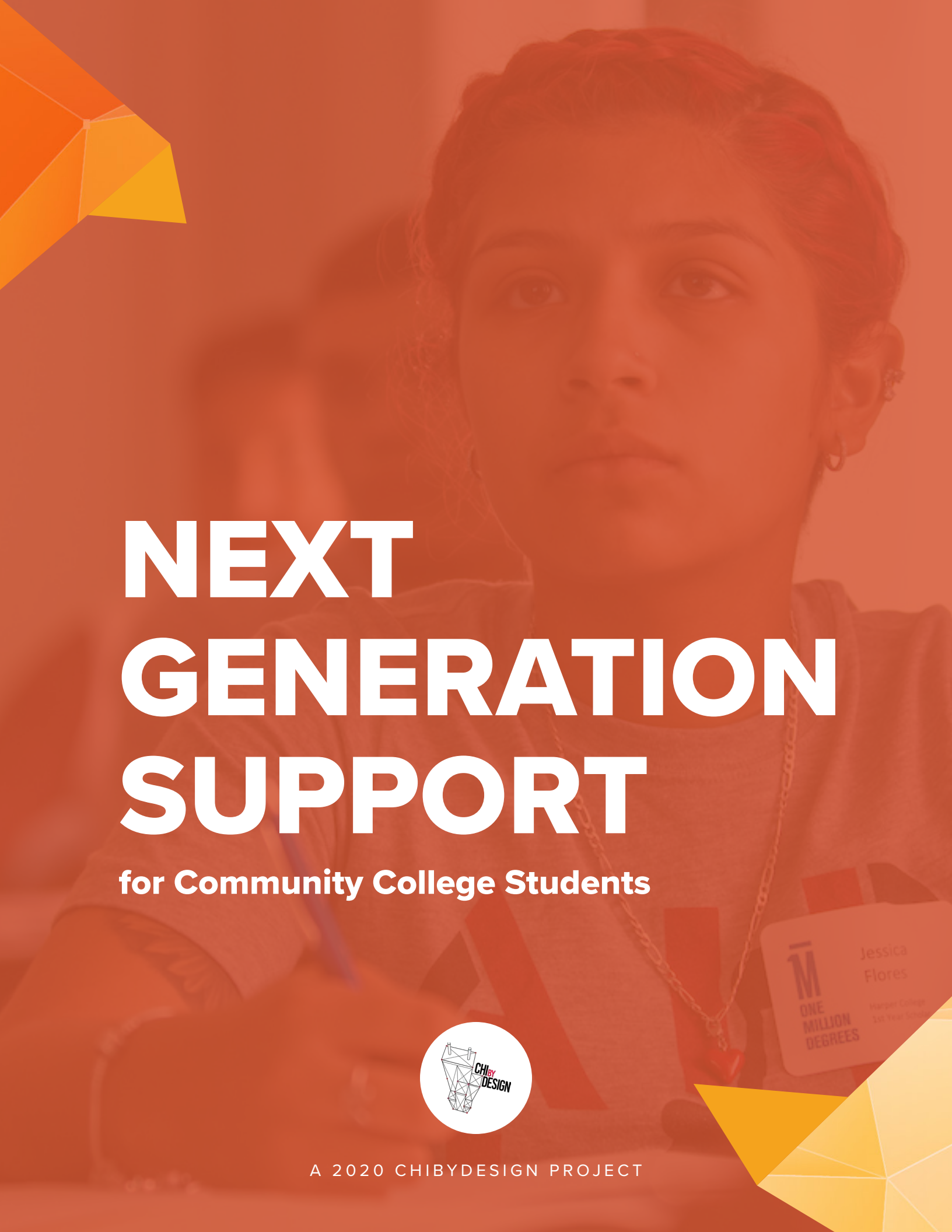


NEXT GENERATION SUPPORT

for Community College Students

A 2020 CHIBYDESIGN PROJECT

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.”

DR. MARTIN LUTHER KING JR.
Minister & Activist

NEXT GENERATION SUPPORT

for Community College Students

A 2020 CHIBYDESIGN PROJECT

STRATEGIC PARTNERS

ONE MILLION DEGREES
A single degree. A world of opportunity.

CITY COLLEGES of CHICAGO
Education that Works

WITH SUPPORT FROM

CROWN FAMILY PHILANTHROPIES

KINSHIP FOUNDATION

PARTNERS

ONE MILLION DEGREES

One Million Degrees is the only organization in Illinois and one of few in the country dedicated to providing comprehensive supports to low-income, highly motivated community college students to help them succeed in school, in work, and in life. From tutors and coaches to financial assistance and professional development, OMD offers the support that empowers scholars to transform their lives and those around them for generations. OMD Scholars graduate at twice the state average with the skills and experiences necessary to launch economically mobile careers.

CITY COLLEGES OF CHICAGO

City Colleges of Chicago is the largest community colleges system in Illinois and one of the largest in the nation, with more than 4,000 faculty and staff serving 77,000 students annually at seven colleges and five satellite sites. With locations across the city, the seven colleges include Richard J. Daley College, Kennedy-King College, Malcolm X College, Olive-Harvey College, Harry S Truman College, Harold Washington College and Wilbur Wright College. Over more than one hundred years, City Colleges has transformed the lives of more than one million students through education. City Colleges of Chicago aims to ensure the success of every student and serve as an economic engine for the City of Chicago.

CROWN FAMILY PHILANTHROPIES

In 1947, the Crown Family allocated a portion of the profits from the business to create a foundation that would allow them to give back to the country and communities that provided them with opportunities to prosper. In 2009, after more than 60 years of family grantmaking under the name Arie and Ida Crown Memorial, Crown Family Philanthropies (CFP) was developed to represent an array of family grantmaking practices. Today the legacy of Arie and Ida Crown lives on in the work continued by their descendants.

KINSHIP FOUNDATION

Kinship Foundation is a private operating foundation established to advance the institutional philanthropy of the Searle Family. The Foundation has three areas of focus: biomedical research, environmental conservation and education. Its work includes developing and supporting Chicago-based grant making initiatives through the Searle Funds at The Chicago Community Trust; administering the Searle Scholars Program, a national biomedical research grant program; and operating Kinship Conservation Fellows, a global environmental leadership program.

ONE MILLION DEGREES
A Decade of Impact

1

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY..... 10

Project Overview.....14

Challenge to be solved..... 16

Think Tank Team.....17

THE PROCESS.....17

Secondary Research 17

Discovery Framework 18

Primary Research 20

CCC-OMD Ecosystem Map 22

EXECUTIVE SUMMARY

Community colleges were created to provide young people alternative opportunities to access higher education. Community colleges are full of talented, ambitious people – and these students struggle against a tightly interwoven system of barriers, including **institutional barriers** (financial aid, class schedules), **situational barriers** (food and housing insecurity, child care, work schedules), and **dispositional barriers** (sense of belonging as a college student, self-perception as one who is "cut out for college") that continue to derail far too many before they can complete their degree or recieve a credential of value on the labor market.

One Million Degrees (OMD) is one such organization who addresses these needs and lends support services in Chicago. OMD is an evidence-based program that provides holistic support "that targets the academic, professional, personal, and financial needs of their scholars" (UChicago Poverty Lab). This report provides a comprehensive view of One Million Degrees and City Colleges of Chicago ecosystemst. It highlights key their core strengths and competencies with strategic recommendations addressing areas of opportunity.

ChiByDesign utilizes a co-design approach and a human-centered methodology to better understand the unique experiences and needs of OMD scholars and CCC students to then identify operational and organizational strategies to improve student matriculation. This report identifies 10 opportunity areas to better support community college students in Chicago. There are 3 shared opportunity areas for OMD and CCC that impact each of the other opportunity areas.

1. **Equitable distribution of supports.** The legacy of systemic racism and segregation continue to leave Black and Latinx Chicagoans with a shortage of resources and opportunities to achieve their goals.

2. **Overextended roles.** Front-line staff is required to meet ever-increasing complex needs of students.

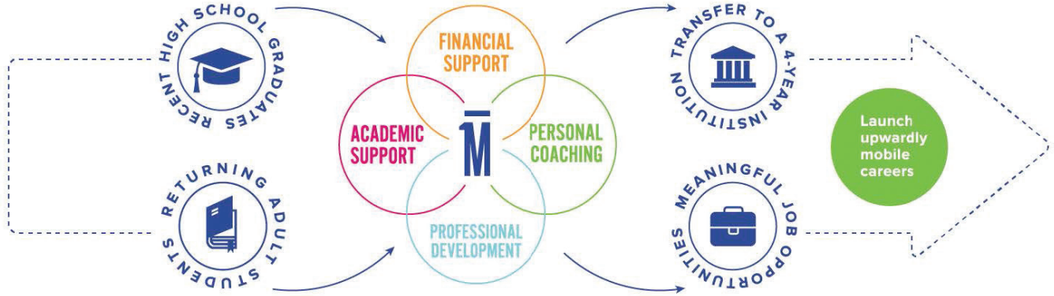
3. **Partnerships.** Chicago has a robust post-secondary support network, but the ecosystem lacks synergy.

To deliver the best recommendations to solve these challenges, current city college students guided, corrected, and led the work throughout the project. They were an integral part in co-creating new recommendations for scaling next-generation supports for community college students.

Community colleges were created to provide young people with alternative opportunities to access higher education. Over the past century, these institutions have opened up pathways for educational, vocational, and entrepreneurial growth for millions of students. Since the creation of the community college system, the American landscapes of education and employment have shifted. These shifts have increased the number of challenges and levels of complexity that students face to successfully complete college programs. Nationally, two-thirds of first-time, full-time, degree-seeking students that enroll in community college do not receive a degree within three years (National Center for Education Statistics, 2017).

Over half (65%) of Illinois public college students attend community college, but only one in four (25%) will graduate with a degree within three years. In Chicago the three-year community college graduation rate is just 22.9 percent.

Rising costs of higher education and, subsequently, student debts have made community colleges all the more necessary, especially for historically disenfranchised populations. Young people of color, particularly on the South and West sides of the city, are



Students who participate in the OMD program experienced a 24%-27% increase in enrollment and a 47% increase in full-time persistence.

consistently victimized by institutionalized racism in the education system, reducing their chances of successfully completing a post-secondary program. **"Fewer than 1 out of 3 African American, African American male, English Learner, or Diverse Learner grads earn any college credit, credit by exam or CTE certificate in HS. African American CPS grads have the lowest persistence rates at CCC: Just 61% persist past 1 semester (vs. 71% overall). Just over half of all CPS grads persist into their 2nd year."** (Supporting Post Secondary Readiness and Success in Chicago: A Report on current strengths and challenges)

Chicago is experiencing a major redesign of its physical and cultural landscapes in pursuit of a strategy to become a global city; resulting in rising costs of living, issues around access to viable employment, and gentrification. The City Colleges of Chicago have long been a counterweight for the city's Black and Latinx residents to withstand shifting landscapes by providing quality, affordable education and vocational training. These services are needed now more than ever.

One Million Degrees (OMD) is one such organization who addresses these needs and lends these supports and services in Chicago. **OMD is an evidence-based program that provides holistic support "that targets the academic, professional, personal, and financial needs of their scholars"** (UChicago Poverty Lab). Students who participate in the OMD program experienced a 24%-27% increase in enrollment and a 47% increase in full-time persistence. OMD provides a proven model for effective support for community college students in the City College of Chicago (CCC) system, resulting in a graduation rate double that of the state average.

The OMD model operates on four guiding principles:

- Proactive, supportive case managementclear feedback
- Performance-based financial support
- Developmental relationships and intentional community-building
- Opportunities to learn, practice, and apply workplace skills.

Scholars apply their experiences to their future careers. With such an impactful organization based in Chicago, there is a unique opportunity to learn what needs OMD is addressing that are enabling students to be more successful at CCC and how they are doing that?

CHALLENGE TO BE SOLVED

Though the number of CPS high school graduates entering the City Colleges of Chicago has remained relatively stable over the years, very few of them persist and complete a degree or credential. Community colleges are full of talented, ambitious people who struggle against a tightly interwoven system of barriers. Institutional barriers (financial aid, class schedules), situational barriers (food and housing insecurity, child care, work schedules), and dispositional barriers (sense of belonging as a college student, self-perception as one who is "cut out for college") continue to derail far too many before they can complete their degree or receive a credential of value.

These complex challenges require creative, innovative practices to design the next generation of support for students in the community college system. We set out to understand the practices that OMD leads to help their scholars successfully navigate the CCC system, identify areas of opportunity for OMD to improve its program, and develop recommendations to better support the complex needs of OMD scholars and city college students.

SPECIAL THANKS TO THE THINK TANK TEAM that provided guidance, clarity and validation for the project along the process. Your collective insights, wisdom and questions ensured that we turned over as many stones as possible and that community college students remained at the center of the project. Thank you.

CCC
Stacia Edwards
Veronica Herrero

CPS
Felipe Perez

Crown Family Philanthropy
Christina Herzog

Kinship Foundation
Lara Pruitt

One Million Degrees
Danielle McConnell
Paige Ponder
PuraCarina Gonzalez

UChicago Poverty Labs
Brittany Howard
Kelly Ann Hallberg

THE PROCESS

For this journey, ChiByDesign utilized a co-design approach and a human-centered methodology to better understand the unique experiences and needs of OMD scholars and the innovative ways in which OMD addresses those needs. We also set out to understand the unique experiences and needs of traditional CCC students particularly at Olive-Harvey, Kennedy-King, and Daley college on the South and Southwest side of Chicago.

The integrity of the design process was exponentially increased by adding current OMD scholars and CCC students to the design team. To deliver the best recommendations, current city college students guided, corrected, and led the work throughout the project and were an integral part in co-creating new recommendations for scaling next-generation supports for community college students.

Secondary Research

With secondary research of over 30 data points, the Discovery Framework captures current educational barriers that students face on a national scale and the design principles that organizations are enacting to approach these barriers. The cross-sections are highlighted with the number of key organizations currently working to address those barriers faced by students. OMD and CCC are also placed within this framework to depict their current key strengths in addressing certain educational barriers while also identifying the other barriers within the landscape as potential opportunities for them to address in the future.

See the framework in its entirety on the next page.

DISCOVERY FRAMEWORK

The Discovery Framework is instrumental in launching a call for solutions and collaboration in a given field. It considers the multiple components of a problem (barriers) and the most promising insights (principles) with the power to shift them.

This approach is a different way of thinking about systems change—one that values practice over theory and on-the-ground invention over academic analysis. The barriers and design principles provide a road map for evaluating the current work underway and the creation of new projects and ideas.

LEGEND

- CCC CURRENTLY ADDRESSES
- OMD CURRENTLY ADDRESSES
- CCC & OMD CURRENTLY ADDRESS

BARRIERS

PRINCIPLES

	Summer Melt	Non-school related financial burdens	Students exposure to trauma	Students struggle with identity and knowing skills	Students not prepared for workplace culture	Students plan inappropriately for school and career	Students struggle to meet academic requirements	Students with disabilities	College Affordability
Utilize employers for academic training					4				3
External financial assistance		6			1	1			7
Blend emotional with academic support			2	2					
Create emotional bonds to school	2								
Develop ‘soft skills’					6		3		
Enhancing advising					5	5	6		1
Specialized tutoring support	2	1					4	1	

Primary Research

To develop a deep understanding of the ecosystem and the particularities of the OMD scholar and CCC student experience, we conducted 50 one-on-one interviews. The variety of stakeholders that we spoke with allowed us to develop an understanding of the ecosystem from the Organizational, Operational, and Experiential perspectives. Here's a breakdown of this portion of the research.

12
OMD STAFF

12
OMD STUDENTS

14
CCC STAFF

12
CCC STUDENTS

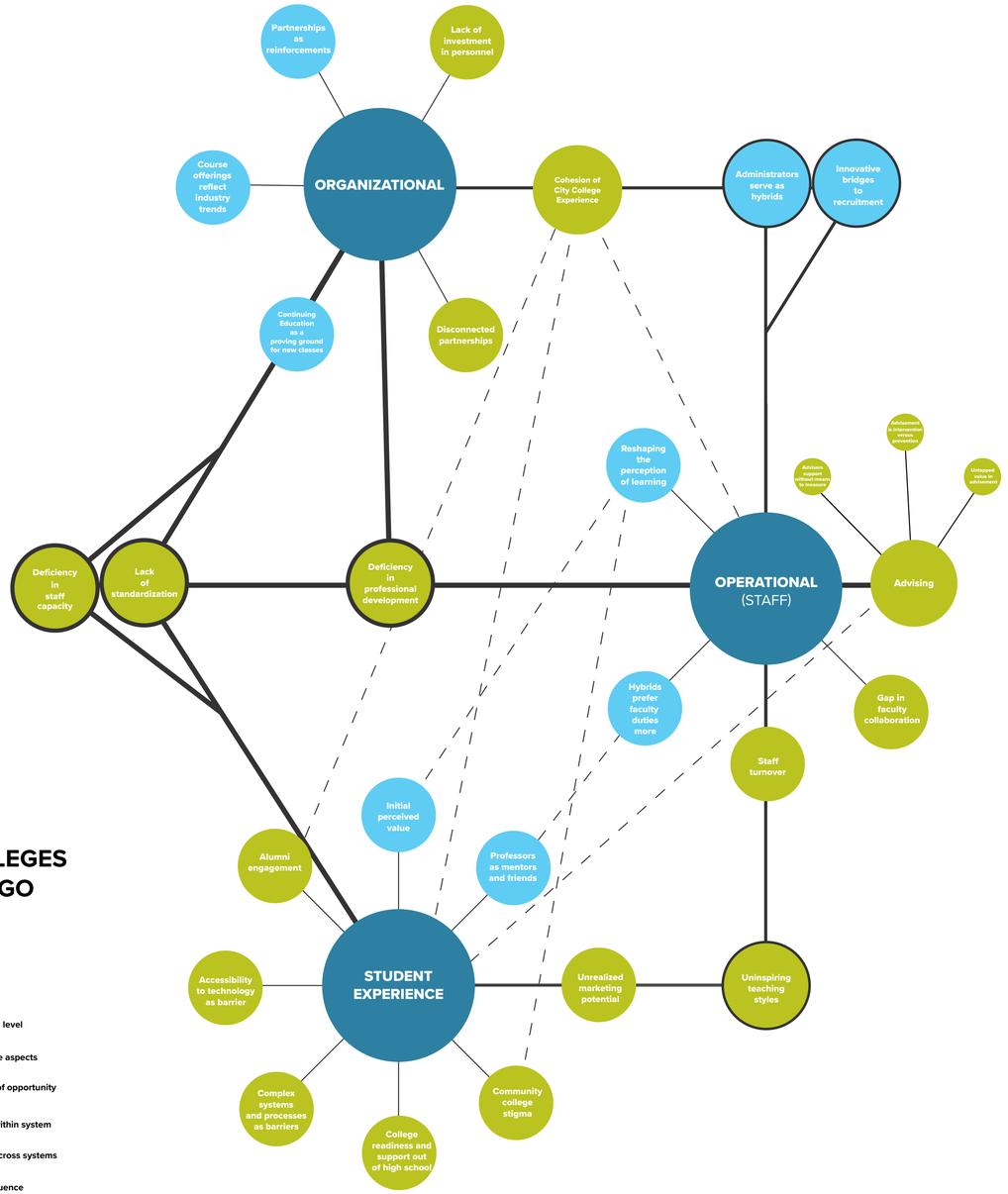
See Ecosystem Map on the following page.

