
   A. What credentials allow a student to get a job, persist in that job, and advance to a rewarding career and how can CCC support that career path?
   B. Is there incremental value to a student from additional education and does CCC offer the right credentials and train to the right skills to support the career path?
   C. Does CCC’s program tie to recognized industry certifications that prove the quality of the skills the student has learned?
   D. Are there commonalities in programs that support a “common core” so that students do not have to lock into a specific program immediately?
   E. Can credentials be “stacked” so that a student can enter and exit as they advance?
The task force focused on improving offerings in 6 high wage, high growth career clusters, analyzing ~30% of the annual job openings that CCC serves.
The task force determined how “stacked” certificates leading to an associate’s degree and transfer could support a career.

Example slide: This slide is a model and explanation of the framework-specific occupational slides that follow.

The stacked boxes represent credentials within an occupational area that provide a path for students from basic certificates at the bottom to more advanced credentials at the top.

To the left are approximate timelines per stack and to the right is information regarding entry-level employment opportunities for each credential.

Purple arrows are used to indicate potential student paths both between stacked credentials and to and from employment.

- **Further advancement in career** $14 78
- **Higher level job with additional education** $11 586
- **Higher level job with additional education** $10 1269
- **Entry level job** $8 2466

SOURCE: Interviews with industry experts, program directors of existing programs, employers in each industry represented, team analysis, EMSI Job data for Cook County
Basic certificate allows immediate entry to the workforce or student can transfer to a 4-year school to become certified.

**Program sequence for Child Development**

<table>
<thead>
<tr>
<th>Total time</th>
<th>Program sequence for Child Development</th>
<th>Entry positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years</td>
<td>AA in Child Development</td>
<td>▪ Child care center $14 director</td>
</tr>
<tr>
<td>2 years</td>
<td>BC in Child Development</td>
<td>▪ Type 04 certified $16 teacher</td>
</tr>
<tr>
<td>3-5 months</td>
<td>Illinois Director’s Credential</td>
<td>▪ HeadStart/CPS Teacher Aide $11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Pre-school teacher $9.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Child care worker $8</td>
</tr>
</tbody>
</table>

**Entry positions**

- Child care center $14 director
- Type 04 certified $16 teacher
- HeadStart/CPS Teacher Aide $11
- Pre-school teacher $9.5
- Child care worker $8

**Annual openings**

- 78
- 72
- 586
- 446
- 2466

**Wages $/hr**

- $14
- $16
- $11
- $9.5
- $8

**Source:** Interviews with industry experts, program directors of existing programs, employers in each industry represented, team analysis, EMSI Job data for Cook County.
Computer Science requires a rigorous AS degree, unless a student is an incumbent worker, to assure employability.
Basic certificate allows immediate entry to the workforce or stacks with advanced certificate to increase entry wage

<table>
<thead>
<tr>
<th>Total time</th>
<th>Manufacturing Industries¹</th>
<th>Entry positions</th>
<th>Wages</th>
<th>Annual openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 years</td>
<td>Metal</td>
<td>Advanced CNC operator / programmer</td>
<td>$21</td>
<td>7</td>
</tr>
<tr>
<td>9 months</td>
<td>Paper</td>
<td>CNC operator</td>
<td>$15</td>
<td>90</td>
</tr>
<tr>
<td>3-5 months</td>
<td>Food</td>
<td>Specialized mechanic</td>
<td>$12-14</td>
<td>193</td>
</tr>
<tr>
<td></td>
<td>Plastic</td>
<td>Mechanic</td>
<td>$12-14</td>
<td>193</td>
</tr>
<tr>
<td></td>
<td>N/A: (advanced positions require experience or strong training in chemistry or engineering)</td>
<td>Technician</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Material handler</td>
<td>$10-12</td>
<td>397</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Basic machine operator</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Machine assembler</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹Limited industry verticals to areas that have manufacturing facilities in Cook County area due to high likelihood that students remain in vicinity post-graduation

SOURCE: Interviews with industry experts, program directors of existing programs, employers in each industry represented, team analysis, EMSI Job data for Cook County
Technician roles require the Health Care core program and specialization courses leading to an Advanced Certificate

<table>
<thead>
<tr>
<th>Time</th>
<th>Types of entry levels for allied health</th>
<th>Entry positions</th>
<th>Wages ($/hr)</th>
<th>Who this serves</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 years</td>
<td>Health Care basic core – required</td>
<td>Radiography tech</td>
<td>$16</td>
<td>Serves students with some industry background or previous core. Can lead to direct hiring or more advanced training.</td>
</tr>
<tr>
<td>9 months</td>
<td>Health Care basic core – electives</td>
<td>Surgical technician</td>
<td>$21</td>
<td>Serves students with some industry background or previous core. Can lead to direct hiring or more advanced training.</td>
</tr>
<tr>
<td>3-5 months</td>
<td>Pharmacy tech (hospital)</td>
<td>Pharmacy tech (specialized)</td>
<td>$15</td>
<td>Serves students without any experience. Can lead to direct hiring, or more advanced training.</td>
</tr>
<tr>
<td></td>
<td>Surgical techs</td>
<td>Medical assistant (specialized)</td>
<td>$13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical assistant (hospital)</td>
<td>$14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical assistant (retail)</td>
<td>$10-12</td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: interviews with industry experts, associations, employers in each industry represented, Team analysis
Practitioner roles require the Health Care core program and specialization courses leading to an Advanced Certificate.

### Types of entry levels for allied health

**Practitioners**
- **Physician assistant**
- **Paramedic**
- **Registered Nurse (AAS)**
- **Dental hygienist**

**Health Care basic core - required**
- **Dental assistant**
- **Medical assistant**

**Health Care basic core - electives**
- **Certified nursing assistant**
- **Licensed Practical Nurse (LPN)**
- **EMT**

**Entry positions**
- **Physician Assistant**
- **Paramedic**
- **Registered Nurse (AAS)**
- **Dental hygienist**
- **Licensed Practical Nurse (LPN)**
- **EMT**
- **Certified nursing assistant**

**Wages ($/hr)**
- **Physician Assistant**: $30
- **Paramedic**: $24
- **Registered Nurse (AAS)**: $24
- **Dental hygienist**: $32
- **Licensed Practical Nurse (LPN)**: $21
- **EMT**: TBD
- **Certified nursing assistant**: $12
- **Dental assistant**: $15
- **Medical assistant**: $12

**Who this serves**
- **Physician assistant**: Serves students with Bachelors degrees looking to enter field
- **Paramedic**: Serves students with some industry background or previous core
- **Registered Nurse (AAS)**: Can lead to direct hiring or more advanced training
- **Dental hygienist**: Can lead to direct hiring or more advanced training
- **Licensed Practical Nurse (LPN)**: Serves students with some industry background or previous core
- **EMT**: Can lead to direct hiring or more advanced training
- **Certified nursing assistant**: Serves students without any experience
- **Dental assistant**: Can lead to direct hiring, or more advanced training
- **Medical assistant**: Can lead to direct hiring, or more advanced training

---

1. Post-Baccalaureate program
2. Most jobs require bachelor’s degree
3. Still need to determine whether or not to offer. Internal data shows high placement rates, but external experts recommend sunsetting program. Also requires significant investment to offer as agreement with UIC for clinicals is ending.

