Item #CA-1
December 11, 2001

MINUTES – BOARD MEETING
October 2, 2001

Submitted for: Action.

Summary: Minutes of the October 2, 2001 meeting of the Board of Higher Education held at the Wyndham Lisle Hotel, Lisle, Illinois.

Action Requested: That the Board of Higher Education approve the Minutes of the October 2, 2001 meeting.

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December 11, 2001

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

MINUTES - BOARD MEETING
October 2, 2001

A meeting of the Illinois Board of Higher Education was called to order at 9 a.m. in the Ballroom of the Wyndham Lisle Hotel, Lisle, Illinois on October 2, 2001.

Philip J. Rock, Chairman, presided.
Patricia Sexton was Secretary for the meeting.

The following Board members were present:

Mark E. Barmak
J. Robert Barr
Edward T. Duffy
Robert J. English
Samuel K. Gove
James L. Kaplan
Thomas R. Lamont
Steven H. Lesnik
Lucy A. Sloan
John C. Thompson

Also present by invitation of the Board were:

Keith R. Sanders, Executive Director, Illinois Board of Higher Education
Joseph J. Cipfl, President and CEO, Illinois Community College Board
Larry Matejka, Executive Director, Illinois Student Assistance Commission
James M. Hacking, Executive Director, State Universities Retirement System

Presidents and Chancellors

Victor Boschini
Jerry Dill
Stuart Fagan
Patricia Granados
Phoebe Helm
Louis Hencken
Stephanie Marshall
Michael Murphy
John Neuhaus
John Peters
Richard Ringeisen
Donald Spencer
Salme Steinberg
James Stukel
James Walker
Walter Wendler
David Werner

Advisory Committee Chairpersons

Ken Andersen, Faculty
Katie Cox, Student
Donald Fouts, Independent
Gretchen Naff, Community College
Ronald Taylor, Proprietary

1. Announcements and Remarks by Chairman Philip J. Rock

Chairman Rock called the meeting to order at 9 a.m. and said: "As the first order of business, I would like this committee to stand and have a moment of silence for the victims and the heroic rescue workers of the tragedy that happened to all of us on September 11." Those present observed a moment of silence. Chairman Rock continued, "Thank you, and God Bless America on behalf of all of us. We have a rather full agenda. I appreciate the fact that many of you have come from some distance to attend, so we will try to handle the meeting expeditiously.

"I received last week a letter from the Governor indicating that the budget was not up to projections, so he has issued an Administrative Order 'directing all state agencies under my jurisdiction to implement a number of cost-cutting measures in response to recent economic developments. I am writing to you to respectfully request that you seek to implement fiscal austerity measures within your office at least through the duration of the current fiscal year.

'The budget we prepared last spring provided for the fifth consecutive year of general funds balance in excess of $1 billion – a projection based on forecasts that assumed an acceleration of the economic recovery in the second quarter of the fiscal year.

'The consensus among economists now is that this acceleration is not likely to happen, and that the economy may suffer a downturn in the next quarter before recovering later in the fiscal year. The delay in recovery will impact the state general funds' revenues.

'I emphasize that this is a time for prudence, not panic. Economic conditions that were beginning to look disappointing later this summer have been exacerbated by the terror attacks and require us to act in a well-reasoned, intelligent fashion to preserve our fiscal vitality.

'Illinois enjoys a strong, diverse base to its economy and I have every confidence that these short-term measures will yield long-term stability for the state's budget.

'I know you share my sentiment that we in public service have a special stewardship of the public's trust and the state's fiscal health. I would appreciate your joining with me in taking measures to uphold both.' [Signed] George H. Ryan, Governor.

"The Governor asked that I bring this to the attention of all of us in the higher education community. A copy of the Administrative Order will be made available to all those who have not received it. He has three or four suggestions, one of which is to curtail full- or part-time vacancy-filling without prior approval of the Bureau of the Budget; no procurement of new equipment and no equipment may be acquired without prior approval of the Bureau; take care to not initiate new contracts for electronic data processing supplies, services, or equipment with prior approval; and finally, no transfers among the general two percent transferability that's available to all. I think these are prudent measures, and I would bring them to your attention. We all understand the significance of this, and I would ask you please to do the best you can with respect to accommodating the Governor's recommendations.

"This is the time of the year for the Faculty Advisory Committee meeting with Board Members. The Board will meet in Executive Session to talk about the search and have lunch. The next meeting of the Board will be on Tuesday, December 11, at the Swissôtel in Chicago.

"It is now my pleasure to introduce our host for this meeting, Dr. Stanton Jones, Provost of Wheaton College."

2. Remarks by Stanton Jones, Provost, Wheaton College

Dr. Jones said: "I am pleased to bring greetings from our President, Duane Litfin, who is on sabbatical. Wearing two hats this semester has been quite a challenge for me. We're particularly delighted to host this group, and we're sorry that we can't host you on our campus. We are rather a small school and we don't have a room this size, but we would encourage you to visit our campus.

"We are a unique school. We are a national liberal arts college, joining our sister institutions – Knox College, Augustana College, and some others in the state. We have about 2,300 undergraduate students. We are very targeted at full-time students; we have all of 18 part-time students; and we have about 400 graduate students. We are strongly committed to the liberal arts. We're also unique for a second reason that is perhaps less familiar to you, and that is our distinct religious identity. We're a Christian liberal arts college. We are not a bible college or a seminary, and we don't engage primarily in religious indoctrination or training for applied mission. We're also not church-affiliated; we're completely independent. But we do believe strongly that our distinctive religious identity adds a value-added dimension to our education across the breadth of the liberal arts, sciences, philosophy, humanities, and the arts. We look carefully at the relationship of our religious tradition to those, and have a vibrant dialog between our religious tradition and those. This distinctive allows us to draw a unique student body. I think Wheaton's greatest treasure is our student body. One example of the quality of the student body is the percentage of National Merit Scholars that we are able to bring. In the last three years, we've averaged between eight and 11 percent of our incoming freshman class being National Merit Scholars, which ranks us as a percentage of the freshman class with Princeton, MIT, and Yale. This makes for a vibrant classroom experience. As an administrator, I miss the classroom greatly.

"Not that it's typical by any means, but I thought I would tell you about one surreal moment where I felt the impact of our college on the nation and the world. When President Bush was giving his speech to the nation in response to these events that have changed life for us all, I was first aware, looking over President Bush's shoulder, that Speaker of the House Dennis Hastert was sitting there. Dennis Hastert is a Wheaton alum from the 1950s. Then I realized that President Bush's words were crafted by Michael Gerson, his chief speechwriter, who is a Wheaton College graduate of 1986. Then, President Bush gestured over to Lisa Beamer. Todd and Lisa Beamer were supposed to be on our campus this weekend for their tenth reunion, both being from the class of 1991. We don't know whether Lisa will be joining us, but we're doubtful with all the media engagements that she is committed to at this time. But sitting there and feeling the impact of these four people who have had an influence on important events was a remarkable moment. We're proud to have Wheaton College graduates around the world, and that has been one of my greatest joys, to travel a bit around the world and meet Wheaton people in very unusual places.

"We're delighted to host you. We're proud to be a sister educational institution in the state of Illinois, and we hope that you will visit our campus. Thank you."

Chairman Rock thanked Dr. Jones for his remarks, and said: "I would like to introduce a special guest. We are graced with the presence of the Chairperson of the House Higher Education Committee, Representative Judy Erwin. I wonder if she would like to say a word or two."

Representative Erwin said: "I, too, am very happy to be hosted by Wheaton College. I want to take this opportunity, particularly on behalf of the House and all of my colleagues in the General Assembly, to say thank you to the Board for your leadership and assistance during this session of the General Assembly. I think it certainly is a tribute to your leadership that both the Governor and the General Assembly showed a great deal of confidence in your ability and leadership in terms of how the final budget agreement ended up. That is certainly to your credit. I would point out that not all agencies of state government left the General Assembly session saying that. So I think it's a particularly noteworthy issue for you. Also, as we head into more uncertain economic times, I think that your leadership will be particularly important in helping state policymakers and the legislature keep higher education at the top of the agenda. As you started with your moment of silence this morning, I think it gave all of us pause that it is a time to reflect on what's really important in life, and I can't think of anything more important that we could do as state policymakers than to refocus our energy and attention on ensuring that all citizens in the state have educational opportunities and the opportunity for economic independence.

"I want you to know that it is really through your leadership and the good research work that your staff does. We certainly couldn't go through any legislative session without Ross Hodel and Deb Smitley and all of your staff's assistance. In particular, I applaud the work that you have been doing on trying to improve diversity – access to a growing diverse population in the state. It was through the research that you conducted that the General Assembly saw the success and wisdom in putting more dollars toward minority graduate assistance. I was very pleased about that, and it really came from a 10-year research study that you conducted that was brought to our attention by Dr. Hodel.

"Also, I want to thank you for your continuing help in the transition on adult education shifting from the State Board of Education to the Illinois Community College Board. Without your help in that we certainly could not do it. It's an opportunity to bring all three sectors together and work closely as well with the State Board of Education. Along the same lines, we had the pleasure in the Higher Education Committee in the House this year of working closely with Dr. Sanders, with Joe Cipfl from the Community College Board, Larry Matejka from the Illinois Student Assistance Commission, and Hazel Loucks from the Governor's office in terms of trying to specifically address the serious teacher and administrator shortage in the state, coupled with the issue of trying to improve teacher quality. We have a very serious issue facing the state today on teacher shortage, and it is certain that the higher education community will play a particularly important role in that. I know that the Joint Education Committee is ready to finalize a report that will be submitted to the General Assembly when we return in November, and our sincere hope is that we don't resolve these issues by just trying to put any warm body in a classroom. That is certainly not the answer. So the teaching quality component of this is a pretty critical one.

"Finally, let me add that I also want to thank you for your help and assistance on focusing new attention on the needs and demands of adult students, working students, and those adults who are working toward economic independence. The House Higher Education Committee will hold a hearing next week on access to higher education for working adults. We expect to have another one, as well. Many people in this room have been very helpful in terms of helping us understand how the legislature, in particular, and all of us can remove the barriers that exist for adults to pursue higher education. So, thank you again for your leadership and assistance, and I look forward to working with you on your agenda today and in the future."

Chairman Rock thanked Representative Erwin for her remarks.

3. Remarks by Keith R. Sanders, Executive Director

Dr. Sanders said: "I have the enjoyable duty of introducing the newest member of the staff of the Board of Higher Education, his having been with us a total of one day. I would ask Gary Alexander to stand. Gary is the new Associate Director for Academic Affairs. He most recently served as Senior Academic Planner and Executive Assistant to the Senior Vice President of the University of Wisconsin System. I've been trying to get Gary to come to Illinois for some long time now. I'm very familiar with the quality of his work, both when he was a colleague of mine on the University of Wisconsin Central Administration and when he was a faculty member at the University of Wisconsin at Stevens Point. He was lured to the University of Wisconsin from Penn State. He has a doctorate and a master's degree from the University of Chicago Divinity School and a bachelor's degree in philosophy from Transylvania University in Kentucky. He is a distinguished colleague and we're so glad to have him here. We know he will make a major contribution to our work.

