

REMARKS BY CHERYL L. HYMAN
CITY CLUB OF CHICAGO
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Acknowledgements: Thank you Jay, Dr. Green, Chairman Cabrera, board members and the CCC family, and my sincere thanks to all of you for coming today to learn more about the City Colleges of Chicago.

Much of what you'll hear today may be difficult and surprising, as it was for me when Mayor Daley appointed me Chancellor some months ago. I would also like to stress that the issues you'll hear about are not unique to CCC. Many community colleges across the nation are struggling with the same issues we are. But I hope that when we're done, you will recognize we have a plan to address these challenges and be inspired to be part of the Reinvention of the City Colleges of Chicago.

I want you to know that the City Colleges of Chicago works, and it has worked for 99 years, and I'm a prime example of that.

Olive Harvey College, one of the seven City Colleges, is where I got back on track. I dropped out of high school, but after realizing the future I wanted required a quality education, I returned to school and graduated from Orr High School on the West Side. I had my sights set on college, specifically IIT, but I knew I wasn't financially ready so an advisor recommended that I attend City Colleges first. I did, graduating with my Associate's degree within three years, and then continuing - as planned - onto IIT, where I graduated with a degree in Computer Science in addition to obtaining two additional Masters Degrees from North Park and Kellogg at Northwestern. I was fortunate to be hired by

Com Ed and enjoyed a very successful 14 year career until Mayor Daley gave me the opportunity to become Chancellor.

I accepted this challenge to ensure that the City Colleges works – not just for some, like it does today - but for every student. While we are for many students the most convenient and cost-effective college option, I believe we must also deliver an education of **economic value**—value to the student who can see a clear path to employment or further education, to the taxpayers, who can be confident of a sound return on the investment in our institution, and to the communities and city we serve, who need a highly educated workforce more than ever.

But the truth is that CCC and community colleges across the nation are in a silent crisis.

When the national conversation turns to economic recovery and the role education plays in it, people mostly refer to our K-12 system, which of course has an enormous role to play. However, the battle for the quality of today's and tomorrow's future workforce is taking place right now at community colleges nationwide, including City Colleges, and that battle is not something many are aware of.

In fact, it has never been more important for our nation and our city to focus on matching our citizens' skills and educational attainment to the future demands of business and society. Nowhere is the need for this match more pronounced than at the post-secondary level, and especially in community colleges where some still debate if they should prepare students for four year colleges or serve as a training ground for the workforce.

We can't afford to continue to have that debate. We must do both!

By 2018, 64% of jobs in Illinois, or 4.4 million, will require some form of post-secondary education. 1.5 million of these jobs will require an Associate's degree.

More specifically, by 2020, Chicago will need approximately 75,000 more health care practitioners than we currently have and over one-third of those positions will be for holders of Associate's degrees.

Chicago will need almost 18,000 newly educated registered nurses.

In computer science, we will need 10,000 new workers with Associate's degrees.

In transportation, we will need 4,000 new truck drivers to fill the openings that will occur between now and 2020.

The likelihood that CCC will meet our share of these needs, and many others looks very unlikely if we continue down the same path we are headed—and later on in this presentation I'll show you the facts about why.

What is clear is that the cost of not acting is high. The skill-to-job mismatch – if not addressed – will mean that tens of thousands more residents could miss what is increasingly their only chance of reaching the middle class. If that happens, the economic base of our region could be undermined.

Fortunately, our Mayor is acutely aware of this challenge. And our nation's leaders recognize this as well.

I recently had the privilege to attend the White House Summit on Community Colleges. I can tell you first hand that our leaders have also come to recognize the important role that community colleges play in

meeting this demand. They also recognize the potential high return on investment which community colleges can deliver for students, employers and communities.

Community colleges have not been the primary focus of educational reform. Now that we are being relied upon to meet the needs of the 21st century economy, it is clear that many of us are not prepared to meet this need.

Lawmakers are pressing for greater accountability and a greater focus on completion at community colleges – an opportunity we at the City Colleges of Chicago embrace. But bringing about major change in an institution of our size, with our long history, is NOT for the faint of heart.

The City Colleges of Chicago will turn one hundred next year. We serve more than 120,000 students – nearly 60,000 at the undergraduate level – each year. With a population this large we have the potential to have a greater impact on undergraduate post secondary education than any other institution in Illinois.

