Spring 2011 Recommendations

Supporting documentation

Wednesday, August 03, 2011
To help our students meet the demands of a changing world, we must focus on four critical goals:

1. Increase number of students earning college credentials of economic value
2. Increase rate of transfer to bachelor’s degree programs following CCC graduation
3. Drastically improve outcomes for students requiring remediation
4. 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

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1. Since 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.

2. ABE 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.
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
### Instructional Program Families and Instructional Programs

1. **Instructional Program Families (CIP)**
   - 25 Includes (not exhaustive):
     - Business, Management, Marketing, And Related Support Services
     - Computer And Information Science
     - Liberal Arts And Sciences, General Studies And Humanities
     - Basic Skills
     - Personal Awareness And Self-Improvement

2. **Instructional Programs (CIP)**
   - 139 Includes (not exhaustive):
     - Business, Management, Marketing, And Related Support Services - Accounting
     - Business, Management, Marketing, And Related Support Services – Bus. Administration/Mgmt
     - Business, Management, Marketing, And Related Support Services - Marketing/Marketing Management, General

3. **ICCB Programs by credential**
   - 272 Includes (not exhaustive):
     - Business, Management, Marketing, And Related Support Services - Accounting: Accounting AAS, AC, BC
     - Business, Management, Marketing, And Related Support Services - Business Administration/Management: Management/Marketing AAS, AC
     - Business, Management, Marketing, And Related Support Services - Marketing/Marketing Management, General: Management/Marketing BC

4. **CCC Programs by credential and by school**
   - 610 Includes (not exhaustive):
     - Business, Management, Marketing, And Related Support Services - Accounting: Accounting AAS, AC, BC with current enrollee at DA, KK, HW, OH, TR, and WR

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1. Instructional Program Families and Instructional Programs based on the Department of Education Classification of Instructional Programs (CIP) system
2. Programs by credential based on number of CCC credentials per CIP
3. Derived from enrollee assigned to a credential at a College on July 20, 2010

**SOURCE:** CCC PeopleSoft Program Plan Count Report, July 20, 2010; Team Analysis
Program inventory suggested 3 focus areas. Occupational focus areas are driven by assuring credentials have economic value.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Category</th>
<th>Credit</th>
<th>Adult education</th>
<th>Continuing education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Associate’s 45%</td>
<td>Certificate 6%</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Occupational 10%</td>
<td>✓ (4%)</td>
<td>✓ (6%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ AAS (4%)</td>
<td>▪ AC (1%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ BC (5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Personal interest and workforce development 17%</td>
<td>✓ (17%)</td>
<td></td>
<td>✓ (17%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ PI (16%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ WD (1%) – employer supported</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Transfer 41%</td>
<td>✓ (40%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ AA (19%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ AS (6%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ AGS (16%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ AES, AFA, AAT (&lt; 1%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>Adult education 32% (Out of scope)</td>
<td></td>
<td>✓ (32%)</td>
<td></td>
</tr>
</tbody>
</table>
Number of students enrolled in each CCC program on July 10, 2010, allocated by 2010 award percentage of total awards (instead of by student program assignment)

<table>
<thead>
<tr>
<th>Program</th>
<th>2010 Award Percentage</th>
<th>35,000</th>
<th>5,000</th>
<th>26,000</th>
<th>40,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate’s Degrees</td>
<td>27%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Certificates</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Certificates</td>
<td>20%</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Adult Education</td>
<td>32%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer &amp; AGS</td>
<td>21%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workforce Development</td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Interest &amp;</td>
<td>17%</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Source: Analysis based on unduplicated headcount per program, July 20, 2010. Team Analysis
The same high level plan applies to each focus area

1. Develop common “program” unit
2. Create first-pass filter criteria
3. Determine indexing values
4. Evaluate programs against Criteria and create initial hypothesis
5. Develop second pass workplan to validate first pass hypotheses
6. Execute second pass workplan
7. Synthesize and create future-state options and recommendations
8. Address implications for portfolio management and create implementation plans

Program units

1 ... x

Units are the appropriate base unit per program segment

First-pass criteria that can be applied and measured for all units in program segment

Indexing process creates comparable set of units and tells us what we should do and where more exploration is needed

Phase 1: First Pass – Quantitative, Create Hypothesis Around Each Program

Phase 2: Second Pass – Quantitative & Qualitative, Test First Pass Hypothesis

Phase 3: Recs & Governance
## Evaluation of occupational program first pass analysis plan to develop hypotheses

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Action</th>
<th>Advantages</th>
<th>Limitations</th>
<th>Result</th>
</tr>
</thead>
</table>
| 1        | Tie program to CIP code                                               | • Determined by CCC program and academic management  
• Standard reporting unit  
• National and state recognition  
• Ties to SOC crosswalk                                                                 | • Actual program objectives may overlap with multiple CIP codes  
• Risk of incorrect coding                                                                 | Confidence: HIGH  
• Overlapping CIP codes generally tie to the same SOC codes  
• Coding can be verified through second pass |
| 2        | Tie CIP code to SOC codes                                              | • Crosswalk maintained by DOL and ED  
• Standard reporting unit for labor projections  
• National and state recognition                                                                 | • Does not fully account for career trajectory  
• Tie out may not be completely exhaustive  
• Does not account for new occupation since 2010 change to classification system  
• SOCs may be overbroad                                                                 | Confidence: MEDIUM  
• Additional SOCs for career trajectory and exhaustion can be incorporated into analysis after second pass  
• Breadth can be limited based on second pass |
| 3        | Using EMSI data, determine average lifetime earnings and total job growth while controlling for education level | • Agreed best single source for labor and earnings projections (Harris School)  
• Localized down to the zip code level  
• Builds on government projections while overlaying additional data sources to capture changing labor market conditions | • Projection based on past activity cannot be completely predictive of future state  
• Education level data is reflective of national picture and is aggregate of workforce so it does not reflect entry to labor market  
• Lifetime earnings does not capture career trajectory                                                                 | Confidence: MEDIUM  
• Additional SOCs for career trajectory and exhaustion can be incorporated into analysis after second pass  
• Breadth can be limited based on second pass |
| 4        | Create and apply criteria to determine CIP hypothesis (emphasize, maintain, explore, consider sunset) | • Objective criteria that can be easily communicated to stakeholders  
• Criteria can be easily adjusted                                                                 | • Initial criteria subjective determination of economic value                                                                 | Confidence: HIGH  
• Criteria can be easily adjusted based on feedback and syndication  
• Second pass will validate |

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Wednesday, August 03, 2011
Selected CCC programs by Cook County job growth and estimated lifetime earnings

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

- Program enrollment in important areas like IT and business is low and completion rates are even lower
- In fact, 80% of all programs graduate less than 45 per program

Some CCC programs have declining demand in the marketplace

- Precision Production
- Agriculture

• 1252 Construction
• 2706 Transportation
• 1228 Nursing
• 2542 Family and Consumer Services
• 508 Business
• 341 Information Technology
• 56 Public Admin
• 39 Education

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

1Programs included had a job growth or decline of 500 jobs over a 2 year time period
## Evaluation of occupational program second pass plan to create recommendations

### Confidence Analysis

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Action</th>
<th>Advantages</th>
<th>Limitations</th>
<th>Result</th>
</tr>
</thead>
</table>
| 1a | Internal interviews | - Validate job growth  
- Validate earnings  
- Model career trajectory  
- Validate hiring profile  
- Elicit game changers | - Allows direct confrontation of model and data  
- Allows develop of career trajectory  
- Develops improvement recommendations | - Risk of self-interest in challenges to model  
- Challenges and invalidation may not be evidenced due to lack of tracking systems | Confidence: MEDIUM  
- Synthesis of multiple internal sources should allow assessment of limitations |
| 1b | External interviews | - Validate job growth  
- Validate earnings  
- Model career trajectory  
- Validate hiring profile  
- Elicit game changers | - Allows direct confrontation of model and data  
- Allows develop of career trajectory  
- Develops improvement recommendations | - Risk of not covering full breadth of industry | Confidence: HIGH  
- Synthesis of multiple external sources should allow assessment of limitations |
| 1c | Alumni Interviews | - Validate job growth  
- Validate earnings  
- Model career trajectory  
- Validate hiring profile  
- Elicit game changers | - Allows direct confrontation of model and data  
- Allows develop of career trajectory  
- Develops improvement recommendations | - Alumni may not have a full perspective on industry  
- Identified alumni may be exception rather than the rule | Confidence: HIGH  
- Synthesis with internal and external interviews should provide sufficient breadth  
- Information elicited about industry should offset personal experience |
| 1d | Industry Trend Research | - Validate job growth  
- Validate earnings  
- Model career trajectory | - Allows application of human capital model to program  
- Allows identification of trends  
- Identifies key questions for interviews | - May be limited in depth | Confidence: MEDIUM  
- Primarily informational but should allow more sophistication in interviews |
| 1d | Synthesize and Create Final Program Assessment | - Estimate job growth  
- Estimate earnings  
- Model career trajectory | - Informs and strengthens first pass analysis  
- Allows adjustment for career trajectory  
- Identifies key occupational drivers of program success | - Complex process that may be as much art as science | Confidence: HIGH  
- Creates a program profile that will either invalidate the first pass hypothesis or validate it |
Manufacturing Cluster

- Rebuilding and creating a true partnership with local employers, business, and communities
- Stackable credentials that will prepare students for entry level jobs, give the opportunity to advance in their profession and encourage continuous learning
- Opportunity to extend and create bridge programs to serve our diverse population
## Manufacturing Cluster Overview

<table>
<thead>
<tr>
<th>Current Program</th>
<th># Schools</th>
<th>Credential type</th>
<th>Credit hours</th>
<th>Colleges</th>
<th>Students enrolled¹</th>
<th>Awards 2008-2010²</th>
<th>Annual Openings³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical Laboratory Technology</td>
<td>1</td>
<td>AAS</td>
<td>62</td>
<td>TR</td>
<td>2</td>
<td>1</td>
<td>33</td>
</tr>
<tr>
<td>Computerized Numerical Control</td>
<td>2</td>
<td>BC</td>
<td>15</td>
<td>DA</td>
<td>4</td>
<td>0</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AC</td>
<td>41</td>
<td>WR</td>
<td>42</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Process Technology</td>
<td>1</td>
<td>AC</td>
<td>38</td>
<td>OH</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS</td>
<td>63</td>
<td>OH</td>
<td>7</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Welding</td>
<td>2</td>
<td>BC</td>
<td>13, 16</td>
<td>KK, WR</td>
<td>25</td>
<td>39</td>
<td>189</td>
</tr>
<tr>
<td>Maintenance Mechanic</td>
<td>1</td>
<td>AC</td>
<td>34</td>
<td>DA</td>
<td>0</td>
<td>1</td>
<td>193</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS</td>
<td>62</td>
<td>DA</td>
<td>14</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Industrial Maintenance</td>
<td>2</td>
<td>AC</td>
<td>36</td>
<td>DA, WR</td>
<td>120</td>
<td>50</td>
<td>193</td>
</tr>
<tr>
<td>Basic Manufacturing</td>
<td>1</td>
<td>BC</td>
<td>14.5</td>
<td>DA</td>
<td>0</td>
<td>0</td>
<td>397</td>
</tr>
</tbody>
</table>

¹ CCC PeopleSoft, FY 2010 Headcount Report, July 2010
² CCC Research & Evaluation, 2009 – 2010 Awards by Program
³ EMSI, Q1 2011 Complete Employment, Cook County
Manufacturing programs are taught at 3 colleges

<table>
<thead>
<tr>
<th>College</th>
<th>Daley</th>
<th>Wright</th>
<th>Olive Harvey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credential</td>
<td>AAS</td>
<td>AC</td>
<td>BC</td>
</tr>
<tr>
<td>Daley</td>
<td>770 – 3 courses</td>
<td>771-11 courses</td>
<td>826-0 courses</td>
</tr>
<tr>
<td>+5 courses</td>
<td>50 courses</td>
<td>27 courses</td>
<td>50 courses</td>
</tr>
<tr>
<td>Programs</td>
<td>Manufacturing Technology-Industrial maintenance-maintenance mechanic</td>
<td>CNC</td>
<td>Industrial maintenance</td>
</tr>
<tr>
<td>Students</td>
<td>X</td>
<td>V</td>
<td>X</td>
</tr>
<tr>
<td>Equipment</td>
<td>V</td>
<td>V</td>
<td>X</td>
</tr>
<tr>
<td>Faculty</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Certifications</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

- Low # of students at Daley and OH
- Low stackability of programs
- Mismatch on students/equipment
- Duplication of programs at different locations
- Olive Harvey developed program as result of lawsuit
- Daley developed program as result of gov grant

Delivery of industry certification training (e.g., NIMS) still be mapped

SOURCE: City College of Chicago course catalog, interviews with Wright, Olive Harvey, and Daley manufacturing programs
Graduates mostly place in entry level positions

About half of students are enrolled in what is perceived as “specialized training”

But positions students are hired into what could be perceived as “entry” level positions

- 0% Engineering technician
- 15% - Production technician
- 85% Operator 1, or materials handler

Students receiving more specialized training: 45 (2010)

Students receiving basic training: 55 (2010)

Interviews suggest a mismatch between training and employer demand
- Students exiting basic training are perceived as underprepared for entry jobs
- Students in “specialized training” placed in basic jobs (also perceived as underprepared for higher positions)

CCC is currently in effect, not training students for any specialized jobs despite high demand

We do not know exact level of placement, “basic” level based on list of position titles and pay from recent Wright graduates, more work needed to verify exact level of position

SOURCE: Interviews with program leaders at Wright college, Olive-Harvey, and Daley colleges
Manufacturing is an important part of the Cook County economy, accounting for 6% employment and offers attractive positions.

Leading manufacturing employers include:

- Manufacturing
- Wholesale Trade
- Retail Trade
- Finance and Insurance
- Administrative Services
- Manufacturing
- Hospitality
- Other Services
- Real Estate
- Construction
- Other Services
- Health Care
- Information
- Educational Services
- Arts
- Government
- Professional Services

Manufacturing is 7th largest source of employment

Positions will be available in future

- 40% of skilled manufacturing workforce is set to retire in the next 10 years
- New growth results from push to drive new types of manufacturing in this region
- Expected pay is attractive, average earnings in 2010 was ~$55k
- Companies support workforce and view entry-level positions as first step on career path

SOURCE: EMSI Jobs by Industry, Cook County; Dave Hanson Workforce Institute
Employers and external experts agree that a “core” is fundamental to gaining entry-level employment

The National Association of Manufacturers recommends broad-based training to gain entry-level positions across a wide range of industries...

- NAM recommends a foundation in basic academic and workplace competencies
- Foundation is supplemented with training in industry-wide technical competencies (e.g. manufacturing fundamentals)
- Which leads to entry-level positions in a wide variety of industries

...experts agree that employers want individuals that are trained at a basic level in manufacturing

- “Manufacturers want individuals that are broadly trained – math, blueprint reading, computer skills” - Expert
- “[People need to have] exposure to basic mechanical tools and be able to use a ruler to measure” – Local area employer, paper industry
- “Employers are really looking for the basics so they can train them [students] on their own” - Expert
- “Get basic skills first. Do not throw people immediately onto a machine” - Educator

Source: National Association of Manufacturers, expert interviews
This placement is consistent with more specialized entry-level requirements

Positions are available due to aging workforce and skills gap

“Our workforce average age is 46, that’s old, we are always thinking about the backfill issue”

Bar to be considered for these positions is increasing

“Our new hires have to be much more skilled than the workforce they are replacing, we almost have no entry level positions anymore”

“Attrition is low, but average age is over 40, we need to replace this workforce because many of them don’t want be retrained”

“We have no set NIMS requirements for entry level operators, the more NIMS you get, the more attractive you are”

“We are adding new machines due to new product production, we need our workers to either up-skill or leave..”

“It used to be a CNC degree was enough to pass the bar to enter, now we won’t even look at you unless you have more advanced machine hrs related to our specific work”

SOURCE: Interviews with manufacturers in precision metal manufacturing
Industry positions roughly fit within 5 career steps, the bar on what is considered “entry level” is likely getting higher

Key positions in manufacturing career path (for all verticals)

1. Materials handler (entry level)
   - Low skill requirement
   - Same in any vertical

2. Operator / machinist
   - Low skill but requires basic education / training
   - Somewhat unique to industry depending on level

3. Production technician
   - Higher skill / education level
   - Training specific to industry and machine

4. Engineering technician
   - High level of technical skill
   - Training specific to industry and job function

5. Manager
   - Highest level of technical skill and education
   - Manages people at lower rungs of the career path

SOURCE: EMSI Complete Employment, Cook County
Overall industry is declining but there are pockets of growth in specialized production within 3-4 verticals

<table>
<thead>
<tr>
<th>Manufacturing industry sectors</th>
<th>High growth jobs - specialized production¹ (Change from 2010-2020, Percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall industry</td>
<td>-11</td>
</tr>
<tr>
<td>Metals manufacturing</td>
<td>-7</td>
</tr>
<tr>
<td>▪ Iron, steel pipe, tube manufacturing (92)</td>
<td>▪ Sign manufacturing (50)</td>
</tr>
<tr>
<td>▪ Ornamental manufacturing (44)</td>
<td>▪ Plate work (41)</td>
</tr>
<tr>
<td>▪ Machine shops (36)</td>
<td></td>
</tr>
<tr>
<td>Chemicals</td>
<td>-4</td>
</tr>
<tr>
<td>▪ Pharmaceutical manufacturing (13)</td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>-2</td>
</tr>
<tr>
<td>▪ Tortilla manufacturing (33)</td>
<td>▪ Seasoning and dressing manuf (30)</td>
</tr>
<tr>
<td>▪ Animal processing (28)</td>
<td>▪ Hoses and belting manufacturing (100)</td>
</tr>
<tr>
<td>Plastics</td>
<td>4</td>
</tr>
<tr>
<td>▪ Foam product manufacturing (79)</td>
<td>▪ Bottle manufacturing (75)</td>
</tr>
<tr>
<td>▪ Packaging materials manufacturing (56)</td>
<td></td>
</tr>
</tbody>
</table>

¹Growth of at least 200 jobs from 2010 to 2020
SOURCE: EMSI Complete Employment, Cook County

Despite some decline there is strong growth in specific segments of manufacturing
Current CCC position serves primarily metals manufacturing industry
We reached out to top regional manufacturers to gauge interest in partnerships with CCC

<table>
<thead>
<tr>
<th>Manufacturing firms</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOLO</td>
</tr>
<tr>
<td>Plastic and paper disposable cups, plates, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of manufacturing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plastic and paper disposable cups, plates, etc.</td>
</tr>
<tr>
<td>Industrial machines and heavy equipment</td>
</tr>
<tr>
<td>Packaged foods</td>
</tr>
<tr>
<td>Mobile devices</td>
</tr>
<tr>
<td>Drugs</td>
</tr>
<tr>
<td>Farming and other heavy equipment</td>
</tr>
<tr>
<td>Wide range from chemicals to heavy equipment</td>
</tr>
<tr>
<td>Packaged foods</td>
</tr>
<tr>
<td>Electrical power equipment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Willingness to partner?</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
</tr>
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<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willing to partner, looking to fill entry-level positions</td>
</tr>
<tr>
<td>Contact with HR in progress</td>
</tr>
<tr>
<td>Contact with manufacturing in progress</td>
</tr>
<tr>
<td>Interview pending</td>
</tr>
<tr>
<td>Contact with HR in progress</td>
</tr>
<tr>
<td>Location too far from Chicago, source workforce locally</td>
</tr>
<tr>
<td>Contact with Interview pending</td>
</tr>
<tr>
<td>Looking to replace and upskill aged workforce</td>
</tr>
</tbody>
</table>

 Interviews are ongoing

SOURCE: Manufacturing in IL, 2008 Top 10 Manufacturers by Revenue
Basic certificate allows immediate entry to the workforce or stacks with advanced certificate to increase entry wage and encourages continuous learning

<table>
<thead>
<tr>
<th>Total time</th>
<th>Manufacturing Industries¹</th>
<th>Entry positions</th>
<th>Wages $/hr</th>
<th>Annual openings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Metal</td>
<td>Advanced CNC operator / programmer</td>
<td>$21</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Paper</td>
<td>CNC operator</td>
<td>$15</td>
<td>90</td>
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<tr>
<td></td>
<td>Food</td>
<td>Specialized mechanic</td>
<td>$12-14</td>
<td>193</td>
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<tr>
<td></td>
<td>Plastic</td>
<td>Mechanic</td>
<td>$12-14</td>
<td>193</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Technician</td>
<td>$12-14</td>
<td>193</td>
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<tr>
<td></td>
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<td>Material handler</td>
<td>$10-12</td>
<td>397</td>
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<tr>
<td></td>
<td></td>
<td>Basic machine operator</td>
<td>$10-12</td>
<td>397</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Machine assembler</td>
<td>$10-12</td>
<td>397</td>
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</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
Information Technology Cluster

- Students gain industry certifications and credentials
- Community partnerships with CCC computer science to train in fast growing CS industry
- Faculty Professional Development training
- Increased student enrollment in updated enhanced Computer Science Program
# Information Technology Cluster Overview

<table>
<thead>
<tr>
<th>Current Program</th>
<th># Schools</th>
<th>Credential type</th>
<th>Credit hours</th>
<th>Colleges</th>
<th>Students enrolled</th>
<th>Awards 2008-2010</th>
<th>Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Information Systems</td>
<td>7</td>
<td>BC</td>
<td>12</td>
<td>All</td>
<td>4</td>
<td>138</td>
<td>569</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AC</td>
<td>30</td>
<td>All</td>
<td>7</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS</td>
<td>60</td>
<td>All</td>
<td>265</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>Networking Systems &amp; Technologies</td>
<td>2</td>
<td>BC</td>
<td>18</td>
<td>DA, TR</td>
<td>1</td>
<td>21</td>
<td>367</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AC</td>
<td>30</td>
<td>DA, TR</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS</td>
<td>60</td>
<td>DA, TR</td>
<td>27</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Web Design &amp; Development</td>
<td>1</td>
<td>BC</td>
<td>5, 16</td>
<td>TR</td>
<td>1</td>
<td>8</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AC</td>
<td>31</td>
<td>TR</td>
<td>0</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Visual Media Communications</td>
<td>1</td>
<td>BC</td>
<td>15</td>
<td>KK</td>
<td>0</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AC</td>
<td>30</td>
<td>KK</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS</td>
<td>60</td>
<td>KK</td>
<td>31</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Environmental GIS Certificate</td>
<td>1</td>
<td>BC</td>
<td>21</td>
<td>HW</td>
<td>0</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Computer/Network Security &amp; Forensics</td>
<td>2</td>
<td>BC</td>
<td>18, 20</td>
<td>HW, WR</td>
<td>5</td>
<td>5</td>
<td>367</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AC</td>
<td>31</td>
<td>HW</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Digital Multimedia Design</td>
<td>1</td>
<td>AC</td>
<td>14.5</td>
<td>HW</td>
<td>5</td>
<td>8</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AAS</td>
<td>6</td>
<td>HW</td>
<td>0</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>A+ Certified Computer Technician</td>
<td>3</td>
<td>BC</td>
<td>6</td>
<td>DA, MX, WR</td>
<td>53</td>
<td>49</td>
<td>383</td>
</tr>
<tr>
<td>Information Processing</td>
<td>1</td>
<td>BC</td>
<td>26</td>
<td>WR</td>
<td>20</td>
<td>7</td>
<td>202</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>1</td>
<td>BC</td>
<td>7</td>
<td>WR</td>
<td>35</td>
<td>0</td>
<td>NA</td>
</tr>
</tbody>
</table>

1 CCC PeopleSoft, FY 2010 Headcount Report, July 2010
2 CCC Research & Evaluation, 2009 – 2010 Awards by Program
3 EMSI, Q1 2011 Complete Employment, Cook County, “NA” indicates higher level of education required or skill instead of occupation
### CIS Program courses at AAS, AC, BC level

All 3 begin with CS 101: includes IT Careers, problem solving techniques, Internet applications

CIS 120 is MS Products:
- 4 weeks Word
- 4 weeks Powerpoint
- 4 weeks Excell
- 4 weeks Access

CIS 103: Comp intro
CIS 122: MS Word
CIS 142: C or CC++

<table>
<thead>
<tr>
<th>Electives – 6 CH</th>
<th>Electives – 9 CH</th>
<th>Electives – 12 CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 103</td>
<td>CIS 103</td>
<td>CIS 103</td>
</tr>
<tr>
<td>CIS 122</td>
<td>CIS 122</td>
<td>CIS 122</td>
</tr>
<tr>
<td>CIS 142</td>
<td>CIS 142</td>
<td>CIS 142</td>
</tr>
<tr>
<td>CIS 144</td>
<td>CIS 144</td>
<td>CIS 144</td>
</tr>
<tr>
<td>CIS 145</td>
<td>CIS 145</td>
<td>CIS 145</td>
</tr>
<tr>
<td>CIS 158</td>
<td>CIS 158</td>
<td>CIS 158</td>
</tr>
<tr>
<td>CIS 181</td>
<td>CIS 181</td>
<td>CIS 181</td>
</tr>
<tr>
<td>CIS 182</td>
<td>CIS 182</td>
<td>CIS 182</td>
</tr>
<tr>
<td>CIS 244</td>
<td>CIS 244</td>
<td>CIS 244</td>
</tr>
<tr>
<td>CIS 258</td>
<td>CIS 258</td>
<td>CIS 258</td>
</tr>
</tbody>
</table>

Business courses are training non-CIS accounting programs: managerial accounting and financial accounting

Electives:
- Intro courses for several apps
- Not organized by focus area (i.e. networking)
- Do not train or prepare students for industry credentials

---

1 All three degrees are offered at all 7 colleges, of ~300 students enrolled overall, 276 are enrolled in the AAS program

Source: CCC Academic Course Catalog, 2011
Programs are offered in different departments, not currently coordinated across colleges and not stackable

<table>
<thead>
<tr>
<th>Harold Washington</th>
<th>Kennedy King</th>
<th>Malcolm X</th>
<th>Truman</th>
<th>Daley</th>
<th>Olive Harvey</th>
<th>Wright</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS</td>
<td>CIS</td>
<td>CIS</td>
<td>CIS</td>
<td>CIS</td>
<td>CIS</td>
<td>CIS</td>
</tr>
<tr>
<td>Network security</td>
<td>Visual Media Communication</td>
<td>A+ Certified</td>
<td>Networking systems</td>
<td>A+ Certified</td>
<td>Networking systems</td>
<td>Processin</td>
</tr>
<tr>
<td>Digital Multimedia</td>
<td></td>
<td></td>
<td>Web design</td>
<td></td>
<td>Web development</td>
<td>g</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Information processing</td>
</tr>
</tbody>
</table>

