



## RECLAIMING THE AMERICAN DREAM

### Implementation of the Report of the 21st-Century Commission on the Future of Community Colleges Implementation Team Steering Committee

Walter G. Bumphus- President & CEO, AACC

#### Co-Chairs

Rey Garcia- President, Texas Association of Two-Year Colleges

Alex Johnson- President, Community College of Allegheny County (PA)

Steven Lee Johnson – President, Sinclair Community College (OH)

E. Ann McGee– President, Seminole State College (FL)

Karen A. Stout - President, Montgomery County Community College (PA)

#### Members

J. David Armstrong, Jr.- President, Broward College (FL)

Ken Atwater- President, Hillsborough Community College (FL)

Helen Benjamin- Chancellor, Contra Costa Community College District (CA)

Cynthia A. Bioteau- President, Salt Lake Community College (UT)

J. Noah Brown- President & CEO, ACCT

Gerardo E. de los Santos- President & CEO, League for Innovation in the Community College

Myrtle E. B. Dorsey-Chancellor, St. Louis Community College District (MO)

Charlene M. Dukes – President, Prince George’s Community College (MD)

Johanna Duncan-Poitier- Sr. Vice Chancellor for Community Colleges and the Education Pipeline, The State University  
of New York

Kenneth L. Ender- President, William Rainey Harper College (IL)

Katharine Eneguess-President, White Mountains Community College (NH)

Rufus Gasper- Chancellor, Maricopa County Community College District (AZ)

Marie Foster-Gnage- President, West Virginia University at Parkersburg

Gregory J. Hamann- President, Linn-Benton Community College (OR)

Brenda Hellyer- Chancellor, San Jacinto College District (TX)

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Jane A. Karas – President, Flathead Valley Community College (MT)

Brent Knight- President, Lansing Community College (MI)

Scott Lay- President/CEO, Community College League of California (CA)

Michael B. McCall – President, Kentucky Community & Technical College System (KY)

Shaun L. McKay- President, Suffolk County Community College (NY)

Cindy L. Miles- Chancellor, Grossmont-Cuyamaca Community College District (CA)

Daniel J. Phelan- President, Jackson Community College (MI)

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R. Scott Ralls- President, North Carolina Community College System

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Sanford C. “Sandy” Shugart- President, Valencia College (FL)

Jennifer Wimbish-President, Cedar Valley College (TX)

P. Anthony Zeiss- President, Central Piedmont Community College (NC)

AACC Staff Liaison: Sarah Cale-Henson, Program Manager, 21st-Century Initiative



## Charge

The Steering Committee will generally oversee the implementation of recommendations set forth in the report of the 21st-Century Commission on the Future of Community Colleges, as the implementation pertains to work in the community college field and with partners in other educational sectors, federal and state policy leaders, philanthropy, and the employer community.

The primary tasks are:

- Coordinate the work of the various implementation teams charged with specific tasks.
- Determine how progress on the implementation and impact of the Commission report will be assessed and reported to the community college field.
- Develop an annual progress report for submission to the President/CEO of AACC, addressing each of the recommendations set forth in the Commission report.
- Based on progress achieved, submit recommendations to the President/CEO of AACC as to whether additional or follow-up implementation teams should be appointed to accomplish specific implementation tasks.
- Recommend functions and information resources to be incorporated in AACC's 21st-Century Center.

*Note: The Steering Committee's role specifically does not extend to the recommendation of organizational strategy for the American Association of Community Colleges, which is rather within the purview of AACC leadership and its Board of Directors.*

## Implementation Team 1: Community College Completion Commitment

### Co-Chairs

J. Noah Brown  
Alex Johnson

### Members

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William E. Trueheart  
Joshua Wyner

### AACC Staff Liaisons

Kent Phillippe  
Jim McKenney  
Gail Schwartz

### Charge

The Implementation Team on the Community College Completion Commitment will address Recommendation 1 from the report of the 21st-Century Commission on the Future of Community Colleges:

- *Increase completion rates of students earning community college credentials (certificates and associate degrees) by 50% by 2020, while preserving access, enhancing quality, and eradicating attainment gaps associated with income, race, ethnicity, and gender.*
- *Devise strategies to identify students who have earned 30 credit hours at community colleges and to assist them in earning credentials.*

The primary tasks are:

- Develop specific strategies for the work of each represented organization in promoting the completion commitment over the period 2012-2014.
- Determine collaborative efforts to be undertaken by represented organizations over the period 2012-2014.
- Specify metrics to be used in reporting progress on Recommendation 1 to the community college field and other constituencies.
- Recommend functions and information resources to be incorporated in AACC's 21st-Century Center, with regard to the community college completion agenda.