We are here to serve our students' diverse needs. Today:

- 45% of our students are pursuing an Associate's degree. Nearly two-thirds of these students are three or less years out of high school and are attending school part-time.
- 6% of students are working towards a professional credential
- 32% are in adult education programs, earning a GED, English as a Second Language, or basic literacy
- 17% are seeking continuing education for personal enrichment

You can see the diversity of population sizes and the programs we offer at the different colleges on this slide.

We have 5,800 faculty and staff on seven colleges and seven satellite sites. We also oversee two restaurants, a radio station, a television station, daycare centers and more.

Our students come to us with real challenges. They are often balancing work and family and frequently economic challenges. But, regardless of circumstance, we know our students **can succeed**. I am living proof of that.

We have *many* programs at City Colleges that succeed for students. For example:

- **Malcolm X College's Nephrology/Renal Technology Program** has a 98% job placement rate. It has had a 100% pass rate on the certification exam for the past 4 years.

This example and others are a testament to the hard work of our faculty, staff and students.

However, examples of success here and there are not good enough. If we are going to meet the workforce needs of the 21st century, we need to align our programs and focus on moving students along a path to completion and employment.

Unfortunately, today, we are falling far short of that goal.

Here are the facts:

- CCC enrollment has declined by ~30% from 1998-2008 while national enrollment grew by 17% over nearly the same period, and jobs requiring post-secondary education are growing steadily.
- We know the payoff for a degree is there. There is an annual earnings differential of \$7500 for those with an Associate's degree compared to those with a high school degree. More importantly in this economy, the unemployment rate is nearly halved for the Associate's degree earner versus those with just a high school diploma.
- We know that more is possible. We can see here that best in class institutions do six times better than CCC in graduation rates. Who are these institutions that we compared ourselves to? We compared ourselves to community colleges around the country with similar size, similar degree offerings, and similar racial and ethnic demographics. We included many schools that are urban and whose students have high financial aid needs exactly like us as well as those that are suburban and may have fewer financial aid needs.
- Our conclusion: while our students may have greater challenges, we should aspire to the absolute best for them, regardless of external circumstances. And if we need more resources to get there, we'll fight for them.

- But right now at CCC, we struggle. On average, only 7% of students who are first time, full-time, that come for a credential, earn it within three years. And if you look at ALL students including part time, we only get a 1% increase and we are at 8%
 - Some will argue that it's unfair to only look at graduation rates at a CC and we should consider those that come to us and transfer to a four year institution prior to CCC graduation. We agree and what we found is that our 29% transfer rate as reported federally contains a lot of indicators such as students who transfer to other two year institutions even within CCC and students who drop out after transferring but before they complete their degree. When you eliminate these indicators, we found that just 16% of students transfer to a 4 year institution and only 4-5% actually earn their bachelor's degree.

- Of Illinois's 49 two-year institutions, City Colleges seven campuses all rank in the bottom 10 based on graduation rates

- We lose 54% of credential-seeking students in their first 15 credits, or roughly, six months.

- Why is this so? Among the factors we think contribute to our graduation and completion challenges are:
 - A sky-high student to advisor ratio
 - Insufficient "wrap-around" services, including the availability of child care, and

- An unclear value proposition to students
- We have an average ratio of 1 advisor to 920 students ...which goes as high as 1 to 1300. Our faculty, staff and students echo this concern.
- Another reason why we are having trouble....Regardless of where our students come from, more than 90% of them need remediation. Students who need significant remediation have a 1 in 10 chance of reaching a successful outcome
- I've told you about the graduation rate and transfer rate. Now what about a specific tie to jobs? We have begun to analyze the needs of businesses in the Chicago area and have found a troubling trend—many of our programs do not tie to employer demand closely enough—a disservice to our students, and to the business community.

If you look at the areas where well-paying jobs are really growing, you see some usual suspects—information technology is one, business is another.

Let's take business.

We see that both job growth (on the x axis) and earnings potential (on the y) are both high. And yet, we had only 508 students starting in the program in 2007.

Now if all 508 students graduated, CCC would be contributing to the economy along with the other business schools. But the chance of that is slim.

Information technology is the same story.

We need to understand why more students aren't choosing these programs, provide the resources to expand them, and ensure that more students complete them.

And, as I will describe later, we will be doing this kind of analysis for every program at CCC to ensure we are doing everything we can do to provide a clear pathway for every student to succeed.

- Finally, of the students who come to us for basic education, GED or English as a Second Language – those students we want to get on the path to college credit courses – but only 35% meet their stated goals, including only 14% of students who state that they want to obtain a GED actually do so.

