

**APPROVED**  
**June 25, 2025**

*Melissa Bealon*  
Board Secretary Melissa Bealon

Item #G-1  
June 25, 2025

**MINUTES – BOARD MEETING**  
**March 12, 2025**

**Submitted for:** Action.

**Summary:** Minutes of the March 12, 2025, meeting of the Illinois Board of Higher Education held in person at Prairie State College, Conference Center, Proven IT Room, 1318-1320, 202 S. Halsted Street, Chicago Heights, IL 60411, 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 March 12, 2025, Board meeting.

STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

**MINUTES – BOARD MEETING**  
**March 12, 2025**

A meeting of the Illinois Board of Higher Education was held in person at Prairie State College, Conference Center, Proven IT Room, 1318-1320, 202 S. Halsted Street, Chicago Heights, IL 60411, 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, Andrea Evans, Daci Finke, Vice Chair Herrero, Magnus Noble, Garth Walker, Jamel Wright, and Eric Zarnikow.

Others present in person: Ms. Ginger Ostro, Illinois Board of Higher Education; Dr. Nkechi Onwuameze, Illinois Board of Higher Education; Jose Garcia, Illinois Board of Higher Education, Valerie Lynch, Illinois Board of Higher Education, Jenna Rossi, Illinois Board of Higher Education, Rachel Bollinger, Illinois Board of Higher Education, and Ms. Melissa Bealon, Illinois Board of Higher Education.

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

Others present virtually: Mr. David A. Kelm, Illinois Board of Higher Education

Pursuant to the Illinois Open Meetings Act, a quorum was present at the Prairie State College location. 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 1:05p.m. Board Secretary Bealon took roll call. A quorum was present.

- **Action to Permit Board Members Virtual Attendance**

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

## Opening Remarks by Chairman Kothari

Welcome to the March 2025 meeting of the Illinois Board of Higher Education. We continue to bring our meetings to campuses across the state, and today we are happy to be at Prairie State College. Thank you to President Michael Anthony and the rest of the Prairie State team for their hospitality. We were able to spend time on a tour earlier today to see the facilities. There are amazing things happening at our institutions but areas of development and improvement, especially on the infrastructure side that we continue to focus on at the Board of Higher Ed.

While we are excited to celebrate our public universities in Illinois with joy and enthusiasm, we also know that public education in our country is under attack – not by a foreign entity but by our own federal government. After decades of making progress toward a more fair education system, people who have disdain for those who are different than them – based on socio-economic status, race, immigration status, nation of origin, first language, sexual orientation, political beliefs, disability, or any difference for that matter – are attempting to dismantle educational institutions with threats designed to instill fear and financially punish those that are doing right by their mission.

Recent attacks on diversity, equity, inclusion, accessibility, free speech, the right to assemble, and the basic execution of institutional missions to create and foster knowledge through research, teaching, and service, raises the question – what is federal leadership afraid of?

If you were a smart leader truly focused on fostering a thriving society, you would want as many individuals as possible pursuing post-secondary education. You would want your leading academics to do groundbreaking research. You would want a diversity of students on campuses to engage deeply in the challenging issues of the day. You would want faculty to operate with academic freedom. And you would certainly not extort those institutions on account of an anti-woke fever dream. My only conclusion is that the Administration and its champions fear more opportunities for anyone who is perceived as different, more competition, more ideas, and more participation in our society.

The writing on the wall was clear when – in June 2023 – the Supreme Court limited (but did not eliminate) the use of race in university admissions decisions in *Students for Fair Admissions vs. Harvard* (SFFA). Ill-willed stakeholders were quite comfortable expanding its interpretation well beyond the four corners of the majority opinion. Luckily, we can all read the opinion ourselves and understand its limitations. But, since I am not a lawyer, don't take my word for it.

I encourage all in attendance and listening online to read the March 5, 2025, response by The Offices of the Attorney General for the State of Illinois, the Commonwealth of Massachusetts, and the State of New York to the Department of Education's Dear Colleague of February 14, 2025. The response provides clear guidance to K-12 and higher education institutions on how to act in the face of the error-laden and unenforceable letter and FAQ page from the Department. To borrow from the AGs' letter:

Educational institutions should continue to foster diversity, equity, inclusion, and accessibility among their student bodies. The USED's February 14 "Dear Colleague" letter and February 28 FAQ correctly identify federal civil rights laws that apply to IHEs and K-12 schools. The documents then, however, misconstrue Supreme Court precedent, wrongly imply that it might be unlawful for schools to consider the impact of policies and practices on diversity, and create a misimpression of the impact of diversity, equity, inclusion, and accessibility programming and its legality. To be clear,

nothing in the “Dear Colleague” letter or FAQ changes existing law and well-established legal principles that encourage – and even require – schools to promote educational opportunity for students of all backgrounds. The President cannot change longstanding legal precedent by executive order, and a Dear Colleague letter and FAQ document certainly cannot do so. The “Dear Colleague” letter has inspired fear, and the Attorneys General write to mitigate that fear.

Groups across the country have taken to court to challenge the recent orders from the current administration that attack our public education system. While that happens, in Illinois, we will relentlessly continue to remove barriers so that every Illinoisan has a fair shot at achieving their educational goals.

