

APPROVED
JUNE 21, 2016

Item #VII-4
June 21, 2016

MINUTES – BOARD MEETING
March 1, 2016

Submitted for: Action.

Summary: Minutes of the March 1, 2016, meeting of the Illinois Board of Higher Education held at DeVry University, Chicago, Illinois.

Action Requested: That the Illinois Board of Higher Education approve the Minutes of the March 1, 2016, meeting.

**STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION**

**MINUTES - BOARD MEETING
March 1, 2016**

A meeting of the Illinois Board of Higher Education was called to order at 1:04 p.m. in the Commons Area, at DeVry University, Chicago, Illinois, on March 1, 2016.

Tom Cross, Chair, and Jane Hays, Vice Chair, presided.
Cindy Deitsch was Secretary for the meeting.

The following Board members were present:

Jay Bergman	Allan Karnes
Max Coffey	Paul Langer
Miguel del Valle	Santos Rivera
Teresa Garate	Robert Ruiz
Jane Hays	Tyler Solorio
Alice Marie Jacobs	Christine Wiseman

Also present by invitation of the Board were:

James L. Applegate, Executive Director, Illinois Board of Higher Education
Eric Zarnikow, Executive Director, Illinois Student Assistant Commission

Presidents and Chancellors

Douglas Baker	Randy Dunn
Thomas Calhoun	Sharon Hahs
Bradley Colwell	Jack Thomas
Larry Dietz	

Advisory Committee Chairpersons

Marie Donovan, Faculty Advisory Council
Ron Kimberling, Proprietary Advisory Committee
Larry Dietz, Public University Presidents
Debra Watkins, Disabilities Advisory Committee
Dave Tretter, Private University Presidents

I. Call to Order

1. Call Meeting to Order, Chair Tom Cross

Chair Tom Cross called the meeting to order. A quorum was present.

Chair Cross said, “Board members Sean Anderson, Robert Ruiz, and Allan Karnes are 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 members Sean Anderson, Robert Ruiz, and Allan Karnes to participate in this meeting by phone?”

The Illinois Board of Higher Education, on motion made by Ms. Christine Wiseman and seconded by Dr. Santos Rivera, unanimously approved Board Members Sean Anderson, Robert Ruiz, and Allan Karnes to participate via conference call.

Chairman Cross welcomed everyone to the meeting and briefly described himself and how he became the Chairman of the Illinois Board of Higher Education (IBHE). Chairman Cross turned the meeting over to Vice Chair Jane Hays.

Vice Chair Hays thanked Chairman Cross for taking on the role of chairman and thanked the Governor for extending the invitation to Chairman Cross. Vice Chair Hays welcomed and thanked new Board Member Max Coffey. Vice Chair Hays thanked DeVry for hosting the meeting.

2. Welcome by President Robert Paul, DeVry University

President Robert Paul welcomed everyone to the DeVry University.

3. Welcome and remarks by Vice Chair Jane Hays

Vice Chair Hays thanked the Student Advisory Committee (SAC) and the Disability Advisory Committee (DAC) for joining the Board as their luncheon guests. Ms. Mekenah Merrill, serves as the SAC’s current chair. Vice Chair Hays welcomed Ms. Merrill and noted that Ms. Merrill would be giving a report on the Advisory Committee. Debra Watkins, an independent consultant, serves as the DAC’s co-chair. Vice Chair Hays welcomed Ms. Watkins.

Uncharted. Unprecedented. Unexpected. These are just three descriptive words for this time in the history of the governance of the State of Illinois that come to mind. Who anticipated that the Governor and General Assembly would remain at an impasse in agreeing to a budget for 2016 eight months into the fiscal year? Unexpected.

Accreditors demanding reports from all of Illinois public two- and four-year colleges because of concerns about financial stability and closure, scheduling an on-site visit with Chicago State University next week as it declares financial exigency. Unprecedented.

For the state’s public community colleges and public universities to be operating without the receipt of any state appropriations and the state’s Monetary Award Program (MAP) students also not being funded, and yet being supported to stay in college with many institutions “fronting” the costs. This has never happened before. Uncharted.

The state’s fragile fiscal condition and the cash flow crisis being experienced by higher education, along with other programs that usually receive state support, are taking a devastating

toll on a higher education system that directly provides more than 110,000 jobs to Illinois economy and tens of billions of dollars in economic impact.

