

**Minutes of the Graduation Task Force Meeting  
August 26, 2009**

**BE IT REMEMBERED, That the Graduation Rate Task Force met in a regular meeting in the Board Room of the Mississippi Institutions of Higher Learning in Jackson, Mississippi at 1:00 p.m. and pursuant to, written notice were mailed to each member of the Task Force dated August 19, 2009. Those members attending the August 26, 2009 meeting of the Task Force were:**

**Members of the Task Force Present:**

Dr. Hank Bounds, Commissioner of Higher Education, MS Institutions of Higher Learning  
Chairman Cecil Brown, House of Representatives Education Committee  
Chairman Kelvin Buck, House of Representatives Universities and Colleges  
Ms. Kami Bumgarner, Member, MS Board of Education  
Chairman Videt Carmichael, Senate Education Committee  
Dr. Eric Clark, Executive Director, State Board for Community and Junior Colleges  
Chairman Doug Davis, Senate Universities and Colleges Committee  
Ms. Patricia Dickens, Board Member, Community and Junior Colleges  
Dr. Scott Elliott, President, Meridian Community College  
Mr. Johnny Franklin, Education Policy Advisor, Office of the Governor  
Ms. Kris Jones, Mississippi Department of Mental Health  
Mr. Mike Mulvihill, Interim Assoc. State Supt. Vocation Education and Workforce Development  
Dr. George Ross, President, Alcorn State University  
Dr. Martha Saunders, President, University of Southern Mississippi  
Mr. Blake Wilson, President and CEO, Mississippi Economic Council

**Member of the Task Force Not Present:**

Mr. Scott Ross, President, MIHL Board of Trustees  
Mr. William Harold Jones, Chair, MS Board of Education (represented by designee)  
Mr. George F. Walker, Chairman, State Board for Community and Junior Colleges (represented by designee)  
Dr. Willis Lott, President, Mississippi Gulf Coast Community College

**Others Present:**

Ms. Bridget Breithaupt, Administrative Assistant, MS Institutions of Higher Learning  
Dr. Jim Borsig, Assistant Commissioner for Government Relations, MS Institutions of Higher Learning  
Ms. Patty Davis, Mississippi Public Broadcasting  
Mr. Jim Hood, Director of Institutional Research and Technology, MS Institutions of Higher Learning  
Ms. Mitzi Johnson, Assistant Executive Director for Research and Planning,  
State Board for Community and Junior Colleges  
Mr. Dennis Jones, President, National Center for Higher Education Management Systems  
Mr. Richard Ladner  
Dr. Susan Lee, Director of P-16 Initiatives, MS Institutions of Higher Learning  
Ms. Lee Ann Mayo, Capitol Resources  
Ms. Stephanie Meincke, University of Southern Mississippi  
Ms. Pearl Pennington, Director of Student Affairs, MS Institutions of Higher Learning

Ms. Ashley Porter  
Dr. Fiona Qualls, Associate Executives Director for Programs,  
State Board for Community and Junior Colleges  
Dr. Al Rankins, Interim Assistant Commissioner of Academic and Student Affairs,  
MS Institutions of Higher Learning  
Mr. Kell Smith, Communications Director, State Board for Community and Junior Colleges  
Ms. Leah Rupp Smith, Communications, MS Institutions of Higher Learning  
Dr. Reginald Sykes, Assistant Commissioner of Community and Junior College Relations,  
MS Institutions of Higher Learning  
Mr. Marcus Thompson, MS Institutions of Higher Learning  
Ms. Marsha Watson, MS Institutions of Higher Learning  
Ms. Debra West, Associate Executive Director for Workforce, Career, and Technical,  
State Board for Community and Junior Colleges

**1. Welcome and Roll Call:**

Senator Doug Davis called the meeting to order and dispensed with the calling of the roll.

**2. Approval of Minutes of the July 22, 2009 Meeting**

Representative Buck made the motion to approve minutes; minutes approved without objection  
Dr. Clark introduced new members of the taskforce: Dr. Scott Elliott, President, Meridian Community College and Dr. Willis Lott, President, MS Gulf Coast Community College, who was not present.  
Representative Buck welcomed Dr. George Ross and Senator Videt Carmichael to the group.

**3. Milestones**

Dr. Jim Borsig:

If you will recall the first meeting, we broadly discussed the role of the task force.

