



BOARD OF TRUSTEES STUDY SESSION
JANUARY 19, 2011
11:00 A.M.

WELLS FARGO PLACE
30 7TH STREET EAST
SAINT PAUL, MN

Please note: Committee/Board meeting times are tentative. Committee/Board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot.

(1) FY12-14 System Action Plan (pp. 1-51)

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Board of Trustees Study Session **Date of Meeting:** **January 19, 2010**

Agenda Item: FY12-14 System Action Plan

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

Cite policy requirement, or explain why item is on the Board agenda: The Board of Trustees periodically develop a System Action Plan that is based on the Strategic Plan and highlights a few priority items for attention.

Scheduled Presenter(s):

Scott Olson, Interim Vice Chancellor for Academic and Student Affairs
Leslie Mercer, Associate Vice Chancellor for Research, Planning and Effectiveness

Outline of Key Points/Policy Issues:

- What few issues should be the focus of the 2012-14 Action Plan?
- How do the Action Plan priorities align with other system and institutional planning?

Background Information: The Board has developed several Action Plans usually one year in length and often at the beginning of a fiscal year. The intent this year is to develop a multi-year plan which is in place prior to the start of the academic year. This will enable institutions to better incorporate features of the System Action Plan in campus planning. Reading material on three broad themes that align to the System Strategic Plan are included. The major themes are:

- Completion
- Productivity and Fiscal Sustainability
- Public Awareness and Support

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

INFORMATION ITEM

FY12-14 SYSTEM ACTION PLAN: BOARD OF TRUSTEES STUDY SESSION

BACKGROUND

In the past, the Board of Trustees has adopted an annual System Action Plan- often at the start of the fiscal year. The Action Plan emanates from the System Strategic Plan, adding greater specificity to the five broad Strategic Directions outlined in the Strategic Plan. It has included a limited number of areas the Board has wished the System to focus on in the short term including indicators what success would look like in each area. A copy of the 2010-11 Action Plan is attached.

While the Action Plan has been helpful in linking system and institutional plans, and represented a good first step in becoming a more planful culture, in its present format it has some limitations. It's one-year focus is often too short for many ongoing issues; its completion and adoption by the Board at the beginning of the fiscal year does not provide the colleges and universities amply time to incorporate the Board's priorities into institutional planning; and it has not always recognized or integrated other Board activities or priorities.

In the spirit of continuous improvement, Office of the Chancellor staff have worked with the Leadership Council to identify ways to make the Action Plan more useful. Initial consultation with the Board Chair resulted in his support for a multi-year plan that is completed well in advance of the start of the planning cycle. This Study Session will launch a process that will result in draft Action Plan for 2012-14 being reviewed by the Board in March and approved in May 2011.

In addition to issues of timing and duration, the presidents were also asked to provide suggestions as to the key issues that should be addressed in the Action Plan. Many thoughtful responses were provided by presidents; catalogued by staff and then discussed by the ASA LC committee on January 4, 2011.

TOPICS FOR CONSIDERATION

The suggestions and discussions generated two broad types of advice:

The first set consisted of general observations and suggestions about the overall plan. They included suggestions to focus on items of a system wide nature, that were enduring and that enabled each of the colleges and universities to contribute in ways that were consistent with the missions and unique circumstances of each. The other dimension of the overall advice was to keep the items within the Action plan to the "vital few", to identify and focus on two or three key areas and to link those few priorities to the Strategic Plan Directions. Several presidents' comments addressed this issue, summed up in this comment: *[T]he Board [should] exercise leadership where we do not have the power or right to tackle these issues ourselves (on each*

campus). *We can be part of a system-wide strategy but these problems require synergy and integration of a whole strategy*

The second set of ideas and recommendations concerned the content of the plan. While dozens of ideas and comments were submitted there was a great deal of overlap and consistency in the topics addressed. Most of the comments received could be categorized into three large concepts:

Focus the System on the Completion Agenda

Among the comments received were these:

- *Increasing the rate of college completion is the top goal of our college. Although the colleges in our system have self-organized to address this issue, it would be helpful to have the Board of Trustees develop a framework for this effort.*
- *A number of existing Board goals address "improving student success". Each campus is taking its own approach to this work with varying degrees of success. However, it is generally agreed across the United States that this challenge must be taken on systemically through k-20 partnerships. For any of us to succeed with our institutional efforts, a statewide agenda must be developed, pursued and accomplished.*
- *Increase the number of graduates as well as the graduation rate.*
- *Increase both enrollments and graduation rates.*
- *[S]tudents are bringing to the college more personal/work/health issues that pose barriers to success. We have programs in place that address the adult returning student population but we believe that we need to address precollege preparedness of high school students earlier and better.*

Advocate for Higher Education as a Public Good

Comments in this category addressed that value of higher education broadly as well as the value-add that results from a powerful system, the Minnesota State Colleges and Universities.

- *Emphasize institutional collaborations, both within MnSCU and between individual institutions and their regional and local partners as a means to create a supportive context for contributing to economic and community development and the preparation of a new generation of professionals.*
- *Take advantage of the distinctive strengths and working relationships of each MnSCU institution and consider these differences as a valuable asset. Encourage institutions to develop mission-related contributions to the strategic directions.*
- *The citizens need to champion higher education with legislators for the future of the state.*

Increase Productivity for Fiscal Sustainability

Not surprisingly, there were numerous suggestions in this area including:

- *Sustainability of all MnSCU campuses as they exist today must be questioned. Today's marketplace is much different than those times our system was designed in and for - typically the 1060's and 1970's. Access to online learning, PSEO and Concurrent options, Online College in the High School, and other instructional modalities have created a landscape that demands a very different access definition and model. Exciting new models, particularly those linking K-12 and higher education in rural Minnesota, must be pursued and implemented*

- *Strengthened connections between resource allocation and revenue generation, heightened focus on "return on investment" or "cost recovery ratios").*
- *Funding is not keeping up with labor costs, and with the lack of available funds, comes the inability to leverage language changes necessary with the changing times of higher education.*
- *"Costs" incurred in leading, managing, and operating our colleges and universities are becoming almost uncontrollable. Designed and negotiated in and for the 1970's and 1980's, union contracts do not allow for the flexibility and market responsiveness required in today's changing marketplace of learning. Many colleges and universities expend between 75% and 80% of total general fund revenues on salary and wage packages.*

In addition, Leadership Council discussions about these three items noted that interrelationship of the three: greater productivity and sustainability is enhanced when more students successfully enter, persist and complete an award or degree which in turn increases public perception of the need and value of higher education.

ADDITIONAL FOOD FOR THOUGHT

Several readings that highlight the national conversation on these three topics are attached. Two documents are from the Bill and Melinda Gates Foundations, which has earmarked more than 35 million dollars for the "Completion By Design". Two additional documents relate to a multistate effort adopted by Governors in 23 states, including former Governor Pawlenty, called "Complete College America". The initiative is designed to enhance American's competitiveness in the global economy by achieve a national goal of 60% of all adults with a post secondary degree by 2020

The Lumina Foundation publication, "Four Steps to finishing First in Higher Education" summarizes Lumina's "productivity agenda" that the Office of the Chancellor was invited to participate in the inaugural year. Finally the publication "United for Our Future" is one example of an approach taken by the entire higher ed community in the State of Maryland to increase awareness and support for higher education's contribution to the welfare of the state and its residents.

NEXT STEPS

The Board Study Session will provide Trustees and opportunity to discuss these and other ideas and then begin to focus on a few for inclusion in the System Action Plan. Staff will take the topics selected and develop a draft action plan for review and discussion at the March 2011 Board meeting. It is anticipated that the 2012-2014 System Action Plan will be approved by the Board in May, 2011.

2011 Action Plan Minnesota State Colleges and Universities

| System Strategic Direction | System Strategic Plan Goal | FY11 Action Plan Initiative | Measure |
|--|--|---|---|
| Strategic Direction 1 Increase access, opportunity, and success | Goal 1.1 Raise Minnesota's participation and achievement rates | <i>Reaching the Underrepresented</i> – Recruit and retain students from low-income families, students of color, first-generation college-goers and students from immigrant families | Action Plan Target to increase the second fall persistence and completion rate of full time entering underrepresented students from 70.6 percent in 2007 to 73.7 percent in 2014 |
| | Goal 1.4 Support students to reach their educational goals with a focus on graduation or transfer | <i>Transfer</i> – Implement the Smart Transfer plan to reduce the loss of credits and ensure full implementation of transfer tools and related data entry | Accountability Dashboard Measure: Transfer Credit Acceptance |
| Strategic Direction 2 Achieve high-quality learning through a commitment to academic excellence and accountability | Goal 2.2 Produce graduates who have strong, adaptable, globally competitive and flexible skills | <i>STEM and Healthcare</i> – Advance student engagement, learning opportunities, industry responsiveness, and supportive infrastructure in support of STEM- and health care-related areas | Action Plan Target to increase the percentage of students enrolled in one or more college level STEM courses by 2.9%, from 45.9% in Fiscal Year 2005 to 48.8% in 2011 Action Plan Target to increase the number of secondary teachers prepared for licensure in math and science by 119 or 115.5% between Fiscal Years 2005 and 2011 |
| | Goal 2.3 Provide multiple efficient and effective delivery options for educational programs and student services | <i>Minnesota Online & e-Learning</i> – Increase access and student success through online learning <i>Students First</i> – Implementation of the projects to provide seamless and shared services | Action Plan Target to increase the percentage of credits provided system-wide through online and blended courses to 25% by Fiscal Year 2015 <i>Students First</i> - Complete integrated and seamless student services |

| System Strategic Direction | System Strategic Plan Goal | FY11 Action Plan Initiative | Measure |
|--|--|--|---|
| <p>Strategic Direction 3 Provide learning opportunities, programs and services to enhance the global economic competitiveness of the state, its regions, and its people</p> | <p>Goal 3.1 Be the state’s leader in workforce education and training</p> | <p><i>Workforce of the Future</i> – Support regional prosperity and community success by expanding outreach and enhanced educational services to Minnesota businesses</p> | <p>Accountability Dashboard Measure: Related Employment Rate</p> |
| <p>Strategic Direction 4 Innovate to meet current and future educational needs</p> | <p>Goal 4.1 Build organizational capacity for change to meet future challenges and remove barriers to innovation and responsiveness</p> | <p><i>Organizational Change and Improvement</i> – Support faculty and administration in developing new models for teaching and learning</p> | <p>Continuous improvement efforts related to programs and learning outcomes, reconfigured curriculum and service delivery, and associated efforts to engage and support faculty and staff</p> |
| | <p>Goal 4.2 Draw on the talents and expertise of faculty, staff, students and others to meet the challenges facing the system.</p> | <p>Engage faculty, staff, bargaining units and students in conversations and joint problem solving towards continuous improvement</p> | |
| <p>Strategic Direction 5 Sustain financial viability during changing economic and market conditions</p> | <p>Goal 5.1 Make budget decisions that reflect priorities in the core mission and fiscal stewardship</p> | <p><i>Advance Collaboration and Efficiencies</i> - Advance organizational efficiencies throughout the system, including the Office of the Chancellor</p> | <p>Accountability Dashboard Measure: Composite Financial Index Resource savings - Efforts and/or savings related to shared services and other efficiency strategies</p> |
| | <p>Goal 5.2 Rigorously pursue ways to reduce unnecessary costs</p> | <p><i>Energy Conservation</i> - Develop policy and prepare a plan to advance sustainable campuses by focusing on improved facilities planning processes, construction, renovation and operation of campus facilities</p> | <p>Use energy benchmarking data to support ongoing improvement and efficiency</p> |

Approved by Board of Trustees on July 21, 2010

Completion by Design

Concept Paper

COMPLETION BY DESIGN CONCEPT PAPER

AUGUST 2010

An initiative of the postsecondary success team

Hilary Pennington, Director of Education, Postsecondary Success, and Special Initiatives

Mark Milliron, Deputy Director for Postsecondary Improvement

Bill & Melinda Gates Foundation

What Is Completion by Design?

Completion by Design is the next major step in community college reform. It is a five-year investment that will enable groups of community college campuses within states to collaborate on the design and implementation of a model pathway to completion. The model pathway will draw from the body of research and experience generated by previous initiatives and the specific circumstances of grantees to systematically implement a whole range of proven and promising practices from intake to completion. We believe that if community colleges restructure the student experience, if they build linkages and interdependencies among the systems that touch the lives of the students, and if they establish clear accountability for student success, they can dramatically and efficiently increase rates of high-quality credential completion for the target population of low-income young adults.

COMMUNITY COLLEGES AND THE FOUNDATION'S POSTSECONDARY SUCCESS STRATEGY

By one recent count, there are 1,173 community colleges in the United States enrolling an estimated 8 million credit-earning students, or 43 percent of all U.S. undergraduates (AACC, 2010). While they have much in common with one another, their governance and financing can be as decentralized as the word “community” implies, which can pose challenges to implementation of large-scale reform efforts.¹

With few admission requirements, low tuition, and physical campuses located within 25 miles of 90 percent of the country's population, these open-door institutions are designed to reduce academic, financial, and geographic barriers to postsecondary education.

For some, community colleges are a destination, with short-term career certificates and licenses that facilitate employment. For others, they are a gateway, with general education courses and two-year associate in arts degrees designed for ready transfer into four-year institutions.

Community colleges offer first, second, and third chances to millions of Americans. Yet as easy as it is to enroll in one, it is also easy to drop out. Increasing attention is focusing on the community college completion gap, the wide and hard-to-bridge gulf between the number of students who start a community

college program and the number who finish or successfully transfer to a four-year college. The gap is most extreme and damaging for low-income young adults—many of whom arrive on campus with poor academic preparation and skills.

