

**MINUTES – BOARD MEETING**  
**September 25, 2012**

**Submitted for:** Action.

**Summary:** Minutes of the September 25, 2012, meeting of the Illinois Board of Higher Education held at Waubonsee Community College, Sugar Grove, Illinois.

**Action Requested:** That the Illinois Board of Higher Education approve the Minutes of the September 25, 2012, meeting.



**STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION**

**MINUTES - BOARD MEETING  
September 25, 2012**

A meeting of the Illinois Board of Higher Education was called to order at 1:00 p.m. in the Academic and Professional Center at Waubensee Community College, Sugar Grove, Illinois, on September 25, 2012.

Carrie Hightman, Chairwoman, presided.  
Cindy Deitsch was Secretary for the meeting.

The following Board members were present:

Jay Bergman	Tom Pulver
Frances G. Carroll	Robert Ruiz
Heba Hamouda	Ari Shroyer
Allan Karnes	Elmer L. Washington
Paul Langer	Addison E. Woodward, Jr.
Justin McDermott	Eric Zarnikow
Proshanta K. Nandi	

Also present by invitation of the Board were:

G. W. Reid, Executive Director, Illinois Board of Higher Education  
Eric Zarnikow, Executive Director, Illinois Student Assistance Commission

**Presidents and Chancellors**

Paula Allen-Meares	Elaine Maimon
Al Bowman	William Perry
Robert Easter	John Peters
Sharon Hahs	Glen Poshard

**Advisory Committee Chairpersons**

Marie Donovan, Faculty Advisory Council  
Christine Sobek, Community College Presidents  
Tom Thompson, Disabilities Advisory Committee  
Susan Friedberg, Propriety University Presidents  
Elaine Maimon, Public University Presidents  
Dave Tretter, Private University Presidents

## **I. Call to Order**

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

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

Chairwoman Carrie Hightman said, “Good afternoon everyone. Welcome to the September/October meeting of the Illinois Board of Higher Education (IBHE). Is there a motion to allow Board member Heba Hamouda to participate in this meeting by phone?”

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

Chairwoman Hightman said, “I want to thank Dr. Carroll for leading the last Board meeting. That was the first Board meeting that I have not attended since I was named Chairwoman of this Board in February 2007. I pride myself for being at all the Board meetings. Occasionally, though, something does happen, and who better than Frances to fill in for me? I really appreciate it. I heard the meeting went well and you did a tremendous job, so thank you very much.”

“I also want to welcome our newest Board member, Paul Langer. Paul is a lawyer and a partner in the litigation department in the Chicago office of the Proskauer law firm. He practices in the areas of insurance coverage, general commercial litigation, product liability, class actions, and civil rights. Hopefully we need not worry about any of those on this Board, but that is a separate issue. Paul earned his Bachelor’s degree from the University of Illinois and his law degree from Loyola University here in Chicago. Given that history, and given from where he earned his degrees, we are confident he will be a great addition to the Board because he is a product of Illinois higher education. We look forward to working with Paul. I will note that Paul’s appointment requires confirmation by the Senate. I assume that is going to happen and we are glad to have you in the seat now. Welcome to the Board. Any of us here would be happy to help you in any way we can, as would our able staff represented behind me and all the stakeholders who are surrounding you.”

Mr. Paul Langer said, “Thank you. It is a pleasure to be here.”

Chairwoman Hightman said, “I also would note that Paul is succeeding Jack Minogue, who was on the Board since August 2005. I missed the last meeting so I missed his last meeting. I do want to make note of the great service Jack has given the State of Illinois by serving on this Board for all those years. We will miss him. Did we give him the resolution last time? No? So we should have a resolution and then invite him as a guest to accept it. Somebody make a note of that for a future meeting.

“President Sobek, I know this has taken a long time to get to you but thank you so much for your hospitality here. Would you like to make a few comments?”

### **2. Welcome by President Christine Sobek, Waubonsee Community College**

Dr. Christine Sobek welcomed everyone to Waubonsee Community College.

### **3. Welcome and remarks by Chairwoman Carrie J. Hightman**

Chairwoman Hightman said, "Thank you. This is a great facility and your staff has been wonderful. We really appreciate it."

"I would like to acknowledge the members of the Illinois General Assembly who are with us today that represent Waubonsee's district. Please stand when I read your name: Representative Mike Fortner, Representative Kay Hatcher, Representative Robert Pritchard, and Representative Tim Schmitz. No Tim Schmitz yet? He will probably be here. Would any of you like to come up, maybe each of you, to say a few brief words? You are welcome to because we really appreciate you taking the time to come here to join us."

Representative Kay Hatcher said, "Thank you all and quite frankly, I just want to echo the words that came from President Sobek. This is an extraordinary learning institution that we have here and I am proud to be a champion of what it does and, quite honestly, of what all you do, because if we do not have an educated workforce we will never compete globally and we will never have the United States that can reach its fullest potential. Thank you all for coming here to my district and you are always welcome back to the Fox Valley. Thank you."

Representative Mike Fortner said, "I also want to add my thanks, both to Waubonsee and to the IBHE for being here today. It is great that you get around the state and are able to make that presence known around the state. I have probably more interest personally than any other member of the General Assembly, since I am, in fact, a tenured faculty member at Northern Illinois University. Do not worry, I teach Monday, Wednesday, and Friday, so I am okay today. I am not missing class."

"It is great work that you do and it is great that you are here, sharing and making yourself available to the public through these meetings. Thank you."

Chairwoman Hightman said, "Thank you."

Representative Robert Pritchard said, "You have already been formally welcomed so let me just say that certainly the Legislature wants to work with you and with all of the member institutions on the challenges we have before us. Obviously we have done a lot of legislative policy making that has changed your lives and there is more to come. We hope that you will keep the dialogue open and invite us and other legislators to be a part of your discussions. We look forward to working with you to help make our students college and career ready. Thank you."

Chairwoman Hightman said, "I want to thank all of you for your support of higher education and for the leadership roles you play with regard to higher education issues and appropriations issues that so deeply affect the higher education community in Illinois and the citizens of the State of Illinois. We really do appreciate it. Anything that we can do to help you do your jobs we are happy to do. We had a good conversation with our Student Advisory Committee at lunch about the democratic process. We did not really talk about it in that way but they were asking what they can do to help ensure that the Monetary Assistance Program (MAP) grants are funded and we said they should talk to their elected officials. It really is the foundation of our country, to be able to have those conversations and to say what they think and to get things done in that way. We appreciate all that the elected officials do and I appreciate the Student Advisory Committee and the great meeting we had. Please stand up if you were at our lunch today. We had a great discussion. This is the future of our state and trust us, those who were at our lunch, our future is in good hands. Thank you."

“I just want to cover a couple of items before I turn it over to George for his comments and then the agenda. On August 17, the Illinois General Assembly had a one day special session. It did not result in a pension agreement and although the Senate adjourned without a vote, the House briefly debated Senate Bill 3768 House Amendment Number 2, which limited the pensions of state legislators. It is our understanding that the Governor and the four legislative leaders will continue discussions toward a pension reform plan. Believe me, when I have my State Universities Retirement System (SURS) Chair cap on, this is all we talk about. At our SURS meeting last week we spent about an hour just talking legislative matters, so this is a huge deal. I know it is a huge deal to the folks sitting at the front table here and the next table behind it and probably everyone else in the room, for that matter. We are hoping something gets done. If I had to read the tea leaves I would say something will get done in January. Does anyone else agree with me on that? You do not have to vote. That is just my personal view.

“Turning now to the *Public Agenda* Update and Showcase item, the first two items on the agenda after George and I speak, as you know, our ability to improve college affordability and increase the number of high quality postsecondary credentials of marketable value in Illinois will help us close the education attainment gap and the economic prosperity gap. It will help Illinois move forward, as Representative Hatcher said. We know that this is about economic development. It is about benefiting each citizen but also benefiting the state as a whole, which also benefits our citizens.

“There are several recommendations discussed in the *Public Agenda* document that provide some viable options, including a review of stronger articulation strategies, which was an issue we discussed with the Student Advisory Group at lunch, the economic progress of students and the timeliness of degree completion.

“Today during the *Public Agenda* Update we are going to hear about reducing the time to degree. This issue is being discussed in many higher education circles, including national think tanks and foundations, as well as by our academic leaders, faculty, and General Assembly.

“We are also going to hear from representatives of Western Illinois University as part of the *Public Agenda* Showcase. It will be a good conversation today and I will turn it over to Dr. Reid to give the Executive Director’s report.”

