

**MINUTES – BOARD MEETING**  
**August 7, 2012**

- Submitted for:** Action.
- Summary:** Minutes of the August 7, 2012, meeting of the Illinois Board of Higher Education held at Chicago State University, Chicago, Illinois.
- Action Requested:** That the Illinois Board of Higher Education approve the Minutes of the August 7, 2012, meeting.



**STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION**

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A meeting of the Illinois Board of Higher Education was called to order at 1:10 p.m. in the Academic Library Fourth Floor Atrium at Chicago State University, Chicago, Illinois, on August 7, 2012.

Frances G. Carroll, Acting Chairwoman, presided.  
Cindy Deitsch was Secretary for the meeting.

The following Board members were present:

Jay Bergman	Proshanta K. Nandi
Heba Hamouda	Santos Rivera
Allan Karnes	Robert Ruiz
Justin McDermott	Ari Shroyer
John P. Minogue	Elmer L. Washington
Suzanne Morris	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  
Eric Zarnikow, Executive Director, Illinois Student Assistance Commission

**Presidents and Chancellors**

Paula Allen-Meares	Sharon Hahs
Al Bowman	Elaine Maimon
Rita Cheng	Jack Thomas
Robert Easter	Wayne Watson
Julie Furst-Bowe	

**Advisory Committee Chairpersons**

Abbas Aminmansour, Faculty Advisory Council  
Susan Friedberg, Propriety University Presidents  
Elaine Maimon, Public University Presidents  
Tom Thompson, Disabilities Advisory Committee  
Dave Tretter, Private University Presidents

## **I. Call to Order**

### **1. Call Meeting to Order, Dr. Frances G. Carroll**

Dr. Frances Carroll called the meeting to order. A quorum was present.

*The Illinois Board of Higher Education, on motion made by Dr. Elmer Washington and seconded by Dr. Proshanta Nandi, unanimously approved Dr. Frances Carroll to act as chairwoman.*

Dr. Frances Carroll said, “Good afternoon. As acting chair for the Board meeting, I want to welcome everyone to the August meeting of the Illinois Board of Higher Education (IBHE).

“Board member Heba Hamouda is unable to attend today’s Board meeting in person due to employment obligations but will be joining us by telephone. Therefore I would like to have a motion from the Board allowing her to attend this meeting via conference call.”

*The Illinois Board of Higher Education, on motion made by Dr. Elmer Washington and seconded by Dr. Proshanta Nandi, unanimously approved Board Member Heba Hamouda to participate via conference call.*

Dr. Carroll said, “Before we start the meeting, I believe I saw Senator Maloney in the audience. Would you like to have a few remarks, Senator?”

Senator Edward Maloney said, “I am just here to stop by and say hello and thank you for your work.”

Dr. Carroll said, “Well, we thank you for being here and for all that you do for the students in the State of Illinois. Thank you.

“I want to thank President Watson and his staff for hosting this meeting of the Board here at Chicago State University. We appreciate your generosity and the usage of your university. Let us all welcome President Watson to make a few remarks.”

### **2. Welcome by President Wayne Watson, Chicago State University**

Dr. Wayne Watson said, “Good afternoon and welcome to Chicago State University.

“Board members, Dr. Reid, Senator Maloney, faculty, staff, students, and the community: before I get started I would like to first introduce you to my administrative team at Chicago State. Please stand.

“At Chicago State University, we basically had the same tripartite mission as most universities: teaching, research, and community service. Where we differ is that we have a very strong urban agenda in terms of meeting the needs of the urban residents of Chicago. We are global, we reach China, we have students from India and a number of different countries throughout the world, but we definitely have a focus on an urban dwelling within Chicago.

“Over the past year, we are quite pleased that we have accomplished a few things. One is the National Council for Accreditation of Teacher Education (NCATE). A year and a half to two years ago there were challenges but we just got full accreditation. They reaffirmed it and

commended us in our area of assessment. Also, all of our programs in the College of Education recently received full accreditation by the Illinois State Board of Education (ISBE).

“Something else that has been happening in the last year is we just received a full accreditation from the Accreditation Council of Pharmacy Education (ACPE) for our doctoral program. As you know, usually it takes about six years to get that type of accreditation. We did it in five years and we did it while having achieved a 97 percent retention rate of our students. We graduated our first doctoral class of 77 students. We are now ranked eleventh in the nation in terms of diversity out of 124 doctoral pharmacy programs across the country. A number of legislators have raised questions to us about whether or not we were really going to build a diverse pharmacy doctoral program. Senator Maloney, what I would like to share with you, because a number of you have raised this question to us, is that we have our first year doctoral students for this coming fall. It is approximately 36 percent African-American, 25 percent white, 21 percent Asian, and four percent Hispanic, making us the eleventh most diverse in the nation.

“One more thing I would like to share with you is the National Collegiate Athletic Association (NCAA). For the last 18 months we have been under a very grueling process of self-study. We were notified in June that Chicago State meets all the requirements for recertification as a member of Division 1. This was a challenge approximately two years ago. We went through a very strenuous self-study. We were quite fortunate we just hired a new athletic director, Dan Schumacher and we are proud to be able to steal him from one of our fellow Illinois universities. We are looking forward to building some strong teams with him.

“The last thing I would like to state is about our community engagement. At Chicago State University, we are reaching out to a community that has a very high violence rate and a very low employment rate. We have some serious challenges within our elementary and high schools. We have a community that is in a crisis. Universities must take that as our challenge. We are reaching out to our community and we started a program where we are taking the didactic – our education, our teachers, our classes. We are taking them to the community and bringing about a marriage between what we teach and having our students engage the community. In the surrounding community around Chicago State, we are going to be working with the different community leaders with regard to violence prevention. We are going to be doing surveys. We are going to take the young men and women and everything from social work to medical management to all of the different disciplines we have at our university and see how we integrate that into solving the problems of any given community around us. We take great pride in that.

“That is Chicago State today. We welcome you on behalf of our Board of Trustees and our faculty. Thank you.”

### **3. Welcome and remarks by Acting Chairwoman Frances G. Carroll**

Dr. Carroll said, “Thank you again, President Watson, for your hospitality and generosity.

“Before I move on, I want to say that our Chairwoman, Carrie Hightman, is not with us today because of a very important meeting she had to attend for the Governor. We are glad that she has been chosen to do that.

“Also, I want to thank the Proprietary Advisory Committee for being here today and joining us for lunch. We had a great lunch that was complemented with intuitive conversation and was enjoyed by all.

“I have a few more recognitions I would like to make. Is Justin McDermott with us? There you are, Justin. Justin McDermott is the new non-traditional student Board member who is replacing David Anderson. Justin proudly served in the United States Army, which included a 15 month deployment to Iraq in 2008. He is a graduate of Harper College with an Associates Degree in Science and will enroll at DePaul University to study Information Technology Management. Justin, we thank you for your service to this country, welcome you to the Board, and look forward to your involvement.”

Mr. Justin McDermott said, “Thank you.”

Dr. Carroll said, “We really appreciate you, Justin. I would also like to welcome Dr. Julie Furst-Bowe. Dr. Furst-Bowe, please stand. She is the Chancellor at Southern Illinois University at Edwardsville. Dr. Furst-Bowe came to SIUE from the University of Wisconsin-Stout where she served as the Provost and Vice Chancellor for Academic and Student Affairs. She officially assumed her duties as Chancellor on July 2, 2012. We welcome you to the IBHE.

