

APPROVED
OCTOBER 1, 2013

Item #IV-14
October 1, 2013

MINUTES – BOARD MEETING
August 6, 2013

Submitted for: Action.

Summary: Minutes of the August 6, 2013, meeting of the Illinois Board of Higher Education held at the University of Chicago, Chicago, Illinois.

Action Requested: That the Illinois Board of Higher Education approve the Minutes of the August 6, 2013, meeting.

**STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION**

**MINUTES - BOARD MEETING
August 6, 2013**

A meeting of the Illinois Board of Higher Education was called to order at 1:05 p.m. in the Charles Harper Center at the Booth School of Business at the University of Chicago in Chicago, Illinois, on August 6, 2013.

Lindsay Anderson, Chair, presided.
Cindy Deitsch was Secretary for the meeting.

The following Board members were present:

Jay Bergman	Proshanta Nandi
Heba Hamouda	Santos Rivera
Kym Hubbard	Robert Ruiz
Allan Karnes	Elmer L. Washington
Paul Langer	Addison E. Woodward, Jr.
Adrian Miller	

Also present by invitation of the Board were:

Harry J. Berman, Executive Director, Illinois Board of Higher Education
Eric Zarnikow, Executive Director, Illinois Student Assistance Commission

Presidents and Chancellors

Douglas Baker	Sharon Hahs
Rita Cheng	Elaine Maimon
Robert Easter	William Perry
Sheri Everts	Jack Thomas
Julie Furst-Bowe	Wayne Watson

Advisory Committee Chairpersons

Abbas Aminmansour, Faculty Advisory Council
Christine Sobek, Community College Presidents
Susan Friedberg, Proprietary University Presidents
Sarah Rens, Student Advisory Committee
Elaine Maimon, Public University Presidents
Debra Watkins, Disabilities Advisory Council
Dave Tretter, Private University Presidents

I. Call to Order

1. Call Meeting to Order, Chair Lindsay Anderson

Chair Lindsay Anderson called the meeting to order. A quorum was present.

Chair Anderson said, “Good afternoon. Welcome to the August meeting of the Board of Higher Education (IBHE). Board member Heba Hamouda is unable to attend today’s Board meeting in person due to employment obligations, but will be joining us by telephone. 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. Elmer Washington and seconded by Dr. Santos Rivera, unanimously approved Board Member Heba Hamouda to participate via conference call.

“I am extremely excited to be a part of this Board, and thankful to all of you for your expressions of support and assistance. I applaud the work of this Board, of our institutions, and of all education partners committed to the success of Illinois’ higher education system. The challenges higher education has faced the past few years have not been for the faint of heart and I deeply respect each of you for meeting these challenges head on with tenacity, vigor, and dedication.

“I particularly want to thank my predecessor, Carrie J. Hightman. Her leadership and guidance was instrumental in the execution of the state’s master plan for higher education, affectionately known as the *Illinois Public Agenda for College and Career Success*. The direction she provided to the *Public Agenda* has helped further its ability to serve as a pathway to one Illinois, where all residents have affordable access to high-quality educational opportunities that prepare them for the jobs of the present and the future. The State of Illinois owes Carrie a debt of gratitude for her public service and commitment.

“I gladly accept the task of working with the Board to further the path of coordination with other educational agencies as well as the preschool through secondary system. This system is vital in preparing our students for the postsecondary educational experiences they will need to be successful in the global marketplace.

“We have many challenges ahead. I am confident that my background and experience will be an asset as we continue to confront college and workforce readiness; the need for increased levels of educational attainment; and concerns over access and affordability. I look forward to learning those issues the Board has dealt with over the past few years; and to working with each one of you, with the higher education community, and with our elected leaders to better the educational environment for all Illinoisans.

“I would like to thank Provost, Thomas F. Rosenbaum and the University of Chicago staff for hosting this meeting of the Board here at the Booth School of Business, Charles M. Harper Center. In looking at previous Board calendars and agendas, I noticed the last meeting of the Board was held here in December 2009. We appreciate your willingness to host the Board again, and we are most appreciative of your hospitality. At this time, I would like to invite Provost Thomas F. Rosenbaum to welcome us.”

2. Welcome by Provost, Thomas F. Rosenbaum, University of Chicago

Provost Rosenbaum welcomed everyone to the University of Chicago.

3. Welcome and remarks by Chair Lindsay Anderson

Chair Anderson said, “I want to also express our appreciation to the members of the Proprietary Advisory Committee for being here today and for joining Board members for lunch. Our dialogue was very insightful and it was enlightening for me to hear issues affecting the state’s proprietary institutions. As a new Board member, I look forward to meeting with our various advisory groups prior to the Board meetings as we stay informed of issues affecting higher education and work together to develop relevant solutions.

“The Illinois Board of Higher Education’s Student Advisory Committee (SAC) met June 15 at Roosevelt University, and I want to give you the results of their elections for the upcoming 2013-14 year. The SAC Chair is Sarah Rens, who also serves as the Student Government Association Board Vice President at DePaul University; Regina Haynes is the newly elected SAC Secretary and attends Governor’s State University, for which she was serving as their voting representative to the SAC; Student board member is Adrian Miller, who serves as the Student Body President at Southern Illinois University at Carbondale; and Justin McDermott was elected by acclamation to return to our Board as the Nontraditional student board member. As you know, Justin attends DePaul University and has served IBHE with distinction. While a student at the University of Illinois at Urbana-Champaign (UIUC), I enjoyed my time as a student leader and voting representative to the IBHE SAC. I very much look forward to working with the SAC in the months ahead.

“I would like these student leaders to stand to be recognized. Congratulations on your election and we look forward to utilizing your energy and brain trust for the work ahead.

“I want to draw your attention to the agenda and the inclusion of the IBHE Faculty Fellows Program under the Consent Agenda. During the June Board meeting, it was reported to you that IBHE staff and the IBHE Faculty Advisory Council have developed the policies and procedures for the IBHE Faculty Fellows Program. As you recall, full-time faculty at Illinois institutions of higher education may apply to become faculty fellows and a stipend of \$2,500 per semester will be provided to offset the fellow’s expenses. This Program is a great opportunity offering mutual benefits to IBHE, faculty fellows, and their institution.

“Before we move further into the agenda, I want to acknowledge Moraine Valley Community College who was recently ranked among the top three percent of the 2,389 public and private two- and four-year institutions nationwide that confer associate degrees. In addition, Moraine Valley ranks third in the nation in associate degrees conferred in Multi/Interdisciplinary Studies. Congratulations to Moraine Valley and President Sylvia M. Jenkins for this national honor.

“Illinois considers Complete College America (CCA) to be a strong ally in helping to improve the number of Illinoisans with quality career certificates or college degrees, and to close attainment gaps for traditionally underrepresented populations.

“Illinois proudly joined Complete College America in 2010 as one of its inaugural alliance states. Since this time, Illinois has greatly benefitted from their technical assistance

especially as the State pursues its plan of action to meet the goal of 60% of all Illinoisans holding a postsecondary degree or credential of marketable value by 2025.

“Today, under the *Public Agenda* Showcase, Dominique Raymond, Director , Alliance State Relations, CCA; Northeastern Illinois University’s (NEIU) Provost Richard Helldobler and Vice-Provost Vicki Roman-Lagunas; Deans Medea Rambish and Kelli Sinclair from Waubensee Community College (WCC); and President John Avendano and Professor Linsey Cuti from Kankakee Community College (KCC), will discuss Complete College America’s Guided Pathways to Success Policy Institute, as well as efforts underway at their institutions that are aligned with GPS strategies.

“Recently, today’s *Public Agenda* Showcase panelists along with Lt. Governor Sheila Simon’s senior policy director for education, Lynne Haeffele, and IBHE’s own Dr. Harry Berman and Candace Mueller attended the CCA Guided Pathways to Success (GPS) Policy Institute to learn more about the GPS initiative and the elements necessary to successfully implement highly-structured degree plans. This initiative offers students a comprehensive advising and support system that is critical to decreasing a student’s time to degree and improving college completion rates. Later we will learn more about how GPS environment helps students see their entire program of study laid out for them, semester by semester, all the way to graduation day – and how every required milestone course is guaranteed to be available when needed.

