

**APPROVED**  
**OCTOBER 7, 2014**

Item #V-10  
October 7, 2014

**MINUTES – BOARD MEETING**  
**August 5, 2014**

**Submitted for:** Action.

**Summary:** Minutes of the August 5, 2014, meeting of the Illinois Board of Higher Education held at Northern Illinois University, DeKalb, Illinois.

**Action Requested:** That the Illinois Board of Higher Education approve the Minutes of the August 5, 2014, meeting.



**STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION**

**MINUTES - BOARD MEETING  
August 5, 2014**

A meeting of the Illinois Board of Higher Education was called to order at 1:05 p.m. in the Pollack Ballroom, Barsema Alumni & Visitors Center at Northern Illinois University, DeKalb, Illinois, on August 5, 2014.

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

The following Board members were present:

Jay Bergman	Proshanta Nandi
Sean Foots-Anderson	Mary Richardson-Lowry
Terese Garate	Santos Rivera
Jane Hays	Robert Ruiz
Paul Langer	Addison E. Woodward, Jr.

Also present by invitation of the Board were:

James L. Applegate, Executive Director, Illinois Board of Higher Education  
Karen Hunter Anderson, Executive Director, Illinois Community College Board  
Christopher Koch, State Superintendent, Illinois State Board of Education

**Presidents and Chancellors**

Douglas Baker	Elaine Maimon
Randy Dunn	William Perry
Robert Easter	Paul Sarvela
Julie Furst-Bowe	Jack Thomas
Sharon Hahs	

**Advisory Committee Chairpersons**

Susan Friedberg, Proprietary University Presidents  
Sharon Hahs, Public University Presidents  
Alejandro Molina Hoyos, Student Advisory Committee  
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.

### **2. Welcome by Douglas Baker, President, Northern Illinois University**

President Douglas Baker welcomed everyone to Northern Illinois University.

### **3. Welcome and remarks by Chair Lindsay Anderson**

Chair Lindsay Anderson welcomed everyone to the meeting. She noted that the meeting was being webcast for the first time. Chair Anderson thanked President Baker and Northern Illinois University for its gracious hospitality, and thanked President Baker and his wife, Dr. Stover, for hosting IBHE at their home the previous night for dinner.

Chair Anderson reported that the Governor recently held a ceremony at the University of Illinois at Urbana-Champaign to sign Senate Bill 3441, the Higher Education Distance Learning Act, which was initiated by IBHE. Chair Anderson stated that the new law will help boost the quality of distance and online learning programs across Illinois and other states. In addition, the law will allow Illinois to join other members of the Midwestern Higher Education Compact (MHEC) to make distance education courses more accessible to students across state lines while also making it easier for states to regulate institutions who participate in interstate distance education. She noted that the IBHE applauds the bill sponsors, Senator Pat McGuire and Representative Bob Pritchard, for their leadership in helping to pass Senate Bill 3441 and the Governor for signing it into law and drawing attention to the issue.

Chair Anderson thanked the Proprietary College Presidents for meeting with Board members over lunch prior to the Board meeting. The discussion over lunch was expansive, covering many areas including the importance of maintaining college affordability and closing the achievement gap in Illinois. The meeting also discussed adult learners and establishing goals that could be worked on and achieved together. The Board looks forward to working with the presidents collectively to address many issues impacting the college success of Illinois students.

Chair Anderson introduced the new Board members: Ms. Mary Richardson-Lowry, public member; Mr. Sean Fouts-Anderson, student member and Mr. Tyler Solorio, nontraditional student member. Ms. Richardson-Lowry is a lawyer in the Chicago area and has been a contributor in the education space in many different forms for many different years. Mr. Anderson is a student at Roosevelt University majoring in Business Management and Mr. Solorio is a Public Policy and Communications student at DePaul University. Chair Anderson welcomed and thanked the new members.

Chair Anderson congratulated Dr. Vinni Hall, ISBE Board member and Representative to our Board, for receiving the National Association of State Boards of Education's 2014 Distinguished Service Award. This national award is given annually to state board of education members in recognition of outstanding service to public education. Vinni has been a staunch educational advocate for over 30 years and was extremely active in Illinois' adoption and implementation of the Illinois Learning Standards. We applaud her for receiving this honor.

Chair Anderson turned to the budget for Fiscal Year 2015. On June 30, 2014, Governor Pat Quinn approved the Fiscal Year 2015 spending plan. Public Act 98-0678 provides \$2.0 billion for higher education operations and grants which represents appropriations at the IBHE Step 1 recommendation and Fiscal Year 2014 level. Specifically, the Fiscal Year 2015 budget for higher education included \$1.2 billion for public universities, \$294.5 million for community colleges and \$373.2 million for the Monetary Award Program (MAP).