Actions taken since the July meeting:

- a. Contract with the National Center for Higher Education Management Systems to provide us with the base line understanding of educational attainment and graduation in Mississippi.
- b. Received a proposal from Noel-Levitz to conduct a survey of our institutions retention programs and practices. Noel-Levitz will also conduct a workshop the morning of the September Task Force meeting. This information is included in your packets. The second document is a report on **Retention Best Practices** presented in 2008 at the Mississippi Association of Colleges annual conference.

NCHEMS submitted a proposal to conduct an analysis of barriers to graduation. The proposal is included in your packet.

Mississippi is one of eleven states participating in the Making Opportunity Affordable Learning Year Grant funded by the Lumina Foundation for Education. The grant budget will pay for the expenses of these two studies.

#### **4. Presentation: *Graduation Rates as a Piece of the Larger Puzzle for Mississippi***

Dennis Jones, President, National Center for Higher Education Management Systems (NCHEMS), was introduced by Senator Davis

#### ***Highlights of Dennis Jones Presentation***

(Power Point Presentation Attached)

Mississippi has framed its issue around graduation rates, while most other states are framing around educational attainment. This is often framed in economic development and work force terms, in the context of those parts about education that lead to a better economy. There is a very strong parallel to a strongly educated workforce and the success of the state. This is the message that leaders in most states have come to understand. Every census shows that the benefits to education gets more pronounced, those correlations go up.

Sadly, Mississippi is right where it was 25 years ago. It's not just about income. Education attainment is also highly correlated to increased levels of work force participation. The more education you have, the less likely you are to be in the correction system, the more likely your health will be good, the less likely you will be to draw on Medicaid. In the nation, one in three people will draw on Medicaid. With a graduate degree, the statistics drop to one in one hundred. The more likely you are to vote, to volunteer, to engage in other activities. If you have less than a high school education, chances are four out of ten that you are not in the workforce. Not only do educated people have better jobs, they HAVE jobs. There is reason to worry about the education attainment levels in the population of the state. The counties with the lowest education attainment are the counties with the most problems.

On the education attainment meter, Mississippi is in the middle with those that have an associate degree. On all others, Mississippi is mostly at the bottom.

The challenge Mississippi is faced with is pretty substantial. The United States has been basically stuck in the same place for 40 years. We have fallen behind because the rest of the world is doing so much better. Mississippi is one of the few states that have gotten better over this time.

Jim (Borsig) made comments about the Making Opportunity Affordable grant program sponsored by the LUMNIA Foundation for Education. This program is based on the premise that we need more educated people, more quality in the graduates, and at less cost. You can go to almost any institution and when you talk about quantity, quality, or cost, you can pick any two of them, and you are going to have more cost when you have more quality and quantity. The United States needs all three. Much work is going to figure out how you do that. Adults will have to be brought back into the system to get to the numbers. We cannot accomplish this goal by educating 18 year olds only.

The overall picture is Mississippi is well below the national average rate of high school graduation. More than the national average go to college – out of a small base, a large number goes. All the students that don't go are the ones that don't get out of high school. It drops off the second year. Of 100 9<sup>th</sup> graders, 14 of them get through college in an expected normal time. The United States average is only 20 – the best performing state is only 30. In terms of race distribution, it's pretty down hill. At every step, African Americans fall out of the system at a greater rate than their white counterparts. Mississippi is close to the bottom on graduation rates.

Mississippi is an aging state, a ton of folks exiting the workforce in the next 15 years and no one is coming behind them. No increase in the younger population is forecast, so you are going to have a smaller workforce than you do today unless you do something.

How many degrees get awarded per every 100 FTEs? Most community college students bounce around and eventually graduate. We need to count all degrees and measure against the number of students that attempted those degrees. Also, there needs to be an incentive to take community college transfers if you count all their degrees. Research and regional institutions are well below the national average on how many degrees they produce. Community colleges are right at the national average. Put it all together, and what you see is a state that has relatively few degrees granted against the size of the population that needs to be served. Put it in terms of how big the population is in the potential college going age group— baccalaureate degree levels are well below associate degrees – at about the national average. Certificates – Mississippi is not as directed toward certification as other states; but increasing certifications is viewed as a way to respond quickly to adults and employers - gives a skill set in a hurry that puts you in the market place.