“On June 30, 2012, Governor Pat Quinn approved the Fiscal Year 2013 spending plan that incorporates performance funding into the higher education budget. Public Act 97-0729 provides \$1.2 billion to public universities, which is a cut of \$79 million or 6.08 percent from Fiscal Year 2012. Among this total, \$6.15 million was reallocated to universities based on performance using the newly formed IBHE performance funding allocation model. The Fiscal Year 2013 budget included \$287.4 million for community colleges, a cut of \$20.7 million or 6.74 percent. In addition, the Monetary Award Program (MAP) received a cut of \$15.4 million or 3.98 percent from Fiscal Year 2012, for a total of \$371.3 million.

“As Chairwoman Hightman stated during the June Board meeting, and I agree with her, these reductions are not easy, but we must collectively move forward, work together and continue to deliver on behalf of our students and the citizens of Illinois. I will now turn to Dr. Reid for the Executive Director’s report.”

### **3. Remarks by Executive Director G. W. Reid**

Dr. George Reid said, “Thank you, Dr. Carroll, members of the Board. The summer of 2012 was a very active summer for the staff. Many things were accomplished and I will get back to some specifics of this in just a moment. We have been involved in implementing a new internal plan as a part of the bigger *Public Agenda*, a new internal plan to pursue the *Public Agenda*, called ‘The Number One Agenda’. ‘The Number One Agenda’ focuses on five goals: a goal involving performance funding; involving the Private Business and Vocational Schools (PBVS); involving IBHE branding, involving securing resources to help with dropouts, stop-outs, and time to degree; and involves an accountability report regarding Goal 3 of the *Public Agenda* .

“Hereafter, rather than referring to the long title for ‘The Number One Agenda’, ‘Performance Funding, Dropout Re-enrollment Made Real, Image Building, Private Business and Vocational Schools Implementation, and *Public Agenda* Accountability,’ we will just call it ‘The Number One Agenda.’

“This summer, we were involved in many things. We were involved with programs sponsored by the State Higher Education Executive Officers (SHEEO), the Midwest Higher Education Compact (MHEC), the Illinois Education Research Council (IERC), the Association for Institutional Research (AIR), the America Association of State Colleges and Universities

(AASCU), and the Data Quality Campaign (DQC). Programs involving performance funding and the longitudinal data systems and other topics were what we were talking about at these regional and national meetings.

“I can say to you as a Board that one of the products of IBHE being involved at a regional and national level is that it leads us to many more opportunities. For example, we are now on the ground floor, and you will hear more about this as we move through September and into our December meeting, of this new movement in higher education called ‘time to degree.’ It is something that is sponsored by all of the major thought organizations like the Lumina Foundation, the Bill and Melinda Gates Foundation, and, of course, Complete College America (CCA). So I will be raising the consciousness of our leaders across the state with regard to time to degree. Basically, time to degree is the idea that if we reduce the time that students spend in non-credit bearing courses and programs, then we can raise the number of completions.

“Some of the ideas of these organizations – Lumina, Gates, CCA – are to expand dual credit, and we will talk more about dual credit in a moment. Another is to reduce the number of courses a student has to complete to complete remediation. An important goal is to suggest to colleges and universities that we maybe need to reinforce the 120 hour college degree. That is not to say that a student would not take 150 or 160 hours if the student wanted to do so, but to complete a four-year degree 120 hours would be the only requirement. Also, 60 hours for an associates degree and 30 hours for a major is what some of these companies and organizations are beginning to talk about nationally. They are talking to the National Governors Association (NGA) and the National Lieutenant Governors Association (NLGA) and so on. The final goal is to promote block scheduling. Block scheduling is scheduling for the needs and time commitments that students have. These organizations believe that, in the future, the student body is going to be different from the one we have today. They are going to be older, with many more financial and familial commitments. They will not be able to stay on campus as long as a traditional student can and, therefore, we need to set up schedules that are in blocks of time so that students can come on campus, get the courses they need as effectively and efficiently as possible, and then go back to their jobs or families. Those are the major bullet items that you will begin to hear us talking about.”

## **II. *The Illinois Public Agenda for College and Career Success***

### **5. *Public Agenda Update***

Dr. Reid said, “I asked Chairwoman Hightman and Dr. Carroll if we could collapse the *Public Agenda Update* and the *Public Agenda Showcase* into one item today. That item is to talk about ‘The Number One Agenda,’ our internal strategic plan that pursues the *Public Agenda*. I now want to move on to that, if I can, and conclude my remarks as Executive Director, and move into the *Public Agenda Update*.

“At the February 7, 2012, Board meeting, the management of the PBVS became the property of IBHE. They were transferred from ISBE to IBHE. These are schools that train people for specific jobs in Illinois, that offer certificates or Continuing Education Units (CEU) and other kinds of measurements of completion. We think that there are about 300 of them, but we are not certain as to how many of them there are. One of the jobs that we have to do, going forward, is to identify who these schools are, how many there are, where they are, and what they are doing. Our job, as of February 2012, is to govern these schools, some 300 institutions. We did not get an allocation from the General Assembly to do so. We got permission to charge fees, so from the fees we will be hiring staff.

“These kinds of schools are not four-year colleges. They offer certificates and CEUs and are closely tied to the economy. When the economy does well, these schools do well. When the economy is volatile like the one we are experiencing today, these schools have a volatile period of survival. Some survive because they are well-organized while some do not survive. Some close precipitously. We need to get our arms around this new group of institutions and make certain that the citizens of Illinois are getting their money’s worth when they enroll in or partake of courses from these schools. We are trying to bring governance and management to institutions that have not been governed and managed in a centralized way before.

“That is a difficult task. It is a difficult task for a seasoned Academic Affairs person and even more challenging for Dr. Dan Cullen, who has stepped in to help us as the Interim Deputy Director for Academic Affairs, from whom you will hear in just a moment on this topic of PBVS.

“Our second goal of ‘The Number One Agenda’ is on performance funding. We did the performance funding model for Fiscal Year 2013 and more than \$6 million was put in the budget, allocated toward performance funding for Fiscal Year 2013. The fiscal year begin July 1, 2012. What we have to do now is to continually improve our performance funding model. It is not something that you can do one time and get it right forever, so we are in the process of improving performance funding for Fiscal Year 2014.

“The way this will work is Dr. Alan Phillips has been charged by us to chair a refinement committee to think of what the changes ought to be for Fiscal Year 2014. This refinement committee will meet with the performance funding steering committee, in September and perhaps in October and November, and the performance funding steering committee, which I chair, will then make a recommendation to you in February about the Fiscal Year 2014 budget. Al will give you an update about how his work is going with this new challenge.

“As long as I have been here, one of the things that Board members and others have said is, ‘How can we improve the public image of IBHE? What can we do?’ Another way to put it, as they say in the corporate world, how can we rebrand ourselves so that whenever someone thinks of IBHE there is a positive connotation coming forward. I have asked Jonathan Lackland, for the third goal, to begin to think about branding IBHE. Today you will hear Jonathan talk about the logo, the motto, and some of the other ideas he has.