“As Illinois moves into year five of the 10-year *Illinois Public Agenda* and continues its pursuit of the 60 by 2025 goal, it is critical that we implement strategies such as GPS to prevent students from making costly mistakes that result in the accumulation of credits and a longer time to degree, as well as improve upon the State’s percentage of persons possessing a postsecondary credential.

“I now will turn it over to Dr. Berman for the Executive Director’s report.”

4. Remarks by Executive Director Harry J. Berman

Dr. Harry Berman said, “Thank you, Madam Chair. Speaking on behalf of the entire IBHE staff, I wanted to say how much we appreciate your taking on of this responsibility of chairing the Board and how much we are looking forward to working with you. We particularly appreciate your spending an entire day, I almost said an entire exhausting day, with us in our Springfield office to receive an orientation to the agency’s responsibilities and operations.

“As the chair has indicated, in a few minutes we will hear from a representative from CCA and from a panel of Illinois educators who will discuss the concept of GPS, a set of strategies aimed at increasing college completion and reducing time to degree and student debt. The panelists attended a one-day institute in Orlando where educational leaders who had implemented one or another GPS strategy described what had been done at their institution. This is from across the entire country. They presented data on the impact of creating a GPS environment.

“I was also at the conference and was particularly impressed by a presentation made by Dr. Barry Schwartz, of Swarthmore College, a psychology professor. I do not want to steal the thunder of our panelists but I want to take a moment to comment on Dr. Schwartz’s ideas, because of their personal significance to me and the relevance to the institution that is hosting our meeting today.

“In the style of some of the best lectures any of us have attended in college, with humor, empirical data, and wisdom, Dr. Schwartz laid out a case against something that we in this country take for granted as an unvarnished good. That good is the desirability of choice. Schwartz pointed out that the valuing of freedom, a pillar of our society, amounts, when you think about it, to the freedom to choose. Nothing is wrong, of course, with the freedom to choose, but what does become problematic is when the freedom to choose morphs into the notion that the more choices we have, the better off we are. Are people really better off when presented with more choices rather than fewer?

“An impressive body of research from the new field of behavioral economics highlights the downside of choice. Take, for example, the simple but powerful experiment by Dr. Sheena Iyengar of Columbia University, in which she presented shoppers in an upscale gourmet market with a display of various jams. At certain times, 24 varieties of jams were displayed. At others, only six were displayed. Iyengar found that 60 percent of the customers found themselves gravitating toward the larger display. You can imagine that, all the different kinds of jams. Only 40 percent stopped and sampled wares at the other station, the one that had just a handful of jams. But, more interestingly, while only three percent of the customers actually purchased jam from the display with the multiplicity of choices, nearly one-third of the customers who stopped at the smaller display bought a jar. More limited choices facilitated actually making a decision to purchase the jam.

“Schwartz presented other examples of people being overwhelmed by choice in areas with considerably greater importance than choosing jam. For example, many of us have had to deal with the multiplicity of choices made available through 401(k) plans. One study compared participation rates in a situation where two plans were offered versus a situation where 59 plans were offered. When two plans were offered, the participation rate was 75 percent. When 59 plans were offered the participation rate fell to 60 percent.

“Schwartz’s point to the GPS Institute that we attended was that choice is not an unmitigated good and that by offering excessive choices to students, institutions may be creating choice overload and compromising decision making. Many colleges offer a multitude of courses to fulfill general education requirements. The lesson from behavioral economics literature is that we are doing students a disservice with all of that choice. The ‘Guided’ in Guided Pathways to Success rests, in part, on limiting choices and creating choice structures that reduce the likelihood of choice overload.

“This brings me back to the University of Chicago. The approach to general education here has its origin during the Hutchins years, that is, during the presidency of the noted academic leader and public intellectual Robert Maynard Hutchins. The core, as it is known, has evolved over the years but some central features remain, including the confrontation with great ideas, as found in primary sources, and the commitment to interdisciplinarity, that is, holding up the lenses provided by different disciplines to the examination of fundamental problems of self and society.

“But is it not also interesting that, in contrast to the very common practice at colleges around the country, the choices that University of Chicago undergraduates have to make in fulfilling general education requirements are quite constrained. The faculty here have exercised their collective judgment and have decided, and certainly not without controversy, what knowledge is worth having as a part of a general education regardless of one’s major. Those are the core general education courses that students take. These are default choices designed by informed professionals.

“How fitting it is, therefore, that we would be discussing Guided Pathways to Success at an institution that has structured its general education curriculum in a way that is so consonant with GPS principles.”

Chair Anderson said, “Thank you. I would like to acknowledge Board member Robert Ruiz who has joined us.

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

5. *Public Agenda Update*

Chair Anderson said, “Now I would ask Dr. Berman to introduce the *Public Agenda Update* speakers.”

Dr. Berman said, “Thank you. IBHE has been involved with the improvement, the upgrading, the reform of the training and education of educational leaders in the kindergarten through twelfth grade (K-12) system for a number of years now. Our effort, of course, is part of the larger effort going on around the country to ensure that students that graduate from our high schools are indeed ready for college. It is clear from extensive research around the country that the key to that readiness is strong school leaders.

“With that in mind we thought that it would be timely to present an update on the work of the Principal Preparation Program and have invited two people to provide this update for us today. Dr. Erica Hunt is a Senior Policy Analyst at the Center for the Study of Education Policy at Illinois State University (ISU). Debbie Meisner-Bertauski is an Associate Director of Academic Affairs at IBHE. Erica, Debbie, thank you.”

Ms. Debbie Meisner-Bertauski said, “Good afternoon and welcome Chairwoman Anderson. Just as *60 Minutes* occasionally has updates that give the audience the new points of top stories over the year, this afternoon Erica and I are going to answer the question of, ‘Whatever happened to the School Leaders Initiative (SLI) of 2005?’

“In August of 2005, IBHE awarded a small Higher Education Cooperation Act (HECA) grant to ISU. Although it was a small grant, it aligned with a much larger funding source that the Wallace Foundation had awarded to ISU to develop the Illinois State Action for Educational Leadership Project (IL-SAELP). At this time there were several national studies that had been coming out, particularly Art Levine’s report ‘Educating School Leaders,’ that gave harsh criticism to how school leaders were being prepared in our colleges of education. Most importantly, this award by IBHE made a significant step in stepping forward to the plate and taking a part in leading the school leader reform.

“But why? Why would we do something like that? In 2005, IBHE aligned to the Illinois Commitment. Goal 2 of that states, ‘Higher education will join elementary and secondary education to improve teaching and learning at all levels.’ This later translated into the *Public Agenda*’s Goal 1, Strategy 2, ‘Strengthen teacher and school leader quality through upgraded standards and professional development.’ Thus began the collaborative process between IBHE, the Illinois State Board of Education (ISBE), IL-SAELP, representatives from our public and private universities, professional organizations, practitioners, and legislators.

“In your packet you have the timeline of this process. It is a two-page process but it accounts all the meetings and conferences we held throughout this process. All told, we figured that there were more than 1,400 individuals who engaged in this process.

“The collaborative model that was developed by Illinois and the outcomes of this process captured national attention. In the past years, members of the Illinois team have presented at national conferences for the National Council of State Legislators (NCSL) and, on more than one occasion, at the National Governors Association (NGA) and the Southern Region Education Board.

“But what was accomplished during this process? As a result of the SLI, all programs have or will be redesigned and reapproved under new administrative rules and regulations. The redesign requirements of this model are detailed and complex and cannot be addressed here. However, I do want to highlight six key changes that occurred in this process.

“First, the creation of a new and separate principal endorsement that emphasizes the unique preparation necessary to become a highly effective instructional leader of pre-kindergarten through twelfth grade (P-12) schools. That means that there are no longer going to be general administration programs. Positions such as athletic director, department chair, and curriculum director will now fall within new teacher leader program. The new endorsement also includes preschool (pre-K). Illinois was the first state to include pre-K and other states are now following suit.