In June 2021, the state adopted its higher education strategic plan - *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth*. Since the strategic plan’s adoption, we’ve made progress in meeting students’ basic needs so they can focus on learning, launched new programs to support working adults, expanded access to dual credit in partnership with ICCB, and begun the first phase of the state’s direct admissions program – just to name a few. Each of these supports all students in Illinois.

The idea of implementing a direct admissions program in the state started a few years ago with Jennifer Delaney, a former Board member with whom I had the pleasure of serving on this Board. Jennifer’s intentional and dedicated research was instrumental in developing a program that removes barriers to access for all Illinois students.

The direct admissions program will dramatically increase access to a college education for students across the state. The only requirement to participate in the direct admissions program is to be a resident of Illinois. In just a few moments, we’ll hear more about the program. This is how you increase access for every student when you are committed to equity.

As you may know, Governor Pritzker announced his proposed budget for the next fiscal year a few weeks ago. The budget includes a 10 million dollar increase for MAP and a 3 percent increase to operational funds for public universities and community colleges. The governor’s budget recommendations will allow us to continue removing barriers and increasing access for every student in our state. We also understand the governor has had to make tough decisions given the state’s forecast fiscal deficit.

There are many challenges ahead of us – some more difficult to resolve than others – but I’m confident that we will successfully resolve them in the end.

## **Welcome and Overview**

President Michael D. Anthony, PhD, President, Prairie State College, provided welcoming remarks thanking the Board for choosing Prairie State College as a host location. He thanked the PSC staff for coordinating the tours and meetings for the day.

President Anthony went on to say the college has undergone several renovations on campus and that comes from a philosophical viewpoint that PSC students deserve the best. The career and technical education programs, which are relevant to our economy and workforce, include nursing, dental hygiene, CNA, Fire Science and Emergency Services. These programs are all bursting at the seams and wildly successful. President Anthony noted their CNA program recently boasted a one

hundred percent pass rate for their licensure test. The nursing licensure exam pass rate is ninety-four percent. This program is expanding in the fall to accommodate interested students. He went on to note that their fire science center will be a regional leader with a new facility going up in Matteson.

Dual credit continues to increase. PSC's program has increased over two hundred percent and is still growing. The need is there for high school students who want a college education.

He was proud to say they were just notified the college has four semifinalists for the Jack Kent Cooke Scholarship. He, the nominees, and everyone at the college are very proud of this accomplishment.

Being one of six PBI institutions in Illinois as designated by the Department of Education, or what remains of it, as well as a large Hispanic population, Anthony says institutions like PSC continue to lead the way for students who may or may not be as well served in higher education.

### **Executive Director's Report**

Executive Director Ginger Ostro provided a brief report.

Thank you very much. I'd like to start with some staff updates. First, I'd like to welcome our new CFO Bill McCarty who is in person today. Transition work is underway, and he will be focusing with the full team on addressing audit findings from the last audit.

Bill McCarty briefly addressed the board. McCarty stated, thank you, I'm excited to join the team at IBHE. Getting into the world of universities is new to me. I've done a lot in my background; this is not one of those things. I'm excited to get exposure to it. I really enjoyed the morning and the tour of the facilities and all the great things that are happening. I look forward to more of it in the future. I am Bill McCarty; I'm the new CFO and I've been here about a month. Ginger thinks I should have been here many months ago. I'm happy to take as much off her plate so she can focus on the macro level and not worry so much about the micro or fiscal level, which is why I'm here. In terms of background, I started my government career at the Governor's Office of Management and Budget in 2000 and spent three years there as a Lead Medicaid Analyst for the Hospital and Pharmacy Program. After leaving the state for a few years, in 2006 I went to work with Central Management Services in the Budget Office as the CFO in the Bureau of Property and Management, which is CMS's largest bureau. In 2011, I left the State to work for the City of Springfield, IL as the Director of Office of Budget and Management. In 2023 I returned to CMS as the Chief Operating Officer, for a year and a half when Dave and Ginger came calling to see if I had any interest in the CFO type position in the agency. Again, I'm thrilled to be here. Thank you.

Director Ostro, the Board, and staff welcomed McCarty.

Director Ostro went on to highlight other staffing updates.

Search is underway for leadership positions including Director of Higher Education, Finance Policy, Managing Director Policy, Research, and Fiscal Policy, and staff, including a capital analyst.

Thank you to Rachel, our Managing Director of Human Resources, for aggressive recruitment and for managing the search process. We anticipate more postings for leadership and staff

positions in the coming weeks and months. So, watch the IBHE website for more opportunities. I think it's really important to emphasize all of the work that's happening and how we're really building out the team to make sure that all the programs that we're running are really well supported.

As I turn to program updates, I just wanted to hit a couple of highlights. We recently launched a partnership with ReUp to help students with some college/no degree return to school. We selected two regions of the state, invited public universities and community colleges in those regions to consider a partnership with ReUp at no institutional cost because we did receive a two-million-dollar appropriation in our fiscal year twenty-five budget to support this type of partnership. With ReUp we anticipate up to twelve institutions will be able to join with them and begin a process to recruit those students back to our institutions and ReUp was selected after a competitive grant making process.