Source: interviews with industry experts, associations, employers in each industry represented, Team analysis.
Reinvention Task Forces

1. Program Portfolio Review

2. Remediation

3. Adult Education

4. Student Support & Pathways

5. Operational Excellence & Optimization

6. Faculty & Staff Development

7. Technology
Remediation Task Force Vision: To work to ensure that all students, regardless of where they fall on the learning continuum, will achieve academic goals

**Mission:** It is the mission of the Remediation Task Force to ensure students are provided with the opportunity to acquire effective knowledge, skills, and learning strategies that will be transferable to courses throughout the curriculum and useful in the students’ lives outside the college. We also strive to instill attitudes which promote a culture of life-long learning.

In order to fulfill this mission, the Remediation Task Force will:

- **Placement**
  - Ensure optimum course placement for developmental education students.

- **Instruction**
  - Address the diverse cognitive and affective learning needs of all developmental students.
  - Ensure relevant, dynamic, responsive curriculum and instruction.

- **Support**
  - Coordinate resources and supports to meet the needs of developmental education students

- **Transitions**
  - Ensure students are equipped with skills and strategies that aide students’ successful transition out of developmental education.

- **Assessment and Evaluation**
  - Continuously improve the college and district developmental education efforts based on systematic evaluation and ongoing assessment of student learning
Five core task force recommendations have been aligned with the developmental education (Dev Ed) lifecycle

1. Ensure optimum course placements
2. Enhance the classroom experience & student learning
3. Ensure successful transitions to college-level courses
4. Coordinate resources and supports for Dev Ed students
5. Establish an Office of Developmental Education

Enablers: Student support and Developmental Education management
Ensure optimum course placements

Current State/Supporting Justification

- Application of the COMPASS\(^1\) is not best practice:
  - CCC offers very limited COMPASS preparation options to students
  - COMPASS awareness/informational materials are inconsistent and sometimes non-existent across the District
  - Changes to COMPASS cut-scores do not follow a consistent process and are counter to ACT recommendations
- College-readiness is a significant issue among high school graduates:
  - >90% of our incoming students require remediation in one or more subjects
  - 25% of CPS graduates come to CCC, making them an ideal partner for improving course placement

Recommendation Detail

a) Create exam prep, awareness, and pre-Fall acceleration options
   - Provide COMPASS awareness information on websites and distribute printed brochures to students during registration
   - Create prep courses that are available to students (1-2 day workshops, Level Up Summer Program, refreshers during registration, online, etc.)

b) Strengthen relationship w/Chicago Public Schools (CPS) via College Essentials Program
   - Deliver fourth year of Math to high school seniors via Professional Partnership with CPS

c) Adopt holistic assessments for better course placements
   - Activate COMPASS diagnostics to provide more actionable data on content knowledge
   - Identify and adopt an affective assessment
   - Create a placement rubric used by advisors and included in student records

d) Create systematic review process for COMPASS cut scores
   - Obtain COMPASS validation study and adjust COMPASS cut scores as necessary

Future State/Benefits

- Reduced Developmental education burden for students needing refresher through increased student understanding on the value and importance of COMPASS
- Increased accuracy of course placements, improved efficiency for students and instructors
- Enhanced college readiness of CCC-bound high school seniors through CPS partnerships

\(^1\)The COMPASS is a computer-adaptive college placement test that helps CCC evaluate incoming students' skill levels in Reading, Writing Skills, Writing Essay, and Math in order to place students in appropriate courses.
Enhance the classroom experience and improve student learning

Current State/Supporting Justification

- We have limited course offerings tailored to students’ needs. We take a one-size-fits-all approach to how we offer our courses.
- Course delivery modes (both internally and externally) have seen increased retention and persistence among students at CCC and elsewhere.
- Course sizes are capped at 36-39 for most classes and 25-29 for Composition courses.
- Research indicates that smaller developmental class sizes positively impact short-term student outcomes.

Recommendation Detail

a) Enhance structure and offerings of courses by campus
   - Pilot three new course delivery modes to accelerate remediation course time on each campus. Potential models include:
     i. Accelerated Learning Program
     ii. I-Best
     iii. Learning Communities
     iv. Immersion Model
     v. Smart Math

b) Provide students in remediation courses with more individualized attention
   - Daley currently targets remediation courses with 28 students

Future State/Benefits

- Quicker movement to college-level classes
- Increased number of successful course completions and retention
- Enhanced classroom experience and student learning
Ensure successful transitions of students to college-level classes

Current State/Supporting Justification
- CCC currently has fragmented course offerings across the District
- Some Foundational Studies (FS) Student Learning Outcomes (SLOs) are disjointed from the rest of course sequences
- Not all of the courses in math sequences are needed for non-calculus pathways
- Best-in-class peers, including Valencia, CCBC, Maricopa, Denver and CUNY have eliminated their post tests for English and Math

Recommendation Detail
a) Change course sequences for Math and English
   - Standardize the number of Foundational Studies levels to one consistent level across the District
   - Change course sequence for Math to be more applicable to range of pathways
b) Align SLOs from FS to college-level courses
   - SLO alignment in progress; to be completed Summer 2011
   - Create Master Syllabi to be used District-Wide by all faculty
c) Ensure consistent exit criteria
   - Develop common SLOs and ensure District-Wide implementation
   - Design common course assessment for all subjects
   - Eliminate post tests for all English courses

Future State/Benefits
- Consistent course offerings and SLOs across campus will result in simplification of remediation and acceleration
- Changing Math course sequences could mean that 20% of students needing Math remediation could bypass one course, reducing the time it takes them to reach college-level classes
Coordinate resources and supports for Developmental Education students

Current State/Supporting Justification

- We currently have pockets of excellence, inconsistent training, absence of management level accountability, and an ineffective tutor evaluation system.
- The “CASH-to-ROI” pilot program, conducted at Daley College during Spring 2011, consists of increased tutoring, advising and other supports to improve the results of student course completion.
  - Between 80 and 90 percent of students in the program, who were enrolled in remedial math, English, and reading comprehension courses, received passing grades. That’s compared to the 40 percent pass rate of Daley College students who did not participate.

Recommendation Detail

a) Improve infrastructure around tutor training
   - Adopt certified training tutor program including developmental education component
   - Hire tutor lab managers and utilize tracking system
   - Conduct regular and rigorous evaluation of tutoring through Blackboard system
b) Integrate students into feedback loop by creating regular and vigorous mid-term feedback
   - Conduct formal and informal affective assessment early and often throughout the semester
   - Ensure feedback results in specific actions and rewards/consequences (e.g. consistently poor feedback results in departure of tutor)
c) Close the feedback loop and talk more about teaching
   - Organize two mandatory and one voluntary adjunct meeting per semester
   - Build and collect an archive of discussion-based deliverables collected from monthly department meetings (e.g., Dev Ed SharePoint)

Future State/Benefits

- Fall 2011 Research: Explore how we utilize information from assessments and evaluations to improve tutoring
Establish an Office of Developmental Education

Current State/Supporting Justification

- In general, students enrolling in remediation courses right away have higher pass rates of courses versus those students that delay.
- Ownership of Remediation is unclear to both internal and external stakeholders.
- At any given time, 33% of students (Credit, Pre-Credit, Vocational Skills, & Career Tech program) are in developmental courses.
- 60% of all new Credit, Pre-Credit, Vocational Skills, and Career Tech program students take Developmental Education courses.
- At some colleges, developmental courses account for 25% of total course enrollments.
- Departmental ownership of Foundational Studies (e.g., Adult Education vs. Math Department) varies by college.