Calculator that lets you play “what if” games:

If nothing changes, by 2020, you will have 6500 fewer degrees than you do now. If high school graduation rates move to a gain of 24, 000 and you increase going rates of adults, you gain another 20,000. If you get more degrees relative to the size of the enrollments, you get more. You can put together any combination of strategies to see what makes the most sense. You can take a look one at a time to determine if the only thing we were to do was to get graduation rates to the best in the county, then you can determine the rate of success. Do this with each factor. The calculator is a tool for you to use as you go forward to help think about how things will make an impact.

Focus on Reentry Students:

Adults in Mississippi has a very large part of its population that hasn't completed high school – 18%. Another large block of the population has earned a high school diploma, but is earning below minimum wage. This is one third of the adult population in the workforce without 21<sup>st</sup> century skills. 21% have been to college and didn't get a degree. 31% have completed high school and didn't go to college; and 17% of 25-44 year olds dropped out of high school.

Two and four year systems revolve around 18 year olds, not adults – students that came right out of high school. In a Policy Audit just completed in Tennessee, one of the things that became clear was that nothing was working for adults. Everything was geared toward 18 year olds/daytime/fulltime students. Now have a task force to focus on how to make adult student become successful.

Out of every 1000 residents in this age group with less than a high school diploma, you reach 79 with less than a high school diploma. The GED is increasingly a program for young people. In many states what you see is the GED used as the alternative high school. Many states had prohibitions against taking the GED until you were at least 18 – now that has moved to 16. Many more are now taking the GED at a younger age.

Finally, if you talk about this in terms of money, you can't solve it by throwing money at it. The Lumina Foundation for Education has conversation about productivity enhancements. Not how much money you spend, but how you spend it. Mississippi does better than many states in how many degrees you get relative to the amount of money you put into higher education. Mississippi gets a bigger bang for the buck by getting more degrees for the investments you make. Each degree costs \$42,500 dollars. Alaska spends twice what

Mississippi does for every degree produced. If you take a look at dollars per student, Mississippi spends about \$9,000 on a per student basis, less than most by far. For the same dollar per student, Mississippi produces 21 degrees, while Colorado produces 31 degrees. At the same level of performance, Mississippi spends \$9,000 and Alaska spends \$18,000. Unless you are at the top of this, you can make an argument that there are gains to be made with the resources available.

I have laid out the following:

- a. Mississippi has a large challenge if it is going to have a citizenry educated to the levels that will improve quality of life for its citizenry and economic and social competitiveness for the state.
- b. This is a set of issues when you take a look at the progression of student 9<sup>th</sup> grade through high school. It is not a single set of solutions. Do they come to college ready for college – 2 to 4 year transfer? Once they do succeed, where do they end up working? Improving grad numbers and rates is a function of whether or not there is a job to jump into. This is all a very complicated set of issues.
- c. Most of you folks are in the policy business, the reality is that there are only so many levers that you have. You have to create an environment where the right things happen. You can't make the right things happen. You cannot legislate progress in student retention at the classroom level. You can:
  1. Set a set of goals that everybody is working toward
  2. Ask the question: How would I know progress if I see it? The states that see progress have a very specific set of goals, published annually, and it is a very public agenda – to make sure the media pays attention. Understand how to make progress and track it.
  3. Policy Audit – we have worked in a lot of states. If we have this goal, what is about the way that IHL, CJC, the state in general works that is in the way of Mississippi making progress toward the goal of increasing graduation rates. Every year, more things are put in place that produces barriers to progress. In the policy audit, we will sit down with the institutions and talk about what needs to get fixed – more money is off the table as an answer. Are there some things that need to go away to make things work. Often, a policy that can be enacted to help the cause. The good news is to the legislators that most of them don't cost money – in fact you can save money by making certain things go away.
  4. The final tool is the resource allocation mechanism. How aligned is the funding mechanism with the goals you establish. There are lots of states moving toward more performance pieces with activity-based funding.

Comments on the Presentation:

Dr. Scott Elliott:

We need job opportunities – so our students don't leave. Isn't this chicken or the egg proposition? Well educated work force brings in industry.

Mr. Dennis Jones:

Think of it as the chicken and the egg. Have to be very purposeful. Line up what you want with what you got.

Dr. Scott Elliott:

What correlation have you seen with the advent of Pre K programs in tracking this whole thing?

