

MINUTES – BOARD MEETING
June 7, 2011

Submitted for: Action.

Summary: Minutes of the June 7, 2011, meeting of the Illinois Board of Higher Education held at St. Augustine College, Chicago, Illinois.

Action Requested: That the Illinois Board of Higher Education approve the Minutes of the June 7, 2011, meeting.

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

MINUTES - BOARD MEETING
June 7, 2011

A meeting of the Illinois Board of Higher Education was called to order at 1:06 p.m. in the St. Augustine Hall at St. Augustine College, Chicago, Illinois, on June 7, 2011.

Carrie J. Hightman, Chairwoman, presided.
Linda Oseland was Secretary for the meeting.

The following Board members were present:

David Benjaih	Suzanne Morris
Frances G. Carroll	Proshanta K. Nandi
Dimitra Georgouses	Santos Rivera
Heba Hamouda	Elmer L. Washington
Allan Karnes	Addison E. Woodward, Jr.

Also present by invitation of the Board were:

G. W. Reid, Executive Director, Illinois Board of Higher Education
Geoffrey Obrzut, President/Chief Executive Officer, Illinois Community College Board
Vinni Hall, Board Member, Illinois State Board of Education

Presidents and Chancellors

Rita Cheng	John Peters
Sharon Hahs	Glenn Poshard
Elaine Maimon	Jack Thomas

Advisory Committee Chairpersons

Abbas Aminmansour, Faculty Advisory Council
Jerry Weber, Community College Presidents
Ari Shroyer, Student Advisory Committee
John Peters, Public University Presidents
Tom Thompson, Disabilities Advisory Committee
Dave Tretter, Independent College and University Advisory Committee

I. Call to Order

1. Call Meeting to Order, Chairwoman Carrie J. Hightman

Chairwoman Hightman called the meeting to order. A quorum was present.

2. Welcome by Andrew Sund, President, St. Augustine College

President Sund welcomed everyone to St. Augustine College's campus.

3. Welcome and remarks by Chairwoman Carrie J. Hightman

Chairwoman Carrie Hightman said, "Thank you again and we are enjoying being here. At this point I want to do the usual saying hello and saying goodbye thing that we do at these meetings.

"Welcome, Suzanne Morris, here on behalf of the Illinois Community College Board. Guy could not be here today.

"I also want to welcome our newest board member, Allan Karnes, to the Board. This is your first meeting Allan. You are a friend to higher education and, in fact, you have been at our meetings before and involved in a lot of the issues that we deal with as a former member of the Faculty Advisory Council. You have been involved in Diversifying Higher Education Faculty in Illinois (DFI), as I recall. So you have a lengthy history with us and know a lot of the people who are sitting around this table and sitting behind us as well. You were appointed as a new public member by Governor Quinn and we want to welcome you. For those who do not know, Dr. Karnes is a Professor of Accountancy and an Associate Dean of the College of Business at Southern Illinois University in Carbondale. Again, welcome and anything we can do to make your entry onto this Board easier let us know. We are pleased to have you on board. It is good to have another lawyer on board.

"I also want to mention that Dr. Karnes, Frances Carroll, and Santos Rivera were all recently confirmed by the State Senate for terms on the Board. Jay Bergman, who could not be with us today, has been named by the Governor for a one-year appointment as a representative of public university trustees. So congratulations to all of you, and we are glad to have you continuing with us on the Board.

"As we welcome new and reappointed members of the Board, we also have to say goodbye to some members: Dimitra and David, this year's student representatives. We will have a more formal goodbye in a minute, but I wanted to wish both of you success in what you do going forward and to thank you both for your efforts and your hard work on this Board. We really appreciate it.

"As I understand it, the new student representatives, your two replacements, will be seated at the August Board meeting of the Student Advisory Committee (SAC). So we will wait and see who that is, but thank you for your help and your hard work.

"I also want to mention that this is Jerry Weber's last meeting as chair of the Community College Presidents Council, and you are going to be replaced by Gayle Saunders. Thank you for your work being the representative at the table for the community college presidents and we appreciate all the work you have done.

"Then John Peters, this is your last meeting as public president convener, and, as I understand it, Elaine, who had to leave, is going to be taking over, filling your big shoes. Thank you for all that you have done.

"At the last meeting we said goodbye to Al Goldfarb, who is retiring as the President of Western Illinois University. So it is fitting at this next meeting to welcome Dr. Jack Thomas, who is about three weeks away from succeeding Al as president of the university. Dr. Thomas, welcome.

"Let me also welcome all the presidents from the independent colleges and universities who are with us today. Representatives of the independent institutions joined us for lunch today as the featured advisory group, and we had a really good conversation about a lot of issues that are important to everybody in this room actually. We really enjoy these conversations and these lunches, and I appreciate all of you who are here. In fact, if you are here from the private schools, can you stand up? Thank you for being here and again, I know many of you came from not nearby.

"Now turning to the business at hand. First, I wanted to make some comments about the budget. As you know, it was recently passed by the General Assembly, just last week or two weeks ago. We had this conversation at the lunch meeting just a few minutes ago. It is hard to say that we are happy with what happened with the fiscal 2012 budget for higher education. Overall, the upcoming budget leaves higher education funding \$35 million below the appropriation level for this fiscal year which is about a 1.6 percent drop. An area of great concern is the cut of \$17 million from the MAP program. In a few minutes you will hear a presentation on Goal 2: Accountability Report, which has ample bad news about the state of college affordability in the State of Illinois. Things are just getting worse. Given how bad it is, given the affordability issues in the state, it is certainly not the time for our elected officials to be reducing MAP resources, when for this current academic year more eligible students were denied MAP Grants than actually received MAP Grants. That is pretty sad. It is not the time to be reducing MAP Grants when applications for financial aid are at an all-time high. As we move soon into the planning for fiscal year 2013 we are going to have to redouble our efforts working with the Illinois Student Assistance Commission (ISAC) to make sure that need-based financial aid, which has long been a priority of this Board, becomes a higher priority for the legislature.