Recommendation Detail

a) Create an Office of Developmental Education Management and Research within Academic Affairs
   - Identify individuals at District responsible/accountable and entirely dedicated to Remediation ONLY
   - Identify and hire Campus Coordinators for Developmental Education
   - Move Foundational Studies courses into the respective departments at the colleges
   - Deliver Professional Development to both full-time and part-time faculty
   - Conduct systematic program assessment and evaluation following National Association of Developmental Education (NADE) model

b) Improve enrollment policies
   - Create an enrollment policy to ensure students enroll in the appropriate courses following placement results
   - Require continuous enrollment in developmental education course sequence until first college level course is completed
   - Implement an assistance alert policy
     i. Students must receive additional supports to re-enroll in a particular course after failing twice. Tutoring, additional advisement sessions, or some other support to increase likelihood of succeeding will be provided
     ii. If a student fails the same course 3 times, an alternate pathway will be recommended to the student
   - Allow students to retake COMPASS test more than once per year, so they can potentially transition to college faster

Future State/Benefits

- Increased transparency and accountability through newly established roles and responsibilities
- Increased coordination of resources and supports needed to serve our developmental population better
- Students will move through the remediation courses faster
Reinvention Task Forces

1. Program Portfolio Review
2. Remediation
3. Adult Education
4. Student Support & Pathways
5. Operational Excellence & Optimization
6. Faculty & Staff Development
7. Technology
The Vision of the Adult Education Task force is that CCC’s Adult Education Program will serve as the foundation of an academic and career pathway system that prepares adult learners for economic self-efficiency.

**Mission:** The mission of the Adult Education Division of the City Colleges of Chicago is to provide adults with preparatory and developmental instruction in Adult Basic Education (ABE), Citizenship, English as a Second Language (ESL), and/or General Educational Development (GED) to meet students’ individual goals. Individual goals may include post-secondary education, employment skills training, and/or personal and career enhancement.

In order to fulfill this mission, the Adult Education Program will:

**Registration**
- Ensure optimum course, level, and goal placement for adult education students

**Student Support**
- Provide a comprehensive system that provides advisory services and offers academic and professional guidance throughout the adult education programs and into college credit programs
- Employ creative, innovative thinking and approaches in program delivery that builds meaningful pathways for adult education students

**Delivery**
- Effectively monitor and track student progress throughout their adult education life cycle and into college credit programs and vocational programs

**Assessment and Tracking**
- Design pathways for adult education learners interested in employment or further education, regardless of their skill level at the point of entry
Adult Education recommendations cut across the student lifecycle

1. Registration
   a) Create a multilingual online registration form
   b) Provide mandatory advising for students with multiple drops

2. Student Support
   a) Hire 14 full-time transition specialists (advisors)
   b) Hire 6 full-time case workers to provide non-academic advising

3. Delivery
   a) Create a District-wide model for off-campus site management

4. Assessment and Tracking of Student Success
   a) Create a dashboard of Adult Education metrics to track and monitor student success
   b) Establish a process and system to monitor state and federal policies

5. Completion and Transition
   a) Expand and rename the Truman Incentive (Transition) Program
   b) Develop the GED FastTrack Program
   c) Create 2 GED testing centers
   d) Establish a District-wide GED testing scholarship and development model
   e) Increase the number of Bridge programs
Improve the Adult Education registration process

Current State/Supporting Justification

a) Online registration options for Adult Education students
   • Almost every campus offers English-only registration forms
   • Current AE Registration Form is complex and confusing to students and faculty/staff

b) Student registration advisement
   • The current registration allows for but does not systematically provide advisement for multiple no-shows and drops
   • CCC had an average withdrawal rate of 43% for ESL classes in fall 2010, 14% were no-shows
   • CCC had an average withdrawal rate of 66% for ABE/GED classes in fall 2010, 23% were no-shows
   • Currently faculty/staff are overextended in data collection with little time for personal advisement or program goals
   • Registration cards include data errors. For example, 20,236 students registered for ESL classes in fall 2010 without indication that English was not their first language

Recommendation Detail

a) Provide and encourage online registration:
   • An electronic format would include multiple translations
   • An electronic form would be easy to follow, prompt for errors and require certain information

b) Provide mandatory advising for students with multiple no-shows and drops:
   • An electronic registration form would automatically flag students with multiple no-shows and drops for in-person advisement
   • Less manual data entry will leave more time for faculty/staff to do quality goal advisement

Future State/Benefits

• Increased retention and completion
• Improved student experience (reduces wait times, trips to campus, advising)
• Increased student confidence in educational path
• Staff focused on students who need additional help

Illinois Community College Board (ICCB) AE Strategic Plan Recommendation: Support and Follow-Up Services to Encourage Access and Retention. Provide comprehensive student support to address challenges to retention and promote smooth transitions within and between educational/training providers and into the workforce.
Increase Adult Education student advising support staff

Current State/Supporting Justification

a) Advising support
   - Sharing a national challenge, our current AE student to AE advising support staff ratio is 3,373:1
   - AE support staff varies by college from 2-5
   - Support staff work hours are not scheduled to support the needs of all AE students
   - Support staff is not available to support needs of satellite campuses and off-campus sites
   - Staff are performing transition specialist duties under improper job titles
   - Truman has the only full-time transition specialist, 2 other colleges have part-time specialists. The full-time transition specialist spends:
     - 40% of time with the Truman Incentive Program which includes recruiting, presentations, advising, planning and tracking
     - 60% of time working with the general population of advanced ESL levels of AE students

b) Olive-Harvey College has the only part-time caseworker that supports the non-academic needs of AE students

Recommendation Detail

a) Increase the number of transition specialists and clarify and increase roles for support staff:
   - Increase the number of full-time transition specialists to decrease the student-to-specialist ratio to 1,500:1, or 14 new transition specialists district wide
   - Clarify roles and responsibilities and increase availability:
     - Correct titles for persons performing transition specialist duties and responsibilities
     - Flexible hours to support all students needs or morning, afternoon, evening and weekend students
     - Ensure that AE students at satellite and off-campus sites receive equal advising support as students attending main campus locations

b) Increase the number of caseworkers to 1 full-time person for every 3,500 students, or 5 new full-time case workers and change the part-time role of the Olive-Harvey specialist to full-time

Future State/Benefits

- Increased retention and completion
- Increased student confidence in educational path
- Improved consistency and accuracy of information provided to students

ICCB AE Strategic Plan Recommendation: Support and Follow-Up Services to Encourage Access and Retention. Provide comprehensive student support to reduce personal barriers to retention and progress that promote smooth transitions within and between educational/training providers and into the workforce.
Enhance Delivery of Adult Education at Off-Campus sites

Current State/Supporting Justification
a) District-wide off-campus sites and management:
   • CCC currently offers AE classes at 56 off-campus sites
   • 9 coordinators and 6 managers across the District are in charge of overseeing about 200 sections in addition to their other responsibilities on their main campuses
   • There are different levels of support, ways of tracking student success, and inconsistent supervision and guidance

Recommendation Detail
a) Create a District-wide inclusive model for the management and oversight of off-campus sites
   • Model components would include: executive guidelines for better support and oversight, build lasting and effective oversight to oversee and build partnerships with Community Based Organizations, proper coordinator/manager to off-site ratio, district-wide map of CCC AE classes offered in district, identifying that sections areas and communities with closest geographical college, enhanced site oversight system and process, and revise and enhance intergovernmental agreements with the Chicago Public Schools (CPS)