Similarly, we're working with Hope Chicago on their eight-million-dollar grant, also included in our fiscal year twenty-five budget. In addition to the grant funds supporting their work helping PPF students and family members successfully enroll, persist, and complete college, we asked them for two special analysis that can really help support policy work going forward. Including an analysis on the challenges and barriers that they're learning about what students face and how those can be addressed because they really work closely with the students as they're enrolling and persisting. Additionally, because they are working with family members, we thought it was a great opportunity to learn a little bit more about what's needed to better serve working adults. So, we've asked them for a special analysis on that as well.

So, I'm hopeful as they complete that there will be an opportunity for them to present that to the Board for discussion and consideration. So, taking an opportunity for a grant like that to be able to act not just for support of the direct program, but also the kind of analytic pieces that will help inform our work going forward. It's something that we are trying to include in our grant program.

The next area I wanted to highlight is the Behavioral Health Workforce Center. We haven't spent much time talking about that, but it is a partnership with the Department of Human Services, The SIU School of Medicine, and the University of Illinois at Chicago. We have been engaging with them to increase and address the workforce and behavioral health workforce shortage. They've recently launched a strategic planning process to really identify what are those strategies that are going to best help achieve that goal. So, we have been participating in their strategic planning efforts and look forward to being able to report more on that work as well.

One last area to touch on, we will spend more time talking about, we have had significant planning work in partnership with ISAC and ICCB on the One Click College Admit Program.

## **B. Advisory Committee**

### **Student Advisory Committee**

Prudence Barajas, Chair of the Student Advisory Committee, Roosevelt University and Penny Bordewick, Vice-Chair of the Student Advisory Committee, Southern Illinois University-Carbondale presented on behalf of the Student Advisory Committee

After a brief introduction the Chair and Vice-Chair reviewed the purpose of the Student Advisory Committee stating in part, “a platform for students across the state to voice their ideas and provide feedback regarding higher education policies and initiatives. Through collaboration with IBHE, the SAC works to ensure that the diverse needs of the Illinois’ student population are heard and addressed. We hope to collaborate with the Board in a communal effort of fostering an inclusive, responsive, and forward-thinking higher education system.”

Three areas of interest were identified. Student basic needs – housing insecurity and food insecurity, childcare, and healthcare. College affordability and open resources (OER). Equity initiatives, mental health support, and ongoing efforts of the IBHE.

The first area, Basic Needs, is essential to provide Illinois’ higher education students with the support they need to thrive. Housing security, food security, childcare, and health care are all pivotal factors to ensuring Illinois students in higher education can attend their courses, complete their work, and ultimately achieve degree completion.

Recommendations of the SAC include encouraging the Board to continue investing in and implementing ongoing learning and evidence-based support initiatives to localize and direct resources where needed to best support our communities. Additionally, SAC implores the Board to endorse and support institution-level review and reform of existing policies and procedures that further exacerbate equity gaps in higher education.

The second area of interest, college affordability, presents a critical barrier to students pursuing an education. The rising costs of tuition, fees, materials (i.e., textbooks, technology) creates a significant financial burden for students, impacting their ability to thrive and continue to pursue an education.

Recommendation related to college affordability include continued support of MAP funding toward the \$1 billion funding goal for students. MAP offers critical assistance to students. The SAC encourages the IBHE to support colleges and universities to move towards the implementation and utilization of open resources (OERs).

The last area of interest is equity, mental health support and IBHE’s ongoing efforts. With suicide being the leading cause of death for college-age individuals, there is a high demand for mental health services for students. Equity, mental health services, and support resources directly impact the ability of students and their communities to succeed and thrive.

Recommendations include continue initiatives that help to develop institution-level programs to increase support for mental health and wellness services. Continue to push for the implementation of equity plans at the institutional level. Explore initiatives to diversify faculty and staff voices as well as curricula, at an institutional level.

Chair Kothari asked if Board members had any questions.

A board member asked if there were any specific examples that inspired the direction of the work or area where you were seeking feedback. Chair Barajas responded they have all been touched by everything spoken about thus far.

A board member asked in conversations related to basic needs if there is anything that a college is doing that is highly regarded. Chair Barajas noted that one of things that stood out to her was some universities don't have counseling centers. Barajas went on to say that they have inspired each other through cross-institutional dialogue. Vice-Chair Bordewick commented that dialogue has been centered around the concept of every institution having one counselor that can see students weekly and what kind of difference it would make. The southern university and community colleges are in a mental health care desert. Providing support or mental health care funding is essential and puts everyone on the same level.

A board member asked the percentage of private university tuition on average that's covered. It was determined that ISAC could answer this question.

A board member asked the students how institutions are doing when it comes to equity. Housing continues to be an area where equity lags. Some programs are eager to help while others are not at all. Referencing access, open educational resources would decrease cost and make sure access is available across the board. It was suggested by a fellow student board member for private institutions to create an equity plan like the one required for the public institutions.