“Second, the joint establishment and maintenance of partnerships between higher education and P-12 education. Institutions must demonstrate, through a memorandum of understanding (MOU), that they have partnered with at least one school or district before they will receive approval.

“Third, program curricula addresses student learning and school improvement for all students in grades P-12, with attention on students with special needs such as disabilities, early childhood, English language learner (ELL), and gifted.

“Fourth, internships are based upon competencies instead of being defined solely by time requirements. Candidates must address and meet the Interstate School Leaders Licensure Consortium (ISLLC) standards as well as 13 critical success factors within the preparation programs.

“Fifth, training for principals to establish staff. This is now included within the programs rather than as an add-on after receiving license.

“And last, the assessment of the internship required of all preparation programs through which all candidates will demonstrate the proficiency in requisite competencies.

“One of the features is that new candidates were no longer accepted into general administrative programs as of September 1, 2012, and there will be no more general administrative degrees awarded as of September 1, 2014.

“As of last Friday, Northern Illinois University (NIU) was the twenty-sixth program to receive approval through the Illinois State Educator Preparation and Licensure Board (SEPLB). We know there are two other institutions that have given notice of intent and a third is out there wavering as to what they are going to be doing.

“This is where we currently are in the process. Now Erica will speak to what the next steps will be.”

Dr. Erica Hunt said, “Thank you. In your packet is a handout and I am going to walk you through the handout. I am going to walk you through the hand out and then there are hyperlinks on there that where you can find more information. As Debbie mentioned, this was a very collaborative, thoughtful process that involved stakeholders including private and public universities as well as the multiple K-12 stakeholders, including early childhood, teachers unions, administrator associations, business leaders, and parents. This is all documented on a website, on your sheet, called www.IllinoisSchoolLeader.org, so all of the work, all of the meetings that were held, the taskforce reports, everything is captured on this website. It really just shows the thoughtfulness that went into these multiple years of work and planning. I say it is because of this thoughtful planning that Illinois is really a leader in this work and being recognized nationally.

“In your handout I cite two reports that have been done on the national level. The first one was done by NCSL. Last year at their national conference they brought together the team from Illinois, including IBHE, ISBE, and all the stakeholders that we worked with, to do a half-day summit for other states engaged in this similar work around principal preparation. They also put together a report based on this that is hyperlinked here. We did a webinar as well.

“Recently, this last spring, the NGA held a one-day meeting at which they convened about 12 different states around this work and also did a brief. Their focus was on the P-12 principal endorsement aspect of our certificate. Illinois is one of the first states that requires their principals to actually go through training on early childhood, special education, and ELLs, and they also have to incorporate internship experience around that. We are getting quite a lot of attention about that, as well as the efforts that we have led in this.

“We have been providing, for the last two years, at the Policy Center at ISU clinical assistance to four universities as they have been redesigning their programs. This has been funded by the McCormick Foundation and we captured this into what we call a toolkit. It is very large but it is short case studies but the reason it is so thick is that the universities that participated gave us all the materials they developed to share with other universities in Illinois as well as nationally. This is on our website and the link is on your handout. We have also disseminated this nationally to universities. It is a great document in which we can capture and share and learn from the work that is being implemented.

“We also received a McCormick Foundation grant at the Center and we are working with five universities to build formative program assessments within the principal preparation programs. In doing this we take their cohesive program model and build some assessments in place so they can monitor how their candidates are doing across the program, through multiple courses, and the hope is that this will eventually lead to looking at how they are doing once they are in the field.

“There is a foundation that we have been talking with that is interested in doing a statewide evaluation on what has been the impact of the principal preparation programs. That is something we are hoping to see in the near future. We will not be doing the evaluation but we will be working with universities in Illinois to establish a framework for them around the evaluation model and we will be holding a statewide meeting, probably in December, where we are going to bring together universities to give input on this. We know that if we really want this

evaluation to look at what we feel is measuring how well these programs are doing that universities have to give their input into it.

“We hope this will be a multiyear evaluation that might first look at what are the program changes that have come out of these new program requirements. Second, what are changes in skills and behaviors of principals that come out of these programs? And, eventually, many years later, what has been the impact on teaching and learning?”

“Those links to more information are included on your handout but I also want to mention how we are doing some monitoring work in the Center for the Study of Education Policy. Because, as Debbie mentioned, this is an endorsement separate for principals and assistant principals whereas before the endorsement was for anybody who wanted to be a general administrator. This has required some communication to school districts as to what this means. If you look at the numbers that were produced before as opposed to those that were produced now, there is a dramatic change.

“We in the Center put together a white paper that looks at what this means for Illinois, what are the current numbers that have been enrolled in universities, and what are the perceived numbers, and then also looking at it by regions to make sure that we do not have areas of regional shortage because of this. We are also working with the Illinois Association of School Boards (IASB), which does a survey three times per year to universities to see how many candidates they are enrolling so we can monitor it in that way.

“We also had a meeting in April with eight of the universities that we have been working with through our grants to get their candidate feedback on what these changes have meant for their programs and to give us some input on that. We had ISBE at that meeting as well as the Illinois Association of School Administrators and IASB.

“As far as affiliated work, we know through our leadership work that this cannot occur in a vacuum. The center has been working with ISBE to make recommendations for program recommendations to the superintendent endorsement and we have put together an advisory committee that is just concluding their work. They modeled it off the changes we made to the principal preparation.

“One of the most significant changes in the principal preparation has been a competency model for the internship versus hour requirements. The superintendent advisory committee made a similar recommendation that, rather than requiring a certain number of hours to complete your internship, let us put together these essential competencies that we want all principals and superintendents to know and provide evidence.

“The other thing we are working on is the teacher leadership endorsement. That is a significant piece of this work, because now that these programs are limited to principals and assistant principals, we do not want to neglect teachers that are interested in leadership positions but who may not at this point be interested in going to a principalship position. We are working with universities as they are redesigning programs now around new program recommendations made by the P-20 Council related to the teacher leadership endorsement.

“These are some of the current status and updates of this. This is all documented on your paper and there are hyperlinks where you can find more information.”

Chair Anderson said, “Thank you. Do Board members have any questions or comments?”

Dr. Addison Woodward said, “I have several questions. There is a new curriculum now for school principals, yes?”

Ms. Meisner-Bertauski said, “As each of the institutions has redesigned their programs they have unbundled what they used to do. There are a lot of detailed requirements for new programs, so their curricula look different than what it used to. The past was more focused on management and now it is on instructional leadership. Since it is focused on principals now it does not have to be as broad. It is much more focused.

Dr. Woodward said, “My sense is that many universities have administration programs and most of the people who wanted to be principals or superintendents went through them. For many institutions, those were huge programs, so there are a lot of education administration people out there who may or may not, and many probably do not, have jobs in leadership positions. Will those certificates or endorsements be meaningless? Will they be phased in or phased out?”

Ms. Meisner-Bertauski said, “No. That was part of the plan. They were grandfathered in. We heard that loud and clear.”

Dr. Woodward said, “Okay, so instead of education administration you are going to have now three different kinds of endorsements, the leadership program, the principal endorsement, and the superintendent endorsement. Is that correct?”

Ms. Meisner-Bertauski said, “Yes. The teacher leadership programs really are addressing what a lot of people wanted when they were going through the general administration, because so many of those who did receive their certificates at the time are not, as you said, in leadership positions but they wanted to get a master’s degree or more experience but I really think, and many of us think, that the teacher leader program really is going to serve the schools much more effectively and give them what they are actually wanting.”

Dr. Woodward said, “Thank you.”

Chair Anderson said, “Thank you.”

6. Public Agenda Showcase

Chair Anderson said, “Now we are going to turn to the *Public Agenda* Showcase. Dr. Berman will introduce the speakers.”

Dr. Berman said, “There may be some fans of *The Colbert Report* out in the audience and if there are, this is the moment where Colbert moves across the stage to speak with the guests.