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

Dr. George Reid said, “Thank you, Madam Chairwoman and Members of the Board. Today I will begin the work of elevating the discussion of time to degree to a state-level problem, a problem that has been identified nationally by President Obama, Governor Quinn, and many of you in this room, as well as by organizations like Lumina and Complete College America. It is the problem of how to reduce time to degree. Long before President Obama issued his challenge to America to become number one in the world in the production of postsecondary degrees or certificates of marketable value, this Board had already begun that discussion with its strategic plan, the *Public Agenda for College and Career Success*. You said you wanted Illinois to become one of the five best performing states. You articulated an over-arching goal to increase the number of postsecondary completers in the *Public Agenda*. You talked about the goal of 60/25. You talked about closing the achievement gap. As you know, 60/25 is the goal that 60 percent of all college age Illinoisans would possess some form of postsecondary completion by the year 2025. It is now 2012. The clock is ticking and we have about 13 years left to reach our goal.

“When we began in 2010, we had a completion rate of 41 percent. Now the completion rate is 43 percent. It has increased not so much by myself but by all of you, by this Board and by many of you in this room who kept the issue of postsecondary completion alive and well.

“It was also helped by organizations like Complete College America, of which Illinois is an inaugural member. When this organization was founded it was founded with one purpose: to increase the number of completions based on President Obama’s goal in 2009. In order to do so, to help the states, Complete College America not only publishes its reports annually but it also supplies the states with competing and aggregate data.

“There is a bevy of work. There was the *Public Agenda* in 2008. There was President Obama’s articulation of his challenge in 2009 in his first State of the Union address. In 2010 the IBHE Finance Study Commission said that we need to do something different in the funding of higher education. In 2011 Governor Quinn issued his 60/25 goal. The stage for this discussion about time to degree has been set.

“The *Public Agenda*, our strategic plan, also talked about the inequities between the two states of Illinois. One of the states is doing well. People finish college and live a decent and long, healthy life. Then, in the other Illinois, people are not doing so well. They are out of work, sick, and in poverty. The *Public Agenda* you wrote talked about closing the achievement and prosperity gap.

“Also in 2011, Complete College America issued its state study, which I have put before you, called ‘Time Is the Enemy.’ I wanted to raise one or two points from it but I also wanted you to have the full version of it. One of the most important and poignant points in this whole study is that by 2018, 62 percent of all new jobs will require some form of postsecondary education.

“There have been other studies, like the Lumina Foundation’s ‘A Stronger Nation through Education,’ which I have also provided for you. In ‘A Stronger Nation’ Lumina says we have to come across a new definition of quality in higher education. We have to reduce time to degree while at the same time maintaining quality in higher education. We have to do it using best practices. This Lumina report talks about education becoming not just a calculation of how many doctorates are on the faculty or how many buildings we have, which are important, but the question Lumina asks all of us in this report is what can the kids who graduate from college do now that they could not do before getting their degree.

“We are going to begin to talk about time to degree. One of our first guests today is Dr. Bruce Vandal. Bruce is from the Education Commission of the States (ECS), one of the leading national groups working with states and other countries to see how our states compare with others and other countries in the world. It will be quite interesting to get Bruce’s point of view about time to degree. His point is that one of the ways to reduce time to degree is to reform remediation. We will talk about that today.

“We will also talk about the new definitions of quality that are endemic in the publication, ‘A Stronger Nation,’ by Lumina. What can you do with your degree that you could not do without it? That is the new definition of quality being pushed by Lumina.

“Since we have our colleagues from the legislature here it would be wonderful, as we look at Fiscal Year 13 and at performance funding there, if we could include something in performance funding about time to degree, some opportunity to reward the institutions that are

doing a better job of reducing time to degree than others, some substantial, visible way to help them do that job.

“So, what are the new ideas to reduce time to degree? Well, they are all controversial and I am not advocating any. I just want to lay them out so that we can talk about them. One is the 120 hour degree. Complete College America says we need to get back to the 120 hour degree. At least one institution, I have learned of the last few days, Southern Illinois University-Carbondale, has returned to the 120 hour degree. Another way to reduce time to degree is to stick to the 30 hour major. In other words, if a student gets 30 hours in a course of study, could not that be declared a major?

“Another way Complete College America says is to look to survey your student body. Everybody agrees, and we all agree around this table, that the student body is in transition. That is, the student body of the old is no longer the student body that we have today. That is one of the purposes of the Illinois Student Assistance Commission (ISAC) task force, to look and say, ‘Who should we fund?’ What we are saying is that the student body is older, they are working, they have families, and they cannot remain on campus for eight hours a day, five days a week. We need to figure out how to block their degrees so they can come into our campuses and leave with a degree.

“This is our discussion. These are the points that we will be talking about. We will be bringing to you the experts from across the country and will be talking about this and making recommendations to see how we go forward with these ideas in Illinois. We discussed some of them this morning with the presidents and chancellors and will continue to raise the issue of time to degree.

“Madam Chairwoman, this is where we are right now in our work and our report.”

Chairwoman Hightman said, “Thank you. I believe it is time to turn to Item five on the agenda, our *Public Agenda* update. George, would you do the introduction?”

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

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

Dr. George Reid said, “Dr. Vandal, if you would come forward? Bruce Vandal is a colleague and a vice president at ECS. His major project is something called ‘Getting Past Go.’ It is a three year Lumina Foundation-funded project. He is working on how we can make remediation better in the United States. He concedes, in his work, that it is a problem and that remediation is broken and he puts forward some ideas about how to fix it. Bruce, please come forward.”

Dr. Bruce Vandal said, “Thank you, George. Thank you, Madam Chairwoman and Members of the Board. It is a pleasure to be with you this afternoon to talk about what I think is a very important critical issue. I appreciate the remarks at the onset talking about the importance of reducing student time to degree. As George mentioned, absolutely the challenge of our system, which is largely focused on the percentage of students who enter our postsecondary education systems without the requisite skills to be successful in postsecondary education, is the first and maybe even the most important hurdle that institutions and students must overcome if we are going to actually increase college attainment rates and reduce the amount of time students spend in developmental education.



“The issue of underprepared students for postsecondary education is not a new issue. We have talked for generations about the inadequate preparation of students for higher education but the evidence today is as stark as ever when it comes to the percentage of students who enter our postsecondary education systems assessed as not ready for postsecondary education. For community colleges, about 60 percent of all students who enroll across the country are placed into developmental education. Somewhere between 30 percent and 40 percent of four-year institution students require at least one remedial and developmental education course. That is one thing, to think about the lack of preparation of students coming in, but more importantly is the fact that very few students who require developmental education ever earn a postsecondary credential. In fact, data suggests that only about 25 percent of students who start at community colleges and require a developmental education course earn a credential within eight academic years. The bottom line is that developmental education is a considerable challenge as it relates to how we increase college attainment rates.

“Now, in 2012 the issue is maybe even more profound as we look at greater and better and stronger alignment efforts across kindergarten to twelfth grade (K-12) education and across postsecondary education to address this problem. You may be aware that in about 45 states across the country we are implementing a new set of education standards in K-12 education called the common core state standards. This set of standards is an attempt to create an aligned and focused curriculum in K-12 education that will point students toward college readiness. That is, a set of standards that had in mind not only graduating from high school but ensuring that as many students as possible who graduate from our high schools have the skills that they need to be successful in higher education. That will be implemented, in full, in Illinois and in many other states beginning in 2014. That is an exciting development and I hope will be a part of the solution when it comes to decreasing the percentage of students who require developmental education.

“However, we do have an interesting hurdle ahead of us. In 2015, we will implement the first set of assessments for students in high schools around measuring their readiness for postsecondary education. In 2015, eleventh graders from throughout the State of Illinois and from throughout the country will be taking a test intended to measure their readiness for postsecondary education called the College and Career Readiness Assessment. Illinois is working with a consortium of states called the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium, which will develop this assessment. What is exciting about this, of course, is that it will give us our first indication of the extent to which Illinois’ students compare to other states across the country in preparing for postsecondary education. Inevitably that will be a powerful tool to drive reform both in K-12 education and postsecondary education.

“However, in the short term, we are going to be dealing with a fairly stark reality. Research has suggested that when we first implement this assessment, as few as 33 percent of the students who take it will actually be deemed college ready. In other words, we are going to potentially have up to two-thirds of our students graduating from high school who do not meet the college readiness standard. The first reaction would be that that means we are going to have at least 66 percent of students entering postsecondary education requiring remedial education. Now, it remains to be seen exactly how that will shake out, but the bottom line is that you will see a great deal of attention paid to that data when it is released. You are likely to see a headline in your local newspaper or a story on your local news saying how Illinois’ students compare to other states’ students. Undoubtedly, the state legislators in the room, your governor, yourselves, and others will have a conversation about what to do with that statistic, what to do with that data. The

bottom line is that you probably cannot do anything at that point in time to make a measurable impact on that percentage but you do have time now to begin to think about ways to improve the system and to address what will inevitably be a fairly public conversation about the college readiness of students in the State of Illinois.

