

32958

**RECEIVED AND PLACED ON FILE – BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT NO. 508
MAY 5, 2016**



May Board meeting: Multiple updates

May 5th 2016

Completion Overview

Graduation was last week...

Let's talk completion and why and how we track it

- Completion and relevance are the ultimate measures of our success and what we owe students and taxpayers to deliver
- CCC tracks completion in multiple ways to catch the full breadth of our students' and our institutional accomplishments
- The Five-Year Plan, issued in 2013, outlines the following metrics, which also are among metrics used to determine student success pay under the FT faculty contract

Completion within 3 years	Fall 2006 Cohort (Class of 2009)	Fall 2007 Cohort (Class of 2010)	Fall 2008 Cohort (Class of 2011)	Fall 2009 Cohort (Class of 2012)	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018
Percent of students in the IPEDS cohort (Fall first-time, full-time degree/cert. seeking student) who completes a City Colleges degree or certificate within 150% of normal completion time (2 years for certificate, 3 years for associate degrees)	7%	8%	11%	11%	13% ✓	13%	14%	16%	18%	20%+

Total degrees/certificates	PROJECTED										
	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018
Total number of degrees and certificates awarded	8,277	7,897	8,707	8,557	9,689	10,017 ✓	9,815	10,070	10,562	11,024	11,895
Total number of degrees awarded	1,813	2,201	2,421	2,459	3,324	3,778	4,122	4,280	4,586	4,873	5,414
Total number of certificates awarded	6,464	5,696	6,286	6,098	6,365	6,239 ✓	5,693	5,790	5,976	6,151	6,481

Credit retention from Fall to Spring semesters	Fall 2007 to Spring 2008	Fall 2008 to Spring 2009	Fall 2009 to Spring 2010	Fall 2010 to Spring 2011	Fall 2011 to Spring 2012	Fall 2012 to Spring 2013	Fall 2013 to Spring 2014	Fall 2014 to Spring 2015	Fall 2015 to Spring 2016	Fall 2016 to Spring 2017	Fall 2017 to Spring 2018
	Retention Rate*	63.5%	66.5%	68.0%	68.0%	66.2%	67.6% ✓	66.9%	67.7%	68.2%	69.2%

*Percent of students enrolled in the Fall and retained in the following Spring

Job placement and median earnings	PROJECTED										
	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018
Percent of students employed in the occupational area of their training	62%	61%	60%	60%	N/A ¹	60% ✓	60%	61%	64%	69%	71%
Median earnings of City Colleges graduates who are employed in the occupational area of their training ²	-	-	-	-	-	\$31,200 ✓	\$31,824	\$32,461	\$34,262	\$36,149	\$38,129

Source: CCC Five-Year Plan, pp. 15-16

We report on all completion data in the annual scorecard

FY2015 SCORECARD

Increase the number of students earning college credentials of economic value

The projected IPEDS rate (federally-defined graduation rate for first-time, full-time students who complete within 150 percent of the designated completion timeframe) is 17 percent, above the target of 14 percent, and more than double the 7 percent rate when Reinvention began. That projection is subject to verification by the state and federal governments.

The total number of awards (degrees and certificates) topped 11,000 for the second straight year, 18 percent above the target and 50 percent higher than when Reinvention began. In FY2015, City Colleges awarded 4,940 degrees, nearly 700 more than the target and the highest in City Colleges' history, and 6,943 certificates, 19 percent above the target.

COMPLETION WITHIN 3 YEARS	TARGET	14%	<input checked="" type="checkbox"/>
	ACTUAL	17%	
TOTAL NUMBER OF DEGREES & CERTIFICATES AWARDED	TARGET	10,070	<input checked="" type="checkbox"/>
	ACTUAL	11,883	
DEGREES	TARGET	4,280	<input checked="" type="checkbox"/>
	ACTUAL	4,940	
CERTIFICATES	TARGET	5,790	<input checked="" type="checkbox"/>
	ACTUAL	6,943	

Because the graduation rate does not encompass all our students, we also emphasize our overall degree and certificate attainment

IPEDS is an incomplete but critical success measure

How the USDOE-defined IPEDS graduation rate works

- The IPEDS cohort for which the graduation is measured only contains FT students (half our enrollment) and “first-time students” (that is students who do not transfer into CCC or transfer among our own colleges).
- It looks at students who complete within 150% of "normal" program time or three years for a two-year associate's degree (meaning most of our students don't count because it takes them longer than 3 years to complete).
- What our IPEDS rate means: 17% of first-time students who started as full-time got a credential within 150% of their normal completion time, meaning we still have work to do.
- We have lobbied education officials to change the IPEDS criteria, but we must remember all other community colleges are being measured this same way

IPEDS' shortcomings were a big focus of the Five-Year Plan

[Looking beyond IPEDS's current criteria] "is not about making excuses but rather recognizing the true achievements of our students and the true contributions of our dedicated faculty and staff."

Recognizing students' full range of accomplishments

The IPEDS (Integrated Postsecondary Education Data System) rate is an institution of higher learning's official graduation rate as measured following strict criteria under the Higher Education Act of 1965. City Colleges of Chicago's IPEDS preliminary rate estimate is 11 percent (a number in the process of final validation by the U.S. Department of Education that should be published in Spring 2013); the rate is up from 7 percent when the Reinvention initiative began in 2010. The rate captures only a portion of City Colleges' graduates, because it only includes "first-time, full-time" students who graduate within three years of first enrolling. City Colleges of Chicago is fully intent on working to help as many students as possible complete their studies as quickly as possible, so they can begin reaping the rewards of education.

As documented by Complete College America, time is very much the enemy of our students: the more you "linger" in school, the less likely you are to complete. Our data shows we are making progress in addressing this issue. IPEDS also tracks a four-year graduation rate, which at City Colleges has grown at a faster pace than the three-year rate. Though not as much as we

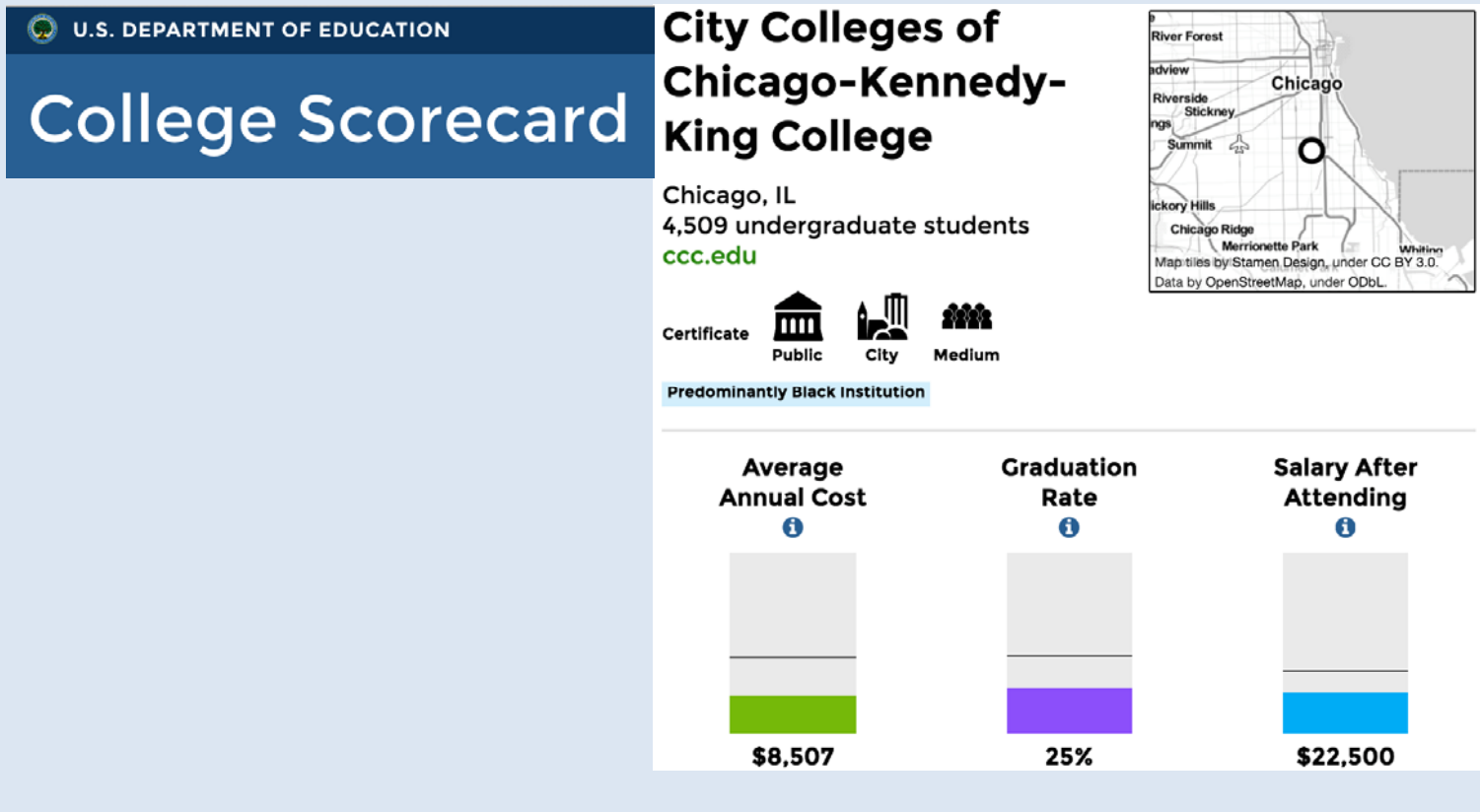
would like, this points to progress in our efforts to shorten the time to degree from 5 years or more, which used to be the norm. However, we also are very mindful that for most of our students, reality collides with outdated organizational expectations. Nearly half of our credit students are part-time; none of them can be counted in the graduation rate. Any returning student is not counted in the graduation rate.