Mr. Dennis Jones:

There is so much that if you don't have it by third grade – I'm going to say kindergarten, good pre-k programs make a huge difference. Mississippi can't wait until students with pre-k opportunities graduate. Everything that you can dream up will be part of the solution.

Mr. Blake Wilson:

We are well located, particularly with the expansion of the Panama Canal. This puts Mississippi in a prime location, transportation wise. One of the challenges I run into, in encouraging educational advancement, is how we are going to get workers at our local plants. If you wait five years, your local plant won't be there anymore. Your workforce will have gone to another state. While we are a rural state, we are better situated. Can you give me another mid south or rural state that seems to have found a way to move up the scale? That would be much more useful to me than entrepreneurship. We still have great potential, but how can we take that to the next level. Is there an example of a state that has done this?

Mr. Dennis Jones:

Tennessee has done a pretty good job of doing some of the things that Mississippi has done. The issue for most of the mid south states is always how do you do like some of the successful countries. They skipped over manufacturing/industrial economy in between. They changed the concept of "you can get a good job in the car business with no education". They are now trying to change that culture. You have the benefit of auto coming in with new technology, not the old ones. How do you leverage that set of technologies into more jobs? I keep struggling trying to find the answer to that, particularly in smaller states. States must provide lots of help with small business developments and workforce training. You never know where economic development is going to come from, but you better be ready to support it.

Dr. George Ross:

208,000 additional degrees are needed. Is the data projection sensitive to type (of degree) needed?

Mr. Dennis Jones:

It matters to the economy. I am sure this state would not like all of any one degree. If you get a baccalaureate degree, you are likely to be flexible in what you do next. Everyone coming out of college will have six or seven careers. It is less important the major and more important the flexibility. You can take a look at certain certificates, and folks who hold them do make more money for a while. The reality is that over a lifetime, at the end of your life, you will have been a lot better off than if you did attain the baccalaureate degree. The more education there is in the population, the more opportunities you are going to have.

Chairman Kelvin Buck:

Education Attainment versus Graduation Rate – does that change what we should focus on?

Mr. Dennis Jones:

Framed on education degrees. Graduation rates are part of how you get there, but if you focus only on that, your focus is too narrow. Necessary but not sufficient. Second question: the answer is yes, the hardest thing for legislatures to do is to think in investment terms instead of this year's expansion terms. It is hard to make it happen looking at 20 years out. This is always trumped by the bills we have to pay this year. This is a reality in legislative life. You have immediate needs that are awfully hard to postpone. You are right, but I don't know how to get over that particular reality.

Dr. Hank Bounds:

Back to Dr. Ross's question: I think about the projections in terms of degrees needed and the analogy of being where we need to be. We need to be very strategic in the appointment of resources. First things first if we are going to meet the needs of the state. More degrees: how many and what type in a state that has few resources? We probably need to be a lot more strategic about meeting the goals instead of just producing a lot more degrees.

Mr. Dennis Jones:

In every state, there are needs for increases for certain kinds of trained folks. Teachers and nurses versus engineers. Production isn't the only answer. Interestingly, medical doctors, the most expensive graduates, have only half of them practicing "hands on" medicine. You can give incentives in the right places, but you can't wed them to that profession. I would like to suggest that you have to raise, but you may want to raise some higher. You can produce teachers, but you can't make them stay in the classroom. They will go someone else for more pay. There's all of that complication.

Mr. Blake Wilson:

What's wrong with that? If we use the teaching route, what's wrong if they migrate to jobs that aren't here yet?

Mr. Dennis Jones:

Nothing! I am just saying that students are going to migrate, even though you can create incentives, but you can't take away their choice. They are going to get their education and respond to opportunities they get in the process.

Ms. Patricia Dickens:

I am less concerned about people having migration and more about what they have been prepared to do. We go back to your statement where you were talking about bypassing agriculture and going to technology. Polymer Science Majors at University of Southern Mississippi graduate and are lured to other states. Should we be looking at programs that will keep them here?

Mr. Dennis Jones:

I would look for ways to build employment around that instead of the other way around.

Dr. Eric Clark:

Listening here the last few minutes, the charts can be depressing. They can lead us into an attitude of limiting what we can do and where we can go. Compared to all the rest of the world, Mississippi is wealthy - the progress has been amazing. Our per capita income has gone up every year since the great depression. Let's don't anybody be discouraged. Over the past three quarter century, the progress is beyond comprehension. I am old enough to have witnessed enormous prosperity in the citizens of our state. I refuse to let the charts make me anything other than optimistic. We would be making a terrible mistake if we let ourselves think different.