"At the Board's last meeting, the Board directed staff to proceed with the planning of a roundtable with the Knight Higher Education Collaborative. They had made a special plea that we do this, our having been designated as the number one system of higher education in the country, and they wanted to see what opinion leaders throughout the state thought about how we attained that designation and what we might do to maintain it. Immediately following the meeting, the staff proceeded with the planning of such an event for October 12. Following the events of September 11, however, enthusiasm for such a roundtable, particularly on the part of our external constituencies, diminished to nearly zero. In consultation with Chairman Rock, we decided to postpone the roundtable at least for the immediate future.

"Finally, I would like to say a major congratulations to Board Member Lucy Sloan. In a couple of weeks, Lucy will go to her alma mater, DePauw University in Greencastle, Indiana, to receive that university's Distinguished Alumni Award. We congratulate you, Lucy."

4. Institutional Results Reports Presentations

Dr. Sanders said, "Today we have three examples of best practices from three institutions – one public university, one community college, and one independent institution. This is in keeping with the Board's interest in hearing about results. You will recall that three years ago, we instituted an annual results report in which all colleges and universities in the public sector and many in the private sector turn in a report indicating how they are complying with the Board's policy document, *The Illinois Commitment.* The Board has always been interested in learning how its policies impact students, so we have asked three presenters today to talk about some best practices which impact students. In a couple of cases, they have a student here who will describe the results of the best practice. Illinois State University will highlight its Foundations of Inquiry program. Illinois State has fundamentally reorganized its general studies program, and Dr. Alvin Goldfarb, Vice President and Provost, will give a brief overview and introduce a student who can comment on how Foundations of Inquiry has influenced student life on that campus."

Dr. Goldfarb said: "I want to thank the Board for inviting us to discuss one of the best practices at Illinois State University that is still a work in process. One of the key values at Illinois State University and in its current strategic plan, *Educating Illinois*, is to provide students with individualized attention within the context of large university opportunities. Our new general education program, which is in its fourth year with its first graduating class this May, uses its required first semester freshman course, Foundations of Inquiry, to help immediately engage

students in their academic experience, to introduce them to the University, and to set the foundation for skills in the areas of critical thinking and analysis, key skills that clearly are needed in terms of success both within the University and outside the University.

"There are some unique characteristics of how the course is delivered that I would like to highlight that are not in the results report. First, in order to provide individualized attention, class size is held to 30, so this fall 2001, we are offering 114 sections of Foundations of Inquiry. We have 91 faculty teaching these 114 sections from 34 different departments, with all colleges in the University, including Milner Library, being represented. Many administrative staff also volunteer to teach the course. I, as well as the Director of Foundations of Inquiry, have taught this course. Another unique characteristic is that during our orientation program known as Passages, students meet with the Foundations of Inquiry faculty on the Friday prior to the start of classes. In addition, all 3,400 freshman students this past fall attended a film experience together as an initial discussion topic. This year, I am pleased to announce that the film was 'To Kill a Mockingbird,' which we chose before the City of Chicago chose the book. All faculty who teach the course are involved in a week-long summer program to prepare them for the experience. We have an active web site for the course, which you're all welcome to visit, and we have a very active faculty list serve that allows for the sharing of ideas and for disagreements in terms of pedagogy. I'd like to introduce the person who is most responsible for administering this course and making sure that all 114 sections are staffed, Dr. Laurie Hagy, the Director of our Foundations of Inquiry course.

"We believe as we try to assess the course that the course is one of the factors for an improved retention rate. The two-year persistence rate of the new freshman cohorts has risen in recent years from a low of 73 percent for the 1993-94 cohorts to a high of 80 percent for the 2000 cohort. As the results report notes, our surveys of second-year students suggest that students under the new program are more actively engaged in the learning process. Actually, a much higher percentage now suggests that they actually debate with faculty members in the classroom. Those of us who teach the course have recognized that. We will continue to do assessment of the course, including analyzing the data we're receiving from a national survey of student engagement, an important survey that we think will help us understand whether we're accomplishing what we set out to do with Foundations of Inquiry. We'll also continue to review and discuss the course with students such as Stephanie Jordan, an English Education major in her sophomore year, who will now describe her experiences with Foundations of Inquiry."

Ms. Jordan said: "I want to thank the Board for inviting me to share my experiences. The Foundations of Inquiry program at Illinois State University provides students with individualized attention. It helps them to make the transition from high school to a university more easily. They do this by providing small college experiences – small classrooms with 30 people as opposed to lectures which have about 250 students. You also get to know the professors in the small classrooms. You get to know them as persons as well as teachers, so they become persons you can depend on if you need help or guidance. You also get to depend on a learning community of students. In a small classroom, you have debates and do a lot of things that are more complex to accomplish in a big group, and you get to know the students and learn with them. It also gives us a small college feel by breaking down the University for us. We are introduced to all the different colleges so that we understand all of the different academic options, and we are introduced to the faculty members. This helps us feel more comfortable in our own University.

"They also have individualized attention by getting a more personal education that we can continue to use throughout our careers. They do this by having directed exploration. The teachers are there mostly to guide us while we learn on our own. We ask questions to sharpen our

thinking, we have to do research on our own, and everything we argue we have to support. We're taught to reason and argue in an academic setting which we can use in other classrooms and throughout our academic careers and on to our professional careers. This becomes a cornerstone for lifelong learning, because after you learn to think and to argue you can do it throughout your entire life.

"The activities in Foundations of Inquiry also help us because they provide us with arguments. We do things like senate hearings, where we present and argue an issue, and we argue against other people in front of a senate. This helps us to learn to think and to argue, and that's pretty much the basis of Foundations of Inquiry. Basically, the Foundations of Inquiry program provides students with the individualized attention that they need to make the transition, and they do it very well. Thank you."

Dr. Sanders said, "Wheaton College will tell the Board about its financial aid formula's new institutional methodology which has resulted in a higher percentage of student aid being made available to students. Dr. Stanton Jones will describe how this program meets some of the goals of *The Illinois Commitment* and will introduce a recipient who will discuss the benefits of the new formula."

Dr. Jones said: "We were pleased to see the emphasis on affordability, access, and diversity in the state goals this year. Wheaton has been working hard at these goals for a number of years. Our campus has historically been a very white, very suburban campus, and we've been very pleased with recruitment efforts that have resulted in a more diverse faculty. We are actually above the national norm for the first time ever. This is going to help us in terms of recruitment of a more diverse student body.

"We have engaged in three innovations with regard to accessibility and affordability. The first is the institutional methodology of recalculation of student need. As I grappled with how to summarize this in a verbal presentation, it escaped me how to do so. You know how institutional aid formulas have to shift all the time in response to shifts in federal and state policies. We would be happy to communicate with anyone if you will just notify me.

"But I do want to speak about two programs that are more easily summarized. We're very pleased that in our recent capital fundraising campaign, which raised $140 million for our campus, the largest single identifiable block of that money was $30 million for accessibility scholarships. We saw our alumni body rise to this and they have donated at least $29.7 million to date. We're just $300,000 short of finalizing our goal. That has made a huge difference for our student body.

"I do want to profile one program which is quite unique. Sometimes institutions do good things because we have ideas, and other times institutions do good things because good ideas come to us. We're challenged to implement good ideas by others. One very smart alumnus of our College, someone who has a deep love for Wheaton College and for higher education, actually challenged the faculty to put their money where their mouth was in terms of the commitment to diversity. This person said that the faculty keep pushing the board to do diversity things and for the administration to do diversity things, so this person challenged the faculty to do something about diversity. So this person offered to fund the room and board fees and some overhead if the faculty were willing to take on an extra increment of students who would essentially be absorbed into the student body without any additions of faculty and instructional expense. In a sense, this person was challenging the faculty to put sweat equity behind our commitment to diversity. To their credit, the faculty did make a commitment to doing this, to

essentially increasing the student body by up to one and a half percent without an increase in our instructional expenditures. So this program, called the Church Scholars Program, has brought some very unique individuals to campus. I will introduce Sheena Young, a freshman here at Wheaton College, who will speak about her experience."

Ms. Young said, "Thank you for allowing me to speak. When I received my acceptance letter to Wheaton College, although being overjoyed, I was a little discouraged, mostly because I knew that my family didn't have the money to send me to school. I come from a single parent family with four small children. Once I knew that Wheaton College was my school of choice, my mother and I began applying for financial aid – scholarships, grants – of every kind. My mother didn't want money to be the reason why I didn't go to college, and I'm so thankful that Wheaton didn't want money to be the reason why I didn't come to their school, either. I applied for the Church Scholarship, thinking that I probably wouldn't get it. I thought that maybe I didn't volunteer enough hours or maybe my grades could have been just a little better, or maybe I made a grammatical mistake and that would have shown how irresponsible was. I'm so thankful that they looked beyond my grades and beyond my family's social status, and looked at me.

"Being the recipient of the Church Scholarship has changed my life. By being able to come to college, so many doors have been opened for me. I now know that my future doesn't just have to be a dream, it can be a reality. There have been so many benefits of the scholarship, and one is that it is a four-year scholarship. I don't have to worry about financial aid, so I can focus more on my schoolwork. Wheaton has helped change my life, and because they have opened up a door for me which I thought was impossible to open because it had a dead bolt lock on it with chains and everything, I want to dedicate my life to helping people. I plan to major in political science and communications, and with those two majors I plan to go to law school to study juvenile defense law. I want to work with at-risk, underprivileged children so they don't have to worry about their future, either. So, I am so thankful to Wheaton for all they have done for me. Thank you."

Dr. Sanders said that McHenry County College would present an overview of its manufacturing management program which integrates the liberal arts and sciences curriculum with the occupational curriculum. He said that Cathy Maxwell would give an overview of the program and then the Board will view a brief videotape of students who are benefiting from this program.

Ms. Maxwell said, "Our students are adult students who are all employed full-time, so they were not able to attend this meeting, but we have captured them on video for you.

"There are four key factors that I believe have played a part in making the Integrated Manufacturing Management program so successful at McHenry County College. The first is convenience. Our students go to school one afternoon or evening per week. They attend classes for five hours and earn six credit hours per semester. The program is set up in a lock-step format, so after two years they earn a certificate. After three years, they have a second certificate, and in four years they have earned an associate of applied science degree. Classes meet at their worksite or on McHenry's campus, depending on the group.