“Fortunately enough, we have a lot of wonderful data to tell us how we can redesign our system of developmental education to ensure that more students enter postsecondary classrooms ready to take college-level courses in English and mathematics. What I would like to do is spend the next several minutes walking through some of those strategies. What is exciting about this is that over the last several years we have seen a tremendous amount of new research and a tremendous proliferation of new and exciting innovations that are pointing the way and that are actually very implementable in the short run to begin to address this challenge.

“So, when faced with the challenge of 2015, you as a state can say, ‘Here is how we are going to ensure that more of the students that come out of our K-12 system are prepared for postsecondary education and if they are not fully prepared, here is how we are going to ensure that they are prepared in short order so they can move on to their postsecondary program and ultimately earn a credential.’

“If I may, what I would like to do is very briefly give you a rundown of how remedial and developmental education is constructed. At many postsecondary institutions across the country, and use it as a way to illustrate the current flaws and problems with the current system. So, some of the students in the room might recognize what I am about to describe, which is typically how it works. When students identify the institution in which they want to enroll, they will arrive on that campus and will take some sort of assessment. ACT has an assessment called the Compass; the College Board has an assessment called the Accuplacer. This assessment is intended to be a way to determine whether or not a student is ready for college-level math or college-level English. It is taken at one point in time. Sometimes, depending on the campus, students take this test not fully aware of the stakes involved with this. In other words, they do not understand that it could mean that if they do not perform well they might be placed into multiple courses of developmental education. It may mean that they do not prepare for it in any meaningful way. They might not even wake up that morning realizing that that assessment is required before they can enroll in classes.

“What we have learned from that is that a singular assessment taken at one point in time is not a very effective way to determine whether a student is college ready. Research has shown that, actually, this singular assessment does not do a great job predicting whether a student will do a good job in college-level courses. So, right out of the gate we have a pretty unclear picture as to whether or not a student is ready for college based on a single assessment taken at one point in time. So, to make matters worse, what often happens is that, depending on the performance of the student on that exam, they will get placed into setoff courses. They may get placed directly into college-level courses but, unfortunately, as I mentioned at the outset, at community colleges 60 percent get placed into one, two or three semester’s worth of developmental coursework in mathematics and/or English and possibly even reading.

“So, consider this: a student who takes the exam, who may not fully understand what the exam meant, then performs poorly and finds themselves having to take three semesters of developmental mathematics that do not apply to their degree, that they have to pay for and tap their financial aid resources for, and, as George suggested, will lengthen the amount of time they need to spend in postsecondary education. So if they need to take three semesters worth of developmental education that is a year and a half of academic study spent in developmental

education. Logic suggests that when you add another year and half of study onto a student's time in postsecondary education their likelihood of getting to that finish line of a college credential drops significantly. In fact, the research backs it up. For students who require three courses of developmental mathematics before ever entering a college course, only about ten percent of them ever pass the college gateway course. So, ninety percent of them never even make it through that college gateway course. Similar statistics are true for English. The point is that we have created a system of developmental education where students must navigate multiple hurdles before they actually get to the race they arrived to run. In fact, the bottom line is that many never make it to the finish line.

"On top of that, when we examined how it is we measure the success in developmental education, we often times do not consider it based on whether or not a student passes that gateway course. We look at it in terms of whether or not the student passed the developmental course that they are enrolled in. So as a faculty member I say, 'I have done a wonderful job. Seventy-five percent of my students passed my developmental math course.' But in fact, even if they pass 75 percent along the way they are losing a significant percent of students along the way. In fact, what happens is that many students might be successful at a singular math class or developmental course but then never enroll in the subsequent course that they need to take. What happens is significant attrition over time, which explains why only ten percent ever get to the gateway course.

"We need to define success in a different way and it should not be based on whether or not students only pass the remedial course they are involved in, but do they also pass the gateway course in mathematics or English that they are preparing for, then, of course, whether they actually ever succeed in postsecondary education and ultimately earning a credential.

"What I would like to do is throw at you five specific strategies that you could implement more or less today at different degrees that could not only transform your remediation but also can set you up very nicely for implementation of the common core state standards and developing that appropriate level of collaboration and partnership between K-12 and postsecondary education that I think is necessary to really significantly increase college attainment rates in Illinois and across the country.

"Strategy One: Implement an early assessment and intervention strategy for high school students. I know there has been some conversation about that and this is a dimension of what you are talking about as far as the *Public Agenda*. That is, right now, what we do is we wait until students arrive on college campuses before we assess their readiness according to our own set of standards of what it means to be college ready at our institutions. A very easy solution, and a strategy that is expected as part of implementation of the common core state standards is that we provide students an early signal of their readiness for postsecondary education by giving them the very exam that they would take when they walked on to that campus much, much earlier, say, eleventh grade or even sooner than that, if you can, and then working in partnership with K-12 education to design a set of interventions to ensure that students are ready for college when they leave high school, rather than having to deal with it when they arrive on your campus.

"This is a strategy that has been implemented in California through a program called the Early Assessment Program, Florida through a program called the Postsecondary Education Readiness Test, and I think it is going to be the bottom line, core strategy that many states will employ when the common core state standards are implemented. My argument is, why wait? Do it now. Develop a strategy. Begin to pilot efforts. Get your community colleges working closely with your high schools today to develop this sort of system. If it requires resources, there are

many examples of states that are doing that. They are providing resources to be able to cover the costs of using, say the Accuplacer or the Compass or whatever exam campuses are using to assess college readiness. This is something that you can say today and you can implement now that will be part of a key strategy anyway as part of the long haul. Definitely, there is no reason why you should not implement this strategy as soon as possible.”

Chairwoman Hightman said, “Can I ask a question now or should I wait?”

Dr. Vandal said, “Sure, go ahead.”

Chairwoman Hightman said, “So, early assessment seems like a great idea. I would assume that each one of the five strategies you have will have some complexities and costs. They have the same benefits, I assume, but not the same complexities and same costs. It would seem like this particular strategy requires the collaboration among multiple entities. You are talking about high school; you are talking about higher education. Why would we not just do this? What are the reasons why this is not done everywhere?”

Dr. Vandal said, “That is a very good question. I think it is really a function of the way we have designed our system of education, generally speaking. I think everybody can tell you that we have a persistent problem in this country of K-12 and higher education not communicating with one another on some of these more substantive issues. Another dimension of this is that, largely, each institution has some autonomy to determine what they mean by college readiness. So, you are right. The system becomes very complicated in a hurry. The bottom line is that there are not any incentives built into the system to create this kind of collaboration over the long haul.

“One of the reasons why is that we have not had an equity in terms of measurement, in terms of everybody being in the same boat, and in terms of outcome that we are shooting for. High schools and K-12 education has been focused on high school completion, which, as we know, is not a direct relationship to college readiness per say. One of the advantages of the common core state standards is that high schools are now going to be asked to educate students toward a college readiness standard. We have not been asking them to do this before. We have had other standards for you to measure success in K-12 education but those standards have not been college readiness standards. So now, for the first time ever, Illinois will have a singular way to say how we are handing students off from K-12 to higher education because of this college readiness standard that will be established by the common core. As a result of that, that should hopefully facilitate better collaboration because we all have skin in the game, in terms of the outcome, if that makes sense.”

Chairwoman Hightman said, “Thanks.”

Dr. Vandal said, “So, I already mentioned some of the states that are working in this direction by developing transitional courses for the twelfth grade year that ensure students are ready for college. It could be as simple as working through and finding ways for concurrent or dual enrollment programs in your state to offer developmental programs to students while still in high school. It may be as simple as requiring all high school seniors to take a fourth year of mathematics to ensure that they are taking the full range of college preparatory courses. The bottom line is that you want to be able to signal not only to students but also to high schools how well prepared the students are who are enrolled in your institutions.

“Many states have what they call high school feedback reports, and I know that part of your strategy is to be able to provide data back to high schools in terms of how well their graduates are performing in higher education. This type of strategy actually makes a lot more sense because it is actionable. By being able to assess the students who are in your high schools and then delivering the intervention while they are still in high school is a much more productive way of designing a system to ensure college readiness. The reason I made this the first strategy is I think this is the most important and intangible one that you can begin to implement immediately.

