

Presentation on Short-Term Certificates to the CAPSEE Conference

September 18, 2014

The first goal of City Colleges' Reinvention is focused on ensuring students earn credentials of economic value

Reinvention Goals

- Increase number of students earning college credentials of economic value
- Increase rate of transfer to bachelor's degree programs following CCC graduation
- Drastically improve outcomes for students requiring remediation
- 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

Mayor Emanuel and Chancellor Hyman launched College to Careers to help close the skills and information gaps in the Chicagoland region

“By making a diploma from our community colleges into a ticket to the workforce, we will make them a first option for job training and not a last resort.”

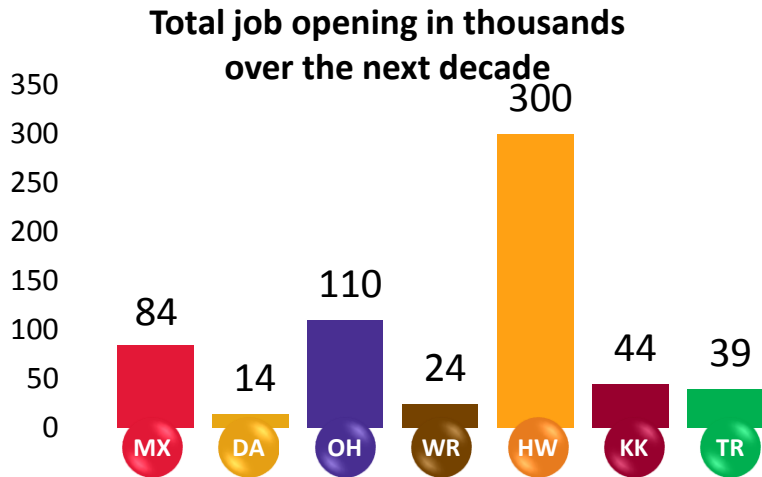
– Mayor Emanuel, Economic Club of Chicago,
December 12, 2011

“There are tens of thousands of jobs going unfilled in our region because people don’t have the skills and information to seize those jobs. City Colleges of Chicago is committed to preparing students for the jobs of today and tomorrow.”

– Chancellor Cheryl Hyman, College to Careers
Announcement, December 2011

The College to Careers model employs four key strategies to ensure relevance and student success

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

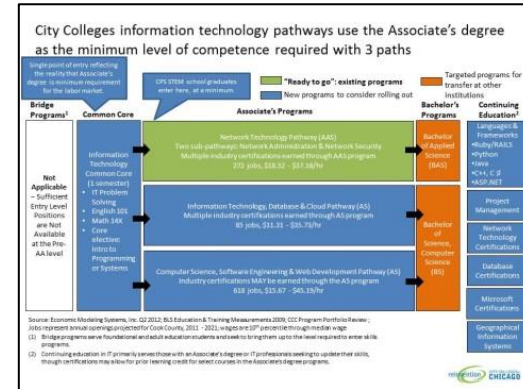


2 Employer involvement in program design and direct interaction with students across lifecycle



Source: QCEW Employees – EMSI, Career Development cycle: Langley School’s Career Education website

3 Pathways of stackable credentials of economic value that allow for multiple entry and exit points, incorporated via **whole program enrollment** and **block/predictive scheduling**



4 Career planning and placement services to prepare students for employment



Quantitative and qualitative analysis process: program review to evaluate economic value of current programs and target growth areas

Academic Data Analysis

- **What does CCC offer? What are enrollment and awards trends?**
- How does CCC enrollment, awards, and program offerings compare with peer institutions?
- What programs not offered by CCC show promising outcomes and therefore suggest potential opportunities for CCC?
- What national best practices can we emulate?
- **Data sources:**
 - Internal administrative data
 - National education data (IPEDS)
 - State education data (IBHE)

Labor Market Data Analysis

- **Which occupations are the most promising in terms of local projections for openings, growth, and wages?**
- Are our programs aligned with education required by employers? What potential career pathways lead to stackable credentials?
- What are relevant industry certifications?
- What real-time job openings data suggest in term of education requirements and skills?
- What regulations/initiatives may impact occupations in the long/short term?
- **Data sources:**
 - County 10 year projections [EMSI]
 - National education distributions [BLS]
 - O*NET
 - Online job boards

Stakeholder/Expert Interviews

- **Test data-driven hypothesis of programs, earnings, growth and fill in knowledge gaps by interviewing:**
 - CCC Faculty
 - Other educators
 - Employers
 - Industry associations
 - Alumni

Labor Market Relevance Criteria

1. Does the program have a minimum of 50 job openings a year, based on 10 year projections, available to graduates?
2. Do program graduates earn a family sustaining wage upon completion?
3. Does the program fit within a pathway from adult education to a bachelor's degree?