Under the leadership of Education Secretary Arne Duncan, and with input from City Colleges, the federal government has begun a national conversation on this important issue. It must continue and deliver a more accurate "grade report" for institutions like ours. This is not about making excuses but rather recognizing the true achievements of our students and the true contributions of our dedicated faculty and staff.

As our nation rightly moves toward an education system that is more performance-based, we need to ensure outcome measures are encompassing the full breadth of student success, at the risk of otherwise one day seeing students and taxpayers severely shortchanged.

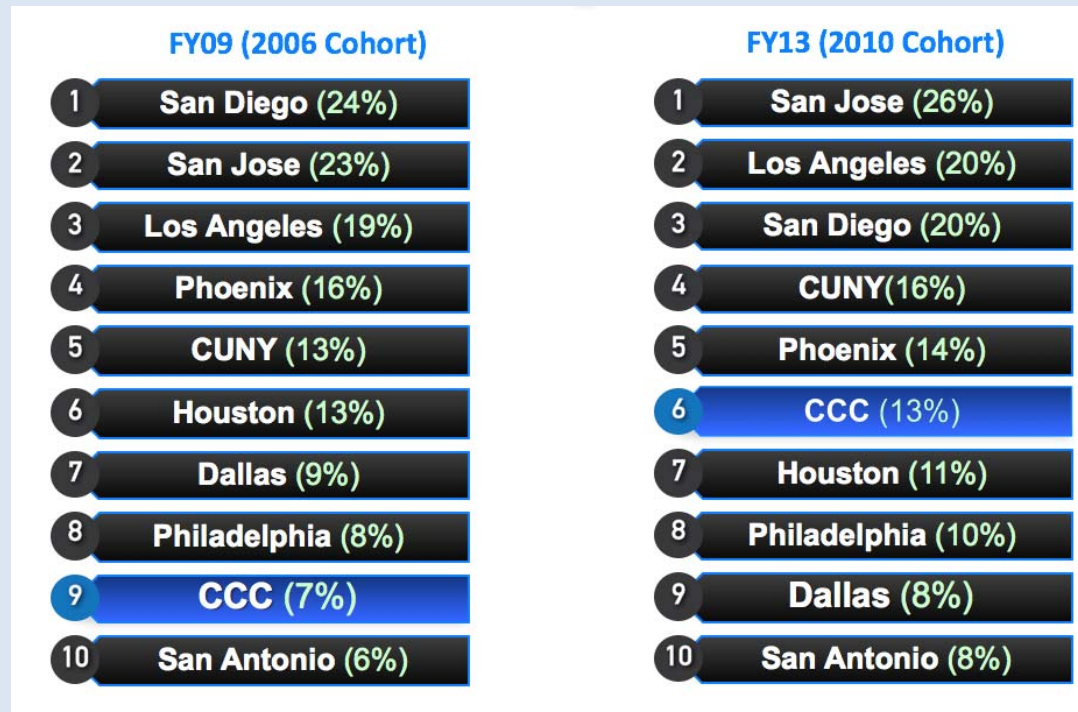
USDOE uses IPEDS as a leading indicator of academic health

- The new USDOE college scorecards stress graduation rates
- IPEDS graduation rate is increasingly used by USDOE, USDOL and others in awarding grants and other forms of federal funding



IPEDS allows us to benchmark vs. comparable institutions

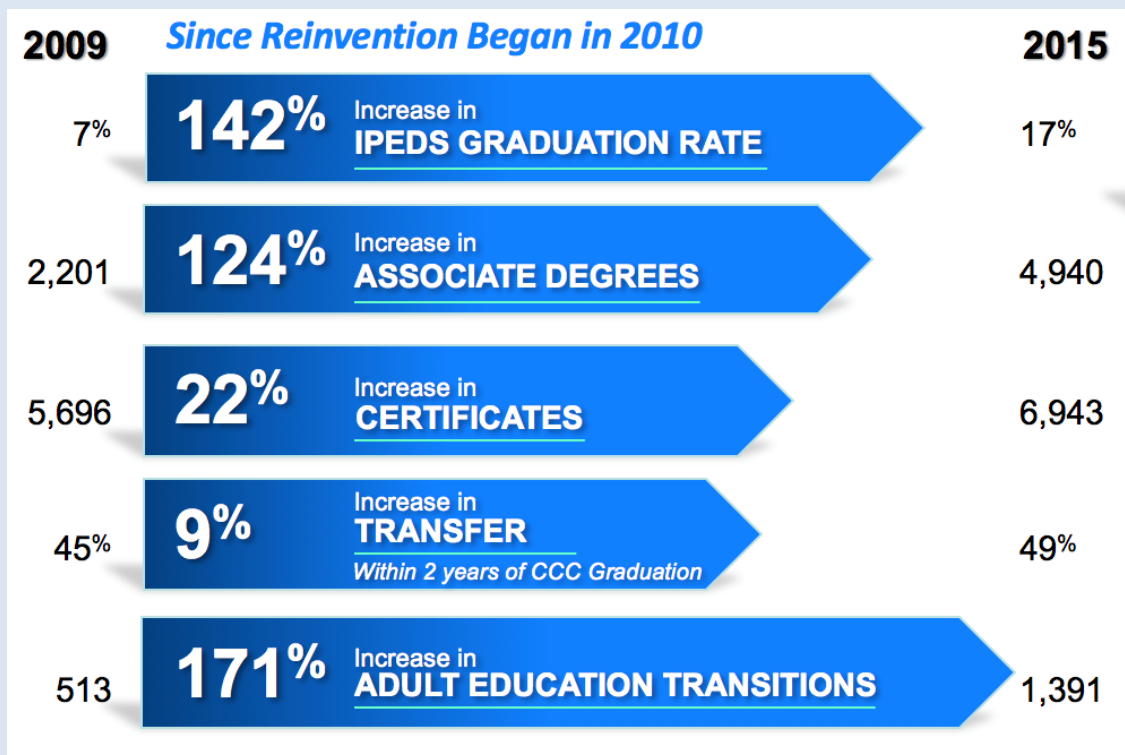
Before Reinvention, CCC had the second-worst IPEDS graduation rate among community colleges in the large 10 U.S. cities, which face the same challenges we do. We have started closing the gap.



Valencia, a best-in-class community college in Orlando, is at 45%.