“Strategy Two: Develop pathways from high school to college gateway courses, particularly in mathematics, though you can also do this in English, to ensure that students are preparing themselves for the content that they need to be successful in college-level coursework.

“Let me just describe for you how it looks generally at many postsecondary institutions. They will have a singular set of courses that students will have to take in order to be deemed college ready. In mathematics those courses are, generally speaking, algebra based. In other words, it sort of generally assumes that all students are going to go into an academic program that requires college algebra and beyond, pre-calculus and calculus, etc., when the fact of the matter is that many students now enter postsecondary education that are ultimately going into programs that do not require that level of mathematical instruction. So, in fact, what we need to do is ensure that what students need to know to enter gateway courses is actually only what they need to know to be successful in the program of study they choose.

“If you look at this visual you will see that, and this is once again mathematics, depending on what major a student might want to pursue it requires different mathematical knowledge. That is not to say that we should not have a fundamental, basic level of knowledge that all students should have, but to be successful in college gateway courses or particular programs there may be different mathematical skills at play and we should make sure that students only take what they absolutely need in developmental education in order to be able to prepare for those types of programs.

“Now, this can be something you can begin to think about in high schools as well, by being able to demonstrate different curricular pathways and articulating the particular types of curricula the students need depending on the type of program they enter. So, this requires high schools, developmental education instructors, and college faculty of gateway courses and programs to be working together much in the same way we do with articulation agreements and transfer agreements, but focused on the essential skills required for different types of programs of study.

“This would be a second strategy that you could employ. There are a variety of different programs across the country that are working on this. The Carnegie Foundation for the Advancement of Teaching and Learning has a project called Mathway, Statway, and Quantway, which are basically laying out three clear curricular pathways for students in mathematics that ensure that they are only taking the content they need to be successful in the program they choose. That is strategy number two.

“Here are a couple of examples of ways that you can begin to do this work: getting curriculum teams together, identifying the core competencies that students need in each of their academic programs, finding ways to align course content, and developing systems to ensure that that content is clear to everyone, beginning in high school and through postsecondary education.

“Strategy Three: This one might be a little bit complicated so please bear with me. The bottom line is, remember at the beginning I said that the way that our system is constructed around developmental education is that we have students take an assessment when they walk on college campuses, an Accuplacer or a Compass assessment. You heard me say that for a lot of reasons this is not a very predictive way to determine whether a student will be successful in college. The fact of the matter is that, indeed, it is true that research has shown that these assessments, while efficient, are not necessarily effective at determining whether or not a student is successful for college.

“What we should be doing and what the research suggests is that we should be using multiple types of assessments to determine whether someone is ready for college. So, in addition to an Accuplacer or a Compass exam we can look at something like high school grade point average (GPA), for instance, as a way to determine whether or not a student is ready for college. The idea is that it is not necessarily a rigorous measure of academic ability, per se, because we know that there is a lot of variability from high school to high school across the country. The bottom line is that it is an indicator of whether a student has performed successfully in an educational environment. In other words, a student with a high GPA is likely to demonstrate that they are willing and able to do what it takes to be successful in school. So, it provides us additional information about student readiness for postsecondary work and is an easy way to be able to diversify how we determine whether or not a student should be placed in college-level courses.

“I would like to show you a couple of graphs really quickly as a way to describe what I mean by this and why it is that the current system does not do a great job of assessing student readiness and what we can do and why a high school GPA as one measure is actually helpful. This is a complicated graph, so bear with me. If you look at the axis with the percents, that shows you the percent success of students in gateway mathematics courses, that is, how well do students perform in gateway mathematics courses? It is against the axis on the bottom, which shows how students performed on an initial assessment of college readiness. So, those students on the right-hand side at the highest levels are the ones who scored the highest on the college readiness exam. Those on the left-hand side performed the worst. The bars show the relationship between the percentages of students who passed the gateway course against the score that they had on that college readiness exam. The line about a quarter or a third of the way through the graph shows you the cut score that the institutions that were studied used to determine whether or not a student should be placed in a gateway college course. In other words, students on the right-hand side of that line passed the college entrance exam and were allowed to enter college-level courses. Students on the left-hand side would have been placed into developmental mathematics, in this case. What this shows is a relationship between how well they performed in those gateway courses. The lowest bar, the lowest line there, is students who got a ‘B’ or better on the gateway course. The middle is those who got a ‘C’ or better and the yellow is that they passed the course. As you can see on the left-hand side, there is a very high percentage of students who should have been placed in developmental mathematics who actually passed the gateway math course. In fact, if you just used a measurement of passing the course, between 55 and 65 percent of students, even though they should have been placed in a developmental math course, actually were successful when they went directly into the college-level math course.

“So, for instance, if you look right at that line where the cut off score is, you can see the difference in success rate of a student who is one point below the line verses a student who is one point above the line is almost negligible. That is, the way we have designed this system to create a singular cut score where students on the left side are placed in developmental courses and those on the right are placed in college-level courses is arbitrary and, some would argue, capricious,

when in fact many students could be successful in gateway courses in mathematics. The bottom line is, it is unfair to those students who have to place themselves in multiple levels of mathematics when they could be potentially successful in a college gateway course. What this tells us is that, at the very least, the exam we are using is not a very effective tool of determining whether or not a student can be successful.

“So, that is why we need to find other measures of college readiness. This is not to suggest that we should necessarily put all students into gateway courses but that we need a better tool to measure their success. Once again, bear with me. If you were to look at the statistics across the board, in terms of predictability of whether or not a student can be successful in gateway courses, the placement test that I showed you just a minute ago, the percentage of students who can be successful in a college gateway course, predicting that using a placement test, the predictability is very low in math and English. When you throw in GPA as a singular measure, it is also not great but it is actually a little better than the assessment that we use and when you put the two tests together, while not a perfect predictor of success in gateway courses, is much better than using any one of them individually. So, the bottom line is we need to have multiple ways of assessing college readiness and we can do that today. We can equally have our higher education institutions use another measurement, ideally something like high school GPA, to determine whether a student should be placed in developmental courses or could be placed into a college course.

“Strategy Four: So, based on this evidence, it does also suggest that we could put a lot more students directly into college courses and provide them a little additional support along the way. Delivering developmental education, instead of a sequence of courses students must navigate before they enter a gateway course, by putting a lot more students into the gateway course and providing them some academic support alongside that course as a corequisite, per se, as opposed to a prerequisite. The bottom line is that because we know that many, many more students can be successful in gateway courses than we actually place in those courses, that strategy is a very powerful one in increasing success in gateway courses and ultimately college credentials.

“Here is an example of a program that has done exactly that. Austin Peay University in Tennessee is a four-year institution that eliminated its two developmental math courses and instead delivered developmental math alongside their gateway statistics course or their general mathematics course. If you can look at the red column, that shows the success of students in the gateway course when they had to navigate their traditional 0800 and 0850 courses, then enter the college gateway course. As you can see, only between about seven and 11 percent ever passed the gateway course in mathematics as opposed to the green column on the right, when they redesigned the system, delivering the developmental education at the same time students were enrolled in the college gateway course. You can see that improvement and success rates because of that simple innovation.

“Now, of course, just simply eliminating the two developmental courses did a lot to reduce the attrition rate that I spoke of, but of course they use innovative, customized delivery models using technology to focus in on the skills that students were really needing to brush up on and doing that in a very individualized and instructional way. That is what generated the result. So, finding a way to reduce, and this is not necessarily the case for all students but many students on that continuum, many who are right around that cut score, maybe about half of them could be successful based on this strategy.

“The fifth and final strategy that I would like to mention, and this is, I think, very appropriate given our focus on reducing time to degree, and, yes, there are going to definitely be students who enroll in our campuses, and they do today, whose skills are very, very low, elementary level skills, and we need to do something to accelerate their time in remediation. In other words, what we do know is that they may have really weak skills academically. We also know that putting them in multiple semesters of remediation does not work. We have to find a way to accelerate their time in remediation.

“There are a couple of different ways we can do that. One is to provide students with information about their assessment results and see if they might be interested in programs that have a shorter time to degree, that is, certificate programs or career oriented programs. Now, that is only going to be useful to a certain type of student who is interested in that type of program, but maybe when provided with the opportunity and seeing what it is going to take to earn a credential, providing that as an option is a viable one for many, many students and in particular if we can find a way to stack those types of credentials so that they can ultimately add up to an associate’s degree or a bachelor’s degree. That is one way to do it, by offering students the option of enrolling in programs that embed the remediation within them and are maybe one or no more than two years in length.