1. Schools offer same programs in different departments; web design is in IT at Truman but under Arts Department at KK and HW
2. Same programs are not consistent across network:
   - CIS taught at all campuses but at differing levels of programs (MS07 vs. MS10)
   - Networking systems offered in two sites, curriculum different
3. Programs not stackable at each location, no one college offers enough training to be valuable to student

Source: City College of Chicago Course Catalog, interviews with Program Directors
Market prospects for 26 individual IT credentials in 13 different CIP codes with most headcount in the general AAS-CIS

Cook County Lifetime Earnings (avg Cook County = $1.78m)

Source: EMSI Complete Employment, Cook County; PeopleSoft

Computer Information Systems I only includes the AAS in CIS
Computer Information Systems II includes the AC and BC in CIS
Advanced Network Security & Forensics is only the AC in Network

Bubble size = program headcount

Cook County Annual Job Openings

Source: EMSI Complete Employment, Cook County; PeopleSoft
Job openings in IT field and mapping to specific points of education

Annual job openings in IT field and mapping to specific points of education
Bubble size = Annual openings in Cook County, 2010-2020, Entry Wage, ($/hr)

1. Computer support Positions
   - Entry point for people with no experience
   - Requires ASC or above

2. Programmer/engineer track
   - Requires on-job experience
   - Requires regular upskilling, retraining

3. Analyst track
   - Requires on-job experience
   - Requires regular upskilling, retraining

4. Management

Source: EMSI Complete Employment - Q1 2011, Cook County
Information technology has 4 career pathways branching over computer science, management, arts, and support occupations

<table>
<thead>
<tr>
<th>Career Pathway</th>
<th>Occupation Areas (SOC Code)</th>
<th>Top 5 Industries by Employment (Growth, 2010-2020)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Network Systems</td>
<td>Computer specialists (15-1000)</td>
<td>Computer Systems Design Services (2,663)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Customer Computer Programming Services (1,420)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administrative Management &amp; General Management Consulting Services (692)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data Processing, Hosting, and Related Services (522)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Corporate, Subsidiary, and Regional Managing Offices (340)</td>
</tr>
<tr>
<td>2 Information Support and Services</td>
<td>Computer specialists (15-1000)</td>
<td>Computer Systems Design Services (3,052)</td>
</tr>
<tr>
<td></td>
<td>Mathematical science occupations (15-2000)</td>
<td>Customer Computer Programming Services (1,606)</td>
</tr>
<tr>
<td></td>
<td>Other office and administrative support workers (43-9000)</td>
<td>Temporary Help Services (1,606)</td>
</tr>
<tr>
<td></td>
<td>Media and communication occupations (27-3000)</td>
<td>Administrative Management &amp; General Management Consulting Services (1,474)</td>
</tr>
<tr>
<td></td>
<td>Advertising, marketing, promotions, public relations, and sales managers (11-2000)</td>
<td>Commercial Banking (1,149)</td>
</tr>
<tr>
<td></td>
<td>Operations specialties managers (11-3000)</td>
<td></td>
</tr>
<tr>
<td>3 Web and Digital Communication</td>
<td>Computer specialists (15-1000)</td>
<td>Independent Artists, Writers, and Performers (3,530)</td>
</tr>
<tr>
<td></td>
<td>Arts and design occupations (27-1000)</td>
<td>Computer Systems Design Services (2,733)</td>
</tr>
<tr>
<td></td>
<td>Entertainers and performers, sports and related occupations (27-2000)</td>
<td>All Other Professional, Scientific, and Technical Services (1,846)</td>
</tr>
<tr>
<td></td>
<td>Media and communication occupations (27-3000)</td>
<td>Customer Computer Programming Services (1,451)</td>
</tr>
<tr>
<td></td>
<td>Media and communication equipment occupations (27-4000)</td>
<td>Administrative Management &amp; General Management Consulting Services (991)</td>
</tr>
<tr>
<td>4 Programming and Software Development</td>
<td>Computer specialists (15-1000)</td>
<td>Computer Systems Design Services (2,880)</td>
</tr>
<tr>
<td></td>
<td>Operations specialities managers (11-3000)</td>
<td>Customer Computer Programming Services (1,529)</td>
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<tr>
<td></td>
<td></td>
<td>Administrative Management &amp; General Management Consulting Services (871)</td>
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<tr>
<td></td>
<td></td>
<td>Commercial Banking (801)</td>
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<tr>
<td></td>
<td></td>
<td>Corporate, Subsidiary, and Regional Managing Offices (691)</td>
</tr>
</tbody>
</table>

There is a need to focus efforts on emerging area of Computer Science to ensure student placement

Positions are available due to changing technology and data growth

- "I do not feel the schools are preparing students to meet the demands of the market"
- "When the economy picks up, we are worried about retaining and finding talent"
- "It is critical to have on-going dialogues with the Industry to learn the needs of the community and evolve to meet those needs.."

Entry level job requirements are increasing

- "Make students aware of certifications they need to be employed"
- "Students require education and certifications and/or work experience to get jobs"
- "Degree and course requirements need to be revised, designed many years ago, technology requirements are different now—general IT knowledge is much more advanced than it used to be"

SOURCE: Internal and external Interviews with computer science organizations
Computer Science requires a rigorous AS degree, unless a student is an incumbent worker, to assure employability, continuous learning.
Health Care Cluster

• Expansion of programs and course offerings at most colleges to accommodate growing needs of the Chicago-area health care industry.

• Effective alignment of programs and offerings to support short-term (jobs) and long-term (career paths) needs of students.

• More teaching partnerships with community hospitals, clinics, and employers through District-wide coordinators.

• Enhancement of “bridge” programs with potential employers.

• Coordinated placement services for students.
Health Care  Cluster Overview

Breakdown of Health Care cluster programs
Number of total programs = 35

Back office support services
Includes;
- Medical secretary
- Unit Secretary

Technicians
Includes:
- Renal Dialysis technician
- Phlebotomy
- EKG Tech
- Pharmacy tech
- Medical assisting
- OBGYN Tech
- Radiography
- Ophthalmic Tech

Practitioners
Includes;
- Nursing Assistant
- Dental Assistant
- Dental Hygiene
- EMT/Paramedic
- Nursing
- Respiratory Care
- Physician Assistant
### Allied Health Care Technician Sub-Cluster Overview

<table>
<thead>
<tr>
<th>Current Program</th>
<th># Schools</th>
<th>Credential type</th>
<th>Credit hours</th>
<th>Colleges</th>
<th>Students enrolled&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Awards 2008-2010&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Annual Openings&lt;sup&gt;3&lt;/sup&gt;</th>
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</thead>
<tbody>
<tr>
<td>Medical Assisting</td>
<td>2</td>
<td>BC</td>
<td>26</td>
<td>TR</td>
<td>3</td>
<td>0</td>
<td>240</td>
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<tr>
<td></td>
<td></td>
<td>AC</td>
<td>33</td>
<td>WR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nephrology Tech*</td>
<td>2</td>
<td>BC</td>
<td>3</td>
<td>TR</td>
<td>0</td>
<td>0</td>
<td>&lt; 145</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AC</td>
<td>36</td>
<td>MX</td>
<td>7</td>
<td>30</td>
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<td></td>
<td></td>
<td>AAS</td>
<td>65</td>
<td>MX</td>
<td>46</td>
<td>33</td>
<td></td>
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<tr>
<td>EKG Technician*</td>
<td>1</td>
<td>BC</td>
<td>2</td>
<td>TR</td>
<td>31</td>
<td>0</td>
<td>29</td>
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<td>Ophthalmic Tech*</td>
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<td>65</td>
<td>OH</td>
<td>1</td>
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<td>24</td>
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<td>OB/GYN Tech*</td>
<td>2</td>
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<td>11</td>
<td>MX</td>
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<td>NA</td>
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<td>Surgical Tech</td>
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<td>AAS</td>
<td>61</td>
<td>MX</td>
<td>43</td>
<td>76</td>
<td>50</td>
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<td>Sterile processing*</td>
<td>2</td>
<td>BC</td>
<td>11</td>
<td>MX</td>
<td>2</td>
<td>49</td>
<td>17</td>
</tr>
<tr>
<td>Radiography</td>
<td>2</td>
<td>AAS</td>
<td>75</td>
<td>MX, WR</td>
<td>148</td>
<td>146</td>
<td>73</td>
</tr>
<tr>
<td>Phlebotomy*</td>
<td>6</td>
<td>BC</td>
<td>6 (TR), 11 (MX), 15 (WR), 12</td>
<td>All but HW</td>
<td>116</td>
<td>363</td>
<td>&lt; 64</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>7</td>
<td>BC</td>
<td>8.5</td>
<td>All but MX</td>
<td>79</td>
<td>278</td>
<td>339</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AC</td>
<td>33</td>
<td>MX</td>
<td>26</td>
<td>53</td>
<td></td>
</tr>
</tbody>
</table>

<sup>1</sup>CCC PeopleSoft, FY 2010 Headcount Report, July 2010  
<sup>2</sup>CCC Research & Evaluation, 2009 – 2010 Awards by Program  
<sup>3</sup>EMSI, Q1 2011 Complete Employment, Cook County, “NA” means program teaches a skill only, “<” means consolidated occupation  
*Propose as sub-specialties of Medical Assistant program (also include Dental Assistant with these sub-specialties)
Assessment of integration of credentials into programs based on course catalog and interviews with instructors and program directors

<table>
<thead>
<tr>
<th>Program Name (location)</th>
<th>Industry credential, certification?</th>
<th>Integration of credential into program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radiography (MX/WR)</td>
<td>Yes</td>
<td>High  ▪ Must be certified technician to use X-ray machines ▪ Course teaches skills and is also accredited as teaching location, and complies with 75% passage of students and 75% placement in jobs</td>
</tr>
<tr>
<td>Nephrology/Renal Tech (MX)</td>
<td>Yes</td>
<td>Med  ▪ Government mandates certification for all positions, even entry levels ▪ There are 2 main industry-level test (NNCC, CCNT) ▪ Provides minimum 1 yr clinical work needed to be certified ▪ Tracks who takes the exam but does not offer in place, in many cases student train but do not take test</td>
</tr>
<tr>
<td>Pharmacy tech (TR, OH, WR)</td>
<td>Yes</td>
<td>Med  ▪ Requires IL license, have 1 of 2 yrs to pass, businesses only recognize PTCE, need to pass drug test and compass ▪ Program teaches students to pass the PTCE ▪ Training focuses on CVS only, CVS trainers teach program ▪ Cannot do online</td>
</tr>
<tr>
<td>EKG Tech (TR)</td>
<td>Yes</td>
<td>Low   ▪ Need to be certified technician to use EKG machine ▪ Course “teaches” skills needed to pass the industry-accepted certification test, but they do not administer test, nor are they a credentialed location</td>
</tr>
<tr>
<td>Phlebotomy (WR)</td>
<td>Yes</td>
<td>Low   ▪ Need to be certified phlebotomist ▪ Curriculum is not attached to national credential ▪ Students must pass test on own after they complete program ▪ Program doesn’t track how many people pass test</td>
</tr>
</tbody>
</table>

Source: City College of Chicago course catalog, interviews with instructors and program directors
Some health care specialties have limited growth while other fields continue to grow quickly as they are in high demand.

Positions are available due to continued (albeit slow) growth in the industry...

“Having expertise in several areas (phlebotomy, EKG, etc.) makes for a more valuable employee.”

... but there are barriers to our students

“Due to low turn-over, especially in the municipalities, openings for paramedics are limited. More openings for EMTs but pay is lower.”

“Due to federal mandates, there is a need for people with skills in health care information management. All records must be digitized.”

“Economic conditions are keeping turn-over in technicians very low (people are staying put), so entry-level openings are very limited.”

“As hospitals consolidate and get larger, there will be greater need for specialty technicians, especially imaging, radiology, and renal care.”

“Most students come out of programs with technical proficiency, but are lacking in communications and critical thinking skills.”

SOURCE: interviews with industry experts, associations, employers in each industry represented, Team analysis
Possible future state for health care technician training, continuous learning

1. Create core that trains on fundamental skills
2. Students have to pass test at end of core
3. Incumbents need to pass test before being eligible for specialized training
4. More advanced training has to be tied to industry credentials
5. All training should build on each other and count to more advanced training
6. Key aspects of program management should be centralized, including clinical relationships

Industry Certificates (includes current tech training)
Centralized CCC relationships with employers across entire system

Allied health core (includes medical terms, biology, anatomy, phlebotomy, EKG, billing/coding, medical records)
Mandatory test

Advanced Degrees (RN)

Non-experienced students

Psychometric relationships with employers across entire system

Credits transfer to

Credits transfer to

Credits transfer to
Possible revamp of offering would start all students with basic core and then add-on skills that train to industry certifications.

Career paths for HC technician positions

Credit hours by degree

- Radiography (AAS)
- MRI
- CT
- Office/practice manager (AC)
- Medical assisting
- Surgery Tech (AAS/AC)
- EKG Tech (BC)
- Pharmacy tech
- Nursing
- PA

Allied health core for all students, includes career path overview, medical terms, biology, anatomy, phlebotomy, EKG, billing/coding, medical records

- Rather than choosing path at onset, all students will train on fundamentals
- Incumbent workers can pass out of courses based on his/her industry credentials
- Additional skills above core are add-on classes as required, not stand-alone programs
- All programs must be tied to industry standards and certifications
Health Care Technicians

Technician roles require the Health Care core program and specialization courses leading to an Advanced Certificate.

- **Radiography tech**
  - Wages: $16
  - Who this serves: Serves students with some industry background or previous core, can lead to direct hiring or more advanced training.

- **Surgical technician**
  - Wages: $21
  - Who this serves: Serves students with some industry background or previous core, can lead to direct hiring or more advanced training.

- **Pharmacy tech**
  - Wages: $14

- **Surgical techs**
  - Wages: $21

- **Radiography tech**
  - Wages: $16

- **Medical assistant**
  - Wages: $12

- **Medical assistant**
  - Wages: $13

- **Nephrology technician**
  - Wages: $15

- **Radiography tech**
  - Wages: $16

- **Surgical technician**
  - Wages: $21

- **Pharmacy tech**
  - Wages: $14

- **Medical assistant**
  - Wages: $12

- **Nephrology technician**
  - Wages: $15

SOURCE: interviews with industry experts, associations, employers in each industry represented, Team analysis.
## Allied health Practitioners Overview

<table>
<thead>
<tr>
<th>Current Program</th>
<th># Schools</th>
<th>Credential type</th>
<th>Credit hours</th>
<th>Colleges</th>
<th>Students enrolled¹</th>
<th>Awards 2008-2010²</th>
<th>Annual Openings³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respiratory Care</td>
<td>1</td>
<td>AAS</td>
<td>71</td>
<td>MX</td>
<td>84</td>
<td>121</td>
<td>80</td>
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<tr>
<td>Nursing</td>
<td>3</td>
<td>AAS</td>
<td>63, 69, 70</td>
<td>MX, TR, WR</td>
<td>1228</td>
<td>925</td>
<td>1,945</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>5</td>
<td>AC</td>
<td>40</td>
<td>DA, KK, MX, OH, WR</td>
<td>560</td>
<td>400</td>
<td>445</td>
</tr>
<tr>
<td>Certified Nursing Assistant</td>
<td>7</td>
<td>BC</td>
<td>10</td>
<td>All</td>
<td>157</td>
<td>287</td>
<td>791</td>
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<tr>
<td>Dental Hygiene</td>
<td>1</td>
<td>AAS</td>
<td>72</td>
<td>KK</td>
<td>66</td>
<td>67</td>
<td>131</td>
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<tr>
<td>Dental Assisting</td>
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<td>BC</td>
<td>3.5, 4</td>
<td>TR, WR</td>
<td>36</td>
<td>16</td>
<td>237</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>1</td>
<td>AAS</td>
<td>78</td>
<td>MX</td>
<td>32</td>
<td>30</td>
<td>38</td>
</tr>
<tr>
<td>EMT-Basic</td>
<td>4</td>
<td>BC</td>
<td>6, 9</td>
<td>HW, MX, OH, WR</td>
<td>162</td>
<td>772</td>
<td>11</td>
</tr>
<tr>
<td>EMT-II Paramedic</td>
<td>2</td>
<td>AC</td>
<td>34</td>
<td>MX</td>
<td>33</td>
<td>18</td>
<td>140</td>
</tr>
</tbody>
</table>

¹CCC PeopleSoft, FY 2010 Headcount Report, July 2010  
²CCC Research &Evaluation, 2009 – 2010 Awards by Program  
³EMSI, Q1 2011 Complete Employment, Cook County
CCC currently runs 2 accredited nursing programs, Malcolm X is a candidate for accreditation in 2012

Accredited Program (next review Fall 2016 - Daley, Fall 2017 - Truman)
Program closed as of December 11, 2010, both lost accreditation
Accreditation Candidate Program, September 2010 – September 2012

6 Standard Areas are Reviewed for Accreditation by the National League for Nursing Accreditation Commission

1. Mission and Administrative Capacity
   A. Mission and Philosophy
   B. Representation of Students, Faculty & Administrators
   C. Partnerships
   D. Nursing Education Administered by Nurse with Graduate Degree in Nursing

2. Faculty & Staff
   A. Full Time Faculty Credentialed with Minimum of Master’s Degree
   B. Credentials of Practice Laboratory Faculty Commensurate with Responsibilities
   C. Number and Utilization of Faculty Ensure Program Outcomes

3. Student Policies, Development, & Support
   A. Compliance with Title IV
   B. Student Services Commensurate with Student Needs

4. Curriculum
   A. Curriculum Developed by Faculty & Regularly Reviewed
   B. Program Length Congruent with Attainment of Outcomes

5. Fiscal, Physical, & Learning Resources

6. Outcomes
   A. Performance on Licensure Exam
   B. Program Completion & Satisfaction
   C. Job Placement

Concentration of nursing jobs in the Chicago area by ZIP code

LQ is the “location quotient”
• 1 indicates that the area has the same number as the national average for a zip code.
• Greater than 1 indicates a higher concentration.
• Less than 1 indicates a lower concentration.

Source: EMSI Complete Employment, Q3 2010
Current openings for new (inexperienced) nurses is limited but will improve as economic conditions improve.

Positions are available due to continued growth in the industry

“Our population is aging and, although the current economic conditions have slowed growth, more nurses will be needed in the future.”

“Retention rates are over 70% after two years... Many nurses do not move between institutions now as they once did.”

“Core competencies are critical. Students need to learn about patient care and the practical aspects of being a nurse.”

Barriers to our students

“Major trauma centers and magnet hospitals are now hiring only BSNs. But RNs are still needed in smaller community hospitals and clinics.”

“Limited current openings for new RN grads... Due to economy, there is little turn-over and more part-time and agency nurses are going full-time... Experience counts.”

“Many new RNs seem to come in with an “attitude” and sense of entitlement. Also many do not have the practical skills, such as IV starts on actual people.”

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

- **Post-Baccalaureate program**
- **Medical assistant**
- **Certified nursing assistant**
- **Dental assistant**
- **Dental hygienist**
- **EMT**
- **Registered nurse**
- **Licensed Practical Nurse (LPN)**
- **Physician Assistant**

### Entry positions

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

- Serves students with Bachelors degrees looking to enter field
- Serves students with some industry background or previous core
- Serves students with some industry background or previous core
- Serves students without any experience

---

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.
Opportunities exist to expand our Child Development programs and increase the articulation to 4 year schools

• Child Development programs serve two functions: employment and transfer
• CCC has focused on employment over transfer while the market is increasingly requiring bachelor’s degree due to licensure and accreditation
• CCC has an opportunity to grow our Child Development transfer programs, increasing our student and faculty population
## Child Development Cluster Overview

<table>
<thead>
<tr>
<th>Current Program</th>
<th># Schools</th>
<th>Credential type</th>
<th>Credit hours</th>
<th>Colleges</th>
<th>Students enrolled&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Awards 2008-2010&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Annual Openings&lt;sup&gt;3&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development Pre-School Education</td>
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<td>BC</td>
<td>10</td>
<td>OH, TR</td>
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<td>73</td>
<td>3,498</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AC</td>
<td>32</td>
<td>All but WR</td>
<td>94</td>
<td>270</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>AAS</td>
<td>62</td>
<td>All but WR</td>
<td>750</td>
<td>374</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Development Infant/Toddler Care</td>
<td>2</td>
<td>AC</td>
<td>32</td>
<td>HW, KK</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>AAS</td>
<td>62</td>
<td>KK</td>
<td>3</td>
<td>1</td>
<td></td>
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<tr>
<td>Illinois Director's Credential</td>
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<td>AC</td>
<td>41</td>
<td>DA</td>
<td>0</td>
<td>1</td>
<td>78</td>
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</tbody>
</table>

<sup>1</sup>CCC PeopleSoft, FY 2010 Headcount Report, July 2010
<sup>2</sup>CCC Research & Evaluation, 2009 – 2010 Awards by Program
<sup>3</sup>EMSI, Q1 2011 Complete Employment, Cook County
Internal interviews – Faculty Perspective of Child Development Programs

Key takeaways

- Generally CD courses were developed collaboratively with master course syllabi across District
- Articulation with National Louis University accept all courses, but few universities take a course here and there but only NLU takes all
- Need consistency in program requirements of practicum, etc. across the District. Graduation requirements should be standardized (math requirements vary)
- Currently have 3 full time faculty, 4 adjunct faculty. All have master’s degrees in Early Childhood or Child Development. The average number of years in the field as teachers (Kindergarten, First Grade) about 20 years

- The BC and AC in child development are focus toward the associate degree
- The movement is toward higher degree BA, they want to become head teachers
- Traditionally it was to place them in the job field (6 credit to work in the field), they advise to take 2-courses (120, 107, 149) that do not require English 101
- Sometimes students are taking classes that are not appropriated for the degree they are seeking (go into the crack of PeopleSoft system)
- Test basic skill is very difficult to pass, only five chances to pass, math is part of the test (UIC only 10% passed the test)
External interviews

Key takeaways

- The AAS is a trap, courses do not transfer to BA easily and students are only qualified to be a teacher aide or child care worker
- Professionalization and regulation of the industry make a BA crucial to employability above the child care worker level, trend will continue
- Hiring at CPS for teacher aide’s (highest pay option for CCC grads) is localized at the individual principal level, so little ability to influence centrally

- CCC is a crucial pipeline for early childhood workers in the City of Chicago, care must be taken to avoid disruption by maintaining basic 2 course sequence
- Licensing standards, NAEYC, Head Start and oversupply in the labor market have driven a professionalization of early childhood education, increasingly requiring a bachelor’s degree
- State/industry credentials like CDA and IDC are highly valued
- Highest value placed on BA or MA/MEd in hiring, will not hire with less than an AA due to accreditation requirements
- Teacher qualified job candidates are paid $10-14/hr (degree level does not matter as long as at least AA), part-time is $9/hr
- No incentive for organization to further education once an individual is teacher qualified because no differential in accreditation or pay
- Have observed serious gaps in professionalism between CCC graduates and graduates of Roosevelt and National Louis
January 8, 2011 – Basic Skills Test Administration

**Passed all four subtests**

<table>
<thead>
<tr>
<th></th>
<th>AFRICAN AMERICAN</th>
<th>HISPANIC</th>
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<tbody>
<tr>
<td></td>
<td>4/72</td>
<td>8/61</td>
<td>157/607</td>
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<td></td>
<td>6%</td>
<td>13%</td>
<td>26%</td>
</tr>
<tr>
<td>ASIAN</td>
<td>6/17</td>
<td>139/457</td>
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<td>30%</td>
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**Passed the writing subtest**

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<th>HISPANIC</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>61/72</td>
<td>48/63</td>
<td>548/614</td>
</tr>
<tr>
<td></td>
<td>85%</td>
<td>76%</td>
<td>89%</td>
</tr>
<tr>
<td>ASIAN</td>
<td>14/17</td>
<td>425/462</td>
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<td></td>
<td>82%</td>
<td>92%</td>
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</table>

**Passed the reading subtest**

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</thead>
<tbody>
<tr>
<td></td>
<td>15/82</td>
<td>25/78</td>
<td>360/771</td>
</tr>
<tr>
<td></td>
<td>18%</td>
<td>32%</td>
<td>47%</td>
</tr>
<tr>
<td>ASIAN</td>
<td>9/21</td>
<td>311/590</td>
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<tr>
<td></td>
<td>43%</td>
<td>53%</td>
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</table>

**Passed the mathematics subtest**

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<th>AFRICAN AMERICAN</th>
<th>HISPANIC</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>14/87</td>
<td>22/71</td>
<td>374/745</td>
</tr>
<tr>
<td></td>
<td>16%</td>
<td>31%</td>
<td>50%</td>
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<tr>
<td>ASIAN</td>
<td>15/22</td>
<td>323/565</td>
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<tr>
<td></td>
<td>68%</td>
<td>57%</td>
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</table>

Source: Illinois State Board of Education: Educator Certification
## Sample of Child Development Course Transfer Credit Loss

<table>
<thead>
<tr>
<th>Total Number of Child Development Courses (CD) in each Credential</th>
<th>11</th>
<th>10</th>
<th>10</th>
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<tbody>
<tr>
<td>278 AAS</td>
<td>282 AC</td>
<td>286 AC</td>
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</tr>
<tr>
<td>CD 101</td>
<td>CD 101</td>
<td>CD 101</td>
<td></td>
</tr>
<tr>
<td>CD 107</td>
<td>CD 107</td>
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</tr>
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<td>CD 109</td>
<td>CD 109</td>
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<td>CD 120</td>
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<td>CD 142</td>
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<td>CD 143</td>
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<td>CD 149</td>
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<td>CD 259</td>
<td>CD 259</td>
<td>CD 259</td>
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</tr>
<tr>
<td>CD 262</td>
<td>CD 262</td>
<td>CD 262</td>
<td></td>
</tr>
</tbody>
</table>

- **Courses that transfer to National-Louis University**
- **Courses that transfer as electives (no equivalents) to Roosevelt University**

*At Roosevelt University Electives are limit 12 credits for educational major courses*

Source: INLU and RU data from their website
5 basic career trajectories in pre-school Child Development with highest value placed on earning a BA

- **1.** Type 04 certified teacher (CPS/Private)
- **2.** Child care center director
- **3.** CPS/Head Start teacher aide
- **4.** Home based care operation owner
- **5.** Child care worker

<table>
<thead>
<tr>
<th>Years in Career</th>
<th>Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child care worker</td>
<td>5</td>
</tr>
<tr>
<td>Home based care operation owner</td>
<td>4</td>
</tr>
<tr>
<td>CPS/Head Start teacher aide</td>
<td>3</td>
</tr>
<tr>
<td>Child care center director</td>
<td>2</td>
</tr>
<tr>
<td>Type 04 certified teacher (CPS/Private)</td>
<td>1</td>
</tr>
</tbody>
</table>

Qualifications:
- AAS, AA
- BA
- IDC (AC)
- AA, AAS, AC, BC
Basic certificate allows immediate entry to the workforce or student can transfer to a 4-year school to become certified.

