

CITY COLLEGES OF CHICAGO  
**TRUMAN**  
5-YEAR STRATEGIC PLAN



**2014-2018**



CITY COLLEGES *of* CHICAGO

**Harry S Truman**

Education that Works



# Letter from the President

In 2010, Chancellor Cheryl Hyman launched the Reinvention initiative—a sweeping reform effort to ensure student success and drive greater degree attainment, job placement and career advancement. Over the past four years, Truman College has seen major growth in the number of students awarded degrees or certificates, the graduation rate, credit enrollment, transfer following completion, and transitions from adult education to credit courses, among other measures.

Our faculty, staff, and administration have been successful in collaborating to create a Truman College with greater relevance to the lives and economic well-being of Chicagoans, to the demands of the marketplace looking to fill jobs now and to the rigor of the four-year institutions where many of our students head next.

Yet our achievements to date are only a beginning. We must press forward to ensure that we continue to grow in our ability to help students meet the demands of a changing world. To that end, we continue to focus on four critical goals:

- Increase the number of students earning college credentials of economic value
- Increase the rate of transfer to bachelor's degree programs following City Colleges graduation
- Drastically improve outcomes for students requiring remediation
- Increase the number and share of ABE/GED/ESL students who advance to and succeed in college-level courses

The commitment on every level of the faculty, staff and administration of Truman College makes our success possible. As we continue to build upon the remarkable achievements that Reinvention has produced, we must ensure that each day brings a new push to develop strategies to improve academic and student outcomes.

Truman's Five-Year Plan outlines ambitious strategies and targets through 2018. It details Truman's metrics within City Colleges' comprehensive five-year strategic plan and District-wide reform efforts. It is our promise to our students and to the citizens of Chicago of what we intend to accomplish—the instrument by which we will measure our success. We have reason to be proud of our accomplishments as a team and we also have the drive to achieve even more.

*Reagan Romali*

**Reagan Ferragamo Romali**  
**President, Harry S Truman College**

# Reinvention

**AT HARRY S TRUMAN COLLEGE**, success means that all students receive the guidance, support and instruction to efficiently earn a credential of economic value that prepares them for a career, whether their goal is to enter the workforce immediately or seek further education first. Since the Reinvention initiative launched in 2010, this renewed focus on student outcomes has represented a paradigm shift at Truman College from a focus on access to a focus on both access and success. A robust set of outcomes is now paramount, including: completion, retention, and the value we deliver to students, their communities, employers and four-year colleges alike.



**Claudia Guaita**  
Class of 2013 Valedictorian

Reinvention launched with collaborative teams of faculty, staff and students from every college. Their task: to comprehensively review and revamp all aspects of City colleges to ensure students' success. They were given time away from their regular responsibilities to dedicate themselves to the reform effort. More than three years later, the model remains in place, creating a permanent mechanism for deep and lasting change at City Colleges.

In 2013, City Colleges went a step further by launching Reinvention<sup>7</sup>, or Reinvention to the seventh power, implying the multiplication of impact by embedding the taskforce reform model at each of the seven City Colleges. Reinvention<sup>7</sup> puts in place the processes and procedures that allow students to make good choices, to complete on time, and to transfer or move directly into the workforce. It ensures that cultural change permeates Truman College—from the advisors to the deans to the faculty to the support staff and, of course, to our students. Every person at Truman College has a hand in bringing about reinvention.

Since the launch of Reinvention, Truman College has made real progress toward creating a true student-centered culture of success.

## **COMPLETION**

When Reinvention launched, Truman College's graduation rate was 5 percent, and by 2013 it had jumped to 12 percent.

The total number of Truman College completers reached nearly 1,400, marking a more than 200 percent increase under Reinvention.

### COLLEGE TO CAREERS

Under Mayor Rahm Emanuel and Chancellor Cheryl Hyman’s leadership, City Colleges launched College to Careers (C2C), a program that partners City Colleges’ faculty and staff with industry experts to better prepare students for careers in growing fields.

Truman College is in the final stages of developing and launching City College’s latest C2C program.

