ILLINOIS COMMISSION ON

EQUITABLE PUBLIC UNIVERSITY FUNDING

Meeting #2

Welcome to the January 19, 2023 meeting of the Technical Modeling Workgroup. The meeting will begin at 9:00 a.m. This meeting will be recorded.

Members of the general public will remain muted throughout the meeting and will have the opportunity to comment during the public comment period. To make a comment, please leave your name and the organization you represent in the Q&A section by 10:15 a.m. We will call on you during the public comment period and ask that you keep your remarks to under three minutes.

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Welcome & Agenda Overview

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9:00 am	Welcome & Agenda Overview
9:05 am	Action: Approval of Minutes from January 5, 2023 Workgroup Meeting
9:10 am	Introductions
9:20 am	Review of Work Plan
9:30 am	Approaches to Defining Adequacy Levels and Estimating Costs

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10:25 am	Preview of Work on Research and Equitable Student Share
10:45 am	Public Comment
10:55 am	Plan for Subsequent Meetings
11:00 am	Next Steps & Adjournment

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Action: Approval of minutes from January 5, 2023 Workgroup Meeting

Introductions

Technical Modeling Workgroup Membership

Name	Title	Organization
Corey Bradford	VP for Admin & Finance	Governors State University
Dan Mahony	President	Southern Illinois University
Michael Moss	Associate Vice Chancellor	University of Illinois Chicago
Mike Abrahamson	Senior Manager of Research and Policy	Partnership for College Completion
Beth Ingram	Executive Vice President and Provost	Northern Illinois University
Ralph Martire	Executive Director	Center for Tax and Budget Accountability
Robin Steans	President	Advance Illinois
Simón Weffer	Associate Professor	Northern Illinois University
Sandy Cavi	Associate Vice President for Budgeting and Planning	Illinois State University
Kim Tran	Chief of Staff	Chicago State University
Andrew Rogers	Director, Financial Analysis and State Budget Reporting	Northern Illinois University
Jeanette Malafa	Director, Government Relations	Western Illinois University

Conceptual Model: Similar to K-12 EBF

Start with an Adequacy Target

Each institution will have an Adequacy Target, built from the components of what it costs for students to succeed and will vary based on student need. Will also reflect different research, service, and artistry mission. Cost for facilities operations and maintenance included, as well

