October Board meeting

Discussion document: October 1st 2015
Reinvention horizons: Three phases of change...

1. CCC as student’s first option
2. Relevant courses and pathways
3. Individualized student experience
4. Efficient, consistent, creative operations
5. High-performance organization

1. Relevance
2. Structure
3. Student Supports

1. Diagnosis
2. Recommendations
3. Key Initiatives

DRAFT - for discussion purposes

Wednesday, September 30, 2015
We established four critical goals to help our students meet the demands of a changing world

Reinvention Goals...

Reinvention Guiding Principles...
- **Student-focused** – orienting all solutions to what will be of most benefit to current and future students
- **Data-driven** – measuring results, reflecting on what is/isn’t working and working to improve

1ABE 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
In 2010, CCC completed a self-study that demonstrated we could be serving our students and communities better

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

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

3. CCC loses 54% of degree-seeking students in their first 6 months and struggles to support them throughout

4. Only 35% of Adult Education students meet their stated goals annually
On the operational side, CCC has been through a transformation across key areas

<table>
<thead>
<tr>
<th>Accomplishment</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Forecasting</strong></td>
<td>• Implemented five-year financial forecasting model</td>
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<tr>
<td></td>
<td>• Supports and provides the financial structure to drive five year strategic plan</td>
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<td></td>
<td>• Refined capital investments and timing of investments to support five year strategic plan</td>
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<tr>
<td><strong>Savings</strong></td>
<td>• Achieved operational cost savings of $66 million</td>
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<td>• Centralization of non-academic support services</td>
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<td></td>
<td>• Labor productivity enhancements</td>
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<tr>
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<td>• Energy cost management savings</td>
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<tr>
<td><strong>Procurement</strong></td>
<td>• New process for basic services and commodities</td>
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<td></td>
<td>• Procurement cycle reduced from ~45 days to ~ 7 days</td>
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<tr>
<td><strong>HR</strong></td>
<td>• Transformed from transactional to strategic talent acquisition</td>
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<td>• Automated time and attendance system</td>
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<td>• Adjustments to the health and benefits structure</td>
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<tr>
<td><strong>Financial position</strong></td>
<td>• Enhanced CCC Financial position</td>
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<tr>
<td></td>
<td>• In 2013 issued $250M in bonds to finance capital plan</td>
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<td></td>
<td>• Strong credit ratings of AA and AA-, outlook stable, from Standard and Poor’s and Fitch Ratings, respectively</td>
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</tbody>
</table>
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Relevance: CCC’s College to Careers model focuses on ensuring relevance of programs and connecting students to job and transfer

1. **Data driven** focus on offering programs with demonstrated labor market demand

   **Total job opening in thousands over the next decade**

   - MX: Healthcare
   - DA: Manufacturing
   - OH: IT
   - WR: Business
   - HW: Hospitality
   - KK: Education
   - TR: Total

   - 300
   - 110
   - 24
   - 44
   - 39
   - 84

2. **Pathways of stackable credentials** of economic value that allow for multiple entry and exit points

3. **Employer involvement** in program design and direct interaction with students across lifecycle

4. **Career planning and placement services** to prepare students for employment

   - **Curriculum review**
   - **On-campus student exposure**
   - **Workplace learning**
   - **Commit to interview students**

   **Focus 2**

   **Employment Success Skills Workshops**

Source: QCEW Employees – EMSI, Career Development cycle: Langley School’s Career Education website
Relevance: Colleges each focus on a high-impact sector and labor market data provides strategic roadmap for pathways

Advanced Manufacturing
Richard J. Daley College

Business & Professional Svcs
Harold Washington College

Culinary Arts and Hospitality
Kennedy King College

Education
Harry S Truman College

Healthcare
Malcolm X College

Information Technology
Wilbur Wright College

Transportation, Distribution & Logistics
Olive-Harvey College
Structure: Ten focus areas encompass all program offerings
Structure: Our Academic Catalog now reflects this structure and is built upon our pathway maps

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Category</th>
<th>Achievements &amp; Next Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>● ● ● Business 182 – Managerial Accounting (4)</td>
<td>Required Program Core</td>
<td>COMPLETION of Basic Certificate in Management/Marketing</td>
</tr>
<tr>
<td>● ● ● Business 231 – Marketing (3)</td>
<td>Required Program Core**</td>
<td>DO THIS – Meet with advisor to discuss Advanced Certificate, Associate of Applied Science, and four-year transfer options</td>
</tr>
<tr>
<td>● ● ● Business 236 – Advertising (3)</td>
<td>Program Elective</td>
<td></td>
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<tr>
<td>● ● ● Business 237 – Selling (3)</td>
<td>Program Elective</td>
<td></td>
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<tr>
<td>● ● ● Business 258 – Small Business (3)</td>
<td>Program Elective</td>
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<tr>
<td>● ● ● Computer Information Systems 123 – Introduction to Spreadsheets (3)</td>
<td>Program Elective</td>
<td></td>
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<tr>
<td><strong>19 CREDIT HOURS</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Category</th>
<th>Achievements &amp; Next Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>● ● ● Business 211 – Business Law I (3) OR Business 212 – Business Law II (3) OR Business 214 – Legal and Social Environment of Business (3)</td>
<td>Required Program Core</td>
<td>COMPLETION of Advanced Certificate in Management/Marketing</td>
</tr>
<tr>
<td>● ● ● Business 241 – Introduction to Finance (3)</td>
<td>Required Program Core</td>
<td>DO THIS – Apply online for advanced certificate</td>
</tr>
<tr>
<td>● ● ● Business 269 – Principles of Management (3)</td>
<td>Required Program Core**</td>
<td>DO THIS – Meet with advisor to confirm courses for completion of Associate of Applied Science degree</td>
</tr>
<tr>
<td>● ● ● Program Elective (3)</td>
<td>Program Elective</td>
<td></td>
</tr>
<tr>
<td>● ● ● Program Elective (3)</td>
<td>Program Elective</td>
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</tr>
<tr>
<td>● ● ● Speech 101 – Fundamentals of Speech Communication (3)</td>
<td>Required Program Core*</td>
<td></td>
</tr>
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<td><strong>18 CREDIT HOURS</strong></td>
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http://www.ccc.edu/departments/Documents/AcademicCatalog_Interactive.pdf
Structure: Student GPS is our solution for ensuring student success
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Strategic priorities to achieve targets in the five-year plan

The five year plan outlines four strategies to establish a culture of student success:

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<tbody>
<tr>
<td>Operational excellence</td>
<td>Foster excellent financial, operational and human resources management.</td>
</tr>
<tr>
<td>Learning and assessment</td>
<td>By pathway: • Map current SLOs and assessment mechanisms • Identify any gaps and overlaps in the current curriculum • Build toolkit (if needed based on analysis above) to allow for professional development</td>
</tr>
<tr>
<td>Policy revamp</td>
<td>• There are today multiple policy documents that mix too many different components • Compile documents, separate policy from process, practice, contract language and tools • Identify areas to improve content in support of student success</td>
</tr>
<tr>
<td>Assessing incoming students</td>
<td>• Compass is being discontinued • As a district, we need to develop a consistent and equitable approach to understand how we help each individual student succeed academically at CCC</td>
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Student GPS

Continue the year-long process of enabling Student GPS through:
• Pathways: Build and institutionalize structured pathways within and beyond CCC
• Predictive scheduling: Create predictable schedule term-to-term to build life around
• Whole program enrollment: Allow students to enroll in their program of choice