### ADULT EDUCATION

Truman College has realigned its adult education off-site locations with the surrounding communities of greatest need in terms of adults lacking a high school diploma or English fluency, addressing what were true adult education deserts in Chicago.

In FY2013, 467 adult education students transitioned to college-level courses—up 32 percent compared since the launch of Reinvention.

### NEW CAPITAL PLAN

City Colleges has launched a five-year \$524 million capital plan to address years of neglected maintenance and reflect the latest changes in pedagogy and technology to ensure our students are job-ready and four-year-ready when they walk out of the classroom.

Truman College is investing in new and renovated teaching and learning facilities, including smart classrooms, science classrooms, libraries, labs and other student support centers. Major capital improvements include: the main building curtain wall restoration, rehabilitation of Truman College’s auditorium, rehabilitation of the college’s gymnasium, the opening of a new fitness center in the Dave Rowlands Sports Center and the energy efficiency overhaul of the main building exterior.

More than three years in, Reinvention boasts many proud accomplishments, and while outcomes have improved, we are still working to reinvent Truman College into the best-in-class institution that Chicagoans have a right to demand. To build on our early successes, we must leverage the now-proven winning approaches in new ways by taking to the next level our drive to make our student-centered culture pervasive across the organization.

Through Reinvention<sup>7</sup>, we will achieve deep and lasting change at Harry S Truman College. We will ensure every student has access to programs that lead to further college or a career, and that every student is equipped with a plan for how to reach their goals.



# Executive Summary

In five years, we aim to have transformed Harry S Truman College into a best-in-class urban community college where:

- The number of degrees awarded annually has increased by more than **2.5 times** since the launch of Reinvention to **743** in FY2018.
- The number of degrees and credentials of economic value awarded annually has jumped **175 percent** since the launch of Reinvention to **1,235** in FY2018.
- **Half** of all students transfer to four-year institutions following graduation from Truman College.
- More than **70 percent** of occupational completers are employed in their area of training.
- Nearly a third (**30.9 percent**) of new remedial students advance to college-level work within one year.
- Almost **twice** as many adult education students (**654**) since the launch of Reinvention are transitioning into a credit-level course after one semester in GED or ESL programs.

We have set ambitious goals in order to make good on the promise of providing a high-quality, affordable post-secondary education that delivers credentials of economic value and puts Chicagoans on a clear path to further college and careers.



# Core Strategies

To reach these ambitious but necessary targets, Truman College is pursuing the following key strategies: increasing relevance, reducing time and increasing student supports in order to boost retention and completion. Taken together these strategies will establish a culture of student success at Truman College that will improve the lives of our students and their communities. These strategies are being furthered through Reinvention<sup>7</sup> and the Student GPS (Guided Pathway to Success) initiative to ensure every student has a clear path to further college and careers.

## INCREASING RELEVANCE

We must ensure that the courses of study that students embark on will advance their goal of moving to four-year universities or to a meaningful career. To deliver on this promise, we have examined what the marketplace will demand today and tomorrow. Through this work, Truman College programs will have real value for employers, four-year colleges, and most importantly, our students' futures.

## REDUCING TIME

We seek to maximize our students' resources—both the time and money spent at Truman College as well as on the longer road to a bachelor's degree and beyond. Numerous studies show that the longer it takes to complete a degree, the less likely the chance of degree completion. We are, therefore, employing a number of strategies to reduce the length of students' programs without sacrificing educational quality, including structured pathways, predictive scheduling, whole program enrollment and more.

## INCREASING STUDENT SUPPORTS

We are dedicated to supporting our students on the path to their goals. City Colleges has strategically invested in student supports, including wellness centers, career centers, transfer centers, veterans centers, tutors, advisors and a new early alert system, to ensure students complete and move on to further college and careers. Going forward, we aim to use data more effectively to help students, and provide more information to students so they can better help themselves. This will not only require improvements in data management, but also in the way we work to help students reach their end goals.



# GOALS & TARGETS

## Measuring student access and success

Through a combination of discussions with faculty, staff, and students, and analysis of the challenges confronting current and prospective students, Truman College has developed specific measures that, collectively, forge a culture of student success. Our performance goals deal with how we will know whether we are improving student success.