Mr. Dennis Jones:

The point is that progress is possible, but what it needs is purposive action, not riding the waves. We need to pay attention to the goal of improvement.

Ms. Patricia Dickens:

I agree to a point. However, we also need to be realistic. We need to be a better educated state. When you have only 20% of the adults in Mississippi with a college degree, we need to be doing all we can to increase that.

Chairman Doug Davis:

Mr. Jones, thank you for coming. Sometime we need a wake up call. The facts that you presented will be studied by this taskforce.

Chairman Kelvin Buck:

The only thing I would want to point out in Mr. Jones presentation is the process of building from early education. Reaching out to adults to bring them in to this process. These are some of the things that we have known, but need to focus more on. The African American population information is very telling. If we are to address issues that relate to education attainment. We are going to have to target the African American population. Without them, it will be difficult to move the state forward.

#### **4. Other Business**

- a. NCHEMS *Policy Audit* Proposal
- b. Noel-Levitz Workshop Proposal
- c. Campus Engagement

Chairman Kelvin Buck:

Are these two different proposals?

Dr. Jim Borsig:

Yes, but they have worked together in the past.

Chairman Kelvin Buck:

Do we have the proposals?

Dr. Jim Borsig:

You have the letter from NCHEMS in your packet. The other information is from a phone conversation and a confirming email from Noel Levitz.

Dr. Martha Saunders:

We engaged Noel Levitz two years ago at USM. I can certainly endorse the usefulness of them. They have been around for about thirty years. They understand student retention and have been very helpful to us in identifying the low hanging fruit in the area of improved retention.

Chairman Kelvin Buck:

Do we need a motion to bring them on?

Mr. Johnny Franklin:

What about funding?

Dr. Jim Borsig:

Lumina Foundation for Education funds allocated to the MOA Learning Year will fund this work. They understand our timing dilemma. They would like to see the Task Force members as the ones who participate in this area.

Mr. Johnny Franklin:

They will pay the entire \$65,000?

Dr. Jim Borsig:

Yes

Dr. Eric Clark:

What is before us? I am sorry, but I had to leave the meeting for a minute.

Chairman Kelvin Buck:

If we are going to accept the recommended proposals from NCHEMS and Noel-Levitz.

Dr. Eric Clark:

Let me toss something on the table. We have been notified that our Legislative Hearing is to be held on September 23<sup>rd</sup> at 1:30.

Chairman Doug Davis:

And Commissioner, IHL's is on the 24th? I would like to make the motion that we move forward with both proposals at the same time. Lumina will pay the entire bill.

Chairman Kelvin Buck:

Motion seconded. Motion carried.

Dr. Hank Bounds:

I am just curious as to whether there may be a consideration of asking people who work with this everyday to think about what it is that they need. If you could wave a magic wand, money not on the table, what could you do to be certain that there are more students in the pipeline? We need to listen to the folks that fight these battles every day.

Chairman Kelvin Buck:

Are you suggesting that they provide this information?

Dr. Hank Bounds:

I am suggesting that the folks from our IHLs and CJs that are around this table send out information to the campus folks and get them to think about and have conversations among themselves and bring us their best thinking about what we need to do to get things in place.

Mr. Johnny Franklin:

Sometime in the future, we have to come up with a report. If we can get this kind of information, I think that would be super in helping do the report and make the recommendations.

Dr. Hank Bounds:

We can move forward with it and share the information. Let me work with Jim (Borsig) and work out a schedule. I am envisioning those folks coming here and us talking – we don't even talk the same language. There might be some value in having face time and have conversation flow back and forth.

Chairman Kelvin Buck:

I agree and see no problem with that. Dr. Clark, you are willing?

Dr. Eric Clark:

Yes. Do we need to address the issue of time?

Representative Cecil Brown:

The Budget Committee is meeting September 21<sup>st</sup> -24<sup>th</sup>.

Chairman Kelvin Buck:

We might want to meet earlier.

Dr. Hank Bounds:

Give us a couple of options. We will communicate and come up with a good day.

Chairman Kelvin Buck:

The suggestion that we get information regarding removing barriers. Is it also a good idea that we talk about other things – transferring credits from one school to the next. At some point, we need to get to the part of goals, what is considered progress, etc. I just want to throw that out there.