Chair Anderson noted that the Board is grateful that the 2015 spending plan holds higher education appropriations virtually flat but also recognizes that the current budget will need further discussion and repair even though we are in planning phases for the next fiscal budget. Chair Anderson said that the Board looks forward to working with higher education partners to advocate for proper funding for higher education.

Chair Anderson noted that Illinois has joined more than 40 states in a collaborative effort to raise learning standards and improve college and career readiness for students through the Illinois Learning Standards and the Partnership for the Assessment of Readiness for College and Careers (PARCC). Both the Illinois Learning Standards and PARCC are seen as a viable way to increase the number of graduating students who are prepared for college and workforce success and we are excited to be a partner in this great initiative.

Chair Anderson announced that during this meeting, the Board will hear from Dr. Christopher Koch, Superintendent, Illinois State Board of Education; Matt Gandal, President, Education Strategy Group; Allison Jones, Vice President for Postsecondary Collaboration, PARCC; and Kathy Havens Payne, Senior Director of Education Leadership, State Farm Insurance. She noted that they would lead a panel discussion with the Board on the Illinois Learning Standards and PARCC and its ability to improve college and career readiness in Illinois.

#### **4. Remarks by Executive Director Dr. James L. Applegate**

Dr. Applegate noted that the staff had a very good conversation with the public university presidents around the Common Core Standards and PARCC. He further went on to say that IBHE conducted a series of clinics around the state with almost 500 representatives from teams from 80 postsecondary institutions – private, for-profit, and public. The clinics focused on what higher education must do to support the effective implementation of new Illinois learning standards and PARCC and the benefits that will accrue to higher education from implementation. Dr. Applegate stated that we would hear more about that later in the meeting.

Dr. Applegate discussed Senate Resolution 903 which focused on how to improve performance of the higher education system in Illinois in serving the needs of the fast growing Latino population. IBHE staff is already hard at work with that taskforce and they will continue to be engaged and working to coordinate engagement of Illinois institutions as that work moves forward. As you know almost all of the population growth for Illinois for the next 20 years or longer will come from the Latino population. That population currently has one of the lowest higher education achievement levels in the state and Illinois needs to turn that around.

Dr. Applegate pointed out that the Board had received a list of its mandatory roles and responsibilities. With new board members and a new agenda he wanted to make sure that they had a summary of the various rules, regulations and responsibilities of the Board.

Dr. Applegate introduced Dr. Jennifer Delaney, IBHE Faculty Fellow to the Board. Dr. Delaney has her Ph.D. from Stanford, her master's degree from Harvard University, and her

bachelor's degree from Michigan. She is currently a faculty member at the University of Illinois. IBHE has designed the faculty fellow work to align with the challenges which the Board faces. Dr. Delaney is going to be looking at a number of issues that speak to the affordability issue, (for example the impact of the guaranteed tuition program on affordability). Dr. Delaney is also going to be looking at issues around performance funding and new higher education funding models that other states are employing. IBHE is excited to have her and her expertise on staff to help work on these issues.

Dr. Applegate shared some good news with the Board. The State of Illinois received the prestigious Frank Newman Innovation Award from the Education Commission of the States (ECS) recently. The award was given to Illinois for innovative work being done around principal preparation, moving towards a 21<sup>st</sup> Century model that prepares building leaders to advance Illinois' education agenda: competency-based, clinical, and providing a broader set of experiences from pre-school through high school (K-12). It is an extremely innovative program.

Dr. Applegate also mentioned that IBHE has been working very closely with Generations Serving Generations. He spoke to that group. It is an effort to connect multiple generations in areas of service and volunteerism to serve the needs of Illinois.

## **5. Resolution Honoring Representative Naomi Jakobsson**

Ms. Jane Hays read the following Resolution honoring Representative Naomi Jakobsson for her service to Illinois.