“On December 9, 2008, IBHE adopted the *Public Agenda for College and Career Success* as the blueprint to guide education policy in Illinois for the next decade. The first goal of the *Public Agenda* is to increase educational attainment in Illinois to match the best performing states. Illinois was not alone among the states in putting forward the aspiration to increase educational attainment at that time, the 2008-09 timeframe. While we were developing the *Public Agenda*, other states were also engaging in planning initiatives that included the aim of increasing educational attainment.

“But it is one thing to adopt the goal of increasing educational attainment and quite another to identify strategies that can lead to achieving that goal. CCA is an alliance of states that share the goal of increasing educational attainment and that have adopted a specific target, that 60 percent of the adult population will have postsecondary credentials by the year 2025. Illinois became a member of CCA formally in 2010. The particular benefit of being a member of this alliance of states is the opportunity to learn about what works, what strategies work to increase degree completion. These are strategies that have been demonstrated to increase retention and completion.

“CCA has dubbed a set of interrelated strategies that focus on advising and curriculum design as Guided Pathways to Success. That is what we will be hearing about from our panelists. The Chairwoman introduced our panelists but let me just review: Dominique Raymond, Vice President of the Alliance State Relations at CCA; Dr. Richard Helldobler, Provost and Vice President of Academic Affairs at NEIU; Dr. Vicki Roman-Lagunas, Vice-Provost at NEIU; Dr. Medea Rambish, Dean of Learning and College Readiness at WCC; Kelli Sinclair, Dean of Counseling and Student Support at WCC; Dr. John Avendano, President of KCC; and Dr. Linsey Cuti, Professor of English at KCC.

“At my invitation, the Illinois members of our panel attended a one-day institute on Guided Pathways to Success in Orlando this past June. We will be hearing from them about the strategies their institutions are using to increase retention and graduation and about some ideas that emerged from the GPS Institute that they hope to adopt.

“I want to start the session by inviting Dominique to provide an overview of the GPS concept. As I mentioned, Dominique is Vice President of Alliance State Relations at CCA. She is responsible for outreach, policy, and advocacy with the alliance of states and serves as the primary point of contact for 33 state leadership teams. Prior to her current role she served as Special Assistant to the Secretary of the Pennsylvania Department of Education, State Outreach Coordinator for Achieve, and as a higher education policy analyst for the Maryland Commission of Higher Education. She is a native of Chicago and a graduate of Northwestern University.”

Ms. Dominique Raymond said, “Thank you, Dr. Berman, Madam Chairwoman, and members of the Board. I am happy to be here representing CCA.

“Here is a little about CCA. We are an organization that started in 2010, fully funded by foundations like the Gates Foundation, the Lumina Foundation, the Ford Foundation, the W.K. Kellogg Foundation, the Carnegie Corporation, and USA Funds. Our entire scope of work is to help states move your completion agenda.

“From the very beginning we have realized that there is so much out there on college completion for states to look at. We realized quickly that there are 101 things you can pick from. What CCA decided to do was focus first on what you could look at in terms of metrics and data. We quickly realized that Integrated Postsecondary Education Data System (IPEDS) is really only for students that are 18-21 years old. If you want to know what a student is doing if they are 24 and above you really do not know, so we created a set of metrics. Illinois is a state that continues to send us terrific metrics on the work that you are doing. We also got an endorsement from the NGA on that.

“Metrics and the funding are really creating conditions for change. It is not what you use to make change. What you actually use to make change are the remaining four elements listed

here: co-requisite remediation, sixty-six percent of students across the country need some form of remediation but we are realizing that remediation is not working as well; time and intensity, it is simple math, fifteen credits per semester gets you out, 120 credits in eight semesters but generally we have students sit at 12 per semester when they do full-time; GPS; and block scheduling.

“Turning to GPS, we go together and realized quickly that, when you look at the data and then you look at some best practices that are happening across the country, there are a series of, as Dr. Berman said, interrelated and interdependent activities that are happening in some states that are not showing just marginal results but dramatic, double digit results.

“What you have in front of you is this Guided Pathways to Success brochure. What it does is it actually lists some of the reasons why we needed to pull the GPS together. Number one is that it is taking students too long to finish college. We are not talking about accelerated programs. We are saying, ‘Finish a one-year certificate in one year, two years to get a two-year, a four-year bachelor’s degree in four years,’ and that is not really happening, we are finding. We are finding, in fact, that it is taking double the amount of time and that if you are a part-time student you rarely finish, which was pretty alarming. We had, for example, when we started looking at the metrics, a state that had an institution that had a two-year Associate’s in Arts degree that you needed 114 credits to finish a two-year associate’s degree. They had no idea because there was no way to capture that kind of data.

“It is taking too long for students and they are taking too many excess credits, as I mentioned. They are spending too much money, from the context of time to degree. We know that places like Hawaii and other places have created a ‘15 to Finish’ campaign and have realized that student tuition at some of their institutions was the same amount from 12 to 19 credits. Why not have students go ahead and do 15 credits per semester so they can hit 120? At the end of the day, they are not graduating.

“Here are the GPS essential elements, which are listed in the brochure. Number one is default pathways. They already exist. They are your course catalogs. Your faculty are rock stars. They are the ones that have laid out what a program of study should look like. Yet, when we go from this telephone book sized catalog that is given to the student, what the student actually ends up doing with that catalog is wandering. They are not exploring. They are wandering, wondering what courses they need to take.

“Every institution has some sort of default pathway but what ends up happening is that they are usually for your high flyers. Your honors programs are default pathways. Your science and engineering programs are default pathways. What we propose, and this is what the data has shown from places like Florida and Arizona, offer that type of program of study to all of your students, whether they are in arts and humanities, whether they are students who need additional support. Give them those default pathways and they will do really well.

“Dr. Berman talked about informed choice and what we talked about with Barry Schwartz. Time, choice, and structure are the key to making certain that students succeed.

“Number three is meta-majors. No student really should come in as an undeclared major because what they end up doing is wandering. So, you have places like Austin Peay State University in Tennessee that have created what they call meta-majors, broad categories that are very similar to the colleges within your schools. Students are taking general education courses that are going towards a major of some sort while your advisors and others help them decide a

major. At a lot of these institutions that have meta-majors the liberal arts core curriculum is the default so if you cannot figure out what to do you are a liberal arts major until you make up your mind on what you want to do.

“The academic maps really align with the default pathways but they have this backend technology. Many of you in the room know about Banner and PeopleSoft and the like for registration purposes.

“Now, if I am a nursing student and I decide that I still want to be a nursing student but I am going to drop toxicology and anatomy/physiology, well, guess what. I am not a nursing student any longer. How can you tell a student that the way that academic maps work is that every semester there is a milestone course by major that the student cannot drop. That keeps them from registering. We see that a lot in Florida and other places. So, if I drop toxicology that alerts an advisor immediately that I am no longer a nursing student.

“Finally, intrusive advising is really the heart of this. We do the reverse right now, where we send all incoming freshman, or anyone needing to register, running to talk to an advisor. At a rate of about 400 students per advisor, it is not really a model that is successful and can work. What the academic maps and milestones is it triggers when a student drops a course that they are supposed to take. That is when the advisor becomes very intrusive. ‘Oh, you have decided to drop toxicology. We need to talk about that. And you have decided to drop your English composition course. We need to talk about that.’ Again, in number one listed at the top, they will have a guided path, this degree plan that says, ‘I am an English major and this is what I will be taking until I graduate.’

“We have seen phenomenal successes with a lot of backend benefits for a number of campuses. You can actually work on the schedule of classes two or three years out. You can do predictive analytics based on these students taking these courses that are in this major. You will probably be just as successful as those students.

“Again, all of these already exist. They exist on your campuses, again, for your honors students, your science students. What we propose is that those institutions out there in the United States that are using it for all of their students are seeing dramatic results. The challenge for Illinois, and really for any state that is thinking about Guided Pathways to Success, is really how do you do all of this together? It all needs to be interrelated and interdependent.

“I invite you to visit the brochure. These are the essential ones that we have listed but there are other things, like block scheduling and the like, that we are really seeing have dramatic results. Use the data, use great examples of things in terms of GPS that are happening. All of us at CCA are happy to help Illinois move on this agenda.