"The second reason we've been so successful is because we've partnered with business and industry from the very beginning. Six years ago when we decided to redesign our program, we met with our business partners and asked them what would make this program successful and valuable to them. They told us that what was lacking most in their employees were the soft skills – written and verbal communication, problem solving, team building, flexibility, critical thinking,

and computation. So we decided to infuse those throughout the entire program. Because we took what they had to say seriously, they felt that they had a vested interest in seeing this program succeed and they helped to recruit their employees to become our students.

"The third, and probably the most critical factor in our success was integrating our liberal arts and science classes with our occupational education coursework and infusing the soft skills throughout the entire program every semester. For example, a student takes introduction to speech along with industrial safety management the first semester. Students give speeches on pieces of personal safety equipment that they demonstrate to the class. At the end of the semester, they also do a debate speech on an Occupational Safety and Health Administration (OSHA) regulation, so they can immediately see the relevancy to the program and to the liberal arts and science classes that they're taking. We don't let them off the hook, however. After that, every semester they give at least one speech in one of their classes. We also do the same thing with the other soft skills. They're constantly doing team building, they work in groups, they do projects, and they have problem-solving exercises and case studies throughout the entire four years that they are in our program.

"This has brought us from an average of three graduates per year to 33 graduates per year. Seventy percent of the students that start this program earn at least one certificate; and 58 percent of them earn an associate of applied science degree. With the average being under 20 percent completion rate in an occupational education program, we're thrilled with our results. Ninety percent of all of our graduates say they're going on for a bachelor's degree; and 75 percent of them have earned at least one promotion while attending our courses. I don't want you to just take my word for it. I'd like to present to you a fourth reason for success, and that's our students." Those present then viewed a video that included remarks by students in the manufacturing management program.

Ms. Maxwell continued, "The students in the video were part of a group that graduated in May of 2000. Every one of them has received at least one promotion and their average GPA was 3.71. Thank you."

Dr. Sanders said, "Thanks to all three institutions and to the presenters. The Board will receive a full written report on how well we're doing *vis-à-vis The Illinois Commitment* at the December meeting. It is said sometimes in the General Assembly that higher education is not held accountable for the billions of dollars that are provided to it annually by the people of the state. That isn't true. Higher education is held nationally accountable by the National Center for Public Policy and Higher Education, and you know how well we did last time they held us accountable by their criteria. Higher education is held accountable not only at the institutional level but at the statewide level by the Board in requiring annual results reports that are quite detailed and quite candid, showing where universities are doing very well and where they candidly are not doing so well. I would argue that we are exceptionally accountable, maybe the most accountable of all state activities."

5. Report of the Commission on Persistence and Degree Completion

Chairman Rock said, "This is a report that this Board called for back in April. Since that time, 15 chancellors and/or presidents of our higher education system across the state have met and put this report together. It is a report of great import. It is very difficult at best to explain to parents why their kids can't get out of college in four years, and this is something that I think we're all going to have to deal with. President Victor Boschini, Jr., Illinois State University, will present the report."

Dr. Boschini said: "I think this is a critical issue in higher education in Illinois and in the country in general. I first want to thank Dr. Kathleen Kelly, who really did the lion's share of work on this report and without whom we would not have a report. Thank you, Dr. Kelly.

"In November 2000, the National Center for Public Policy and Higher Education released *Measuring Up 2000*. This the first national report card on higher education. All of us were pleased that Illinois had the highest GPA among all states rated among the top, and also rated among the top states on all five measures except one. Illinois was second in participation, third in affordability, fifth in preparation, nineteenth in benefits, the state-level measures of educational attainment such as income, voting, charitable contributions, and literacy. However, we were 29th in persistence and degree completion. As part of its plan to maintain and even improve its high rating, the Board appointed the Commission on Persistence and Degree Completion to define objectives and recommend strategies for improving persistence and degree completion among students attending Illinois colleges and universities.

"The title of our report, *Success for Today's Students*, describes the focus of our discussions. While we continue to serve well-prepared recent high school graduates who want a traditional college experience, we also serve large numbers of adults with job and family responsibilities. We serve underprepared students; we serve immigrants; we serve underrepresented racial and ethnic minority populations; and we serve economically disadvantaged students. Today's students are more likely to attend part-time, to interrupt their studies, and to attend multiple institutions. Even so-called traditional students often work off campus and take less than a full-time course load every semester. Today's students can be expected to take longer to graduate and many are less likely to attain a degree than the traditional students of past decades. One thing hit me as we were doing this. This is my own personal opinion; it is not the opinion of the Committee. It hit me that those of us over 30 years of age attended college under a different paradigm than tons of students who today attend college. We attended with a different idea. You knew you were going; you had a specific goal; your dad and mom had a specific goal for you; and you were going to finish that goal or you were going to be out on the street. I think nowadays about 30 percent of students at the campus I'm at don't think in those same terms. That's not bad; that's not good; it's just different.

"With these conditions in mind, the Commission wanted to make sure that the recommendations to improve persistence and degree completion did not adversely impact efforts to accommodate the needs and objectives of today's students. Illinois' past success in these efforts has benefited thousands of students and was, in fact, largely responsible for our high rankings in participation and affordability on that national report card. So the challenge for higher education is to develop strategies for improving persistence and degree completion while continuing to accommodate diverse needs of today's students.

"This report provides recommended objectives and strategies for achieving that in three distinct areas: persistence and degree completion, preparation, and accountability. My remarks today will focus on the first of the topics, persistence and degree completion. The Commission developed several objectives related to persistence and degree completion. First is the general objective of increasing the proportion of degree-seeking students who take true full-time course loads, make consistent academic progress, and complete associate and bachelor's degrees. Other objectives include: one, increasing the number of community college students who complete associate degrees and then transfer; two, increasing the number of part-time students who maintain progress toward and attain their educational objectives; and three, increasing the number of former college students who actually return to college. It is interesting to note that there are about 2,000,000 adults within our state who have attended college but have not attained a degree.

That's almost equal to the number of people in our state who actually earn a bachelor's degree. Because of their prior college experiences, this very large population with some college represents a substantial pool of potential returning students for all of our colleges and universities.

"To achieve our objectives, we have suggested several strategies that institutions might undertake, according to their missions and the students they serve. We hope that the Board will help with these efforts in budget development and in other ways. These strategies include the following: one, supporting and encouraging students to make timely progress toward their educational objectives, such as comprehensive systems of support for students to graduate on a schedule that works for them – guarantee programs like Western Illinois University's GRADTRAK, tuition guarantees, and expanded summer sessions. Two, implementing programs and services to engage students in their learning. These efforts would focus on developing personal and social incentives for students to stay in school such as developing learning communities and increasing interaction among students and faculty and staff. Three, establishing institution-wide retention programs. These initiatives provide ways to keep students enrolled and stay in contact with those who stop out. Four, establishing programs to encourage former students to return to college to complete their initial program and to encourage graduates to pursue additional credentials.

"In addition to these institutional initiatives, we recommend that the Board, along with the Illinois Community College Board, include in ongoing evaluation and research efforts several topics: the Illinois Articulation Initiative; transfer patterns; strategies used by at-risk students who overcome barriers to degree completion; and strategies for assisting multi-lingual students in developing their own language skills. We also recommend that the Board work with the Illinois Student Assistance Commission and the Illinois Community College Board to assure that all qualified part-time students receive Monetary Award Program grants and extend eligibility for the Monetary Award Program for summer school students.

"We have a few other recommendations. The Commission also developed objectives and strategies for improving the preparation of high school students for college. We believe that these recommendations complement and supplement the Board's initiatives in several other areas. Several strategies for improving preparation would involve the Board of Higher Education working with the Illinois Community College Board, the Illinois Student Assistance Commission, and the Illinois State Board of Education to create financial aid incentives rewarding good high school preparation; to align high school and college curriculum content; to apply the results of the Prairie State Achievement Examination; and to develop new ways of funding remedial and developmental programs for all of our students.

"Finally, the Commission recommends strategies for assuring accountability for improving persistence and degree completion. We suggest that the definitions of persistence, retention, and completion rate reflect the realities of today's students better than those used in *Measuring Up 2000*. The Commission recommends that each institution define goals for improving persistence and degree completion that are consistent with their mission and consistent with the actual students they're serving. The Commission also recommends that the Board of Higher Education's role to help us do a better job and also to be accountable would be to create information systems that provide useful information to institutions about a variety of college outcomes and to support institutions' efforts to acquire additional information. The Board could also collect and disseminate the results of studies and surveys designed to increase understanding of factors that contribute to student success and provide a forum for discussion of current research on persistence and degree completion. I think that final recommendation is exactly what you have done by establishing this Commission. I felt that going to the meetings and the discussions

that we had within the Commission were really helpful to me to take back to my campus. Thank you, and I'll answer any questions you may have."

Chairman Rock thanked Dr. Boschini for his report. He said, "We all thank you for the time and effort you put into this. I know there were at least three meetings of this group, and it's very difficult to try to fit in these meetings. I would point out that we will be calling upon the institutions across the state to see how they're dealing with this initiative. Everyone will have to do it in their own way, but it seems to me that at some point we're going to have to have a report to see how this initiative is proceeding."

Mr. Kaplan said, "It's exciting for a person like me to sit on a Board that takes action as quickly as we did, especially with regard to this issue. I think we took the bull by the horns in the area in which we were weak. It's a compliment to the Chair and to Dr. Sanders that it was done so quickly. I want Representative Erwin to know that this is an exciting place for me to be, and I am grateful to be able to serve on a Board that acts as quickly as we do."

Mr. Lesnik said, "Where do we go from here with this? Who has the responsibility for taking these recommendations and turning them into action items?" Chairman Rock responded, "I think there are at least two repositories of responsibility. We're one of them, and we will be making recommendations to the General Assembly. We will be encouraging our institutions to heed these recommendations. That's what I indicated about calling for a report. It seems to me that we will have to have some attempt to measure success, or at least measure effort, in this respect in order to meet the national standards and, more importantly, in order to meet the standards that this report and any further action by this Board will not only recommend, but demand."

Dr. Sanders said: "Every year in the results report that each campus turns in to the Board, we will ask the institution to talk about how they're responding to the Commission's report, what particular actions that they have taken, and what the results of those actions have been. For example, we know that GRADTRAK at Western Illinois University was one of the reasons that there was a 10 percent increase in persistence from the freshman year to the sophomore year. That's a pretty sizable difference in a fairly short time. We know that that approach works, and I would be surprised if a number of institutions didn't copy that excellent program. You are going to hear probably more about this than you want to hear in the years ahead, because it is our Achilles heel in terms of the national report card. It also loses us multiple millions of dollars every year in lost tuition and fees, it loses students a lot of money because they don't get out into the workforce as early as they should to start earning dollars, and it loses the state tax dollars. So it is a matter of great urgency."

