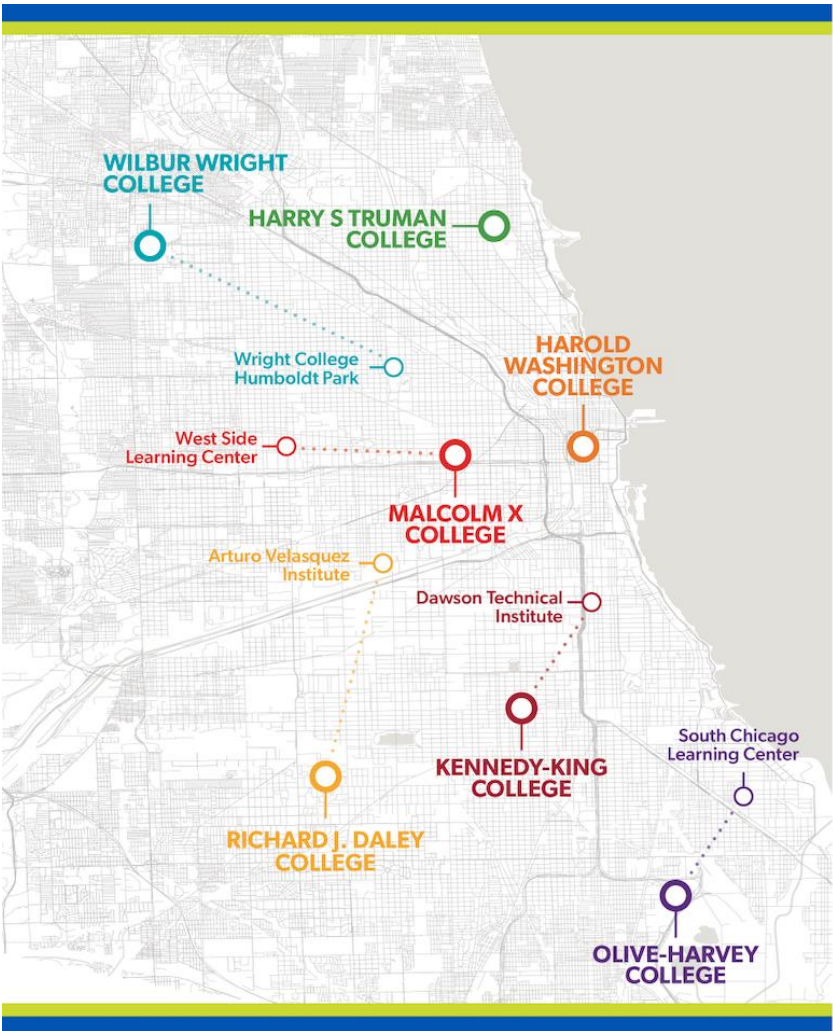Purpose: Decision Support is designed to provide strategy and data analysis, data capacity building, and oversight on external data compliance. By providing timely and relevant data support, we strive for data to drive decision-making at all levels of the organization and ultimately support student success at City Colleges.
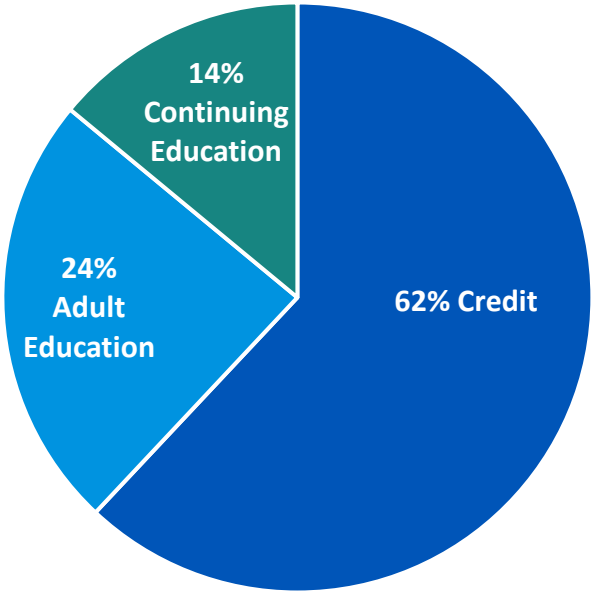
We support City Colleges through five core workstreams:

Institutional Data Compliance	Institutional Data Capacity	Strategy & Performance Data Monitoring	Learning Agenda
• Serving as ICCB MIS Coordinator & IPEDS Keyholder • Managing external data compliance • Ensuring alignment in institutional reporting (internal + external)	• Building data literacy & culture • Training for OpenBook and other tools (e.g. reports, dashboards) *In collaboration with OIT:* • Dashboard and Data Warehouse development • Data Governance	• Developing and monitoring Key Performance Indicators • Providing strategic analytics, evaluation, modeling and forecasting • Consulting on strategy and performance management	• Supporting development of project scopes and data sharing agreements • Providing data and context for external research teams • Sharing and socializing findings • Connecting research to practice

Ad hoc data requests	• Providing responses to external data requests (FOIA, Solomon, reporters) • Providing summary demographic statistics; student lists for targeted outreach

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City Colleges connects Chicago communities to economic opportunities

WILBUR WRIGHT COLLEGE

HARRY S TRUMAN COLLEGE

Wright College Humboldt Park

HAROLD WASHINGTON COLLEGE

West Side Learning Center

MALCOLM X COLLEGE

Arturo Velasquez Institute

Dawson Technical Institute

KENNEDY-KING COLLEGE

South Chicago Learning Center

RICHARD J. DALEY COLLEGE

OLIVE-HARVEY COLLEGE

More than 62,000 students strive to better their life circumstances through education.

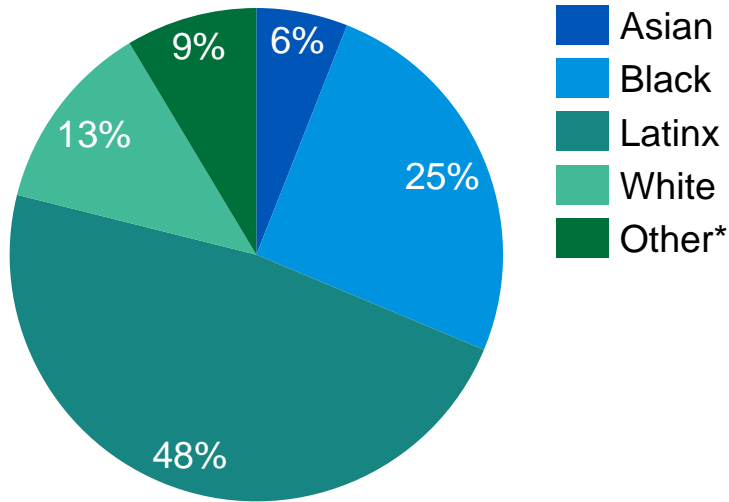14% Continuing Education

24% Adult Education

62% Credit

Credit
- Preparing to transfer
- Heading to work

Adult Education
- Learning English
- Earning high school diploma
- Planning to work/transfer

Continuing education
- Building personal or professional skills
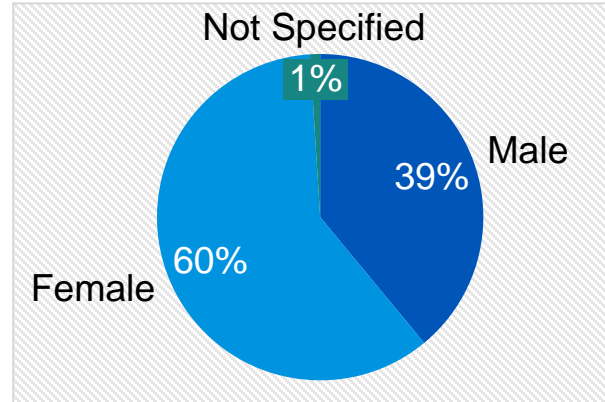
FY2023 Unduplicated Headcount