“Fourthly, our new students that are going to come to us invariably are going to be older and poorer. The data show that. There is no equivocation about that. We have to find ways to increase resources for them. The main resource, of course, is financial aid. We all know that MAP, and we are trying to do the best we can with MAP, but the allocations for MAP do not continuously grow. We have to look outside the box to find new resources for these students, who are poorer and who are going to be our majority students very soon. Dr. Arthur Sutton will talk to you about some of the things he has been doing to reach out, to try to find some resources for these dropouts, stop-outs and other students who are older and who will be returning to college. That is the fourth goal.

“Finally, the fifth goal of ‘The Number One Agenda,’ the internal strategic plan of the staff that pursues the *Public Agenda*, is to give you an accounting of how well we are doing with the *Public Agenda*. We reported to you on Goal 1 and Goal 2 in the last year or so and today we report to you on *Public Agenda* Goal 3. Karen Helland, our new Acting Associate Director of Research, Analysis, Policy Development and Publications, is going to talk to us about Goal 3 of the *Public Agenda* and how well we as a state are doing in accomplishing that goal.”

## **6. Public Agenda Showcase**

Dr. Reid said, “Dr. Carroll, I would turn your attention to Dan Cullen, who will begin to talk about the implementation of the Private Business and Vocational Schools.”

Dr. Dan Cullen said, “Thank you, Dr. Reid. I am going to talk just a little bit about what we are doing with the PBVS Act and a lot about what our plans are for implementation moving forward. The plan’s slides contain a lot of detail and I will not verbally go through all that detail. I will try to hit on a few points and you can refer to the screens or your handout for the details.

“As Dr. Reid mentioned, IBHE was given authority by the legislature and the Governor for oversight of Private Business and Vocational Schools in Illinois for the protection, education, and welfare of the citizens respective to the PBVSs in the State. That law went into effect February 1, 2012, and on February 7, 2012, the Board passed emergency rules. Then, more recently, the final adopted rules went into effect. We are now at a stage where we have the rules, we have the legislation, and we are ready to go. However, we have challenges as well. As Dr. Reid mentioned, the charge came with neither funds nor staff, so the already overtaxed IBHE was given this vast and very new responsibility. We were told we would be able to assess fees from the institutions and would be able to fund it and build up some staff. In the mean time, existing staff needed to be repurposed to take on this charge. That has been a very difficult challenge.

“In addition, the agency’s charge is very different from ISBE’s charge. The Act authorizing IBHE is different than the Act authorizing ISBE. Our rules are different than ISBE’s rules, so it is not a matter of simply picking up and moving what ISBE was doing but rather inventing from scratch what we are going to do. It has been a tremendous amount of work in that respect. The transfer of authority was rough in that way as well, partly because the two are so different.

“In addition, we lost some key staff at critical times as we were getting some things up and running. We had some key losses in our Information Systems (IS) staff as well as Academic Affairs staff that affected the process.

“Thus, our accomplishments at present, in terms of actual deliverables, are very few. What we have done is build a lot of infrastructure behind the scenes. We are putting the pieces together to be able to administer this charge. We are building a fees-based fund. We are moving some staff over. We now have an Assistant Director for Academic Affairs who is currently paid by PBVS fees and is charged with only PBVS work. We have another Assistant Director for Academic Affairs who is working with PBVS on an acting basis. In addition, we have filled the IS vacancies and they are doing a really good job of picking up the work that had already been done, figuring out what is going on behind the scenes, and getting things moving. We are making PBVS implementation the highest priority.

“These are the slides that have a lot of detail. I will not go through all the details but I do want to go through the many goals that we have moving forward for this division and the timeline that we have established. The first and most important element is that we cannot do anything if we do not have staff. We need people dedicated to PBVS. As I said, we have moved one person over already and have another person acting. We need to hire administrative assistants. There is a tremendous amount of clerical work involved with this division, so we need help with that. Because this is a fees-funded, self-sustaining unit, we will have to see what kind of funds we have available as we move forward. Funds permitting, we believe we need at least three professional

staff members and two administrative staff members to run the unit, so at least five people. Probably that would include one Associate Director to oversee the unit, two Assistant Directors, and two support staff members. Building that staff for the PBVS division is our highest priority.

“As I said, we are doing this very differently from what was done at ISBE. It is a new program at IBHE. We are not using existing ISBE materials or applications but rather we are building those on our own. So, what we need to do once we have staff in place, and we have already begun working on this, is to develop application materials so that schools that wish to apply for authority to operate, to offer programs, to change requests, to apply for exemptions, and so forth, we will have the materials for them to fill out those forms. What we are doing is more modeled off of what we do with Academic Affairs rather than what was done at ISBE.

“Again, something that is very different, and why it is so important that we have the IS staff, is that we plan to work through this process electronically. All of our application processes will be done online, partly because it is much more efficient than mailing papers around but also because we want to have electronic records from the beginning. We do not want to have boxes and boxes of paper. If anyone is interested in horror stories about boxes of papers, just talk to Karen sometime about the literal rooms of boxes of papers that we got from ISBE. Rather than having that we would like to have electronic records stored on our server. A key element to everything we are doing is working with the IS division and getting everything available online.

“Once that is done and we have developed the application materials and made them available online for institutions, we need to start doing application reviews. That will be led by the PBVS professional staff members. This slide refers to those applications for authorized schools to offer new programs or to change their programs and schools that wish to operate in Illinois to apply for authority.

“In addition to reviewing applications for new programs and new schools, we are going to have two layers of review of existing authority. We are going to do five-year, in-depth reviews of all the schools operating in the State. Our plan is to take all the existing institutions and develop a cohort system of five cohorts so that every year we can do an in-depth review of about one-fifth of the schools, thus having a reasonable workload for us and having the ability to do some real, in-depth analysis of what is going on at schools around the State. Initially we will prioritize that to decide which schools to get in there and review first. Then we will have that sliding system of five cohorts. In addition, we will do a less in-depth review annually of all the schools in the State. Putting that system together where we have the five cohorts and getting those reviews rolling is on the agenda for as soon as we start reviewing applications.”

Mr. John Minogue asked, “What kind of sanctions do you consider in relation to the five-year review?”

Dr. Cullen said, “Well, the most serious sanction would be revoking authority to operate.”

Mr. Minogue said, “That is easy. What are the intermediate things?”

Dr. Reid said, “One of the areas that we are going to be working on is the development of an advisory council that will help us to think through what policies we should develop. Among those policies would be levels of sanctions. Other than the fact that we can shutdown, we have not really come up with the whole body of sanctions yet but we will.”

Dr. Cullen said, "Much of the work here is to be determined. Questions like that are good questions but the answers are forthcoming."

"In addition to implementing the timeline I have gone over, simply maintaining oversight is an ongoing process and will entail all sorts of different tasks that both the professional staff and the administrative assistant staff will be charged with. These schools close, as Dr. Reid mentioned earlier, sometimes very quickly and we may get a notice a week before a school closes. We will have to go out there and get their records. We are charged with maintaining those records. We are charged with being the entity that graduates of those schools can come to and request transcripts from, so we will have to tap into those records and send out transcripts for those students. ISBE had one staff person whose full-time job was sending students transcripts from closed institutions, so this will be ongoing. Also, responding to Freedom of Information Act (FOIA) requests is worth noting. We have already begun to receive FOIA requests and to understand that they are more frequent, more extensive, and more all over the map than we are used to compared with colleges and universities. So, there will be quite a bit of work in just maintaining what we are doing."