## Increase the number of students earning college credentials of economic value

Truman College has made significant strides through Reinvention in terms of the number of students earning credentials of economic value. We must build upon this early progress by boosting retention and giving students clear, relevant, and direct pathways to high-growth, high-wage jobs and to successful college transfer through Reinvention<sup>7</sup>, the College to Careers initiative and enhanced student supports. Our goal is to nearly double our graduation rate to achieve an IPEDS rate of 20 percent by 2018.

Reinvention already has taken a bite out of Truman College's chronic dropout problem by boosting student retention. Our goal is to have in five years 71 percent of occupational program completers employed in their area of training. College to Careers is about more than jobs; it is about good-paying jobs. We expect the median earnings of graduates in these jobs to increase and be sufficient to at least sustain a family. Our goal is to ensure that students employed in their area of training earn a median income of \$38,129 in 2018.

	FY2014	FY2015	FY2016	FY2017	FY2018	
<b>COMPLETION WITH 3 YEARS</b>	<b>TR</b>	11%	12%	14%	16%	20%
	<b>CCC</b>	13%	14%	16%	18%	20%
<b>TOTAL NUMBER OF DEGREES &amp; CERTIFICATES AWARDED</b>	<b>TR</b>	998	1,027	1,083	1,136	1,235
	<b>CCC</b>	9,815	10,070	10,562	11,024	11,895
<b>DEGREES</b>	<b>TR</b>	566	587	629	669	743
	<b>CCC</b>	4,122	4,280	4,586	4,873	5,414
<b>CERTIFICATES</b>	<b>TR</b>	432	440	454	467	492
	<b>CCC</b>	5,693	5,790	5,976	6,151	6,481

## Retention

	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	
<b>CREDIT STUDENTS FALL-TO-SPRING RETENTION RATE</b>	<b>TR</b>	69.0%	69.8%	70.4%	71.8%	73.9%
	<b>CCC</b>	66.9%	67.7%	68.2%	69.2%	71.6%

## College to Careers

### STUDENT EMPLOYMENT RATE IN AREA OF TRAINING

	FY2014	FY2015	FY2016	FY2017	FY2018
TR	60%	61%	64%	69%	71%
CCC	60%	61%	64%	69%	71%

### MEDIAN EARNINGS OF STUDENTS EMPLOYED IN TRAINING AREA

	FY2014	FY2015	FY2016	FY2017	FY2018
TR	\$31,824	\$31,461	\$34,262	\$36,149	\$38,129
CCC	\$31,824	\$31,461	\$34,262	\$36,149	\$38,129

## Enrollment with a Purpose

While many of the measures above focus on student success, we also need to ensure adequate student access. Urban community colleges across the country that excel in graduating their students concurrently enroll more of them, help current students complete, and have more new students follow in their footsteps.

Truman College has made a strategic decision to focus on credit and adult education enrollment. Enrollment in credit courses has increased markedly, showing the benefits of initiatives like Reinvention, refocusing our marketing and recruitment efforts, and better articulating the value of a certificate or degree from Truman College.

We work to increase adult education enrollment through strategies to boost program quality and term-to-term and in-term retention, as well as the geographic realignment of Truman College's adult education offerings with demand as documented by the 2010 census.

