Scorecard of Strategic Metrics

Fiscal Year 2014

April 9, 2015
# Executive Summary

City Colleges selected 24 key metrics to assess academic and institutional health, part of Reinvention’s ongoing refocusing of the institution on increasing positive outcomes yielding credentials of economic value, and operational efficiencies to support that goal and free up additional resources for academics.

This is the second scorecard measuring performance against the 5-Year Plan: In Fiscal Year 2014, City Colleges met or exceeded 15 of these 24 key metrics, 6 others were within 95% of performance.

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Completion within 3 years</td>
</tr>
<tr>
<td>2.</td>
<td>Total number of degrees &amp; certificates awarded</td>
</tr>
<tr>
<td>3.</td>
<td>Degrees awarded</td>
</tr>
<tr>
<td>4.</td>
<td>Certificates awarded</td>
</tr>
<tr>
<td>5.</td>
<td>Credit students fall-to-spring retention rate</td>
</tr>
<tr>
<td>6.</td>
<td>Student employment rate in area of training</td>
</tr>
<tr>
<td>7.</td>
<td>Median earnings of students employed in training area</td>
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<tr>
<td>8.</td>
<td>Total enrollment (unduplicated)</td>
</tr>
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<td>9.</td>
<td>Credit enrollment</td>
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<tr>
<td>10.</td>
<td>Adult education enrollment</td>
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<tr>
<td>11.</td>
<td>Continuing education enrollment</td>
</tr>
<tr>
<td>12.</td>
<td>College to careers program enrollment</td>
</tr>
<tr>
<td>13.</td>
<td>Rate of transfer bachelor's degree programs within 2 years of ccc graduation</td>
</tr>
<tr>
<td>14.</td>
<td>Number of fall new students that transfer to four-year</td>
</tr>
<tr>
<td>15.</td>
<td>Percent of students in the cohort (fall first-time, full-time degree/cert. Seeking students taking &gt;12 credit hours) who earn 30 credits within their first year</td>
</tr>
<tr>
<td>16.</td>
<td>Percent of students in the cohort (fall first-time, part-time degree/cert. Seeking students taking &lt;12 credit hours) who earn 15 credits within their first year</td>
</tr>
<tr>
<td>17.</td>
<td>Percentage of students in the cohort (new students enrolled in remedial course) advancing to college-level work within 1 year of their first semester</td>
</tr>
<tr>
<td>18.</td>
<td>Total adult education students identified in the fiscal year who transition to at least one credit course after one semester</td>
</tr>
<tr>
<td>19.</td>
<td>Percentage of unrestricted fund balance to total expenses</td>
</tr>
<tr>
<td>20.</td>
<td>Increase the amount of money awarded through grants and contracts</td>
</tr>
<tr>
<td>21.</td>
<td>Improve time to hire</td>
</tr>
<tr>
<td>22.</td>
<td>Reported crime</td>
</tr>
<tr>
<td>23.</td>
<td>Crime against persons</td>
</tr>
<tr>
<td>24.</td>
<td>Crime against property</td>
</tr>
</tbody>
</table>
Increase credentials of economic value: IPEDS 150 Completion Rate

CCC IPEDS 150 Completion Rate: Actuals vs. Targets

What we did for FY14:
• Improved caseload management of IPEDS students to improve CCC interventions for degree completion
• Began demand-driven course offerings, leveraging education plans to determine scheduling

What we are doing now for FY15:
• Assigned dedicated advising staff to serve IPEDS cohorts
• Audit students’ time left to degree/certificate completion to size and target interventions
• Focus on development of semester-by-semester education plans to degree completion
• Streamlining registration and advisement conversations for students

FY14 IPEDS 150 Completion Rate: Actuals vs. Targets by College

<table>
<thead>
<tr>
<th>College</th>
<th>DA</th>
<th>HW</th>
<th>KK</th>
<th>MX</th>
<th>OH</th>
<th>TR</th>
<th>WR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>12%</td>
<td>9%</td>
<td>24%</td>
<td>9%</td>
<td>8%</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>Actual</td>
<td>13%</td>
<td>11%</td>
<td>23%</td>
<td>11%</td>
<td>9%</td>
<td>14%</td>
<td>15%</td>
</tr>
</tbody>
</table>

* FY14 data are preliminary
Increase credentials of economic value: Total Awards

What we did for FY14:
• Offered new programs as well as improved quality of existing programs
• Improved system of degree conferral
• Outreach to former CCC students for reverse transfer degrees

What we are doing now for FY15:
• Investment in process improvements, staff training, and technology to ensure students receive individualized and appropriate advising to achieve their academic goals
Increase credentials of economic value: Total Degrees

CCC IPEDS Total Degrees: Actuals vs. Targets

What we did for FY14:
- Leveraged improved system of degree conferral
- Worked with former CCC students to explore reverse transfer to achieve their Associate’s degree