CCC-OMD ECOSYSTEM MAP

The diagrams capture the current state of the different engagement levels (Organizational, Operational, and Student Experience) within the City Colleges and One Million Degrees (OMD) Ecosystem; and how their interconnectivity impacts the overall student experience. The areas are clustered and highlighted based on positive aspects and areas of opportunity that surfaced during research with leadership, staff and students/scholars.

To see a significantly positive change in the postsecondary student education and experience, focus should not only be given to amplifying strengths, but also to understanding and addressing the challenges of providing a quality student experience.

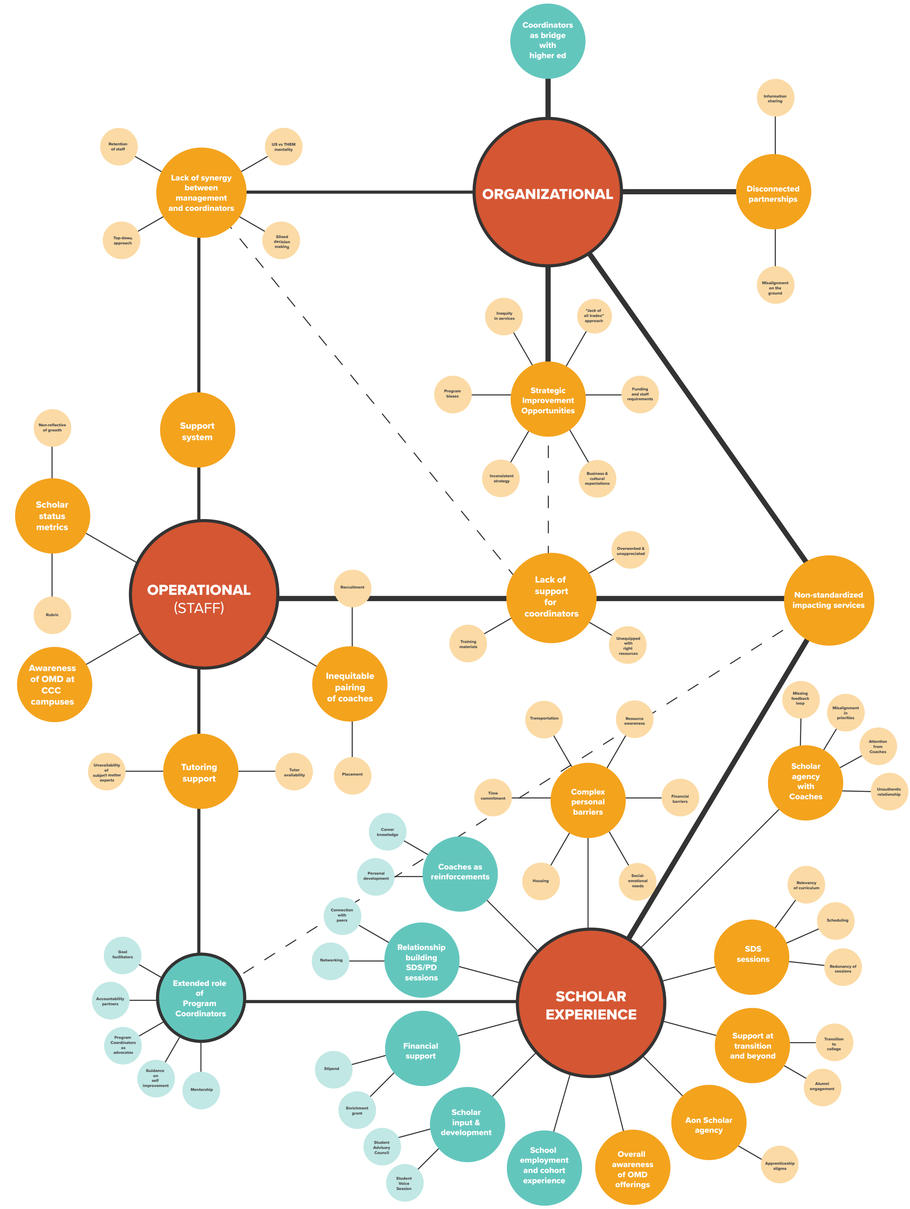
CITY COLLEGES OF CHICAGO



LEGEND

- CCC System level
- CCC Positive aspects
- CCC Areas of opportunity
- Direct link within system
- Direct link across systems
- Impact / influence

ONE MILLION DEGREES



LEGEND

- OMD System level
- OMD Positive aspects
- OMD Areas of opportunity
- Direct link within system
- Direct link across systems
- Impact / influence

2

CITY COLLEGES OF CHICAGO

THE OVERVIEW 26

CCC-OMD Ecosystems Connections Map 28

Successes of One Million Degrees 30

How to Read Service Blueprint Guide 32

AREAS OF OPPORTUNITY 32

Advising 37

Alumni Engagement 48

Cohesion of the City Colleges Experience 56

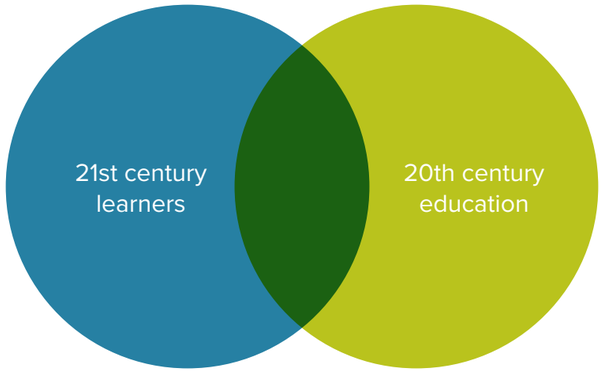
Collective Learning 62

Identity Development 78

The City Colleges of Chicago operates 7 campuses and 5 satellite sites, serving 77,000 students annually. During our research we identified key tensions that impact the quality of the experience students receive while in the CCC ecosystem. The most notable tensions we identified are:

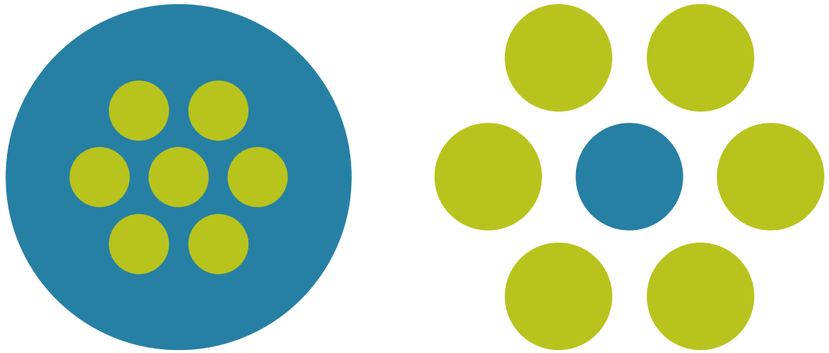
21st century learners vs 20th century education

Current students have far more complex challenges to overcome to be successful in school and desire innovative pedagogy to help them understand themselves, the world and how they can be impactful.



7 in 1 or 1 in 7

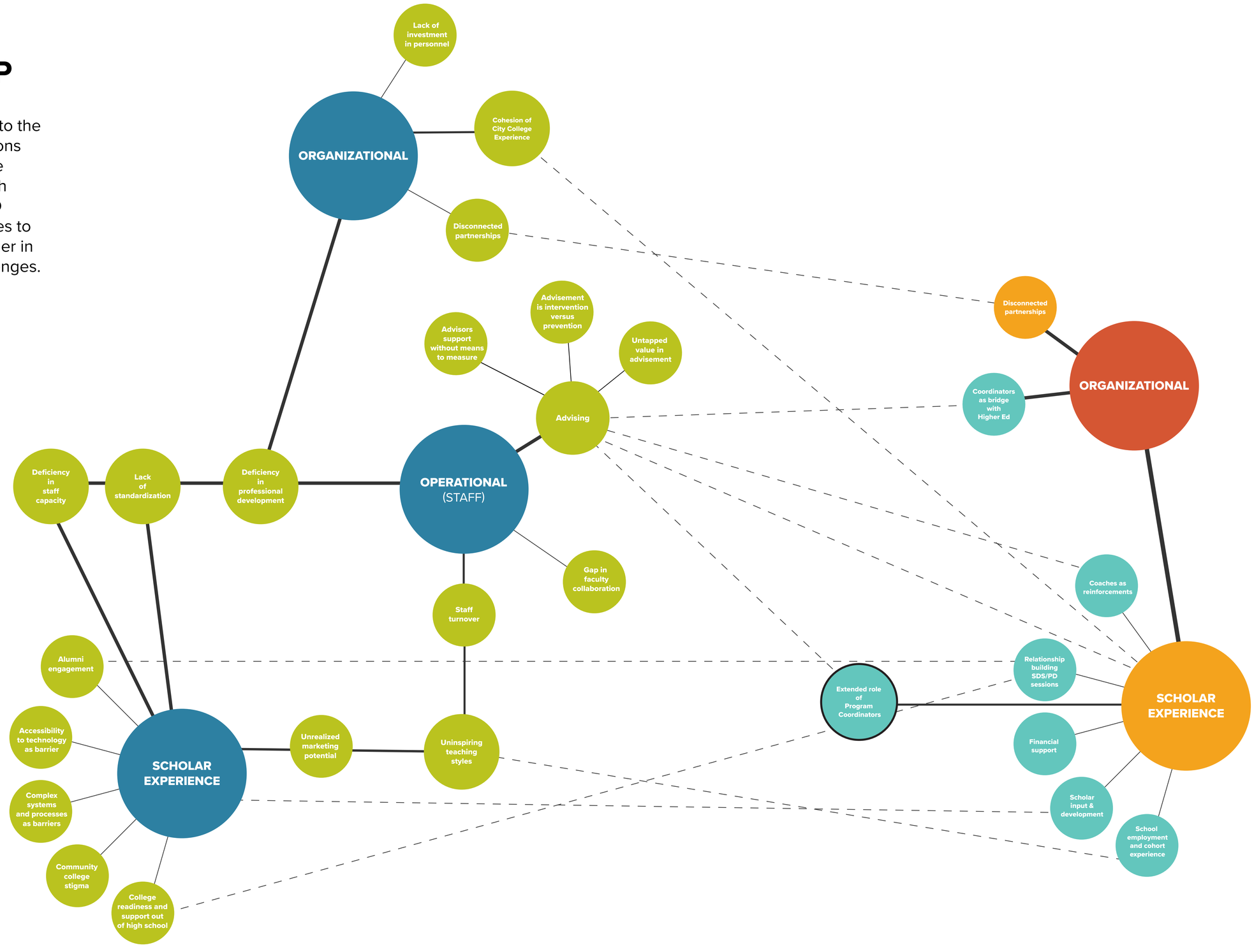
The leadership of each college is afforded the autonomy to identify the best ways to support their faculty, staff, and students. This autonomy leads to uniquely diverse campuses, but also leads to confusion and misalignment of expectations.



See Ecosystems Connection Map on the following page.

CCC-OMD ECOSYSTEM CONNECTIONS MAP

Each ecosystem map provides insight into the organizations individually. This connections map depicts how different aspects of the ecosystems can impact or influence each other. Here, the positive aspects of OMD connect with CCC's areas of opportunities to illustrate the potential of OMD as a partner in supporting CCC in addressing the challenges.



LEGEND

- CCC System level
- CCC Areas of opportunity
- OMD System level
- OMD Positive aspects
- OMD Areas of opportunity
- Direct link within system
- Direct link across systems
- Impact / influence

EXTENDED ROLE OF COORDINATORS

The role of program coordinators extends beyond traditional support resources. They become a coach, friend, mentor, etc.

> I really started to love my time with Matthew. I started to leverage it. [My experience] went from 'I have to do this' to 'I get to do this.'

RELATIONSHIP BUILDING DURING SDS SESSION

SDS sessions provide opportunities for scholars to make meaningful connections with peers at their campus, which enhances their college experience (socially, academically).

> SDS helps [you] get to know students that you may have classes with.

SCHOLAR INPUT AND DEVELOPMENT

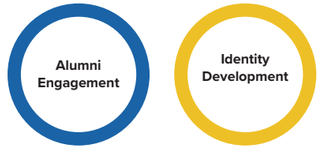
The Student Advisory Council helps scholars hone their leadership and teaming skills.

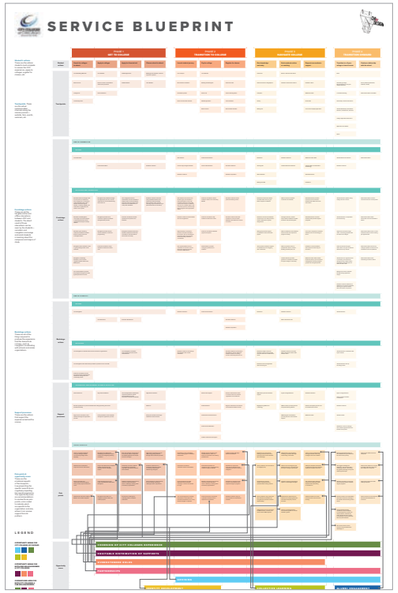
> The advisory council sessions allow scholars to learn and showcase leadership skills.

SCHOLARS CREATE THEIR OWN SUPPORT GROUPS

The cohort model enhances the classroom experience for scholars (AON). It creates a safe space for them to ask questions and participate in class. It also provides motivation for students to excel.

> Cohort model [knowing others] enhances the school experience. [It's] safer to ask questions.





HOW TO READ

SERVICE BLUEPRINT

A service blueprint illustrates a service journey, specifying and detailing the relationships between each aspect of a service along a timeline. In other words, a service blueprint is a visual diagram that shows how processes and their components are linked to each other. It incorporates the perspectives of the customers (in this context, City Colleges students and OMD scholars) and the revelant CCC and OMD departments that may be involved in the implementation.

See the CCC and OMD blueprints in their entirety in the provided printed versions.

1

Student's actions

Actions that represent the steps students take when interacting with services provided by schools and support organizations, such as applying to college.

2

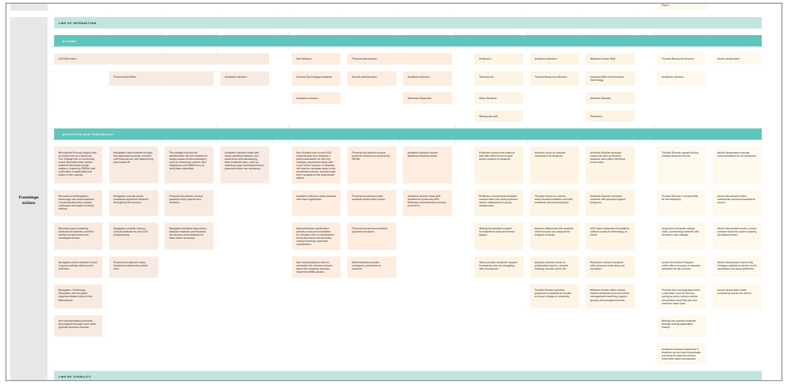
Touchpoints

Objects or channels that students come in contact with, connecting them to the services provided, such as blogposts or college fairs.

3

Frontstage actions

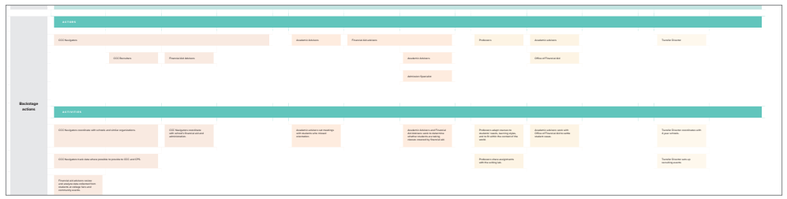
Actions performed by frontline employees in service of and in the view of students, such as a financial aid advisor helping a student to solve an issue.



4

Backstage actions

Actions performed by frontline employees, but not visible to students, such as advisors coordinating with 4-year colleges for events.



5

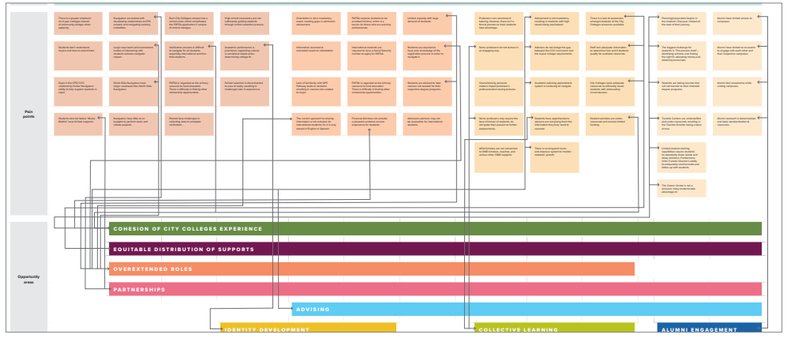
Support processes

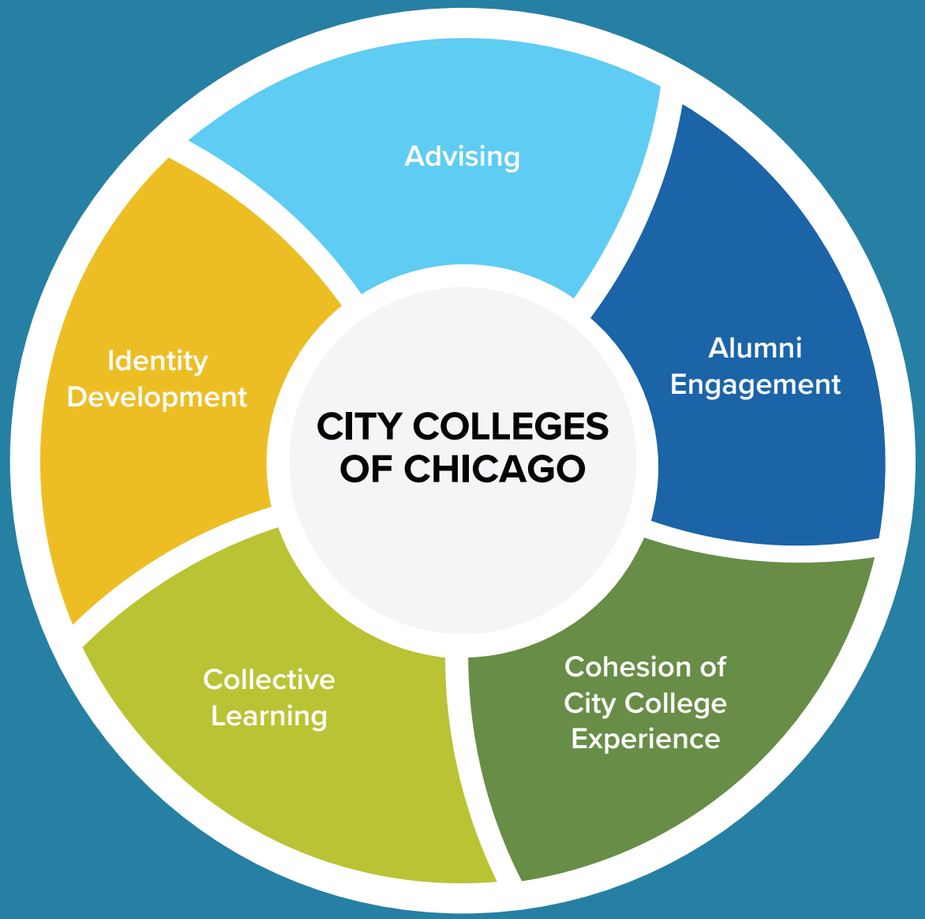
Internal (not performed by frontline employees) and external actions and systems that support services provided to students behind the scenes. Examples include learning platforms and external advisors.