6. Improving College Readiness in Illinois: A Philosophy and Agenda for Student Success

Chairman Rock said that Diane Gilleland would present the report. Dr. Gilleland said: "This agenda item summarizes *Investing in the Future: College Readiness in Illinois* and the wonderful discussion that the Board had at this meeting last year. You purposely delayed action to allow other committees time to issue their reports prior to your adopting an underlying philosophy and a broad agenda regarding college readiness in Illinois. In addition to presenting this broad view of a philosophy and agenda, this item summarizes and incorporates the similar findings and recommendations of the following reports: the Illinois Community College Board's *Report on Remedial Education: Collaborating to Strengthen Student Preparation*. One of its recommendations calls for the development of standards for remedial courses and programs and the development of an assessment tool. Also, your own access and diversity report, *Gateway to*

Success, calls for seeking legislation requiring all high school students to take the equivalent of a college preparation curriculum, issuing an annual report on college readiness for college and work, and rethinking and stimulating some pilot programs on the senior year and the first year of college experience.

"The original agenda item on college readiness and the Board discussion concluded that students must be better prepared. To be successful in college and in the workplace now requires the equivalent of two years of postsecondary work. There is substantial misalignment between high school degree requirements, which total nine, and your own recommendations for college admissions, which are 15 units. There is no systematic or state agreement on what constitutes minimum college-level work and college readiness. There is limited understanding of the effectiveness of remediation at the college level. We have too little joint analysis, development, decision-making, and action to define and ensure that the minimum preparation necessary for all Illinois students is available, and we do not have an integrated student record system that would allow for better accountability and policy decisions regarding student course-taking behavior and student performance.

"The initial information from the Prairie State Achievement Exam (PSAE) was released this last month. So far, we do not have the breakouts of the specific pieces of the test, such as the ACT, the two elements of ACT work keys, and the Illinois Learning Standards. However, more information is going to be released on October 6. But the first results in the information that we do have confirm the original conclusion of your agenda item in October, and that is that there is a major relationship between student test scores and the completion of a college preparation curriculum. The largest gaps in the PSAE scores occur in math and science where the high school graduation requirements are the weakest.

"College readiness has been on your agenda for many years. In fact, it was 1983 when the Board initiated a series of conversations after the report called *A Nation at Risk*, a report which identified a high school curriculum that correlated with college success. That report recommended four years of English, three of math, three of science, three of social studies, and two electives. In 1985, this Board adopted policies recommending the 15-unit college preparation curriculum to the colleges and universities. State statutes were ultimately enacted recommending a similar 15-unit core. That same year, the State Board of Education established a nine-unit high school graduation requirement, with three years of English, two of social studies, one of math, one of science, and two electives.

"Given the overwhelming evidence both in national data and state data and the similar findings and recommendations of the Illinois reports and studies that have been going on this year, this item presents an updated agenda and a recommitment to student preparation by this Board, and recommends that we should focus on closing the existing gaps that we know about so that student performance and course-taking behavior gaps can be closed as well. A clear and consistent message needs to be communicated to all Illinois students, parents, teachers, and administrators that all Illinois students can and must be prepared to undertake postsecondary education. We know that nationwide, within 10 years, every student who graduates from high school will enroll in a postsecondary institution. So, the fact that you can say that maybe only the top 20 percent or the top 60 percent, or whatever, needs to be prepared is untrue, because they ultimately find their way back to us within 10 years. Also, the message needs to be that students must be exposed to the needed course content before testing in order for them to score well on ACT's, SAT's, PSAE's, and to be successful in the contemporary workplace or to be successful in college. Therefore, the overarching recommendations presented in the resolution on Page 54

underscore and reaffirm the Board's commitment to the actions and to the citizens and the future of Illinois."

Dr. English said, "I think we have failed in the previous two attempts at legislative action for alignment, which certain members of the K-12 sector really worked to subvert, and we wound up with a bifurcated system. After reading this recommendation, I believe we failed in the past because the recommendation wasn't comprehensive enough. We didn't discuss preparation, remediation, or testing. So, I believe that we may be successful on our third attempt in 20 years because this seems to be a more comprehensive recommendation and has components in it that will be difficult for school superintendents and others to argue against. That's what they did in the past to subvert the process."

Mr. Duffy asked if it is our expectation that the State Board of Education will adopt this recommendation, as well. Chairman Rock responded, "I think so. I have talked generally with Ron Gidwitz, but not specifically about this recommendation." Dr. Sanders said, "The State Board kindly invited me to meet with them in executive session recently and to speak to this issue. We had a good conversation, and they particularly like this proposal because it is, as they put it, not just a seat-time proposal. The proposal will eventually say that the courses that a student takes in high school – say, four years of English – will have to be aligned with the Illinois Learning Standards so that the student having done that will surely do better on the English part of the Prairie State Exam and better in college. The same is true of math. So, the State Board really likes this idea and will be very supportive of it, they told me, because it completes the third leg of school reform. They have high standards in their learning standards, they now have a test of these high standards, but what they absolutely do not have now is the content available to students that relates to the standards and that will help them pass the test. Some students are taking an examination for which their coursework has poorly prepared them, and they know that. That's why 45 percent of those who took the Prairie State Exam failed it. To fix that, we have to teach those students what they need to know, and that essentially is what this proposal is."

Mr. Duffy asked if the State Board of Education has the statutory authority to mandate the implementation of the recommendations. Dr. Sanders responded, "No. They believe that we have to go, with their help and with the help of the Community College Board and several other interest groups and organizations, to the General Assembly and ask that the statute be changed. Mr. Duffy said, "I strongly support this. I think there can be no issue that is more important to us than aligning the notion that what it takes to get out ought to be the same thing as what it takes to get in. I applaud the staff. I think we ought to work toward legislative support."

Mr. Thompson said, "At the meeting a year ago, Diane made a comment that has stuck with me. She said that a correlation exists between the students who are coming to college unprepared and family income. Is that still the case?" Dr. Gilleland responded, "There is a major correlation, but an even higher correlation is that if you don't get taught the content, there is no way to score well on the test. I think the evidence shows us that it doesn't matter what your skin color is, it doesn't matter what your economic background is, if you aren't exposed to the content, there is no way to spit it back out on a test or in a college classroom. I think that's the highest correlating factor that we have." Mr. Thompson asked if it was no longer socio-economic. Dr. Gilleland responded that it is some socio-economic."

Mr. Thompson said, "I'm concerned that high schools in rural areas where you can find lower income families simply can't afford to start implementing college-track courses for their students. Schools like where I come from simply do not have the financial capital to support this initiative."

Chairman Rock said, "That's our responsibility, and we better help them out. It seems to me, John, that we can't just sit back and say, how in the world can we condone a system that would allow a youngster in this state to get out of high school and not be ready for college? It shouldn't happen. The content that's necessary for that youngster to avail himself or herself of the opportunity of higher education, that groundwork should be provided by our system. If it's not, shame on us."

Dr. Sanders said, "John, we're already helping. This Board has supported for about three years the development of the Illinois Virtual High School. Through that mechanism we're already providing advanced placement courses to students in small towns like the ones that you and I came from, that would not have them otherwise. The possibility of using the new learning technologies to leverage good teachers in science and math, for example, is really there, and we're going to help through that mechanism. Secondly, many states already require what we're going to ask be required. Many states that spend a lot less on K-12 education than we do find the money to help kids get ready for college better than we do. We got an 'A' on the national report card on college preparation, and about half of that grade was based on missing information, and the missing information was about the course-taking activities of high school students. As soon as that is made available, our grade will drop from the 'A' category, meaning that that is another weakness that we need to address. But we are already trying to be helpful to these high schools. One other thing that this Board must do is find a way to help colleges and universities turn out more teachers in those areas where we now have a lot of shortage. So we must do our part in helping solve this problem along with K-12."

Dr. English said, "We know that high scores on PSAT and ACT are a fair predictor of college performance. We know also that if you take the core curriculum, you'll do well on the ACT and PSAT. Where we got into difficulty in 1985 and in 1991 was that there are some outliers in the system of good high school districts who do a great job educating their students who don't want to follow a core curriculum. Glen Ellyn 87 has four high schools and they do a great job, and very few of their students take the core curriculum, but they do very well on the ACT test. So, when we say, let us all take the core curriculum, those who don't follow the core curriculum will argue and try to divert us from saying that a core curriculum is good. Highly educated people live in those communities. They value education, but they don't value the core curriculum. So, we need not be diverted in that argument."

Dr. Gilleland said, "Students in those districts are taking beyond the core. We need to remember that we're putting in that minimum floor for students; we're not holding anyone back. We're putting in that floor to make certain that all students have that opportunity."

The Board of Higher Education, on motion made by Dr. English and seconded by Ms. Sloan, unanimously supported significantly increasing the percentage of high school graduates who have the knowledge and skills for success in postsecondary education and the contemporary workplace.

And unanimously supported the early identification and provision of remediation services.

And unanimously supported aligning high school graduation requirements with college admission standards to better prepare students for the rigor of postsecondary study.

And unanimously supported developing statewide consensus on what constitutes minimum college-level work and recommending to postsecondary institutions that all students failing to meet minimum standards be placed in remedial coursework.

And unanimously supported the collaborative development of a student record system that can share data across P-16 systems to improve policy, practice, and performance of Illinois students.

The roll call vote on Item 6 was as follows: Yes – Barmak, Barr, Duffy, English, Gove, Kaplan, Lamont, Lesnik, Rock, Sloan, Thompson. No – none.

7. Implementation of the Report on Access and Diversity: Development of Annual Report on Readiness for College and Work

Chairman Rock said that Douglass Day would present the item. Dr. Day said: "As demonstrated in the last few reports, academic preparation and achievement in high school is a topic of concern to the Board of Higher Education as well as its P-16 partners. To provide better ongoing information about this topic, the Access and Diversity Committee recommended, and the Board approved, the creation of an annual report on readiness for college and work. The purpose of the readiness report is to serve as an accountability document providing an annual snapshot of the state of preparation and achievement of students at the final point in their elementary/secondary school careers. The Board item before you is intended to open a discussion among the higher education community and others about the kind of information that should be included in the annual report. Following its consultation, staff will present a new draft to the Joint Education Committee for its consideration, and then come back to the Board with a final report for approval.

"There is no single measure that can capture whether today's students are well prepared for college or work. A variety of indicators taken together, however, can give a sense of the state of readiness. There are three types of indicators reviewed in this item which will be considered for inclusion in the annual report. First, high school indicators are presented that focus on student course-taking in terms of core and advanced placement courses and, as well, there is a focus on learning as measured in standardized tests such as the ACT, the AP, and the PSAE, the results of which will be available later in the year. Second, there are indicators of applied reading and math skills, measures of readiness for the workforce, which will come from ACT's Work Keys test now administered to all Illinois high schools through the PSAE. Third, to increase readiness in terms of how well students actually do when they get to college, a variety of indicators are proposed that focus on college admission, remediation, and first-year performance in grades and student retention.