### *STATE REPRESENTATIVE NAOMI D. JAKOBSSON*

*We, the Members of the Illinois Board of Higher Education, extend our gratitude to State Representative Naomi D. Jakobsson for her service to Illinois higher education during her notable tenure as a member of the Illinois General Assembly. We are especially appreciative of her leadership to the State and its college students and public and private institutions of higher education as the Chair of the House Higher Education Committee.*

*Representative Jakobsson's top priorities as a state legislator representing the 103<sup>rd</sup> District of the Illinois House of Representatives have always included higher education. The University of Illinois at Urbana-Champaign is located in this district and has been well served by its representative to the Illinois House for the past 12 years. Representative Jakobsson is an alumnus of the University of Illinois, having earned both a Bachelor's Degree and a Master's Degree in Teaching English as a Second Language.*

*As an educator, she has brought valuable and informed perspectives to bear on many important state legislative initiatives, including making college textbooks more affordable by requiring book publishers to make bundled sets of textbooks and study materials accessible in less costly ways to students. As a member of the House Higher Education and Elementary and Secondary Education Appropriations Committees, Representative Jakobsson has been a strong and consistent advocate for adequate funding for education, especially the State's public universities and colleges, and for the Monetary Award Program, the State's need-based financial assistance program for Illinois college students. She has worked for quality educational programs from preschool to postsecondary education, always with an eye focused on the State's workforce needs.*

*Representative Jakobsson has been generous with her time, serving as a legislative member on the Illinois Public Agenda for College and Career Success Task Force, an executive committee member representing Illinois for the Midwest Higher Education Compact, and Illinois' delegate to the Education Commission of the States. She also has been an important member of Illinois' Team for Complete College America.*

*In addition to her attention to higher education, Representative Jakobsson has chaired the Illinois House Human Services Committee, and is a member of the Adoption Reform Committee. As the mother of eight children, she and her husband have been active in adoptive services and foster parent support groups, and has been an influential legislator in protecting natural resources and reducing environmental hazards in children's products and in local communities.*

*Representative Jakobsson's leadership on behalf of the college students of Illinois, ensuring increased access to affordable and high quality opportunities for college, and successful completions to postsecondary degrees and credentials, is unparalleled.*

*Our best wishes to her, as she prepares to retire from the Illinois General Assembly at the end of the 98<sup>th</sup> Session. Her presence will certainly be missed on the floor of the State House. We are confident, however, that she will continue to support Illinois' higher education system in her capacity as an emeritus Illinois state legislator.*

*The Illinois Board of Higher Education  
August 5, 2014*

Representative Jakobsson thanked the Board for the award and shared her perspective on higher education issues in Illinois.

## **6. Resolution Honoring Dr. Elmer Washington**

Dr. Addison Woodward read the following Resolution honoring Dr. Elmer Washington for his service as a member of the Illinois Board of Higher Education.

### *DR. ELMER L. WASHINGTON*

*We, the Members of the Illinois Board of Higher Education, extend our profound admiration and respect to Dr. Elmer L. Washington for his commitment to Illinois' students, colleges, and universities.*

*Elmer has been an active and devoted member of the Board since 2005, serving as a valuable advocate for underrepresented students and the supportive services necessary to close the achievement gap. His higher education knowledge and experience has served the Board well, especially his contributions to the development and implementation of The Illinois Public Agenda for College and Career Success. He also chaired the Board committee that reviewed and made significant revisions to the administrative rules for carrying out the mandates of the Board of Higher Education Act, the Private College Act, and the Academic Degree Act.*

*Elmer's commitment to Illinois' higher education system is noteworthy. He began his teaching career at Chicago State University in 1969, and served as Vice President for Research and Development, Acting Vice President for Student Affairs, Dean of the College of Arts and Sciences, Dean of Natural Sciences and Mathematics, chief contract negotiator for the University Professionals of Illinois, and president of the Chicago State Chapter of the University*

*Professionals of Illinois. He is a Chicago State University emeritus professor. He holds a bachelor's and master's degree in chemistry from Texas Southern University, conducted graduate study at the University of Chicago, and received his Ph.D. in physical chemistry from the Illinois Institute of Technology.*

*Aside from his work in higher education, he is an active community leader serving as the Chair of the Faith United Protestant Church Society Committee, Site Manager for the South Suburban Public Action to Deliver Shelter (PADS) program, Chairman of the Medical School Scholarship Committee for the Dr. Charles E. Gavin Memorial Foundation, Past President of the Kiwanis Club of Park Forest, and a 2008 Park Forest Historical Society Hall of Fame inductee.*

*His leadership to the students of Illinois spans over 40 years and his vast knowledge and experience has been a tremendous asset to the State of Illinois. The Board owes Elmer a significant debt of gratitude for the generous gift of volunteer time and service he has given to the students of Illinois.*

*His gracious presence will be missed. The Board extends its sincere best wishes to Dr. Washington.*

*The Illinois Board of Higher Education  
August 5, 2014*

Dr. Washington thanked the Board and shared his perspective on the Board's past and future work.