"Another significant cut in the budget that was just approved is a 41 percent reduction in funding for the University Center of Lake County. A cut of that magnitude is obviously going to have drastic consequences, and we are really going to work with the University Center, its board, the participating universities, the Lake County legislative delegation, and anyone else we can work with to figure out a solution to stabilize state support. That kind of a cut is just not tenable.

"A lot of bad things I just said, but the fact of the matter is it could have been worse for us. Public universities endured a relatively small cut from this year's appropriations. Community colleges will have basically the same dollars available next year as this year, and the same is essentially true for Illinois Board of Higher Education (IBHE) grant programs. Given the still rather dire fiscal condition that the state faces, it really could have been worse. Obviously we are

not happy, but it could have been worse. Much work has to be done as we move into the budget development cycle for the 2013 fiscal year. We will be moving toward a budget that will employ performance as the underlying driver. This is a change of huge dimensions as we work to align vital state goals with the allocation of scarce state resources. We are also going to have to intensify our efforts to use the budget to achieve our highest priorities – affordability, college completion, more degrees and certificates, and adequate funding for colleges and universities. What I ask is that we work together. We continue to work as a community. That we continue to have this common mission that I described, and if we continue to work united, hopefully we will make some progress at the upcoming budget conversations and legislative sessions.

“Turning next to legislation, we have distributed a legislative report for your information, but I wanted to highlight a few pieces of legislation and thank our legislative team for the hard work they did this session, Don, Candace, and led by George. You guys did a great job and we appreciate the work, but obviously the most notable bill that passed this legislative session was House Bill 1503, which directs the Board to develop a funding model based on performance and will be incorporated into the fiscal year 2013 budget recommendations. I also want to specifically thank Senator Ed Maloney, who has been a stalwart friend of higher education and Representative Chapin Rose for their efforts to enact this landmark legislation. I look forward to, maybe five years from now, seeing the results of doing it this way because that is the way in the real world we budget. In the corporate world, in the private sector, you have to perform, you have to show you can perform, and that is the way budgeting should be done. I think it is really a great move forward.

“Just let me mention a couple of other bills of note. The College Planning Act, House Bill 1710, which is an initiative of ISAC and will use its *College Illinois* core of recent college graduates to undertake some heavy duty counseling, and for students still in middle and high schools to help them navigate the process of getting ready for college, applying for financial aid and being admitted to a college or university. There are also companion bills that passed the General Assembly that will require public universities to report to IBHE annually on academic programs that have closed or consolidated along with the programs that show an ongoing trend of low productivity in either enrollments, degrees, etc. You all probably know the history of that, but it emerged from the Higher Education Finance Study Commission and relates to Goal 2 of the *Public Agenda* and has a focus on institutional efficiency.

“House Bill 1079 requires reporting on tuition increases for the upcoming academic year and cost saving measures implemented in the previous fiscal year.

“Senate Bill 1883 imposes a floor of \$2 million on the IBHE review of noninstructional capital projects on the grounds that projects below that cost level really are for routine repairs and really should not be addressed and do not require the kind of oversight that we give to the other projects.

“I also want to mention Senate Bill 122 which adds a new requirement to our annual report on underrepresented groups in higher education. That bill, as you probably know, asks public universities to report on the number of first generation students enrolled and on their progress and standing. This new mandate actually serves Goal One of the *Public Agenda* in that students that are the first in their family to attend college are often those who need an extra academic or financial push and so it is important that we keep track of those students, especially with performance funding, to know how they are doing to make sure they are doing alright.

“Now let me talk about a bill that did not pass, an important bill, Senate Bill 1773. This bill has an interesting history and you probably know all about it. It started as the Senate version of performance funding. It was amended in the House to eliminate MAP eligibility for students who attended proprietary institutions. It passed the House but then Senator Maloney refused to call it for a vote in the Senate, but there appears to be mounting sentiment within the legislature that public dollars for MAP Grants should be restricted to students enrolled in public college and universities or private not-for-profit schools. It is obviously a policy issue that we are going to have to look at later as there seems to be a focus on the different sectors of the higher education community here in Illinois. I expect more conversation about this and other related issues in the future as we move forward.

“Turning next to the *Public Agenda*. We always talk about the *Public Agenda*, my opening comments, and we always have a showcase item and an update on how we stand on our agenda for these Board meetings. Dr. Reid is going to speak to the Ninety-Day Agenda, College Readiness and Completion Toward Performance Funding and the results of that effort, as well as he will look ahead to the one-year agenda designed to accelerate the implementation of the *Illinois Public Agenda*. We hope and we expect that this approach that he has adopted will bear fruit. We are looking at taking bite size pieces of the *Agenda* and trying to take it one step at a time. You know that it is frustrating to try to do the whole thing at one time because you never can. So as we look at it piece by piece, step by step, we really can accomplish those things and we are building another brick in the wall as some might say, to accomplishing this, building the full wall.

“The last issue I want to mention is Complete College America (CCA). We talked about Complete College America. We talked about the Illinois delegation that went to the meeting in Florida. We talked about the commitment to reach the goal of 60 percent of adult Illinoisans with post-secondary credentials by 2025. The so called 60 by 25 goal. On May 17, the hard work of team Illinois and the yeoman efforts of the staff at IBHE and Illinois Community College Board (ICCB) resulted in the submission of an application for a \$1 million grant from CCA. The grant announcement will come in the middle of July. Please everyone in this room keep your fingers crossed that we actually win it and get the \$1 million. I want to commend and congratulate everybody involved with putting that application together. It was a tight time frame. There was a lot of work involved and a lot of people required to complete that task. You cannot get the money unless you complete the task. Regardless of what the outcome is, you all did a great job and we appreciate everybody’s hard work.”