Dr. Hank Bounds:

I think we all at some point are going to have to get everybody's best thinking. I think one of the best groups to listen to is to talk to students as to what they see as barriers. I don't know how to structure that-how to get to them. We need to see where the pot holes are. Lots of students leave school and there is nothing the institutions can do about it. We need to talk about this.

Representative Cecil Brown:

One of the ways we can multiply our effectiveness is to appoint some subcommittees to talk to the various groups Hank (Bounds) is recommending. We do have a lot of folks here that can contribute a lot. It may be that we can have a couple of members of the taskforce consolidate the various discussions.

Chairman Kelvin Buck:

Because of the limited number of meetings, there may need to be other times to talk to students and others on the front lines of dealing with this issue.

Dr. Scott Elliott:

I have been observing for 25 years some barriers that preclude Community and Junior College students from getting degrees. I don't know why they don't persist once they get to the university, but I think we

know quite a bit about barriers at the Community and Junior College level. I can certainly speak to that. I have made a list while we were sitting here.

Mr. Blake Wilson:

We have a road show coming up this fall. Part of that process is a formal survey. If we think there is a need to survey the business community in regard to this, we can add those questions to our survey and provide you with results.

Dr. Martha Saunders:

We have been looking at our own campuses for a long time. We have a closet full of retention reports. I really think that without a whole lot of fuss, we could provide barriers to this committee that would more than likely fall into financial aid preparation for university work and some other mentoring issues. We can probably expedite this if you wish. We can put together a report from the IHL presidents.

Dr. George Ross:

I would concur with Dr. Saunders - we all struggle with this. We can get this information without much fuss.

Chairman Kelvin Buck:

The idea of sub committees to meet and prepare things more in depth is a solid idea. Mr. Chairman, what do you think? Student point of view/business point of view/. People on the ground? Are we prepared – to both community and junior colleges and institutions of higher learning?

Chairman Doug Davis:

Why don't we get together and come up with those groups. We will do that sooner rather than later.

Ms. Kris Jones:

I urge you to look at metal health care for these students in addition to mental health care. While we don't have a lot of students completing, we need to look at the access to health care as a possible subcommittee.

Ms. Patricia Dickens:

Don't student services include health?

Ms. Chris Jones:

Some campuses do include health services with student services.

Chairman Kelvin Buck:

Before we go to campus engagement, I just wonder when it comes to retention and graduation rates are these numbers accurate? Do we have a current numbers on graduation rates?

Dr. Jim Borsig:

We do have current rates. When you look at grad rates, 1/3 of the degrees we award annually are inside that system. One third is Community and Junior College transfers. One third is from other sources. Rates are only 1/3 of the degrees. It gets back into some of the analysis that Dennis (Jones) was talking about.

The graduation rate is not the full picture. We have YR2008 rates that we can provide to the taskforce this week. We also have YR2003 degrees broken out as to where they are coming from.

Chairman Kelvin Buck:

I still look at the time line and am trying to make sure that we are making progress towards the solution/recommendation phase of this. We are in the information gathering phase right now.

Dr. Jim Borsig:

The sub committees are a great approach, the NCHEMS project will greatly supplement.

Mr. Johnny Franklin:

We need to look at IHL and Community and Junior Colleges. Last year, Hank (Bounds), you had a great process. We had a lot of information dumped on us and we worked it down into a workable solution. I don't want us to stop getting good data. Having this kind of view from an outside source is excellent and helps us look at data. If we can get the practical data from within, we can get some stuff that the whole group can react to.

Representative Cecil Brown:

These kinds of discussions tend to focus on economic growth, but please lets' don't lose site of the individual students. Mr. Jones did a great job of talking about P-16 and adult education. It is very important for quality of life. It is easy to make a correlation to Medicare, prison. etc, but it doesn't tell us what's causing it. I am concerned about not just keeping kids in schools, the issue is not there. The issue is that we have something else going on. The country has a terrible problem with graduation rates; the state has a worse problem. I think we are going to have to look at support systems. Every number represents a person, not just a number on a chart. We have that responsibility, not just to talk about raw numbers.

Chairman Kelvin Buck:

Anyone else? If not, we can consider this meeting adjourned today.

**5. Adjourn**

The meeting of the Graduation Task Force was adjourned at 3:20 P.M.