

**APPROVED**  
**January 22, 2025**

*Melissa Bealon*  
Board Secretary Melissa Bealon

Item #G-1  
January 22, 2025

**MINUTES – BOARD MEETING**  
**November 13, 2024**

**Submitted for:** Action.

**Summary:** Minutes of the November 13, 2024, meeting of the Illinois Board of Higher Education held in person at Lake Land College, Board and Administration Center, Room 011, 5001 Lake Land Blvd, Mattoon, IL 61938, and the University of Illinois Chicago, College of Liberal Arts and Sciences, 601 S. Morgan Street, Room 401 (4<sup>th</sup> Floor), Chicago, IL 60607, and online via Zoom as permitted by the Illinois Open Meetings Act (5 ILCS 120/7).

**Action Requested:** That the Illinois Board of Higher Education approve the minutes of the November 13, 2024, Board meeting.

STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

**MINUTES – BOARD MEETING  
November 13, 2024**

A meeting of the Illinois Board of Higher Education was held in person at Lake Land Community College, Board and Administration Center, Room 011, 5001 Lake Land Blvd, Mattoon, IL, the University of Illinois Chicago, College of Liberal Arts and Sciences, 601 S. Morgan Street, Room 401 (4th Floor), Chicago, IL and online via Zoom as permitted by the Illinois Open Meetings Act (5 ILCS 120/7). The meeting was recorded and an announcement to that effect was made by the Chair at the beginning of the meeting.

The following Board members were present in person: Pranav Kothari, Chair, Vice-Chair Herrero, Andrea Evans, Jennifer Garrison, Eric Zarnikow, Sylvia Jenkins, Daci Finke, and Magnus Noble.

Board members present in Chicago: Garth Walker.

Others present in person: Ms. Ginger Ostro, Illinois Board of Higher Education; Dr. Nkechi Onwuameze, Illinois Board of Higher Education; Valerie Lynch, Illinois Board of Higher Education; Mr. David A. Kelm, Illinois Board of Higher Education, and Ms. Melissa Bealon, Illinois Board of Higher Education.

Board members present virtually: Sharon Bush, Kenneth Shaw, Subhash Sharma, and Jamel Wright.

Others present virtually: Jenna Rossi, Illinois Board of Higher Education, Rachel Bolinger, Illinois Board of Higher Education

Pursuant to the Illinois Open Meetings Act, a quorum was present in the Lake Land and Chicago locations. Additionally, all action items were recorded with roll call votes. The audio of the meeting was recorded and may be requested on the IBHE website.

**A. Call to Order/Roll Call**

- **Call Meeting to Order, Pranav Kothari**

Chair Pranav Kothari called the meeting to order at approximately 2:04p.m. Board Secretary Bealon took roll call. A quorum was present.

**Opening Remarks by Chairman Kothari**

Welcome to the November 2024 meeting of the Illinois Board of Higher Education. In keeping with our tradition of taking our meetings to colleges and universities across the state, we

are gathered today at Lake Land College in Mattoon Illinois. Thank you to President Josh Bullock and all the team at Lake Land for inviting us to hold today's meeting here. And thank you for showing us around your campus. It's always great seeing learning in action and talking to students about their goals and aspirations.

Just a few days ago, the IBHE released the academic year 2024-25 fall enrollment data, and there are many reasons to be encouraged by the trajectory of enrollment at our public universities.

Freshmen enrollment increased for the fourth consecutive year, and there are nearly an additional three thousand students across all state universities this fall, which brings the overall enrollment to over 185 thousand students – *the highest overall enrollment in eight years*. This is a meaningful result and shows us that historic higher education funding over the last several years, strategies from A Thriving Illinois, and hard work and commitment by our K-12 districts, nonprofit community, and higher education institutions, are making a positive impact.

Overall enrollment of African American students increased by 3.5% and overall enrollment of Latino students increased by 2.3%. Both are notable increases, and we are energized to continue building a more equitable higher education system.

Our colleagues at the Illinois Community College Board also recently released the system's enrollment report. Community college enrollment increased 7.4%, which is the largest fall-to-fall enrollment growth in the last 15 years and outpaced last year's fall enrollment increase of 5.7%.