Board member Zarnikow who is the ED of the IL Student Assistance Commission, commented a couple of years ago that the General Assembly delegated his agency to look into course materials. He noted they investigated the topics that were discussed today, and the report is available on their website. He went on to say there is complexity to the issue. Institutions vary in the way they charge for textbooks as well as disperse funding. Faculty tend to control the course materials. Some like open resources, some do not. When surveyed, over half of the students wanted a hard copy textbook. It was concluded that exploring concepts and creating a dialogue with a diverse population will lead to positive change.

Chair Kothari conveyed the presentation points highlighted key topics the Board is eager to explore. He thanked the presenters and the SAC for their presentation.

### **C. "One Click College Admit": An Update on Illinois Direct Admissions**

Ginger Ostro, Executive Director, IBHE  
Colleen Sexton, Ph.D., Assistant Director of Transfer Initiatives, IBHE  
José García, Director of Communications, IBHE  
Deana Schenk, Senior Director for Student Success, ICCB

Director Ostro shared the work being done around direct admissions and the program called One Click College Admit. The program concept was started several years ago by former board member Jennifer Delaney, who piloted research in this area.

The idea behind direct admission is that for every student in the state, there is a place in one of Illinois' colleges and universities. Starting in 2021 all public universities joined the Common App for the basic application which has led to a dramatic increase in applications, including students from low-income families and students of color. As a result, this was seen as an important foundation to build on.



The vision for Illinois is One Click College Admit which is one click college admissions. Enough information about students is available or it can be gathered for them to be admitted to most Illinois community colleges and public universities without having to submit a complete application. This is done in partnership with ISAC, ICCB, the IBHE and Common App to implement a full-scale program where available data will be used to match students to universities and community colleges which allows them to have one click to be admitted.

In its full vision, the use of data available from high schools at the end of junior year is sufficient information for most Illinois public universities and community colleges to admit students.

To get that data, legislation is being enacted to help implement the program. There are two bills in the General Assembly. HB3522 and SB2448. The hope is they will be called in committee soon. Additionally, IBHE is looking at how we guarantee One Click admit students or community college students who want to transfer to a public university. This process would require more than a GPA, but certain course credit hour completion. This work is being done in parallel with the One Click College Admit of high school students. If accomplished, Illinois may be the only state in the country offering this.

The timeline for implementation is beginning Fall of this year with school districts collecting opt-in forms during registration for high-school juniors and community colleges collecting opt-in forms for transfer students.

Director Ostro thanked the Lumina Foundation for making this project possible. The grant received helped propel the project forward through support of communications efforts, the planning efforts, and the early data work.

Launched in January 2025, with eight participating public universities and four community colleges (three joining after launch). To receive Illinois One Click College Admit offers, students need to create a Common App account or have an existing account. Then they need to indicate their permanent home address in Illinois. Next, enter their GPA and GPA scale (One Click College Admit guide provides step by step directions). The eligibility match process runs weekly. Institutions verify transcripts before enrollment. The student will receive an email of inside Common App stating what institutions you are eligible to attend. (Parents will receive email notification as well.) If the student is interested, they move that offer to a new tab. At that point, the institution is notified and starts working with the students and encourages them to complete the application.

The current version of the program does not reach the entire universe of high school students. With legislation in place IBHE and Common App can implement the vision of One Click College Admit. Students will be required to affirmatively open a Common App account, enter their name, address, and GPA, so they can be matched. Currently students go to the website and create an account on their own.

Work is underway to include community colleges in the Common App which has a transfer student application.

Chair Kothari asked the board if they had any questions.

A board member asked if the data point referenced in the presentation of 69,969 were seniors.

The response was that they were high school seniors. Some may have applied to other institutions if they already had the Common App. The information would be additional direct admit offers to other institutional options. They wouldn't get a direct admit from the institution where they've already submitted an application.

A board member asked about the transfer program and how it will work in relation to the student being accepted into a college at the preferred university.

Discussion has begun with admission counselors to work through the requirements and getting transcripts early enough to decide.

A board member asked about future workforce needs and how this aligns with the building of direct admissions to a certain type of college in Illinois long term. Is there alignment there? Or, has there been discussion of alignment around that behavior?

That's a good question. It's about ensuring we're getting broad access to students into our universities and some of the other work is looking at workforce demand. Do we have the right mix of programs? Do we have the right capacity to serve students and within the areas that the state needs and where they're interested in. This program doesn't necessarily speak to that but open to others thoughts. This really gets at breadth and opportunity.

A board member asked how the process of guaranteed admissions with community colleges and universities is being thought about and presented.

That will be step two. Right now, we are looking at whether we can create the initial level of access. Then as we build on that, we can look at questions like this.

A board member stated anecdotally it is working. Their child is a high school senior and has already been in the Common App since last fall. She received notification of her matches. So, kudos on the positive experience.

A board member asked about how institutions can handle the influx they're about the face. Recognized there is a tipping point and without assistance or direction there will be pushbacks. Adding there will be an increase in expense above and beyond the cost of the app. How are we thinking about it as this process is built. Is there any guidance from Idaho or Minnesota because they had to experience that as well.