**Total time**

**Program sequence for Child Development**

- **AA in Child Development**
  - General Education requirements
  - Additional Child Dev courses

- **BC in Child Development**
  - Introduction to Child Dev.
  - Human Growth & Development
  - Health, Safety, & Nutrition

- **Illinois Director’s Credential**

- **BA/BS in Child Development**
  - Clinical/Observation Hours

**Entry positions**

- **Child care center director** $14/hr, 78 openings
- **Type 04 certified teacher** $16/hr, 72 openings
- **HeadStart/CPS Teacher Aide** $11/hr, 586 openings
- **Pre-school teacher** $9.5/hr, 446 openings
- **Child care worker** $8/hr, 2466 openings

**Wages $/hr**

- **Illinois Director’s Credential**
  - Clinical/Observation Hours

**Annual openings**

**SOURCE:** Interviews with industry experts, program directors of existing programs, employers in each industry represented, team analysis, EMSI Job data for Cook County
Feedback from Faculty Council gallery walk was uniformly positive

- Majority of faculty present were in the liberal arts not occupational programs
- Clear understanding of process was communicated and appeared to be understood and appreciated
- A great deal of work will need to be done to improve course articulation across CCC for programs that should be academic
- One Allied Health professor fully endorsed the core in allied health
- One Child Development professor was very pleased with quality of the interviews done

Source: Faculty Council Gallery Walk, Malcolm X College, May 6, 2011
<table>
<thead>
<tr>
<th>Reinvention Task Forces</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Program Portfolio Review</td>
</tr>
<tr>
<td>2. Remediation</td>
</tr>
<tr>
<td>3. Adult Education</td>
</tr>
<tr>
<td>4. Student Support &amp; Pathways</td>
</tr>
<tr>
<td>5. Operational Excellence &amp; Optimization</td>
</tr>
<tr>
<td>6. Faculty &amp; Staff Development</td>
</tr>
<tr>
<td>7. Technology</td>
</tr>
</tbody>
</table>
Five core task force recommendations have been aligned with the remediation lifecycle
Five core task force recommendations have been aligned with the remediation lifecycle

Recommendations

- Exam prep and awareness
- Exam and placement
- Course content & delivery
- Transition to college courses

Enablers: Student support and Developmental Education management

Establish Office of Developmental Education
Establish an Office of Developmental Education Management and Research
What do we mean by Developmental Education?

“Developmental education is a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum. Developmental education is sensitive and responsive to individual differences and special needs among learners. Developmental education programs and services commonly address academic preparedness, diagnostic assessment and placement, development of general and discipline-specific learning strategies, and affective barriers to learning.

Developmental education includes, but is not limited to:
- all forms of learning assistance, such as tutoring, mentoring, and supplemental instruction,
- personal, academic, and career counseling,
- academic advisement, and
- coursework.¹”

Source¹: NADE website  [http://www.nade.net/AboutDevEd.html](http://www.nade.net/AboutDevEd.html)
Who are developmental education students?
I graduated from high school, but I’ve always been terrible at math. I want to be a doctor one day, but math is holding me back. Where can I go for help?

I’ve been out of school for many years. I’ve watched my children go through school, and now I feel like it’s my turn to go back and finish my college degree. I did well in school when I was younger, but I haven’t done algebra or fractions in years. Where I can refresh my skills and relearn what I have forgotten?
I moved to the United States to have a better opportunity for education and a career. I need help learning English and grammar so that I can read and write well. Where can I go for help?

I’m the first person in my family to go to college. I’m excited, but scared. I’m not sure what to expect. I don’t understand the financial aid process or who to go to for questions and guidance. Where can I go for help?
I’ve always struggled with school. In high school, I was diagnosed with a learning disability. I really want to own my own business some day, but school has always felt like an obstacle. I need to get an education so that I can achieve my goals. Where can I go for help?

I lost my job last year, and need to acquire new skills so that I can get back into the workforce. But, first, I need to brush up on my math and writing skills. Where can I go for help?
### Ethnicity of New to College Students and Remedial Needs

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total Incoming</th>
<th>Total Tested</th>
<th>Score Below College Level</th>
<th>% Requiring Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>1,261</td>
<td>763</td>
<td>594</td>
<td>77.9%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>39</td>
<td>24</td>
<td>23</td>
<td>95.8%</td>
</tr>
<tr>
<td>Black/Non-Hispanic</td>
<td>5,543</td>
<td>4,300</td>
<td>4,178</td>
<td>97.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3,236</td>
<td>2,652</td>
<td>2,498</td>
<td>94.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,249</td>
<td>1,198</td>
<td>985</td>
<td>82.2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>324</td>
<td>196</td>
<td>171</td>
<td>87.2%</td>
</tr>
</tbody>
</table>

### Gender of New to College Students and Remedial Needs

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total Incoming</th>
<th>Total Tested</th>
<th>Require Remediation</th>
<th>% Requiring Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>7,436</td>
<td>5,339</td>
<td>5,023</td>
<td>94.1%</td>
</tr>
<tr>
<td>Male</td>
<td>5,216</td>
<td>3,794</td>
<td>3,426</td>
<td>90.3%</td>
</tr>
</tbody>
</table>

Source: CCC Internal Data – Fall 2009
# Age of New to College Students and Remedial Needs

<table>
<thead>
<tr>
<th>Age</th>
<th>Total Incoming</th>
<th>Total Tested</th>
<th>Require Remediation</th>
<th>Percent Requiring Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 22</td>
<td>7,219</td>
<td>6,034</td>
<td>5,622</td>
<td>93.2%</td>
</tr>
<tr>
<td>22-24</td>
<td>1,484</td>
<td>986</td>
<td>887</td>
<td>90.0</td>
</tr>
<tr>
<td>25-30</td>
<td>1,720</td>
<td>969</td>
<td>880</td>
<td>90.8%</td>
</tr>
<tr>
<td>31-35</td>
<td>767</td>
<td>443</td>
<td>404</td>
<td>91.2%</td>
</tr>
<tr>
<td>36-40</td>
<td>534</td>
<td>286</td>
<td>264</td>
<td>92.3%</td>
</tr>
<tr>
<td>41-45</td>
<td>350</td>
<td>166</td>
<td>156</td>
<td>94.0%</td>
</tr>
<tr>
<td>46 and Above</td>
<td>565</td>
<td>244</td>
<td>232</td>
<td>95.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>13</td>
<td>5</td>
<td>4</td>
<td>80.0%</td>
</tr>
</tbody>
</table>

Source: CCC Internal Data – Fall 2009
Currently...

There are more students enrolled in developmental courses than are enrolled at any one individual city college.

1/3

• Proportion of students enrolled in a developmental course at any given time

25%

• Proportion of developmental sections offered each semester
**Vision:** CCC’s Office of Developmental Education Management and Research will ensure that all students, regardless of where they fall on the learning continuum, will achieve their personal and academic goals.

**Mission:**

*It is the mission of the Office of Developmental Education Management and Research at CCC to prepare and empower students to succeed academically, personally, and professionally. We aim to provide developmental students 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 Office of Developmental Education Management and Research will:

- **Placement**
  - Ensure optimum course placement for developmental education students.
  - Coordinate resources and supports to meet the needs of 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 & Evaluation**
  - Continuously improve the college and district developmental education efforts based on systematic evaluation and ongoing assessment of student learning.
“The organizational relationship of the [Office of Developmental Education] to other academic departments is clearly established and disseminated across the institution.”

Source: NADE Certification Guidelines
The Office of Developmental Education “is a clearly identified and prioritized unit within the academic structure of the overall institution*.”

*Source: NADE Certification Guidelines
The Office of Developmental Education is “a centralized or highly coordinated entity*.”

*Source: NADE Certification Guidelines
The Developmental Education Coursework Program is “a clearly identified and prioritized unit within the structure of the department or entity within which it is organized.”

*Source: NADE Certification Guidelines*
Five core task force recommendations have been aligned with the remediation lifecycle

- Transition to college courses
- Course content & delivery
- Exam and placement
- Exam prep and awareness

Enablers: Student support and Developmental Education management

Recommendations:
1. Ensure optimum course placements
When do I get my test results?
Procedures vary across Colleges. Some campuses will give you your results immediately after taking the exam. Others will give you your results during orientation.

ESL students may be required to complete an oral interview prior to placement.

What do my exam results mean?
Your exam results provide a recommendation of what courses you will need based on your skills and weaknesses. See the flow chart for the sequence of courses you will need to take.

Math Progression

- COLLEGE MATH
- MATH 98
- FS MATH 3002
- FS MATH 3001

English Progression

- COLLEGE ENGLISH
- ENGLISH 100
- ENGLISH 98
- ENGLISH 100 OR INTCOMM 100
- ENGLISH 98 OR INTCOMM 99

ASSessment center Information
Hours are subject to change; please call your school for more information.

Richard J. Daley
(Appointment is Required)
7500 S. Pulaski Rd.
Room 1401
Phone: 773-838-7774

Harold Washington
30 E. Lake St.
Room 402
Phone: 312-533-3195

Harry S. Truman
1145 W. Wilson Ave.
Room L912
Phone: 773-907-4894 or 907-4889

Kennedy-King
6301 S. Halsted St.
W Building, Room W251
Phone: 773-602-5523

Malcolm X
1900 W. Van Buren
Room 1109
Phone: 312-850-7238

Olive-Harvey
1000 S. Woodlawn Ave.
Room 2401
Phone: 773-291-8472

Wilbur Wright College
4300 N. Narragansett Ave.
Room L131
Phone: 773-481-8450

CITY COLLEGES of CHICAGO
226 W. Jackson Blvd.
Chicago, IL 60606
773-COLLEGE www.ccc.edu

The COMPASS Placement Exam...

...pointing you in the right direction.
What is the COMPASS Placement Exam?
The COMPASS Placement Exam is used to accurately place students into the appropriate Reading, Writing and Math courses.
- It is taken on a computer in the testing center.
- It will take at up to 3 hours to complete all three tests.
- Reading and Math tests are untimed and the number of questions will vary.
- The writing test must be completed within one hour.
- Non-English speakers must request the ESL tests.

Who has to take the placement exam?
All students who are new to college must take the placement exam. Students who are transferring from another institution may be able to obtain a testing waiver. Students may also be able to substitute ACT results for some of the exams.

Why do I have to take the COMPASS Placement Exam?
Your test scores help us ensure that you enroll in the correct courses – ones that are not too easy or too difficult.

Do I need to take the exam on the computer? **YES.**
Students with special circumstances may request the paper version of the test; however, the paper version may take more time.

What's so important about math and English?
Math and English are foundations for all career and academic paths. All students are required to take English 101 and a college-level math course for an Associate's degree or to transfer to a 4-year university.

What if I have a disability?
If you have a documented disability, you may be eligible for testing accommodations through the Disability Access Center.

When should I take the exam?
Don't wait until the last minute. You should take your placement exam after applying to the college and receiving your student ID. Remember to allow at least 3 hours to take the exam.

How can I prepare for the exam?
We strongly encourage you to prepare for the exam by doing the sample questions on the ACT website: http://www.act.org/compass/sample/ or contact your admissions office.

What should I bring with me?
You need a valid picture ID. You may bring a calculator, but graphing calculators are NOT allowed. Scratch paper will be provided, but you should have your own pen/pencil.

Can I retake the exam?
Your placement exam scores are valid for one year. If you have not enrolled in the courses in which you were placed, you may retest after one year, or with special permission from the Dean of Instruction. You may also retest if you obtain written consent from the Math or English Department Chair.

I took courses many years ago. Do I need to take the COMPASS exam again?
We highly recommend you take the exam to determine how much of the information you still remember.

Does my ACT score count for anything? **YES.**
Your ACT results remain valid for two years. You must bring an official copy of your ACT transcript or high school transcript with your ACT scores to the college's testing center.

If your scores are high enough, you may not have to take the COMPASS Exam. However, you will still need to take the Writing test for your English placement.

**IT IS VERY IMPORTANT YOU DO YOUR BEST ON THE EXAM.** If you don't prepare for the exam, your test results may not reflect your actual ability; as a result, you may end up taking more classes than necessary.
Level UP!
Level UP is a quickstart program to prepare students for college level work.

Through Level UP, you can:
Improve your placement test scores
Possibly shorten your pathway to graduation by 1-3 semesters worth of classes

Level UP will:
Sharpen your reading, writing and/or math skills
Prepare you for the rigor of college level work

Level UP is:
A 5 week academic boot camp.
Day and Evening Classes Available

Level UP is totally free.
Goals of CCC Level UP

Immediate:
• To shorten the students’ time spent in the developmental education cycle
• To improve students’ academic and study skills specific to English, Reading and/or Math
• To acclimate students to the college environment and prepare them for the rigor of college work.

Long term:
• To increase retention
• To increase the likelihood students will complete an AA and/or transfer to four year institutions
What does Level UP look like?

Offerings
- Math
- Writing/Reading
- Both

Schedule
- 3 hours per class
- 3 days per week

Activities
- Lecture
- Practice
- Online Modules
What is success for Level UP?

- Students place at a higher level, or completely out of, the Developmental Education Cycle.
- Students persist at and are successful in their first semester of coursework.
- A higher ratio of Level UP completers go on to complete and AA degree and/or transfer to a 4 year institution.
College Essentials Program: Strengthening Relations With CPS

Semester 1

4th year math

Compass

Note: PSAE taken junior year = predictor for scheduling; COMPASS confirms placements

Semester 2

4th year math (e.g., Math 99)

Dual Credit (e.g., Math 118)

Compass

4th year math

Dual Credit (e.g., Math 118 or 140)

Dual Credit (e.g., Math 140 or AP)

Official Compass testing

Note: Credit bearing courses must be taught by qualified instructors (i.e., have masters in content area); exception = AP professors (must meet standards for AP)

See appendix for additional details on Foreman model.
“Course placement decisions can be improved if multiple sources of information about students are taken into account” – ACT Report

**RECOMMENDATION:**
Start giving detailed diagnostics, an affective assessment, and a demographic questionnaire along with the Compass Test.

**Optimum Course Placement**
will give all incoming students the best possible chance to succeed!
**COMPASS Math Cutoff Scores and E-Write**

**RECOMMENDATION:**
Immediately begin incremental implementation of new cutoff score and/or test changes. Review testing regularly and collaboratively.

<table>
<thead>
<tr>
<th>Summary of Current State and Immediate Recommendations</th>
<th>Summary of Recommended Ongoing Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Math: Set higher cutoff score targets and a timeline for incremental change</td>
<td>- Acquire and analyze ACT reports on validity annually. District research produces ‘human readable’ reports</td>
</tr>
</tbody>
</table>
| - English: Complete in-progress evaluation of E-Write (waiting for data, analysis)  
  - Continue E-Write if warranted  
  - If not, revise scoring of writing sample | - Disseminate to campuses to allow review, discussion, feedback, recommendations |
| - Reading: Enforce minimum reading score for English 101 eligibility. | - Officially affirm or prescribe changes to tests & cutoffs. Communicate and enforce these decisions. |
Five core task force recommendations have been aligned with the remediation lifecycle

1. Exam prep and awareness
2. Exam and placement
3. Course content & delivery
4. Transition to college courses
5. Enablers: Student support and Developmental Education management

Recommendations

Enhance the classroom experience & student learning
Recommended Delivery Models based on severity of developmental needs when needs are measured by number of semesters and hours

<table>
<thead>
<tr>
<th>Severity Level</th>
<th>Course Placements</th>
<th>Recommended Delivery Models</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild 1</td>
<td>English 100 Math 99 English 100 Reading 125 Math 99 English 100 Reading 125</td>
<td>1. Fast Start/Combo Courses 2. ALP/Integrated 3. Traditional w/embedded tutors</td>
</tr>
<tr>
<td>Severe 4</td>
<td>FS Math English 100 FS Math English 100 Reading 125</td>
<td>1. Smart Math/Math On Demand 2. ALP</td>
</tr>
<tr>
<td>Severe 5</td>
<td>FS Writing FS Reading Math 99 FS Writing FS Reading Math 98 FS Writing FS Reading</td>
<td>1. Immersion 2. I-Best 3. Smart Math/Math on Demand 4. MyFoundationsLab</td>
</tr>
</tbody>
</table>
Students enroll in two half-semester courses in order to complete two sequential courses within one semester. 

*Similar to combo courses sometimes offered at CCC.*
Students placed into upper-level dev. ed. writing are “mainstreamed” into English 101 classes and simultaneously enrolled in a companion ALP course that meets in the class period immediately following the English 101 class.

For math, they use an “integrated” model. Students concurrently enroll in Math 099 and Math 140, but material is not segregated.
Students take only the modules that are relevant to their career goals. Students can move through the twelve modules they need at their own pace and complete the program much sooner, instead of three separate semesters.

*Emporium model similar to Math on Demand at Wright College.*

A student may not need to complete all modules depending on their diagnostic. At Wright, students complete all modules, but may move through them quickly.
Goal is to increase the rate at which adults with a H.S. diploma and ESL students advance to college-level occupational programs and complete post-secondary credentials. Combines basic skills and professional technical instruction so student can enter directly into college-level coursework.

**FS Math**

**Tech 432:**
- Basic Arc Welding

**FS Writing**

**FS Reading**

**Criminal Justice 102:**
- Administration of Criminal Justice
Five core task force recommendations have been aligned with the remediation lifecycle:

- Exam prep and awareness
- Exam and placement
- Course content & delivery
- Transition to college courses

Enablers: Student support and Developmental Education management

Recommendations:

Ensure successful transitions to college-level courses
**Key Recommendations**

**Course Sequence Revisions by Faculty, Deans of Instruction**
- Change course sequences for Math, Reading, & English
  - Revise the Foundational Studies course sequence to create one level per discipline across the District
  - Change course sequence for Math to be more applicable to pathways
- **Changing Math course sequences could mean that over 20% of students needing Math remediation could bypass one course. Curriculum mapping necessary first.**

**District Discipline Committees develop SLOs and master syllabi**
- Align Student Learning Outcomes (SLOs) from Foundational Studies (FS) to college-level courses
  - SLO alignment in progress; to be completed Summer 2011
  - Create Master Syllabi to be used District-wide: to be completed Summer 2011
- **SLOs completed and approved for English 098-English 101 and Reading 99-Reading 125**

**District Discipline Committees determine exit criteria and gain necessary approvals.**
- Ensure consistent exit criteria
  - Develop common SLOs and ensure District-wide implementation
  - Design common course assessments for all subject
  - Eliminate exit exams tests for all English courses (English Discipline Committee voted “yes’)
- Best-in-class peers, including Valencia, CCBC, Maricopa, Community College of Denver, and CUNY, have no exit exams for English courses
Establishing a strong foundation will increase students’ chances for a successful transition to college level courses and program completion.

<table>
<thead>
<tr>
<th>Component</th>
<th>Current State</th>
<th>Future State</th>
<th>Stakeholder Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 1</td>
<td>FS courses are offered unevenly in the District. Only FS Math 3001-3002 are offered at all 7 colleges. One college offers Math 098 as an FS course.</td>
<td>District-wide, FS courses are numbered and labeled consistently. This offers better alignment, better tracking, &amp; better analysis of data.</td>
<td>🍇</td>
</tr>
<tr>
<td>Component 2</td>
<td>15 levels of FS are available at CCC: 4 Writing, 7 Reading, and 4 Math.</td>
<td>Only 1 FS course per discipline is offered. Students who place below the established cut off (6th grade) are serviced via CE or AE, at capped costs.</td>
<td>🍇</td>
</tr>
<tr>
<td>Component 3</td>
<td>For FS writing and reading courses across the District, student learning outcomes (SLOs) and course content are inconsistent. Math SLO’s are not implemented consistently.</td>
<td>SLOs are clearly defined, aligned with credit course content, and implemented throughout the District.</td>
<td>🍇</td>
</tr>
<tr>
<td>Component 4</td>
<td>FS faculty are all part-timers and most have no specific training for working with our most vulnerable students. Many are teaching outside their credentialed content areas.</td>
<td>Training is required for all FS instructors. Instructors are no longer allowed to teach courses for which they have no qualifying credentials.</td>
<td>🍇</td>
</tr>
<tr>
<td>Component 5</td>
<td>Faculty evaluation, support, and oversight are inconsistent.</td>
<td>FS courses are housed in the content departments and are integrated into the Dev Ed program. Training, support, and evaluation are coordinated through Campus DevEd Coordinator.</td>
<td>🍇</td>
</tr>
<tr>
<td>Component 6</td>
<td>No regular or systematic support or tracking exists to aid FS students. An alarming number of students are enrolled in FS courses whose placement tests indicate that they should be in higher level courses.</td>
<td>A comprehensive support system is available for FS students and their progress is tracked, with early interventions as needed.</td>
<td>🍇</td>
</tr>
</tbody>
</table>
Levels of Developmental and Foundational Studies classes

4 Levels of FS Math

4 levels of FS Writing

7 levels of FS Reading
Overview

The 7 City Colleges collectively have the potential to offer 15 Foundational Studies courses.

Of the 15 possible courses only Math 3001 and Math 3002 are offered consistently at all 7 colleges.

6 of the 15 courses are offered at less than half of the City Colleges.

Success Rates: 16.6% for Math, 25.5% for English, and 19.1% overall.

There is no District standard operating procedure (SOP) for Foundational Studies. (Administration and accountability in F/S varies from campus to campus)

26.7% of enrolled developmental students place into Foundational Studies.

A student who begins in a lower level FS class can more than 2 yrs to complete the Dev Ed path.

None of the Best Practice institutions offers more than three levels of developmental courses.

**Data from CCC Fiscal Year 2009: Statistical Digest**
Clear, consistent exit criteria will inform all stakeholders of what is expected and inform students of the paths to successful completion of developmental courses.

<table>
<thead>
<tr>
<th>Component 1</th>
<th>Current State</th>
<th>Future State</th>
<th>Stakeholder Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each college has its own exit criteria for Dev Ed courses. 5 of 7 administer</td>
<td>Exit criteria are clear and consistent with SLOs throughout the District. Post-tests/exit exams are administered consistently, i.e., all 7 colleges give or do not give an exit exam. Consider eliminating the exit exam.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>post tests in English 098, 100 &amp; 101; 1 does so only for Eng 101; 1 no longer</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>does a post-test at all. 2 do post-tests and portfolio. In math and reading,</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>passing the course is the exit criterion.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>**SLOs are not consistent for the same courses at every college for math,</td>
<td>SLOs and master syllabi are consistently implemented for math. SLOs for reading and English are developed, aligned, and implemented from FS to 101, at all colleges.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>reading, and English (writing).</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Many Dev Ed courses are taught by adjunct faculty who receive little or no</td>
<td>Training and support are provided for all instructors teaching Dev Ed courses. Training and support are coordinated by campus Dev Ed Coordinator.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>training and support.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>There is no district-wide consistency in evaluating/rating exit tests.</td>
<td>If exit tests are given, a district-wide team meets to establish interrator reliability standards.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>No systematic, consistent district-wide training for post-test readers/raters</td>
<td>If exit tests are given, a district-wide team meets regularly to review and maintain interrator reliability standards.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>exists.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>There is no district-wide mechanism/process/policy to enable students who</td>
<td>A policy-driven mechanism is implemented at all colleges that allows a student, who is recommended by a faculty member, to bypass a developmental course which he/she has demonstrated readiness to skip.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>are mis-placed or who excel in one level of Dev Ed to move or bypass the next</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>level.</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
Foundational Studies Recommendations Recap

Overview

• The 7 City Colleges collectively have the potential to offer 15 Foundational Studies courses.

• Of the 15 possible courses only Math 3001 and Math 3002 are offered consistently at all 7 colleges.

• 6 of the 15 courses are offered at less than half of the City Colleges.

• Success Rates: 16.6% for Math, 25.5% for English, and 19.1% overall.

• There is no District standard operating procedure (SOP) for Foundational Studies. (Administration and accountability in F/S varies from campus to campus)

• 26.7% of enrolled developmental students place into Foundational Studies.

• A student who begins in a lower level FS class can more than 2 yrs to complete the Dev Ed path.

• None of the Best Practice institutions studied offers more than three levels of developmental courses.
Exit Criteria Recommendations Recap

Make exit criteria for developmental courses clear and consistent throughout the District.

Ensure that students are informed of the exit criteria and of their options for moving through the developmental cycle at the beginning of each course, e.g., the Wright College model.

Ensure that SLOs and master syllabi are implemented in all math departments for all course levels for all instructors.

Ensure that SLOs for English and Reading are developed and aligned for all course levels from FS through 101 for English and from FS to 125 for Reading, district-wide.

Ensure that SLOs and master syllabi are implemented in all English/Reading departments for all course levels for all instructors.

If exit exams are given, schedule regular district-wide meetings to establish and maintain interrator reliability.

If exit exams are given, ensure that all post test/exit exam readers are trained prior to reading/rating post tests.

Consider eliminating the English exit exams. Exemplary community colleges throughout the country have eliminated these exit exams.

Implement a mechanism/process at all colleges that allows high achieving students who are recommended by a faculty member to bypass a developmental course by taking the post test/exit exam for the level he/she is attempting to skip. For example, an exemplary English 098 student could take the exit exam for English 100 with a faculty recommendation.
Foundational Studies Recommendations Recap

Integrate Foundational Studies into Developmental Education program and move the courses into the respective content departments.

Hire 1 Administrator at District Office to oversee program and ensure compliance and consistency district wide.

Hire or Assign 7 Campus Dev Ed Coordinators (1 per campus) to oversee campus programs and communicate between campuses and with D.O.

Assign 1 Discipline Coordinator for English/Reading and 1 for math on each campus.

Mandate specialized training and development for all FS instructors.

Maintain and ensure implementation of current District FS credentials policy.

Reduce the number of FS course offerings to one per discipline & re-number them for the credit sequence. Consider Reading 097, Math 097, and English 097. Create FS SLOs that are clearly defined and aligned with credit level course content and integrate them into District master syllabi; then mandate and monitor implementation of master syllabi and SLOs.

Standardize FS/Developmental course offerings throughout the District, making Math 098 consistent for all 7 colleges.

Give all students who score at the FS level on the Compass placement test the Compass Diagnostics. Provide students who place at lowest levels in reading, writing, and math basic skills instruction through Continuing Education or Adult Education, with capped costs and highly qualified instructors.

Give FT faculty the option of teaching FS courses, with specialized training.

Provide regular and systematic tracking of progress for FS students at campus and District levels.