### TOTAL ENROLLMENT (unduplicated)

	FY2014	FY2015	FY2016	FY2017	FY2018
TR	19,932	20,095	20,274	20,501	20,776
CCC	108,252	109,139	110,110	111,340	112,837

### CREDIT

TR	9,393	9,468	9,543	9,620	9,697
CCC	62,744	63,246	63,752	64,262	64,776

### ADULT EDUCATION

TR	10,334	10,438	10,542	10,070	10,914
CCC	35,371	35,725	36,082	36,623	37,356

### CONTINUING EDUCATION

TR	1,863	1,872	1,891	1,919	1,957
CCC	16,348	16,430	16,594	16,843	17,180

### COLLEGE TO CAREERS

TR	2,636	3,917	5,197	6,477	7,757
CCC	17,611	26,163	34,716	43,268	51,821



## Increase the rate of transfer to bachelor's degree programs following City Colleges graduation

The difference in earning potential between workers with a Baccalaureate degree versus a high school diploma—what economists call the “college-graduate wage premium”—has risen sharply since 1980 and now stands at 84 percent. Further, students with bachelor's degrees have lower unemployment rates, and jobs requiring a bachelor's degree continue to grow steadily while jobs requiring less than a college education continue to shrink. Many Truman College students—including students in many of our occupational programs—are on track to transfer to a four-year institution either right after college or by going back after some time in the workplace. Just as with job placement, we must focus on ensuring that they not only transfer, but do so in a meaningful way that holds economic value.

Studies show that students who transfer following completion of an associate degree are more likely to go on and complete their bachelor's. That is why we have consciously chosen to emphasize completion prior to transfer. Nevertheless, recognizing that currently the vast majority of our transfer students transfer prior to completion, we will also continue to monitor the transfer rate of students with 12 credits or more. We have set a goal that by 2018, 164 students completing 12 credit hours will transfer to a four-year institution annually.

	FY2014	FY2015	FY2016	FY2017	FY2018
<b>Rate of transfer to bachelor's degree programs within 2 years of CCC graduation</b>					
<b>TR</b>	38%	39%	43%	46%	50%
<b>CCC</b>	42%	43%	47%	51%	55%
<b>Number of fall new students who transfer to four-year institutions after earning 12 credits</b>					
<b>TR</b>	106	108	125	139	164
<b>CCC</b>	726	736	853	950	1,121

## Drastically improve outcomes for students requiring remediation

With the majority of incoming students requiring some amount of remedial education to achieve college-level readiness, we must alter our approaches to remedial education to reduce the time that any student is required to remain there before reaching college-level coursework. Co-requisites (classes taken concurrently rather than in embedding succession), contextualized remediation (embedding math and/or literacy skills in occupational or other coursework), summer refresher programs, as well as more accurate placement measures are among the strategies we are using to reduce time in remediation. Ultimately, we believe that addressing these issues early in students' college careers will be the best way to position them toward degree attainment and transfer.

Our goal is to have more than 30 percent of students in remedial coursework progress to college-level work within one year of their first semester by 2018.

	FY2014	FY2015	FY2016	FY2017	FY2018
<b>Percentage of students in the cohort (new students enrolled in remedial course) advancing to college-level work within 1 year of their first semester</b>					
<b>TR</b>	27.9%	28.2%	28.9%	29.5%	30.9%
<b>CCC</b>	30.2%	30.5%	31.2%	31.8%	33.1%

## Increase the number and share of Adult Basic Education/GED/English as a Second Language students who advance to and succeed in college-level courses

Since the launch of Reinvention, we have already seen an increase in the numbers of adult education students advancing toward college-level work. We aim to further accelerate the improvements and increase successful transitions.

	FY2014	FY2015	FY2016	FY2017	FY2018
<b>TR</b>	382	437	567	575	654
<b>CCC</b>	909	1,181	1,773	2,128	2,424

## Increase the quality and effectiveness of student services and support

All of our performance goals rely heavily on our ability to serve our students' needs beyond the classroom. From admissions and advising through transfer and career placement, we must provide effective supports to our students that remove barriers to success and encourage persistence and achievement. As with moving students from developmental education to college credit, we believe that an early indicator of success is our students' credit accumulation.

In the coming years, our goal is to have increased significantly the share of students who successfully complete in their first year 30 and 15 credits for full-time and part-time students, respectively.

	FY2014	FY2015	FY2016	FY2017	FY2018
<b>TR</b>	8.4%	8.5%	8.9%	9.2%	9.9%
<b>CCC</b>	8.1%	8.2%	8.6%	8.9%	9.6%

	FY2014	FY2015	FY2016	FY2017	FY2018
<b>TR</b>	20.1%	20.6%	21.6%	22.7%	29.8%
<b>CCC</b>	20.0%	20.4%	21.3%	22.2%	23.9%





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