“Thank you.”

Dr. Berman said, “Thank you, Domy, very, very much. That is a quick overview and, as she said, there is good additional information that fills out some of these additional ideas on the CCA website.

“This slide is a good segue way into the next part of our panel, where we are going ask people who attended the Orlando conference to talk about ways in which they are working on these very issues.

“I thought we would start by setting the stage by asking each institution to provide a brief profile of their school. We will start with NEIU. Richard and Vicki?”

Dr. Richard Helldobler said, “Thank you and thanks to the Chairwoman and the Board for allowing us to come and talk about NEIU a little bit today.

“NEIU is a public, comprehensive university of about 11,500 enrollment with 80 graduate and undergraduate programs in arts and sciences, education, and business. We have a federal designation as a Hispanic-serving institution (HSI). We were named one of the most ethnically diverse universities in the nation and a leader in having the lowest percentage of graduates with student loan debt by *U.S. News and World Report* in the “2013 Best Colleges” edition.

“In addition, while we relish most of all being on the list of Illinois state universities, we were named the sixth best investment in schools in the United States by *Newsweek’s* College Rankings. What that list is determined by is the tuition that students pay versus their mid-career salaries once they graduate. Other universities on that list include Harvard, Princeton, the Massachusetts Institute of Technology (MIT), so we keep great company. Many of these accomplishments have been given to NEIU under the leadership of President Sharon Hahs.”

Dr. Berman said, “And I am glad that primary among your points of pride was that you are one of the Illinois public universities. Let us turn to Kelly and Medea.”

Dr. Medea Rambish, “First, my colleague Kelli Sinclair and I would like to thank Dr. Berman and the Board for allowing us to go to the institute in Orlando and presenting here today.

“WCC was founded in 1966 and currently has four campuses with a total enrollment of 12,000 students. Our main campus is in Sugar Grove, which borders Aurora to the west on Route 47. We also have a large campus in downtown Aurora with smaller campuses in Plano, in Kendall County, and at the Rush-Copley Medical Center east of Aurora on Route 34.

“We are a diverse campus, as well. In 2009 we were also designated a HSI. Right now we are about 30 plus percent Hispanic/Latino, about nine percent African American, and about five percent Asian. We have urban, suburban, and rural components to our district. Suburbs include Geneva, Batavia, Yorkville, and Aurora, the second-largest city in the state, and then a lot of rural farm towns in our district, which is projected to be about 500,000 by 2020.

“We were recently a Regional Equity Award winner in 2012 by the Association of Community College Trustees.”

Dr. Berman said, “Thank you.

“One of my great pleasures in serving as the Executive Director of IBHE has been to get acquainted with some of our community college presidents. I particularly value my acquaintanceship with John Avendano from KCC. He is accompanied here by Linsey Cuti. John and Linsey, tell us about Kankakee?”

Dr. John Avendano said, “Thank you, Dr. Berman. I also want to extend our appreciation to Madam Chairwoman and the rest of the members of the Board for this opportunity and also for the opportunity to travel down to Florida.

“I want to paint a picture in your mind of KCC and the areas that we serve. Our full-time equivalent (FTE) enrollment, based on the formula of 15 credit hours, is about 2,400 FTE on our campus while 3,800 is our actual headcount for a fall semester. The next point about our students, as you heard earlier, is that about 66 percent, nationally, students who enroll in higher education need at least one remedial course.

“At our institution a few short years ago that was 93 percent who required a remedial course. I am proud to say, it is an improvement but we have a long way to go, we are at about 86 percent now that need at least one remedial course. What is important in that, and I think what is important that the Board understand, is the Lieutenant Governor’s report. Eighty percent of those students’ remedial needs are because of not having math that fourth year at the high school level. That makes up a significant part of that particular remediation.

“Our ethnic and racial makeup is about 29 percent are students of color. Our graduation rate has continued to improve in the last three years though, as I said, we still have a long way to go. Our graduation rate and actual students who have achieved a certificate or associate’s degree has gone up by 17.5 percent in the last three years. Our service area is about 120,000 citizens within our district.

“Another reason why KCC is extremely important, as we see it for our particular area, Kankakee, if you are not familiar with the area, is about 35 miles south of Interstate 80, which, around here, is considered the Deep South. We are about 60 miles south of this Chicago campus. Kankakee County has the second highest unemployment rate in the State of Illinois. It depends on whether it is harvest season or not if we are the highest unemployed county or the second highest unemployed county. It is significant for our community to have people with a degree or certificate of some sort. Business and industry for our area is healthcare, manufacturing, a very large agricultural community, and food processing, probably the largest areas that we have.

“Regarding educational attainment, I am proud to say that for our community we are about at the state and national averages for those with an associate’s degree but we are far below, less than half, of those who have attained a bachelor’s degree or beyond for our community.

“That sort of gives you an overview of what it looks like in our particular community.”

Dr. Berman said, “Thank you, John. If being in Kankakee is the Deep South I do not know what that makes Springfield.

“Prior to our attendance at the Institute, each of these institutions had already been engaged in activities aimed at increasing retention and graduation that were aligned with GPS thinking. You guys did not invent this.”

Ms. Raymond said, “That is right.”

Dr. Berman said, “Let us start by hearing from Richard and Vicki.”

Dr. Helldobler said, “Vicki has decided that I am doing all the talking today. We have redesigned our summer transition program (STP) and what we are doing is that we are looking at what we call the ‘Stretch’ developmental math and English. What that does is it takes the developmental content and the entry-level content, stretches them over two semesters, and awards the student 1.5 credits each semester. What this does is helps time to degree and helps us slow the material down for better retention and better acquisition of the knowledge.

“We are also looking at requiring STP as a condition of acceptance. Right now it is optional and we are finding that, based on the data, the students who attend the STP are actually retained at a higher rate and have a higher persistence rate toward graduation.

“We are also realigning our financial aid to meet needs. We are looking at what are the roadblocks in terms of financial holds that our students have on their accounts and how can we help get them through the program quicker. For example, we used to prevent students from registering for the next semester if they had any kind of financial hold on their account. Now we are letting them pre-register and are getting them connected with the Bursar’s Office to either resolve the issue or develop a payment plan that will allow them to persist into the next semester.

“Then we have the First Year Experience Program with college success skills. We have added a financial literacy component, especially for our first generation students, which is important. It also has academic content and it will be fulfilling one of the general education requirements as opposed to being just an ‘extra’ course which adds to the credit count referred to at the beginning of this panel.”

Dr. Berman said, “I think you are quite correct that financial aid needs to be brought into the picture. I have to say, in the GPS conversations, I have not felt that it is as integrated as it needs to be, so I congratulate you for thinking along those lines.

“Let us turn to Waubonsee. Kelli? Medea?”

Ms. Kelli Sinclair said, “Over the past three years, Waubonsee has been working on an initiative called Project Graduation. I think we predated the national agenda by about six months to a year, so we had a little bit of a leg up. We were starting to have those conversations. Project Graduation is a series of smaller activities that we believe have really helped to change our campus into more of a culture of completion, building that expectation that students are coming to that community college campus to receive their credential, a degree or certificate, and not just presenting a smorgasbord of classes or saying, ‘Come for a semester and transfer if you want,’ but actually building that expectation and really driving advising and conversations with students that they are going to get their degree. We do not force them, of course, and the options are still there, but we feel that we have been able to increase our numbers by doing a number of activities that slowly have gotten faculty, staff, and students on board with this idea.

“We have a piece that we put together if you are interested. It is on the table outside and summarizes some of the Project Graduation activities. To name a couple, we now automatically award certificates to students, whether they have gone through a formal application process for them or not. We have streamlined that process a bit. We review, with the help of Information Technology and some programming, credentials and award them. We post them to the student’s record and then mail the certificate, again, whether they have applied or not. We have reduced some of that bottleneck.