Mr. Minogue said, "How many institutions comprise this group?"

Dr. Cullen said, "Well, as Dr. Reid mentioned, we think it is around 300. We will get a better idea as we build a database. We need a better database than the one we got from ISBE, as our needs are different, and we are working on it. Around 300 is the best I can say."

Mr. Robert Ruiz said, "What, essentially, is the status of these institutions between the time the statute that initially transferred responsibility from ISBE to IBHE? For someone applying there, what do they know about whether this institution will be there a year from now?"

Dr. Cullen said, "Well, we will never be able to guarantee the future of these institutions a year from now. As Dr. Reid mentioned, these are not very stable kinds of schools."

Mr. Ruiz said, "That was not my question."

Dr. Cullen said, "I think I understand your question. ISBE, before authority was transferred to us, had authorized institutions up to June 30, 2012. Because we were scrambling to get our processes in place before then and because of the key staff losses and the other challenges I mentioned, we were not able to do that. What we did is establish a system where the schools were able to apply for an administrative extension of approval, so we have extended the ISBE-granted authority to operate for schools that had authority. Right now they are operating under that authority and as we move forward and are able to do our reviews we will replace that with IBHE-granted authority to operate."

Mr. Ruiz said, "How long is that administrative waiver that you created?"

Dr. Cullen said, "We made it through the fiscal year or until our processes allow us to review, at most one fiscal year, but we expect it to be quite a bit less as we conduct the reviews."

Dr. Elmer Washington said, "They continue to operate under whatever rules and policies existed under ISBE for the next fiscal year or until you replace those?"

Dr. Cullen said, "Correct."

Dr. Washington said, “It sounds to me that you are doing a much more comprehensive job of trying to get a system in place to deal with these institutions. Are the fees adequate for the future in terms of building this base? Do we or did we have the authority to make changes to the fee structure so as to have the resources necessary?”

Dr. Cullen said, “Those were in the rules that IBHE passed and the Joint Committee on Administrative Rules (JCAR) approved and have gone into effect. In fact, right now they are written into the administrative rules. We could update those rules and change them as need be but, of course, that is not a simple and straightforward process.”

Dr. Washington said, “Are they adequate?”

Dr. Cullen said, “That remains to be seen. We have begun to build the fee base and, based on projections, we can do the math and look at what institutions need to do as far as annual review and five-year review and what we project for new institutions. However, it is a little bit of guesswork projecting how many institutions there will be and figure from there. That is why I said for hiring the staff, that will be dependent in part on what kind of fee base we can establish for this division. If we have sufficient funds we would like to see even more staff than I mentioned, but we will have to see what fees we get. At the moment what they permit is one Assistant Director and, I am hoping, within a week or two, an administrative assistant for that unit and building forward. We will have to keep a careful eye on that.”

Dr. Reid said, “I think the fees are reasonably adequate. I managed this area before, in another setting, and it depends on the number of institutions we find. For example, if we find 400 rather than 300, and 350 are in bad shape than the fees are going to be inadequate, so it will depend. Right now it seems as though the fees are okay.”

Dr. Cullen said, “I have one more slide before I hand it over to my colleague, Al Philips. As Dr. Reid mentioned, we are building an advisory council who will do just that, advise us on how to best implement the rules and administer this Act. We have an application available on our website currently. We have been receiving a handful of applications and responses to that call for members of this council. That application closes officially August 15 and then we will put that council into place. That group will include former students of these schools, current school representatives, members of the business community, and so forth, who will be able to give us guidance in running this division.”

Dr. Reid said, “Thank you, so much, Dan. I would just like to say kudos to Dan but also to say that this is a very difficult assignment. We have taken on, at least, 300 new schools and I do not want us to lose sight of that. As we work through that, we are going to be coming back at every Board meeting to let the Board know how we are doing. In the meantime, we will be calling on some of you for advice and counsel as to what you think we need to do along the way, just to make sure we do not make any major mistakes. This is a major, major new operation that we have been given. Because it is now law, we are obligated to do the best job we can with it, given the responsibility we have taken over from ISBE.”

Dr. Cullen said, “Thank you, Dr. Reid. I will hand it over to Dr. Phillips.”

Dr. Reid said, ““The Number One Agenda’s’ goal one, from Dan, is the implementation of the PBVS.

“While AI is coming, I did want a couple of the new staff members who are here joining us today to stand. We have Rashid Robinson and Eric Fisher of Academic Affairs.

“AI is going to talk to you about the second goal, performance funding in 2014.”

Dr. Alan Phillips said, “Before I touch on that, Dr. Washington, just to let you know, we have for PBVS an appropriation of \$550,000, which was our estimate of what the fees would be. There is no money in that appropriation until we receive the funds. As they come in we are getting a better idea of how close to that we will be. I think we are up to about \$150,000 in fees. Also, we charge for transcripts and we are doing a number of those. We will keep you posted but we probably will not know for sure until we get through a full year to see what the funds will be.

“Moving on, our initial performance funding initiative, as we have discussed in the past, was to develop a model for public universities. Our goal was to include a performance funding component in the Fiscal Year 2013 higher education budget submission. We did develop a working model. The recommendations were approved by the Steering Committee and the IBHE Board. We did include a funding recommendation in the 2013 budget. It was included in the Governor’s budget without change. The General Assembly then allocated funding to the colleges and universities based on our model and the result was .5 percent of the base, which was \$6.15 million based on performance. For the community colleges the amount was \$360,000.

“Regarding the refinement effort, all of the colleges and universities are represented on the Refinement Committee. Generally these are institutional research directors, though we have a number of vice presidents for finance and in some cases we have both. These are certainly the experts and the people who know all the numbers and data. We also have representatives from the Illinois Community College Board (ICCB), IERC, and the Lieutenant Governor’s office with support from IBHE staff. I think we have, when we get together, most of the experts in the room. Certainly, as I have told folks, it is nice to have a room full of people who are smarter than you are. They have been a tremendous help and I want to thank everybody for their support of this effort.

“The purpose of the refinement effort was basically and simply to refine the existing measures and subcategories to the extent possible and to either replace or change measures to capture what we are trying to measure in a better way. We have talked about research expenditures, low-income students, cost per full-time equivalent (FTE), etc. There are four things we are specifically looking at: identifying additional measures and subcategories; identifying better and more current sources of data; scaling the data, which seemed to come up at every discussion; and other entities and institutions that are very high cost but produce very few outcomes, such as medical schools and dental schools.

“For additional measures and subcategories, basically we agreed that we were not going to start over. Starting with the existing measures, we went through them all and came to the conclusion that we were comfortable with most all of them. One of the measures that generated the most discussion was educational research spending per completion. We are looking into that and may find a better way to measure that.

“In terms of identifying other measures and subcategories to add to the model, we decided to keep the number of measures small. As you know, we allocate percentages based on the different types of institutions against the measures of the subcategories. If you get too many measures it dilutes the number of percentage points per measure and makes it more difficult to manage a changing performance. So, we reviewed a number of additional measures in terms of

input, process, efficiency, affordability, institution, diversity, and more. In almost every case they all had significant drawbacks and we had some difficulty agreeing on which ones would be better than others. We are running into the same problem we had before. Data is hard to come by that is consistent, that is quality, and that we can use. We decided that we would take a closer look at adding, possibly, cost per credit hour and/or cost per completion, credit hour accumulation, and time to degree. We are going to also take a look at remediation.