The Bill & Melinda Gates Foundation is urgently concerned about this population of students. Completion by Design is a key part of the foundation's ambitious postsecondary success strategy, which will invest \$475 million over four years with the goal of doubling the number of low-income young adults who earn a postsecondary credential with labor market value by age 26. Completion by Design, like the larger postsecondary success strategy that it supports, works across three critical fronts:

1. improving postsecondary institutions using a student-centered, performance-oriented approach that emphasizes best practices and focuses on completion
2. supporting young adult students by providing information, tools, guidance, and support to facilitate academic momentum and address the barriers to persistence, progress, and completion
3. building support with the public by shining light on the public value of an educated workforce and nurturing commitment to the financial and policy changes needed to keep institutions and students focused on completion

¹ The definition of “community college” is changing. For the purposes of this initiative, the term is used broadly for public two-year institutions, as well as those that award some four-year degrees but have historically been and are still primarily two-year community or junior colleges, even if their name or accreditation status has changed.

WHY WE NEED COMPLETION BY DESIGN

College can be intimidating, especially for low-income and first-generation students who lack peer and family support to help them navigate. Many community college programs—developmental education, for example—take a one-size-fits-all approach and are designed to process large numbers of students efficiently, sometimes with little coordination among themselves.

Students entering this world, especially those with weak preparation or without the benefit of significant family experience and support, face a series of high-risk moments, junctures at which they are most likely to drop out or give up. These moments are concentrated early in the college experience—some even before they reach their first class—and occur less frequently as students build academic momentum and the confidence required to persist.

These moments could be considered potential loss points—where thoughtful intervention can make the difference between success and failure. Some of the most important include:

- **College entry.** Orientation, placement, and advising are key to getting students into the right course of study and giving them confidence to succeed.
- **Academic catch-up.** This includes developmental education and successful completion of gatekeeper courses such as college algebra and freshman composition. Fewer than 30 percent of academically underprepared students get beyond this stage.
- **Program of study.** Students who do not maintain a solid rate of progress once they get into their core academic programs are still at high risk of not completing their degrees.

Along with these potential loss points, there is also a launch point:

- **Transition from education to work or four-year transfer.** Students are more likely to succeed academically and in the job market if colleges make early connections between academic programs and career goals or four-year transfer options.

Completion by Design aims to mitigate the loss points and fortify the launch point for low-income young adults. The precise nature and timing of these points can vary by institution and program, and it is important for colleges to clearly identify theirs and plan interventions accordingly. Completion by Design provides support for a campus- or college-based analysis to learn where along the pathway to completion students are being lost and to bring the right people together to design a model pathway to completion that employs proven and promising practices at every critical moment from enrollment to credential completion.

DISTINGUISHING COMPLETION BY DESIGN

Previous projects and initiatives, notably Achieving the Dream, have shown the power of data-driven reform in higher education. They have also helped build an inventory of proven and promising practices upon which Completion by Design grantees will be able to draw (ATD, 2010).

Completion by Design takes the college completion movement to the next level in two ways. First, it addresses the full continuum of the student experience from start to finish—asking grantees to use all the significant lessons of prior reforms and demonstration projects simultaneously rather than investing in an isolated best practice. Second, it directly addresses the full spectrum of organizational and administrative factors—from resources to program leadership to state policy—that can make or break a serious effort at reform. These include the need for:

- time, leadership, courage, and resources to make difficult changes
- infrastructure to transfer and disseminate new approaches, practices, and systems
- teamwork that crosses barriers among departments, organizational units, faculty and administrators—all committed to the success of the same student body
- collaboration among community colleges and campuses that can otherwise be isolated, in part because of their community-based identities and in part because of a culture of self-reliance
- institutional and state policies, funding formulas, and tuition and aid structures that provide incentives and accountability for student success

The biggest challenge to success is inertia, the tendency to do things the same way they've always been done. Based on organizational theory and the experience of related initiatives, Completion by Design recognizes the importance of overcoming inertia and therefore seeks to:

- engage and provide support to leadership within community colleges to promote and institutionalize success
- cultivate and strengthen systems and leadership to support innovation, communication, and adoption
- empower an interdisciplinary, cross-campus delegation of faculty and administrators to work together to analyze their own systems, model and learn from other systems, and build a new and better system, a model pathway to completion that employs proven and promising practices and uses next-generation technology in ways that reduce costs and improve results

- generate connections within community colleges and among multiple community colleges and campuses to mitigate isolation and create a whole that exceeds the sum of its parts
- lead by example over a two-year implementation/ demonstration period during which the model pathway to completion is carefully monitored to take advantage of opportunities and overcome financial, regulatory, or policy barriers as they arise

WHAT COMPLETION BY DESIGN WILL DO

Completion by Design is a five-year initiative to help low-income young adults progress through community college more quickly and with a higher chance of completion. Research has demonstrated that interrupted or extended college pathways are especially high-risk for students from lower-income backgrounds (Goldrick-Rab, 2006), who tend to be concentrated at community colleges. The initiative therefore asks community colleges to analyze their systems in order to understand where they are failing and succeeding, create a model pathway for the student experience from intake to completion based on what they learn, introduce proven and promising practices at key loss and launch points, build linkages among the systems that touch the lives of the students, and establish clear accountability for student success and completion. Completion by Design is founded on the belief that this type of comprehensive reform will significantly increase the odds of success for the target population of students.

The loss and launch point framework

Although the picture varies slightly from college to college, an extensive body of research and experience has given us a good understanding of the high-risk and high-opportunity moments for community college students. (The short list of selected references at the end of this concept paper will point interested readers in the right direction to learn more.) The loss and launch point framework provides the four key moments—college entry, academic catch-up, program of study, and transition to work or four-year college—through which each grantee will be asked to chart a model student pathway, using our best current understanding of effective practices.

Proven and promising practices

Given a clear picture of where loss or launch can happen for low-income students, Completion by Design sets out a specific process by which reform is to occur. It asks grantees to examine their own systems, to model and learn from other systems, and to collectively build and implement a better system, to reach consensus on the design of a model pathway to completion that all cadre campuses will adopt and implement. This model must incorporate proven and promising practices across all dimensions of the student experience.

While the notion of best practices has been diluted by over-use, we can probably agree that some practices generate demonstrably better results than others and should be considered proven or at least promising. When something is proven, and there is indisputable evidence that it works better than other methods currently in place, the foundation will expect it to be applied as widely as possible. In promising cases, where there is good but not conclusive evidence of effectiveness, ongoing, careful evaluation across the Completion by Design initiative will help refine and expand our knowledge at each phase in planning and implementation. A guide to proven and promising practices is currently under development.

Defining success

Until recently, many initiatives focused on getting more lower-income students into college. It is not enough, however, just to get in. It's finishing that changes lives.² The focus of Completion by Design is on helping lower-income students achieve credentials that will improve their economic future and—since parents' education level tends to predict that of their offspring—the future of their children and grandchildren.

For the purposes of this initiative, successful completion counts as:

- finishing an occupational certificate requiring one year or more of full-time study
- completing a two-year associate in science (A.S.), associate in arts (A.A.), or other academic credential normally requiring two years of study
- successfully transferring to a bachelor degree-granting institution after a year or more of full-time study, including all general education requirements, and remaining in good academic standing at the end of the first term of enrollment

² In one example, as part of Achieving the Dream, the Washington State Board of Community and Technical College Systems (SBCTC) conducted a study examining educational experiences, attainment rates, employment rates, and earnings of adults five years after they enrolled at an SBCTC institution. Short-term training, participation in adult basic education, or enrollment in a limited number of college-level courses did not lead to an increase in employment rates or earning power. Only students who enrolled for at least one year at a community or technical school and/or completed either a degree or a certificate saw a measurable increase in wages (Prince and Jenkins, 2005).

How Completion by Design Will Work

COMPLETION BY DESIGN GRANTEE SELECTION

Completion by Design will provide significant resources for comprehensive change to a small number of grantees that serve large populations of students. The grants will be awarded through a competitive application process to applicants in one of the nine high-priority/high-opportunity states who demonstrate the understanding and capacity needed to implement a model pathway to completion for a significant number of students. No more than one grant will be made per state. In order to be eligible, applicants will need to designate:

- a managing partner that will be the primary grantee and will orchestrate the overall initiative within the state. No more than one grant will be made in any state, although multiple colleges can collaborate on an application coordinated by a strong managing partner. A managing partner can be any multi-campus college or district that awards degrees and credentials primarily at the level of associate and below.
- at least four cadre colleges or campuses that serve a significant population of low-income young adult students. Cadre campuses can be peers of the managing partner, subsidiary campuses of the lead, or a combination of both. Cadre campuses must be willing and able to design and implement policy changes as a group.
- a state policy lead agency or organization that is in a credible position to ensure that the grantee has the support needed to make the best use of state resources and to waive or change policies identified as obstacles to the model path to completion

The managing partner, cadre colleges, and state-level policy lead will be responsible for collaborative implementation of Completion by Design.

QUALITIES OF STRONG APPLICANTS

Examples of qualities and characteristics that the foundation would like to see both in the managing partner and in the community colleges or campuses that the managing partners propose as cadre campuses include:

- commitment to increasing the credential completion rate for low-income young adults
- experience implementing a successful strategy to improve credit accumulation or credential completion rates

- willingness to reallocate human and financial resources to achieve better outcomes
- ability to monitor attendance and academic progress of the Completion by Design student cohort in real time
- commitment to using data to inform policy, programs, and practices

PRECONDITIONS OF SUCCESS

Drawing on the experience of other complex reform efforts, the foundation recognizes the importance of strong and committed leadership. Success will depend on the managing partners and the campuses that constitute each cadre. Between them, there is the potential for Completion by Design to produce a new paradigm for postsecondary education that is student-centered and systems-focused. As part of their application to participate, the foundation expects managing partners and cadre campuses to make leadership commitments to:

- make Completion by Design a top priority in word and deed
- establish and achieve measurable and ambitious goals for student progress and credential completion
- empower, with appropriate resources and authority, a cross-discipline/cross-campus delegation to plan and implement a model pathway to completion based on proven and promising practices across all dimensions of the student experience
- coordinate and commit resources to student data tracking to ensure that progress and performance are monitored in real time and that there is a feedback loop that enables data to be used for purposes of early warning, early intervention, and initiative evaluation
- reallocate and repurpose financial and human resources based on what is learned and what is working in Completion by Design
- scale success by removing barriers to effective practice, rewarding success, and institutionalizing what works
- contribute to the development of a state policy and finance agenda that facilitates widespread adoption of the successful practices and models achieved through Completion by Design

ELIGIBLE STATES

Completion by Design will launch in a subset of the foundation's nine high-priority/high-opportunity states: Washington, Arizona, Georgia, Ohio, North Carolina, Florida, New York, California, and Texas. These states are of particular interest to the foundation because they have:

- significant proportions of the nation's community colleges
- significant proportions of the nation's community college population
- substantial numbers and proportion of low-income young adults (ages 16-26)
- favorable political environments where postsecondary education reform is a legislative, financial, or leadership priority

Because the leadership, commitment, and capacity of the managing partner are essential to the success of Completion by Design, the states in which Completion by Design is launched will be based on the selection of managing partners.

OPERATIONAL STRUCTURE AND THE COMPLETION BY DESIGN ASSISTANCE TEAM (CDAT)

The Completion by Design Assistance Team (CDAT)

One important participant in the implementation of the initiative is being created and financed by the foundation as a resource to successful grantees.

The Completion by Design Assistance Team is a new organization that will include nationally respected experts in educational practice, data analysis and use, leadership, finance, systems change, and policy. It will provide on-site technical assistance and support throughout the initiative's planning, implementation, and scaling process. CDAT is intended to be highly flexible, so that as new issues or needs emerge, it can adapt to meet them. CDAT is responsible for recruiting and engaging, as required, the individuals and organizations with the skills and experience necessary for the successful implementation of Completion by Design.

Each managing partner will have a dedicated CDAT consultant who will be available to support the planning and implementation process, and will assume leadership in coordinating the consulting needs of participating campuses. These CDAT consultants will devote 40 percent of their time to each grantee to which they are assigned, and the managing partner will have an opportunity to participate in the screening and hiring of candidates. CDAT will play a critical role in building productive connections among the participating states and ensuring that there is cross-state learning and a national audience for the work.

INTRA-CAMPUS DELEGATIONS AND THE INTER-CAMPUS CADRE

The lead and cadre campuses will form an inter-campus cadre. Each cadre college or campus will form an interdisciplinary delegation of faculty, staff, and administrators to support the cadre and work with their counterparts on other campuses. This delegation, inclusive of critical educational and operational functions, will have a designated leader and will represent the campus/college for the duration of the initiative.

The inter-campus cadre will plan and implement Completion by Design. With the benefit of tools and consultants made available through the Completion by Design Assistance Team, each cadre grantee will conduct a systems/pathway analysis to understand where along the journey to completion students are being lost and a practice review to understand the effectiveness of current practices. Armed with this knowledge, each grantee will engage in a planning process to design a model pathway to completion that employs proven and promising practices along the full continuum of the student experience from enrollment to credential. Once approved by the foundation, the model pathway to completion will be consistently implemented (and evaluated) across all participating campuses.