Congratulations and thank you to the wonderful professionals at each of the institutions who work hard year-round to ensure that Illinois families have high-quality public higher education options.

You can read more about these and other data points in the enrollment report on IBHE's website – [ibhe.org](https://ibhe.org).

There were concerns that the turbulent FAFSA rollout from the last academic year would keep some students from attending college. Although enrollment at the state's public universities did not experience a major setback as it was feared, students and institutions were indeed negatively affected by the way the new FAFSA was rolled out. We have higher hopes and expectations for this year's rollout, and I encourage interested parties to follow the FAFSA beta process at [fsapartners.ed.gov/beta](https://fsapartners.ed.gov/beta).

As you may recall, recently passed legislation requires each public institution of higher education and encourages each private institution of higher education to develop and implement an equity plan and practices for its institution that, at a minimum, close gaps in enrollment, retention, and completion. We are excited that we continue to make progress on this strategy because equity plans will be an additional tool to help us remove barriers for students and families. In a few minutes, we'll hear the latest on equity plans.

I spent the day yesterday at my alma mater guest teaching a Politics of Education course and meeting with student leaders on campus. In a recent editorial in Student Life, WashU's student newspaper, a coalition of student groups came together to raise awareness of equity in undergraduate admissions challenges on campus. I want to share perhaps the most cogent argument

I have read for the need for better data disaggregation that I ask you to keep in mind as we hear more about our institutional equity plans. The Coalition of Affinity Groups for Admissions Equity wrote:

*As we improve recruitment and yield efforts to increase racial and ethnic diversity, there is a need for data disaggregation to determine what communities these efforts should target. Though enrollment decreases may seem small, broad categories like “Asian” and “Hispanic” hide the full picture. There is no data on the enrollment by race, ethnicity, and nationality for minority Latine students, particularly Afro-Latines, Indigenous Latines, and those with Central American heritage.*

*Aggregated data conceals the impact of admissions policies. Consider the 1% decline in Asian students. Across the diaspora, there is significant variation in educational attainment. Vietnamese, Hmong, and Bhutanese Americans are less likely to attain a college degree, whereas Chinese and Indian Americans are more likely to do so. We suspect the decrease in students of backgrounds with lower educational attainment rates was offset by an increase in students of backgrounds with higher educational attainment rates. Only with disaggregated data can WashU identify what populations face the greatest barriers to educational attainment.*

We are sometimes limited in the depth of disaggregation that is possible, but we know that we can be more precise in both our subgroup descriptions and resulting interventions when we have better and more nuanced data.

Before I conclude my remarks, I'd like to congratulate Trustee Dr. Garth Walker, who - as you know - is chief medical officer at Rush Health, for being named a 2024 “40 Under 40” for Crain's Chicago Business. We're fortunate to have you on the Board!

Finally, I would like to thank our partners, stakeholders, and the staff at IBHE for advancing so much important work statewide. And with that, I'll pass it to President Bullock for a welcome.

## **Welcome and Overview**

Josh Bulluck, President, Lake Land College, provided welcoming remarks and expressed Lake Land College was honored to host the Board. He provided an overview of the communities they serve. He stated that accessibility and affordability are critical aspects for students and focal points for staff and board. He went on to say being a guided pathway school has allowed them to create innovative programs that are very successful. He expressed the need for facilities to meet students' learning needs and for tuition to remain low.

## **Executive Director's Report**

Executive Director Ginger Ostro provided a brief report. She introduced new senior leadership team members.

- Valerie Lynch is our new Senior Managing Director, overseeing all programmatic areas of the agency
- Jenna Rossi, Director of Intergovernmental Relations
- Dave Kelm, Chief Operating Officer in addition to his role as General Counsel
- Jose Garcia has stepped up into the new role Director of Strategic Communications

- Rachel Bolinger, Managing Director of HR

She went on to provide a programmatic update.

The Statewide Re-Enrolling Strategy grant: RFP is due December 3<sup>rd</sup> – this was just updated due to a technical glitch. This \$2M grant supports bringing adults with some college but no degree back to school. It was approved in the June meeting for the FY25 budget. Making sure everyone is aware.