This has come up in discussion. Additionally, there is a user's group that meets monthly by other states using the App. These types of challenges are discussed, and the best practices can be applied where appropriate.

A student board member applauded the effort being made on this project. As a student who has applied twice to colleges it is a long process for students. Many have jobs, are athletes, have after-school activities, or other responsibilities they need to get to as well as completing these long applications. This is going to meet and close the gap for some of those students who couldn't apply before. As a transfer student who is moving to a new university next year, a lot of bigger universities have spreadsheets where you go in and see, this is my college, these are the classes I took, this is the exact course it's going to transfer to, etc. Is that something that could be implemented? For instance, you got accepted to this college, here's this spreadsheet showing the exact classes you attended, this is how they transfer, so you know before accepting.

Illinois established the articulation initiative, and all the state institutions have transfer guides that clearly lay that out. We encourage use of the tool Transferology out of the University of Illinois as well. Additionally, when building their profile in Common App, institutions will identify their partner schools.

A board member asked if the GPA is what triggers the match process to the institution. Is there ever an overmatch institution offer. Or is it match and under-match. The member was concerned about an over representation of undermatched institutions for the student's level of academic performance.

It would be based on their GPA where they would be OneClick admitted. Institutions shared concern students who are just below the cutoff of the GPA may not apply because they weren't admitted to a particular school. The wording for notification will include, "please also consider x and y, who is also interested in looking at you". Working with the school counselor/advisor is an integral part of the process.

A board member asked if Illinois State University was part of the process.

They were not part of the soft launch.

The same board member asked why they were not part of the soft launch.

This launched mid-year. Some institutions had concerns about several students' applications already being in-process. Having no application fee, no letters of recommendation and doing it mid-year was a challenge for some institutions, and they asked not to participate in the soft launch because it was late in the year. The anticipation is that they will be included next year.

A board member asked if the intention is that this would eventually transform the admission process into public universities in Illinois.

Ultimately, yes. The name of the grant was called the Great Admissions Redesign, so that is the vision. However, it won't preclude a student who doesn't get a one-click offer from applying through the Common App to an institution who they think is a better match for them. It's meant to reach a number of students who may not be applying to schools they may not be aware of or do not have an opportunity to go to. It helps with the undermatch in that way.

It was further mentioned that work may eventually include private institutions in the Common App process.

A board member asked about transfer students submitting their applications. They're doing so before they've finished their associate degree. How is that considered by the system. Or when they submit their unofficial transcript. A lot of students will transfer without applying for graduation and move on to a four year which allows their credits to be assessed. Transferring with a full associate's degree avoids the credits from being picked apart.

The criteria for transfer in One Click is 30 credit hours. It's 30 credit hours in the legislation. The student isn't required to complete the associate's degree to get the offer, however it is encouraged.

A board member asked the status on the bills referenced.

The first step of the process is for them to be assigned to a committee. Then they are heard in committee, questions are raised. Members of the committee will have a chance to vote on them. Assuming it's approved, it then would go to the Chamber floor.

A board member stated the last couple of years have shown the k-12 transcripts have changed. In some instances, a student may appear on paper to be able to handle the rigors of college but may have been in a special ed sequence or had some IEP even though there was no indication on the transcript. If we are strictly looking at GPA to be directly admitted, then on the backend there will be challenges. What kind of guardrails or additional interventions are being put in place to catch this.

The biggest thing right now is that all the offers say pending institutional review of transcripts. And counselors are working with the students.

A board member asked at what point the student can review the economic packages available for each institution. Being able to review this prior to selecting is important for first generation individuals.

There are two opportunities inside the Common App that get into some of the financial questions, and each institution has their own university or college questions. Most of those get at financial needs, social needs first, questions designed to help the admission counselor figure out how much money they can offer. Each institution has their own landing page where many have links directly to scholarships.

A board member asked how IBHE is marketing internally to institutions to have information to share at college fairs or on their website, etc.

The plan is to implement a statewide marketing campaign. On the website, the partner universities are listed, and we also have our community college locator. There is also a user guide available on the website. There are also flyers and handouts produced in partnership with ISAC.

A board member asked if there was an opt-in goal for the parents. What is the target?

There's a lot of things parents have to opt-in to or opt-out of and this is being added to the packet of things they will have to opt-in to. There isn't a clear sense of how many parents opt-out of things that they have the option to opt-in to or opt-out of. So, it would be hard where to set that goal. A big part of the marketing campaign is why it's important to opt-in, in addition to this is how the process works.

A question asked online if we will be able to track persistence or retention completion rates for the students who selected their direct admission option.

It would need to be built. The data from Common App on who's applying and the data on who has enrolled, but the bridge at the student level is something having Common App partnership helps get more insights statewide into applications.