6

Pain points & opportunity areas

Pain points and opportunities represent specific problems students are experiencing and recommendations to resolve them. The noted opportunity areas have been mapped directly to the pain points with which they are connected.





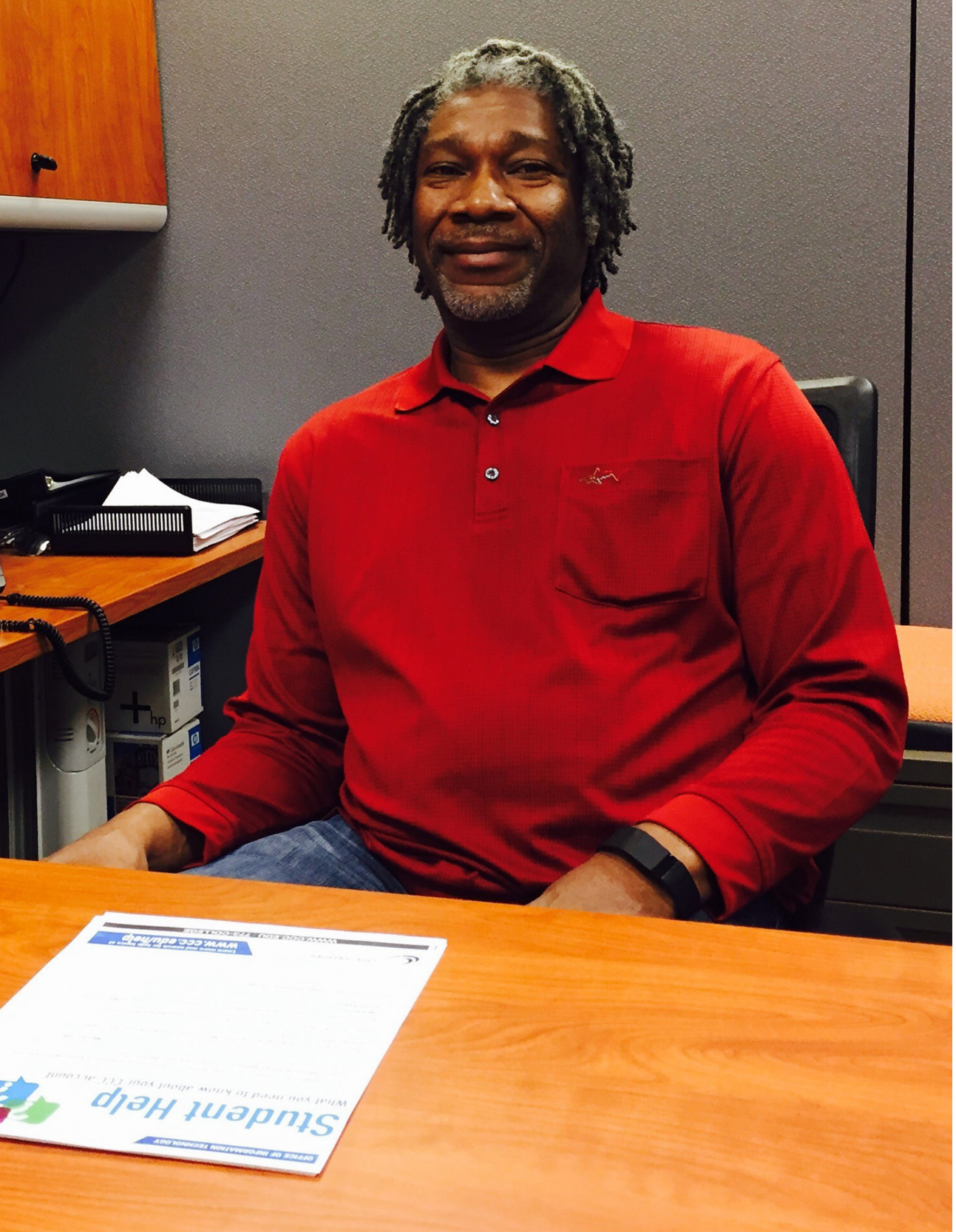
KEY CHALLENGES

CITY COLLEGES

After gaining an understanding of the challenges faced by leadership, staff, and students through our research, we identified 5 key challenges within the CCC ecosystem that are correlated and adversely affect student experiences.

These areas highlight challenges CCC faces in which OMD can provide leadership and expertise to help address, but there is still a critical component of the student experience that needs to be dealt with by CCC leadership. The recommendation following these areas of opportunities are designed to address the critical need and desires of CCC students overall.

NOTE
We advise to look at the CCC Service Blueprint in order to deeply understand the interconnections that led us to identify these 5 key Opportunity areas.



ADVISING

The role of academic advisors is to guide students through their academic journey from selecting which degree to pursue to creating an academic plan, setting goals, and selecting specific courses. Academic advisors play an integral role in the college experience as they help students to navigate toward an intended career path. Due to extremely large caseloads advisors aren't able to meet with every student, leaving students to navigate the academic journey without sufficient guidance. This is compounded by the inability of advisors to identify students who don't reach out but may be at risk.

Setting up a meeting with the advisor in practice never worked. Late replies, unavailability, etc. became the reasons and then I stopped [trying] after a while.”

INSIGHT

Students are looking for personalized experiences with advisors, but due to a lack of cohesion within the advising model, inEquitable Distribution of Supports, and an inability to sufficiently monitor student progress, students are left feeling uninformed, disrespected, and unattended.

RECOMMENDATION #1

ARTIFICAL INTELLIGENCE (AI) ADVISING

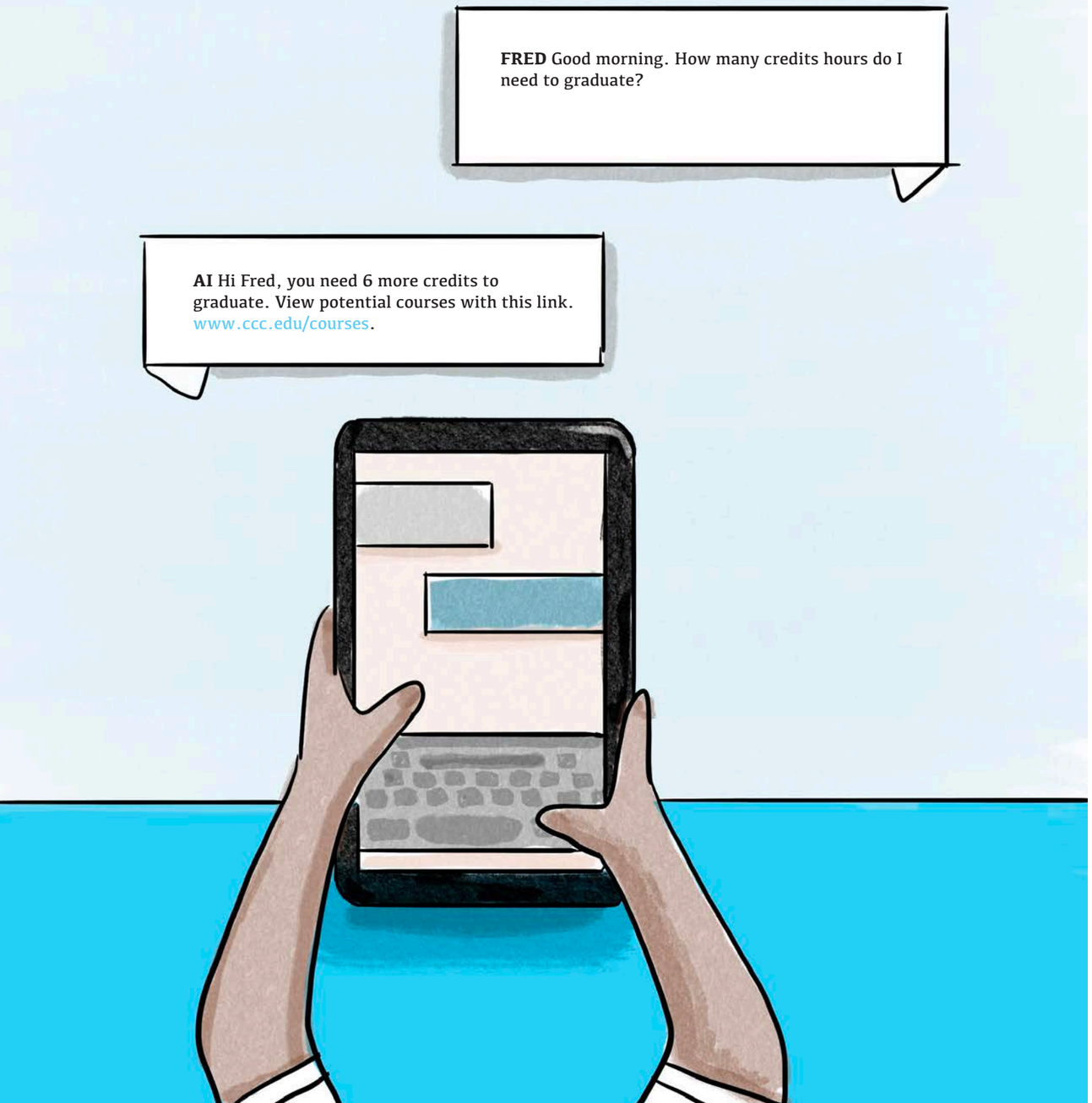
AI advising offers automated problem solving and learning which creates greater efficiencies in the system resulting in advisors having more time for more nuanced advising and relationship building with students. AI advising will require standardization across City Colleges.

QUESTION TO CONSIDER

How might CCC provide students with the individualized academic guidance and coaching they need while reducing the strain placed on academic advisors created by large caseloads?

ARTIFICAL INTELLIGENCE (AI)

ADVISING



FORMAT

- Framework or Strategy
- **Product or Service**
- **Student Resource**
- Spatial or Built Environment

TIMELINE

Short-term — Incremental — **LONG-TERM**

6 months — 1 year — **2 YEARS** — **3 YEARS**

FUNCTIONALITY

Create a more efficient and human advising experiences

- AI will recognize keywords and phrases in emails from students, identifying common requests from students—to be answered by the system in a human-like, conversational tone, providing all relevant information.
- The system will learn and understand student needs over time, collecting information to be viewed and utilized by leadership.
- With help from OMD, rules are programmed into the system to identify students who are in need, in alignment with the CARES program. Alerts will be sent to advisors who will prioritize interactions with those students.

BENEFITS & IMPACT

Target Audience
CCC Students, Academic Advisors

OMD/CCC system
CCC system—Advising

Other Areas of Opportunity concept addresses

- **Overextended Roles**

Students have to say they need help, and CCC will show up and be that partner to help.

INSIGHT

Advisement acts as an ‘if required’ intervention tool, resulting in discrepancies in the student experience and success.

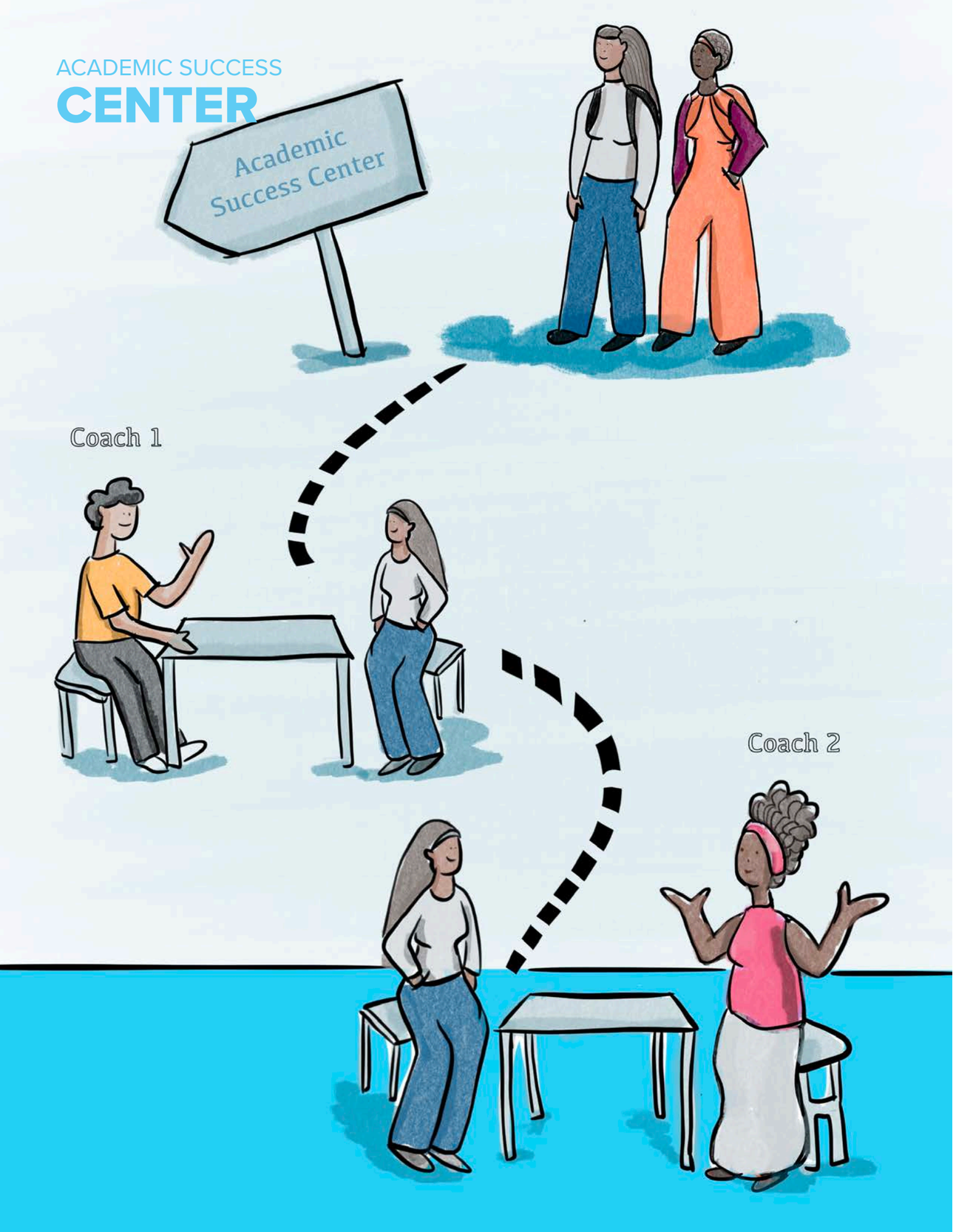
RECOMMENDATION #2

ACADEMIC SUCCESS CENTER

QUESTION TO CONSIDER

How might CCC provide students with the individualized academic guidance and coaching they need while reducing the strain placed on academic advisors created by large caseloads?

ACADEMIC SUCCESS CENTER



FORMAT

Framework or Strategy

Product or Service

Student Resource

Spatial or Built Environment

TIMELINE

SHORT-TERM Incremental Long-term

6 months | **1 year** | 2 years | 3 years

FUNCTIONALITY

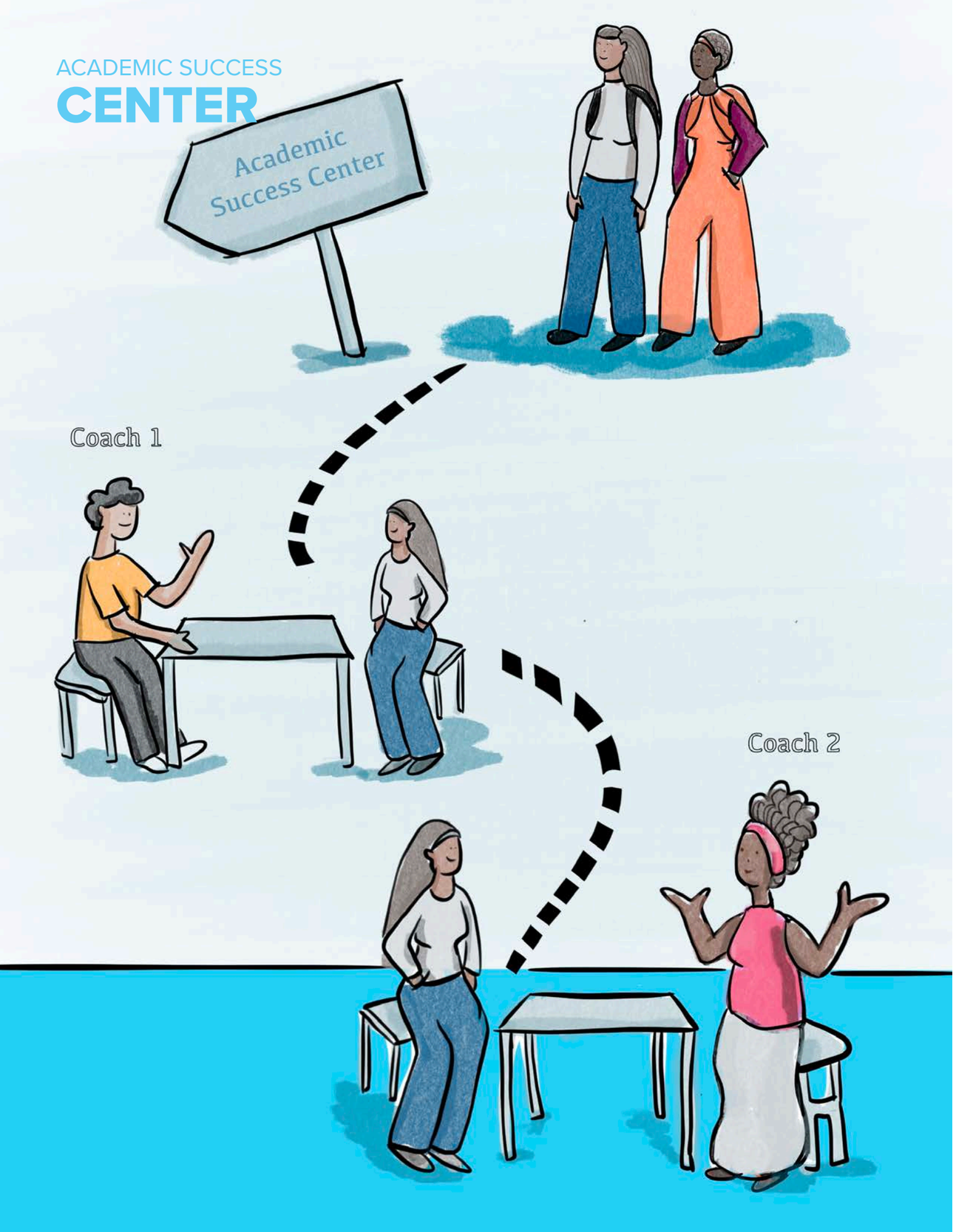
Establish an Academic Success Center in partnership with OMD

Modeling the program coordinator to scholar interaction, establishing the Academic Success Center. This will relieve some of the pressure from academic advisors, allowing them to focus on needs that align more closely with their roles.

Provide students with a coach to guide them through academic adjacent challenges

- Success Coaches and students will develop individualized learning plans.
- Success Coaches will aid students in developing goals, identifying action steps, and monitoring progress.
- Students will be connected with support within the school where necessary.

See Benefits and Impact on the next page



BENEFITS & IMPACT

Target Audience
CCC Students, Academic Advisors

OMD/CCC system
CCC system—Advising

Other Areas of Opportunity concept addresses

Overextended Roles

ALUMNI

ENGAGEMENT

Alumni networks are critical for the general welfare of an organization, they provide social and financial capital for the parent organization. These networks support the parent organization in 5 ways[1]:

1. Helping to recruit new students,
2. Promote your organization, programs, and services,
3. Increase employment opportunities,
4. Expands the donor base for the organization, and
5. Builds the brand of the organization.