4. Remarks by Executive Director G.W. Reid

Dr. George Reid said, “Madam Chairlady and members of the Board, my remarks today will reveal the results of our outreach efforts of the Illinois Board of Higher Education staff in achieving the goals of the *Public Agenda for College and Career Success*. Later in this meeting, Karen Helland will give you the second in the series of accountability reports which are measuring the performance of the state in accomplishing the goals of the *Public Agenda*. Between her report and mine, the Board will see the progress that we have made to date as a state, and the progress that we have made as a staff with implementing the *Public Agenda*. Taken together these two reports will be performance statements on the *Public Agenda*.

“At our meeting on February 15, 2011, I launched the first internal strategic plan of the staff of the Illinois Board of Higher Education under my leadership. It was called the Ninety-Day Agenda: Increased College Readiness and Completion, Toward Performance Funding. So for

short, let us just call it the Ninety-Day Agenda. Allow me to reiterate a philosophy that I believe in. I believe that if an agency, or an entity, or a department, or any team wishes to make systematic accomplishments, predictable achievements, they should do it by using a plan. That is what we have used. This strategic plan, the Ninety-Day Agenda, will be the first of many internal strategic plans. At the February 15 meeting I told you of the Ninety-Day Agenda and that coming up there would be another plan and behind that there will be even a third plan. All of these plans are designed to take a sliver, a slice out of the *Public Agenda* and accomplish it – do what I promised you I would do many months ago, and that is to accelerate the implementation of the *Public Agenda*.

“At the second Board meeting in April, the team and I gave you progress reports on our work with the Ninety-Day Agenda. Today the Ninety-Day Agenda will end with this report that I am giving to you now. Today I will show you the results of our work.

“Let me take you back 90 days. These were the four goals that we said we wanted to accomplish at the end of these 90 days: to increase the public’s awareness of the *Public Agenda*; to increase college readiness; to move towards closing the achievement gap; and to do something to create a condition by which performance funding will be palatable to both the legislature and the Governor. So here is what we know we have done. Although only one of these symbols is in the public domain as of yet, we have created five public awareness symbols. Don Sevensen is mostly responsible for this. We have created five of these symbols. You can see them all there. They are the banner that is situated on both sides of the Board; the signage; the scrambled words – the *Illinois Public Agenda*; the logo; the presentation; and the op-ed press article. The presentation is a presentation that every member of our Board and every member of our staff can use to talk about the *Public Agenda*. The press article, I will be sending to our Chairwoman in a few days to see what she thinks about it and then try to get it published in order to increase the public awareness.

“Secondly, we have participated in some college readiness presentations. There have been 11 presentations to university faculties and to teachers of mathematics and English in the high schools designed to have those two faculties to meet and to discuss how to get high school seniors more ready for college -- “college readiness”. This has been accomplished by faculty members in college and teachers in high school agreeing to subjects and agreeing to presentations and curricula for graduating high school seniors so that they can do well, not only in their first year, but maybe the first and the second year of college. They will be college ready. There have been 11 of these presentations to academic groups, advisory councils, and the regional workshops. I think in my judgment over 350 faculty members have participated in these forums that was led primarily by Bob Blankenberger.

“Now we have a problem in Illinois, but Illinois is not the only state with an achievement gap problem. However, we do have an achievement gap problem here. Arthur Sutton has been working with us on that. Seven of the nine state universities sent out over 1,500 letters to college dropouts from across Illinois. Of the 1,500 letters, 317 students responded, about 15 percent. Any time you can get 15 percent to respond to a survey you are doing pretty doggone good. 123 of the 317 actually contacted their former institutions trying to get back into college. So we think Arthur did well. Arthur is helping to close the achievement gap.

“The fourth goal that we have is to assist the state legislature, in ways possible, in the passage of performance funding legislation. Now performance funding as it sits today is on the Governor’s desk, but it just did not get there. We think we helped. We conducted briefings. We

have prepared and distributed information packets for staffs. Mike Mann and his group established guidelines, wrote fiscal notes, prepared testimonies for me and for others, and met with legislators. All to explain what performance funding was all about and why we need it in Illinois. To our better blessing we got the support of three great legislators who are friends of higher education. One is Ed Maloney, another is Bob Pritchard, and another is Chapin Rose, who together passed House Bill 1503, I believe, without a dissenting vote. This Bill is now before the Governor for his approval.

“By way of explanation, performance funding legislation will be given to this Board to implement. This Board will be asked to do two things: 1) to develop this overall steering committee that will guide the process, and 2) develop criteria for performance funding. Whatever you as a Board believe that the State of Illinois in higher education should be achieving by way of performance funding, that should come out of this committee through the criteria.

“By the way, just to recapture where we have come from, you see being projected the Vision Statement that we started off with 90 days ago. This is the vision. In my judgment a vision does three things. One it says who we are at the present time, that is the first paragraph. It talks about who we are. The second paragraph talks about why it was necessary for us to change, that is the second paragraph. The third paragraph describes what that change ought to be.

“In summary Madam Chairlady and members of the Board, I think that the staff and I have accomplished the goals of the Ninety-Day Agenda. As we have now accomplished those goals, now, I think it is time to move on to another set of goals. The Ninety-Day Agenda ends today. I just gave you the accomplishments.