Provide and monitor a comprehensive support system for students and instructors. (Student Support W/S)
Five core task force recommendations have been aligned with the remediation lifecycle

- Exam prep and awareness
- Exam and placement
- Course content & delivery
- Transition to college courses

Enablers: Student support and Developmental Education management

Recommendations

4. Coordinate resources and supports for Dev Ed students
80% of 4 year Colleges and Universities provide tutor training compared with 55% of two year colleges.

- Each Campus must implement certified tutor training (NADE, NTA, CRLA, ATA) and submit evidence of a tutor training program.

- Training must include a unit that addresses, specifically, developmental education.

- The learning outcomes for the training should articulate with regular student evaluation/feedback forms.

- Students who require remediation can be very inhibited about asking for help, even when they need a lot of it.
- It can be challenging to devise varied approaches to subject matter in order to meet the diverse needs of learners, but it can be done.
- We do our tutors an injustice if we do not provide them strategies and tactics to address the needs of students who require high levels of remediation.
Tutor Lab Managers Can:

Cultivate a positive lab environment
- Conduct training and observations of tutors
- Provide support for tutors and real time feedback on tutoring sessions
- Holds posted office hours to serve as a first contact for student/tutor issues.

Help Close the Feedback Loop
- Serve as liaison between the tutoring team and the Dean over tutoring
- Solicit and integrate faculty ownership of labs
- Examine surveys/assessments. Communicate findings with faculty and other support services

Manage a team – based endeavor for continuous improvement
- Measure the progress of the tutor lab in achieving development goals
- Own the planning for implementation of tutor lab development goals.
- Investigate Professional Development opportunities for tutors.
What do we suffer by not implementing a rigorous and regular system for collecting and evaluating student feedback?

1. The metrics we have for assessing the quality of services are repeat visits (which we do not record, effectively) and success in course work. These may or may not be causally related.
2. We have no documentation to distinguish great tutors from satisfactory tutors.
3. Students who use the services become a more integral part of our self-assessment. We improve the responsiveness of our program.
4. The onus falls on students to police bad tutors by initiating the formal complaint process. This makes it likely that the majority of cases which come to the attention of a Dean will be extreme. However, subtly insensitivity can discourage student attendance.
Programs with a strong professional development component have shown to yield better student retention rates and performance.

Guiding principles for professional growth include:

- Administrative support and encouragement
- Faculty playing a primary role in needs assessment, planning, and implementation
- Structured, supported, and sustainable efforts related to institutional goals for the improvement of teaching and learning
- Opportunities that are flexible, varied and responsive to the needs of individual faculty, diverse student populations, and coordinated programs
- Opportunities clearly connected to intrinsic or extrinsic faculty reward structures
Professional Development Frameworks

- Peer mentoring
- Faculty Inquiry Groups
- Outside consultants
- Flexible, varied, coordinated
- Content-based professional development

Sources:
- Boroch, D. et. al. (2010). Student Success in Community Colleges, San Francisco: Jossey Bass
We can align our supports, simply, by talking to one another.

A college-wide theme or project
- Themes can range from encouraging responsible citizenship, face to face interactions in a digital world, moving from frustration to motivation
- Dialogue between Dev Ed faculty and various support services about trends among the student population, behavior change strategies that work, better integrating one another into our planning and practice.

Talk about teaching is valuable but, unfortunately, all too rare. Technology helps, but we must invest time in communicating and community building. Given a change to talk through the obstacles of, and our responses to, teaching in a dynamic Developmental Education environment, we liquidate the value of our collective experience. This empowers us to be deliberate, supportive, and strategic in our practice.

Thrice Semester Dev Ed Meeting Archive:
At each meeting, all campuses will produce one discussion based deliverable—for example, a motivation based sample classroom assessment technique, a problem based intervention plan. These are, then, collected and posted to the Dev Ed Blackboard or Sharepoint Teacher Toolbox.
<table>
<thead>
<tr>
<th>Reinvention Task Forces</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Program Portfolio Review</td>
</tr>
<tr>
<td><strong>2</strong> Remediation</td>
</tr>
<tr>
<td><strong>3</strong> Adult Education</td>
</tr>
<tr>
<td><strong>4</strong> Student Support &amp; Pathways</td>
</tr>
<tr>
<td><strong>5</strong> Operational Excellence &amp; Optimization</td>
</tr>
<tr>
<td><strong>6</strong> Faculty &amp; Staff Development</td>
</tr>
<tr>
<td><strong>7</strong> Technology</td>
</tr>
</tbody>
</table>
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

- **Delivery**
  - Employ creative, innovative thinking and approaches in program delivery that builds meaningful pathways for adult education students

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

- **Completion and Transition**
  - Design pathways for adult education learners interested in employment or further education, regardless of their skill level at the point of entry
## Adult Education Reinvention

### From

<table>
<thead>
<tr>
<th>Undefined Student Pathways</th>
<th>Obscure or uncertain college level pathways for AED students.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Limited Student Support</strong></td>
<td>A system that offers limited advising and support services.</td>
</tr>
<tr>
<td><strong>Limited Transition to Credit Programs</strong></td>
<td>Truman College’s Incentive Program is the only model that exists that allows AED students to begin taking college credit courses.</td>
</tr>
<tr>
<td><strong>Unclear Tracking System</strong></td>
<td>A structure that does not clearly track students progress and transfer rates.</td>
</tr>
<tr>
<td><strong>State and Federal Policy Issues Negative Impact on Transfer</strong></td>
<td>An institution that is impacted by federal performance measures that inadvertently make it difficult for programs to effectively serve students who are approaching the point of transition.</td>
</tr>
</tbody>
</table>

### To

<table>
<thead>
<tr>
<th>Defined Student Pathways</th>
<th>Clearly identified AED pathways for students to transition to college level courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Robust Student Support</strong></td>
<td>A comprehensive system that provides advisory services, monitors matriculation, and offers academic and professional guidance throughout the AED programs and into college credit programs.</td>
</tr>
<tr>
<td><strong>Comprehensive Transition to Credit Programs</strong></td>
<td>A integrated transition program at all colleges that includes Admissions and Advising, Business Office, and other departments working together to transition AE students to college credit courses.</td>
</tr>
<tr>
<td><strong>Integrated Tracking System</strong></td>
<td>A system that effectively monitors and tracks student progress throughout their AED life cycle and into college credit programs.</td>
</tr>
<tr>
<td><strong>State and Federal Policy Issues Minimized to Increase Transfer</strong></td>
<td>An institution that proactively addresses state and federal policy issues, serving as advocates with ICCB (Illinois Community College Board) and OVAE (Office of Vocational and Adult Education) for more sensible policies that serve students preparing for college or training.</td>
</tr>
</tbody>
</table>
There are four major programs included in the scope of the Adult Education task force

**Description**

- **(ABE) Adult Basic Education**
  - Courses are for students testing at the 1st through 8th grade levels who wish to improve their basic reading, writing, and math skills in order to improve employment prospects, enroll in GED courses, or simply advance their education.
  - Some content may be similar to developmental courses.

- **(ASE) Adult Secondary Education/GED programs**
  - Preparation courses designed to prepare students to take and pass the GED exam and transition into CCC degree and certificate programs.
  - Classes are offered in both English and Spanish.
  - GED-i is a free online GED preparation program.
  - Alternative High School for students between the ages of 16-21, who have dropped out of school, and are interested in earning a high school diploma.
  - Content similar to developmental courses.

- **(ESL) English as a Second Language and Citizenship**
  - ESL courses provide instruction for non-native English speakers so they may improve their English language and civics skills.
  - Citizenship courses are offered to prepare students for the U.S. Citizenship and Naturalization Examination.

- **Career Bridge for Work Preparation**
  - Prepare students for advancement into entry level jobs, certificate training and Associates Degree programs.
  - Students prepare for entry into a particular career sector by learning the vocabulary and basic concepts necessary for success in that field.
  - Courses can be taken alone or in combination with other Adult Education classes, such as GED or ESL.
Adult Education recommendations encompass 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
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The current CCC Adult Education registration card is complex and difficult to follow. An online form would be more user-friendly and help prevent data errors.

“We find that mostly new students use the online appt. request forms. It is also mostly GED students and very high and very low ESL students who use it. Altogether, they make up about 25% of our appointments.” Adeline Pierre, Adult Ed Testing Coordinator, College of Lake County
Poor retention must be addressed; in Fall 2010, 64% of CCC ABE/GED students and 42% of ESL students were no-shows or dropped their classes.

**Fall 2010 CCC Adult Education No-Shows and Drops**

- Total Enrollment: 19,065
- NSW: 16,975
- ADW: 4,470
- WTHX: 3,423
- WTH A-J: 3,632
- Total Withdrawals: 12,111

**Source:** Percent of total WTH drops reported – CCC Office of Research and Evaluation, March 2011

**Abbreviations:**
- NSW = no-show
- ADW = 5 consecutive absences before midterm
- WTHX = same but after midterm
- WTH A-J = formal drop with reason code
Low Language/Literacy, Schedule Instability and Lack of Proper Advisement in the registration process create a barrier to students successfully attending the first three days of their AE Class.

**The Lowest Levels of AE Courses Experience the Highest NSW Rates**

**AE Students Employed Full-time Experience the Lowest NSW Rates**

**Daley Offers Multi-lingual Registration, Orientation and Advisement**

Source: Percent of Total Grades Reported – CCC Office of Research and Evaluation, March 2011
QUESTIONS:

- Have you considered outsourcing the online registration process?
  - Answer: No

- Do the AED task force members ever feel pressured to consider outsourcing?
  - Answer: No

- Do you know the reasons for the high rates of no show withdrawals and drops?
  - Answer: We do not want students to drop, but if they do we would like for them to tell us the reasons why they do so we can effectively create strategies to decrease the drop rates.

COMMENT:

- “I like the idea of the online registration form, as long as you do not outsource it and do not hire any more people at District.”
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Echoing a nationwide problem, the ratio of AE Students to AE Advisors/Support Staff is **3400 to 1** across the district.

### AE Headcount Enrollment, FY2010*

<table>
<thead>
<tr>
<th>College</th>
<th>GED</th>
<th>ABE</th>
<th>ESL</th>
<th>Total # of Enrolled AE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR</td>
<td>1,617</td>
<td>1,660</td>
<td>3,654</td>
<td>13,183</td>
</tr>
<tr>
<td>MX</td>
<td>9,906</td>
<td>3,727</td>
<td>6,334</td>
<td>18,967</td>
</tr>
<tr>
<td>DA</td>
<td>1,734</td>
<td>1,834</td>
<td>830</td>
<td>4,408</td>
</tr>
<tr>
<td>WR</td>
<td>830</td>
<td>1,700</td>
<td>4,815</td>
<td>7,345</td>
</tr>
<tr>
<td>KK</td>
<td>492</td>
<td>533</td>
<td>3,877</td>
<td>5,532</td>
</tr>
<tr>
<td>OH</td>
<td>558</td>
<td>755</td>
<td>2,235</td>
<td>3,548</td>
</tr>
</tbody>
</table>

### Enrollment Details

- **TR** is the only college with a full-time transition specialist.
- **MX** part-time transition specialist is not available to assist evening students.
- **OH** is the only college with a part-time caseworker.

### Ratio of Support Staff to Students

<table>
<thead>
<tr>
<th>College</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR</td>
<td>1:4394</td>
</tr>
<tr>
<td>MX</td>
<td>1:4499</td>
</tr>
<tr>
<td>DA</td>
<td>1:4558</td>
</tr>
<tr>
<td>WR</td>
<td>1:2495</td>
</tr>
<tr>
<td>KK</td>
<td>1:2451</td>
</tr>
<tr>
<td>OH</td>
<td>1:1774</td>
</tr>
</tbody>
</table>

*Source: CCC Headcount Enrollment Trend, FY 2006 - FY 2010 - CCC Office of Research and Evaluation*
Where are the Dedicated Adult Education Advisors/Support Staff?

**Advisor** – Responsible for providing comprehensive intrusive career advising services to current and prospective students which encourages retention and supports educational success leading to program completion, graduation and transfer to either a college/university, or enter the workforce.

**Transition Specialist** - To guide Adult Education ESL and GED students in developing educational and career pathway plans to help them make a successful transition to the next level of education or a career, and to serve as the liaison with other departments for students participating in the college’s transition and bridge programs.

**Caseworker** – Responsible for interviewing, evaluating, and enrolling students into CCC educational programs. The position maintains case files for each student and monitors their progress.

SOURCE: CCC HR Job Description, Spring 2011
A Full-Time Transition Liaison Serves a dual role in the AE Department providing services to enhance recruitment to CCC College Credit and vocational programs.

Liaison spends 40% of their time with the Adult Education Truman Incentive Program, focusing on:
- Recruitment; Presentations
- Advising
- Tracking; Planning

Liaison spends 60% of their time working with the General Adult Education Population, focusing on:
- Registration; Testing
- Advising
- Working with Partner CBOs
- GEDi Coordination

Source: Truman College Full-Time Transition Liaison Email Communication, 3/2011
A caseworker can help serve the non-academic needs of AE students.

### Caseworker (PT) allocation of time*

- **40%**: Meets with 20-30 students weekly; provides social, financial, legal, behavioral, counseling support
- **25%**: Communication with other professionals (caseworkers, city organizations); DHS/DCFS/Chicago Housing Authority, Cook County Circuit Court Officials/Parole Officers, Workforce Programs
- **20%**: Student activities; liaison to Student Leadership Council, Conducts Registration, Orientation, Advising and scheduling sessions 3 days per week, involved in disciplinary actions
- **15%**: Administrative work, documentation, paperwork; Transportation Award Program, Helps plan and implement professional development for the ACE Teachers, maintains student record files

*Source: Olive-Harvey Part-Time Case Worker Email Communication, 4/20/2011*
Comparison of Middle College and OHC Adult Education staffing and programming

**OHC Adult Education**
- Fall 2010: Total AE Enrollment: 3548
- About 400 young adults between the ages of 16-20

**Middle College**
- 7 Middle College Advisors
- 2 Student Development Coordinators
- 1 Part-time Transition Specialist
- 1 Athletics Coach

Fall 2010 enrollment: About 200 young adults between the ages of 16-20

Source: Olive Harvey Adult and Continuing Education, 4/4/2011
Student Support Questions/Comments

QUESTIONS:
- For the new advisors that you are recommending, will they be working at the District Office or will each college have their own advisors?
  - Answer: The transition specialists (advisors) and caseworkers would be at the colleges.
- Would the transition specialists (advisors) be dedicated to Adult Education students or all students?
  - Answer: Adult Education students

COMMENTS:
- “I did not know Adult Education had any advisors.”
- “Hire multi-lingual student ambassadors to assist lower level ESL students.”

Source: Faculty Council Gallery Walk, Malcolm X College, May 6, 2011
Adult Education recommendations encompass the student lifecycle

1. Registration
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   b) Provide mandatory advising for students with multiple drops

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   d) Establish a District-wide GED testing scholarship and development model
   e) Increase the number of Bridge programs
To provide quality student outcomes off-site campuses require proper management structure and staffing support.

<table>
<thead>
<tr>
<th>Number of Off-Campus Sites</th>
<th>29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinators</td>
<td></td>
</tr>
<tr>
<td>Managers</td>
<td></td>
</tr>
<tr>
<td>MX</td>
<td>3</td>
</tr>
<tr>
<td>WR</td>
<td>7</td>
</tr>
<tr>
<td>KK</td>
<td>5</td>
</tr>
<tr>
<td>DA</td>
<td>12</td>
</tr>
<tr>
<td>TR</td>
<td>9</td>
</tr>
<tr>
<td>OH</td>
<td>5</td>
</tr>
</tbody>
</table>

*Not all coordinators and managers are responsible for off-campus site assessment and support. In addition, they have main campus responsibilities within their AE Departments.*

<table>
<thead>
<tr>
<th># of coordinators involved in overseeing off-sites</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td># of managers involved in providing support to off-sites</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: AE Deans, Spring 2011
Adult Education recommendations encompass the student lifecycle

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Create a multilingual online registration form</td>
<td>a) Hire 14 full-time transition specialists (advisors)</td>
<td>a) Create a District-wide model for off-campus site management</td>
<td>a) Create a dashboard of Adult Education metrics to track and monitor student success</td>
<td>a) Expand and rename the Truman Incentive (Transition) Program</td>
</tr>
<tr>
<td>b) Provide mandatory advising for students with multiple drops</td>
<td>b) Hire 6 full-time case workers to provide non-academic advising</td>
<td></td>
<td>b) Establish a process and system to monitor state and federal policies</td>
<td>b) Develop the GED FastTrack Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>c) Create 2 GED testing centers</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>d) Establish a District-wide GED testing scholarship and development model</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>e) Increase the number of Bridge programs</td>
</tr>
</tbody>
</table>
Administrative withdrawals after midterm are significantly higher than student initiated withdrawals - there is no effective method to track why students leave.

**Reason Codes**
- **WTHA**: Entered Employment
- **WTHB**: Met Personal Objectives
- **WTHC**: Lack of Interest
- **WTHD**: Illness/Incapacity
- **WTHE**: Lack of Transportation Resource
- **WTHF**: Lack of Dependent Child Care
- **WTHG**: Family Problems
- **WTHH**: Time/Location Not Feasible
- **WTHI**: Moved
- **WTHJ**: For Other Known Reasons
- **WTHX**: Unreported

**Source**: Percent of total WTH drops reported – CCC Office of Research and Evaluation, March 2011
Developing internal metrics in addition to NRS data will provide a fuller understanding of the Adult Education program and a better baseline for improving student outcomes.

Examples of NRS and CCC Outcomes: GED Attainment and Transition, FY2010

- **GED Attainment**
  - NRS Data: 1473
  - CCC Data: 120

- **Transition**
  - NRS Data: 125
  - CCC Data: 1168

**Not represented in NRS data are:**
- Students who selected a different goal other than “to obtain a GED”
- Students with fewer than 12 hours of instruction in the fiscal year
- Students without Social Security numbers
- Students enrolled in Spanish GED classes
- Students whose classes are assigned to unrestricted funds rather than grants
It is important to understand whether a drop in student outcomes is due to decreased student performance or a change in Federal policy.

### CCC AED NRS Level Gains FY 2008-FY2010 by Percent

Between FY08 and FY09, National Reporting System (NRS) Educational Functioning Level ranges were changed for the BEST Literacy test. The score necessary to complete High Beginning ESL rose from 36 to 53 (out of 78) and the percentage of level completers **dropped** significantly.

Between FY08 and FY09, National Reporting System (NRS) Educational Functioning Level ranges were also changed for the CELSA test. The score necessary to complete Advanced ESL dropped from 70 to 55 (out of 75) and the percentage of level completers **rose** significantly.

Source: ICCB DAISI Performance Data; Center for Applied Linguistics (Publishers of BEST Literacy)
Assessment and Tracking Questions/Comments

NO QUESTIONS

COMMENTS:
- “We want to see more information about why students drop.”

Source: Faculty Council Gallery Walk, Malcolm X College, May 6, 2011
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The Truman Incentive Program has established successful student outcomes and fully transitioned AE to CCC College credit student numbers are rising

Incentive Program Phase 3 (Fully Transitioned)
Student Enrollment Continues to Increase

“The Truman Incentive Program should be expanded across the District as quickly as possible.”
– Davis Jenkins, Senior Research Associate, Community College Research Center, Teachers College, Columbia University

Reinvention Briefing
CCC District Office
April 7, 2011

Source: Truman College Incentive Program Student Outcomes Tracking, Spring 2011
Deferment Total Versus ICCB Reimbursement/Student Fee Generation
Shows that the Net Loss In Phases 1 and 2* Are Not Significant Compared to Overall Generation in Phase 2 and Phase 3 (Full Transition)

**Typical “Incentive” Student Life Cycle**

**Phase 1**

1 Waived Course  
**Cost:** $89 per credit hour  
**ICCB Reimbursement:**  
$32 per credit hour 
**Student Fee:**  
$80 per semester 
**Total Loss:** $91

**Phase 2**

7 Waived Courses  
**Total Loss:** $637  
7 Paid Courses  
**Total Gain:** $1,869  
**Net Gain Phases 1 & 2:** $1,141

**Phase 3**

Approximately 6 Courses over 2 semesters to Complete Associate in Arts Degree  
**Total Gain:** $1,762  
**Total Net Gain:** $2,903

*A cohort of 50 Associate Degree seeking Incentive Students could generate up to $145,150 for an institution from Phase 1 entry through CCC graduation

* Calculated taking one general education waived course/semester minus ICCB Reimbursement and Student Fee
Renaming “Harry S. Truman Incentive Program” to “The Gateway to the City Colleges of Chicago Program” Will Deemphasize Tuition Waivers, Promote College Transition, and Assist in Development Fundraising to Limit Waivers

**Harry S. Truman Incentive Program**
- Name puts emphasis on the “Incentive” – tuition waivers
- Provides no direct connection to college transition
- Not assistive to fund-raising development
- Not conducive to CCC systemization

**The Gateway to the City Colleges of Chicago Program**
- Gwendolyn Brooks is an internationally recognized figure and arguably the most famous graduate of CCC
- Winner of the Pulitzer Prize, the highest honor in American letters
- Gwendolyn Brooks received more than 50 honorary doctorates
- She spoke to the Adult Education Program at Richard J. Daley College prior to her death in 2000
- With permission from the poet’s estate, a motto for the program which highlights transition can be excerpted from her famous poem “Speech to the Young: Speech to the Progress-Toward”
  “Live not for the end-of-the-song. Live in the along.”
- The announcement can be concurrent with the activities planned to celebrate the centennial of CCC as an institution to take advantage of already in place publicity
- There can be a support drive for CCC AE Scholarship monies built into the announcement and other press release(s) as program is expanded in the CCC college system (to emphasize impact of program on student success)
All CCC AE Students Currently Don’t Have Access to a GED Testing Center at a CCC Location Connected to Their AE Program and Those That Do Are Subject to a Sporadic Testing Schedule*

**CCC GED Testing Center Locations and Test Frequency - Current State**

<table>
<thead>
<tr>
<th>College/Location</th>
<th>English GED</th>
<th>Spanish GED</th>
<th>First Time Testing Frequency</th>
<th>Re-test Testing Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA</td>
<td>✔</td>
<td>✔</td>
<td>1 X month</td>
<td>1 X month</td>
</tr>
<tr>
<td>TR</td>
<td>✔</td>
<td>✔</td>
<td>2 X month</td>
<td></td>
</tr>
<tr>
<td>OH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KK (DTI)</td>
<td>✔</td>
<td>✔</td>
<td>2 X month</td>
<td>3 X month</td>
</tr>
<tr>
<td>WR</td>
<td>✔</td>
<td></td>
<td>1 X month</td>
<td>1 X month</td>
</tr>
<tr>
<td>MX</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Consistent with recommendation from ICCB to have a GED Testing Center affiliated with every CC in Illinois

No First Time GED Testing due to budget constraints

No request for Spanish GED on Campus
Overall GED completion has been relatively steady from year to year; may be declining

**CCC students who completed a GED**

<table>
<thead>
<tr>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,750</td>
</tr>
</tbody>
</table>

**Five year change in GED completers**

<table>
<thead>
<tr>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA</td>
</tr>
<tr>
<td>-25%</td>
</tr>
</tbody>
</table>

* Source: CCC Office of Research and Evaluation
A GED FastTrack College Prep Course Would Help Address the Roughly 50% GED Test Passing Rate Across the District and Provide an Opportunity to Prepare GED Students for CCC College/Vocational Program Transition

**GED Test Passing Rate of First-Time Test Takers**

- **DA**: FY 2007 - 53.3, FY 2008 - 32.4, FY 2009 - 57.1
- **KK**: FY 2007 - 41.2, FY 2008 - 41.6, FY 2009 - 43.1
- **MX**: FY 2007 - 41.7, FY 2008 - 47.4, FY 2009 - 47.1
- **OH**: FY 2007 - 55.2, FY 2008 - 56.7, FY 2009 - 51.8
- **TR**: FY 2007 - 61.9, FY 2008 - 60.2, FY 2009 - 50.8
- **WR**: FY 2007 - 51.8, FY 2008 - 51.8, FY 2009 - 47.8
- **CCC Total**: FY 2007 - 56.1, FY 2008 - 56.7, FY 2009 - 51.8

Source: CCC Office of Research and Evaluation
The cost of running a GED Test seating is far outweighed by the actual and potential benefits for CCC Transition and CCC Recruitment.

**Honorarium from GED**

**Test Takers' Application Fees**

- $21 \times 40 \text{ Applications} = $840

**Salaries for GED Test Proctors**

(2 required for 20 GED Test Takers with one additional for every 20 additional GED Test Takers)

- $400 \times 3 \text{ Proctors} = $1200

**Total Cost**

$360
A GED Testing Fee $25 Half Scholarship which addresses the established financial needs of our GED students will assist in GED attainment and CCC College/Vocational Program Transition.

**FY 2007 First-Time GED Test Takers and GED Completers**

<table>
<thead>
<tr>
<th>First-Time GED Test Takers</th>
<th>GED Test Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA</td>
<td>283</td>
</tr>
<tr>
<td>HW</td>
<td>95</td>
</tr>
<tr>
<td>KK</td>
<td>108</td>
</tr>
<tr>
<td>MX</td>
<td>183</td>
</tr>
<tr>
<td>OH</td>
<td>168</td>
</tr>
<tr>
<td>TR</td>
<td>201</td>
</tr>
<tr>
<td>WR</td>
<td>214</td>
</tr>
<tr>
<td>Total</td>
<td>1,252</td>
</tr>
</tbody>
</table>

Source: CCC Office of Research and Evaluation

GED Testing Fee Half Scholarship
Cost: $7,500

300 GED FastTrack Students
Per Semester Cost: $7,500

Fiscal Year Cost: $22,500

Scholarship would be targeted at students who are ready to pass the GED Test and meet the application requirements
### Current State*

<table>
<thead>
<tr>
<th>College</th>
<th>Constitution Test Format</th>
<th>Constitution Test Administration Time</th>
<th>Constitution Test Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>OH</td>
<td>60 Multiple Choice Questions</td>
<td>1 Hour</td>
<td>Pass is 50%</td>
</tr>
<tr>
<td>MX</td>
<td>72 Multiple Choice Questions</td>
<td>1 Hour</td>
<td>Pass is 70%</td>
</tr>
<tr>
<td>DA</td>
<td>50 Multiple Choice Questions</td>
<td>1 Hour</td>
<td>Pass is 70%</td>
</tr>
<tr>
<td>KK</td>
<td>79 Mult. Choice/ T or F/ Write-in Questions</td>
<td>Up to 2 Hours (most students finish in 45 Minutes – 1 Hour)</td>
<td>Pass is 67%</td>
</tr>
<tr>
<td>TR</td>
<td>60 Multiple Choice Questions</td>
<td>1 Hour</td>
<td>Pass is 50%</td>
</tr>
<tr>
<td>WR</td>
<td>100 Questions (90 Mult. Choice/ 10 Write-in)</td>
<td>55 Minutes</td>
<td>Pass is 70%</td>
</tr>
</tbody>
</table>

*Source: Adult Education Deans, Spring 2011

### Recommendation

**Format:**
ICCB/ISBE 60 Multiple Choice Question Constitution Test (available free in English and Spanish)

**Administration Time:**
60 Minutes in College Testing Center (not in GED classroom)

**Passing Score:**
70%
CCC Currently Offers 11 Bridge Programs, 6 of which (55%) Align within the 4 Career Clusters That Have Been Identified as Target Sectors in the 5 Year Strategic Plan Developed by ICCB.