COMPONENTS OF A COMPLEX INITIATIVE

Completion by Design is a complex effort designed to operate on as many as five organizational levels:

1. the campus/college where changes in process, practice, and systems will occur to the benefit of students
2. the inter-campus cadres, where collective planning and shared learning will occur, enabling innovation, inspiration, and institutional adoption
3. the managing partner's sphere of influence, which may include more campuses, colleges, or colleague institutions than are included in the cadre
4. the state, where the state policy lead will assume responsibility and leadership for bringing together state, educational, civic, and business representatives as an audience and will serve as an advocate for Completion by Design goals, its expansion to scale, and the policy reforms associated with its success
5. the nation, through the networks created among grantees and the work of the Completion by Design Assistance Team, which will serve as a bonding agent across sites and the keeper of content and quality

As the initiative consistently demonstrates success over the five years of its implementation, the multiple levels at which Completion by Design is organized will help expand its reach and scale within and beyond the original grantee states.

IMPLEMENTING PROVEN AND PROMISING PRACTICES AT THE LOSS AND LAUNCH POINTS

Each campus delegation will be responsible for recruiting a significant number of young adults to enroll in the model pathway to completion for each of at least four semesters. At least 100 should be enrolled in the first cohort at each campus, with each subsequent cohort size increasing over the course of the initiative until it encompasses all students for whom the model pathway is appropriate.

These young people constitute the Completion by Design student cohort. Whether campuses use an academy approach that creates a separate environment within the college for cohort students, or whether they choose to integrate the new pathway into their primary academic programming, campuses must ensure that:

- the students are touched by every element of the pathway
- they can monitor the students on an individual basis in terms of experience, persistence, and progression
- they are implementing the model in such a way that it is readily expandable to accommodate larger and larger numbers of students

For each loss and launch point, there are key points of intervention and proven and promising practices that can positively influence outcomes. Each cadre will be expected to reach consensus on a model pathway to completion that draws on these practices, the cadre campuses' knowledge and experience in the field, and the knowledge and experience of outside experts and advisers. The outline that follows highlights the likely components of the model pathway initially, although adaptation may occur as continuing evaluation of the experiences of the Completion by Design student cohorts provides important information about what works for whom and why.

Loss point #1: college entry

This is the student's first engagement with the institution—initial contact. Colleges may lose between 10 and 15 percent of their potential student body at this juncture.

Point of intervention: intake

Examples of promising practices:

- mandatory orientation, including financial aid counseling and awareness and assistance in navigating systems and services
- user-friendly online materials that make it possible for students to refer back to documents in an easy-to-access format on an as-needed basis
- no-late-registration policies to ensure that students do not miss any class time at the beginning of the term and have time to complete the orientation

Point of intervention: assessment

Examples of promising practices:

- contextualized testing so that students understand how the assessments are used and their significance in determining class enrollment and course of study³
- pre-placement test preparation for students that eliminates cold testing and provides time and tutoring for subject material review
- test preparation programs ranging from one-week review courses to summer bridge programs to help students test into college-level work or higher levels of developmental education
- better and broader diagnostics that assess aptitude for occupational opportunities as well as what students need in order to be successful in college-level work
- early testing for high school juniors so they can focus on improving academic skills during their senior year and meeting college-ready standards
- assessments linked to advising so that students have the benefit of informed advisers who can interpret testing results and help students make better occupational and educational choices
- use of next-generation technology to diagnose specific needs and implement highly individualized learning plans

³ Studies indicate that community college students lack an understanding of placement testing and its consequences. For a summary and for further references to this research, see Goldrick-Rab's overview in "Promoting Academic Momentum at Community Colleges" (2007).

Point of intervention: placement

Example of a promising practice: differentiated placement with no opt-out.

For efficiency's sake, placement systems are sometimes fairly crude, with just a few options and cut scores. More differentiated analysis of results and individualized placement can be one way to improve individual student results and time to completion.

Loss point #2: academic catch-up and gatekeeper courses

Students are most likely to drop out during the process of academic catch-up that includes developmental education and transition into the gatekeeper college algebra and freshman composition courses. Sixty percent of all community college students enroll in at least one developmental education course in their community college career. Unfortunately, fewer than 25 percent of students who start in developmental education complete a credential or degree within eight years of enrollment (Bailey, 2009). Completion by Design cadres will have the opportunity to improve both the structure and the content of developmental education. While there is much work yet to be done in this area, research is pointing to a number of promising practices worthy of consideration.

Points of intervention: developmental education and gatekeeper courses

Examples of promising practices:

- mandatory student success courses that teach study skills as well as help students develop career goals and formulate a personal academic plan
- alternative remediation using next-generation technology to accelerate or compress developmental course content and allow students to cover more ground more quickly; or modularization that breaks the course into modules that enable students to progress at their own pace; or contextualization that integrates remediation into content and career courses; or project-based learning that allows a student to acquire academic skills through real-life activities
- peer and cohort communities that place students together as a cohort so that they can build relationships and connections that are mutually beneficial, supporting one another both emotionally and academically through collaborative learning
- early-warning/early-intervention systems so that student attendance and progress are monitored in real time and counselors and faculty are alerted and accountable for following up to re-engage the student and support his/her re-entry

- tutoring and supplemental instruction to facilitate successful completion of college algebra and freshman composition gatekeeper courses
- use of technology to enable self-paced learning, reinforce classroom instruction, and provide an alternative to seat time
- academic plans for each student that prescribe an individual course enrollment sequence with both near-term (one-year certificate) and longer-term credential milestones

Loss point #3: program of study

After students successfully make the transition from pre-college to college-level work by completing the freshman composition and college algebra gatekeeper courses, they must complete a set of requirements to accumulate credits and earn a credential. By this point, colleges should have helped students build academic momentum so that they are engaged in the learning process and approach their assignments with confidence and commitment. Not only does momentum allow students to complete sooner, but studies have shown that students with academic momentum are more likely to persist (Adelman, 2006). Cadres should monitor attendance, performance, and engagement in this stage to determine whether students are building or losing academic momentum.

Points of intervention: academic plan and credit accumulation

Examples of promising practices:

- student enrollment tracking each semester to confirm that students are enrolled in the courses outlined in their academic plans and to provide students with early and appropriate counseling and support
- minimum or default courseload expectations to prioritize progress by ensuring that full-time students earn at least 15 college-level credits and part-time students earn at least 9 college-level credits during their first year
- cohort learning opportunities to build student connections and relationships both with one another and with the institution
- joint academic and financial aid counseling to ensure that working students are fully aware of the resources and opportunities available that could enable them to attend full time

Launch point: transition to work or transfer to four-year college

As students approach completion of their educational programs, research demonstrates the value of providing both recognition and dedicated support to facilitate their transition from the world of study to the world of work, including intensive career counseling and specific labor market attachment practices. For

those students transferring to four-year institutions, the goal is to finish strong and launch into a bachelor-degree program well-prepared and with confidence.

Points of intervention: during programs of study, final term, and post-completion

Examples of promising practices:

- progress check-ins, once students select career goals, to help monitor completion and assess changes in students' goals that may require changes in their academic plans
- world of work connections to build opportunities for students to apply what they are learning in the classroom to the workplace through service-learning, job shadowing, mentoring, internships, and apprenticeship programs
- purposeful partnerships to link students with businesses and service providers that specialize in resume preparation, interview skills, and job placement activities
- ready transfer relationships to give students a direct connection to four-year institutions so that students who desire to continue their education have the benefit of an articulation policy or agreement that enables easy and ready launching toward a bachelor's degree

A MODEL PATHWAY TO COMPLETION

Each cadre will vary in some ways, but the model pathway that each develops would be likely to include:

- comprehensive, supported, and mandatory student orientation to community college and occupational opportunities
- time for students to prepare for performance, knowledge, and skills assessments
- testing that identifies skill deficits and employs additional diagnostics and aptitude metrics that guide an occupational options analysis and inform academic plans
- use of accelerated developmental education strategies such as learning communities, technology-enabled learning, learning labs, tutoring, and contextualized (applied) instruction
- a prescribed program of study and sequencing based on a personal academic plan that employs peer and cohort learning strategies
- a post-credential career-related mentoring or internship experience intended to build skills, confidence, and networks for labor market attachment

Timeline and Learning Objectives

Completion by Design will be implemented over five years in three phases. At each phase, ongoing evaluation will reflect on what has been learned both about the opportunities and challenges associated with implementation of the initiative as it was originally planned (initiative learning) and about the relative success or failure of the strategies employed to improve completion rates for low-income young adults (field learning). Both types of learning may yield lessons that result in course corrections for the initiative over the five years of its implementation.

LAUNCH—EARLY 2011

To help build a sense of common purpose and ambition, the foundation will convene a launch session early in 2011 for the selected sites. The chancellor or chief executive (as applicable) representing each managing partner will be expected to attend this session along with representatives from each cadre college or campus. The launch will provide an opportunity to exchange information and expectations, learn about and contribute to the formulation of the cross-site evaluation, meet with the foundation's postsecondary success team, and hear from the core staff of the Completion by Design Assistance Team about the resources and assistance that will be made available throughout the effort.

PHASE I: PLANNING—SIX MONTHS

During this period, each managing partner will convene its cadre campuses and provide financial support to enable release time as appropriate and required. With funding provided by the initiative, each managing partner will hire or designate a high-level staff member to serve as the Completion by Design project director. This individual will serve as the point person on behalf of the managing partner and will be involved in cross-site and cross-state coordination and conversations. The managing partner will convene its cadre campuses at least three times during the planning period, preferably in a retreat-like setting with the time and space necessary for thoughtful planning, reflection, and relationship development. The state policy lead will participate in these sessions, providing guidance and support on matters of state policy and finance.

During this period, CDAT, working with regional and national experts, will coordinate the performance of a pathway/systems analysis and a practice review of each cadre college or campus. The pathway/systems analysis will be based on the loss and launch point framework. With support provided by CDAT and access to national experts on issues of postsecondary education and administration, each cadre will use the

information and knowledge gained through its campus-based assessments to select a set of proven and promising practices that will constitute its shared model pathway to completion. The model pathway will be subject to review and approval by the foundation before funding is awarded for Phase II implementation/demonstration.

PHASE II: IMPLEMENTATION/ DEMONSTRATION—24 TO 30 MONTHS

Once the Phase II budget and plan are approved, the managing partner campus will receive funds to continue to convene its cadre campuses and the state policy lead as a learning community and to provide campus/college allocations for purposes of implementing the model pathway to completion.

Depending on the unique nature and needs of campuses, the allocations may vary among cadre campuses/colleges. The intent is to implement the entire pathway for a substantial cohort of students on each of the participating campuses. The precise configuration may vary depending on the demographics and circumstances of each cadre.

Each campus will carefully monitor how and to what extent the pathway is improving rates of retention, academic progress, and credential completion. On a site-by-site basis, CDAT, in consultation with the managing partner and the foundation's evaluation team, will determine baseline and/or comparison groups against which progress will be measured.

The managing partner and its cadre campuses will be expected to participate in cross-state gatherings organized by CDAT on behalf of the foundation as well. The state policy lead, with the support of the managing partner, will be responsible for convening an advisory board of state and field stakeholders representing education, including K-12, business, and labor as well as nonprofits and philanthropic organizations as appropriate and possible. A strong policy lead and advisory board are essential to cultivating a receptive environment for reform and creating momentum for scale.

PHASE III: SCALING AND ADOPTION—24 MONTHS

Assuming the results of Phase II are positive (evidence of increased rates of success, pace of progress, and credential completion among Completion by Design students), each managing partner will be eligible for an additional two years of foundation funding to implement a scaling strategy that includes an expansion of the model to a larger proportion of students within each participating college/campus, as well as a cross-site adoption that extends the Completion by Design approach to other sites across the region and/or state.

The cadres will use their experience during Phase II to develop proposals (policy, practice, and funding) to help promote the success and mitigate the failures of the effort. The managing partner, working with the state policy lead, will implement a scaling strategy that includes policy reforms as required. During this period, managing partners will convene participating campuses and colleges as necessary. CDAT will convene national gatherings that provide opportunities for states to share lessons learned and promote cross-site adoption of the processes, practices, and policies tested and adopted through Completion by Design.

EVALUATION AND LEARNING OBJECTIVES

Careful evaluation through each phase of the initiative will provide feedback to fine-tune the following phase as well as to increase our overall base of knowledge about what works and what does not in community college reform. A detailed evaluation plan will be negotiated between the foundation and the firm or firms selected to evaluate Completion by Design, but it will likely address most of the learning objectives listed below for each phase.