“Today I am announcing that during the next 12 months from July 1, 2011, to June 30, 2012, we will be involved with a new one-year strategic plan. This one-year plan will not depart drastically from the Ninety-Day Agenda. There will be, for example, a goal on performance funding. Some other goals we have not quite worked out yet. I have completed one item to present to you today and that is what we will call this new one-year plan. Are you ready? The new one-year plan will be called ‘The Number One Agenda, Closing the Achievement Gap: Dual Credit, Performance Funding, and Dropout Re-Enrollment Made Real.’ What we are going to put up for you now Madam Chairlady and members of the Board is our preliminary vision for this new one-year plan. This Vision Statement is very preliminary. This vision is not yet complete. You will see in a minute why I say it is not yet complete. The Vision is being projected on the board here. We have already begun this initiative on public awareness of the *Public Agenda*, re-enrollment of college dropouts, college readiness completion, and performance funding. The *Illinois Public Agenda* still needs some more pushing on it to be totally implemented. By June 30, 2012, we will implement the *Public Agenda* in the following ways. This is where I end today because we are working on the goals as we speak for this new one-year plan. At each Board meeting coming up, beginning in October, I will give you a summary of progress on this new one-year plan. Some of the summaries will be a little longer than the others. Most of them will be quick, five minute summaries.

“Madam Chairlady and members of the Board, that ends my report for today. It ends the Ninety-Day Agenda. Madam Chairlady, thank you so much.”

5. Resolution Honoring David Benjaih

Dr. Elmer Washington read the following resolution:

We, the Members of the Illinois Board of Higher Education, offer our heartfelt gratitude to David Benjaih for his service as the representative of nontraditional students on the Board.

David has been a steadfast and vocal advocate for his constituency, and never wavered from his beliefs in the rightness of his cause.

David's service was marked most notably for his consistent and outspoken positions on the issue of public university noninstructional capital projects that have come before the Board. His questioning of the process for approving such projects resulted in the Board adopting new rules on notices of intent to better inform Board Members.

We also commend David for his participation in the IBHE Student Advisory Committee where he was a staunch and frank advocate for his point of view and vision of student interests.

David brought a perspective to the Board that had seldom been articulated in the past, and his insights as a nontraditional student assisted Board Members in their deliberations about affordability, review of academic programs, and the Illinois Public Agenda for College and Career Success.

The Board has profited from David's willful advocacy, and we wish him success in his future educational and career endeavors.

6. Resolution Honoring Dimitra Georgouses

Dr. Frances Carroll read the following resolution:

We, the Members of the Illinois Board of Higher Education, extend our deep appreciation and esteem to Dimitra Georgouses for her dedicated service to postsecondary students in Illinois and her contributions to the Board as its student representative.

Having served as an active member of the IBHE Student Advisory Committee, Dimitra led by example as a student passionate about access and affordability for Illinois' students. She worked her way through the leadership ranks as the IBHE-SAC secretary and Chair, before her peers chose her to represent them on this Board. She has been equally active as a Board Member, giving her time and energy as a member of the Higher Education Finance Study Commission as well as on the ad hoc MAP Grant Task Force. She also held an internship at the Illinois Student Assistance Commission during the Spring, 2011, semester. Her knowledge, experience, and example have brought an important perspective in helping to deepen understanding of the financial pressures faced by college students, and she has been a strong and effective voice on issues of affordability.

We applaud Dimitra's impressive accomplishments, both educationally and in public service. Dimitra attended Roosevelt University and graduated with distinction in May. She was an invaluable student leader and scholar on campus. She also chaired the Coalition of Chicago Colleges.

Dimitra has been an activist in higher education advocacy as well. She served as a Lobby Day Leader for Roosevelt University, and helped organize and participated in the successful SAVE MAP campaign in Fall 2010. Dimitra captured the attention of legislators, who realized that the Monetary Award Program is an essential state investment in its future by providing financial support to thousands of Illinoisans pursuing postsecondary degrees and promising careers in Illinois. Her message will continue to be heard as a student voice on the importance of college affordability in a video series that promotes the Illinois Public Agenda for College and Career Success.

We will miss Dimitra's passionate, persistent, and persuasive voice, her valuable insights, and her spirit of public service in furthering social justice. We wish her well in her future endeavors.

II. The Illinois Public Agenda for College and Career Success

7. Public Agenda Update

Public Agenda Statewide Accountability Report Goal 2: Affordability

Dr. Reid said, “Just a few minutes ago I revealed the results of the work of the staff in achieving the goals of the *Public Agenda* through the Ninety-Day Agenda. Now we will examine the progress of the state regarding the performance of the State of Illinois in accomplishing the goals of the *Public Agenda*. Specifically we will be looking at Goal 2 – assuring the affordability of college and higher education for students, families, and taxpayers. I need to forewarn you however, that the findings of the state’s accountability report are not promising. They are very disappointing. But disappointing information can be valuable information because it can help us to focus our efforts on what we need to be looking at more intensely. As Chairwoman Hightman said, we have laid the groundwork for improvement in affordability with the passage of performance funding legislation. We must now build on that success with other strategies proposed in the *Public Agenda* and collaboration with our sister institutions, state agencies and colleges and universities. Karen Helland, a proud member of our staff will present the findings of the state accountability report.”

Ms. Karen Helland said, “Thank you Dr. Reid. Good afternoon Madam Chairwoman and members of the Board.

“Today I am going to spend about 15 minutes presenting the highlights of the state Accountability Report for Goal 2 of the *Illinois Public Agenda*. This report gives us an opportunity to measure where we were when we started the *Public Agenda*, where we are today, and where we want to be in 2018, the tenth year of the *Public Agenda*. This report is the second in a series of performance updates. As you may recall, the accountability report for Goal 1 was presented at the December Board meeting.