## **D. Public Comment**

Chair Kothari confirmed with Secretary Bealon that two members of the public submitted requests in advance, in accordance with IBHE's public participation procedures. The speakers addressed the Board on the following topics:

- Shawn Schumacher, Faculty Advisory Council, IBHE, Plan for community colleges offering four-year degrees
- Dan Rozencik, Faculty Advisory Council, Consortium of Academic and Research Librarians of Illinois, Concerns regarding librarian staff reductions

## **E. Action Items**

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

#### Eastern Illinois University

Eastern Illinois University (EIU or the University) is seeking authorization to offer a Bachelor of Applied Arts and Sciences in Cybersecurity (BAAS in Cybersecurity) in the Prairie region. This program focuses on the principles and techniques used to identify, search, seize and analyze digital media and conduct cyber investigations against criminal and terrorist activity. The program is designed to meet the needs of working professionals, specifically those that have not yet completed a bachelor's degree. The proposed program requires 120 credit hours including the major core of 30 credit hours divided between the foundation core of 18 credit hours and 12 credit hours of the cybersecurity internship or credit for prior learning (CPL). The foundation core requires courses in data communications technology, database administration, and cybersecurity intrusion detection and prevention. The remaining nine hours will be selected from five other courses (MIS 4850, MIS 4860, MIS 4960, EGT 4823, and TEC 3414).

In addition, all students must complete the undergraduate degree requirements included in the EIU undergraduate catalog, which includes finishing all general education requirements; all major course requirements; 30 credit hours in residence; 40 credit hours of upper division courses; and 12 credit hours in residence in courses applicable to the major. The BAAS in Cybersecurity includes instruction in computer boot processes and drives, jumper setting, file access and reconstruction, hacking, network systems, cryptography, programming, investigative techniques, forensic imagery, web-based investigation methods, cyberterrorism, and applicable laws and administrative procedures. Graduates will be prepared to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation, auditing, and maintenance of security devices, systems, and procedures.

The University has proposed equity strategies to close gaps in enrollment, persistence, and completion of degrees in the field. Robust strategies exist within the proposed program's curricular and academic support plans to promote student success. 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 to support the program.

- Bachelor of Social Work

Eastern Illinois University (EIU or the University) is seeking authorization to offer a Bachelor of Social Work (BSW) in the Prairie region. This interdisciplinary degree program provides a range of options with a flexible curriculum to meet the needs of undergraduate students who seek career opportunities in the field of social work. In addition to offering a generalist curriculum in social work, the proposed program allows students to pursue their interests by choosing among seven different elective areas including addictions, gerontology, child welfare, criminology, health, nutrition, and policy and advocacy. The proposed program requires completion of 120 credit hours including 61 credits in the major. Through broad training and opportunities for concentration areas, the proposed program will prepare students for both entry-level positions in the social work field and advanced study.

The University has proposed an equity plan and strategies to support traditionally underrepresented students as well as robust curricular and academic support services to promote student success. 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, staff, and financial resources to support the program.

University of Illinois Urbana-Champaign

The University of Illinois Urbana-Champaign (UIUC or the University) requests authorization to offer a Bachelor of Science in Materials Science and Engineering + Data Science (BS in MatSE + DS) in the Prairie region. The program will be housed in the Department of Materials Science and Engineering within the Grainger College of Engineering. The 128-credit hour program combines a strong foundation in materials science and engineering with training in data science principles, techniques, and practices. The curriculum blends core course requirements with 69 credit hours of materials science and engineering courses and 29 hours of data science courses. Graduates of this unique program will be prepared to meet the demand for positions involving modeling, simulation, analysis of materials informatics, and use of computational methods. 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 program. Finke seconded the motion. A roll call was conducted, with all members voting in favor. Motion carried unanimously.

Moving on to the next item, Dr. Onwuameze presented the staff recommendations for independent institution approvals, including the following:

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

### Rush University

Rush University (the University) is seeking authorization to offer a Post-Baccalaureate Certificate in Nursing Education in the Chicago region. The 12-credit hour program will be housed in the College of Nursing (CON) within the Office of Academic Programs and Affairs (OAPA). The program will prepare practicing nurses to function in a variety of teaching roles, either in academic or healthcare settings, by providing a rigorous and relevant curriculum grounded in culturally responsive pedagogy and emphasizing the importance of social determinates of health, social justice, and education equity. These concepts will be threaded throughout the program to heighten students' awareness of critical issues in the education of nurses. Additionally, the National League for Nursing (NLN) Nurse Educator Competencies are embedded in the curriculum to equip nurse educators with the necessary skills to develop future nurses into highly trained expert practitioners. The proposed program will be offered in an online, asynchronous format by experts in nursing education. Upon completion of the program, graduates will have the necessary theoretical background to successfully pass the Certified Nurse Educator (CNE) examination. Rush University 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. Rush University has sufficient library, technology, and financial resources to support the program.

Board Member Zarnikow moved to approve the new program of instruction. Noble seconded the motion. A roll call was taken. Eleven voting yes, one abstention. The motion passed.