Future State/Benefits
• Increased student retention and completion
• Improved consistency and accuracy of information provided to students through mandatory orientation
• Increased student support offered at all off-site locations by expanding AE student services to them
• Improved partnerships with Community Based Organizations with periodical information sessions and including them in class scheduling

ICCB AE Strategic Plan Recommendations: Assessment, Curricula, and Instruction, Support and Follow-Up Services to Encourage Access and Retention, Partnerships
Develop Assessment and Tracking of Adult Education Student Success

Current State/Supporting Justification

a) Adult Education (AE) metrics:
   • AE outcomes largely defined by National Reporting System (NRS) data (used for state and Federal reporting)
   • NRS data reports on only a subset of AE students. For example, in FY2010:
     • According to NRS data, 125 CCC students obtained a GED certificate
     • According to CCC PeopleSoft data, 1,473 students obtained a GED certificate
   • Difficult or impossible to obtain comprehensive data for program assessment, planning, and decision-making, e.g., the number and percentage of Advanced AE ESL and GED students who transition to credit within 2 years, GED pass rates for GED-I (distance learning), etc.

b) Monitoring state and federal policies:
   • Policy changes challenging to monitor, yet they impact student success as well as program performance, funding, and state and national reputation
   • Currently no CCC position directly responsible for monitoring and communicating policy changes

Recommendation Detail

a) Create an AE dashboard that:
   • Displays metrics that include both National Reporting System (NRS) and internal CCC metrics to track and monitor student success
   • Allows AE Deans and District leadership to view, compare, plan and make decisions from multiple data sources
   • Affords CCC the ability to make comparisons with targets and track outcomes over time

b) Monitor state and federal policies:
   • Proactively addressing AE-related policy changes and new opportunities
   • Establishing strong working relationships with CCC Intergovernmental Affairs office, Illinois Community College Board (ICCB), and the Office of Vocational and Adult Education (OVAE)

Future State/Benefits

• Provide comprehensive, meaningful, and useful data that will enable us to accurately gauge student and program success
• Improved AE programs and effectively allocate resources by understanding outcomes and trends
• Proactive strategies to maximize opportunities and resources for CCC students through an in-depth knowledge of policy issues

ICCB AE Strategic Plan Recommendations: *Support and Follow-Up Services to Encourage Access and Retention, Research, Data, and Accountability, Program Design*
Increase Completion and Transition

Current State/Supporting Justification

a) The successful “Truman Incentive (Transition) Program” is only in place at Truman College, where the program was created
b) Only 4 of the 6 City Colleges that offer AE have a GED Testing Center either on the main campus or at a satellite campus
   • GED Testing frequency and offerings are inconsistent and sporadic
   • Wide range of Constitution Test materials, incongruent administration and scoring across District
c) A 12 week GED FastTrack College Prep course has been designed for pilot in Summer 2011
   • A narrow range of college readiness soft skills and transition activities have been planned into the curriculum
d) There is no District-Wide GED Testing fee Scholarship or AE specific fundraising model
e) Bridge programs have sporadic offerings that are often inconsistent with producing certification with economic value, infrequent monitoring of success, no consistent alignment with ICCB recommendations for target Career Clusters for Illinois

Recommendation Detail

a) Institutionalize the “Truman Incentive Program” across CCC locations that offer AE as an AE to college transition program
   • Rename the program to “The Gateway to the City Colleges of Chicago Program” to deemphasize tuition waivers, promote college transition, and assist in development fundraising to limit unfunded waivers
b) Create 2 GED Testing Centers at Malcolm X and Olive-Harvey College (South Chicago Campus)
   • Each CCC GED Testing Center should offer the GED Test and Re-test one time per month or more dependent on demand
   • Established District-wide unified Constitution test materials, administration, and scoring across district with monitoring of passing score
c) Extend the GED FastTrack College Prep course to 16 weeks
   • Build comprehensive soft skill college preparedness and college transition activities into curriculum
d) Create a $25 GED Half Testing Fee merit-based Scholarship to address the financial need of GED students and a comprehensive multi-level fundraising model to fund this scholarship and to create a larger resource pool for AE students
e) Create and expand Bridge Programs that lead to certificates with economic value in the Chicago metro area and are aligned with ICCB recommendations

Future State/Benefits

• Increased retention, completion, and transition
• Increased student confidence educational plan
• Creation of academic and career paths

ICCB AE Strategic Plan Recommendations: Assessment, Curricula, and Instruction, Support and Follow-Up Services to Encourage Access and Retention, Partnerships, Program Design
Reinvention Task Forces

1. Program Portfolio Review
2. Remediation
3. Adult Education
4. Student Support & Pathways
5. Operational Excellence & Optimization
6. Faculty & Staff Development
7. Technology
Student Support and Pathways Vision: The Task Force will work to ensure we have the supports needed to accomplish the life and educational goals of our students.

**Mission:** The Student Support and Pathways Task Force will examine best practices, work with the CCC community, and look at research and data to understand how we can improve our students’ educational experience to help them achieve their goals through support provided at each point in their lifecycle.

---

**In order to fulfill this mission, the Student Support Task Force will:**

**Recruitment**
- Understand how we can become a college of choice for student seeking college education

**Pathway selection**
- Ensure that every student has an end goal and purpose

**Academic supports**
- Assist every student to successfully complete their classes

**Non-academic supports**
- Help each student with life issues and experiences that would prevent them from successfully completing their degree

**Financial support**
- Ensure every qualifying student receives financial aid

**Support in exit**
- Provide students with the assistance they need to transfer to a 4-year school or getting a higher-skill job
Student Support and Pathways recommendations cut across the student lifecycle

Ensure students are fully prepared before they choose program

Help choose appropriate program and path

1. Support and focus advisors

Academic supports

2. Increase student self-sufficiency

Financial support

3. Provide student success tools and resources

Non-academic supports

4. Improve communication

Transfer and articulation

Career planning and transition

3. Provide student success tools and resources

4. Improve communication
Support and focus advisors to increase developmental advising

Current State/Supporting Justification
- Currently, advisors only spend approximately 25% of their time in non-transactional 1:1 meetings with students:
  - Advisors spend 15-20% of their time doing transcript evaluations
  - Advisors spend 15-30% of their time doing manual degree audits
  - Advisors spend 5-10% of their time in recruiting activities (e.g., high school visits)
- Interviews suggest that advisors often do not have most accurate, up-to-date information, resulting in erroneous advice given to students

Recommendation Detail
- Add approximately 14 advisors across the seven colleges
- Add a district-wide appointment management and early alert system
- Move transcript evaluations from advisors and centralize at each college
- Remove recruiting from advisor responsibilities and add recruiting staff
- Utilize electronic degree audit capabilities (through ongoing and better training)
- Provide training and professional development for advisors

Future State/Benefits
- Case management – which in turn increases student connection to advisors and advisor accountability
- Increased retention and completion rates
- Increased student confidence in educational path
- Improved consistency and accuracy of information provided to students
- Increased in number of students meeting with an advisor

Freeing advisor time through technology and improved focus is equivalent to adding ~100 advisors
Increase student self-sufficiency