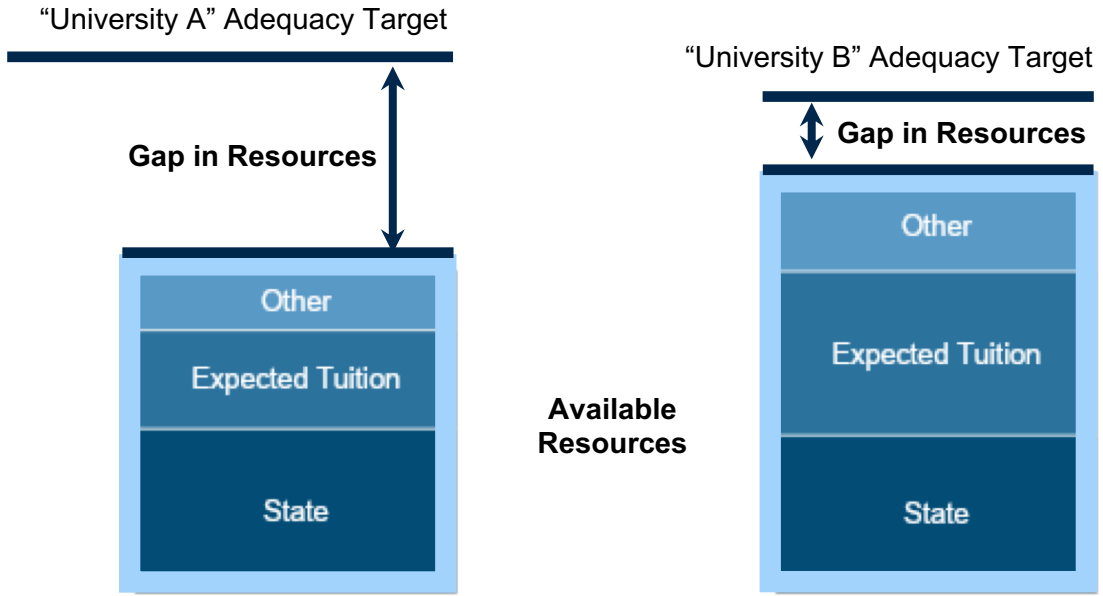
Conceptual Model

Identify Available Resources

Include existing state funding as base, account for "expected tuition," and other resources, like endowment. "Expected tuition" rather than actual tuition helps address affordability

State Funds Fill in Gap in Resources

Model to be developed, but goal to distribute new resources equitably, with more going to institutions furthest from Adequacy Target



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Workgroup Overview

Technical Modeling Workgroup

- **Charge**: The technical workgroup will build upon the conceptual framework established by the Commission (informed by the Adequacy and Resource workgroups) and begin identifying metrics/data, modeling distribution mechanisms and various funding scenarios/implementation options based on spending considerations.

  The workgroup's analysis will incorporate the components of adequacy and varying levels of resources (revenue streams) across institutions, as outlined by the Commission.

- **Meetings**: The workgroup will meet every 2 weeks from Jan 5th until the end of March. The workgroup will report to the full Commission in February and April.

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Review of Work Plan

Topic Leads

Instruction and Student Services					
Student Centered-Access	**Academic Supports**	**Non-Academic Supports**	**Core Instructional Program Costs**	**Research, Public Service & Artistry**	**Equitable Student Share**
Sandy Cavi	Robin Steans	Mike Abrahamson	Dan Mahony	Beth Ingram	Corey Bradford
Michael Moss	Kim Tran	Andrew Rogers	Jeanette Malafa	Simón Weffer	Ralph Martire