We know what is not being done that should be. We know of students who are close to walking away because they just cannot pay or are already absent from the classrooms. We know of the outflow of students from Illinois to other schools in other states. We know professors and staff wondering if there will be a job for them next semester, or even next month. We know high school seniors and their parents are wondering if going to college at one of our state schools is a wise decision.

But many Illinoisans are not directly involved in the college community scene and it has taken a while for the ramifications of no funding for higher education to be widely discussed, much less understood. Even now, with almost daily press conferences; protests by students, staff, and supporters of our colleges; and announcements by college presidents and Boards of Trustees about cost cutting measures and staff lay-offs, retrenchments, and furloughs, the crisis has not resulted in a final budget that will fund higher education. We are still waiting. And we will continue to ask respectfully for a budget for 2016.

But with that there is good news that we do not want to overlook. All here today are to be commended who have the responsibilities and roles to keep our colleges and universities operating. Seeing to it that classes continue to be conducted, making sure students continue to be taught, and preserving the reputations of our higher education institutions which are some of the best in the nation. Service to those Illinoisans pursuing their college and career dreams and ensuring the future of our state are clearly your priorities. This Board sits before you with respect and in gratitude for your steadfast efforts and loyal commitments to Illinois' higher education community still in pursuit of learning and producing an educated Illinois. We will continue, as we have, to work actively with you to resolve this crisis and set a course for the future that allows higher education to fulfill its critical role as the engine that must drive Illinois' economic success.

Today, we gather, like usual, for our Board meeting. We have some very good news to share and some important items on our agenda. Vice Chair Hays offered other Board Members the opportunity to share any comments or thoughts.

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

Dr. James Applegate thanked the Board. As Vice Chair Hays noted no one should be under any illusion that this is not a historic moment, even an existential crisis moment, threatening the higher education system in the fifth most populous state in the United States. That is why other national higher education organizations have started to weigh in hoping that Illinois can find a way out of this problem. There have been recent op-eds by the American Association of State Colleges and Universities (AASCU) and the State Higher Education Executive Officers Association (SHEEO) to name a few. In the short term we need an adequate budget to stop the bleeding and move forward. In the medium term funding needs to be stabilized in the context of what this Board recommended in December which is an Illinois Higher Education Compact. In the longer term to fully forge ahead to a successful future Illinois needs a growing economy supported by an educated workforce that will raise all ships with higher per capita income and tax revenues provided by an educated population.

To end this cycle Illinois must dramatically increase the number of college graduates: 60 percent of the workforce with a college credential by 2025. But we also need to recognize that Illinois' economy is not Arkansas' economy, it is not Mississippi's, nor is it Kentucky's economy.

Illinois needs more people with industry recognized credentials and associate degrees of all sorts. The community colleges do great work. However Illinois' economy, with strong design, logistics, green, financial, health, and technology development sectors among others also requires a strong talent pool at the bachelor and graduate degree levels. A recent national study that will soon be released will show that of all the Illinois job advertisements in 2014-2015, 54 percent required a bachelor's degree to apply. In Illinois only 19 percent of the current Illinois workforce have that degree according to the study. The need for growth in education levels is across the spectrum.

IBHE is leading the work of the Illinois Commission on the Future of the Workforce and recently received data from specific regions in Illinois reinforcing that statewide analysis. Holding onto employers who cannot find an educated workforce will be increasingly difficult much less attracting new ones with good jobs. Illinois is moving forward despite this crisis in an effort to better align degree production with workforce needs. State leaders have rightfully noted that all of those types of degrees are needed. Illinois needs to make sure that when people start out with industry recognized certifications and other short terms certificates that these do not become an educational cul-de-sac for those students. When they get those certificates eventually they will want to come back and get an associate's degree and then a bachelor's degree. It is important to make sure that there are pathways not cul-de-sacs for all students. Hopefully this is the lens that is used to view ongoing discussions about the 2016 and 2017 budget. Without raising investment in higher education and raising the education attainment levels of the workforce aligned with the growing workforce talent needs the chances for Illinois having a successful economic future are slim to none. Raising college education attainment produces a virtuous cycle in state after state. As they raise their education levels not only does per capita income go up and tax revenues go up but expenditures for criminal justice, health and public assistance go down.