Learning objectives in Phase I

Evaluation in this phase will concentrate on the extent to which:

- campuses within cadres and among different states are losing students at the same junctures and at the same rates (field learning)
- participating campuses/colleges are already employing proven and promising practices and with what result (initiative and field learning)
- the managing partner is adding value to the community colleges and facilitating connections and communications (initiative learning)
- the inter-disciplinary planning process is producing valued insights and improvements in operational practices in real time (initiative learning)

- each cadre is able to design a coherent model pathway to completion that addresses all dimensions of the student experience (initiative learning)
- issues of policy and funding are emerging as barriers or opportunities in the design process (initiative and field learning)
- the presence/involvement of the state policy lead is helping to identify and mitigate policy and funding challenges (initiative and field learning)
- plans developed are consistent with the intention of the initiative and have realistic timelines associated with them
- CDAT is providing helpful support to colleges

Learning objectives in Phase II

Evaluation in this phase will concentrate on the extent to which:

- the original plan was implemented or modified (initiative learning)
- there is greater communication, coordination, and accountability between the operational functions within each participating campus as a result of the Completion by Design planning process (initiative learning)
- there are institutional, financial, or state policy barriers that challenge implementation (field learning)
- the advisory board is producing consensus on issues of reform (initiative learning)
- there is consensus on issues of reform associated with adoption and implementation of reform (field learning)
- the managing partner is building credibility with its campuses and as a resource beyond the Completion by Design initiative (initiative learning)
- the state policy lead is generating broad based political and stakeholder interest in Completion by Design (initiative learning)
- the campuses that constitute each cadre are sharing information beyond Completion by Design and applying the information that they share to practice (initiative learning)
- the model pathway to completion is improving outcomes for the students enrolled as compared with similar students who are not enrolled (initiative learning and field learning)
- the implementation/demonstration period has affirmed or challenged the underlying assumptions of Completion by Design
- the initiative needs to be revised as a result of implementation experiences (initiative and field learning)

Learning objectives in Phase III

Evaluation in this phase will focus on the extent to which:

- cadre campuses are able to increase student enrollment in the model pathway to completion (initiative learning)
- institutions are able to achieve efficiencies of scale as they include more students in the pathway and extend the Completion by Design approach to more campuses within the system (initiative learning)
- there is demand among other community colleges within each state to learn more about Completion by Design and adopt its approach (initiative learning)
- the state policy lead is helping to build institutional and statewide support for changes in policies, regulation, and funding that are deemed necessary for success based on the Completion by Design experience (initiative learning)
- the managing partners are successfully replacing foundation funding with other sources of support for their work on postsecondary education and Completion by Design (initiative learning)

Roles of the Participants

MANAGING PARTNER

Each managing partner will have both management and leadership responsibilities. The managing partner will be awarded a grant to support its management and coordination function, funds to cover its own campus costs associated with planning and implementation (e.g., adoption of new practices, programs, and professional development), and resources that can be used to enlist cadre institutions in the fulfillment of designated roles and responsibilities. Exact allocations will depend on, among other factors, the total number of states selected, the total number of participating campuses in the cadre within a given state, and the total number of students reached.

In addition to the grant funds and access to CDAT's team of expert technical assistance providers and consultants, each managing partner will have the benefit of a part-time CDAT consultant as well. The managing partner will have an opportunity to nominate individuals for this position and will be involved in the hiring process.

Key responsibilities of the managing partners include but are not limited to:

- managing cadre planning and implementation
- managing the funds for planning and implementation
- organizing quarterly conversations that include the cadre college delegations and relevant stakeholders to examine lessons learned in the process of planning and implementation (in partnership with CDAT)
- coordinating the data collection required to monitor Completion by Design student progress for cadre campuses/colleges
- enlisting a state policy lead to advise on issues of policy and finance reform and to co-convene an advisory board of statewide leaders representing public, private, and civic institutions critical to the policy and financial future of postsecondary education
- serving as the liaison with the foundation's measurement and learning staff
- developing and implementing a communications plan to share progress and lessons learned in real time with the cadre members and beyond

- developing and implementing a plan to encourage colleague institutions to adopt similar and successful approaches to serving low-income young adults
- providing regular updates to the foundation on progress, challenges, and accomplishments
- identifying challenges and barriers to success and bringing them to the attention of appropriate participants in order to address those challenges
- making best use of the resources and experiences of other initiatives and investments to advance the Completion by Design goals
- making the changes necessary to embed and sustain the successful practices, policies, and systems that emerge during the Completion by Design process
- serving as the spokesperson for the cadre and participating, as required, in cross-state conversations
- identifying and advocating for funding streams and policy reforms that encourage the successful practices that emerge from Completion by Design
- securing access to the data needed for ongoing evaluation from (or in cooperation with) the state policy lead

STATE POLICY LEAD

In order to create a receptive policy environment for Completion by Design, the managing partner will enlist an appropriate state agency or organization to serve throughout the initiative as the Completion by Design state policy lead. The state policy lead's responsibilities will include:

- participating in all aspects of planning and implementation with the cadre
- securing (to the extent of its legal authority) or advocating changes to state policy as needed to remove barriers or provide support to implementation of the initiative
- working in conjunction with the managing partner to convene a statewide advisory board inclusive of public, private, and civic institutions
- providing or facilitating access to student data on a statewide basis that will be required as part of the overall Completion by Design evaluation

STATEWIDE ADVISORY BOARD

Identified and recruited by the managing partner and the state policy lead, the statewide advisory board may be an existing public/private organization that formally agrees to accept the additional responsibility, or it may be a new entity created specifically for the purpose of the Completion by Design initiative. The statewide advisory board's key responsibilities will include:

- providing input from the perspective of civic, business, labor, and K-16 education leaders
- serving as a resource for the initiative to build public support for its goals

CADRE CAMPUSES

Each Completion by Design cadre campus will empower an interdisciplinary delegation of at least six faculty and administrators representative of key administrative and programmatic functions to represent the campus within the cadre and to be responsible for implementing the model pathway to completion at the campus level. At a minimum, people with responsibility in the following areas should be well represented and be given the release time and resources to fully engage with the initiative:

- orientation
- enrollment and registration
- assessment
- advising
- developmental education
- curriculum and key programs of study
- transfer agreements

This approach reflects the Completion by Design value of building relationships that are both personal and functional. People who know one another well will find it more natural to collaborate across organizational boundaries. Personal relationships that develop as a result of participating on the campus delegation will help align the systems and functions for which each delegation member is responsible. The major responsibilities of each cadre campus and its interdisciplinary delegation will include:

- generating and sharing information and data widely throughout the initiative
- cooperating in the documentation and evaluation process associated with the initiative
- implementing the model pathway to completion as adopted by the cadre
- using data to inform the planning process

- making the adjustments necessary in practice and approach to respond to findings from the analyses
- adopting and tracking the achievement of momentum points for the population reached by the model pathway to completion
- committing to sustain successful practices beyond the term of grant support
- committing to share its experience with other colleges/campuses within the state and beyond

THE INTER-CAMPUS CADRE

Collectively, the campus delegations working together, coordinated by the managing partner, are responsible for engaging in an information-gathering and planning process to design a model pathway to completion at their campuses. Once the model is adopted, the cadre will continue to meet as a learning community during the two-year implementation/demonstration period. To inform the design of the model, each participating campus will work with CDAT to conduct a systems/pathway analysis using the loss and launch points framework to identify where along the dimensions of a student experience each campus is at greatest risk of losing students and a practice review to document the condition of current practices with respect to current needs and knowledge. These analyses will inform the planning process and help set priorities for the design of the model pathway to completion.

COMPLETION BY DESIGN ASSISTANCE TEAM (CDAT)

CDAT's primary responsibility will be to provide the assistance, guidance, and support required by the managing partners and the cadre member campuses/colleges on issues of data, content, systems change, educational practice, and reform that relate to the design, implementation, and scaling of their model pathway to completion. CDAT may retain consulting support from institutions of higher education within the state and from participating institutions in order to develop local expertise and leadership on issues of reform. This approach helps to establish and reinforce roles and relationships that will have a lasting effect among the community colleges and other stakeholder institutions. Specific responsibilities of CDAT will include:

- developing methods and tools for conducting a systems/pathway analysis that identifies where and to what extent students are being lost
- developing and updating a guide to proven and promising practices covering all dimensions of the community college experience
- performing the pathway analysis for each participating

community college/campus to identify loss and launch points and working with the cadre to synthesize findings in a way that helps set priorities for the design of the model pathway to completion

- developing an appropriate tool for, and then performing a practice review to assess the state of practice within, participating institutions/campuses
- facilitating national gatherings for purposes of cross-state learning and to ensure initiative-wide coherence across all states in terms of approach, intentions, and outcomes
- supporting the cadre in the development and implementation of its model, ensuring that the model addresses the key loss points and that it is respectful of the unique nature and conditions of the member institutions
- supporting managing partners in the fulfillment of their roles and responsibilities

BILL & MELINDA GATES FOUNDATION

The foundation will provide funding and support for the initiative, including consultation on issues of content, communications, documentation, and dissemination. The foundation will be responsible for sharing lessons learned with other philanthropic institutions and for disseminating, as appropriate, the lessons that have implications at a broader, national level. The foundation is responsible for the overall successful implementation of the initiative and will be accountable for the following:

- bringing to the attention of CDAT and the managing partners the other elements of the postsecondary success strategy and ensuring that there is strong internal coordination among foundation-funded efforts
- having clear and documented expectations for cadre campuses and grantees
- providing adequate financial support to achieve expected results
- consulting with grantees to develop process and outcome indicators for a cross-site evaluation and involving grantees in the process of interpreting and attributing results
- taking appropriate corrective action as data and experience require
- sharing lessons learned with colleagues in philanthropy and beyond
- using its voice and influence to achieve initiative intentions

Design and Support Team Members

BILL & MELINDA GATES FOUNDATION

Hilary Pennington

Mark Milliron

Debbie Greiff

Linda Baer

Kendall Guthrie

Jamie Morris

Sidney Hacker

Carrie Beckner

Anne Person

Brock Grubb

Jill Allison

Stephanie Molta

Dee Johnson

COMPLETION BY DESIGN ASSISTANCE TEAM

Nan Poppe

Leslie Haynes

John Hoops

Cynthia Williams

FACILITATED AND PREPARED BY

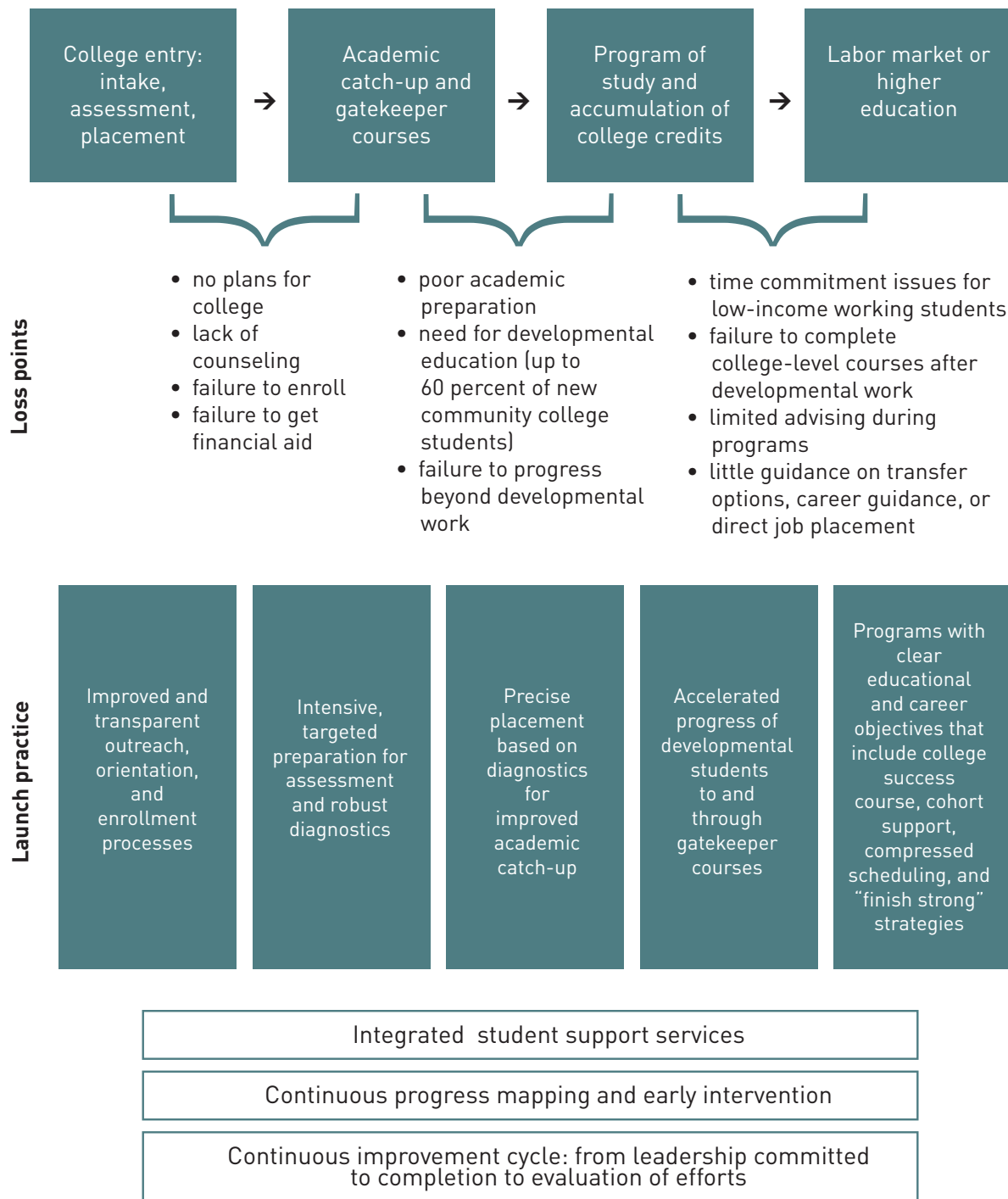
Jill Blair

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Completion By Design

Loss/launch point framework



www.gatesfoundation.org

Guided by the belief that every life has equal value, the Bill & Melinda Gates Foundation works to help all people lead healthy, productive lives. In developing countries, it focuses on improving people's health and giving them the chance to lift themselves out of hunger and extreme poverty. In the United States, it seeks to ensure that all people—especially those with the fewest resources—have access to the opportunities they need to succeed in school and life. Based in Seattle, Washington, the foundation is led by CEO Jeff Raikes and Co-chair William H. Gates Sr., under the direction of Bill and Melinda Gates and Warren Buffett.