### Saint Francis Medical Center College of Nursing

- Operating Authority in the Western Region

Saint Francis Medical Center College of Nursing (SFMCCON or the College) is seeking authorization to operate in the Western Region. Saint Francis Medical Center College of Nursing (SFMCCON or the College) is an independent, non-for-profit institution operating and granting degrees in Peoria, Illinois. The Sisters of the Third Order of Saint Francis, headquartered in Peoria, Illinois, own and operate OSF HealthCare with the goal of providing healthcare to the sick, injured, and poor and offering education to healthcare providers in the community of Peoria and surrounding areas. St. Francis Hospital School of Nursing was organized in 1905 exclusively for the education of Sisters as nurses. The school's diploma program was approved by the State of Illinois in 1915 and opened to lay students in 1918. The school migrated to an upper division collegiate program in 1985 with the creation of the baccalaureate program and the first students enrolled as juniors in August of 1986. The College is located on the campus of OSF HealthCare Saint Francis Medical Center and one of the largest Catholic healthcare facilities in the United States. The College offers several nursing programs including a Bachelor of Science in Nursing with pre-licensure and post-licensure (Registered Nurse to Bachelor of Science in Nursing or RN-BSN), a Master of Science in Nursing (MSN), an accelerated Pathway MSN providing a master's level entry licensure



opportunity for students with non-nursing bachelor's degrees as well as a Doctor of Nursing Practice (DNP) and several post-graduate certificate tracks. Saint Francis Medical Center College of Nursing has consistently been accredited since 1950 through the National League for Nursing. In 2018, the College sought and received initial accreditation for the BSN, MSN, DNP and post-graduate certificate programs through the Collegiate Commission of Colleges of Nursing Education (CCNE). The institution's emphasis on quality preparation of nursing students has resulted in a 94 percent National Council Licensure Examination (NCLEX) pass rate for 2023.

With this application, the College is seeking authorization to operate in the Western region to provide an accelerated BSN program to students at Monmouth College. SFMCCON and Monmouth College will collaborate to offer a "3+1" nursing degree program. Monmouth students will first complete their biology or theory of human movement coursework in three years, then receive a bachelor's degree from Monmouth College. Upon obtaining a bachelor's degree, students will be eligible to enroll in SFMCCON's accelerated nursing program at Monmouth's campus.

Educational resources include classrooms at Monmouth College including a new space designed for a skills lab with simulation capability. The renovation will be funded by Monmouth. Additionally, SFMCCON will provide simulators, beds, and laundry as in-kind resources for teaching and learning. The duration of the accelerated nursing program is one year. After completion, students will receive a second bachelor's degree from Saint Francis Medical Center College of Nursing and meet the requirements to sit for the NCLEX examination. Students will have the unique opportunity to complete their educational journey at Monmouth's campus with two bachelor's degrees.

Board Member Sharma moved to approve the new program of instruction. Noble seconded the motion. A roll call was taken. The motion passed unanimously.

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

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

#### Harry S Truman College

Harry S Truman College is seeking approval for a 60-credit hour Associate of Applied Science (AAS) in Cloud Computing. The AAS in Cloud Computing is a comprehensive program designed to equip students with the skills and knowledge necessary to thrive in the dynamic field of cloud computing. Students will gain hands-on experience with the latest technologies and best practices in the industry, preparing them for a variety of roles in the rapidly evolving cloud computing landscape. The curriculum includes 15 credit hours of required general education coursework and 45 credit hours of career and technical education coursework. Career and technical education coursework includes instruction in computer science, computer operations, introductory and advanced operating systems, introductory cloud computing, cloud architecture, Python programming, IT security, client-server databases, networking, operating systems/Server+, a required work-based learning course in a cloud computing



environment, and nine credit hours in related technical electives. The proposed AAS program provides graduates of the existing Cloud Computing Certificate with an educational ladder opportunity. Assessment of student learning in the proposed program will be achieved through the evaluation of student performance by program faculty and the worksite supervisor in work-based learning course(s) and through the completion of a comprehensive project.

Board Member Evans moved to approve the staff recommendation. Wright seconded the motion. A roll call was taken. Eleven voted yes, one abstained. The motion passed.

#### Lake Land College

Lake Land College is seeking approval for a 60-credit hour Associate of Applied Science (AAS) in Environmental Health and Safety Services. The AAS in Environmental Health and Safety Services will offer students who complete the existing Certificate programs in Environmental Health and Safety, Building Maintenance, and Maintenance Supervision with an educational ladder opportunity. The curriculum includes 19 credit hours of required general education coursework and 41 credit hours of required career and technical education coursework. The career and technical education component includes instruction in introductory custodial services, general cleaning practices, hard floor care, carpet and upholstery care, introductory building maintenance, electrical systems maintenance, plumbing, indoor air quality, remediation concepts, sustainability/green cleaning, maintenance organization, preventative maintenance, budgeting and inventory management, supervisory communication, and supervision for maintenance. The proposed program is designed for students interested in pursuing mid-level positions in the environmental health and safety services industry. Emphasis is placed on technical skills required to work in the field. Students will develop additional general education knowledge and skills to improve future employment opportunities. Assessment of student learning will be achieved through the evaluation of student performance by program faculty.