In conclusion Dr. Applegate shared encouraging results on student outcomes in Illinois from the National Student Clearing House which collects data on 96 percent of the currently enrolled college students in the United States and 98 percent of all public and private institutions. Some of the findings for Illinois are:

- Eighty-seven percent of students who enroll full-time at an Illinois public institution had completed a degree within six years and another five percent of those were still enrolled. Private universities are also above the national average in their completion rates;
- Illinois was best in the nation for completion rates for students starting part-time at public universities. The completion rate of 46 percent was two times the national average;
- Illinois was best in the nation for completion rates for adult learners at public universities. We need more of those adults going to our universities but once they enter, the universities are doing a good job of getting them through to completion; and
- Illinois was third in the nation for full-time community college students transferring and completing bachelor's degrees at four-year universities. We have a wonderful transfer system.

With the dire situation we are in it is all the more unbelievable that we are dismantling a system that, while in need of improvement by closing gaps, becoming more affordable, and enrolling more adults, is a very strong, well performing system. Everyone needs to work hard to make sure that the system is supported so Illinois can reap the benefits.

Dr. Applegate thanked DeVry University faculty and students who have been working with IBHE staff on a regular basis for no charge to redesign and redevelop IBHE's website. The new website will be a 21st century website, accessible and useful.

5. Resolution Honoring Lindsay Anderson

Board Member Christine Wiseman read the Board Resolution honoring Lindsay Anderson:

We, the members of the Illinois Board of Higher Education, extend our deep appreciation and admiration to Lindsay K. H. Anderson for her outstanding contribution to postsecondary students in Illinois, to Illinois colleges and universities, and to the citizens of our State.

Lindsay has led the Illinois Board of Higher Education as well as the State Universities Retirement Systems Board since being appointed by then-Governor Pat Quinn on June 3, 2013. She has successfully worked to strengthen IBHE's coordination with our sister higher education agencies and colleges and universities, as well as the preschool through secondary system. She has directed IBHE's efforts to be an active partner with the P-20 education community of Illinois, fully understanding that a seamless system is vital in preparing our children and youth, as well as returning adults, for the postsecondary education experiences they will need to be successful in the global marketplace.

Her leadership was instrumental in moving forward to implement the goals of the Illinois Public Agenda for College and Career Success, to draw attention to the importance of increasing education attainment to meet the goal of 60 percent of Illinois's workforce having a quality credential by 2025, and to strengthen the Board's advocacy efforts.

During her tenure, IBHE has successfully:

- *Created Action Teams to work on priorities that were informed by the data provided in the NCHEMS report to assess our progress toward the goals of the Public Agenda five years into our ten year plan.*
- *Reformed and convened the Higher Education Legislative Caucus to provide policy-makers with data, information, and advice relevant to the needs of students and institutions of higher education in Illinois.*
- *Partnered with the Illinois Community College Board and the Illinois State Board of Education to make progress on secondary-postsecondary alignment; integration of the new standards into educator preparation degree programs; and development of a clear and operational definition of what it means to be "college and career ready."*
- *Continued progress on the statewide collaborative effort to effectuate the recognition of military learning for academic credit, industry-recognized credentials, and college degrees.*
- *Implemented the Higher Education Distance Learning Act to participate in a state authorization reciprocity agreement and to be the lead agency in coordinating interstate reciprocity for distance learning in Illinois.*

We applaud Lindsay's unyielding commitment to confront matters of college and workforce readiness; the need for increased levels of educational attainment; and concerns over access and affordability. Her background in leadership and public service in Illinois has been a superb asset in directing IBHE's efforts to move forward to implement its goals.

The Board thanks Lindsay for her leadership and contribution to the interests of the State's colleges, universities, and students. We wish her well in her future endeavors as she begins her new leadership role at the University of Illinois' Office of Governmental Relations.

The Illinois Board of Higher Education
March 1, 2016

Ms. Anderson thanked the Board for the opportunity and privilege to serve and work with all of the Members. Ms. Anderson is committed to continue to work with everyone in her new role at the University of Illinois to improve higher education in Illinois.

6. Advisory Committee Report – Student Advisory Committee, Mekenah Merrill

Ms. Merrill thanked the Board for the luncheon and the Board's interest and commitment to the SAC. Ms. Merrill acknowledged all the students that attended the luncheon and provided updates about the SAC. Ms. Merrill's focus this year has been to give the members of the SAC the best experience they could have. She found student leaders that were empowered and wanted to have a leadership role and put them in charge of subcommittees. Ms. Merrill also focused on bringing as many guest speakers from all different facets of the Illinois education system to the SAC meetings to provide students with the opportunity to network and learn new things about the Illinois education system.