How we are faring on total completion

- We have seen the same scope of increase for overall completion that we have seen for the graduation rate, as Reinvention reforms positively impact all students



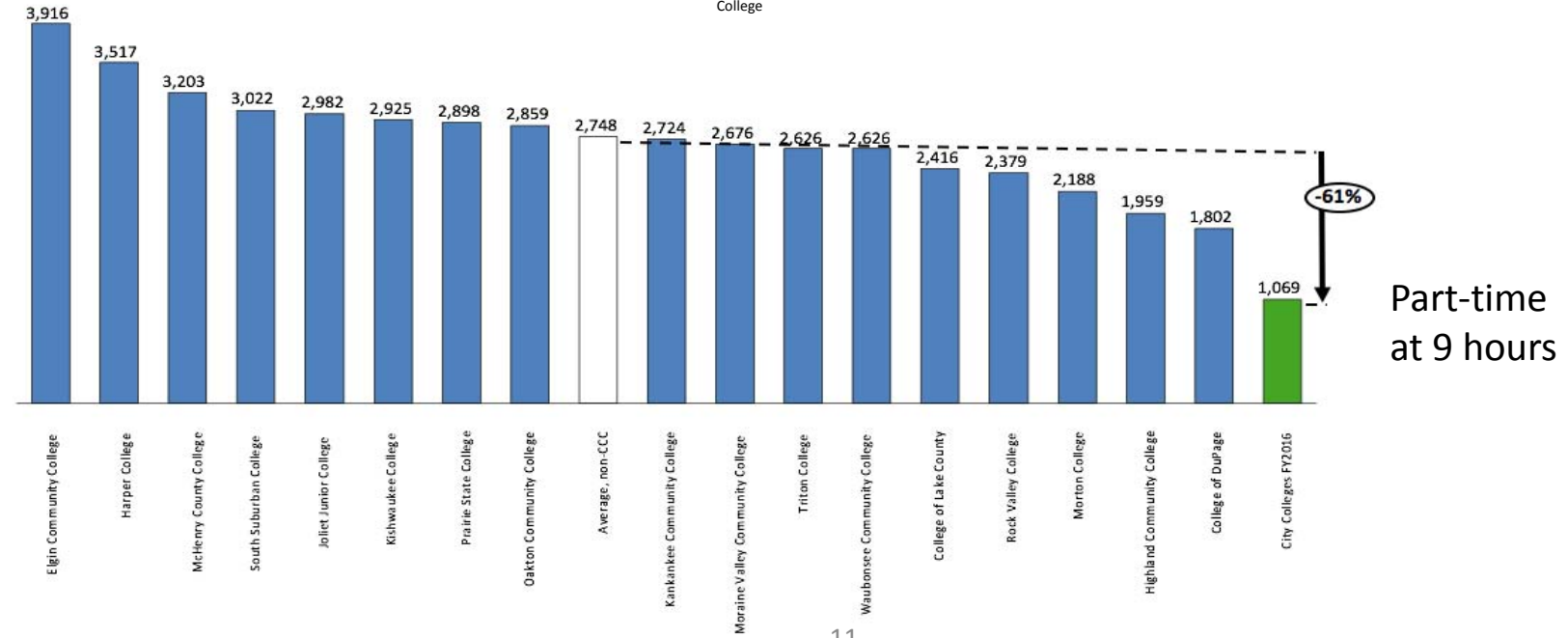
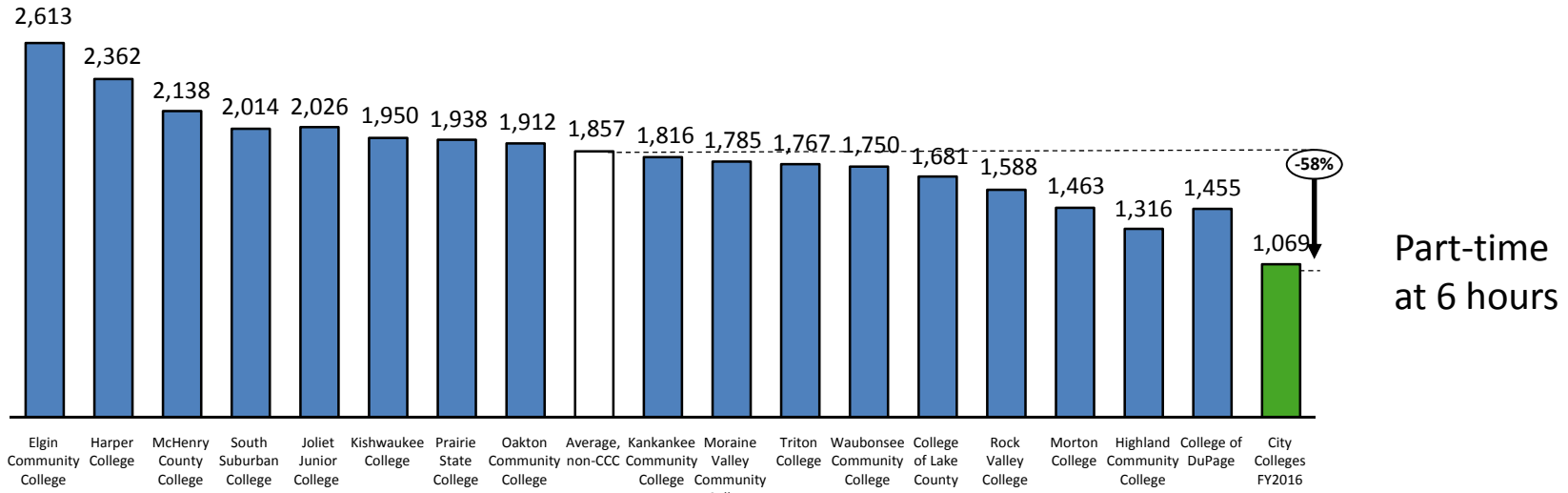
Tuition Update

2015 tuition increase has kept CCC price-competitive

- Before the 2015 tuition increase, CCC was the only Illinois community college not to have had increase tuition and/or fees in the prior five years
- The increase generated \$17 million in much-needed additional tuition revenue in FY2016 and has helped us avoid the worst of the State budget impasse
- The new tuition structure continues to make CCC by far the most affordable option for Chicago residents
- Even when comparing CCC's in-district flat tuition to the in-district in the suburbs, CCC remains more affordable in the majority of cases
- Bearing in mind students would have to move to the suburbs to benefit from rates where they are cheaper, the difference in rates is only \$65 per month of enrollment

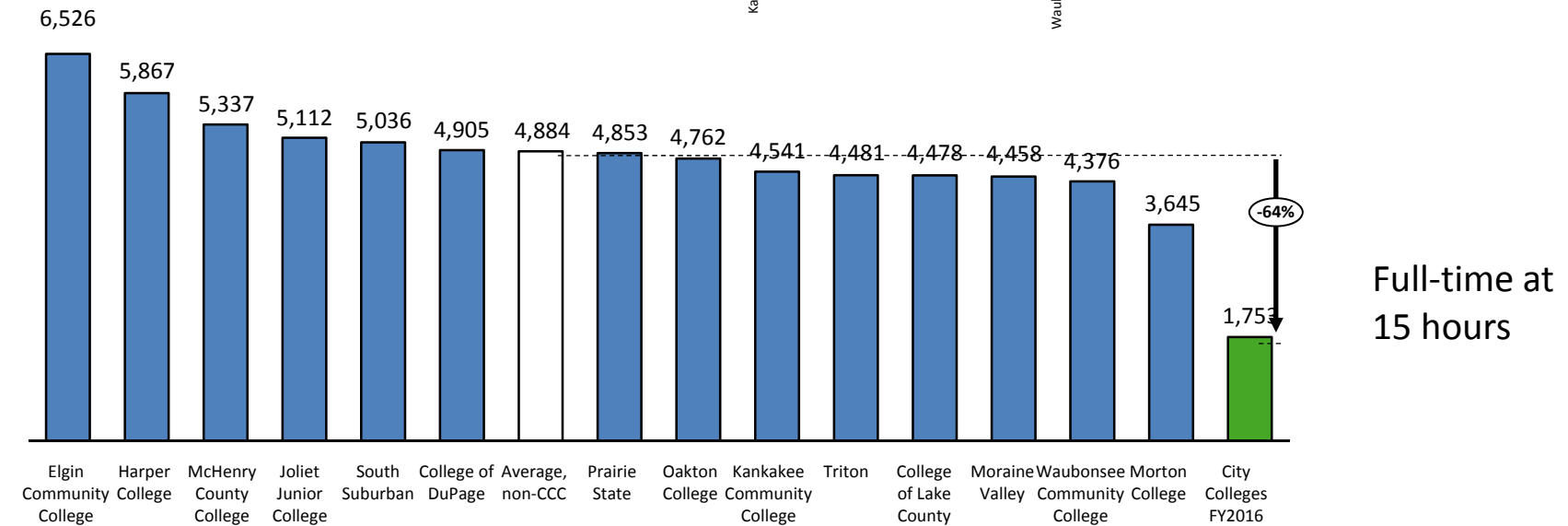
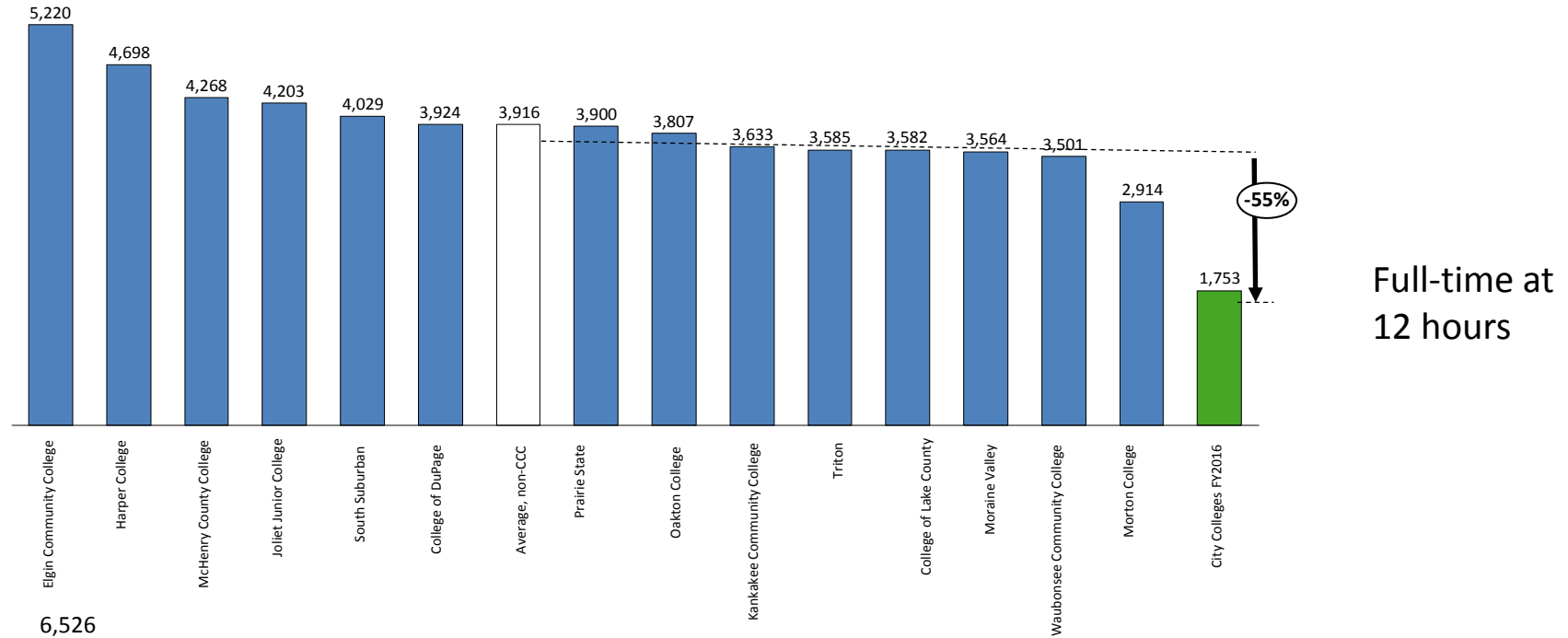
CCC is by far the lowest-cost part-time option for Chicago residents