Going back as an alum and thinking you would be welcome with open arms, but nope. It was a shot to the chest.”

INSIGHT

Academic Institutions help form a students’ new identity, alums want to maintain a relationship with these places to reminisce about the milestones along their journey, share successes, and appreciate the people who helped them overcome challenges.

THE RECOMMENDATION

CITY COLLEGES OF CHICAGO
TRIBES

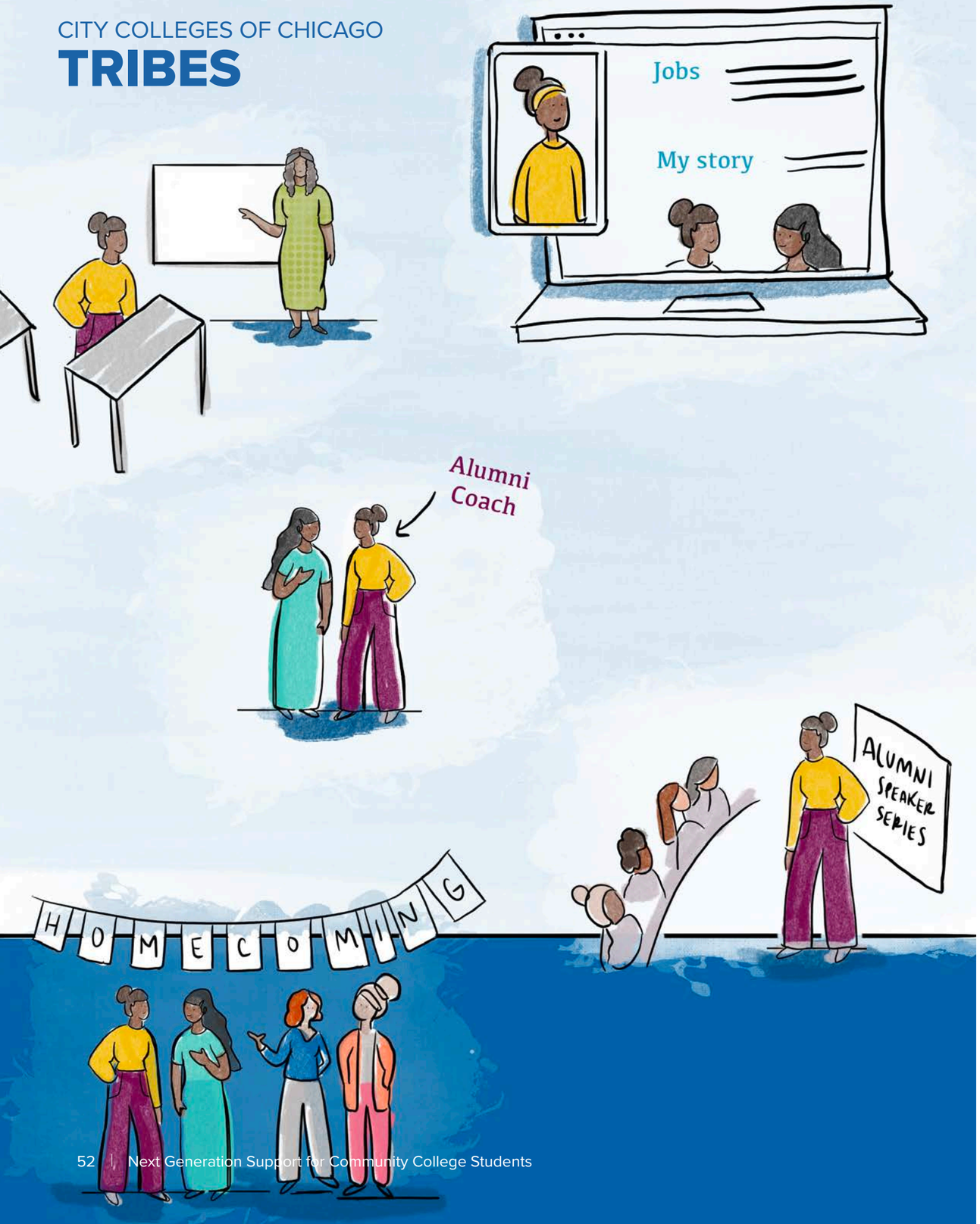
A 5-stage process to enable CCC to actively engage the alumni—continuing their relationship with the institution and essentially, create a network of support for current students.

QUESTION TO CONSIDER

How might CCC build an alumni network that is ready and able to assist current CCC students?

CITY COLLEGES OF CHICAGO

TRIBES



FORMAT

Framework or Strategy

Product or Service

Student Resource

Spatial or Built Environment

TIMELINE

SHORT-TERM Incremental Long-term

6 months **1 year** 2 years 3 years

FUNCTIONALITY

Create a welcoming environment to bring alumni back

- Develop Homecoming Week for each campus to allow alums and current students to celebrate their school and connect.
- Creating ‘Alumni Meets’ networking sessions for them to stay in touch with their peers and share their journey.

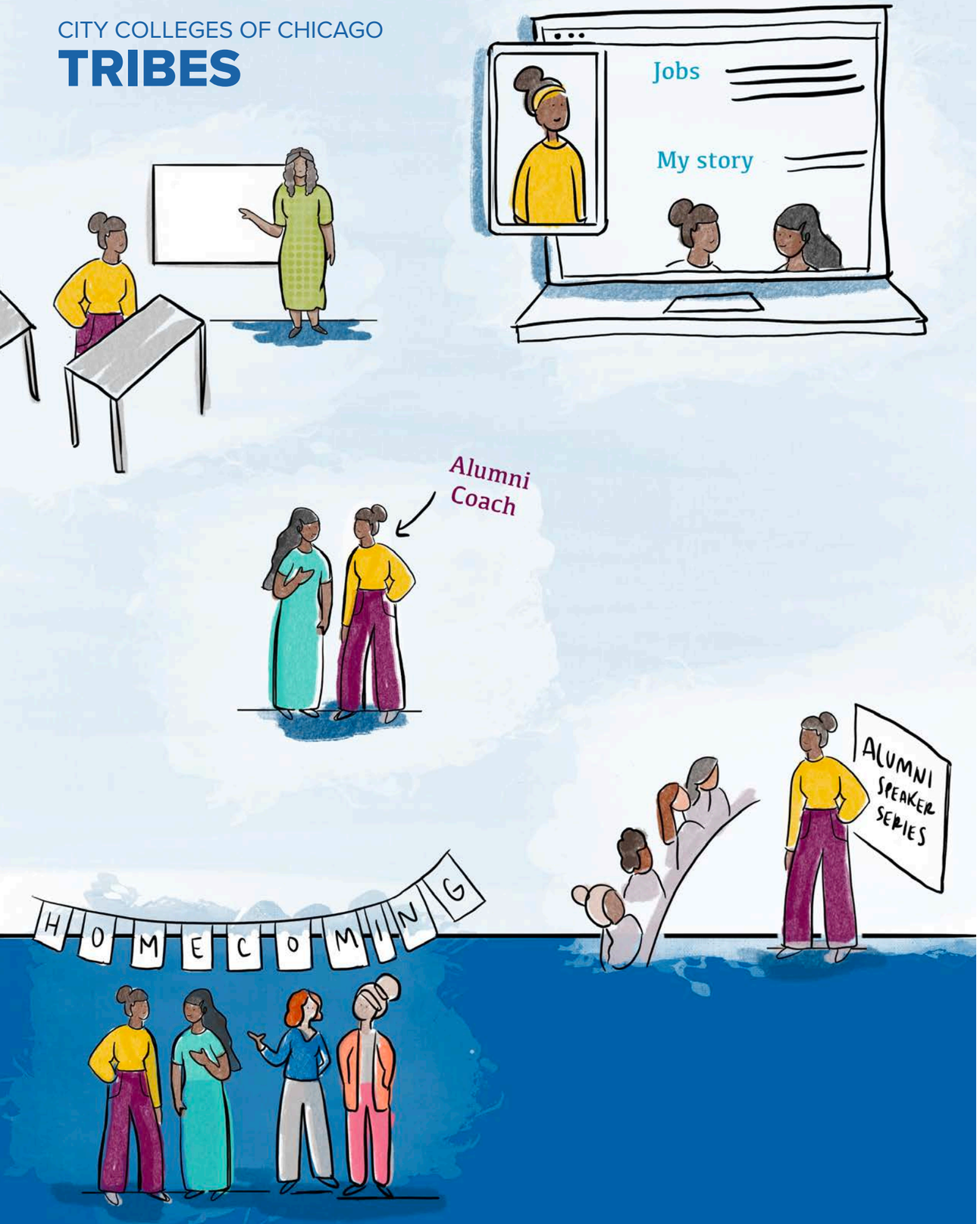
Create opportunities for natural connections between current CCC students and alumni

- Develop an Alumni-Speaker series for them to share their stories and give current students a chance to create natural connections with alumni
- Create Alumni coworking spaces on CCCs campuses, extending the alumni relationship, and creating a space for organic relationship development with students and faculty.
  - Coworking spaces could also benefit the CCC system to generate more revenue.

See the Functionality continued and also, Benefits and Impact on the next page

CITY COLLEGES OF CHICAGO

TRIBES



FUNCTIONALITY (cont.)

Opportunities for alumni to support current students

Bring Alumni back as mentors and coaches for career advising sessions, giving students a chance to learn from industry professionals.

Incentives for alumni engagement with current CCC students

- Offer free/reduced-price courses to CCC alumni who volunteer time and resources to enrich current students' experiences, and allow them to extend one course to colleagues, family, and friends.
- Become a step level incubator and provide opportunities for funding to entrepreneurs who mentor or support student-led ventures.

Platform to maintain connections

Merge the functions of the Facebook alumni groups (direct communication, event posting, etc.) with the existing alumni career portal.

BENEFITS & IMPACT

Target Audience

CCC Students, Alumni

OMD/CCC system

CCC system—Alumni Engagement

Other Areas of Opportunity concept addresses

COHESION OF
CITY COLLEGE

EXPERIENCE

The City Colleges of Chicago began as separate institutions serving specific populations of students around the city of Chicago. In 1988 the various colleges combined to form one centralized institution with seven campuses and six satellite facilities. Despite this centralization, the seven campuses continue to operate as individual entities each with their own unique policies and procedures.

Are we seven independent colleges or are we one?”

INSIGHT

The lack of a clear unified process has created disconnected territories within the CCC system, which leads to uncertainty, frustration, and misalignment of expectations for students and staff.

THE RECOMMENDATION

ASSESS AND ADDRESS THE CCC EXPERIENCE

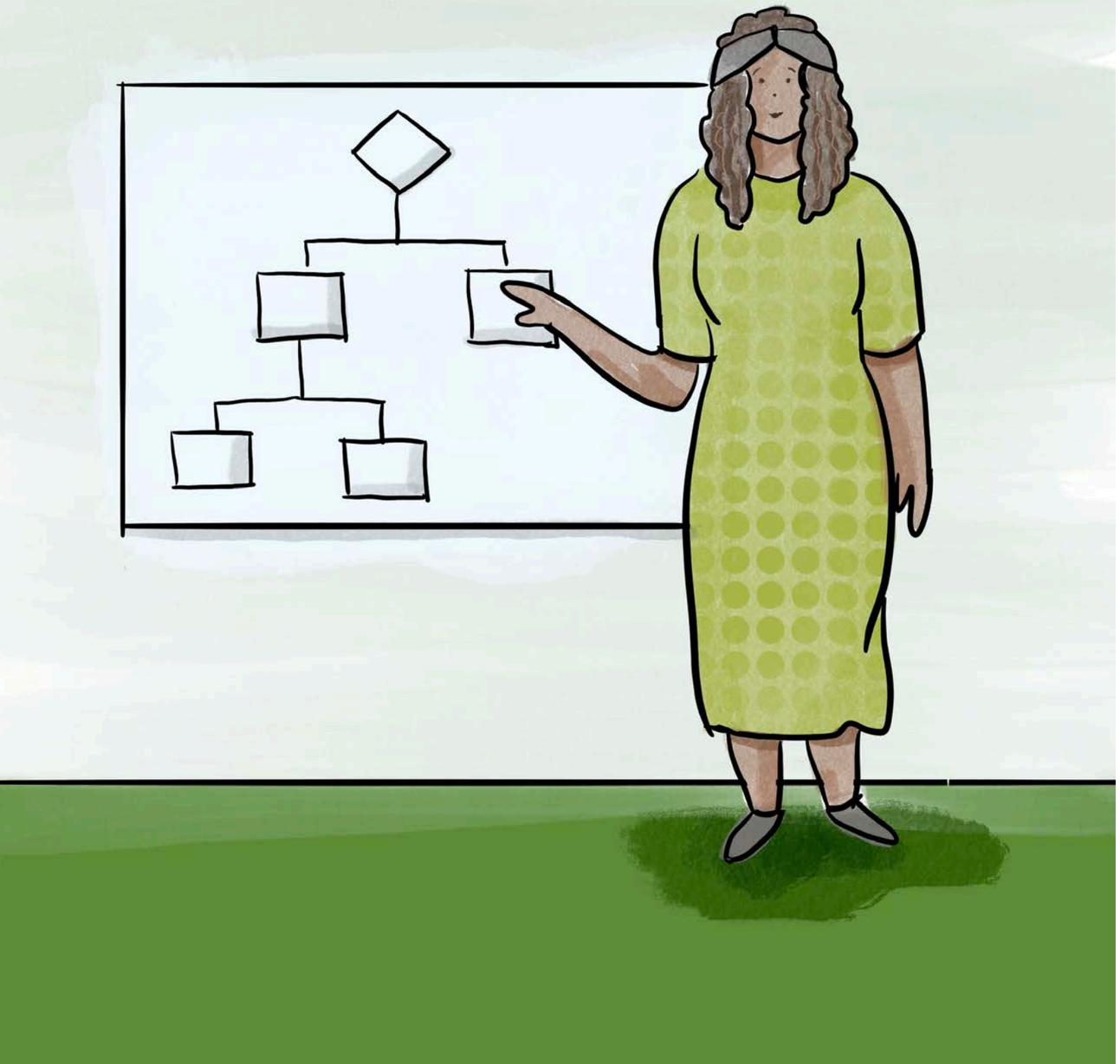
A comprehensive strategy to assess the existing ecosystem—its actors, processes, and touchpoints to design a system that adequately supports and fulfills intended experiences.

QUESTION TO CONSIDER

How might CCC standardize policies and procedures throughout the city college system while ensuring the autonomy of individual campus culture?

ASSESS AND ADDRESS THE CCC

EXPERIENCE



FORMAT

Framework or Strategy

Product or Service

Student Resource

Spatial or Built Environment

TIMELINE

The timeline is unknown as the Opportunity Area needs more research and understanding in order to provide more detailed recommendations.

FUNCTIONALITY

1. Perform a cross-campus assessment to identify the various ways processes have been implemented across the organization.
2. Determine the most efficient and effective method for enactment across the system.
3. Standardize procedures around operational processes.
4. Implement a change management process that shifts historical and cultural norms
5. Create and use one code of financial aid for all campuses.
6. Conduct a further research study to identify additional policies and procedures that can be standardized.

BENEFITS & IMPACT

Target Audience
CCC Leadership and students

OMD/CCC system
CCC system—Overall Student Experience

Other Areas of Opportunity concept addresses

- Advising
- Equitable Distribution of Supports
- Identity Development
- Overextended Roles
- Personal & Professional Pathways

COLLECTIVE

LEARNING

Currently the CCC learning model is rooted in 20th century teaching practices that focus on the student as an individual within the learning environment and separated from the social aspects of school. Professors have expectations from students to come with past knowledge and believe in the old model of lecturing than interacting. This promotes less in-class participation, school performance and engagement by students. This 20th century teaching style has become obsolete for 21st century learners. Students find this model to be “tiring, stressful and boring.”[2]

Treisman learned the importance of deepening and intensifying students’ connections to their peers and instructors, and, more broadly, to campus resources. He found that well-grounded academic and social connections help students adapt to the university environment and provide them with an explicit mechanism for understanding what is expected of them by their instructors, their advisors, and the institution itself. This knowledge enables students to make better use of campus resources, and to better organize—and succeed in—their academic lives.[3]

Students will now require a new training program to help them navigate collective learning practices (group projects, study groups, etc.)

Cohort model [knowing others] enhances the school experience. [Makes it] safer to ask questions.”

INSIGHT

Students are more engaged, interested and take ownership of their education when they are able to collaborate and compete with their peers.

RECOMMENDATION #1

COLLECTIVE LEARNING PRACTICUM

Planning a weeklong Collective Learning Practicum to prepare students for the new collective learning model at CCC.

QUESTION TO CONSIDER

How might we shift the learning experience from individual to collective; provide spaces and experiences for students to support one another to succeed academically, socially, and professionally?

COLLECTIVE LEARNING

PRACTICUM

FORMAT

Framework or Strategy

Product or Service

Student Resource

Spatial or Built Environment

TIMELINE

SHORT-TERM — Incremental — Long-term

6 months | **1 year** | 2 years | 3 years

FUNCTIONALITY

1. Students will be prepared prior to joining college on how to navigate the college experience and their relationships with their peers, faculty and staff.

2. A portion of the week could draw inspiration from OMD processes (e.g. goal setting, identity development, getting to know each other, etc.)

3. The rest of the week could focus on team building, relationship development, interactive indoor-outdoor activities that focus on building trust, 'learning by doing' model. A few of the skills that can be developed are "How to collaborate during..."

   - Study groups
   - Group projects/ assignments
   - Professional learning and development, etc.

BENEFITS & IMPACT

Target Audience
CCC students (including OMD scholars)

OMD/CCC system
CCC system—In-class experience

Other Areas of Opportunity concept addresses

Personal & Professional Pathways

I would like for there to be more opportunities to participate. I'd like to have more in class work that can inform the lectures."

INSIGHT

Students are more engaged, interested and take ownership of their education when they are able to collaborate and compete with their peers.