**7. Advisory Committee Report – Proprietary College Presidents  
Dr. Ron Kimberling**

Dr. Ron Kimberling, president of Argosy University and representing the Proprietary College Presidents gave a report on their activities over the past year. Dr. Kimberling shared a profile of the independent for-profit sector of higher education in Illinois and provided statistics and information on student success for degree granting institutions under the aegis of IBHE. He reviewed the sector's work with IBHE and indicated the proprietary institutions stood ready to work with IBHE to set goals for increased degree production and improved performance to help Illinois reach its 60 x 2025 goal.

**II. Action Team Reports**

- Advocacy for Quality Higher Education – Board member Ms. Jane Hays gave a brief overview of the Action Team meeting. The group is at a very early stage but the goal is to try to increase the impact that IBHE has in the State of Illinois as a leader and collaborator bringing together all of the stakeholders to collectively have more influence. The group has been holding a series of informal conversations with different leaders from government, business, and the higher education community in an effort to convey the message that there is new leadership at IBHE, a new era and the Board wants to reach out to them, get their ideas, feedback and comments. The group is also in the early stages of planning a reception/social gathering and informative event prior to the December board meeting in Springfield. They are also exploring the idea of having a conference for trustees of the public universities and provide them with an educational opportunity and develop some relationships. The IBHE staff is working on an audit of the different mechanisms that IBHE uses to



communicate externally to see which ones are most effect and then develop a revised/updated communications plan including a social media plan.

- Improving Affordability – Board member Mr. Jay Bergman gave a brief overview of the Action Team meeting. The team looked at additional non-board committee members. They identified three fields that they want to recruit from. The team is talking about the components of affordability: additional state funding, additional ISAC funds, ISAC funds for community colleges, unfunded mandates, and funding for deferred maintenance. At the next meeting of the group they intend to drill down and pick several items that they are going to pursue. The team also discussed how colleges could operate as economically efficiently as possible. The third area they discussed was lowering student costs. Examples include graduating in four years, maintain credit hours at what is needed to graduate, providing prior life experience credit, and tying community colleges more with the four-year universities.
- Reducing Attainment Gaps – Board member Dr. Santos Rivera gave a brief overview of the Action Team meeting. The group is still at the discussion level. They are going to look at the underrepresented groups, beginning with the Latino and the African-American students, and then moving onto the next most underrepresented group. They decided this was a better approach then using a wider approach that would be rather time consuming. They addressed where do they start in the educational pathway. The groups decided to look at the senior year of high school with initiatives that are helping students to catch up, as well as speed up their preparation for higher education. The group identified the stakeholders. The group will be looking at cultural variables that are impinging on these students college preparation.
- Non-Traditional and Adult Learning – Board member Dr. Addison Woodward gave a brief overview of the Action Team meeting. The group had three presentations from Northern Illinois faculty and IBHE staff. The presentations were thought provoking pointing to the role regional partnerships between education, business, political, and community leaders can open pathways for adults to complete college.

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

#### **8. Common Core: A Game Changer for College and Career Readiness in Illinois**

Dr. Applegate introduced the panel: Dr. Christopher Koch, Superintendent, Illinois State Board of Education; Matt Gandal, President, Education Strategy Group; Allison AJ Jones, Vice President for Postsecondary Collaboration, PARCC, Inc.; and Kathy Havens Payne, Senior Director of Education Leadership, State Farm Insurance. Dr. Applegate noted that the Common Core Standards have been a decade in the making and that the Partnership for the Assessment of Readiness for College and Careers (PARCC) assessments have been developing over the last three or more years, with strong higher education input.

The panel discussed the role higher education has played over time in these areas. In 2006 the Illinois State Board of Education (ISBE) had a meeting with Achieve, higher education faculty and K-12 high school faculty in English/language arts and mathematics to discuss what it means to be college ready. The work involved a number of institutions in this state and poised Illinois well in terms of the conversation for Common Core Standards and the geneses of

PARCC. The standards are internationally benchmarked for the first time. When the conversation was initiated with the National Governor's Association, National Association of School Boards, and other national groups Illinois was one of the states that was involved. Illinois' teachers have been involved from the beginning in the development of the standards.

Illinois hosted the initial meetings of state superintendents in an effort to move away from having K-12 expectations that were separated by state borders. From the beginning, all the work was back mapping from the question of what do young people need to know when they leave K-12 to be successful in college and career. The early work was done with higher education. The College Board and ACT conducted significant research and analysis of what the requirements are for success in first year courses in college. That information drove the development of the standards from elementary through secondary schools. The Common Core and the Illinois standards that have been adopted focus on the stair step set of skills and knowledge in English literacy and mathematics that a student needs to know to ultimately graduate high school ready for remediation-free, credit bearing college courses.