“Goal 2 is to ensure college affordability for students, families, and taxpayers. The recommendation is to make Illinois one of the five most affordable states in the country to get a college education. Goal 2 has several performance measures: the ability for middle and low income families to pay for education, the affordability of tuition and fees at two-year institutions or community colleges, the amount of student debt incurred per year, the level of financial support from state and local resources, and the efficiency of our public institutions which is defined as the spending per degree and certificate completed.

“Second, Illinois’ performance is benchmarked against other states such as the five best performing states, the other four most populous states, and the five neighboring states. As you will recall, the National Center for Higher Education Management Systems (NCHEMS) worked with the Board to develop the performance measures for the *Public Agenda*. We continue to work with Dennis Jones and his staff in gathering and analyzing the data for the performance measures.

“The first performance measure for Goal 2 is affordability and is the ability for middle income and low income families to pay for college at a public four-year institution. Performance is measured in the percent of family income required to pay the net cost of attendance. The net cost calculation is the total cost, minus financial aid, divided by the family income. This is for families in the low quintile, medium income, and medium family income.

“In the base year, which is the left-hand column, the net cost was 18 percent of the family income for a middle income family to attend a public four-year institution. For low income families, the net cost was equal to about 62 percent of their income. Based on the data from the five best performing states in this category, the goals where we want to be in 2018 are 11 percent and 34 percent. To meet these ten-year goals, the percentages of income in year two should decrease, but in year two these percentages went up for both. The red arrow points downward meaning Illinois’ performance in year two went down.

“To put this in a national perspective, Illinois ranks in the bottom quintile of states. Forty-sixth for middle income families and 50th for low income families in being affordable at the public four-year institutions.

“The next measure is the ability for low and middle income families to pay for attendance at private four-year institutions. The percentages for middle and low income families are 32 percent for middle and 107 percent for low income families. The goals are based on the five best performing states. Eighteen percent for middle income, and 56 for low income. In year two of the *Public Agenda* we want to see those percentages decrease to meet our goal; however these percentages again increased. Again, the red arrow points downward indicating that the performance was not what we expected. Although Illinois is not moving in the desired direction in this category, Illinois does rank better than the national average.

“This slide shows a similar story for affordability at community colleges. Again, the percentages are increasing when we want to see the percentages decreasing. Once again we see the red arrow going downward.

“The next performance measure is a percent of family income required to pay just for tuition and fees at community colleges. This measure is different than the previous measure since it is limited to only tuition and fees. It does not include other education related expenses such as room and board. The baseline percentages are 3.5 percent for middle income and 11.7 percent for low income. The ten-year goals are 1.8 for middle and 6.2 for low. Again, unfortunately our percentages went up rather than down and we have another red arrow. Nationally, Illinois performs below the U.S. average.

“Before I go into this performance measure, I would like to orient you a little bit to this colorful chart. This is the format that I have used in the report to indicate the different categories of states of which we are benchmarked. The top five are in purple and those are our best

performing states in the United States. The green bars represent populous states such as California, Texas, New York, and Pennsylvania. The yellow bars are the neighboring states that surround Illinois. Blue is the U.S. average, and red is Illinois. This year the U.S. Department of Education released the 2007-08 data on the average amount of student loan aid received for full-time, first-time students by state. This chart shows the average amount for Illinois, which is \$6,077. This is the average for all sectors – public, non-for-profit, and for profit. The five best performing states are at the top of the chart in purple with a mid-point of \$4,448. So where is Illinois? Well, we are not in the top five, but we are close to the national average. Reporting on this performance measure is limited to this as additional data by state are not available yet, but we will continue to monitor this source for additional data.

“Another performance measure for affordability is the state and local resources or support per full-time equivalent (FTE) student as a proportion of their total revenues at the institution. Total revenue is the total of state and local appropriations plus tuition and fees. Our friends at the State Higher Education Executive Officers (SHEEO) provide this data for public education. The ten-year goal is based on the best performing states. That is the states with the highest percentage of support from state and local resources. This goal assumes that we want students to carry the lowest financial burden. 83.4 percent is the goal in the right-hand column which means that the state and local support for a FTE student as a proportion of total revenue is 83.4 percent. The baseline for Illinois, that is where we started at, is 70.4 percent. In year two this percentage decreased slightly to 68.8. Again, we have another red arrow moving us in the opposite direction.

“The two good things about this slide is that first the data is more positive and second this is the last performance measure for Goal 2. Institution efficiency is the education and related spending per degree and certificate completed. You may recognize this performance measure since it was from the Delta Cost Project. Jan Wellman presented this information to the Higher Education Finance Study Commission last summer.

“This slide shows the cumulative data for the 48 community colleges and that is in the far left-hand column, in fact, ranks seventh. In the middle column which is the public masters, Illinois ranks 12th among states. On the far right-hand side we rank 23rd with public research.

“To summarize, we have examined the performance measures for Goal 2 – ensure college affordability for students, families and taxpayers. We have looked at the seven performance measures including the ability to pay at public four-year, private four-year, and community colleges. We have looked at the tuition and fees at two-year colleges as the most affordable option for students. We have looked at student debt using a new source of state data, the state and local support as a percent of revenues for public institutions. And last, but not least, institution efficiency with another new source of data. We have looked at the data for Illinois and the benchmark states, and the data indicates that Illinois is going the wrong direction for five of the seven measures. College affordability is clearly a crucial issue for students and families and it is for the state as well. If college access is beyond the financial reach of many Illinoisans, the state cannot hope to meet its goal of raising educational attainment. For more information about the *Public Agenda* and the State Accountability Reports, you can check out www.lillinois.org. If you would like more information about this report, please feel free to contact me.