Topic Teams: Expectations

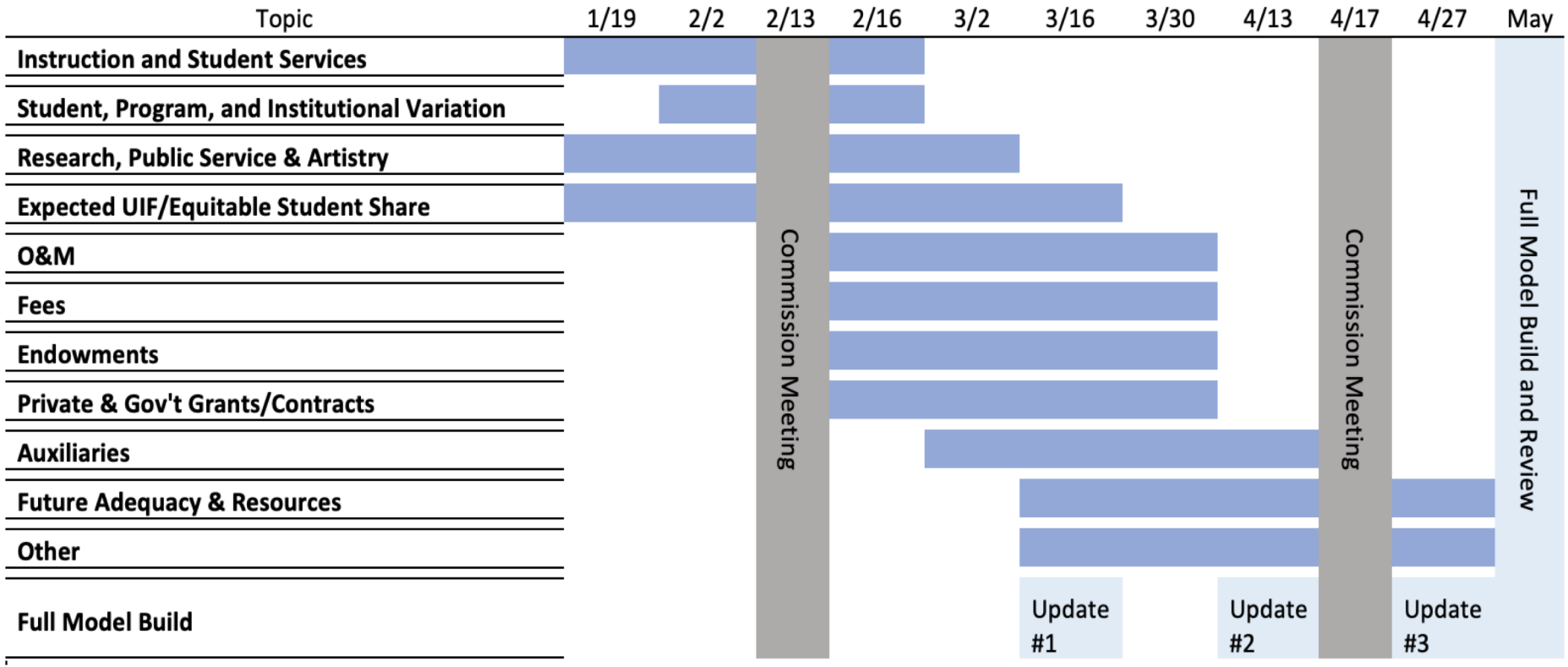
- **Is the expectation to meetings between workgroup meetings?** Yes. There is necessary work between workgroup meetings to advance from conceptual framework to technical modeling and formula recommendations.
- **Will HCM facilitate meetings?** No. HCM will not formally facilitate team meetings but will help provide advice on data sources, framing questions and other resources relevant to the topic.
- **What is the deliverable for each topic team?** The deliverable is to provide recommendations to the full group on the data points necessary for calculation of the (assigned) component to be incorporated into the full adequacy calculation (or resources evaluation).

Topic Teams: Expectations (cont.)

- **Will full workgroup weigh in to recommendations of each topic team?** Yes. The topic teams will present on research, findings and recommendations for feedback and input from full workgroup.

- **Will workgroup still respond to iterations of strawman and technical conceptualizations?** Yes. Iterations of the strawman and technical conceptualizations will be informed by the work of the topic teams (with input from workgroup and sign-off from the Commission). As the various components of the model get built out, we will review, evaluate and adjust as appropriate. HCM and IBHE will also support the development of the full model and formula recommendations.

Work Plan


Topic
1/19
2/2
2/13
2/16
3/2
3/16
3/30
4/13
4/17
4/27
May
Instruction and Student Services
Student, Program, and Institutional Variation
Research, Public Service & Artistry
Expected UIF/Equitable Student Share
O&M
Fees
Endowments
Private & Gov't Grants/Contracts
Auxiliaries
Future Adequacy & Resources
Other
Full Model Build
Commission Meeting
Commission Meeting
Full Model Build and Review
Update #1
Update #2
Update #3

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Instruction and Student Services

Adequacy Components

Instruction and Student Services: Key Questions

1) What is the benchmark for this component? What is the desired outcome?
2) How many/what level of resources are required to achieve the benchmark/outcome?
3) What do those resources cost?
4) What adjustments need to be made for student, program, and institutional variation?