Current State/Supporting Justification
- Online registration not available to developmental ed students; students cannot count in-progress courses as a pre-requisite
- Degree audits conducted manually on paper; limited ability to create online degree audits
- 42% students do not see an advisor today outside of registration
- Limited time during open registration to provide students with guidance and support
- Difficult and convoluted information on path to graduation/degree completion
- Credit loss and loss of financial aid results from incorrect course selection

Recommendation Detail
- Improve and encourage online registration:
  - Allow developmental education and new students to register for classes online (Operational Excellence task force)
  - Solve issues with pre-requisites (Operational Excellence task force)
  - Improve training/tutorials provided to students (Technology task force)
  - Provide students with the ability to make electronic education plans and track progress to graduation electronically (i.e. add a self-serve degree audit tool)
- Create unambiguous course pathways:
  - Identify ideal course sequence for most sought after baccalaureate degrees
  - Create corresponding marketing materials
  - Articulate course sequences with receiving four-year institutions
- Institutional focus on college success

Future State/Benefits
- Increased retention and completion
- Improved student experience (reduces wait times, trips to campus, etc.)
- Increased student confidence in educational path
- Increased institutional credibility and confidence in services provided
- Allows us to focus on students who need additional help
Provide student success tools and resources

Current State/Supporting Justification

- Current offerings are inconsistent across colleges: three colleges have wellness center offerings, two colleges have career centers*, and two colleges have transfer centers*
- Advisors are unable to perform these tasks adequately in the current state; they require specialized knowledge and expertise
- Research supports providing counseling and a space for basic needs’ referral
- Numerous community colleges offer more robust transfer resources, including articulation agreements
- Few transfer agreements with key provisions (e.g., junior status, detailed course of study, guaranteed admission) that would benefit students
- Numerous community colleges utilize early alert systems to identify at risk students early in the semester

Recommendation Detail

- Increase number and quality of articulation agreements and communicate them clearly
- Add Transfer Center coordinator at every college
- Add Career Center coordinator at every college
- Add Wellness Center offerings at every college
- Offer financial literacy programs at every college

Future State/Benefits

- Increased retention and degree completion
- Increased rate of transfer to four-year institutions
- More consistent offerings across colleges
- Increased investment in campus culture through outside-the-classroom workshops, fairs, symposia, discussions, and mentoring
- Basic support for development of basic skills (e.g., resume writing, transfer planning)
- Improved institutional feedback loops and accountability for two major institutional missions (i.e., transfer and job placement)
Improve communication with colleges and students

Current State/Supporting Justification
- Insufficient communication of transfer information results in few students in dual-enrollment programs and taking advantage of transfer provisions
- Few transfer agreements with key provisions (e.g., junior status, detailed course of study, guaranteed admission) that would benefit students
- Information provided to students on educational pathways is fragmented, confusing, and incomplete
- Resources and information on the website is confusing and poorly organized

Recommendation Detail
- Better transfer communication between district office and colleges
- Better communication with advisors on program and requirement changes
- Integrate financial aid/financial literacy questions into online application

Future State/Benefits
- Increase in the rate of transfer to four-year institutions
- Improved institutional feedback loops and accountability for two major institutional missions (i.e., transfer and job placement)
- Reduction in extraneous credits
- Reduction in credits that do not transfer to a 4-year institution
Reinvention Task Forces

1. Program Portfolio Review
2. Remediation
3. Adult Education
4. Student Support & Pathways
5. Operational Excellence & Optimization
6. Faculty & Staff Development
7. Technology
The Vision of the Operational Excellence and Optimization task force is for CCC’s non-instructional operations are designed to support consistent, best-in-class service across all colleges in the most cost-efficient manner.

**Mission:** Improve the efficiency and effectiveness of non-instructional operations to enable students to better prepare for success in the classroom, and empower staff and faculty to better serve students.

In order to fulfill this mission, the Operations Task Force prioritized the non-instructional processes at CCC based on potential to impact a) student service, b) staff and faculty pain points, and c) time savings for staff and faculty (see following page)

<table>
<thead>
<tr>
<th>Process</th>
<th>Focus Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Registration</td>
<td>Transition from a process optimized for volume to a self-service model that empowers successful student behaviors and decisions</td>
</tr>
<tr>
<td>Purchase Order Process</td>
<td>Redesign purchase order process to better balance operating efficiency and spending controls, Reduce approval time cost and cycle time</td>
</tr>
<tr>
<td>Security</td>
<td>Institute new District-wide security policies and procedures to improve officer enforcement and security provided on campus; Improve incident tracking to better understand crime patterns and provide proactive enforcement</td>
</tr>
<tr>
<td>Facilities Management</td>
<td>Provide tools for proactive effective facility management to reduce repair and maintenance costs and improve the condition of our campus</td>
</tr>
<tr>
<td>Student Receivables</td>
<td>Institute consistent best-practice policies for student collections that lower bad debt rates, minimize collections time, and improves Financial Aid, payment and billing service for students</td>
</tr>
</tbody>
</table>
Registration process improvement relies on alignment on a common vision and a set of key levers for change

1 Proposed vision

From:
- Optimized for volume of students processed, not student needs prior to enrollment

To:
- Welcoming experience that is student-centric and gives applicants a sense of connection to the community
- Empowers students with a self-service model that builds and rewards successful student behaviors
- Enables informed decision making to best set up students for successful first year experience

2 Key levers to achieve vision

1. Scheduling and queuing management to better control student flows, cut down on lines, manage residual wait-time expectations, and identify bottlenecks

   - Wait time during peak registration can potentially take hours for students; ~40% of students reported the Registration process took longer than expected
   - Several best-practice institutions – Alamo Colleges, Broward, San Mateo, Moraine Valley – have similar enrollment challenges as CCC and successfully employ scheduling/queuing mgmt to minimize wait times

2. Increased focused on training and accountability to improve the ability of support staff and quickly address student concerns

3. New online application and expansion of self-enrollment to reduce paper-driven processes and empower students to adopt tech

4. Registration materials and supports to better inform students before they come to campus

5. A consistent process across campuses that distinguishes between new and returning students to set a common expectation and awareness for students and staff across campuses

   - 1 in 4 students rated Registration staff as being less than helpful (i.e. neutral or negative experience)
   - No consistent formal process for capturing student feedback
   - 70% + of all students, including new students, did not register online last semester
   - Students rank data entry for course enrollment as one of the longest wait times on campus, after advising and bookstore
   - Colleges communicate Registration steps/requirements to students differently
   - Almost 40% of students require 3 or more visits to campus to register successfully
   - Students who cross-register must navigate multiple processes
   - Across Colleges, this lack of consistency inhibits the ability to share strategies for improving the process
   - From the District, seven different processes inhibits ability to support colleges

Aligning on a vision of Registration across the organization minimizes “throw-away” work, focuses efforts on key improvement levers, and gets to implementation quickly
Redesign purchase order process to better balance operating efficiency and spending controls

Current State/Supporting Justification

- Over 99% of purchase order volume comes from orders less than $5,000
- Policy of sending all purchase orders to District requires 2-3 transfers between District and Colleges; purchase orders sent via campus mail add 1-2 days per transfer
- Average procurement approval total turnaround time is 7-13 days
- Average cost per purchase order transaction in processing and approval time for staff is ~$40
- Procurement cited as largest pain point by Business Operations staff, Facilities Management staff