“Regarding data, these are the current sources for the model that we used for the 2013 budget submission. As you can see, it is not ideal or what we want but it is the best data we have. In terms of looking at other sources of data, we are taking a look at the cost study, though, there are, of course, issues with that.

“We are also looking at the Illinois Longitudinal Data System (ILDS). We recently had our first submission of data. I believe we now have 350,000 new records and, as you can see, these are all the areas where we think we can get good data. The problem is that we had a higher education consortium meeting to talk about the first data submission and they asked everyone to raise their hands if they were going to have to resubmit their data because there were issues. There are problems like definitional issues, for example. About two-thirds of the hands went up. So, while we want to move toward ILDS data, it is not quite ready for prime time yet. We anticipate that it will take probably two or three iterations before the data is of sufficient quality that we can use. As a result, one of the things we are looking at doing until that time is going out and specifically requesting the data we need for the performance funding model to make sure that it is current and that we have what we need.

“The question in terms of scaling the data is can you scale or normalize the data so that the measures are roughly equivalent without creating problems you have to solve yet keep it complex enough to do what it is you need it to do and still yet make it simple enough that you can explain it to someone. We have not yet come up with a better way to do this where you can accomplish both of those things, though we are still working on it. The challenge is that it has to be complex enough but still simple enough that people understand what you are doing. One of the challenges with the model is that it has to be transparent. People have to understand how it works because if they do not understand it they will question it, so we are trying to keep it all transparent. We are still wrestling with those challenges.

“We are trying to look at ways to account for other factors. We are looking at removing things such as hospitals, medical schools, veterinary schools, and dental schools, and we are looking at the cost study as a source of data as it excludes most of these schools.

“Data continues to be an issue. We really have no better data than we had last year. As I said, we are looking at ILDS as a possible solution but that is probably a couple of years off. Quality is an issue as well. We have had a number of discussions about quality. The challenge is defining it so that everyone agrees what it is and then figuring out how best to assess that and get everybody to agree how to do that. Unlike bachelor’s degrees or master’s degrees, which you can count, quality is more difficult to get your arms around. It is going to take a lot of effort before we can figure out how to equitably and fairly assess quality.

“Last, but not least, some of the other subcategories we want to include are first generation students, but we still have issues with definitions and availability of the data, and geographic area and how we can factor that into the model.

“For our next steps, we have our next Performance Funding Refinement Committee meeting on August 28. We will talk about these issues more in-depth. Then, on September 11, is the next Steering Committee meeting.”

Dr. Reid said, “That was the second goal, performance funding. I did want to mention, while we are hearing about performance funding, that Senator Maloney and Julie Smith, the Governor’s Chief of Staff, really helped us a great deal to get these issues through the General Assembly and to get these funded. It was funded to a tune of some \$6 million for performance funding. Thank you very much, Al.

“I have asked Jonathan Lackland to work on how to better brand IBHE. This is exciting stuff.”

Mr. Jonathan Lackland said, “Thank you, Dr. Reid. When I first came onboard with IBHE, one of the first tasks I was given was looking at image building and finding a way to further an advancement strategy for the agency. As we went down this line we looked at what are some ways we can do that, whether it is through the logo, brochures, an agency slogan or motto, or other things of that nature.

“That leads us to our brochures. The Board members have a copy of this brochure in front of you. When we developed the brochure, we wanted to make sure that we were not changing anything. We did not want to reinvent the wheel. We wanted to have something that was very quick, something that we could give to external entities like the Governor’s office or the General Assembly, that went into detail about who we are and what we do. We wanted to include academic facts that maybe they did not know, such as the top five majors at our institutions, the number of certificates and degrees that are awarded. That was important for us to further our message but also a great compliment to the materials that we already have on hand, particularly the *Public Agenda* and its Executive Summary as well as the broader *Public Agenda* documents.

“Next, and we consider this to be an added bonus, we wanted to develop some sort of presentation that could be utilized internally by IBHE staff, a very generalized presentation. The Board also has a copy of this as well. This could also be utilized by the Board itself. If Board members are talking to external entities, they have this presentation at their disposal as well. Again, we wanted to make certain that people know who we are. This presentation will highlight IBHE responsibilities, it offers an organization chart so people can literally see how we are structured and how we fit within the state, Board composition, and various other aspects of higher education information such as tuition and fee information, our statutory responsibility as a state education agency, performance funding, and the *Public Agenda*.

“Next, we wanted to take the task of developing a logo. We knew that a logo is our visual connection to those outside our agency. We wanted to make certain that we had something that could serve as our visual representation of our agency and that it could establish organizational credibility that can effectively communicate our goals and objectives as an agency. Also, it offers us a recognizable identity. When I came before you initially with the plan, I told you about how when people ask me where I work and I tell them IBHE, immediately they say, ‘Oh, ISBE. They do great work.’ We had to find a way for people to literally look at us and see the distinguishing aspects.

“This slide is a good visual representation. You have various state agencies and their respective logos and slogans. If I can pick on the Illinois Student Assistance Commission (ISAC) for a minute, they have a great logo. You see the mortar board and tassel and the tassel literally

becomes into the 'I' in Illinois. When people look at that, they get the connection. When you look at the Illinois Department of Employment Security (IDES), they have the silhouette of Illinois within the 'D' for Department. That is a fairly new logo, to my understanding.

“This next slide shows what other state higher education agencies across the country have. For example, Ohio’s agency also uses the mortar board. Others use a column or a flame or a book, but these are all recognizable symbols pertinent to them as an educational entity. We wanted to make certain that you had some visual comparison.

“We struggled when it came to what we will say, what verbiage can we use that when we say it they can identify us as a higher education entity. The one we thought was most appropriate was, ‘Promoting an educated Illinois,’ because that is what we feel that we do. We have a lot of great partners in this state, universities and other education entities, and collectively as we move down the line with the *Public Agenda* and the Governor’s goal of 60 percent of Illinoisans having a postsecondary degree or certificate by 2025 (60/25), we have to make certain that we are doing just that, actually promoting an educated Illinois. Part of the other thought process that went into the slogan process was what did other states have? We wanted something that was different because we did not want to do what another state or agency did.

“This is the logo we developed. Again, there was a lot of work that went into this, first of all to make certain that this is not being utilized anywhere else. Interestingly enough, while we found that while many agencies have mortar boards, columns, or books, we found few if any that have a diploma housed within the logo. That made it easy for us because we could replace the 'I' in Illinois with the diploma. The color scheme is the same as the *Public Agenda*. Again, we did not want to go too far off the beaten path. Blue is the color for education and we thought that this was a natural fit. We also wanted to have a color scheme and logo that we could put on agency letterhead, brochures, and other things of that nature.

“This is what we have developed at this point. We at the agency are very excited about this. The staff, in my opinion, have done a phenomenal job with their willingness to sit down and help with this. With that said, I am open to any questions.”

Dr. Reid said, “We have a staff of over 30 people and Jonathan had every single person involved in this, particularly Candace Mueller, his right-hand person, but everyone was involved in this process. Unless he hears something from you all that is negative, you will see this on letterhead going forward. Thank you for your good work, Jonathan.