“The other way is to accelerate student time in remediation by offering them the option to get the remediation done in as little as a semester, with the opportunity, then, to immediately enroll in the gateway course. We do not want to have any time delay between when the student completes the remediation and when they enroll in the gateway course. Unfortunately, the data suggests that many students, when they complete the remediation courses, they do not enroll in the gateway course because they are exhausted of having to take math or English. They want to just move on to something else. The bottom line is we need to get students immediately enrolled in gateway courses and get them through those courses.

“Here are a couple of examples that I think help illustrate this. The iBest model in Washington is a technical certificate program that they have developed that allows students to get the remediation embedded within a career certificate program. It has an instructor focused on basic skills working with them at the same time as students pursue their academic program and their certificate program. The result, as you can see in the bottom bullet, is about a 50 percent increase in credentials as a result of that particular program.

“The other is a program in California that accelerates remediation into a single semester. So, students who are required to enroll in mathematical remediation, what they did is, you can see on the right-hand side, in the old model they made students go through three levels of remedial math before they got to the college math. You can see the success rates in that college-level math statistics course was very, very low on the right column, as opposed to accelerating students into a single semester of mathematics and then immediately enrolling them in college statistics, you can see that even those students who were assessed at the lowest level performed six times better in the accelerated model verses going through multiple semesters of remediation. Think about accelerated models as another way to consider improving and decreasing time to degree and improving success in developmental education and gateway courses.

“So, those are just five simple strategies that you can begin to explore on your campuses today, that you can begin engaging postsecondary and K-12 together to work on now, that I think could have an important impact on what happens to students when they enroll in your postsecondary institutions in Illinois. Like I said, the time is now, with the common core



standards coming online in two years it is time to begin preparing for this important transition in what is going to be happening in postsecondary education in this country. Thank you.”

Chairwoman Hightman said, “Great presentation. Any questions or comments from our Board?”

Dr. Proshanta Nandi said, “I am just curious to find out what happens before you identify the discrepancies. What happened in the process of developing those discrepancies in educational scores? Have you assumed that all institutions are the same? I am beginning to doubt that they are the same because students’ quality of learning depends on parents’ education, income or lack thereof. Is any attention being paid to those conditions or is that outside your jurisdiction?”

Dr. Vandal said, “Looking at different institution types and what the circumstances are in those institutions?”

Dr. Nandi said, “Yes, which lead to discrepancies in achievement among students.”

Dr. Vandal said, “Well, I think what we can say is that what is interesting about this research that has come out in the last several years is that for a long time we measured why a student is or is not successful in developmental education or remedial education using a lot of descriptive analysis. That is, just looking at the data sort of at face value and not trying to control for the different circumstances of students coming in the door. What is very interesting now is the research done in the last five to seven years has begun to control for some of those traditional measures, income, race, age, gender, etc., that typically have a determination of whether or not a student is successful in college work.

“So, the results of the research more recently has been that, yes, when you control for those factors we nevertheless see, generally across the board, poorer performance in remedial education and, in fact, it is true that many of the students how are enrolled in developmental education are typically, as you might imagine, first generation college students, low income students, students whose parents do not have postsecondary education, a variety of those traditional factors that we always have recognized with a lack of attainment in postsecondary education. But, what we also recognize is that the way we have designed this system is not helping them be successful in many respects when it comes to remediation, at the very least, and in fact has created an additional hurdle. So, in fact, what we are doing is penalizing that population of students in a way that we do not for more traditional students.”

Chairwoman Hightman said, “Addison?”

Dr. Addison Woodward said, “I am looking at the different models and it seems the first three are really primarily concerned with what I would call a traditional student, a high school student that moves on. The Austin Peay model could be put into practice right away with the students that might typically start off in a community college. Perhaps the fifth one as well. Certainly there would be a more immediate payoff with the Austin Peay model right away because you are solving two problems at once. What do we do with the folks who are in the pipeline and what do we do with the folks who are going to get in the pipeline?”

Dr. Vandal said, “Well, that is a very important observation. There is no doubt that at many community colleges, and we were just chatting about this over lunch with some of the students, that there is a very large percentage of students enrolled at community colleges and at four-year institutions that are nontraditional students, so some of these strategies that are on early

intervention obviously are not going to work for them. I think it is exciting that some of these other strategies that I mentioned, and you absolutely have identified them, are powerful and useful for all students. In terms of assessment, the fact of the matter is that for many students who are adults coming back there may be something as simple as brush up opportunities, test prep opportunities, or other opportunities to assess their comfort level with mathematics or English that can be helpful to get them in the right place as well.

“The bottom line is that we just do not want to use a single test taken at any one point in time for any student. So, for adults you might want to think about a different measure than high school GPA. That could be as simple as throwing a couple questions into their college assessment that talk about their comfort level with mathematics or their recent experience with mathematics. ‘Did you do mathematics in your job? What kind?’ That kind of thing can give us a lot more insight into whether we should be placing students in remedial math verses maybe a college-level mathematics course.”

Mr. Tom Pulver said, “My name is Tom Pulver and I am from the Illinois Community College Board (ICCB) and am replacing Alexi Giannoulas today. I like your enthusiasm and so forth but I want to point out that several of these things are in progress right now at various institutions. For example, we did have four or five years ago the College and Career Readiness Grant from the legislature where several community colleges participated in a program much as what you talked about early intervention. Now there we are in the process of using grant money from Race to the Top to develop another, similar type of program and at least pilot, if not roll it out, to the community colleges.

“So, we are doing at least the first thing. I know of several community colleges, and an excellent model is just our neighbor up to the north, Elgin Community College, which has been doing early intervention and has interfaced with college and high school faculty for several years, five or six years. I do know, further on, that the organization Illinois Mathematics Association of Community Colleges (IMACC) is in the process of endorsing courses similar to what you have mentioned as far as courses that prepare you for the discipline you are going to go into, such as the Statway program you talked about. You are absolutely right. We have to do a lot of these things that you have said, but just rest assured that we have not been sitting still. We have a lot of these things already going.”

Chairwoman Hightman said, “In the interest of moving the agenda forward, I suggest that, Bruce, are you going to be around for a while?”

Dr. Vandal said, “For a little while. I do have to leave for the airport shortly, though.”

Chairwoman Hightman said, “Well, I am sure you are available by email and we can Twitter you or Tweet you, right?”

Dr. Vandal said, “Exactly.”

Chairwoman Hightman said, “So, I think in the interest of moving forward, since we have a big agenda and an executive session following the public meeting, I wanted to thank you very much for your comments and for the presentation you made. Great work. We could probably spend three, four hours talking about these subjects and still only scratch the surface. We appreciate everything you are doing and appreciate you coming here to speak with us. Thank you again.”

## **6. Public Agenda Showcase**

Chairwoman Hightman said, “Moving on, I want to turn to the *Public Agenda* Showcase item. George, I will turn it over to you to do the introduction.”

Dr. Reid said, “Thank you, so much. I had a conversation with Dr. Jack Thomas, President of Western Illinois University (WIU), about six weeks ago and asked him to do a showcase of a program I witnessed when I visited the campus about a year ago. It just so happens that today’s Board meeting is the same day of his Founders’ Day, so Jack Thomas was not able to be here but he did send two of his most able people. Please come up and join us here at the podium. First, from WIU, is Vice President for Student Services Gary Biller and then Assistant Vice President for Academic Affairs Ronald Williams. Thank you for coming.”

Dr. Gary Biller said, “Thank you, Dr. Reid, Madam Chairwoman, it is a pleasure to be here today. As usual, it takes two of us to replace Dr. Thomas. We are happy to be here.

“We are here to talk to you about how we are looking at the *Public Agenda* at WIU, if I can get my remote to work.”

Dr. Reid said, “Gary, while you are doing that could you sort of have it within 15 minutes, maybe?”

Dr. Biller said, “We would be happy to do that. I understand and will move your agenda along.

“Dr. Thomas likes to use this quotation. ‘There are some people who make things happen, some who watch it, and some who wonder what happened.’ At WIU we are about making things happen and here is how we do some of that. We do that through our core values of academic excellence, educational opportunity, social responsibility, and personal growth. These underline all that we do at WIU. The goals that we have consistent with the *Public Agenda* you can see here. I will be talking about the first two and Dr. Williams will be talking about the final two. We will split the effort here.