ESHI grant awarded: \$1.8M was awarded to 11 institutions, 7 public universities and 4 private institutions. This is the third year we have been able to award these competitive grants to address the underlying causes of housing and basic needs insecurity. Director Ostro noted this aligns significantly with our first equity strategy, which supports students' basic needs.

Direct Admissions: Working on an interim step with Common App, where students who open a free Common App account can be directly admitted to public universities based solely on their GPA. (Universities will set GPA criteria for general admission to the institution).

Annual Trustee Training: Completed annual Trustee training for public universities trustees, where the focus was on Equity Plans and the role of trustees in understanding and supporting the work outlined in the plans.

## **B. Action to Permit Board Members Virtual Attendance**

Board Member Jenkins moved to permit Board Members Bush, Shaw, Sharma, and Wright to attend virtually via video conference. Board Member Evans seconded the motion. A roll call was taken, and the motion passed unanimously.

## **C. Presentation**

### Equity Plans and Practices Update

- OiYan Poon, Ph.D. and Lorenzo Baber, Ph.D. provided an enlightening update on the Equity Plans and Practices requirement. The first baseline year cycle- June-July: rubric design, August-September: Review and calibration (IRR), October-Now: Report drafting. This cycle took a little more time to design, calibrate, and revise the rubric, based on the Framework provided for the equity plans.
- Review and Objective parameters were set in two Dimensions. The first being Institutional Plan Review which includes 1) recognize unique institutional contexts; 2) assess individual institutional baseline for equity planning; 3) identify areas of strengths to build on and areas for improvement to work on. The second Dimension: Cross-Institutional Analysis which includes 1) things to elevate and learn more about; 2) identify technical assistance and support opportunities and 3) assess and improve Equity Plan process.

Strengths Reported: All plans a consistent acknowledgement of the critical need to focus on DEIA. Most plans utilized data from state agencies to present current gaps for underserved populations. Best plans provide institution-specific analysis of data provided by various sources to identify unique barriers to student success, summarized current and future interventions aimed at addressing the needs of underserved populations identified by data

analysis, and outlined specific timelines for incorporating strategies and assessment of current and future interventions.

- Areas for improvement: Institutions should consider a stand-alone DEIA vision statement that serves as a central guide for DEIA efforts, including alignment with the mission and values. While many institutions have provided strong foundations for identifying equity gaps, there is a need to improve the connection between data analysis, targeted strategies, and assessment metrics. More thorough data analysis is needed including a variety of data collection methods disaggregation of data by multiple student characteristics, and specific timelines and performance indicators to track institutional progress.

We recognized that there are variations in capacity and institutional contexts for creating Equity Plans in this baseline year. One common area for improvement and focus for potential technical assistance is support for developing cohesive, integrated, and holistic plans with clearly aligned action and feedback loops for continuous improvement. What this means is that there are direct threads between clear vision statements to guide analysis of data for meaning making to inform strategic efforts to close equity gaps and dismantle barriers to equity, with timelines, milestones, and specific metrics of progress.

#### What's next? Reports

For each institution – consider the feedback for continuous improvement efforts to equity. It may be possible that we will ask some institutions for some clarification. ICCB and IBHE will do three things, 1) send reports to each institution in November; 2) post Equity Plans on a website; and 3) submit a report to the General Assembly. The reports on Equity Plans inform a continuing conversation for state action planning, with Equity Plans as one component of many at the state level to close equity gaps.

#### Technical Assistance and Support (Planning)

The team is now considering how best to design and offer technical assistance and support. Potential topics include data disaggregation and analysis/meaning making, equity-centered assessment and evaluation tools and resources for clearer campus climate concepts, assessment, and integration of findings into equity planning.

Following the presentation a board member asked to what extent did you see alignment between institutions' strategic plans and equity plans. Dr. Poon stated that there were some exemplars of some institutions that did align their strategic plans with their equity plans. Dr. Baber stated that some institutions made statements on their own and then revised it to fit the institutional mission and values. This is where he hopes institutions go in terms of a standalone statement. One that is not an extension of a larger statement, but a unique statement that aligns with other narratives but can also stand on its own.