One of the speakers will be Senator Scott Bennett who will speak to the students about how to interact with legislators and provide tactics to use with the legislators during the students lobby day this year. The Young Invincibles are also going to speak with the SAC and will put on a lobby day simulation to get students prepared. Lobby Day is April 20 and the SAC will bring up Complete College America and MAP grant funding.

The subcommittees have been working diligently to make sure the students are prepared when they head to Springfield for Lobby Day. The budget and access subcommittee have been collecting personal stories from students all over the state who use MAP funding and are personally affected by the budget crisis. The SAC wants to put a face to the issues that are happening right now in Illinois for the legislators who do not get it. The academic subcommittee is looking deeper into guided pathways programs promoted by Complete College America to make sure they have every possible aspect of it covered when they speak to legislators. The outreach subcommittee is researching every single legislator on how they vote and any information that could possibly be used to have connected conversation with them during Lobby Day. Ms. Merrill is excited and hopeful that the SAC can get something done when they attend Lobby Day in April.

II. Action Team Reports

Improving Affordability – Ms. Christine Wiseman gave the report. As directed by the white paper, IBHE staff have been exploring effectiveness and efficiencies in three areas. IBHE has asked every university for a narrative on cost drivers. IBHE staff now have a complete set of ten-year financial data that staff is analyzing to identify areas where costs can be contained and affordability and student success improved. Secondly, IBHE staff performed a peer to peer analysis of tuition costs and that involves a comparison of tuition and non-waivable fees at all of the public institutions. There are principal findings worth noting: (1) tuition at public Illinois universities is, with some variation, higher than their respective peers; (2) state universities are primarily serving Illinois residents; and (3) a majority of public universities receive less in state appropriations per

FTE than their peers. The third area of efficiency and effectiveness as mandated by the white paper and in line with the Illinois Compact idea is to remind policy makers that Illinois has regressed in the *Public Agenda* goal of 60 percent of the population with a higher education credential by 2025. That is especially true with respect to underrepresented groups as indicated more fully in the Underrepresented Groups Report.

Increasing Non-Traditional and Adult Completions Aligned with Economic Needs – Mr. Tyler Solorio gave the report. The team is working on their white paper. The draft will be available at the June board meeting and should be fully released for the September meeting. Amanda Winters has been spearheading the writing of the paper and on the research collaboration. The team is trying to compile the total image of what non-traditional learners deal with, defining the diversity of the non-traditional learners and considering the barriers they encounter, and the solutions that are available. While there are common solutions there also are a lot more unique solutions that need to be looked at. The report will be very thorough on what can be done, not just through higher education institutions but also reflecting on what IBHE can do as an agency in collaborating with the universities to better serve the needs of those adult students who are currently in a dire position. The white paper needs to call attention to the budget situation. While looking at these different solutions it also needs to look at the impact of not just cuts to higher education but cuts to social services across the sector. There are items that would not normally be under IBHE’s purview as a higher education organization but are very much impact adult learner college opportunity.

Reducing Attainment Gaps – Dr. Arthur Sutton gave the report. The team reviewed information related to the Underrepresented Groups Report and talked about how the gaps are being addressed at the institutions. The team complimented the institutions for their participation in providing necessary information for the Report. The Underrepresented Groups Report will be highlighted later in the meeting.

Advocacy for Quality Higher Education – Ms. Jane Hays gave the report. The team had an update on the status of the Fiscal Year 2016 budget and they reviewed the higher education legislation that was introduced for the spring session. It is very early in the process but there are a number of very important initiatives that the Board is either advocating for or monitoring closely. Later in the meeting there will be a summary of some of those items. One bill in particular, Senate Bill 3023, the Higher Education Cooperation Act (HECA) amendments are something that IBHE is advocating for and requesting that money be allocated for that in the budget. IBHE is advocating for additional support for the Illinois Higher Education Compact for Fiscal Year 2017-2019 to provide some stable funding for the public universities and community colleges in exchange for certain demonstrated improvements in efficiency and effectiveness. The team was updated on the Higher Education Legislative Caucus which met most recently on February 17. The team also had an update on the Commission on the Future of the Workforce. That report will come no later than June. Finally, the team had an update on the Military Prior Learning Assessment taskforce which is also doing great work and on track for completing its report on schedule.