Chairwoman Hightman said, “Does anybody on the Board have any comments or questions on either Dr. Reid’s or Ms. Helland’s presentation? Very helpful, good information and appreciate getting updated as you move forward on these issues. Again, thank you for a good report.”

8. Public Agenda Showcase

Chairwoman Hightman said, “Bob Blankenberger is going to provide some background before our guest speaker starts, but I do want to introduce Ms. April Hansen who is the Director of Post-Secondary Services for ACT. April, along with George Schlott, has been working with IBHE, ISBE, and ICCB over the past four years to develop the new High School to College Success Report.”

Dr. Bob Blankenberger said, “Thank you Madam Chairwoman. Since 1989 Illinois public universities have been mandated by state statute to establish a feedback system to monitor the academic progress and success of Illinois high school students enrolled at each public university. To fulfill this requirement the University of Illinois collected data from the ten universities with entering freshmen, compiled the data into a report containing two tables and disseminated these reports to high school principals. Though the reports were used by many schools, two major problems existed with the reports in its prior form. First, due to the specific citing of student names in one table, the reports could not be released to the general public according to Federal Education Right to Privacy Act guidelines. Second, since the report was limited to public universities, only 20 percent of Illinois high school graduates were included in the data collection. Due to these limitations, questions arose as to how Illinois could provide a feedback report that would be more extensive by including data from the community colleges and would be readily available to the public. As you are aware, Illinois is a universal ACT state. Since every public high school junior takes the ACT, this affords the opportunity and builds the capacity for ACT to create individual state feedback reports for public high schools, as well as community colleges and universities. A prototype was developed by ACT. IBHE, ICCB and ISBE staff held several statewide meetings to present and gather feedback on the draft report. The overall response to the proposed report was overwhelmingly positive. A joint decision was made to contract with ACT for a new feedback report. The presentation you will hear today provides an overview of the new Illinois High School to College Success Report and how we can use this additional data tool to build and strengthen collaborative efforts between secondary and post-secondary educators, parents, and policymakers to increase student achievement.”

High School to College Success Report Presented by April Hansen, Director Post-Secondary Services for ACT

Ms. April Hansen said, “Good afternoon Madam Chairwoman, Dr. Reid, Board members, and guests. It is truly a pleasure to be here for a number of reasons, but primarily because this has been a four year process. It is very gratifying to be able to provide this briefing for you and a very high level report on what is included, what data, what students are included in this report, what schools will be receiving when they get their reports, the purpose of the report, our dissemination plan, and then some guiding questions that we have developed to help facilitate some of the conversations we hope will ensue.

“Let us first begin with who was included in this report. This is an aggregate report of students who graduated from public high schools in the classes of 2006, 2007, and 2008. It includes first-time, full-time freshmen and these are students who went immediately to college following their high school graduation the next fall. It also includes students who attended public four-year colleges in Illinois and community colleges. It is also important to know who is not included in this report. It does not include students who attended private high schools or private or proprietary colleges or students who went out of state to college. So it is good to set up those

parameters. This is primarily different from what some of you may remember as the old High School Feedback Report, in that for the first time the community colleges will be receiving this data. Principals and superintendents in our public high schools will be receiving this, the community colleges will be receiving it, and the three state educational agencies will be receiving the data, as well as aggregate reports.

“If I could distill the purpose of this down in probably just a few words, I would say it is really a report and data that we hope facilitates discussion to help close the achievement gaps and curricular gaps between our high schools and our postsecondary institutions and give schools in both the postsecondary and secondary side another tool in the toolbox to encourage data driven decision making. It is also one small step on the road to our P-20 longitudinal data base.

“What the report will provide is some pretty comprehensive data – data that has not been seen before on the academic performance of our public high school students who have gone onto public higher education. It will again provide data to help make policy decisions, to help inform curriculum, to help shape our expectations, and many, many other things that will ensure success for our students as they transition to postsecondary institutions.

“Now this is just a small list. Some examples of what colleges and/or high schools will be receiving in their report. I am going to show you a couple of graphs in just a second so you get a sense of what some of the data will actually look like in the report. For starters, you will see GPA performance for students who attend our public postsecondary institutions. Many of the graphs will show how your individual students compared to state averages. There will be information on the number of students who met the ACT college readiness benchmark scores by subject area. There will be data broken down by individual high schools and individual colleges on each of these reports and then also some summary statistics on things like which students did take a core curriculum or who did not take a core curriculum in high school. You will see some information on math and science course sequence patterns which play some significant roles in college preparedness and college success, average GPAs, student performance, and profiles of students and their performance in credit bearing courses versus developmental or remedial courses. And then also, some summary statistics that I find, personally, very interesting, about retention. We are going to provide some data on students and their persistence from year one to year two at the same post-secondary institution, those who persisted at their same college where they started.

“This particular table just happens to point out first year GPAs for students who did or did not meet the ACT college readiness benchmarks, and you will see that broken down by content area. For example, the percentage and number of students who met the 18 college readiness benchmark in English, the 22 in math, the 21 in writing, etc., and then their first semester GPAs in college. It does not take too long to determine that you can draw some conclusions from some of this data and that will definitely help shape conversations.

“Every college and every high school will get a report that looks like this. In this case because it happens to be the aggregate college report, this is a list of all of the high schools who sent students to a particular college, and what their incoming GPAs were by their ACT score ranges. For an individual college this can really help provide some data on their incoming students and their success rates. This is just one example of some of that summary data.