Another board member asked if there was feedback regarding redesign of the equity plan - missing components or pieces that should be prioritized, drop this section, etc. Lorenzo commented on the relationship between institutions regionally and thinking about the equity across the region. A section on collaborations to possibly include high school partners, education partners who are closely connected regionally and how they complement each other. Also, unique to your area, industry partners and all those who have an impact on higher education.

A board member asked how many private institutions submitted equity plans. Were there meaningful differences between the public and private equity plan submissions. Dr. Poon and Ginger stated that one private institution equity plan was submitted. Director Ostro noted that early in the process before we laid out the framework for the capital grant program that IBHE administers for private institutions, one of the requirements to that grant was to submit an equity plan if they had one that existed. If not, they had to write a summary of the equity practices they have in place. So, we do have a comprehensive array of those that date back a couple of years. When we looked at those a lot of those practices were like what we saw in the public institutions that we want to elevate in the communities of practice across all sectors.

A board member asked to what degree the plans have a component about how faculty engage in the process. Dr. Poon noted that some of the strongest plans discussed stakeholder engagement including faculty.

A board member asked about the Spring and the continuous improvement approach, what will that look like for the institution. Technical assistance that is open to all the institutions. Be focused on what we're trying to elevate. Regional technical assistance, sharing best practices, this is a challenge at multiple institutions, how do we approach this regionally?

A board member asked to what extent did any of the equity plans include faculty, staff, administrator, and board members to closing equity gaps. Dr. Poon noted that several plans alluded to the need to diversify and retain a diverse faculty and staff. There were some institutions that talked about staff. Dr. Baber credits reviewers for encouraging institutions to think about this assessment narrative further.

A board member asked how we as a board and the group of stakeholders can that work on these plans encourage institutions and their administrators, faculty and staff to incorporate what we've learned from these plans into their strategic plans, five-year plans, strategic enrollment management plans, etc. Dr. Poon stated it goes back to the stakeholder engagement piece. Continuous engagement and accountability. As in how are and who are the point people in terms of continually moving through and seeing how things are working. Dr. Baber added intentional equity, at the forefront of every agenda, every meeting. It's not an add on.

A board member asked when looking at the plans collectively what the thoughts were about the overall status, are we doing well, is there still a lot of work to do. Dr. Baber said that he was encouraged by the work being done. He went on to say that the message being sent by the State was and continues to be that this is not a moment, but it is going to be something consistent in our approach. He further stated that some will need more support than others. Consistency and reaffirming the message, especially from IBHE and ICCB, set a tone that needs to be repeated to build momentum.

A board member asked if the campus climate assessment was only from the student perspective or was it inclusive of staff and faculty as well. Dr. Poon commented that some plans were inclusive of staff and faculty while others were not. Several board members expressed interest in the inclusion of staff, faculty, and board, etc. in campus climate assessments.

Focusing on disaggregation and data analysis, what can institutions do to tighten the connections between data analysis, strategies, and assessment metrics? What feedback do you have there based on what you've learned? Dr. Baber noted that there is varying capacity of institutional

research offices to do the data disaggregation but also communicate that to stakeholders and be a part of the conversation. Dr. Poon added that the challenge around data infrastructure is not just an Illinois higher education issue, or, you know, a handful of institutions in the state having this challenge. This is a wider national problem of data systems.

Are there any characteristics of the institutions that have the best plans that others can learn from. Both Dr. Poon and Dr. Baber said there weren't any characteristics that stood out in any way.

A board member asked if it is realistic to get to a point where we have an aggregate of plans that can be made campus-specific, which will allow for legislative requests as well as show campus leadership their growth or lack thereof. Dr. Poon jokingly commented that this was an outline for their report to the General Assembly. She went on to say these areas are all on point for emphasis in the analysis. Dr. Baber added that these comments, along with the previous commentary will be considered when moving forward.

### **C. Non-Instructional Capital Improvement Project (Action)**

NIU representatives presented an overview of energy-related sustainability improvements along with long-term project goals.

Board Member Garrison moved to approve the program. Board Member Noble seconded the motion. A roll call was taken and the motion passed unanimously.