The assessment development process followed a very similar process with even heavier involvement of higher education faculty around the country. At the request of the higher education faculty across the country speaking and listening skills were included in the assessments. The end result was a set of shared outcomes defining what students should know when they graduate high school. The assessments identify what a student should know and be able to do at the end of each specific course or grade level. The PARCC advisory committee on college readiness is chaired by the Commissioner of Higher Education for Massachusetts, and includes representatives from all states, as well as national education leaders including Dr. Applegate. PARCC has brought together the higher education community and they are charged by the PARCC governing board to make decisions in and around all of the aspects of the assessment that would affect students going to institutions. The definition of college and career readiness was actually determined by higher education colleagues in conjunction with K-12 colleagues. PARCC has working groups that deal with accessibility, communication, English/language arts literacy, mathematics, technology, accommodations, and performance level descriptors.

From the business community standpoint, the implementation of Common Core and the PARCC assessments are critically important. The business community needs to have access to talent, the talent needs to come from all sectors, it needs to come from all ethnic groups and from all demographics. There are many jobs in this country that are not being filled because people with the advanced skill cannot be found. Businesses have the challenge that too many of the young people are getting through K-12 and the higher education systems without the skills necessary to be successful in the business world. There is unified support from all levels of business around this issue. Business is very supportive of the fact that states came together and made sure that the expectations for all students were the same. Business believes that as higher education should be supportive of the efforts being made at the K-12 level to assure that all children have the skills necessary to handle credit bearing courses. Business needs students ready to enter institutions prepared to handle the coursework and leave those institutions ready to be hired.

The Board questioned how Common Core fits the students that are not likely to be good college material and noted that Common Core is not adopted and embraced throughout the country and that there are pockets where people and state legislators are fighting against Common Core. The panel discussed what business is doing in those states to turn the tide. One of the biggest challenges that businesses are seeing across the country is misinformation. Business is

stepping up to provide access to accurate information to their employees and to the people with whom they work. Common Core was developed through the partnership of the National Governor's Association and the Council of Chief State School Officers and is not a federal mandate. Common Core is not a curriculum and it does not teach teachers how to teach. Those decisions are left to the states and to the individual communities. The business community is trying very hard to share information and make sure that people have access to that information.

The pushback in some states around Common Core is usually based on misinformation or misunderstanding. Rarely is it about the standards and the quality of what is being asked of young people or the impact it can have on those people. The business community and higher education have stepped forward over the last couple of years to try to be more communicative to people about why this is important. Recently, over 200 college presidents, system leaders, and chancellors from across 36 states formed and launched a coalition to try to be clearer about why higher standards including Common Core are important not only to young people but to the futures of the higher education systems in each of their states ([www.higheredforhigherstandards.org](http://www.higheredforhigherstandards.org)). This group is concerned that this misinformation could lead to the rolling back of a really good idea before it has been given a chance to really affect kids. Seventy-five percent of the teachers K-12 across the country fully embrace these standards and want to implement them.

The panel addressed the Board's concern that not all kids are strong college material. The standards were put together to include college and career ready for an important reason. If a student meets the standards then this is supposed to open multiple doors for them. If they want to attain a four-year degree they will be able to. If they want to attain a two-year degree or some kind of certificate or training program they will be able to. Most good jobs that allow for upward mobility and the ability to support a family need some level of postsecondary education or training. These standards were devised to ensure that young people are prepared to take their next steps in their training and education hopefully without needing remediation and open maximum doors.

The PARCC assessments start in third grade and are vertically aligned. This is an opportunity beginning in third grade to keep more and more students on track so they can get those post high school credentials. Without these credentials they are doomed to working poor status.

The standards will manifest themselves in formative assessments. The idea of these standards and the assessments are so that interventions can occur on behalf of students earlier. These are sequential assessments that will tell us what the learning needs are of students so interventions on behalf of the students can occur earlier. If that is done successfully, those students will be better prepared. The old standards were very broad and not terribly deep and teachers did not like them. Teachers are excited about the new standards because they involve higher order thinking skills and the application of knowledge.

The Board discussed various ways in which higher education needs to be engaged. Higher education needs to help people understand why this is so valuable for students. Higher education prepares the vast majority of teachers, so the higher education community needs to be thinking about how to redesign the preparation of teachers. Illinois needs to prepare teachers to teach the kind of math that is being taught internationally. What is the role higher education needs to play in ensuring Illinois has the workforce necessary to successfully make this happen?