Recommendation Detail

- Remove T&E expenses from purchase order process
- Investigate blanket contracts for vendors with high purchase order volume
- Change org structure and redefine roles for build sourcing expertise and improved spending control
- Streamline approval process for fulfillment to avoid redundancies
- Investigate e-procurement/sourcing solutions to migrate process into electronic workflow management tool

Future State/Benefits

- Potential 40% reduction in the purchase order approval cost and 28-46% reduction in the cycle time to process purchase orders
- Quicker payment processing and greater recordkeeping for low-risk items
- Increased oversight of spending and auditing capacity
- Further procurement/finance functionality through the increase in Sourcing, T&E and Settlement possibilities.
- Short term: strengthen central spending control, which can enable less approval touches and streamline purchase order process
- Long term: create category expertise to lower sourcing cost and create clear accountability for pricing
Institute new best-practice set of security policies and procedures

Current State/Supporting Justification

• Over 50% of police officers feel they cannot enforce to their full ability because a lack of legal support from the college administration, according to a 2011 survey
• Student dissatisfaction with security on campus is high, based on spring 2009 survey
• Security costs are 40% higher than peer benchmarks
• Officers have “Police” powers but operate as security officers.
• Officers are carrying lethal and non-lethal weapons but liability is potentially higher or “clouded” by the uncertainty of jurisdiction.
• Officers are not presently held to performance standards leaving role defined locally or not at all.
• Officers do not presently track nuisance behavior; limiting clues for volatile/criminal behaviors.

Recommendation Detail

• Institute new District-wide policies and procedures for security staff
• Invest in Crimestar incident tracking technology
• In long run, explore possibility of transitioning to more full-time based campus police operation

Future State/Benefits

• Improved campus security provided to students due to better officer enforcement
• Improved incident tracking to understand crime patterns and better police problem areas on campus
• Officers would have clear “Powers of Arrest” backed by training
• Officers would have the power to internally enforce parking and generate revenue
Provide tools for more effective facility management

Current State/Supporting Justification

- Repair/Maintenance
  - Lack of scheduled maintenance drives up repair cost
  - Local sourcing, lack of 24/7 District support adds days to already lengthy procurement process
- Reprographics
  - Estimated fully loaded cost basis is 4MM (1 MM – 1.2 MM rent, 1 MM+ in overage charges, and the rest in maintenance/supplies)
  - Printer utilization in many areas is low or non-existent.
  - Lack of awareness of functionality
  - No copier services for students, or staff (non-work related).

Recommendation Detail

- On-call procedure for critical facilities support (e.g., repair/maintenance, procurement)
- Rollout proactive repair/maintenance management system
- Define 3-tiered system of reprographics service, install print management system
- Utilize term agreements for specialized facilities needs

Future State/Benefits

- $350,000 – 500,000 bottom line copier savings per year
  - $200,000 – 300,000 from reduction in number of printers
  - $50,000 – 100,000 from improved utilization
  - ~$100,000 from aligning print needs with lowest cost option
- Improved printing and copier service
- Potential training opportunity for students as a work-study opportunity
- Potential additional savings from reduction in service charges
Institute consistent best-practice policies for student collections

Current State/Supporting Justification

- Financial Aid students account 70-80% of bad debt
  - Largest driver of student bad debt results from financial aid (FA) students who no-show (R2T4)\(^1\): $900,000, 1,500+ students
  - FA students with Satisfactory Academic Progress (SAP) holds: $104,000, 100 students
- Next largest driver is students who default on payment plans
  - FACTS, a provider of tuition payment plans for CCC students: $346,000, 800 students
- Labor hours dedicated to student collections vary significantly by college
- No consistent set of policies for student collections
- Capture rate of student receivables vary across campuses

Recommendation Detail

- For Financial Aid students
  - Determine timing between issuing FA awards and identifying no-show withdrawal (NSW) students at colleges
  - Develop intrusive communication strategy of FA policies (e.g., via online application, orientation, etc)
- For Cash paying students
  - Encourage application for FA as an alternative for using payment plans
  - Encourage payment plan students to retroactively file for FA
  - Restrict payment options for students with history of late payments (including students who have defaulted on FACTS payments)
  - Paying prior balance by cash, credit card, or money order
  - Consider restricting “risky” checks (i.e., credit card checks, low number checks)

Future State/Benefits

- Lower bad debt rate across Colleges
- More consistent Financial Aid policies across Colleges
- Improved customer service

\(^1\)R2T4 is short for “Return of Title IV funds” and defines the treatment of Title IV HEA program funds when a student withdraws from an institution.
Reinvention Task Forces

1. Program Portfolio Review
2. Remediation
3. Adult Education
4. Student Support & Pathways
5. Operational Excellence & Optimization
6. Faculty & Staff Development (Blue)
7. Technology
Vision: The Faculty and Staff Development Task Force will work to transform many components of professional development and performance evaluation to develop and support faculty and staff to position them for student success.

Mission: The Faculty and Staff Development Task Force will research best practices, evaluate what other institutions are currently doing, and recommend how CCC can create the best faculty and staff to enable student success.

In order to fulfill this mission, the Faculty and Staff Development Task Force will:

- **Career Pathways**
  - Define a strategy for clear mobility patterns established for all jobs based on core competencies

- **Professional Development**
  - Ensure a system tied to incentives and performance evaluation for 100% faculty and staff engagement

- **Performance Evaluation**
  - Tools tailored to foundational skills, core competencies, talents of teaching, and personal development

- **Succession Planning**
  - Provide viable senior leadership strategies for developing high potential candidates

- **Institutional Health**
  - Design an ‘all-hands’ survey to assess how employees feel about their workplace, managers, and attitudes
Define Career Paths for All Employees

Current State/Supporting Justification

- Not clearly communicated to employees
  - Only 21% of job families have clearly defined pathways
  - The majority of job families’ pathways not clearly communicated to staff
- Redundancy exists amongst various job positions
- Job descriptions need updating for increased market relevance
- Job positions are not currently evaluated according to well-defined levels of competencies
- Union leadership and staff confirm that core competencies not used in detailing job descriptions
- Unclearly communicated competencies leave some many employees unclear as to what they must do to ascend to higher job positions

Recommendation Detail

- Align all job positions and titles for relevance in the marketplace and with similar institutions
- Collapse those job positions and titles we deem redundant, either into the same existing title or into a new title
- Define job competencies for all staff jobs
- Organize job positions according to competencies within a given pathway
- Align all job positions according to levels of competencies required

Future State/Benefits

- Streamlined job titles and descriptions for all job families
- Pathways clearly and consistently communicated to all employees
- Performance competencies defined for staff jobs
- Performance competencies link to professional development and performance evaluations
Implement Succession Planning (SP)

Current State/Supporting Justification
- Currently, no formal SP process exists; ambiguity is high regarding what a “path to success” looks like for a CCC employee
- Executives are not actively engaged in career planning of high potential employees who wish to pursue executive track
- Employees are not aware of what steps to take in order to pursue executive track
- National study of more than 500 companies with 2000+ employees in US confirmed that organizations with a formal SP process are consistently higher-performing firms as measured by total shareholder return
- In-depth discussions with private and public organizations confirm increase in employee retention and decrease in employee turnover as a direct result of successful SP
- Discussions with Administrators, Staff Level Employees and Students confirm with 99% consensus, the need for SP at CCC