(Comparison is CCC's in-district rate vs. other colleges' out-of-district rates in 2015, many of which have increased since)



CCC is by far the lowest-cost full-time option for Chicago residents

(Comparison is CCC's in-district rate vs. other colleges' out-of-district rates in 2015, many of which have increased since)



CCC is competitive even when comparing in-district to in-district

Even when comparing CCC's "all in" price with suburban tuition costs that don't contain non-basic fees at the IN-DISTRICT level, CCC is the cheapest at 9, 15 and 18 hours. The gap at 6 and 12 is likely erased by fees, but even so CCC on average is only \$65 more per month of enrollment.

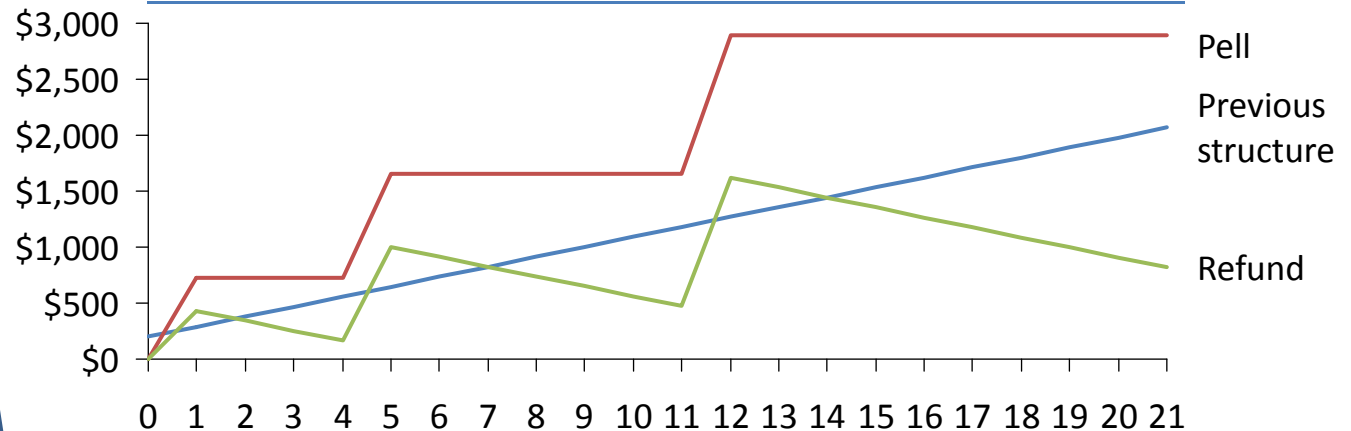
Illinois Community Colleges Tuition and Universal Fee Rate Information - In District February 2016													
	In-District FY2016 (Fall 2015)			In-District FY2017 (preliminary)			FY11 Increase	Credit Hours			Credit Hours		
	Tuition	Fee	Total	Tuition	Fee	Total		12	15	18	6	9	11
DUPAGE	104.15	35.85	140.00	104.15	35.85	140.00	13.00	\$1,680	\$2,100	\$2,520	\$840	\$1,260	\$1,540
ELGIN	119.00	0.00	119.00	125.00	0.00	125.00	-	\$1,500	\$1,875	\$2,250	\$750	\$1,125	\$1,375
HARPER	113.75	16.00	129.75	119.25	16.00	135.25	8.50	\$1,623	\$2,029	\$2,435	\$812	\$1,217	\$1,488
JOLIET	84.00	31.00	115.00	94.00	31.00	125.00	10.00	\$1,500	\$1,875	\$2,250	\$750	\$1,125	\$1,375
KANKAKEE	122.00	13.00	135.00	129.00	13.00	142.00	15.00	\$1,704	\$2,130	\$2,556	\$852	\$1,278	\$1,562
KISHWAUKEE	119.00	12.00	131.00	129.00	12.00	141.00	6.00	\$1,692	\$2,115	\$2,538	\$846	\$1,269	\$1,551
LAKE COUNTY	107.00	22.00	129.00	112.00	23.00	135.00	11.00	\$1,620	\$2,025	\$2,430	\$810	\$1,215	\$1,485
MC HENRY	101.00	9.00	110.00	101.00	19.00	120.00	2.00	\$1,440	\$1,800	\$2,160	\$720	\$1,080	\$1,320
MORAIN VALLEY	116.00	17.00	133.00	119.00	20.00	139.00	8.00	\$1,668	\$2,085	\$2,502	\$834	\$1,251	\$1,529
MORTON	88.00	26.00	114.00	95.00	26.00	121.00	19.00	\$1,452	\$1,815	\$2,178	\$726	\$1,089	\$1,331
OAKTON	111.25	5.00	116.25	123.25	5.00	128.25	2.40	\$1,539	\$1,924	\$2,309	\$770	\$1,154	\$1,411
PRAIRIE STATE	121.00	22.00	143.00	130.00	25.50	155.50	5.00	\$1,866	\$2,333	\$2,799	\$933	\$1,400	\$1,711
SOUTH SUBURBAN	135.00	17.75	152.75	135.00	17.75	152.75	12.00	\$1,833	\$2,291	\$2,750	\$917	\$1,375	\$1,680
TRITON	113.00	16.00	129.00	113.00	16.00	129.00	21.00	\$1,548	\$1,935	\$2,322	\$774	\$1,161	\$1,419
WAUBONSEE	110.00	8.00	118.00	118.00	8.00	126.00	8.00	\$1,512	\$1,890	\$2,268	\$756	\$1,134	\$1,386
Average (w/ only basic fees)	\$ 110.94	\$ 16.71	\$ 127.65	\$ 116.44	\$ 17.87	\$ 134.32	\$ 9.39	\$1,612	\$2,015	\$2,418	\$806	\$1,209	\$1,477
CHICAGO	Variable Flat Rate schedule							\$1,753	\$1,753	\$1,753	\$1,069	\$1,069	\$1,069
							Credit Hours	12	15	18	6	9	11
Note: Fees are paid by all students							< CCC	13	0	0	15	0	0
							> CCC	2	15	15	0	15	15