### **D. Public Comment**

Chair Kothari asked Secretary Bealon if any member of the public in person or on-line had requested time to address the Board. Secretary Bealon indicated that five people requested time to address the Board.

- Shawn Schumacher, DeVry University, FAC Updates
- Galen Leonhardy, not affiliated, asked about dual credit
- Brad Skertich, Collinsville CUSD 10, asked about dual credit
- Gerson Ramirez, Advance Illinois, asked about institutional funding
- Joshua Stafford, Superintendent Vienna, IL, asked about dual credit

### **E. Action Items**

Dr. Onwuameze presented the staff recommendations for public universities approvals, including the following:

#### **1. Consideration and Approval of New Units of Instruction, Public Service, and Research at Public Universities (Dr. Nkechi Onwuameze)**

Eastern Illinois University (EIU or the University) requests authorization to offer a Master of Arts in Teaching, Elementary Education (MAT, Elementary Education) in the Prairie Region. The 36-credit hour online program will provide an accessible, efficient route to



teacher licensure for candidates who possess a qualifying undergraduate or graduate degree. The format is conducive to place-bound and non-traditional candidates who would not be able to complete a traditional, on-campus program. The full-year residency enables candidates to select placements in their local communities. Completion of the program leads to an Illinois Professional Educator License (PEL).

The University has proposed an equity plan that involves closing gaps in enrollment, persistence and completion of degrees in the field. Embedded strategies exist within the proposed program's curricular and academic support framework to promote student success. Programs and offices across campus are designed to reduce barriers and intentionally connect students with resources and experiences necessary to thrive at EIU. These programs are designed to facilitate successful student engagement and retention through mentoring, community building, advising, supplemental instruction and academic support. Both EIU and the Department of Teaching, Learning, and Foundations, where this program will be housed, offer high-impact practices to support student retention and success including an intensive teaching residency and involvement in teaching-related student organizations.

There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the program.

#### Northeastern Illinois University

Northeastern Illinois University (NEIU or the University) is seeking authorization to offer a Doctor of Education (EdD) in Leadership, Equity, and Inquiry (LEI) in the Chicago Region. NEIU explored the possibility of creating an Educational doctoral program most recently in the 2010s and formed an advisory committee for the development of the program by spring of 2021. The committee provided insights that led to a refined and focused vision for the prospective EdD program. In 2022, NEIU contracted CiTTA Partnership, a market research firm, to investigate several elements pertaining to the EdD, including prospective demand for a new EdD program in the Chicago area, important curricular considerations, and course delivery. The results of that study, which were submitted to the University in December 2022, led to the penultimate draft of the EdD program's curriculum. The program is designed to prepare leaders capable of addressing a range of social, institutional, and organizational problems, which it will achieve by building the professional capacities of educational practitioners, advocates, and leaders whose work occurs in a range of settings including elementary, secondary, and postsecondary schools, non-profit organizations, and government agencies. The mission of the LEI program is to facilitate the preparation of engaged leaders within institutions, organizations, and communities.

There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient libraries, technology, staff, and financial resources in place to support the program.

#### University of Illinois Urbana-Champaign

The University of Illinois Urbana-Champaign (UIUC or University) requests authorization to offer a Bachelor of Science in Chemical Engineering + Data Science (BS in ChemE + DS) in the Prairie region. The program will be housed in the Chemical and Biomolecular Engineering (ChBE) department within the College of Liberal Arts and Sciences. The 132-credit hour program is designed to provide students with a solid foundation in chemistry, physics, mathematics, data structures and sources, statistical principles, computing and analytics, data management, and data science applications. The curriculum focuses on the application of data science methods in the chemical engineering field. Graduates of the program will be prepared to enter traditional careers in the chemical, energy, and oil industries, as well as increasing opportunities in data engineering, biotechnology, pharmaceuticals, electronic device fabrication, and environmental engineering. UIUC has developed campuswide initiatives to systemically close persisting equity and opportunity gaps in student outcomes and faculty hiring. There are policies in place to ensure faculty possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, and financial resources to support the program.