We must do better – for our city, for local businesses who rely on us to provide the base of the workforce, and most importantly, for our students who spend money and time with us hoping to reach their goals.

It's not enough to welcome students through our doors—they must THRIVE here!

We are committed to creating an institution that combines student **access with success**.

I define success very simply.

We know we'll have succeeded when we accomplish the following four goals:

1. Increase the number of students earning college credentials of economic value.
2. Increase the rate of transfer to bachelor's degree programs following City College graduation.
3. Drastically improve outcomes for students requiring remediation.
And,
4. Increase the number and share of Adult Education, GED and ESL students who advance to and succeed in college-level courses.

Reinvention is a long and sustained process, as you can see in our two year timeline, starting with the diagnostic that we've shown you here, to focusing on solution generation, piloting programs, and implementing successful programs over time. Our approach will be fact-based, transparent, and relentlessly focused on implementing the programs that will have the greatest outcomes for our students. This is a topic I will have the privilege of speaking more about soon in another venue, but let me just say now that transparency and a focus on outcomes are the bedrock of this process.

Reinvention is also a collaborative process in which teams led by administrators and made up of faculty, staff and students representing every college will explore eight key areas for improvement, will look for

solutions both at City Colleges and best practice institutions nationwide, and will help us implement these solutions across the district.

These task forces will do the following:

- **Review our program offerings to increase the economic and educational value** of student-earned credentials by better aligning our programs with employer needs.
- **Dramatically improve student support**, including advising, tutoring, job placement, and transfer support.
- **Address remediation** by partnering with the Chicago Public Schools and others to identify an approach to quickly move all students into credit programs.
- Target and support improvements in **faculty and staff development** programs including performance goals and evaluation measurements.
- Bring best-practice **operational efficiency** to the City Colleges to improve the return on investment of non-instructional costs, and build an investment strategy that better supports student success.
- Drive significant improvement in City Colleges' instructional and student support **technology**, and data integrity.
- Improve **Adult Education** programs so that all students complete their program, and successfully transfer to college credit courses.
- And finally, recommend **strategic capital investments to modernize our facilities** and ensure we have the resources to prepare students for 21st century careers.

The taskforce work will be guided by external advisory councils made up of leaders from academia, business, civic groups and foundations, capital planning experts and the community.

I would like to thank the esteemed co-chairs of the external advisory councils which include the individuals you see listed on the slide behind me.

In addition to learning from and taking feedback from our advisory council members, the taskforces will research best practices at CCC and at institutions with national reputations to improve outcomes for our students.

It is institutions like these that give me hope—they are doing better on many of the same measures of success that we strive for.

Valencia Community College, for example, leads the nation in the number of Associate's degrees awarded, and the number of Associate's degrees awarded to minorities. They were cited in a recent McKinsey and Company study of the most highly productive higher-education institutions in the country. Through Reinvention, that's the vision we have for our students and our institution.

Again, Reinvention is a two year process, and some solutions will likely take longer to implement. But, we are not waiting to make change.

We have some exciting initial projects already underway NOW.

To name just a few:

- For the first time, we are reaching out to fifteen thousand at-risk students to help them develop plans to pass their courses.
- We have begun a pilot project with the Chicago Public Schools to develop early intervention programs to make sure students are ready to transition to college
- And we have negotiated agreements with UIC to guarantee 30 seats a year and a full scholarship program for another 75 students with IIT, among other efforts.

I'd like to thank those who have already made generous financial contributions to support Reinvention, including the Gates Foundation, the Searle Funds at the Chicago Community Trust, and the Joyce Foundation. I also deeply appreciate the extensive *pro bono* support from the Civic Consulting Alliance and other strategic consultants.

Now, here's what we need from you to help us ensure student success and make the City Colleges an economic engine of our great City.

First and foremost: **Hire our students**. Join me in investing in those who are working hard to advance students along the path to success.

Second, **partner with us** to help us tailor programs to your workforce needs. If our students are not graduating with the skills you need, make sure we know what training is necessary to help your business succeed.

Third, **weigh in with your ideas** and monitor the progress of the Reinvention effort online at www.ReinventingCCC.org where we will be

as transparent as possible about how we are moving towards our vision.

Reinvention is our pledge that students will leave our institution college-ready, career-ready and prepared to pursue their life's goals.

Reinvention will put us back on track to build the skilled workforce our economy demands, and our city and nation needs.

Reinvention is our effort to do our part to address the silent crisis.

In short: **Reinvention** is about **building the foundation for student success**. I hope you'll join with me to help our students realize their full potential.

Thank you.