Background for decision to change tuition structure in FY2016

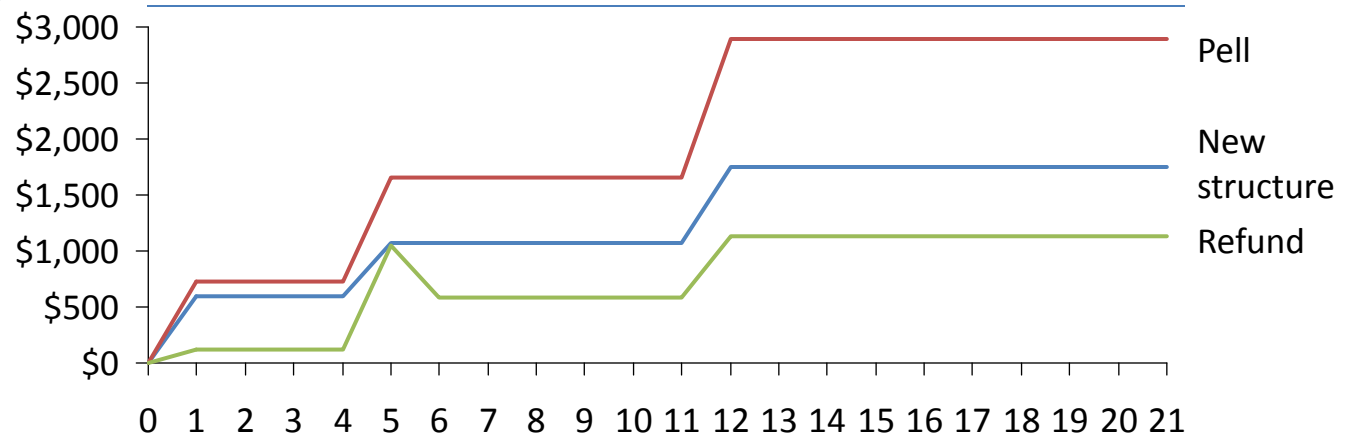
Background: Tuition structure

- Many of CCC's students receive federal financial aid (e.g., PELL)
- Federal financial aid is awarded in 3 tiers
- CCC tuition is considerably less than financial aid with remaining funds being paid out to students
- Under previous tuition structure, students were 'out of pocket' for each additional class credit hour after hitting tier (at 1, 5, and 12 credit hours) AND subject to highly complex fee structure

Previous tuition structure was not aligned with Pell structure: students reduced refund by taking another class; Dollars



New tuition structure aligns with Pell structure: Students no longer 'pay out of pocket' to take another class; Dollars



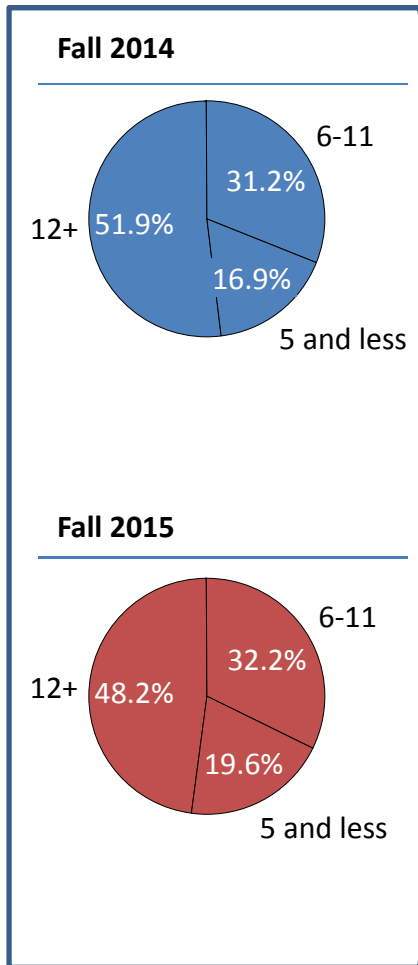
Background for decision to change tuition structure in FY2016

What results were we expecting to see?

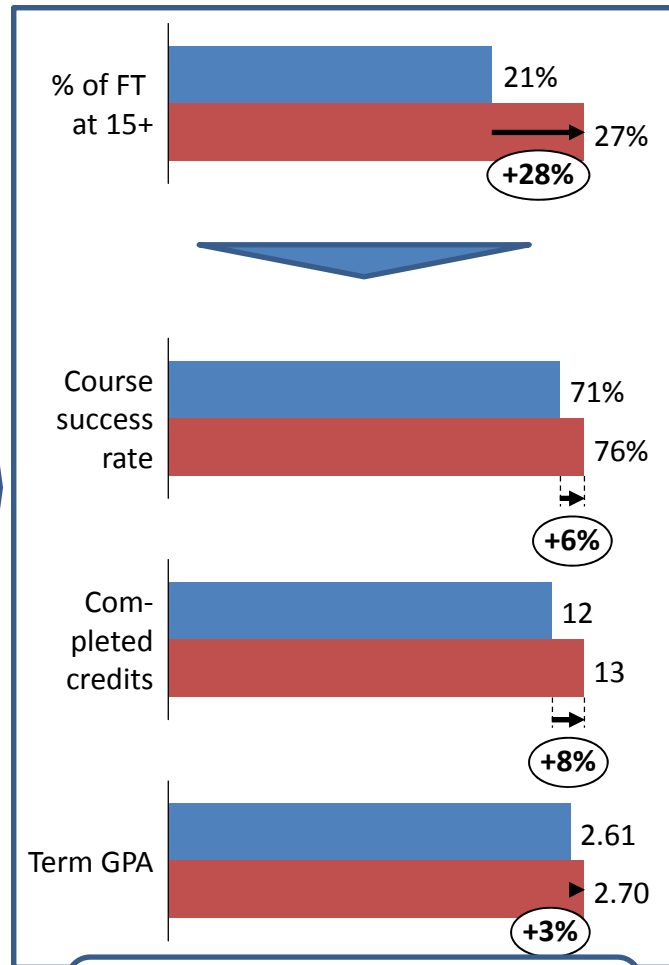
- **CCC changed tuition structure to remove disincentive for taking another class within tier**
 - From: Credit hour tuition and ~150 different fees
 - To: 3-tier flat tuition structure, no fees
- **Previous promising results: encouraging 15+ credit hours**
 - University of Hawaii System: Counter-intuitive results?
 - Increased FT students attempting 15+ hours by 40-50%
 - Students who took 15+ credits had on average higher academic success
 - Adams State University: Expected
 - Saw a 14% increase in credits attempted with same academic success
 - CCC (15-to-Finish campaign)
 - More students at 15+, with improved outcomes on credits earned, GPA, and retention
- **Based on those examples, what results did we expect?**
 - Higher share of full-time students completing more credit hours
 - Higher share of part-time students completing more credit hours
 - Constant or improved academic performance

Preliminary results from Fall 2015 (first term after change)

Overall credit enrollment
Percent

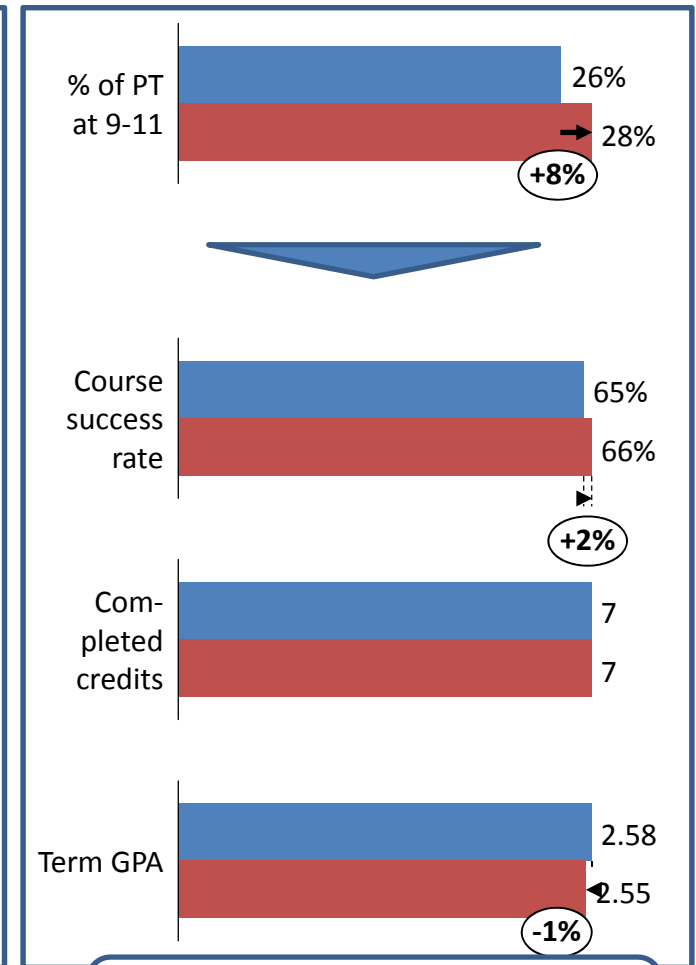


Outcomes for full-time students
Fall 2014 vs. Fall 2015



Higher share of FT students earned more credits in Fall 2015 with same (or even improved) academic performance