“How WIU increases educational attainment? There are a number of ways we go about that. The first one I would like to mention to you is our enhanced alternative admissions program. We reserve about 20 percent of the space in each class for students who are on the margins of our admissions criteria. We do that because we believe in educational opportunity, we want to provide the opportunity for these students, but we do not just bring them in and then leave to their own devices. We have a special program through our Office of Academic Services (OAS) office that assists them and I will be talking about that as we move on.

“We also want to increase educational attainment through targeted recruitment. We do target that 20 percent that I mentioned before but we also target students in a higher American College Testing (ACT) range with a higher GPA. As our previous speaker mentioned, we need to accommodate those students and we do that through looking at their admissions criteria and then trying to recruit them through a special scholarship program that I will be talking about. We also target tour recruitment to students for academic programs that would work with our two-year colleges in the area to see that we can set up transfer articulation agreements to get those students into the various majors that work within their programs.

“We have also restructured some of our financial resources in our scholarship program. We have what is called the ‘Western Commitment Scholarship,’ which is a tiered scholarship that is available for four years to students, again, at the entry level at about \$1,500 to \$2,500 or \$3,000, all the way up to \$10,000 per year, depending on their ACT and high school GPA. It is important for us to offer this opportunity for students and they know what is available to them at the entry point.

“Then we continue to promote diversity through our groups and organizations. We have a very active cultural center that engages our students as well as over 250 different clubs, organizations, and opportunities for students to become engaged.

“We want to increase college affordability and improve college affordability. One of the ways Western does that is by focusing on our cost guarantee program. We have a four-year guarantee of room, board, and tuition, so the amount you are charged the first year you are with us stays the same for four years, as long as you stay continuously enrolled.”

Chairwoman Hightman said, “So you have enhanced from the statutory requirement by adding in room and board? Is that what you did?”

Dr. Biller said, “Yes, tuition, room, and board.”

Chairwoman Hightman said, “Because, what I am asking is, under the statute, all the public institutions have to offer the same tuition but they do not have to offer room and board, so you have added room and board to that guarantee. Am I understanding that?”

Dr. Biller said, “Room and board and some fees, some fees change but we do try to keep most of them the same. So, yes, we do enhance that requirement.”

Chairwoman Hightman said, “Does anybody else do that, of the public schools?”

Mr. Bergman said, “Let me ask you, generally an upper classman prefers to live off-campus. Obviously you can control room and board in your dorms, but what happens if somebody moves off campus?”

Dr. Biller said, “Well, then they pay the market rate that is available off campus.”

Mr. Bergman said, “Your juniors and your seniors, not transfer students, but juniors and seniors in their third and fourth year, what percentage of those would still live in your dorms?”

Dr. Biller said, “It is a smaller percentage, because, again, many of them want to try and live off campus, so I would say about 20 percent of the junior and senior classes remain on campus. The balance looks for off-campus opportunities. That is pretty natural.”

Chairwoman Hightman said, “It is a benefit if they want to take advantage of it, to avail themselves of it.”

Dr. Biller said, “It is. Thank you.

“Let me talk about the student employment opportunities, because we are continuing to try to address that. One of the things that we learned through an assessment that we did of our incoming freshman class of over 1,700 students this year was that 77 percent of our incoming

class planned to work part-time while they were going to school. Seventy-seven percent. We realized then that we have to look at everything we can, both on campus through our federal financial aid programs and through our structured work programs, but also begin to develop some partnerships with our communities to see that we can provide work opportunities for these students. Then we have to help them understand the balance they need to achieve between work and going to school and their social life. That is continuing to increase, so we are continuing to address that.

“I have already talked about our scholarship program. On the intrusive advisement, both for academic and social, I mentioned our entry program for students who are marginally admitted. Let me talk about that in terms of what we provide for them because we provide a very focused advisement and support program because these students have particular challenges in front of them. One of the challenges we have discovered, again, through the survey of our freshman students, was that, as the previous speaker mentioned, 55 percent of our entering class this year were defined as first-generation students. That means neither parent went to college, so they come to us with a deficit in the cultural knowledge, in the understanding, in the value of higher education and we really have to engage them early through the structured efforts in advising, tutoring, social programs, and those kinds of things, in order to help them have that basis for success because many of them come to us without that understanding.

“Finally, let me mention our Building Connections program. That is something that we started new this year at WIU. It is particularly focused at our freshman class because we have realized in recent years that our fall to fall retention rate for our freshman students has dropped below the national average, and we at Western feel we are better than that and we can do better than that. We wanted to set up a program to help our students, so we talked about this with our faculty and our staff. To their credit, 220 of our faculty and staff stepped forward to be volunteer mentors to our entire freshman class this fall. Each mentor was assigned between eight and ten freshmen students. They sit down with these students early in the semester. They talk about those academic integration issues that our previous speaker mentioned, taking remedial courses or taking entry level courses, how to balance your time in terms of working and going to class, and they also talk about social integration, how to become involved in campus life and become a better student, because we know the students who are involved and engaged graduate at a higher rate. To their credit, again, these 220 volunteers stepped forward and we are in the process now of meeting with these students and continuing to educate them about the values of a higher education and promoting WIU and their continuous engagement with us.

“We hope that these are some of the things that will help us improve college affordability and college retention. For the balance of the *Public Agenda* I will turn it over to my colleague, Dr. Williams.”

Dr. Ronald Williams said, “Thank you, Dr. Biller, and good afternoon everyone. At Western we look at things a little bit differently with respect to strengthening the workforce development in terms of the *Public Agenda* simply because of our location. Because of our rural location, and many people in the state do not even realize where Macomb is down in west central Illinois, we try to do our best to strengthen the workforce development right there on the campus in terms of stimulating the economy and providing opportunities there on the campus for employment on campus.

“One of my responsibilities is to direct the Underrepresented Minority Dissertation Fellowship Program and the Visiting Professor and Postdoctoral Programs. What we do with these is we go out and try to recruit underrepresented students who are in graduate programs who

are earning their degrees with the dissertation fellowship program where they will be writing their dissertation. We invite them to our campus to teach one course to become acclimated with an academic department, work with senior-level faculty, get mentoring, and, hopefully, at the end of that process when they earn their degree and have been on our campus for one year, we can put them into a tenure-track position. With the Visiting Professor it is very similar, but, of course, they have already had a distinguished career somewhere else and we have invited them as a visiting professor to our campus. With the Postdoctoral Program, those are individuals who have just completed their graduate studies and may have had one or two teaching experiences prior to us trying to recruit them to Western.

“Also, through our Dual Career Retention and Recruitment Program, again, because we are so remote and rural, when individuals come to campus we try to find jobs for their spouses or significant others, partners, however you want to define it, there on our campus. We are very intentional about what we are doing and make sure we are matching the skill set and the degree and preparation of those individuals into various areas on campus because that helps us to keep intellectual capacity in the Macomb area. If there is a family coming to the area and only one person has an opportunity for employment, sometimes we lose those individuals. This is a program we have through the Equal Opportunity and Access department and whichever Vice President’s area the spouse or significant other is coming into. That is a joint effort on campus.

“Also we have the Administrative Intern Program. That is where faculty, civil service staff, or people who are working in entry-level positions on campus are able to shadow administrators and others on campus with an effort to try to get some experiences to potentially promote there at the university. Again, that is to try to keep some of our talent there on the campus and in the Macomb area.

“With respect to linking research and innovation to economic growth, again, because of our location we are unique. We focus primarily on rural communities but also somewhat on urban communities because we do have the Quad Cities campus to the north and west of us but the Illinois Institute of Rural Affairs, which is an academic area there on campus, there are a lot of initiatives there with alternative fuel sources and wind energy, working with a lot of farmers and individuals who work in rural communities. We are trying to stimulate growth there and create opportunities within our area.

“Through the Institute for Environmental Studies, we are currently working with the Upper Mississippi River ecosystem. Our faculty, our staff, and our students are trying to create at this time a Ph.D. program in environmental studies at WIU and we will be bringing that proposal to IBHE soon. We are fortunate to have the Upper Mississippi River right there as a living laboratory right across the street from our Quad Cities riverfront campus.

“We have a small business developmental center. We are working very closely with the Macomb center in order to try to work with the local business in the area to try to stimulate economic growth in the Macomb community. Again, being a rural community it is very difficult so we have to be very intentional about what we do there.

“The Western Survey Research Center is working with the McDonough County area and the city of Macomb to provide survey instruments for those communities and for them to identify best practices and better ways to provide services to people in those communities.

“Finally, at the Quad Cities Executive Study Center we provide exciting seminars and short courses that provide individuals with innovative and flexible learning opportunities for

business growth. We have identified over the years that these are things that are needed in our area just because of the remoteness of it.