**CCC Bridge Program Offerings – Current State**

- Healthcare
- Transportation
- IT Bridge to A+ Certification
- Career Bridge/Prep

ICCB Has Identified 4 Career Clusters for Development of Bridge Programs in Illinois Over the Next 5 Years:
- Healthcare
- Manufacturing
- Transportation, Logistics, Distribution
- IT

Bridge Programs outside of these career clusters that demonstrate economic value in the Chicago area may be developed.
Completion and Transition Questions/Comments

QUESTIONS:

 Does the Adult Education curriculum align with the credit curriculum to ensure successful transition?
  ○ Answer: When the Adult Education curriculum was redesigned two years ago an effort was made to align English and Math courses with credit but we do feel that further work is needed.

 How does a Spanish GED help students?
  ○ Studying for and taking the GED in Spanish can often be achieved quickly leaving ample time for the student to focus more on the academic preparation for ESL to succeed in college.
  ○ By receiving content instruction in their own language, students can transfer academic skills acquired in their native language in order to achieve their GED goal.

 Who is this woman? (Referring to Gwendolyn Brooks and the name change for the transition program)
  ○ Gwendolyn Brooks is an internationally recognized figure and arguably the most famous graduate of CCC. She was the winner of the Pulitzer Prize, the highest honor in American letters and received more than 50 honorary doctorates. She spoke to the Adult Education Program at Richard J. Daley College prior to her death in 2000.

COMMENT:

 “Faculty council and credit instructors should be interested in Adult Education because eventually they may serve these students.”

Source: Faculty Council Gallery Walk, Malcolm X College, May 6, 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
Student Support and Pathways recommendations cut across the student lifecycle

1. Support and focus advisors
2. Increase student self-sufficiency
3. Provide student success tools and resources
4. Improve communication

Ensure students are fully prepared before they choose program
Help choose appropriate program and path
Academic supports
Financial support
Non-academic supports
Transfer and articulation
Career planning and transition
Vision: The Student Support and Pathways 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
  - Help each student with life issues and experiences that would prevent them from successfully completing their degree

- **Non-academic supports**
  - Ensure every qualifying student receives financial aid

- **Financial support**
  - 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

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Recommendation detail</th>
<th>Projected acceptance/buy-in</th>
<th>Timeline</th>
<th>Cost</th>
</tr>
</thead>
</table>
| **1. Support and focus advisors** | a) Add approximately 14 advisors across the seven colleges  
b) Add appointment mgmt system  
c) Move transcript evaluations from advisors  
d) Remove recruiting from advisors  
e) Procure an early alert system  
f) Provide training and PD | High: Conversations with associate deans and advisors suggest that CCC community will be very receptive to advising changes. Several changes already adopted at some colleges. | Fall 2011-Spring 2012 implementation | One-time: $100-180k  
On-going: $1.3-1.4M |
| **2. Increase student self-sufficiency** | a) Improve and encourage online registration  
b) Provide students with a self-serve degree audit and educational planning tool  
c) Create unambiguous course pathways  
d) Institutional focus on college success | Med-High: High buy-in for degree audit and online registration. Creation of pathways will require significant coordination with faculty, advisors, and receiving 4-year institutions | Spring 2012-Spring 2013 implementation | One-time: $150-410k  
On-going: Minimal |
| **3. Provide student success tools and resources** | a) Increase number and quality of articulation agreements  
b) Add Transfer Center coordinator  
c) Add Career Center coordinator  
d) Add Wellness Center offerings  
e) Offer financial literacy programs | Med-High: Very high buy-in for increasing articulation agreements. High buy-in for adding Wellness Center offerings. Less information on other recommendations but high buy-in in conversations thus far. | Spring 2012 implementation | One-time: Minimal  
On-going: $1.6M |
| **4. Improve communication** | a) Improve transfer communication between district office and colleges  
b) Improve communication with advisors  
c) Online tools and resources  
d) Integrate financial aid/financial literacy questions into online application | Med-High: Likely to be high buy-in in these areas. | Ongoing | One-time: Minimal  
On-going: Minimal |
The above chart is reflecting Fall 2010 enrollment number at 41,536, per district wide data. The recommendations of service level are based on a quantified calculation of student groups and needs. SSP recommends 14 advisors to meet ratio of 411 students to advisor. The number works in conjunction with an investment in technology (degree audit, appointment management, early alert) and student support staffing (Career and Transfer Centers).

**LaGuardia uses a combination of faculty advisors and technology to meet student service levels**
Based on current workflow, college advisors juggle numerous tasks. More time needs to be allocated towards developmental and career advising to positively impact student retention. By removing tasks that prohibit greater student contact, advisors can be more effective at being agents for student retention and graduation.

Source: Task force interviews with college advisors
Proposed Advising Time Allocation Model

In order to create a foundation for academic advising, we are recommending certain tasks be removed from the college advisors plate: transcript evaluations, recruitment, enhancement and implementation of technology to create higher levels of student self sufficiency for registration, automated and student accessible degree audits.

**Special and Ongoing Projects:**
- Cohort advisement and management (Sports, Grow Your Own Teachers initiative, Dual Enrollment, Cash to ROI, Action Plans, per MX.)
- Committees
- Staff Training and professional development
- Orientation facilitation to new students and parents
- Communicating campus initiatives to students (i.e., scholarships, new transfer articulation agreements)
- Ongoing student training workshops for tools (i.e., how to use degree audit tools)

**Miscellaneous:**
- Student follow-up, email, correspondence
- Maintaining student files and record management
- Administrative duties

**Registration:**
- Assist students with registration for upcoming terms
- Adding/Dropping

**Developmental and Career Advising:**
- Coaching the student through the higher education landscape
- Developing personalized educational plans
- Helping the student problem solve
- Acting as a mentor to help the student identify life, academic and career goals and clear pathways to achieve them
- Transfer advisement
- Career exploration and identification
- Helping student match educational plans with career goals

4.5 hours=60% of advisors day of face-to-face advising session. Used to determine calculation for ratio.
### Scenario 1

In this scenario we are allocating time to student groups, recognizing their unique needs and providing a higher level of service. Slide 1 reviews justification for selecting these cohorts of students.

<table>
<thead>
<tr>
<th>Student Groups Identified for Calculation</th>
<th>NUMBER</th>
<th>HOURS PER STUDENT</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>New to Credit</td>
<td>11,803</td>
<td>1.00</td>
<td>11,803</td>
</tr>
<tr>
<td>Probationary Students (below 2.0 GPA)</td>
<td>8,479</td>
<td>0.50</td>
<td>4,240</td>
</tr>
<tr>
<td>Returning Students</td>
<td>11,009</td>
<td>0.25</td>
<td>2,752</td>
</tr>
<tr>
<td>Part-Time Achievers at Risk 3.0 and higher</td>
<td>10,640</td>
<td>0.50</td>
<td>5,320</td>
</tr>
<tr>
<td>Temporary Drops-Registered Prev. Semester</td>
<td>19,097</td>
<td>0.08</td>
<td>1,528</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>41,931</td>
<td>2</td>
<td>25,643</td>
</tr>
</tbody>
</table>

1.25

32053.1375

<table>
<thead>
<tr>
<th>Hours per day for advising</th>
<th>Advising Days Per semester</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.5</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>315</td>
<td>101.8</td>
</tr>
<tr>
<td></td>
<td>412.1</td>
<td></td>
</tr>
</tbody>
</table>

**Total Advisors Required**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>102.0</td>
<td>15.0</td>
</tr>
</tbody>
</table>

**Assumptions:**

- Assumes 25% safety factor in total hours required
- Assumes PT advisors count at 0.5 FTE

Temporary Drops Not Included in Total Calculation for Fall 2010 Enrollment

Number of advisor working days during semester taking into account vacation, personal days, etc.
Scenario 4

Scenario is displayed here to relay the impact of not investing in technology as well as fundamental changes to college advisor duties. This scenario uses the same service levels for students listed in scenario 1, but no changes to work flow or improvement in technology: (1) transcript evaluations, (2) unchanged online registration technology, (3) recruitment, (4) manual degree audits.

Given an unchanged workflow and tech environment, a larger increase in staffing will be required.

### Table: Fall 2010

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>HOURS PER STUDENT</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>New to Credit</td>
<td>11,803</td>
<td>1.00</td>
</tr>
<tr>
<td>Probationary Students (below 2.0 GPA)</td>
<td>8,479</td>
<td>0.50</td>
</tr>
<tr>
<td>Returning Students</td>
<td>11,009</td>
<td>0.25</td>
</tr>
<tr>
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<td>10,640</td>
<td>0.50</td>
</tr>
<tr>
<td>Temporary Drops-Registered Prev. Semester</td>
<td>19,097</td>
<td>0.08</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>41,931</strong></td>
<td><strong>25,643</strong></td>
</tr>
</tbody>
</table>

### Hours per day for advising

<table>
<thead>
<tr>
<th>Hours per day for advising</th>
<th>Advising Days Per semester</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.25</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>157.5</td>
<td>203.5</td>
<td>206.0</td>
</tr>
</tbody>
</table>

**Total Advisors Required**: 204.0

**Additional Advisors needed**: 117

Assumptions:

* Assumes 25% safety factor in total hours required
* Assumes PT advisors count at 0.5 FTE

Temporary Drops Not Included in Total Calculation for Fall 2010 Enrollment
### Themes for improving advising and pathways

<table>
<thead>
<tr>
<th>Strategic theme</th>
<th>Desired action</th>
<th>Specific policies to evaluate or actions to take</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freeing advisor time</strong></td>
<td>Move transcript evaluation</td>
<td>• Identify staff to take over task&lt;br&gt;• Begin building up database&lt;br&gt;• Implement PeopleSoft functionality</td>
</tr>
<tr>
<td><strong>Increase online registration</strong></td>
<td>Add recruitment staff</td>
<td>• Add staff to tackle recruitment&lt;br&gt;• Establish standard policies and procedures for high school visits, student follow ups, etc.</td>
</tr>
<tr>
<td></td>
<td>Allow students to register online</td>
<td>• Policy that prevents developmental education students from registering online&lt;br&gt;• Policy that does not count in progress courses as prerequisites</td>
</tr>
<tr>
<td></td>
<td>Improve online registration student experience</td>
<td>• Reduce/eliminate pre-requisite errors (data integrity effort)</td>
</tr>
<tr>
<td><strong>Increase student self-sufficiency</strong></td>
<td>Implement a degree audit system</td>
<td>• Alignment of IAI courses across district&lt;br&gt;• Alignment of prerequisites across district&lt;br&gt;• Alignment of requirements (entry and exit) across district&lt;br&gt;• Acquisition of degree audit tool&lt;br&gt;• Improve data integrity</td>
</tr>
<tr>
<td></td>
<td>Create default pathways</td>
<td>• Build default pre-major pathways for top baccalaureate majors – faculty in conjunction with advisors&lt;br&gt;• Create corresponding marketing materials</td>
</tr>
<tr>
<td></td>
<td>Create marketing/advising materials</td>
<td>• Create materials that describe significance of basic student choices – e.g., which degree to get</td>
</tr>
</tbody>
</table>
Articulation Agreements – Current Status:

CCC website states that we have articulation agreements with 52 four-year institutions, and dual admissions agreements with 14 institutions. This distinction is not particularly useful, as many of the agreements classified under “Articulation” are actually “Dual Admissions” agreements. Additionally, some schools are listed twice under multiple programs.

In actuality, we have 28 agreements on file; 16 of these agreements are enforceable. 5 agreements have clear usefulness. 1 hour estimation, there are a few others that have limited usefulness.

Most of the agreements were formed around 2000-2002. Some are for individual campuses and some are for the district.

We have new agreements in progress with DePaul, Dominican, Chicago State, IIT, and Lewis University. This semester, we have also drafted agreements with EIU, ISU, NEIU, NIU, SIUC, and UIS.

CONCLUSION:

Reinvention provides the opportunity to form new agreements, to re-visit and strengthen our old agreements, and to move beyond IAI with public institutions to provide greater security for our students. We ultimately want to be in a position to communicate a variety of attractive transfer options for students. The goal in forming new agreements should be to guarantee the complete transfer of our degrees and our gen. ed. core, thus giving our degree-completers junior standing; we should also look to form guaranteed admissions agreements, and to ensure that our students receive advising services throughout the transfer process. When possible, we should also look for opportunities to form guaranteed admissions agreements as part of these agreements.
Plan to Increase Articulation Agreements

### Criteria for All Articulation Agreements

| Criterion 1: | Baccalaureate Percentage of Colleges/universities where more than >50% of CCC students earn bachelor’s degrees after transfer |
| Criterion 2: | Number of CCC students who transfer Colleges/universities where significant numbers of CCC students transfer |
| Criterion 3: | Physical proximity Colleges/universities that are in/near Illinois |

### Articulation Agreements: To Target and In Progress

<table>
<thead>
<tr>
<th>Institutions we should target Based on above Criteria</th>
<th>Bachelor’s degree attainment*</th>
<th>Number of CCC transfers**</th>
</tr>
</thead>
<tbody>
<tr>
<td>UIUC</td>
<td>79%</td>
<td>33</td>
</tr>
<tr>
<td>Lewis</td>
<td>65%</td>
<td>20</td>
</tr>
<tr>
<td>Dominican</td>
<td>58%</td>
<td>12</td>
</tr>
<tr>
<td>St Xavier</td>
<td>58%</td>
<td>72</td>
</tr>
<tr>
<td>Governor’s State</td>
<td>57%</td>
<td>49</td>
</tr>
<tr>
<td>UIC</td>
<td>56%</td>
<td>380</td>
</tr>
<tr>
<td>Loyola</td>
<td>51%</td>
<td>90</td>
</tr>
<tr>
<td>IIT</td>
<td>50%</td>
<td>34</td>
</tr>
<tr>
<td>Robert Morris</td>
<td>50%</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College/universities where work is in progress</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>DePaul, UIC (GAT Initiative)</td>
<td>Final draft</td>
</tr>
<tr>
<td>Lewis (Aviation) IIT</td>
<td>Identifying the Fall, 2012 cohort</td>
</tr>
<tr>
<td>Chicago State (2+2) NIU</td>
<td>Recruiting for Fall, 2012</td>
</tr>
<tr>
<td>Governor’s State (Dual Completion) AUMC, SIU Carbondale Shimer</td>
<td>Agreement in Legal</td>
</tr>
<tr>
<td>Draft prepared</td>
<td>Discussions</td>
</tr>
<tr>
<td>Draft prepared</td>
<td>Discussions</td>
</tr>
<tr>
<td>Roosevelt National Lewis UIC (Urban Ed.) Western IL U NIU DeVry</td>
<td>Discussions</td>
</tr>
<tr>
<td>Draft Prepared</td>
<td>Discussions</td>
</tr>
<tr>
<td>Draft Prepared</td>
<td>Expand existing agreement</td>
</tr>
<tr>
<td>Draft Prepared</td>
<td>Draft prepared</td>
</tr>
<tr>
<td>Draft Prepared</td>
<td>Contacts/ liaisons at each relevant unit</td>
</tr>
<tr>
<td>Draft Prepared</td>
<td>Defined program-specific pathways (i.e. exhibits to include transfer guide/recommended courses) that dovetail with pathway definition efforts</td>
</tr>
</tbody>
</table>

### Preferred Language for all Articulation Agreements:

- Guarantee of junior status contingent on completion of Associate’s
- Advising support upon admission
- Guaranteed admission for high-performing students (if possible)

### Notes:

*New CCC students who had completed at least some credits at CCC who earned a bachelor’s degree attainment within 6 years

**From Office of Research and Evaluation Transfer Report
What is good about this:

• Students have an accessible document that clearly articulates the recommended courses and their level of difficulty.

• Students can do self-motivated research about the possible careers that are described.

• Electives applicable to the field are communicated.

• The 4-year university that accepts the credits as courses for Baccalaureate Transfer is listed.

• This document is updated each academic year and kept in alignment with the articulation agreement for the aforementioned university.

• All of this information is in one place.

Link: http://valenciacc.edu/aadegrees/documents/Pre-MajorArchitecture-UniversityofFlorida.pdf
Valencia Community College communicates the differences between various degree and certificate options

What is good about this:

• Students have an accessible document that simply articulates the differences in career path between certificate programs and associate degrees (either leading to a Bachelor’s degree, solely to employment or both).

• This document does not need to be updated annually.

• Students will understand the how an Associate’s degree and a certificate program applies to their goals for the future.

www.iTransfer.org is not user-friendly and does not have unmistakable, understandable academic course recommendations.

CCC (advisors, faculty or staff) currently recommends students to use the iTransfer website as a tool to find answers and assistance to aid in the transition to a four-year university.

The usability of the iTransfer website is not where it needs to be for user success. Operation of the website cannot simply be learned by observation. The user experience for most students and advisors is negative.

The connection between the iTransfer website’s recommendations and transferring to a specific four-year university is not easily recognizable for advisors or students. This is not to say that there is no valuable information on the site; it is to say that if the people that are recommending do not truly understand the site, how can a student possibly understand it?

The result is that advisors may not advise students to use it and then we have a tool that is otherwise non-existent to the student body.
Where We Want to Be

Students need to explore the possible career choices both off-campus or on-campus via a variety of resources (part 1/2).

What is good about this:

- Students have a printable assessment to evaluate their educational, professional and personal life goals (whenever they want and as many times as they want).
- Students can utilize this tool as well as advisors to help them to discover their pathway.

Communication Piece #1

Link: http://valenciacc.edu/pdf/studenthandbook.pdf
Where We Want to Be

Students need to explore the possible career choices both off-campus or on-campus via a variety of resources (part 2/2).

What is good about this:

- This online tool gives current and prospective students the opportunity to begin exploring careers of interest and learn critical concepts of career development.

- As demonstrated here, the institution’s tools available to students’ career development are communicated.

**Career Development Services**

The Career Center area is a resource center for exploring, developing and implementing career options that result in personal and career satisfaction.

Career Center services and programs are designed to help students learn more about their personality, interests, skills and values; career fields; connecting majors to careers; and making the transition to a four-year college/university, exploring some Pre-professional schools, or to employment.

Career development is an ongoing, overlapping process of seeking the answers to three critical questions:

Please roll-over each section below for valuable information.

*Adapted from Don Schultz's "Three Critical Questions"*

Career development is a lifelong process. Once you learn the steps of the process, you will be able to repeat it whenever you need to throughout your life.

My Career Planner in Atlas (My LifeMap Tab)
My Career Planner guides you through the career planning process in a web application. You can take assessments, conduct career and major exploration, and select and save your career, major and occupational goals. Use My Career Planner to identify career questions you’d like to discuss with a career advisor or counselor.
...there is an increased awareness among upper level administrators that students face difficult emotional and psychological issues while in college and that response of the institution to such matters can affect both recruitment and retention.

Gallagher (2004)

“On average, students who received counseling had a retention rate of 85%, compared with 74% for general student body.”

Turner & Berry (2000)

“Time management, study skills, anxiety management and an appropriate course load may also be helpful for building confidence, and ultimately academic success. Our findings suggest that poor-standing students, who stay, nevertheless, may also have problems that could be addressed by counseling interventions.”

Gerdes & Mallinckrodt (1994)

Wadhwani (2010)

“They are faced with many challenges. Students balance home, work, and school with limited time and resources for self care. For students who are already marginalized because of their race, ethnicity, class, religion, sexual orientation or other difference stressors are further exacerbated by discrimination and micro-aggressions. Such stressful lives place these students at greater risk of experiencing mental health crises, particularly if they don’t receive on-campus support they need. Access to culturally competent mental health services, therefore is critical to retention.”

Gilchrist (2002)

“Within higher education, there exists general consensus that the ubiquitous role of personal and psychological counseling is to contribute to student development, adjustment, and learning while preventing dangerous and self-defeating behavior, thus enabling the individual to thrive in the college community.”

Bishop (2006)

“It is becoming more widely recognized that the existence of a college counseling center, armed with resources that are adequate for the population of the campus, can be a key factor in managing crises, assisting in recruitment and retention efforts, and reducing liability risks.”
Plan to provide Wellness Center resources to all 7 campuses

**Current state:**
- Wellness Centers at HW, OH, and KK
- 2 PT coordinators – one each at HW and KK
- Model in all three is heavily dependent on unpaid intern labor from area graduate psychology and social work programs
- Most mature Wellness Center, at HW, serves 740 unduplicated students - approx 7% of the credit/pre-credit student body
- Current annualized cost is approx $90k across three campuses

**Recommendation:**
- Increase staffing to 4 FT, 2 PT coordinators
- Each coordinator divides time between two campuses, resulting in a minimum of 2.5 days of coverage per week
- One coordinator is assigned district office duties to set up programs in coordinated manner and develop relationships with referral agencies
- Would require repurposing space, etc.

**Description of services to be provided:**
- Provide short-term counseling for depression, stress, anxiety
- Create support groups for veterans, domestic abuse, students with children, LGBTQ, etc.
- Manage referral to community partners for homelessness, long-term mental health issues, state/federal services and resources (e.g., Pink Card, child care vouchers)
- Provide faculty with de-escalation training and an outlet for situations where they feel threatened

**Expected benefits:**
- Modest improvement in student retention (e.g. approx 1-3 percentage points)
- Improvement in campus safety and environmental factors
- Coordination to minimize district risks and liabilities
Interns drawn from area graduate programs such as School of Social Work at Loyola, the Adler School of Professional Psychology, the Chicago School of Professional Psychology, the Jane Addams School of Social Work at the University of Illinois at Chicago, and Roosevelt University.

Description of services to be provided:

- Provide short-term counseling for depression, stress, anxiety
- Create support groups for veterans, domestic abuse, students with children, LGBTQ, etc.
- Manage referral to community partners for homelessness, long-term mental health issues, state/federal services and resources (e.g., Pink Card, child care vouchers)
- Provide faculty with de-escalation training and an outlet for situations where they feel threatened

Rationale for services provided:

- **Why provide these services?**
  - Intern model requires that we provide short-term counseling
  - We have the ability to create support groups as needed; groups above have been identified as populations on our campuses
  - Interviews suggest faculty need an outlet for potentially threatening situations outside of campus security
  - Difficult and costly to provide services we are planning to refer (e.g. homelessness, long-term mental health, etc.)

- **Why not outsource?**
  - Improved connection to other student services/increased flexibility to meet student needs
  - Few potential partners given scale, financial resources, and focus (some focused on specific populations like children)
  - High leverage model and relatively low cost internally diminishes cost savings possible through outsourcing
# Harold Washington College Wellness Center 2009-2010 Statistics

## Service Area

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Students Served</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support Groups</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Depression Management</td>
<td>117 Students</td>
<td></td>
</tr>
<tr>
<td>▪ Stress Management</td>
<td>100 Students</td>
<td></td>
</tr>
<tr>
<td>▪ LGBTQ</td>
<td>210 Students</td>
<td></td>
</tr>
<tr>
<td>▪ Parenting Skills</td>
<td>12 Students</td>
<td></td>
</tr>
<tr>
<td>▪ Individual Counseling</td>
<td>117 Students</td>
<td></td>
</tr>
<tr>
<td>▪ Group Counseling</td>
<td>100 Students</td>
<td></td>
</tr>
<tr>
<td>▪ Case Management</td>
<td>210 Students</td>
<td></td>
</tr>
<tr>
<td>▪ Crisis Intervention</td>
<td>12 Students</td>
<td></td>
</tr>
<tr>
<td>▪ Intake Assessments</td>
<td>439 Total Students</td>
<td></td>
</tr>
<tr>
<td><strong>Direct Service Contacts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Individual Counseling</td>
<td>1875 Total</td>
<td>Student Contacts</td>
</tr>
<tr>
<td>▪ Group Counseling</td>
<td>1875 Total</td>
<td>Student Contacts</td>
</tr>
<tr>
<td>▪ Case Management</td>
<td>1875 Total</td>
<td>Student Contacts</td>
</tr>
<tr>
<td>▪ Crisis Intervention</td>
<td>1875 Total</td>
<td>Student Contacts</td>
</tr>
<tr>
<td>▪ Intake Assessments</td>
<td>1875 Total</td>
<td>Student Contacts</td>
</tr>
<tr>
<td><strong>Wellness Wednesday Table Programs</strong></td>
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<tr>
<td>▪ Substance Abuse Awareness &amp; Screenings</td>
<td>819 Total Student Contacts</td>
<td></td>
</tr>
<tr>
<td>▪ National Depression Screening Day</td>
<td>819 Total Student Contacts</td>
<td></td>
</tr>
<tr>
<td>▪ Busy Parents Support Services</td>
<td>819 Total Student Contacts</td>
<td></td>
</tr>
<tr>
<td>▪ Pink Card (Free Family Planning &amp; Healthcare Services)</td>
<td>819 Total Student Contacts</td>
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</tr>
<tr>
<td>▪ Veterans Support Services</td>
<td>819 Total Student Contacts</td>
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</tr>
<tr>
<td>▪ Childcare Services Day</td>
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<tr>
<td>▪ World AIDS Day STD Awareness &amp; Prevention</td>
<td>819 Total Student Contacts</td>
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</tr>
<tr>
<td>▪ Strategies for Time &amp; Stress Management</td>
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</tr>
<tr>
<td>▪ Dating &amp; Relationship Safety Day</td>
<td>819 Total Student Contacts</td>
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</tr>
<tr>
<td>▪ Free Legal Clinic On Site Awareness</td>
<td>819 Total Student Contacts</td>
<td></td>
</tr>
</tbody>
</table>
Faculty Council Gallery Walk Feedback

Recommendations

• Should figure out how to build a formal role for faculty into advising process
• Ensure that transfer centers do not become a substitute for transfer conversations throughout the lifecycle.
• Must have a career professional on campus – advisors cannot do this task
• Recommendations make sense, should prioritize first two items
• Important to fix advising – currently, does as much harm as good

Issues relevant to our recommendations

• Need to think about who we have as advisors and what credentials/training we require
• Need to think about diversity in student support areas and real diversity training

Implementation

• Should ensure that colleges are instrumental in hiring decisions for any new positions created
• Should implement some pieces of this quickly – particularly student self-sufficiency recommendations

Source: Faculty Council Gallery Walk, Malcolm X College, May 6, 2011
### Reinvention Task Forces

<table>
<thead>
<tr>
<th></th>
<th>Task Force</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Program Portfolio Review</td>
</tr>
<tr>
<td>2</td>
<td>Remediation</td>
</tr>
<tr>
<td>3</td>
<td>Adult Education</td>
</tr>
<tr>
<td>4</td>
<td>Student Support &amp; Pathways</td>
</tr>
<tr>
<td>5</td>
<td>Operational Excellence &amp; Optimization</td>
</tr>
<tr>
<td>6</td>
<td>Faculty &amp; Staff Development</td>
</tr>
<tr>
<td>7</td>
<td>Technology</td>
</tr>
<tr>
<td>Recommendation</td>
<td>Alignment</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| 1. Registration    |           | • Faculty training will be critical – many times faculty do not feel fully prepared for Registration duties  
• “Scheduling could be a game-changer”  
• Concern over enrollment losses during Open Registration  
• Need to ensure Pre-requisites are logical and consistent across colleges | • Explore expanding Registration training for faculty at colleges  
• Continue to develop detailed Open Registration queuing management strategy  
• Continue monitoring Pre-requisite work at District |
| 2. Procurement     |           | • Proposed task force solutions would address major Procurement pain point for faculty  
• Many Department procurement needs (e.g. Biology cultures) have extremely short expiration dates  
• Service contracts are a huge pain point  
• Legal approval of vendor contracts is a bottleneck | • Examine possible Department exceptions to PO process for low-cost items  
• Examine service contracts and vendor approvals in future semester |
| 3. Security        |           | • Anecdotally, officer enforcement of security incidents in past were unacceptable                                                                                                                                                                                   | • Continue implementing new policies and procedures |
| 4. Facilities Management |           | • Process for disposing equipment/inventory is cumbersome  
• Need to grant P/S access to change receiving room numbers | • Continue implementing new electronic workflow management solutions |
| 5. Student Receivables |           | • Good idea to hold students accountable to successful behaviors, as long as policies are clearly communicated                                                                                           | • Continue building on current research |
| 6. Other           | N/A       | • SAP hold petitions need to happen earlier, given short amount of time between semesters to resolve issues                                                                                           | • Integrate feedback for next semester’s Task Force |

Source: May 6, 2011 - Faculty Council gallery walk and breakout meetings with Reinvention task forces
Vision: 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:

1. **Student services:** Transition from a process optimized for volume to a self-service model that empowers successful student behaviors and decisions.
2. **Staff and faculty pain points:** Redesign purchase order process to better balance operating efficiency and spending controls, reduce approval time cost and cycle time.
3. **Time savings for staff and faculty:** 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.
4. **Proactive effective facility management:** Provide tools for proactive effective facility management to reduce repair and maintenance costs and improve the condition of our campus.
5. **Student collections:** Institute consistent best-practice policies for student collections that lower bed debt rates, minimize collections time, and improves Financial Aid, payment and billing service for students.