What we are doing now for FY15:
- For each student: audit time left to degree, develop pathways, intervene based on diverse needs, register in courses according to pathway
- Scaling intensive caseload management and staff segmentation to all advisors
- Scaling reverse transfer efforts to include more universities and improved technology to ease transcript procurement
Increase credentials of economic value: Total Certificates

What we did for FY14:
- Offered new degree programs in C2C focus areas
- Improved quality and increased enrollment in certificate programs

What we are doing now for FY15:
- Investing in certificate quality through network footprint work, ensuring that all certificates stack into degree programs when possible and are offered at the right places
- Investing in technology improvements that will easily allow us to know at a glance which students are close to certificate completion and whether they are taking the appropriate courses to attain those credentials
Retention: Credit Students Fall-to-Spring Retention

**What we did for FY14:**
- Leveraged more methods of communication than ever before to remind students of key registration and advisement events
- Began to use education plans to ensure students enroll in appropriate courses per pathway

**What we are doing now for FY15:**
- Cohort-based retention strategies; especially for IPEDS students and potential completers and soon to extend to all students-- to more intensively target students for re-enrollment, uncover and address any challenges to persistence
- Increased use of education plans to ensure students enroll in right courses and to inform course offerings
College to Careers: Student Employment Rate in Area of Training

**CCC Student Employment Rate in Area of Training: Actuals vs. Targets**

- **FY09**: 63%
- **FY10**: 61%
- **FY11**: 62%
- **FY12**: 61%
- **FY13**: 60%
- **FY14**: 60%
- **FY15**: 61%
- **FY16**: 64%
- **FY17**: 69%
- **FY18**: 71%

**What we did for FY14:**
- Expanded Career Centers to all 7 colleges
  - 3 Directors hired to deliver career services for first time at respective colleges
- Began tracking student job placements in real time
- # of student served:
  - 19,325 duplicated
  - 10,276 unduplicated

**What we are doing now for FY15:**
- Budgeted for FT Career Services Advisors at 6 of 7 colleges; now hired at 5 of those 6
- # of students served to date:
  - 15,065 duplicated
  - 7,905 unduplicated

**FY14 Student Employment Rate in Area of Training: Actuals vs. Targets by College**

<table>
<thead>
<tr>
<th>College</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>DA</td>
<td>60%</td>
<td>59%</td>
</tr>
<tr>
<td>HW</td>
<td>60%</td>
<td>52%</td>
</tr>
<tr>
<td>KK</td>
<td>60%</td>
<td>66%</td>
</tr>
<tr>
<td>MX</td>
<td>60%</td>
<td>52%</td>
</tr>
<tr>
<td>OH</td>
<td>60%</td>
<td>55%</td>
</tr>
<tr>
<td>TR</td>
<td>60%</td>
<td>59%</td>
</tr>
<tr>
<td>WR</td>
<td>60%</td>
<td>57%</td>
</tr>
</tbody>
</table>

**CCC Student Employment Rate in Area of Training: Actuals vs. Targets**

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- **FY16**: 64%
- **FY17**: 69%
- **FY18**: 71%

**Target**
- DA: 98%
- HW: 87%
- KK: 87%
- MX: 87%
- OH: 92%
- TR: 98%
- WR: 95%

**Actual**
- DA: 59%
- HW: 52%
- KK: 66%
- MX: 52%
- OH: 55%
- TR: 59%
- WR: 57%
College to Careers: Median Earnings of Students Employed in Training Area

**What we did for FY14:**
Focus on developing new programs with high earnings
- C2C pathways developed or revised:
  - 9 new pathways - TDL, IT, Healthcare, Culinary/Hospitality
  - 3 revised pathways - IT, Culinary/Hospitality

**What we are doing now for FY15:**
- Launched Education Focus Area at TR
- Launched new/revised programs from FY14, including
  - TDL - Supply Chain/Logistics
  - Culinary/Hospitality - Mgmt
- New/revised programs in the pipeline include
  - Banking, Accounting CPA Prep

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### CCC Median Earnings of Students Employed in Training Area: Actuals vs. Targets

<table>
<thead>
<tr>
<th>College</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14*</th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>$32,240</td>
<td>$32,240</td>
<td>$34,382</td>
<td>$36,504</td>
<td>$31,200</td>
<td>$31,200</td>
<td>$34,262</td>
<td>$36,149</td>
<td>$38,129</td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>$31,824</td>
<td>$31,824</td>
<td>$31,824</td>
<td>$31,824</td>
<td>$31,824</td>
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<td>$31,824</td>
<td>$31,824</td>
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What we did for FY14:
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- 3 revised pathways- IT, Culinary/Hospitality