“One interesting thing we have been doing just this past year, and I would highlight NIU on this, although we have a couple other private, four-year universities we are working with as well, is reverse transfer agreements. We have entered a pilot program with Northern whereby NIU reaches out to their students, who have completed a certain number of credits that may make them eligible for an associate’s degree. So they email their students and say, ‘It appears you may have enough credits for an associate’s degree. If you are interested, we will mail your NIU

transcripts to Waubensee for free and they will evaluate your credentials.’ That has helped and has increased our numbers.

“We have helped more students earn a credential that they might not have otherwise earned. They may be delayed on the path to the baccalaureate degree but they have that assured associate’s degree. Symbolically, I think, it is really important because it is the four-year school saying that the associate’s degree is important and that feels like a good step forward for us.

“Also, like many other colleges we have streamlined and decreased our program credits to 60. This has helped students who were transferring early to the transfer institution.

“We also have a robust college readiness initiative. We have gotten together with our public schools and some of our private school instructors to try to develop college readiness portfolios. What is college ready? We have defined it, we now know what to shoot for, and we get together many times each semester for the college faculty and the high school and middle school teachers to get together and discuss alignment of the curriculum and packing the Common Core and assessment and all sorts of things like that.”

Dr. Berman said, “Thank you, Kelli. We hear a lot about stackable credentials so it is interesting to hear about how it works in practice. That sounds like a good idea.

“John and Linsey?”

Dr. Linsey Cuti said, “We also have a college readiness program that was started in 2008 and is still growing. We have about half of our district high schools and middle schools who participate, which is about 12 of each of those. The most important work that we do is curriculum alignment for math and English. Our faculty meet with high school and middle school teachers about once a month each semester to work on the curriculum alignment.

“We also offer ACT Compass placement testing to high school juniors so that they know whether or not they are testing college ready. If they are college ready then we award them a certificate to take one free class at KCC. More importantly, if they are deficient then that can influence their senior year schedule. Since 2009 we have had a 5.5 percent increase in students who test into college-level courses with no need for developmental courses.

“We are also redesigning our developmental education sequence for efficiency and quality. We are working to reduce the time it takes a student to complete developmental courses by having fewer levels and instead getting them into college-level courses more quickly and then providing additional support while in those courses. This way their momentum to succeed is not halted.

“We also have a first-year college experience course with the hope of helping students to succeed and persist. We designed a face-to-face three hour course. Students are expected to work on improving self management and critical thinking skills along with developing improved cultural competence and communication skills. The course was also designed to have students create a master academic plan. Developmental students are encouraged but not yet required to take this course. Seventy-four percent of the students who pass the course in the fall went on to have a 2.0 or higher grade point average (GPA) or higher in the spring whereas only 50 percent of the students who did not take that course had a 2.0 or higher.”

Dr. Berman said, “Those are some very strong initiatives. I am particularly intrigued by taking competence in eleventh grade and offering them a free course. That seems like quite a good deal, if they are college ready.”

Dr. Avendano said, “And that has continued to grow. That was a commitment from our Board of Trustees to our community. A few more of the strategies we have right now in terms of identifying where we were at the time, a few years ago, as an institution, we had not had even an institutional research office, so we started establishing a macro scorecard which is our institutional measures that anybody in our community can go out and see where we are in terms of our success. It is our way of accountability and we have both macro scorecards and micro scorecards.

“Hundreds of different metrics are available for us. The number one focus that popped up as part of our previous strategic plan, and I will talk a little bit later about our new strategic plan, was student success. As we have talked about, a number of students needed remediation. It was very obvious and evident that that was a thing that we had to focus on. Our student services have really wrapped themselves around this with 12 different initiatives, way too many to go into now, but a number of initiatives focused on student success. That really will be the mantra, if you will, as we continue to go forward.

“One particular one that I thought was unique was our health careers. We have a very strong health careers program, as many community colleges do. As we identified students going through a program, if they happen to be a particular course that has a percentage of students who are struggling in that course then we call that a rewind class. In other words, we take those students who are struggling, put them back into the class again. A lot of them start back at the beginning and are still able to finish with the other students who started in that class at the beginning of the semester. What that has done is allowed us to retain a number of students who normally would have washed out of the program and, in and of itself, pays for itself as students continue on to the subsequent semester.”

Dr. Berman said, “Thank you. Now we are going to turn to the ideas that emerged from the Institute. Like a lot of conferences, this one was intense and packed with ideas. They worked us very hard, with no breaks. The way to handle a situation like that is to focus in on a few things that seem feasible, that could be accomplished. I asked our panelists to consider ideas that their institutions might be able to take on that arose during the conference.

“Richard and Vicki, what are some ideas that you think might work at NEIU?”

Dr. Helldobler said, “A couple of things are that we are looking at an opt-in approach to advising after the first year, with milestone check in points. Next year we are moving to an electronic catalog and within that catalog will be a curricular map for each program, mapped out eight semesters with 15 credits. Those curricular maps will have hyperlinks so the student can click on the course and go automatically to the course description in the back of the catalog. From there, there is a dropdown menu in terms of the number of sections with dates and times that it will be offered that semester. Faculty can upload their syllabi directly into their section so the student will have more transparency in terms of the types of sections and availability that are available that semester.

“We are telling students that as long as you stay on your map, meaning, as long as you take your 15 credits and you are successful, you do not need advising except for a couple of milestone check in points which will be the second semester of their junior year and the first

semester of their senior year as they are getting ready to graduate. If you take less than 15 credits or you do not pass a course, then you have to go to an advisor to get back on your curricular map going forward.

“We also went back and looked at our own data and found out that students who are undeclared versus those who declare earlier are retained and graduate at a higher rate. This notion of meta-majors would be very beneficial based on the data that we have at NEIU. When students come in undeclared or they really do not know what they want to do, rather than just having them be a ‘liberal arts’ major, one of the things that we are looking at is partnering with our colleagues in Student Affairs and administering the Strong Interest Inventory and then looking at the analytics at the courses they did particularly well in in high school and then begin to talk to them about some of these meta-majors where some of their interests and previous academic success align. We will be moving away from the undeclared designation at NEIU. We will also investigate the use of advising technology relating to informed choices for students.

“Not only will we look at analytics in terms of what the gateway courses are and what is the profile of the students who did well on those courses but it also made us rethink how we are engaging parents and families in our summer orientation. Rather than just talking to them about what we think their student experience is going to be like, we really gave them a set of tools and a set of questions that they could begin to ask their student over the course of the academic year.

“For example, ‘Have you pre-registered?’ and give them the dates of when they should begin to ask that question. ‘Is your bill paid?’ and the dates when they should begin to ask that question. ‘How well did you do last semester?’ and when they should ask those questions. We are providing the tools for them to become a better support system as they traverse through this curricular map that will be launched next year.”

Dr. Berman said, “Very good. Very impressive. Kelli and Medea?”

Ms. Sinclair said, “Since the symposium we have been talking more about choice theory. That really stopped a lot of us in our tracks, so we are discussing it more. We are talking about how to get our hands around undecided or still deciding students a little better. I am not sure if meta-majors is a path we will take but those are the conversations that are starting to happen.

“We are really trying to figure out how to do more with intrusive advising, especially with four campuses. With students transferring to colleges all over the country it becomes a bit of a challenge but I think we are headed to a more focused path in terms of what we are offering.”

Dr. Rambish said, “Under President Dr. Christine Sobek’s leadership, Waubensee is a Foundations of Excellence college. We have been talking about transfer student experience for the past year and we have had subcommittees that have put forward action plans as to what we need to focus on to improve the transfer student experience. In a few weeks we will be getting together and prioritizing those action steps. We will be strategically planning an improvement process, taking all of the policies, practices, and procedures we have to try to improve our transfer experience.

“The GPS ideas, since Kelli and I are involved in it, will help us to have conversations with GPS in mind. Also, the academic deans are just now exploring block scheduling of general education offerings in accelerated and regular pace formats.”

Dr. Berman said, “Okay. John?”

Dr. Avendano said, “At Kankakee, a couple of different things I had mentioned before. We had the previous strategic plan. Some of the ideas that came out of our most recent strategic plan, along with our GPS visit down in Florida, were creating a culture of completion, which is something you have heard a few times here and, quite frankly, it is something that we did borrow from WCC and the role that they have taken as a leader in that area. I would be remiss not to say that I am a proud graduate of Waubonsee.