Recommendation Detail
- Obtain support from Chancellor, Board of Trustees, and VC/HR for Succession Planning (Executive “buy-in” is critical)
- Development of a Succession Planning team in tandem with HR
- Conduct analysis of current roles, titles, salaries, and engage in workforce planning
- Agree on and implement Critical Success Factors for Succession Planning process at CCC
- Develop application process for Succession Planning
- Finalize components of SP program (mentorships, 360 review, job rotation) and their deployment

Future State/Benefits
- Increase employee retention/reduce turnover
- Build pipeline of internal leaders at CCC thereby reinforcing continuity of leadership
- Reduce national search firm fees
- Create culture of accountability focused on direct student and employee impact
- Clearly communicated, transparent, scalable succession planning process at CCC
- Significantly impact strategic direction of CCC
- Promote image of CCC as an academic institution and employer of choice
Provide Comprehensive Faculty Development

Current State/Supporting Justification

- No clear measure of faculty success with defined outcomes guiding faculty during the tenure and post tenure process
- No Center for Teaching and Learning (CTL) at each college to support and direct faculty development
- Tenure requirements do not effectively promote faculty development (FD) and teaching success
- Post tenure process is done infrequently with no goal setting or focus on faculty development
- Inadequate amounts and unequal distribution of professional development funds

Recommendation Detail

- Adopt the Talents of Teaching after significant faculty vetting to gain buy-in. Utilize the Talent of Teaching to:
  - Guide all FD programming and measure performance during tenure and post tenure processes
- Create a CTL at each college to provide for a comprehensive model of FD at CCC
  - Pilot at 2 colleges beginning Summer of 2011
- Revise tenure requirements to align with classroom teaching
  - Replace 15 graduate hours and Tenure Project with Tenure Assistance Program (TAP) & Principal Advocate in Learning (PAL)
  - TAP- Year 1 orientation and faculty training course; PAL- Year 2 mentorship and classroom observation program
- Evaluate post tenure requirements as part of collective bargaining agreement negotiations
  - Negotiate contract language to increase frequency of evaluation and to reflect the Talents of Teaching
- Revise student evaluation form and post tenure evaluation forms to reflect classroom experience and FD
- Promote the CTL to help those with difficulties communicated to them; Recognize and incentivize exceptional teaching
- Increase overall FD funding amounts and revise distribution method to each college

Future State/Benefits

- Talents provide clear expectations of faculty success during evaluation processes and build a culture of performance standards
- Talents drive individual faculty members’, the Colleges’, and District’s FD activities
- CTL provides easily accessed FD offered at convenient locations and times; Faculty-run and driven programs have high buy-in/credibility
- A teaching-centered tenure process that involves mentorship, teacher training, and classroom focus
- Increased frequency of post tenure review will promote goal setting and teaching success based on Talents of Teaching
- Increased ability to participate in conference/coursework/FD with equity to colleges with more FT faculty & training specialists
Create Staff Professional Development and Evaluations

Current State/Supporting Justification

- Fragmented, deficient and inconsistent PD programs offered across the District
- PE/PD not integrated, lacks ability to track, document, and self manage. The existing process is cumbersome in accessing limited PD funds.
- Survey results: 68% prefer for PD to be included as a factor in performance evaluations.
- CCC Focus Group results rated “Performance Standards” and “Career Development” applications as two of the top five key components.
- Evaluations are generic and not tailored to specific core competencies or linked to job descriptions.
- Non automated platform for workflows, tracking and reporting PD/PE information or activities.
- Tracking of PD/PE is not linked to accountability: Survey results revealed: 44% of PD is self managed, 21% reported no management exists 16% not aware of any tracking
- CCC Focus Groups results identified an “On-line Management System” as one of the top components necessary for a PD/PE program

Recommendation Detail

- A commitment from the organization to staff professional development tied to incentives and PE soliciting 100% staff engagement
- On-line system inclusive of all areas of PD/PE and career pathways. A model promoting continuous improvement for life long learning and growth
- Link CCC internal indicators for student success to staff professional development
- Core competencies established for every position. Also, an evaluation tool customized for foundational skills, PD activities and career pathways
- Annually schedule PE on anniversary date of hire. On-going training for evaluations: 360 approach
- An on-line system that tracks, notifies, documents and generates staff evaluations. Simultaneous, delivering on-line training, career paths and PD
- On-line automated job descriptions which identify core competencies. Allows for the generation of CCC HR communications on policies, standards, events, and reporting

Future State/Benefits

- Integration of PD/PE supporting life long learning and personal growth.
- Investment in the growth and development of all employees producing a stable workforce lowering attrition, increasing ROI, higher profits/productivity.
- Management of data is streamlined and offers a high level of consistency, accuracy, convenience and ease of collecting and managing data.
- Accurate and updated core competencies for every staff job is easily managed for a smooth transition with career pathways and PE.
- Increase in work productivity and higher morale in staff positively impacts financial and program components of the organization.
- Clearer job expectations, joint agreements with supervisors and subordinates, adequate training, and skill gaps addressed supports increased productivity.
Organizational Health Assessment

Current State/Supporting Justification

- No current measurement of CCC employees’ thoughts about: Engagement, Morale, Competitiveness, Managers, Work Culture and Development
- Senior leaders currently aware of noise concerning low morale and employee angst
- No psychologically respected method to collect data regarding workforce attitudes and conditions
- No current programs in place to regularly address weaknesses and reward successes
- No staff and/or manager training currently in place

Recommendation Detail

- Minimum of 3 year commitment of annual assessments:
  - Vet initial assessment statements/questions with Psychology & Sociology faculty
  - Ensure that survey conforms to applicable ICCB regulations and Officers of the District approve all content
  - Enlist Psychology & Sociology students to assist with any paper implementation processes at the colleges
  - Compile results
- Provide senior leaders and eventually all managers and employees with assessment results
- Ensure that identified problems are addressed and successes are acknowledged
  - Appropriate training is implemented
  - Identified successes are recognized and rewarded

Future State/Benefits

- Baseline and trending assessment data can now be used to improve our human capital to ensure the best possible student interactions.
- Constant feedback and training paradigm for managers and staff with improved communications and morale
Reinvention Task Forces

1. Program Portfolio Review
2. Remediation
3. Adult Education
4. Student Support & Pathways
5. Operational Excellence & Optimization
6. Faculty & Staff Development
7. Technology
Vision: The Technology Task Force devotes itself to maturing IT in order to firmly position CCC at the cutting-edge of technology

**Mission:** It is the mission of the Technology Task Force to accelerate classroom and instructional technology use far beyond current state and to ensure CCC has technological infrastructure sufficient to supporting classroom outcomes.

In order to fulfill this mission, the Technology Task Force focuses on:

- **Students**
  - Revolutionize training, support and learning outcomes for students.
  - Enhancing teaching and learning by embracing technology training more in line with the academic process
  - Bolster IT operations sufficient to meet student, staff and faculty technological requirements
  - Enable a culture of analytical literacy by instituting a business intelligence solution for tracking data around faculty and staff effectiveness and student success

- **Faculty**
  - Closure of the gap for anytime / anywhere/any “ware” access for students
  - Enhanced technology services for students with disabilities
  - Deep extension of instructional technology for robust faculty training
  - Student help desk service centered around the most common student technical requirements, as determined by literature review, best practices and internal data

- **Operations**
  - Extension of online collaborative tools like Blackboard and Elluminate to create more inclusive, comprehensive and flexible learning environments
  - Adoption of classroom scheduling software to conserve resources, making scheduling a cinch and increase room utilization
  - Investigation of application and desktop virtualization software to conserve resources while enhancing mobile student activities
Technology operations focuses on enhancing student learning experiences in labs and classrooms

**Current State/Supporting Justification**

**Manual event and classroom management**
- Colleges use paper-based reservation processes to schedule 836 classrooms.
- Room temperatures are constant during the day, even if rooms are not occupied.
- There is no ability to report on the metric of room utilization.
- Multiple departments are in charge of room or resource scheduling.
- Students, faculty and staff rely on many different staff members to schedule rooms/resources.
- Many departments establish their sources of information, their own schedules and calendars.