- Develop model action plans for use at the state and local level to implement short-term strategies for increasing college completion—for example, to award associate degrees to students who have earned them; recruit back students who have earned at least 30 credit hours and support them in completing credentials; and award community college credentials through reverse transfer.
- Provide descriptive examples from colleges/states that have implemented effective strategies for increasing completion rates, with data on results.
- Create a communication/dissemination strategy for recommended action plans; provide a toolkit, including information resources, for inclusion in AACC's online 21st-Century Center.
- Set a national target and recommend state targets for increasing degree and certificate completion rates, and report to the Implementation Steering Committee on results.

## Implementation Team 2: Re-Imagining Pathways for Students

### Co-Chairs

Richard Carpenter

E. Ann McGee

### Members

George R. Boggs

Ned Doffoney

Mary S. Graham

Gregory J. Hamann

Randall W. Hanna

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Shaun L. McKay

Eloy Ortiz Oakley

DeRionne P. Pollard

Jennifer Wimbish

### AACC Staff Liaisons

Charisse Bazin Ash

Mary Heiss

Jim McKenney

### Charge

The Implementation Team on Re-imagining Pathways for Students will address Recommendation 1 from the report of the 21st-Century Commission on the Future of Community Colleges and a related implementation strategy:

- *Increase completion rates of students earning community college credentials (certificates and associate degrees) by 50% by 2020, while preserving access, enhancing quality, and eradicating attainment gaps associated with income, race, ethnicity, and gender.*
  - *Construct coherent, structured pathways to certificate and degree completion. This strategy should aim to incorporate high-impact, evidence-based educational practices; integrate student support with instruction; promote implementation at scale; rigorously evaluate the effectiveness of programs and services for students; and courageously end ineffective practices.*

Primary tasks are:

- Develop a newly-imagined model for coherent, evidence-based pathways for students as a documented example for the community college field.
- Publish a description of design principles and recommendations for colleges in approaching their own redesign work.
- Recommend information resources for inclusion in AACC's online 21st-Century Center; sponsor presentations and discussion through national community college conferences.

### Implementation Team 3: Community College/K-12 Collaboration for College Readiness

#### Co-Chairs

Marie Foster Gnage  
Richard M. Rhodes  
Ken Atwater

#### Members

Carole Berotte Joseph  
Kevin E. Drumm  
Charlene M. Dukes  
Johanna Duncan-Poitier  
Christine Johnson  
Robert Pura

#### AACC Staff Liaisons

Gail Schwartz  
David Baime

#### Charge

The Implementation Team on Community College/K-12 Collaboration for College Readiness will address Recommendation 2 from the report of the 21st-Century Commission on the Future of Community Colleges, focusing on two associated implementation strategies:

- *Dramatically improve college readiness: by 2020, reduce by half the numbers of students entering college unprepared for rigorous college-level work, and double the number of students who complete developmental education programs and progress to successful completion of related freshman-level courses.*
  - *Align explicit expectations defining readiness for college-level work with enhanced expectations for high school graduation, while collaborating in implementation of the Common Core State Standards.*
  - *Implement large-scale and effective collaborations with K-12 districts at both leadership and faculty levels, aimed at developing a college-going culture, building students' college success skills, and expanding dual/concurrent enrollment and other strategies for accelerating the progress of students on the college pathway.*

Primary tasks are:

- Develop and sponsor a communication strategy to build awareness of the Common Core State Standards (and related work) across the community college field.
- Seek advice from organizations involved in development and adoption of the Common Core State Standards regarding potential opportunities for collaboration with community colleges in aligning standards for high school graduation and entry into college-level coursework.
- Identify and describe strong examples of community college/K-12 collaboration for strengthened college readiness, including description of results attained. Create opportunities to share these examples with community colleges nationally.
- Develop guidelines/recommendations for community college use in work to establish and sustain effective collaboration with K-12 districts at both leadership and faculty levels, aimed at developing a college-going culture, building students' college success skills, and expanding dual/concurrent enrollment and other strategies for accelerating the progress of students on the college pathway.
- Recommend straightforward common metrics for use in assessing local, state, and national progress in increasing college readiness.
- Recommend information resources for dissemination through AACC's online 21st-Century Center.