Conceptual Model

Service	x	Cost of the Service	x	Service/Student Ratio	x	Adjustments
Admissions Officer	x	Avg. Salary of an Admissions Officer	x	1 Admissions Officer per 500 students	x	Cost adjustment for salary locality differential; Ratio adjustment for student population (first-gen applicants require more outreach and support, grad students need less)
Outreach, recruitment, enrollment	x	Salary of ORE-related staff + IT system + Evidence-based practice	x	1 staff per 200 students + 1 IT system + Evidence-based practice serves 200 low-income students	x	Cost adjustment for salary locality differential; Ratio adjustment for student population
What are the services that make up adequate ORE?		What do IL schools spend on ORE? Which schools do this well, and what do they spend? What do evidence-based practices cost? What do the supporting systems cost?		How many staff, systems, interventions are necessary to produce the desired result? How many students require the evidence-based practice?		What adjustments are important to factor in? School, regional, student body demographics, grad/undergrad, applicant pool, current draw of applicants compared to desired end-state, etc. What are the size of those adjustments?

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Instruction and Student Services

Data Sources and Approaches

Approaches for Measuring Adequacy

Strategies for Answering Key Questions (not mutually exclusive):

- Assess what IL schools do currently, then what additions they would need to provide the service adequately and equitably
- Identify the desired outcome and map costs to that
- Use a comparable exemplar to benchmark costs
- Build a budget from the ground up
- Evaluate on a line-item basis vs bucketing services together (see example above re: admissions officer vs ORE)

Potential Data Sources for Adequacy

High-performing institutions/program components in Illinois

- **Pros**: Comparable context, data, financial structures, ease of "translation"
- **Cons**: Limited #, limited range of funding and performance levels, challenges maintaining objectivity, reflects historical funding patterns

High-performing institutions/programs out of state

- **Pros**: Wide range of performance and funding levels, sources for new ideas, easier to be objective
- **Cons**: Different contexts, financial structures, data classifications, hard to connect funding to specific outcomes

Academic research

- **Pros**: Potential for more rigorous connections between funding and outcomes, credibility with key stakeholders
- **Cons**: Limited number of use cases in context of overall funding levels

Potential Data Sources - Reports & Data

Illinois	IBHE, ISAC, ISBE, Institutional data
US/Federal	IPEDS, NPSAS, National Student Clearinghouse, College Scorecard, NSF/NCSES, OPE
Associations	SCUP, NACUBO, AAU, APLU, AASCU, CUPA, AAUP, MHEC, SREB
Other states	Texas, California
Other related projects	Okla. SU Salary Survey, Delaware Study, Delta Cost Project
International	OECD, UNESCO
Research/Best Practices	IES What Works Clearinghouse, Washington State Institute for Public Policy

Student-Centered Access Components

Description	Rationale	Evidence-Based Practices (examples)	Potential Measures to Calculate Costs
Costs to support outreach, recruitment and enrollment of students	Outreach, recruitment and enrollment activities have costs for all students and will be higher to achieve more equitable access for underserved populations.	•Financial aid/FAFSA application support •Targeted information to low-income students and students of color from those who have gone (mentorship) •Admission application support •Financial Literacy	•Student services expenditures •Admissions office expenses •Other identifiable direct outreach/marketing expenses •Financial aid admin expenses attributable to incoming undergraduates • Student-Level Finance Measures •Cost of individual student access strategies

Student-Centered Pathways: Academic Supports

Description	Rationale	Evidence-Based Practices (examples)	Potential Measures to Calculate Costs
Costs to provide high-impact academic supports for student retention and completion	Academic supports enhance retention and completion with investment needed to ameliorate historical disadvantages and inequities	•First-Year Seminars and Experiences •Summer Bridge •Learning Communities •Undergraduate research •Career connections •Internships/apprenticeships •CUNY ASAP components (tutoring, early registration, block scheduling, transportation support)	•Total instructional expenditures •Total academic support expenditures •Specific academic support expenditures: libraries, technology •Cost studies from research/evaluation in other locations Student-Level Finance Measures •Cost of individual student pathways: Costing out the pathway of student services used by students to support retention and completion.