**Recommendation Detail**

Replace the current paper-based reservation system with an automated scheduling system
- Convened broad 7-14 committee of members from across CCC to redefine academic, event and resource scheduling procedures and to define business rules for scheduling classrooms.
- Convening narrowed 5-7 working group to finalize system requirements, develop RFP, select solution and populate the system with critical info.

Future State/Benefits

**Room and Event Scheduling System**
- RESS integrated with PSSA will automatically reserve a room during the class creation process and flag down potential conflicts.
- RESS integrated with HVAC system will automatically manage energy consumption based on room occupancy and will support environmental conservation by eliminating paper-based scheduling.
- Utilization of real-time reports will identify if rooms are properly used.
- Self-service functionality: without training, anyone can understand how to request a room/resource.
- Students, faculty and staff are allowed to view and make reservation requests on-line at any time.
- Classes or activities can be appropriately rescheduled/proper resources placed for all occasions.

**Virtual Labs**
- Students are not confined to the hours and applications associated with current computer labs.
- Software can be easily deployed and provide access to avoid delays for IT to physically configure labs, classrooms.

Crowded labs
- Students, faculty and staff have access to CCC licensed software only through CCC owned computers.
- Software deployment is a manual process and takes from a few days to a few weeks depending on the number of computers involved.

Pilot desktop and application virtualization by Spring 2012
- Continue exploring marketplace and solicit RFP for a narrowly scoped pilot.
Training and support focuses on extending current technology and introducing new technology in line with enhancing learning

**Current State/Supporting Justification**

**Student Training**
- Training varies from campus to campus and is limited in scope and access
- Students lack expertise in using technology for education
- Use of current CCC enterprise tools is limited.

**Faculty training**
- Training varies from campus to campus and is limited in scope and access
- Training is led by IT and focuses on utility rather than pedagogy
- Lack of processes to identify/pilot future technologies for teaching or to create and incubate technology-rich lessons
- Lack of processes for capturing and storing faculty artifacts

**Recommendation Detail**

**Actions for enhancing student outcomes**
- **People and Process** - Create student support help desk staffed by trained students or staff in peak hours
- **Technology** - Implement mobile Web applications, including video streaming, podcasts through iTunesU, YouTube and Twitter for Fall 2011.
- **Measurement** - Measure use of training materials available, implement feedback loop, track utilization

**Future State/Benefits**

**Student training**
- Training is consistent across all colleges
- Students employ academically focused technology with high confidence and high skill
- Increased use of enterprise technology, including Sky Drive and Student Portal

**Faculty training**
- Standard, just-in-time training available across mediums
- Faculty-led and -driven training framed by utility
- Embracing trends through best practices in tech.
- Incubating/nurturing lab for design/experimentation
- iTunesU repository stores lectures, podcasts, videos, materials, web sites

**Actions for enhancing faculty outcomes**
- **People and Process** - Faculty trainer to teach and support faculty in their use of technology, instructional technology to assist in design.
- **Technology** - iTunesU license, faculty wikis, mobile clickers, podcasts readied for Fall 2012
- **Measurement** - Measure student satisfaction, retention and success for courses in which faculty integrate CCC-debuted technologies into the academic process.
Teaching and learning focuses on extending current - and introducing new - hardware and software to enhance student success

### Current State/Supporting Justification

#### Online learning and support
- The Center for Distance Learning (CDL) offers online courses to students at all 7 City Colleges, Blackboard Course Management to deliver courses and Elluminate for orientation and tutoring.
- CCC offers little or no online advising, tutoring or virtual classrooms, outside of CDL.

#### Mobile devices
- At least 20 percent of students do not have computers or internet access at home.
- Students without computers or internet access lack critical info.
- Students lack engagement with their college and their learning process.
- Present DAC’s lack the technology to comprehensively handle common disabilities.
- Certain disability tech needs are under-reported because they are un-addressed.
- Windows XP / 7 and some present apps can address some disabilities needs.

### Recommendation Detail

#### Online learning and support
- Explore in the fall offering a fully online degree program.
- Look into technology supports for online tutoring / advising.
- Ensure new CCC faculty (adult ed, credit) attend a technology training session encompassing multiple software products for online support prior to their first teaching assignment.
- Explore feasibility of implementing a policy change on use of technology; in addition to posting a syllabi to Blackboard - all faculty must use additional content areas and course features.
- Schedule regular training sessions on the use of online technologies, including Elluminate.

#### Mobile Devices
- Analyze feasibility for piloting leased laptop distribution across six programs.
  - STEM, Middle-College, FT-GED, Level-Up
  - homeless (marginally housed) students and TBLC.
- Investment subsidizes lease, data plan and ultimate ownership
- Pilot iPad distribution at two disability access centers, focused on speech and stutters, ultimately scaling to other disabilities not covered relative to present computer-based offerings

### Future State/Benefits

#### Online learning and support
- Increased CDL enrollment due to online associates degree.
- Increase the use of Blackboard in all face-to-face courses.
- Reintroduce Elluminate to the CCC college-wide community.
- Increase online college-wide technical support for students.

#### Mobile Devices
- Students in the six programs above may have laptops to enable technology access.
- Students are engaged with their course of study via anytime / anywhere access.
- Prospects for laptop ownership can improve retention, exam-pass rates.
- iPad distribution will provide insight into disability populations.
- iPad distribution will fill gaps for present disabilities issues.
- iPad distribution will accompany larger standardization in DAC technology.
Information and Intelligence focuses on introducing a BI system for driving analytical literacy and measuring student outcomes

Current State/Supporting Justification
- Most report requests go through OIT.
- Research department must analyze reports manually, which introduces an enormous gap for errors.
- CCC management only has access to limited portions of data.
- CCC is very immature regarding academic analytics.
- Trend identification and scenario modeling are presently of limited capacity.

Recommendation Detail
Next steps
- Secure management buy-in from myriad stakeholders identified.
- Develop system requirements for RFP and make a decision as to which two modules to implement first.
  - Preliminary requirements gathering indicate student and financial data to be of high priority.
- Complete draft of RFP.
- Begin vendor selection process.
  - Gartner identified the following vendors as leaders in the BI space: Microsoft, Oracle, MicroStrategy, IBM, InfoBuilders, SAP, SAS, QlikTeck

Future State/Benefits
- Advanced statistical analysis and scorecard / strategy-mapping functions to drive use of data-based metrics to measure outcomes.
- Self-service reporting and analytical capabilities, and the ability to create customizable dashboards, will facilitate a culture of analytical literacy.
- Mobile access to real-time, graphical data via e-mail to an iPad or smart phone will furnish immediate insight into critical performance indicators.
- Trends will be apparent and easy to recognize, with the ability to step-up efforts in deficit areas.