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

7. Underrepresented Groups Report

Dr. Applegate expressed his thanks to Dr. Arthur Sutton for all the hard work he has done on the Underrepresented Groups Report. Vice Chair Hays noted that the Board has made reducing gaps for low income, first generation, and underrepresented students one of its key priorities. The

Board has been working for the last two years to make the Report more useful in informing the strategies to reduce the gaps for the vulnerable students.

Dr. Sutton thanked the institutions for their participation and assistance in preparing the Report and he thanked the editorial staff at IBHE for their work on the Report as well.

The Report is a statutorily required report for defining the success or activity of students that are identified by Statute as underrepresented students in the State of Illinois. The Report discusses enrollment trends, costs, and limitations. There is a committee from each of the public universities and the community colleges that meet and discuss things as well as the data that comes from IBHE and the Integrated Postsecondary Education Data System (IPEDS) for the Report.

Illinois received good news from the United States Department of Education showing an increase in the number of high school graduates. However the Illinois State Board of Education's (ISBE) report card shows that there is still the great need for improvement in college readiness of these high school graduates.

English, mathematics, reading, and science are four subject areas of concern for college readiness. Students who go into remedial college courses take longer to complete or do not complete. Students going into math courses that are defined as remedial have a 17 percent completion rate for the course at the community college and a 32 percent completion rate for the course at the public universities. Remedial course completion is where there is significant concern. The goal is to see students enroll in college without needing remedial education. Taking remedial courses can be discouraging and confusing. IBHE is working with the Illinois Community College Board (ICCB) on a statewide effort to redesign developmental education using Complete College America's (CCA) co-requisite model where students are put in credit bearing courses but with more support. Around the country that is showing between 30 and 60 percent increases in success rates.

Over the past three years there has been consistent growth for students that are identified as students with disabilities. More specific data on outcomes for these students are being developed. A regularly asked question is how do students with disabilities graduate? IBHE is working with the universities to identify completers, assessing the number of students that enter college but also the number who complete. The next Underrepresented Groups Report will have completion data for students identified as students with disabilities.

Disability is defined by the full spectrum of ADA disabilities. It is self-identified by students. They must go to disability services, identify themselves and then receive services. That information is then reported to IBHE. ICCB disaggregates data by disability groups. The largest group is people with learning disabilities. The numbers are also different between the students with disabilities that are actually accessing services from the disability services offices and their completion rates to the ones that are not accessing services but are still reporting. ICCB has shared that data with IBHE.

The Board's gaps action team is developing strategies to enable IBHE to assess outcomes for students with disabilities. IBHE is working on that for the next Report. The action team is piloting the effort to discuss this issue more effectively to show tangible outcomes for student services that are being provided.

The Report shows declines in both African American enrollment and Hispanic enrollment.¹ HECA funds if appropriated or other grants have been suggested as a way to study specifically what caused the decline in enrollments. The questions that need to be answered are where are these students, where are they going and why did this happen. Staff are working to provide more specific causes for the decline. The first recommendation offered in the Report is to study this decline quickly to assess underlying reasons for this trend.

The five-year enrollment trend numbers at one time included adult education English as a second language enrollment numbers as degree seeking students. Those courses are not credit bearing courses but they had been previously reported as credit bearing students. The reporting error was discovered in 2012 and has subsequently been corrected to address that issue. It was recognized that they should not have been reported as being degree seeking. The adjustment now gives an accurate picture of enrollment. They are not included in this year's numbers. There are about 30,000 students in those programs in the community colleges today. English as a second language and adult education are such important parts of the work for community colleges, the programs should be included in some way and IBHE will look at doing that.

Although there are concerns in enrollment, the students that are in the pipeline are doing well. Completions are going up. That is a compliment to the institutions. This is good news. Hopefully we will be able to keep that trend but if students are less likely to go to college because of finances completion numbers will ultimately decline.

Institutions are described in relation to their peer groups in the Report. Four institutions completion percentages were higher than their peer institutions: Western Illinois University, University of Illinois Urbana-Champaign, Eastern Illinois University, and Illinois State University. All of the institutions are being strongly encouraged to meet and exceed their peer institutions. The peer institutions are identified through the use of IPEDS and institutions select peer institutions that are similar in demography and other characteristics. Some universities also pick aspirational peers. Dr. Sutton is proposing a summit for the institutions, as well as other activities to address how reporting is done to IBHE and identify institutional strategies to close gaps. This portion of the report, including data on strategic impacts will be expanded.