"One of the goals of the annual report will be to provide an overall sense of student readiness for college and work. To achieve this goal, the creation of two indices is proposed: an index of college readiness and an index of work readiness. Through these indices the Board will be able to report annually on the state of readiness for college and work in Illinois and communicate whether things are getting better or worse. As staff proceeds with the development of these indices, various technical and general questions will need to be considered. Staff will discuss these and other questions as our consultation unfolds. In this process, a primary goal will be to communicate information critical to readiness in a manner that is straightforward and easily understood by the general public. That concludes my presentation. I would be happy to take any questions. I'd like to recognize David Smith, who also worked on this report."

The Board of Higher Education, on motion made by Mr. Barmak and seconded by Professor Gove, unanimously approved circulating this item among the Board's P-16 partners and other interested stakeholders (e.g., business and industry) for discussion and comment. After this consultation, staff will present a model of an annual report to the Joint Education Committee for its consideration and then present to the Board a final report for approval.

The roll call vote on Item 7 was as follows: Yes – Barmak, Barr, Duffy, English, Gove, Kaplan, Lamont, Lesnik, Rock, Sloan, Thompson. No – none.

8. Implementation of the Report on Access and Diversity: A College Prep Curriculum for All High School Students

Dr. Day said: "At its last meeting, the Board approved the recommendation put forward by the Access and Diversity Committee that all high school students in Illinois should take a college prep curriculum. This is perhaps the most controversial recommendation in the report, and one that has given rise to much discussion. To provide answers to general as well as technical questions that have arisen during this discussion, staff has put together this Board item whose research will be used as we seek support for the Board's position.

"For this presentation, I'd like to highlight information that responds to the most-asked question that we have encountered – that is, why does the Board believe that all high school students should take and complete a core curriculum? First, as research in this report shows, those who take and complete the college core learn more during high school and have greater success after high school. Second, taking a college prep curriculum as a tonic for success comes at a time when the state of Illinois needs to take such medicine. Today, nearly two-thirds of high school graduates go directly to college. About 80 percent will take postsecondary education courses at some point in their lives. Yet, only about half of high school graduates in Illinois actually complete the college core. Illinois is the lowest among all midwestern states in the percentage of students completing the core. Because of poor student preparation, too many high school graduates enter the workforce without the skills needed for success, while among those who go to college, too many drop out or necessarily prolong their education. Students struggle, and in the process, tens of millions of taxpayer dollars are spent on remedial costs.

"Undoubtedly, a key reason that Illinois students are so unambitious in their high school course-taking is that the state has not asked them to do more. Illinois high school graduation requirements are among the lowest in the nation. Only one other state requires its high school graduates to take just one year of science. Only five other states require students to take three, instead of four, years of English. The State Board of Education has recognized that more rigorous academic preparation is needed and has adopted the Illinois Learning Standards to identify the skills that all students must have to be adequately prepared for future success. Course requirements must now be changed so that all students have the opportunity to meet these standards. It should be stressed that the Board's goal is do-able. Most high school students already take college prep courses. Of these students, about half complete the core, while most of the other half fall just a critical one or two courses short.

"What about the one-third of high school graduates in Illinois who do not go directly on to college? The Board's action will strengthen the value of their high school diploma which has been seriously eroded in recent years as the real wages of high school graduates have declined and the degree itself has come under some suspicion. Without such rigorous preparation, graduates will be poorly prepared for jobs in the workforce today and especially in the future. Currently, 65 percent of the workforce needs advanced reading, writing, mathematics, critical

thinking, and interpersonal group skills. Only 20 years ago, that figure was 20 percent. The Board's proposal is also in keeping with new directions in vocational education that seek to prepare students for a future in which they will continue to acquire additional skills and take education courses throughout their lives. It should be stressed that students who take the college core can continue to take a concentration in vocational education.

"Finally, we know this objective is do-able because other states such as Texas, New York, and Arkansas and school districts such as Chicago, are now doing what we propose. In New York, all students must prepare and take the regents examination in five subject areas. In Texas, Arkansas, and the City of Chicago, all students must take the college core. That concludes my report. I will be glad to take any questions." There were none.

9. University of Phoenix: Recommendation for Certificate of Approval and Authorization to Operate

Chairman Rock said that Marcia Langsjoen would present the report. Ms. Langsjoen said: "Item 9 brings forward staff's recommendation to grant the certificate of approval and authorization to operate to the University of Phoenix. This authorization will permit the University to offer degree credit instruction face-to-face at sites within the West Suburban and North Suburban approval regions.

"The University plans during the next five years to introduce at these locations undergraduate and graduate degree programs in the areas of general studies, business, computer and information systems, education, nursing, and health care. The University of Phoenix is often associated with online degree programs. The University's Internet-based programs have been available to Illinois residents since 1989, and it is worth noting that staff has not received a single complaint during this time concerning the University or its programs.

"This item describes the University's plan for on-site instruction. The on-site delivery model is traditional in that students meet regularly with faculty at a fixed time and location and engage in interaction and discussion with other students. The Phoenix model is nontraditional in its compressed format and reduced faculty contact, its use of study or task teams, and its reliance on part-time practitioner faculty. In recommending approval to operate, staff affirms its belief that despite these nontraditional features, the institution meets all approval criteria. I will run quickly through these criteria.

"Our first criterion relates to institutional mission and objectives. The University's mission is to provide high quality education to working adult students. We found the University of Phoenix name to be consistent with what is implied by this mission and found the objectives for planned degree programs to be consistent with the degree titles.

"Our second criterion requires caliber and content of each course or program to be reasonable for achieving stated degree objectives. Please note that this criterion does not speak directly to contact hours nor to the mode of delivery, but may be satisfied by demonstrations that a program will achieve appropriate results. Because Phoenix's on-site delivery model incorporates a reduction in faculty-student contact and departs in other ways from traditional scheduling, staff took particular care to assure that degree objectives were not compromised. We examined the University's rationale for its delivery model and requested evidence that this model is effective in serving its target population of adult learners. The University provided evidence for several of its programs that graduates perform as well or better than graduates of traditional programs on tests of professional competency. For example, data show that the University's

students score at or above the national average for students taking the ETS Major Field Test in business. Such evidence of student achievement combined with a strong system for assessment provides assurance that degree objectives will be achieved.

"Our third criterion requires that space, equipment, and instructional materials be adequate to provide education of suitable quality. It is this criterion that guides staff's evaluation of library resources. Phoenix provides students, faculty, and alumni with access to an extensive online collection of data bases available at any time and from virtually any location. These data bases contain thousands of scholarly journals and periodicals holding millions of full text articles relevant to the University's degree programs. Online library support is provided as well as the opportunity for assisted searches. Staff found these library resources adequate to meet the needs of students and faculty.

"With regard to space, the University's practice is to arrange for long-term building leases for its offices and classrooms. Phoenix has submitted a detailed list of site criteria for its proposed new Illinois campuses, and these site criteria are consistent with program needs and with standards for existing Illinois institutions. The University has also provided a detailed list of equipment tied to the needs of its administrative and instructional departments.

"Moving to faculty, our fourth criterion requires that the education, experience, and other qualifications of faculty and instructors shall reasonably ensure that students will receive education consistent with the objectives of the course or program. University policies governing academic degrees held by faculty are consistent with common practice among Illinois institutions. The University's use of practitioner faculty has received nationwide attention as a departure from common practice, but it is the quality standards set by common practice and not common practice itself that must be matched by nontraditional programs. Addressing this standard, the University ensures that its practitioner faculty possess the same qualifications as full-time faculty through a variety of screening requirements. All faculty, both full- and part-time, complete a content interview and an interactive exercise designed to assess their ability to facilitate and engage in dialog with students. Once hired, these faculty also receive training to assure familiarity with University rules, policies, procedures, and processes. Here again, results count. Given strong evidence of student achievement, staff believes the University has shown that its alternative staffing and governance model does not compromise quality and is effective.

"Turning to financing, institutions must show that they are financially stable and capable of assuring revenues to meet objectives and fill commitments to students. Phoenix's financial data show the organization to be on very solid financial footing.

"The remaining criteria relate to catalogs, brochures, and representations made in advertising and by agents of the University, fair cancellation and refund policies, and other administrative practices. Phoenix has submitted catalog copy that clearly describes the institution and its programs. The University's brochures and promotional materials have been tested over time and reviewed by regulatory bodies in many states. Staff found these materials to be complete and understandable and found cancellation and refund policies to be reasonable and fully communicated. Criteria related to adequate record keeping and other administrative practices were met. Again, the University's practices are standardized and have been developed and refined to a high standard.

"In summary, staff is confident that the University meets or exceeds standards of common practice despite the incorporation of nontraditional features and a reduction in faculty-student contact. The institution is accredited by the Higher Learning Commission and a member

of the North Central Association (NCA). While regional accreditation does not in itself establish compliance with Illinois standards, it does mean that the institution has engaged in regular self-study and peer evaluation in each of its five-year comprehensive evaluations. North Central Association policies require a focused evaluation each time the University begins operations in a new state. The University has therefore undergone 22 focused evaluations, making it by NCA's account one of the 'most scrubbed institutions' NCA accredits. Mr. Chairman, it is with confidence that staff recommends approval of this institution to operate in Illinois. Its administration and programs have been tested in many states and have shown good results. Dr. Craig Swenson, Phoenix Provost and Senior Vice President for Academic Affairs, is here today to provide comment. After Dr. Swenson's remarks, we will both be available to respond to any questions. Before closing, I do wish to thank Carol Floyd, Mike Mann, and other staff who have contributed their time and expertise to this analysis."

Chairman Rock recognized Dr. Swenson, who said: "I will be brief and then certainly be willing to answer questions. I appreciate this opportunity to introduce you to University of Phoenix. We appreciate also the work of the staff in reviewing our application and their rigor and thoroughness with which they have approached this process. I'd like to introduce Andrew Clark, who is the University's Regional Vice President, and, if approved, will be responsible for opening the University's campuses here in Illinois.

"The University of Phoenix exists to serve a single population, the population of working adults. Our students would be untypical of those at an institution like our host, Wheaton College. The average age of a University of Phoenix student is 34. The average University of Phoenix student has 12 years of full-time work experience prior to coming to the University. Nearly 50 percent of all college and university students today are 23 years of age or older. Of those, 80 percent work full time and 70 percent say that their primary reason for returning for higher education is to improve their professional and career prospects. Not surprisingly, therefore, the programs offered by the University of Phoenix speak to the needs of this population. Additionally, everything we do is colored by our focus on the working adult, from our teaching and learning model to the way we structure and format academic programs, to our approach to student services. The University's teaching and learning model is a research-based system, and we work very hard to employ current best practices in adult higher education.