#### University of Illinois Urbana-Champaign

The University of Illinois Urbana-Champaign (UIUC or the University) is seeking authorization to offer a Master of Science (MS) in Global Studies in the Prairie region. The proposed program will be housed in the College of Liberal Arts and Sciences (LAS) within the Center of Global Studies (CGS). Beyond preparing students for careers in a variety of sectors, the 32-credit hour program will enable graduates to apply theoretical and cultural knowledge to better inform and improve decision making in global contexts. The interdisciplinary curriculum combined with domestic and international practicum opportunities will prepare graduates to meet the challenges facing global governance and civil society organizations. UIUC has developed campuswide initiatives to systemically close persisting equity and opportunity gaps in student outcomes and faculty hiring. There are policies in place to ensure faculty possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, and financial resources to support the program.

Board Member Noble moved to approve the programs. Vice Chair Herrero seconded the motion. A roll call was taken, and the motion passed unanimously.

Moving to the next item, Dr. Onwuameze presented the staff recommendations for public university approvals, including the following:

#### **2. Consideration and Approval of New Operating and/or Degree-Granting Authority for Independent Institutions (Dr. Nkechi Onwuameze)**

##### Lewis University

Lewis University requests authorization to offer a Bachelor of Science in Radiography in the West Suburban Region. The Bachelor of Science in Radiography prepares students

to practice in the profession of radiography. Students enter the radiography program with prerequisites that are designed to provide them with a foundation to be successful in the curriculum. The proposed B.S. in Radiography requires students to complete 123.5 semester credit hours, which includes courses for pre-certification and post-certification. Lewis University's radiography program will have a clinical competency plan that incorporates the American Registry of Radiologic Technologists (ARRT) competency requirements. Clinical instruction provides opportunities to gain clinical experiences and achieve competencies through rotations in various clinical environments. Clinical assignments are designed to provide students with experience to achieve specific performance objectives, maintain previously learned skills and achieve the desired competency level. Graduates are prepared to sit for the American Registry of Radiologic Technologists certification in radiography and be to be confident as entry-level practitioners. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The University has sufficient library, technology, staff, and financial resources in place to support the proposed program.

#### Roosevelt University

Roosevelt University (Roosevelt or the University) is a private, nonsectarian, not-for-profit institution of higher education located in Chicago, which was founded in 1945, with a commitment to social justice and an emphasis on fairness, equality, and integrity. The main campus for Roosevelt is located in downtown Chicago with an additional campus in Schaumburg. On March 9, 2020, Roosevelt acquired Robert Morris University, another private institution in the Chicago Region. Roosevelt is recognized as a grandfathered institution in its home regions of Chicago and North Suburban by the Illinois Board of Higher Education (IBHE) and consequently is exempt from many aspects of the IBHE oversight. On September 25, 2012, Roosevelt University sought and obtained IBHE authority to operate and grant the Bachelor of Science in Hospitality and Tourism Management in the West Suburban Region. On April 30, 2020, Roosevelt University sought and obtained authorization to operate in the Central Region to teach students in Robert Morris University's Central Region location following the acquisition. On June 8, 2021, the University sought and obtained authorization to operate in the South Metro Region. The University offered limited, less than 40 percent, programmatic face-to-face instruction for existing online degree programs emanating from its main campus in partnership with Joliet Junior College and the South Cook Intermediate Service Center.

With this application, Roosevelt University is seeking authorization to operate in the Fox Valley Region. The University entered into an agreement with McHenry County College (MCC) to provide MCC students, alumni, and other residents for Community College District 528 to take bachelor's and graduate level courses and programs in the community in which they live through the MCC University Center. Roosevelt plans to offer bachelor's degree completion programs for human resource management, finance, marketing, criminal justice, graphic design, and a Master of Business Administration. Pending IBHE authorization for operation in the Fox Valley Region, Roosevelt will then seek degree-granting authority for the proposed programs. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide

instruction. The University has sufficient library, technology, staff, and financial resources in place to support the proposed operations.

Board Member Evans moved to approve the new program of instruction. Board Member Noble seconded the motion. A roll call was taken. Ten voted yes, three abstained. The motion passed.