Another limitation of the data is its reliance on graduation rates. IPEDS graduation rates only count first-time, full-time students and at many of the institutions the majority of students are transfer, part-time, and/or adult learners coming back. A data recommendation in the Report is to begin working on using other completion metrics to compare universities. For instance, a measure used in the performance funding formula compares number of graduates per 100 FTE students which is an output measure that does include transfers, adults, part-time and full-time.

IBHE will work with universities and ICCB to make improvements to provide better and clearer information moving forward.

The Report identifies strategies that hold great promise for reducing gaps:

(1) Scaling up of Complete College America (CCA) Game Changers works. Southern Illinois Carbondale did a redesign of their remediation with a dramatic improvement in success. University of Illinois at Chicago put in predictive analytics looking at what predicts student's

¹ Dr. Sutton reported a decline in Hispanic enrollment, however further review has indicated data revealed the Hispanic group had actually attained a modest increase in enrollment. Updated report information is located at <http://www.ibhe.org/Board/agendas/2016/March/URGFINAL.pdf>.

success and what they need to do to make sure they do succeed with good results. City Colleges of Chicago has incorporated game changers into their transformation effort. Illinois is one of a number of states asked by CCA to work with them to scale game changer implementation across more institutions. Other presidents have expressed interest in how they can implement some of these game changers at their campuses.

(2) Dr. Daniel Cullen and staff are working with K-12 colleagues around the implementation of the new Illinois learning standards as well as the Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment which is a path to making sure that fewer students leave high school in need of developmental education. The gaps action team is working on ways to bring these together to give a clear set of directives to the staff. The primary assessment is PARCC. The college readiness standards for PARCC are there. The community colleges have agreed to use PARCC and treat certain scores as indicating college readiness. We are working with the universities to do the same. We can crosswalk the SAT and ACT but the PARCC is the state test.

(3) College affordability is a growing challenge for students. In a study from the University of Chicago, Dr. Micere Keels did an extensive interview survey looking at factors and issues of financing college, a special area of concern for underrepresented students. The Report provides general information for the cost of higher education in the State of Illinois. The public institutions provided their tuition, fees, and overall costs. Incidentals like books and supplies are not listed. These students are most at risk because any change in financial support impacts their ability to attend and complete courses. The support MAP dollars have provided is reported. There is a decline in the overall impact of MAP funding as its buying power declines. Illinois became less affordable faster for low and middle income families from 2009 to 2014 than all but five or six other states. It is an issue particularly for underrepresented and low income students. Illinois is only able to provide for one-half of the qualified MAP recipients and the buying power of MAP has declined. There is a disproportionate impact on African American and Latino students. The report recommends strategies to increase the affordability of college for underrepresented students including restoring the buying power of MAP for more students.

(4) The Report also calls for expansion of effective strategies to provide the supports needed on campus to ensure underrepresented students college completion. Campuses must collect data on the impact of the support programs they have implemented (describe in the Report) and focus resources on those demonstrating the greatest success. Efforts to recruit and retain a diverse faculty must be expanded.² Finally, and obviously, the state must provide an adequate budget to higher education to ensure such programs are sustained and expanded.

For this Report the universities were asked to provide three support programs that were showing the greatest success. There are many other programs at institutions but best practice programs will be the focal point for future work on scaling up and sustaining effective practices.

In summary, recommendations of the report include:

- Address enrollment declines by first understanding their causes;
- Improve college affordability for underrepresented students building on the recommendations of the IBHE affordability action team;
- Improve college readiness;
- Scale up effective college completion strategies (e.g. CCA game changers);

² The IBHE issues a separate report on the diversity of faculty and administration on campuses.

- Support full implementation of the Illinois Higher Education Information System (IHEIS), and the full Illinois Longitudinal Data System (ILDS); and
- Integrate community college and public university data.

The Report was designed to zero in on outcomes for students. For the first time a communication plan for the report has been put together. Dr. Applegate has been interviewed several times by the media in recent weeks about the report. The press is paying more attention to the report. More activities are planned to mobilize action based on the report.

IV. 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 February 8, 2016. Since then, 24 additional proposals have been received. As of February 24, 2016, there were six new requests for program modifications in addition to those reported in the memo and five applications have been withdrawn since the last board meeting.”