Outcomes for part-time students
Fall 2014 vs. Fall 2015



Higher share of PT students earned more credits in Fall 2015 with nearly identical academic performance

College to Careers Update

Further enhancing the College to Careers offering

CCC has two major capital projects under way on the South Side that will prepare students for high-growth, high-tech careers

Daley College Advanced Manufacturing Center

A new advanced manufacturing center will help students prepare for the **14,000 advanced manufacturing jobs** coming to the Chicago region.



Olive-Harvey College

TDL Center to feature a high-tech warehouse and supply chain hub, simulated driving facilities, and more. **110,000+ TDL jobs** expected in the Chicago region in the next decade.



New facilities at OH and DA will train students for new high-tech jobs in TDL and Advanced Manufacturing



The math-intensive programming of Computer Numeric Control machines at Daley College

The IT-heavy “floor” at our College to Careers TDL partner Coyote Logistics



In addition to requiring college-level math, CCC Adv. Manufacturing courses cover concepts in applied trigonometry and plane geometry

Manufacturing AAS requires Math 125 (Statistics), Process Technology AAS requires Math 140 (College Algebra)

Industry partners requested focus on quality assurance across Advanced Manufacturing programs

For example, the following courses are included in the Manufacturing AAS:

MANUFACTURING 104 Statistical Process Control

- Introduces the use of statistical process control (SPC) which ensures that production systems maintain quality through predictive control of variations.
- Distribution curves and statistical control charts are introduced through specific production problems.
- Interpretation and use of process and product control data is presented through simulations of real scenarios.
- Prepares students for the Manufacturing Skill Standards Council's Quality Practices and Measurement exam.

MANUFACTURING 143 Advanced Metrology

- Use of the Coordinate Measuring Machine (CMM) and the optical comparator to inspect machine parts to the current ASME Y 14.5 Geometric Dimensioning and Tolerancing (GD&T) standards.
- Labs focus on set up and operation of precision measuring tools, including the CMM and the optical comparator, to inspect complex parts.
- Bore gages, attribute gages, gage blocks and pins and their use in calibration will also be covered.

MANUFACTURING 139 Print Requirements: Quality Assurance

- Fundamentals of print reading and the measuring skills needed to verify print requirements.
- Visualization of 3D objects from orthographic views and the use of micrometers and dial calipers are stressed.
- Concepts of Geometric Dimensioning and Tolerancing, and quality tools (such as Pareto diagrams and fishbone charts) are introduced.

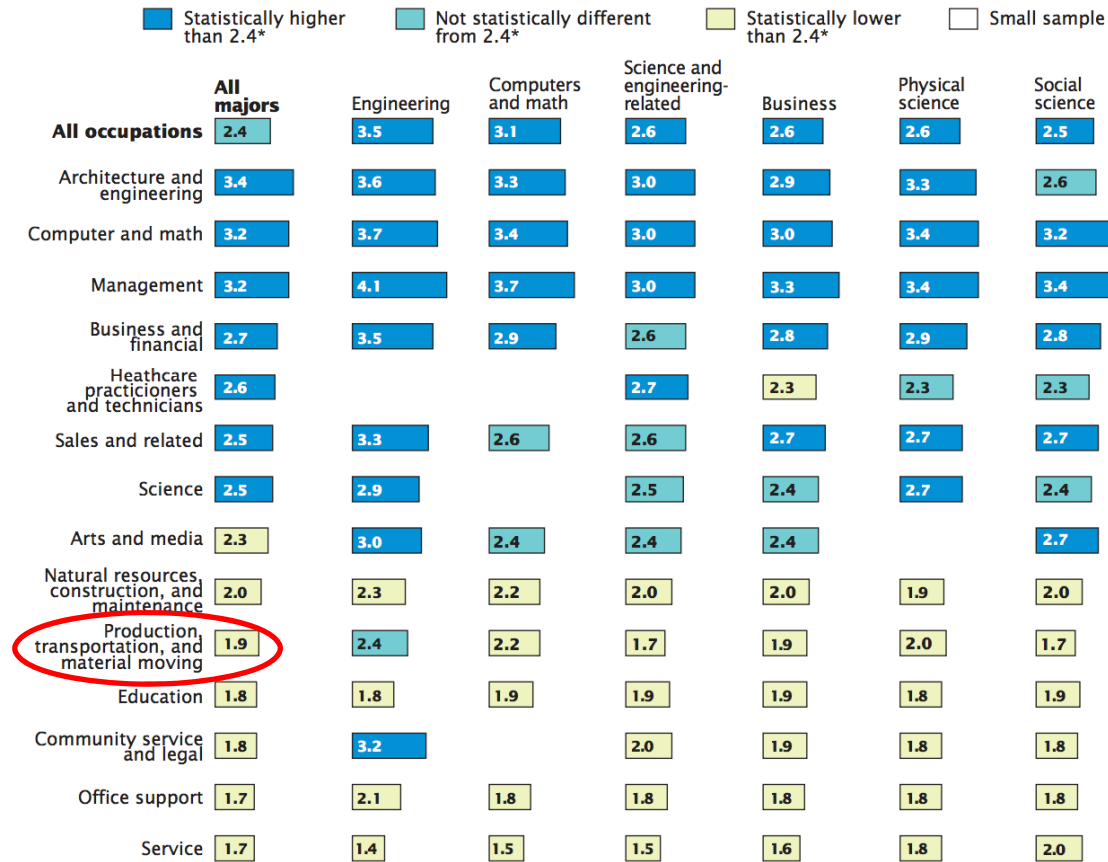
MANUFACTURING 142 Geometric Dimensioning and Tolerancing

- Expands upon students' basic knowledge of mechanical drawings by adding form and feature controls in order to meet assembly requirements at the lowest cost.
- Differences between traditional dimensioning and geometric dimensioning will be stressed.
- Prepares students for an ASME certification in GDT.

Production, transportation and material moving has earnings prospects higher than such fields as education

Synthetic Work-Life Earnings by Field of Bachelor's Degree and Occupation Group for Full-Time, Year-Round Workers Whose Highest Attainment is a Bachelor's Degree

(In millions of dollars. Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see www.census.gov/acs/www/)



Source: *Work-Life Earnings by Field of Degree and Occupation for People With a Bachelor's Degree: 2011* American Community Survey Briefs, U.S. Census, 2012

The work at Truman College to develop great Child Development program and facilities takes place in 5 integrated workstreams

Faculty workstream includes

Curriculum / Academic Affairs

- Gateways credentials
- Curriculum alignment and Practicum management
- Process for scheduling Fall 16 practicum students
- Online learning ION and getting faculty certified
- Online/hybrid course recommendations
- Text books

Budget / Operations

- Design of Tinkering Lab & Pre-School Lab Space / Physical space and design
- Equipment/supply lists and supplies/equipment transfer
- Transfer process
- *Grants sourcing

Student Experience / Communications

- Fielding student questions/concerns
- Collecting/relaying information for proper follow-up
- Advising students for program completion
- In-class/on-ground messaging to students/Recruitment

External outreach

- Current Partner sourcing
- Advisory Council sourcing
- This will take place once a teach-out plan is in place and all transition scheduling is set.