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| Academic and Student Affairs | Advancement | Audit | Diversity | Finance and Facilities | Human Resources | Technology | Executive Committee |
|---|--|--|--|---|---|--|------------------------------------|
| Study the pros and cons of moving responsibility for remedial education from the universities to the colleges and make a decision on implementation by June 21, 2011; and | Increasing Board visibility/outreach (Trustee visits to campuses) | Complete a thorough evaluation of the audit approach for the system. The evaluation should: Be based on a risk assessment and include a plan for obtaining internal control and compliance audit coverage given that the contractual relationship with the Office of the Legislative Auditor has ended; Consider the value and role of obtaining annual financial statement audits for individual colleges and universities; and | Improve campus success with recruitment, persistence, completion and credit transfer of underrepresented students using Action Analytics and existing measures to assess program effectiveness. | Physical Plant Size of System–Size/Priorities of Bonding bill | Contracts | Complete all FY 2011 deliverables of the Students First Initiative project. | Address committee goals |
| Study the pros and cons of implementing a 12-month academic calendar and a three-year baccalaureate program and make a decision on implementation by June 21, 2011 | Increasing Board outreach and advocacy (Trustee interaction with legislators and interviews with gubernatorial candidates) | | Reward campuses that demonstrate measurable progress toward or achievement of benchmarks in building relationships that support student engagement and success of underrepresented students using Action Analytics and other measures. . | Resources for Results | Improve Succession planning and process | Complete the technology related activities indicated by the OLA audit and provide input for the Chancellor’s response to the Legislature that will demonstrate the significant value of IT to the MnSCU system. | Guide orientation for new trustees |
| | | Determine a strategy for an information technology audit approach. | | Realignment and reorganization | | Sponsor the development of a comprehensive IT strategy for the MnSCU system that assures efficient and effective delivery of technology services while also sustaining each institution's ability to innovate and differentiate student and community services | Guide focus for retreat |

Setting a goal defines success and challenges key players to attain it.

The information below puts Minnesota's goal in context — and helps ensure that the goal Minnesota sets will prepare the state for its economic future. The numbers show how broad national attainment goals translate into numerical targets for your state. These figures are based on *Lumina Foundation's college completion goal*, which calls for 60% of all adults (ages 25 to 64) to have a college degree or certificate by 2025^[1]; and *Complete College America's goal* that 6 of 10 young adults (ages 25 to 34)—those who are the engine of future economic growth—will have a college degree or certificate by 2020. The 6 of 10 goal reflects the reality that, by the end of the decade, *6 out of 10 jobs* will require college education.^[2]

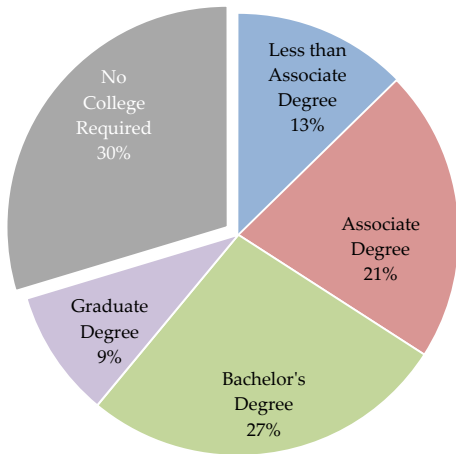
As you consider these figures, remember that a strong college completion goal:

- **Should be a stretch goal** – accomplished by greater student success, not simply enrollment increases.
- **Is a single, easy-to-understand number to be achieved by a specific date** – articulating the total number of additional college graduates a state commits to produce by a specific date.
- **Counts certificates** – honoring those who attain non-degree credentials with real workplace value.
- **Preserves access** – increasing the total number of degrees by increasing access *and* graduation rates.
- **Anticipates the state's economic and demographic future and closes gaps** – considers the fast-growing, well-paying jobs in the state that will require a postsecondary credential, and the reality that the state cannot meet its workforce needs without graduating more students from racial/ethnic and socioeconomic groups that have historically low college completion rates.

| MINNESOTA | | | |
|---|----------------------------|---|--|
| Current percentage of adults (ages 25-64) with a college degree: | | | 45.4% |
| Current percentage of young adults (ages 25-34) with a college degree: | | | 48.3% |
| Current annual degrees awarded (associate and bachelor's): | | | 46,970 |
| Current annual degrees <u>and certificates</u> (one year or greater) awarded: | | | 53,090 |
| | Additional Annual Increase | Total Additional Degrees/ Certificates by Target Year | Annual Percentage Increase [Compounding] |
| To meet the goal of 6 in 10 young adults (25-34) with a degree or certificate by 2020: | 1,887 | 124,574 | 3.3% |
| To meet the goal of 60% of all adults (25-64) with a college degree or certificate by 2025: | 2,871 | 390,399 | 3.8% |

Additional Context – State Job Growth and Education Demands: Employment projections anticipate that 70% of Minnesota job openings will require college education by the end of the decade.

PROJECTED DEMAND FOR EDUCATED WORKERS IN MINNESOTA



OVER THE NEXT DECADE, MINNESOTA WILL NEED 638,056 ADDITIONAL COLLEGE-EDUCATED WORKERS...

| |
|---|
| 115,071 additional workers with less than an associate degree |
| 194,214 additional workers with an associate degree |
| 244,027 additional workers with a bachelor's degree |
| 84,744 additional workers with a graduate or professional degree |

Compounding degree increases: The chart below illustrates how annual *additional* increases in degrees and certificates awarded add up to thousands of additional college-educated workers over time.

For Minnesota to meet the goal of 6 of 10 young adults (25-34) with a degree or certificate:

| | 2008 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Additional annual degrees/certificates | | 1,887 | 1,887 | 1,887 | 1,887 | 1,887 | 1,887 | 1,887 | 1,887 | 1,887 | 1,887 | 1,887 |
| Total annual degrees/certificates | 46,970 | 48,857 | 50,744 | 52,631 | 54,518 | 56,405 | 58,292 | 60,179 | 62,066 | 63,953 | 65,840 | 67,727 |

NCHEMS calculations for 6 of 10 young adults goal are based on current production of associate and bachelor's degrees only. States should determine which non-degree credentials awarded by their public institutions have labor market value and include those in their annual targets.

ALLIANCE OF STATES – COMMITMENTS AND BENEFITS

Higher education attainment levels, especially among young adults, are increasing in every industrialized country except the United States. For America and states to be globally competitive, six of ten adults between the ages of 25 and 35 will need to hold an associate's or bachelor's degree or postsecondary credential of value by 2020. To meet this challenge, Complete College America is building an Alliance of States ready to take bold actions to:

- ◇ Significantly increase the number of students successfully completing college and achieving degrees and credentials with value in the labor market; and
- ◇ Close attainment gaps for traditionally underserved populations.

State Commitment to College Completion

To join the **Complete College America Alliance of States**, a state—in partnership with its colleges and universities—pledges to make college completion a top priority and commits to the following three actions:

1. Set Completion Goals

- Establish annual state and campus-specific degree and credential completion goals through 2020.

2. Develop Action Plans and Move Key Policy Levers

- Develop and implement aggressive state and campus-level action plans for meeting the state's college completion goals, including strategies to:
 - Ensure all students are ready to start and succeed in freshman credit courses.
 - Redesign remediation efforts to substantially improve success.
 - Increase the number of students completing on-time.
 - Develop new, shorter and faster pathways to degrees and credentials of value in the labor market.
 - Utilize available financial resources to provide incentives to students and colleges for progress and completion.

3. Collect and Report Common Measures of Progress

- Use consistent data and progression measures to create a culture that values completion. This includes:
 - Using common metrics for measuring and reporting progress.

- Publicly reporting year one benchmark data and annual progress on college completion, progression, transfer, job placement and earnings, and cost and affordability measures.
- Disaggregating data by level and type of degree/credential, age, race, and income.

Complete College America's Commitment to States

A state's participation in the Complete College America Alliance provides access to:

- Model policy frameworks and consultation with leading experts and researchers in the field to inform state policy development and state and campus college completion plans.
- Assistance with educating policymakers and building consensus on critical completion issues and approaches.
- Support in applying for prospective competitive federal grant funds.
- Networking to learn from other states.
- Opportunities to apply for participation in Complete College America Completion Academies.

About Complete College America

Established in 2009, Complete College America was founded to focus *solely* on dramatically increasing the nation's college completion rate through state policy change and to build consensus for change among state leaders, higher education, and the national education policy community.

ALLIANCE OF STATES - KEY 2010 DATES

February 8, 2010 – State Commitment Letter Deadline

- ⇒ To join the Alliance of States, governors and higher education leaders submit a letter to Complete College America committing to:
 - Establish annual state and campus-specific degree and credential completion goals through 2020;
 - Develop and implement aggressive state and campus-level action plans; and
 - Publicly report state and campus-level progress using common metrics.

February 2010 – Complete College America National Launch

- ⇒ National launch and recognition of early state partners committed to design and move forward with completion plans.

Spring 2010 – Alliance of States: Kick-off Meeting

- ⇒ Convening for teams (governor's office/SHEEO/higher education) from all alliance member states.
- ⇒ Goals: Share policy frameworks, build momentum for state completion plans, begin relationship-building within and between states, and provide update on federal grant opportunities.

Fall 2010 – Completion Academy

- ⇒ Designed to help a small number of states rapidly advance policy changes and compete for prospective federal completion funds.
- ⇒ Applicants will be required to demonstrate significant will and capacity to participate; space will be limited. Complete College America will develop a set of criteria for participation, including presence of a state plan addressing the Complete College America policy agenda, and adoption of state and institutional goals and measures.

ABOUT COMPLETE COLLEGE AMERICA

Complete College America is a national nonprofit organization that aims to significantly increase the number of Americans with a college degree or credential of value and to close attainment gaps for traditionally underrepresented populations. Unchanged for decades, the rate at which Americans complete postsecondary degrees falls woefully short of our country's needs and potential:

- ◇ Once first in the world, the U.S. now ranks 10th in the percentage of young adults with a college degree.
- ◇ Only about half of all Americans who begin college ever complete a degree.
- ◇ Completion rates for low-income, African American and Hispanic students – groups that are among the fastest growing segments of the college-going population – are below 40 percent.
- ◇ For the first time in the nation's history, the current generation of college-aged Americans will be less educated than their parents' generation.

Complete College America believes that for America to regain its status as first in the world in college attainment and opportunity, sustained action is needed at the *state* level – by governors, within legislatures, among higher education officials, and on college campuses – to measurably improve completion rates. Established in 2009, Complete College America was founded to focus *solely* on dramatically increasing the nation's college completion rate through state policy change and to build consensus for change among state leaders, higher education, and the national education policy community.

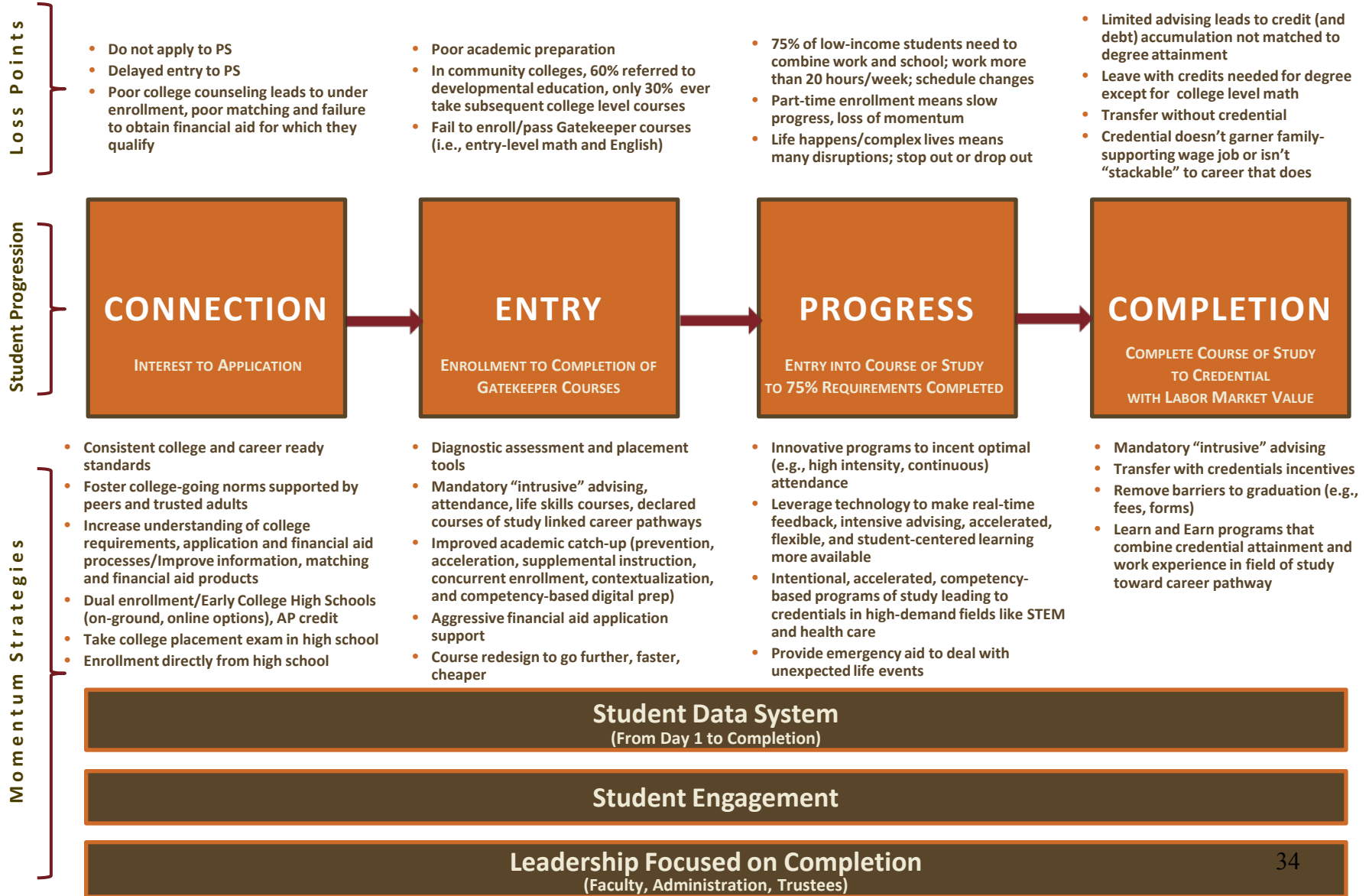
For states and America to be competitive, six of ten adults between the ages of 25 and 35 will need to hold an associate's or bachelor's degree or postsecondary credential of value by 2020. To meet this challenge, Complete College America is building an Alliance of States that pledge to make college completion a top priority and are committed to taking bold actions.