## Implementation Team 4: Developmental Education Re-Design — Resources for Community Colleges

### Co-Chairs

Myrtle E. B. Dorsey  
Byron McClenney

### Members

Thomas Bailey  
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Rey Garcia  
Andrew C. Jones  
Anne M. Kress  
Sandra L. Kurtinitis  
Jackson N. Sasser  
Philip Uri Treisman

### AACC Staff Liaisons

Kent Phillippe  
Angel Royal

### Charge

The Implementation Team on Developmental Education Redesign will address Recommendation 2 from the report of the 21st-Century Commission on the Future of Community Colleges, focusing on one associated implementation strategy:

- *Dramatically improve college readiness: by 2020, reduce by half the numbers of students entering college unprepared for rigorous college-level work, and double the number of students who complete developmental education programs and progress to successful completion of related freshman-level courses.*
  - *Redesign developmental education fundamentally, creating new evidence-based pathways that accelerate students' progress toward successful college-level work. Incorporate design principles emerging from community college research and practice: acceleration, contextualization, collaborative learning, and integrated student and academic support.*

Primary tasks are:

- Recommend to the community college field a set of design principles, based on emerging evidence of effectiveness, for dramatically improving student outcomes in developmental education.
- Provide a collection of examples of colleges, systems, or states that are fundamentally redesigning developmental education, with promising evidence of effectiveness.
- Contribute these and other pertinent resources to the online AACC 21st-Century Center.

## Implementation Team 5: Closing the Skills Gap

### Co-Chairs

Keith Bird

James Jacobs

### Members

Anthony P. Carnevale

Katharine Eneguess

Edward L. Franklin

Jana Kooi

Andrew L. Meyer

Camille Preus

Van Ton-Quinlivan

Betty Young

Federico Zaragoza

P. Anthony Zeiss

### AACC Staff Liaisons

Kathy Mannes

Jim McKenney

### Charge

The Implementation Team on Closing the Skills Gap will address Recommendation 3 and all three related implementation strategies from the report of the 21st-Century Commission on the Future of Community Colleges:

- *Close the American skills gaps by sharply focusing career and technical education on preparing students with the knowledge and skills required for existing and future jobs in regional and global economies.*
  - *Ensure students' opportunities for career advancement and upward mobility through design of coherent career pathways leading to "stackable" credentials—multilevel, industry-recognized credentials reflecting attainment of the knowledge and skills required at different stages of a career.*
  - *Build community college capacity for accurately identifying unfilled labor market needs and for ensuring that career education and training programs are streamlined to address those high-need areas. Develop technology-based tools that will help local colleges access available labor market data to identify and monitor skills gaps in their regions.*
  - *Mobilize powerful local, regional, and national partnerships (involving community colleges, employers, and government agencies) to accomplish a collaborative agenda that: ensures that program planning targets skills gaps; promotes the associate degree as a desired employment credential; establishes alternative models for completing skills-based credentials, including classroom instruction, online learning, credit for prior learning, and on-the-job learning; and develops a national credentialing system.*

Primary tasks are:

- Organize support for development of tools for community colleges to 1) ensure they have readily accessible labor market info/forecasts for their communities/regions; and 2) document employment outcomes in terms of employment and wages (tracking students into the work force).
- Recommend explicit strategies and tools for community colleges to use in determining where to focus development of career pathways for jobs that exist currently and will exist in the future; contribute information resources for a designated section of AACC's online 21st-Century Center.





- Develop specific recommendations for consideration of establishing a national credentialing system; develop and recommend key arguments and components for a major funding proposal to develop the credentialing system.