What we are doing now for FY15:
- Launched new/revised programs from FY14, including
  - TDL - Supply Chain/Logistics
  - Culinary/Hospitality - Mgmt

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### FY14 Median Earnings of Students Employed in Training Area: Actuals vs. Targets by College

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</table>

96% 91%

* These estimates are not statistically significantly different from the targets due to the small sample size yielded by the phone and mail survey methodology. As such, we do not compare year to year on this metric. Additionally, the data reflects at least an 18 month lag in reporting (from the time of graduation to reporting of data). City Colleges is working to identify a way to provide a more robust understanding of this student outcome measure.
What we did for FY14:
- Worked to re-recruit stop outs from past two years
- Increased outreach through text blast, robo calls, emails and mailers to promote various semesters and mini sessions
- Focused on registration drives for adult education, credit students and Early College applicants

What we are doing now for FY15:
- Three times more outreach to prospect students than previous year to increase prospect to applicant conversion
- Focused on improving yield rate of credit students to increase credit enrollment
- Add Adult Education to admissions application to expedite admissions process
- Merge all prospect data into Campus Solutions 9.0 to more effectively recruit prospects to application and to events such as Open Houses
What we did for FY14:
- Streamlined onboarding process throughout the district
- Developed on drop date for payment plans for large terms
- Increased the number of early registrations by pushing earlier academic advising appointments

What we are doing now for FY15:
- Offering multiple Open House events that allow students to apply, test and register for courses
- Increased conversion rates of applicants to enrolled for Fall 2014 and Spring 2015
- Created ACT electronic download account to help reduce number of students taking placement exams
- Increased communication to students regarding payment plans
- Reset payment plan drop date to more effective re-enroll students and fill class sessions
Enrollment: Adult Ed. Enrollment

What we did for FY14:
- Semi-regular outreach to stopped out students with Call-Center
- Semi-regular neighborhood canvassing in collaboration with Community Relations team

What we are doing now for FY15 (and tentative for FY16):
- Regularly scheduled ‘Call-Campaigns’ with Call-Center to reach out to stopped-out students
- Neighborhood Canvassing with Community Relations team
- GED® Testing Fee Scholarship Promotion
- Collaboration with Chicago Public Library to disseminate promo materials
- Initiate conversation with CPS (Student re-engagement Centers/ Parent Universities) to disseminate ADED programmatic info
Enrollment: Continuing Education Enrollment

What we did for FY14:
- Began process of transitioning all certificate-granting programs in CE to credit in order to align academic management with credit programs.

What we are doing now for FY15:
- Transitioned all certificate-granting programs in CE to credit. This will mean we will likely miss the CE enrollment target in FY15.
- Increase focus on relevance/alignment to C2C of remaining non-credit courses - rebranded as “Professional and Personal Development”
Enrollment: C2C Enrollment

What we did for FY14:
• Began including students with declared focus area in the 6 C2C focus areas “C2C pipeline students” in C2C enrollment and ensure that they begin relevant pathway to C2C program

What we are doing now for FY15:
• Launched Education focus area at Truman
• Focused C2C Showcase events at each college
• In progress: Increasing focus-area specific marketing materials and web presence to communicate value of opportunities in each focus area
Transfer to 4-Year: Within 2 Years of Degree Completion

What we did for FY14:
- More than doubled the number of transfer center appointments, quadrupled campus fair attendance and multiplied transfer center workshops and classroom visits.

What we are doing now for FY15:
- Reach out to alumni who attained an AA degree but did not transfer to learn why they did not transfer, to see if CCC transfer services could help overcome challenges.
- Partnering with several 4-year institutions to publish 8-semester transfer guides, so students with transfer intent create ed plans that lead to baccalaureate success.
- Improving course-to-course transferability through compliance with Illinois Articulation Initiative.
Transfer to 4-Year: After Earning 12 Credits (Fall New Students)

What we did for FY14:
• More than doubled the number of transfer center appointments, quadrupled campus fair attendance and multiplied transfer center workshops and classroom visits

What we are doing now for FY15:
• Tailoring transfer service to different points of student lifecycle, so student receive more precise interventions
• Improving data exchange efforts with 4-year partners to better understand which students leave us, in which pathways, and for what reasons
• Improving course-to-course transferability through compliance with Illinois Articulation Initiative
Developmental Education: Remediation Transitions within 1 year

What we did for FY14:
- Began accelerated “one-and-done” remedial math course (Math 90)
- Improved co-requisite course offerings- in design and quantity

What we are doing now for FY15:
- Scaling-up enrollment of new, remedial students into block-scheduled and cohorted courses
- Increasing enrollment of co-requisite courses, Math 90, and other accelerated options
- Intensifying targeted tutoring outreach for developmental education courses
- Investing in facilities suited for Math emporium-style pedagogy to allow students to learn exactly what they need to make up to become credit ready