“I wanted to mention that Arthur Sutton probably has the toughest goal because everywhere there is no money. That is basically the answer he has been given everywhere. I like the fact that he continues to do the work, though, and to look for the resources to expand his sights beyond just the dollars and into other areas. Arthur?”

Dr. Arthur Sutton said, “Thank you. Good afternoon. Dr. Reid defined the goal for Diversity and Outreach as trying to follow up on what had been a project to reenroll students. We worked last year on identifying students who had been stopped-out of school and how we might be able to avail them of opportunities to get back to school.

“What we sought to do after that project was to try to find resources throughout the state to help these individuals. We began to look at an external, first-step model that was established and resource-based and then to look at philanthropic organizations and at specialized areas of giving to assist our students. One institution I would like to thank is Brookens Library at the

University of Illinois at Springfield and the Central Illinois Not-for-Profit Resource Center. They were a significant help at the start of the project.

“This is a project that will continue because we will continue to seek opportunities for students across the State of Illinois to be successful, to have the funding to be college students. We wanted to identify specific sources of funding and how organizations would help us in that. We got a good start. We will talk a little about the methodology as a part of that. We identified groups based on their philanthropic opportunities presented as far as throughout the various websites and web resources that we sought. We identified over 100 organizations that we were able to do some form of outreach with. We made initial phone calls and provided contacts. We did some structured solicitations where we went out to organizations to talk about ways that we could find funding to help students in our State. Again, we are still working on those things, because an opportunity presented is not necessarily an end. It is a start and we want to continue on with this so that ultimately we will get the resources to help our students.

“Results are not in yet, because we are continuing to work on things, but just from some of the general responses, the groups and organizations made some suggestions about some of the things that we could try to do as far as trying to develop programs and projects and ideas that could be helpful. We will look to set up an advisory committee to help us with the project and to move forward. Some of the groups knew our office and organization well enough that they could actually talk about Higher Education Cooperation Act (HECA) grants and things that our office used to do. We would explain that because of the state budget situation we were looking for alternative resources to things we once did. People had some very good ideas and we will follow up on questions that we posed to them and the solicitation model that we presented.

“We have submitted several proposals. Some of the proposals came back unsuccessful and they made a lot of suggestions about what we can do. We will follow up on those things. Again, we will continue to meet with foundations and will have a committee that will be in place to help us to further these issues.

“Some of the general things that were asked to provide information about include the state and the number of students that we were looking to provide assistance to. Again, we will work with the colleges and universities and community organizations to assist in further project development and establishing partnerships. Most of the organizations asked for some type of partnership or grouping that would be able to provide direct service and assistance to students, what they define as ‘treatment’ to students. They do not want to see students given resources but then not be successful. Any foundation wants to see the success of the program and wants to be able to show successful outcomes if anything is committed to the program.

“We will set up partnerships to work successfully. We will resubmit proposals and do what we have done in a more effective and productive manner so we can accomplish the goals we have set forth for this project. This is just a highlight of a project that I think has a lot of merit. It is just a matter of finding the resources to help students that we have identified. We have also worked with organizations that have been able to start things on their own to capture students in their communities to get students back in school. Results definitely have come out of this and we want to continue so that we will be able to find additional financial support for Illinois students.”

Dr. Reid said, “Thank you so much, Arthur. I did want to make the point that Arthur is working with the Community Foundation and Diversity and Outreach submitted a proposal and thought paper to the Lumina Foundation. They came very close to getting it and the funding office encouraged us to resubmit the paper during the next round. Good work.

“Finally, the fifth goal is accounting for the *Public Agenda*’s Goal 3. You have already heard the accountability reports for Goal 1 and Goal 2. Today Karen Helland is going to walk you through how we are doing for Goal 3.”

Ms. Karen Helland said, “Good afternoon. I am going to talk to you about one of the Goals of the *Public Agenda*. As you know, we have four goals. Goal 1 accountability we talked about in 2010 and Goal 2 we talked about in 2011 so 2012 is the year of Goal 3. Goal 4 will be coming up in 2013. These reports have been available on our website, [illinois.org](http://illinois.org), and you can pull these reports down and access them, as well as various videos that you have seen before. You can also access this website from our agency website, [ibhe.org](http://ibhe.org).

“Goal 3 is to increase the number of high-quality postsecondary credentials to meet the demands of the economy in an increasingly global society. There were three recommendations made under this goal in the *Public Agenda*. The first is to increase the number of people with high-quality postsecondary credentials, to ensure that the state has an educated workforce and an engaged citizenry. The second is to improve transitions all along the education pipeline. The third is to increase the number of postsecondary degrees in fields of critical skills shortages. Those are the three basic recommendations for Goal 3.

“When we looked at the performance measures we found quite a few that were put out for Goal 3 of the *Public Agenda*. These include the number of student completions, student pass rates on licensure exams, the number of student transfers, and completions in critical fields. Again, these measures were all benchmarked against Illinois trends, the five best-performing states, and selected competitor states like the high-population states and our neighboring or contiguous states.

“I would like to give you a refresher on the report format. You have it in your packet. We have a summary page with brightly colored arrows. That is the summary that lets you know how we are doing on that recommendation. There are performance measures under each of these recommendations. If you look at the columns that are in there on the far left side you have your performance measure from the public report. You have your baseline, which is the data that was available in 2009. You have the current year, or year four, the data that is available in 2012. The middle column is year ten, which is where we want to be at the end of our ten-year *Public Agenda*. After that summary page you will find a page for each of the performance measures. We tried to put as much color and beauty into them as we could, while we give you some ideas of things that are going on in the states around Illinois and with the high population states.

“For Goal 3 Recommendation 1, there are several performance measures. Credentials produced, which is what we started with in the beginning of the *Public Agenda*, and then we came in with CCA and the 60/25 goal. We have incorporated that into this goal. Other measures are completions for degrees that are less than a bachelor’s degree, completions that are a bachelor’s degree, state licensure pass rates, adult education transitions and program quality. As you look at those first four, you see there is a lot of green, a lot of good arrows pointing in the right direction. We are making progress. That is what we want to see for these. We still have some areas to improve on. One of the interesting areas on here that I want to talk to you about why it sometimes is a red arrow and sometimes it is a green arrow, is because we are talking about completions. We are in the top five states in the nation, but we slipped a little bit. It is kind of like, ‘Yes, we are still good and green but less so,’ so we have a red arrow on that one.

“When we look at the total increase in the number of credentials produced, from our base year of 2008 to 2011, we can see that the state varies quite a bit on this chart. Illinois is identified in red, 16,631 completions, but Iowa did better than we did in this same time period. They did something right. They had more credentials. And, of course, you would expect to see the high population states as being higher. We are within that high population group but we did not make it as far as other states did.

“We have talked a lot about the CCA 60/25 goal and we are going to continue to talk about it. On this chart, the blue line shows the CCA goal: where we want to be and the number of credentials we increase each year. As you can see that goes up from 2008 to 2025. I have also added in there some of the baseline information from 2008 as well as the tenth year of the *Public Agenda*, where we need to be for 2018, and then looking out further at that 2025 goal of 60 percent of adults with a credential, a one-year certificate or greater. It is going to take a huge effort. As you can see by the red lines we are making the goal year by year but it is going to get more and more difficult as we need to increase more than 4,000 additional graduates each year. Still, we are on track and we are doing well.