RECOMMENDATION #2

INDIVIDUAL TO COLLABORATIVE LEARNER

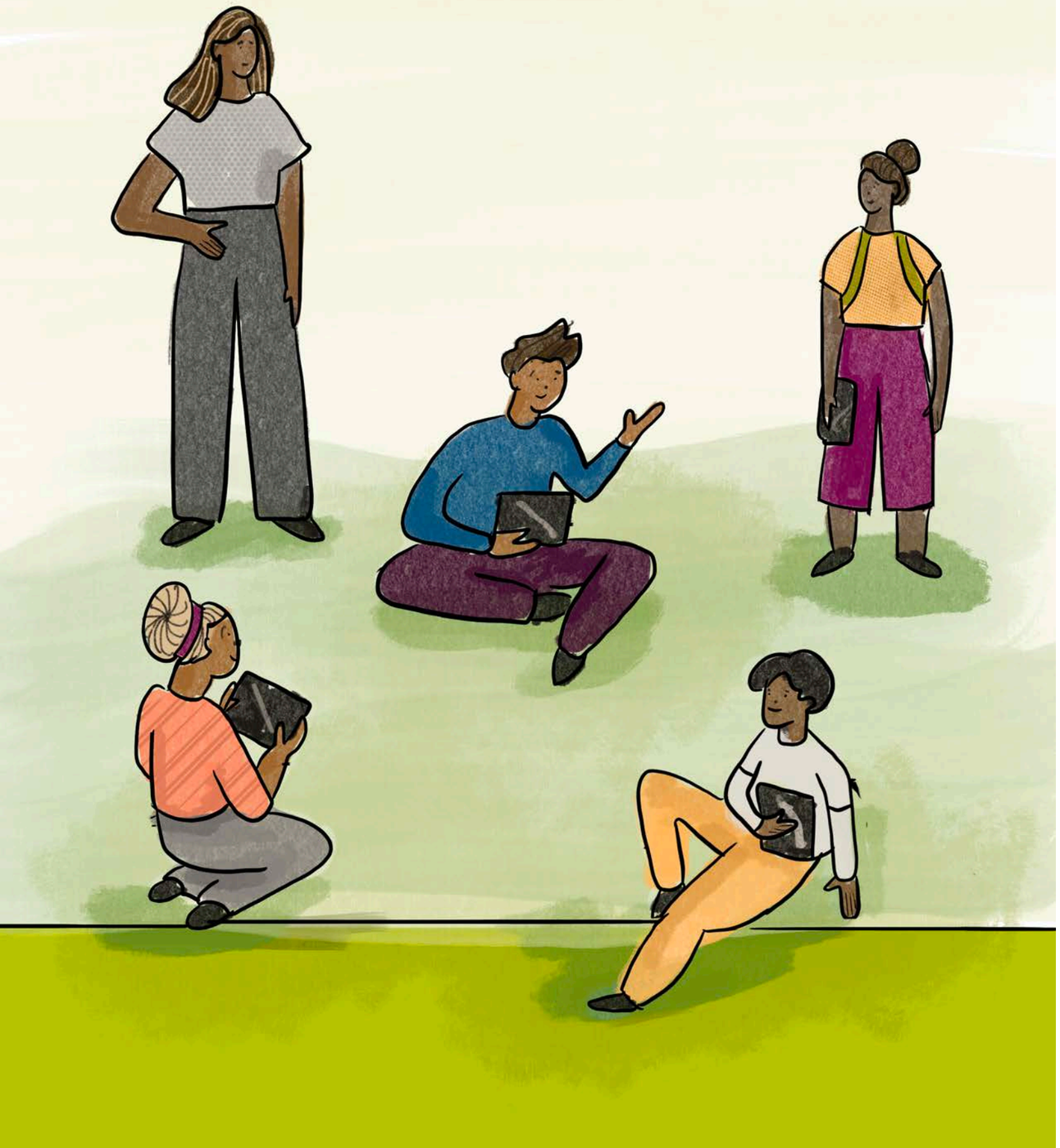
To stimulate and empower high-performing students to partake in collaborative assignments over individual work. This develops interpersonal skills and utilizes their own experiences and knowledge to contribute to the work. Together, there is added value to their work.

QUESTION TO CONSIDER

How might we shift the learning experience from individual to collective; provide spaces and experiences for students to support one another to succeed academically, socially, and professionally?

INDIVIDUAL TO COLLABORATIVE

LEARNER



FORMAT

Framework or Strategy

Product or Service

Student Resource

Spatial or Built Environment

TIMELINE

SHORT-TERM | Incremental | Long-term

6 months | **1 year** | 2 years | 3 years

FUNCTIONALITY

1. Faculty can utilize the course grading rubric to incentivize students to work more collaboratively on assignments to reinforce the collective learning model. Students could be provided with extra points for organizing and maintaining course study groups.
2. A portion of the class period could be set aside for students who have extremely busy schedules to meet with their study group/ project team which will strengthen peer-to-peer relationships and learning.
3. Team and individual reflections/assessments could be used as a tool to help track student development, with a focus on positives and deltas.

BENEFITS & IMPACT

Target Audience
CCC students (including OMD scholars)

OMD/CCC system
CCC system—In-class experience

Other Areas of Opportunity concept addresses

- Alumni Engagement
- Identity Development
- Overextended Roles

A space like that exists on the campus that is meant to encourage group study but the students are unaware about the purpose of the space.”

INSIGHT

Students are more engaged, interested and take ownership of their education when they are able to collaborate and compete with their peers.

RECOMMENDATION #3

CO-LEARNING LABS

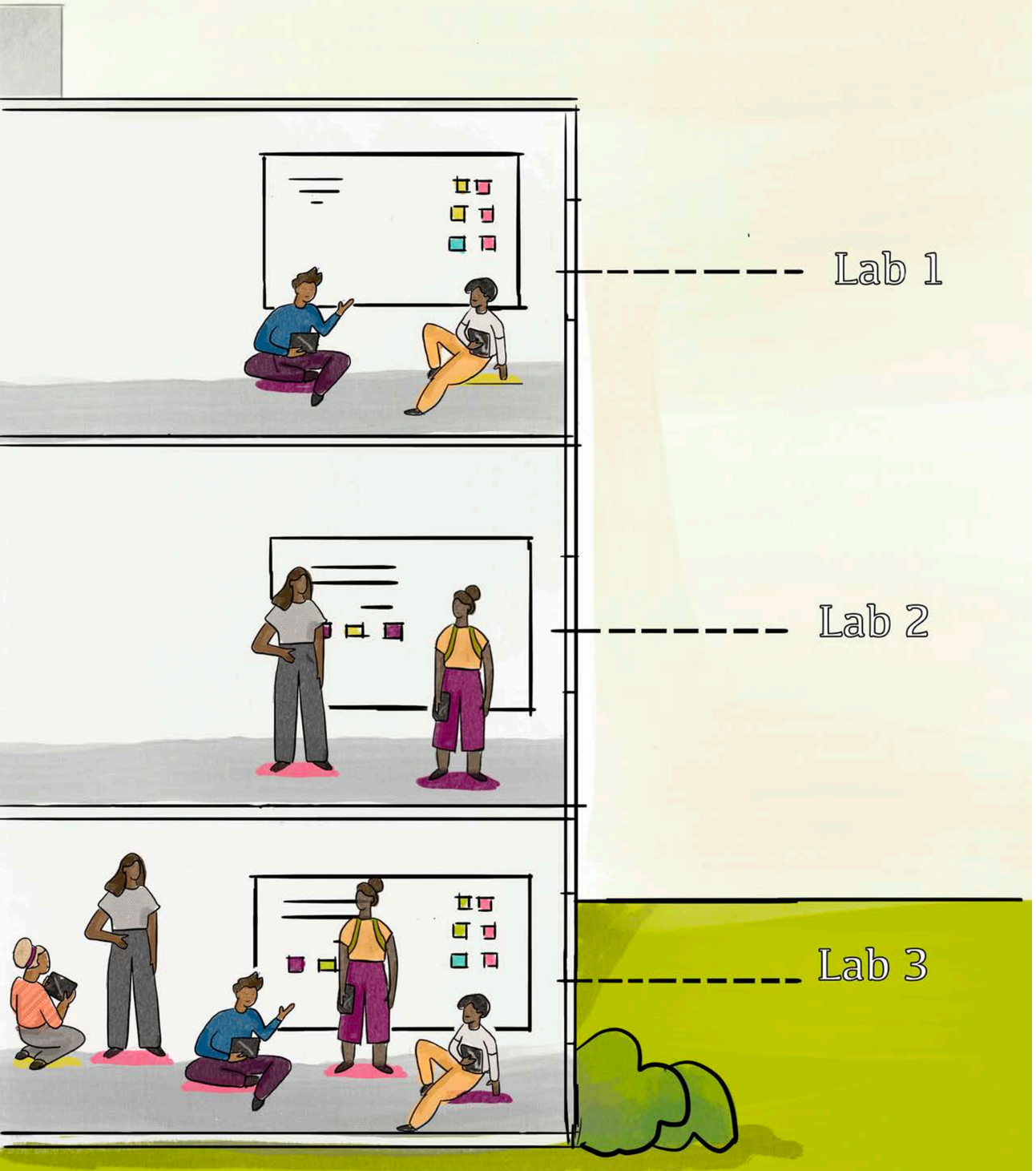
Bringing focus to existing Innovative Learning spaces that encourage collaboration tailored to experimentation and knowledge sharing.

QUESTION TO CONSIDER

How might we shift the learning experience from individual to collective; provide spaces and experiences for students to support one another to succeed academically, socially, and professionally?

CO-LEARNING

LABS

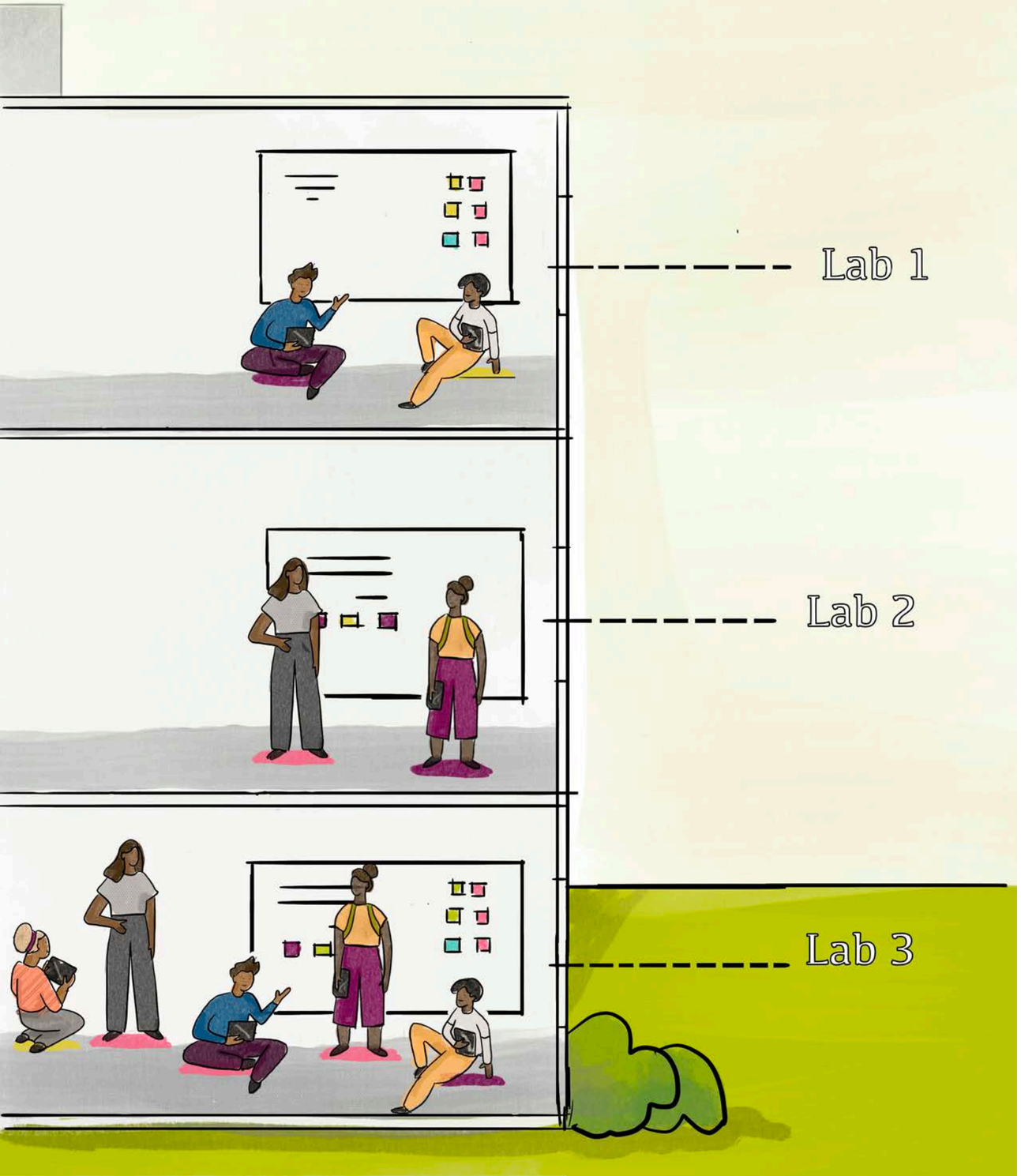


Co-working spaces are designed to encourage networking and collaboration with other individuals while providing a productive environment. Working amidst people doing different kinds of work can also make one's own work identity stronger. Meaning may also come from working in a culture where it is the norm to help each other out, and there are many opportunities to do so. The variety of workers in the space means that coworkers have unique skill sets that they can provide to other community members.[4]

For academic facilities, it is particularly important that spaces support learning.[5] Learning that derives from social interaction is referred to as cooperative or social learning.[6] Therefore, an academic equivalent to a co-working space should first and foremost be a social learning space - a place where students, researchers and faculty can interact and learn.[7]

CO-LEARNING

LABS



FORMAT

Framework or Strategy

Product or Service

Student Resource

Spatial or Built Environment

TIMELINE

SHORT-TERM Incremental Long-term

6 months 1 year 2 years 3 years

FUNCTIONALITY

There are spaces on CCC campuses to encourage students to work collaboratively, but many students either don't use the facilities or are unaware of the purpose. There are many potential ways to increase student involvement and awareness of these facilities, here are a couple:

- Creating more visually appealing and clear signage to guide students to the facilities.
- Redesign space to meet the needs and desires of students.
- Place the facilities in high traffic areas to entice students to utilize the locations.

BENEFITS & IMPACT

Target Audience
CCC students (including OMD scholars), Alumni, & Entrepreneurs

OMD/CCC system
CCC system—Outside-class collaboration

Other Areas of Opportunity concept addresses

Alumni Engagement

Cohesion in the City Colleges Experience

IDENTITY

DEVELOPMENT

Identity-based motivation theory suggests that individuals are more likely to act in ways that are aligned to a goal when they see a connection between their present and future identities. The strategies used to get there are seen as something that's needed and obstacles are a sign that the work they are doing is important. Identities can be aligned with a sense of purpose associated with a student's education and career. Studies have shown that almost half of college students are purpose-oriented with many of them looking for ways to use that purpose to drive their academic pathway.[8]

I learned more about myself and who I am meant to be.”

INSIGHT

College experiences develop students academically, but more importantly, they help students to explore and develop personal identity.

RECOMMENDATION #1

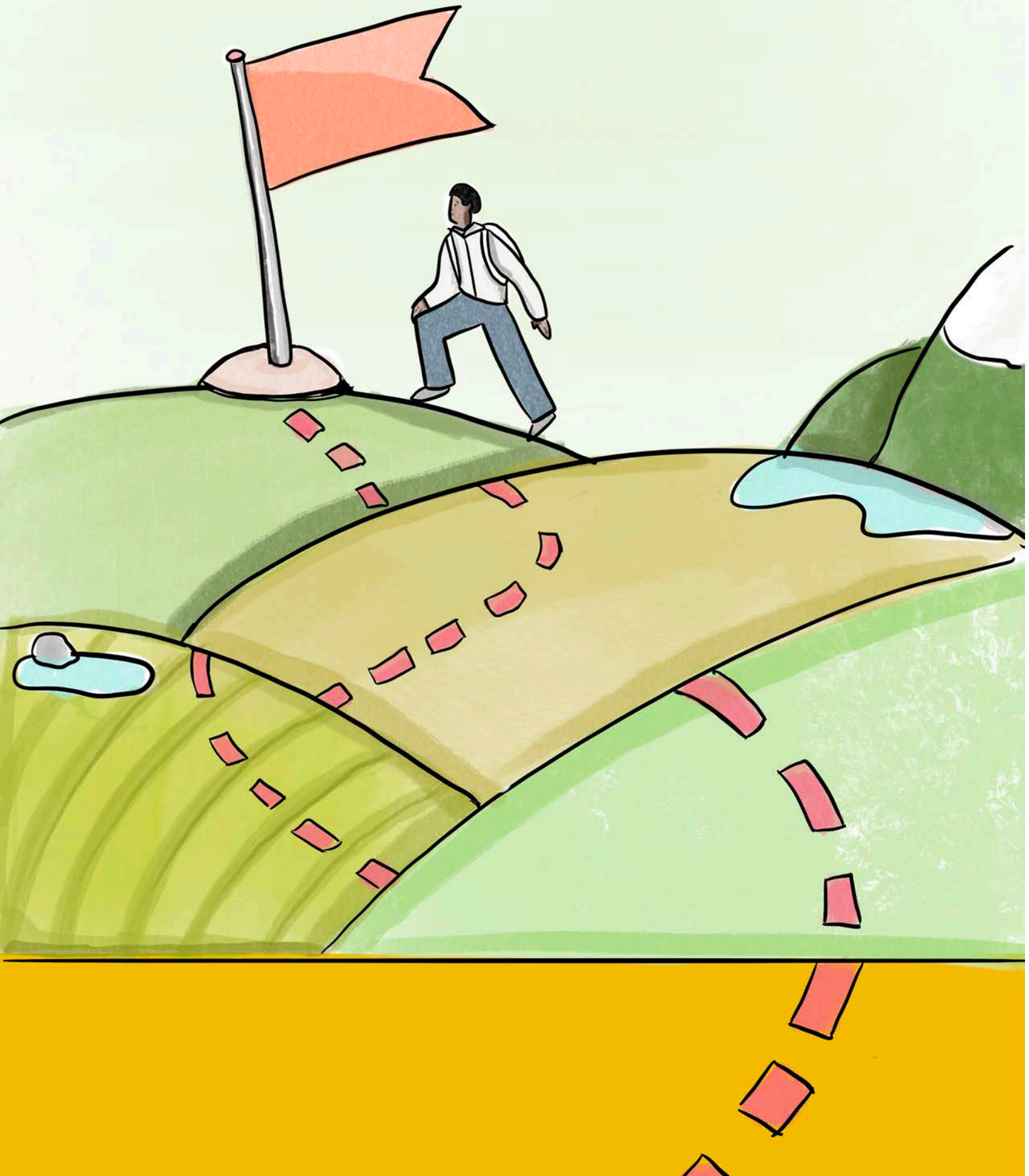
PURPOSE-LED EDUCATION

QUESTION TO CONSIDER

How might CCC create connected pathways that empower students to explore and develop their identity and purpose throughout their collegiate experience and into their careers?

PURPOSE-LED

EDUCATION



FORMAT

Framework or Strategy

Product or Service

Student Resource

Spatial or Built Environment

TIMELINE

Short-term — Incremental — **LONG-TERM**

6 months | 1 year | **2 years** | **3 years**

FUNCTIONALITY

- Students declare a purpose pathway rather than declaring a major
- Students' coursework is aligned to their purpose rather than a singular career path.
- Students' extracurricular activities are aligned with their purpose declaration.
- Purpose advisors assist students with exploring identity and determining a purpose fit, enabling them to declare a purpose pathway.
- Students act as purposeful work fellows who advise their peers. Helping them to launch their purpose exploration. Fellows would also assist with the evolving design and deployment of the school's purpose-led strategy.

BENEFITS & IMPACT

Target Audience
CCC Students

OMD/CCC system
CCC system—Academic Experience

Other Areas of Opportunity concept addresses

Personal & Professional Pathways

I wasn’t going there to just be a student. I became a man.”

INSIGHT

College experiences develop students academically, but more importantly, they help students to explore and develop personal identity.

RECOMMENDATION #2

PURPOSE-LED CAREER PREPARATION

QUESTION TO CONSIDER

How might CCC create connected pathways that empower students to explore and develop their identity and purpose throughout their collegiate experience and into their careers?

PURPOSE-LED CAREER

PREPARATION

FORMAT

- Framework or Strategy
- **Product or Service**
- **Student Resource**
- Spatial or Built Environment

TIMELINE

Short-term — Incremental — **LONG-TERM**

6 months | 1 year | **2 years** | **3 years**

FUNCTIONALITY

- Establish a purposeful Career Office that supports students in exploring career paths and connects them to employers who align with their purpose.(Long term)
- Create specially crafted classes to help students to navigate career paths aligned to their purpose and engage in deep personal reflection (short term)
- Establish job shadowing graduation requirements in accordance with a declared purpose, pairing students with alumni and other individuals and companies (short term).