"In addition to the professional knowledge that we work to help our students gain, the University's faculty has identified five organizational competencies that we work across the curriculum to develop. The first two relate to communication, written and oral. There is no better evidence of a person's intellectual process than their ability to write and to speak. University of Phoenix students write a lot in every course, and they also have opportunities to give ample presentations and to express themselves and to articulate their thoughts and ideas. We also emphasize across the curriculum skills in critical thinking and practical problem solving. We develop team and group-based skills, and that's one of the reasons that we emphasize the use of learning teams. Then, information literacy – our students are knowledge workers. We work very hard to give them skills to access and utilize information from the desktop. As Marcia mentioned, as an institution with a unique mission, we recognized long ago the importance of demonstrating that our graduates know what they should know and can do what they ought to be able to do, have developed values appropriate to their professions, and are achieving their professional and career goals.

"Over a decade ago, University of Phoenix was a pioneer in creating the adult learning outcomes assessment program. Though we've received many national awards and recognition for that program, we have just the last year embarked on a re-engineering process with Peter

Ewell at National Center for Higher Education Management Systems (NCHEMS). Over this coming year, we will be working to totally re-engineer our assessment program which we already have felt has been more than adequate, but we're hoping to make it again a standard.

"I would like also to mention that we see ourselves as partners. We try to work very closely with community colleges in the states in which we operate to help them create transfer programs for their graduates and to increase the participation and degree completion of community college graduates, as well as the working adult population.

"Finally, we look forward with your approval to joining the higher education community in Illinois and working with our colleagues at other institutions to serve the needs of the working adult population who wish to improve their lives through education. I would be happy to answer any questions."

Professor Gove said, "This item was sent to us a week ago and we haven't had much time to really digest it. It can be very important in the future of the higher education system in Illinois. I wish we had had an opportunity to hear from the higher education community on this issue. There has been controversy in the *Chronicle of Higher Education*, most recently on the approval in New Jersey. When the University of Phoenix was accredited by the North Central Association, this raised a lot of doubts in the higher education community.

"In 1983 – and I just learned this on Friday – this Board turned down the University of Phoenix. None of the members here were on the Board then. I would ask Marcia, has the state approval law been changed since then? If not, what are the differences in the application of the University of Phoenix from then to now?" Ms. Langsjoen responded, "The statute has not changed substantially. However, the University has made a great deal of progress since 1983, and I think, more importantly, the digital world is upon us and that has drastically changed the ability of Phoenix to provide library resources to its students. I did not read the application that was submitted in 1983, but I did read the staff analysis which cited library resources and the part-time faculty model as areas of concern. As you know, today, online library access is more state-of-the-art than it is nontraditional. That's one major change. The other major change is that Phoenix now has an 18-year track record. That gives us tremendous confidence. We know that their students learn what they need to learn. For that reason, we don't have an issue with the part-time faculty model. That doesn't mean that we would endorse it for every institution that applies to us. This demonstration is significant: they can show that their students perform comparably to students who graduate from traditional institutions."

Professor Gove continued, "Dr. Swenson, what is the student ratio to the full-time faculty?" Dr. Swenson responded, "The University has roughly 250 full-time faculty members in 22 states. At each campus where we open, we will create a cadre of full-time faculty members whose primary responsibilities are teaching, instructional leadership, control of the curriculum, and quality assurance. Additionally, we seek professional faculty members. These are people who have advanced academic credentials in their fields, but who also work in the fields in which they teach. As Marcia said, this is not necessarily a model that would work for everyone, but for the working adult population who desire and need immediate practical relevance in their education, we believe that this is an appropriate educational model. Furthermore, I would suggest that often when people talk about part-time or adjunct faculty, and I know from those of my colleagues from traditional institutions that when adjunct is mentioned, there is a certain image that's conjured. We don't call them adjunct faculty because we have created a system that develops a unique faculty member.

"I will tell you my experience as a person desiring to join the University of Phoenix faculty 16 years ago. I went through a content interview; I went through an evening-long assessment to see if I could teach; I had a screening interview by the Director of Academic Affairs; I went through 12 hours of orientation; I had a mentor for my entire first course; and I participated in quarterly training sessions that included aspects of professional currency as well as pedagogical practice in the adult learning model. I would suggest that by the time someone has gone through that process, they are a qualitatively different faculty member than most adjunct faculty members are, and they become very loyal to the University. In addition, we have created structures in the University to make sure that the full-time faculty have control over the curriculum and provide leadership and guidance. For example, for every academic program there is an academic program council headed by a dean or associate dean which includes at least four full-time faculty members and four practitioner faculty members representing the practical side of the profession in which they're teaching, who determine terminal objectives for that program, outline the course of study, and develop the curriculum. Then, teams of faculty members develop curriculum objectives. We have to some degree disaggregated the traditional faculty model, but all of the roles in the traditional faculty model have been provided for in the academic governance system of the University."

Professor Gove asked what the tuition rate is. Dr. Swenson responded, "It depends on the campus and the area of the country. Generally, it is about $300 per credit hour for a five- or six-week course."

Mrs. Sloan asked, "I have a question about the students in health care and nursing. How do they learn the hands-on skills such as injections?" Dr. Swenson responded, "The University's nursing program is accredited by the National League for Nursing Accrediting Council. Secondly, we offer the BSN program; it is not an associate degree in nursing; it is a bachelor of science in nursing that works to develop nurse managers. So the clinical component is not the practice clinical component, it's a nurse manager component."

Mr. Kaplan asked, "Along with this item, Consent Agenda Item 6 calls for professional licensure and certificates. What follow-up are we going to be doing in light of recent events with regard to professional licensure and certification? In health care, nursing, and education, they will have to have professional licenses. Is there any contingency if those programs break down?" Ms. Langsjoen responded, "This item is bringing forward a recommendation for operating authority only. We will be bringing forward recommendations as appropriate for degree programs one by one. We will have to analyze them one by one. I have to say that the nursing program and the allied health programs are the ones that give me the most concern at this point, without having reviewed them."

Mr. Kaplan said, "In my opinion, that should be a boilerplate question whenever we're granting authority for a profession that calls for licensure. That's my concern, and it goes along with the Consent Agenda Item 6 that calls for professional licensure. I think that's something that staff ought to be able to tell us about when the time is appropriate."

Mr. Thompson asked if the Department of Professional Regulation recognizes the program for registered nurses in Illinois. Ms. Langsjoen responded, "The Department of Professional Regulation does regulate the nursing profession. We really have not reviewed the nursing program, and I don't want to speak in detail about standards for nursing. That's something we'll approach as we get there. We have a consultant who works with us on allied health and nursing programs, and I would expect to receive advice from that consultant."

Mr. Lesnik asked what we are being asked to approve. Chairman Rock said that the Board is being asked to approve the operating authority for the University of Phoenix in two specific regions of the state. Mr. Lesnik continued, "Your 'area of greatest concern' is a program which is listed here that they're going to provide." Ms. Langsjoen responded, "They're going to bring forward an application and a request for approval of that program. In Illinois, we have a two-step approval process. There is operating authority, which is the first step. That's an institutional authority that will give Phoenix confidence in leasing facilities and getting operations underway. What the Board would do today would be to approve the institution's plan to develop programs. That does not commit us to recommend approval of nursing programs or any individual program."

Mr. Lesnik continued, " It says that they are going to immediately begin a program in Schaumburg. What does 'immediately' mean here?" Ms. Langsjoen said, "Dr. Swenson may want to answer this, but immediately I think they intend to lease facilities and begin offering degree credit courses. That is an oddity of our statutory structure. Institutions that receive institutional operating authority can offer certain courses for degree credit. It is a requirement, however, to maintain operating authority that they receive degree-granting authority for at least one program within three years. We do have some degree applications from Phoenix in the office right now, and we will be reviewing those."

Mr. Lesnik asked, "What programs are going to be 'immediately offered in Schaumburg?'" Dr. Swenson responded, "The programs that we would offer would be programs in business and management to begin with – undergraduate programs in business administration and management, information systems, and also a master of business administration, probably a master of arts and organizational management. We would then, as we prepare our proposals to the Board, submit those program proposals additionally. But it is not our intention initially to offer every program. Our practice is to come in and make sure that our systems are running correctly, to build up a student population, to build up a staff and faculty to serve them, and then, as we have demonstrated that there is a need and an opportunity to serve the working adult population through additional programs, we will bring those forward and ask the Board for approval."

Dr. Sanders said, "Mr. Lesnik, there is a very important distinction. Phoenix, if the vote is affirmative today, can begin to establish itself and offer some courses, but it cannot offer degrees until this Board approves its degree applications. It would bring students in, and it would tell them that Phoenix is not yet authorized to provide them with this degree. They are applying for authorization. The whole idea is to give them a chance to put the management in place, to hire the people they need to hire, to find facilities, and to begin a little bit the process of offering courses. That's what this does, but it doesn't give them degree-granting authority."

Mr. Barmak asked, "What form would the notice of the fact that the programs are not degree programs take? How will you communicate that message to students? Will it be in an application? Will it be after they start?" Dr. Swenson responded, "It would be contained in our University catalog for Illinois; it would also be contained actively on our web site for any Illinois campus information; and in any literature that we distribute to students. Also, our students sign an enrollment agreement, and when they sign that agreement it would specify whatever limitations there were in terms of state regulation at that time. We would be very specific in terms of consumer protection issues." Mr. Barmak continued, "Having had this issue arise once before, is the staff satisfied that whatever notice they're intending to use is sufficient to advise students that they are beginning a course which does not have at its end at the moment a degree?" Dr. Sanders responded, "We will ask the University of Phoenix to provide us with the notices

they are providing the students. They have been very cooperative in giving us whatever we've asked. We will look very carefully at that.

"The Board also must understand that the University of Phoenix is already here. There are students in Illinois taking courses from the University of Phoenix because they can do so without our authority to do so because those courses are being delivered almost exclusively online. The University of Phoenix has no physical presence here. It is now asking for a physical presence. I would argue that the students taking courses from the University of Phoenix are better off taking them at a local site from a local faculty in a more or less traditional way than they are taking them almost exclusively online. Phoenix could continue to operate *ad infinitum* in Illinois with its online offerings without ever coming to this Board. I'm glad it's here because we've had a chance now to scrub them as an institution about as tough as they can be scrubbed, along with 22 other scrubs they've received. We'll look at each academic program as it comes forward and make a judgment about those. The truth is, we have a lot more control over quality and over what happens to students if they are approved to operate in Illinois and we go through the scrubbing process than if they just come in online. That is our alternative. It's not a question of whether they will be or not, it's a question of whether or not we will have something to say about quality."

Dr. English said, "My understanding of the statutes and the rules that we use to implement those statutes says that basically, if an institution meets our minimum bar requirements which are not very significantly high, we must approve them, that we have no option. In this case, our staff has said they have met the minimum requirements. Based on the staff's recommendation, I move approval of this item." Mr. Duffy seconded the motion.