“We have a dissemination plan. Today is the third of the three state educational agency board meetings. Tomorrow the colleges and the high schools receive their data disks. They will

be going to principals, superintendents, and college presidents. They are being mailed out by ACT with a cover letter signed by Dr. Reid and the three agency heads. On the 24th of this month, we are holding a summit in Springfield, and we have invited all of those people who received the disk plus others, including enrollment managers, CIOs, etc., to attend the summit where we will be actually walking through some of their reports helping them navigate it, and provide some tools and guiding questions to help them understand the data. This is actually embargoed as public information until the 24th and then on that day it will be posted on each of the agency websites, or at least most of the agency websites which are using IRC for the high school reports, and they will be available to the public. We are excited that other stakeholders will also have access to this as well. As a follow-up for those who could not attend the summit, because we realize that since it is the end of June we may not have as large of a high school representation as we would really like to, our plan is to continue with a series of fall workshops to try to catch up with some other folks that we do not see at the end of this month.

“We have also put together some guiding questions. We have come up with, again this is just a representative sample of some of the secondary questions that we are going to be asking to help facilitate conversation at the summit and afterwards, some for postsecondary and then also some that will have in common. Our plan at the summit is to put people into groups to actually digest some of the data and then come back as a larger unit and look at some of the common questions so that they can really understand how this can help them inform their policy and help students in the long run in the State of Illinois.”

Chairwoman Hightman said, “So the follow-up is after the report gets issued on the 24th, there is going to be workshops in the fall. What else? How can we help? What can we do to keep this moving?”

Ms. Hansen said, “Well for starters, this Power Point will be available to post on the IBHE website. I would encourage anyone who has an interest in these programs to bring teams from your institutions to the summit to encourage folks across your universities and your constituent schools, your feeder schools, to attend this as well so that we really begin getting the right people around the table at the same time to help bridge the gap. We would love to have as much communication or advertising about the summit and the report as possible. That would be wonderful.”

Chairwoman Hightman said, “That is an easy thing we can help you with.”

Dr. Elmer Washington said, “Do you arrange for groups to come in with faculty and high school teachers together so that they work together?”

Ms. Hansen said, “That is the goal of the summit, yes. Bob mentioned earlier in his opening remarks that a couple of years ago we did similar workshops around the state to help people prepare for what data was going to be provided and we encouraged teams to come at that time as well. Absolutely, we will be doing that.”

Ms. Hansen said, “Registration for the summit is open. At the last report we had about 100 people registered for that. I believe that is available on your website, at IBHE and ISBE.

Dr. Washington said, “How many people can you accommodate?”

Ms. Hansen said, "I believe up to 400. It is at the Crowne Plaza in Springfield. We have pretty much the run of the hotel. We are hopeful that we can fill it up."

Chairwoman Hightman said, "Great presentation and appreciate all the work you are doing, and we will work to get the message out and to communicate."

"There is a follow-up question that we have concerning the Goal 2 discussion. Dr. Karnes I know you have the question. Go ahead and state it, and we can get a response."

Dr. Allan Karnes said, "My question on Goal 2 is that all of our benchmark questions are going in the wrong way. If you look at institutional efficiency we do very well. What is it that the Board can do to help all of our arrows go the other way instead of down? This is one of the most important measures that we have is affordability, and everything is going in the wrong direction."

Ms. Helland said, "I do not have one answer for you, but what I can tell you is that when we look at those performance measures, we benchmark ourselves against other states that are performing well. In those performance measures we need to look at those other states that are performing well and see what they are doing and see how they are comparable to us. It is really more of a starting point for more discussion about what we need to do. That is kind of the whole idea with the benchmarking is to identify those who are succeeding in keeping affordability affordable for students and looking at what they are doing. We can certainly go on and research those issues more if you have specific goals that you would like us to address and research."

Chairwoman Hightman said, "Thank you for that answer and before we actually get to the action items, I wanted to ask Al Phillips to give us a brief summary of the budget that came out of the session as it relates to higher education."

Dr. Alan Phillips briefly outlined the budget for Fiscal Year 2012. There was no discussion following his presentation.

III. Action Items

9. New Units of Instruction at Public Community Colleges

Dr. Blankenberger said, "Thank you Madam Chairwoman. We have included in the memo a listing of all pending academic programs and all authorization proposals submitted to the Board through May 27. Since then, no additional proposals have been received. 13 applications have been withdrawn since the last Board meeting. As of Friday, June 3, there was one new request for program modification in addition to the 65 reported in the memo."

Dr. Blankenberger briefly outlined the contents of this item. There was no discussion following his presentation.

The Illinois Board of Higher Education, on motion made by Dr. Washington and seconded by Ms. Morris, unanimously hereby grants authority to College of DuPage to offer the Associate of Applied Science in Homeland Security subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Joliet Junior College to offer the Associate of Applied Science in Auto Body Repair subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Lewis & Clark Community College to offer the Associate of Applied Science in Restoration Ecology subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to McHenry County College to offer the Associate of Applied Science in Culinary Management subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Triton College to offer the Associate of Applied Science in Digital Photography subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

10. New Operating and/or Degree-Granting Authority for Independent Institutions

Dr. Blankenberger briefly outlined the contents of this item. There was no discussion following his presentation.