BENEFITS & IMPACT

Target Audience
CCC Students

OMD/CCC system
CCC system—Academic Experience

Other Areas of Opportunity concept addresses

Personal & Professional Pathways

3

CITY COLLEGES OF CHICAGO & ONE MILLION DEGREES

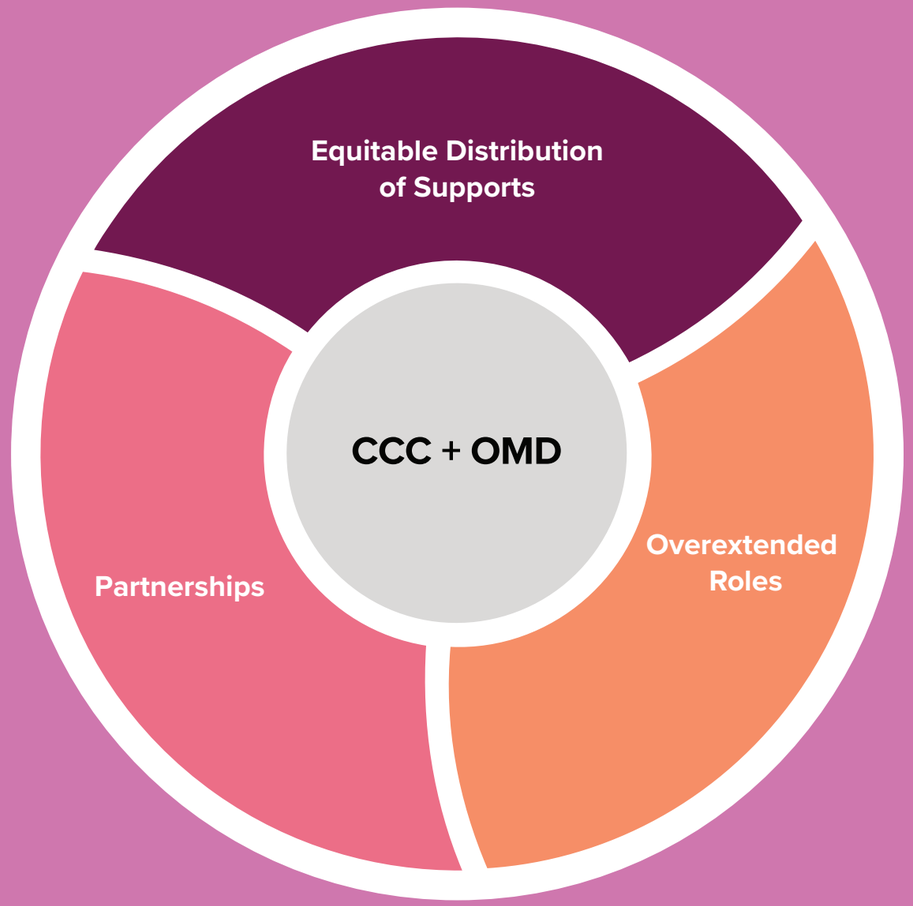
THE OVERVIEW **90**

AREAS OF OPPORTUNITY

Equitable Distribution of Supports 92

Overextended Roles 100

Partnerships 110



KEY CHALLENGES

CCC + OMD

Million Degrees and the City Colleges of Chicago have similar missions that focus on supporting Chicagoans to achieve their post-secondary goals. The partnership between these organizations has created innovative and necessary support processes to increase the completion rate of students at CCC. **To improve the completion rates of CCC students both organizations will have to address some shared challenges. In this section, we have designed recommendations for 3 shared areas of opportunity:**

- **EQUITABLE DISTRIBUTION OF SUPPORTS**
  the legacy of systemic racism and segregation continue to leave Black and Latinx Chicagoans with a dearth of resources and opportunities to achieve their goals.

- **OVEREXTENDED ROLES**
  front-line staff are required to meet ever increasing complex needs of students.

- **PARTNERSHIPS**
  Chicago has a robust post-secondary support network, but the ecosystem lacks synergy.

The following recommendations were designed to address critical needs and desires of OMD scholars and CCC students.

EQUITABLE DISTRIBUTION OF

SUPPORTS

CPS defines equity as championing the individual cultures, identities, talents, abilities, languages, and interests of each student by ensuring they receive the necessary opportunities and resources to meet their unique needs and aspirations. In an equitable educational system, every student has access to the resources, opportunities, and educational rigor they need at the right moment in their education, irrespective of their race, ethnicity, gender, gender identity, sexual orientation, language, learning path, accessibility needs, family background, family income, citizenship, or tribal status.[1]

The acute needs of Black and Brown City College students, primarily contained to the South Side, require more support than the enrollment numbers at each college, yet they are routinely presented with services that are not equipped to meet their needs. Their journey through the City College system is sub-par, from the CPS schools they graduate from, to the Navigation of the CCC application and registration process, to the recruitment and allocation of Coaches at OMD.

Daley College Advisors used to have 22 Advisors, now they have 9. Advisors at Daley have 600 students on their caseloads.

INSIGHT

Institutionalized racism continues to disenfranchise Black and Brown students through the inequitable allocation of resources, academic and non-academic support.

THE RECOMMENDATION

SCHOOL-LEVEL RESOURCE EQUITY MAP

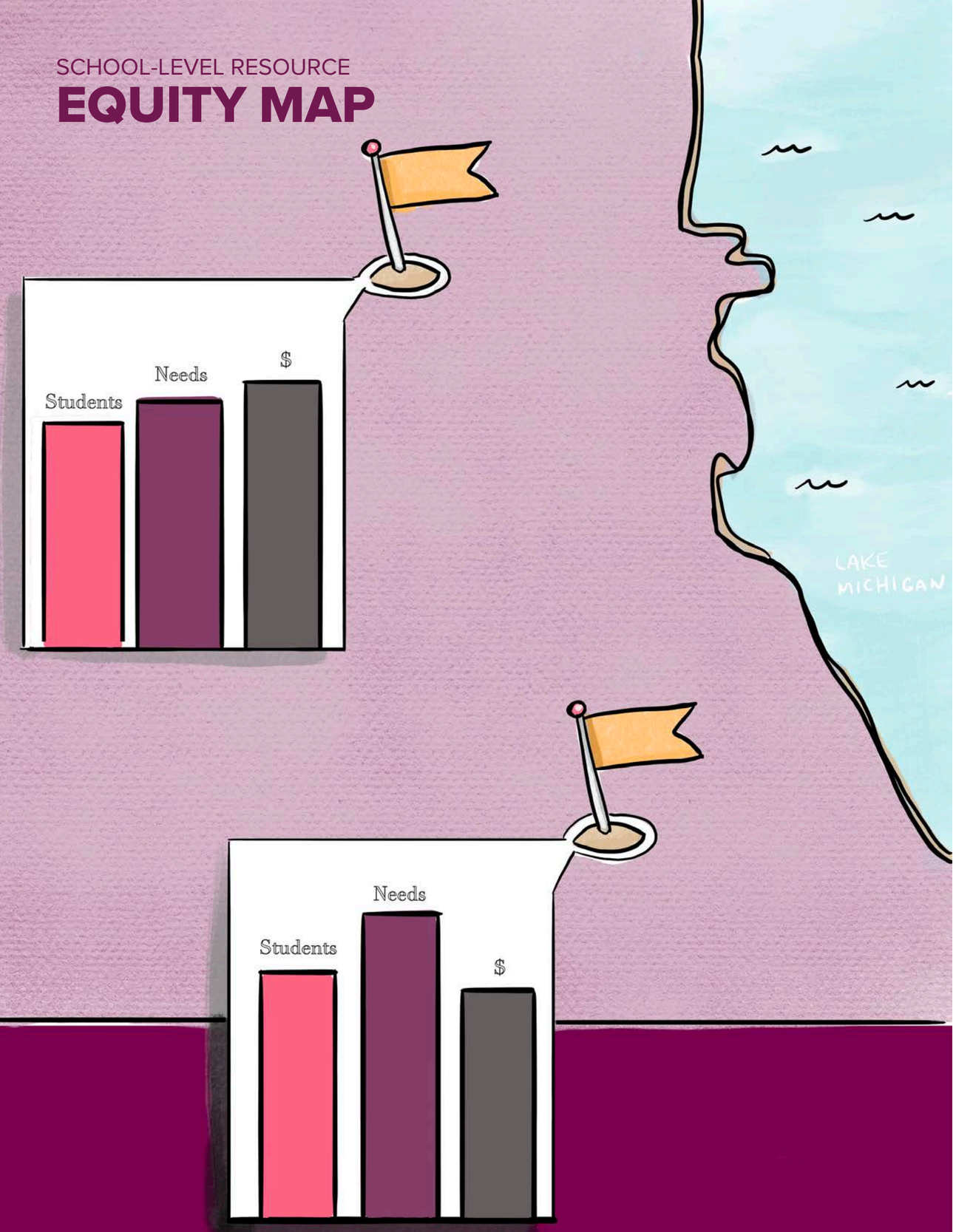
If CCC and OMD decide on Equitable Distribution of Supports; that calls for tough choices and drawing lines on who they recruit based on what is needed by the scholars and the school and not the other way around.[9]

QUESTION TO CONSIDER

How might City Colleges assess student needs and deploy resources strategically and equitably?

SCHOOL-LEVEL RESOURCE

EQUITY MAP



FORMAT

Framework or Strategy

Product or Service

Student Resource

Spatial or Built Environment

TIMELINE

SHORT-TERM — Incremental — Long-term

6 months | **1 year** | 2 years | 3 years

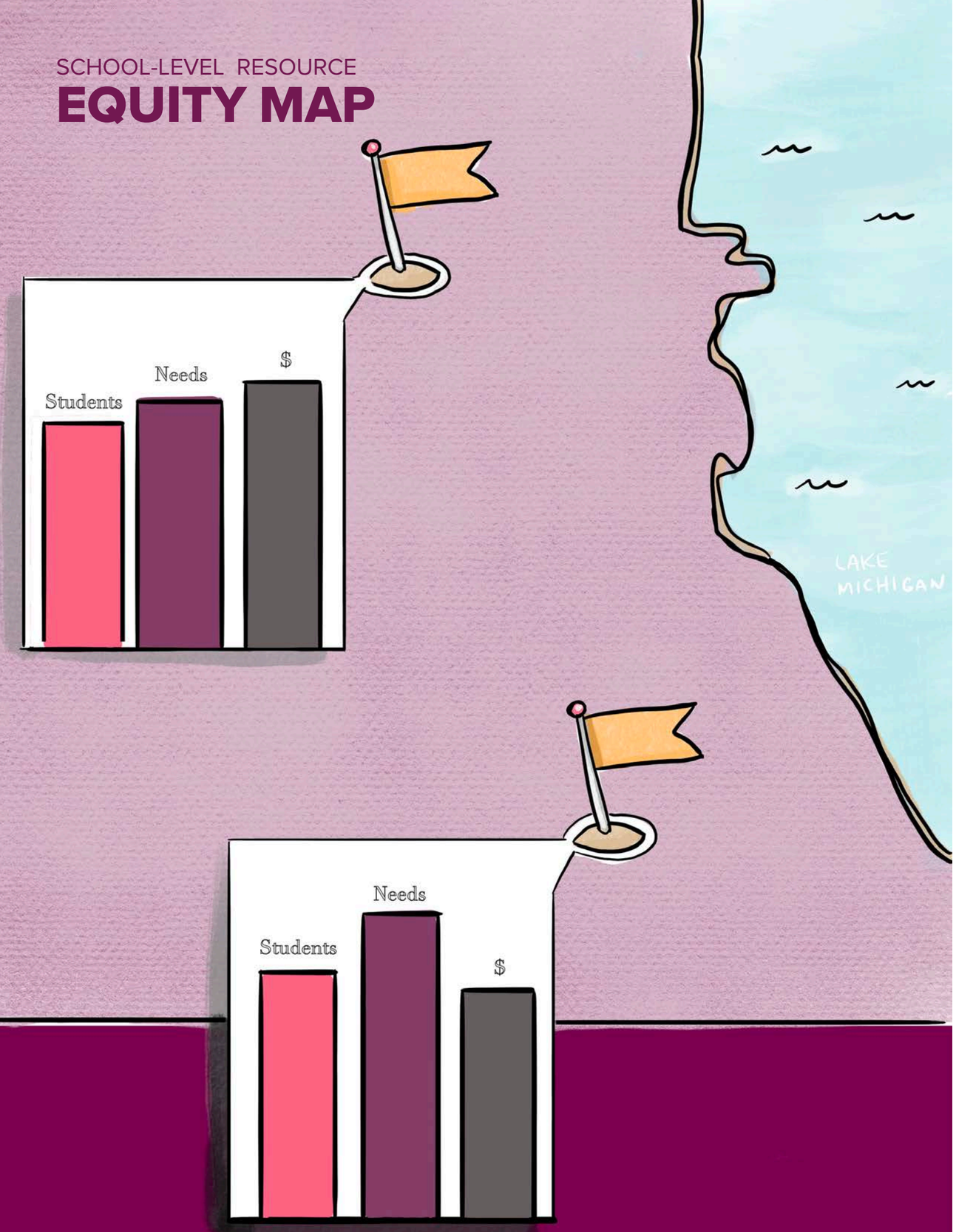
FUNCTIONALITY

- Make allocation decisions within and across schools based on data that presents the needs and assets of each community, school, and/or student group.
- Use a broad definition of data, including qualitative and multi-sector data, to assess the current and future impact of the distribution.
- Engage in an extensive, sensitive dialogue with an array of stakeholders.
- Re-organize themselves to allocate the time and resources within their locus of control.
- Facilitate opportunities for schools and networks to share resources (including human capital, materials, and promising practices) within and between schools to address common problems.
- See themselves as resources with agency and prioritize students with the most risk factors working against them in their efforts and actions to support schools and communities.

See Benefits and Impact on the next page

SCHOOL-LEVEL RESOURCE

EQUITY MAP



BENEFITS & IMPACT

Target Audience
OMD and CCC students, faculty, and staff

OMD/CCC system
OMD and CCC systems—Overall student experience

Other Areas of Opportunity concept addresses

OVEREXTENDED

ROLES

The stated role of OMD Coordinators and CCC Advisors is to provide focused academic support for OMD Scholars and CCC students. More than 68% of all children and adolescents experience a potentially traumatic event by the age of 16. Nearly 50% of young people who have experienced more than one traumatic event also have problems in school, emotional difficulties, and physical problems. Due to increased exposure to traumatic events students rely on these roles for social and emotional support as well as academic guidance. This increased need from students puts a strain on the capacity of the Coordinator and the Advisor to fulfill their responsibilities.[10]

She text me saying she was going to kill herself. We are not trained on how to be effective in that situation.”

INSIGHT

CCC students are experiencing increased levels of trauma creating more need for support outside of the classroom. However, program coordinators and advisors don’t feel equipped with resources to provide students with the help they need to adequately support them.

RECOMMENDATION #1

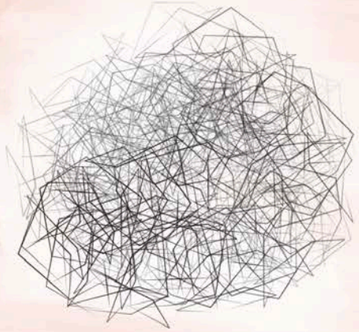
TRAUMA COACHES

QUESTION TO CONSIDER

How might we create an academic environment that provides the social, emotional, academic, and physical safety students need to thrive?

TRAUMA

COACHES



FORMAT

Framework or Strategy

Product or Service

Student Resource

Spatial or Built Environment

TIMELINE

SHORT-TERM Incremental Long-term

6 months **1 year** 2 years 3 years

FUNCTIONALITY

- The trauma coach helps students to identify strategies that promote ongoing physical and emotional safety.
- The trauma coach will help students to identify and establish the appropriate support systems.
- The trauma coach will help students to manage emotional stress and manage impacts on academic and professional success..
- Students are provided access to telehealth professionals in addition to onsite trauma coaches when necessary.
- Faculty and staff have the ability to refer students to trauma coaches or request that trauma coaches reach out to students who may need help.

BENEFITS & IMPACT

Target Audience
CCC students (including OMD scholars), Advisors/PC, & Faculty

OMD/CCC system
OMD + CCC systems—Social-emotional needs of student experience & operations

Other Areas of Opportunity concept addresses

Equitable Distribution of Supports

OMD doesn’t prepare program coordinators for students with extenuating circumstances. I was the first person a scholar called when they discovered their mother passed.”

INSIGHT

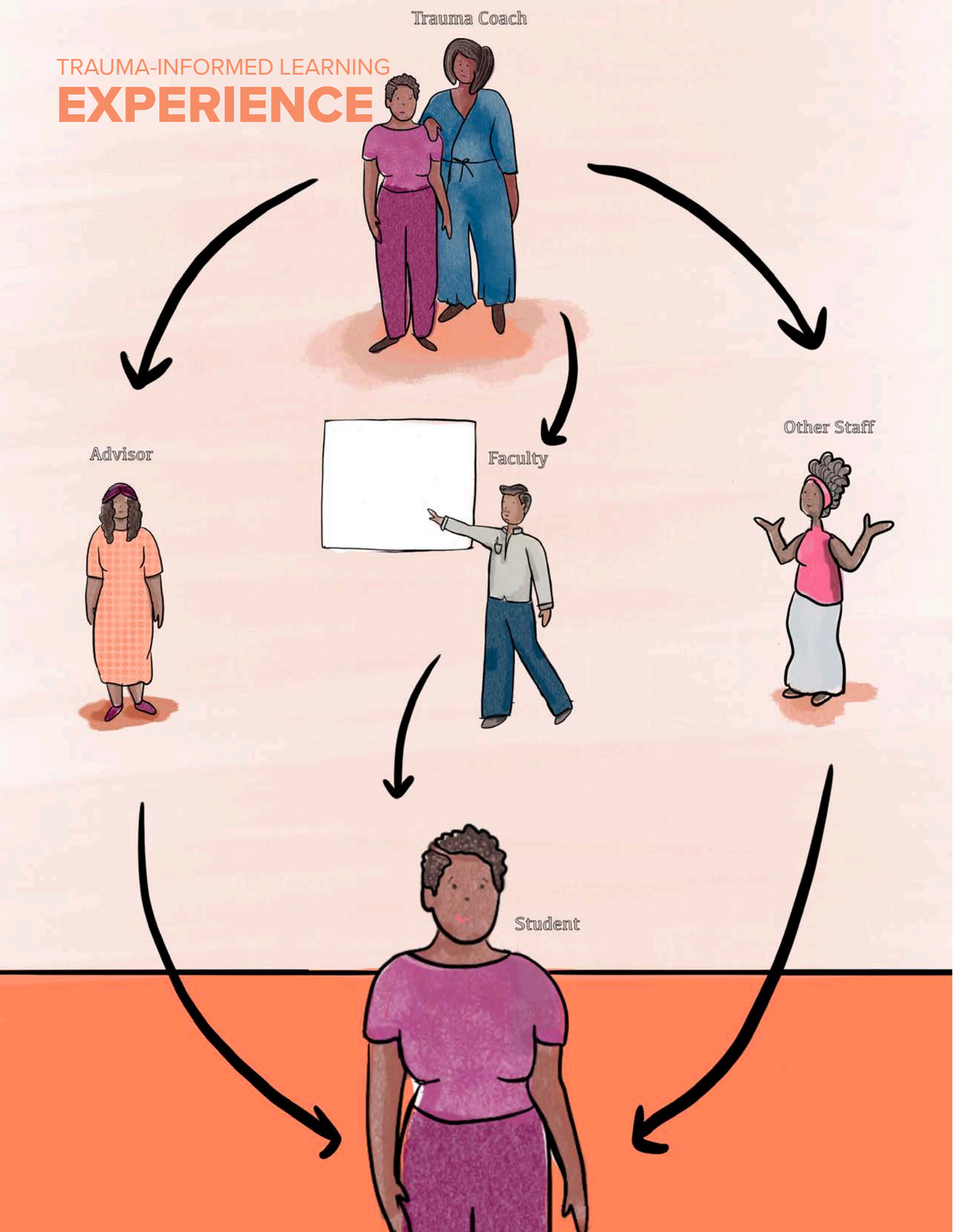
CCC students are experiencing increased levels of trauma creating more need for support outside of the classroom. However, program coordinators and advisors don’t feel equipped with resources to provide students with the help they need to adequately support them.