3

Our students are diverse, often overcoming barriers to reach their goals

Nearly 75% Black or Latinx students

Legend:
- Asian
- Black
- Latinx
- White
- Other*

Pie chart values: 6%, 25%, 48%, 13%, 9%

American Indian: 0.1%, Multi-Racial Non-Latinx: 2.4%, Not Specified: 5.9%

Managing Complex Lives*

47% **first in their family** to attend college

48% **working** full or part-time

33% are **caring** for children or dependents

data is self-reported by credit students, including early college

60% female students

Pie chart: Not Specified 1%, Male 39%, Female 60%

Median Age

Credit students: 21**
Adult Ed. students: 33
Cont. Ed. students: 33

***changes to 22 w/out early college students*

Substantial financial, housing & food needs

Real College survey taken pre-pandemic showed student respondents said:

54% identified as **housing insecure**

44% identified as **food insecure**

15% identified as **unhoused**

Of the credit students who submitted for financial aid in FY23:

74% were eligible for Pell Grants.

Federal Pell Grants provide tuition funding for students solely based on their financial need. Most of these grants go to students with family incomes under $49,999.

Note: Reflects CCC FY23 enrollment data

Our Vision

City Colleges is the city's most accessible higher education engine of socioeconomic mobility and racial equity – empowering all Chicagoans to take part in building a stronger and more just city.

Our work is guided by a five-year strategic framework with equity at its center

A district-wide strategic framework and strategic plans for each college for 2021-25

Create an **exceptional student experience**

Become a "student-ready" **equitable institution**

Develop and strengthen pathways that are **responsive** to the economic needs of the City

Build a **culture of excellence**

Create a **collaborative and connected** ecosystem

Monitor and ensure financial sustainability and the overall **health** of our institution
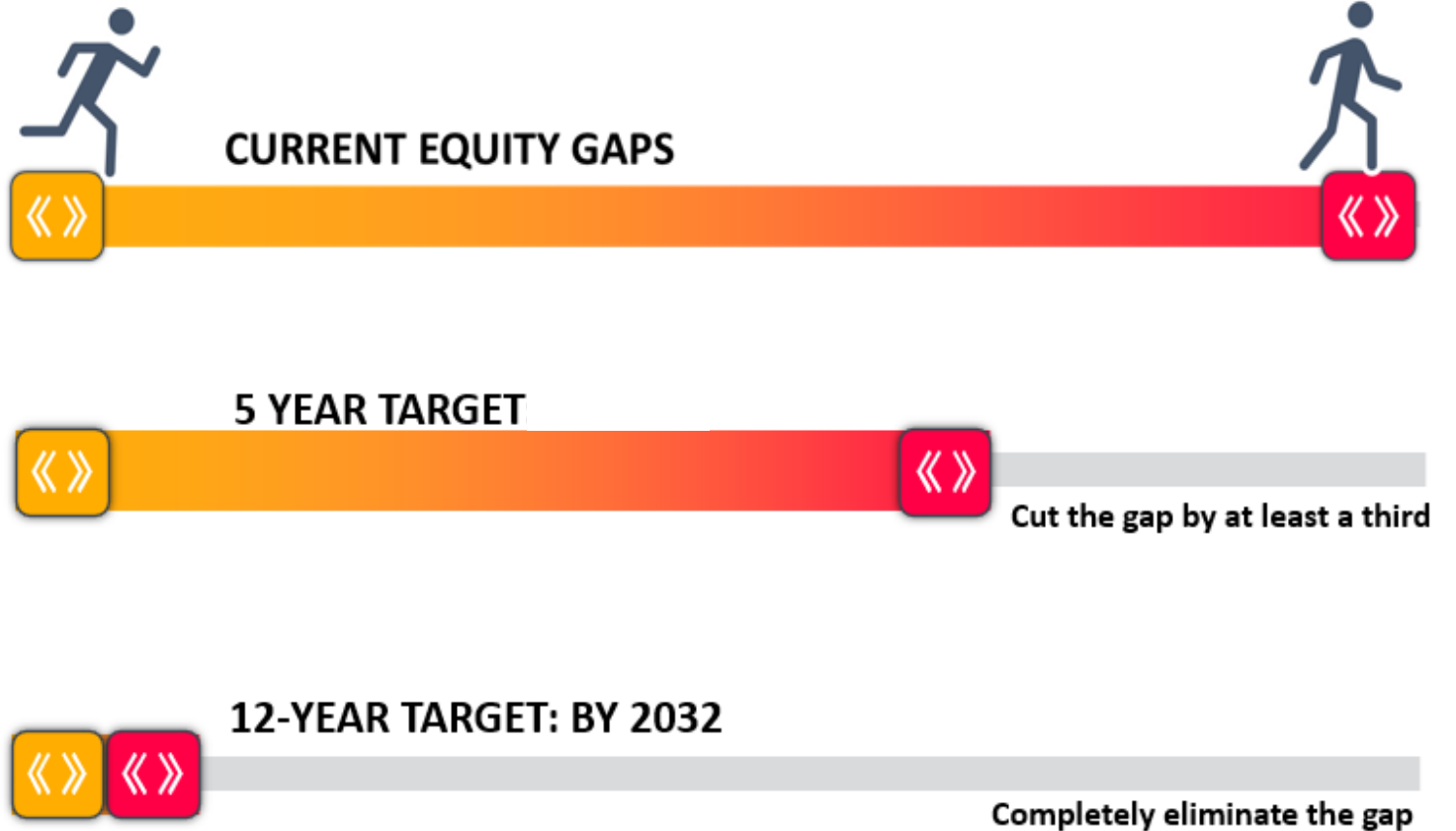
We set an ambitious goal for a universal 55% successful student outcome rate by 2032