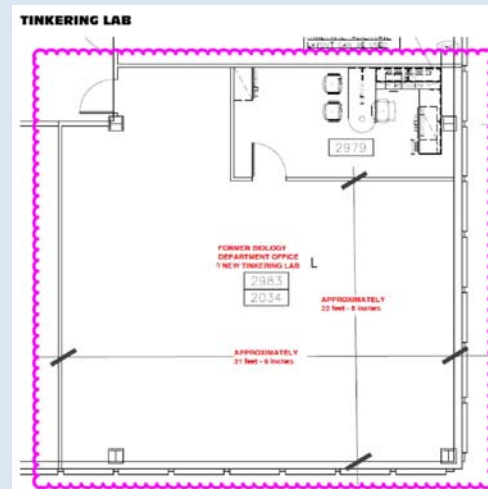
Human Resources

- Department Structure
- How department should be organized

Work on the new dedicated Child Development spaces at Truman starts May 16 – an \$800,000+ investment

The new Child Development Center at Truman College, opening Fall 2016:

- 4 general classrooms
- A computer lab
- Methods Lab
- Preschool Lab
- Tinkering Lab
- Resources Lab
- 16 private offices



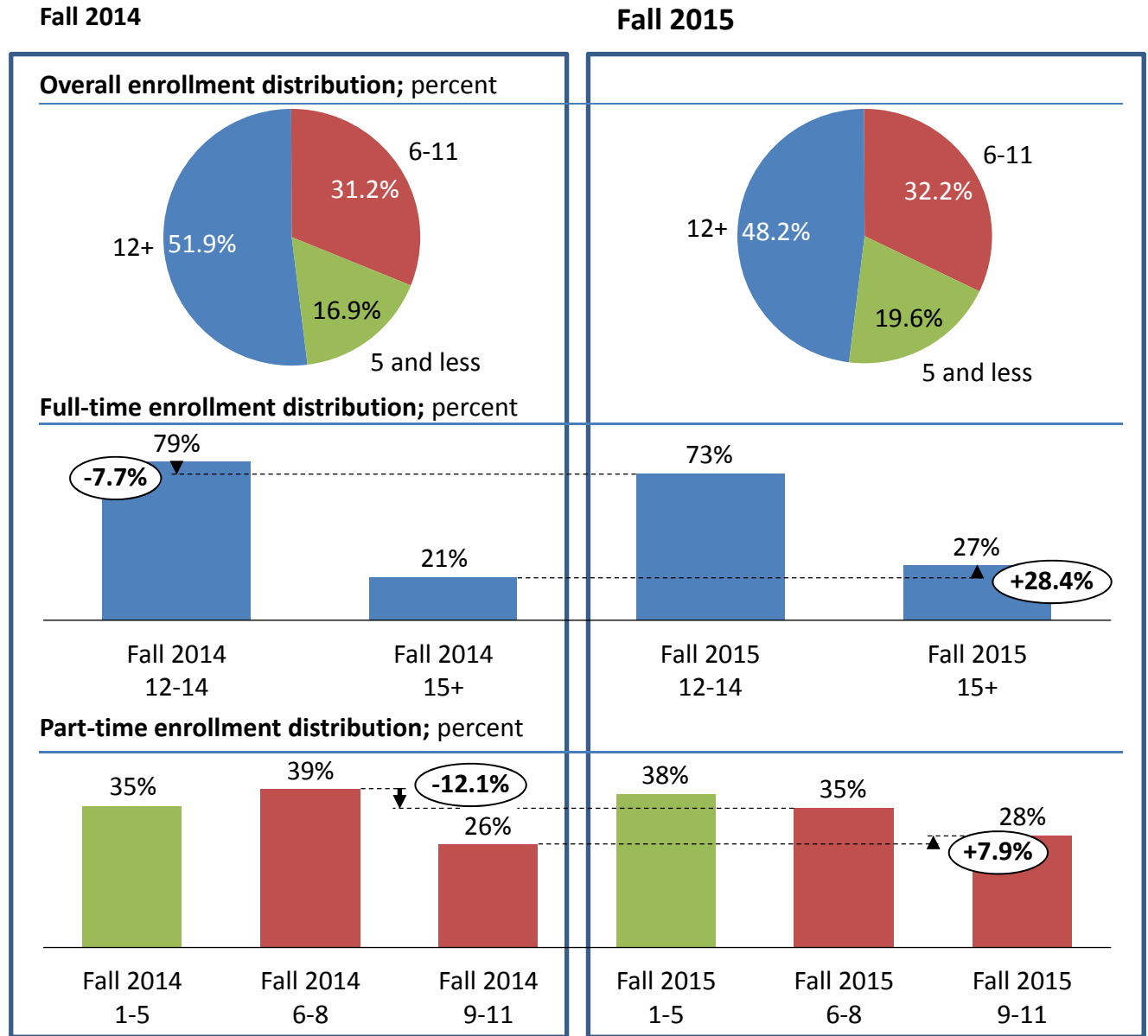
- A space committee with child development faculty from Daley, Kennedy-King, Harold Washington and Truman colleges helped define needs for the space.
- Site visits at childcare facilities and partner input also helped inform design and furnishings selection.

APPENDIX

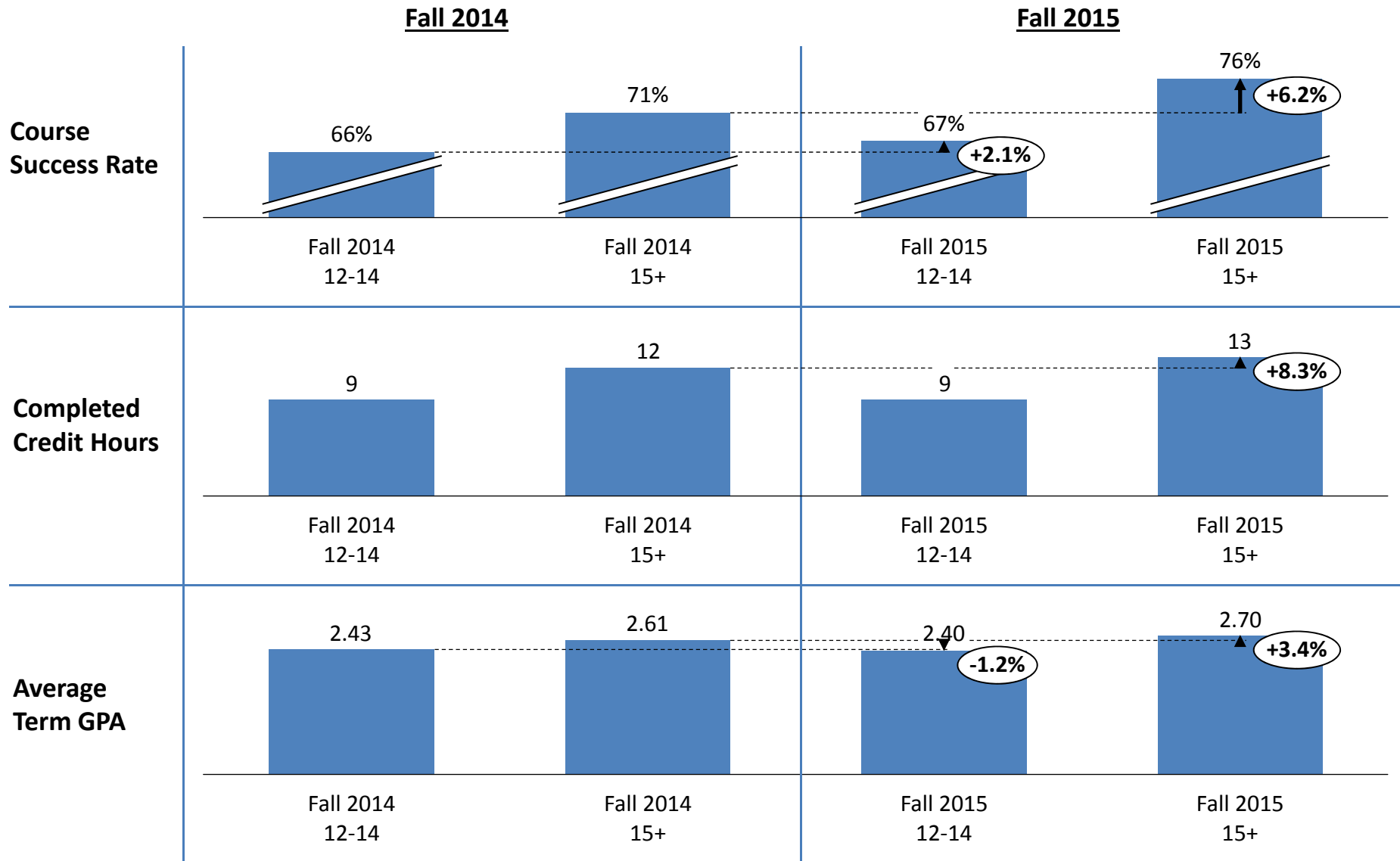
The new tuition structure created positive effects in Fall 2015