ISBE has been thinking about the preparation of teachers for some time. Mastery of content is important for someone coming into the classroom and the amount of remedial work teacher candidates are taking in the state is a problem. ISBE has seen a real change in terms of some institutions having their faculty in math and teacher preparation work together. They are also seeing some increase in clinical experiences. ISBE's advisory group advised that what is most helpful is clinical experiences where the teachers could interact with diverse learners. ISBE intervened in two districts where less than five percent of high school students were meeting standards, East St. Louis and North Chicago. In both of those cases they saw a real gap, not only in teachers' competency but also in the administrators' competency and building principals' ability to lead those buildings. It takes time to change, but they are already seeing results once they got individuals in those schools who were able to take a group of teachers and support them in their work. ISBE envisions a system where higher education institutions will get feedback about teachers on the job, how are they doing, what teachers have made it, and what teachers have not. ISBE wants that information and the institutions of higher education want that information so they can better discern and be agile in terms of the preparation of teachers.

The Board questioned how these Common Core Standards are implemented and how does this work. The panel pointed out that Illinois has had education standards in place that have driven everything from development of curriculum to teacher professional development and training to assessments. What is new with these standards is a set of expectations that were developed with the end goal in mind of readiness for college and careers. They were jointly developed across multiple states. Now Illinois and over 40 other states are transitioning to these new expectations, the Common Core in elementary, middle, and high school. The standards are shaping decisions about curriculum locally, the education marketplace is paying attention, and it is changing the curricular products that they develop. Assessments are shifting as well. Most states are moving away from their state assessments they had in each of the grades, to a common set of student assessments based on the standards. In the case of Illinois, they are a part of PARCC. These assessments will be used to judge student performance, grade by grade, up until the eleventh grade. The assessments are much better, they are quality assessments, are performance based, are computer based, emphasize skills and knowledge that are derived from the question of what does it take to be college and career ready. Many had not been measured before or had not been measured well on standardized testing systems. It is a next generation of better assessments that states are moving toward this coming school year. They will be given to all students in participating states. At the high school level the partnership of higher education has been designed so that the high school assessments are an indicator of college readiness. There was no statewide testing program that had a college ready anchor at the top. All students, parents and institutions will get these scores. Illinois will then need to figure out a way to use that new information to help more students get college and career ready before they leave K-12. That will require a lot of other work besides having standards and a testing system. Higher education institutions will have access to this data for incoming students.

The panel discussed the PARCC assessment scores, detailing that the scores in grades three through eleven will generate five levels of performance (5, 4, 3, 2, and 1). Students who score a 5 or 4 will be considered on track to be college ready, could be placed directly into entry level credit bearing courses at the colleges and universities without the need for reassessing whether they have mastered the skills and content. Students who score a 1 and 2 will need some additional support when they go into the college and universities. For the students who score a 3, some will be college ready and some will not. Colleges and universities are going to get a one digit score that will feed into the student information system that will help them with placement. This is a placement assessment not a tool for admission.

The panel further stated that when colleges and universities receive better prepared students it will allow faculty to increase the academic rigor of their entry level general education courses. The students are not going to need a year to a year and a half of remediation to move forward. Reducing remediation will help the students stay Pell eligible longer. There is a high degree of attrition of students that require remediation between the first and second year. These are largely students who are underrepresented, underserved, and low income. Better prepared students are not going to need remediation thus closing the gap. Improved preparation will shorten the time to degree, increase a more educated workforce, meet the needs of the employers in the State of Illinois, and increase capacity at colleges and universities. When the time to degree is shortened and students move through more effectively, it will open up slots earlier in the pipeline. Students who dropout have student loans and are still obligated to pay the loans do not have the income necessary to handle the debt service. Nationally there are a lot of students who cannot complete their degree, they exceed the period of time to complete, they have huge indebtedness, or they have used up their Pell grant eligibility because of the additional non-college level work they are required to take. The vast majority of underrepresented students do go into developmental education. Illinois is working to redesign that and make it more effective.

The Board mentioned the Illinois Report Card online and that the scores on a variety of tests are available for every K-12 district in Illinois. The Board questioned if they would be able to do the same thing with the Common Core Standards and PARCC. The panel stated that the Report Card won a national award as the most accessible report card with the best information. The P-20 Council has given a lot of guidance on the report card and it is going to be evolving with additional metrics over time. The new PARCC assessment is not on the Report Card yet, but it will be.