RECOMMENDATION #2

TRAUMA-INFORMED LEARNING EXPERIENCE

QUESTION TO CONSIDER

How might we create an academic environment that provides the social, emotional, academic, and physical safety students need to thrive?



FORMAT

Framework or Strategy

Product or Service

Student Resource

Spatial or Built Environment

TIMELINE

SHORT-TERM Incremental Long-term

6 months 1 year 2 years 3 years

FUNCTIONALITY

Provide trauma-informed training to faculty, advisors, coaches, and others who contribute to the student experience.

Perform a recurring assessment of the organization's alignment to generally accepted trauma-informed principles, including feedback from students and staff.

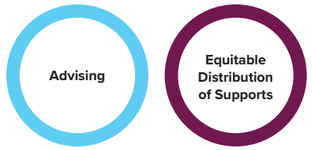
- Safety (Physical & Emotional)
- Trustworthiness
- Choice and control
- Collaboration
- Empowerment

BENEFITS & IMPACT

Target Audience
CCC students (including OMD scholars), Advisors/ PC, & Faculty

OMD/CCC system
OMD + CCC systems—Social-emotional needs of student experience & operations

Other Areas of Opportunity concept addresses



PARTNERSHIPS

"With dozens of nonprofits and partners now supporting CPS and CCC students, Chicago has a robust ecosystem of college access and success organizations. CPS, CCC and nonprofit partners don't have access to the same key information about students to effectively guide them through the transition to postsecondary."[11]

Navigators can’t use google classrooms to meet with students because we don’t have CPS email.”

INSIGHT

Lack of synergy (communication, partnerships, and data sharing) in the post-secondary ecosystem leads to uninformed decision-making by institutions and organizations, which leads to an overabundance of support for some students and little to no support for others.

THE RECOMMENDATION

CHICAGO-UNITED FOR **POST-SECONDARY SUCCESS (CUPS)**

To support the development of a coordinated post-secondary ecosystem in Chicago we propose a series of interventions (convenings, training and platforms).

QUESTION TO CONSIDER

How might we create a post-secondary ecosystem that collaborates to ensure the success of every City College student?

CHICAGO-UNITED FOR
POST-SECONDARY SUCCESS (CUPS)

FORMAT

Framework or Strategy

Product or Service

Student Resource

Spatial or Built Environment

TIMELINE

SHORT-TERM — Incremental — **LONG-TERM**

6 months [COVENINGS]

1 year [TRAININGS]

2 years

3 years [PLATFORM]

FUNCTIONALITY

Convenings for collaboration
Quarterly convening for post-secondary partners to share best practices, trends amongst student needs, opportunities for collaborations and innovative practices.

Trainings for level setting
Collaboration training on how to work together over time and cultivate a trustworthy and respectful relationship over time. This could also serve as a platform for partnerships to voice what is needed from their partners to do their job well.

System wide data analytics training for partner wide understanding of what data to capture, how to read and make sense of gathered data.

Platform for shared understanding
A shared platform for the partnerships to bring together the siloed student information, voice needs, concerns, feedback etc. for all the partners to have an entire picture of city college students. (serve as a place for making the updates during forums tangible); understand where the overlap is.

Dashboard for individual students that aggregates qualitative and quantitative data around the type and amount of support being provided by each program or organization.

See Benefits and Impact on the next page

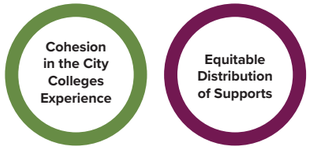
CHICAGO-UNITED FOR
POST-SECONDARY SUCCESS (CUPS)

BENEFITS & IMPACT

Target Audience
CCC students (including OMD scholars), Advisors/ PC, & Faculty

OMD/CCC system
OMD + CCC systems—Social-emotional needs of student experience & operations

Other Areas of Opportunity concept addresses



4

ONE MILLION DEGREES

THE OVERVIEW 122

AREAS OF OPPORTUNITY

Personal & Professional Pathways 124

Scholar-Coach Connections 138

KEY CHALLENGES

ONE MILLION DEGREES

During this research phase and understanding the challenges faced by the leadership, staff and scholars, we identified 2 key challenges within the OMD ecosystem that directly affect student experience.

The recommendation following these areas of opportunities are designed to address the critical need and desires of OMD's scholars overall.

NOTE
We advise to look at the OMD Service Blueprint in order to deeply understand the interconnections that led us to identify these 2 key Opportunity areas.

OVERVIEW

One Million Degrees is a 14-year-old organization that continues to be at the forefront of developing and deploying innovative interventions to help community college students achieve their goals. We set out to understand what's in the 'secret sauce' that allows OMD to double that graduation rate for community college students and how can we help OMD continue pushing the boundaries of what community college support looks like. The four principles that guide OMD's work provide a great framework for supporting community college students. The following recommendations look to build upon that framework by designing ways to expand scholar's social capital and connections to industry.

PERSONAL &
PROFESSIONAL

PATHWAYS

Personal and professional growth for college students can not only help set them apart upon graduation, but may also help them lead more complete and fulfilled lives. According to the National Center for Education Statistics, 17 million students enrolled in bachelor's degree programs in the fall of 2017. Considering that the national average graduation rate for first-timers at a four-year institution is currently 60 percent, there will be more than 10 million college graduates in and after 2021. Many of these students are looking to complete their degree and join the workforce as soon as possible, but the journey through college should be about more than just getting a final grade and a diploma. College should be about personal and professional development, and those that can add this as a priority will experience better job prospects in their field, as well as happier, more well-rounded lives, when they finish their degree.[12]

I would like to know more about entrepreneurship and starting a business.”

INSIGHT

Students are seeking need-tailored direction to trailblaze their own path and goals rather than a ‘one size fits all’ approach.

RECOMMENDATION #1

FUTURE-DRIVEN SCHOLAR SESSIONS

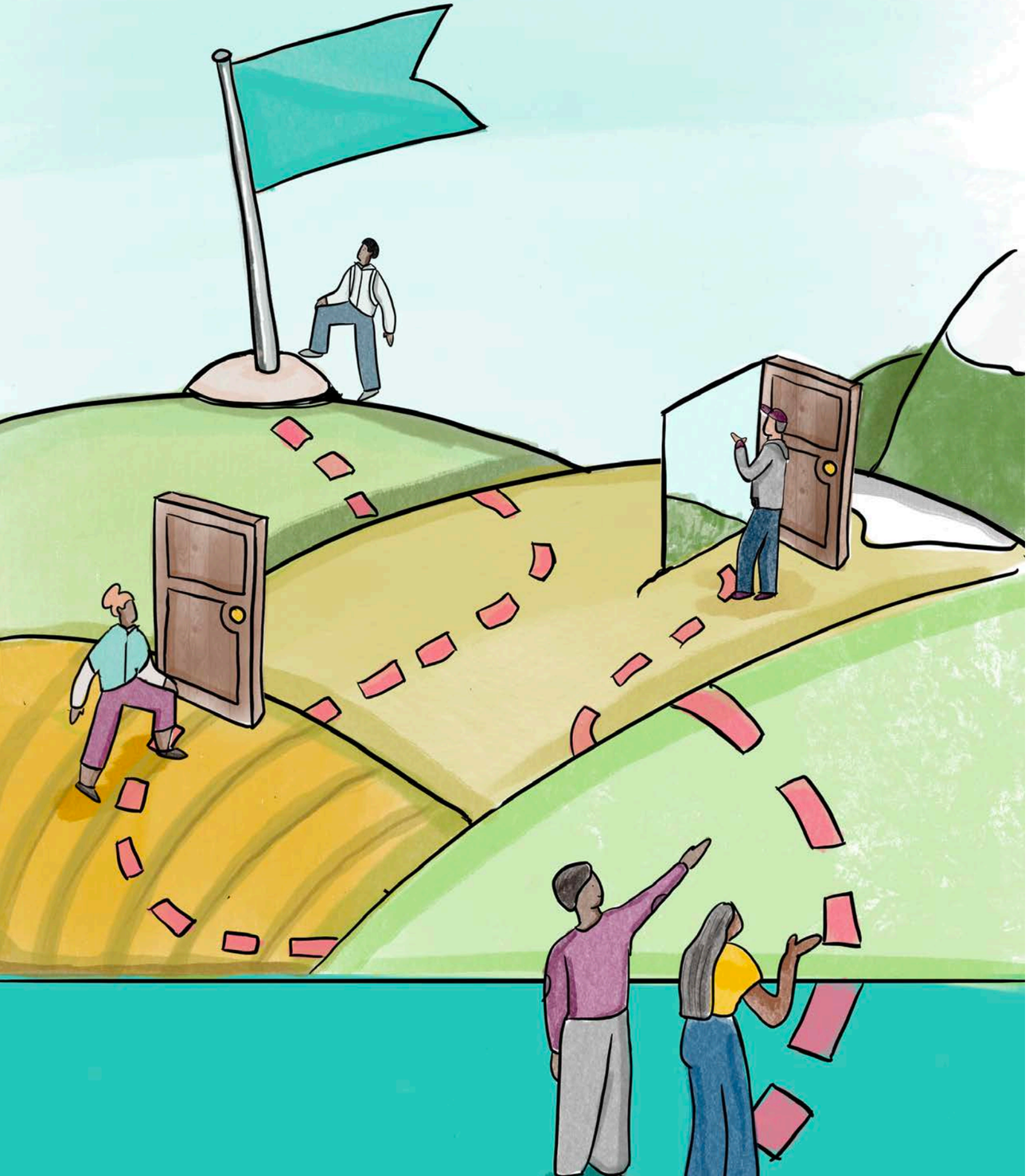
Create Professional Pathway partnership with City Colleges Career Centers to enrich and diversify the Scholar Development Sessions.

QUESTION TO CONSIDER

How might One Million Degrees ignite students to take ownership of their professional pathways?

FUTURE-DRIVEN SCHOLAR

SESSIONS



FORMAT

Framework or Strategy

Product or Service

Student Resource

Spatial or Built Environment

TIMELINE

SHORT-TERM | Incremental | Long-term

6 months | 1 year | 2 years | 3 years

FUNCTIONALITY

Transform sessions into career bootcamps—an exploration of career possibilities based upon scholars' interests and skills. With this partnership students have the capacity to:

- Identify their vision, obstacles preventing students from achieving said vision, and form/implement a strategy.
- Build awareness of OMD and CCC resources. Students will also develop interpersonal, leadership and public speaking skills. Most of all, build their own connections.
- Open to CCC Students as a means of recruitment and building awareness of the OMD program.

Formalizing the Coach-Scholar relationship into a mentorship program.

"This year-long Mentorship Program aims to further support the career development of our young professionals... By doing so, we hope to deepen the collaboration, engagement, and learning among our diverse community."[13]

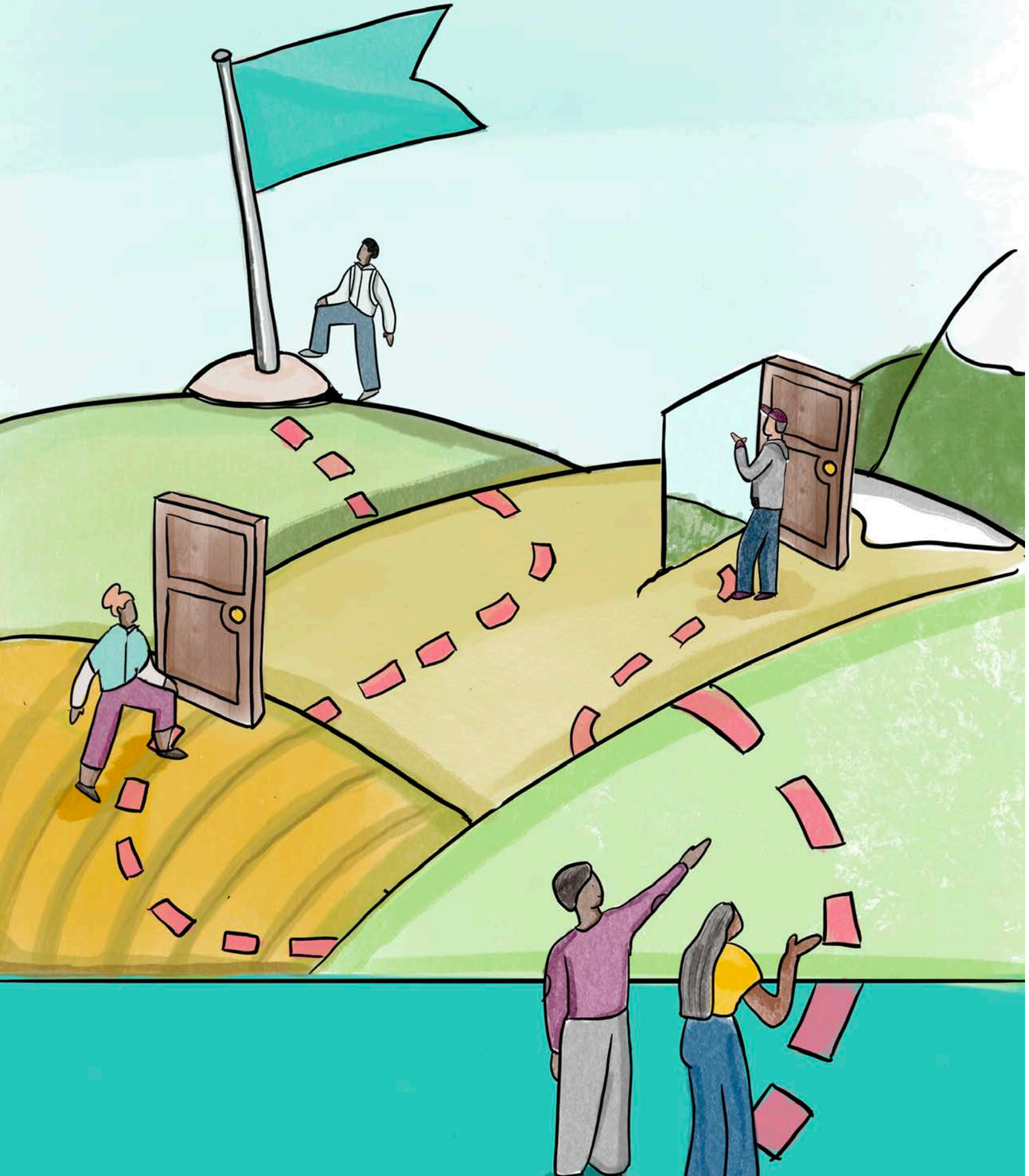
Diversify the session format/schedule.

1. Day and night sessions
2. Virtual development sessions
3. Multiple sessions per month

See Benefits and Impact on the next page

FUTURE-DRIVEN SCHOLAR

SESSIONS



BENEFITS & IMPACT

Target Audience
OMD Scholars and CCC students

OMD/CCC system
OMD system—Scholars and CCC Career Center, In-college student experience

Other Areas of Opportunity concept addresses

I don’t feel like the SDS workshops apply to me or are relevant.”

INSIGHT

Students are seeking need-tailored direction to trailblaze their own path and goals rather than a ‘one size fits all’ approach.

RECOMMENDATION #2

INSIDE OUT:
EVOLVE INTO ME

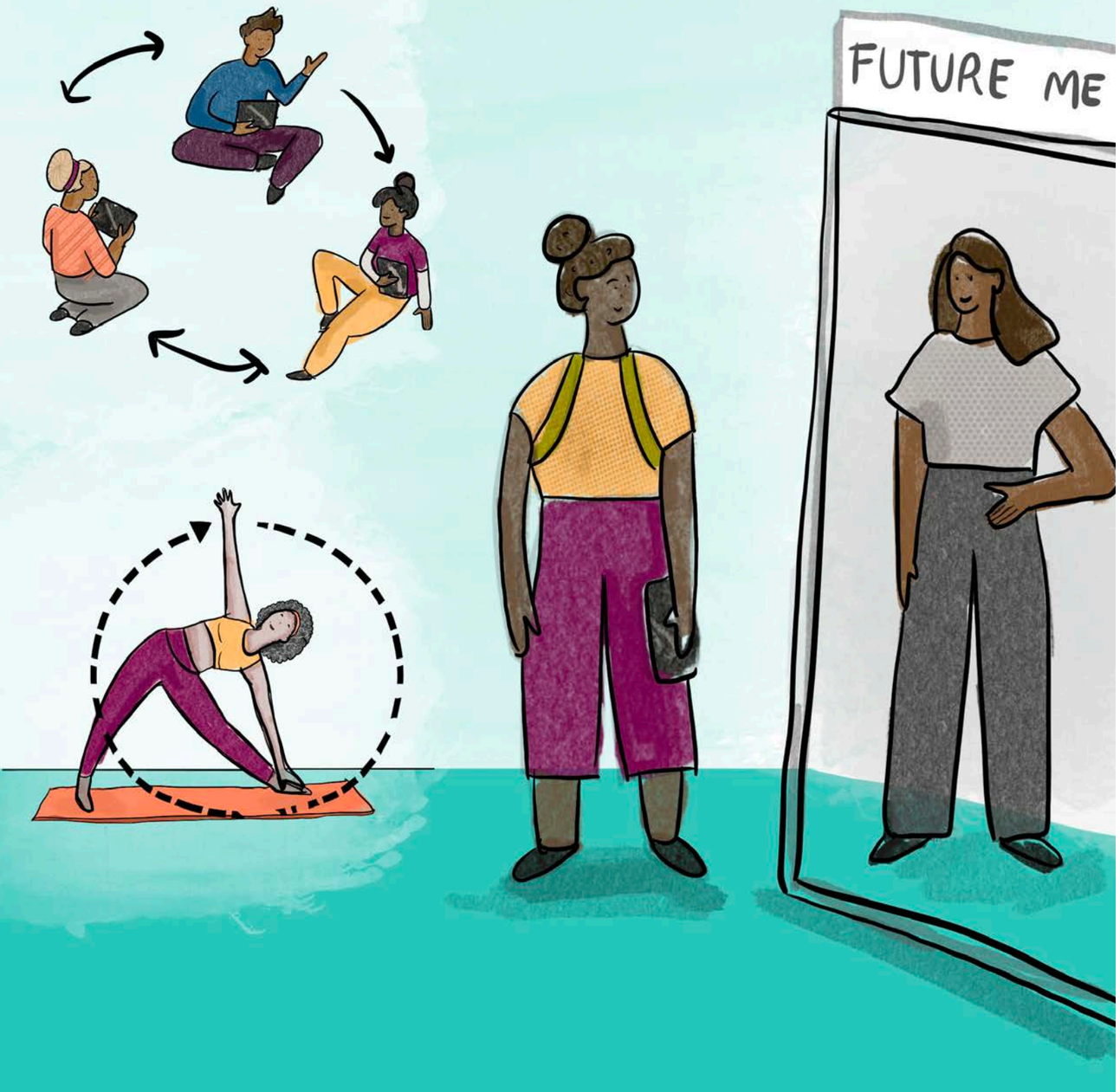
Create Personal Pathwasy partnership with City Colleges Wellness Centers to empower students to have agency in the emotional, mental, and physical well-being.