The Illinois Board of Higher Education, on motion made by Dr. Carroll and seconded by Dr. Washington, with Board member Ms. Heba Hamouda voting present on this item, hereby grants to Concordia University the Authorization to Grant the Bachelor of Arts in Organizational Management in the South Metropolitan Region, Master of Arts in Curriculum and Instruction in the Chicago and South Metropolitan Regions, Master of Arts in Educational Technology in the Chicago, Fox Valley, North Suburban, and South Metropolitan Regions, Master of Arts in Gerontology in the Chicago and North Suburban Regions, Master of Arts in Reading Education in the Chicago, Fox Valley, North Suburban, and South Metropolitan Regions, Master of Arts in School Counseling in the Chicago, Fox Valley, and South Metropolitan Regions, Master of Arts in School Leadership in the Chicago and South Metropolitan Regions, and the Master of Arts in Teaching in the Chicago, Fox Valley, North Suburban, and South Metropolitan Regions subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

And grants to Morthland College the Authorization to Grant the Bachelor of Arts in Biblical Studies and the Bachelor of Arts in Classics in the Southern Region subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

And grants to Rasmussen College the Authorization to Grant the Associate of Applied Science in Professional Nursing, Bachelor of Science in Accounting, Bachelor of Science in Criminal Justice, Bachelor of Science in Digital Design and Animation, Bachelor of Science in Game and Simulation Programming, Bachelor of Science in Health Information Management, and the Bachelor of Science in Healthcare Management in the Fox Valley and South Metropolitan Regions subject to the institution's implementation and maintenance of the

conditions that were presented in its applications and that form the basis upon which these authorizations are granted.

And grants to Sanford-Brown College – Hillside Campus Authorization to Grant the Associate of Applied Science in Veterinary Technology in the West Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants to Sanford-Brown College – Skokie Campus Authorization to Grant the Associate of Applied Science in Health Information Technology and the Associate of Applied Science in Surgical Technology in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

And grants to The Illinois Institute of Art – Schaumburg Campus Authorization to Grant the Associate of Applied Science in Fashion Merchandising, Associate of Applied Science in Hospitality Management, and the Bachelor of Fine Arts in Illustration and Design in the North Suburban Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which these authorizations are granted.

And grants to Tribeca Flashpoint Media Arts Academy Authorization to Grant the Associate of Applied Science in Design and Visual Communication in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

11. New Units of Instruction, Public Service, and Research at Public Universities

Dr. Blankenberger briefly outlined the contents of this item. There was no discussion following his presentation.

The Illinois Board of Higher Education, on motion made by Dr. Karnes and seconded by Dr. Nandi, unanimously hereby grants to Chicago State University authorization to establish the Master of Science in Nursing in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants to Southern Illinois University Carbondale authorization to establish the Master of Arts in Art History and Visual Culture in the Southern Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants to Southern Illinois University Carbondale authorization to establish the Doctor of Philosophy in Criminology and Criminal Justice in the Southern Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

IV. Consent Agenda

Chairwoman Hightman said, “We will next turn to the Consent Agenda.”

Mr. David Benjaih said, “For Item 15, I have a quick comment. It is just a comment that because, honestly, I was very uninformed about No Child Left Behind. I do not have children. I do not have a concern with children, but since receiving the agenda I did a fair amount of research into it. Part of that research had to do with talking to friends who are teachers, some of whom who have taught for 20 years at the grade school level. A lot of the feedback that I have received, and I just want to say this to get it on the record again, is that what they find and what I personally gathered from watching different videos and reading different things, that what is really imperative is to get this education at the pre-school level. That by the time they get to kindergarten and first grade, if they have not got the foundation built, there is a big problem. Some of the suggestions that I received from teachers is that it is really imperative to get education in high school level for the young parents, so that they know how imperative it is to get their children going in the right direction, because mostly what we are looking at with No Child Left Behind is the poor and underprivileged who really do not have the ability to move their children forward and we really need to help them. I just needed to say that quickly. Thank you.

“Also quickly I would like to say on the noninstructional projects very much like last time, the SAC is very happy to see that all those projects are funded from within and we do not have to request any money.”

The Illinois Board of Higher Education, on motion made by Dr. Carroll and seconded by Dr. Woodward, unanimously approved Item Nos. 12, 13, 14, 15, 16, 17, 18 and 19.

12. Board Meeting Minutes – April 12, 2011

The Illinois Board of Higher Education unanimously approved the Minutes of the April 12, 2011, meeting.

13. Board Working Session Minutes – April 12, 2011

The Illinois Board of Higher Education unanimously approved the Minutes of the April 12, 2011, working session.

14. Fiscal Year 2011 Financial Report as of April 12, 2011

The Illinois Board of Higher Education unanimously approved the Fiscal Year 2011 Financial Report as of April 12, 2011.

15. No Child Left Behind Act: Improving Teacher Quality State Grant Program Fiscal Year 2011 Grant Allocation

The Illinois Board of Higher Education unanimously approved the No Child Left Behind Act: Improving Teacher Quality State Grant Program Fiscal Year 2011 Grant Allocation.

16. Proposed Rules: Collaborative Baccalaureate Degree Development Grant Program

The Illinois Board of Higher Education unanimously approved the Proposed Rules: Collaborative Baccalaureate Degree Development Grant Program.

17. Illinois Board of Higher Education Administrative Rules: July 2011 Regulatory Agenda

The Illinois Board of Higher Education unanimously approved the Illinois Board of Higher Education Administrative Rules: July 2011 Regulatory Agenda.

18. Public University Noninstructional Capital Project Approval

The Illinois Board of Higher Education unanimously approved the Public University Noninstructional Capital Project Approval.

19. General Grants, Fiscal Year 2011 Allocation

The Illinois Board of Higher Education unanimously approved the General Grants Fiscal Year 2011 Allocation.

V. Information Items

20. Legislative Report

VI. Public Comment

VII. Other Matters

Chairwoman Hightman said, “The next meeting is August 16 at the Chicago School of Professional Psychology and our featured lunch guest will be members of the Proprietary Presidents Council.”

There being no further business to come before the Board, Chairwoman Hightman adjourned the meeting at 2:45 p.m.

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 June 7, 2011, meeting.