Complete College America is led by founding president Stan Jones, who has more than 30 years of experience and a successful track record of higher education reform in Indiana. He is supported by staff based in Indiana and Washington, DC, as well as other national experts on postsecondary completion issues.

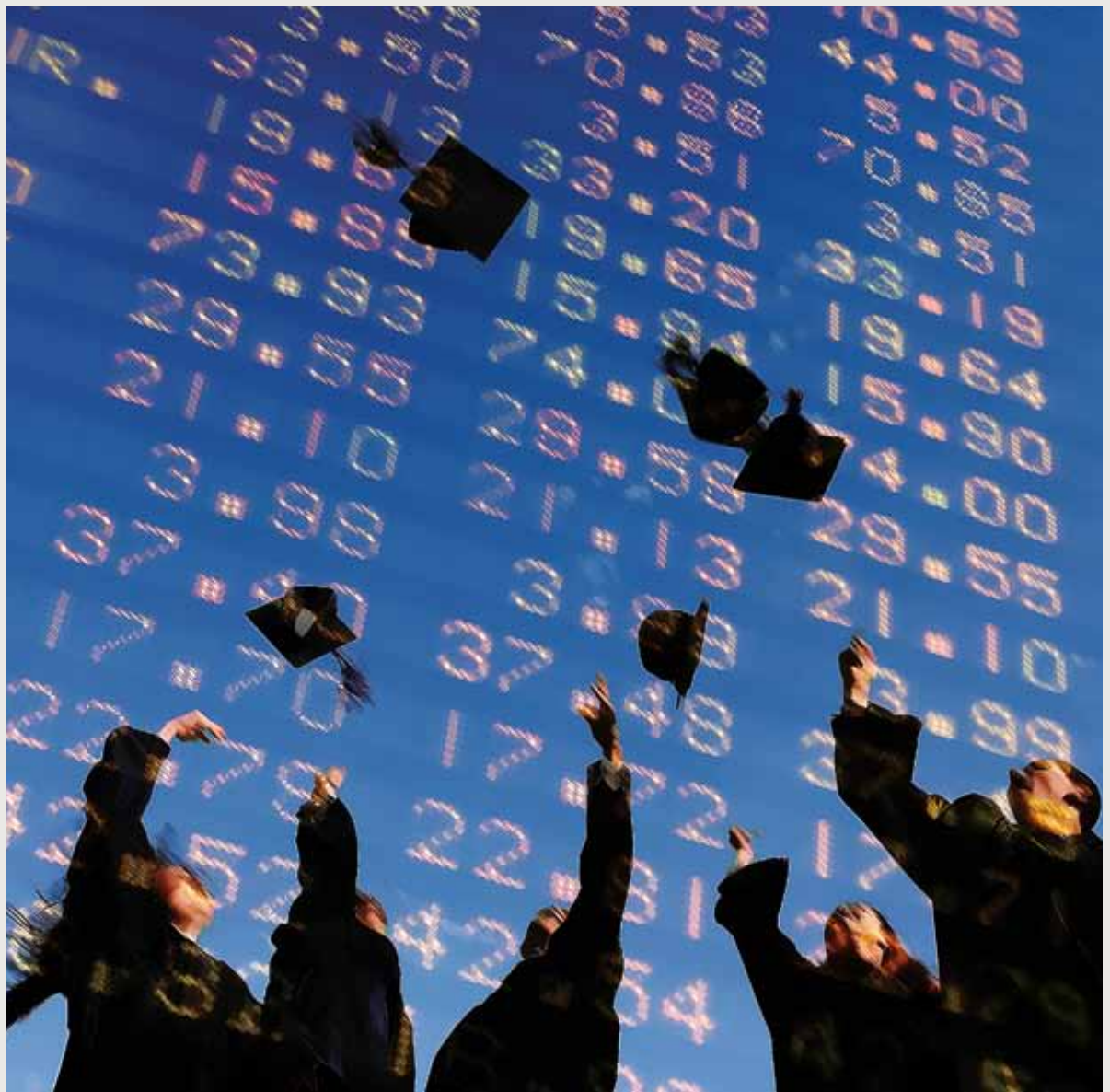
Five national foundations are providing multi-year support to Complete College America: the Carnegie Corporation of New York, the Bill & Melinda Gates Foundation, the Ford Foundation, the W.K. Kellogg Foundation, and Lumina Foundation for Education.

SUPPORTING STUDENT SUCCESS: PREVENTING LOSS, CREATING MOMENTUM

a system designed for student completion



FOUR STEPS TO FINISHING FIRST
IN HIGHER EDUCATION:
A GUIDE FOR STATE POLICYMAKERS



MORE GRADUATES, A STRONGER ECONOMY

The United States may be a leader in per-student higher education spending, but we are not getting the kind of return on investment we should expect. America ranks abysmally low when it comes to higher education completion rates – a position that has drastic consequences for individuals who enroll and don't finish, and for America's economic future. In 2008, state and local governments spent \$85 billion to fund public higher education.¹ The result: only 56 percent of first-time, full-time students receive a degree within six years.²

The United States spends twice as much as the average industrialized country on higher education, but compared with other nations has an increasingly smaller proportion of young adult Americans with at least an associate degree. Even more startling, the United States is in 10th place among developed nations in attainment among younger adults, who overall are now completing less higher education than did their parents' generation.³

State taxpayers continue to be the primary source of unrestricted funds that colleges need to hire faculty instructors and maintain core student services.⁴ The cascading consequences of the global and national recession are hitting state budgets hardest, increasingly jeopardizing future investments in higher education.

The need for change is clear and urgent. We can no longer afford the status quo. Elected officials, policymakers, education leaders,

faculty and the business community must make it a priority to use existing dollars more efficiently and significantly increase the number of students graduating from our institutions of higher learning.

- **Rewarding institutions that focus on students completing quality programs, not just attempting them.**
- **Rewarding students for completing courses and degree or certificate programs.**
- **Expanding and strengthening lower cost, nontraditional education options through modified regulations.**
- **Investing in institutions that demonstrate the results of adopting good business practices.**



COMMUNICATING THE SOLUTION

State leaders who aggressively pursue higher completion rates are creating opportunity for individuals and their families and revitalizing our state and national economies. Success in graduating millions more students will require effective communication to build public and political will for transformative policy changes. There is a well-established nostalgic view of America's higher education experience that often obscures higher education's role in preparing students for careers and economic mobility. Achieving a paradigm shift in thinking about a more productive higher education system requires carefully considering our audiences and what we say to them. Through the "Four Steps to Finishing First" policy agenda, state leaders can make a compelling case that raises awareness of this urgent challenge among target audiences and engages them in contributing to solutions. These audiences include:

- Business community
- Advocates for economic mobility (low-income and minority)
- Education leaders (Higher education and K-12)
- Educators
- Parents
- Students

Effective state leaders can make use of a full calendar of communications opportunities. These include:

- State of the State address
- Budget season/legislative session
- Back-to-School
- Graduation season
- Education and business-related meetings
- Release of economic and job indicators
- Labor Day

MESSAGES THAT MOTIVATE

What it is

▲ Our economic and jobs pipeline demands a new way of thinking and operating in higher education. America spends more and gets less for it — the proportion of students earning a postsecondary degree or credential is on the decline. This comes at a time we can least afford it. We must enact new policies and new educational and business practices that get more for every tax dollar spent while maintaining quality. The "Finishing First" policy agenda does just that.

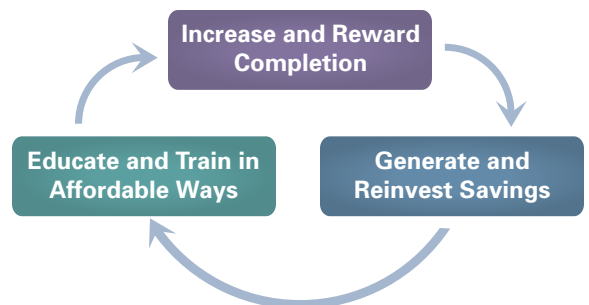
Why it matters

▲ Doing nothing has serious economic consequences for individuals and the country as a whole. An affordable, high-quality higher education system is the single most important means at our disposal to create opportunity for all Americans, regardless of background. At the same time, it's the single most important means to a prosperous state and nation. We have to face up to the challenge of making high-quality higher education more cost-effective.

How it works

▲ Together we can — and must — bring about a more productive higher education system. Join us in supporting the "Four Steps to Finishing First" policy agenda:

- Rewarding institutions that focus on students' completing high-quality programs, not just attempting them.



- Rewarding students for completing courses and degree or certificate programs.
- Expanding and strengthening lower-cost nontraditional education options through modified regulations.
- Investing in achieving higher productivity and career-ready graduates.

In today's challenging economic climate, when enrollment is rising and budgets are shrinking, governors, legislators, state agencies, businesses and institutions of higher learning can do more to drive improvements in degree and postsecondary certificate completion within existing resources and without sacrificing quality. In fact, fiduciary responsibility requires a demonstrated commitment to the principles of the Finishing First agenda. Through existing budget-development and appropriations processes, state policymakers can create a virtuous cycle of investment, savings and reinvestment to stimulate increased undergraduate degree completion.

THE FINISHING FIRST AGENDA

The **Four Steps to Finishing First** will create an expectation and sense of public accountability for graduating many more students within available resources without sacrificing quality:

1. Rewarding institutions that focus on students' completing quality programs, not just attempting them.



Most state higher education budgets and appropriations bills are derived from past funding levels, comparisons to peers' spending, student enrollment and automatic increases for such expenditures as employee benefits or pay raises.⁵ However, common sense suggests that if the status quo is unaffordable, then postsecondary institutions should be funded based on factors such as whether students finish courses and hit certain milestones leading to a degree or postsecondary credential — and whether degrees or certificates are ultimately earned. Evidence from Florida, where this type of funding has been in place for nearly two decades, shows completion rates increasing at twice the rate of enrollment.⁶

As states' student-level information systems improve, states increasingly will have the ability to more accurately measure the progress and completion rates for all students — not just the first-time, full-time, traditional-aged student population.⁷ These data systems also allow policymakers to provide additional resources to the institutions that improve the success of underrepresented groups, including first-generation, low-income, Hispanic, Black, Native-American and working-adult students. These students have not been well served by higher education in the past, but demographic trends provide evidence that they will constitute an increasing share of the U.S. workforce. When governors and state legislators make postsecondary completion a priority during the state budget approval process, colleges and universities can then demonstrate how they plan to graduate more undergraduates, including underrepresented populations, while maintaining a high level of quality.

2. Rewarding students for completing courses and degree or certificate programs.

Financial incentives for efficient completion should not be limited to colleges, but extend to the students they enroll. State and institutional tuition and financial aid policies should allow, and even encourage, completion of college-level courses and entire academic programs in high school, during evenings and on weekends. In addition, while many students often use the early years of college as a time to explore their interests, this needs to be balanced against the need for affordability; taxpayers should not be asked to pay for accumulation of credits far in excess of what institutions require of students for graduation.⁸ State aid policies should promote rigorous high school course completion; should be simple and predictable; and should reward students and institutions for the completion of courses and credential programs.⁹



3. Expanding and strengthening lower-cost, nontraditional education options through modified regulations.



Comparative studies of international attainment indicate that nations with superior attainment rates have at least one institution providing academic- and career-focused undergraduate instruction that awards baccalaureate and sub-baccalaureate credentials.¹⁰ The U.S. will need to promote and expand these types of models if 60 percent (or more) of its population is to possess some postsecondary credential.¹¹ The U.S. already has a diverse network of technical and community colleges providing opportunities for career-focused credentials and degrees, as well as several promising academic-centered four-year models to study, adapt and/or adopt. However, restrictive and arcane regulations in many states prohibit the expansion and growth of many nontraditional education options that educate Americans at a lower cost to taxpayers. States should examine and remove the barriers to entry and expansion of these and other types of lower-cost, academic- and career-focused institutions if they are to best meet each state's workforce needs.

4. Investing in institutions that demonstrate the results of adopting good business practices.

Taxpayers and the policymakers who represent them have shown a willingness to invest more in postsecondary education when colleges and universities adopt businesses' effective cost-management practices. Adopting annual savings targets — and documenting savings and reinvesting in students — allowed the University System of Maryland to increase funding for its public colleges and protected the public institutions of the University System of Ohio from the deepest cuts.¹²

During budget and appropriations decision making, governors and legislators should ask chancellors and presidents to demonstrate how they are adopting the following types of good business practices, and they should look for evidence that institutions are reallocating savings toward increasing their capacity to graduate more students:

- Systematic reviews and prioritization of programs (campus operations, academics and athletics) and use of these critical analyses to eliminate, outsource, restructure or consolidate the lowest-priority programs and services.¹³
- Bulk purchasing of health care, pharmaceuticals and energy.¹⁴



- Employee contributions to health care and retirement plans that reflect reasonable employer-to-employee contribution levels.¹⁵
- Consolidated back-office operations across institutions and sectors using common technology.