Student-Centered Pathways: Non-Academic Supports

Description	Rationale	Evidence-Based Practices (examples)	Potential Measures to Calculate Costs
Costs to provide high-impact supports for student retention and completion	Non-academic supports that enhance retention and completion with investment needed to ameliorate historical disadvantages and inequities	•Single Stop •Financial Aid; Emergency Aid •Social Emotional/Counseling/Mental Health Support •Housing, childcare, transportation •CUNY ASAP components (financial, personal supports)	•Total student services expenditures •Financial aid •Specific student services expenditures: advising, career services, health Student-Level Finance Measures •Cost of individual student pathways: Costing out the pathway of students services used by students to support retention and completion.

Academic / Instructional Core Costs

Description	Rationale	Potential Measures to Calculate Costs
Core cost of undergraduate (and graduate) instructional programs	To define a baseline cost factor for serving students without any additional supports	•Competitive compensation factors w/priority for recruiting and retaining diverse faculty •Discipline / major differentials •Faculty / student ratios

Cross-Cutting Considerations

- Variation for students, programs, institutions
- Grad vs undergrad
- Central services included in the component, or in O&M?
- Cost-of-living differences vs ability to pay higher salaries due to more revenue
- Future adequacy
- What else?

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Research, Public Service & Artistry

Research, Public Service + Artistry

Description	Rationale	Potential Measures to Calculate Costs
Funding to support the research, public service and artistry mission components of each university	Reflect the state's benefit of supporting research, public service and artistry mission of universities and ensure all students have some minimum level of access to these	Per FTE calculation that recognizes basic level of access to research, service and artistry

Research, Public Service & Artistry: Key Questions

1) How can equity be embedded into the Research component to ensure it reflects some basic level of access but also reinforces the existing mission of institutions?
2) What is the benchmark or desired outcome related to public service & artistry? Does that vary by institutional mission, and if so, how?
3) How much of research overhead costs do research grants' indirect costs cover?
4) How should revenues from any activities related to research, public service & artistry get factored into the Resource Profile?

Equitable Student Share

Calculating Expected UIF – An Example

Example "Equitable Student Share"	
Group A	$15,000
Group B	$10,000
Group C	$5,000
Group D	$0

Expected UIF =

(# Group A * $15,000) +

(# Group B * $10,000) +

(# Group C * $5,000)

- The state would establish groups of students and an "**Equitable Student Share**" that students in that group can reasonably be expected to pay in tuition.
- The groups would be based on characteristics like income, race/ethnicity, residency, undergrad/grad, and mandatory tuition waiver eligibility.
- There could be many groups or very few.
- In the examples shown here, Group D might be a mandatory tuition waiver student that is expected to contribute $0 in tuition. Group A might be an out-of-state, high-income student.

Equitable Student Share: Key Questions

1) What should the ESS student groups be, and what should the levels for each group be?
2) How should the Expected UIF and ESS levels account for financial aid (federal, state, private)?

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Public Comment

Instructions for Members of the Public:

Please wait for your name to be called. Public comments will be limited to three (3) minutes per person.

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Planning for Subsequent Meetings

Planning for Subsequent Meetings

Feb 2nd Meeting

- Instruction and Student Services components report out on recommendations, questions, data needs
- Discuss student, program, and institutional variation of Instruction and Student Services components
- Updates on Research, Public Service & Artistry and Equitable Student Share

Student, Program, and Institutional Variation: Key Questions

- What is the relative difference in spending necessary to achieve similar outcomes (enrollment, persistence, completion) for students from various backgrounds?
- Should there be a weight for high concentrations of higher-cost students as well as a per-student weight?
- How do we establish appropriate weights if a research base isn't available?
- Do different types of institutions (size, concentration of populations) require more spending to offer comparable services and supports?
- How to account for system offices?
- What extra costs may be associated with different degree levels/program areas?
- What approach to incorporating degree levels/graduate education best allows for equity to be addressed within the context of advanced degree opportunities?

Adjournment

Next Workgroup Meeting: February 2, 2023