Mr. Kaplan said, "I don't quarrel with the school meeting our minimum requirements and we have very little discretion. The concern, though, that the Members are raising that I'm concerned about is that there are certain fields that call for licensure, and we want an assurance that those courses are not going to be taught without further action by our staff. I don't think that's unreasonable in light of what we've done in the last year." Ms. Langsjoen said, "We do have an answer to that question. The University of Phoenix did submit a five-year plan. The plan for the first year does not involve nursing programs or allied health programs or any of the programs that concern you. Their first degree program is in business. That's how they are going to initiate operations. So those risks are really not a problem for the first year."

Dr. Swenson said, "If I may add, before the University seeks to offer those programs, we would also – assumably, because we do this in other states – have to go before the state Board of Education to be approved to offer teacher certification programs, and before the board of nursing to make sure that they accept the National League of Nursing (NLN) accreditation, which most states do. So, we make sure that we meet that double requirement of approval from the different state agencies that supervise the licensure of those professions."

Professor Gove said, "After the action on this item, I would like to make a statement."

Mr. Barr said, "I have just a comment on what Bob English said a minute ago. Bob, I respectfully disagree with your view as to our powers here because, certainly, if I understood you correctly in saying that the staff having made a determination that they meet the standards, then we have no choice, then really this Board plays no role. Why do we even bother to vote on this if the staff determination is the final word? I've had this thought about some other things over the years. In fact, that determination is a determination made by the Board. The staff can tell us what they think about it, and we have great respect for our staff and we often defer to their

judgment, but we're not required to defer to their judgment. If we as Board Members are not completely satisfied that they meet these requirements or feel that we haven't had the time to review this adequately, then we do have the option to vote no – which I intend to do, by the way – but my comment is related to the role of the Board in this process." Dr. English said, "I stand corrected."

Dr. Sanders said, "Mr. Barr, the staff understands its role. It is not our determination; it is yours. If we believe they meet the minimum requirements, it is up to us to persuade you that they have met them, but it is your determination that counts, not ours."

Dr. English said, "I believe that we would have to say that we don't believe they meet the following requirements within the statutes to not approve them and disagree with the staff on that issue." Mr. Barr commented, "Not necessarily. We might well say we haven't had time to fully consider this and we'd like to hear more about it before we make our decision."

Chairman Rock said, "I don't have any problem with that procedure. Then, I suppose it would be incumbent upon us to – at the conclusion of today's meeting – get a list of all the applications that are pending. I can't tell you how many there are at this moment. As the information is requested from the applicants and is forwarded to the staff, then we would all get copies of that, and we go marching right through the process. It seems to me that some years ago, it was determined that that's not the best use of this Board's time, to go through every one of these applications, that we have literally said to the staff, make a determination as to whether or not the minimum requirements are met."

Ms. Langsjoen said, "If our staff analysis is not persuasive, it is certainly appropriate for the Board to ask for further information. We have an application for Phoenix, and appendices probably two feet tall. We also have perhaps 34 applications pending right now. We go through these rather meticulously. However, if you do want to know more about a particular criterion and how the institution has met that criterion, we can provide you with materials from the applications, and we'll be happy to do so."

Chairman Rock called the question and asked the secretary to call the roll.

The Board of Higher Education, on motion made by Dr. English and seconded by Mr. Duffy, granted to the University of Phoenix the Certificate of Approval and Authorization to Operate in North Suburban Region #1 and West Suburban Region #3. These authorizations are granted subject to the institution's maintenance of the conditions that were presented in its application and which form the basis upon which this Certificate of Approval and Authorization to Operate is granted.

The roll call vote on Item 9 was as follows: Yes – Barmak, Duffy, English, Kaplan, Lamont, Lesnik, Rock, Sloan, Thompson. No – Barr. Present – Gove.

Mr. Lesnik said, "If it doesn't breach any confidentiality, could those Members who wish to see a copy of the five-year plan do so?" Chairman Rock said, "Absolutely, and copies of anything else. Also, I'm asking the staff to send us a list of the pending applications. From that list, one can determine that one is interested in a particular program. I read the article in the *Chronicle of Higher Education* from September 21 and was persuaded that the things that New Jersey were concerned about, we were concerned about also, and we were satisfied." Mr. Lesnik said, "I would also suggest that when it comes time to approve any degree program or any licensure program that the Board should be given a little bit more time to consider it."

Professor Gove said, "I think we need to take a close look at our approval statute in light of recent developments. For example, should we tell applicants for new program approval that they must show need for the program? We had surveys when we were considering the need for the University Center of Lake County. When the University of Illinois at Springfield wanted the Capital Scholars Program, we had surveys. I think the private sector ought to have to provide a statement on need. Keith and I have discussed the fact that the statute needs to be reviewed. I would make the following motion: I move that the staff review the statutes and come back at a subsequent meeting with recommendations on them." Ms. Sloan seconded the motion.

The Board of Higher Education, on motion made by Professor Gove and seconded by Ms. Sloan, unanimously approved that the staff review the statutes and come back at a subsequent meeting with recommendations on them.

10. Committee on Statewide Capital Policies and Priorities

Chairman Rock said that Dr. English would present the report. Dr. English said: "The report will be presented to the Committee members by mail. We'll have some time for comment once the Committee members comment. When we have the final draft, we will submit it to all Board Members at the December meeting."

11. Consent and Information Agenda

Professor Gove said, "I have a brief observation on Item CA-5. I had asked that the Adlai Stevenson Center for Community and Economic Development at Illinois State University be withdrawn at the last meeting. I had raised some questions about it, and the University has satisfactorily answered them. But, I started out my career in government in higher education in the Stevenson administration, and it seems to me that we ought to have some school with his name. This is a very small program within the College of Liberal Arts, and I would hope that at some time, Adlai Stevenson will get better recognition. I thought he was a great man."

Mr. Kaplan said, "In Item CA-6, I don't believe that Taylor Business Institute is offering a degree that will call for licensure, but I believe the rest of the programs in that item will. What scrutiny have we given them with regard to licensure before professional regulation or the like?" Ms. Langsjoen responded, "Happily, we have very good answers to that question. The Illinois School of Professional Psychology has been operating and offering these programs for years. This approval item is actually a duplication of an item you saw in June. We are recommending that the same programs that now exist be reapproved because a merger has taken place and our statutes require reapproval. So the accreditation is unaffected. They are accredited; they have been accredited for years. For the Illinois School of Professional Psychology, there is no issue.

"Rush University presently offers a master's degree in audiology and that degree is accredited. The field is moving toward a doctorate as the entry-level credential and Rush University has been working with the accrediting body. The program is not yet accredited. As you know, some accrediting bodies require that approval be attained before accreditation can be granted. We did ask Rush a question about this, and they assured us that the requirements for accreditation had been reviewed and that their program had been developed with a view toward the standards of their accrediting body. There is a representative here from Rush who might want to give you more information."

Mr. Kaplan said, "With regard to this item, is the master's program different than the doctoral program for licensure? Would it call for a different license?" Ms. Langsjoen responded,

"The master's program is currently the entry-level degree in the field. The field is moving toward the doctorate, so it would be the same license basically, but a different level of education is required to attain a license." Dr. English asked if the Department of Professional Regulation licenses audiologists. Ms. Langsjoen responded that they did. Mr. Kaplan asked if we have a condition subsequent to our approval in case something falls through with the licensing board or with the accreditation body. Ms. Langsjoen responded, "We would approach that through program review. If they did not meet the standards that they presented to us, then revocation would be appropriate." Mr. Kaplan asked, "Do we monitor that over the course of time? If they are in candidacy status until they get their approval from the accrediting body, what do we do during that time to make sure that they are accredited by the council that oversees them?" Ms. Langsjoen responded, "It's our responsibility to conduct program review periodically. Hopefully, we would notice that the program had not received accreditation and revocation would be appropriate. Our approval is contingent in that we have grounds for revocation if they don't do what they say they will do."

Chairman Rock recognized Dr. Dianne Meyer. Dr. Meyer said, "I'm Chairperson of the Department of Communication Disorders and Sciences at Rush University. Rush has offered a master's degree in speech language pathology and a master's degree in audiology for about the past 20 years. What we're requesting now is to initiate the doctor of audiology degree. This is a degree that has been debated and analyzed for over 15 years by the profession, and the profession is unanimously behind the movement that the profession upgrade to the doctorate degree with the doctor of audiology being the preferred degree designator. We are accredited by the Council on Academic Accreditation of the American Speech Language Hearing Association. That's the accrediting body for both speech pathology and audiology. We are accredited now, and we do not lose this accreditation by moving on to the doctorate degree. In fact, the standards are also transitioning to that level in audiology. So I want to assure you that we are accredited and we are not losing accreditation. Our accrediting body watches very closely programs that are transitioning to the doctorate level.

"Someone asked also about licensure. Audiologists in Illinois are licensed by the Illinois Department of Professional Regulation. Those license requirements will also be changing over the next few years as this degree change becomes implemented."

The Board of Higher Education, on motion made by Mr. Kaplan and seconded by Professor Gove, unanimously approved the following items:

CA-1 Board Meeting Minutes – August 21, 2001

The Board of Higher Education unanimously approved the minutes of the August 21, 2001 meeting.

CA-2 Financial Report

The Board of Higher Education unanimously approved the financial report dated August 31, 2001.

CA-3 State Matching Grant Program Fiscal Year 2002 Adjusted Grant Allocation

The Board of Higher Education unanimously adopted the adjusted fiscal year 2002 allocation of $10.0 million for the State Matching Grant Program to the institutions specified and in the amounts shown on the table in Item CA-3 dated October 2, 2001. The Board authorizes the

Executive Director to withhold payment or to adjust a grant allocation, if necessary, to conform with the existing statute or the rules implementing the statute.

CA-4 General Grants Fiscal Year 2002 Allocation

The Board of Higher Education unanimously authorized the Executive Director to enter into grant agreement and to distribute fiscal year 2002 funds for the general grant identified in Item CA-4 dated October 2, 2001.