Equity

**Long-term Goal:** Four-Year Outcomes Measure Universal Target of 55% by FY32

Short-term Goal: Achieve 30% progress to goal by FY26
- 38% for Black students (current rate = 30%)
- 42% for Latinx students (current rate = 35%)

CURRENT EQUITY GAPS

5 YEAR TARGET

Cut the gap by at least a third

12-YEAR TARGET: BY 2032

Completely eliminate the gap

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4 years in, and our outcomes were stagnant

% of students earning a credential or transferring within 4 years by starting cohort

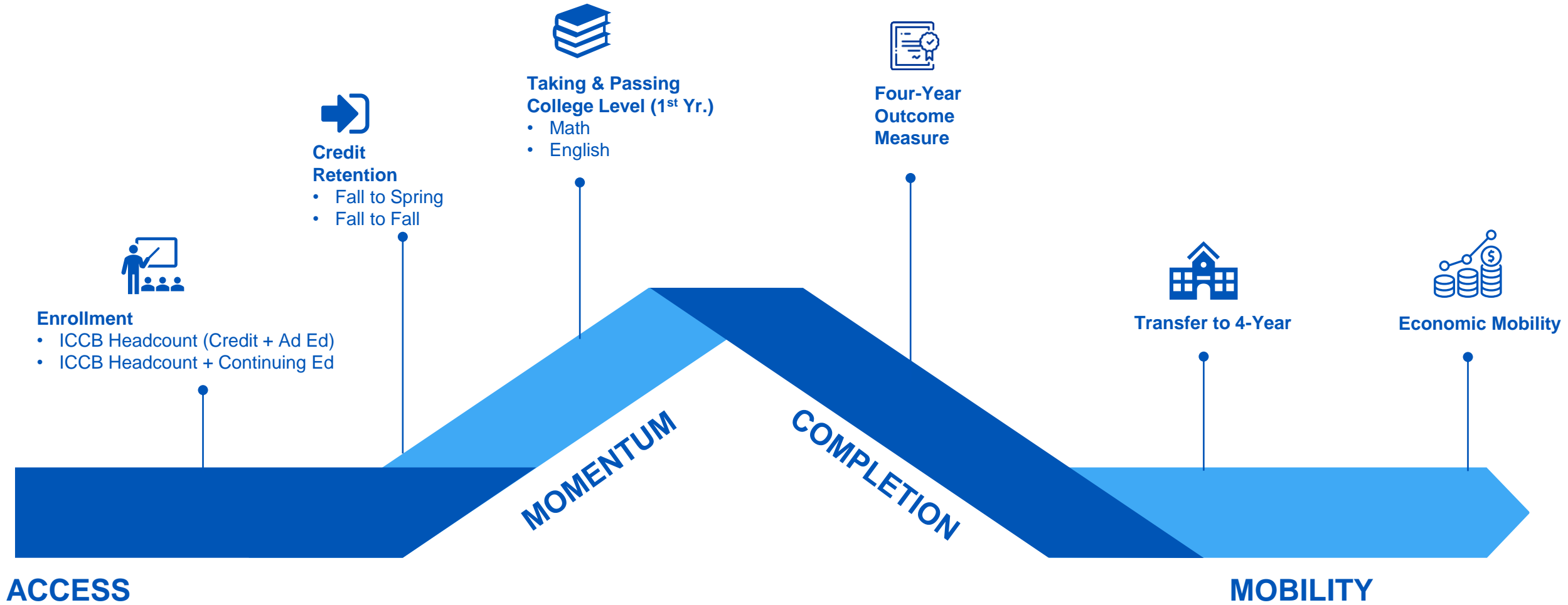|			
36%	36%	36%	36%
FY 2020	FY 2021	FY 2022	FY 2023
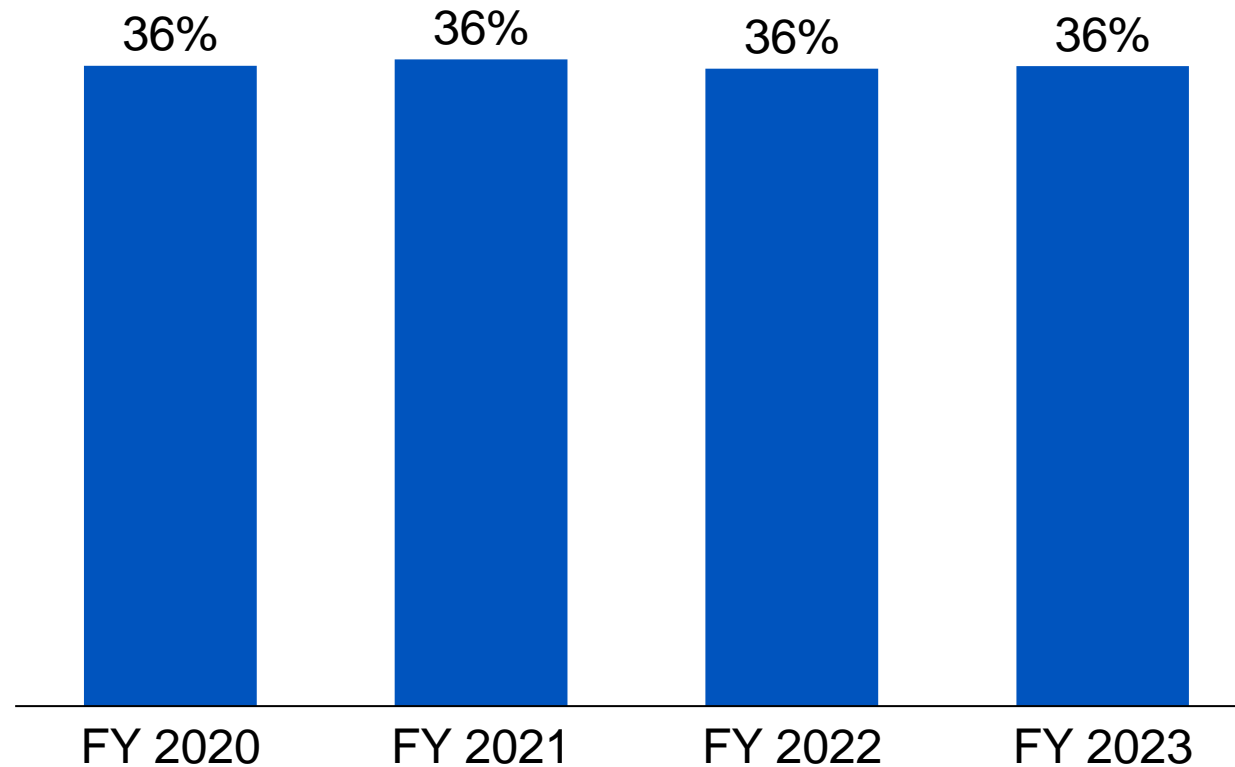
How do we change outcomes?