In closing, the panel discussed the most important things that IBHE can be involved in to support the success of this opportunity to get this K-12 to higher education thing right:

- From a business standpoint the alignment between K-12 and higher education and the workforce is critically important. Knowing on each end of the spectrum what is necessary to be successful at each level is very important. The business community is working to define the skills necessary in order for a student to be ready for entry level jobs. Business needs to work on this with higher education. Higher education needs to help and support K-12 efforts and ensure alignment at that transition point.
- The Board can work with colleges and high schools support redesign of the senior year of high school to focus on “speed up” for students who test college ready during the junior year of high school and “catch up” for those who need another year to achieve college readiness. For college ready students opportunities for dual credit and AP credit should be increased. Higher education also must define what they expect from these students in their senior year to maintain readiness during that year so they can be placed in credit bearing work when they transition to college. For students who need additional learning the Board can support the development of high quality courses in math and language arts that will ensure these students have caught up and leave high school college-ready with no need for developmental education.
- IBHE should play an active role in the work with ISBE and the K-12 community to help guide the work so you feel confident it is going to bring what you need. The states where higher education takes a leadership role and partners with K-12 is where this will ultimately be more successful and where the higher education community feels better about the results. Get engaged in the coming year in the process to set the college-ready

standards for the high school assessments. Be supportive and involved in shaping what it means to be college ready. Work to get more people involved. Make it a priority to ensure that the information that comes from these new assessments is used to support students while they are still in high school so that more of them arrive on campus prepared. Partner with the K-12 community to get more and more students ready. Help the public understand why this is so important.

- ISBE will need the Board’s help with communications when they implement PARCC to help everyone understand why they are doing it and why scores may instantly go down and why it is important to stay the course.
- Perhaps most importantly, as higher education works with ISBE and the K-12 community to ensure the assessments are valid college readiness assessments, the IBHE and institutions should be able to set clear and transparent “cut scores” on the PARCC that guarantee students’ placement in credit bearing entry level courses in college. For example, if we can all agree that a student who scores a four or five on the five-level PARCC assessment is college ready then every institution in the state should commit to that as the college ready benchmark. Then teachers, parents, and students will know the competence levels they must achieve to guarantee placement in college credit bearing courses. Right now the standard for readiness is vague and various around the state. Often students do not know they are in need of remediation until they arrive on a campus and take a high stakes placement test most did not know existed. Working together, higher education and the K-12 community can use the PARCC to provide a solution to this problem.

#### **IV. Action Item**

##### **9. College and Career Readiness Definition Resolution**

Item IV-9 was pulled from the Agenda and will be presented at a later meeting.

#### **V. Program Reviews**

Dr. Daniel Cullen reviewed the pending academic programs and authorization proposals, stating “we have included in the memo a listing of all pending academic programs and all authorization proposals submitted to the Board through July 23, 2014. Since then, two additional proposals have been received and no applications have been withdrawn since the last board meeting. As of Friday, August 1, 2014, there were twelve new requests for program modifications in addition to the fifty-five reported in the memo.”

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

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

*The Illinois Board of Higher Education on motion made by Dr. Addison Woodward and seconded by Dr. Santos Rivera, hereby grants authority to College of Lake County to offer the Associate in Applied Science in Optics and Photonics 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 hereby grants authority to Frontier Community College to offer the Associate in Applied Science in Sport Management subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And hereby grants authority to Kaskaskia College to offer the Associate in Applied Science in Heating, Vent and Air Conditioning 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 hereby grants authority to Kennedy-King College to offer the Associate in Applied Science in Hospitality Management subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And hereby grants authority to Lewis & Clark Community College to offer the Associate in Applied Science in Health Information and Medical Coding 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 hereby grants authority to Lincoln Trail College to offer the Associate in Applied Science in Sport Management subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And hereby grants authority to McHenry County College to offer the Associate in Applied Science in Baking and Pastry Management, the Associate in Applied Science in Health Information Technology, and the Associate in Applied Science in Paralegal Studies 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 hereby grants authority to Olive-Harvey College to offer the Associate in Applied Science in Diesel 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 hereby grants authority to Olney Central College to offer the Associate in Applied Science in Sport Management subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And hereby grants authority to Rend Lake College to offer the Associate in Applied Science in Oil and Natural Gas Technician 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 hereby grants authority to South Suburban College to offer the Associate in General Studies 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 hereby grants authority to Southeastern Illinois College to offer the Associate in Applied Science in Information Technology-Health 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 hereby grants authority to Triton College to offer the Associate in Applied Science in Engineering Technology/Mechatronics 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 hereby grants authority to Wabash Valley College to offer the Associate in Applied Science in Sport Management subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And hereby grants authority to Waubensee Community College to offer the Associate in Applied Science in Advanced Manufacturing Technology and the Associate in Applied Science in Automation 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.*

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

Dr. Cullen briefly outlined the contents of this item. A lengthy discussion on Lindenwood University – Belleville's Bachelor of Arts in English with Secondary Education Certification followed his presentation.