Background

- New tuition structure was intended to reduce the financial disincentive against taking more credits
- The objective was **NOT** to increase full-time vs. part-time enrollment
- Instead, the goal was increase the share of both full-timers and part-timers taking another free class

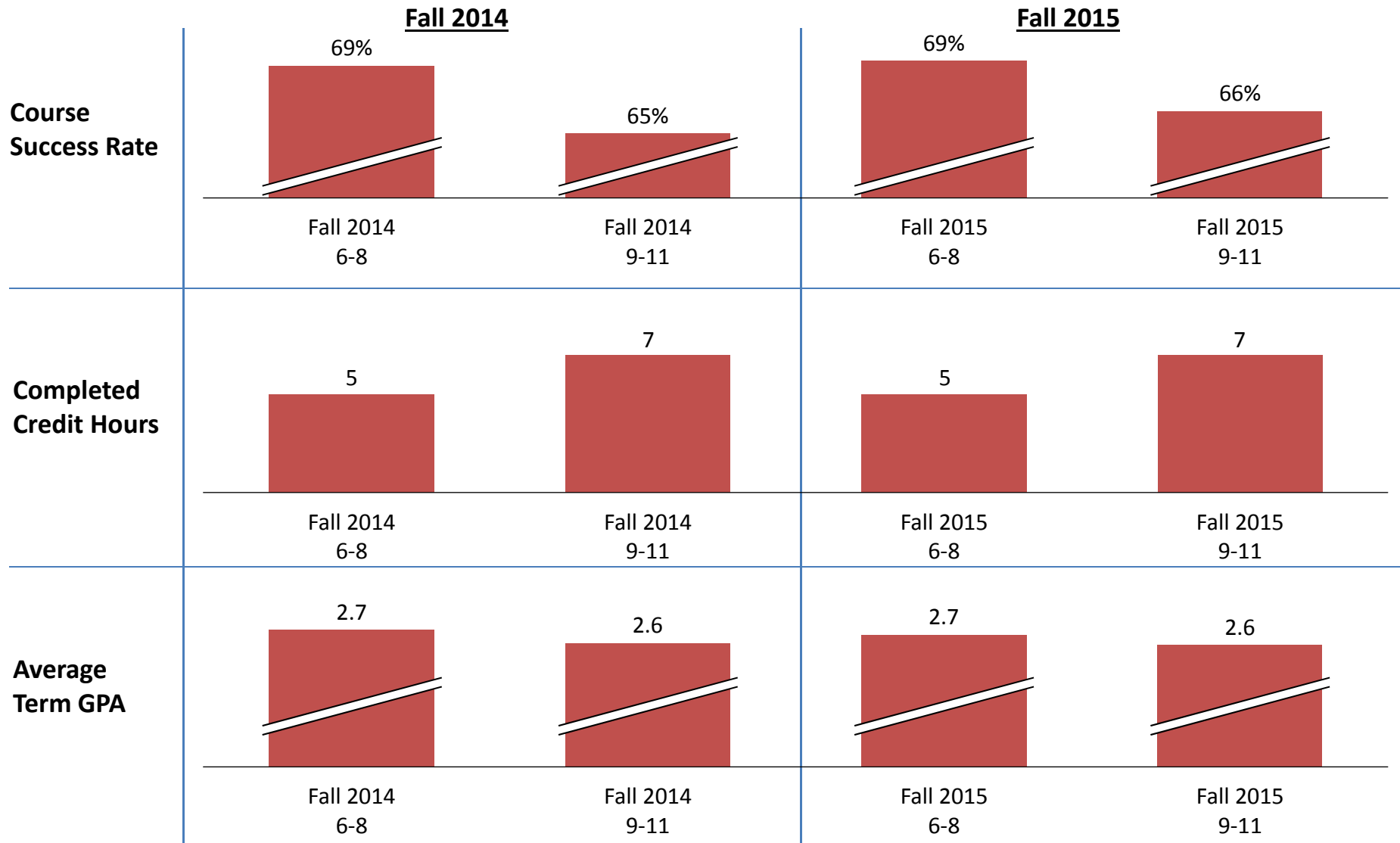


More students taking 15+ credit hours experienced better outcomes



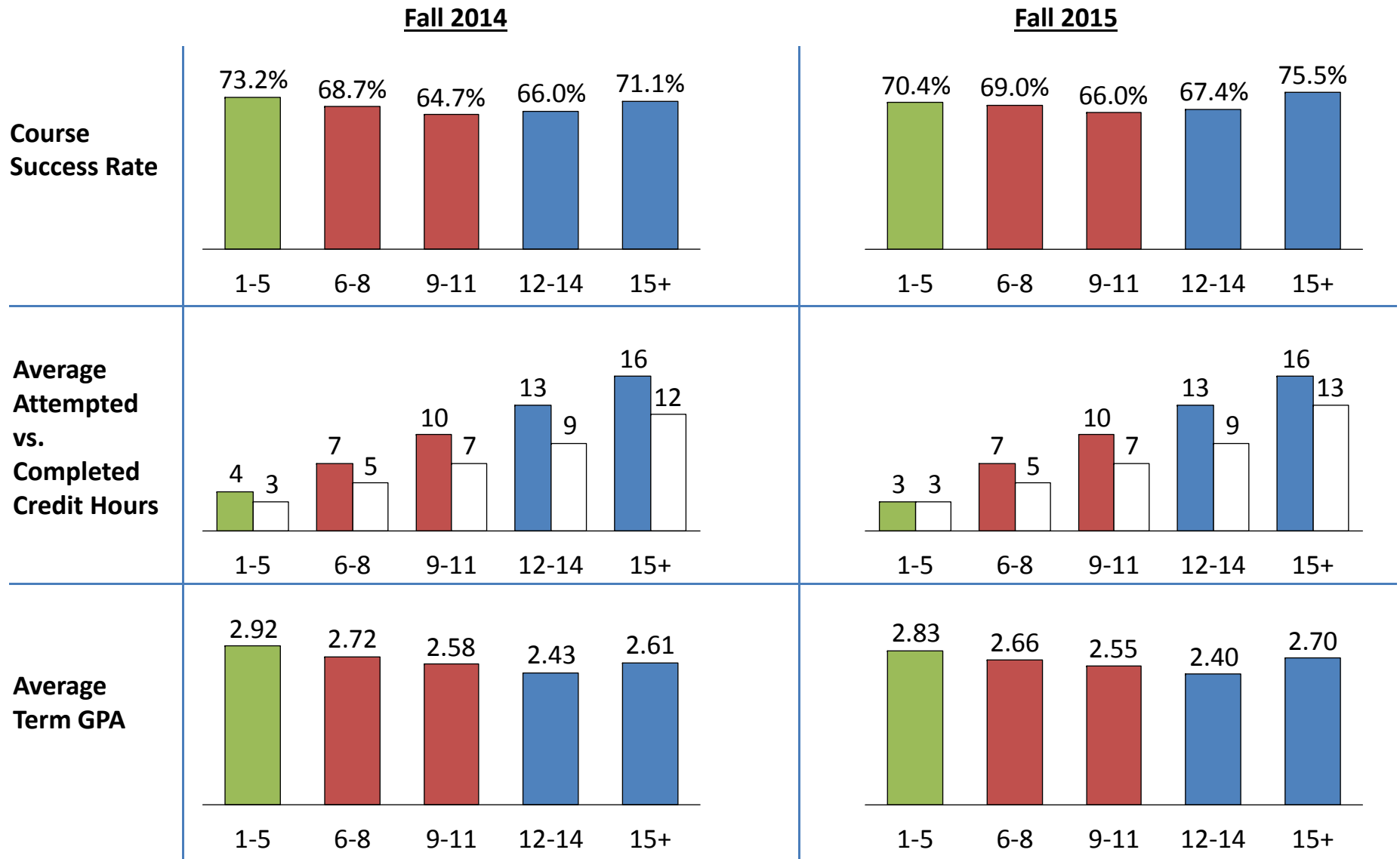
Source: OpenBook Student Classes & Terms Datasheet (accessed on 4-21-2016)

More students with higher part-time load earned more credits



Source: OpenBook Student Classes & Terms Datasheet (accessed on 4-21-2016)
 DRAFT - for discussion purposes

Student Outcome by Hours Enrolled



Source: OpenBook Student Classes & Terms Datasheet (accessed on 4-21-2016)