Wednesday, August 03, 2011  
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**Operational Excellence and Optimization – vision details**

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Wide range in the average cost per student across the colleges</td>
<td>▪ Standardized and/or optimized cost per student across the colleges</td>
</tr>
<tr>
<td>▪ Disproportionately high non-instructional costs relative to peers</td>
<td>▪ Non-instructional costs reduced to enable greater financial flexibility</td>
</tr>
<tr>
<td>▪ Best practices not shared across colleges in systematic ways</td>
<td>▪ Effective system for developing and sharing ideas across colleges</td>
</tr>
<tr>
<td>▪ Processes not evaluated on the criteria of their effectiveness or overall impact on time, cost and performance</td>
<td>▪ Processes optimized around impact on time, cost, performance, etc.</td>
</tr>
<tr>
<td>▪ Process and improvement effort ownership undefined for processes/efforts crossing functional organizations</td>
<td>▪ More clearly defined roles, responsibilities and accountability for processes and improvement efforts</td>
</tr>
<tr>
<td>▪ Many improvement efforts are ad-hoc and not well-coordinated, resulting in low value-add</td>
<td>▪ Process improvement efforts well-coordinated and strategically aligned with District goals and objectives</td>
</tr>
<tr>
<td>▪ Mindsets around operations vary significantly throughout district</td>
<td>▪ “Value-add” principle governs all operational decisions</td>
</tr>
</tbody>
</table>
Operational Excellence and Optimization Task Force immediate focus is on critical student-facing processes

**Core question:** How do we improve the efficiency and effectiveness in non-instructional operations

**Initial focus is student-facing non-instructional operations**

**Registration**
- Wait time during peak registration can potentially take hours for students; ~40% of students reported the Registration process took longer than expected¹
- 1 in 4 students rated Registration staff as being less than helpful (i.e. neutral or negative experience)²
- Colleges communicate steps/requirements to students differently

**Student receivables**
- 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

**Security**
- 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

**Procurement**
- The purchase order process for all items requires a 24-step process for items less than $10k (which is less than 0.002% of budget), and a 30-step process is required for items above $10k
- Purchase order process was chosen as the greatest source of frustration by business operations staff interviewed

¹ Spring 2011 Registration survey, Office of Student Services
² Spring 2011 Registration survey, Office of Student Services: Percentage of students who rated staff as extremely unhelpful, not helpful, or just okay
CCC’s overall spending per FTSE is lower than that of our peers but the portion that goes into non-instructional processes is higher.

**Peer Benchmark Cost Breakdown**
- Non-Instructional: 45%
- Instructional: 55%

**CCC Cost Breakdown**
- Non-Instructional: 53%
- Instructional: 47%

**Total Cost per FTSE**
- Peer Benchmark: $9,007
- CCC: $7,953

- **FTSE** = Full-time Student Equivalent
- All costs included except for capital expenditures (cost of capital incorporated into spend under “operation maintenance of plant,” as annual depreciation for fixed assets) and Grants, Scholarships and Financial Aid.
- Peer group includes all institutions reported in IPEDs that meet the following criteria: Are between 2,000-10,000 students, award both AA & Certificate credentials, and relative to other institutions within that cohort, have a higher than average proportion of non-white students. Peer cohort includes a total of 122 institutions (20 schools initially included did not have granular cost data and were therefore removed). Benchmark depreciation incorporated into “operations and maintenance of plant” to align with CCC financial accounting practices
- 12 month 2009 student enrollment from IPEDs was used for FTSE calculations
### Dissatisfied students based on category/service

<table>
<thead>
<tr>
<th>Service</th>
<th>Truman</th>
<th>Wilbur</th>
<th>Wright</th>
<th>Harold</th>
<th>Washington</th>
<th>Daley</th>
<th>Malcolm</th>
<th>Kennedy</th>
<th>Olive</th>
<th>Harvey</th>
<th>District average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration/admissions services</td>
<td>14</td>
<td>10</td>
<td>16</td>
<td>11</td>
<td>13</td>
<td>25</td>
<td>8</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Billing and payment services</td>
<td>12</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>18</td>
<td>8</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Financial aid services</td>
<td>16</td>
<td>14</td>
<td>15</td>
<td>11</td>
<td>12</td>
<td>19</td>
<td>6</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>College advising services</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>16</td>
<td>8</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library/learning resource services</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>7</td>
<td>11</td>
<td>5</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning support/tutoring services</td>
<td>12</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>11</td>
<td>9</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>5</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>College climate</td>
<td>21</td>
<td>8</td>
<td>8</td>
<td>14</td>
<td>9</td>
<td>16</td>
<td>11</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career planning/job placement services</td>
<td>14</td>
<td>10</td>
<td>14</td>
<td>13</td>
<td>11</td>
<td>20</td>
<td>9</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Transfer-related services</td>
<td>16</td>
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<td>13</td>
<td>12</td>
<td>11</td>
<td>20</td>
<td>9</td>
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<tr>
<td>Overall satisfaction</td>
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<td>9</td>
<td>7</td>
<td>13</td>
<td>6</td>
<td>8</td>
<td></td>
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</tr>
</tbody>
</table>

Survey conducted March and April 2008, 5,457 responses were gathered which makes up ~16% of the census-date credit enrollment. Survey was conducted by randomly selecting 445 active sections in credit, vocational skills, and technical programs at all 7 colleges.

Source: Data taken from SP08 Credit Survey-District
Credit students enrollment by week of registration, Fall 2010

Credit Headcount by Week, Fall 2010 (100% = 41,795 students)

- Overall, 40 percent of all credit students (returning and new) register in the final two weeks, primarily on campus.

- In addition to longer waits, new students have:
  - Less time for academic preparation
  - Smaller selection of courses

- The period is also difficult for faculty and staff:
  - Hectic working conditions
  - Less time to prepare for classes
  - Less time for advising

Source: CCC Academic Management Reports
Online application opportunities by type of student

Credit Headcount, Spring 2011 (100% = 43,258)

- Returning - Full/Partial Online (28%)
- Returning - No Online Registration (48%)
- Returning - New to Credit (22%)
- New to CCC (2%)

- New Students can be coached to use the tool in an on campus orientation
- Students New to Credit might be able to learn about online registration before they transition
- Most of these students can not fully apply online
- Most returning students do not use online registration at all
  - Common reasons why: lack of access; unsure how to use the system; unreliable service

Source: Academic Management Report, Spring 2011
Note: Online figures includes students using my.ccc.edu while on campus. Split between full and partial registration TBD.
Preparatory material provided for the COMPASS exam by campus

<table>
<thead>
<tr>
<th></th>
<th>DA</th>
<th>HW</th>
<th>KK</th>
<th>MX</th>
<th>OH</th>
<th>TR</th>
<th>WR</th>
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</thead>
<tbody>
<tr>
<td>Things to bring</td>
<td>ID</td>
<td>ID, Pencils, Orientation Completion Certificate</td>
<td>ID</td>
<td>ID, Calculator, Pencils</td>
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<tr>
<td>Testing Times</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes, given on arrival</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Location, Contact Info</td>
<td>Location</td>
<td>Location, Phone, Email</td>
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<td>Location, Phone, Email</td>
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<td>Location only</td>
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<td>Prep Materials</td>
<td>Assorted study links, study guide on campus</td>
<td>Location, Phone, Email</td>
<td>Location, Phone, Email</td>
<td>Location, phone</td>
<td>Location, Phone, Email</td>
<td>Location, Phone, Email</td>
<td>On campus</td>
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<td>Time Needed</td>
<td>2-3 hours</td>
<td>Up to 2.5 hr</td>
<td>~ 3 hours</td>
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<tr>
<td>Ability to Retake</td>
<td>Remain valid for 1 year; retakes anytime with consent</td>
<td></td>
<td></td>
<td></td>
<td>English: 1yr Math: 3 months</td>
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<td></td>
</tr>
</tbody>
</table>

Registration Process for New Students

<table>
<thead>
<tr>
<th>DA</th>
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<th>KK</th>
<th>MX</th>
<th>OH</th>
<th>TR</th>
<th>WR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Check-In &amp; Admission</td>
<td>Admissions</td>
<td>Student ID number</td>
<td>Status / BioDemo</td>
<td>Search Match/Status Check</td>
<td>Complete on-line admission application</td>
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<tr>
<td></td>
<td>Orientation</td>
<td>Financial Aid</td>
<td>New Student Orientation</td>
<td>Financial Aid</td>
<td>Quick Admit</td>
<td>New First Time Students Orientation</td>
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<td>Placement Testing</td>
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<td>Academic Advising</td>
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<td>Course Enrollment/Study List</td>
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<td>Academic Planning and Registration</td>
<td>Advising</td>
<td>Placement Exam</td>
<td>Business Office</td>
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<td>Placement Test</td>
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<td>Status Check</td>
<td>Security Student ID</td>
<td>Business Office</td>
<td>Financial Aid</td>
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<td>Student IDs</td>
<td>Business Office</td>
<td>FA Advisement</td>
<td>SurveyMonkey</td>
<td>Security Office</td>
<td>Test Waiver (Transfer Student)</td>
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<td>StudentID</td>
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<td>SurveyMonkey</td>
<td>U-Pass</td>
<td>Course Input</td>
<td>Cashier/Payment Plan</td>
</tr>
<tr>
<td></td>
<td>U-Pass</td>
<td>Course Input</td>
<td>SurveyMonkey</td>
<td>U-Pass (full-time only)</td>
<td>Course Input</td>
<td>Data Entry</td>
</tr>
<tr>
<td></td>
<td>Activate CCC email</td>
<td>Business Office</td>
<td>SurveyMonkey</td>
<td>Business Office</td>
<td>Picture ID</td>
<td>Data Entry</td>
</tr>
<tr>
<td></td>
<td>Student ID picture</td>
<td>Bookstore</td>
<td>SurveyMonkey</td>
<td>Bookstore</td>
<td>Data Entry</td>
<td>Data Entry</td>
</tr>
</tbody>
</table>

Source: Task force interviews with college Registrars, Deans of Student Services, Business Managers, Executive Directors, and others involved in registration process.
Registration process and survey results

Current state (Varies by college)

Online registration (returning)
- Not open to half of returning students – e.g. dev ed, nursing

Check-in
- Impersonal, overwhelming

New?

On hold?

Y

Hold resolution
- Staff not aware of all hold nuances

N

Online registration

Check-in

Y

Y

Waiver?

N

Financial aid

Unprepared – unaware / haven’t completed FAFSA

Financial aid

FA?

Y

Placement testing
- Little/no prep done in advance of test

N

E. Advising

D. Financial aid

C. Placement testing

B. Hold resolution

A. Check-in

Orientation
- Not comprehensive, engaging. May be required before or after enrollment

Potential step
We have collected Registration ideas from several best practice institutions

**Best practices**

1. **Valencia**: all new students are given a self-service account after applying online. Students are informed how placement test impacts first term course selection. After taking the placement test, they can make an appointment for a mandatory orientation day.

2. **Canada College, Redwood CA**: WebSMART online service accessible after applying to schedule appointments for orientation, placement testing, and to conduct self-enrollment online.

3. **Alamo Colleges**: New students make Group orientation and advising session appointments, and can self-enroll for classes immediately following this session.

4. **Raritan Valley**: Mandatory half-day small group orientation led by Student Ambassadors. Retention from FA10-SP11 was 87%.

5. **Moraine Valley**: Group orientation/informational sessions introducing the academic and social environments of higher education, online registration tools.

6. **4 year higher education institutions**: Convenient online registration on Blackboard system for all students without holds. Currently 50% of CCC returning students are not eligible for online registration.

**Registration process steps**

<table>
<thead>
<tr>
<th>New students</th>
<th>Returning students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Make advising appointment</td>
</tr>
<tr>
<td>B</td>
<td>Complete financial aid</td>
</tr>
<tr>
<td>C</td>
<td>Complete career assessment</td>
</tr>
<tr>
<td>D</td>
<td>Take placement test, or provide test waiver</td>
</tr>
<tr>
<td>E</td>
<td>Attend orientation and advising session</td>
</tr>
<tr>
<td>F</td>
<td>Enroll for classes online</td>
</tr>
<tr>
<td>G</td>
<td>Pay for classes</td>
</tr>
</tbody>
</table>

1. Make advising appointment
2. Complete financial aid
3. Complete career assessment
4. Enroll for classes online
5. Pay for classes

Source: SSP task force; OEO team analysis; websearches
Interview results: What processes are the biggest source of pain points for staff and students?

<table>
<thead>
<tr>
<th>What processes are the biggest source of pain points for staff and students?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daley</strong></td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td><strong>1. Budgeting</strong></td>
</tr>
<tr>
<td><strong>2. Grant management</strong></td>
</tr>
<tr>
<td><strong>3a. Student revenues</strong></td>
</tr>
<tr>
<td><strong>3b. 3rd party billing</strong></td>
</tr>
<tr>
<td><strong>4. Processing expenditures</strong></td>
</tr>
<tr>
<td><strong>5. Payroll posting</strong></td>
</tr>
<tr>
<td><strong>6. Accounting and reporting</strong></td>
</tr>
<tr>
<td><strong>7. Procurement (AP)</strong></td>
</tr>
<tr>
<td><strong>8. Other – facilities security etc</strong></td>
</tr>
</tbody>
</table>

Within student revenues, collections was the pain point cited.

Source: Based on task force interviews with Executive Directors of all colleges
24-step procurement process could potentially be more targeted to spending amount, while still preserving spending discipline.

A review of key activities in the CCC procurement process indicates a manually-intensive workflow, with multiple levels of requisition approval and significant transit and turnaround times.

Source: KPMG research, Spring Semester 2011
Purchase order process and turnaround times

The current College PO approval process contains between 2-6 days of transit time due to the use of hard copy documentation transmitted by campus mail. Requiring the use of scan/email can reduce cycle time by approx. 28-46%.

Requisitions are currently sent via campus mail to between Colleges and District Office. Interviews indicated that campus mail adds 1-2 days per transfer.

Requiring scan/email of requisitions can significantly reduce transit times by 2-6 days (28-46%) depending on the value of the PO.

Source: KPMG research, Spring Semester 2011
Multiple layers of approval drive up the time labor cost per procurement transaction

The estimated PO approval cost at CCC is approximately $39.35 based on FY09-11 PO volumes and time spent as indicated by College and District Office personnel. This amount varies at the College and District as presented below.

PO Approval Costs are ~ $41.47 per College PO and ~ $27.36 per District Office PO

College and District Office PO Approval Costs differ due to different personnel who are in the approval thread.

POs over $5,000 make up only 9% of PO approval costs.

Source: KPMG research, Spring Semester 2011
24-step procurement process could potentially be more targeted to spending amount, while still preserving spending discipline

Bottleneck identified by EDs

- Process takes between 1 and 4 weeks to navigate, for all purchases regardless of cost
- EDs cited that District office approval is a major bottleneck
- Electronic approvals could help address bottlenecks

Source: Kennedy King college process mapping
Student collection policies and bad debt of student charges vary considerably

Pull students from class for delinquent payment? Eligible for partial payment plan with history of delinquency?

- Wright College
- Truman College
- Olive Harvey
- Malcolm X
- Kennedy King
- Harold Washington
- Daley College

Bad debt as percent of charges* FY 2009

<table>
<thead>
<tr>
<th>College</th>
<th>Bad Debt Percentage</th>
<th>Total Bad Debt* (Thousands $)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wright College</td>
<td></td>
<td>239</td>
</tr>
<tr>
<td>Truman College</td>
<td></td>
<td>246</td>
</tr>
<tr>
<td>Olive Harvey</td>
<td></td>
<td>227</td>
</tr>
<tr>
<td>Malcolm X</td>
<td></td>
<td>287</td>
</tr>
<tr>
<td>Kennedy King</td>
<td></td>
<td>663</td>
</tr>
<tr>
<td>Harold Washington</td>
<td></td>
<td>293</td>
</tr>
<tr>
<td>Daley College</td>
<td></td>
<td>278</td>
</tr>
</tbody>
</table>

*Student receivables accounts written-off are uncollectible prior year Tuition, Fees and Other Charges written off

• Student collection policies vary by campus
Student dissatisfaction with security

Survey conducted March and April 2008, 5,457 responses were gathered which makes up ~16% of the census-date credit enrollment. Survey was conducted by randomly selecting 445 active sections in credit, vocational skills, and technical programs at all 7 colleges.

Source: Data taken from SP08 Credit Survey-District

10/01/2010: Vandalism and criminal damage to property was found in the Student Parking Lot. Despite hourly patrols, no report was filed. When questioned, security responded that “damage to property” was not their responsibility.

12/09/2010: Two students confronted each other in the cafeteria and began engaging in a fistfight. Security was called and sent 8 officers. Students were separated but no reports filed; no disciplinary action taken. Later, the same students fought again and Security was called. Again, no reports were taken and no disciplinary action was taken.
Survey response: “What has hindered your success as a Campus Security Officer?”

Security Officers were asked: What has hindered your success as a Campus Security Officer? They responded:

- Lack of support/direction from College Administration: 25
- Full authority to address issues on Campus: 25
- Lack of equipment or technology: 22
- Lack of staff: 17
- Lack of police or procedures: 10
- Outside influences or distractions: 8
- Lack of Training: 5

Survey response: Security Officers were asked “In your honest opinion, has the response of officers been less than desirable at anytime?”

When Security Officers were asked: In your honest opinion, has the response of officers been less than desirable at anytime.

They responded:

- Yes, all of the time. 6%
- Yes, most of the time. 3%
- Yes, half of the time. 14%
- Yes, some of the time. 37%
- No, our officers always respond correctly. 40%

60% of Security Officers surveyed state that some officer responses are not desirable.


All of the time=100%; Most of the time=75%; Some of the time=25%
Types of crimes committed by campus

- DC: 25% drug related violations, 30% robbery, 40% motor vehical theft, 5% weapons violations
- HWC: 31% drug related violations, 23% robbery, 38% motor vehical theft, 8% weapons violations
- MXC: 26% drug related violations, 11% robbery, 30% motor vehical theft, 4% weapons violations
- KKC: 40% drug related violations, 29% robbery, 6% motor vehical theft, 15% weapons violations
- OHC: 5% drug related violations, 43% robbery, 25% motor vehical theft, 12% weapons violations
- TC: 67% drug related violations, 19% robbery, 6% motor vehical theft, 2% weapons violations
- WC: 51% drug related violations, 17% robbery, 20% motor vehical theft, 2% weapons violations

- Particular types of incidents prevalent on certain colleges – e.g. drug violations at TC
- Data is self-reported: more public crimes like car theft may be more accurately reported
- Despite data limitations, info might be used to target specific types of crimes on each campus

Source: City Colleges of Chicago internal records
Two possible changes to our security model

<table>
<thead>
<tr>
<th>Present Paradigm</th>
<th>Security Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Officers have “Police” powers but operate as security officers.</td>
<td></td>
</tr>
<tr>
<td>• Officers are carrying lethal and non-lethal weapons but liability is potentially higher or “clouded” by the uncertainty of jurisdiction.</td>
<td></td>
</tr>
<tr>
<td>• Officers are not presently held to performance standards leaving role defined locally or not at all.</td>
<td></td>
</tr>
<tr>
<td>• Officer do not presently track nuisance behavior; limiting clues for volatile/criminal behaviors.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Short term – Security Department w/ strict policies and procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Officers would be disciplined for non-compliance with enforcement policies. Require proof of peace officer certification; mandatory training.</td>
</tr>
<tr>
<td>• Performance metrics should be instituted @ all CCC colleges to define and standardize job expectations and align with the vision and mission of CCC.</td>
</tr>
<tr>
<td>• Standard security platform should be instituted establishing minimum operational equipment, protocols, policies and procedures at each campus.</td>
</tr>
<tr>
<td>• Define boundaries of Officer Authority and CCC legal support for officer actions very clearly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Longer term – Campus Police</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Officers would have clear “Powers of Arrest” backed by training.</td>
</tr>
<tr>
<td>• Officers would have the power to internally enforce parking and generate revenue.</td>
</tr>
<tr>
<td>• Training costs would increase, but would be offset by a reduction in potential liability issues and better risk management.</td>
</tr>
<tr>
<td>• FT based operations would risk greater hiring competition for open positions.</td>
</tr>
</tbody>
</table>
Hiring process is complex and reactive, taking 2 to 3 months

Summary of faculty hiring process

- Full time faculty member retires
- Termination request & approval
- RFP to create position Justification for position (Requires 8 signatures)
- Posting made and candidates screened
- Candidates interviewed by District, and hiring decision made
- 3 candidates selected by college
- Academic affairs approval, transcript checking
- Orientation / Hire packet
- Drug test
- Background check - Education info -- Criminal check
- Send completed forms to Board by monthly deadline for approval
- Onboarding – benefits, introductory materials, etc
- Key Takeaways:
  - CCC needs to streamline the hiring process and allow process to begin in anticipation of vacancy
  - Entire hiring process takes 2 to 3 months to complete, regardless of the position or the need
  - District’s policy of having final hiring choice of top 3 candidates selected by colleges distorts incentives: colleges will select two weak candidates alongside preferred choice
  - Roughly 10-20 PT/FT Faculty members hired per semester, per campus

Source: HR Manager interviews
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
Faculty and Staff Development Task Force Focus Areas

**CAREER PATH & SUCCESSION PLANNING**

- Core Competencies
- Additional Competencies

**STAFF PROFESSIONAL DEVELOPMENT AND PERFORMANCE EVALUATION**

- Instructor-led classes
- Workshops
- Seminars
- Suggested Reading “———”
- Conferences
- Active Learning Assignment
- Symposium
- Other

**FACULTY PROFESSIONAL DEVELOPMENT AND PERFORMANCE EVALUATION**

**CONTENT**

- Instructor-led classes
- Workshops
- Seminars
- Suggested Reading “———”
- Conferences
- Peer Observations
- Symposium
- External Graduate Courses
- Active Student Learning
- Faculty Initiatives
- Tenure Assistance Program
- Principal Advocate in Learning

**CONTENT**

- Talents of Teaching
- Post-Tenure

**Professional Development / Performance Management Operational Data Store**

- Competency mappings to Jobs
- Competency Mappings to Professional Development
- Training History & Course Information

- Performance and Development history
- Workflow management, notices, reminders, approvals, tracking, metrics, and reporting
- Links to Business Intelligence on performance results, development, employee action plans

Stakeholders contacted: External Practices & Data Reviewed:
Some CCC job families have clearly defined career pathways, but many do not...

### Faculty:

| Source: CCC employee CBA’s and interviews with Human Resource Department |
| FT = Full-Time | Green = Clear Pathway |
| PT = Part-Time | Yellow = Unclear Pathway |
| JF = Job Family | Red = Pathway Unavailable |

<table>
<thead>
<tr>
<th>JF:</th>
<th>Union</th>
<th>Non-Union</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT</td>
<td>301 FT Fac.</td>
<td>302 Phy Ed.</td>
</tr>
<tr>
<td>PT</td>
<td>530*</td>
<td>2</td>
</tr>
<tr>
<td>PT</td>
<td>768</td>
<td>22</td>
</tr>
</tbody>
</table>

*indicates number of employees.
Some CCC job families have clearly defined career pathways, but many do not...continued.