CA-5 New Units of Instruction, Public Service and Research at Public Universities

The Board of Higher Education unanimously granted the following universities approval to establish the following two centers and one program: ***Illinois State University****, Adlai E. Stevenson II Center for Community and Economic Development, Center for Reading and Literacy;* ***Western Illinois University****, B.A. in Women's Studies.*

CA-6 New Operating and/or Degree-Granting Authority for Independent Institutions

The Board of Higher Education unanimously granted to the ***Illinois School of Professional Psychology/Chicago*** *the Certificate of Approval and Authorization to Operate at 20 S. Clark Street, Suite 30, Chicago, Illinois 60603, and further grants Authorization to Grant the following degrees: Doctor of Psychology in Clinical Psychology, Master of Arts in Clinical Psychology, Master of Arts in Professional Counseling, and Master of Science in Health Services Management. These authorizations are subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.*

And unanimously granted to the ***Illinois School of Professional Psychology/Chicago Northwest*** *the Certificate of Approval and Authorization to Operate at 1701 Golf Road, Suite 101, Rolling Meadows, Illinois 60008, and further grants Authorization to Grant the following degrees: Doctor of Psychology in Clinical Psychology, Master of Arts in Clinical Psychology, and Master of Arts in Professional Counseling. These authorizations are subject to the institution's maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.*

And unanimously granted to ***Rush University*** *Authorization to Grant the Doctor of Audiology, subject to the institution's maintenance of the conditions that were presented in its application and which form the basis upon which this Authorization is granted.*

And unanimously granted to ***Taylor Business Institute*** *Authorization to Grant the Associate of Applied Science in Medical Biller Specialist, subject to the institution's maintenance of the conditions that were presented in its application and which form the basis upon which this Authorization is granted.*

Mr. Lamont said, "I believe there are roughly 800 to 1,000 students throughout the state who are on the National Guard Scholarship Program. The events of September 11 and the following military missions could well impact these student soldiers. I think it's incumbent upon us and our Illinois institutions to take some steps to recognize the concerns that these student soldiers have right now. I think you can expect a number of these individuals to have their education interrupted, and however we can devise some plan or ability to accommodate their concerns, both on the academic side as well as the financial side, I think it behooves us to address

those concerns. I believe there was a plan developed during Desert Storm that helped guide our institutions on how to address those concerns. Perhaps we can look at that and update it."

Dr. English said, "If the motion is to have staff draft policy recommendations that we can adopt at the next meeting, I second that motion." Mr. Lamont continued, "I don't do it necessarily in the form of a motion. I think there just needs to be some recognition that there are real concerns out there that will impact almost every institution's students. If the staff can come forward with recommendations – and I don't know if we will be able to mandate those recommendations – that would be appreciated."

Dr. Sanders said, "We will prepare an advisory opinion to bring to the Board at its December meeting or before if you think it is a matter of such urgency. We will be in close touch with the institutions. Most institutions have already adopted some guidelines. We'll acquire those and see if we can develop an advisory statement for all colleges and universities to follow."

Mr. Kaplan said, "Senator Dan Cronin is going to be holding hearings on teacher quality in the next few weeks. One of the issues that I'm concerned with is the students who are getting into the education program who don't pass basic skills tests on more than one occasion. Unfortunately, we are not able to determine what schools are putting these students into education classes because of current legislation and rules. It would seem to me that this Board should back a proposal to allow this information to be disseminated, especially to this Board and to other policy boards, in an aggregated form rather than a disaggregated form so that no individual is embarrassed. But we should know the schools that are doing this so that we can help remediate the problem, not as a criticism so much, but as a support. I would ask this Board to go on record, and I so move, that we recommend such legislation. I'm recommending that this Board support legislation that would allow aggregated information from institutions that have education departments disclosing publicly or to this Board how their students are doing in an aggregated fashion on basic skills tests before they go into taking their education courses."

Dr. Sanders responded, "I guess it depends upon what level of that information we're talking about. Annually, under the National Report Card and Title II of the Higher Education Act, all of our institutions that produce graduates with education degrees must report on the pass rates on the basic skills test of their students. The problem that you're referring to, I believe, was the problem that the Chicago newspaper brought to light. That had to do with teachers who were already in the field, had been teaching for some time, and couldn't pass the basic skills test. That is more a problem of certification and re-certification rather than an immediate concern for our schools and colleges of education, because they are reporting on current students and how they're doing. The problem is with past students who are out in the field."

Mr. Kaplan continued, "Shouldn't we be able to determine what schools those students are coming from?" Dr. Sanders responded, "Without a law, we cannot acquire data on the individual students, but the State Board of Education can tell us from what institutions those individuals graduated; they can tell us when they graduated; they can tell us, in aggregate, what their preparation was, generally speaking. Superintendent McGee has agreed to provide that information. But if for some reason he cannot do what he says he will try to do, then we may need some statutory adjustment."

12. Advisory Committee Reports

Chairman Rock called upon the chairs of the advisory committees for their reports. He recognized Katie Cox, Student Advisory Committee. Ms. Cox said, "The Student Advisory

Committee had our annual orientation meeting this past weekend, and I'm happy to say that we finished the installation of our Executive Board which includes representatives from six public universities, seven community colleges, and two independent institutions.

"In regard to the report of the Commission on Persistence and Degree Completion, the students want you to know that they are very happy that you noted that students have very different goals and that not all students are taking courses in higher education to obtain a degree. In regard to Item 8 on a college preparatory curriculum for all high school students, the Student Advisory Committee had concerns on this item. We have spoken with staff and Diane Gilleland has volunteered to come speak to the Committee to explain why this is a goal that the Board believes in. We didn't necessarily think that there was a problem with requiring a college prep curriculum, but we do have questions about its implementation from the availability of teachers and funding to support such a proposal.

"Last, we were happy to find out that Governor Ryan has selected a student from our Committee as the new commissioner on the Illinois Student Assistance Commission. The new commissioner is Kevin O'Kelly from Northern Illinois University. Thank you."

Chairman Rock recognized Donald Fouts, Independent Colleges and Universities. Dr. Fouts said that he did not have a report.

Chairman Rock recognized Gretchen Naff, Community Colleges. Dr. Naff said: "Today you have talked about several initiatives which will require close working relationships among all sectors of education. As we consider these relationships, I'm pleased to announce that on Friday, September 28, a groundbreaking was held for the East St. Louis Higher Education Center. This Center is a partnership of Southern Illinois University, the Illinois Department of Employment Security, the Illinois Community College Board, and Kaskaskia, Shawnee, Southeastern Illinois, Lake Land, and Southwestern Illinois Community Colleges. A number of Members of this Board have been actively involved in this initiative. But this is a true partnership that has certainly demonstrated its commitment to serving the educational needs of the area residents, and the members of this partnership are to be truly commended for their good work.

"We are pleased to see that the recommendations of the report of the Commission on Persistence and Degree Completion demonstrate an understanding of the similarities and differences in our missions and the unique needs of the various types of students who attend our higher education institutions. We were pleased to be a very active part of that report. Regarding the report of the Commission on Persistence and Degree Completion, the college readiness agenda item, and the college prep curriculum, we do look forward to being part of the continuing discussion and the implementation. Thank you."

Chairman Rock recognized Ronald Taylor, Proprietary Schools. Mr. Taylor said, "Pursuant to the topic that Mr. Lamont brought up, in addition to the students, employees at higher education institutions will be affected by the activities pursuant to September 11. There is a Department of Defense organization called the Committee for Employer Support of the Guard and Reserve. The state chairman is Patrick Ray in Tinley Park. They have materials on the law governing how employees are treated if they are called up for Guard or Reserve service.

"I wish to commend and express appreciation for the good staff work done for today's meeting. Thank you."

Chairman Rock recognized the new Chairman of the Faculty Advisory Committee, Ken Andersen. Professor Andersen said: "The Faculty Advisory Committee is very pleased that we have had the opportunity to observe the Board this morning and we will meet with some of the Members of the Board after the close of the formal meeting.

"I think I would be derelict not to comment on the work of faculty and institutions in working with students in dealing with the crisis of September 11. Both faculty and the institutions made many efforts to accommodate student needs and concerns. For those of us who remember very precisely where we were on December 7, 1941, where we were when John Kennedy was assassinated, or where we were when we heard of the death of Franklin Roosevelt or the death of Martin Luther King, those experiences were very important in shaping us and our perceptions. Those are experiences, fortunately, our students have not yet had. They don't remember the Vietnam War; they didn't hear Bill Eyers talking forth off the UN campus quad about the revolution; they don't remember Kent State and Jackson State with anything of the great immediacy that many of us do. So, it is exceedingly important that the institutions respond to students' needs and that faculty respond to those needs, and that we continue to do that in an ongoing fashion. I would like to suggest that the Board should be pleased with the activities of faculty, staff, and institutions in responding to those needs.

"There are two reports that we have for you today. One of them is simply in the nature of an information item which says that the Faculty Advisory Committee has adopted a resolution in support of Campus Equity Week which will be held October 28 to November 3. This is a series of activities that will go on across the nation with focus on the poor pay and working conditions of part-time and nontenure-track faculty. A variety of things will happen at various institutions in conjunction with that.

"Secondly, we have a report which I think very much complements the report of the Commission on Persistence and Degree Completion, entitled, 'Competing Values in Serving the Student: Access, Degree Completion and Student Outcomes' (attached to these minutes as an appendix). We simply said that it is important to remember that what higher education and all of education is engaged in is adding value to students. Sometimes that will not be a degree completion. For some people it is making contribution to their ability to perform tasks at work. In other cases, it is to enrich and add to the nature of their life, to make their existence more flourishing, to enrich the quality of their life. So we have to balance out the importance of degree completion and timely degree completion with the necessity of serving what is increasingly a community of lifelong learners. It is very difficult to always understand how that's going to mesh into the priorities. We would commend the Board looking at that report, which we hope is a thoughtful response.

"Though we did not have time to comment upon the application of the University of Phoenix, I think many on the Faculty Advisory Committee are concerned about issues that relate there and may have some input on that in the future. Thank you."

Chairman Rock thanked the advisory committee chairs for their reports.

13. Executive Session

Chairman Rock said: "One of the things that this Board spent an inordinate amount of time on was the whole question of higher education in Lake County. In that respect, Keith has an introduction that I have asked him to make." Dr. Sanders said, "I am very pleased to introduce to the higher education community, Gary Grace. Gary has recently been appointed as the Director

and Dean of the University Center of Lake County unanimously by its board, composed of both providers of those programs and local members of the community. Gary comes very well suited for his job. He was at the University of Missouri and previously he was at the University of Wisconsin."

Chairman Rock said, "The Chair will observe that a quorum is present and I would now ask if we could have a motion and a second to authorize an executive session, as follows: 'I move that the members of the Search Committee go into closed Executive Session at 12:10 p.m. Tuesday, October 2, 2001 for the purpose of discussing the employment of staff of the Illinois Board of Higher Education pursuant to Section 2(B)(1) of the Open Meetings Act.'" Mr. Kaplan made the motion and Mr. Lamont seconded it.

The Board of Higher Education, on motion made by Mr. Kaplan and seconded by Mr. Lamont, unanimously approved the above resolution.

Chairman Rock said that Members should return following executive session for the purpose of adjourning the meeting.

14. Other Matters

Chairman Rock reconvened the open meeting at 1:14 p.m. There being no further business to come before the Board, Chairman Rock adjourned the meeting at 1:15 p.m.

Respectfully submitted by Patricia Sexton, Secretary to the Board.

Note: Copies of all items referred to in the minutes (i.e., letters, statements, reports, etc.) are on file with the official minutes of the October 2, 2001 meeting.