8. New Units of Instruction at Public Community Colleges

Dr. Cullen briefly outlined the contents of this item. No discussion was held.

The Illinois Board of Higher Education on motion made by Ms. Christine Wiseman and seconded by Mr. Tyler Solorio, with Dr. Alice Marie Jacobs abstaining, hereby grants authority to Carl Sandburg College to offer the Associate in Applied Science in Bioprocess Operations 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 grants authority to College of DuPage to offer the Associate in Applied Science in Early Childhood Administration 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 Danville Area Community College to offer the Associate in Fine Arts in Art and the Associate in Fine Arts in Art Education 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 Engineering Technology subject to the institution’s implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants authority to John A. Logan College to offer the Associate in Applied Science in Biomedical Electronics Technology and the Associate in Fine Arts in Studio Arts 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 Dental Hygiene 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 Parkland College to offer the Associate in Applied Science in Case-New Holland (CNH) Service 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 grants authority to Rend Lake College to offer the Associate in Applied Science in Biomedical Electronics subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

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

And grants authority to Southeastern Illinois College to offer the Associate in Fine Arts in Musical Theatre and the Associate in Fine Arts in Theatre Acting subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

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

Dr. Cullen briefly outlined the contents of this item. A brief discussion was held.

The Illinois Board of Higher Education on motion made by Mr. Tyler Solorio and seconded by Dr. Alice Marie Jacobs, unanimously hereby grants to Adler University Authorization to Grant the Master of Public Administration 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 Indiana Institute of Technology DBA Indiana Tech Authorization to Operate 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 Instituto College Authorization to Grant the Associate of Applied Science in Healthcare Leadership, Associate of Applied Science in Manufacturing Management and Supervision, Associate of Applied Science in Manufacturing Production and Operations, Associate of Applied Science in Networking Technology, Associate of Applied Science in Nursing, and Associate of Applied Science in Organizational Leadership 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 Midwestern University Authorization to Grant the Doctor of Occupational Therapy in the West Suburban Region, subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.

And grants Relay Graduate School of Education Authorization to Grant the Master of Arts in Teaching in Elementary Education and the Master of Arts in Teaching in Special Education 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 this authorization is granted.

And grants to St. Augustine College Authorization to Grant the Bachelor of Arts in Business Administration and the Bachelor of Arts in Computer Information Systems in the Chicago Region and the Bachelor of Arts in Business Administration, the Bachelor of Arts in Computer Information Systems and the Bachelor of Arts in Psychology in the Fox Valley 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 this authorization is granted

And grants to Midwest College of Oriental Medicine Authorization to Operate and Grant the Acupuncture Therapist Certificate, Bachelor of Science in Nutrition/Master of Science in Oriental Medicine, and Doctor of Acupuncture and Oriental Medicine 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.

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

Dr. Cullen briefly outlined the contents of this item noting that because of the highly unusual nature of the request to establish a new college at a public institution, staff have invited Provost Dr. Edward Feser from the University of Urbana-Champaign to address the Board.

Provost Feser gave a presentation to the Board regarding the Carle Illinois College of Medicine. A brief discussion was held.

The Illinois Board of Higher Education on motion made by Mr. Tyler Solorio and seconded by Mr. Jay Bergman, unanimously hereby grants to Southern Illinois University Carbondale authorization to establish the Bachelor of Science in Fermentation Science in the Southern Region, subject to the institution's implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which this authorization is granted.

And grants to University of Illinois at Chicago authorization to establish the Bachelor of Arts in Integrated Design and Arts 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 this authorization is granted.

And grants to the University of Illinois at Springfield authorization to establish the Bachelor of Arts in Public Administration and the Bachelor of Arts in Public Policy in the Central Region, subject to the institution's implementation and maintenance of the conditions that were presented in its application and that form the basis upon which this authorization is granted.

And grants to the University of Illinois at Urbana-Champaign authorization to establish the Carle Illinois College of Medicine 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.

V. Consent Agenda

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

The Illinois Board of Higher Education, on motion made by Ms. Christine Wiseman and seconded by Mr. Tyler Solorio, unanimously approved Item Nos. 11, 12, 13, 14, 16, 17, and 18.

The Illinois Board of Higher Education, on motion made by Mr. Tyler Solorio and seconded by Dr. Santos Rivera, with Mr. Jay Bergman, Mr. Tom Cross, Dr. Alice Marie Jacobs and Ms. Christine Wiseman abstaining, hereby approved Item No. 15.