<table>
<thead>
<tr>
<th>JF</th>
<th>Union</th>
<th>Non-Union</th>
</tr>
</thead>
<tbody>
<tr>
<td>421</td>
<td>431 _ Loc 1708</td>
<td>410</td>
</tr>
<tr>
<td>441</td>
<td>1600 _ Prof.</td>
<td>821/831 _ Eng. &amp; Fire</td>
</tr>
<tr>
<td>461</td>
<td>811 _ Jantors.</td>
<td>110 _ Adm.</td>
</tr>
<tr>
<td>812</td>
<td>413 _ Car. Svc.</td>
<td>415 _ Car. Svc.</td>
</tr>
<tr>
<td>812</td>
<td>721 _ Security</td>
<td>621 _ W.S.</td>
</tr>
<tr>
<td>626</td>
<td>626 _ Temps.</td>
<td>611 _ Sdnt Emp.</td>
</tr>
<tr>
<td>451</td>
<td>451 _ PT Supp.</td>
<td></td>
</tr>
</tbody>
</table>

| FT   | 388*                   | 9                           |
| 275  | 16                     | 166                         |
| 66   | 264                    | 28                          |
| 54   |                        |                             |

| JF   | AEd. Coor.             | 437 \_ Loc 1708            |
| 447  | 1600 \_ Prof.         | 463 \_ IBW                 |
| 721  | 812 \_ Jtors.         | 812 \_ Jtors.              |
| 611  | 611 \_ Sdnt Emp.      |                             |
| 451  | 451 \_ PT Supp.       |                             |

| PT   | 34                     | 240                         |
| 461  | 4                      | 473                         |
| 5    | 415                    | 34                          |
| 157  | 98                     |                             |

FT = Full-Time
PT = Part-Time
Green = Clear Pathway
Yellow = Unclear Pathway
Red = Pathway Unavailable

Source: CCC employee CBA’s and interviews with Human Resource Department; * indicates number of employees.
Career pathway designs have the following general form:

With slight variation, the firms to the right use the general framework below in designing pathways:

**Benchmark Pathway Design**

- = Career 1
- = Career 2
- = Upward Career Progression
- = Lateral Career Movement

Institutions reviewed with comparable pathway designs:
- Chicago Transit Authority
- Chicago Public Schools
- University of Illinois
- City of Chicago
- City University of New York
- Bombardier, Inc.
- Pennsylvania Workforce Investment Board
- National Fire Academy
- Seattle Jobs Initiative
- Association of Chartered Certified Accountants
- Northeastern Pennsylvania Logistics and Transportation Industry Partnership

Sources: For complete list see Appendix section.
Employee Career Pathway Research Methodology:

Step 0: Define a Career Pathway
Method: Analyzed pathway definitions across a wide cross-section of organizations, including public and private firms, as well as 4-year and 2-year institutions of higher learning.

Step 1: Assess the Value of Career Pathways
Method: Analyzed the impact of pathway introduction across a wide cross-section of organizations, including public and private firms, as well as 4-year and 2-year institutions of higher learning.

Step 2: Examine the Existence of Career Pathways within the CCC
Method: Conducted surveys, focus groups, and interviews of various CCC staff to determine their perception of the existence of career pathways. Also analyzed collective bargaining agreements for various job families to determine the actual existence of intended career pathways.

Step 3: Determine Which Job Families Need Career Pathway Development
Method: Reviewed literature and analyzed internal and external data to determine the impact of pathway introduction on the CCC.

Step 4: Plan an Implementation Strategy
Method: Analyzed job descriptions, competencies, job families, and professional development opportunities to model how career pathways might be introduced within the CCC.
3 Strategic Principles will allow Employee Career Pathway development to have Direct Student Impacts which will lead to the attainment of the Reinvention goals.

**Strategic Principles**

1. Create and communicate career advancement opportunities for all employees.
2. Enable employees to assess their function within the institution to potentially determine their most appropriate role within it.
3. Empower employees with the ability to tailor a developmental plan that will allow them to achieve their CCC career goals.

**Direct Student Impacts**

1. Staff will become a model of lifelong learning and professionalism, thus increasing competency in addressing student concerns.
2. Increased employee morale and satisfaction will allow students to perceive a more clean, safe, and positive learning environment.
3. Students will develop better relationships with key CCC stakeholders.

**Ultimate Student Outcomes**

1. Increase number of students earning college credentials of economic value.
2. Increase rate of transfer to bachelor’s degree programs following CCC gradation.
3. Drastically improve outcomes for students requiring remediation.
4. Increase number and share of ABE/GED/ESL students who advance to and succeed in college level courses.
Employee morale seems to increase as employees are given more development and career opportunities (i.e., better defined career pathways)...

Morale is primarily reflective of career/job satisfaction...

Job 1
- CCC Engineer Trainee (Sponsor/Application)
- Exelon IT Analyst (Application/Interview)
- CCC New Tenure-Track Faculty (Application/Interview/OnBoarding)

Job 2
- CCC Engineer (Training Program Coursework)
  - Exelon IT Senior Analyst (OnBoarding Program/Career Opportunity System)
  - CCC Tenured Faculty (Orientation/Tenure Requirements/Professional Development)

Job 3
- CCC Asst. Chief Engineer
  (Experience/External development activities supporting core competency development)
- Exelon IT Manager (Learning OnDemand/Career Opportunity System)
- CCC Post-Tenure Faculty (Continued Professional Development)

...and is a function of development activities completed, perceived advancement opportunities, and time employed.

Source: Exelon Development Opportunities (website); CBA’s for Locals 399 and 1600; and Martinson, 2010 (National Institute for Literacy)
To address the concerns clerical staff have expressed about the lack of a defined career pathway relative to their job position, the following pathway design has been created:
Three Essential Features of Future Faculty Development Programming at CCC:

1. Utilizes an outcomes-based approach to faculty development

2. Offer comprehensive, yearlong opportunities supporting faculty's individual needs via a Center for Teaching and Learning (CTL) at each college

3. Created and operated by faculty members

Proposed CCC FD Mission Statement and Goals:

“Our mission is to provide educational, professional, and personal development opportunities for faculty members. We strive to foster a faculty-driven environment that explores, develops, and shares ideas leading to the advancement of student-centered learning and student success.”

Goals of FD: The goals of faculty development are aligned with the goals of CCC and Reinvention. These goals support the development of faculty in four areas:

- **Promote continued learning** within discipline/academic field and/or topics related to higher education and pedagogy
- **Collaborate and innovate** with peers to produce effective student-centered learning opportunities
- **Integrate knowledge** gained from faculty development to engage and serve students and community
- **Mentor** fellow faculty members in the pursuit of professional excellence
### Summary of Methodology for Faculty Development

#### Stakeholders contacted:

**Focus groups and surveys:**
- Full-time Faculty from all Colleges
- Academic Deans and VPs

**Discussions:**
- Local 1600 Union Leadership
- Faculty Council Leadership
- HWC Faculty Development Committee
- Truman College Tenure Support Committee
- Academic Affairs and Human Resources Offices
- College Presidents and Vice Presidents
- Full-time Faculty at all Colleges

#### Analyses Performed on Internal Data:

Quantitative analysis of numeric survey data related to issues of:
- Current local FD offerings
- Future FD needs and wants
- Motivation for development
- Funding of FD
- Tenure process experience
- Post Tenure process experience

#### External Practices & Lit Reviewed:

- Valencia Community College Site Visit (February 2011): Researched the Office of Faculty Development and the Teaching and Learning Academy. Reviewed their faculty development model, in-house development offerings, and tenure requirements and support systems.
- Site visit to Moraine Valley Community College’s Center for Teaching and Learning
- Exhaustive search of 75+ community college and 4 year schools’ Faculty Development and Center for Teaching and Learning web sites to determine best practices.

#### Analyses Performed on External Data:

- Extensive review of academic journals, studies, and books with a focus on faculty development. Derived best practice models, competencies/talents, and CTL development guidelines from this material.
### Results from Internal Data Collection

<table>
<thead>
<tr>
<th>Stakeholders &amp; Method</th>
<th>Key Insights</th>
</tr>
</thead>
</table>
| **Faculty Focus Groups**  
(85 Faculty) | • Inconsistent faculty development opportunities  
• Call for faculty-driven, “individualized” and discipline-specific FD opportunities  
• Significant, multiple barriers to engaging in development  
• Skepticism and low morale about Academic Policy decisions |
| **Faculty Survey**  
(170 Faculty) | • Inconsistent faculty development across colleges  
• Call for faculty-driven, “individualized” and discipline-specific FD  
• Time constraints and insufficient funding to engage in FD  
• Desire to dramatically reform the tenure process |
| **VP & Dean Survey**  
(12 Administrators) | • Need mentoring for tenure track (TT) faculty  
• Need TT faculty to complete a comprehensive, yearly FD plan  
• Eliminate 15 hour grad hour requirement  
• Establish Tenure Portfolio Review Committee  
• Create measurable expectations for faculty achievement |
Valencia Competencies:
Assessment, Inclusion & Diversity, Learning-centered Teaching Strategies, LifeMap, Professional Commitment, Scholarship of Teaching and Learning, Think-Value-Communicate-Act

Enhanced practice, professional renewal, and student learning

Programming to address competencies

Source: Valencia Community College
Future State: Faculty Development and Tenure/Post Tenure Based on Talents of Teaching

Proposed Changes

- Creation of Talents of Teaching that provide a measure of teaching success
- Creation of indicators to help faculty meet the Talents of Teaching
- Talents of Teaching will be achieved by individualized degrees to achieve depth and breadth based on interest and/or need:
  - **Talents of Teaching:**
    - Academic Citizenship
    - Measuring Learning
    - Diversity, Inclusion, Respect
    - Lifelong Learning
    - Teaching & Learning
    - Community Connections

Justification

- “One reason that it is difficult to evaluate the effectiveness of faculty development programs seems to be because most programs lack specifically defined outcomes.” (Murray, 2002)
- “Traditional workshop model for delivering professional development does not often result in changes in actual practice.” (Howland and Wedman, 2004)

Best Practice

- Example of Talent-Driven Community College FD:
  - Valencia Community College
  - University of New Hampshire

Benchmark Research on Teaching Competencies (i.e., Talents):

- Smith and Simpson (1995)
- University of New Hampshire Guide to a Teaching Portfolio (2007)
- Chickering and Gamson (1987)
Model of CCC Talents of Teaching

Faculty Development (FD): Center for Teaching and Learning (CTL), College, or District FD Programming
Outside FD Programming
Individualized FD Pursuits

Teaching and Learning
Academic Citizenship
Community Connections
Inclusion, Diversity, Respect
Lifelong Learning
Measuring Learning

Tenure Track, Tenured, and Adjunct Faculty
Need or Interest in Faculty Development

Teaching Success
Impact on Students
Faculty Renewal

Wednesday, August 03, 2011
Sample Description of Talent of Teaching and Indicators

**Teaching and Learning:** CCC faculty focus on the development and use of innovative and effective teaching strategies to meet a variety of student learning styles and needs.

**Evidence:**
- Employ a variety of teaching strategies to meet various learning styles and student needs
- Promote teaching strategies that utilize active learning
- Develop collaborative learning strategies
- Involve critical thinking skills and problem solving into coursework
- Demonstrate the application of course material to real-world scenarios and experiences
- Encourage the broad development of valuable academic skills (reading, writing, numeracy, technology, etc.)
- Encourage information and research literacy
- Reflect on teaching methodologies and strategies as to evaluate their effectiveness
- Other evidence that supports the Talent
Potential Future State: Faculty Development Model Using a Center for Teaching & Learning (CTL)

Proposed Changes

- Support a comprehensive (vs. a primarily singular, workshop-based) faculty-run program
- Support FD with CTL’s at all seven colleges (staffed with faculty on full release time)
- Link FD offerings to the outcomes of the Talents of Teaching
- Use the program to drive the evaluation measures of Tenure/Post Tenure review
- Develop “product-based” FD opportunities so faculty leave with items to implement
- Provide group and individualized opportunities and support to recognize that FD is career long (for adjuncts and FT faculty)

Justification

- Helps to meet Criteria 3 and 4 for accreditation as required by HLC
  **Comprehensive CTLs:**
  Teaching centers occupy a unique place in the structure of an institution because CTLs:
  - **Have a mandate to address the needs and interests** of the entire academic community
  - **Create a campus culture** that values and rewards teaching.
  - Provides campus activities in order to **highlight and disseminate instructional innovations** and **prioritize areas** where more support is needed.
  - **Has institutional memory** to provide continuity in teaching support services

Best Practice

**FT Faculty Staffing:**
Studies of faculty development programs indicate **how vital it is to have an individual with the commitment, time, and talent to take the lead in developing, maintaining and evaluating services.** Faculty do serve as **directors of teaching centers,** and they play other roles as well, such as rotating through as an affiliate (e.g., a faculty associate), serving on a center’s advisory board, or sharing their own expertise at center-sponsored programs.

- Professional and Organizational Development Network
  [http://www.podnetwork.org/faculty_development/values.htm](http://www.podnetwork.org/faculty_development/values.htm)
Global Perspective of All CCC Faculty Development Opportunities

All institutional FD (District, College, Tenure/TAP) opportunities are filtered through the CTL and linked to the Talents of Teaching.

Proposed CCC Faculty Development Mission Statement: “Our mission is to provide educational, professional, and personal development opportunities for faculty members. We strive to foster a faculty-driven environment that explores, develops, and shares ideas leading to the advancement of student-centered learning and student success.”
Proposed Center for Teaching and Learning (CTL) Structure

District Office, Academic Affairs & I.T. Department

College President

Coordinator, CTL (100% Release Time)

- Instructional Technologist (FT Staff)
- Instructional Designer (FT Staff)
- CTL Course Facilitator (3 cr Release Time)
- TAP Course Facilitator (3 cr Release Time)
Description of CTL Positions and Administrative Support

**Academic Affairs & IT Department:**  
- Offers support and resources for CTL and TAP  
- Budgets for the CTL  
- Communicates outside programming information to the CTL Coordinators

** Presidents of the College:**  
- Offers support and resources to CTL and TAP  
- Works with CTL Coordinator and campus CTL Advisory Committee to develop August In-service programming  
- Reviews CTL Yearly

**CTL Coordinator:**  
- Coordinates the daily functions of the office  
- Develops, acquires, and facilitates programming  
- Oversees the CTL and TAP facilitator

**CTL Instructional Technologist**  
Provides technical expertise to faculty designer and to faculty where needed.  
Provides support for tech issues related to faculty usage of technology  
Provides Blackboard support where necessary

**CTL Instructional Designer:**  
- Work with faculty to implement instruction enhanced by technology/pedagogical advantage

**CTL Course Facilitator:**  
- Works on developing & acquiring workshops, seminars, and courses with the CTL coordinator  
- Assists CTL by facilitating the programming

**TAP Course Facilitator:**  
- Meets on Fridays for TAP seminars  
- Meets regularly with other TAP facilitators  
- Develop materials for TAP sessions
### Current & Proposed Distribution of Professional Development Funds

<table>
<thead>
<tr>
<th></th>
<th>Harold Washington College&lt;sup&gt;3&lt;/sup&gt;</th>
<th>Malcolm X College&lt;sup&gt;3&lt;/sup&gt;</th>
<th>Olive-Harvey College&lt;sup&gt;3&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Distribution of Funds&lt;sup&gt;1&lt;/sup&gt;</strong></td>
<td>$47,000</td>
<td>$47,000</td>
<td>$47,000</td>
</tr>
<tr>
<td><strong>If Current Funds Distributed by % of all FT Faculty&lt;sup&gt;2&lt;/sup&gt;</strong></td>
<td>$63,826</td>
<td>$40,467</td>
<td>$30,860</td>
</tr>
<tr>
<td></td>
<td>(19.4% of all FT; 110/565)</td>
<td>(12.3% of all FT; 70/565)</td>
<td>(9.38% of all FT; 53/565)</td>
</tr>
<tr>
<td><strong>Proposed Distribution with 25% Increased in Funds &amp; Based on % of FT Faculty</strong></td>
<td>$79,782</td>
<td>$50,583</td>
<td>$38,575</td>
</tr>
</tbody>
</table>

<sup>1</sup>Funds comprised of $27,000 for Union Professional Development Funds and $20,000 for Board provided Leave of Absence Funds (Articles VII and IX)

<sup>2</sup>Data as of March 15, 2011

<sup>3</sup>Reflects the Colleges with the highest, midpoint, and lowest numbers of all FT faculty
Survey results: Factors contributing to lack of participation in faculty development

- Not enough funds to cover costs: 58.3%
- Not enough time built into the daily schedule to participate: 58.3%
- All Other Responses: 36.0%

Source: Online survey of CCC faculty, March 10 – 27, 2011
Responses to survey question: “Faculty receive adequate funds from CCC for faculty development activities”

Source: Online survey of CCC faculty, March 10 – 27, 2011
Percent of Faculty who reported skipping FD activities due to a lack of adequate funds

What faculty skipped:

Source: Online survey of CCC faculty, March 10 – 27, 2011
Future State: Tenure Evaluation Modified to Promote Teaching Success

### Proposed Changes

- Use the Talents of Teaching as a measure in the tenure process
- Require faculty to attend Tenure Assistance Panel (TAP) workshops to explore Talents of Teaching
- Streamline the tenure portfolio to reflect the Talents of Teaching
- Replace the 15 hour graduate requirement with increased professional development demands from TAP, CTL, and individual efforts
- Replace tenure project with participation in PAL program

### Justification

- Talents of Teaching align professional development activities with metrics
  - TAP programming will be individualized to help faculty generate useful teaching products and become quality instructors
  - Portfolio is comprehensive rather than selective. Current process is burdensome.
  - 15 hours shows little evidence of enhancing classroom instruction.
  - PAL program will have a greater impact on producing quality instruction.

### Best Practices

- Development of Core Competencies: Valencia CC, University of New Hampshire
- Comprehensive faculty development programming
- Centers for Teaching and Learning: Moraine Valley CC, Macomb CC, Parkland CC
- Peer Observation: Lane CC, Seattle Community College District
<table>
<thead>
<tr>
<th>Institution</th>
<th>Has a Center for Teaching and Learning?</th>
<th>Has a Graduate Hour Requirement for Tenure?</th>
<th>Has a Tenure Project requirement?</th>
<th>Has a FT Faculty New Hire Course (beyond simple onboarding)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Colleges of Chicago</td>
<td>NO ✗</td>
<td>YES ✗</td>
<td>YES ✗</td>
<td>NO ✗</td>
</tr>
<tr>
<td>College of DuPage</td>
<td>YES: ✔ Teaching and Learning Center</td>
<td>NO: ✔</td>
<td>NO: ✔</td>
<td>NO: ✗/✔ Recently ended/now re-examining</td>
</tr>
<tr>
<td>Harper CC</td>
<td>YES: ✔ Center for Innovative Instruction</td>
<td>NO: ✔</td>
<td>NO: ✔</td>
<td>YES: ✔</td>
</tr>
<tr>
<td>College of Lake County</td>
<td>YES: ✔ Teaching and Learning Center</td>
<td>NO: ✔</td>
<td>NO: ✔</td>
<td>YES: ✔ New faculty course during first semester</td>
</tr>
<tr>
<td>Elgin CC</td>
<td>YES: ✔ Center for Enhancement of Teaching and Learning</td>
<td>NO: ✔</td>
<td>NO: ✔</td>
<td>NO: ✗</td>
</tr>
<tr>
<td>Moraine Valley CC</td>
<td>YES: ✔ Center for Teaching and Learning</td>
<td>NO: ✔</td>
<td>NO: ✔</td>
<td>YES: ✔ New faculty course during first year</td>
</tr>
<tr>
<td>Joliet Junior College</td>
<td>YES: ✔ Center for Teaching and Learning</td>
<td>NO: ✔</td>
<td>NO: ✔</td>
<td>YES: ✔ New faculty course during first semester</td>
</tr>
</tbody>
</table>

**KEY: Aligns with our proposal:** ✔  **No alignment with our proposal:** ✗  *Information as of April 25, 2011*
Proposed Changes to the Tenure Process

Talents of Teaching:
- Academic Citizenship
- Measuring Learning
- Diversity, Inclusion, Respect
- Lifelong Learning
- Teaching & Learning
- Community Connections

Streamlined Portfolio

Increased FD Demands

Requirement in the Tenure Assistance Program (TAP) through the CTL

Replace 15 Graduate Hours with TAP Programming

Replace Tenure Project w/PAL
## Proposed Cycle of Tenure Process

### Year 1

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
</table>
| • Orientation to college & department  
• Acclimation to students and CCC  
• Attend required Tenure Assistance Program (TAP) through the CTL on designated Fridays  
• Begin Portfolio Construction | • Continue TAP Programming on designated Fridays  
• Begin Principal Advocate in Learning (PAL) peer observation training  
• Emphasis on faculty development & contributions to CCC  
• Portfolio Construction continues |

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
</table>
| • PAL observations begin  
• Emphasis on faculty development & contributions to CCC  
• Portfolio refinement | • Submit final portfolio to TAP and college administrators  
• Continue faculty development & contributions to CCC  
• PAL observations continue  
• Emphasis on Faculty Development & Contributions to CCC  
• Portfolio refinement |

**Note:** Departmental, Student, & Administrative Evaluations continue each semester
Potential Future State: Post Tenure Evaluation Modified to Promote Teaching Success

**Proposed Changes**

- Use the Talents of Teaching as a measure in the post tenure process
- Increase the frequency of post tenure review
- Emphasis on setting faculty development goals
- CTL provides assistance with achieving FD goals and/or improving on difficulties communicated during results of post tenure review

**Justification**

- Talents of Teaching align professional development activities with metrics
- Increased frequency will allow faculty to set and meet goals
- Setting goals will allow faculty to continually make improvements throughout their career
- Faculty may require help to meet the requirements set forth by enhancement. We want to help faculty to succeed

**Best Practices**

- Development of Core Competencies
- Comprehensive faculty development programming to assist in making instructional improvements
- Centers for Teaching and Learning to offer workshops, seminars, and courses to encourage successful teaching
Proposed Changes to the Post Tenure Process

Talents of Teaching:
- Academic Citizenship
- Measuring Learning
- Diversity, Inclusion, Respect
- Lifelong Learning
- Teaching & Learning
- Community Connections

- Emphasis on Faculty Development
- Recognition for Exceptional Teaching & Contributions
- CTL to Assist w/Goals and/or Difficulties
- Increase Frequency of Evaluation
- Revision of Student Evaluation Form

Wednesday, August 03, 2011
Principles will guide Staff PD/PE towards direct student impacts which affect the ultimate goals of Reinvention.

**Strategic Principles**

1. Create a culture of continuous improvement and lifelong learning
2. Invest in CCC’s most precious asset – its people – by providing comprehensive training and development opportunities
3. Evaluate all staff consistently to help them shape their individual careers at CCC

**Direct Student Impacts**

1. All staff create a friendly, positive environment focused on student service
2. All staff correctly answer student questions and direct them to resources
3. All staff process students’ transactions efficiently
4. All staff role-model professional behavior for students

**Ultimate Student Outcomes**

1. Increase number of students earning college credentials of economic value
2. Increase rate of transfer to bachelor’s degree programs following CCC gradation
3. Drastically improve outcomes for students requiring remediation
4. Increase number and share of ABE/GED/ESL students who advance to and succeed in college level courses
Improving employees’ morale is critical for students. Assessments and the follow-up will show CCC is results driven and committed to implementing improvements.
## Summary of Methodology for Staff Professional Development/Professional Evaluation

### Stakeholders contacted:

#### Qualitative

- Focus Groups at MX, OH, KK, DA, TR, WR – (65 participants)
- Staff Survey – All non instructional employees (3,187)
- Interviews with local union leaders- 73, 399, 1220/IBEW, 1600, 1708
- CCC HR representatives
- Campus administration V.P. level
- College wide meetings, local executive council meetings
- Frequent collaborators
- FDS Advisors
- Assigned research evaluation and analyst
- Chancellor check-in session

#### Quantitative

- Staff survey 3,187 staff with a response of 558 = rate of response 19% targeted 10% per job family
- Data derived from a poll on the components of a successful plan
- Matrix of criteria of existing performance evaluation plans.
- Budget Analysis for Professional Development by campus.
- Review of self study from each campus
- Creation of a Union Bargained Agreement matrix of PD/PE.
- Examination of past professional development programs & training.
- Review of past surveys/focus groups on staff development-HR
- Comparison matrix of on-line performance management systems conducted by the HR department.
- Survey results: 24% participate in 0 PD and 38% in 1-2 PD programs
- Survey results on frequency of PE- 35.5% once a year, 34.9 Never

### Analyses Performed on Internal Data:

#### Internal

- Analyses Performed on Internal Data:
  - Characteristics of an effective staff development-Journal of Staff Dev. Fall 1989 Vol. 10 No. 4
  - New roles and new competencies for the profession: Are You Ready For The Next Generation? Patty Davis, Jennifer Naughton, and William Rothwell
  - ASTD Competency Model
  - Launching Your Staff, Program and Organizational Development Program: Helen Burnstad and Cindy Hoss
  - The Standards of Effective Staff Development: Professional Development Institute.
  - Staff Development: The North American Council For Staff Program and Organizational Development (NCSPOD).

#### External

- External Practices & Data Reviewed:
  - Telephone interviews with professional development organizations: American Association of Training and Development (ASTD), The North American Council For Staff Program and Organizational Development (NCSPOD) and Skill Path training.
  - Examined multiple PD/PE programs from several colleges and universities
  - Explored PD/PE programs in business & industry, i.e. Elead
  - Government Dept. of Interior
  - Department of Training and Workforce Development Strategic Plan.

### Literature Reviewed & Analyses Performed:

- Characteristics of an effective staff development-Journal of Staff Dev. Fall 1989 Vol. 10 No. 4
- New roles and new competencies for the profession: Are You Ready For The Next Generation? Patty Davis, Jennifer Naughton, and William Rothwell
- ASTD Competency Model
- Launching Your Staff, Program and Organizational Development Program: Helen Burnstad and Cindy Hoss
- The Standards of Effective Staff Development: Professional Development Institute.
- Staff Development: The North American Council For Staff Program and Organizational Development (NCSPOD).