“Here I just wanted to provide the university’s diversity statement. I will not read it in its entirety but I wanted to bring attention to the small section in the middle there, where we added three years ago gender identity and gender expression, because we define diversity at WIU in its broadest sense. This probably mirrors most institutions in the State of Illinois and throughout the country with respect to diversity. At Western we are trying to be a little more intentional, adding gender identity and gender expression, something we learned working with the university diversity council, that that was something that needed to be added there. I wanted to bring your attention to that.

“A few facts and figures on the university, I will not belabor the point. I think most people here know that Western has approximately 13,000 students at the two campuses, which are rural and urban, I mentioned that already. These are just some of our facts and figures with respect to the underrepresented population. We have had some significant growth in recent years, due largely to some of the programs I mentioned when I first began.

“These are our enrollment percentages currently. Of course, we are still a predominately white-serving institution but have had growth in some of the minority areas in recent years on both campuses. We have just been trying to rethink some approaches to access and affordability, just thinking outside of the box and being intentional about what it is that we do.

“We have support from our senior administration. That is very important for someone in my role, working in the Provost’s office, as an Assistant Vice President, it is very important that we learn from our president that we must actually have action, not just rhetoric. This comes from the top down at Western. We are very fortunate in that and we know that diversity is an ongoing process, not an event that ends. We have great support from our president. As Dr. Biller mentioned, he was not able to be here with us, though he wanted to be, due to Founder’s Day, and we are very happy about what is going on at Western with respect to our mentoring programs and our intentionality when it comes to affordability and access.

“With that, if there are any questions, I will be happy to entertain them.”

Chairwoman Hightman said, “First, I want to thank both of you for a very good presentation. Any questions or comments from the Board? If not, thank you again and we will move to the Action Item portion of the agenda.”

### **III. Action Items**

#### **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 from Dr. Allan Karnes and seconded by Dr. Addison Woodward, hereby unanimously grants authority to Carl Sandburg College to offer the Associate in Applied Science (A.A.S.) in Industrial Welding 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 John A. Logan College to offer the Associate in Applied Science (A.A.S.) in Computer Forensics 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 Shawnee Community College to offer the Associate in Applied Science (A.A.S.) in Heating/Air Conditioning Fabrication 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. The Board then had the following discussion:

Chairwoman Hightman said, "Any comments or questions? Addison?"

Dr. Addison Woodward said, "I have two additional questions with regard to John Hancock University. I wonder if they are going to seek accreditation through the Higher Learning Commission (HLC) or some other organization. They have some graduate programs where there are some voluntary accreditation bodies and I wonder if they are going seek voluntary accreditation for some of the graduate programs.

"I am not sure what Capital Education precisely does. They talk about student services and course management and I guess I do not know what course management means."

Dr. Cullen said, "Okay, I am going to invite Dr. Virginia Carlin, who is the president of the institution, to come up."

Chairwoman Hightman said, "I thought, looking through the materials, that they already have accreditation. Am I reading something wrong?"

Dr. Virginia Carlin said, "We do. We are nationally accredited through that Distance Education and Training Council. A few years from now we probably will seek regional accreditation."

Chairwoman Hightman said, "So it is regional accreditation you are asking about, Addison."

Dr. Woodward said, "Correct."

Dr. Carlin said, "So, down the line we will probably seek the regional but for now we are sticking with the national accreditation.

"With regards to Capital Education, they were a service provider for us. We have recently moved to a new learning management system, so we are not any longer working with Capital Education. We are working with a system called Concours."

Dr. Woodward said, "So that has changed since we saw this?"



Dr. Carlin said, “It was changed probably within the last month, at most, and I think that...”

Dr. Cullen said, “I am not the analyst that worked on that program but I think that our timeline is that if something has changed within the last few weeks it would not be reflected in the write up, because these were done farther out in advance than that.”

Dr. Woodward said, “I still do not know what course management means.”

Dr. Carlin said, “Course management is, we are a completely online institution, so previously we used Capital Education’s learning management platform. Some institutions used Pearson eCollege, so it is similar to that. In terms of course management, they provide the technical infrastructure. All the courses were developed and approved by our faculty and then we converted them to an online version using the learning management system.”

Dr. Woodward said, “And will there be any glitches moving from one company, Capital Education, to another, in term of current students who are already enrolled in Ellis, which is now John Hancock, or future students who may enroll in January.”

Dr. Carlin said, “No, everything we have done is to make sure that we do everything possible to support the students. We always lean toward making changes that are going to benefit the students. With the students who are currently attending Ellis University, they will have the opportunity to transfer to John Hancock University in January, should they choose to do that. We have purposefully staged it so that they will have the ability to make that decision and to make it an informed decision as opposed to flipping the switch for those students immediately.”

Dr. Woodward said, “Now, is Capital Education going to be the platform for the current students until January?”

Dr. Carlin said, “No, because we are making a transition to the new system, we have rolled out the new system and people are already in there. We have had various meetings with the students to walk them through how to use the system and they have multiple methods of getting in touch with us, should they have any questions about how that is working for them.”

Chairwoman Hightman said, “Thank you. I have two questions for you, Dan. First off, we do not require regional accreditation, right?”

Dr. Cullen said, “That is correct. We require accreditation by a U.S. Department of Education-recognized accrediting body, so it can be national or regional.”

Chairwoman Hightman said, “And they have national, they just do not happen to have regional?”

Dr. Cullen said, “Correct.”

Chairwoman Hightman said, “And is there anything that you heard discussed today that changes your recommendation to grant the authority they requested?”

Dr. Cullen said, “No.”

Chairwoman Hightman said, “Okay.”

*The Illinois Board of Higher Education, on motion from Dr. Elmer Washington and seconded by Dr. Proshanta Nandi, hereby unanimously grants to Resurrection University the Certificate of Approval and Authorization to Operate and to Grant the Bachelor of Science in Health Informatics and Information Management, the Bachelor of Science in Nursing, and 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 applications and that form the basis upon which these authorizations are granted.*

*And grants authority to Roosevelt University the Certificate of Approval and Authorization to Operate and to Grant the Bachelor of Science in Hospitality and Tourism Management 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 authority to John Hancock University the Certificate of Approval and Authorization to Operate and to Grant the Associate in Arts in Child Development, the Bachelor of Arts in Child Development, the Bachelor of Arts in Paralegal Studies, the Bachelor of Professional Studies in Hospitality Management, the Bachelor of Science in Accounting, the Bachelor of Science in Business Administration, the Bachelor of Science in Criminal Justice, the Bachelor of Science in Management of Information Systems, the Master of Arts in Communication Arts, the Master of Arts in Education, the Master of Business Administration, the Master of Science in Instructional Technology, and the Master of Science in Management in the West Suburban 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.*

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

Dr. Cullen briefly outlined the contents of this item. The Board then had the following discussion:

Mr. Bergman said, "Madam Chairwoman, can we split the item in two, please?"

Chairwoman Hightman said, "Okay, so you want to recuse yourself on the Illinois State University item, I gather?"

Mr. Bergman said, "Exactly."

*The Illinois Board of Higher Education, on motion from Dr. Allan Karnes and seconded by Dr. Frances Carroll, hereby unanimously grants to Governors State University authorization to establish the Master of Arts in School Psychology and the Educational Specialist Certificate in School Psychology programs in the South Metro 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.*

*The Illinois Board of Higher Education, on motion from Dr. Frances Carroll and seconded by Dr. Elmer Washington, hereby unanimously grants to Illinois State University authorization to establish the Bachelor of Science in Biochemistry in the Central 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. Board member Mr. Jay Bergman abstained on this item.*

## **10. Staff Salary Ranges**

Chairwoman Hightman said, “Now we are going to turn to Staff Salary Ranges, Item Ten. Alan, maybe you want to provide a little background?”

Dr. Alan Phillips said, “Madam Chairwoman, we are recommending that the staff salary ranges be adjusted to reflect increases to inflation over time and to provide the agency flexibility in the management of staff salaries. The last time these salary ranges were adjusted was in 2008. Over the last four years the consumer price index (CPI) has increased 11.3 percent. We are asking for a salary range increase that averages 7.8 percent, so we are consistent with the CPI increases over time.

“In your Board item you will also notice that we took a look at a State Higher Education Executive Officers (SHEEO) survey they do on an annual basis on the 29 coordinating boards and the 27 governing boards for similar positions within IBHE. One of the challenges is that all of our positions do not match exactly with those of other agencies. We also compared our ranges with other agencies where we could and they are consistent with that.”

Chairwoman Hightman said, “So, would any salaries increase as a result of approval of these ranges?”