“Throughout everything we do at the institution, from our messaging to our programming to our scheduling to our advising to our student services is creating a culture of completion, putting in the students’ mind that they are going to complete and we are going to help them complete. We are going to challenge them to complete. The idea is that they are going to complete.

“Creating a culture of excellence and innovation in everything that we do, as well, so looking at how we structure our programs, how we structure our courses and our schedules in terms of being innovative, whether it is innovative to us or to everyone. We are looking at different options from that standpoint.

“Block scheduling we are looking at from two different perspectives. One is, again, something we borrowed from WCC is a Monday-Wednesday, Tuesday-Thursday, or all-day Friday and possibly the weekend as other days to take classes.

“A second model is where a student takes one class, highly intensive, at a time, as they progress through the semester. What that does is with our students we have found that as life gets in the way, occasionally, if they have enrolled for nine, 12, 15, 18 hours, if life gets in the way and they cannot complete the semester, they have completed nothing, no matter how much they registered for. If you start a block schedule with one class at a time and life gets in the way, they may already have at least one, two, three, or four classes done before they have to stop. So, it is a different variation on the block schedule.

“Also, as you heard a little earlier, there is the redesign of our foundational course. Time is the enemy, as we have heard many times over, and we have discovered that to be true for the students who enroll in our remedial or foundational courses, whatever we wish to call them. The success rate of those students’ completion, whether it be a certificate or an associate’s degree, is very, very small.”

Dr. Cuti said, “We would like to start using academic maps for all students so that they have very specific pathways to degree attainment. They will know what classes they need to enroll in semester to semester to help them stay on track and also provide a sense of security and direction that they often do not have or do not know how to access. In order to provide the academic maps, our students will need intrusive advising. They will need to be assigned a specific advisor and keep in regular contact so that if they fall off track or are not doing well in a particular course they can be advised of the best solutions.

“In order for all of these initiatives to be effective, we do need to make it possible for more students to enroll full-time, since statistics show that part-time students rarely graduate.”

Dr. Avendano said, “Related to that, with the FTE, we are looking to establish cohort groups or learning communities within our institution, either based on the meta-majors clusters or other, similar types of ventures for support for the students.

“Also, two years ago we started an early college program where the student can spend their senior year, for those in our district we are limited right now, and since they only need a few credits to graduate from high school, they can actually spend that year on our campus as full-time students and be dually enrolled, if you will. They are full-time students at KCC and they reverse transfer their dual credit hours to their high school for graduation. They can still participate in all the high school activities and Illinois High School Association events and activities that go along with high school.

“It is also a way for a number of rural high schools who do not have the resources to provide, for example, their fourth year of math. We can do that on our campus and, again, it helps as far as the focus of the student and the benefit of the student.”

Dr. Cuti said, “As for planning for GPS, after getting back from Orlando I immediately contacted CCA to help advise me on the best ways to get started with these initiatives. They have offered to come and present a workshop at a central Chicagoland location. Specifically they suggested Governors State University so we could include other institutions. Genevieve Boesen of the South Metropolitan Higher Education Consortium will help to coordinate the effort. We are working on an October or November date.”

Dr. Avendano said, “Just one last item, we have been very fortunate that, while we do not have a public university within our district, Governors State University has been wonderful in terms of the two plus two through the GSU Promise, to help our students who enroll full-time to complete in two years and have financial opportunities at GSU to complete as well.”

Dr. Berman said, “Thank you, very much. Domy, you can go back and tell your folks that that institute really had an impact in Illinois and helped move us along.

“Do any of the Board members have questions for any of the panelists?”

Ms. Kym Hubbard said, “I just have a comment. I also would like to applaud the panel, Dr. Berman, and Ms. Raymond. It sounds like it was a very, very good conference. These ideas are amazing and I applaud the universities and colleges that are trying to implement them. I think it is a good idea to try to look at your specific university and take out what you think you can digest first, as opposed to bringing a one-size fits all approach, as I hear different universities are going to try out different pieces of it, some are trying the same. I wish you great success because it sounds like out of the box thinking. I am interested to see how it turns out. Good luck.”

Dr. Elmer Washington said, “I want to add to that very impressive presentation. I think I learned a lot about what can be done. Also, I was looking at the GPS results and it blows my mind the kind of success that is reflected here. It begs the question, are there any situations where these principles are taken where you do not get a significant impact?”

Ms. Raymond said, “Not that we have noticed. In fact, the two things that underpin everything with GPS are that the data has to be there. It has to show that there have been dramatic results driven from that. The second is that it is not a pilot project. It has to actually exist somewhere that someone has done it.

“Our next role with GPS is to see if we can scale it. City University of New York (CUNY) is a great example. They are doing block scheduling. When you do the comparison group, 25 percent of most CUNY students are graduating compared to 58 percent block

scheduled. That is terrific but how, then, do you replicate it. City Colleges of Chicago is interested in that, as is Community College of Philadelphia. Everything this entire panel has done and the other 23 state teams that attended in Orlando, what we are really interested in is exactly what everyone has said here and how do you then scale it up.”

Dr. Berman said, “Anything else? All right.

“Well, as a state we have adopted the 60 by 25 goal. One of the ways that we at IBHE can help is to serve as an advocate for strategies that will, in the long run, help us achieve that goal.

“I want to thank NEIU, WCC, and KCC for their participation in the conference and for their commitment to boosting graduation and retention using GPS-aligned strategies. Now, I am aware that the kinds of ideas discussed today are being adopted by other institutions in Illinois. We could have had quite a parade of institutions up here. I appreciate the work being done throughout the state to move us toward our 60 by 25 goal.

“Panelists, thank you again. I appreciate your participation.”

Chair Anderson said, “Thank you. Before we turn to action items, I just want to acknowledge Senator Kwame Raoul, who has joined us today. He represents the thirteenth district, where the University of Chicago is located. Thank you for hosting us here in your district. Senator Raoul is a leader in Springfield and is tackling a lot of tough issues, including our pension challenges. We are thankful that you are there and working hard on those tough issues. Thank you for being here.”

III. Action Items

Chair Anderson said, “We will now turn to the action items. Dr. Stephanie Bernoteit?”

Dr. Stephanie Bernoteit said, “Thank you, Madam Chairwoman. Before I introduce items for your consideration, I would like to share with you that we have a new analyst who has joined us in Academic Affairs. I would like to present Amanda Winters and note that we are very happy to have her expertise. She joined us from the University of Illinois at Springfield.

“Madam Chairwoman, we have included in the memo a list of all pending academic programs and all authorization proposals submitted to the Board through July 22. Since then, three additional proposals have been received and three applications have been withdrawn. As of Monday, August 5, there were two new requests for program modification in addition to the 43 reported in the memo.

7. New Units of Instruction at Public Community Colleges

Dr. Bernoteit briefly outlined the contents of this item. There was no discussion following her presentation.

The Illinois Board of Higher Education, on motion from Dr. Allan Karnes and seconded by Dr. Elmer Washington, hereby unanimously grants authority to Harper College to offer the Associate in Applied Science in Health Information Technology and a related 30 credit hour Certificate in Health Information Technology 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 Heartland Community College to offer the Associate in Applied Science in Physical Therapy Assistant 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 Highland Community College to offer the Associate in Applied Science in Industrial Training 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 Illinois Valley Community College to offer the Associate in Applied Science in Welding Construction Technology and the Associate in Applied Science in Welding Production Technology 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 John Wood Community College to offer the Associate in Engineering Science subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to Lincoln Land Community College to offer the Associate in Applied Science in Neurodiagnostic 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 Malcolm X College to offer the Associate in Applied Science in Community Health Care Worker and a related 47 credit hour Community Health Care Worker Certificate 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 Moraine Valley Community College to offer the Associate in Applied Science in Computer Graphics Imagery, the Associate in Applied Science in Geographic Information Systems and the Associate in Fine Arts in Music 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 Olney Central College to offer the Associate in Applied Science in Human Resource Assistant and the Associate in Applied Science in Office Administration 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 Waubensee Community College to offer the Associate in Applied Science in Laboratory 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.