Moving to the last item, Dr. Onwuameze presented the staff recommendations for Community Colleges which includes the following:

### **3. Consideration and Approval of New Units of Instruction at Public Community Colleges (Dr. Nkechi Onwuameze)**

Heartland Community College is seeking approval for a 60-credit hour Associate in General Studies. The program requires 21 credit hours of coursework in communications, mathematics, social sciences, life sciences, and humanities or fine arts. The remaining required 39 credit hours of coursework will be comprised of any combination of baccalaureate/transfer and career and technical education coursework to fulfill the student's documented plan of study. The proposed program requires students to work closely with an academic advisor to develop comprehensive academic plans to meet the student's educational needs in pursuing their identified career goals. The program is designed to meet the needs of non-traditional students that are not met by other programs. The program will provide a capstone program for graduates of career and technical certificate programs where no related Associate in Applied Science degree exists. The proposed program will also provide an educational ladder opportunity for individuals who have completed or are currently pursuing existing certificate programs, and those who are currently working in settings where a degree is needed for salary/career advancement. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Olive-Harvey College is seeking approval for a 65-credit hour Associate of Applied Science degree in Barbering. The curriculum includes 15 credit hours of required general education, and 50 credit hours of required career and technical education coursework. The curriculum was developed according to standards outlined in the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act to prepare individuals for the required Barber licensure through the Illinois Department of Financial and Professional Regulation (IDFPR). Assessment of student learning will be achieved through evaluation of the student's performance during the advanced levels of courses in barber styling. Graduates will be prepared to pass the Illinois Barber licensure exam required by IDFPR and for employment as barbers in chain or independent shops. The College continues to utilize its long-standing partnerships with community-based organizations to reach the most underserved populations within the district. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Southwestern Illinois College is seeking approval for a 60-credit hour Civil Engineering Technology Associate of Applied Science. The proposed program requires 15 credit hours of general education and 45 credit hours of career and technical education coursework. The program prepares students with skills necessary for employment as a civil engineering technician. Graduates of the program will be prepared for four credentials through the American Concrete Institute: Aggregate Testing Level 1, Concrete Field-Testing Technician Grade 1, Concrete Strength Testing Technician, and Concrete Laboratory Testing Technician Level 1. Assessment of student learning will be achieved through evaluation of the student's performance in the required internship during the student's final semester. The College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Wilbur Wright College is seeking approval for a 60-credit hour Cloud Computing Associate of Applied Science. The program is designed to equip students with the skills and knowledge necessary to thrive in the dynamic field of cloud computing. The curriculum includes 15 credit hours of required general education coursework and 45 credit hours of career and technical education coursework. Assessment of student learning in the proposed programs will be achieved through evaluation of the student's performance in the work-based learning course(s) by program faculty and worksite supervisor, and through completion of a comprehensive project. The College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. There are policies in place to ensure faculty members possess the training, credentials, and qualifications to provide instruction in the proposed program. The College has sufficient library, technology, staff, and financial resources in place to support the proposed program.

Board Member Noble moved to approve the staff recommendation. Board Member Garrison seconded the motion. A roll call was taken, and the motion passed unanimously.

#### **F. Consent Agenda Action Items**

##### **1. Consideration and Approval of Board Meeting Minutes – August 14, 2024**

Board Member Garrison moved to approve the items on the Consent Agenda. Board Member Evans seconded the motion. A voice vote was taken, and the motion was approved unanimously.

#### **G. Executive Session**

A motion was made by board member Noble and seconded by Vice Chair Herrero. A roll call was taken, and the motion to move into Executive Session was approved.

The Board moved into Executive Session for discussion of matters involving 5 ILCS 120/2(c)(1) and 5 ILCS 120/2(c)(11). No final action was taken during the closed session.

**H. Other Business**

The next Board meeting will be held Wednesday, January 22, 2025, at Chicago State University. Additional details about the meeting and agenda will be posted on the IBHE website.

**I. Adjournment**

There being no further business to come before the Board, on motion of Board Member Zarnikow and seconded by Board Member Noble, a roll call vote was taken, and by unanimous vote, the meeting adjourned at approximately 5:09 p.m.

Respectfully submitted by Melissa Bealon, Secretary to the Board.