Dr. Phillips said, “This does not increase any salaries. All this does is increase the range. One of the challenges is that some of our staff, over time, are bumping up against the limit of their salary range. Additionally, as other agencies have pay increases, it makes it increasingly more difficult to attract quality people to the agency if we do not have enough flexibility to offer them the salaries they are looking for so they will come work for us.”

Chairwoman Hightman said, “So if these ranges are approved by the Board they would be utilized at the next budget preparation for your staff when you get to the next fiscal year?”

Dr. Phillips said, “Correct. They actually would go into effect now but it would give us the flexibility to take a look at salary adjustments and the salaries that we offer people who come to the agency.”

Chairwoman Hightman said, “All right. You have a question?”

Dr. Frances Carroll said, “How does that relate to the monies that we are allocating?”

Dr. Phillips said, “This has no impact on the monies that are allocated. This is just the range that we can either have salaries within that range for each staff level or we can hire people within these ranges. All this does is give us more flexibility but it does not change any salary or impact any of our budgets.”

Dr. Reid said, “I think you are asking whether or not we can afford these ranges?”

Chairwoman Hightman said, “Let me answer the question in a different way. I think the way this will work is, when you get ready to prepare the Fiscal Year 2014 budget, you are going

to look at these ranges and if there is the ability within the budget to make any changes in staff salaries, they will be done pursuant to these ranges.”

Dr. Phillips said, “Correct.”

Chairwoman Hightman said, “And in the meantime, in the interim between now and then, if they fill any vacancies or hire any new people, they will have these ranges as opposed to the current ranges which are a little bit lower and less competitive.”

Dr. Phillips said, “Correct. This does not mean we have to offer the top of the range. It just gives us more flexibility.”

Dr. Carroll said, “My question is, is the money there?”

Chairwoman Hightman said, “Well, whatever budget money they get for salaries they are going to get and how they divvy it up amongst the staff will be pursuant to this set of ranges as opposed to the current set of ranges. I am not suggesting that they are going to lower some people’s salaries and raise others, but they will have the ability to go higher than they otherwise would, in the event that they have extra money to apply to salaries.”

Dr. Phillips said, “Correct. This does not impact any current salary in any way.”

Chairwoman Hightman said, “Does that make sense?”

Dr. Carroll said, “It makes sense but where is the extra money from?”

Chairwoman Hightman said, “There have been times where there is budget money available, money that has been appropriated to IBHE that has not been used, that could actually be used to increase salaries, should George and team view it appropriate or necessary to do so, perhaps to retain an employee that is looking outside.”

Dr. Phillips said, “The other problem is, if you are at the top of the salary range, you cannot have your salary adjusted beyond that amount without moving to the next level.”

Dr. Reid said, “But, yes, in general, the money is there. We would not raise a salary unless the money is there.”

Dr. Carroll said, “That part I understand. Okay, let us move on.”

Chairwoman Hightman said, “So this does not result in getting more money. We wish it did. Addison, did you want to make another comment?”

Dr. Woodward said, “I am looking at the ranges and I think that the ranges for the State University Civil Service System (SUCSS) staff, I am not sure if they are set by the state, but the ranges are much larger in percentage than they are for the exempt staff. I would think that, for example, a Secretary IV can make between \$28,000 and \$58,000. That is a huge range. I would like to see it maybe \$35,000 to \$50,000, unless that violates a state statute.”

Dr. Phillips said, “Actually, those have to be approved by SUCSS. They have already reviewed these and concur in our recommendation. We do not have as much flexibility with those. We have to meet their guidelines.”

Chairwoman Hightman said, “Actually it appears as if they did not change the low end for any of the civil service, except for one of the four categories. They just raised the high end.”

Dr. Woodward said, “I know.”

Chairwoman Hightman said, “Any other questions or comments? No?”

*The Board of Higher Education, on motion from Dr. Elmer Washington and seconded by Dr. Proshanta Nandi, unanimously approved the salary ranges listed for Board staff. The Executive Director of the Board of Higher Education, with the concurrence of the Chairperson, is authorized to employ and fix the compensation of such professional, clerical, and other staff (including consultants) as deemed necessary, on a full- or part-time basis, within the respective classifications and salary ranges herein set forth and within the constraints of the appropriations and grants available. Salary ranges to be utilized for civil service personnel are subject to approval by the Universities Civil Service System.*

#### **IV. Consent Agenda**

Chairwoman Hightman said, “Moving to the Consent Agenda, which will include Items 11 through 15.”

*The Illinois Board of Higher Education, on motion made by Dr. Addison Woodward and seconded by Dr. Elmer Washington, unanimously approved Item Nos. 11, 12, 13, 14 and 15.*

##### **11. Board Meeting Minutes – August 7, 2012**

*The Illinois Board of Higher Education unanimously approved the Minutes of the August 7, 2012, meeting.*

##### **12. Fiscal Year 2012 Final Financial Report**

*The Illinois Board of Higher Education unanimously approved the Fiscal Year 2012 Final Financial Report.*

##### **13. Fiscal Year 2013 Financial Report as of August 31, 2012**

*The Illinois Board of Higher Education unanimously approved the Fiscal Year 2013 Financial Report as of August 31, 2012.*

##### **14. Amendments to Internal Rules: Public Information, Rulemaking and Organization**

*The Illinois Board of Higher Education unanimously adopted the amendments for Public Information, Rulemaking, and Organization (23 Ill. Adm. Code 5050) as detailed in the Board document.*

##### **15. Executive Session Minutes and Verbatim Recordings**

*The Illinois Board of Higher Education hereby resolves:*

*Resolved, that the Illinois Board of Higher Education finds that the need for confidentiality exists for the minutes of the IBHE Executive Sessions of June 2, 2009, July 28, 2009, August 10, 2010, December 7, 2010, April 12, 2011, December 6, 2011, April 10, 2012 and June 5, 2012, and that such minutes shall continue to remain confidential; and further*

*Resolves that the destruction of any verbatim recordings for the Executive Session of December 7, 2010, be authorized.*

## **E. Information Items**

### **16. Legislative Report**

Chairwoman Hightman said, "We have an informational report included in our materials, the legislative report. I do not think we need an oral presentation."

## **F. Public Comment**

## **G. Other Matters**

Dr. Carroll said, "It is not another matter but I would like the personal privilege to make an announcement."

Chairwoman Hightman said, "Sure."

Dr. Carroll said, "I did not hear this made during the session today but I would like to call attention to Northeastern Illinois University (NEIU) and the honor they received for being ranked sixth in the United States for best investments in *Newsweek's* annual edition of college rankings for 2012. This is the six best investments among all universities in the nation and number one in Illinois. Others included in the top ten are Harvard University, Princeton University, the Massachusetts Institute of Technology (MIT), and Stanford University. No other Illinois institution made the top ten. My daughter is a graduate of NEIU."

Chairwoman Hightman said, "And is your sister still on the Board of Trustees, by the way?"

Dr. Carroll said, "Not anymore."

Chairwoman Hightman said, "But she was, just to be clear. Congratulations to NEIU. Thank you for doing that. I should have done that earlier."

## **H. Executive Session**

Chairwoman Hightman asked if there was a motion to go into executive session.

Dr. Woodward moved that the Board of Higher Education go into executive session for the purpose of discussing employment issues, pursuant to Section 2(c)(1) of the Open Meetings Act. The motion was seconded by Dr. Carroll and a roll call vote of the Board ensued.

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<u>Board Member</u>	<u>Vote</u>
Jay Bergman	Aye
Frances G. Carroll	Aye
Heba Hamouda	Aye
Allan Karnes	Aye
Paul Langer	Aye
Justin McDermott	Aye
Proshanta K. Nandi	Aye
Tom Pulver	Aye
Robert Ruiz	Aye
Ari Shroyer	Aye
Elmer L. Washington	Aye
Addison E. Woodward, Jr.	Aye
Eric Zarnikow	Aye

Motion carried. The Board moved into executive session.

At approximately 4:55 p.m. the Board moved out of execution session on motion by Dr. Woodward seconded by Dr. Nandi with all Board members present voting in the affirmative.

Upon return to open session, Mr. Paul Langer moved that Chairwoman Hightman be delegated the authority to proceed with the employment matter discussed in executive session on the terms and within the parameters discussed in executive session, and to report back to the Board as to the results of her negotiations with the employee. That motion was seconded by Dr. Carroll and there being no further discussion the matter passed by the affirmative vote of all Board members present.

## **I. Adjournment**

There being no further business to come before the Board, Chairwoman Hightman adjourned the meeting at 5:00 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 September 25, 2012, meeting.