* FY14 captures only new credit students; prior to FY14, all credit students enrolled in at least one developmental education courses were included
Adult Education: Transitions to College Credit

What we did for FY14:
- Systematic cohort COMPASS testing in ESL and GED programs
- Focused on recruitment of Bridge students to Gateway; increased awareness among GED students of successful college transition through the Gateway Program as preferred pathway

What we are doing now for FY15:
- Implemented Career Foundations courses, training for instructors/staff
- Restructured all Bridge programs to include a college credit class
- Ongoing development of Bridge curriculum, including Business and Early Childhood Education
- Exploring marketing opportunities in CCC Pearson VUE GED Testing Centers to promote AE programs and Gateway Program

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**CCC Transitions to College Credit: Actuals vs. Targets**

<table>
<thead>
<tr>
<th>Year</th>
<th>DA</th>
<th>HW</th>
<th>KK</th>
<th>MX</th>
<th>OH</th>
<th>TR</th>
<th>WR</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY09</td>
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<tr>
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<td>FY13</td>
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</tr>
<tr>
<td>FY14*</td>
<td>909</td>
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<td></td>
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</tr>
<tr>
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<tr>
<td>FY18</td>
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</tr>
</tbody>
</table>

**FY14 Transitions to College Credit: Actuals vs. Targets**

<table>
<thead>
<tr>
<th>Target</th>
<th>DA</th>
<th>HW</th>
<th>KK</th>
<th>MX</th>
<th>OH</th>
<th>TR</th>
<th>WR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>127</td>
<td>N/A</td>
<td>91</td>
<td>73</td>
<td>82</td>
<td>383</td>
<td>155</td>
</tr>
<tr>
<td>Actual</td>
<td>247</td>
<td>N/A</td>
<td>127</td>
<td>144</td>
<td>120</td>
<td>575</td>
<td>278</td>
</tr>
</tbody>
</table>
What we did for FY14:
- Advisors drafted education plans with students that nudged towards 15 credit hours instead of 12
- Soft launched “15-to-Finish” campaign, formally promoting enrollment in 15 credit hours; trained advisors, faculty, staff and students on benefits

What we are doing now for FY15:
- Fully launched “15-to-Finish” scholarship, financially incentivizing students to take 30 credit hours over two semesters with two free credit courses in summer
- Using new technology to automatically default students intent on full-time enrollment to 15 credit hours instead of 12 credit hours
Student Support: Part-time to 15 Credit Hours in 1 Year

What we did for FY14:
- Focused on course success and retention for part-time students to make their achievement in classes enrolled more likely

What we are doing now for FY15:
- More deliberately monitoring which part-time students enroll in less than 8 credit hours to see if they can be nudged to enrolled in 1 or 2 more courses
- Improving tutoring and support services for all students, including part time students, so they are more likely to succeed in their courses
- Pushing part-time students into the Fall to enroll full-time in the spring, if possible
Improve Operational Discipline with a Focus on High Performance Standards Including Excellent Financial Management

Percentage of Unrestricted Fund Balance to Total Expenses: Actuals vs. Targets

<table>
<thead>
<tr>
<th></th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>6.1%</td>
<td>3.2%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Target</td>
<td>3.0%</td>
<td>3.0%</td>
<td>3.0%</td>
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</tbody>
</table>

Increase the Amount of Money Awarded Through Grants and Contracts: Actuals vs. Targets

<table>
<thead>
<tr>
<th></th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>$30.0</td>
<td>$30.4</td>
<td>$33.6</td>
</tr>
<tr>
<td>Target</td>
<td>$32.0</td>
<td>$35.0</td>
<td>$35.0</td>
</tr>
</tbody>
</table>

Improve Time to Hire (In Days): Actuals vs. Targets

<table>
<thead>
<tr>
<th></th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td>96%</td>
<td>190</td>
<td>140</td>
</tr>
<tr>
<td>Target</td>
<td>240</td>
<td>210</td>
<td>180</td>
</tr>
</tbody>
</table>
Ensure Safe and Secure Teaching and Learning Environments

Crime Against Persons: Actuals vs. Targets

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY12</td>
<td>112</td>
<td>118</td>
</tr>
<tr>
<td>FY13</td>
<td></td>
<td>134</td>
</tr>
<tr>
<td>FY14</td>
<td>130</td>
<td>157</td>
</tr>
</tbody>
</table>

Crime Against Property: Actuals vs. Targets

<table>
<thead>
<tr>
<th>Year</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY12</td>
<td></td>
<td>322</td>
</tr>
<tr>
<td>FY13</td>
<td>306</td>
<td></td>
</tr>
<tr>
<td>FY14</td>
<td>280</td>
<td>273</td>
</tr>
</tbody>
</table>

Target Actual 83%