#### McHenry County College

McHenry County College is seeking approval for a 60-credit hour Associate of Applied Science (AAS) in Architectural Technology. The AAS in Architectural Technology will provide students with the ability to study the ideas, methods, and processes by which architecture is conceptualized, designed, and built. The curriculum focuses on the latest building project delivery processes and software, as well as architectural design and communication. Two options will be available for students: (1) Architectural technology focuses on the specific software and workflows used in the building delivery process, including computer-aided design and building information modeling, and (2) Architectural design focuses on the principles of architectural design and the methods to communicate them to clients and stakeholders. The curriculum requires 15 credit hours of required general education coursework and 45 credit hours of career and technical education coursework, including between nine and 12 credit hours in specialized option electives. The program will prepare individuals for entry-level employment and advancement opportunities as architectural technicians and designers in a variety of architectural, construction, and engineering settings. Assessment of student learning will be achieved through the evaluation of each student's portfolio by program faculty and

individuals with related work experience in the field of architectural design and technology.

McHenry County College is seeking approval for a 60-credit hour Associate of Applied Science (AAS) in Radiologic Technology. The AAS in Radiologic Technology integrates didactic, laboratory, and clinical training in which students will develop the necessary skills to produce quality radiographic images of human anatomy in a healthcare setting. This is a full-time program that consists of clinical education continuing for five consecutive semesters. The proposed program is designed to prepare students to take the American Registry of Radiologic Technology (ARRT) national certification examination and subsequently begin entry-level careers in diagnostic imaging. The curriculum requires 16 credit hours of required general education coursework, 35 credit hours of career and technical education coursework, and 9 credit hours in radiography clinical practice. This excludes pre-admission general education coursework in anatomy and physiology, mathematics, and medical terminology. The curriculum was developed according to standards developed by the Joint Review Committee on Education in Radiologic Technology (JRCERT) and are aligned with the American Society of Radiologic Technologists (ASRT) competencies which will prepare graduates for credentialing as a registered radiologic technologist through the ARRT. This credential is required for licensure and employment by the Illinois Emergency Management Agency. Assessment of student learning will be achieved through the evaluation of student performance by program faculty and the worksite supervisor during the clinical learning experience.

McHenry County College is seeking approval for a 65-credit hour Associate of Applied Science (AAS) in Respiratory Therapy. The AAS in Respiratory Therapy is designed to prepare students to function as a professional respiratory therapist in various healthcare settings including hospitals, nursing homes, and clinics. Respiratory therapists perform respiratory care procedures such as patient evaluation, treatment selection, assessment of treatment, and are involved in clinical decision-making and patient education. Students will participate in classroom, lab, simulation, and clinical practice in this full-time program. The curriculum includes 20 credit hours of required general education coursework and 45 credit hours of required career and technical education coursework. This excludes four credit hours of general education science prerequisite requirements. The curriculum was developed according to standards outlined by the Commission on Accreditation for Respiratory Care. Completion of an accredited program qualifies graduates to sit for the Registered Respiratory Therapist credentialing exam through the National Board for Respiratory Care. Assessment of student learning will be achieved through the evaluation of student performance by program faculty and the worksite supervisor during the clinical practicum experience.

McHenry County College is seeking approval for a 61-credit hour Associate of Applied Science (AAS) in Video Production and Editing. The AAS in Video Production and Editing is a dynamic, hands-on program that will equip students with essential skills in video production, editing, and digital media. With a curriculum grounded in real world applications and cutting-edge technology, graduates will be prepared for careers in film, television, online media, and more. Graduates will be equipped to pursue roles such as video editor, production assistant, camera operator, and multimedia specialist. The skills gained in this program also provide a strong foundation for those

interested in pursuing advanced studies or specialized certifications in the field. The curriculum requires 15 credit hours of required general education coursework and 46 credit hours of career and technical education coursework, including nine credit hours in specialized option electives. The proposed program will provide graduates of the existing Video Production and Editing Certificate with an educational ladder opportunity. Assessment of student learning will be achieved through the evaluation of each student's portfolio by program faculty and individuals with related work experience in the field of video production and editing.

#### Triton College

Triton College is seeking approval for a 61-credit hour Associate in Engineering Science (AES). The AES is designed to prepare students for entering baccalaureate-level engineering programs at four-year institutions. The proposed AES program requires 19 credit hours of coursework in communications, mathematics, social and behavioral sciences, and humanities/fine arts. The remaining required 42 credit hours of coursework will be comprised of any combination of baccalaureate/transfer engineering coursework that fulfills the student's transfer plan. Triton College's engineering curriculum offers courses required in the first two years of the bachelor's degree program in all engineering majors. To graduate with a bachelor's degree in four years, students are encouraged to follow the curriculum requirements of the engineering major and the transfer institution. Since this curriculum places emphasis on mathematics and its applications in the sciences, students should possess skills in this area.

Board Member Noble moved to approve the staff recommendation. Herrero 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 – November 13, 2024

Vice Chair Herrero moved to approve the items on the Consent Agenda. Finke seconded the motion. A voice vote was taken, and the motion was approved unanimously.

#### **G. Other Business**

The next Board meeting will be held Wednesday, March 12, 2025, at Prairie State College in Chicago Heights. Additional details about the meeting and agenda will be posted on the IBHE website.

#### **H. Adjournment**

There being no further business to come before the Board, on motion of Board Member Noble and seconded by Board Member Evans, a voice vote was taken, and by unanimous vote, the meeting adjourned at approximately 3:48 p.m.

Respectfully submitted by Melissa Bealon, Secretary to the Board.