*The Illinois Board of Higher Education on motion made by Ms. Jane Hays and seconded by Mr. Tyler Solorio, hereby grants to Lindenwood University – Belleville Authorization to Grant the Bachelor of Arts in Educational Studies in the Southwestern 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 took a roll call vote on Lindenwood University – Belleville's Bachelor of Arts in English with Secondary Education Certification program. The roll call vote was recorded as follows: Yes – Garate, Hays; No – Bergman, Fouts-Anderson, Langer, Richardson-Lowry, Rivera, Solorio, Woodward; Abstain – Anderson, Nandi. The program did not receive authorization. The Illinois Board of Higher Education then on motion made by Ms. Jane Hays and seconded by Dr. Santos Rivera, agreed to further review the Bachelor of Arts in English with Secondary Education Certification and bring the program for vote at a later meeting.*

*The Illinois Board of Higher Education on motion made by Mr. Tyler Solorio and seconded by Ms. Mary Richardson-Lowry, hereby grants to Lindenwood University – Belleville Authorization to Grant the Master of Arts in Counseling with an Emphasis in School Counseling in the Southwestern 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 made by Mr. Sean Fouts-Anderson and seconded by Mr. Jay Bergman, hereby grants to Lindenwood University – Belleville*



*Authorization to Grant the Educational Specialist in Educational Administration in the Southwestern 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 made by Ms. Mary Richardson-Lowry and seconded by Dr. Proshanta Nandi, hereby grants to Robert Morris University – Illinois Authorization to Grant the Bachelor of Science in Nursing in the Chicago Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And hereby grants to Rosalind Franklin University of Medicine and Science Authorization to Grant the Doctor of Nurse Anesthesia Practice 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 hereby grants to Visible Music College Authorization to Grant the Bachelor of Ministry in Modern Music Ministry, the Bachelor of Ministry in Music Business Ministry and the Bachelor of Ministry in Music Production Ministry 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.*

*And hereby grants to Strayer University Authorization to Grant the Associate in Arts in Information Technology and the Bachelor of Science in Information Technology in the Fox Valley and North Suburban Regions subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these authorizations are granted.*

## **12. New Operating and/or Degree-Granting Authority for Public**

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

*The Illinois Board of Higher Education hereby grants to Southern Illinois University Edwardsville authorization to establish the Bachelor of Science in Nutrition in the Southwestern Region subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.*

*And grants to University of Illinois at Chicago authorization to establish the Bachelor of Arts in Music Business 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.*

## **VI. Consent Agenda**

Chair Anderson next moved to the consent agenda. There were no discussions on consent agenda items.

*The Illinois Board of Higher Education, on motion made by Dr. Proshanta Nandi and seconded by Dr. Santos Rivera, unanimously approved Item Nos. 13, 14, 15, 16, and 17.*

**13. Board Meeting Minutes – June 3, 2014**

*The Illinois Board of Higher Education unanimously approved the Minutes of the June 3, 2014, meeting.*

**14. Fiscal Year 2014 Financial Report as of June 30, 2014**

*The Illinois Board of Higher Education unanimously approved the Fiscal Year 2014 Financial Report as of June 30, 2014.*

**15. 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.*

**16. General Grants, Fiscal Year 2015 Allocation**

*The Illinois Board of Higher Education unanimously approved the Fiscal Year 2015 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.*

**17. Grow Your Own Teacher Education Initiative, Fiscal. Year 2015 Allocation**

*The Illinois Board of Higher Education unanimously approved the Fiscal Year 2015 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.*

**VII. Information Items**

**18. Legislative Update**

**19. Fiscal Year 2015 Appropriations for Higher Education – Governor’s Action**

**20. Setting a Context for Fiscal Year 2016 Budget Development**

**VIII. Public Comment**

**IX. Other Matters**

Chair Anderson announced that the next meeting is October 7 at Loyola University and the featured guests will be the Community College Presidents.

**X. Adjournment**

There being no further business to come before the Board, Chair Anderson adjourned the meeting at 3:50 p.m.

Respectfully submitted by Cindy Deitsch, Secretary to the Board.

Note: Copies of all items referred to in the minutes (i.e., letters, statements, reports, etc.) are on file with the official minutes of the August 5, 2014, meeting.