ENDNOTES

- 1 State Higher Education Finance FY2008, State Higher Education Executive Officers, 2009.
- 2 National Center for Education Statistics, IPEDS Graduation Rate Survey, at <http://www.higheredinfo.org/dbrowser/?level=nation&mode=data&state=0&submeasure=27>.
- 3 OECD *Factbook 2009: Economic, Environmental and Social Statistics, Education Outcomes* at <http://oberon.sourceoecd.org/vl=1886111/cl=51/nw=1/rpsv/factbook2009/09/01/03/index.htm> (see “Tertiary Attainment for age group 25-34” and “Tertiary Attainment for age group 55-64”).
- 4 Comparisons of instruction-related spending per student to state shares of instruction-related spending show this holds true for all public institutions except those in the public research sector. Delta Project on College Costs, “Trends in College Spending: Where does the money come from? Where does it go? What does it buy?” January 2009 at http://www.deltacostproject.org/resources/pdf/trends_in_spending-report.pdf (see figures 8 and 11) and <http://www.deltacostproject.org/data/overview.asp> for state-by-state numbers. Instruction-related spending defined on p. 10.
- 5 National Center for Higher Education Management Systems and Delta Cost Project, “Rethinking Conventional Wisdom about Higher Education Finance,” at http://www.deltacostproject.org/resources/pdf/advisory_10_Myths.pdf.
6. Albright, Brenda, “Tipsheet on Performance Funding,” at <http://www.makingopportunityaffordable.org/sites/default/files/resources/TipsheetonPerformanceFunding.pdf>.
7. See “The Ideal State Postsecondary Data Systems: 15 Essential Characteristics and Required Functionality,” at http://www.sheeo.org/datamgmt/unit%20record/ideal_data_system.pdf and Ewell, Peter T. and Karen Paulson, “Following the Mobile Student: Can We Develop the Capacity for a Comprehensive Database to Assess Student Progression?” (Indianapolis, IN: Lumina Foundation for Education, 2007).
8. Completion Work Group Research Brief, prepared for the Lieutenant Governor’s Commission on Higher Education and the Economy, at http://www.thenationalforum.org/Docs/PDF/improving_institutional_support.pdf.
9. See the guiding principles of the Rethinking Student Aid study group, which are based on a comprehensive review of student aid research, both at <http://professionals.collegeboard.com/policy-advocacy/affordability/student-aid>.
10. Daniel, Sir John. *Mega Universities and Knowledge Media* (United Kingdom: Routledge, 1996).
11. National Center for Public Policy and Higher Education, “Good Policy, Good Practice: Improving Outcomes and Reducing Costs in Higher Education.” San Jose, CA, 2009 at http://www.highereducation.org/reports/Policy_Practice/index.shtml.
- 12 Marcus, Jon, unpublished case study of the University System of Maryland. *National Crosstalk: Effectiveness and Efficiency: The University System of Maryland’s campaign to control costs and increase student aid* at: <http://www.highereducation.org/crosstalk/ct0206/front.shtml>, and University System of Ohio: Second Report on the Condition of Higher Education in Ohio, at <http://www.uso.edu/downloads/reports/ConditionReport2009.pdf>.
- 13 Dickeson, R. *Prioritizing Academic Programs and Services* (San Francisco, CA: Jossey-Bass Publishers, 1999). Second edition to be published by Jossey-Bass in January 2010.
- 14 Midwest Higher Education Compact, “Difficult Dialogues” (Minneapolis: 2008), at <http://www.mhec.org/pdfs/0209difficultdialoguesrpt.pdf>.
- 15 Forthcoming analysis by Delta Project and National Center for Higher Education Management Systems for Lumina Foundation.



February 2008



Dear Friend:

We invite you to read the enclosed publication, *Maryland's Colleges and Universities: United for Our Future*, which highlights the broad public benefits of higher education and our commitment to the future success of the State and nation. This publication is the culmination of a three-year initiative by Maryland's colleges and universities, public and private, to raise awareness of our efforts to provide "solutions for Maryland."

As the first step in this initiative, we conducted an opinion poll to gauge public perceptions on higher education quality and needs. Later we held listening tours in every region of the State to seek input from businesses, industries, and governments. Armed with this input, we identified needs, shared ideas, and worked collaboratively to implement solutions.

On behalf of Maryland's colleges and universities, public and private, we commit to a united effort to support a knowledge-based economy, stimulate future economic growth, and meet workforce needs. At the same time, we recognize our role in providing access and opportunity, shaping communities, and supporting the arts.

Working collectively, and in partnership with the State, we can sustain and enhance Maryland's position as one of the most highly educated and prosperous states in the Union.

Sincerely,



Clay Whitlow
Executive Director
Maryland Association of
Community Colleges



James Lyons, Sr.
Secretary of Higher Education
Maryland Higher Education
Commission



Tina Bjarekull
President
Maryland Independent College
and University Association



Earl Richardson
President
Morgan State University

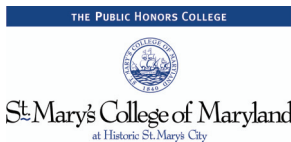


Margaret O'Brien
President
St. Mary's College of Maryland



William Kirwan
Chancellor
University System of Maryland

Enclosure



COMMUNITY COLLEGES

Allegheny College of Maryland
Anne Arundel Community College
Baltimore City Community College
Community College of Baltimore County
Carroll Community College
Cecil Community College
Chesapeake College
College of Southern Maryland
Frederick Community College
Garrett College
Hagerstown Community College
Harford Community College
Howard Community College
Montgomery College
Prince George's Community College
Wor-Wic Community College

PUBLIC INSTITUTIONS

Morgan State University
St. Mary's College of Maryland
University System of Maryland
Bowie State University
Coppin State University
Frostburg State University
Salisbury University
Towson University
University of Baltimore
University of Maryland, Baltimore
University of Maryland, Baltimore County
University of Maryland, College Park
University of Maryland Eastern Shore
University of Maryland University College
University of Maryland Biotechnology Institute
University of Maryland Center for Environmental Science

INDEPENDENT COLLEGES
AND UNIVERSITIES

Baltimore Hebrew University
Baltimore International College
Capitol College
College of Notre Dame of Maryland
Columbia Union College
Goucher College
Hood College
Johns Hopkins University
Loyola College in Maryland
Maryland Institute College of Art
McDaniel College
Mount St. Mary's University
Ner Israel Rabbinical College
St. John's College
St. Mary's Seminary & University
Sojourner-Douglass College
Villa Julie College
Washington College

Produced by Maryland's higher education community
Design by Luke Williams, a student at Maryland Institute College of Art

Maryland's Colleges and Universities: United for Our Future



Solutions for Maryland 2008

Serving students statewide

Providing access to opportunity


Responding to changing demographics

Creating partnerships Pre-K to PhD

Fueling an economic engine

Shaping communities

Working together for Maryland

Maryland's distinctive colleges and universities provide high-quality academic opportunities to a diverse student population. By creating communities of scholars, learners, and doers, these institutions drive the State's economy, make new discoveries that change the world, and contribute to a culturally rich society. Maryland's higher education community invites you to read about the broad public benefits of higher education and the responsibilities our institutions share in the future success of the State and nation. 

United For Our Future

Community Colleges
Independent Colleges and Universities
Public Institutions

Morgan State University

St. Mary's College of Maryland

University System of Maryland

SERVING STUDENTS STATEWIDE

Maryland's nonprofit colleges and universities

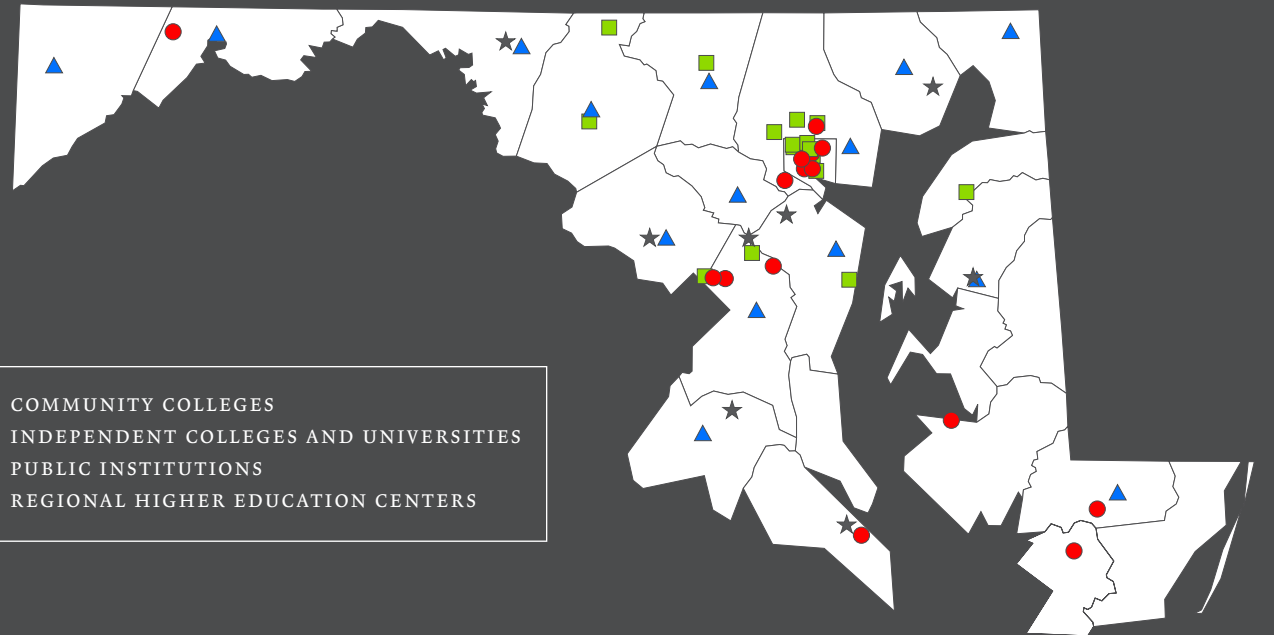
Maryland's colleges and universities educate more than 640,000 students every year, including 400,000 in credit classes.

- 16 COMMUNITY COLLEGES
- 18 INDEPENDENT COLLEGES AND UNIVERSITIES
- 15 PUBLIC INSTITUTIONS

Maryland's Institutions of Higher Education

Enrollment at Maryland's colleges and universities is expected to increase by 24% over the next 10 years.

Offering classes on 49 main campuses across the State, Maryland's not-for-profit colleges and universities serve Baltimore City and all 23 counties in Maryland through hundreds of satellite locations. In addition, these colleges and universities provide online curriculum accessible around the world.

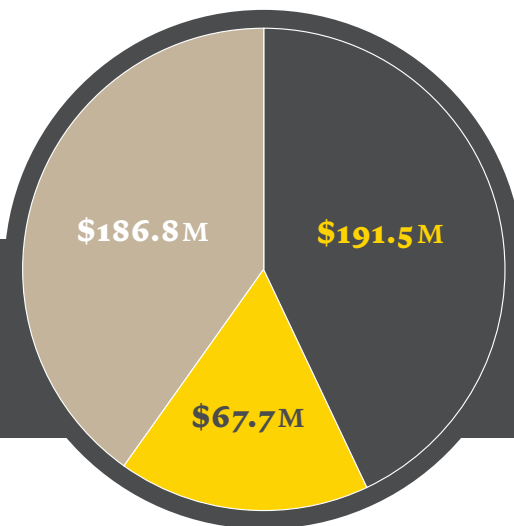


PROVIDING ACCESS TO OPPORTUNITY

*Maryland's colleges and universities provide access for
an economically diverse student body.*

- More than half of all students enrolled in Maryland's colleges and universities receive financial aid.
- Maryland students receive more than half a billion dollars in financial aid from federal, State, and institutional sources.
- Maryland's colleges and universities provide accessible and affordable higher education services throughout the State.
- One third of all first-time freshmen in Maryland receive federal grants, which overwhelmingly target the lowest-income students.

- Maryland is one of the most highly educated states in the nation, ranking first in graduate and professional degree attainment and second in bachelor's degree attainment.
- Maryland is the wealthiest state in the country, as measured by median household income.