*See appendix for full list of sources.*
To achieve our vision, we must transform many components of Staff Professional Development and Performance Evaluation

<table>
<thead>
<tr>
<th>Current State</th>
<th>Future State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAREER PATHWAYS</strong></td>
<td>• Clear job mobility patterns established for all jobs based on core competencies.</td>
</tr>
<tr>
<td></td>
<td>• Institutional commitment to nurture staff and reward success in career pathways.</td>
</tr>
<tr>
<td><strong>PROFESSIONAL DEVELOPMENT (PD)</strong></td>
<td>• A PD system tied to incentives &amp; performance evaluation for 100% staff engagement.</td>
</tr>
<tr>
<td></td>
<td>• On-going PD offerings. Staff dedicated to PD mgmt., New employee orientation program &amp; organizational health assessment. CCC commitment to PD.</td>
</tr>
<tr>
<td></td>
<td>• List of in-scope PD enhancements for CBA’s.</td>
</tr>
<tr>
<td><strong>PERFORMANCE EVALUATION (PE)</strong></td>
<td>• Core competencies (CC) established for every job position.</td>
</tr>
<tr>
<td></td>
<td>Evaluation tool individually tailored to foundational skills, CC’s, PD activity and career pathway and personal development skills.</td>
</tr>
<tr>
<td></td>
<td>• Annually scheduled PE on anniversary date of hire. On-going training for evaluators. 360° approach.</td>
</tr>
<tr>
<td><strong>TECHNOLOGY</strong></td>
<td>• Automated workflow tracking system integrated into Peoplesoft which links the recording of PD to a PE tool and database of evaluations and allows for updates independently of vendor.</td>
</tr>
<tr>
<td></td>
<td>• On-line automated database of job descriptions.</td>
</tr>
<tr>
<td><strong>FUNDING</strong></td>
<td>• Enhanced PD funding allocated through CBA’s.</td>
</tr>
<tr>
<td></td>
<td>• Institutional funding for procurement needs and of PD activities coordinated by the Staff PD committee.</td>
</tr>
<tr>
<td></td>
<td>• New PD funding sources (auxiliary services and grants).</td>
</tr>
</tbody>
</table>
Staff Professional Development and Job Enhancement Model

- New Employee Orientation/Foundation Skills (Within 3 months of hire)
  - CCC policies / logistics / operations
  - Student-centeredness training
  - Ethics training
  - Mentorship enrollment

- Aspiring Position
  - HR / Employee Determined (Career mobility track)

- Personal Development
  - Self-Determined

- Performance Evaluation

- Professional Development

- Funding

- Technology
Proposed Professional Development Organizational Chart

Vice-Chancellor of Human Resources

Director of Staff Development (Full Time)

Professional Development Specialist
* Emphasis: PD Programming
(Full Time)

Administrative Assistant
(Part Time)

Professional Development Specialist
* Emphasis: Performance Management Programming
(Full Time)

Administrative Assistant
(Part Time)
Recommendations for Creating the “IDEAL” Staff Professional Development Program: Standards & Guidelines

**Planning**
- Link SPD to CCC’s OHR strategy and CCC’s goals and objectives (student success).
- Make participation in PD a mandatory requirement linked to career pathing and performance evaluation.
- Link PD events to a regularly scheduled needs assessment process.
- Encourage PD planning to include innovative and original programs new to the CCC educational community.

**Marketing**
- Utilize multi-media sources to market PD events including electronic sources (e.g. website, e-mail notices, electronic calendar of events) and hard copy materials (e.g. Newsletters).
- Create a systematic process for scheduling PD events and soliciting reservations of attendance.
- Continuously monitor marketing strategies to ensure continual improvement.

**On-Going Support and PD Recognition**
- Provide monetary incentives for serving as a PD Trainer.
- Provide multiple modes of recognition and rewards for all PD events.
- Provide access to an on-going support mechanism for follow-up to assist staff needing continued guidance and reassurance of new skills and knowledge attained.
Recommendations for Creating the “IDEAL” Staff Professional Development Program: Standards & Guidelines (continued)

**Delivery**
- Provide a variety of training opportunities using multi-dimensional modes of delivery.
- Offer PD consistently throughout the year.
- Record participation in both on- and off-campus PD events as relevant to student success.

**Evaluation**
- REI survey results reveal that staff believe KNOWLEDGE, LEARNING and APPLICABILITY determines successful PD.
- Routine formative, summative and follow-up evaluations need to be made to ensure that learning outcomes are met.
- Evaluation must be at 3 levels: immediate indicators, staff behavioral changes, and improved student development.
- Cost-effectiveness of PD must be evaluated.

**Tracking**
- An automated system is needed to allow staff to track all PD activity (recording dates, times, titles and skills and knowledge gained) into their Individual Development Plan (IDP).
- The system should allow for confidentiality with password accessibility.
Performance Management (PM): Purpose/Definition/Methodology

Purpose

- **Documents** the expectations of individual and organizational performance
- Provides a **meaningful process** by which employees can be rewarded for noteworthy contributions to the organization
- Provides a mechanism to **improve** individual/organizational performance as necessary.

PM Defined

- The systematic process of **planning work and setting expectations** with **SMART goals** (Specific/Measureable/Achievable/Relevant & Time-oriented)
- The continuous **monitoring** of performance
- **Developing** the capacity to perform
- The periodical **rating of** performance in a summary fashion; and rewarding good performance.

Methodology

- After probation periods are fulfilled, annual performance appraisals will be conducted on anniversary dates of hire. They will appraise 3 or 4 elements: **Foundational skills** (relevant to all employees), **Core Competencies** (specific to job titles), **PD performance** (job specific/career pathway oriented or personal skills) and standard **Supervisory/Managerial** performance (if applicable).
Potential elements of performance evaluation

Elements Appraised

- **Foundational Skills**: Skills & competencies taught through new employee orientation (e.g., ethics, student-centeredness, security of information, union environment)
- **Core Competencies**: Specific skills recognized as “critical” to individual job descriptions
- **PD Involvement**: Pursuit or completion of PD goals as designated on IDP’s.
- **Supervisory/Management Skills (if applicable)**: Leadership, problem solving, managing human resources and performance, managing material resources.

Performance Standards for Each Element

(Expression of the performance thresholds, requirements and expectations that must be met for each element at a particular level of performance)

- **Specific**: Address how well the employee is expected to perform the work and the accuracy or effectiveness of the final product.
- **Measurable**: Address how much work the employee is expected to produce. Measures are expressed as a number or other form of quantity.
- **Achievable**: Address the feasibility and cost-effectiveness (if applicable) of accomplishing or achieving the element.
- **Relevant**: Address the impact the element has to the departmental and institutional goals and objectives.
- **Timeliness**: Address how quickly, when, or by what date the employee is expected to produce work.

Performance Ratings

- **Exceptional**: Demonstrates excellent performance that is of such high quality that organizational goals have been achieved that would not have been otherwise. Mastery of skills and extensive impact to the organization. (5 pts.)
- **Superior**: Good performance that exceeds expectations in critical areas and exhibits a sustained support of organizational goals. (4 pts.)
- **Fully Successful**: Good sound performance that meets organizational goals. (3 pts.)
- **Minimally Successful**: Serious deficiencies that requires correction. (2 pts.)
- **Unsatisfactory**: Quantity and quality of the employee’s work are not adequate for the position. (0 pts.)
Benefits To Automating The Professional Development/Professional Evaluation System

• The Data is complex: 847 Active Job Titles currently in Peoplesoft, 471 Assigned Active Job Titles, 6,739 Active employees.

• The Tracking of PD/PE has no link to accountability: Survey results reveal: 44% of PD is self-managed, 21% report no management exists, 16% claim no awareness of tracking.

• Staff Recognize the value of an automated system: CCC Focus Group results identified an “On-line Management System” as one of the top 5 components necessary for a meaningful PD/PE program.
The Automation of PD/PE Management: 4 Main Areas of Focus

Career Pathways
- Define job titles in relation to industry-compatible non-education job titles. Identify positions for advancement within job families.
- Provide a job self-assessment tool that identifies employee strengths and weaknesses in relation to his/her employment.

Job Description Analysis
- A thorough description of core competencies for every job, with each reflective of education and the contemporary labor market.
- Elimination of obsolete job titles on the CCC job taxonomy and all maintained on a digital platform, compatible with Peoplesoft.

PD and Talent Mgmt.
- A digital platform for tracking the specifics of professional development activities. (time, dates, skills obtained, knowledge gained). Linkage to the Performance Evaluation module which allows PD goals to be automatically transferred to the Performance Evaluation module.
- On-line skills training package featuring popular training topics (e.g. customer service, communication, leadership skills).

Perform Evaluation
- An ability to link the core competencies module for specific jobs into a PE module whereby core competencies are evaluated with a rating scale.
- A tracking tool that would notify the manager of pending evaluations (based on probation dates and anniversary dates of hire).
- A program that generates reports necessary to the evaluation of workforce performance; dashboard reports and business intelligence requirements.

Potential Vendors that may accommodate CCC needs*
- Halogen (SkillPath)
- HRSG
- Lominger
- Workitect
- ETA (CareerOneStop)
- C-Factor
- Cornerstone

* See appendix for more details
Faculty Council Gallery Walk Comments Received

Written on post-it-pad: “Add reimbursements for hardware (e.g. computers) or 50% refund for faculty.” “Is there any way to achieve consistency (i.e. high standards) without further bloating district office? What is D.O.’s track record in staff development? We don’t trust D.O. to do anything right! (e.g. school colors)

Verbal comments: This all looks good! I like what you’re proposing. We’ve needed this for a long time. Performance evaluation is critical.

• A priority to develop CTL and provide additional money for faculty development as in other community colleges.

• Centers for Teaching and Learning should be faculty run, faculty driven, with released time.

• This will allow for a safe environment to learn and result in faculty buy in.

• The Talents of Teaching and PAL should be modified for librarians.

• How will District be involved in post tenure review?

• Must make a sane tenure process!

• How can retention data really show “teaching effectiveness?” What if course is difficult?

• Technology access needs to be available in all classrooms, more computer labs and the adjuncts should have computers which are just as “fast” as other faculty. Lack of technology access is a barrier!

• Talents of Teaching Excellent!

• I like the idea of options in TAP – allowing new hires to finish PhDs and substitute.

• Add separate tracks for TAP during tenure process.

Source: Faculty Council Gallery Walk, Malcolm X College, May 6, 2011
Faculty Council Gallery Walk Comments Received

Academic Citizenship

• Yes! Motivation dealing with resistant faculty.
• This is quite valuable. How is it determined? Change word “duty” to “service”

Community Connections

• This is a time intensive process. Does the full time coordinator also oversee forging these connections?
• Not just serving the community but learning from the community. Include field trips, speakers from industry.
• What if a course has difficulty doing this compared to others? (Ex) Environmental Biology vs. Math. How to evaluate?

Diversity, Inclusion, Respect

• Need tools to work with increasing numbers of developmental students.
• Tie to college mission statements which include global community.

Lifelong Learning

• Yes! Professional Development funds do not cover costs of graduate courses.
• Excellent description.
Faculty Council Gallery Walk Comments Received

Measuring Learning

• Some disciplines have existing assessment tools which should be applied over any District initiative.
  • Yes!!
  • Not clear what summative means?

Teaching & Learning

• Within our division, there is a BlackBoard site that all the adjuncts/full-time faculty have access to. This allows a sharing of best practices—such a site per discipline would be helpful.
  • Yes! And faculty support for developing new pedagogies.
  • "Encourage" rather than "focus"

Source: Faculty Council Gallery Walk, Malcolm X College, May 6, 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
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.

- **Faculty**
  - Enhancing teaching and learning by embracing technology training more in line with the academic process.

- **Operations**
  - Bolster IT operations sufficient to meet student, staff and faculty technological requirements.

- **Intelligence**
  - Enable a culture of analytical literacy by instituting a business intelligence solution for tracking data around faculty and staff effectiveness and student success.

**Potential Benefits**

- 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.
- 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.
CCC needs better technical training for students to enhance learning outcomes

The state of present training is variable and limited

- One College provides pilot support.
- One provides limited training in orientation.
- One has bookmark links to helpful sites
- Some with TRIO may provide limited training and support
- Lab techs provide limited support in some open labs.

Student technology survey confirms present challenges

- **Technical Training is insufficient**
  - 64.3% of students claim they have received no technology training
- **Familiarity with Student Portal is low**
  - 10.9% of students are familiar with the student portal for accessing information, 16.2% pretty familiar, 37.6% somewhat familiar.
  - Only 8.2% of students claim familiarity with the Sky Drive, a Microsoft application they can access from the student portal to share files and collaborate online; yet 72.9% affirm desire to exercise such collaboration.
- **Tech Savvy is evident in mobile apps and social media use**
  - 57.1% of students use mobile apps and 77.8% Facebook, yet mobile apps and social media are not presently used as training tools.

Source: Student Technology Usage Survey - February, 2011
High will demands innovative technology; high skill demands faculty-based training

Schools with Centers for Teaching and Learning

| Illinois Community College leaders in student success include faculty driven training and support |
| Moraine Valley (Faculty + IT) |
| Waubonsee CC (Faculty + IT) |
| College of Lake County (Faculty) + IT |
| Parkland College (Faculty) |
| Harper College (Faculty + IT) |

Multi College Districts support faculty driven tech training.

Maricopa CC System (10 colleges)
Combine Teaching and Learning and Tech Centers (all faculty driven)

CUNY System (7 colleges)
Combine faculty and tech in Teaching and Learning Centers (all faculty driven)

Contra Costa CA System (3 colleges, seven campuses/70,000 students) Staff Development Centers with Tech.

Educause
- Faculty led training-design
- Support with IT Technology

CCC Scan
- January 2011 CCC Faculty Focus Group “Quality faculty training would involve teachers from my own discipline and profession doing the training.”
- “Training should be pedagogically focused”
- “The teacher must know more than I know. The teacher must be an expert.”
- “I think faculty training should be embedded in the discipline. For example, I would like to be able to enhance my documentary skills with other literature teachers.”

Dean Focus Group
- February 17, 2011
- Faculty prefer one to one help.

Literature review and rationale
- There is a need to motivate faculty to employ technology in innovative manners to stimulate and promote learning immersion.
  “Despite schools' evident commitment to technology, some research indicates that teachers continue to use computers to maintain their current teaching methods rather than to promote innovative practices” Learning and Leading with Technology Jan. 2010.
- Adequately supported faculty deliver higher quality programs, contributing to higher student satisfaction. ...(this) encourages participation by additional faculty members, thus increasing capacity and access.” Sloan Consortium
- Faculty Tech Center provides:
  - Opportunity for ongoing dialogue
  - Training and support for new faculty
  - Opportunity to gather wisdom from older faculty
  - Integration of assessment into curriculum
  - Improved quality of instruction
Training builds on current CCC technology and shareware

<table>
<thead>
<tr>
<th>Training Vehicle</th>
<th>Procurement</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>iTunes U</td>
<td>No Cost</td>
<td>Create materials</td>
</tr>
<tr>
<td>Blackboard</td>
<td>CCC licensed</td>
<td>Create materials</td>
</tr>
<tr>
<td>Twitter</td>
<td>No Cost</td>
<td></td>
</tr>
<tr>
<td>YouTube</td>
<td>No Cost</td>
<td>None</td>
</tr>
<tr>
<td>Elluminate</td>
<td>CCC licensed</td>
<td>Create materials</td>
</tr>
<tr>
<td>Face-to-face</td>
<td>New</td>
<td>Dedicated location and computer</td>
</tr>
</tbody>
</table>

Student apprentices create training
Faculty requirements are best determined from multiple sources

**Reinvention hypotheses requiring use of existing or new faculty technologies**
- REM online tutorials
- TEK Increased use of high skill tech learning
- FSD Automated career planning tool
- FSD Automated data bank of teaching tools
- FSD Tenure projects.
- AED Dashboard
- SSP Automated degree audit
- SSP early alert tool
- SSP automated appointment tool
- OEO Electronic Workflow Mgmt System

**Student technology needs for faculty support**
- Student portal
- Laptops and iPads for students
- iTunes University/ Podcasts, Streaming Video,
- Remediation and Adult Ed Software
- Blackboard
- Elluminate
- Twitter

**Best practice research – What faculty may need**
- Video streaming-using iTunes U *MesaCC*
- Wimba Live virtual classroom space- *EstrellaCC*
- Webquest-(Bernie Dodge, 1995) *GatewayCC*
- Multigenerational instruction *Educause, Maricopa*
- Mobile Apps
- Buddy press, Word Press *Educause, Glendale CC*
- YouTube Gateway, Mesa, *Estrella, Illinois Central*
- Soft chalk lesson builder Glendale CC
- Recording studio College of Lake County, Mesa CC
- *Face book* with academic slant/e.g. Mixable/Purdue
- Just in time training
- 1-1 training

**Faculty needs from faculty survey**
- Blackboard basics and tricks
- Smart board use
- Useful teaching websites
- Microsoft Cloud
- Building web pages
- Developing online and hybrid classes
- Podcasts
Student technology requirements are best determined from three sources

1. **Reinvention recommendations**
   Recommendations that require use of technology, sometimes in unfamiliar, complex ways:

<table>
<thead>
<tr>
<th>Task Force</th>
<th>Recommendation</th>
<th>Tech training need</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSP</td>
<td>Advisors’ Bundle</td>
<td>Student Portal</td>
</tr>
<tr>
<td>REM</td>
<td>Online prep for students</td>
<td>Passwords Software</td>
</tr>
<tr>
<td>TEK</td>
<td>App / Desktop Virtualization</td>
<td>• Student Portal</td>
</tr>
</tbody>
</table>
<pre><code>   |                                           | • Virtualization   |
</code></pre>
<p>| OEO        | Scheduling Placement test Orientation   | Student Portal     |
| TEK        | IPad for disability                     | IPad and apps      |</p>

2. **Lab Survey**
   Includes faculty / lab man. survey of present student tech challenges (n=30)
   - Blackboard
   - Student e-mail and portal/ Sky Drive
     - Upload Attachments
     - Microsoft PowerPoint
     - Forgotten passwords
     - Download PDF
     - Course specific software
     - USB issues
     - Microsoft Excel
     - Scanning pc for malwares
     - Connecting to wifi

3. **CCC tools portfolio**
   Includes underutilized software, tools pending purchase, as well as technology that provides tech. support in itself:

<table>
<thead>
<tr>
<th>Technology</th>
<th>Rationale / Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackboard</td>
<td>Written instruction 24/7 discussion board allows for questions and suggestions by users</td>
</tr>
<tr>
<td>Elluminate</td>
<td>Synchronous anywhere instruction in two way environment. Provides visual and audio elements and potential to use diagrams</td>
</tr>
<tr>
<td>Live@edu</td>
<td>Provides access to email, files, collaboration and MS apps / Sky Drive</td>
</tr>
<tr>
<td>iTunes U &amp; YouTube</td>
<td>Audio and visual asynchronous instruction, 24/7 anywhere and any time You Tube adapt where possible</td>
</tr>
<tr>
<td>Twitter</td>
<td>Ability to alert students to system wide alerts. Promote confidence with high-touch users</td>
</tr>
<tr>
<td>Face-to-face Help Desk</td>
<td>Primary use: Respond to complex issues e.g. corrupt USB, password, and high-touch needs</td>
</tr>
</tbody>
</table>
Roughly 24% of students do not have a computer for accessing the Internet from home

Do you have Internet access at home?

- Yes: 81%
- No: 19%

If so, what is your primary means of access?

- Laptop: 50%
- Desktop / PC: 44%
- Other: 6%

N=375*

- CCC should target the roughly 20% of students who do not have Internet access at home, trying to close this gap.
- Of these, we must determine who uses a PC at home as their primary Internet source.

- Roughly six percent of students with Internet access at home do not have a laptop or desktop. Rather, they report smartphones or other devices as their primary means of getting online.

*Source - student survey conducted by TEK, Feb. 2011
Some iPad apps particularly exceed Windows XP/7 applications and OS in servicing students with disabilities

<table>
<thead>
<tr>
<th>Apps</th>
<th>Motor</th>
<th>Blind</th>
<th>Low-Vision</th>
<th>Deaf</th>
<th>Hard of Hearing</th>
<th>Speech Impaired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dragon</td>
<td>Dragon</td>
<td>iBraille</td>
<td>StepStones</td>
<td>Sign 4 Me</td>
<td>Proloquo2Go</td>
<td>DAF Assistant</td>
</tr>
<tr>
<td>eTextbooks</td>
<td>iHear Dialer</td>
<td>Picture Scheduler</td>
<td>Sign Smith ASL</td>
<td>Speak it!</td>
<td>iConverse</td>
<td></td>
</tr>
<tr>
<td>TapSpeak Button</td>
<td>VoiceOver</td>
<td>Accessibility Settings</td>
<td>Voice4U</td>
<td>TapSpeak Button</td>
<td>Mobile Articulation</td>
<td></td>
</tr>
<tr>
<td>Awesome Note</td>
<td>BigNames</td>
<td></td>
<td></td>
<td>soundAMP R</td>
<td>Pocket SLP Articulation</td>
<td></td>
</tr>
<tr>
<td>High res. Multi-Touch screen</td>
<td></td>
<td>Web Talk</td>
<td></td>
<td>CC</td>
<td>Proloquo2Go</td>
<td></td>
</tr>
<tr>
<td>Speak Auto-text</td>
<td></td>
<td>VoiceOver</td>
<td></td>
<td>FaceTime</td>
<td>Visules</td>
<td></td>
</tr>
<tr>
<td>Mono Audio</td>
<td></td>
<td>Large Text</td>
<td></td>
<td>iSight</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Legend**
- Red – Exact or similar manufacturer/software
- Brown – functionality overlap.
- Green – Partial/insufficient overlap

Source: Manufacturer Web sites
Currently hearing and speech / stutter disabilities lack disability support relative to other disability challenges

**Source:** CCC internal survey of disability access center capacity
Current paper based “reservation system” should be replaced with the automated scheduling system.

Current State

- **Automated scheduling**
  - Colleges use **paper based reservation** system to schedule 836 classrooms.

- **Integration with HVAC**
  - Room **temperatures are constant** during the day, even if rooms are not occupied.

- **Real time reporting**
  - There is **no ability to report** on room utilization.

- **Simple user interface**
  - **Multiple departments are in charge** of room or resource scheduling. Students, faculty and staff are **confused** by the process.

- **On-line reservation**
  - Students, faculty and staff rely on **many different staff** members to **schedule** the rooms or resources.

- **Internal communication**
  - Many departments establish their sources of information, and maintain their own schedules and calendars which results in **scheduling conflicts**.

Future State

- **RESS integrated with PS SA** 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.

- **Anyone can, at glance**, without training, can understand how to **request a room** or a 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** or proper resources can be placed to accommodate the needs of all occasions.

Wednesday, August 03, 2011
Matching over 7,000 class sections with different instructional needs to a variety of classroom types can be overwhelming.

* Numbers for Spring 2011 semester
Source: Office of Information Technology inventory data and Office of Academic Affairs data on class section break downs
CCC computer labs are open from Monday to Saturday but are closed on Sundays.

Source: Internal CCC survey of lab hours with Dept.'s of Student Services and Information Technology
Desktop virtualization promotes anywhere access to software

**Desktop Virtualization (DV)** - separates a “thick-client” PC desktop environment from a physical machine and stores the “virtualized” desktop on a remote server, instead of on the local hard drive. Users work from their remote desktop “Endpoint”. All programs, applications, processing, and data usage are kept and run centrally in the “Data Center”.

<table>
<thead>
<tr>
<th>Virtualization Term</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hypervisor</strong></td>
<td>A hypervisor is a piece of software that abstracts the operating systems from the host server hardware</td>
</tr>
<tr>
<td><strong>Desktop Virtualization (DV)</strong></td>
<td>Desktop virtualization refers to running virtual desktops on physical servers in the datacenter, instead of on the user’s local device</td>
</tr>
<tr>
<td><strong>DV Endpoint</strong></td>
<td>Thin, thick, zero</td>
</tr>
<tr>
<td><strong>Application Virtualization</strong></td>
<td>Application virtualization isolates applications from the underlying operating system to increase compatibility and manageability</td>
</tr>
<tr>
<td><strong>Server Virtualization</strong></td>
<td>Server virtualization refers to running multiple independent virtual operating systems on one physical server</td>
</tr>
</tbody>
</table>
CCC should investigate leaders in the business intelligence software marketplace

Challengers

Leaders

Ability to execute

Niche players

Visionaries

Microsoft
Oracle
MicroStrategy
IBM
Information Builders

Tableau
Tibco Software (spotfire)

SAS
Qlik Teck
SAP

LogiXML
Board International
Targit
Salient Mng Co.

Arcplan
Corda Technology
Jaspersoft
Panorama Software

Source: Gartner (January 2011)
An accessible customized BI solution would allow CCC visibility into operations, resulting in improved student outcomes and experience.
Elluminate, which has the same features as its competitors for online support, has a current low-level of use at CCC.

<table>
<thead>
<tr>
<th>Web Conferencing tools Live Session features</th>
<th>Elluminate Live</th>
<th>Adobe Connect Professional</th>
<th>Centra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whiteboard with annotation features</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Applications sharing</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Web Tours</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Quizzes/Surveys</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Polling</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Multimedia Content</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Snapshot Sharing</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Videoconferencing</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Voice over IP</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Approx. number using Elluminate

| Center for Distance Learning (CDL) faculty | 90%            |
| CCC Advisors                               | 1%             |
| CCC Faculty (non CDL)                       | 5%             |
| CCC Tutors                                 | 0%             |
| Online meetings – Administration            | 1%             |
| Adult Education Faculty                     | 0%             |
More 1st year students are enrolling in online courses

Spring 2010 enrollment in online courses for 1st year students - 11%

Fall 2010 enrollment in online courses for 1st year students - 25%

CDL Student Orientation

Source: Center for Distance Learning Enrollment Data
Faculty council members provided useful input into recommendations

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Alignment</th>
<th>Comments</th>
<th>Task Force Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A. Classroom scheduling software</td>
<td></td>
<td>• Essential for optimal use of resources!</td>
<td>• Move forward</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Must be supplemented by hardware refresh</td>
<td>• Explore expanding / optimizing technology in libraries</td>
</tr>
<tr>
<td>1B. Virtualization exploration</td>
<td></td>
<td>• “Could be a vital enhancement for student success”</td>
<td>• Move forward</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Expand for faculty</td>
<td>• Shoot for potential Spring 2012 debut</td>
</tr>
<tr>
<td>2A. Student Support</td>
<td></td>
<td>• Look into virtual tours</td>
<td>Look into best practices for faculty sharing technology practices with students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• “Faculty drive student use of technology”</td>
<td></td>
</tr>
<tr>
<td>2B. Faculty Support</td>
<td></td>
<td>Additionally, explore Fall 2011 support for:</td>
<td>Integrate instructional technology suggestions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Whiteboarding / Mindmapping</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Processes for sharing tech best practices</td>
<td></td>
</tr>
<tr>
<td>3A. Leased laptop distribution exploration</td>
<td></td>
<td>• Good research on target populations</td>
<td>• Do not pull trigger yet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Expanding lab hours is more scalable</td>
<td>• Build on current research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Beware external motivation!</td>
<td>• Review lab hours / policies</td>
</tr>
<tr>
<td>3B. iPad distribution</td>
<td></td>
<td>• Consider broader DAC revamping</td>
<td>• Move forward</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Macs can be useful for specific programs, such as those with graphical design component</td>
<td>• High interest in other areas of potential Apple product utility</td>
</tr>
<tr>
<td>3C. Online learning</td>
<td></td>
<td>• Extend Elluminate, especially in tutoring centers</td>
<td>• Move forward</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Explore lecture capture</td>
<td>• Explore lecture capture</td>
</tr>
<tr>
<td>4A. Business Intelligence</td>
<td></td>
<td>• Very important to have data transparency.</td>
<td>• Move forward</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• BI must be real-time, predictive and encompass “many coefficients of student success”</td>
<td>• Aug. meeting to gather KPI’s is very important to faculty</td>
</tr>
</tbody>
</table>

Source: May 6, 2011 - Faculty Council gallery walk and breakout meetings with Reinvention task forces

Legend

Low
High