## Implementation Team 6: Policy and Advocacy Agenda for Reclaiming the American Dream

### Co-Chairs

J. David Armstrong, Jr.  
Rufus Glasper  
Joe D. May

### Members

Diane Bosak  
J. Noah Brown  
G. Edward Hughes  
Jane A. Karas  
Scott Lay  
Paul E. Lingenfelter  
Michael B. McCall

### AACC Staff Liaisons

David Baime  
Jim Hermes

### Charge

The Implementation Team on a Policy and Advocacy Agenda for Reclaiming the American Dream will address Recommendation 1 and one associated implementation strategy, along with Recommendation 6 and four associated implementation strategies from the report of the 21st-Century Commission on the Future of Community Colleges:

- *Increase completion rates of students earning community college credentials (certificates and associate degrees) by 50% by 2020, while preserving access, enhancing quality, and eradicating attainment gaps associated with income, race, ethnicity, and gender.*
  - *Promote transfer from community colleges to baccalaureate institutions through state policy stipulating that students who complete an agreed-upon core of transfer courses and earn an associate degree may transfer to junior standing at a public university without loss of credits.*
- *Target public and private investments strategically to create new incentives for all institutions of education and their students and to support community college efforts to reclaim the American Dream.*
  - *Advocate at the local, state, and national levels for renewed public investment in the public good—the development of the nation’s people—as necessary both to economic competitiveness and to a vibrant democracy.*
  - *Incorporate incentives for student performance and progress into student financial aid programs at the federal, state, and local levels, while also elevating the priority of need-based aid.*
  - *Implement funding strategies that put money toward providing incentives and support for collaborative work across education sectors (preK-12, community college, and university) to facilitate student transitions and accelerate their educational progress.*
  - *Develop public funding models that include provisions for making student success and college completion matter, incorporating incentives for community colleges to preserve access and continue serving high-risk and traditionally underserved students.*
  - *Create accessible and interactive statewide data systems, learning analytics, and other tools essential to the capacity of community colleges to monitor student progress, institutional performance, and changes in community and labor force needs.*



Primary tasks are:

- Develop and recommend specific policy statements focused on both federal and state policy issues addressed in the Commission report recommendations and implementation strategies cited above.
- Develop recommended advocacy strategies for implementation by 1) national community college leadership organizations, particularly AACC and ACCT; 2) state-based community college systems and associations; and 3) local community colleges. Create an advocacy toolkit for inclusion in AACC's online 21st-Century Center.

## Implementation Team 7: Redefining Institutional Roles and Functions

### Co-Chairs

Daniel J. Phelan  
Robert G. Templin

### Members

Chris Bustamante  
Erma Johnson Hadley  
Audre Levy  
Suzanne Miles  
Diana G. Oblinger  
Mick Starcevich  
Steven L. VanAusdle

### AACC Staff Liaisons

Don Brown  
Norma Kent

### Charge

The Implementation Team on Redefining Institutional Roles and Functions will address Recommendation 4 and the first associated implementation strategy, and Recommendation 5 and the first associated implementation strategy:

- *Refocus the community college mission and redefine institutional roles to meet 21st-Century education and employment needs.*
  - *Ensure that students can learn what they need to learn, when and how they need to learn it, by shifting community colleges from playing the restricted role of local provider of direct instructional services to an expanded role as broker of educational access, connecting students to learning opportunities available through multiple providers and multiple modes of delivery. Of necessity in an increasingly open learning environment, the brokering role will require expanding community college work in academic advising, learning assessment, and credentialing.*
- *Invest in support structures to service multiple community colleges through collaboration among institutions and with partners in philanthropy, government, and the private sector.*
  - *Create partnerships or consortia for the development and support of student data systems, data analytics, educational diagnostics, learning management systems, institutional research, and professional development.*

Primary tasks are:

- Develop a set of detailed and provocative scenarios describing in concrete terms a variety of ways that community colleges might redefine their roles to meet 21st-Century education and employment needs.
- Identify and describe examples of community colleges or other organizations that have established institutional forms and functions suggestive of potential 21st-Century approaches for community colleges.
- Identify policy constraints and opportunities that may hinder or advance redefinition of institutional roles, and recommend strategies to address them.
- Identify venues in which these scenarios and examples may be discussed and debated across the community college field.
- Recommend information resources to be provided through AACC's online 21st-Century Center.