1. Set a ***measurable, ambitious goal*** rooted in your mission. At CCC, we aim for at least 55% of all students to earn a credential or transfer to a 4YR within four years of starting at CCC by 2032. Everything else is in service of that goal.

2. Determine what leads to that goal and measure it.

3. Build a culture of data-driven decision-making

Taking & Passing College Level (1st Yr.)
- Math
- English

Four-Year Outcome Measure

Credit Retention
- Fall to Spring
- Fall to Fall

Transfer to 4-Year

Economic Mobility

Enrollment
- ICCB Headcount (Credit + Ad Ed)
- ICCB Headcount + Continuing Ed

MOMENTUM

COMPLETION

ACCESS

MOBILITY

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Data <u>will not</u> do the work but it will guide it, so what you measure matters.

	A	B	C	D	E	F
	KPIs	**Leading Indicators**	**Real-Time Metrics**	**Student Success Strategies**	**Standard Disaggregations**	**Additional Disaggregations**
Tool 1.2: Identify Leading Indicators, Real-Time Metrics, Strategies, and Disaggregations						
	KPI 1	Leading Indicator 1	Metric 1		Race/Ethnicity, Pell Status, Gender, Age, Full-Time/Part-Time	
			Metric 2			
			Metric 3			
			Metric 4			

Source: https://completecollege.org/resource/usingameasurementsystem/

CCC is using NCCBP peer comparisons to understand where we need to intervene.

Enrollment

YOY applications

Yield Rate

Start Rate

Early Momentum

CH momentum

Gateway course completion

Persistence

Satisfactory Academic Progress

Completion/ Transfer

Economic Mobility

CCC is using NCCBP peer comparisons to understand where we need to intervene.

Enrollment
- YOY applications
- Yield Rate
- Start Rate

Early Momentum
- CH momentum
- Gateway course completion

Persistence
- Satisfactory Academic Progress

Completion/ Transfer

↓

Economic Mobility

But where do we prioritize our improvement efforts?

Peer Institutions

Black Hawk College (IL),

Bossier Parish Community College (LA),

Columbus State Community College (OH),

Community College of Allegheny County (PA),

CT State Colleges and Universities (System Office) (CT),

Cuyahoga Community College (OH),

Dona Ana Community College (NM),

Ivy Tech Community College of Indiana (IN, 19 Campuses),

Kirkwood Community College (IA),

Madison Area Technical College (WI),

Mesa Community College (AZ),

Metropolitan Community College (MO),

Miami Dade College (FL),

Milwaukee Area Technical College (WI),

St. Louis Community College (MO),

Tyler Junior College (TX),

Wayne County Community College District (MI)