11. Board Meeting Minutes – December 1, 2015

The Illinois Board of Higher Education unanimously approves the Minutes of the December 1, 2015, meeting.

12. Special Board Meeting Minutes – February 5, 2016

The Illinois Board of Higher Education unanimously approves the Minutes of the February 5, 2016, meeting.

13. Executive Session Minutes

The Illinois Board of Higher Education unanimously resolves:

Resolved, that the Illinois Board of Higher Education approves the minutes of previous IBHE Executive Sessions held on February 3, 2015, April 6, 2015, June 2, 2015, August 11, 2015, October 6, 2015, December 1, 2015, and February 5, 2016 and further resolves that such minutes should remain confidential until such time as the Board determines that the need for confidentiality no longer exists.

14. Fiscal Year 2016 Financial Report as of January 31, 2016

The Illinois Board of Higher Education unanimously approves the Fiscal Year 2016 Financial Report as of January 31, 2016.

15. Illinois Cooperative Work Study 2016 Grant Allocation

The Illinois Board of Higher Education hereby authorizes the Executive Director to allocate the fiscal year appropriations for the Illinois Cooperative Work Study grants as specified by the statute and administrative rule. The Board authorizes the Executive Director to:

- 1. Continue to monitor and determine eligibility of institutions pursuant to the statute (110 ILCS 225) and the rules implementing that statute (23 Ill. Adm. Code 1015);*
- 2. To withhold payment or adjust a grant allocation, if necessary, to conform to existing statute, rule, or available funding or to assure compliance with any previous grant agreements;*
- 3. Equitably distribute grant awards to eligible ICWS institutions:*
 - a. Expand opportunities for students to pursue internships, clinical placement, cooperative programs with business and industry, and other work opportunities linked to a student's academic program;*

- b. *Strengthen cooperation between higher education, business, industry, and government;*
 - c. *Encourage social and community service;*
 - d. *Maximize the use of matching contributions from business and industry and governmental and social agencies;*
 - e. *Create new opportunities for public/private partnerships;*
 - f. *Integrate other components of student financial aid to reduce reliance on student loans; and*
 - g. *Encourage students to seek permanent employment in Illinois.*
4. *Re-allocate funds between projects, fund other projects as necessary, and allocate any remaining funds at the end of the fiscal year.*

16. No Child Left Behind Grant Allocation

The Illinois Board of Higher Education unanimously authorizes the Executive Director to equitably distribute Fiscal Year 2015 federal carry-over funds totaling \$2,462,421 for the federal No Child Left Behind – Improving Teacher Quality State Grant Program. Individual partnership amounts yet to be determined for the six partnerships shown in Table 1 will amount to no more than \$2,319,652. The remainder of the federal appropriation, \$142,769 will be used for a required external evaluator contract, a contract for program administration, and other operational costs. If funds are reduced by the Federal Government through sequestration or other means, the Executive Director has the authority to reduce grant amounts accordingly. In the event that funds are not requested by a partnership in their entirety or additional funds become available, the Executive Director shall have the authority to re-allocate funds to other partnerships.

17. Board Member Appointment to Midwestern Higher Education Compact (MHEC)

The Illinois Board of Higher Education unanimously resolves:

That the Illinois Board of Higher Education appoint Dr. Alice Marie Jacobs, a current member of this Board, to the Midwestern Higher Education Commission to serve as a representative of the state of Illinois and as an ambassador for the Commission as set forth in the Compact and the Midwestern Higher Education Compact Act (45 ILCS 155/2) for a term scheduled to expire on January 1, 2019.

18. Appropriation Transfers for Fiscal Year 2016

The Illinois Board of Higher Education unanimously approves the Appropriation Transfers for Fiscal Year 2016 as requested by the Board of Trustees of the Illinois Mathematics and Science Academy.

VI. Information Items

- 19. Private College and Universities Capital Distribution Formula (Written Report)**
- 20. Fiscal year 2017 Governor’s Higher Education Budget Operations, Grants, and Capital Improvements**
- 21. Legislative Update**

VII. Public Comment

VIII. Other Matters

The next Board meeting will be June 21 at Illinois State University in Normal. The featured lunch guests will be the Faculty Advisory Council.

IX. Adjournment

There being no further business to come before the Board, Chair Anderson adjourned the meeting at 3:20 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 March 1, 2016, meeting.