QUESTION TO CONSIDER

How might One Million Degrees ignite students to take ownership of their personal pathways?

INSIDE OUT:

EVOLVE INTO ME



FORMAT

Framework or Strategy

Product or Service

Student Resource

Spatial or Built Environment

TIMELINE

SHORT-TERM Incremental

6 months 1 year 2 years

FUNCTIONALITY

Hosting physical fitness events and activities—such as Zumba or yoga, fitness boot camps, etc.

Create student resource groups—experience or identity-based groups that further foster community within the OMD experience. Student will have the capacity to

- Identify their vision, obstacles preventing students from achieving said vision, and form/implement a strategy.
- Build awareness of OMD and CCC resources—students will not only have an understanding of their needs, but also, be empowered to utilize these resources.
- Students will also develop interpersonal, leadership and public speaking skills. Most of all, build their own connections with other CCC students.
- Open to CCC Students as a means of recruitment and building awareness of the OMD program.

360-view

Each student shares three to four observations they've had during the month and, for setbacks, offers suggestions for improvement. This not only accelerates the ability to adopt new behavior but also ensures that their intentions and actions are congruent. This activity can supplement SDS session throughout the semester. (mid-year review, beg-end of the semester).[14]

See Benefits and Impact on the next page

INSIDE OUT:

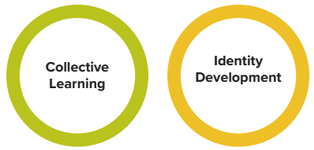
EVOLVE INTO ME

BENEFITS & IMPACT

Target Audience
OMD Scholars and CCC students

OMD/CCC system
OMD system—Scholars and CCC Career Center, In-college student experience

Other Areas of Opportunity concept addresses



SCHOLAR-COACH

CONNECTIONS

After being matched with scholars, OMD coaches are expected to motivate and inspire them to achieve their goals. The careers of these coaches do not always align with scholars' intended career paths. Other times, they are not equipped to provide the career-focused guidance scholars desire. This causes scholars to disengage and to question the value of the relationship. Scholars are looking to establish genuine relationships with coaches who can help them achieve their academic and career goals.

I know a doctor who's an attending physician at the University of Chicago. He does emergency rotations. He's the exemplar of what I want to be. Not saying OMD doesn't have the potential to eventually get people like that for me to talk to, but they didn't give me that connection."

INSIGHT

Scholars seek connections to coaches and experiences that help them to explore and navigate the journey from college to their chosen career paths.

RECOMMENDATION #1

PROESSIONAL COACHING PODS

QUESTION TO CONSIDER

How might we create collective experiences that provide all scholars opportunities to explore diverse pathways and provide professional connections to their intended careers?

PROFESSIONAL COACHING

PODS

FORMAT

- Framework or Strategy
- **Product or Service**
- **Student Resource**
- Spatial or Built Environment

TIMELINE

SHORT-TERM — Incremental — Long-term

6 months | 1 year | 2 years | 3 years

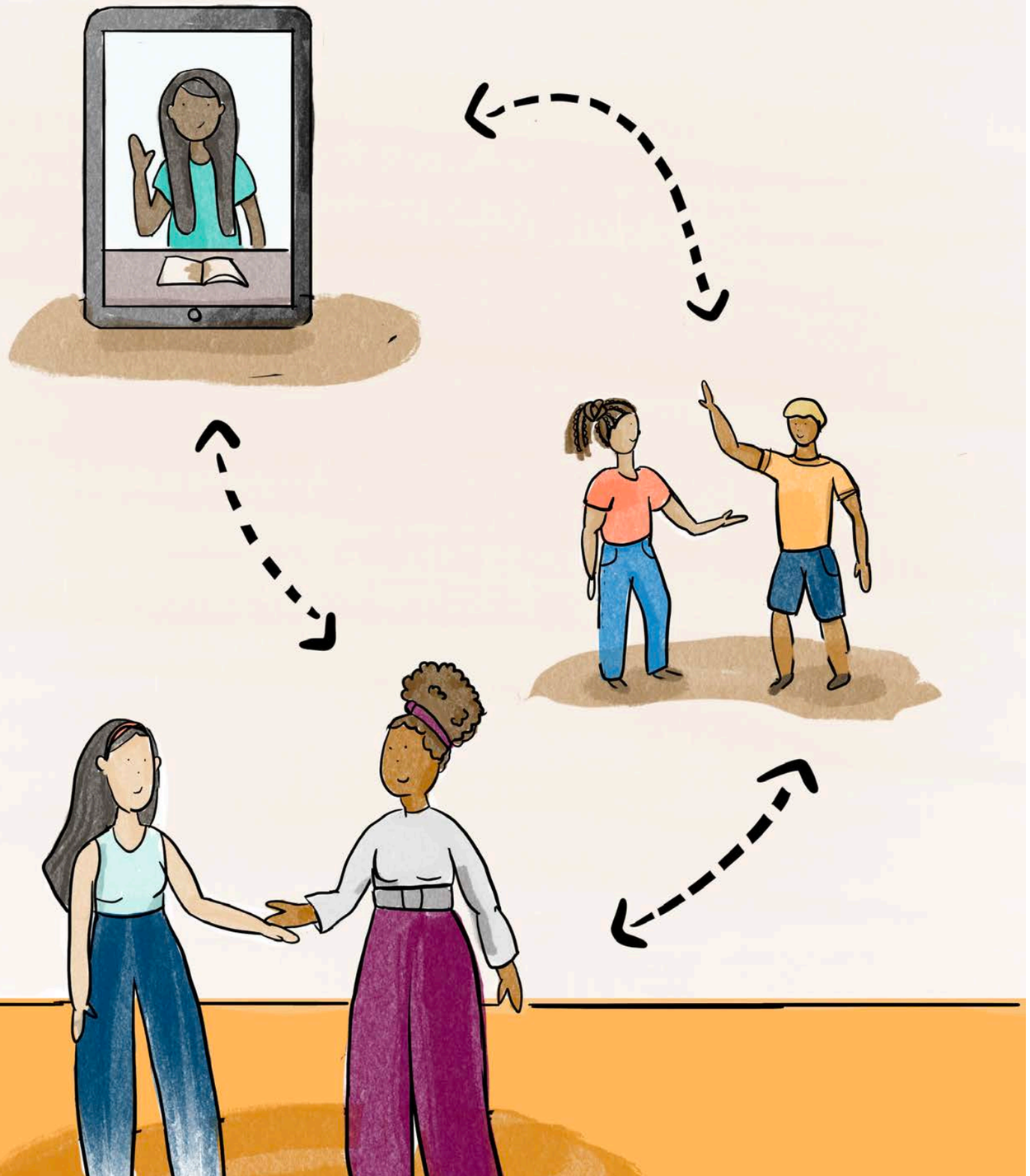
FUNCTIONALITY

1. **Provide greater opportunities for students to learn from and connect with industry specific professionals**
   - Coaching pods will host digital meetings including presentations from industry guests. The digital meetings will be required for scholars in the pod and open to other scholars.
   - OMD will host a scholar-coach speed networking event allowing scholars to connect and interact with coaches outside of their pods, expanding their networks.
2. **Provide opportunities for scholars to learn from and connect with multiple coaches**
   - Students will meet with their assigned coach, but will also have regular interactions with coaches within their pods, creating a greater opportunity to build relationships and learn from a number of coaches.
3. **Provide greater support for coaches**
   - Coaches will work together to mediate scholar interactions and coach scholars in group sessions, in addition to one on one meetings.
   - Increased coach to coach interactions will aid in relationship building between coaches and foster a culture of peer support.
4. **Increase peer collaboration and learning**
   - Scholars and coaches meet with one or more coaches along with their assigned scholars to form a pod. Pods will meet during SDS sessions and outside of OMD programming.
   - Scholars are encouraged to share ideas and problem solving methods with peers to increase peer learning and support.
   - Through pods, scholars are able to develop deeper relationships with their peers.

See Benefits and Impact on the next page

PROFESSIONAL COACHING

PODS



BENEFITS & IMPACT

Target Audience
OMD Scholars, Coaches

OMD/CCC system
OMD system—Professional Development

Other Areas of Opportunity concept addresses

- Equitable Distribution of Supports
- Personal & Professional Pathways

**We make due.
It's hard to get coaches to sign up
for South Side schools."**

INSIGHT

OMD actively recruits coaches; yet scholars face inequitable pairings. Due to the reluctance of coaches to serve at South Side campuses, scholars, particularly Black scholars from the South Side, needs remain unmet.

RECOMMENDATION #2

SCHOLAR PITCH DAY

A scholar driven coach matching process.

QUESTION TO CONSIDER

How might we create collective experiences that provide all scholars opportunities to explore diverse pathways and provide professional connections to their intended careers?

SCHOLAR

PITCH DAY

FORMAT

- Framework or Strategy
- **Product or Service**
- **Student Resource**
- Spatial or Built Environment

TIMELINE

SHORT-TERM — Incremental — Long-term

6 months | 1 year | 2 years | 3 years

FUNCTIONALITY

1. Coaches “pitch” themselves to the scholars in a recorded video or in person and students select the coaches they would like to be matched with.

2. Coaches will be grouped by career, providing constraints for students and allowing them to select coaches who align with their intended career paths.

3. Scholars will have a 1 week “trial period” to meet with coaches and determine if the match fits.

BENEFITS & IMPACT

Target Audience
OMD Scholars, Coaches

OMD/CCC system
OMD system—Professional Development

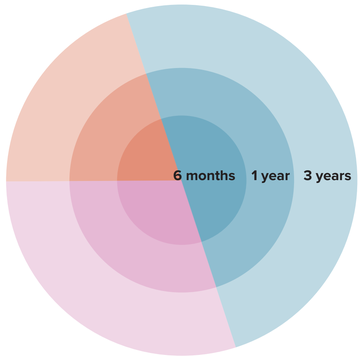
Other Areas of Opportunity concept addresses

- Equitable Distribution of Supports
- Personal & Professional Pathways

CROSS-IMPACTS AND INFLUENCES OF RECOMMENDATIONS

The diagram here is to help understand the interconnectedness of the recommendations as of their influence/impact on different recommendations within or across systems.

It also help to identify where do the recommendation(s) which has the most impact/ influence sit in the system to better inform applicability.



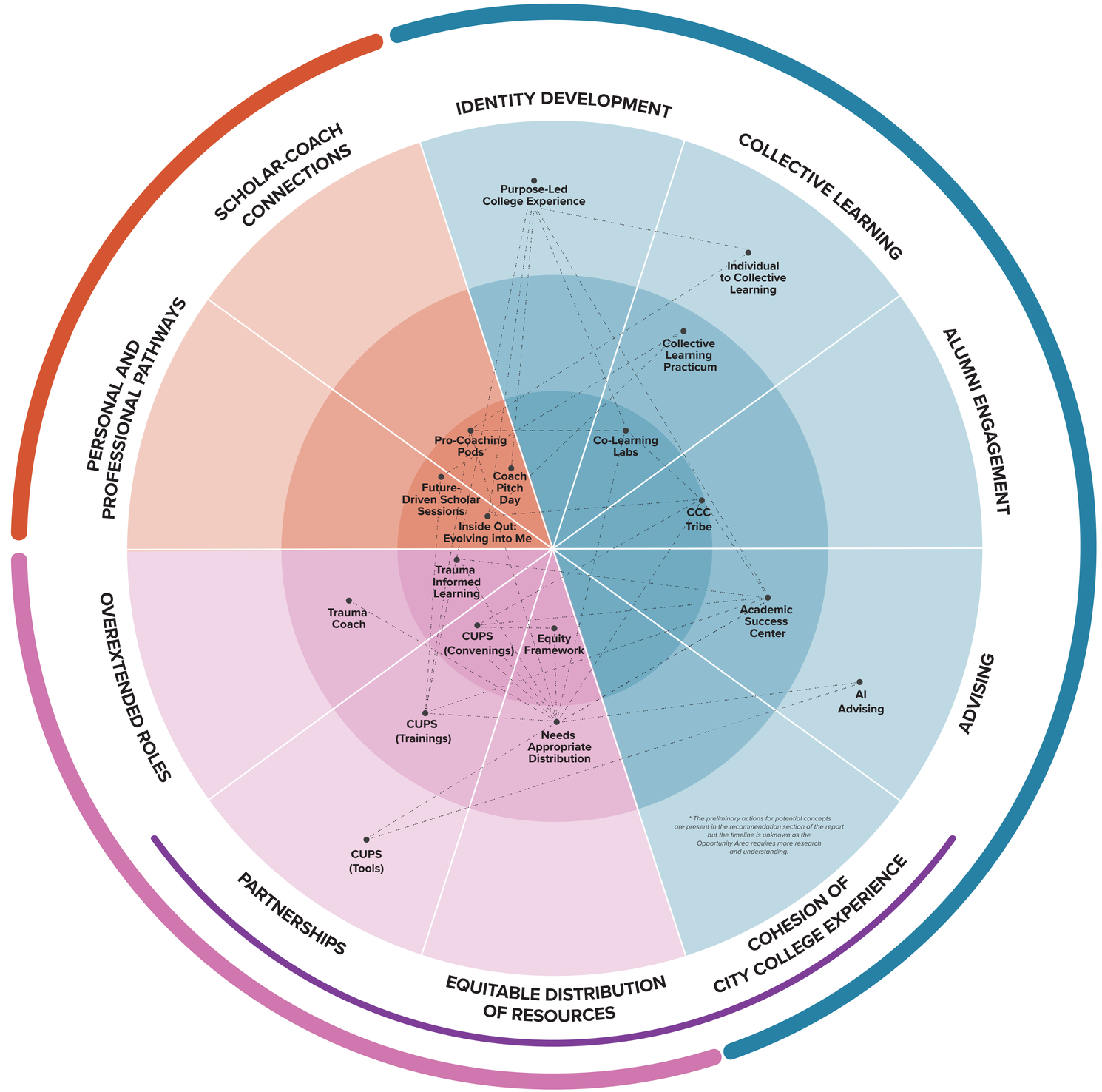
Interconnectedness to show influence or impact from other recommedations

CCC's Area of Opportunities

OMD's Area of Opportunities

OMD + CCC's Area of Opportunities

Overarching areas of opportunities that have an impact on all the opportunity areas



CONCLUSION

Throughout our research, we have seen the necessity for partnerships and collaboration. Far too often we try to go it alone as individuals or as organizations, which leads to isolation and silos. This practice prevents our students from understanding and utilizing all of the support services available to them, and it prevents the organizations in the ecosystem from obtaining a complete picture of the students each is dedicated to serving. Now is the time to develop our collaboration muscles. This will take time and effort, but it is vital for building a cohesive postsecondary ecosystem.

The COVID-19 pandemic has exposed the many inequities in our system, but it has also given us an opportunity to collaborate, innovate, and challenge traditional orthodoxies. Complex systems are prototyping novel ways of delivering services, content, and care.

It has also become apparent that we can't go back to the old way of doing things. The essence of this statement means redefining what we understand to be knowledge. This report identifies ways in which to capture and make sense of new data points so that we can make decisions based on this new understanding of the context and the student. This new knowledge will empower stakeholders in the ecosystem to consider alternative paths to achieve their goals, instead of the singular path outlined for students today.

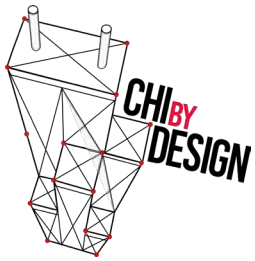
For far too long, we have approached challenges with analytical tools combined with the mindset of "that's just how it's done." This project deviated from that path and embraced a human-centered design process that placed students' needs at the center of every aspect of the postsecondary ecosystem and bravely embraced shaking the system up. The above recommendations encourage the continued pushing of boundaries to further meet the needs of community college students but need to be tested. We encourage prototyping these recommendations with students, faculty, and staff to iterate and advance the concepts.

BIBLIOGRAPHY

1. “5 Reasons Why Alumni Relations Are Essential to Higher Education Institutions | AlumnForce Alumni Success Platform.” n.d. Accessed June 14, 2020. https://www.alumnforce.com/en/5-reasons-why-alumni-relations-are-essential-to-higher-education-institutions-2/.
2. Toppo, Greg. n.d. “Our High School Kids: Tired, Stressed and Bored.” USA TODAY. Accessed June 14, 2020. https://www.usatoday.com/story/news/nation/2015/10/23/survey-students-tired-stressed-bored/74412782/.
3. “Philip Uri Treisman.” n.d. Accessed June 14, 2020. http://learningandtheadolescentmind.org/people_05.html.
4. “Why People Thrive in Coworking Spaces.” n.d. Accessed June 8, 2020. https://hbr.org/2015/05/why-people-thrive-in-coworking-spaces.
5. Matthews, K.E., Andrews, V., Adams, P., 2011. Social Learning Spaces and Student Engagement. Higher Education Research & Development 30(2), 105-120.
6. Loyens, S. M. M., Gijbels, D., 2008. Understanding the Effects of Constructivist Learning Environments: Introducing Multi-Directional Approach. Instructional Science 36(5-6), 351-357.
7. Kyrö, Riikka, and Karlos Artto. 2015. “The Development Path of an Academic Co-Working Space on Campus - Case Energy Garage.” Procedia Economics and Finance21: 431–38. https://doi.org/10.1016/S2212-5671(15)00196-3.
8. Purpose in Higher Education: The Emergence of the Generation Z Workforce. Imperative. 2016
9. Equitable Resource Distribution in Schools, https://www.mnasa.org/cms/lib/MN07001305/Centricity/Domain/38/ESSA_DAY_2_KEITH.pdf (Adapted from: What Is Resource Equity? A working paper that explores the many components of resource equity that support academic excellence. Jonathan Travers, ERS March 2018)
10. Trauma-Informed Practices for Postsecondary Education: A Guide. Education Northwest August 2017 (OVEREXTENDED ROLES) https://educationnorthwest.org/sites/default/files/resources/trauma-informed-practices-postsecondary-508.pdf
11. Supporting Post-Secondary Readiness and Success in Chicago: A Report on Current Strengths and Challenges
12. Writers, Staff. 2020. “Self-Improvement for College Students: Ideas & Expert Advice.” AccreditedSchoolsOnline.Org. June 12, 2020. https://www.accreditedschoolsonline.org/resources/college-self-improvement.
13. “Young Professionals Network | CORE Group: Working Together in Health for Mothers, Children and Communities.” n.d. Accessed June 14, 2020. https://coregroup.org/young-professionals-network.
14. Carucci, Ron. 2017. “Why Self-Improvement Should Be a Group Activity.” Harvard Business Review, February 22, 2017. https://hbr.org/2017/02/why-self-improvement-should-be-a-group-activity.

Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.

MALCOLM X
Human Rights Activist



To learn more about our work
www.chibydesign.com

Christopher Rudd
Lead Activator

Surbhi Kalra
Design Lead

Victoria Grullon
Student Designer

Justin Walker
Designer

Delores Allen
Student Designer

Tommie Collins
Designer

Nathalie Cacheaux
Illustrator

Beneficiaria del Programa de Becas al Extranjero 2017 del Fondo Nacional para la Cultura y las Artes