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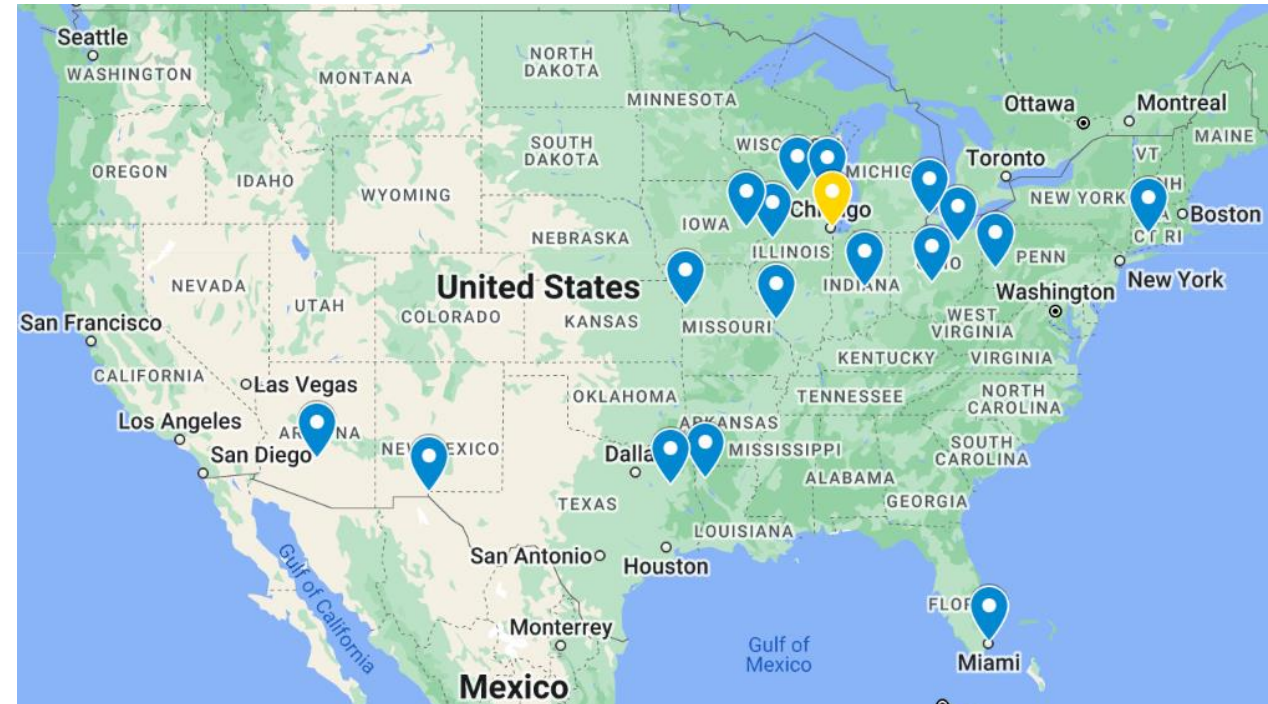
NCCBP Course-Level Success Rates

NCCBP Course Retention, Enrollee Success, and Completer Success (Fall 2022)

Metric	CCC Reported Value	NCCBP Percentile	Peer Percentile
Credit College-level Retention Rate	86%	8%	14%
Credit College-Level Enrollee Success Rate	71%	7%	7%
Credit College-Level Completer Success Rate	82%	13%	29%
English-101 Retention Rate	85%	10%	12%
English-101 Enrollee Success Rate	65%	12%	26%
English-101 Completer Success Rate	76%	19%	54%
Gateway Math Retention Rate	83%	28%	24%
Gateway Math Enrollee Success Rate	61%	28%	63%
Gateway Math Completer Success Rate	73%	47%	63%

Source: NCCBP National Report accessed March 2024; Cohort Tracking Period is 2022.

Areas of Opportunity – Course Success

CCC is well below the national and peer averages for Course Success

For every **100 students** who enroll in a college-level course at CCC…

14 students withdraw from that course *(8th percentile nation-wide, 14th percentile among peers)*

15 students remain enrolled, but do not successfully complete the course *(13th percentile nation-wide, 29th percentile among peers)*

71 students successfully complete the course *(7th percentile nation-wide, **7th percentile among peers**)*

Source: NCCBP National Report accessed March 2024; Cohort Tracking Period is 2022.

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Course Success – English 101

CCC students complete English 101 are rates below national and peer averages

For every **100 students** who enroll in **English 101** at CCC...

15 students withdraw from that course *(10th percentile nation-wide, 12th percentile among peers)*

20 students remain enrolled, but do not successfully complete the course *(19th percentile nation-wide, 54th percentile among peers)*

65 students successfully complete the course *(12th percentile nation-wide, **26th percentile among peers**)*

Source: NCCBP National Report accessed March 2024; Cohort Tracking Period is 2022.

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Course Success – Gateway Math

CCC students complete Gateway Math courses at rates above peer averages

For every **100 students** who enroll in a **Gateway Math** course at CCC…

17 students withdraw from that course *(28th percentile nation-wide, 24th percentile among peers)*
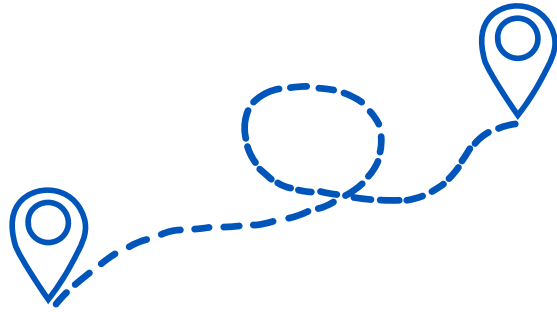
22 students remain enrolled, but do not successfully complete the course *(47th percentile nation-wide, 63rd percentile among peers)*