Engaging employers and other partners: building strong partnerships is critical to strength of C2C programs and student opportunities

Employer partners work across industries to:

- Ensure curriculum focuses on necessary skills and competencies
- Interact with students on campus
- Expose students to opportunities through workplace learning
- Commit to interview students

Four year institutions

- Ensure curriculum serves transfer as well as the labor market

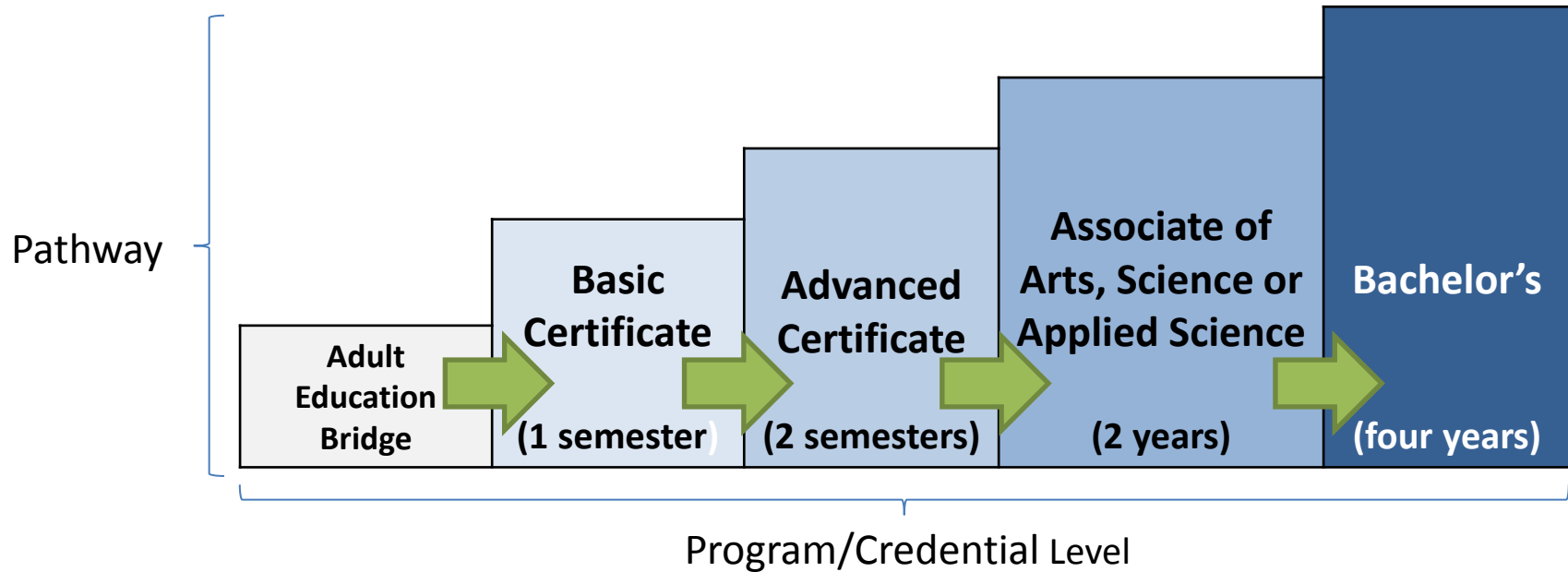
Non-profit and service providers

- Connect students to beneficial services

College to Careers matches supply and demand by working closely with 150+ partners across target industries



Hypothesis generation: Pathway strategy driven by vision of stackable credentials available at bridge, certificates and Associate's degrees



- In Adult Ed. Bridge, students pursue ABE/GED/ESL concurrent with occupational training
- First credit semester includes common core courses to determine specialization within pathway
- Along pathway, 100% of credits from prior level CCC credential counts towards the next CCC credential
- After completion of each credential, option to “job-out” to successively higher-paying jobs
- After completion of Associate’s degree, articulation to bachelor’s degree with no credit loss