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

Dr. Bernoteit briefly outlined the contents of this item. There was no discussion following her presentation.

The Illinois Board of Higher Education, on motion from Dr. Proshanta Nandi and seconded by Ms. Kym Hubbard, hereby unanimously grants authority to Robert Morris University – Illinois Authorization to Grant the Master of Science in Physician Assistant Practice in the Chicago Region subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants to Rush University Authorization to Grant the Bachelor of Science in Health Sciences in the Chicago Region subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants to American InterContinental University Online Authorization to Grant the Master of HealthCare Management in the North Suburban Region subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants to Fox College Authorization to Grant the Associate in Applied Science in Dental Hygiene in the South Metro Region subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants to Harrington College of Design Authorization to Grant the Bachelor of Science in Product Design and the Master of Arts in Creative Direction 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 to SOLEX College the Certificate of Approval and Authorization to Operate and to Grant the Associate in Applied Science in Physical Therapist Assistant 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.

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

Dr. Bernoteit briefly outlined the contents of this item. There was no discussion following her presentation.

The Illinois Board of Higher Education, on motion from Dr. Elmer Washington and seconded by Mr. Robert Ruiz, hereby unanimously grants to Northern Illinois University authorization to establish the Master of Science in Financial Risk 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 to the University of Illinois at Urbana-Champaign authorization to establish the Grainger Center for Electric Machinery and Electromechanics in the Prairie Region subject

to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants to Western Illinois University authorization to establish the Doctor of Philosophy in Environmental Science: Large River Ecosystems in the Western Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

IV. Consent Agenda

Chair Anderson said, "Before we turn to the consent agenda I want to acknowledge Board member Heba Hamouda who has joined us by phone."

Ms. Heba Hamouda said, "I am sorry I am late."

Chair Anderson said, "Turning next to the consent agenda, is there a request to remove any items from the consent agenda? Is there a motion to approve items 10 through 15 on the consent agenda?"

The Illinois Board of Higher Education, on motion made by Dr. Allan Karnes and seconded by Ms. Kym Hubbard, unanimously approved Item Nos. 10, 11, 12, 13, 14, and 15.

10. Board Meeting Minutes – June 4, 2013

The Illinois Board of Higher Education unanimously approved the Minutes of the June 4, 2013, meeting.

11. Fiscal Year 2013 Financial Report as of June 30, 2013

The Illinois Board of Higher Education unanimously approved the Fiscal Year 2013 Financial Report as of June 30, 2013.

12. Public University Non-Instructional Capital Project Approval

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

13. General Grants, Fiscal Year 2014 Allocation

The Illinois Board of Higher Education unanimously approved the fiscal year 2014 General Grants as detailed in the document provided. The Board authorized the Executive Director to make adjustments to the grant awards in the event that appropriated funds are reduced or unavailable and allocate any remaining funds at the end of the fiscal year.

14. Grow Your Own Teacher Education Initiative, Fiscal Year 2014 Allocation

The Illinois Board of Higher Education unanimously approved the Fiscal Year 2014 Grow Your Own Teacher Education Initiative Grants as described in the document provided. The Board authorized the Executive Director to make pro rata adjustments to consortia grant awards in the event that appropriated funds are reduced or unavailable. The Executive Director

is authorized to re-allocate funds between consortia, fund other consortia as necessary, and allocate any remaining funds at the end of the fiscal year.

15. IBHE Faculty Fellows Program

The Illinois Board of Higher Education unanimously approved the establishment of the Faculty Fellows Program and authorizes the Executive Director to award one or two fellowships per academic year in consultation with the Faculty Advisory Council. The program will be conducted as described in the document provided with regular updates provided to the Board.

V. Information Items

16. Legislative Update

17. Fiscal Year 2014 Appropriations for Higher Education Governor's Action

VI. Public Comment

Chair Anderson said, "We will now move to public comment. We do have one request to speak during this public comment period that was received from Noor Salah. She is a student trustee at Moraine Valley Community College and is here to speak on the issue of increasing tuition. She will have three minutes to speak."

Ms. Noor Salah said, "Good evening, distinguished guests. My name is Noor Salah and I have the honor of representing and serving the students of Moraine Valley as student trustee. I am honored to be here today amongst so many dedicated professionals who share the common goal of educating the next generation.

"I want to take a minute to thank you all for your service to the community. Truly, our country would not be the great place it is if not for honorable, generous people like you.

"I stand in front of you today to address one of the most important issues of our time, that is, the issue of college affordability. At my college, tuition has gone up 170 percent since 2006 while fees have increased at a pace of 304 percent, also since 2006. In this age of globalization, we must hold nothing back in our honest effort to provide an affordable education to every single student. Whether they are black or white, rich or poor, everyone has a fundamental right to the collective knowledge of the human race.

"If there is one challenge that remains from the civil rights era, it is the challenge of eliminating unearned privilege. We can do this by making sure that every student has access to an affordable education. Community colleges must lead this fight. After all, these institutions were founded for the exact reason, providing every student with the education and training they need to get a job and contribute to the ultimate success of this great and powerful nation.

"So, I ask you to join me in this fight to keep costs of college down. I understand as much as anyone the importance of building and expanding the facilities of the colleges and universities. However, raising tuition cannot be the first option to pay for such needed expansions. We must live within our means before we embark on extravagant building projects, we must make sure that we explore every other option available to fund such projects. This effort must include examining the college's budget line by line to ensure taxpayers and students that the school is running at full efficiency.

“In other words, raising tuition and fees must be avoided at all costs. If we fail to do this, we risk pouring more water on a generation that is already drowning in debt. Not only is this bad for our economy and for our future but it is also morally wrong.

“Before we raise tuition, think of the working class student who is working three jobs to pay for school. Think of the student who is forced to choose between a life degrading job and going to school and taking on thousands of dollars in burdensome debt. Think of the future of this nation. How can America lead the world of innovation and progress when a whole generation is shackled with debt?

“This issue of keeping college affordable for all is one of the defining issues of our day. The choice is yours. Will you stand with the students or will you allow the current trend of rising tuition and fees to continue?

“My hope is that you will be by my side in this fight. Thank you all and God bless.”

Chair Anderson said, “Thank you and thank you for being here. Are there any questions or comments from Board members?”

Mr. Jay Bergman said, “What is the current tuition per credit hour at Moraine Valley?”

Ms. Salah said, “Approximately \$150.”

Mr. Bergman said, “Is that tuition only or is that tuition and fees?”

Ms. Salah said, “Tuition only, per credit hour.”

Mr. Bergman said, “Thank you.”

Dr. Proshanta Nandi said, “Your concern is very well accepted and it will be a sad day when people as brilliant as you cannot go to college anymore because of rising costs. One suggestion is to let it rise another 200 percent, then nobody can afford to come to college and the colleges will be without students. That will lead the politicians and the decision makers to take a very hard look. I think less of this kind of extreme activity will do the work. Think about it.”

Dr. Addison Woodward said, “I agree with your comments and sentiments. Have you also addressed the Moraine Valley Community College board with this? They really set tuition and we just approved a capital project where students at the University of Illinois voted to spend another \$25 per semester fees for some renovations, which is interesting. I was going to raise the question but I didn’t have the chance. It is interesting that the current students can pledge that future students will pay the \$50 or more per year. I would love these current students to say, ‘We support this and we are going to pledge that we are going to send you \$100 per year contributions for the next ten years.’

“I do appreciate your concerns. It is important and you are right. It is the issue of our time.”

Chair Anderson said, “Thank you.”

VII. Other Matters

Chair Anderson said, "I am looking forward to working with all of you. Our next meeting is October 1 at the University of Illinois at Chicago where our featured guests will be the Community College Presidents."

IX. Adjournment

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

Respectfully submitted by Cindy Deitsch, Secretary to the Board.

Note: Copies of all items referred to in the minutes (i.e., letters, statements, reports, etc.) are on file with the official minutes of the August 6, 2013, meeting.