61 students successfully complete the course *(28th percentile nation-wide, 63rd percentile among peers)*
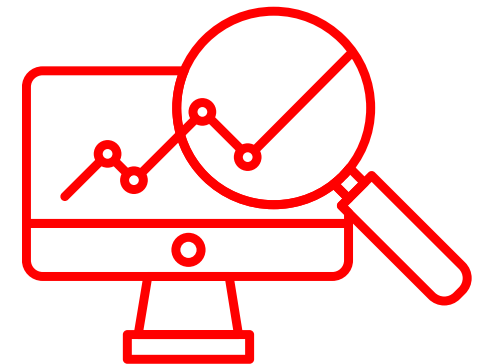
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Acknowledge where you are and where you want to go

Translate the data *back* into people

Red does not *necessarily* mean bad, it means focus

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	A	B	C	D	E	F
	KPIs	**Leading Indicators**	**Real-Time Metrics**	**Student Success Strategies**	**Standard Disaggregations**	**Additional Disaggregations**
	KPI 1	Leading Indicator 1	Metric 1		Race/Ethnicity, Pell Status, Gender, Age, Full-Time/Part-Time	
			Metric 2			
			Metric 3			
			Metric 4			

Tool 1.2: Identify Leading Indicators, Real-Time Metrics, Strategies, and Disaggregations

Source: https://completecollege.org/resource/usingameasurementsystem/

23

Compile your planning documents to determine:

1. If you have to pick 1-2 problems to solve, which would have the most impact?

2. What are the consequences of not solving each problem?[1]

3. If you focus on solving this problem, what other initiatives/work will be sacrificed? Is this most important?

If it's not clear which problem(s) you should solve, plot them out on the 2x2 prioritization matrix

2x2 prioritization matrix[2]
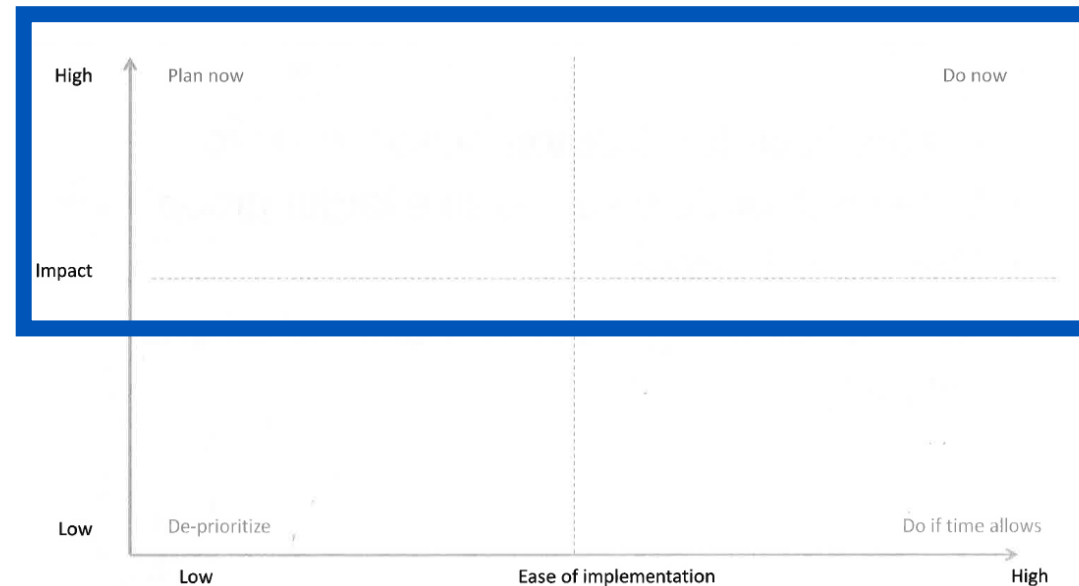
A Problem-Solving Approach to Designing and Implementing a Strategy to Improve Performance

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