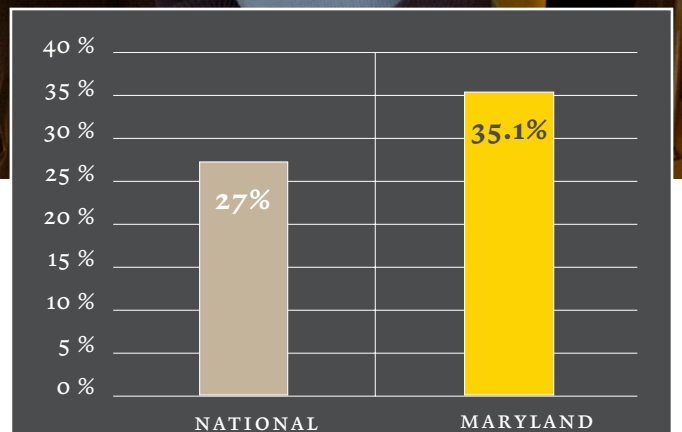


- FEDERAL AID
- STATE AID
- INSTITUTIONAL AID

Need-Based Grant Aid by Source
In Millions of Dollars



**Percentage of the Population with
a Bachelor's Degree or Higher**
Age 25 or Older

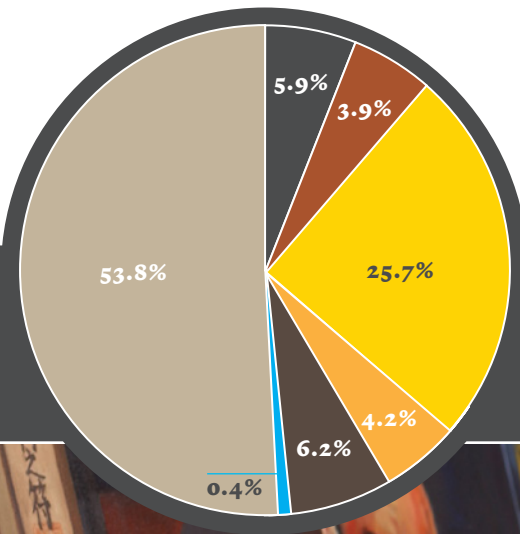


RESPONDING TO CHANGING DEMOGRAPHICS

A demographically-diverse student population

Half of all the public high school students in Maryland in 2006 were minorities, and African Americans and Hispanics will constitute the largest growth in high school graduates in the State for at least the next decade.

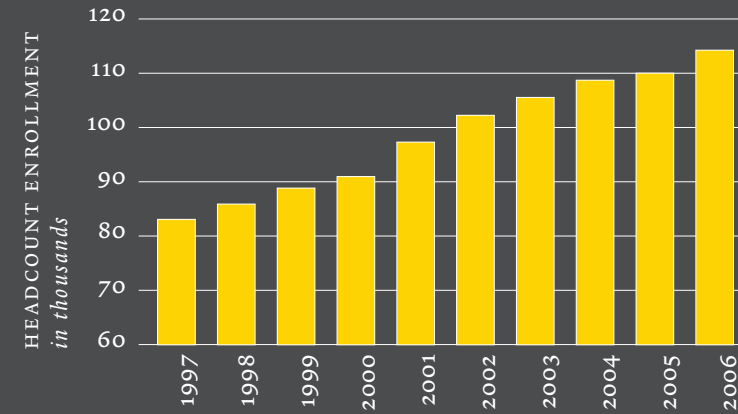
Maryland's distinctive colleges and universities are committed to serving the State's demographically-diverse student population.



Enrollment by Race

- AFRICAN AMERICAN
- ASIAN/PACIFIC ISLAND
- FOREIGN
- HISPANIC
- NATIVE AMERICAN
- UNKNOWN
- WHITE

Minority Enrollment Trends



The racial and economic diversity of Maryland's colleges and universities is increasing. In addition, more students are first-generation college students and more older students are returning to the classroom.

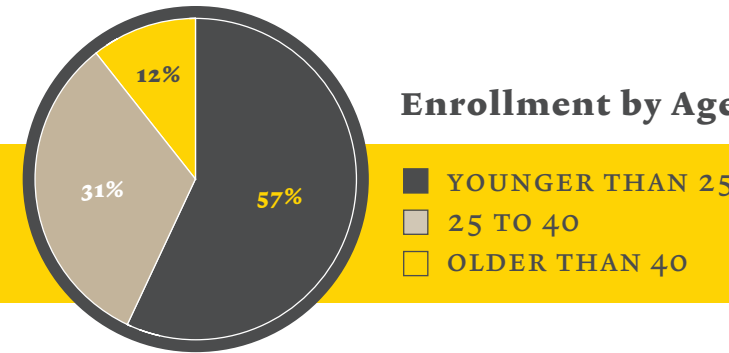
Institutions respond to changing demographics through:

- Mentoring and tutoring programs;
- College preparation and bridge programs; and
- Information about financial aid and college admissions.

Non-traditional students are becoming the norm. Colleges and universities serve students of all ages.

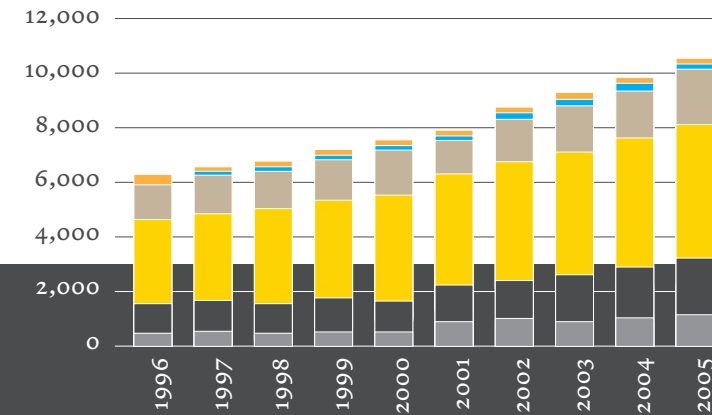
An increasing number of the degrees awarded by Maryland's colleges and universities are awarded to students of color. In the past 10 years, Maryland experienced a 64% increase in degrees awarded to African-American students and a 124% increase in degrees awarded to Hispanic students. In contrast, overall degree production increased by 40%.

Enrollment by Age



- YOUNGER THAN 25
- 25 TO 40
- OLDER THAN 40

Degrees Awarded to African Americans at Maryland Campuses



- CERTIFICATES
- ASSOCIATE
- BACHELOR'S
- MASTER'S
- DOCTORATE
- FIRST PROFESSIONAL



CREATING PARTNERSHIPS PRE-K TO PHD

Maryland's distinctive colleges and universities are engaged with Maryland's elementary and secondary schools in every region of the State.

Maryland's diverse institutions have hundreds of partnership arrangements:

- Educating and counseling students;
- Integrating technology into classrooms;
- Managing classroom behaviors;
- Tutoring at-risk students;
- Providing college preparation advice;
- Fostering faculty-to-faculty collaborative efforts;
- Offering dual enrollment programs; and
- Exploring cultural differences and global issues.



Twenty-nine thousand teachers working in the State's public schools graduated from a Maryland nonprofit college or university.

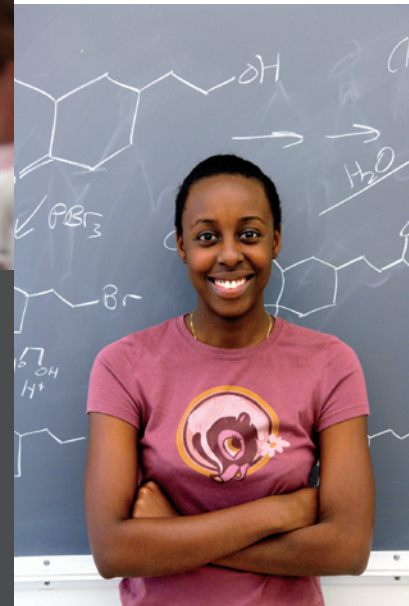
Maryland's not-for-profit colleges and universities operate 248 Professional Development Schools in partnership with local education agencies. These collaborative partnerships between an institution of higher education and a local school system improve students' performance through research-based teaching and learning.



- While in high school, Maryland students have the opportunity to take college credit courses, resulting in efficiencies and shorter time to degree.
- Colleges and universities are increasing capacity with seamless transfers.
- Four-year institutions maintain hundreds of transfer agreements with Maryland's community colleges.
- Maryland makes it easy for students to transfer credits through an online articulation system (ARTSYS).



All Maryland four-year institutions offering teacher education programs accept graduates holding an Associate of Arts in Teaching degree from a Maryland community college at junior status. The State is also developing an Associate of Science in Engineering degree to facilitate the transfer of community college engineering students.



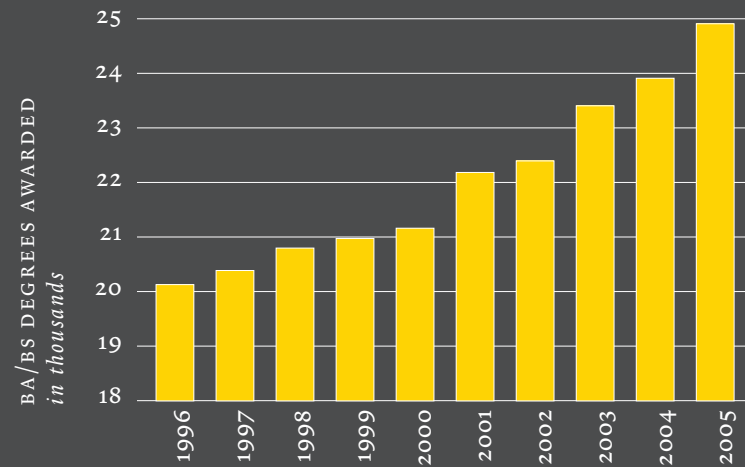
FUELING AN ECONOMIC ENGINE

Maryland's multi-billion-dollar higher education industry maintains partnerships with hundreds of State businesses.

In a study recently released by the Information Technology and Innovation Foundation and the Ewing Marion Kauffman Foundation, Maryland scored particularly well on workforce measures. It ranked first in the country for its comparatively high share of scientists and engineers—about 1% of the total workforce, more than twice the national average. It was topped only by Massachusetts for its percentage of jobs classified as managerial, professional, or technical. And it ranked third for the highest share of workers with college educations.



Trends in Bachelor's Degrees Awarded



The economic prosperity of a state is directly linked to the educational attainment of its population. Maryland's colleges and universities award 55,000 degrees every year.

Maryland's diverse colleges and universities serve the State's business community.



- Maryland's colleges and universities offer a broad array of degree and certificate programs to support a knowledge-based economy.
- Maryland's colleges and universities produce graduates to meet workforce needs.
- Maryland's colleges and universities provide customized training for businesses and professional development for employees, and address workforce shortages such as nursing, teaching, and STEM (science, technology, engineering, and mathematics).
- Maryland's colleges and universities create research opportunities that lead to new discoveries, patents, and start-up companies.

Between 2001 and 2005, Maryland's nonprofit colleges and universities were awarded more than 650 U.S. patents, a key indicator of State income growth.

Annually, Maryland's colleges and universities attract \$2.5 billion in research investments to the State of Maryland.

SHAPING COMMUNITIES

Maryland's colleges and universities engage in neighborhood revitalization, serve as cultural centers throughout the State, offer an array of activities that are free and open to the public, provide healthcare and legal clinics, and work to improve the environment.



As part of a nationwide incentive

to further the cause of environmental sustainability, a number of Maryland colleges have joined with leaders of more than 300 institutions of higher learning in signing the American College & University Presidents Climate Commitment. Launched in December 2006, the commitment recognizes the unique responsibility that colleges and universities have as role models for their communities and in training the people who will develop the social, economic, and technological solutions to reverse global warming.



WORKING TOGETHER FOR MARYLAND

Maryland's investment in higher education provides a link that fosters coordination and cooperation among Maryland's public and independent institutions.

Two- and four-year institutions, public and independent, partner with each other and with the State.

A collaborative system of higher education

Fosters efficiencies,
Promotes quality,
Expands access, and
Improves economic competitiveness.



Maryland's colleges and universities
Offer joint academic programs,
Share library resources,
Utilize shared facilities, and
Negotiate collaborative purchasing arrangements.



Maryland's colleges and universities partner together to offer joint academic programs. Some examples include cross-institutional enrollment and shared faculty. In addition, Maryland's Regional Higher Education Centers demonstrate an innovative model for delivering top-quality academic programs through the collaboration of several institutions. At these centers, Maryland community colleges and four-year institutions offer undergraduate and graduate programs in areas of the State underserved by four-year institutions.

The Maryland Digital Library is a gateway to electronic resources available to students and faculty at universities and colleges across Maryland. More than 200,000 students and faculty have access to databases, e-books, electronic journals, and reference work. The academic libraries across the State participate in the Maryland Digital Library to facilitate digital collections accessible to all.

Maryland's colleges and universities are constantly seeking creative and innovative ways to save money while maintaining educational quality and serving as efficient stewards of taxpayer dollars. Harnessing their collective purchasing potential, consortia offer participating institutions the economies normally available to much larger institutions, while allowing institutional personnel to concentrate on their educational purposes.



RESPONSIBILITIES FOR OUR FUTURE

- Fuel the economy
- Bridge the education gap
- Improve public health
- Revitalize local communities
- Support STEM initiatives
- Partner with local schools
- Provide cultural awareness
- Promote environmental sustainability
- Fill critical workforce shortages
- Enhance scientific discovery
- Develop research parks
- Create patents and new technologies
- Enhance the arts
- Respond to BRAC demands

Maryland's colleges and universities prepare the people

who solve the problems and teach the people who

change the world.

MARYLAND ASSOCIATION OF COMMUNITY COLLEGES

60 West Street, Suite 200
Annapolis, MD 21401
410.974.8117
www.mdacc.org

MORGAN STATE UNIVERSITY

1700 East Cold Spring Lane
Baltimore, MD 21251
443.885.3333
www.morgan.edu

MARYLAND HIGHER EDUCATION COMMISSION

839 Bestgate Road, Suite 400
Annapolis, Maryland 21401
410.260.4500
www.mhec.state.md.us

ST. MARY'S COLLEGE OF MARYLAND

18952 E. Fisher Rd
St. Mary's City, MD 20686-3001
240.895.2000
www.smcm.edu

MARYLAND INDEPENDENT COLLEGE AND UNIVERSITY ASSOCIATION

60 West Street, Suite 201
Annapolis, MD 21401
410.269.0306
www.micua.org

UNIVERSITY SYSTEM OF MARYLAND

3300 Metzert Road
Adelphi, MD 20783-1690
301.445.2740
www.usmd.edu