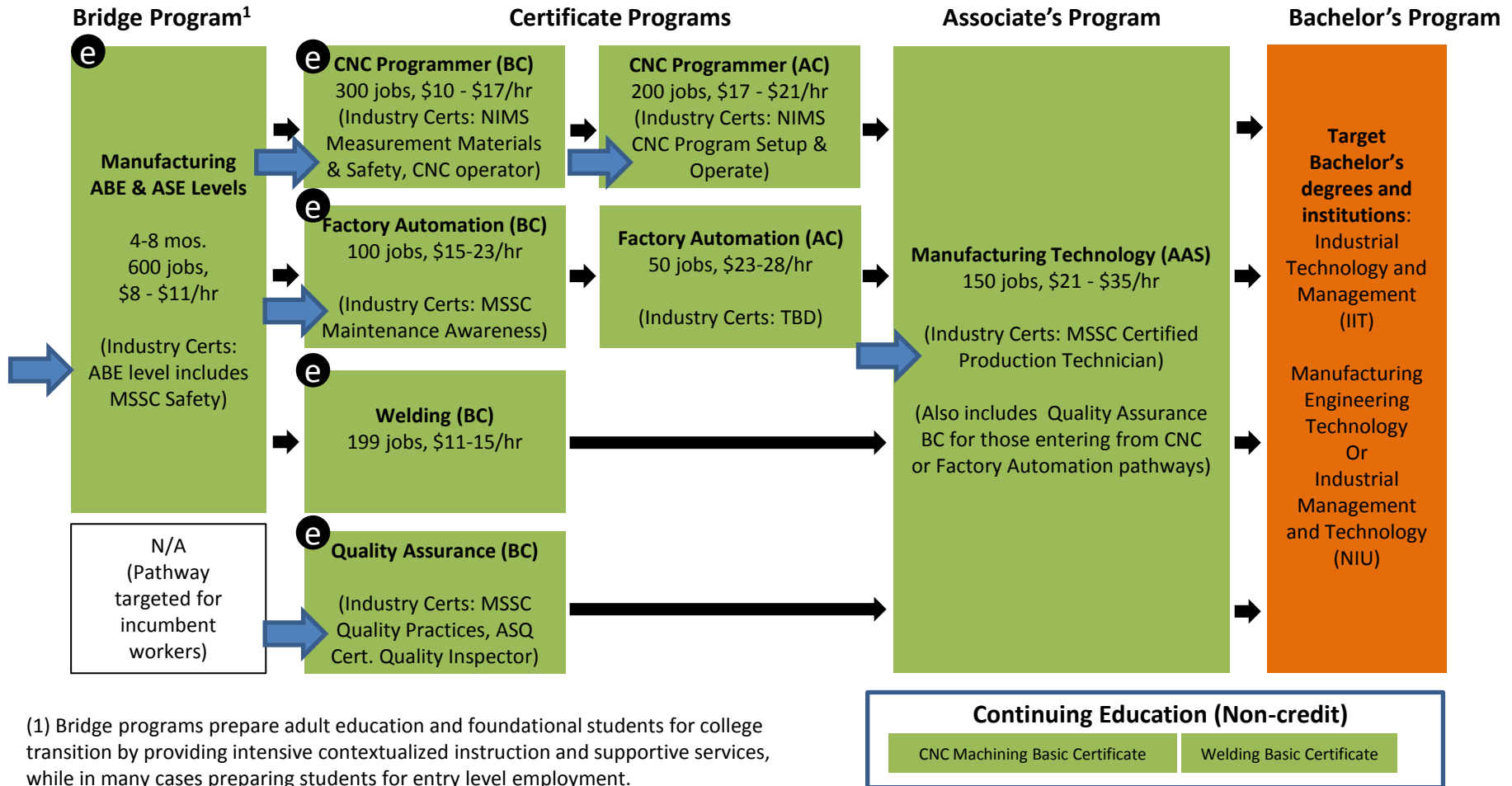
The program review resulted in City Colleges phasing out and revamping programs that didn't meet labor market demand

- First round of phase outs focused on programs that didn't meet labor market criteria and largely weren't operational
(ie. theater tech and property management desk clerk – both with no enrollment)
- Substantial revisions were completed for the following programs:
 - **CE non-credit medical billing and coding-> new credit version** developed with partners (BC, AC, AAS in health information management)
 - **Old supply chain logistics->new logistics stackable BC, AC AAS pathways** based on employer input
 - **Old manufacturing-> replaced with new stackable BC, AC AAS pathways** that incorporate NIMS level 1 certifications

Manufacturing pathways allow immediate entry to the workforce or obtaining stackable credentials

14,000 job openings in Cook County projected over the next decade
Annual job openings and starting wages shown for each program

- Programs validated by industry partners
- Targeted programs for transfer
- e Pathway entry point



(1) 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: EMSI Q2 2012; CCC Program Portfolio Review; Jobs represent annual openings projected for Cook County, 2012 - 2022 cross-walked with BLS 2009 Education levels; Wages for CNC & FA pathways: BC 10th percentile through median, AC median through 75th percentile ; AAS combines higher wage (75-90th percentile) CNC, FA, supervisory positions