## **Implementation Team 8: Accountability**

### **Co-Chairs**

**Keith Miller**  
**Karen A. Stout**

### **Members**

**Michael R. Chipps**  
**Donald Doucette**  
**Katherine M. Johnson**  
**Timothy Nelson**  
**Shouan Pan**  
**R. Scott Ralls**  
**Lori Sundberg**  
**Millicent Valek**  
**Carolane Williams**  
**Gregory Williams**  
**Ronald Williams**

### **AACC Staff Liaisons**

**David Baime**  
**Kent Phillippe**

### **Charge**

The Implementation Team on Accountability will address Recommendation 7 and two related implementation strategies from the report of the 21st-Century Commission on the Future of Community Colleges:

- *Implement policies and practices that promote rigor, transparency, and accountability for results in community colleges.*
  - Implement the Voluntary Framework of Accountability nationwide, while also developing strengthened approaches to measuring student learning and employment-related outcomes.
  - Implement state data systems that permit colleges to track students on their educational and career pathways. By following students into higher education and workforce, education leaders can demonstrate the employment- and wage-related impacts of a community college education...
  - ...Simultaneously, they should work with states, funders, and national associations to develop a concise set of indicators of student progress and success.

Primary tasks include:

- Pull in related work by the Implementation Teams on Degree Quality and Closing the Skills Gap, using the products of their work to build on the Voluntary Framework of Accountability so that it includes appropriate measures of student learning and of employment-related outcomes of community college education.
- Serve as the steering group for the nationwide implementation (phase 3) of the Voluntary Framework of Accountability.
- Pursue collaborative efforts, including national organizations, philanthropy, and federal and state policymakers, to develop a parsimonious set of common metrics for assessing community college student progress and completion.
- Contribute information resources to the AACC 21st-Century Center and the VFA website.



## **Implementation Team 9: Faculty Engagement and Leadership Development**

### **Co-Chairs**

**Stephen M. Curtis**  
**Patricia Granados**  
**Jennifer Lara**  
**Rod A. Risley**

### **Members**

**Noah Brown**  
**Terry Calaway**  
**Rita M. Cepeda**  
**Gerardo de los Santos**  
**René Díaz-Lefebvre**  
**M. J. Dolan**  
**Richard Duran**  
**Kathryn K. Eggleston**  
**Karla Fisher**  
**Allatia Harris**  
**Mike McCall**  
**Laura Meeks**  
**Brian Murphy**  
**Marian Shivers**  
**Richard Shrubbs**  
**Mary Spangler**  
**Jianping Wang**  
**Josh Wyner**

### **AACC Staff Liaisons**

**Angel Royal**  
**Gail Schwartz**

### **Charge**

The Implementation Team on Faculty Engagement and Leadership Development will address and promote faculty roles in accomplishment of Recommendations 1 and 2 from the report of the 21st-Century Commission on the Future of Community Colleges:

- *Increase completion rates of students earning community college credentials (certificates and associate degrees) by 50% by 2020, while preserving access, enhancing quality, and eradicating attainment gaps associated with income, race, ethnicity, and gender.*
- *Dramatically improve college readiness: by 2020, reduce by half the numbers of students entering college unprepared for rigorous college-level work, and double the number of students who complete developmental education programs and progress to successful completion of related freshman-level courses.*

Primary tasks are:

- Recommend to the Steering Committee strategies for organizing and developing faculty leadership for student success at the local and state levels.
- Collect examples of, 1) local and statewide faculty-led initiatives for improving student success and college completion, and 2) effective programs for faculty development focused on strengthening student success.
- Develop a communication strategy for sharing those examples broadly across the community college field.
- Recommend to the Steering Committee plans for conducting sessions at AACC and other community college conferences around the aforementioned topics.
- Recommend to the Steering Committee strategies for professional development for current leaders, new presidents, and seasoned presidents.
- Recommend to the Steering Committee strategies for effectively working with boards of trustees as well as professional development for boards of trustees, should also be considered.