“Credentials per enrollment is an efficiency measure. You look at the FTE enrollments and compare it to how many graduates you had in a specific year. On the left side is the certificate and associates degree lumped together. The right side is the bachelor’s degree. This is both public and private institutions. As you can see, on the certificate/associates side, we are number 20. We are better than the national average but we can do better. On the bachelor’s side you can see we are well above the national average. Most of our surrounding states and high population states are as well. We can do better but we are still in the five best-performing states, so that is great.

“Also in this recommendation are state licensure pass rates, adult education transfers, and program quality. For licensure pass rates we have over 50 occupations that we regulate in Illinois. Picking which ones to consider for pass rate evaluation and comparison was kind of tricky. We will talk a little bit more about critical fields with regards to that. Adult education transitions have a lot of information out there in comparison to states with the Workforce Investment Act (WIA). But, when I looked at the numbers it is very difficult to see what the pattern is. It seemed like every state treated this a little bit differently. I would like to wait on doing that comparison until we have better information. As my colleague, Al Phillips reported, program quality is difficult to measure objectively. There are lots of ways to do it. We can look at surveys, we can look at different accreditation statuses, things like that, but at this point there is no one performance measure that I can point to and say, ‘This is how we compare with other states.’

“The same is true for the average time to degree and credits attempted to credits earned for transfer students. Again, we are comparing transfer students to the native student. How well are they doing in Illinois as a whole? Also we are looking at the grade point average (GPA). If we look at the Illinois Articulation Initiative (IAI) and if we look at the Higher Learning Commission’s (HLC) accredited institutions, we can see that 97, or 72 percent, are full participants in the IAI. There are two levels of participation. You can be a ‘receiving only,’ which means that you would receive the General Education Core Curriculum (GECC) from another institution but you will not put your GECC together and have it transfer out. So, we have some that are receiving only. A prime example of that would be Governors State University. At the present time they are at the higher level, so they would be transferring students in. In 2014, when they go to freshmen and sophomores, they will be able to become a full participant with their GECC.

“The third recommendation is kind of a unique one, looking at occupational titles and supply and demand. Before I get into this, I need to tell you that the data I have used for this is from IDES. They have a wonderful database and a tremendous depth and breadth of data. We use them extensively when we are looking at the registered nursing and associate nursing programs with regards to supply and demand. A lot of the states are using it in this manner.

“The first goal listed for performance measures is the absolute number of certificates and degrees awarded in critical fields benchmarked against demand in those fields. It is a very supply and demand type performance measure. When I went to the IDES website, they have a list of occupational titles by credential, baccalaureate, associate, and certificate, and they have identified some of the occupations that have the most job openings. As you look at that bottom chart you will see that there are columns for supply, demand, supply versus demand, and the long-term projections. These long-term projections go from 2008 to 2018, which fits in perfectly with the *Public Agenda*. When you look at supply, that number is how many graduates we had in programs for registered nurses. The demand for job openings is the average of annual openings. We have 5,821 completions at an average of two years. We have 4,238 job openings. We have actually exceeded the demand for one year in this ten-year projection. However, when you look at 2008 employment in the long-term projections and the projected employment, that is a change of 23,033 occupations. That is probably one of the biggest occupational titles or occupational areas in Illinois, as well as the nation. That is something we definitely need to stay mindful of.

“If you look in your report, there is a chart. When I tried to put it on the slide you just could not read it, so I would like you to look at it because it gives you a lot of good information. This is on page 10. On this chart are the top occupations under each credential. That gives us 30 occupational titles that have the most job openings. When we are trying to figure out what are critical fields, some of the best information we have is in annual job openings. Under each one of these, and you will see them listed, it starts with registered nurses including baccalaureate and associate. They did not separate them out. Again, this is from IDES. You have accountants and auditors, school teachers, computer systems, and insurance sales agents. When you go to the associates degree level, you see a lot of healthcare professions. The associates degree in healthcare area seems to be very big. Then you go down to the certificate level. I do not think we need any more hairdressers or cosmetologists, according to this chart. We have a supply of 3,604 graduating with only about 655 openings. That indicates to us that we have probably more than exceeded what we need there.

“When IDES does their projections and their job openings, they are looking at replacements for retirements and people who move on to other jobs as well as growth, so when you look at those job openings you are looking at those two things. In coming up with a measurement for this, it was challenging. What I did was look at them and ask, ‘For how many of these 30 are we either meeting demand or exceeding it?’ Those would be divided by the 30 occupations. For year four we are at 46.7 percent. Ideally in year ten we would like to be addressing them all. I would welcome any other ideas on how to do this measurement but that is how we do it at this point.

“The other part of this recommendation is licensure examinations. Again, there is a chart that is easier to read in your report than the PowerPoint. The idea is looking at those critical fields, so I took those 30 critical fields and those three credentials and looked at what the licensure requirements are. For about half of these, Illinois requires an examination to go into that occupation. Some of these are national exams. Some are exams done by third parties under contract. We have a chart that shows the requirements of the exams, the national exams, and

what we have found for data on national exams. Again, I am looking at registered nurses, accountants and auditors, X-ray technicians, and licensed practical nurses (LPN). We are doing very well and keeping right up there. There is always room for improvement but based on my analysis of these numbers, it looks like we are going in the right direction.

“On this summary page you can see there are three green arrows going up and one red arrow going down. We had a slight dip for LPNs. I do not think that is the right number on the screen. It should be going the other direction. That is a typo on my part.

“In summary, when we look at how this is working out for Goal 3 on credentials, we have a lot of green arrows. You see the red and green for efficiency for bachelor’s degrees simply because we slipped a little bit from the baseline year but we are still in the top five. Also, for the licensure exams we are doing well in most of them but we did have a little slip. Overall, we are doing very well on this goal in 2012.”

Mr. Jay Bergman said, “Looking at your data, and I realize that you can only work with what you have, I notice one thing that seems to be inconsistent with some other information that I had seen several years ago. When we were working on the *Public Agenda*, I remember we had some information that showed, and I even remember the horizontal bar chart, where we were producing fewer graduates per year than openings or more. The top line, which was the one where we were the biggest in the hole, was registered nurses. We were way, way, in the hole, the worst of all the professions listed. Now I am looking at this and it says that, at least for the average, and I do not know how many years the average covers, we are 1,300 nurses more than demand. There is too big of a change in too short of a time. Do you have any comments on that?”

Ms. Helland said, “Sure. This is a statewide analysis and projection. This fluctuates each year. What they have found with nursing, according to studies conducted on a national level, they have not had as many retirements as anticipated, so they have not had as much shortage. Another reason is we have been very aggressive in getting nurses out into the field. So, we have more nurses in some parts of Illinois than what we might actually have need for. The Chicago area has always been a high-need area for registered nurses and I think that will hold true for that area in that region. Other parts of the state are producing sufficient nurses for what they need. So, these numbers are fluid. They will change from year to year.”

Mr. Bergman said, “One thing that I look at on page ten is that is says, ‘Registered Nurses,’ then in brackets, ‘Baccalaureate and Associate.’ Then it says number of completions, of course. There are many nurses that will go to community college, get a registered nursing degree, then go to a four-year university for a Bachelor of Science in Nursing, they call it an ‘RN-to-BSN’ degree, and get a second degree. It is the same person. In this number of completions would we in some cases be counting the same person twice, whereas just a job is opening once?”

