Wilbur Wright College

President David Potash
November 7, 2013
Enrollment, Completions: Trending UP

FY13

Enrollment FY13
100% = 23,175

Credit enroll.
Thousands

Completions
Number

2009 2013
10,908 12,772 +17%

2009 2013
938 1,581 +69%

Credit
Adult Education
Continuing Education
Enrollment: Trending UP
FY2013

Fall 2013
- Credit Headcount ↑ 440 students, 4.9%
- Credit FTE ↑ 236, 4.1%
- Adult Ed down 319, -9.6%

FY 2013
- AA awards ↑ 11, 3.1%
- AS awards ↑ 26, 41.9%
- AAS awards ↑ 41, 21.2%
- AGS awards ↑ 44, 37.6%

Humboldt Park Campus
- Enrollment ↑ 9% (100 students) (Fall 2012 to Fall 2013)
- NEW Early Childhood courses (part of Harold Washington College Child Development program)
- $5 million planned expansion
Congratulations Recep Dereli!

- Recognized by the Illinois Technology Foundation with scholarship award
- Enrolled in Wright’s Computer Security and Forensic Investigation (CSFI) program
- Plans to launch IT start-up/consultancy
IT Enrollment @ CCC

Increase of 50% at Wright College since Fall 2012

Fall 2012
WR: 41
TR: 82
OH: 13
MX: 15
KK: 16
HW: 32

Fall 2013
WR: 89
TR: 71
OH: 30
MX: 45
KK: 25
HW: 58
DA: 32

CITY COLLEGES of CHICAGO
Wilbur Wright
Education that Works
Information technology pathways focus on the Associate’s degree as the minimum level of competence required with 3 paths

44,000 job openings in Cook County projected over the next decade
Annual job openings and starting wages shown for each program

Bridge programs prepare adult education and foundational students for college transition by providing intensive contextualized instruction and supportive services, while in many cases preparing students for entry level employment.

Source: Economic Modeling Systems, Inc. Q2 2012; BLS Education & Training Measurements 2009; CCC Program Portfolio Review; Jobs represent annual openings projected for Cook County, 2011 - 2021; wages are 10th percentile through median wage
AQIP: Continuous Improvement through Assessment and Evaluation

Understanding Students' and Other Stakeholders' Needs

Leading and Communicating
Valuing People
Building Collaborative Relationships
Planning Continuous Improvement
Supporting Institutional Operations

Helping Students Learn
Accomplishing Other Distinctive Objectives

Measuring Effectiveness
Linking AQIP Action Projects to Reinvention Goals

### Goal 1:
Increase number of students earning college credentials of economic value

**Occupational KPIs**
- Program retention
- Students employed in field of study
- Passing rate

### Goal 2:
Increase rate of transfer to bachelor’s degree programs following CCC graduation

**Bacc/Transfer KPIs**
- Course success
- Term-to-term retention
- Completion of GECC
- Graduation rate

### Goal 3:
Drastically improve outcomes for students requiring remediation

**Remedial KPIs**
- Course success / completion
- Transition to college credit
- Completion of 15 or more college level credit hours
- Post remedial education success

### Goal 4:
Increase number and share of ABE/GED/ESL students who advance to and succeed in college-level courses

**Adult Ed KPIs**
- Level gains
- Within term retention
- GED pass rate
- Transition to post-secondary education or training

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**Math On Demand**

**REINVENTION**
Math on Demand (MOD) Key Approaches

**Individualization**
Instructors work with students individually based on strengths, weaknesses, needs, and goals.

**Student Engagement**
Time spent on hands-on tasks; 4-5 hours per week in the Math Lab. Students are asked to select their academic and career tracks early on during their academic journeys.

**Contextualization**
Learning math in context, such as in manufacturing or green technology, as well as allied health careers. Tying math skills to the students’ future career aspirations.

- **Spring 2012** – MOD served more than 1,000 Developmental Education math students
- **Spring 2013** – Wright opened new Math Center