Ms. Helland said, “So you are saying in the supply, we may have someone in the same fiscal or academic year showing up twice. Is that what you are referring to?”

Mr. Bergman said, “No, it would not be in the same academic year. It could be two or three years later that they obtain a bachelor’s degree after they have obtained an associates degree. Every year you are going to have the same situation. You are going to have people who obtained an associates degree before and a bachelor’s degree now, so in effect they would have two completions, though, not in the same year, but just one job opening.”

Ms. Helland said, “That is very true and there is a lot that goes into these. This is a very high level analysis, but when IDES worked on the nurse shortage that is the kind of thing that they looked for. They were able to follow students using the Illinois Department of Finance and Professional Regulation (IDFPR) licensure numbers and were able to very carefully track which students were graduating, what fields they were going into, and how many openings there were. When they looked at that they found a lot of regional differences. Accounting for that situation is difficult to do. One thing they did look at is that many of the RN-to-BSN students are working at least full-time or at least part-time while they are doing this, so they may be filling part of a job while they are completing this credential. It is difficult to count and there may be some more flexibility than appears here.”

Mr. Bergman said, “Thank you.”

Dr. Reid said, “Karen, you can take a breath. These numbers are very difficult. For people who love numbers this was quite a report.

“For the past hour or so you have been listening to what the staff and I have been working on to try to move the *Public Agenda* forward. From Karen you have just heard how well we as a state are doing. I want to take this opportunity to thank the staff for their hard work, the results of which you have seen today, and to say that we will take a bit of a break and come back to different kind of plan that we will announce to you as a Board in December. This will conclude the one-year internal strategic plan, ‘The Number One Agenda.’

“In the October 31 annual report, that the staff and I will be doing, you will receive most of this information in writing. Dr. Carroll and members of the Board, this ends our *Public Agenda* update and showcase.”

Dr. Carroll said, “Thank you, George. Could I ask just one question? When we started the *Public Agenda* we found that we were two states and that we were quite far behind. I am amazed at these figures now that we have come so far by faith, and I do not know what input we did to get these figures. I am confused.”

Dr. Reid said, “All of us are confused. I think that Karen Helland said it most accurately, that these numbers will fluctuate over the years. The problems we have are inner city Chicago, where the population is extraordinarily poor and does represent the underside, and then the rural sections of the state. So, as we treat those sections we are going to get gigantic increases against what we noted in 2008. Some years, though, we will fall behind, because we will not be able to do as much. That is the reality.

“There is work being done. For example, as we discussed with the presidents and chancellors this morning, Julie Smith and I reported that when we started with the *Public Agenda* we were at 41 percent completion. Our goal is 60 percent by 2025, or 60/25. Now, in 2012, we are at nearly 44 percent completion, so we are making progress. However slow and deliberate, progress is being made.”

Dr. Carroll said, “Thank you. Are there any other questions from Board members?”

### **III. Action Items**

Dr. Carroll said, “We will move on with the action items. Are there any questions concerning the action items? No?”

## **7. New Units of Instruction at Public Community Colleges**

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

*The Illinois Board of Higher Education, on motion made by Ms. Suzanne Morris and seconded by Dr. Addison Woodward, hereby unanimously grants authority to Frontier Community College to offer the Associate in Applied Science (A.A.S.) in Construction Technology 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 Lincoln Trail College to offer the Associate in Applied Science (A.A.S.) in Construction Technology 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 Moraine Valley Community College to offer the Associate in Applied Science (A.A.S.) in Baking and Pastry 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.*

## **8. New Operating and/or Degree-Granting Authority for Independent Institutions**

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

*The Illinois Board of Higher Education, on motion from Dr. Elmer Washington and seconded by Mr. Robert Ruiz, hereby unanimously grants to Erikson Institute Authorization to Grant the Master of Social Work 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 Trinity College of Nursing & Health Sciences Authorization to Grant the Bachelor of Science in Health Sciences and the Master of Science in Nursing in the Western 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 Walther Theological Seminary the Certificate of Approval and Authorization to Operate in the Prairie 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.*

## **9. New Units of Instruction, Public Service, and Research at Public Universities**

Dr. Cullen 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. Addison Woodward and seconded by Dr. Elmer Washington, hereby unanimously grants to Northeastern Illinois University authorization to establish the Bachelor of Arts in Global Studies 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 Northeastern Illinois University authorization to establish the Master of Arts in Teaching in Early Childhood Education 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 Edwardsville authorization to establish the Master of Science in Healthcare Informatics in the Southwestern 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 Governors State University authorization to establish the Bachelor of Science in Information Technology in the South Metro 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**

Dr. Carroll said, "Item IV is the Consent Agenda. Is there a motion to approve the Consent Agenda? Please note that Item #IV-15 has been pulled."

*The Illinois Board of Higher Education, on motion made by Dr. Allan Karnes and seconded by Dr. Elmer Washington, unanimously approved Item Nos. 10, 11, 12, 13, and 14.*

##### **10. Board Meeting Minutes – June 5, 2012**

*The Illinois Board of Higher Education unanimously approved the Minutes of the June 5, 2012, meeting.*

##### **11. Fiscal Year 2012 Financial Report as of June 30, 2012**

*The Illinois Board of Higher Education unanimously approved the Fiscal Year 2012 Financial Report as of the June 30, 2012.*

##### **12. Public University Non-Instructional Capital Project Approval**

*The Illinois Board of Higher Education unanimously approved the non-instructional capital project as detailed in the document provided.*

##### **13. General Grants, Fiscal Year 2013 Allocation**

*The Illinois Board of Higher Education unanimously approved the General Grants Fiscal Year 2013 Allocation described above. The Board authorizes the Executive Director to make adjustments to the grant awards in the event that appropriated funds are reduced or unavailable.*

##### **14. Grow Your Own Teacher Education Initiative, Fiscal Year 2013 Allocation**

*The Illinois Board of Higher Education unanimously approved the Fiscal Year 2013 Grow Your Own Teacher Education Initiative Grants as described. The Board authorizes the*

*Executive Director to make pro rata adjustments to consortia grant awards in the event that appropriated funds are reduced or unavailable. The Executive Director is authorized to re-allocate funds between consortia as well.*

#### **15. Staff Salary Ranges**

Item #IV-15 was pulled for further discussion. No action was taken.

### **V. Information Items**

#### **16. Legislative Report**

Dr. Carroll said, "Jonathan, did you have anything in addition to the Legislative Report? No? Okay."

#### **17. Fiscal Year 2013 Appropriations for Higher Education Governor's Action**

### **VI. Public Comment**

### **VII. Other Matters**

Dr. Carroll said, "Are there any other matters for us to take up? No? Our next meeting is September 25, 2012, at Waubensee Community College in Sugar Grove. Our lunch guest will be the Student Advisory Committee. Do I have a motion for adjournment?"

Dr. Washington said, "So moved."

Dr. Carroll said, "Thank you. Is there a second?"

Dr. Woodward said, "I second the motion."

There being no further business to come before the Board, Dr. Carroll adjourned the meeting at 2:50 p.m.

Respectfully submitted by Cindy Deitsch, 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 August 7, 2012, meeting.

